

## D2.6 INTERVENTION PROTOCOL

Two volunteers of UCCU moderate the school intervention. Following an initial contact with a school teacher or school principle, the intervention takes place within the school. The teacher is advised not to participate or remain in the background during the programme in order for students to express their opinions more freely. The programme lasts 45 or 90 minutes.

The programme starts with an ice breaker game. It aims to create a safe place, a good atmosphere and to capsize the taboo over the word Gypsy or Roma. The most common game is the radio game: students stand up and form a circle. The volunteers whisper the word *Roma* or *Gypsy* to the child standing next to them. The students say the word with increasing loudness, so at the end, they shout the word – which makes them less uncomfortable to talk about the Roma. This section is connected with the introduction during which the moderators refer to their identity as both Roma and Hungarian. This also encourages Roma students to talk about their identity in mixed classes.

After creating a safe atmosphere, the main game is introduced which can vary depending on the group. The most popular ones are the “picture game” and the “opinion line”. The first one challenges stereotypes about the Roma by showing faceless pictures to the children. They have to guess whether the person is Roma or not. In the opinion line, they bring statements about the Roma – some based on stereotypes, some not. The children have to place themselves on an imaginary line expressing how much they agree or disagree with the statements. These games are mainly used to sparkle conversations so that the volunteers can talk to students about Roma culture and Roma people.

The programme ends with a closing round. In this part, students reflect on the games, how they felt during the programme, what they learned from it and they can ask their remaining questions. It is important not let students go with a sense of uncertainty.

**Pre- and post-test measures** (finalized after collection of qualitative data) for participants aged 16+, all answers are optional.

- Attitudes Toward Roma Scale (Blatant negative stereotyping, belief in undeserved benefits, cultural recognition)
- Meta-stereotypes
- Previous contact experiences (quality and quantity of contact)
- Contact intentions
- Willingness to engage in (1) low-threshold donations and charity, (2) advocacy for Roma rights and Roma inclusion within the school setting
- Attribution of responsibility (stable vs. temporary causes, internal vs. external, structural causes)
- Privilege awareness
- Disadvantage awareness
- Roma self-identification

Additionally during post-test:

- Open ended question about intervention: Please describe you overall impression of the intervention
- Rating of the intervention in terms of:
  - o Interesting
  - o Offered new information
  - o Thought provoking
  - o Uncomfortable
- What would you do differently?
- How did your classmates react to the intervention?

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- Was their reaction different fr



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om yours? In what way?