



Implementation of effective practices for the development of students' emotional intelligence with particular emphasis on anti-discrimination activities at European universities

IMPROVING
EMOTIONAL
INTELLIGENCE



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First Aid Kit

Welcome to the EQUNI First Aid Kit, your go-to resource for navigating the challenges and emotions that may arise during the board game. This Kit is designed to support you in understanding and addressing discrimination, while also enhancing your emotional intelligence. Inside, you will find:

- **Helpful Tips:** Practical advice on what to do if you see yourself as a victim, a witness, or an unintentional perpetrator of discrimination.
- **List of Needs and Emotions:** This will help you identify and articulate the feelings and underlying needs of victims, witnesses, and offenders in discriminatory situations.
- **Key Definitions:** Essential terms related to discrimination that will aid you in answering game questions and deepening your understanding of the topic.

Remember, this Kit is here to assist you whenever you encounter difficulties in answering questions or completing tasks of the game. Use it to foster empathy, understanding, and positive action. Let's work together to create a more inclusive and supportive university environment.

Enjoy the game!



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Helpful Tips

Here, you will find practical advice and actionable steps to take if you find yourself in a discriminatory situation. These tips are designed to empower you to respond thoughtfully and constructively.

If You Are a **Victim** of Discrimination:

1. Acknowledge Your Feelings: It is important to recognize and validate your emotions. You might feel hurt, angry, or confused. Take a moment to breathe and understand what you are feeling.

2. Express Your Emotions: Use “I” statements to communicate how you feel. For example “I feel hurt when you say that because it seems disrespectful to me.” This helps to express your emotions without blaming others.

3. Communicate Your Needs: Clearly state what you need to feel safe and respected. For example “I need you to stop making those comments because they are hurtful.”

4. Seek Support: Reach out to friends, family, or trusted individuals who can offer emotional support. Sharing your experience can help you feel less isolated.

5. Document the Incident: If possible, write down what happened, including dates, times, and any witnesses. This can be useful if you decide to report the incident.

6. Report the Incident: If you feel safe and comfortable, report the discrimination to the appropriate authorities at your university. They can provide guidance on the next steps and offer support.

7. Practice Self-Care: Engage in activities that help you relax and recharge. This could be anything from reading a book, going for a walk, or practising mindfulness.

Remember, you have the right to feel safe and respected at university. Use these tips to help navigate and address discriminatory situations with confidence and self-care.



If You Are a **Witness** to Discrimination:

1. Recognize the Situation: Pay attention to the dynamics around you.

If you notice someone being treated unfairly, acknowledge it.

2. Offer Support: Approach the victim and offer your support. You can say something like this “I saw what happened, and I’m here for you.”

3. Communicate Your Observations: Use “I” statements to describe what you observed. For example, “I noticed that you were being spoken to in a disrespectful manner.”

4. Encourage Reporting: Encourage the victim to report the incident if they feel comfortable. Offer to accompany them if they need support.

5. Intervene if Safe: If you feel safe and confident, you can intervene by addressing the offender directly. Use calm and respectful language, such as “I don’t think that comment was appropriate.”

6. Document the Incident: Write down what you witnessed, including details like dates, times, and any other witnesses. This can be helpful if the victim decides to report the incident.

7. Reflect on Your Actions: After the incident, take some time to reflect on what happened and how you responded. Consider what you can do in the future to continue supporting a discrimination-free environment.

Remember, your actions as a witness can make a significant difference. By standing up against discrimination, you help create a safer and more inclusive university community for everyone.





If You Are an **Unintentional Perpetrator** of Discrimination

- 1. Acknowledge the Feedback:** If someone points out that your behaviour was discriminatory, listen without interrupting. Acknowledge their feelings and thank them for bringing it to your attention.
- 2. Reflect on Your Actions:** Take a moment to think about what was said and how it might have affected others. Consider why your behaviour was perceived as discriminatory.
- 3. Apologize Sincerely:** Offer a genuine apology to the person affected. Use “I” statements to take responsibility, such as “I’m sorry for my comment. I realize it was hurtful and inappropriate.”
- 4. Ask for Clarification:** If you are unsure why your behaviour was discriminatory, politely ask for more information. This can help you understand and avoid similar actions in the future.
- 5. Educate Yourself:** Take the initiative to learn more about discrimination and its impact. This could involve reading articles, attending workshops, or engaging in discussions.
- 6. Change Your Behaviour:** Make a conscious effort to change your behaviour and avoid repeating the same mistakes. Show that you are committed to being respectful and inclusive.
- 7. Seek Support:** If you need help understanding or changing your behaviour, reach out to trusted friends, mentors, or professionals who can offer guidance.

Remember, we all tend to unconsciously exhibit subtle biases. Recognizing and addressing your own discriminatory behaviour is a crucial step towards personal growth and creating an inclusive and respectful environment around you. Your willingness to learn and grow can make a significant difference.





List of Needs

Identifying and expressing needs is crucial in combating discrimination because it addresses the root causes of emotions and behaviours. Clear communication of needs promotes empathy, facilitates dialogue, and encourages positive action. Use this list to explore and articulate the needs of everyone involved in a discriminatory situation at university.

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|------------------|-------------------|---------------------|
| 1. Acceptance | 11. Contribution | 21. Partnership |
| 2. Appreciation | 12. Creativity | 22. Relaxation |
| 3. Authenticity | 13. Dignity | 23. Rest |
| 4. Balance | 14. Effectiveness | 24. Safety |
| 5. Belonging | 15. Empathy | 25. Self-Acceptance |
| 6. Care | 16. Freedom | 26. Space |
| 7. Challenge | 17. Hope | 27. Spontaneity |
| 8. Choice | 18. Humour | 28. Stability |
| 9. Communication | 19. Inclusion | 29. Support |
| 10. Compassion | 20. Order | 30. Trust |

List of Emotions

Recognizing and expressing emotions is essential in addressing discrimination, as it helps us understand the impact of our actions and those of others. Clear communication of emotions fosters empathy and facilitates dialogue. Use this list to explore and articulate the emotions of everyone involved in a discriminatory situation at university.

- | | | |
|----------------|--------------------|--------------|
| 1. Acceptance | 11. Distress | 21. Jealousy |
| 2. Admiration | 12. Envy | 22. Joy |
| 3. Anger | 13. Fear | 23. Love |
| 4. Anxiety | 14. Feeling guilty | 24. Rage |
| 5. Aversion | 15. Gratitude | 25. Regret |
| 6. Calm | 16. Happiness | 26. Sadness |
| 7. Contempt | 17. Hate | 27. Shame |
| 8. Curiosity | 18. Helplessness | 28. Surprise |
| 9. Desperation | 19. Hope | 29. Trust |
| 10. Disgust | 20. Horror | 30. Wonder |





Key Definitions

Cognitive biases are repeated, systematic errors of thinking that occur when you misinterpret information in the world around you.

Example: a professor mentions a particular theory early in the semester, students might give it undue weight in their studies and discussions, even if other theories are equally or more valid. This can lead to a skewed understanding of the subject matter, where students may overlook or undervalue alternative theories and perspectives, potentially limiting their overall learning and critical thinking skills.

Confirmation bias is favouring information that confirms your existing beliefs and preconceptions, automatically discounting information that does not confirm your bias.


Example: a student writing a research paper on a controversial topic might only seek out sources that support their pre-existing viewpoint, ignoring or dismissing sources that present an opposing perspective. This can lead to a biased and incomplete understanding of the topic.

Discrimination is any conduct based on distinctions made according to social or natural categories, unrelated to the merit or abilities of individuals, or their individual behaviour.

Example: a professor consistently giving lower grades to students of a particular race or ethnicity, despite their work being of similar quality to that of their peers. This unfair treatment based on race or ethnicity can create a hostile and unequal learning environment, impacting the affected students' academic performance and overall university experience.

Eurocentrism favours European cultural norms and excludes the realities and experiences of other cultural groups.

Example (give a different one for the card question): a history curriculum that predominantly focuses on European history while neglecting the histories of other regions, such as Africa, Asia, and Latin America. This can lead to a biased understanding of world history, where European perspectives and achievements are seen as the most significant, while the contributions and experiences of non-European cultures are marginalized.



Harassment is a behaviour that offends someone's dignity and is related to one of the grounds for discrimination.

Example: a student repeatedly making unwelcome and inappropriate comments about another student's appearance, creating a hostile and uncomfortable environment. This behaviour can interfere with the targeted student's ability to participate in academic and social activities, impacting their overall university experience.

Implicit bias is an unconscious attribution of certain characteristics to different social groups, which affects your perception, attitude and behaviour towards this group.

Example: a professor unconsciously favouring male students over female students during class discussions. The professor might call on male students more frequently, assuming they are more knowledgeable or confident, even though female students are equally capable. This bias can affect the participation and confidence of female students, leading to an unequal learning environment.

In-group is a social group with shared interests, values, characteristics, or identity markers, such as ethnicity, nationality, religion, or profession.

Example: a prestigious club might only accept students who can afford expensive membership fees and activities, thereby excluding those from less affluent backgrounds. This exclusion can create a sense of elitism and division within the university community, making it difficult for all students to feel included and valued.

Linguistic bias refers to the systematic use of language that reflects and reinforces stereotypes or prejudices about certain social groups.

Example: a professor consistently favouring students who speak with a standard accent over those with regional or non-native accents. This bias might manifest when the professor gives more positive feedback, higher grades, or more opportunities to students with standard accents, while unfairly judging the abilities and contributions of those with different accents.



Microaggression is a subtle comment or action that conveys a negative message to someone based on their membership in a marginalized group.

Example: a professor repeatedly misgendering a student, using incorrect pronouns despite being corrected multiple times. This behaviour can make the student feel disrespected and marginalized, creating a hostile and unwelcoming learning environment.

Positive discrimination means giving preferential treatment to individuals from groups that have historically faced discrimination or under-representation in order to create a more equitable and diverse environment.

Example (*give a different one for the card*): a policy that reserves a certain percentage of admissions spots specifically for students from under-represented ethnic groups, regardless of their academic qualifications. While the intention is to promote diversity and inclusion, this approach can sometimes lead to more qualified candidates being overlooked solely because of their ethnicity.



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