

Manual for videos on inclusive language use – version 17 August

Hanna Timmers, with the help of Corina Lok, Reina Trifunovic and Kas Pijs

*Handles for a good conversation

If you are watching one or more videos with more people, determine together who will be the discussion leader after the event. Make it clear that everyone has that conversation in a personal capacity and that it is good if there are different voices – you do not have to agree with each other.

In a good conversation, good questions are asked, for example with questions such as:

- Can you explain / explain that?
- Why do you think that?
- Who recognises this?
- Who looks at it very differently?

It is important to actively look for the counter-noise. On the contrary, do not only look for the similarities in mind, but for the opposites. Make it clear in the conversation that you are thinking out loud together and that it is not about finding a conclusion or truth. There is not one good point of view, it is precisely to put all thoughts together and thus make the thoughts in the group (and perhaps society) transparent.

Keep in mind that everyone is at a different point in this joint learning: for one, questions will be very obvious, for the other absolutely not. It is precisely these extremes that make for an interesting conversation.

At the end of the conversation, ensure an appropriate conclusion by, for example, summarizing the conversation with all participants or checking out with one word or sentence. If the moods in the conversation are high, make sure to look back on the conversation at a later time.

DIALOGUE ON COMMUNICATION

Watch the video in which Kaia and Yeng talk to each other, and then watch the questions below. You can answer the answers in your head, write them down and of course discuss them with your class, your team or the company you are doing this exercise with – here you will find a number of [handles for a good conversation*](#)

Check-in

Describe in one word or short sentence what you felt immediately after seeing *What do you mean? Interpersonal Communication!*.

#1 Feeling

Yeng says you should be able to feel how to talk to someone. What do you need to feel that well? And is – if it is difficult for someone - possible to practice that sensitivity?

#2 The safe space

Kaia says that a safe(r) space is a space where all opinions may be there, provided they do not offend others. Do you think this is a correct definition?

How would the optimal safe(r) space be designed for you? What is needed for you in that?

If you listen to your common needs, what would this group's safe(r) space look like?

#3 Listening and Saying

When did you feel that you were not really being listened to? What did that do to you? And what could you learn from that experience?

#4 Hierarchy and power

How would you describe the communication between students and teachers/staff at the ATD?

In what way is there a display of power in that communication? When is that expression of power necessary, and when unnecessary? View this question from the perspective of the teacher/employee and student. Stand in both positions.

What would the ideal way of communication between students and teachers/staff look like? And to achieve that, what needs to change?

Tip

On the website of Platform 2025, you will find different [sources](#) and [terms](#) that can deepen or help with your conversation.

DIALOGUE ON ABLEISM

Watch the video in which Carly and Kim talk to each other, and then watch the questions below. You can answer the answers in your head, write them down and of course discuss them with your class, your team or the company you are doing this exercise with – here you will find a number of [handles for a good conversation*](#)

Check-in

Describe in 1 word or short sentence what you felt immediately after seeing *I'm Going to Treat You Equally! Ableism?*

#1 Accessibility Needs

At what point in your life were your accessibility needs approached very well? And when not at all?

#2 What is possible / what is not possible - a thought experiment

Kim says that in society there is a lot of assumption about what can't be done, but we have to assume more about what can be done. What would change to your practice (as a student / as a teacher / as an employee) if it is consistently based on that which is possible?

#3 Ways to Learn

Carly and Kim talk about methods that we are used to using in learning. For example: 'a good dancer must be physically fit' or 'you must be able to read to learn'.

Make as long a list as possible of all the learning methods you know. Think big and small, inside and outside of education. If you are together, discuss the list. What stands out?

#4 Language and action

If our language changes (for example, by no longer using 'blind spot') will our actions also change? Why or why not?

Tip

On the website of Platform 2025, you will find different [sources](#) and [terms](#) that can deepen or help with your conversation.

DIALOGUE ON GENDER

Watch the video in which Paca and Raisa talk to each other, and then watch the questions below. You can answer the answers in your head, write them down and of course discuss them with your class, your team or the company you are doing this exercise with – here you will find a number of [handles for a good conversation*](#)

Check-in

Describe in one word or short sentence what you felt immediately after seeing *Hey Lovely People? Gender and language!*.

#1 Engaging People

How do you address the people you work with – for example at the beginning of the lesson? Is that always the same or do you adapt it to the context?

After seeing GENDER, would you like to change something about the way you address people in general?

#2 Not allowed to say things anymore

In what situations do you have to pay attention to your words for your feelings?

#3 Thought Experiment

Imagine that you wake up one morning and you are consistently addressed that day with another pronoun (for example, with HIM while you normally want to be addressed with HER), how would you feel about that? And what would change in how you experience the ATD?

#4 Neutrality

Paca and Raisa talk about neutrality of the language. Think of as many examples as possible in which you think there is 'neutral' language, and examples of non-neutral language. Talk to each other about those two lists of examples – what do you notice? And from which list do you usually use the words?

#5 Responsibility

If you should have to choose: does the responsibility for the correct words on the ATD lie with the student or the employee?

Tip

On the website of Platform 2025, you will find different [sources](#) and [terms](#) that can deepen or help with your conversation.

DIALOGUE ON DECOLONISATION

Watch the video in which Rahana and Angelo talk to each other, and then watch the questions below. You can answer the answers in your head, write them down and of course discuss them with your class, your team or the company you are doing this exercise with – here you will find a number of [handles for a good conversation*](#)

Check-in

Describe in one word or short sentence what you felt immediately after seeing *Theatre and Dance? Decolonization!*

#1 Imaging >> appreciation of genres

Language makes images, says Angelo. Is it possible to change the images that we associate with language? And if so, how? Do you perhaps have an example in which you succeeded in changing the image of a certain word?

#2 Hierarchy of the ATD

Draw the building of the ATD, do it as precisely or sketchily as you want.

Then – on a new sheet - intuitively create a hierarchical list of the training courses of the ATD. How do the drawing and that list relate to each other? And what does that tell us about hierarchy? What does the order of the building and the hierarchy of the ATD tell us about the impact of our colonial past? (think, for example, of the different valuations of disciplines, where does that come from?)

#3 Knowledge of History

Angelo suggests that it is important to know something about the history of the founding of the ATD, so that we know better what we are building on together. What would more joint knowledge of that history mean for the present and the future of the school and its students and staff?

#4 The name of the academy

After seeing this conversation: What would be the ideal name for this school? In this conversation, do not look for the solution, but for the reasons/values to use that name.

Tip

On the website of Platform 2025, you will find different [sources](#) and [terms](#) that can deepen or help with your conversation.

FOR FLASH CARDS

After watching the videos, you can also have the conversation on the basis of conversation cards. You can only choose the theme of the watched video, but also use all the cards together (after seeing several videos). Here, too, it is important that someone takes on the role of conversation leader and always questions. Here you will find [the handles for a good conversation](#).

GENDER

How do you usually address a group? And how are you usually addressed as a group?

In what situation do you have to pay attention to your words?

What would it be like for you to be consistently addressed with a wrong pronoun?

Does neutral language exist?

Does the responsibility for the correct words lie with the teacher or the student?

COMMUNICATION

What do you need to address others in the right way?

A safe space is a space where all opinions may be there, provided they do not offend others. Do you think this is a correct definition?

How would the optimal safe space be designed for you? What is needed for you in that?

When did you feel that you were not really being listened to?

In what way is there power in the communication between the ATD and the student? When is that necessary and when unnecessary? View from both perspectives!

What would be the ideal way of communication between the ATD and the student? Make it as concrete as possible.

ABLEISM

At what point in your life were your accessibility needs approached very well? And when not at all?

What would change to your practice if it is consistently based on that which is possible.

Make as long a list as possible of learning methods that we often automatically assume. What stands out?

If our language use changes, will our actions also change?

DECOLONIZATION

Language makes images. Is it possible to change the images that we associate with language? And if so, how?

Is there a hierarchy within the training courses of the ATD? And if so, how would you describe it and what does that tell us about the impact of our colonial past?

Knowledge of the past (of the ATD), yields something for the present? True or false?

What would be the ideal name for this school?

GENERAL

What question are you keeping busy and would you like to have discussed?

What common frame of reference (books, films, podcasts, essays, etc.) should we have as a community of the ATD?