

Included | Internship report

INCLUDED



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Internship report

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Preface

For as long as I can remember, my biggest goal has been to make a difference in the world. This difference has remained undefined for a long time, until I created the idea to start Included. In the past years, I have struggled with gender and sexuality, mainly because of a lack of education and representation in everything around me. Living in a cis-heteronormative world, as a queer, non-binary person brings challenges with it, and I find it really important to tackle these challenges. Not only for myself, but also for those around me who might be walking a similar path.

After discussing this struggle with people around me, the idea for Included came up: Creating a platform for and by the LGBTQ+ community to offer a safe space for important conversations. We started Included in 2021 with a card game. This card game is created for and by the LGBTQ+ community, with the main goal to break taboos and open up conversations. Shortly after creating this game, we realized we could find the change we wanted to make mainly outside of the community, and within high school and other organizations.

Included has always been a ‘project’ on the side. Something that I would work on when I had extra time. Only when I was not busy with university courses and work activities, I had the opportunity to make space to work on Included. As we have realized quite clearly what direction we wanted to take with Included, the realization of the need for more time and priority came as well. This is also the reason for choosing to pursue an internship at Included.

Pursuing an internship at Included allowed me to put Included on top of my priority list and work on the goals we have set for this year. Together with my internal supervisor Arianna Rotulo, and external supervisor Jura Bakx, we have made a plan to work within the lines of an internship, on Included. This has been a unique experience, for which I am really grateful.

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Introduction

For the past 6 months, I have pursued an internship at Included; my own start-up. Included focuses on opening up conversations about topics like gender and sexuality, to create more awareness and break taboos that are often seen with these topics. I started the internship in August, and ended in the middle of January, completing a total of 560 hours of work. This work has been completed in different areas, which includes testing different products, creating workshops, attending events and building the start-up.

I have created an internship plan that fits between the lines of an internship, that still allows me to push Included into the direction we are aiming for it to go. Together with Arianna Rotulo, a first draft of the internship plan was created in February 2023. However, we decided to push Included into a different direction between February and June 2023, which also required my plan to change. This new plan, as discussed with my supervisor, was focussing on two new games with workshops we were aiming to create this year. Therefore, the goal of my internship was to create these games, design the workshop, and to test and improve them.

This internship report will show how I completed these goals, what extra tasks came with these, and what output can be found. Before diving into the tasks and output of the internship, I will give a brief overview of Included. Here, I will dive into the goals of Included, and explain how we started. After this, I will dive into the tasks of this internship. This starts with the testing and analyzing of the two new games we created. Next to this, we have designed two workshops to go with these games. These workshops were also tested, analyzed and improved. Above this, different events were attended, to use as network opportunities and to give our workshops.

After the output has been discussed, I will dive into the evaluation of the internship period. I will discuss learning outcomes and new competencies. I will also compare these with the outcomes I wrote in my internship plan.

Description of Included Cards

Before diving into the current description of Included Cards, I think it is important to give a brief timeline of Included. Included was set up in 2021, and began with the idea for a game with conversation-starters. At this time, we had an idea, and in order to work it out, we decided to start with Included. This game is a game with conversation starters that we created for and by the LGBTQ+ community. This was therefore the games' main target audience. The purpose of this game was to open up conversations and break taboos. We wanted to show the positive, fun side of being part of the LGBTQ+ community with different kinds of questions. We quickly sold out the first batch of our game through social media marketing. We realized quickly that people found this important, and that we wanted to increase the things we are doing with Included. This is when we decided to create a short-film, with its main goal to increase positive LGBTQ+ representation.

In February 2023, we took part in the Enterprijs. The Enterprijs is a pitch competition in Friesland that allows start-ups to pitch their ideas, with a chance of winning some money to invest in the start-up. Before starting the Enterprijs, we did not really know where we wanted to take Included. We knew that we wanted to make a difference outside of the LGBTQ+ community, but pitching this as a business idea remained a challenge. This is where we came up with our goal to create two new games by the end of the year. There are two different target audiences within this game; high school students & people working in different organizations. We also decided to add workshops to this game, to be able to offer organizations and schools a full package.

After the Enterprijs, we decided to create three main branches out of Included:

- Included, LGBTQ+ community
- Included, high schools
- Included, workplace

These three branches allow us to educate younger students, make a difference in existing systems, and spread positivity and representation within the community.

We all do this by the methodology that conversations are an effective ways to break taboos and make people think critically about topics like gender and sexuality. This methodology will be further explained when diving into the workshops that I created during the internship.

Description of the internship

In this section, I will go over the different tasks I have done during my internship. These include different projects and assignments. Every section will discuss a different task. This will include the task itself, and the results. I will conclude with a full list of outputs, which can be found in the appendices.

All of these tasks have been set up in discussion with my internal, as well as internship supervisor. Most of these tasks are focussed at improving and creating new things with Included. Since this is an internship for the University of Groningen, I made sure to focus on research, analysis and theories to back up the things we are doing.

I have done different assignments and tasks during my internship period. In the following section I will dive into these, in chronological order. I have

- Tests at Innofest
- Designing workshops
- Testing the workshops
- Attending different events
- Communication

Next to these specific tasks, I had a weekly, 2 hour, meeting with Jura on the goals of the next week.

Above this, we checked in on the progress we are making, and on charges we would like to make. I also spend time at the marketing and communication of the games and products. As this was not part of my main tasks for this specific internship, I have minimized the hours on this, and focused on tasks named above.

Testing of the games at Innofest

The first part of the internship started with Innofest. We created two new games between February and June 2023. Both games included 100 questions in different categories about topics like gender, sexuality and identity. The first one was aimed at high school students, and the other one at people in the workplace. We got the opportunity to test these games with Innofest at the TT Festival in Assen. This process consisted of the creation of questionnaires using Innofest's methodology, attending the festival for two days to test the games, and analyzing the results.

In the process before the festival, we created a questionnaire. We did this by using the methodology of Innofest. In order to do this, we had to think about assumptions we had about the game.

Out of these assumptions, we had to build the test. We worked with the main assumption that questions like these help with normalising topics like gender and sexuality. Above this, we used the assumption that people preferred a physical game over a digital game. These were also the main test topics. This questionnaire can be found in Appendix 1.

During the test, we tried to find as many people as possible within our target audience. We used a relatively broad target audience, as we also wanted to see how the games would work with different ages. Therefore we looked for everyone between 12 - 20 for the high school game, and for everyone above 20 for the workplace game. We talked to approximately 100 people, and got interesting test results.

After the testing, I analyzed the questionnaire by making use of regression analysis. I tried to answer our research questions, and main assumptions by going through the data. Besides this, I looked qualitatively to the answers people gave on our open questions. The main output of the questionnaires can be found in appendix 2.

In the period after, I took time to revise the two games in detail. This revision included many different steps. Firstly, I went through all the grammar and spelling. Even though most of this was correct in the first version, we received some feedback on difficulty of words and grammar for the high school game. We made sure that all questions are age-appropriate and accessible for 14-year old high school students. I also improved the overview with definitions of difficult words, to make these as accessible and clear as possible. Next to this, I looked through all the questions to formulate them as inclusive as possible. This means to take all assumptions out of the questions, so people feel free to answer in every direction. I also double checked on the usage of gender-neutral language, as this is an important aspect of the game. A big point of feedback was the instruction card. I made sure that the Instructions were clear by adding an extra leaflet to the game. This leaflet can be found in appendix 3. After revising all the questions, making changes, removing cards and finalizing the grammar, Jura worked on the final design of the game.

These games are currently available at our webshop. We have received many positive reactions!

Designing of workshops

During our time at the Enterprijs, we had decided that we wanted to offer these games with workshops that are built around the game. This way, we can explain the background of these questions, and take participants through the different topics.

Before starting the design of the workshop, I did background research. During this background research, I developed the methodology and theoretical background on which the workshop is built. You can find the table on this theoretical background in Appendix 4. This table explains how we use

conversation starters and translate this to the creation of awareness and normalization of talking about these topics.

The most important points from the research were that it would be interactive, that everyone could relate / participate and that there is a clear goal in the workshop (Psydos, 2017 & ‘Gewoon het taboe eraf halen’, 2019). I created workshops for high school students, as well as for the workplace.

Outline workshop

I started with an outline of the workshop, which is described in the following section.

There are two versions of the workshop; an hour and a 2.5 hour workshop. These can be adapted upon request of the party requesting the workshop. Both workshops start with a presentation to get everyone on the same page. The interactive part (which is 3/4 of the workshop) starts relatively broad with a possibility to form one’s opinions on broader topics. After this, we dive into how people view subjects around gender and sexuality. Once the group is warmed up, people share personal experiences in smaller groups. We end the workshop by a round of reflection; here, we create a mind map of what participants took away and what changes regarding inclusivity they would like to make in the long run.

This is all combined with a presentation; where example questions are stated and the outline of the workshop can be found. The link to this presentation can be found in Appendix 6. I made sure that this presentation can be linked back to the theoretical background, for the high school, as well as the workplace.

Testing the workshops

Before the workshop can be used within several organizations and schools, it is important to test the workshop in a real-life setting. I tested our high school workshop informally during one of the events I attended. More about this can be read at page 10 . Our workplace workshop was tested with a small company, whom we work together with to produce our hoodies and beanies. They were open to receiving a workshop, and giving feedback before, as well as after the workshop. They also signed consent forms, in which they allow the results to be used and analyzed. All of this is done anonymously and confidential.

Before starting with testing, I created questionnaires that we are requesting to be filled in before, as well as after the workshop. Before the workshop, we mainly asked for their expectations. Afterwards we focussed on their experience and feedback of the workshop. Above this, we talked to the participants, which concluded in some more qualitative results.

We tested our full workshop that I designed earlier in the internship. The workshop took 2.5 hours, but the process was a little over 3 hours when including feedback and the filing in of questionnaires. The workshop went very well; especially considering that this was our first time putting the workshop into practice. I really enjoyed it, and so did the participants.

After the test, I continued to analyze the results. This analysis can be found in appendix 7.

These results are applied into the final workshop. The main changes I made are the personal questions and the adaptability of the workshop. We will put this final tested workshop to the test in the beginning of March, with Innofest.

Attending different events

Another main task during this internship was the preparation and attending of different events and meetings. These events could be individual meetings, or bigger organized events for which we were invited.

The biggest event that I attended during the internship period was a conference for LGBTQ+ friendly education in Assen. During our test at TT Assen, we networked with a few people and received an invitation for this event. I was asked to prepare two workshops that people attending this event could follow. The main target audience were school boards, teachers and students within the field of education. I changed the workshop that I had created for high school students into a shorter version for high school staff. A link to this can be found in appendix 6. This was a great opportunity to show our workshops to the outside world and try some things, and get feedback on them. This event can also be seen as our first testing opportunity.

I gave two workshops, of an hour each in which I highlighted what we normally do during our workshop. Many conversations were started. My main task here was to lead the conversations and provide the background information that was necessary to understand the questions and importance of the workshop. After these workshops, I attended presentations of other people and learned a lot about how people are filling in 'LGBTQ+ friendly education'.

A few months after this event, I prepared a pitch for a network event in Assen. We were asked to create a video with a pitch, and would have five minutes to present our games during the event. Unfortunately, both of us caught Covid in the days before the event, so we were not able to attend in the end.

Communication

During the times that I was not busy with working on presentations, workshops and events, I spent a small amount of time on communication within the company. This communication entails the reading and answering of emails, the planning of events and finding opportunities for networking. Above this, we created a new website, for which we needed videos and texts. I wrote the texts for the website,

and scripts for these videos, which explained our games, workshops and introduced our mission and vision. Above these video's, I spent time on writing texts for our social media output and marketing.

Next to this, I created an outline and plan for a podcast we are planning to make in the time after the internship. This podcast would have an educational goal, which mainly aims to create awareness. We will invite different guests (some of these have been planned) to talk about their experience with topics like gender and sexuality.

Lastly, I had several meetings with parties to discuss how Included could help their organization, or on how we can work together. These meetings also included interviews for example the local newspaper and the 'Nommer'.

Evaluation

I have learned, and taken away many different things after this internship. In the following section, I will dive into the different learning outcomes I have achieved during this internship. These include the learning outcomes I had initially assumed in my internship plan, as well as learning outcomes I had not directly anticipated, due to unforeseen circumstances.

Learning outcomes

In the following section, I will dive into the learning outcomes of the internship. I will start by reflecting upon the learning outcomes that I mentioned in my internship. After this, I will explain how I experienced some other, unexpected learning outcomes.

Assertiveness within projects

The first learning outcome I set for myself in the internship plan was to show assertiveness within different projects. As I took the lead in most of the tasks done within the internship, a certain amount of assertiveness was required. Even though I had extensive meetings with Jura during the internship, most of the ideas and tasks came from myself, as this was described in the internship plan. I think I got better at trusting on my own path and ideas, which leads to being able to take an assertive position. This also can be connected to one of the leadership labs we had during the first year in the program. During the internship period, not everything always went according to plan, but due to flexibility and finding different ways to make things work, I made things work, which taught me a lot.

Professionalization & communication

Another learning outcome I set for myself, was to improve my professional communication skills. During the internship period, I spend a lot of time networking and having meetings with stakeholders in the field. I improved my communication skills a lot, as I got better and better in knowing what works and what does not work. Communication took all different shapes within the internship. This included professional communication to (potential) network by e-mails, phone calls and meetings. Above this, there was an informal type of communication to reach the audience by videos and pitches. A form of written communication (for the website or other outputs) was also used. I am convinced that I improved these ways of communication, and that I know better what situation fits what way of communicating. Beforehand I was convinced that all outputs had to be perfectly formal, however many situations seemed to work better with a personal touch.

Next to these learning outcomes, there were also learning outcomes that I had not expected before starting the internship.

Data analysis

After the tests at Innofest, the data had to be analyzed. Even though I learned this in Statistics 1 and 2, I never actually applied this into something I would use. I learned a lot from this; not only did I learn how to actually do this, but I also learned what information would be valuable for the improvement or marketing of our product.

Giving workshops

Before starting Included I had never given workshops to a bigger group of people. During the internship I gave different workshops to different audiences. At first, I was quite nervous, especially when talking to high school teachers and people in the field of teaching, as I was not sure if they would take me seriously. However, I gained a lot of energy after the first workshop, and learned how to adapt the workshop for different audiences. Especially when people seemed a bit less progressive and when they did not feel like there was a problem regarding inclusivity of LGBTQ+ people, I saw it as a challenge to give them the space to voice their views and ask critical questions so they would think about their views and opinions. This was not only a learning outcome for Included, but also for my personal growth and confidence in our product / abilities to do this.

Competencies

Next to different learning outcomes, there are several competencies that I gained during the internship period.

Problem solving skills

The first competency I gained during the internship were problem solving skills. In the past six months, not everything went as we planned to. Everything regarding setting up the games and workshops went really well, however when we were trying to find organizations or high schools to test our workshop with, things got a little bit difficult. It was difficult to actually reach organizations and schedule a date for the workshop within the internship period. We initially contacted Innofest again to do a workshop with them, as we also tested our games with them. However, due to difficulties from both sides, this workshop will only take place in March. It was, however, important to conclude the internship with a test of the workshop. After reaching out to different schools and organizations, we decided to give the workshop last-minute to the company we get our hoodies and beanies from. This ended up as a great success. Besides this, there were different small challenges along the way, but I think I found ways to cope with these and find solutions.

Creative thinking

During the internship period, my tasks were to come up with workshops, questions for the games, and other outputs for texts and videos. These required creative thinking skills, as I found it important to come up with new ideas, that would be innovative and interesting for high schools and organizations. Therefore I took a creative approach with the workshop and with pitches and videos we created.

Critical thinking

After the tests with the games, as well as with the workshops we had to critically evaluate our own products. Of course, this came with a certain bias, as these were created in the way that we thought they would be best. I definitely gained critical thinking skills, as I had to look very critically at the product we created ourselves. Above this, we looked critically at the outcomes of the tests, to apply this to the products.

Usefulness of knowledge and skills connected to GRL

All in all, this internship was very connected to Global Responsibility & Leadership. I am currently doing the humanity major, where topics regarding diversity, LGBTQ+, and gender arise often. When looking at for example global health, gender and equality are very important topics. Included focuses specifically on these topics, and I think with the knowledge and experience I gained from this internship, I can see things within the major through a different perspective.

Above this, the program focuses on Leadership, which I have applied, and improved throughout the internship. A part of this was the learning outcome regarding assertiveness, but I also took the lead within the workshops I gave. Next to this, I took a leadership position in the entirety of the internship within Included, which has taught me a lot.

I think I can apply the learning outcomes and competencies very well into the next semester of the program. This internship was a very great opportunity to apply what I have learned in the past two years of the program, as I could form the knowledge to my own understanding and use different things I learned in the program. I especially made use of the course 'consumer psychology' for the theoretical framework regarding the methodology. Besides that, I used theories and perspectives regarding diversity and how to apply inclusive language from the course 'Diversity, intersectionality and Global Health'. Next to these courses, the program has taught me to keep changing perspectives and putting on different lenses, which I used during the internship.

References

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Appendix 1

Questionnaire test Innofest (In Dutch)

Feedback Included

Ontzettend bedankt voor het testen van Included op TT Festival. Hopelijk vond je het interessant. Het helpt ons enorm als je deze korte vragenlijst zo goed en uitgebreid mogelijk zou kunnen invullen. Op deze manier kunnen we onze spellen verbeteren om deze te gebruiken om inclusiviteit te verbeteren op scholen en de werkvloer.

Alvast bedankt!

- Included

Welk spel heb je gespeeld? *

Dit kun je herkennen aan de verschillende symbolen op de kaartjes.

Included - Middelbare scholen (hoedjesymbool)

Included - Werkvloer (poppetessymbool)

Hoe oud ben je? *

Korte antwoordtekst

Ik vind het moeilijk om gesprekken over onderwerpen als gender, seksualiteit en identiteit te starten.

	1	2	3	4	5	
Helemaal oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helemaal eens

De vragen hebben mij geholpen om over onderwerpen als gender, seksualiteit en identiteit te praten.

	1	2	3	4	5	
Helemaal oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helemaal eens

Ik vond de gesprekken die ik heb gevoerd waardevol.

	1	2	3	4	5	
Helemaal oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helemaal eens

Waarom vond je de gesprekken wel of niet waardevol? Kun je een voorbeeld geven van een gesprek dat je hebt gevoerd?

Tekst lang antwoord

Welk gespreksonderwerp heeft de meeste indruk achtergelaten? *

Tekst lang antwoord

Vragen als deze helpen het normaliseren van onderwerpen als gender, seksualiteit en identiteit. *

	1	2	3	4	5	
Helemaal oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helemaal eens

Welke categorie heb je gespeeld en wat vond je hiervan? *

1 = Niet leuk/interessant 5 = Ontzettend leuk/interessant

	1	2	3	4	5	Niet gespeeld
'Agreed'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
'Discuss'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
'Share'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
'Break'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Welke onderwerpen vind jij het belangrijkste om over te praten? *

Gender

Seksualiteit

Identiteit

Puberteit

Ongelijkheid

Relaties

Ik begrijp nog niet goed genoeg wat het verschil is tussen deze onderwerpen.

Ik zou dit spel spelen als het op tafel zou liggen terwijl ik aan het lunchen ben met mijn klasgenoten/collega's. *

	1	2	3	4	5	
Helemaal oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helemaal eens

Ik zou het interessant vinden om een workshop te krijgen over gender, seksualiteit en identiteit ter ondersteuning van het kaartspel.

	1	2	3	4	5	
Helemaal oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helemaal eens

Ik zou dit spel liever spelen met fysieke kaartjes dan met digitale kaartjes.

	1	2	3	4	5	
Helemaal oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helemaal eens

De instructie en manier van spelen was duidelijk.

	1	2	3	4	5	
Helemaal oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helemaal eens

De 'definitie' kaartjes waren een toevoeging/verduidelijking op de vragen.

	1	2	3	4	5	
Helemaal oneens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helemaal eens

Heb je andere ideeën, feedback of opmerkingen? Laat het dan hier achter.

Tekst lang antwoord

Appendix 2

Summary Analysis test Innofest high school

Scale applied: 1 = completely disagree, 5 = completely agree

Q1: I find it difficult to open up conversations about topics like gender and sexuality: Average: 2.2 / 5 (1 - 4)

Q2: The questions helped me to talk about topics like gender and sexuality: Average: 3.1 / 5 (1 - 5)

Q3: I found the conversations we held to be valuable: Average: 4.2 / 5 (3 - 5)

Q4: Questions like the ones in the game help to normalize topics like gender and sexuality: Average: 4.3 / 5 (3 - 5)

Q5: I would play this game while having lunch with my classmates: Average: 3 / 5 (1 - 5)

Q6: I would find it interesting to receive a workshop about these topics as an addition to the card game: Average: 3 / 5 (1 - 5)

Q7: I would rather play this game with physical cards, instead of online: Average: 4.5 / 5 (2 - 5)

Q8: The instruction and way of playing was clear to me: Average: 4.8 / 5 (4 - 5)

Q9: The cards that gave definitions to some words were helpful: Average: 4. / 5 (3 - 5)

Observations:

Overall, we can see that participants were relatively positive about the game. Participants do find value in the conversations they hold. They also perceive the game as effective when talking about normalizing topics like gender and sexuality. They express a strong preference for physical cards. Overall we can see that participants state that they already feel comfortable discussing these topics, but you can also see that the questions did help them to open up further conversations.

Influence of age:

Age does influence the participants' responses to the survey questions. Younger participants generally show lower difficulty in opening up conversations, while older participants express a higher interest in additional educational components and a stronger preference for physical cards over online play. The overall positive perception of the game's effectiveness in normalizing topics and its clarity is consistent across age groups.

Other relationships:

- There is a negative correlation where participants who find it less difficult to open up conversations about gender and sexuality (Q1) also tend to find the conversations more valuable (Q3). This suggests that increased comfort in discussing these topics might be associated with perceiving the conversations as more valuable.
- A negative correlation can be seen between the difficulty participants experience in opening up conversations (Q1) and their interest in a workshop addition (Q6). This could suggest that those who find it less difficult are less inclined towards additional educational components.

Feedback from conversations / open answer questions

- The following themes came back in the open questions and conversations we held:
The game facilitates open and honest conversations
- The game helps to open up conversations that are not often held. Especially about the following topics: Sexuality, coming out, gender neutral toilets, body hair, boundaries and menstruation.
- You get to know each other in a different way.
- People stated that they learned new things about certain topics.
- People stated that they would like an extra booklet to explain the game and categories

Takeaways

Overall, the game was perceived positively, with some interesting observations. We want to improve the fact that people who already find it easier to have conversations about these topics, also see the game as more valuable (even though this is a small difference). Therefore, it is important to make the game accessible for those who are not already comfortable. Above this, it is important to create an information leaflet to add to the game to make it clear for everyone. We can see that the game achieves our main goal, which is normalising conversations about gender and sexuality, with a score of 4.3/5.

Appendix 3

Summary Analysis test Innofest work place

Q1: I find it difficult to open up conversations about topics like gender and sexuality: Average: 2.0 / 5 (1 - 4)

Q2: The questions helped me to talk about topics like gender and sexuality: Average: 3.5 / 5 (1 - 5)

Q3: I found the conversations we held to be valuable: Average: 4.2 / 5 (3 - 5)

Q4: Questions like the ones in the game help to normalize topics like gender and sexuality: Average: 4.4 / 5 (3 - 5)

Q5: I would play this game while having lunch with my colleagues: Average: 3.2 / 5 (1 - 5)

Q6: I would find it interesting to receive a workshop about these topics as an addition to the card game Average: 3.1 / 5 (1 - 5)

Q7: I would rather play this game with physical cards, instead of online: Average: 4.1 / 5 (2 - 5)

Q8: The instruction and way of playing was clear to me: Average: 4.3 / 5 (4 - 5)

Q9: The cards that gave definitions to some words were helpful: Average: 4.0 / 5 (3 - 5)

Observations:

Overall, we can see that participants were relatively positive about the game. Participants do find value in the conversations they hold. They also perceive the game as effective when talking about normalizing topics like gender and sexuality. They express a strong preference for physical cards. Overall we can see that participants state that they already feel comfortable discussing these topics, but you can also see that the questions did help them to open up further conversations.

Influence of age:



We see that the older the participants, the more change the game can bring to them. This teaches us that this should be a target group to focus on.

Other relationships:

- Participants who express a higher interest in a workshop addition (Q6) also tend to find the conversations more valuable (Q3). This relationship suggests that those interested in additional educational components also find the discussions to be of greater value.
- Participants who find it less difficult to open up conversations (Q1) might also find the conversations more valuable (Q3). This potential negative correlation suggests that increased comfort in discussing gender and sexuality is associated with perceiving the conversations as more valuable.

Feedback from conversations / open answer questions



- The following themes came back in the open questions and conversations we held:
The game facilitates open and honest conversations
- The game helps to open up conversations that are not often held. Especially about the following topics: Sexuality, coming out, gender neutral toilets, body hair, boundaries and menstruation.
- You get to know each other in a different way.
- People stated that they learned new things about certain topics.
- People stated that they would like an extra booklet to explain the game and categories

Takeaways: Overall, the game was perceived positively, with some interesting observations. We want to improve the fact that people who already find it easier to have conversations about these topics, also see the game as more valuable (even though this is a small difference). Therefore, it is important to make the game accessible for those who are not already comfortable. Above this, it is important to create an information leaflet to add to the game to make it clear for everyone. We can also confirm the importance of the workshop by the observation that people who find these topics difficult, are more inclined towards the workshop. We can see that the game achieves our main goal, which is normalising conversations about gender and sexuality, with a score of 4.4/5.

Appendix 4

Example leaflet of the Game

INCLUDED

www.includedcards.com

INCLUDED
WERKVLOER EDITIE

HOE SPEEL JE INCLUDED WERKVLOER EDITIE

De vragen op de kaarten kunnen gebruikt worden als gespreksstarters. Er zijn 5 categorieën.

- Agreed**
Op deze kaartjes staan verschillende stellingen en uitspraken.
- Discuss**
De vragen op deze kaartjes gaan over je algemene kijk op bepaalde onderwerpen.
- Share**
Deze vragen gaan over je persoonlijke ervaringen. We raden dan ook aan deze in een kleinere, comfortabele groep te spelen.
- Reflect**
Deze vragen gaan over hoe je de gesprekken hebt ervaren. Gebruik deze kaartjes na afloop van het gesprek.
- Definities**
Op deze kaartjes staan moeilijke en/of nieuwe woorden uit de vragen uitgelegd.

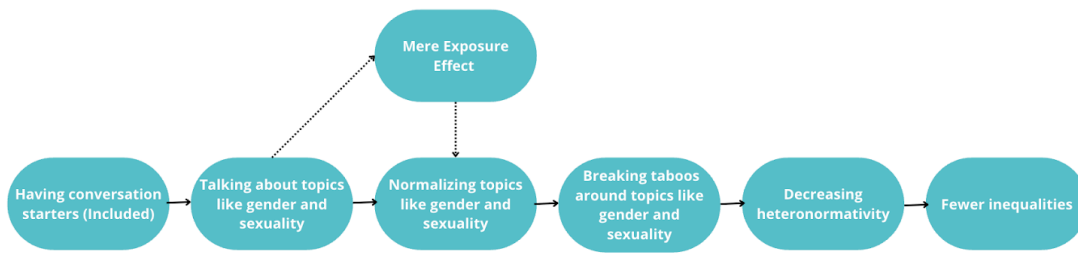
DEFINITIES WERKVLOER EDITIE

Hieronder kun je een overzicht vinden van de definities en het bijbehorende nummer.

- 1) Consent
- 2) Gender
- 3) Genderneutraal
- 4) Genderongelijkheid
- 5) Genderquota
- 6) LGBTQ+
- 7) Pride month
- 8) Seksualiteit
- 9) Traditionele genderrollen
- 10) Transgender
- 11) Voornaamwoorden

Appendix 5

Methodology workshops



Link to small report:

https://docs.google.com/document/d/1Kxmxl_Cn8IBjDasbpOWyb9FAAdRGMBGg1KWwsP39VhfY/edit?usp=sharing

Appendix 6

Links of presentation, videos and updated website with texts and videos

Presentation workshop high school students:

https://www.canva.com/design/DAFuDmyYsJ4/qCcKpr5IRCJw9SkBzqOOUw/edit?utm_content=DAFuDmyYsJ4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Presentation workshop work floor:

https://www.canva.com/design/DAFuJDCA_50/RovJO3aPw7LFJBI9aosIQ/edit?utm_content=DAFuJDCA_50&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Presentation workshop event:

https://www.canva.com/design/DAFvcNMbl50/mRE0uoWi_MFkVo_5ZczXKQ/edit?utm_content=DAFvcNMbl50&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Website with texts and video's:

<https://includedcards.com/>

Appendix 7

Summary analysis test workshop

Four people were participating in the workshop, who held the following roles: Owner, co-owner, online marketer, and an 'on-call worker'. As these four people participated, it is too small of a group for a quantitative data analysis. Therefore, this output will be focused on a qualitative output, based on answers to the questions in the questionnaire and conversations we had with participants. They answered in Dutch, but I have translated this for the output.

Before the workshop

The first part of the test, was a questionnaire before the workshop started, to understand their expectations.

When asked about what they wanted to take away from the workshop, most of them answered to achieve more knowledge and understanding of people in the organization and surroundings. They all thought that a workshop regarding inclusivity would be relatively important within the organization, but they told us that this was not due to specific problems, but due to a lack of attention to the subject, as the topic is not often discussed on the work floor.

They mentioned that they do not speak a lot about topics like gender, sexuality and identity, and that they would find it difficult to talk about them, without the situation of a workshop.

They agreed that 'inequalities' are an important topic to talk about, and some also agreed that gender and identity would be seen as important. Sexuality was seen as the least important topic to discuss concerning the company.

They all agreed that they would prefer an interactive workshop and thought that they would feel comfortable discussing this among the team. They explained that this could have differed if the team had been bigger and would not be so 'close'. All of them were curious and looking forward to the workshop

After the workshop

We talked with them after the workshop and asked them to fill in another questionnaire.

Even though most of the participants agreed that they found it difficult to talk about the topics discussed, they said that the workshop helped them to open up and share their perspectives. They said they thought the conversations were valuable, and that they learned new things about their team. Especially since they do not talk about these topics often, they said their 'mind got opened up' and that they got introduced to new topics and views.

Two of the participants shared that they found the conversations they had with the two of them the most valuable, as this was a safe space to discuss personal topics. The two participants who were least busy with the topics beforehand stated that it 'opened up their horizons' and that they understood the perspectives, also of their female colleagues. Even though participants stated in the beginning that they would find sexuality the least important to discuss, it made the biggest impression. This was also because of the positionality of a queer couple giving the workshop. They agreed that this added an extra layer. Above this, they thought that this workshop made them rethink the way they communicate within the organization, and think it will add to the inclusivity and openness of the organization.

They found the first part most interesting, especially the question: "If a man would show up to a job interview, I would doubt whether or not to hire him". Different views were shared, and they all agreed that this was an interesting conversation. They did think that the questions in the 'share' category, which were more personal questions, were not fitted for everyone. They discussed these in pairs and said that they would indeed prefer to talk about these questions together, instead of in the group. They also appreciated the 'reflect' category, as this gave them a chance to look back and talk about possible changes in the company.

Takeaways

It was good to hear that they enjoyed the workshop and that they took a lot away from it. I will mainly adapt the 'share' category, and change this exercise into pairs instead of small groups. After talking to Jura about this, we agreed that this was the best option.

We also realized that we need to adapt the questions per organization; they received the general workshop, but they found some topics more interesting than others. Therefore, we will consult with the organization beforehand to discuss where they want to put the focus on.

