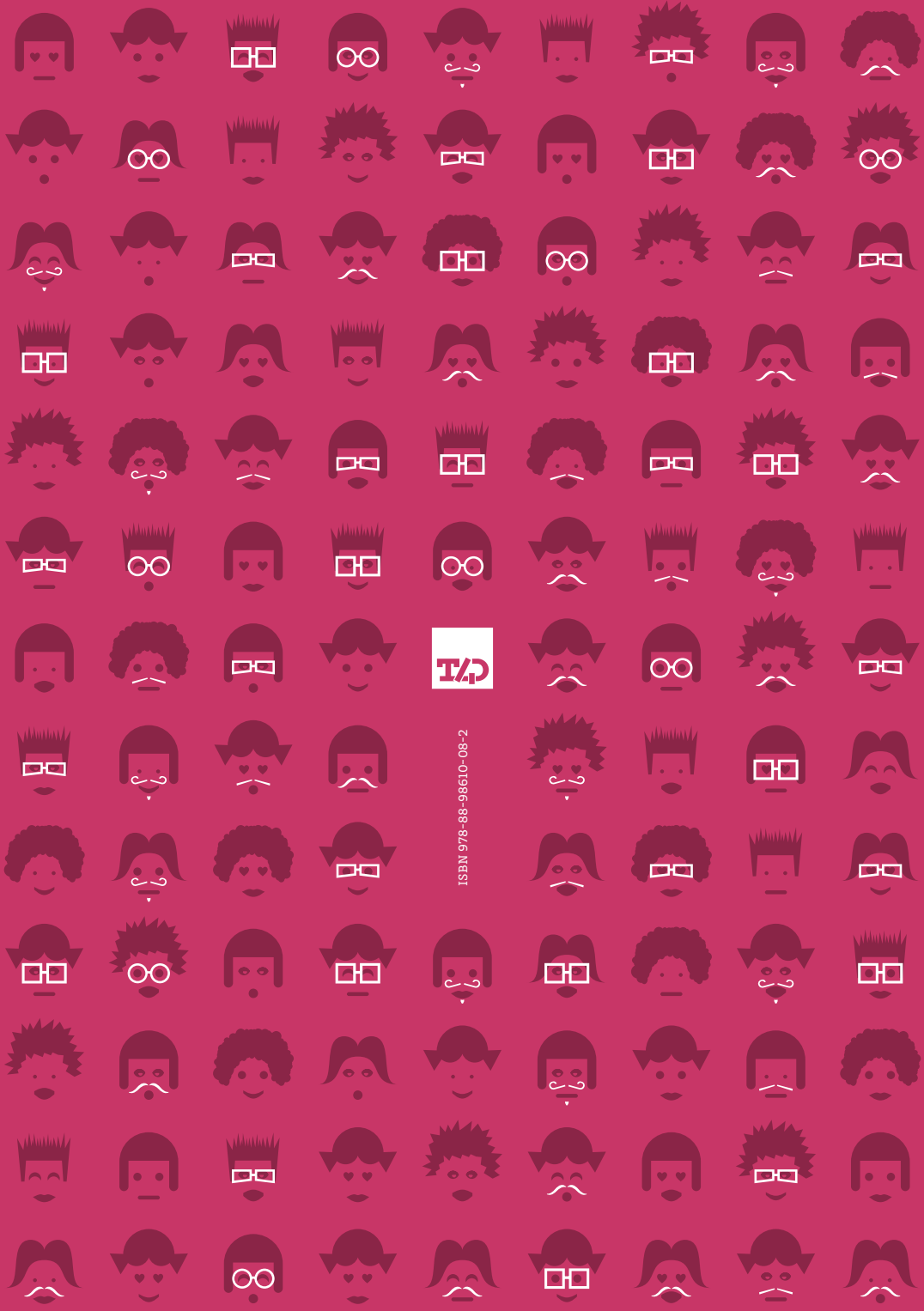
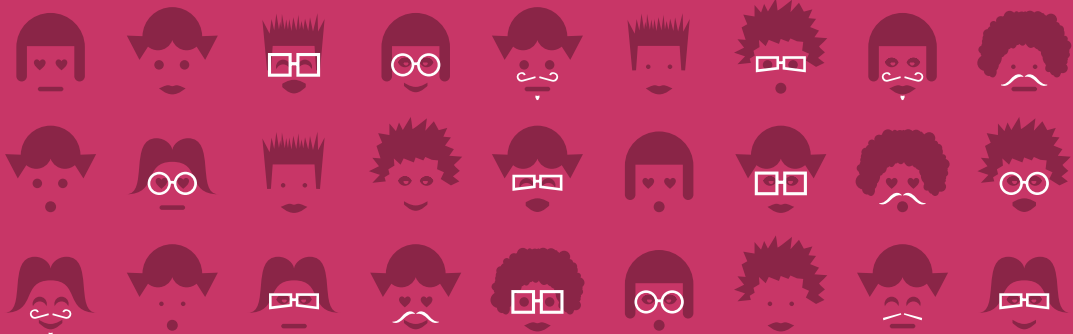


time4diversity
Handbook
for intercultural
learning



ISBN 978-88-98610-08-2



Time4Diversity / **The project**



Time4Diversity / **The project**



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of the European Union

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EstYES

MTÜ Noortevahetus Arengu Ühing
[Estonia]
www.estyes.ee

Grenzenlos

Interkultureller Austausch [Austria]
www.grenzenlos.or.at

IBG

Internationale Begegnung
in Gemeinschaftsdiensten
[Germany]
www.ibg-workcamps.org

JAVVA

Jeunes Actifs dans le Volontariat
et les Voyages Alternatifs ASBL
[Belgium]
www.javva.org

Link

Associazione Culturale [Italy]
www.linkyouth.org

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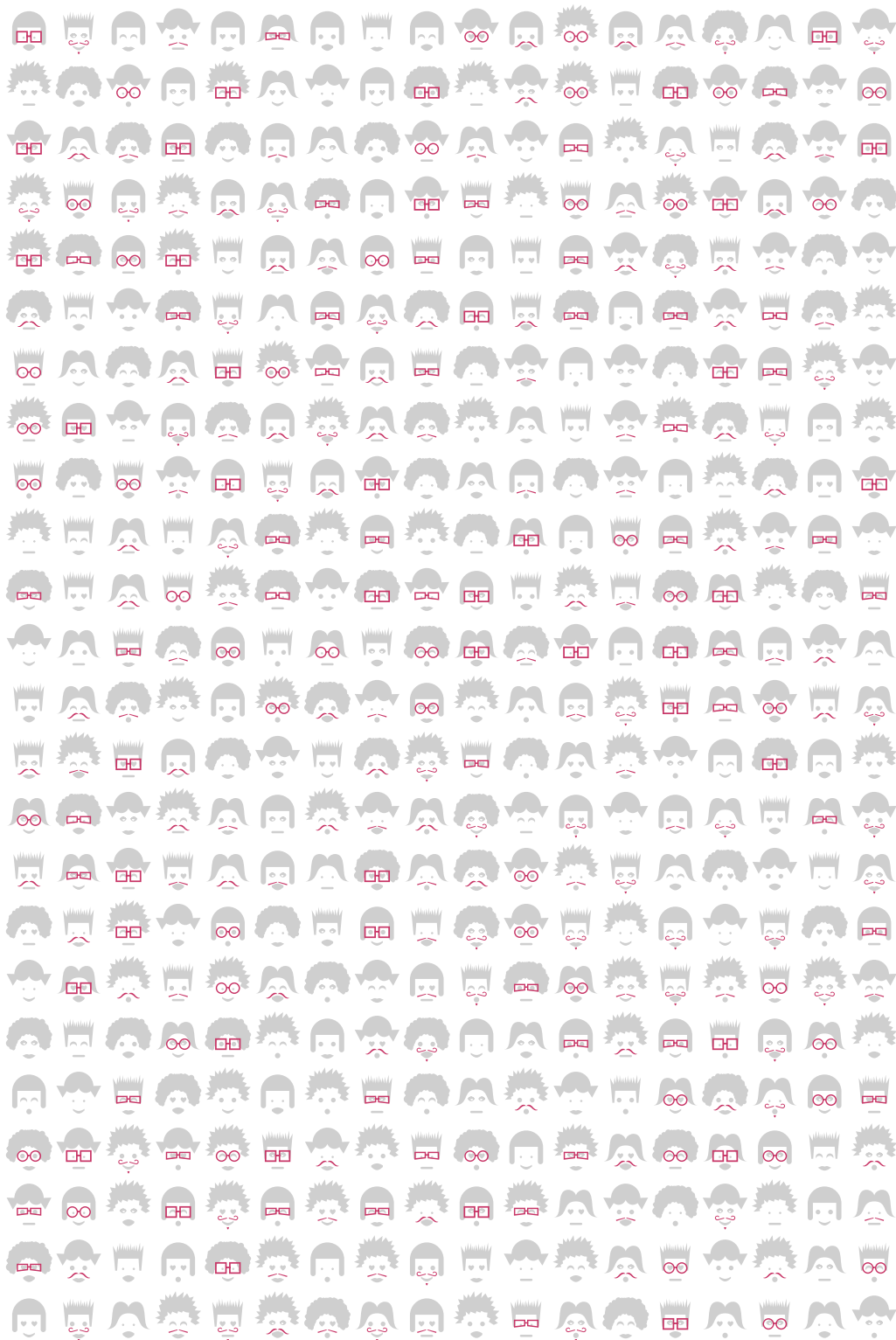
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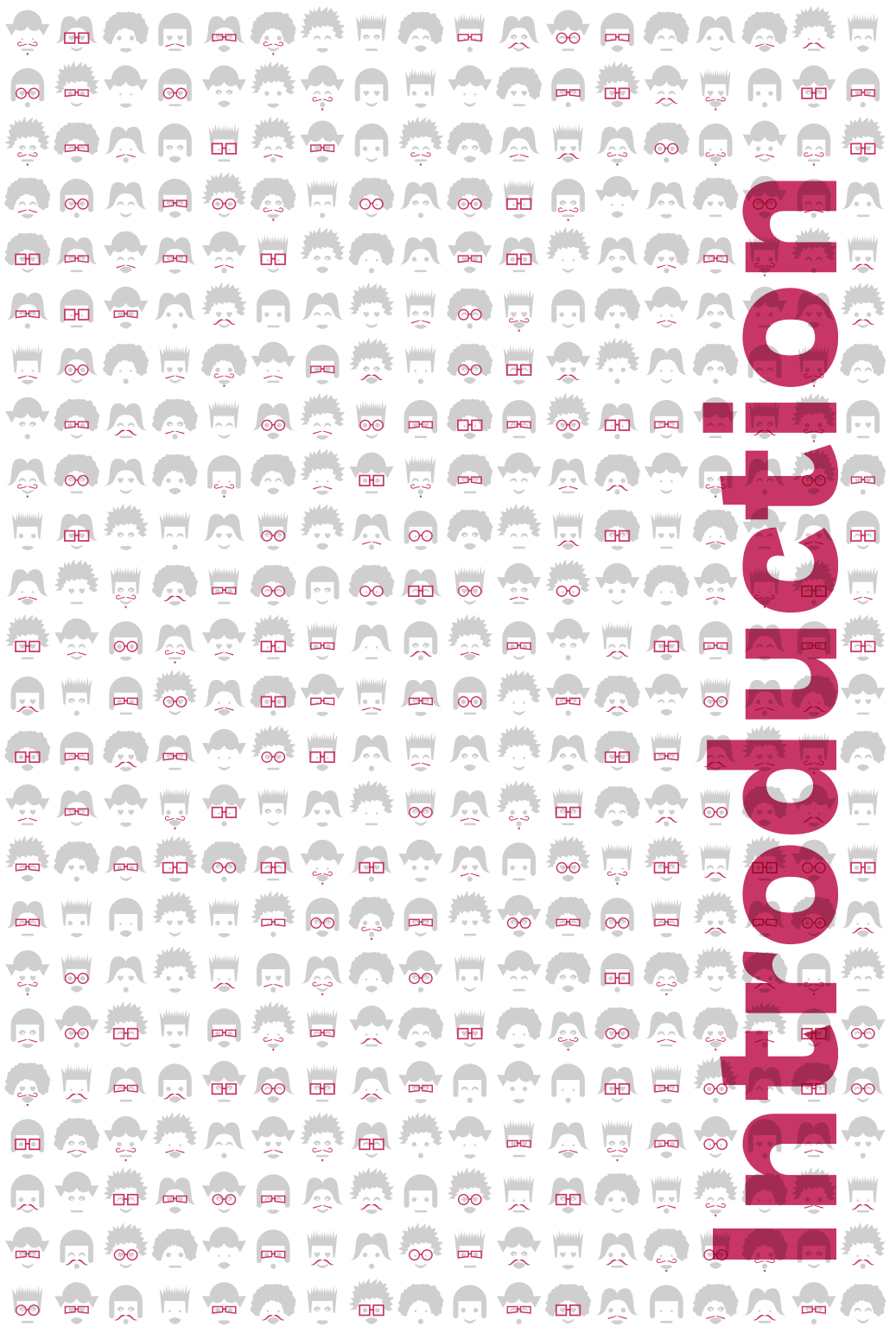
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*Uniformity is not nature's way;
diversity is nature's way.*
{Vandana Shiva}





Welcome dear reader!

You are holding the handbook of the project Time4Diversity. Congratulations!

Before going any further, let us provide you with some background about our initiative, objectives and results.

We are firmly convinced, as many others, that the most important challenge in current society is for people from different backgrounds to learn to live together in peace. It's crucial to recognize cultural diversity as a factor that fosters a more dynamic and resourceful society, both within the European Union and in the whole world. We esteem that, as international voluntary service organisations, we have the responsibility to foster in people the values of humanity, civil awareness and living together.

More people than ever are moving from different countries to other places because of various reasons (political changes, economical crises, job situation...). New communities and identities slowly grow in the heart of Europe, thus enhancing its cultural heritage. Yet, it has become more common nowadays to witness the expression of prejudices about different minority groups within our society. More and more, we see that the fear against unknown people and cultures is growing. Diversity is often (and unfortunately) perceived as a threat. But where does this attitude come from?

In our opinion, the cause lies within the lack of knowledge about different individuals, communities and cultures. An effort could - and should - be made in order to acquire a better understanding of others - whoever this other may be - background. In order to contribute to this goal, which is to promote diversity as an added value, in 2009 Grenzenlos developed an education program called **grenzenlos@schools**.

For those of you who don't know it, "Grenzenlos" in German means "Without borders". By choosing this name, the organisation decided, long ago, to bring forward the value that mattered the most by its founders, that is, the promotion of peace and the acknowledgment of diversity, in all its forms, as a strength and not as a weakness.

Within grenzenlos@schools trainers of Grenzenlos discuss together with students/pupils about stereotypes and prejudices with non-formal methods. These workshops intend to give the participants a chance to reflect their own situation on a personal and social level and to foster respect for cultural and social diversity.

Building on the success of the grenzenlos@schools program, which continues thrivingly in Austria, we thought it would be interesting to share our experience with our European partners and replicate the program in other countries. A strategic partnership has thus been set up with **Estyies** [Estonia], **Grenzenlos** [Austria], **IBG** [Germany], **JAVVA** [Belgium] and **Link** [Italy] at the beginning of 2015.

Time4Diversity was born!

This strategic partnership aimed at giving an international dimension to the program and its tools/modules that until then had been tested at a national level only. In the frame of the project time4diversity, we have fostered new partnerships amongst organizations from different countries and from different sectors (NGOs, universities, vocational schools, local authorities...). Moreover, we established a network of trainers and institutions to support intercultural learning and to promote the link between formal and non formal education by using the tools developed and by training new facilitators.

This project was articulated in two different levels: international meetings and local activities which consisted in interventions in local schools and youth centers in the respective countries.

The first international meeting was our **Kick-Off Meeting**, held in Stuttgart (DE) in June 2015, mainly focused on the administrative management of the project. The second step, the **Training of Trainers**, was held in Vienna (AT) in August of the same year. During this gathering, the Grenzenlos team shared their experience with future trainers from the five partner countries, who would eventually facilitate the sessions once back home. The **local workshops** run between September 2015 and February 2016 and between March and June 2016 in each country. The five partners had the opportunity to raise awareness about cultural diversity, migration and prevention of discrimination with the local youth. The interventions took place in different settings: colleges, youth centers, high schools, international workcamps... Representatives from each organization met again in March 2016 in Italy for the **mid-term evaluation** of the project. This seminar mainly focused on sharing experiences and on writing various parts of this handbook.

The **final meeting** of Time4Diversity was aimed at the evaluation of the project and at the dissemination of its results among a larger public. The event took place in Brussels in August 2016.

With this handbook, which is the final result of the project, you have the possibility to learn more about Time4Diversity and acquire theoretical background as well as practical background with the help of the methods described in the later chapters. It's time to create a good atmosphere, to acknowledge diversity and to prevent social exclusion. Be inspired and become a multiplier by using these methods.

It's Time4Diversity!

Aims and objectives

What are the main objectives of the project? What do we want to achieve with Time4Diversity? Have a look at the overview!

Main objectives

- ▶ to promote social and cultural inclusion, support non-formal and intercultural learning in schools, especially in vocational schools
- ▶ to underline the importance of linking formal within non-formal learning field
- ▶ to learn from each other while exchanging our organisational experience during the implementation phases
- ▶ to establish the first european network of trainers and organisations linking intercultural learning within formal and non-formal contexts
- ▶ to develop methods suitable for each partners environment
- ▶ to develop trainers in Austria, Belgium, Estonia, Germany, Italy, who are able to run workshops and who are able to pass their skills to new trainers
- ▶ to develop a tool for institutions/organisations to foster intercultural learning and understanding and to deal with conflicts among pupils
- ▶ to strengthen the partnership among organisations from different education sectors (NGO's, universities, vocational schools, local authorities, trade, etc)
- ▶ to develop a training handbook in order to have a work book for trainers, to pass the skills on to others after the project and to share the results on international level

Project impact

- | | |
|--|--|
| For partner organisations | <ul style="list-style-type: none">▶ to exchange with other partners▶ to kick-off new local workshops▶ to strengthen the partnership among partners▶ staff training within the training of trainers▶ to gain a concrete method to link formal with non-formal education▶ to gain theoretical background and research results to “justify” the project▶ to compare impact, implementation and results of local workshops with other international partners and get inspired |
| For trainers | <ul style="list-style-type: none">▶ to gain further working tools and methods to link formal with non-formal education▶ to have the possibility to exchange training experiences with trainers in the same field▶ to have a concrete project responsibility within their organisations▶ to be part of the sustainability plan |
| For schools, universities, teachers and pupils | <ul style="list-style-type: none">▶ to gain further working tools▶ to receive external input linking formal with non-formal education▶ time and space to create a good class atmosphere▶ to promote intercultural learning within the class room, preventing social exclusion▶ to gain the theoretical background and the research results to “justify” the workshops, as often requested from teachers▶ to know about opportunities to go abroad on voluntary services▶ other schools and teachers who will read this handbook, final result of the project, will become multipliers: learn about our works and experiences and include it in their activities. |
| For youth centres | <ul style="list-style-type: none">▶ staff training▶ intercultural learning▶ prevention of social exclusion▶ to create a friendly atmosphere in the youth centre |

Intercultural learning means

- ▶ **to be able to comprehend**
- ▶ **to develop comprehension**
- ▶ **to be able to communicate**

Intercultural learning

Intercultural trainings aim to improve the participants' social skills and to make them feel more confident in their interactions with people from their own as well as from different cultures. The trainings can be divided into "general" and "specific" intercultural trainings. Where as the former put emphasis on interaction, individual reflexion and the reorientation of one's patterns of thought, action and behaviour, the latter focus on the provision of information (see Gudykunst und Hammer, 1983).

The workshops within the project Time4Diversity belong to the area of general intercultural trainings.

What is intercultural competence?

The term "intercultural competence", is a commonly used term with various meanings and definitions. Here it is seen as a determining fact of adequate and successful, transcultural communication and interaction.

Intercultural competences arise as a result of learning and development processes. It is situated as a pillar for valuing cultural diversity and the ability to identify cultural and even more environmental influences as determinants of perception. As defined, these intercultural competences are highly relevant for all people with the aim to foster a democratic, open and plural society.

Various studies researching intercultural competences, on the field of intercultural pedagogic as well as intercultural and comparative psychology have shown, that intercultural competences are resulting out of the process of intercultural learning which is not guaranteed by living in a plural society. It is further evident, that the earlier intercultural competences are fostered, the higher the level of competences which can be reached.

Non-formal and formal education

What I hear, I forget.

What I see, I recognize.

What I do, I understand.

{Chinese proverb}

In her study about links between formal and non-formal education, Manuela du Bois-Reymond claims that, over the decades, the concepts of education and learning have been discussed in a more and more controversial manner by youth sociologists and educationalists as well as by politicians and practitioners in both national and European contexts.

This increase of interest in the subject can be explained by the fundamental changes of post industrial period that Europe has to face. Indeed, in post industrial society, the acquisition of knowledge plays a leading role for economic growth and wealth. While there is no doubt about what we refer to when we say “formal education”, the definition of non-formal education is much broader and less clear.

According to the Council of Europe glossary the formal education is purposive learning that takes place in a distinct and institutionalized environment specifically designed for teaching/training and learning, which is staffed by learning facilitators who are specifically qualified for the sector, level and subject concerned and which usually serves a specified category of learners (defined by age, level and specialism). Learning aims are almost always externally set, learning progress is usually monitored and assessed, and learning outcomes are usually recognized by certificates or diplomas. Much formal learning provision is compulsory (school education).

On the other hand, the non-formal education takes place mostly outside of the formal education system and is voluntary based.

The environments and situations where non-formal education takes place may be intermittent or transitory. The activities or courses that take place may be staffed by professional learning facilitators (such as youth trainers) or by volunteers (such as youth leaders). The activities and courses are planned, but are seldom structured by conventional rhythms or curriculum subjects. They usually address specific target groups, but rarely document or assess learning outcomes or achievements in conventionally visible ways. It has less clearly framed curricula and much less certification power which gives it a weaker social and financial position.

It is also possible to identify a third type of education: the informal one. The Council of Europe defines it as non-purposive learning which takes place in everyday life contexts in the family, at work, during leisure and in the community. It does have outcomes, but these are seldom recorded, virtually never certified and are typically neither immediately visible for the learner nor do they count in themselves for education, training or employment purposes. APEL (Accreditation of Prior Experiential Learning) systems are one way in which the outcomes of such learning can be made more visible and hence open to greater recognition.

In Europe a multitude of reforms try to include the methodologies of the non-formal education within formal education.

Interaction and coexistence between different dimensions of the learning process (cognitive, affective, practical). Links between individual and social learning, partnership relation between trainees and trainer based on solidarity. Active participation of

the learner. Focused on the learner. Voluntary based and open to everybody. Methods focused on the process. Close to everyday life, focused on experience and action, the non-formal education uses intercultural exchange and intercultural meeting as a main pedagogical method. Aims to transmit democratic and citizen values.

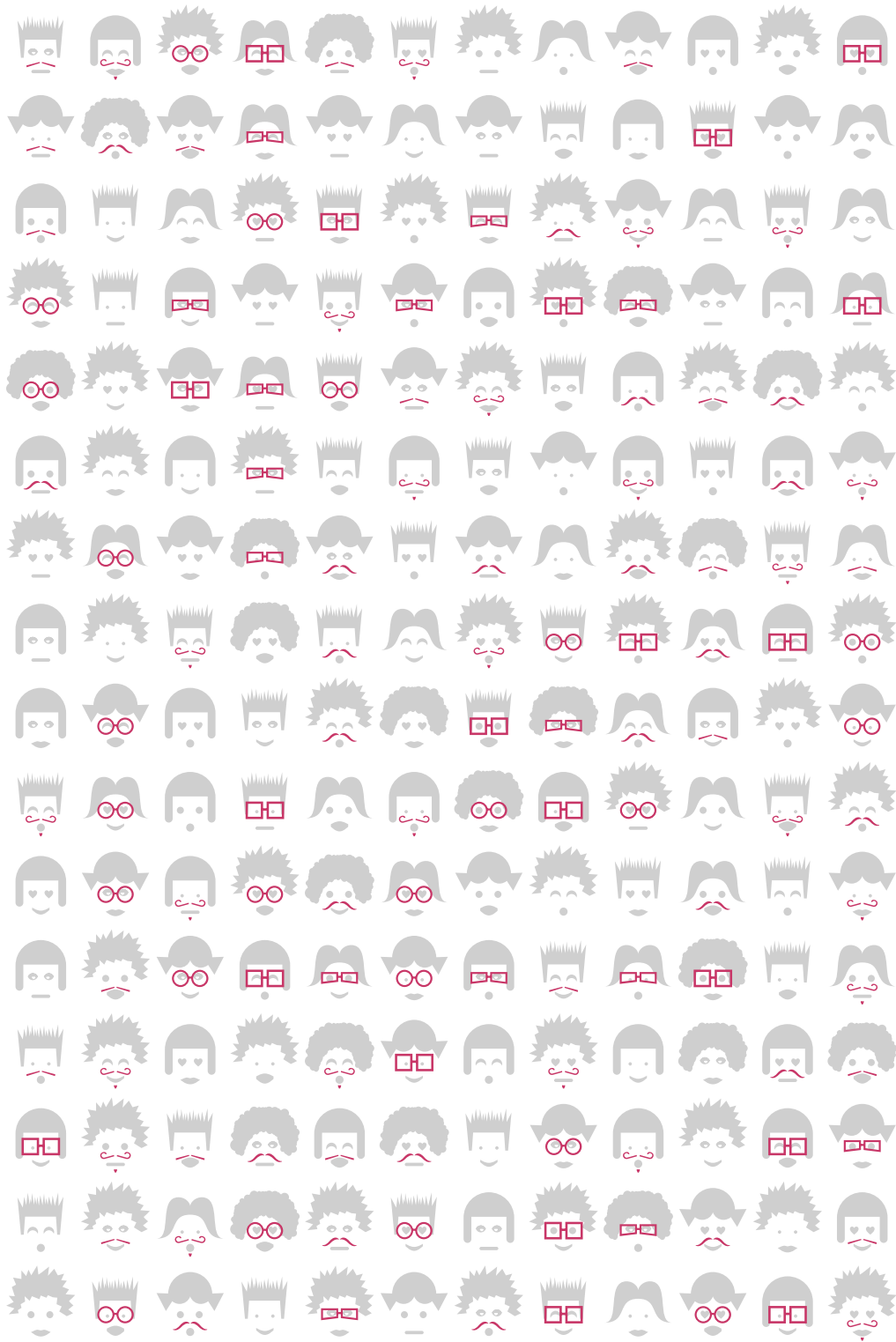
Education in the field of intercultural learning

Within the last few decades you can observe that both, the formal and the non-formal education, have been increasing the development of intercultural learning offers. These tendencies are in accordance to the ongoing globalization and Europeanisation. However the developments in both sectors are mostly independent one from another and the know-how of intercultural learning competences is missing especially in the formation of school teachers. In order to help young people face upcoming challenges, it seems more and more important to build strong links between formal and non-formal education.

This is the point where the project “Time 4 diversity” is drawing on. The formal school system has a central role in the development of the future of our society. At the same time, the field of international youth work has come up with a huge amount of methods and expertise within the last years. Different studies have pointed out sustainable impacts of intercultural experiences of the non-formal sector. At the same time, results show that the field of international youth work is limited in its accessibility – young people with a background of higher education often constitute the main addressees’. For that, the cooperation between the formal and non-formal field is a chance in both directions; the field of international youth work can provide its acquired expertise beyond the usual field of activity and widen its addressed target group. Non-formal methods can gain in importance and youth workers are enabled to develop an understanding for the learning environment in the institutions of the formal educations system. The later has on the other side an opportunity to provide new impulses to the teacher, to learn how to use the existing potential in the classroom concerning intercultural learning and to create new learning spaces. In that way, the orientation, towards a positive understanding of diversity, curiosity and mutual respect, that is deeply rooted the field of youth work, can be transferred to the classroom.

Taking the first step to launch the process of cooperation, even on a local level, means to enable the development of an integral

understanding of education which offers new possibilities to accompany the young people in their development of social responsibility within the present and future societies.





Designing of a workshop

Running a session always means learning yourself.

{Seneca junior}

When designing a workshop, it is important to consider the following aspects of each session.

- ▶ Time
- ▶ Content
- ▶ Objective
- ▶ Method
- ▶ Material

The aspects lead to the schedule of the workshop and should be coherent with each other.

Each workshop needs to be planned according to the needs and special requirements of the group.

The training environment

▶ **Time** The time of day of your workshop may be crucial for the group's participation. There is a big difference between workshops that take place on a Monday morning or in the evening. Did the participants already have lessons or other sessions before the workshop? Will something else take place afterwards? These factors also need to be taken into consideration.

▶ **Venue** The venue also has an impact on the direction the workshop goes. For example: Is it big enough? Is there enough space to move? Is it furnished and comfortable or sterile? Is the surrounding area loud or quiet etc.? If possible, you should already have a look at the venue in advance. In any case, on the day of the workshop you need to be there early in order to prepare the workshop.

▶ **Voluntariness** Do the participants take part voluntarily or are they required to attend? This can affect the group's motivation.

▶ **Agreements** Teachers and youth workers should agree prior to the workshop. Usually, there is a client who has booked the workshop. It is important to clarify their reasons (for instance, a particular incident or conflict at a school) and the goals of the workshop in advance.

Evaluation/debriefing of methods and exercises

A debriefing is part of each method and exercise. It means analysing the experience in order to learn from it.

This was pictured very well in the Alliance training handbook:

Taking somebody by the hand and guiding her/him through the experience, stopping to collect what has been learned

The structure of the debriefing is

- ▶ How do you feel?
- ▶ What has happened?
- ▶ How does the exercise relate to our daily lives?
- ▶ What can we learn from it?

The debriefing encourages and enables the participants to transfer what they have learned to further areas of life.

Methodology and methods

While methodology describes the educational logic of the chosen methods, a method is the activity to give a framework to a certain part of the program.

Methods need to get selected and adapted according to particular needs of a class or a group. They should be seen as “offers” to have a suitable and appropriate way of guiding a certain group to reach aims and objectives (those should be clearly described and agreed about beforehand by teachers or youth workers and trainers).

A method can be a presentation, a group work, a dynamic role play, a game, etc. In most cases, methods include a debriefing part when the group works out the transfer to daily life and discovers “the message”.

Social forms of working in a group are in plenary, as group work, as partner work or individually.

During “time4diversity”, the chosen methods based on non-formal education and therefore represented the sector and ways of working of the organisations involved.

**Choosing a method does not mean to fill the time frame!
Lots of factors need to be considered involving time, but also objectives, frame, content, material, level of relationship and many aspects more...**

Role of a trainer

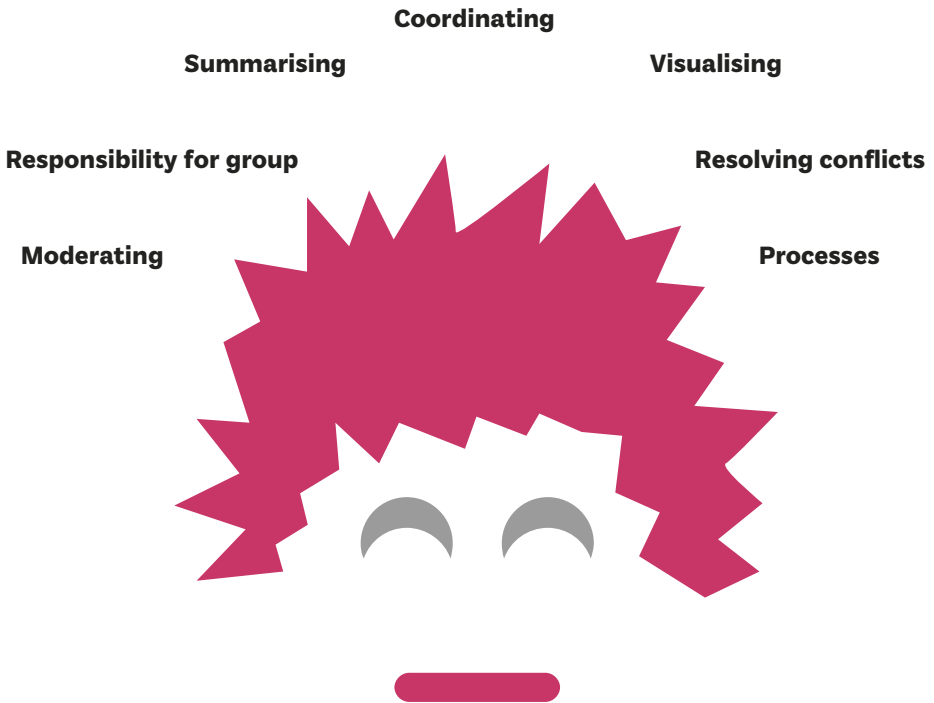
What does it mean to be a trainer?

In the context of non-formal education, the term “facilitator” is synonymous. Both terms signify that a learning process is induced and that a group as well as the individual members of the group are led through this process.

Definitions that may be suitable

- ▶ To allow individuals to develop their potential
- ▶ To reassure and activate people’s skills/abilities

Being a trainer = doing magic?



Elements of a successful facilitation

- ▶ Using the knowledge of the group

The trainer may have an edge on information, but apart from this the participants' contributions are as valuable and important – everyone is an expert on their own (intercultural) everyday lives!

- ▶ Do not become part of the group or the discussants; nevertheless remain clear about your own perspectives and limits

- ▶ Having a red thread

A workshop is coherent if the methods build on and refer to each other. Ideally, there is a link between them. Referring to previous exercises and links with past experiences will increase the intensity as well as the opportunities to learn.

- ▶ Sincere interest in the target group

Trainers have to be “authentic”. Only if there is a genuine interest in the target group coupled with the wish to activate something in people, you will appear “authentic”.

- ▶ Respect, respect, and again respect

During the intercultural workshops, we require participants to be very open and to show a high willingness to engage in non-formal methods (which are often unknown to them). This, we need to treat with respect. So why not say a big thank you to the group at the end of an intense session or at the end of the workshop?

- ▶ Working with visualisations

Visualisations can help present and entrench important messages more clearly. Also, they may be used to structure topics well.

You cannot ‘conjure up’ motivation, but you can use methods that promote the group’s motivation.

Tip ▶ Wear a watch to keep an eye on the time – constantly having to have a look at your phone to find out what time it is can appear distracting or impolite

... and this is how it worked within “Time 4 diversity”

Recruitment of trainers

The recruitment for trainers was done among already involved volunteers via email or other contact or through an open call for new trainers. Some organisation could involve EVS-volunteers or interns.

The challenge turned out to find a balance between the number of trainers and the (potential) amount of workshops. This is linked to the area the workshops are offered.

Motivation of trainers

The motivation of trainers vary according to their background and experiences: For all of the trainers it is a big motivation to gain experience in the role of a trainer, either for private or for professional reasons. All trainers were motivated to “make the world a bit better” and arouse sensibility for the important topic of intercultural learning. One trainer gave the feedback that his motivation is “to make school an interesting and fun place for a few hours”...

Training and supervision on trainers

Ideally, the trainers experience the methods before using them. An important part is the reflection of each workshop done within the trainers-team, as well a supervision of the staff

member of the organisation. The trainings for trainers lasted between one and three days, but can also be described as an ongoing process. Important was a “safe space” to discover and experience the role as a trainer.

Awarding / Certification

Awarding and certification can vary depending on involvement and tasks. Whilst in some organisations there is an autonomous trainer pool, in others the trainers work along with staff members.

Nevertheless even if trainers get rewarded financially or through other options – an experienced trainer pointed out: “The most important award is the feeling that the workshop is worth something”.

Working as a trainer team

When being a trainer within Time4Diversity, you learn how to work in a team. Therefore it is important to be able to give and receive feedback and have a relationship based on trust and honesty.

The teamwork starts before the workshop when dividing tasks and agree on a way of leading through the methods.

Is it ok when the other trainers steps in and add something or should this not happen?

This question should be discussed before the workshop. Afterwards it is important to have time for exchanging experiences between trainers and share feedback.

Essential bibliography

Books

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Weblinks

www.alliance-network.eu
[Alliance of European Voluntary Service Organisations]

www.coe.int
[Council of Europe]

www.dija.de/toolbox-interkulturelles-lernen/
[Datenbank internationale Jugendarbeit, IJAB] (German resources)

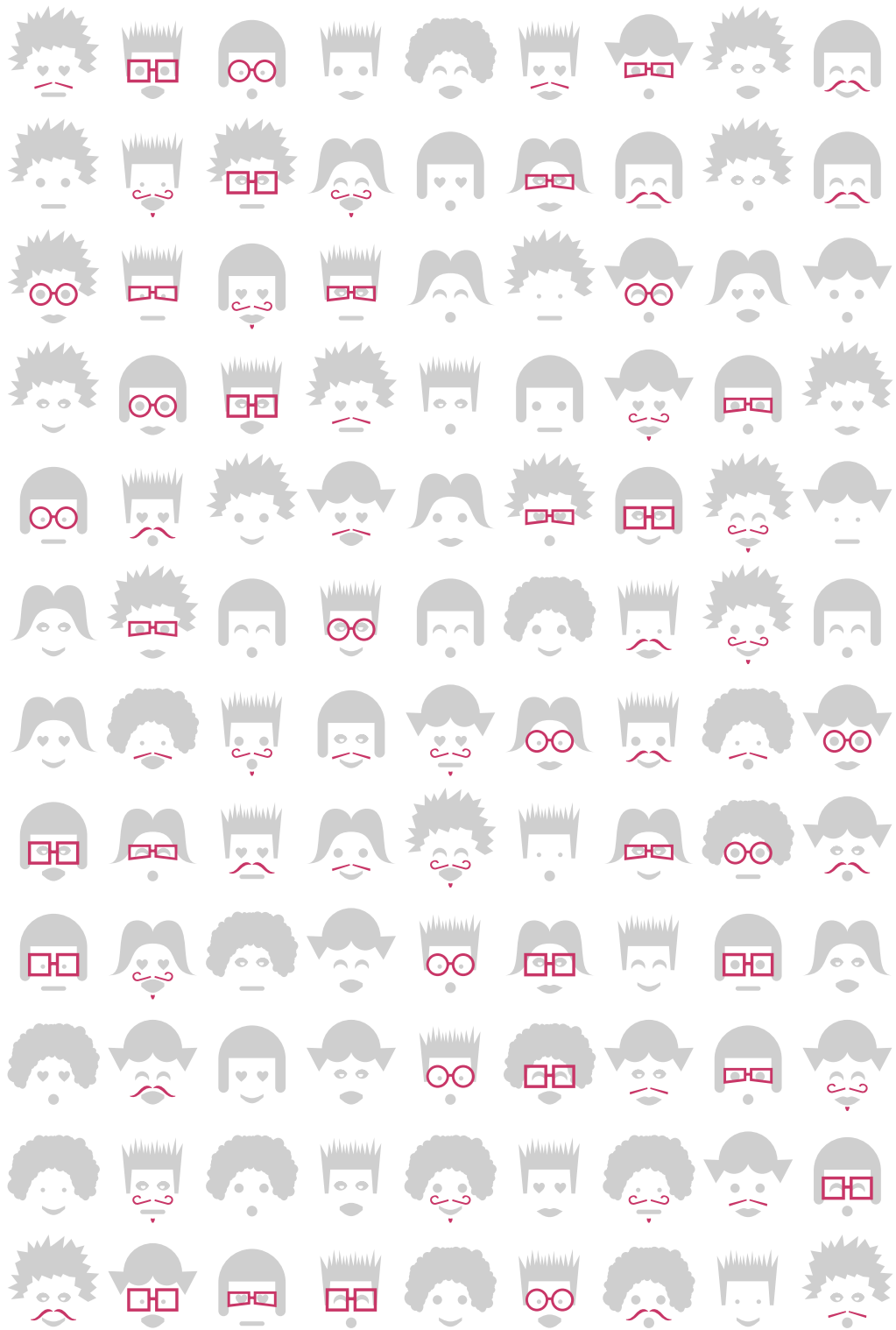
www.europa.eu.int
[European Union]

www.salto-youth.net/tools/toolbox/
[Network of youth resource centers for Training and Youth Work]

www.schools.or.at
[Grenzenlos – Workshops für SchülerInnen zur interkulturellen Sensibilisierung]

www.inkup.uni-passau.de/fremdgeher.htm
[Passau University - Fremdgeher project]

www.fairplay.or.at
[Social campaign. Different Colours. One Game.]





Project Sites

Statistics

In this part of the book the outcome of the project is quantified. The numbers on the following pages give an overview of the workshops that have been ran during the project, how many and what kind of institutions and places have been visited. Moreover it analyses the target groups and the age range of the workshop participants that have been reached.

When one looks at the statistics, one can see that the main target group are students in the age range between 15-19 years. The busiest month has been December 2015 with 30+ workshops ran and more than 350 participants.

But have a look for yourself. All the graphs are easy to interpret and represent the (successful) outcome of Time4Diversity numerically!

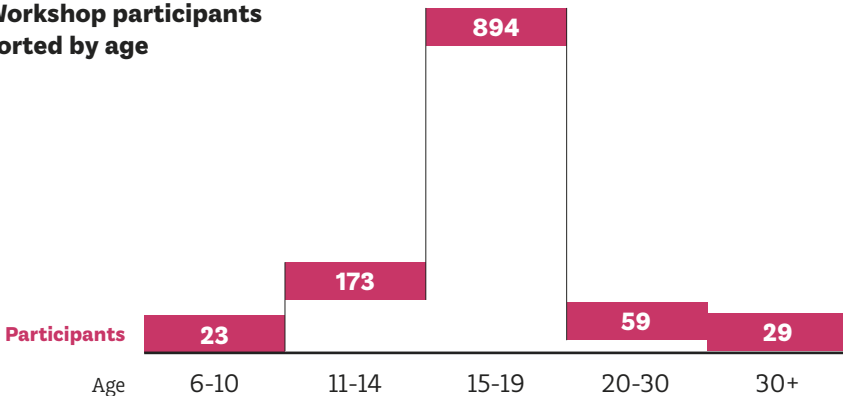
Workshop in numbers

28 Institutions

17 Places

1.178 Participants

Workshop participants sorted by age



Testimonials

After running a workshop we asked the participants to exchange their thoughts and reflexions about their experiences they have gained. Some of those messages are listed below to give you an impression of how the workshops have been received.

What do you take out of the workshop?

[Estyes / Estonia]

- ▶ Interesting way to give information.
- ▶ I felt that I'm part of the group.
- ▶ Something very different, out of the ordinary.
- ▶ Interesting.
- ▶ It was fun and interesting.
- ▶ I discovered that some of my friends think different than me.

[Grenzenlos / Austria]

- ▶ I have learned to not judge a person by their appearance!
- ▶ It's important to express your own opinion!
- ▶ To be able to empathize with people is key to understanding each other.
- ▶ We all have different choices and opportunities.
- ▶ I was made aware that I have prejudices even though I thought I don't have any!

[IBG / Germany]

- ▶ It was great fun!
- ▶ I thought my friends are thinking exactly the same way as me... I was wrong.
- ▶ All we need is humor!
- ▶ I learned that intercultural learning will never be at an end.
- ▶ Language is not that important.
- ▶ It was good to have concrete examples in mind when doing the sessions – now you understand what happens in ‘real life’.

[JAVVA / Belgium]

- ▶ We have learned a lot about migrations topic.
- ▶ After meeting asylum seekers, we realise that they are not so different.
- ▶ It was fun to learn with games...
- ▶ The testimony of the volunteers were rewarding, it made me want to volunteer too...
- ▶ This is not what we can read in media about foreign people and asylum seekers.

[Link / Italy]

- ▶ I thought that my classmates do not accept me because I am Muslim. I discovered that I was wrong.
- ▶ It is good to have volunteers in the class, we learned a lot about topics like racism and interculturality from them.
- ▶ I was afraid to say my own opinion, but at the end it had a positive effect. Don't be afraid!
- ▶ Finally some fun in school and I also learned a lot!
- ▶ From now on I will not believe everything which is written in the newspaper.











Estyes
{Estonia}

International Youth Association EstYES is a non-profit, non-political, non-governmental organisation. It was established in 1991 with the purpose of promoting youth and cultural exchanges for learning and better mutual understanding. EstYES was a pioneer organisation in the field of international youth voluntary service in Estonia.

EstYES works mainly with young people 14–30, but not only. As a matter of fact EstYES voluntary projects are open to people of all ages without limits. Still the majority of them are high school or university students. Young people with fewer opportunities are the group of special consideration of EstYES.

EstYES is part of world-wide and European networks, such as CCIVS, Alliance of European Voluntary Service Organisations, YAP and we are in a close cooperation with SCI and ICYE.

EstYES objectives

- ▶ Increase international understanding and solidarity between countries and people
- ▶ Promote continuous dialogue between young people all over the world
- ▶ Promote international voluntary service in Estonia as a powerful tool for local development and effective method of non-formal education
- ▶ Help finding solutions of actual problems in Estonia by means of international voluntary service
- ▶ Promote global education as one of the solutions for young people in the globalized world

EstYES activities

Organising voluntary camps in Estonia and sending Estonians abroad for similar projects, mid and long term voluntary service, sending young people to youth exchanges and trainings. We are a sending, hosting and co-ordinating organisation of EVS programme.

▶ www.estyes.ee

Grenzenlos {Austria}

Grenzenlos is an Austrian NGO based in Vienna founded in 1949 as a co-operation programme of protestant youth organizations in Austria, Germany and the USA (nowadays "International Cultural Youth Exchange"/ICYE). In 1970, the ICYE Austria became an independent – of religions and political bodies – non-profit association. In 2001, it was renamed into "Grenzenlos - Inter-Cultural Exchanges".

The German word "Grenzenlos" means "no boundaries" and also "no limits". The word explains the basic mission of Grenzenlos: to promote the personal development of individuals and inter-cultural understanding through international encounters, trainings, inter-cultural living and work experience. Grenzenlos tries to offer a variety of international mobility programmes, dedicated to world peace through the promotion of inter-cultural exchanges.

Grenzenlos...

- ▶ organizes volunteering programmes (individual as well as in the frame of international camps).
- ▶ sends volunteers abroad and host volunteers in Austria
- ▶ works with people of all generations from 18 to 99 years
- ▶ offers stays from two weeks up to one year
- ▶ is open for skilled as well as for non-skilled people

Grenzenlos is worldwide.

The inclusion approach is a high priority for Grenzenlos: special attention is given to promoting the participation of physically handicapped people in our activities (MELANGE, EVS in Vienna). Grenzenlos understands its international volunteer programmes as holistic non-formal training measures for competence, language skills and personality development. Grenzenlos offers various trainings about foreign cultures, travel preparation and language preparation, hosts various international seminars and trainings in Austria.

▶ www.grenzenlos.or.at/

IBG
{Germany}

IBG has been founded in 1965 and has been accredited as a non-profit organisation ever since.

Its aim is to contribute to international and intercultural communication and to strengthen and increase engagement on a voluntary basis. The means to reach this aim are international voluntary service projects as well as Seminars, Trainings, advanced education offers, Workshops, annual meetings, events of public relation and several other activities of the organisation. Throughout these activities and offers, young people shall have the chance to acquire new competences, find the right support for their personal development and be motivated to take responsibility within, and for the common benefit of, society.

IBG is a German non-profit organisation, member of the international network "Alliance of European Voluntary Service Organisations" (Alliance), of the "Coordinating Committee for International Voluntary Service" (CCIVS), a subdivision of the UNESCO as well as of the "Trägerkonferenz der Internationalen Jugendgemeinschafts- und Jugendsozialdienste", IBG is neither politically nor religiously bound.

IBG considers its main objective to create a space for volunteers where they have the possibility to gain personal learning experiences and discover more about their own abilities and interest along the line of the organisation's aims and objectives. The target group consists mainly of Teenagers and young adults between the age of 16 and 30, irrespective of origin, education, religion or other criteria. All projects, in Germany and abroad, are focusing on an open-access policy, high heterogeneity of the group of participants and on the inclusion and part-taking of the local (young) community at the project-venues.

► www.ibg-workcamps.org

JAVVA

{Belgium}

JAVVA stands for «jeunes Actifs dans le volontariat et les voyages alternatifs» in other words «young people Active in Volunteering and Alternative Travel and was founded as a non-profit organization in 2000. Since 2003, JAVVA has been recognised as a youth organisation by the French-speaking government of Belgium.

Our mission

We aim to promote an ideal of tolerance, solidarity and peace between young people from around the world and to encourage their active participation and mobility. JAVVA has no political or ideological affiliation.

Our approach

International camps and volunteer projects enable intercultural encounters and the discovery of the other and therefore, in our opinion, represent a useful tool in the construction of peace. They contribute towards a fairer world with more solidarity and respect for differences. Even if our projects cannot be considered to be within the framework of humanitarian aid or emergency relief, they do invite participation in another culture and teach team work while participating in a development project in the heart of a local community.

Our main activities

International camps, Medium or Long term volunteering, European voluntary service, trainings, youth exchange.

The JAVVA migrations group offers to meet migrants and the associations which support them. Awareness-raising activities, especially in schools, the creation of learning material and the collection of used clothes are just some of the means used to make you familiar with a little known reality.

► www.javva.org

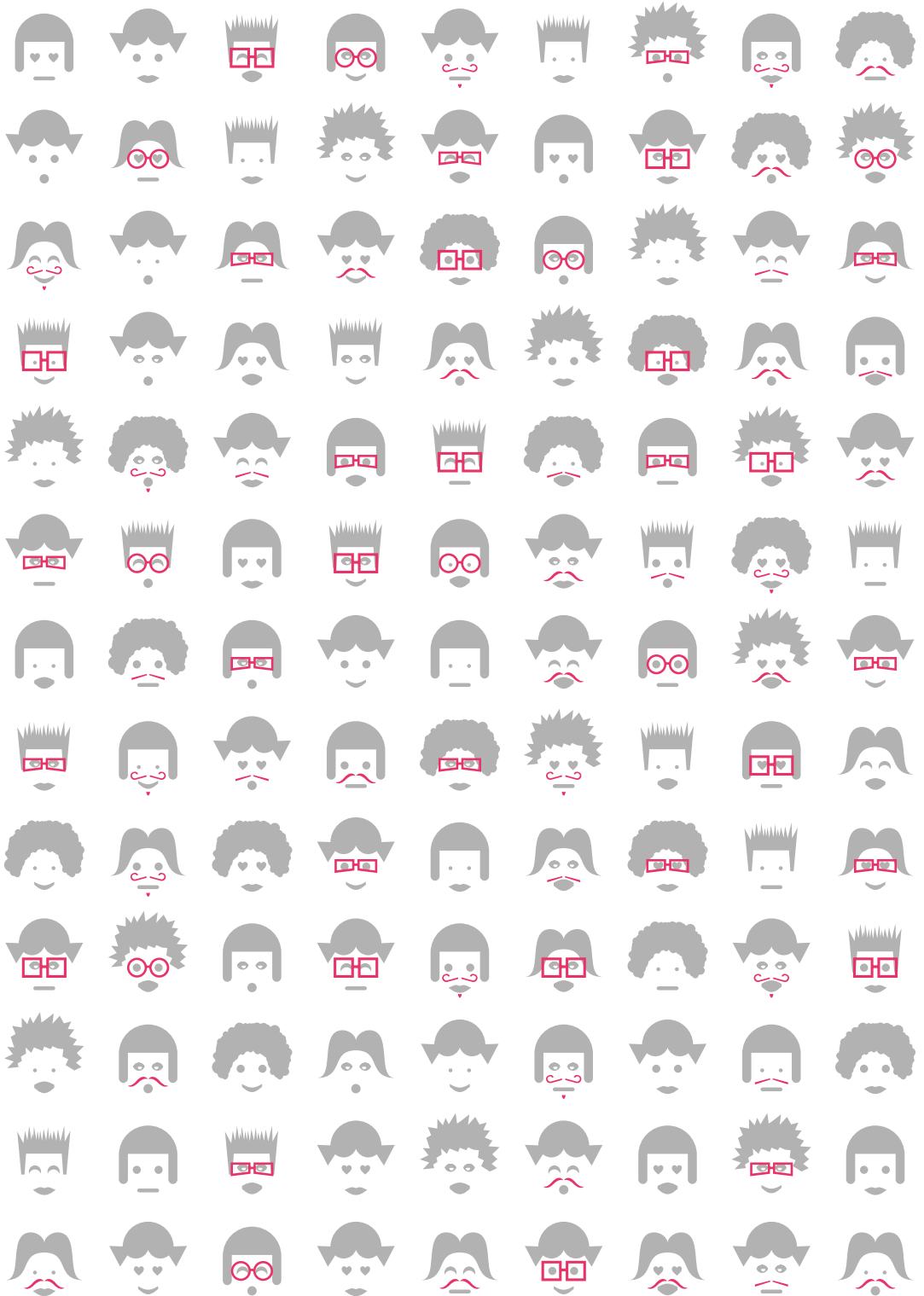
Link
{Italy}

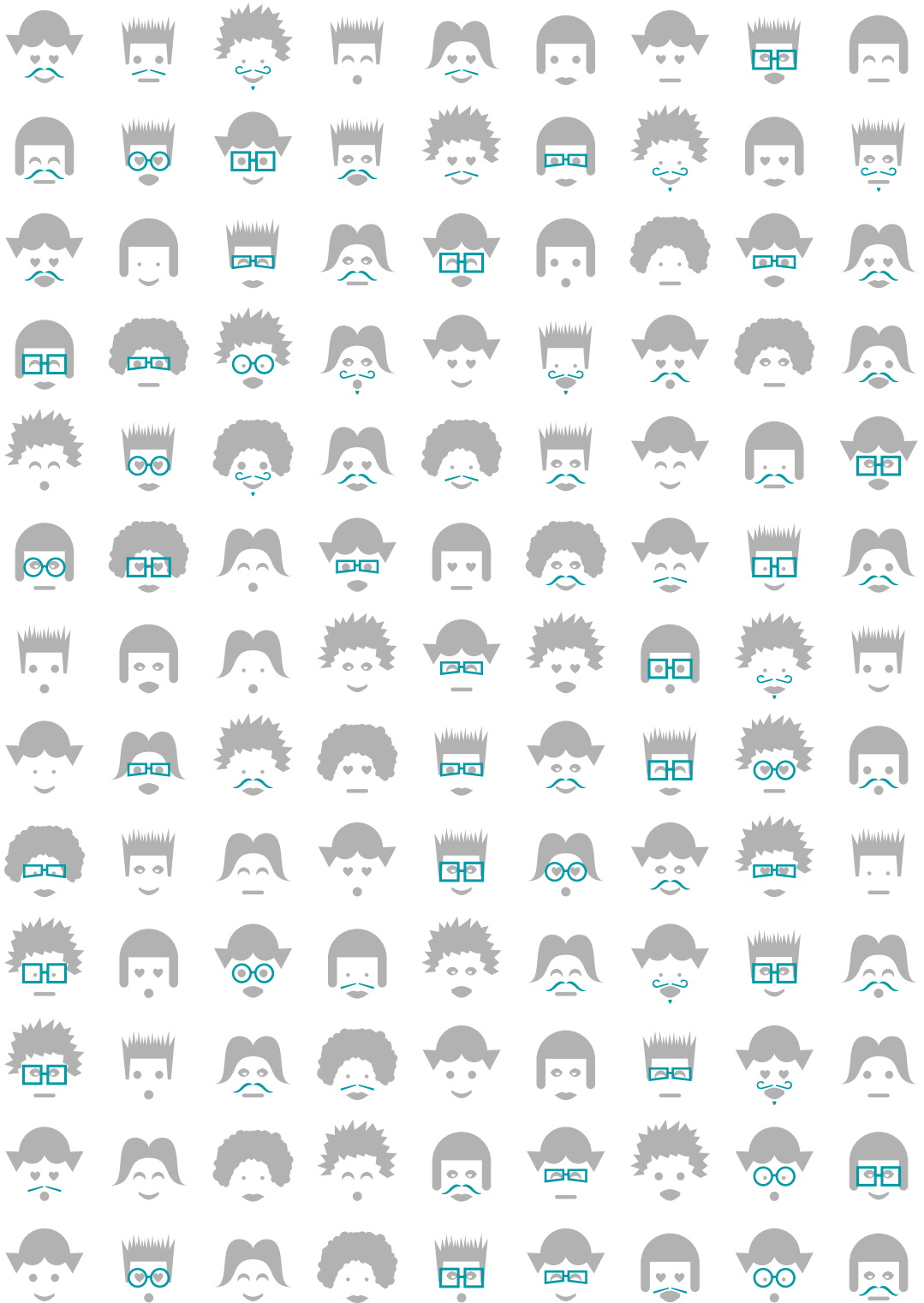
Link is a cultural organization created in 2003 by both experienced youth leaders and young people. Link was created with the aim of having a tool to better access the needs of young people living in our local community and territory so to give a concrete contribution to satisfy their requests in terms of participation, active citizenship, feeling of belonging to a common Europe, tolerance and antiracism. In a more specific way our aim is to get young people closer to European issues, to bring a European dimension in a region far away from decision-making centers and peripheral in terms of geographical and economic position.

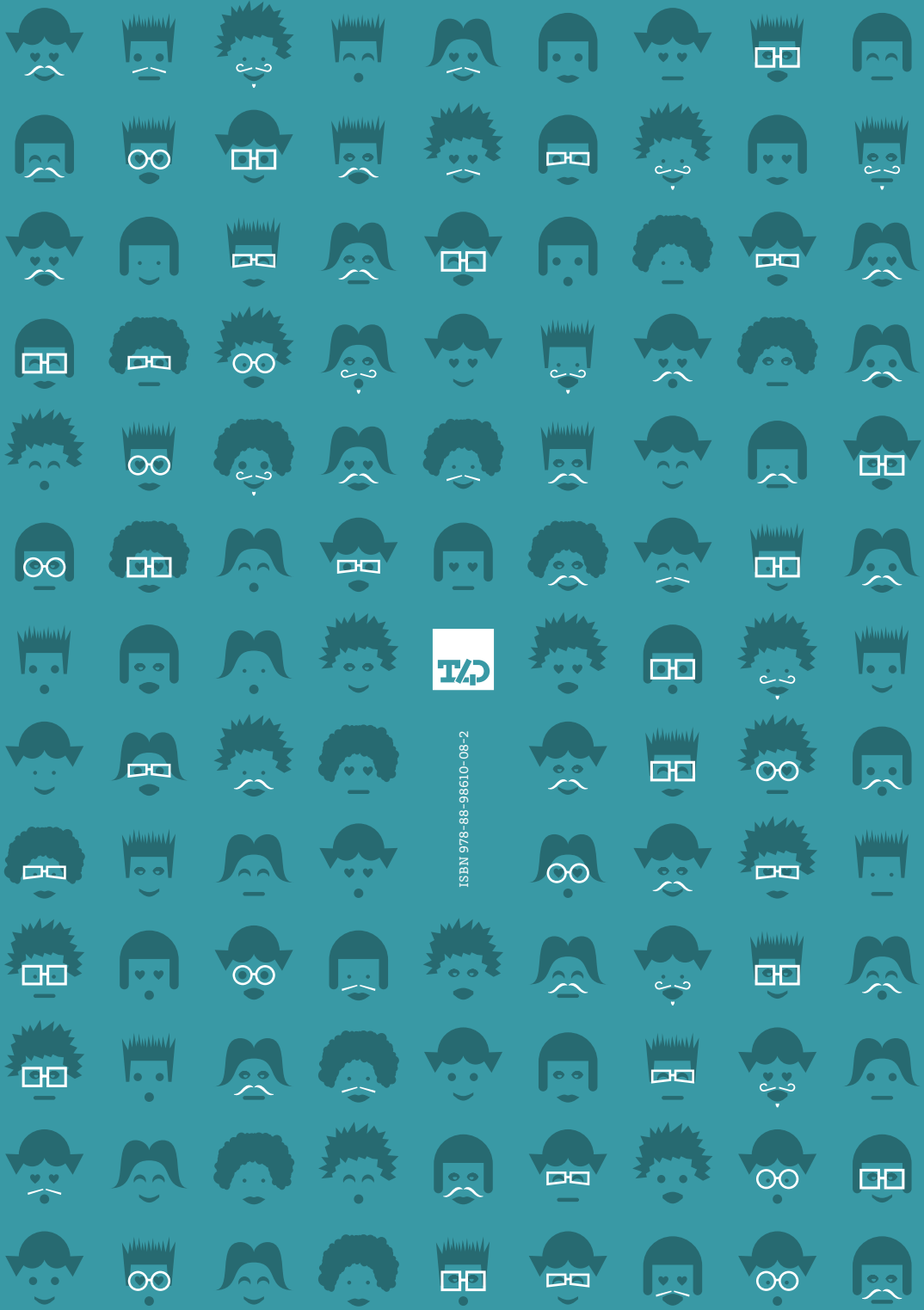
Link is based in the south of Italy, mainly in the city of Altamura, nevertheless very active in the neighboring cities, especially in Irsina where Link manages the Mediateca Fedro, multimedia library and Youth Information center. We provide help and training to young people – inside and outside the organization - who want to implement projects fostering their participation through the organization of international exchanges, intercultural learning activities, information campaigns and workshops about various topics. Link realizes all year long on local level activities and workshops for primary, middle and high schools aiming for the promotion of non-formal education and linguistic competences of the pupils, so as weekly cultural activities in our offices. All our activities are based non formal education and are connected to volunteers, local and international.

▶ www.linkyouth.org

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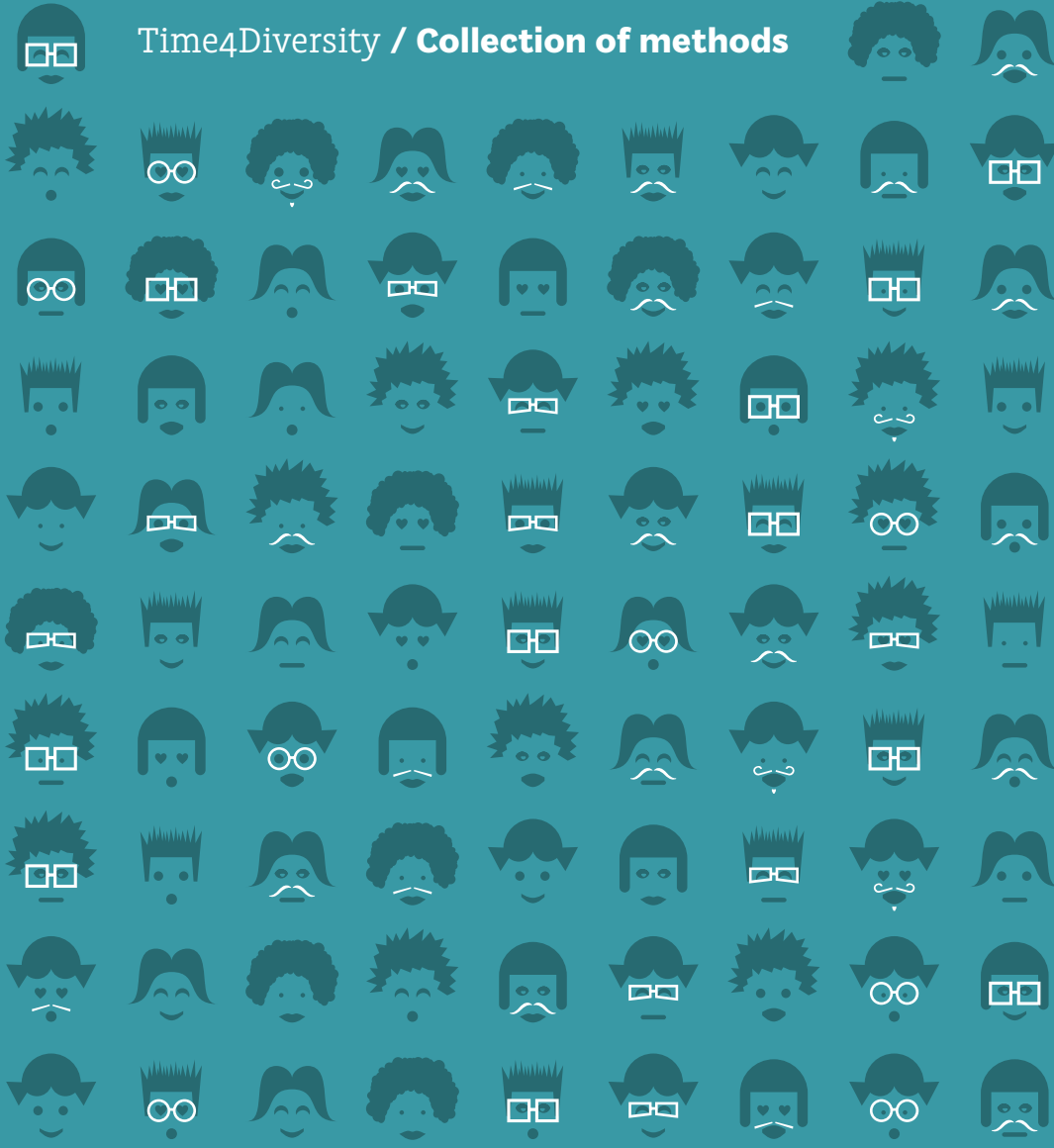




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Time4Diversity / **Collection of methods**





Arguments

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Diversity 10, 28, 29, 30, 34 **Get to know each other** 54 **Group division** 51
Icebreaking 51, 52, 53, 55 **Identity** 10, 14, 16, 22, 26, 28, 29, 30, 32, 34, 35, 42, 43
Migration 30, 32, 40, 44 **Prejudice** 14, 35, 43 **Team building** 16, 31

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EstYES

MTÜ Noortevahetus Arengu Ühing
[Estonia]
www.estyes.ee

Grenzenlos

Interkultureller Austausch [Austria]
www.grenzenlos.or.at

IBG

Internationale Begegnung
in Gemeinschaftsdiensten
[Germany]
www.ibg-workcamps.org

JAVVA

Jeunes Actifs dans le Volontariat
et les Voyages Alternatifs ASBL
[Belgium]
www.javva.org

Link

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Introduction

You are holding a method book that will guide you through methods for your intercultural workshops. These methods have been chosen and created for the project Time4Diversity.

All the methods mentioned in this book have been used in workshops for Time4Diversity with different target groups by the trainers of Time4Diversity. Please keep in mind that the methods were used for a special target group as mentioned in the first book. If you are working with a different target group, then you might have to adapt the methods to their needs. In the first part of the book you find many possible ways to take your first steps towards workshops. we'll give you some ideas on how to welcome the group, some energizers to start with and how to explain some rules. We also mention energizers for specific topics. In the third part you find the methods sorted by keywords.

We hope that these methods will help you to reach the aims of your planned workshops.

Guidelines for workshops

General Guideline

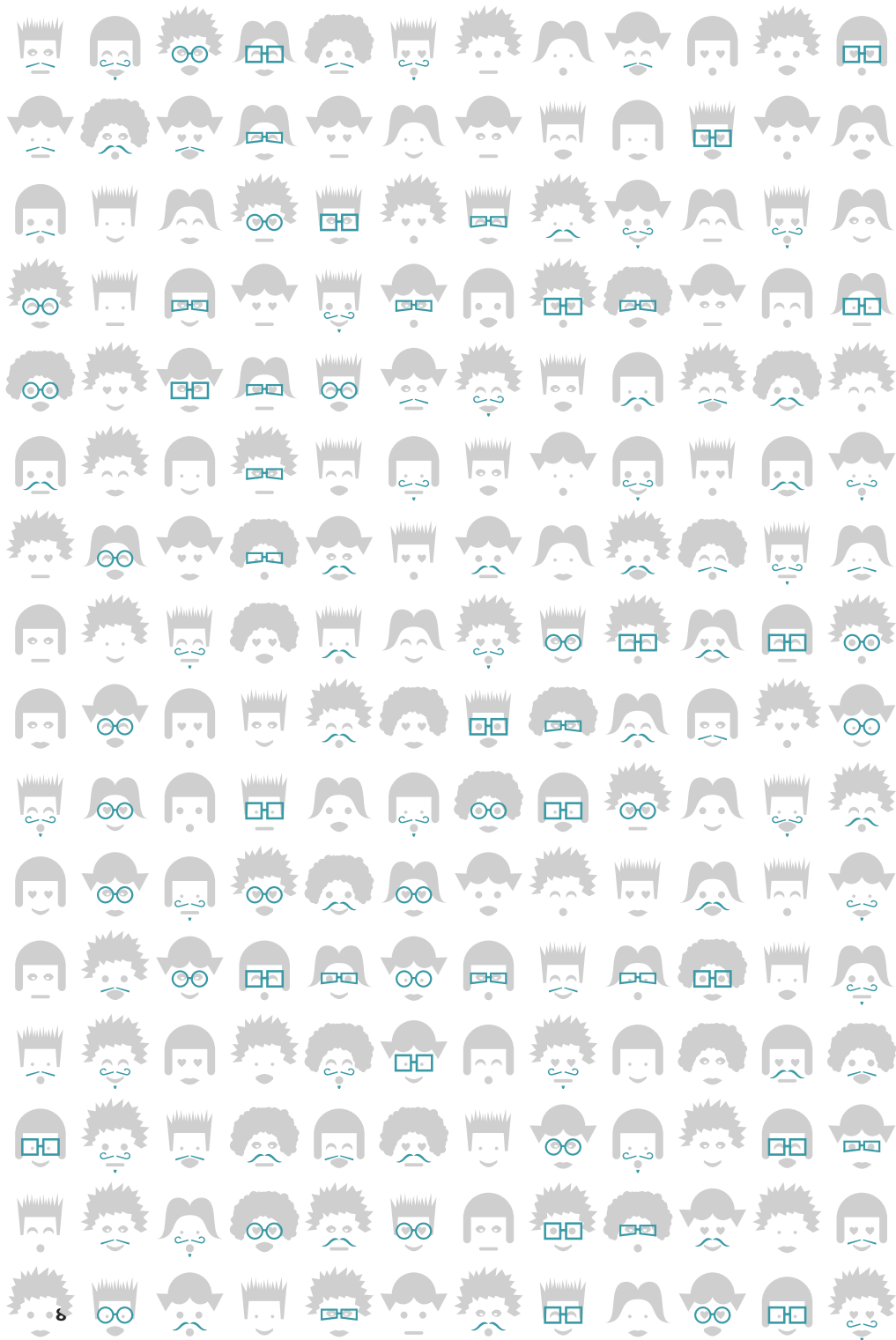
- ▶ Introduce yourselves as a Team; introduce and give background information about the organisation you are come from.
- ▶ Explain what is going to happen the next couple of hours.
- ▶ Don't talk about aims in detail.
- ▶ Find an energizer from the book or another source you like and you feel comfortable with.
- ▶ Work with the pupils on rules of behaviour (agreement) during the workshop (e.g. switch off your mobile, let others speak, etc.).
- ▶ Create an informal atmosphere propose them to use first names for you as a trainer and the participants as well.
- ▶ Do not forget to make a timeframe for the workshop and follow it during the sessions.

Guidelines for communication within the workshop

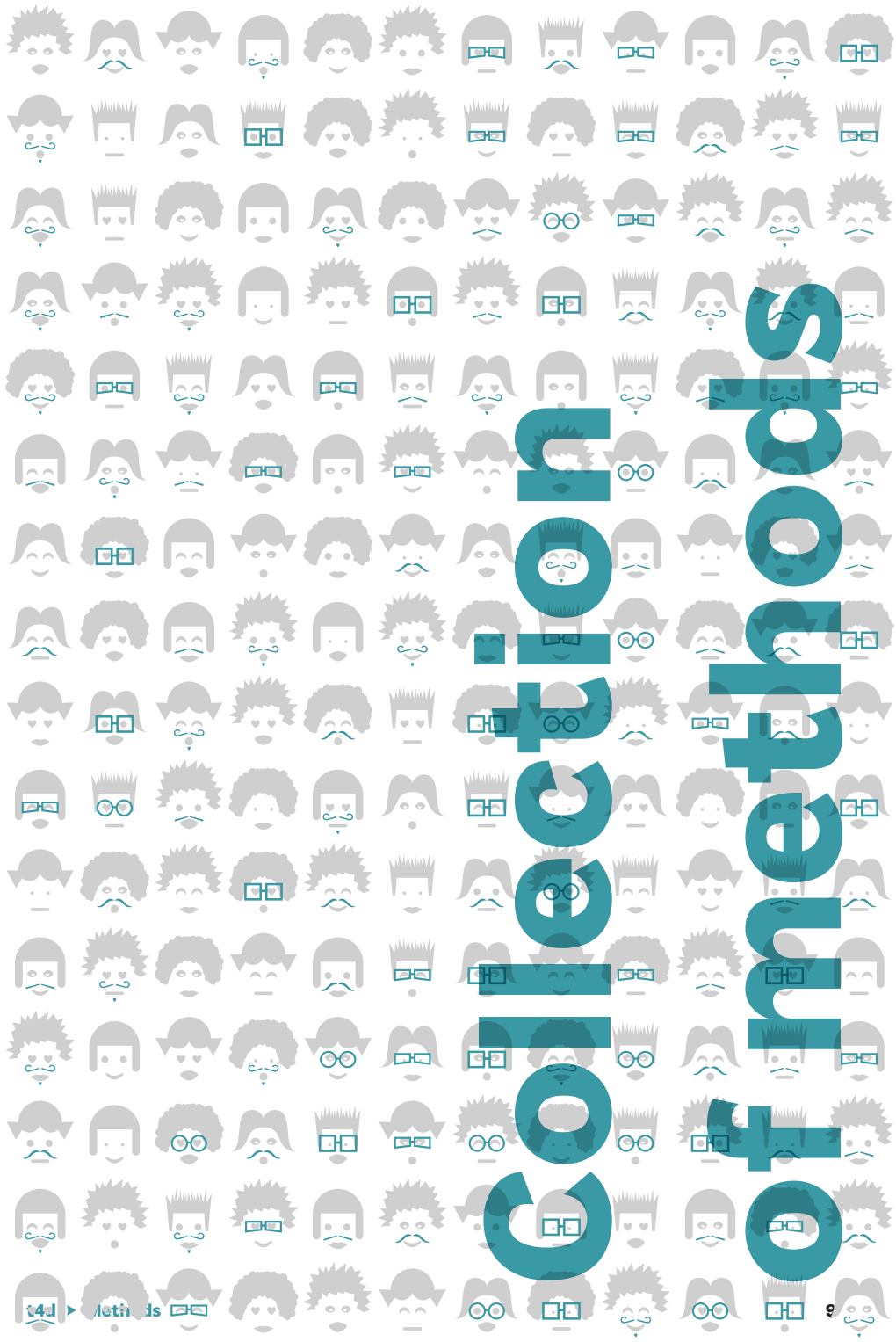
- ▶ Show the participants that you are interested in what they are saying.
- ▶ Repeat what they have said so that you can reassure that there are no misunderstandings.
- ▶ It is not about your opinion! It is about listening – listen the ideas and opinions of the participants!
- ▶ Explain to the participants of the connections between the methods and make sure the common theme is clear within the group.

Tip to work with pupils

- ▶ Show the pupils that you are listening to them by looking in their eyes, use your mimic, etc...
- ▶ Show them that you take them serious
- ▶ Try to summarise the words you have heard. So that it is clear that you understood the right thing and that there are no misunderstandings.
- ▶ Compliment when the pupils are following the rules.
- ▶ It is not about your opinion! It is about listening – listen the ideas, opinions of the pupils!
- ▶ Always remind the pupils to the exercise done already. “As we talked with the exercise XY we..”



Top 100



Abigail's tale

Category

Identity,
cultural diversity

Duration

40-60 minutes

Material

Printed story, paper,
pens

Group size

Flexible

Aim

Discover different
points of views
connected to our
culture regarding
family ties, violence,
friendship, loyalty,
attitudes towards
sexual activities.

Age

14+

Source Salto Tool Box

Introduction

Abigail's Tale is to show how people see the world from different perspectives, have different values and reach different conclusions out of the same information. The group can discuss about values and realize that people's actions and attitudes are not necessarily defined by their culture. The exercise helps to see the importance of interpretation of information.

Description

The trainer explains the story to the group, giving the printed version or drawing the characters on a flipchart/board. In individual work everyone needs to establish the guilty parties, making a list from 1 (best behaviour) to 5 (worst behaviour) [🕒3']. After, the trainer divides the whole group in smaller groups, 3-5 people per group, and they need to share their list and create one common list [🕒15-20']. Bring them all together and do a group discussion [🕒15'].

Possible variation

- 1 Modify the story to have unisex names and ask at the end what would happen if that character was a woman (or a man); e.g.: Sinbad could be a woman and Abigail a boy. Or they could be gay.
- 2 You can end the story with "And Abigail left with Bob". Some people will interpret it to mean Abigail entered a relationship with Bob however they could have just gone out for a drink. What should they do since they don't have this information?

Debriefing

How do you feel? What were the discussions you had? What do you think influences most our opinions? Did you feel attacked personally?

Photocopy [] and **cut** []
the Abigail's tale below

Abigail's tale

"Abigail lived in a house with her mother. Everyday she would walk over the only bridge crossing the river to see her boyfriend Tom. They were very much in love. One night a great storm flooded the river and swept away the bridge. A boat was the only chance to get to the other side. It was owned by Sindbad. Abigail begged Sindbad to bring her over. Sindbad agreed, if Abigail will spend a night with him. Abigail was desperate and could not decide what to do. She asked her mother for advice. Abigail's mother replied that Abigail needed to sort this out for herself. Abigail decided she wanted to see Tom more than ever, so she went to Sinbad. After she slept with him, Sinbad kept his word and took her across the river. As soon as she arrived she ran to Tom and explained everything that happened to her. Afterwards Tom did not want to see Abigail again. Abigail cried some more and Tom's best friend Bob found her. She explained everything to him. Bob was disgusted with how Tom had acted, so he beat him up for treating Abigail so badly..."

Abigail's tale

"Abigail lived in a house with her mother. Everyday she would walk over the only bridge crossing the river to see her boyfriend Tom. They were very much in love. One night a great storm flooded the river and swept away the bridge. A boat was the only chance to get to the other side. It was owned by Sindbad. Abigail begged Sindbad to bring her over. Sindbad agreed, if Abigail will spend a night with him. Abigail was desperate and could not decide what to do. She asked her mother for advice. Abigail's mother replied that Abigail needed to sort this out for herself. Abigail decided she wanted to see Tom more than ever, so she went to Sinbad. After she slept with him, Sinbad kept his word and took her across the river. As soon as she arrived she ran to Tom and explained everything that happened to her. Afterwards Tom did not want to see Abigail again. Abigail cried some more and Tom's best friend Bob found her. She explained everything to him. Bob was disgusted with how Tom had acted, so he beat him up for treating Abigail so badly..."

Comfort zone

Embracing new and strange situations with curiosity

Category

Communication

Duration

10 minutes

Material

Space of 4m²

Group size

4+

Aim

Communicating without words, observing body language, reduce fear of contact

Age

10+

Source University of Passau

Description

The participants stand in two lines facing each other and should look the opposite person into the eyes. The participants shall have at least two meters distance between them. Then they start to move towards each other. The trainer asks them to close their eyes, to open them after some seconds and to look in each other's eyes without laughing without saying anything. Then the trainer tells them to make a step forward and find their comfort zone so that both of them have the perfect distance between them. Both participants facing each other are allowed to change their positions. It's possible to make this exercise 2-3 times (or more, depends on the group).

Tip ► After the first round the trainer can tell the left line to move one person ahead.

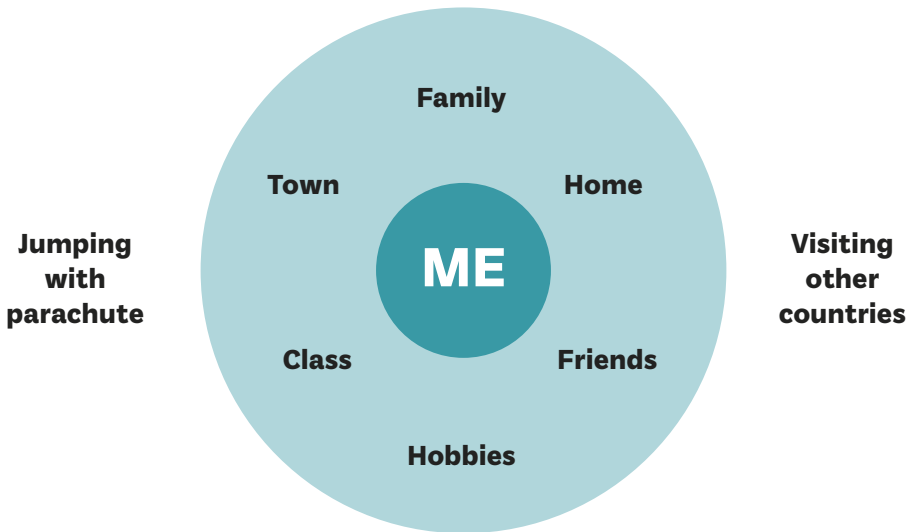
Variations

The trainer asks only the left line to make a step forward very close to the right line persons (or the other way round)

Debriefing

This exercise shall bring the participants to think about new situations and situations they feel very comfortable with. They should think about the fact that long time ago things were new as well. If you meet with new people or are in situations you never know how it will end – be open minded. Give new and unknown things/people a chance! Very often we put situations/people in a so called pigeonhole which is fine as our life is moving at a faster rate but the most important thing is that we open this pigeonhole from time to time and maybe rethink about our reaction/the situation.

Speaking new language



Learning to drive

The trainer can explain the comfort zone with a drawing on a flipchart/blackboard:

Tip ▶ The participants will try to provoke the trainer by saying e.g. sexual impressions or dingy words. The trainer has to show them that she/he doesn't mind writing down **everything!**

Questions

- ▶ How did you feel?
- ▶ Was it too close/too far away?
- ▶ Could you say stop?
- ▶ Did the other person listen?

Crossroads of decision

.....
 **Category**

Identity, prejudice

.....
 **Duration**

15 minutes

.....
 **Material**

3 sheets of paper:
red, yellow, green

.....
 **Group size**

4+

.....
 **Aim**

Am I building my own opinion or am I just following others?

.....
 **Age**

10+

Description

Coloured sheets of paper labelled **[YES]** (green), **[NO]** (red), **[DEPENDS]** (yellow) are being put up on the wall with sufficient space between them.

Questions will be asked and the participants have to choose from the labelled answers the one which might reflect their opinion the most. The trainer asks 1-2 participants for a statement.

Questions (Examples)

- ▶ Watching too much TV makes you dumb.
- ▶ Speaking multiple languages is important.
- ▶ My boyfriend/girlfriend needs to be good-looking.
- ▶ Skiing is bad for the environment.
- ▶ I don't care about waste separation.
- ▶ Playing videogames contribute to make someone a spree killer.
- ▶ Ethics lessons and religious education are very important.
- ▶ In my opinion a crucifix should be put up in every classroom.
- ▶ It's an asset for a country to have people from different countries living in it.
- ▶ If my friend thinks it's cool to smoke, then I'll start smoking too!
- ▶ It's not cool to say "no".
- ▶ I think it's important that teachers are allowed to wear a headscarf.

Tip ▶ Adapt the questions to the target group, to eventual issues which the group is facing (ask to teacher, social worker, ect...) and take care about reactions of participants to not interfere in delicate topics and to make the exercise be effective.

Message

Everyone has a different position in the room, even friends have separate positions. Each person has different positions, individual interests etc.

Debriefing

How did you feel taking a position? How did you feel see that your friends do have different opinions? Was it difficult to decide your own opinion?

Drawing a football pitch

Category

Team building,
identity

Duration

25 minutes

Material

Flip chart, markers

Group size

5+

Age

8+

Source This exercise

originated from a corporation
with VIDC (Vienna Institute
for international Dialogue and
Cooperation) and Fair Play
www.fairplay.or.at

Introduction

Discrimination, respect, capacity for teamwork, fair play (in real life and in sports) are the topics related to this method. There are two halftimes, with a break in between. The first half contains a team embracing exercise in small groups and the second half is for discussions. The groups need to cooperate and learn how to work in teams with people they may don't know well. Communication is a very important point during this exercise. the discussion part later should cover the positive and negative aspects of a relevant topic.

Description

Flipchart paper, board markers and small groups of maximum five people required. Each group will receive a flipchart paper and a marker pen. Now they need enough space to draw a football pitch. The trainer can draw a template of a football field so that the participants have an idea of how it should look like or if someone doesn't know how a football field looks like. The rules are that within the small groups you are not allowed to talk to each other, they have just one marker and they are not allowed to lift the marker. That means that the pitch has to be drawn, while the marker is touching the paper all the time. In addition, every member of the small group has to touch the marker for the whole time of the exercise. To make this practice more challenging one could set a time limit of 2 minutes. Keep an eye on the rules but it's not too important that the time is limited or about how beautiful the pitch is drawn.

Debriefing 1 – About to the game

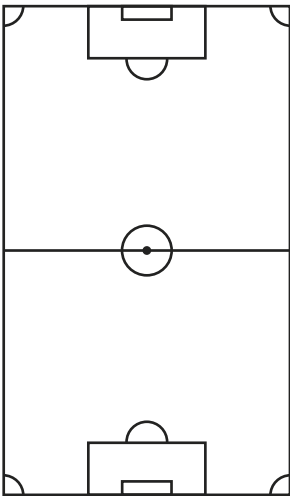
After the small groups have drawn their football pitches they present it to the other groups. Then every group will feedback on their experiences and challenges during the exercise.

Questions the trainer can ask

- ▶ Who took the lead?
- ▶ What was the plan?
- ▶ How did it feel for not being able to talk?
- ▶ How did you communicate?
- ▶ How was the feeling to be near people you hardly know?
- ▶ Why did you think we did this exercise?

Debriefing 2 – About to the classroom

The second step after the feedback is to divide the two halves of the pitch (which should have been done with the drawing already) and to classify into the negative and the positive aspects of a topic that is relevant to the whole group, e.g class community, elections....



Then each small group has 5-10 minutes to discuss those aspects and write them on the flipchart paper. Now the trainer can hand out more markers. You can use the left side of the pitch for the negative aspects and the right side for the positive aspects. After discussing in the small groups each group presents their results to the others starting with the negative aspects. The trainer can also just start with the negatives aspects (5min) and discuss them and then take another 5min to discuss the positive results separately. The workshop holder can summarize the most important and matching points and write them down on a flipchart paper visible for the whole group to see. And then there should be an open discussion about the points that were brought up.

Eye catcher 1

Category

Communication

Duration

15 minutes

Material

A pen or a key

Group size

6+

Aim

Communicating without words, observing body language

Age

10+

Source University of Passau

Description

The trainer plays a short scene with a partner, for example: he/she is looking for a pen or a key and walking around in the room but cannot find it.

The trainer looks at the partner and talking in a language which doesn't exist about the object (make strange noises, lalala, blablabla) getting closer, speaking louder, more and more gestures.

The trainer needs to "play" with the voice and body so that the pupils can see that there is a difference in the voice and body language.

The partner has to look confused, scared, step back, showed to be worried, scared and without a clue.

After a few minutes the trainer shows the partner a simple movement (opening a door = key / writing = pen) which makes clear what he/she was looking for.

Questions

- ▶ What did you see?
- ▶ What was the scene about?
- ▶ Did anything change during the scene?
- ▶ How did the partner react?
- ▶ What is communication about?

Debriefing

The trainer needs to explain on a flipchart: verbal, non-verbal and para-verbal communication and asks the pupils to guess: how important is verbal communication, how important the non-verbal communication. The trainer points out, that you can communicate without using words and use body language to express yourself. So it is not always important to speak the same language.

How we communicate according to Albert Mehrabian

7% Verbal
words, what we say

38% Para-verbal
tone, how we say it

55% Non-verbal
expressions/actions

Eye catcher 2

Category

Communication

Duration

15 minutes

Material

A pen or a key, printed templates

Group size

2+

Aim

Communicating without words, observing body language

Age

10+

Source University of Passau

Use the introduction of the **Eye catcher 1** and then follow this instructions:

Description

Let the participants play their own scene (see templates): The trainer splits them in groups of two and gives them the templates. (The participants can play more than one scene.) At least each student shall have the possibility to show the other person one scene.

Questions

- ▶ What did you see? What was the scene about?
- ▶ Did anything change during the scene?
- ▶ How did the partner react?
- ▶ What is communication about?
- ▶ How did you feel during this game? Was it easy?
- ▶ Are these situations realistic?
- ▶ Did you have similar experiences? Think about holidays, etc...

Debriefing

You saw that it is not easy to speak another language and have the feeling that the other person cannot understand you. From time to time, in our lives, we may find ourselves in new, unknown, uncomfortable situations.

The trainer needs to explain the difference between verbal, non-verbal and para-verbal communication and asks the pupils to guess: how important is verbal communication, how important the non-verbal communication. The trainer points out, that you can communicate without using words and use body language to express yourself. So it is not always important to speak the same language.

Photocopy [📄➔📄] and cut [✂️]
the templates below

Last summer you went on a holiday to Mallorca. You went swimming in the sea, you sunbathed. It was extremely hot. You were badly sunburned, which terribly hurt.

Tell your partner about it in Nopakolish (an imagined language or a language which is completely unknown to your partner)

Last summer you went on an adventurous vacation. It was amazing. You camped, went rafting and climbing.

Tell your partner about it in Nopakolish (an imagined language or a language which is completely unknown to your partner)

Yesterday you had a bike accident, during which you hurt your knee. It was bleeding heavily and you felt terrible pain. An ambulance had to take you to hospital. There the doctors gave me stitches.

Tell your partner about it in Nopakolish (an imagined language or a language which is completely unknown to your partner)

You got an A on your last test. The test was extremely difficult and you really studied hard for it. Your neighbour was very happy for you.

Tell your partner about it in Nopakolish (an imagined language or a language which is completely unknown to your partner)

On Saturday you went to the cinema and watched a fantastic movie. The movie was so touching that you had to cry in the meantime.

Tell your partner about it in Nopakolish (an imagined language or a language which is completely unknown to your partner)

Last weekend you went to an extremely cool birthday party. It was nice that so many people were there and you had lots of fun.

Tell your partner about it in Nopakolish (an imagined language or a language which is completely unknown to your partner)

Hand to chin

Category

Communication

Duration

7 minutes

Material

Flip chart, pen

Group size

6+

Aim

Non-verbal and verbal communication

Age

13+

Source Klaus Vogler <http://spiele.klausvogler.de/0326.htm>

Introduction

Body language has a stronger effect than words. A person's actions are more convincing than words.

Description

The trainer asks the group to imitate movements. For example: the trainer stretches their arms parallel to the floor, draws circles with the hands in the air, commenting everything with the voice. When the group begins to understand the activity, the trainer asks to do a thing but in the meanwhile does another thing (putting his hand on his cheek while saying "put your hand to the chin").

Tip ▶ It's important to keep eye contact with the group.

Debriefing

Do a brainstorming with the help of a flip chart about communication: what did we learn from the game? The trainer writes the word "communication" in the centre of the paper. We have learned about the basics of language and body language. What is the composition of a good communication? How important is body language to convey something?

International Café-Gossip

Category

Communication,
identity

Duration

8 minutes

Material

Flip chart, pen, pencil

Group size

6+

Aim

Discover different
communication
possibilities.

Age

13+

Description

Every participant receives behavioural instructions from the trainer with a topic to discuss. The task is to talk with the other participants for about 5 minutes about the given topic. It is important to follow the behavioural instructions, but not necessary to overact. Everybody walks around the room and on a signal stop walking and choose a person to talk to.

Debriefing

- ▶ Was it difficult to adapt to the new form of welcome?
- ▶ How did you feel?
- ▶ How did it feel to greet “different”?
- ▶ Was it difficult to follow the behavioural instructions?
- ▶ Did the different behaviour have an effect on you?
- ▶ How were the behaviours been interpreted?
- ▶ Are some of those behaviours already known?
- ▶ What are your own behaviours?

Message

Different foreign expressions, body languages and behaviours can easily be misunderstood. From the theory to practical experience: show practical examples of situations which might occur on a regular basis.

Debriefing

- ▶ What did you learn?
- ▶ Do you know that most important part of a conversation is body language and that it’s important “how” you speak?
- ▶ Did you notice how difficult it is to listen to someone or to understand someone, who is used to speak “differently”?

Photocopy  **and cut** 
the behavior construction below

Behavior construction

Hug your opposite warmly.

Keep distance of about 20 cm to your talking partner while he/she is talking.

Enhance some sentences, by touching his/her arm or his/her shoulder.

Possible themes: Have you been on holidays this year?

If YES-where? If NOT- Where do you want to travel?

Behavior construction

Put your arms on the side of your body and bow down a little bit.

Keep distance of about 1,20m to your talking partner while you are talking.

Possible themes: Have you been on holidays this year?

If YES-where? If NOT- Where do you want to travel?

Behavior construction

Look on the floor most of the time and sometimes also your talking partner, but never directly, but rather at most by his/her face/head.

Possible themes: Have you been on holidays this year?

If YES-where? If NOT- Where do you want to travel?

Behavior construction

Look directly in the eyes of your talking partner and try to keep eye contact with him/her.

Possible themes: Have you been on holidays this year?

If YES-where? If NOT- Where do you want to travel?

Behavior construction

You interrupt your talking partner often with little statements to show him/her your interest or your approval.

Possible themes: Have you been on holidays this year?

If YES-where? If NOT- Where do you want to travel?

Behavior construction

If your partner stops talking, wait 5 seconds, before you start talking.

Possible themes: Have you been on holidays this year?

If YES-where? If NOT- Where do you want to travel?

Behavior construction

Your voice gets a soft and quiet intonation to show your respect and your approval.

Possible themes: Have you been on holidays this year?

If YES-where? If NOT- Where do you want to travel?

Behavior construction

You support every statement with your hands and your body to show your interest and your approval (by moving your head or shoulders, arms, face, ...)

Possible themes: Have you been on holidays this year?

If YES-where? If NOT- Where do you want to travel?

Behavior construction

Hold your hands and arms very still and near to your body to show your respect and interest. Besides you put on a polite smile without moving your face.

Possible themes: Have you been on holidays this year?

If YES-where? If NOT- Where do you want to travel?

Behavior construction

You support your statement by talking loud and showing your respect and approval.

Possible themes: Have you been on holidays this year?

If YES-where? If NOT- Where do you want to travel?

Behavior construction

You react very expressive to the statements of your partner. With punctuating statements and sounds you show your interest and your approval.

Possible themes: Have you been on holidays this year?
If YES-where? If NOT- Where do you want to travel?

Behavior construction

You move your head softly from left to right to keep a comfortable and respectful atmosphere.

Possible themes: Have you been on holidays this year?
If YES-where? If NOT- Where do you want to travel?

Behavior construction

You nod your head intensely up and down to your breast to demonstrate your interest and your support.

Possible themes: Have you been on holidays this year?
If YES-where? If NOT- Where do you want to travel?

Behavior construction

You stick out your tongue every now and then to show your opposite your estimation and respect.

Possible themes: Have you been on holidays this year?
If YES-where? If NOT- Where do you want to travel?

International welcome rituals

Category

Communication,
identity

Duration

10 minutes

Material

Printed welcome
rituals

Group size

8+

Aim

Raise awareness
for different
communication
behaviour and
welcome rituals.

Age

10+

Source Klaus Vogler [http://
spiele.klausvogler.de/0326.htm](http://spiele.klausvogler.de/0326.htm)

Description

Choose either [1 or 2] to do this activity:

① Every participant will be assigned with a welcome ritual and has to walk around the room and greet the others.

② The participants walk through the room and are not allowed to speak – they have to find their counterpart only using the welcome gesture. Make sure that you can build couples.

Country ▶ Welcome rituals

Arab ▶ Say Salam and stroke with your hand from your forehead to your bellybutton

Austria ▶ shake hands

Eskimos ▶ rub noses

Hawaii ▶ make a fist with the right hand, spread your thumb and the little finger (shaka)

India ▶ bow with folded hands (Namaste)

China ▶ bow with your hands on each other

Russia ▶ brotherkiss

Haiti ▶ bow and shake hands for a long time

France: kiss on cheek

Egypt ▶ kiss the hand of the elderly and persons who are hierarchical above you

Mexico ▶ chest to chest, tap on your shoulder

Japan ▶ crouch and bow multiple times, fold your hands in front of your knees

Tibet ▶ show your tongue and whistle while sucking air in


Ethiopia ▶ only touch the presented hand.

Debriefing

- ▶ Was it difficult to adapt to the new form of welcome?
- ▶ How did you feel?
- ▶ How did it feel to greet “internationally”?

Tip ▶ Be careful with the role of kissing cheeks! Some participant may find it too intimate. Be aware of participants comfort zones.

Photocopy and cut the welcome rituals below

----- 
Welcome the person next to you by touching his/her nose.

Welcome the person next to you with “High 5”.

Welcome the person next to you by clapping 3 times in your hands.

Welcome the person next to you with three little kisses on the cheek of the others.

Welcome the person next to you by touching her/his shoulder.

Welcome the person next to you by shaking her hands very strong.

Welcome the person next to you with silence (dont say anything).

Welcome the person next to you by asking how her/his father, mother, grandparents, etc... are.

Welcome the person next to you by asking: did you eat already?

One minute



Category

Cultural diversity,
identity



Duration

5 minutes



Material

A watch,
flip chart/board,
pen/chalk



Group size

Flexible



Aim

Concept of time
and individual's
relationship to it,
different perceptions
of time among
cultures.



Age

10+

Description

The trainer asks the participants to close their eyes and stand in front of their chairs.

On the command "GO!", each person needs to count up to 60 seconds and sit down when they have finished. Once people have sat down they can open their eyes, but not before.

The trainer should draw a clock on the board/flipchart and sign for each 5 seconds passed, so participants can realize after how much time they sat down.

Debriefing

At what moment did you open the eyes? Did you feel comfortable?

Tip ▶ It is important to stress that this exercise can only work if everyone is quiet during all the exercise.

Pigeonhole - thinking

.....
 **Category**

Identity, cultural diversity

.....
 **Duration**

15 minutes

.....
 **Materials**

Newspaper slogans

.....
 **Group size**

5+

.....
 **Aim**

Fight stereotypes and avoid generalization.

.....
 **Age**

9+

Description

The trainer sets the groups. If the amount of pupils is too big (20 and more), he divides them in two groups. The trainer prepares short statements (form of newspaper slogans) which are very often used for generalization.

The trainer reads the statements one by one and gives an opportunity to everyone to express his or her opinion.

Slogans (Examples)

- ▶ Teenagers like to get drunk.
- ▶ Immigrants take our jobs.
- ▶ Immigrants do not want to integrate themselves into the society.

Debriefing

- ▶ What do we have to be careful about?
- ▶ Can this topic be generalized?
- ▶ Can you think about other stereotypes?

Refugees in the world

.....
 **Category**

Migration, cultural diversity

.....
 **Duration**

20 minutes

.....
 **Material**

World map, latest statistics of UNHCR, projector, computer.

.....
 **Group size**

6+

.....
 **Aim**

Reflection and better knowledge on the topic of refugees in the world.

.....
 **Age**

15+

.....
Source UNHCR global trends report <http://unhcr.org/556725e69.html>

Description

The group receives a map and in couples have to list the ten countries hosting the most refugees around the world. Each couple give their list.

The trainers give the numbers (UNHCR) through a digital presentation, showing that the numbers are not as we believe: the occident doesn't host the misery of the world.

Tip ► Be prepared with the latest numbers produced by official fonts.

Debriefing

Internal migration, migration to the border countries first, cost and risks of the journey to Europe.

This method could be a good start in the topic of migration.

River Crossing

.....
 **Category**

Team building

.....
 **Duration**

25 minutes

.....
 **Material**

Blankets or tape,
Board of wood or card

.....
 **Group size**

10+

.....
 **Aim**

To work together
and see that it is
important to look
after each other

.....
 **Age**

13+

.....
Source This exercise originated
from a corporation with
VIDC (Vienna Institute for
international Dialogue and
Cooperation) and Fair Play
www.fairplay.or.at

Introduction

The success of one person can only be accomplished by the success of the group, even if there are two groups. In a group, cooperation and collaboration are important for mutually living and working together. Listening and considering differences are important skills to be able to cooperate.

Description

Mark a riverband with tape on the floor or using blankets. The objective of the game is to reach the other side of the river with only the help of the boards. The number of boards and handicaps (e.g. blindfolded, legs tied together) can raise or lower the difficulty of this exercise. The boards need to be touched with a hand or a foot when crossing the river, otherwise they will be removed from the game. If someone falls into the river or if the whole group does not reach the goal, the group loses. If there are too many participants in one group and therefore have problems coordinating the crossing, split the group. These group then start from different riverbands and have to pass each other when crossing the river or they have to reach a small island in the middle of the river.

Debriefing

- ▶ Did the group reach the objective? How?
- ▶ What contributed to the success/failure? Successful cooperation?
- ▶ Who filled which role in the group?
- ▶ How was the social interaction within the group?
- ▶ Are there any similarities based on your daily life?

Status definition



Category

Migration, identity



Duration

25 minutes



Material

Cards with status to define, cards with status definition, computer, projector



Group size

8 to 20



Aim

Learn about legal status and resident permits.



Age

14 to 18, 18+

Source Red Cross

Introduction

This activity helps to understand and assimilate the various legal statuses related to residence permits and to understand the psychosocial aspects of people in irregular situations.

After the activity, participants will be able to recognize the various legal statutes related to the stay and understand the consequences of these on the person.

Description

Participants will get two kind of cards:

- ▶ one with status
- ▶ one with status definition

They have to match the cards.

Status definition

Asylum seeker ▶ Someone who has left their home country and applied for recognition as a refugee in another country and is waiting for a decision on their application.

Migrant ▶ People who leave or flee their home to go to new places to seek opportunities or safer and better prospects. This term therefore is broad and can include asylum seekers, refugees, internally displaced people, migrant workers and irregular migrants.

Refugee ▶ A person who has left their home country because they are afraid of being persecuted. As a result they cannot seek protection from their home country.

Irregular migrant ▶ Someone who does not hold the required legal status or travel documents to enter or remain in a country.

Stateless person ▶ Someone who does not have a nationality of any country. Some people are born stateless, while others become stateless over the course of their lives. The international legal definition of that status is set out in Article 1 of the 1954 Convention relating to the Status of Stateless Persons, which defines a stateless person as “a person who is not considered as a national by any State under the operation of its law”. This status must be requested at the trial court. It does not grant the right of residence to the person who will have to make the request.

Rejected asylum seeker ▶ The individual has an order to leave state territory and has to return to the country of origin or migrate elsewhere. In a number of cases, the individual does not comply voluntarily and become irregular.

Stereotypes among us

Category

Identity, cultural diversity

Duration

10 minutes

Material

Tape, marker

Group size

5+

Aim

Raise awareness stereotypical thinking and acting

Age

14+

Source Salto Tool Box

Description

The trainer writes on a tape different common and strong stereotypical characters (see suggestions below). Then put the tape on forehead of participants without them seeing which character they are. You ask participants to walk around the room and express their feelings towards whom they meet. It does not have to be their own beliefs, but let them act according to well-known social norms in their lives.

List of stereotypical characters (Examples)

- ▶ Supermodel
- ▶ Thief
- ▶ Murderer
- ▶ Stinky bum
- ▶ Alcoholic
- ▶ Party girl
- ▶ Prostitute
- ▶ Mom
- ▶ Friend
- ▶ King
- ▶ No one
- ▶ Dalai Lama
- ▶ Prisoner
- ▶ Kick me
- ▶ Bad boy
- ▶ Mama's boy

Debriefing

- ▶ Which adjectives have you been called?
- ▶ How did you feel being called in this ways?
- ▶ How did you feel judging loudly another person?
- ▶ Why do you think we humans judge?

Take a step forward



Category

Identity, prejudice



Duration

60 minutes



Material

Role cards,
soft/relaxing music
(we suggest an open
space)



Group size

10 to 30



Aim

Empathy,
discrimination



Age

14+

Source Manual on Human
Rights Education with Young
People – Council of Europe

Description

Method helps to introduce how stereotypes and prejudice works. It gives the participants an opportunity to be in someone else's shoes. The activity is particularly relevant to making links between the different generations of rights.

Instructions

- ▶ Trainer creates a calm atmosphere with soft background music. Alternatively, trainer can ask the group for silence.
- ▶ Trainer hands out the role cards randomly, one to each participant and tells them to keep it to themselves and not to show it to anyone else.
- ▶ Trainer invites the group to sit down (preferably on the floor) and to read their role card.
- ▶ Now trainer asks the group to begin to get into role. To help, trainer reads out some of the following questions, pausing after each one, to give the group time to reflect and build up a picture of themselves and their lives:
 - What was your childhood like?
 - What sort of house did you live in?
 - What kind of games did you play?
 - What sort of work did your parents do?
 - What is your everyday life like now?
 - Where do you socialise?
 - What do you do in the morning, in the afternoon, in the evening?
 - What sort of lifestyle do you have?
 - Where do you live?
 - How much money do you earn each month?
 - What do you do in your leisure time?
 - What you do in your holidays?
 - What excites you and what are you afraid of?
- ▶ Now ask people to remain absolutely silent as they line up beside each other (like on a starting line)

- ▶ Trainers will start to read out a list of situations or events. Every time participants can answer “yes” to the statement, participants should take a step forward. Otherwise, participants should stay where they are and not move.
- ▶ Trainers reads out the situations one at a time and pauses for a while between each statement to allow participants take time to step forward and to look around to take note of their positions relative to each other.
- ▶ At the end trainer invites everyone to take note of their final positions. Then trainer gives the group a couple of minutes to come out of role before debriefing in plenary.

Debriefing

Trainer starts by asking the participants about what happened and how they feel about the activity and then talk about the issues raised and what participants learned.

- ▶ How did people feel when stepping forward or not?
- ▶ For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- ▶ Did any participant feel that there were moments when their basic human rights were being ignored?
- ▶ Can participants guess each other’s roles? (Let them reveal their roles during this part of the discussion)
- ▶ How easy or difficult was it to play the different roles? How did participants imagine what the person they were playing was like?
- ▶ Does the exercise mirror society in some way? How?
- ▶ Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
- ▶ What first steps could be taken to address the inequalities in society?

Situations and events

Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.

- ▶ You have never encountered any serious financial difficulty.
- ▶ You have decent housing with a telephone line and television.
- ▶ You feel your language, religion and culture are respected in the society where you live.
- ▶ You feel that your opinion on social and political issues matters, and your views are listened to.
- ▶ Other people consult you about different issues.
- ▶ You are not afraid of being stopped by the police.
- ▶ You know where to turn for advice and help if you need it.
- ▶ You have never felt discriminated against because of your origin.
- ▶ You have adequate social and medical protection for your needs.
- ▶ You can go away on holiday once a year.
- ▶ You can invite friends for dinner at home.
- ▶ You have an interesting life and you are positive about your future.
- ▶ You feel you can study and follow the profession of your choice.
- ▶ You are not afraid of being harassed or attacked in the streets, or in the media.
- ▶ You can vote in national and local elections.
- ▶ You can celebrate the most important religious festivals with your relatives and close friends.
- ▶ You can participate in an international seminar abroad.
- ▶ You can go to the cinema or the theatre at least once a week.

- ▶ You are not afraid for the future of your children.
- ▶ You can buy new clothes at least once every three months.
- ▶ You can fall in love with the person of your choice.
- ▶ You feel that your competence is appreciated and respected in the society where you live.
- ▶ You can use and benefit from the Internet.

Tip

- ▶ If you do the activity outdoor, make sure, that the participants can hear you.
- ▶ Make it clear that the role play relays on imagination and encourage participations to use it.
- ▶ During the debriefing and evaluation is important to know how participants knew about the characters whose role they had to play. Was it through personal experience or other sources of information?

Photocopy and cut the role cards below

Find roles for your group which are related to the age and the topics. 

You are an unemployed single mother.

You are the president of a party-political youth organisation (whose “mother” party is now in power).

You are the daughter of the local bank manager. You study economics at university.

You are the son of a Chinese immigrant who runs a successful fast food business.

You are an Arab Muslim girl living with your parents who are devoutly religious people.

You are the owner of a successful import-export company.

You are a soldier in the army, doing compulsory military service.

You are the daughter of the American ambassador to the country where you are now living.

You are a disabled young man who can only move in a wheelchair.

You are a retired worker from a factory that makes shoes.

You are a 17-year-old Roma (Gypsy) girl who never finished primary school.

You are a 22-year-old lesbian.

You are an HIV positive, middle-aged prostitute.

You are a fashion model of African origin.

You are an unemployed schoolteacher in a country whose new official language you are not fluent in.

You are a homeless young man, 27 years old.

You are an illegal immigrant from Mali.

You are the girlfriend of a young artist who is addicted to heroin.

You are a 24-year-old refugee from Afghanistan.

You are the 19-year-old son of a farmer in a remote village in the mountains.

That's how the world tastes like

Category

Migration

Duration

20 minutes

Material

Fruit (or other food),
Plates, Forks

Group size

2+

Aim

To realize that we do not know where things (of our everyday life) come from originally.

Age

8+

Source Klaus Vogler

<http://spiele.klausvogler.de/0326.htm>

Description

The trainer brings fruit (or food) in the work place and everybody tastes a piece all of them.

The trainer asks each participants about the original country of every fruit, starting a discussion about the origins of objects of the everyday life.

Debriefing

- ▶ What have you realized?
- ▶ Were you aware about this facts?
- ▶ Which link can you make between the fruit and human being migration?

Tip ▶ Be careful about allergies. Use a map of the world to indicate the origins.

The nine dots problem



Category

Cultural diversity



Duration

15 minutes



Material

Papers, Pens



Aim

To show the limits of our thinking, introduction for a theory discussion.

Source T-Kit Intercultural learning

Description

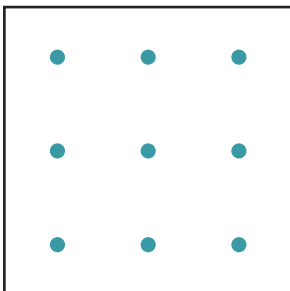
The goal is to connect the 9 dots with 4 straight lines, without removing the pencil from the paper.

- ▶ Draw the picture of the 9 dots on a board and hand out the papers with the template.
- ▶ Ask participants to work individually.
- ▶ Ask if anybody has come up with a solution, and see how they have done it.


The only way to solve this, is by extending two of the lines beyond the imaginary square of the nine dots: example of solution: the line starts at the upper left corner and goes diagonally down to the right. At the lower right corner dot start the second line horizontally to the left, and go beyond the lower left corner dot. Start the third line outside the square and connect the second point in the first column, and the second point in the first row, and go beyond the square again. The fourth line starts outside the square, straight above the upper right corner dot and goes straight down.


Debriefing


Explore with the participants why it was difficult to find a solution to the game. Make your point that people tend to have a limited perspective on things, and that we sometimes need to go beyond the boundaries, especially when learning interculturality. Our own, culturally-influenced standard perspectives might be a severe limitation to finding solutions in an intercultural setting – we need to see a wider picture.




The others and I

 **Category**
Identity

 **Duration**
10 minutes

 **Material**
Papers, Pens

 **Group size**
6+

 **Aim**
Get to know each other better.

 **Age**
8+

Description

- ▶ Everybody writes his or her name on a sheet of paper and reflects about “who you are?” and “what makes you who you are?”.
- ▶ Write on the paper five elements which answer to this questions (e.g hobbies, birth place, etc...).
- ▶ Now walk around in the room and find 3 persons, who share similarities with.



LARA



FRAN
ÇOIS



BIRGIT



THIERRY

Warm up with prejudices

Category

Identity, prejudice

Duration

10 minutes

Material

Templates, Pens

Group size

6+

Aim

Reducing prejudice, experiencing how it is not to be able to talk back when someone is talking about you.

Age

10+

Source University of Passau

Description

At the beginning of the workshop the trainer split the participants in groups of 3.

Participant 1 and participant 2 are speaking about participant 3. They are just allowed to judge on the appearance (eg. clothes, hairstyle, etc...), not the character. Student 3 is not allowed to answer, he/she has to make a poker face and is not allowed to show any reactions.

The trainer announces:

Now think which animal would s/he be?

Talk *loud* about it! Decide for one animal!

Change after 2 Minutes.

Participant 2 and 3 are talking about participant 1.

Change after 2 Minutes.

Participant 1 and 3 are talking about participant 2.

Debriefing

We saw how fast we build our opinion just because of the appearance of somebody else and we saw how hard it is to take it if we are not allowed to repeat it. Sometimes we tend to judge very quickly about a situation/a person. Sometimes it is good to do so but we need to think about it why.

- ▶ How did you feel to be judged by another person?
- ▶ How did you feel to judge in front of another person?
- ▶ Was it hard to make a pokerface?

Pokerface



Would you give them asylum?

Category

Migration

Duration

25 minutes+

Material

Printed documents
(2 laws articles+
situations)

Group size

2+

Aim

Discover the different legal status of asylum in Europe and reflect about their limits, introduce the topic of “ecological refugee”

Age

15+

Source JAVVA Migration Group

Description

That activity is related to the “Status definition” activity. Trainer should have done that activity before to start this one, in that case skip the first step.

▶ Define with the group the concept of the asylum right. First individually, then in small groups and finally in plenary session.

Proposal of definition: The right for a foreigner who fled his country, because his life or his integrity was threatened, to seek and to enjoy in other countries asylum from persecution.

▶ Introduce the legislative texts concerning the asylum in Europe  **Document 1**

Geneva Convention and Subsidiary Protection

▶ Discuss in small groups about the several situations

Document 2

In your point of view, should this person get a refugee status? Does this person meet the legal conditions required to be a refugee (Geneva Convention) or get the subsidiary protection ?

▶ To go further: What is a refugee ? Is the juridical definition clear enough ? What is the difference between a refugee and an economic/ecological migrant?

Tip ▶ Trainer must be aware of the migration recent facts and the evolution of the legal texts.

Variations

- 1 First introduce the juridical texts and then discuss about the cases.
- 2 First discuss about the cases and then introduce the juridical texts.

Photocopy  and cut  the documents below



Document 1 – Laws articles

Geneva convention

The Geneva Convention of 1951 defines the refugee as:

“... a third country national who, owing to a well founded fear of being persecuted for reasons of race, religion, nationality, political opinion or membership of a particular social group, is outside the country of nationality and is unable or, owing to such fear, is unwilling to avail himself or herself of the protection of that country, or stateless person, who, being outside of the country of former habitual residence for the same reasons as mentioned above, is unable or owing to such fear, unwilling to return to it ...”

Subsidiary protection

Negotiations on european level in 2004:

“... A third country national or a stateless person who does not qualify as refugee but in respect of whom substantial grounds, have been shown for believing that the person concerned, if returned to his or her country of origin [...] would face a real risk of suffering serious harm as:

[...]

- death penalty or execution
- torture or inhuman or degrading treatment or punishment of an applicant in the country of origin
- serious and individual threat to a civilian's life or person by reasons of indiscriminate violence in situations of international or internal armed conflicted”.

Document 2 – Situations



N. is a political opponent of the regime in his country. After several years of imprisonment, he manages to escape and leave his country.

A. lives in a country where the mafia is very present. He is a businessman and refuses to pay the tax imposed by the local mafia. He is beaten and his family threatened. He decides to flee.

J. is a young girl; her parents want to marry to a man from the neighbouring village. J. refused marriage but her parents decide to force her to marry. The evening before the wedding, J. Flees.

P. lives in a small Pacific island, sea level is rising due to global warming. His living space is gradually disappearing. He knows that within two years the island will no longer exist. He has to go.

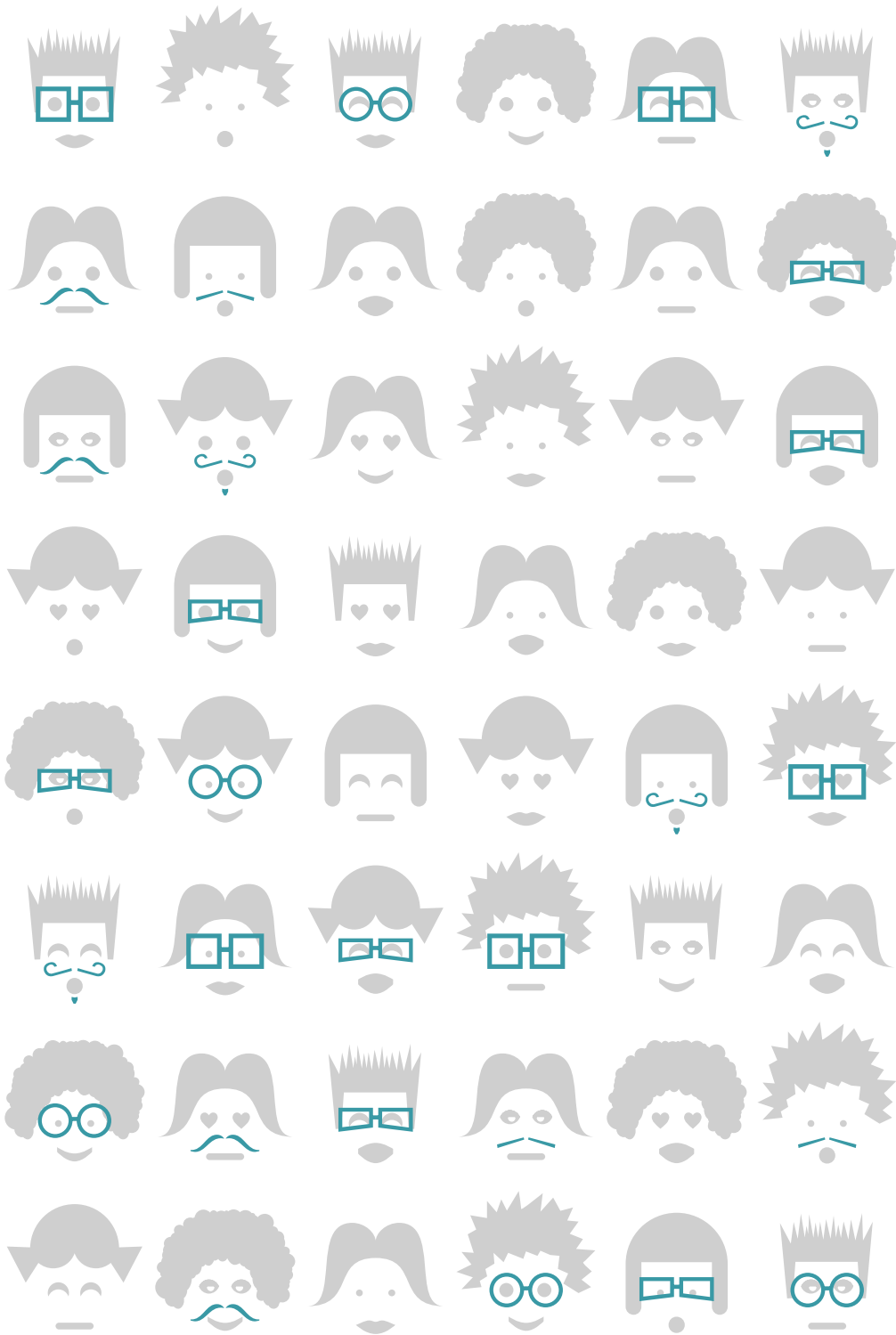
S. is gay, in the country where he lives homosexuality is a crime severely punished by law. Due to persecution, he decided to leave his country.

F. lives in a country ravaged by civil war. She learns that the rebel army approaches his village. She decides to run away.

G. is part of an ethnic minority that is fighting for independence. He is not involved in political or military actions but he is regularly suspected of supporting the guerrillas, because of his ethnicity. He cannot stand bullying and threats, he left his country of origin.

K. is one of a family of farmers. Recent climate changes make it increasingly difficult to harvest. The land is no more liveable, he decided to leave.

H. is guilty of small thefts. He was arrested, tried and sentenced to corporal punishment. He fled.





3, 2, 1



Category

Group division,
icebreaking



Duration

5 minutes



Material



Group size

6+



Aim

To divide a group,
to break the ice
between people who
don't know each other.



Age

8+

Source www.salto-youth.net


Description


The participants are walking around the room, the trainer says three numbers: the first one is the amount of persons that have to find themselves together in a group, the second is the number of arms that they have to raise in the air in total, the third number is the number of legs touching the floor. For example: the trainer shouts 4,6,8, all participants form groups of 4 persons each, 6 arms and 8 legs to be stretched upwards.

Repeat several times to make participants wake up and get connected.

Tip ► Be aware of the comfort zone, the group members will have a lot of contact.

Catch me if you can

.....
 **Category**
Icebreaking

.....
 **Duration**
5 minutes

.....
 **Group size**
6+

.....
 **Aim**
Waking up and get energized.

.....
 **Age**
6+

.....
Source www.salto-youth.net

Description

Participants stand in a circle.

All participants have both hands spread. The left hand is formed to an open palm and with the right hand everyone has to show up the thumb placing under the open palm of the person standing next on the right-hand side. At the count of three (or the trainer just says “now”), the participants try to catch the thumbs of the colleague at their left side and at the same time try avoiding to get caught the other side.

Tip ► Remember participants to be careful when catching the partners thumb.

Fruit salad

.....
 **Category**

Icebreaking

.....
 **Duration**

5 minutes

.....
 **Material**

Paper, Pen

.....
 **Group size**

10+

.....
 **Aim**

Wake up and get energized.

.....
 **Age**

6+

.....
Source www.salto-youth.net

Description

Participants are sitting in a circle. Everyone gets a paper with a fruit drawing on it. One participant is standing in the middle of the circle and calling the fruit names which need to send up and change seat. The person in the middle tries to catch a free seat.

For example: the person in the middle says “apple” everyone with an apple on his/her paper has to change their seats.

One lie, one truth



Category

Get to know each other



Duration

10 minutes



Material

Pens, Paper, Tape



Group size

4+



Aim

Getting to know each other better, creativity and fun



Age

10+

This exercise originated from a corporation with VIDC (Vienna Institute for international Dialogue and Cooperation)/Fair Play www.fairplay.or.at

Description

The trainer gives each participant a piece of paper and ask them to think of 2 facts about themselves. One of the facts should be a lie. It should be a realistic lie, so that it is hard to identify it. The trainer gives each participant a piece of paper and the order to think about 2 facts about themselves. When the participants have thought of something, they should write it on a piece of paper and stick it at their backs with the tape. And then they should walk through the room and have every participant make a mark on what fact they think is the correct about this person. When everybody answered share the worn and correct answers.


Debriefing


We often see people and have our opinion about them. This exercise should be a funny way to help a group to get to know each other better.

Tip


- ▶ If there is time, the participants can give a short explanation and clarification.
- ▶ If there is time and there are not too many participants (less than 20), the trainer can make it two truths and one lie.

The horse race

 **Category**
Icebreaking

 **Duration**
5 minutes

 **Group size**
6+

 **Aim**
to break the ice
in a new group,
to start a session

 **Age**
6+

Source www.salto-youth.net

Description

The participants are sitting in a circle and “imitating” a horse race: clapping with the hands on their legs for the sound of the horse, turns are imitated by leaning on the person right or left, the waterholes by clapping on the ground and the obstacles by raising the arms in the air.

End of print
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