

Non formal educational methods (non-discrimination topic)





Erasmus+

“Heal the DiscrimiNATION” Brochure



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INTRODUCTION

This project started from the passion to work with non-formal methods and from our desire to help more and more youth workers to discover the power of non-formal education. Especially when it comes to subjects such as discrimination or xenophobia, youth workers should pay a special attention to the methods they choose and the way they implement them. By working in different NGOs, we all saw too many bad examples and we aim to improve the youth workers competences in this field.

During the mobility, 24 youth workers experienced and created new nonformal methods that will help them diminish discrimination and racism among young people

They shared the methods developed during the mobility into this brochure so others youth workers can be inspired from them when working with disadvantaged groups.

NICE TO MEET YOU GAME

By Daniele Tamiatto



OBJECTIVE:

Observe how persons from other cultures meet for the first time new people (greetings).



RULES:

- Choose 5/6 types of greetings you want to do.
- Divide participants in 2 equal circles: one inside and the outside. Stay face to face.
- Turn by turn people who stay in the outside circle will move one step at right to the next person who stay in inside circle and so on.
- Each person will decide which gesture to do turn by turn.



STORY:

You will go to another Country and you will do your greetings.



QUESTIONS:

- How often you choose one type of greeting?
- Why did you chose that one?
- There are differences between boys and girls? Why?
- You will adapt to other culture or you will remain with your greeting?



Feedback:

When you will apply the method please give me feedback. Thanks ;)

This is my mail: tamiatto@gmail.com

STORYTELLING

By Ana Marija Staba



OBJECTIVE:

Goal of this exercise is to encourage participants to look from the perspective of other people, especially the ones who discriminate and the ones who are discriminated.



RULES:

Participants should be divided in groups of 4-5 people. There are more possibilities how to do this exercise. Here I will propose 2 ideas and you can also invent some new ways of using method of storytelling, it is very flexible and useful.

- Each group will get pictures showing one type of discrimination. The task for the group is to tell a story about picture that they get. They should prepare two possible scenarios with bad and with happy ending. For this they have 10-15 minutes. Then groups should tell their stories to others and then discuss about it for 15 minutes.

Recommendation: It is possible to include role playing here, if there is more time. After the participants make their scenarios, they can do the role play and other groups should guess the type of discrimination. For this you need at least 30 minutes more.

- Other possibility is to give a type of discrimination to each group and give them some magazines, scissors and posters. With pictures from magazines they should make a story on poster showing the type of discrimination that they get. For this you need around 15 minutes. After finishing, each group should present their story.



STORY:

Story here is to invite participants to jump in shoes of characters in their stories and try to feel how they feel and act like they would and then with this in mind they should imagine and write their stories or make them with pictures from magazine.



MATERIALS:

- For the first option you need to have pictures that show types of discrimination. Here you can choose pictures regarding the types of discrimination that you want to highlight to your participants. Also you need papers and pens for writing.
- For the second option you need magazines, posters and glue.



QUESTIONS:

- How did you feel? Was it easy for you to write these stories/make posters?
- What was the hardest thing in making these stories/posters?
- Did this exercise change your perspective towards other people?
- Can you easily put yourself in other people shoes?

EDUCATIONAL DEBATE

By Raj Bostan



OBJECTIVE:

We want that people who are involved in debate to acknowledge the strengths and weaknesses of a subject.



RULES:

There are 2 teams. One team brings the strengths point and one team brings weaknesses points of a subject.

- Each team has 10 minutes to present their arguments.
- The team which brings, reasonable evidences win.
- The teams will have to present their arguments in turns.
- After 20 minutes we switch the roles.
- After this exercise remind the participants, it's just an exercise even if they bring real arguments. Make a gesture, meaning they came out of the role, with one clap or jump or, "undressing" their role.



STORY:

You finish the university and to get your diploma you have a challenge to win a competition. Your teacher will bring you a subject and you have the mission to bring many "scientific" proves for and against of one subject which you will be announced with some days earlier, to have time to prepare.



QUESTIONS:

- How do you feel?
- What has happened?
- What did you learn?
- How does this relate to the real world?
- What will you do differently if you repeat this experience?

FIND WHO'S BAG

By Dimitrios Ninikas



OBJECTIVE:

- Understanding the real situation of a person with an 'x-ray' eye.
- Develop knowledge: identify the different types of discrimination.



RULES:

- 6 teams of 4 participants,
- every team gets a bag and can't see other's bags,
- 10 minutes to find who's bag is,
- 10 minutes to discuss.



STORY:

You found an abandoned bag of a classmate but it has no name and you don't know who this bag is. You open the bag and search it to give it to your schoolmate. You must find him/her.



MATERIALS:

6 student bags, some books, pencils, fashion magazines, specific food, music CDs, empty wallet, plastic bottle, pills for diabetes, hearings for deaf people, numbers for the bags, cards that explain who's bag is.



QUESTIONS:

- From the materials you have found in the bag please inform us about the owner of the bag?
- From where do we take our beliefs and opinions?
- Are there trustful sources?
- What types of stereotypes did you noticed?

ESCAPE FROM DISCRIMINATION

By Antonio Hadrovic



OBJECTIVE:

To make youngsters understand that discrimination is not good. There are 3 rounds with 3 games in this method.



Game #1: Exploring the concept of discrimination

STORY:

You are at a business congress. The theme of the congress is how to prevent discrimination. Your task is to explain the concept of discrimination. You will work in teams with two of your colleagues.



RULES:

You have 5 minutes to work with your colleagues and to give an explanation of discrimination.



QUESTIONS:

- How did you feel?
- How was working in a team?
- Did you have a leader?
- Did your opinions about discrimination changed during this exercise?



Game #2: Insider-outsider

OBJECTIVE:

The main objective is to encourage youth to understand how negative feelings affects others behavior in social situation.



STORY:

Outsiders consider themselves as people who felt left out of the society. Insiders are vice versa. Then they have a debate.



RULES:

- The participants are divided in teams: Insiders and Outsiders, in each team 4 persons.
- Each team has 15 min. to identify aspects of exclusion.
- The teams are not allowed to communicate between them.
- The teams have 20 min to present and to debate in turns.



MATERIALS:

Flipchart papers, pens, colors, etc.



Game #3: Internet media activity

OBJECTIVE:

To consider if social media have increased, decreased or has no effect on stereotypic beliefs.



MATERIALS:

Discussion questions written on a paper, which are drawn out randomly by participants, a computer to access the internet.



RULES:

Every participant works alone and has 15-20 minutes to explore their own topic regarding discrimination.



QUESTIONS:

- What key words did you use and why did you choose them?
- How easy or difficult was it to find posts regarding discrimination by using the key words?
- Was it easy or difficult to tell what the posters beliefs or attitudes were?

EXCLUSION METHOD

By Fatma Ünalp



OBJECTIVE:

- To develop knowledge regarding discrimination and exclusion;
- Improving skills as foreign language and attitude towards others;
- To understand the feelings of foreign people and immigrant people;
- To promote equality of opportunity between disabled and non-disabled;
- Better understanding the problems that immigrant and disabled people face.



RULES:

- First we make a circle, then 4-5 people are asked to go out of the room.
- Then, the people that are asked to go out are given small pieces of papers that are written roles as:
 - a) person 1: You are a disabled person and you want to be accepted as other normal people and try to enter the circle, if they do not give any permission try to do other ways or say kind words or something like that etc.
 - b) person 2: You are a 21 years old woman who want to have proper conditions of living but there are some obstacles. Try to overcome these and try to enter the circle, to make people to accept you in the circle.
 - c) person 3: You are an immigrant student and want to attend to University in a foreign country so try to adapt the others and try to enter the circle to make you accept as you are

c) person 4: You are a 26 years old immigrant father from Syria and you want to earn money and look after your family as everybody do but the group doesn't accept you. So try to enter the circle by using different methods: actions, words, etc.

d) person 5: You are a disabled 13 years old girl who wants to go to a Secondary school but you don't know the language of that country. You went and you understood nothing and try to enter the circle and make new friends by using different methods: actions, words, etc.



STORY:

- For the people in the circle: You are a strong, united and powerful community that takes care of their own people and has difficulties to accept new persons inside.
- For those that are out of the circle: You are a person that had to leave your own community for different reasons and now you want to be a part of this new community and you try to fit in. It's not going to be easy but you don't give up and you try different ways to enter and convince the community members to accept you.



QUESTIONS:

For the persons that had different roles:

- How did you feel?
- How did you choose to use the methods to be accepted in the group?

For the people in the circle:

- Was it hard or easy to reject the persons to enter in your group?
- What made you change your opinion?

GUESS THE COLOR

By Yeliz Sevim



STORY:

- show the power of non-verbal communication.
- understand and increase empathy for the people who has disabilities.
- improve critical thinking and create new ideas.



RULES:

- The participants will be divided into two groups.
- In each group there is a person who is blindfolded with a scarf.
- As a group, the participants should create a good strategy how to send the message without speaking.
- They will stand in two different lines (one after the other).
- The facilitator will hold 3 pencils (blue, red, yellow).
- The facilitator will show 1 pencil, 2 pencils or 3 pencils at the same time to the persons who stand at the back of the lines.
- The person who stand at the back should send the message (which pencils showed) to in front of the line without speaking.
- The person who stands in front should say loudly which pencils.
- The game will end when one group reaches 5 points.



MATERIALS:

Scarfs and 3 pencils with different colors or other 3 objects.



QUESTIONS:

- How did you manage to win? What was your strategy?
- Why you couldn't send the message? What would you change next time?

VIDEO FORUM

By Diana ANTÓN REDONDO



OBJECTIVE:

- Discover different realities and contrast them with our way of seeing reality;
- Reflect on the attitudes, values and beliefs of the participants;
- Share these experiences in a relaxed atmosphere;
- Share emotions related to the theme of the video.



RULES:

- Choose a film appropriate to our reality and the chosen theme;
- Be in a comfortable place;
- Set the time the activity will last;
- Let there be a moderator who points out the different opinions;
- Respect on the part of all the participants;
- Establish conclusions.



STORY:

The meaning of Video Forum with its main objective and what is to be done must be explained to the participants. You can distribute a sheet with basic information about the film and the theme.



MATERIALS:

Film, computer, projector, speakers, sheets, pencils.



QUESTIONS:

- What is the theme of the film? What are you trying to convey?
- What have you felt during the movie?
- Which character did you like the most and which one less?
- Did something bother you about the movie?

"ACTIVITY" GAME ON DISCRIMINATION ISSUES

By Karina Ioana Mihalache



OBJECTIVE:

To make people aware of the discriminating issues the world is facing nowadays, presenting them in a fast, team focused smart game. Presenting the discriminating problem may help people understand that discrimination is real and that we should prevent it from happening ever again. In this way, the participants can use their imagination and creativity.



RULES:

- The game can be played in teams, according to the number of participants. The teams have to be balanced in numbers. You can choose either to divide the participants in teams by using a group division method or each participant has the option to choose his own team. The ideal number of participants in one team is 4.
- On the table there will be placed 2 bowls.
- In the first it will be placed all the discriminating issues (racism, stereotypes, inclusion, exclusion, prejudices, etc.);
- In the second there will be the 3 challenges: Mime, Draw, and Talk (explain).
- Each member of a team will pick a paper from each of the 2 bowls and will have to find a way to reproduce the discrimination described in the note by using the challenge they picked (mime, draw, talk). Each team will present in order the word/phrase/title written in the note. The other teams have to guess the subject the other team is trying to describe.
- The team that guessed the right answer will receive 1 point.
- Each person has 1 minute to present their challenge. After the time expires, no one will receive the point.



MATERIALS:

Bowls: in one bowl papers with discriminating issues and in the other bowl 3 pieces of paper where are written the 3 challenges: Mime, Draw, and Talk.



Feedback:

I love the fact that everyone got involved in the game and everyone was opened to teamwork through creativity and imagination. All of the participants that were involved had fun and showed that no matter the nationality, friendships can be made.

The game is inspired by the ACTIVITY boardgame and it can be played using any theme selected by the group or by the project. It can be played by many teams and with an unlimited amount of words/phrases/titles and challenges.

MIME

By Giuseppe Capizzi



OBJECTIVE:

Develop the empathy of participants about discrimination.



RULES:

- Split the entire group in little groups of 3-4 participants. Depending on how many participants you have you decide how many groups (color countries) you will have;
- Give each team a topic about discrimination and ask them to build a story.
- They will have to prepare a mime show in order to tell the story they created before.
- Perform the mime shows to other participants from the other team. At the end, the other groups will try to guess the topic.



STORY:

Each group is a different country (red country, green country, yellow country, purple country and so on) they want to be in peace, and to be in peace they have to mix all the colors to form the white, the peace color, every time that they guess the story they mix their minds, their ideas and their colors.



MATERIALS:

Papers, pencils and every object that it could be used for the mime.



QUESTIONS:

- What did you see?
- Would you like to show it in a different way? Why?
- How did you feel?

OBJECT THEATRE

By Irene Planchuelo Gómez



OBJECTIVE:

To use everyday objects, either as itself or transformed into other things, to perform improvised role plays.



STORY:

The participants choose the story of each scene, respecting their roles.



RULES:

- Before the beginning of the improvisations, a role is given to each participant (it can be either known or not by the others).
- Two participants start improvising a scene using an object, which will remain in all future scenes.
- This object must be used in a different way in each scene.
- At any moment during the scene, a participant who is not taking part in it can clap to freeze the scene. The new participant chooses weather to introduce his/her character in the scene or to take someone out of the scene. This new participant chooses weather to continue with the same scene or to create a new one.
- The limit of time can be decided at the beginning of the improv.



QUESTIONS:

- How did you feel in different scenes?
- Which situations made you feel more or less comfortable and why?
- What would you change in your performances?
- What have you realized along the improvisations and how can you use the performed skills and attitudes in your daily life?

YOU versus ROBOT.

By Sabela Gonzalez Garcia



OBJECTIVE:

- To simulate daily life while participants play. Participants should cooperate and work in a team with non-verbal communication, so their team work skills will improve.
- While participants play, they will feel how we are all part of the society, we are all equal and we all have responsibilities and a role in the world to make it work.



STORY:

Participants are together in their daily life. Each has a role: one is a student, other a social worker or a teacher or a journalist, their professions. There is a robot, who is apart from the participants' society. The robot want to be part of their life getting a chair, but participants cannot allow her/him to get into at the beginning.



RULES:

- Each participant has a chair, arranged randomly around the room.
- The game has more rounds , as many as you want. In each round, one participant will stand up, leave the chair free and starting from the opposite part of his chair will have to sit on an empty chair. The other participants will work in one team and will have the task not to let the person standing up (the Robot) to sit on an empty chair. They will do this by standing up and occupying the empty chairs that are free near the Robot.
- Participants cannot speak during the session.
- Participants should find a strategy to succeed with the activity.
- The "robot" has to walk slowly straight to the chair and saying "tick tack" to notice her/his presence
- The robot has to sit on a chair. When this happens, the game is over.

- Participants cannot touch, move or mislead the robot.
- Participants should agree on a strategy before the game starts.
- Participants may play, at least, two times the game to improve their strategy.
- If the group is big enough, more than 20 people, participants should be divided in two small groups and play one each time and see how the other group organize themselves.



MATERIALS:

- One chair for each participant.
- An extra one for to robot.
- Space enough for the activity.



QUESTIONS:

- How was the experience?
- How did they feel during the game?
- How did their strategy improved after the first try?
- What have they seen during the game and after?
- What have they learned?

SOCIAL MEDIA STATEMENTS

By Katarina Kuzmic



OBJECTIVE:

- Raise awareness regarding the influence of Social Media in spreading and increasing the discrimination among youngsters.



RULES:

- Divide the participants in groups of 4-5 persons;
- Each team has 15 min. to find as many discrimination posts on Facebook and to write each statement on a piece of paper;
- Each team has to stick the papers with the statements on the wall;
- All the participants will have at their disposal different emoticons drawn on sticky notes papers. After reading a statement they will have to stick an emoticon paper that fits with the feeling they had when reading that statement (eg. Anger, love, curiosity, etc.).



STORY:

Imagine that you are on Fb and you need to find some posts regarding discrimination. If you cannot find them online, you can make them up. Write them on the papers and put them on the wall.



MATERIALS:

Papers (A4) for teams to write the discriminated statements they find, pencils, markers, many sticky notes with different Facebook emoticons drawn on them.



QUESTIONS:

- Did you expect to find so many discriminating statements of Facebook?
- Do you think these statements influence the beliefs of youngsters?
- What other sources of discriminating statements there are?
- What can we do in order to diminish the power of this influence?

HUMAN STATUE

By Arela Llangozi



OBJECTIVE:

- Attitude: To be in the discriminated person's shoes. Understand with an alive picture the feelings of the person. Also, the goal is not to be afraid to express ourselves in public.
- Skills: Spontaneous reaction, use of imagination.



STORY:

We ask for a volunteer to be the human statue. He represents the discriminated person. At this point, according to the time we have we can ask the audience questions such as: What influences the personality of this person?, How does he feel when he is discriminated?

The volunteers throw ideas, stand up besides the statue and form their body and face in a way which shows their individual idea.



RULES:

- We will ask for a volunteer from the participants to come in front of the others and assume a position of a discriminated person and remain frozen as a human statue.



Feedback:

After the end of the activity we asked questions with the aim of knowing how the audience feel when they react differently next day than they did a day before and how will they use this exercise in their daily life?

We implemented this exercise on teenagers and they came up with good ideas for questions. The feedback helped them to think differently about this situation and from that point they wanted to change the current situation.

BOMB SHELTER

By Filyz Chatip



OBJECTIVE:

- Provide participants with opportunities to look in their values and beliefs and to discuss how they are developed.
- Raising awareness regarding prejudices and possible discrimination tendencies we all might have within the wider society.
- To make a change in the attitude of the participant/student by creating “a-ha moments”.



RULES:

- Tell a story as elaborate or simple about several nuclear bombs were accidentally set off (not a terrorist attack). We need to take shelter immediately.
- You are instructed to go to a bomb shelter where it has the capacity to hold the whole participants and 8 other people.
- 13 people come to the shelter to be let in. The list is below. You must choose only 8 people to enter the bomb shelter.
- First individually choose the 8 people you want to stay (take 5 minutes to do this).
- The participants are then divided into groups of 5-6 persons and they are asked to come to a consensus as to who gets to stay (which means not just seeing who has the highest number of votes but to collectively agree on the person).
- You only have 10-15 minutes to come to a consensus as to who stays.

1. 24 yo body builder who has won competitions	7. 48 yo nurse, been working on cancer for 20 years.
2. 20 yo husband and father of the above mother and child. Unemployed worker	8. 19 years old (yo) Mother and 8 months old baby (they count for one spot)
3. 16 yo movie star	9. 22 yo medical student
4. 44 yo expert plumber who is disabled from an accident on the job	10. 67 yo retired officer now security guard (has a gun – can't separate them)
5. 33 yo high school science teacher	11. 31 yo parolee just got out of jail for growing marijuana.
6. 77 yo minister	12. 57 yo historian expert
	13. 21 yo cheerleader



STORY:

A scenario (story) of war where there is a limited space in a bomb shelter. Only eight people out of thirteen are going to be selected in the bomb shelter. Thirteen fixed characters, of different age, profession, skills and gender.



QUESTIONS:

- How are the 2 lists different?
- Which people were easy for you to select and please say what you valued about them?
- What qualities decide that certain people have?
- From where do we get our beliefs?
- How does understanding our own values help us with understanding how we want our life to be lived?
- How does understanding others value impact relationships individually and in group?

FORUM THEATRE

By Salvatore Russomanno Cipolletta



OBJECTIVE:

Increasing the awareness of discrimination and making the participants to find solutions.



RULES:

There are several teams based on the number of participants. Each team has to prepare a short representation of a discriminating situation. In each story they have to choose these characters: 1 oppressor, 1 oppressed, 1 neutral (min.), 1 oppressor's allied, 1 oppressed's allied.

After the representation, volunteers from the audience can decide to go on the stage, change themselves with a character trying not to let the discrimination happen.

There are two possible rules:

- 1) you can change all the characters except for the oppressor.
- 2) you can change all the characters. All the volunteers have the possibility to change the story until someone succeeds in doing that. It's essential asking to the actors, volunteers and audience their feelings and emotions.



STORY:

The topic, depends on the group's decisions.

It's better if they find something related to their experience.



QUESTIONS:

- How did you feel to be in the shoes of the character?
- Did you feel that the situation could have been different?
- Have you ever seen or lived a situation like the one represented?

COLORS OF CULTURES

By Kristijan Besek



OBJECTIVE:

To find out how people from different cultures interact.



RULES:

- We have 3 countries (eg. – blue, green and red culture). Every culture has their own rules by which they live.
- Divide participants into 3 groups and each group will receive a paper with the instructions for the country they represent. They have 3 minutes to talk and communicate with each other inside the group.
- They communicate with other cultures respecting the instructions

Instructions:

Red Culture	Green Culture	Blue Culture
<ul style="list-style-type: none">- you are very strict with time- it is not common to say “thank you”- you are often in expressing feelings like anger and joy- you often use non-verbal communication- greetings style is strong handshake.	<ul style="list-style-type: none">- no eye contact- keep distance when you are talking (1m)- Men are more analytical than women, and you behave accordingly- greeting word: “Brothers” or “Sisters”.	<ul style="list-style-type: none">- you are very flexible about time- make direct eye contact- stand very close to people- greeting words are “Hello dear”.



QUESTIONS:

- What did you do?
- How did you feel?
- What have you experienced?

TAKE A STEP FORWARD

By Sevcan Ekinci



OBJECTIVE:

By playing this game, participants are expected to strengthen the empathy regarding discriminated people.



RULES:

- Each participant will receive a piece of paper with a role on it and transfer themselves into the character by turning around once. There will be 2 or 3 of the same roles (depending on the number of participants).
- The participants will stay in a straight line, one near each other.
- The facilitator then will start reading statements and if the participants feel that the statement applies to their characters' role they will take a step forward and if not they will stay still. The 2 or 3 participants who received the same character will compare their positions and remember them.
- At the end, all the participants will have to turn around once in order to "undress" their role.



MATERIALS:

Pieces of paper with roles written on it and statements.



QUESTIONS:

- Go through all the same roles and ask them to comment the differences between them.
- How did you feel?
- What do you think it determined your feelings?
- Does life background takes a huge part in one person life?

Recommended roles:

Young, aged 19, unmarried mother of 2 children living in the capital.	Female sex worker aged 19, living in city, no secondary education.
Child soldier, boy, aged 12, kidnapped by rebel group.	You are an unemployed single mother with no secondary education living in a city.
Blind young man living in a rural area.	You are the daughter of the local bank manager.
You are 24 years old refugee in a country where you don't know the language and don't have any economies.	You have 16 years and your parents are doctors. They are always very busy and have no time for you.
You are a gay young living in a small rural area. Your parents don't know and at school, you are afraid that others will find out about your orientation.	You are 14 years old and you are in a placement center from the age of 11, when your father died and your mother left to work in abroad.

Recommended statements:

You have access to health services when you need it.	You are treated well if you need to go to the police station or a government office.
You have a lot of friends.	You can go on holidays once a year.
You can go to walk in the park wherever and whenever you want.	You have access to any job/education system in accordance to your skills.
You have faith in yourself.	You have an idea of what you want to become.
You are encouraged and sustained.	You can activate in one NGO.
You can visit abroad countries.	You can watch a cinema movie whenever you want.
You have with whom to speak when you are in a difficult situation.	You can make your activities or homework without any problems.

THE GAME OF INTERNATIONAL RELATIONS

By Miguel Lucea



OBJECTIVE:

To simulate with daily life materials the way international business work.



STORY:

Participants own countries with a determined boundary and will have to work for gaining for a living working and trading between countries.



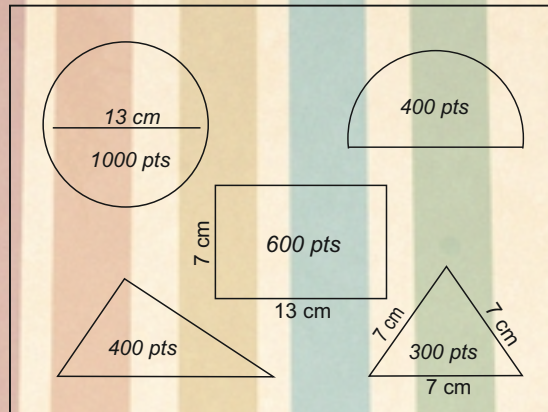
MATERIALS:

- Group A (1 bag): they have 2 scissors, 2 rulers, 1 compass, 1 bevel, 1 transporter, 1 folio, 6 tickets and 4 pencils.
- Group B (2 bags): they have 10 folios, 1 ruler, 1 paper roll and 2 bills.
- Group C (2 bags): they have 5 folios and 2 tickets.



RULES:

Countries must create with the materials given determined paper forms which will be assessed by the central bank, (monitoring). The quality of the shapes will determine the price given to the country on the behalf of group A. Countries must trade between them but the target of the game is that group A gain from them being those unfair for the rest.



QUESTIONS:

After the game does not go on any more or a boycott from the poor countries happen, the important part of the game, the debating encouraged by the game makes his way.

- How did you feel?
- Have the trade exchanges fair?
- Which materials are more valuable, why and which represent in real life?
- Which are the tools developed countries use to submissive de underdeveloped ones?
- How can this be changed?

WHO AM I?

By Eleni Solaki



OBJECTIVE:

- To promote respect and acceptance.
- To identify our inner selves and those of others.



MATERIALS:

- Colored pen (if possible different for every participant to show the distinctiveness of the participants);
- A piece of paper for every person;
- Flipchart papers, markers.



RULES:

- Ask participants to split into couples, pretend they don't know each other and introduce themselves with their or with an imaginary identity.
- Ask them to think what is interesting or important to know about someone they just met and compose general categories of information (e.g. name, sex, religion, work, studies, hobbies, things they like and they don't like, etc).
- Distribute pen and paper. The first step is to draw a reflection of their identity. They must imagine their selves as stars. Think of 8-10 characteristics of their identity to draw in their star.
- Ask the participants to compare their star. If they find someone with the same characteristic, then they should write their name next to the characteristic. (for example if both Pablo and Maria like rock music, then they should write their names next to the characteristic.).
- Write down the aspects of the identity that they chose, and those with which they are born with.



QUESTIONS:

- Was it hard to choose which ones were the most important aspects of their identity?
- Do they have more or less in common than expected with the others?
- Were there aspects of their identity which they wanted to disclaim? (e.g. I am not gay, I don't like rock music...)
- How does identity develop? What is social construct and what is inherited?
- How much are people judged by their identity and by the social group they belong?
- How did the participants feel given that they had the freedom to choose their identity?

ROLE PLAY

By Gökhan Güneş

Role playing is a learning structure that allows students to immediately apply content. This technique is an excellent tool for engaging students and allowing them to interact with their peers. This work can be done in cooperative groups and/or students. Students (participants) are more engaged as they try to respond to the material from the perspective of their character.

Steps and tips for using role playing

1. Creating a relevant scenario. This scenario should include the role the student must play, the informational details and a task to complete based on the information. It is highly recommended that the instructions be provided in writing so it is clear to students what they must do and how?
2. Give students (participants) 5-10 minutes to complete the task. This can be done alone or in small groups or follow the think-pair-share format in which students work individual and then discuss their results with their partner.
3. Find a way to process student deliberations. The facilitator might ask students (participants) to write their replies to submit or this might be a very good lead into a larger class discussion where students (participants) can justify their different outcomes or opposing views.

Advantages of role playing

- The facilitator and participants receive immediate feedback with regard to student understanding of the content.
- Participants engage in higher order thinking and learn content in a deeper way.
- Participants can create useful scenarios when setting the parameters of the role play.



About YOUTH ALMA

YOUTH ALMA Association is a NGO which mission is to promote the active citizenship among youngsters, especially from rural areas by creating opportunities that facilitate their personal and professional development. We started our journey by implementing local initiatives as an informal group and being partners in Youth in Action and afterwards in ERASMUS+ projects. We organize training courses for volunteers and youth workers in different fields, such us: communication, fundraising, leadership, project management, non-formal methods and we were involved in several fundraising campaigns for local projects. The beneficiaries of our projects are disadvantaged children and youngsters, volunteers, youth workers and other local NGOs that are also at the beginning. Our common aim is to offer a better life and increase the opportunities for the disadvantaged children from Iasi

Partners:



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Heal the DiscrimiNATION” project arose as a result of the partners' awareness for the need of the youth workers to develop the youth workers competences in implementing non-formal methods that can help diminish discrimination and racism among young people. We have organized a training course in Iasi, Romania, between 28th of October and 5th of November 2017, where we created the draft of this brochure with nonformal methods on the nondiscrimination topic.

We want to thank all the 24 participants for their support and active role in creating this brochure:





