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...and leave your mark*



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Non-Formal Tools for Immigration Youth Workers

The present document is a collection of 6 workshop tools based on the non-formal education methodology and which can be used by practitioners in order to help immigrants and refugees integrate in the host countries and local community. The tools have been developed and tested out by 21 youth workers from Bulgaria, Germany, Greece, Hungary, Italy, Romania and Turkey

"Non-formal tools for immigration youth workers" was a seminar organized by the Romanian youth organization D.G.T. and that took place in Romania, at Casa Seciu, in Prahova county, Romania, between 24th May-04 June 2019. It was a learning mobility funded by the Erasmus+ program of European Commission and it offered to 21 youth workers the opportunity to meet and work together for 10 days in order to improve their professional competences with regards to the topics of migrants/refugees, social inclusion and cultural dialog. The participants came from Bulgaria, Germany, Greece, Hungary, Italy, Romania and Turkey. The main learning framework used was the non-formal education, which helped the participants to actively contribute their knowledge and skills to the implementation of the seminar.

The seminar was led by a team of one expert in immigration and two facilitators who took the participants through the basic concept of migration in order to level up their knowledge and guided them through the debates, exercises, role-playing games. The meeting also included two study-visits at ARCA and AIDRom, which are two Romanian NGOs that work in the field of refugees and migration integration, in Bucharest, during which the participants got the chance to find out more about good practices in relation to refugees and migrants' integration and interact with some of the beneficiaries of these organizations. The participants also received the visit of two experts from UNHCR Romania, who held a 1-day session on various topics such as myths and facts about latest migration phenomenon, vulnerable groups, discrimination, hate crime, general concepts on refugees, perception and representation in the hosting community and so on.

After having received the theoretical background, the participants had to work in mixed teams in order to develop their own integrational tools that can be further used by other youth workers/NGOs with their beneficiaries, such as immigrants or refugees. This was done through taking several steps, as for instance brainstorming, choosing most relevant ideas, creating the teams, designing the workshops, getting feed-back from the expert, testing with their new tools together with the other participants and giving the last touch to their work.

Below you may see the 6 methods mentioned above, that we encourage you to use with your beneficiaries, either in their actual version or as you may want to adapt to your needs.

Table of contents:

Human Book	pg. 3
Play Learn Live	pg. 4
Education- Initiation of refugee and migrant children to the education system of the hosting country	pg. 6
Accept ME!	pg. 10
On My Way	pg. 14
Photo Voice	pg. 17

Human Book

Workshop-leaders: Viktoria Petrova (BG), Artemis Dodopoulou (GR) and Elitsa Bozhkova (BG)

Overview/theme	Human Book, intercultural activity/workshop -An activity where local communities meet refugees in order to share stories and exchange experiences with them. The aim is to find common characteristics and therefore contribute to inclusion and integration in society.
Related integration field	Intercultural activity, community activity.
Group size	16 people: 4 refugees; 12 local people
Time	1 hour
Objectives	- foster solidarity and integration; creating a meeting point for various cultures and backgrounds -storytelling about our life and previous experiences used for challenging stereotypes and opening to different ways of expression
Materials	Refreshments; room; music
Instructions	-introduction and welcoming the activity -an energizer -getting to know each other activity- this will be done in an informal way: people will briefly present themselves (name, nationality, background, hobbies) -quick introduction to each refugee's story - creating groups of several people based on their interests -storytelling time- refugees and community members share their stories and experiences, and have the chance to ask questions in order to find things in common -provide them with the chance to reflect on the activity by answering specific questions
Debriefing and evaluation	-ask questions relating to participants' experiences; ask participants to reflect on the things they learned -ask participants for any relevant recommendations and feedback
Variations	-extending the time for the activity -put it into cultural context- traditional food, dance, music -providing a psychologist for the storytelling activities

Tips for facilitation	<ul style="list-style-type: none"> -keep eye contact -informal and comprehensive language should be used -respect others -empathy -active listening -use ice breakers
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Play Learn Live

Workshop-leaders: Konstantinos Voutsinos (GR), Şeyma Dogan (TR) and Alexandra Marcu (RO)

Overview/theme	The PLL is a game whose goal is to teach and help the people to learn and understand the basics of the daily use dialogues and vocabulary through a more entertaining way.
Related integration field	Learning languages
Group size	At least 4 participants; the more the better
Time	30 mins-limitless
Objectives	<ul style="list-style-type: none"> • To understand the basics of the receiving country's language • To learn basic dialogues and everyday life vocabularies • To learn to pronounce the words correctly • To be able to communicate in a variety of situations • To strengthen bonds between refugees and local people • Physical development • Socialization, inclusion and integration
Materials	Paper, pen, colors, scissors, tape, printer, pictures, sticker, a ball

<p>Instructions</p>	<p>In the game, the participants must be both local people (some of them are the facilitators) and refugees. First, we decide the kind of vocabulary we want to teach and we make printed images of the vocabulary we want to teach (one or more images per object/word). When used as a workshop, all players must speak their mother tongue or the language we want to teach to increase empathy.</p> <p>➤ Phase 1</p> <p>The facilitators show the first printed picture with body language and tell how to pronounce the vocabulary in a new language. Then the facilitators ask the participants to repeat the word/s. It will be the same for all vocabularies.</p> <p>➤ Phase 2</p> <p>Everybody stands in a circle while facing the others. The facilitators ask the participants to stick one of the printed images onto their chest (some participants will have the picture of the same object/word). One of the participants must be in the center of the circle and he/she says a name of one of the objects. The participants whose object has been named must change the places with those who have the same object. While the participants leave their own places, the player who is in the center must move quick and get in the circle too. The participant who stays without a place (as the places in the circle are limited), has now to stand in the center and name another object.</p> <p>Also, when a player who is in the middle of the circle says “fruit salad” (in the language we teach) everybody changes places. It must be continued as much as they want.</p> <p>➤ Phase 3</p> <p>One of the participants takes a ball and he throws it to another participant who has got a different object/word than the one who throws the ball. While throwing the ball, he/she must pronounce loudly the name of the other player’s object. It will be continued like that. At the end, the facilitator shows all pictures and asks the participants to pronounce the name of objects.</p>
<p>Debriefing and evaluation</p>	<ul style="list-style-type: none"> • Did you enjoy it? • Was it easy to learn vocabularies in a different language? • Was it an effective game? • How did you feel when you couldn’t speak English? • Was the activity realistic for you? • Was is too difficult? • Were the facilitators clear enough? • Would you like to implement the game in your activities?

	<ul style="list-style-type: none"> • Did you feel empathy? Could you put yourselves in a refugee's shoes? • Do you think that the game is suitable for all age group? • How did you feel while interacting with local people?
Variations	<p>We can use the game to teach daily dialogues, expressions or grammar.</p> <p>We can choose all the topics that we want to teach.</p> <p>The game can be played to teach all languages.</p>
Tips for facilitation	<ul style="list-style-type: none"> • Remember to be friendly and make everyone feel comfortable with you and others. • Do empathize. • Be happy and relaxed so that all of you can have fun. • Mistakes can happen, don't mock the others. • Encourage people to try play even though it can be difficult. • Use clear body language especially if no one speaks a common language. • It can be challenging, be patient.

Education- Initiation of refugee and migrant children to the education system of the hosting country

Workshop-leaders: Maria Apostolopoulou (GR), Adrian Cocardan (RO) and Zehra Kaia (TR)

Overview /Thema	<p>Initiation to the education system of the hosting country; visits to a kindergarten class twice a month for kids arriving after the beginning of the school year in order to prepare them for the next school year.</p> <p>The main idea is to facilitate the inclusion process by proposing activities that develop their collaboration skills, their sense of co-existing and share feelings of excitement and achievement together.</p>
Related integration field	Education (for kindergarten, age 3-6 years old).
Group size	Ideally 20 (kindergarten's student, refugee and migrant children)
Time	60 minutes

Objectives	<p>A) For refugee and migrant children:</p> <ul style="list-style-type: none"> • Getting to know the education system. • Familiarize with the routine in class. • Peer-learning (communicate and exchange). • Get relaxed at the school environment and thus avoid being stressed when getting into the class the next school year. <p>B) For host country's students:</p> <ul style="list-style-type: none"> • Learn to be open to people from other countries. • Accept the differences between different cultures. • Discover the similarities between different cultures. • Peer-teaching (learn how to be responsible and feel self-confident). <p>C) For both parties:</p> <ul style="list-style-type: none"> • Learn how to express themselves through alternative communication ways. • Learn a new culture and words of a new language.
Materials	<p>- a small ball and a fabric such as a table cover with a hole in the center, that can be used for the parachute game;</p> <p>- emoji flash cards (happy, excited, neutral, sad)</p>
Instructions	<p>Name game: <i>(in order to get to know each other)</i></p> <p>➤ The aim of this game is to learn the names of all the students in a fun way and get relaxed for the next activity. We ask the children to sit in a circle and we explain them the game. Each student has to say his name every time he catches the ball. After saying his name, he must throw the ball to another student until all students have said their name. Some background music can be used as a relaxing factor.</p> <p>Parachute game: <i>(to get close to each other)</i></p>

	<p>➤ The parachute game consists of a round multicolor fabric that has a hole at the center of it. It may or may not have handlers on the periphery. We ask the children to hold on the edge around the fabric and we explain them the game. At the beginning, we propose a warm-up activity to start with and give the chance to the students to familiarize with the material and get the muscles moving. We ask them to move the hands fast and then slow to observe how the material reacts. Then, we tell them that inside the hole there is a doggie that likes to play with balls. So they need to get the ball inside the hole in order to let him play. But then, the doggie leaves and a crocodile come! They must avoid dropping the ball inside the hole because the crocodile will eat it. After that, we put the ball in the parachute and ask them to launch it by extending their hands really fast. As a result, the launched ball hits the crocodile who now comes to find them. So the kids must now hide all together under the parachute. In order to achieve that, they have to extend their hand, walk under the parachute and then close the fabric behind them. We tell them that they hide very well and that the crocodile left. Now they can come out and fold the parachute together. That will be the end of the activity.</p>
Evaluation	<p>Depending on the evolution of the activity, the teacher and the facilitator can decide if the evaluation should be realized at the school or after the departure of the kids.</p> <p>With the help of emoji flash cards (happy, excited, neutral, sad) we ask the children to choose the emoji who corresponds to their feelings. We ask them if they enjoyed the activities, if they had a good time and if they would like to play again all together. We can also propose a drawing activity of what they did with their</p>

	<p>classmates and how they felt about them playing together. The drawings will be used as a reminder of the time they had all together until the next time.</p>
<p>Variations</p>	<p>The activities can be adapted depending on the ages and/or the maturity of the children. If throwing the ball to each other becomes too distracting they can just pass it over to the student next to them. The same goes for the parachute game; if the requests seem too difficult for them, we can just do one of them.</p>
<p>Tips for facilitation</p>	<p><u>Kindergarten Teacher:</u></p> <ul style="list-style-type: none"> ➤ Prepare the students about the visit; who is coming, why is he coming, why isn't he speaking our language, etc. ➤ Guide the students throughout the activities, clarify information and requests and help mediate if necessary. ➤ Prepare the classroom with materials needed for the game. <p><u>Facilitator:</u></p> <ul style="list-style-type: none"> ➤ Explain to the children what is going to happen; where are we going, who is there, what is that place, what are we going to do, etc. ➤ Guide the children throughout the activities, clarify or translate information and requests and help mediate if necessary. <p>The teacher and the facilitator should discuss beforehand all the details about the visit and the activities and make sure they are on the same page. The facilitator can provide the teacher with an item that the refugee and migrant children have used or known beforehand, so to find a familiar object at the class. They should both be relaxed in order to get the students relaxed too and be present at every step of the way.</p>

Accept ME!

Workshop-leaders: Şevket Yilmaz (TR), Heidi Szalay (HU) and Stefano Dimarco (IT)

Overview/theme	By this activity participants will learn how to write a proper cover letter in order to get them accepted into the labor market.
Related integration field	<ul style="list-style-type: none"> • Business Opportunities • Labor Field • Self-Development
Group size	Up to 20 participants
Time	<p>60 minutes</p> <p>➔ 10 minutes energizer and team set-up activity</p> <p>➔ 40 minutes workshop</p> <p>➔ 10 minutes evaluation</p>
Objectives	<ul style="list-style-type: none"> • To help the refugee to integrate in the work field in the host community • To develop teamwork and cooperation skills
Materials	<ul style="list-style-type: none"> • A sample of a job call with 2 cover letters, (one is a good example and the other one is a bad one) • 5 samples of a job call, • 5 samples of a cover letter, • Flip chart paper • Markers, pens • 20 certificates • 20 drafts of cover letter, to take home.
Instructions	<p>➔ ENERGIZER (Finger grab)</p> <p>All the participants stand in a circle with their arms extended sideways, towards their neighbors, but in front of them. They will hold their left hand palm facing down onto the neighbor on the left's right thumb (like being ready to grab that thumb). At the same time, their right hand thumb finger will be pointing up and touching the neighbor on the right's outstretched palm. When all the participants in the circle have engaged in the required position, it means that everyone will be connected by their thumb and palms. And, we need a person who stays in the middle and gives commands but only after having counted until three. E.g. 1, 2, 3 "command". The command can be any word that will let the participants know that they have to grab/fend off thumbs.</p>

So, with the command everyone tries to fend off their thumb from being grabbed by the palm of the person on the right. The person whose thumb gets caught has to leave the circle. There are several conditions that have to be considered in order to stay in the circle. These are;

- If you grabbed a thumb but didn't have yours grabbed, you stay in the circle.
- If you grabbed a thumb and had yours grabbed too, you can still stay in the circle.
- If you had your thumb grabbed and did not grab any, then you must leave the circle.

E.g. when the commander says the word "go", try to do the following two things: grab the other's thumb with your left hand palm and prevent your right thumb from being grabbed. And again: 1 ... 2 ... 3 ... [add suspense] ... Go!".

Repeat several times. The person who stands the last is the **WINNER**.

→ WORKSHOP

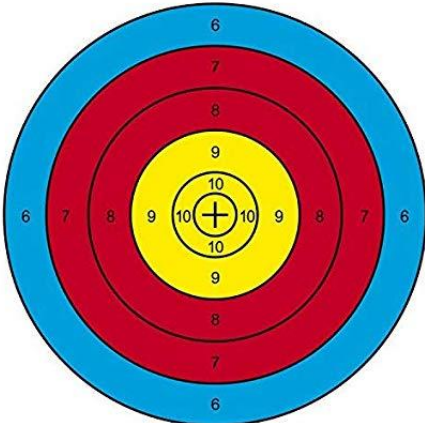

First, the whole group is divided into 5 teams by counting to 5. E.g. a person from the circle shouts "one" and the next one on the left (or right) carries on shouting "two" and so on until 5. The sixth person from the circle will start over from 1. When everybody from the circle shouted a number it's time to split up in teams. Thus, those who shouted the same number form a team.

Next on:

- 1- Ask the people what it comes to their mind when they hear "COVER LETTER" and put the flipchart out and write down their ideas.
- 2- Present an example of a job call and 2 cover letters that are related to it. One is a good example and another one is bad example. Every team gets the samples. After that, ask everybody questions about what are the positive and negative parts of both of the cover letters. After the participants have discussed in the team, ask the participants to list the negative and the positive aspects on a flipchart.
- 3- We distribute a sample job call to each group to discuss and then write down their imaginary cover letters based on what has been previously discussed, regarding positive and negative aspects to cover letters. Each group then gets a job call sample and a cover letter draft to fill out. (The draft can be in electronic version in order to save paper)
- 4- After that, the group is asked to read loud the cover letters that were written by themselves. With this, every group gets a chance to practice with writing a proper cover letter.

5- Before the workshop is finishing, we advise to start discussions to evaluate the written cover letter.



<p>Debriefing and evaluation</p>	<p>➔ EVALUATION (Silent Floor – Evaluate ME!)</p> <p>In order to evaluate all the parts of this workshop, we suggest you implement silent floor evaluation activity. With this activity, people express their opinion about the workshop, facilitator and logistic matters.</p> <ol style="list-style-type: none"> 1- Ask them to mark with a point into the circles on the flipchart, 2- Draw 6 different-size circles from the center to outskirts of flipchart. 3- Ask the participant to grab a marker and put a dot where they think it accurately matches their satisfaction level regarding each evaluated aspect. 4- After that, if there are issues do discuss with the team and the participants about how to deal with those issues. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<p>Variations</p>	<p>Giving a sample job call and draft cover letter to be filled out by the group of participants. And then, after they share what they wrote, give them a time to discuss. After discussion, show them 2 examples of cover letters that are written for a similar job call. And let them see/notice what positive and negative aspects they can identify in it.</p>
<p>Tips for facilitation</p>	<p>If one of the facilitators could be a psychotherapist, then he/she could have the chance to observe and evaluate the participants' self-development process.</p>

On my way

Workshop-leaders: Soliman Cody (DE), Madalina Tifrea (RO) and Key Morikawa (BG)

Overview/theme	Work, Migration Preparing refugees & immigrants for job interview in the host country.
Related integration field	<ul style="list-style-type: none"> • Reinforcing the economics & industry • Job & Career
Group size	15 – 30 Participants
Time	1 hour
Objectives	<ul style="list-style-type: none"> • Interview training in a foreign country • Better understanding of the job market for refugees
Materials	Paper, pens, whiteboard, flipcharts, jar
Instructions	<p><u>Before the activity (Preparation phase)</u></p> <ol style="list-style-type: none"> 1. The workshop facilitators prepare five job interviews' most asked questions in the hosting country and order them (from 1 to 5). The facilitators print then 5 papers, one for each question. On the paper the order of the question is written beside the question. Ex.: 1- What are your qualifications? 2. Put the five questions inside the jar. <p><u>Main Activity</u></p> <ol style="list-style-type: none"> 3. Participants are grouped in one big circle. 4. Facilitators give an introduction and description of the available opportunities in the host country to get the beneficiaries more educated about getting jobs. 5. Facilitators distribute the pre-prepared questions randomly, so that the questions are distributed equally all around the circle. 6. Facilitators introduce a virtual job opening to the participants, that they can use as a model for the simulation afterwards. 7. One facilitator explains that a mock interview between the two facilitators will start. 8. The two facilitators then start a mock interview introduction in front of the participants (one of the facilitators takes the role of the interviewer and one takes the interviewee role for the whole facilitators' mock interview).

9. One facilitator asks the participant with the first question (out of 5) according to the order to read it out loud.
10. After reading the question a facilitator can ask the reader what s/he thinks as an ideal answer of the question.
11. In case the answer is incomplete, the facilitator would add/edit the answer for the whole group. In all cases the facilitator should emphasize and present the ideal answer after the participant/reader gives his input.
12. The narrator introduces a switch to the mock interview.
13. Switching back to the mock interview scene between the two facilitators (mock interview runs for the just discussed question). During this part a bad and good example for answering the question should be simulated by the facilitators. The interviewer asks the question and then the interviewee replies back with a bad example. Then the narrator explains that this was the bad example and that the good example will be introduced. After that the interviewer asks the question one more time and the interviewee gives the good example of answering the question.
14. The narrator switches back to the conversation (debate) mode with the participants.
15. Facilitators give the space to the participants to express their opinions about the difference between the good and bad example. Facilitators shouldn't interrupt the participants; exchange opinions nor give a comment at this stage.
16. One facilitator writes the questions together with their good and bad answers on the flipchart.
17. Repeat the steps 9 to 16 until all the questions are read out loud, discussed in the circle and presented with the bad and good examples in the mock interview between the facilitators.
18. The facilitators giving the mock interview make an interview closing.
19. Divide the participants into pairs (groups of 2).
20. In the formed pairs, one participant gets the interviewee role and the other is the interviewer. Facilitators have to ask the participants in advance to have a decision after finishing the interview, if they will accept their interview partner for the job or not.
21. Run a first round of 10-minutes interview simulation.
22. Pairs change the roles (interviewer takes the interviewee role and vice versa).
23. Run a second round of 10-minutes interview simulation. The same constraints as the first round apply to the second-round interview simulation.

	<p>24. During the interview rounds between participants, one facilitator prepares on the flipchart:</p> <ul style="list-style-type: none"> - A table with two columns “yes” and “no” - A scale rating (0 - 10) for the participants to rate if they are well informed after the workshop about: <ul style="list-style-type: none"> • The most answered question in a job interview; • The good way to answer the frequently asked interview questions; • The other opportunities to improve their chances in getting a job. <p>25. During the interview rounds at least one facilitator (who is not writing on the flipchart) goes around the pair groups and notice if a group needs help or if there is a note to make in order to improve the simulation between the pairs.</p> <p>26. Participants are seated in the large circle again.</p> <p>27. Participants are invited to state their decision on the flipchart by putting an “X” in the respective column in the table for the decision.</p> <p>28. Facilitators wrap up and start the final debriefing, evaluation and distribute a prepared-by-the-facilitators feedback form to determine the effectivity of the program.</p>
Human resources	<ul style="list-style-type: none"> • 2 Facilitators • Narrator
Debriefing and evaluation	<ul style="list-style-type: none"> - A form that could be filled in to determine the effectivity of the program and if the beneficiaries are accepted in the job. - Handing the rating scale to the participants at the end of the main activity
Variations	<ul style="list-style-type: none"> - A complete program for including the refugees and migrants into the job market. For example, adding preparatory sessions about the job market etiquette and employment legalities in the host countries.
Tips for facilitation	<ul style="list-style-type: none"> • Make them notice important elements about answering question. • Give participants the chance to become interviewer and to see things from opposite perspective.

Photo Voice workshop

Workshop-leaders: Alex Garcia (DE), Monica Maiolo (DE), Cecilia Trastulli (IT), Annarita Falanga (IT)

Overview/theme	The aim of this workshop is to promote integration and interculturalism through an activity that involves migrants and university students. The Photovoice method will be used, i.e. a qualitative method used for community-based participatory research that combines photography with grassroots social action. The assignment will be “What does integration mean to you?”.
Related integration field	Sharing stories, cultural workshop, art, psychology, identifying one’s feelings about migration and migration-related topics.
Group size	Min. 10
Time	1 session (half day min.)
Objectives	Promote integration and interculturalism, make people express their feelings, develop a critical thinking and creativity, make society aware of what integration can be, publish the results on an IG profile and exhibit them in the University, make people see what they do not want to see by exposing pictures in public spaces.
Materials	Photo cameras/phones, e-mail, Facebook group and event page, Instagram account, public spaces (where to exhibit), paper, pens.
Instructions	<p>Before the workshop:</p> <ul style="list-style-type: none"> • write a call for the students (e-mail)*, • create the Facebook group and event, • identify the centre for migrants/refugees and the future participants. <p>At the workshop meeting: Explain the instructions:</p> <ul style="list-style-type: none"> • name ice-breaker (possibly related to the field of photography, ex. people choose a pose for a photo and tell their name), • team-building activity (ex. chair game**) • draw papers with names and make couples (one migrant/refugee and one local student), • each couple has to discuss about their perception of “integration”, to share stories, to decide how they want to express the topic and then to start taking pictures of what they consider it’s relevant to the topic (at least 1-hour time)

- each couple has to choose the picture that they like the most and post it on the Facebook group of the project with a title and a one-sentence description
- pictures will be shown, presented by the photographers and discussed in the big group: the participants have to say how they feel looking at the pictures and what they mean to them
- the most representative photo will be voted on the Facebook group: everyone has to like two photos and add the reason with a comment.

The photos will be uploaded on the IG account of the workshop to reach a broader audience.

The photos will be printed and exhibited together with their titles, descriptions and the name of the photographers in public spaces. An exhibition can be organized in the university and an opening ceremony will give the chance to students and migrants to present their works.

***E-mail:**

Object: "What does integration mean to you?" photo voice workshop.

“Dear students,

we're looking for you! Are you ready to show your creativity and challenge yourself? We're a working for the integration of migrants. We've planned a workshop aimed to combine photography and the expression of feelings, integration and personal development. You are going to work with migrants from the welcome centre 'xxx' in order to express your idea of integration through photography. During this workshop you will improve your team working skills and will have the chance to meet people from different countries.

So, are you ready? Meet us at X p.m. at our centre 'xxx' on the 'xx/xx/xxxx'. You can find the way to our location in attachment. Please, book your place in the workshop until the 'xx/xx/xxxx', so that we can organize everything on time.

We just have xx places for you, so hurry up!

Your organizing team.”

**** Chair game:** Objectives: underline the importance of the collaboration, develop group creativity and enforce its development. The presenter divides the group into two teams who will line up, forming two different lines next to each other. In front of these lines, the presenter puts some chairs lined up. Each team member will have

	<p>a chair in front of him/her. The participants, at the start, will need to stand on their own chair. The presenter explains that the winning team will be the one that manages to get to the finish line, which is around 10 m far from the start line, without ever leaving the chairs nor touching the ground with any body parts.</p>
<p>Debriefing and evaluation</p>	<p>E.g. “The reaction of the participants was positive. They enjoyed the teamwork and the opportunity to spend some time outside taking pictures. They liked the interactive part of the project, ex. the live voting on Facebook, etc.</p> <p>They suggested to have a briefing about the definition of integration in the beginning, before starting with the photos.</p> <p>They thought that commenting the photos was an added value to the photos themselves, in order to understand the other’s point of view and feelings.”</p>
<p>Variations</p>	<p>The energizer and the team-building activity could be optional or different (be creative!).</p> <p>The activity could last more than one day, as well: it could be organized as a 2-day workshop, for example.</p> <p>You can change the title of the workshop: the topic for the photos could be different.</p> <p>You can choose a different target for the participants.</p>
<p>Tips for facilitation</p>	<p>If possible (enclosed space), ask the participants how they are doing while taking their pictures.</p> <p>Try to communicate, maybe using the Facebook group, during the activity to see if everything is going fine.</p> <p>Adapt the difficulty of the language spoken depending on the level of knowledge of the migrants participating. <u>Also</u>, beginners could participate in and, in that case, it would be necessary to use a very easy language and non-verbal communication.</p>