

THE YOUTH FOR CREATIVE IDENTITIES CARD GAME

A HOW-TO GUIDE for Youth and Youth workers



Download the card game from 1000layers.eu

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INTRODUCTION

WHAT?

The **Youth for Creative Identities Card Game kit** is a **training** material that has been co-created with young people through piloting in order to introduce youth workers to the complexities of identity processes and to provide them with tools to work with youth on identity topics in both online and offline contexts.

The kit is composed of:

a **set** of identity cards

6 **general activities** to work on identities which can be used to create fertile ground to introduce the cards (identity activities)¹

7 **activities specifically** designed to use with the cards (identity card games)

a proposed 12-hour **learning path** composed of 4 sessions which can provide some insight on how to weave a full workshop based on the identity activities and card games.

Both the identity cards and the activities developed take into account how identity-based conflict manifests itself in online and offline contexts. Special consideration was given to incorporating critical media literacy skills development into these activities. Some of the innovative features that were used for the creation of these materials are: storytelling; horizontal work on identification of relevant phenomena; embedding presentation of theoretical concepts in personal stories and in the playful format of cards.

¹ The identity activities were either created by project partners, or adapted by project partners from external resources to the context of the 1000Layers project.

WHAT FOR?

The main objective of the “identity cards” is to offer the vocabulary and conceptual background for youth and youth workers to understand identity-related dynamics (the formation of higher and lower status identities, conflicts, stigmatization, discrimination based on identity and others). The cards were developed with the intention of offering a conceptual framework of identity threats that can emerge within youth groups and in their daily lives. Identity is a critical issue when working with young people, but it is not always addressed appropriately in youth worker training. Our handbook and card games aim to fill this information and tool gap, and for that reason, the manual specifically addresses the following:

1. To provide young people and youth workers with vocabulary and concepts to help them understand identity conflicts and challenges.
2. To provide youth workers with the knowledge and skills they need to address identity issues with youth by:
 - supporting young people to develop the vocabulary required to understand and participate respectfully in the multi-layered identity debate. This includes, among other things, key concepts such as multiple identities, identity dynamics, victimisation and oppression, commodification of victimhood, and identity politics.
 - developing abilities to comprehend and decode used discourses (and abused) in media and self-narratives
 - generating a safe environment to prevent, identify and address early signs of risk behaviours, including radicalisation leading to violence.

FOR WHOM?

This handbook was created to aid in youth work with creative identities and it is intended for:

- Young people and youth groups
- Youth workers, organisations and local governments working with minority groups and youth in general
- Organisations involved in the training of youth workers

**WHY?**

The card game together with this how-to guide have the ambition to focus on highly complex and sensitive issues which too often lead to the polarisation of opposing arguments. Members of the minorities, having experienced discrimination regularly, have developed self-defence strategies that relieve them from the

duty of “educating members of the majority”. Therefore, many activist groups supporting members of minorities adopt internal rules that allow members of oppressed communities to express any concern in any way they can, to avoid the risk of tone polishing, which justifies not listening to an argument merely because it is not presented in the proper form. All these (often necessary) measures do not facilitate dialogue and run the risk of alienating moderate observers and by-standers. Our deck of “identity cards” and the collaborative co-constructive process have the potential to become a first step in establishing a culture of safe dialogue in these delicate and sensitive subjects.

IN WHAT CONTEXTS?

Although this handbook is meant to be used in Youth work, it has broad transferability potential and can be used in a variety of contexts. For example, it can be used in the training of teachers and educators interested in identity issues, offering them tools they can use in their future work. Another example is that it can be used in academic contexts to orient the practical or independent work of students interested in the subject matter. Furthermore, it can be used as a tool for identity exploration with adolescent students in a school setting, or it can be used in other formal and non-formal settings that participants may find useful.



ACCESS TO THE TOOLKIT

To the card game toolkit is available for download from the [1000 Layers website](#) in English, Spanish, Catalan, French, Dutch, Turkish and Greek.

FOLLOW-UP RESOURCE

You can follow-up or use this card game together with the book *“The Youth for Creative Identities Method: A handbook for youth workers”*.

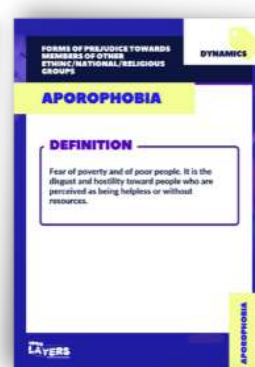


THE CARD DECKS

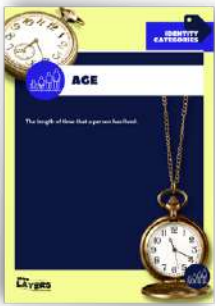
The cards are divided into five decks:

1. The category deck
2. The “types of identities” deck
3. The dynamics deck
4. The question deck
5. The concept deck

None of the decks are intended to be exhaustive. All selected terms and contents you will find in the cards are just possible ways of naming and defining highly complex identity phenomena. The proposed terms and definitions are open for reconsideration, and we invite and encourage users to adapt the content of the cards as needed to best fit their particular context. At the end of each deck, you will find a blank card, which can be used to add cards to each deck or to create your own decks.



The category deck



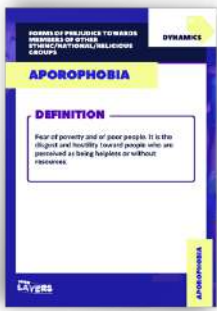
The category deck is composed of 20 cards with proposed definitions for the following identity categories: age, sex, sexual orientation, nationality, gender, ethnicity, (social) race, religion/rationality/worldview, native language, migratory status, family status, education level, skin colour and phenotype, administrative situation, health, professional identity/employment status, social class/financial situation, functional diversity/ability, subculture, lifestyle. Additional categories may be added using the blank card at the end of the deck.

The “types of identities” deck



This deck is composed of 38 cards with some examples of identities in accordance to the identity categories defined in the “category deck”. You will find descriptions for the following types of identities: teenager, senior, gay, bisexual, Chilean, Moroccan, non-binary, cis-gender, Latino or Latin American, Asian, white people, BIPOC, atheist, native speaker, non-native speaker, migrant, refugee and/or asylum seeker, being married, being a mother, primary school graduate, university graduate, undocumented person / migrant in irregular situation, a national, healthy, mentally ill, student, unemployed person, self-employed, wealthy, poor, people with disability or differently abled people, abled person, artist, hip hop, gamers, vegan, punks. Additional types of identities may be added using the blank card at the end of the deck.

The dynamics deck



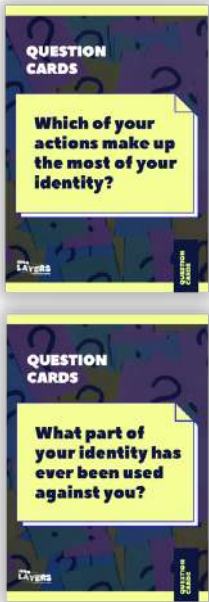
This deck is composed of 57 pairs of cards (a definition paired with a testimonial) to provide insight into different identity dynamics. The 57 terms explored are: categorisation, stereotypes, xenophobia, aporophobia, romaphobia, islamophobia, hispanophobia, xenophobia, aporophobia, romaphobia, islamophobia, Hispanophobia, homophobia, lesbophobia, transphobia, acculturation, assimilation, integration, migration (geographical mobility), social mobility, slutshaming, mansplaining, fetishization, sexualisation, objectification, misogyny/sexism, ableism, body shaming, fatphobia, ageism, classism, colonialism, racism, hegemony, systemic oppression, (social) privilege, hate crime, microaggressions, dominant narrative – legitimising myth, cultural appropriation, tokenism, othering, victimisation, dehumanisation, genocide, discrimination, internalised oppression, subalternity, subordinate narrative, equality/equity, rights, identity politics, inclusion, social creativity, cultural relativism, cultural awareness/sensitivity, cultural exchange, multiculturalism, interculturalism.

The 57 pairs of cards are grouped by type of dynamic, so that each pair corresponds to one of the following:

- cognitive automatism
- social identity
- forms of prejudice towards members of other ethnic/national/religious groups
- forms of prejudice towards members of other genders/sexualities groups
- identity transitions
- sexism
- body based hierarchies
- arbitrarily set group hierarchies
- impact on people experiencing oppression
- positive group based power dynamics
- interculturality

The deck proposes a definition, and it is accompanied by a testimonial (a personal story, a news piece, an extract from a story found online, etc.) to further understand how the dynamic concretises itself in real life. Additional dynamics definitions and testimonials may be added using the blank card at the end of the deck.

The question deck



The question deck is composed of 14 cards, each with a question related to identity. Additional questions may be added using the blank card at the end of the deck.

The concept deck



This deck is composed is a recap of 77 concepts found in the different decks: the 20 identity categories and the 57 identity dynamics. In each card you will only find the name of the term, facilitating activities oriented towards opening debates around the definitions and contexts related to the different concepts.



SOME TIPS BEFORE USING THE CARDS

1. The terms listed in the cards are non-restrictive. The choice of the elements favoured giving visibility to the greatest possible diversity, but as it would be impossible to name all the existing identities, blank cards were added so that the players could add themselves other identities and concepts that were not contemplated.
2. Issues related to oppression can be sensitive and cause strong emotions. It is important to guarantee a safe space and agree with the group on signs that may symbolise the refusal of some issue, or the will of the participant not to participate in an activity, leaving the space for voluntary participation and avoiding any forced expression.
3. The idea of the game is to simplify complex concepts to make them accessible. However, we have added a list of references so that the work of research and deepening can be realised.
4. There is more than one way to use this kit. We recommend, and encourage, all educators to adapt the activities to their local context, discuss with their peers, and be creative!



IDENTITY ACTIVITIES



STORY OF THE NAME



Objectives



- Share a personal story
- Strengthen the bond of trust by allowing participants to introduce themselves and take an interest in others
- Reveal some parts of our identities in a ludic way

Duration



About 30 minutes
(depending on number of participants)

Participants



Adaptable for 6 to 15 participants

Materials



None

Preparation

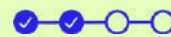
No preparation needed

Learning context



This activity can be done online, offline with social distancing, and offline with physical contact.

Step-by-step instructions



1. Create pairs (ask people to go to the person they know the least or with whom they have spoken the least).
2. Invite participants to present the story of their first name to their partner: where they come from, what are their origins, their meaning, etc.
3. Then, each person will have to present the story of the first name of their partner, to the whole group
4. Leave them 5 to 10 minutes to exchange in pairs.

Discussions



After the presentations, the facilitator can do a little debrief on how stories of our names can reveal a part of our identity. Our names often tell us about our family histories, and the fact that it is almost the first step of presenting ourselves; it is an important part of our identities.

In addition, the fact that we present our pair and not ourselves, allows participants to be more comfortable when speaking to an audience.

STORY OF THE NAME



Hints



First name history is an interesting activity if you are working with mixed groups. Talking about the origin of your first name is an opportunity to talk about your culture while sharing your intimacy.

For these same reasons, the first name can refer to a delicate story. Tell people that they can also choose a nickname or a first name other than their first name. They can then tell an anecdote about this first name / nickname.

If you have paperboard or a somewhere to write, you can ask participants to write their name when sharing the story, so everyone can see it visually.

This activity online



The activity can also be conducted online.





SUBJECTIVE ID CARDS: REINVENTING OFFICIAL DOCUMENTS

Objectives



- Explore different layers of our identity using artistic mediation
- Strengthen the bond of trust by allowing participants to introduce themselves and take an interest in others
- Reflect on hierarchisation of the categories of our identities in society

Duration



About 40 minutes-1h30 hour (depending on number of participants)

Participants



Adaptable for 6 to 15 participants

Materials



Collage magazines, coloured paper, aluminium foil, styrofoam balls, scissors, glue, coloured pens, etc

Preparation

No preparation needed

Learning context



This activity can be done online, offline with social distancing, and offline with physical contact.

Step-by-step instructions



1. Put all the material in the centre of the room
2. Share with the participants the only instruction: they will have 40min to 1h to build a subjective identity card to introduce themselves (avoiding standard personal presentations such as name, birth, nationality and studies)
3. They can choose which kind of material to use, the format, the size – it is completely personal.
4. At the end, ask each participant to present their final product and explain what it represents, why did they choose a certain format or layer of their identity, etc.

Discussions



After the presentations, the facilitator can do a debrief on how in our society we constantly present our ourselves with fixed elements, but how our identity has much more layers that could be presented and valorised. Why do we chose certain elements and not others? Why they have different hierarchies? Do participants agree with that? How do they feel about it?

SUBJECTIVE ID CARDS: REINVENTING OFFICIAL DOCUMENTS



Hints



Tell participants to think outside of the box – dig into their multilayered identity and the parts of their real ID card is unable to show.

This activity online



The activity can also be conducted online.



IDENTITY TRIANGLES



Overview

This activity offers the safety for a smaller group to get to know each-other, exploring similarities and differences related to their identities.

Objectives



- Start getting to know each other.
- Explore and accept that there are always identity elements that we share and that bring us closer, but also others that we do not share and that differentiate us from each other.

Learning context



This activity can be done both online and offline.

Participants



Adaptable for 3 to 30 participants (the number must be divisible by 3). It requires making groups of 3.

Materials



- Face to-face: a piece of paper and a marker for each group.
- Online: a Jamboard slide for each group.

Duration

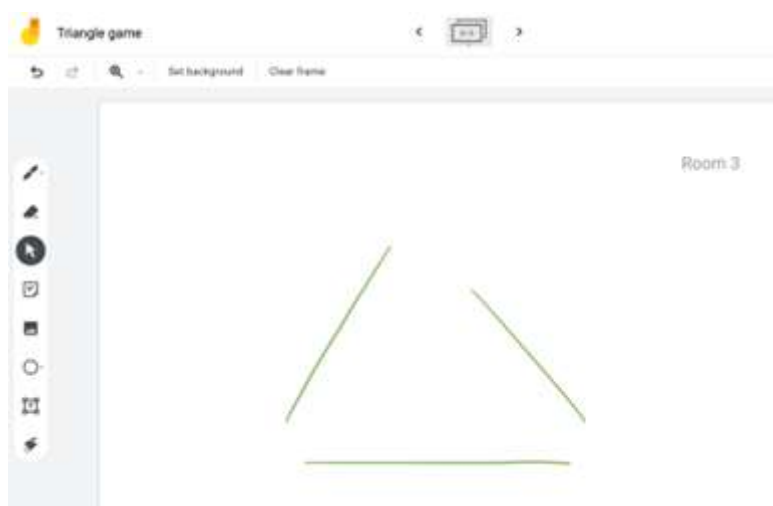


About 15 minutes.

Preparation

If you are doing the activity online, prepare the Jamboard slides with the drawing of the triangle shape shown below and as many slides as you will have break-out rooms. Every breakout room represents a different participant group, and so does every slide you add.

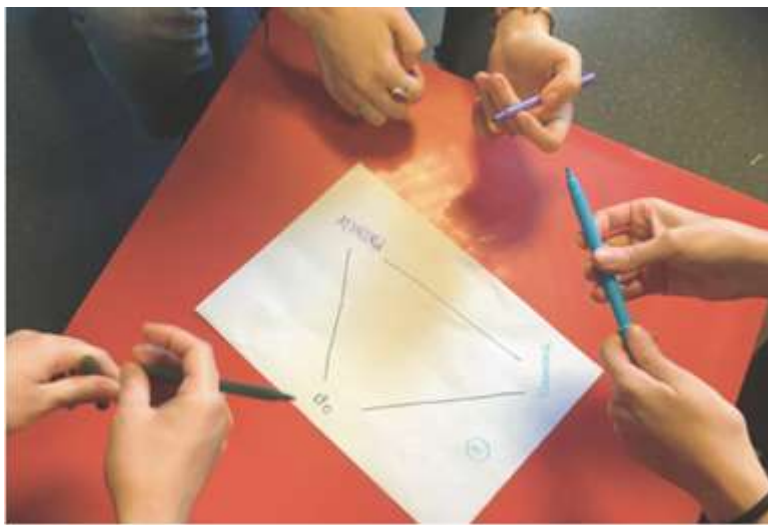
See an example below:



Step-by-step instructions



1. Form groups of three people.
2. Give each group a paper and a marker. Invite them to draw a triangle on the paper.
3. The first step includes writing the name of a group member at each corner of the triangle in order to have all 3 names in the same drawing (see image above).
4. After having all of the names in the drawing, the next step is to write a fact or something that is common for the two people that the side connects, but that is not shared with the third person (at the far point of the triangle).
5. In the middle of the triangle, the group should write something that is shared by all three of them.



Discussions



Once the activity is completed, participants can either present the full triangle or just one or two elements (e.g. what connects all of them, what surprised them during the activity).

Hints



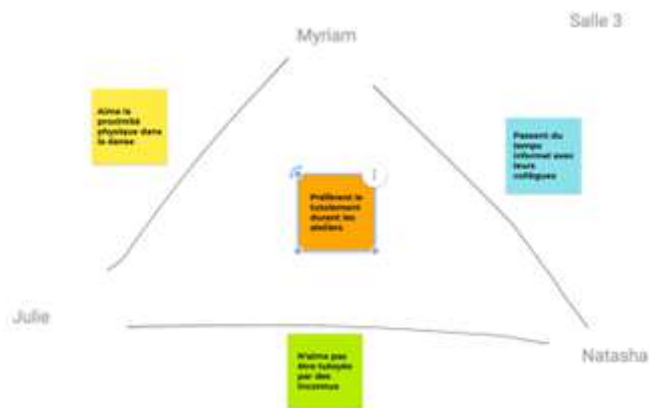
For smaller groups, if you have the time, you can ask each small group to present their triangle. This will help more team members to get to know each other on a more personal level. If however, you are with a big group, you can invite each small group to share 1 or 2 aspects that they found surprising while doing the activity.

This activity online



The activity can also be conducted online. In this case, you can use the “break-out room” function of your online interface to create the small groups. Instead of working with paper, we work on Google Jamboard.

Ask participants to first write their names in the 3 corners of the triangle, then tell them to use the post-its function to write down the shared and non-shared aspects that they identify.



Theory

No back-up theory is needed for this activity.

Libération

POUR EN FINIR
VRAIMENT

AVEC LE **GENRE**

autre manière
voir **LE MONDE**

UNE PALETTE

DE PERSONNALITÉS

important
phy



«On leur dit "ce que vous vivez n'oxio

QUESTIONS OF IDENTITY



Overview

In this activity, participants try to bring to the surface the questions we have about our identities. We are going to work with “collage”, which is an art form based on combining existing images (from magazines, newspapers, etc.) and gluing them together to create new combinations and through this, new meanings.

Objectives



- To reflect, explore and compare the participants' views of their own identity.
- Reflect on and compare the participants' questions about identity.

Learning context



This activity can be done online, offline with social distancing, or offline with physical contact.

Materials



For the face-to-face version:

- A3 or bigger format paper, a bit thicker for the collage.
- Newspapers, magazines and brochures with pictures.
- Scissors, glue.
- Coloured pens and markers.
- Use removable putty or tape to stick the artwork on the wall.

Duration



About 120–180 minutes (depending on the number of participants).

Participants



Adaptable for 8– 20 participants.

Preparation



No preparation is needed, except the collecting of materials for the face-to-face version.

Step-by-step instructions



In this activity, we'll try to bring to the surface the questions we have about our identities. It can be a rhetorical question, an open, abstract, or concrete debate. We are going to work with “collage”, which is an art form based on combining existing images (from magazines, newspapers, etc.) and gluing them together to create new combinations that can create new meanings. You can give participants the following instructions:

>>



>> Step-by-step instructions



4. Deep listening

We propose a specific format for the small groups, which gives each participant the possibility to share their ideas with the others before they engage in actual discussion. Participants can take turns in sharing, each having 2 or 3 minutes to talk, while the others only listen attentively and welcome the ideas of the person speaking. Once this first round of sharing is done, discussions can start.

5. Discussion

To close the work of the small group, you can invite participants to discuss the question that they have been working with.

6. Plenary sharing

In a plenary setting, you can start with each group giving a short account of how they experienced the cooperation and discussion, and what ideas they have come up with to address the questions posed.



Discussions



After the plenary sharing, you can continue discussing questions related to identity, such as:

1. Explore the privileges and oppressions linked to our identities: how do they influence our own perceptions, representations and experiences?
2. Did you learn or discover new aspects of diversity in identity?

Hints



For participants who have never made a collage before, you can give some tips: cutting out the shapes precisely will add to the clarity of the piece. If needed, you can show a couple of examples (check out the works of artists Barbara Kruger, Deborah Roberts and Lorna Simpson).

This activity online



The activity can also be conducted online.

In this case, instead of working with paper collage, we work with digital elements. Before the activity, you can provide a set of images (in png format) that can be used either as background or as feature images, or you can invite participants to find their images online by browsing through Googleimages. You can invite participants to work in PowerPoint, Jamboard or Google slides, or any other software they feel comfortable with and which can serve to create their collage.

See example below:



Theory

Check out the works of Barbara Kruger, Deborah Roberts and Lorna Simpson as examples of collage and ways of expression.



IDENTITY WHEEL



Overview

Giving up the illusion of neutrality: some identities are more valorised than others; some may be sources of discrimination.

Objectives



- To become aware of how different facets of our social identities will influence the way we can engage in intimate relations.
- Realising that identities are contextual: in some situations, some identities become more salient than others.

Materials



For the face-to-face version:

-A room wide enough to allow movement.

-Identity categories printed out (see in the preparation part).

-Small papers distributed to participants: as many per participants as the number of categories you wish to use.

-The list of questions printed out (attached below).

Learning context



This activity can be done online, offline with social distancing, or offline with physical contact.

Participants



Adaptable for 6 to 15 participants.

Duration



About 45 minutes (depending on the number of participants).

Preparation



1. Have a look at the "identity categories deck" to make your selection of the categories you wish to use, depending on which identity labels are relevant to you or make sense in your context. We recommend using 6–8 categories in total.
2. Check whether the "spectrum questions" (see below) are in accordance with your objectives and context. Feel free to make the adjustments that are necessary.
3. Use is a list of intimate spectrum questions from which you can choose or which you can use as a source of inspiration:
 - What part of your identity do you think people first notice about you?
 - Which part of your identity are you most comfortable sharing with other people?
 - Which part of your identity are you least comfortable sharing with other people?
 - What part of your identity are you most proud of?
 - What part of your identity did you struggle the most with growing up?
 - What part of your identity is the most important to you?

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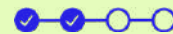


>> Preparation



- What part of your identity is least important to you?
 - What part of other people's identities do you notice first?
 - For which part of your identity do you feel you face oppression most often?
 - For which part of your identity do you feel you receive privilege most often?
 - What part of your own identity would like to learn more about?
 - Which identities have the strongest effect on how you see yourself as a person?
 - What part of your identity do you see having the most effect on your interactions with others?
 - What part of your identity do you see having the most effect on your interactions with coworkers or peers?
4. You can also check out the question deck for more identity questions you wish to explore with participants or to get further inspiration.

Step-by-step instructions



1. **Individual work:** Present the identity categories one by one, and make sure participants understand the definition of each category. Then ask participants to identify and write on a small piece of paper their own identity, responding to the category. For instance, if the category is "nationality", each participant can write down their respective nationalities. They don't need to read out loud or present what they wrote down. Make sure they know they have anonymity in order to encourage them to respond as honestly and openly as they can.
2. **Creating a display on the floor:** When all of the categories are presented and identified, place the identity category words printed out on the floor in a circle shape, so you can reproduce the identity wheel in the space.
3. **Answering the Intimacy Spectrum Questions:** Tell participants you are going to read a list of statements and they should answer by positioning themselves near the identity category that they feel is true for them. They can also stay in the centre if they do not want to answer the question. Before reading the intimate spectrum questions, you can make a test run through the question "what is the identity you think about most often?" in order to check if the instructions are clear.
4. **Sharing:** After each sentence, where participants find their answer, you can give them space to share why they chose that particular identity. Participants, however, are not forced to speak if they don't feel comfortable sharing. It is possible to remain silent. You can also tell participants that there are no right or wrong answers to the questions. It is possible that there are several answers to a specific question, so they can choose with which identity they wish to answer if that case occurs.



Discussions



Depending on the constitution of the group, it is possible that the activity brings awareness of important differences between participants. Some participants may be more privileged in different aspects of their identities, and some may be disadvantaged in some aspects of their identities.

It is important to give importance to these inequalities. At the same time, you should also stress that each person has a variety of identities and no one is reduced to one single identity. What's more, who we are and what we can do is never entirely prescribed by the social identities we have. Each identity can be experienced and enacted in many different ways. The unique combination of identities that we have, combined with our life experiences and our personalities, creates a unique and diverse constellation.

Hints



- It may require a substantial amount of trust and a sense of safety for participants to unveil and/or discuss aspects of their identity that, for some reason, are sensitive to them. More than just "personal sensitivities", this can be related to different statuses and social recognition attached to different identities.
- Depending on the context, some identities may have a negative, even stigmatised, representation. It is very important that we give sufficient importance to the recognition of such phenomena, naming power relations, exclusions and oppressions. We should also be attentive to not victimising members of specific groups. We recommend using an empowerment activity after this sequence.
- The "race" category is well accepted in English-speaking contexts, but in many other languages it is not used to describe groups of human beings, as the human race is defined as one. In this case, we suggest not translating this category and using only "ethnicity", "skin colour" or another label accepted in the given context.

This activity online



The activity can also be conducted online. In this case, instead of displaying the identity categories on pieces of paper on the floor, we recommend using Google Jamboard. You can prepare Jamboard slides with the identity categories you chose displayed in a circle shape using the 'text' function. Participants can use the post-its function to add their own identity elements in an anonymous way, always respecting the willingness of the participant to share it or to do it only voluntarily.

Theory

This activity was adapted by Élan Interculturel based on the Program on Intergroup Relations and the Spectrum Center of the University of Michigan. Resource hosted by LSA Inclusive Teaching Initiative, University of Michigan (<http://sites.lsa.umich.edu/inclusive-teaching/>).



WHO AM I?



Overview

Develop a basic understanding and vocabulary of identity concepts.

Objectives



According to the needs and the level of participants, this activity can be used to introduce the concepts linked with identity:

- Introducing the notion of identity according to social psychology.
- Understanding the basic characteristics of identity (multiple, inter-subjective, dynamic, and open to the social environment).

Learning context



This activity can be done both online and offline.

Participants



Adaptable for 3 to 20 participants.

Materials



- Face to face: a piece of paper and a pen for each participant.
- Online: Google Jamboard.

Duration



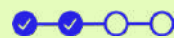
15-45 minutes, depending on the depth you wish to reach.

Preparation



No previous preparation is needed.

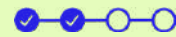
Step-by-step instructions



1. Ask participants to take a paper and a pen and to write down 10 answers to the question "Who am I?" Tell them not to overthink it, not to censor themselves, but also to write things they are willing to share.
2. When everybody is done, invite a couple of participants to read out their list.
3. Comment if some items on the list refer to momentary states, such as: "hungry", "tired". Point out that these items refer to passing states and respond to the question "How am I?".
4. Present a definition of identity, for instance: "Identities are the traits and characteristics, social relations, roles, and social group memberships that define who we are."

>>

Step-by-step instructions



If you want a more complex version, try this:

"Identity consists of the confluence of the person's self-chosen or ascribed commitments, personal characteristics, and beliefs about herself; roles and positions in relation to significant others; and her membership in social groups and categories (including both her status within the group and the group's status within the larger context); as well as her identification with treasured material possessions and her sense of where she belongs in geographical space."

(Vignoles et al 2011:3)

- Following this first presentation of "identity" you can follow-up with a discussion exploring some basic features of this concept.

Discussions



- **Individual/Relational/Group identities:** Ask participants whether they notice different answers belonging together. Ask them to give some examples they think of. Tell them that social psychology distinguishes three levels of identity: individual, relational and group identity. Invite them to check in their own list how these three levels are represented.
- **Subjective or Objective?:** Ask participants whether they think the list is subjective (only they can write their own list) or objective (other people would write the same list about them). Which items seem more or less subjective? Most of them are "inter-subjective," meaning that they are defined by social interaction.
- **Situational or permanent?:** Ask participants if they would have written the same list if they were in the waiting room at the dentist, or in a far away country. What about five years ago? Or 10 years in the future? Our identities, indeed, are very contextual and situational; they change according to our environment.

Hints



If you'd like to go further, you can follow up this activity with the next phase, which illustrates identity change. We recommend the procedure below:

- Tell participants that because of climate change (here you are free to invent any other agent of change you may see appropriate), they have to move to Saudi Arabia (again, you can choose another country). Guide a short "meditation" helping them to "take in" their new context: who would they have breakfast with, what would they eat, what would they do in the morning, who would they have lunch with, what would they do in the evening etc. and invite them to answer the 10 questions again.
- Invite participants to share the differences between their first and second lists.
- Plenary sharing: Point to the fact that changes in the cultural environment inevitably lead to changes in our identity systems, as our identities are not isolated from the social environment but constructed in cooperation with this environment. This feature is often underestimated, as we have the illusion of stable and static identities.

This activity online

The activity can also be conducted online.

In this case, if you'd like a visual back-up, you can invite each participant to put their answers in post-its on platforms such as Google Jamboard (making one column for each participant) and then have a look at the final outcome.

Always keep the option to offer the possibility anonymity so participants, if needed, can have a safe space of expression.

Theory

This treatment of the concept of identity follows the vocabulary of social psychology, a discipline devoted to exploring how the social context (the presence or absence of other people) influences the behaviour of individuals.

We can recommend checking the self-identity chapters of social psychology manuals, such as:

Susan T. Fiske (2018) *Social Beings: Core Motives in Social Psychology, 4th Edition*. Wiley.

Michael Hogg, Graham Vaughan (2017) *Social Psychology*. Pearson Education Limited.

Or check out handbooks on self and identity:

Mark R Leary, June Price Tangney Eds. (2014) *Handbook of Self and Identity*. New York: Guilford Press

Schwartz, Seth J., Luyckx, Koen, Vignoles, Vivian L. Eds. (2011) *Handbook of Identity Theory and Research*. Springer-Verlag: New York



IDENTITY CARD GAMES

In the following pages you will find the **card games** proposed using the different desks developed during this project and by the collaboration of all partners. You can find them in our website in different languages: www.1000layers.eu/results. All of the following games can be adapted to play online. In order to save paper, we suggest printing the decks of cards as needed, and saving the printed cards to avoid having to print multiple times. We encourage you to adapt these games as needed, or make up your own games using the cards as inspiration.





IDENTITIES IN ACTION

Aim	To explore and discuss how the different categories of social identity are involved in social dynamics.
Decks to use	Category cards, dynamics cards.
Preparation	Print the dynamics cards and the category cards (a selection or the whole deck).
Number of pax	3-6 players per group, where each group has their own set of cards
Game time	20 minutes

How to play:

1. Place both decks facing down in the centre.
2. The player that goes first uncovers the first card of each deck, reads out both cards and tries to propose a relationship between both cards to start a discussion in the group.
3. Once the group finishes discussing the contents, they can put the cards turned down at the bottom of the decks and the next person takes a turn uncovering the next cards, reading the contents and proposing a relationship between the concepts.
4. The facilitator should be available to help clarify any doubts groups may have in their understanding of the contents or during the sparked discussions.



LOSING IDENTITIES



Aim	To explore potential links between identity and single-story narratives. This exercise enables participants to reflect on what is most important to them about their identity, and to experience how it might feel to lose a core part of who they are.
Decks to use	Category cards
Preparation	Print the category cards so that each group has their own deck. Make sure each participant has a paper and something to write with.
Number of pax	Groups of 3
Game time	20-30 minutes

How to play:

1. Place all category cards facing up. Ask participants to discuss the different concepts in order to make sure that all participants are “on the same page”.
2. Each participant will select 7 categories they feel are most important to their identity, and write them down on the piece of paper.
3. When all three participants have written down their 7 categories, ask each participant to cross out two categories from their list they feel they could do without.
4. Then, without consultation, each participant will cross out one category from the other two participants' list. At the end, each participant has only 3 categories (two crossed out by themselves, two crossed out without consultation by their peers).
5. After this, the group discusses how they feel having lost a part of their identity by their own choice, and by choice of others. You can ask these questions:
 - What are the thoughts and feelings that emerge as a result of this exercise?
 - What does this mean for people in terms of a sense of belonging and citizenship?
 - Why did you feel the other identities were more important?
 - Share a story linked to one of the identities that you kept. When was the first time you started being aware of these identities and of how they are part of your life?

IDENTITY STORIES



Aim	To share personal experiences of identity-based dynamics.
Decks to use	Dynamics deck
Preparation	You will need A4 sheets of paper and the printed dynamics deck, separated by the cards with definitions and the cards with testimonials.
Number of pax	Groups of 3 or 4 players.
Game time	1 hour

How to play:

1. Each participant will receive a paper.
2. Place all dynamic cards with definitions facing up (put away the testimonial cards for the end of the game). Ask participants to explore the cards on their own, and then to pick a dynamic card.
3. Each participant writes a short story related to this dynamic card. It can be personal, it can be about someone else, or even about something that they saw in the media.
4. After they finish, all participants share the story that they wrote.
5. After all participants finish sharing, search for the selected dynamic cards in the testimonial deck and read out the content. Allow participants to discuss the different stories that came up in the cards, and if they can spot similarities or differences with the stories they shared.

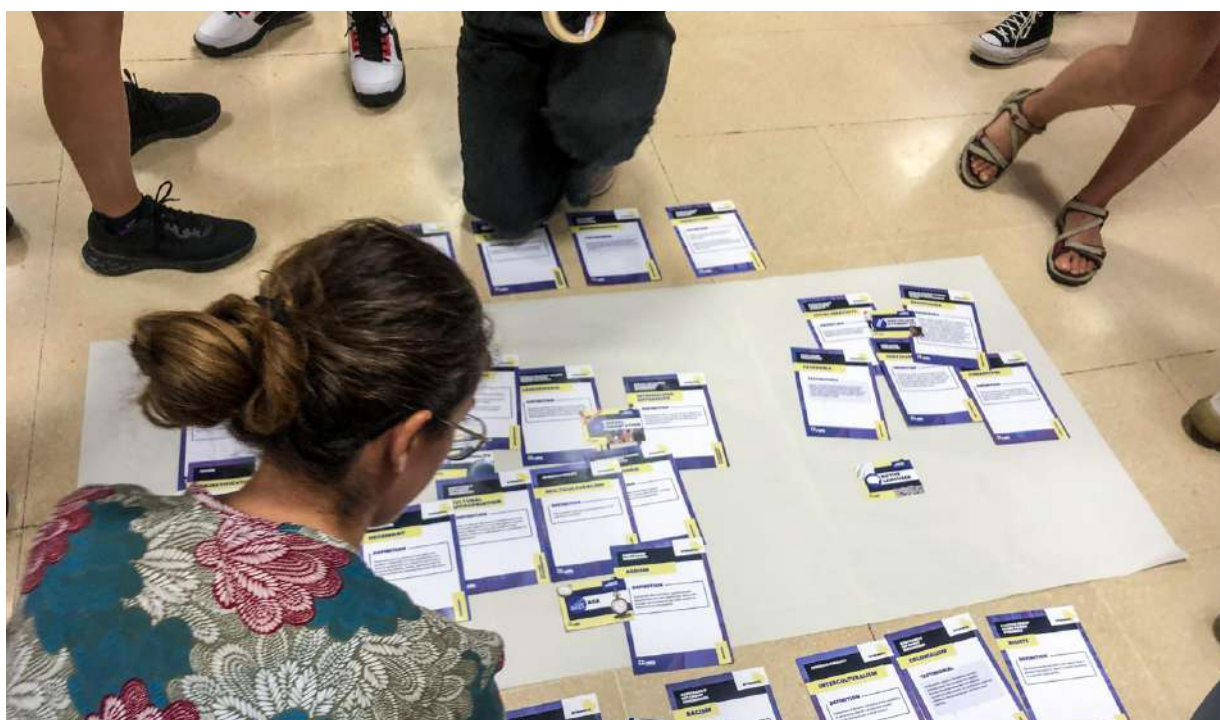


IDENTITY DIXIT

Aim	To explore how identity related concepts may trigger us in different ways.
Decks to use	Category deck, content deck, dynamics deck
Preparation	Print the decks
Number of pax	3 to 15 (for groups larger than 15 print out two decks)
Game time	30 minutes to an hour, depending on the size of the group.

How to play:

1. Spread out all cards facing up on the floor.
2. Ask participants to walk around exploring the different cards.
3. When they feel triggered by a card (positively or negatively), they can pick it up and keep it.
4. When all participants have chosen 3-5 cards, ask them to sit in a circle, and invite participants to share why they chose those cards, to reflect on how they felt and if they can identify what triggered them to choose the card.



DYNAMICS IN USE



Aim	To identify dynamics as they are embedded in mainstream media, everyday dialogues and pop culture.
Decks to use	Dynamics deck
Preparation	Ask participants to bring a news story or a social network post they find interest in.
Number of pax	In pairs
Game time	1 hour

How to play:

1. Each pair will share their story with each other, and will go through the dynamics deck, identifying what dynamics are at play within their text.
2. Ask each pair to present their findings to the group.
3. Open a group discussion on the different findings.
4. Follow-up this activity with the game "Dynamics to transform" (see below)



DYNAMICS TO TRANSFORM



Aim	To identify how positive identity dynamics can be used to overcome discrimination embedded in mainstream media, everyday dialogues and pop culture.
Decks to use	Dynamics deck
Preparation	Ask participants to bring a news story or a social network post they find interest in (it can be the same texts used in the game "Dynamics in use" or you can propose participants to find new texts). Select the following positive dynamic cards out of the dynamics deck: equality/equity, rights, identity politics, inclusion, social creativity, cultural relativism, cultural awareness/sensitivity, cultural exchange, multiculturalism, interculturalism, and provide a set to each pair.
Number of pax	In pairs
Game time	45 minutes

How to play:

1. Each pair will share their story with each other, and will go through the given positive dynamics cards, identifying what dynamics are at play within their text or if, inspired by the cards, there are strategies that can be used to overcome the discriminatory or negative social dynamics portrayed in their texts.
2. Ask each pair to present their findings to the group.
3. Open a group discussion on the different findings.

IDENTITY QUESTIONS



Aim	To explore different questions related to identity and foster teambuilding
Decks to use	Questions deck
Preparation	Print out a question deck for each group, and a blank question card for each person
Number of pax	Pairs or groups of 3
Game time	20-30 minutes

How to play:


1. Give each group a deck of cards
2. With the deck facing down, they take turns uncovering the question card and answering the questions
3. At the end ask each person to write down an identity question to add to the deck
4. Discuss how they felt answering the questions and creating their own question.





PROPOSED LEARNING PATH

This is a “baseline” proposal a **12 hour workshop**. You can adapt it, adjust it or use it as an inspiration. This sequence is broken down into **4 sessions of 3 hours each**, but that is also subject to adaptation for your context. Account for a 10-15 minute break during the session as needed. Avoid rushing the activities, some will spark greater interest and take longer than expected, while other activities might seem less interesting and last less than expected. Allow participants their own pace. All activities are intended to work different layers of identity phenomena, so if an activity takes longer, let it extend as needed. Also contemplate that while some participants might really enjoy a particular activity, others might not, so it is up to the facilitator to find the right balance so that all participants find engaging moments during the length of the workshop.



SESSION 1: INTRO TO THE SUBJECT OF IDENTITY



🕒	Activity title	Objective/Method
10'	<i>Welcoming diversity</i>	<p>Welcoming participants, sharing with them the purpose: learning about identity together so that there is less fear, less hatred, less discrimination and more fun. We propose the following activity:</p> <ol style="list-style-type: none"> 1. Ask participants to stand in a circle. 2. Welcome the diversity within the group by saying, for example, the following: “Before we begin, I would like to welcome the diversity present in the group. Welcome to all participants: <ul style="list-style-type: none"> • who are young, and those who are not so young; • who are of all origins, religions and beliefs; • who feel male, and those who feel female, and those who feel neither; • who love others from a different gender and those that love others from the same gender and those who love people regardless of their gender, and those who do not feel sexually attracted to any gender; • who feel they have a strong group of friends and family, and those who feel they have only a strong group of friends or just a strong family, or those who feel they have neither; • who have lived in this town since they were born, and those who were born in a different place but have lived here for some time, and those who have just arrived here; • who are “popular” and those who are not so “popular”, and those who mind being popular and those who do not; • who wish to change things about themselves and those who do not wish to change anything about themselves; • etc. (any other identity trait you feel is present in the group and should be named in order to welcome the diversity to the workshop) 3. Invite participants to welcome any diversity that they feel is in the group and that has not been named. 4. Ask participants to close their eyes for one minute and breathe deeply. 5. Ask participants to open their eyes, and thank them for being who they are and for being present.
30'	<i>The story of my name</i>	<p>Getting to know each-other via learning and sharing about one’s name (first name or family name, according to each participant’s choice). An option is to first share them in pairs, then present them in plenary.</p>

>> SESSION 1: INTRO TO THE SUBJECT OF IDENTITY



🕒	Activity title	Objective/Method
15'	<i>Ground rules</i>	Agreeing on some cooperation ground rules is necessary for everyone to be able to engage in and feel good. You, as a facilitator, can propose some ground rules, which you discuss with the group, or participants can propose items to validate together.
90'	<i>Subjective ID Cards: reinventing official documents</i>	This allows participants to find a way to identify and present themselves independently of the way identity cards present them and use artistic creativity to put forward one facet of who we are.
30'	<i>Who am I?</i>	Acquiring first concepts about identity, understanding the 3 levels: personal, relational and group identities. Depending on the level of the group: getting acquainted with or revisiting basic characteristics of "identity".
5'	<i>Check out</i>	In a circle ask participants if they want to add any comment, or have any questions to address the next session. To close, ask participants for a word of how they are feeling or that reflects their state at the moment (it can be anything, not necessarily an emotion). Do not discuss anyone's word, simply finish the round, thank participants and finish the workshop.



SESSION 2: IDENTITY AND POWER



🕒	Activity title	Objective/Method
15'	<i>Identity triangle</i>	Warm-up based on an identity activity for team-building.
60'	<i>Identity wheel</i>	Explore social identity categories (nationality, ethnicity, age etc.) and how they influence how we feel about ourselves, and to what extent we have more or less power in different social situations.
60'	<i>Dynamics in use</i>	To identify dynamics as they are embedded in mainstream media, everyday dialogues and pop culture
40'	<i>Dynamics to transform</i>	To identify how positive identity dynamics can be used to overcome discrimination embedded in mainstream media, everyday dialogues and pop culture.
5'	<i>Check out</i>	In a circle ask participants if they want to add any comment, or have any questions to address the next session. To close, ask participants for a word of how they are feeling or that reflects their state at the moment (it can be anything, not necessarily an emotion). Do not discuss anyone's word, simply finish the round, thank participants and finish the workshop.



SESSION 3: QUESTIONS OF IDENTITY



🕒	Activity title	Objective/Method
15'	<i>Warm-up</i>	<p>Any warm up activity of choice. We suggest the following:</p> <p>Participants stand in a circle; one person goes to the centre with a sentence that is true for them. For example: "I was born in Africa". If that is true for the other participants, they move to the centre, closer or further to the person in the centre in relation to the extent of the truth of the statement. After that, they look around to see who is in and out and then go back to the circle. A new person comes to the centre. If the person says, for example, "I love to dance", those that love to dance will move to the centre closest to the participant, those that like dancing but do not love it will step in a little into the circle, while those who hate dancing might choose to step away from the circle. A new person comes in the centre and so forth until everyone in the group has gone to the centre.</p> <p>In a second round, the person in the centre tries to find an element that differentiates them (that means that no one will approach the centre). If they manage, they receive a round of applause from the others.</p>
160'	<i>Questions of identity (collage)</i>	<p>Using artistic creativity to formulate sentences about identity that we are interested in.</p> <p>Relate the whole experience to the experiences we can face and experience in a museum or art exposition.</p> <p>Propose any kind of exhibition currently in the city. Or show some examples of expositions and their relationships with identities.</p> <p>Invite them to have a final round of walking around the exposition and talking with their peers in a more informal way.</p>
5'	<i>Check out</i>	<p>In a circle ask participants if they want to add any comment, or have any questions to address the next session. To close, ask participants for a word of how they are feeling or that reflects their state at the moment (it can be anything, not necessarily an emotion). Do not discuss anyone's word, simply finish the round, thank participants and finish the workshop.</p>

SESSION 4: IDENTITY CARD GAMES



🕒	Activity title	Objective/Method
15'	<i>Warm-up</i>	Any warm up activity of choice. We suggest repeating the same warm up as in the previous session (see warm up in "Session 3: Questions of identity"), only this time the person in the centre tries to find an element that differentiates them (that means that no one will approach the centre as the statement will only be true to them). If they manage, they receive a round of applause from the others.
30'	<i>Identities in action</i>	To explore and discuss how the different categories of social identity are involved in social dynamics.
30'	<i>Losing identities</i>	To explore potential links between identity and single-story narratives. This exercise enables participants to reflect on what is most important to them about their identity, and to experience how it might feel to lose a core part of who they are.
30'	<i>Identity questions</i>	To explore different questions related to identity and foster teambuilding
30'	<i>Identity dixit</i>	Explore how identity related concepts may trigger us in different ways. Use this activity as input for the "Identity stories activity".
40'	<i>Identity stories</i>	To share personal experiences of identity-based dynamics.
5'	<i>Check out</i>	In a circle ask participants if they want to add any comment, or have any questions to address the next session. To close, ask participants for a word of how they are feeling or that reflects their state at the moment (it can be anything, not necessarily an emotion). Do not discuss anyone's word, simply finish the round, thank participants and finish the workshop.



ABOUT THE PARTNERS OF THE 1000 LAYERS PROJECT

DW-RS

The DW-RS foundation believes in the individual and collective power of art and creativity basing their activities around the core principles of *activation, participation* and *empowerment*. Their productions and festivals are designed to reach a wide range of spectators, allowing them to bring together heterogeneous crowds around a shared experience of dance, drama and musical theatre, made for and by local artists and residents. Their commitment to art and culture has likewise driven them to work internationally, collaborating and co-creating alongside well-established local organisations who share their vision of a broader participatory scope, so that everyone has access to and can benefit from art and culture.

ELAN INTERCULTUREL

Elan Interculturel is an association created by a group of professionals interested in the challenges of intercultural encounters and coexistence. The association's objective is to contribute to intercultural dialogue for a better experience of cultural diversity. As a laboratory of intercultural methodologies, Elan's mission is to promote a holistic vision of culture (psychological and socio-anthropological) and to propose innovative pedagogies to open up reflection and to develop skills and competences for intercultural dialogue. To contribute to a more intercultural society, they engage in international cooperation projects that have the objective of developing new teaching methodologies which can be used in various training courses tailored to different audiences (social workers, educators, teachers, health professionals, etc.). As a training organisation, they use interactive teaching methods and non-formal pedagogies (applying literature, theatre, improvisation and art) that offer creative, accessible, and motivating learning experiences.

ROOFTOP THEATRE

Rooftop Theatre promotes dialogue both on and off stage. The mandate of the group is self-reflective art through collaborative and inclusive processes. The group works with all communities living in Cyprus, as well as individuals and organisations who are interested in sharing a journey of creation and self-discovery. Rooftop's scope of work includes theatre workshops, performance writing, theatre as an educational tool, Theatre of the Oppressed, and others. They write and produce their own plays, staging them in many locations all around Cyprus and abroad, with a consistent academic presence, publications and presentations at conferences. Rooftop Theatre has extensive experience both in the methodological approaches (sited performance) and in working with international partners for project development. Since its creation in 2003, RT has worked with collaborative workshops and performance text development, experimenting with various international methodologies and adapting them to the local (Cyprus) post-conflict environment. The collaboration with the AHDR (Association for the Historical Dialogue and Research) is especially meaningful for the organisation, considering that they have organised "The Buffer Fringe Festival" every year since 2014, having its artistic direction assumed by Rooftop Theatre during the last two years.

YOUTH FOR EXCHANGE AND UNDERSTANDING CYPRUS

Youth for Exchange and Understanding Cyprus (YEU Cyprus) is a non-political, non-governmental organisation (NGO) based in Nicosia, Cyprus. It was established in 1995 with the aim of advocating for young people's rights to raise their voice in society. YEU Cyprus promotes the fostering of close cooperation and better understanding among young people of the world through the exchange of information, experiences and ideas. YEU Cyprus strives to encourage young people to become active members of our society on a local, national and European level. The mission of the organisation is to establish mutual understanding, acceptance, and support among countries, communities, and people on cultural, educational, and social issues. It focuses on improving relationships among youngsters coming from countries with different political systems, religious beliefs and traditions, thus fostering tolerance and mutual respect. Its vision is to empower and engage young people to create the change they want to see in our society and this world. In the past three years, YEU Cyprus has focused on projects that deal with active citizenship, remembrance, volunteerism, intercultural education, cultural heritage, human rights education, mental health education, sustainability and peace building through the use of non-formal methods and then implementation of a variety of local and international projects. The organisation has great experience in NFE, since it is one of the first youth organisations implementing non-formal methods in Cyprus, advocates for NFE on a national level and supports lifelong learning through its actions. YEU Cyprus is currently represented on the board of the Cyprus Youth Council and on the board of the Youth Council of the Municipality of Nicosia, advocating on behalf of young people for better representation and a

number of other youth related issues.

LA XIXA TEATRE

La Xixa Teatre Association is a non-profit organization founded in 2010 which aims to research, develop and multiply educational and theatrical tools as a means for social transformation. We believe that education at all ages is the key for social change towards a world with equal opportunities. The scope of our activities are aimed towards the following topics:

- Intercultural communication, social inclusion, and the fight against racism, xenophobia and all forms of discrimination (i.e. due to social class, age, health, etc.) from an intersectional perspective;
- Gender equity/equality policies and sexual diversity;
- Peace culture and co-existence, active citizenship, civic engagement, and local development;
- Inclusive cultural heritage;
- Life-long learning;
- School education, early school leaving, and prevention of risk behaviour among youth;
- Environmental sustainability.

The mission of La Xixa is to facilitate the creation of spaces for empowerment through Participatory Methodologies, Process Oriented Psychology and Theatre of the Oppressed to generate processes of individual and collective transformation in contexts of social vulnerability. We conduct workshops for various groups, training for trainers and artistic actions at a local and international level. We are a multi-disciplinary and multicultural group of collaborators, trained in the field of social sciences, pedagogy and arts. The diversity within our team enriches our social and creative work, and keeps us in permanent training and learning.

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