

STRIPS

on the integration road

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Erasmus+ Programme
of the European Union

The STRIPS



STRIPS
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Introduction

The project *STRIPS on the integration road* is a project funded by the Erasmus + program in action K2 strategic partnerships, under the Youth field, selected by the Swedish National Agency.

The project team is composed of three different partners of three European countries.

For Sweden: Kvinnor Soma Sverige, a no-profit organization active in the promotion of the integration of new migrants and refugee into Swedish society and in the promotion of youth participation and active citizenship; for Italy: Bluebook LTD, a SME with specific expertise on social communication and equal opportunities for all and for Spain: the Asociación Cultural Integra, a no-profit organization dealing with multicultural and multilingualism dialogue.

The partnership availed itself of the collaboration of CSPE - Cooperazione Sud per l'Europa (South cooperation for Europe) - an Italian training agency engaged in front line hosting immigrants - whose main objective is to spread the principles of active European citizenship and improve the working conditions of people, whether they are immigrants, refugees or natives.

STRIPS is a project focused on migrants' issues, EU Citizenship, EU awareness and Democracy. In twenty months of activity, STRIPS worked on two tools for youth workers: a series of comic strips - collected in a short guide - and a more extensive

guide that deeps the topics and gives suggestions on the use of the comics as a tool of communication.

We met and discussed, we laughed, we selected authoritative sources and now we are ready to show you the STRIPS, the operative tools and the backstage.

Some STRIPS are funny, some are not.
Some are *rude*, some are not.
Some are teasing, some are not.

But the intent is just one:
share an educational tool easy to use and able to support youth workers in developing their daily activities and their channels of communication with the ultimate goal of sustain young new migrants and refugees in their integration path.

In this guide - as in the short one - you will find all the STRIPS, a short description of each one and, in addition, a collection of reflections, questions, suggestions; a short glossary; tips to deep the topics under different perspectives.

The glossary reports the key words reflected in the STRIPS. They are the words on which we debated during the project preparatory work, the testing phase and the STRIPS final revision. These words also represent the focus on which we reflected and discussed during our final multiplier events. The anthology is certainly not exhaustive and

does not purport to reflect the complexity of the addressed issues but it represents a smart starting point: it is a link to authoritative sources and a launch pad from which you can start surfing the Internet to continue.

Finally, in the second section of the guide, you will find the STRIPS customizing tools: a selection of suggestions, sources, examples to inspire you in exploiting the comics as a powerful tool of communication: learning, meanwhile, *to navigate on a sea of uncertainties, sailing in and around islands of certainty**.

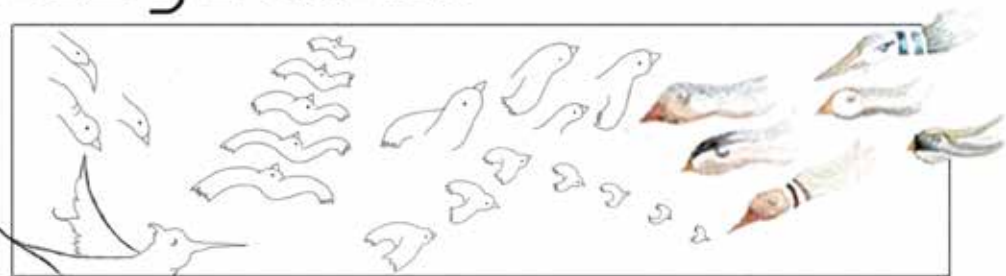
Enjoy our strips
The STRIPS project team

* From: Seven Complex Lessons in Education for the Future
By Edgar Morin

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Migrants



They are migrating, aren't they?

I guess...

Without a passport?

Yes!

They don't need it!



1

Focus on

Immigration

Characters

Two boys

Flocks of birds

Two storks

Setting

Everywhere in Europe

Two young boys are looking at the sky.

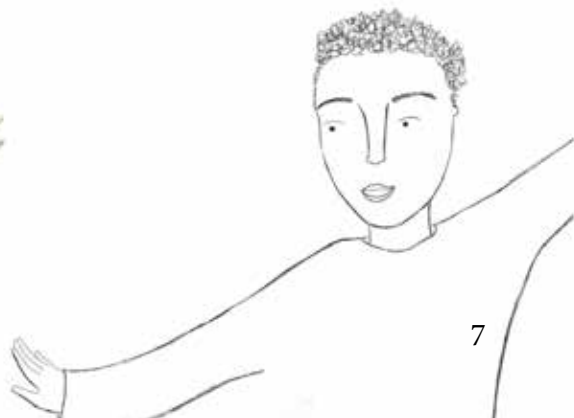
They see flocks of birds flying. The boys know they are wild migratory birds moving freely from one place to another, all over the world.

They don't need passports.

They don't need legal permissions to move.

The unexpressed question, in an ideal connection of thought, is: *Why do we need legal documents to move from one country to another?*

A question without pre-established answers, an open debate.



Operative suggestions

Birds move from one place to another to look for a better place to live and guarantee a secure future for themselves and for their children: in spring they usually move towards the north, in autumn they move towards the south. Starting from this assumption, the questions we put to ourselves, to youth workers and young people we worked with in designing this first STRIP are the following:

- Why so many people, today, attempt, as desperate flocks of birds, to flee their countries?
- What are they looking for?
- What do they escape from?

The idea of the STRIP came from the impact the plight of migrants traversing the Mediterranean, Europe and the North African States has on all of us; from the ongoing discussions on the status of refugee; from the anti-migration sentiments, often disconnected from the realities about migration.

As we did, you can start by the above mentioned questions, then you can go on to deep the topic visiting the European Commission website area under the focus: [priorities](#).

Within the website, you can watch the video that summarizes the principle of the European Agenda on Migration, explore data and get [more detailed information](#) on the Agenda. In addition you can find a selection of press release and documents; the analysis of the irregular immigration phenomenon; the description of longer term steps to manage migration in all its aspects.

You can further deep the topic exploring *COMPASS, the manual on human rights education with young people* managed by the Council of Europe.

Under the topic [Migration](#) you can find a detailed framework, questions, quotes, a selection of documents.

Another starting point to deep the issue is [ECRI](#): the Council of Europe's independent human rights monitoring body specialised in combating racism, discrimination, xenophobia, antisemitism and intolerance.

The development of a forward-looking and comprehensive European migration policy, based on solidarity and responsibility, is a fundamental policy objective for the European Union: a policy proposal in a framework that takes account of all relevant aspects and allows the EU and its Member States

to manage asylum, migration and mobility of third-country nationals in a comprehensive and coherent manner.

All of us can play its role in promoting this policy: we worked on this direction and you can do the same.

Glossary

Immigration

In the global context, the act of arriving in a State with the intention to remain for a period exceeding one year.

In the EU context, the action by which a person establishes their* usual residence in the territory of a Member State for a period that is, or is expected to be, of at least 12 months, having previously been usually resident in another Member State or a third country.

From: [EMN](#) | European Immigration Network

*To understand more on the use of *their* as a singular, see the STRIP *If I were*.

As stated in the website of the European Parliament for migration and asylum, definition of migration to the EU might be subdivided depending on the circumstances of the people migrating (migrant, refugee, asylum seeker etc.)

[To read more](#) open the link.

Curiosities

Birds migration

Why birds migrate? [Read more](#) - [Approfondisci](#)

Migratory birds have made their thousand-mile flights for millennia, but we are just now learning to map their mesmerizing journeys.

An amusing experience suggested by the [National Geographic](#)

Open the link and follow the birds migrations in the interactive maps.

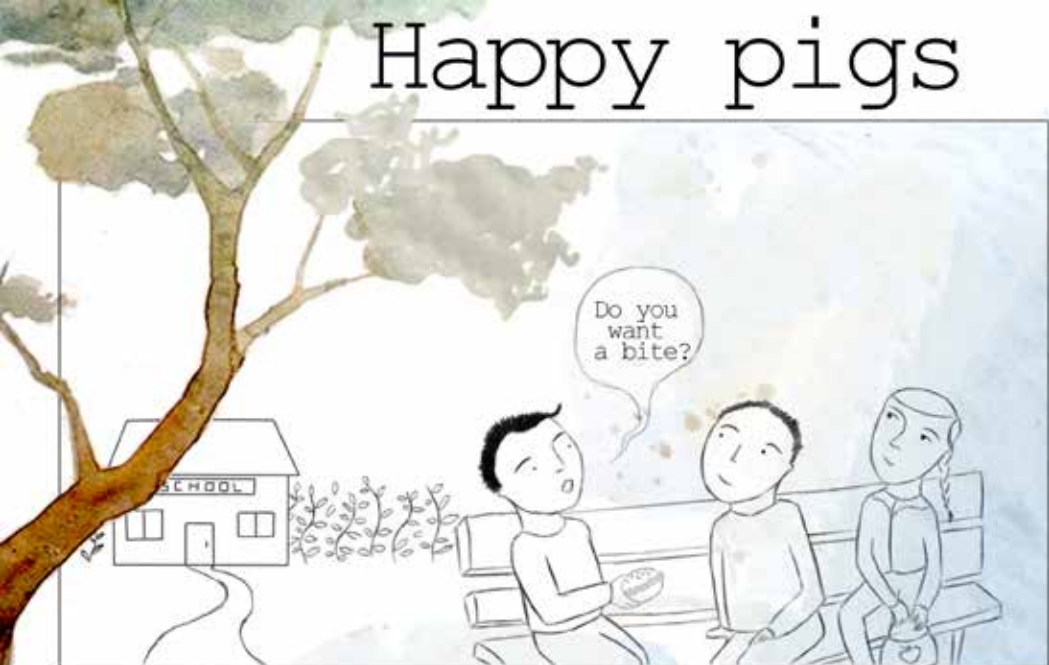
Immigration in art

Art is a powerful communication tool: we suggest you to virtually visit an exhibition who reflects our changing contemporary society.

An exhibition to recount the epochal transformations that are marking the global scenario and contemporary history, addressing in particular the problem of migration and the refugee crisis. *The restless earth*

[La terra inquieta](#)

Happy pigs



2

Focus on
Cultural codes

Characters

Two boys

A girl

Some pigs

Setting

A school, somewhere in Europe

During the break, at school, a boy offers his sandwich to his fellows: it's a delicious ham sandwich.

The boy doesn't accept because he's Muslim and doesn't eat ham; the girls doesn't accept because she's vegan.

Starting from radically different points of view they behave in the same way.

Pigs are obviously happy.



Operative suggestions

The STRIP we worked on suggests a reflection on the relationship between food and religion, but not exclusively.

Food is of wide-ranging anthropological interest because, in eating, we incorporate into our very bodies the products of nature transformed into culture. Food is not just for eating: every country has its own type of food and preparations for such food that impact their culture; food is *a system of communication, a body of images, a protocol of usages, situations, and behavior*. From: *Toward a Psychosociology of Contemporary Food Consumption* by Roland Barthes.

The topics you can explore using the STRIP are many. Start working on the following ones:

- what are the culinary traditions of the Mediterranean, African, Chinese cuisine?
- What are culinary traditions of your country?
- Has food a symbolic value?
- What is the role of food withing the monoteistic religions?
- What is its role in other religions: Induism, Buddhism, Jainism, etc.?
- Is food a tool of integration?
- If yes how?

To deep the topic we suggest you to read the book by E. N. Anderson *Everyone Eats*: a book that explores the social and cultural reasons for our food choices and provides an explanation of the nutritional reasons for why humans eat what they do. In his book Anderson explains the economics of food in the globalization era; food's relationship to religion, medicine, and ethnicity; and offers suggestions on how to end hunger, starvation, and malnutrition.

In addition we suggest you to visit the [website of Terra Madre](#) a project that brings together those players in the food chain who together support sustainable agriculture, fishing, and breeding with the goal of preserving taste and biodiversity: a free and fluid network spread across 150 countries.

Glossary

[Cultural code](#)

A set of standardized or normative conventions, expectations, or signifying

practices in a particular domain that would be familiar to members of a specific culture or subculture. From: Oxford Reference

[Cultural code](#)

Cultural code in a in-depth study from the University of Southampton. A cultural code is defined as a set of symbols of meaning that are relevant to the members of a culture or sub culture.

From: *Cultural Codes – Who Holds the Key?*

Jenny Hyatt Helen Simons

[Code](#)

A system of words, letters, figures, or symbols used to represent others, especially for the purposes of secrecy.

But also: a set of conventions or moral principles governing behaviour in a particular sphere. But also: a systematic collection of laws or statutes.

From: Oxford Dictionary

Curiosities

[An article for The New Yorker on the word: Culture](#)

It goes without saying that culture is a confusing word.

[Merriam-Webster](#) offers six definitions for it (including the biological one, as in *bacterial culture*). The problem is that culture is more than the sum of its definitions. If anything, its value as a word depends on the tension between them. The critic Raymond Williams, in his souped-up dictionary, *Keywords*, writes that culture has three divergent meanings: there's culture as a process of individual enrichment, as when we say that someone is cultured (in 1605, Francis Bacon wrote about the culture and manurance of minds); culture as a group's particular way of life, as when we talk about French culture, company culture, or multiculturalism; and culture as an activity, pursued by means of the museums, concerts, books, and movies that might be encouraged by a Ministry of Culture (or covered on a blog like this one). These three senses of culture are actually quite different, and, Williams writes, they compete with one another. Each time we use the word culture, we incline toward one or another of its aspects: toward the culture that's imbibed through osmosis or the culture that's learned at museums, toward the culture that makes you a better a person or the culture that just inducts you into a group.

Gossip girls



3

Focus on

Stereotypes and prejudices

Characters

Two Swedish girls

One migrant girl

Setting

Somewhere in the cold

European winter



It's freezing cold and snowing.

Days are really short in north European winter.

Two girls walk their dogs.

The two are gossiping about the new neighbour, who is an immigrant girl.

They elaborate complicated theories: she might be sick, she might be a nun, a weird person...

The new neighbour just doesn't want to go out because she doesn't like snow and she prefers to stay home warm and cosy.

Sometime things are simpler than we can imagine...



Operative suggestions

As you can read in this strip glossary section, a stereotype is a preconceived notion, especially about a group of people, while a prejudice is a judgement in advance.

The common stereotype about immigrant women (mostly those from Arab countries) is that women aren't free, or that they just depend on their husbands. Most of these cases, when they occur, come from social and economical background, not necessarily because of culture or religion. Many immigrant women come to Europe to study, research, work, teach or because they have won a scholarship to continue studies or just because they enjoy travelling and learning new languages.

If you want to work on this topic tapping the STRIP, try to reshape it changing the context and imagine:

- what would you think if you were one of the Swedish girls?
- Would you act as the girls?
- Would you consider different options?
- Would you judge the girl in advance?

You can also change the focus finding different prejudices (common or uncommon as you prefer) and create new STRIPS.

After having done this job, you can go on facing the following answer:

- What about the girl in the kitchen?
- Is she wearing a hijab or a headscarf?
- Imagine to be that girl, how would you feel?
- Have you ever been the centre of attention in gossip?
- How did you feel?
- Do you think that the prejudice would be the same if the girl wasn't wearing a hijab?
- What do you know about the status of women (in your country, in Africa, in the Arab world) ?

Glossary

Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing. A stereotype is a preconceived notion, especially about a group of people. Many stereotypes are racist, sexist, or homophobic.

Have you ever heard someone say Italian people are loud, or women are bad at football? Those are stereotypes: commonly held ideas about specific groups. We most often hear about negative stereotypes, but some are positive*. For example, there's a stereotype that Asian people do better in school. One of many problems with any stereotype is that even if it's true in some cases, it's certainly not true in all cases. Stereotypes have potentially and powerful effect on how people treat one another, because they simplify and justify social reality. Discrimination can arise from that potential.

From: Oxford Dictionnaires

* To know more on positive stereotypes see *The Italians* STRIP.

Stereotype

A stereotype is a generalised belief or opinion about a particular group of people, for example, that entrepreneurs are ambitious, public servants are humourless, or that women have long hair and wear skirts. The main function of stereotypes is to simplify reality. Stereotypes are usually based either on some kind of personal experience or on impressions that we have acquired during early childhood socialisation from adults surrounding us at home, in school or through mass media, which then become generalised to take in all the people who could possibly be linked.

From: Compass: Manual for Human Rights Education with Young people

Prejudice

A prejudice is a judgment, usually negative, we make about another person or other people without really knowing them. Just like stereotypes, prejudices are learned as part of our socialisation process. One difference between a stereotype and a prejudice is that when enough information is available about an individual or a particular situation, we do away with our stereotypes. Prejudice rather works like a screen through which we perceive any given piece of reality: thus, information alone usually is not enough to get rid of a prejudice, as prejudices alter our perceptions of reality; we will process information that confirms our prejudice and fail to notice or forget anything that is in opposition. Prejudices are, therefore, very difficult to overcome; if contradicted by facts, we'd rather deny the facts than question the prejudice. Discrimination and intolerance are often based on or justified by prejudice and stereotyping of people and social groups, consciously or unconsciously; they are an expression of prejudice in practice. Structural discrimination is the result of perpetuated forms of prejudice.

From: Compass: Manual for Human Rights Education with Young people

Islamophobia

As, during the evaluation of this STRIP, several people assumed the girl in the kitchen is Muslim, we suggest you to read more on this point: the European Commission against Racism and Intolerance (ECRI) website is an excellent starting point.

Anti-Muslim arguments are no longer confined to the fringes of society and are now also embraced by some mainstream politicians resulting in growing xenophobic populist discourse.

Islamophobia manifests itself through individual attitudes as well as the policies and practices of institutions which vary among member states and over time. The hostility, fear and hatred of Islam and active discrimination against individuals of this faith often appear through hate speech, violence or ethnic and religious profiling. Muslims continue to experience discrimination in various areas of social life, including education, employment and housing. Data from most countries suggest that Muslim women wearing visible religious symbols, such as the headscarf, are particularly vulnerable to discrimination due to the intersectionality of gender and religion and this often results in undue restrictions affecting their lives. Such negative experiences can fuel feelings of isolation within a larger community and hinder inclusive societies. From ECRI - Annual report on ECRI's activities covering the period from 1 January to 31 December 2016

To overcome stereotypes, prejudices and discrimination, intercultural dialogue is essential. Open the link and read more.

Intercultural dialogue

Intercultural dialogue is, essentially, the exchange of views and opinions between different cultures.

Unlike multiculturalism, where the focus is on the preservation of separate cultures, intercultural dialogue seeks to establish linkages and common ground between different cultures, communities, and people, promoting understanding and interaction.

From: European Commission - Culture - Supporting Europe's cultural and creative sectors

Curiosities

The intercultural competences tree

In March 2013, UNESCO established a significant milestone in the area

of Intercultural Competences by publishing the document *Intercultural Competences: Conceptual and Operational Framework*. This document serves as a reference framework that will help interculturalists and other professionals working in related fields to use as a common reference when discussing the components and dimensions of Intercultural Competence and its intersections with Cultural Diversity, Human Rights and Intercultural Dialogue. The document represents a milestone because it conceptually brings together and synthesises a multitude of terms and concepts related to Intercultural Competence and offers definitions to all of them. At the base of everything two words: communication and culture.

Additional links to know more on gender equality.

[UN Women](#)

UN Women is the global champion for gender equality, working to develop and uphold standards and create an environment in which every woman and girl can exercise her human rights and live up to her full potential. A landmark in the Internet when you want to know more on the topic.

[Women and Islam](#)

In Islam, men and women are moral equals in God's sight and are expected to fulfill the same duties of worship, prayer, faith, almsgiving, fasting, and pilgrimage to Mecca.

Read more on Oxford Islamic Studies Online: an authoritative, dynamic resource that brings together the best current scholarship in the field for students, scholars, government officials, community groups, and librarians to foster an accurate and informed understanding of the Islamic world.

[Women's rights in the Arab world](#)

A different perspective to face.

If I were...

If I were the sleeping beauty
I would be woken up by...



... I would be
woken up by Marco!



...I would be woken
up by Barbara!



...
I would be
woken up
by George!



...I would be woken up by
a CUP OF COFFEE!!





4

Focus on
Identity

Characters

Aurora, the sleeping
beauty

Two girls

A guy

A cup of coffee

Setting

The Sleeping beauty set

Starting from the *Aurora's fable*, better known as the *Sleeping Beauty*, male and female protagonists tell about a potential awakening; they reveal to us who they wished to be awakened by, imagining, like in the fairy tale, a waking up with a kiss.

The first girl would like to be awakened by Marco, the second girl by Barbara, the guy from George, while there is one who chooses a single and steaming cup of coffee. Different people, different attitudes.

Operative suggestions

This cartoon was one of the most controversial: several people we work with during the project implementation didn't fully understand it.

So, in this case, we suggest you to start with a set of questions to check the following points:

- is the strip meaning clear to you?
- What does the strip want to communicate?
- What does the cup of coffee represent for you?

After a brainstorming to clear the STRIP meaning, you can go on facing the issue by some questions on sexual orientation.

- What is sexual orientation?
- What is the difference between sexual orientation and gender identity?
What does [WHO](#) say about homosexuality?
- Is homosexuality permitted all over the world?
- What do you think about it?
- Do you have LGBT friends?

If you feel confident and want to go deeply, we propose you some questions we faced during our dissemination labs. They are a bit stressing and may be cause a hard discussion: be carefull.

- How would you react if your brother told you he is homosexual?
- And what about if the homosexuality is declared by one of your parents?

If, during your work, you discover the group has prejudices on this field, you can support them to restructure the emerging prejudices by providing scientific and up-to-date information. This goal must be reached through the explanation of scientific concepts - sexology, psychology and sociology - and not with the expression of personal opinions or ideologies.

To look for authoritative information we suggest you to read more on the European Commission [action list](#) and [guidelines](#).

Only for the Italians readers: a [research](#) for youth workers, trainers and teachers.

Glossary

Identity

Identity is personal and social at the same time, it includes both the acceptance of the self and of the culture in which one lives; it is the central aspect of life.

Group identity: the physiognomy of the group, reflected in the choices and attitudes of the group; it is the result of mutual influence among its members.

Personal identity: awareness of one's own being distinct from others and one that is maintained over time with features of stability.

[Erik Erikson](#)

[Homo-and Transphobia](#)

The perception of Lesbian, Gay, Bisexual and Transgender (LGBT) persons varies significantly among member states. Policies range from affording LGBT persons a wide spectrum of legal protection to ignoring systemic discrimination and hatred experienced by this group in various areas of everyday life. In spite of the diversity of the situation, some progress has been made in the recognition of this issue. In a number of countries, the authorities have taken steps, mostly in the form of comprehensive national reviews and strategies, to identify the scale of the problem as well as ways to combat discrimination against LGBT persons and to improve their quality of life. However, LGBT persons and in particular LGBT rights activists have continued to be the targets of violent attacks in several countries. Similarly, homo-and transphobic hatred is still prevalent, particularly on the internet and in social media. In order to prevent and effectively investigate these incidents, the authorities should establish ways to work closely with members of LGBT communities. ECRI reports have shown that this kind of cooperation, particularly through strengthening dialogue with police services and providing training, can deliver promising results that promote tolerance and diversity.

From: COE - ECRI

[Homosexuality](#)

Sexual, emotional and/or romantic attraction to persons of the same sex. The term covers both female and male homosexuality, or, to avoid reductionism and the inappropriateness of this term, gay relationships and lesbian relationships. From: EIGE - European Institute for Gender Equality

[Gender](#)

Gender refers to the social attributes and opportunities associated with being female and male and to the relationships between women and men and girls

and boys, as well as to the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialisation processes. They are context- and time-specific, and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies, there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader sociocultural context. Other important criteria for sociocultural analysis include class, race, poverty level, ethnic group and age.

Gender-based assumptions and expectations generally place women at a disadvantage with respect to the substantive enjoyment of rights, such as freedom to act and to be recognised as autonomous, fully capable adults, to participate fully in economic, social and political development, and to make decisions concerning their circumstances and conditions. Gender is also an important term to understand in the context of gender identity.

From: EIGE - European Institute for Gender Equality

[The Third/Other gender](#)

Queer theory and civil movements – focused on alternative gender or transgender/transsexual identity, traditional praxes and knowledge of the ‘third’ gender – together initiated a new administrative and statistical category, beyond the binary opposition of woman/man (or female/male). It has been introduced in New Zealand and Germany (as ‘indeterminate/unspecified’ gender), and in India, Bangladesh and Pakistan either as the gender category of ‘other’, or ‘third gender’.

From: EIGE - European Institute for Gender Equality

People who are victims of discrimination because of their sexual orientation are often victims of multiple discrimination. We suggest you to read more opening the following link.

[Multiple discrimination](#)

Intersectional discrimination describes discrimination that takes place on the basis of several personal grounds or characteristics/identities, which operate and interact with each other at the same time in such a way as to be inseparable. From: EIGE - European Institute for Gender Equality

Curiosity

[Amnesty International](#)

On the Amnesty International website you can find a lot on this [topic](#).

The following text is just an example.

LGBTI people, and those perceived to be so, continue to face abuse or discrimination in countries around the world.

David Kato, a prominent Ugandan gay rights activist, was murdered in his home in 2011 after his photo appeared with others in a 'gay list' published in a Ugandan newspaper under the headlines "100 Pictures Of Uganda's Top Homos" and "Hang them", with his address published inside the paper. Kato had been calling for the authorities to take action to end discrimination against LGBTI people in Uganda, particularly in tabloid newspapers publishing these lists, when he was killed. Noxolo Nogwaza was a lesbian woman from South Africa. She championed LGBTI rights and helped organise Pride where she lived in a township east of Johannesburg. On 24 April 2011, 24-year-old Noxolo was brutally raped and murdered because of her sexuality, and for her LGBTI activism.

[The singular they](#)

The American Dialect Society declared the [singular they](#) the 2015 word of the year. Merriam-Webster and the Oxford dictionary both also include the singular *they*. From: [Time](#)

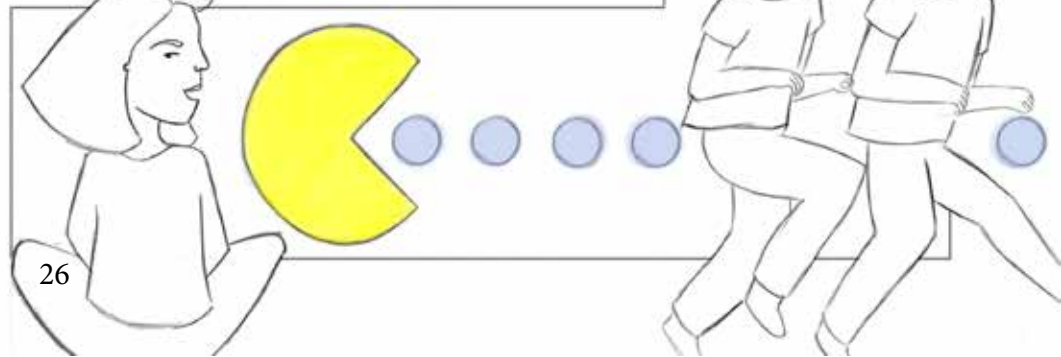
[Sleeping Beauty](#)

The version of Sleeping Beauty we know and quoted is a combination of a tale by Perrault (which in turn was based on older stories dating back to the 14th century) and the Grimm Brothers's Briar Rose, which was an oral version of Perrault's. Disney's 1959 film sweeps away the darker elements of the Sleeping Beauty stories – some of them are very dark – in favour of Princess Aurora, her three fairy godmothers, and the vengeful fairy Maleficent.

Quite interesting to discover the original story. Look for it

In addition, if you want to look at the issue by a different perspective you can explore the gender roles in children stories (*The Sleeping Beauty*, *Red Hood*, *Snowwhite* etc.) Start reading, just as an example, an amazing article by [The Guardian](#).

Video games



5

Focus on

Prejudices and stereotypes

Characters

Two boys

One girl

Setting

Somewhere in Europe

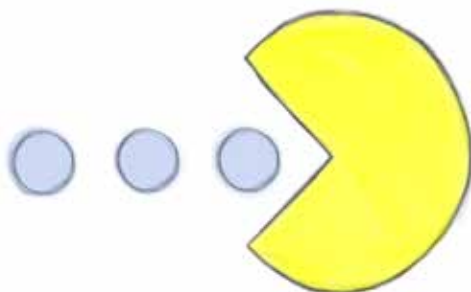
Two boys plan to play a group videogame.

They need a third player.

A girl seems to be the possible player but they aren't sure about asking a girl.

Anyway they try, but discover that the girl is a great video game player, at a professional level.

The girl can't play with them because she's already engaged in a tournament: an amazing finding for the boys.



Operative suggestions

The strip faces, again, stereotypes and prejudice but in this case the focus is on the gender ones. A gender prejudice is a negative attitude towards a group of people based on their gender, usually female.

There're very common stereotypes based on gender. Usually female aren't considered experts or good at certain activities, such as driving, playing football or videogames.

This comes from very early stages of life, through education, as most boys and girls are raised by their families under the shadow of gender preconceptions: girls are not good in STEM, boys plays with cars, balls or videogames and girls plays with dolls. The same goes for games toys industry and marketing as well as clothing. Little can children do, as they receive the message of gender stereotypes from everything that surrounds them, and they assimilate *naturally* the idea. That's why it's easy for children to create preconceptions, when it's related to the other sex. But each individual is unique, has many complex characteristics, hobbies, interests etc. and many girls like and play with *boy oriented* toys or games, and vice versa; and of course, many are very good at it.

To exploit the STRIP you can point out the following questions:

- Have you ever prejudge friends or colleague, just because of their gender?
- Think about the daily activities, at home or at school. Are you a kind of boy or girl that is fighting stereotypes by doing some activities that are gender oriented?
- Do you know some people who do so?

After this you can research and find some famous examples of people who are fighting gender stereotypes. [This is just a suggestions.](#)

Glossary

STEM

STEM is the acronym for Science, Technology, Engineering and Mathematics Skills in STEM are becoming an increasingly important part of basic literacy in today's knowledge economy. To keep Europe growing, we will need one million additional researchers by 2020. Yet science education can no longer be viewed as elite (or masculine) training for future scientists or engineers.

Curiosity

[#ILookLikeAnEngineer](#)

When software engineer Isis Wenger appeared in a recruitment campaign for

her company, she quickly became the target of negative comments. Standing up for women like herself, she used social media to highlight the misogyny in her field. Engineer Isis Wenger faced negative comments after featuring in a recruitment campaign for her company.

Isis Wenger wrote a blog post describing how the ad had attracted criticism online, including accusations that she wasn't "remotely plausible" as a picture of "what a female software engineer looks like".

Pointing out the barrage of sexism that women in science, technology, engineering and mathematics (STEM) face on a regular basis, Wenger started the hashtag #ILookLikeAnEngineer to break stereotypes about the industry. The hashtag has raised the important issue of the prejudice faced by female engineers and people working in STEM more widely.

[Women in technology](#)

A selection of interesting articles on the issue presented by The Guardian.

Opening the link you will find articles such as the following one:

Closing the tech gender gap starts in childhood

From toys to language, teaching girls basic skills and busting gender myths from an early age could encourage more women into tech careers...

Read more.

All the same





6

Focus on
Identity

Characters
Two girls

Setting
Somewhere in Europe



Lin, an oriental girl, receives a phone call by a school fellow of her. It's Raquel, her classmate, but Lin doesn't realize who she is with that information. Raquel tries to be recognised by describing herself. Only when Raquel says she's a member of a superhero group, Lin finally remembers who Raquel is: to her, westerners are all the same.



Operative suggestions

The starting point in designing his STRIP was the debate on the concepts of in-group and out-group homogeneity.

It's quite clear to all of us that different cultures tend to use different ways of make differences among their own group. Caucasian western people tend to distinguish people by physical appearance or features, such as hair or eyes colour, clothing. Asian people use different features, such as shape of eyes, nose etc, or different external features.

In our STRIP, when it comes to Lin to distinguish Raquel from other classmates it's difficult: all girls look alike for her.

This happens according to a phenomenon called homogeneity perception.

The out-group homogeneity effect is one's perception of out-group members as more similar to one another than are in-group members. This perception is much influenced by stereotyping.

Stereotypes make us think that people from different cultures or different countries are very homogeneous and a monolithic block. The STRIP shows homogeneity in terms of physical appearance, but stereotypes also make reference to broad subjects such as what a particular group believes, wears or eats. When these beliefs turn into negative behaviours, we talk about prejudices.

Exploiting the previous STRIPS on stereotypes and prejudices you can try to answer the following questions:

- Have you ever heard, or said, all Chinese look the same? Or, call Chinese any person with Asian features?
- Can you put yourself back in the shoes of them?
- They may think the same about European people.

After this, you can reshape the STRIP setting it in different contexts and with different characters: if you want to know about a different culture, you need to keep an open mind, be a good listener and a curious *sailor*. Attend cultural events organized by migrant communities, read books and articles, and try to be in contact with people from different backgrounds. You will learn a lot about diversity and about yourself.

Glossary

In-group

In sociology and social psychology, an ingroup is a social group to which a person psychologically identifies as being a member. By contrast, an outgroup

is a social group with which an individual does not identify. For example, people may find it psychologically meaningful to view themselves according to their race, culture, gender, age or religion. The terminology was made popular by Henri Tajfel and colleagues during their work in formulating social identity theory.

Out-group homogeneity

The out-group homogeneity effect is one's perception of out-group members as more similar to one another than are in-group members.

Curiosity

Girl with a Pearl Earring is Vermeer's most famous painting. It is not a portrait, but a tronie* – a painting of an imaginary figure. Tronies depict a certain type or character; in this case a girl in exotic dress, wearing an oriental turban and an improbably large pearl in her ear.

The painting is in the collection of The Mauritshuis, home to the best Dutch paintings from the Golden Age.

* The term refers to heads, faces, or expressions and to a type of picture familiar from many examples by Rembrandt and his followers. The majority of Dutch tronies appear to have been based upon living models, including the artists in question or a colleague, but the works were not intended as portraits. Rather, they were meant as studies of expression, type, physiognomy, or any kind of interesting character (an old man, a young woman, a Turk, a dashing soldier and so on). Garments that looked foreign, "antique," costly, or simply curious were of interest for their own sake and frequently offered opportunities to show off painterly techniques.

From: Walter Liedtke, Vermeer and the Delft School

Batman

Batman is proof you don't need superpowers to be a superhero and the poster boy for what a bad childhood can do to you.

From: Batman DC

Batman is a fictional superhero appearing in American comic books published by DC Comics. The character was created by artist Bob Kane and writer Bill Finger and first appeared in 1939.

The character became popular soon after his introduction and gained his own comic book title, Batman, the following year. As the decades went on, differing interpretations of the character emerged.

Illusions...





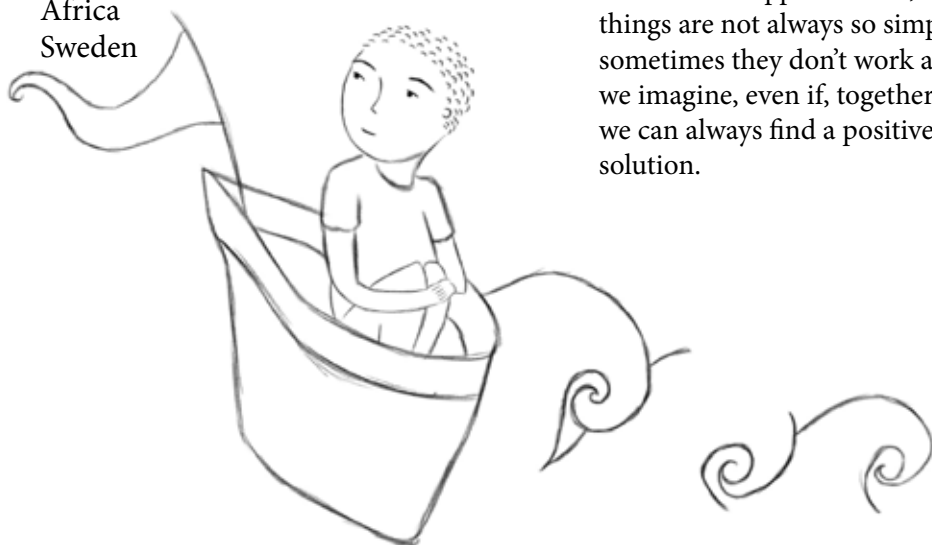
7

Focus on
Stereotypes

Characters
One migrant boy
One Swedish boy

Setting
Africa
Sweden

One young boy comes to Sweden as an unaccompanied minor. He comes from somewhere in Africa, we don't exactly know where. He comes to Europe imaging a new, different world: a rich world full of opportunities, but things are not always so simple, sometimes they don't work as we imagine, even if, together, we can always find a positive solution.



Operative suggestions

The idea of this STRIP came from a suggestion from our Swedish partner: it is the metaphor of an illusion some people bring with them coming to Europe. The metaphor of a promised Land where everything is going on well, everybody has a high standard of living, everybody is happy, also thanks to money coming from walls. This is an example of a positive prejudice: the real world is quite different.

Today it is widely held that we cannot consider only the economic part of poverty. Poverty is also social, political and cultural. Moreover, it is considered to undermine human rights - economic (the right to work and have an adequate income), social (access to health care and education), political (freedom of thought, expression and association) and cultural (the right to maintain one's cultural identity and be involved in a community's cultural life). From: Pierre Sané, in MOST-Newsletter, n° 10, 2001.

When we say that people coming to Europe escape from poverty, we must take into account all the mentioned factors as a tool to deeply understand migration.

With regards to the unaccompanied minors coming to the European Union you can read more on the EU Agency for Fundamental Rights website where it says that unaccompanied minors come to Europe:

- to escape from wars and conflicts, poverty or natural catastrophes, discrimination or persecution or serious harm, i.e. international protection (asylum);
- in the expectation of a better life, following economic and aspirational reasons;
- to join family members;
- as victims of trafficking in human beings destined for exploitation, such as sexual exploitation and forced labour or services.

[To understand the words](#) used to talk about this topic, open the link.

Glossary

An [unaccompanied minor](#) is a non-EU national or stateless person below the age of 18 who arrives on the territory of the EU States unaccompanied by an adult responsible for him/her, and for as long as s/he is not effectively taken into the care of such a person, including a minor who is left unaccompanied after he/she has entered the territory of the EU States.

Separated child

A child under 18 years of age who is outside their country of origin and separated from both parents or their previous legal/customary primary caregiver. | Narrower Term: unaccompanied minor
From: EMN - European Immigration Network

Poverty

In pure economic terms, income poverty is when a family's income fails to meet a federally established threshold that differs across countries. Typically it is measured with respect to families and not the individual, and is adjusted for the number of persons in a family. Economists often seek to identify the families whose economic position (defined as command over resources) falls below some minimally acceptance level* Similarly, the international standard of extreme poverty is set to the possession of less than 1\$ a day.

* Smelser, N. J. and Baltes, P. B. (eds.) 2001. International Encyclopaedia of the Social and Behavioural Sciences. Elsevier. Oxford Science Ltd
From: Unesco

Curiosity

Stories of Migration - Sweden Beyond the Headlines

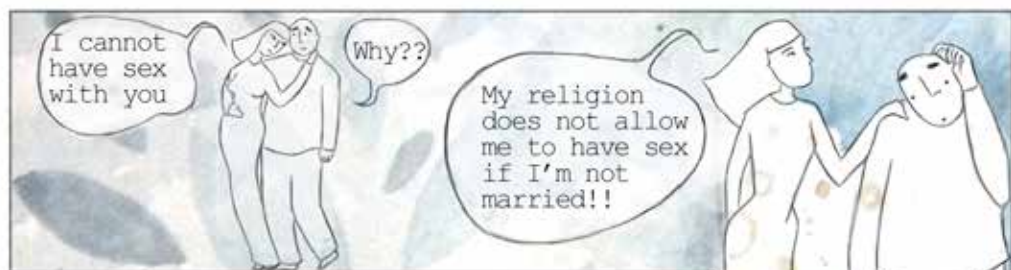
Migration is old news. It has helped shape countries and the world. But the current situation is unprecedented: more than 65 million people around the world have been forced to leave their homes. Migration is also an integral part of the history of Sweden; in today's population, one in six was born in another country.

The Sustainable Development Goals

The European Union member States decided to launch a process to develop a set of Sustainable Development Goals (SDGs) at the Rio+20 Conference. These goals were to build upon the Millennium Development Goals and converge with the post 2015 development agenda. On 25 September 2015, the United Nations General Assembly formally adopted the universal, integrated and transformative 2030 Agenda for Sustainable Development, along with a set of 17 SDGs and 169 associated targets. The first goal is: End poverty in all its forms everywhere.



Bans





8

Focus on
Cultural codes

Characters
Two friends
A couple of girl and boy
Two young friends

Setting
Anywhere in Europe

Two friends are going out.
One offers a glass of wine to the other
who doesn't accept it because he doesn't
drink wine, by religious beliefs.

A couple is talking.
The girl says to the boy she won't have
sex with him unless they're married.
She explains the reason is based in her
religious beliefs.

A boy offers CocaCola to his friend.
His friend doesn't accept the coke, he
explains his mom doesn't want to.
How many bans in our life...



Operative suggestions

A ban is a prohibition by law. In the field of religion, bans are not defined bans but precepts. Sometimes bans are considered rules as they are closely linked to culture, religion, ethics or personal beliefs: [vegans](#), as an example, do [not consume meat](#) nor any product that has tortured or involved any animal in the process of its production. So they take not consuming animal involved meals as a rule. Starting from these opening claims try to list some of the things you ban to yourself.

- Are they many, or few, considering your personal ethics?
- Where do they come from (religion, personal values, family, culture etc)?
- Do you respect bans (precepts or rules) you don't share?

To go on, try to answer the following set of question, exploiting the suggested links or looking for new ones and then, try to create a new STRIP telling about different types of prohibitions.

- Why does the boy's mother not allow him to drink coke?
- Have you ever heard of non ethical corporations, or harmful foods/drinks?
- Why do you think the man doesn't want to drink wine?
- What about having sex before marriage?
- Is it a exclusively religion related ban?
- Do you think it is a gender based ban?

Consider the examples we suggest to you in the STRIPS or the new ones you designed and reflect on how similar we are when we follow ethics, cultural, religious value beliefs.

Glossary

[Ban](#)

The verb *to ban* means to forbid something from being or happening. The word can also be used as a noun. A school board might put a ban on all books that refer to Jefferson's mistress if they don't want anyone reading about her. If your parents are upset by how much time you spend online, they might ban computers in the house. But if you're smart, you can just use your phone or laptop at school. To ban something is to put a ban on it. Something with a ban on it is said to be banned. A ban can vary from your grandmother's ban on people wearing shoes in her house to a government's ban on printing certain stories in the newspaper.

From: Vocabulary.com - Vocabulary.com is an interactive platform for lifelong

learning for students, educators and everyone.

Curiosities

[Food Taboo](#)

From: encyclopedia.com

[Call for ban on chocolate price](#) cuts to fight obesity crisis - From: The Guardian

[Calls for Coca-Cola lorry to be banned from Liverpool](#) over 'obesity epidemic'

From: The Telegraph News

[Abstinence-only-until-marriage programs](#) in the United States

From: SIECUS | Sexuality Information and Education Council of the USA.

[Religion and Sexual Behaviors](#): Understanding the Influence of Islamic Cultures and Religious Affiliation for Explaining Sex Outside of Marriage | Amy Adamczyk and Brittany E. Hayesa

From: ASA American Sociological Association

[Banned and challenged books](#)

ALA's Office for Intellectual Freedom (OIF) receives reports from libraries, schools, and the media on attempts to ban books in communities across the country. They compile lists of challenged books in order to inform the public about censorship efforts that affect libraries and schools.

Peruse the website pages to explore banned and challenged books by topic, genre, time, and audience.

From: ALA American Library Association

[Banned Book week](#)

The Banned Books Week Coalition is a national alliance of diverse organizations joined by a commitment to increase awareness of the annual celebration of the freedom to read. The Coalition seeks to engage various communities and inspire participation in Banned Books Week through education, advocacy, and the creation of programming about the problem of book censorship.

[ERROR 451](#)

The new HTTP code for online censorship.

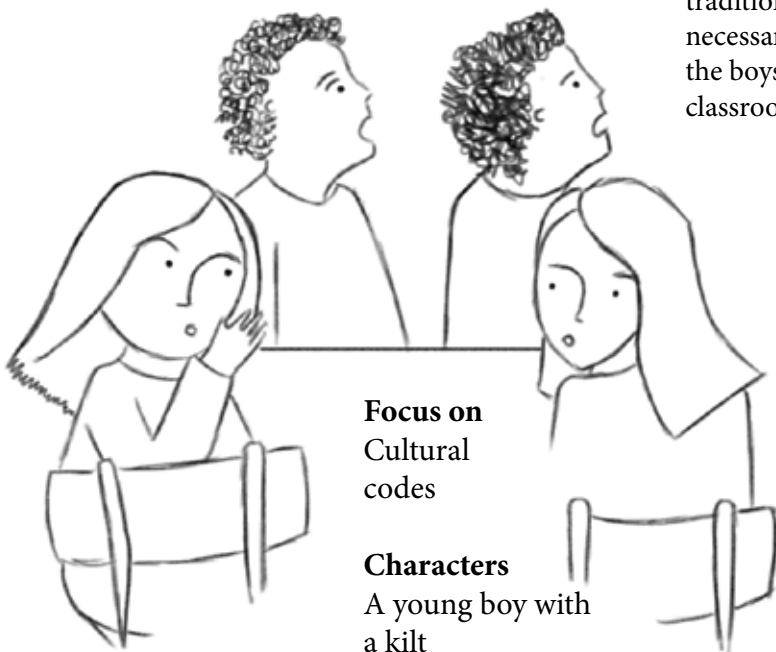
A suggestion to read the book Fahrenheit 451 by Ray Bradbury.

Wearing a skirt



9

A young boy enters in a class and is introduced by the teacher to his new classmates. The whole class breaks to laugh: he is wearing a skirt, not trousers as all the other boys. The teacher, disappointed, explains that the kilt is the Scottish traditional costume. Some more information about world traditions and habits is necessary, not only to the boys and girls in this classroom (we guess...).



Focus on
Cultural
codes

Characters

A young boy with
a kilt

A teacher

A group of pupils

Setting

A classroom,
somewhere in the
world



Operative suggestions

Although clothing, such as food, is considered one of the primary needs, over the centuries the act of dressing has lost much of its useful character. We do not just cover ourselves if it's cold, but we spend a lot of time choosing what to wear: for pleasure and also for the need to follow a set of rules, both practical and social. Dressing becomes a mean to be recognized by others, to be accepted by our own group or to take distances from other group.

To deep the issue, start with a set of questions, focusing on yourself.

- Is it possible to not communicate by clothes?
- Do you communicate by clothes?
- When you intentionally communicate by clothes, what do you communicate?
- Which clothes you do not like or bother you?
- Why?
- Have you ever felt uncomfortable, because of your clothing?

Now, focus your attention on different contexts and try to reshape the STRIP, exploiting the answers to got.

Clothing, in almost all cultures, is also linked to the sense of shame: a feeling well rooted in human being and not easy to explain. The sense of modesty varies in different historical epochs and cultures, but also from individual to individual. Religions give a lot of weight to the sense of shame. Showing with the veiled head indicates modesty and submission. In cultures linked to Islam many women cover the whole figure with big veils like burqa and chador, but also nuns of the Christian religion use to cover their heads with a veil. Let's discuss.

To go on, change the perspective and look at clothing as an expression of cultural identity and heritage.

Under this point of view, the potential questions are a lot.

This is our selected ones.

- What is cultural identity?
- What is cultural heritage?
- Is clothing an element of our cultural heritage?
- What is social identity?

- Does it exist a common European identity?
- How can European and national identity can cohabit?
- Do you feel European?
- Why - why not?
- Which part of your identity would you never give up?

Glossary

National identity

The European Union respects the national identity of its Member States (Article 6, of the [EU Lisbon Treaty](#)). The EU does not want to be a fusion of states, but a union of member states that retain their national characteristics. It's this diversity of features and of national identities that give the EU its moral force, which it puts at the service of all. The Council of Europe also states that in Europe, cultural heritage is recognized as a vehicle of cultural identity. The knowledge of this heritage depends both on the quality of its appreciation and on the ability of Europeans to recognize and appreciate cultural assets national and those of other EU countries.

The development of European identity/identities:

unfinished business

From: Directorate-General for Research and Innovation
Socio-economic Sciences and Humanities

Curiosity

A testimonial by Craig Murray

Craig Murray is an author, broadcaster and human rights activist. He was British Ambassador to Uzbekistan from August 2002 to October 2004 and Rector of the University of Dundee from 2007 to 2010.

I have worn my kilt when presenting my diplomatic credentials to President Karimov of Uzbekistan, and in private audience with the Queen. I have also worn it at official functions, and in private parties, bars and nightclubs, on every continent. I would like to tell you that it immediately marks me out as Scottish, and unlocks the floodgates of international affection, but sadly that is not always true. When I entered the Ragu Bar in Tashkent after a reception for Kofi Annan, the barmaids phoned the owner and told him a man had just come in wearing a skirt – should they have him arrested? On a similar note, a

kindly police commander took me aside at a wedding in Ghana and told me that homosexuality was illegal in the country, and I really should be more discreet. But those are exceptions; by and large, the kilt does indeed give you immediate recognition as a Scotsman, and there is undoubtedly a huge well of fondness for Scotland and the Scots. The world has an idea of the Scots as poetic warriors; brave, good humoured, full of life and whisky, romantically doomed and exuding manly virtues. The Braveheart phenomenon amplified this view; but Braveheart was born of it and certainly did not invent it.

[Clothes information](#)

A suggestion: *The language of clothes* by Alison Lurie, 1981

Long before I am near enough to talk to you on the street, in a meeting, or at a party, you announce your sex, age and class to me through what you are wearing and very possibly give me important information (or misinformation) as to your occupation, origin, personality, opinion tastes, sexual desires and current mood. I may not be able to put what I observe into words, but I register the information unconsciously; and you simultaneously do the same for me. By the time we meet and converse we have already spoken to each other in an older and more universal language.

Alison Lurie was born in Chicago, worked as a receptionist and had three sons before a privately published memoir launched her literary career. Known for witty and astute comedies of manners, she also helped make the study of children's fiction respectable - and wrote about it in a Pulitzer Prize-winning novel.

From: [The Guardian](#)

[European Year of Cultural Heritage 2018](#)

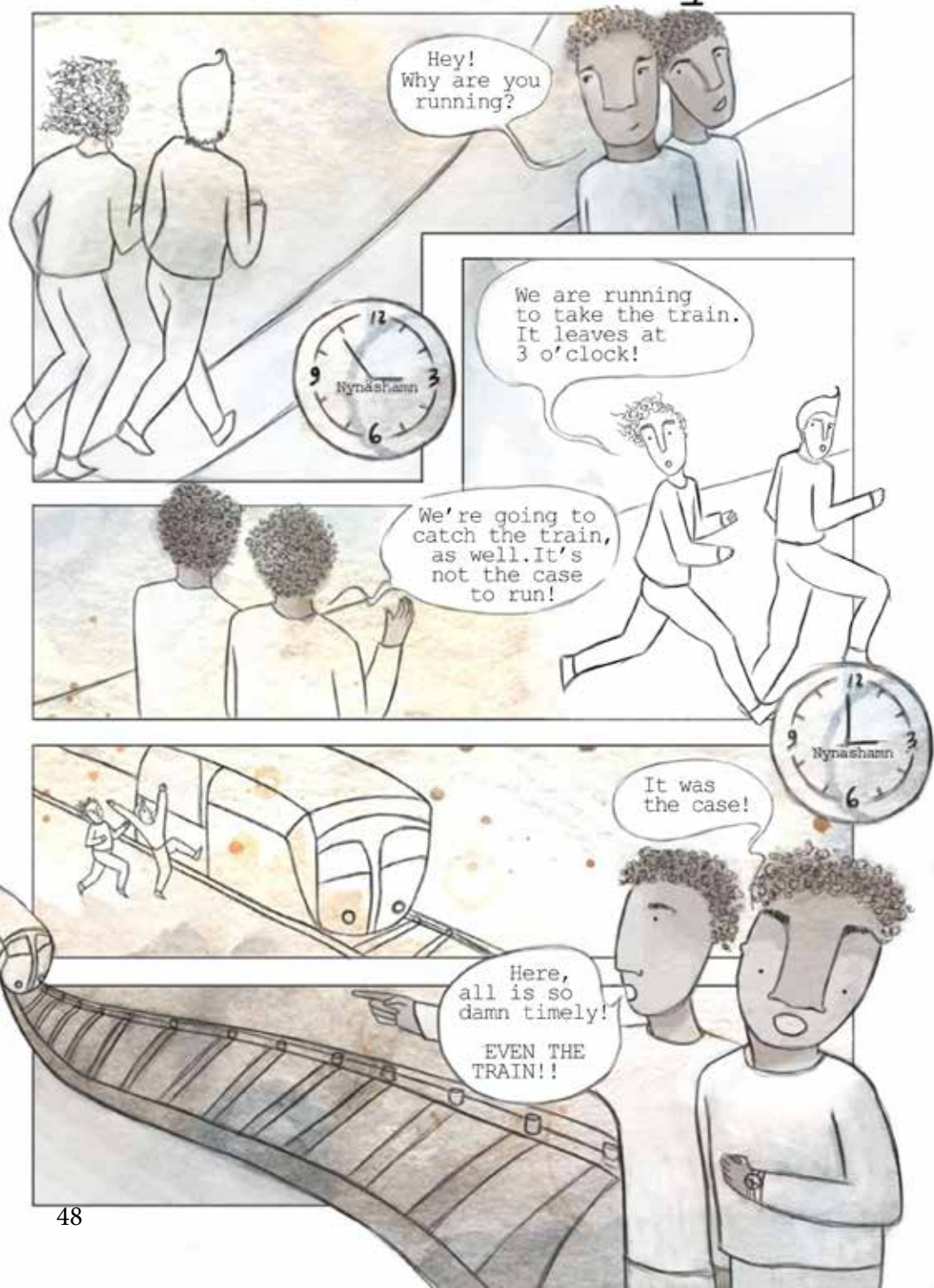
2018 is the European Year of Cultural Heritage.

Follow the raised hand on the next page.

Our heritage: where the past meets the future
To discover more:
[open the link and keep in touch.](#)



All is so timely



10

Focus on

Cultural codes

Characters

Two immigrant boys

Two European boys

Setting

A Sweden station

Two Swedish boys are running.

Two migrant boys ask them why.

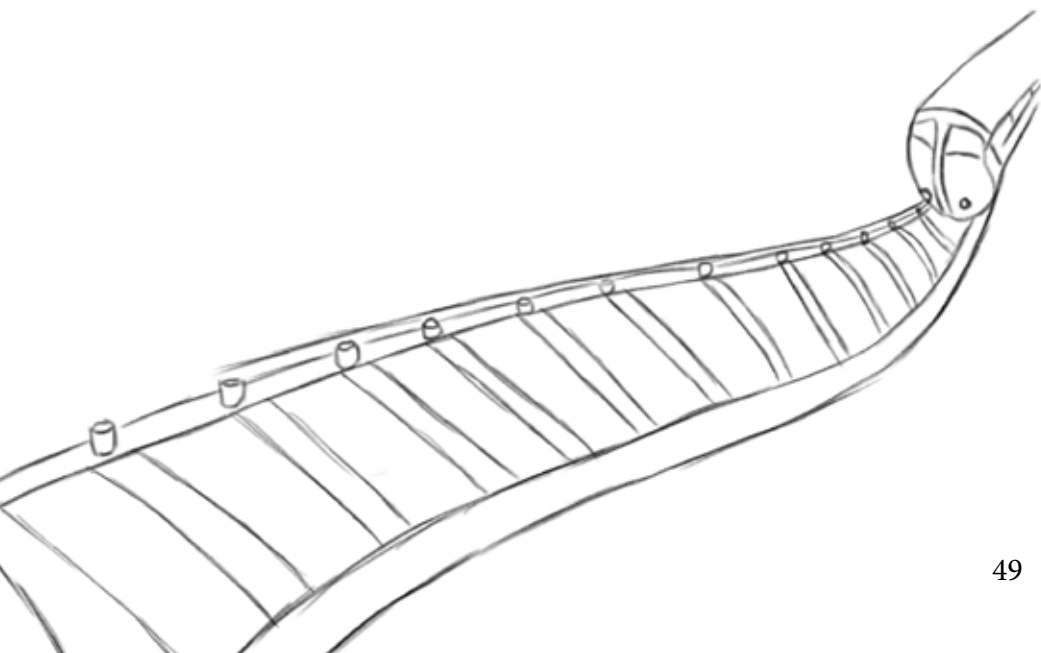
Swedish boys explain they're going to take the train that is coming soon.

Migrant boys are taking the train as well, but they are not going to run.

At the end Swedish boys get into the train.

Migrant boys are late, the train has just left...

Punctuality is a must, somewhere. If we don't understand it we'll miss the train, also figuratively speaking...



Operative suggestions

Time talks. It speaks more plainly than words.

Edward Hall - Cultural anthropologist*

* [Edward T. Hall exerted an unprecedented influence on cultural anthropology.](#)

His contribution to the study of time as a cultural phenomenon was particularly significant. Even if, from the perspective of contemporary anthropology, his ideas and methods come across as questionable, his studies remain a landmark in this field.

Apart from the many different approaches to the topic you can look for and study, one common concept is generally accepted: time speaks and the way it speaks differs from culture to culture.

For an Italian, for example, it is obvious that the day begins with the dawn, while many of the Asians and Africans believe that the day begins at sunset. An American call goes straight to the point while an Italian or a Spanish call always starts with some pleasantries; in Eastern cultures, cutting long pleasantries is even unbecoming and would not be acceptable, would be rudeness. In many countries, the expression *time is money* is quite popular: time is a precious resource; time passes quickly and its correct management and savings are the main rules of life. In other countries, it is a social norm to give the host a little more time out of respect, one does not show up the exact time appointed.

Starting from these examples, try to talk about time and the way we can respect other culture values under this perspective.

These are the questions we suggest to you:

- What is time for you?
- What is time for your belonging culture?
- How can different concept of time cohabit?

To deep the analysis you can try to work on a suggestion by the Italian cultural anthropologist Paolo Balboni. According to him, time can be seen as a rope or a rubber band: in some cultures it is a tightrope (it can relax, but it remains the same length), while in others it is a rubber band (it is stretched when there is a reason to do it, but is normally in a resting position).

Use the suggested similitudes to explore the topic and try to answer to the following answers.

- Is your time a rope or a rubber?

- What's your attitude towards people who have a different conception of time?
- Are you flexible or inflexible?
- What is your attitude towards our STRIP characters?

Of course different cultural ideas of time can lead to conflicts. Understanding cultural and behavior codes is essential to facilitate dialogue, avoid misunderstandings and cope with new contexts. It is crucial to understand the context of reference in order to adapt consequently our behavior according to hosting countries and different cultures.

Imagine the following situation.

Setting: a meeting

Characters: three people belonging to different countries and cultures.

One person is on time.

One person is a few minutes late.

One person is twenty minutes later.

What will happen? Design your own STRIP.

Glossary

Time

The intuition and the representation of the modality according to which the single events follow each other and are in relation to each other (for which they occur before, after, or during other events), seen from time to time as a factor that drags ineluctably the evolution of things (the flow of time) or as a cyclic and periodic scan of eternity, depending on whether the irreversibility and caducity of human affairs are emphasized, or the eternal recurrence of astronomical events; this fundamental intuition is also influenced by environmental factors (biological cycles, the succession of the day and night, the cycle of the seasons, etc.) and psychological (the various states of consciousness and perception, memory) and historically diversified by culture to culture: the idea, the concept, the notion of time; the flow, the passing of time; the course of the time (also as an expression of jurisprudence), the useful time in relation to certain effects: the course of the prescription period, to be released by the expiry of the time, in order to have reached the maximum time limit foreseen for preventive detention); the time runs, flees, flies; as it passes (or as it passes soon) the time!; the time never goes away, the time never passed

(seeing what boring, or being idle, waiting, etc.); having, losing the notion of time, whether or not he is aware of his rapid passing (and therefore of the time, of the day in which he finds himself); to go out of time...

From: Treccani dictionary

Time - A different way to say the word

Time is the movement from past to present to future. You can tell time with a clock, and it takes time to do anything.

You can have a great time at a party, serve time in jail, or keep time while making music. You can time the runners in a race by keeping track of how long it takes them to finish. Time flies when you're having fun, but sometimes it feels like you have all the time in the world. It's hard to find the right time for some things — like proposing marriage. When you die, your time has run out.

From: Vocabulary.com

Curiosity

We invite you to read the book of Robert Lavine [*A Geography of Time*](#) in which the author *shows with grace, wit, and scholarship how culture-bound our sense of time really is... This book should make a major contribution to breaking the shackles of time pressure that bind us all.*

[Ralph Keyes](#), author of *Timelock*

[καίρως](#)

To deep the concept of time, explore the ancient Greece culture. The ancient Greeks had two words for time: chronos and kairos. Chronos referred to chronological or sequential time, while kairos signified a proper or opportune time for action. While chronos is quantitative, kairos has a qualitative, permanent nature.

This is the simple definition of the English Oxford living dictionaries:

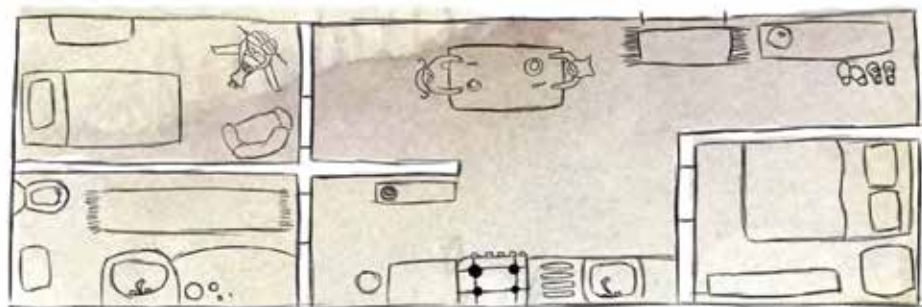
A propitious moment for decision or action.



[Time and days around the world](#)



What does it matter?





11

Focus on

Identity

Characters

A little girl.

Girl's mother

Mother's friend

Setting

At home, somewhere in the world

A girl is playing with her doll at home. Her mother and a friend are having tea at the dining room.

Both girl and doll wear phonendoscope.

The girl goes to her mom and shows her the doll. She wants to show how similar they look like.

The mother's friend asks what the similarity is between them, as the doll is black and the girl is not.

The girl doesn't care, she just knows that she and the doll are both doctors: they are equal, regardless the colour of their skin.

Operative suggestions

Your identity is what makes you *you*. And you are more than your skin colour, your appearance, your geographical origin, your religion, your culture etc.

We have our identities created by both static, unchangeable characteristics (cultural background, physical appearance, origin, etc.) and changeable characteristics (political ideology, profession, belonging to a group etc.).

Assigning just one characteristic to other cultures or minority groups living in your country does not let you understand that as human beings, we are much more complex.

For example, when you describe a Syrian person just as a Muslim you tend to simplify their identity losing sight of other potentially most relevant elements.

As identity is what makes us unique due to our personal characteristic, our culture and our previous experiences it is multidimensional and unique for every person, and it can change overtime and space.

A set of questions to start working on the topic.

- Can you mention three characteristics that are part of your identity?
- List some additional element to outline the profile of the child.
- Imagine the future of this child.
- Imagine the mother's profile.
- What about the other woman?
- Design a new Strip to continue the story.

To deep the topic under an European perspective, see *Wearing a skirt*.

To read more, open the following [link](#).

Glossary

As the STRIP talks about black and white people we suggest you to read more on the following link.

[Anti-Black racism](#)

Social marginalisation of Black persons continues in many European countries. People of African descent are often discriminated against in various fields, in particular in the areas of employment and housing. They also often face racist insults, threats or even violence in day-to-day life. The persistent problem of insulting behaviour by football fans towards Black players, for example, has not been effectively addressed yet. The situation has worsened in the context of

the xenophobic populist discourse described above. Ensuing discussions about national identities tend, at least in their extreme forms, also to refer again more often to skin colour and portray Black persons as a group that is inherently alien to the respective national identity.

While some member states have taken initiatives as part of the ongoing UN-initiated International Decade for People of African Descent, the efforts appear to be largely insufficient so far. In many countries, there is a lack of information about the extent of discrimination faced by people of African descent and information gathered by Black community NGOs is often not taken up by the relevant authorities as a starting point to look further into this problem.

From ECRI - Annual Report on ECRI's Activities
covering the period from 1 January to 31 December 2016

Curiosity

Identity theft

Identity theft is generally defined as the misappropriation of the identity (such as the name, date of birth, current address or previous addresses) of another person, without their knowledge or consent. These identity details are then used to obtain goods and services in that person's name. Identity fraud is sometimes used as a synonym, although the concept of identity fraud also encompasses the use of a false, not necessarily real, identity.

Identity theft (and generally identity fraud), as a modern phenomenon, has mainly started in the US and Canada. However, it is now a growing problem in Europe, increasingly affecting society. In the payment area, this kind of fraud has serious implications for its victims (e.g. financial institutions and payment users, whether individuals or businesses) which go beyond the mere financial losses. Indeed, the emotional costs and the cost of "cleaning up own's name" for the payment users may be high. The increased criminal activity related to identity theft is also explained by the relatively low risk of detection and the, in most cases, even lower risk of prosecution.

From: [FPEG](#) The EU Fraud Prevention Expert Group

Visual identity

Not only people has got an identity. Discover more on the visual identity of organizations, companies, public bodies.

Visible elements of a brand, such as color, form, and shape, which encapsulate and convey the symbolic meanings that cannot be imparted through words alone. In a broader (corporate) sense, it may include elements such as building architecture, color schemes, and dress code.

From: Business dictionary

The visual identity helps organisations, associations, public bodies, companies to get a recognisable and coherent image. Each organisation, association, public body, company has a visual identity.

This is the [European Commission](#) one.

This is the [Amnesty International](#)'s one.



Short skirts



Hey Baby!
Do you want
to have sex
with me?

WHAT??

ARE YOU
CRAZY???

If you don't
want to have sex,
why are you wearing
so short skirts?

Simply
because we
like them!

12

Focus on
Stereotypes and
prejudices

Characters
Three women
Two men

Setting
A nice bar,
somewhere
in Europe

The scene takes place in a bar.

A guy approaches a girl wearing a short red dress and asks if she wants to have sex with him.

In response, the boy receives a slap from the girl's friend. The two angry girls ask how it is possible to have asked such a question and innocently the guy asks then the reasons a woman wear a miniskirt. The only pleasure of wearing it seems not to be enough.



Operative suggestions

Global estimates published by [WHO](#) indicate that about 1 in 3 (35%) of women worldwide have experienced either physical and/or sexual intimate partner violence or non-partner sexual violence in their lifetime.

The STRIPS faces the issue by a *lighther* perspective: the one presented by the #thisdoesnotmeanys campaign, where it affirms that to be it a short skirt, a low-cut top or a red lip is not an invitation for men. It is a woman's personal form of expression, and her right to express it.

To deep the topic of the violence against women you can start from the detailed report by WHO: by an [impressive infographic](#) you can discover more on: prevalence on the phenomenon, its health impact, guidelines for the health sector. To go on, you can explore the topic by the Euroepan Union perspective, visiting the Internet page of the [Say no! Stop VAW](#) European Commission campaign.

Violence against women (VAW) is a widespread violation of human rights: it takes a multitude of forms including sexual, physical, psychological and cyber violence. Its consequences for women's lives include physical harm, psychological trauma, poverty, and death. It causes severe harm not only to women, but also to families and communities.

In the website you can find a lot of great materials: the 2017 Gender equality index, a gender based violence report, a wide survey. In addition you can find videos and images to share.

Start contributing to win the battle against VAW.

Other sources

[For more information: Indipendent](#)

[For more information: Amnesty](#)

[Background note on sexist hate speech prepared by the Gender Equality Unit, Council of Europe](#)

[To know more](#)

Glossary

[Gender stereotypes](#)

Gender stereotypes are preconceived ideas whereby females and males are arbitrarily assigned characteristics and roles determined and limited by their gender. Gender stereotyping can limit the development of the natural talents and abilities of girls and boys, women and men, as well as their educational and

professional experiences and life opportunities in general. Stereotypes about women both result from, and are the cause of, deeply engrained attitudes, values, norms and prejudices against women. They are used to justify and maintain the historical relations of power of men over women as well as sexist attitudes that hold back the advancement of women. [EIGE- European Institute of Gender Equality](#).

[Gender Stereotyping](#)

as a Human Rights Violation (2013)

Download the OHCHR-Commissioned Report: Gender Stereotyping as a Human Rights Violation from the website of [United Nation Human Rights Office of the High Commissioner](#).

Curiosity

A SHORT SKIRT IS NOT A YES.

A RED LIP IS NOT A YES.

A WINK IS NOT A YES.

A SLOW DANCE IS NOT A YES.

A WALK HOME IS NOT A YES.

A DRINK BACK AT MINE IS NOT A YES.

A KISS ON THE SOFA IS NOT A YES.

WHAT I WEAR AND HOW I BEHAVE ARE NOT INVITATIONS.

THERE'S A MYTH THAT SURROUNDS WOMEN, A MYTH THAT EMBROILS
THEM:

WOMEN WHO DRESS OR BEHAVE SUGGESTIVELY,

WOMEN WHO ARE PLAYFUL OR WHO ACT PROVOCATIVELY,

WOMEN WHO FLIRT OR OPENLY DISCUSS SEX – THEY'RE 'ASKING FOR IT'.

IT'S AN INSIDIOUS FABLE, AND IT NEEDS TO STOP.

EVERY WOMAN HAS A RIGHT TO FREEDOM OF EXPRESSION.

NO WOMAN DESERVES TO BE RAPED FOR IT.


NO ONE SHOULD BE ABLE TO BLAME RAPE ON A SHORT SKIRT.

A SHORT SKIRT CAN'T TALK – A SHORT SKIRT CAN'T SAY 'YES'.

THE ONLY YES SHOULD BE AN ACTIVE AND EMBODIED 'YES!'

[#thisdoesntmeanyes](#)

Rubbish



How much rubbish!!

Maybe the gypsies were here!!!

No... It's always like this, after the football match.

13

Focus on

Stereotypes and prejudices

Characters

Two young people

Setting

Somewhere in Europe

Two men are walking in an open space. All around them: rubbish.

One of them “naturally” connects the word rubbish to the presence of Roma people. But it is not the right connection. Reality may be quite different from the images our mental stereotypes and prejudices reflect to us.



Operative suggestions

Roma people have often been and are victims of prejudice. [They were persecuted during the second war](#) and are currently a discriminated minority within the European Union: many Roma in the EU are victims of prejudice and social exclusion; despite the fact that EU countries have banned discrimination, they are often considered as outsiders and as a threat to the communities.

To deep the topic we suggest you:

- to explore the following [FRA: European Union Agency for Fundamental Rights](#);
- to watch the film [Black cat, white cat](#) by Emil Kusturica.
- To read the book [Barabaripen](#)
- To visit the website of [Roma youth action plan](#)

In 2014, The Youth Department of the Council of Europe under the framework of the Roma Youth Action Plan presented the publication *Barabaripen*, where young Roma people share their personal stories about multiple discrimination. The purpose of the publication is to support the work against discrimination and for human rights of young Roma, and to reaffirm the need for recognizing those groups of Roma young people who face discrimination at several levels, both inside and outside their community.

To deep the topic and download the publication: [Roma Youth Action Plan](#).

Glossary

[Minority](#)

A non-dominant group which is usually numerically less than the majority population of a State or region regarding their ethnic, religious or linguistic characteristics and who (if only implicitly) maintain solidarity with their own culture, traditions, religion or language.

From: EMN - European Immigration Network

[Roma and Travellers](#)

ECRI's country reports have continued to show that Roma and Travellers still suffer from widespread prejudice, stigma and violence and are the victims of social exclusion. They remain socially marginalised in many areas of life, including education, employment, healthcare and housing and often experience

intersectional discrimination shaped by the interaction of ethnic, gender and social class inequalities. The social inclusion of Roma requires taking actions at different levels, by a combination of legal and policy responses, capacity-building, as well as educational and awarenessraising initiatives. Although most Council of Europe member states have adopted such measures, mostly in the form of national strategies and action plans, these are often not successfully implemented. Bridging the gap between strategy and proper implementation is a challenging task for many countries. A number of member states have not allocated a specific budget for this purpose and a considerable part of funding spent on Roma integration across Europe is provided through EU funds. This reflects the low level of political priority accorded to Roma at national level.

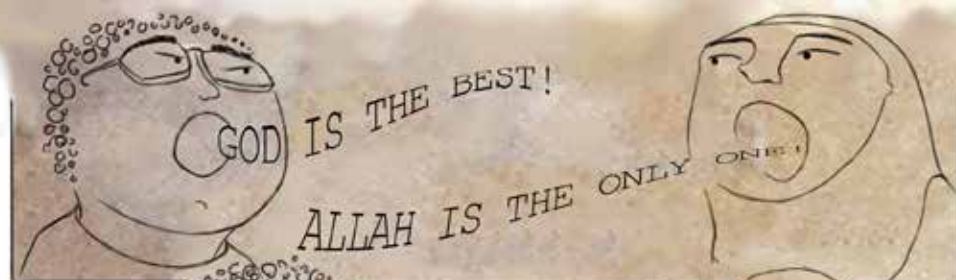
The efforts for the integration of Roma have yielded some promising results as well. In several country reports ECRI observed that the authorities have adopted effective measures regarding the lack of personal identity documents, which created significant difficulties for access to basic rights, particularly regarding education and healthcare. Solving this problem is an important achievement and a big step towards better social protection for Roma. However, increasing the enrolment, attendance and completion rates of Roma children in pre-school, primary and secondary education remains of crucial importance for improving the situation of Roma communities. ECRI has continued to remind authorities of its GPRs No. 3 on combating racism and intolerance against Roma/Gypsies and No. 13 on combating anti-Gypsyism and discrimination against Roma, which, inter alia, also emphasise that Roma should be given the opportunity to be actively involved when planning measures to improve their integration. The Council of Europe Thematic Action Plan on the Inclusion of Roma and Travellers, adopted in 2016, constitutes a further tool to tackle discrimination against Roma. From ECRI | Annual Report on ECRI's Activities covering the period from 1 January to 31 December 2016

Curiosity

[The Roma people are Europe's largest ethnic minority.](#) Of an estimated 10-12 million in the whole of Europe, some six million live in the EU, most of them EU citizens. Roma is the term commonly used in EU policy documents and discussions, although it encompasses diverse groups that include names like Roma, Gypsies, Travellers, Manouches, Ashkali, Sinti and Boyash. From: European Commission - Justice - Building a European Area of Justice

*If they continue
like this, they will
hurt themselves!*

*They need new
instructions...*



14

Focus on
Cultural codes

Characters
Two women

Setting
Somewhere in the world



Two women are praying.
They belong to different
religions.

While praying they
look at each other with
distrust and the prayer
becomes something
different from what it
should be. It becomes
a sort of competition
where the winner is the
one who scream louder.
A different attitude is
necessary: this is the
suggestion coming from
above...



Operative suggestions

Most of religion based issues are focused on what differs from one religion to other. Each one seems to claim that is better than the other.

But this conception is easy to challenge.

The three main western/middle east religions, as an example, have the same foundations, and they're very close related to history and even precepts; they are also very similar in how do they pray and act, in precepts and observances.

At first sight it may seem that they use different attributes and symbols, but, most of them are related and used in similar ways.

To start deeping the topic you can:

- List a series of indicators and compare, under the same parameters two monotheistic religions.
- What are the differences?
- What are the similarities?

Just as an example:

- ask and search about rosary beads in Catholic religion.
- Ask and search about tasbeeh in Islamic religion.
- What are the differences?
- What are the similarities?

To explore the topic under an European point of view we suggest you the [following link](#), where it says that:

the right to freedom of thought, conscience, religion or belief, more commonly referred to as the right to freedom of religion or belief (FoRB) is a fundamental right of every human being.

Under international law, Freedom of religion or belief has two components:

1. the freedom to have or not to have or adopt (which includes the right to change) a religion or belief of one's choice, and
2. the freedom to manifest one's religion or belief, individually or in community with others, in public or private, through worship, observance, practice and teaching.

Starting from the document you can go on asking the following questions:

- Is the freedom of religion a world wide recognised right?
- Do you feel completely free to express your beliefs? If not, why?
- What's your attitude towards people who do not share your religious values?
- What's your attitude towards atheist people?

To explore the topic by a legislative point of view:

[Legislative definitions of religion and beliefs](#)

And finally: delve into [religion and human rights](#).

Glossary

Religion

Religion has two related meanings: it's the belief that one or more divine beings are responsible for the fate of all human life, and it's also an organization where people of a specific religion can express their beliefs.

Buddhism, Judaism, Christianity, Hinduism, Islam: these are examples of religions, and millions around the world follow the principles defined by their chosen faith. The Latin root religio means "to bind," and religion binds people together not just by their practices, but also by their ideas. Most religions have their own story about the creation of the universe, and each has a different explanation for the meaning of life, which is a source of comfort for a religion's followers. From: [Vocabolary.com](#)

Curiosity

We invite you to virtually visit the exhibition *Islam, it's also our history!*

The following text is from the home page of the exhibition website.

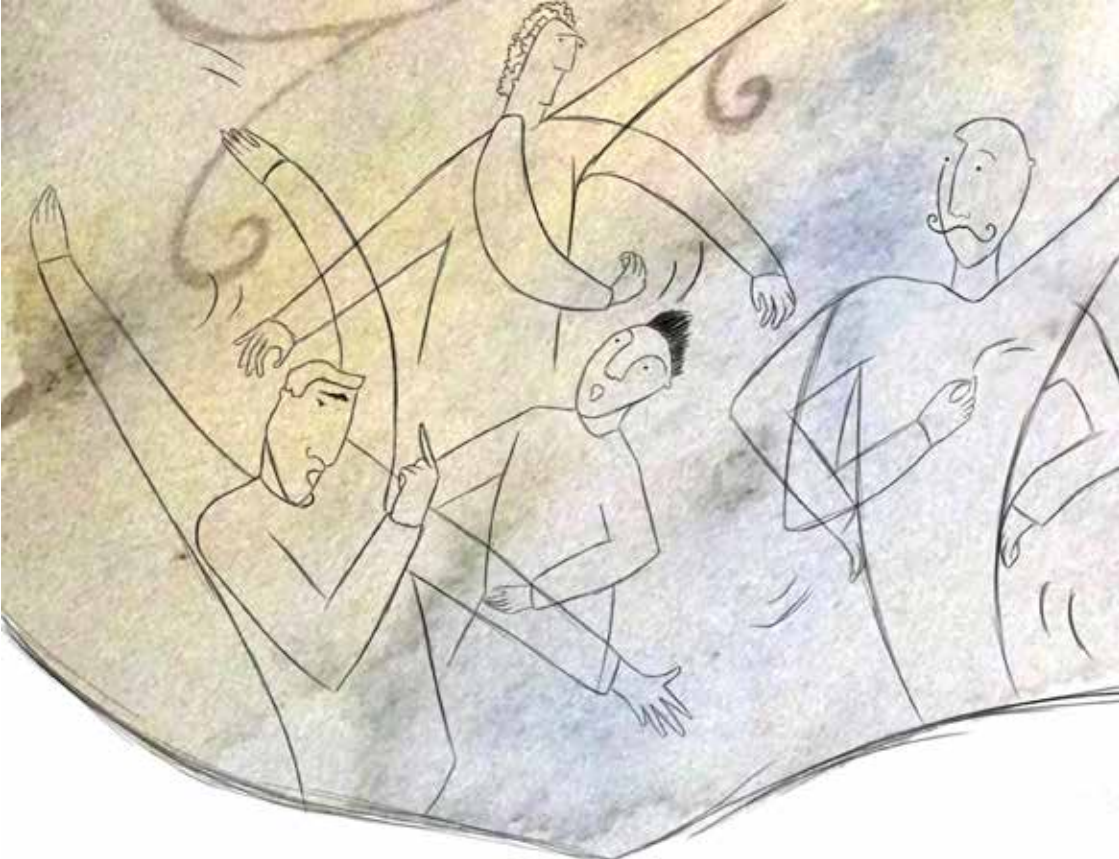
Islam and Christianity have common origins. They are first cousins, both heirs to the Greco-Roman civilisation and the Judeo-Christian tradition. For European Christians, Muslims are not strangers they are more like a branch of the same family: via the Christians of the East, Islam encountered the legacy of ancient Greece; through the Christians and Jews, they discovered the Biblical tradition.

From the exhibition: [Islam, it's also our history!](#)

The exhibition *Islam, it's also our history!* is a civilization exhibition which gives an insight into the legacy left by the Muslim civilization on European soil after 13 centuries of presence. It is therefore not an exhibition about the Islamic religion. Nor is it limited only to the presence of Islam in Europe today, even if, of course, this is included.

[Not only religion](#)

Even if the majority of people in the world follows a religion there are people who believe that god or gods (or other supernatural beings) are man-made constructs, myths and legends or who believe that these concepts are not meaningful. The suggested link is only one, among others, to deep the topic.



Italians



15

Focus on
Stereotypes

Characters
A group of people talking
Two observers

Setting
Somewhere in the world

One group of men is talking. Two young men are watching them playing their role as out of the setting. The question is: "Are they quarreling"; the answer is "No, they are Italians". The laconic answer is connected to a popular stereotype about Italian people: the habit to talk with hands as much as mouths. Even if it is actually true that Italian people gesticulate with enviably elegant coordination, this is a stereotype and as all stereotypes can be offensive.



Operative suggestions

This is our simplest Strip: the snapshot of a positive stereotype.

In this case the *victims* are the Italians, but it is easy to find different victims.

Prejudice, stereotyping, and discrimination often go hand-in-hand, but it is also possible to have one without the others. When an ethnic group is stereotyped with a neutral or positive attribute such as *family-oriented* or, as in our Strip *gesturing*, prejudice and discrimination may not be involved. Similarly, a generalized prejudice against *foreigners* may not include specific stereotypes or acts of discrimination. There are even times when discrimination takes place without prejudice or stereotyping, either intentionally or unintentionally.

As we told before you can easily re-design and reshape this Strips: it can be a good starting point to improve your ability in designing your own Strips.

Our list of suggestions.

- Make a list of common positive stereotypes.
- Imagine new contexts and new characters.
- Choose the setting.
- Read the following section: *The STRIPS customizing tools*.
- Design your new Strips.

After this *joke* come back to the real world and do not forget that positive stereotypes - though often treated as harmless, flattering and innocuous - may represent an especially insidious means of promoting antiquated beliefs about social groups.

The main function of stereotypes is to simplify the complex reality in which we live but the time of simplicity is over and, as Edgar Morin says: *we should learn to navigate on a sea of uncertainties, sailing in and around islands of certainty*.

To deep read the following.

[The pain of positive stereotypes](#)

[Seven complex lessons in education for the future](#) Edgar Morin

Glossary

[Positive stereotype](#)

In social psychology, a positive stereotype refers to a subjectively favorable

belief held about a social group. Common examples of positive stereotypes are Asians with better math ability, African Americans with greater athletic ability, and women with being more warm and communal. As opposed to negative stereotypes, positive stereotypes represent a positive evaluation of a group that typically signals an advantage over another group.

From: en.wikipedia.org

Curiosities

Suggested reading

The insidious (and ironic) effects of positive stereotypes

Aaron C. Kaya, Martin V. Day, Mark P. Zanna, A. David Nussbaum

Prejudice in Movies and Literature

Literature and cinema often face the topic of prejudice.

Among some of all-time favourite classics we suggest you to discover more on:

To Kill a Mockingbird by Harper Lee

Chapter one

When he was nearly thirteen, my brother Jem got his arm badly broken at the elbow. When it healed, and Jem's fears of never being able to play football were assuaged, he was seldom self-conscious about his injury. His left arm was somewhat shorter than his right; when he stood or walked, the back of his hand was at right angles to his body, his thumb parallel to his thigh. He couldn't have cared less, so long as he could pass and punt.

The origin of the word stereotype

The term stereotype was coined in 1798 by the French printer Didot and originally referred to a printing process used to create reproductions (Ashmore & Del Boca, 1981). Journalist Walter Lippmann (1922) later likened stereotypes to *pictures in the head*, or mental reproductions of reality, and from there, the term gradually came to mean generalizations - or, quite often, overgeneralizations - about the members of a group.

From understanding prejudice.org

To deep the stereotypes in a (auto)ironic way we suggest you the following books:

- Atlas of Prejudice: [The Complete Stereotype Map Collection](#) by Yanko Tsvetkov
- Supplement to the Italian dictionary by [Bruno Munari](#).

The STRIPS customizing tools

1 Aims

If you are going to exploit the cartoons in your activity, as a youth worker, customizing the tool according to your specific target needs, the first step is to define your aims: the clear and concise explanation of the motivations that lead you to undertake this activity.

The first question is: what do I want to achieve?

**What is the goal
of my comics?**

**What issues the
comic is about?**

**What do they
allow me?**

**Why am I using
this comics in my
activity?**

Your goal must be:

Specific

Measurable

Assignable

Realistic

Time-related

Having replied to these questions you will be able to check if your answers match the main elements that allow you to define a goal using the SMART technique: one of the most well-known goal-setting technique.

SMART does not have one definitive meaning. In fact, the words within the acronym have changed over time. The original definition by George T. Doran tied in five criteria:

Specific: target a specific area for improvement.

Measurable: quantify, or at least suggest, an indicator of progress.

Assignable: specify who will do it.

Realistic: state what results can realistically be achieved given available resources.

Time-related: specify when the result can be achieved.

The suggested acronym doesn't mean that every objective has all five criteria. For example, not everything worth achieving is measurable and a goal you set for yourself does not need to be agreed-upon: it is a starting point.

2 Resources

The next step consists in identifying the available resources: in order of human resources and time.

What are the resources I need?

3 Target people and context

The aims of youth work are varied and can target all young people or be more targeted towards certain groups: one of the trends in youth work in the last decade is the work focused on specific groups of young people.

Working with a specific group of people requires a deep knowledge of the audience to create customized contents, manage communication effectively and understand better how you can meet the needs of people you are working with.

To know more about the people you are working with, you need to be basically curious, eager to understand their interests for example: the music they love, the films they watch, the way they communicate or their problems.

To collect data about your target people you can surf the internet - exploring the social media, blogs or websites of organizations dealing with people you are going to target to - conduct interviews, read statistical data and exchange info with experienced organizations or youth workers.

Who is my target group?

Whom is the product for ?

Who is going to read the comics?

We choose comics to talk, through youth workers, to young people, with a special focus on refugees and immigrants, on different topics: discrimination, sexual orientation, cultural codes, identity, stereotypes, ...

The strips can be used:

With different

Targets

Children

Youngsters

Seniors

In different

Context

Associations

Schools

Youth centers

Adult centers

But if you want to use the comics

on different

Topics such as:

Bullying

Cyberbullying

Risk and opportunities of the web

Sexuality

Citizenship awareness

Equal opportunities for all

——— you can follow our road working with a graphics tablet

——— you can be helped resources online, such as

[Printables](#)

——— you can follow our suggestion in the following paragraph.

The outline and the script

The purpose of this step is to define a rock-solid outline: the progression of the story, the profiles of the characters in the comic, the settings of the story.

What is an outline?

According to [Merriam-Webster dictionary](#)
a condensed treatment of a particular subject

Before diving into writing a script, you really should write an outline first. Outlines are a way of organizing your thoughts so that you can write your script. List each idea as a bullet point, then revise it to find a logical flow for the story. Once that's done, you'll be able to approximate the number of panels needed to pull off each bullet point. This will give you an idea of how much you can do within each issue of your comic.

Here the questions in order to perform the task:

- What has to be included in the story?
- What features to highlight?
- How to sequence the story in such a way that reader can follow it?

After the outline you can concentrated on the script:
the dialogue occurring either by narration or by the characters.

What is a script?

According to [Merriam-Webster dictionary](#)

The written text of a stage play, screenplay, or broadcast; specifically: the one used in production or performance.

To perform the task get help from the 3-Act Story Structure: it is not a must but it can be helpful to develop your story. In many comics we didn't follow this structure because we realized that even one drawing can be effective for its aim, usable as a starting point for discussion and insights.

3-Act Story Structure

In just three to four comic panels, you can use the 3-act structure to tell a story. The 3-act structure is an old principle widely adhered to in storytelling today. It can be found in plays, poetry, novels, comic books, short stories, video games, and movies. It was present in the novels of Conan Doyle, the plays of Shakespeare, the fables of Aesop, the poetry of Aristotle, and the films of Hitchcock. It's older than Greek dramaturgy. Hollywood and Broadway use it as well. It's bullet-proof, so to speak. [Elements of cinema](#)

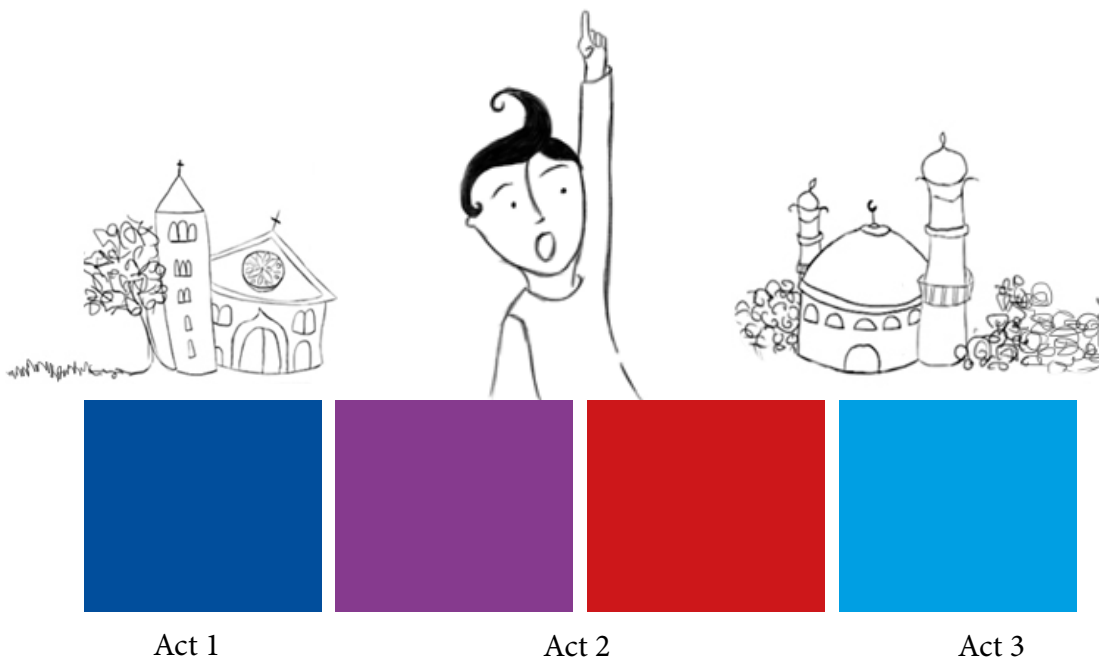
As said before, there are alternatives to tell a story. But the 3-act structure is a highly accepted and greatly successful method.

In a nutshell, the 3 acts are labeled as follow.

Act I: Setup

Act II: Confrontation or problem

Act III: Resolution



Act 1 provides the **context** for the strip, answering the 5W's: Where, When, Who, What and Why.

In our strip GOSSIP GIRLS

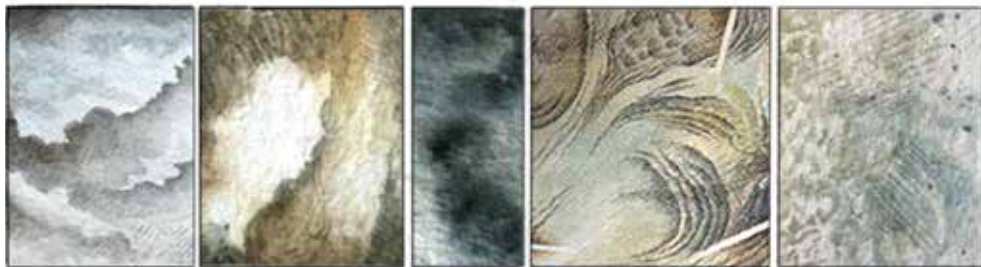
the **context** questions and answers are the following:

Where are we? We are outdoor, in a very cold day.

The opening elements are connected with the atmospherical weather: the initial panels show a very bad weather, it seems a storm.

The weather outside in this strip is a very important element.

When are we? Day or night is not specified, so it shouldn't matter for the rest of the strip to make sense.



Who is involved? Two women.

We don't know their names and the information in this context is not relevant, but it could be interesting for you creating characters with specific features and developing their profiles during the story.

What are they doing (their **goal**)? They are talking about their neighbour in order to understand why she doesn't go out.

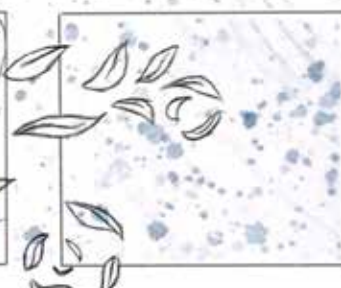
Why are they doing that? Taking dogs for a walk, they try to find interesting and "updated" talks about new events.



Now that the context has been established, the characters attempt to achieve a goal and face conflict or confrontation in Act 2.

Block 2 shows the characters trying to achieve their goal, the **what** from Block 1 put into action. It can also be called the **premise** of the strip.

Ladies' goal is to discover why the neighbour does not go out: so they are trying to guess, and guess, and guess...



But there is no story without a problem.

In this case, even implicit, the problem is the lack of information about the new neighbour that the ladies cannot solve and corresponds, in this strip, with the resolution of the problem.

This conflict brings the potential death of the premise.



The best part about the end is that different characters can provide a totally different outcome, and lets the reader knows something about characters.

This is where you get to show how your character behaves or thinks. In a well-written comic strip, it results in something funny or unexpected.

In order to go deep into it you can have a look to

[The Blake Snyder beat sheet](#)

The first draft

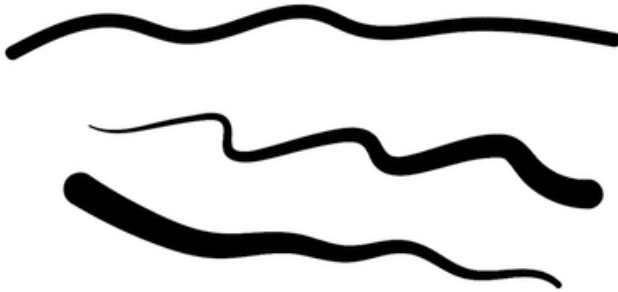
In order to have a clear view of what you have synthesized in points, try - with paper and pen - to draw the whole thing.



Drawings and final touches

And here the final touches... Once the comics are set up the fourth step is the section related to the drawing and finishing touches.

In the project we worked using a graphic tablet, but it is possible to find different ways to reach your own objectives.



The graphic tablet

A graphic tablet (also known as a digitizer, drawing tablet, digital drawing tablet, pen tablet, or digital art board) is a computer input device that enables a user to hand-draw images, animations and graphics, with a special pen-like stylus, similar to the way a person draws images with a pencil and paper. These tablets may also be used to capture data or handwritten signatures. It can also be used to trace an image from a piece of paper which is taped or otherwise secured to the tablet surface. Capturing data in this way, by tracing or entering the corners of linear poly-lines or shapes, is called digitizing.

The device consists of a flat surface upon which the user may “draw” or trace an image using the attached stylus, a pen-like drawing apparatus. The image is displayed on the computer monitor, though some graphic tablets now also incorporate an LCD screen for a more realistic or natural experience and usability.

Some tablets are intended as a replacement for the computer mouse as the primary pointing and navigation device for desktop computers.

In the project, as we told you, we worked using a graphic tablet, but it is possible to find different ways to reach your own objectives. Here we are presenting a range of resources to make the process of creating comics easier and faster.

During the design process, we worked on the software in order to have different working layers and operate separately on each single element: background images, bubble speeches, texts, characters.

Realizing the drawings in this way, all separated, allowed us to be able to update both the drawings and the texts when necessary and according to the suggestion we got in progress.

In some case we simplified the texts, in other we improved them; in some case we removed words or changed elements in the background.

The working method

There are many applications that allow you to create comics, layout them and publish them. We have selected some for you.

You can draw a comic book with any drawing application, but to lay it out you need specific applications that allow us to create a grid with the cartoons, to have particular fonts available and even comics, text, graphics.

[Stripgenerator](#)

A free with premium features web 2.0 site that allows you to create your own comic strips with little technology knowledge. All you need to do is drag and drop. Its basic version only requires a sign up.

[Toondoo](#)

Toondoo lets you create comic strips and cartoons easily with just a few clicks, drags and drops.

[Wittycomics!](#)

Witty Comics! is a free of charge, very easy to use comic strip creator that allows you to create short comics with two character dialogues. The graphics is not high quality but it could be a start.

[Make beliefs](#)

Make Beliefs Comix is a comic creator that allows users to create and print simple comics with a classic look.

[Pixton](#)

Besides the free individual accounts, Pixton offers a service designed specifically for schools called Pixton for Schools. This service enables teachers and trainers (and why not? Youth workers) to create private rooms for their students in which they can collaboratively create and share their comics.

These applications work in the same way:

- creating a layout made up of cartoons on pages of pre-set dimensions or defined as desired
- importing images or choosing actors and objects from the libraries made available by the same applications
- applying filters to the images
- sharing the work in a variety of formats, including PDF.

From this workflow, common to all applications of this kind, we understand how it is possible to create comics by taking pictures and applying images to filters, or recovering images free of rights.

This is the easiest way to create a story based on Comics.

Of course you can even use the programs you are more used to, such as word, pages, powerpoint...but according to the fact that their purpose is not creating comics, probably it will take more time. The results can be effective, depending on your creativity and smartness.

Different options



Testimonial

A cartoonist who have never really learned how to draw:
Simone Albrigi - artist name Sio.

SIO is an Italian cartoonist who can not draw (so he says), but always does comic strips. Since 2006 he is online. In 2012 he began making funny cartoons and strange songs on [Youtube](#) on the Scottects channel, which now has more than 1.6 million subscribers. He posts a new strip a day on his [Facebook page](#).



His experience proves that the technical competence in drawing are not essential to perform: a conforing witness :)

Testing and evaluation

The evaluation

In order to create a tool suitable for its objective, we engaged a team of youth workers and youth leaders for a final adjustment of the contents, in terms of appropriateness of language, clarity, readability.

The feedbacks collected during this stage by a specific evaluation form have been exploited to fine-tune the tools.

How can I measure the achievement of the goal?

What are the expected impacts?

So we do suggest to do the same

In the next page you can find the form we used for the testing activity: you can customize it in order to use it within your daily activity.

Testing evaluation form

Through this questionnaire we invite you to express your evaluation on the Strips we presented

Age:

Sex:

On a rating scale from 0 to 10, to what extent do you agree with the following statements? (0 = totally disagree 5 = neutral position with respect to this statement; 10 = completely agree)?

1.The STRIPS are a good tool to discuss about stereotypes

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

I totally disagree I completely agree

2.The STRIPS are a good tool to discuss about cultural codes

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

I totally disagree I completely agree

3.The STRIPS are a good tool to discuss about identity

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

I totally disagree I completely agree

4. The language used within the STRIPS is adequate
(according to the project objectives)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

I totally disagree I completely agree

5. The drawings used within the STRIPS are adequate
(according to the project objectives)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

I totally disagree I completely agree

6. The framework of the STRIPS is adequate
(according to the project objectives)

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

I totally disagree I completely agree

Some open questions

My favorite STRIPS is the number...
because.....
.....
.....

Three adjectives to describe the STRIPS
.....
.....

Which topics would you suggest to add?
.....
.....
.....

Here are some quotes from the youth workers who participated to the testing activities:

“Clear and important message. Children look at things without superstructures learned from the society in which they live, a more natural and true way to look at the world”.

Commenting *What does it matter?*

“A topic that I feel mine, both as a woman and as a teacher, daily dealing with children and girls who face discussions of “male things” and “female things”.

Commenting *Video games*

Very beautiful, it leaves room for wide and transversal reflections.

Commenting *New instructions*



“I liked this strip because I saw many guys and many girls suffer from the mere fact of not being accepted for what they would like to be. I think it’s hard to be happy if you are forced to strive to be other than us”.

Commenting *New instructions*

“Degradation and prejudice two sides of the same coin...”

Commenting *Rubbish*

What's next?

...e then space to the fantasy.

Theatrical performances

Drawings

Pictures

VIDEO

To be continued with your ideas.

