



# travelling cultural diversity

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Education and Culture

# travelling cultural diversity

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# section 1

## asking

*I ask the earth: How does earth live with earth?  
- We honour each other.*

*I ask water: How does water live with water?  
- We fill each other up.*

*I ask the grass: How does grass live with grass?  
- We weave into one another  
creating horizons.*

*I ask man: How does man live with man?  
I ask man: How does man live with man?  
I ask man: How does man live with man?*

## Huu Thinh

translated from the Vietnamese  
by George Evans and Nguyen Qui Duc

**learning  
as mind  
opening**

## booklet rationale

This booklet draws on the methodologies and activities shared by trainers and participants to 7 different training courses related to anti-racism and cultural diversity organised in 2002-2004 by SALTO Cultural Diversity Resource Centre.

The methods and activities used on these training courses are available on-line and indexed in the toolbox on the SALTO website. The toolbox is used as a platform to make activities more widely available for trainers and youth workers across Europe, and beyond.

The toolbox is useful for preparing training or finding new ideas, although access to the internet on training courses is not always possible. This booklet intends to make the anti-racism and diversity educational activities used and adapted during the training courses available to a wider variety of people in different contexts.

Therefore, the booklet addresses educational activities exploring how we deal with the ways people form personal and social identities (expressed through language and culture) through the continuous interplay of previous knowledge and new learning opportunities as we move through the different stages of our life.

## the youth programme

SALTO is an initiative of the Youth Programme of the European Union. The programme promotes youth mobility within and beyond Europe. The Youth Programme includes, as one of its objectives '...to develop understanding of the cultural diversity of Europe and its fundamental common values, thus helping to promote respect for human rights and to combat racism, anti-Semitism and xenophobia. Specific objectives of the programme are aiming at:

- allowing young people to give free expression to their sense of solidarity in Europe and the wider world;
- supporting the fight against racism and xenophobia;
- promoting a better understanding of the diversity of our common European culture and shared heritage as well as of our common basic values:
- helping to eliminate all forms of discrimination and promoting equality at all levels of society

SALTO Resource Centres aim to improve the quality of projects by providing youth work training, contact-making activities, information and resources on specific priority areas to users of the Youth Programme.

## european union and diversity

The 18 May 2004 declaration by the Council and the Representatives of the Governments of the EU Member States on Racism and Intolerance in relation to Young People recognises the "importance of the role of young people in combating racism, xenophobia and anti-Semitism as well as related intolerance and all forms of discrimination, and in promoting cultural diversity, mutual respect, tolerance and solidarity".

The declaration stresses that "racism is both overt and covert, subtle and blunt; yet, in all its forms, it is a pernicious phenomenon and is an infringement of fundamental human rights. Its manifestations may take the form of racism at different levels of society, which may often be unintentional and caused by ignorance or lack of thought; racism may take the form of, for example:

- assaults, abuse and harassment
- misinformation and circulation of offensive material or of discrimination in relation to, for example
  - job opportunities
  - housing
  - health
  - education system
  - access to goods and services

In relation to racism there is a growing concern at the apparently increasing number of assaults involving violence".

Article 13 of the European Union Treaty states that:

'Without prejudice to the other provisions of this Treaty, and within the limits of the powers conferred by it upon the Community, the Council, acting unanimously on a proposal from the Commission, and after consulting the European Parliament, may take appropriate action to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.'

More recently the Council and the Representatives of the Governments of the EU Member States have committed themselves to promote specific action in this field as "racism, discrimination and inequality affect young people in a particular way and young people may be both victims and perpetrators of racism and violent acts and, consequently, have a central role to play in effecting positive change in this area".

# learning & diversity

Is it possible to identify a set of common principles for the different anti-racism and cultural diversity training activities? Considerable experience was gathered through the different training courses organised in 2002-2004. With reference to aims of the EU Youth Programme, the following eight principles seem to provide a common framework for anti-racism and cultural diversity training activities:

- a recognition of the social effects of exclusion, discrimination, racism.
- a comprehension of how the various forms of social oppression (race, class, gender and sexuality) relate to each other.
- questioning dominant power and privilege and the rationality for dominance in society.
- addressing the marginalisation of minority voices and the undermining of the knowledge and experience of minority groups.
- confronting the challenges of diversity and difference in our societies.
- recognising that youth programmes should work towards being more inclusive and more capable of responding to the needs of minority persons.
- acknowledging the ways in which the youth activities can be instrumental in producing and reproducing racial as well as gender, sex and class based inequalities.
- avoiding to address specific problems as isolated from the materials and ideological circumstances in which youth find themselves

The Council of Europe Directorate of Youth and Sport and the European Commission Partnership has devoted a joint effort in producing a series of training manuals (the T-Kit series) and have focused on the challenges concerning youth and diversity in the "Intercultural Learning T-kit (2000, listed here as number 85) that provides a selected range of definitions about culture and intercultural sensitivity as well as a presentation of methods, activities and workshop examples.

## training objectives

Training methods are tools that trainers need to adapt. They should take into account local/specific reality and training contexts such as:

- peer education
- European Voluntary Service (EVS) workshops
- action 5 seminars, supporting those involved in youth activities or interested in youth matters to prepare and develop projects
- staff training
- international training

It helps to translate the common principles of anti-racism training into learning objectives that can provide a framework for trainers to prioritise, plan and evaluate the learning process and its various components. Learning objectives can be summarised into three broad categories relating to knowledge, skills and attitudes.

### knowledge & understanding

- key concepts such as: diversity, equality, human dignity, freedom, democracy, universality, rights, non-discrimination, racism, euro centrism.
- the role of equal opportunities and their past and future dimension in the life of communities, in one's life and in the lives of other people around the world.
- main social changes, historical events and reasons leading to the recognition that there is no base for any sort of racial differentiation or superiority and major European and international instruments to implement anti-discrimination policies.
- ways of tackling discrimination and local, national, international bodies, organisations, people supporting and enforcing anti-discrimination policies: their main findings and activities.

### skills

- active listening and communication, being able to listen, find relevant information, advocate equality and the rights of oneself and others
- critical thinking, being aware of own and others biases, recognise forms of manipulation, appraise evidence critically and look for new evidence, make own decision
- co-operative working and conflict transformation including reconciliation, reconstruction, recovery
- take action to address discrimination locally and globally

## attitudes & values

- curiosity, open mind and appreciation of diversity
- empathy with others and commitment to support those who are being discriminated
- take responsibility for one's own actions, personal development, social change
- human dignity, equality, respect for diversity as the basis for a sense of worth of self and others, regardless of social, cultural, linguistic, faith background

These objectives try to deal with the present challenges of discrimination and racism. The following paragraphs present some background information.

## racism & new racism

The United Nations and other international bodies have stated several times that any doctrine of racial differentiation or superiority is scientifically false, socially unjust and dangerous. There is no justification for racial discrimination either in theory or in practice.

As pointed by UNESCO, "All human beings belong to a single species and share a common origin. They are born equal in dignity and rights and all form an integral part of humanity. All peoples of the world possess equal faculties for attaining the highest level in intellectual, technical, social, economic, cultural and political development.

The differences between the achievements of the different people are entirely attributable to geographical, historical, political, economic, social and cultural factors. Such differences can in no case serve as a pretext for any rank ordered classification of nations or peoples ("Declaration on Race and Racial Prejudice" adopted by the General Conference of the United Nations Educational, Scientific and Cultural Organisation, Article I). More recently, UNESCO produced a Universal Declaration on Cultural Diversity, available in a variety of languages at: <http://unesdoc.unesco.org/images/0012/001271/127160m.pdf>

The Declaration links diversity and education stressing that "cultural diversity widens the range of options open to everyone; it is one of the roots of development, understood not simply in terms of economic growth, but also as a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence".

However, declarations did not make racism disappear. For educational purposes, it is likely to be easier to define "racism" rather than "anti-racism". To begin with, racism is visible in European countries as open or implicit hostility including:

- routine negative stereotypes in the media and in the conversations and "common sense" of the population's dominant group
- discrimination in recruitment and employment practices, and in workplace cultures and customs
- bureaucratic delay and inertia in responding to minorities requests for cultural sensitivity in education and healthcare; in planning applications for social and cult places; in language policies; and in regeneration and neighbourhood renewal programmes in areas where minorities live
- verbal and physical attacks on minorities in public places
- attacks on minorities holy places and desecration of cemeteries

Racism is any action or attitude that subordinates an individual or group based on skin colour or race. It can be enacted individually or institutionally.

Institutional racism is a system of procedures and patterns in all walks of life, i.e. education, housing, businesses, employment, professional associations, religion, media, etc... The effect of institutional racism is to perpetuate and maintain the power, influence and well-being of one group over another. It originates in the operation of established and respected forces in the society and thus receives far less public condemnation than does individual racism. Although more subtle than individual racism, it is more destructive of humanity.

Racial Discrimination means to treat differently a person or group of people based on their racial origins. Power is a necessary precondition, for it depends on the ability to give or withhold social benefits, facilities, services, opportunities etc., from someone who should be entitled to them, and are denied on the basis of race, colour or national origin.

Therefore, beside the blatant forms of racism it is equally important to address the more implicit forms of racism. Teun van Dijk stresses that "contemporary forms of racism are different from the old racism of slavery, segregation, apartheid, lynching, and systematic discrimination, of white superiority feelings, and of explicit derogation in public discourse and everyday conversation. The New Racism (Barker 1981) wants to be democratic and respectable, and hence first off denies that it is racism".

New Racism does not claim that minorities are biologically inferior. New Racism defines minorities as different from a dominant perspective, stressing deficiencies, such as single-parent families, drug abuse, lacking achievement values, and dependence on welfare and affirmative action as "pathologies" that need to be corrected.

## responding to racism

How to respond to the various forms of racism? Alastair Bonnett (2000, page 84) identifies six forms of anti-racist practice, namely:

- **everyday anti-racism:** the opposition to racism and inequality that forms part of everyday popular culture
- **multicultural anti-racism:** the affirmation of multicultural diversity as a way of engaging racism
- **psychological anti-racism:** the identification and challenging of racism within structures of individual and collective consciousness
- **radical anti-racism:** the identification and challenging of structures of socio-economic power and privilege that foster and reproduce racism
- **anti-Nazi and anti-fascist anti-racism:** challenging extreme right organisations and ideas
- **the representative organisation:** the policy and practice of seeking to create organisations representative of the 'wider community' and therefore actively favouring the entry and promotion of previously excluded 'races'

These strategies represent the broad face of anti-racist activity and each approach carries with it a series of "pros" and "cons". Anti-racist strategies can be problematic. For example, one danger is that anti-racism places minority persons as the passive victims of racism by the dominant majority and sometimes denies or sidelines the actions and resistance strategies of minority persons and groups. Also, it often runs the risk of advocating "equality" or "colour-blindness" rather than considering the issue of equity. This "colour-blind" approach on the part of the dominant majority is often seen as appropriate (Frankenberg, 1993).

However, to attempt not to 'see' race often means assuming a normative centre from which all people are judged and incorporated from an assumed equality. Nonetheless, this normativity, simply reaffirms ideas of the "normal", i.e. the universalism of "whiteness". What is more, ideas about equality do not always work equitably and, as such, the provision of educational services should respect, and be informed by, varying needs and requirements.

Anti-racist education can also become victim to what Gilroy (1987) calls "a coat of paint theory", whereby racism is constructed as an aberrant and not recognised as being integral to the ways in which modern society is structured, organised and legitimated (Troyna 1992, page 87). It seems important to continue to explore the institutionalised nature of racism and discrimination. This means to acquire understanding about how racism is embedded in social relations. It is not enough to deal with racism simply in terms of verbal or physical violence or visible discrimination. The challenge is to deal with the complex and diverse ways that the varying forms of racism actually work and are perpetuated.

## focus on training courses

As mentioned in the initial paragraphs, this booklet can be viewed as the continuation of the sharing that took place during the training courses related to anti-racism and cultural diversity organised in 2002-2004 by SALTO Cultural Diversity Resource Centre.

While running a training course, be it of a general nature concerning youth work or specifically addressing diversity, it appears important to deal with controversial topics by paying attention to the way everyday conversations and mass-media frame diversity issues.

One of the main challenges in facilitating a learning process about diversity and anti-discrimination is how to ensure an inclusive approach that provides opportunities to participate for those who manifest intolerance and prejudices.

One key issue is to drop an "either/or" approach and to focus on intolerant views and behaviours as positions on a continuum linking open and closed views of 'the other'.

### example

One example of this approach is that adopted by the "Islamophobia" reports produced in 1997 and 2004 by the Commission on British Muslims and Islamophobia chaired by Richard Stone.

The reports draw a distinction between closed views of Islam on the one hand and open views on the other. They help to tell the difference between a motivated disagreement on the one hand and phobic dread and hatred on the other. Phobic dread of Islam is the recurring characteristic of closed views. Legitimate disagreement and criticism, as also appreciation and respect, are aspects of open views. However, a lot goes on in between these two conflicting views.

In summary, the eight distinctions which are drawn between closed and open views are to do with:

- whether Islam is seen as monolithic, static and authoritarian, or as diverse and dynamic with extensive internal debates
- whether Islam is seen as totally 'other', separate from the so-called West, or as both similar and interdependent, sharing a common humanity and a common space
- whether Islam is seen as inferior, backward and primitive compared with the so-called West, or as different but equal

- whether Islam is seen as an aggressive enemy to be feared, opposed and defeated, or as a co-operative partner with whom to work on shared problems
- whether Muslims are seen as manipulative, hypocritical and self-righteous in their religious beliefs, or as sincere and genuine
- whether Muslim criticisms of the so-called West are rejected out of hand or whether they are considered and debated
- whether discriminatory behaviour against Muslims in Britain in employment and provision of services is considered defensible, or whether it is challenged opposed
- whether anti-Muslim comments, stereotypes and discourse are seen as natural and 'common sense', or as problematic and to be challenged

Such a framework draws from the seminal work of Milton Rokeach (1960) that stresses how the key abilities of open-minded people is to be able to change view both of others and oneself in the light of new evidence and not to over-generalise features of referred to others.

Interestingly, whereas there are a large number of types of topic in the press, news about immigrants and ethnic minorities is often restricted to the following kinds of events:

- New (illegal) immigrants are arriving
- Political response to, policies about (new) immigration
- Reception problems (housing, etc.)
- Social problems (employment, welfare, etc.)
- Response of the population (resentment, etc.)
- Cultural characterization: how are they different?
- Complications and negative characterization: how are they deviant?
- Focus on threats: violence, crime, drugs, prostitution
- Political response: policies to stop immigration, expulsion, and so on
- Integration conflicts

In each of these cases, even potentially neutral topics, such as immigration, housing, employment or cultural immigration, soon tend to have a negative dimension: immigration may be topicalised as a threat, and most ethnic relations represented in terms of problems and deviance if not as a threat as well, most typically so in news about crime, drugs and violence minorities are associated with. On the other hand, many topics that are also part of ethnic affairs occur much less in the news, such as migrants leaving the country, the contributions of immigrant workers to the economy, everyday life of minority communities, and especially also discrimination and racism against minorities.

## the activities

This booklet presents 93 training tools from the SALTO toolbox. The majority of them address anti-racism, intercultural learning and group dynamics. Some of them relate to topics such as citizenship, conflict management, disability, personal development, project management, social inclusion, voluntary service, Youth Programme.

They have been reproduced here trying to maintain as much as possible the original outline by the trainers who presented them in the SALTO Toolbox. They range from simple energisers to background texts, from complex theatre methods to thick manuals. The summary tables are meant to provide an overview of the methods, the amount of time and the number of participants involved in each activity.

The tools' presentations (and related annexes) are meant to enable you to implement the activities without having to refer back to information available on the Internet. This is not always possible as a few tools are based on Internet slides presentations or simply introduce a handbook (that in turn can provide additional activities).

The way the tools are presented require you as a trainer to read the information carefully in order to see how to select and to adapt activities to their own purposes and how to cluster a selection of them in a consistent training programme.

"A tool is only as good as the skills of the craftsman/woman using it", as one can read in the SALTO web-site as a reminder that none of the tools in the SALTO Toolbox for Training are by themselves a key to change. Training is highly contextual and it is only by adapting tools to one's own objectives, target group, context (time and place) and -most important- to the trainer(s) own skills that a tool will reach its aim.

The training tools in the SALTO Toolbox for Training have been pooled from various sources. SALTO does not claim it being its property. Most of these training methods have been around for many years and have been used in numerous courses in a large variety of formats. Therefore it is difficult to refer to the original source of the tool. Should you know the original or whether copyright is pending on this tool, please inform [toolbox@salto-youth.net](mailto:toolbox@salto-youth.net) and SALTO will adapt the tool accordingly.

By exploring the available literature, the shortest workshop schedule on these topics seems to be provided by the European Federation for Intercultural Learning (EFIL). Here is their example, hopefully a useful starting point to spark your creativity.

time	aim	method	material /media
9.00	Participants get to know each other	“The story of my name”: each participant writes down her/his name on a flipchart and then tells the “story” behind the name: what it means, where it comes from, whether s/he likes it etc.	Flipchart
9.30	Participants appreciate diversity	“Seeking similarities and discovering diversity” (activity from the “All Different All Equal Education Pack”, page.156 – listed here as number 3)	Copies of question-sheets; pens
10.00	Participants reflect upon how it is to be in a minority situation	In small groups participants are asked to discuss whether they have ever been in a minority situation and how they felt about it	
10.30	Participants share ideas	In plenary participants listen to a brief report by each small group	
10.45	Relax	Break	
11.00	Participants plan a project	In small groups participants think about ethnic minorities in their respective country and discuss what they would like to find out about them and about minority/majority relations.	Flipchart/posters for writing down ideas
11.30	Participants get inspired by each other’s project	Presentation of project ideas	
11.45	Participants evaluate the training session	Short evaluation round: how was the session and how to move on	

## glossary

**Abused** is to be insulted or attacked

**Affirmative actions** are strategies aimed at redressing past disadvantages and improve learning and employment opportunities for minority groups. The principle of Affirmative Action acknowledges that equal treatment may not produce equal outcomes; differential treatment may be required to achieve real equity.

**Apartheid** is a political system in which different ‘ethnic’ groups are kept apart; it is especially associated with South Africa until 1994.

**Assistive technology** provides opportunities for people with disabilities to improved access to information, mobility, communication, means control their environment etc.

**Caricature** is an exaggerated or ridiculous picture of someone.

**Culture** comes from the Latin root *colere* (to inhabit, to cultivate, or to honour). It refers to human activity and usually it includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society. According to UNESCO culture is the “set of distinctive spiritual, material, intellectual and emotional features of society or a social group and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs”.

**Disability** is defined by the World Health Organisation as “any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered usual for human being”. For example, for a person with a visual impairment, the loss of the ability to see effectively is a disability. It includes physical, intellectual, psychiatric, sensory, neurological, learning disabilities, physical disfigurement and the presence in the body of disease-causing organisms.

**Discrimination** is favouring some people over others. Often it means treating someone unfairly because presumably belonging to a particular group of people.

- **direct discrimination** occurs where someone is treated less favourably than someone else in circumstances not materially different because one of the attributes covered by anti-discrimination legislation (ie because their sex, race, disability, age, etc)

- **indirect discrimination** occurs when a rule, practice, policy, requirement or condition appears to be fair because it treats everyone in the same way, but in effect it disadvantages people from a certain group, and this is not reasonable in the circumstances.

**Diversity** is the range of human difference. It consists of numerous factors including visible and non-visible differences, eg gender, age, background, race, disability, religion, sexual orientation and personality.

**Emancipation** is the act of setting free. In the history we see it referred to slaves, women and oppressed groups in general.

**Ethnicity** is the 'culture' characteristics that connect a particular group or groups of people each other.

**Exploitation** means using someone for selfish purposes.

**Ghetto** is an Italian Word. Originally it indicated the part of the city where Jews lived. Today it can be used for a part of town where identifiable 'ethnic' group lives and from which it is hard to leave. It is also used to indicate a part of the city which is particularly poor.

**Harassment** is an act of troubling and annoying someone. It concerns any unwelcome conduct, verbal or physical, which has happens because of a person's sex, race, age, marital status, pregnancy or potential pregnancy, disability, sexual preference or transgender status.

**Learning disability** is any of a diverse range of conditions that cause significant difficulties in perceiving and/or processing either auditory, visual and/or spatial information.

**Patronising** means to look down on someone who is considered to be less important.

**Race** is a confused concept that should not be used, but it is sometime referred to, to try to distinguish a human population from other humans, for example on the basis of skin colour, ancestry, national origin.

**Racism** is a discriminatory attitude and behaviour on the basis of race, colour, descent, national or ethnic origin, or ethno-religious background.

**Sexism** is a discriminatory attitude and behaviour on the basis of sex.

**Social justice** refers to the work and struggles of people throughout the world for equality, democratic government, economic opportunity, intellectual freedom, environmental protection and human rights.

**Xenophobia** means hatred of people from other 'ethnic' groups.

## selected reading

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## useful websites

- Anti-discrimination programmes of the Directorate General for Employment and Social Affairs of the European Commission  
**[http://europa.eu.int/comm/employment\\_social/fundamental\\_rights/index\\_en.htm](http://europa.eu.int/comm/employment_social/fundamental_rights/index_en.htm)**
- Campaign for Ratification of the Migrants Rights Convention  
**<http://www.migrantsrights.org/>**
- Cross Point against racism  
**<http://www.magenta.nl/crosspoint/>**
- Declaration of the Council of Ministers on Anti-Racism  
**[http://europa.eu.int/comm/youth/whitepaper/download/st09405.en04\\_en.pdf](http://europa.eu.int/comm/youth/whitepaper/download/st09405.en04_en.pdf)**
- EC Green Paper (June 2004)  
**[http://europa.eu.int/comm/employment\\_social/fundamental\\_rights/greenpaper\\_en.htm](http://europa.eu.int/comm/employment_social/fundamental_rights/greenpaper_en.htm)**
- European Monitoring Centre on Racism and Xenophobia  
**<http://eumc.eu.int>**
- European Commission's website for the Youth Programme  
**[http://europa.eu.int/comm/youth/program/index\\_en.html](http://europa.eu.int/comm/youth/program/index_en.html)**
- For Diversity  
**<http://www.stop-discrimination.info/index.php?english>**
- International Convention on the Elimination of All Forms of Racial Discrimination (1965)  
**[http://www.unhchr.ch/html/menu3/b/d\\_icerd.htm](http://www.unhchr.ch/html/menu3/b/d_icerd.htm)**
- United for Intercultural Action (including European Week Against Racism site)  
**<http://www.unitedagainstracism.org/>**
- United Nations Declaration on the Elimination of All Forms of Racial Discrimination (1963)  
**<http://www.unhchr.ch/html/menu3/b/9.htm>**
- World Conference Against Racism  
**<http://www.un.org/WCAR/>**

# **section 2**

**activities**

## activities: in alphabetical sequence

title	method(s)	topic(s)	time	group
1 SALTO Cultural Diversity Training Courses	report	anti-racism; citizenship; social inclusion	flexible	any
2 A Little Cooperation Exercise	exercise; presentation; simulation exercise	anti-racism; citizenship; conflict management; intercultural learning; personal development	40'	any: in pairs
3 All Different All Equal Education Pack	background text; manual	anti-racism; citizenship; intercultural learning; social inclusion	various	various
4 Analysing Prejudice	exercise	anti-racism; personal development	45'	10-25
5 Animal Sounds	group building activity; name game/get to know each other	group dynamics; intercultural learning	20'	15-40
6 Anti Racism and Youth for Europe	background text	anti-racism; youth programme	flexible	any
7 Anti-Discrimination Good Practice Guide	background text; manual; report	anti-racism; citizenship; social inclusion	flexible	any
8 Applause to Identities	exercise	anti-racism; intercultural learning	25'	15-30
9 Barometer – Prejudices	exercise	anti-racism; intercultural learning	45'	10-30
10 Battle of Elements	group building activity; name game/get to know each other	group dynamics; citizenship; intercultural learning	180'	any
11 Bomb and Shield	energiser	anti-racism	5'	15-30
12 Breaking the code	exercise; group building activity	group dynamics; social inclusion	25'	Variable
13 Bringing the bottle home	group building activity	group dynamics; project management; social inclusion	30'	groups of 5
14 By My Bootstraps	exercise	anti-racism	90'	15-30
15 Can You?	exercise; simulation exercise	anti-racism; citizenship; disability; intercultural learning; social inclusion	30'	large group
16 Changing The Outcome	exercise; simulation exercise	anti-racism; conflict management; disability; social inclusion	40'	groups of 3
17 Circles Game	simulation exercise	anti-racism; conflict management; group dynamics; social inclusion	45'	10-25
18 City Pictures	exercise	intercultural learning	60'	20-30
19 Coloured language	exercise	anti-racism; intercultural learning	90'	up to 30
20 Commonalities	exercise; group building activity	group dynamics	15'	minimum 10
21 COMPASS: Manual on Human Rights Education with Young People	background text; manual; report	anti-racism; citizenship; intercultural learning; social inclusion	flexible	any
22 Consequences	exercise; group building activity	anti-racism; intercultural learning; personal development; social inclusion	30'	groups of 6
23 Country presentation during coffee breaks	exercise; group building activity	group dynamics; intercultural learning	15' per present.	any
24 Coyote: Magazine for European Youth Work & Training	background text; magazine	anti-racism; citizenship; intercultural learning	n/a	n/a
25 Creating a Character	simulation exercise	anti-racism; disability; social inclusion	60'	minimum 12
26 Crossed Vision	exercise	EuroMed; intercultural learning	90'	minimum 10

<b>title</b>	<b>method(s)</b>	<b>topic(s)</b>	<b>time</b>	<b>group</b>
<b>27</b> Crosswords	exercise	intercultural learning	30'	any
<b>28</b> Culture: Introduction to ICL	exercise	intercultural learning	90'	8-30
<b>29</b> Discovering diversity Education pack	manual	anti-racism; group dynamics; intercultural learning	flexible	any
<b>30</b> Domino	energiser; group building activity; presentation	group dynamics	variable	minimum 5
<b>31</b> European Passport Against Intolerance	manual	anti-racism	variable	variable
<b>32</b> Facing Projections by Other	exercise	conflict management; intercultural learning; personal development; social inclusion	60'	pairs
<b>33</b> Fast Sketch	energiser; exercise (theatre game); group building activity	anti-racism; conflict management	5-10'	15-30
<b>34</b> Fetch	energiser; group building activity	group dynamics	15'	15-35
<b>35</b> First Impression	exercise	intercultural learning	60'-90'	8-30
<b>36</b> Focus for Change	manual	anti-racism	variable	flexible
<b>37</b> Focus on Youth	energiser	anti-racism; citizenship; intercultural learning; personal development	40'	any
<b>38</b> Forum Theatre: Playing Forum	theatre activity	any; conflict management	11hr (3+8)	15-25
<b>39</b> Group Building	exercise	anti-racism	30'	10-30
<b>40</b> Handicap Race	exercise	disability ; intercultural learning; social inclusion	120'	5-40
<b>41</b> Human Needs Jigsaw	exercise simulation; exercise	anti-racism; disability; intercultural learning; social inclusion	60'	any
<b>42</b> Identity	exercise	anti-racism; intercultural learning	60'	8- 30
<b>43</b> Identity Molecule	exercise	anti-racism; social inclusion	60'-90'+ 45'+20'	10-25
<b>44</b> Image of Oppression	exercise; theatre exercise	anti-racism; conflict management	45'	15-30
<b>45</b> In & Out	exercise	anti-racism	45'-60'	about 25
<b>46</b> Intercultural Construction Game	group building activity; simulation exercise	intercultural learning; project management	60'	20-35
<b>47</b> Intercultural Learning: a condition for European Citizenship	background text	citizenship; intercultural learning	variable	any
<b>48</b> Intercultural night	group building activity	group dynamics; intercultural learning	flexible	any
<b>49</b> Intercultural Training Competences & Skills	background text	intercultural learning; personal development	lifelong	any
<b>50</b> Introducing Yourself In Your Own Language	group building activity; name game/get to know each other	group dynamics; intercultural learning	45'	10-40
<b>51</b> It was only a Joke!	exercise	anti-racism	60'-90'	about 25
<b>52</b> Jigsaw of Human Rights	energiser; exercise	anti-racism; social inclusion	30'	up to 30
<b>53</b> Leading by the Hand	theatre exercise	anti-racism	10'	16-32
<b>54</b> Lemons Icebreaker	exercise; ice-breaker	anti-racism; intercultural learning; social inclusion	30'	any
<b>55</b> Life Line	exercise	intercultural learning	90'	8-30
<b>56</b> Malekulas	simulation exercise	intercultural learning	90'-120'	20-35

<b>title</b>	<b>method(s)</b>	<b>topic(s)</b>	<b>time</b>	<b>group</b>
<b>57</b> Map of Europe	exercise; ice-breaker; name game/get to know each other	group dynamics	30" per person	minimum 2
<b>58</b> Methods & Techniques used in Intercultural Youth Projects	background text; manual	conflict management; groups dynamics; intercultural learning; project management	flexible	variable
<b>59</b> My name and its Origin	group building activity; name game/get to know each other	group dynamics; intercultural learning	20'	10-40
<b>60</b> Obvious, isn't it? Seminar Terminology	group building activity	group dynamics; intercultural learning	60'	10-40
<b>61</b> Outsiders	exercise; group building activity	anti-racism; conflict management; groups dynamics; social inclusion	25'	various
<b>62</b> Paper Towers	exercise; group building activity; simulation exercise	conflict management; groups dynamics; social inclusion	10'	minimum 12
<b>63</b> Perceptions of Cultural Diversity	exercise	anti-racism	180'	any
<b>64</b> Personal Experience: Discrimination	exercise	anti-racism; intercultural learning	30'	any
<b>65</b> Postcards	exercise	anti-racism; citizenship; conflict management, social inclusion	40'	any: groups of 3-5
<b>66</b> Power of Language	manual	anti-racism; groups dynamics; intercultural learning	flexible	any
<b>67</b> (Pre)conceptions of Young People with Fewer Opportunities	energiser; simulation exercise	anti-racism; social inclusion	120'	10-40
<b>68</b> Pyramid if Hate	exercise	anti-racism; social inclusion	90'-120'	15-30
<b>69</b> 'Race' & Racism: Fact or Fiction?	exercise	anti-racism	90' minimum	12-30
<b>70</b> Ritual Gesture	energiser; exercise	anti-racism; conflict management	20'	16-32
<b>71</b> Roads Exercise	simulation exercise	conflict management; groups dynamics; intercultural learning	90'-120'	15-35
<b>72</b> Say Hello	energiser; name game/get to know each other	groups dynamics; social inclusion	10'	25-30
<b>73</b> Simple Ideas to Overcome Language Barriers	exercise	groups dynamics; intercultural learning	various	any
<b>74</b> Sixty Seconds	group building activity	groups dynamics; intercultural learning	5'	15-40
<b>75</b> Steps of Intercultural Learning	exercise; presentation	intercultural learning	90'	minimum 4
<b>76</b> Sticks & Stones	exercise	anti-racism	90'-120'	10-30
<b>77</b> Stone Metaphor	exercise; group building activity	anti-racism; disability; group dynamics; intercultural learning; social inclusion	15'-30'	15-35
<b>78</b> The Diversity Newspaper	exercise	anti-racism	45'-90'	max 30
<b>79</b> The 4 i's	exercise	anti-racism	60'-90'	15-30
<b>80</b> The Island of Monomulti (Three Cultures)	simulation exercise	intercultural learning	120'	20-30
<b>81</b> The Spider Web	exercise; group building activity	groups dynamics	45'	min 8
<b>82</b> The S-watch	exercise	anti-racism; intercultural learning	30'-45'	10-30
<b>83</b> Three Colours-Cultures	simulation exercise	intercultural learning; personal development	180'	15-30

title	method(s)	topic(s)	time	group
<b>84</b> Tool for an Intercultural Evening	exercise; name game/get to know each other	intercultural learning	all evening	any
<b>85</b> Training Kit on Intercultural Learning	background text; manual	intercultural learning	variable	variable
<b>86</b> Uno Replacement Migration	background text	anti-racism, personal development	flexible	any
<b>87</b> Volunteering in Europe	exercise	citizenship; intercultural learning; voluntary service	180'	15-30
<b>88</b> Walk, Stop, Justify	energiser; exercise; theatre exercise	anti-racism; conflict management	10'	15-30
<b>89</b> Wall of Prejudice	role-play	anti-racism; intercultural learning	45'	15-25
<b>90</b> Whom would you like to live with?	exercise; group building activity; simulation exercise	anti-racism; group dynamics; intercultural learning; personal development; social inclusion	120'-180'	2-25
<b>91</b> Win as much as you can	simulation exercise	conflict management; groups dynamics; intercultural learning	120'	20-25
<b>92</b> World Image	energiser; exercise; theatre exercise	anti-racism; conflict management	10'	16-30
<b>93</b> World Mapping	exercise	anti-racism; intercultural learning	20'-60'	any

## activities: anti-racism

title	method(s)	time	group
<b>1</b> SALTO Cultural Diversity Training Courses	report	flexible	any
<b>2</b> A Little Cooperation Exercise	exercise; presentation; simulation exercise	40'	any: in pairs
<b>3</b> All Different All Equal Education Pack	background text; manual	various	various
<b>4</b> Analysing Prejudice	exercise	45'	10-25
<b>6</b> Anti Racism and Youth for Europe	background text	flexible	any
<b>7</b> Anti-Discrimination Good Practice Guide	background text; manual; report	flexible	any
<b>8</b> Applause to Identities	exercise	25'	15-30
<b>9</b> Barometer – Prejudices	exercise	45'	10-30
<b>11</b> Bomb and Shield	energiser	5'	15-30
<b>14</b> By My Bootstraps	exercise	90'	15-30
<b>15</b> Can You?	exercise; simulation exercise	30'	large group
<b>16</b> Changing The Outcome	exercise; simulation exercise	40'	groups of 3
<b>17</b> Circles Game	simulation exercise	45'	10-25
<b>19</b> Coloured language	exercise	90'	up to 30
<b>21</b> COMPASS: Manual on Human Rights Education with Young People	background text; manual; report	flexible	any
<b>22</b> Consequences	exercise; group building activity	30'	groups of 6
<b>24</b> Coyote: Magazine for European Youth Work & Training	background text; magazine	n/a	n/a
<b>29</b> Discovering diversity Education pack	manual	flexible	any
<b>31</b> European Passport Against Intolerance	manual	variable	variable

<b>title</b>	<b>method(s)</b>	<b>time</b>	<b>group</b>
<b>33</b> Fast Sketch	energiser; exercise (theatre game); group building activity	5-10'	15-30
<b>36</b> Focus for Change	manual	variable	flexible
<b>37</b> Focus on Youth	energiser	40'	any
<b>38</b> Forum Theatre: Playing Forum	theatre activity	11hr (3+8)	15-25
<b>39</b> Group Building	exercise	30'	10-30
<b>41</b> Human Needs Jigsaw	exercise simulation; exercise	60'	any
<b>42</b> Identity	exercise	60'	8- 30
<b>43</b> Identity Molecule	exercise	60'-90'+ 45'+20'	10-25
<b>44</b> Image of Oppression	exercise; theatre exercise	45'	15-30
<b>45</b> In & Out	exercise	45'-60'	about 25
<b>51</b> It was only a Joke!	exercise	60'-90'	about 25
<b>52</b> Jigsaw of Human Rights	energiser; exercise	30'	up to 30
<b>53</b> Leading by the Hand	theatre exercise	10'	16-32
<b>54</b> Lemons Icebreaker	exercise; ice-breaker	30'	any
<b>61</b> Outsiders	exercise; group building activity	25'	various
<b>63</b> Perceptions of Cultural Diversity	exercise	180'	any
<b>64</b> Personal Experience: Discrimination	exercise	30'	any
<b>65</b> Postcards	exercise	40'	any: groups of 3-5
<b>66</b> Power of Language	manual	flexible	any
<b>67</b> (Pre)conceptions of Young People with Fewer Opportunities	energiser; simulation exercise	120'	10-40
<b>68</b> Pyramid of Hate	exercise	90'-120'	15-30
<b>69</b> 'Race' & Racism: Fact or Fiction?	exercise	90' minimum	12-30
<b>70</b> Ritual Gesture	energiser; exercise	20'	16-32
<b>76</b> Sticks & Stones	exercise	90'-120'	10-30
<b>77</b> Stone Metaphor	exercise; group building activity	15'-30'	15-35
<b>78</b> The Diversity Newspaper	exercise	45'-90'	max 30
<b>79</b> The 4 i's	exercise	60'-90'	15-30
<b>82</b> The S-watch	exercise	30'-45'	10-30
<b>83</b> Three Colours-Cultures	simulation exercise	180'	15-30
<b>86</b> Uno Replacement Migration	background text	flexible	any
<b>89</b> Wall of Prejudice	role-play	45'	15-25
<b>90</b> Whom would you like to live with?	exercise; group building activity; simulation exercise	120'-180'	2-25
<b>92</b> World Image	energiser; exercise; theatre exercise	10'	16-30
<b>93</b> World Mapping	exercise	20'-60'	any

## activities: disability

title	method(s)	time	group
15 Can You?	exercise; simulation exercise	30'	large group
16 Changing The Outcome	exercise; simulation exercise	40'	groups of 3
25 Creating a Character	simulation exercise	60'	minimum 12
40 Handicap Race	exercise	120'	5-40
41 Human Needs Jigsaw	exercise simulation; exercise	60'	any
77 Stone Metaphor	exercise; group building activity	15'-30'	15-35

## activities: citizenship

title	method(s)	time	group
1 SALTO Cultural Diversity Training Courses	report	flexible	any
2 A Little Cooperation Exercise	exercise; presentation; simulation exercise	40'	any: in pairs
3 All Different All Equal Education Pack	background text; manual	various	various
7 Anti-Discrimination Good Practice Guide	background text; manual; report	flexible	any
10 Battle of Elements	group building activity; name game/get to know each other	180'	any
15 Can You?	exercise; simulation exercise	30'	large group
21 COMPASS: Manual on Human Rights Education with Young People	background text; manual; report	flexible	any
37 Focus on Youth	energiser	40'	any
47 Intercultural Learning: a condition for European Citizenship	background text	variable	any
65 Postcards	exercise	40'	any: groups of 3-5
87 Volunteering in Europe	exercise	180'	15-30

## activities: conflict management

title	method(s)	time	group
2 A Little Cooperation Exercise	exercise; presentation; simulation exercise	40'	any: in pairs
16 Changing The Outcome	exercise; simulation exercise	40'	groups of 3
17 Circles Game	simulation exercise	45'	10-25
32 Facing Projections by Other	exercise	60'	pairs
33 Fast Sketch	energiser; exercise (theatre game); group building activity	5-10'	15-30
38 Forum Theatre: Playing Forum	theatre activity	11hr (3+8)	15-25
44 Image of Oppression	exercise; theatre exercise	45'	15-30

title	method(s)	time	group
<b>58</b> Methods & Techniques used in Intercultural Youth Projects	background text; manual	flexible	variable
<b>61</b> Outsiders	exercise; group building activity	25'	various
<b>62</b> Paper Towers	exercise; group building activity; simulation exercise	10'	minimum 12
<b>65</b> Postcards	exercise	40'	any: groups of 3-5
<b>70</b> Ritual Gesture	energiser; exercise	20'	16-32
<b>71</b> Roads Exercise	simulation exercise	90'-120'	15-35
<b>88</b> Walk, Stop, Justify	energiser; exercise; theatre exercise	10'	15-30
<b>91</b> Win as much as you can	simulation exercise	120'	20-25
<b>92</b> World Image	energiser; exercise; theatre exercise	10'	16-30

## activities: group dynamics

title	method(s)	time	group
<b>29</b> Discovering diversity Education pack	manual	flexible	any
<b>30</b> Domino	energiser; group building activity; presentation	variable	minimum 5
<b>34</b> Fetch	energiser; group building activity	15'	15-35
<b>48</b> Intercultural night	group building activity	flexible	any
<b>49</b> Intercultural Training Competences & Skills	background text	lifelong	any
<b>50</b> Introducing Yourself In Your Own Language	group building activity; name game/get to know each other	45'	10-40
<b>51</b> It was only a Joke!	exercise	60'-90'	about 25
<b>52</b> Jigsaw of Human Rights	energiser; exercise	30'	up to 30
<b>53</b> Leading by the Hand	theatre exercise	10'	16-32
<b>54</b> Lemons Icebreaker	exercise; ice-breaker	30'	any
<b>55</b> Life Line	exercise	90'	8-30
<b>56</b> Malekulas	simulation exercise	90'-120'	20-35
<b>57</b> Map of Europe	exercise; ice-breaker; name game/get to know each other	30" per person	minimum 2
<b>58</b> Methods & Techniques used in Intercultural Youth Projects	background text; manual	flexible	variable
<b>59</b> My name and its Origin	group building activity; name game/get to know each other	20'	10-40
<b>60</b> Obvious, isn't it? Seminar Terminology	group building activity	60'	10-40
<b>61</b> Outsiders	exercise; group building activity	25'	various
<b>62</b> Paper Towers	exercise; group building activity; simulation exercise	10'	minimum 12
<b>66</b> Power of Language	manual	flexible	any
<b>71</b> Roads Exercise	simulation exercise	90'-120'	15-35
<b>72</b> Say Hello	energiser; name game/get to know each other	10'	25-30
<b>73</b> Simple Ideas to Overcome Language Barriers	exercise	various	any

title	method(s)	time	group
74 Sixty Seconds	group building activity	5'	15-40
77 Stone Metaphor	exercise; group building activity	15'-30'	15-35
81 The Spider Web	exercise; group building activity	45'	min 8
90 Whom would you like to live with?	exercise; group building activity; simulation exercise	120'-180'	2-25
91 Win as much as you can	simulation exercise	120'	20-25

## activities: intercultural learning

title	method(s)	time	group
2 A Little Cooperation Exercise	exercise; presentation; simulation exercise	40'	any: in pairs
3 All Different All Equal Education Pack	background text; manual	various	various
5 Animal Sounds	group building activity; name game/get to know each other	20'	15-40
8 Applause to Identities	exercise	25'	15-30
9 Barometer – Prejudices	exercise	45'	10-30
10 Battle of Elements	group building activity; name game/get to know each other	180'	any
15 Can You?	exercise; simulation exercise	30'	large group
19 Coloured language	exercise	90'	up to 30
21 COMPASS: Manual on Human Rights Education with Young People	background text; manual; report	flexible	any
22 Consequences	exercise; group building activity	30'	groups of 6
23 Country presentation during coffee breaks	exercise; group building activity	15' per present.	any
24 Coyote: Magazine for European Youth Work & Training	background text; magazine	n/a	n/a
26 Crossed Vision	exercise	90'	minimum 10
27 Crosswords	exercise	30'	any
28 Culture: Introduction to ICL	exercise	90'	8-30
29 Discovering diversity Education pack	manual	flexible	any
32 Facing Projections by Other	exercise	60'	pairs
35 First Impression	exercise	60'-90'	8-30
36 Focus for Change	manual	variable	flexible
37 Focus on Youth	energiser	40'	any
40 Handicap Race	exercise	120'	5-40
41 Human Needs Jigsaw	exercise simulation; exercise	60'	any
42 Identity	exercise	60'	8-30
46 Intercultural Construction Game	group building activity; simulation exercise	60'	20-35
47 Intercultural Learning: a condition for European Citizenship	background text	variable	any

<b>title</b>	<b>method(s)</b>	<b>time</b>	<b>Group</b>
48 Intercultural night	group building activity	flexible	any
49 Intercultural Training Competences & Skills	background text	lifelong	any
50 Introducing Yourself In Your Own Language	group building activity; name game/get to know each other	45'	10-40
54 Lemons Icebreaker	exercise; ice-breaker	30'	any
55 Life Line	exercise	90'	8-30
56 Malekulas	simulation exercise	90'-120'	20-35
58 Methods & Techniques used in Intercultural Youth Projects	background text; manual	flexible	variable
59 My name and its Origin	group building activity; name game/get to know each other	20'	10-40
60 Obvious, isn't it? Seminar Terminology	group building activity	60'	10-40
64 Personal Experience: Discrimination	exercise	30'	any
66 Power of Language	manual	flexible	any
71 Roads Exercise	simulation exercise	90'-120'	15-35
73 Simple Ideas to Overcome Language Barriers	exercise	various	any
74 Sixty Seconds	group building activity	5'	15-40
75 Steps of Intercultural Learning	exercise; presentation	90'	minimum 4
77 Stone Metaphor	exercise; group building activity	15'-30'	15-35
80 The Island of Monomulti (Three Cultures)	simulation exercise	120'	20-30
82 The S-watch	exercise	30'-45'	10-30
83 Three Colours-Cultures	simulation exercise	180'	15-30
84 Tool for an Intercultural Evening	exercise; name game/get to know each other	all evening	any
85 Training Kit on Intercultural Learning	background text; manual	variable	variable
87 Volunteering in Europe	exercise	180'	15-30
89 Wall of Prejudice	role-play	45'	15-25
90 Whom would you like to live with?	exercise; group building activity; simulation exercise	120'-180'	2-25
91 Win as much as you can	simulation exercise	120'	20-25
93 World Mapping	exercise	20'-60'	any

## **activities: personal development**

<b>title</b>	<b>method(s)</b>	<b>time</b>	<b>group</b>
2 A Little Cooperation Exercise	exercise; presentation; simulation exercise	40'	any: in pairs
4 Analysing Prejudice	exercise	45'	10-25
22 Consequences	exercise; group building activity	30'	groups of 6
32 Facing Projections by Other	exercise	60'	pairs
37 Focus on Youth	energiser	40'	any
38 Forum Theatre: Playing Forum	theatre activity	11hr (3+8)	15-25

title	method(s)	time	group
49 Intercultural Training Competences & Skills	background text	lifelong	any
83 Three Colours-Cultures	simulation exercise	180'	15-30
86 Uno Replacement Migration	background text	flexible	any
90 Whom would you like to live with?	exercise; group building activity; simulation exercise	120'-180'	2-25

## activities: project management

title	method(s)	time	group
46 Intercultural Construction Game	group building activity; simulation exercise	60'	20-35

## activities: including diversity in youth work

title	method(s)	time	group
1 SALTO Cultural Diversity Training Courses	report	flexible	any
3 All Different All Equal Education Pack	background text; manual	various	various
7 Anti-Discrimination Good Practice Guide	background text; manual; report	flexible	any
12 Breaking the code	exercise; group building activity	25'	Variable
13 Bringing the bottle home	group building activity	30'	groups of 5
15 Can You?	exercise; simulation exercise	30'	large group
16 Changing The Outcome	exercise; simulation exercise	40'	groups of 3
17 Circles Game	simulation exercise	45'	10-25
21 COMPASS: Manual on Human Rights Education with Young People	background text; manual; report	flexible	any
22 Consequences	exercise; group building activity	30'	groups of 6
25 Creating a Character	simulation exercise	60'	minimum 12
32 Facing Projections by Other	exercise	60'	pairs
40 Handicap Race	exercise	120'	5-40
41 Human Needs Jigsaw	exercise simulation; exercise	60'	any
43 Identity Molecule	exercise	60'-90'+ 45'+20'	10-25
52 Jigsaw of Human Rights	energiser; exercise	30'	up to 30
54 Lemons Icebreaker	exercise; ice-breaker	30'	any
61 Outsiders	exercise; group building activity	25'	various
62 Paper Towers	exercise; group building activity; simulation exercise	10'	minimum 12
65 Postcards	exercise	40'	any: groups of 3-5
67 (Pre)conceptions of Young People with Fewer Opportunities	energiser; simulation exercise	120'	10-40

<b>title</b>	<b>method(s)</b>	<b>time</b>	<b>group</b>
<b>68</b> Pyramid of Hate	exercise	90'-120'	15-30
<b>72</b> Say Hello	energiser; name game/get to know each other	10'	25-30
<b>77</b> Stone Metaphor	exercise; group building activity	15'-30'	15-35
<b>90</b> Whom would you like to live with?	exercise; group building activity; simulation exercise	120'-180'	2-25

## **activities: voluntary service**

<b>title</b>	<b>method(s)</b>	<b>time</b>	<b>group</b>
<b>87</b> Volunteering in Europe	exercise	180'	15-30

## **activities: youth programme**

<b>title</b>	<b>method(s)</b>	<b>time</b>	<b>group</b>
<b>3</b> All Different All Equal Education Pack	background text; manual	various	various

## salto cultural diversity training courses

### aims

- These courses were implemented by the SALTO Resource centre to involve youth workers and trainers who wished to develop their understanding, skills and confidence in working with diversity and difference. The different focus of each course related to the role of the individual (as a trainer, facilitator, youth worker etc) and their relation to the youth work world in their own country.
- This allowed the courses to look at the issues relevant to anti-racist work with all young people in different areas of Europe, on different levels, according to the diversity that exists in specific locations.

### group

- anyone who would like to read about the courses

### description

- Each course was 6 programme days long and had 25 places for participants. The courses were held in different locations to allow for the diversity of Europe to benefit the content and depth of discussions.
- International teams of trainers led participants through activities. Many of the activities and sessions used in these courses are included in this folder.
- After the training, participants were encouraged to develop their own projects with young people, in order that the learning could be multiplied and have a beneficial effect on the youth in Europe.

### further info/source

For more information about these courses, or about future courses that will be run, please contact the SALTO Cultural Diversity Resource Centre, Connect Youth, 10 Spring Gardens, London, SW1A 2BN, t: +44 207 389 4028, f: +44 207 389 4033, e: [diversity@salto-youth.net](mailto:diversity@salto-youth.net), [www.salto-youth.net/diversity](http://www.salto-youth.net/diversity).

For more detailed description of the content of the courses, or of the programmes that were run, please have a look at the reports. These are available directly from the SALTO Resource Centre, or to download from: [www.salto-youth.net/find-atool/337.html](http://www.salto-youth.net/find-atool/337.html)

**tool type:** report

**tool topics:** anti-racism; citizenship; social inclusion

**submitted by:** Susie Green [salto-uk@salto-youth.net](mailto:salto-uk@salto-youth.net)

# 2

## a little cooperation exercise *40 mins*

### aim

- To show in an active way how we acquire culture (habits, opinions, etc) and what happens when we are in contact with other cultures.

### group

- any group divided into pairs

### material needed

- PowerPoint slideshow downloadable at: [www.salto-youth.net/static/downloads/toolbox\\_downloads.php/153/A%20little%20cooperation%20exercise.pps](http://www.salto-youth.net/static/downloads/toolbox_downloads.php/153/A%20little%20cooperation%20exercise.pps) or the pictures printed out on overhead transparency film – one pen and one piece of paper per couple

### duration

- 40 minutes: 10 minutes exercise, 15-30 minutes debriefing

### description

The PowerPoint presentation explains step by step what to do:

- ask one person of the couples to close the eyes while you show the other person the first picture
- next ask the person that saw the first picture to close the eyes and show the second pictures to the people that did not see the first picture
- then ask the couples to draw the third picture, WITHOUT SPEAKING, holding on to one single pen (cooperation)
- when ready, participants can show their drawings and the debriefing can start after the laughter about each other's artistic skills

### debriefing questions

- Was it easy to draw the picture together?
- What did each of the person of the couple try to draw?
- Would it have been easier if you could have spoken?
- What does this exercise symbolise?
- ... add your own questions...

### conclusions

- Everybody learns to do and see things throughout their lives (socialisation)
- Other people and cultures do and see things in a different way (diversity)
- When two different cultures meet con-fusion can happen (culture shock)
- But communication about differences can help to understand each other's ways (intercultural dialogue)

### further info/source

- intercultural exercise at the European Commission's Youth Action Week, September 2003

**tool types:** simulation exercise; exercise; presentation

**tool topics:** anti-racism; intercultural learning; personal development; conflict management; citizenship

**submitted by:** Tony Geudens [tony@salto-youth.net](mailto:tony@salto-youth.net)

### annex



## all different all equal education pack *various*

### aim

- Ideas, resources, methods and activities for informal intercultural education with young people and adults. Part of the European Youth Campaign against Racism, Xenophobia, Anti-Semitism and Intolerance of 1995.

### group

- young people and adults

### material needed

- various

### description

**a** Key concepts and basis for intercultural education

**b** Activities, methods and resources.

### further info/source

Secretariat of ECRI, Directorate General of Human Rights – DG II, Council of Europe, F-67075, STRASBOURG CEDEX  
t: +33 (0) 388412964, f: +33 (0) 388 41 39 87, e: [combat.racism@coe.int](mailto:combat.racism@coe.int), [www.coe.int/ecri](http://www.coe.int/ecri)

**tool types:** background text; manual

**tool topics:** social inclusion; anti-racism; intercultural learning; citizenship

**submitted by:** Susie Green [salto-uk@salto-youth.net](mailto:salto-uk@salto-youth.net)

# 4

## analysing prejudice *45 mins*

### aims

- Analyse the feelings caused by exclusion
- Examine inclusive and exclusive behaviours and the dynamics of exclusion

### group

- 10-25

### material needed

- flipchart; markers

### description

- ask a group of volunteers (4-5 people) to leave the room, divide the rest of the group in small groups, one for each of the volunteer outside the room
- the small groups are instructed to start a discussion and keep the volunteers out of it, they can use any strategy they want except physical violence
- the volunteers are instructed to come back in the room and try to enter into the small groups and join the discussions
- the trainers observe what is going on in the groups for 5-10 minutes max (if tension grows too much stop the activity)
- divide a flipchart in four pieces and Facilitate a discussion about the strategies used by the excluded to be accepted, the strategies used by the excluders to keep the volunteers out, and how people felt as excluded/ excluders. Discuss the effect of exclusion on a long term, at personal, group and society level

### further info/source

*Peer Trainers Manual* © Anti-Defamation League A WORLD OF DIFFERENCE® Institute

**tool types:** exercise (circle game)

**tool topics:** anti-racism; personal development

**submitted by:** Matteo Violi *baloo76@tin.it*

# 5

## animal sounds *20 mins*

### aim

- Raise awareness for intercultural differences, enjoy language differences

### group

- 15-40 (different mother tongues is essential)

### material needed

- flipchart, markers

### description

- On each wallpaper, draw a picture of an animal. Ask the participants to write down the sound the animal makes in their own language
- Once the lists are completed, go through the animals one by one. Ask people to make the noise (do this quickly – should not take more than 10 minutes)
- You may want to people fill in the lists in their free time, and then 'energise' the group by starting the day with reading out the sounds

### further info/source

SALTO Training Course *Inclusion and EVS*, Belgium 2001

**tool types:** group building activity; name game/get to know each other

**tool topics:** group dynamics; intercultural learning

**submitted by:** Felix Nicolai [salto-be@salto-youth.net](mailto:salto-be@salto-youth.net)

## anti racism & youth for europe *flexible timings*

### aim

- A study aiming at defining the different aspects of racism, presenting the issues of anti-racism and their role in youth exchanges.

### group

- any

### material needed

- the study (see also similar shorter documents such as the more recent article in **Coyote** by Robin Sclafani at: [www.training-youth.net/site/publications/coyote/coyote05/antiracism.htm](http://www.training-youth.net/site/publications/coyote/coyote05/antiracism.htm))

### description

This document, supported by the European Commission and other associations, defines the different aspects of racism, presents the issues of anti-racism and their role in youth exchanges.

“The ultimate goal of this study is to provide practical insight and theoretical validity for the anti-racism work of youth.”

### further info/source

Robin A Sclafani ***A Study Presented to the Youth for Europe Program Directorate General XXII for Education, Training and Youth*** European Commission, Brussels 2000

**tool types:** background text

**tool topics:** anti-racism

**submitted by:** Felix Nicolai [salto-be@salto-youth.net](mailto:salto-be@salto-youth.net)

## anti-discrimination good practice guide *flexible timings*

### aim

- To foster the exchange of experience around issues of anti-discrimination work among key local actors in local governments.

### group

- any: anti-racism and cultural diversity workers, policy makers, city councils, etc

### material needed

- download 47-page guide from: [www.birmingham.gov.uk](http://www.birmingham.gov.uk)

### description

This Anti-Discrimination Good Practice Guide is the fruit of a European cooperation between municipalities. The project, called the Eurocities Anti-Discrimination Exchange (EADE), involved eight partner cities from six different European countries (Antwerp, Barcelona, Birmingham, Bologna, Madrid, Malmö, Newcastle Upon Tyne and The Hague). It was co-financed by DG Employment & Social Affairs of the European Commission. The aim of the initiative was to foster the exchange of experience around issues of anti-discrimination work among key local actors in each partner city. This objective was achieved through two transnational seminars, which took place in the Hague (27-28 April) and Birmingham (27-28 September 2001). The two meetings offered an opportunity for local authority representatives, NGO representatives, academics and representatives from any other agency playing a key role in the local anti-discrimination strategy to discuss each other's anti-discrimination work. For that purpose, the transnational meetings were prepared by a report drafted by local teams that analysed anti-discrimination activities in each partner city.

This transnational project was initiated and coordinated by Eurocities. It also received assistance from the Centre for the Study of Ethnicity and citizenship from the University of Bristol, which offered an external academic expertise for the editing of the present Anti-Discrimination Good Practice Guide.

### further info/source

Centre for the Study of Ethnicity and Citizenship, Department of Sociology, 12 Woodland Road, Bristol BS8 1UQ,  
*H.Bousetta@Bristol.ac.uk or T.Modood@Bristol.ac.uk*

**tool types:** background text; manual; report

**tool topics:** social inclusion; anti-racism; citizenship

**submitted by:** Tony Geudens [tony@salto-youth.net](mailto:tony@salto-youth.net)



## applause to identities *25 mins*

### aim

- Greeting differences and affirmation of identity.

### group

- 15-30

### material needed

- A4 blank/white paper; pens

### description

- Everybody will get 3 blank sheets. Write down 3 of your identities (one identity, one paper). It can be whatever (psychologist, Japanese, mother, person who likes going to the sea etc). When you finished give all papers to me.
- Now, I'll read one by one each identity. If you recognize yourself in it, please stand. You will stand following your feeling not "reality" – so if you are English by your reality, but you don't feel it as an important part of your identity, don't stand up. On the other hand, if you are woman you can also stand when I say 'man' if you feel like it.
- All the persons who remain sitting have a task to give strong applause. Clap very loudly on each one.
- Group can add comments afterwards.

### further info/source

group MOST, Belgrade [mostovci@unet.yu](mailto:mostovci@unet.yu)

**tool types:** exercise

**tool topics:** anti-racism; intercultural learning

**submitted by:** Marija Gajic [maricat@yubc.net](mailto:maricat@yubc.net)

## barometer – prejudices *45 mins*

### aim

- Discussion on prejudices – developing a better understanding of the concept and self-awareness.

### group

- 10-15, or 20-30, divided into small groups of 8-10

### material needed

- flipchart; pens

### description

- We'll do barometer game. If you go to the right-hand corner it means "I agree", if you go to the left one it means "I disagree". As you see there is no middle point (I'm not sure), so try to decide and stand where you more belong.
- When you choose I will ask few of you to give arguments/reasons why staying there. There will be no discussion and no comments – just listen what people are telling about.

### Statements

- a** There are some useful prejudices
- b** I have my right to have prejudices
- c** I do not have prejudices
- d** Prejudice always leads to discrimination

### further info/source

group MOST, Belgrade [mostovci@eunet.yu](mailto:mostovci@eunet.yu)

**tool types:** exercise

**tool topics:** anti-racism; intercultural learning

**submitted by:** Marija Gajic [maricat@yubc.net](mailto:maricat@yubc.net)

## battle of elements 180 mins

### aim

- To discover the environment of the training with a specific focus on the relation between human, nature, art and economy.

### group

- any, divided in small teams

### material needed

- flipchart; markers; pen and paper; the BEHAVE grid; map of the area of the training course; pictures of the places that they should visit; plastic bag (for the items they pick); imagination...

### description

- The participants have to discover a certain area, searching on their own and filling out the grid while walking around.  
*Key Words:* keep the mind open, think on how to use it afterwards.
- You have been given a map of the City and 4 pictures of Curtea de Arges, of 4 places that you have to visit.
- You are to search for elements interacting between: human & history, art, nature, economy.
- The task of your group is to bring back 4 elements at least that can be an object, a drawing or a report that you feel presents the place, from each of the places they visited.
- This element is a symbol or description of the place you have been to, the element you choose is not necessarily from the place but could be found along the road.
- When you come back you will have to explain to the others where you find this element and why did you choose it.
- You will have to put the elements you found in a grid (you will receive it when you return) and the group that manages to fill most of the grid will win.
- Your best tools are curiosity, imagination & philosophy.

### Instructions to the BEHAVE grid

The grid works as priority grid, if you have been to the factory and you think there is an interaction between Human and Economy, and you mean that Human is the stronger of the two (because it would never be a factory without human even if you had economy.), then you will put it in the grid using the entrance by the row (human is first and then Economy).

### further info/source

Produced by SALTO-Euromed [salto-fr@salto-youth.net](mailto:salto-fr@salto-youth.net); [www.salto-youth.net/euromed](http://www.salto-youth.net/euromed); INJEP – Agence du Programme Européen 'Jeunesse'; Parc du Val Flory, 9-11, rue Paul Leplat, F-78160 Marly-le-Roi, France;  
t: +33 1 39 17 27 55 (26 00), f: +33 1 39 17 27 57

**tool types:** group building activity; name game/get to know each other

**tool topics:** group dynamics; intercultural learning; citizenship

**submitted by:** Felix Nicolai [salto-be@salto-youth.net](mailto:salto-be@salto-youth.net)

### annex

Battle of the Elements	Human & History	Art	Vegetation	Economy
Human & History				
Art				
Vegetation				
Economy				

## bomb & shield *5 mins*

### aim

- Theatrical games serve to heighten our senses and de-mechanize the body, to get us out of habitual behaviour, as a prelude to moving beyond habitual thinking and interacting

### group

- 15-30

### material needed

- space to run around

### description

- Have in mind one person from this room (silent, don't say who is that). Then have in mind another one.
- Now, the first person is your bomb, the second is your shield. On my sign, you should all start to run away from your bomb, and hiding behind your shield.
- When I shout "STOP", you should stop. To survive, it must be line between you and your bomb, and your shield in between.
- We'll see who is very dead, who almost and who is alive. OK, start.

### further info/source

Augusto Boal, *Games for Actors and NonActors*

**tool types:** energiser

**tool topics:** anti-racism

**submitted by:** Marija Gajic [maricat@yubc.net](mailto:maricat@yubc.net)

### comments for this tool

**submitted by:** Zilvinas Gailius [zilvinas.gailius@takas.lt](mailto:zilvinas.gailius@takas.lt)

"We did the same energiser in SALTO TC Inclusion Through Sports 2004. We called it 'Dragon and Shield'. We try to avoid games with 'bombs', 'mines', etc, because participants who experienced war or terrorists attacks are really sensitive to it. This small and funny energiser can have a deeper meaning. For example, you can reflect on who was your 'Dragon' and who was your 'Shield', and why. Nice way to start with the personal feedback."

## breaking the code *25 mins*

### aim

- This small group exercise involves one member of each group in careful observation of the behaviour of the others. It aims to explore body language, develop observation skills and to explore the effect of group behaviour on an individual.

### group

- variable size

### material needed

- none

### description

- Divide the participants into groups of four or five. One person from each group leaves the room. The others think of something physical they will all do when having a discussion (or performing some other agreed activity) in front of the person who is at present outside the room. *3 mins*
- The outsider re-enters the room and starts a careful observation of the group, who are following the agreed strategy. When the outsider feels they have 'broken the code', they start to use the code themselves and interact with the rest of the group. If they are correct, the group will accept them as one of their own; if they are mistaken, the group will continue to ignore them. The outsider will then have to continue observing until they get the correct code and gain acceptance by the group. *5 mins*
- Another group member can now have a turn. The group can make the code more difficult and sophisticated every time they repeat the exercise. *10 mins*

### reflection & evaluation *7 mins*

- How did the outsider feel?
- What did they discover when trying to crack the code?
- How did the group members feel during the exercise?
- How does this process relate to what happens in everyday interaction?
- Do the participants have any observations and comments on body language in general?

### comments

This exercise could be used to explore the use of verbal codes in a 'closed group', to see how a group can develop exclusive uses of language. (An example of a verbal code might be: all sentences spoken have to begin with a word starting with 'w'). The group could combine a verbal code with a physical code. (An example of a physical code might be: all group members must make eye contact with the appointed group leader before they speak to any other member.) This exercise could be taken beyond communication to explore other aspects of closed groups. How do gangs operate in terms of language, body language, behaviour, values, fashion and so on? What is it like to try to gain entry to a closed group? What messages do closed groups give outsiders? Why do people need closed groups?

### further info/source

Submitted to the T-Kit on Social Inclusion, **Partnership on European Youth Worker Training**, available at: [www.trainingyouth.net/site/publications/tkits/tkits.htm](http://www.trainingyouth.net/site/publications/tkits/tkits.htm)

**tool types:** exercise; group building activity

**tool topics:** social inclusion; group dynamics

**submitted by:** Jugo Rostas [inclusionresources@salto-youth.net](mailto:inclusionresources@salto-youth.net)

## bringing the bottle home *30 mins*

### aim

- An exercise to build a group, to build confidence and to promote the ability to solve problems.

### group

- groups of 5 participants: 4 blindfolded participants and one coach

### material needed

- per group: 4 blindfolds; an empty plastic/glass bottle; string

### description

- You can do this exercise indoors or outdoors.
- Divide the group in smaller groups of 5 participants. 4 of the participants in the small groups are blindfolded.
- The 4 blindfolded participants reach out with one arm to the middle to hold the 3 hands of the other participants (forming the shape of a cross, holding hands in the middle).
- In the centre of the cross, where the hands meet, the facilitator attaches a string with the empty (plastic) bottle on the other end. The bottle has to dangle approximately 5 cm above the ground. The group's task is to 'bring the bottle home' from the start to a designated finish (a bucket or box), guided by the 5th (non-blindfolded) participant, the coach. The coach can only guide the blindfolded participants from a distance.
- However, before the start sign is given, the facilitator quickly puts some obstacles between the start and finish, eg chairs, tables, sheets of paper, that the participants are not allowed to touch, etc.
- Now the exercise starts. group by group (or simultaneously if you have a big room or if you are outside). The bottle should not touch the ground, nor the legs of the participants, nor the obstacles between the different points.

### reflection & evaluation

- How did it go? What went well, what was challenging?
- If you had to do it again, how would you do it differently?
- What can we learn from this exercise?

### further info/source

from SALTO TC Enable 2003

**tool types:** exercise; group building activity

**tool topics:** social inclusion; group dynamics; project management

**submitted by:** Rene Opsomer *jh.kettenis@rdj.be*

## by my bootstraps *90 mins*

### aim

- Analyse social privilege, multiple discrimination and their cumulative effects on equal opportunities.

### group

- 15-30

### material needed

- flipchart, markers, enough space for the participants to form a line side by side

### description

- Ask the participants to form a line side by side and hold their hands and stay silent.
- The trainers call some categories and all the people identifying with it have to walk one step forward or one backward as indicated by the trainers, one step forward means that that category is a source of advantage in the society, one step backward means that it's a source of disadvantages, eg "If you are male one step forward".
- If they reach a point when they cannot hold the others hands anymore, they have to leave it.
- Create a list of statements involving different categories: age, studies, socioeconomic background, skin colour, ethnicity, religion, sexual orientation...
- After reading a few, ask the participants to stay on the place they are and put a 'prize' a few meters from the participants. Tell the group it represents a goal they have (success...) and they will have to race for it... ready, steady...GO!!

### reflection & evaluation

- Are we really starting from the same point?
- Not reaching the goal means not enough motivation?
- What is the effect of cumulative disadvantage?

### further info/source

*Peer Trainers Manual* © Anti-Defamation League A WORLD OF DIFFERENCE® Institute

**tool types:** exercise

**tool topics:** anti-racism

**submitted by:** Matteo Violi *baloo76@tin.it*

**can you?** 30 mins**aim**

- This game is good as a prelude to any anti-oppressive projects. It demonstrates in a clear, fairly quick way the inequalities that can exist within society. Numbers are not important but it can be fun with a large group. It aims to highlight an individual's experiences and inequalities within everyday activities.

**group**

- any, but it is especially fun with a large group

**material needed**

- copy of the questions; copy of the roles already cut up; space!

**description**

- Hand out a role to each member of the group. Ask them not to discuss it with anyone else. Make sure that whatever the group size you have always given someone the white, male heterosexual card.
- Read out the situations on the sheet. Explain that the young people should take two steps forward for each situation that they feel their card could do easily, one if it is possible, and to stay still if it impossible. Start at an agreed point and set a finish line across the space or room.
  - Can you use public transport?
  - Do you feel safe going home alone at night?
  - Do you feel comfortable kissing your partner in public?
  - Do you feel that people listen to you?
  - Do you feel welcome at your local youth club?
  - You go into a club full of white men: do you stay?
  - Do you feel comfortable drinking in a pub on your own?
  - If you are competing with people of a similar standard for the same job, do you feel you have an equal chance of getting it?
  - Do you see yourself represented on TV?
  - Can you easily adopt a child?
  - Do you think you receive fair treatment from the police?
  - Do you feel comfortable moving into a shared house?
  - Would you get a job as a nanny easily?
  - Can you play football easily?

**reflection & evaluation**

Once the 'race' has taken place discuss how it felt with the young people still in character and in their finishing position.

- Were they surprised where they finished?
- What other emotions did they feel?
- How does it feel to be at the 'front' or 'back' of the field?

**further info/source**

Hilary Spiers: as submitted to the T-Kit on Social Inclusion *Partnership on European Youth Worker Training*, available at: [www.training-youth.net/site/publications/tkits/tkits.htm](http://www.training-youth.net/site/publications/tkits/tkits.htm)

**tool types:** simulation exercise; exercise

**tool topics:** social inclusion; disability; anti-racism; intercultural learning; citizenship

**submitted by:** Jugo Rostas [inclusionresources@salto-youth.net](mailto:inclusionresources@salto-youth.net)

## changing the outcome *50 mins*

### aim

- Tableau work in small groups focusing on changing the position of the powerless in a given situation, aiming to explore the experience of feeling powerless, to express it visually and to try out alternatives and see their effect.

**nb** This approach is based loosely on the work of Augusto Boal.

### group

- variable, in groups of three

### material needed

- none

### description

- Ask participants to think individually of one incident in which they felt powerless and unable to do anything about it. It could be a situation that they tried but failed to change, or one in which they would have liked to achieve a different outcome. *5 mins*
- In groups of three, each person in turn silently sculpts the rest of the group into three tableaux that depict the beginning, the middle and the end of the situation. It is necessary to tell people who they are only if they are confused about what they are representing in the tableau. *10 mins*
- When all the groups have produced the set of tableaux for each of their members, they choose one of the stories to work on. Run the sequence of tableaux again for the chosen story, this time incorporating one spoken thought for each of the characters – that is, one thought in each tableau. The thoughts should be spoken in a predetermined order.
- Working on the same story, extend the tableaux and thoughts into three short scenes – no more than a minute for each one. Each person turns their thought into a sentence, combining it with some appropriate physical action. *5 mins*
- Come back to the whole group and see the work from each subgroup. Choose one of the subgroups to use in a demonstration. Take a tableau which has an easily identifiable oppressor, and an oppressed person with whom we can feel sympathy. Ask the rest of the participants to suggest how the powerless person might act to alter the situation. Try out these suggestions, with the participant who has the new idea going into the piece and playing the person whose actions they want to change. Continue this process with each of the stories, either as one group or with two of the groups joining together and serving as an audience for each other. *15 mins*

### reflection & evaluation *5 mins*

- What is the effect of different actions on the outcome?
- How does the exercise relate to the lives of participants?
- What can they take away with them from this work?

### comments

It is important that the group works on creative alternatives to the powerless response, rather than merely criticising it. A group will often be able to see solutions that the individual does not see.

### further info/source

As submitted to the T-Kit on Social Inclusion **Partnership on European Youth Worker Training**, available at: [www.training-youth.net/site/publications/tkits/tkits.htm](http://www.training-youth.net/site/publications/tkits/tkits.htm)

**tool types:** simulation game; exercise

**tool topics:** social inclusion; disability; anti-racism; conflict management

**submitted by:** Jugo Rostas [inclusionresources@salto-youth.net](mailto:inclusionresources@salto-youth.net)

# 17

## **circles game** 45 mins

### **aims**

- To analyse the feelings caused by exclusion.
- To examine inclusive and exclusive behaviours and the dynamics of exclusion.

### **group**

- 10-25

### **material needed**

- flipchart, markers

### **description**

- Ask a group of volunteers (4-5 people) to leave the room, divide the rest of the group in small groups, one for each of the volunteer outside the room.
- The small groups are instructed to be starting a discussion and keep the volunteers out of it, they can use any strategy they want except physical violence.
- The volunteers are instructed to come back in the room and try to enter into the small groups and join the discussions.
- The trainers observe what is going on in the groups for 5-10 minutes max (if tension grows too much stop the activity).
- Divide a flipchart in four pieces and facilitate a discussion about the strategies used by the excluded to be accepted, the strategies used by the excluders to keep the volunteers out, and how people felt as excluded/ excluders. Discuss the effect of exclusion on a long term, at personal, group and society level

### **further info/source**

**EPTO Peer Trainers Manual** © Anti-Defamation League A WORLD OF DIFFERENCE® Institute

**tool types:** simulation exercise; exercise

**tool topics:** social inclusion; anti-racism; group dynamics; conflict management

**submitted by:** Matteo Violi *baloo76@tin.it*

## city pictures *60 mins*

### aim

- Provide an opportunity to discuss prejudices about different societies around the Mediterranean sea (can be adapted to other regions).

### group

- 20-30 (about 5 participants in each sub-group)

### material needed

- flip charts; coloured markers; drawing material

### description

- Divide the participants into groups of 4-5. Ask each group to draw a picture of a street in a (Mediterranean) city. Do not give the name of the cities in plenary.
- Tell each group individually about the specific city it has to draw. *5 mins*
- The picture should include details of everyday life and daily activities of the city inhabitant as perceived by the participants. *30 mins*
- Ask them to draw a picture in Europe, eg Paris, Stockholm, Copenhagen, Amsterdam...

### reflection & evaluation *30 mins*

- Ask participants to guess which cities have been drawn. Have them note specific differences and similarities between some or all of the cities.
- How would they have imagined life to be different or similar in those cities? Let the groups discuss why they included some elements, or what they decided to leave out. Give an opportunity to discuss general impressions of the cities and the life found in them.

### further info/source

SALTO Euro-Med Training Box, France 2002

**tool types:** exercise

**tool topics:** intercultural learning

**submitted by:** Felix Nicolai [salto-be@salto-youth.net](mailto:salto-be@salto-youth.net)

## coloured language *90 mins*

### aims

- To introduce concepts of prejudice and discrimination and to make a difference between these concepts and the stereotypes.
- To explore the way prejudices are perpetuated in language (and furthermore in society).
- To reflect on possible consequences of being treated in a discriminatory way in the society.

### group

- up to 30; during SALTO Training Course on Cultural Diversity 2004 it was tried on 5 groups of 4-6 people

### material needed

- flipchart, markers; dictionary definitions (one photocopy for each group)

### duration

- 30 mins work in groups, 30 mins presentation and comments in plenary, at least 30 mins debriefing

### description

- Ask participants to count off by saying the colours: red, black, blue, white and rainbow, until each person is assigned a name. Form colour and rainbow groups.
- For the colour groups: distribute dictionary definitions and instruct participants to discuss in groups and:
  - summarise the definition it is given in the dictionary with regard to their colour
  - write as many phrases, expressions they can think of, in which their colour appears.
- Ask the group to compile a list of ideas in discussion on a flipchart paper according to three categories: positive, negative and neutral.
- For the rainbow group: ask participants to brainstorm on different expressions used in the languages they know (and to translate those in English) and that are based on references to other ethnic groups for describing a situation, eg in Romanian, when you don't understand what the other is saying, you'll say "you speak Turkish".
- Reconvene the whole group and ask one representative to present the list. Invite participants to add other associations to the colours, new expressions.

### reflection & evaluation

- Did you find about new meanings attached to words used that you have never thought about?
- Which of the expressions used reflect prejudices against social groups?
- When you speak, are you constantly aware that you might use prejudiced language? If yes, where does this 'concern' come from? (family, school etc)
- Ways of perpetuating prejudices in the society.
- Are there 'socially acceptable' prejudices? Are prejudices are negative by definition?
- Prejudices leading to different attitudes towards 'other' groups (out-group).
- How do prejudices affect my own behaviour if subject of such attitude?
- What is the relation between stereotypes, prejudices and discrimination?

### further info/source

Peer-training manual by the European Peer Training Organisation [www.epto.org/index.php](http://www.epto.org/index.php)

**tool types:** exercise

**tool topics:** anti-racism; intercultural learning

**submitted by:** Elizabeth Kasa [elizabeth\\_kasa@yahoo.com](mailto:elizabeth_kasa@yahoo.com)

## commonalities *15 mins*

### aim

- Get to know each other a bit better and activate the participants.

### group

- all standing in a circle (minimum 10-15)

### material needed

- one chair per person except for the one in the middle

### description

- One person stands in the middle and calls out a characteristic, eg wearing blue socks, having 2 sisters, liking rock music... The participants have to change their seat if the characteristic applies to them.
- Of course the person in the middle tries to grab one of the seats. The person left without a seat calls out the next characteristic he wants to know about people.
- Pitfalls: often characteristics stay superficial, eg clothes, and are copied from the person that starts. The team members could add some more interesting characteristics about opinions or ways of working with youth.

### further info/source

SALTO Training Course *Inclusion and group Initiatives*, Belgium 2002

**tool types:** energiser, group building activity

**tool topics:** group dynamics

**submitted by:** Felix Nicolai [salto-be@salto-youth.net](mailto:salto-be@salto-youth.net)

## compass

### aim

- COMPASS is an educational manual which aims to provide you with the ideas, inspiration and motivation to venture into the field of human rights education with young people. It exists in various languages.

### group

- the main target group is human rights education practitioners: trainers, youth workers, peer educators, policy makers and all those that want to set up human rights education with young people

### material needed

- you can print out different parts of the online COMPASS at <http://eycb.coe.int/compass/>

### description

COMPASS is the result of an intensive drafting and testing process, involving experts and practitioners from the field of human rights education. It aims to be as complete and comprehensive as possible. The result is a manual which:

- users don't have to read in its entirety to be able to use it – a facilitator should be able to run an activity without having to read material that is not directly relevant to their context or situation
- contains a minimum of supplementary information for those facilitators who may feel uncomfortable when dealing with a certain theme (COMPASS should be sufficient)
- is eminently practical and based on experiential activities
- is attractive, reflects the concerns of young people in Europe and is a tool to develop their social skills and attitudes as much as their knowledge and competencies
- focuses on values and on social issues rather than (just) on formal rights as laid down in conventions
- is usable in formal and non-formal education
- leaves 'background information in the background' and not at the beginning so that users can get on with the activities but know that supporting information is available for reference.

As a result, COMPASS is organised in the following way:

- **Chapter 1** Familiarises the reader with what we mean by human rights education. It should motivate, inspire and introduce the reader on how to get the best out of COMPASS and its educational approaches.
- **Chapter 2** A collection of 49 activities of different levels of complexity, which cover different themes and address different types of rights.
- **Chapter 3** Taking action: contains ideas and tips for those that would like to be more active in promoting human rights.
- **Chapter 4** Provides essential information about human rights and international standards and documents.
- **Chapter 5** Supplementary background information about the themes.
- **Appendices** Contain essential information on legal documents, because human rights are also about laws.

### further info/source

Surf and download through the COMPASS in 3 different languages (English, French, Russian):  
<http://eycb.coe.int/compass/>; order from: European youth centre budapest, 1024 Budapest, Zivatar u. 1-3, Hungary,  
 t: (36-1) 212 5201, f: (36-1) 212 4076, [Eycb.secretariat@coe.int](mailto:Eycb.secretariat@coe.int)

**tool types:** exercise; background text; manual

**tool topics:** social inclusion; anti-racism; intercultural learning; citizenship

**submitted by:** Tony Geudens [tony@salto-youth.net](mailto:tony@salto-youth.net)

## consequences *30 mins*

### aim

- Most people are familiar with this game in some form, so it is a good way of starting a group without too much explanation. The results are very clear too, so it is an effective way of starting a debate and helps to provoke discussion about how young people are seen by adults in the community.

### group

- 6 members per group

### material needed

- flipchart paper; pens

### description

- Ask the group to form a circle facing each other. Hand out a sheet of paper to one member of the group and give them a pen. If you are working with more than a group of six young people you may want to hand out two sheets of paper so that everyone gets a turn.
- Explain that what you want them to do is draw the head of a 'typical' young woman or young man, or if you are working on certain topics such as drug use, gay issues etc, you can ask them to draw a typical drug addict or gay person. Draw attention to the need for detail, for example, hairstyles, hats, makeup etc.
- When they have finished ask the participants to fold the paper so that their drawing cannot be seen and pass it to the person on their right.
- Continue passing the paper and adding to the 'portrait of youth' until you have completed head, body, arms, legs and feet.
- Present the picture to the group. Have people got similar ideas of what a 'typical' young person, drug addict or homosexual looks like? What are the differences? Where do they get their images and information? How accurate are they?

### reflection & evaluation

- Facilitate a discussion around stereotypes and how these impact upon people's views and opinions.
- Discuss how stereotypes are internalised from the images we see through the media as well as through our own experiences.

### further info/source

Hilary Spiers: submitted to the T-Kit on Social Inclusion *Partnership on European Youth Worker Training*, available at: [www.training-youth.net/site/publications/tkits/tkits.htm](http://www.training-youth.net/site/publications/tkits/tkits.htm)

**tool types:** exercise; group building activity

**tool topics:** social inclusion; anti-racism; intercultural learning; personal development

**submitted by:** Jugo Rostas [inclusionresources@salto-youth.net](mailto:inclusionresources@salto-youth.net)

## country presentations during coffee breaks

### aim

- To give every participant or group the option to present their country and origins

### group

- any

### material needed

- everything which participants bring from home: food, drinks, poster, leaflets, t-shirts...

### duration

- about 15 minutes for each participant or group (including sampling the food or drinks)

### description

- Inform the participants before the seminar, that they will be asked to present their country during a coffee break. So they can think about special sweets or cookies to bring from their countries.
- Each country group gets 5 minutes to explain what they brought or to give information about their country/region or to do a cultural performance. The advantage of this country presentation format is that the individual presentations get more attention (rather than having them all in one intercultural evening) and you avoid a big headache after the intercultural night (from mixing many different drinks).
- You could have two countries per break spread over the seminar.

### further info/source

From the SALTO Training Course on *Inclusion through Sports* 2004

**tool types:** exercise; group building activity

**tool topics:** group dynamics; intercultural learning

**submitted by:** Ansgar Bueter-Menke [ansgar.bueter@t-online.de](mailto:ansgar.bueter@t-online.de)

## coyote

### aim

- Magazine for European youth work & training which aims to raise and document issues from European Trainer and Youth Work land. It creates links between

### group

- for youth workers, youth work trainers and youth policy makers at European level

### material needed

- surf and print out the relevant article of Coyote at: [www.training-youth.net](http://www.training-youth.net)

### description

Coyote is a magazine dealing with issues around youth-training-Europe.

Coyote wants to provide a forum to share and give new insights into some of the issues that trainers face in their work, issues related to diverse training concepts, methodologies, practices and realities across the continent. It also informs about current developments in the European youth work and training field.

Previous issues of Coyote have been about European citizenship, social inclusion etc.

Find a detailed contents list online at: [www.training-youth.net](http://www.training-youth.net); both Coyote Magazines and Coyote Supplements can be requested in paper copy from the Partnership Secretariat by post (30, rue Pierre de Coubertin, F-67000 Strasbourg) or e: [coyote@training-youth.net](mailto:coyote@training-youth.net)

## creating a character *60 mins*

### aim

- To encourage young people to become aware of the effect of youth culture on a specific issue, and how a particular issue can be perceived by and affect other members of society.

### group

- at least 10

### material needed

- cassette of current chart music and cassette player; flipchart, stand and pens

### description

- Icebreaker so group can relax and get to know each other's names. *5 mins*
- Play the current chart/popular music tape in the background to encourage a 'going out' atmosphere. Draw an outline of person (non-gender specific) on the flipchart. Ask the participants to close their eyes and soak up the music while you are doing this. Explain what will happen for the rest of the session, specifying that you will be creating and exploring the issue using a character.
- Ask everyone to close their eyes. Begin the story: 'Imagine... It's Saturday night, it's eight o'clock, a young person is getting ready to go out. They have just got out of the shower and they are getting dressed. They are really looking forward to this evening.' Then start to say questions for them to think about concerning the character.
- Questions could include: What is their name? Where are they going? What are they wearing? How old are they? Who are they going out with? Where do they live? What do they do? Family and other details, and so on. Be careful to leave details to their imagination.
- Ask them to open eyes. Ask them to shout out answers to the questions and fill in the details on the picture – any other information, write down the side of the flipchart. *10 mins*
- Now you have built the character, continue with the story by placing the character in an emergency situation around your issue. For example, if your issue is drugs, the character may go to a nightclub and be offered a drug; if your issue is sexual health, the character may be going to a party to meet a new partner. Leave this open-ended and ask the group to complete the story by calling out what happened. Agree on the story. *5 mins*
- Now get the group to each imagine they know their character – ask them to say who they are and what their relationship is (eg I am X's mother, I'm X's friend, I'm X's next door neighbour) and what their feelings/views of X are (eg I'm X's tutor. They are very likeable and lively. I've been worried about them lately...). *10 mins*
- Ask the group to form 'conscience alley'. Participants form a double row facing each other. Tutor takes role of X and walks through, facing each in turn. In their roles, each gives advice or comments to X on the situation. *10 mins*
- Afterwards de-role group – ask them, as themselves, to comment on X's behaviour. Identify the moment of decision.
- How could things have turned out differently? What were the risks/pressures? *10 mins*

### reflection & evaluation *5 mins*

Get group to review the character and situation.

- Was it realistic? Which bits are true or false?
- What about stereotypes?
- What should education for young people around this issue include to give a realistic reflection of youth culture?

### further info/source

As submitted to the T-Kit on Social Inclusion: **Partnership on European Youth Worker Training**, available at: [www.trainingyouth.net/site/publications/tkits/tkits.htm](http://www.trainingyouth.net/site/publications/tkits/tkits.htm)

**tool types:** simulation exercise; exercise

**tool topics:** social inclusion; disability; anti-racism

**submitted by:** Jugo Rostas [inclusionresources@salto-youth.net](mailto:inclusionresources@salto-youth.net)

## **crossed vision** *90 mins*

### **aim**

- Exteriorise stereotypes, apprehend cultural differences, initiate a dialogue on prejudice and recognise personal identity.

### **group**

- minimum 10

### **material needed**

- flipcharts; markers; questions in Annex

### **description**

The session is divided in two.

#### **Part 1**

- The group is divided into two sub-groups. On one side, the participants from the South, and on the other are the participants from the North.
- The trainers distribute Question 1 to the group from the South, and Question 2 to the group from the North.
- The participants are given 15 minutes to discuss the question in their groups.
- The trainers rotate the questions – the group from the South are handed Question 3, and the group from the North Question 4. Another 15 minutes are given for group reflection.

#### **Part 2**

- The groups present their conceptions of the opposite side of the Mediterranean, and are given 10 minutes each.

### **reflection & evaluation** *40 mins*

A debate on the different conceptions ensues, managed by the trainers around the following main lines:

- Do you recognise yourselves in the presentation of the other group?
- Are there any surprising elements in the presentations?
- Have you discovered anything new on you on the others?
- On which information did you bank your answers to the questions?

### **further info/source**

**tool types:** exercise

**tool topics:** intercultural learning

**submitted by:** Faudhil Moussi *faudmou@yahoo.fr*

### **annex**

- **Question 1** Because I am a resident of the North, I have to...
- **Question 2** Because I am a resident of the South, I have to...
- **Question 3** If I were a resident of the North, I should...
- **Question 4** If I were a resident of the South, I should...

**crosswords** 30 mins**aim**

- To raise awareness of different understandings of a concept, assess the common ground for the participants, and start exploring the topic of the training.

**group**

- any

**material needed**

- flipchart; markers

**description**

- Propose a word (eg exchange, voluntary service) to the participants and ask them to find characteristics related to this word starting with the letters of the corresponding word (see Annex for example).
- You will get an overview of the ideas, terms that participants associate with a certain concept.
- This guided brainstorming makes participants become aware of different layers of concepts around a topic while enjoying it. Results can be gathered and lay the foundations for the further exploration of the concept.

**further info/source**

SALTO Euro-Med Training Box, France 2002

**tool types:** exercise

**tool topics:** intercultural learning

**submitted by:** Tony Geudens [tony@salto-youth.net](mailto:tony@salto-youth.net)

**annex**

**S** Sacrifice/Solidarité

**E** Engagement

**R** Regroupement

**V** Volonté

**I** Intégration

**C** Communauté/Collectivité

**E** Entraide

**V** Valeurs

**O** Organisation

**L** Liberté/Loyauté

**O** ONG

**N** Nécessité

**T** Travail/Tolérance

**A** Aide/Action/Apprentissage

**I** Interaction/Initiation

**R** Réflexion

**E** Equilibre/Echange/Energie

## culture introduction to icl *90 mins*

### aim

- To introduce to the issue of intercultural learning (ICL).
- To offer participants a space to reflect on their own identity, their cultural identity and the notion of culture.

### group

- 8-30

### material needed

- Post-it notes; flip chart; markers; whiteboard

### description

➤ Ask participants “What is culture?”. Allow some time for individual reflection.

#### ***In working groups***

- Brainstorm about the visible and invisible parts of culture, on Post-It to bring to the iceberg later on.
- And definition of culture.

#### ***Back in plenary***

- Presentation of the definitions of culture and further clarifications.
- Input on the Iceberg model of cultures.

#### ***Back in working groups***

- Create their icebergs - flip chart with iceberg drawn on, put above the water line those things which are visible, and put things underneath the water-line things which are not visible.
- Presentation in plenary of any changes, time for debriefing.

#### ***Introduction to icl***

- Model of collision of Icebergs.
- Comfort zone.
- Ask participants: “What is my culture?”
- First individually and after in working groups, participants are asked to draw a shadow of one person indicating 5 different components of my culture. Cut this shadow, and look to match.

#### ***Feed back in plenary***

- Difference and similarities.
- How do they feel?

### further info/source

DNK; intercultural learning T-Kit; at: [www.training-youth.net/site/publications/tkits/tkits.htm](http://www.training-youth.net/site/publications/tkits/tkits.htm); to obtain hard copies of the Intercultural Learning T-kit, you should contact your international youth organisation, national youth agency, national agency for the YOUTH programme or national youth council (a charge for printing costs might be asked).

**tool types:** exercise

**tool topics:** intercultural learning

**submitted by:** Xavier Baro Urbea [xavierbaro@hotmail.com](mailto:xavierbaro@hotmail.com)

### comments for this tool

**submitted by:** S A Holder [saholder@ukonline.co.uk](mailto:saholder@ukonline.co.uk)

“Used in SALTO Tolerance & Diversity TC2, 2003. The method was adapted for TC2 by forming small groups of 4 or 5 and creating one body outline with the visible aspects of identity outside of the body and the invisible ones inside. Each group presents their body and one list is created, grouping the aspects of identity under general headings, such as gender, religion etc. The session is debriefed using the following questions:

- How did it feel to do this exercise?
- Are there some things that we don't say?
- Which aspects of identity can be changed?
- What aspects of identity are relevant to the theme of the course?”

## discovering diversity education pack

### aim

- Leaders pack of easy exercises to create a co-operative atmosphere and to start discussions and activities on the theme of diversity.

### group

- activities with young people – designed for formal education, but equally accessible for non-formal education activities

### material needed

- various

### duration

- flexible, from 5 minutes to half a day

### description

Pack of activities dealing with diversity issues to be found on the discovering diversity website:

[www.discoveringdiversity.org/documents/tp2.pdf](http://www.discoveringdiversity.org/documents/tp2.pdf)

**a** starters: easy exercises to promote a cooperative atmosphere and begin thinking about the issues involved

**b** opinion formers: possibilities for young people to discover each other and share what they think

**c** rooms & reflections: examples of young peoples' rooms – how to make your own and pieces for reading and reflection

**d** going further: activities which take more time and look to promote action.

### further info/source

[www.discoveringdiversity.org](http://www.discoveringdiversity.org) and [www.discoveringdiversity.org/documents/tp2.pdf](http://www.discoveringdiversity.org/documents/tp2.pdf); Mike Taylor, The British Council, PO Box 27819, 115 93 Stockholm, Sweden, f: +46 8 663 7271, t: +46 8 671 3178, e: [michael.taylor@britishcouncil.se](mailto:michael.taylor@britishcouncil.se)

**tool types:** manual

**tool topics:** anti-racism; group dynamics; intercultural learning

**submitted by:** Susie Green [salto-uk@salto-youth.net](mailto:salto-uk@salto-youth.net)

## domino

### aim

- To find out more about participants hobbies, families etc, and to show connections among participants.

### group

- for any group bigger than 5

### material needed

- enough space in the room for making a circle of participants, it can be done with or without chairs

### duration

- it depends on the size of group

### description

- There is no big explanation needed. The facilitator invites the participants to share smaller or bigger 'secrets' or interesting information about themselves (hobbies, family, etc). The facilitator can start him/herself telling that on his/her left side shall sit/stand a person who likes jazz music and on the right side shall sit a person who has 1 brother just like the facilitator.
- Then participants are welcome to sit/stand in the places next to the facilitator if they have such interests or things in common. It might happen that people 'fight' for the places, but there is only one participant on either end of the facilitator.
- The new persons can then mention one characteristic or secret that links another participant to their free side. If nobody shares this particular characteristic, another characteristic should be chosen until one of the remaining participants shares this characteristic.
- In a small reflection at the end the facilitator can make the point that the whole group made a one circle where everybody has something in common with somebody else from the group.

### further info/source

Rene Opsomer, SALTO TC Enable trainer

**tool types:** energiser; presentation; group building activity

**tool topics:** group dynamics

**submitted by:** Bara Stemper-Bauerova [training@tiscali.cz](mailto:training@tiscali.cz)

## europaean passport against intolerance *variable timings*

### aim

- As part of the All Different All Equal campaign, a passport against intolerance.

### group

- any

### material needed

- none

### description

Slogans and information about Human Rights – know your rights and stand up for them.

### further info/source

[www.coe.int/T/E/human%5Frights/Ecri/3%2DEducational%5Fresources/Passport/Passport\\_en.asp#TopOfPage](http://www.coe.int/T/E/human%5Frights/Ecri/3%2DEducational%5Fresources/Passport/Passport_en.asp#TopOfPage)

Adapted from the passport produced by France-Libertés, Fondation Danielle Mitterrand, for the European Youth Campaign against Racism, Xenophobia, Anti-Semitism and Intolerance, Council of Europe, Conseil de l'Europe F - 67075 Strasbourg; Tél. + 33 (0) 3 88 41 25 05; Fax. + 33 (0) 3 88 41 39 87

**tool types:** manual

**tool topics:** anti-racism

**submitted by:** Susie Green [salto-uk@salto-youth.net](mailto:salto-uk@salto-youth.net)

## facing projection by others *60 mins*

### aim

- Role-play on facing anger and projection from others. This exercise explores what underlies expressions of hatred and bigotry and helps to develop strategies for facing anger and projection from others with greater confidence.

### group

- pairs

### material needed

- Points of View cards

### description

- Prepare Points of View cards. Put participants in pairs and ask them to decide who is A and who is B. Give each pair one card. Partner A takes on the point of view and begins a conversation with B along those lines. B listens to what A has to say, and tries to find out what needs and fears lie at the root of it. A should take on the point of view with all their imagination, using every argument they have ever heard, and trying to get into the shoes of someone who really does hold that view. B should listen carefully, questioning and probing, and try to identify the real problem underneath what A is saying. *10 mins*
- Feedback in pairs. Did A feel that B was reaching something close to the truth? What questions were most revealing? What tactics were effective? How did each feel in their role? *10 mins*
- Pairs join up to form groups of four. Ask each group to draw up a set of guidelines (similar to the example at the end of this exercise) for use when facing someone else's projection, in the form of bigotry, prejudice, hate or aggression. What does the individual on the receiving end want to achieve? How do they react? What do they say? It will help participants to use their experience of stage 1, concentrating on how successful the questioning process was, and which tactics and approaches had effect. *15 mins*
- In the same groups, each group chooses a Points of View card to work on. Two members of the group take on the viewpoint. The other two work together, following their guidelines, to try to get to the root of the comments. Allow five minutes for preparation, five minutes for the role-play, five minutes for feedback within the groups. *15 mins*

### reflection & evaluation

- Discuss the exercise in the light of the guidelines developed. Are there other guidelines you wish to add?
- The sharing and feedback is important, and can give participants practical ideas to take away with them. It is important to find out if any participants found the contentious points of view upsetting. Their feelings can be shared with the group. In this way awareness of these issues is heightened.

### further info/source

As submitted to the T-Kit on Social Inclusion, Partnership on European Youth Worker Training, available at: [www.trainingyouth.net/site/publications/tkits/tkits.htm](http://www.trainingyouth.net/site/publications/tkits/tkits.htm)

**tool types:** exercise

**tool topics:** social inclusion; intercultural learning; personal development; conflict management

**submitted by:** Jugo Rostas [inclusionresources@salto-youth.net](mailto:inclusionresources@salto-youth.net)

### annex

#### Guidelines on facing hate, aggression or projection

- Allow the anger and emotion to come out. Don't try to arrest it.
- In an outpouring there is little point in meeting the emotional point of view with facts. They will not be heard until the roots of the anger are addressed.
- Listen carefully. Feed back what you are hearing and how you interpret it. For example: "It seems to me that you're angry about the thought that black people get better housing than you". This process could be developed into an exploration of the protagonist's insecurities, needs and fears.
- Remember that reasoned argument will reach unhearing ears.
- Acknowledge your own boundaries to yourself, such as how much insulting language you can take. Once you have established that you are not going to preach, you might be able to state what is acceptable and unacceptable to you without being felt to be judgmental.
- Offer personal disclosure if and when appropriate, allowing the other individual to see you as a fallible human being with your own needs and fears.

**fast sketch** 5-10 mins**aims**

- Opening creativity for preparation of the play.
- To raise sensitivity on oppression issues, challenge stereotypes and promote empathy.
- To use human body as a tool of representing feelings, ideas and relationships.

**group**

- 15-30

**material needed**

- none

**description**

- Go in the middle of the circle, take up any position you like. Another person will then come and make another position near you/around you/against you.
- The first person then moves away and a third person is coming etc. Only two persons are always in the middle. Vary the amount of positions.

**further info/source**

Augusto Boal, *Games for Actors and NonActors*

**tool types:** exercise; energiser; group building activity

**tool topics:** anti-racism; conflict management

**submitted by:** Marija Gajic [maricat@yubc.net](mailto:maricat@yubc.net)

**fetch** 15 mins**aim**

- Physical activity, teamwork and get to know the location.

**group**

- 15-35

**material needed**

- none

**description**

- Divide the group into 4 or 5 teams. Line people up one behind each other.
- The exercise leader has a list of items – when they read out the item, the first one in the line from each team must run and find the item somewhere in the building before the others do. Some examples of items: a newspaper, the leaf of a plant, a light bulb, a clean pair of blue socks, etc.
- Keep going until everyone has had a turn. If you have a large group, you can send of two people from each team at once to look for different objects.
- Variation: attach people to each other with rope, but make sure that they don't take too much risks.

**further info/source**

SALTO Training Course *Inclusion and EVS*, Belgium 2001

**tool types:** energiser; group building activity

**tool topics:** group dynamics

**submitted by:** Felix Nicolai [salto-be@salto-youth.net](mailto:salto-be@salto-youth.net)

## first impression 60-90 mins

### aims

- To see how people differ in their initial impressions of others.
- To explore how our past experiences colour our impressions of others.
- To become more aware of how our impressions affect our behaviour towards others.
- To start the discussion about prejudice and stereotypes.

### group

- 8-30

### material needed

- paper; pencils; pictures of different people

### description

- Preparation: select pictures from magazines of people who have interesting/different/minority/challenging... look or background. Selection should be done with regard to the group, the background of the participants and topic of the training.
- Cut out the pictures and stick each on a top of separate A3 paper. Pass each A3 paper sheet around and ask each participant to look at the picture and write down the first impression of the person on the picture at the bottom of the page. Then turn the bottom of the paper up, to hide what they have written and pass the sheet to the next person. Repeat until each participant has had all the pictures.
- After that unfold the sheets and ask some participants to read out all the impressions collected under each picture.

### reflection & evaluation

- What surprises were there?
- Why are the impressions so different?
- Is it linked to our background, experience, place we live in ..., what else?
- What feelings did participants have doing it, hearing the results?
- Discussion on stereotypes and prejudice.
- Be prepared for possible arguments about attitudes! The discussion might be very personal and some people might feel touched. Do not let participants to criticise each others impressions. Try to focus on the reasons for the impressions.
- After the discussion a more theoretical input on stereotypes and prejudice can follow.

### further info/source

Education Pack, Council of Europe, 1999

**tool types:** exercise

**tool topics:** intercultural learning

**submitted by:** Miriam Lexmann *miriam@xboard.sk*

## focus for change *variable timings*

### aim

- A resource pack of methods/activities looking at class, gender and race inequality and the media in an international context.

### group

- young people, usually groups – but methods suggested can be adapted to different audiences

### material needed

- various

### description

Starting from participant's own experience and perceptions, building on those to look at wider political/economic structures. Highlighting the links between different forms of oppression (eg race and gender). Working on everyone's potential for change...

### further info/source

Published by Focus for Change, 35-39 London St, Reading, Berkshire, RG1 4PS, see:  
[www.risc.org.uk/teaching\\_resources.html](http://www.risc.org.uk/teaching_resources.html)

**tool types:** manual

**tool topics:** social inclusion; anti-racism; group dynamics; intercultural learning; citizenship

**submitted by:** Susie Green [salto-uk@salto-youth.net](mailto:salto-uk@salto-youth.net)

## focus on youth 75-100 mins

### aim

- To introduce young people to visual language.

### group

- any group divided into pairs

### material needed

- set of images displayed around the room, photocopies of the set of images, selection of images from magazines

### description

#### Part 1 5-10 mins

- Ask participants to look at the image and choose one that they can identify with. Alternatively ask them to choose an image that illustrates a concept that will interest the group, eg 'change', 'the past'...
- Ask participants to form small groups of 3-4 and to explain their choice to the others in the group.

#### Debriefing questions 10 mins

- (As individuals) was it difficult to choose one image? Why/why not?
- Were there similarities in the choices made by the members of your group?
- Is there any pattern to choices, eg gender, age, country
- What meaning did people give to the different images?
- What are the similarities/differences in interpretation? Why?
- Which images show a positive/negative attitude towards young people? Why?
- Would a different group, eg age, ethnicity, class, have chosen different images/ Why?

#### Part 2 20-30 mins

- Discuss which photo they would use if they were going to design a poster or illustrate an article on young people or a specific issue, eg 'the generation gap', 'citizens of tomorrow'...
- Use a photocopy of the image the group chooses to design a poster. Think about the slogan, fonts, layout, colour etc.
- Ask group to display their poster and allow group to look at each others' work.

#### Debriefing questions 10 mins

- Was it difficult for your group to select one image for a poster/article? Why/why not?
- How have you used the image and design to communicate your ideas?
- How effective are the posters? Is their meaning clear?

#### Part 3 20-30 mins

- Ask the group to make a collage of a photocopy their original image and another (either from the pack or the magazines) which changes its meaning when they are put together.
- Ask group to display their collage and allow group to look at each others' work.

#### Debriefing questions 10 mins

- How do the images work together? Are they effective at communicating/making a point?

### Conclusions

- Images are very effective at communicating ideas or emotions. However, people can make very different interpretations because we each use our own experience, assumptions and stereotypes to create meaning.
- Meaning can sometimes be ambiguous so we often rely on other clues to interpret an image, eg headlines, captions, other images etc.
- Changing these clues can change our interpretation.
- We need to be aware of how images, especially media stereotypes, can affective our attitudes and behaviour.

**tool types:** exercise

**tool topics:** anti-racism; intercultural learning; personal development; citizenship

**submitted by:** Dave Richards *dave@risc.org.uk*

## forum theatre - playing forum

### aim

- To use interactive theatre techniques as a rehearsal for social change in reality, by throwing up possible coping strategies to assist a group in investigating possible solutions to particular oppressions and challenges.

### group

- 15-25

### material needed

- flipchart; A4 paper; tapes; costumes and props (as many as possible – it can be improvised with clothes and things of participants)

### duration

- 9 hours divided into 7 steps

### description

**Caution:** Theatre of the Oppressed technique is very powerful method and can provoke very strong and hard feelings.

**Please do not use this tool** if you are not experienced enough and if you don't have adequate education in Theatre of the Oppressed! Theatre and psychotherapy skills are definitely a must for using the technique.

#### **Topics for forum theatre 30 mins**

- Brainstorm on all kinds of oppression participants can remember; this can include more general categories (sexism, racism, media manipulation, peer pressure etc). 4 topics are chosen that the group share. Each participant selects a topic of their choice from the list.
- There should follow an explanation of how to prepare for Forum theatre, and an explanation of what happens (going through the steps).

#### **Forum preparation 45-150 mins**

- Small group work: more time = better performances = more opportunity for exploring.

#### **Explanation of forum technique 10 mins**

- Each group will show their play, do the forum technique, share and discuss about the content, and then go to next one. Each performance will last about 15 mins.
- We'll have 1 hour to do 'forum theatre' for two different methods called STOP THINK and STOP COURT mode.

#### **Explanation of the technique**

- Each play will be performed twice. On the second time you will have the opportunity to stop the acting and take the place of the protagonist (person oppressing the others). You can try to do something different as an idea for a better solution of the situation. All the other characters will react spontaneous according to the character's role. They must stay in character, but if something causes your change then – change. If not, then don't.
- After intervention: Was it a progress? Why? Why not? Is this a good tactic?
- Does anybody else go to try the same scene? OK... Some other scenes, ideas?
- If someone proposes something which you find unrealistic, shout "STOP MAGIC". We do not accept magical solutions.

#### **1st forum play 135 mins**

- Playing the performance. 15 mins
- Practising Forum (changing the protagonist). 60 mins
- Sharing of the feelings. 60 mins

### **2nd Forum play 120 mins**

- Performance. 15 mins
- Using method: STOP-THINK 20-30 mins
- Performance runs twice. On the second time anyone from the audience can stop the play and ask any character what he/she thinks at that moment. Someone from the audience can shout: "STOP THINK" (says the name of the character, example mother)! At this moment, all characters freeze and the mother (the character that was called) should say anything that goes through her head in that moment. On the sign of the trainer the performance goes on with regular text, then again someone can call "STOP THINK FATHER" etc.
- Sharing the feelings 60 mins

### **3rd forum play 120 mins**

- Performance 15 mins
- Using method: STOP-COURT 20-30 mins
- Performance goes again but anyone from the audience can stop the play and to ask some character questions about motivation (Why you did that? Why you go there? Why you're shouting on him? What do you think about this/that? etc), like the characters is in a court, and the character should try to defend himself.
- Someone from the audience can shout "STOP COURT" (says the name of the character, eg mother)! After this all characters freeze and the character that was called should answer all questions asked by the audience – the same as in a real court.
- On the sign of the trainer performance goes further with regular text, then again someone can call "STOP COURT FATHER" etc.
- Sharing of the feelings 60 mins

### **Deroling**

- Stay in circle, everyone should say name, family and where he/she is in the moment (eg Susie Taylor, SALTO Diversity training in Paris).
- Circle of deep breathing (3 times, in and out)

**Caution** All this process is very dependent on the group you are working with and on the trainer' skills. It can last a much shorter time and it can need even more time. But always leave enough time for sharing – don't try to do this in shorter. It will be really hard if you provoke feelings and then don't have time to work on them.

### **further info/source**

Marija Gajic, group MOST

**tool types:** exercise

**tool topics:** anti-racism; conflict management

**submitted by:** Marija Gajic [maricat@yubc.net](mailto:maricat@yubc.net)

### **comments**

**submitted by:** S A Holder [saholder@ukonline.co.uk](mailto:saholder@ukonline.co.uk)

used in SALTO Tolerance & Diversity TC2 2003

Following on from these methods, forms of oppression, from mild to severe forms, were discussed with the group.

Participants were asked to reflect on the forms in relation to their reality and shared this in small groups. Back in plenary a group list of the forms was created.

## group building *20-30 mins*

### aim

- The participants develop a set of ground rules to create a good working/learning environment where is possible to reach their expectations.

### group

- any group size between 10-30

### material needed

- flipchart; markers

### description

- Explain the objectives of the activity to the participants, emphasising their active role (and their responsibilities) in the learning process.
- Write the word 'RULES' vertically on a flipchart and ask participants to brainstorm about words starting with one of these letters that should be characteristics the group must have in order to successfully work together.
- Before writing the words, ask for a clarification of what is meant (different people may have different understanding) and ask if everybody agree to insert it in the 'RULES'.
- Continue until you feel the ground rules are complete. The facilitator may propose some words as well, especially if words as 'respect' and 'listening' are not present.

### further info/source

Peer Trainers Manual © Anti-Defamation League A WORLD OF DIFFERENCE® Institute

**tool types:** exercise

**tool topics:** anti-racism

**submitted by:** Matteo Violi *baloo76@tin.it*

## handicap race 60 mins

### aim

- To make people realise what it's like to have certain limitations

### group

- 5-40

### material needed

- paper, pens, felt tip pens, paint, blindfold, rope, paint, pendulum, earplugs, balloons, birthday candles

### description

- If necessary, divide the group into smaller groups of about five to eight persons
- Explain to the group that they should accomplish several tasks in one hour. Some tasks are group tasks and should be done by the whole group, none excluded, others are 'permanent tasks', like a balloon that may never touch the ground but should all the time be kept in motion, or a pendulum that should remain swinging. Examples of group tasks may be:
  - paint a group portray
  - the pendulum must keep on swinging
  - pass through an obstacle run (climbing through a hoop, over a chair, under a table etcetera)
  - make a song about the training
  - a stick has to be passed on every ten seconds
  - at the end, everyone should have a clowns face (grease paint or masks)
  - folding paper boats
  - a birthday candle should keep on burning (one has to be lit with the other)
  - the balloon may never touch the ground
- Next to that, some people in the group become disabled: they are blindfolded, get earplugs, two persons get tied together, someone is only allowed to speak in another language than the common language, someone is not allowed to say yes or no, someone is not allowed to speak at all, someone cannot use his right arm.
- Explain again that all tasks should be performed in one hour, and that you are not allowed to obstruct other groups.
- Despite all these handicaps, the group should still perform all tasks. There should be an observer with every group to see if all rules are obeyed and all tasks are performed with the whole group.
- After one hour, the groups present the results of their work, and discuss how hard or easy it was to accomplish them.

### reflection & evaluation

- How did it feel to be without any disabilities?
- What was it like to be disabled?
- Did you function as a group?
- Did the group support the ones who had certain disabilities?
- Did being disabled mean that these people also didn't take initiative?
- In what other ways can you be disabled?

### further info/source

Adaptation from **Underdog**, Intercultureel Spelenboek, Centrum van Informatieve spelen, Leuven, Belgium, who in turn Adapted it from **Het recht van de sterkste**, Soort zoekt andere Soort, Katholieke Jeugdraad, Chirojeugd Vlaanderen 1992

**tool types:** exercise

**tool topics:** social inclusion; disability; intercultural learning

**submitted by:** Jugo Rostas [inclusionresources@salto-youth.net](mailto:inclusionresources@salto-youth.net)

## human needs jigsaw *60 mins*

### aim

- To help people realise that what they see as important for them might be different for others, but also, to reflect on the fact that as human beings we all share the same fundamental human rights.

### group

- variable group size

### material needed

- one big sheet of paper for every participant; markers; scissors

### description

- Give every participant a piece of paper and let them draw the outline of themselves. When the paper is big enough, they might also lie down on the paper and let someone else draw them. Cut out all drawings. Let the participants then divide their drawing in six parts, as a jigsaw.
- Make a list, with all participants, of things that might be important for them, for instance: food, friends, shelter, education, a stable income, good health, good environment, nice family, having ideals, freedom of speech, possibility to travel, peace, not being discriminated against... until you have a list of at least 25-32 items.
- Ask all participants to pick out six rights from this list, which they consider important for themselves at this moment. They can write each right in one of the jigsaw pieces they made from their drawing.
- When everyone has written down one right in one of their jigsaw pieces, they can cut up the drawings.
- Ask one volunteer to show their jigsaw and present it to the group, explaining why they have chosen these six rights. Let the volunteer name the selected rights one by one, and ask the rest of the group when a right is named they have selected as well, to take out that piece and put it in front of them.
- After the volunteer is finished, ask the rest of the group if anyone had selected the same rights, or if anyone had any rights in common. Take care that you don't start a discussion whether needs someone has chosen are sensible or not; the choice is purely individual and cannot be discussed.
- Ask some other volunteers to share their selection of important things with the group (preferably someone who had nothing or only one or two in common with the first volunteer) and repeat step 6.
- Discuss with the group how it is that people can perceive their needs differently? Ask them if they see any needs/rights (newly offered or from the list already made) that are absolutely fundamental for every human being. Make a list of these and compare them with the simplified version of the Universal Declaration on Human Rights available at: [www.un.org/cyberschoolbus/humanrights/resources/plain.asp](http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp) or [www.hrea.org/feature-events/simplified-udhr.html](http://www.hrea.org/feature-events/simplified-udhr.html)

### reflection & evaluation

- Did many of your needs overlap with those of other persons?
- Did you understand why others chose other things to be more important for them?
- How did you choose your needs?
- Do you think your list has changed from the list you would have made five years ago, or will change from a future list?
- Are there needs/rights that must be respected for everyone without exception? Why is this if we can perceive our needs differently?

### comments

You can also vary this exercise by giving people role-cards; 'a 90-year old grandmother', 'a refugee seeking asylum', 'a boy in a wheelchair', 'a businessman', 'a student on a low income', 'a homeless girl', 'a professional football player', 'a child growing up in an Indian orphanage', 'a farmer from Venezuela' etc. Then, ask the participant to empathise with the person on their role card and guess which rights are important to them.

### further info/source

As submitted to the T-Kit on Social Inclusion *Partnership on European Youth Worker Training*; available at: [www.trainingyouth.net/site/publications/tkits/tkits.htm](http://www.trainingyouth.net/site/publications/tkits/tkits.htm)

**tool types:** simulation exercise; exercise

**tool topics:** social inclusion; disability; anti-racism; intercultural learning

**submitted by:** Jugo Rostas [inclusionresources@salto-youth.net](mailto:inclusionresources@salto-youth.net)

### annex

## simplified version of the universal declaration of human rights

### summary of preamble

The General Assembly recognizes that the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world, human rights should be protected by the rule of law, friendly relations between nations must be fostered, the peoples of the UN have affirmed their faith in human rights, the dignity and the worth of the human person, the equal rights of men and women and are determined to promote social progress, better standards of life and larger freedom and have promised to promote human rights and a common understanding of these rights.

### a summary of the universal declaration of human rights

- 1 Everyone is free and we should all be treated in the same way.
- 2 Everyone is equal despite differences in skin colour, sex, religion, language for example.
- 3 Everyone has the right to life and to live in freedom and safety.
- 4 No one has the right to treat you as a slave nor should you make anyone your slave.
- 5 No one has the right to hurt you or to torture you.
- 6 Everyone has the right to be treated equally by the law.
- 7 The law is the same for everyone, it should be applied in the same way to all.
- 8 Everyone has the right to ask for legal help when their rights are not respected.
- 9 No one has the right to imprison you unjustly or expel you from your own country.
- 10 Everyone has the right to a fair and public trial.
- 11 Everyone should be considered innocent until guilt is proved.
- 12 Every one has the right to ask for help if someone tries to harm you, but no-one can enter your home, open your letters or bother you or your family without a good reason.
- 13 Everyone has the right to travel as they wish.
- 14 Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.
- 15 Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish to.
- 16 Everyone has the right to marry and have a family.
- 17 Everyone has the right to own property and possessions.
- 18 Everyone has the right to practise and observe all aspects of their own religion and change their religion if they want to.
- 19 Everyone has the right to say what they think and to give and receive information.
- 20 Everyone has the right to take part in meetings and to join associations in a peaceful way.
- 21 Everyone has the right to help choose and take part in the government of their country.
- 22 Everyone has the right to social security and to opportunities to develop their skills.
- 23 Everyone has the right to work for a fair wage in a safe environment and to join a trade union.
- 24 Everyone has the right to rest and leisure.
- 25 Everyone has the right to an adequate standard of living and medical help if they are ill.
- 26 Everyone has the right to go to school.
- 27 Everyone has the right to share in their community's cultural life.
- 28 Everyone must respect the 'social order' that is necessary for all these rights to be available.
- 29 Everyone must respect the rights of others, the community and public property.
- 30 No one has the right to take away any of the rights in this declaration.

## identity *60 mins*

### aim

- To offer a space for participants to reflect on their own identity, cultural identity and the notion of culture.

### group

- 8-30

### material needed

- paper; pencils

### description

- The onion of identity draws from the following metaphor: as onions are made of many different layers, people are also made of different layers of identity. Some are more important, these are the ones which are closer to the core.
- 20 mins of individual reflection where participants decide which things make up their own different layers. Pax, then choose one person they want to share some of this information with.

### reflection & evaluation

- Easy/difficult?
- Which criteria play a role?
- Theory on different factors of identity:
  - no one can be limited only to one criteria
  - all different/all equal
  - the complexity of identity 'to make space of the Other in our own life', 'to speak of the Other is in fact to speak of ourselves'
  - Intercultural learning is to listen. Active listening is a very difficult exercise.

### further info/source

DNK, [www.dbjr.de/index.php?m=17&id=99](http://www.dbjr.de/index.php?m=17&id=99) used in the Training Course on Diversity, 2003

**tool types:** exercise

**tool topics:** anti-racism; intercultural learning

**submitted by:** Xavier Baro Urbea [xavierbaro@hotmail.com](mailto:xavierbaro@hotmail.com)

### comments for this tool

**submitted by:** S A Holder [saholder@ukonline.co.uk](mailto:saholder@ukonline.co.uk)

Used in SALTO Tolerance & Diversity TC2 2003. The method was adapted for TC2 by forming small groups of 4 or 5 and creating one body outline with the visible aspects of identity outside of the body and the invisible ones inside. Each group presents their body and one list is created, grouping the aspects of identity under general headings, such as gender, religion, etc. The session is debriefed using the following questions:

- How did it feel to do this exercise?
- Are there some things that we don't say?
- Which aspects of identity can be changed?
- What aspects of identity are relevant to the theme of the course?

## identity molecule *160 mins*

### aims

- Raise self awareness on the concepts of multiple identity and self identification by analysing and sharing our own Identities.
- It is also an opportunity to self-identify, rather than be labelled by others, and it can establish a broad definition of diversity in a seemingly homogeneous group.

### group

- 10-25

### material needed

- Identity Molecule handouts one per participant; Diversity Iceberg model; flipchart/markers; Post-it

### description

#### **Part 1: Identity Molecule** *90 mins*

- Ask the participants to identify themselves using 5 social descriptors (class, ethnic background, gender, sexual orientation...) and fill the 'Identity Molecule handout', after doing so individually, they share their 'molecules' in small groups.
- Reconvene the group and facilitate a discussion on self identification. Why they chose those 5 descriptors? Are these the only identities we have? Are they given or chosen?

#### **Part 2: Dynamics of privilege** *45 mins*

- Discusses and analyses how privilege and identity are related.
- The participants are asked to individually complete their Identity molecule using as many social descriptor as they can, and to assess if each of the groups described are sources of privileges or of obstacles in the society they live in.
- In small group ask the participants to share their new molecules.
- Reconvene the group and facilitate a discussion about the link between identity and privilege, and on the use of privileges.

#### **Part 3: Diversity Iceberg** *25 mins*

- The Diversity Iceberg addresses the issue of visible and invisible identities. It is used in the large group, either as an input or as a brainstorm.
- Facilitate a discussion about the visibility and invisibility of identities, and what are the links between what we see and what we think.

### further info/source

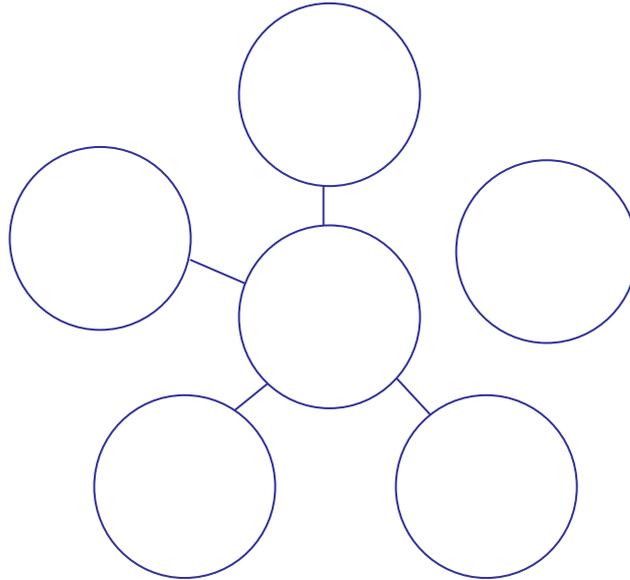
**Peer Trainers Manual** © Anti-Defamation League A WORLD OF DIFFERENCE® Institute

**tool types:** exercise

**tool topics:** anti-racism;

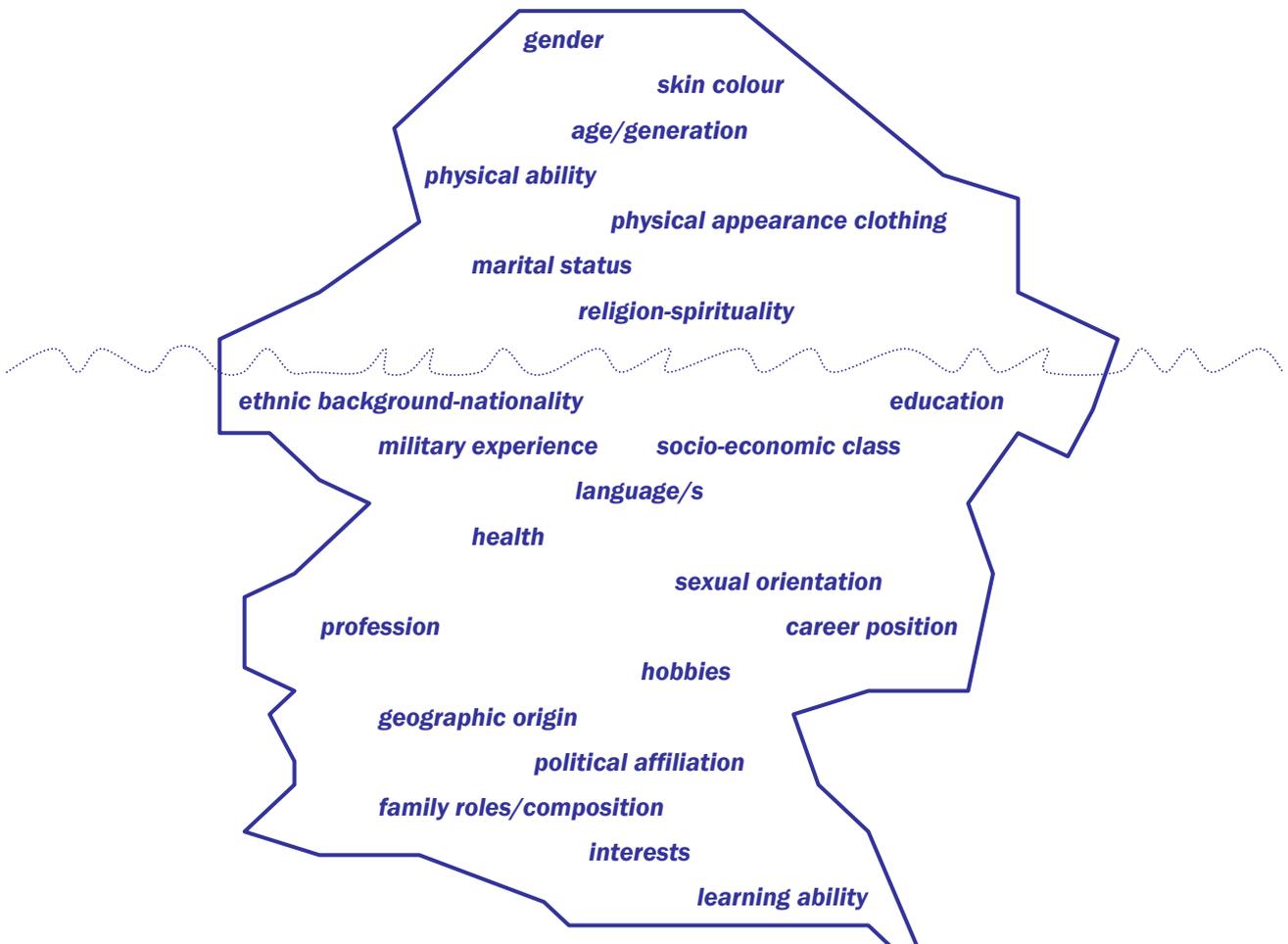
**submitted by:** Matteo Violi *baloo76@tin.it*

## Identity Molecule



*Please write your name on the central atom.  
On the outer atoms write words that identify you.*

## The Diversity Iceberg



## image of oppression *45 mins*

### aim

- Raise sensitivity on oppression issues; to use human body as a tool of representing feelings, ideas and relationships

### group

- 15-30

### material needed

- none

### description

The activity is divided into two parts.

#### **Part 1: My oppression 20 mins**

- Divide into groups of 5. Within your small group, each of you will make a picture of oppression (my oppression). This is a silent game – absolutely no verbal communication.
- You'll make your image of oppression using other people's bodies as clay – you are an artist who sculptures. Present how you feel this word, the meaning for you. Don't analyze. Don't think the story in advance, just do it.
- Put all your team members in a frozen position, and then put yourself in the picture. All of you remember the picture.
- Then the second member of the group takes a turn to model the bodies according to their idea of oppression etc. Each group will have 5 images of oppression.
- You'll have about 10 minutes for making pictures, and 10 minutes more for repeating them. When you make all pictures, repeat them, one after another (picture 1, picture 2 etc) to remember them. Then we'll show them to the whole group.

#### **Part 2: Watching the pictures 25 mins**

- In the whole group. The first group shows all its pictures to the rest of the group. From each small group we'll choose one which mostly touches us – we're not choosing the best or the prettiest – we're choosing one which is most resonating with our experience.
- When we choose, the one we'll do multiple projecting on that picture – making associations as to what it could mean. This is projecting – not guessing, the more different associations we have the better.
- Second group show their pictures...

### further info/source

Augusto Boal, *Games for Actors and NonActors*, used in the Training Course on Diversity, 2003

**tool types:** exercise

**tool topics:** anti-racism; conflict management

**submitted by:** Marija Gajic [maricat@yubc.net](mailto:maricat@yubc.net)

## in & out *45-60 mins*

### aim

- To provide participants with an experience of being excluded.

### group

- used with 23

### material needed

- chairs, rules

### description

- The trainer explains that this is an activity that will last 10-15 minutes and asks the group to form a close circle.
- The Trainer explains that she or he will start the activity off by saying a word and that the person to the right then says another word and so on and so on, until it comes around to the trainer again.
- The Trainer goes on to say that there are a few rules and the following rules are given. Once a participant is out, they should take two steps backwards. The task ends when the group is down to the last eight or so participants.

### Rules

- The aim of the game is to get out.
- Trainer will tell you when you are out.
- The Trainer cannot get out.
- Do not tell the other participants how you got out.

### Solution

- To get out, the words should follow in alphabetical order, starting from the trainer who starts with a word beginning with 'a' and continues with a word beginning with 'b'. If no one uses a word starting with 'b' before the word comes full circle. If someone uses 'b', they are out and the game continues with 'c' and so on.

### reflection & evaluation

The exercise is debriefed in the large group, according to the following three categories:

**a** those who did not get out

**b** those who got out by chance

**c** those who got out by knowing how to

- How does it feel to be in each group?
- How do people feel in general?
- Are there links to society in reality?

### further info/source

Used in SALTO Tolerance & Diversity Training Course 2, 2003, adapted from NCH *Working With Diversity Training*

**tool types:** exercise

**tool topics:** anti-racism

**submitted by:** Sharon Holder [saholder@ukonline.co.uk](mailto:saholder@ukonline.co.uk)

## intercultural construction game *60 mins*

### aim

- To encourage positive group dynamics, to raise awareness for language barriers in intercultural settings and how to deal with them positively, team building

### group

- 20-35

### material needed

- any kind of material (paper, cloth, broom sticks, newspapers, glue, clothing, string, rubber bands, children's toys, garbage, etc, the more diverse, the better); 2 examples of each item, but not necessarily one for each group (!); 2 rooms

### description

- Participants are divided into groups, then again into 2 subgroups. Create groups of diverse nationalities. The subgroups move to their working space where the material is disposed.
- Each subgroup appoints one 'messenger' who is entitled to visit the other subgroup.
- Each group is assigned the task to build a construction with their given materials. The finished construction must be one meter high. The two subgroups must try to build the same construction at the end of the given time. The only way to be informed about the other group's activities is to rely on the 2 messengers passing information back and forth between them.
- After time runs out, the groups can visit each other's construction and compare. Next, the two subgroups work together to make a list of important points in the context of intercultural learning and communication. In plenary, summarise results of the activity.

### **Rules to keep in mind while playing**

- Everybody can only speak in his own language – native English speakers can only make sounds, no words.
- The messenger is not allowed to communicate in any language, only through sounds, grunts and gestures.
- The messenger is not allowed to touch the materials.
- The exercise should be carried out at a quick speed (max 20 mins to build the structure).

### further info/source

SALTO Training Course *Inclusion and EVS*, Belgium 2001

**tool types:** simulation exercise; group building activity

**tool topics:** project management; intercultural learning

**submitted by:** Felix Nicolai *salto-be @salto-youth.net*

## intercultural learning: a condition for european citizenship *variable timings*

### aim

- A background text exploring the links between Intercultural learning and European citizenship

### group

- any

### material needed

- the transcribed speech, downloadable at:  
[www.salto-youth.net/static/downloads/toolbox\\_downloads.php/84/P%20Lauritzen%20Intercultural%20Learning.doc](http://www.salto-youth.net/static/downloads/toolbox_downloads.php/84/P%20Lauritzen%20Intercultural%20Learning.doc)

### description

- The document is structured around five main principles and core values that facilitate intercultural learning.
- As the leading principle of intercultural learning, Mr Lauritzen identified 'symmetric communication'.
- A way of communication wherein both involved parties balance on an equal power level and wherein mutual respect and continuous sensitivity towards the communicating partner is essential.
- Furthermore, Mr Lauritzen lists and describes tolerance of ambiguity, creativity, solidarity and empathy as crucial values that define our (intercultural) youth work. Throughout his input Mr Lauritzen puts all these items into relation with the historical and current political situation of our world and he emphasises the correlation with European citizenship. He underlines the significance of the transitory process from a world of nation states to one where multilateral cooperation and in (ter)dependency are crucial.
- Mr Lauritzen encourages to use European citizenship not as an abstract concept but as a participative reality that they can create themselves through their work.

### further info/source

Peter Lauritzen, *European citizenship in Youth work*, 2001, Partnership Programme between the Council of Europe and the European Commission on European Youth Worker Training; [www.salto-youth.net/find-a-tool/146.html](http://www.salto-youth.net/find-a-tool/146.html)

**tool types:** background text

**tool topics:** intercultural learning; citizenship

**submitted by:** Felix Nicolai [salto-be@salto-youth.net](mailto:salto-be@salto-youth.net)

## intercultural night *at least 120 mins*

### aim

- To have the possibility to share some items/themes of our country through tastes, like food or drinks, some folk customs, some atmosphere raised by dances or songs.

### group

- any

### material needed

- a nice room; any item brought by participants from their country; kitchen facilities; aspirin for the next morning

### description

- Find out what the participants brought, eg food, drink, in order to see what needs some preparation by the kitchen, or to be put in the fridge etc.
- Preparation of the different foods and drinks and of the stands of the countries, regions with the prospects, postcards etc they have brought.
- Preparation of their performance (dances, songs, tales, little funny plays, folk customs) for the evening. Inform the coordinator about the performance to establish a programme.
- Introduction of the night by the coordinator. Presentation of the different food and beverage by the national groups one by one, accompanied by the buffet. Performances.
- Variation: you could also organise an intercultural breakfast.

### further info/source

SALTO

**tool types:** group building activity

**tool topics:** group dynamics; intercultural learning

**submitted by:** Felix Nicolai [salto-be@salto-youth.net](mailto:salto-be@salto-youth.net)

## intercultural training competences & skills *all life*

### aim

- Provide an overview of knowledge and skills needed for intercultural training to allow trainers to assess and develop these skills/knowledge.

### group

- trainers eager to think about their intercultural competences and to develop them further!

### material needed

- time for reflection, self-perception and feed-back from colleagues/trainees/mentor etc; the list of competencies (see download)

### description

The list of knowledge and skills is a good guide for trainers to work on their personal development regarding intercultural competencies. The structured approach can help you to better assess your capacities and to identify new learning goals.

### further info/source

Tkit *Training essentials*, p. 25-26, CoE/EC 2002; available at: [www.training-youth.net/site/publications/tkits/tkits.htm](http://www.training-youth.net/site/publications/tkits/tkits.htm)

**tool types:** background text

**tool topics:** intercultural learning; personal development

**submitted by:** Felix Nicolai [salto-be@salto-youth.net](mailto:salto-be@salto-youth.net)

### annex

## intercultural training competences & skills

<b>knowledge</b>	<ul style="list-style-type: none"> <li>• awareness of intercultural processes and phenomena</li> <li>• intercultural learning: understanding the possible stages of intercultural development, familiarity with key concepts and competences</li> <li>• intercultural training:               <ul style="list-style-type: none"> <li>• design issues: session, day and programme design</li> <li>• learner issues: learning in an often ambiguous situation and relation of this to the learner's cultural identity</li> <li>• trainer issues: reflexivity in relation to own cultural identity, one's own strengths, weaknesses, preferences, blind spots</li> <li>• content: knowledge of central theoretical aspects of intercultural learning and communication, ability to evaluate applicability in training situations</li> <li>• educational approach: adapted to the learners' cultural backgrounds, learning styles and training objectives; knowledge of relevant training methodologies and their appropriate sequencing</li> </ul> </li> <li>• diversity training issues: dealing with questions of power, racism, oppression and socio-economic inequalities to promote positive intergroup relations.</li> </ul>
<b>training process skills</b>	<ul style="list-style-type: none"> <li>• organisational and learner needs assessment: the motivations of the organisation and of the participants, their learning styles, needs according to the group constitution (cultural background, gender, etc)</li> <li>• training design:               <ul style="list-style-type: none"> <li>• aims and objectives (according to the needs assessment)</li> <li>• content: related to aims, needs and group constitution.</li> <li>• programme design and methodology: selection and sequencing of the methods according to the participants' learning styles and needs</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• programme implementation: delivering the programme, awareness of trainer roles and group dynamics, adequate debriefing</li> <li>• programme evaluation: during and after implementation.</li> </ul>
<b>personal competencies</b>	<ul style="list-style-type: none"> <li>• cognitive and behavioural flexibility: ability to adapt to new ways of thinking, behaving and interacting</li> <li>• cultural identity: having a developed sense of one's own cultural identity (and related values, attitudes, beliefs, style of communication and patterns of behaviour)</li> <li>• tolerance of ambiguity: being able to work with unforeseen situations and contested meanings in training and with participants</li> <li>• patience</li> <li>• enthusiasm and commitment</li> <li>• interpersonal and communication skills (including teamwork)</li> <li>• openness to new experiences and people</li> <li>• empathy</li> <li>• respect</li> <li>• sense of humour and an awareness of the complexities of humour in intercultural situations!</li> </ul>
<b>technical skills</b>	<ul style="list-style-type: none"> <li>• theoretical and practical knowledge about presentation, visualisation and documentation</li> <li>• use of visualisation aids, eg overhead projector, flipchart...</li> </ul>

**source:** *T-Kit on Training Essentials*

## introducing yourself in your own language *45 mins*

### aims

- To support the process of guiding participants to the international reality of the training.
- To raise awareness of the linguistic diversity existing within the group and its challenges for communication, to contribute to the group building process.

### group

- 10-40, various mother tongues needed

### material needed

- none

### description

- Participants are asked to form small groups of 3-4 persons with participants coming from different countries. *30 mins*
- In the groups, they should share some information about themselves with the others: background, age, family, hobbies, organisation etc. Importantly, they should talk in their mother tongue, the other participants should try to understand. They can use English to clarify with the others what they have said, so that everyone is able to understand the information that is shared in the group.
- Back in plenary, the facilitator invites the participants to give a short feedback on how they felt during this exercise and how much they understood from the other participants in their group who used different languages. *10 mins*
- To complete the session, participants briefly introduce themselves in plenary in English (name, country of residence, organisation). *5 mins*

### further info/source

SALTO Training Course *EVS with Pre-Accession Countries*, Hungary 2001; available at: [www.salto-youth.net/find-atool/53.html](http://www.salto-youth.net/find-atool/53.html)

**tool types:** group building activity; name game/get to know each other

**tool topics:** group dynamics; intercultural learning

**submitted by:** Felix Nicolai [salto-be@salto-youth.net](mailto:salto-be@salto-youth.net)

## it was only a joke! *60-90 mins*

### aims

- To understand the place of humour and its use.
- Participants will be able to describe how humour can be used in relation to racism and show the role that humour plays in oppression.

### group

- used with 23, not recommended for young people unless you know the group well and think it appropriate

### material needed

- jokes; Post-its; flipchart/pens; handout

### description

- Participants were asked to bring three jokes. In groups of four to five, participants share the jokes and compare and contrast them in terms of the following criteria:
  - Who was the joke aimed at?
  - Who was the joke about?
  - What is the joke about?
  - Does it rely on history, myths or stereotypes?
  - What is the purpose of the joke?
  - What do all the jokes have in common?
- Each group has 30 minutes before feeding back its conclusions to plenary.

### reflection & evaluation

The general discussion should include the handout Humour Can Be Used and the following questions if time allows:

- How are jokes used in oppressive thinking?
- How do they operate in terms of attitudes and opinions?
- Where do young people hear these jokes?
- An example of the use of humour was the 'joke' made by Silvio Berlusconi to a German colleague in July 2003. Referring to the intention and impact of the joke closed the session.
- Check out how people feel about listening and telling the jokes.
- Posing the following question may help: Is listening to jokes a passive or active form of racism? What about us?

### further info/source

Based on an exercise developed by Faudhil Moussi and Robin Sclafani; used in the Training Course on Diversity, 2003

**tool types:** exercise

**tool topics:** anti-racism

**submitted by:** Sharon Holder [saholder@ukonline.co.uk](mailto:saholder@ukonline.co.uk)

## jigsaw of human rights 30 mins

### aim

- This group activity can act as an energizer but its main role is to increase awareness of the scope and indivisibility of human rights.

***“Human rights are like a jigsaw; if one piece is missing, the jigsaw is incomplete. This is the same for people living in poverty; take one of our rights away and you threaten them all. You can't give people their rights bit by bit and expect them to improve things for themselves bit by bit too.”***

Young member of ATD Fourth World

### group

- up to 30

### material needed

- card/cardboard (or ply board); about 1-1.5 meters; paint; markers; cutter (or fretsaw)

### description

#### Preparation

- Paint one side of the cardboard (or wood) in a different colour than the other
- Make a drawing or painting of a person or a group of persons on this side. Draw jigsaw pieces (5\*6) over the painting and cut up the painting
- Turn all pieces around and write one article (simplified if necessary) of the universal declaration of the human rights on each piece.

#### The exercise

- When the participants enter the room, give each of them a piece of the puzzle. Some might receive two or more, depending on the group size. Explain that all of them have received one (or more) human right, but that you need all of them to be a 'complete' person.
- Ask the participants one by one to read out what's on their piece, and explain (or ask someone to explain).
- When all pieces are read, invite the participants to make a whole person out of these articles by turning the pieces around and putting all pieces together to complete the jigsaw.
- When the jigsaw is finished, discuss why human rights are important, and what they mean in practice

### reflection & evaluation

- Did you understand the 'human right' on your piece?
- What do you think it means to you in practice?
- Do you think human rights are important? Why (not)?
- Have you ever had the feeling your rights were being violated? If one right is violated or is inaccessible for an individual what would be the effect on the individuals other rights? Over the long-term, what would be the consequences of living without one or some of your human rights being met? What is the relationship between our human rights and our human dignity?

### comments

When using this exercise to start a training course, you might also give each of the participants one piece at the end of the day, so that, on the next day of the course, everyone can start putting the jigsaw together again. People will that way remember what they were working on, and additionally, you can see if everyone is present.

At the end of the activity you could give each participant a copy of the Universal Declaration (to keep if possible) and ask them to spend a few minutes to read the preamble, or alternatively ask someone who is willing to read out the preamble to the group and the first three articles which together establish the link between human rights and human dignity.

### further info/source

As submitted to the T-Kit on Social Inclusion, ***Partnership on European Youth Worker Training***; available at: [www.trainingyouth.net/site/publications/tkits/tkits.htm](http://www.trainingyouth.net/site/publications/tkits/tkits.htm)

**tool types:** exercise; energiser

**tool topics:** social inclusion; anti-racism

**submitted by:** Jugo Rostas [inclusionresources@salto-youth.net](mailto:inclusionresources@salto-youth.net)

## leading by the hand 10 mins

### aim

- Theatrical games serve to heighten our senses and de-mechanize the body, to get us out of habitual behaviour, as a prelude to moving beyond habitual thinking and interacting

### group

- 16-32

### material needed

- none

### description

- Divide into pairs. First, one is leader for few minutes, on my sign you'll change roles.
- You should be facing each other. You need to keep a distance from hand and face of follower all the time. Distance should be about 15 cm.
- The leader moves their hand and their body around, the follower tries to follow the action as closely as possible. Try as much as you can, going up, down, fast, slow etc. Do not torture your partner, this is not the aim of the game.

### further info/source

Augusto Boal, ***Games for Actors and NonActors***; used in the Training Course on Diversity, 2003; see report at: [www.salto-youth.net/static/downloads/toolbox\\_downloads.php/219/part%201%20contents%20and%20background.doc](http://www.salto-youth.net/static/downloads/toolbox_downloads.php/219/part%201%20contents%20and%20background.doc)

**tool types:** exercise; energiser

**tool topics:** anti-racism

**submitted by:** Marija Gajic [maricat@yubc.net](mailto:maricat@yubc.net)

### comments

**submitted by:** Dirk Adams [msdada@gmx.de](mailto:msdada@gmx.de)

- Encourage the group not to talk!
- You can add a 3rd step:
  - fluent change of leader and follower without talking
  - bring 3 people together: one can lead, two follow or each one follows the other one.

## lemons *30 mins*

### aim

- This is an icebreaker which introduces the idea of individual differences. It can be used at the start of a session around stereotyping, differences and equality of opportunities

### group

- various

### material needed

- enough lemons for everybody in the group; carrier bag

### description

- Give each group member a lemon.
- Ask everyone to look closely at their fruit, examine it for distinctive marks and feel the skin.
- Encourage each person to personalise their lemon by giving it a name.
- Allow five minutes to do this and then collect all the lemons into the carrier bag. Shake the bag to mix the fruits.
- Spread all the lemons out on the floor in front of the group.
- In turn, ask each young person to come forward and collect their lemon.
- If there is an argument over whose it is, try to adjudicate, but if they still can't agree, place the lemon to one side as unidentified. If this happens, you should be left with two at the end to reunite, but will find that most people (amazingly!) can successfully claim their fruit.

### reflection & evaluation

Once all the young people have been reunited with their lemons you can facilitate a discussion.

- How sure are they that they claimed the right fruit? How can they tell?
- Encourage them to look at the parallels between this exercise and differentiating between people. Examine the stereotypes: are all lemons the same colour? Are they all the same shape?
- Reflect this into the stereotypes that exist between people of different cultures, races and gender. What does this mean to the group?
- Your evaluation of this process and the issues that emerge will help you develop further sessions around differences and equality of opportunities.

### further info/source

Hilary Spiers; as submitted to the T-Kit on Social Inclusion, *Partnership on European Youth Worker Training*; available at:

[www.training-youth.net/site/publications/tkits/tkits.htm](http://www.training-youth.net/site/publications/tkits/tkits.htm)

**tool types:** exercise; ice-breaker

**tool topics:** social inclusion; anti-racism; intercultural learning

**submitted by:** Jugo Rostas [inclusionresources@salto-youth.net](mailto:inclusionresources@salto-youth.net)

**life line** 90 mins**aims**

- To go back to our past and focus on when we realized/experienced that people are different.
- To find out what motivation these experiences brought to our life
- To see the impact of the different experiences on our today's behaviour towards others

**group**

- 8-30

**material needed**

- flip-chart paper or a roll of paper; A4 paper; markers; pencils

**description****Preparation**

- Make a long paper line on the floor (the line can be from flipchart paper or a big roll paper).
- Make a life line in the middle of the paper line. Divide the life line into different parts of participants' life, eg childhood, adolescence/teenage, adulthood... You can make it even more specific: studies, working in my NGO...
- Draw a small lifeline on A4 paper for each participant. This should be a small copy of the one on the floor.

**The exercise**

- Give each participant a pencil, marker and one of the A4 small lifelines.
- Ask participants to walk along the lifeline on the floor and think, what kind of experience they had in their life when they have realised a difference among people, felt or experience a tension/conflict among people because of different background, have been involved in such a conflict... 20 mins
- Each time a participant finds such an experience, should put his or her name next to the appropriate part of the lifeline on the floor. At the same time they should make more concrete notes in their personal A4 lifeline. In these notes participants are asked to focus on the motivation part – what kind of motivation, changes, different attitudes, way of thinking, stereotypes, prejudice the experience has brought to their lives.
- After the participants are ready, divide them in small groups of max 4 and ask them to share their different experience. Participants do not need to share all of their experience in case they do not feel like. 20 mins
- After sharing, ask the participants in small groups to prepare a flipchart with the different motivations, attitudes, reactions, thoughts the different experience brought to them.
- Bring the results of the small groups into the plenary and open up a discussion. Focus on the lifeline on the floor, compare the different life parts, when participants have had their first experience. Work on the motivation flipcharts. What differences there are, how is it linked to the reality people are living in, the political, social situation of the different places, family impact ... What can we learn from the exercise?

**further info/source**

Created by the team as a part of the session on self-awareness, in SALTO Training Course 2 on Tolerance & Diversity, 2003

**tool types:** exercise

**tool topics:** intercultural learning

**submitted by:** Miriam Lexmann *miriam@xboard.sk*

## malekulas *90-120 mins*

### aim

- Finding the key to foreign cultural behaviour, analysing the effects of meeting a foreign culture.

### group

- 20-35

### material needed

- strong paper (cardboard); glue; scissors; ruler; pencil; instructions for Malekulas and engineers; two rooms

### description

#### **The story**

- A team of engineers goes to another country to teach the people there how to build a bridge.
- Depending on the size of your group, have 4-8 people play a team of engineers, who will teach the Malekulas how to build the bridge. They receive the instructions for the engineers and are brought to a separate room.
- The rest of the group will be Malekulas. They receive the Malekula instructions.
- If you have too many people, you can also make a team of observers, who just watch and take notes. These observers should not be introduced to the Malekula culture beforehand, so keep them with the engineers in the beginning.

### reflection & evaluation

- After the game the two groups of participants take a piece of flipchart and note their comments on the following three points:
  - facts
  - feelings
  - interpretations
- The following points should be discussed in plenary:
  - We have a tendency to think that others think the way we do.
  - We often interpret things right away, without being aware of the differences in cultural behaviour.
- How were the roles distributed? What role did I take? What does that reveal about my identity?
- Did I feel comfortable with my role?
- Was the image I had the same as that perceived by the others?
- What influence did my cultural background have on the role I took on?"

### further info/source

SALTO Euro Med Training Box, France 2002

**tool types:** simulation exercise

**tool topics:** intercultural learning

**submitted by:** Felix Nicolai *salto-be@salto-youth.ne*

## instructions for the engineers

### **Situation**

- You are engineers and you must go to see a peaceful island to teach the natives how to build a lighthouse. This island has not yet been touched by civilization.
- The lighthouse will be built with paper. The construction of the lighthouse is very significant for them. The problem is that you are under pressure because your boss already has a new contract for you. You will only have time to explain to the people how to build a tower, in such a way that they can build others alone.
- You are a group of international engineers working for a multinational construction company. Your company has just signed a very important contract with the government of Malekula in which it has agreed to teach Malekulas how to build a lighthouse. According to the contract, it is very important that you respect the deadline agreed, otherwise the contract will be cancelled and you will be unemployed.
- The Malekula government has a great interest in this project, which is funded by the European Union.
- Malekula is composed of several islands which all need lighthouses. You will have to instruct them on how to build a lighthouse by themselves.

### **Rules**

- First you should take time to read these instructions carefully and decide together how you are going to build the lighthouse.
- After a specified time, two members of your team will be allowed to go and make contact for 3 minutes with the Malekulas, eg to check the natural and material conditions, make contact with the Malekulas, etc.
- You will then have 10 minutes to analyse their report and complete the preparations. After this the whole team of engineers goes to Malekula to teach the Malekulas how to build the lighthouse.
- The lighthouse will be symbolized by a paper lighthouse. It has to be stable. At the end of the building process it should support the weight of the scissors and glue used in its construction.
- The pieces cannot just be cut out and assembled in Malekula because the Malekulas would not learn how to do it themselves. They have to learn all the stages of the construction.
- Each piece needs to be drawn with pencil and ruler and then cut out with the scissors.

### **Materials**

- Paper, scissors, Scotch tape, pencil.
- The tower must be very solid and not collapse when the scissors and the Scotch tape are used.
- The Malekulas need to see each stage of the building process as they will have to repeat it later, which means that you cannot take along already completed examples.

## instructions for malekulas

### **Situation**

- You live on an island called Malekula.
- It is difficult for the boats to arrive up to the island because you have no lighthouse.
- You know that you need a lighthouse but you do not know what you need to build it. This is why your government contracted civil engineers of a foreign firm to show you how you can build lighthouses on the other islands of your country in the future.
- You will build the first lighthouse with the engineers, then you can build them alone.
- The lighthouse will be built out of paper, using adhesive tape, scissors and pencils. You know these materials, but not the plan to build it.

### **Social behaviour**

- You are used to having a direct contact with your interlocutors. Your communication cannot exist without such contact.
- To speak with somebody without looking at him (her) directly in the eyes is thus very impolite.
- If you join a group, you don't have to be in direct contact. You just immediately form a circle with the others in order to be able to communicate in an equal way with each person.
- The greeting ritual when you meet somebody is also very important.

### **Greetings**

- A touch on the shoulder is a traditional greeting. When someone touches you on the right shoulder, you should touch him on the left shoulder. All other forms of contact are offensive and hurtful.
- To shake hands is very rude.
- A male Malekula can only touch another man, even if he is introduced to a woman, whether she is Malekula or foreign woman.
- When a Malekula is not welcomed by a touch on the shoulder or has no direct contact with his interlocutor during the conversation, he shouts.

### **Yes/no**

- Malekulas don't use the word "no" and always say "yes".
- However, if they mean "no", they accompany the "yes" with an emphatic nodding of the head (you should practise doing this).

### **Ritual of work**

- While working, the Malekulas always smile.
- The tools are gender-specific: scissors are male, pencil, paper and ruler are female. Glue is neutral.
- Men never ever touch a pencil or a ruler. The same goes for women and scissors.

### **Towards foreigners**

- Malekulas are convivial people and they like contact with foreigners. But they are also proud of their own culture.
- They know that they will never be able to build the lighthouse on their own.
- On the other hand they don't consider the foreigner's culture and education as superior. Building lighthouses is just something they don't know how to do.
- They expect the foreigners to adapt to their culture. However, because their own behaviour is natural to them, they can't explain it to the experts (this point is very important).

## map of europe *30 seconds per person*

### aim

- To find out from which countries and towns do the participants come from and at the same time to give them a chance to say their name in front of the whole group.

### group

- any size, as long as it is more than two

### material needed

- big map of Europe; stickers or rope for fixing the map; little flags for each person made out of Post-it stickers; pens

### description

- Distribute the little flags to everybody and ask them to write their name on these flags, then facilitator starts with his/her own flag and pronounces clearly the name, country and town he/she comes from.
- Then you give the floor to other 'volunteers' until everybody is finished with this little introduction. Be aware that pronunciations of different names might be a tricky and that they might require a bit of practice.
- You can ask additional questions (about their trip, the symbol of their country, etc) to break the ice a bit – this will take more time.

### further info/source

From the Training Course *Enable*, 2003

**tool types:** exercise; ice-breaker; name game/get to know each other

**tool topics:** group dynamics

**submitted by:** Bara Stemper-Bauerova [training@tiscali.cz](mailto:training@tiscali.cz)

### comments

**submitted by:** Zilvinas Gailius [zilvinas.gailius@takas.lt](mailto:zilvinas.gailius@takas.lt)

- You can also ask participants to draw the map of Europe by themselves. It might provoke discussion and could be good introduction for intercultural learning.
- If you use Polaroid pictures, you can stick them on the wall and make links to the map.

## methods & techniques used in intercultural youth projects

### aim

- A review of training for trainers elements useful to increase the quality of intercultural youth projects through non-formal education.

### group

- trainers or youth workers setting up intercultural youth projects

### material needed

- download 411-page manual at:  
[www.salto-youth.net/static/downloads/toolbox\\_downloads.php/233/ToT\\_ICL\\_manual.pdf](http://www.salto-youth.net/static/downloads/toolbox_downloads.php/233/ToT_ICL_manual.pdf)

### description

The manual presents different training elements for trainers and youth workers who implement intercultural youth projects.

It was developed for the training **course *Training of Trainers: Methods and Techniques used in intercultural Youth Projects***, organised by Life Foundation May 2004 in Oradea, Romania.

The manual includes reflections, concepts and background reading on a wide variety of training and youth work topics:

- education and learning
- non-formal education
- experiential Learning
- learning styles
- creating opportunities to learn
- debriefing, feedback
- methods and elements of course design
- evaluation and results
- conflict
- intercultural learning
- group dynamics

### further info/source

Developed by Life Youth Foundation, Romania, <http://life.org.ro/>

**tool types:** background text, manual

**tool topics:** group dynamics; project management; intercultural learning; conflict management

**submitted by:** Tony Geudens [tony@salto-youth.net](mailto:tony@salto-youth.net)

## my name & its origin 20 mins

### aim

- To go deeper into knowing each other and also to start to develop the group community.

### group

- 10-40

### material needed

- the annexed template; markers; free space in which the participants can speak in small groups

### description

- Participants are requested to do an individual work. They should fill in the first 6 boxes of the grid within a few minutes (see download).
- After the individual work, the participants are requested to create groups of 5. In the small groups the participants share and comment the form and the information about their names, trying to identify some common elements. A small feed back to plenary with some funny findings can round off the exercise.

### further info/source

*European citizenship in Youth work II*, 2001, Partnership Programme between the Council of Europe and the European Commission on European Youth Worker Training;  
[www.salto-youth.net/find-a-tool/173.html?&pagerCurrentOffset=151](http://www.salto-youth.net/find-a-tool/173.html?&pagerCurrentOffset=151)

**tool types:** group building activity; name game/get to know each other

**tool topics:** group dynamics; intercultural learning

**submitted by:** Felix Nicolai [salto-be@salto-youth.net](mailto:salto-be@salto-youth.net)

### annex

## template for grid

<b>my full name is</b>	
<b>but you can call me</b>	
<b>my name means</b>	
<b>it was given to me by</b>	
<b>because</b>	
<b>famous people with the same name as me</b>	

## obvious, isn't it?: seminar terminology *minimum 60 mins*

### aim

- This exercise aims to make people aware of the different understandings (and misunderstandings) of words and concepts in different languages and cultures. It also helps to come to a mutual understanding of some terms for the purposes of the training.

### group

- 10-40

### material needed

- flipchart paper; A4 paper & pens; ideally several small meeting rooms to split the group

### description

- Participants are divided into small groups in different rooms. In each room, a list of words is written out on a flipchart. These words shall be part of the seminar/topic terminology.
- People are asked to share their understanding of certain words according to their definition and/or language. Allow time for discussion. Eventually a member of the team can be present in each group to facilitate and stimulate discussion.

### further info/source

SALTO Training Course *Inclusion and EVS*, Belgium 2001

**tool types:** group building activity

**tool topics:** group dynamics; intercultural learning

**submitted by:** Felix Nicolai *salto-be@salto-youth.net*

## outsiders *10 mins*

### aim

- An interactive exercise exploring the effects of exclusive grouping on an individual, exploring how we react to experiences of rejection and looking at what it feels like to belong to a group.

### group

- minimum of 12

### material needed

- none

### description

- Ask volunteer to leave the room. The remainder of the group divide themselves into groups according to some agreed criterion, eg hairstyle, eye colour, type of clothing, height or accent. *3 mins*
- The outsider is called in and guesses which group they belong to. They must state why they believe that group is their group. If the reason is wrong they may not join, even when they have picked the correct group. *4 mins*
- Continue with a new volunteer, giving as many participants as possible an opportunity to go outside, subject to time.

### reflection & evaluation

- How do we behave when we do belong to a group? Is it easy to reject outsiders? Is it enjoyable? Do we empathise with the outsider or do we enjoy our power? *3 mins*

### comments

This exercise focuses on feelings and experiences of being rejected rather than communication. It can be used to focus a discussion about prejudice and how we react to belonging or not belonging. It could be developed into a study of personal experiences.

### further info/source

As submitted to the T-Kit on Social Inclusion, **Partnership on European Youth Worker Training**; available at: [www.training-youth.net/site/publications/tkits/tkits.htm](http://www.training-youth.net/site/publications/tkits/tkits.htm)

**tool types:** exercise; group building activity

**tool topics:** social inclusion; anti-racism; group dynamics; conflict management

**submitted by:** Jugo Rostas [inclusionresources@salto-youth.net](mailto:inclusionresources@salto-youth.net)

## paper towers *25 mins*

### aim

- This initial team building activity encourages partnership working and teamwork.

### group

- various

### material needed

- newspapers; sticky tape; a watch

### description

- Divide the young people into group of no more than six.
- Explain that you want them to plan and then construct paper towers. The object is to build the highest tower without it collapsing.
- Explain that each member of the group should contribute to the planning stage and that no building can take place without the whole group's approval.
- Hand out newspaper and sticky tape.
- Give the groups 15 minutes to build their towers.
- Stand well back!

### reflection & evaluation *10 mins*

- At the end of the 15 minutes, invite the groups one at a time to consider how well they co-operated, whether anybody was excluded from the exercise (and why and how they felt about it) and how they achieved consensus.
- When all the groups have fed back, encourage the whole group to examine all the towers. Ask the group with the highest tower to explain how they achieved this.
- If time allows, get the whole group to reflect on what they might have achieved single-handedly.
- This can also be done by asking groups to build the 'best' tower. They can then validate to the other groups why theirs is the best. This can then lead into value-judgement discussions on other topics...

### further info/source

As submitted to the T-Kit on Social Inclusion, *Partnership on European Youth Worker Training*; available at: [www.training-youth.net/site/publications/tkits/tkits.htm](http://www.training-youth.net/site/publications/tkits/tkits.htm)

**tool types:** simulation exercise; exercise; group building activity

**tool topics:** social inclusion; group dynamics; conflict management

**submitted by:** Jugo Rostas [inclusionresources@salto-youth.net](mailto:inclusionresources@salto-youth.net)

## perceptions of cultural diversity *180 mins*

### aims

- To map individual perceptions of cultural diversity, and to explore them through contrast with the group.
- To consider how 'cultural diversity' is perceived, interpreted and evaluated.

### group

- any: the entire TC group – in our course 25 people, but this can be adapted for any number depending on the number of facilitators

### material needed

- magazines, newspapers, advertisements, etc; scissors; glue

### description

This session explored the key term of the training course, and built on previous sessions that explored self-identity as a shifting social construction linked to the interplay of affective and ascribed identities in a social context. The session was designed to bring out:

- perceptions of diversity in the different societies in which the participants live
- the factors that cultural diversity is associated and not associated with in different understandings
- debating cultural diversity as a description and a value

#### **Step 1: Introduction** *10 mins*

➤ An introduction to the flow and aims of the session.

#### **Step 2: My perception of cultural diversity** *30-40 mins*

➤ Participants are given a guide for reflecting on cultural diversity in their own social experience. The context for consideration should be the one they live in.

#### **Questions**

- What does cultural diversity mean to me?
- What does it mean in my context?
- Who or what is seen as culturally diverse? Why?
- What social and political debates are associated with cultural diversity?
- Are you seen as culturally diverse, and if so why? And why not?

#### **Step 3: Images of cultural diversity** *60 mins*

➤ Participants share a summary of their reflections in facilitated groups. By creating a montage from photos and other material, they should prepare a group presentation on common themes in cultural diversity, but also differences and the questions their discussions raised for them.

#### **Step 4: Plenary report, input & discussion**

- Groups present their montages placed together on the floor with everybody sitting around them.
- From questioning and interpreting each others montages the facilitator should aim to capture different understandings and evaluations of cultural diversity and how it intersects more generally with 'diversity'.
- The remainder of the session involved an interactive input, offering understandings of cultural diversity, why it has become a key issue in European societies, and the strengths and weaknesses of different approaches. Key issues include cultural diversity and multicultural societies, different ways in which cultural diversity is constructed and valued, 'positive and negative' diversity debates, and the link to anti-discrimination.

### further info/source

Useful theoretical background is provided by: Nick Stevenson *Cultural citizenship, Cosmopolitan Questions*, 2003; Gavan Titley (ed) *Resituating Culture*, 2004

**tool types:** exercise

**tool topics:** anti-racism

**submitted by:** Gavan Titley [gavan.titley@helsinki.fi](mailto:gavan.titley@helsinki.fi)

## personal experience – discrimination *30 mins*

### aim

- Sharing feelings in situations of being discriminated or when you have discriminated against someone.

### group

- any group size, work in pairs

### material needed

- flipchart, pens

### description

➤ This exercise will be worked in pairs. Share with your partner two things/experiences:

**a** situation when you have been discriminated by someone

**b** situation when you have discriminated against someone.

➤ You have 10 min each for your stories. Share your feelings in both situations.

### reflection & evaluation

- Sharing: Was it difficult to remember? Some insights? Learning?
- Trainer writes down main feelings when we are subject/object of discrimination.
- Ask for comments.

### further info/source

Group MOST, Belgrade; used in the Training Course on Diversity, 2003

**tool types:** exercise

**tool topics:** anti-racism; intercultural learning

**submitted by:** Marija Gajic [maricat@yubc.net](mailto:maricat@yubc.net)

## postcards *40 mins*

### aim

- This exercise aims to explore, through visual imagery, specific examples of social injustice and to explore possible and appropriate action.

### group

- small groups of 3-5

### material needed

- postcards, from examples given overleaf or your own devising

### description

- Give each small group of three to five members a postcard. You can copy and cut the examples below, or you can devise your own. Ask each group to come up with a series of tableaux to represent the card's message. With each image they should create a sound-effect which they feel sums up its core emotion or feeling. *15 mins*
- The groups share their tableaux. The audience for each tableau give an account of what they think might be written on the card. Only then do the demonstrating group read out their card. *15 mins*
- Some groups might feel that they did not quite capture the essence of their card, or that their tableau was misinterpreted. These groups could go back and, taking on board suggestions from the audience, try to improve or change their work. Extra time needs to be allocated for this.

### reflection & evaluation *10 mins*

- How do they group feel about the issues raised by the cards?
- What action would they take if they were in similar circumstances?
- Are there similar things happening today? If so, what action are people taking?
- If participants were to sum up each card in one sentence, what would it be?

### comments

It is important for the facilitator to choose cards which cover a subject matter appropriate to the group. The group could develop this work and produce their own postcards or posters.

### further info/source

As submitted to the T-Kit on Social Inclusion, *Partnership on European Youth Worker Training*; available at: [www.training-youth.net/site/publications/tkits/tkits.htm](http://www.training-youth.net/site/publications/tkits/tkits.htm)

**tool types:** exercise

**tool topics:** social inclusion; anti-racism; conflict management; citizenship

**submitted by:** Jugo Rostas [inclusionresources@salto-youth.net](mailto:inclusionresources@salto-youth.net)

postcards: three examples

## POSTCARD

*When I give food to the poor,  
they call me a saint  
When I ask why the poor have no food,  
they call me a communist*

Dom Helder Camara, from Brazil

## POSTCARD

*We are guilty of many errors and many faults,  
but our worst crime is abandoning the children,  
neglecting the fountain of life.  
Many of the things we need can wait. The children cannot.  
Right now is the time their bones are being formed,  
their blood is being made and their senses are being developed.  
To them we cannot answer 'Tomorrow'. Their name is 'Today'*

Gabriela Mistral, Nobel Prize-winning poet from Chile

## POSTCARD

*First they came for the Jews and I did not speak out  
because I was not a Jew.  
Then they came for the communists and I did not speak out  
because I was not a communist.  
Then they came for the trade unionists and I did not speak out  
because I was not a trade unionist.  
Then they came for me  
and there was no-one left to speak out for me.*

Martin Niemöller, victim of the Nazis

## power of language *flexible timings*

### aim

- An activity guide for facilitators.

### group

- any

### material needed

- none

### description

- In the book there are essays about the 'relevance of language' and projects that have dealt with language and the power of language.
- The main part, though, gives a collection of methods and methodological ideas of how to deal with language, language difficulties, language power imbalances etc in multilingual groups.
- Many of the exercises have been used in international youth encounters and can also be used for training youth workers on this matter – especially for making them aware of the relation between language and power. So everyone who wants to work on this issue would get a lot of ideas from this publication.

### further info/source

Florian M Wenzel, Michael Seberich (eds) ***Power of Language*** Bertelsmann Foundation Publishers, Gütersloh 2001; order it from publishers ([www.bertelsmann-stiftung.de/publisher](http://www.bertelsmann-stiftung.de/publisher)) or bookshops (ISBN 3-89204-577-1); produced by the International Network Education for Democracy, Human Rights and Tolerance [www.tolerance-net.org/publications/index.html](http://www.tolerance-net.org/publications/index.html)

**tool types:** manual

**tool topics:** anti-racism; group dynamics; intercultural learning

**submitted by:** Susie Green [salto-uk@salto-youth.net](mailto:salto-uk@salto-youth.net)

## (pre)conceptions of young people with fewer opportunities

### aim

- A funny exercise for a group of trainees at the beginning of a training course, generating much laughter and relaxation at the end of the first day for example. The purpose is to give a glimpse of different conceptions of youth social exclusion through playing and moreover to give a taste for getting to know each others language, through theatre methods. This exercise will surely be followed by informal discussions, especially if implemented as an evening game after dinner.

### group

- 10-40

### material needed

- a big room arranged with a scene; paper and pens

### duration

- approximately 120 minutes (60 minutes for preparation, 60 minutes in plenary)  
**nb** this exercise should be realised in a 'relaxing context', eg at the end of a day or after dinner

### description

- Firstly, the facilitator explains that the exercise will deal with light theatre methods. People not feeling comfortable for being actors will contribute without acting. Firstly, national groups should be set-up (up to 4 participants per country), the groups will be allowed 1 hour to prepare short 'sketches' on youth social exclusion according to their cultures and using their languages. Humour is of course welcomed. In the second part of the exercise, the 'sketches' will be presented to the remaining groups (it is then better to arrange properly a place with some kind of stage).
- The facilitator should clearly explain the following rules:
  - if there are people who feel not comfortable with theatre methods they may involve themselves in participating to the setting-up of the sketches scripts and further on, the group will translate in English the dialogues, and narrators/translators will be needed when the sketches will be presented by the actors
  - each national group will realise its sketch in its own language – it is very important that the actors write clearly on a paper their dialogues (one paper per actor stating what they have to say)
  - the sketches should be short – no more than 1 minute and have simple dialogue as much as possible; no material should be used
  - each group should enable one or two person(s) who will not be actors to narrate the dialogues using the training working language.
- The groups prepare their sketches separately during one hour. During this time the facilitator can arrange the 'stage' where the performances will take place.
- Once all the groups are back, the facilitator explains the following rules: the sketches will be played one after the other. The first time it will be presented by the actors with a translation. When each actor has finished a phrase, the narrator-translator tells it immediately using the training working language in order to ensure that the participants understand the sketch. Short sentences should be rather used, for facilitating the 'translation task'.
- When the sketch is finished, the facilitator may allow a little moment for the actors to explain a bit more their performance if needed. It should not be too long.
- The actors remain on the stage and the facilitator asks for volunteers in the public. There should be one volunteer standing behind each actor as a 'shadow'.
- The sketch is performed once more with the 'shadows'. The actors should articulate very well when dialoguing and showing the written phrases to their 'shadows' when telling their phrases. The sketch is translated one more time.
- The sketch is performed a third time the 'shadow' becoming the actor and vice-versa. The shadow should help the new actor with pronunciation when performing the sketch (without being too formal, just playing). The sketch is not translated any more.
- The sketch may be performed a fourth time without any 'shadow'.

### reflection & evaluation

- There is no need for formal evaluation. This is a relaxing game most at all with the specificity to give 'a taste' for getting to know words in each other's languages.

### further info/source

As submitted to the T-Kit on Social Inclusion, *Partnership on European Youth Worker Training*; available at: [www.training-youth.net/site/publications/tkits/tkits.htm](http://www.training-youth.net/site/publications/tkits/tkits.htm)

**tool types:** simulation exercise; energiser

**tool topics:** social inclusion; anti-racism

**submitted by:** Jugo Rostas [inclusionresources@salto-youth.net](mailto:inclusionresources@salto-youth.net)

## pyramid of hate 90-120 mins

### aim

- Understanding the hate support structure and identifying strategies to confront it.

### group

- 15-30

### material needed

- flipchart; markers; Pyramids of Hate handouts; duct tape

### description

- Present the annexed Pyramid of Hate on a flipchart and discuss it briefly with the participants.
- Divide the group in 6 small groups, and assign a flipchart to each of them and one of the levels of the Pyramid of Hate.
- Give them 20 minutes to identify possible strategies to counteract it, the strategies should specify on which level they are acting – ideology, institutional, interpersonal, internalisation – the 4 i's model (see activity 79), and the long lasting effect they may have.
- With duct tape create a big pyramid structure on the floor, ask the small groups to report their discussion and placing their flipchart on the level they worked on.
- Start with the top level till the bottom one.
- When all the groups have presented their work facilitate a short discussion about the two pyramids
- If working with trainers it is interesting to stress on How, Where and When training becomes Social Action.

### further info/source

**A Classroom Of Difference** Trainer manual © Anti-Defamation League A WORLD OF DIFFERENCE® Institute

**tool types:** exercise

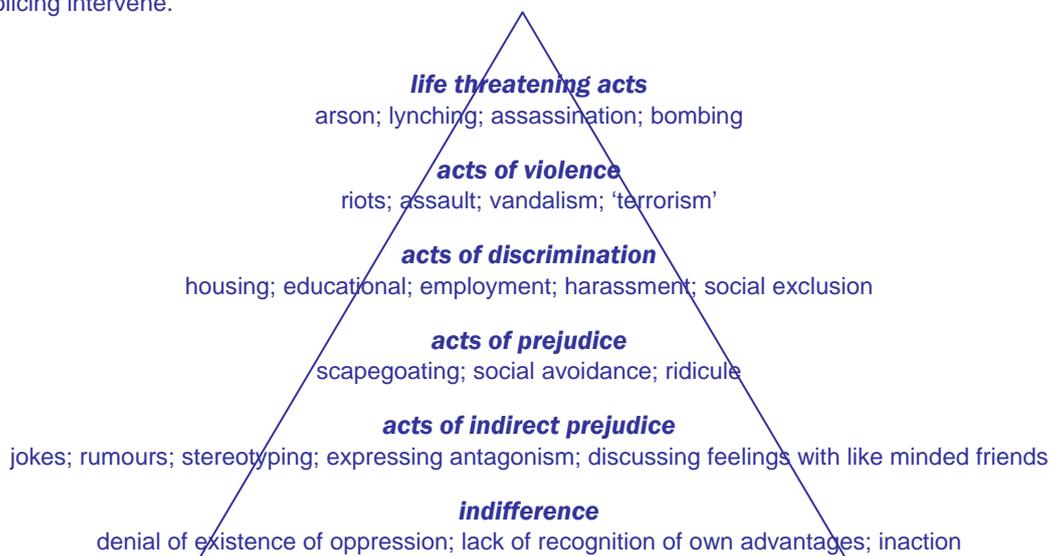
**tool topics:** anti-racism, social inclusion

**submitted by:** Matteo Violi *baloo76@tin.it*

### annex

## pyramid of hate

- The top of the pyramid is characterized by acts with a high level of violence directed to specific groups, eg ethnic groups, homosexuals, refugees... , with the direct intention to kill the targets.
- The top level is supported by another level composed by acts where the level of violence is still high but is not directly aiming to the killing of the targets. This kind of acts is unfortunately more common than the top level.
- These two levels are supported by other levels where the violence level decrease while at the same time the frequency of these acts and the acceptance of these increase dramatically.
- The last, and much broader, level is indifference, this level is where all the 'pyramid' stand, this reflect the importance of asking actions against discrimination on all the other levels.
- It's important to note how the lower levels may seems unimportant when talking about discrimination, but in reality they are the foundation upon which hate and violence are built.
- Another point is to understand where our actions influence this 'structure', ie at which levels education and policing intervene.



## 'race' & racism – fact or fiction? 90 mins minimum

### aims

- To explore issues, such as 'race' and racism.
- Participants will be able to outline the different forms of racism.
- Participants will be able to discuss its meaning, its roots and 'race' as a social construct.

### group

- 12-30

### material needed

- definitions; flipchart; pens; masking tape

### description

The exercise is divided into three parts.

#### 1 Race 30 mins

- Divide the room into four quarters. Participants are then asked to move to the appropriate quarter, in response to the following question: How many different races exist? The 4 options are: zero, one, three, none of these
- All the participants are asked to say why they have chosen to stand in a particular quarter. Following the general discussion, participants are asked if they wish to move and to say why. If no 'races' exist, does racism exist?

#### 2 Racism 45 mins

- Participants are split into trios and asked to record key words/their conclusions on 'how racism can be defined'.
- Participants are then asked to present their results to the group.
- In light of the handout Concepts & Reflections on 'Race' Related Terms, are there any additions or comments? Does any one of the definitions offered stand out for the participants or relate to their local situation? The racial grounds that people are judged on include 'colour, race, nationality or ethnic or national origins.' Participants are invited to confirm, add to or delete these. This provides a useful working description for the course.

#### 3 Forms of racism 15 mins minimum

- The different forms of racism that exist are discussed and participants are asked to reflect on which level they are working at with their young people. The three forms discussed are personal, cultural and institutional forms of racism. Opening the floor to further questions and taking the general points from the entire discussion close the session.
- The session can be emotive. Ideally more time could be used to allow for individual reflection and more in-depth discussion. The strategies on page 3 of the handout should be used later as part of project planning.

### further info/source

Used in the Training Course on Diversity, 2003

**tool types:** exercise

**tool topics:** anti-racism

**submitted by:** Sharon Holder saholder@ukonline.co.uk

### annex

## concepts & reflections on 'race' related terms

**RACE as a 'term is often used to refer to groups of people with specific and clearly identifiable common characteristics.'**

The Equal Opportunities Handbook by Phil Clements & Tony Spinks

**In 1964 UNESCO brought 20 leading scientists/anthropologists together to consider the issue of race. Part of the resulting statement concluded 'that all humans living today belong to a single species'. That 'humankind cannot be classified into clear cut categories.'**

The Equal Opportunities Handbook by Phil Clements & Tony Spinks

**Ethnic group is sometimes used in place of the word 'race', as 'it describes a social group which is held together not only by common kinship, but also by its culture and/or religion.' 'The word ETHNIC comes from the Greek word ethne, which means tribe.' 'Everybody is a member of an ethnic group'.**

The Equal Opportunities Handbook by Phil Clements & Tony Spinks

**RACISM or DISCRIMINATION ON RACIAL GROUNDS means 'colour, race, nationality or ethnic or national origins.'**

**Sex & Race Discrimination Legal Essentials by CIPD**

**Racism: A set of attitudes, actions and practices that subordinate a group of people due to skin colour, culture or ethnic group.**

Unknown

**Racism: Describes the way in which false beliefs about race have become embedded at every level of society. Challenging Racism, Valuing Difference by The Tower Hamlets Learning Design Centre**

**Racism: A valorisation of differences, real or imaginary, in favour of the accuser and against its victims, in order to justify its privileges or aggression.**

Unknown

**Racism: Decisions and policies made on consideration of race, for the purpose of subordinating a minority ethnic group and maintaining control over that group.**

The Equal Opportunities Handbook by Phil Clements & Tony Spinks

**Racism is the combination of prejudice and power.**

The Equal Opportunities Handbook by Phil Clements & Tony Spinks

**'RACISM refers to any theory or doctrine stating that inherited physical characteristics, such as skin colour, facial features, hair texture, and the like, determine behaviour patterns, personality traits, or intellectual abilities. In practice, racism typically takes the form of a claim that some human 'races' are superior to others. An abuse of the concept of difference among peoples, it has contributed to prejudice and discrimination among groups in many parts of the world.'**

Global Multimedia Encyclopaedia

**Multicultural: Concept based on a harmonious model of cultural enrichment and mutual understanding, aimed at creating inter-ethnic and inter-racial harmony.**

Anti-Racist Work With Young People edited by Anna Aluffi-Pentini & Walter Lorenz

**Culture: 'A consistent body of learned beliefs, values, communication rules and cognitive structures held in common by a particular group over time.'**

**'Culture is that complex whole which includes knowledge, belief, art, morals, customs and any other capabilities and habits acquired by man as a member of society.'**

Taylor, 1871

**Discrimination is about the way we act. When we act more favourably towards one group of people than another and that favouritism is based on prejudice.**

**Prejudices are the ideas we hold of others and about the negative assumptions and prejudgements we might make, often based on stereotypes.**

**Stereotypes are when members of a particular (visible) group are believed to share traits deemed characteristic of that group.**

The Equal Opportunities Handbook by Phil Clements & Tony Spinks

**The multi-cultural person is one whose 'essential identity is inclusive of life patterns different from his/her own and who has psychologically and socially come to grips with a multiplicity of realities.'**

**MULTICULTURAL AND ANTI-RACIST EDUCATIONAL STRATEGIES:**

- **To highlight difference and to adopt education programmes that promotes tolerance of difference.**
- **To highlight commonalities and to create a general sense of belonging.**
- **To promote an ethic of justice, equality and equivalence without emphasizing either difference or commonality.**

Anti-Racist Work With Young People edited by Anna Aluffi-Pentini & Walter Lorenz

**ANTI-RACISM EDUCATION: The primary need is to involve young people themselves in developing anti-racist policies based on ideas and values which they at least recognise even if not initially share. Strategies should incorporate an understanding of how these young people live and how they see the world and not be based on how those 'in authority' would like them to think and live.**

Routes of Racism The Social Basis of Racist Action by Roger Hewitt

## ritual gesture *20 mins*

### aims

- Opening creativity for preparation for acting together.
- Raise sensitivity on oppression issues, challenge stereotypes and promote empathy.
- To use human body as a tool of representing feelings, ideas and relationships.

### group

- 16-32

### material needed

- none

### description

- You'll make statue based on a word.
- On my sign you'll add movement (which is coming from the statue pose).
- On the sign you'll produce a sound – word, short sentence. Repeat the sound twice.
- On my sign, you'll find someone who is doing a very similar thing to you. When you find your pair, stop but stay together (it must be mutual choice).

### Example

- Make statue on the word 'politics' > add movement > add sound > find similar one (stay in pairs) > show each pair (one by one) to big group.
- Suggestions for words: marriage, oppression.
- Variation: instead of finding similar pair, find someone who is doing the opposite to you (yin & yang).

### further info/source

Augusto Boal, **Games for Actors and NonActors**; used in the Training Course on Diversity, 2003

**tool types:** exercise; energiser

**tool topics:** anti-racism; conflict management

**submitted by:** Marija Gajic [maricat@yubc.net](mailto:maricat@yubc.net)

## roads exercise *90-120 mins*

### aims

- To show how the intercultural dimension is related to the capacity of dealing with a complex and interactive situation and emotions.
- To develop negotiation skills, decision-making skills, to become aware of cultural/personal perception of reality.

### group

- 15-35

### material needed

- paper; photocopy machine

### description

➤ In four groups distribute the description of the communities to each group (see annex). Each group can ask one question after a period of reflection. Answer by reading the rules.

### Rules

- This game is about building roads. You can only build roads in the territory of others with their permission. For this reason, each group will appoint a builder and a representative.
- The builder is the only person allowed on the land, and the representative is the only one allowed to negotiate with the other groups.
- None of these people can do anything without the agreement of their own population. You are allowed to change these people every 10 minutes.
- For the roads to be counted, they have to satisfy 3 criteria:
  - they have to start from your own periphery and end in the periphery of another community
  - they cannot cross other roads
  - they have to be constructed between the indicated start and finishing time (30 minutes).
- How many roads do you have?

### reflection & evaluation

After the game, the debriefing should be done around the difficulties and necessities in the intercultural learning process.

- How did you feel?
- How did you feel while having the role of your population?
- Are you satisfied with the outcome of the exercise?
- How would you describe the outcome of the exercise?
- How would you describe the process involving the representatives?
- Were your initial opinions about building the roads confirmed or unconfirmed when your representative turned back from meeting with another representative?
- How did you choose the representative for your population?
- Could you recognize any link between what happened in this game and the "real world"?
- Which are the strong and weak points of the exercise for you?
- If you were the person proposing this method, what would you change in it?

### further info/source

SALTO Euro-Med Training Box, France 2002

**tool types:** simulation exercise

**tool topics:** group dynamics; intercultural learning; conflict management

**submitted by:** Felix Nicolai *salto-be@salto-youth.net*

## description of the communities

***We are a population of farmers.  
Our economy depends on fields.  
We need land for production.  
We need roads to reach our fields and to be able to export our products.***

***We are a population of traders.  
Our economy depends on import and export of goods.  
We need land for our factories, and to cultivate our goods.  
We need roads to be able to reach suppliers and consumers.***

***We are a population of oil drillers.  
Our economy depends on extracting oil.  
We need land to dig for wells,  
and we need roads to reach them and export the oil.***

***We are a population of fisherman.  
Our economy is based on fish exports.  
We need land for big family homes and to build boats.  
We need roads to carry our fish.***

**say hello** 10 mins**aim**

- To repeat and to learn the names of each other.

**group**

- 25-30 (strangers to each other)

**material needed**

- free space in the working room

**description**

- Simple energiser for repeating the names of each other. Participants are moving in the room, and when they meet each other they shake hands and say the name of the other person and keep repeating it, for example "Zilvinas, Zilvinas, Zilvinas, Zilvinas, Zilvinas, etc".
- When they meet another person, they ask his/her name and repeat it until you shake hands with the next person.
- A simple exercise, but it can bring you a lot of fun. It is important to pronounce the name loudly, clearly and correctly!

**further info/source**

From the SALTO Training Course on *Inclusion Through Sports*, 2004, and many other courses

**tool types:** energiser; name game/get to know each other

**tool topics:** social inclusion; group dynamics

**submitted by:** Zilvinas Gailius [zilvinas.gailius@takas.lt](mailto:zilvinas.gailius@takas.lt)

## simple ideas to overcome language barriers

### aim

- These exercises concentrate on what to do with your group to prepare them for an international activity in order to take away some of their fears and apprehensions about having to try to communicate with people who speak another language.

### group

- any group/meeting with different mother tongues present

### material needed

- see annex

### duration

- various

### description

A series of tools developed to encourage people to use another language as introduced in the annexed document by Mark Taylor.

### further info/source

Mark Taylor, training course on *Intercultural Language Learning*, 1998, Partnership Programme on European Youth Worker Training

**tool types:** exercise

**tool topics:** group dynamics; intercultural learning

**submitted by:** Felix Nicolai salto-be@salto-youth.net

### annex

## simple ideas to overcome language barriers

### introduction

The process of learning a language (and the culture that goes with it) is long and complex. But what do you do when faced with a group of people who have little or no experience of speaking another language? These ideas concentrate on what to do with your group to prepare them for an international activity in order to take away some of their fears and apprehensions about having to try to communicate with people who speak another language.

The principles upon which these activities are based include:

- use anything you can to arouse curiosity
- make it fun by using the resources present in your group
- do not put people in embarrassing situations
- make the language live
- always try to relate the exercises to real life

These exercises have proved their worth in youth exchanges and seminars all over Europe. Some of them may be new to you, some not. As with all methods you need to experiment with them before using them with a group – and all of them will need to be adapted to your particular conditions. Some of the ideas presented here could be extended to serious language learning, but it is worth emphasizing that we are speaking about linguistic animation here, with no pretensions to anything grander!

### **feelings**

- Ask the group to discuss their feelings about meeting someone who speaks another language.
- Write the ideas down and compare them – some will be positive (curiosity, fun) others will be negative (fear of making mistakes, not being understood) and others will have more than one meaning (surprise, excitement, unexpected things might happen). The following exercises are designed to emphasize the positive feelings.

### **silly chant**

- Write the following 'words' on a large piece of paper and hang it on a wall:  
ANA                      NA                      GRRRR                      PHUT                      BOOM!
- Say them slowly with the group, then increase the intensity, make it louder and softer, faster and slower (you can even include a little dance with it if you like). End with a big BOOM!
- Your group has just 'learned' a new language with its rhythms, light and shade.

### **the elephant**

- With a volunteer, mime two zookeepers taking an elephant out of its cage and washing it. The rest of the group should watch but not say anything. Ask for two volunteers to repeat the mime. If you have time, others can try too.
- The reflection after the exercise could concentrate on questions like these:
- How did you understand what was going on? What part did non-verbal communication play?
- Were there misunderstandings?
- How did the messages change when two other people played the mime?
- What lessons can we learn for communication with others?

### **the house and animal**

- Divide the group into pairs. Give each pair one marker pen and ask them to sit opposite each other with a piece of A3 paper taped to a table between them.
- Tell them that they will not be allowed to talk during the exercise which will last 5 minutes. Their task is to draw 'a house and an animal' and they must do this with both partners holding the marker pen at the same time. No questions about what type of house or animal are allowed!
- After the five minutes are over, compare the drawings.
- The discussion about this should raise some of the following points:
- What different methods did you use to communicate?
- How could you tell what the other was thinking?
- What strategies could you imagine to improve things in the future?
- Depending on the language level of your group, you may be able to run this exercise in the language which they want to learn, eg une maison et un animal, ein Haus und ein Tier etc.

### **music**

- Find a song in another language on a cassette or CD or record.
- Ask the group to listen to it: What kind of song is it? What kind of mood does it evoke? Who is the song for?
- Play the song again and this time ask the group to try to write down as many of the lyrics as they can (don't worry about spelling!).
- Ask volunteers to read out their words – do they really appear in the song? How strange it sounds! Can they understand anything?
- Play the song again and repeat as often as the group wants.
- You may find it useful to have a copy of the lyrics and a translation if you do not understand the language yourself.

### **the tandem**

- Two native (or very good) speakers of a language play a short scene from everyday life. This could be going to a shop to buy some fruit, or to a cafe to drink something. You may wish to experiment with scenes which include a small element of conflict, eg "I asked for a coffee without milk!", or "I'm sorry sir, but I was next in line to take the lift" etc.
- The group is told to observe very closely the movements and speech of the actors. Two volunteers become the shadow of the actors and repeat their movements during the scene (but not the words).
- Then the scene is played again and the shadows repeat the movements and the speech of the actors. This may sound strange but the result is a kind of echo.
- This exercise is great fun and enables members of the group to appreciate more how language and gesture are linked. For groups where the members are not used to speaking in front of people it may help to do some exercises using 'gibberish'. This means acting out everyday scenes, but instead of using real words everyone just says "gibber gibber gibber" – with different emphases – all the time.

### ***the printed word***

- Get some newspapers in another language. Find pages which have pictures, graphs, names of well-known personalities etc. Make copies for everyone or copy onto overhead sheets if you have an overhead projector.
- Ask the group the following questions:
- Describe what you see
- What do you recognise?
- Are there any pictures or graphs?
- Are there any words which are similar to your language?
- Are there any figures or numbers? What could they refer to?
- What kinds of meanings can we find in all of this?
- This exercise has proved successful in motivating people to try to read newspapers or journals in another language – they find they can understand far more than they thought possible.
- See also: Tool Box 2: Texts as a Cultural Resource in Language Learning by John O'Regan and Rose Clark.

### ***the language relay***

- Divide participants into groups of 4-5. For each group you make a copy of a couple of paragraphs drawn from a story, report or poem in your chosen language. Stick the copy on a wall far enough away from the group that they cannot read it from where they are sitting.
- Each participant takes it in turns to run to the copy, study it for 20 seconds, run back and write down as much as they can remember. Gradually, by helping each other, their goal is to reproduce their text exactly.
- You can set a time limit or stop when the first group has finished or let it continue until all have finished. Each group can then report their results, how difficult they found the exercise, how they managed to help each other and, of course, what they have understood from the text. This is a good activity for groups with mixed abilities.
- This exercise comes from an idea outlined by Véronique Balthasart and Carla van der Straeten.

### ***a dada poem!***

- The Dada movement, which began in Zurich in 1916, produced many wonderful ideas in the arts and Dadaists were particularly playful with language. One of its founder members, Tzara, produced this recipe for writing a Dada poem.
- Take a newspaper and a pair of scissors. Select an article as long as you want your poem to be. Cut out the article.
- Then carefully cut out each of the words that form this article and put them in a bag. Shake gently. Then take out each scrap, one after the other. Conscientiously copy them in the order they left the bag. The poem will resemble you. And there you are, an infinitely original writer, with a charming sensibility, beyond the understanding of the vulgar.
- Why not try this method with your group using newspapers in your chosen language?
- Each participant should read out their poems in different styles. What meanings can they find in their poems? What shape have they given to their poems? How do they sound? Would it be possible to make them grammatically correct? And, remember, a true Dadaist was also against Dada!
- Tzara's recipe is quoted by Paul Auster in his preface to *The Random House Book of Twentieth-Century French Poetry*.

### ***the notebook***

- Give each member of the group a notebook so they can write down any phrases they learn. Again it is not so important for the spellings or grammar to be perfect!
- This idea comes from the film *Down By Law* in which the Italian character always does this – it can be amusing and useful to try this out.

### ***conclusion***

- Try everything you can. Adapt such exercises to your group and the materials you have.
- Language is obviously not the only way we communicate, but it is important to try to learn a little of the other's language – it shows respect, its useful and once you start its difficult to stop.

**nb** This paper concentrates on activities to get over some language barriers in international youth activities – it does not go into the more political aspects which we need to be considering: Why are some languages considered to be more important than others? Which languages are offered to be learnt at school and why? Which languages do we use in international youth work? Who is being excluded from participation? Whose voices are not being heard? What are the consequences of our choices?

Philippe Crosnier de Bellaistre (a trainer living in Berlin) and Andi Krauß (from Bonn) started me off on this path of linguistic animation a few years ago \_ to them and to numerous workshop participants who have suffered with me... many thanks! I would be happy to hear of other exercises in a similar vein.

Mark Taylor, Strasbourg, June 1996

**sixty seconds** 5 mins**aim**

- Become aware of different perceptions of time and space (can be used for further discussions and/or agreement of ground rules for the training event).

**group**

- 15-40

**material needed**

- flipchart; watch

**description**

- Write on a flipchart clusters from 5 to 100, ie 5 sec, 10 sec, 15 sec, etc.
- Participants stand up in a circle with the flipchart at the head.
- Participants close their eyes and count off one full minute in their head.
- When they think the minute is up, they should open their eyes to see how much real time has been marked off on the flipchart. The leader marks off the seconds on a paper.
- Once people have opened their eyes, they remain silent until the last person has stopped counting (leader can stop the exercise after 100 seconds).
- Make the comparison between those who finished first and last. Make the point that people have different senses of time and that co-operation and respect will be needed in order to stick to the daily timetable.

**further info/source**

SALTO Training Course *Inclusion and EVS*, Belgium 2001

**tool types:** group building activity

**tool topics:** group dynamics; intercultural learning

**submitted by:** Felix Nicolai [salto-be@salto-youth.net](mailto:salto-be@salto-youth.net)

**comments**

**submitted by:** Jun Dico [benhurjun@yahoo.com](mailto:benhurjun@yahoo.com)

"I have encountered this exercise being used in the Training for Trainers seminar in Seoul, Korea last October. This is quite effective in making people realize how differently others sense time with one's own sense of time. One participant actually slept in such a short time!!!"

## steps of inter-cultural learning *90 mins*

### aim

- To deepen understanding of Inter-cultural learning as an active ongoing process with different phases

### group

- minimum 4

### material needed

- A3 posters with each step of ICL written on it (see Annex); overhead slide of 7 steps; flip chart paper

### description

- Small groups of 4-5 persons discuss their understanding of intercultural learning. They then prepare a statue or short non-verbal presentation, which gives an image of their understanding.
- Presentation of each group in plenary.
- Collect impressions from the audience.
- Ask group to explain their original idea.
- Short discussion and conclusions

### Input

- Link understanding of culture to inter-culture as a learning process through different forms of communication, which creates somehow a new culture between 2 cultures (see also T-Kit Intercultural Learning, p17-19).
- Pass written phases of intercultural learning to the group, which has to bring them into an order (1-7, see Annex).
- Theoretical input with overhead slide Steps of intercultural learning (Groschen & Leenen) and give practical examples of each step.

### further info/source

**Steps of intercultural learning** by Groschen/Leenen; used in SALTO Training Course 2 Tolerance & Diversity, 2003

**tool types:** exercise; presentation

**tool topics:** intercultural learning

**submitted by:** Dirk Adams [adams@context-bildung.de](mailto:adams@context-bildung.de)

### comments

**submitted by:** Miriam Lexmann [miriam.lexmann@post.sk](mailto:miriam.lexmann@post.sk)

Used in SALTO Tolerance & Diversity TC2, 2003: After this exercise a small input on the difference between Intercultural and Multicultural Societies can be made. (Please see the Presentations in this Toolbox) The input can be followed by a discussion focusing on: How would we characterise the society we live in? Do we have an experience of multicultural society? What can we change in our society in order to make a step towards multicultural society?

**submitted by:** Jan Van Hove [jan.vanhove@mja.be](mailto:jan.vanhove@mja.be)

Used in Module International, 2004 (Training course organised by Social Youth Action NGO & the NA-Belgium-FL): After this exercise you can have a discussion of which steps you can reach in a short-term intercultural youth-exchange, followed by making a plan/structure/survey of how you can plan & implement the intercultural process in a youth exchange.

### annex

## steps of intercultural learning *by Groschen/Leenen*

- 1 See and accept my own culture.
- 2 To realise, that other cultural models are strange, without judging them.
- 3 To deepen own-culture awareness.
- 4 Widening of cultural horizon (having more criteria of identifying other cultures)
- 5 To develop an understanding and respect for strange cultures. Breaking down stereotypes.
- 6 To wide my own cultural options:
  - ability to deal flexible with cultural rules
  - to choose reasonable in situations between cultural options.
- 7 Having constructive & interactive satisfying relationships in and to a strange cultural environment.
  - To deal practically intercultural conflicts.
  - To assume selected strange cultural standards.

## sticks & stones 90-120 mins

### aims

- To understand the value of language and its use.
- Participants will be able to identify and use appropriate language.
- Participants will be able to give examples of the consequences of the use of language.

### group

- 10-30

### material needed

- paper; flipchart; markers; handouts; masking or insulating tape; overhead projector

### description

- Participants are asked to describe the young people they work with and the results noted on flipchart.
- A model relating to the use of language is introduced (handout: Language and Its Use). Participants discuss the model and the situation faced by their young people, placing the situation into context with the model.
- Participants physically move to the quarter that reflects their situation, following the sections marked in the handout. This should hopefully form four groups of roughly equal size. Each group should discuss the consequences of the words or language used, in relation to:
  - the person/group being spoken about
  - the person/audience listening
  - the person speaking

### reflection & evaluation

The general discussion should include the following questions.

- Were the word(s) used accurate?
- Did the words need to be used at all?
- Under what circumstances are they appropriate/relevant?
- How do the young people describe themselves?
- Which quarter should be aimed for when working on issues of 'race'?
- The handout Language: Principles and Considerations should be distributed to the group. The session can be concluded with the handout Racist Attitudes and Behaviour.
- Can be emotive when the words and phrase used are discussed.

### further info/source

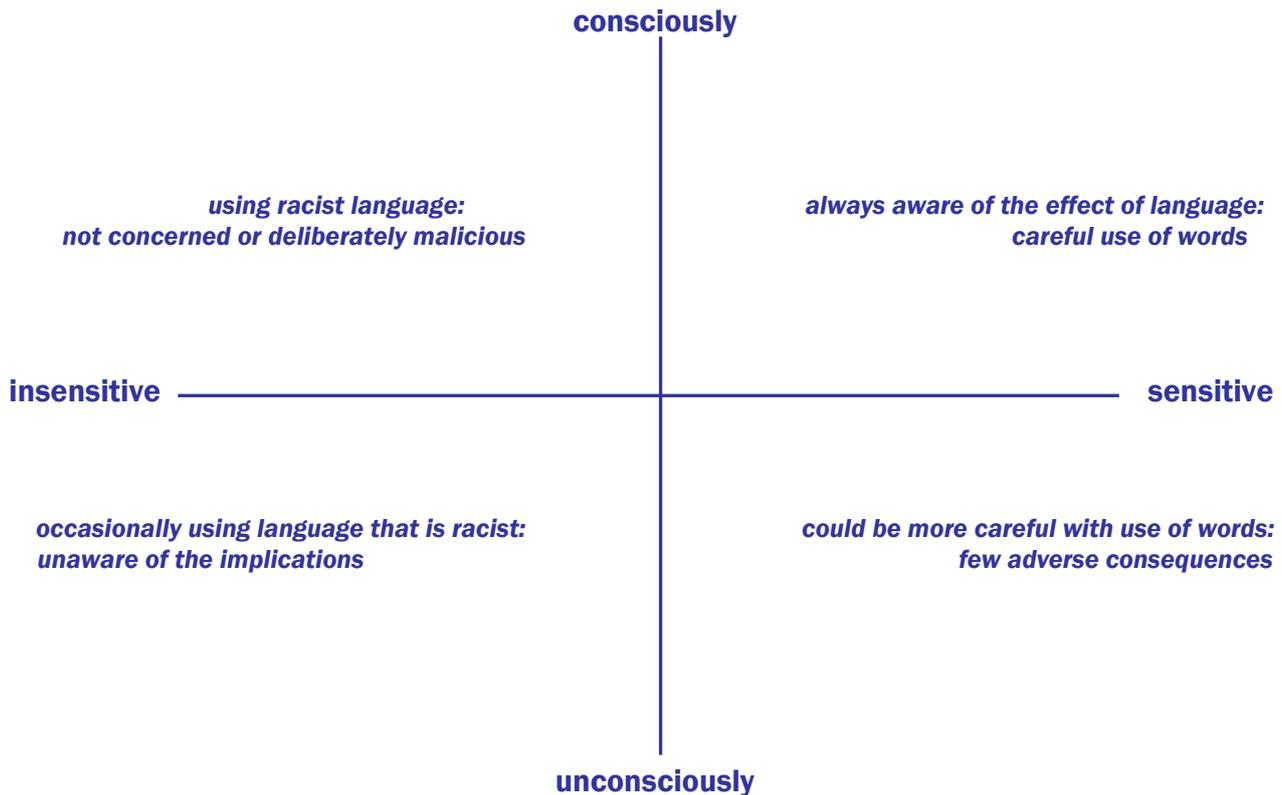
Used in the Training Course on Diversity, 2003

**tool types:** exercise

**tool topics:** anti-racism

**submitted by:** Sharon Holder [saholder@ukonline.co.uk](mailto:saholder@ukonline.co.uk)

## language & its use



taken from *The Equal Opportunities Handbook* by Phil Clements & Tony Spinks

## language: principles & considerations

- **appropriateness/ relevancy**
- **sensitivity**
- **intention**
- **impact**

taken from *The Equal Opportunities Handbook* by Phil Clements & Tony Spinks

## racist attitudes & behaviour can be heard in:

- **what people say**
- **how people say it**
- **type of language**
- **throw-away comments**
- **jokes**
- **asides (words spoken so that only certain people will hear)**

taken from *The Equal Opportunities Handbook* by Phil Clements & Tony Spinks

## stone metaphor 15-30 mins

### aim

- To introduce the idea of individual differences and equality of opportunities.

### group

- 15-35

### material needed

- different stones for everyone in the group

### description

- Each person in the group takes a stone from a bag or box. You ask them to look at the stone, to discover all special details, to touch the stone and even to give it a name.
- After 5 minutes of bonding with their stones, collect all stones in a basket. Then spread all stones criss cross on the carpet. Ask the participants one by one to select their own stone.
- If somebody cannot identify his/her stone, they can wait until all others have picked their stone and then try again to identify their own stone.

### reflection & evaluation

Most important is the debriefing.

- Are all stones the same?
- Are the differences between stones important?
- What are the parallels between the exercise with stones and the differences between people?
- What does this say about stereotypes between groups of people?

### further info/source

Adaptation of Lemons (see activity 54) from the T-Kit on Social Inclusion for the SALTO Training Course *Enable*, 2003

**tool types:** exercise; group building activity

**tool topics:** social inclusion; disability; anti-racism; group dynamics; intercultural learning

**submitted by:** Sonia Holubkova [nkh@slovanet.sk](mailto:nkh@slovanet.sk)

## **title: the diversity newspaper** *45-90 mins with oral presentations*

### **aims**

- To help participants get to know each other better, establish openness.
- Encourage creative oral presentations and active listening skills.
- Stimulate awareness on different perspectives related to cultural diversity. In the Training Course Cultural Diversity it was also used for preparing the participation in the session on Perceptions of Cultural diversity – see presentation on this tool).

### **group**

- maximum 30

### **material needed**

- A3 paper; pens; scotch/blue tack to stick paper to the wall; self-adhesive dots

### **description**

- The exercise will put participants in pairs to realise a structured interview.
- Interviews will then constitute the page of a (huge) newspaper that will be displayed on one of the training room's walls and read by all participants.
- How you create pairs: place little pieces of paper in a bowl (as many as participants on the course), half of them are blank, the others have the first name of half participants written on. Ask each participant to pick one, then to identify who is the person he/she will interview or to wait for somebody to come and interview them (the case of those with blank pieces paper).
- Instructions for the interview: each person interviews his/her partner (approx. 15-20 mins per person) and writes the answers according to the given outline (see a template below).
- Then interview-pairs swap roles, so that the interviewer becomes the one that provides information.
- Information to collect about the other:
  - personal information (name, nationality, place of residence, hobbies etc)
  - education
  - where does he/she work (organisation, activities\*) and what is his/her occupation (frame trainer role)
  - his/her favourite training topic, eg ICL, project management, conflict transformation
  - why he/she does youth work
  - a personal story illustrating the challenges related to cultural diversity that comes to his/her mind...
- If you have time (an extra half an hour) and it is useful for your session/course, each person could orally introduce his/her interview partner (max 1 minute each).
- The interview papers are stuck on the wall in order to create a big Diversity newspaper. A piece of scotch tape framing all A3 sheets and a title added gives a nice, cohesive image.
- How to motivate the others to read 'the newspaper': give each participant self-adhesive dots and ask them to stick the dots on the newspaper article that is most appealing to them.

### **further info/source**

Can be used just as a group building activity or the structured interview can be adapted according to other topics to be explored through the course

**tool types:** exercise

**tool topics:** anti-racism

**submitted by:** Elizabeth Kasa *elizabeth\_kasa@yahoo.com*

## the 4 i's 60-90 mins

### aim

- Creating a common understanding of the term 'oppression' and of the dynamics involving ideology, institutions and interpersonal relations.

### group

- 15-30

### material needed

- flipchart; markers; A4 paper; activity handouts

### description

- Ask the participants to draw a representation of the word 'oppression' on the A4 paper. *5 mins*
- Create small groups (4-5 people) and in the small groups the participants share their drawings and meaning. *10 mins*
- Introduce the 4 i's model and answer any question or doubt about it.
- Assign an example of discrimination to each small group, eg homophobia, anti-Semitism, racism... , they will have around 10-15 minutes to use the 4 i's model to interpret the example.
- Reconvene the whole group and ask the small groups to report on their work.

### further info/source

*A Classroom Of Difference* Trainer manual © Anti-Defamation League A WORLD OF DIFFERENCE® Institute

**tool types:** exercise

**tool topics:** anti-racism

**submitted by:** Matteo Violi *baloo76@tin.it*

### annex

## the 4 i's

Using the 4 i's mechanism as reference, analyse the different interaction around the given issue.

### ideology

- Is the thought behind, the beliefs or the philosophy, eg a high number of foreigners students is an obstacle to learning in the classroom.

### institutions

- How does the ideology impact the decision and the actions of the institutions? eg based on the beliefs that a high number of foreigners students is an obstacle to learning of the classroom, the school may decide to concentrate the foreign students in special classroom in order to support them and not hinder the rest of the students.

### interpersonal

- The interpersonal level is the relational level between the people/groups/parties involved: What is the effect of this separation? How does it affect the relations between the students? And the teachers?

### internal

- What is happening inside the people/groups/parties involved and how do they perceive themselves, eg how do the foreigners students perceive themselves?
- The 4 i's is a useful model to explore the connections and relations between different levels in discrimination.
- The four wheels are all interconnected between themselves, each one of them has a direct impact on the other three, ie the internal level influences the interpersonal, ideological and institutional levels.
- It is interesting to note that this model can be used to understand the dynamic involved in prejudice and identify beliefs (ideology), policies (institutional), and relational strategies that can be used to 'turn the wheels the other way'.

## the island of monomulti (3 cultures) *60 mins*

### aims

- To raise awareness of diversity and consequences.
- To start the discussion about how to deal with differences.
- To experience a multi-cultural situation.

### group

- 20-30

### material needed

- cartoon; scissors; rulers; glue; pencils; role cards

### description

- The group is divided in 3 groups. Each group gets their role card and they have 20 minutes to prepare their culture as described on the role card (see annex). Groups should really try to get into their role.
- After this preparation the whole group comes together. The trainer will read the annexed story.
- Participants have 30 minutes to build a shelter. Each culture has one observer who gets questions (see annex).
- After the construction phase the evaluation follows: first in the 3 culture groups then in plenary.
- Additionally there can be also an evaluation of Monomulti as an ICL method (questions in annex).

### reflection & evaluation

#### **Culture groups** *15-30 mins*

- How did you feel during the simulation?
- What do you think about the construction-process?
- Were there moments where you felt insecure or not respected?
- What do you think are the characteristics of the other cultures?
- 3-4 minutes feedback from observers.

#### **Deroling in plenary** *5 mins*

- Bring back their symbols and any short comments to put in the middle.

#### **Plenary** *25-30 mins*

- Can you see a link between this simulation and reality?
- What can we learn from this simulation? Write results on flip chart.
- Optional: focus on facts, feelings, interpretations.

### further info/source

Developed by: Anke Bahl, Anne Kivimäe, Rui Gomes and Paul Kloosterman, IKAB Bonn 1999; used in SALTO Training Course 2 Tolerance and Diversity 2003

**tool types:** simulation exercise

**tool topics:** intercultural learning

**submitted by:** Dirk Adams [adams@context-bildung.de](mailto:adams@context-bildung.de)

## the island of monomulti (3 cultures)

### *The scenario*

An enormous storm in this area has caused that your ship went down to the bottom of the ocean. You managed to reach this desert island. It seems also other ships wrecked because you have already noticed that groups from other ships managed to get here.

The island is very mountainous and there seems to be only one spot where it's possible to live. Which means that you have to live together with the other groups that reached the island. Because of the location of the island it's not expected that help will arrive before the end of next month. So you have to survive for at least five weeks.

Food doesn't seem to be a problem. There are lot's of fruits growing and all kind of animals to hunt.

The first concern is to built a shelter where all people can sleep and hide in case of heavy rain and storm and which can protect you against wild animals. It's important to do this as fast as possible because this area is known for sudden changing weather conditions. You'll have to do it together with the other groups because there's not enough space and material to built more then one shelter.

The material for building the shelter: cardboard, scissors, glue, rulers and pencils. The shelter must be stable and should at least be 100 cm high and 150 cm wide. It should have a roof and of course a door.

You have 25 minutes to build the shelter.

### *Questions for observers*

Each culture has one observer. Observers give feedback (maximum 3-4 mins) about their personal notes on their cultural group during evaluation in the small groups.

- How do they 'practice' their culture?
- Are there any differences, how people practice their role in this culture?
- Are they successful in working with the other cultures?
- What main problems do they meet in dealing with the other cultures?

## coldonia

- In your culture 'intelligence' and 'hard working' are the central issues. Other cultures consider you as 'cold'. But you see yourself as a very successful and wealthy country, mainly because of your very effective way of working.
- You don't discuss feelings, you like intellectual debates on logical arguments. Showing your feelings is considered childish. Self-control is seen as an important quality.
- Religion totally disappeared in your country and is considered as 'stupid' and 'a waste of time'.
- You greet other people by looking in their eyes. Freedom of space is very important in Coldonia. That's why you never touch people while greeting or communicating and you don't like to be touched. Touching other people is only used as an invitation for sexual intercourse, which in Coldonia has little moral implications and is mostly done as a relaxing and physical exercise.
- Your body language reflects your culture. You only use small gestures, your back is straight and you stay always calm.
- It's very normal in Coldonia to interrupt another person whenever you feel the need to do that.
- An important characteristic of Coldonians is that they are very willing and see it as their task to teach and train other cultures in order to help them to become as efficient and as successful as you are. Whenever you have the opportunity to teach other cultures you do it.
- Coldonia is famous for building big oil-platforms and huge bridges.
- Because your behaviour is natural to you, you cannot explain it to strangers.
- Now you have 15 minutes to prepare yourself in your own group. Practice the behaviour!
- Also make sure that there is one thing that shows in your appearance that you are from the same country, eg the way you dress, the way you do your hair etc. It's very important to practice well because you will need it in the follow-up

## turtelina

- In Turtelina 'friendship' and 'taking care of each other' are important values. Turtelinians show their feelings all the time and personal feelings are always the central issue in communication. Your face and your gestures show how you feel.
- You always touch each other. When you talk to someone you hold his or her ear. You stand close to the other. A distance more than 30 cm is considered as rude. When you greet somebody you put his or her hand on your heart.
- Any reference to sex is taboo and considered offensive.
- Time is very important in Turtelina. You are never in a hurry. You like to take your time.
- When you work together you first want to be sure that the atmosphere is good. So you ask the others all the time how they feel and you inform them about your feelings.
- Interrupting people when they are speaking is considered impolite. You wait till they have finished their story. When people interrupt you, you feel rejected and you react very emotionally.
- Turtelina is well known for their round-shaped colourful buildings. Houses are always built in round shapes because this reflects friendship and harmony.
- Because your behaviour is natural to you, you cannot explain it to strangers.
- Now you have 15 minutes to prepare yourself in your own group. Practice the behaviour!
- Also make sure that there is one thing that shows in your appearance that you are from the same country, eg the way you dress, the way you do your hair etc. It's very important to practice well because you will need it in the follow-up

## smilia

- In Smilia 'politeness' and 'friendship and harmony' are the most important values. You don't like conflicts; you consider arguments as impolite behaviour. That's why you don't know the word 'no'. Even when you don't agree you say 'yes'.
- You always smile at people, even when you don't like their attitude.
- When you are working together and somebody asks you to do something you don't want to do, you say 'yes' but you always find a way not to do it.
- Smilia is a very religious country. In daily life this means that you pray often. Every five minutes you stop whatever you do to come together to worship your gods. You do that by sitting together and whistling.
- The Smilians greet each other by rubbing each other's legs. While speaking to each other your feet or legs are always in touch with the other ones feet or legs. You don't touch each other up from the waist; for example it's not allowed to touch shoulders, heads, hands or arms.
- You have very strict rules towards tools and materials. Cardboard and scissors are male and cannot be used by women. Rulers and pencils are female and cannot be used by men. Glue can be used by both sexes.
- Smilia is famous for its paintings and interior decorations.
- Because your behaviour is natural to you, you cannot explain it to strangers.
- Now you have 15 minutes to prepare yourself in your own group. Practice the behaviour!
- Also make sure that there is one thing that shows in your appearance that you are from the same country, eg the way you dress, the way you do your hair etc. It's very important to practice well because you will need it in the follow-up

## the spider web *45 mins*

### aim

- Group building and support, cooperation and ways of working together.

### group

- 8+

### material needed

- 25 meters of rope or wool; tape; 2 posts/trees to fix the rope

### description

- Build the web – maximum 1.60m high, 5m wide between the posts – should include different holes where people can pass through.
- The whole group has to reach the other side of the spider web by passing through its different gaps or over it.
- There's a maximum number of people, who are allowed to pass through one gap (6 gaps x 3 per gap = 18 people).
- You're not allowed to use any additional material, either to go back or to touch the web. There's no time limit, the group has to solve the task together.

### reflection & evaluation

- How do you feel?
- What was difficult?
- What was helpful for the solution?
- How far have you been involved in this activity?
- What conclusions can be drawn from this exercise for the group?

### further info/source

Used in SALTO Training Course 2 on Tolerance & Diversity, 2003

**tool types:** exercise; group building activity

**tool topics:** group dynamics

**submitted by:** Dirk Adams [adams@context-bildung.de](mailto:adams@context-bildung.de)

## the s-watch 30-45 mins

### aim

- To introduce the concept of stereotypes and awareness about stereotypes as being an (over)simplifying cognitive scheme.
- To identify how stereotyping functions at the level of society, is socially shared and perpetuated through socialisation.

### group

- 10-30

### material needed

- A4 paper; paper scotch; pens

### description

- Room setting: Arrange room with chairs in circle (if the group is too numerous, divide participants into two groups). Use paper scotch tape to design a watch inside the circle, in front of the chairs. The theme of the watch aims at enhancing the dynamics of this exercise, to contribute to creating a rapid pace, as the results of the exercise depend on that.
- Prepare sheets of A4 paper – as many as the number of participants – containing as headlines different categories, eg artist, Muslim, politician, Roma/Gypsy, Japanese, priest) or suggestive images.
- Ask participants to sit on chairs. Distribute the sheets of paper and explain that participants will have to associate the word/image they see in headline with an adjective that comes first to their mind. They will have to write the adjective on the paper and then pass the paper to the neighbour.
- Explain rules of writing: from bottom to top and fold the paper over the adjective you wrote before handing the sheet of paper to the neighbour on the left. The trainer stands in the middle and dictates the shift of paper (tic-tac-tic).
- Stop the exercise when papers have made one round. Collect them and read them out briefly. Pick some categories and write them on flipchart (if two groups, when reading out, write down the identical categories you gave to the groups).

### reflection & evaluation

- Degree of accuracy of the image (stereotype), simplification by categorisation.
- Are stereotypes bad? Can they be avoided?
- Stereotypes as shared image at society level.
- How are stereotypes learnt in the process of socialisation and how are they perpetuated/transmitted?

### further info/source

Created by Elizabeth KASA for SALTO Training Course on Cultural Diversity, 2004

**tool types:** exercise

**tool topics:** anti-racism; intercultural learning

**submitted by:** Elizabeth Kasa [elizabeth\\_kasa@yahoo.com](mailto:elizabeth_kasa@yahoo.com)

## background text

### *stereotypes & prejudices*

The concept of stereotypes is one of the mostly used notions in social psychology and sociology. Several definitions have been advanced starting from the moment Walter Lippmann 'borrowed' the concept from journalism (1922) and introduced it in the field of social sciences. One common definition would be that stereotypes represent 'mental images/representations about a social group and its members', a set of characteristics that are attached to that group.

The classical approach in social psychology has seen the stereotypes as deformed images of the social reality, as 'errors' in perceiving the other. The stereotypes have been thus considered as negative and abnormal. In this sense, one question should then be answered: can one escape stereotyping?

The cognitive approach tried to prove the inevitable – thus normal – character of the stereotypes. Because of the complexity of our social environment, when perceiving it, we are obliged to make selections. A fundamental mechanism in this sense is represented by the process of categorization, as spontaneous phenomenon which allows the organization of information under a label. By categorization we gather different experiences into groups/categories according to some common characteristics. This is the way in which simplified images of the experiences are born. Categorization is a functional and adaptive mechanism which provides us with the capability to process a great deal of information in an efficient way. These simplified pictures we call stereotypes. By being simplified, they are more or less wrong but they help us to have a clear, stable and predictable picture of the world and make our coping with reality easier.

We can thus conclude that stereotypes are inevitable and come from the normal cognitive functioning of each person, in relation with the process of categorization. One of their functions is of saving cognitive energy, meaning to make sense of the perceptions we have by using a minimum of cognitive resources.

Another important aspect of stereotypes is that they serve not only to organise and to select 'bulky information' but also to give meaning and coherence in case of lack of information. When we don't have enough information in order to get a precise image of the subject, we will make use of the stereotypes for completing the missing information.

But stereotypes are not only connected to our individual cognitive processes: their content is shared widely at society level. Everybody knows the stereotypes of the most common groups in the society.

If stereotypes are images, prejudices are judgements, opinions we have about the other. They can be negative or positive, but, most of the time the prejudice is used in evaluating negatively a certain social group.

Both stereotypes and prejudices are transmitted in the process of socialisation, from very early period in our life (through family, friends, schooling, media etc). We often adopt them at unconscious level and they often act unconsciously.

The reflection on stereotypes and prejudices should take into account their inescapability and the need for awareness related to the way they appear, function and perpetuate in the society.

Acting on our negative prejudices leads to discriminatory actions.

## three colours – cultures *180 mins*

### aim

- To explore cultural differences and our emotions/behaviours when we meet differences, and find constructive ways of dealing with/preventing conflicts arise from these differences.

### group

- 15-30

### material needed

- flipchart; A4 paper; tapes; coloured crepe paper in at least 3 colours that can be used for costume making; some clothes; props, eg glasses, jewellery, hats, scarves

### description

- Now, we'll do simulation game. First, you need to divide into three groups (trainer should divide the groups – perhaps by drawing lots out of a hat with papers with blue, red and green signs). Sit with your group.
- OK, simulation can start. You will all listen first at general instruction, then you'll work in small groups for a while and get specific instructions.
- On the occasion of new courses in youth policies in the world, delegations from all countries came to participate at a World Student Conference entitled Students' Movement and Building Democracy.
- After you came to the airport, organisers of the conference are waiting for you and direct you into the Main Hall to meet other two delegations with whom you are supposed to cooperate closely during the conference.
- During that meeting, your task will be to choose 5 persons in total who will represent your 3 delegations on the Main board of the conference. So out of the three groups, only 5 people can be chosen to represent you.
- Now, please go with your group in separate rooms and I'll come with specific instructions. You'll have about 30-40 minutes for small group work.
- Distribute handouts with characteristics of each culture.
- Your task is to read these characteristics carefully and to get into the roles. You should represent all characteristics of your culture not by talking of them but through behaviour, way of touching/or not touching people, way of talking etc.
- Make costumes, give yourselves names and practice being in your culture.
- You also should decide on the strategy for choosing those 5 representatives and how many representatives from your group you want (it can be none or it can be all 5 persons).
- Be aware of your emotions when you meet the others and the way they treat you.

### Meeting 1

- All three delegations are gathered in big room.
- Welcome... etc. Please, start the meeting. You should choose 5 representatives for main board.
- Simulation can last about 15 minutes – depends on process, can be little bit shorter or longer.
- Stop the simulation before they agree.
- OK, now you'll have to fill in the questionnaires within your small group.
- Filling the questionnaires. *15 mins*
- Back in the big room.
- Now, we'll read questionnaires. Just listen, we will not discuss anything in this moment. *15 mins*
- Now, when you heard two other cultures maybe something has changed. Go in your small group and discuss new strategy (if there is one), concerning agreement and behaviour. You'll have 5 minutes for that. Then we'll meet here and have another meeting.

### Meeting 2 *10 mins*

- De-role.

### **reflection & evaluation** 30-60 mins

Whole group in a circle. Everybody should say:

- How did you feel during the exercise?
- What were your main impressions and insights?
- Discussion, comments, giving handouts.

### **further info/source**

Group MOST, Belgrade; Used in the Training Course on Diversity 2003

**tool types:** simulation exercise

**tool topics:** intercultural learning; personal development

**submitted by:** Marija Gajic *maricat@yubc.net*

### **annexes**

## **green culture characteristics**

### **values, beliefs, attitudes**

- The majority in your community is deeply religious.
- All decisions are made by consensus, preceded by serious discussion.

### **non-verbal characteristics of your communication style**

- When you talk to strangers, you do not make direct eye contact because you think it can upset them.
- When you talk to somebody, you like to keep a slight distance between you (1m).

### **verbal characteristics of your communication style**

- When you discuss something with someone, you avoid direct confrontation.
- Silence in conversation reflects a positive and constructive discourse.

### **norms & customs of business behaviour**

- Men are more intelligent and analytical than women, and you behave accordingly.
- In business situations, it is customary for men and women to sit in two separate groups.

### **greeting & style of addressing people**

- You address others with 'Brothers' or 'Sisters'.
- Your greeting is 'Respect' and 'Peace among people'.
- Your greeting style is a slight bow.

## **blue culture characteristics**

### **values, beliefs, attitudes**

- You believe that main events in life are a matter of destiny or fortune.
- You never doubt your own instinct: reasoning can be false sometimes, but feelings never make mistakes.
- Final decisions are most binding when made by people of highest authority.

### **non-verbal characteristics of your communication style**

- You are very flexible about time, because for you 'lost time' does not exist.
- When you talk to somebody, you make direct eye contact and stand very close to the person.
- While you talk to somebody, you often touch them, or hold their hand or shoulder.

### **verbal characteristics of your communication style**

- You very often show your gratitude and very openly express your feelings.
- It is normal to interrupt someone when they are talking and for others to interrupt you in the middle of the speaking.

### ***norms & customs of business behaviour***

- Women are wiser than men, and behave accordingly.
- You avoid conflicts, direct confrontation and unnecessary disagreements.

### ***greeting & style of addressing people***

- When you greet someone, you give him a warm hug.
- Your greeting is 'Hello dear'.
- You address other people only by name and you repeat the name of the person many times in conversation.

## **red culture characteristics**

### ***values, beliefs, attitudes***

- You believe that every man is the master of his own destiny and happiness.
- Good argument is valued above sentiment or emotions.
- It is very important to make all decisions in democratic atmosphere.

### ***non-verbal characteristics of your communication style***

- You are very strict with your time and you don't like it being wasted.
- You are open in expressing feelings like anger, dissatisfaction and joy.
- While talking to someone, you like to have some distance (2m).

### ***verbal characteristics of your communication style***

- You express your ideas and thoughts about something directly and without hesitation.  
You ask many questions: good question is more important than any facts.
- It is not common to say thank you; people only do what they are happy with anyway.

### ***norms & customs of business behaviour***

- You welcome conflicts and see them as useful opportunity to come to better decisions and solutions.
- Men and women are equal in your society.

### ***greeting & style of addressing people***

- Your typical greeting is strong handshake.
- You address others with 'Good afternoon'.
- You address others by their surname and it is obligatory to say title, eg professor, doctor, colleague, student etc.

## **green culture questionnaire**

**1** What do you think about your own culture?

**2** What do you think about Blue culture?

**3** What do you think about Red culture?

**4** What do you think Blue culture thinks about your culture?

**5** What do you think Red culture thinks about your culture?

**6** What do you think Blue culture thinks about themselves?

**7** What do you think Red culture thinks about themselves?

## **blue culture questionnaire**

**1** What do you think about your own culture?

**2** What do you think about Green culture?

**3** What do you think about Red culture?

**4** What do you think Green culture thinks about your culture?

**5** What do you think Red culture thinks about your culture?

**6** What do you think Green culture thinks about themselves?

**7** What do you think Red culture thinks about themselves?

## red culture questionnaire

- 1 What do you think about your own culture?
- 2 What do you think about Blue culture?
- 3 What do you think about Green culture?
- 4 What do you think Blue culture thinks about your culture?
- 5 What do you think Green culture thinks about your culture?
- 6 What do you think Blue culture thinks about themselves?
- 7 What do you think Green culture thinks about themselves?

## a developmental model of intercultural sensitivity *Milton J Bennett*

Milton Bennett explains that intercultural understanding is individual process and defines it as continuum of different levels of personal development in the recognition and acceptance of cultural differences. Developing intercultural sensitivity means to develop capability to recognize and to accept differences between cultures' perception of the world.

Developing sensitivity goes through the following stages of ethnocentrism and ethno relativism:

ethnocentrism			ethno relativism		
1	2	3	4	5	6
denial	defense	minimization	acceptance	adaptation	integration

### **Denial**

Complete denial of different ways of human existence (eg black slaves haven't been treated as human beings).

### **Defence**

The 'others' are recognized but there is great hostility and negative feelings towards them. Differences are perceived as a danger for own group. There are negative attitudes and prejudices towards other groups (eg prejudice towards Jews in World War II).

### **Minimization**

The existence of the 'others' is tolerated, by minimizing the differences between groups. For example "We are all children of one God". The problem is that this means that all people are same as me, or actually, we are all children of one, but My God.

### **Acceptance**

Acceptance of the others by respecting differences in behaviour and values (eg two language schools).

### **Adaptation**

Full respect and empathy with others and adaptation of personal behaviour depending on cultural context (eg parallel using

of the same church for religious ceremonies of two different religions – Hinduism and Buddhism).

### **Integration**

Absorbing and integrating some aspects of behaviour and values of 'others' into our culture, but keeping our own culture too (eg integration of words, phrases of other culture, some aspect of dressing and food etc).

## tool for an intercultural evening *all evening*

### aim

- To give to all participants the opportunity to know another culture from the inside and to have a dialog with others and to interact with others by exchanging.

### group

- participants in international youth-exchanges, training courses...

### material needed

- dictionaries; make up tickets photocopied from template in Annex; all the things usually brought for international evening: food, drinks, music, postcard, etc

### description

- During an international evening people normally bring food, drink and leaflets from their countries. All these things are put on a table and everyone presents briefly their country. This approach can be called 'international' but it is not so much 'intercultural'.
- Our method tries to dig deeper inside the cultures present. At the beginning of the evening every participant gets two carnets, with 4 tickets inside:
  - a** the colour A carnet should be used TO GIVE/TO PAY WITH
  - b** the colour B carnet should be used TO GET BACK/TO RECEIVE
- Every ticket is thought 'to pay' something (debit) or 'to give' something (credit).
- The task is to use tickets to know more about other cultures.
- You can focus on four different categories of knowledge, according to our four most common senses:
  - eyes (to see): a postcard, an typical object that they use a lot in their culture (and they have to tell why it's so important), a drawing of their national symbol...
  - mouth (to taste): food (with explanation of why it's so important in their culture), drinks, a recipe...
  - ears (to listen): a song, popular tales, a tradition, a poem...
  - hand (to touch or to feel with body): a dance, a clap song, something you are able to do – massage, make-up, caricature, one-show-man/woman...
  - we leave out smell because it could create problems!

### *Let's give an example*

- Jan (Belgium) wants to spend his first orange ticket to know a Portuguese song. He goes to Daniel (Portugal) and he offers him the orange ticket with an ear on it. If he wants Daniel can sing or write a Portuguese song for Jan!
- Rosanna (Italy) wants to create more confidence with people in the group. She searches someone who can give her a friendly massage, she can pay with her orange ticket with an hand on it! She meets Jan, he can do it!
- Special attention: We have experienced this in a training for starting trainers and it was fun, but we emphasized also that it's richer if pax share not only the obvious outside characteristics, but more hidden personal ones too.

### further info/source

Used in TMT (training course for starting trainers on methods and techniques), Tongeren; [www.training-youth.be](http://www.training-youth.be);  
more info: [rosanna.mendolia@pi.be](mailto:rosanna.mendolia@pi.be)

**tool types:** exercise; name game/get to know each other

**tool topics:** intercultural learning

**submitted by:** Jan Van Hove [jan.vhove@pandora.be](mailto:jan.vhove@pandora.be)

## ticket templates

You can make the tickets for the carnets to suit your own wishes. Create your own templates using the symbols below, then photocopy onto different coloured paper. Every ticket should be easy to tear off – try folding them. Staple tickets together to make carnet.

- a story/tale
- something that you do a lot in your culture
- something of your culture that you can see
- something of your culture that scares you
- something that you like to hear in or about your culture
- something in your world that you find very sexy
- something of your culture that you like a lot
- something of your culture to run away from

### TO SAVE

from:

to:

- a song
- a popular tale
- a tradition
- a poem

### TO GIVE

from:

to:

- a song
- a popular tale
- a tradition
- a poem

### TO SAVE

from:

to:

- a dance
- a clapping song
- a massage
- a make-up
- a caricature

### TO GIVE

from:

to:

- a dance
- a clapping song
- a massage
- a make-up
- a caricature

## training kit on intercultural learning

### (t-kit series) *variable timings*

#### aim

- The manual aims to provide the reader with a series of reflections, concepts, methods and other tips how to work on the topic of intercultural learning in the field of youth activities.

#### group

- for trainers, youth workers and youth leaders dealing with intercultural issues

#### material needed

- download the T-Kit at: [www.training-youth.net/site/publications/tkits/tkit4/Tkit4.htm](http://www.training-youth.net/site/publications/tkits/tkit4/Tkit4.htm)

#### description

- The manual offers a series of reflections on the state of Europe and the importance of intercultural learning in this context before providing, in a second chapter, some concepts of learning, cultures and intercultural learning.
- In the following section, the manual proposes an educational framework for intercultural learning followed by a huge variety of methods on the topic. The last chapter suggests some workshops applying methods to the youth field.
- The manual finishes with a glossary of terms and further references.

#### further info/source

This T-Kit is part of a series of T-Kits developed within the **Partnership Programme between the Council of Europe and the European Commission on European Youth Worker Training**; download this and other available T-Kits (in different languages) at: [www.training-youth.net/site/publications/tkits/tkits.htm](http://www.training-youth.net/site/publications/tkits/tkits.htm)

**tool types:** background text; manual

**tool topics:** intercultural learning

**submitted by:** Felix Nicolai [salto-be@salto-youth.net](mailto:salto-be@salto-youth.net)

## uno replacement migration *flexible timings*

### aim

- To give statistics about the western countries' needs in terms of migration.

### group

- any

### material needed

- the annexed statistics

### description

- The statistics give an overview of the number of migrants needed in the USA, Japan, France, Italy etc, in order to keep the same proportion of employed citizens until 2050.
- Can be interesting to use while working on this theme.

### further info/source

UNO/SALTO-Youth, 2003

**tool types:** background text

**tool topics:** anti-racism; personal development

**submitted by:** Felix Nicolai [salto-be@salto-youth.net](mailto:salto-be@salto-youth.net)

### annex

	retirement age in 2050 to keep same rate of working people within the population if there is no change in between*	number of foreigners estimated* which industrialised countries will need in 2050 to keep the same working people rate within the population		
		number of immigrants needed <i>millions</i>	number of immigrants needed per year <i>millions</i>	net migratory flood in 1998
<b>EU</b>	75.7	700.5	12.7	378.687
<b>USA</b>	74.3	592.7	10.8	660.477
<b>Japan</b>	77	553.5	10	38.000
<b>Germany</b>	77.2	188.5	3.4	50.821
<b>Italy</b>	77.3	119.7	2.2	113.804
<b>France</b>	73.9	93.8	1.7	40.000
	* calculated on 1995 figures	* calculated on 'no migration' base in 1995		

## volunteering in europe

### aim

- These exercises aim looking into the social context of voluntary service, to explore different understandings, traditions, conditions and the social reputation of voluntary work in different countries and how they influence voluntary projects.

### group

- 15-30

### material needed

- cognitive maps: map of Europe, 4 blank flipchart papers for maps of Europe with a European capital in the middle; symbolic objects: Post-its, coloured papers, big treasure box; target countries; motivation for voluntary service: copies of questions

### duration

- 180 mins: all 3 exercises together, can be split up

### description

The activity is divided into three parts.

#### **Cognitive maps of Europe 30 mins**

- Divide participants into small groups of 4-5 persons and ask them to draw a map of Europe and to locate their own countries on the map around the capital in the centre of the blank flipchart paper.
- Display the drawings on the wall and compare the drawings.
- Show a real map of Europe and reflect about the difficulty of the exercise in the large group. What is Europe? The European Union? Where does the geographical Europe end? etc.
- Discuss the different perceptions of Europe and reasons of the difficulties of this exercise – influence of education, mass media, personal experiences etc.

#### **Choosing symbolic objects 60 mins**

- Ask participants to draw (or write) individually symbolic objects of Europe on Post-its, 3-5 symbolic objects (one object per post-it) for each of the following questions:
  - What would you like:
    - to safeguard the future?
    - to leave behind?
    - to further develop?
- Form small groups, discuss the symbols chosen, the groups decide about shared symbols. 15 mins.
- All groups place the symbolic objects of their group on the wall into the treasure box, waste-bin and laboratory (test tube) and shortly explain the meaning of the objects/objectivation.
- Ask questions about different opinions on characteristics of European realities (characteristics, historical heritage... Where would you like to go as a volunteer? 90 mins
- Small groups of participants discuss the following questions:
  - Where would you like to go as a volunteer?
  - What are the reasons for these choices?
  - What are the consequences?
  - Why do you want to co-operate between EU and pre-accession countries?
- All groups present their conclusions to the large group.

### further info/source

SALTO Training Course **EVs with Preaccession Countries**, Hungary 2001, to download the full report please visit: [www.salto-youth.net/find-a-tool/53.html](http://www.salto-youth.net/find-a-tool/53.html)

**tool types:** exercise

**tool topics:** voluntary service; intercultural learning; citizenship

**submitted by:** Felix Nicolai [salto-be@salto-youth.net](mailto:salto-be@salto-youth.net)

## walk, stop, justify *10 mins*

### aim

- Theatrical games serve to heighten our senses and de-mechanize the body, to get us out of habitual behaviour, as a prelude to moving beyond habitual thinking and interacting

### group

- 15-30

### material needed

- space to move around

### description

- Walk around the room in strange, crazy and unusual way. When I shout STOP, you all freeze in position you are; each of you, on my question, need to justify the position – say something which makes sense of it (example: I'm just about getting into the river, I'm jumping over the sharp stones on the beach)

### further info/source

Augusto Boal, *Games for Actors and NonActors*; used in the Training Course on Diversity, 2003

**tool types:** exercise; energiser

**tool topics:** anti-racism; conflict management

**submitted by:** Marija Gajic [maricat@yubc.net](mailto:maricat@yubc.net)

## wall of prejudice *45 mins*

### aim

- To introduce concepts of stereotypes, prejudices and discrimination; to make a difference within those concepts; to meet your own prejudices and stereotypes

### group

- 15-25

### material needed

- flipchart paper (or any 10 big blank, wall papers); pens

### description

- You have on the wall 10 white sheets of paper with titles. Titles are different groups of people, made on different criteria.
- Your task will be to approach all the papers and to write down one or two characteristic for that group of people. It is your first association – do not over think this exercise! Do not think about it at all if you can, try to do this as fast as you can.
- Don't read other things that are written, we'll have time to read them.
- This is silent game, so please don't discuss and comment nothing while you are doing this.
- When you are finished, please sit down, just to see how many of you have finished.
- You can start.
- Examples of groups – try to avoid groups to whom participants belong:
 

politicians	Japanese people	artists	football players	NGO activists women
	English people	drug addicts	Chinese people	yoga practitioners
- The trainer reads all the papers afterwards.

### reflection & evaluation

- What we have now on the walls?
- Discussion what stereotypes are, what are prejudices, what is discrimination.
- Giving handout about stereotypes.

### further info/source

Group MOST, Belgrade; used in the Training Course on Diversity, 2003

**tool types:** exercise

**tool topics:** anti-racism; intercultural learning

**submitted by:** Marija Gajic [maricat@yubc.net](mailto:maricat@yubc.net)

## who would you like to live with?

### aim

- An exercise to show the power of prejudices and to start discussing implicit values and preferences in a group and come to a common conclusion.

### group

- up to 25

### material needed

- cardboard; handout with list of possible tenants for the house

### duration

- 120-180 mins: 45 mins group work and 30 mins debriefing (or longer)

### description

- Prepare a drawing of a house on the cardboard. The facilitator tells the story of Miller family: "In this house live Mr and Mrs Miller with their 20 year old son David. The family lives quite happily together in this house. One day a bad accident happens and father and mother Miller lose their lives. David inherits the house of his family and lives a single and satisfied life, until one day David loses his job. David is no longer able to afford the live in the big house by himself. With his last money he decides to split the house into 6 apartments and puts them up for rent in the newspaper."
- Now, imagine you are David and that you have to choose five tenants from the list of people applying to your add, in order to be able to keep the house.

### Task for the participants

- Choose 5 tenants from the list – individually. *20 mins*
- In groups of 5-6 choose 5 tenants that the whole group agrees on. *20 mins*

### Debriefing

Attention! The debriefing is the most important part of the exercise. Take care of the possible emotions in the group!

- Has the group found 5 common tenants? Yes/no? Why/not?
- How did the group work together to find those common tenants? What was difficult, what was easy?
- Discuss the reasons why you decided for these persons.
- This exercise shows very well the impact of prejudices and different pre-conceptions we have about other people.
- To have no prejudices is almost impossible, the most important is to understand that these are prejudices and that discussions about differences and getting to know people better can change opinions.

### further info/source

From the *All Different All Equal* Education Pack ([www.coe.int/ecri/](http://www.coe.int/ecri/)), adapted for the SALTO Training Course Enable 2003

**tool types:** simulation exercise; exercise; group building activity

**tool topics:** social inclusion; anti-racism; group dynamics; intercultural learning; personal development

**submitted by:** Rene Opsomer [jh.kettenis@rdj.be](mailto:jh.kettenis@rdj.be)

## who would you like to live with?

- 1** A single mother with a 3 year old child whose father is Tunisian. He visits his son occasionally and sometimes bring along a few friends.
- 2** A Yugoslavian migrant workers family with 5 children between 1 and 12. Father works in steel industry, mother would take the position of the concierge.
- 3** A family with a 17 year old daughter attending 11th grade at a secondary school. Father is an accountant in a bank, mother is a teacher.
- 4** A single 70 year old lady living on minimal retirement payment.
- 5** A group of 7 Polish refugees, all working in the kitchen of a large restaurant.
- 6** A group of 5 young people living an alternative life-style rejecting the materialistic ideology of consumption.
- 7** Three Palestinian students who are politically engaged.
- 8** A gypsy family of 5 persons. Father works occasionally and is unemployed in between times. They are a part of a larger family which has strong ties and likes to hold festivities.
- 9** An American couple without children. Husband is working at the International Atomic Energy Authority, wife is taking care of the household and 3 poodles.
- 10** Two artists, about 40 years old, who live rather a bohemian and unconventional lifestyle and have many artist friends.
- 11** A girl studying piano and singing at the conservatorium, who has to practise regularly in the afternoons.
- 12** A black American with his Austrian girlfriend. He is trying to get work permit as an engineer.
- 13** A religious Muslim family which lives strictly according to the Koran, the mother leaving the house only veiled.
- 14** A gay men who is single, but invites a lot of men to his apartment during the week.
- 15** A young men, he's wheelchair user and live with his 76 years old mother.
- 16** A girl, who is blind, she lives alone with her dog.

## win as much as you can 120 mins

### aim

- To talk about cooperation and partnership, raise awareness about one's prejudices.

### group

- 20-35

### material needed

- instruction sheets (see download)

### description

- Divide the group into an even number of teams of 6-8 people.
- Two teams will work together (blue and red team).
- The instruction given to the group is: "Your task is to win as many points as possible" and you hand out the instructions to each participant. You can read out all instructions.
- There will be 10 rounds, the red group should pick A or B and the blue group should pick X or Y.
- In round 4, 9 and 10, you will have the possibility of meeting the other group.
- You should have someone to take notes of what is happening in each group, if you want to have a better understanding of the group process.
- As a process facilitator you monitor the time. They hand in the letter to you after every three minutes and you give the result to the other group.
- They count the scores themselves (the points are on the sheet). You show the place where they should do the negotiation. They elect one person from each group and meet.
- As a facilitator, you do not interfere in the process. Whatever happens is the only thing that could happen.
- You will see what strategy they choose – competition, cooperation...
- After a set period of time, ask participants to reflect and to write down:
  - How do we see the other group?
  - How do we think the other group sees us?
  - How do we see ourselves?
- Discuss in plenary if they can link this exercise to real life and youth exchanges.

### further info/source

SALTO Euro-Med Training Box, France 2002

**tool types:** simulation exercise

**tool topics:** group dynamics; intercultural learning; conflict management

**submitted by:** Felix Nicolai [salto-be@salto-youth.net](mailto:salto-be@salto-youth.net)

## win as much as you can

### instructions

- For the ten rounds, the red group should choose A or B and the blue group should choose X or Y.
- The points the groups receive from one round to the next one depends on the combination of what the two groups choose based on the following:
  - AX – both groups win 3 points
  - AY – red group loses 6 points, blue group wins 6 points
  - BX – red group wins 6 points, blue group loses 6 points
  - BY – both groups loses 3 points

round	minutes	choose		total points	
		red group	blue group	red group	blue group
1	3				
2	3				
3	3				
4*	3 to select negotiator 3 to negotiate 3 group				
5	3				
6	3				
7	3				
8	3				
9**	3 to select negotiator 3 to negotiate 3 group				
10**	3 to select negotiator 3 to negotiate 3 group				

\* Round 4: double the points

\*\* Round 9 & 10: multiply the number by itself (but keep the minus sign)

**word image** 10 mins**aim**

- Opening creativity for preparation of acting together; Raise sensitivity on oppression issues; to use human body as a tool of representing feelings, ideas and relationships; to challenge stereotypes and promote empathy.

**group**

- 16-30

**material needed**

- none

**description**

- Circle. You'll make statues on words. I'll say a word, then will count to 10.
- On 10, all of you make a statue. Stay in the position, but look around to see the others. We can start.

school	work	home	parent
male (man)	female (woman)	violence	love

- Any comments, short.

**further info/source**

Augusto Boal, **Games for Actors and NonActors**; used in the Training Course on Diversity, 2003

**tool types:** exercise; energiser

**tool topics:** anti-racism; conflict management

**submitted by:** Marija Gajic [maricat@yubc.net](mailto:maricat@yubc.net)

## world mapping *20-60 mins*

### aims

- To become aware of our mental representation of the world.
- To acquire knowledge about the choices made within cartography and reflect on ethnocentric views.

### group

- can be adapted to almost any sort of participants (not people with sight problems), and any group size with one trainer

### materials needed

- A4 (or A3) blank sheet of paper for each participant; one pen/pencil for each participant; examples of world maps

### description

- The activity works best when participants can sit in circle or half-circle (make sure that where they are, there are no world maps around for participants to look at). Distribute to each participant a sheet of paper and a pen/pencil.
- The task is an individual exercise: each participant has to draw a map of the world. The trainer can choose how accurate you would like the maps to be and make it explicit in the introduction or in answering questions by participants. Usually I avoid any use of written words and I encourage the participants to draw only the outer limits of the continents and the main islands. Participants work by themselves 10-15 minutes.
- At the end of the exercise the trainer encourage participants to show their maps to the other participants by placing their maps in front of them.
- The trainer allows a few moments to look around and get an idea of the outcomes. The trainer can now divide the follow-up in two parts: listening time and evaluation.
- In the listening time the trainer can encourage the participants to answer questions like: which parts of the world were most difficult to draw? where did you start from? which parts of the world do you think come out as best/worst represented? what has been left out? The trainer can encourage the participants to notice dominant patterns: for example European participants tend to have difficulties in drawing Asia, leave a big distance between Europe and Africa, sometime picture Africa has completely separated from Europe and the Middle-East etc.
- During the evaluation time the trainer can introduce different maps based on projections such as those by Mercator, Peters, Robinson, Eckart, Canters. The trainer can stress the Eurocentric features of Mercator's projection. One of the key concepts for a fair representation of the world is that there is no 'right' map, but all maps are based on projections that stress certain features (choices) over others. All of them are 'scientific' but serve different purposes. It can be useful to think of how often we refer to different parts of the world without a proper knowledge of where they are and in which context they are placed and how Mercator-like projections (placing Europe in the middle) have shaped a distorted vision of the world.

### comments

- It is extremely useful for the trainer to have the possibility of showing examples of different maps by bringing posters and/or transparencies (the latter has the advantage of offering the possibility of placing one on top of the other for comparison on the OHP).
- One variation consists in asking one third of the group to put Europe and Africa in the middle, one third to place them in the right part of the map, one third to place them in the left part of the map. The extra difficulties faced by two thirds of the group usually stimulate discussion about how we grew accustomed to only one way of representing the world.
- One follow-up activity consists in asking groups of four-five participants to draw bigger maps of the world (on wall paper or on two A3 sheets of paper pasted with each other) especially when they can be used for further activities that need world maps.
- This activity is very useful as preliminary exercise in introducing concepts around world views, eurocentric views etc. Some participants might complain that they are not able to draw. The trainer should explain that there are no marks for drawing abilities, but it is rather the ability to get a comprehensive picture of the various world's perceptions within the group that matters.

### further info/source

Background information can be found at: [www.diversophy.com/petersmap.htm](http://www.diversophy.com/petersmap.htm)

**tool types:** exercise

**tool topics:** anti-racism; intercultural learning

**submitted by:** Alessio Surian [asurian@unimondo.org](mailto:asurian@unimondo.org)

# **section 3**

**photoset**

## notes on the photos

A competition was held in 2004 for young people and youth organisations to submit images which show their interpretation of 'young people identity'. Many different types of images were sent in, including graffiti, paintings, photos and pictures. A final selection of 25 was made. These will be used to promote anti-discrimination youth work across Europe. A selection of them are used here as a tool to raise issues, particularly around visual language, stereotypes and media representation. In making our choice we were looking for images which would provoke discussion. Activity 37 Focus on Youth provides one example of how they can be used. These notes give background information to help answer questions about the context in which the images were made and help deconstruct their 'meaning'.

1

### Ida and Vere

*Williamstown, Massachusetts, USA, 2003*



- Photo submitted by Verica Kordic, Educational Programs Assistant, International Education Centre, Zagreb
- This is Ida (right) and I, Verica (left), from Croatia, at that time both 21
- The photo was taken by our mutual friend Holger Hess from Germany. In real life, Ida and I are at the pub, just 'funktory' around. In imaginary life we're the vampire girls... with magic powers and never ending lives.
- I worked in Photoshop on this image. I used different brush strokes and filters. It seemed like a good shot to work on – it was a photo of two up-close faces, and I always was impressed by human bodies, especially the face. It was only natural for me to play with it.
- I chose the photo because I thought it was pretty good – it is wicked, but also fun. You can say I tried to portray both good and bad sides in Ida and me that we all have. Being crazy, but loving it.
- I admire people who chase their dreams... not necessarily being 'crazy hunters' about it, but keeping it somewhere in their minds...hoping and digging up passages for the ideas to come out and see the light... Some manage to come out of the hole, some don't. But what's important is to keep trying. Keep getting to know oneself: good and bad sides, creative and lazy ones. It's fun. It's what makes the world go round.

## 2

### Souvenir

Godega S Urbano, Italy June 2003



- Photo taken and submitted by Sylvia Toffolon, then aged 29. [www.silviatlantide.it](http://www.silviatlantide.it)
- The people in the photo are from Italy, aged between 18-29, participants in a youth forum held by the Province of Treviso. It was the end of a workshop on the theme of young people and volunteering.
- I took the photo because I wanted to have a souvenir of a nice and interesting situation – discussing and expressing ourselves with other young people.
- I manipulated the image a little because there was very strong light – it was 1pm on a very sunny day. I just saturated the colours.

## Graffitero

Baeza, Spain, August 2004



- Photo of Pablo Manuel Arroyo Poza (22 years) by his brother Juan Antonio (23 years)
- This photo was taken to show the other point of view of graffiti – this street art which can be seen more and more in the different cities of our country. It was taken in the graffiti zone of our home town Baeza and shows the way that graffiti artists use spray can – you can see he's well protected with a mask as he is getting ready to paint a piece of art work.
- I chose this image because it is significant and original at the same time – it represents the first position taken by a graffiti artist as he/she begins to paint.
- Graffiti is a growing art. There are people who think that it is vandalism as opposed to art. Everyone is entitled to their own opinion, but where is the proof of 'what is art' and 'what is vandalism'? personally I think it is 'street art'

**Mirela**

Zagreb, Croatia, November 2003



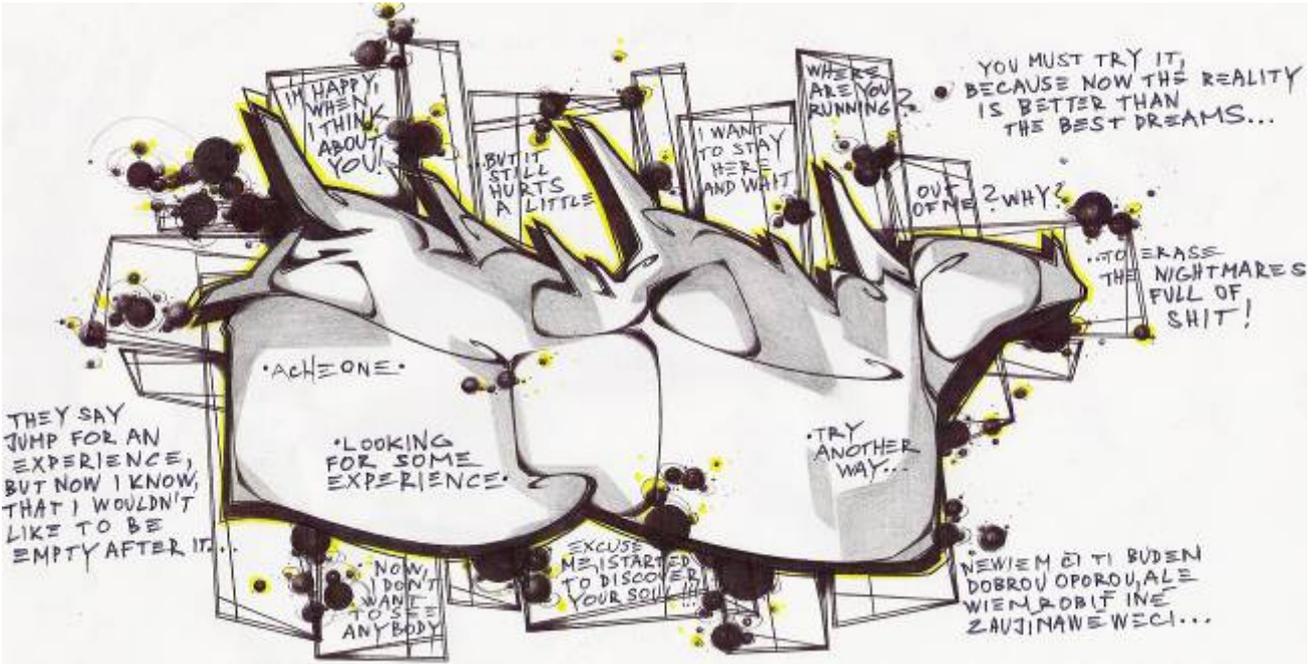
- Photo by Marina Kelava 24 Croatia
- I took this photo in front of the Faculty of Political Sciences, University of Zagreb. We had a workshop about digital photography. They gave us digital cameras and sent us to take photos around the faculty. We had half an hour I think and two people had one camera. Mirela went with me. I saw this grey wall. It is usually just grey. Nothing happens. That day somebody had made a red peace sign and wrote Janis Joplin. There was this pink bicycle parked there.
- I choose this photo cause it says something more about Faculty then what you would see usually. Usually it looks quite boring. Just another socialism left over style building. But that wall saying something about the students that day – peace, music, bicycle...

## Meeting of Cultures

Oeiras, near Lisbon, Portugal, August 2004

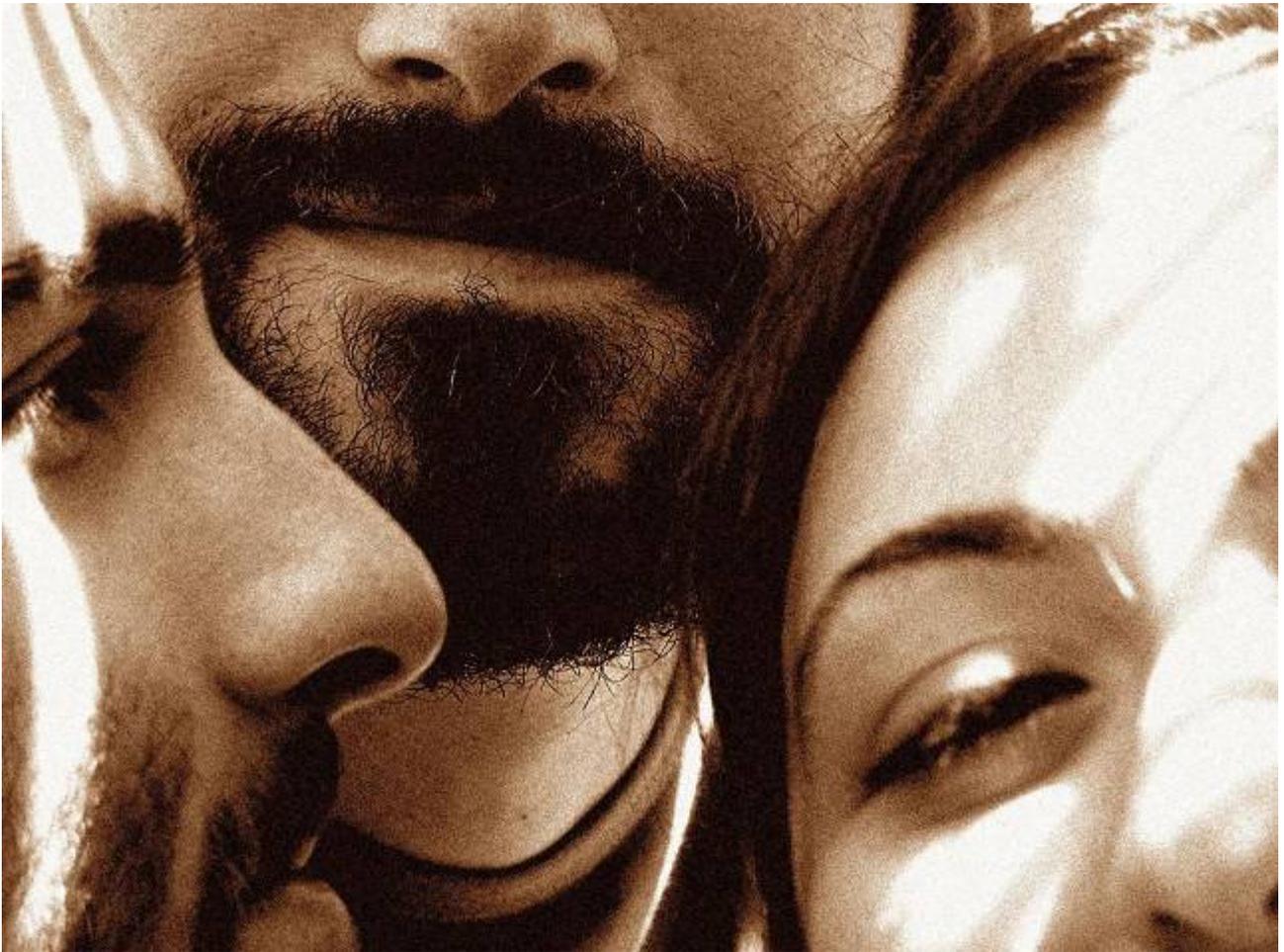


- Left to right: Hamza Al Qudah, 18, Jordan; Lotte Agten, 18, Belgium; Caroline Willemen, 18, Belgium; Muneer Bani Younis, 30, Jordan
- Photo by Joana Henriques, 27, from Portugal, the person responsible for organising the youth exchange. Hamza and Muneer asked Joana to take the photo – they wanted to take home a photo of themselves with two (beautiful) Belgian girls.
- The photo was taken during an international youth exchange organised by the Portuguese NGO Rede Portuguesa de Jovens para a Igualdade de Oportunidades entre Mulheres e Homens (Portuguese Network of Young People for Equality), in partnership with Mitad del Mundo (Belgium), Fututre Youth Foundation (Egypt), Cooperazione Internazionale Sud (Italy) and El Hassan Youth Award (Jordan). It brought together 32 participants, aged between 18 and 25, to raise participants' awareness of the importance of peace, dialogue and respect in a multicultural society and to promote an active citizenship of young people.
- During the 7 days of the exchange the participants were encouraged to think about their own culture and the cultures of the others and to explore the multiple ways in which they could get involved in the promotion of tolerance and peace. They also had the chance to get to know the beach, Oeiras and Lisbon (by day and by night), to find out more about the traditional clothes, music and sports of each others' countries, and to produce interesting, thought-provoking and sometimes very funny videos, play and dances.
- This photo was taken on the second evening of the exchange, during the intercultural party. Participants had been asked to bring food, music, souvenirs, clothes and other cultural artefacts from their own countries to share them with the other participants on that evening. The photo was taken at the end of the party. The participants shown in the photo had swapped their outfits; the two boys from Jordan are wearing Belgian cycling outfits, which had been brought by the Belgian participants (according to them cycling is the Belgian national sport and hobby), and the two Belgian girls are wearing the boys' traditional Jordanian clothes. In the background, hanging in the wall, you can see the drawings the participants had made of their fears and expectations for the exchange.
- We decided to send the photo to you because we felt that they looked quite funny and curious in their swapped outfits (clearly oversized in the girls' case!) and also because of the photo's symbolism in terms of contact between different cultures. It's an interesting illustration of a "get-together" between people from different cultures and of an exchange of artefacts expressing cultural and personal identity (the clothes and the headscarves). And the four of them look so happy and amused that we think it shows that these forms of cultural contact and exchange can be particularly enriching and exciting experiences.
- Photo submitted by Maria do Mar Pereira, Portuguese Network of Young People for Equality.



## Faces

*Oeiras, near Lisbon, Portugal, August 2004*



- Left to right: Ricardo Silva, 21, Portugal; Nuno Liam, 22, Portugal, Reem Abdel Hady, 18, Jordan
- Photo by Maria do Mar Pereira, Portuguese Network of Young People for Equality.
- One of the activities of the youth exchange was the production of the travel suitcase, as a symbol of the participants' experience of intercultural learning. The suitcase included a series of artefacts produced by them, individually or in groups, such as videos, texts, thoughts, CDs, photo, travel diaries, paintings and drawings, etc. One of the elements of the travel suitcase was a collective photo album – it was Ricardo's. Each participant took a photo of something or someone that for him/her symbolised the exchange and what (s)he had gained and learned from it. The result was a PowerPoint presentation with the 32 photos. This one was the photo I took.
- At the time, I wanted to produce an image that expressed the fact that, during the 7 days of the exchange, we had come together, looked at each other, heard at each other, spoke to each other, felt each other. That had been the most important aspect of the exchange for me and I wanted to show that in the photo I took for the collective album. So I decided to take a picture of the mouths and eyes of some of the participants. For me, it symbolises communication and contact.

## Will you accept me?

Genoa, Italy, May 2004



- Photo by Melania Comoretto, Italy
- The young people portrayed in these pictures live in a suburb of Genoa built in the 1970s and immigrants from the south of Italy were gathered there – at that time they were really discriminated against and found it difficult to rent apartments... so it became a sort of ghetto! After a few years it was discovered that the buildings were structurally unsound: they were falling apart, had problems with the water system, typical issues of poor neighbourhoods.
- I spent one week with these youngsters, and found out that many of these girls and boys (especially boys) had been abandoned by their parents and had unresolved psychological issues: some were addicted to drugs and other were unemployed. The city council had decided to ignore this area and completely abandoned it.
- I decided to shoot on that area because I knew it was particularly marginalized. I have worked as a social worker for many years, therefore I am now really focused on photography as a means of social documentation. I wanted to tell the story of these youngsters (even if the majority of them didn't want their pictures to be published in a magazine) as I liked them because they showed that they hadn't given up trying to find their life path, even if they had been completely all sorts of traumas, and some of them had managed to win their personal fight. The Italian government doesn't really invest in young people, it doesn't help them find their individual, social or professional path. Italy is known as the 'old people's country', and even youngsters who are not so marginalised as the ones I have photographed still need to fight hard to express themselves.
- The kiss happened in front of my eyes... and this shows that after few days they started feeling comfortable with me to the point of forgetting my presence. Sometimes I felt invisible... that my presence was not changing or altering the facts....
- The photo of the CD player was funny and make me laugh.... that's all...!

## Free time

Holloko, Hungary, July 2004



- Photo by Andrejs Eglitis, 21, Latvia
- Taken during the Synergy training for leadership ' Multipl(a)y' organised by the youth organisations 'DIA' and 'Egyesek' from Budapest. In the picture young people are using their free time well – it was an intensive training and then these moments become precious. People include Alex & Orestis from Greece, Francesco from Italy, Bart & Marnix from Holland, Reka from Hungary.
- The picture gives a great view of the beautiful surroundings ( the house is on the top of a hill) and the sky symbolises the lack of worries in this moment. The training was about leadership, which we describe as 'inspiring others to come into action by being the example yourself', as well as important values such as honesty, trust and integrity. This picture shows the leadership of fun and pleasure!
- Life is what you make it, don't believe in misty ideas. If you want something, a change in your situation, then you should be the one to make the first step. That is what true leadership is about, also creating fun.
- Photo submitted by Gerbrand de Lange, Training Coordinator, Synergy Group, Holland.

## Salaam Peace Sign

August 2004, International forging gathering, Hefaiston, Czech Republic



- Photo by Max Peh and Sven Aerts.
- Michel Mouton (left) and Christian Baumann (right) are showing off the first Salaam-Peace sign just after finished the forging.
- The Salaam-Peace sign symbolises the forging of an alliance between all people that want to move forward to the creation of World Peace. We took the symbol of the dove of Peace and the Arabic word *Salaam*, that was forged together by an Arabic calligrapher.
- Sven had just returned from a World Youth Peace Summit in Sarajevo, and as blacksmiths we wanted to help. He gathered us in a multi-disciplinary group, and we brainstormed peace, forging peace, Islam, religions, the west, north-south, art helping to make symbols to create peace.  
*Peace Sign to pay for our costs. You can hire us for a 5 days workshop on Earth, Fire, Air and Water... where you can learn the Noble Art of Forging. [www.michel-mouton.be](http://www.michel-mouton.be)*
- Photo submitted by Sven Aerts, Engineer for the people, Bruxelles, Belgium

## Roma family

Serbia, 2001



- Photo by Poppy Szaybo taken for a commission by Save the Children UK and used in a report on the education of Gypsy and Travellers, *Denied a Future? The Right to Education of Roma/Gypsy & Traveller Children in Europe*.
- The Roma are Europe's most widely discriminated against minority community. They have less opportunity to participate in mainstream cultural activity, are denied basic human and culture rights, are often denied sanitation and access to health facilities and have limited access to employment. Many members of the community face prejudice on a daily basis. However, more and more Roma throughout Europe are advocating for their rights through the formation of NGOs, awareness raising campaigns, and lobbying governments. There are Roma MPs in the parliaments of several central European countries.
- As the photographer, I felt very strongly that it is important to take positive portraits of Roma – more often than not and I have never viewed them as victims but as strong, resilient, positive, generous...
- The family portrait shows a group outside their house in a Romani settlement in Serbia. I wanted to portray the women as they are – strong, dignified and proud of their identity as Roma - exactly the opposite to the stereotypical notion of the Gypsies which reinforce and support the negative portrayal of Gypsies throughout Europe and the rest of the world.
- It is essential that governments change their policies to ensure that Roma are given equal rights in their countries. Equally, journalists working in mainstream media should be challenged over their negative portrayal of Roma which appear almost daily in newspapers and television throughout Europe.