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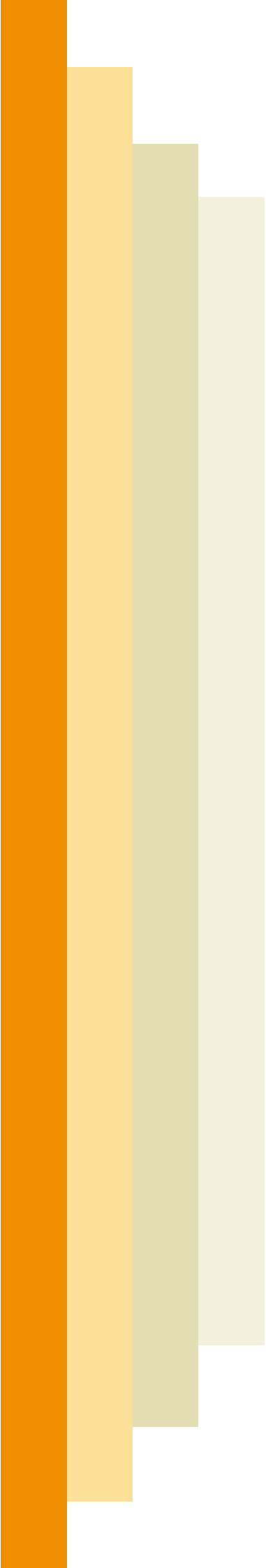
# FR.O.M.

NFE Tools to Raise Awareness on  
Anti-Racism and Freedom of  
Movement

TOOLKIT OF THE TRAINING COURSE

11th-16th JANUARY 2019

CASA LABORATORIO IL CERQUOSINO, MORRANO, ORVIETO ITALY





Erasmus+

Key Action 1  
Mobility project for young people and youth workers  
Mobility of youth workers

# FR.O.M.

## NFE Tools to Raise Awareness on Anti-Racism and Freedom of Movement

11th – 16th January 2019

Casa Laboratorio il Cerquosino, Morrano, Orvieto (TR), ITALY



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# GENERAL BACKGROUND

Lunaria launched in 2012 a **medium term strategy** aimed to promote **antiracism**.

Within this strategy, the actors, target groups and beneficiaries of the process were and are young people, youth-social workers, local organizations and NGOs.

The main **priorities** within this strategy were and are:

- to raise youth awareness on the daily growth of discrimination and racism and to share relevant tools to make sensitization among other peers
- to provide youth workers and peer educators with new tools to fight the discrimination wide-spread and to promote intercultural approaches
- to provide local, international organizations and NGOs, with new tools to conceive and implement actions and projects

# PROJECT DESCRIPTION

FR.O.M. **aims** to raise awareness, among youth workers and young people, on the importance of promoting freedom of movement as inalienable part of the human rights and to develop tools and working methods to further enhance the raising awareness process and consequently promote anti-racist approaches in Europe.

FR.O.M. a pilot project, within the Erasmus+ programs, including four actions:

## TRAINING COURSE

**11<sup>th</sup> – 16<sup>th</sup>  
January  
2019**

## ADVANCED PLANNING VISIT

**02<sup>nd</sup> – 03<sup>rd</sup>  
March 2019**

## YOUTH EXCHANGE 1

**30<sup>th</sup> May –  
06<sup>th</sup> June  
2019**

## YOUTH EXCHANGE 2

**20<sup>th</sup> – 27<sup>th</sup>  
August 2019**

# METHODOLOGIES USED

The activities implemented during the training course are set within the **non-formal education framework**.

**NON-FORMAL EDUCATION – NFE** was defined in 1974 as any organized, systematic educational activity, carried on outside the framework of the formal system (schools-university). Thus NFE is the macro-umbrella including any organized educational activities both outside the formal educational system and outside the formal educational curriculum.

Accordingly to the **Council of Europe**, *non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places such as youth organisations, ... where young people meet ... to undertake projects together ... Non-formal education should also be:*

- voluntary based
- open and accessible to everyone
- organised learning processes with educational objectives
- participatory
- learner-oriented
- learner centred to acquire life skills and getting prepared for active citizenship
- based on active participation and exchange, both for individual and group
- holistic and process-oriented
- based on experience and action

# LEARNING

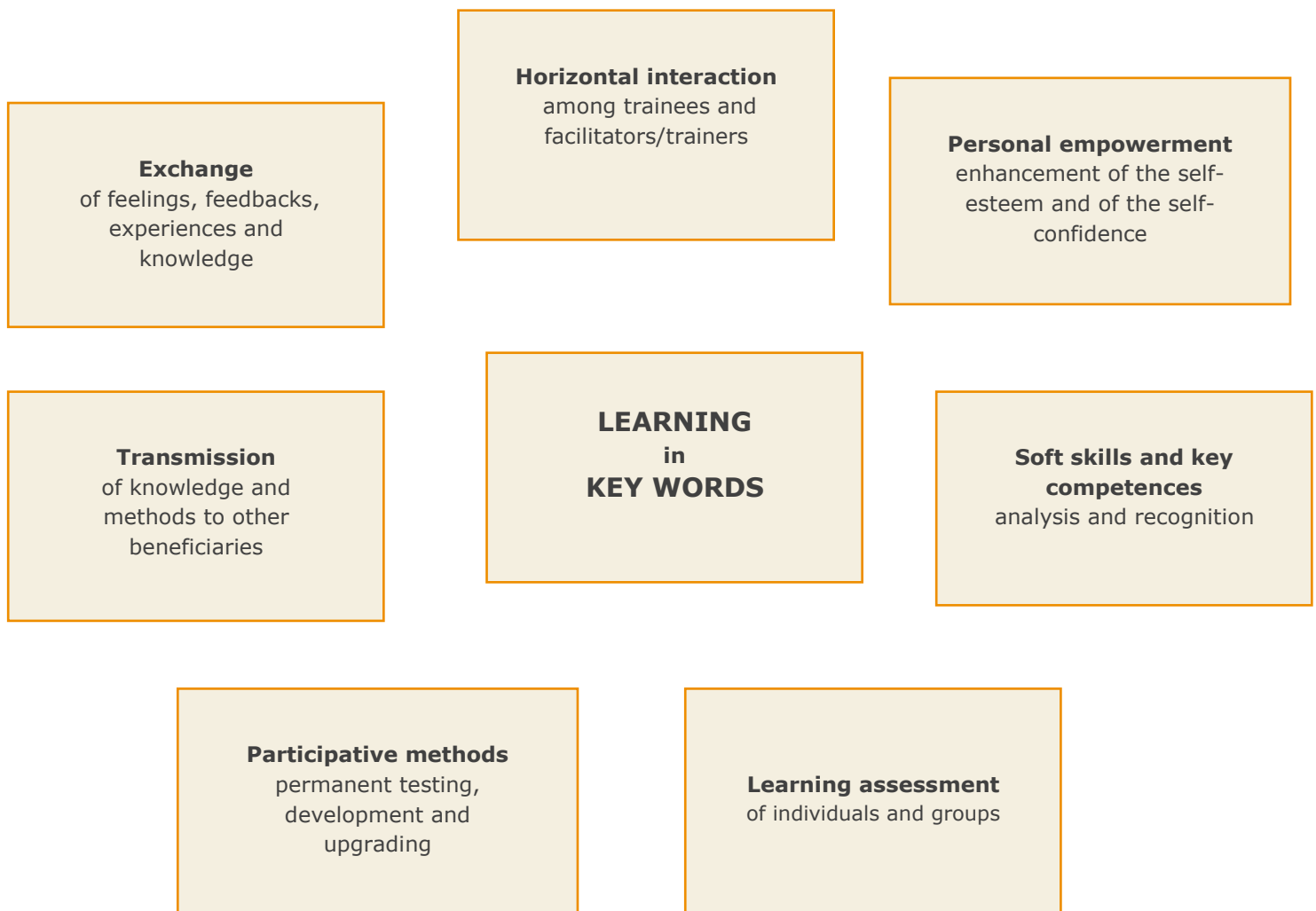
In Non Formal Education, **Learning** is articulated accordingly to a set of specific pillars:

- **Learning by doing approach:** specific aims are well fixed and clearly defined in each activity proposed in order to ensure a coherent learning process
- **Learner centred:** pedagogical approach centred on the person who is learning and based on the promotion of participatory processes
- **Life-long-learning-LLL approach:** human beings never stop learning and developing, we all learn different things in different moments and in different spheres of our life. LLL encourages the acquirement of competences, knowledge and the development of new skills all along the life of each human being
- **Shared learning path:** among the learners and within the group, encouraging the horizontal exchange of knowledge within and among the learners/experts
- **Flexibility:** methods have to be re-adapted all along the process, taking into account the learning needs of participants and of all the involved actors.



# LEARNING

## in KEY WORDS



# HOW TO USE the TOOLKIT

**The Toolkit aims to show the activities run during the Training Course held in January 2019.**

**ACTORS:** the Toolkit is addressed to the participants involved in the training course, their sending organizations, other youth workers and associations interested to develop new actions within youth work to promote understanding, intercultural learning, human rights and anti-racism, using participative methodologies.

**OPEN FORMAT:** this project and the Toolkit part of it, are conceived as an “open format” that can be replicated with different shapes and duration in the involved partner countries and in new ones, not directly participating in the project.

**FLEXIBILITY:** the Toolkit is conceived as a flexible tool, the idea is that the activities presented can be used and readapted accordingly to the needs of the different target groups and local backgrounds. It can be used to build up an entire training course, as well as smaller workshops or to propose a single activity during an event or a project.

For this reason, in case you will decide to pick up some of the activities to work with youth workers and/or people coming from different backgrounds and experiences, we recommend you to have a clear picture of the target group needs and profiles to be able to bring adaptations, when and where needed.

# TRAINING AGENDA

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
MORNING	<b>ICE BREAKING</b> Welcome ceremony Portrait Name and gesture The blanket  <b>GETTING TO KNOW</b> The hand Why am I here	<b>PERSONAL STORIES OF RACISM</b> Theatre sketches Walk in the forest	<b>DISCRIMINATION</b> Discriminative breakfast  <b>RACISM AND MIGRATION</b> World cafe	<b>CONFLICT</b> Debate exercise	<b>TRAINING in ACTION</b> Preparation	<b>TRAINING in ACTION</b> Workshop 3 Workshop 4
AFTERNOON	<b>TEAM BUILDING</b> The tribes game The sticks game	<b>INCLUSION</b> Albatros Dot game	<b>INCLUSION AND ACTIVE PARTICIPATION</b> Island game	<b>FACILITATION</b> Draw the perfect facilitator Gincana	<b>TRAINING in ACTION</b> Workshop 1 Workshop 2	<b>EVALUATION</b> Stations Circle of words

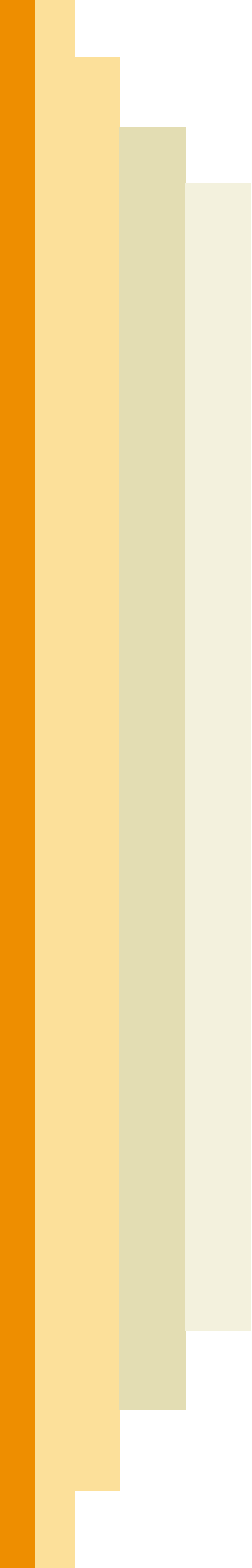
# INDEX of the ACTIVITIES

The **Index of Activities** is conceived to present the activities not in a chronological order, as in the Agenda at page 13, but in alphabetic order, accordingly to the topic addressed, including the reference page number.

## TOPIC ADDRESSED:

- Group Dynamic - indicated with: GD
- Intercultural Learning - indicated with: ICL
- Anti-racism - indicated with: AR
- Methodologies Testing and Upgrading - indicated with: WiA

ACTIVITY	TOPIC ADDRESSED				PAGE
	GD	ICL	AR	WiA	
Albatros		X	X		27
Circle of words	X	X	X	X	51
Debate exercise		X	X		41
Discriminative breakfast		X	X		36
Dot game		X	X		31
Draw the perfect facilitator	X			X	43
Gincana	X	X		X	43
Island game		X	X		39
Name and gesture	X				17
Portrait	X				16
Preparation	X	X	X	X	45
Stations	X	X	X	X	50
The blanket	X				17
The hand	X	X			19
The sticks game	X	X	X		23
The tribes game	X	X			21
Theatre sketches		X	X		25
Walk in the forest		X	X		26
Welcome ceremony	X	X			15
Why am I here	X	X	X		19
Workshops	X	X	X	X	48
World cafe		X	X		38



# TOOLKIT of the TRAINING COURSE



# ICE BREAKING

<b>TITLE</b>	<b>Welcome ceremony</b>
<b>TOPIC/S</b>	Getting to know each other's and group creation
<b>AIM</b>	To facilitate the participants interaction
<b>TOOL TYPE</b>	Ice breaker
<b>DURATION</b>	45 minutes
<b>MATERIAL</b>	Music, blankets, aromatic sticks, string, scissors
<b>DESCRIPTION</b>	<p><b>Setting:</b> facilitators have to prepare the room in advance. Most of the objects are removed, blankets or other materials are put on the floor, and aromatic sticks are burnt.</p> <p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b>  The participants are invited in one by one. A 5 to 10 "virtual hug" is offered to each participant as they enter the room and invited to explore the space. A circle is made and the participants are asked to close their eyes, if they feel comfortable to do it, and to take a deep breath.  They are asked a few questions:</p> <ul style="list-style-type: none"> <li>• think about when you left home</li> <li>• think about the people you saw going to the airport</li> <li>• think about their faces, how did they look</li> <li>• think about what languages did you hear around you</li> <li>• think about when you were at the airport</li> <li>• think about the people around you</li> <li>• think about their faces</li> <li>• think about how they were: were they happy, were they nervous, were they sad</li> <li>• think about what languages did you hear around you in the airport</li> <li>• think about when you were in the plane</li> <li>• think about the people who was sitting around you</li> <li>• think about their faces</li> <li>• now you reached the airport in Rome</li> <li>• think about the people around you</li> <li>• think about their faces</li> <li>• remember when you took the airport to Termini train station</li> <li>• think about the people around you</li> <li>• think about their faces</li> </ul>

	<ul style="list-style-type: none"> <li>• think about your journey on the train to Orvieto</li> <li>• remember the people around you</li> <li>• think about their faces</li> <li>• think about what they were wearing</li> <li>• think about what languages did you hear around you.</li> </ul> <p><b>Step 2.</b> The participants have to think about a word they associate with the phrase "cultural identity". Still with their eyes closed, they are asked to make the word clear in their mind, to make it bigger and bigger until they see it clearly, to see what colour their word has and then, when they feel comfortable to open their eyes.</p> <p><b>Step 3.</b> A ball of string and pair of scissors are given to the group and asked to say their word aloud and cut a piece of the string and tie it around their wrist. The ceremony ends with a speech on how we intend that the participants to become a consolidated group and to have their identical bracelets as a reminder that they can ask for help at any moment from anybody.</p>
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<b>TITLE</b>	<b>Portrait</b>
<b>TOPIC/S</b>	Getting to know each other's and group creation
<b>AIM</b>	To facilitate the participants interaction
<b>TOOL TYPE</b>	Ice breaker/Name game/Mimic
<b>DURATION</b>	20 minutes
<b>MATERIAL</b>	A4 papers and markers
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> Participants stand in a circle and receive an A4 paper and a pen. They have to write on their paper their name and throw the paper in the middle of the circle.</p> <p><b>Step 2.</b> When the trainer says "go!" they have to go to the centre and pick up a paper with the name of another person, fold it and draw the forehead of this person. Then they have to throw the paper in the middle of the circle.</p> <p><b>Step 3.</b> When the trainer says "go!" they have to go in the middle and pick up a paper with the name of another person, fold it and draw the eyes and nose of this person. Then they have to throw the paper in the middle of the circle.</p>



	<p><b>Step 4.</b> When the trainer says “go!” they have to go in the middle and pick up a paper with the name of another person, fold it and draw the mouth and chin of this person. Then they have to throw the paper in the middle of the circle.</p> <p><b>Step 5.</b> When the trainer says “go!” they have to go to in the middle and find the paper with their name and with the drawing realized by the other. At the end of the activity all the drawings are put on the wall.</p>
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<b>TITLE</b>	<b>Name and gesture</b>
<b>TOPIC/S</b>	Getting to know each other’s and group creation
<b>AIM</b>	To facilitate the participants interaction
<b>TOOL TYPE</b>	Ice breaker/Name game/Mimic
<b>DURATION</b>	15 minutes
<b>MATERIAL</b>	/
<b>DESCRIPTION</b>	Participants are standing in circle and the task is the following: one person starts saying their name and adding a gesture to represent themselves. Then all the group, in a choral way, repeats the name and the gesture. The rotation goes clock-wise so the second person says their name and makes a gesture. The group repeats the name and the gesture. The activity follows in that way, till everybody has said their name, adding their gesture.

<b>TITLE</b>	<b>The blanket</b>
<b>TOPIC/S</b>	Getting to know each other’s and group creation
<b>AIM</b>	To facilitate the participants interaction
<b>TOOL TYPE</b>	Ice breaker/Name game/Mimic
<b>DURATION</b>	20 minutes

<b>MATERIAL</b>	Blanket
<b>DESCRIPTION</b>	<p>Participants are divided in 2 sub-groups: the participants of each group will receive a number. The two groups are divided by a blanket kept by trainers. When trainers call a number the persons of the two groups corresponding to this number, has to get closer to the blanket. At this stage, the person crouching in front of the blanket cannot see what stands behind the blanket. When the blanket fall down, the participants crouching in front of the blanket, have to guess the name of who is/are standing in front. The fastest win.</p>

# GETTING TO KNOW

<b>TITLE</b>	<b>The hand</b>
<b>TOPIC/S</b>	Getting to know each other's
<b>AIM</b>	To make participants interact and to create the group
<b>TOOL TYPE</b>	Getting to know each other's
<b>DURATION</b>	40 minutes
<b>MATERIAL</b>	A4 paper, markers and colours
<b>DESCRIPTION</b>	<p>The activity is organized according to the following steps:</p> <p><b>Step 1.</b> Participants are sitting in circle on the floor, they receive an A4 paper and a marker and are asked to draw on the paper the shape of their hand. Each finger is representing a different element that should be presented to the group:</p> <ul style="list-style-type: none"> <li>• Thumb: what you like.</li> <li>• Index finger: where you come from and where you would like to go.</li> <li>• Middle finger: something you dislike.</li> <li>• Ring finger: your values.</li> <li>• Little finger: something annoying you.</li> <li>• On the hand's centre: what do you want to share with the others during the training.</li> </ul> <p><b>Step 2.</b> Participants receive 3 minutes to fill in their hand.</p> <p><b>Step 3.</b> In circle everybody has a maximum of 1 minute to present their hand to the group members.</p>

<b>TITLE</b>	<b>Why am I here</b>
<b>TOPIC/S</b>	Getting to know each other's

<b>AIM</b>	To make participants interact and to create the group
<b>TOOL TYPE</b>	Getting to know each other's
<b>DURATION</b>	30 minutes
<b>MATERIAL</b>	Coloured pens, A4 papers that they drew their hand and portrait on
<b>DESCRIPTION</b>	<p>The activity is organized according to the following steps:</p> <p><b>Step 1.</b> Still in the circle, the participants are asked to close their eyes, if they feel comfortable. They are asked to take a deep breath and to feel their entire body. To think about themselves. To think about their position inside their families. To think about their position in their group of colleagues at work or at school. To think about their position in their group of friends. To think about what they like and what do they dream of doing, as they wrote down their hand.</p> <p><b>Step 2.</b> The participants are asked to write down the reason(s) why they came to this training. The participants are asked to share their reasons with the group if they want.</p>

# TEAM BUILDING

<b>TITLE</b>	<b>The tribes game</b>
<b>TOPIC/S</b>	Team building
<b>AIM</b>	To make participants interact, to develop the cooperation and to stimulate the active listening
<b>TOOL TYPE</b>	Team Building
<b>DURATION</b>	110 minutes
<b>MATERIAL</b>	Costumes for the facilitators, coloured pens, 3 flipchart papers, "totems", chairs, 3 tables, "podium" for the quiz facilitator
<b>DESCRIPTION</b>	<p>The activity is organized according to the following steps:</p> <p><b>Step 1.</b> The three groups are transformed into "tribes". Each tribe is asked to choose a name and create a song for themselves, also to draw a map of their "land". Each tribe presents their name song and map to the other two and each receives two totems for their work.</p> <p><b>Step 2.</b> A quiz is organized for extra totems. Each tribe is given a last instruction and asked to solve it. The three instructions are:</p> <ul style="list-style-type: none"><li>• Bring all totems in the workshop room</li><li>• Put all the totems smiley face up</li><li>• Put all the totems in a circle.</li></ul> <p><b>Step 3.</b> After the end of the activity, a debriefing focusing on group dynamics takes place. Participants are asked to share their point of view and to comment what has happened during the activity.</p> <p><b>See Handout below.</b></p>

# HANDOUT\_THE TRIBES GAME\_QUITZ

A.	<p><b>Q:</b> I am a motorized vehicle built in 1977. During the first years of my life, I worked for the German government. I then moved on to sail under the flag of Gibraltar. In 2018 I was obliged to move away from the Gibraltar flag because of some government lobby. I tried the Panama flag but finally I opted for Liberia. My principle mission is to rescue migrants lost in the Mediterranean Sea. I was most active between 2016-2018, saving 30000 people in fact. I'm also known as the citizen boat. «Who am I» ?</p> <p><b>A :</b> Aquarius</p>
B.	<p><b>Q:</b> What percentage of the world population represents international migrants ?</p> <p><b>A:</b> 3%</p>
C.	<p><b>Q:</b> I am a city founded in 140 under the name of Ebblana. I am situated next to Liffey River. My first inhabitants were farmers and fishermen. After many years of colonization by Britain, we finally got independence and I became the capital of the country. To the USA we symbolized immigration. My name was used for a European law attacking migrant rights. This law forced migrants to apply for asylum in the country of entry.</p> <p><b>A:</b> Dublin</p>
D.	<p><b>Q:</b> What percentage of migrants worldwide come from developed countries?</p> <p><b>A:</b> 63%</p>
E.	<p><b>Q:</b> I am an unfinished ideal for some and a nightmare for others. The 14th September 2006 congress voted and approved the budget for my realization. This happened even though a poll showed that 53% of citizens were against my construction. Nevertheless, Bush signed the authorization of my construction. Under the «secure fence act» I am currently the reason for the US government shutdown?</p> <p><b>A:</b> The wall in American border with Mexico</p>
F.	<p><b>Q:</b> In 2009, how much money does Japan offer to Latin American workers to go back to their countries and never return for work?</p> <p><b>A:</b> 3000\$</p>
G.	<p><b>Q:</b> A word used to qualify define a certain people. This characterization was invented over 2000 years ago. Nowadays, I'm used to describe people considered rude and savage. Historically the word was used to refer to those people who did not speak Greek. I come from the Greek Barbaros.</p> <p><b>A:</b> Barbarian</p>
H.	<p><b>Q:</b> Which national population is the most spread out across the globe?</p> <p><b>A:</b> French</p>

<b>TITLE</b>	<b>The sticks game</b>
<b>TOPIC/S</b>	Team building, group interaction and cooperation
<b>AIM</b>	To make participants reflect on how they use, in a conscious or unconscious way, their power
<b>TOOL TYPE</b>	Competition/Reflection/Cooperation Activity
<b>DURATION</b>	90 minutes
<b>MATERIAL</b>	Chairs (one for each participant), sticks (around 20 per participant), markers, flipcharts
<b>DESCRIPTION</b>	<p><b>Setting:</b> on the wall there is a flipchart with a table drawn, where one facilitator will write the results of each round, in each phase. Participants sit on chairs in circle, with their back to the inner part and looking outside the circle (not inside). The activity is played in 4 phases, and each phase has several rounds (for example 4 or 5).</p> <p>The activity is organized according to the following steps:</p> <p><b>Step 1. instruction:</b> Participants are told these instructions: "Each of you is a country, please tell the name of the country you are (the name can be of an existing country or be invented). Your responsibility is to survive. You will close your eyes and we will throw these sticks to the floor, and when we say "now!" you can open your eyes and you have to go as fast as possible and take the sticks you need to survive. When we say "stop!" you won't be allowed to take any more sticks. You need 4 sticks to survive! If you don't get the 4 sticks, your country will die, and you won't be able to participate until the next phase".</p> <p><b>NOTE:</b> participants can take more than 4 sticks if they want. Trainers don't encourage nor discourage participants to do so... and are not given more instructions than the given ones. Despite this, the trainer will adopt the tone of a contest, to stimulate their attitude.</p> <p><b>Step 2. country names:</b> When the participants tell the country they represent, the facilitator writes it on the flipchart table.</p> <p><b>Step 3. phase 1 – game:</b> once instructions are told and sticks (around 20 per participant) are thrown on the floor (sticks are thrown unequally around the participants), participants get them. When the trainer says "stop!", it will be then time to count the results. One facilitator will write the results (sticks collected). Those participants who have less than 4 sticks are eliminated, and the facilitator tells it with big grief. Those who took 4 are correct. And those with more than 4 are received with surprise and admiration ("wow! They took that many!!" But it's never said</p>

that it is good or bad).

**Step 4. phase 2 – game:**

After the results are communicated to the groups, all the sticks they have collected are taken (participants did not know it in advance). Only the sticks still on the floor remain. The new round, using only the sticks remained on the floor starts with the same rules of the previous one. After the trainer says “stops” it’s counted how many countries have survived and how many died and it’s taken note on the flipchart, as it was done before.

**Step 5. phase 3 – game:** the next phase starts, again with all the participants. It’s explained that those taking more than 4, now will have an advantage: the trainer will say a first “now!”, and only they will go for the resources. Then, after few seconds, a second “now!” is said and the ones who only survived with 4 to the previous round, will go as well for the resources. Different rounds are played and after the “stop!” is said, it’s counted how many countries survived, how many died. It’s taken note on the flipchart.

**Step 6. phase 4 – game:** the next phase starts, again with all participants. The rules will be the same of the phase 3, but after each round the trainer will throw again on the floor half of the sticks the participants took. Different rounds are played and after the “stop!” is said, it’s counted how many countries survived, how many died. It’s taken note on the flipchart.

**Step 7. analysis:** it’s then run in circle the analysis of the activity. Below some key questions that can be used as a general track for the analysis.

- What do you think about the results?
- Where there enough sticks for everybody to survive?
- Why did you collect more sticks than necessary?
- Who do you think the presenter (facilitator) symbolizes?
- What strategy did you use?
- Did you communicate during the game?
- With whom?
- Why?
- Can you identify any connections between the game and the real life?

**NOTE:** according to the participants’ answers, it can be added an extra question concerning the subject.



# PERSONAL STORIES OF RACISM

<b>TITLE</b>	<b>Theatre sketches</b>
<b>TOPIC/S</b>	Racism
<b>AIM</b>	To start the reflection about racism
<b>TOOL TYPE</b>	Work in group and act it out technique
<b>DURATION</b>	120 minutes
<b>MATERIAL</b>	/
<b>DESCRIPTION</b>	<p>The activity is organized according to the following steps:</p> <p><b>Step 1.</b> The group is asked to walk in the space at different speeds set up by the facilitator (1 the slowest and 5 the fastest) and always making eye contact with the people they meet.</p> <p><b>Step 2.</b> They are asked to do different things when the facilitator claps their hands: salute the first person they meet, hug the first person they meet, laugh with the first person they meet, cry with the first person they meet, pretend they are the funeral of a person they did not like with the first person they meet.</p> <p><b>Step 3.</b> Still walking at different speeds each participant is asked to form a group of two with the first person they meet. Still walking at different speeds, each group is asked to add another group to the group they have.</p> <p><b>Step 4.</b> In the groups they formed, the participants have to find a comfortable place and talk about their own experience, or of experiences they know about cases of racism that caused or may cause conflicts.</p> <p><b>Step 5.</b> Each group chooses one of the stories and creates a 3 – 5 minutes story, they are asked to present the situation or conflict until its climax without presenting the end or try to solve it.</p> <p><b>Step 6.</b> Each group presents their sketch and the facilitator asks first the public and then the performers:</p> <ul style="list-style-type: none"><li>• What are the characters?</li></ul>

	<ul style="list-style-type: none"> <li>What is the situation presented?</li> </ul> <p><b>Step 7.</b> It follow a debriefing in plenary, about the stories represented, the racist events and the conflicts linked.</p>
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<b>TITLE</b>	<b>Walk in the forest</b>
<b>TOPIC/S</b>	Racism
<b>AIM</b>	To continue the reflection about racism
<b>TOOL TYPE</b>	Individual work
<b>DURATION</b>	45 minutes
<b>MATERIAL</b>	/
<b>DESCRIPTION</b>	<p>Participants are informed that they are going to have a walk in the forest. Then they gather outside and they start the walk to discover the surrounding spaces outside.</p> <p>This activity is also conceived to give participants the chance, after they have worked on personal experiences and racist events, to take some steaming out time, in order to get relaxed and "digest" the work done.</p>

# INCLUSION

<b>TITLE</b>	<b>Albatros</b>
<b>TOPIC/S</b>	Inclusion
<b>AIM</b>	<p>To jointly reflect on the stereotypes and prejudices that might appear while meeting other people and to reflect on the Intercultural Learning process.</p> <p><b>NOTE:</b> if you have never taken part in the Albatros exercise, it would be best to do it first as a participants before you decide whether it is useful for your teaching, training, and orientation purposes</p>
<b>TOOL TYPE</b>	Simulation activity, plenary debriefing and discussion
<b>DURATION</b>	120 minutes
<b>MATERIAL</b>	One small bowl for hand washing, some kind of liquid to drink (lemonade or punch is fine), some food to eat (small cookies or crackers work well), sheets or other cloth for the use of the Albatrossian man and woman, candles, incense or other "extras" as desired
<b>DESCRIPTION</b>	<p>The activity is divided in two different parts:</p> <ul style="list-style-type: none"> <li>the <b>first (part 1)</b> consists of performing a ceremonial greeting between members of an imaginary culture (Albatros) and foreigners</li> <li>the <b>second (part 2)</b> consists of a debriefing in plenary and extended discussion.</li> </ul> <p><b>Setting:</b> Albatros activity is conceived for small groups, between 12 and 15, but it can be readapted also for bigger groups. If possible, participants should be represented by both sexes, possibly equally. In the room where the activity will take place, a circle of chairs is arranged (x n. of chairs for x n. of male participants) and one chair placed in the circle a bit prominently for the use of the Albatrossian man.</p> <p>The activity is organized accordingly to the following parts:</p> <p><b>Part 1. Ceremonial performing</b></p> <p>There is no sequence pre-set or a necessary pattern to follow. It might be good to create your own variations to meet situations, but it is important to keep in mind the clear objectives of the activity.</p> <p><b>1.1. entering:</b> participants are brought, one by one, in the room where there are the Albatrossians, females with shoes off and males with shoes on. Males are made sitting on the chairs while females on a blanket on the ground.</p> <p><b>1.2. setting:</b> the male and female Albatrossians are in their places, the man on the chair, the woman kneeling beside him.</p>

**1.3. communication:** the hiss indicates disapproval, an appreciative hum indicates approval and a clicking of the tongue serves for all sorts of getting of attention, and for transferring the factual information.

**1.4. circle of greetings:** the Albatrossian man stands up and greets each male participant in turn around the circle, holding by the shoulders and by rubbing the right legs together. After such greeting, the visitor has to sit back in the chair. Then the Albatrossian woman greets each female participant in turn around the circle. She kneels in front of a standing female guest and runs both hands down the lower legs and feet in a ceremonious way. The women resume a kneeling position.

**1.5. bowl of water:** the bowl is brought around the circle by the Albatrossian woman. Beginning with the Albatrossian man, each male in the circle dips the fingers of his right hand into the bowl and lifts or waves the hand gracefully to get them dry. The women's hands are not washed. The Albatrossian woman returns to her place for a few minutes before beginning the next activity.

**1.6. food offer:** the Albatrossian woman offers food to each male in turn, beginning with the Albatrossian man. She sticks her hands into the food and stuffs a little into each mouth. Upon being fed, the Albatrossian man indicates his appreciation by a loud hum or moan (which can be accompanied by a rubbing of the stomach). After the men are fed, the Albatrossian woman then feeds each woman in turn. After this, she returns to her position next to the Albatrossian man.

**1.7. drinks offer:** in the same way, the Albatrossian woman first gives the cup to the Albatrossian man to drink from, then among the females, at the end she returns to her place and resuming her kneeling posture.

**1.8. pauses:** during the pauses Albatrossian man gently pushes the woman's head from time to time downward as she kneels.

**1.9. female selection:** after another pause, the two Albatrossians rise and proceed around the circle of guests, communicating with each other through the customary clicking sounds. Without making clear indications to the participants, they select the female guest with the largest feet. That participant is then brought to the Albatrossian chair, and she (like the Albatrossian woman) kneels next to his chair.

**1.10. greetings of goodbye:** the last activity of the ceremony is a repeat of the greeting. The Albatrossian man rises and makes the round of the circle, greeting each male participant. He is followed by the Albatrossian woman, greeting each woman in turn. At that point, the two Albatrossians indicate the selected female participant who is still sitting kneeling by the chair and with a gesture ask her to follow them outside. She does it and the three people leave the circle, concluding the first part of the exercise.

## **Part 2. Debriefing in plenary and extended discussion**

The Albatross exercise allow groups to reflect on two main elements:

- **the "cultural observation" level:** the exercise gives participants the chance to test their observation capacity, the pre-conceived ideas they might show and, the interpretative filters they might apply
- **the self-awareness of each participant:** they are given the chance to practically experiment and assess their own reactions and feelings.

The **debriefing** should be structured in a consequential order of key questions:

**2.1.** what did you see? → (pure observation): in this step, avoid any kind of interpretation.

**2.2.** what did you feel? → (interpretation): in this part probably participants will show up their frustration for some parts in the activity, is important to

	<p>keep note and let them share what they have felt.</p> <p><b>2.3.</b> what do you think? → (interpretation): in this part probably participants will show up again their frustration, is possible they will perceived the Albatrossian women oppressed and the Albatrossian society completely male based.</p> <p>After this stage the facilitator presents <b>the main elements of the Albatrossian culture</b> (see the Handout Activity Culture Explanation below) and it follows an extended discussion on prejudices, stereotypes and intercultural learning process.</p> <p><b>See Handout below.</b></p>
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## ALBATROSSIANS CHARACTER

The society values calm, serenity, stateliness. Albatrossians are a clam, reserved, gentle, loving people, peaceful, generous, welcoming of strangers and really taking care of their guest. Touching is only done in ceremonial ways, such as in the greetings.

The Albatrossians are never smiling but they remains with a serene and pleasant expressions. They do not register any facial reactions to the various feelings or emotions they have.

## CULTURE EXPLANATION

The Earth is sacred, all fruitfulness is blessed, those who bring life inside them (women) are with the Earth, and only they are able (by virtue of their inherent qualities) to walk directly upon the ground. Thus, men must wear shoes, and thus their greeting does not deal with the Earth, while the one of women emphasized the ground and feet. Only women are able to prepare and offer the fruits of the Earth.

The roles of men and women in the society reflect this relationship to Earth. For example, the fact that the Albatrossian man pushes down the head of the kneeling woman is a pursuit of his obligations in the society, it is his duty to remind her of sacredness, to approach it through her, to protect her (and all that she represents) from harm or defilement.

Albatrossians have a language, though only some part of it is required or used in the greeting ceremony (the clicks, hums, hisses). The Albatrossians communicate via mental telepathy, and that the few sounds they use are mainly means of getting a person's attention. They eat and drink things which they like (though they may not agree to the taste of foreign visitors). Their patterns of life and ceremonies (such as the greeting ceremony) are time-honoured and are considered to be self-evidently correct and adequate.

*The activity description and the Handout with the culture explanation has been taken and readapted from the description of Theodore Gochenour, Vice President of International Programs, from Beyond Experience, Batchelder and Warner, The Experiment Press, 1977.*

<b>TITLE</b>	<b>Dot game</b>
<b>TOPIC/S</b>	<p>Inclusion and exclusion</p> <p>When dominant and non-dominant groups are in contact, a bidirectional exchange takes place. Both groups are influenced by the intercultural contact, generating changes of certain cultural/identity characteristics as a means of adaptation. This activity is an opportunity to reflect on human rights in general and specifically on the general attitudes of the society's members towards minority groups, as well as on their influence on the perceptions of minorities have about themselves and about the society in general.</p>
<b>AIM</b>	<p>To reflect on the general functioning of the minority-majority relations in society; to reflect upon the minority-majority relations in the specific realities participants are coming from and decode:</p> <ul style="list-style-type: none"> <li>• majority attitudes about interacting with minorities and minorities attitudes about interacting with majority</li> <li>• minorities will to preserve their own identity and majority attitudes towards the cultural identity of minorities</li> </ul>
<b>TOOL TYPE</b>	Work in group and plenary
<b>DURATION</b>	Handout with the Acculturation model, colourful dots
<b>MATERIAL</b>	60 minutes
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> Participants stand in circle with the eyes closed and are put dots of different colour and shapes on their foreheads (one coloured/different shaped dot per person). <b>NOTE:</b> for the facilitators preparing and then putting the dots, please take in consideration that there are groups with same colour/shape, one participant without any dot, one with more of them and one with dot in a colour that is not present in within the other groups.</p> <p><b>Step 2.</b> Participants are asked to open their eyes and, while they are not allowed to talk, find their group. <b>NOTE:</b> for the facilitators presenting the task, it's very important to use the singular term "group" and not plural, so at the end we do not end up suggesting that there are more groups than only one.</p> <p><b>Step 3.</b> The process will show group formation according to colour/shape they have on their foreheads, but also exclusion of the others. The game is over when everyone is satisfied with the solution they have found.</p> <p><b>Step 4.</b> Back in circle it starts the reflection on the feelings, paying special attention</p>

on people with different dots, who felt excluded. Below some key questions for the debriefing:

- What did you feel?
- What did you observe during the grouping process?
- Do you feel excluded in some moment?
- There was a consensus in the final grouping?
- Was everybody satisfied with the grouping?
- Were you satisfied with the grouping?

**Step 5.**

It's presented the Acculturation Model below in an interactive manner, using a flip-chart and building it together with the participants. For example the facilitator can draw the two axes (identity and communication) and ask the participants to say how each specific situation is called.

**Step 5.**

Still in plenary participants are asked to reflect on the specific situation of a certain minority (of their choice) in their country or city and on the acculturation orientation of the majority and minority towards one another. Then, if there is time left, they are also encouraged to think of concrete situations, policies and institutional practices, legislation, statements as well as regular citizens' views and specific cases of inclusion/exclusion.

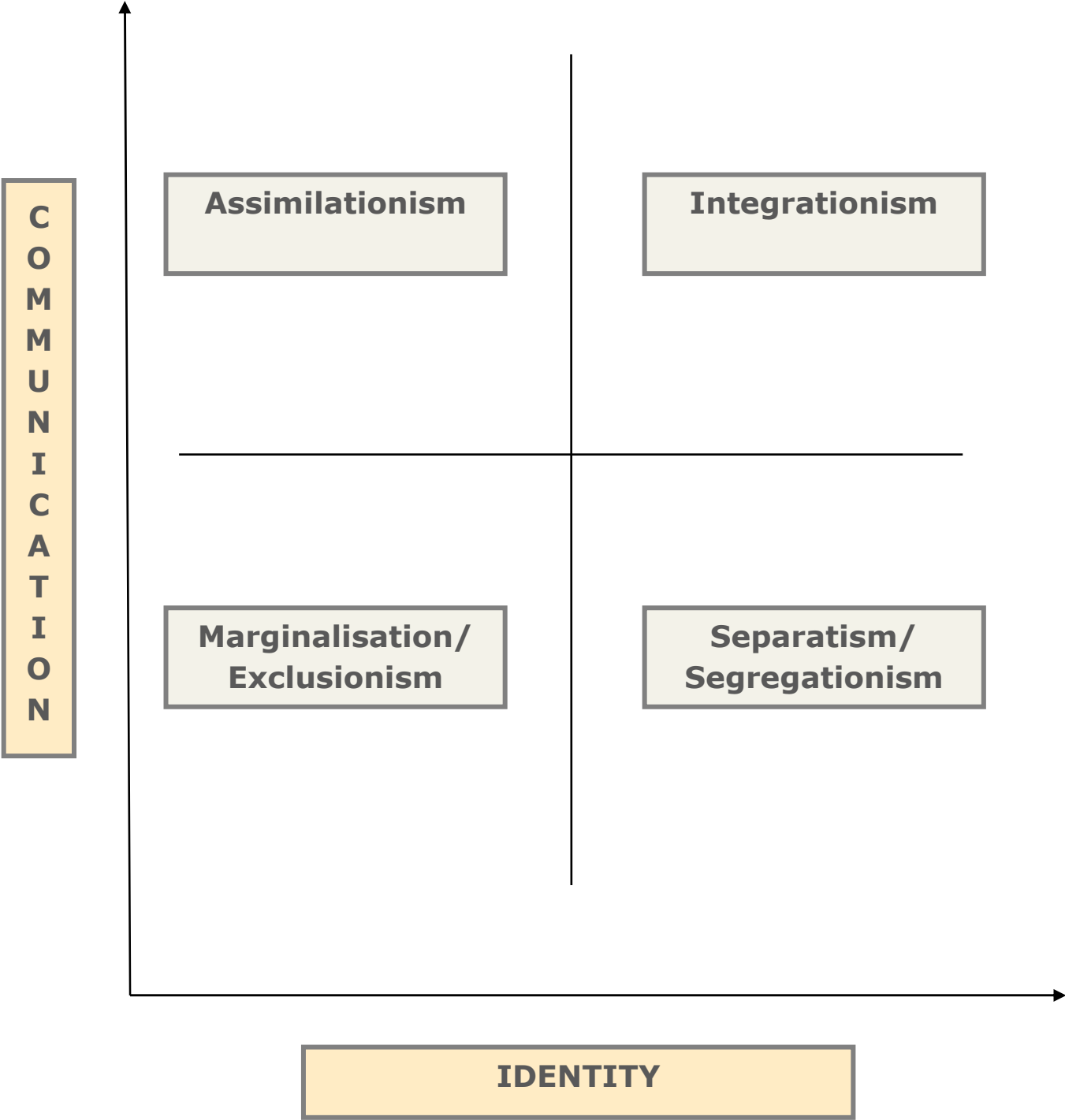
Below a set of extra key-questions to activate the reflection in the debriefing:

- How do people end up having the attitudes of inclusion/exclusion?
- How are these attitudes formed?
- Do you think that being in contact with diverse groups enhances tolerance or fear towards the others?
- How is this model reflected in your own communities?
- What about the educational system?
- Do you think that people can change their attitudes about others or about themselves?
- What measure should the governments take in order to support the development of integration orientations?

**See Handouts below.**



# HANDOUT\_DOT GAME



# HANDOUT\_ACCULTURATION PROCESS

## ACCULTURATION ORIENTATION OF MINORITY GROUPS

### INTEGRATION ORIENTATION

reflects a desire to maintain key features of someone's own culture while also valuing the adoption of key elements of the majority culture

### ASSIMILATION ORIENTATION

minority has the willingness to give up most aspects of their own culture for the sake of adopting the cultural practices of the majority or dominant group

### SEPARATION ORIENTATION

minority has the desire to maintain all features of its own culture while rejecting the culture and relations with the members of the majority culture or other members of the society. The contact between members of different groups is inexistent or minimal/superficial

### MARGINALISATION ORIENTATION

characterises individuals who feel ambivalent and somewhat alienated from both their own and the majority culture, thereby feeling excluded from both the groups they identify with and majority community. For example, one can be considered a migrant in his/her country of residence and a tourist in this/her country of origin

## ACCULTURATION ORIENTATION OF MAJORITY GROUPS

### INTEGRATION ORIENTATION

majority valorises the maintenance of certain aspects of minority identity and accepts that minority adopts important features of the majority culture. There is also a willingness to modify own institutional practices and certain aspects of majority culture to facilitate integration of minority groups

### ASSIMILATION ORIENTATION

majority desires that minorities give up their cultural/identity characteristics in order to adopt the cultural/identity characteristics of the majority

### SEGREGATION ORIENTATION

majority manifests an attitude of tolerance of the maintenance of minority culture/identity as long as they live separately, in specific neighbourhoods or

regions (e.g. ghettos). Segregationists avoid contact with minorities as they believe this would dilute or weaken the integrity and authenticity of their own culture/identity

### **EXCLUSIONISM ORIENTATION**

majority is both intolerant with minorities that maintain their culture/identity, but also refuses to allow them to adopt features of the majority culture, as they believe that certain groups can never assimilate within the majority community. Certain exclusionists try to create the conditions to incite minorities to leave the country/neighbourhood.

# DISCRIMINATION

<b>TITLE</b>	<b>Discriminative breakfast</b>
<b>TOPIC/S</b>	Migrants, refugees, discrimination
<b>AIM</b>	To sensitize participants toward migrants and discrimination, the disinterest in the issue of refugee and of other people in need in general. The activity shows, putting a simple thing (such as having breakfast), as a goal might make everyone competitive and forget about the others
<b>TOOL TYPE</b>	Simulation
<b>DURATION</b>	150 minutes
<b>MATERIAL</b>	Breakfast, tables, at least 3 different rooms, questionnaires in different languages to obtain visa, passports in 3 different colours (red, yellow, green). <b>NOTE:</b> it's needed a team of at least 5-6 people to run the activity.
<b>DESCRIPTION</b>	<p><b>Setting:</b> facilitators have to prepare the space before participants arrive, creating a separate space with breakfast (preferably behind a door you can close) and different desks (one for getting passport, two for questionnaires with bureaucrats, one for sanitary/health check ...).</p> <p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> Participants arrive to have breakfast, in the entrance they receive their passport with a stamp in different colours (red, yellow, green) and they are directed to fill out a simple questionnaire with their personal data. The passports are only valid with the signature of official person in charge.</p> <p><b>Step 2.</b> Participants start to mingle all around from one desk to another, trying to understand what's going on. After a while, people with the green passport can enter and have breakfast, people with yellow and red passports are again directed toward the different desks. After being sent from desk to desk and the sanitary/health check, people with yellow passports can enter and to have breakfast. Red passport shall never be allowed to enter. There are also two control officers re-directing and "bothering" people during their waiting time in the line. Most of the facilitators running the activity, while performing, should not speak the common language, but they speak their own or anything without meaning (e.g. using numbers, sounds).</p> <p><b>Step 3.</b> There is not a fixed duration for the activity because it really depends on</p>

	<p>how people are acting or reacting. But when facilitators understand it's the moment, they have to call everyone, sit on the circle and with calm words, explain that it was a simulation and asking them to get out of their roles (de-rolling). In this moment it's good to have already prepared the tables with food and to have breakfast all together.</p> <p>Key questions for the debriefing:</p> <ul style="list-style-type: none"> <li>• How did you feel?</li> <li>• What happened?</li> <li>• What kind of tactics did you use to get breakfast?</li> <li>• How did you feel about the others?</li> <li>• Did you help the others?</li> <li>• Did the group turn into practice any strategy?</li> </ul> <p><b>NOTE:</b> make sure that the group is already formed before you play the activity and make sure that the passports are not given randomly to participants.</p>
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# RACISM AND MIGRATION

<b>TITLE</b>	<b>World cafe</b>
<b>TOPIC/S</b>	Racism and migration
<b>AIM</b>	To share what is happening in the different countries, for what concerns racism and migration, in the following spheres: Media, Politics and Law, History and Economy
<b>TOOL TYPE</b>	Work in small groups
<b>DURATION</b>	80 minutes (5 minutes for the presentation, 20 minutes for each table * 3 tables + 15 minutes for the final restitution)
<b>MATERIAL</b>	Flipchart, markers, A4 papers, post-it, pens and in case it's decided to extra "decorate" the cafeteria, all the stuff that can evoke a cafeteria
<b>DESCRIPTION</b>	<p><b>Setting:</b> the room is organized as a cafeteria, there are 3 tables with chairs, nice tablecloths, one flipchart in the middle of each table, with post-it and markers. Some of the trainers are dressed up as waiters, possibly with aprons and note books where to take the customers' orders.</p> <p><b>NOTE:</b> all the details, being a simulation, are important, so if we want to add flowers, candies or any other stuff reminding a cafeteria it's fine. Waiters welcome participants in the cafeteria and ask them to join a table. In order to encourage the active participation, it's important to have groups of equal size for each table. Once all the participants are sitting on their table, it's presented the activity: in each table there is a relevant topic to discuss. The topics are not presented before in plenary, but the group members discover the new topic when they join the new table. While participants are discussing, waiters are joining the tables taking the customers' orders and bringing them coffee, tea, biscuit, candies and fruit. In the same time, there is a table host in each table, who is keeping track of the main points in the discussions.</p> <p><b>NOTE:</b> after each slot of time, participants can decide what is the next table they want to join. They cannot stay two rounds on the same table. It can be also kept the same group for the rotation to the next table.</p> <p>Below the different spheres/topics to discuss:</p> <ul style="list-style-type: none"> <li>• Media</li> <li>• Politics and Law</li> <li>• History and Economy</li> </ul> <p>At the end of the activity participants are back in plenary and the table hosts run a small recap of the main elements appeared in the discussion, maximum 5 minutes each.</p>

# INCLUSION AND ACTIVE PARTICIPATION

<b>TITLE</b>	<b>Island game</b>
<b>TOPIC/S</b>	Inclusion and active participation, decision making, identity, inequality
<b>AIM</b>	To have participants reflecting on the links and interconnections between inclusion and active participation
<b>TOOL TYPE</b>	Simulation and cooperative game
<b>DURATION</b>	210 minutes (60 minutes for preparation before the session, 30 minutes for the instructions, building of group identity and the first round, 90 minutes for playing a total of 6-9 rounds of 10 minutes, 30 minutes for debriefing and conclusion)
<b>MATERIAL</b>	Costumes for the role play game, notes of instructions, calculators, specific units of each item (tools, lodgement, food and clothes) for each group
<b>DESCRIPTION</b>	<p><b>General background:</b> the main idea of the game is for the whole group to survive harsh conditions of nature in 3 different settings. Three different geographies, namely the forest, the plains and the mountain provide different bonuses to the local communities. Due to the nature of the activity, none of the groups have the chance to self-sustain.</p> <p>In the game, the time is measured in years. In one year, each person requires a fixed number of each resource in order to survive and can choose to produce, rest or travel to other geographies. Travelling happens only at the beginning/end of a round and the traveller stays in the plays they travelled for a full year.</p> <p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> The game begins with the storytelling and identity building in the group. Songs, marches, symbols, banners etc. can be created.</p> <p><b>Step 2.</b> After 20 minutes of identity building and introduction to the game, the first round begins with some resources in hand and the group starts building strategies on survival.</p> <p><b>Step 3.</b> As rounds pass, there are less resources available for everyone to survive, unless the group travelled to other geographies and traded with them. In case of shortage on resources, the number of people that cannot be sustained grow and the people die and the group decides together on who they will be.</p>

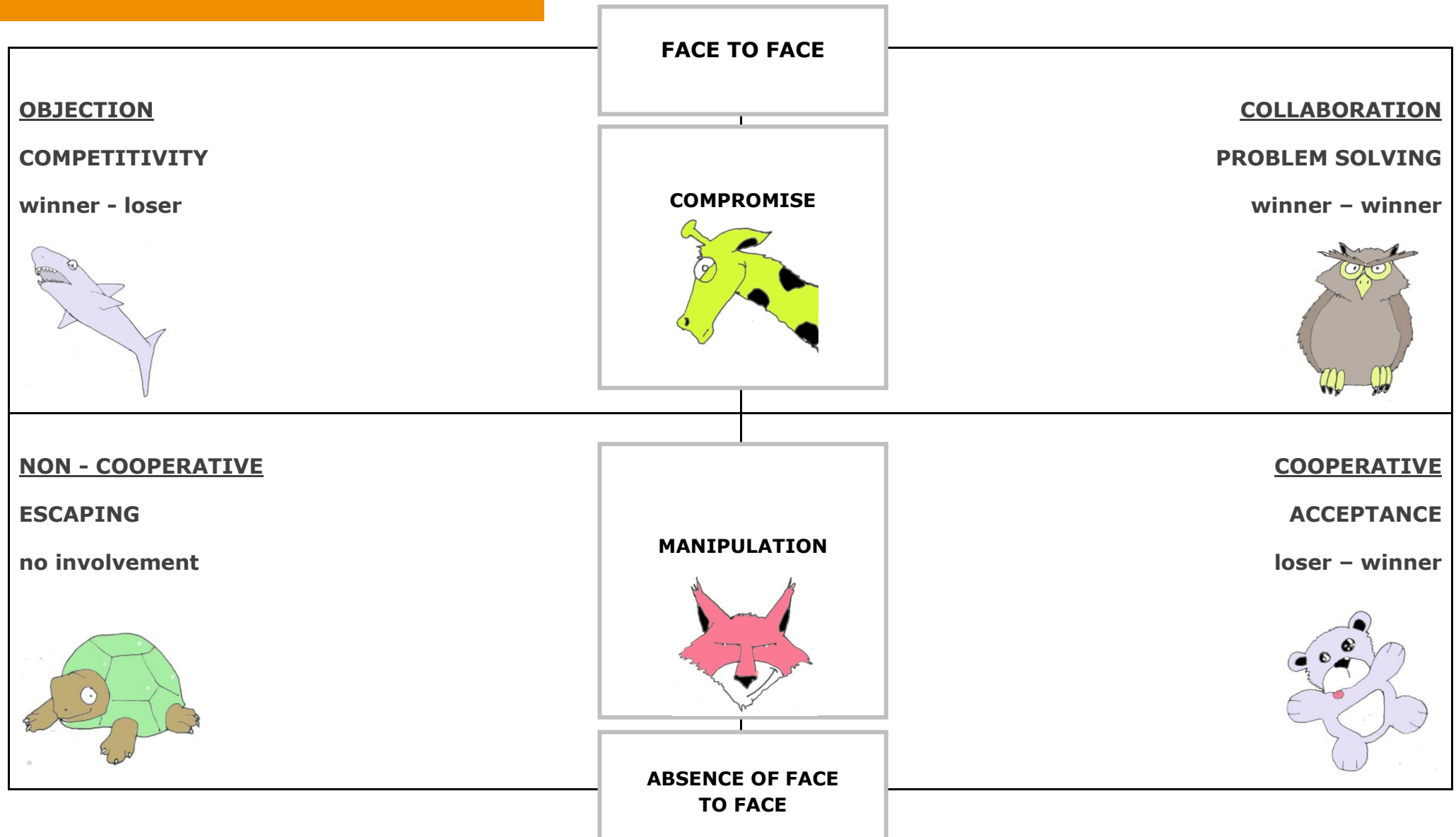
	<p>The game can be finished:</p> <ul style="list-style-type: none"> <li>• at a specific round</li> <li>• at the point where people start dying due to lack of resources</li> <li>• as soon as the infinite cycle of sustainability is reached through production, plus networking/trading.</li> <li>•</li> </ul> <p>The details/mathematics have to be well prepared in advance by facilitators and included in the Annex of the activity.</p> <p><b>ADDITIONAL TIPS/NOTES:</b></p> <ul style="list-style-type: none"> <li>• as the activity is complex, the instructions should be given very carefully and with full coordination among the three geographies.</li> <li>• calculation usually takes a long time, so the timing and relevant logistics (including travellers) should be very well planned and implemented.</li> <li>• the dynamics of the group might change, but a pre-set time or number of rounds until the end of game (with an approximate calculation of the resources to last) could help organise.</li> <li>• the mobility (travelling people) should be taken care of by one facilitator.</li> <li>• the activity requires 5 facilitators to be efficient. One facilitator (mother nature) per geography is needed for the activity to flow easily. Another facilitator for the mobility coordination could help, but is not compulsory. Additionally, one timekeeper, who collects resources at the end of each year (the life) is needed. The life has the option to give miracles or disasters from time to time.</li> <li>• to add an "interculturality/internationality" challenge, rules in groups can be prepared differently from each other.</li> <li>• to not distract the group, smaller number of units should be required for survival and be produced.</li> <li>• the "resource units" can be counted like "Monopoly money". Having paper worth 1, 5, 10, 20 &amp; 50 units, with the relevant symbol of units on them for people with colour-blindness.</li> </ul>
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# CONFLICT

<b>TITLE</b>	<b>Debate exercise</b>
<b>TOPIC/S</b>	Conflict and conflict management
<b>AIM</b>	To reflect with the group on conflict and conflict management
<b>TOOL TYPE</b>	Work in group
<b>DURATION</b>	150 minutes
<b>MATERIAL</b>	/
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> The group is divided in four teams. Each team must discuss three given situations and agree as a team on the best ways to act or to solve the conflict (the situations were chosen and adapted from what the participants wrote down as examples of stereotyping or discrimination in day 2, in the exercise preceding the Albatros). Each team presents their result at the end. They also discuss about the debate process and the way they decided on the solutions.</p> <p>The three situations are:</p> <ul style="list-style-type: none"> <li>a) You are a female candidate for a degree in archaeology. Finally, only males are selected, because they have the physical characteristics (strength) needed to work in the field. What do you do?</li> <li>b) You walk in the street with a friend who belongs to a minority. Police stops both of you but just controls your friend. They make him to get naked. What do you do?</li> <li>c) You are at your family dinner. An argument starts between your cousins and the older family members. The younger generation are arguing that immigrants should be allowed into the country, the older generations disagree with that. What do you do?</li> </ul> <p><b>Step 2.</b> At the end of the discussion, it follows a debriefing in plenary and the final conclusions, presenting the models you can find below in the Handout.</p> <p><b>See Handout below.</b></p>

# HANDOUT\_ HODGSON MODEL



# FACILITATION

<b>TITLE</b>	<b>Draw the perfect facilitator</b>
<b>TOPIC/S</b>	Role and qualities of the facilitator
<b>AIM</b>	Work in group and plenary presentation
<b>TOOL TYPE</b>	To reflect on the role a facilitator should have and on his/her qualities
<b>DURATION</b>	Handout with the facilitator model, markers and colours
<b>MATERIAL</b>	45 minutes
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> Participants are divided in groups (approximately 5 people each) and receive the Handout with the facilitator model. They have to discuss within the group about the facilitator's role, skills and qualities and they have to give a graphic representation of the main outcomes. Furthermore, they have to include at the very bottom of the drawing what a facilitator should do and should not do.</p> <p><b>Step 2.</b> Each group has a maximum amount of 5 minutes to present the work in plenary. Then it's left an extra time for questions and clarification requests.</p> <p><b>NOTE:</b> this activity has to be considered preparatory for the "Training in Action".</p>

<b>TITLE</b>	<b>Gincana</b>
<b>TOPIC/S</b>	Important elements to be taken in account while organizing and implementing a workshop
<b>AIM</b>	To learn/refresh different important elements for the facilitation
<b>TOOL TYPE</b>	Work in group

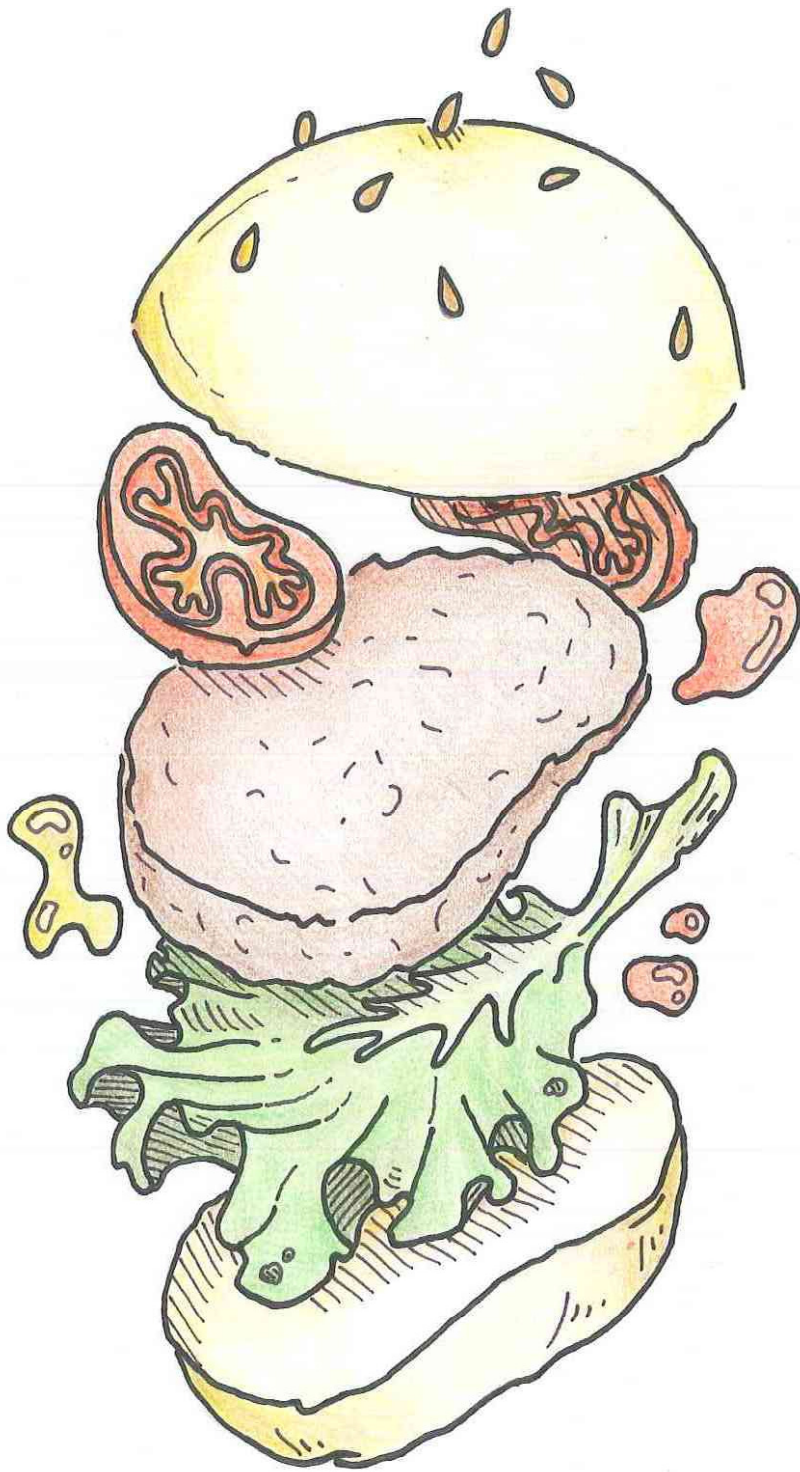
<b>DURATION</b>	Flipcharts, paper, markers, post-it
<b>MATERIAL</b>	90 minutes in total (10 minutes for the explanation + 80 minutes for the activity - each round should last 20 minutes)
<b>DESCRIPTION</b>	<p><b>Setting:</b> 3 different stations should be created in advance by the facilitators, representing:</p> <p>Station 1: reflect upon the group dynamics  Station 2: identify the learning objectives of all the activities we did in the previous days  Station 3: identify the steps in planning and implementing an activity.</p> <p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b>  The activity is presented and "The Master of Time" divides participants in three groups, explaining the rules of the activity.</p> <p><b>Step 2.</b>  Each team has to move from one station to another, gathering information about each station topic (they have to stay 20 minutes in each station). The "The Master of Time" keeps the time and call the rotation.</p> <p><b>NOTE:</b> in order to speed up a bit the activity the rotation can be different: each group remains in the same station (place) and the facilitators are the ones rotating.</p>

# TRAINING in ACTION

<b>TITLE</b>	<b>Preparation</b>
<b>TOPIC/S</b>	Interactive methods within non formal education to run a workshop
<b>AIM</b>	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes. This session it's extremely important, because participants will create, implement and asses some of the workshops that will be afterwards used during the youth exchanges
<b>TOOL TYPE</b>	Work in groups
<b>DURATION</b>	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop
<b>MATERIAL</b>	180 minutes
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1. Group division</b> Four groups are created and receive the following task: they have to create a workshop 90 minutes long, to promote anti-racism and human rights.</p> <p><b>IMPORTANT:</b> it should be underlined that the group composition is based on the following aspects:</p> <ul style="list-style-type: none"><li>• intercultural perspective</li><li>• different experiences/knowledge</li><li>• expertise in the subject/topic</li><li>• expertise in the methods/tools</li></ul> <p><b>Step 2. Sub-topic selection</b> Different sub-topics are presented to the groups that will have some minutes to discuss and pick up the topic they are interested to work on. Once a topic is chosen, it cannot be picked up again, so it's important to discuss and agree within the group, but also to be fast to pick up the interested topic.</p> <p><b>Step 3. Preparation</b> Participants, divided in groups will work on the preparation of a short workshop of 90 minutes, using non formal education working methods. To each group will be assigned a facilitator, that will join the group and will give the following tasks to be run in chronological order, during the workshop preparation:</p> <ul style="list-style-type: none"><li>• Internal sharing: who we are</li><li>• Internal sharing: how we feel comfortable to work in team</li><li>• Role and responsibilities: appointment of different group members that will be more focused on time management, learning objectives,</li></ul>

	<p>group dynamics/atmosphere</p> <ul style="list-style-type: none"> <li>• Group discussion: how to cover the subject</li> <li>• Definition of the workshop specific learning objectives</li> <li>• Workshop preparation: definition of tools and methods, space identification, tasks and responsibilities division, materials and logistics, rehearsal of the workshop before to deliver it</li> <li>• Fill in the toolkit.</li> </ul> <p><b>Step 4. Feedbacks</b></p> <p>At the end of the preparation it's run a session about feedbacks: this part is shaped to make participants reflect on how to give a positive feedback to the others after the end of the workshop. Indeed, after realizing each workshop, extra 30 minutes will be allocated to give feedbacks about the activity organized.</p> <p>The Sandwich model (<b>See Handout below</b>) is presented in plenary and participants can ask questions and clarifications.</p> <p>The main elements that have to be analysed are:</p> <ul style="list-style-type: none"> <li>• <b>your feelings</b></li> <li>• <b>something to improve</b></li> <li>• <b>something good.</b></li> </ul>
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# HANDOUT\_ SANDWICH MODEL



HOW I FEEL



SOMETHING  
TO IMPROVE



SOMETHING I  
LIKE



<b>TITLE</b>	<b>Workshops</b>
<b>TOPIC/S</b>	Interactive methods within non formal education to run a workshop
<b>AIM</b>	To make participants practicing how to implement a workshop of 90 minutes. This session it's extremely important because enabled the participants to create, implement and asses some of the workshops to be afterwards used during the youth exchanges
<b>TOOL TYPE</b>	Work in groups
<b>DURATION</b>	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop
<b>MATERIAL</b>	180 minutes
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>MORNING</b></p> <p><b>Workshop 1</b> 90 minutes <b>Feedbacks Workshop 1</b> 30 minutes <b>BREAK</b></p> <p><b>Workshop 2</b> 90 minutes <b>Feedbacks Workshop 2</b> 30 minutes</p> <p><b>AFTERNOON</b></p> <p><b>Workshop 3</b> 90 minutes <b>Feedbacks Workshop 3</b> 30 minutes <b>BREAK</b></p> <p><b>Workshop 4</b> 90 minutes <b>Feedbacks Workshop 4</b> 30 minutes</p> <p><b>GENERAL REMARK ABOUT FEEDBACKS</b> At the end of each workshop it's run the Feedbacks session and the workshop' participants are asked to write on 3 different post-it the 3 elements to evaluate and then they can also take the floor to comment. All the post-it are then collected by the group of facilitators because they will be useful for the upcoming session "Tools evaluation". The focus is centred on "giving positive feedback". Facilitators have to underline that there is no intention to make anyone feeling uncomfortable or hurt. On the contrary, the activity aims to give the chance to think how to</p>



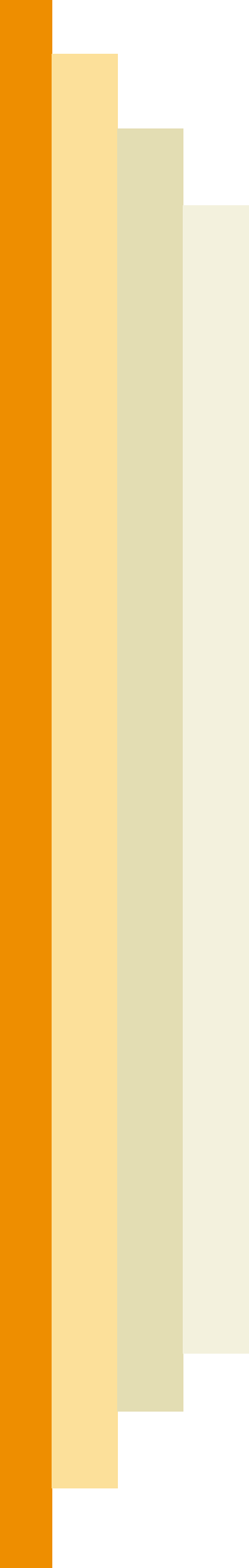
	find positive words for people we work with and encourage them to continue working and trying to improve all the time. Every time feedbacks are towards the activity, not personal feedbacks to individual participants are given.
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# EVALUATION

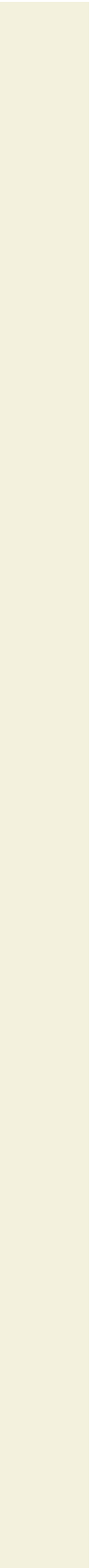
<b>TITLE</b>	<b>Stations</b>
<b>TOPIC/S</b>	Final, overall evaluation of the project
<b>AIM</b>	To run the final, overall evaluation of the project, running the analysis of the different main elements (food and lodgement, learning, group dynamics, logistic, pool of trainers)
<b>TOOL TYPE</b>	Artistic and interactive session, individual work
<b>DURATION</b>	90 minutes
<b>MATERIAL</b>	All the material needed to arrange the different spaces and settings (accordingly to the trainers fantasy 😊)
<b>DESCRIPTION</b>	<p><b>Setting:</b> we need or a very big workshop room that can be divided in different spaces or different rooms or spaces outside (if there is a good weather). In case we are going outside, we need to take care that the spaces are separated but not too much distant. Soft music and good decorations are welcomed to create the atmosphere 😊</p> <p><b>Beginning:</b> one of the facilitator makes a short introduction on the activity' tasks, participants enter the different settings for the evaluation and are invited to discover the surrounding. They can stay as long as they want in each space answering the questions and expressing themselves, they can move and then be back if they want to add something.</p> <p><b>Space 1 – food and lodgement</b>  <u>Instruction:</u> <i>comment with post-it and messages how the accommodation and food was</i>  <u>Methodology:</u> drawings representing food and accommodation and post-it to leave comments and feedbacks</p> <p><b>Space 2 – group dynamics</b>  <u>Instructions:</u> <i>tell it with a drawing! You can paint, use colours, drawings and all your creativity to comment the group dynamics</i>  <u>Methodology:</u> on the floor there is the big flipchart with colours and markers</p> <p><b>Space 3 – topics/contents</b>  <u>Instruction:</u> <i>draw a face on each section, representing the training specific topics. More you are satisfied and more the face is with a smile and is closer to the target centre. Less you are satisfied and more the face is serious and closer to the external part of the target</i>  <u>Methodology:</u> on a board there is a big flipchart with a target. The target is divided in different areas, accordingly to the specific objectives of the</p>

	<p>training. On the floor, there are pens and coloured markers to comment</p> <p><b>Space 4 – tools and methods</b>  <i>Instruction:</i> leave comment, using the pieces of paper, on what you have learnt and you would like to bring back home and what instead you would like to leave behind  <i>Methodology:</i> two drawings, one representing a luggage (symbolising what we want to bring back home) and with a trash bean (symbolising what we want to leave behind)</p> <p><b>Space 5 – Training in Action</b>  <i>Instruction:</i> write a letter to yourselves to comment your participation during the training. When you finish, please hung the letter on the rope, using a cloth peg  <i>Methodology:</i> a rope is in tension between two sides of the room. There are cloth pegs on the rope (as in a laundry) and on a chair, many pieces of paper (A4 cut in half) with pens, to write the letter</p> <p><b>Space 6 – pool of trainers</b>  <i>Instruction:</i> write a message, feedback, comment, suggestion you would like to leave to the pool of trainers  <i>Methodology:</i> post box on the ground with pieces of paper and pens to write down the comments/feedbacks</p>
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<b>TITLE</b>	<b>Circle of words</b>
<b>TOPIC/S</b>	Collective evaluation
<b>AIM</b>	To run a collective evaluation in plenary
<b>TOOL TYPE</b>	Evaluation tool
<b>DURATION</b>	/ minutes (the time necessary for each person to share, freely, his/her feelings, impressions, comments and ideas)
<b>MATERIAL</b>	/
<b>DESCRIPTION</b>	<p><b>Setting:</b> participants are sitting in circle in the workshop room and the facilitator is presenting the activity. Participants have to take the floor one by one and they have to say "something to themselves" and "something to the group".</p> <p><b>NOTE:</b> when the turn to speak arrives, if the person does not feel ready to express, can skip the first round, but then in the second round has to take the floor and express themselves.</p>









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It promotes peace, social and economic justice, equality and the guarantee of citizenship rights, democracy and participation, social inclusion and intercultural dialogue.

At the local, national and international level, Lunaria performs and stimulates social change, carrying out advocacy initiatives, political and cultural events, non-formal education and communication activities, and leading networking as well as information and raising awareness campaigns.

The core of Lunaria's work and commitment is made of international volunteering and mobility, youth programmes, migrations and the struggle against racism and inequalities, sustainable development, the analysis of economic, social, and public spending policies.

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# FR.O.M.

NFE Tools to Raise Awareness on  
Anti-Racism and Freedom of  
Movement

TOOLKIT OF THE TRAINING COURSE

11th-16th JANUARY 2019

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