

MIRROR

**Non formal Education and Graphic
tools to Raise Awareness on
Diversity and Anti Racisms**



TOOLKIT OF THE TRAINING COURSE

05 – 11 March 2023

La Buona Terra, Passignano sul Trasimeno (PG), Italy



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PROJECT DESCRIPTION

MIRROR aims to develop tools and working methods, among youth workers, educators and group leaders, to fight racism and raise awareness on diversity.

MIRROR is a project realized within the Erasmus+ programs, including:

1 TRAINING
COURSE

2 PREPARATORY
VISITS

2 YOUTH
EXCHANGES

MAIN TOPICS

ANTIRACISM

Different kind of racism and discrimination were shared and analyzed, focusing mostly on their different forms and displays, developing various strategies to fight the phenomenon.

More specifically the training course allowed to develop a stronger knowledge on the subject, sharing the situation in the participating countries within a European perspective.

Concrete methods and actions were fine-tuned in order to contrast discrimination and xenophobia, promoting the participation of young people and youth coming from backgrounds with fewer opportunities

METHODOLOGIES USED

The activities implemented during the training course were set within the non-formal education context.

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 ... where young people meet, for example, to undertake projects together ... Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing."*

From: <https://www.coe.int/en/web/european-youth-foundation/definitions>

Non-formal education should be also:

- voluntary based
- open and accessible to everyone
- participatory
- learner-oriented
- based on active participation and exchange
- based on experience and action
- holistic and process-oriented

In the NFE, the learning process grounds on specific educational objectives previously identified, then monitored during the process and eventually, modified according to the learners' needs.

LEARNING

In the Non-Formal Education activities applied during the training, Learning was articulated accordingly to a set of specific pillars:

Learning by doing approach: specific aims 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 we all learn and acquire different competences and skills in different moments and spheres of our life

Shared learning path: among the learners and within the group, encouraging the horizontal exchange of knowledge within and among the learners/experts

Flexibility: methods to be re-adapted all along the process, taking into account the learning needs of participants and of all the involved actors

Horizontal interaction

among trainees,
facilitators and trainers

**Soft skills and key
competences**

analysis and recognition

Personal empowerment

enhancement of the self-
esteem and of the self-
confidence

KEY WORDS

Participative methods

permanent testing,
development and
upgrading

Exchange

of feelings, feedbacks, experiences
and knowledge

Transmission

of knowledge and methods
to other beneficiaries

Learning assessment

of individuals and groups

HOW TO USE THE TOOLKIT

The Toolkit aims to show the activities run during the Training Course held in Mrch 2023.

ACTORS

the Toolkit is targeted to the participants involved in the training course, their sending organizations, other youth workers and associations interested to develop new actions within youth work framework, to promote understanding, intercultural learning and anti-racism.

FORMAT

MIRROR project and the Toolkit part of it, are conceived as an “open format” that can be used with different shapes and duration and could be replicated in the involved partner countries and in new ones, not directly participating in the project. Moreover, the Toolkit, thanks to its participative methodologies, can be used in different setting and backgrounds.

FLEXIBILITY

the Toolkit is conceived as a flexible tool, by this we mean 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 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

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NAME GAMES
Name and gesture
Name and hat
The Blanket

GETTING TO KNOW
Human Bingo
The portrait

TEAM BUILDING
Cross the river

INTRO ON MIRROR
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2

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5

TRAINING IN ACTION
TiA presentation
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6

TRAINING IN ACTION
Workshops implementation

7

LEARNINGS
Workshops assessment
Facilitator's role

FINAL EVALUATION
Stations
The net

ACTIVITIES INDEX

The Index of Activities is conceived to present the activities not in a chronological order but in alphabetic order, according to the topic addressed, including the reference page number.

TOPIC ADDRESSED:

- Group Dynamic - indicated with: GD
- Anti-Racism: AR
- Methodologies Testing and Upgrading - indicated with: TIA
- Final Evaluation - indicated with: FE

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TOOLKIT OF THE TRAINING COURSE

NAME GAMES

TITLE	NAME AND GESTURE
TOPIC/S	Getting to know each other and group creation
AIM	To activate and facilitate the participants interaction
TOOL TYPE	Icebreaker/Name game
DURATION	10 minutes
MATERIAL	/
DESCRIPTION	<p>Participants are standing in a circle and, one by one, they say their names and show their favourite dance move at the same time. After eachone says their name and shows the move, the whole group repeats the name and the gesture once, before moving to the next person.</p> <p>The game ends once the circle is completed.</p>

TITLE	NAME AND HAT
TOPIC/S	Getting to know each other and group creation
AIM	To break the ice and start to work on the group creation
TOOL TYPE	Icebreaker/Name game
DURATION	10 minutes
MATERIAL	An hat
DESCRIPTION	<p>Participants are standing in a circle and one participant (A) is in the middle of the circle. The aim for "A" is not to move from the middle, changing position with someone else. How: the participant in the middle (A) walks in the direction of another participant (B) in order to touch their shoulder and change the position. "B" has to say as fast as possible the name of another participant (C). Thus, "A" has to change direction toward "C", etc. When A manages to touch the shoulder of a participant, the roles change.</p>

TITLE	THE BLANKET
TOPIC/S	Getting to know each other and group creation
AIM	To remember the names and to make participants interact
TOOL TYPE	Icebreaker/Name game
DURATION	20 minutes
MATERIAL	A blanket
DESCRIPTION	<p>Participants are divided in 2 sub-groups: the participants of each group receive a number. The two groups are divided by a blanket kept up by trainers. When trainers call a number the persons of the two groups with the corresponding number, have to get closer to the blanket. When the blanket fall down they have to guess the name of who is standing in front. The fastest win.</p> <p>NOTE: the following options can be forecast. Option 1. the losers go back to their group; Option 2. the losers have to move to the other group.</p>

GETTING TO KNOW

TITLE	HUMAN BINGO
TOPIC/S	Getting to know each other
AIM	To break the ice
TOOL TYPE	Ice breaker, getting to know each other
DURATION	40 minutes
MATERIAL	Papers, pens
DESCRIPTION	<p>Each participant receives a piece of paper and the facilitator invites them to write 6 things that represent them or that they like. As soon as everybody finishes, they have to mingle around the room, meet with someone else and try to find what they have in common among the elements they wrote.</p> <p>When they find someone with the same element, they have to write each other names on the paper.</p> <p>The aim is to find things they have in common with other team members. The game finishes when someone, as a first, fills the list with the other participant's name.</p>

TITLE	THE PORTRAIT
TOPIC/S	Getting to know each other/Group cohesion
AIM	To remember the names and to make participants interact
TOOL TYPE	Ice breaker/Getting to know each other's
DURATION	20 minutes
MATERIAL	A4 papers and markers
DESCRIPTION	<p>The activity is organised according to the following steps:</p> <p>Step 1. Name 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>Step 2. Forehead 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>Step 3. Eyes and nose 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>Step 4. Mouth and chin 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>Step 5. Final drawing When the trainer says "go!" they have to go to the middle and find the paper with their name and with the drawing realised by the other. At the end of the activity all the drawings are put on the wall.</p>

TEAM BUILDING

TITLE	CROSS THE RIVER
TOPIC/S	Cooperation, communication, active listening
AIM	To make participants experiment group cooperation, active listening and different ways to communicate
TOOL TYPE	Team building activity
DURATION	90 minutes
MATERIAL	Sheets of paper A4, ropes
DESCRIPTION	<p>Setting: before starting the activity the workshop room or outdoor space has to be properly arranged in the following way: there should be two ropes on the ground parallel to each other, about 20 feet apart. The activity is organised according to the following steps:</p> <p>Step 1. Instructions Participants have to line up on one side of the rope, and they are informed that they are looking at a giant hot chocolate river. They must get their entire team across the hot chocolate river, but it is too hot to swim across, and too deep to walk across. Obviously, they cannot walk around the river, since it does not end just because the ropes do. The only way to get across is by using the stones to be provided by the facilitators (such as carpet squares, poly spots, paper plates or an A4 paper). Then, participants receive about eight or nine pieces of paper, so that they have enough to get across with one or two left over. Unfortunately, the stream in the river is so strong that it actually sweeps the stones away if someone is not holding them down (with a hand, foot, or other safe appendage). Also, the stones swell up once they are placed in the river, and they become too heavy to move again, so they must remain where they are placed.</p> <p>Step 2. Crossing the river 1 Participants, as a whole group, have to start to play, finding their way to arrive on the other side of the river. Voice can be used while crossing.</p> <p>Step 3. Crossing the river 2 Once the whole group has crossed the river, a second round is proposed. Now the group has five minutes at disposal to design a strategy to cross the river. After the five minutes are over, participants, as a whole group, have to cross, finding their way to arrive on the other side of the river. Voice is not allowed while crossing.</p> <p>Step 4. Debriefing It follows a debriefing in plenary, focused on observation, team responsibility and communication among the group members. Key questions for the debriefing:</p> <ul style="list-style-type: none"> • What did you feel? • What has happened in the first round? • What has happened in the second round? • Did you manage to find a way/strategy? And if yes, which one? • Do you feel everybody was included? • Did you notice any difference between crossing using the voice and not using it?

INTRO ON MIRROR

TITLE	COLLECTIVE COLLAGE
TOPIC/S	Migration and sub-related topics
AIM	To introduce the topic of the project and the collage technique
TOOL TYPE	Collage
DURATION	40 minutes
MATERIAL	Magazines, glues, scissors, A3 paper, jumbo colours
DESCRIPTION	<p>Participants are divided in groups of four/five people and they are asked to create a collective collage to represent the most relevant topics related to the project MIRROR and, more specifically, to migration. They can use magazines and also add some key words if they want.</p> <p>After the collage creation, each group is invited to present to the others their creation. It follows a collective discussion in plenary based on the similarities and on the different elements appeared.</p>

INTRO ON MIGRATION

TITLE	THE WORLD MAP
TOPIC/S	How do we move in the world
AIM	To introduce the topic of migration starting from personal experiences
TOOL TYPE	Getting to know each others
DURATION	30 minutes
MATERIAL	/
DESCRIPTION	<p>Participants are standing in the middle of the room or in an outdoor space and the facilitator explains that they are now inside an imaginary world map, where there are four cardinal points: north, south, west, east.</p> <p>The facilitator reads a set of questions and the participants have to answer them by positioning themselves in a specific point in the world map. After each question, it follows a brief restitution from participants on the position they took.</p> <p>At the end it follows a debriefing on what participants observed and what they can realise from this activity. This activity is conceived as an introduction to the topic of migration, starting from the personal experiences of participants and then, moving forward into the subject.</p> <p>HANDOUT BELOW</p>

HANDOUT - QUESTIONS

WHERE ARE YOU FROM?

WHERE WERE YOU BORN?

WHERE ARE YOUR ROOTS?

WHERE DOES YOUR FAVOURITE DESSERT COME FROM?

LAST PLACE YOU VISITED WAS

WHERE DOES YOUR FAVOURITE BOOK COME FROM?

WHERE WOULD YOU LIKE TO GO?

TITLE	THE GALLERY
TOPIC/S	Discrimination
AIM	To encourage participant to reflect on what is discrimination for them
TOOL TYPE	Visual tool, work in group and plenary
DURATION	90 minutes
MATERIAL	Printed photos, post-it, pens
DESCRIPTION	<p>Setting: the room is set as a museum hosting an exhibition (with many photos). Soft music in the background.</p> <p>The activity is organized according to the following steps:</p> <p>Step 1. Pick up a photo Participants are entering the room, they are invited to move freely in the space, having a look at the different pictures. Then they have to pick up one photo, the one that is for them more representative of the word “discrimination”.</p> <p>Step 2. Sharing Participants are gathered in plenary and they are asked to present their picture and to express why they chose it.</p>

TITLE	REASONS TO MIGRATE
TOPIC/S	Migrations
AIM	To reflect on the different reasons leading people migrate
TOOL TYPE	Brainstorming
DURATION	30 minutes
MATERIAL	Flipcharts, markers, piece of paper, pens
DESCRIPTION	<p>The activity is organized according to the following steps:</p> <p>Step 1. Individual reflection Participants are asked to individually reflect about why people migrate and to list, on a piece of paper, all the different reasons that pop up in their mind.</p> <p>Step 2. Collective brainstorming The participants are now asked to share with everybody what they wrote and the facilitator takes notes on a flipchart. It follows a plenary to reflect on the main outcomes</p>

TITLE	WHO MIGRANTS ARE?
TOPIC/S	Migration
AIM	To create a common understanding on the topic and on specific key words
TOOL TYPE	Work in groups and group discussion
DURATION	60 minutes
MATERIAL	Paper, pens, flipcharts
DESCRIPTION	<p>The activity is organised according to the following steps:</p> <p>Step 1. Definitions Participants are divided in sub-groups and each group receives the task to give a definition of the different types (status) of migrants: refugee, asylum seeker, internally displaced person (IDP), unaccompanied foreign minor.</p> <p>Step 2. Sharing Each group has to briefly present the definitions in plenary. It's then left space for questions to clarify and comments. Optional - are presented other "official" definitions and checked what are the similarities and the differences between the definitions.</p> <p>NOTE: if facilitators want to include the presentation of more official definitions, it's very important that, while presenting the definitions they should not be assumed/presented as "the universal truth". On the contrary, they should be presented with an "open" approach, asking the group to analyse similarities and differences and asking them if they feel represented by these definitions or not.</p> <p>HANDOUT BELOW</p>

HANDOUT - DEFINITIONS

REFUGEE	<p>A person who, owing to a well founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country.</p> <p>The definition of “refugee” has been defined in 1951 in the Geneva Convention – United Nations Convention on the Status of refugee</p>
ASYLUM SEEKER	<p>A person who has left their country of origin, since persecuted because of race, religion, nationality, membership of a particular group or political opinion, who has applied for recognition as a refugee in another country, and is awaiting a decision on their application.</p> <p>The definition of “asylum seeker” has been defined in 1951 in the Geneva Convention</p>
INTERNALLY DISPLACED PERSON (IDP)	<p>Someone who has been forced to leave their home because of armed conflict, violence, violations of human rights, or natural or human made disasters, and who has not crossed an international border.</p> <p>Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalised violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized state border.</p>
UN - ACCOMPANIED FOREIGN MINOR	<p>A minor who has left his/her country of origin, without being accompanied by the family. The minor can be with or without documents. Under the Declaration of the Rights of the Child, adopted by UN General Assembly Resolution 1386 (XIV) of 10th December 1959, they have to be protected by the new hosting country and cannot be expelled.</p>

DIFFERENT REALITIES

TITLE	WALK AND TALK
TOPIC/S	To encourage reflection, active listening and storytelling around migration in relation to participants lives, work and local context
AIM	To reflect on the meaning of 'migration' and how it appears in participant's lives, work and local context
TOOL TYPE	Visual tool and storytelling
DURATION	90 minutes
MATERIAL	Guided visualisation prepared in advance and questions/sentences prepared in advance (printed version)
DESCRIPTION	<p>The activity is organized according to the following steps:</p> <p>Step 1. Visualisation of the journey to the training Participants are informed that this is the time for personal reflection. Thus, they are asked to walk around the space and find a place for themselves. Then, they are asked to lower their gaze or close their eyes and the facilitator informs them that, if they are feeling uncomfortable to do this activity, they could just listen with eyes open and see if any memories arise. Then, the facilitator starts talking, accompanying participants across a symbolic journey, and recalling their recent travel to the training.</p> <p>Step 2. Pairs, listening and answering Participants are asked to pair up with someone they haven't had a chance to know yet and the facilitator explains that, for the next part of the activity, they will work in pairs and can choose to walk anywhere they want to. The facilitator hands out to each pair a list of open sentences (from 3 to 6) and explains that there will be 30 minutes, allocated for this part of the activity, thus to answer and to listen at the other person's answers. Participants are informed that they are in charge of the time and that this is a moment to reflect, actively listen to each other and offer reflective questions. Moreover, if during the activity, they will find a sentence they do not feel comfortable to answer to, they can simply inform their partners and choose not to answer. Below the set of open sentences:</p> <ul style="list-style-type: none"> • 1 thing I noticed about myself and my journey here during the visualisation was..... • a journey like the one bringing you here, can be considered a form of migration..... • how has migration or movement shown up in my life (change of school, country, by choice, necessity)..... • I feel I belong when..... • one reason I do the work /volunteering / studying I do is..... <p>Step 3. Debriefing It follows a debriefing in plenary. Key questions for the debriefing:</p> <ul style="list-style-type: none"> • How did you feel while sharing the story? • Could you see the link between your life experiences and the action you take? • Are there any insights you would like to share? • Did you discover anything new about yourself? • Can be these questions linked to racism? <p>HANDOUT BELOW</p>

HANDOUT - VISUALIZATION

Example of a guided visualisation:

“Bring your attention to your senses. Notice your breathing without changing anything about it, just notice. Bring your attention to the point where your feet touch the ground, feel them held and supported by the earth. Bring your attention to the sounds around you - what can you hear? Bring your attention to the temperature in the room - is it warm, cold etc ...”

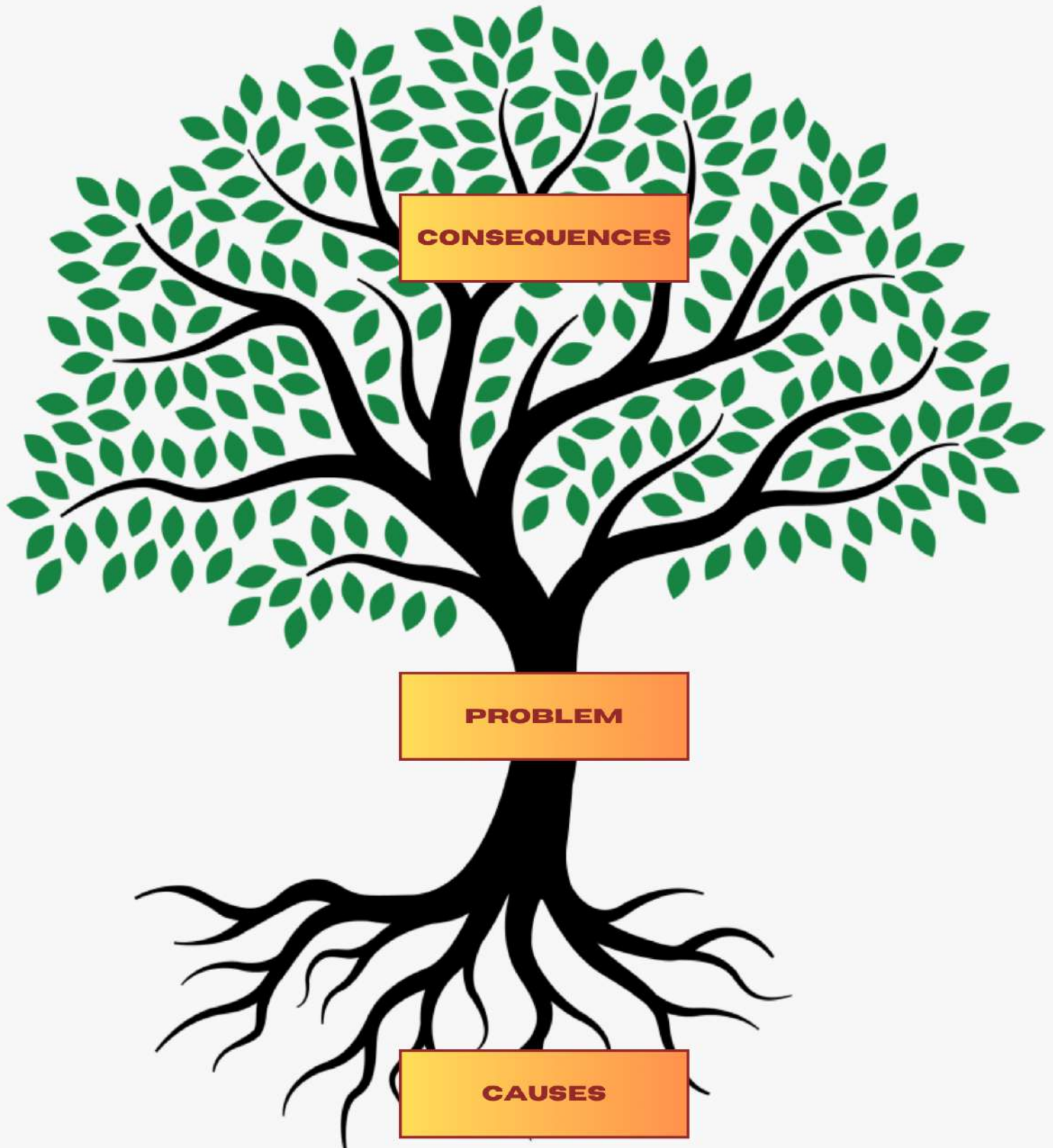
After this introductory step, bring participants to the moment they left their house to make their way to the training:

“What route did you take to get here? What sort of transport did you take? Did you have to cross physical borders? How did it make you feel? Did any thoughts or emotions come up knowing that soon you will arrive at a place that is unknown? What were you concerned about? What were you expecting? Were you afraid that who you are or what you look like might be judged by others? Is it possible you might make assumptions of others before knowing them?”.

“Then, bring your attention back to the point where your feet touch the ground, where you are held and supported. Open your eyes and look around at all the people choosing to be here”.

TITLE	MIGRATION IN # REALITIES
TOPIC/S	Migration in different countries
AIM	<ul style="list-style-type: none"> • To share country situation on migration • To analyse causes and consequences of discrimination
TOOL TYPE	Group work
DURATION	190 minutes
MATERIAL	Flipcharts, A4 paper, pens, markers
DESCRIPTION	<p>The activity is organized according to the following steps:</p> <p>Step 1. Sharing Migration Participants are divided in sub-groups and they are asked to share what is happening in their reality about migration (at least one element from each participant). After everyone has shared, they have to select one case that for them is the most representative of discrimination, related to migration.</p> <p>Step 2. Tree Model presentation It follows in plenary the presentation of the models: "The tree" (to analyse causes and consequences of a problem). It is explained that the model can be used as a reference structure to afterwards analyse the discrimination case picked up.</p> <p>Step 3. Discrimination case analysis Back in groups and, with the support of the model as reference guiding structure, participants are entering the analysis, detecting the most relevant elements within the type of discrimination picked up. Among the elements to identify:</p> <ul style="list-style-type: none"> • What is the original discrimination about? • What are the actors (primary and secondary, if there are)? • What are the direct and indirect consequences? <p>After the analysis, each group has to prepare a brief presentation for the plenary.</p> <p>Step 4. Plenary In plenary, are run the different presentations of the work done. After each presentation, extra time is allocated for questions and answers from the participants.</p> <p>HANDOUT BELOW</p>

HANDOUT - THE TREE MODEL



STEREOTYPES AND PREJUDICES

TITLE	THE ALBATROS
TOPIC/S	Stereotypes and prejudices
AIM	To jointly reflect on the stereotypes and prejudices that might appear while meeting other people and to reflect on the Intercultural Learning process. NOTE: if you have never took part in the Albatros exercise, it would be better to do it first as a participant, before you decide whether it is useful for your teaching, training, and orientation purposes
TOOL TYPE	Simulation activity, plenary debriefing and discussion
DURATION	120 minutes
MATERIAL	One small bowl for hand washing, some kind of liquid to drink (lemonade or soda 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
DESCRIPTION	<p>The activity is divided in two different steps, the first consists of performing a ceremonial greeting between members of an imaginary culture (Albatros) and foreigners. The second part consists of a debriefing in plenary and extended discussion.</p> <p>Setting: 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 according to the following steps:</p> <p>Step 1. Ceremonial performing</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>

DESCRIPTION

1.a. entering: 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.

1.b. setting: the male and female Albatrossians are in their places, the man on the chair, the woman kneeling beside him.

1.c. 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.d. circle of greetings: the Albatrossians 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.e. 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.f. 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.g. 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.h. pauses: during the pauses Albatrossian man gently pushes the woman's head from time to time downward as she kneels.

1.i. 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.l. 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.

Step 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.

DESCRIPTION

- The debriefing should be structured in a consequential order of key questions:
- 2.a. what did you see? - (pure observation): in this step, avoid any kind of interpretation.
- 2.b. what did you feel? - (interpretation): in this part probably participants will show up their frustration for some parts in the activity, is important to keep note and let them share what they have felt.
- 2.c. 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.

After this stage the facilitator presents the main elements of the Albatrossian culture (see the Handout Activity Culture Explanation below) and it followed an extended discussion, based on the presentation of the Iceberg Model.

HANDOUTS BELOW

HANDOUT - ALBATROS ACTIVITY CULTURE EXPLAINATION

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 EXPLAINATION

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.

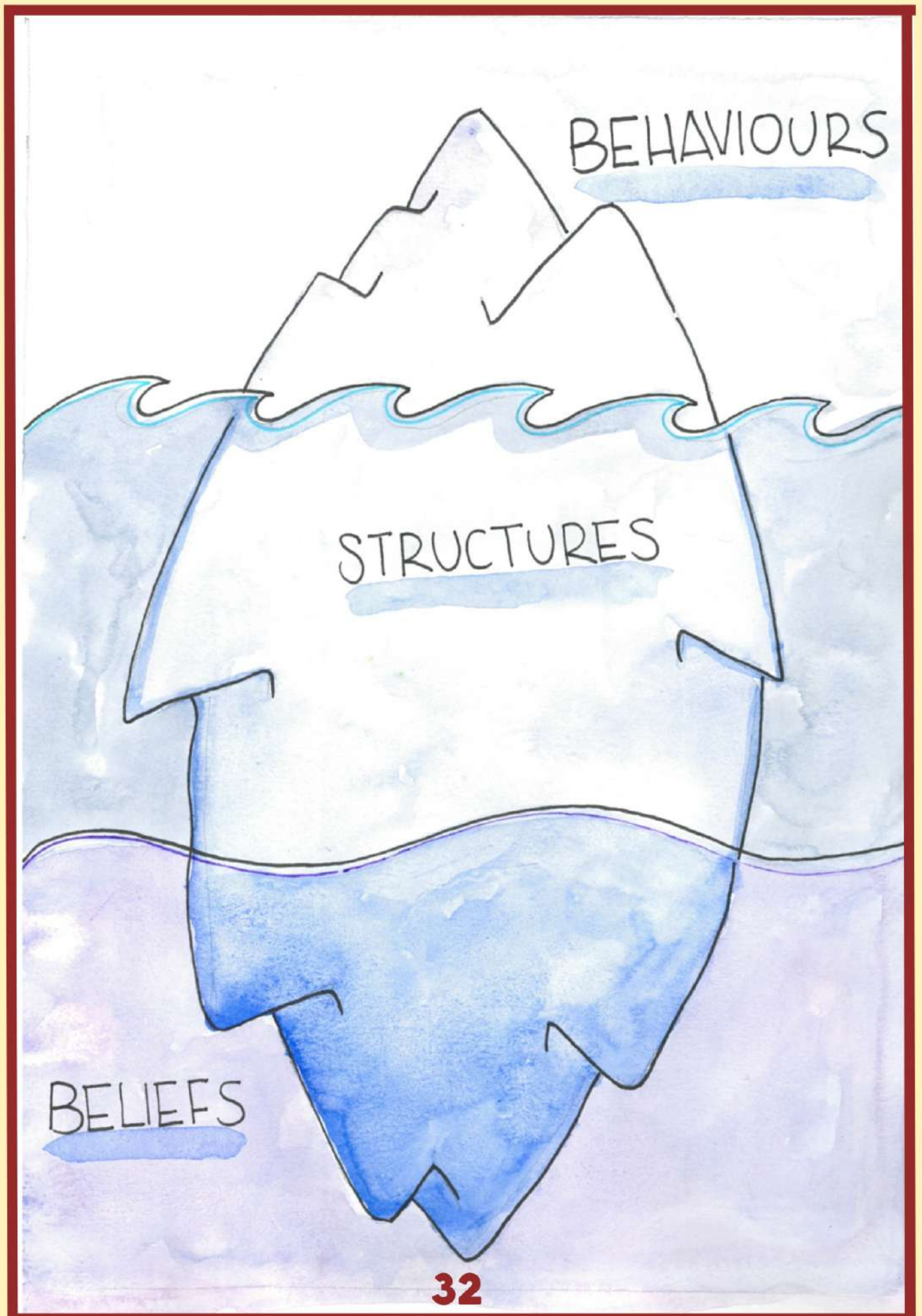
The roles of men and women in the society reflect this relationship to Earth. For example, the fact that the Albatrossian man pushes down the head of the kneeling woman is a pursuit of his obligations in the society, it is his duty to remind her of sacredness, to approach it through her, to protect her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

HANDOUT - THE ICEBERG MODEL



INTERCULTURAL LEARNING

TITLE	ABIGAIL
TOPIC/S	Intercultural Learning
AIM	To deepen the prejudices and stereotypes and to explore the links between them and intercultural learning
TOOL TYPE	Snowball, work in group and open discussion in plenary
DURATION	120 minutes
MATERIAL	Handout with the Abigail story
DESCRIPTION	<p>Abigail's Story is a tale that shows how people view the world from different perspectives, have different values and reach different conclusions out of the same information. It's a valuable tool to tackle prejudices and stereotypes and to explore the links between them, gender role models and intercultural learning.</p> <p>The activity is organized according to the following steps:</p> <p>Step 1. Story Participants receive and read the story.</p> <p>Step 2. Ranking with snowball technique</p> <ul style="list-style-type: none"> • Individual level: participants are asked individually to rank the characters from the "best" to the "worst". • Pairs are now created and each pair has to find a common list of ranking, starting from their personal one. • Groups of four are now created, and each group has to find a common list of ranking, starting from the work done in pairs. • Group of eight are created and each group has to find a common list of ranking, starting from the work done in four. <p>Step 3. Discussion in plenary Back in plenary, the groups read the characters' ranking list, while a facilitator keeps note on a flipchart. Each group has therefore to present the reasons behind the ranking choices.</p> <p>Step 4. Debriefing It follows the debriefing, analysing the different rankings' orders and the reasons behind the choices. Below the list of key-questions that can be asked:</p> <ul style="list-style-type: none"> • Why your group did the ranking in such a way? • According to what criteria the ranking was done? • According to what criteria you pictured your characters and imagined their life? Please describe in details how did you imagine your character. • What do you think this activity is about? <p>HANDOUT BELOW</p>

HANDOUT - ABIGAIL STORY

ONCE UPON A TIME THERE WAS A VERY BEAUTIFUL GIRL CALLED ABIGAIL, WHO WAS LIVING WITH HER MOTHER IN A SMALL VILLAGE.

ABIGAIL LOVED TOM, WHO WAS LIVING ON THE OTHER SIDE OF A RIVER, AND SHE WAS USING THE ONLY BRIDGE THAT WAS CROSSING THE WATER STREAM TO MEET HIM.

ONE NIGHT, A HUGE STORM FLOODED AND DESTROYED THE BRIDGE.

ABIGAIL WAS REALLY SAD BECAUSE IT WOULD HAVE TAKEN MONTHS TO BUILD THE BRIDGE AGAIN. ONE DAY ABIGAIL SAW A LITTLE BOAT TIED ON A LAP IN THE RIVER, SO SHE WENT TO SPEAK TO THE OWNER OF THE BOAT, SIMBAD. "COULD YOU PLEASE BRING ME TO THE OTHER SHORE OF THE RIVER?"

ABIGAIL DIDN'T KNOW THE MAN, HOWEVER HE SEEM TO UNDERSTAND THE PROBLEM AND WAS WILLING TO HELP. THE GIRL SMILED, BUT THEN SIMBAD SAID TO HER: "I BRING YOU THERE IF YOU SLEEP WITH ME". ABIGAIL RUN AWAY CRYING.

SHE WENT TO HER MOTHER TO ASK FOR ADVICE, BUT SHE DIDN'T GIVE ANY AND JUST TOLD HER TO DO WHAT SHE WAS THINKING WAS CORRECT.

SO, SHE DECIDED TO FIND SIMBAD AND ACCEPTED HIS PROPOSAL.

AFTER SHE SLEPT WITH HIM, HE BROUGHT HER TO THE OTHER SHORE.

WHEN SHE MET TOM SHE TOLD HIM EVERYTHING SHE DID IN ORDER TO MEET HIM, BUT HE BECAME VERY ANGRY AND SCREAMED TO HER: "YOU CHAETED ON ME!", THEN KICKED HER OUT OF HIS HOUSE.

ABGAIL RUN AWAY, WHEN SHE MET THE BEST FRIEND OF TOM, BOB, TO WHOM SHE EXPLAINED EVERYTHING SHE HAS PASSED THROUGH.

BOB GOT REALLY ANGRY BY THE BEHAVIOUR OF TOM AND PUNCHED HIM IN THE FACE.

THEN, HE WENT TO LOOK FOR ABIGAIL.

DISCRIMINATION

TITLE	ONE STEP FORWARD
TOPIC/S	Discrimination
AIM	<ul style="list-style-type: none"> • To promote empathy with other people different from us • To raise awareness about unequal opportunities in society
TOOL TYPE	Simulation
DURATION	90 minutes
MATERIAL	Role card, background music
DESCRIPTION	<p>Setting: create a calm atmosphere with some soft background music.</p> <p>The activity is organized according to the following steps:</p> <p>Step 1. Entering the room Participants are invited to enter one by one the space, keeping the silence, and choosing a comfortable position. They can stand or sit. Once everybody enters the room, the facilitator gives to each participant a paper where a character is written. They have to read it and keep it to themselves and not to show it to anyone else.</p> <p>Step 2. Entering the role Participants are then asked to start to get into the role. To help the, the facilitator can read out some of the following questions, pausing after each one, to give everyone the proper time to reflect and to build up a picture of themselves and their lives:</p> <ul style="list-style-type: none"> • What was your childhood like? What sort of house did you live in? What kind of games did you play? • What is your everyday life now? What do you do in the morning, in the afternoon, in the evening? • Where do you live? • How much money do you earn each month? • What do you do in your free time? • What do you do during your holidays? • What excites you and what are you afraid of? <p>Step 3. Line The participants are asked to remain silent and to position themselves standing in a line beside each other (like on a starting line). The facilitator explains that is going to read out a list of statements. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move. They have to answer as they think their character would answer. At the end everyone is invited to take a look of their final positions and one by one, they are asked to read out loud their character.</p>

DESCRIPTION

Step 4. De-rolling

Participants are given a couple of minutes to step out of role before to start the debriefing in plenary.

Step 5. Debriefing

The following questions can be asked to guide the reflection about the activity:

- How did you feel?
- How did you imagine your character? And why?
- Do you know someone as your character (from your life, books, news...)?
- How did people feel stepping forward - or not?
- For those who stepped forward often: at what point did you begin to notice that others were not moving as fast as you were?
- Does the exercise mirror society in some way? How?

This activity is an adaptation of "One step forward" developed by the CoE
<https://www.coe.int/en/web/compass/take-a-step-forward>

HANDOUTS BELOW

HANDOUT - STATEMENTS

<input type="checkbox"/>	YOU DON'T HAVE FINANCIAL DIFFICULTY
<input type="checkbox"/>	YOUR LANGUAGE, RELIGION AND CULTURE ARE RESPECTED
<input type="checkbox"/>	YOUR SOCIAL AND POLITICAL OPINIONS ARE LISTENED
<input type="checkbox"/>	YOU ARE NOT AFRAID IF THE POLICE STOPS YOU IN THE STREET
<input type="checkbox"/>	YOU NEVER FEEL DISCRIMINATED BECAUSE OF YOUR ORIGIN
<input type="checkbox"/>	YOU HAVE SOCIAL AND MEDICAL PROTECTION
<input type="checkbox"/>	YOU CAN GO ON HOLIDAY ONCE A YEAR
<input type="checkbox"/>	YOU CAN INVITE FRIENDS FOR DINNER AT HOME
<input type="checkbox"/>	YOU CAN STUDY AND CHOOSE THE WORK YOU LIKE
<input type="checkbox"/>	YOU ARE AFRAID TO BE HARASSED DURING THE NIGHT
<input type="checkbox"/>	YOU CAN VOTE IN NATIONAL AND LOCAL ELECTIONS
<input type="checkbox"/>	YOU ARE FREE TO TRAVEL ABROAD
<input type="checkbox"/>	YOU ARE NOT AFRAID FOR THE FUTURE OF YOUR CHILDREN
<input type="checkbox"/>	YOU CAN BUY NEW CLOTHES WHEN YOU WANT
<input type="checkbox"/>	YOU CAN FALL IN LOVE WITH THE PERSON OF YOUR CHOICE
<input type="checkbox"/>	YOU FEEL APPRECIATED IN YOUR COMMUNITY
<input type="checkbox"/>	YOU FEEL DISCRIMINATED BY MEDIA
<input type="checkbox"/>	YOU ARE POSITIVE ABOUT YOUR FUTURE

HANDOUT - CHARACTERS

YOU ARE AN UNEMPLOYED SINGLE MOTHER	YOU ARE AN UNEMPLOYED
YOU ARE A 21 YEARS OLD GIRL FROM SYRIA LIVING IN GERMANY WITHOUT DOCUMENTS	YOU ARE AN ANTI-RACIST ACTIVIST IN BELGIUM
YOU ARE A ANTI-RACIST ACTIVIST IN FRANCE	YOU ARE A BANK MANAGER
YOU ARE A 21 YEARS OLD GIRL FROM MALI LIVING IN ITALY	YOU ARE THE SON OF A CHINESE IMMIGRANT WHO RUNS A SUCCESSFUL RESTAURANT
YOU ARE A FAMOUS PAINTER FROM PERU LIVING IN SLOVAKIA	YOU ARE A NURSE FROM ALBANIA LIVING IN GREECE
YOU ARE A MODEL FROM NIGERIA LIVING IN SLOVAKIA	YOU ARE A SEX WORKER FROM NIGERIA LIVING IN ITALY
YOU ARE AN UNEMPLOYED TEACHER IN GREECE	YOU ARE AN UNEMPLOYED TEACHER IN BELARUS
YOU ARE A STUDENT FROM COLOMBIA LIVING IN SPAIN	YOU ARE AN ERASMUS STUDENT LIVING IN SPAIN
YOU ARE A POLITICIAN FROM THE RIGHT PARTY IN GREECE	YOU ARE A POLITICIAN FROM THE RIGHT PARTY IN ITALY

ACTIVE LISTENING

TITLE	ME AND MIGRATION
TOPIC/S	Migration, intercultural learning
AIM	To work on active listening, in order to share personal background
TOOL TYPE	Work in couples and plenary
DURATION	60 minutes
MATERIAL	/
DESCRIPTION	<p>Before the activity: the facilitator invites the participants to find an object, image, collage, drawings that for them is related to the topic of the project.</p> <p>The activity is organized according to the following steps:</p> <p>Step 1. Describe the object Participants are divided in pairs. They have 20 minutes to share and present to the partner the object they brought, why they chose it, what does it represent for them.</p> <p>Step 2. Plenary In plenary, each participant is invited to present the partner to the group. It follows a short debriefing on how it was the process, how it was speaking about someone else, how it was to listen the other speaking about you.</p>

TRAINING IN ACTION

TITLE	BLIND SNAKE
TOPIC/S	Team work, cooperation
AIM	To develop the team work, the interaction and the cooperation and to set ground for the upcoming step of the Training in Action
TOOL TYPE	Team work activity and plenary debriefing
DURATION	90 minutes
MATERIAL	Blindfolds (one for each participant)
DESCRIPTION	<p>Setting: for this activity it's needed a big space outside, e.g. garden or field. Facilitators should have prepared in advance the path with some obstacles and materials in between (e.g. a chair, benches ...).</p> <p>The activity is organised according to the following steps:</p> <p>Step 1. Explanation Participants are divided in four groups, each one is assigned to a trainer who explains the task. They have five minutes to find their way to communicate and to pass the instruction to the person in front of them (the activity will be then performed in silence).</p> <p>Step 2. Activity – step 1 Participants of each group have to create a line (each person should have in front the shoulders of the other person and with the harms should touch their shoulders). Then all the group members are blindfolded, apart from the last in the line that is following the mute instructions of the trainer, who explains which is the path to follow. The activity starts.</p> <p>Step 3. Activity – step 2 After some minutes the last person in the line changes (and is then blindfolded). Thus the first person in the line passes at the end, without blindfold and will be the one guiding the group and following the mute instructions of the trainer showing the path. The activity has a limited time at disposal (approximately 30 minutes), thus the trainers should check the timing, in order to allow all the group members to guide and to be guided.</p>

DESCRIPTION

NOTE: for all the steps of the activity, being participants blindfolded, it's extremely important to transmit the feeling we are working in a safe space and to keep a great care on the personal emotion of each person. For this reason, trainers leading the activity should take a great care on the way they use their voice, they transmit the tasks and have a strong attention on the participants feelings and reactions. Moreover, it should be underlined that it's important to push our limits, but if in one moment or parts of the activity we do not feel comfortable, we can take a small break and step out.

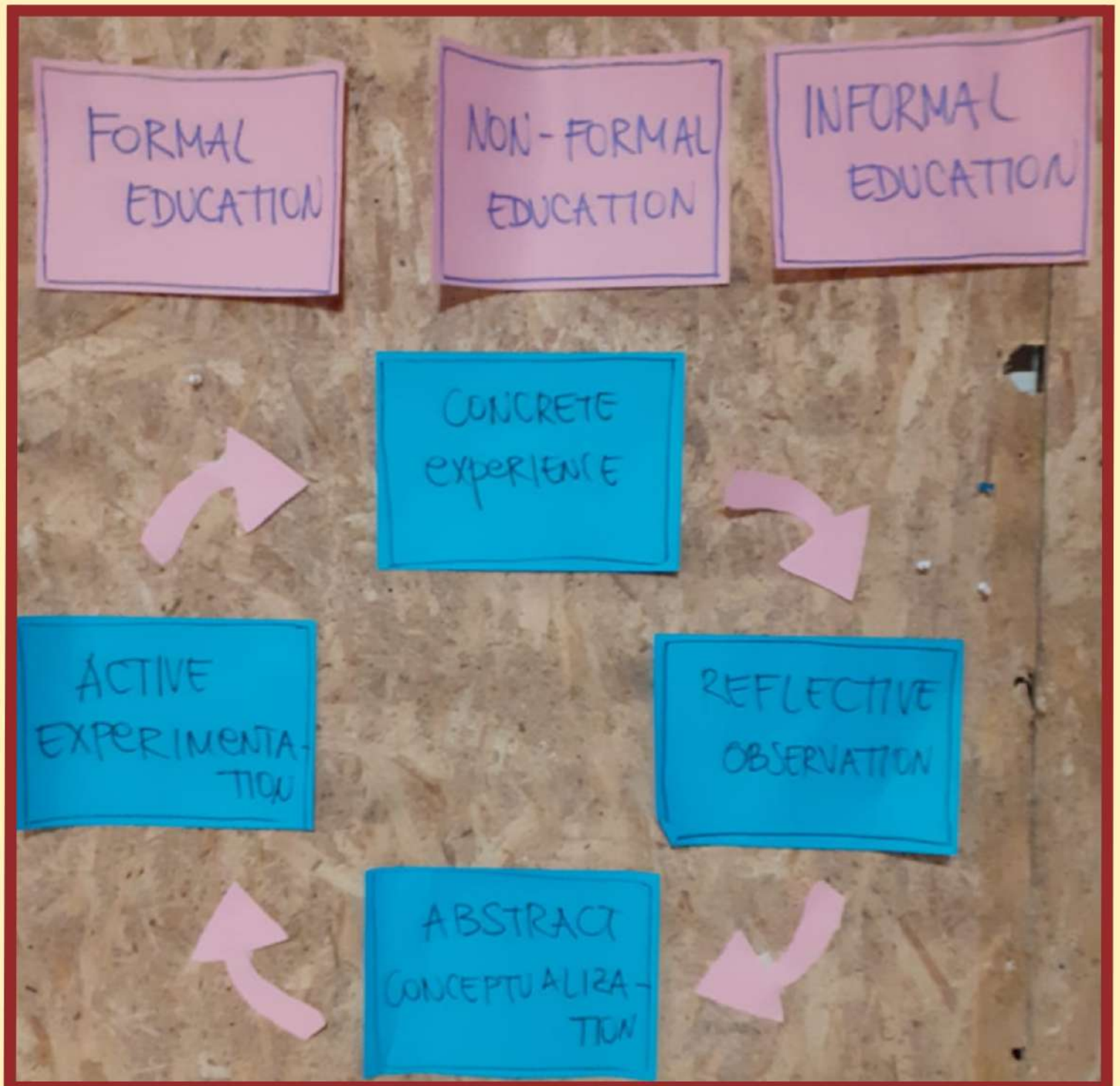
Step 4. Debriefing

At the end of the activity it's foreseen a debriefing with a specific focus on:

- How it was to follow
- How it was to lead
- Team work
- Leadership
- Cooperation within a group.

TITLE	F-NF-I EDUCATION
TOPIC/S	Main elements within formal, non formal and informal education
AIM	To share the main element of formal, non formal, informal education as a starting point to develop the non formal education workshops for the Training in Action phase
TOOL TYPE	Presentation
DURATION	30 minutes
MATERIAL	Flipcharts, markers
DESCRIPTION	<p>Participants are asked in plenary to brainstorm on what are the main elements of Formal, Non Formal, Informal Education.</p> <p>It follows an interactive presentation in plenary of the circle of experiential learning, in non formal education. It is composed as follows:</p> <ul style="list-style-type: none"> • concrete experience • reflective observation • abstract conceptualization • active experimentation. <p>HANDOUT BELOW</p>

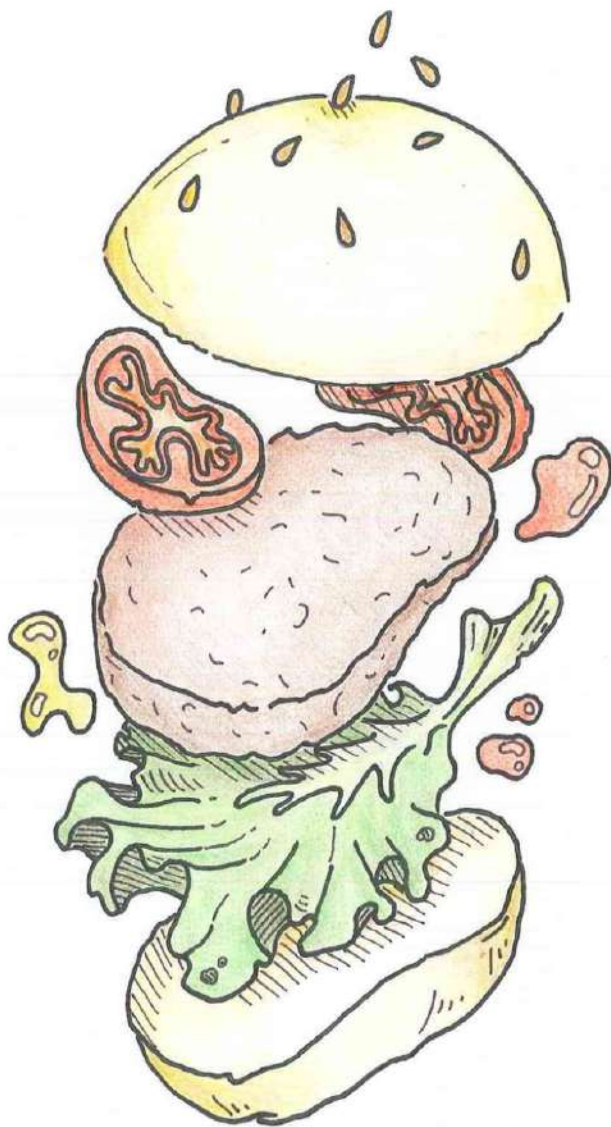
HANDOUT - EXPERIENTIAL LEARNING



TITLE	TiA PRESENTATION
TOPIC/S	Interactive methods, within non-formal education, to run a workshop on the subject
AIM	To make participants practise how to conceive, organize and implement a workshop of 90 minutes. This session it's extremely important, because participants will create, implement and assess some of the workshops that will be afterwards used during the youth exchange
TOOL TYPE	Plenary and work in groups
DURATION	60 minutes
MATERIAL	Flipcharts, markers, pen, paper A4
DESCRIPTION	<p>The activity is organized according to the following steps:</p> <p>Step 1. Group division Four groups are created and participants receive in plenary a short presentation about the logic behind the groups' composition:</p> <ul style="list-style-type: none"> • need to mix different countries to provide an intercultural perspective in the group work • need to give value to the different experiences and knowledge • need to insure the heterogeneity in terms of topic coverage • need to insure the heterogeneity in terms of tools and methods <p>Then all the groups receive the following task: they have to create a workshop 90 minutes long, to raise awareness on the sub-topic selected.</p> <p>Step 2. Sub-topic selection Different sub-topics related to discrimination are presented in plenary, The groups have some minutes to discuss and pick up the topic they are mostly 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 topic.</p> <p>Below the list of the proposed topics:</p> <ul style="list-style-type: none"> • FAKE NEWS • CYBER BULLYING • ACTIVISM AND CAMPAIGNING • FREEDOM OF EXPRESSION

TITLE	WORKSHOPS PREPARATION
TOPIC/S	Interactive methods, within non-formal education, to run a workshop on the subject
AIM	To make participants practise how to conceive, organize and implement a workshop of 90 minutes. This session it's extremely important, because participants will create, implement and assess some of the workshops that will be afterwards used during the youth exchange
TOOL TYPE	Work in groups
DURATION	180 minutes
MATERIAL	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants might need to prepare the workshop
DESCRIPTION	<p>The activity is organised according to the following steps:</p> <p>Step 1. Preparation Participants, divided in groups work on the preparation of a short workshop of 90 minutes, using non-formal education working methods. A facilitator is assigned to each group, with the purpose to support in case of need. The facilitator joins the group, giving the following tasks to be run in chronological order, during the workshop preparation:</p> <ul style="list-style-type: none"> • Internal sharing: who we are and how do we feel comfortable to work in team • Role and responsibilities: appointment of different group members that will be more focused on different tasks (e.g. time management, learning objectives, group dynamics/atmosphere) • Group discussion: how to cover the subject • Definition of the specific learning objectives of the workshop • Workshop preparation: definition of tools and methods for each part, answering the specific learning objectives identified • Logistic and practice: space identification, tasks and responsibilities division, materials, rehearsal of the workshop before to deliver • Fill in of the toolkit. <p>Step 2. Feedbacks At the end of the preparation it's run a session about feedbacks: this part is shaped to make participants reflect about how to give a positive feedback to the others after the end of the workshop.</p> <p>In fact, after the implementation of each workshop, extra 30 minutes are going to be allocated for the feedbacks towards the activity proposed. The Sandwich model is presented in plenary and participants can ask questions and clarifications. The main elements that have to be analysed are:</p> <ul style="list-style-type: none"> • Your feelings • Something to improve • Something good. <p>HANDOUT BELOW</p>

HANDOUT - SANDWICH MODEL



HOW I FEEL



SOMETHING
TO IMPROVE



SOMETHING I
LIKE



WORKSHOPS IMPLEMENTATION

TITLE	PART OF THE SHIP, PART OF THE CREW
TOPIC/S	Inclusion
AIM	To raise awareness on racism and diversity
TOOL TYPE	Team building and role play game
DURATION	90 minutes
MATERIAL	Papers, markers, pens, cups
DESCRIPTION	<p>The activity is organised according to the following steps:</p> <p>Step 1. Energizer “horse race” The activity starts with an energiser to give the participants a cheer and energy. The “horse race”: everyone is standing in a circle. The facilitator guides the group on what to do, since everyone is pretending to be a horse by walking quite fast in the same spot while clapping the hands to their knees. If the facilitator leans to the right side, everyone is following. If the facilitator leans to the left, it happens the same. If the facilitator says “bushes”, every horse has to jump, if the facilitator says “obstacles” everyone has to crouch. Doing this, the group ends up running quite long and quite fast.</p> <p>Step 2. Introduction and group creation The facilitator asks the participants to choose 5 leaders (pirates). Then the facilitators tell a story where there are just 4 ships and one of the leaders becomes a prisoner. The “prisoner” participant is accompanied by a facilitator to an “island” and makes sure they understand the whole story and the fact they have a crucial part in the game.</p> <p>While the “prisoner” is moving to the island, the rest of the group has to split into 4 groups, each group has 1 leader. The facilitator explains that the activity is a competition where there will be a winner (pirate king), which will be provided with a prize (gold treasure). Each group has to find a group name, paint a pirate flag and get a little shanty. The Flag is sacred to the crew and is considered really important, but no one is allowed to touch the flag of another group.</p>

DESCRIPTION

Step 3. Treasure hunt

Each group receives secret instructions by the facilitators: in order to win the game they need to collect as fast as possible all the available cups. But each group will get a different task in order to win.

1. The first group will need to pile all the cups. It doesn't matter in which shape or at which place.
2. The second group will need to collect all cups and sort them by the colours. It doesn't matter where they are in the end. But they need all the cups.
3. The third group needs all cups being brought to a specific place.
4. The fourth group needs to place all cups on a piece of paper.

Meanwhile the "prisoner" person (which is seated somewhere in different place to the one of the game) secretly (the whole group should think this person gets totally ignored) gets own information. This person is the key role and the saviour (they have the missing cups). The competition ends when all the tasks are fulfilled.

Possible scenarios: on one hand the groups could maybe end up in a fight for the cups and not working together or they could realise that all the four tasks are not mutually exclusive. The goal of the experience is that they come together not caring about winning and their groups will collaborate. If they would change their tasks and information they could realise that they can surely merge all the tasks together.

In fact it's possible to pile all cups, sorted by colour at the sheet of paper in this certain place. Only in this way all four tasks are fulfilled. In order to succeed, they need the help of the whole groups and everyone is involved and included in one huge group again.

If they announce that they are ready since they fulfilled all tasks with all available cups the huge twist comes. We will say that they don't have all the cups since one is missing.

In the back of the flags is a hint for the hiding place of the cup written. This one person got excluded in the beginning (and which maybe got forgotten by the others) got secretly introduced to the whole game and is the owner of the last cup. Therefore, the groups win.

Step 4. Debriefing

After the activity, the facilitator asks the group to do a little body shake at the end to be back to reality and then speaks with the participants about their feelings and what they have learnt from the activity.

WORKSHOPS IMPLEMENTATION

TITLE	CULTURAL APPROPRIATION
TOPIC/S	Cultural Appropriation
AIM	To raise awareness on racism and diversity
TOOL TYPE	Group discussion
DURATION	90 minutes
MATERIAL	Papers, markers and pens, a poster paper
DESCRIPTION	<p>The activity is organised according to the following steps:</p> <p>Step 1. Common ground 1 Participants are divided into 4 groups. Each group receives a term to define together: Cultural identity, Trademark, Cultural Heritage, Cultural Appreciation. It follows a group discussion to create the definitions and the restitution in plenary.</p> <p>Step 2. Common ground 2 Now each group will have the same task. They have to brainstorm about the word "CULTURAL APPROPRIATION". It follows a presentation in plenary to share the four definitions and to find similarities and differences in order to create a common understanding on the topic.</p> <p>Step 3. Cultural appropriation: yes or no? Another 4 papers are assigned (one per group). On each paper 4 situations/ examples will be given :</p> <ul style="list-style-type: none"> • Sport teams using native American tribal names, images or symbols as mascots • Katy Perry put on a "Geisha-Inspired" performance wearing an altered kimono and white powder on her face • Getting a tattoo or wearing accessories featuring religious symbols • Adopting a false or mocking accent <p>Each group has to discuss whenever things written down are culturally appropriate or a cultural appropriation.</p> <p>Step 4. Discussion Back in plenary, participants are invited, with guided questions, to reflect more about the terms and examples.</p>

WORKSHOPS IMPLEMENTATION

TITLE	MUSIC: THE INTERNATIONAL LANGUAGE
TOPIC/S	Cultural identity
AIM	To raise awareness on racism and diversity
TOOL TYPE	Interactive game with music
DURATION	90 minutes
MATERIAL	Speakers – phone, papers, markers, pens
DESCRIPTION	<p>The activity is organised according to the following steps:</p> <p>Step 1. Intercultural dance Participants are gathered in a circle and introduced to greek/burundian traditional dance. The type of dances can vary according to the origin and group composition.</p> <p>Step 2: Music around the world - Quizz Each participant receives a piece of paper and they are asked to draw 6 columns (the number, might vary according to the num of songs the facilitator is going to play). A set of songs are played, one by one by a facilitator. The participants have to guess the country of origin of each song.</p> <p>Step 3. Music connection The participants are now separated into pairs. Every pair receives a paper with 3 questions to discuss:</p> <ul style="list-style-type: none"> • a song that you relate to your childhood • a song that you relate to love • a song that you relate to your culture. <p>Step 4. Sharing in plenary Participants are now gathered in plenary to discuss their feelings and to share what they have learnt from the activity. The facilitator doesn't force to share the outcomes of the discussion they had in pairs, but to share the more general reflections about the subject, with the group.</p>

WORKSHOPS IMPLEMENTATION

TITLE	A HOSPITAL IN LA TERRA BUONA
TOPIC/S	Hate speech and prejudices
AIM	To raise awareness on racism and diversity
TOOL TYPE	Role play game
DURATION	90 minutes
MATERIAL	Table, chairs/benches, printer, paper, pens
DESCRIPTION	<p>This activity is an adaptation of the Mosque in Sleepyville of the CoE https://www.coe.int/en/web/compass/a-mosque-in-sleepyville</p> <p>It was adapted and implemented according to the following steps:</p> <p>Step 1. Intro The activity starts with the facilitator explaining that a role play activity is about to take place. It is very important to set from the beginning a space where the participants feel free to express themselves, and where they can also be able to step back from the activity if it gets too intense or triggers some personal background. After that, the facilitator reads the text with the description of the situation that is going on in the city of La Terra Buona, asking participants to try to visualise it.</p> <p>Then the cards with the different roles are distributed. Each participant receives one card (where a political wing is written on it) and has to read it carefully and to keep it secret. A few minutes of time are given to individually work on each character and to figure it out the position of each of them on the problem presented. Papers with the text are hung in the activity room so that participants can read it again as many times as they need.</p> <p>Step 2. Preparation in groups After this first step, participants gather in groups based on the party they represent and work collectively on a common strategy to win the debate. They also have to choose a leader that will speak in the assembly and 2 questions that they want to ask to the other parties.</p>

DESCRIPTION

Step 3. The Council

During the third phase the council reunites and each representative of the party gathers around a table with a facilitator impersonating the mayor and a second facilitator keeps the time so that everyone has the same amount of time to speak. 2 minutes are given to each of the 4 parties to explain their reasons and position towards the problem presented in the text. After that, each representative asks 1 question to another one and a small debate phase starts. Lastly the audience (all the other participants that are not actively taking part in the debate), can ask more questions to the talkers. It's important to notice that in this phase the participants in the audience lose their role in the different parties and represent normal people listening to the debate. After the debate phase, eventually arrived the moment to vote. The major asks if in the end the hospital should be built or not and the participants can vote by raising their hand. This concludes the main part of the activity, and opens up the debriefing session.

Step 4. Debriefing

During the debriefing the facilitator places 3 different emoji faces (good, neutral, bad) in three corners of the activity room and asks different questions. Participants have to go to the emoji that represent their answer. At this point the facilitators ask some participants to explain why they chose that emoji and what is their position regarding the specific question they asked. Examples of questions are:

- How do you feel now?
- Are you satisfied with the result of the vote?
- Was it difficult for you to impersonate a character different from you?
- How can this activity represent the real world?

WORKSHOPS ASSESSMENT

TITLE	WORKSHOPS ASSESSMENT
TOPIC/S	Assessment of the work during the Training in Action
AIM	<ul style="list-style-type: none"> • To reflect on the feedback received after the Training in Action • To reflect on how the team worked, how communication was, how easy or not it was to create their own activity, the level of involvement
TOOL TYPE	Group reflection and feedback
DURATION	60 minutes
MATERIAL	Flipcharts, markers
DESCRIPTION	<p>Participants gather in their group of the Training in Action and they are asked to read the written feedbacks received about their workshops. Afterwards, they have to reflect on possible improvements for the workshop and facilitation.</p> <p>It follows a plenary where each group presents their major learning, the tips for improvements and adaptation.</p>

TITLE	FACILITATOR'S ROLE
TOPIC/S	Role of facilitator and group dynamics
AIM	To reflect on the role of facilitator and the group dynamics
TOOL TYPE	Work in small groups with the rotation
DURATION	60 minutes
MATERIAL	Flicharts, markers
DESCRIPTION	<p>The group is divided in 2 sub-groups. The activity is organized in two steps: one related to the "role of the facilitator" and the second one is about the "group dynamic and Tuchman Model". Each group spends 30 minutes in each station and then they will change.</p> <p>STATION 1: Facilitator role Step 1. participants are divided in 2 groups and receive a flipchart. They have to discuss within the group the facilitator's role, skills and qualities and they have to prepare a graphic representation of the main outcomes.</p> <p>Step 2. each group has a maximum amount of 5 minutes to present the work in plenary, It's left an extra time for questions and clarification requests.</p> <p>STATION 2: Group Dynamic and Tuchman Model Step 1. participants are asked to brainstorm what a group is. Then It is presented in an interactive way using the Tuchman Model about group dynamics. Step 2. It follows an extra time in plenary and extra time is allocated for questions and clarification.</p> <p>NOTE: this activity has to be considered a deeper reflection on facilitation and group dynamics after the experience of the "Training in Action", in order to better assess the knowledge developed and the facilitation skills acquired.</p> <p>HANDOUT BELOW</p>

HANDOUT - TUCHMAN MODEL

FORMING

People arrive and the group starts: in the beginning they might be shy, the discussions more superficial. They are trying to understand what is the project about and what are the objectives of the group.

ROLE OF THE FACILITATOR: in this moment there is the maximum of the work, the facilitator has to support the group in passing through this phase, has to facilitate the communication and make clear the objectives understanding.

STORMING

People (now became group members) understand the objectives, they start to be comfortable and the individual personalities are starting to appear more evident. In the phase of adjustment for the group, frictions can happen.

ROLE OF THE FACILITATOR: in this moment there is much less work than in the first stage. The facilitator has to keep helping the communication, has to push the group to move forward and let the conflicts appear.

NORMING

The objectives are now very clear to everybody. Each group member now knows what has to be done and what to do with the other people. In this stage, more the group members believe in what they are doing, more they are inside the process, more frictions can appear.

ROLE OF THE FACILITATOR: in this moment the facilitator is appearing less and less because there is also less work to be done.

ADJOURNING

The work is starting to lose its efficiency because the objective has been achieved and the group members focus starts to be on the emotional separation. If the process is not well managed, the group will focus only on the emotional separation, forgetting the process itself and the objectives achieved.

ROLE OF THE FACILITATOR: a lot of work has to be done. The facilitator has to give maximum value, in front of the group members, to what has been done and make them ready for the emotional separation that will appear when the project is over.

PERFORMING

In some precise tasks the group arrive to a level of autonomy and efficiency really high. The duration of the "performing" stage is very short.

ROLE OF THE FACILITATOR: the facilitator has no role at this stage, that happens by chance. If the facilitator is searching to arrive at that stage, that stage won't ever arrive!

FINAL EVALUATION

TITLE	STATIONS
TOPIC/S	Final, overall evaluation of the project
AIM	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)
TOOL TYPE	Artistic and interactive session, individual work
DURATION	90 minutes
MATERIAL	All the material needed to arrange the different spaces and settings (accordingly to your fantasy ☺)
DESCRIPTION	<p>Setting: we need or a very big workshop room that can be divided in different spaces or different rooms or spaces outside. 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. The activity includes the following steps:</p> <p>Step 1. introduction A facilitator makes a short introduction on the activity' tasks. After that, 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>Step 2. Stations Space 1 – food and lodgement <u>Instruction:</u> comment with post-it and messages how the accommodation and food was <u>Methodology:</u> drawings representing food and accommodation and post-it to leave comments and feedbacks Space 2 – topics/contents <u>Instruction:</u> draw on the target: the more you are satisfied and the more the drawing/symbol are closer to the target centre. Less you are satisfied and more the drawing/symbol is closer to the external part of the target <u>Methodology:</u> on a board there is a big flipchart with a target. The target is divided in different areas, according to the specific objectives of the training. On the floor, there are pens and coloured markers to comment</p>

DESCRIPTION

Space 3 – tools and methods

Instruction: leave comment, using the pieces of paper, on what you have learnt and you would like to bring back home

Methodology: in one side of the workshop room are gathered the weekly agenda and all the flipcharts produced during the training. Here it's possible using post-it, to add comments concerning the tools and methods used in the different sessions

Space 4 – pool of trainers

Instruction: write a feedback, comment, suggestion you would like to leave to the pool of trainers and leave it inside the envelopes

Methodology: post boxes (represented with envelopes) on the ground with pieces of paper and pens to write down the comments/feedbacks

Space 5 – group dynamic

Instruction: use drawings, symbols and key words to comment the group dynamics. Try to use your fantasy and to be as much creative as possible!

Methodology: a big flipchart on a table with coloured pens and pencils.

TITLE	THE NET
TOPIC/S	Final, collective evaluation
AIM	To run the final, collective evaluation in plenary
TOOL TYPE	Evaluation tool
DURATION	/ minutes (the time necessary for each person to share, freely, their feelings, impressions, comments and ideas)
MATERIAL	/
DESCRIPTION	<p>Setting: participants are sitting in a circle in the workshop room and the facilitator is presenting the activity. There is a ball of wool in the middle of the circle and, one by one, participants have to take the ball of wool, blocking the wool strings on a finger and share “the main takeaway of the experience” and “something you would like to share with the group”. When the person finishes, another person should start: the ball of wool is thrown to the person who wants to talk, the person blocks the wool strings on a finger and starts talking. The activity follows in this way, till everybody speaks and a spider net is created.</p> <p>NOTE: It's very important that when we finish to speak we are not throwing out the ball of wool to someone else, but we wait for another person standing and asking to take to take the floor.</p>





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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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