Practical Guide for
Intercultural Learning
in International Voluntary Service

TABLE OF CONTENTS

Co-funded by the
Erasmus+ Programme
of the European Union

1. INTRODUCTION

The Practical Guide for Intercultural Learning in International Voluntary Service is a publication of *Skills and Competences for a Global World*, a Key Action 2 project of the European Union's Erasmus+ Programme. This practical guide updates and replaces the *Practical Guide for EVS/ICYE Trainings in EU and Partner Countries* created within the scope of the Youth in Action project "Promoting Interethnic Dialogue" (2007-2008).

The project *Skills and Competences for a Global World* has built on the foundations of the ICYE volunteering programme—with a qualitative study examining the impacts of the volunteering and cultural exchange experience on volunteers, and trainings to boost the skills and competences of facilitators and trainers in intercultural learning.

Over the course of 20 months, the project involved 22 partner organisations in 13 countries – Austria, Brazil, Colombia, Denmark, Finland, Honduras, India, Indonesia, Kenya, Nigeria, Poland, Slovakia, the UK – and 11 host organisations where the volunteers in the project received training on intercultural learning and hands-on experience over a period of eight months.

The guide was developed at the Final Evaluation in Bialobrzegi, Poland in June 2019 by the project's taskforce. It brings together the outcomes of the International Training for Trainers (TfT) in Bali, Indonesia (March 2018) and the subsequent intercultural learning trainings for volunteers in 11 countries, as well as feedback from the trainers/ participants of the TfT which has enabled us to update the guide with tried and tested methods and draft programmes for intercultural learning.

The practical guide offers 45 non-formal and intercultural learning methods including theoretical input and introductory exercises that support learning and reflection on prejudice and discriminatory behaviour patterns for a society based on solidarity and respect of human dignity and human rights.

2. USING THE PRACTICAL GUIDE

The practical guide on intercultural learning is aimed at staff, trainers and youth workers of sending and hosting organisations to prepare, train and support volunteers in making the most of their volunteering experience and maximising their learning, in particular their intercultural learning outcomes.

The guide provides guidelines for exploring issues of identity, diversity, and power relations, and promoting equality and the values of human rights. The participatory, non-formal learning methodology presented in the guide draws on experiential learning and interactive group processes to address cultural differences, prejudice, and discrimination at interpersonal, socio-cultural and institutional levels.

The guide takes into account the Erasmus+ and the ICYE programme cycles. It proposes training outlines and specific activities and methods for each phase of the cycle – the pre-departure and on-arrival trainings and the mid-term and final evaluations.

The guide presents a selection of 45 non-formal, intercultural learning methods including introductory exercises, and offers variations to many of the methods and tips from the trainers of the project *Skills and Competences for a Global World*. Theoretical input linked to sessions on stereotypes, prejudice, power, privileges and discrimination can be found in the Method | Theory Chart. It is strongly recommended that sessions are summed up with theoretical input, preferably interactive presentations, as they facilitate deeper reflection and build on participants' knowledge. A link to theory has been provided in each method that could benefit from further input.

Icebreakers, energizers, name games, etc. are not included in the guide because they are not specific to intercultural learning and can be easily found online or in other toolkits, e.g. http://www.icye.org/wp-content/uploads/2016/03/Practical-Guide-on-ICL-final-.pdf or https://www.salto-youth.net/tools/toolbox/.

The guide is divided into the following chapters:

Chapter 3 provides a theoretical background for non-formal learning and presents experiential learning, intercultural learning and the anti-bias approach, which build the foundations of training activities. It discusses skills-based volunteering and the inner readiness concept of competence development, explaining how volunteers can be trained and supported to maximise their learning outcomes.

Chapter 4 presents the guidelines and essentials of a training from planning to implementation to ensure that the target group, location, number of participants, budget, trainer team, etc. have been taken into account. It proposes an ideal learning process for any training activity and provides outlines of training programmes for the pre-departure and on-arrival trainings, mid-term and final evaluations.

Chapter 5 is all about methods and theory. It offers guidance on selecting and adapting methods, presents the Method | Theory Chart with links to the methods and theory, and then describes each method.

Chapter 6 offers ten introductory exercises, short experiential learning methods that serve to introduce certain topics, and can be used at the start of sessions. Each introductory exercise indicates where it can be used with a link to the relevant method or session.

Chapter 7 proposes support measures that can be used during the volunteering programme to ensure ongoing reflection on intercultural learning.

Chapter 8 provides a list of other publications, toolkits and websites on intercultural learning, non-formal learning, human rights education, etc.

Chapter 9 presents briefly the team of youth workers and trainers involved in developing this practical guide.

3. INTERNATIONAL VOLUNTARY SERVICE AND INTERCULTURAL LEARNING

3.1. Introduction

This chapter provides context to intercultural learning in international voluntary service. International voluntary service can be seen as a source of learning about "full humanity", an idea proposed by Arjun Appadurai[1], which offers a way to link the values of human rights to the values of cultural diversity. Full humanity is about expression, communication and creativity, which comes into being "where humans can exercise their linguistic, cultural and historical capacities…" (Appadurai, 2014:1). Intercultural learning, on which the foundation of our work in international volunteering are built, promotes full humanity in striving for equality, justice and peace. Peace, which can be "understood as the everyday condition of co-existence between culturally different groups, is both a pre-condition and a product of lasting peace." (Appadurai, 2014:2).

It is the learning to co-exist despite differences in worldview, values, norms and opinions and based on solidarity that international voluntary service strives to impart to its participants. The principle of solidarity is exemplified in the words of Lilla Watson, aboriginal elder, activist and educator from Queensland, Australia: *"If you have come to help me, you are wasting your time. If you have come because your liberation is bound up with mine, then let us work together*."[2] This is crucial outlook to be instilled in all stakeholders of international volunteering.

Prior to starting any international volunteering activity, it is important to understand the elements and processes that can drive learning for solidarity and for full humanity. This chapter therefore discusses what non-formal and experiential learning is, explains the relevance of intercultural learning and the underlining anti-bias approach of the trainings. In addition, we consider the kind of skills volunteers can gain through volunteering and how they can be supported to develop competences for a lasting impact on their lives.

3.2. Non-Formal and Experiential Learning

Non-formal education[3] 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, sports clubs and drama and community groups where young people meet, for example, to undertake projects together, play games, discuss, go camping, or make music and drama. Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing. Non-formal education should also be:

- voluntary
- accessible to everyone (ideally)
- an organised process with educational objectives
- participatory
- learner-centred
- about learning life skills and preparing for active citizenship
- based on involving both individual and group learning with a collective approach
- holistic and process-oriented
- based on experience and action
- organised on the basis of the needs of the participants.

Non-formal learning is a continuous and life long process, and this "learning throughout life" as stated in the Delors Report to UNESCO (1995) is the key to a better future and critical for our survival in the 21st century. For more information non-formal learning, see Non-Formal Learning Handbook for Volunteers and Volunteering Organisations, pages 5—7.
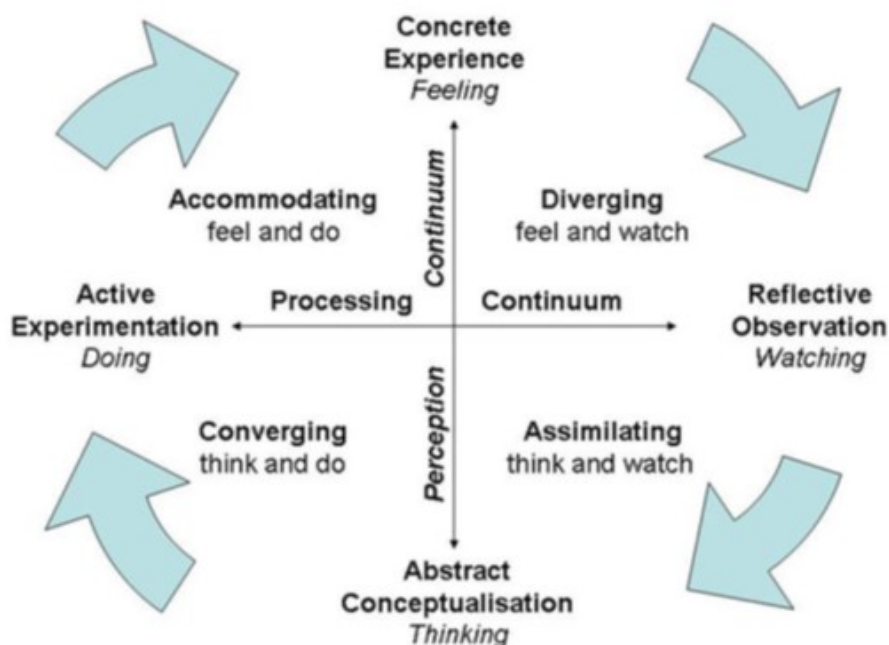
---

1. Appadurai, A. (2014): Full Humanity in „From Words to Actions". UNESCO, 2014, p. 1.
2. International Women's Network. https://lillanetwork.wordpress.com/about/
3. Compass: Manual for Human Rights Education with Young People, Council of Europe, 2012. https://www.coe.int/en/web/european-youth-foundation/definitions

Experiential Learning

Non-formal learning is made up of experiential learning activities that promote the development of skills and competences. **Experiential learning** is seen as a 4-step process. David Kolb published his experiential learning theory in 1984, presenting four learning styles or preferences based on a four-stage learning cycle. His learning theory offers an understanding of the four learning styles and experiential learning cycle that applies to us all.

According to the theory, what is important is not what happens to you but what you do with what happens to you. It is therefore crucial to go through all four stages - from the experience stage to thinking it over, to the critical analysis and to come to planning the use of the newly acquired competence. Most training methods and activities follow a similar process, of performing and experiencing an action or series of actions, feeling and observing yourself and others at it, reflecting on the experience, drawing conclusions and putting into practice that which has been learnt.

Personal learning styles can mean that individuals have a preference for activities in one of the four stages. Understanding preferred learning styles can allow individuals to select learning opportunities where their strengths are utilised[4]. The method Learning Styles can help participants of your training to identify their preferred learning styles and consider these when working in teams, taking on or allocating tasks.

Stage 1	Doing and experiencing is part of everyday life but it can also be an arranged opportunity
Stage 2	Observing and reflecting on what has happened to you
Stage 3	Concluding from the experience and generalising (putting them into their daily issues)
Stage 4	Applying the newly acquired competence or planning a new experience

4. Peter Honey and Alan Mumford (1992): The Manual of Learning Styles. Peter Honey Publications.

What is a training?

As a semi-structured non-formal learning method, training provides the link between theory and experience. Training is about providing tools to others to achieve certain goals. It empowers people to build up their skills and capacities.

In international voluntary service, non-formal, experiential learning training can prepare volunteers, sharpen their skills, allow for reflection, increase capacity for learning and ability to adapt. Training should be tailored for specific learning goals, for the context and needs of the participants.

3.3. Intercultural Learning and the Anti-Bias Approach

What does living in today's world mean in our relationship to others in our daily life? Each of us has at least one member of our family, a friend, a teacher or a boss from another cultural background. Each of us is the product of a mixture of cultures from which we create a hybrid identity; visible in the music we listen to, in the way we dress or talk or even feel.[5]

Intercultural Learning

According to Monica Urian de Sousa (2008), in any given society today, people from different cultural backgrounds live together and interact on a daily basis. Intercultural learning encourages a continuous reflection and questioning of our assumptions about different identities, values and practices, things that we normally take for granted. Intercultural learning can equip us to face the challenges of diverse realities and geo-political developments and to adapt to an ever-changing globalised world.

Intercultural learning thus refers to the process of acquiring knowledge, attitudes and skills that are needed when interacting with different cultures. However, intercultural learning can also be seen in a larger context: it is the process that is needed to resolve global challenges and to build a just, inclusive society, where people with different backgrounds live peacefully together.[6]

The concept and practice of intercultural learning strives therefore to develop:

• A better understanding of one's own culture and other cultures in society

• Greater respect and understanding between people and groups regardless of "differences"

The ultimate goal of intercultural learning is to develop people's ability to participate in society for the fulfilment of their needs, ambitions and life choices.

Anti-bias Approach

The training methodology and theoretical background and input presented in this guide are based on the Anti-Bias approach. Louise Derman-Sparks and Carol Brunson-Philips developed the Anti-Bias concept in the USA in the early 1980s, where it was mainly used in elementary and primary education. The approach underwent intensive development after the Apartheid system in South Africa, where it was adapted for youth and adult education. It was not until the early 1990s that the approach reached Europe via an exchange of South African and German experts organised by Inkota e. V., Berlin. Today Anti-Bias is used in Europe in elementary education and in schools, as well as in adult education.

---

5. Intercultural Dialogue, Coyote, Issue 13, Youth Partnerships, February 2008, pg. 38. https://pjp-eu.coe.int/documents/1017981/1667865/Coyote13.pdf/201107b8-9511-42ee-9338-1e57394cf62c
6. Space for Intercultural Learning. http://www.intercultproject.com/intercultural-learning

The word "bias" means prejudice. According to Louise Derman-Sparks (1989:3), prejudice is "any attitude, belief or feeling that results in and helps to justify unfair treatment of an individual because of her or his identity".[7]

Anti-bias work comprises experience-based analysis of power and discrimination, as well as the development of initiatives to address oppressive and discriminating forms of communication and interaction. The approach assumes that everyone has prejudices. This is because prejudices and discriminations are not individual misjudgements but institutionalised in society as ideologies, which are learnt by individuals. Correspondingly, the behaviour based on prejudices can be un-learnt, and institutionalised oppressive ideologies can be discovered, questioned and analysed.

The most difficult part of anti-bias is understanding oneself. The constant questioning of the influences of our culture is a lifelong process. The approach is thus seen as a fundamental attitude that encourages respect for people regardless of their ethnicity, race, gender, sexual orientation, religion, abilities and disabilities or age.

The training process described in this guide is based on an anti-bias approach. A number of the methods have been adapted to suit the target group (i.e. short and long term volunteers) and the framework of international voluntary service.

So how is intercultural learning and the anti-bias approach relevant to international volunteering?

An international volunteering project can be regarded as a microcosm of the world at large, bringing together people from different countries and cultures with a diverse range of experiences, approaches, views, values and opinions. Intercultural learning can help young people to comprehend the differences and similarities between the individuals and the cultures they encounter through their volunteering experience. This in turn initiates a constant reflection on their own attitudes, values, perceptions and behaviour in relation to specific individuals and groups.

For more information on Anti-Bias Intercultural Learning in the context of youth and informal education:

http://www.anti-bias-werkstatt.de/sites/default/files/public/Downloads/Anti-Bias-Project-2009.pdf

3.4. Skills-based Volunteering

Skills-based volunteering[8] (SBV) can be defined as voluntary service carried out by individuals or groups enabling them to use their experience, skills, ideas, entrepreneurial mind-set, and imagination to improve society. This means that SBV is accessible to everyone, who, regardless of their origin or background, would like to use their talents to make a positive difference in communities.

Significantly, SBV does not only benefit society, but **individuals/volunteers** too. It allows them to learn and thrive in today's fast-changing, often unpredictable world.

Top 10 Skills in 2020

SBV is also about consolidating skills while developing new ones, enabling individuals to grow a diverse set of skills. According to the 'Future of Jobs Report' of the World Economic Forum, these are the top ten skills needed to succeed in the future:

---

7. Derman-Sparks, L. (1989): Anti-Bias Curriculum: Tools for Empowering Young Children. Natl Assn for the Education.
8. Mascolo, M. (2017): *Skills-based volunteering can make you thrive in the age of robots. Here's how*' Project Manager of The Good Lobby, World Economic Forum: https://www.weforum.org/agenda/2017/10/volunteer-your-skills-boost-your-career/.

The terms below are listed in order of their importance to succeed on the labour market.
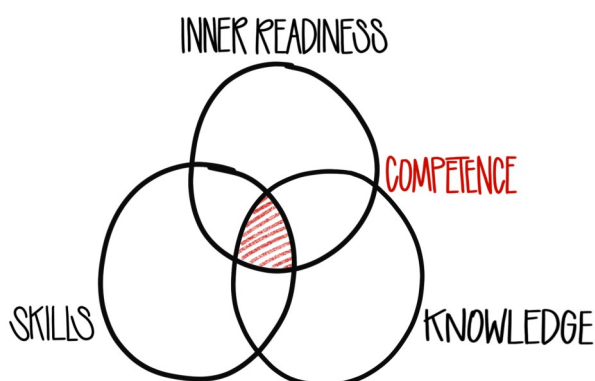
1	Complex Problem Solving	"I strive to look at problems from different perspectives and generate multiple solutions."
2	Critical Thinking	"I try to understand other people's opinions even when they differ from mine."
3	Creativity	"To develop ideas and turn them into specific projects aiming at serving the community."
4	People Management	"I have experience and I like working with people from different cultural backgrounds."
5	Coordinating with Others	"I know how to prioritise and continually adjust these priorities, as well as how to overcome obstacles and conflict while working with others."
6	Emotional Intelligence	"I know how to recognise and handle my emotions and behaviour, as well as how to deal with others' emotions and behaviour."
7	Judgment and Decision Making	"Before I take a decision, I evaluate the risks and think of different alternatives."
8	Service Orientation	"I am happy to involve myself in social causes / movements / issues."
9	Negotiation	"I always try to compromise / seek consensus."
10	Cognitive Flexibility	"I don't mind switching between tasks abruptly."

Competences

Competences are comprised by three elements— knowledge, skills and attitudes.

A competence is the ability to act efficiently in a specific field / area of work and in a specific situation.

In order to obtain a competence, the three elements – knowledge, skills and attitudes – need to be developed. International voluntary service experiences encourage this **personal action** in order to develop competences.
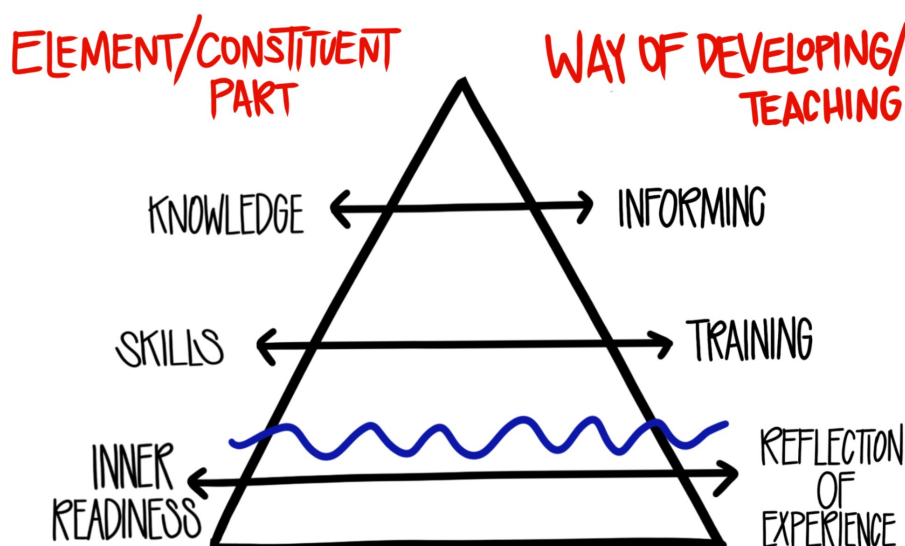

Inner Readiness (≈ Attitudes)

Inner readiness is comprised of personal motives, desires, experiences, emotional states, values, beliefs, physical and mental conditions, feelings, etc. Inner readiness can be described as a learner's habitual way of relating to a situation by mobilising or withholding her/his capabilities to choose and act.

3.5 Inner Readiness based Competence Development

Your knowledge and skills can be developed by informing yourself, through training and other educational activities. However, your inner readiness, i.e. **the right attitudes can only be gained through experiential learning and personal reflection**. Having and developing inner readiness also works through personal interactions so that you are ready to use your knowledge and skills = **to act**!

To increase inner readiness, it is important to reflect on the:
- Context of action
- Level of ownership of competences
- Reaction habits

Reflection methods can be used in trainings (i.e. mid-term and final evaluations in addition to other feedback/reflection methods) to increase inner readiness.

Attitudes are not replaced by inner readiness, but the **REFLECTION** on attitudes, skills and knowledge **STRENGTHENS** inner readiness. For example, public speaking requires knowledge and skills but also the courage to speak in public.

3.6. Process of Learning and Change

The process of learning and change that volunteers undergo through long-term international volunteering is illustrated through the graphic on page 11. It highlights the:

inputs, i.e. resources that are put in (structured and well-designed international voluntary service programme that provides the training and support and contact with peers),

outputs, **i.e. products and services** gained through the programme (intercultural learning, practical experience in host organisations, cultural exposure, a global perspective, new friends and networks around the world and self-awareness and self-assessment), and

outcomes, i.e. benefits and learning impact (problem solving, creativity/thinking outside the box, new knowledge and skills, communication skills, team work, people management and networking, judgement and decision-making, reflection and analysis of information, self-confidence and self-esteem, and a sense of fulfilment).

The **outcomes** include **long-term impact** (intercultural competences and leadership).

The process of intercultural learning trainings and support provided during international voluntary service are important for the learning impact on volunteers in the short and long term. Many of the skills, such as problem solving, creativity, judgement and decision-making, are part of the top ten skills that will equip young people for the future. Non-formal, experiential and intercultural learning trainings provide the setting and framework for learning. Self-awareness and self-assessment tools offer opportunities for self-reflection and for setting personal goals and achieving them.

The guide offers training methods for Learning Styles (which also deals with non-formal and experiential learning) and for self-assessment, e.g. Self-Care Plan, Fever Curve, How Are My Social Skills?, and Mandala of Learners.

4. INTERCULTURAL LEARNING TRAININGS FOR VOLUNTEERS

4.1 Guidelines and Essentials

Target groups

Before you start planning a training or evaluation seminar, it is very important to identify your **target group**. Ask yourself the following questions:

- **Who are the participants?**

Being specific about your target group, it will help you set your training programme. For example, do your participants come from different countries or regions? Do they have less or more experience in intercultural learning? Do your participants differ in age, gender, background, etc.? Do you need inclusive methods when participants have disabilities or special needs?

Try to get as much information on the participants as possible (e.g. dietary requirements, special needs, translation, religious customs, etc.) so that you can choose or adapt methods accordingly and make necessary practical arrangements.

- **How many participants do you have?**

Your budget and infrastructure will help you to define the number of participants that can be involved. A group of around 20 people is considered a manageable number and it is large enough to have fruitful discussions (try not to have more than 30 people).

- **Duration of your training**

◊ Long-term volunteers: 2-5 days depending on the number of participants and the type of training or evaluation seminar

◊ Short-term volunteers: 1-2 days

Checklist

For a successful training in international voluntary service, please go through the following points and questions listed below. This is your checklist for all stages - from conception and planning of the training to the final evaluation and follow-up.

- **Aims and Objectives:** Clarify the overall aim and objectives of the training, the concrete results you want to achieve, and the learning outcomes for participants.

- **Training Team:** Identify the people who will plan, organise and lead the training. You can divide tasks according to the skills of each trainer, so that everyone is aware of their role and can use their expertise in the most efficient way.

  Determining the number of participants helps you to decide the number of trainers you need for facilitation and the organisational management of the training. Recommendation: at least one trainer for every six - eight participants.

  Include two experienced trainers (if not possible or the group is very small then at least one) with every two less experienced supporting trainers. It is preferable to select trainers of different genders and nationalities. If a trainer of another nationality is not available, invite current or former volunteers to give input at the training. First-hand input will add value to the training.

  Using staff from your organisation or former volunteers as trainers is a good idea as they are familiar with the ideals of international voluntary service. At the same time, it is vital that they have received training – this could be within the organisation or at a regional and/or international level - before they take on the tasks of a trainer/ facilitator. Providing them with relevant material and methods is not enough to conduct an effective training. The debriefing of each method is where the lack of knowledge and experience will become visible.

If the trainers are **external to your organisation**, ensure that they are briefed about the group in question and the goals of international voluntary service.

- **Budget:** For a clear estimate of the total expenses to be incurred and to avoid over-expenditure, it is necessary to formulate in advance a budget for each training. Make sure that at the end of the training you have collected all the receipts and financial documents (e.g. boarding passes, signed participation lists) for your financial report.

- **Logistics:** Find an adequate venue and arrange board, lodging and transport. If some participants have special dietary needs, inform those in charge of the venue and/or meals to make necessary provisions.

- **Location:**

Where will the training take place? How close or far is the venue from the train station or airport? Is the venue accessible to people with disabilities? Will it serve as the venue of the training as well as accommodation for the participants? If not, how far away is the venue from the accommodation? This is very important in order to ensure punctuality at any training.

What does the working space look like?

The room where the training will take place should be well suited to the size of the group and the duration of the training. Ensure that the room is well lit, is large enough and has all the IT equipment you need.

- **Draft programme**: Prepare a draft programme with your team by setting the time and the methods you will use, specifying the daily activities and include enough breaks in between. Ensure that you leave sufficient time for debriefing after each method (also for project visits or sightseeing tours). It is not advisable to select methods at random. There should be a flow of activities throughout your training programme to ensure that you achieve pre-defined objectives (see section 4.2 for the Ideal Learning Process for Trainings). Outlines of the training programmes recommending methods for the pre-departure, on-arrival, mid-term and final evaluations have been provided in the subsequent section 4.3, which you should go through to prepare your training programme. Refer also to Chapter 5.1 on Selecting and Adapting Training Methods for an explanation of how and what methods to choose for your trainings.

It is important to send participants a draft programme at least one week before the training activity to give them enough time to prepare mentally, and if required to make presentations or other material for the training.

Include contact details of the organisation and training team in case of late arrivals or for any questions the participants might have beforehand.

- **Prepare materials/equipment**: Make a list of all the material (paper, flipchart, markers, pen, scissors, post-its...) and equipment (projector, laptop, printer...) by going through all the methods you will use in the training and collect them in advance. For the closing of the training, prepare certificates of participation in advance.

- **Prepare presentations and flipcharts**: Prepare presentations and flipcharts on the aims and objectives, specific theme (if any), expected results of the training, etc.

- **Evaluation:**

How and when should evaluations be done, and what should be evaluated?

There should be three main stages of evaluation during a training programme:

◊ An initial evaluation that estimates the **expectations and motivations** of the participants,

◊ A **mid-term evaluation** to assess how far you have come, whether participants are with you in the process and whether you can proceed as planned or makes changes to the second half of the training programme, and

◊ A **final evaluation** to estimate the success of the training and the satisfaction of the participants, how well the programme and logistics were planned, relevance of programme content, flow of activity, effect and utility of the training and whether the objectives you set out were reached.

A final evaluation is valuable feedback for future training events and should ideally be in written form, by way of an interactive method, and a closing round during which participants can express their general feelings about the

training and the group. Start the final evaluation by reviewing the main aims and objectives and participants' expectations of the training, which will enable reflection and feedback.

◊ **End of the day reviews or reflection groups** (or steam groups) are an important part of trainings. They allow participants to exchange experiences with each other, to evaluate the day, to let off steam, and to come up with suggestions and ideas to improve the programme. For trainers, reflection groups are a way to assess the atmosphere within the group and promote a positive working relationship between the trainer team and the participants.

◊ A **daily reflection and final evaluation within the trainer team** is important to assess what worked well and what could be improved, providing vital input for future trainings.

• **Follow-up**: In order to ensure that the work done and learning process does not stop with the training, it is necessary to plan follow-up activities. Follow-up could also be in the form of dissemination of the results of the training. It could be in the form of meetings, presentations, reflection discussions (monitoring), production of material (for dissemination to a wider audience) or even follow-up projects. See also Chapter 7 which proposes support measures in-between training for on-going reflection and learning of participants. A final step towards the end of the training should be reserved for a discussion on follow-up activities and deciding who will undertake what activities.

4.2 Ideal Learning Process for Trainings

Training is a process of acquiring and developing knowledge, skills, competences and attitudes through experiential learning. Focusing on the process of learning will ensure that your training is successful and achieves desired learning outcomes.

When you design your training programme, make sure to include the following five phases of the learning process.

Phase I: Starting point

• Welcome and introduction

• Getting to know one another

• Programme / Aims / Objectives

• Agreements / Social Contract

• Expectations, Contributions, Fears

Theoretical background and approach

• What is a training?

• What is intercultural learning?

• What is the Anti-bias Approach?

See Chapter 3 for a description of what a training is, of intercultural learning and the anti-bias approach.

Phase II: Emphasise similarities

• Identity

• Cultural awareness

• Diversity in the group

• Perception and interpretation (what we see through our filter)

Phase III:

• Early conditioning

• Prejudices*

- Stereotyping

- Exclusion

*It is important to find out if all participants understand what the term prejudice means. Show that each person can be perpetrator and victim at the same time. Point out that all prejudices do not necessarily lead to discrimination but that some prejudices combined with power and privileges can lead to discrimination.

Phase IV:

- Privileges and Power

- In a longer training, one could go further:

- Discrimination*

- Taking action**

*Along with a method, it is important to clarify the term "discrimination", which can be done by presenting the Model of Discrimination, which clarifies where discrimination manifests itself in social structures.

**Taking action requires an understanding of your role in the entire structure and what means of power you have to change the situation.

Phase V: End / Exit

- Address open themes

- Review participants' expectations

- Before the final round, a look at the programme

- Final feedback (Post card / Letter to myself)

- Evaluation

- Literature Tips: Email list

- Securing and recognising learning for the future

4.3. Outlines of the Training Programmes in the Volunteering Programme Cycle

4.3.1. Pre-departure training

a) Objectives of the training

The goal of the pre-departure training is to prepare volunteers for their programme abroad and to introduce them to the concept of living and working in a cross-cultural environment outside of their home country. The pre-departure training should:

- explore the volunteers' expectations, goals and motivations

- provide the volunteers with practical and logistical information (rules and procedures)

- enable the volunteers to have realistic expectations and basic knowledge of their host country

- include discussion on potential challenges and enable volunteers to understand the structures in place to support them

- introduce intercultural learning

- enable the volunteers to explore their personal and cultural identity

- prepare the volunteers for adapting to living and working in a different culture/country

- introduce concepts of prejudice and stereotypes

- enable the volunteers to confidently and comfortably depart their country of residence and embark on their placement

b) Good Practice

The following would assist in enhancing the quality of pre-departure trainings:

- Returnee volunteers as well as current national and international volunteers participate in the pre-departure training in some way.

- In order to foster a cohesive intercultural environment, it is strongly recommended that at least two of the training days be spent within a residential facility.

- The outgoing contact person is included in the training to help build trust.

- Any significant issues arising at the pre-departure training should be raised with the relevant host coordinating organisation.

c) Outline of Pre-departure Training

DAY 1	PRE-DEPARTURE TRAINING
PM	**Arrival of participants:** *Welcome and introductions* • Presentation of the training project aims and activities • Presentation of programme • Participants' expectations, hopes and fears • Social contract: ground rules of the training *Getting to know each other* - Name games **Method: Free Movement in the Room (variation to <u>Talking Wheel</u>)**
DAY 2	
Morning Session 1 & 2	**Practical Information:** • flights • visas • guide for volunteers • rights and responsibilities /rules & regulations • history & structure of ICYE • crisis response / chain of concern • insurance • safeguarding & child protection • communication with ICYE • social media guidelines • International Voluntary Service • Finances
Afternoon Session 1	**Intercultural Learning Session I: Identity & Cultural Awareness** *Introduction:* • What is intercultural learning? • Anti-bias approach • Skills based volunteering • Inner readiness **Understanding definitions, terms and concepts** Method: <u>Danger of Words</u>

Afternoon Session 2	**Identity** Method: <u>Identity Molecules</u> **Intercultural Learning Session I: Identity & Cultural Awareness (cont.)** *Appreciating diversity in identity and culture* Method: <u>Iceberg Model of Identity and Culture</u> Theory: <u>Identity & Diversity</u> Theory: <u>Cultural Adaptation Process</u> *Sum up and reflection groups*
DAY 3	
Morning Session 1	**Intercultural Learning Session II: Stereotyping and Prejudice** *Intro exercise: <u>Mirror Image</u> or <u>Pick me up at the airport</u>* Method: <u>World of images</u> Theory: <u>Stereotypes and Popular Images in the media</u>
Morning Session 2	**Intercultural Learning Session II: Stereotyping and Prejudice** Method: <u>Starting Over</u>
Afternoon Session 1	**Intercultural Learning Session III: Privilege and Power** Method: <u>Take a step forward</u>
Afternoon Session 2	**Intercultural Learning Session IV: Discrimination** Method: <u>Four Fields Four Perspectives</u> Theory: <u>Model of discrimination / Aspects of Discrimination</u> *Sum up and reflection groups*
DAY 4	
Morning Session 1	**Communication and Conflict Resolution** *Intro Exercise: <u>Broken Squares</u>* Method: <u>Conflict Resolution-Role Plays</u> or <u>Forum Theatre</u> Theory: <u>Attitudes to Conflict</u>
Morning Session 2	**Evaluation and Closing** • "Write a letter to yourself" ***Evaluation*** • Youthpass • Interactive feedback on training • Written evaluation • Closing round

4.3.2. On-Arrival Training

a) Objectives of the training

The goal of the on-arrival training is to introduce to volunteers the voluntary service experience in their new host country, provide a country specific preparation for the volunteers and a more in-depth exploration of the intercultural learning process. The on-arrival training should:

- introduce the volunteers to the host country including language, culture, customs, practical tips, etc.

- review the volunteers' expectations and motivations

- provide the volunteers with specific practical and logistical information (rules and procedures) and information on their host project
- allow volunteers to get to know each other and the host country staff/co-workers
- discuss culture shock and how to combat it
- discuss relationships and cross-cultural communication
- increase the volunteers' awareness of the intercultural learning process
- provide the volunteers with tools and knowledge to help with adaptation and integration into the new society

b) Good Practice:

The following would assist in enhancing the quality of on-arrival trainings:

- Returnee volunteers as well as current national and international volunteers participate in training in some way.
- In order to foster a cohesive intercultural environment, it is strongly recommended that at least five of the training days be spent within a residential facility.
- The incoming contact persons are included in the training to help build trust.
- Any significant issues arising at on-arrival training should be raised with the relevant sending organisation.

c) Outline of On-Arrival Training

DAY 1	ON-ARRIVAL TRAINING
Evening	- Arrival of participants - Informal get-together
DAY 2	
Morning Session 1	- Welcome and introductions - Presentation of programme - Participants' expectations, hopes and fears - Social contract: ground rules of the training - Logistics and information about venue *Getting to know each other* - name games Method: Talking Wheel
Morning Session 2	**Intercultural Learning (ICL) / Identity** Method: Power Flower
Afternoon Session 1	**ICL / Culture, Cultural Diversity** Method: Lemons Method: Iceberg Model of Identity and Culture Theory: Identity & Diversity Theory: Cultural Adaptation Process
Afternoon session 2	**Stereotypes and Prejudice** *Intro exercise: Pick me up at the Airport or Can you hit the target?* Method: The Cards are Reshuffled Theory: Functions of Prejudice *Sum up and reflection groups*
DAY 3	
Morning Session 1	Energizer – Teamwork **Privileges and Power** Method: Global Express "À la carte" or Starting Over

Morning Session 2	**Privileges and Power / Discrimination** Method: <u>The History Line</u> Theory: <u>Model of discrimination / Aspects of Discrimination</u>
Afternoon Session 1	**Communication, Conflict / Resolution** *Intro exercise: <u>Arranging Chairs</u> or <u>Marshmallow Challenge</u>* Theory: <u>Communication Styles</u> Method: <u>How Tall is Alfred</u>, <u>Forum Theatre</u> or <u>Conflict Resolution-Role Plays</u>
Afternoon session 2	...contd. Method: <u>How Tall is Alfred?</u>, <u>Forum Theatre</u> or <u>Conflict Resolution-Role Plays</u> *Sum up and reflection groups*
DAY 4	
Morning Session 1	Energizer **Understanding of Volunteering** Difference between volunteering and voluntary service in different countries (participants write the meaning of volunteering on coloured paper and create a collage on a wall. Introduce the meaning and the local cultural context). *Intro exercise: <u>Where do you stand?</u>* **Self-assessment** Method: <u>How Are My Social Skills?</u>
Afternoon Session 1	**Practicalities** • Visa/Stay Permit • Health and Safety Tips • Presentation Hosting Placement and Living Situations
Afternoon Session 2	• Presentation of Hosting Culture • Intercultural Evening – Presentation of their own country *Sum up and reflection groups* Farewell Party
DAY 5	
Morning Session	Energizer • Answer open questions **Final Evaluation** • Youthpass • Interactive feedback on training • Written evaluation • Closing round
Afternoon	Departure of Participants

Suggestions:
1. In case of additional days, an intensive language course should be included.
2. Ex/current volunteers should be invited to tell and share their experiences.

4.3.3. Mid-Term Evaluation

a) Objectives of the Mid-Term Evaluation

The goal of the mid-term evaluation is to assess the volunteers' learning halfway through the voluntary service period. The mid-term evaluation should:

- evaluate the volunteer management and support provided to identify potential problems to be resolved
- provide space for the volunteers to share experiences with other volunteers from different host organisations in the country
- allow the volunteers and host coordinating organisations to discuss current and potential problems or conflicts and brainstorm on solutions
- increase the volunteers' awareness of the intercultural learning process in relation to the host country
- allow the volunteers to assess their own learning thus far
- enable volunteers to develop a plan of action for the remaining half of the voluntary service

b) Good Practice

The following would assist in enhancing the quality of mid-term evaluations:

- If volunteers are part of a specific project, the mid-term evaluation should include a session on the project's theme.
- Include self-assessment methods to enable volunteers to evaluate their learning.
- The duration of the mid-term evaluation should be at least two-full working days.
- Any significant issues arising at the mid-term evaluation should be raised with the relevant sending organisation.

c) Outline of Mid Term Evaluation

DAY 1	MID-TERM EVALUATION
Evening	- Arrival of participants - Informal get-together
DAY 2	
Morning Session 1	- Welcome and introductions - Presentation of programme - Participants' expectations, hopes and fears - Social contract: ground rules of the training - Logistics and information about venue **Experience versus expectation** - Reflecting on previous expectations and how they were met (for example reading "letter to myself") Method: Fever Curve
Morning Session 2	**Detecting problems and conflicts / Conflict Resolution** Method: Forum Theatre or Conflict Resolution-Role Plays Theory: Attitudes to Conflict
Afternoon Session 1	**Identity and Multicultural teamwork** Methods: *1. Intro exercise: Cultural Key Punch or Smarties or Magic Shoes* 2. Drawing a House or How Tall is Alfred? 3. Interactive theoretical input: Learning Styles

Afternoon Session 2	**Identity and Multicultural Teamwork** Method: <u>Identity Molecules Part II</u> *If volunteers are part of a specific Erasmus+ project, replace with a session on the project's theme.* *Sum up and reflection groups*
DAY 3	
Morning Session 1	**Intercultural learning** *Prejudices and media influence* Method: <u>Front Page</u> or <u>Captions for Pictures</u> Theory: <u>Functions of Prejudice</u> and/or <u>Stereotypes and Popular Images in the Media</u>
Morning Session 2	**Power and Privileges** *Intro exercise: <u>Can you hit the target?</u>* Method: <u>The Cards are Reshuffled</u> or <u>Four Fields, Four Perspectives</u> Theory: <u>Model of Discrimination / Aspects of Discrimination</u>
Afternoon Session 1	**Action plan for the future** Method: <u>Self-Care Plan</u> or <u>Mandala of Learners</u>
Afternoon Session 2	**Final Evaluation** • Youthpass • Interactive feedback on training • Written evaluation • Closing round
DAY 4	**DEPARTURE OF PARTICIPANTS**

4.3.4. Final Evaluation

a) Objectives of the Final Evaluation

The goal of the final evaluation is to offer the volunteers time and space to reflect on their learning experience in the host country. The final evaluation should:

- enable volunteers to reflect individually and as a group on their initial hopes and expectations in relation to their volunteering experience with all its challenges and successes

- evaluate the different elements and organisations of their voluntary service – host organisation, programme, trainings, living situation, sending, coordinating and hosting organisations, etc. – and allow volunteers to give suggestions and feedback

- assess the volunteers' learning outcomes through the voluntary service, i.e. intercultural learning, skills and competences, etc.

- review, recognise and celebrate the volunteers' achievements during their voluntary service period using tools such as the Youthpass, ICYE certificates of participation, etc.

- prepare the volunteers for their return home by discussing reverse culture shock, future career and/or education plans, becoming involved in and supporting their sending organisations

b) Good Practice

The following would assist in enhancing the quality of final evaluations:

- The duration of the final evaluation should be two-full working days.

- Final evaluation of the volunteers should be sent to the respective sending organisations.

- Contact volunteers prior to the final evaluation for the preparation work required of them, e.g. "My Voluntary Service Project" (described below in the outline of the final evaluation).

c) Outline of Final Evaluation

DAY 1	FINAL EVALUATION
Evening	• Arrival of participants • Informal get-together • "A very special moment for me was…" an informal round about participants' experiences)
DAY 2	
Morning Session 1	• Welcome and introductions • Presentation of programme • Participants' expectations, hopes and fears • Social contract: ground rules of the training • Logistics and information about venue **"My Voluntary Service Project" - presentations by participants** • Host organisation: aims and activities • Volunteer's role in the host organisation and relevance to host organisation's work • Tasks, challenges, achievements
Morning Session 2	…contd. "My Voluntary Service Project" / Presentations by Participants
Afternoon Session 1	**"My intercultural learning experience"** Methods: 1. Fever Curve 2. How are my Social Skills? 3. Youthpass
Afternoon session 2	**Intercultural learning** *Prejudices and media influence* Method Options: Front Page or Captions for Pictures Theory: Functions of Prejudice and/or Stereotypes and Popular Images in the Media If you present the Functions of Prejudice in the mid-term, then present Stereotypes and Popular Images in the Media in the final evaluation. *Sum up and reflection groups*

DAY 3	
Morning Session 1	**Overall evaluation of all activities and organisations in the volunteering programme** (preparation, volunteer meetings, training, language lessons, mentorship, supervision, logistical arrangements, etc.) Methods: 1. Written Questionnaire 2. Barometer (Description of barometer: Divide the room in two parts by creating a line in the middle. One side means "I agree" and the other side means "I disagree". The trainer puts forward a statement and participants select one of the two sides. Each side has six minutes to explain or argue their position, after which the trainer puts forward another statement. Statements should be based on the activities and elements to be evaluated.)
Morning Session 2	**The volunteering programme – goals versus reality** Group discussion Method: <u>Drawing a house</u>
Afternoon Session 1	**Returning home** • Discuss concerns and fears about returning home • Discuss future educational or career plans • Encourage the volunteers to become active co-workers • Encourage the volunteers to maintain contact with their group of volunteers, friends and colleagues in the host country • Prepare the volunteers for possible reverse culture shock Methods: <u>Reverse culture shock</u> <u>Imaginary Journey</u>
Afternoon session 2	**Final Group Activity** **Evaluation** • Interactive feedback on final evaluation • Closing round
DAY 4	**DEPARTURE OF PARTICIPANTS**

5. METHODS

5.1 Selecting and Adapting Training Methods

Every training is different as is the group of participants. It is therefore necessary to go through the methods used in previous trainings and adapt these to the specific needs of each new group. The methods presented in this guide are not carved in stone and meant to be adapted to different cultural contexts and groups. Consider the following issues when selecting and adapting methods:

Aims and objectives of the methods

What do you want to achieve by using this method?

Some exercises could address various points or issues. However, you may not have sufficient time to address all of them, or if the participants are relatively young, they may find it tedious to sit through very long debriefings. Moreover, using too many exercises in one training will mean that you remain at a superficial level because you will not have the time to go in-depth. Instead, select theoretical input to go with your methods and to sum up your sessions – this will ensure that you achieve the objectives of your training and that each method has the desired impact.

What different aspects (or even conflicts) can arise when using a specific method?

Can we plan to deal with them in advance? Can the method contribute to opening new perspectives and perceptions? Before using a method, reflect on the aims of the exercise and all the possible scenarios that can result in the facilitation of the method. Prepare yourself well by reading the different theoretical input provided in Chapter 5.3, as this will help you respond to participants' questions, statements and issues that may arise.

Target Groups

a) *Will the methods reach the group and stimulate their interest? Does the method allow enough individual expression?*

Consider the different personalities (e.g. extroverted and introverted) that are likely make up your training participants, and try to get everyone to participate actively in the debriefing. You could divide them in smaller groups for the debriefing, where some participants might feel more comfortable expressing themselves.

b) *Does the group have special needs (age, gender, language, dis(abilities)? How can the method take up these aspects in a positive way?*

Make sure that your language is inclusive, for example, of gender conforming and non-conforming identities. It would be useful to use the method Danger of Words at the start of your training to draw participants' attention to the words they use, how some words are loaded and reinforce stereotypes and generalisations.

c) *Towards the end of the debriefing, ask questions that link the exercise to the cultural and voluntary service experience the volunteers may have had or are likely to experience.*

It is important to end discussions by linking and emphasizing the relevance of the topic to international voluntary service.

d) *Is the method right for the particular age and size of the group?*

Some exercises are more suitable for younger people, who may also require more energizers to keep them going. Often older groups have a stronger need for discussion, so more time should be reserved for the debriefing. If the group is very large, certain methods should be done into two or more smaller groups to facilitate discussions.

Three Stages of a Debriefing

All debriefings should go through three stages—emotional, interpersonal and social.

Start with questions that address the participants' emotions: *How was it for you? How did you feel?*

Then move to individual and interpersonal interactions: *Have you experienced or observed this in your everyday situations?*

Lastly, make the connection to society and its institutions: *Do you see any parallels in society? How is this portrayed in the media? What role does the social positions/social status of the persons play?*

Addressing all three levels in the debriefing is crucial to helping participants understand that stereotypes, prejudices and discriminations are institutionalised in society as ideologies and learnt by people (see anti-bias approach, Chapter 3.3, page 7-8). By questioning oppressive ideologies, people can un-learn behaviour based on prejudices.

Environment, space and time

a) Consider the social, cultural, political and personal environment in which you will use the method and adapt scenarios to fit the respective context.

b) Take into account the differing experiences and levels of knowledge and learning amongst the participants. Ensure therefore that all participants can contribute and can also gain from the methods and overall training.

c) *What kind of dynamic operates in the group and why? Is the method suited to the group dynamic and level of communication?* For example, some methods require a very personal exchange among participants, and if these methods are used at the very beginning of the training when the participants are yet unfamiliar with one another, the results may be counterproductive or deter some from active participation.

Previous evaluation

Have you used this method before? Did you learn from the experience? It is important to use your experience and the feedback from former trainings to develop methods and integrate new elements that could make methods more effective and pertinent to specific groups or contexts.

Role of the trainer

This guide comprises a diverse set of methods, each requiring a more or less experienced trainer to lead sessions and discussions. We have classified the methods and theoretical input into four levels that will help you select methods based on the level of experience of the trainers:

Level 1 (Easy) methods are for all trainers, regardless of their experience leading trainings.

Level 2 (Standard) methods are for trainers who have some experience and are comfortable leading trainings.

Level 3 (Challenging) methods are for trainers who are experienced in leading trainings and discussions and have experience training others.

Level 4 (Expert) methods are for trainers who have considerable training experience, sense if a participant is uncomfortable during an exercise and can redirect the activity, if needed.

5.2 Method │Theory Chart

Method Title	Suited for	Theme							
		Identity Diversity	Stereotypes Prejudices	Power & Privileges	Discrimination & Exclusion	Taking action Civil courage	Communication Team building Conflict resolution	Self-awareness Self-assessment	Theory
Talking Wheel	Pre-departure, on-arrival	✓					✓		
Danger of words	Pre-departure, mid-term		✓						
Identity Molecules	Pre-departure	✓							
Power Flower	On-arrival	✓		✓	✓				
Iceberg Model of Identity and Culture	Pre-departure, on-arrival	✓	✓						
Identity & Diversity	Pre-departure, on-arrival	✓							✓
Cultural Adaptation Process	Pre-departure, on-arrival	✓						✓	✓
Lemons	Pre-departure, on-arrival		✓						
World of Images	Pre-departure		✓	✓					
Captions for Pictures	Pre-departure, on-arrival		✓						
Front Page	Mid-term, final evaluation		✓				✓		

Method title	Suited for	Identity Diversity	Stereotypes Prejudices	Power & Privileges	Discrimination & Exclusion	Taking action Civil courage	Communication Team building Conflict resolution	Self-awareness Self-assessment	Theory
Stereotypes and Popular Images in the Media	Pre-departure, on-arrival, mid-term, final evaluation		✓						✓
Starting Over	Pre-departure, on-arrival		✓		✓				
Global Express "À la carte"	Pre-departure, on-arrival		✓		✓				
Take a Step Forward	Pre-departure			✓	✓				
The Cards are Reshuffled	On-arrival, mid-term	✓	✓	✓					
Functions of Prejudice	Pre-departure, on-arrival, mid-term		✓						✓
Four Fields, Four Perspectives	Pre-departure, mid-term				✓	✓			
Three Volunteers	mid-term, pre-departure,				✓				
The History Line	On-arrival, mid-term			✓	✓				

Method title	Suited for	Theme							
		Identity Diversity	Stereotypes Prejudices	Power & Privileges	Discrimination & Exclusion	Taking action Civil courage	Communication Team building Conflict resolution	Self-awareness Self-assessment	Theory
Model of discrimination / Aspects of Discrimination	Pre-departure, on-arrival, mid-term				✓				✓
How Tall is Alfred?	Mid-term, on-arrival	✓					✓		
Drawing a House	Mid-term	✓					✓		
Learning Styles	Mid-term, final evaluation						✓	✓	✓
Identity Molecules PART II	Mid-term	✓					✓		
Conflict Resolution—Role Plays	Pre-departure, on-arrival, mid-term					✓	✓		
Forum Theatre	Pre-departure, on-arrival, mid-term					✓	✓		
Attitudes to Conflict	Pre-departure, mid-term						✓	✓	✓
Communication Styles	Pre-departure, on-arrival						✓	✓	✓

Method title	Suited for	Theme							
		Identity Diversity	Stereotypes Prejudices	Power & Privileges	Discrimination & Exclusion	Taking action Civil courage	Communication Team building Conflict resolution	Self-awareness Self-assessment	Theory
How Are My Social Skills?	On-arrival, final evaluation						✓	✓	
Fever Curve	Mid-term, final evaluation							✓	
Self-Care Plan	Mid-term, on-arrival, final evaluation							✓	
Mandala of Learners	Mid-term, final evaluation							✓	
Reverse Culture Shock	Final Evaluation							✓	✓
Imaginary Journey	Final Evaluation							✓	

5.3 Methods | Theory

TITLE	TALKING WHEEL
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☒ Mid-term ☐ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☒ Challenging ☐ Expert ☐
THEMES	Getting to know one another, communication, identity
AIMS & OBJECTIVES	It is true that two people from very different cultures or countries can have much more in common than two people from the same country due to differences in backgrounds, social class, interests, political beliefs, profession, etc. It is important therefore to recognise the influences that go into creating a personal culture at a very individual level. • Learning to listen • Introduction to the theme • Getting acquainted with different social and cultural identities and beliefs • Getting to know one another • Becoming aware of your own prejudices • Being confronted with opinions that are different from your own
DURATION	45 - 60 minutes
NUMBER OF PARTICIPANTS	6 - 30
MATERIALS	List of questions to talk about, stop watch. If using variation, music, music player and speakers
PROCEDURE	1. Introduce the exercise to the participants as one about finding out about each other and different values. 2. Ask the participants to form two circles, an inner circle and an outer circle. It could either be two mixed circles, or for example participants from Europe in one circle and participants from Asia in the other. 3. Explain to the participants that the trainer will read out questions or statements on which they have to talk to their partner for one minute. When the one-minute is over, their partner will have the chance to talk on the same subject for one minute. One circle talks at the same time. If the inner circle talks first, then with the next question, it will be the outer circle that will begin first. After every question, the outer circle will move one step to the right, resulting in a change of partners. The exercise comes to an end when all the questions have been read out by the trainer and each participant spoke for one minute or when the first two partners stand before each other again, i.e. the round is complete. 4. The participants should be told that they are not to speak, question or interrupt when their partner is talking. They will have their turn immediately after. The participants should also be told that they could decide not to answer a particular question.

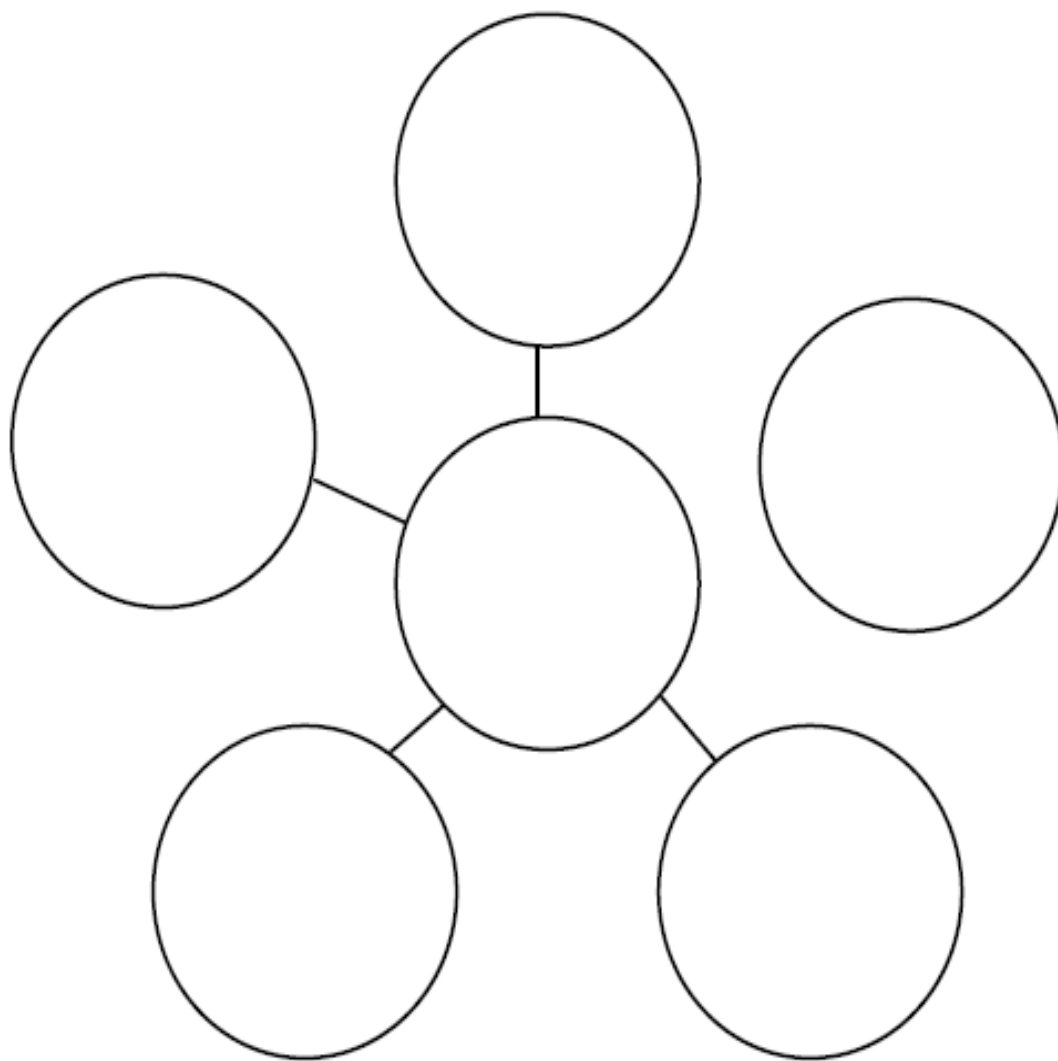|	
PROCEDURE	**Questions to be read out during the exercise:** These are some questions that can be used. You can add others depending on the participants and the theme of the training. If you have 16 participants, then select at least 8 questions so that the wheel does one entire round. If time permits, you could select more questions focusing on interculturality, prejudices, discrimination or the specific theme of the training or project. • What is your name? First and last. What does it mean? Do you like it? Why? • Talk about your positive characteristics. What do you like about yourself? • Describe a situation in which a person's words hurt you deeply. • Mention a prejudice you have? Why do you have it? Where does it come from? • Tell your partner about an ethnic, cultural or religious group (other than your own) which you admire, respect or like. Why? • Tell your partner about an ethnic, cultural or religious group (other than your own) which you dislike. Why? • What do you understand by intercultural learning? • What do you find exciting about working in an multicultural setting? • What motivates you to be involved in international volunteering? • Should children learn in their home language? How many languages should children learn? • Name one achievement that you're proud of. • Describe a situation in which you witnessed discrimination. How did you react? • Most of us in this room are "temporarily able-bodied". How does this statement make you feel? What do you feel about the use of labels like 'handicapped' and 'retarded'? • Describe a lovely experience you had last week.
DEBRIEFING	• How was it? How did it feel? • How was it to exchange such personal information with a new partner each time? • Was anything said that was new or surprised you? • Some questions were perhaps more difficult to answer than others. Which questions were particularly hard to answer and why? Which questions were you very happy to answer? • Did you learn anything new about yourself? • Was one minute enough time to speak? • How was it to listen silently for an entire minute? Did you wish to interrupt? • How was it to talk for an entire minute without interruption? • What did your partners do to give you the feeling that they were listening attentively? • Did you notice similarities or things you have in common (in this group) although you're not all from the same country? • How often do we think about our prejudices? Do we know we have them? • What was the purpose of this exercise?

VARIATION	**Variation: Free Movement in the Room** Free Movement in the Room is a variation of the Talking Wheel. Instead of having participants form two concentric circles, they can be asked to move freely in the room while soft music plays in the background. When the music stops, each person is to find a partner with whom they take turns talking for one minute. When the 2 minutes (one per person is up), the music will start again signalling participants to walk around the room again. When the music stops, the participants finds another, new partner to talk to on a new statement given by the trainer. The exercise comes to an end when all the questions have been read out by the trainer and/or the participants have been able to talk to all other participants. This variation is ideal for small groups, in particular when there aren't sufficient participants to form two concentric circles. A slightly different set of questions have been given below for *Free Movement in the Room*, so that it is possible to use *Free Movement in the Room* in a pre-departure training and *Talking Wheel* in an on-arrival training. • What is your name? First and last. What does it mean? Do you like it? Why? • Talk about your strengths. What are you good at doing? • What qualities do you dislike in other people? • Mention a prejudice you have? Why do you have it? Where does it come from? • Tell your partner about an ethnic, cultural or religious group (other than your own) which you like. Why? • What do you understand by intercultural learning? • What do you find exciting about working in a multicultural setting? • What motivates you to be involved in international volunteering? • A man who dresses as a woman because he feels like a woman should be accepted in a woman's group. • How many languages do you speak and how much do you understand? • Men should also get parental leave. • Name two things that you do for fun. The questions proposed for both *Talking Wheel* and *Free Movement in the Room* can be changed to suit the participants and realities of the host or home country.
Tips for facilitators	The debriefing should focus on the information that was conveyed, the feelings and experience of discussing such information, and the personal qualities and methods used during the short monologues. The *Talking Wheel* allows participants to get to know one another, become acquainted with different social and cultural identities and beliefs, think about and reflect on one's own opinions, and learn to listen actively. The reflection session and the debriefing questions asked should cover some of these issues.
SOURCE	Anti-Bias Werkstatt. Methodenbox: Demokratie Lernen und Anti-Bias Arbeit. http://www.anti-bias-werkstatt.de/?q=de

TITLE	DANGER OF WORDS
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☐ Mid-term ☒ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☒ Challenging ☐ Expert ☐
THEMES	Stereotypes, Prejudices, understanding definitions, terms and concepts, generalisations
AIMS & OBJECTIVES	• Stereotypes reinforced by the media • Awareness of how some words are loaded and reproduce stereotypes and generalisations
DURATION	30 - 45 minutes
NUMBER OF PARTICIPANTS	6 - 30
MATERIALS	Printout of one article per group of participants, pens, paper, flipchart paper, markers
PROCEDURE	1. Select between 3 to 5 articles from the online or press media on the themes and terms you wish to discuss. The number of articles you need will depend on the number of participants. 2. Divide the participants into small groups. 3. Give each group a particular theme and an article on that theme. 4. Ask the groups to read their articles and discuss which words in the text are negatively charged. 5. Ask the groups to mark these words in the text and to try to rewrite the article (or one or two paragraphs of the article) using words that are not loaded and do not convey stereotypes and generalisations.
DEBRIEFING	• How was the exercise for you? • How was the discussion in groups? Did you all agree with the words that were selected? • How often did you read the article? Did anything change on reading the article for the second or third time? • How was it to change the negatively laden words in the article? How easy was it and how did it feel? The exercise helps to show how the media can manufacture articles to create a certain attitude towards specific people or groups of people, which you often do not notice. Moreover, these words or terms are often taken on by people and used in daily life without realising the negative implications.
OTHERS	This method should be used in the first session of the training as it clarifies understandings of words, terms, definitions and concepts.
SOURCE	Final Activity Report of the Erasmus Key Action 1 training project, *Youth Work Can Unite: Merging Parallel Realities in Europe,* Graz, Austria, February 2017. http://www.icye.org/wp-content/uploads/2017/04/Final-Activity-Report-Graz-Austria-February-2017.pdf

TITLE	IDENTITY MOLECULES
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☐ Mid-term ☐ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☐ Challenging ☐ Expert ☒
THEMES	Identity, Culture
AIMS & OBJECTIVES	• Reflection on one's own cultural identity • Perception of similarities and differences with a group • Recognising that one belongs to multiple groups and perceiving the diversity of group memberships Personal identity is created from several interacting identities, forces and social factors which are fluid. What people use to identify themselves can change over time, space and circumstances. It is therefore important to recognise this fluidity of identity and realise that it can change on a day-to-day basis and most definitely over a longer period of time. The exercise aims also to bring out the number of similarities and differences that exist within a group and allows participants to understand that everyone is unique and creates their identity through their experience, feelings, situations and many more variables.
DURATION	60 minutes
NUMBER OF PARTICIPANTS	8 - 16
MATERIALS	Molecule sheets—one per participant, slips of coloured paper
PROCEDURE	**Stage 1:** • Distribute the molecule sheets, one per participant. • The trainer should fill in one on the flipchart so the participants understand what they are supposed to do . • Ask participants to fill in their own molecule sheet with their name in centre and five groups to which he/she belongs and feels strongly about. They should not think too long about it; the answers should be spontaneous: what they feel here and now. • Ask participants to write two or three of the most relevant molecules on the coloured slips of paper laid out in the centre of the room, one molecule per coloured strip of paper. **Stage 2:** • Divide the participants into pairs. • Ask participants to discuss any two molecules with their partner on the basis of these two questions: ◊ How is it to my advantage to be a member of these two groups? ◊ What makes it easier or difficult to be part of these groups? • Meanwhile, the trainer should collect the coloured slips with participants' molecules/ group belongings and paste them on a wall or flipchart, placing similar group belonging together.

PROCEDURE	**Stage 3:** When they are done, ask all the participants to sit in a circle. Before you start the last part of the exercise, ask the participants the following questions: • How was the discussion in pairs? • Was it easy or difficult to come up with five identity molecules? Or was it easier or more difficult to decide which five molecules to select and write down? • How did the partner discussions go? How was it to answer the two questions? Painful? Interesting? • Would you choose the same molecules tomorrow or in a month? **Stage 4:** Now begin the last part of this exercise: • Ask participants to sit in a closed circle. There should be no talking. • The trainer should explain how this part of the activity will work: As the trainer calls out one category after another, the participants can stand up if they feel they belong to the group. They can stand up even if they did not write the molecules, but if they feel that they belong to or identify with the group. The stronger and more intense their sense of belonging/identification to a certain group, the longer the participants may stand. You may even stand if you feel you belong only symbolically to the group. When all are seated again, only then should the trainer call out the next category. • Go through all or at least 60% of the categories/groups written on the coloured slips by the participants.
DEBRIEFING	• How was it? • How did you feel when you stood alone or almost alone? • How did it feel to be part of a bigger group? • Did you realise or learn something new or surprising about yourself? • Did anyone notice interesting group behaviour, for example, when a gender category is called out, only women stand. Why is that? • Can belonging to certain groups be problematic or painful? Which ones? Why?
TIPS FOR FACILITATORS	• The exercise is a complex one. If the trainer has never led or personally experienced the exercise before, they should not do it or try it out beforehand with a group of colleagues. • Depending on the size of the group, you can draw either four or five circles (molecules) on the molecule sheet. If the group is quite large, go with four molecules. • The debriefing should allow for reflection of the participants' personal identity and the identities of others, as well as for understanding that these identities are constantly changing and different factors and forces interact to create identities. The participants should be given the opportunity to reflect on their feelings of belonging to some groups and not others, and any pressure they may have felt during the exercise. • Identity Molecules should be followed by the <u>Iceberg Model of Identity and Culture</u> and/or theoretical input <u>Identity & Diversity.</u>
SOURCE	Anti-Bias Werkstatt. Methodenbox: Demokratie Lernen und Anti-Bias Arbeit. <u>http://www.anti-bias-werkstatt.de/?q=de</u>

Identity Molecules

Please write your name on the molecule in the centre.

On the outer molecules write groups to which you belong and which make up your identity.

TITLE	POWER FLOWER
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☒ Mid-term ☐ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☐ Challenging ☐ Expert ☒
THEMES	Identity, power, privileges, oppression
AIMS & OBJECTIVES	Power Flower seeks to create an awareness of different types of oppression prevailing in society and clarify that depending on the particular situation, a person could be the target of oppression in one case and the oppressor in another. Gaining insight into people's experiences, feelings and perceptions of oppression is a way of gaining empathy and questioning ourselves and our motives when are in positions of power. • Heightens participants' awareness of different forms of oppression and how identity plays a role in oppression • Provides an opportunity to reflect where the participants are targets of oppression and when they are in non-target positions • Gives insight into other people's experience and perception of oppression • Creates awareness of the ways in which we might unintentionally oppress others
DURATION	60 minutes
NUMBER OF PARTICIPANTS	12 to 20 (4 to 6 in each working group)
MATERIALS	A power flower worksheet per participant, crayons or coloured pencils/pens
PROCEDURE	• Ask participants to divide into small groups. • Give each participant a "power flower" worksheet and a crayon or coloured pencil. • Ask participants to colour in the petals of the flower according to whether they are the targets or non-targets of each form of oppression. (See an example of "power flower" on page 41 for information on possible targets and non-targets of each form of oppression). Instruct them to colour the inside petal if they are in a non-target position for a particular form of oppression and to colour the outside petal if they are the target of a particular form of oppression. • Allow participants 10 to 15 minutes for this part of the activity. You may want to change some of the categories shown on the "power flower" in order to match the activity more closely with the goals of your workshop. You may also wish to change the way in which you define the target and non-target groups for some of the forms of oppression, in order to better reflect the experience of the participants of your training. For example, you may wish to change the cut-off point for the non-target group for "education" to high school if the majority of the participants at your training come from communities in which a high school certification is likely to be the highest form of education level reached by people.

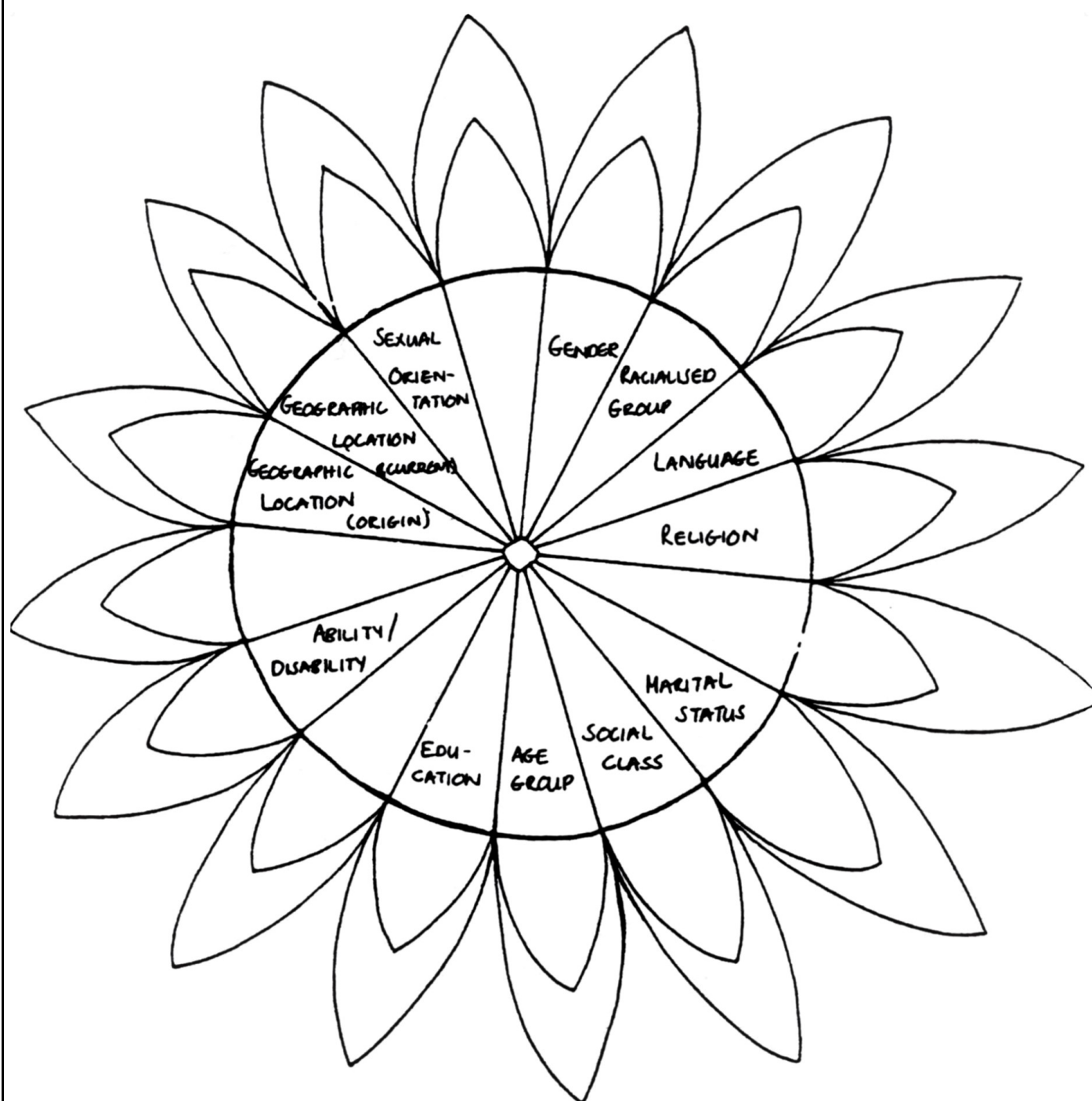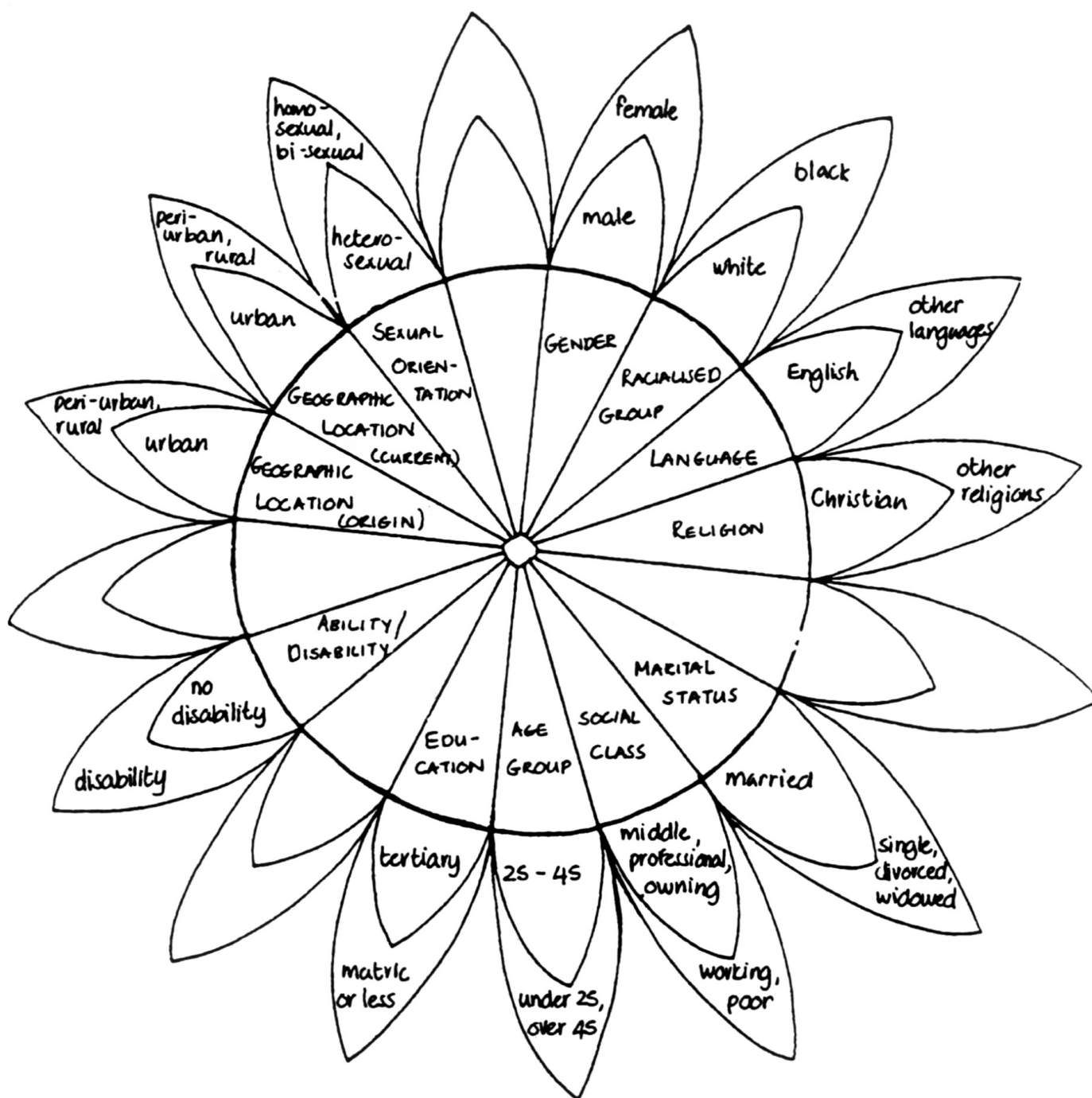|	
	• How was the exercise?
	• Which classifications (into target and non-target positions) were difficult, which were not? Why?
	• For which belongings/petals were you uncertain about being in a target or non-target position? Why?
	• How was the exchange in the working groups?
	• How did it feel to be part of a target or non-target group?
	• Do your feelings match this classification into target and non-target groups? Do you feel exactly so (not) privileged or (not) targeted as your power flower demonstrates?
	On the significance of belonging:
	• Are there situations, contexts and groups in which relations shift and in which a privilege leads to discrimination or vice versa?
	• Does the same category have the same meaning in every context? (sense of belonging depends on the context)
	• Do belongings all have the same level of importance and are you always aware of the importance of each category of belonging? (at a personal level; differing subjective meanings)
DEBRIEFING	• Do belongings all carry the same weight? (in society; differing social meanings attributed over time)
	Here it is necessary to point out that the differentiation and valuation of categories depends on the extent to which a category possesses dominant attributes of society as a whole and is linked to institutional consequences. Some forms of discrimination have a long, violent history of oppression, due to which their effectiveness is strengthened (e.g. racism, colonialism: the historical roots of today's north-south relations should be seen in connection with the system of slavery and material exploitation.
	On the characteristics of belonging:
	• Are the belongings to the categories in the flower petals your own voluntary decision or were they assigned to you from the "outside"? What consequences does this have?
	• Is it possible to change the belongings of the flower petals?
	On behaviour in and with power relations:
	• Now assess the number of areas in which you are targeted and the number in which you are relatively privileged. What are the implications of being predominantly in target or non-target groups and which forms of oppression are the strongest in society?
	• Conclude the activity by pointing out that we can use our own positions in target or in privileged groups to understand the thoughts, feelings and behaviours of others. You could follow this with a discussion on how to challenge oppression, or how different forms of oppression are reinforced in classrooms, (other areas of the education system and other social institutions), and what can be done to change this.

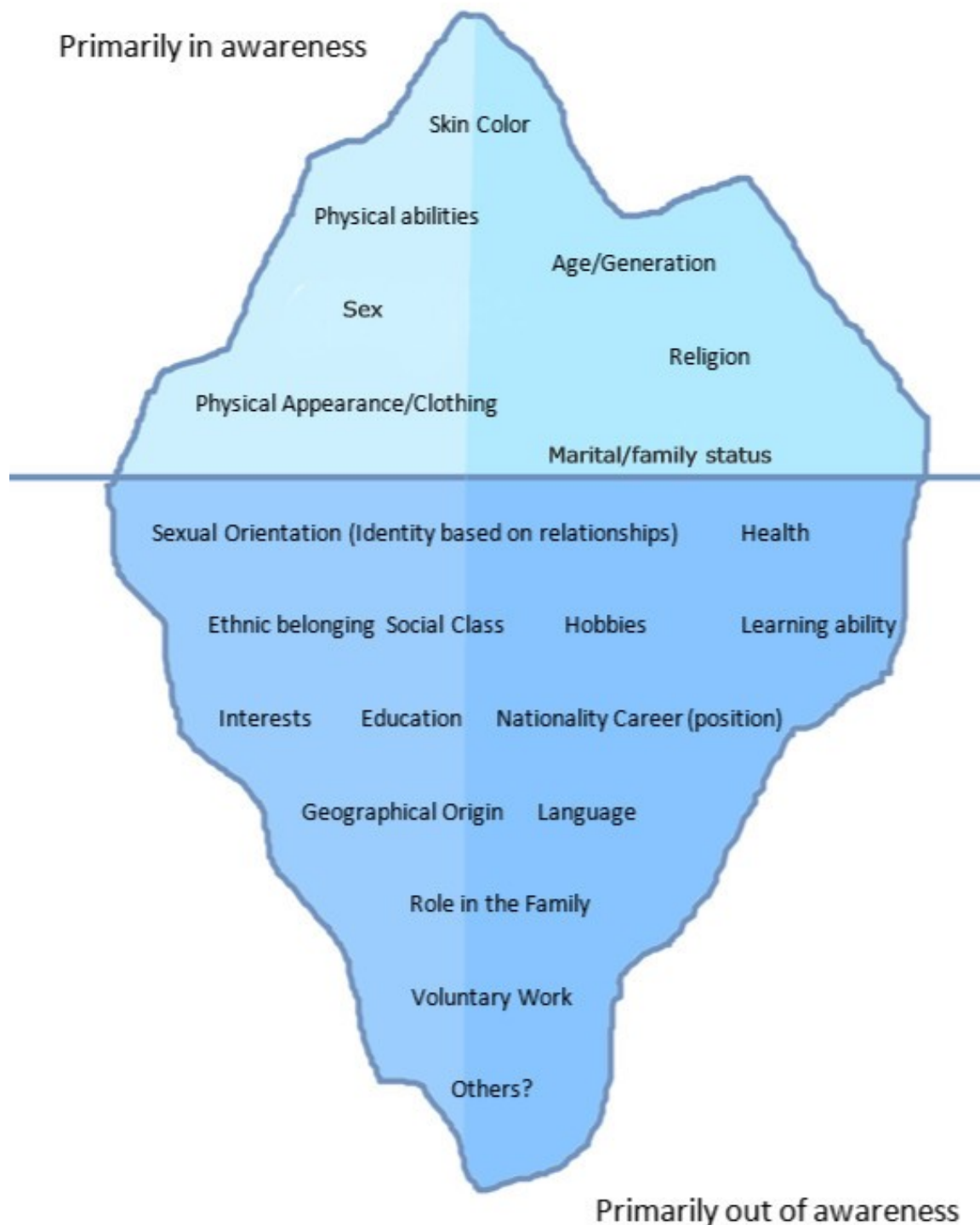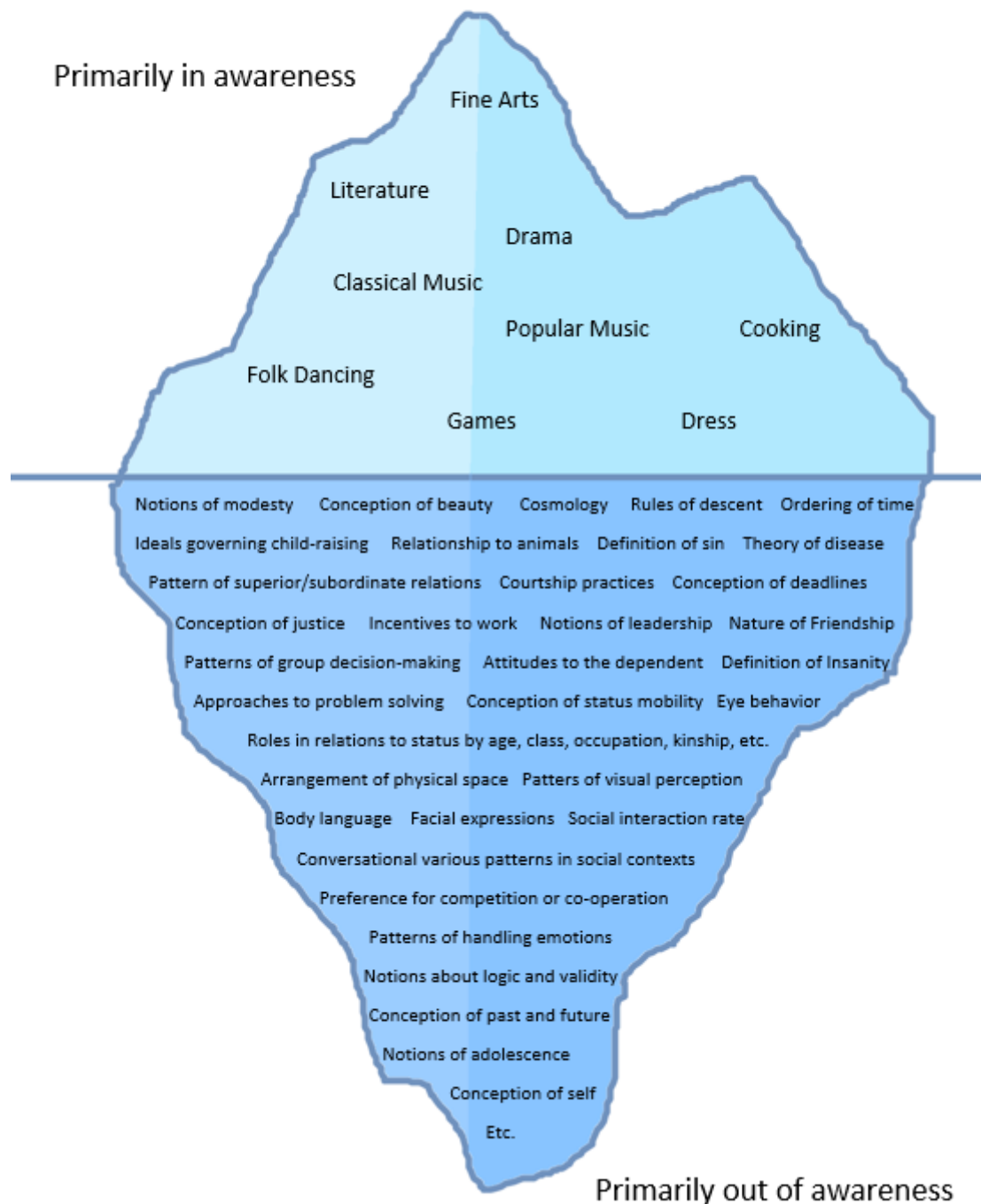|	
DEBRIEFING	• How and when can we have power also in marginalised positions? • How can we deal with power or powerlessness? • How can you use your power positively and productively? How can you use it to change power relationships? It is important to point out that power isn't just negative or vicious, but is also productive and comprises opportunities and resources. The positive connotation of the term power in different languages can be referred to (in French 'Pouvoir', German 'Macht', etc.) Power can be used constructively, for example, by way of empowerment and power sharing.
SOURCE	Shifting Paradigms. Using an anti-bias strategy to challenge oppression and assist transformation in the South African context. A publication of the Anti-Bias Project. Early Learning Resource Unit, 1997. Anti-Bias Werkstatt. Methodenbox: Demokratie Lernen und Anti-Bias Arbeit. http://www.anti-bias-werkstatt.de/index.htm.

TITLE	ICEBERG MODEL OF IDENTITY AND CULTURE
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☒ Mid-term ☐ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☐ Challenging ☒ Expert ☐
THEMES	Identity, culture, diversity
AIMS & OBJECTIVES	• Within culture, there are very often very visible markers: architecture, art, cooking, dress, music, and language, just to name a few. However, the powerful foundations of culture are more difficult to see: the history of the group of people that holds the culture, norms, values, basic assumptions about space, nature, time, etc. Similarly, when we meet people, we only see the visible marker: colour of skin, appearance, clothing, age/generation but the background and character of a person only becomes visible over time and through close interaction. • The Iceberg Model of Identity and Culture are two diagrams showing more physically apparent and visible markers above the water, with the majority of markers hidden and unseen under the water. The focus of the model is on the main elements that make up an individual and a culture, and on the fact that some of these elements are very visible, whereas others are not visible immediately or harder to discover. • The Iceberg Model should be used as a starting point for a more in-depth look at how people are labelled, how we use culture-based expressions/features on a daily basis to describe a person. It is a visualisation of why it is sometimes so difficult to understand and 'see' people and culture, and emphasizes the importance of opening yourself to others to build trust and respect.
DURATION	15 minutes
NUMBER OF PARTICIPANTS	2 - 16
MATERIALS	Flipchart, markers, laptop, projector. If using the variation, prepare cards with each visible and invisible marker written on a separate card.
PROCEDURE	Guidelines for an interactive presentation of the Iceberg Model of Identity & Culture: 1. Ask participants if they know what an iceberg is and to describe an iceberg. 2. Then draw an iceberg on a flipchart and explain that the features at the tip of the iceberg are above the water level and are visible – we can see them when we become acquainted with someone. 3. Explain that the construction of the iceberg is such that only 15% of its entire size is above water level. With people, the same concept applies. We have just as limited or narrow a perception of others when we do not go beyond the visible features. Ask participants to tell you what features of people are clearly visible. As they call out the features, write them on the tip of the iceberg. Familiarise yourself beforehand with the features that are primarily in our awareness (see Iceberg Model of Identity on page 44) and only write those on the flipchart that are relevant (i.e. skin colour, physical abilities, age/generation, physical appearance, clothing, sex).

PROCEDURE	4. Go to the second area at the surface of the water and ask participants about the features that are sometimes visible due to the symbols people carry/show, i.e. a cross, hijab, pregnancy, etc. List these features at the water level of the iceberg. 5. Point to the field below the water level, explain that these characteristics or features are primarily out of awareness and often serve the purpose of communication and understanding the "real" person. Ask participants to tell you what these features, characteristics could be and write them down below the surface of the water. Explain that it is not easy to show or talk about these feature on the first meeting or at the workplace as they depend on trust between co-workers and general conditions such as private space, security, etc. If one wants more knowledge about a person, one has to go below the water level to discover characteristics and qualities that make up the (cultural) identity of a person. We allow people to look deeper within ourselves only when we want to build trust. 6. The Iceberg Model of Culture (see page 45) can then be presented on a screen or flipchart to highlight the many elements of culture that are primarily in awareness and those are not instantly visible.
DEBRIEFING	There is no specific debriefing but the discussion among participants during the exercise, in particular if it is done in an interactive manner (see also variation below), is itself the reflection and debriefing.
VARIATION	Another way of making the presentation interactive is to prepare cards in advance, i.e. write all the features (those above, on and below the surface of the water) on cards, each feature on a separate card. Lay the cards out on a table. Ask participants to explain what an iceberg is and then draw a parallel to people explaining point 2, 3, 4 and 5 above. Then ask participants to discuss as a group each feature and place it on the tip of the iceberg, on the surface or below the water level as relevant according to them. Once all features have been placed/pasted on the flipchart, present on a screen or on a flipchart the Iceberg Model of Identity as show on page 44) to compare, explain and if necessary move the cards around so that they are placed correctly .
SOURCE	Iceberg Model of Identity: Translated into English from "Managing Diversity. Moderationshandbuch für Multiplikatorinnen und Multiplikatoren aus Unternehmen und Non-Profit-Organisationen" im Rahmen der Fortbildung zum *Diversity-Trainer / Diversity Trainerin von Eine Welt der Vielfalt* (2007). https://www.ewdv-diversity.de/

THE ICEBERG MODEL OF IDENTITY

Primarily in awareness

Skin Color

Physical abilities

Age/Generation

Sex

Religion

Physical Appearance/Clothing

Marital/family status

Sexual Orientation (Identity based on relationships)   Health

Ethnic belonging Social Class   Hobbies   Learning ability

Interests   Education   Nationality Career (position)

Geographical Origin   Language

Role in the Family

Voluntary Work

Others?

Primarily out of awareness

THE ICEBERG CONCEPT OF CULTURE

Primarily in awareness

Fine Arts

Literature

Drama

Classical Music

Popular Music   Cooking

Folk Dancing

Games   Dress

Notions of modesty   Conception of beauty   Cosmology   Rules of descent   Ordering of time

Ideals governing child-raising   Relationship to animals   Definition of sin   Theory of disease

Pattern of superior/subordinate relations   Courtship practices   Conception of deadlines

Conception of justice   Incentives to work   Notions of leadership   Nature of Friendship

Patterns of group decision-making   Attitudes to the dependent   Definition of Insanity

Approaches to problem solving   Conception of status mobility   Eye behavior

Roles in relations to status by age, class, occupation, kinship, etc.

Arrangement of physical space   Patters of visual perception

Body language   Facial expressions   Social interaction rate

Conversational various patterns in social contexts

Preference for competition or co-operation

Patterns of handling emotions

Notions about logic and validity

Conception of past and future

Notions of adolescence

Conception of self

Etc.

Primarily out of awareness

TITLE	IDENTITY & DIVERSITY
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☒ Mid-term ☐ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☐ Challenging ☐ Expert ☒
THEMES	Identity, Diversity, theory
AIMS & OBJECTIVES	• To understand what is identity and why is it important • To understand the diversity and fluidity of individual identities
DURATION	20 minutes
NUMBER OF PARTICIPANTS	5 - 30
MATERIALS	Laptop, projector, flipchart paper, markers

PROCEDURE

This theoretical input can be used to sum up sessions on identity and diversity. It serves to deepen understandings of identity and the diversity of individual identities. The input can be presented after the method Identity Molecules and/or after the Iceberg Models of Identity and Culture.

Identity

Ask participants what is identity. List their responses in keywords on a flipchart.

Then present the following input:

> **Cultural identity**, according to cultural theoretician Stuart Hall (1994) can be viewed in two different ways. The **first** is in terms of **one shared culture**, **reflecting typical historical experiences and shared cultural codes**. These cultural codes and common historical experiences 'provide us, as 'one people', with stable, unchanging and continuous frames of reference and meaning'.
> The **second** view is in terms of the **individual's experience of their culture**. Through this view, **culture is always changing**, it is not static as claimed by the first definition. **Cultural identities comes from somewhere, have histories**. But like everything that is historical, **identities undergo constant transformation**.
>
> Identity can therefore be considered as **being conscious of what one** is or **knowing oneself**. **It is the meeting of our past with our current social, cultural and economic relations**.

Identities can be regarded as categories through which people are positioned in society, and as such identity is both social and personal. In other words, identity is not just personal but constituted through social interaction and social norms. How individuals develop their sense of self, and the role others play in their identification is of particular importance. As seen through the method Identity Molecules, individuals are members of numerous social groups simultaneously, or several social categories contributing to the construction of their identities and revealing the diversity of identities. Identity Molecules helps also to clarify that identity is fluid and shifting: What people identify with can change over time, space and circumstances; there is thus a deconstruction of a singular, unified identity. Thus we can understand that the self equals culture, both are constantly changing, never fixed in time.
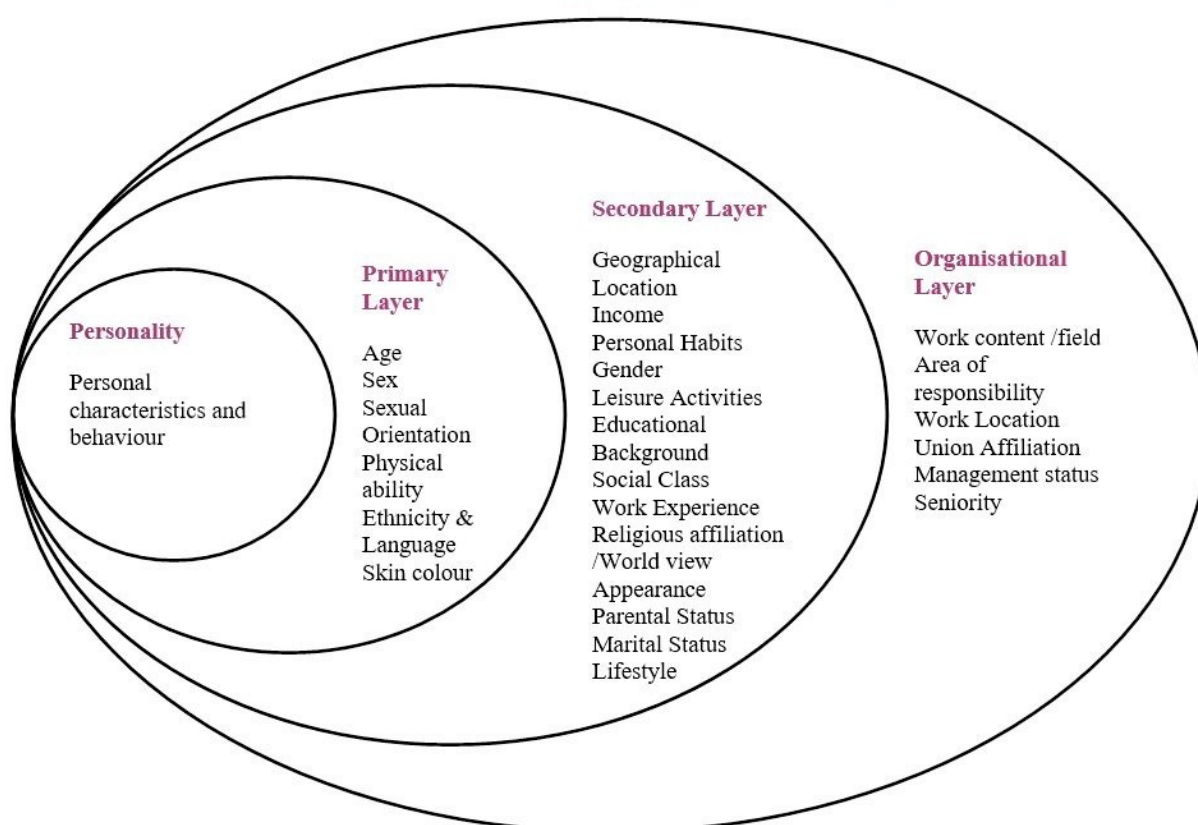
Diversity

Begin by asking participants what they understand by diversity.

Explain that **diversity contains elements in people that make people similar and different**, some elements over which we have control and others over which we have no control.

Diversity becomes an issue of concern when these differences influence our day-to-day communication with people: Preconceived opinions, prejudices or different values can prevent people from working well together or communicating. To capitalise on the performance of diversity, it is important to learn how to deal with its challenges. It is therefore necessary to understand the overlapping layers of diversity.

Four Overlapping Layers of Diversity

Secondary Layer

Geographical
Location
Income
Personal Habits
Gender
Leisure Activities
Educational
Background
Social Class
Work Experience
Religious affiliation
/World view
Appearance
Parental Status
Marital Status
Lifestyle

Organisational Layer

Work content /field
Area of
responsibility
Work Location
Union Affiliation
Management status
Seniority

Primary Layer

Age
Sex
Sexual
Orientation
Physical
ability
Ethnicity &
Language
Skin colour

Personality

Personal
characteristics and
behaviour

The **four overlapping layers of diversity** is a starting point for discussion on diversity, stereotypes and prejudices. They form a filter through which we see the world and a screen through which other view us. Understanding the elements of that filter helps us avoid being victims of those factors. When we are aware of the many influences that have formed ours and others' filters, and when we realise how these influences play out in daily life and in organisations, we can make active choices about our behaviour and reactions as well as our organisation's practices.

Diversity can be seen in four concentric circles, at the centre of which is *personality*. This core aspect permeates all other layers. Moving out from that centre are the *internal factors* over which we have little or no control such as age, sexual orientation and race. The next layer of factors, referred to as *secondary dimensions*, is made up of *external influences* brought to bear by society and one's experiences in the world. Where you grew up, live now, whether you are married, or have children, how your religious affiliation guides you, and the amount and type of education you have are examples of external differences. Finally, the fourth layer encompasses *organisational influences* related to factors such as seniority, the kind of work you do, whether you are a volunteer, your level within the company, and your work location.

These four layers together form your own diversity filter:

Personality: The Unique Core

Internal Dimensions: Powerful shapers of Opportunities, Access and Expectations

Age
Race
Ethnicity (and language)
Physical Ability (and disability)
Sexual Orientation

External Dimensions: Additional Influencers of Assumptions and Behaviours

External influences such as social factors and life experiences also have an impact on how people are viewed and treated at work and in daily communication. While individuals have more control over these factors, they still exert a significant impact on behaviour and habits.

Religious affiliation / worldview	*Marital status*
Educational background	*Income*
Parental status	*Appearance*
Personal habits	*Leisure activities*
Geographic location	*Work experience*
Social Class	*Gender*
Lifestyle	

Organisational Dimension: Job-related factors making an impact at work

Functional level or classification within the organisation
Management Status
Division, department, unit and work group
Union affiliation
Work location
Seniority
Work content or field

SOURCE

Jaliwala, R. (2012): Political Education in Plural Societies: Challenging Oppression in Bombay and Berlin. Kassel University.

Hall, S. (19943 "Cultural Identity and diaspora" from Williams, Patrick and Laura Chrisman (Eds.), Colonial discourse and post-colonial theory: a reader, p 227-237, London: Harvester Wheatsheaf.

"Managing Diversity. Moderationshandbuch für Multiplikatorinnen und Multiplikatoren aus Unternehmen und Non-Profit-Organisationen" im Rahmen der Fortbildung zum Diversity-Trainer / Diversity Trainerin von Eine Welt der Vielfalt (2007).

TITLE	CULTURAL ADAPTATION PROCESS
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☒ Mid-term ☐ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☒ Challenging ☐ Expert ☐
THEMES	Identity, culture (cultural adaptation and culture shock), self-awareness, theory
AIMS & OBJECTIVES	- Understand the process of adapting to a new culture - Understand that it is a normal process - Develop strategies to cope with culture shock
DURATION	45 minutes
NUMBER OF PARTICIPANTS	5 - 30
MATERIALS	Laptop, projector, flipchart paper, markers

PROCEDURE

The input on the Cultural Adaptation Process or Cultural Shock can be made into a PowerPoint presentation for your trainings. It can be presented in the sessions on identity, culture and diversity (e.g. after Iceberg Model of Identity and Culture and Identity & Diversity) of pre-departure and on-arrival trainings.

In 1954, Kalervo Oberg was the first person to use the term "Culture Shock" and write about the five stage of Culture Shock.

A) Honeymoon Phase

B) Disillusionment

C) „Culture Shock"

D) Adjustment Phase

E) Feeling at home

A. **Honeymoon Phase**: Everything is new, interesting and exciting – even overwhelming! You see everything you do and experience in a positive light because every aspect of the new culture is fascinating.

B. **Disillusionment/Hostility**: This is when people cope with real conditions of life. Differences become apparent and irritating. You cannot communicate with everyone, problems occur and frustration sets in. The people in the host country help, but they just don't understand your concern over these difficulties.

C. **Culture Shock**: This is in a sense a crisis phase. If the person succeeds in getting some knowledge of the language and begins to get around by herself/himself, she/he is beginning to open the way into the new cultural environment.

D. **Adjustment**: The person develops strategies to cope with difficulties and feelings, makes new friends and learns to adapt to the host culture. Daily life becomes normal as routines develop. The person operates within the new milieu without feelings of anxiety although there are moments of strain. For a long time, the person will understand what the residents of the host country are saying but is not always sure what they mean.

E. **Feeling at home**: The person not only accept the foods, drinks, habits, and customs but actually begin to enjoy them. The environment does not change. What has changed is the person's attitude towards it. In short, the person sees the host country as her/his new home and doesn't wish to depart or leave new friends.

Symptoms of culture shock

Coping with culture shock

This part of the session can be made interactive by asking participants what coping strategies they could use to overcome culture shock. Here are some suggestions that can be presented to the participants:

- Talk about your feelings. (Keep in mind that there can be misunderstandings due to language difficulties)
- Learn about the culture of the host country (beforehand)
- Try to have as much contact to people in your host country as possible, ask questions, observe, be curious and respectful
- Seek guidance, ask for help
- Learn the language
- Keep yourself busy, go out regularly to minimise your isolation
- Get creative – write a diary or a blog
- Seek the familiar (take up a hobby, join a club, meet other international volunteers...)
- Try to limit the contact with people at home
- Maintain your self-confidence and optimism
- Focus on the positive aspects
- Retain a sense of humour
- Give yourself time, keep patient!

SOURCE	Oberg, K (1954): Culture Shock. Adapted from his presentation to the Women's Club of Rio de Janeiro, Brazil, August 3, 1954. http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.461.5459&rep=rep1&type=pdf
	Symptoms of culture shock from a handout created by ICYE Switzerland. https://www.icye.ch/

TITLE	LEMONS
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☒ Mid-term ☐ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☒ Standard ☐ Challenging ☐ Expert ☐
THEMES	Generalisations, stereotyping, prejudices, social inclusion
AIMS & OBJECTIVES	• Value individual differences and special features • Discuss stereotyping, differences and equality of opportunity • Sensitise for heterogeneity within (supposed) homogeneous groups • Learn more about the power politics that is inherent to stereotyping
DURATION	60 minutes
NUMBER OF PARTICIPANTS	5 - 20 (for large groups divide participants into groups of five or six and conduct the entire activity in groups)
MATERIALS	One lemon per participant or a typical fruit from your country (an edible fruit is a good ecological alternative)
PROCEDURE	• Give each group member a lemon. • Ask everyone to look closely at their lemon, examine it for distinctive marks and feel the skin. • Encourage each person to personalise his or her lemon by giving it a name. • Allow five minutes to do this and then collect all the lemons into a carrier bag. • Shake the bag to mix the lemons. • Spread all the lemons out on the floor in front of the group. • In turn, ask each person to come forward and collect his or her lemon. • If there is an argument over whose it is, try to mediate, but if they still can't agree, place the lemon to one side as unidentified. If this happens, you should be left with two at the end to reunite, but you will find that most people can successfully identify their lemon. Everyone presents their lemon, taking into account the following questions: 1. How sure are they that they claimed the right fruit? How can they tell? 2. Was it easy or difficult to find your lemon? 3. How was it possible for you to identify your lemon? 4. What special characteristics did you notice?
DEBRIEFING	Discuss stereotyping: 1. Are all lemons the same colour? Are they all the same shape? Facilitate a discussion. Connect the exercise to the stereotypes between people of different cultures, races and genders. What does this mean to the group? Encourage them to look at the parallels between this exercise and differentiating between people. 2. Your evaluation of this process and the issues that emerge will help you develop further sessions around differences and equality of opportunities. 3. Did you notice anything through this exercise? Did something surprise you? 4. What theme becomes apparent here? 5. What does this/the lemons have to do with you daily or work life? 6. Did you ever have a first impression of a person or group of people which you realised was not correct at a later date? Or have you ever had the impression that you misjudged someone?

TIPS FOR FACILITATORS	Often the aforementioned debriefing questions are enough for the participants to understand the process of generalisations and categorisations, from getting to know someone to the recognition of each individual being unique.

The discussion should focus on the fact that we often use "presumed" generalisations about specific groups of people in daily life and that this is hardly useful when dealing with characteristics, attitudes or behaviour of individuals in specific situations. One can refer also very well to the subject of culture. Emphasise that this exercise is symbolically meant to show that not all people who are associated to a particular "culture" (understood as national culture) are the same. Each person has diverse memberships/affiliations/ belongings and identities that influence their behaviour and relations.

If time permits, go into the theme of awareness:

1.   How do we possibly have such a fixed image of lemons in our heads when the lemons we come across in everyday life prove to have clearly different characteristics?

2.   What process of awareness or perception can be identified here?

3.   Do we need categories or generalisations? When are they helpful?

4.   What dangers/problems are hidden behind generalisations?

The discussion could highlight the aspects and mechanisms such as selective perception, selective processing/working with information and black-white thinking, and could be deepened based on the needs of the group.

Emphasise how quickly it is possible to construct individual characteristics of a homogenous group. But also make participants understand what consequences this can have for people in terms of exclusion and discrimination. |
| **SOURCE** | Anti-Bias Werkstatt. Methodenbox: Demokratie lernen und Anti-Bias Arbeit. http://www.anti-bias-werkstatt.de/?q=de

Salto Youth Resource Centre. https://www.salto-youth.net/rc/ |

TITLE	WORLD OF IMAGES
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☐ Mid-term ☐ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☒ Challenging ☐ Expert ☐
THEMES	Stereotypes, prejudices, discrimination, exclusion
AIMS & OBJECTIVES	• Create awareness of one's prejudices • Facilitate recognition of how easily people judge "others" on the basis of appearance
DURATION	45 minutes (depending on group size)
NUMBER OF PARTICIPANTS	10 - 30
MATERIALS	Different coloured post-its, 8 - 10 black and white photographs of people
PROCEDURE	• Print 8 – 10 large (or A4 size) photographs of different persons chosen randomly. Ideally the photos should be of people from different countries, regions and backgrounds. They can be photos of friends, family, activists, etc. They should not be photos of public figures who would be instantly recognised. • Place the photographs in different corners of the room, and around each photograph, place a few blocks of post-its and pens. • Ask the participants to look at the photographs and write one or two words describing the person in each photo. They should work silently. • Tell participants that they can counter the descriptions of others by placing other/their own descriptions alongside. Thus, a silent discussion on each photograph can take place among participants. • Once descriptions for all the photographs are written, present to the participants the people in the photographs, thereby confronting them with the stereotypes they used to describe the people they saw in the photographs.
DEBRIEFING	• How was it? What did you learn? • On what do we base our initial impression of people? • What are the first things we notice about a person from his/her photograph? • How are photographs used in the mass and social media? How much do they really tell you about a person? Before you start this method, do the introductory exercise Mirror Image and end with the theoretical input Stereotypes and Popular Images in the Media.
VARIATION	• You can have 2 photographs of the same person in different settings. • An additional step: When all participants are done writing their descriptions, ask them to arrange as a group the photographs in a social pyramid, i.e. based on where they believe the people in the photographs are situated socially, they should place them at the top, in the middle or at the bottom of the socio-cultural pyramid.
SOURCE	"Non-Formal Learning Handbook for Volunteers and Volunteering Organisation" (2017), a publication of the ICYE International Office. http://www.icye.org/wp-content/uploads/2017/06/NFE-Handbook-May-2017.pdf

TITLE	CAPTIONS FOR PICTURES
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☒ Mid-term ☐ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☐ Challenging ☐ Expert ☒
THEMES	Stereotypes, prejudices, media
AIMS & OBJECTIVES	- Explore how pictures are used in the media - Recognise the use and misuse of images in providing information and evoking emotive responses - Clarify how stereotypes and prejudice are reproduced in the media - Develop skills of critical analysis
DURATION	60 minutes
NUMBER OF PARTICIPANTS	8 - 30
MATERIALS	A collection of five pictures, five strips of paper per participant, pens for all participants, tape or glue, 5 large sheets of paper or flipchart paper
PROCEDURE	- Four pictures from magazines and newspapers should be mounted one per flipchart. - Ask the participants to examine each picture and decide the situation/setting of the picture. Based on the setting they decide on, ask them to write 2 captions for each image, a positive caption and a negative caption. - When the participants are done with this, ask them to paste their captions below each image (positive on the left of the image and negative on the right). - When all the participants have pasted their captions, hold up the pictures one at a time and invite the participants to read out their captions.
DEBRIEFING	- What did you learn/experience during the exercise? - In how many different ways can one picture be interpreted? - Did different persons see different things in the same picture? - When you read a newspaper or a magazine, do your eyes first fall on the picture or on the caption? - How far do pictures depict the reality of a situation? - How difficult was it to write captions? - What makes a good caption? - If a picture can say a thousand words, why are captions needed? - What visual symbols or stereotypes have you recognised? If time permits, one can go into different aspects such as how media and advertising play a significant role in keeping normative gender roles in societies: How women or men should look and dress, what work they should do, what their likes and dislikes should be?

DEBRIEFING	**Further information** "Reading" pictures is a skill, which has to be learned and developed. People talk of literacy skills, meaning skills to recognise the letters of the alphabet and to read the printed word. But the term implies more than that. It also refers to skills of analysing, understanding and interpreting the text as a whole. In much the same way, some people talk about "visual literacy" to describe the skills of "reading" an image. To "read" a picture, you have to ask who made the image and why they made it in the way they did - what are their motives? You also have to be aware of the emotional impact the picture has and how it affects your attitude to the subject. You may like to ask yourself the following questions. **The subject: who, what, where and when?** • Who is portrayed; what is their age, sex, health, wealth or status? • What does their posture and facial expression tell me about them? • Is the subject aware that they are being photographed? Was the picture posed, or is it natural? • What are the surroundings like? Do they harmonise with the person, or do they contrast with him/her? • What are they doing? Is it a normal activity, or something special? • What is your overall impression of the person? Is it positive or negative, sympathetic or disinterested? **The context** • Where was the picture originally published? In a newspaper, magazine or travel brochure? In other words, was it being used for information, sales, or propaganda? Or what? • Is there a title or any other information with the picture that seals the message which the photographer wants the viewer to receive? **Technical details** • Is the picture in black and white or in colour? Does this affect the impact it has on you? Would the picture have a bigger impact if it were larger? • Are you impressed by the angle the picture was taken at? • What special effects have been used, such as soft lighting or focusing? Why? • Has the image been manipulated? Does the picture lie? Is the image actually what was in front of the photographer when they took the picture, or have they used a computer to retouch the image (to make the person look more glamorous, for example?) **Who took the picture?** • What is the relationship between the photographer and the subject? • Are they sympathetic to their subject? • Are they being paid, or is it an amateur snapshot? • Why did the photographer want to take the picture? What were their motives? What were they trying to "tell us" with the picture?

DEBRIEFING	To conclude, what visual symbols or stereotypes have you recognised? What effect do these images have on your attitude to the person portrayed? Do they add anything to your appreciation of the person over and above what you read in the texts? How? Why?
TIPS FOR FACILITATORS	• Choose pictures that reflect the topics you want to focus on and also consider their potential for amusing and provocative captions. • To sum up, present the theoretical input <u>Functions of Prejudice</u>.
VARIATION	*Part of the Picture*: Find pictures that tell a simple story. Cut them into two parts such that separately the two images encourage the viewer to read the situation in a way that is quite different from the way they would read the situation if they read the two images together as a whole. Put the two pictures in an envelop. You need one envelop per participant. Ask participants to get into pairs. Give each pair two envelops. Tell participants to take turns to open an envelop and give their partner one part of the picture inside. Let the partner say what they think is going on in the picture, who the subject is and what they are doing. Then the first participant should hand over the second piece and ask their partner what they think is happening now that they have the full picture. Go on to talk about: • What surprises were there? • How often do people accept what they see and forget that it may not be the "whole story"? *You can also use this exercise as an icebreaker or introductory exercise.*
SOURCE	Education Pack. All different – All Equal. Ideas, resources, methods and activities for non-formal intercultural education with young people and adults. Second edition, revised in 2016, page 176. Council of Europe. Compass—Manual for human rights education with young people. 2012 edition, Council of Europe.

TITLE	FRONT PAGE
RECOMMENDED FOR	Pre-departure ☐ On-arrival ☐ Mid-term ☒ Final Evaluation ☒
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☐ Challenging ☒ Expert ☐
THEMES	Stereotypes, prejudices, media, globalisation, environment, team building
AIMS & OBJECTIVES	• To stimulate interest in human rights issues through working with images • To reflect on the media and their approach to human rights issues • To develop the skills to communicate and co-operate
DURATION	180 minutes
NUMBER OF PARTICIPANTS	10 - 24
MATERIALS	Forty-five pictures from a magazine or national newspapers
PROCEDURE	**Preparation** Select forty to forty-five pictures from a magazine or national newspapers. Note: you need copies of the same 40 pictures for each small working group. You will therefore either have to buy several copies of each newspaper from which you select photographs, or have access to a photocopier. Display one set of photographs on a table **Instructions** 1. Introduce the activity. Explain that this is a simulation of an evening in a newspaper office where a group of journalists are working on the front page of their paper. Although these are local papers serving the community, each has a policy to keep its readership informed about current global issues, including human rights. 2. Divide the participants into small working groups of eight people. Each group is to imagine that it is an editorial group working on a different newspaper. Their task is to design and layout the front page of tomorrow morning's edition. 3. Ask each group to choose a name for their newspaper. 4. In plenary, briefly discuss the features and layout of a typical front page. 5. Show people the display of photographs. Ask them to walk around the table in silence and not to make any comments at this stage. Explain that these are the images that they have to work with; they may use them and interpret them as they wish. 6. Now set the editorial teams to work. Hand out the paper and pencils, glue and scissors to each group - but not the photographs yet. 7. Go over the instructions. They have one hour to select four or five news stories that they wish to present, to write the headlines, choose the photos and design the layout. Explain that they do not have to write long articles: the headlines and bi-lines are really sufficient. They should focus on the impact the front page makes, rather than actually telling the full stories. Suggest they start by discussing the themes or issues they want to include in their reports. Tell them that after ten minutes they will receive the photographs from the "print department".

PROCEDURE	8. When the groups have been working for about ten minutes, make the sets of newspaper photographs available to them. 9. When the teams have completed their front pages, they should lay them out for everyone to read. Then go on to the debriefing and evaluation.
DEBRIEFING	Start with a review of the activity itself and then go on to discuss the media, human rights issues and commitment. • How did the groups organise the work? How did they make decisions about how to do the work and about which stories to cover? Did everyone feel they could participate and contribute? • How did people choose the themes or issues to work with? Which came first, the issue or the picture? That is, did they first identify an issue and then find a suitable picture to illustrate it or were they inspired by a certain picture and then create a story around it? • What themes or issues were presented? Did any relate to human rights issues? Were there issues that anyone would have liked to have used, but which they had to drop? • How do the different front pages of the different papers compare? Have the same themes or photographs been used? • Have different groups used the same image, but in different ways? • How do people follow the news? In newspapers, on the television, radio or the Internet? Why do - or don't - they follow the news? • In this simulation did they try to imitate a real front page? Or did they want to do it differently? What were the differences? • What sort of news dominates the media in real life? • Is there generally good coverage of human rights issues in the news? • One of the major points of discussion regarding the media is its "objectivity". Do participants think it is possible to present news objectively? • Which human rights themes were included in their front pages? • What image do participants have of young people in other parts of the world? • Are there important themes missing from the set of pictures? **Further information:** Some starting points for reflection about the themes addressed in the activity: **a. Media** Young people, as well as adults, are continually swamped with a mass of information through all the different media. We can ask ourselves: what do we do with this information? Does it mean that we are all better informed? The media are becoming more and more commercialised and the simplification of the message, stereotyping and sensationalism are alarming developments. It is becoming increasingly difficult to find quality news. Finding quality news is especially true in relation to news about inequality issues, particularly where developing countries are concerned. Non-western news is often seen only through western eyes. This very often results in negative and dismal news.

DEBRIEFING	**b. Human rights issues** The media are obviously important for raising the public's awareness about human rights. But we should be aware of how the issues are presented and the motives. Everyone needs to be critical of what is - and is not - given to us, and the way information and facts are presented. For example, in a war, fighters may be described either as freedom fighters or as terrorists in different papers depending on different political viewpoints. People of other cultures may be presented in non-objective ways. For example, the Inuit may be presented as being exotic, hardy people fighting to preserve their traditional way of living in igloos, but when it comes to a discussion about whaling, then they are described as "murderers". **c. Commitment** Some of the images used in the simulation should picture opportunities for people, especially young people, to commit themselves in very practical ways. As teachers, youth workers, etc., we wish to motivate young people to work for a better world. We ask ourselves how best to encourage young people to become engaged, and may question whether or not the existing opportunities are in fact attractive to young people. We may get some indication to the answers from the images which the young people choose.
TIPS FOR FACILITATORS	• When choosing the pictures to use in this activity, make sure that you have a good variety of images and that you avoid stereotypes. The news are often full of murders, wars and other disasters and more rarely contains positive messages. Let the pictures you select give the participants an opportunity to pick images of "good" news as well as the "bad" news. There should be a good geographical spread, gender balance, images of young people, and things relevant to the everyday lives of young people, including positive images of how they can make a difference. Include images relating to hot news events and personalities, as well as images relating to issues of living in a multicultural society and a global world. • When introducing the activity and discussing the features and layout of a typical front page you should draw the participants' attention to the way the headlines are written to be attention-grabbing and the way the stories are then presented; first there is usually a short summary of a couple of column centimetres and then the finer text with the fuller story. Discuss how pictures are used to support the story or to capture the reader's attention. Point out also what the pictures don't show! Talk about how they have been cropped to draw the viewers' eye to what the photographer - or the picture editor - wants to show. Also point out the way in which captions are written. • Conclude the exercise by presenting the <u>Functions of Prejudice</u> and/or <u>Stereotypes and Popular Images in the Media</u>
SOURCE	Compass—Manual for human rights education with young people. 2012 edition, Council of Europe. <u>https://www.coe.int/en/web/compass/front-page</u>

TITLE	STEREOTYPES AND POPULAR IMAGES IN THE MEDIA
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☒ Mid-term ☒ Final Evaluation ☒
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☐ Challenging ☐ Expert ☒
THEMES	Stereotypes, prejudices, Media, theory
AIMS & OBJECTIVES	• Understand how the media reproduces racial stereotypes • Illustrate that photographs carry different meaning but it is the magazine (editors) that select a meaning for the readers.
DURATION	30 minutes
NUMBER OF PARTICIPANTS	5 - 30
MATERIALS	Laptop, projector

PROCEDURE
This theoretical input can be presented in a PowerPoint to sum up sessions on stereotypes and prejudices reproduced in the media, e.g. after the exercises Captions for Pictures, World of Images or Front Page.

Slide 1	**Representation of images in the media**

• A variety of images are displayed in popular culture and the mass media

• Some are commercial advertising images and magazine illustrations which use racial stereotypes, dating from the period of slavery or from the popular imperialism of the late nineteenth century.

• It begins with images from the competitive world of modern athletics

• The question that this comparison across time poses is: have repertoires of representation around 'difference' and 'otherness' changed or do earlier traces remain intact in contemporary society?

Slide 2

,Heroes & Villains' Cover of The Sunday Times Magazine 9 October 1988

THE SUNDAY TIMES magazine
OLYMPIC SPECIAL
HEROES AND VILLAINS
FIGURE 4.1 'Heroes and Villains', cover of The Sunday Times Magazine, 9 October 1988.

Slide 3

- How do you ‚read‘ the picture? What is it saying?

- One possible message is racial identity: athletes generally discriminated against on grounds of their ‘race‘ and colour, usually depicted as ‘victims’ or ‘losers’.

- Yet here they are winning! In terms of difference, a positive message: a cause for celebration!

- But then, what does the caption of the photo say?

- Without the context, you may read the image as an ‘unqualified triumph’.

- The photo has many meanings but the magazine has given preference to a particular meaning.

Slide 4

- It is often the caption which selects one of the many possible meanings from the image, and anchors it with words

- The ‘meaning’ of the photograph, then, does not lie exclusively in the image but in the conjunction of image and text.

Slide 5

FIGURE 4.2 Linford Christie, holding a Union Jack, having won the men's 100 metres Olympic gold medal, Barcelona 1992.

Slide 6

Which of the following statements, in your view, comes closest to expressing the ‚message' of the image?

A.   „This is the greatest moment of my life! A triumph for me, Linford Christie."

B.   „This is a moment of triumph for me and a celebration for black people everywhere?

C.   "This is a moment of triumph and celebration for the British Olympic team and the British people!"

D.   „This is a moment of triumph and celebration for black people and the British Olympic team. It shows that you can be ‚Black' and ‚British'!"

Slide 7

- The image carries many meanings, all equally plausible.

- An image show both an event and carries a ‚message' or meaning – (called by Barthes also a myth) about ‚race', colour and ‚otherness'.

- We can't help reading images about this kind as ‚saying something', not just about the people or the occasion, but about their ‚otherness', their ‚difference'.

Slide 8

- Can you 'read' this photo without getting some message about 'race', gender and sexuality – even if what the meanings are remain ambiguous?

- If you're not convinced, then think of this in the context of the remark by her husband, quoted in the text next to the photo: "Someone Says My Wife Looked Like A Man".

FIGURE 4.3 Florence Griffith-Joyner.

Slide 9

Or consider this photo (of Joyce's sister), which was accompanied by text quoting another observation by Al Joyner: „Somebody Says my Sister Looked like a Gorilla".

FIGURE 4.4 Jackie Joyner-Kersee.

Slide 10

At first glance, you see a superbly honed athletic body, tensed in action.

FIGURE 4.5
Carl Lewis,
photographed for
a Pirelli
advertisement.

Slide 11

- Pirelli is a tyre firm with a reputation for producing calendars with pictures of beautiful women, scantily clad, in provocative poses – the prototypical 'pin-up'.

- In which of these two contexts should we 'read' Carl Lewis image?

- A clue lies in the fact that Lewis is male, in the ad he is wearing elegant, high-heeled red shoes!

- Here the sexual and racial 'message' is rendered ambiguous

Slide 12

- The ambiguity is magnified when we compare this image with all the other images – the stereotypes we are accustomed to seeing – of black people in the press.

- Does this photo reinforce or subvert the stereotype?

Slide 13

- People who are in any way significantly different from the majority "them" rather than "us" – are frequently exposed to this binary form of representation.

- They seem to be represented through sharply opposed, polarized, binary extremes – good/bad, civilized/ primitive, ugly/excessively attractive, repelling-because-different/compelling-because-strange-and-exotic.

- And they are often required to be both things at the same time!

Slide 14

- Representation is a complex business, especially when dealing with 'difference', it engages feelings, attitudes and emotions and it mobilizes fears and anxieties in the viewer, at deeper levels than we can explain in a simple, common-sense way.

- My question is: How can we intervene in the field of representation to contest 'negative' images and transform representational practices around 'race', gender, class, etc. in a more 'positive' direction?

SOURCE	Hall, S. (1997) 'The Spectacle of the "Other"', in Hall, S. (Ed.) Representation: Cultural Representations and Signifying Practices. London, Thousand Oaks, CA, New Delhi, p. 225-239.

TITLE	STARTING OVER
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☒ Mid-term ☐ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☒ Challenging ☐ Expert ☐
THEMES	Prejudices, stereotyping, exclusion, discrimination
AIMS & OBJECTIVES	• Increase awareness for personal images and prejudices • Clarify to what extent our stance/attitude/approach and prejudices influence our decisions • Become aware of the criteria we use to assess/judge people • Highlight how dominant social categorisations and rating/valuation of people get entangled with our own images
DURATION	80 minutes
NUMBER OF PARTICIPANTS	6 - 16
MATERIALS	Pens, one 'Starting Over' worksheet per participant
PROCEDURE	**Preparation** • Prepare and print the worksheet 'Starting Over'. • Make sure the descriptions are understandable and a large variety of people are on it. • Prepare a flipchart with this list of persons. There should be enough space to mark which persons from which groups are selected. **1. Explain the exercise:** A group of people get a one-time chance to begin a new life and lifestyle, living together on a secluded island. The basic amenities and infrastructure (streets, houses, etc.) already exists. Any contact with other people beyond the island will not be possible in the next 50 years. The size of the group is limited to eight people. It is your job to select 8 persons from the 20 given below who will travel to this island. You first decide alone. Subsequently, in small groups, each person will present and argue for his/her choice of candidates. In the end, the entire group should agree on a list of eight people. **2. Individual work (5 - 10 minutes.):** • Each person goes through the list individually and decides which eight persons to take along to the island and mark these eight persons on their list. • Explain that they have five minutes for this and should ask if something is unclear. **3. Group work (20 – 30 minutes):** • Divide participants into two groups. In their groups, they should present their own choices and discuss their choices of persons who should go to the island. • The group must reach a common decision on the eight people to travel to the island. Explain that they have 20 minutes. Check after approximately 20 minutes if they have reached a decision. If needed, give them 10 more minutes.

DEBRIEFING	• How was the exercise for you?
	• Was it easy or difficult when you worked by yourself to select people?
	• How was the discussion in the small groups?
	• How did you approach it? What criteria did you base your decision on?
	It is helpful to draw parallels between the socially dominant selection criteria and their own selection criteria. Participants often select according to social and/or economic benefit, performance, reproduction/gender, etc., i.e. according to criteria that are also used in society.
	• How did you come to a joint decision in your small groups?
	• Did you come to a decision? Which one?
	At this stage, a flipchart with the results of the small groups should be shown—to reveal that certain persons were selected by (almost) all groups, while others were not considered at all.
	• Why was person X selected often and not person Y?
	• Which people did you quickly agree on? For which people did you have the greatest need for discussion in the small groups?
	• How was it possible for you to make a decision with such little information?
	• What images come to your mind in this process?
	• Where do these images come from? Are they given in the exercise, at an individual, social level, etc.?
	• What purpose do prejudices serve? What is problematic about them?
	• Do you see a connection to your own everyday life? Are there situations in which you have to make decisions based on very little information?
	Bring out the fact that we all have images of "others" in our heads, which we use daily to classify people—based on our personal experiences but also on the socially shared assumed "knowledge" about "others" conveyed to us in the media, textbooks, family, science... Emphasise that prejudices alone do not constitute a form of discrimination, but in most cases contain a behavioural orientation, i.e. suggest a corresponding discriminatory behaviour.
	Draw attention to how we use biases to make decisions and how they can lead to or support institutional and structural discrimination. Clarify that it isn't possible to completely dismantle all images and prejudices and thus crucial to raise awareness of one's own images, prejudices and assumptions and to realise how these are applied by us to make quick decisions in our everyday lives. In order to develop non-discriminatory behaviour, reflection on one's own prejudice-based behaviour is vital. The anti-bias approach therefore does not aim for a prejudice-free attitude, but a prejudice-conscious one.
	In the end, encourage the participants to report on their own everyday situations in which an image of other groups or persons did not prove to be true.
SOURCE	Anti-Bias Werkstatt. Methodenbox: Demokratie lernen und Anti-Bias Arbeit. http://www.anti-bias-werkstatt.de/?q=de

"Starting Over" selection sheet

A group of people get a one-time chance to begin a new life and lifestyle, living together on a secluded island. The basic amenities and infrastructure (streets, houses, etc.) already exists. Any contact with other people beyond the island will not be possible in the next 50 years. The size of the group is limited to 8 people.

It is your job to select 8 persons from the 20 given below to travel to the island. All the persons on this list have volunteered to go to the island.

- A retired professor

- A Tanzanian lawyer

- A BMW manager with a physical disability

- A pregnant student

- An unemployed engineer

- An Angolan war veteran

- A homosexual healer

- A taxi driver with a masters in sociology

- A politician

- A sex worker

- A Quran teacher

- A cleaning lady

- An atomic scientist, a member of a conservative party

- A young tailor

- A Vietnamese street vendor

- A divorced psychotherapist

- A 40-year old volunteer

- A blind refugee

- A student, HIV positive

- An Afro-German musician

First make a selection by yourself. Thereafter, discuss your decisions within your group. Present your arguments and come to a common selection of 8 people.

TITLE	GLOBAL EXPRESS "Á LA CARTE"
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☒ Mid-term ☐ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☒ Challenging ☐ Expert ☐
THEMES	Stereotypes, prejudices, discrimination, exclusion
AIMS & OBJECTIVES	• Challenge participant's stereotypes and prejudices • Reflect on the perceptions different participants have of minorities • Confront the different values and stereotypes of the participants
DURATION	90—120 minutes
NUMBER OF PARTICIPANTS	5— 30
MATERIALS	One activity sheet per participant, pens, flipchart paper, markers

PROCEDURE	**Instructions**
	
	• Give each participant a copy of the activity sheet.
	
	• Briefly describe the scenario and tell them to read the descriptions of the people travelling on the train.
	
	• Now ask each person individually to choose the three people they would most like to travel with and the three they would least like to travel with.
	
	• Once everybody has made their individual choices, ask them to form groups of four or five and to:
	
	   ◊ Share their individual choices and the reasons for them.
	
	   ◊ Compare their choices and reasons and check where there are similarities
	
	   ◊ Come up with a common list (the three pluses and the three minuses) by consensus
	
	• In plenary, ask each group to present their conclusions including the reasons for their common choices. They should also say in which "cases" there was most disagreement within the group.
	
	THE SCENARIO
	
	You are boarding the "World Express" train for a week-long ride from Singapore to Istanbul. You are travelling in a couchette compartment, which you have to share with three other people. With which of the following passengers would you prefer to share?

PROCEDURE	1. A rebel freedom fighter from Syria

2. An overweight Austrian banker

3. A Brazilian football player

4. A Moroccan woman selling leather products

5. A young artist who is HIV positive

6. A person with a drug abuse problem

7. A Turkish nationalist who travels regularly to Russia

8. A German filmmaker living a very alternative lifestyle

9. A blind accordion player from Spain

10. An Algerian student who does not want to go home

11. A Filipino woman who has no visa and a 1-year old child in her arms

12. An Argentinian feminist

13. A skinhead from Sweden ostensibly under the influence of alcohol

14. A sumo wrestler from Tokyo on his way to a wrestling competition

15. A Polish sex worker from Berlin

16. An Indian who speaks only Indian languages and has a tiffin full of Indian food

17. An Afghan refugee living in Denmark

Instructions

1. Individually select your three first choices of the people you would most like to travel with and the three you would least like to travel with. You have 15 minutes for this.

2. In groups, share your choices of the 3 best and the 3 worst companions, and discuss the reasons which led to your decisions. Then try to come to a consensus on a common list of the three most favoured and the three least favoured companions. You have 45 minutes for this part of the activity.

3. In plenary, each group presents its conclusions followed by a debriefing and evaluation of the exercise. |
| **DEBRIEFING** | Comparing the different results of the groups is a good way to introduce the discussion.

• How realistic are the situations presented?

• Has anyone in the group experienced a similar situation in real life?

• What were the major factors that determined your individual decisions?

• If the groups did not manage to reach common conclusions, why was this?

• What was most difficult?

• What factors prevented you coming to a consensus?

• Which stereotypes does the list of passengers evoke?

• Are the stereotypes in the descriptions given or in our minds and imagination? Where do we get these images from?

• How would it feel to be in a situation in which nobody would want to share a train compartment with you? |

TIPS FOR FACILITATORS	• Change the title of the method depending on the country where the training is taking place, for example, if the training is in Kenya, you can call it "Train to Mombasa" or "Mombasa Express". Similarly, change also the descriptions of the passengers travelling in the compartment.

• Be aware that the list of passengers enclosed is very long and makes it difficult for the groups to come up with a common list, consequently you may require more time for both the individual and the group part. If you wish, you may reduce the list to a maximum of 10-14 passengers and adapt it to the local or national situation of the group you work with. It is very important that some of the passengers' descriptions correspond to minorities which are familiar to the group including "invisible" minorities such as homosexuals, people with disabilities, someone who is HIV positive, etc.

• In many cases the groups will not manage to come up with a common list. Do not emphasise this aspect of the activity especially as it may lead to a false consensus. It is equally interesting to check why it is difficult to reach a consensus on a matter like this.

• It is important for everyone to respect each other's opinions and not attack people for their personal views. If some choices seem doubtful it is more relevant to discuss the reasons which lead to a particular choice rather than to question personal decisions. In fact both the participants and you, the facilitator, will be in difficult positions: it's very easy to turn this activity into a condemnation session! For this reason beware not to let the discussion develop into "who's got the least prejudice?" but rather to work on the fact that we all have prejudice.

• It is also important to discuss and explore the fact that the description of the passengers is very brief, we know little about the personality or background of people. But isn't that the way we normally react to information in newspapers and television, and in conversations or when meeting people for the first time? |
| **SOURCE** | Education Pack. All different – All Equal. Ideas, resources, methods and activities for non-formal intercultural education with young people and adults. Second edition, revised in 2016. Council of Europe. |

TITLE	TAKE A STEP FORWARD
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☐ Mid-term ☐ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☐ Challenging ☒ Expert ☐
THEMES	Power, privileges, discrimination, exclusion
AIMS & OBJECTIVES	There is a stark difference in 'equality of opportunity' between different persons and groups within any given society. These differences can be due to many variables whether they are gender, sexuality, race, religion, education, income, etc. Many powerful and influential positions in society are commanded by persons with certain privileges, backgrounds or who are from specific sectors within the community. It is therefore important, when working in a multicultural setting, that awareness is raised about individual privileges and the effect they have on opportunities, and also that specific circumstances are considered within the necessary context. • Recognising one's own privilege in society – only then can you see the reality of social inequality clearly • Empathising with the situation of others by taking on roles • Raising awareness of the extent of institutional discrimination in one's own society • Raising awareness about the inequality of opportunities in society • Fostering an understanding of potential personal consequences
DURATION	60 minutes
NUMBER OF PARTICIPANTS	8 - 20
MATERIALS	Role cards, list of questions, an open space (a large room or outdoors), music player and soft/ relaxing music.
PROCEDURE	• Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence. • Hand out the role cards at random, one to each participant. Tell them to keep it to themselves and not show it to anyone else. • Tell participants that if the role they hold resembles their real life situation in any way, even in the slightest, they should inform the trainer and randomly pick another role card. • Invite them to sit down (preferably on the floor) and to read their role card. • Now ask them to start getting into their role. To help them with this, read out some of the following questions, pausing after each one to give the participants time to reflect and build up a picture of themselves (in their roles) and their lives: 1. What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do? 2. What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening? 3. What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time?

PROCEDURE	4. What you do in your holidays? 5. What excites you? What are you afraid of? Now ask the participants to remain absolutely silent and to line up beside each other (like on a starting line). Tell the participants that you are going to read out a list of questions about their lives. Every time that they can answer "yes" to the question, they should take a step forward. Otherwise, they should stay where they are and not move. 4. Read out the questions aloud. Pause for a minute between each question to give the participants time to step forward, to look around and take note of their own position in relation to the others. 5. At the end, invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before starting with the debriefing. **Questions to be read out during the exercise:** 1. Can you take a vacation in your home country? 2. Would you receive fair treatment from the police during an investigation of a robbery? 3. Would you receive a bank loan to renovate your rented apartment? 4. Can you plan a family? 5. Can you visit a dentist for treatment? 6. Would you feel safe in the streets after dark? 7. Can you expect to receive sympathy and support from your family? 8. Would you get a life insurance? 9. Can you become a member of the tennis club in your locality? 10. Can you vote in the local elections? 11. Can you request your landlord for help if your neighbour makes a lot of noise every night? 12. Can you register your children in a school? 13. Can you travel freely in EU countries? 14. Can you move freely through the streets without being harassed? 15. Can you invite friends over for dinner at home? 16. Can you say that you have never encountered any serious financial difficulty? 17. Do you have decent housing with a telephone line and television? 18. Do you feel that your language, religion and culture are respected in the society where you live? 19. Do you feel that your opinion on social and political issues matters, and your views are listened to? 20. Do other people consult you about different issues? 21. Do you know where to turn for advice and help if you need it? 22. Can you say that you have never felt discriminated against because of your origin?

PROCEDURE	23. Do you have adequate social and medical protection? 24. Can you say that you have an interesting life and you are positive about your future? 25. Do you feel that you can study and follow the profession of your choice? 26. Can you celebrate your most important religious festivals with relatives and friends? 27. Can you go to the cinema or the theatre at least once a week? 28. Can you say that you are not afraid for the future of your children? 29. Can you buy new clothes at least once every three months? 30. Do you feel your competence is appreciated and respected in the society you live in? 31. Can you use and benefit from the Internet? Note: This is a wide selection of questions that could be read out. Please select around 15 for each session according to the make up of the group and context of your training. You could also formulate your own questions to replace the samples provided above.
DEBRIEFING	The evaluation of this exercise should focus on whether or not equality of opportunity in certain societies depends on variables such as race, gender, income, etc. and the different privileges each have. Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt: • Please remain standing in your place and look around you. • 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? • Can people guess each other's roles? (Let people reveal their roles at this time) • How easy or difficult was it to play the different roles? How did you imagine what the person you were playing was like? • For which questions were you unable to take a step forward? • Who has it the easiest in life? What characteristics does he/she have? • Who has it the most difficult in life? Why? What characteristics does he/she have? • Does the exercise mirror society in some way? How? • Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected, were ignored or that they did not have access to them? • What first steps could be taken to address inequalities in society? • Why did we do this exercise?
VARIATION	In order to have more ideas on the table and deepen participants' understanding, you could do part of the exercise in small groups. Having co-facilitators is almost essential if you do this. For this, do the second part of the debriefing—after each role has been revealed—in smaller groups. Ask people to explore who in their society has fewer, and who has more, chances or opportunities, and what first steps can and should be taken to address the inequalities. Alternatively, ask the participants to take one of the characters and ask what could be done, i.e. what duties and responsibilities they themselves, the community and the government have towards this person.

TIPS FOR FACILITATORS	• If you do this activity outdoors, make sure you can be heard , especially if you are doing it with a large group! You may need to use your co-facilitators to relay the statements. In the imagining phase at the beginning, it is possible that some participants may say that they know little about the life of the person they have to role-play. Tell them that they should use their imagination and do it as best as they can. • During the debriefing, explore how participants knew about the character whose role they had to play. Was it through personal experience or through other sources of information (news, books, and jokes)? Are they sure the information and the images they have of the characters are reliable? In this way, you can introduce how stereotypes and prejudice work. • The power of this activity lies in the impact of actually seeing the distance increasing between the participants, especially at the end when there should be a big distance between those that stepped forward often and those who did not. To enhance the impact, adjust the roles to reflect the realities of your country. The method is recommended for the pre-departure training because it is more likely that role cards will match the realities of a majority of participants if they are all from one country. Be sure you adapt the roles so that only a minimum of people can take steps forward (i.e. can answer "yes"). • This activity is particularly relevant to making links between the different generations of rights (civil/political and social/economic/cultural rights) and the access to them. The problems of poverty and social exclusion are not only a problem of formal rights - although the latter also exists for refugees and asylum-seekers for example. The problem is very often a matter of effective access to those rights. • The roles that you offer participants are stereotypical roles and this may be brought up and criticised by some participants. There are two ways to deal with this. The first option: Inform participants before you give them the role cards that the roles can be seen as stereotypical. Tell them that the exercise does not aim at fixing or reinforcing stereotypes, however, to understand and challenge stereotypes and power relations in society, we have to work with these roles. The second and preferred option: Instead of offering pre-defined roles, create cards on the basis of four or more identity categories: family status, occupational status, social position and other (gender, nationality, ethnicity, religion, etc.) and place the cards of each category separately in bowls. Ask the participants to select one card from each bowl which will give them each a role. This will avoid stereotypical roles being given to them by the trainer team. See the method The Cards are Reshuffled for suggestions on identity categories. • Depending on the social context you work in, you may want to invite representatives from advocacy groups for certain cultural or social minorities to talk to the group. Find out from them what issues they are currently fighting for and how you and young people can help. Such a face-to-face meeting would also be an opportunity to address or review some of the prejudices or stereotyping that came out during the discussion.
SOURCE	Anti-Bias Werkstatt. Methodenbox: Demokratie lernen und Anti-Bias Arbeit. http://www.anti-bias-werkstatt.de/?q=de Education Pack. All different – All Equal. Ideas, resources, methods and activities for non-formal intercultural education with young people and adults. Second edition, revised in 2016. Council of Europe.

Role Cards

1. You are the daughter of the local bank manager. You study economics at university.

2. You are a 17-year-old Roma (traveller) girl who never finished primary school.

3. You are an unemployed school teacher in a country whose new official language you are not fluent in.

4. You are an illegal immigrant from Mali.

5. You are the owner of a successful import export company.

6. You are fashion model of African origin.

7. You are a disabled young man who can only move around in a wheelchair.

8. You are a 24-year old refugee from Syria.

9. You are an unemployed single mother.

10. You are a soldier in the army, doing compulsory military service.

11. You are an HIV positive, middle-aged prostitute.

12. You are the president of a party-political youth organisation, whose "mother" party is now in power.

13. You are the daughter of the American ambassador to the country where you are now living.

14. You are a retired worker from a factory that makes shoes.

15. You are the girlfriend of a young artist who is addicted to heroin.

16. You are a homeless young man, 27 years old.

17. You are the 19-year-old son of a farmer in a remote village in the mountains.

18. You are a graduate student who has been unemployed for four years.

19. You are a 50-year old who is being made redundant.

20. You are a transvestite working in a beauty salon.

21. You are the son of a Chinese immigrant who runs a successful fast food business.

22. You are an Arab Muslim girl living with your parents who are devoutly religious people.

23. You are a 22-year-old lesbian.

Note: If you have too many participants, you could also repeat one or two role cards and see whether they end up at around the same place or with a vast distance between them.

TITLE	THE CARDS ARE RESHUFFLED
RECOMMENDED FOR	Pre-departure ☐ On-arrival ☒ Mid-term ☒ Final ☐ Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☐ Challenging ☒ Expert ☐
THEMES	Stereotypes, prejudices, power, privileges, discrimination, exclusion
AIMS & OBJECTIVES	- Reflection on the living conditions of other people - Understanding the relativity/conditionality of our social situation - Generating empathy for people in other kinds of life situations - Reflecting on the prerequisites for good luck and bad luck
DURATION	60 - 90 minutes
NUMBER OF PARTICIPANTS	10 - 25
MATERIALS	Role cards, worksheets - one per participant
PROCEDURE	This exercise enables participants to undertake a vast change of perspective. At the same time, the challenges they face, inherent in a diverse society, are investigated. Participants are asked to observe the world around them from a frame of reference which most likely differs from their own. The exercise requires that participants use their power of imagination and allows them to reconsider and reassess their many preconceived notions. This is a kind of simulation. Participants are asked to imagine a life with completely new identity characteristics or categories (age, country of origin, social and professional situation, etc.). The categories are drawn by lot at random. 1. Place the cards of one category hidden in a bowl and ask each participant to draw one. In case the card is similar to one's own situation, the participant should replace the card and draw another one. No one needs to explain why the card was replaced. Repeat this procedure with the cards of the other categories until every participant has received a new identity which is made up of the different categories. 2. Distribute the worksheets for the exercise, one per participant. Give participants about 20 minutes time to answer the questions. This part of the exercise should be conducted without interruption, talking or exchange of results. 3. According to the size of the group, divide participants into pairs, groups of three or small groups. Allow participants to exchange their roles and responses to the questions with the members of their group. Give them 30 minutes for this. Participants do not need to reveal every single characteristic. 4. Once the time is up, ask the groups to come together and start the debriefing.
DEBRIEFING	- How did you feel during the exercise? - Was it difficult to imagine a new "identity" on the basis of the categories drawn? If yes, why? How did you imagine your new identity? - Was it easy for all of you to answer the questions in the worksheet? - Were some of the cards more "impressive" than others? If yes, why? - Was it possible for you to get an idea about the life of another person although you knew that this is a simulation?

DEBRIEFING	• Did anyone feel that they were recipients of unfair or unequal treatment? • What steps could we take to address inequalities in society?

VARIATION	The exercise works to a certain extent through stereotyping. One's perception of the life situation of others could be affected by stereotypes. It is the task of the trainer to question possible stereotyping. Examples for identity categories/cards (to be written on index cards):

Category 1 Family Status	Category 2 Occupational Situation	Category 3 Social situation	Category 4 Other
Widowed	Carpenter	Childless	Refugee
Single parent	IT technician	1 child	Wheelchair user
Married	Unemployed	2 young children	Gay/lesbian
Divorced	Teacher	4 children	Of African origin
Single	Farmer	2 adult children	Rich inheritance
Married rich	Housewife/house husband	2 foster children	Of Asian origin
	Artist	1 child, physically challenged	Very religious
	Taxi driver	1 child	Jewish
	Labourer	Pregnant	Muslim
	Student	3 children	27 years old
	Volunteer	5 children	Has HIV-Aids
	Street vendor	Childless	Person without documents (illegal immigrant)
	Doctor	Pregnant	Homeless
	Sex Worker	1 child	Transgender
	Retired	2 children	Blind
	Engineer	1 child, deaf and dumb	Buddhist
	Cook		Slum-dweller
	Cleaning lady/man		Old
	Sportsman/woman		18 years old
	Lawyer		Mentally challenged
			Asylum seeker

TIPS FOR FACILITATORS	• Depending on the target group, further categories could be added. • You could ask all the participants to take on the role of the other sex. • The exercise can be summed by presenting the Functions of Prejudice or Model of Discrimination / Aspects of Discrimination.

SOURCE	"Managing Diversity. Moderationshandbuch für Multiplikatorinnen und Multiplikatoren aus Unternehmen und Non-Profit-Organisationen" im Rahmen der Fortbildung zum Diversity-Trainer / Diversity Trainerin von Eine Welt der Vielfalt (2007).

The cards are reshuffled

Imagine that you wake up in the morning and are someone completely different. What would your life be like?

Take a few minutes to feel your new identity. Think about how your views on a number of questions would change.

Answer the questions below in as much detail as you can from the perspective of your new identity:

- What advantages and disadvantages do you have in your new identity?

- What power or influence do you have in society?

- What can you offer society as this new person, what you couldn't have offered before?

- What do you need or expect from others, what did not need or expect before?

- With your new identity, you probably live in a new neighbourhood. Does living in the new neighbourhood mean more or less problems for you?

- Do you think that you could be happy in your new life?

TITLE	FUNCTIONS OF PREJUDICE
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☒ Mid-term ☒ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☐ Challenging ☒ Expert ☐
THEMES	Prejudices, theory
AIMS & OBJECTIVES	• Clarifies the purpose of prejudice and how the individual and social dimensions are linked in their functioning • Highlights how characteristics are attributed to specific groups of people in daily life • Sensitises for heterogeneity within supposedly homogeneous groups
DURATION	20 minutes
NUMBER OF PARTICIPANTS	6 - 30
MATERIALS	Flipchart and markers or laptop and projector
PROCEDURE	

The theoretical input can be presented on a screen or a flipchart to sum up exercises or session on prejudices, such as The Cards are Reshuffled, Starting Over, Captions for Pictures or Front Page.

When presenting Functions of Prejudice, it should be emphasised that everyone has prejudices and that these are subjectively functional, i.e. they fulfil a specific purpose and use people in different ways. Often in research and educational work, the focus is on the inner psychological mechanisms of prejudices and this carries the danger of the individualisation of an extremely complex phenomena: Individuals are made responsible for their images and behaviour.

However, images and behaviour are shaped by dominant social norms and ideologies. It is therefore important to establish the connection between individual prejudices and dominant structures and practices of discrimination within society. Power politics inherent in stereotyping as well as mechanism at play such as selective perception, selective processing of information and black and white thinking should be focused on.

The emphasis should be on how easily one constructs individual characteristics of a homogenous group and also the different consequences the "othering" and institutionalising of characteristics can have in terms of exclusion and discrimination.

When we talk about prejudices, it is important to question who in society has access to power to be able to enforce his/her world view. The idea is to illuminate a cycle: On the one hand, specific images serve to benchmark or judge certain groups on the basis of dominant discourses embedded as ideologies in social institutions. On the other hand, discriminatory acts and attitudes at an individual level serve to stabilise them and reproduce them in our everyday lives at the institutional and socio-cultural level. This is also made clear through the Model of Discrimination.

Functions of prejudice

Reduction of uncertainty
• serve to orient people in a complex world
• serve to reduce uncertainty and lend certainty/security of behaviour (accepted behaviour)
• serve to fade out contradictions
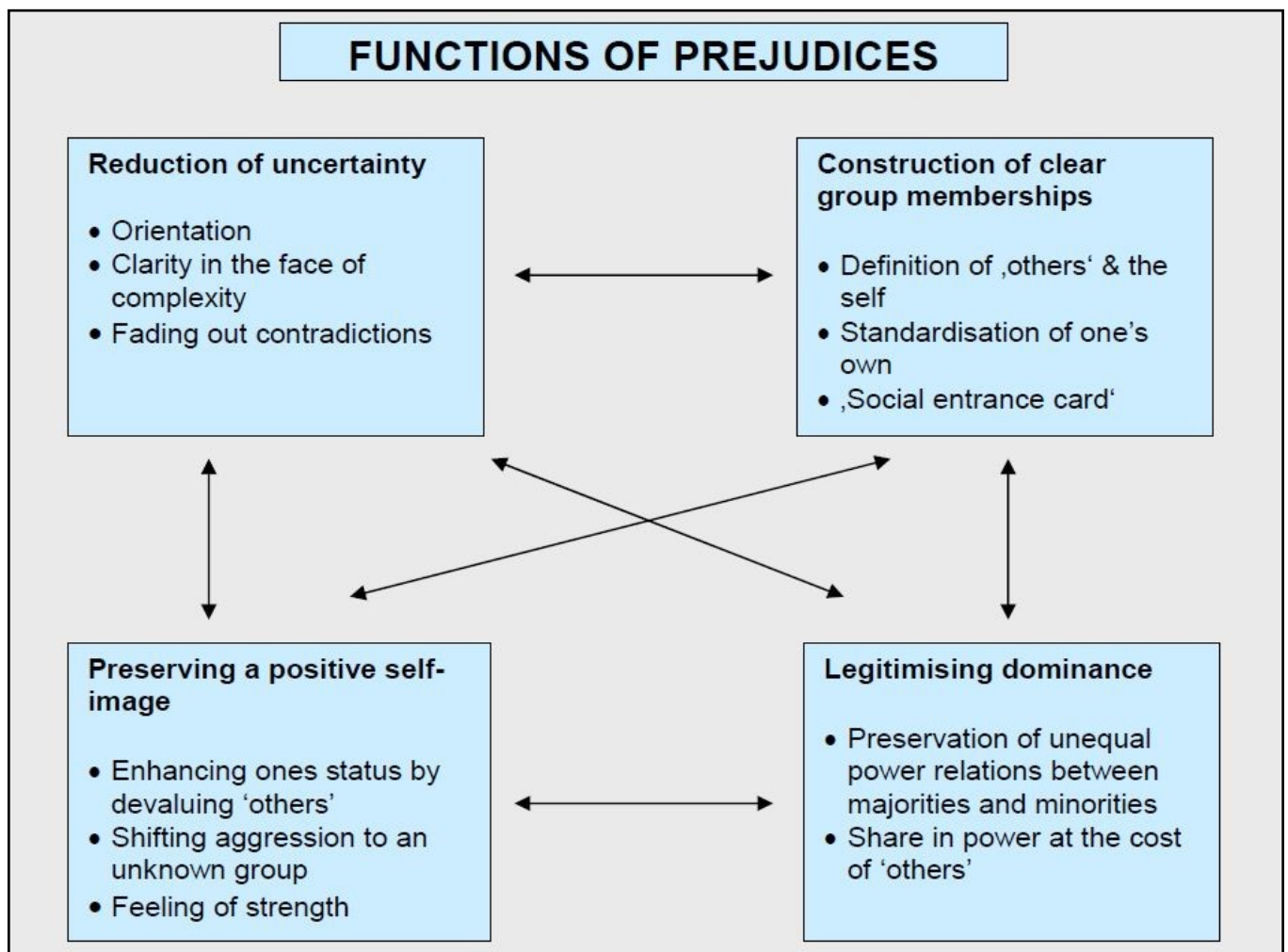
Construction of clear group belonging/membership
- prejudices give us a clear, generalised image of "the others"
- they define the "self" in exclusion of "the others"
- through a clear opposite positioning, ones group becomes unified and standardised
- opposition and contradictions within ones own group are thus blocked
- prejudices serve as a social "entrance card" for particular groups

Preservation of a positive self-image
- By reducing the value of "others", prejudices serve to increase value of ones own group
- The subjective membership to a group achieves a positive self-image (not all can be part of this group)
- Prejudices shift aggressive feelings onto unknown groups.
- They increase solidarity within ones own group and transmit thus a feeling of strength.

Legitimising dominance
- prejudices serve to legitimise dominance
- they strengthen and maintain the unequal distribution of power between the majority and minorities.
- a share in power becomes possible but at the cost of others.

SOURCE	Jaliwala, R. (2012): Political Education in Plural Societies: Challenging Oppression in Bombay and Berlin. Kassel University.
	Anti-Bias Werkstatt. Methodenbox: Demokratie lernen und Anti-Bias Arbeit. http://www.anti-bias-werkstatt.de/?q=de

TITLE	FOUR FIELDS, FOUR PERSPECTIVES
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☐ Mid-term ☒ Final ☐ Evaluation ☐ ☒
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☐ Challenging ☐ Expert ☒
THEMES	Discrimination, exclusion
AIMS & OBJECTIVES	• Awareness of one's role in discrimination as offender and as victim • Developing a sensitive way of dealing with your own prejudices • Addressing power, structural violence, responsibility • Possible steps that could have been taken and civil courage
DURATION	60 - 90 Minutes
NUMBER OF PARTICIPANTS	6 - 20
MATERIALS	Working sheet
PROCEDURE	**Short description** Firstly, working alone and with partners, the participants reflect on biographical situations in which they themselves played different roles in terms of prejudice and discrimination. Together with all the participants, based on the central questions of the debriefing the themes of empathy, responsibility and civil courage are discussed in-depth. **Dimensions of the exercise** This biographical exercise offers a good opportunity to share experiences with others. The sharing of the most diverse experiences illustrates the universality of prejudice and discrimination at many levels. It becomes clear that these experiences are not comparable. By looking at oneself and on one's own injuries/ violations and vulnerabilities, it will be possible to empathise with others. In addition, the question of possible violations of power when discriminating others highlights aspects of structural discrimination and violence. **Methodology** • Each participant receives a working sheet and has 20 minutes to fill in the four fields. The trainer emphasises that the working sheet will only be discussed with one person and will not be collected at any point. • After the individual work, pairs are formed. Each pair shares the experiences written on their working sheet. They have 40 minutes for this. • Thereafter all the participants come together and exchange experiences on the basis of
DEBRIEFING	• How was this exercise for you? • How did you feel in the four different situations? (Participants should not be asked to describe these situations but talk about their feelings and emotions.) • What were the reasons for discrimination? • Were you able to understand the behaviour of the other participant in the four situations?

DEBRIEFING	• Where does the responsibility lie in each of these situations? What would you have wished for? • When did you feel you could have intervened and when did you feel powerless to intervene? • What role did the social positions/social status of the persons affected play? Were there power gaps/power imbalances?
VARIATION	*Lifeline* is a variation in which participants are asked to draw their own lifelines and discuss in pairs situations in which they saw or participated in discriminatory acts. The following should be given to participants who can draw on write events to create their own lifelines: **Was discriminated against** **_____** **Birth** **Present** **Seen discrimination take place or actively participated in discriminating someone** For the debriefing of the exercise, it is important to remember that participants should not be asked to describe their experiences (this has already been done in pairs). The debriefing questions from <u>Four Fields Four Perspectives</u> can be used for the Lifeline, however, the following two questions have been rephrased for the debriefing of Lifeline: 1. How did you feel in the different situations (when you witnessed or participated in discriminatory acts)? 2. Were you able to understand the behaviour of the other participant in the situations you experienced?
TIPS FOR FACILITATORS	• This exercise works with biographical experiences which can sometimes be very intensive. It requires a certain level of trust in the group and should never be carried out at the start of the training. • It is important to point out at the start that during the sharing in pairs no judgements or assessment of the experiences narrated should be made. • To give due consideration to the emotional dimension of the exercise, the debriefing can begin with the open question: "How was this exercise for you?" • In the debriefing the trainers must protect participants from attacks and affronts. The exercise is not about finding out what the right behaviour is but to become sensitive to the different approaches to discrimination and the different ways in which it takes place. • Plan sufficient time for this exercise, particularly for the sharing of experiences. • The exercise should be concluded by presented the <u>Model of Discrimination</u>.
SOURCE	Lifeline adapted from Spiele, Impulse und Übungen zur Thematisierung von Gewalt und Rassismus in der Jugendarbeit, Schule und Bildungsarbeit", Arbeitsgruppe SOS Rassismus NRW, 1996, Lebenslinie, Page 112. "Four fields, four perspectives" from "Managing Diversity. Moderationshandbuch für Multiplikatorinnen und Multiplikatoren aus Unternehmen und Non-Profit-Organisationen" im Rahmen der Fortbildung zum *Diversity-Trainer / Diversity Trainerin von Eine Welt der Vielfalt* (2007).

In the following fields, you will find four perspectives that play a role in situations of discrimination. For each field, fill in an example from your life.

Describe a situation in which the words or behaviour of another person hurt you.	Describe a situation in which your words or behaviour hurt someone else.
Describe a situation in which you did not intervene against prejudiced statement(s) or discrimination.	Describe a situation in which you intervened against prejudiced statement (s) or discrimination.

TITLE	THREE VOLUNTEERS
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☐ Mid-term ☒ Final ☐ Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☐ Challenging ☐ Expert ☒
THEMES	Power, discrimination, xenophobia
AIMS & OBJECTIVES	• Discover that even in a majority one can find oneself in a minority position • Experience the result of group pressure on one's behaviour • Recognise how minorities act in situations in which they are excluded • Generate empathy for the problems of minorities • Experience what fun it is to belong to a group and to use code that others do not understand • Develop awareness for dealing responsibly with power • Recognise the interdependencies in the behaviour between the majority and minority • Get to know the links between playful and real discrimination • Recognise that minorities experience exclusionary behaviour far more painfully than the majority can imagine.
DURATION	90 minutes
NUMBER OF PARTICIPANTS	10 - 20
MATERIALS	If needed, art and craft material for a group symbol: e.g. stickers or labels, glue, scissors, paper, pens
PROCEDURE	The trainers request three participants to volunteer to leave the room. They receive no further information. The other participants receive materials with which they can make a symbol/emblem, which defines them as a group. The trainers ask them to agree on further characteristics which the group should have in common, e.g. specific gestures or code words. The participants sit in a circle and start to discuss a preassigned subject. In doing so, they use their coded language. One by one the volunteers are asked to enter the room and to integrate. After 20 minutes, the exercise ends and the debriefing begins. The trainers explain to participants that the following exercise is initially a game and that there are a number of ways to play this game but no "wrong" or "right" or behaviour "desired" by the trainers. Prior to the selection of the three volunteer, it should be mentioned that they need to leave the room immediately as they are not permitted to know what is going on. The participants, who signal their voluntary assent, are accompanied out of the room by one of the trainers. > The trainers should strictly abide by the requirement that participants volunteer and that participants are not arbitrarily selected. Moreover, trainers should ensure that those participants who already have an outsider status in the group do not take up this role. The exercise could be extremely stressful for them. Once the three volunteers have left the room, the second trainer asks the group to: 1. think of common gestures, code words and/or taboos; 2. think of and agree on a possibly controversial subject of discussion of general interest;

	3. think of key terms to be replaced with other terms;
	4. possibly additionally create a common group symbol/emblem to be worn visibly by everyone. (If you have no material or very little time, the exercise can be conducted without making a symbol. The participants could also choose to remove their shoes as an external characteristic or to completely do without external characteristics.)
	Symbol: The group draws, glues or marks itself with a specific sticker.
	Taboos: The group decides that time and everything connected to it is a taboo subject. Accordingly, watches cannot be worn visibly. If someone talks of the time, all begin to hiss indignantly.
	Nonverbal Codes: Whenever the word „we" is mentioned, all stand up together; at the word „and" everyone moves to the next chair in the circle
	Verbal Codes
	• For all groups: When a particular word is mentioned, all laugh out loud.
	• For children: The group discusses pocket money and replaces money with garbage, parents by garbage collection, wallet with garbage bin.
	• For youth and adults: For the subject smoking, the term smoking can be replaced with reading and cigarette with book.
PROCEDURE	The group should not introduce more than four foreign elements to ensure that they are not overwhelmed during the game.
	The trainers ask the group to sit in a circle and begin their discussion on the chosen theme. One by one, the three volunteers are brought into the room.
	Variation The trainers can initially invite one person to enter and then after five minutes the other two together. In case the trainers prefer to avoid that one of the volunteers faces the majority alone, all three volunteers could be invited to join the group together.
	The volunteers are invited to enter and to integrate into the group.
	Variation The volunteers are only asked to enter the room. They receive no further instructions and can decide by themselves how they wish to behave. This can diffuse the game situation a bit and is possibly useful in case the majority group's behaviour is very exclusionary.
	After 15 to 20 minutes, the trainers ask the group to bring the game part of the exercise to a close.
	The participants will definitely carry out this exercise on the basis of tacit assumptions, based primarily on their experiences of similar games. Example: They will assume that they are not allowed to disclose their codes to the volunteers because it is part of the game that the volunteers figure out what is different about the group.

PROCEDURE	**Three possible scenarios could have played out in the game** >Exclusion< The volunteers do not understand what the group is talking about and do not even try to participate in the discussion or to sit in the circle. Either they remain isolated or begin to communicate among themselves. >Attempts to integrate< The volunteers try, either together or individually, to interact with the group and to sit in the circle. They are either ignored by group members or their attempts are rejected. >Integration< The attempt of the volunteers to be included in the group is successful. They sit together in the circle and participate in the discussion.
INSTRUCTION IN BRIEF	1. Trainers ask three volunteers to leave the room. 2. The remaining participants think of common gestures, code words or taboos and possibly even a group symbol. Participants agree upon a subject of discussion to which one or more terms are encoded. 3. The trainers ask the group to sit in a circle and discuss the chosen subject in its encoded form until they are asked by the trainer to stop. 4. The first volunteer is requested to enter. After about 5 minutes, the trainers ask the other two volunteers to enter the room either together or one after the other. The request to enter the room could be: >> You can now return to the seminar room<< >> Please try to integrate in the group<< 5. The game is stopped after about 15 to 20 minutes. 6. The trainers commence with the debriefing. If there is sufficient time, the final debriefing step (transfer to day-to-day reality) can take place in working groups. They subsequently report in plenary.
DEBRIEFING	While the game is a lot of fun for most of the participants in the majority position, it is perceived as less funny or even as aggravating by the volunteers. In the subsequent discussion, it should therefore be pointed out that the behaviour of everyone was intended or a given due to the rules of the game and the connected tacit assumptions, but that the feelings experienced, e.g. rejection and frustration or rather power and superiority were real feelings that are important in order to understand the exercise in line with its objectives. Irrespective of the sentiments of the volunteers, it is recommended that the codes (which the group agreed upon) are immediately discarded at the end of the game. This can be done by the trainers themselves or by a member of the majority group. If the trainers begin the debriefing without discarding the codes, it can emphasised to participants (during the debriefing) how difficult it is to give up a majority/dominant position and how strongly, even after the game, tacit assumptions determine behaviour or require that the trainers carry the responsibility of dissolving the codes. As with all exercises comprising a game part, we recommend that the debriefing being with a flashlight round. *It is most likely that the three volunteers are most tense. They should therefore be the first to receive the opportunity to describe their experience.*

For a critical reflection it is necessary that participants grasp how easy it is to discriminate someone from a minority as a member of the majority, even though this may not have been consciously desired. But even the process within the majority group should be discussed. Maybe there were those who would have gladly behaved differently with those forming the minority but didn't do this due to "group pressure". Moreover, participants could experience how different exclusionary behaviour is experienced by the different sides.

> *Example: The majority find its behaviour – laughing at particular instances – at best to be silly and is surprised that the members of the minority feel threatened or offended by it.*

This exercise should make participants feel „guilty" about their behaviour toward the minority group. If necessary, trainers can point out that the exercise situation was deliberately constructed and hence drawing conclusions about particular behaviour patterns or personal features of those involved are inadmissible and improper.

As a final step, the experiences during the exercise should be transferred to the every day life of participants and to real social relations. For this, even the codes could be individually questioned.

Example "external characteristic": Dot on the forehead = caste system, sticker = brand labels on clothing.

Example "taboo themes": One doesn't talk about money.

Example "non-verbal codes": rituals of greeting in different cliques like kissing or only shaking hands or no physical contact at all.

Example "verbal codes": Slang, dialect, other language.

> **Variation**
> If you have sufficient time, as a final debriefing step, participants could break up into working groups to discuss the question of transferability. Subsequently, each working group reports in plenary.

Debriefing question:
To the first volunteer:
- How did you behave or feel as the only volunteer there?
- Did your behaviour/ feelings change as the other two volunteers came in?

To the other two volunteers:
- How did you feel when you faced the group?
- How did you behave?

To the majority: (flashlight round)
- How did you feels as member of the group?
- How did you behave?

To the three volunteers:
- Did you feel any pressure to adapt? If yes, why?
- How did the majority behave toward you?
- Based on this experience, what would you wish for from the majority?

DEBRIEFING

	To the majority: • How did you behave toward the minority? Why? • How did the minority behave with you? • Based on this experience, what would you wish for from the minority? **To all:** • Can you think of examples for the relation between the majority and minorities in your societies? This last part should link the exercise to discrimination in real life, and hopefully, through participants' examples broach the subjects of immigration, asylum, ethnic/sexual discrimination, etc.
TIPS FOR FACILITATORS	To conclude, it is recommend to present the <u>Model of Discrimination / Aspects of Discrimination</u> in order to clarify what discrimination is and how and when it comes into play.
SOURCE	Maroshek-Klarmann, Uki und Rabi, Saber (2015): Mehr als eine Demokratie. Sieben verschiedene Demokratieformen verstehen und erleben – 73 Übungen nach der „Betzavta"-Methode. Adaption von Susanne Ulrich, Silvia Simbeck und Florian Wenzel. Bertelsmann Stiftung, Gütersloh.

TITLE	THE HISTORY LINE
RECOMMENDED FOR	Pre-departure ☐ On-arrival ☒ Mid-term ☒ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☐ Challenging ☒ Expert ☐
THEMES	Power, privileges, nationalism, ethnocentrism, racism
AIMS & OBJECTIVES	• Filling blind spots of historical events by knowledge exchange • Awareness of the variety of perspectives and interpretations of historical events • Raise curiosity about and empathy with other perspectives and other persons or group of persons • Reflect on biased education, media and individual knowledge and education • Generate a critical approach to one's own historical perspective and education
DURATION	60 - 90 minutes
NUMBER OF PARTICIPANTS	6 - 30
MATERIALS	A long cloth (4-5 meters), paper cards, markers
PROCEDURE	**Preparation:** • Place a cloth (or a string or tape) to symbolize a historical time line) on the floor. • Choose the period of time (e.g. 1400 – today). • Write three cards: 1) with the name of the method, 2) the beginning point of time, 3) and this year. Place them at the top (1,2) and at the bottom (3) of the cloth. • Place chairs in a circle around the cloth. **Instructions:** 1. Introduction of the method (5 minutes) 2. Card writing (10-15 minutes) 3. Placing and contemplation of cards (20 minutes) 4. Discussion and evaluation in a circle (30-45 minutes) • Introduce the method by inviting participants to individually think of 3-5 historical dates that are very important to them. • The participants should each write an event on a card, mentioning the date/timeframe and the event, and if necessary explain it in a few words. • The problematic of racism, nationalism and ethnocentrism is not yet mentioned at this point of the method. • The more participants, the less number of cards per person should be written. If there are more than 15 participants, only a maximum of 3 cards should be written by each person otherwise the huge amount of cards will create confusion and the method will take more time even if several cards will refer to the same event. • There is no restriction regarding the choice of events, for example they do not necessarily have happened in the country the writer is living in. • The cards should be written individually without exchange or discussion among the participants.

PROCEDURE	• When everyone has finished writing, the participants should be invited to put the cards on the cloth, following a chronological order. All cards can be put simultaneously. Events mentioned several times can be put horizontally beside one another. • Then the participants are given time to see the cards and to walk around individually to read the cards. This should first be done silently and then people can individually exchange ideas and ask for explanation of events they didn't know before with the people beside them. • After the participants have seen and read all the cards, they should be invited to sit down in a circle for discussion. • Then the facilitator should begin with the debriefing.
DEBRIEFING	• Are there cards you do not understand and that you would like to ask about? • Is there anything that surprised you? Something that you did not expect? • Which dates are familiar to you, which are not? Why? • Are there different opinions on the same events? Why? • What does this have to do with racism? (If the topic has not yet been referred to by the participants) • Is there a need to change anything? How could this be done? (Relate to education, media, individual behaviour.)
TIPS FOR FACILITATORS	• The method is especially suited for heterogeneous groups like groups with international, intercultural backgrounds, different political standpoints or of other forms of diversity. • Facilitate active participation and discussion among the participants. • To prevent feelings like shame of lack of knowledge it is important to emphasize, especially during the initial introduction, that correct dates are not important for the method and that participants can write down time frames (like 18th /19th century) instead of the exact date of the event. The facilitator also should avoid correcting incorrect historical dates. • If aspects like nationalism, racism, political interests, biased education are not mentioned during discussion, the facilitator can ask open questions like: Do you see any relation to racism? • If controversy about the judging of a historical event arises the facilitator should prevent a longer discussion about who is wrong or right. The method is explicitly developed for dealing with this problem by emphasizing that there are different perspectives to events. • Although there is no special historical knowledge needed, the method is not suitable for children or other persons with very little knowledge about the course of history. • The method/session can be concluded by presenting the Model of Discrimination / Aspects of Discrimination.
SOURCE	Education Pack. All different – All Equal. Ideas, resources, methods and activities for non-formal intercultural education with young people and adults. Second edition, revised in 2016. Council of Europe.

TITLE	MODEL OF DISCRIMINATION / ASPECTS OF DISCRIMINATION
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☒ Mid-term ☒ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☐ Challenging ☒ Expert ☐
THEMES	Discrimination, theory
AIMS & OBJECTIVES	• Understanding what is discrimination, how and when it comes into play • Awareness of the different levels of discrimination and their interconnectedness
DURATION	20 minutes
NUMBER OF PARTICIPANTS	Any number
MATERIALS	Flipchart and markers or laptop and projector

PROCEDURE

The model of discrimination and aspects of discrimination can be presented to sum up sessions on prejudices and discrimination. For example, they can be presented after Four Fields, Four Perspective, The Cards Are Reshuffled or The History Line.

The model of discrimination clarifies what discrimination is, how and when it comes into play. The model presents the various levels of discrimination – personal, interpersonal, institutional and social-cultural:

The interpersonal level relates to the ways in which we behave and interact with 'others' which are shaped by personal attitudes, thoughts and feelings.

The institutional level refers to established rights, traditions, habits and procedures which lead to systematic discrimination of certain people and groups of people.

The socio-cultural level refers to that which is seen by the dominant culture/community/world view as right, good and beautiful, as a benchmark for all things.

These three levels of discriminations are constantly interacting with and influencing each other, shaped by power in all its forms - historical, and current social, economic, legal or political power. Being a victim of one of these modes of discrimination does not rule out the possibility of being enmeshed in another structure of domination as perpetrator and/or profiteer. Experiences of discrimination also shape the individual's concept of self: self-perception, self-confidence, self-esteem. These are some points that can be elaborated upon through the model.

Levels of Discrimination

Between people

It refers to behaviour when interacting with people or groups in respect of a particular aspect or characteristic, which is shaped by one's own viewpoint as different and one's own negative valuation.

This level comprises the field of direct discriminatory practice towards other people or groups in interaction and communication between people in which the individual's situative power to act and power through societal positioning consciously or unconsciously sets in and is reflected in their actions.

It corresponds to the manner in which we behave towards people who are somehow "different", shaped by our personal attitude, thoughts and feelings.

Example: *When visiting a hardware store, a female salesperson and a male salesperson are standing around but the customer approaches the man as he is judged to have higher competence in this field.*

At an institutional level

It refers to established rights, traditions, customs and practices through which particular groups and people are constructed as different and are systematically disadvantaged. This level comprises all laws and structures, which are identified by a social, political and economic power. These laws and structures are not open to change; also it takes very long to change them. Nevertheless, those who profit from such situations continuously contribute, whether consciously or unconsciously, to the reproduction of unequal structures.

It applies to established rights, traditions, customs and practices that systematically lead to discrimination of particular groups of people.

Examples:

1) The school system selects pupils.

2) The law of asylum forbids refugees to move around freely (obligated to remain at the refugee residence).

3) Slum dwellers are not offered a voice when it comes to demolition of their dwellings.

At a socio-cultural level

It refers to all that which is seen as right, good and beautiful by the dominating culture and ideology and is applied as a benchmark to assess, judge and discriminate people or groups who could be constructed as "others" on the basis of particular features and aspects. This level comprises unwritten laws, norms, values and ideals or discourses of any kind, which are effective in a particular context, recognised by the dominating majority and conscious or unconsciously reproduced. The social/cultural discrimination manifests itself on the basis of ideological power.

It deals with that which is seen by the dominating society/culture or world outlook as right, good and beautiful, as a benchmark for all things.

Examples:

1) The media produces (for example in advertisements) visuals of women who comply with a specific ideal of beauty and responsible for the household and children.

2) Statements such as "Men should be hard and should not cry".

SOURCE	Jaliwala, R. (2012): Political Education in Plural Societies: Using the Anti-bias Approach to challenge Oppression in Bombay and Berlin. Kassel University.
	Anti-Bias Werkstatt. Methodenbox: Demokratie lernen und Anti-Bias Arbeit. http://www.anti-bias-werkstatt.de/?q=de

An Experience-based Model of Discrimination

Social & Global Context

BEHAVIOUR

Assumptions
Prejudices
Stereotypes
Norms
Values
...

+

POWER

Situational Power &
Social Positioning

can lead to discrimination

Power to define
(normative power/ monopoly on interpretation)

Historical, (current) economic, political, legal & social power

at an interpersonal level

at a socio-cultural level

at an institutional level

ASPECTS OF DISCRIMINATION

Differentiation	**on the basis of ascribed features or characteristics**
Valuation	**through a "majority"**
Unequal treatment	**in similar situations**
Equal treatment	**despite differing prerequisites / conditions**
Impermissible / illegal grounds	**unjustified, not objective, improper**

TITLE	HOW TALL IS ALFRED?
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☒ Mid-term ☒ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☐ Challenging ☒ Expert ☐
THEMES	Effective communication, teamwork
AIMS & OBJECTIVES	There are many different ways of communicating and sharing information with others and these differ in levels of effectiveness and productivity depending on people, situations and circumstances. It is therefore important to consider these variables and understand which ways and methods of communication and sharing information are more or less suited to respective situations. In considering this, this exercise aims to enable the participants to: • Reflect on one's own way of communicating in a team • Think about a better (more systematic) way of communicating • Become aware of the effectiveness of sharing information • Strengthen networking among participants
DURATION	60 minutes
NUMBER OF PARTICIPANTS	8 - 14
MATERIALS	Arranged tables and chairs; telegram papers (about 100 for 6 players); 1 description, rules and information sheet for each player; 1 registration flipchart for the messenger; the 12 sentences with information about how tall is Alfred, printed and cut into strips. Every player receives two of them.
PROCEDURE	1. Six players (Pl, P2, P3, P4, P5, P6) sit in a circle with their backs to each other. They must not talk with each other. 2. Each player is given 2 sentences with information regarding how tall Alfred is. 3. Players can only communicate by sending messages to each other. As many messages can be sent as the players wish. 4. The rules of sending messages: **Format**: P1 (sender of message) ➡ P4 (addressee of message) **The text of the message:** The message, like a telegram, is addressed to one person only. Another message cannot be sent on the same piece of paper. To forward it, the message has to be written again in the format given above. • The messages (telegrams) are taken from the writer of the message to the addressee by the messenger. The messenger must not talk either. His task is to register the messages. • The exercise is over after 30 minutes, or when everybody has made their suggestions about how tall Alfred is? The game is won if everybody has answered the question and all six people have the right answer.

PROCEDURE	**How tall is Alfred?"** **The 12 sentences, 2 per participant** Alfred is 4 cm taller than Janusz Janusz has the same height as Diana Diana is 3 cm shorter than Henri Henri is 6 cm taller than Branco Branco is 20 cm shorter than Irma Irma is 5 cm taller than Udo Udo has the same height as Asha Asha is 6 cm taller than Besim Besim is 6 cm taller than Igor Igor is 16 cm shorter than Sonia Sonia is 5 cm taller than Frank Frank is 1.77cm tall
DEBRIEFING	The reflection should focus on the different means of communication used by participants and how effective these were. The discussion should start the participants' feelings and experience during the exercise. Did the group have many different methods of communicating or was there a unified technique and how did these make the participants feel? Was there a productive feeling amongst the group or were there feelings of frustration? The reflection should also consider how the exercise relates to communication in real life situations and whether it made the participants aware of more effective ways of communicating and sharing information. **Debriefing questions:** 1. What happened during the game? Why could/couldn't the team find the solution? 2. How many messages were sent? (Enough, 60-70, or too few or too many?) 3. What made the communication difficult or easy? 4. What kind of information / management systems did you develop and at what stage of the game? 5. Was there a leader of the work? If yes, was there one or were there several leaders? How were they chosen? 6. What lessons have you learnt? 7. So far: How has the management system been in your group during this training course? 8. Who takes the initiative? Who responds? 9. Do you like the way you work together ? Or do you want to change something after this training course? 10. Make a list of recommendations for communication and cooperation in international project groups.
TIPS FOR FACILITATORS	The session can be concluded with one of the following theoretical input: Communication Styles, Attitudes to Conflicts or Learning Styles.
SOURCE	Report of "SALTO Training Course on the Development of Action 5 Projects between YOUTH Programme Countries and Countries in South East Europe". Radovljica, Slovenia, March and May 2002. https://www.salto-youth.net/

TITLE	DRAWING A HOUSE
RECOMMENDED FOR	Pre-departure ☐ On-arrival ☐ Mid-term ☒ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☒ Standard ☐ Challenging ☐ Expert ☐
THEMES	Intercultural awareness, teamwork, culture
AIMS & OBJECTIVES	• Reflect on intercultural learning and dialogue • Understand the influences of one's culture • Recognise the gap between expressing /describing something and understanding it
DURATION	45 minutes
NUMBER OF PARTICIPANTS	6 - 20
MATERIALS	Paper, pens
PROCEDURE	• Ask each participant to select a partner with whom they have not worked before. Participants from different continents should be encouraged to pair up. • Each pair sits back to back, and one of them describes in detail a typical house. Based on the verbal description, the partner draws the house on a sheet of paper. In other words, one person draws the house that the other person is currently describing. The person describing the house cannot look at the sheet/drawing and the person drawing cannot ask questions. • Once the house has been drawn, the partners switch roles. The participant who just drew a house describes a typical house for their partner, who now draws the house. • In the end, each pair has two houses and can share their drawings with one another.
DEBRIEFING	• How was the exercise? Was it easy to understand the descriptions without being able to ask questions? • Did the drawings look different from what they had described? • Were there parts that needed changes? • Do you think culture plays a role and influences your understanding and perception? • In your everyday situations, have you experienced that you sometimes explain or describe something that is understood differently or leads to misunderstandings? Can you give examples? • What did they learn from this exercise? To conclude, it is important to explain that it is normal to have different drawings because feelings and understandings are based on one's own image of a house and therefore on one's cultural influences. Emphasise that this gap between expression and comprehension can lead to misunderstandings or interaction with some people and not with others.
TIPS FOR	The exercise can be followed by the Learning Styles questionnaires.
SOURCE	Practical Guide for ICYE/EVS Trainings in EU and Partner Countries. A publication of the ICYE International Office, 2008. http://www.icye.org/wp-content/uploads/2016/03/Practical-Guide-on-ICL-final-.pdf

TITLE	LEARNING STYLES
RECOMMENDED FOR	Pre-departure ☐ On-arrival ☐ Mid-term ☒ Final Evaluation ☒
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☐ Challenging ☒ Expert ☐
THEMES	Self-assessment, team building, theory
AIMS & OBJECTIVES	• Understand the different learning styles • Recognise that people have varied learning needs and styles and how these can be important in locating tasks in teams and within an organisation
DURATION	60 - 90 minutes
NUMBER OF PARTICIPANTS	6 - 30
MATERIALS	Flipchart paper, pens, photocopies of learning questionnaire, strengths and weaknesses of each preferred learning style.

The theory / method should be used in sessions on multicultural team work and after methods such as Drawing a House or How Tall is Alfred?

Stage 1: Start the session by asking the participants the differences between formal, informal and non-formal education and list them on a flipchart. Thereafter present the following:

Formal education
A structured education system provided most often by the state for child. It is classroom-based and provided by trained teachers.

Informal education
Informal education happens outside the classroom, in after-school programs, community-based organizations, museums, libraries, or at home.

Non-formal education
It refers to education that takes place outside of the formally organized school. This education is called non-formal because it is not compulsory, it does not lead to a formal certification, and it may or may not be state-supported. It can be used both with adults and young people.

The next step is to divide participants into groups and ask them to take a few minutes to think about two questions and share their experiences with the others in their group:
• What was your best learning experience, and why?
• What was your worst learning experience, and why?

The groups should present the outcomes of their discussion, listing the positive and negative learning experiences and explaining why. This will give participants an idea about the kind of learning they are inclined towards.

Stage 2: This should be followed by a presentation of the Experiential Learning Cycle. Read Non-formal and Experiential Learning section 3.2 of this guide and the Non-Formal Learning Handbook for Volunteers and Volunteering Organisations, pages 5-7, to prepare your presentation of formal, informal and non-formal education, and experiential learning.

Learning Styles

Stage 3: The participants should be given a learning styles questionnaire, developed by Peter Honey and Alan Mumford (1992), which categorises people by their preferred learning styles into:

ACTIVISTS	Who involve themselves fully and without bias in new learning experiences. They are open-minded, not sceptical, they tend to act first and consider the consequences afterwards.
REFLECTORS	Who like to stand back and ponder experiences and observe them from many different perspectives. They collect data and prefer to think about it thoroughly before coming to any conclusions.
THEORISTS	Who adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step by step, logical way.
PRAGMATISTS	Who are keen to try out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They tend to be impatient with ruminating and open-ended discussions.

All round learners or "integrated learners" are clearly best equipped to manage all four stages. Most people develop learning style preferences that assist with some stages and hinder others. The learning style preferences very significantly affect the sort of activities that people learn from.

Once people know their preferred learning styles, it is important to be clear about the relative strengths and weaknesses of each style. Selecting appropriate learning opportunities essentially involves finding activities where strengths will be utilised.

Stage 4: Once the participants know their preferred learning styles, divide them into four groups according to their learning style. Ask each group to discuss the strengths and weaknesses of their preferred learning style and the kind of activities that are suited to each learning style.

Stage 5: Once the groups present the strengths and weakness and the activities most suited to their preferred learning style, conclude the session by asking the following questions:

1. How was the exercise for you?

2. Do you agree with the learning styles you received through the learning styles questionnaire?

3. How can you apply it to you work? How can you ensure that you are able to learn and that there are learning opportunities for everybody?

Honey and Mumford's Learning Styles Questionnaire can be downloaded here:

http://www.mycit.ie/contentfiles/Careers/4.%20HoneyandMumfordLearningStylesQuestionnaire.pdf

SOURCE	Non-Formal Learning Handbook for Volunteers and Volunteering Organisations, ICYE International Office, May 2017. http://www.icye.org/wp-content/uploads/2017/06/NFE-Handbook-May-2017.pdf
	Final Activity Report—International Training for Trainers, ICYE International Office, March 2018. http://www.icye.org/wp-content/uploads/2018/02/TfT-Bali_Final-Activity-Report.pdf

TITLE	IDENTITY MOLECULES PART II
RECOMMENDED FOR	Pre-departure ☐ On-arrival ☐ Mid-term ☒ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☐ Challenging ☒ Expert ☐
THEMES	Communication, team building, identity, diversity
AIMS & OBJECTIVES	• Reflection on the hidden competencies and abilities tied to different identities • Perception of synergies and additional resources in the team
DURATION	60 - 90 minutes
NUMBER OF PARTICIPANTS	8 - 30
MATERIALS	Identity Molecule sheets of the participants, index cards, pens, flipchart paper, glue or blue tack or adhesive tape.
PROCEDURE	The exercise builds on the identity molecules. In this next step, participants are invited to form teams (small groups). A common team molecule should be created on the basis of the identity molecules of each team member. In a further step, the team members should think about the additional/hidden competences that exist in the identities of each team member. The teams give themselves names and present themselves based on the diversity of competences and perspectives, developing a unique selling point. • Ask participants to get their identity molecule sheets and to form four teams. If participants do not have their molecule sheets anymore, ask them to fill in new ones (see page 36 for the molecule sheet). • Based on the exercise Identity Molecules, the teams should draw a team-identity molecule. • In the central molecule, the team should write its name. The outer molecules correspond to the individual identities of the participants. • The team then receives index cards, so that in the next step they can reflect on which hidden competences comprise the individual/different identities or which resources and special features they have. • The participants should write the corresponding competences one on each index card and glue it to the respective identity. • The team should then discuss how these competences could flow into their teamwork and which additional strengths are connected to it which are relevant to the team. • What makes the team unique? • At the end, the different teams present their team molecule and promote it.

DEBRIEFING	• How was the exercise for you? • Where you surprised by some of the things you learnt about your team members? • How often are we aware of the diversity of competences of those we work with? Do we consider all the competences and resources in a team before we divide tasks or undertake a project? • Do you have examples in your everyday life and work situations where you discovered competences and resources you never knew existed as they were not directly related to the description of the job or task?
SOURCE	"Managing Diversity. Moderationshandbuch für Multiplikatorinnen und Multiplikatoren aus Unternehmen und Non-Profit-Organisationen" im Rahmen der Fortbildung zum *Diversity-Trainer / Diversity Trainerin von Eine Welt der Vielfalt* (2007). https://www.ewdv-diversity.de/

TITLE	CONFLICT RESOLUTION — ROLE PLAYS
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☒ Mid-term ☒ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☒ Challenging ☐ Expert ☐
THEMES	Taking action, civil courage, communication, conflict resolution
AIMS & OBJECTIVES	• Improve handling of different situations and resolving conflicts
DURATION	60 - 90 minutes
NUMBER OF PARTICIPANTS	8 - 30
MATERIALS	Print out short descriptions of 2 to 4 scenarios or situations of conflict
PROCEDURE	**Preparation** • Think of two to four scenarios or situations (depending on the number of participants) that you want to work on, e.g. conflict between the volunteer and staff of a host project, too much work or responsibility given to the volunteer, conflicts among volunteers staying at a shared flat. • Depending on the topics, think of a setting (at the host project, in the shared volunteer flat) and the materials you will need. You can also simply use the material that are at your disposal (tables, chairs, paper, markers…) . **Presentation** • Divide the participants into two or more groups (depending on the number of participants) so that each group can do a role-play. • Give each group a print out of the scenario or situation of conflict. Explain who the people are, what they are doing there, what the problem is. • Ask the groups to discuss the scenarios and consider ways of dealing with the situation and resolving the conflict. The groups should agree on one way of resolving with the conflict and practice it for a role-play. • Each group presents their role-play while the other groups watch. All groups should perform their role-plays, which should show a resolution to the conflict.
DEBRIEFING	After each role-play, ask the following questions: • What happened in the role play? • What was the problem or conflict? • How was it overcome? • What would you do in such a conflict? Are there other ways in which the conflict could have been resolved? • Have you ever been in a situation like this? How did you overcome the situation?
VARIATION	• If this exercise is done at the mid-term evaluation, you can divide participants into groups and ask them to discuss problems or conflicts each one of them encountered and for each group to choose one of these for the role-play. • If the exercise is done at pre-departure or on-arrival, you can give participants scenarios or situations to enact and resolve in role-plays.

TIPS FOR FACILITATORS	The session should end with a presentation of the <u>Attitudes to Conflict</u>, patterns of cultural differences and what we can learn from conflicts.
SOURCE	Non-Formal Learning Handbook for Volunteers and Volunteering Organisations, ICYE International Office, May 2017. <u>http://www.icye.org/wp-content/uploads/2017/06/NFE-Handbook-May-2017.pdf</u>

TITLE	FORUM THEATRE
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☒ Mid-term ☒ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☐ Challenging ☐ Expert ☒
THEMES	Taking action, civil courage, communication, conflict resolution
AIMS & OBJECTIVES	- To raise awareness how conflicts can arise - To share different ways of dealing with conflicts, to see that there is not necessarily one solution - To learn how to deal with difficult situations - To strengthen and encourage participants to take responsibility for their way of acting
DURATION	90 minutes
NUMBER OF PARTICIPANTS	12 - 30
MATERIALS	Use materials already available at the training
PROCEDURE	**FORUM-THEATRE** is a technique from *"Theater of the Oppressed"* developed by *Augusto Boal* (1982, 1992) based on the theories of *Paolo Freire* (1972, 1993). To observe, understand and try out alternate ways of behaving which could save a situation and avoid or resolve conflict. It presents a scene or a play that must necessarily show a situation of oppression that the Protagonist does not know how to fight against, and fails. In Forum Theatre the public is not passive as in traditional theatre. That is why the people in the audience are called "**spect-actors**"). The *spect-actors* are invited to replace the Protagonist, and act out - on stage and with the audience - all possible solutions, ideas, strategies. The other actors improvise the reactions of their characters facing each new intervention, so as to allow a sincere analysis of the real possibilities of using those suggestions in real life. All *spect-actors* have the same right to intervene and play their ideas. What do you need to do Forum Theatre? 1. Actors 2. Spect-actors 3. Joker You need a "joker" to perform the play, i.e. an animator or story-teller to introduce the story and warm up the audience and to get them ready to participate and create a good mood before the play. 4. One, simple, strong and concrete problematic situation that they wish to address. a. You can address any issue that you as a team and the joker agree on where there is a conflict between the positive and negative effects the issue has for the local community or potential conflicts related to volunteers BUT focus on just one issue in one play.

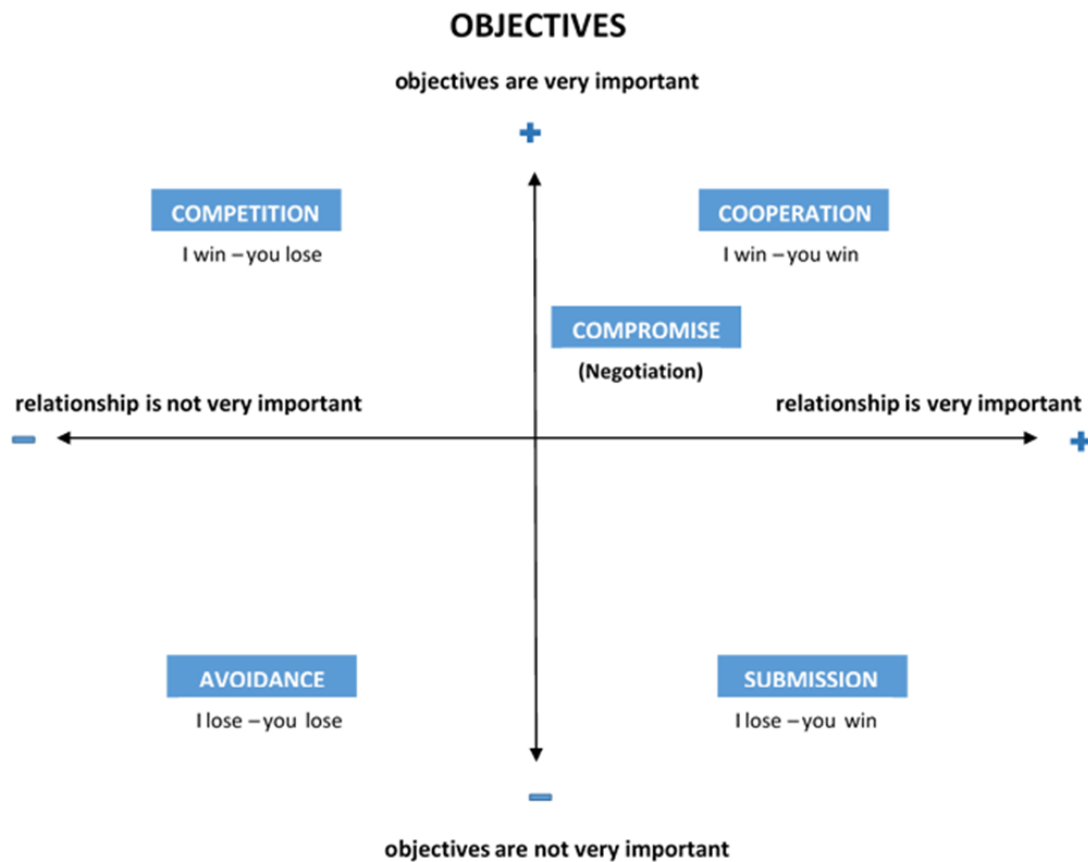|	
PROCEDURE	a. Develop a scenario in which one of the actors is the "victim" (protagonist), meaning she/he suffers from the situation you thought of. You introduce another character (antagonist) who symbolises the situation or institution which causes her/his suffering. Rehearse the play with your actors. b. The group prepares a short play of a couple minutes in which there is a clear conflicting process coming to an escalation. c. No solution to the problem should be developed or enacted. **The Performance** **Stage 1** The Joker explains to the audience what is going to happen and what the different stages of the play will be. **"First we play, then you play, then we discuss."** The performance starts. The scene shows quickly what the problem is and necessarily ends baldly without a solution. **A protagonist and an antagonist in a situation, which ends badly.** • At this point you interrupt the show and the Joker addresses the audience. • The Joker first asks the audience to describe what happened to be sure that the intended message was received and then asks them to make suggestions for change. **"What have they seen? Who is suffering most? Who is causing the suffering? Who should have done what, when? Where could X or Y have done something differently?"** In Forum Theatre the public is not passive as in traditional theatre. That is why the people in the audience are called "spect-actors". **Stage 2** 1. The Joker encourages the audience to say "stop" as the scene is played out again and to replace one of the characters themselves to suggest another behaviour. This can be at the very first stage/behaviour observed by the member of audience who believes that this is where conflict transformation could occur. 2. In this case the actor hands over a piece of his clothing (e.g. a scarf, or belt..) to the spect-actor and the plot is replayed according to the same plot, integrating the changes brought by the spect-actor. 3. The audience is consulted again to discuss what changed and to make more suggestions. The audience can also bring another character into the scene – perhaps a friend or parent. However there are no magical solutions. Forum Theatre allows people to test behaviour which they would necessarily use in real life. Instead of coming out with what they would do personally, they can suggest strategies for the character in the play and at the same time experience ways of transforming conflicts for themselves. You stop the play when you sense that enough different scenarios.

DEBRIEFING	- What happened? - Which kind of behaviour seemed most successful to you? Why? - Have you experienced situations like this in real life? - Do you know people like X or Y? - Which strategies do you think were most effective? - What have been the learning points in this session? - What is one word that sums up what you have experienced today? - What would you do in this situation? Ask what could be done in that situation, rather than what would probably happen. Remember, a particular action may be difficult for a character to take, but still possible. Ideally, this discussion will help the spect-actors connect the dramatic situation to their personal life. Spect-actors tend to want to analyse the situation, advise and criticise the characters, as if the problem is not relevant to them. In the closing discussion, the public may need to be reminded to practice what they preach or be provoked to see how the scenario relates to their personal lives. The Joker can say something like, "What we're playing with now in theatre has very serious implications for life..."
VARIATION	This is a shorter version of Forum Theatre. The method could take as long as 2 to 3 hours. It could be done in a public space, in a school or at a host project which will require up to 3 hours.
TIPS FOR FACILITATORS	Forum Theatre can be concluded with the theoretical input <u>Attitudes to Conflict</u>.
SOURCE	Theater of the Oppressed. <u>www.theatreoftheoppressed.org</u>. "Act, Learn and Teach: Theatre, HIV and AIDS Toolkit for Youth in Africa". UNESCO Office Dakar and Regional Bureau for Education in Africa, Coordinating Committee for International Voluntary Service, 2006. <u>http://unesdoc.unesco.org/images/0014/001492/149283e.pdf</u>

TITLE	ATTITUDES TO CONFLICT
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☐ Mid-term ☒ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☒ Challenging ☐ Expert ☐
THEMES	Communication, conflict resolution, theory
AIMS & OBJECTIVES	• Discover how attitudes to conflicts influence their resolution • Understand the role of cultural difference in conflict resolution • Discuss what one can learn from conflicts
DURATION	20 minutes
NUMBER OF PARTICIPANTS	6 - 30
MATERIALS	Laptop, projector or flipchart paper, markers
PROCEDURE	

This theoretical input is useful in any session on communication and conflict resolution. It can be provided at the start or end of role-plays with volunteers on resolving conflict and can be presented on flipchart or PowerPoint.

A positive view of conflict

It is a widespread idea that **conflict is something negative**, and therefore something to be avoided. This is because confronting conflicts generally means investing a lot of energy and time and undergoing an experience that is not necessarily pleasant.

Nonetheless, **conflict is inseparable from human relations**. We interact with other persons, with whom we are bound to have differences of opinion and whose interests and needs will often be opposed to our own.

It is important therefore to see **conflict as positive** because diversity and difference are valuable as a source of growth and mutual enrichment. Moreover, conflict is **an opportunity to learn**.

How to learn to confront and resolve conflicts in a constructive way?

This means understanding conflict and knowing all its aspects, as well as how to **develop attitudes and strategies to resolve it**.

Conflict is not a single occurrence but a process. **Its origin lies in needs** (economic, ideological or biological): **this is the first phase**. When these needs are satisfied, what we have defined as a problem does not exist.

When **one party's needs clash with another's**, when the needs become antagonistic, the problem arises. **This is the second phase**. By not confronting or resolving the problem, we open the door to the dynamic of conflict. Other elements then get mixed in: mistrust, lack of communication, fears, misunderstandings, etc.

Sooner or later, all of this will burst out in a **crisis – the third phase**, which often takes the form of violence and is what many people identity as conflict. One should not wait until this phase to confront conflict.

If we keep on waiting for conflicts to reach the crisis stage before we begin to resolve then, it will be difficult to reach a true solution. Just as conflict is a process that may take some time to develop, its resolution is also a process that we must initiate as soon as conflict arises.

Attitudes to conflict

There are **five main attitudes** to conflict. To begin with, it is important to discover what our own attitudes to conflicts are. Most often we discover that our attitude to conflict is avoidance or accommodation and that is why our conflicts are never resolved.

OBJECTIVES

objectives are very important

objectives are not very important

The diagram teaches a very important lesson: **the more important the objectives and the relationship, the more important it is to learn to cooperate**.

- **Competition (I win/you lose)**: a situation in which getting what I want, asserting my objectives and goals, is the most important thing, even though in doing so I have to tread on someone else's toes. The relationship is unimportant. The important thing for me is to win, and the easiest way to do that is to make sure the other person loses.

- **Submission (I lose/you win)**: as long as I do not confront the other party, I do not assert or advance my own objectives. Often we confuse respect with good manners, with not asserting our rights because that could provoke tension or discomfort.

- **Avoidance (I lose/you lose)**: neither the objectives nor the relationship are catered for and both are lost. We do not confront conflict, we "stick our heads in the sand" out of fear or because we believe that the conflict cannot be resolved. However, conflict has its own dynamic and once it has begun it never stops on its own.

- **Cooperation (I win/you win)**: achieving our own objectives is very important, but the relationship is too (the end and the means have to be consistent). It is possible to negotiate without giving in completely, and in fact we must learn not to yield on fundamental points. It is something quite different to yield on less important points.

- **Negotiation**: to reach full cooperation is very difficult, and for that reason another model is usually proposed in which both parties try to win on the most important points. If either of the two parties leaves the table with a feeling that they have not won their main points, we are not in the negotiation model but the competition or accommodation model.

Conflicts and cultural differences

SIX FUNDAMENTAL PATTERNS OF CULTURAL DIFFERENCES

1. Different Communication Styles
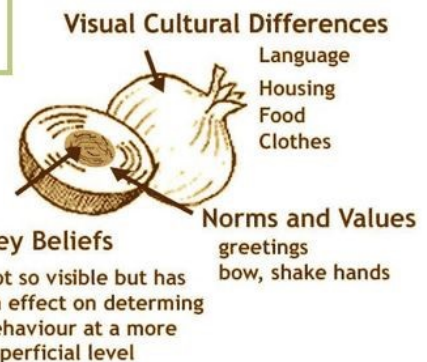
2. Different Attitudes Toward Conflict

3. Different Approaches to Completing Tasks

Visual Cultural Differences
Language
Housing
Food
Clothes

4. Different Decision-Making Styles

Key Beliefs
Not so visible but has an effect on determing behaviour at a more superficial level

Norms and Values
greetings
bow, shake hands

5. Different Attitudes Toward Disclosure

6. Different Approaches to Knowing

For more on Communication Styles refer to pages 110-113 and for more on different approaches to tasks refer to Learning Styles, pages 98 - 99 of this guide.

What do we need to do to prevent or resolve conflicts?

- Be aware or detect the problem or clash of needs

- See conflict as positive, as an opportunity to learn

- Be willing to engage in conflict

- Be willing to change, compromise, cooperate, negotiate

- Strengthen relationships

- Work towards cohesion, solidarity

- Expand your comfort zone

SOURCE	Cascón Soriano, P. (2001): Education in and for conflict. Universitat Autònoma de Barcelona, Spain.
	Six Fundamental Patterns of Cultural Difference, Grenzenlos—Interkultureller Austausch. https://www.grenzenlos.or.at/

TITLE	COMMUNICATION STYLES
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☒ Mid-term ☐ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☒ Challenging ☐ Expert ☐
THEMES	Communication, self-awareness, theory
AIMS & OBJECTIVES	• Understand the different styles of communication • Identify your style of communication • Discuss ways to improve intercultural communication
DURATION	20 minutes
NUMBER OF PARTICIPANTS	6 - 30
MATERIALS	Laptop, projector or flipchart paper, markers
PROCEDURE	

This input on styles of communication can presented in PowerPoint at your trainings.

What type of communication is the best?

Context in Communication (high and low context)

The anthropologist Edward T. Hall introduced the concept of high and low context in his book Beyond Culture (1976), referring to the way cultures communicate.

A high-context culture relies on implicit communication and nonverbal cues. In high-context communication, a message cannot be understood without a great deal of background information.

Asian, African, Arab, central European and Latin American cultures are generally considered to be high-context cultures.

High context cultures:
✦ Value traditions.
✦ Foster long-lasting relationships.
✦ Rely on non-verbal signs such as tone of voice, facial expressions, body language, and so on.
✦ Tend to be non-confrontational and more in-direct. Rejection is to be interpreted from non-explicit communication.
✦ Require little explanation.
✦ Are more collectivistic. The identify lies with the group. Value group harmony.
✦ Have stronger boundaries, i.e. one belongs with a certain group.
✦ Are slow to change.

High context mail

From: Maria <marias@mail.dk>

Sent: February 22, 2016 14:15

To: Robert Cully

Cc: James Brorson

Subject: Request for feedback of my presentation before meeting next week

Hi Robert,

Thanks for a nice chat the other day. It really opened my eyes.

My boss just asked me to make a presentation for the meeting next Thursday and I would kindly ask you to give me some feedback about:

1. Complexity – does it make sense?
2. Flow – do you think it would be better to start off elsewhere?
3. Language – any errors?

Would it be possible to get back to me by Tuesday noon, CET? I know it is a short notice.

Please call me if you have any questions. I will call you on Monday to make sure you have all you need.

Thanks for your help!

Kind regards,

Maria

A low-context culture relies on explicit communication. In low-context communication, more of the information in a message is spelled out and defined. Cultures with western European roots, such as the United States and Australia, are generally considered to be low-context cultures.

Low context cultures:
- ✦ Tend to make many shallower, short-term relationships.
- ✦ Require explicit communication since they lack additional context.
- ✦ Communication is more direct and confrontational.
- ✦ Are more individualistic. Identify lies with the individual. Value individual needs.
- ✦ Require all the information in the message.
- ✦ Can change quickly.

Low context email

From: Maria <marias@mail.dk>

Sent: February 22, 2016 14:15

To: Robert Cully

Cc: James Brorson

Subject: URGENT FEEDBACK

Hi Robert,

Could you give me some feedback to the presentation?

Thanks,

Maria

Self-Perception

High Context	Low Context
Polite, avoidance of embarrassing situations	Truth and Honesty
Cautious, respectful	Earnestness/sincerity
Helpful, cooperative, indirect	Frank/candid
Integrity: Maintain harmony	Integrity: "Say what you think!"

Perception of Others	
High Context from the low context perspective	**Low Context from the high context perspective**
"Of questionable integrity"!	Rude, loud, making trouble
"Secretive," inscrutable, deceptive	Insensitive, slow
Hide their feelings, unwilling to trust others	"Can't read between the lines"
Arrogant, conceited, are indirect: loss of time	Naïve, no sense of reality
	Lack of self-control
	"Say what you shouldn't say".

SPEACH PATTERNS

COUNTRY	PATTERN	DESCRIPTION
UNITED STATES		ALTERNATING
JAPAN		SILENT PERIODS
BRAZIL		OVERLAPPING

DENNIS|NØRMARK

TITLE	HOW ARE MY SOCIAL SKILLS?
RECOMMENDED FOR	Pre-departure ☐ On-arrival ☒ Mid-term ☐ Final Evaluation ☒
DIFFICULTY LEVEL FOR TRAINERS	Easy ☒ Standard ☐ Challenging ☐ Expert ☐
THEMES	Self-awareness, Self-assessment, communication, team building
AIMS & OBJECTIVES	- Assess one's social skill needs - Improve interpersonal skills - Develop goals to support skills development
DURATION	45 - 60 minutes
NUMBER OF PARTICIPANTS	2 - 30
MATERIALS	Printouts of the social skills checklist, one per participant
PROCEDURE	This is a self-assessment activity that helps young people to understand their social skill needs and improve interpersonal skills. Use the checklist to help them develop goals to support social skills development. The checklist can be found on pages 115-117 and can also be downloaded here: https://my.extension.illinois.edu/documents/257081302080208/lp_careadult_socialskills.pdf - Give each participant a printout of the "How Are My Social Skills?" checklist and ask them to fill it in. - Present to participants the usefulness of social skills at three main levels: ⇒ **Interpersonal**: Enhance chances of successful social interaction with persons of all ages and in all relationships. ⇒ **Problem-solving**: Develop strategies to prevent social problems or escape social discomfort ⇒ **Conflict Resolution**: Dealing with highly emotional situations, and resolving existing intrapersonal and interpersonal conflict. - Ask participants to pair up and identify steps needed to accomplish those skills. - Participants should then role play the steps with their partner to practice the skills.
SOURCE	Arnold P. Goldstein, Robert P. Sprafkin, M. Jane Gershaw, and Paul Kline. 1980. Skill-streaming the Adolescent. Champaign, IL: Research Press.

How Are My Social Skills? *CHECKLIST*

Here are skills you need to use when dealing with other people. This checklist will help you determine which skills need improvement!

Circle **1** if you are **NEVER** good at using the skill.
Circle **2** if you are **HARDLY EVER** good at using the skill.
Circle **3** if you are **SOMETIMES** good at using the skill.
Circle **4** if you are **ALMOST ALWAYS** good at using the skill.
Circle **5** if you are **ALWAYS** good at using the skill.

1. *Listening:*
   Can you pay attention to someone who is talking?   1   2   3   4   5

2. *Starting a conversation:*
   Can you talk to others about simple and then more complicated stuff?   1   2   3   4   5

3. *Asking a question:*
   Can you decide what question to ask someone and then ask it?   1   2   3   4   5

4. *Saying thank you:*
   Can you let people know you are thankful for things?   1   2   3   4   5

5. *Introducing yourself:*
   Can you go up to people on your own and meet them?   1   2   3   4   5

6. *Introducing other people:*
   Can you help people meet each other?   1   2   3   4   5

7. *Giving a compliment:*
   Can you tell people you like something about them or things they do?   1   2   3   4   5

8. *Asking for help:*
   Can you request assistance when you need it?   1   2   3   4   5

9. *Apologizing:*
   Can you say you are sorry when you have done something wrong?   1   2   3   4   5

10. *Knowing your feelings:*
    Are you aware of what emotions you are feeling?   1   2   3   4   5

11. *Expressing your feelings:*
    Can you let others know which emotions you are feeling?   1   2   3   4   5

12. *Understanding the feelings of others:*
    Can you figure out what other people are feeling?   1   2   3   4   5

How Are My Social Skills? CHECKLIST (page 2)

13. *Dealing with someone else's anger:*
    Can you understand other people's anger?   1 2 3 4 5

14. *Expressing affection:*
    Can you let others know you care about them?   1 2 3 4 5

15. *Dealing with fear:*
    Can you know when and why you are afraid, and do something to
    reduce your fear?   1 2 3 4 5

16. *Rewarding yourself:*
    Can you say or do nice things for yourself when you deserve it?   1 2 3 4 5

17. *Asking permission:*
    Can you know when you need permission to do something, and what
    you need to do to get permission?   1 2 3 4 5

18. *Sharing something:*
    Can you share things with others who might need or want them?   1 2 3 4 5

19. *Helping others:*
    Can you help others when they need or want it?   1 2 3 4 5

20. *Negotiating:*
    Can you come up with a plan that satisfies both you and someone
    with a different opinion?   1 2 3 4 5

21. *Avoiding trouble with others:*
    Can you stay out of situations that might get you into trouble?   1 2 3 4 5

22. *Dealing with being left out:*
    Can you decide when you have been left out and then do something
    to feel better?   1 2 3 4 5

23. *Responding to persuasion:*
    Can you compare another person's opinion, compare it to your own,
    and then decide for yourself what to do?   1 2 3 4 5

24. *Concentrating on a task:*
    Can you prepare for a job before you have to do it?   1 2 3 4 5

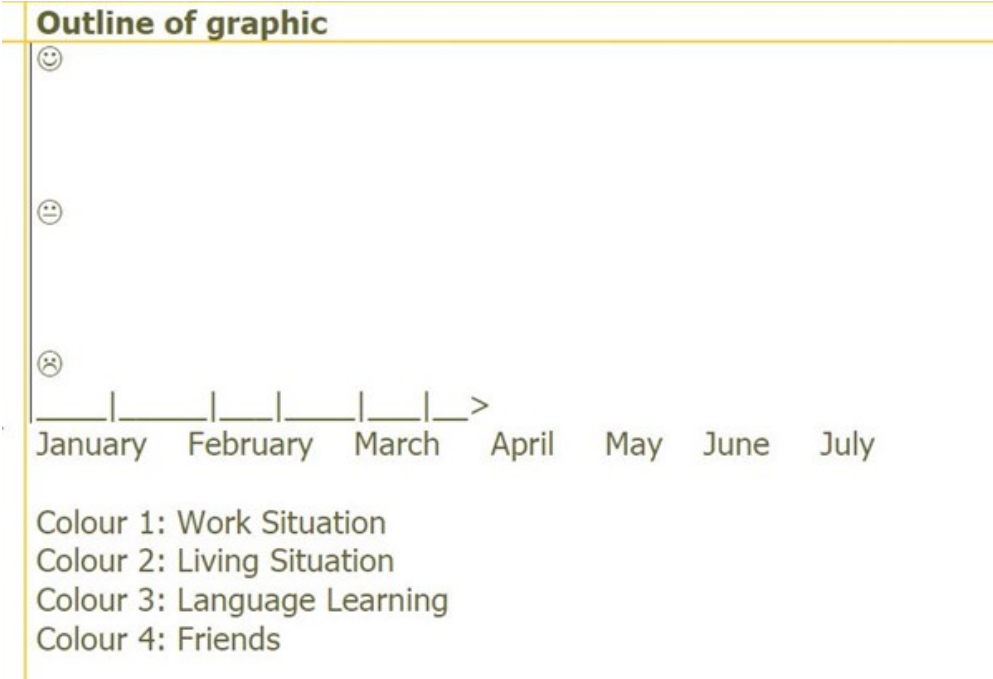25. *Dealing with someone of a different age:*
    Can you get along with someone older or younger than you are?   1 2 3 4 5

How Are My Social Skills?
STEPLIST

From your completed 'Social Skills Checklist', list here skills you think you need to improve. Then work with your partner to identify steps needed to accomplish that skill—if it takes more than three steps, add however many you need. Finally, role play the steps with your partner to practice the skill.

SKILL	STEPS
1.	a.
	b.
	c.
2.	a.
	b.
	c.
3.	a.
	b.
	c.
4.	a.
	b.
	c.
5.	a.
	b.
	c.

TITLE	FEVER CURVE
RECOMMENDED FOR	Pre-departure ☐ On-arrival ☐ Mid-term ☒ Final Evaluation ☒
DIFFICULTY LEVEL FOR TRAINERS	Easy ☒ Standard ☐ Challenging ☐ Expert ☐
THEMES	Self-assessment, self-awareness
AIMS & OBJECTIVES	• Reflect on experiences • Compare progress, similarities and differences with others
DURATION	30 minutes
NUMBER OF PARTICIPANTS	6 - 30
MATERIALS	Sheets of paper, one per participants, pens, felt pens or coloured pencils
PROCEDURE	1. Draw the fever curve (see below—outline of graphic) on a flipchart and ask the participants to draw their own fever curve. 2. Tell the participants that every month to be evaluated should be put on the horizontal axis of the graph. On the vertical axis, they should make signs (or smileys) showing the percentage of achievement or satisfaction regarding different elements of the volunteering and intercultural learning experience 3. The different topics should be evaluated (e.g. host family, host project, making friends, learning language) by making for each topic a curve in a different colour showing the level of achievement/ satisfaction related to the topic. The points of the curve should be dotted to show a change in their state of being. 4. Once participants have made their fever curves, divide them into groups in which every participant should present their fever curve to the other participants.
SOURCE	Practical Guide for ICYE/EVS Trainings in EU and Partner Countries. A publication of the ICYE International Office, 2008. http://www.icye.org/wp-content/uploads/2016/03/Practical-Guide-on-ICL-final-.pdf

TITLE	SELF-CARE PLAN
RECOMMENDED FOR	Pre-departure ☐ On-arrival ☒ Mid-term ☒ Final Evaluation ☒
DIFFICULTY LEVEL FOR TRAINERS	Easy ☒ Standard ☐ Challenging ☐ Expert ☐
THEMES	Self-awareness, Self-assessment
AIMS & OBJECTIVES	• Identify needs for one's mental, physical and spiritual self • Identify important people in one's support system • Identify goals one wishes to accomplish
DURATION	30 - 60 minutes
NUMBER OF PARTICIPANTS	2 - 30
MATERIALS	One Self-Care Plan per participant or paper to draw, felt pens or coloured pencils
PROCEDURE	A self-care plan can help to enhance health and wellbeing and manage stress, as well as to identify activities that support wellbeing and sustain positive self-care in the long-term. • Ask the participants to consider what they generally do to ensure their wellbeing and good health and to list those activities. • Give each participant a printout of the Self-Care Plan or ask them to draw one (see page 120 which you can use to draw one on a flipchart). • Ask participants to fill in each dimension of self-care on their worksheet. They can also add new dimensions at the end that represent other aspects of their life. Tell them to identify new strategies that they will begin to incorporate as part of their ongoing maintenance self-care plan taking into account that they are volunteering abroad. • Once the participants have prepared their personal self-care plans, ask them to pair up and discuss with their partner barriers that might interfere with their self-care and how they would address them, as well as any negative coping strategies they would like to target for change. Example of a Self-Care Plan:
SOURCE	Making a Self-Care Plan for You and Your Clients. Social Work Tech. http://socialworktech.com/2011/05/25/making-a-self-care-plan/

_____'s Self-Care Plan!

MIND

BODY

SUPPORTIVE PEOPLE IN MY LIFE

SPIRIT

I WANT TO ACCOMPLISH

TITLE	MANDALA OF LEARNERS
RECOMMENDED FOR	Pre-departure ☐ On-arrival ☐ Mid-term ☒ Final Evaluation ☒
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☒ Challenging ☐ Expert ☐
THEMES	Self-assessment, self-awareness
AIMS & OBJECTIVES	• Define and clarify personal/individual learning interests and transfer them into learning achievements • Get ready for learning • Recognise, identify and document learning • Collect learning achievements
DURATION	140 minutes (60 minutes introduction and 80 minutes conclusion)
NUMBER OF PARTICIPANTS	6 - 30
MATERIALS	Music for background and individual work; colours, coloured pencils, oil pastels etc.; round blank sheets of paper (ca. A4); round blank mandalas cut out (ca. A4); a large round paper (2 - 4 flipchart sheets stuck together) for a group mandala; knife, scissors; glue, tape; coloured paper cut into three different sizes
PROCEDURE	**Preparation** • For participants who are not keen on drawing or painting, collect mandalas of different shapes and sizes and copy them several times • Stick the flipchart sheets together to create the big group mandala • Prepare eight different coloured paper with the eight key competences written on them **At the beginning of the training event** 1. Create a nice, special, calm and inspiring atmosphere with music. • Suggestion for evening sessions: dim the lights and put out some candles - make it special! • Suggestion for decoration: create a mandala in the middle of the room, using colours, items, objects, natural materials, balls, etc. • Suggestion for starting off: tell a short story about the meaning of the mandala in general and where it comes from and how it works generally or in different countries. This explains the idea of a mandala to participants and warms them up for creating a mandala linked to their learning. 2. Explain that this is an individual task. Invite the participants to sit down where they feel comfortable to carry out the exercise and present the guideline instructions. • Ask the participants to identify what they are interested in learning during the training activity, their learning expectations: What do I want to gain? What do I want to take home? • Why am I interested in the topic of this training activity? • What do I want to learn here? • What do I expect out of it? What do I want to happen to make it a success? • What do I need to make me feel comfortable here?

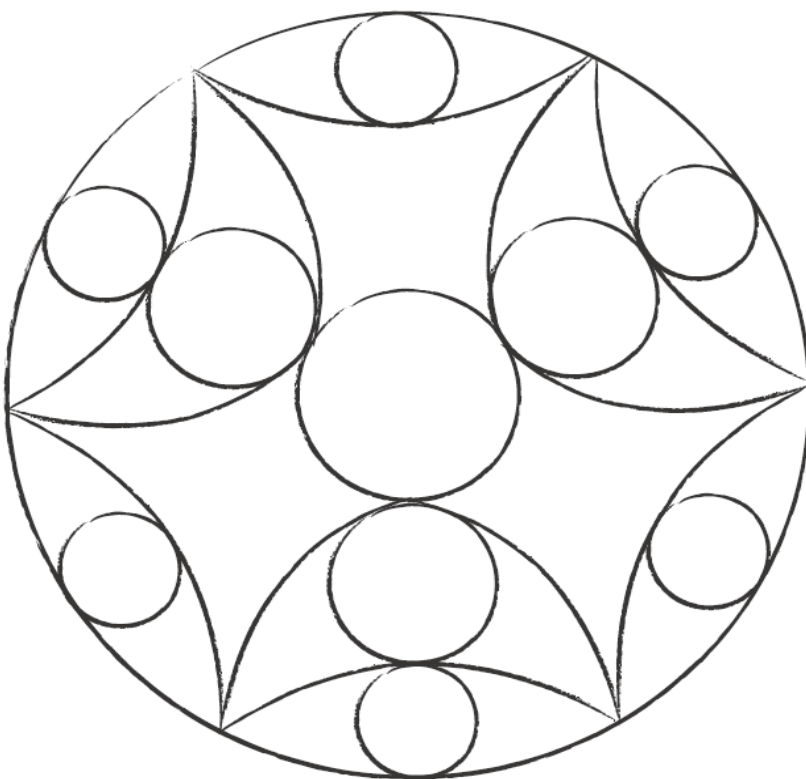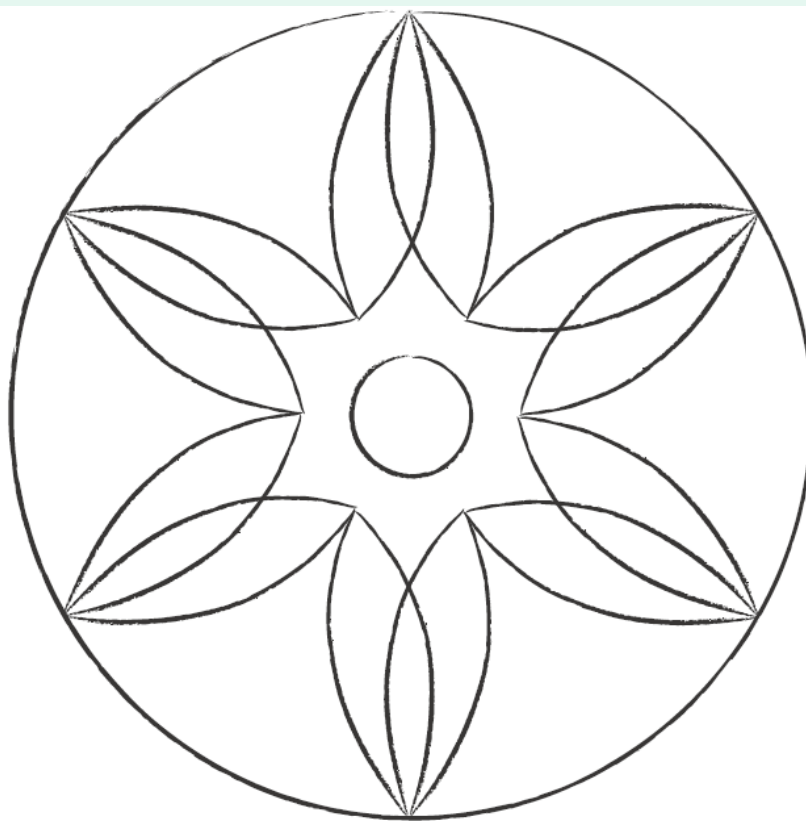|	
	• Make the participants aware that they are 'the learners' at the centre of their mandala surrounded by different learning interests. 3. Invite the learners to draw their own 'learning mandala' (or you can provide blank mandalas for those who do not want to draw). Each learning interest is linked to one 'element' of a mandala. The size of each element should be proportionate to the importance of that particular learning interest: the more important the learning interest, the bigger the element should be. The learners should briefly name and describe their learning interests. They should only draw the outlines of the mandala and its elements - without colouring in the spaces. Keywords associated with their learning interests can then be written into those spaces. Give a quick example of how a 'mandala of learners' could look on the flipchart. 4. After the individual preparation (around 30 minutes), invite participants to share their learning interests in smaller groups of three (20 minutes). Write the following guiding questions on a flipchart or print them out for each group: • What are the most important learning interests for each of you in this training? • Which learning interests are related to the topic of the training? • Which learning interests are related to your volunteering? • Are there other fields of learning interest in your group (e.g. on a personal level)? • Did you find common learning interests within your small group? 5. After the small group exercise, invite participants to have a quick look at the whole group's learning mandalas, e.g. put the mandalas in a circle on the floor and invite everyone to go around them. Participants can keep their learning mandalas, but invite them to add more interests during the training if they want to. You can set aside time for this at various points in the programme. **During the training event** 1. Self-reflection exercise (15 minutes): Ask the participants which learning interests transformed into learning achievements during the day and to colour these elements accordingly to make the learning visible. A coloured element means that the learning interest is transformed into a learning achievement. This makes the learning visible! 2. The self-reflection can also help to identify new learning interests. These can be added to the mandala in the empty elements still available. **At the end of the training event** 1. Self-reflection exercise (15-20 minutes). Ask the participants one last time which learning interests have turned into learning achievements. These elements can then be coloured in. If some learning achievements have not been fully reached, they can just colour in half of the element. 2. If the learners come across learning achievements which were not mentioned in the learning interests, they can add them to their mandala and colour them in. 3. Invite them to write their learning achievements on the paper cut into different sizes. There are three sizes according to the importance they attribute to the achievement (20 minutes). 4. When all the participants have finished, invite them to sit down and give each person an opportunity to put the shapes (learning achievements) onto the big learning mandala on the floor. While doing so, they briefly explain their learning achievements. The participants thus create a giant collective mandala of learning achievements (20 minutes).
PROCEDURE	

DEBRIEFING	- How was it for you (feelings, first impressions, thoughts, surprises...)? - Are you happy with the result, with your own mandala? - Which obstacles did you come across (finding learning interests...)? - How did you overcome these obstacles? - Are there differences in understanding of what a 'learning interest' is? - What challenges and questions do you still see? - Was this exercise useful to gain a deeper understanding of your own learning? - Do you wish to add anything?
VARIATION	- You can link this exercise to the eight key competences as provided in the Youthpass. - When preparing for the giant learning mandala (step three above), ask participants to link their learning achievements to the eight key competences. The facilitator prepares different coloured paper, each colour representing one key competence. If participants have achieved their learning within one of the key competences, they take a different sized paper in the colour of that competence. The size of the coloured paper indicates how important that learning achievement was for them. - Again, one by one, participants, put their learning achievements onto the giant group mandala and explain why they chose that particular size (why was that learning important for them?) and colour (what key competence have they related their learning to?).
SOURCE	Mandala of Learners, Part II—Youthpass Tools and Methods. Salto-Youth. https://www.salto-youth.net/downloads/4-17-3545/YP-unfolded_method_17.pdf

TITLE	REVERSE CULTURE SHOCK
RECOMMENDED FOR	Pre-departure ☐ On-arrival ☐ Mid-term ☐ Final Evaluation ☒
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☐ Challenging ☐ Expert ☒
THEMES	Self-awareness, self-assessment, theory
AIMS & OBJECTIVES	• Prepare volunteers for their return home • Understand the challenges they could face on return home • Understand reverse culture shock • Explain re-adaptation process and provide tips for re-adaptation
DURATION	45 - 60 minutes
NUMBER OF PARTICIPANTS	5 - 30
MATERIALS	Flipchart, marker, paper, pens

The session on reverse culture shock is a combination of group discussions and presentations of input.

• Ask participants to think about what could happen on their return home, how they are likely to feel, the positives and the negatives. Ask them to put down points for what could happen "On a good day" and what could happen "On a bad day".

• Divide participants into small groups and ask them to share their expectations and fears in relation to their return home. Ask them to list in two columns of a flipchart all their points for what could happen on a "On a good day" and "On a bad day".

• After each group has presented the outcomes of their discussion, present **WHAT COULD HAPPEN ON RETURN**:

On a Good Day	**On a Bad Day**
I have the flexibility to fit in anywhere. I adapt easily. I feel rooted.	I don't seem to fit in anywhere. I resist change. I feel rootless.
I am bilingual/ multilingual.	I am semi-lingual in two or more languages.
I can empathise with multiple viewpoints.	I am frustrated by the narrow-mindedness of people at home.
I respect cultural differences.	I become impatient with monoculturalism.
I have tolerance for ambiguity.	I am frequently indecisive.
I feel challenged/empowered by new experiences.	I feel bored by the mundane.
I am aware of global issues (news, politics, media, resource distribution, etc.).	I am uninformed about local issues and unable to apply what I have learned about the larger world to my to life at home.
I act more socially responsible.	I act judgemental and self-righteous in the face of others' social choices.
I enjoy a personal connection to the larger world; I feel like a "global" citizen".	I feel disconnected/alienated from my home environment.
I take risks and embrace the unknown.	I feel overwhelmed by the known and the unknown.
I am curious and eager to learn.	I feel depressed and reluctant to engage.

- Thereafter present some of the challenges they may face on their return home:

<div style="border:1px solid #000; background:#e8f0ec; padding:1em;">

TOP Re-Entry Challenges

⇒ **Boredom**

⇒ **No one wants to hear about this**

⇒ **Reverse Homesickness**

⇒ **Relationships have changed**

⇒ **People see the „wrong" changes**

⇒ **People misunderstand**

⇒ **Feelings of alienation**

⇒ **Inability to apply new knowledge and skills**
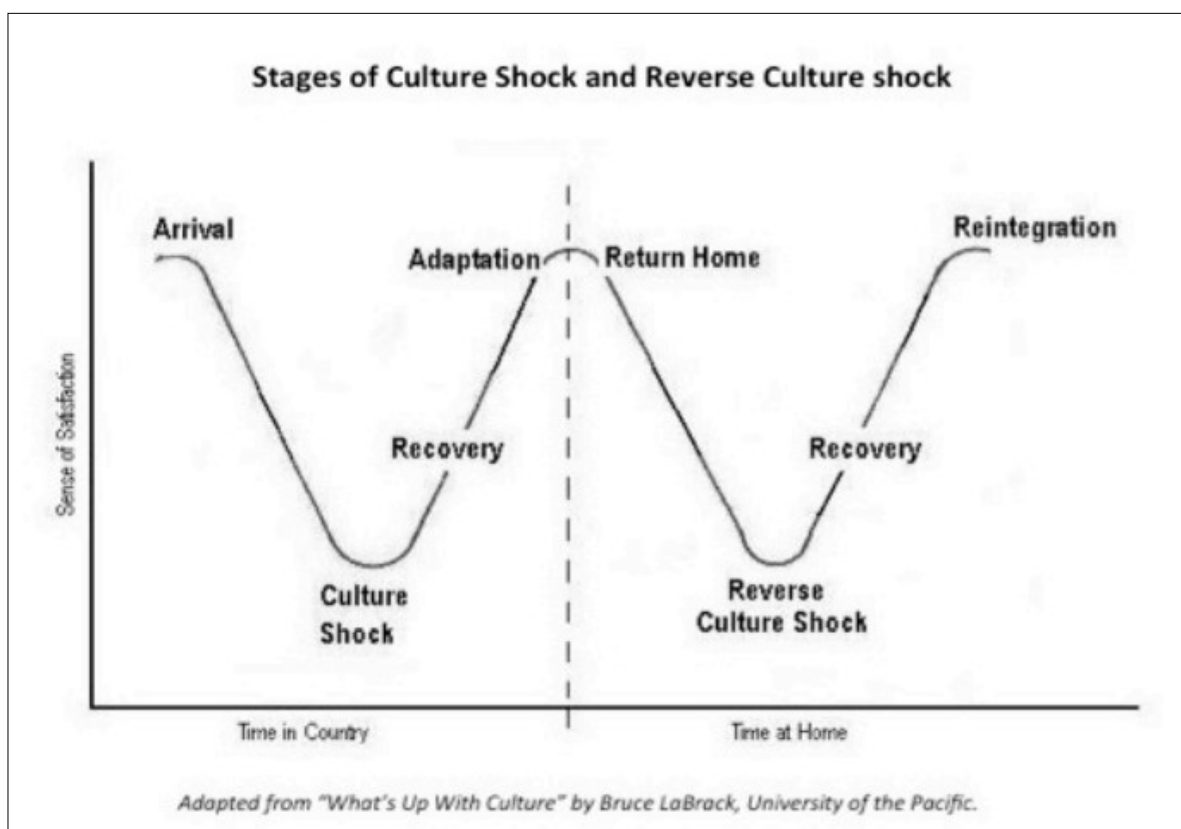
⇒ **Fear of loss / compartmentalisation of experience**

</div>

Reverse Culture Shock

Then explain what reverse culture shock is and the ten stages of cultural re-adjustment.
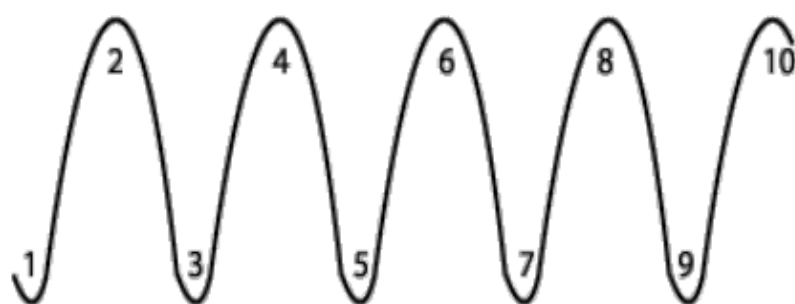
> *"There is nothing like returning to a place that remains unchanged to find the ways in which you yourself have altered."* Nelson Mandela

Broadly defined, **reverse culture shock is a reaction, often manifested by feelings of frustration, alienation, and occasionally depression** upon re-entry (return home).

Just as you will have had to brace yourself for a period of psychological disorientation when you leave your home country, you should know that after your time in your host country, you may also have to prepare yourself for a parallel period of readjustment when you return 'home'.

Stages of Culture Shock and Reverse Culture shock

Arrival — Adaptation — Return Home — Reintegration — Recovery — Culture Shock — Recovery — Reverse Culture Shock

Sense of Satisfaction / Time in Country / Time at Home

Adapted from "What's Up With Culture" by Bruce LaBrack, University of the Pacific.

The ten stages of cultural adjustment outlined by Steven Rhinesmith (1984) show how culture shock can be a rollercoaster ride of emotions:
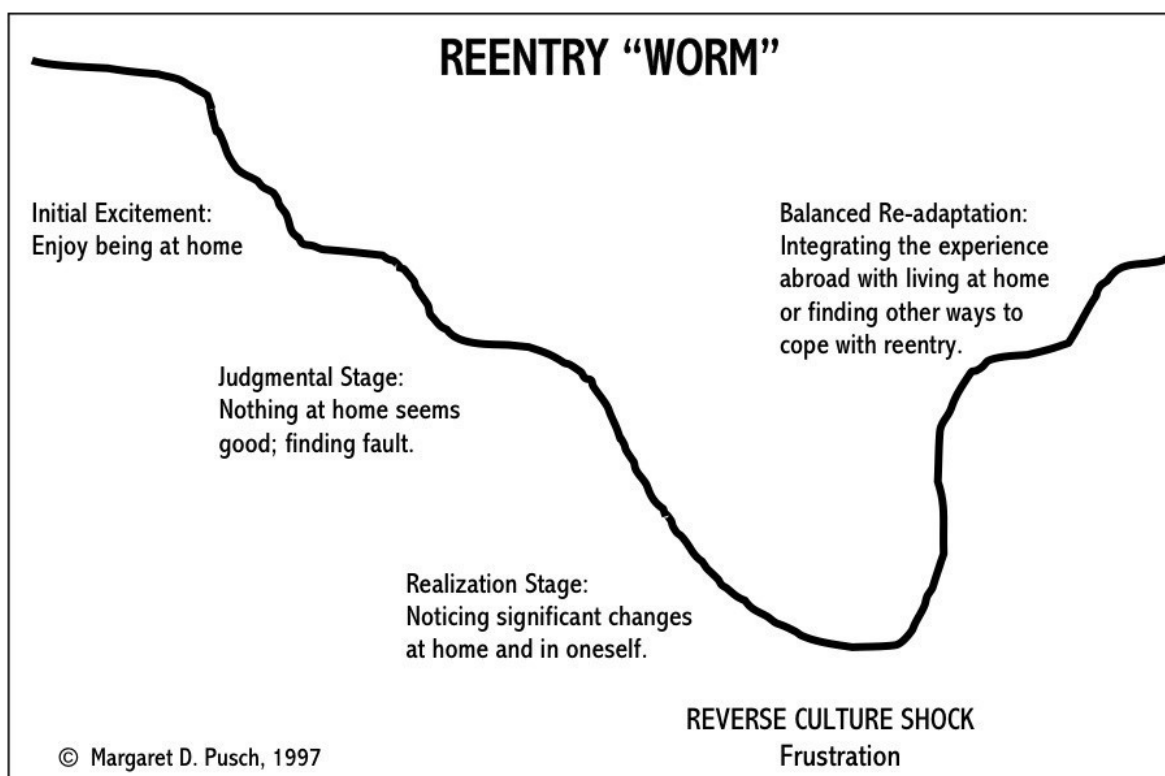

1. initial anxiety
2. initial elation
3. initial culture shock
4. superficial adjustment
5. depression–frustration
6. acceptance of host culture
7. return anxiety
8. return elation
9. re–entry shock
10. reintegration

Source: Returning Home, Canadian Bureau for International Education, 1984, p. 7.

Just as when you were abroad you went through the stages of culture shock, now you may be feeling the stages of reverse culture shock.

A mind that is stretched by a new experience can never go back to its old dimensions."
–Oliver Wendell Holmes

REENTRY "WORM"

Initial Excitement: Enjoy being at home

Judgmental Stage: Nothing at home seems good; finding fault.

Realization Stage: Noticing significant changes at home and in oneself.

Balanced Re-adaptation: Integrating the experience abroad with living at home or finding other ways to cope with reentry.

REVERSE CULTURE SHOCK
Frustration

© Margaret D. Pusch, 1997

- In the last part of this session, ask participants what **they could do to re-adapt to life in their home countries**. List the points they mention on a flipchart, after which you can give additional tips to help the re-adaptation process. Here are some suggestions you can offer:

  ◊ Mentally prepare for the adjustment process before you leave

  ◊ Allow yourself time

  ◊ Understand that the familiar will seem different

  ◊ There will be some "cultural catching up" to do

  ◊ Reverse judgments

  ◊ Respond thoughtfully and slowly

  ◊ Cultivate sensitivity

  ◊ Beware of comparisons

  ◊ Remain flexible

  ◊ Seek support networks

  ◊ Keep your experience alive and integrate your international experience into your life back home

  ◊ Volunteer! Volunteering is a good way to extend your abroad experience, share your new knowledge and give something back

  ◊ Contact your sending organisations for possibilities to help prepare future volunteers or support/mentor volunteers in your country

  ◊ Integrate and build on your experiences abroad by incorporating your new interests, knowledge and skills into your life

  ◊ Find spaces and people where you can speak the language of your host country

  ◊ Connect with other former ICYE volunteers

  ◊ Plan for the future

  ◊ Go abroad again!

> *We shall not cease from exploration*
> *And the end of all our exploring*
> *Will be to arrive where we started*
> *And know the place for the first time.*
> *--T.S. Eliot*

- End the session by telling the participants what they gained/learnt during their volunteering experience :

> *To quote Benjamin Button about coming home: "It's a funny thing about comin' home. Looks the same, smells the same, feels the same. You'll realize what's changed is you."*

  ◊ Awareness and acceptance of cultural differences, open-mindedness, flexibility

  ◊ Skill to handle different situations, solve problems, resolve conflicts

  ◊ Skill to adapt

  ◊ New language and communication skills

  ◊ New ways to do things

  ◊ New perspectives to life

  ◊ Personal growth

  ◊ and many others

SOURCE	The Journey of Re-Entry: The Good, the Bad and the Confusing: Being back at Colby. http://www.colby.edu/offcampus/wp-content/uploads/sites/90/2014/06/The-Journey-of-Re-Entry-Handbook.pdf

TITLE	IMAGINARY JOURNEY
RECOMMENDED FOR	Pre-departure ☐ On-arrival ☐ Mid-term ☐ Final Evaluation ☒
DIFFICULTY LEVEL FOR TRAINERS	Easy ☒ Standard ☐ Challenging ☐ Expert ☐
THEMES	Self-awareness, reverse culture shock
AIMS & OBJECTIVES	• Prepare volunteers for their return home • Understand the challenges they could face on their return home • Understand reverse culture shock • Explain re-adaptation process and provide tips to help re-adaptation
DURATION	60 minutes
NUMBER OF PARTICIPANTS	6 – 30 participants
MATERIALS	none

Ask the volunteers to gather in the training room and read out the following:

Sit down or lie down comfortably. Close your eyes. Concentrate on your breathing...

Feel the fresh air sweep over your body when you inhale, and leave your body again when you exhale...

We are going to take a little trip into the future now...

There is only a week left before you go home. There is still a lot to do and very little time…

What did you want to do before you go home?

How do you feel now?

There are only three days until departure.

Your suitcases are not packed yet. Tomorrow you will say goodbye to everyone, who is very fond of you... Who is that?

Will you miss them?

What are you going to say to them?

One day before departure.

Your suitcases are almost packed. You said goodbye to everyone. Today is the last dinner with your host family...

How are you?

Is it hard to say goodbye?

Are you a little scared?

Are you looking forward to being home?

Departure day has arrived. You drive to the airport. The house you've lived in for so long disappears through the window. You see the landscape flash by… everything you know so well...

You can reach the airport. Check in... Your suitcases are already on their way to the plane.

You still have to wait....

Now the "Boarding" light comes on. You say goodbye to those who came to see you off. You have to go now. You get on the plane. The plane takes off, you can see [CITY IN HOST COUNTRY] below you. It is getting smaller and smaller, [HOST COUNTRY] is further and further away...

You think about your time in [HOST COUNTRY]...

Everything that was beautiful..., everything that was difficult..., about the people you love there..., what you've learnt..., about funny moments..., about sad moments…

You change planes. [HOST COUNTRY]...is even further away. Even your thoughts now go further and further away from [HOST COUNTRY].... You are now thinking of home.

How will everything be at home now? What will your future be like?

Finally, the plane lands. You disembark, wait for your luggage. It's here, finally.

You go through the door into the hall. They're all standing there, waiting to pick you up. They are very happy to see you again....

How do you feel? …

You are leaving the airport now, going home. You see the landscape and the houses of your country passing by...

Everything looks so different...and yet familiar....

The first days at home are very cheerful - everyone is happy that you are back...

You are very happy too...

You have so much to tell....

But you also notice that you haven't seen them for a long time... there is so much you have experienced without them...

You sense suddenly that everything is somehow different than it used to be...

Then you realise: It's you! You have changed! You now see many things with fresh eyes…

You will need some time before you settle in again at home...

What could help you...?

Who is especially important...?

On this journey into the future, you had many different feelings. When you go home, all will be very important...

You have the opportunity now to talk about it to the other volunteers, who feel the same way as you...

It is time to come slowly back to the NOW... here in this room... to the end of year camp....

When you are back here, open your eyes slowly....

Discussion after the imaginary journey

This narration of the imaginary journey should be followed by a discussion:

- Expressing and acknowledging feelings - showing the positive side: when they are grieving or sad about something that they're leaving behind, it means they built something here - that they have achieved important goals here, that they mean something to the people here
- Tell them about your own experiences during this phase, your own feelings, how important it is for everyone discuss their feeling because people tends to suppress feelings, which makes it even harder.
- Talk about reverse culture shock as being almost the most severe phase of culture shock and discuss together possible ways of overcoming reverse culture shock, encourage them to express the fears associated with it.

Meditation after the stressful discussions or after imaginary journey

Make yourself comfortable. Close your eyes.

Imagine you are walking through a dark forest....

You see the tall trees; you feel the soft forest ground under your feet...

In the distance, you hear the soft sound of water swooshing. You go in this direction...

You inhale deeply the fresh forest air and listen to the sounds of the forest: the buzzing and humming of insects, the singing of birds, the sound of water. The sound of water becomes louder and louder...

You come to a clearing. There are fewer trees here. You feel the warm rays of the sun. And now you see where the sound of water comes from. In front of you a beautiful waterfall. The water is clear and clean and gushes happily over the rocks…

You take off your clothes and stand under the waterfall. You feel the refreshing, pure water on your skin...

The clear water takes away everything that burdens you: Sadness, worry, fear.

You can see the water take all your worries away and disappears in the forest...

You stay under the water for a while and let go of all your worries and problems, all your thoughts. The water takes them all with it and flows on. You feel the water cleanse you completely. You feel unburdened and free...

When the water has washed away everything that has been weighing you down, you walk out from under the waterfall. Fresh clothes are lying in the grass. You put them on. You feel like new. For a moment, you enjoy the warm rays of the sun. They give you fresh energy. You feel very comfortable now, free and full of positive energy...

When you are ready, you came your way back through the forest. You hear again the singing of the birds and the humming of the insects. You can smell the smells of the forest…

When you have reached the place from which you left, you can open your eyes again and slowly return to this room...

SOURCE	Mögliche Methoden für Incomings. Grenzenlos – Interkultureller Austausch. https://www.grenzenlos.or.at/

6. INTRODUCTORY EXERCISES

We have put together a selection of ten introductory methods that can be used at the start of specific sessions. These are short methods that introduce certain topics, for example, team work and interpersonal skills, conflict resolution, volunteering, identity or stereotypes. The description of each exercise explains where it can be used. Likewise the outlines of the trainings for pre-departure, on-arrival, mid-term and final evaluation also indicate where in the programmes these exercises can be used.

The ten introductory exercises :

Mirror Image

Pick Me Up At The Airport

Where do you Stand?

Arranging Chairs

Can You Hit the Target?

Broken Squares

Smarties

Magic Shoes

Marshmallow Challenge

Cultural Key Punch

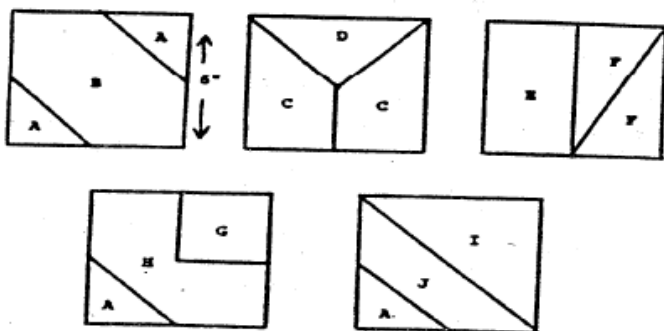| TITLE	MIRROR IMAGE
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☒ Mid-term ☐ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☒ Standard ☐ Challenging ☐ Expert ☐
THEMES	Identity, stereotypes, self-perception and perception of others
AIMS & OBJECTIVES	• Explore one's immediate reactions to one's own identity. • Recognise how groups of people describe themselves. Minority groups tend to describe themselves by way of their minority-ness whereas those from majority groups tend to use less adjectives to describe themselves.
DURATION	10 minutes
NUMBER OF PARTICIPANTS	6 - 30
MATERIALS	Mobile phones with a mirror function or mirrors
PROCEDURE	Ask participants to sit in a circle. When all are seated, ask each participant to look into the mirror (or the mirror of their mobile phone) and describe what they see. They should be given a couple of minutes for this and then ask each person in the circle to describe what they see. Participants should not think about it for too long but spontaneously say what comes to their mind when they look at themselves in the mirror. The intro exercise can be carried out before the methods World of Images, The Cards are Reshuffled or Captions for Pictures as it allows the participants to reflect on how they look and identify themselves before they reflect on their perception of others.
DEBRIEFING	• What did you think of everyone's choices of description? • Do you think that is how others perceive you? • Do you want other people to perceive you as that?
SOURCE	Final Activity Report—International Training for Trainers, ICYE International Office, March 2018. http://www.icye.org/wp-content/uploads/2018/02/TfT-Bali_Final-Activity-Report.pdf

TITLE	PICK ME UP AT THE AIRPORT
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☒ Mid-term ☐ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☒ Standard ☐ Challenging ☐ Expert ☐
THEMES	Identity, perception, culture
AIMS & OBJECTIVES	• Realise how perception of self can be different from perception of others • Become aware of the simplified images we have of "others" • Realise how often we orientate ourselves and judge others based on physical appearances
DURATION	45 - 60 minutes
NUMBER OF PARTICIPANTS	8 - 16
MATERIALS	Index cards
PROCEDURE	• Give each participant an index card. • Tell participants to imagine that they have just arrived at the train airport and are being picked up by someone they have never met before. Ask each participant to write a short description of themselves on the card without mentioning their clothes (colour or type) or accessories (glasses, handbag, etc.) • Collect the cards once the participants are done. • Ask participants to randomly pick a card, one by one, and read it aloud to the group. (Tell participants that they should replace the card if it happens to be their own.) • Based on the description on the card, the person holding the card then has to guess whose description it is. If he does not guess correctly, the rest of the participants can give it a shot. The intro exercise can be carried out before the methods <u>World of Images,</u> <u>The Cards are Reshuffled</u> or <u>Captions for Pictures</u>.
DEBRIEFING	1. Did anything surprise you during the exercise? 2. What did all the descriptions have in common? How were they different? 3. What information was not given? 4. Were your own descriptions in line with/similar to the perception of the group? 5. Is there a huge difference between one's self-image and the image of the "other"?
SOURCE	"Managing Diversity. Moderationshandbuch für Multiplikatorinnen und Multiplikatoren aus Unternehmen und Non-Profit-Organisationen" im Rahmen der Fortbildung zum *Diversity-Trainer / Diversity Trainerin von Eine Welt der Vielfalt* (2007). <u>https://www.ewdv-diversity.de/</u>

TITLE	WHERE DO YOU STAND?
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☒ Mid-term ☐ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☒ Standard ☐ Challenging ☐ Expert ☐
THEMES	Volunteering, self-awareness
AIMS & OBJECTIVES	• Start a discussion on a topic, e.g. volunteering • Better understanding of the concept
DURATION	45 minutes
NUMBER OF PARTICIPANTS	8 to 30 (for a large group divide participants into groups of 5 to 6 and conduct the entire activity in groups)
MATERIALS	• Large sheets of paper or flipchart with the statements, one statement per page • Place two signs "Yes" and "No" on opposite walls
PROCEDURE	This exercise can be used as a starting point for any discussion on volunteering. It helps to create common understandings of the concept of volunteering, prepare statement on which participants and take a stand and debate. Some examples are given below: 1. Volunteer work takes on duties that the government should take care of. 2. Volunteering is mostly done by people who don't have jobs or didn't get a place in the university. 3. The EU promotes volunteering of young people with the main aim to reduce youth unemployment. 4. Volunteering is cheap or unpaid labour 5. Participating in a voluntary service programme is my ticket to a better life abroad. 6. Working as a volunteer will improve my career prospects. 7. My contribution as volunteer will benefit my host project as I bring fresh input and experiences from my country. Tell the participants that you will read out one statement after another and after each statement is called out, they will have the opportunity to position themselves on either side of the room, to the "yes" sign or the "no" sign. They will then have about 10 minutes to argue their respective points of view to convince the other side to join us. After 10 minutes, the facilitators calls to end the discussion and reads out the second statement to which the participants can position themselves once again and debate the topic. When all the statements have been read out and debated, the exercise comes to an end.
DEBRIEFING	• How was the exercise? • Was it difficult to debate these issues? Are their clear cut answers?
SOURCE	Practical Guide for ICYE/EVS Trainings in EU and Partner Countries. A publication of the ICYE International Office, 2008. http://www.icye.org/wp-content/uploads/2016/03/Practical-Guide-on-ICL-final-.pdf

TITLE	ARRANGING CHAIRS
RECOMMENDED FOR	Pre-departure ☐ On-arrival ☒ Mid-term ☐ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☒ Standard ☐ Challenging ☐ Expert ☐
THEMES	Communication, teamwork
AIMS & OBJECTIVES	• Explore non-verbal communication and • Recognise the challenges of communication
DURATION	15 minutes
NUMBER OF PARTICIPANTS	8 - 16
MATERIALS	10 chairs, post-its or cards

PROCEDURE	This intro exercise can be used in any session on communication and conflict resolution, e.g. when introducing Communication Styles or using the methods Forum Theatre, or Conflict Resolution-Role Plays.
	
	• Around 10 chairs should be placed randomly in the room.
	
	• Participants should be divided into three groups and informed that the exercise is a silent one and that they cannot communicate verbally even within their own group.
	
	• Each group receives a post-it or card with a task:
	
	  Group 1: Arrange the chairs in a semi-circle.
	
	  Group 2: Place the chairs upside down.
	
	  Group 3: Arrange the chairs by the window.
	
	• Without talking, the three groups have to achieve their tasks.
	
	(Initially, the groups keep undoing each others work until some of the participants stop and watch carefully what the others doing, and then work in unison.)

DEBRIEFING	• What happened during the exercise? • Why didn't you or did you (finally) manage to achieve your individual tasks? Remind participants that sometimes winning becomes very important despite there being no contest and we forget about working together, which results in a no-win situation.
SOURCE	Practical Guide for ICYE/EVS Trainings in EU and Partner Countries. A publication of the ICYE International Office, 2008. http://www.icye.org/wp-content/uploads/2016/03/Practical-Guide-on-ICL-final-.pdf

TITLE	CAN YOU HIT THE TARGET?
RECOMMENDED FOR	Pre-departure ☐ On-arrival ☒ Mid-term ☒ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☒ Standard ☐ Challenging ☐ Expert ☐
THEMES	Privilege, equality of opportunity
AIMS & OBJECTIVES	• Reflection on privileges and equality • Introduction to institutional discrimination and inequality of opportunity
DURATION	15 minutes
NUMBER OF PARTICIPANTS	5 - 30 participants
MATERIALS	Chairs, dustbin, a ball created from paper trash
PROCEDURE	This intro exercise can be used before any method on discrimination, for example before The Cards are Reshuffled or Four Fields, Four Perspectives, in particular if you do not have sufficient time to do an exercise on power and privileges such Take a Step Forward. • Arrange chairs in rows like in a classroom or theatre. Place a dustbin in front of the chairs, e.g. where the teacher would stand leaving some distance between the first row of chairs and the dustbin. • Ask participants to take a seat. It is not necessary that all seats are filled and they should seat themselves randomly; participants should not be assigned seats. • Ask each participant to take aim and throw the ball of paper into the dustbin one at a time. • Those in front will succeed at it, also some in the middle and some at the back.
DEBRIEFING	The exercise should lead to a discussion on skills, fairness and privileges. • How was the exercise? • Why did some of you succeed and not others? • Are some people better positioned in society to succeed than others? What do these people possess that others do not? Does the exercise mirror society in some way? How? • Who has it easiest in life? Why? • Who has it the most difficult in life? Why? • What was the purpose of this exercise?
SOURCE	Final Activity Report, Training for Human Rights Education Multipliers, Denmark, March 2015. http://www.icye.org/images/stories/PDFCurrentAndPastA/finalactivityreport.pdf

TITLE	BROKEN SQUARES
RECOMMENDED FOR	Pre-departure ☒ On-arrival ☐ Mid-term ☐ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☒ Standard ☐ Challenging ☐ Expert ☐
THEMES	Communication, interpersonal skills
AIMS & OBJECTIVES	• Learn the importance of effective interpersonal skills • Discover ways to develop interpersonal abilities • Identify reasons why interpersonal skills are important and how they can be improved
DURATION	30 minutes
NUMBER OF PARTICIPANTS	6 - 30
MATERIALS	Enough sets of "broken square" pieces for each participant to make a square; enough floor space for participants to sit in circles of five participants each with room to make the squares in the center of the circle.
PROCEDURE	**Directions for Making a Set of Squares** A set consists of five envelopes containing pieces of cardboard which have been cut into different patterns and which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons. To prepare a set, cut out five cardboard squares of equal size, approximately six-by-six inches. Place the squares in a row and mark them as below, pencilling the letters, a, b, c, etc., lightly so that they can be erased later. The lines should be so drawn that when cut out, all pieces marked a will be of exactly the same size, all pieces marked "c" of the same size, etc. By using multiples of three inches, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five squares six-by-six inches. After drawing the lines on the six-by-six inch squares and labelling them with lower case letters, cut each square as marked into smaller pieces to make the parts of the puzzle. Mark the five envelopes A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows: Envelope **A** has pieces: **i, h, e** Envelope **B** has pieces: **a, a, a, c** Envelope **C** has pieces: **a, j** Envelope **D** has pieces: **d, f** Envelope **E** has pieces: **b, f, c**

PROCEDURE	Erase the pencilled letter from each piece and write instead the appropriate envelope letter. This will make it easy to return the pieces to the proper envelope for subsequent use when a group has completed the task.

Procedure:

Divide participants into groups of five. Depending on the maturity level of the group, "extra participants" left after the groups of five are formed can 1) be observers for the group (give them a copy of the observer instructions); 2) form a smaller group of three or four (you will have to remove the pieces from their packets for the unneeded squares); or 3) divide among the other groups to make a few groups of six (you will have to give those groups pieces for additional squares and have them mix up and re-allocate 3 pieces per person).

Direct the group not to begin until after you have finished reading the instructions.

Read the following instructions to the group...

"*In this packet there are five envelopes, each of which contains the pieces of cardboard for forming squares. When the facilitator gives the signal to begin, the task of your group is to form five squares of equal size. The task will not be completed until each individual has before him or her, a perfect square of the same size as that held by others.*

Specific limitations are imposed upon your group during this exercise:

- *No talking, pointing, or any other kind of communicating among the five people in your group.*

- *Participants may give pieces to other participants but may not take pieces from other members.*

- *Participants may not simply throw their pieces into the centre for others to take; they have to give the pieces directly to one individual.*

- *It is permissible for a member to give away all the pieces to his puzzle, even if he has already formed a square.*

Are the instructions clear?" (Questions are answered)

Give the signal to "begin working".

With the help of any observers make sure that the rules are observed throughout the activity. As groups complete the task they may applaud to signal that they are finished, but should then sit quietly and observe other groups who are still working until everyone has finished. When everyone has completed the task, ask the following questions to summarize what happened. If observers were present, direct the questions first to them and then get additional ideas from the rest of the group.

- Who was willing to give away pieces of the puzzle?

- Did anyone finish his/her puzzle then somewhat divorce himself/herself from the struggles of the rest of the group?

- Was there anyone who continually struggled with his or her pieces, but yet was unwilling to give any or all of them away?

- How many people were actively engaged in mentally putting the pieces together?

- Did anyone seem especially frustrated?

- Was there any critical turning point at which time the group began to cooperate?

- Did anyone try to violate the rules by talking or pointing as a means of helping fellow members solve their puzzle? |

PROCEDURE	**Processing:** For this activity to be meaningful to participants in developing interpersonal skills, it's important for them to think about what really happened in the group, what they learned from the experience, and how they can apply it in other interpersonal situations. This can be accomplished by having each participant write on a sheet of paper his or her own answers to these questions. Read the questions to the group and ask participants to jot down their responses as you go. After this has been done, discuss the questions one-by-one with the total group. Make sure that each participant takes part in the discussion. Encourage participants to make additional notes on their written answers as the discussion proceeds. 1. What part of the experience did you find most enjoyable? 2. What part of the experience did you find most frustrating? 3. What kinds of things could other members in your group have done differently to make the experience more satisfying and successful? 4. What kinds of things could you personally have done to make the experience more satisfying and successful? 5. What did you learn from this experience that could be helpful when you work with other people in other situations? 6. What do you wish other people would do differently or better when they're with you? 7. What would you most like to improve about yourself in relating to other people? **Instructions to the Observer/Judge** Your job is part observer and part judge. Make sure each participant observes the rules: 1. No talking, pointing, or any other kind of communicating among the five people in your group. 2. Participants may give pieces to other participants but may not take pieces from other members. 3. Participants may not simply throw their pieces into the centre for others to take; they have to give the pieces directly to one individual. 4. It is permissible for a member to give away all the pieces to his puzzle, even if he has already formed a square. Do your best to strictly enforce the rules. As an observer, you may want to look for some of the following: 1. Who was willing to give away pieces of the puzzle? 2. Did anyone finish his/her puzzle then somewhat divorce himself/herself from the struggles of the rest of the group? 3. Was there anyone who continually struggled with his or her pieces, but yet was unwilling to give any or all of them away? 4. How many people were actively engaged in mentally putting the pieces together? 5. Did anyone seem especially frustrated? 6. Was there any critical turning point at which time the group began to cooperate? 7. Did anyone try to violate the rules by talking or pointing as a means of helping fellow members solve their puzzle?

DEBRIEFING	• Summarize the purposes of the "Broken Squares" activity. • Review major points brought out from the processing questions. • Challenge participants to strengthen their interpersonal skills in everyday life by acting on their personal written answers and notes related to the processing questions. The intro exercise can be used in any session on communication and conflict resolution, e.g. before Conflict Resolution-Role Plays or Forum Theatre.
SOURCE	Martin, R. R.; Weber, P. L.; Henderson, W.E., Lafontaine, K.R., Sachs, R.E, Roth, J., Cox, K.J., Schaffner, D. (1987). Broken Squares (Section 5, p. 3). Laser d.i.s.k. Columbus, O.H.: Ohio State University Extension.

TITLE	SMARTIES
RECOMMENDED FOR	Pre-departure ☐ On-arrival ☐ Mid-term ☒ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☐ Standard ☒ Challenging ☐ Expert ☐
THEMES	Communication, teamwork
AIMS & OBJECTIVES	• Practice setting and achieving realistic and ambitious goals • Understand the influences on individual and group setting • Experience the impact of competition and the achievement motive on goal setting
DURATION	15 minutes
NUMBER OF PARTICIPANTS	8 - 28
MATERIALS	Smarties/candies that are flat and can be stacked (2 rolls per participant); one "SMART Goals" Record Sheet per participant; flat-topped tables - each with 4 or more chairs (enough for all participants).
PROCEDURE	This intro exercise can be used to start any team building exercise such as Drawing a House or How Tall is Alfred? • Distribute Smarties (2 rolls per participant) and "SMART Goals" Record Sheets (1 per person), and explain the task – to stack as many smarties/candies as possible in a vertical column using only one hand and in one minute. They must estimate the number of smarties/candies they can stack (i.e. set a goal). • Explain the scoring system: ◊ Smarty/candy stacks must be standing 5 seconds after the buzzer to count. ◊ If the goal is NOT reached, count 5 points for each smarty/candy stacked. ◊ If the goal IS reached, count 10 points for each smarty/candy stacked up to the goal. Add 5 points for each additional smarties/candy stacked (over the goal). • Then ask participants to set their goal for the first round (no practicing allowed). • After everyone has set a goal, say, "go" and start the timer. Circulate to be sure the "use only one hand" rule is being followed. • After the buzzer sounds, count 5 additional seconds out loud (stacks must be standing 5 seconds after the buzzer to count). Ask people to calculate their scores and record them on the record sheet. Stacks must remain standing for 5 seconds after time is called to count. Determine who stacked the most and who has the highest score (not always the same person). Discuss any unusual approaches you or others used or observed. • Ask participants to set and record a new goal for the second round, using what they learned in round 1 to make a better estimate. • After they have recorded their goals, but just before you start the time, announce that in round 2, they must stack with their non-dominant hand. (If there are moans and groans, explain that life is full of surprises!) Proceed with the second round, repeating the process explained above.

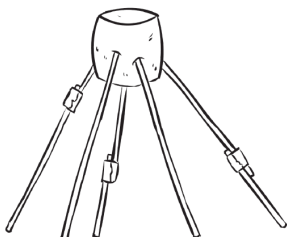|	
PROCEDURE	• Announce that round 3 will be a team competition, with each table being a team. (Tables with more than 4 people should choose four members to be the "stackers" for their team). Four people for each team will stack smarties/candies, same rules as before. In other words, each team will build 4 vertical columns and set a goal for the total number of smarties/candies stacked and standing 5 seconds after the buzzer. Obviously, if any one stack does not survive, the team goal is affected. Allow teams time to negotiate and record their team goals. • Conduct round 3, and then ask teams to calculate their scores. WARNING: competition tends to heat up in the team round, so be ready to mediate disagreements.
DEBRIEFING	• In the first round, how accurate were your goals? Too low/high/right on target? How did your goal setting change in the second and third rounds? What strategy did you use? • What environmental influences came into play? How did you respond to those? • Which was your best round? Which did you like better, working alone or on a team? Why? • How did team members motivate and encourage each other? • What lessons about goal setting can we draw from this exercise? • Introduce and discuss the goal-setting acronym, SMART: **S** = Specific – detailed, not general or vague **M** = Measurable – includes some quantity or element that can be measured **A** = Attainable – ambitious but reasonable; often breaks large goals into smaller pieces **R** = Responsible – the goal-setter feels responsible for and motivated about achieving the goal **T** = Timed – establishes a timeframe for accomplishing the goal
SOURCE	Real LEDGE. Leading Economic Development through Global Entrepreneurship. https://www.linkedin.com/company/real-ledge

"SMART GOALS" RECORD SHEET

SCORING

- Smarties/candy stacks must be standing 5 seconds after the buzzer to count.

- If the goal is NOT reached, count 5 points for each smarty/candy stacked.

- If the goal IS reached, count 10 points for each smarty/candy stacked up to the goal. Add 5 bonus points for each additional sweet/candy stacked (over the goal).

ROUND 1	
Goal:	
Actual performance:	
Score	

ROUND 2	
Goal:	
Actual performance:	
Score	

ROUND 3	
Goal:	
Actual performance:	
Score	

TITLE	MAGIC SHOES
RECOMMENDED FOR	Pre-departure ☐ On-arrival ☐ Mid-term ☐ Final Evaluation ☒
DIFFICULTY LEVEL FOR TRAINERS	Easy ☒ Standard ☐ Challenging ☐ Expert ☐
THEMES	Teamwork, communication
AIMS & OBJECTIVES	• Get participants to think creatively and strategically • Get participants to think about planning ahead and working as a team.
DURATION	30 minutes
NUMBER OF PARTICIPANTS	10 - 30
MATERIALS	Special shoes, paper or stick
PROCEDURE	This planning activity is a simple exercise that involves no preparation time. It can be used in any session on multicultural team work, problem-solving and communication. • Depending on the size of the group, you may want to split people up into teams of between 5 to 10 each. • Instruct the teams that they are stranded in the desert and that they must cross a patch of very hot sand roughly 50 feet across to reach an oasis. • Be sure you mark off a starting line and a finish line for the patch of sand. • However, to cross the patch of very hot sand, you need magic shoes that can only be worn by each team member, *once*. • The magic shoes should not be actual shoes, but can instead be represented by a piece of paper or even just a stick. • These shoes cannot be thrown or separated, and each member of the team must eventually cross the sand. As the shoes can only be worn once by each person, the team will have to devise creative strategies about how to get everyone across such as by carrying people and who carries who. • The magic shoes exercise teaches the wisdom of planning ahead.
DEBRIEFING	• How was the exercise? • Was it easy to find a way of getting everyone across the hot sand? • What did you learn from the exercise?
SOURCE	Build Teamwork and Increase Productivity. Part II: Magic Shoes. http://www.productivityhacks.com/productivity-tips-2/build-teamwork-and-increase-productivity-with-these-10-simple-exercises-part-ii/

TITLE	MARSHMALLOW CHALLENGE
RECOMMENDED FOR	Pre-departure ☐ On-arrival ☒ Mid-term ☐ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☒ Standard ☐ Challenging ☐ Expert ☐
THEMES	Communication, problem-solving, teamwork
AIMS & OBJECTIVES	• Promotes creativity • Builds problem-solving, teamwork and communication skills
DURATION	15 - 20 minutes
NUMBER OF PARTICIPANTS	6 - 30
MATERIALS	Bag of spaghetti, roll of string or twine, masking-tape, marshmallows, measuring tape
PROCEDURE	This intro exercise can be used in any session on communication, team building and problem-solving, e.g. before the methods How Tall is Alfred?, Forum Theatre or Role Plays-Conflict Resolution. 1. Prepare in advance one kit containing the following items for each small group: ◊ 20 sticks of spaghetti ◊ 1 metre of string ◊ 1 metre of masking tape ◊ 1 x marshmallow 2. Gather your group and divide them into small teams of approximately 4 to 8 people. 3. Distribute one kit to each small group. 4. Instruct the groups to use only the contents of the kits to build the tallest free-standing structure, and to place the marshmallow on top (highest peak of structure.) 5. Explain that every group has exactly 20 minutes to complete the task. 6. Groups are permitted to use as little or all of their resources and break the spaghetti, string and tape as they choose. 7. The team with the tallest (free-standing) structure supporting the highest marshmallow at the end of the time wins.
DEBRIEFING	• What was the strategy of the teams? • What was the role of each person in the teams? • What worked well in the teams? • What would you improve next time in your team's work? • What learning would you take away from this exercise?
SOURCE	Marshmallow Challenge with debriefing. Session Lab. https://www.sessionlab.com/methods/marshmallow-challenge-with-debriefing

TITLE	CULTURAL KEY PUNCH
RECOMMENDED FOR	Pre-departure ☐ On-arrival ☐ Mid-term ☒ Final Evaluation ☐
DIFFICULTY LEVEL FOR TRAINERS	Easy ☒ Standard ☐ Challenging ☐ Expert ☐
THEMES	Multicultural teamwork, communication
AIMS & OBJECTIVES	• Learn to plan in advance • Divide tasks when working with a team • Think creatively and on your feet
DURATION	30 minutes
NUMBER OF PARTICIPANTS	10 - 30
MATERIALS	8 meters of string or rope, 100 numbered cards printed on A5 paper
PROCEDURE	**Preparation:** • Get 8 metres of long raffia string or rope • Print 100 numbered cards on A5 size paper ranging from number 1 to 130 (randomly omitting 30 numbers in the sequence). Some numbers should be in different languages. • Arrange the numbered cards randomly (not in numerical order!) in a closed room. **Briefing to Participants** This activity is called Cultural Key Punch. In the room next door, you will find numbers in a circle on the floor. Your task is to go into the room, make your observation, then come back out into this room to report these numbers in numerical order. While in that room, you may not enter the circle or touch the numbers or note them down by writing or entering into any digital devices. Each time you fail to report the correct sequence, a new number may be added into the circle, or a number may be removed from the circle. **Instructions** 1. All the participants should be given the briefing together as an entire group. 2. After the briefing, give the participants five minutes to discuss if they wish, then lead them to closed room which has 100 numbered cards strewn all over (not placed in numerical order). 3. Participants will have to work together to figure out a strategy to regurgitate from memory the numbers in numerical order to the trainer. 4. The numbers are in different languages and there some numbers should be missing in the sequence. 5. Participants must leave the card-strewn room to read out the numbers.
DEBRIEFING	• How was it? • Why were you or were you not successful? • What strategies could you have used to have been successful? • What did you learn from this exercise?
SOURCE	Asia-Europe Training for Youth Leaders. The Role of Human Rights Education in Intercultural Dialogue—An Asia-Europe Perspective, Hungary, May 2009. Council of Europe and Asia-Europe Foundation.

7. SUPPORT MEASURES FOR ON-GOING REFLECTION ON INTERCULTURAL LEARNING

Between training activities, additional activities should be undertaken to support the volunteers in their on-going reflection on intercultural learning. You will find below some examples that have been used by ICYE members in the past years to support volunteers' continued reflection on intercultural learning, gender, human rights, inequality and discrimination.

1. Arrange interviews between volunteers and beneficiaries of volunteers' host organisation to learn more about who they are, their personal experiences, their challenges, etc. with the aim of practicing communication and enhancing empathy. The interviews can published in newsletters or blogs to share their experiences with others.

2. Arrange periodic meetings with volunteers for reflection on work, working styles, hierarchies and attitudes – their own and those of staff and beneficiaries of host organisations. This will facilitate discussions on stereotypes, prejudices and power relations in the host communities.

3. Motivate volunteers to write articles for the ICYE Federation Newsletter or local host organisations' newsletters for self-assessment and recognition of their learning outcomes.

4. Continued reflection also results through informal learning, e.g. watching films together with volunteers, visiting exhibitions on relevant social issues, etc. and discussing these informally afterwards.

5. Develop a project / campaign with the volunteer:

   • Put together a team to run the campaign with the volunteer. It can be a small social media campaign on the host organisation's area of work.

   • Evaluate the campaign and make sure to recognise the volunteer's efforts.

7. Volunteers that show interest, motivation and competences can be included in the preparation and implementation of trainings and other activities for local and/or other international volunteers.

8. Include a session at the mid-term or final evaluation to assess the impact of the intercultural learning training on -arrival: Do you remember what we talked about? Was it useful? Did you have occasion to think about any of the sessions or methods?

9. Include methods/action for further reflection on intercultural learning at the mid-term and final evaluations.

Another way of supporting the volunteer is through the host organisation because that's where volunteers spend the better part of their time in the host country. It is therefore central to the volunteers' experiences and the experience of all partners involved that ICYE members and host organisations develop strong relationships and are clear about each other's roles and motivations. Some ways in which the ICYE coordinating organisation's partnership with the host organisations can be developed and maintained are as follows:

1. Organise annual seminars with the host organisations to discuss the following:

   • Their experience with the volunteers.

   • The Erasmus+ / ICYE programme – clarifications on the programme.

   • Relationship between host coordinating and host organisations.

   • Thoughts and suggestions on the preparation of volunteers.

   • Improving the project – meaningful and diverse activities, support structures in place, practicalities.

2. Communicate regularly with the host organisation (the director and person responsible for volunteers' activities). Phone calls, project visits, invitations to informal visits at the ICYE office, reminding them of open doors in case of problems or support needed with certain activities.

3. Offer opportunities for young people from the project to travel on the programme, e.g. through funded programmes such as Erasmus+ or to participate in local and/or international trainings, etc.

5. ICYE staff or coworkers should participate in events organised by the host organisation as guests or by supporting events through international volunteers, promotional activities, recruiting local volunteers, etc.

8. FURTHER RESOURCE AND REFERENCE MATERIAL

1. Time for Diversity. Handbook for Intercultural Learning. Grenzenlos Interkultureller Austausch, Austria, 2016. https://www.grenzenlos-trainings.at/wp-content/uploads/2017/07/time4diversity-Handbook.pdf

2. TKit 4: Intercultural Learning, second edition, Council of Europe, 2018. https://pjp-eu.coe.int/documents/1017981/10762748/PREMS+042218+T-kit4+WEB.pdf/37396481-d543-88c6-dccc-d81719537b32

3. Non-Formal learning Handbook for Volunteers and Volunteering organisations, ICYE International Office, Germany, 2017. http://www.icye.org/wp-content/uploads/2017/06/NFE-Handbook-May-2017.pdf

4. Toolkit: Human Rights Education in Volunteering. ICYE International Office, Germany, 2016. http://www.icye.org/wp-content/uploads/2016/08/Human-Rights-Education-Toolkit.pdf

5. Manual on how to support civil courage in Youth Projects. Grenzenlos Interkultureller Austausch, Austria, 2015. http://www.grenzenlos-trainings.at/public/folder/Manual_Civil_Courage_web.pdf

6. „Plus Up Your Projects" - Train your team on Inclusion and Diversity. Grenzenlos Interkultureller Austausch, Austria, 2014. http://www.grenzenlos-trainings.at/public/folder/Grenzenlos-Plus_Up_Your_Projects_WEB.pdf

7. Non-formal learning resources for youth workers and youth leaders. https://www.salto-youth.net/tools/toolbox/

8. Compasito – Manual on Human Rights Education for Children. http://www.eycb.coe.int/compasito/

9. Act, Learn and Teach: Theatre, HIV and AIDS Toolkit for Youth in Africa. UNESCO Office Dakar and Regional Bureau for Education in Africa, BREDA, UNESCO, Coordinating Committee for International Voluntary Service, CCIVS, 2006. https://hivhealthclearinghouse.unesco.org/sites/default/files/resources/bie_ccivs_unesco_act_learn_teach_565_en.pdf

10. The Education Pack – A Publication of the Council of Europe. https://www.coe.int/t/dg4/youth/Source/Resources/Publications/Education_Pack_en.pdf

11. Social Inclusion Toolkits and Manuals- (several links to download toolkits and manuals) http://www.sparc.bc.ca/sprout-resources-for-social-change/305

12. Manual for Facilitators in Non-Formal Education, Council of Europe 2009. https://book.coe.int/eur/en/youth-other-publications/4253-manual-for-facilitators-in-non-formaleducation.html

13. ID Booklet. Ideas for Inclusion and Diversity, Salto Inclusion Resource Centre. www.salto-youth.net/downloads/4-17-1050/IDbooklet.pdf

14. Fun with 21s. A source book for workshop facilitators. 21 sets of 21 ways to approach participatory events. Robert Chambers, April 2000. http://portals.wi.wur.nl/files/docs/ppme/Chambers_21s_workshops.pdf

15. Human Rights Education Handbook – Effective Practices for Learning, Action, and Change. http://www1.umn.edu/humanrts/edumat/hreduseries/hrhandbook/toc.html

16. Human Rights Education Manual – Asia-Pacific Forum. http://www.asiapacificforum.net/files/human-rights-education-manual

17. The sky is the Limit – An interactive Guide for Youth Projects on Interfaith Dialogue https://www.salto-youth.net/downloads/4-17-2578/Salto_InterfaithDoc_10_for%20web.pdf

18. Tools together Now. 100 Participatory tools to mobilize communities for HIV/AIDS, A publication of the International HIV/Aids Alliance - http://www.aidsalliance.org/assets/000/000/370/229-Tools-together-now_original.pdf?1405520036

9. AUTHORS

Cat Udal, Manager, ICYE United Kingdom

Grzegorz Sempach, Coordinator, FIYE Poland | Stowarzyszenie Promocji Wolontariatu

Kerubo Nyaribo, Director, ICYE Kenya

Rodolfo Bueso Clark, Incoming Coordinator, ICYE Honduras

Dr Rubaica Jaliwala, Programme Officer, ICYE International Office

Sara Paredes, General Director, Grenzenlos – Interkultureller Austausch – ICYE Austria

Editor: Dr Rubaica Jaliwala, Programme Officer, ICYE International Office

Layout and design: Laerke L. Nielsen, EVS volunteer at the ICYE International Office

10. CONTACT

This publication has been produced by the ICYE International Office within the framework of the project **Skills and Competences for a Global World**, co-funded by the Erasmus+ Programme of the European Union, Key Action 2 Capacity building in the field of Youth.

The European Commission support for the production of this publication does not constitute an endorsement of the contents, which reflects the view of the authors. The Commission cannot be held responsible for any use that may be made of the information contained therein.

ICYE International Office

Große Hamburger Str. 31

D-10115 Berlin, Germany

Telephone: +49 (30) 28 39 05 50 / 51

Email: icye@icye.org

Website: www.icye.org