The UBELE Initiative

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JOURNEYS

EMPOWERMENT THROUGH EXPLORATION OF CULTURAL HERITAGE COURSE

TOOLKIT

ISTANBUL MEDENIYET UNIVERSITY

Sindicatul Liber al Lucrătorilor din Învățământ și Cercetare Științifică - SLIMAT

INTERLOCK
CONNECTING PEOPLE AND IDEAS

BODI SVETLOBA

TRAINING KIT ACTIVITIES & EXERCISES

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INTRODUCTION

Today's world is increasingly multicultural, and globalisation has promoted and increased interactions between different countries and people around the world.

For us to take full advantage of the opportunity that a multicultural and global environment has to offer, people need the mindset and skills to be able to work effectively with diverse groups of people and promote an inclusive environment.

This toolkit has been designed to enable frontline workers such as teachers, community development workers, youthworks and many other professionals working with diverse groups of people.

Toolkit raises awareness of cultural differences as well as similarities, examine ways to work effectively with diversity, and explore strategies to effect change and enhance inclusion.

MODULE 1.

ICEBREAKER

1.1. Human bingo

1.2. Introduce your friend

1.3. Your silhouette is mine

1.4. Circle the circle

1.5. Tree of expectations

1.6. Marshmallow Tower

1.7. I think you like jazz

1.8. Golden Rules

1.9. What I want you to know

1.10. What I want you to know

1.11. Make an unforgettable gesture

1.12. Odd One Out

1.13. Touching the stars

1.14. Question swap

ACTIVITY 1
HUMAN BINGO

DESCRIPTION OF ACTIVITY

1. Get participants to gather in a circle again. Congratulate the winners.

2. Select a few boxes and ask participants to share their experiences. The objective here is to encourage participants to open up and get to know one another. For example, you can ask:

- Raise your hand if you have travelled abroad. Does anyone want to share an exciting travel story?

Lead participants to reflect on the diversity present in the room: the incredible number of skills, talents, and experiences that everyone brings to the group. You can also ask questions, such as:

- What is the advantage of having such diverse skills, talents, and experiences in one room?

- What did you learn about one another in this process?

Wrap up the activity by stating that we will draw from the diversity in this room throughout the duration of this course.

3. Ask the participants to keep their sheets safe for a possible later activity.

RESOURCES

Human bingo cards for the number of participants. Questions on the sheet can be chosen locally but should be crafted to make sure there is a mix of personal questions and questions that reflect the content of the Course.

INSTRUCTIONS

1. Tell the group they're going to have to use other people's knowledge to answer questions to win this game.

2. Hand out one Human bingo card and pen for every participant.

3. Explain that they have ten minutes to go around the room speaking to individuals and finding out if any of them satisfy the answers to the questions on their sheet.

When you meet someone who matches the characteristic (e.g. knows how to play an instrument) written in a box, you must ask the matching person to sign their name and where s/he is from in a box. Remember, your peers can only sign once.

You must ask the actual question (e.g. "Do you play an instrument?"). You cannot simply hand your Bingo card to someone and ask them to sign the box that applies to them. The purpose of this game is to mingle with each other.

4. When you get four boxes in a row/column signed, you must yell 'Bingo!' (to make this game longer if it is a small group, bingo could mean having one column AND one row filled out, or complete the whole card).

5. The first three participants to complete the task yell "Bingo!" and the game ends.

DURATION

20 minutes

GROUP SIZE

15-20

DEBRIEF

1. Get participants to gather in a circle again. Congratulate the winners.

2. Select a few boxes and ask participants to share their experiences. The objective here is to encourage participants to open-up and get to know one another. For example, you can ask:

- Raise your hand if you have travelled abroad.

Does anyone want to share an exciting travel story?

Lead participants to reflect on the diversity present in the room: the incredible number of skills, talents and experiences that everyone brings to the group. You can also ask questions, such as:

- What is the advantage of having such diverse skills, talents, and experiences in one room?
- What did you learn about one another in this process?

Wrap up the activity by stating that we will draw from the diversity in this room throughout the duration of this course.

3. Ask the participants to keep their sheets safe for a possible later activity.

LEARNING STYLE OF THE ACTIVITY

- Visual (spatial): using pictures, images, and spatial understanding.
- Verbal (linguistic): using words, both in speech and writing.
- Social (interpersonal): learning in groups or with other people.

ACTIVITY LEARNING OBJECTIVE

To enable participants to interact with their peers by recognizing the diversity of skills, talents and experiences present within the group/class; participants will reflect on how this diversity can serve as an advantage to the group.

ACTIVITY 2
INTRODUCE YOUR FRIEND

DESCRIPTION OF ACTIVITY

1. The new group sit in circles. Each person is matched with the person sitting next to her/him.
2. Matched pairs get to know each other with regarding name, country, town, marital status, hobbies, education and children.
3. Then, each of matched pairs introduces his/her newly acquainted friend to the audience.
4. The trick is not to make mistakes regarding information about the person you are introducing to the audience.
5. The name of the person introducing his/her b new friend and mistakes are recorded.

RESOURCES

Paper and pencil or blackboard and board marker.

INSTRUCTIONS

1. Get the group of people sit in circle.
2. Match each person with the person sitting next to him/her.
3. Allow 5-10 minutes to get to know each other.
4. Then ask each person to introduce the newly acquainted friend to the group.
5. Ask the introduced person how many mistakes she/he did regarding name, country, town, education, hobbies, marital status and children.
6. Record the name of the person and number of mistakes she/he did.

DURATION

30 MINUTES

GROUP SIZE

15-20

DEBRIEF

Announce the name of the persons who did the least mistakes and give them an applause.

LEARNING STYLE OF THE ACTIVITY

- Interpersonal or social learning in groups
- Teaching/learning with empathy

ACTIVITY LEARNING OBJECTIVE

To expose people To each other share personal information and get acquainted in a sincere atmosphere.

ACTIVITY 3
YOUR SILHOUETTE IS MINE

DESCRIPTION OF ACTIVITY

To help participants understand and appreciate the perspectives of others by using silhouettes. To enable participants to interact with their peers by recognizing the diversity of needs, thoughts, feelings presenting them within the group/class.

RESOURCES

Large sheets of paper (use a few sheets of flip chart, the back of a sheet of wallpaper or something else similar), coloured pencils or markers, soothing music.

INSTRUCTIONS

Divide the participants into pairs, explaining that they will work as partners during these activities. Give each participant a sheet of paper (the size of a human).

Ask them to lay the paper on the floor and draw in turn the silhouette of the partner on it.When they have finished the silhouette, ask each participant to write the following information on their own silhouette:

On the head: a thought
On the chest (heart): a feeling
On the stomach: a need
On the hands: a desire to do something
On the feet: an activity he/she enjoys

When everyone has completed this task, ask participants to share information with their partner and describe every thought, feeling, need, or desire - activity that makes them happy, without explaining why.

DURATION

30 MINUTES

GROUP SIZE

15-20

DEBRIEF

Once they have shared what they have written on their silhouettes, tell the participants to stretch on the silhouettes of others, to close their eyes and imagine that they are the other person.

You can put on relaxing music and you can initiate the moment of reflection by suggesting to the participants to “go out from their own minds and enter the mind of their partner”, to try to think about the thoughts of the other. To feel the needs of the other, to want what the other wants and to imagine that he does the activities that his partner enjoys.

At the end, give yourself five minutes for personal reflection on what it meant to each to put himself in the place of the other. You can end the activity by asking participants to embrace as a sign of mutual understanding.

ACTIVITY LEARNING STYLE

- Visual (spatial): using pictures and spatial understanding
- Verbal (linguistic): using words, both in speech and writing
- Physical (kinesthetic): using your body, hands, and sense of touch
- Social (interpersonal): learning in groups or with other people

ACTIVITY LEARNING OBJECTIVE

Participants will reflect on how this diversity can serve as an advantage to the group.

ACTIVITY 4
CIRCLE THE CIRCLE

DESCRIPTION OF ACTIVITY

This activity helps groups to work together as a unit.

RESOURCES

Circle the circle

INSTRUCTIONS

1. Take any hula-hoop (at least one, two or more can be used for different challenges). While it is best to keep the group together as a one unit, splitting the group may be necessary.
2. Ask participants to stand in a circle and link hands.
3. Place a hula-hoop around a set of linked hands (so that their hands are within the hula-hoop circle).
4. Tell the group that they must pass the hula-hoop around the circle but must remain in contact at all times. (You can be as specific as you like, but sometimes it's best to let them figure out how they want to pass it around.)

Adaptations:

- Add a second hoop traveling in the opposite direction.
- Time each round.
- Instead of focusing on handholding, you can tell the group that they much remain in contact with the people beside them at all times.

DURATION

20 minutes

GROUP SIZE

15-20

DEBRIEF

After each round, you can ask the group what they can do to decrease their time/make it faster.

ACTIVITY LEARNING STYLE

- Physical (kinesthetic): using your body, hands, and sense of touch.
- Logical (mathematical): using logic, reasoning, and systems.
- Social (interpersonal): learning in groups or with other people.

ACTIVITY LEARNING OBJECTIVE

To energize the group, to build a team atmosphere, to have fun.

ACTIVITY 5
TREE OF EXPECTATIONS

DESCRIPTION OF ACTIVITY

Understand what participants want to achieve in this course. consider what they are bringing to support this and hear about the interests and experience of other participants.

RESOURCES

Large piece of paper (four sheets of flipchart connected with sticky tape in a square shape)

Sufficient sticky noters for the group to have at least ten each

DURATION

30 minuets

GROUP SIZE

15-20

DEBRIEF

Participants are invited to share their expectations for the course, along with some of the skills they can contribute. These are posted onto a large drawing of a tree. - ROOTS:

Ask participants: - Where is tree's strength (in the Roots), how can we nourish the roots? - What can you contribute to support tree growth? - What interest and experience of other participants inspire you?

Skills, attitudes, connections we are bringing TRUMK: Guidelines for working together LEAVES: What we want to achieve by the end of this event/training/course FRUIT: long-term outcomes that we want.

ACTIVITY LEARNING OBJECTIVE

Understand what participants want to achieve in this course; consider what they are bringing to support this, and hear about the interests and experience of other participants.

ACTIVITY LEARNING STYLE

- Visual: spatial using pictures, images, and spatial understanding.
- Verbal: linguistic words, both in speech, writing, Social interpersonal learning in groups or with other people.

ACTIVITY 6
MARSHMALLOW TOWER

DESCRIPTION OF ACTIVITY

The challenge seems simple enough: small teams must build a structure in 18 minutes using 20 sticks of spaghetti, 1 yard of tape, 1 yard of string and 1 marshmallow.

The winning team is the one that can construct the tallest freestanding structure with the marshmallow on top within the time allowed.

RESOURCES

1 pack of marshmallows (regular or jumbo work best)
1 pack of spaghetti (20 sticks per group), one yard of masking tape one yard of string per group.

INSTRUCTIONS

Split the group into at least two teams (Size and number of teams will depend on your group).

With the material provided, the teams need to build the tallest free-standing Marshmallow Tower.
One Marshmallow needs to be on top.
The Tower must be stable; it cannot fall over.
If the Tower falls over, the team is disqualified.

DURATION

20 minutes

GROUP SIZE

15-20

DEBRIEF

Ask the participants:

Was there a leader in the group?

Was he/she selected, did it just happen or was it self-appointed?

How well do you feel your group worked as a team?

Was your communication style effective?

What worked best/worst in your group?

Did you notice anything about yourself within the group?

ACTIVITY LEARNING STYLE

- Visual (spatial): using pictures, images, and spatial understanding
- Verbal (linguistic): using words, both in speech and writing
- Social (interpersonal): learning in groups or with other people
- Solitary (intrapersonal): working alone and use self-study
- Physical (kinaesthetic): using your body, hands and sense of touch
- Logical (mathematical): using logic, reasoning and systems

ACTIVITY LEARNING OBJECTIVE

To emphasize teamwork, communication, problem solving, leadership.

ACTIVITY 7
I THINK YOU LIKE JAZZ

DESCRIPTION OF ACTIVITY

This icebreaker helps participants get to know each other and build a group, and raise awareness of stereotypes.

Tell participants that they have all moved into a new house and they do not know each other yet. They should try to contact each other so that they get to know their neighbours better.

RESOURCES

Paper and pencil

INSTRUCTIONS

Make room for participants to move around and then to sit in a circle comfortably.

1. Each participant should find a partner whom s/he does not know at all.

2. Each pair looks for a quiet place to carry out the activity.

3. Without talking to each other, participants write five sentences about what they think their partner is like. They should only use appreciative assumptions, for example about work, about eating habits (“I think that you like pizza”), about hobbies (“I think you like to listen to jazz”), about marial status, education

4. Participants form a circle, still sitting next to their partners.

5. They introduce their partner to the whole group by reading out their five sentences.

6. Assumptions are corrected. The participants talk about themselves and say if the assumptions were right or wrong.

7.Engage participants in a discussion on the following questions.

- How did it feel to be described by your partner? What have you learned?
- How did you feel during the process of writing your comments?
- Did you rely on stereotypes? Were you right in your guesses?
- What can participants learn through this exercise?
- How useful would this activity be in your group?

DURATION

30 minutes

GROUP SIZE

15-20

DEBRIEF

If you have enough time, the activity can be further developed if participants write their comments on their partner in the left column of a table, and then write the reason why they think this about their partner in the right column.

This can be followed up by a deeper discussion on how people rely on stereotypes and what the advantages and risks of this natural process are.

ACTIVITY LEARNING STYLE

- Social (interpersonal): learning in groups or with other people
- Teaching/learning with empathy

ACTIVITY LEARNING OBJECTIVE

To discover facts about other people's beliefs and practices
To understand the changing nature of identities and cultures.

ACTIVITY 8
GOLDEN RULES

DESCRIPTION OF ACTIVITY

Establish the Golden rules for working as a group to make every participant feel wanted and valued.

RESOURCES

Flip-chart, pens and paper

INSTRUCTIONS

Ask participants to think about 5 core principles and values that they feel are most important for the success of the team work and work as a group.

Examples could be: Respect for diversity, Openness, Honesty, inclusive language, non judgement, peer support, equal participation, equal changes to talk no interruption rule, Disagreeing agreeably What We Value most.

DURATION

30 minutes

GROUP SIZE

15-20

DEBRIEF

Discuss and agree the principles how everyone should support each other to fully participate Think of potential barriers and discuss with the group how to overcome them.

Consider any potential participation issues in advance, for example around gender, language or participants from a minority group.Agree on respecting the principles for the duration of the course. This will give strength to participants who might be feeling unable to participate fully and encourage others to share their concerns.

ACTIVITY LEARNING STYLE

- Visual spatial using pictures, images, and spatial understanding.
- Verbal linguistic words, both in speech and writing.
- Social interpersonal learning in groups or with other people.

ACTIVITY LEARNING OBJECTIVE

To establish the Golden rules for working as a group to make every participant feel wanted and valued.

ACTIVITY 9
WHAT I WANT YOU TO KNOW

DESCRIPTION OF ACTIVITY

This activity will allow participants to introduce themselves by giving them the opportunity to declare who they are and what they need from the group.

RESOURCES

Tape, Sheet of paper for each participant pens and pencils

INSTRUCTIONS

1. Hang a sheet of paper up with the following questions:

- What I think about me ...
- What others think about me ...
- What might be misunderstood about me ...
- What I need from you ...

2. Explain that participants will be completing the four prompts to whatever degree they are comfortable. This is a written activity.

3. Introduce the four prompts to be said of each participant by modaeling them yourself.

4. Allow each person time to state their names and complete all four prompts.

5. Move on to debrief questions to get conversations about each person started.

DURATION

60 minutes

GROUP SIZE

15-20

DEBRIEF

This activity offers an opportunity for people to familiarize themselves with each other, as well as a good way for the facilitator to mix up groups to break the silence and wake participants up.

What are 1-2 words that describe what this activity was like for you?

What was it like to introduce yourself in this manner?

Did you feel affirmed in the group? Why or why not?

What are some things you can do in this diversity training/workshop/activity session to make your peers comfortable and included?

If the group is large, you may consider breaking up into groups and then posting each response for others to read.

ACTIVITY LEARNING STYLE

- Verbal (linguistic): using words in speech
- Social (interpersonal): learning in groups or with other people

LEARNING OBJECTIVE

This activity offers an opportunity for people to familiarize themselves with each other, as well as a good way for the facilitator to mix up groups to break the silence and wake participants up.

ACTIVITY 10
MAKE AN UNFORGETABLE GESTURE

DESCRIPTION

This activity will allow participants to introduce themselves with a unique gesture or words.

RESOURCE

None

INSTRUCTIONS

1. Each participant introduces themselves in front of the group (name,surname,country,job etc.)

2. Then the participant complete the following sentences I am good at....., I like .....

3. Finally, the participant makes a gesture of salutation which is unique.

DURATION

30 minutes

GROUP SIZE

15-20

DEBRIEF

The moderator asks participants to make a gesture of salutation which is unique and different from the previous participants.

LEARNING STYLE

- Verbal (linguistic): using words, both in speech and writing
- Physical (kinaesthetic): using your body, hands and sense of touch
- Social (interpersonal): learning in groups or with other people

LEARNING OBJECTIVE

This activity is a good way of ice-braking in a group and remembering them with their unique aspects.

ACTIVITY 11
ODD ONE OUT

DESCRIPTION

Who wants you to be in their group?

Issues addressed

- Majority - minority relations
- Discrimination

RESOURCE

Coloured sticky notes.

For example, for a group of 16 people you will need 4 blue, 4 red, 4 yellow, 3 green and one white.

INSTRUCTIONS

1. Place one sticky note on each player's forehead.
Players should not know what colour they have on their forehead.

2. Tell the players to get into a group with others who have the same colour sticky note.

3. No one may talk, they may only use non verbal communication.

4. Use coloured sticky notes as above but use one odd colour for one person who will be the odd one out.

5. Ask the players to get into groups so that everyone is in a group. But no group can have more than one person with the same coloured sticky note.

Suggestions for discussion;

Ask the person who was the odd one out how included did they feel?

Ask the group how inclusive and welcoming they felt?

Can anyone join? What can you do to make your group more open and welcoming to everyone?

DURATION

30 minutes

GROUP SIZE

15-20

DEBRIEF

Help the group explore their feelings about what they did and what they learnt:

- How did you feel at the moment when you first met someone with the same colour spot as yourself?
- How did the person with the odd spot feel?
- Did you try to help each other get into groups?
- What different groups do you belong to e.g. football team, school, church?
- Can anyone join these groups?
- In our society who are the odd ones out?

LEARNING STYLE

- Verbal (linguistic): using words, both in speech and writing
- Social (interpersonal): learning in groups or with other people
- Solitary (intrapersonal): working alone and use self-study

LEARNING OBJECTIVE

To start discussion about different groups in society

To raise awareness about prejudice and discrimination

To encourage empathy with the experience of rejection or exclusion.

MODULE 2.

WHAT IS CULTURE?

These activities should assist participants to understand their own cultural framework, why culture is important to communities, how cultures develop, what stops me from being me?

2.1. I am

2.2. Identity Iceberg

2.3. My Childhood

2.4. Me Too

2.5. Cautionary

2.6. Let's Talk About World's Cultures

2.7. Getting To Know Your Cultural Descriptors

2.8. Chain Of Diversity

2.9. A Cultural Autobiograph

2.10. Who Are You

ACTIVITY 1
I AM

DESCRIPTION

Many things make up our identity. This activity enables individuals to identify the parts of them that makes up their identity as a whole.

RESOURCES

Paper, pens/pencils/markers.

INSTRUCTIONS

1. Distribute the “I am…” form.

2. Ask participants “Who are you?” On this form place your name in the centre of the circle and then fill out each bubble with a descriptive word or words about who you are.

DURATION

60 minutes

GROUP SIZE

15-20

DEBRIEF

Ask participants to volunteer and share what they wrote. Mention that we are not going to call on anyone, it is completely up to you to volunteer.

After the volunteers have shared, you can ask:

What similarities/differences did you notice between the speakers? (note: it can be regarding the places we were born, nationalities/ethnicities we identify with, religions, spiritual beliefs, ethical practices and social stereotypes we are used to confronting).

Did you identify with what someone else said during their introduction? If so, how?

What are your thoughts about the diversity in this room?

What are your opinion about why people with different backgrounds don't get the same treatment?

What would you like to know more about?

The flow and emotions of the participants will help you determine how in-depth you can make this exercise.

LEARNING STYLE

Visual (spatial): using pictures, images, and spatial understanding
Verbal (linguistic): using words, both in speech and writing
Solitary (intrapersonal): working alone and use self-study

LEARNING OBJECTIVE

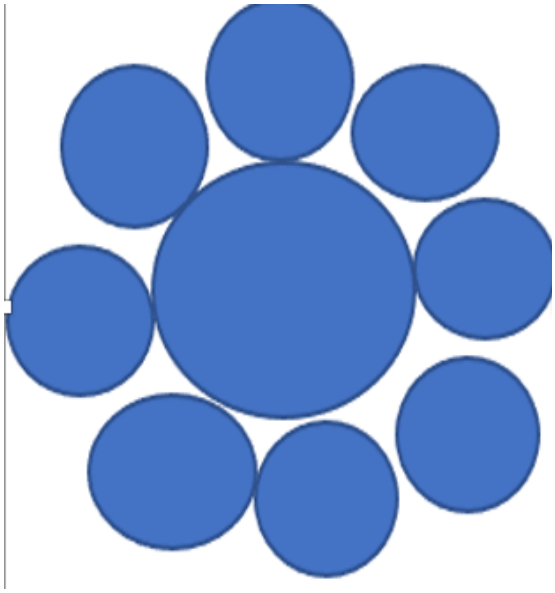
To allow participants to introduce themselves.

To encourage conversations about the multiplicities of cultural identity.

To discourage stereotypes carried by media and society.

To foster empathy.

This can also be an in-depth exercise depending on time and participant attitude.



ACTIVITY 2
IDENTITY ICEBERG

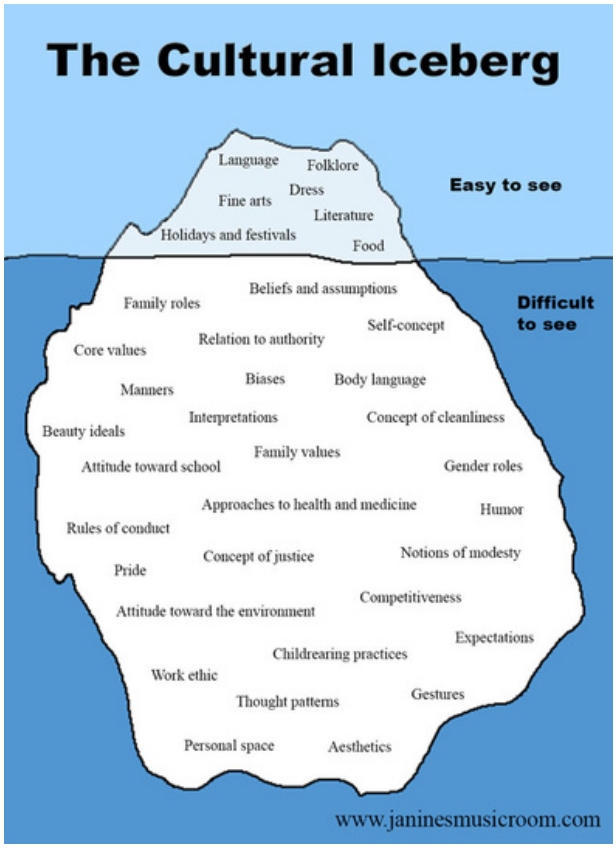
DESCRIPTION

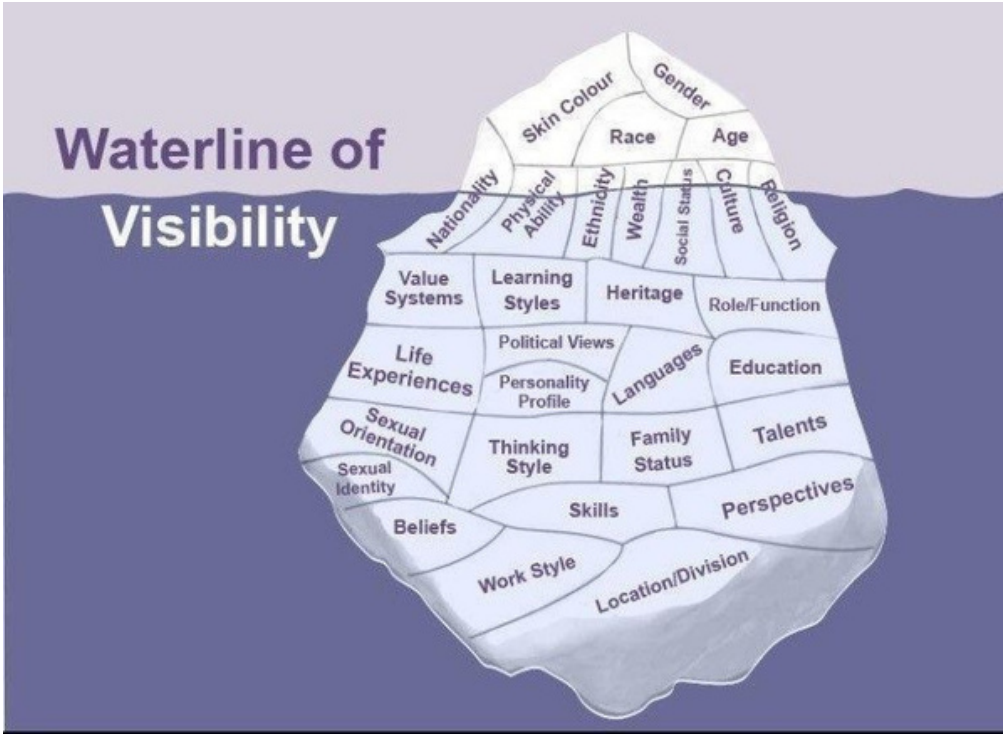
Only a small portion of an iceberg can be seen above the waterline. Similarly, understanding someone's identity is limited by what we see on the surface.

This mini lesson explores the concept of identity and the importance of going "below the waterline" to challenge and avoid stereotypes and identity-based bias.

RESOURCE

Identity iceberg handout.
Pens / pencils.





INSTRUCTIONS

1.Distribute the ‘Identity Iceberg’ handout.

2. Ask Participants:

What are visible aspects of identity?
What are invisible aspects of identity?

3. Once discussed, provide definitions: visible aspects are what we can see, such: as physical characteristics, dress, skin colour, invisible aspects are things we can’t see, such as what we believe and what we value.

4. Ask the participants to draw, scrible or write down visible and invisible dimensions of their identity on their handout. You will be given five minutes to answer all the questions on this handout.

You won’t be asked to share your answers the questions from the handout:

1. Think about what defines you as a person:

What makes you who you are?

What makes you a unique person and different from others?

For example, you can consider your race, your religion,
etc.

Be free to come up with as many words as possible and make a list here.

2. Now that you have listed all the main elements that define your identity, try to think about their visibility.

How visible are they to the people around you?

Are they visible to everyone or only to people that know you very well?

Is there anything that you keep onlyfor yourself?

Is there anything that you intentionally hide – that you would be afraid even to write here?

Place the elements on the iceberg graph based on their “visibility” or “sharability”:

- elements that are visible to everyone go above the waterline (e.g. skin colour)
- elements that are visible only to someone under certain circumstances go at the waterline level (e.g. religion)
- elements that are not visible to people around you go under the water (e.g. sexual orientation)

3. Once you have placed all your pieces of identity on the iceberg, take a moment to think about:

- a time/episode when you felt proud to identify yourself with one of the descriptive words that you have used in your iceberg
- a time/episode when it was painful to be identified with one of the descriptive words you have used in your iceberg.

DURATION

60 minutes

GROUP SIZE

15-20

DEBRIEF

Ask participants which types of differences are on top of the iceberg?

Once discussed, explain that those differences are the visible ones, those that normally come to our mind when we think about “diversity”: ethnic background, physical characteristics, age, gender, traditional food etc.

Once discussed, explain that invisible dimensions often inform visible differences.

For example, ideas about modesty (invisible) might affect styles of dress (visible); religious beliefs (invisible) might influence diet (visible).

Conclude with explaining that no two icebergs are the same – people are different.

Our differences are not always valued equally by society and this raises many challenges, particularly for minority groups.

Don’t focus on what you see, there is a lot more that makes us different.

Diversity means all the ways we differ: both visible differences and the underlying ones.

LEARNING STYLE

- **Visual** (spatial): using pictures, images, and spatial understanding.
- **Verbal** (linguistic): using words, both in speech and writing.
- **Solitary** (intrapersonal): working alone and use self-study.

LEARNING OBJECTIVE

To explore the visible and invisible dimensions of our identity.

To become aware of different aspects that make us unique and different and to understand how one feels about each of these dimensions.

ACTIVITY 3
MY CHILDHOOD

DESCRIPTION

There is a child inside each of us and surely we have all had a childhood. How was it?

Looking at one's childhood is a very exciting way to understand and respect others. This is a discussion activity particularly suited to multi-cultural groups but it can also be used with any group.

Issues addressed

- Equality and diversity
- The cultural similarities and differences between people
- The so-called “cultural differences” are not only cultural, but also economic, social and political.

RESOURCE

Nothing special, but the group should have already been working together.

INSTRUCTIONS

1. Explain the purpose and aims of the activity.

2. Ask people to get into groups of 4 to 6 to talk about what they did during their childhood. Suggested questions include:

- At what age did you first go to school?
- Who else lived in your family?
- Did you attend Sunday school or have some other kind of religious education?
- Did you work when you were a child?
- What kind of tales or games did you like to play?
- Which were your favourite?
- Did you have to take care of your brothers and sisters?

Tips for the facilitator

The main purpose of this simple group activity is to make participants realise that not everybody has the same chances in life and that even though they are perhaps neighbours they were growing up under different conditions.

Furthermore, it fosters the understanding that difference does not come only from the colour of skin or religion.

Beware! This exercise should not be turned into a session for false psycho-analysis. Its purpose is simply to notice that, because of our families' background, the social and economic conditions, the place where we were born or where we moved to, we have different experiences and perceptions of life and the world around us.

These conditions may influence the difference as much as culture does. In fact they are a part of our culture, just as much as religion, language or skin colour.

The type of questions addressed in the evaluation and debriefing have to be adapted to the type of people in the group, for example, there is no point asking how did it feel having a different colour of skin if everyone is white!

No one should feel under pressure to disclose anything that would make them feel uncomfortable. The activity can be made livelier if the participants illustrate their comments with photos or drawings.

DURATION

45 minutes

GROUP SIZE

Any

DEBRIEF

Ask the participants to say what they found interesting in this exercise and then to compare the different sorts of childhoods they had and the relative influences the prevailing social and political environment had on them.

Ask people to reflect on their own childhood and say whether they think all children in their own neighbourhood had the same childhood experiences?

LEARNING STYLE

- **Verbal** (linguistic): using words, in speech
- **Social** (interpersonal): learning in groups or with other people

LEARNING OBJECTIVE

- To learn about the different ways each of us has grown up.
- To understand the social and economic differences which underlie each person and society.
- To generate empathy and understanding between the members of the group.

ACTIVITY 4
ME TOO

DESCRIPTION

We are all unique and irreplaceable human beings, sometimes our uniqueness makes us feel proud, sometimes shy or ashamed. Nonetheless, we all share the fact that we are human beings and this makes us feel closer to each other.

Issues addressed

- The differences between people and the things they hold in common.

RESOURCE

The same number of chairs as the number of the participants.

INSTRUCTIONS

1. Form a circle in which everybody sits on a chair.

2. Ask each person to think of some personal fact or characteristic that they believe is unique to them and not shared with anybody else in the group.

3. Choose one person to start. They call out what their unique feature is, for example “I have visited Turkey three times”.

4. If nobody shares this characteristic the next person calls out their unique characteristic.

5. If somebody else shares that characteristic they must jump up, shout “Me too” and sit on the callers lap. If several people share the same characteristic they sit on each other's laps on top of the caller. Then everybody goes back to sit in their original places and the “caller” must again try to come with a characteristic which is unique to them. When they manage it, it’s the turn of the next person round the circle to be the caller.

6. The first round ends when everybody has called out something which differentiates them from the others.

7. Now start the second round. Explain that this round involves searching for the characteristics that are shared by everybody else in the group.

8. Take away one chair and tell the caller to stand in the middle of the circle. They must think of something which they share with the rest of the group. Ask them to call out what it is, for example: “I like music”.

9. All those who share it, have to stand up and move to another chair while they shout out: “Me too”. The person who stood in the middle also tries to find a chair, so someone else will be left in the middle to be the next caller.

Tips for the facilitator

This activity must be played fast. You may want to make a rule that participants have only 10 seconds to think. To keep the game going it is important that the number of participants does not exceed 10 or 12. If you are working with larger numbers you may have to create two or three sub groups.

During the second round it is likely that simple statements such as “I have arms or legs” will be suggested several times. You may then choose to ask the players to think of other characteristics or you may prefer to leave it and talk about it in the evaluation. The activity may also be run without chairs, with people sitting on the floor but it is less comfortable. It is recommended that you join the group just like another participant.

DURATION

30 minutes

GROUP SIZE

15-20

DEBRIEF

Talk about the game and how the players felt and then ask:

- What was easier: finding things which differentiate us from the others, or things we share?
- In real life when do we like or appreciate feeling unique and different and when do we like to feel similar to others?
- Think about the characteristics you chose; the things which separated you in this group, might you have them in common with other people in other groups?
- The things, which were common to everyone in this group, would they be common to everyone in the world?
- In the event that too many physical characteristics are mentioned you can ask:
- What does it mean, the fact that we all have eyes, heart or a stomach?

LEARNING STYLE

- Verbal (linguistic): using words, in speech.
- Social (interpersonal): learning in groups or with other people.

LEARNING OBJECTIVE

Get to know each other in the group.

To show that we are all different.

To show that we are also equal to the others.

ACTIVITY 5 CAUTIONARY

DESCRIPTION

What is your first image of somebody from another country? How do you translate it into a drawing?

Issues addressed Images, stereotypes and prejudice.

RESOURCE

- A list of things for participants to draw
- A flip chart and marker to record the scores
- Sheets of paper (about A4 size) and pens for the group drawings
- Sticky tape or pins to display the drawings

INSTRUCTIONS

1. Ask participants to form teams of three or four people.

2. Tell the teams to collect several sheets of paper and a pencil and to find somewhere to sit so they are slightly isolated from each other.

3. Call up one member from each team and give them a word.

4. Tell them to return to their groups and to draw the word while the other team members try to guess what it is. They may only draw images, no numbers or words may be used. No speaking except to confirm the correct answer.

5. The rest of the team may only say their guesses, they may not ask questions.

6. When the word is guessed correctly tell the team to shout out.

7. Put the score up on the flip chart.

8. After each round ask the drawer to write on their picture, whether finished or not, what the word was.

9. Now ask the teams to choose another member to be the drawer. Make sure everyone has an opportunity to draw at least once.

10. At the end ask the groups to pin up their pictures so that the different interpretations and images of the words can be compared and discussed.

If you have a small group, 'Cultionary' can be played in one group; ask one person to draw in the first round, whoever guesses draws in the next round.

Be aware that people who consider themselves poor artists may think this will be difficult for them. Reassure them that you are not looking for works of art and encourage everyone to have a go at being the drawer.

This activity is likely to raise the most immediate and generalised stereotypes we have about other people, including foreigners or minorities.

It is very creative and lots of fun. However, it is very important that the activity does not stop at the drawings but that the group reflects on the risks of stereotyping and, especially, where we get our images from.

Everybody needs stereotypes in order to be able to relate to the environment and the people around us. All of us have, and carry stereotypes, this is not only inevitable but also necessary.

Therefore any judgements about the stereotypes participants have should be avoided. What the evaluation and discussion should promote is that we need to be aware that stereotypes are just that: images and assumptions which often have little to do with reality.

Being aware of stereotypes and of the risks that relying on them entails is the best way to prevent prejudice that leads to discrimination. It is interesting to note that we don't usually have a stereotype image of people with whom we have little contact.
For example, consider your own stereotype of someone from Roma community, Slovenia, Moldova, San Marino or Bhutan? If we do have one it may simply be 'that they are nice people'.

We therefore suggest that you include in your list of words to be drawn, an example of at least one national who is a minority in your country and one who is not and with whom the group will have had little or no direct contact. Ask people to consider the differences between the stereotypes and the possible reasons for this. Another point to be raised in the discussion is where do stereotypes come from. The role of media, school education, the family and peer group may be analysed.

DURATION

45 minutes - 2 Hours

GROUP SIZE

15-20

DEBRIEF

Do this in small groups (they can be the same teams).

Ask participants to say if the activity was difficult and why.

Then ask people to look at the drawings on the walls and compare the different images and the different ways people interpreted the same words.

Ask them to say whether or not the images correspond to reality and ask the drawers to say why they chose particular images.

Go on to ask where we get our images from, whether they are negative or positive and what effects that may have on our relations with the people concerned.

LEARNING STYLE

- Visual (spatial): using drawings and spatial understanding.
- Verbal (linguistic): using words in speech.
- Social (interpersonal): learning in groups or with other people.

LEARNING OBJECTIVE

To work with and explore our stereotypes and prejudices about other people.

To work with the images we have of minority groups.

To understand how stereotypes function.

To generate creativity and spontaneous ideas in the group.

ACTIVITY 6
LETS TALK ABOUT WORLD'S CULTURES

DESCRIPTION

Lets talk about World's cultures

RESOURCE

Computer, cultural elements in video or picture belonging to different culteres of the world. Cultural elements may include dress, music, religious symbols and buildings, food, dance, funeral and wedding ceremonies etc.

INSTRUCTIONS

1. Participants sit in two groups facing each other.

2. The facilitator asks the group what is culture? and what does culture consist of?

3. Then the facilitator explains that culture is almost everything that human beings have created in the world. Culture is learned and shared values, customs, behaviors, and artefacts that the members of society or a group embrace.

4. The facilitator shows cultural elements in video or picture format and asks the audiance: whose culture is it? where in the world can you see it? Is it different then your cultural element?

DURATION

60 minutes

GROUP SIZE

15-20

DEBRIEF

At the end of the activity facilitate group discussion by asking any or all of the following:

1. What is it that determines the culture of people?
2. Are there good and bad cultures?

LEARNING STYLE

- Visual (spatial): using pictures, images, and spatial understanding

- Verbal (linguistic): using words, both in speech and writing
- Social (interpersonal): learning in groups or with other people

LEARNING OBJECTIVE

To learn and reflect on world cultural elements and become aware of diversity of cultures.

ACTIVITY 7
GETTING TO KNOW YOUR CULTURAL DESCRIPTORS

DESCRIPTION

The participants reveal their cultural identity and compare it to other identities.

RESOURCE

white paper and pencils.

INSTRUCTIONS

1. Using a mind mapping technique, have students write their name in the center circle.

2. They should then fill in each satellite circle with a dimension of their identity that they consider to be among the most important in defining themselves. Give them several examples of dimensions that might fit into the satellite circles: female, Jewish, brother,student, Asian American, middle class, etc.

3. Once they have chosen their identifiers, have them chose a partner. Each partner in a group should discuss a) when they felt most proud to be associated with one of the identifiers they selected and when they felt particular sad or embarrassed to be associated with an identifier.

4. Have participants share a stereotype they have heard about one dimension of their identity that fails to describe them accurately. Ask them to complete the sentence at the bottom of the handout by filling in the blanks: “I am (a/an) _____ but I am not a/an _____.

Give participants an example to help clarify: I am a Christian but I am not conservative.

DURATION

60 minutes

GROUP SIZE

15-20

DEBRIEF

At the end of the activity facilitate group discussion by asking any or all of the following:

1. How do the dimensions of your identity that you chose as important differ from the dimensions that other people chose?

2. How does the way we identity ourselves culturally, differ from the way other
people identify us?

3. How do the dimensions of your identity that you chose as important differ from the dimensions other people use to make judgments about you?

4. How do your “fill in the blank” responses challenge common stereotypes?

5. Where do stereotypes come from?

6. How can we eliminate stereotypes?

LEARNING STYLE

- Verbal (linguistic): using words, both in speech and writing.
- Social (interpersonal): learning in groups or with other people.

LEARNING OBJECTIVE

This is a nice activity to allow participants to identify similarities and differences, whether between cultures, countries of origin, or individuals.

ACTIVITY 8
CHAIN OF DIVERSITY

DESCRIPTION

This activity focuses on differences and similarities among people from different groups.

RESOURCE

six coloured strips for each participants, pencils.

INSTRUCTIONS

1. Pass bundles of colored strips around the room. Ask each participant to take six strips.

2. Ask participants to think of ways in which they are similar to and different from the
other people in the room. On each strip, participants should write down one
similarity and one difference.

3. When completed, each person should have written six ways in which they are similar
and six ways in which they are different from the other people in the room.

4. Tell participants to be prepared to share what they have written on two of their strips
with the whole group.

5. Start a chain by overlapping and gluing together the ends of one strip. Pass a glue
stick to each person and ask the participants to add all six of their strips to the chain.

6. Continue around the room until all participants have added their strips to the chain.

DURATION

60 minutes

GROUP SIZE

15-20

DEBRIEF

Ask participants to reflect on the many things they have in common, as well as the ways that each person in the group is different.

LEARNING STYLE

- Verbal (linguistic): using words, both in speech and writing.
- Social (interpersonal): learning in groups or with other people

LEARNING OBJECTIVE

Learn differences and similarities among people from different groups.

ACTIVITY 9
A CULTURAL AUTOBIOGRAPH

DESCRIPTION

A short cultural autobiography to understand culture.

RESOURCE

Paper and pencil for each participants.

INSTRUCTIONS

1. Instruct participants to create a short autobiography.

They should focus on four areas:

- Exposure to individuals of different cultural backgrounds
- Education
- Travel
- Personal experience with discrimination as a child or an adult.

2. Have each trainee present their autobiography to the rest of the group.

DURATION

60 minutes

GROUP SIZE

15-20

DEBRIEF

This autobiography should contain descriptions of people or situations that challenged the mentor's biases or perceptions. Mentors might also include a description of a situation in which they did not experience cultural competence within themselves or with other people. They could discuss what they could have done differently to make the experience more successful.

LEARNING STYLE

- Verbal (linguistic): using words, both in speech and writing.
- Social (interpersonal): learning in groups or with other people.

LEARNING OBJECTIVE

The purpose of this exercise is to cause participants to examine their own cultural competence and to consider any biases they may hold and perhaps challenge those biases.

ACTIVITY 10
WHO ARE YOU

DESCRIPTION

To help participants understand the concept of multiple identity. To raise awareness of the need to target subgroups within broader groups.

RESOURCE

Small pieces of paper, Flipchart and pens

I**NSTRUCTIONS**

1. The facilitator puts participants into random pairs, gives each participant two small pieces of paper and presents these instructions:

On one of the pieces of paper write down words that describe who you are (words that describe your identity).

Underline or draw a circle around the one word which you feel describes the identity with which you most associate yourself.

On the second piece of paper write down one word that you think best describes the identity of the person you are paired with.

Do not discuss this with your partner or show them what you are writing yet.

2. After a few minutes the facilitator gives these instructions:

Discuss the words you have written with your partner. Have they used the same or different words to describe your identity? How does their view of your identity differ from your own view? How do you feel about the way they have categorised your identity?

Be honest, but do not get angry with each other if someone has categorized you in a way you do not like! Use the opportunity to have a discussion about why they categorised you this way, and why you find it upsetting.

3. After a few minutes the facilitator asks each pair to say whether their views of each other's identities were the same or different. S/he makes a note on the flipchart of the number of times pairs agreed or disagreed.

4. The facilitator then asks participants to call out words that describe how they felt when they found out how their partner had categorised their identity. S/he writes these on the flipchart. If possible s/he highlights any common words, or works with the participants to group the words into those relating to happy feelings and sad feelings.

DURATION

30 minutes

GROUP SIZE

15-20

DEBRIEF

Ask participants to reflect on the many things they have in common, as well as the ways that each person in the group is different.

LEARNING STYLE

- Verbal (linguistic): using words, both in speech and writing.
- Social (interpersonal): learning in groups or with other people.

LEARNING OBJECTIVE

To embrace differences.

MODULE 3.

WHAT IS HERITAGE?

These activities will enable participants to identify what heritage is, what their own heritage is, Why heritage is important, how our heritage influences us.

3.1. My Story

3.2. Our Cultural Day/Festival

3.3. Personal Heroes

3.4. Toilet Paper

3.5. Wheel of Heritage

3.6. Cultural Artefacts

3.7. Power Lines

ACTIVITY 1
MY STORY

DESCRIPTION

Our lives are shaped by experience. However we are marked by some experiences or events more than by others. This activity compares the experiences and explores the diversity and similarities within the group.

RESOURCE

A calendar on a board or large sheet of paper. It should be marked off in years and start at the year of birth of the oldest participant and end at the present.
Felt-tip pen

INSTRUCTIONS

Ask each participant to think about 3 ‘public’ events that have marked their lives and then ask them to write their name against the year in which

DURATION

60 minutes

GROUP SIZE

15-20

DEBRIEF

Invite participants to say if they were surprised or shocked by any of the dates or events and whether were they familiar with all of them. It also may be interesting to discuss how and why we attach importance to some events rather than to others.

LEARNING STYLE

- Verbal (linguistic): using words, both in speech and writing

LEARNING OBJECTIVE

To raise curiosity and empathy about the other participants' cultures

ACTIVITY 2
OUR CULTURAL DAY/FESTIVAL

DESCRIPTION

Exchanging information about their national heroes and cultural heritage, participants can get to know each other better and have an insight

RESOURCE

Flip chart and markers.

INSTRUCTIONS

If the group is large, divide the participants into groups of 5 to 6. Start by asking people individually to think about their most important national

DURATION

90 minutes

GROUP SIZE

15-20

DEBRIEF

You should note down which heroes, if any, are mentioned more than once or appear frequently. Ask people to say if they enjoyed this activity and then focus the discussion around the following questions:

- Was anyone surprised by any of the heroes mentioned? Why?
- Did everyone know of all the heroes who were mentioned?

- What are national heroes usually famous for? What human values do they stand for?
- What makes us, or leads us to, appreciate some heroes rather than others?
- Where did we learn to respect them, and why?
- Do you believe that if they lived today their values and actions would make them heroes?
- Do you think the heroes listed are universal heroes?
- Do you think that everyone would see them as heroes?

LEARNING STYLE

- Visual (spatial): using pictures, images, and spatial understanding.

LEARNING OBJECTIVE

To help participants become aware of different perspectives on shared historical events and the heroes associated with them

ACTIVITY3
PERSONAL HEROES

DESCRIPTION

We all have respect and admiration for people who inspire us. Sometimes they serve as role models. By exchanging feelings about their personal heroes, whether they are living or dead, participants can grow to know each other better and get an insight into different cultures.

Issues addressed

- Heroes as elements and symbols of socialisation and culture.
- Different readings of history and different personal preferences and tastes.
- The differences and the things held in common between people from different cultures and ethnic backgrounds

RESOURCE

Flip chart and markers
Paper and pencil for the participants

INSTRUCTIONS

- If the group is large, divide the participants into groups of 5 to 6 people.
- Ask people to start by thinking on their own about three people who are their personal heroes.
- After about five minutes invite the participants to share their choices and to say what they admire in those people. Allow sufficient time for a real exchange and questioning.
- Ask each group to list on a flip chart the names of the heroes, their nationality and, if appropriate, the areas in which they became famous e.g. sports, music, culture, politics...

- In plenary, ask each group to present its flip chart to the other groups.

Tips for the facilitator:

This activity can be made more exciting, if the participants are briefed beforehand so they can bring photos, records or newspaper cuttings of their heroes. As an alternative, collect together magazines or newspapers, especially youth magazines, and leave them for the participants in the room. The principle behind the activity, that our choices of heroes are relative and depend on our culture, works better if the group is multi-cultural. Age and gender differences in the group will also prove interesting.

DURATION

90 minutes

GROUP SIZE

15-20

DEBRIEF

You should note down which heroes, if any, are mentioned more than once or appear frequently.

Then invite the participants to say if they enjoyed this activity and then to discuss the following questions:

Were there any surprises or any heroes who were unknown to anybody? Say why.

Was there a trend in terms of, for example, nationality or sex? If so, why are most heroes from the same nationality, cultural background or gender?

Was there a trend in terms of, for example, nationality or sex? If so, why are most heroes from the same nationality, cultural background or gender?

Are they nationals or foreigners?

What is it that makes us appreciate some heroes rather than others?

Do you think your heroes are universal? Why or why not?

Suggestions for follow up:

Identify a hero, either local, national or international, who you think should be celebrated. Prepare a celebration and invite others to come.

The hero could be someone who has shown great strength of character or achieved something special combating racism, xenophobia or anti-semitism, or could be someone you have identified as having contributed to the fight against another issue such as intolerance...

LEARNING STYLE

- Verbal (linguistic): using words, both in speech and writing.
- Social (interpersonal): learning in groups or with other people

LEARNING OBJECTIVE

To make participants aware of the differences and similarities within the group.
To raise participants' curiosity about other people's heroes.
To get to know each other in the group.
To be self-critical about one's ethnocentrism (understanding the dominant cultural model vs that of the minority).
To reflect about the role of history teaching and the media as makers of heroes.

ACTIVITY4
TOILET PAPER

DESCRIPTION

Through this activity, participants get to know about each other's heritage.

RESOURCE

Toilet paper

INSTRUCTIONS

1. The facilitator gives a roll of toilet paper to the participants sitting in their seats.
2. The facilitator asks the participants to tear off any number of pieces from the roll.
3. After everyone has received their papers, the facilitator asks each participant, in turn, to say something about their heritage as many times as the number of pieces of paper they have torn.
4. The Facilitator then asks the participants in general what the stated heritages mean to them, allowing them to give more information about heritage.

DURATION

60 minutes

GROUP SIZE

15-20

DEBRIEF

1. Explain what heritage is: the traditions, buildings achievements, beliefs, etc., that are part of the history of a group or nation.
2. By sharing at least one thing of their heritage with other participants, each participant can get to know each other's heritages better and establish closer relations.

LEARNING STYLE

- Verbal (linguistic): using words in speech
- Social (interpersonal): learning in groups or with other people

LEARNING OBJECTIVE

To enable the participants to get to know each other's heritage.

ACTIVITY 5
WHEEL OF HERITAGE

DESCRIPTION

In this interactive activity, participants are given a wheel, and the participants who spin the wheel in turn share what they know about the heritage pointed by the arrow.

RESOURCE

Wheels, Markers, Heritage Cards,

INSTRUCTIONS

1. Prepare wheels consisting of 16-20 slices with heritage items unique to a continent, country, region or society. Prepare cards with images of Heritage items.
2. Place a pinned arrow on the wheel to identify which slice is in front of the participant when the wheel stops spinning.
3. Form groups of 6, 8 or 10, depending on the number of participants. Try to have group members from different countries.
4. Distribute a wheel of heritage to each group.
5. Instruct the group members to spin the wheel in turn.
6. Each group member is asked to spin the wheel at least once.
7. The participant who spins the wheel tells the group what he knows about the heritage item in the section indicated by the arrow.
8. If the participant who spins the wheel does not have information about the related heritage item, he tries to have information by asking questions to other group members.
9. If the same heritage item appears, the wheel can be turned again.
10. If there is no time limit, the activity can be repeated by changing the wheels of the groups or by changing the group members.

DURATION

40 minutes

GROUP SIZE

15-20

DEBRIEF

Through this activity, participants will be able to discuss different heritage items that they have knowledge of or have encountered for the first time.

LEARNING STYLE

- Verbal (linguistic): using words in speech
- Social (interpersonal): learning in groups or with other people

LEARNING OBJECTIVE

To introduce heritage elements of different countries and societies and to raise awareness about heritage diversity.

ACTIVITY 6
CULTURAL ARTEFACTS

DESCRIPTION

The Cultural Artefacts Activity is designed to allow participants to share with the group and item that they highly value. Personal items of value may remind the owner or connect them to a particular person, place, time, or group.

RESOURCE

Whatever the participants choose to bring in.
Paper and writing utensils.
Index cards with numbers on them starting at 1 and ending with the number of participants.

INSTRUCTIONS

1. Prior to the day/meeting you are meeting participants should be instructed to bring in one item or cultural artifact that is of particular importance to them.
2. The day of the activity participants should anonymously place the items into a large bag.
3. The facilitator will place the items in no particular order on a desk in the front of the room along with a random numbered index card.
4. Participants should take a piece of paper and writing utensil and write down the numbers of the items and the names of the people they think the items belong to.
5. Participants should not touch the items.
6. Once everyone has recorded their answers invite each participant up to claim their object and share with the group why they value that particular item.
7. Participants should mark each correct guess and the facilitator should ask the group how many correct guesses they had once everyone has picked up their item.

DURATION

60 minutes

GROUP SIZE

15-20

DEBRIEF

The facilitator should warn that participants should not tell anyone which items are theirs. At the end of the activity the facilitator asks the following questions:

1. Did you make any assumptions about any of the objects and who they may belong to?
2. What are some things you have in common with one another?
3. Did you learn something about someone in the group you might have otherwise never known?
4. How was this activity useful in getting to know one another?

LEARNING STYLE

- Verbal (linguistic): using words in speech
- Social (interpersonal): learning in groups or with other people

LEARNING OBJECTIVE

Help participants to self disclose and identify common areas of interest to begin understanding diversity and why it is important to value.

ACTIVITY 7
POWER LINES

RESOURCE

Sticky labels or identity cards.
Two signs: ‘most likely to succeed’ and ‘least likely to succeed’

INSTRUCTIONS

1. The facilitator draws a line (real or imaginary) across the room.

At one end of the line is a sign saying ‘most likely to succeed’ and at the other end there is a sign saying ‘least likely to succeed’. The facilitator gives each participants a label indicating their profession (or the profession they are hoping for). S/he gives the following instructions:

- Think about the identity I have given you.
- Place yourself on the line according to whether you think someone in your profession will be very successful, very unlikely to be successful, or somewhere in between.
- Feel free to discuss with other people if you think they are positioning themselves too high or too low on the line.

2. The facilitator gives each participant another label indicating whether they are male or female. S/he gives the following instructions:

- Think about whether this additional identity (being male or female) affects your position on the line.
- Does it make you more or less likely to be successful?
- You can move yourself up or down the line, or stay in the same place.
- Again, you can talk to other people about your decision.

3. The facilitator gives each participant a final label indicating a third identity (eg, HIV-positive, single parent, blind, illiterate, has rich parents, university graduate, etc). S/he gives the following instructions:

- Move up or down the line, or stay where you are, depending on how your third identity is likely to impact on your chances of success.
- Again, you can discuss with other people if you want to.
- Ask participants to settl in their final chosen position.

DURATION

60 minutes

GROUP SIZE

15-20

DEBRIEF

Facilitate a discussion, covering:

- Why did you position yourself on the line at a certain point? What made you think your identity would make you more or less successful?
- Why did you move or not move when your other identities were revealed?

-What actions could be taken by yourself or by others to enable you to move further up the success line?

LEARNING STYLE

- Visual (spatial): using pictures, images, and spatial understanding.
- Verbal (linguistic): using words.
- Social (interpersonal): learning in groups or with other people.

LEARNING OBJECTIVE

To introduce/summarise concepts of power and identity which are key to understanding issues of exclusion and discrimination.
This activity could be done as a warm-up.

ACTIVITY 8

DESCRIPTION

RESOURCE

INSTRUCTIONS

DURATION

60 minutes

GROUP SIZE

15-20

DEBRIEF

LEARNING STYLE

-

LEARNING OBJECTIVE

To get participants thinking about the key words/terminology that will be used in the subsequent activities and feeling comfortable about discussing or asking about the terms.