CHAPTER 2

INTERCULTURAL MEDIATION & CROSS-CULTURAL ACTIVITIES

Chapter 2

2.1. Tutor's Handbook

Workshop title:	Culture for social inclusion
Target Group	Young people with migrant background and young people in early-school –leaving and marginalized
Purpose of the Workshop	The workshop aims to use the culture, in its different forms as a tool for social inclusion. Arts and culture can be a form of alternative language in which people can express themselves. Cultural activities have a strong inclusive capacity because it can give marginalized young people the chance to observe the context that they live by other prospective. Thus, through cultural and arts activities disadvantaged, and marginalized targets group can be active and participative in the context where they live.
Objectives of the Workshop	After completing the workshop, the participants should have o should: **Knowledge** • Knowledge of methods of social inclusion • Implementation of non-formal education activities • Intercultural knowledge **Skills** • Problem-solving skills • Helping participants to acquire new methods for dealing with problematic situations • Develop diagnostic skills in relation to the type of approach of the participants to certain types of problematic situations • Intercultural Skills

	Attitudes/Behaviour • Change attitudes regarding interpersonal relations • Help participants to acquire intuition in their behaviour • Help participants to acquire intuition in their attitudes with others • Change attitudes at work, in the family or in social life
Group size:	Minimum 7 and maximum 14 people
Workshop duration:	One day 8 hours in total 4 sessions of 2 training hours each (1,5 hours)
Preparation:	• A room with enough space for moving and making activities • Organize catering for coffee and lunch breaks, or provide information about nearby food options **Materials** Before the workshop, the trainer has to prepare 4 flipcharts with the titles of the topics and activities to be implemented. Print the image below and cut out the symbols. These images will be used during the final evaluation activity to be carried out at the end of the workshop.

The Lesson Plan

Nr.	Topics and Sub-topics/Learning Activities	Duration (minutes)	Training Methods	Materials/ Equipment Required
1	**Introduction**	**15**	Presentation and group	Balloons

	The tutor welcomes the participants, introducing him/ herself. He/ She will present the energizers to start the session of knowing each other. **Energizers** • Distribute the balloons to the participants and ask them to blow them up and write their name on their balloon. All balloons are thrown in the middle of the room on the floor. • Music start and when it stops, everybody should pick up one balloon (not his/her own). • Then one by one, the participants have to find the person whose name is written on the balloon and give back the balloon.		building activities	Permanent markers Speakers and computer for music
1st Topic: Role-Play as a Tool for Inclusion				
2	**Presentation about Role – Play** The role-play, like all simulation techniques tries to reproduce in the classroom or in a laboratory and then a protected area, problems and events like those ones happening in real life. The difference between psychotherapy and role-playing is that the first one talks about personal aspects, while role-playing has a wider objective, dealing with organizational or social roles in general. Many of the human-relations problems of the society stem in part from expressions of group attitudes and feelings. A social class, an ethnic group, a club, a gang and so on, develop norms of thinking and behaving that affect the individual member and his/her relation to people within and outside the group.	**10**	Presentation	Laptop for PowerPoint presentation Flipchart for stress some keywords during the presentation

	In the activity we are going to explain, the scenario represents socials conflicts or social problem and participants have to assume different roles and find a solution about their scenario.			
3	**Today I am…** • Divide the group into 5 groups of three • Give each group their own scenario and explain what they have to do • Give each group time to write the solution and the end of the scene, assigning the parts and having the task of representing "theatrically" the scenario analysed • Staging of the various groups each group have 10 minutes for represents the scenario **1° Scenario** *In an apartment in London three young people of different nationalities live together…* • San is a boy who was born in Burma and has just started working as an engineer, he is a very shy and polite boy, and his greatest passion is cooking. The typical dish of Burma is the mohinga which is a fish broth with rice noodles, lemongrass, garlic, ginger and onions that he consumes at any time of day or night. • Giovanna is Italian and decided to live in London to study design, but unfortunately, she can't find a job and so she works in a disco pub all night and always comes home at 6 in the morning, so she is often very tired during the day.	**60**	Role play Activities	Sheets on which to write the scenarios to be distributed to the groups

	2° Scenario *In High school* • Karim has been at school for 6 months, comes from Morocco and doesn't speak Italian well. • Fredrich is German and he has also been in Italy for only two years, but he has learned the language quickly. • Paolo is Italian and comes from a very poor neighbourhood *All of them are very close and they are linked to each other by a strong friendship. One day a schoolmate invites the whole class for his birthday but does not invite Karim and Paolo. Fredrich goes to the party but the day after he feels guilty and his friends are very sad.* What will the group of friends do to recover the relationship? • Gaspard is an artist, still hasn't understood what he wants to do in his life, he is always late with the rent and often asks for money to San who lends it without problems. *One day a big fight breaks out between roommates, Giovanna gets angry because at seven in the morning Sen always cooks and makes a lot of noise and the house smells of the food he's cooking. Joan is very aggressive with him. Gaspard can't calm the spirits; he knows that Joan is very roomy, but he is also very friendly with San...* How does the story end? Find a solution! **3° Scenario**			

	On the border between a non-European country and another European country • A refugee with his children tries to cross the border illegally, he is scared and has no money. He is cold and cannot be sent back • A border policeman doesn't know what to do, he is too worried, he sees refugee's children, but he can't let them through. • A contact person for a human rights NGO. *The man who tries to cross the European border has the right to apply for refugee status but his anxious and neurotic behaviour due to the high stress make the policeman nervous.* How will they solve this dramatic case? **4° Scenario** *In High School* • Martin is a model student, loves literature, history and geography; he plays piano and love travelling with his family. • Ivo never studies and never does his homework. He just loves to play football. He is often alone at home because his mother works all day; he loves to play at football in a little garden close to his house. • Rita is a very young history teacher and wants Martin and Ivo to work together in the writing of a history paper to present in class. *It's very important for Martin to get an "A". Ivo doesn't care about school. The deadline is approaching; the 2 classmates are constantly arguing and*			

	bickering until they finally have a fight. If they don't find a solution to the problem, they'll both get poor grades. What will happen on the day of the presentation? What will be Professor Rita's comment? **5° Scenario** *In a youth centre* • Giulia is a young youth worker who has just started working in a youth centre with children with family problems. • Richard is a 12-year-old child from an African country. • Peter is a 12-year-old child with Roma origins *Richard and Andrew often quarrel and are sometimes offensive and unfortunately also racist with each other. Giulia's boss tells her that she needs to find a solution, to make sure that these two children get to know each other better.* How will Giulia behave?			
4	**Evaluation** The trainer should facilitate the comparison on the techniques used to solve the conflict.	**10**	Brainstorming or debate	Flipchart to highlight some keywords
5	**Coffee break**	**15**		
2nd Topic: Storytelling as a Tool for Inclusion				

6	**Energizers** Divided in teams, participants have to do a circle. The trainer invites them to close their eyes, extending the arms and try to reach the hands of the other participants. Without opening the circle, participants open the eyes and try to undo the "knot" that it has been created with their arms, trying to do a perfect circle. The winner will be the first team that manage to untie the "knot" without separating their hands. All the teams have to complete the activity.	**5**	Energizers	background music
7	**Presentation about storytelling** The National Storytelling Network defines Storytelling as an ancient art form and a valuable form of human expression. "Storytelling has strong bonds with literature, with popular/folk culture, with heritage. It is a homage to the mother tongue, to foreign languages, to the intercultural dialogue" (FEST, Federation for European Storytelling). Storytelling can be used for different target and different social problems or social phenomena; it can be capturing and preserving culture, tradition and identity (FEST, Federation for European Storytelling) or be used as a method of social inclusion.	**15**	Presentation	Laptop for PowerPoint presentation Flipchart for stress some keywords during the presentation
8	**Tell me a story** "Tell a story" is an exercise in imagination; through some keyword's participants will develop a story that can communicate what are their thoughts and also feelings about some social issue. Participants are divided into 5 groups of three. In the middle of the room there are four boxes	**45**	Storytelling	The trainer has to prepare 4 boxes and cards to put inside

	• Location • Principal Protagonist • Topic • Goal The trainer needs to fill the boxes with cards on which different locations, protagonists, topics and goals are described. There are no limits for your imagination! Each group must get a card from each box. The information participants get from the cards is the one on which they must create a story. Once the story is created, participants are invited to Draw it, write it or make a video with their phone Afterwards, all the participants will create two groups and they will be invited to create only one a story based on the previous stories.			
9	**Evaluation** The trainer asks to everyone to sit in a circle, inviting everyone to express their feelings about this activity with a word	**10**	Circle time	The trainer notes what the participant say, in order to report
10	**Coffee break**	**15**		
3rd Topic Collaborative Activities as a Tool for Inclusion				
11	**Energizers**	**10**	Energizers	

	The facilitator calls out names of colours. The participants should touch an object of this colour as soon as possible. Next step could be that everybody touches a piece of clothing or accessories of a group member with the same colour.			
12	**Presentation about Collaborative Activities** A collaborative activity implies – from its own name – collaboration among different subjects, encouraging speaking, listening and acting together. Working with a partner or in a small group allows learners or in general young and adult people to feel more confident. It is important to consider the grouping of people carefully: for example, it is important that the group is heterogeneous, trying to put together women and men from different social and cultural background. Group work can be organised to ensure that all members of each group have a role to play and are expected to concretely participate. According the Bell Foundation it is possible to identify four types of collaborative activities: • Pair or group discussions • Work together on shared tasks • Activities with a competitive element/games • Drama and role play Information exchange activities, including barrier games	**10**	Presentation	Laptop for PowerPoint presentation Flipchart for stress some keywords during the presentation
13	**"The Bridge Over the Big River"** • Explain the contest to each group e give them materials	**45**	Collaborative learning	Glue, cardboard,

	You are inhabitants of a village living on one bank of the "big river". You agreed with the people of the village on the opposite side of the river to build a bridge. Each of the villages is in charge to build one half of the structure Communication between the two villages is very difficult, but you hope to be able to profit from any contact you could eventually have with the people from the other village. In 20 minutes, you are supposed to have your half of the bridge ready and connect it with the other village one. When the bridge will be completed, an engineering commission will test the structure: the bridge must be strong enough to support a glass of water placed in the centre of it. • After 10 minutes, choose one participant per group and assign him/her the role of the migrant, giving him/her the information You have now become a migrant. You have moved from your mother village to the one on the opposite side of the river. The new village is now your new permanent community; however, nothing is easy on this small planet… Once in the new village – indeed – you won't be able to understand their language and thus you're not allowed to talk or to react to other people's sentences. As anybody, you can however express yourself by gestures and/or react to other people's gestures (but remember only their gestures, not to their sentences!).			boxes, duct tape. The trainer has to prepare sheets on which to write instructions for both groups and for the interpreter of the migrant.

	Your linguistic isolation will be over when one of the facilitators will tell you. At that point, you will be supposed to have learnt the hosting village language and you will be allowed again to verbally communicate. • At the end join the two bridges and see if they hold a glass of water			
14	**Evaluation** Was it difficult to communicate and work in groups, how did the person interpret the migrant feel? Was it difficult to be accepted? Was it useful for the construction of the bridge?	**10**	Circle time	The trainer notes what the participant say, in order to report
15	**Lunch time**	**60**		
4th Topic Mind Mapping as a Tool for Inclusion				
16	**Energizers** Half of the group sits in chairs – the other half stands behind them with their arms down at their sides (one person behind each chair except for one, which stays empty). The person standing behind the empty chair is the "seducer". S/He has to try to "seduce" someone so that they come to his chair – they do this by winking at those sitting in the chairs. If they are winked at, the people sitting must try to jump out of their chair before the one behind them can grab them. If they escape, then they take up the "seducer's" empty chair and it is someone else's turn to wink. If they are caught, then they return to their seat and the seducer must try to wink at someone else.	**15**	Energizers	Prepare the room with the chairs in the circle to do the activity

17	**Presentation about Mind Mapping** Mind maps are visual representations of concepts. Its starting point is an idea or a topic. The first step is to find a keyword that represents the concept. Then the keywords or images radiate outward towards more and more specific examples. Mind maps can be very personalized and encourage multiple connections; they help in the process of understanding but also allow you to express a concept in a simple way. Often people who are shyer or who have difficulty expressing their feelings may help to extrapolate what they have within themselves. Digital mind maps can be a valuable aid to the development of different activities: • Brainstorming activities; • Support for creativity; • Support to representation; • Support to the memorization of fundamental concepts; • Communication of thought; • Socialization of knowledge; • Design and implementation of interdisciplinary training courses; • Organization of the resources of the activities of the times; • Instrument of cooperative learning.	**15**	Presentation	Laptop for PowerPoint presentation Flipchart for stress some keywords during the presentation
18	**Mind Mapping for Social Inclusion** • Divide the group into 3 groups of 5	**30**	Mind Mapping	The trainer must prepare

	• Choice 3 social issue (Marginalization, Radicalization, Racism) • Give to each group a topic • Each group must create a mind map that explain the social issue as they explain the problem to children of elementary school • Each Group must explain to all participants			sheets in which write the three key words
19	**Evaluation** Is it difficult to build a map? What strengths and weaknesses does a mind map have?	**10**	Circle time	The trainer notes what the participant say, in order to report

Final evaluation Given paper reproduction of Facebook "reactions" to stick on the "post" of the day and they will have the possibility to write comments in the comments section.	
Training Material	Learner's Workbook
Sources	FEST Federation for European Storytelling. Retrieved from: https://fest-network.eu/ Mind-Mapping: Retrieved form: https://www.mindmapping.com The bell foundation; Retrieved from: https://ealresources.bell-foundation.org.uk/teachers/great-ideas-collaborative-activities Definition of Democratic Culture, Retrieved from http://fundfordemocraticculture.org/democratic-culture/

2.2. Additional Training Material

- One **PowerPoint Presentation**
- One **Learner's Workbook**