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Welcome to the "Culture for social Inclusion" workshop.

## **Workshop's Main Topic**



**INTERCULTURAL MEDIATION  
& CROSS-CULTURAL  
ACTIVITIES**

The Culture for Social Inclusion Workshop it's a path that wants to deepen the theme of intercultural mediation through cultural and social aspects through non-formal activities dedicated to different topics.



During this 8-hour workshop we will talk about 4 topics: Role – Play; Storytelling; Collaborative Activities and MindMapping

## **Intercultural Mediation as a Tool for Inclusion**



Before we start with the different activities, let's focus on a few concepts:

The term "intercultural mediation" evokes the nature of this role: on the one hand, it intervenes by "mediating", providing "synthesis" between the different "features" of identity of people involved in this process (such as culture, religion, ethnicity).

On the other hand, the term "intercultural" includes all those aspects that form the identity of individuals. Starting from these premises, the figure of the intercultural mediator has progressively specialized and qualified its profession, performing multiple functions: linguistic interpretation, communication, information, guidance, accompaniment, assistance, training, research, consulting, planning as well as conflict management.

## **How Cross-cultural Activities Can Prevent Radicalization and Marginalization?**

**How Arts and culture can be a form  
of alternative language in which  
people can express themselves?**



The model of "cultural inclusion or democracy" - officially established during the Intergovernmental Conference of European Ministers for Promoted Culture by UNESCO in Helsinki in 1972 - is based on the assumption that the cultural policies have to guarantee equal dignity and opportunity for expression to all citizens. Arts and culture can be a form of alternative language in which people can express themselves. Disadvantaged groups often do not have the tools or the energy to access this concept of culture open to all. National heritage and culture as well as the internal natural heritage, is not elitist but belongs to all. Assimilating this concept and making everyone equal and "culturally empowered" has a strong message of inclusion.

## **Topic Nr. 1: Role-Play**

Now that we start with the first topic, the Role – Play



The role-playing, like all simulation techniques tries to reproduce in the classroom or in a laboratory any problems or events similar to those of real life. The Role-Play give you the possibility to live in the shoes of another person in some probably or improbably situation



The first activity is "Today I am...". Do you feel ready to perform some scenarios?

The activity includes 5 different scenarios with a problem to solve. This activity allows participants to play a role and represent their own scenario by finding a solution.

- Each group have to write the solution, the end of the scenario and assigning the parts (10')
- Some minute to rehearse for representing "theatrically" the scenario (10')
- Each group have 10 minutes for represents the scenario (50')





Which techniques we used to solve the conflict? Can we do a benchmark about them?

## **Topic Nr. 2: Storytelling**

The second topic is the Storytelling

### Storytelling as a Tool for Inclusion

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 an 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.

**Activity Nr. 2**  
*"Tell a story"*



The second activity "Tell a story" is an exercise in imagination; through some keywords develop a story that can communicate what are your thought and also feeling about some social issue.

Participants are divided into 5 groups of three.

In the middle of the room there are four boxes

1. Location
2. Principal Protagonist
3. Topic
4. Goal

Each group has to get a card from each box. The information you get from the cards is the one on which you have to create a story.

Draw it, write it or make a video with your phone.

Afterwards, two groups will join and will have to create a unique story based on the two previous stories.

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Now everyone sitting down expresses with a word how they felt and their opinion about this activity

## **Topic Nr. 3: Collaborative Activities as a Tool for Inclusion**

Let's start with the 3rd activity

**Collaborative Activities as a  
Tool for Inclusion**

**A collaborative activity**  
implies collaboration  
among different subjects,  
encouraging **speaking,**  
**listening and acting**  
**together.**



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.

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

**Activity Nr3**

*"The Bridge Over The Big River"*

You're 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 has to be strong enough to support a glass of water placed in the centre of it.



*The Bridge Over The Big River - Rules For The Migrants*

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!!).

Your linguistic isolation will be over when one of the facilitators will tell you. At that point you'll be supposed to have learnt the hosting village language and you'll be allowed again to verbally communicate.



Was it difficult to communicate and work in groups, how did the person interpreting the migrant feel?

Was it difficult to be accepted? Was it useful for the construction of the bridge?

## **Topic Nr. 4: Mind Mapping as a Tool for Inclusion**

Now it's time to talk about Mind Mapping

### Mind Mapping as a Tool for Inclusion

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;



Mind maps are visual representations of concepts. Its starting point is an idea or a topic. Often people who are more shy or who have difficulty expressing their feelings may help to extrapolate what they have within themselves.

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- 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.



#### Activity Nr4

##### *"Mind Mapping for Social Inclusion"*

Through keywords, colours and shapes, tell us what radicalisation, marginalization and racism means to you and pretend you have to explain it to an elementary school child.



Through the construction of a mental map and through teamwork, you will have to explain some social issues.

Through keywords, colours and shapes, tell us what radicalisation, marginalization and racism means to you and pretend you have to explain it to an elementary school child.

#### Instructions

- 3 Groups of 5 people
- 3 social issue (Marginalisation, Radicalisation, Racism)
- Trainer will give you a topic
- Each group have to create a mind map that explain the social issue as they are explain the problem to children of elementary school (30')
- Each Group have to explain to all participants (30')



Is it difficult to build a map? What strengths and weaknesses does a mind map have?

## *Final evaluation*



Comment with the stickers this workshop!



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