

3. Newsletter, January 2018

“Creative Tools for Youth Initiatives against Radicalization and Populism”



Who we are!

What is culture? What is identity? How do stereotypes and prejudices arise? And how can youth workers prevent radical thinking of youngsters? These are just few of many questions, which participants discussed during the training course “Creative Tools for Youth Initiatives against Radicalization and Populism” in July 2017. 26 people from 7 countries (Italy, Portugal, Hungary, Spain, Bulgaria, Germany and Turkey) gathered in the house of “Youth and Change Association” in the city-centre of Diyarbakir to find out how we can promote tolerance and use cultural diversity as a positive tool in youth work. **In this monthly Newsletter we want to document and publish our working steps und results back in our home countries.** The first one is written by the German participants. <http://www.youar.eu/>

This project is supported by the European Union



The following methods we just used short time ago in Diyarbakir. We enjoyed them very much. That why we would like to share them with you. Try them out and please share your experience. Give us your feedback.

Topic:

Activity name	"Be ready for a interview" by Engineers
Aim of the activity	To be able to handle an interview in a successful way, avoid social exclusion.
Timing	3 hours
Materials (what do you need to run it)	Papers, pens, Board
Methods step by step	<p>0 - Energizer</p> <p>1 - Decide a Job: The participants, divided in groups of 3, will receive a card with a job description to fill;</p> <p>2 - Mock Interview: Through a role play game the three members of group will act as 1 job seeker, 1 employee, 1 observer and with the support of aimed question, already prepared, they will have to handle the interview with their own knowledge;</p> <p>3 - The groups will write down the difficulties, mistakes and eventually solutions for a more successful interview ;</p> <p>4 - The small groups will present their findings to the other participants;</p> <p>5 - Trainers will give additional tips and explanation about the questions;</p> <p>6 - Real Interview: As before (see point 2), they will do another interview, switching position each 5 minutes, in order to have a clear idea of all the point of view;</p> <p>7 - The participants, all together, will discuss about the learning process and results of the workshop and in addition, they have to produce a little guide with the most important tips, useful for everyone is going for a interview;</p>
Learning outcomes (what they will learn from it?)	With this workshop the participants will learn the flow of an interview, they will be able to handle with difficulties and express their potential, in addition they will improve several soft skills such as communication, self-confidence, analyzing, team work, and conclusion.
Tangible results (if you have any material what they will do)	List of possible questions in an interview Little guide: "Be ready for an interview"

Activity name	OPEN YOUR EYES
Aim of the activity	Raise awareness on our multicultural environment and how we judge it
Timing	2,5 hours
Materials (what do you need to run it)	Post-it, chairs, colourful pencils, paper, cookies N.B.: The workshop team should consist of at least 2 women and 2 men.
Methods step by step	<p>1) ENERGIZER (10 MINS) – Greetings</p> <ol style="list-style-type: none"> a) Everybody in the group gets a certain greeting from a different culture or invented (e.g. somebody is Italian and greets people by giving two kisses on the cheek, somebody is Japanese and bows to greet people etc.) b) The group should walk around the room greeting the others as written on their paper c) Brief feedback of how they felt <p>2) EXERCISE 1 (20 MINS) -> “Albatross Culture”: In the Albatross Culture, the ground is considered holy. In the social hierarchy the women rank above men, therefore only women are allowed to touch the holy ground barefoot. The women are considered holy, too. The men must not touch what comes from the ground, therefore the men are fed by the women, whereas the women may touch the food and the water. The woman kneels beside the leader because she is the only one allowed to be in contact with the holy ground. They are bending the heads a sign of gratitude - in this way men can be closer to the holy ground by touching the women.</p> <ol style="list-style-type: none"> a) The participants enter in the room. The only information they know beforehand is that they are now guests experiencing a different culture. b) There are 3 forms of communication (unknown to the participants): <ol style="list-style-type: none"> i) Shhhh!! = negative signal for incorrect behaviour ii) Mmmm!! = positive signal for correct behaviour iii) Clicking one’s tongue = signal to order to do something c) Activity will proceed as follows (there’s room for creativity, though): <ol style="list-style-type: none"> i) Taking position: The female facilitator signals that the male participants must sit on the chairs whereas the female participants must sit on the floor. ii) Drinking water: The female facilitator offers water to the participants. She holds the glass to the mouths of male participants, whereas she hands the glass to the female participants, so they drink by themselves. iii) Eating bread: The female facilitator feeds the male participants with the bread, whereas she hands the bread to the female participants, so they eat by themselves. iv) Choosing a woman: Both facilitators walk around and choose the female participant with the biggest feet. They signal her to kneel on the other side of the chair the male facilitator is sitting on. v) Hand on heads: The male facilitator places his hands on the heads of both women beside him and tilts their heads towards the floor. <p>3) EXPERIENCE IN THE EXERCISE:</p> <ol style="list-style-type: none"> a) Feelings: Everybody should write on a POST-IT what they felt during the exercise and write their name on it. One by one they go in the front and put it on the board according to similarity (who felt oppressed in one part

	<p>and who felt humiliated in another) and read/explain it to the others.</p> <ol style="list-style-type: none"> b) Discussion about the feelings based on following questions: <ol style="list-style-type: none"> i) What did you observe? ii) Did you notice anything in particular? iii) What happened? iv) How did male/female participants feel? c) Explanation of the game. Explain the Albatross Culture to the participants and start a new discussion based on these questions: <ol style="list-style-type: none"> i) Did you assume women were discriminated? Why? ii) Is it possible for you to find this situation in a foreign country? iii) How can we find out the reasons for a behaviour if we are not sure what is "correct"? d) Feelings: Everybody should again write their new feelings about the experience based on the discussion on POST-ITs and their name. One by one they will go in the front and put it on the board according to similarity and read/explain it to the others. e) Make a final discussion on the change of the feelings. <p>4) ENERGIZER (7 MINS) – secret teacher</p> <ol style="list-style-type: none"> a) Find 1 volunteer of the participants who leaves the room and waits outside b) Ask the participants to make a circle c) Choose one person from the circle who shows some dance moves/exercise to the other participants d) The other participants need to repeat the moves e) The volunteer enters the room and the others simultaneously show him the moves f) The volunteer then needs to guess who invented to moves <p>5) EXERCISE 2 (30 MINS): Chairs activity</p> <p>6) Divide the group into three groups with your preferred technique.</p> <p>7) Give the tasks (instructions) to each group and they have 10 minutes to follow the instructions.</p> <ol style="list-style-type: none"> a) Tasks: <ol style="list-style-type: none"> i) Make a circle with all the chairs in the room without speaking any language ii) All the chairs have to be in a sequel and you are allowed to speak in English (or other common language) iii) The chairs have to touch the wall and you clap the hands to say yes and you jump to say no. b) Solution. They need to mix all the instructions: The chairs need to be in a circle while touching each other and a part of them should the wall c) After the activity you ask the participants what they reached and if they are satisfied with the result. d) You give the solution if they didn't find it. e) You create a debate about different forms of communication. <p>5) CONCLUSION (30 MINS): All the participants take their POST-ITs from the board. Divide the participants in small groups with your preferred technique.</p> <ol style="list-style-type: none"> a) Every group gets paper and pencils. b) They need to reflect on how their feelings where in the beginning of the exercise and at the end and do a small discussion. c) They need to represent their change on a flow chart and show the processes
<p>00Learning outcomes (what they will learn from it?)</p>	<ul style="list-style-type: none"> - Not everything is as obvious as we think - Critical thinking, think before you judge - How to distance ourselves of our prejudices - How to observe the processes inside us

**Tangible results
(if you have any
material what they
will do)**

Flow chart

Activity name	<i>Think or Not To Think</i>
Aim of the activity	Stimulating critical thinking
Timing	1 hour
Materials (what do you need to run it)	Pen and paper
Methods step by step	<ul style="list-style-type: none"> - Energizer enables to divide the participants in small groups (5 mins) - A topic related to the diversity should be assigned to each small group - Within the groups, each participant should write down personal things they don't like in others, related to the assigned topic - Participants should explain why they don't like, debating within the group (10 mins) - Writing down on a billboard, each group should present to all participants the different issues came up within the groups (5 mins) - Coming back within groups, participants one at time should defend the personal things they don't like in others, trying to impersonate that issue (5 – 10 mins) - This time, coming back to the billboard, each group should defend the issue came up within the groups being challenged by the questions of the rest of participants. The workshop leader should redirect the audience of the question if needed (15 – 20 mins). - Final debate about what they experienced, stimulated by question list of the activity leader
Learning outcomes (what they will learn from it?)	<ul style="list-style-type: none"> - Try to manage to put themselves in the other mindset developing critical thinking
Tangible results (if you have any material what they will do)	-

Activity name	<i>Bridging and Spacing</i>
Aim of the activity	To promote cultural diversity and cooperation between individuals and groups as well as tools to strengthen connection between them.
Timing	90 minutes / 60 minutes (Depends on the choice on the 5 th point)
Materials (what do you need to run it)	Tape, papers, Bob, thread, drawing tools, playdoh, scissors, glues
Methods step by step	<p>1. In order to create a welcoming environment when participants arriving and sit down in a circle the song Bridges by Fallulah-Bridges playing in the background.</p> <p>2. Introduction and name game 3 min The facilitators introduce themselves and asks the participants to say their name and name one thing what they always have in their fridges. In this way the participants can get to see similarities and differences and also the facilitators learn the names. Also the tool what represents the right to talk is introduced.</p> <p>3. Mirror activity 6+3 minutes (w/reflection) at the end say thank you The activity starts with some uplifting music and the participants are being asked to move around, walk or dance. When the music is stopped the participants find the closest person to them and they are being paired with that person person. They take a seat face to face and for 3 minutes in silence they are looking at each other's eyes meanwhile calm music is playing in the back ground. After the 3 minutes is done, the participants asked to form a circle and share how they feel and what emotions were triggered through the activity. The aim is to connect the participants without verbal language do deepen their connection in a simple way.</p> <p>4. Box activity 20 min A rather bigger rectangle is created from tape on the floor. The facilitators introduce the game. Participants are being asked yes/no questions and if their answer is yes, they have to step in to the "box". Some of them are asked to elaborate on their answer. The questions have an increasing flow regarding the seriousness of them. Examples of the questions are annexed. After 7-8 question the facilitator asks the participants to take a seat and reflect on how did they feel what thoughts are provoked from the activity?</p> <p>5. a. Symbol of our similarities 20 min The participated divided into groups of 3-4 people. First they are discussing the similarities they share (facilitator helps if needed) and after that the groups should create the symbol of their similarities. It can be built from clay or playdoh, can be drawn, and can be a collage. When they are finished with the creation part they have to show it to the others and they have to guess what the symbol is about. Finally the creators will share what was their original aim.</p> <p>b. Land of Piranhas team building w/group division 2+9+1 Participants are divided into 2 groups and 3 pieces of A/4 paper is given to them. The aim of the groups is to cross the room (which symbolizes the lake full of piranhas) together to the other side with only stepping on the papers. They are allowed to cooperate but the facilitator shouldn't mention that.</p> <p>6. Exercising gratitude 10 min</p>

	<p>A. Network of connections</p> <p>Give a compliment to each other or thank each other for something as a chain throwing a ball of thread around in a way that everyone holds onto it creating a spider web symbolizes their connectivity. As a closing circle participants are asked to share how they feel after.</p>
<p>Learning outcomes (what they will learn from it?)</p>	<p>Participants gain a holistic experience about intercultural connections through the shared experience of the activities. They gain a deeper knowledge about themselves and through that they understand the needs of others (compassion, empathy) and in this way connecting to another human being becomes easier. Through this lesson the participants should learn the importance of cooperation and teamwork, their focus shifts from the differences to similarities. The workshop contributes to their emotional hygiene as it strengthens the sense of belonging, the connectivity and emphasises on gratitude.</p>
<p>Tangible results (if you have any material what they will do)</p>	<p>Symbols created at 5.A</p>

Organisations involved in this network are:

Genclik ve Degisim Dernegi (Turkey/Kurdistan) (www.genclikvedegisim.org)
YOUTH FOR PARTICIPATION ASSOCIATION (Hungary) (www.facebook.com/YOPA.NGO)
AL Teatro (Portugal) (<https://www.facebook.com/alteatro.teatrodoarade>)
SERVEI CIVIL INTERNATIONAL DE CATALUNYA ASOCIACION (Catalunya) (www.sci-cat.org)
SERVIZIO CIVILE INTERNAZIONALE (Italia) (www.sci-italia.it)
Fondatsia "Detsa na Balkanite" (Bulgaria) (<https://balkankidsfoundation.jimdo.com>)
JANUN e.V. (Germany) (www.janun-hannover.de)

<p>Website of the project: http://www.youar.eu/ Facebook of the project: https://www.facebook.com/Youareu-138643850059639/</p>
--

Contact for the newsletter: blumenberg.lena@web.de