

BEYOND FEAR

E-book

TOOLS FOR DIALOGUE AND
INCLUSION OF MIGRANTS IN EUROPE

2018-2-HU01-KA105-047926

Adult mobility

Funded by the
Erasmus+ Programme
of the European Union



ÉLMÉNYAKADÉMIA

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Introduction

About the project

The number of refugees and migrant people is on the rise worldwide. Most refugees seek harbour in neighbouring countries, looking for more peaceful, safe, stable living conditions, then where they are coming from, but if needed, they cross whole continents to find this stability. Since 2015, with the so-called “refugees and migrant crisis”, Europe too has dealt with increasing numbers of asylum seekers. But an asylum is just a start, safety and food is not enough on the long run. When different cultures meet, and try to live together permanently, they need to find ways for communication and cooperation, in order to live peacefully and effectively side-by-side. Our project was a step that could be followed by many more, towards an inclusive, peaceful and thriving Europe.

"Beyond Fear - Tools for Dialogue and Inclusion of Migrants in Europe" was a 10-day training course in Hungary for 28 youth and social workers working with refugees from 10 countries all over Europe. During this training we provided participants the tools for using experiential education and created a learning space for exchange of methods on how to promote constructive dialogue between migrant and local communities, and help the process of inclusion, may it be temporary or long-term.

Our goals were the following:

- Help to accept that the migrants are in fact here
- Build trust and tolerance between migrants and locals
- Gain understanding and validation of the strong feelings on both sides
- Find the values in the foreign cultures the came to our „doorstep”
- Change destructive and hurtful communication patterns into constructive dialogue
- Find useful and inspiring roles migrants can undertake in the local communities through which social inclusion can happen naturally

Methods

We believe in the power of informal and non-formal education. We believe that human contact can have an enormous impact on our lives, and we can teach each other essential skills in everyday situations, even while we play, create art, converse or spend some precious time outdoors. Therefore, our main methods throughout the programme were the following:

- Outdoor experiential education, a form of non-formal education in the outdoors that helps participants to open up to each other, to start working together for shared goals, to experiment freely with their physical and social skills, and to guide their own personal/group learning with the experiences gained.



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- Art (movement art, visual expression, storytelling, etc.) as a good tool for expression helps participants to express themselves in a creative and effective way, to stay focused and inspired. Art creates a very friendly and open atmosphere where participants can share the challenges they might face on a level that feels comfortable, and can reach over language or cultural barriers.
 - Solution focused coaching tools that help participants stay focused and mindful on their own learning and life goals, and finding ways to reach these goals. Coaching happens in pairs or groups on certain topics (sharing experiences, good practices, new and innovative approaches, networking) and to facilitate the best output in a light, creative and playful way.
 - Learning by doing: participants have got a chance to try the new techniques they learned with a group composed of young migrants and local youngsters playing a leading role within their peer group, who have come to the training for a short „mini-camp”, and their program has been facilitated by the participants themselves.

Learning outcomes

Throughout the project we have put emphasis on developing various social skills, like cooperation and communication. All elements and activities of our programme have been related to these topics to some extent. Apart from this, the participants have learned about the core principles of experiential education, training design and delivery - which they could put into practice while preparing for and delivering the so-called mini-project included in the training.

Furthermore we worked on one hand with the topics of prejudice and labeling which create distance, mistrust and aggression, and on the other hand, with emotions, empathy and support, which promote connection, trust and care. Both theoretical knowledge and practical exercises were included. We introduced our countries of origin during an intercultural night, bringing these different cultures closer to each other.

On a personal level, we encouraged participants to express themselves more freely and honestly, and to reflect on themselves and their actions, in order to reach higher levels of authenticity, stability, self-reflection and responsibility. Also, by presenting them various challenges and tasks, we created a safe and rich learning environment, in which they could learn more about their potentials, resources and coping skills.

We consider it a great success that the participants have developed a great deal in their communicative, cooperative skills, and even though they have arrived as strangers with very different backgrounds, they left the training as a both really professional and truly loving community.

The expected exchange of knowledge has been totally fulfilled - the participants shared a great deal of experience and information during these 10 days, and they delivered a magnificent mini-project at the end of the training, using everything they had learned in the project.



Academy of Experience - Élményakadémia

Élményakadémia was founded in 2005 by 12 young volunteers, who - based on their personal experiences - believed that non-formal education is an essential tool for the development of groups and individuals. The objective of the organization is to provide opportunities for youth and adults through various non-formal educational activities to develop their personal and professional skills, resulting in altered attitudes and behaviour. To reach this, uniquely in Hungary, the organisation is focusing mainly on outdoor activities supported by diverse methodologies of experiential education. Such as non-violent communication, coaching, meditation, neuro linguistic programming and other solution focused coaching techniques.

Our main thematic focuses are: personal and social participation of youth, professional development of adult educators, inclusion and education on sustainable environment. We foresee to reach them by running experience based on non-formal educational activities resulting in the development of life leading skills and competences. Our mission is to inspire, empower and support youth and adults to take responsibility in their lives and their communities.

Our target group is young adults, volunteers and professionals who are working with them. We put special emphasis to reach and involve youth with less opportunities: those dropping out of the school system, unemployed, living in geographically and socially disadvantaged regions, on Roma settlements. In the past 5 years we reached over 4000 people. From different level of participation and organisational structure our participants design, run and evaluate activities. The level of participation and responsibilities are based on personal and organisational needs concerning personal development, legal matters or real life practicalities. Élményakadémia NGO has 5 full-time employees, 12 variously skilled trainers and approx. 25 volunteers all together cca. 50 members and other stakeholders - representatives of companies, universities, governmental institutions, schools etc. Our office is open on a daily basis, allowing youth and professionals to visit us, ask questions, initiate projects and work as volunteers, trainers. Once an idea for an activity is clear and fitting the aim of the organisation we look for resources together and create an action plan on realities. The project are also carried out by and with youth and adults, supporting them with professional guidelines, coaching or administrative matters, based on present needs.

A key value for us in the inclusion and integration of different interest and needs, resulting in an activity which is truly needed and interesting for them and usually we put special emphasis on disadvantaged youth. Next to this we intend to give real life or work based experiences, resulting in learning that can be reused in various life/work situations supporting participation. For this for example we offer opportunity to be involved, run and initiate activities with coaching and mentoring. This way our participants move into deeper understanding from personal experiences by reflections, designed learning processes and personal support. We can state that our adult and young adult participants are and will be involved at all levels of the organisation, from strategic planning to everyday organisational tasks. The long-term objective of Élményakadémia is to provide opportunity for experiential learning in an intercultural setting for less opportunity youth through volunteering activities, trainings, exchanges and other learning opportunities. This enables them to develop an intercultural dialogue, active



participation and experience things that they would not be able to access otherwise. We aim at a broadened, responsible and democratic attitude and we believe that through non-formal learning and intercultural, experiential learning this can be reached.

For 2018/19 our priority is to support unemployment and burn-out to be proactive in social and personal situations that our participants face, offering tools, skills and opportunities for them to develop new transversal skills that enables them to approach more successfully the world of work. It's exceptionally important to provide equal opportunities and access for the socially and culturally challenged adults and youngsters to European projects, intercultural learning, offering them a life long experience and expectantly skill, competence development. We already work in strong cooperation with roma and orphan youth through institutions, schools, teachers and helping professionals of charities.

About this E-book

This Ebook is a collection of best practices, mostly 1-day programmes, which can be used to develop communities and promote the integration of migrants and refugees into these communities.

The programmes were created and tested by the participants of the Beyond Fear project, with the purpose of using these best practices within their own communities. The descriptions introduce the target groups, the activities, the framework and a short reflection on the implementation or tips for their best application. All readers are very welcome to use these descriptions in their own work and apply anything that is inspiring for them and to adjust them to their own needs.



Best practices

1. Giochi Migranti (Migrant Playing)

November, 24th, 2019, in Forlì (FC), Italy, by Debora T. Stenta

Description of the target group

The youth aggregation center opened two years ago in order to have a physical space where it could be possible to create workshop activities with migrant children coming from projects of political asylum. There are many boys and girls from all over the world now attending this space. Most asylum seekers are from the African continent (Ivory Coast, Mali, Senegal, Gambia, Nigeria, Ghana, Guinea Conakry) but there are also many Asian children (Pakistan, Bangladesh); at the same time many young Europeans, students, volunteers, EVS, ESC... who attend the center because they are interested in cultural exchange.

It is a space for informal meeting, thanks to both organized activities and spontaneous moments born from those who come to the center. In these two years many synergies have been created between different people and local associations. The development and progress of this center has been strengthened by the proposals of the people who come.

The age range goes from 19 to 30 years old, for most center-goers.

The center was opened thanks to the sensitivity of the municipality, which, together with the Association, presented this project to the various local associations that were welcoming it.

The substantial need of this center is to continue to stay open, because of the lack of funding. This space is needed by all the young foreigners and locals who live in this area and want to gather and are sensitive to humanity as an essence. It is both a refuge for themselves, and a space for personal expression through art and fun.

The objective of the center is to carry the activities on. It brings their values and the theme of Immigration and Non-violence even in high schools to create curiosity and connection with young people through direct testimonies of migrant children.

They want to make the center known also at European level by trying to host EVS and ESC, to increase even more awareness, as well as the people in the Civil Service and White Helmets (the path from which we come).

Many of the people who come to the center have the opportunity to talk about and release the strong discomfort that they experience for their bureaucratic situation (very long waits for obtaining the residence permit, work and housing issues...). While young people, not asylum seekers, express their



desire to be together, reflect together, create activities together and plan together. The center is a place of connection between people who talk to each other and try to help each other out.

Organizers' goals with the program

The results that should be visible by the end of the day, the changes you want to create:

- Create an occasion for meeting, knowing and understanding each other among migrants and between migrants and locals
- Offer opportunities to collaborate and have fun through a new activity for them (experiential education), as a basis for a constructive communication and dialogue
- Create a sense of community and belonging in all participants
- Have a joyful exchange of energies
- Strengthen social inclusion in the local community
- Stimulate curiosity for each other
- Share local foods from several countries as a way to integration

Program plan with activities

Results, report:

The activity is still to be carried out, but I already met some of the participants and I expect them to have a lot of fun and time to share and reflect on a different meaning of some things that they already experience like *participation, cooperation, togetherness, diversity*.

I expect to create an opportunity for lightness and playfulness, but, especially though the main activity, I wish they can also have some hints or “aha” moments about the importance of group cohesion and collaboration.



2. Building trust beyond fear

by Élményakadémia, Hungary

Description of the target group

Ca. 20 youth from Europe, mainly social workers and youth workers.

Organizers' goals with the program

- Trust building in the group and between individuals
- Raising awareness as to how to support each other in situations that are out of your everyday activities

Program plan with activities

Frames

time: 4 hours with on break

place: outdoor

equipment: blind folders, tarps to lay on, slackline

Type of activity: team building, self-development

Plan template:

1. Warm up
 - a. Blind leading in pairs - leading by touching and by voices - small exercises leading up the building of trust and being in a situation when you are totally at the mercy of the other person
 - b. Spotting school exercises, including trust circles - the goal is to teach the participants to spot and to show them how it feels to be held by someone else
 - c. Zip exercise: slightly more complex, but still warming up exercise that aims at showing the participants the feeling of holding and being held up by others fully. The participants lay on the ground with heads next to each other and holding their hands up. One of the participants lays on the top of the hands - trainers help and he/ she is being handed over the line. At the end trainers help to get off.
2. Main activities (you can mention alternatives) : walking on the V in pairs
 - a. The rules/the things you say in advance to the participants (instructions):
 - i. The goal is to go as far as you can on the V so that you touch each other - you set the goals for yourselves. First rule is safety: no joking with that. Two persons are on the V, 3 spotters from outside each and 1-1 from the inside. No jewelry on the hands is allowed and you cannot cross fingers while holding each other's hands. You can also hold each other on the shoulders. The participants must make sure that spotters are



behind them and say when they step on the V. The spotters cannot stop spotting before each of the V persons are on the ground.

- b. The things you and participants do during the game: The trainer follows carefully that spotters are in place and that those on the V follow the rules. They also have to make sure that the spotters give the best possible support to the V persons i.e stay quite or give verbal encouragement for example.
 - c. the end of the activity
3. Closing, feedbacks and evaluation
- a. Group discussion: following each pair the experiences can be discussed in a group:
 - i. What did I learn about myself?
 - ii. What supported me best?
 - iii. How did I support my pair or anyone else
 - b. Pair discussion When stepping down the V , the pair can take a walk and talk with the another trainer and discuss the experience they had - provided there are enough trainers. The questions might be be
 - i. High and low points
 - ii. what supported you best and how
 - iii. what have discovered about yourself? And about your pair that you have not known before



3. Communication Beyond Prejudice

RO - Odorheiu Secuiesc, by Enikő Nagy

One-day Program For Minority Community - Idea

- Improving communication skills
- Learning by experience about stereotype, prejudice
- Build trust through culture, the culture that is next to us
- Values - connecting through the same values, likes, making groups based on the same values

Description of the target group

22 Teenagers – Class of 9 grade, 15-16 years old, from rural and urban environment, hungarian minorities from center of Romania with their head teacher

Organizers' goals with the program

Acceptance of others, knowledge about communication beyond prejudice

Learning about the people next to our community – other nations. Stereotypes, prejudices,

Where I come from – homework – my descendants, villages, places, nicknames, jokes, religion, skin, gender, nationalities

Founding out our values – connecting trough values

Materials

papers, pencils, scissors, glue, cellux, liner, cups, rope, glasses, colored pencils,, balls, stone, scarfs, Strong paper (cardboard), glue, ruler, game descriptions for Derdians, aand engineers, Orient express- Two rooms.

Safety notes/rules

Safety rules were always settled together.

One is the rules of the house, where we stay, and the other is the rules settled together in the first moments, which is written as a contract and underwritten by everybody, including the head teacher, who is only supervisor.

Description of the activity

8.30: Meeting point

9.00: Start the program

9.00: The aim of the program, the rules, the frames, timetable

- James Bond ice breaker game
- Talking stone - the qualities of our peers
- Group formation: - Mosaic games



- Tablecloth - common and different features of group members
- Hey Joe

10.40 Together preparing the lunch

11.40 Orient Express - A game about stereotypes and prejudices, - 83 hours travelling with

- | | |
|----------------------------|-------------------------------|
| • autistic boy | • African tourist |
| • mother with young child, | • young emos girl |
| • wheelchair-bound girl | • junkie man |
| • deaf mute young woman | • student smoking a cigarette |
| • old man | • alcoholic woman |
| • young blonde woman | • working mother |
| • Roma boy with his father | • knitting grandmother |
| • elderly Jewish woman | • refugee from Syria |
| • a woman with AIDS | • overweight, fat man |
| • gay young man | • Romanian woman with her son |
| • young skinhead man | • Gypsy children from Budvar |
| • Nobel laureate scientist | • woman from a village |

12:40 Summarise

In addition to understanding stereotypes and prejudices, teenagers experience feelings of disapproval, stigma, and exclusion through their own experiences. What we want our teenagers to be aware of their stereotypes and prejudices, to be aware of them, and to be able to deal with them in everyday situations.

14.00: Lunch time - serving, eating, cleaning

15.00 Free time –

15.30: Large group:

- Multi-Ball Ice break
- Outside - leading each-other blinded, on sound
- We sit on each other's knees
- Derdians and the Engineers - This game is a simulation of a meeting of two cultures. Find the key to foreign cultural behaviour, analyse the effects of meeting with a foreign culture. A team of engineers goes to another country in order to teach the people there how to build a bridge.

The main game is to development of communication, tolerance, cooperation skills, voltage relief, common problem solving, skills development, knowing how many nations, or descendants are living next to us

18:00 Summeraise, Feedback to each other

19.00 Departure home

Detailed description of the game - The Derdians and Engineers: An intercultural game

Goal of the exercises: breaking stereotypes of different cultures, reflecting on differences in cultural behavior

Methods: role playing, discussion



Time: 40-120 minutes depending on depth of discussion

Materials: Description for Derdians and Engineers, 10 sheets of heavy weight 8x10 paper, Tape, Scissors, String, Pencils, Ruler 2 chairs.

Break into 2 mixed gender groups (or if single gender the two groups by subgroup 1 and 2). One group of 10 people act as a team of engineers to teach Derdians how to build a bridge.

Each group receives instructions specific to their group: one for engineers one for Derdians. Do not share instructions with other group.

Each group prepares in a separate room/area.

If you have more than 20 students you can have observers, but they shouldn't know the instructions until after the simulation. Observers should take notes on what they see and report on this at the end of the simulation.

Reflection after a game:

The two groups (3 if you have an observer group) take a piece of flipchart and note their comments to the following three points:

- Facts: Note only facts not perceptions.
- Feelings: What emotions did you observe
- Interpretation: Using what you saw describe the situation.

Discuss the tendency to think that others (should or do) think the way we do; that we often interpret things that are different as being right or wrong, without considerations of the differences in cultural behavior.

Instruction for Derdians:

The situation:

You live in the country of Derdia. Your town is separated from the next town by a deep valley. To reach the market you have to walk 3 days. If you had a bridge across valley you could get there in two hours. Your government has contracted with foreigners to come and teach you how to built a bridge. The bridge will be made of paper, tape and string using scissors, rulers and pencils. You know the material but you don't know anything about construction.

Social behavior

The Derdians are used to being very close to each other. Communication doesn't work without being very close to the person you are conversing with. Not being very close while talking is considered very rude. If you join a group conversation you should huddle together. It is also very important that you greet everyone when you meet. Conversation must begin with an introduction: example "I am Jay of Derdia." If the person doesn't respond in kind it is considered rude. (See below)

Greetings:



The Derdians greeting is to touch right elbows with the person they are greeting. Shaking hands is a great Faux Pas.

Derdian are insulted by not being greeted (touching right elbows) or if a person stands too far away in a conversation. When insulted Derdians shout loudly.

YES/NO

Derdians don't use word "NO". They always say YES although if they mean "NO" they shake their head up and down emphatically while frowning and saying "YES".

Work behavior: Tools are gender (or if single gender group divide by 1 and 2) specific: Scissors and Rulers can be touched only by men (1)

Tape and string only by woman. (2) Pencils and Paper are neutral. (1&2)

Foreigners:

Derdians like company. But they are very proud of their culture. They expect that foreigners will adapt to their culture.

Instruction for Engineers

You are group of engineers in international company. Your firm has just signed a very important contract with the government of Dardia to teach Derdians how to build a bridge. You have to make this in a short time (you've got only 30 minutes to teach Derdians how to build a bridge) otherwise the contract will be cancelled and you will lose your job.

Dardia is very mountainous country and it takes many days for Derdians to go to the nearest town. With a bridge Derdians could make a trip in 2 hours.

But remember you cannot build the bridge you have to TEACH Dardian how to build it.

Playing the simulation:

- *Read the instructions carefully and decide together about the way you are going to build the bridge.*
- *Two members of your team will be allowed to go and make a contact for 3 minutes with the Derdians.*
- *You have 10 minutes to analyze their report.*
- *Then your group goes to Derdians to teach them how to build the bridge.*

The bridge construction:

Bridge should link two chairs over a distance of 80 cm/31.5 inches. It has to be stable. The pieces of the bridge must be cut out and assembled in Dardia, so that the Derdians learn all stages of the construction.

Each piece has to be drawn with pencil and ruler and cut out with scissors.



Discussion of communication challenges. What did you learn about each culture? What assumptions did you make? What assumptions proved incorrect?

After the whole day there will be a discussion about facts-feelings-interpretations.

- Facts
- Feelings
- Interpretations

The following points are going to be discussed in plenary:

- We have a tendency to think that others think the way we do.
- We often interpret things right away, without being aware of the differences in cultural behaviour.
- How were the roles distributed/What role did I take? What does that reveal of my identity? Did I feel comfortable with my role?
- Is that image I have the same that was perceived by the others?
- What influence did my cultural background have on the role I took on?

What to observe/pay attention during the activity:

- Talking stone - The purpose of the method is to raise awareness of cultured conversation habits and train active attention by ensuring that students can only ask and be heard during a conversation or story, subject to strict rules of the game. We can also activate teenagers who never participate in plenary talks and discussions. Everybody should say, express him/herself
- Everybody should take part in every game, preparing food, cleaning activity
- Try to be attentive who like to work with always the same persons, who know better each other, try to motivate to work with others who don't know so much.

In addition to understanding stereotypes and prejudices, teenagers experience feelings of disapproval, stigma, and exclusion through their own experiences. What we want our teenagers to be aware of their stereotypes and prejudices, to be aware of them, and to be able to deal with them in everyday situations.



4. Workshop for volunteers who will work with refugee families

*Reby Gintarė Kazakevičienė – tutor (curator of refugees integration), Red Cross
2019 11 04*

Description of the target group

Group of 15 people. Age: 20-40 years. They are students or they are working. They don't know each other. They are interested to do volunteering in Red Cross organisation in migrants and refugees integration program. Some of them have experience in volunteering with foreigners.

Organizers' goals with the program

Team building, developing personal skills, clarifying expectations about volunteering.

Program plan with activities

I. part: Team building. Personal skills and expectations. /10 a.m. – 1 p.m./

Aims of activities:

- To know each other;
- To name personal skills, to know about others skills;
- To name expectations in doing volunteering;

10:00 – 10:10 Registration.

10:10 – 10:15 Introduction of day program. Time table.

10:15 – 10:45 *Warm up:*

- Standing in the circle. Feeling that I brought here. Show it and say it;
- Take a walk in the room, choose an object that it is interesting for you in the room. Touch it if you want.
- Take a walk, choose a smell which is interesting to you in the room. Think how you could describe it.
- Take a walk, choose another person which shoes are interesting to you, say hi, say your name.
- Take a walk, choose a small detail from other person around what is interesting for you. Say hi to this person and say your name.
- Take a walk, say hi to 3 people that you don't know here, say your name.

10:45 – 11:00 Self introduction game in a pairs:

- Find a pair for you;
- Decide who is A, who is B in your pair;
- The one who A will ask questions about other for 5 minutes, B will only answer;
- The one who B will asks questions about other for 5 minutes, A will only answer;

11:00 – 11:30 Introduction in the circle:

- Everybody come back to circle.
- Anyone who want to introduce his or her partner need to take his or her role and speak like he or her. Time limit is 30 minutes.



11:30 – 11:45 short break

11:45 – 12:00 *Skills sharing:*

- Every person gets big sheet of paper;
- Each person needs to draw silhouette of his or her body;
- Each person needs to mark and to write 3 skills that he or her already has and how it is related with body (mark it in some body parts);

12:00 – 12:15 *Skills sharing:*

- Find a person that you spoke with not much today;
- Introduce what you drew and tell about yourself;

12:15-12:30 *Expectations sharing:*

Draw 2 expectations that you have in your mind today about volunteering in Red Cross and mark it on your silhouette;

12:30 – 12:45 *Expectations sharing:*

- Find a person that you spoke with not much today;
- Introduce what you drew and tell about yourself;

12:45 – 13:15 Reflection of 1 part in the circle. Sheets are in the middle.

Possible questions: (need to choose 1, which is the most important to you now, leader puts 4 objects (different color balls in the middle of the circle and say which color means which question)):

- I noticed about other volunteers that... (max 1 sentence)?
- I am good in ... (max 1 sentence) ?
- I heard about expectations, that (max 1 sentence)?
- I am curious about... (max 1 sentence)?

1:15 p.m. – 2 p.m. lunch break.

II. part. Refugees integration stages. Personal aims in volunteering. /2 p.m. – 5 p.m./

Aims of activities:

- To understand basic things about integration stages and what it is important;
- To create 1 personal aim related to volunteering;

14:00 – 14:15 Warm up. Physical game.

14:15 – 15:00 *Study of provisions:*

- Group spread in 5 groups of 3 people;
- Every group gets a note with short description of refugee family;
- Group need to decide 3 steps what they think it is important to do with this family thinking about integration. What does it mean integration. How it is possible to support family.

15:00 – 15:15 Introduction: Every group has 3 minutes to introduce 3 most important first steps;

15:15 – 15:45 Introduction of 3 stages of integration:



Introduction of 3 stages of integration: function, moral, expressive one. Explaining how Red Cross works with each stage and how volunteers become part of it. METHOD: Mind mapping (<https://litemind.com/what-is-mind-mapping/>)

15:45 – 16:00 short break

16:00 – 16:20 *Reflection:*

Questions: What was new for me about integration? What is the main aim of integration?

16:20 – 16:35 Finding personal aim in volunteering:

- Everybody gets sheet of paper and a pen;
- Writing a letter to myself about personal aims in volunteering.
- Choosing one main aim of all letter;

16:35 – 16:50 Reflection of the day in 3 sentences:

- What is my feeling now comparing to morning time?
- How I see myself in this group?
- What is my personal aim in volunteering?

16:50 – 17:00 Last things:

- Next meeting time;
- Other important things to ask???



5. Introducing experiential education

by Linda Ligeti, Hungary

Description of the target group

Participants are disadvantaged youth, arrive from children's homes. All of them are students.

Number of participants: 10-20 people. Age range: 10-20 year-old.

Participants know each other more or less, there are subgroups, who are in closer relation.

Some of them have some experience in experiential education / outdoor training.

Some of them have learning difficulties, special education needs, low level of self-confidence, EQ or IQ.

Organizers' goals with the program

This program is the first day of a 4-day outdoor training. Goals of this program are: 1) to introduce experiential learning method, ice breaking and involvement; 2) team building: learning to trust and support each other and how to cooperate together as a team; 3) to increase self-awareness, responsibility and improve communication skills necessary for coping with outdoor challenges on forthcoming days.

Program plan with activities

Time	Activity	Type of activity / Indoor or outdoor / Goals and main focus
10' 10:00-10:10	Welcome	Short introduction of program and place / indoor or outdoor / creation of the atmosphere, trust building
15' 10:10-10:25	Introduction by dice	Icebreaker / indoor or outdoor / involvement, name-learning, get to know each other
10' 10:25-10:35	Bumm	Icebreaker, energizer, name-game / indoor or outdoor / involvement, level of activity, name-learning
10' 10:35-10:45	Sword and Shield	Icebreaker / indoor or outdoor / involvement, first physical contacts
	<i>Break</i>	
15' 11:00-11:15	Walk through the circle	Icebreaker / indoor or outdoor / get to know each other better, trust building
15' 11:15-11:30	Blow the wind on those...	Icebreaker, energizer / indoor or outdoor / get to know each other (a little bit better), level of sharing information (superficial or deeper)



25'+15' 11:30-12:10	Dimension Gate (with reflection)	Cooperative game / outdoor / group dynamics (collaboration, team spirit, cohesion, different roles, communication)
	<i>Lunch</i>	
10' 14:00-14:10	Sha	Energizer / indoor or outdoor / involvement (level of activity, ease and relaxation, freedom of volume and movements on group and personal level)
25' 14:10-14:35	Toss a name (with reflection)	Ice-breaker, name-game, cooperative game / indoor or outdoor / involvement, name-learning, group dynamics (paying attention to each other, communication)
10' 14:35-14:45	Peg tag	Energizer / indoor or outdoor / involvement (level of activity and temper on group and personal level), physical contacts
	<i>Break</i>	
15' 15:00-15:15	This is my seat!	Icebreaker, energizer, name-game / indoor or outdoor / involvement, level of activity, name-learning, physical contact
30'+15' 15:15-16:00	Monster (with reflection)	Cooperative game / indoor or outdoor / group dynamics (collaboration, strategy, different roles, communication, trust)
	<i>Break</i>	
30' 16:20-16:50	Expectations, best hopes	Setting expectations, team building / indoor / activity, cooperation (sharing, topics, deepness, reflectiveness), trust building, attunement
30' 16:50-17:20	Contracting	Setting Agreements, frameworks of program / indoor / cooperation, activity, reflectiveness, topics, deepness,
10' 17:20-17:30	How are you?	Closing, reflecting on 1 st day / indoor / first feelings, impressions, level of energy and (self-)expression
	<i>Free time, Room assignment, Dinner</i>	

Short description of games, activities

Introduction by dice

Participants and facilitator stand in a circle. Facilitator gives a box of dices to one of his/her neighbour and ask him/her to take a dice, than submit the box to one of his/her neighbour, who does the same process... and the box goes around till it arrives back to the facilitator. Then facilitator gives an empty plate or box to one of his/her neighbour, and ask him/her to roll his/her dice in the plate, then share as many information about himself/herself (additionally to his/her name) as he/she has rolled.



Bumm

Participants stand in a circle, the facilitator is in the middle. When the facilitator points to someone and says “bumm” than he/she crouches and the two neighbors are dueling by saying each other’s names. The winner is the person who pronounces first the name of the other participant. After a few rounds ask participants to find a new place in the circle, then start the game again. You can repeat it a few times. After a few more rounds you can play it as an elimination race.

Sword and Shield

Participants stand in a circle. Facilitator asks participants to raise their left hand as if those were holding an imaginary plate. Then he/she asks each player to raise his/her right hand and point into left palm of his/her right neighbour. Everyone’s left palm is the shield, and his/her right hand forefinger is the sword. So finally everyone’s sword is in the shield of the other person and the game may start. When they see or hear the signal, they have to pull up their sword as quickly as they can. At the same time they have to try to catch their neighbour’s sword by their shield. As a facilitator, you can try to hoax participants by pretending similar signals. Or you can ask participants to close their eyes. After a few rounds you can also ask participants to find a new place in the circle, then start the game again.

Walk through the circle

Participants stand in a circle. Facilitators are part of circle too. One of the facilitator starts walking (not in a hurry) through the circle to the opposite side of it. Participant can ask questions. While he/she answers a question, he/she has to stop, then restart his/her way. As he/she reaches the opposite side, no more question is allowed. All of the facilitators perform the same process, then they can ask participants who would like to walk through the circle. It is important to assure participants it is OK not to answer a question. Sometimes it is better to clarify in advance what kind of issues and questions are not appropriate. Facilitators can guide the group by their questions.

Blow the wind on those, who... –

Facilitator asks all participants to take a square carpet (that will be thier ‘home’), then ask them to form a circle and stand onto their carpet. Facilitator stands in the center of the circle. He/she starts as the “Big Wind”. The Big Wind raises both arms and spins around, while saying the following: “The Big Wind blows _____”. The blank must be filled with a true statement about himself or herself, such as “The Big Wind blows everyone who has been to Budapest” or any other true fact. At this point, any of the players who share this characteristic (including the person who is currently the Big Wind) must leave his/her home and quickly find a new one. For each statement, no player is allowed to step back on the same carpet or a carpet directly adjacent to his or her previous place. The Big Wind try to find a home too. One person will be left without a home. This person becomes the new “Big Wind” for the next round. Facilitator can change topics, limit type of characteristic or name certain category... or just let the group play till they enjoy it.

Dimension Gate

This is a group jump rope activity. Facilitator needs a long rope and an assistant to turn the rope together. Everyone gathers on one side of the rope. The goal is to have all participants go through the



rope to the other side without getting hit. If someone is hit, the entire group needs to start over. Once the group gets through (one by one), toughen the challenge by seeing what the fewest number of turns of the rope it takes them to reach the other side. See if they can do it in just ONE turn of the rope. During game facilitator can ask questions: What worked? How can they support, help each other? Do they have a strategy?...

Sha

The group forms a circle. Each participants put their two palms together and standing with their arms in front of them. One person starts the game by raising his/her arms up, then shouting “Sha” and swiping his/her arms at the same time towards someone else in the circle. The person who was pointed has to defend him/herself by swiping upwards and shouting “Sha”. The two neighbors of that person have to say “Sha” while swiping their hands towards each other. The person who was pointed at starts again with “Sha”. The game has a rhythm. Everyone should try to keep it. This rhythm can get faster and faster as the game goes on. When the group starts to understand the game, you can play it as an elimination race. If anybody messes up or is late, they have to exit the circle. The game continues until only two people are left. Facilitator has to warn the team not to harm each other, as it is an imaginary fight.

Toss a name

Participants stand in a circle (not too far apart and not too close together). Facilitator can start the game. He/she holds a ball or a plush. Before tossing it to someone he/she say ‘From <His/her name> to <participant’s name>’ then tosses it to that participant. The person who catches it says his/her name and toss it to someone else who has not yet received the ball and so on... Generally, the objective is to pass the ball around the circle without dropping it or tossing it to a person who has already received it earlier. (If it happens, penalty can be that the group restarts until completed without dropping or missing.) That continues until everyone in the circle has received the ball once. Facilitator can decide if he/she tells the participants that they need to remember who they tossed the ball to and who they received the ball from. In the second round the ball/plush should go in the same order as first time. Then in the opposite order, still with names. (Facilitator can measure time in each round.) Facilitator may ask the team to make it faster... and faster. Or ask the team, what would be the shortest time they can manage to accomplish the task. After this new items can be introduced, step by step.

During rounds, facilitator may ask participants how they can help each other to make it easier to catch the ball/plush, what can help to speed up the process, how they can avoid collision of items. For a more “team-building” type game keeping the rules in place with 4-6 items are enough. For a more “ice breaker” type game as many items as possible is allowed. :-)

Peg Tag

As it is a tag game, it needs larger and not slippery field. Facilitator hands over each participant a certain number of clothes pegs. They can start with one peg, but 6 – 8 pegs is also a good number. Participants have to fasten it/those onto their clothes (avoiding “personal” areas). Facilitator has to mark out an area that will allow the group to be able to run around and tag each other and not be too cramped. He/she has to warn participants the risk of collision and slipping. On the word “Go” participants are to



steal a peg off someone and peg it to themselves. It is not allowed to put the peg in unnoticeable areas. It's also forbidden to cover the pegs by hands. It may occur that the peg falls to the ground, while someone is trying to fasten a peg onto someone's clothing. In this case the peg belongs to the one who is attempting to fasten it to another member's clothes. The person with the most pegs at the end of a given time (1-2 minutes a good time limit) is declared the winner. Or facilitator can just simply ask, 'Who has at least <a certain, not too large, not too small> number of pegs?'. And congratulate on it. After this, pegs can be redistributed and restart the game, but with reversed rule. This time participants have to put their peg onto someone else. The winner is the person with the least amount of pegs.

This is my seat!

The group sits in a circle. There is an extra, empty chair in the circle. Facilitator stands in the middle. His/her job is to sit down on an empty chair. The others can stop him/her in doing this by being quick enough. The person to the left of the empty seat has to put his/her (right) hand on the seat and say "This is my seat!" After doing so, he/she sits on the new seat. Now his/her old chair will be free. The next person also has to do what the first person did: put his/her hand on the chair, say "This is my seat!" and sit on the empty chair. Now his/her old chair will be free. The THIRD person has to put his/her hand on the empty chair and say "This is <name>'s seat!" where he/she says the name of someone instead of <name>. The person who he/she says has to run there and sit down. For example he/she says "This is John's seat!" John will run there and sit down. Now John's old seat will be empty. The game starts again: two people will sit on the empty seat next to them, and the third person has to call someone else. If the person in the middle can sit down somewhere (on a seat where no one has said 'This is my seat!' or called a name yet, respectively), then the person who was slow to call will go in the middle. If somebody confuses sentences, he/she will go in the middle.

Monster

One chair for each participants, plus one empty chair distributed in a large space (no specific disposition, there are some chairs in the middle, facing into different directions). Each participants sit down. The facilitator is the Monster. The goal is to prevent the Monster from sitting down for <1, 2 or 3> minutes by taking a seat before he/she can. Facilitator starts the chronometer and walk (do not run) in the room trying to sit on the empty chair. Team can successfully do this by working together. They can do it by moving and sitting on the empty chair (each move leaves an empty chair somewhere in the room). Rules: no chair may move (not even a slip). None of the team member may touch the facilitator: holding, blocking, pushing ... are forbidden. It is not allowed to sit back on the same chair. After standing up (or just rising up from the chair) team member has to move to an empty chair. When the facilitator wins a few times (it takes a few seconds to win), give the team some time to do a retrospective and define a new strategy. Try the new strategy: the facilitator will win again ... do a retro and try a new strategy... Repeat the processes ... until the team find a winning strategy.

Expectations and best hopes

Facilitator divide the team into smaller groups (3-4 person/group) in any chosen way. Children often shy to speak in front of a "crowd", but they may express their thoughts and feelings in smaller groups. Facilitator ask groups to think about their expectations regarding the whole program. Ask them some



question step by step. First, he/she encourage them to imagine that the best things will happen, this few days will be great and when they will return home, they will tell about this to friends. What would they tell about it, when friends asks them "What was it like? Why did you enjoyed it?" Let's discuss it and take some notes for a few minutes! Second question: What can they do themselves to reach this imaginary great state? How can be their contribution to it? Discussion and notes for a few minutes. Third question: What can the team do for it? What would they ask from the others that help them feel better and reach that imaginary great process? What do they expect from each other? Discussion and notes for a few minutes. Last question: What do they expect from the trainers? Discussion and notes for a few minutes. After these the group open and form one big circle. Share their thoughts, ideas, notes step by step. (If notes were taken on post-its, those can be placed on a special chart prepared for this activity.) ---> Based on this discussion team can step forward for contracting.

Contracting - Setting Agreements and Frameworks

Facilitator asks the group to think about what will allow them to feel safe and happy when they work/play/live together. He/she guide them to go deep. It may takes longer time. Let team members reflect on themes like: respect, participation, active listening, communication, body language, eye contact, compassion and cooperation, responsibility, safety (physical and mental) + group secret + challenge by choice + smartphones... After or meanwhile discussion, as soon as sufficient agreement has been made (by group consensus), they write all the components on a large sheet of paper and post this agreement in a prominent space. Facilitator makes some addition according to house rules and laws (no alcohol, no drug, no sex...) Facilitator can decide if he/she wants to start a discussion about consequences of breaking group rules. Depending on facilitator's decision the contract can be signed or initialed by all participants at that time or on the following day when facilitator may invite any changes or additions and ask the whole group to sign/initial after that session.

Finally, it worth inviting participants to reflect on how it felt to create their own agreements.

How are you?

Closing of the first day's activity. The group sits or stands in a circle. Pictures are distributed all around on the floor. Facilitator asks participants choose a picture which expresses their feelings at the end of the day. When everybody has chosen and all of them sit/stand in a circle, they are asked to show their picture in front of themselves and tell some words why they have chosen that picture. (This later activity can be optional.)



6. Prejudices, Discrimination and Stigmatization

by Luka Miletic, Croatia

Description of the target group

The target group is the group of young people (aged 18-25) who are „working” immigrants, meaning they came to Croatia in order to find a job and be situated in Croatia as being a member of the European Union. Members of the minority group are coming from Bosnia and Hercegovina, Serbia, Albania, Kosovo, Macedonia and Turkey. In average, the members of the group have been residents of the city of Zadar, Croatia, no longer than a year. There is no institutional organization that connects them all, e.g. some association, but rather their free will and mutual connections that get them together. The group consists of not more than 15 people. They come from different backgrounds, meaning they are of different skin color, culture and religion. The common thing that they share is that they are economic immigrants, they came to Croatia to find better job opportunities and better standards of life. Some of them are already employed, some of them are unemployed because they have just arrived in Croatia and some of them are looking for suitable job opportunity that will provide them an income even out of the summer season. So, they are recruited for job places which do not require higher school of university degree, but some experience in tourism activities. They are mainly involved in restaurants, barber shops and coffee bars working places. Some of them are included in the courses of the Croatian language as they want to stay in Zadar for good. Thus, they want to be included as much as possible. The others are facing problems with getting visas and working and residence permits to move to other countries such as Germany, Austria or even Sweden and Norway. Their future goals are to find a place where they can be situated for longer period of time, meaning a place where they can start a family. As they are young people from 18 to 25 years old and without permanent resolution of their residence question, they are not involved in serious relationships. Their biggest issue in daily life is how to find a way to communicate with local people, except using English language.

Organizer's goals with the program

The main goal of the Day Program for Minority Community is to talk about prejudices, stigmatization of the minorities and everyday problems that minorities face within local community. The concept of the program will be based, on one hand, on the real-life experiences of the discrimination, prejudices and stigmatization that were aimed towards participants as minorities. The aim of the exercises that will be involved in this part of the program is to try to speak openly about the problems within local community that concern immigrants and foreigners, especially when it comes to finding a job or while working. My goal would be to hear different stories of those young people and to examine what I can do as a local to make something better or what changes I can do to make something more positive. On the other hand, the aim of the Day Program will be to raise general awareness what prejudices, stigmatization and discrimination mean, what impact they can have on individual's life, how they create a picture of a world, places, people that surround us. This part of the program will also be aimed at examining and sharing real-life examples and experiences that participants of the group have been involved in, but not as the object of the discrimination or prejudices, but this time as an active factor, meaning they were



involved in discriminating others or creating different prejudices about others. This way I want to create an awareness how prejudices can work, i.e. how individuals can be found in a role of passive, but also of an active factor of the prejudices or any kind of discrimination or negative behavior. I would like to talk about my experiences as well, to communicate easier with other participants. At the end, the change that I want to create is to encourage participants to think about some prejudices that they have and to think about the way to meet themselves in situations that involve meeting people coming from different backgrounds that the prejudices are directed to. On the other hand, I want to encourage them to think about the ways how participants as the members of the minority group can have a positive impact on the local community that will have the result of the feeling of better inclusion and better understandings towards them.

Program plan with activities

Materials needed

- a computer, projector, rope,
- videos related to discrimination and prejudices,
- pictures of different people which will be examined,
- questionnaires – relating to experiencing discrimination and prejudices and relating to opinions and thinking about stigmatized group of the society
- markers of different colors, posters, pens, paper

Further information

Working language: English

Number of participants: 15-20

Profile of participants: young people aged 18-25, employed or unemployed, immigrants, economic immigrants, minority citizens

Location of the program: Indoors - Hall for Youth

TIME	TOPIC	APPROX. DURATION
10:00	Introduction - introducing myself, my motives, reasons why I want to work with young people and immigrants	15 min
10:15	Introduction of the participants - meeting with others, introducing themselves - introducing through warm-ups and ice-breakers	30 min



10:45	Meeting with the topic of the day – part I - talking about the discrimination, stigmatization and prejudices as being a targeted member of the society	45 min
11:30	Reflection	10 min
11:40	Break	20 min
12:00	Warm-ups	20 min
12:20	Meeting with the topic of the day – part II - talking about the discrimination, stigmatization and prejudices as being an active factor in the mentioned processes	50 min
13:10	Break	5 min
13:15	Closing and reflecting - talking about the situation in the local community - what can be done better - what can we do better	20 min or longer
approx. 13:45	Closing	

PART I – INTRODUCTION

Introducing myself or my group, organizers (15 min)

At the beginning I will introduce myself to the participants. In this way I would like to talk about my profession, my education and my current working or recreational occupations and preferences. I would like to share my goals and motives why I want to meet new people, why I want to work with young people with different backgrounds, especially young people as immigrants or minority representatives of the local community. Also, I would like to share my experiences regarding different projects and programs that I was involved in and to talk about how they influenced or affected my life and career. This can be applied to other members of the organizing team.

Introduction of the participants (30 min)

In this part of the Introduction I would like each of the participant of the program to introduce him/herself stating their name, where do they come from, what is their occupation or profession, when did they come to Croatia and why and in short sentences to state what is their future plan. It is a plan to do this in a circle, sitting or standing.

Warm-ups/Ice-breakers – In order to meet each others and to memorize our names I will use different warm-ups and ice-breakers.

1. warm-up – Participants of the group are standing in the circle and each of them are mentioning their names. With the name they will have to make a body move that will be accompanied with their name. The alternative for the body move can be the sound of the animal or any other voice. After each



participant has done so, we will start introducing ourselves doing the same, but this time, in the second circle, each participant who's turn is to introduce him/herself has to repeat all the names and body signs of the previous participants. Thus, the last participant will have to memorize the names and the body signs of all other participants before introducing him/herself.

2. warm-up High 5 friend – Participants of the group are moving slowly around the room. The first task will be to find a person who will be their “high 5 friend”. When they find such a person, they will have to give high 5 to each other. Thus, they will have to choose a “leg-friend”, meaning they have to tap each other's leg and a “back-friend”, meaning they have to tap with each other's back. This warm-up will include further exchange and moving of the 3 picked-up friends on the sing of the organizer.

3. warm-up World map – Participants of the group are creating a world map across the room according to a place where they come from, where they want to travel to and at the end according to a place they want to live in.

PART II – MEETING WITH THE TOPIC AS TARGETED MEMBER OF THE SOCIETY (45 min)

Type of activity: self-development and raising sensitivity on a given topic

Introduction

While sitting in a circle, I will open a topic of prejudices and stigmatization in a way that we openly mention some examples of the prejudices that concern firstly countries they come from, but participants can mention some prejudices concerning other countries as well. We can move further from countries to some other objects of the prejudices, e.g. rich and poor people, people living in the north and the south and similar.

Video:

I will show a video that is related to the prejudices and discrimination of a people that are similar to the members of the group, i.e. a videos that are related to the discrimination of the people of different color or religion. For this part of the program a projector, laptop and other equipment will be needed in order to show the videos with the picture and the sound. The concept of the videos should be in regard with the situation that the members of the group might have experiences or might have been evolved into.

After showing the videos, I will start a conversation with the participants about the situation in Croatia. This will include a conversation of the mutual exchange of the experiences that participants might have been involved into while being in Croatia or in other countries as well.

After sharing the experiences or stories, or stories of their friends if there are any, I will talk about the discrimination, prejudices and stigmatization. This will concern the explanation of the terminology, what those words mean and how they can influence people in everyday situations. The special word will be put on the term of the stigmatization and what bad consequences it can have on individual's life and further development. Also, I will give some basic information about the legal perspective when it



comes to the discrimination and what does it include, what rights do individuals have and how they can enforce them.

After the educational part of the program, I will hand the participants a questionnaire that is in regard with their personal life experiences when it comes to prejudices, discrimination and stigmatization. The questions will be formed in a way that the participants are seen as the victims or the targeted group of the mentioned processes. In the situations mentioned in the questionnaire, the participants might relate as object or passive factors of the processes of the prejudices or discrimination. Some examples of the questions will be: Have you ever felt discriminated because of your sex? Have you ever felt discriminated because of your skin color? Have you ever felt ashamed of your religion?

The last part will include the exercise where participants share their experiences based on their position in the room. For this exercise a rope will be needed to make two parts of the room. All the participants will be placed on one side of the room. I will read the questions that will be similar or the same from the questionnaire. If the participant sympathize with the question, meaning he or she has experienced or felt the situation from the question, he or she can step out of the group and cross to the other side of the room, i.e. step across the rope and turn to the other participants facing them. It is up to participants what they want to share. When reading the next question, the participants must go back to the other side of the room. And this process is done from the beginning each time the next question is read. This exercise includes sharing while using only our body and the position in the room, without any verbal communication. At the beginning I will use some questions which are not that serious, that the participants will not attribute too much emotions to them, e.g. Step across if you like pizza with pineapple or Step across if you do not know how to drive a bike and similar.

Reflection (10 min) – The participants will be called to share their feelings about the exercise, how did they feel while being on both sides and similar.

PART III – MEETING WITH THE TOPIC AS AN ACTIVE FACTOR OF THE PROCESSES

Type of activity: self-development, self-criticism and raising sensitivity on a given topic

Warm-ups (20 min)

After the break, I would like to warm-up participants once more for the next part of the program. Thus, I would repeat the ice-breaker of the “high 5 friend”. As the main warm-up I will propose the game “Hi-Hay-Ho” or known as “Sha Samurai”. This game will help us to get to movement again as it includes body moving and requires some level of concentration.

Meeting with the topic of the day – part II (50 min)

The second part of the program is meant to focus on how we percept the world, things, people surrounding us. It is also meant to encourage participants to think about their behavior and the way they might have made prejudices or have discriminated someone in different situations. For the start I



will show several pictures of different people dealing with different life situations. The pictures will be only shown partly, meaning the whole picture will not be seen. The point of the pictures is that they might lead to one obvious conclusion, but the real picture shows something different. For example, a lady that performs catwalk, but the whole picture shows a woman in a wheelchair, or a soldier that picks up the flower while holding the gun and similar. The participants will have opportunity to think about the picture and the person on the picture in 7 seconds. After 7 seconds they can write their first impressions or opinion about it on the paper.

After examining the pictures, I will hand the participants another questionnaire which will be constructed of the questions that they might encounter in their real life, concerning their residence, establishing relationships, establishing friendships, being a roommate with someone and similar. The questions will be aimed at some groups of the society that experience stigmatization and discrimination. Some example of the questions will be: On a scale from 0-5, meaning 0 - I definitely would not like to, and 5 - I definitely would like to, would you enter into a friendship with a person who is: a former alcoholic, a former drug addict, a former prisoner, a person who was hospitalized in a mental hospital. The same group of the people would be subject of the similar questions like: Would you enter serious relationship with mention persons, would you be a roommate with that person and similar.

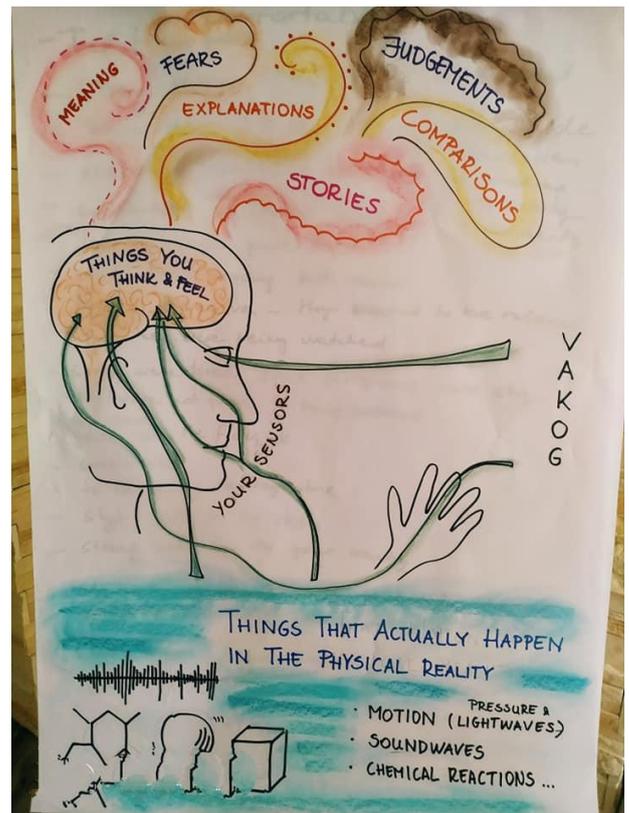
After answering the questions from the questionnaire, I will move back to the pictures that were examined previously. This time I will give the full picture of the person and the full information about the person on the picture. The pictures will now show the whole image that stands behind that person. I would like the participants to think about the pictures individually and give them opportunity to comment what they have written on the paper and give some reflections. This will lead to the talk about how prejudices work and how our brains function when it comes to the perception of the world and the things surrounding us. This will particularly put emphasis on how our brain automatically creates different stories, backgrounds, judgments, explanations, fears to things that we percept in the world while they do not represent more than what has been seen physically. For example, how our brain creates a story out of the simple ball or a tree that stands in the nature. I will briefly mention the concept of Neuro-Linguistic Programming Therapy or NLP training – VAKOG (please find more information about the mentioned training on the following links:

https://www.psychologytoday.com/intl/therapy-types/neuro-linguistic-programming-therapy?fbclid=IwAR2_Gk-sOvbo02J4wTTVrJZgvRDiWtJIpnMmSA-iT-pWg8fbHTf6aiFYIvM and https://www.nlpworld.co.uk/nlp-training-vakog/?fbclid=IwAR2Ney1yvOHpXuGmUI2ErMtORQmAuHbAzB_36s9IZ2Tcx2WRJP_6DC-rrL0).

At this point, once more I would like to show to the participants videos that concern the life of the members of the group that are the most stigmatized in the society, i.e. the people who were the subject of the earlier questionnaire – former alcoholics, drug addicts, prisoners and people with mental disorders.



At the end of this part of the program, as part of the reflections, I will invite the participant once more to be part of the exercise that was done earlier during the day which included their body movement and crossing over the rope as their response to the questions. So, I will read some questions which will be constructed in a way that the participants will be asked if they have ever discriminated, stigmatized someone based on some features or appearances of others. Some examples of the questions will be: Have you ever found yourself in a situation where your prejudice was proven wrong? Have you ever discriminated a person based on their addiction problems? Have you ever discriminated a person based on their skin color? If the person feels positive about the question, he or she is free to step on the other side of the rope that is set on the floor and face the remaining participants. The same will be done for each question.



After this exercise, I will hold short reflection and give participants the opportunity to examine their feelings during this exercise and compare it to the previous one that was held at the beginning of the program. This way I would like them to think about how life situations can be reversed and how actively and passively we can participate in the processes of the prejudices and discrimination.

PART IV – CLOSING AND CONCLUDING

Type of activity: team building – plans for the future

In the end I will call participants to talk about the prejudices they have, or they had about Croatia, especially before coming to Croatia. I would like to hear their experiences and examine if those prejudices still exist. I would like to focus this conversation inclusively on local community and local people. To sum up, I would like to talk about two important questions here. Firstly, what are the thoughts of the participants what can be done better in the local community to include minorities more and to make them feel inclusive. The second important question will be what can they, as minorities, do to participate more within local community and to meet others?

IN ADDITION

My thoughts on the inclusion of immigrants or minorities into local community

In a local community where there is no registered association which deals only with members of the minority, it is important to make a connection with the local association which deals with the youth in general. Young people who are actively participating and contributing within local community should encourage themselves to include other members of the society in their work, to adjust their programs



especially when it comes to language barriers. Thus, I think members of the minority group will get an opportunity to meet locals easier, but also it will be easier for locals to meet others spontaneously if they participate in the same activities as locals do. For example, if members of the minorities are given chance to volunteer with the locals, help them organize different events and similar. One more thought on how to include minorities easier in the community, which was great example in the city of Zagreb, Croatia, is to organize international food festival, where people who are coming from different countries, especially immigrant, get the chance to show the specialties of their countries and cultures.



7. Into the Wild - Expedition into your own self

by Élményakadémia, Hungary

Description of the target group

- any group who would like to improve their personal or group skills, are relatively healthy (able to hike and spend a night outdoors) and willing to spend a day or two in nature
- Ideal size is maximum 20-25 people. It is a big advantage if participants know each other

Organizers' goals with the program

- during an expedition participants get the opportunity to experience a different environment, different physical and mental challenges than what they face everyday, and in order to meet the goal of the program, they utilize different skills and underlying strengths
- by the end of the programme, we hope that participants realize that they are capable of more than what they had thought before, consider themselves braver, stronger, more determined, more resourceful than before
- to educate the young generation to love nature
- leaving the comfort zone, entering the learning zone
- broadening the boundaries of our own performance
- development of teamwork
- developing a sense of responsibility
- improving communication
- to develop decision-making skills
- developing self-confidence

Program plan with activities

Frames

- time (start: morning of day 1, end: evening of day 2)
- place (mostly outdoor, the preparations could take place indoors)
- equipment (see more detailed list later)
 - **hiking equipment for every participant, according to the weather (like boots, raincoats, backpack, flashlight...)**
 - **equipment for building shelter and camp**
 - **equipment for navigation**
 - **food**
- programme leaders should be trained in experiential/outdoor education, expeditions, wilderness first aid etc.



Short description of the activity

The participants themselves plan and organize a multi-day overnight tour in three groups. All three groups have well-defined task, thereby we can strengthen the sense of responsibility in them (as well).

Detailed description

Preparation - things to consider for the trainers:

- the composition of participants, age
- what is the tour's aim (where? why?)
- seasons, weather,
- map of the route, duration
- procurement of assets, (e.g. orienteering tools, cooking utensils...)
- exploring bivouac places in advance
- obtaining the necessary permits for protected, closed, private areas
- the purchase of necessary licenses for fire making in the woods
- risk assessment

Briefing:

1. We tell the participants that we are going to an expedition, that is entirely to be organized by them.

We list the tasks of the whole team in advance:

- follow the given path
- to visit the specified checkpoints (if they are)
- to organize the camp site
- at least x times to cook hot meals
- to overcome unforeseen obstacles - we can simulate an accident
- write a team anthem that contains the names of all the participants
- organize night's watch - fire guarding

2. We specify the time of leaving the center. By this time everything has to be organized, prepared, the team should be ready to start.

3. We establish three specific teams: a team responsible for orientation, a team responsible for equipment and a team responsible for food. We list all responsibilities of each team. We encourage participants to choose a team according to how much of a challenge they want to take. We emphasize that the level of learning/development is directly proportional to the invested work, so they should opt for the less convenient area.

3.1. Tasks of the team responsible for orientation:

- learn the basics of navigation, lead the team on the expedition
- collecting data about the route
- preparation of the route plan
- schedule time (plan for rest, buffer time)
- preparation of route outline (height levels, selection of trails, distance)



- calculation of the duration of the tour
- finding the overnight place (bivouac)
- keep the distance between tour mates according the ground plane and the characteristics of the terrain (free plane zones, dangerous slopes, rebounding branches)
- risk management: possible accidents and hazards, raising awareness of dangerous plants and animals, weather conditions, how to behave in the nature, rules of hiking
- preparation of fireplace
- collection of wood for the fire, after finding the camp site
- preparation of toilet
- First Aid
- presentation of information for the rest of the team

3.2. Tasks of team responsible for equipment:

- assessing health conditions
- preparing personal equipment list
- preparing team equipment list
- checking equipment
- returning borrowed equipment
- presenting the group and the personal equipment list for the rest of the team
- safety of the food (for the night food should be packaged in a way that wild animals don't smell the smell and has to be put at least 4m high)
- to build up the tents from tarps

3.3. Tasks of team responsible for food:

- organizing meal times
- purchasing food
- preparing meals
- purchasing and packing of utensils needed for preparation and for consumption of food
- fire protection compliance
- trash management
- presenting information for the rest of the group

4. We tell each group which trainer/ programme leader they may ask for information and help, after we set time frames, while the teams separately prepare for the expedition (they organise their own work, prepare their presentation for the whole group)

5. Preparation of the three groups. Tasks of the trainers responsible for certain groups:

5.1. Tasks of the trainer dedicated to the team responsible for orienteering:

- teach how to use the map and the compass.



- show how to use visual aids
- asking for drawing a map, that contains all the information for presentation for the others

5.2. Tasks of the trainer dedicated to the team responsible for equipment

- support teams if needed to write the lists
- show the different versions of building up the tents
- make a list about what has been borrowed from the store
- check the equipment that they bring back (they should be clean and free from damage)

5.3. Tasks of the trainer dedicated to the team responsible for food

- inform the group what is the budget they can spend, they cannot bring food from the kitchen except spices
- to ensure that the planned meals are suitable for everyone (vegetarians, food sensitivities)
- make sure that carbohydrates are adequate to participants, it is sufficient food for everyone
- check their equipment list
- go shopping with them

Required equipments for participants:

Personal checklist:

sleeping mat, sleeping bag, backpack, spare cloths, hat/scarf/gloves, cap/ sun protection cream, long trousers, rain jacket, hiking boots, torch, personal hygiene products, 2 l bottle for drinking water

Checklist for the whole team:

axe, matches/paper, tarp(s), ropes/strings, spud, compass, map, whistle (min 2pcs), paprika/pepper spray, First Aid kit bag, toilet paper, trashbag, big cooking pot, utensils, plates

Required equipment for instructors:

personal checklist: sleeping mat, sleeping bag, backpack, spare cloths, hat/scarf/gloves, cap/ sun protection cream, long trousers, rain jacket, hiking boots, torch, personal hygiene products, 2 l bottle for drinking water

obligatory checklist: First Aid kit, tarps, ropes and strings, match, compass, map for instructors, whistle, paprika/pepper spray/signal flares, penknife, mobile phone, grape-sugar and chocolate, gas cooker, official papers, identification card, application forms of participants

6. Start. From this point, the trainers,/leaders are only in an observer role. They do not affect the team's decisions, they are watching the group processes and look after the safety of their participants. They act as a facilitator. They might lead conversations aimed closing or evaluating the day at evening bonfire.



7. Arrival, cleaning and returning the equipment.

8. Debriefing: At the end of the program we thoroughly talk about what happened, use the lessons learned. With the support of the program leader participants are analyzing, reflecting on the events, and on the changes. In order that the changes, the effects of the experience are maintained on the long run, and also in order that the patterns of new behaviour, problem solving and motivation is ready to be applied in home environment. (according the debriefing best practice record)

Results, report

Expedition provides intensive common experience and group bonding effect. Participants experience their skills and are confronted with their weaknesses. It develops individual and group decision-making skills, communication skills, leadership skills and participants win courage and self- confidence.

The physical part enhances vitality, fitness and courage, participants have the chance to overcome their internal barriers. The „project” part impacts the development of independence and creativity.

Teachers/educators experience how to „let go” participants, they can observe how they react to situations they are not comfortable with, what to whom and when you can bet, what hidden abilities one can own, and what are the weaknesses that can be developed in the future.

On the long run

It helps leaving the comfort zone thus provides longer lasting learning and change. It can be used individually as therapy and teaching method, as well as a module integrated with other therapeutic and teaching processes thus increasing their impact.

The expedition is reached on the basis of joint work and the consequences are based on shared responsibility. For reaching success everyone is needed , so will the motivation for keep on working together appear and it develops autonomy, self-reliance as well, since the tasks are fragmented into subtasks, so at the end the solution is a one complete.

Risks

What can hinder the success of the best practice is the lack of assessment of various risk factors, or inadequate management that is done by the expedition leader(s) environmental risks:

- animals, water, weather,
- accident, in case of injury what is the First Aid procedure, etc.
- non-compliance of the principle of gradation e.g. it is no recommended to start straight an expedition with brand new group of people since don't trust each other at all

Solution: as a participant you should experience expedition and you should practice it several times with an experienced colleague. With sufficient experience and detailed planning most of the risks can be eliminated.



8. All coming together

by Francesca, Italy

Description of the target group

The target group is composed of seven people: three from Africa, two from Tunisia, and two from Pakistan. They are between 17 and 18 years old. They all live at the centre and share a past experience of migration. Some people of the local community will join in for the activities, both young people and adults.

Organizers' goals with the program

To bring laughter and lightheartedness contributing to narrow distances among all participants. To generate actions that promote a better sense of community and belonging. To provide acknowledgment of the great qualities present on both sides, in each individual and how these can create better human and social bonds. Lastly, I want to offer a day well spent performing activities that are also adequate to the age range of the migrants. The main goal is to bring cohesion between both groups with specific thought activities throughout the day.

Program plan with activities

9 O'CLOCK – 10 O'CLOCK: INTRODUCTION (indoor)

- 20 min: Self introduction mentioning name, age and origin
- 20 min: Equipment: Tarpaulin. Consists of a game dividing the group in two with a tarpaulin. Each time the tarpaulin is lowered one of the people in each side has to guess the name of the person in front of. The person that doesn't guess firstly the name joins the other team. The game finishes when everyone will be on the same side. This activity contributes largely to better learn and remember names and faces.
- 10 min: ICEBREAKING: This activity is done in order to help people to get to know each other better, making more visible different ways of communicating. The group is asked to form a circle, keeping close distance between each other. . At a turn, each of the members is asked to suggest a cordial salutation along with an appropriate verbal mode. Then all of the other members are asked to repeat this salutation. . At a turn, each of the members is asked to say which is their favorite animal by imitating its movements and sounds. At a turn, each of the members is asked to say which is their favorite food and how is it done in general terms. At a turn, each of the members is asked to say which is their favorite sports activity and if they have a favorite sports person.
- 20 min: Equipment: markers and papers. SELF DISCOVERING: through the drawing explain your identity, your personality and your culture.



10 O'CLOCK – 11 O'CLOCK: COMMUNITY RULES (indoor and outdoor)

- 20 min: It is asked of the participants to write about their dreams, like, for example, what would be their dream job, how would they spend a perfect day or how would they help the community improve if they were the president.
- 10 min: A general definition of community is presented and it is asked to improve this definition in an open group debate.
- 15 min: Discussion of some of the values of the community such as: the right to safety, social empathy (take care of each other), commitment and engagement (how can i improve community and do my part), respect (for others and the limits of individual freedom), resilience (positive attitude towards personal and community goals).
- 15 min: Equipment: rope. This is a classic outdoor game that involves jumping around the rope. Firstly it is asked to perform alone and then together with more people. This is a functional exercise that improves team working and team building. Encouraging teamwork and active following and contributing for the community rules.

BREAK OF 15 MIN. - A small break where some drinks and snacks will be shared.

11:15 – 12:15: PRACTICAL COLLABORATION, TEAM BUILDING: indoor.

- 15 min: Equipment: rope, indoor game > This game is played by standing on top of a rope, one person close to another, move on the rope to create a perfect date of birth from January to December, without speaking or ever leaving the rope.
- 15 min: Equipment: rope, 20 spaghetti, one marshmallow and a scotch tape, indoor game > The group is divided in three. Then a challenge is presented. It consists in building a tower with the material supplied as much taller, stable and starboard as possible.
- 20 min: Ghost game: chairs are placed in the same number of participants, plus one. One member is nominated as playing „the ghost” figure. The role of the ghost is to walk among the chairs trying to find a vacant one to sit in. The role of the other participants is not to allow „ the ghost” figure to take a sit and for this they have to coordinate between themselves in order to occupy all chairs as best as possible.
- 10 min: Brief reflection on the activities held. Some questions will be formulated such as: What is your opinion about this activity? How did the group cooperate?

12:15 – 13:15: DISCUSSION ABOUT STEREOTYPES - RAISING SENSITIVITY, indoor.

- 20 min: A group of pictures will be partially displayed to initiate a debate. A few moments after the full image will be showed and the debate continued based on this.
- 10 min: The group will be divided in two. One group observes a situation and the other group is free to do as it pleases. Music will be played and it will be asked to the second group to dance, move around or simply stand still.
- 10 min: There will be a brief reflection about it. Then the group that observed will be asked to interpret what they saw. Discussion about sensory and sensitivity.



- 02:43 Video > „Colour changing card trick”
- 01:21 Video > „Selective attention test”.
- 10 min: Video > „Don’t judge so quickly” 04:23 min – Discussion - 05:16 Video DNA, Momondo, The DNA Journey.

LUNCH 13:15 – 14:30

14:30 – 15:00: WALK OUTDOOR, PICKING UP SOMETHING SIGNIFICANT – SELF DEVELOPMENT

15:00 – 16:01 TRUST: SELF DEVELOPMENT AND RAISING SENSITIVITY, indoor.

- 8 min: Music will be played. It is asked to pair up and one of the members in each duo starts with the task to guide the partner with the hand without touching. Then members change role.
- 8 min: Music will be played. Still in pairs, it is asked to follow the movement of the partner, copying his movements. Then members change role.
- 10 min: Still in pairs, it is asked to one member to cover the eye of another member and guide him around deprived of the possibility to see. Then members change role.
- 10 min: Still in pairs, it is asked of one member to face his back to the other. To complete the exercise the first member as to let himself fall back in order for the other person to hold him and prevent from falling to the floor. Then members change role.
- 10 min: It involves doing the same exercise but this time in a group. One person has to be in the center while all the others form a circle protecting him/her.
- 15 min: Reflection about the activities (It is asked to share opinion and thoughts on the activity developed as for example: what is trust for you? What it means trusting others?)

16:01 – 17:01 COMFORT ZONE: SELF DEVELOPMENT AND RAISING SENSITIVITY, indoor

Small debates will be held on the following topics:

- 15 min: The meaning of comfort zone - 5 min: How we face and deal with problems - 5 min: Presenting a map with areas of the brain - 5 min: Resources - 5 min: Experiential education - 5 min: Respect
- Followed by: 10 min: Game > In pairs it is asked to do a performance (in the form of: theater, dance, reading, painting or other forms of self expressing) acting a situation that can represent the meaning of comfort zone and discomfort zone. This activity is done to explain in practical terms how it is to be out of your comfort zone, realizing how you can react or feel.
- 10 min: At the final a brief reflection is held with a brief analyses of feelings, emotions and thoughts experienced.

BREAK OF 15 MIN. - A small break where some drinks and snacks will be shared.

17:16 – 17:51 TEAM BUILDING, COLLABORATION

15 min: Equipment: 6 cardboards. Designation: Swamp game.



It is asked to imagine a swamp scenario. The mission of the group is to cross it without falling into the water using for this sense 6 cardboards that help floating. Each time a member fails this and touches the water a cardboard is removed. If the person leave the carpet on the swamp after that it passed, the penalty will be to impound. The game ends when everyone has successfully crossed the swamp.. - 10 min: Brief reflection about the activity held. Questions about feelings, team work and active contribution to the task accomplished will be formulated. - 10 min: Hug someone that you feel grateful for what they gave you today.

18:00 – 18:55 CONCLUSION OF THE DAY, WHAT DO YOU BRING WITH YOU

- 20 min: Equipment:: markers and papers > To make a big drawing, all together, representing the day experienced. Marking the high points and the low points.
- 15 min: Brief analysis of the highlights.
- 20 min: It is asked to each member to outline their own hand on a paper mentioning different points in each finger, divide in the categories of things liked: things learned, things disliked, goals achieved and not achieved, open themed left to choice by each person.

Further considerations

My expectations are that this project can work for inclusion and integration purposes, because I know that these two, are very difficult to achieve, even more considering the times we face in present history. I hope that people can have fun in a pedagogical way and that it can be a different time spent from the other days. I have to pay special attention to everyone including the case of two Pakistani that arrived just one month ago, so they don't speak Italian or English rendering communication difficult. In conversations with the responsible for the centre, I understood that it was necessary to contact a translator for this purpose, someone who both speaks Urdu and another common language but it has been a challenging task to find someone for this role.

One of the thought solutions to deal with it was in fact to pay a visit to the local University (the Foreigners University in Perugia, where I graduated and have contact with teachers who teach in adjacent areas) place where probably I have better chances in finding someone sensible to this topic and with the necessary linguistic skills.

This is one specific case of integration, but it is definitely an example of what it needs to be done to make these new participants feel part of the group and hopefully also the part of the community. Also in direct conversations with the person who is responsible for the centre I was further informed of the general situation of the group. She gave me helpful suggestions that will allow me to better adapt to the dynamics of the group. Naturally knowing them better she described me particular situations that can improve the program and my approach to it. As for example she suggested to visit them, at least twice, before programmed day. She also mentioned that probably the program could be a bit too extensive, considering previous programs undertaken. This group gets tired and loses interest easily, so after reading the program, she suggested me to cut off a few parts better fitting this group.





Funded by the
Erasmus+ Programme
of the European Union



Partner organizations:

1. Active Youth, Lithuania
2. Casa del Cuculo Società Cooperativa, Italy
3. Center for European Initiatives, Ukraine
4. Élményakadémia Közhasznú Egyesület
5. Grant Team ESN Greece (Erasmus Student Network). Greece
6. International Labour Association, the Netherlands
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