

A manual for youth educators providing
workshop ideas on the topic of
multiculturalism

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Toolkit:

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Authors:

Zdenka Havrlikova, Lukas Nevrkla, Andrej Návojský, Nina Galanská, Zsuzsanna Bódi, Mate Miklosfalvi, Izabella Prystasz, Urszula Puchalska

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The materials provided in this toolkit represent the individual views of the writers and not general views of any institution.

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FAIR Team & Partners





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This publication was created with the intention to serve two goals:

1. To provide the reader with insights on how multiculturalism and diversity appreciation is promoted among youth and the general society in the four Visegrad countries from the perspective of four youth NGOs from Hungary, the Czech Republic, Slovakia and Poland.

The section “Multiculturalism in the V4 countries” aims to provide this information as well as the Messenger blog which you can find on the FAIR webpage <http://fundacjaaktywnych.pl/>

2. To provide the reader with possible workshop scenarios on multiculturalism which will help youth (14-17) to become responsible, diversity valuing open-minded members of a society, who want to promote those values among their peers.

The section on “Workshop Scenarios” is divided in four sub-sections which are divided based on the four Anti-biased educations goals (DermanSparks & ABC Task Force, 1989)¹ which aim to offer youth the tools for countering the toxins of racism, sexism, classism, and all the other ‘-isms’ on themselves and on their behavior towards others. Each sub-section, which deals with a specific goal, is providing workshop scenario examples provided by each of the project partners.

What are the Anti-bias education goals?

The first book about anti-bias education appeared (DermanSparks & ABC Task Force, 1989), building on a long history of efforts to address diversity, inclusion, and equity in early education. The aim of the goals is to make children successfully learn the tools they need to thrive in and challenge an inequitable world.

The four anti-bias goals are interdependent and essential for all children. They come as a package, each goal building on and strengthening the others. An effective anti-bias education program actively and daily practices all four goals.

The four Anti-bias Education Goals are:

(Identity) Each child will demonstrate self-awareness, confidence, family pride, and positive social / group identities.

(Diversity) Each child will express comfort and joy with human diversity, accurate language for human differences, and deep, caring human connections.

(Justice) Each child will increasingly recognize unfairness (injustice), have language to describe unfairness, and understand that unfairness hurts.

(Activism) Each child will demonstrate a sense of empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions

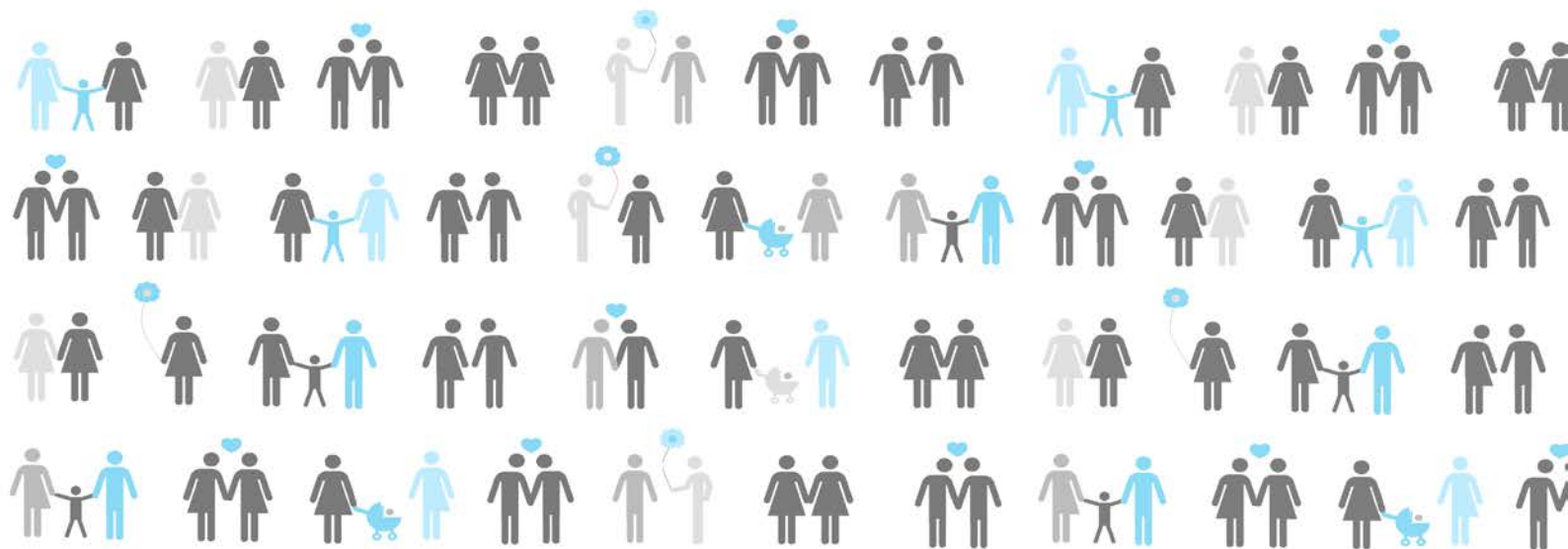
Derman-Sparks & Edwards (2010)²

1 Derman-Sparks, L., & ABC Task Force. (1989). Anti-bias curriculum: Tools for empowering young children. Washington, DC: NAEYC

2 - Derman-Sparks, L., & Olsen Edwards, J. (2010). Anti-bias Education for young children and ourselves. Washington, DC: NAEYC

One of the most common implementation mistakes is educators choosing to work on only some goals, instead of all of them. As a fundamental survival tool in a diverse world, everyone needs to accomplish both goals one and two. Through this learning, they come to understand how people share basic human needs, yet meet those needs in diverse ways. They come to understand the layers of human differences (family structure, gender) and find language to talk appropriately about difference. Silence about children's social group identities or about human diversity, leaves children vulnerable to the most pernicious, divisive messages, with no way to ask questions or to get help in making sense of what they absorb from the world around them. Goals three and four provide children with the critical thinking skills, the emotional convictions, and the strength to internalize goals one and two and to live strongly and bravely in a diverse and complex world.

It is not only important to act when we hear from youth hurtful stereotypes and misinformation but to prevent such behavior before it shows by providing to children and youth workshops which allow them to understand and deal with some of the most difficult issues in the society. Each society is different and based on that fact children and youth are exposed to various stereotypes. Therefore, workshops which aim to fulfill the anti-biased educational goals need to be adapted to the prevailing problems in a given society children and youth have to deal with. The following scenarios therefore might not fit-all but they aim to provide an idea on what can be done and are built on helping youth to deal with the currently most general issues children and youth are exposed to in the Visegrad region.



Multiculturalism in the V4 countries



Is Slovakia multicultural?

What are we talking about when we describe multiculturalism in Slovakia? Should we pinpoint the diversity in the society, the political approach to diversity management in the society or is it the multicultural education in schools? Well, you could talk about all of them – multiculturalism might stand for existence of different cultures on a territory at a certain time point, communication among different cultures, political programmes of building coexistence and cooperation of cultures or an ideal state of cultural coexistence. Therefore, in order to get “the whole picture”, we try to describe the ethnic diversity, political approach as well as approach to multicultural education in Slovakia.

Traces of cultural diversity throughout Slovak history

Slovakia is more known for its emigration history than for being a “melting pot” of cultures. But the historical background of the country was ideal starting point of accommodating different ethnic groups – Slovakia was namely part of a multi-ethnic empire. Through centuries different ethnicities found their way to current Slovak territory – e.g. Hungarians due to the common empire since the 10th century, Jewish community was established for the first time in Bratislava in the 13th century, Germans were invited to settle down from the 13th/ 14th century, Ruthenians (Rusyns) lived in the common/ close north-eastern areas. But these are just few examples of the different ethnicities who shared together the area of historical Upper Hungary (Horné Uhorsko). “Slovak culture” was thus mutually shaped under the influence of people of different ethnicities.

In 1910 Slovaks represented 57,6% of inhabitants, in 1921 it was over 65%. Nowadays, there are more than 80% people with Slovak nationality living in Slovakia. But there are not only the national minorities, who settled down in Slovakia in the course of time – Cubans studied, Vietnamese came as students during communism in Slovakia and gradually found their way to the Slovak labour market, Chinese community started to form after 1989 and its members were mostly entrepreneurs, Afghans were students or refugees, migration from South Korea is connected to high-skilled migrants concerning Korean investments into quickly developing automobile industry and electrical engineering. Although new minorities (people not officially recognized as national minorities, people with migration background, foreigners) are rather small in number, there is quite a diversity among people born abroad or with different citizenship (coming from Austria, Bulgaria, China, France, Italy, Poland, Romania, Russia, Ukraine, UK, United States, Vietnam, other).

Including cultural diversity into the current discourse

Despite the diverse population, Slovakia is very much clinging to the principle of ethnicity – and the internalization of this principle shows also the representative survey of 14 – 15 years old pupils in 2009 – almost half of the pupils (48,7%) assigned Slovakia the statute of country of Slovaks (not of people of various cultures). Another survey conducted in 2009 among adults on attitudes towards foreigners and migration manifested that in general Slovaks do not perceive cultural diversity as beneficial or natural and do not accept foreigners or cultural diversity in general.

So what about the 20% of inhabitants who do not possess the Slovak nationality? Well, first, the securitization of the minority discourse on the political level has contributed to the tensions in the society – and served as a political tool. One of the striking points is also current shift from negative perception of ethnic diversity to pinpointing the religious “otherness” instead. So basically, on the political level, the concept of cultural diversity has been mostly presented negatively – concerning Hungarians and Roma inhabitants (mostly) in the past and migrants, refugees and Muslims nowadays. Another factor is the fear of unknown – and this appears in the perception of majority both towards minorities as well as towards refugees. In Eurobarometer 2015 38% of respondents would feel uncomfortable if they worked with a Muslim person, 36% of respondents would feel uncomfortable if working with a Roma person. Furthermore, 45% of respondents in Slovakia thought discrimination based on ethnic origin is fairly or very rare. Another survey from June 2015 shows that more than 63% of respondents in Slovakia perceive refugees from Middle East and North Africa as a security threat. 48% of respondents in September 2015 even did not agree with creating atmosphere in society and adopting public policies for systematic reception of refugees and their integration into society.

Interestingly, in 2009 Slovak Republic in the Concept of integration of foreigners in the Slovak Republic admitted that it will focus on integration model which is based on mutual adaptation in the integration process, where foreigners contribute to the formation of common culture and the majority population respects them and supports the diversity. This is very much in contradiction what has been done and said in the political discourse recently – as Kriglerová and Chudžíková argue in their article and what is underlined by the statements of the government addressing Muslims and their monitoring. How much public discourse mirrors the political discourse, or is at least very much influenced by it, indicate the results claiming 47% of respondents considering the prime minister and the government for the most engaged actors. Moreover, 44 % of respondents perceive media as a source of information regarding refugees. Although NGOs are according to the survey not the main actors engaged in the refugee issues, they are a crucial part within the civic society partaking in and contributing to the discussion – whether on the research or methodological level or in the active involvement.

Is there a need of multicultural education in schools?

Children are very much influenced by mass media as well as social media. In 2009 survey showed that if pupils learn about minorities, foreigners, migration or diversity in general, they tend to perceive the cultural diversity more positively. Today, in 2016, the answer to the question might look completely different. In the era of media, schools lose their position as a main actor shaping pupils' attitudes. But still, basically, having multicultural education in schools as a cross-sectional tool should have an impact – achieving tolerance and respect towards the fact of cultural diversity and getting to know other cultures are also two of the targets for multicultural education in schools. In Slovakia, there is a relative freedom in the inclusion and teaching of multicultural education – some of the schools provide for students a separate subject, some schools teach multicultural education in various subjects. The schools might also consider whether they approach teaching multicultural education through culturally standard approach (learning about cultures) or through transcultural approach (learning about identities). The targets and content of multicultural education 2011 and 2012 also states that aims of the MCE on different levels is to convey children the understanding of diverse world, to develop their ability of cultural self-reflection and individual involvement in cooperation within socially and culturally diverse collective, to support their respect towards other cultures, to improve the ability to consciously reflect own culture, behavior, communication and to deepen the understanding of intercultural relations in own as well as other cultural identities, which includes also critical evaluation of sources of information. Last but not least, more than 80% of pupils consider learning from people from other cultures as beneficial – as they can learn from them that, what they would not learn otherwise. The rhetoric question is then: How to increase diversity and understanding of diversity if the public is a priori against taking in people (refugees mainly) and politicians support the negative course of the discourse?



Multicultural Education from the Polish Perspective

In comparison to the other Visegrad countries, Poland is the most homogenous country in terms of ethnicity. 96,9% of the population defines itself as Polish. The majority of the population defines itself also as catholic. However, the population of Poland was not always that homogenous. Before the II World War, Poland could be viewed very much as multicultural country where people of various ethnic backgrounds lived together. The change from a multicultural to predominantly monocultural country, combined with the fact of being closed to much of the “outside” world under communist rule till 1989, did not allow many Poles to experience cultural diversity. Till this date many children and youth do not have the possibility to experience different cultures in real life. Therefore, it is even more important that teachers bring into the classroom the topic of multiculturalism to make youth and children understand that experiencing diversity and be enriching and beneficial.

In Poland as in the whole of Europe, it is important that teachers, all generally educators, take advantage of the natural energy of youth, by making use of teaching methods which allow to reach the educational goals. This can be reached through an informal approach and modern educational methods that foster more effective learning by doing and experiencing, which are essential elements to allow for activation.

Animators, teachers and educators in Poland and abroad are often puzzled over attractive ways of imparting knowledge both in the teaching of science and humanistic topics but also in education for democracy, tolerance, respect for human rights and the promotion of diversity and intercultural dialogue (in particular the prevention of violent radicalization of young people).

In Poland we have a dramatic increase in the number of young people manifesting extreme nationalist views with at the same time societal acceptance for it. This type of behavior among young people is increasingly not only seen in football stadiums. Xenophobic behavior among young people we can observe in trams, cafes and school. In Lodz there are min. 10 secondary schools, attended by children with migrant background from Ukraine, India, China, Lebanon and Syria. However, we observe a large number of young people who exhibit a passive attitude in relation to manifestations of intolerance or aggression, disrespect for human rights and fundamental democratic values. Alone in 2016 there were two reported attacks of racist background. The last one was the beating of a 25-year-old Muslim woman, a student of the Technical University of Lodz, who was attacked in the city center. Beaten, because she was wearing a hijab. No one observed nor reacted to the event. What is known is that the attackers were young people. Representatives of other nationalities, particularly of color, say they do not feel safe in Lodz. According to statistics this problem is apparent in most large Polish cities, e.g. Warsaw, Lodz, Poznan, Wroclaw and Bialystok.



The number of prosecutions initiated based on attacks with racist background amounted to 1,365 cases in 2014, a year earlier – 835. In 2015 and 2016 the numbers increased slightly. In comparison, in 2010 there were only 182 cases. Surly, an increasing number of foreigners are also coming to Poland, but this growth does not explain why Poles slander someone because of his/her skin color or origin.

Hate speech also grows in strength on the Internet, especially among young people, who are natives in the interdisciplinary world of new technology and new media. The migration crisis, the media hype about further attacks in major European cities definitely contribute to the radicalization of views and actions of more than one adult Pole, and especially young people, who are just in the process of shaping their worldview by comparing different authorities and sources of information.

This is why it is so important that those who work every day with the youth and teachers are able to choose, in an appropriate manner to the age and experience of the youth, the methods to teach and talk about tolerance and multiculturalism. Hence, this is how the idea came up for a transnational workshop in a multicultural group of people working with youth from the Czech Republic, Slovakia, Hungary and Poland, allowing to develop and promote just such methods. As the organizers of this event we chose for this meeting especially the city – Lodz, which was once in Poland the largest melting pot of different cultures: German, Polish, Russian and Jewish.

The multicultural heritage of Lodz is evident in its architecture, history and memorials, such as the cemeteries. It is here that we want to discuss about why it is important to preserve and promote diversity in European cities and on how to talk about it with young people.



Multiculturalism in Hungary

Hungary due to its central location and historical events have always been a country where cultures meet. Nowadays Hungary is the home of approximately 640 000 people with non-Hungarian cultural backgrounds. [1] There are 13 nations recognized by the Hungarian law: Bulgarian, Greek, Croatian, Polish, German, Armenian, Romany, Romanian, Rusyns, Serbian, Slovak, Slovenian and Ukraine.[2] Beside the relatively big number of people from various cultures [3] the country can rather be considered as a homogenous country than a multicultural if we compare the numbers to other European countries.

In the Middle Ages, Magyars settled into the Pannonian Basin mixing with Pannonian Avars and Slavic tribes. In territories where Magyars were the majority other communities easily assimilated into the culture of settlers. During the medieval period other ethnic groups settled to the Pannonian Basin such as Germans, Italians and tribes from Eastern Europe. Only those cultures could remain that lived in isolated territories since others were culturally dominated by the Magyars.

After the Turkish Invasion there were people forced to settle (mainly from the Swabian Circle) and a large number of people migrated to the country in the hope of a better life (mostly Germans, Serbians, Bunjevcsys, Sokcis, Catholic Bosniaks, Croatians, Romand and Slovaks). Small amount of people migrated such as Greeks, Bulgarians and Armenians but they could easily assimilate to the Hungarian culture. Nowadays, there are ethnic minorities that take pride in their treasures and they manage to preserve their traditions, for instance Germans and Croatians living in Western Transdanubia.

There are approximately 80 000 Jews who actively practice their religion but 200 000 people in total who have Jewish roots. In the XIX. Century more than 1 million moved into the country and many of them assimilated to the Hungarian Catholic culture. Holocaust and the Jews living in Hungary are still politically sensitive and important issues that divides the Hungarian public opinion.

Roma is the biggest ethnic group of Hungary. Assimilation of Roman people is an ongoing problem that the government, educational institutions and non-governmental organizations try to solve. The fact that 90% of the Roman people living in Hungary have the Hungarian language as their native language is a sign of the integration process. Northern Hungary accommodates the most Roman people and the region is considered to be one of the poorest region of the country.

The most significant efforts to make Hungary a more multicultural nation are made within the non- governmental sector. Associations established by members of nations living in Hungary are actively working on preserve their cultural heritages and keep up their traditions. For example the Association of Bulgarians in Hungary was established in 1914 and highly active till nowadays by organizing events that present the Bulgarian culture to the public.

Not only those nations have their ambassadors in Hungary that are represented by large number of people in the country but other and smaller groups, too. The Scandinavian House Foundation, for example, holds language trainings for Hungarians who are interested in learning one of the Scandinavian languages and organizes events where the two culture can meet through social interactions and/or through exhibiting various forms of art from Scandinavia or letting people inspired by the Scandinavian culture to present their work.

Besides those associations that help people to find their roots or get more knowledge about another culture, there are organizations that fight for equality and help people to integrate to the Hungarian culture.

Young people willing to take part in the multiculturalization of the country can mostly contribute by volunteering in one of the NGOs that deals with international projects such as youth exchanges and voluntary programs. The support of these activities is mostly done by the European Commission.



Recently the migration crisis is the most politically important topic related to multiculturalism in Hungary. Menedék is one of the most active associations that work on the current issue of migrants arriving to the country. The association helps them with various difficulties from establishing acceptable living conditions to educating the Hungarian citizens to be more open to them.

Since the non-governmental sector seems to be the most effective in developing a more multicultural society, the involvement of young people in the work of the organizations is essential. Due to globalization and political issues, people have to be more open to cultural differences. Youngsters should be more educated about multiculturalism in the future, through both, formal and non-formal education practices.

Ctrl+V is aimed to promote globalization and the integration of young people through non-formal education and art related activities.

CULTRURAL

[1] Data from the Population Census made by the Hungarian Statistical Office in 2011

[2] The New Fundamental Law of Hungary, 2011

[3] 7% of people stated themselves to be non-Hungarian but the estimations show that probably the number is between 8 and 10%.



Multiculturalism In The Czech Republic

General overview of cultural plurality in the Czech Republic

Multiculturalism is a concept that has different interpretations but the key attributes comprise acceptance of multiple cultures and their traditions in one society. At present, around 465 000 foreigners live in the Czech Republic, 4.4% of the total population of 10.5 million. In comparison to other European countries, the Czech society is thus rather homogenous. The most numerous foreign communities include the people of Ukrainian, Slovak, Vietnamese and Russian origin.

Czech schools and multiculturalism

Multicultural education is a part of the formal curricula taught at primary and secondary schools as well as at grammar schools (gymnasiums) and VET schools. General guidelines on how to integrate multicultural education to the teaching practice are set by the Educational Programme Frameworks, general conceptual documents which define the structure of each stage of the education. Each school, then, elaborates its own "School Educational Programme" that determines how the multiculturalism will be taught to pupils and students. Multicultural education can be an integral part of different subjects (e.g. social science) or it can take a form of an autonomous subject itself or it can be taught through projects, workshops, seminars or courses. Most frequently, topics related to multicultural education are taught across all the subjects in classes whose topic can be related to multiculturalism.

The main aim of multicultural education is to enable young people to learn about diversity of different cultures, traditions and values and to become better aware of their own identity. This should help them to develop their sense of tolerance, solidarity and justice and be able to understand and respect the rapidly increasing socio-cultural diversity.

Non-governmental sector and multiculturalism

The non-governmental sector is considered as a more progressive in terms of supporting and offering diverse initiatives and activities promoting multicultural education in the Czech Republic. There are several NGOs who promote and protect human rights and support social integration and multiculturalism through different educational and public awareness activities. The best known in this respect is the Czech NGO "Člověk v tísni" (People in Need). A wide range of educational and cultural activities is also provided by "Multikulturní centrum Praha" (Multicultural Centre Praha) which also offers public services such a library for people interested in multicultural topics. Multiculturalism is also addressed by "global development education". A number of NGOs such as Adra or Jack and Jill provide extracurricular educational activities for schools in this particular area.





When formal meets non-formal

The cooperation between formal and non-formal sectors is an efficient and fruitful approach to multicultural education, which is, unfortunately, not very common. However, there are several examples of successful initiatives that clearly show that schools and NGOs can mutually benefit from each other. The project “Varianty” (Variants) launched by the NGO People in Need introduced principles of intercultural education into all levels of the education system. This project provides information and methodological support, training courses, teaching materials, consultation and assistance to schools and educators in the areas of inclusive and intercultural education. Another project called “CzechKid” which was implemented by the “Tolerance a občanská společnost” (Tolerance and Civic Society) focused on educating of teachers and youth in the field of tackling stereotypes and prejudices towards different cultures.

Challenges to be met

The current migration crisis in Europe concerns all European countries. Despite the fact that the Czech Republic serves mostly as a transit place for migrants and asylum seekers, the migration crisis – and the attempts to cope with it – represents a very important political and cultural issue, which is discussed throughout the whole society. As a result, there is a need for raising awareness of multiculturalism, developing strategies for social inclusion and supporting diversity, tolerance, and democratic values. This need has to be addressed not only by the governments but also by local communities who directly face the challenges. The first step is an open unbiased and unpretentious discussion on the nature, potential, opportunities and limits and risks of multiculturalism especially with young people who have to cope with the fast changes in the current society.

EDUcentrum is a non-profit organisation that strives to support innovative forms and approaches to education, inclusion, employability and entrepreneurship based on cross-sectoral cooperation.



MODULE 1 – IDENTITY



Name: Stick Yourself Together

Learning goal: to become aware of the concept of identity and the aspects that compose it

Size of the group: 6-15

Age: 14-17 years

Duration: 90 min.

Activity description:

During the activity, the students will create a collage that represents themselves, their personality or what they find important in their lives. Then, with the help of the teacher, they will compare the collages (and pictures that they used to create them) and identify main aspects that define their identity. The activity consists of two main steps

- a) making a collage
- b) comparison of outputs and abstraction of values.

Instructions:

a) Making a collage (45 minutes)

- 1. preparation:** Prepare the tools needed for making a collage: sheets of blank paper, glue, scissors, crayons, old newspapers, magazines, leaflets etc.
- 2. execution:** Instruct the students to create a collage that represents themselves (e.g. their self, their way of living, important people and things they like or they consider important, the place they are living in, their culture, their opinions etc.).
To make the instructions more approachable to the students, you may develop a role play frame work (e.g., your class will be visited by a group of aliens who do not speak any language and communicate only through their eyes, create a collage to introduce yourself and everything you like and consider important).
- 3. reflexion:** After finishing the work, post the collages on the wall and ask the students how they feel the exercise went.

Suggestions for follow-up questions:

- Was it easy or difficult?
- What was the most difficult for you?
- What was the easiest part?



b) Working out identity (45 minutes)

- 1. preparation:** Go through the collages created in the first part and become aware of what the students used to express their identity. Post the collages on the wall so that all students can see them. Get a classroom with standard equipment: whiteboard, markers.
- 2. execution:** Ask the students to look at the collages and identify elements that were included in more of them (family, country, hobbies...) and make them into an unordered list. Then draw an empty dart board on the board and ask the students to fill it in with the elements composing identity with the most important being in the middle (with larger groups, you may let the students work in groups and create the dart board themselves).
- 3. reflexion:** After finishing the identity dart board, discuss it with the students. The main aim of the discussion is that the students become aware of the variability of the notion of identity and its difference in the case of every individual.

Suggestions for follow-up questions:

Does the common/group dart board correspond to your collage?

Are there any differences between your collage and the dart board? Which ones?

Was it difficult to agree on a common identity dart board?

Is there anything missing on the identity dart board?

Is there a better shape to represent the identity than a dart board (a pyramid...)?

Modifications:

The activity can be adjusted for larger groups of students. Because in the first part the students work individually, it is especially the follow-up part that requires modifications (e.g. the students may work in groups of 5 or 6 and compare their collages together and then present the main aspects that shape identity).

Appendix: Example of a dart board



Name: Tree Of Values

Learning goal: To become aware of our own value system which is an integral part forming our own identity

Size of the group: 6-15

Age: 14-17 years

Duration: 45 minutes

Materials: working sheets, blank papers, scissors, glue, markers/crayons, flip chart

Activity description:

During the activity, the students will create a tree that represents their system of values. They can use pre-defined examples of values from a working sheet or they can also add other values that are significant / important for them.

Instructions:

a) Preparation

- Prepare copies of working sheets for all participants. Gather all recommended material necessary for execution of the activity (blank sheets of paper, scissors, glue, markers/crayon, flip chart).

b) Execution

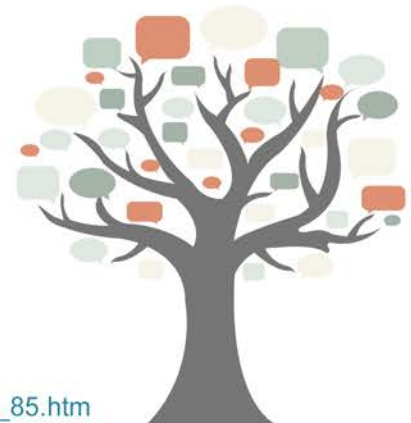
- Draw a tree on a flip chart with visible roots, tree trunk and crown with branches. Explain to students that this tree represents their system of values.
 - o Roots represent the values that the participants consider as most important and significant.
 - o Tree trunk represents those values that are still very significant but with less importance for the participants.
 - o The tree crown with its branches represents values that are significant but less important in comparison with those building the roots and tree trunk.
- Once you explained the learning goal and instructions distribute the working sheets with pre-defined values (and blank boxes for adding other values by individual students) and material to all students.
- Each student has to draw his/her own tree on a blank sheet of paper.
- After that each student will cut the boxes with values to pieces (working sheet), sort them according to his / her own priority in terms of significance / importance and glue the boxes to roots, tree trunk and crown.
- Each student can use only 10 values that will form the value tree.

c) Reflexion

- As a reflexion activity you can open a discussion and ask following questions to stimulate an exchange of opinions:
 - o How easy / difficult was the activity for you?
 - o How did you select the 10 values?
 - o Was it easy / difficult to prioritise the values and select them according to the degree of their importance / significance?
 - o Would you change anything after this discussion?
 - o What did you realise after this activity?

Info box:

Useful links for other related activities: https://www.mindtools.com/pages/article/newTED_85.htm



Definition of the term “value”: “Human values are the principles, standards, convictions and beliefs that people adopt as their guidelines in daily activities. Principal human values are the foundation on which professional ethics are built. They are a set of consistent measures and behaviors that individuals choose to practice in the pursuit of doing what is right or what is expected of them by society. Most laws and legislation are shaped by human values.”

(Source: www.reference.com)

Appendix:

FAME	POPULARITY	BEAUTY
CREATIVITY	LOVE	ADVENTURE
MONEY	LOYALTY	SUCCESS
HEALTH	FAMILY	CAREER
SECURITY	HONESTY	WISDOM
FUN	RELIGION	FREEDOM
KNOWLEDGE	FRIENDSHIP	CHALLENGE
LEARNING	JUSTICE	TEAMWORK
PERFECTION	COMPUTER	HARMONY
PATRIOTISM	SOLIDARITY	HAPPINESS
HONOR	EQUALITY	LEARNING
MOBILE	REPUTATION	TOLERANCE
KINDNESS	INTELLIGENCE	BOLDNESS



Name: Our Keynote Speech

Learning goal:

- To develop the sense for own cultural/national identity through representing and communicating its core attributes
- To become aware of diversity of different cultures, traditions and values through identification of own cultural specifics

Size of the group: 6-15

Age: 14-17 years

Duration: 120 min. (creating of presentations) + 90 min. / depending on number of groups (giving presentations) + 60 min. (reflexion)

Materials: flip chart, computer, presentation software

Activity description:

During the activity, the students will create a presentation that will present their own country, its culture, traditions and values. This activity consists of preparation of presentations in groups and their presenting in front of all students. Thus, this activity fosters not only development of their sense for cultural / national identity, but also students' ability to teamwork, effective communication and expression.

Instructions:

d) Preparation

- Divide participants into groups consisting of 3-4 people. It is up to your decision or specific conditions if you ask the participants to prepare an electronic presentation or a paper one. If you decide for an electronic presentation, make sure that each of the groups will have a computer and a presentation software at its own disposal.

e) Execution

- Ask the participants to imagine that they are a part of a national team that was sent to an international meeting with students from different countries from all continents.
- Their task is to prepare an interactive presentation in which they will present their own country, its culture, traditions and values in a creative way.
- You can help participants in preparations of their presentations through asking them following questions:
 - o What will be the main message of your presentation?
 - o What do you expect as a result of your presentation?
 - o What information would you like to know about your audience?
 - o How will you structure your presentation? What main parts will the presentation consist of?
 - o How will you divide the roles in your team when preparing the presentation?
 - o What visuals will you use?
 - o How would you activate your audience?
 - o...
- Make sure that all members of each team are actively involved.
- The time limit for instructing the participants and preparation of the presentations should be around 120 min. (allow more time if needed).
- Once the participants are ready, ask them to present their final product to other groups.

Allow each of the group at least 20 min. to present their team work. Engage all participants into active listening and asking questions after the presentations.



f) Reflexion

- As a reflexion activity you can open a discussion and ask following questions to stimulate the learning and awareness process:

INTRO

- o How easy / difficult was the activity for you?

TEAM WORK AND COOPERATION

- o How did you divide the roles in your team?
- o How did the cooperation in your team work?
- o Was it easy / difficult to cooperate?

CONTENT DEVELOPMENT

- o How did you decide about the content of your presentation?
- o What attributes did you choose to represent your culture / traditions / values?
Why did you consider them important? How did you choose them?
Was it easy / difficult to agree on the attributes?

LEARNING PROCESS

- o What did you realise during the preparation of the presentation?
- o What did you learn from your mates ?
- o What did you learn about your culture / traditions / values ?





Name: Words We Use

Learning goal: Making participants understand what multiculturalism means and that cultural diversity is part of our day to day life.

Size of the group: 6-20

Age: 14-17 years

Duration: 30 min.

Materials: flipchart, flipchart paper, post-its

Activity description:

Present to the participants the words listed below without stating where they come from. Ask the participants to write down individually with which country they associate each of the words (or from where a given word comes from or where it is used), one word with associated country per post-it.

Example of words that can be used:

- Guitar (first from the Arabic language, than used in Hispanic language)
- Zero (Arabic language + Sanskrit)
- Alcohol (Arabic language)
- Admiral (Arabic language)
- Banana (African language)
- Coca-Cola (Quechua language)
- Jeans (Italian language)
- Bungalow (Hindi language)
- Ketchup (Chinese language)
- Alarm (Italian language)



While the participants are working write down on the flipchart the words beneath each other, giving also room for post-it to stick next to the words.

After each participant wrote down his/her associations with a given word, ask the participants to stick their post-it for a given word next to the one on the flipchart. Read out the results and present to correct answers.

After the reflection part make the participants aware that the language we use is multicultural, than interactions with many civilizations and nations shaped it. That those different cultures and nations left a footprint in our own language, made therefore our language multicultural (see Infobox). Allowing for this diversity made our language richer and we accepted those words as ours.

Provide different examples on how different cultures and nations shaped cooking or the music we listen to. Make the participants aware that without the interaction with different cultures our life would be much poorer. Make them aware that diversity and therefore multiculturalism and the interaction with different cultures is positive as it enriches our life by allowing us to get to know new things and develop new ideas.

Infobox:

Definition Multiculturalism

The preservation of different cultures or cultural identities within a unified society, as a state or nation.

Reflection:

Ask the participants if something surprised them and why. Do they know any words which they use in their language which are of "foreign" origin? Why do they think we started to use those words instead of making-up our own words? Which word from their language would they use to describe the term?

Name: Utopia

Learning goal: Create awareness of diversity and demonstrate the benefits that lead from diversity

Size of the group: 10-15

Age: 14-17 years

Duration: 30 min.

Material: If needed printed out the description of the utopian worlds

Activity description:

The participants are asked to listen to two short stories about an utopian world. After each story listed to, time should be given for reflection and asking questions. After the exercise the participants should come to the conclusion, that the utopian world which is more colorful and diverse is the more interesting one. In each culture something interesting can be found, something enriching which allows us to look differently at the reality. However, when exploring something new it is also important to know "our" reality, as it shapes us and can be for people from different cultures, with whom we interact, as enriching as different cultures for us.

Instruction:

All participants sit down in a circle. Ask the participants to listen carefully and to imagine visually the story they hear. While telling the story try to describe it as visual as possible and make pauses to allow the participants to create an image of the world you tell them about.

Imagine a world without differences. We are all the same, we all look alike like two drops of water. We all communicate in the same language, with the same tone of voice. We all have the same hair and eye color. Our clothes, our houses, cars are identical. Even plants and animals all look the same. All is the same, including our emotions.

Give the group a moment of silence so they can "dwell" some more time in the utopian world.



Questions: Would you like to life in such a world? With whom would you make friends?
How would you recognize your loved ones?

Ask the participants to again listen carefully and imagine the next utopian world: And now imagine the world which surrounds you. People differ from each other, they speak different languages, have different voices, different eye and hair color. The houses surrounding you have interesting shapes and cars are of different shapes, brands and colors.

Give the group a moment of silence so they can “dwell” some more time in the utopian world.

Reflection:

Ask the participants which world they prefer, which they like better - the one which is colorful or the one which is just based on one color? In which would you prefer to live? Is it good that people differ from each other, when it comes to language, habits, the color of their skin, aso.? What is specific about your culture? What do you like the most about your culture (habits, language, songs, dances, food....)? What would you tell people from other cultures about your culture to make them interested? From which country would you like to get to know people and why?

Infobox:

Definition Culture

The beliefs, customs, arts, etc., of a particular society, group, place, or time.

Name: Eurotrain

Learning goal: Shaping attitudes of tolerance, mutual understanding and combat negative stereotypes

Size of the group: 6- 18

Age: 14-17 years

Duration: 60 min.

Materials: A list with the description of the travelers – game scenario

Activity description:

Provide the participants with the game scenario and ask them to choose three travelers from the list, with whom they want to spent time during 7 nights in a train from Lisbon to Moscow, as well as three travelers with whom they would under no circumstance spend their time during the whole journey of the train.

The participants have 10 minutes for individual reflection and making a decision. Afterwards, split the participants in small groups (3-4 persons) and discuss in the group the reasons for their choice. In the next step, ask the group to make a common list based on the discussion they had. After 20 min each group presents its choice to the rest of the participants.

Reflection:

Find out about the thought patterns behind the groups / individual choices in regard to the chosen nor not chosen travel companions.

Why did you choose a certain person? What criteria did you use to make your choice? Was it difficult to make a choice and why?

Was the nationality of the person playing a role or rather on what the person had to offer?



Appendix:

Game scenario:

You entered the train „ Express Rogas”, which needs one week (including 7 nights) to make the distance from Lisbon to Moscow.

You are traveling in a sleeping department, which you will share with three other travelers.

With whom do you want to travel? With whom would you not like to travel?

Who do you choose as your travel companion? Who not?

On the list of possible travel companions are:

- A Slovak Roma men who sells board games
- An African women with exotic fruit
- A Polish skinhead who is drunk
- A Swiss thief who just came out of prison
- An American DJ with AIDS/HIV
- A Russian model who has no money
- A Syrian refugee who is a doctor
- A Spanish gay who plays the guitar
- An Hungarian men who smells like garlic
- A Czech women who is blind





CULTURAL

Name: What Do you Think about Them?

Learning Objective: Make students aware of that everyone has stereotypes. Make them understand it is natural to have stereotypes and help them find the roots of the conventional images.

Group size: Minimum 9 Maximum 30 students

Age Group: Over 13

Time needed: 40-50 minutes

Materials: Cards, pencils, papers

Preparation: The prepared cards contain one group of people we would like to discuss with the class (e.g.: girls, boys, pensioners, students, germans, arabs, americans, teachers, police officers, etc.). Each discussed categories have at least three cards.

Instructions: Each student should pick a card and gets five minutes to write all words that they associate with the group of people they have on their cards. There is no limitation of number of associations.

After they are done the students create groups with those who have the same cards. The groups are asked to collect all associations they have in common in 10 minutes. If they finish earlier they can discuss those words that only one person wrote (why did you write it, what does it mean to you, etc.).

After the group made the list they can present their card to the whole group and the associations they had in common.

Reflection:

- What are the reasons we have the same stereotypes like others?
- Why individuals associate certain things with a group but others do not?
- When stereotypes are useful?
- When stereotypes are dangerous?

Possible variations: It is possible to discuss only two or just a few categories and have larger group discussions (e.g. One group discusses the term "girls" and the other the "boys") as long as the group sizes are not larger than five or six.

There should be no card given out that could insult anyone from the class (e.g.: if there is a disabled person in the class, disabled people are not discussed with the class).

The purpose of the game is to highlight that everyone has stereotypes and not to discuss one specific group and the stereotypes they are surrounded with.

Infobox:

It is recommended to explain the term “stereotypes” to the group before or after the activity. If the group is given an explanation about the term before the activity, it possibly changes the result of the workshops in an ineffective way since students can feel manipulated and judged. If we decide to give an explanation of the term before the activity, it is essential to let the students know that it is normal to have stereotypes and there are no bad answers to any question coming up during the activities.

It is important to determine the maturity of the group and find the most efficient way of explaining the topic. For example, there might be students who never heard the word “stereotypes” or they are unable to express it with their own words. Asking the group before the activity to write down their own definition can be a good starting point that creates discussion and makes students more interested in the topic.

Older and/or well informed students might be open and capable of discussing widely used definitions.

Example Definitions:

“We define a stereotype as a cognitive structure containing the perceiver’s knowledge, beliefs, and expectations about some human social groups.” (Hamilton & Troiler, 1986)

“A stereotype is a rigid, oversimplified, often exaggerated belief that is applied both to an entire social category of people and to each individual within it. Stereotypes form the basis for prejudice, which in turn is used to justify discrimination and attitudes. They can be positive as well as negative.” (Ashley Crossman, 2016)



Name: Exchange

Learning Objective: The activity helps to understand different intercultural experiences, makes students more interested in different cultures and creates a discussion about stereotypes.

Group size: minimum 4 maximum 20 students

Age Group: over 12

Time needed: minimum 30 minutes maximum 60 minutes (depending on the group size)

Materials: Board (or a large size paper), empty cards and papers

Preparation: The class should sit in an U shape facing the black board or in a circle where they have a paper in the middle.

There facilitator writes half sentences on the board (or paper) that students can finish and associate with their own intercultural experiences.

Examples:

- It has been funny when...
- It has been really strange when...
- I could not understand why...
- It was very surprising when...

Instructions: The students are asked to think about their own intercultural experiences (traveling abroad, meeting with people from different cultures, movies, books, etc.). They can finish the sentences according to their experiences. When everyone finished their notes they gets a card. They are asked to choose the best sentences they have and to write it down to the card.

The facilitator collects the cards and mix them. Each student get a card and reads out the sentence they have. After reading The card the student should put it to the middle (or front).

The class can guess who wrote the card and explain their guesses. The person who can find out the author will get the card and will read out his/her after the group discussion. If they can not find outthe owner of the card the creator should voluntary tell to the class. The facilitator can ask the person to explain the experience and the tell the class that they can ask questions. In this case, anyone (a volunteer) can read out his/her card in the next round.



Reflection:

- What we had common and why is it possible? (What are the stereotypes we share? Are they based on real life experiences or on assumptions?)
- Why something is normal to us but can be strange to someone with a different cultural background? (What cultural boundaries we / a specific group of people have?)
- What others would write about us and why? (What stereotypes other might have about us?)

Possible Variations: If we are not sure the class have had probably shared some intercultural experiences already (e.g.: going to a study trip abroad, hosting exchange students in class, visiting a community, etc.) we can ask them to focus on an upcoming or imaginary trip to a country or to focus on a specific group of people.

Examples:

- During our trip to Spain it was very strange...
- If I go to Slovakia I will try a(n)...
- Students in China have more...
- When I will be a pensioner I will not...



Name: According to others

Learning Objective: Make students more aware of their own identity. The activity helps to highlight that most stereotypes are based on assumptions and are not necessarily true.

Group size: minimum 4 maximum 30 students

Age Group: 14-18 ages

Time needed: minimum 30 minutes

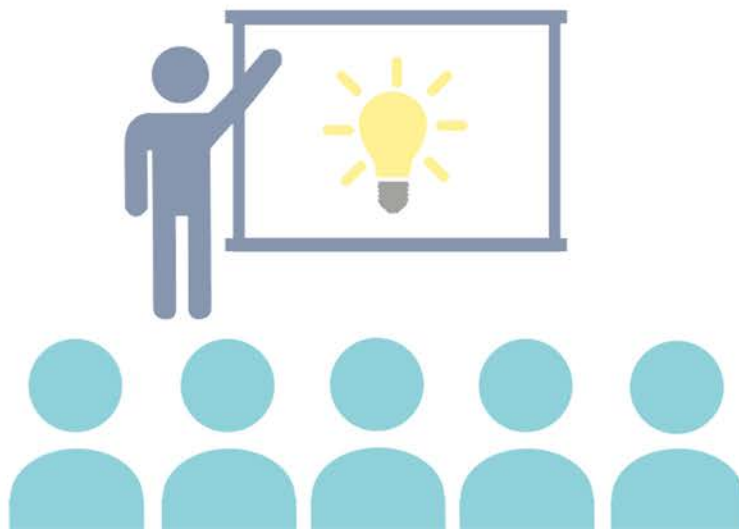
Materials: Blackboard, signs

Preparation: The facilitator collects some statements that foreigners say about the country (from articles, blogs, own experiences, etc.).

The two signs ("I agree", "I don't agree") are placed in two sides of the room.

Statement examples:

- "One of the quickest way to offend a Hungarian is to claim that Hungarian wine isn't great."
(Welovebudapest.com)
- "The Satisfaction with Life Index ranks Slovakia 129th worldwide, out of 178 surveyed countries. The World Values Survey (2005) found out that Slovaks were among the least happy people in the world."
(Eupedia.com)
- "Another aspect of the Czech female look is showing cleavage – usually plenty of it. Please don't think to reserve such a look for a romantic evening dinner with your boyfriend or husband. If you are going to be Czech, showing plenty of cleavage and / or wearing a short dress or skirt is also the required dress code for going around town during the day and for wearing to the office." (Rickyyates.com)
- "Polish people have a tendency towards snobishness. This, combined with an education system focused on feeding students general knowledge basis from all disciplines, makes Polish people sensitive to signs of lack there – of. Not knowing the capital of Bolivia, the main river in Russia, or the exact date of Raclawice, can put you to shame." (Polandian.wordpress.com)



Instructions:

The class stands in the middle of the room. The facilitator should read out the statements. Those who agree can move to one side while those who do not can go to the other. It is possible to stay in the middle or move just a little bit closer to one side.

Those who are totally agree should go and touch the wall. After everyone decided where to stand, the facilitator creates groups from those who stand close to each other (those who don't agree, those who somehow agree, those who can't decide, etc.). Each group is asked to sum up their reason why they stand where they are in one sentence. One member of each group should tell the sentence they created to the class.

After every group shared their reasoning the students can move to the middle again. The students form new groups in every round depending on where they stand after every statement. There is a group discussion in the end where the class reflects on different aspects.

Reflection:

- Do we have the right to be offended by what others think about our nation?
- Do we all behave alike? Can we – as someone of from our country – be described by stereotypes only?
- What values we should be proud of? How we should present our cultural values without offending anyone from another culture?
- How we should prove that not all stereotypes are true?
- Do we make similar statements about other nations?

Possible variations: If the group is big we can create smaller groups for the reflection part where they can have a discussion about the above mentioned issues.



Name: Should I help?

Learning goal: to bring in the topic of active involvement in situations of discrimination and unfairness

Learning objectives

- to differentiate between suitable and unsuitable behaviour
- to propose concrete help and solution
- to cooperate when solving problems and issues

Size of the group: up to 30 people

Age group: 14-17

Duration: 45 minutes

Materials: worksheet, photographs of different families

Activity description: Participants work with different situations and should decide whether they can help / take action in the situation. They should justify their reasons and also discuss possible solutions for the situation as well as steps for active involvement in the situation.

Instructions:

1. At the beginning, show pupils various photographs of families – diverse in ethnic background, non-traditional families etc.. Discuss with children / youngsters, whether such families exist also in the country they live in. You can discuss with children also their own family background – and if they have someone in their own family who is born abroad or lives abroad.

Note: You should be aware of the family background of your families because the topic might be very sensitive. In case of uncertainty, stick to the general discussion about the diversity of families.

2. Ask pupils if they met with unfairness or if they experienced discrimination – in school, among friend, at home.

3. Divide pupils into 4 groups (depends on the size of the group). Explain them, that every group will get a worksheet with one situation.

4. Ask pupils to mark one option on the scale how they could affect each of the issues – how they would react and if they could help the person and how. Ask them to justify their choice.



Variations:

In case of a small group, you can read individual situations and ask pupils to stand in one of the corners of the class – these will represent the four options in the worksheet.

You can also ask pupils to pick one of the situations (or assign each group one situation) which they will play in front of the collective (give them sufficient time to prepare). After that, ask the collective how they would solve the situation – and whether they want to step in. This alternative requires a teacher / leader who is experienced in debrief. Pay special attention to groups where actual discrimination has occurred. Another option is to work with collages prepared by groups showing situation from the worksheet.

Reflection:

After they finish ask groups to introduce others the situation and their suggestion how to solve the issue or interfere. Discuss together possible solutions.

Ask pupils:

- What was most interesting about the activity?
 - How was suggesting solutions of individual issues?
- Have you succeeded in helping the persons?
- Was it difficult to suggest effective ways of helping individual people?
 - What did you find you out during today's activity?



WORKSHEET

SITUATION I

Since September you meet in your school a girl named Heyshin from South Korea. Her parents have moved in to the country recently because they have found work here and Hyeshin began to go to school you attend as well. Some of the pupils started to take her stuff and they have also several times shot out their feet to trip her. She tries hard to speak Slovak, but others laugh at her.

Choose one option:

- I can actively contribute to the solution of this situation.
- I can do something but it is not only up to me
- I can do something but it will not have any impact.
- I don't know how I could change this situation.

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Justify your choice:

SITUATION II

Girl named Belinda was born in Slovakia. Her parents study at the university in Slovakia, but are from Kenya in Africa. Some of the pupils in school laugh at her because of her skin colour.

Choose one option:

- I can actively contribute to the solution of this situation.
- I can do something but it is not only up to me.
- I can do something but it will not have any impact.
- I don't know how I could change this situation.

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Justify your choice:

SITUATION III

Siblings Pete and Maya live together with their parents in a small flat. Their parents have lost recently their jobs and therefore very hard to earn a living for the family. They would like to indulge their children the school trip, but they can't afford it. They are your schoolmates.

Choose one option:

- I can actively contribute to the solution of this situation.
- I can do something but it is not only up to me.
- I can do something but it will not have any impact.
- I don't know how I could change this situation.

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Justify your choice:

SITUATION IV

The boy Ho was born in Czech Republic to parents of Vietnamese origin. Some of the schoolmates point out to him every break because of the non-traditional clothes he is wearing. Sometimes they also nudge at him and have insulting remarks referring to his clothing.

Choose one option:

- I can actively contribute to the solution of this situation.
- I can do something but it is not only up to me.
- I can do something but it will not have any impact.
- I don't know how I could change this situation.



Justify your choice:

Name: Family pictures

Learning goal: To sensitize participants towards migration issue Learning objectives:

- To discuss about the diversity in the families and society
- To reflect our norms in approaching "the others" Size of the group: 8-20

Age: 14 - 17 years

Duration: 45 min.

Materials: Photographs of refugees host families, worksheet

Preparation: Select 9 photographs in which are shown refugees with their host families (e.g. from the No Stranger Place - <http://www.unhcr.org/no-stranger-place.html>).

Activity description: The participants are asked to reflect on the photographs of refugees and host families – but they are not given any information about who is in the pictures. They should conclude that some of these are regular families – with the final revelation at the end of the workshop.

Instructions:

- Divide participants into groups of 3 – 4. Provide each group with a worksheet and a set of photographs.
- Ask participants to decide about every photograph, whether it features a family or not and to justify their decision. Give participants 5 – 10 minutes.
- After completion of the first part, tell participants to choose one of the photographs which features a family according to them and answer following questions:
 - Who is who in the family?
 - Where does the family live?
 - How does a regular day look like for the family?
 - What does the family likes to do?
 - Which occupations have the family members?
 - What does the family need?

Let participants to work on the task max. 10 minutes. Afterwards, leave the groups to present their chosen family and discuss possible differences.

Variations: Additionally, after the first task, you can ask participants to place the family pictures on the map. You might reflect on this depending on the solution of the groups.

Reflection:

- Ask participants, how it was to decide about the photographs and families.
 - o What did they consider as most important when deciding whether it is or it is not a family?
 - o How do they describe a family? What and who constitutes a family?
 - o Which photograph do they consider unusual? Why?
 - o Was it easy to describe one particular family portrait?
 - o Based on what did they answer the questions?



Show children the stories of the individual pictures. Tell participants that all pictures consist of a person or a family who is host to some other refugee or refugee family. Ask participants if they perceive the photographs in different light. Ask participants why did they consider some of the photographs to be family pictures of one family – underline when participants state that they all look the same in the picture.

Name: Media news

Learning goal: To make participants aware of the media impact on own perceptions and stereotypes

Age: 14 – 17

Duration: 45 minutes

Materials: worksheet, samples of media news

Preparation: Before the workshop/ lesson prepare the worksheet – find current news.

Activity description: During the activity participants will ascribe news to particular continents.

The news should not contain any information about the country or continent and participants should only guess – mostly, the stereotypes based on media news or other sources of information will influence the decision. The answers – the sources of information – the texts of news should challenge the participants' perceptions. Furthermore, participants should be acquainted with the impact of media on own stereotypes at the end of the activity.

Instruction:

1. Divide participants into pairs or groups of 3, you can also let them work individually.
2. The task of the participants is to read every news and assign the news to the continent it informs about. Ask them to state reasons for their decision.
3. Give participants 15 – 20 minutes for completion of the activity. During this time, prepare a matrix/ table on a board or a flipchart. During discussion mark whether are positive news attributed to Europe/ North America and negative to other continents.
4. Distribute full texts of the news with original sources to all participants.

Reflection:

Discuss about media stereotypes and the role of media in the current world.

- Was it easy or difficult to attribute news to continents?
- Which information was crucial for you to decide about the place of origin?
- What influenced your decision? Have you considered any previous knowledge or information you gained? Where have you acquired this knowledge / information? (media, family, friends, social network)
- Was there any surprising news for you?
- Can you give another example of how media enforce stereotypes?
- Who else shape attitudes towards other continents?
- Why do you think it is important to show also "other stories" about the Global South?

Possible variation:

If you have enough time (60 – 90 minutes), you can watch TED talk from the Nigerian writer Chimamanda Ngozi Adichie "The danger of a single story". The great talk is looking at how "a single story" about Africa (or any other places and people) shapes our views in a very stereotypical way. You can discuss with participants about other examples of stereotypes and critical reflection of media images of Global South.

The TED talk can be found here:

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story



WORKSHEET

News Nr. 1

The compact foresees additional financial support and increased assistance in a number of policy areas. The country would continue seeking ways to improve the regulatory framework in relation to registration and residence permits for refugees. The country currently hosts 1.5 million Syrians. It is the country hosting the highest number of displaced and refugees, both per capita and per square kilometre.

☐ Africa ☐ Asia ☐ Europe ☐ North America ☐ South America

Justify your decision:

News Nr. 2

The continent is riddled with corruption - or so its citizens believe. Three-quarters of respondents to a survey in 2013 said they felt that corruption was widespread in their country; in the figure was a cynical 97%.

☐ Africa ☐ Asia ☐ Europe ☐ North America ☐ South America

Justify your decision:

News Nr. 3

Insects infest people's homes and the only water they have comes from a tap 5km away or a filthy stream. ...The organisation found families who were only able to collect between ten and 20 litres for each family member, collected from distant sources and sometimes even polluted streams. Between 20 and 30 per cent of the settlements in the south-east of the country have no access to water, according to a survey conducted last year.

☐ Africa ☐ Asia ☐ Europe ☐ North America ☐ South America

Justify your decision:

SOURCES OF INFORMATION

News Nr. 1

The EU-Lebanon compact foresees EU additional financial support and increased assistance in a number of policy areas. Lebanon would continue seeking ways to improve the regulatory framework in relation to registration and residence permits for refugees. Lebanon currently hosts 1.5 million Syrians. It is the country hosting the highest number of displaced and refugees, both per capita and per square kilometre.

Source:

<https://www.neweurope.eu/press-release/syrian-crisis-eu-ready-to-step-up-on-partnerships-with-lebanon-and-jordan/>

News Nr. 2

EUROPE is riddled with corruption - or so its citizens believe. Three-quarters of respondents to a Eurobarometer survey in 2013 said they felt that corruption was widespread in their country; in Italy the figure was a cynical 97%. <http://www.economist.com/news/business-and-finance/21696162-perceptions-corruption-seem-be-more-sensitive-claims-facts-bad-press>

News Nr. 3

Insects infest people's homes and the only water they have comes from a tap 5km away or a filthy stream. Parents tell of how their kids get sick, and our video shows one child who's covered in sores from the insanitary conditions he's been brought up in. The average daily water use per person in Slovenia is up to 300 litres per day. Yet many Roma communities struggle to collect even small amounts of water to drink, cook, and bathe with: Amnesty found Roma families who were only able to collect between ten and 20 litres for each family member, collected from distant sources and sometimes even polluted streams. Between 20 and 30 per cent of Roma settlements in the south-east of the country have no access to water, according to a survey conducted last year. <https://www.amnesty.org.uk/blogs/press-release-me-let-me-go/roma-children-grow-poor-dirty-and-sick-slovenia>

