MULTIPLUS+

Migrant Multipliers Build Bridges

Activity Plus — Compendium of international training methods and tools

Introduction to the MultiPLUS+ project

The **MultiPLUS+** project is a transeuropean development project, co-financed by the EU-Commission and implemented by a partnership of European organizations in five countries: Austria, Italy, Spain, Slovenia and Denmark. The overall aim of the **MultiPLUS+** project is to improve dialogical communication as an efficient way to **BUILD BRIDGES** across the majority society and minority communities in Europe. Thus, the project aims to contribute to migrants' societal integration and socio-cultural inclusion by promoting:

- *Methods and tools for dialogical communication in migrant communities*
- *Insight in society into resources, needs and requirements in migrant communities*
- *Insight in migrant communities into societal values such as human rights, democracy and participation, equal citizenship, rule of law and freedom.*

In the achievement of these objectives, multipliers have a leading role. They are the stars and the raison d'être of this project. MultiPLUS+ invited active persons in their communities, engaged multipliers. The project considers that *a multiplier is a person who can voice ideas/strategies in a particular group of people. He/she has this talent consciously or unconsciously; he/she exercises this role to benefit the entire group so that the group gets stronger and the collective voice comes across. This role does not necessarily have to do with a hierarchical position but with trust.*

In the MultiPLUS´project, these objectives are achieved through three coherent development processes and training programmes:
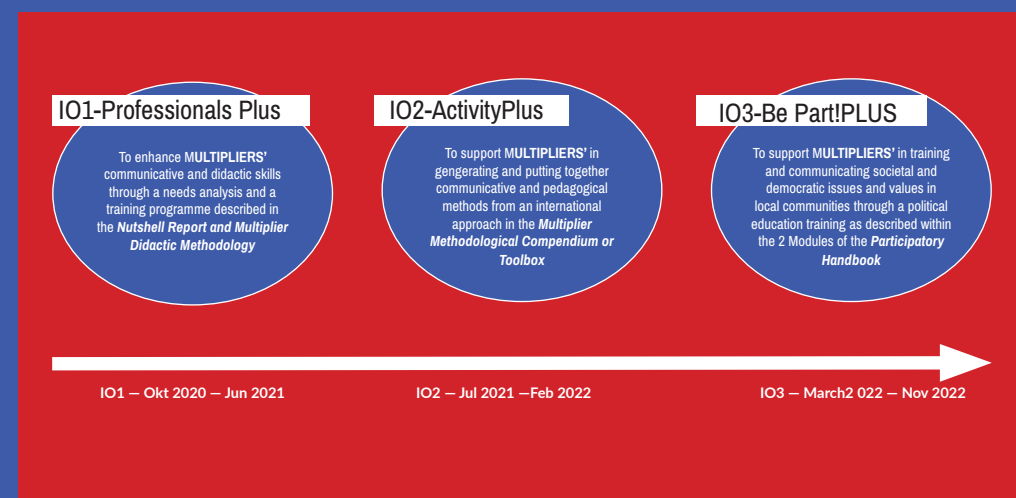
As a **FIRST STEP,** each partner organization conducted a needs analysis among migrant Multipliers in order to search the needs and requirements for special training in communicative methods and dialogical tools to take on the role as bridge builders as mediators in their local migrant communities. From the needs analysis, the partner organization provided a special and tailored **COMMUNICATION TRAINING COURSE** for Multipliers.

As the NEXT FOLLOW-UP STEP, the Multipliers in each country to active part in **METHODICAL WORKSHOPS** in order to develop and document a large number of practical methods, tools and exercises to be used for the dialogue in migrant communities. All methodical descriptions are included in the present Compendium or **TOOLBOX**.

As the **THIRD STEP,** the Multipliers participate in **WORKSHOPS ON POLITICAL EDUCATION**, focused on how to communicate about basic human and societal issues such as human rights, equality and freedom as well as democratic values and citizenship, rule of law etc. As a final activity, the Multipliers conveyed and discussing these themes in their own communities.

As a **LAST STEP**, the great many training and learning materials from the project will be offered as open and accessible resources for general benefit on the electronic **MultiPLUS + PORTAL (https://www.multiplusproject.com/**)

The total training and learning process is illustrated in the figure beneath:

IO1-Professionals Plus
To enhance **MULTIPLIERS'** communicative and didactic skills through a needs analysis and a training programme described in the *Nutshell Report and Multiplier Didactic Methodology*

IO2-ActivityPlus
To support **MULTIPLIERS'** in gengerating and putting together communicative and pedagogical methods from an international approach in the *Multiplier Methodological Compendium or Toolbox*

IO3-Be Part!PLUS
To support **MULTIPLIERS'** in training and communicating societal and democratic issues and values in local communities through a political education training as described within the 2 Modules of the *Participatory Handbook*

IO1 — Okt 2020 — Jun 2021   IO2 — Jul 2021 —Feb 2022   IO3 — March2 022 — Nov 2022

TOOLBOX

Table of Content

Dear Multipliers!

This compendium is the fruit of your work. In this compilation of methods, activities and tools for work in your communities, there is a contribution from each of the multipliers who worked on the Multiplus Project during the past two years. Migrant Multipliers active in Italy, Slovenia, Austria, Spain and Denmark have shared their work methods and tools; varied and rich material that can also be accessed using the online toolbox (www.interculturaltrainingtoolbox.eu.) The online toolbox is an open forum which offers you the possibility of keeping in touch with other multipliers, thereby enabling you to continue sharing your experiences and expertise.

In order to make the toolbox more user-friendly, we have classified the tools into 5 categories, according to the situation and context in which they can be used. Of course, many tools are multi-purpose and can be used in different contexts and adapted creatively. This means that the tools can be used as a dynamic support in a variety of situations.

This compendium follows on from the Manual of Didactic Methodologies, which was written at the end of the first phase of the Multiplus Project. These two documents can be seen as allies, helping you in your daily work. They are important aids in the implementation of the third and final phase of the Multiplus Project: the activities regarding the political values of the European Union in your communities.

The process of exchanging and putting together all the methods and tools of work has been dynamic and enriching in itself. The compendium can be regarded as the "cherry on the cake", as it completes this participatory phase, in which we reflected on our work and discovered other ways of working.

Originally, there existed the assumption that the tools and methods of working would differ from country to country, thereby providing a 'multicultural imprint'. However, we must admit that this premise was wrong. We find countless adaptations of common methods and tools; adaptations that speak more of the socio-economic and political contexts in which immigrants must settle than of the cultural roots of the multipliers.

You are incredibly creative in finding tools and ways to communicate and reach out to your communities. You know how to work with few resources, and you also manage when language barriers make it difficult to reach people and groups. Thank you for sharing your wisdom!

And finally, the concept of the Rule of Law deserves a chapter to itself. The rule of law is the political philosophy that all citizens and institutions within a country, state, or community are accountable to the same laws. the Encyclopedia Britannica defines the rule of law as "the mechanism, process, institution, practice, or norm that supports the equality of all citizens before the law, secures a nonarbitrary form of government, and more generally prevents the arbitrary use of power. Everything the EU does is founded on treaties, voluntarily and democratically agreed by its EU countries. Law and justice are upheld by an independent judiciary. The EU countries gave final jurisdiction to the European Court of Justice - its judgments must be respected by all.

Surely none of these terms is new to you. They are written everywhere and on the lips of all politicians and speakers. Their meaning is often distorted or manipulatively accommodated to discourses that have neither respect nor space for those values.

In this toolbox we also offer your ideas about contexts in which you could talk/communicate these values with/to your communities. You will also find tools for the motivation and moderation of discussions.

As rings on the water, you are spreading knowledge, insights, and participatory practices in your communities. This compendium wants to be like a motivating and informative pebble in the waters of your daily community work.

Tips for planning a WS

Before planning a workshop

WHAT IS YOUR PURPOSE?

 What would you like to communicate – what is the core of your topics and activities to member of your community or other target groups? Choose an activity according to your propose.

WHO ARE THE RECIPIENTS / PARTICIPANTS?

Who is your target group – is the target group uniform or very diverse in terms of knowledge, interests, linguistic prerequisites, age, sex etc.? When planning a workshop have the participants and their specifics in mind. This will help you not only to choose the right activity but also to choose a method (group work, plenary session, more or less interactivity of the participants etc.)

WHO IS THE SENDER?

What is your own background and own interest in communicating these topics and activities?   Whom do you represent, and how will you present yourself / yourselves?

WHAT ARE CIRCUMSTANCES?

What context is the frame of your communication and dissemination (for instance a large arrangement with many participants and discussions, a workshop or small group session, oral presentation for selected members of the community etc).

DURATION OF THE WORKSHOP

Planning the time of the workshop or its sections is also very important. Each tool has a time frame

During the workshop

STARTING THE WORKSHOPS

 At the beginning always try to make a worm and trusting atmosphere (there are tools that you can use). Trust in the group is very important so that every participants including you feel accepted and welcomed.

LEADING THE WORKSHOP AND DISSCUSSION

 Every implementation of the workshop demand flexibility to adapt to the current situation and the participants. Tools have an approximate time frame of implementation which can change during the implementation itself. This is something normal and you do not have to stick to the exact time indication. If an interesting discussion emerges, give participants time to express their opinion. If the discussion is not leading anywhere or too much away from the purpose, bring the participants back to the topic with a question.

Make sure every participant gets the time to express his or her opinion. This is even more important if there is one very dominant participant who is talking most of the time.

ENDING THE WORKSHOP / DISCUSION

Plan at least 15 minutes to wrap up the discussion and the workshop in order not to cut the workshop short or in middle of a discussion because the time is up.

Make sure that participants feel they have expressed their opinion. Any question addresses during the workshop should be answered, a least to the point participants feel O.K. that they will receive some information later (in case you cannot answered them at the workshop and would need to verify them. Tell them so.)

If there are more questions invite participants to write them down with a note you will answer them after the workshop (if you have time) or another time, via e-mail, phone etc.

EVALUATION

Important point of every workshop is evaluation. At the end of the workshop invite participants to state what topic or points addressed during the workshop were helpful

and which weren't so helpful. How they felt during the workshops and which topics they would like to hear more about in the future.

Do not take the evaluation as a criticism of your work. Evaluation is a learning process and it will give the insight into what to be more attentive or what to do differently next time. Write down what they say for future planning.

After the workshop

Take some time to evaluate your work yourself. If two felicitators lead the workshop make an evaluation between yourselves.

Go through the participant's evaluation and consider what it would be necessary, what would be useful and what needs to be discarded next time you do the workshop.

Check-List

WHAT TO REMEMBER	CHECKED
Schedule the date and time for the event	
Book the venue to ensure that the place is available	
Set the agenda	
Book any guest teachers, speakers, facilitators etc.	
Provide invitations and consider the invitation method, for example invitation via social media, via dissemination of a brochure, e-mailing list, personal letters, local community newsletter or information sheets - or combinations of various methods	
Be sure to invite the participants in due time	
Remember to provide refreshments and perhaps even catering	

WHAT TO REMEMBER	CHECKED
If you are an organizing group, remember to hand out assignments carefully before the event. For example, who should open the event and welcome the participants. Who should be the moderator, practical supporter etc	
In case of an adults´event, where some participants announce to bring their children - make sure that there are onsite activity opportunities and possible care of the children.	
Print all necessary materials such as agenda, info sheets etc.	
Remember to provide the necessary materials such as paper and pens for participants, flip chart, colours and paintings. Also remember to check the whiteboard and the projector before the event.	
Prepare Certificates for the participants.	

How to use this *Book*

To easily access the tools, you might be looking for, the tools in this Compendium have been classified in five categories. Each category corresponds with the main goal/use for this tool. Of course, tools can have more than one use and they can also be creatively arranged/adapted to fit the activity you are doing with your group and to the group you are working with.

BUILDING THE TEAM

Participants recognize themselves as part of a group. These tools serve to identify roles and talents of the participants, to encourage participation and to explore how to improve teamwork. They are tools for cooperation that will generate trust and bring people together.

GETTING IN THE SPIRIT

These tools are used to start the work, to break the ice between participants, to introduce the participants, to introduce the topic, and to gain trust and enthusiasm. They are normally used when you first start working or after breaks. They are motivational tools and will boost the energy of the group.

IMPROVING COMMUNICATION

These tools are more specific and serve to improve communication between team members and between people in general. Here you will find tools for assertive communication, tools for non-violent communication, tools for collecting feedback, tools for conflict solving, among others.

ORGANISING THE GROUP WORK

These are tools to set work goals, to design a group's "code of conduct", to improve time management or to distribute roles and duties. They can be used at the beginning of the activity and be called back upon or "refreshed" every time the group is stuck in an organizational situation.

WORKING ON SPECIFIC TOPICS

Here you will find work tools for specific topics. Some topics: citizenship, environment, human rights, democracy, diversity, empowerment, personal boundaries, living together, among others.

GETTING IN THE SPIRIT: 8, 20, 27, 29, 30, 32, 33, 41, 42, 45, 46, 48,52, 55, 59

8. MY SECRET HOBBY

20. MY FAVORITE BODY PART

27. CAT IN THE SACK

29. PICTOGRAM

30. COINS

32. TELL ME!

33. AIR BALLOON

41. YOUR NOSE

45. LET'S BE CREATIVE

42. BREATH YOUR THOUGHTS AWAY

46. SPEED DATE

48. INTRODUCTIONS WITH A DIFFERENCE

52. FACE THE FEAR

55. GUESS MY NAME

59. PICTURE ME
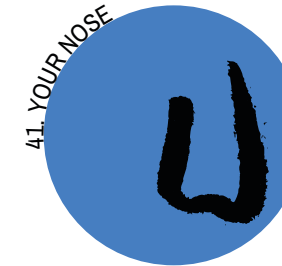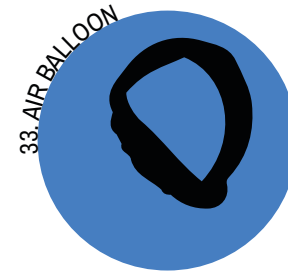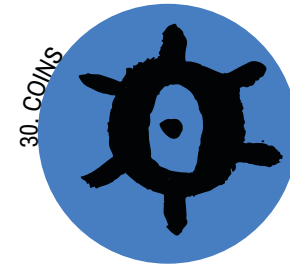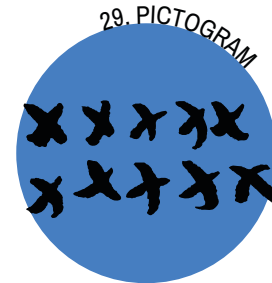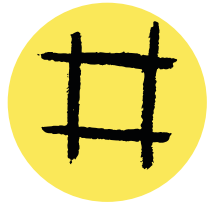
ORGANISING THE GROUP WORK: 2, 4, 6, 9, 14, 18, 23, 37, 44

2. CLARIFYING EXPECTATIONS

4. THE FUTURE WORKSHOP

6. PERSONAS

9. TOP TEN PRIORITIES

14. FAMILY TREE

18. PICTURELYTICAL

23. TIME SAVVY

37. SPIDER'S WEB

44. THE STORY OF MY NAME
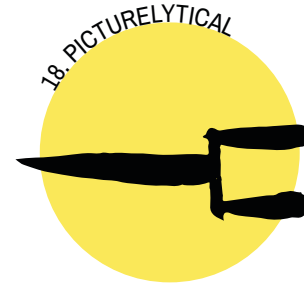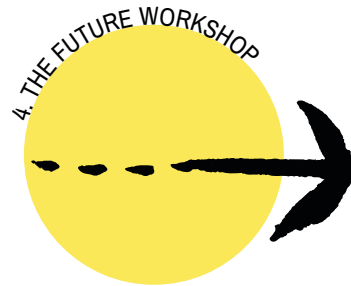
BUILDING THE TEAM: 7,11, 12, 28, 31, 34, 36,54

7. THE SAFETY COMPASS

11. TALKING FLAGS

12. THE ABYSS

28. FIREBALL

31. ONLY THREE QUESTIONS

34. RADICAL CLEANING

36. STRATEGIC BALLS

54. LOCAL INTERACTION

IMPROVING COMMUNICATION: 3, 15, 19, 21, 24, 25, 26, 35, 47, 49, 53,56

3. THE ELAEVATOR SPEECH

15. MY TIME FOR YOU

19. WHERE DO YOU STAND?

21. UNEXPECTED SITUATION

24. I, YOU, WE

25. DON'T BE SHY

26. MANAGING CONFLICT

35. FIRST NATIONS CIRCLE

47. BABEL

49. LOCAL EXPRESSIONS AND IDIOMS

53. BODY LANGUAGE

56. HELP!

WORKING ON SPECIFIC TOPICS: 1, 5, 10, 13, 16, 17, 22, 38, 39, 40, 43, 50, 51,57, 58

1. CITIZENSHIP VALUES

5. MULTIPLE IDENTITIES AND VALUES

10. COLOURED GLASSES: DIFFERENT LOOKS

13. THE PROBLEM

16. STARTING TO CREATE

17. THIS IS HOW I LOOK; THIS IS HOW THEY SEE ME

22. RECYCLO-GARBO-DEMO

38. NAIL POLISH

39. HULA HOOPS

40. CONTOURS

43. A NEW NAME

50. JOB INTERVIEW

51. WHAT ARE YOUR VALUES?

57. MY VALUES: YOUR VALUES

58. CULTURE AND ROLES
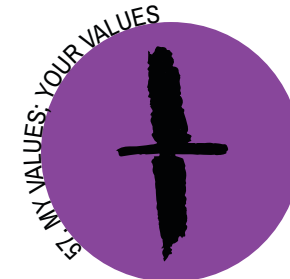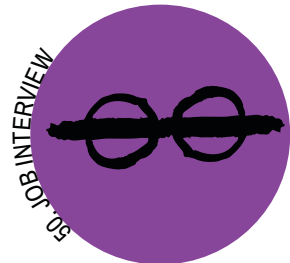
GETTING IN THE SPIRIT

BUILDING THE TEAM

ORGANISING THE GROUP WORK

WORKING ON SPECIFIC TOPICS

IMPROVING COMMUNICATION

TOOLS

1. CITIZENSHIP VALUES

Keywords:
Citizenship; Integration; Societal and Democratic Values

Objectives:
*Understanding different concepts of citizenship, including formal and civic citizenship as well as lack of citizenship.
*Reflecting on the implications and consequences of the different forms of citizenship and how they affect our daily lives.

Target group:
Plenary or smaller groups of migrants or mixed groups of migrants and local people. Suitable for young people and adults.

Duration:
30 – 60 minutes depending on the number of participants.

Methodology step-by-step:
1) Present different aspects of the concept of citizenship using the figure below. Differentiate between Formal, Civic and EU Citizenship.
2) Reflect upon and discuss the various types of citizenship and the differences between them, including which values each citizenship type represents for each person and how civic citizenship may be practised in everyday life.
3) Present the conclusions of the discussion either orally or by using the paper or flipchart.

Note: It is important to spend some time on the introduction, as the differentiation between formal and civic citizenship may be new for some participants.

Resources needed:
*A powerpoint presentation showing the figure below. It is also possible to add further illustrative examples of formal and informal citizenship.
*Large pieces of paper or a flipchart
*Post-its or small pieces of paper

Challenges:
It is important to be aware that the concept of formal and civic citizenship may give rise to some controversial discussions, as some participants may have applied for the national (and thereby the European) citizenship of the country in which they now live without having yet obtained it. It may give rise to personal frustration and even highlight discrimination present in the group.

CITIZENSHIP VALUES

National Citizenship Formal

National citizenship is the legal connection between a person and the state.

Citizenship is linked to a number of civil, political and social rights and a number of duties, such as for instance military service and duty to schooling and education in accordance with national legislation, etc.

Civic citizenship informal

The civic citizenship is the informal community that ties us together in our common society.

The practizing of civic citizenship is expressed through our mutual behaviour and ffiliation to society

European Union citizenship Formal

Introduced with the Maastricht Treaty in 1992:
"Citizenship of the Union has any citizen of a member state".

With the Amsterdam Treaty in 1997 the following addition was incorporated:
"Citizenship is a supplement to national citizenship and does not replace this"

What values would you link to each citizenship level?
What would be most important for you — and why?

2. CLARIFYING EXPECTATIONS

Keywords:
Expectations; Objectives; Planning; Ice-breaker

Objectives:
*Clarifying the expectations and goals of the event.
*Being responsive to the expectations of participants

Target group:
Groups of migrants or mixed groups of migrants and locals.

Duration:
10 minutes for initial group reflection.
3-5 minutes per participant to state their expectations.

Methodology step-by-step:
1. Explain that you want to ensure that the expectations of the participants and the organisers of the event coincide.
2. Show the questions for the exercise on powerpoint or on a piece of paper distributed to each participant (see below for the questions). They should then consider the questions from their personal point of view and may write key words if they wish.
3. After 5-10 minutes, each participant should present their answers, including their expectations of the event. Each participant has 3-5 minutes to do this.
4. Write the feedback on a flipchart and explain how the issues mentioned will be addressed in future events. Give further opportunity for comment and reflection.

5. At the end of the event, return to the feedback and discuss whether or not all the expectations have been met.

Note: In large groups it is possible to carry out the exercise in small groups rather than individually. In this case, the exercise can be used as an ice-breaker. It is important to ensure that everyone is given the opportunity to speak and participate.

Resources needed:
*Flip charts for the feedback.
*Powerpoint to show the questions in the exercise.
*Post-its or other small papers for written feedback
*Pencils.

Challenges:
It is important that the participants feel that their opinions and expectations are taken seriously. The ability to show interest and personal commitment is crucial to the success of the exercise.

Clarification of Participants' Expectations

The facilitator objectives and expectations

*that you receive...

*that you become...

*that you obtain...

The participant objectives and expectations

*Profesionally

*Socially

*Personally

What needs, objectives and expectations do you have?

3. THE ELEVATOR SPEECH

Keywords:
Communication skills; Focused and Concentrated Speech; Presentation Skills

Objectives:
*Improving communication skills.
*Giving focused, relevant and interesting presentations.

Target group:
Groups of migrants with a good knowledge of the target language.

Duration:
55 minutes plus 5-10 minutes per participant

Methodology step-by-step:
1. Present the following instructions on powerpoint or on a flipchart:
a)The Elevator Speech, which you are going to present, is a short story about yourself when encountering other people. Imagine that you do not know each other in advance. You may present:
*Who you are
*What you do
*What you are passionate about
*What you wish for the present and the future
*What values you stand for
*What you would like to discuss with other people

b)'The Elevator Speech must be:
*Short: - 30 to 60 seconds (this may be adapted to the group).
*Precise: - Straight to the point and without explanation.
*Authentic: - Expressing your values and opinion.
*Relevant: - Adapt your message to the recipients' prerequisites.
* Situational: - Tailor your message to the situation and the recipients.
*Awareness-raising: - Create curiosity and desire for more knowledge in the recipients but do not be sensational.
* Dialogue-building:
-Invite questions, dialogue and perhaps discussion.
-Be strategic and set up a dialogue that you want, feel comfortable with and can control.
-Consider whether the recipients may also be interested in this dialogue.
2. Give the participants 45 minutes to write down their Elevator Speech. Each speech should last 5-10 minutes.
3. Each participant should present their speech in front of the group.
4. After all the speeches have been presented, there should be a feedback session that lasts for 10 minutes

Tips for your Elevator Speech:
*Use spoken language which is authentic to you and easy to understand
*Present your interests – be they personal, social, professional or cultural.
*Do not go into detail- use specific keywords that can provide an overview.
*Make eye contact and smile, but not excessively.
*Feel free to use rhetorical questions in your speech.
*Show that you are open to other points of view.

Resources needed:
*Pencils or pens
*Writing pads
*Flipchart
*Powerpoint

Challenges:
It is important to be aware that some people are too nervous to stand in front of an audience. There should be no compulsion to perform.
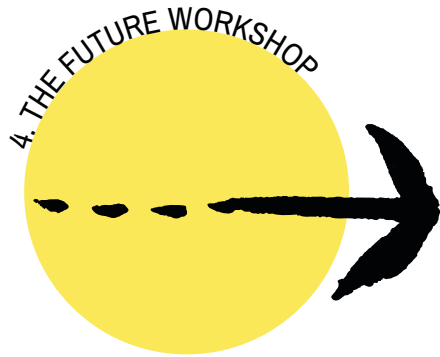
4. THE FUTURE WORKSHOP

Keywords:
Organisation and Planning; Democratic Change Process; Active Participation; Commitment

Objectives:
*Considering and clarifying the importance of working together.
*Formulating a plan for future joint work.

Target group:
Committed and focused members of interest groups seeking to make changes within their interest group. They must be confident in expressing their opinions verbally, although strong language skills in the target language is not necessary.

Duration:
On average 180 minutes. However, the workshops may be adapted to a specific context, meaning that they can also last for several days

Methodology step-by-step:
1. Inform the participants of the theme, working method and time frame in advance of the workshop.
2. There are three phases, the first two of which are discussed in either plenary or small groups.
*THE CRITICISM PHASE: the participants express their negative experiences and feelings in relation to the overall theme, for instance a bad experience with contacting other colleagues. All statements are described in key words on flipcharts and are then arranged in thematic circles.
*THE FANTASY PHASE: the participants turn the criticism around and discuss how it can be turned into dreams and visions. The participants prepare proposals for a solution, called utopian drafts.
*THE REALIZATION PHASE: the fantasy phase's solutions / utopian drafts are assessed in the light of how possible it is to put them into practice.
NOTE: It is necessary for someone to guide the discussions, whilst writing key words on the flipcharts and continually summarizing the results. Depending on the size of the group, 2-3 facilitators are required for this task. It is imperative that each participant is given the opportunity to speak and be listened to. The most important rule in this exercise is to listen to others without interrupting and without rejecting their statements in a tactless or degrading way.

Resources needed:
*Flipcharts.
*Post-its for participants to write their own keywords.
*Large pieces of papers for working groups to design visions etc.

Challenges:
If the group is large, it may be a good idea to divide participants into smaller groups. In this case, it is important that the results from all groups are carefully presented in plenary, thereby ensuring that the results from the Future Workshops express the views and desires of all participants.

5. MULTIPLE IDENTITIES AND VALUES

Keywords:
Identity; Values; Diversity

Objectives:
*Reflecting on what is the most important area of our lives.
*Identifying the values, norms and sociocultural traditions present in this and other areas of life.
*Discussing the similarities and differences in individual priorities.
*Illustrating the many, often surprising, facets of the individual's life and priorities.

Target group:
Small groups in thematic workshops and meetings and general workshops.

Duration:
40 minutes plus 5-10 minutes per group.
5-10 minutes if used as energizer.

Methodology step-by-step:
1. Introduce the exercise by stating the objectives above and showing the figure below on powerpoint. Explain that many people in society hold negative assumptions and prejudices about others and that we should not judge people based on our assumptions, prejudice or imagination. This introduction should take 10 minutes.
2. Divide the participants into groups ask them to A) discuss and explain their individual priorities and B) to review the individual priorities in the group step-by-

step, by pointing out and questioning each other on similarities and differences.
3. The groups write their priorities on a common piece of paper using keywords. There is also the option to appoint a spokesperson to present the group result, which will include the variety/similarity in personal priorities, the core values attached to priorities and further group reflection on the patterns in terms of societal values, community values and surprising elements. The group work should take 30 minutes.
4. Present and compare the group results in plenary. This should take 5-10 minutes per group. Round off the session with a common reflection on the importance of respecting that people may have multiple identities and priorities in life.
NOTE: This may also be used as a short exercise; as a kind of energizer. In that case, the reflection on values and priorities will not be as deep and thorough.

Resources needed:
*Powerpoint showing the figure below
*Large pieces of paper
*Marker pens and pencils

Challenges:
It is important to observe whether some participants are affected by the exercise, as it may imply deeper reflections on the individual life situation. In that case, the exercise should be carefully closed.

What is more important?

- Friends and love
- School
- Education
- Cyber-space
- Family and kindship relatives
- Internet
- Leirsure, hobbies and clubs
- Peer communities outside school
- Sport and voluntary associations
- Social activities in residencial areas
- Religious and political communities
- Economy
- Cultural and artistic activities
- Student's job
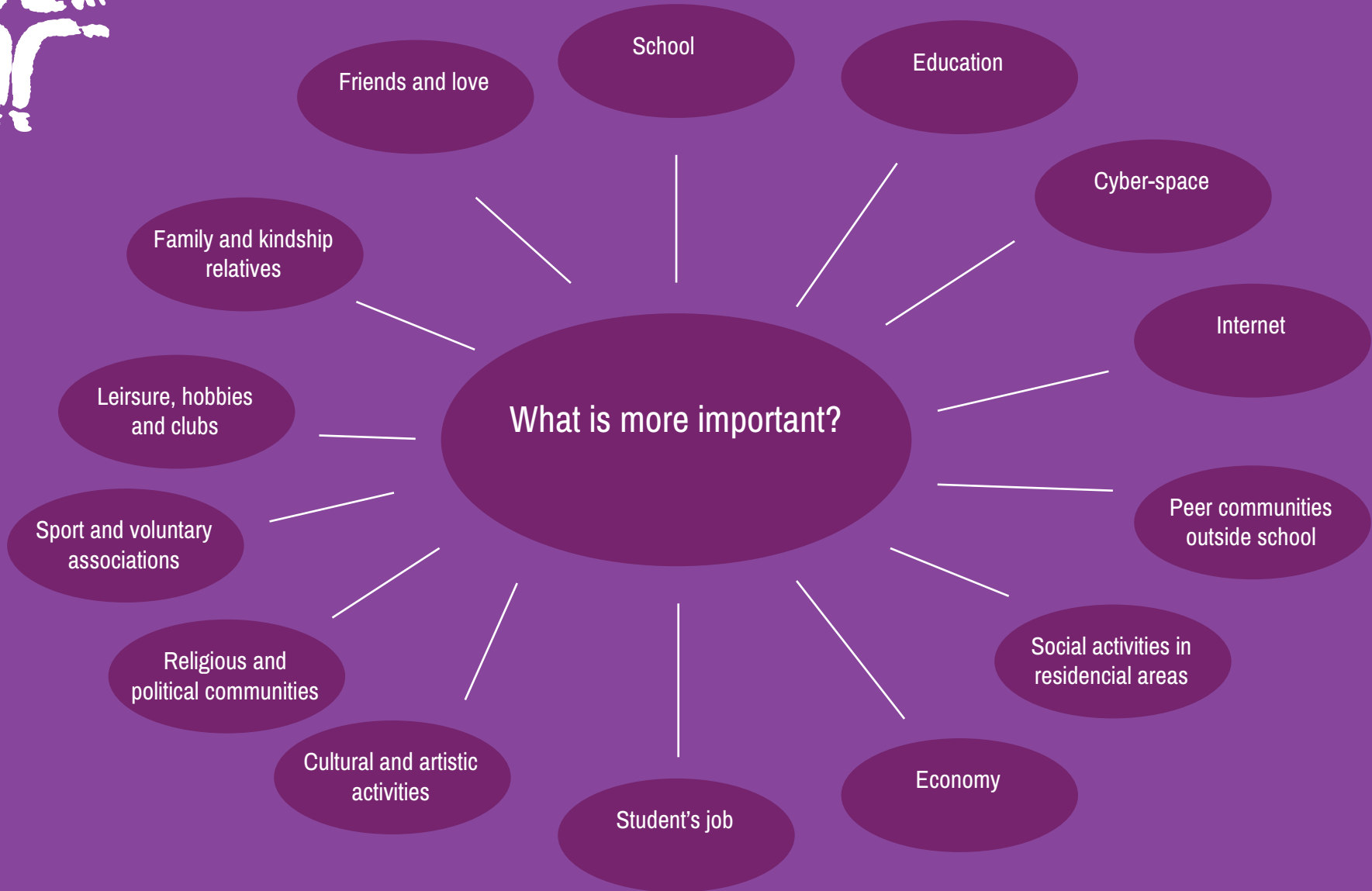
6. PERSONAS

Keywords:
Analytical tool; Differentiation of target groups

Objectives:
*Drawing a profile of a (fictional) group based on the target group's challenges, dreams, attitudes and norms, living conditions and need in relation to goods, welfare services and education.
*Understanding the needs of the target group.

Target group:
Groups of people with something in common, such as people whose children attend the same school, people who work together and so on.

Duration:
30 minutes for brief profiling of target group
180 minutes for more in-depth profiling
It should be noted that this is a time-consuming methodology, and it takes several hours to draw a profile/persona.

Methodology step-by-step:
1. Discuss the themes of inquiry and create a questionnaire. This could include questions focused on: personal information, family and relationships, educational level, employment, leisure activities, hobbies, citizenship and attitudes and motivations.
2. Collect the data.

3. Process the data and draw up a profile of the group. To describe the group and its members, you could talk about a man or a woman who belongs to that group; give them a name, describe their personality, say what job they have, talk about their likes or concerns, their hobbies and what they do in their free time, using the data collected.

NOTE: It is important to be aware that the persona should be constructed as a conglomerate of several real people within the same target group, for instance a young migrant women aged 18-35 without a job and without education

Resources needed:
*Powerpoint

Challenges:
A potential risk may be that the descriptions of the personas are too general and schematic, thereby not close enough to the actual needs and requirements of the given target group. This may raise a fear of stigmatization.

7. THE SAFETY COMPASS

Keywords:
Safety in a Group; Awareness of Mutual Needs; Group Cohesion

Objectives:
*Ensuring that the participants feel safe and an integral part of the group.
*Aiding cohesion amongst the members of the group.
*Reflecting on the relevance of the group's activities and topics to the lives of the participants.

Target group:
Work and community groups.

Duration:
20-60 minutes

Methodology step-by-step:
1. Introduce the participants to the Safety Compass (see the handouts below) and clearly describe the aims and objectives of the exercise.
2. The participants complete the Safety Compass individually.
3. Place the compasses next to each other so that all are visible.
4. Compare and contrast the results. It is also possible to explore patterns in the ratings.
5. Discuss the results.
6. Discuss in plenary which initiatives are needed in order to strengthen the relationships within the group and to make its activities more relevant. This discussion should result in an action plan to which all participants agree.

NOTE: If there have been challenges in the group, it is important to mention in a neutral way that the exercise can be a way of dealing with them. The Safety Compass exercise can be carried out at the start of the group if the participants already know each other. The exercise is also suitable after the group has been running for a short time, in order to assess the participants' feelings.

Resources needed:
*A copy of 'The Safety Compass' for each participant.
*Pencils or pens for each participant.
*Possibly flipcharts to summarize common results and decisions.

Challenges:
Some participants find it difficult to discuss their feelings about the group in plenary. The subject under discussion can be generalized in order to take attention away from individuals. The Safety Compass exercise requires that the participants understand the exercise scoring system and that they understand and are familiar with the concepts used in the compass.
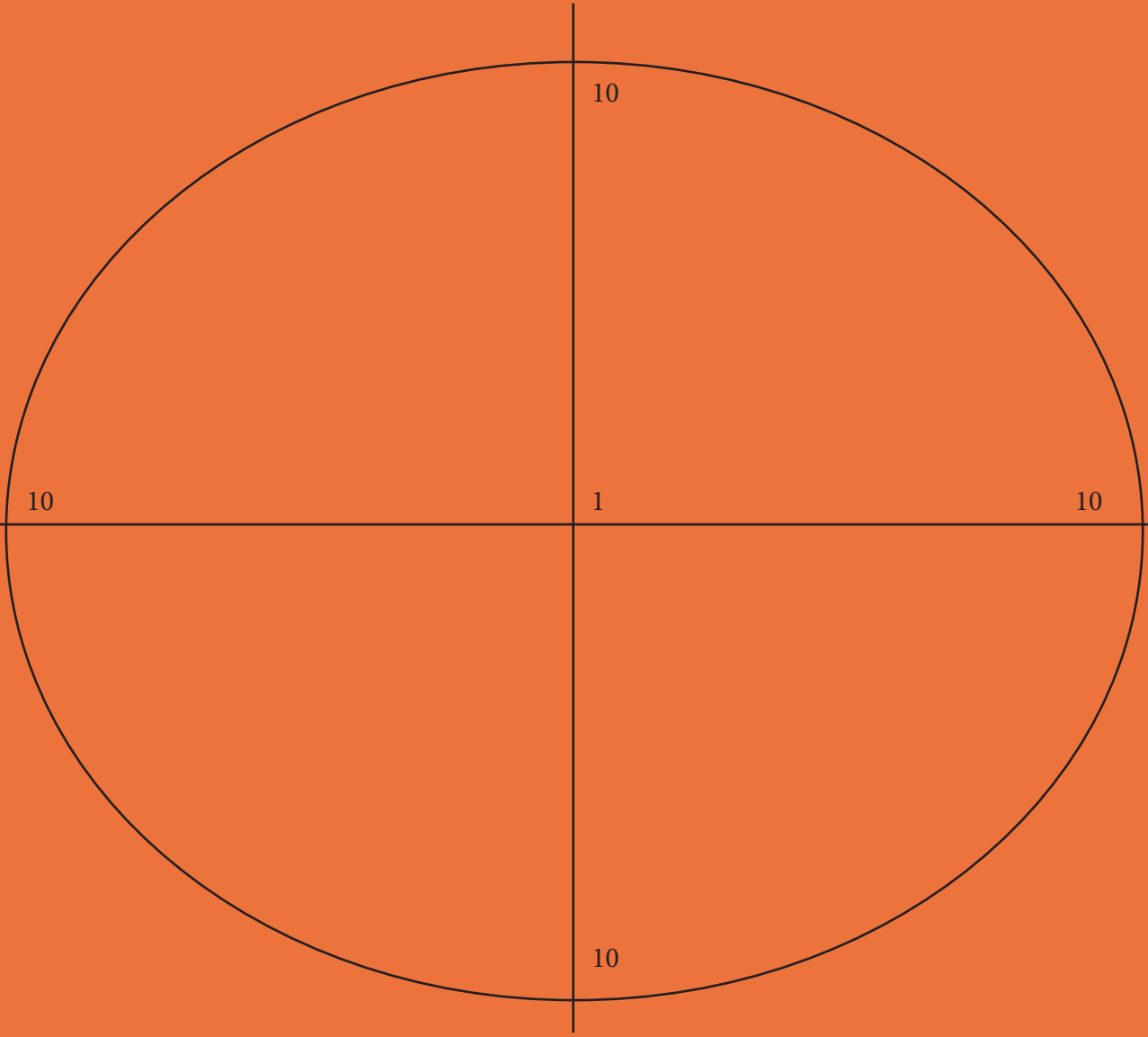.

7. THE SAFETY COMPASS

Do I feel safe at the meetings

10

Can I be myself at the meeting?

10

1

10

Are the topics relevant for my everyday life?

10

Do I feel sense of belonging

8. MY SECRET HOBBY

Keywords:
Ice-breaker; Good Group Atmosphere

Objectives:
*Making new groups of people feel at ease with each other.
*Enabling participants to get to know each other.

Target group:
Groups of people who do not yet know each other.

Duration:
5 minutes to introduce the activity plus 5 minutes per person.

Methodology step-by-step:
1. Ask each participant to write on a post-it or small piece of paper one hobby that they have or had. They should fold the paper and place it into the bowl or hat.
2. Once everyone has done this, ask someone to take one of them out from the bowl or hat and read it aloud in the group plenary.
3. Everyone should guess who has or had the hobby.
4. If the group members are not able to guess correctly after a short time, the person should make themselves known. They may say a little about the background of this hobby, why they chose it and what it means to them.
5. This person now draws the next one and reads it aloud, after which the exercise is repeated until they have all been read.

NOTE: Hobbies may be replaced by other subjects, for instance "my experience of travel". If participants wish to write more than one hobby, they must use a separate piece of paper for each. The exercise should take place during a workshop or meeting, not as the first activity.

Resources needed:
*Post-its or post-it-sized pieces of paper
*A hat or bowl
*Pencils or pens

Challenges:
Some people are shy and may not want to speak in front of the others. In this case, they may whisper to someone who then speaks for them.

Individual Task

*Each participant writes on a note a hobby which she/he previously pursued or still activelly pursues

*All notes are packed together and gathered in a big bowl.

Collective Task

*The participants take turns pulling a note from the bowl/hat. Each note is read aloud in the group.

*The group members now must guess who ahs/or previously had the hobby which are read aloud.

*If the group cannot guess correctly after a short time- the person makes her/himself known and tells a little about the background.

Hobby can be replaced by many other words

9. TOP TEN PRIORITIES

Keywords:
Prioritization; Motivation for participation

Objectives:
*Visualising what is important and necessary for the group.
*Reflecting on the motivation for participating in specific groups and workshops.

Target group:
Adults and young adults.

Duration:
120 to 180 minutes for the longer, in-depth version
60 to 90 minutes for the shorter version.

Methodology step-by-step:
1. Divide the participants into groups based on certain criteria such as age or gender.
2. Clearly explain the goal and approach of the exercise.
3. Tell the participants that the statements on the template are in a completely random order.
4. Give each of the participants the priority template. They must prioritize all the statements on the template individually, based on a scale where 10 is the most important priority. It is not possible to give the same number of points to two statements.

5. When they have finished, they present their priorities to the other members of their group. A selected group leader continuously collects the results in a common template, thus a picture emerges of the group's overall priorities. If there are major differences, the group must "negotiate" a final priority or choose a final group list another way.
6. Once the group has agreed upon a common list, they write it on a large piece of paper in order of priority. The group leader must also note on their own paper where there may have been significant differences, including where the highest priorities among one of more group members may not be included in the common list or are placed low on the common list.
7. Each group leader presents their group's priorities in plenary and then hangs the paper up in the room.
8. Discuss the results
9. Prepare a common priority list which can form the basis for the further planning of activities and events. It doesn't have to contain 10 priorities – it can have more or fewer.
10. Discuss the priorities not included on the list or which are low down on the list of priorities.

NOTE: The room must be large enough for the groups to have space to work and not disturb each other.
It must be made clear at the beginning of the exercise that criticism of another person's priorities is not allowed.

Resources needed:
*Priority templates (see below), adapted as much as possible to the current target group. One template per participant and at least 2 templates for the summary process in the groups and a final template for the common priorities.
*Flip charts for the final group priorities to be shown in the room.
*Possibly powerpoint to describe step-by-step the priority process

Challenges:
As in all group processes, there is a danger of a group dynamic where some participants dominate and others are reluctant to express their wishes if they are not in line with the wishes of the dominant persons.

What would you give the highest priority in the community/association/etc...	1 to 10
The most important thing is that I can get away from home for a while and have fun with other members	
The most important thing is that some existing and relevant theme meetings are arranged	
The most important thing is that the community/association is planning activities for my children	
The most important thing is that I gain more knowledge about policies and decisions in my municipality	
The most important thing is that the community/association can meet with others across gender, age, education, etc...	
The most important thing is that in the community I am part of a safe social network, where we share same values	
The most important thing is that I gain new inside into societal topics	
The most important thing is that I there is not compulsion to attend, so I can come any time I wand or feel like it	
The most important thing is that the association/community members attend the events in large number	
The most important thing is that I can meet others with my own age and my own expectations	

10. COLOURED GLASSES; DIFFERENT LOOKS

Keywords:
Different Opinions; Diversity; Inclusion; Empathy; Tolerance; Creativity

Objectives:
*Recognising the limits of your tolerance.
*Seeking ways to change your intolerant behaviour.
*Encouraging inclusion.
*Valuing the principles, values and creativity of each person.

Target group:
Groups of 20-30 people from the age of 10 years old.
No prior knowledge or information is required.

Duration:
40 minutes

Methodology step-by-step:
1. It is important to prepare the material in advance.
2. Ask each participant to take a piece of coloured cardboard in a colour that they don't like.
3. Using this cardboard, they should design and make a pair of glasses that fit them.
4. Once the glasses have been made, people with the same colour cardboard should group together. They discuss why they don't like the colour and say which colour they would rather have had.

5. Read from the table below what each colour symbolizes.
6. Explain that each person must assume the behaviour of their colour, indicated in the table, and must plan a birthday party.
7. Share with the group the experience of having that colour and behaving in that way.
8. Discuss what it is like putting yourself in someone else's place; how you can accept people who are different; what difference it would make to the world if we practised empathy and tolerance.

NOTE: do not explain the symbolism of the colours until after everyone has finished making their glasses and have explained why they don't like the colour. Explain the purpose of the glasses: without realizing it, we are always looking at the world through the glasses of our inner self. Try to put ourselves in the place of other people; put on other glasses from time to time. It is an exercise of communication and socio-cultural integration.

Resources needed:
*Cardboard in 10 different colours: red, orange, yellow, pink, brown-brown, green,
*white, blue, purple, black.
*Scissors
*Pencil crayons or felt tips

Challenges:
The greatest challenge is to put oneself in the place of those people who may be intolerant.

Colors   Symbolize…
Red — I can and will go all out
Orange — Precautionary - Alerts
Yellow — I shine - I help you shine
Pink — Caregiver - Protector
Brown   — Conflicting - biased
Green   — Positive - good relations
White   — I want to stand out more
Blu   — Serenity - inner peace
Purple — Empathetic - Understanding
Black — Sensitive - Dramatic - Negative

11. TALKING FLAGS

Challenges:
This exercise must be able to establish equality and emphasise the similarity between people from different backgrounds. The greatest risk of this method is that it may generate intolerance.

Keywords:
Migrants; Diversity; Similarity

Objectives:
*Understanding the similarities between people from different migration backgrounds. .

Target group:
Groups of people, such as work colleagues, from different migration backgrounds but with a common language.

Duration:
60 minutes

Methodology step-by-step:
1. Hand out pieces of different coloured cardboard.
2. Take it in turns to say the colour on your piece of cardboard. Each person with that colour in their national flag should say 3 positive things about the society in their country and 3 negative things that need to change.
3.Repeat with a different colour.

NOTE: It is possible to ask the participants to dress in the colours of their national flag to enable everyone to get to know the different national flags.

12. THE ABYSS

Keywords:
Migrants; Diversity; Similarity

Objectives:
*Understanding the similarities between people from different migration backgrounds. .

Target group:
Groups of people, such as work colleagues, from different migration backgrounds but with a common language.

Duration:
15 min

Methodology step-by-step:
1. Invite the participants to stand in two rows, shoulder to shoulder, with the two rows facing each other.
2. Encourage them to imagine that between the two rows and behind the rows there is a deep chasm. Each row is the width of their feet.
3. Tell the participants that they must order themselves in their row by their month of birth (January at one end and December at the other).
4. They must change places with the support of their team mates so as not to fall into the abyss.
5. Once they are in month order, starting at the January end they each say their month of birth.

6. Congratulate each other on their achievement.
7. Reflect on the exercise. This can begin with the question 'What could the abyss mean?' All participants should be given the opportunity to contribute to the discussion.

NOTE: It is not a race. The aim of the exercise is to support each other and achieve the goal of standing in the order of birth month.

Resources needed:
*It is necessary to have a large, quiet room.

Challenges:
The challenge is to create different ways of co-operation.

13. THE PROBLEM

Resources needed:
*Paper
*Pens
*Box or container

Challenges:
None

Keywords:
Teamwork; Problem-solving; Effective Results

Objectives:
*Analysing and finding a solution to a problem.
*Being able to work as part of a team.
*Listening to and valuing different opinions.

Target group:
Groups of people from different communities.
Suitable for all people of any age.

Duration:
60 minutes.

Methodology step-by-step:
1. Write down on a piece of paper a problem faced by migrants. For example, a migrant who has difficulty integrating into the local society.
2. Fold the paper and place into a container.
3. Take out each at random.
4. Analyse the problem as a team and find a solution.
5. Once a solution has been found, the participant who wrote the problem must say if the problem has been solved satisfactorily.

14. FAMILY TREE

Keywords:
Differences; Similarities; Diversity; Integration; Multiculturalism

Objectives:
*Visualising and understanding diversity and multiculturalism in our society.
*Aiding integration.

Target group:
Multicultural groups of all ages; preferably a mix of ages from children to older people. If possible, groups of people who have a common language.

Duration:
45- 60 minutes

Methodology step-by-step:
1. Invite each participant to say where their grandparents come from; both the country and the region.
2. Write the country and region on a post-it and stick to a flipchart or board.
3. Tell the participants to reflect upon and discuss the culture handed down to them from their grandparents; how it affects their life today; if they do things that their grandparents taught them but which is not the norm in the society in which they now live.
4. The participants discuss the similarities between the cultures and explore how their grandparents' culture compares with the culture of the country in which they are now living.

NOTE: If this exercise is carried out by people who speak different languages, maps and mime can be used. Emphasize that cultures are different and that none is superior or inferior.

Resources needed:
*Post-its
*Pens
*Flipchart or board

Challenges:
This activity needs to be well-moderated to ensure that all participants are able to express themselves and that no-one monopolizes the story telling.

15.MY TIME FOR YOU

Keywords:
Networking; Sharing Best Practice

Objectives:
*Exchanging expertise and experience.
*Networking.
*Devising effective and innovative methods for all.

Target group:
Groups with an even number of participants and a minimum of 6. It is suitable for all ages. The participants must have experience in the subject.

Duration:
60-90 minutes

Methodology step-by-step:
1. Ask the participants to choose one partner from the group.
2. Partners have 5 minutes to briefly introduce themselves and to exchange information and their experience about the specific topic. They need to talk about their personal experiences -no theory! Participants are asked to take notes.
3. After five minutes, sound an alarm and tell the participants to change partners and repeat the exercise.
4. Once all the participants have spoken to everyone, they have five minutes to write a memo of the most original and important points that emerged from the conversations.

NOTE: Emphasise the importance of adhering to the 5 minutes and that it means 2.5 minutes per person.

Resources needed:
*Paper
*Pencil
*Post its
*Alarm / Alarm Clock

Challenges:
This method does not involve any risk, however, people with less experience may feel somewhat intimidated by their more experienced colleagues.

16. STARTING TO CREATE

Keywords:
Generating Trust; Communication; Teamwork; Development of Activities

Objectives:
*Strengthening teamwork.
*Developing the objectives and dynamics to be used in different activities,
*proposals or projects.
*Identifying the qualities of each person in the group.

Target group:
Groups of 5-15 participants ideally from multidisciplinary working groups and already working together.

Duration:
60 - 120 minutes

Methodology step-by-step:
1. Organise the time, date and location of the meeting.
2. If the group is large, divide the participants into smaller groups, with a spokesperson for each question ie. not one spokesperson for all the questions.
3. Present questions to the group or groups. Questions could include:
 What is the topic we are going to work on?
What are our objectives?
Which part of the population do we want to reach?
What activities do we want to carry out and why?

4. The groups should work separately on each question for 10 minutes, drawing a maximum of three conclusions for each of the questions, which they then present to the whole group.
5. Once each of the conclusions of the different groups has been presented, the most common conclusions of all the groups will be assessed as a whole.
6. The group works together to set a roadmap using the objectives, activities, strengths and weaknesses highlighted by the above exercise.

NOTE: It is necessary to call a new meeting to define the calendar and distribution of work (commissions or subgroups). This is not a one-time activity, but a work method that is chosen and implemented regularly in work meetings.

Resources needed:
*A large enclosed space, such as a meeting room, with tables and chairs
*Paper
*Pens
*Whiteboard
*Whiteboard pens

Challenges:
This methodology can work on different levels and with different groups who require development and coordination of their activities, proposals or projects. This method varies because it depends on the needs and demands encountered in the evolution and programming of the activities.

17. THIS IS HOW I LOOK; THIS IS HOW THEY SEE ME

Keywords:
Self-evaluation; Empowerment; Self-awareness; Acceptance; Recognition of Other Views and Opinions

Objectives:
*Learning to recognize your strengths and weaknesses.
*Accepting other people's assessments of you.

Target group:
Groups of 10 children, young people or adults.

Duration:
30 - 40 minutes.

Methodology step-by-step:
1. Divide a piece of paper into 3 sections. In the middle section, draw a self-portrait. In the right-hand section write your strengths and in the left-hand section write what you would like to improve about yourself. Fold the left-hand and right-hand sections back so that only the picture can be seen.
2. Find a partner and show them the drawing, ensuring that they cannot see what you have written. The partner must describe what they find positive about you and what you should improve upon.
3. Compare what you have written about yourself to how your partner perceives you and reflect upon it.
4. Write encouraging words and phrase on pieces of paper and display them prominently in the room. For example, 'I can', 'I love myself', 'I value myself as I value my friends and family'.
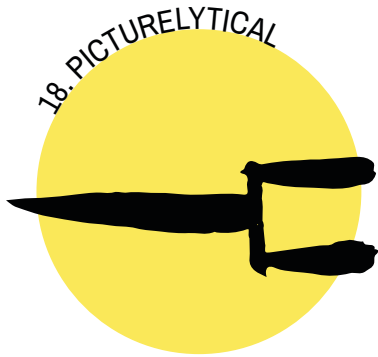**NOTE:** Suggest to participants that they repeat these phrases to themselves during the week to give them encouragement.

Resources needed:
*Paper
*Coloured pens or pencil crayons.
*Pencils
*Cellotape to stick the words of encouragement to the wall.
*A large quiet space with tables and chairs

Challenges:
Recognising yourself for who you are.

18.
PICTURELYTICAL

Keywords:
Expressing Opinions; Styles of Teaching and Moderating

Objectives:
*Learning about different styles of teaching and moderating and how to implement them.
*Expressing opinions clearly and respectfully.
*Listening to the opinions of others.

Target group:
Groups of people involved in teaching and moderating.
Groups of people discussing a certain common theme.

Duration:
20-30 minutes

Methodology   step-by-step:
1. Put several pictures showing different styles of teaching on the floor.
2. Ask the participants to look at the pictures and stand next to the picture they agree with or feel most comfortable with.
3. Each participant should explain why they have chosen that particular picture.
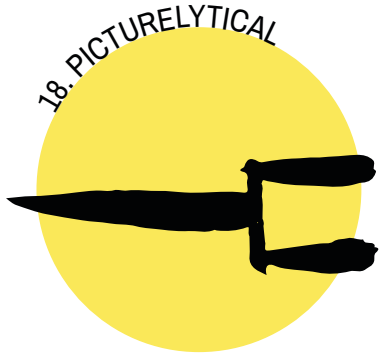4. Explain that there is no right or wrong answer and that all the pictures show good ways of teaching.

NOTE: This method can be also used with written words instead of pictures. The same method can be used with different topics. For example, if the topic is 'What represents democracy?' the given words can be FREE ELECTIONS, PEACE, FREEDOM, NO CORRUPTION

Resources needed:
*Pictures showing different teaching styles.
*A large enough room for the number of participants to carry out the activity.

Challenges:
Be aware of possible conflict when using this method with controversial topics.

18.
PICTURELYTICAL

Keywords:
Expressing Opinions; Styles of Teaching and Moderating

Objectives:
*Learning about different styles of teaching and moderating and how to implement them.
*Expressing opinions clearly and respectfully.
*Listening to the opinions of others.

Target group:
Groups of people involved in teaching and moderating.
Groups of people discussing a certain common theme.

Duration:
20-30 minutes

Methodology   step-by-step:
1. Put several pictures showing different styles of teaching on the floor.
2. Ask the participants to look at the pictures and stand next to the picture they agree with or feel most comfortable with.
3. Each participant should explain why they have chosen that particular picture.
4. Explain that there is no right or wrong answer and that all the pictures show good ways of teaching.

NOTE: This method can be also used with written words instead of pictures. The same method can be used with different topics. For example, if the topic is 'What represents democracy?' the given words can be FREE ELECTIONS, PEACE, FREEDOM, NO CORRUPTION

Resources needed:
*Pictures showing different teaching styles.
*A large enough room for the number of participants to carry out the activity.

Challenges:
Be aware of possible conflict when using this method with controversial topics.

19. WHERE DO YOU STAND?

Keywords:
Discussion; Expressing Opinions; Differences in Opinion

Objectives:
*Developing skills in discussion and argumentation.
*Respecting the opinions of others.
*Sharing your opinions respectfully

Target group:
Groups of migrants. People with weak language skills can participate by using body language or can show their opinion by where they stand in the room.

Duration:
50 min

Methodology   step-by-step:
1. Open the thinking process with a question, for example, 'what is democracy?'
2. Give the participants 1-2 minutes to write their understanding of what it is on a post-it. They should stick the post-it onto a flipchart and read out loud what they have written.
3. Tell the participants to imagine a line running through the middle of the room. On opposites sides of the imaginary line stick a piece of paper on the floor upon which is written AGREE or DISAGREE.
4. Invite the participants to stand up and form a line. Explain that you are going to read the statements from the flipchart. If the participant agrees with the statement,

they should stand on the AGREE side; if they disagree they should stand on the DISAGREE side.
5. Point out that the participants should stand according to the extent to which they agree or disagree with the statements. The closer to the imaginary line, the less extreme their agreement or disagreement with the statement.
6. After each statement there is a short discussion during which the author of the statement explains their viewpoint and the others reflect and explain why they have chosen to stand where they stand. During this process it is possible for the participant to change their opinion and therefore where they are standing.
7. After having read through all the statements, bring the group back together for discussion and debriefing. An impulse for this could be the following questions: Were any of the questions difficult to answer because it was hard to make a decision? Were you surprised by the degree of disagreement on some issues? Are there "right" or "wrong" answers or is just subject to individual belief?

Resources needed:
*Two pieces of papers with the words AGREE and DISAGREE.
*Post-its
*Pens and pencils
*Flip chart
*Space for people to move

Challenges:
Be mindful of the profile of the participants when preparing the statements; be aware to what extent the participants know the topic and understand the vocabulary; don't chose a topic that could cause conflict among the participants.

20.MY FAVOURITE BODY PART

Keywords:

 Ice-breaker

Objectives:
*Getting to know the other participants.
*Stimulating a positive, calm and trusting environment before starting a workshop.

Target group:
Groups of migrants, possibly divided into gender-specific groups. Suitable for all ages and genders.

Duration:
15 min

Methodology   step-by-step:
1. Ask the participants to think about their favourite or most important body part or just something special they like about their look. They either write it down or draw it.
2. Put the participants into pairs and ask them to introduce themselves to each other by talking about their body part.
3. Ask each participant to introduce their partner.

NOTE: It is possible to use photos of different body parts or people with different looks and ask the participants to choose from them.
If someone is uncomfortable doing this exercise with someone of a different gender, do the activity in groups divided by gender.

R*esources needed:*
*A4 paper
*Pencil crayons
*Pencils
*Pens
*Flipcharts

Challenges:
Be aware of participants who are uncomfortable with discussing their body parts.
.

21.UNEXPECTED SITUATION

Keywords:
Handling Unexpected Situations; Overcoming Challenges

Objectives:
*Dealing with unexpected situations whilst teaching a language class.
*Acquiring new communication, teaching and moderation skills

Target group:
Groups of migrants in a language class.

Duration:
60 minutes

Methodology   step-by-step:
1. Welcome the students to the class and explain that there is an unexpected situation which means that the lesson will be different than planned.
2. Ask the participants to sit in a circle. Give one participant a ball and ask them to say a word in the target language. They should then throw the ball to another participant, who has to say a word in the target language beginning with the last letter of the previous word or a word from the same category of word.
3. Practise using these words by making sentences with them, drawing them or acting them out.
4. Practise other vocabulary by pointing out objects in the classroom and asking the participants to name them in the target language.

Resources needed:
Ball
*Paper
*Pencil crayons
*Pencils

Challenges:
It is possible that the participants will be unhappy that the lesson is different from expected. If this is the case, it will be necessary to decide whether to continue with the lesson or to cancel it. .

22.RECYCLO GARBO DEMO

Keywords:
Recycling; Separating Rubbish

Objectives:
*Learning about different types of waste.
*Learning how separate rubbish and where to recycle it.
*Understanding why recycling is important.
*Preserving the environment

Target group:
Migrant communities. Suitable for all ages. People with a basic to advanced level of language.

Duration:
60 minutes

Methodology   step-by-step:
1. Ask the participants if they know how to properly separate rubbish. Adjust the workshop depending on their answers.
2. Present how to properly separate rubbish. This can be done with the help of a Powerpoint presentation and handouts containing the relevant information.
3. Show the different examples of actual rubbish. Show the different bins and explain which type of rubbish should be placed in each.
4. Place the rubbish on the floor and the participants must separate it correctly.
5. Once the rubbish has been correctly separated, they must be place it in the correct bin.

NOTE: Instead of actual rubbish, it is possible to use pictures of rubbish. It is possible to used coloured paper instead of bins, and the participants place the rubbish next to the appropriate piece of coloured paper

Resources needed:
*Powerpoint presentation
*Handouts
*Actual rubbish or pictures of rubbish
*Different boxes to serve as recycling bins or coloured paper

Challenges:
Ensure that the participants understand the language used. If their language skills are weak, it will be necessary to the write the handouts in their language as well.   .

23. TIME SAVVY

Keywords:
Time; Schedules; Appointments; Deadlines

Objectives:
*Learning what time is and its importance in our lives.
*Improving time management.

Target group:
Groups of migrants.

Duration:
90 minutes

Methodology   step-by-step:
1. Introduce the subject by using short presentations explaining what time is, its importance and its effects.
2. Carry out various exercises which exemplify the importance of good time management and show the effects of poor time management.
3. Carry out various exercises which help the participants to plan and manage their time better.
4. Discuss time and time planning.

Resources needed:
*Powerpoint presentation devised by the leader of the workshop.
*Activities for the participants which have been planned in advance of the workshop by the leader.
*Watch or clock
*Calendar

Challenges:
It is necessary to be aware of cultural differences regarding the concept of time.

24.I, YOU,WE

Keywords:
Communication; Preventing Conflict; Needs; Feelings; Different Perceptions; Communication Tools

Objectives:
*Learning the techniques of strategic communication.
*Developing skills in strategic communication.
*Being aware of your feelings and needs and how to communicate them.

Target group:
Small groups of same-sex migrants. A high level of language skills is necessary.

Duration:
60 minutes

Methodology   step-by-step:
1. Ask the participants the following questions:
 a. What is "I-speech", "YOU-speech" and "WE-speech"?
  b. What is the difference between criticizing behaviour and criticizing someone's personality?
2. Explain the concept of 'I SPEECH, YOU SPEECH and WE SPEECH'
I SPEECH is a technique of strategic communication. It offers the possibility to express needs and wishes in a constructive and concrete way. I SPEECH involves behaviour and feelings without disregarding the person. It doesn't lead to conflict avoidance, rather it is about opening the channels of communication in order to discuss the original reasons for the conflict. I SPEECH shows a willingness to communicate and search for mutually acceptable solutions. With I SPEECH we criticize behaviour, not personality.

Structure of I SPEECH
a. "When I see that you…" We talk about the other person's action.
b. "…I feel"… or… " I wish to….We talk about our own reaction without self-accusation or justification.
c. "I wish…" or "I would like… We talk about the result we wish, without demanding it.
For example:
When you tell me to shut up, I feel hurt. I wish we could talk and you would tell me what is really bothering you.
Comparison of I SPEECH, YOU SPEECH and WE SPEECH:
Example of YOU SPEECH
"Okay Nikola, can you stop talking? You are really inconsiderate!"
Example of WE SPEECH
"We all know that Nikola is inconsiderate and never listens when other people are speaking."
Example of I SPEECH
"Nikola, I really mind when you interrupt me because it gives me the feeling that I am not respected. I would like to be heard and I care about your opinion."
3. Work in pairs to complete the following exercise.
Think of a situation that has made you angry and explain the circumstances to your partner. By using role play, the partner has to give their spontaneous reaction.   They should then formulate their anger in an I message.
4. Sit the group in a circle and ask everyone to complete the following statements: "When communicating with people, I don't like it when someone………." They should then say "In that kind of situation I react…………"
5. Whilst still sitting in the circle, ask the participants to write a message of praise to someone they know on a piece of paper. Put the messages into the hat. Take out one message at a time and read them out loud. The participants have to determine if the message is formulated in I SPEECH. If not, they should say how they would formulate it in I SPEECH.
NOTE: It is recommended to practise this activity first in a group in which conflict is unlikely. If the participants don't want to share a situation which makes them feel angry, they can do the activity alone and write the situation on a piece of paper or even draw it.

Resources needed:
*A piece of paper for each participant
*Pens or pencils
*A hat or bag for the third exercise

Challenges:
Conflict between participants may arise during this exercise. It is necessary to be well prepared to deal with such a situation.

25. DON'T BE SHY

Keywords:
Communication; Shy Participants; Trusting Environment

Objectives:
*Providing a safe and trusting environment.
*Giving participants the confidence to share their opinions.

Target group:
Groups of literate, but shy, migrants who speak a common language.

Duration:
30 minutes

Methodology   step-by-step:
1. Speak to the participants and perhaps give them an ice breaker to make them feel at ease in the group.
2. Name a topic that you would like to discuss.
3. Give the participants pencils and paper and ask them to write what they think about the topic. They may put their name on the sheet if they wish.
4. Place the statements into a box.
5. Read each statement individually and encourage the participants to discuss them.
NOTE: Step 5 may be excluded if the participants are extremely shy.

Resources needed:
*Pencils
*Paper
*Box
*A prepared ice-breaker (optional)

Challenges:
Some of the participants may still be too shy to express their opinion

26. MANAGING CONFLICT

Keywords:
Communication; Preventing Conflict

Objectives:
*Understanding the causes of conflict.
*Resolving conflict successfully.

Target group:
Small groups of migrants, divided by gender. A good level of the target language is essential.

Duration:
145 minutes

Methodology   step-by-step:
1. Introduce the topic with the help of a powerpoint presentation. The presentation should include why conflict arises and what the obstacles to communication are. Possible explanations:

a)   Semantic barriers can lead to misunderstandings; the recipient of the message may not understand properly what the speaker means.

b)   Conflict can also be caused by individual prejudices, values and attitudes. Define 'prejudice' and demonstrate that prejudice can work both ways. Give the example of migrant communities; there is often prejudice against them from their host country, but the migrant communities also have their own prejudices against their host country.

2.   Carry out role-plays of conflict situations, which must be situations that the participants can relate to. Prepare these role plays in advance.

3.   Discuss the situations and role plays, pointing out where individual perceptions and prejudice played a role in the conflict.

4.   Guide the participants to look for solutions themselves; ask them how they would manage the conflict; make them aware of their own conflict management skills - whether they are constructive or destructive. After this discussion, present ways to resolve or prevent conflict.

 NOTE: If no-one wants to carry out the role play, it is possible to read out the situation and then continue with the discussion. Do not call the role play 'a game', as it may deter people from wanting to do it.

Resources needed:
Powerpoint presentation

Challenges:
 The role plays could cause real conflict; be ready to mediate if this occurs.

27. CAT IN THE SACK

Resources needed:
Nicely wrapped objects

Challenges:
None

Keywords:
Expectations; Fantasy; Reality; Assumptions; Fears

Objectives:
*Starting a discussion about expectations and assumptions vs reality.
*Understanding the contrast between assumption and reality.
*Developing trust within the group.

Target group:
Suitable for all groups and ages. Also recommended for children.

Duration:
15 minutes (depending on the group size)

Methodology   step-by-step:
1. Ask the participants to sit in a circle. Place a wrapped gift for each person in the middle.
2. Each participant takes a gift and without opening it, guesses what is inside the package.
 3. After 2 minutes of guessing, allow the participants to open their gift. Ask them if they had guessed correctly what it was; if they had expected something else; how they feel about their gift.

NOTE: It is possible to use objects with symbolic value.

28. FIREBALL

Keywords:
Feelings; Emotions; Fears; Opinions; Conflict Resolution

Objectives:
*Aiding conflict resolution.
*Dealing with emotions and fears.
*Reflecting on a situation that can affect us emotionally and how different "ways out" are possible.
*Building empathy within the group.

Target group:
1 person alone or a group. Suitable for both adults and children.

Duration:
1-3 minutes per participant.

Methodology   step-by-step:
1. Give each participant a tennis ball.
2. Turn out the lights.
3. In a slow, calm tone, say the following:
 Close your eyes and breathe consciously and deeply. Inhale through your nose and exhale through your mouth. Take the ball in your hands and very consciously perceive its surface. What do you feel? How do you feel? Describe in your thoughts what you feel. Glue all those feelings to the surface of the ball. Cover

and fill the ball with all the feelings and sensations that come to you right now. Relate those feelings and sensations to colour; to a smell; give them a name. Hold the ball firmly; control it. Imagine the ball is now getting warm, comfortably warm, and slowly it gets warmer and warmer until it starts to be hot and burn. Breathe deeply, very deeply, and……….
OPTION 1 – blow and put out the fire
OPTION 2 - pass it on to the person to your left
OPTION 3 – throw the ball away from you
4.Discuss the feelings on the surface of the ball; how the participants felt about the activity and why they chose what they did with the ball at the end of the exercise.

Resources needed:
1 tennis ball per participant

Challenges:
None

29. PICTOGRAM

Keywords:
Icebreaker; Sense of Belonging; Common Ground

Objectives:
*Gaining trust and a sense of belonging within the group.
*Talking about yourself without having to answer direct question.
*Finding common ground with members of the group.
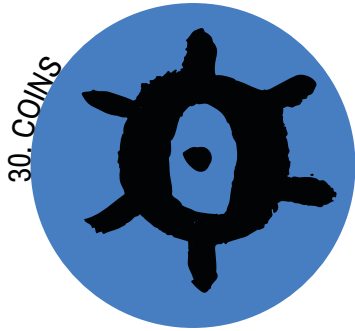
Target group:
Groups of colleagues

Duration:
2-5 minutes per participant (Trainer can set a maximum limit)

Methodology   step-by-step:
1. Ask each participant to choose an image or object.
2. The participant should explain why they chose that specific image or object and their connection to it.

NOTE: One participant speaks at a time and the others must listen without asking questions or adding comments. There are no right or wrong answers. It is not a conversation; it is about listening to what the colleague wants to share. It is important to choose images or objects which have some sort of association with the participants.

Resources needed:
*Cards
*Pictures
*Objects

Challenges:
The better the group members know each other, the greater the risk that the participants will get into a conversation and take more than the allotted time for the exercise. Very good time management and moderation skills are essential.

30. COINS

Challenges:
The better the group members know each other, the greater the risk that the participants will get into a conversation and take more than the allotted time for the exercise. Very good time management and moderation skills are essential.

Keywords:
Icebreaker; Finding Common Ground; Memories; Sense of Belonging

Objectives:
*Gaining trust and a sense of belonging within the group.
*Talking about yourself without having to answer direct question.
*Finding common ground with members of the group.

Target group:
Groups of colleagues

Duration:
2-5 minutes per participant (Trainer can set a maximum limit)

Methodology   step-by-step:
1. Each participant should take a coin from the box, look at the date of issue on it and tell the group something that happened in their life during that year.

NOTE: One participant speaks at a time and the others must listen without asking questions or adding comments. There are no right or wrong answers. It is not a conversation; it is about listening to what the colleague wants to share.

Resources needed:
*Box of coins from different countries with different dates, not older than the average age of the participants.

31. ONLY THREE QUESTIONS

Challenges:
none

Keywords:
Empathy; Team building; Listening

Objectives:
*Sharing personal information.
*Building a safe atmosphere.

Target group:
Any group that regularly meets to learn or to work together.

Duration:
20-30 minutes

Methodology   step-by-step:
1. Divide the participants into twos. The first one introduces themselves and answers three questions posed by their partner. The partner must memorize or write down the answers. Swap roles.
2. Present your partner to the rest of the group using this information. Then present yourself to the group.

NOTE: The three questions can also be personal, for example, 'what are your strengths?

Resources needed:

32. TELL ME!

Resources needed:
none

Challenges:
The trainer must be very good at time management. The risk is that the discussion of personal problems will take too long.

Keywords:
Ice-breaker; Building Trust; Empathy

Objectives:
*Finding out how somebody really feels.
*Making people feel that their feelings are important.

Target group:
One-to-one or small groups of people who meet regularly. It is especially recommended for online groups.

Duration:
5 minutes

Methodology   step-by-step:
1. Before beginning a training session or workshop, say to each participant 'tell me how you are' or 'tell me how your week has been'. Allow them to speak without interruption.
2. After each participant has had this opportunity to say how they really feel, then begin the training session or workshop.

NOTE: The question should be asked systematically and consciously before each session. It gives the participants confidence that their feelings are taken seriously, which is essential for learning effectively.
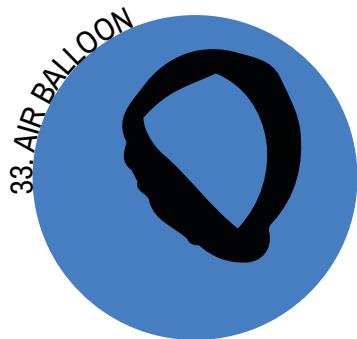
33. AIR BALLOON

Keywords:
Getting ready to work; Ice-breaker; Motivation

Objectives:
*Creating a relaxed, comfortable atmosphere.
*Discarding tension and negative thoughts.

Target group:
Any group but not people who have suffered from traumatic events.

Duration:
5-10 minutes

Methodology   step-by-step:
1. Ask the participants to find a space in the room and stand there.
2. Tell them to close their eyes and concentrate on their breathing .
3. Tell them to imagine a gigantic balloon. They should them imagine filling it with all their problems, tensions and bad thoughts.
4. After 2 minutes tell them that the imaginary balloon is full of all their "negative baggage". They should let the balloon float far away.
5. Invite the participants to open their eyes. The main workshop or training session may now begin.

NOTE: This exercise can be also done by separating issues or thoughts into different balloons. In the case of persons with visual disabilities, we recommend describing the balloon without mentioning colours.

Resources needed:
Large and well-ventilated room

Challenges:
There is a risk of awakening past trauma. Do not use this activity with people who are known to have suffered trauma

34. RADICAL CLEANING

Keywords:
Team building; Collective Decision-making

Objectives:
*Fostering team spirit and collective decision-making.
*Establishing trust.
*Being able to collaborate effectively.

Target group:
Groups of all ages

Duration:
This varies according to the size of the group and the cleaning activity chosen.

Methodology   step-by-step:
1. Discuss with the group what needs to be cleaned. Take a vote.
2. Plan the cleaning activity democratically, for example, who is responsible for cleaning which area, who should supervise the cleaning etc.
3. Carry out the cleaning activity.

NOTE: This exercise can be carried out in a number of different ways and instead of cleaning, the group could cook something together, construct something, organize a room etc. The main point is to carry out an activity together which the group has planned jointly.

Resources needed:
*Cleaning products
*Broom
*Vacuum cleaner
*Duster etc.

Challenges:
It can be difficult to engage every person in a group in the cleaning activity. Chaos could ensue if all the decisions are not agreed upon collectively.

35. FIRST NATIONS CIRCLE

Keywords:
Giving Feedback; Conflict Resolution; Problem-solving; Self-expression

Objectives:
*Fostering democratic and participative problem solving
*Dissolving hierarchy
*Allowing all participants to express themselves and their opinion
*slow and painfunless conflict resolutions

Target group:
Groups of mature young adults and adults who know each other and who are experiencing conflict within their group. Emotional maturity is essential. Also recommended for groups of people who work in a hierarchical system which doesn't allow for open expression of feelings and opinions. Not suitable for children or teenagers

Duration:
30 – 180 minutes depending on group size, how well the participants know each other and the level of existing conflict.

Methodology   step-by-step:
1. Ask the participants to sit in a circle. Tell them to sit comfortably because the exercise could be quite lengthy.
2. Show the conversational object to the group.
3. Explain the rules of the game:

A) Just the person that has the object in their hands may speak.
B) Pass the object from person to person in sequential order – nobody may be left out.
C) Nobody is allowed to interrupt.
D) Nobody can leave the circle until the object has been passed to everyone.
4. Give the object to the first person, who then begins the round by expressing their thoughts, feelings and feedback on the situation of conflict.
5. Allow the object to continue to be passed around the group until the conflict has been resolved.

Note: The first round is usually one of protest and claims; the second and third are of exposing the cause of the problem and from the fourth round, there is problem resolution. This process must be allowed to develop by itself, without intervention. It is essential that all the above rules are respected.

Resources needed:
*A precious and sturdy object
*Chairs or a seating situation that allow people to sit comfortably in a circle for a long time
*No telephones or communication devices are allowed in the circle

Challenges:
Some participants may not respect the rules and may intimidate some of the participants. An inflexible hierarchy that does not allow for comments or critique could sabotage the activity. There could be violent outbursts of emotion.

36. STRATEGIC BALLS

Keywords:
Organizing the Work Agenda; Participants' Expectations

Objectives:
*Devising a course / workshop / training session that meets the participants' needs and expectations.
*Evaluating the achievement of the objectives of the course.

Target group:
Suitable for all kinds of groups, including children.

Duration:
15 – 30 minutes, depending on the topic and the reaction of the group

Methodology   step-by-step:
1. Explain that only the person holding the ball may speak. When they receive the ball, each participant should introduce themselves and say what their expectations are for the course /workshop / training session.
2. Give the ball to a participant. Once they have finished talking, they should throw or pass the ball to another person. Repeat this until everyone has spoken.
3. Write down the main points on the flip chart or board.
4. After everyone has spoken, show the plan for the workshop / training session / course and point out how the expectations of the participants can be met. If possible, change the plan to include the points raised by the participants.

NOTE: This is also an opportunity to clearly indicate which expectations will not be met. In addition, this exercise offers the possibility to evaluate, at the end of the event, to what extent the participants' expectations were met satisfactorily.

Resources needed:
*A tennis ball
*Flipchart

Challenges:
Participants may express too many expectations unrelated to the topic that has been prepared by the trainer. This creates frustration in the group and is demoralizing for the trainer if they are unable to adjust their program.

37. SPIDER'S WEB

Resources needed:
A big ball of wool

Challenges:
None

Keywords:
Participation; Dialogue; Creativity

Objectives:
*Encouraging all participants of workshops and seminars to participate in a discussion.
*Visualizing the communication carried out during the discussion.

Target group:
Suitable for all kinds of groups, including children.

Duration:
15 – 30 minutes

Methodology step-by-step:
1. Ask the participants to stand in a circle.
2. Introduce the topic whilst holding a ball of wool. Explain that each person must hold the ball of wool when speaking. If someone wants to speak, the person currently speaking must throw the ball of wool to them whilst holding onto the end of the wool.
3. At the end of the discussion, observe the 'spider's web' of wool and discuss this visible connection and communication between the participants.

38. NAIL POLISH

Keywords:
Personal Boundaries; Respect; Saying "No"

Objectives:
*Acknowledging and respecting personal boundaries.
*Being able to say 'no'.
*Respecting the personal space, taste and opinions of others and expressing our own.

Target group:
Suitable for all kinds of groups, including children.

Duration:
15 minutes

Methodology   step-by-step:
1. At the beginning of a workshop or training session about personal boundaries, leave the box of different-coloured nail polish in a visible place. Do not mention it or refer to it.
2. Carry out the workshop or training session, which includes a reflection on the importance of saying 'no' to something that makes you feel uncomfortable and how to listen to and accept the 'no' of others.
3. Explain to the participants that they are now going to carry out an exercise. Each person must choose and take one of the nail polishes from the box. It should be the one they like the most.

4. When each participant has a bottle in their hands, ask them to open it and paint the nails of the person on their right.

NOTE: The reactions will be immediate and spontaneous. Most people will refuse, using varied arguments.

Resources needed:
A box containing approximately 25 bottles of different-coloured nail polish.

Challenges:
Even though the participants should not actually paint each other's nails, some participants may consider the exercise "invasive"

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Keywords:
Personal Boundaries; Respect; Saying "No"

Objectives:
*Acknowledging and respecting personal boundaries.
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Target group:
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Duration:
15 minutes

Methodology   step-by-step:
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Resources needed:
A box containing approximately 25 bottles of different-coloured nail polish.

Challenges:
Even though the participants should not actually paint each other's nails, some participants may consider the exercise "invasive"

39. HULA HOOPS

Keywords:
Personal Boundaries; Respect; Living Together

Objectives:
*Acknowledging and respecting personal boundaries and how to coexist within them.
*Respecting the personal space of others.

Target group:
Suitable for all kinds of groups, including children.

Duration:
10 minutes

Methodology   step-by-step:
1. Introduce yourself normally to the group whilst holding a hula hoop around yourself. Ask the participants to say their names. Then, introduce the schedule for the day whilst walking around the room. Do not make any reference to the hula hoop.
2. After a few minutes, say 'today, as I do every day, I have left home with my personal boundaries. I just decided to make them a little more visible.'
3. Ask the participants if they have brought their boundaries with them and to check if they can see the boundaries of the other participants.
4. Ask the participants to choose a hula hoop. The diameter of the one they choose should represent the distance they want to keep between them and

someone else. Make it clear that this distance is not fixed or permanent and depends on the situation and people involved.

Resources needed:
Hula hoops in different sizes .

Challenges:
Participants can react strongly against physical contact or distancing

40. CONTOURS

Resources needed:
*Sheets of paper 2m x1.5m
*Craft material (to decorate the self-portrait)
*Marker pens

Challenges:
Some participants may need a lot of time to complete their self-portrait, whilst others may not enjoy the exercise and complete it quickly.

Keywords:
Identity; Feelings; Creativity

Objectives:
*Expressing self-perception.
*Reflecting on self-image and self-esteem.
*Expressing what you consider to be characteristic of your physical persona.

Target group:
Suitable for all kinds of groups, especially women and children.

Duration:
45 minutes

Methodology   step-by-step:
1. Give each participant a sheet of paper and divide the group into twos.
2. One participant lies on the paper in their favourite position. Their partner draws around them with a marker pen. Change roles.
3. The participants have 15 minutes to work alone and draw a self-portrait in their own silhouette.
4. Each participant stands next to their self-portrait. The other participants may look but not comment. It is possible to talk about your own self-portrait.
NOTE: the self-portrait does not have to be a realistic likeness and can be humorous or abstract. It is possible to decorate them using the craft materials provided.

41. YOUR NOSE

Keywords:
Mindfulness; Relaxation; Harmony

Objectives:
*Relaxing in preparation of or after having carried out a stressful task.
*Being able to achieve inner tranquility and focus.
*Creating a relaxing atmosphere.

Target group:
Suitable for all kinds of groups, including children.

Duration:
15 minutes

Methodology   step-by-step:
1. Ask the participants to sit or lay down on the floor.
2. Say the following, slowly, clearly and gently:
'While sitting or lying down, place your hand on your solar plexus and inhale in such a way that your hand moves up and down. Breath into your belly and not into your chest. Drop your shoulders, relax your jaw, straighten your back, and place your tongue on the roof of your mouth. Next, hold one nostril shut with your thumb and inhale, then hold the other nostril shut with your index finger and exhale".
3. Repeat the exercise, alternating the inhaling and exhaling nostrils.

NOTE: This exercise is not easy to guide. It is necessary to prepare and practise the words and tone of voice in advance

Resources needed:
*Yoga mats
*Cushions
*Chairs

Challenges:
Some people find it difficult to close their eyes or relax properly if there is no trust between the participants.

42. BREATH YOUR THOUGHTS AWAY

Keywords:
Balance; Mindfulness; Relaxation; Harmony; Focus

Objectives:
*Ending a meeting or session peacefully and in harmony with colleagues.
*Understanding the importance of inner peace.

Target group:
Suitable for all kinds of groups, including children.

Duration:
15-20 minutes

Methodology   step-by-step:
1. Ask the participants to find a place in the room where they are comfortable. They may sit, stand or lie down.
2. Darken the room if possible.
3. Tell the participants to close their eyes and take some deep breaths, allowing all their thoughts to pass by them, like clouds.
4. Ask them to perform a "body scan", starting at their heads and moving all the way down to their toes. Speak slowly, clearly, and harmoniously naming the parts of the body.
5. Tell the participants to feel/perceive what each part of their body is saying to them, without judgment.   Ask them to pick one of the thoughts - one that is negative or intense – and to allow this thought to come to the forefront.
6. Tell the participants to keep taking deep breaths while picturing warm, light colours and exhaling colder, sharper colours and allowing the bad thoughts to leave; to go.

Resources needed:
*Yoga mats
*Cushions
*Chairs

Challenges:
Some people find it difficult to close their eyes or relax properly if there is no trust between the participants.

43. A NEW NAME

Keywords:
Ideals; Role Models; Values; Identity

Objectives:
*Reflecting on what or who you would like to be – what strengths you would like to have.
*Reflecting on personal goals and values.
*Uniting the group and stimulating teamwork.

Target group:
For all types of groups and for individuals, even in a therapeutic context

Duration:
1- 3 minutes per participant

Methodology   step-by-step:
1. Ask the participants to take the name of their favorite friend/family member/ tv show character/colleague… and to play the role of this person; to assume their identity.
2. Ask them to reflect on what they like about this person and what qualities of theirs they wish to have. Explain that it enables them to turn into new people and embody new abilities and potential. This "new" person can learn better and function more effectively.
3. Participants should tell the group briefly who they chose to be and why.

NOTE: Instead of asking the participants to choose a name, they can choose an animal that they admire and 'become' that animal.
Participants can be asked, in the case of a group in which the participants know each other, to adopt the name of a colleague and to assume their strengths and virtues. In this case, it is a very empowering exercise for the participant whose name is "borrowed" because they can see how their colleagues perceive them and this recognition reaffirms their personal strengths.

Resources needed:
None

Challenges:
None

44. THE STORY OF MY NAME

Keywords:
Group cohesion; Story-telling; Empathy; Ice-breaker

Objectives:
*Exchanging personal information to generate group cohesion.
*Finding common ground with people who apparently have nothing in common.
*Remembering difficult names.

Target group:
Groups of adults, preferably from different cultural backgrounds. It is not recommended for young children.

Duration:
2-3 minutes per person

Methodology   step-by-step:
1. Ask the participants to write their name on an individual piece of paper.
2. Each person should introduce themselves and they must pronounce their name clearly.
3. Ask each participant the meaning and origin of their name, why their parents chose it and whether or not they like their name.
NOTE: The questions are not intrusive, which allows the participants to explain as much or as little as they want. Explain to the participants that the name is an essential part of our identity and talking about our names allows us to talk about ourselves.

Resources needed:
*Paper
*Pencils

Challenges:
The risk is that some participants will speak too long. It is recommended to agree in advance the maximum time that each participant may talk.

45. LET'S BE CREATIVE

Keywords:
Relaxing; Creativity; Getting to Know Group Members

Objectives:
*Expressing yourself through creativity.
*Finding new ideas and innovation.
*Getting to know the other members of the group in a relaxing, creative way.

Target group:
Groups of adults or youth.

Duration:
60-120 minutes

Methodology   step-by-step:
1. Place the craft resources on a central table and set up tables or space for the participants to work.   Play relaxing background music.
2. Invite the participants to explore the resources and choose the ones that appeal to them. With these resources, they can build their 'work of art' which represents them or who they are.
3. At the end of the time, each participant should present their work and the other participants are able to observe it, ask questions or make comments.

Resources needed:
Abundant amounts of
*Paint
*Paint brushes
*Wool
*Needles
*Pencils
*Marker pens
*Paper
*Clay
*Any other craft material

Challenges:
Some participants may react by saying "I am not an artist" or "I am very bad at this". You must make it clear that the exercise is not about being an artist, rather it is about producing something that represents you.

46. SPEED DATE

Keywords:
Ice-breaker; Get to know each other; Team Building

Objectives:
*Giving participants the opportunity to get to know each other in a relaxed environment.
*Enabling each participant to be regarded as an individual, not merely as part of the group

T*arget group:
Groups of people who do not know each other. Suitable for all ages.

Duration:
30 minutes (for a 12 person group)

Methodology   step-by-step:
1. Invite the participants to leave the normal room and go to the other room or outdoor space.
2. Ask the participants to introduce themselves to each colleague.
3. They should say their name and then each colleague may ask them one question, which they answer. They then ask each colleague one question.
4. Offer the participants a drink.
NOTE: It is imperative that the activity takes place in a room or outdoor space not associated with the normal workplace or training room.   The activity should take place before work or the training session.

Resources needed:
*Coffee
T*ea
*Other beverages
*A room or outdoor space away from the normal classroom / workplace

Challenges:
Time management is important so that each person has enough time to speak and to deter anyone from talking too long, thereby taking over the activity.

47. BABEL

Resources needed:
None

Challenges:
None

Keywords:
Communication; Taking Turns Speaking; Listening; Ice-breaker

Objectives:
*Experiencing what happens when everyone talks and no-one listens.
*Introducing a topic in a fun, unusual way

Target group:
All groups. Suitable for all ages.

Duration:
15- 20 minutes

Methodology   step-by-step:
1. Ask one participant to stand up and say something about their day.
2. Invite a second person to start doing the same, whilst the first person is still speaking.
3. Invite the third person to do the same, whilst the other two are still talking, and so on, until each participant is talking concurrently.
4. After about 30 seconds of everyone talking, clap. The participants must then be quiet.
5. Ask the participants about what their colleagues were saying. How much did they understand? Did they understand at all?
NOTE: this activity can also be used to introduce a topic. In this case, each participant must continually talk about the topic rather than about their day.

48.
INTRODUCTIONS WITH A DIFFERENCE

Keywords:
Language course; Ice-breaker; Confidence Boost

Objectives:
*Encouraging people to speak to each other.
*Revising vocabulary.
*Enabling people to talk who don't like to talk about personal topics.

Target group:
All groups of people, especially as part of a language course. Suitable for all ages.

Duration:
15- 20 minutes

Methodology   step-by-step:
1. Ask the participants to write answers to the following questions:
a) name a type of fruit
b) pick a number from 1-6
c) using the number you have chosen, write that number of vegetables
d) write a place you would not like to live
e) write your dream job
f) write a job you would not like to have
2. Once the participants have answered all the questions, tell them that the fruit they chose is their surname; the number and the names of the vegetables are the number of children they have and their names; you live in the place you wouldn't like to live; your wife / husband has your dream job; the job you wouldn't like is your job.
3. Ask the participants to walk around the room introducing themselves to the other participants using this information.

Resources needed:
*Paper
*Pencils

Challenges:
None

49. LOCAL EXPRESSIONS AND IDIOMS

Resources needed:
*Blackboard or large sheet of paper
*Marker pens

Challenges:
None

Keywords:
Communication; Avoiding Misunderstanding; Multicultural

Objectives:
*Improving knowledge of the target language.
*Establishing good communication among the participants.

Target group:
Groups of up to 10 people from different cultures who are willing to share their ideas and experience. A good knowledge of the target language is important.
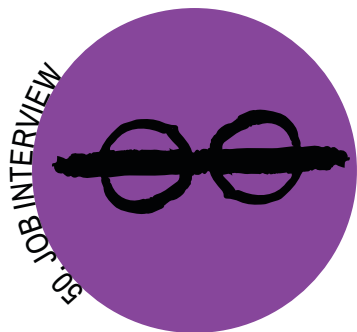
Duration:
30 minutes.

Methodology   step-by-step:
1. On a blackboard or large sheet of paper write down expressions and idioms that may be difficult to understand.
2. Explain the meaning of these expressions and idioms.
3. Ask the participants to say whether these expressions and idioms exist in their mother tongue and to explain how they would express their concept.

NOTE: The most important aim of this exercise it to allow the participants to communicate with each other

50. JOB INTERVIEW

Resources needed:
*Paper
*Pens

Challenges:
None

Keywords:
Job Interview; Integration; Role Play

Objectives:
*Building self-confidence.
*Practising the skills needed for a job interview.

Target group:
Groups of up to 10 migrants who are willing to share their ideas and experience. A good knowledge of the target language is important. It is necessary to have an even number of participants.

Duration:
40 minutes.

Methodology   step-by-step:
1. Ask the participants to sit in a circle and talk about their studies, interests and work skills and experience.
2. Divide them into pairs; one will play the role of recruiter and the other as job applicant. After about 5-10 minutes, they should change roles.
3. Ask the participants to sit in a circle and discuss the difficulties they encountered in the interview and exchange tips on how to have a good job interview. They may take notes.

51. WHAT ARE YOUR VALUES?

Keywords:
Reflection; Values

Objectives:
*Self-reflection.
*Sharing ideas and experiences.
*Enabling good communication between participants.

Target group:
Groups of up to 10 people who are willing to share their ideas and experiences, especially groups of migrants.

Duration:
60 minutes.

Methodology   step-by-step:
1. Ask the participants to sit in a circle. Place a large piece of paper in the middle of the circle.
2. Give the participants 2/3 post-its. They have 15 minutes to reflect upon the moral and practical values that guide their actions and decisions. They should write one on each of the post-its and stick it onto the paper in the middle of the circle.
3. After the 15 minutes, ask the participants to share and explain with the rest of the group what they have written - Why those values? How do they relate to their experience? How do they put them into practice? It is also possible to talk about another value written by another member of the group.

NOTE: when using this activity with a group of migrants, the values they focus on may be those they wish to retain from their native culture.

Resources needed:
*Large piece of paper
*Post-its
*Pens
*Stopwatch or clock

Challenges:
None

52. FACE THE FEAR

Keywords:
Safe Space; Sharing Fears; Practical Solutions; Overcoming Insecurities

Objectives:
*Recognizing and overcoming fear.
*Offering practical solutions.
*Establishing good communication among the participants

Target group:
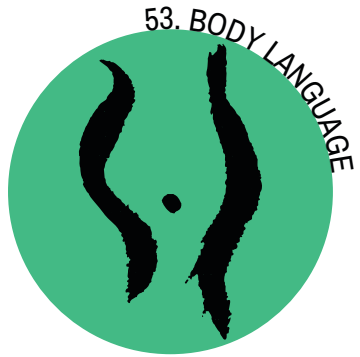Groups of people willing to engage in discussion

Duration:
60-70 minutes.

Methodology   step-by-step:
1. Divide the participants into groups of 5-6.
2. Ask the participants to write a fear they have about their immediate future on a post-it / small piece of paper. Give them 15 minutes to do this.   They should then place it into their group's container.
3. Ask the members of each group to take it in turns to take out a 'fear' from the container. They should read it out and work together to find practical solutions and advice to overcome the fear. This should take 40-50 minutes.

NOTE: It is not necessary to admit which 'fear' is yours. The aim of the exercise is to establish a climate of trust.

Resources needed:
*Post-its or small pieces of paper
*Pens
*A small container
*Stopwatch or clock

Challenges:
It is possible that some participants will be reluctant to share their fears.

53. BODY LANGUAGE

Keywords:
Body Language,Gesture

Objectives:
*Recognizing the cultural differences of body language.
*Allowing expression without language barriers
*Encourage knowledge through games

T**arget group:**
Group of migrants

Duration:
20 minutes.

Methodologystep-by-step:
1. Select one emotion or reaction from the prepared list
2. Ask each participant how they express it in body language.
3. Compare different ways of using body language.

Note: Awareness on the group dynamics is fundamental, some topics can be higly sensitive, if you see that participants are aprenhensive, ask them to select the words themselves.

Resources needed:
*List of Emotions
*List of Reactions

Challenges:
It is possible that some participants will be reluctant to share their emotions or are too traumatize to evoke their past.

54. LOCAL INTERACTION

Challenges:
This can re-create traumatic situations or memories.

Keywords:
Interaction with Local People, Integration, Inclusion

Objectives:
*Getting to know 'normal' behaviour in the destination country.
*Fostering dissolution of communication barriers

Target group:
Group of migrants or newcomers to a country

Duration:
10 minutes.

Methodologystep-by-step:
1. Ask each participant to imagine a situation in their country of origin and act it out, for example, asking someone for information, interacting with the police, greeting a friend.
2. Show what the normal way of behaving in the same situation is in the destination country.
3. Discuss among the group the differences

Resources needed:
None

55. GUESS MY NAME

Keywords:
Ice breaker; Introductions

Objectives:
*Getting to know the other participants
*Fostering communication and complicity in a group

Target group:
Groups of people who do not know each other

Duration:
10 minutes.

Methodologystep-by-step:
1.Ask a participant to say 3 characteristics of their personality.
2.Ask a second participant to try to guess the first participant's name.
3.Repeat with other participants

Resources needed:
None

Challenges:
None

56. HELP!

Keywords:
Migrants; Newcomers; Difficult or Dangerous Situations

Objectives:
*Understanding the differences between country of origin and destination country when faced with a difficult situation.
*Being able to use signs or the right words to call for help.

Target group:
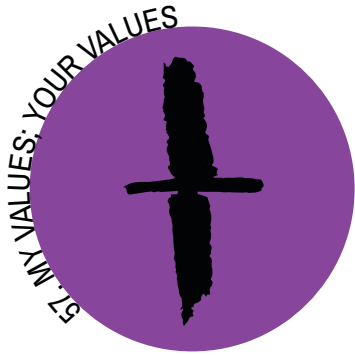One-to-one or small groups of migrants, especially newcomers

Duration:
10 minutes.

Methodologystep-by-step:
1. Ask the participant to imagine that somebody robbed them in the street.
2. Ask what they would usually do.
3. Write down on paper and tell the participants the right words to call for help or call the police.

NOTE: it is possible to use a variety of situations, such as being harmed in an accident or falling in the street.

57. MY VALUES; YOUR VALUES

Keywords:
Different Values; Different Cultures; Tolerance

Objectives:
*Clarifying your own values, comparing them with others and accepting values different from your own.
*Encouraging the ability to view your own values critically.

T*arget group:*
Groups of teenagers and adults from different cultural backgrounds.

Duration:
20- 30 minutes

Methodologystep-by-step:
1. Read one of the values from the prepared list.
2. Ask the participants if they agree or disagree with it.
3. Ask one participant who agreed and one who disagreed to explain their reasons.
4. Ask them both to summarize the other person's reasons without judging them.
5. Discuss the above.

Resources needed:
*A list of values
*Pens

*Paper

Challenges:
It is possible that this activity will cause conflict.

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58. CULTURE AND ROLES

Resources needed:
*Large sheet of paper
*Pencils

Challenges:
Gender stereotypes may be deeply entrenched.

Keywords:
Gender Roles; Culture

Objectives:
*Understanding gender roles in the destination country.
*Reflecting on the fact that almost all behaviour regarded as masculine or feminine is a product of culture and not inherent.

Target group:
Small multicultural groups of teenagers and adults

Duration:
20- 30 minutes

Methodologystep-by-step:
1.Ask each participant to write on the large sheet of paper the characteristics and behaviour of men and women in their culture.
2.Discuss these characteristics and behaviours. Explain how they differ from those of the destination country.

NOTE: It is possible to adapt this exercise in the following ways:
1. The participants could create role plays with the characteristics described.
2. They could write on the paper the characteristics and behaviour of women and men they would expect to find in the destination country.
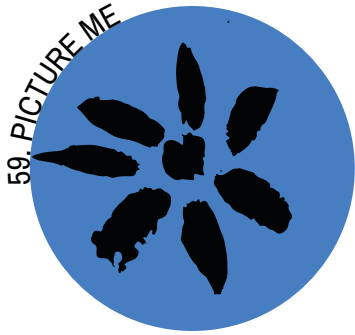
59. PICTURE ME

Challenges:
None

Keywords:
Ice-breaker; Getting to Know Each Other; Self-esteem

Objectives:
*Reflecting on how you see yourself.
*Comparing different perspectives.

Target group:
Groups of teenagers and adults who do not know each oth-er.

Duration:
20- 30 minutes

Methodologystep-by-step:
1. Ask each participant to choose 3 adjectives from the prepared list that they identify with and write them down.
2. Put the participants into small groups or pairs. They should then try to guess which adjectives the other participant (s) chose.
3. Ask them to reflect on how the others see them and how they see themselves.

Resources needed:
*Paper
*Pencil
*List of adjectives that positively describe our personal characteristics
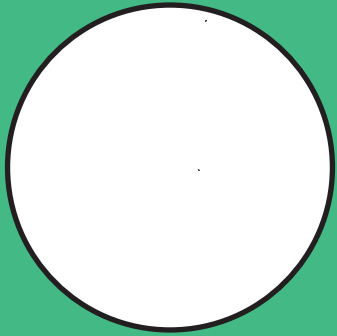
MAKE YOUR OWN TOOL

Keywords:

Objectives:

Target group:

Duration:

Methodologystep-by-step:

Resources needed:

Challenges:

Final Words

Have you accessed this Toolbox, and it has helped you to work in your community? What a joy! That is precisely what the book means to do.

Have you yet to find what you were looking for, or have you adapted a tool to the needs of your group? Perfect! Please help us improve. Keep moving.

Since this is a continuously open-growing compendium, you can also share your tools and notations to the collection. You can share your tools and notes using the form we share above.

The information about tools, tips, and ideas is also linked to the MultiPLUS+ Projekt web page (www.multiplusprojekt.com) and included in the platform: www.interculturaltrainingtoolbox.eu. You can download all materials from this platform and easily communicate with us.

Imprint

This Toolbox represents a collective effort among multipliers active in the countries of the MultiPLUS+ Consortium. It is a collection made from multipliers to multipliers. The partner organizations supported their multipliers in systematically sharing and organizing their work tools.

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The project unifies five institutions across 5 European Countries:

MULTIPLUS+
Migrant Multipliers Build Bridges
https://www.multiplusproject.com/