



EntreprenHour

KA2 STRATEGIC PARTNERSHIP IN THE YOUTH FIELD
FOR EXCHANGE OF GOOD PRACTICES

ENTREPRENHOUR

INTERCULTURAL COMMUNICATION TOOLKIT



ACTIVITY SHEET

FEATURE	DESCRIPTION
Title	Mirror, speak to me!
Description of the exercise	<p>Focus: this activity serves as an energiser and helps develop self-esteem and empathy as well as good rapport among participants. In the long run, activities like this may also contribute to conflict management.</p> <p>Expected learning outcomes:</p> <ul style="list-style-type: none">· Disposition to be empathetic to enhance living and acting together in society· Willingness to identify and accept one's own and other people's strengths and weaknesses· Self-knowledge and introspection· Knowledge about the relationship of self and group <p>Type: Energiser</p>
Group size	Per Country Per group (in each group the average was 12/13 people)
Age range	18-30 years old
Time	60 minutes
Instructions	<ol style="list-style-type: none">1. Have the whole group sit down in a circle. Distribute a sheet with a mirror drawn on it to each participant. Ask participants to write their name on the frame or handle of the mirror.2. Each member of the group passes his/her mirror to the person sitting on his/her right in the circle and collects one from his/her neighbour on the left.3. Everyone writes one or two positive comments about the person whose mirror it is on the sheet they have received (e.g., the achievements, positive work, and other pleasant and interesting things about the individual, using words, phrases, sentences, etc.).4. The participants pass the mirror they have just commented on to the person on their right.5. Continue for as many rounds as you have time for but at least until half the group has written comments on each mirror. <p>When all (or enough) people have commented, ask the participants to stop and retrieve their own mirrors. 2. Allow them enough time to read the comments and then conduct a short debriefing session based on some of the following questions.</p> <ul style="list-style-type: none">▶ How did you feel during the activity?▶ What were the easy and challenging parts of this activity? Why?▶ How did you feel when writing something positive about another person?▶ How did you feel when you read positive things about yourself?▶ How useful is this activity in your teaching?▶ When do you think you would use it in the classroom?

Materials	Sheets of paper with the drawing of a mirror, one per participant.
Preparation	The room should be set up so the group can sit in a circle.
Tips, considerations and safety	
Persons proposing the activity and their country	Katica Pevec Semec
Video Link to the tool	

FEATURE	DESCRIPTION
Title	Learning from unpleasant experience
Description of the exercise	<p>Focus: the aim of this short activity is to practise meta-cognitive skills as well as to evoke pleasant feelings and develop self-esteem and positive attitudes towards the self and others.</p> <p>Expected learning outcomes:</p> <ul style="list-style-type: none"> • Inclination to see things from different perspectives • Aptitude to cope with complex issues and avoid one-dimensional answers • Aptitude to evaluate situations and issues to look for solutions with the involvement of all parties • Self-knowledge and introspection <p>Type of activity: Energiser</p>
Group size	Per Country Per group (in each group the average was 12/13 people)
Age range	18-30 years old
Time	60 minutes
Instructions	<p>Each member of the group is asked to remember an unpleasant experience that they had recently and write a brief description of this experience.</p> <p>Ask the participants to identify even minimally positive aspects of this experience and write them down.</p> <ol style="list-style-type: none"> 1. Working in pairs: participants discuss with each other these positive aspects and explore their benefits. 2. Team work (groups of four): participants discuss the typical behaviour of their partners in the group and take notes. 3. Participants turn their notes into posters, then go around and visit each group. <p>Hold a short debriefing session to explore the following questions.</p> <ul style="list-style-type: none"> ▶ What did you learn during this activity? ▶ What kind of relationship is there between the unpleasant events and useful experiences? ▶ Is there a common pattern? ▶ How could this activity be made useful for you in your classroom? ▶ What learning outcomes would you expect to reach with your students?
Materials	A2 or A3 posters, markers
Preparation	The room should be set up so the group can sit in a circle or U shape.

Tips, considerations and safety

Persons proposing the activity and their country

Katica Pevec Semec

Video Link to the tool

FEATURE	DESCRIPTION
Title	Identity cards.
Description of the exercise	<p>Focus: this activity helps participants get to know each other, helps break down stereotypes and raises awareness of the fact that every individual is the bearer of cultural diversity.</p> <ol style="list-style-type: none"> 1. Acceptance of diversity as a positive value for the environment and the survival of humankind 2. Ability to discover facts about other people’s beliefs and practices 3. Understanding of the changing nature of identities and cultures. <p>Type of activity: Icebreaking</p>
Group size	Per Country Per group (in each group the average was 12/13 people)
Age range	18-30 years old
Time	60 minutes
Instructions	<p>Tell participants that they must write new identity cards for themselves.</p> <p>Step 1 (individual and pair work – 10 minutes)</p> <ol style="list-style-type: none"> 1. Participants are given the identity cards to fill (see task sheet). 2. When finished, ask them to stand up and form two circles (an inner circle and an outer circle), facing each other. Ask them to share and compare the information they have written on their identity cards with the person they are facing. 3. Participants on the outside move clockwise to the next person and repeat the activity. 4. After a few rounds the participants are asked to go back to their seats. <p>Step 2 (individual and group work – 5 minutes)</p> <ol style="list-style-type: none"> 1. Ask the participants to reflect individually on how they defined themselves some 5 or 10 years ago and compare this to how they define themselves at present. 2. Share remarks on this activity in micro-groups. <ul style="list-style-type: none"> ▶ Have there been many changes? What can you say about the dynamic nature of culture and identity? ▶ How do you feel about the following: “Cultural diversity is as necessary for humankind as biodiversity is for nature.” (UNESCO Universal Declaration on Cultural Diversity, November 2001) <p>Step 3 (debriefing – 10 minutes)</p> <ol style="list-style-type: none"> 1. A volunteer from each group reports to the whole group on the points discussed about changes in how they define themselves. 2. Ask participants to discuss what they have established through this activity, and any classroom implications. <ul style="list-style-type: none"> ▶ Would they use it in their classroom? ▶ What learning outcome would they hope to achieve with their students
Materials	<p>Copies of blank identity cards for everyone</p> <p>TASK SHEET: Identity Card</p>

	<p>Photo Name: Most striking physical feature: _____ Personal qualities: _____ _____ Favourite: Food _____ Drink _____ Sport _____ Time of day _____ Season _____ Song _____ Poem _____ Book _____ Painting _____ Film _____ Colour _____ Flower _____ Holiday country _____ Ideal partner _____</p>
Preparation	The room could be arranged café style, that is with four tables, each with four or six chairs. This will facilitate pair and group work.
Persons proposing the activity and their country	Louise Cutajar-Davies

FEATURE	DESCRIPTION
Title	Mime a Tree.
Description of the exercise	<p>Focus: this is a grouping technique for co-operative learning structures. It introduces any activity that calls for dividing the whole group into micro-group.</p> <p>Expected learning outcomes:</p> <ul style="list-style-type: none"> • Willingness to work together with others and become actively involved <p>Type of activity: Grouping technique</p>
Group size	Per Country Per group (in each group the average was 12/13 people)
Age range	18-30 years old
Time	60 minutes
Instructions	<ol style="list-style-type: none"> 1. Each participant receives a paper with the name of a tree on it (e.g., pine tree, palm tree, orange tree, olive tree). 2. Each participant must find the two or three other participants with the same tree using only mime. 3. The participants with the same tree form a group.
Materials	Cards with the names of different trees corresponding to the number of participants and groups.
Preparation	The room is set up so that participants can move around, mime and see each other.
Persons proposing the activity and their country	Madalena Mendes

FEATURE	DESCRIPTION
Title	Pieces of a puzzle.
Description of the exercise	<p>Focus: this is a grouping technique for co-operative learning structures. It introduces any activity that calls for dividing the whole group into micro-groups.</p> <p>Expected learning outcomes:</p> <ul style="list-style-type: none"> • Willingness to work together with others and become actively involved • Capacity to prevent the marginalisation of any individual or group <p>Type of activity: Grouping technique</p>
Group size	Per Country Per group (in each group the average was 12/13 people)
Age range	18-30 years old
Time	60 minutes
Instructions	<p>Step 1 –</p> <ol style="list-style-type: none"> 1. Put markers in four colours on the tables. Each group, when constituted, will be at one table. 2. Distribute one image per participant. 3. Ask participants to find the other two or three participants who have the corresponding images needed to reconstitute the “puzzle”. <p>Step 2 (setting roles – 15 minutes)</p> <ol style="list-style-type: none"> 1. Present the slide (or provide task sheets) with “group member roles” written on them. Tell participants to pick a marker. 2. Explain the roles. Make sure each participant has understood his/her role. For example, announce, “all tracers please raise your hand!” and have one tracer explain his/her role.
Materials	Task sheet, and images cut into three or four pieces depending on whether you want to form groups of three or four participants.
Preparation	<p>Find pictures, photos or cartoons that are related to the topic of the next activity. For example, if you are addressing prevention of discrimination, you can download humorous cartoons (many are available online) depicting discrimination.</p> <p>Group-member roles</p> <p>Tracers: the task of the Tracer is to facilitate the group process. S/he must keep the group hot on the trail, on the given task. For example, s/he makes sure that the work results are summarised to help move on with the task. Encouragers: the task of the Encourager is to ensure equal access and participation for all the group members. S/he is a practical helper, who must ensure that everybody contributes to the work equally. For example, s/he may encourage silent members to express themselves and talkative members to “rest” if needed.</p> <p>Timers: the task of the Timer is to help the micro-group be on time by finding common solutions, and help the group find efficient ways to complete its task on time. For example, s/he helps micro-group members find quicker ways to carry out</p>

their activity.

Writers: the task of the Writer is to ensure that every group member's voice is considered and recorded. S/he makes sure each member has written something on the final document.

Persons proposing the activity and their country

Ferenc Arató/Pascale Mompont-Gaillard

FEATURE	DESCRIPTION
Title	The walnut games
Description of the exercise	<p>Focus: this activity is adapted from various sources (e.g., Neuro-Linguistic Programming, co-operative learning). It is intended to help participants learn the names of the members of a group quickly, get to know them and “warm up”.</p> <p>Expected learning outcomes:</p> <ul style="list-style-type: none"> • Willingness to work together with others and become actively involved • Readiness to learn from challenges <p>Type of activity: Icebreaking</p>
Group size	Per Country Per group (in each group the average was 12/13 people)
Age range	18-30 years old
Time	60 minutes
Instructions	<p>Step 1 (sharing names – whole group – 10 minutes) Have the participants stand in a circle? One participant starts by giving his/her name, adding a positive adjective that makes it easy to remember. The group must repeat the name and adjective (e.g., magnificent Mike, lucid Lucy, etc.) Take turns. After a round is completed test how many names have been learned by participants.</p> <p>Step 2 (inviting each other – whole group – 10 minutes)</p> <ol style="list-style-type: none"> 1. Make the circle a bit larger to create a gap between two of the participants. 2. The one left to the gap has to choose a new neighbour by saying, “To my right the space is free. I wish came to me.” 3. The person called must step into the gap. The participant who now has an empty space on his/her right is the next to wish for a new neighbour. <p>Step 3 (co-operating – whole group – 10 minutes)</p> <ol style="list-style-type: none"> 1. Stand with the group in a circle again. Each member holds a walnut in his/her right hand, with hands extended parallel in front of his/her body. 2. Each of the participants moves the walnut to his/her left hand and drops it into it. Then he/she moves his/her left hand towards the neighbour on the right. His/her right hand moves towards the neighbour on the left and is extended to receive a new nut. His/her left hand drops the walnut into the extended hand of the neighbour on the right. 3. The trainer’s walnut is marked. 4. The challenge for the group is to pass this marked walnut round the circle without getting stuck once. If they get stuck or make mistakes, they should start again. The game is over when the trainer gets his/her walnut back <p>Step 4 (debriefing – 10 minutes) Discuss briefly if participants found this activity to be fun, useful, usable, adaptable. The four stages will be discussed. The facilitator can make a parallel with the topic of inclusion: what can we do in our everyday practice as teachers to facilitate inclusion of all members of a group? How can we ensure good participation and equal access?</p>

Materials	One walnut per participant (or any other item that can be passed round)
Preparation	Make space for the group to form a circle
Persons proposing the activity and their country	Carmen Becker

FEATURE	DESCRIPTION
Title	Myself, a blooming flower.
Description of the exercise	<p>Focus: this activity is a disbanding activity that is especially useful to support follow-up activities, with a cascading effect, after a training session. Participants are encouraged to note their assets and unique qualities, while gaining recognition from the group.</p> <p>Expected learning outcomes:</p> <ul style="list-style-type: none"> • Willingness to work with others and become actively involved • Disposition to be empathetic to enhance living and acting together in society • Capacity to prevent the marginalisation of any individual or group <p>Type of activity: Concluding/disbanding</p>
Group size	Per Country Per group (in each group the average was 12/13 people)
Age range	18-30 years old
Time	60 minutes
Instructions	<p>Step 1 (self-appreciation – individual task – 5 minutes)</p> <ol style="list-style-type: none"> 1. Participants are given an empty flower (in a piece of paper). 2. Each writes his/her name in the centre. Each participant writes some of his/her major talents or unique qualities on the petals. <p>Step 2 (peer appreciation – whole group work – 15 minutes)</p> <ol style="list-style-type: none"> 1. The other members of the group (or of other groups), if they wish, are invited to add their own positive comments to the other petals. 2. Participants are encouraged to comment on as many flowers as they can. <p>Step 4 (debriefing – 10 minutes)</p> <ol style="list-style-type: none"> 1. Put all flowers on the wall sorted by groups. 2. Comment on the diversity and variety of talents.
Materials	Copies with the outline of a flower with as many petals as you need, one copy per participant, markers
Preparation	Make space for the group to form a circle or U shape.
Persons proposing the activity and their country	Alexandra Kouloumbaristi

FEATURE	DESCRIPTION
Title	Show me your ID
Description of the exercise	<p>Focus: this activity helps participants discover themselves and each other by making them think about their multiple identities. This can introduce a session that aims to clarify what the concepts “culture” and “identity” mean, to raise awareness of the complexity of everyone’s identity, and to reflect upon the role teachers can play in educating young people for a more peaceful future.</p> <p>The activity will also promote team building in a group that has already been together for a while and where members trust each other enough to talk about facets of their own identity.</p> <p>Expected learning outcomes:</p> <ul style="list-style-type: none"> • Inclination to see things from different perspectives • Readiness to examine one’s behaviour, language use and body language • Aptitude to cope with complex issues and avoid one-dimensional answers • Understanding of the main concepts related to diversity (e.g., culture, identity, equality, empathy, prejudice, stereotypes, discrimination, racism, citizenship, global interdependence, sustainability) • Understanding of the changing nature of identities and cultures • Self-knowledge and introspection <p>Type of activity: Team building/energiser/core/main activity</p>
Group size	Per Country Per group (in each group the average was 12/13 people)
Age range	18-30 years old
Time	60 minutes
Instructions	<p>Spread at least as many postcards on a desk or on the floor as there are group members. Inform participants that they will design their own identity cards in this activity.</p> <p>Step 1 (individual and group work – 20 minutes)</p> <ol style="list-style-type: none"> 1. Project a slide showing your self-made “ID card” including various aspects of your identity (see below for an example). Participants can ask you two questions related to any of the items on the “ID card”. This demonstrates the interaction that will take place between pairs of participants during the activity. 2. Ask participants to select a picture postcard from those displayed and then sit down individually and prepare their own ID card. 3. Participants mingle, and trade information based on their ID cards and ask for explanations of two of the “entries” on their partners’ ID cards. Encourage them to talk to more than one person while mingling. 4. When back in plenary, announce that there is time for reflection and encourage participants to think about the activity. <p>Step 2 (debriefing – 15 minutes)</p> <p>Hold a debriefing session based on some of the following questions.</p>

	<ul style="list-style-type: none"> ▶ What is the most interesting fact you have found out about somebody? ▶ Can you think of a time when your ID card would have been different? ▶ Was there anything you left out from your ID card because you felt it would be difficult to talk about? ▶ Has anybody identified himself or herself as “an educator”? Why? Why not? ▶ How do you feel about this activity?
Materials	Postcards and felt-tip pens. You may want to project your ID or stick a large printout on the board.
Preparation	Have enough picture postcards or colourful paper cards for each participant in the group. Tables need to be arranged so that both individual work and whole class mingling can be easily managed.
Persons proposing the activity and their country	Csilla Hős

FEATURE	DESCRIPTION
Title	The learning suitcase
Description of the exercise	<p>Focus: this activity is a self-evaluation method that helps participants to be empowered in developing a specific area of their practice. The example here is classroom ethos</p> <p>Expected learning outcomes:</p> <ul style="list-style-type: none"> • Self-knowledge and introspection • Understanding of how co-operation can support the prevention of conflict, discrimination, and violence • Recognition of formal, non-formal and informal learning in a lifelong perspective <p>Type of activity: Introductory/evaluation</p>
Group size	Per Country Per group (in each group the average was 12/13 people)
Age range	18-30 years old
Time	60 minutes
Instructions	<p>Step 1 (recalling and compliance – whole group – 15 minutes)</p> <ol style="list-style-type: none"> 1. The facilitator invites participants to recall words that remind them of the classroom ethos (“thought shower”). 2. The entire group should discuss the list of recalled words and identify some possible working definitions of classroom ethos. <p>Step 2 (suitcase of self-confidence – individual work – 10 minutes)</p> <ol style="list-style-type: none"> 1. Each participant receives paper and markers. The facilitator asks participants to draw a suitcase that represents “the suitcase you carry with you throughout the training session”. 2. Suitcases should be filled up to the “level of self-confidence” participants have when developing and sustaining a positive classroom ethos. They should decide themselves how to draw and fill in the suitcase. 3. When the drawings are completed, the trainer asks the participants to consider and write beneath the suitcase what could be done to raise the level of their self-confidence, to fill up their suitcase, and what makes their suitcase empty out, in other words, what lowers their level of self-confidence. <p>Step 3 (Raising self-confidence – group work – 20 minutes)</p> <ol style="list-style-type: none"> 1. Divide the participants into micro-groups of three. The facilitator asks each participant to write on the back of their paper answers to the questions. 2. What can be done to raise or strengthen the level of their self-confidence while developing and sustaining a positive classroom ethos? 3. What are the ways to strengthen those agents that raise their self-confidence and to weaken those that lower it? Each in turn, participants present one idea to the other members of the group. Another member of the group then writes this idea down on an A4 sheet. One idea = one A4 sheet 5. The group discusses what can be done in co-operation with others in the group to raise or strengthen members’ levels of self-confidence <p>A4 papers are passed around and each member of the group writes his/her proposals on the A4 papers (their own and that of their colleagues).</p> <ol style="list-style-type: none"> 6. The group then discusses the result.

	<p>Step 4 (debriefing – 15 minutes)</p> <ol style="list-style-type: none"> 1. The facilitator invites each group to suggest two strategies that raise the level of teachers’ self-confidence and writes them on a poster titled, “Strategies for classroom ethos building”. 2. The facilitator invites participants to share one self-confidence-raising strategy with the whole group. (If the group is big, participants can write these on cards and stick them on the wall for all to review.) 3. The facilitator can lead a discussion on a meta level. <ul style="list-style-type: none"> ▶ What do you think about the techniques? ▶ How might you adapt these techniques in your teaching?
Materials	Flip chart, A4 papers, one marker per participant
Preparation	The room should be set up for whole group and micro-group work.
Persons proposing the activity and their country	Isadora Korac

FEATURE	DESCRIPTION
Title	The rainbow tree
Description of the exercise	<p>Focus: this visual activity is a versatile method to help participants to evaluate an activity or a task, using a “tree” with leaves or flowers. It is adapted from a method developed in the Intercultural Learning T-Kit 4 (Council of Europe and European Commission, November 2000) to support the expression and evolution of opinions in a group, showing quickly where consensus exists and where opinions diverge in the group.</p> <p>Here the method is adapted as an outcome-oriented evaluation tool.</p> <p>Expected learning outcomes:</p> <ul style="list-style-type: none"> • Willingness to identify and accept one’s own and other people’s strengths and weaknesses • Aptitude to cope with complex issues and avoid one-dimensional answers • Self-knowledge and introspection • Understanding of the subjective nature of all knowledge of self and others <p>Type of activity: Concluding/disbanding; evaluation</p>
Group size	Per Country Per group (in each group the average was 12/13 people)
Age range	18-30 years old
Time	60 minutes
Instructions	<p>Explain that they should use the tree at any moment and all through the training session.</p> <p>Show the tree and its “leaves” (post-its) or the markers if you are using them and invite participants to use them freely.</p> <p>Step 1 (survey – 10 minutes)</p> <ol style="list-style-type: none"> 1. The facilitator brings out the large sheets of paper (one with the drawing of tree and one with the scale) and post-its. 2. Explain the rules of the game: one by one participants go and select and stick a post-it, according to the scale, which illustrates their degree of agreement or disagreement with the statements in the branches. 3. The group waits for the task to be completed by everyone. <p>Step 2 (debriefing – 10 minutes)</p> <ol style="list-style-type: none"> 1. Summarise the result for the whole group. <ul style="list-style-type: none"> • What is “blooming”? • What still needs to be improved? • How does the facilitator plan to address these issues in the next sessions? 2. Remind participants that at any moment of the session they can change their “leaf” on any of the branches. 3. Take a picture of the tree so you can compare it with the next version of the tree.

	<p>Regular debriefing of the tree is scheduled throughout the sessions. If you are using an online tool with participants make the evolving “rainbow tree” pictures available to all.</p> <p>Step 3 (evaluation) The activity is an evaluation activity. The facilitator can hold a discussion aimed at analysing the activity at a meta level.</p> <ul style="list-style-type: none"> • What do you think of this activity (method)? • What other contexts can you imagine adapting it to? • Why? What for? • What type of learning does it facilitate?
<p>Materials</p>	<p>One large sheet of paper: draw a tree with branches, without leaves – as many as there are activities for evaluation, or questions asked about the session – and write the statements or question on the branches you wish to evaluate. Many small post-it’s in three colours (if you do not have post-it, you may use three markers of each colour – green, blue, red – and tell participants to draw leaves).</p> <p>A scale drawn on an A4 sheet with different colours, e.g., “no” = blue; “almost, not quite” = green; “yes” =red.</p>
<p>Preparation</p>	<p>Prepare the tree and the statements. Gather and display the “leaves” (coloured post-its) for participants to use throughout the training session.</p>
<p>Persons proposing the activity and their country</p>	<p>Pascale Mompont-Gaillard</p>