



# Living Pictures

## A curriculum of methods

Non-formal activities to address the diversity, equality, inclusion and participation of young people with different cultural backgrounds.



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This publication has been created as one of the products of the project: **Living Pictures** realized by Wałbrzych’s Youth Association in Poland and Pangea Youth Association in Turkey.

Find out more about the partners and project activities within the book or visit:  
[www.wuesem.org](http://www.wuesem.org)



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# Introduction

The Living Pictures Project is an initiative that aims to enhance the understanding of citizenship and the challenges faced by minorities through the transformative power of art. Through collaboration between Walbrzych's Youth Association from Poland and Pangea Youth Association in Turkey, this project seeks to foster a deeper appreciation and address the diversity, equality, inclusion and participation of young people with different cultural backgrounds, by various non-formal activities held by partners locally and internationally.

This booklet was created with the belief that art, especially photography, is a universal language capable of breaking down barriers and giving voice to those whose experiences are often marginalized. We recognize that young people today are drawn to creative forms of expression, and photography offers them a way to reflect on their own identity, culture, and the issues they face, while also encouraging dialogue about inclusion and diversity. Through this project, we aim to empower youth to tell their own stories, express their needs, and highlight the cultural richness that exists within their communities.

Our goal is also to encourage participants to explore the concept of citizenship, not just as a legal or political identity, but as a means of understanding our collective responsibilities within society. We believe that the idea of citizenship—whether it pertains to local, national, or global communities—holds the potential to inspire positive change. By providing young people with the tools to engage with concepts of belonging, diversity, and inclusion through art, we aim to cultivate a generation of citizens who are informed, empathetic, and committed to creating inclusive, harmonious societies.

These activities were carefully designed to achieve the following:

- **Empowerment through Art:** By using photography as a medium, we give young people the tools to express complex social issues and challenges in a creative, impactful way.
- **Increase the awareness on the topic of inclusion** in the two communities in which we are implementing our activities in order to foster a culture of openness and inclusion.



- **Building Cross-Cultural Understanding:** The activities offer opportunities for participants to explore and celebrate different cultures, encouraging mutual respect and reducing stereotypes.
- **Helping marginalized youth find the voice** and means to express their culture and promote it within their community.

This booklet aims to serve youth workers, educators, and facilitators who are working directly with young people. Whether you are leading a youth group, organizing workshops, or simply guiding individuals through personal growth and creative expression, these activities are designed to engage youth on a deeper level. They are meant to spark conversations, build awareness, and inspire action toward a more inclusive and understanding world.

By blending creativity, culture, and diversity, the Living Pictures Project offers a unique opportunity for young people to not only develop their artistic skills but also engage critically with the concepts of identity, inclusion, and belonging. Through these activities, we hope to foster a sense of empowerment and responsibility, encouraging youth to take an active role in shaping the future they wish to see.



## Learn about the project

Our organizations aimed with this project to address the diversity, equality, inclusion and participation of young people with different cultural backgrounds, by various non-formal activities held by partners locally and internationally (Poland, Turkey).



In our work we noticed many difficulties for people with different cultural background (in Poland it is often Ukrainian refugees youth and in Turkey Kurds). They often face stigmatization of other young people and they tend to try to “fit-in” abandoning their different cultural backgrounds. We believe that youth workers should address the issue of unaware, more close-minded communities and bring the spirit of embracing diversity and mixing all cultures together. For us and youth - using art - photos and videos – was a wonderful way to show both cultures, their beauty but also struggles. This lead us to choose objectives based on the needs of young people we work with and on our organizational goals.

Within the project scheme we created a framework of support for youth in our local communities in Wałbrzych (Poland) and Izmir (Turkey) by promoting diversity and inclusion in the field of youth. This was done by a series of workshops in the field of inclusion, intercultural processes but also photography and art as a way of expression and bridging barriers. After a series of activities in local communities the participants met their colleagues from other country and collaborated to create activities for a wider community. 20 Participants from Poland visited the youth in





Turkey, held workshops and an event for the local community. Next the Turkish group came to Poland to contribute to the local community in Wałbrzych. The youth exchanges gave the participants some background knowledge on inclusion. The workshops and activities during Living Pictures - youth meetings participants, Youth4Youth workshops, international collaboration - brought the communities together and broke marginalisation chain, uniting and opening minds of local youth. All chosen participants were facing fewer opportunities and could also document the lives of other people who are facing fewer opportunities in the two communities. From the art and photography that the young participants produced,

two exhibitions were created and were available for the public. Over 2000 people were exposed to the projects theme and activities.



## Project activities

### Partner meeting

Visit of representatives of the partner organization from Turkey – Pangea Gençlik Derneği – to Poland and joint arrangements related to the implementation of activities in Poland and Turkey

### Recruitment of volunteers for the project in Poland and Turkey

People willing to join the project could apply to us. We focused on participants meeting the goals of the project.

### Online meetings

Meetings with project participants from both countries who are implementing similar activities in their communities.

### Photography and multimedia workshops

Youth created photos presenting the vision of young people on the issues of cultural diversity in Wałbrzych and Izmir.

### Trips to cinemas, galleries, museums, cultural places

We organized trips to places where one could experience contemporary (and not only) culture through the eyes of young people.

### Trip to Turkey

A trip of a group of 20 people from Poland to Turkey and joint activities in Izmir.

### Hosting a group from Turkey in Wałbrzych

The arrival of a group of 20 people from Turkey to Wałbrzych and joint activities in the city

### Photography exhibition in Wałbrzych and Izmir

Presentation of photographic works of young people from activities in Wałbrzych and Izmir.

### Film productions

Production of 3 short films from the implementation of the project

### Brochure with our impressions and outcomes

Publication from the project, methods curricula, photo book and the story of activities and evaluation of our project

## Partner organisations

### Poland - Wałbrzych's Youth Association

#### Lider: Wałbrzyskie Stowarzyszenie Młodzieży (Wałbrzych's Youth Association)

Wałbrzyskie Stowarzyszenie Młodzieży (WSM) is a youth-led organization established in 2006 to encourage young people to be active and aware of their surroundings. WSM is composed of young people and experienced youth workers who are committed to promoting the development, ambitions, goals, and challenges of youth. The organization's mission is to make the reality of youth life more meaningful, sustainable, and conscious by promoting and supporting volunteers, organizing leisure time for young people, developing their entrepreneurial skills, and raising awareness about the importance of a sustainable lifestyle. WSM's activities range from concerts, charity events, training, camps, and social campaigns to international training and youth exchanges. Additionally, the organization collaborates with schools, local governments, the business sector, and other non-profit organizations in Poland. WSM aims to find the best in young people and present it to a wider audience.



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### Turkey - Pangea Youth Association

#### Partner: Pangea Gençlik Derneği (Pangea Youth Association)

Pangea Youth Association is a non-profit organization from İzmir, Turkey. It is an organization established in February 2020 under the leadership of 3 academicians from Ege University - School of Foreign Languages, who have been currently working in the field for more than 20 years.

The mission of Pangea is connecting, supporting and advocating for access to culture and knowledge for minority groups through informal education, exhibition making and art education. The organization also active in building a network of organizations formed of NGOs, international councils, universities and schools, art centres and regional municipalities that can help support diversity and tolerance of multi-ethnic communities.

Its focus is to promote tolerance and inclusion through learning, listening and getting involved. Pangea Youth works with youth from refugee camps, with youth who are suffering both from financial and cultural disadvantages. They work with youth age 14-26 who attend school/enter job market and who would like to be involved in improving their lives.

The organization does workshops at schools targeting general youth on subjects such as stereotypes, prejudices, self-exclusion, selfdiscrimination, etc.



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# Curriculum of methods

We invite you to explore the activities in this booklet, use them in your work with young people, and inspire them to engage with their communities in meaningful, creative ways. Together, we can create a more inclusive, compassionate world, one picture at a time.



## 1. Cultural Identity Web

### Aims and Objectives:

- To explore cultural identities and understand the diversity within the group.
- To foster a sense of belonging and highlight shared connections.
- Target Participants: Youth workers, 10-20 participants.

*Duration: 1 hour.*

### Materials Needed:

1. Ball of string or yarn.
2. Small index cards and markers for each participant.

### Activity Procedures and Methodology:

#### **1. Introduction (10 minutes):**

1. Explain the purpose of the activity: to explore cultural identities and find connections within the group.
2. Participants write down three aspects of their cultural identity that are meaningful to them. Examples include language, traditions, favorite food, or values.

#### **2. Creating the Web (30 minutes):**

- Participants sit or stand in a circle. The facilitator starts with the ball of string and reads one aspect of their identity aloud (e.g., „I speak two languages“).
- Anyone sharing this aspect raises their hand. The facilitator passes the ball of string to one of them, holding onto the string's end.
- The new participant reads one of their aspects aloud, repeating the process.
- A web of string forms, visually representing the group's connections.

#### **3. Reflection and Discussion (20 minutes):**

Guide the group to reflect on the web they created with questions like:

1. What does the web represent to you?
2. Were you surprised by any connections?
3. How does this activity relate to inclusion and multiculturalism?

Discuss how these connections can foster inclusion in their roles.



Expected Outcomes:

- Participants gain insight into shared and unique cultural traits.
- Increased group cohesion and appreciation for diversity.
- Reflection on interconnectedness and its importance in promoting inclusion.

## 2. The Inclusion Walk

Aims and Objectives:

- To illustrate societal privileges and barriers.
- To encourage empathy and reflection on inequality.
- Target Participants: Youth workers, 15-25 participants.

Duration: 1 hour 30 minutes.

Materials Needed:

1. Role cards (e.g., immigrant, CEO, disabled person).
2. Open space large enough for movement.

Activity Procedures and Methodology:

### 1. Preparation (10 minutes):

Distribute role cards to participants, ensuring diversity in roles. Each card briefly describes the character's background (e.g., „You are a young refugee who just arrived in the country.“).

Ask participants to imagine themselves in their assigned role.

### 2. Walking Exercise (30 minutes):

Participants line up side by side. The facilitator reads prompts like:

- „Can you afford higher education?“
- „Can you freely express your opinions in public?“

If participants think their role can answer „yes,“ they step forward.

### 3. Debriefing (50 minutes):

After completing all prompts, ask participants to observe their positions relative to others.

Facilitate a discussion using questions like:

1. How did you feel about stepping forward or staying behind?
2. What does this exercise reveal about privilege and inclusion?
3. How can youth workers address these barriers in their work?

Expected Outcomes:

- Increased awareness of privilege and systemic barriers.
- Empathy for marginalized groups.
- Practical ideas for fostering inclusion.

## 3. Multicultural Marketplace

Aims and Objectives:

- To celebrate and share cultural diversity.
- To foster curiosity and respect for other cultures.

Target Participants: Youth workers and community members, 20-30 participants.

Duration: 2 hours.

Materials Needed:

Tables, cultural artifacts, food samples, posters.

Activity Procedures and Methodology:

### 1. Preparation (30 minutes):

Assign participants to create „market stalls“ showcasing aspects of their culture. Examples include displaying traditional clothing, preparing a dish, or creating a poster about festivals.

Provide time for setup and decoration.



**2. Marketplace (1 hour):**

Participants visit each stall, ask questions, and interact with the presenters.

Encourage participants to record at least three interesting things they learn.

**3. Reflection (30 minutes):**

Gather participants to discuss their experiences. Use guiding questions like:

1. What did you enjoy most about the marketplace?
2. What surprised you?
3. How can activities like this promote multicultural understanding in your work?

Expected Outcomes:

- A richer understanding of diverse cultures.
- Stronger interpersonal connections and respect for differences.

**4. Role Play: Inclusion in Action**Aims and Objectives:

- To practice resolving situations of exclusion or discrimination.
- To enhance empathy and problem-solving skills.

Target Participants: Youth workers, 10-20 participants.

Duration: 1 hour 30 minutes.

Materials Needed:

Scenario cards describing instances of exclusion or cultural misunderstanding.

Optional: Props for role play (e.g., name tags, simple costumes).

Activity Procedures and Methodology:**1. Introduction (10 minutes):**

Explain the purpose: to explore strategies for addressing exclusion.

Divide participants into small groups and distribute scenario cards (e.g., „A new immigrant student feels isolated in a classroom because of language barriers.“).

**2. Preparation (20 minutes):**

Each group creates a short role-play based on their scenario, showing both the problem and a solution.

Encourage participants to think creatively and reflect real-world challenges.

**3. Role Play and Feedback (50 minutes):**

Groups perform their role-plays for the larger group.

After each performance, the audience provides constructive feedback, focusing on the strategies presented. Use guiding questions like:

Were the solutions practical?

How did the role-play make you feel?

Facilitator highlights key lessons from each scenario.

**4. Debriefing (10 minutes):**

Discuss how these strategies can be applied in youth work to promote inclusion.

Expected Outcomes:

1. Improved problem-solving and communication skills.
2. Increased awareness of practical inclusion strategies.

**5. Diversity Map**Aims and Objectives:

- To visually explore the diversity within the group.
- To highlight cultural and personal experiences.

Target Participants: Youth workers, 10-20 participants.





Duration: 1 hour.

### Materials Needed:

A large world map (printed or drawn on a flipchart).

Sticky notes and markers.

### Activity Procedures and

### Methodology:

#### **1. Introduction (10 minutes):**

Place the world map where everyone can see it.

Distribute sticky notes and markers to participants.

#### **2. Mapping (30 minutes):**

Participants write their name and a significant cultural or personal connection to a location (e.g., „My grandparents are from Italy,” or „I attended a workshop in Kenya”).

They place their sticky notes on the corresponding locations on the map.

Encourage participants to share a brief story about their note.

#### **3. Discussion (20 minutes):**

Reflect on the map with guiding questions:

1. What does the map reveal about our group?
2. How do these connections shape our perspectives?

Discuss the importance of valuing diverse experiences in citizenship.

### Expected Outcomes:

- Increased awareness of the group’s diversity.
- Recognition of the importance of shared stories and global connections.



## 6. Values Auction

### Aims and Objectives:

- To explore and prioritize personal and societal values.
- To encourage critical thinking about inclusion and citizenship.

Target Participants: Youth workers, 10-15 participants.

Duration: 1 hour 15 minutes.

### Materials Needed:

A list of values (e.g., equality, freedom, tradition, diversity).

Fake money or tokens for bidding.

### Activity Procedures and Methodology:

#### **1. Preparation (10 minutes):**

Explain that participants will “bid” for values in an auction. Each person receives a limited amount of fake money or tokens.

Display a list of values prominently for everyone to see.

#### **2. Auction (40 minutes):**

The facilitator acts as the auctioneer, describing each value briefly (e.g., „Equality ensures everyone is treated fairly”).

Participants bid for the values they prioritize most. Allow brief discussions about why certain values are worth bidding for.

#### **3. Debriefing (25 minutes):**

Reflect on the process with questions:

1. How did you decide what to bid on?
2. Were there any surprises in what the group valued most?

Discuss how these values influence inclusion and citizenship.

Expected Outcomes:

- Greater understanding of personal and societal values.
- Enhanced critical thinking about the role of values in inclusion.

## 7. Cultural Sensitivity Quiz

Aims and Objectives:

- To assess and improve knowledge of cultural practices and sensitivities.
- To foster respect and curiosity about other cultures.

Target Participants: Youth workers, 10-25 participants.

Duration: 1 hour.

Materials Needed:

Prepared quiz questions (e.g., „In Japan, what does bowing signify?“ or „What is the significance of Ramadan in Islamic cultures?“).

Paper and pens or digital quiz tools.

Activity Procedures and Methodology:**1. Introduction (10 minutes):**

Explain the quiz's purpose: to test knowledge and learn about cultural sensitivities.

**2. Quiz Time (30 minutes):**

Participants complete the quiz individually or in small teams.

Review each question and discuss the correct answers, allowing participants to share related insights or experiences.

**3. Debriefing (20 minutes):**

Reflect on what was learned:

1. Which answers surprised you?

**2. How can cultural knowledge impact your work?**

Emphasize the importance of ongoing learning and cultural humility.

Expected Outcomes:

- Increased cultural awareness.
- Recognition of the need for sensitivity in multicultural settings.

## 8. Storytelling for Empathy

Aims and Objectives:

- To develop empathy by hearing personal stories of overcoming challenges.
- To raise awareness of the importance of inclusion through personal narratives.

Target Participants: Youth workers, 10-20 participants.

Duration: 1 hour.

Materials Needed:

Comfortable seating arrangement (e.g., a circle).

Optional: Audio or visual tools for storytelling (e.g., video clips or slides).

Activity Procedures and Methodology:**1. Introduction (10 minutes):**

Explain the goal: to create empathy through storytelling, focusing on personal experiences of exclusion or discrimination.

Discuss how storytelling can promote understanding and inclusion.





## 2. Storytelling (30 minutes):

Invite participants to share personal stories related to overcoming challenges linked to identity, inclusion, or discrimination. Encourage everyone to listen actively and without interrupting.

If necessary, provide a few prompts, such as: „Describe a time when you faced a barrier because of your background.”

## 3. Group Reflection (20 minutes):

After the storytelling session, facilitate a group reflection with questions like:

1. How did hearing these stories affect your perspective?
2. What common themes emerged?

Emphasize the role of empathy in addressing exclusion and promoting inclusion.

### Expected Outcomes:

- Increased empathy and understanding.
- Greater awareness of personal experiences of exclusion.
- Recognition of the power of personal stories in driving social change.

## 9. Identity Collage

### Aims and Objectives:

- To explore and represent personal identities through creative expression.
- To encourage self-reflection and respect for diverse identities.

Target Participants: Youth workers, 8-15 participants.

Duration: 1 hour.

### Materials Needed:

Magazines, newspapers, scissors, glue, large poster boards or paper.

Markers and pens for labeling.

## Activity Procedures and Methodology:

### 1. Introduction (10 minutes):

Introduce the concept of identity and its complexity, emphasizing the role of culture, values, and personal experiences.

Explain that participants will create a visual representation of their identity using images and words.

### 2. Creating the Collage (40 minutes):

Participants cut out pictures, words, and symbols from magazines or newspapers that represent aspects of their identity (e.g., family, beliefs, hobbies, culture).

They arrange and glue these onto a poster board, creating a collage.

Encourage participants to reflect on their identity as they create their collage.

### 3. Sharing and Discussion (10 minutes):

Each participant presents their collage to the group, explaining the choices they made.

Facilitate a discussion using questions like:

1. What elements of your identity are most important to you?
2. How do these identities affect your view of inclusion?

### Expected Outcomes:

- Increased self-awareness and reflection.
- A deeper understanding of how identities shape inclusion.



- Greater respect for the diverse identities within the group.

## 10. Global Citizenship Debate

### Aims and Objectives:

To encourage critical thinking about the responsibilities and challenges of global citizenship.

To stimulate discussion about the balance between local and global perspectives.

Target Participants: Youth workers, 10-20 participants.

Duration: 1 hour 30 minutes.

### Materials Needed:

Debate guidelines or rules.

Flipcharts or whiteboards for recording arguments.

### Activity Procedures and Methodology:

#### 1. Introduction (10 minutes):

Explain the concept of global citizenship and the importance of understanding both local and global issues.

Divide participants into two groups: one to argue for global citizenship and the other against it.

#### 2. Debate Preparation (20 minutes):

Allow each group time to prepare their arguments. Encourage them to consider both the benefits (e.g., fostering peace, human rights) and the challenges (e.g., cultural imperialism, loss of local traditions) of global citizenship.

Each group should also prepare rebuttals to potential counterarguments.

#### 3. Debate (40 minutes):

The groups take turns presenting their arguments, with time for rebuttals. The facilitator moderates the discussion, ensuring that everyone has an opportunity to speak.

Use a flipchart to note key points from each side.

#### 4. Debriefing (20 minutes):

Reflect on the debate with questions like:

1. What did you learn about global citizenship from both perspectives?
2. How can we balance local and global identities in a multicultural world?

### Expected Outcomes:

- Enhanced critical thinking and argumentative skills.
- A deeper understanding of the complexities of global citizenship.
- Recognition of how citizenship responsibilities can be shaped by multicultural perspectives.



## 11. Cultural Etiquette Workshop

### Aims and Objectives:

- To increase awareness of cultural norms and etiquette.
- To promote respectful behavior when interacting with people from different cultures.

Target Participants: Youth workers, 12-20 participants.

Duration: 1 hour 30 minutes.

### Materials Needed:

Cultural etiquette cards (detailing common etiquette norms in various cultures).

Flipcharts or boards for group discussions.



### Activity Procedures and Methodology:

#### **1. Introduction (15 minutes):**

Discuss the importance of cultural etiquette and the impact it has on relationships and inclusion.

Distribute cards describing cultural etiquette norms from various countries (e.g., greeting rituals, dining etiquette, non-verbal communication).

#### **2. Group Discussions (40 minutes):**

In small groups, participants discuss the norms on their cards and how they might apply them in their work.

Each group prepares a short presentation on the key points they discussed.

#### **3. Presentations and Reflection (30 minutes):**

Groups present their findings, sharing examples of cultural differences and how they can adapt to be more inclusive.

Facilitate a discussion with questions like:

1. How can cultural etiquette influence inclusion in your work?
2. What are some challenges you might face in applying these norms?

## **12. Look for change**

### Aims and Objectives:

- To use film as a tool for exploring multiculturalism and inclusion.
- To stimulate reflection and discussion about diversity and identity.

Target Participants: Youth workers, 15-30 participants.

Duration: 2 hours.

### Materials Needed:

Film with multicultural themes (e.g., „The Pursuit of Happyness,” „The Lunchbox,” „The

Namesake”).

Projector, screen, or TV for viewing.

Handouts with discussion questions.

### Activity Procedures and Methodology:

#### **1. Introduction (10 minutes):**

Introduce the film and its themes related to multiculturalism, inclusion, and identity.

Distribute handouts with discussion questions to guide the viewing.

#### **2. Film Screening (1 hour):**

Screen the film, ensuring that participants are encouraged to take notes on key themes related to inclusion and multiculturalism.

#### **3. Group Discussion (30 minutes):**

After the film, facilitate a group discussion with the questions from the handout, such as:

1. How did the film portray the challenges of cultural integration?
2. What solutions or strategies did the characters use to promote inclusion?
3. How can these strategies be applied in youth work?

### Expected Outcomes:

- Enhanced understanding of multicultural challenges and inclusion.
- Practical takeaways for promoting diversity in real-world contexts.

## **13. “Walk in My Shoes” Simulation**

### Aims and Objectives:

- To provide participants with an experiential understanding of the challenges faced by marginalized groups.
- To foster empathy and inspire action to promote inclusion.

Target Participants: Youth workers, 10-20 participants.

Duration: 1 hour.

### Materials Needed:

Pre-prepared role-play scenarios representing marginalized individuals or groups (e.g., refugees, people with disabilities, ethnic minorities).

Blindfolds, crutches, wheelchairs, or other props to simulate various challenges (optional).

### Activity Procedures and Methodology:

#### **1. Introduction (10 minutes):**

Explain the purpose of the activity: to experience the challenges faced by marginalized groups in daily life.

Briefly introduce the different role-play scenarios and explain the use of props (optional).

#### **2. Role-Playing (30 minutes):**

Divide participants into small groups, assigning each group a scenario (e.g., „You are a refugee navigating a new country’s bureaucratic system,” or „You are a person with a visual impairment trying to access public transportation”).

Groups use the props to simulate the scenario, and each participant takes turns experiencing the challenge.

#### **3. Debriefing (20 minutes):**

After the simulation, facilitate a group discussion with questions such as:

1. How did it feel to experience these challenges?
2. What solutions can be implemented to reduce barriers for marginalized groups?

Discuss the importance of inclusion in overcoming these challenges.



### Expected Outcomes:

- Increased empathy and understanding of marginalized experiences.
- Practical ideas for supporting inclusion in everyday situations.

## **14. Cultural Exchange Fair**

### Aims and Objectives:

- To celebrate cultural diversity within the group.
- To learn about and appreciate the traditions, food, and customs of different cultures.

Target Participants: Youth workers, 15-25 participants.

Duration: 2 hours.

### Materials Needed:

Cultural artifacts (e.g., clothing, photos, food items).

Tables and decorations for displays.

Information cards with facts about each culture.

### Activity Procedures and Methodology:

#### **1. Preparation (30 minutes):**

Ask participants to bring an item or share information about their own cultural background (e.g., a recipe, a traditional garment, a song).

Set up tables or stations where participants can display their items and share information.

#### **2. Fair (1 hour):**

Participants walk around the room, visiting each cultural display.

At each station, they learn about the culture represented, ask questions, and interact with the materials.

#### **3. Reflection (30 minutes):**



After the fair, gather the group for a debriefing discussion.

Questions might include:

1. What did you learn about the cultures on display?
2. How can this knowledge contribute to promoting inclusion?

Discuss the value of cultural exchange and its role in fostering multiculturalism.

### Expected Outcomes:

- Increased cultural awareness and appreciation.
- Strengthened connections between group members through shared cultural experiences.

## 15. Multicultural Problem-Solving Challenge

### Aims and Objectives:

- To develop teamwork and critical thinking in multicultural contexts.
- To practice solving problems that require diverse perspectives.

Target Participants: Youth workers, 10-20 participants.

Duration: 1 hour 30 minutes.

### Materials Needed:

A list of complex, multicultural scenarios (e.g., conflicts between cultural groups, integrating immigrants into the community).

Flipchart or whiteboard for brainstorming.

Markers.

### Activity Procedures and Methodology:

#### **1. Introduction (10 minutes):**

Introduce the activity and explain that the goal is to solve a multicultural problem using diverse perspectives.

Present the group with a problem that involves multiple cultures or identities.

#### **2. Group Work (40 minutes):**

Divide participants into small groups.

Each group discusses the problem and brainstorms solutions. They are encouraged to use their knowledge of inclusion and cultural sensitivity to develop practical solutions.

Groups should document their ideas on a flipchart or whiteboard.

#### **3. Presentations and Group Reflection (40 minutes):**

Each group presents their solution to the larger group.

After each presentation, the facilitator and other participants ask questions or provide feedback.

Discuss the diversity of solutions and how each approach considers the cultural dynamics involved.

### Expected Outcomes:

- Improved teamwork and problem-solving skills in multicultural settings.
- Increased ability to navigate complex issues that involve diverse cultural perspectives.

## 16. Photo Safari

### Aims and Objectives:

- To encourage participants to explore their environment and identify elements related to inclusion, diversity, and multiculturalism.
- To develop awareness of the physical and social spaces that reflect or challenge cultural narratives.

Target Participants: Youth workers, 10-20 participants.



Duration: 1 hour 30 minutes.

### Materials Needed:

Cameras or smartphones with camera functionality.

Notebooks or digital devices for taking notes.

Pre-prepared checklist of themes related to inclusion and diversity (e.g., cultural symbols, diverse people, representations of unity, community events).

### Activity Procedures and Methodology:

#### **1. Introduction (10 minutes):**

Introduce the concept of the Photo Safari: an activity where participants will „hunt“ for images that represent inclusion, multiculturalism, and diversity in their environment.

Explain the importance of visual representation in promoting awareness and understanding.

#### **2. Photo Safari (40 minutes):**

Participants are divided into small groups and given the checklist of themes. Each group goes on a „safari“ to explore their surroundings and take photos that correspond to the checklist items.

Encourage participants to think creatively about how different images can symbolize inclusion, diversity, or community.

#### **3. Sharing and Discussion (30 minutes):**

After the safari, participants reconvene and share their photos with the group.

Facilitate a discussion by asking:

1. How do the images represent inclusion and diversity?
2. What elements of the environment do we often overlook when thinking about diversity?

Discuss the power of visual storytelling and how it can challenge or reinforce stereotypes.

### Expected Outcomes:

- Increased awareness of how environments reflect or challenge inclusion and diversity.
- Enhanced ability to use visual tools in promoting awareness and inclusivity.

## **17. Photo Story**

### Aims and Objectives:

- To encourage participants to tell a story about inclusion, diversity, or multiculturalism through a series of photographs.
- To foster creative expression while reflecting on personal or societal experiences related to multiculturalism.

Target Participants: Youth workers, 10-20 participants.

Duration: 2 hours.

### Materials Needed:

Cameras or smartphones with camera functionality.

Paper or digital devices for writing captions and organizing the photo story.

Optional: Art supplies for creating visual presentations (e.g., large posters, markers).

### Activity Procedures and Methodology:

#### **1. Introduction (15 minutes):**

Explain the concept of a photo story: using a series of photographs to tell a narrative.

Introduce the themes of inclusion and multiculturalism and discuss how stories can be powerful tools for conveying social issues and fostering empathy.

#### **2. Planning the Photo Story (30 minutes):**

Participants brainstorm and plan their photo story. They are encouraged to think about a specific theme or issue they would like to explore through photos. Possible themes could include:

1. What does inclusion look like in our community?
2. How can we represent diversity through everyday activities or interactions?

Participants organize the sequence of their photos and decide what captions or narratives will accompany each image.

#### **3. Taking Photos (30 minutes):**





Participants go out into the environment (either individually or in groups) to capture the photos for their story.

Encourage participants to think critically about the framing, perspective, and messaging of each shot.

#### **4. Photo Story Presentation (30 minutes):**

After the photos are taken, participants organize their images into a cohesive story, either digitally or on poster boards.

Each participant or group presents their photo story to the rest of the group, explaining the narrative and the choices they made.

#### **5. Reflection and Discussion (15 minutes):**

Facilitate a group discussion using questions such as:

1. What did you learn about the process of telling stories through photos?
2. How can photo stories be used as a tool for advocacy and inclusion?

#### Expected Outcomes:

- Development of storytelling skills through visual media.
- Enhanced understanding of how diversity and inclusion can be represented and communicated.
- Strengthened creativity and critical thinking in addressing social issues.

## **18. Dream Factory - ART Enterprise Learning Adventure**

#### Aims and Objectives:

- To have participants experience the reality of our behaviours in teamwork circumstances and to have a moment of reflection on the work to still be done.
- To test the learned knowledge and skills on diversity in tense environment.
- To cooperate in intercultural environments.

Target Participants: Youth or Youth workers, 16-28 participants.

**Duration: 4 hours 30 minutes.**

#### Materials Needed:

- Printed instructions for each team
- 20 blank A4 sheets for order no1 per team
- 20 blank A4 sheets for order no2 per team
- Colourful pens, markers, crayons
- 1 pair of scissors per team
- A board to keep the count
- Separate spaces for each team to work

#### Activity Procedures and Methodology:

##### **1. Group division (5 minutes)**

Divide the group into 4-5 teams – 3-4 of them will be participating in a series of activities and one will be a team of supporters whose task will be to support all other teams and participants as team process experts. Each group should consist of minimum 6 people

If You have additional participants or trainers you can delegate them to be observers of the group dynamics process. This requires self-discipline and observing skills. These observers will be very valuable in the end during the debriefing of the simulation.

##### **2. Planning phase (10-15 minutes)**

#### Planning instruction for teams:

At this stage, you will go in your groups to establish the structure of your company. Your task during the exercise will be to accept and execute an order for the production of greeting cards / postcards according to the specification you receive. Each company has its own name and a graphic symbol - a logo that represents it – prepare it. The logo must contain a readable name of Your company.

Your task now is to prepare for the execution of the order. Establish the hierarchy and individual positions of the company so that production can be carried out efficiently. You have 10 minutes to prepare.

In case of any questions, the person authorized to contact the ordering party is only the

head / the boss of the company.

### Preparing for The Supporters Team:

For now you are not allowed to talk to anybody besides your own team members – The Supporters Team.

You have become the experts of supporting people in achieving their goals and growing in their learning process. Create a name of your company. As professionals your task is to prepare a list of precise things that a supporter of a group can do to give support - either to individuals in a group/team or the whole group/team. If you succeed with a precise list you will be hired to provide support funded by the EU to teams that will be hired by The Client.

What precise activities/actions can a supporter do to give support to a team or an individual?

Make a list of these activities.

You have 10 minutes.

### 3. Placing order and handing materials (10 minutes)

Each team gets exactly the same amount of materials and is not allowed to use anything besides what they got:

- 20x A4 white paper
- Colourful crayons and pens
- Scissors

### Order number 1 implementation( 35-45 minutes)

Working teams get their first order from the contractor. With it comes also the card specification. This is the first time the participants find out precisely what is their task. While the participants work the team of supporters get their task and will now try to blend into the reality of the activity.

#### Order number 1

Please prepare a set of different (each card must be different) greeting cards / post cards in the quantities given below. The order will be accepted only and exclusively if the specification and order is fully met.

Please prepare cards for: Mother's Day, Easter, Christmas, 18th Birthday and Valentine's Day

Only cards produced in a set of the following proportions will be accepted:

- 40% - Christmas cards – title "Merry Christmas"

- 20% - Mother's Day cards – title "Happy Mother's day"
- 20% - Easter cards – title "Happy Easter"
- 15% - 18th Birthday cards – title "All the best for your 18th birthday"
- 5% - Valentine's Day – title "Happy Valentine's day"

Each of the cards produced under order number 1 must be different.

The client in addition to the order may also be interested in purchasing other cards.

You have 35 minutes to complete your order.



#### Postcard specification:

- Size: A6 (an A5 paper folded in half)
- The card opens from left to right (opens like a book)
- On the first page of the card at the top there is the „title of the card“ - the occasion for which it is intended
- On the first page there is a drawing related to the occasion of the card and at least 2 colors must be used in it
- Inside the card there is one free page - left - (for adding any wishes by the client)
- Inside the card on the right side there is a rhyming occasional poem consisting of at least 2 lines. The poem must be different for every card produced
- On the last page at the bottom of the card there is the company logo (with readable company name)

#### Task for the supporters

You have been hired to support the ART Enterprises in fulfilling their objectives. There is a number of companies that have taken up a challenge to produce their products for The Client. You are funded by the EU and your task is to provide your services to the groups/teams or individuals that have been hired by The Client to perform their tasks.

From now on You can contact the participants in their groups (teams or individually), promote yourself and provide services of support. They don't know that you exist.



Decide and plan on how You want to provide your support. Their tasks will be given independently to whatever You do.

You are not allowed to:

- Change or influence the flow of the simulation.
- Contact The Client or participate during the meetings held by The Client.
- Help practically in doing whatever the group/team has to do for The Client (you cannot act like any other member of a team).

You are only allowed to support the teams/individuals if they accept your support. The teams will receive a number of tasks. Whatever it is, your role is to provide service of supporting in individual growth for the people and supporting the process of achieving the team's goals.

Test yourselves as supporters. Observe, be creative and also work as a team. Try different methods, discuss if something worked or if you need to change some tactics. Your success depends of you efforts.

The simulation will have different phases, it may last even over 1 hour, different things may happen. You are now independent and can observe everything what is happening. You can note whatever you observe, you can interact with everyone in the fields of Your tasks. Note crucial moments that you observe, discuss if something didn't work, don't give up and continue your duties till the end of the simulation.

#### **Accepting of the order (10-15 minutes)**

The facilitator strictly follows the card specifications. Each team is to check another team's work and if faulty the points are deducted.

The leaders of the team bring all the materials they got in the beginning – used and not used.

Each card that meets the specification is a +1 point. Each used piece of a4 paper that is not a finished card (A4 cut, drawn on, made notes on etc.) is a -1 point.

The score is calculated and shared with the leaders of the team.

#### **Evaluation (10 minutes)**

The leaders go to their team and evaluate their work, plan for more and prepare. After that they come to the facilitator for a 2nd order and new materials.

#### **Change of leaders (5 minutes)**

The facilitator gives a new set of materials to the leaders: 20x A4 white paper and tells each leader to go back to a different team without saying good bye or anything to their previous team. Each leader has to now go to a new tem and be the leader there

#### **Order number 2 (35-35 minutes)**

##### **Order II**

Please prepare a set of different greeting cards / postcards in the quantities given below. The order will be completed only and exclusively if the specification is fully met.

Please prepare cards for the following occasions: Wedding, Grandmother's Day, Children's Day

Proportions of cards for production:

- 70% - Wedding
- 15% - Grandmother's Day
- 15% Children's Day

Each of the cards produced as part of order II should be different.

The client is also interested in purchasing any quantity of cards for the occasion of St. Barbara's Day.

You have 30 minutes to complete the order

#### **Final score (10 minutes)**

The facilitator strictly follows the card specifications. Each team is to check another team's work and if faulty the points are deducted.

The leaders of the team bring all the materials they got in the beginning – used and not used.

Each card that meets the specification is a +1 point. Each used piece of a4 paper that is not a finished card (A4 cut, drawn on, made notes on etc.) is a -1 point.

The score is calculated and shared with the leaders of the team. The teams scores from order 1 and 2 are summed up.

#### **Steam lose 3-5 minutes**

If needed at this point the facilitator may decide to introduce an icebreaker/energizer activity that will let the participants let go of some tentions or strong emotions like Mazinga, rainfall etc.

**Debriefing (35-60 minutes)**

Spheres facilitators may consider:

- Levels of learning to observe
- My personal learning process
- My Team's learning process
- The learning process of the entire group taking part in the training course / workshop

Theories to observe in practice

- The structure and implementation of a non-formal method (the elements of a method)
- The group dynamics of our team (eg. Tuckman's stages)
- The learning process in the simulation (eg. Kolb cycle)

Personal self-reflection

- How did I feel in different parts of the simulation – on the level of the method, on the level of group dynamics, on the level of personal learning?
- What were the key things that happened during the simulation?
- What were the most difficult moments during the simulation?
- How did I overcome my personal challenges?
- What were the best moments during the simulation?
- What lessons I can take from implementing this method?
- How can I use / how will I use these lessons in real life?
- What else is good for me to remember from this activity?

**Supporting questions for observers - please describe the observed processes related to the following issues:**

- How was the group formed? Were clear roles defined? Was the mode of cooperation established? The methods, codes, rules – were they established? How?
- Was the work on the task divided into any stages? Which ones?
- Did all members of the group (team) take a constant and active part in the work? (describe the observed processes with the location of specific people)
- Describe the way the group communicates



- Were conflict situations observed during the work? (describe the observed processes with the location of specific people)
- Did the group set itself a clear and distinct goal to achieve?
- Celebration (Did group members celebrate? How?)

Expected Outcomes:

- Participants will test all forms of art and creativity in conjunction with pursuit of team goals.
- Participants will be able to choose or verify what part of behaviours can be used for better intercultural cooperation.
- Participants will see places for inner work.

**19. A Creature That Describes Us**Aims and Objectives:

- To help groups and individuals to see their personalities or teams and determine their strengths and weaknesses.
- To see a metaphor that helps in out reflection.
- To beat prejudice and open up for other perspectives.

Target Participants: Youth workers, 8-20 participants.

Duration: 1 hour 30 minutes.

Materials Needed:

A4 papers, markers, crayons or photos/pictures of different animals from newspapers etc.

Activity Procedures and Methodology:**1. Introduction and division (10 minutes):**

Present how animals often give us the possibility to find superpowers in nature and that we can also find such powers in us. Things that describe us and define our abilities of features.

Divide large groups into small groups of 4 – 7 people.



Each group should be given a “culture” or country to represent for the task like: French, Turkish, Polish, Jews, Roma travelers, Americans, monks, doctors, bikers, soldiers, ecologists etc. Choose a set that suits the goals of the activity

## 2. Finding an animal that describes us (10 minutes)

Ask each person to think of an animal that best describes the designated group. Each person then shares with their group the animal they have chosen and gives the reasons why their group is like that animal.

## 3. Group consensus (10-15 minutes)

Each group works together to come to consensus on one animal that properly describes them. They will have an opportunity to clash with ideas and reasons for choosing their pick. When everyone agrees they present the result to the entire group.

If time permits, each person could describe the animal they personally chose and give reasons why.

### Expected Outcomes:

- Improved teamwork and problem-solving skills in multicultural settings.
- Better self-awareness of how I define my own or some particular culture.

## 20. Strong Pairs

### Aims and Objectives:

- To show the stratifications of a particular culture.
- To look at different perspectives and approaches of common situations in cultures.

Target Participants: Youth or Youth workers, 4-20 participants.



**Duration: 1 hour 30 minutes.**

### Materials Needed:

Prepared sets of couples that could have an important exchange like: husband/wife, parent/child, teacher/ student, doctor/patient, etc. Best are close and charged ones.

relationships should be selected.

### Activity Procedures and Methodology:

#### 1. Improvisation (3-8 minutes per a team of 2):

The facilitator call the first couple and hands them a set to enact. partners decide only: who plays whom; where they meet; their age.

The improvisation begins when the couple meet. They must say to each other the things they think those characters would usually say, and do what they believe they would usually do, including all the usual conversational clichés. After a few minutes the facilitator says, ‘One of you share a revelation’. Then, in character, one of the partners must reveal to the other one something of great importance which has the potential to change their relationship, for better or worse. The other partner must display what they consider would be the most probable reaction. A few more minutes of this, and then the facilitator tells the second one to make an important revelation as well, and in turn, the first person reacts accordingly. The third interval, the facilitator says one of them must leave: they improvise the separation, of whatever kind.

#### 2. Debriefing (15 minutes)

Based on the couples ask about spheres of prejudice, judgement and where they come from? How can we get rid of them?

Where do husbands and wives, for instance, usually meet and talk – in the kitchen or in bed? What revelations do young girls make to their mothers – are they pregnant by a married man and want an abortion, or are sharing that they just got to their dreamed school?

### Expected Outcomes:

Personal and group reflection on how we judge and enact based on social structures.

Exposed mechanizations or prejudice of different societies

# Closing remarks

This project has been an incredible adventure for all of us. The outcomes include increased awareness and understanding of inclusion, improved access to tools and opportunities for marginalized youth, increased cultural expression, and increased awareness of the impact of art. Overall, the project had a positive impact on the marginalized youth and communities, creating a more inclusive and diverse environment, bridging 2 cultures in one community.

If you are inspired to join us in future projects like this please feel free to reach out. We intend to further develop the activity by widening the partnership and the group of participants in the future.

Our thanks go also the youth workers and youth involved in this project. Without You the magic would not have happened.



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