RAISING EQUALITY AND CULTURAL TOLERANCE

Methodology guide

Lessons of tolerance - inclusive teaching for adults

METHODOLOGY GUIDE
LESSONS OF TOLERANCE - INCLUSIVE TECHING FOR ADULTS

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CONTENTS

PREFACE

On the day of its fiftieth anniversary, 16 November 1995, UNESCO's Member States adopted a Declaration of Principles on Tolerance. Among other things, the Declaration affirms that tolerance is neither indulgence nor indifference. It is respect and appreciation of the rich variety of our world's cultures, our forms of expression and ways of being human. Tolerance recognizes the universal human rights and fundamental freedoms of others. People are naturally diverse, only tolerance can ensure the survival of mixed communities in every region of the globe.

The most important characteristic of a human being in the field of social interaction is the tolerance of differences. On the one hand there is a big majority of those who can see richness in diversity, and on the other hand there are those who see only problems and source of conflict in it.

How to live with each other's differences is a question that has always interested people and the educational world. The best response is always to encourage intercultural dialogue through all forms of learning in cooperation with other policies and stakeholders in the EU context. (Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education – Paris, March 2015).

Education for tolerance should aim at countering influences that lead to fear and exclusion of others and should help young people develop their capacities for independent judgement, critical thinking and ethical reasoning. The diversity of religions, languages, cultures and ethnicities in our world is not a pretext for conflict but is a treasure that enriches us all. This manual has been created to support adult educators in teaching tolerance and diversity with respect to using different methods. Enhancing tolerant attitudes makes a difference in the world.

The manual "Lessons of tolerance - inclusive teaching of adults" containing a set of innovative methods of working with adult learners in the context of tolerance. The methods are focused on 3 areas:

>> *critical thinking - in this area we used the Six hats method, Advocacy: innovative method of debate tables.*

>> *public awareness and stereotypes - in this area we used the innovative Inquiry method and RADAR*

>> *designing positive messages, to face the migration crisis and promote the process of reception we used the No Hate Speech and for the dissemination of the campaign.*

The lessons are designed as trainer's guide, including tips on how to incorporate the intercultural awareness content into different types of activities with adult learners.

The guide "Lessons of tolerance - inclusive teaching of adults" has related and incorporated issues of tolerance, social diversity and anti-discrimination into trainings. The Guide will be in the form of an open training plan with numerous "examples of life" proposals teaching materials, explanation of concepts and proposals to introduce elements of the anti-discrimination education. The Training is dedicated to educators involved in the adult education context of working in inclusion of national and ethnic minorities, refugees and religious minorities according to the multicultural approach.

This guide is available to adult education institutions in English and into partners languages (Polish, Greek, Portuguese and Italian).

SUMMARY OF THE PROJECT

On European scale, this project directly addresses current common challenging issue in all European countries e.g. European citizens reluctance to migrants. This project objective is to influence adult European citizens and encourage them to take action in favour of a more tolerant Europe, respectful of human rights and obligations, which entails a refugee population exceeding our borders.

Specific objectives are: to improve and enrich teaching tools in adult education for trainers and staff working with adults, to promote voluntary activities for the benefit of migrants, to foster active citizenship and communication by initiating intercultural activities. The results of this project will generate and disseminate positive messages, aimed at achieving compatible coexistence respectful of one another European citizens and the "newcomers" (refugees, migrants, repatriated persons). This project will address adult training institutions, trainers and workers in those institutions and adult learners from our regions.

In order to change mind-set and attitudes of European citizens we need to start the intercultural education from adults as they are the ones that create and influence mind-set and attitudes of their children. Development of tolerant and open society depends on example given and passed from adults to children. To reach the project objectives partners' institutions will search for innovative teaching methods that will be tested in this specific context. Those methods will be gathered in the training Pack available on-line, ready to implement and use by adult training centres across Europe.

The expected results acquired during project duration will include: methodological guide for teachers containing set of innovative methods, pilot training sessions, marketing and dissemination materials, knowledge and experience gained by the participants:

>> staff and trainers / facilitators / educators - will be active participants of the project from the very beginning. They will exchange experience and share their knowledge on the new methods. They will work together to prepare the methodological tool and they will also conduct pilot training sessions in their institutions.

>> learners will be part of pilot training sessions and will share their feedback on the new methods

>> greater cultural awareness - first of all the training sessions will be focused on intercultural and cultural differences. Secondly partners will have a chance to visit their countries and institutions, to learn about local specific contexts, culture, mentality and so on

During transnational meetings there will be intercultural events organised to enhance interaction and learning process about other cultures.

CONCEPT OF THE MANUAL

Methodological guide for teachers contains set of innovative methods of working with adult learners in the context of tolerance. The methods concentrate on 3 areas:

>> *Critical thinking - in this area we use Six Thinking Hats method*

>> *Advocacy: innovative method of Debate tables)*

>> *Public awareness and stereotypes - in this area we use the innovative method RADAR and Inquiry method*

>> *Designing positive messages, to face the migration crisis and promote the process of reception (No Hate Speech and the dissemination of the campaign)*

Compilation is designed as a trainer's guide, including tips on how to include the intercultural awareness content into different types of activities with adult learners.

The guide ***"Lessons of tolerance - inclusive teaching for adults"*** includes issues of tolerance, social diversity and anti-discrimination into trainings. The Guide is in the form of an open training plan with numerous "examples of life" proposals teaching materials, explanation of concepts and proposals to introduce elements of the anti-discrimination education. Training is devoted to national and ethnic minorities, refugees, religious tolerance and outlook.

Content that is included in the guide:

>> *Method description*

>> *Examples of training plan*

>> *Rapport summarizing the pilot training sessions*

>> *Objectives*

>> *Time and Resources needed*

>> *Conclusions*

The guide was built in form of a website with English as a main language and easy access to all language versions.

The innovative element is the fact that such an approach and using those methods in this context is the new idea. There is broad access to standard intercultural trainings which present models of culture. This training is to influence mindsets of learners by activating critical thinking and positive reception of different nations. This training will certainly have potential to be transferred to other countries as there are no barriers to use it in different cultural fields. We also believe that those methods could be adjusted to work with different age groups.

METHODS

Method 1. Six thinking hats

Concept of the method

The six thinking hats method was created by Edward De Bono, who is a leading authority in direct teaching of a thinking as a skill. He created the concept of lateral thinking and developed formal techniques for deliberate creative thinking. De Bono proved that effectiveness of the thinking can be improved and can be improved through practice. 'Usually, the only people who are very satisfied with their thinking are those poor thinkers who believe that the purpose of thinking is to prove yourself right - to your own satisfaction. If we have only a limited view of what thinking can do, we may be smug about our excellence in this area, but not otherwise[1].'

As per author the difficulty in thinking is the confusion with too many thoughts at once. The main aim of six thinking hats method is to separate emotions, information, logic, expectations, hopes, ideas, creativity, etc. The challenge is to separate these from one another and think about one of them at a time.'The six thinking hats allows us to conduct our thinking as a conductor might lead an orchestra.[2]'

Each hat is defining thinking on specific aspect of a matter. It allows people to switch out of their usual thinking track in order to get them to think differently about the matter at hand. In order to utilize the method in full it is important to start with playacting and roleplaying skills.

Playacting is imitating a desirable behaviour until this becomes your second nature. First you start with playing the role physically not mentally. By adopting physical poses and trying to go through motions. Your brain will follow the role you are playing. 'If you playact being a thinker, you will become one.[3]' This is important to realise this for the purpose of this method in order to try to open new views and opinions.

Roleplaying which is playing at being someone else allows ego to go beyond its normal restrictive self-image. 'People do not mind "playing a fool", so long as it is quite clear that they are just playing a role. They even take pride in putting on a good performance and playing an extremely foolish fool. That now becomes a measure of achievement and excellence. The role has taken over and the ego is now the stage director.[4]' The role gives freedom. Without the protection of a formal role the ego is at risk.

The hat role is broken down into 6 different character roles, represented by 6 coloured thinking hats. Without the formality of the hats some thinkers would remain permanently stuck in one mode and one way of thinking.

The main values of using the six thinking hats method are:

>> *Defined role-playing, which defends the ego of a person and allows to say and think in a way that one could not otherwise.*

>> *Attention directing, which allows to direct one's thinking to one aspect after another and not all at once.*

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>> *Convenience of use the symbolism of the hats, which allows to ask a person (including yourself) to think in certain mode, e.g. stop being negative, be creative, give emotional responses, provide facts, etc.*

>> *Establishing the rules of the game, which is based on the fact that people are good at memorising rules of the games therefore they are able to adopt them. The rules established in this method concern thinking. The 'game' of thinking is mapmaking of different aspects instead of arguing.*

Identifying 6 thinking hats

Every hat is named after one colour. Colours are easy to remember and are related to its function.

WHITE HAT - facts and figures

>> PURE FACTS, FIGURES AND INFORMATION

White hat is neutral therefore it represents facts and figures. It is sort of roleplaying a computer, as the computer gives only facts and figures without interpretation or giving opinion. If one is asking question under white hat, they should be focused on obtaining information or to fill in the information gaps. When presenting facts, it must also be clear if this is a fact or a belief?
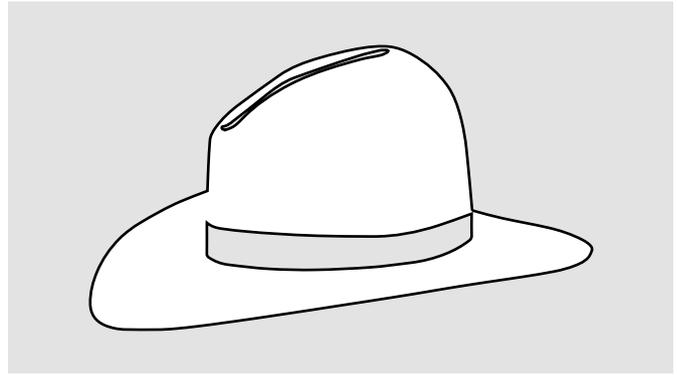
"Much of what passes for fact is simply a comment made in good faith or is a matter of personal belief at that certain moment. (...) It is not possible to check everything with the rigor demanded of a scientific experiment. Therefor in practice we establish a sort of two-tier system: believed facts and checked facts. It is believed to put forward believed facts under white hat thinking, but we must make it absolutely clear that these are second-class facts.[5]" It is also important to assess the likelihood of a fact ranging from "always true" to "never true" and the whole spectrum in between. Such facts can be put under white hat provided that the likelihood is noted. To summarise, white hat thinking is a discipline and direction. One concentrates on being neutral and objective while presenting information. The hat can be put on and taken off whenever needed.

RED HAT - emotions and feelings

>> WHITE HAT THINKING

>> *Imagine a computer that gives the facts and figures for which it is asked. The computer is neutral and objective*

>> *No interpretation or options*

>> *Person requesting the information should use focusing questions in order to obtain information or information gaps*

>> *First class facts - checked and proven*

>> *Second class facts - believed to be true but not fully checked*

>>SEEING RED, EMOTIONS AND FEELINGS, HUNCH AND INTUITION

Red hat is associated with anger and

emotions and it is opposite to white hat.

Red hat thinking is about presenting emotions and it allows to say how one feels without explaining or excusing oneself for it. The purpose of revealing emotions is to name them in order to become aware of them. Hidden emotion may influence thinking process, which is not a desirable state. Under the red hat one can acknowledge emotions.

As per traditional view good thinker is detached from emotion and directed only by good sense and rationality. Nevertheless, once all the facts and thinking has been done to make a map the route is chosen based of the values and emotions. "There are the complex judgements that go into such type of feeling as hunch, intuition, sense, taste, aesthetic feeling and other not visibly justified type of feeling. Where an opinion has a large measure of this type of feeling, it can also fit under the red hat."[6] One can never undermine their influence and should be aware of their emotions.

>> RED HAT THINKING

>> *Wearing the red hat allows the thinker to say "this is how I feel about the matter"*

>> *Legitimises emotions and feelings as an important part of thinking*

>> *Emotions part of the value system that chooses the rout on the map*

>> *No attemps to justify the feelings*

>> *Ordinary emotions: ranging from strong emotions such as fear and dislike to subtle emotions such as suspicion*

>> *Complex judgments: intuition, sense, taste, etc...*

BLACK HAT - what is wrong with it

>> DEVIL'S ADVOCATE, NEGATIVE JUDGMENT, PESSIMIST, WHY IT WILL NOT WORK
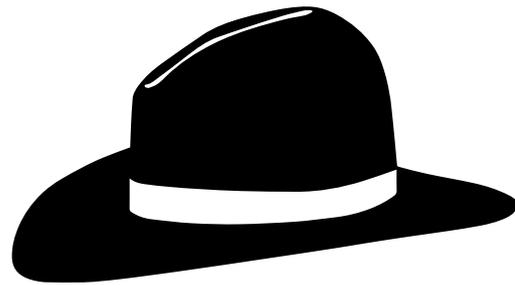
Black hat represents negative aspects. It concentrates on obstacles and why something is a bad idea or should not be done. However, it does not cover the negative feelings which is the job of the red hat. Roleplaying black hat is the easiest of all of them because Western thinking places an emphasis on arguments and criticism. Black hat thinking gives logical reasons of why something will not work, it can be based on past experiences. It also should deal with errors in the thinking map as there may be an issue with how the thinking process is organised.

Negative assessment given by black hat is not an argument. It only should be treated as pointing out risks and dangers, faults in design. The map would not be complete without the negative elements, which could save from mistakes and taking too much risk.

Yellow hat should cover positive assessments and in the case of new ideas the yellow hat should always be used before the black hat.

>> BLACK HAT THINKING

>> *Convened with negative assessment*

>> *Points ot what is wrong, incorrect and in error*

>> *Points out why something will not work*

>> *Points out riscks and dangers*

>> *Points out faults in a design*

>> *May judge an idea against the past to see how well it fits what is known*

>> *May point out the errors in the thinking procedure and method itself*

>> *Should not be used to cover negative feelings as this is red hat task*

YELLOW HAT - speculative-positive

>> SUNSHINE, BRIGHTNESS AND OPTIMISM, POSITIVE, CONSTRUCTIVE, OPPORTUNITY

Yellow hat represents positive aspects, positive side, hopes and it is in opposition to the black hat. Yellow hat thinking is positive thinking resulting from curiosity, pleasure and desire to make things happen. One can never be certain of the future but based on positive examples from the past one can speculate about the future.

Yellow hat extracts a positive interpretation. A deliberate search for anything positive could bring to light aspects that are not obvious at first sight. Also, constructive thinking which leads to effectiveness fits under this category. Yellow hat thinking can be speculative and opportunity seeking but it also permits visions and dreams. Nevertheless, it should be distinct from positive euphoria (red hat) but also from creating new ideas (green hat).

> YELLOW HAT THINKING

>> *Concerned with positive assessment*

>> *Covers a positive spectrum that ranges from the logical and pratical at one end to drams, visions and hopes at the other hand*

>> *Constructive and generative, provides concrete proposals and suggestions*

>> *Is concerned with operacy and with "making things happen"*

>> *Effectiveness is the aim of yellow hat constructive thinking*

>> *Yellow hat is not concerned with mere positive euphoria (red hat) nor directly with creating new ideas (green hat)*

GREEN HAT - creative and lateral thinking

>> FERTILE, CREATIVE, PLANTS SPRINGING FROM SEEDS, MOVEMENT, PROVOCATION

Green hat is associated with the growth, vegetation and fertility, and indicates creativity and new ideas. The green hat thinking is creative and searches new approaches to problem solving. It is the deliberate attempt to search for alternatives, new concepts and new perceptions. It concerns change and focuses efforts in this direction. "For most people the idiom of creative thinking is difficult because it is contrary to the natural habits of recognition, judgement and criticism. The brain is designed as a 'recognition machine'.

The brain is designed to set up patterns, to use them and to condemn anything that does not 'fit' these patterns." [7] Therefore the green hat will not make anyone more creative, however it can give thinkers a sort of artificial motivation. Very often the creative people are the ones who just spent time to deliberately search for new ideas. Creativity needs time and focus, and the green hat allows this. It is not possible to force one to have new ideas, however it is possible to ask one to put the green hat on and to try focus on creating them. What may help is provocation, which may take one out from the usual pattern of thinking.

>> GREEN HAT THINKING

>> *Creative thinking above all*

>> *The search for alternatives is a foundamental aspects of green hat thinking*

>> *The need to go beyond the known and the satisfactory*

>> *The thinker seeks to move forward from an idea in order to reach a new idea*

>> *Provocation - to take us beyond the usual patterns of thinking*

BLUE HAT - control of thinking

>> COOL AND CONTROL,
ORCHESTRA CONDUCTOR,
THINKING ABOUT THINKING

Blue hat is associated with coolness, and it represents the control of organisation in the thinking process, and the use of other hats.

Blue hat is like a control panel that tells which hat to wear and thinks about the thinking needed to be done to explore a subject. Blue hat thinking concentrates on asking the right questions, defining the problem and setting the thinking tasks.

The blue hat monitors the thinking process, summarises and gives conclusions. It checks if the rules of game are observed. "Even when the specific blue hat thinking role is assigned to one person, it is still open to anyone to offer blue hat comments and suggestions".[8]

>> BLUE HAT THINKING

>> "Control" - organises the thinking itself

>> Defines the subject toward which the thinking is to be directed

>> Defines teh problems and shapes the questions

>> Responsable for summaries, overawe and conclusions

>> Monitors the thinking process and ensures that the rules of the game are observed

>> Stops arguments and enforced the discipline

>> Even if the role is assigned to one person, it is still open to anyone tho offer blue hat comments and suggestions

6 thinking hats method implementation

When using the hats they always should be referred to by colours and never by what they represent as it is unlikely to get honest reaction if one is asked to be e.g. emotional. When asking to take off one hat an put another one is neutral and the hats can be used without embarrassment. Roleplaying used in the thinking process and using the method as a game makes it enjoyable and more effective. As a game rule it is possible to request certain types of thinking, changing the hats as is necessary. There is no one good way of organising the hats during the thinking process, it depends on subjects, particular situation or attendees, etc.

Depending on the needs the six thinking hats method may be used in a more structured way. The participants / learners may decide beforehand on a formal structured sequence going through the hats.

On the other hand, the method may be used in a discussion occasionally when necessary. One can be asked to put one or the other hat on depending on how the discussion goes. For the idiom of the hat to be the most useful all the people must know the method and be aware of the meaning of each hat. Then the concept becomes a sort of common language. By practicing use of the method eventually one should be able to sit down at any discussion table and switch in and out of "hats" with ease.

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Ice–breaking exercises

1. Flower

Participants are divided into groups of minimum 3 persons. Each group on a piece of paper will draw a flower consisting of a large measure and as many petals as there are participants. Participants must ask themselves questions to find out their common things and unique things that differentiate them from other people in the group. Then participants should write in the middle 3 features that are common to all of them, and in petals 3 attributes that are true only for a given participant. Then flowers are presented to the forum.

The features should relate to the intercultural subject, diversity etc., e.g. who has got ancestors from a different country? Who has got in their family a person from abroad? Who likes to travel? Who has travelled abroad for work? There may be information about repatriates, migration after war, but also about religion, traditions, dialects used etc.

This task sets the mind in a positive way to diversity showing that everyone of us may come from different cultural backgrounds or may have different beliefs and different traditions, but at the same time we all share common values, features etc.

Name of partecipant 1	Name of partecipant 2	Name of partecipant 3
>> list of things that are **unique** for this participants	>> list of things that are **unique** for this participants	>> list of things that are **unique** for this participants

>> list of things that are **common** to all participants

2. Learning about people in the group.

Each participant gets 4 sheets of paper. On each of the sheets participants should write 1 true fact about themselves and on the 4th sheet should write made up thing about themselves.

Participants receive 4 chocolatesAt the time of exercise, each person is asked questions in order to determine which of the sentence is false. Participants vote and place the chocolates they received on the . participant false answer. Participants can bet four chocolates with one answer or split chocolates for each answer. After completing a series of questions each participant reveals what the false statement. The chocolates that were placed on the correct answers remain with the given participant, and those who were placed on a false statement land in a common pool.

3. Gifts giving

Participants are being divided in pairs. One person from the pair is a recent immigrant, the other is local. Local person gives the other an imaginary gift. The recipient (immigrant) opens it and then he says: "Oh! xxxxxxxx " (recipient must name the imaginary gift – it should be something that immigrant needs to have a better life in the new place).

The donor (local person) replies: "I give you xxxxxxxxx because …………"

xxxxxxxxx, this is the subject that comes first to the recipient's mind.

Then there is the change of pairs and the same action is performed with the person sitting on the other side. (first on the right, then on the left). This can be repeated any number of times.

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>> Lesson 1 - Cultural and ethnic diversity in Europe

Recommended size of the group: min. 6

Aim of the lesson: To introduce the subject of diversity in Europe by presenting facts and figures and give the background of the cultural and ethnic diversity in Europe.

To consider the reasons behind migration and to appreciate of the freedom to relocate/ to choose the place to stay.

Objectives / learning outcomes: To set people minds to thinking about migration in a positive way. To be able to use the 6 thinking hats method to assess the information by critical thinking and make opinions by assessing all aspect of a matter.

Resources needed: Paper and pens, separate cards with 6 hats on it and on the reverse side of every card the description of the hat's symbolism. They are needed for learners to have an easy access to their hat description and also to make notes while they are preparing their tasks.

Teaching method to be used in the lesson: lecture, group work, discussion

Content

> *"Every human is like all other humans, some other humans, and no other human"*
> Clyde Kluckhon[9]

Migration can be defined in the EU context as "the action by which person either:

>> *Establishes his or her usual residence in the territory of a Member State for a period that is, or expected to be, of at least twelve months, having previously been resident in another Member State or a third country; or*

>> *Having previously been resident in the territory of a Member State, ceases to have his or her usual residence in that Member State for a period that is, or is expected to be, of at least twelve months.*

In Global context, this refers to a process of moving, either across an international boarder (international migration), or within a state (internal migration). It is population movement, encompassing any kind of movement of people, whatever its length, composition and causes; it includes migration of refugees, displaces persons, uprooted people, and economic migrants".[10]

Migration as a social or economic phenomenon is natural and born of specific social problems therefore we can distinguish migrants due to economic reasons, high-skill workers demand, environmentally-driven, forced, seasonal, long-or short-term. Mobility and movement have long accompanied mankind having economical foundation (searching for resources) or was associated with rivalry and conflicts. Through the
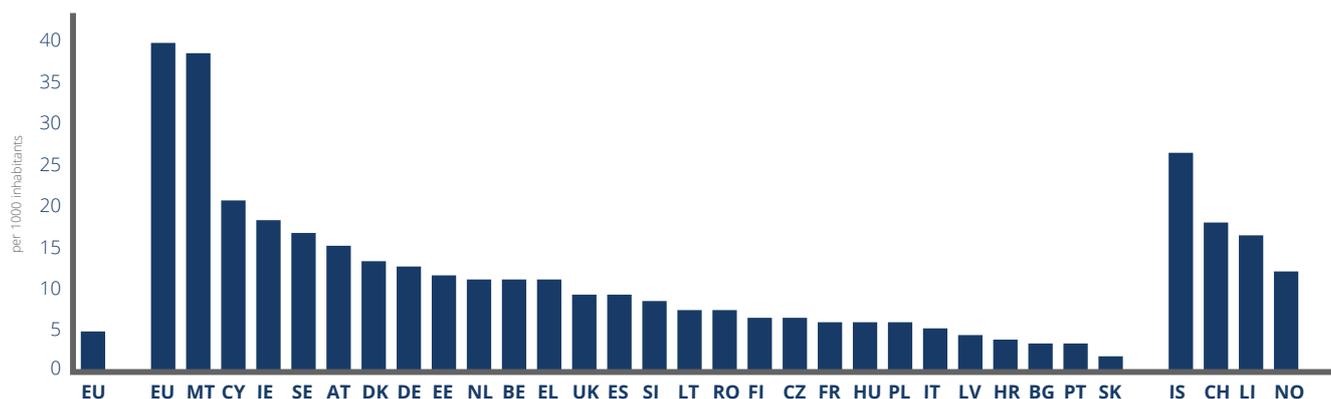
European history both immigration and emigration has had a vast influence on the current European culture and ethnicity.

Taking an example from Polish history there was a mass migration after World War II. Many people fled to the US to avoid consequences after the guerrilla service. After 1990, many people travelled long or short-term to western countries for economic reasons. Poland is also the destination country for people who were once resettled to the USSR, and now they and their children are trying to return as repatriates. In order to assess migratory claims, statistical evidence is also examined to support both sides of the political argumentation. We, as recipients, must judge ourselves which are correct or the most accurate. The way in which data is interpreted depends on the perspective of one of them.

In 2016 two million non-EU citizens emigrated to the EU and Member States granted citizenship to nearly one million people. Out of the member states Germany reported the largest number of immigrants (1.029,9 thousand) in 2016, then in the United Kingdom half as many, then Spain France and Italy. Numbers can also be analysed in relation to the resident population and in this case, Luxembourg recorded the highest immigration rates in 2016 (39 immigrants per 1.000 people) - please see graph above.

We need to also remember that EU countries record emigration and here for emigration also the highest rates. In 2016 Luxembourg were recorded (23 emigrants per 1.000 people), then Malta, Lithuania and Cyprus (all with 18 emigrants per 1.000 people[11]).   In total, 21 EU Member States reported more immigrants than emigrants in 2016.

Returning to the times after the Second World War, Europe provided shelter for repatriates leaving former colonies, as well as from countries such as former Yugoslavia, and more recently also from Afghanistan and Syria. In many European countries more people come than they leave. Immigration is higher in economically prosperous countries.[12]

Task

At the beginning of the session the trainer should use the text provided to introduce the migration subject and give the rough statistics depending on the group /country that can be found on the Eurostat website. Every learner should choose one hat either by drawing randomly or by choice. In the course of the task every learner is responsible

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11   https://ec.europa.eu/eurostat/statistics-explained/pdfscache/1275.pdf
12   https://www.statista.com/topics/4046/migration-in-europe/

for providing the insight to the discussion as per hat colour. If there are more than 6 learners those who have the same colour of the hat should work together in pairs or groups. The pictures with hats and the descriptions can be printed and handed out to learners. Trainers should observe and moderate discussion as at the beginning it may be difficult for learners to keep thinking as per colour of the hat. Based on the text from the introduction learners should have 15 minutes to consider the task given below.

Situation to consider:

"The great revolution in the history of man, past, present and future, is the revolution of those determined to be free."

- John F. Kennedy (35th President of the United States).

There are different reasons for migration. In our area we also observe the constant movement, known from one's own life, family, neighbours, local society, press, TV, and global situation.

The neighbouring country is under the pressure of power seized by force and imposes ever new restrictions. Residents of this country not accustomed to such situations and are asking for asylum and admission to your country. Your country is prospering, but so far it was not open for foreigners and citizens are not used to the presence of other nationalities and cultures. Your county is very monogenic. Your parliament is trying to make the plan for admission and integration. As members of local parliament, you need to decide the best solution to the situation described above.

Using six thinking hats method please assess the below mentioned options:

>> *Allow the immigration slowly and create one region/area for them, where they can be protected. At the region/area language lessons, cultural lessons will be offered, and schools will be organised.*

>> *Allow the immigration and place immigrants separately within the local communities in order to let them immerse in the local society by participating in life of citizens.*

At the end of the exercise the trainer should summarise the discussion and underline the positive aspects of the discussion and conclusion in order to leave learners with the positive feelings and attitude.

Evaluation of lesson

The feedback should be given anonymously. Every person should receive sticky notes. One note should provide only one piece of information. The feedback should be given on the content of the task, of their feelings after doing the task, feelings toward migration (positive, negative etc.) after completion of the task, and any general comments that learners should like to share.

Then all the sticky notes should be placed on the board, read aloud and grouped. Trainer should read them aloud and ask learners to comment if they wish. Trainer should summarise at the end, leaving learners with the positive thought.

General tips for the trainer

The minimum number of people is six as there are six thinking hats, so one person should think of one hat only. However, if there are less participants, one person can be assigned with 2 hats and perform thinking from each hat perspective.

The task duration is about 60 minutes.

When giving presentation of the main migration points and direction every trainer should be able to adjust to their audience and emphasise their national background.

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>> Lesson 2 – Regional diversity

Recommended size of the group: min. 12

Aim of the lesson: To bring learners attention to the minorities in their region - their culture, traditions and good coexistence examples in order to create a positive mindset about immigrants.

Objectives / learning outcomes: To set people minds about thinking about minorities, migrants and newcomers in a positive way.

To perceive minorities, migrants and newcomers in the society by positive aspects such as traditions and cultures they bring.

To be able to use the six thinking hats method to assess the information through critical thinking and make opinions by assessing all aspect of a matter as per 6 hats colours.

Resources needed: paper and pens, separate cards with six hats on it and on the reverse side of every card the description of the hat's symbolism. They are needed for learners to have easy access to their hats description and to make notes while they are preparing their tasks.

Teaching method to be used in the lesson: lecture, group work, discussion

Content

"We can love what we are, without hating what- and who we are not. We can thrive in our own tradition, even as we learn from others, and come to respect their teachings"

—Kofi Annan[13] .

Most European countries have minority populations below 20% of the total population, but 11 countries have a larger proportion of ethnic minorities. Bosnia and Herzegovina is the only country where no absolute majority exists—Bosniaks as the largest ethnic group make up 44% of the country's total population. At the other end of the spectrum, Ireland, Luxemburg, Malta and Portugal have a virtually ethnically homogeneous citizenry.

People of mixed nationalities and origins live in every country. In the past minority populations have been created e.g. by forced relocation, change of borders after wars, movement of population due to wars and hunger. In the recent decades also due to relocation for economic reasons after opening borders of countries within EU providing possibility of free movement for work and studies.

E.g. Poland is considered a nationally and religiously uniform state. The index of ethnic cohesion, amounting in recent years to more than 97%, places it in one of the first places not only in Europe (for example, in

Greece, the ratio stands at 98%, and in Bulgaria – 84%), but also in the world. In contrast to many European countries, Poland is also characterised by the clearly dominant position of one denomination – Roman

Catholicism, followed in 2011 by more than 85% of the population (for comparison, in two other Catholic countries, Ireland and Hungary, it was 84% and 37%, respectively). Since the end of World War II, the first National Census in Poland that asked question about national identity of the people took place in 2002. The question was worded as follows: "What nationality do you consider yourself as?", which meant that almost all people who identify with any ethnic group took advantage of the opportunity to point to the one that serves as a basic reference group for them[14].   The results obtained shows that in the south- east part of Poland the dominant minority are Ukrainians. In Malopolska voivodship the main minority are Lemkos which are almost only based in this region and small part of them in Podkarpacki voivodship. The north east of Poland has got Belarusians and Lithuanians. The western part of Poland is dominated by Germans. Other minorities are Jews (central Poland), Tatars and Armenians.

Taking the above into consideration all the EU countries must deal with the subject of diversity management. Diversity management is the practice of addressing and supporting multiple lifestyles and personal characteristics within a defined group. Management activities includes educating the group and providing support for the acceptance of and respect for various racial, cultural, societal, geographic, economic and political backgrounds[15].

Task

Please see two stories describing two distinct imaginary tribes. For the purpose of the exercise one tribe is called "Nordish" the other "Southish". Participants should be divided into two groups of at least six people each in order to have at least one representative of every hat in each group. Every learner in each of the groups should choose one hat either by drawing randomly or by choice. During the task every learner is responsible for providing the insight to the discussion as per hat colour. If there are more than six learners in one group, then those who have the same colour of the hat should work together in pairs or groups. Every group should be given the description of one tribe.

The story to be read to learners by trainer:

You belong to two tribes that have been living nearby divided only by a small stream. You observed each other for ages but have not made any contact so far. In order to 'build bridges' and socialize the Governor from Voivodship is giving you 10,000 Euros. Your task is to come together with an idea for spending the money for an activity that will integrate your tribes.

You have 10 minutes in order to think of one idea of integrating activity in your tribes not consulting the other tribe yet. You need to take into consideration your tribe's traditions, custom, style, etc. Write down the idea on the piece of paper with as many details as possible. Then you will have to present yourself to the other tribe members. Next, you will exchange the descriptions of the ideas with the other group. Using the six

14   http://dspace.uni.lodz.pl:8080/xmlui/bitstream/handle/11089/5538/rykalanational,ethnicandreligiousminorities.
              pdf?sequence=1
15   http://www.businessdictionary.com/definition/diversity-management.html

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thinking hats method both groups need to assess the idea of the other tribe. You should discuss the ideas of opposite tribe taking into consideration the description of your tribe and your traditions, style etc.

At the end of the exercise both groups present their opinions on the idea of the other tribe.

Groups then should work together and decide which idea they should apply or perhaps only some elements of both ideas taking into consideration tribes' descriptions. Around 15 - 20 minutes.

The trainer should summarise the task by providing information on the minorities and how people in the past and nowadays had to deal with diversity and live with each other and next to each other.

Is it easy to manage diverse societies in order to make them coexist together?

Nordish:

This is still a wild country whose inhabitants are closely connected with tradition and culture. Women should not wear skimpy skirts and too short blouses or shorts. Men often walk in holding hands, which does not indicate their sexual preferences, but is just a habit.

These are people from the mountains characterized by a strong, stocky construction. There are many albinos, people with fair hair and a brick-coloured skin. When it comes to food their diet is based on fruit and vegetables. The base is sweet potatoes, jam, bananas and pineapples. Also rice and pork and poultry. When it comes to religion and ceremonies, they like to celebrate together in crowded places loudly and with lots of sound of trumpets and drums.

Southish:

This is a civilised country whose inhabitants are modern when it comes to their outfit. Women can wear skimpy skirts and short blouses or shorts. Men are dressed in suits. They are elegant and distinguished.

These are people from valleys characterised by a slim and tall bodies. They have light coloured skin. When it comes to food their diet is based on light dishes, fish and vegetables. They like to eat shakes, yogurts and cornflakes. They are not religious, and they do not celebrate ceremonies. In fact, they do not like to gather in big crowds. They meet in small groups celebrating quietly their private events.

Evaluation of lesson

After the lesson participants should be encouraged to elaborate on their experience.

Bull eye evaluation

On a board trainer should draw the dartboard which is divided into four domains: experience, atmosphere, feelings, mindset.

Questions to be asked to learners:

>> *How you would describe your experience from this exercise from positive (middle of the dartboard to negative at the border)*

>> *How was the atmosphere between learners during the atmosphere?*

>> *What are your feelings toward migrants?*

>> *Have you change your mindset about migrants toward a more positive one?*

Once all learners mark their opinions answering all four questions. The trainer should summarise the exercise providing also their opinion from observation of the groups during the exercise.

General tips for the trainer

When giving presentations of the main migration points and direction every trainer should be able to adjust to their audience and emphasise their national background. The exercise may be adjusted to the group when it comes to its difficulty or length. Learners may be given a list of integrating ideas to choose from by drawing one idea per group, e.g.:

>> *To organise a food festival (preparing local dishes to another tribe to try)*

>> *To organise a theatre play covering some cultural aspects one by each tribe and presenting them to the other tribe.*

Trainer may adjust the ideas to their own local situation and learners' requirements. There can be more domains on the bull eye chart depending on the group and trainer's observation, perhaps trainer would like learner to answer more questions about the progress of the exercise, cooperation, etc.

The minimum number of people is 12 as there are six thinking hats, so every person in every group should choose one hat only. However, if there are less participants one person can be assigned with 2 hats and perform thinking from each hat perspective.

The task duration is about 90 minutes.

>> Lesson 3 – Me as a migrant – perspective of the other side

Recommended size of the group: min. 6

Aim of the lesson: To bring attention to the immigrants by presenting the immigrant perspective that should lead to changing the mindset about welcoming migrants.

Objectives / learning outcomes:

>> *By playing the role of immigrant learning of the experience of how one would like to be treated as a migrant.*

>> *To be able to use the six thinking method to assess the information by critical thinking and make opinion by assessing all aspect of a matter as per six hats colours.*

Resources needed: paper and pens, separate cards with six hats on it and on the reverse side of every card the description of a hat's symbolism. They are needed for learners to have an easy access to their hat description and to make notes while they are preparing their tasks.

Teaching method to be used in the lesson: lecture, group work, discussion

Content

"*People of different religions and cultures live side-by-side in almost every part of the world, and most of us have overlapping identities which unite us in very different groups.*

We can love what we are, without hating what - and who we are not. We can thrive in our own tradition, even as we learn from others, and come to respect their teachings"

—Kofi Annan.

In every country, people of different nationalities, cultures and religions live side by side. Cultural diversity dates back many centuries. In many places it caused conflicts, but in many countries it was a peaceful coexistence. We can quote here an example from Eastern Poland where for centuries Tatars who lived peacefully together with Muslims, Catholics and Orthodox Jews. Currently, Krakow is considered the best place to live for Jews in the context of the whole of Europe. In addition, Jewish culture is promoted through an annual festival held in Krakow and a thriving institute of Jewish culture (ICC).

Task

If there are 6 people, the group should be divided in a following way:

>> *2 local community representatives that will be assigned with red and black hats'*

>> *3 newcomers will be assigned with white, yellow and green hats.*

>> *1 country authorities' representative: blue hat*

If there are more participants, they could be assigned to any of the group. If there are less people, then one or more persons will have more hats to represent. Every learner should choose one hat either by drawing randomly or by choice. In the course of task every learner is responsible for providing the insight to the discussion as per hat colour. If there are more than six learners those who have the same colour of the hat should work together in pairs or groups.

In this task, if you are a newcomer then you are a part of a group that want to relocate and live together in a new country of your choice. However, the local community of chosen county, which is quite hermetic, does not want immigrants because they are afraid of social changes, increased crime rate, and lack of respect for their culture. These accusations are not based on facts but only on prejudices and fear. The country's authorities would like to enable the peaceful coexistence and suggested the newcomers to reach out to the locals and present themselves in order to change their mindset.

As a group of newcomers, you have 15 minutes to prepare 3 proposals for integration with the local community and show your culture in a positive way. To convince the local community, every hat should prepare a speech representing the idea as per the hat colour. The proposals must address the concerns of the local community that were mentioned above.

At the same time, as a group of locals, you think about the negative aspects of migrants moving to your country as per black hat and negative emotions connected to it as per red hat.

Once you have the ideas prepared you present them to all parties. Then all parties discuss the ideas one by one according to the colour of their hats. Blue hat monitors the discussion between locals and newcomers. Discussion should lead to evaluation of the ideas and choosing the best one. Blue hat gives summary at the end and chooses the best idea.

At the end, the trainer summarises the work done by the participants. Participants also talk about whether it is easy to be an immigrant and convince the local community to accept them.

Evaluation of lesson

The evaluation proposal may include an anonymous survey at the beginning and end of the lesson containing information about the attitude to immigration before and after the lesson.

Evaluation can include the following questions, where one means not a five definitely yes:

>> *On a scale of 1 to 5, would you emigrate from good will?*

>> *On a scale of 1 to 5, would you emigrate for reasons not attributable to you, such as war, ecological disaster, etc.?*

>> *On a scale from 1 to 5, would you like to welcome people from other cultures etc. into your community?*

>> *On a scale of 1 to 5, do you think that communities should be monogenic or multicultural, etc.?*

>> *On a scale of 1 to 5, did the lesson met your needs, etc.?*

Questionnaire should also cover an open question to give a learner the possibility to provide their onion and elaborate on the marks given to the questions above.

General tips for the trainer

Depending on the group, the difficulty of the task can be adjusted. If the trainer knows the group and would like to reduce the difficulty of the task or shorten the implementation time, participants can give ready examples of integration within the local community, there should be a minimum of two examples. On the other hand, the participants have only to evaluate them using the six-hat method. However, if there is a minimum of 12 people in the group, they can work in pairs of two people using one hat. They can also work in two separate groups.

Examples of integration initiatives with the local community:

>> *Inviting the local community to a meeting where immigrants will present themselves and present their culture and traditions as well as dances and singing.*

>> *Inviting the local community to cook together on the feast of saying goodbye to summer.*

>> *Baking traditional cookies. Visiting homes to introduce yourself and talk to the locals.*

The minimum number of people is six as there are six thinking hats, so one person should think of one hat only. However, if there are less participants one person can be assigned with 2 hats and perform the tasks using 2 or more hats and perform thinking from each hat perspective.

The task duration is about 60 minutes.

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Method 2. Advocacy method

Concept of the method

What is advocacy?

If we try to describe advocacy and its original meaning, we come across many different definitions that are specific to particular countries, cultures, decades and political regimes.

That is why it is important to start with the original meaning of this word: the word "advocacy" comes from the Latin 'advocare' and literally means 'to call out for support'. The origins of advocacy date back to ancient Rome and Greece when well-established orators would perform as advocates or wrote orations specifically for pleading someone's cause. Personalities such as Cicero and Caesar were among the greatest Roman lawyers and advocates.

Ritu R. Sharma from the Academy for Educational Development describes advocacy as a tool for "putting a problem on the agenda, providing a solution to that problem and building support for acting on both the problem and the solution". This definition expresses an important idea: In a digital and networked age, advocacy is not just about influencing public policy, but also and, first of all, about influencing public opinion.[16]

As Dr. Sharma says, even if most of the time advocacy is defined as speaking on behalf of others, one of its aims must be raising the public's consciousness about a particular issue.

The philosophy behind the social phenomena of advocacy is best explained in a handbook for planning advocacy by Save the Children Fund, UK. It says that "advocacy is a social change process affecting attitudes, social relationships and power relations, which strengthens civil society and opens up democratic spaces". To fulfil its aspirations advocacy requires efforts coordination, strategic thinking, information, communication, outreach and mobilization.

Besides being extremely broadly defined, advocacy is surrounded by several persistent myths and misconceptions. Some of the most frequently heard are:

>> *Advocacy is only for professional lobbyists: Obviously advocacy is a public activity while lobbying requires "behind-the-scene" activities in its very essence.*

>> *Advocacy is walking down the street with a bull horn or advocacy is rioting in a demonstration or protest rally: This myth mixes different concepts; rallies are activism, which are sometimes useful, but it's not always effective advocacy.*

>> *Advocacy is the same as fundraising or donating to charity: Again, as we said above, advocacy is all about initiating social change, which definitely cannot be achieved through just collecting funds. Social change is often achieved with little or almost no funds.*

>> *Advocacy consumes a lot of time; I'm too busy to get involved in advocacy: Advocacy doesn't have to be complicated and time-consuming – a properly planned and organized campaign requires small actions from many people rather than big ones from a few.*

>> *Advocacy is all about "politics" (in a negative connotation): Advocacy can be political (i.e. lobbying for a specific piece of legislation) but is more often social and intellectual focused on speaking out on behalf of those without a voice.*

To sum up, advocacy in all its forms seeks to ensure that people, particularly those who are most vulnerable in society, are able to[17] :

>> *Have their voice heard on issues that are important to them.*

>> *Defend and safeguard their rights.*

>> *Have their views and wishes genuinely considered when decisions are being made about their lives.*

Advocacy is a process of supporting and enabling people to:

>> *Express their views and concerns.*

>> *Access information and services.*

>> *Defend and promote their rights and responsibilities.*

>> *Explore choices and options*

An advocate is someone who provides advocacy support when you need it. An advocate might help you access information you need or go with you to meetings or interviews, in a supportive role. You may want your advocate to write letters on your behalf or speak for you in situations where you don't feel able to speak for yourself.

What is a debate?

One of the methods used by advocates are debate. A debate is a verbal argument that is conducted within a set framework. Debates are common in both political and educational environments. People can disagree with opposing views in a structured setting that gives all participants a chance to present and defend their arguments as well as reach conclusions about the arguments of their opponents. There are many different formats possible for a debate but debates also have many features in common.

The topic of a debate can be virtually anything. However, most debates with a public audience centre around a controversial issue that has interest for the audience such as the topic of immigration laws & acceptance of refugees, for example. Some debates have audience participation with some questions posed by the audience to the debaters. Debates may involve one participant against another, or they may be in a team format. Basic debate formats vary widely in terms of time limits for speeches, the order of speeches and how arguments are presented.

The beginning speeches in a debate are called "constructive speeches" because the debaters present the basic construct of their argument. An argument in a debate means stating your position and then justifying that position by stating why your position on the topic is the right one. Evidence gained through research such as in the form of statistics or in the form of research results is used to justify a position in a debate. Quotes and personal testimony can also be used as position-strengthening evidence.

The two positions in a debate are the affirmative and the negative. The affirmative or "pro" side in a debate argues in favour of something while the negative or "con" side

17   https://www.seap.org.uk/im-looking-for-help-or-support/what-is-advocacy.html

argues against something. For instance, the affirmative stance on gun control would argue why firearm regulations are necessary for public safety while the negative stance on gun control would argue why controls wouldn't work to ensure the safety of the public.

Good debaters understand the importance of appealing not only to logic and reason but to the emotions of the audience. Argumentative strategies are important, and debaters must anticipate the responses of the other debaters and the audience. An in-depth understanding of the topic and not just the main points is essential for a good debate. A good debater needs to prove not only why his or her position is the right one, but why the opponent's position is the wrong one.

Most debate formats include a cross-examination section where participants can pose questions to the other candidates. The strategic debating idea here is to try to expose weaknesses in your opponent's argument. Rebuttal speeches are those at the end of a debate. They offer both a summary of each debater's argument as well as conclusions drawn from the arguments of the other debaters.

What is a round table debate?

The round table debate usually used as an expression for a group or team to sit down to discuss an issue, share opinions, strategies, tactics, creation, maintenance, outcomes assessment, or just to brainstorm (throwing forth any ideas , no matter what they may be). At these meetings, individuals should be open, honest, and direct with others around the table; always showing mutual respect for the opinions of others.

The main differences there for between a round table debate and conventional debate is that there are not only two positions and round table debates are much less restrictive in the points that you have to argue and the narrative you have to stick to many different views and interests can be expressed making the debates more than two dimensional.

Advantages of Round table debates:

>> *A round table discussion is an excellent form of small group communication when the group is going to be a long-term engagement.*

>> *Roundtable discussions are extremely useful when it comes to learning, whether the learning be social or academic.*

>> *Since round table discussions are usually a long-term type of small group discussion, cooperation is vital to the group's success.*

Advocating for refuges & immigrants

As the social workers across the globe encounter immigrants and refugees – people who have been misplaced from their homes for varying reasons – they have begun to advocate for the protection of the human rights of immigrants and refugees throughout the migration process as well as denouncing harmful practices and policies related to the process (MSW Career, n.d.).

However, as an individual, advocating for the rights of the immigrants and refugees is not always easy. The MSW article lists five things one can do in order to contribute in

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the advocation of immigrants and refugees. [18] First and foremost, one must listen to the refugees and immigrants in order to understand their point of view. Secondly, getting involved with NGOs active in helping refugees and immigrants increases one's contribution significantly. Thirdly, contacting the local or national government representatives regarding issues related to refugees and immigrants is a fantastic way to advocate for them. Fourthly, participating in marches, protests etc. indicates one's support for the refugee and immigrant communities – there is strength in numbers. Lastly, spreading information, educating and fighting against prejudices in one's own social circle is an important way to advocate for immigrants and refugees.

The Canadian Paediatric Society (n.d.) states that creating an advocacy strategy is essential. To build an effective strategy, the problem must be carefully documented and defined, a target audience or a group that can effect change must be identified, a solution must be proposed and evidence together with data is important to have included in the strategy[19].   Moreover, there are three types of advocacy for refugees and immigrants: policy, system and case advocacy. Policy advocacy calls for changes in policies, system advocacy works to achieve practical changes that improve the quality of life of refugees and immigrants, and case advocacy appeals to the audience through individual stories of refugees and immigrants.

Ice-breaking exercises

Icebreaking for Lesson 1

Ice breaking exercise (10 minutes)

There are a lot of ice breaking exercises and the trainer can choose any they like. We recommend "One-word Ice breaker" as example. This icebreaking exercise is conducted as follows:

>> *Divide the meeting participants into groups of four or five people by having them number off.*

>> *Tell the newly formed groups that their assignment is to think for a minute and then to share with their group the one word that describes "MIGRATION".*

>> *Upon completion of the initial spontaneous discussion in small groups, ask the participants to share their one word with the larger group. Ask for a volunteer to start and then, ask each participant to share their one word that described "MIGRATION".*

>> *Next, after the participants have listened to the variety of words from the larger group, debrief the exercise by asking them to explore several questions in their small group.*

For example:

>> *Would your surrounding family members use the same word?*

>> *Is this the outlook about migration that you want to have in your society?*

Each trainer can create their follow up questions depending on the group and situation.

This icebreaker provides the trainer as well as the group a snapshot into the current thinking of the whole group about migration.

Icebreaking for lesson 2

Ice breaking exercise (15 minutes)

There are a lot of ice breaking exercises and the trainer can choose any they like. We recommend "Human Bingo" as example. The trainer has to create a "bingo sheet" – you can see the example below.

Human bingo

Read the descriptions below. See if you can find someone who matches that description. Ask that person to sign their name in that particular box. Try to be the first person with five signatures from different persons in a row to get BINGO.

This icebreaking exercise is conducted as follows:

>> *Give handouts to each participant.*

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>> *The participants will have to talk to each other in order to find someone who matches one of the squares. For example, when they do find someone who "has travelled to another EU country", they write that person's name in their bingo square.*

>> *The first person to reach 5 signed squares wins. It should be 5 different people.*

The exercise allows participants to get to know each other and find some common grounds. It is also allows participants to see themselves or their family members in the global migration context.

Someone who owns or has owned a pet	Someone who is born in another country	Someone who is the oldest child in the family	Someone who can speak more the 2 languages	Someone who has foreign friends
Someone who has lived in the same city all his or her life.	Someone who plays a musical instrument	Someone who likes the same music you do	Someone who has a friend living in another country	Someone who has children
Someone who has family member living/working in another country	Someone who has visited more than 3 countries	Free Space	Someone who has lived in more than 1 country	Someone whose family members has lived through the war
Someone who has worked with foreigners or refugees	Someone who likes crafts	Someone who has a foreign neighbour	Someone who is the oldest child in the family	Someone who volunteers
Someone born in the same year as you	Someone who likes to cook	Someone who has more than 2 brothers /sisters	Someone who has worked in another country	Someone who likes the same music you do

Icebreaking for lesson 3

Ice breaking exercise (15 minutes)

There are a lot of ice breaking exercises and the trainer can choose any they like. We recommend "Marshmallow Challenge" as example. This icebreaking exercise is conducted as follows:

>> *Divide participants into groups of 4.*

>> *Give each group 1/3 pack of spaghetti, one tape role and one marshmallow.*

>> *Ask them to build the tallest freestanding structure, that could hold one marshmallow on top.*

- *The winning team is the one with the tallest standing tower.*

After the exercise the trainer should emphasise the importance of teamwork – teamwork is important in not only work but also in building our communities and surroundings. Only by working together, can we achieve the desired results.

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>> **Lesson 1 - Understanding migration**

Recommended size of the group: from 6 to 30 people

Aim of the Lesson: The main aim of this lesson is to get familiar with real stories of migrants and refugees, to explore reasons behind migration as well as exchange views on policies and initiatives taken by each country within the EU regarding migration. The lesson will also serve as an introduction to debates/advocacy method as participants will have the opportunity to share their opinions and get involved in the discussion.

Objective/Learning outcomes: After the lesson participants will:

>> *Have a better understanding of the reasons behind migration and & issues surrounding migration.*

>> *Gain knowledge about advocacy definition.*

>> *Understand the need and importance of advocacy.*

>> *Improve their creativity and storytelling skills as advocacy tools and how it can be used to tell the stories of migrants and refugees.*

>> *Understand how their "voice" can help to raise awareness, raise empathy & tolerance towards migrants and refugees in their own communities.*

>> *Improve their communication skills in terms of expressing their points of views, as well develop the ability to participate in constructive discussion.*

>> *Raise awareness and empathy towards migrants and refugees.*

Recourses needed:

>> *Handouts (with the translation from the video in the local language if needed)*

>> *Projector*

>> *Computer*

>> *Sound System*

>> *Colourful markers*

>> *Crayons*

>> *Scissors*

>> *Flipchart paper*

>> *Spacious training room with enough space to have people working in groups*

Teaching methods:

>> *Presentations by trainer and participants*

>> *Discussion*

>> *Group work*

>> *Case studies/good practice sharing*

Content

Advocacy: Storytelling activity (65 minutes)

Advocacy presentation (10 minutes):

What is advocacy?

How, why and where is advocacy being used?

Advocacy through storytelling.

Introduce the activity (10 min)

If the participants have a good level of English, trainer can show the video:

https://www.youtube.com/watch?v=Z7vX4ZBGqus

 Storytelling (45 minutes)

>> *Play the video: The story of a refugees*
   https://www.youtube.com/watch?v=ltNWqzBTC0w (until 4:33)

>> *Divide participants into groups of 4 and continue the story of family in any creative way they choose (writing, drawing, collage, theatre). They have to present it in a creative way so that everyone is involved.*

Trainer prepares small papers with the words depending on the number of groups. If there are six groups then - positive (2 times), negative (2 times), neutral (2 times). Each group picks one with closed eyes.

According to the word they chose, they have to create a scenario accordingly.

Each group presents their work to the rest.

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Evaluation of lesson

Plenary discussion (15 minutes):

>> *Why do refugees or migrants leave their countries?*

>> *What are their expectations?*

>> *What is the reality they meet? (Input from participants about the current situation in the country).*

>> *Input from trainer about the European/ international situation.*

>> *What can we do (how can we use our voice) to reinforce the positive scenarios you have just presented?*

General Tips for Trainer

>> *Advocacy video - the trainer can also search for a short video in their native language, which would help participants to imagine the conditions and the path refugees go through in order to reach safety.*

>> *Refugee story video - for the participants with no or low English language skills, there will be a need for trainer to simultaneously translate it or find a similar video in their native language.*

>> **Lesson 2 – Breaking stereotypes**

Recommended size of the group: from 6 to 30 people

Aim of the Lesson: The lesson will focus on "break the stereotypes," related to refugees by focusing and sharing good practises/examples: Stories in local and international community, famous refugee people, etc. The lesson will also allow the participants to develop their debates/advocacy skills further.

Objective/Learning outcomes: After the lesson participants will:

>> *Have a better understanding of the reasons behind the migration and & issues surrounding migration.*

>> *Gain knowledge about debate methods.*

>> *Understand the need and importance of advocacy.*

>> *Improve their communication skills in terms of expressing their points of view as well as the ability to participate in constructive discussion & debates.*

>> *Improve listening skills.*

>> *Understand how their "voice" can help to spread awareness, raise empathy & tolerance towards migrants and refugees in their communities.*

>> *Raise awareness and empathy towards migrants and refugees.*

Resources needed:

>> *Handouts (Human Bingo sheets)*

>> *White paper*

>> *Pens*

>> *Projector*

>> *Computer*

>> *Sound System*

>> *Flipchart & flipchart paper*

>> *Spacious training room*

Teaching methods:

>> *Presentations by trainer*

>> *Debates/Discussion*

>> *Individual work*

>> *Case studies/good practice sharing*

Content

Introduction to debates (10 minutes)

Presentation:

>> *What is a debate?*

>> *How, why and where debates are being used?*

>> *Advocacy through debates.*

Hot air balloon debates (45 minutes)

Hot air balloon debates are a great way to introduce debating and can be used as a platform for a wider discussion.

>> *Pick five or six people (depending on the group size) each of whom chooses a historical or famous person to impersonate from the given list. Alternatively, the trainer can allocate the speaker a historical or famous person.*

>> *Ask them all to imagine that they are together in a hot air balloon in the middle of the desert going on the research expedition to establish new colony/city. The hot air balloon is going down due to heavy weight on board. One person must be thrown overboard/left in a desert in order to save the others, but who will it be?*

>> *Each participant is given 5 minutes to prepare a speech and then he/she needs to make a speech saying why they should be allowed to stay in the hot air balloon. They are not allowed to reveal their names or historical achievements. Tip: they can focus on their knowledge, skills, etc.*

>> *The rest of the group votes which of the person and the loser "is thrown out of the hot air balloon". They will need to listen carefully to the arguments so that they can vote on who gets thrown out of the balloon.*

>> *Trainer ask the group why they made the decision they came to. A discussion can take place about whether they voted someone off because of the arguments the speaker made or because of preconceived ideas.*

>> *Trainer ask speakers was it difficult to play the role and prepare a speech? What points they decided to focus on and why?*

>> *Trainer then encourage discussion telling the group that all the mentioned characters were refugees or immigrants from other countries reminding group the importance of their work to the whole world. Trainer can also encourage group to share other stories of famous immigrants/refugees they know.*

Possible Famous People who were refugees or immigrants:

>> *Freddie Mercury*

>> *Rita Ora*

>> *Albert Einstein*

>> *Marlene Dietrich*

>> *Sigmund Freud*

>> *Nikola Tesla*

>> *Oscar de la Renta*

>> *Dalai Lama*

>> *Elon Musk*

The list can be adopted to the region adding local famous refugees and immigrants.

Evaluation of lesson

Hand evaluation method (20 minutes):

Give participants a piece of paper and pens. Ask participants to draw around their hand, and record the following on the fingers of their hand:

>> *Thumb – something good, something they enjoyed*

>> *Index finger – something that changed/challenged their point of view*

>> *Middle finger – something bad, something they did not enjoy*

>> *Ring finger – something they will treasure/remember from the activity or something that surprised them (they did not know about it before)*

>> *Little finger – something they want to learn more about*

>> *Palm – (a prediction for the future) what they are going to do next? How they can use gained knowledge in their communities?*

General Tips for Trainer

Not everyone form the participant group will be comfortable to share their thoughts, thus you should not "push them" to speak rather just encourage them by observing the group and asking questions directed to specific persons, e.g. Thomas, what influence your decision to leave Elena in the desert?

>> **Lesson 3 – Creating inclusive communities**

Recommended size of the group: from 6 to 30 people

Aim of the Lesson: The lesson will focus on "inclusive communities" – building a community that is tolerant and acceptant to immigrants and refugees. The participants will learn about the benefits of such communities and discuss the good practise in their home country and abroad. They will also explore how they can be a part of building such community. The lesson will also allow the participants to develop their debates/advocacy skills further.

Objective/Learning outcomes: After the lesson participants will:

>> *Improve their knowledge about advocacy/debates method.*

>> *Understand the need and importance of advocacy.*

>> *Improve their communication skills in terms of expressing their points of view with as well the ability to participate in constructive discussion & debates.*

>> *Improve listening skills.*

>> *Understand how their "voice" can help to spread awareness, raise empathy & tolerance towards migrants and refugees in their communities.*

>> *Understand the importance of inclusive communities.*

>> *Raise awareness and empathy towards migrants and refugees.*

Recourses needed:

>> *Spaghetti*

>> *Marshmallow*

>> *Tape*

>> *Handouts (role play debates)*

>> *hat/box/bucket*

>> *Projector*

>> *Computer*

>> *Sound System*

>> *Flipchart & flipchart paper*

>> *Spacious training room*

Teaching methods:

>> *Presentations by trainer*

>> *Debates/ Discussion*

>> *Individual work*

>> *Case studies/good practice sharing*

>> *Role Play*

Content

1) Remembering what advocacy and debate is.

Group discussion (15 minutes):

>> *What is advocacy? Describe in your own words.*

>> *What are debates & storytelling? Describe in your own words.*

>> *How, why and where advocacy is being used?*

>> *The importance of advocacy?*

>> *Give examples of good practise of advocacy methods in local communities.*

2) Real life simulation of Roundtable debates (40 minutes).

>> *Introduce the topic to the group (make sure it is relevant to the group considering their age, background, area they are living in, etc.) related to immigrants/refugees.*

>> *The group is divided into roundtables (each round table have 5 - 6 people depending on the group size).*

>> *The roundtable members each select the role/character/organisation they will be representing. They will also present their opinions/solutions also considering their character/role. This allows participants to look at the issue/problems presented from the different angles/points of view. As well, a wider range of "experts from different backgrounds" will produce various solutions.*

>> *Characters/ organisations depends on the stakeholders/key organisations involved in the main discussion topic. Each characters/organisations should have a small description with their work activities/responsibilities, etc.*

After everyone is ready the roundtable debates begin:

>> *Group members introduce themselves (their characters).*

>> *Moderator presents an issue to the group.*

>> *Members ask clarifying questions.*

>> *Silence while members write down ideas and thoughts regarding situations presented.*

>> *Each member shares ideas/suggestions/good practise that relates to the situation.*

>> *Moderator agenda items and critical points and ask participants about the key insights gained.*

>> *Closure and wrap up: ask participants what they found of the debates, was there something challenging for them, etc.*

Evaluation of lesson

Question Hat method (20 minutes):

>> *Give each team member a small piece of paper and a pen.*

>> *Ask participants to write down a question they have. The question could be related to what they have learned today, or something that came up, an idea they have for reflection or otherwise.*

>> *Trainer may choose one theme specifically or can leave it open to individuals to pose any questions that they feel are relevant (considering all three lessons).*

>> *After a few minutes, the trainer collects all the questions in the hat/box/bucket or whatever they have.*

>> *The trainer then gives the hat/box/bucket to one person, who will pick a question randomly.*

>> *The person who picked the question will try and provide an answer to the question. The trainer may wish to open a discussion.*

>> *The hat is passed round the circle until everyone has picked and answered a question.*

General Tips for Trainer

The Roundtable exercise topic has to be known/relevant to the group and the issues they are facing or aware of in order for it to be as "real" as possible. You will have to think of the relevant topic and think of stakeholders that should be involved in finding solutions.

For example:

The topic – there is a need for cultural centre/premises that everyone including minorities/ refugees/ migrants could use for gathering together/cultural events in "Limassol" city.

Characters/roles:

>> *Representative of "Limasssol" municipality*

>> *Representatives from "Filipino" immigrant workers community (number depends on the group)*

>> *Representatives from School Board of city "Limassol"*

>> *Representative from "Trassol" cultural centre*

>> *Different representatives of "Limassol" city immigrants and refugee's community*

>> *Representative from Vietnamese, Filipino, Slovak, Bulgaria and Romania embassies*

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Method 3 - Inquiry method

Concept of the method

Inquiry-based learning

"Inquiry" is defined as "a seeking for truth, information, or knowledge -- seeking information by questioning." Individuals carry on the process of inquiry from the time they are born until they die. This is true even though they might not reflect upon the process. Infants begin to make sense of the world by inquiring. From birth, babies observe faces that come near, they grasp objects, they put things in their mouths, and they turn toward voices. The process of inquiring begins with gathering information and data through applying the human senses -- seeing, hearing, touching, tasting, and smelling. Thus, inquiry is a student-centred approach that enables students to explore their natural sense of curiosity and exploration, becoming active members of their own learning process.[20]

History

Inquiry based learning was developed during the 1960s, as a form of people memorizing information from instructional materials, such as direct instruction and rote learning. Generate information and create meaning of it based on personal or social experience is reflected to as constructivism.

In 1960s Joseph Schwab called for inquiry to be divided into three distinct levels:

Level 1: Confirmation Inquiry:

The teacher has taught a particular science theme or topic. The teacher then develops questions and a procedure that guides students through an activity where the results are already known. This method is great to reinforce concepts taught and to introduce students into learning to follow procedures, collect and record data correctly and to confirm and deepen understandings.

Level 2: Structured Inquiry:

The teacher provides the initial question and an outline of the procedure. Students are to formulate explanations of their findings through evaluating and analysing the data that they collect.

Level 3: Guided Inquiry:

The teacher provides only the research question for the students. The students are responsible for designing and following their own procedures to test that question and then communicate their results and findings.

Level 4: Open/True Inquiry:

Students formulate their own research question(s), design and follow through with a

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developed procedure, and communicate their findings and results. This type of inquiry is often seen in a science fair context where students drive their own investigative questions. [21]

Banchi and Bell (2008) explain that teachers should begin their inquiry instruction at the lower levels and work their way to open inquiry in order to effectively develop students' inquiry skills. Open inquiry activities are only successful if students are motivated by intrinsic interests and if they are equipped with the skills to conduct their own research study. Later, Marshall Herron formalized it in 1971, which developed the Herron scale to evaluate the amount of inquiry within a particular lab exercise.

Characteristics

Inquiry learning involves developing questions, making observations, doing research to find out what information is already recorded, developing methods for experiments, developing instruments for data collection, collecting, analysing, and interpreting data, outlining possible explanations and creating predictions for future studies. So, the students' tasks are:

>> *Create questions of their own;*

>> *Obtain support evidence to answer the question(s);*

>> *Explain the evidence collected;*

>> *Connect the explanation to the knowledge from the process of investigation.*

ASK **INVESTIGATE** **CREATE** **DISCUSS** **REFLECT**
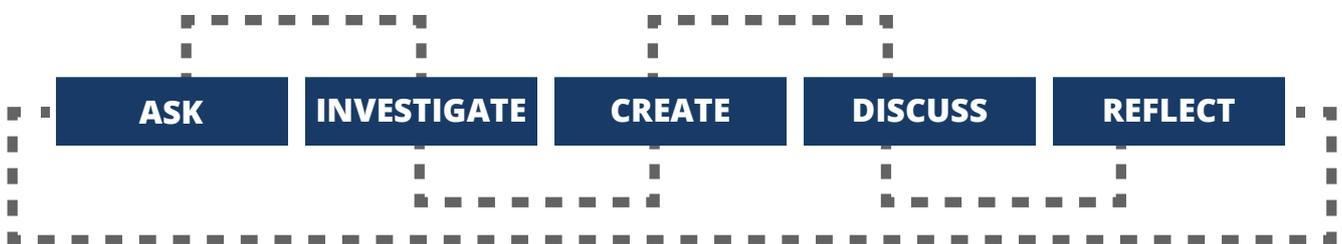
Figure 1: The Inquiry Cycle

[22]

A context for inquiry

Unfortunately, our traditional educational system has worked in a way that discourages the natural process of inquiry. Students become less prone to ask questions as they move through the grade levels. In traditional schools, students learn not to ask too many questions, instead to listen and repeat the expected answers. Some of the discouragement of our natural inquiry process may come from a lack of understanding about the deeper nature of inquiry-based learning. There is even a tendency to view it as "fluff" learning. Effective inquiry is more than just asking questions. A complex process is involved when individuals attempt to convert information and data into useful knowledge. Useful application of inquiry learning involves several factors: a context for questions, a framework for questions, a focus for questions, and different levels of questions.

Human society and individuals within society constantly generate and transmit this fund of knowledge. Experts, working at the boundary between the known and the

unknown, constantly add to the fund of knowledge. It is very important that knowledge be transmitted to all the members of society.

Current views of learning

>> *Behaviourism ("Learning is being taught");*

>> *Cognitive constructivism ("Learning is individual sense-making");*

>> *Socio-cultural constructivism ("Learning is building knowledge as part of doing things with others.").*

Implications of social constructivist view of learning

Students will be:

>> *Working in groups;*

>> *Exploring and manipulating physical materials;*

>> *Building on their prior experiences and ideas;*

>> *Raising questions;*

>> *Communicating their ideas;*

>> *Listening to the ideas of others;*

>> *Reasoning;*

>> *Arguing from evidence.*

Inquiry-based learning means...

"Students progressively developing ideas through learning how to investigate and build their knowledge and understanding of the world around. They use skills employed by scientists such as raising questions, collecting data, reasoning and reviewing evidence in the light of what is already known, drawing conclusions and discussing results. This learning process is all supported by an inquiry-based pedagogy." IAP (Inter Academies Partnership) (2012)

The power of an inquiry – based Learning

The power of an inquiry-based approach to teaching and learning is its potential to enhance intellectual engagement and foster deep understanding through the development of a hands-on, minds-on and "research-based disposition" towards teaching and learning.

The Application of Inquiry

While much thought and research has been spent on the role of inquiry in science education, inquiry learning can be applied to all disciplines. Individuals need many perspectives for viewing the world. Such views could include artistic, scientific, historic, economic and other perspectives. While disciplines should interrelate, inquiry learning

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includes the application of certain specific "ground rules" that ensure the integrity of the various disciplines and their world views.

Outcomes of Inquiry

An important outcome of inquiry should be useful knowledge about the natural and human-designed worlds. How are these worlds organized? How do they change? How do they interrelate? And how do we communicate about, within, and across these worlds? These broad concepts contain important issues and questions that individuals will face throughout their lives. Also, these concepts can help organize the content of the school curriculum to provide a relevant and cumulative framework for effective learning. An appropriate education should provide individuals with different ways of viewing the world, communicating about it, and successfully coping with the questions and issues of daily living.

While questioning and searching for answers are extremely important parts of inquiry, effectively generating knowledge from this questioning and searching is greatly aided by a conceptual context for learning.

How does it differ from the traditional approach?

In general, the traditional approach to learning is focused on mastery of content, with less emphasis on the development of skills and the nurturing of inquiring attitudes. The current system of education is teacher centred, with the teacher focused on giving out information about "what is known." Students are the receivers of information, and the teacher is the dispenser. Much of the assessment of the learner is focused on the importance of "one right answer." Traditional education is more concerned with preparation for the next grade level and in-school success than with helping a student learn to learn throughout life.

The inquiry approach is more focused on using and learning content to develop information-processing and problem-solving skills. The system is more student-centred, with the teacher as a facilitator of learning. There is more emphasis on "how we come to know" and less on "what we know." Students are more involved in the construction of knowledge through active involvement. The more interested and engaged students are by a subject or project, the easier it will be for them to construct in-depth knowledge of it. Learning becomes almost effortless when something fascinates students and reflects their interests and goals.

Inquiry classrooms are open systems where students are encouraged to search and make use of resources beyond the classroom and the school. Teachers who use inquiry can use technology to connect students appropriately with local and world communities which are rich sources of learning and learning materials. They replace lesson plans with facilitated learning plans that account for slight deviations while still keeping an important learning outcome in focus. They meet on-target questions with, "How do you suggest we investigate that question?"

Inquiry is not only done in laboratory or group work -- it can also be done in lectures that provoke students to think and question.

What are some critical perspectives?

Education is usually preparing students for a world that is static and fixed. Rather, education must prepare learners to cope with changes that will increase in complexity throughout their lives and many of which cannot be foreseen at this time. Most learners will probably deal with several job changes, move to several different locations, be involved in complex social changes, and other issues. Education cannot give learners all the information that they need to know, but rather it must provide the tools for continuing to learn.

In a society in which education has focused on transmitting "what we know," it is a challenge to develop a widespread view that "how we come to know" is very important in modern society.

Older members of society learned that it was important to study hard -- which often meant the memorization of content -- to get good grades, graduate, get a job, work hard, and move up a relatively stable career ladder to achieve success. This general approach has much merit still today, but the focus on what to "work harder" on has shifted.

Most people - those graduating from high school and from colleges and those who will not graduate -- eventually will enter the world of work. Even for the small number who do not enter the workforce, all will have to resolve ever increasingly complex problems throughout life. The business world is fast recognizing that to be successful in modern society it is essential to work smarter. The attributes, described earlier, that are essential for life-long learning must be the emphasis in education.

Role of Teacher – Inquiry Based Learning (IBL)

>> *Reflects on the purpose and makes plans for inquiry learning;*

>> *Plans for each learner to be actively involved;*

>> *Encourages/Enables learner to take increasing responsibility for his learning;*

>> *Facilitates classroom learning;*

>> *Accepts that teaching is a learning experience;*

>> *Is constantly alert to learning obstacles;*

>> *Asks key types of questions – Why? How do you know? What is the evidence?*

>> *Student assessment made an ongoing part of the facilitation of the learning process;*

>> *Learners in the process of learning;*

>> *Accept an "Invitation to learn" and willingly engage in exploration process;*

>> *Raise questions, propose explanations, and use observations;*

>> *Plan and carry out learning activities;*

>> *Communicate using a variety of methods;*

>> *Critique their learning practice;*

>> *IBL Nurtures Questions and Reflections*

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Questions like:

How do you know? What is the evidence? How did you arrive at that decision?

In traditional education (TE), the teacher is usually the questioner – asked to provoke feedback. In IBL, the teacher asks questions that more open and reflective in nature. This should encourage self-initiated questions from students.

TE vs. IBL - Differences

>> *Traditional Education Classrooms:*

>> *Focuses more on Learning about Things;*

>> *Focuses on thinking WHAT;*

>> *Inquiry Based Learning Classrooms:*

>> *Focuses more on Learning Things;*

>> *Focuses more on thinking HOW;*

>> *The importance of Brainstorming in IBL*

Capitalizes on natural enthusiasm and creativity:

>> *Must have structure that constrains and channels inquiry towards manageable task;*

>> *Facilitates students in choosing tasks and planning for investigation;*

>> *Provides whole group instruction to prepare students for inquiry;*

>> *Move from "Can you think it?" TO "Can you do it?".*

More information: https://www.youtube.com/watch?v=u84ZsS6niPc

Ice-Breaking Exercises

Ice breaking for Lesson 1 (10 minutes)

Trust Me!

Description: Allows students to dissect a major social issue.

Facilitators are welcome to introduce a social justice or activist aspect to the activity inviting students to come up with solutions to the social issues that affect their service sites.

Required Items: A ball of yarn or string

Directions:

Have students sit on the floor in a circle. One person begins by asking a question, i.e. Why does racism exist? He or she then passes the ball of yarn to another student, holding onto the end of the yarn. The next student makes a comment and tosses the ball to another student while holding on to his or her part of the yarn. When the string is completely used, a large web is formed.

Ice breaking for Lesson 2 (10 minutes)

Respect Activity

Description: A way to establish respect. This is useful for future discussions

Directions:

Have everyone in the room find someone who they do not know well and introduce themselves. Each pair should spend 5-10 minutes talking about respect. What does it mean for you to show respect, and what does it mean for you to be shown respect? After the allotted time, ask the participants to return to their seat, and open the discussion. What ideas did people come up with?

The point is to learn from our differences, to understand each other's understanding. The pint it NOT to agree. Another important part of respect is knowing each other's names, and how to pronounce them. Also, respect includes keeping the conversation in the group. This type of community building - and the safety which people feel with it - can make or break an attempt to facilitate discussions on multicultural issues.

Ice breaking for Lesson 3 (10 minutes)

Orange game

Required Items: oranges or lemons

Description:

Divide the participants into groups of four and ask each group to pick an orange/lemon from a pile on the floor (have a large bunch of oranges/lemons, more than the number of groups involved). Explain to the students that they have ten minutes to create a story about how their orange/lemon arrived in the room today. Ask them to be as imaginative and creative as they like. After ten minutes invite each group to select one

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person to share their story with the rest of the group.

Now, take back the oranges/lemon and place them together on the floor. Make sure to mix up the oranges/lemons. Ask one member from each group to retrieve their orange/lemon. (It usually happens that each group will have no problem identifying their own oranges/lemons, as the oranges/lemons are no longer generic specimens but individuals with characteristics).

Ask the students to describe what made each of their oranges/lemons unique for example individual markings, names, personalities, stories, histories, etc.

Ask students questions:

>> *What do you think we can learn from this exercise in relation to refugees or asylum seekers fleeing conflict?*

>> *Do we stereotype these groups?*

>> *Do we think of the story of how they arrived like the oranges?*

>> *What groups of people do we think about when we think about conflict? E.g. Soldiers, politicians, women? What happens when we do not think of people as individuals?*

>> Lesson 1 – Life examples of intolerance

Recommended size of the group: 6 to 20 people

Aim of the Lesson: The main purpose of this lesson is for trainees to identify and share life examples of intolerance towards immigrants and refugees.

Objectives/ Learning Outcomes: Understand the reasons behind people having negative attitude(s) towards immigrants and refugees.

Recourses needed:
>> *Handouts*
>> *Projector*
>> *Computer*
>> *Sound System*
>> *Colourful markers*
>> *Pens*
>> *Paper*
>> *Flipchart paper*
>> *Spacious training room with enough space to have people working in groups*

Teaching methods: Presentations by trainer and trainees, discussion, group work

Content

Introduction

At the beginning of the session, the trainer is going to introduce the definition of intolerance and will give examples of it.

What is intolerance: Intolerant individuals are unwilling to grant equal freedom of expression especially in religious matters, and often in matters of social, political or professional rights.

Forms of intolerance:

Xenophobia - is one of the most common forms of and grounds for discrimination and it is for this that it is a challenge to human rights.

GO
HOME!
refugee

!?!

Figure 2: Xenophobia

Antisemitism - can be defined as "hostility towards Jews as a religious or minority group often accompanied by social, economic, and political discrimination ". By the end of the 19th century, Jewish communities in Russia had regularly became victims of violence acts, which were organized systematic of violence against Jewish communities by the local population, often with the passive consent or active participation of law enforcement, encouraged by the antisemitic policies of governments. Attacks on Jewish communities were also common in other European countries, including among others France and Austria.

Racism: Treating someone unfairly because of their race, colour, and nationality, ethnic or national origins. For example, not allowing someone to join a group because of their accent or skin colour. Racism involves discriminatory or abusive behaviour towards people because of their imagined "inferiority". There has been a widespread belief that there are human races within our species, based on physical differences.

Ageism: Treating someone unfairly because of their age or the age you think they are. For example, calling an older person offensive names because of their age.

Sexism: Treating someone unfairly because of their gender. Men, women and transsexuals can all experience sexism. For example, discouraging a girl from pursuing a profession of plumber because it is a "boy's job". This is not true or fair.
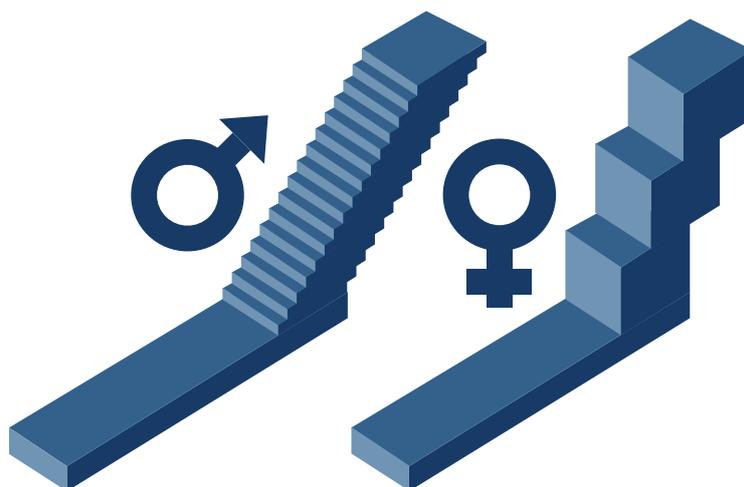
Figure 3: Sexism

Homophobia: Treating someone unfairly because they are gay, lesbian or bisexual. For example, physically harassing someone because they are gay, or you think they are gay.

Religious Intolerance:[23] Treating someone unfairly because they are of a different religion or have different beliefs, or because they have no beliefs. Or because someone thinks you have certain beliefs when you do not. For example, telling someone that their religion is stupid and excluding them from activities.

How can intolerance be countered?

Fighting intolerance requires new laws:

Each Government is responsible for enforcing human rights laws.

Fighting intolerance requires education:

Laws are necessary but insufficient for fighting intolerance in individual attitudes. Intolerance is very often rooted in ignorance and fear: fear of the unknown, of the other, other cultures, nations and religions. Intolerance is also closely linked to an exaggerated sense of self-worth and pride, whether personal, national or religious. These notions are taught and learned at an early age.

Fighting intolerance requires access to information:

Intolerance is most dangerous when it is exploited to fill the political and territorial ambitions of an individual or groups of individuals. Intolerant people usually begin by identifying the tolerance limit of the public.

Fighting intolerance requires individual awareness:

Intolerance in a society is the sum-total of the intolerance of its individual members. Intolerance create a stereotype of, a signal person negatively, insults and racial jokes

23   https://www.portalluiscorreia.com/2018/05/casos-de-intolerancia-religiosa-sobem.html

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are examples of individual expressions of intolerance to which some people are subjected daily.

Fighting intolerance requires local solutions:

Many people know that tomorrow's problems will be more global, but few realize that solutions to global problems are mainly local, even individual. When confronted with an evolution of intolerance around us, we must not wait for governments and institutions to act alone. We are all part of the solution. We should not feel powerless as we have a huge capacity to wield power.

Task

Exercise type about examples life intolerance

Divide the participants into groups of 4 participants and question the group about examples of intolerance that have ever been experienced in your life. Each group presents their work to the rest.

Evaluation of lesson

Because of intolerance many people are discriminated. This causes people to not be accepted in their community. For example, people will often not get jobs because of their religion and way of dressing. Also, kids only because on what they beliefs are bullied.

It is important to think about your own behaviour:

>> *Are you treating someone unfairly? Why?*

>> *What are the consequences of your action?*

>> *How are you making them feel?*

>> *Is there a better way that you can act so you aren't discriminating?*

If you are experiencing intolerance or observe someone being treated unfairly, it is important to speak up.

General tips for the trainer

The trainer should consider the cultural context of the group and possible physical difficulties in order to carry out the Ice Break exercise, which may be carried out standing or possibly replaced by another one of the exercises (of the other lessons).

In case there is no possibility to use the computer for the presentation of the lessons, we can use the posters (made by the trainees with the help of the trainer), with the message of the lesson.

The lesson duration is about 90 minutes.

>> **Lesson 2 – Life examples of tolerance**

Recommended size of the group: 6 to 20 people

Aim of the Lesson: The main purpose of this lesson is to transmit to trainees' social positive attitude(s).

Objectives/ Learning Outcomes: Help the participants to understand that tolerance is the willingness to accept the existence of opinions and behaviours that they dislike or disagree with.

Promote values, human rights as an instrument to grow as people and to serve society, manifesting feelings of love and mutual respect and involving others.

To awaken simple emotions regarding the acceptance of others.

Recourses needed:

>> *Handouts*

>> *Projector*

>> *Computer*

>> *Colourful markers*

>> *Pens*

>> *Paper*

>> *Flipchart paper*

>> *Spacious training room with enough space to have people working in groups*

Teaching methods:

>> *Presentations by trainer and trainees*

>> *Discussion*

>> *Group work*

Content

Tolerance today is synonymous with multiculturalism. It means to accept other races, religions, and ideas without prejudice or judgment. Tolerance also means respecting others for their differences whether they are race differences, religious or socioeconomic differences. Given the different range of beliefs and ideals that people can have, tolerance becomes necessary in order to coexist in the same context, and even to be up to generate mutual enrichment.

Tolerance is the willingness to accept the existence of opinions and behaviour that one dislikes or disagrees with. Being tolerant means that we understand that people will

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have different views of the world, whether based on political perspective, beliefs or experiences, and realizing that this is both OK and necessary for a free society.

Thinking tolerance

The basis of the tolerance of thought or ideas is to understand the possibility that other people have beliefs different from their own, and accept the harmonious coexistence with these people, even though their thinking is different, and even contrary to what a person professes. In a country there are people who may have different ideas related to the best way to run a government. Among all citizens it is possible to get people who have completely opposite positions, as well as others whose inclination of thought is more conciliatory. If you want to generate progress for a country, you need to be tolerant of your fellow citizens.

Racial tolerance

Racial tolerance is linked to the relationships that may exist between people of different races or ethnicities. It is about interacting harmoniously with people who have different racial backgrounds. These origins involve both the physical characteristics of a person and the forms of behaviour and codes through which these people develop. One scenario in which racial tolerance needs to be applied is when it comes to the integration of foreign students into an educational institution in a specific country. Foreign students must adapt to a new culture and, at times, must also adapt to a different language and climate.

Religious tolerance

In the field of religion, tolerance is linked to the respect and acceptance of different religious creeds. Since religion is an essential part of many people's lives, being tolerant in this regard is important because it means recognizing and respecting the other. The greatest example of religious intolerance is framed in the Second World War, when the Nazi party led in Europe the persecution and extermination of different people, especially Jews. Currently, Germany is a country that reflects a high level of religious tolerance. An example of this is the "House of One" project. This proposal concerns the construction in Berlin of a building in which Jewish, Muslim and Christian ceremonies are carried out.

Social tolerance

Social tolerance refers to acceptance among people belonging to different social classes. Historically there have been many cases of social intolerance, which is reflected in the feeling of superiority that some people have over others that they consider lesser because they have less economic resources. Social intolerance generates resentments, prejudices and fears that lead to an important division between people, which makes it impossible to live in harmony, based on respect and recognition of the other. Universities are spaces in which people have the possibility of interrelating, gaining a social conscience and meeting different types of people. This leads to an understanding of how the world is in terms of variety of thought. It is possible that in the same university

people from different social strata live, who are forced to interact, discuss ideas, concepts and work as a team.

Sexual tolerance

This type of tolerance has to do with respect between people of different sexes, and in the search for a constructive coexistence with equal opportunities. This classification also includes the acceptance of sexual diversity, because everyone has the power to decide on their sexual inclinations and how he perceives his own identity. In the workplace there is usually sexual intolerance reflected in the allocation of lower wages to women in relation to men, even if they perform the same work and have the same abilities. However, tolerance is increasing as there are countries that have changed their labour policies, recognizing labour equality between men and women. An example of this is Norway, which pays the same to all workers, regardless of gender.

Task

Exercise type about examples life tolerance

Description: Participants will rephrase the phrase of Martin Luther King.

Procedure: Begin by distributing the phrase by Martin Luther King and read aloud. Tolerance of those who may be different from you or have a different point of view is a character trait of very high value. As stated by Dr. Martin Luther King "I have a dream that my four children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character." Divide the class into 4 groups.

After ask learners:

How do you think the author feels about the tolerance?

Each group will think about the question put forward. Get together in the class and ask each group to present its analysis. Each group is asked to return the results, promoting the debate around the following question: What does tolerance mean?

Each group presents their work to the rest.

Evaluation of lesson

What does the word "tolerance" mean to you?

From your experience, give some examples of tolerance.

Each group should have an opinion about the work produced by the other groups, so that a consensual final result is reached, and the message of the lesson is more easily understood by the trainees.

As this is a lesson in raising awareness of tolerance issues, the trainer should assess whether the trainees, after the lesson, have actually been able to assimilate the message they are intended to convey.

The best way to evaluate this lesson is the ability of the trainees to be able to reproduce the message through various means – via computer, oral or other (writing, drawing).

What is truly important is that trainees are aware of the importance of the theme in the

social context in which they are inserted.

General tips for the trainer

The trainer should take into account the cultural context of the group and possible physical difficulties in order to carry out the Ice Break exercise, possibly replaced by another one of the exercises (of the other lessons) if the trainer judges more appropriate in the context of the group.

In case there is no possibility to use the computer for the presentation of the lessons, we can use the posters (made by the trainees with the help of the trainer), with the message of the lesson.

The lesson duration is about 90 minutes.

>> **Lesson 3 – Tolerance day**

Recommended size of the group: 6 to 20 people

Aim of the Lesson: Understand that mutual respect between people and communities, is essential to build a global society united around common values. Promotion of Tolerance and Non-Violence

Objectives/ Learning Outcomes: Understand the importance of tolerance attitude in the world citizenship enhancing

Raising awareness on acceptance, on tolerance, on how people should behave towards others.

To perceive everyone as equal and accept everyone as part of the society without prejudices.

Promoting this topic will only do good for the society, broadening the perception of people and making them understand that acceptance is the key to a more peaceful, healthier world.

Recourses needed:

>> *Handouts*

>> *Projector*

>> *Computers*

>> *Colourful markers*

>> *Pens*

>> *Paper*

>> *Flipchart paper*

>> *Spacious training room with enough space to have people working in groups*

Teaching methods:

>> *Presentations by trainer and trainees*

>> *Discussion*

>> *Group work*

Content

Introduction

International Day of Tolerance is celebrated on November 16.

The United Nations is committed to strengthening tolerance by fostering mutual

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understanding among cultures and peoples. This imperative lies at the core of the United Nations Charter, as well as the Universal Declaration of Human Rights, and is more important than ever in this era of rising and violent extremism and widening conflicts that are characterized by a fundamental disregard for human life. In 1996, the UN General Assembly (by resolution 51/95) invited UN Member States to observe the International Day for Tolerance on 16 November. This action followed up on the United Nations Year for Tolerance, 1995, proclaimed by the UN General Assembly in 1993 at the initiative of UNESCO, as outlined in the Declaration of Principles on Tolerance and Follow-up Plan of Action for the Year. 1995 was chosen by the UNESCO to mark the year for tolerance as well as the 125th birthday anniversary of Mahatma Gandhi in order to promote the tolerance and nonviolence. Across the world, societies are undergoing deep transformation, just as globalization is accelerating.

This is opening vast opportunities for dialogue and exchange. It is also raising new challenges, sharpened by inequality and poverty, enduring conflicts and movements of wasted by ignorance and sometimes hated.

We see others being scapegoated and repressed. We see terrorist attacks designed to weaken the fabric of common society. In this context, tolerance must be more than indifference and the passive acceptance of others. Tolerance must be an act of liberation, whereby the differences of others are accepted as the same as our own. This means respecting the great diversity of humanity based on human rights. It means reaching out to others across new bridges of dialogue. This means standing up to all forms of racism, hatred and discrimination, because discrimination against one is discrimination against all. All cultures are different, but humanity is a single community, sharing values, a past and future. All people are different, and this is a strength for all societies, for creativity and innovation. There are seven billion ways of 'being human,' but we stand together as members of the same family, all different, all equally seeking respect for rights and dignity.

The International Day for Tolerance is a time for people to learn about respecting and recognizing the rights and beliefs of others. It is also a time of reflection and debate on the negative effects of intolerance. Live discussions and debates take place across the world on this day, focusing on how various forms of injustice, oppression, racism and unfair discrimination have a negative impact on society. Human rights activists also use this day as an opportunity to speak out on human rights laws, especially with regard to banning and punishing hate crimes and discrimination against minorities. In the workplace, special training programs, talks, or messages from workplace leaders about the importance of tolerance are utilized on this day.

International day for tolerance and peace 2018

In collaboration with YouTube, the United Nations hosted a screening of videos from YouTube's 2018 Creators for Change Impact Project. Four of the creators and a representative of the Office of the United Nations High Commissioner for Human Rights (OHCHR) participated in a discussion with the audience, and students selected from among the 750 high school participants made presentations. The Award Ceremony of the 2018 Edition of the Prize took place on 16 November 2018, on the occasion of the International Day for Tolerance, at UNESCO Headquarters in Paris. UNESCO Director-General Audrey Azoulay awarded the 2018 edition of the UNESCO-Madanjeet Singh

Prize for the Promotion of Tolerance and Non-violence to filmmaker Manon Barbeau (Canada) and the NGO The Coexist Initiative (Kenya). An international jury recommended the two laureates in recognition of their work in human rights, promotion of tolerance and inclusion. Manon Barbeau, an innovative social entrepreneur and filmmaker, was awarded for her defence of human rights and tolerance through the art of cinema and a wide range of activities that she develops through Wapikoni Mobile Studios, amplifying the voices of indigenous people.

Task

Campaign International Day of Tolerance

Description: Participants will submit Internet campaign about the International Day of Tolerance

Duration: 60 minutes

Procedure: Divide the participants into groups. The purpose of each group is to create an Internet campaign, with 1 to 3 minutes long, about Tolerance Day. Ask participants to describe the TV ads that most captured the attention. Promote a "brainstorming" on the main characteristics of a good ad (example: the type of phrases, sound effects, music, etc.). Join the class again to exchange the different ideas that have come up, asking each group to explain the idea to create the ad. If they are prepared, they may even show your ad.

Evaluation of lesson

After each presentation and/or action, promote creative feedback and suggestions by asking the participants:

>> *Do you consider this idea appealing to the adult target audience?*

>> *Was the message clear?*

>> *What did you like most about these ideas?*

Each group should have an opinion about the work produced by the other groups, so that a consensual final result is reached, and the message of the lesson is more easily understood by the trainees.

As this is a lesson in raising awareness of tolerance issues, the trainer should assess whether the trainees, after the lesson, have been able to assimilate the message they are intended to convey.

What is truly important is that trainees are aware of the importance of the theme in the social context in which they are inserted.

General tips for the trainer

The trainer should take into account the cultural context of the group and possible physical difficulties in order to carry out the Ice Break exercise, possibly replaced by another one of the exercises (of the other lessons) if the trainer judges more appropriate in the context of the group.

In case there is no possibility to use the computer for the presentation of the lessons, we can use the posters (made by the trainees with the help of the trainer), with the message of the lesson.

The lesson duration is about 90 minutes.

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Method 4 - Geert Hofstede 5 Dimensions of Culture

Concept of the method

SOCIAL IDENTITY

Tajfel (1979) proposed that the groups (e.g. social class, family, football team etc.) which people belonged to, were an important source of pride and self-esteem. Groups give us a sense of social identity: a sense of belonging to the social world.

We divided the world into "them" and "us" based through a process of social categorization (i.e. we put people into social groups). Social identity theory states that the in-group will discriminate against the out-group to improve their self-image.
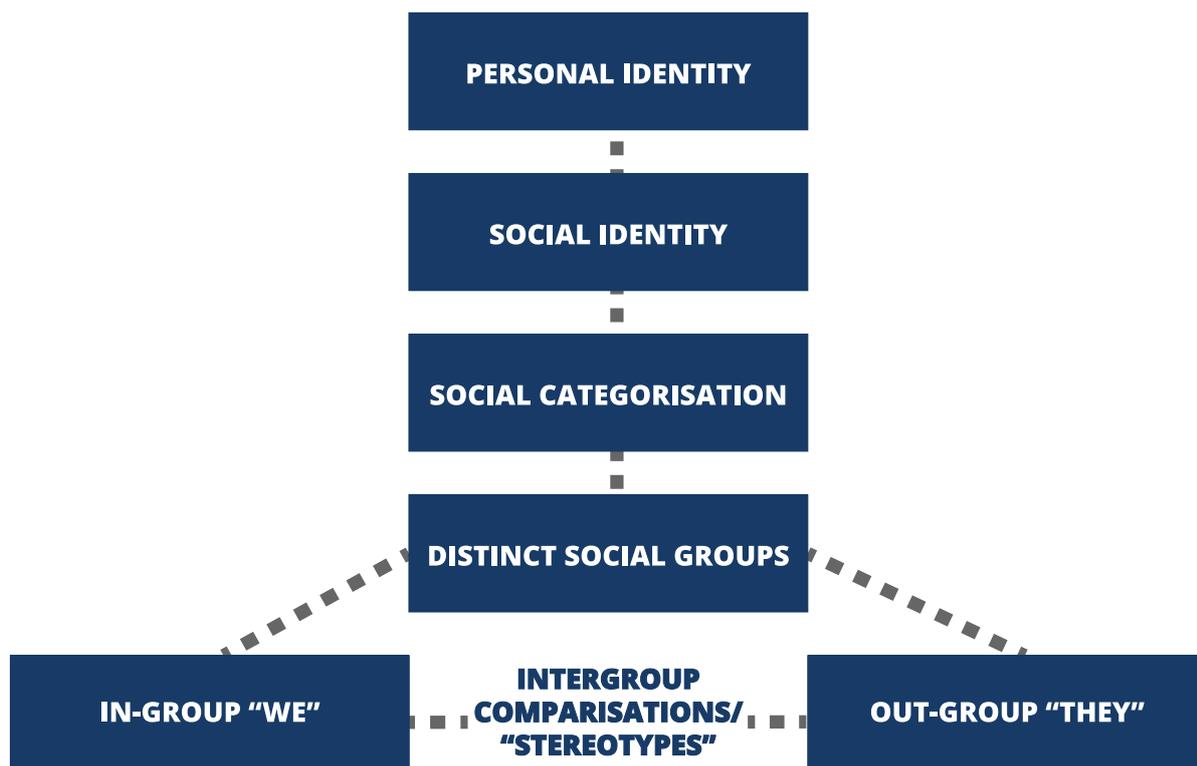
```
┌─────────────────────────┐
│    PERSONAL IDENTITY     │
└─────────────────────────┘
┌─────────────────────────┐
│     SOCIAL IDENTITY      │
└─────────────────────────┘
┌─────────────────────────┐
│  SOCIAL CATEGORISATION   │
└─────────────────────────┘
┌─────────────────────────┐
│ DISTINCT SOCIAL GROUPS   │
└─────────────────────────┘
```

| IN-GROUP "WE" | INTERGROUP COMPARISATIONS/ "STEREOTYPES" | OUT-GROUP "THEY" |

https://en.wikiversity.org/wiki/Motivation_and_emotion/Book/2016/Overcoming_social_stigmas

CULTURE AND ELEMENTS OF CULTURE

Culture includes language, knowledge, belief, arts, clothes, food, dance, music, sports, morals, law, custom and any other capabilities and habits acquired by individual as a member of society. Culture shared and transmitted from one generation to the next, it is something that organizes life and helps interpret existence. Culture is a learned set of shared interpretations about beliefs, values, norms and social practices, which affect the behaviours of a relatively large group of people. (Lustig and Koester 1999, Samovar and authors 2007, Cooper and authors 2007, Ting-Toomey and Chung 2005)

Geert Hofstede, an international authority on cross-cultural social psychology, says "every person carries within him or herself patterns of thinking, feelings and potential acting, which were learned throughout their lifetime[24]". He defines culture as the software of the mind.

Culture includes ideas, behaviours, art, literature, folklore, music customs, habits, dress, food and leisure. Some of them that we can see, belong to the top of the iceberg, while others belong to the invisible part that is under water. An important aspect to culture is the basic assumptions and values that prescribe the thinking and the motivation behind every interaction. When we know our own culture and the impact that it has to our mode of thinking, we can have more effective communication with others.

Some people have the tendency to compare and judge other cultures using the standards of their cultures and believe that they are superior to others. (Ethnocentrism)

In order to understand other cultures, we need to understand our own and how this differs from others.

Geert Hofstede 5 Dimensions of Culture

Professor Geert Hofstede conducted one of the most comprehensive studies on how values in the workplace are influenced by culture.

Geert Hofstede's 'five-dimension' model research done by Professor Geert Hofstede, Gert Jan Hofstede, Michael Minkov and their research teams, provides a structure in order to understand and describe key differences in values between different cultures and enables individuals from different backgrounds to come to a shared understanding on why and how they differ.[25]

The five dimensions are:

>> *Power Distance*

>> *Individualism vs collectivism*

>> *Uncertainty avoidance*

>> *Masculinity vs femininity*

>> *Long-term vs short-term orientation (Cultural values and attitudes toward immigrants and, 4 July 2006)*

24   http://www.eslcooperative.ca/CESLM_Intercultural_Communication_Handbook.pdf
25   https://www.hofstede-insights.com/models/national-culture/

Power Distance: in this dimension, members who have less power in a society accept and expect that the distribution of power takes place unequally. Culture is characterized by a strong hierarchical structure within organizations. In such societies, managers are respected in and out of the organization and are rarely contradicted in public. "The fundamental issue here is how a society handles inequalities among people."

>> *Power Distance: Centralised organisations, more complex hierarchies, large gaps in compensation, authority and respect. Examples of high-power distance culture are: Belgium, France, Malaysia, The Arab World.*

>> *Lower Power Distance: Flat organisations. Supervisors and employees are considered almost equals. Examples of low power distance culture are: The Netherlands, the UK, the USA, Germany, Nordic countries.*

High-Context Cultures

Far East (Japan, China), Indian subcontinent

Arab Countries, Latin America

Eastern Europe, Latin Europe, UK, Quebec

English Canada, US

Scandinavia, Germany, Switzerland

Low-Context Cultures

A person from a High Context Culture can misperceive the culture - behaviour of people from Low Context Cultures as insensitive, disrespectful, uncaring and extremely careless regarding protocol and etiquette.

Low Context Culture persons can misperceive the culture behaviour of people from High Context Cultures as very sensitive, extremely formal and very strict about details.

Individualism versus collectivism

Individualism is characterized by frequent use of "I", decisions are made on the spot by representatives, who ideally achieve things alone and assume personal responsibility. People that belong to this category prefer to be left alone to take care about themselves and their families

Collectivism is frequently characterized by "we", decisions are usually delegated by the people to the organization, so ideally objectives are achieved in groups and thus people assume joint responsibility. They prefer a very tight society framework in which individuals can expect their relatives or members of a specific in-group to take care of them in exchange for unquestioning loyalty.

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Collectivism

Venezuela, Indonesia

Pakistan, Thailand

West Africa, Chile

Hong Kong, Mexico

Arab Countries, Brazil, Argentina

Japan, India

Spain, South Africa

Switzerland, Germany

Scandinavia, France, Italy, Ireland

New Zealand, Netherlands Canada

UK, Australia, US,

Individualism

A person from a collectivistic culture can misperceive the culture behaviour of an individualist as extremely insensitive, insulting and rude. On the other hand, individualistic culture can misperceive the culture-behaviour of collectivists as being irresponsible.

Uncertainty avoidance

Uncertainty avoidance reflects the degree to which a society feels threatened by ambiguous situations and tries to avoid them by formulating rules and refusing to tolerate deviance. Employees and managers pay attention to precise objectives and clear rules, detailed assignments and schedules set up well in advance.

Examples of high uncertainty avoidance countries are Greece, Belgium, Russia, Italy, Korea, Mexico.

Cultures that have a high level of uncertainty avoidance tend to be collective cultures as everyone knows their proper place and role in society.

Masculinity vs femininity

Masculinity describes the degree to which society focus on assertiveness and achievement. When in contrary, femininity describes the focus of society to quality-of-life issues, such as caring for others, group solidarity and helping the less fortunate are valued. In other words, society still recognizes a gap between male and female values. This dimension is frequently viewed as taboo in highly masculine societies.

>> *Masculinity: Strong egos – feelings of pride and importance are attributed to status. Money and achievement are important. Examples of masculinity cultures are Slovakia, Japan, Hungary, Austria, Venezuela.*

>> *Femininity: Relationship oriented, more focus on quality of life. Examples of femininity culture are Sweden, Norway, Netherlands and Denmark.*

Long-term vs short-term orientation CDI (Confucian Dynamism Index)

Long-term cultures focus on the distant future and emphasize on the importance of preparing the future like modern education. Also, these cultures emphasize on the importance of saving, persistence and achieving goals that may only come to completion after several generations.

Sort-term orientation societies focus on the past and traditions and they become suspicious of societal change. There is also respect for fulfilling social obligations and a consistent understanding of morality in these societies.

On the other hand, Individualism is supposed to have more positive attitudes toward Immigrants.

Masculinity (or low femininity) at the cultural level may be linked to more negative attitudes towards immigrants and multiculturalism. Hypothetically, uncertainty avoidance will be linked to less positive attitudes toward immigrants and multiculturalism.

"For Hofstede's cultural typology, high power distance, masculinity, uncertainty Avoidance and Collectivism (low individualism) will be associated with more negative attitudes toward immigrants and multiculturalism"[26]

CULTURE SHOCK

Culture shock is a term used to describe the anxiety and feelings that people have when they are in a new environment different from their own (like being in a different country). Anxiety, surprise, disorientation, confusion, etc. are some of the feelings that people experience when they are in different environment.

One of the most difficult problems affecting immigrants is culture shock. It is a deeply personal experience and it affects individuals in many different ways.[27]

Also, studies mention that immigrants, apart from culture shock must also face bereavements, as they might have lost family members while they were travelling to a new country. (Eisenbruch, 1990)[28]

>> *1. Everything is new, interesting and exciting*

>> *2. Differences become apparent and irritating. Problems occur and frustration sets in.*

>> *3. You may feel homesick, depressed and helpless.*

>> *4. You develop strategies to cope with difficulties and feelings, make new friends, and learn to adapt to the host culture.*

>> *5. You accept and embrace cultural differences.You see the Host as your new home and don't wish to depart or leave new friends.*

>> *6. You are excited about returning home.*

>> *7. You may feel frustrated, angry or lonely because friends and family don't*

26   *Cultural values and attitudes toward immigrants and multiculturalism. (4 July 2006) C.-H. Leong, C. Ward www. elsevier.com/locate/ijintrel*

27   http://www.eslcooperative.ca/CESLM_Intercultural_Communication_Handbook.pdf

28   https://doi.org/10.1016/S0193-953X(18)30345-9

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understand what you experienced and how you changed. You miss the host country and friends, and may look for ways to return.

>> *8. You gradually adjust to life at home. Things start to seem more normal and routine again, although not exactly the same.*

>> *9. You incorporate what you learned and experienced abroad into your new life and career.*

STAGES OF CULTURE SHOCK
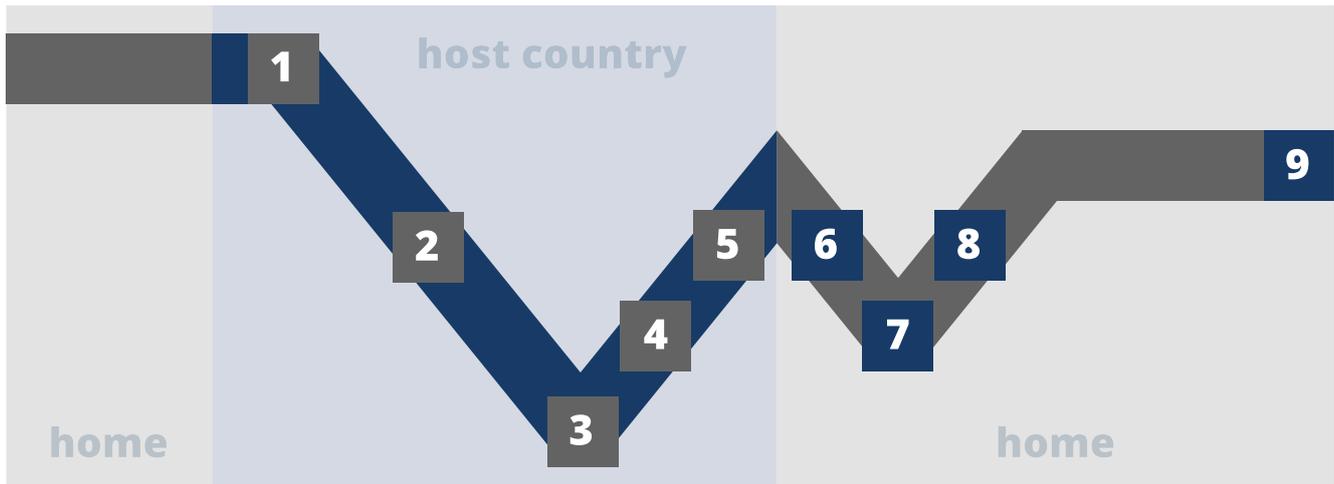
STAGES OF CULTURE SHOCK[29]

>> *Honeymoon – arrival in the new culture. People feel excited about their new life and everything is interesting. Feel like being a tourist because the person's basic identity is still rooted 'back home'. .*

>> *Disorientation - what used to be familiar is gone. Newcomers are overwhelmed by the requirements of the new culture, have new stimulus in the new environment. They also have new eating habits.*

>> *Mental Isolation / Hostility – Newcomers face difficulties in their daily life in a new culture. Difficulties are practical and emotional in terms of financial and social adjustments, poor language skills, sense of loneliness and nostalgia. Often newcomers feel angry and offended towards the new culture for causing difficulties and they start complaining.*

>> *Adjustment / Integration - The first adjustment happens when newcomers obtain language skills and make friends. They start to enjoy new cultural experiences as they respond to new cues and have an increased ability of understanding the new culture. They are now able to see the bad and good points of both cultures.*

>> *Biculturality – "In this stage the newcomer has become absolutely comfortable in both the old and the new culture. There is some controversy about whether anyone can really attain this stage."*

BULLYING

"Bullying is when an individual or a group of people with more power, repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults, and will probably continue if no action is taken". [30]

Bullying can be:

>> *Physical*
This form of bullying is usually visible, therefore easy to recognize.

>> *Verbal*
Using words, either out loud or in writing, is a common type of bullying because it's quick, often done impulsively to elicit a response.

>> *Sexual*
Not everyone thinks of unwanted sexual contact or comments (both in-person or online) as bullying. It can include using demeaning words about someone's gender or sexuality, spreading rumours of a sexual nature that harm a person's reputation, unwanted and inappropriate touching or physical contact, sharing personal information about relationships, or posting inappropriate photos/ material online.

>> *Emotional*
Emotional bullying can be subtle and difficult to detect. It's calculated and manipulative. It can be perpetuated by a single person but is most often executed by a group. Emotional bullying can be extremely damaging and traumatic.

Racist Bullying

Aggressive and offensive behaviour and action against people because of their skin colour, cultural or religious background or ethnic origin, which can include:

>> *physical, verbal or emotional bullying;*

>> *insulting or degrading comments, name calling, gestures, jeers, insults jokes;*

>> *offensive graffiti;*

>> *humiliating, excluding, ridiculing or threatening behaviour;*

>> *jokes about culture customs, music, different culture's dressing habits;*

>> *refusal to work with or co-operate with others because they are from a different culture.*

In order to avoid any racism behaviour and bullying we all need to know about the meaning of xenophobia, about the diversity that defines people as unique and to think that we are all human regardless of the skin colour, culture or disability.

COLB'S LEARNING STYLES

American educational theorist David A. Kolb believes that "learning is the process whereby knowledge is created through the transformation of experience".

The theory presents a cyclical model of learning, consisting of four stages:

Kolb's learning styles have been adapted by two management development specialists,

	CONCRETE EXPERIENCE	
ACTIVE EXPERIMENTATION	(doing/having an experience)	**REFLECTIVE OBSERVATION**
(planning/trying out what you have learned)		(reviewing/reflectiong on the experience)
	ABSTRACT CONCEPTUALISM	
	(concluding/learning from the experience)	

Kolb, David A. 1984. Experiential Learning: Experience as the Source of Learning and Development. Prentice-Hall, Inc., Englewood Cliffs, N.J

Peter Honey and Alan Mumford. They use a four-way classification that closely resembles that of Kolb but is simplified for use in a practical training situation. They supported that all people have one of these four styles to learn, and can be Activists, Reflectors, Theorists or Pragmatists:

>> *Activists love new experiences.*

They enjoy the "here and now" and are happy to be dominated by immediate experiences. They are not sceptical. They are open-minded. They tend to be enthusiastic about anything that is new. Their philosophy is: 'I'll try anything at least once in my life'. They tend to act first and think of the consequences afterwards.

They deal with problems by brainstorming.

As soon as the excitement from one activity has faded, they are busy looking for the next one. They love the challenges of new experiences. However, they feel bored with the implementation process.

>> *Reflectors like to stand back and think about experiences and observe them from many different perspectives.*

They collect data, both first-hand and from others and prefer to think about it thoroughly before coming to any conclusion.

The systematic collection and analysis of data about experiences and events is what counts, so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious.

They are thoughtful people who like to consider all possibilities and suggestions before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the meaning of the discussion before making their own points.

They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act, it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

>> *Theorists adapt and put together observations into complex but logically sound*

theories.

They think problems through in a vertical, step by step, logical way. They assimilate different facts into coherent theories. They tend to be perfectionists.

They like to analyse and synthesize. They are eager on basic assumptions, principles, theories, models and systems of thinking. Their philosophy praises rationality and logic. If something is logical, then it's good.

Questions they frequently ask are: 'Does it make sense?' 'How does this fit with that?' 'What are the basic assumptions?'

They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective. Their method to solve problems is consistently logical.

This is their concept and they strictly reject anything that doesn't fit with this concept. They prefer to maximize certainty and feel uncomfortable with subjective judgements, lateral thinking and anything superficial.

>> *Pragmatists are enthusiastic on trying out ideas, theories and techniques to see if they work in practice.*

They always search new ideas and take the first opportunity to experiment with applications.

They want to put in practice any new idea. They like to get on with things and act quickly and confidently on ideas that attract them.

They tend to be impatient with ruminating and open-ended discussions. They are making practical decisions and they solve problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is: There is always a better way' and 'If it works it's good'.

TERMS

Xenophobia

Xenophobia means to fear or dislike other races, cultures, ways of life, or basically dislike what is not similar to our mindset and people who do not look similar to our own appearance. Xenophobia literally means "fear of strangers". Xenophobia includes straight people being afraid and disapproving of gay people. "Study.com"

Cultural Dimension

Cultural dimensions are mostly psychological dimensions, or cultural values, which can be used to describe a specific culture. These are often used in intercultural communication-/cross-cultural communication-based research. https://www.igi-global.com

Cultural diversity

The term "culturally diverse" is often used interchangeably with the concept of "multiculturalism." Multiculturalism is defined as: "...a system of beliefs and behaviours that recognizes and respects the presence of all diverse groups in an organization or

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society, acknowledges and values their socio-cultural differences, and encourages and enables their continued contribution within an inclusive cultural context which empowers all within the organization or society."

Managing diversity is a key component of effective people management, arguing that it focuses on improving their performance. Their dimensions of diversity include gender, race, culture, age, family/career status, religion, and disability. [31]

Perception

Matthew O. Ward, Georges Grinstein, Daniel Keim in their book Interactive Data Visualization p.58 refers that:

"Perception is the process of recognizing (being aware of), organizing (gathering and storing), and interpreting (binding to knowledge) sensory information.

Perception deals with the human senses that generate signals from the environment through sight, hearing, touch, smell and taste. [32]

Ice-breaking exercise

The crayon box[33]

Materials required are: Several sheets of paper, coloured crayons

Each person should take one crayon and draw a picture (anything that he/she wants).

When they all finish, the Instructor asks people to take another piece of paper and draw again the same or another picture, but this time they should use at least five different colours.

When again, they finish, the Instructor asks people to compare the two different pictures that they drew and ask which is more beautiful and why.

Time: 15-20 minutes

With this exercise, the instructor can introduce the subject of multiculturality and the benefits of different culture.

>> **Lesson 1 - Culture Shock exercise**

Recommended size of the group: Between 8 and 30 people

Aim of lesson: By theory and role play activity the participants can gain knowledge about culture shock and the influence of misunderstanding and to know about cultural dimension and the influence of culture in life. Also, they can understand that being open to new experiences, we can understand others. After all, we are all similar but different in the same time.

Objectives / learning outcomes: The purpose of this exercise is to increase awareness of the ways cultural rules define our communication and our understanding of each other.

By experiencing this simulated exercise, the participants can understand the difficulties for foreigners to communicate with the way that we expect, based on our culture. Also, to analyse their emotion and to understand how people from another culture feel.

It is a stimulated exercise that:

>> *Can help to understand how cultural rules affect our understanding/ misunderstanding.*

>> *Helps to realise how misunderstandings about ways of communicating can lead to prejudice.*

Resources: Colourful cards or paper. Presentation of theory and meaning of Social identity, Culture, Culture shock, Geert Hofstede 5 Dimensions of Culture, Colour paper to code each group.

Teaching method: At the beginning present the theory by a small presentation. Then ask the participants what they know about culture shock and the reasons that cause this shock. Ask if anyone lived in another country and encourage him/her to share his/ her experience.

Time: 45-50 minutes

Content

1st Step

Meet a person from different culture in a room, say your name but you cannot give any information related to your culture.

You will have 10 minutes to talk to as many people in the room as possible and find common things like films, food and common colour that both of you like.

2nd Step

Split participants in three or four groups and give them one of the colour papers. Explain the meaning of each colour. Then, tell the participants to try and interact with each other (by exchanging a few words, like in an everyday dialogue) fully harmonized with the instructions given below for each of the coloured papers.

Red colour: You must stand as close as possible to others, when you talk. It is important to show that you really care by giving them a hug before you speak.

Green colour: You are not allowed to look anyone directly in the eye. It is rude to do so. Make sure you always look down. People may think you are trying to confront them or start a fight, if you look directly into their eyes.

Yellow colour: You must count to ten in your head before you respond to anyone. It is not polite to answer right away. Do not let others know you are counting. Make it look like you are politely waiting to answer them.

Blue colour: You must never say the word "no". Someone invites you in a party on Friday evening. Find other ways of responding.

Discussion

Ask the learners to describe the other people in the room in one descriptive word. Write these words and ask from group to categorize them as negative, positive or neutral words.

People often tend to see something different and react in a negative way before they understand it. So, we need time in order to understand cultural differences.

Ask one person of each group to describe the characteristic of their culture.

Summary

As immigrants and refugees but also people from other cultures, they do not know the characteristics of our culture and we do not recognize their culture, so it is very easy to misunderstand the meaning of anything. This can create culture shock as also Disorientation and Mental Isolation / Hostility phase can have bigger duration.

Evaluation

Ask your students to decide which "colour" was more difficult for them to present and support. Let them explain the reasons why. Then, each group can express its point of view and in the end you could use digital tool , www.mentimeter.com and ask your students to vote for "colours", so that you could have an overall idea about different behaviours, mindsets and cultures.

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>> **Lesson 2 – Bullying Role Play scenario**

Recommended size of the group: Split in groups of 5

Aims of lesson: To present the consequences of social discrimination and to encourage participants to express their feelings when being bullied.

Objectives / learning outcomes of the lesson: By theory and role play activity the participants can gain knowledge about cultural dimension and the influence of culture in life. Also, they can understand that bullying is not only bad behaviour but can arise from culture reasons.

Resources: Cards with the role, colour pen, blank sheets, theory presentation

Teaching methods - Instructions to the trainer: At the beginning present the theory using a small presentation. Afterwards, ask for participants to role play and finally decode their feelings and what they have learnt through this game. Finally, ask questions, whether participants had any similar experience as students or adults.

Content

Case: In bullying situations, there are usually more people involved than just the person who is being bullied and the person who is doing the bullying.

>> *Bully: A person who habitually seeks to harm or intimidate those, whom they perceive as vulnerable.*

>> *Others supporting the bully: He/she generally belongs to the company of the bully*

>> *Silent Bystander: A person who is present at an event or incident but does not interfere.*

>> *Defender: A person who defends someone or something e.g. "Hey, that's not cool. Stop that!"*

>> *Victim: The person who is being bullied*

Scenario: Split your group in five and give to them one of the roles below (bully, supporter of bully, silent bystander, defender and victim). Take the role and notice the feelings. All participants need to play consecutively all roles in order for everybody to understand how the others feel.

Directions

In an adult vocational training centre of Power Distance Culture there are 22 participants in class aged 18 to 23 years old. 20 participants are from this culture, one is from Individualist culture and one is immigrant, that you do not know characteristics of his culture.

The play: "Playing basketball in a schoolyard"

Actors: John = Bully, Paul = Supporter, Mike = Silent Bystander, Erdal = Victim, Defender = Sonia

John: Hey everybody! Come over here! Let's play some basketball!

Erdal: I want to play! I like basketball!

John: Not YOU! You can't play .We do not want dirty people in our game. Go back to your country. Why don't you and your family understand that you are not welcome here?

Paul: Look, Erdal, maybe it is better to go on the other side. As you can understand, people like you damage our prestige. Look, look at you, you are a mess!!

Mike : All this time he attends the dialogue, he feels sad but believes that it is not his business to do anything.

Sonia : Hey John, it is time to stop this, Erdal is our fellow and he has the right to play with the team of our class.

John : No, no way, I do not allow the stranger to play with us. Strangers are bad. My family advises me to avoid all strangers.

Sonia: Yes John, but think: Erdal is not a stranger, he is our fellow, he is just from another country. We are all students, we are humans and we want the same respect as we all have the same rights. Just think about it a little bit. If you do not want to, I will refer you to our teacher.

Evaluation

After role play

Questions:

How did you feel?

What is the role of cultural diversity and cultural dimension?

In which point you can define the positive or negative attitude toward the immigrants?

Activity after the role play

It is now obvious that bullying is bad and that bad feelings can lead to bullying. Please create an advertisement of "NO BULLYING"

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>> **Lesson 3 – Learning through a concrete experience**

Recommended size of the group: Split into groups of four

Aims of lesson: Effective learning is when a person progresses through the four-stage cycle of having a concrete experience followed by observation, having a reflection on that experience which leads to the formation of abstract concepts (analysis) and generalizations (conclusions), which are then used as a hypothesis test in future situations, resulting in new experiences and a new and developmental phase of the experiential cycle.

Experiences and activities provide powerful learning opportunities for many individuals whose preferred learning style is learning from concrete experience and from active experimentation.

Objectives / learning outcomes of the lesson: We learn based on experience. With this role play exercise, the participants will be able to recognize their feelings, understand the meaning of culture differences and finally accept diversity. They are going to have a concrete experience, as they will encounter themselves actively in the situation via role playing.

This is an active experimentation through which learners will apply the idea onto a new experience and then through a domino effect and spiral learning to new concrete experiences thus creating a self-sustained cycle.

Apart from that, analysis and reflection on the experience will follow and thus, reflective observation will occur. Therefore, new ideas may rise, or existing ones may be modified. That will happen due to abstract conceptualization.

Resources: Printout of the case and the theory. Pen and a notebook. Space to work as a group.

Teaching method to be used in the lesson: In this lesson we are going to follow Kolb's learning cycle and implement a role play activity within this framework.

Content

You are a new Human Resource manager in a company. Your name is John Crisp. Your study refers to Finance and you speak English, German, French and Portuguese. You were born and raised, lived and worked in Canada.

You need to hire 3 new employees for your department. You received CVs. You select three of those CVs and you call these people to have an interview.

The three candidates have the same level of education, same years of experience. All of them speak two languages, but not the same ones. The first one speaks English and French, the second speaks English and German and the third speaks English and Italian.

The first candidate is from Greece and is single. The second one is from Japan married with three children and the third one is from France divorced with two children.

Finally, you hire these men and it is time for them to work together in a project.

Your project is to re-organize your department since the company is thinking of outsourcing the HR department.

After the completion of the project, you and the new colleagues will take the responsibility of other departments. You have a short deadline and you need to work extra hours after the regular timetable.

Questions:

Do you believe that these four men can have a good working relationship?

Take each role of these men. Have a meeting to discuss about ideas. Behave with your cultural characteristics.

Evaluation

After the first meeting discuss with your instructor about this learning experience. How did you feel? Did you have good or bad feelings? What difficulties did you face? If you would do it again, what would you change? Are there any other suggestions for improvement that you would like to share? What did you learn from this role play?

If you would like, you can keep notes on a notebook.

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Method 5 - RADAR Method

Concept of the method

Can we travel without RADAR and Tower Control?

Can we understand others and show tolerance to their behaviour without knowing some things about their culture?

RADAR logic underlines that in any case, starting from inside an organization and moving on to individual's relationships, we should identify the outcomes that we want to have and implement our strategy.

Plan and develop a set of actions and approaches in order to achieve the required results, both in the present and in the future. Develop approaches in a systematic manner to ensure that they are implemented. Evaluate and perfect the conditions that are developed by monitoring and by analysing the results achieved.

Regardless of how well prepared someone may be for cross-cultural contact, misunderstandings can occur in any situation, where individuals with different values, beliefs and ways of doing things interact. In these circumstances it is necessary to attempt to overcome misunderstandings in a structured and clear mode:

>> *R = Recognize the cultural dimensions*

>> *A = Analyse the diversity and understand the reasons that cause any difference*

>> *D = Decide about the reasons that underline differences instead of similarities*

>> *A = Act based on best opinion that we have after examination of the situation*

>> *R = Review of what happened at the end and adapt the future behaviour and action.*

THE MEANING OF TIME

Time has different interpretations between cultures. Some cultures are monochronic and some others polychronic:

>> *Monochronic cultures like to do just one thing at a time.*

They value a certain orderliness and a sense of an appropriate time and place for everything. They do not appreciate interruptions. They like to concentrate on the job at hand and take time commitments very seriously. People from monochronic cultures support and respect the private property and avoid lending or borrowing. This is part of a general tendency to follow rules of privacy and consideration as well as adhere religiously to plans. If you live in the United States, Canada or Northern Europe, you live in a monochronic culture.

>> *Polychronic cultures like to do multiple things at the same time.*

A manager's office in a polychronic culture typically has an open door, a ringing phone and a meeting all going on at the same time. Although they can be easily distracted, they also tend to manage interruptions well with a willingness to change plan often and

easily. People are their primary concern (particularly those closely related to them or their function) and they tend to build lifetime relationships. If you live in Latin America, the Arab part of the Middle East or sub-Sahara Africa, you will be used to this behaviour.

Cooperation and Communications between the two types can be difficult. Monochronic businessmen cannot understand why the person in meeting is always interrupted by phone calls and people stopping by. Is it meant to be insulting? Polychronic businessmen cannot understand how you can separate working time and personal time.

Recognizing the different perception of time between monochronic and polychronic culture, you can manage to have better communication and better cooperation

Monochronic People	Polychronic People
Do one thing at a time	Do many things in the same time
Concentrate on the job	Can be easily distracted and manage interruptions well
Take time commitments seriously	Consider an objective to be achieved, if possible
Are low context and need information	Are high context and already have information
Adhere religiously to plans	Change plans often and easily
Are concerned about not disturbing others; follow rules of privacy and consideration	Are more concerned about those who are closely related than privacy
Show great respect for private property; seldom borrow or lend	Borrow and lend things often and easily
Are accustomed to short term relationships	Have strong tendency to build lifetime relationships

Source: Adapted from Edward T. Hall, "Understanding cultural Differences: Germans, French, and Americans" (Yarmouth, ME: International Press, 1990).

Monochronic People	Germans, Swiss, Austrians Germans, Swiss, Austrians Americans (White Anglo-Saxon Protestant) Scandinavians, Finns British, Canadians, New Zealanders Australians, (white) South Africans Japanese Dutch, Flemish Belgian Other American cultures French, Walloon Belgium Koreans, Taiwanese, Singaporeans	>> Plan ahead methodically >> Do one thing at a time >> Punctual >> Stick to plans >> Stick to facts >> Get info from statistics, reference books, database >> Work within department >> Writs memoranda, use written record
Monochronic People	Czechs, Slovakians, Slovenians, Croats, Hungarians Chines Northern Italians Chile Other Slavs Portuguese Spanish, Southern Italians, Other Mediterranean people Indians, and other Indian subcontinent Polynesians Latin Americans, Arabs, Africans	>> Plan grand outline / "vision" >> Do several things at once >> Unpunctual >> Change plans >> Juggle facts >> Get first-hand oral information >> Talk for hours >> Dislike writing too much >> prefer flexibility to commitment

Source: Based on Morden, 1999; Kotabe and Helsen, 2001 [34].

Video: https://www.youtube.com/watch?v=IovSk4cLCd0

https://www.youtube.com/watch?v=rmA1yUd7UnQ

Terms

Personal identity is the concept you develop about yourself that evolves over the course of your life. This may include aspects of your life that you have no control over, such as where you grew up or the colour of your skin, as well as choices you make in life, such as how you spend your time and what you believe in. You demonstrate portions of your personal identity outwardly through what you wear and how you interact with other people. You may also keep some elements of your personal identity to yourself, even when these parts of yourself are very important. [35]

Culture includes: Language, knowledge, belief, arts, clothes, food, dance, music, sports, morals, law, custom and any other capabilities and habits acquired by an individual as a member of the society. (Lustig and Koester 1999, Samovar and authors 2007, Cooper and authors 2007, Ting-Toomey and Chung 2005)

Cultural Values are norms and ways of behaviour, conditioning attitudes and reactions to events and various phenomena in a context of a culture [36]

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Ice-breaking exercise

Fabulous Flags [37]

Materials required are: several sheets of paper, pens, and coloured pencils/crayons/ markers.

Each person draws a flag that contains some symbols or objects that symbolizes who they are or what they enjoy.

Pass this sheet of paper, pens, and coloured pencils, crayons, and/or markers to everybody. Explain the activity: "We're now going to draw flags that represent or symbolize us. Please design the flag of yourself – include some symbols or objects that symbolize who you are or what you find enjoyable or important."

Time: 15-20 minutes

After they finish ask them to present their fabulous flag. If possible, use them as room decoration.

>> **Lesson 1 – Perception of time**

Recommended size of the group: Split in group of six.

Aim of lesson: Time and its role regarding people from different countries

Objective: With the use of R.A.D.A.R technique, learners will be able to understand the meaning of time by showing tolerance to others behaviour.

Resources: Small presentation for the meaning of time to different cultures -explanation of monochronic and polychronic definition, usage of R.A.D.A.R technique -. Printout information of the case. Internet connection for video.

Teaching method: RADAR method

Content

You work in an international project about Cultural Tolerance. You are from the U.S.A and your partners are from France, Middle East, Africa, the U.K. and Japan.

You have the first meeting. Some of them come on time, some with a 10 minutes delay and some others with more than 10 minutes delay.

You decide the format and put in place the schedule of the dates, in order for everyone to respect deadlines.

Unfortunately, some of your partners explain that they cannot keep the deadline, because of several technical issues they face. Some others say that it's ok and it is not a big deal to delay the project for a few days, while some others refuse to work on boxing days in order to finish it.

You also notice that during the meetings some of your partners answer to their phones and talk to others

You feel frustrated, you think that these people are unreliable and that it is impolite to talk on the phone

Do the following exercise:

Ask participants to cover their watches. Then tell them to close their eyes and be quiet. Ask them to stand up with closed eyes and stay like that for 60 seconds. When they believe that the 60 seconds passed, tell them to sit down and open their eyes.

At the same time the instructor counts the real time.

You can see that each of them perceives time differently.

After that explain them the theory.

Evaluation of the lesson

Based on the description of monochronic and polychronic cultures, please use the R.A.D.A.R technique and evaluate the situation by:

>> *Recognizing the cultural dimensions.*

>> *Analysing the diversity and understand the reasons that cause this situation.*

>> *Deciding the reasons that underline differences instead of similarities.*

>> *Acting based on the best opinion that we have after examining the situation.*

>> *Reviewing what happened at the end and adapt the future behaviour and action by examining also your feelings.*

>> **Lesson 2 – Understanding Cultural Dimensions**

Recommended size of the group: Group of ten.

Aim of lesson: To explore the five-step 'RADAR' technique for underlining and overcoming cross-cultural misunderstandings.

Objective: To give learners the chance to practice using 'RADAR' technique to cope with real-life cross-cultural misunderstandings.

Resources: Small presentation of technique. Printed information of the case.

Teaching method: RADAR technique, 30 minutes to perform and 30 minutes to discuss.

Content

David and Mario work in the same company but in different departments. One day they meet each other in a coffee room. David said to Mario that his accent is nice and asked him where he comes from. Mario said that he is from Uruguay and continued that he is in the USA for a year, but all his family is still in Uruguay. David compliments Mario for his English. Mario replied that as he said before his family is in Uruguay and he hopes that they will come and stay with him. David told him that he needed to go because he has a meeting and he did not want to be late.

As Mario is new in the U.S., he thinks that David who is very friendly, cares about him and is eager to know more about him. As Mario has the need for socialization, he wants to know other people and exchange life stories with them. Based on his culture, family plays a significant role in life. So, he expects that he can start a deep conversation and family could be a preferred topic for a long conversation.

On the other hand, David has small social interaction and politely gives a compliment to the newcomer about his English.

Use R.A.D.A.R in order to recognize and overcome cross-cultural misunderstandings.

Think and discuss about personal identity, culture values, and feelings.

Evaluation of the lesson

Here is an example, on which you can base your evaluation of David and Mario situation:

A multinational company has manufacturing facilities in Greece. The U.S. headquarters appointed Nick Nikopoulos, born in the United States but with Greek ancestry, as a floor manager.

His assignment was to improve efficiency without firing people. Nick was anxious to get ahead. He thought he would start by establishing a good working relationship with the existing workers. His first action was to call on his direct subordinates, the shift leaders,

for a meeting. He addressed them in his not so good Greek with a clear English ("greeklish") accent: "I want to launch an efficiency operation. Since you have more working experience here than I do, I would like to ask your opinion about the optimal duration of a number of tasks."

To his surprise and discomfort, the shift leaders stared at the floor mutely, until one of the older ones finally said, "Sir, you are the boss. Why don't you just tell us what to do?" Nick began to realize that he had not adopted the Greek mentality as much as he thought, when he was back in the U.S.

An evaluation according to "RADAR" technique would be like the following:

>> *Recognize the cultural dimensions.*

Nick comes from a culture with low power distance, that involves in decision making all those, who will be directly affected by the decision, while his leaders are used to high power distance and may need to go to the top for answers.

>> *Analyse the diversity and understand the reasons that cause any difference.*

Misunderstandings arose when Nick asked his direct reports for their opinions. From their perspective this was a sign of weak leadership.

>>*Decide about the reasons that underline differences instead of similarities.*

If Nick had first made a speech showing firmness and a sense of purpose, he might have asked his question afterwards with more success.

>> *Act based on best opinion that we have after examination of the situation.*

Next time, Nick can first explain his point of view and then ask his leaders to express their opinions and to have an open discussion about the next steps.

>> *Review what happened at the end and adapt the future behaviour and action.*

Nick believes that he can work in another country in the same way that he used in the U.S. He also believes that based on his Greek origin, he can present a friendly behaviour. So, now he must learn to adapt to the new environment based on their perspective and way of thinking and not on his.

>> **Lesson 3 - Understanding different emotions (Discriminations & Stereotypes)**

Recommended size of the group: Group of five.

Aim of lesson: To understand and overcome different emotions caused by discrimination and stereotypes.

Objective: By the end of the lesson, learners will be able to discuss about emotions based on their experiences and understand them in real-life situations.

Resources: Small bag of M&Ms or crayons or colour cartons or balloons.

Teaching method: RADAR Technique

Content

You have a small bag with M&Ms candies in front of you.

Say: "I like it- do you like it?"

M&Ms are the most diverse multicultural combined candies in the world.

We have red ones, yellow ones, orange ones, brown ones, green ones. They co-exist all together in one package. The red colour doesn't think that it is superior to the others. The brown colour doesn't discriminate against the others. All colours have the same size, shape and weight. All colours look different on the outside but have the same ingredients on the inside. All have the same flavour and they all taste super. Even if we don't like the green colour as a colour, we surely appreciate its taste.

>> *Please take the red one and tell us about a situation in which you faced stereotypes, for example because you are taller than the others in the class.*

>> *Please take the brown one and tell us about a situation that you judged someone by thinking in a stereotypical way, for example. he is a guy so he cannot be a good teacher.*

>> *Please take the green one and tell us about a situation you felt discrimination, for example. You are young and you do not have working experience, so you did not take the job.*

>> *Please take the yellow one and tell us about a situation that you discriminated against someone, for example you told someone that since he/she is 40 and still unmarried, something is wrong with him/her.*

>> *Please take the blue one and tell us about a situation that you gave an opportunity to someone of another country to do something for you, for example, your neighbour from China to cook.*

As in M&Ms case, the task plays the most important role, the same must happen with people. Not to be judged based on skin colour. No use of prejudices and discrimination

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from their appearance.

Evaluation of the lesson

Evaluate the lesson according to "RADAR" technique. Bear in mind the below:

>> *Recognize the different dimensions of discrimination and stereotypes.*

>> *Analyse the diversity and understand the reasons that cause any difference.*

>> *Decide about the reasons that underline differences instead of similarities.*

>> *Act based on best opinion that we have after examination of the situation.*

>> *Review what happened at the end and adapt the future behaviour and action.*

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Method 6 Designing positive message

Concept of the method

In a recently published report, the European Council has included hate speech within the more wide issue of information disorder, which is a contamination of contents on a global scale. Information disorder is the combination of hate speeches and fake news: disinformation reveals itself when misinformation (the spread of false but harmless news) and mal-information mixed up.

The most known definition of hate speech is the one we can find in the Recommendation n. (97)20 of the European Council: "Incitement to hatred (hate speech) must be understood as inclusive of all forms of expression that spread, incite, promote, or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred generated by intolerance, including: intolerance expressed by nationalism and by aggressive ethnocentrism, discrimination hostility towards minorities, migrants and people of foreign origin ".

The methodology based on fighting hatred campaigns throughout the dissemination of positive messages is based on awareness campaigns whose aim is to mitigate and contrast incitement to hatred speeches against migrants, refugees and minorities. This can be done through the active involvement of local communities in the creation and sharing of counter-narratives, which effectively contrast xenophobic discourses. It Is very important to foresee the creation of stakeholders' coalitions for the development of the counter-narratives that can denounce incitement to hatred e the negative representation of migrants and refugees. In addition, the spread of positive messages should be created through media's literacy and awareness campaigns.

In accordance with the Bookmarks: a manual for combating hate speech online through human rights education and WE CAN manuals founded by the European Council, the information methodology based on the dissemination of positive messages is built on three dimensions which are classified according to different levels of knowledge or pre-existing experience.

The three dimensions are:

>> *1. Acquire knowledge of human rights, what they are, how they are guaranteed and protected according European legislation;*

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>> *2. Acquire knowledge through human rights, assuming that the process is as important as the content of the training, and that it must be reconciled with human rights values;*

>> *3. Acquire knowledge on human rights by developing the skills and attitudes of students for apply the values of human rights of tolerance in their lives, take actions to promote e protect human rights as positive messengers.*

There are not set training paths to tackle the theme/problem of hate speech to do in a course/lesson, but flexible and adaptable tracks, with which the conductors can build a path, exploring the many and different opportunities for dialogue and educational work that the web offers. In order to do so is very important to know the context and the characteristics of the group with which you intend to work: on the basis of identified needs, of specific and concrete situations, it will be possible to make necessary changes so the task can be accessible to all participants.

Key point to achieve the set goals is to give a structure and containment to the group: it is fundamental for the success of the task, because of the deep emotions that this theme raises. Within a frame of stable reference, adult learners can experiment and express opinions freely. In this regard it is important to create a protected and non-judgmental context, based on respect for each-other. In the end it is very useful to propose well-structured activities to the groups in order to establish an empathic relationship with them, having a welcoming attitude, and active listening environment.

Ice-breaking exercises:

1. Speed dating:

Divide the group in pairs. Tell them that they will spend the next 5 minutes talking with a partner. When the time's up the pairs will split up in order to make new pairs. The goal is to have different conversations about awareness campaign, sharing different ideas to change people's behaviour about the incitement to hatred in discourses. At the end of the game there will a sharing moment in which the group will talk about what came up during the speed dates.

2. The Carousel:

The participants are divided into smaller groups which have to walk around the room previously set up with different stations. Each group has to stop for 5 minutes at each station where they will find big papers with questions about disinformation and fake news. They will share thoughts and will write down an answer with a coloured marker that identified that specific group (ex. Red for the group n.1, yellow for the n. 2 etc.). At the end of the carousel the entire group will read the answers on the papers and will discuss them. The goal is to create a stimulating debate within smaller and bigger groups, in order to understand others' opinions and point of views in a pacific environment using a positive communication approach.

3. The props ice-breaker:

Divide the group into smaller groups. The participants will have to think about a recent situation where they had to cope with hatred discourses. After having told the little story (what happened, how they managed it etc.), the other participants will define a speech strategy to learn how to behave and speak in that particular situation in order to spread positive messages.

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>> Lesson 1 - Public Awareness Campaign Design

Recommended size of the group: from 6 to 30 people

Aims of lesson: This lesson will give participants tools to learn about elements of a good Public Awareness Campaign (PAC) design starting by the PAC example held in the safety road awareness campaign .We will use the elements of this campaign to create a new awareness campaign about tolerance and respect of the other, promoting a communication to disseminate a positive message. The participant will be able to plan a PAC using also digital tools.

Objectives / learning outcomes of the lesson: After the lesson participants will:

>> *Have a better understanding of the importance of Public Awareness Campaign in order to promote behaviour change in a person, community, or society;*

>> *Gain knowledge about PACs campaign creation;*

>> *Understand the importance of PACs in the international context;*

>> *Improve the adult educators' skills and competencies using this awareness campaign as a tool to educate about tolerance;*

>> *Improve positive communication skills to use media tools to promote tolerance in their adult classrooms.*

Recourses needed:

>> *Video-Projector*

>> *Computer*

>> *Tablet or mobile phone*

>> *Sound System*

>> *Colourful markers/Crayons*

>> *Internet connection*

>> *Spacious training room with enough space to have people working in groups*

Teaching methods:

>> *Experience-based learning*

>> *Teaching with Visual Aids*

>> *Cooperative learning*

>> *Group work approach*

>> *Case studies/good practice sharing*

>> *Learning through experience*

Brief remarks (about learning through experience)

An efficient teaching technique is LEARNING through experience. Therefore, the campaign needs to create enough action to make people find a possibility to cope with the issue and find the solution. This can be achieved through many sources: besides physical engagement, visual aid is also a good tool to use.

Content:

A good public awareness campaign is a well-defined message or concrete call to action presented through a clear story line to a precise target audience in relatable terms. This can be achieved by putting the right components in the right order, action and visual aids. But the most important thing is engaging a simple and direct approach towards the audience.

Some measures directly aim to change behaviour (e.g. NOT USE HATE WORDS, USE POSITVE APPROACH IN THE COMUNICATION, USE POSITIVE IMAGES etc.)

It is important that the message is short, clear and unambiguous. Furthermore, it is important that a campaign make use of different media (e.g. billboards, radio and television, social media, leaflets, etc.), and is repeated several times.

 Public awareness campaigns are divided into three types being differentiated with the ultimate aim; some are designed to raise awareness about an issue or to inform, others are created to change attitudes, while the third type is to change behaviour, as part of a package of measures. A number of variables directly influence the level of anticipated changes and are important to take into consideration when attempting to conduct a campaign for changing users' behaviour. Raising awareness that the threat exists, focusing on severity and susceptibility, while providing evidence that the recommended response will avert the mentioned threat. Among other variables are also physical or cultural barriers and their removal, if possible. The audience should always be reminded of the benefits that it can have in its daily life.

The delivery method also creates obvious divisions amongst public awareness campaigns. Sometimes, public awareness campaigns are overly persuasive; other times, they simply aim to inform and enlighten. However, even though their aim varies, and different delivery methods are chosen depending on what they aim to achieve, the purpose of every public awareness campaign is the same: to inform the general public audience about a certain topic or issue, which will achieve one or more of the identified aims of the campaign that were mentioned earlier. Therefore, the final goal is to spread information with anticipation of a change within the society regarding the specific issue. As for example, explaining benefits of the immigration, can be seen as an enrichment both cultural and economic.

The beginning, ending and the process of changing behaviour is standardized into 6 stages described below, that the public should experience in order to create a permanent effect. Afterwards, ten core elements of a public awareness campaign can be found, which were designed to elaborate the steps required to create, develop and utilize a campaign with the anticipated outcomes. The information for both segments is based on different documents and sources reviewed, while examining the topics of behavioural and attitude change, as well as the public awareness campaign strategy.

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>> *1. Interest - identify a precise target group. Aim at the public lacking expertise on the issue and the most affected population. This allows a more efficient message delivery.*

>> *2. Develop Interest – use a clear story in relatable terms, appropriate to a wider public to create a momentum for the campaign. This starts the practical part of the campaign. (Interest is not Knowledge)*

>> *3. Concern & Awareness – create circumstances for people to experience the issue through visual aid and other techniques. (Concern is the first step towards awareness)*

>> *4. Knowledge - provide Information. Public is willing to broaden their knowledge at this point.*

>> *5. Action – public is willing to engage themselves on this issue.*

>> *6. Final Stage – results should start to be obvious via behavioural change and the impact that has on the main issue. (i.e. The use of a less violent language approach during public events)*

Core Elements – 10 Stages of a Public Awareness Campaign

As mentioned earlier, based on the experience of different public awareness campaigns, they should have the following core elements. The stages are described in a consecutive manner to demonstrate their linear application, while the circular diagram shows the constructive and reusable nature of public awareness campaigns.

>> *1. Research*

Identify the target audience and their main behavioural traits and issues – as any preplanning activity, it will save time in further development of the campaign and increase the effectiveness due to precision. Select data/evidence-based material to base the campaign on – such choice of materials is better received by public and has a more long-lasting consequence on the behavioural change.

>> *2. Set the Target*

Define problem – it is crucial to identify a specific issue that the campaign will deal with, before actual planning begins, in order to avoid ambiguities in further steps. Determine objectives – another pre-planning step will prevent you from having an open ending to the campaign and aim towards tangible results.

Examine the validity of the cause and approach – being certain that the issue addressed in the campaign and the chosen method for behaviour change has to be approved at this point in order to avoid wasteful activity.

>> *3. Plan the Campaign*

Agree on supporting activities – political support is essential both at the national or local levels, depending on the issues. Identify the key interventions required to support the desired change in behaviour and the responsible organizations. Identify a manager – every successful campaign requires an influential leading agency, whose sphere of influence is covering the issue addressed by the campaign, and who will manage the campaign. The credibility behind the chosen agency is essential to grasp the audience`s attention and have an impact on them.

>> *4. Use the Right Skills*

Specialists with behavioural and social science skills should design the content of the campaign and identify the target audience and messages. Delivering the message requires marketing, social advocacy and advertising skills.

>> *5. Communications Brief*

This element is one of the key components that ties the preparatory and executive parts of any campaign. Summarize the behavioural and social objectives of the campaign, the supporting government/community interventions, the target audience and the scope of the campaign. Outline a communications strategy, based on market segmentation and targeting, and the resources available to support the campaign. The strategy derives from information collected in previous steps and will serve as a personalized guide for a campaign in question.

>> *6. Seek Expertise*

In comparison to the leading agency, this segment is concerned with the marketing aspect and the overall design of the Awareness Campaign. Internal or external experts have to be engaged in order to put together a high-quality campaign, but which has to collaborate with the Leading Agency.

>> *7. Develop the Campaign*

Research is crucial to developing effective approaches and they are likely to vary for different target groups in different cultures. Other government, community and police supporting actions should be planned in conjunction with the campaign. (Related to the "Successful Public Awareness Campaign" stages)

>> *8. Implementation*

Deliver the Campaign – Implement the plan, in a way that the launch of the Campaign is receiving a lot of publicity, in order to get a good momentum for raising awareness about the chosen issue. Utilize "free" media – do not neglect all media outlets, because many of them work.

>> *9. Evaluate the Impact*

Measure short-term behavioural changes through a pre- and post-campaign survey. Anticipate long-term behavioural changes over a period of time.

>> *10. Repeat*

The process for a new campaign and use the experience from previous one to be more efficient, regardless of the issue.

Evaluation of lesson

Peer Quizzes:

The participants will be divided into smaller groups and ask each other some questions about the contents of the first lesson.

For example:

>> *What are your expectations on the use of the PACs in your educational context?*

>> *The awareness campaign could be a good approach to promote tolerance in adult educational context.*

>> *Experiences' exchanges and suggestions.*

>> **Lesson 2 – No-Hate Speech Campaign and No Hate Speech Movement**

Recommended size of the group: from 6 to 30 people

Aims of lesson:

>> *Starting by the concept of No Hate Speech during the lesson, the participants will analyse a good practice existing in Europe on No Hate speech campaign and in particular the No Hate Speech Movement created by young Europeans.*

>> *To familiarise adults with the contents of the No Hate Speech Movement and No Hate Speech Campaign, through online tools in order to prevent intolerance and hate speech.*

>> *To develop adult audience capacities for independent judgement, critical thinking and ethical reasoning about tolerance and equality.*

Objectives / learning outcomes of the lesson: After the lesson participants will:

>> *Raising of awareness on the No Hate Speech movement/campaign*

>> *Have a better understand of the needs of the No Hate Speech Campaign implementation*

>> *Improve their communication skills*

>> *Understand the importance of tolerance attitude in European citizenship enhancing*

>> *To be conscious on the role of European Union and countries cooperation in building peaceful community*

>> *To improve and scale up actions against hate speech using counter and alternative narratives as a tool to occupy the online space with alternative human rights-based narratives*

Recourses needed:

>> *White paper*

>> *Pens*

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>> *Video-Projector & sound system*

>> *Android smartphone app*

>> *Computer*

>> *Spacious training room*

**Teaching methods:**

>> *Case study approach*

>> *Group work*

>> *Individual work*

>> *Experiential learning*

 Content:

Hate speech, as defined by the Council of Europe, covers all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin.

The graphic below shows how the expression "Hate Speech" has become common only over the last 30 years, while most initiatives by authorities and civil society are even more recent.
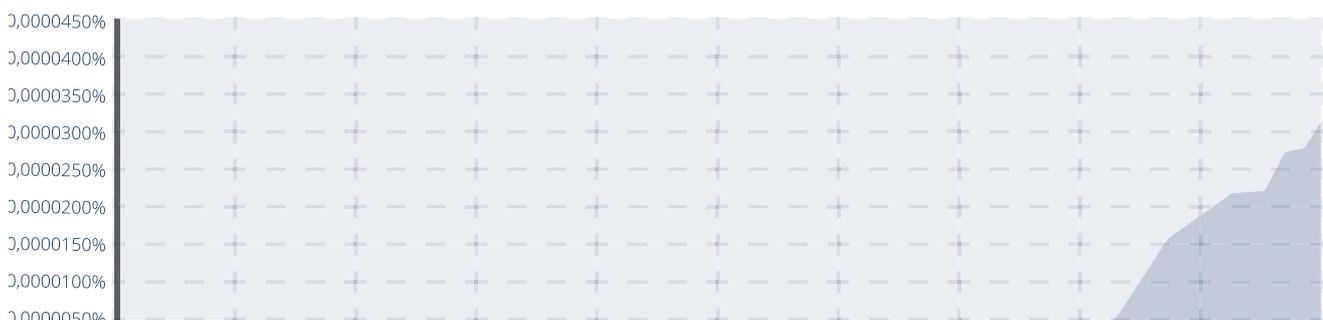
 Hate speech is an issue that educational institutions and educationalists must not just be aware of, but tackle as a matter of urgency. If hate speech is not tackled head on, this lack of action could be taken by students as an indication that this behaviour is to be accepted, and even small failures to act can reinforce this misconception.

The No Hate Speech Movement youth campaign was launched by the Council of Europe in 2013. The campaign was extended until the end of 2017 as part of the Council of Europe Action Plan on the Fight against Violent Extremism and Radicalisation Leading

to Terrorism. In addition, the campaign contributed to the Action Plan for Building Inclusive Societies and the Council of Europe Strategy on Internet Governance, which promotes an open, inclusive, safe and enabling online environment.

The project was based on youth participation and co-management by young people, with the support of governmental youth institutions. It was initiated by the youth representatives in the Joint Council on Youth. This council brings together youth leaders from the Advisory Council on Youth and the governmental youth representatives of the European Steering Committee on Youth.

Campaign aimed to:

>> *support human rights education activities for action against hate speech and the risks it poses to democracy and the well-being of young people*

>> *develop and disseminate tools and mechanisms for reporting hate speech, especially online, including at national level*

>> *mobilise national and European partners to prevent and counter hate speech and intolerance online and offline*

>> *promote media literacy and digital citizenship and support young people's participation in Internet governance.*

National campaigns, activists and partners

Under the Council of Europe umbrella campaign, national and local campaigns were set up. The national campaigns made it possible to reach out better to young people and to reflect on all the specific issues and cultural and linguistic realities of Council of Europe regions. Following the end of co-ordination at the European level by the Council of Europe, in December 2017, most of the national campaigns will continue to function in 2018 and beyond.

On-line resourses

Play the video:

>> *Video: Reflect, tell and act on Hate Speech* [38]

Description: This short video calls young people to reflect on the hate speech they encounter, talk about it and react. The video was recorded for Human Rights Day by the NHSM campaign in Ireland during the International Youth Exchange, Solidarity Activist Camp KA1 Youth Mobility Project financed by Leargas under the European Union Programme Erasmus+ (#Solidactivist) and was held from 11 to 20 October.

>> *Video Clip "No Race, No Hate"* [39]

Description: This video was created by the participants of the project Euro-Caucasian Youth Network for Human Rights Online, which was funded by the Erasmus+ Programme of the European Commission through the Turkish National Agency, to mark the European Action Week against Racism and Discrimination.

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38   *https://drive.google.com/file/d/1ZkBji1pxsm1LQV7_1cmvtwYHjcXp40X6/view*
39   *https://drive.google.com/file/d/10JH5AfPgJ3ykuScyAzm5IJ2sMnklzNgC/view*

Action Day – Human Rights Online" – 10 December

Description: The Action Days mobilise the national campaigns and European partners of the No Hate Speech Movement in joint activities on specific forms or targets of hate speech. Each Action Day has a programme of activities prepared in co-operation with the national campaign co-ordinators, online activists and campaign partners.

Multimedia content:

Flickr album: Human Rights every day. Action Day Love Human Rights 10 December 2017

Flickr album: Hate is not an opinion. Action Day for Human Rights Online 10 December 2016. Different language versions of the Red card to Hate Speech.

Flickr album: European Action Day for Human Rights Online. Memes created by volunteers and activists for the Action Day.

Flickr album: Human Rights Cards. These cards were created by online activists to explain the relationship between some articles of the European Convention on Human Rights and Internet.

Flickr album: Human Rights Postcards. These online postcards were created by National Campaign Committees and national NGOs who are involved in the No Hate Speech Movement on the occasion of the European Action Day for Human Rights.

Love Human Rights video (English version) [40]

Campaign Tools examples

>> *Android smartphone app and online platform: "Don't hate"*

>> *Blog page of NHSM in Finland*

>> *Campaign's promotional materials*

>> *Educational posters on Hate Speech and its history*

Evaluation of lesson

Brainstorming discussion:

>> *Give participants a paper and a pen.*

>> *Then ask the group to generate as many ideas as possible regarding the creation of a No Hate Speech Campaign and write them down.(If there is a big group, it can be divided into smaller groups)*

>> *After that, participants will share ideas about the process of the creation of an awareness campaign as the ones previously seen on video, so they can be introduced to the contents of lesson n. 3.*

>> Lesson 3 - Not hate speech campaign design using positive message

Recommended size of the group: from 6 to 30 people

Aims: This lesson aims to help the participant to create a no hate speech campaign using positive message for their adult learners, using also digital media to building a more tolerant community. The participants will learn about the impact of the hate speech campaign in their home country and abroad. The lesson will also support the participants to improve their media literacy and critical thinking skills further.

Objectives / learning outcomes of the lesson: After the lesson participants will:
>> *Improve their knowledge about design positive message against hate speech*

>> *Understand the need and importance of the positive communication*

>> *Improve their communication skills in terms of expressing their points of view with as well the ability to participate in constructive discussion & debates*

>> *Improve listening skills*

>> *Understand how their "voice" can help to spread awareness, raise empathy & tolerance towards migrants and refugees in their communities*

>> *Understand the importance of inclusive communities*

>> *Raise awareness and empathy towards migrants and refugees*

Recourses needed:
>> *Poster*

>> *Calendars*

>> *Video Projector*

>> *Computer/tablet*

>> *Sound System*

>> *Flipchart paper*

>> *Spacious training room*

Teaching methods:
>> *Collaborative problem solving*

>> *Peer instruction*

>> *Discussion groups,*

>> *Case studies/good practice sharing*

>> *Creative Learning Method (CLM)*

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Content

Hate speech is an issue that educational institutions and educationalists have to not just be aware of, but tackle as a matter of urgency. If hate speech is not tackled head on, this lack of action could be taken by people as an indication that this behaviour is to be accepted, and even small failures to act can reinforce this misconception.

Communicating with your target audience is not always an easy task, particularly for those of us who are not as experienced with talking to the media. To ensure you get your point across it is essential to establish your key messages before any communication with the media or your target audience. Key messages are the core messages you want to discuss. They allow you to control communications, enhance relationships with your target audiences and are an important feature of a PR campaign.

What to consider when writing your key messages Is it believable?

>> *Make sure your core message is supported by evidence. Is it easy to understand?*

>> *Make your language concise, professional, and to the point. Is it positive? Be positive and use active language. Is it purposeful? Make sure your message represents your agenda appropriately.*

>> *Keep it simple. Remember your key messages should be short and specific. Make sure you work out the most important core messages that you wish to portray and write simply but with enough interest to provoke your reader.*

>> *While using targeted messaging, consider your target audiences. What do they need and want to hear from you? Do you have multiple target audiences? If so, ensure you tailor your target messages to each individual group. Controlled communication quite often are interpreted or heard by the receiver in the different way. Influencing the perceptions of other people is not an easy task. However, developing key messages that are clear, concise, honest and positive puts you in control of the information that is 'out there' and allows you to influence your audience in the most effective way.*

>> *Review and refresh. Always be aware that your key messages are not static. Everything changes over time so reviewing your key messages regularly is vital in making sure they are still relevant and reflect your core business messages. When creating your key messages, think, are they; relevant, positive, and consistent?*

A successful awareness campaign starts with a well-designed marketing plan.

Organizing No Hate Speech awareness campaign in 5 steps:

>> *1. To establish a working group*

>> *2. To identify the target and choose the type of event*

>> *3. To organize the event*

>> *4. To monitor the results*

>> *5. To make this event repeatable*

1. Establish a working group

Check list: teamwork starting with:

>> *Project coordinator*

>> *Staff*

>> *Web master and social media manager*

>> *Media experts*

>> *Aid workers*

>> *Adult learners*

>> *Adult educators*

2. Identify the target and choose the type of event

Check list: Event planning

>> *Identification of the target group*

>> *Type of event selection: seminar, conference, workshop, book launch, concert*

>> *Fix a date of event*

>> *Choose the location. A suitable location helps to ensure the success of the initiative. Of course, choosing a free location is always a good idea.*

>> *Coffee break organization to stimulate an active involvement of participants*

>> *Make a kit to give visibility to the event, such leaflets, posters, in on-line and printable version*

>> *Creating an advertisement containing a short description of the initiative, the text to make, the invitations and the banner to be included in the websites*

3. Event organization

Check list: advertising campaign

>> *Write a press release and send to relevant newspapers, magazine*

>> *Printing the leafleats poster and other material to assure the event visbility*

>> *Updating of own website*

>> *Updating of social network campaign*

>> *Giving interviews to local radio and TV*

4. Monitoring of results

>> *Ex-ante and post-ante monitoring of the awareness campaign will assure the success of the actions*

>> *Check list: monitoring of results*

>> *Draw up an on-line questionnaire*

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5. Make it event memorable

Check list: Maintenance interventions

>> *Organize prize competitions*

>> *Launch / Adopt dedicated initiatives*

>> *Monitoring of results*

Presentation of results

We can link our event to other similar events:

>> *International Day of Peace 21 September*
   http://www.un.org/en/events/peaceday/index.shtml

>> *International Day for Tolerance*

>> *World day of Tolerance 16 November 2018*
   https://en.unesco.org/events/international-day-tolerance-0

Evaluation of lesson

Each participant will have a marker or a pen and a piece of paper. Then they will write their feedbacks. After that they will create a mosaic with all their thoughts about the No hate speech campaign using the positive message method.

This session concludes with a collective overview of the experience reflecting on what the group has done and how, with a focus on the content, the processes and the dynamics that have emerged.

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CONCLUSIONS

The training materials are the main product of REaCT: Raising Equality and Cultural Tolerance project. On European scale the project directly addressed common challenging issue in all European countries which is reluctance to migrants.

Project objectives

The project objective was to influence adult European citizens and encourage them to take action in favour of a more tolerant Europe, respectful of human rights and obligations, which entails a refugee population exceeding our borders.

Specific objectives were:

>> *to improve and enrich teaching tools in adult education for trainers and staff working with adults,*

>> *to promote voluntary activities for the benefit of migrants*

>> *to foster active citizenship and communication by initiating intercultural activities.*

The results of this project generated and disseminated positive messages, aimed at achieving respectful coexistence of European citizens and the "newcomers" (refugees, migrants, repatriated persons).

Target group

The project activities addressed adult training institutions, trainers and workers in those institutions and adult learners from partners' regions. The partnership focused on the active involvement of adult educators / trainers and workers of adult training organisations from the stage of development of methods through the dissemination phase and to the exploitation. Every organisation engaged their staff to actively take part in developing of the innovative methods and in testing phase.

Intellectual outputs working phase

To reach the project objectives partners' institutions searched for innovative teaching methods that would be tested in this specific context. Those methods were gathered in the training Pack available on-line, ready to implement and use by adult training centres across Europe.

Before the first transnational meeting partners did some research work about innovative methods and already existing learning tools related to this topic. These materials and especially the firsthand experiences of our trainers were shared during meetings. The starting point for the intellectual output was the exchange of best national practices and the experience from already existing materials. During each international learning sessions trainers from all countries worked together testing those methods in intercultural environment. Every sessions was completed with evaluation, written reports and division of tasks with regards to methods description that should be done in between meeting. The design of the training module and manual was a direct result

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of the teachers working experiences. All modules were translated in partners languages and published online.

Testing phase

Testing phase was decided into two parts.

>> *First trainers/educators from partners institutions tested the materials as self-studying. during workshops organised for trainers/educators from adult training institutions from their region. Testing was done by at least 4 trainers from every country, who were supposed to assess if the materials fit for purpose, if instructions are clear, if there is enough supporting information for trainer to lead the training sessions. Feedback provided was very useful and it was implemented by all partners in their training materials.*

>> *Second testing phase was done as workshops for adult learners, who assessed the training. Every partner had to test two of the methods with at least 10 learners. Evaluation form asked learners to assess if the training materials are fit for purpose, if they are innovating and interesting. they also had to assess trainers to exclude possibility that the training is assessed negatively by the fact how the training is provided.*

Project results

The results obtained during project duration include:

>> *Methodological guide for teachers containing set of innovative methods - 'Lessons of tolerance' - inclusive teaching of adults", included issues of tolerance, social diversity and anti-discrimination into trainings. Guide is published in the electronic version in the form of an open training plan with numerous "examples of life" proposals teaching materials, explanation of concepts and proposals to introduce elements of the anti-discrimination education. Training are devoted to national and ethnic minorities, refugees, religious tolerance and outlook. Guides was made available to adult education institutions.*

>> *Pilot training sessions - conducted in adult education institutions to test the materials and introduce any amendments. Training sessions were organised for educator and workers from adult training institutions to use in practice innovative methods as described above.*

>> *Marketing materials such as(project website, leaflet, posters, etc.) - every partner translated common materials into their country language and took care of distributing the materials and any information about project, its progress, activities and events. The materials help with conveying a positive message regarding subject of this project.*

>> *knowledge and experience gained by the participants:*

– staff and trainers / facilitators / educators - were active participants of the project from the very beginning. They exchanged experience and shared their knowledge on the new methods. They worked together to prepare the methodological tool and they also conducted pilot training sessions in their

institutions.

– learners were part of pilot training sessions and shared their feedback on the new methods.

>> greater cultural awareness - first of all the training sessions are focused on intercultural and cultural differences. Secondly partners had a chance to visit their countries and institutions, to learn about local specific contexts, culture, mentality and so on. During transnational meetings there were intercultural events organised to enhance interaction and learning process about other cultures.

Partnership

The consortium consisted of 5 partners from 5 different countries.

FIRRIP (Poland)- Foundation Institute for Regional and Entrepreneurship Development was founded in 2009. Its main aims are to provide support for sustainable development of regions in the south of Poland and local communities. Foundation activities focus on supporting adult learners, equality and non-discrimination, promotion of entrepreneurship based on innovations, supporting new starters, supporting regional tourism also by promotion culture, art, traditions including preserving and reconstruction of culture inheritance, conducting researches on subjects considering regions' aspects.

FIRRIP was responsible for coordinating project and creating training materials:

Method 1. Six thinking hats.

IDEC (Greece) - is a training consulting company located in Piraeus, Greece. Its activities consist of training, management consulting, quality assurance, evaluation and development of ICT solutions for both private and public sector. Clients of IDEC are both SMEs and the bigger Greek companies of a wide variety of sectors. It co-operates with more than 600 institutes all through Europe and with about 300 experts on specific fields.

IDEC was responsible for Quality assurance and creating training materials:

Method 4 - Geert Hofstede 5 Dimensions of Culture

Method 5 - RADAR Method.

LUETEC (Italy) - LUETEC University set up in Naples (Italy) in 2000 as Third Age University. During the years LUETEC has established itself as a Lifelong Learning Education centre for young and adult people diversifying the training offer from year to year answering to different educational needs of students of all ages. LUETEC give rise to studies and researches in the development of new teaching/learning methodologies for young people and adults in different education contexts.

LUETEC was responsible for the deign of the training materials and creating training materials:

Method 6 - Designing positive message.

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DOREA (Cyprus) - DOREA Educational Institute's general scope is to offer high quality non-formal education to adults and young people, covering the three main areas of non-formal education, that is socio-cultural (popular) education, education for personal development and professional training. The professionals working at DOREA, both as staff and external consultants are specialised in delivering excellent and feasible solutions for those who wish to continue personal and professional development through life-long learning educational programmes.

DOREA was responsible for training materials testing phase and creating training materials:

Method 2. Advocacy method

PREVIFORM (Portugal)- has a wide range of experience in the area of adult training in almost all modalities, as well as a vast experience in providing consulting in areas that specialize in Occupational Safety, Food Safety and Hygiene field and Nutrition. The company is continually searching for the best investments and strategies to increase their human and technical resources, with expertise in the area of Occupational Health and Safety and Health at Food.. Thus, the company intends to respond with efficiency and high quality to the needs of their customers.

Previform was responsible for dissemination and creating raining materials:

Method 3 - Inquiry method.

The partners have been chosen as they have vast experience in intercultural subjects in adult education and add another country dimension to this project.

The added value to this new partnership will be combining intercultural learning institutions with different levels of adult learning institutions such as: regular school, foundations, associations. All of them are experienced in helping adults in different difficult life situations that they are in. The large scale of this partnership, its broad range of languages and cultures within European programme is a great potential for designing an educational tool, which has its focus on cultural awareness and also language skills, combined with adult education.

This large partnership encouraged getting to know cultural differences amongst their localised teams, while individual partners can learn from each other's example of best practice within the adult education sector. There is a strong element of ongoing collaboration, almost all partners participant in European projects in its own countries and maintain strong European links through projects such as this one. Some partners have an impressive track record of participation in other EU projects. This supported great collaboration in this project.

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RAISING
EQUALITY AND
CULTURAL
TOLERANCE

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