



# ORGANISING INCLUSIVE SEMINARS

A METHODS MANUAL FOR VOLUNTEER WORK  
AND INTERNATIONAL MEETINGS

# IMPRINT

## Organising inclusive seminars - A methods manual for volunteer work and international meetings

**Jointly published by:** Jugend Eine Welt (WeltWegWeiser), Behinderung und Entwicklungszusammenarbeit e.V.. (bezev), IN VIA Köln e.V., Verein Grenzenlos - Interkultureller Austausch and Neo Sapiens S.L.U.

**Authors, content management and editing:** Stephanie Haase, Kristofer Lengert, Katharina Merz und Christina Wirth

**Other authors and contributors:** Rachel Eltrop, Judith Gebhardt, Martina Johann, Kathrin Kaisinger, Friederike Lück, Melanie Pichler, Magnus Tappert, Timon Tröndle und Birte Weber

**Proofreading:** Anna Sourdille

**Graphics/Layout/Icons:** Sebastian Pichlmann

**We thank the following people for testing and feedback:** Erwin Buchberger, María Cámara, David Castillo, Irene Castillo, Nicolle Giuliana Triana Castro, Marta Fernández Domínguez, Emilia Dorfner, Nastija Fijolič, Jana Leona Fischer, Carlos Gauna, Regina Heneis, Larissa Henke, Benjamin Hofer, Clara Lang, Kerstin Lintner, Alina Mette, Miriam Noske, Frislina Yolaine Tsopze Nve, Maria Ortoulidou, Christina Ott, Fernando Pellejero Pérez, Martin Rieger, Stefanie Ritzrow, Maximilian Santner, Jens Schulten, Muhammad Ummar, Jennifer Zirener, the participants in the Joint Staff Trainings of Inspired by Inclusion and People for Inclusion.

**Print date:** March 2022

**Illustrations:** This book was designed with illustrations from pixabay.com.

**Project title:** Inspired by inclusion - 2019-3-AT02-KA205-002569

**Information, materials and ordering:** [www.inspiredbyinclusion.org](http://www.inspiredbyinclusion.org)

This publication was produced as part of the Erasmus+ project Inspired by Inclusion and funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Co-funded by the  
Erasmus+ Programme  
of the European Union



With funding from  
Austrian  
Development  
Cooperation



# TABLE OF CONTENTS

	Page
<b>Foreword</b>	5
<b>Introduction of partners</b>	6
<b>Introduction</b>	7
<b>Module 1: Communication &amp; Conflicts</b>	
Introduction	14
Bridge building	15
Dealing with conflicts	21
<b>Module 2: Looking inward</b>	
Introduction	25
Expectations and fears	27
Self-care	32
My life flow as a river	36
A letter to yourself	42
Internal and external perception	46
<b>Module 3: Inclusion and diversity</b>	
Introduction	50
Prejudices and lemons	52
Exclusion - Inclusion	54
Move Forward	59
Creative inclusion	67
Ableism	71
Volunteering and racism	77
Sexual identity and diversity	83
<b>Module 4: Culture</b>	
Introduction	88
Cultural backpack	90
Group affiliations	96
Cultural Mau-Mau	98
Let's design a city	103
<b>Module 5: Global learning</b>	
Introduction	106
Changes lab	108
Capitalism-Breakfast	110
Let's play world	118

# FOREWORD

## Hello there!

This handbook is a work of the Erasmus+ project Inspired by Inclusion. Together we spent two years developing a set of inclusive group dynamic methods for preparatory seminars for volunteers and international encounters. We have an exciting time behind us in which we researched methods, tried them out with test groups and then modified them according to the different support needs of participants so that everyone could actively participate in group processes and exercises.

We hope that this handbook will give you many methodological suggestions on how you as a trainer can make your seminar inclusive and participatory for all.

All the best from WeltWegWeiser (supported by Jugend Eine Welt), bezev, IN VIA Köln e.V., Grenzenlos & Neo Sapiens S.L.U.



# INTRODUCTION OF OUR PARTNERS

Before we get into the topic, we would like to briefly introduce the organisations involved in this project:



supported by  **JUGEND EINE WELT**

## WeltWegWeiser (AT – Vienna)

WeltWegWeiser is a service centre for international volunteer work. WeltWegWeiser offers free and neutral information and advice on opportunities for international volunteering in the field of social affairs, development and human rights. Since 2017, fostering inclusion has been a focus of the programme: we are working to break down barriers and make placement programmes more inclusive. The aim is to make volunteering accessible to all, including people with disabilities.

WeltWegWeiser is run by the Jugend Eine Welt organisation - Don Bosco development cooperation. With the motto "Education overcomes poverty", Jugend Eine Welt supports educational projects as well as street children's and vocational training centres worldwide. [www.weltwegweiser.at](http://www.weltwegweiser.at)



## bezev - Behinderung und Entwicklungszusammenarbeit (Disability and Development Cooperation) e.V. (DE – Essen)

bezev is committed to a just, social and sustainable world in which everyone has equal opportunities for development and participation. The association promotes inclusive development and strengthens equal participation of people with disabilities in developmental and humanitarian campaigns. Taking everyone's responsibility for sustainable development as a starting point, bezev is committed to education for sustainable development. bezev is a volunteer placement organisation for the weltwärts developmental volunteer service and organises it in an inclusive way. As a competence centre for the inclusion of volunteers with impairments/disabilities, bezev advises volunteers and organisations on the inclusive approach to volunteer services abroad.

[www.bezev.de](http://www.bezev.de)



## IN VIA Köln e.V. (DE – Cologne)

IN VIA Köln e.V. is a specialised association within the Caritas Association. IN VIA advocates for young people with fewer opportunities at school and at work and supports them - regardless of their gender, origin, faith and physical condition - in various contexts. With international projects such as the voluntary services and the integrative internships abroad, young adults receive diverse opportunities for experience and orientation for personal development and acquire intercultural competences.

[www.invia-international.de](http://www.invia-international.de)



## Verein Grenzenlos (Borderless Association) - Intercultural Exchange (AT– Vienna)

Grenzenlos is a non-partisan, politically and denominationally independent non-governmental organisation. The association has been active in intercultural volunteer exchange since 1949. Grenzenlos emerged from the initiative "ICYE Austria", which was founded at that time. Grenzenlos is supported by its members (volunteers, returnees and participants in the association's programmes). A special concern of Grenzenlos is the inclusion of people with disabilities and/or handicaps as well as the inclusion of people with social disadvantages in all programmes. Grenzenlos organises international work camps and participates in European mobility programmes and organises international volunteer placements.

[www.grenzenlos.or.at](http://www.grenzenlos.or.at)



## Neo Sapiens S.L.U. (ES – Logrono)

Neo Sapiens is a social enterprise specialising in education and mobility projects, especially in the intercultural field. Neo Sapiens supports professionals and teaching staff at schools, in non-profit organisations or in administration on topics such as global citizenship education, participation and non-formal education through training and continuing education as well as through the development of guidelines and teaching materials.

[www.neo-sapiens.com](http://www.neo-sapiens.com)



# INTRODUCTION

With this handbook, we would like to present you with a selection of methods for an inclusive design of preparatory and support seminars for international encounters. These are playful, participatory and group-dynamic methods that are often used in such seminars: for example, simulations, constellation exercises, theatre methods, role plays, movement exercises and joint reflections.

The focus of the methods is on the participants of your seminar. It is about getting them involved in a participatory learning process with their interests and ideas. When delivering the learning content, the focus is on experiential learning through active participation, irrespective of participants' prior knowledge and individual skills and abilities.

## Why inclusive group dynamic methods are necessary

Inclusion means enabling unrestricted, effective and equal participation for all. We have noticed that group dynamic methods used in the preparation of volunteer placements are rarely thought of in an inclusive way. The same is true for many seminars on global learning and for many international (youth) meetings. This makes it hard for participants with disabilities or other disadvantages to participate actively and independently. Support needs and barriers are not sufficiently taken into account. As a result, such methods have an exclusionary effect. But how can we design group dynamic methods so that no one is excluded and all participants can benefit?

## How to use this book

In this book, we would like to show you how you can do things in a different way. We examine the possible support needs of participants and explain how you can remove barriers with simple adaptations.

In this guide you will find answers to the following questions: What do you need to keep in mind when organising inclusive seminars? How can playful and dynamic methods such as theatre, constellation or movement exercises be adapted in such a way that the whole group can participate actively and equally?

We have selected and adapted methods for this, some of which you may already be familiar with. Other exercises have been newly developed. The selection includes over 20 different methods. These allow an exemplary and vivid examination of topics that are at the core of many seminar programmes in the preparation and pedagogical guidance of foreign stays and transcultural encounters. In the five thematic modules, we will focus on communication and conflicts; biographical work; internal and external perception; inclusion and diversity; global learning and culture.

The selected methods were studied with regard to their inclusive character and possible barriers. They were then adapted so that they can be used equally and inclusively in heterogeneous learning groups, regardless of individual circumstances. The result is a manual with practical instructions, suggestions for implementation and worksheets that clearly explain the topics and workflows. As a trainer, you can learn these methods yourself and adapt them individually for your seminar setting and your group. We also want to give you an overview of what you should pay attention to in groups with different support needs.

## What makes a seminar inclusive?

Creating an inclusive seminar setting means removing barriers. Two conditions must be fulfilled to make a seminar setting inclusive:

1. A learning environment that is as accessible as possible
2. Seminar methods in which everyone can participate

It is important to note here: There are no methods that are inclusive in and of themselves. It is important to always consider each method in the context of the conditions of the group and the learning environment. This way you can decide whether the methods are suitable or if any adjustments are necessary. On the one hand, this is a question of organisation, on the other hand, a question of inclusive pedagogy and didactics.

## The social model of disability

We understand disability as limited participation. We thus adhere to the social model of disability of the UN Convention on the Rights of Persons with Disabilities. Accordingly, an impairment only becomes a disability when participation is persistently limited by barriers. In the context of seminars, this means that it is important to recognise such barriers in seminar methods and to break them down.

## Different support needs: What do participants need to be able to participate effectively in a seminar?

A basic requirement for an accessible seminar is that you know your participants and their support needs. Early communication is important. In this way, you can directly enquire about possible support needs in the invitation and the registration form. This can be done in a very broad way, for example by using a blank text box with the question: Is there anything that you need in order to be able to participate effectively in the seminar? However, it is also possible to prepare specific questionnaires on various support needs in different areas (e.g. hearing, vision, motor skills, complexity) and to have them filled.

## Creating an accessible learning environment

There are checklists that can help you create an accessible learning environment. Following these systematically will simplify the planning, implementation and realisation of accessible events. Some key questions: Are all rooms accessible for wheelchair users - including the toilets and rooms? How is the seminar room equipped? How are the room's acoustics and lighting conditions? Information on various checklists can be found here: [www.inspiredbyinclusion.org](http://www.inspiredbyinclusion.org).

There is also a simple checklist of 3 rules that you can always keep in mind when planning a seminar and that you can apply to both the learning environment and the methods:

1. wheelchairs and walking: Can both wheelchair users and walking participants take part in all of the activities?
2. two channels rule: Can the essential information be understood both with the senses of hearing and vision?
3. KISS rule: Keep it short and simple: Is the information presented in a simple and understandable way?

## A matter of attitude

In addition to the structures we currently live in, our everyday attitudes are also seldom inclusive. It is important not only to develop and learn about inclusive practices, but also to establish an inclusive culture as a shared central principle and value system.

It is important for the inclusive design of a seminar that you, as a trainer, become aware of your own potentially discriminatory ways of thinking and acting, critically analyse yourself and your role and review your language use. Many expressions that we use every day are exclusionary. We know from our own experience that we will not always be able to use language in a non-discriminatory way in practice. However, reflecting on our language use can contribute to better understanding and inclusion.

Here, it is important to emphasise that all participants are in a learning process, which allows tolerance for mistakes and thus facilitates learning from one another. As a trainer, you contribute greatly to the success of a shared learning space with your open and appreciative attitude and a mindful approach to the different needs.

Raising awareness of support needs





To raise awareness of the different support needs, you can point out at the beginning of the seminar that people with very different needs and conditions are coming together in your group. You can also specify your own needs. For example: "It is important to me that we treat each other with respect and care for each other". After that, participants can identify their needs in small groups and then present them to the whole group.

General advice:

- Tell your group that everyone can withdraw if they need time for themselves or silence.
- Tell your participants that they only have to address topics that they want to address during the seminar. A seminar is not a school lesson and all participants are responsible for themselves.
- For many participants it is important that the breaks are long enough. Therefore, do not make the timetable of your seminar too tight.
- Your participants know best their own needs. Talk to them before your seminar as experts in matters of their own.

What does it take for participants with different support needs to be able to participate easily in a method?

Have you got an overview of your group and their support needs? It is also important to identify barriers and discriminatory mechanisms in the seminar methods and find ways to overcome them. This adaptation of methods can be done by assessing possible barriers in terms of support needs in the areas of vision, hearing, motor skills and complexity.

 Hearing	 Vision	 Motor skills	 Complexity
<ul style="list-style-type: none"><li>• Not too much speaking, talk one after the other</li><li>• Communicate in writing (e.g. write down tasks)</li><li>• Use pictograms and photos for illustration purposes</li><li>• Sign language interpreters</li></ul>	<ul style="list-style-type: none"><li>• Difficulties with writing</li><li>• Photos are challenging</li><li>• Verbal communication</li><li>• Audible image description important</li><li>• Work with markers</li><li>• Remove barriers</li><li>• Use objects to touch and feel</li></ul>	<ul style="list-style-type: none"><li>• Fine motor or fast-moving activities are difficult</li><li>• Place objects within easy reach for all</li><li>• Make the seminar room accessible to all, remove barriers</li></ul>	<ul style="list-style-type: none"><li>• Simple language</li><li>• Too much text is difficult</li><li>• Use pictograms and photos</li><li>• Speak more slowly</li><li>• Include breaks</li></ul>
<b>Support needs in hearing, vision, motor skills and complexity</b>			
<ul style="list-style-type: none"><li>• Write and verbalise everything (in easy language)</li><li>• Communicate using sign language and spoken language</li><li>• Describe pictograms and photos verbally and visually</li><li>• Arrange the space in a clear and accessible way</li><li>• Enable different forms of creative expression</li></ul>			



Support needs in hearing disorders

Participants with support needs in hearing can have a mild, moderate or severe hearing impairment. A hearing impairment of 95 decibels constitutes deafness. Depending on the degree of hearing, support needs can vary greatly.

Important up front:

Deaf participants require professional translation by sign language interpreters in order to participate. The need for a sign language interpreter must be discussed in advance. Otherwise, participation in the seminar is not possible. Deafness entails not only a different language, but also a distinct culture. Sign language is a language in itself, which differs in grammar and structure from spoken language. For people who grow up with sign language, spoken and written language is a foreign language and reading texts, for example, can be more difficult as a result.

Suggestions for the cooperation with sign language interpreters:

- Clarify the need in good time before the seminar.
- Sign language interpreters must be booked in due time before the seminar. For whole seminar days, the services of two alternating interpreters are required.
- Discuss the topics in advance.
- If texts or films or video clips are used, you should make these available in advance.
- Allow sufficient time for interpretation.
- Linguistic subtleties such as irony or word jokes cannot be translated equally into sign language.
- Talk to the sign language interpreters about their role in the group. For participants, it is usually a positive experience if interpreters are considered part of the group and join in with warm-ups, etc., if possible.
- Interpreting is a very strenuous task. Sign language interpreters therefore need suffi-

ciently long breaks. You should think about this when planning your seminar. Discuss any deviations from the seminar plan with the sign language interpreters and adhere to the break times agreed upon.

#### At the seminar:

- Arrange the seating or positioning of the group so that everyone can see each other.
- Pay attention to the visibility of signs and speech.
- Repeat or summarise long and fast speeches.
- Use pictures, sketches, photos for illustration.
- Pay attention to the visibility of facial expressions and gestures.
- Use visual signals to support audible signals.
- Use a marker to keep track of the speaker - especially in large group situations.
- Make sure you speak at an appropriate pace. Otherwise, you can speak with normal articulation and volume.
- Agree with the group to keep an appropriate pace of speaking.
- Use written materials and visual anchor points.
- Make sure that sign language interpreters are always clearly visible in the room.
- If sign language interpreters are not booked for the evening, discuss with the group how an inclusive evening programme could be organised.
- Make sure that important information is clearly conveyed during the seminar.



#### Support needs of people with vision problems

Support needs in the field of vision exist especially for people who have a visual impairment or are blind.

#### Important up front:

- Identify exactly what is needed. What assistive resources does the participant use? In what form should working materials be made available?

#### At the seminar:

- Make sure there is good lighting.
- Remove any potential trip hazards in the room.
- Describe facial expressions, gestures and actions.
- Describe images and graphics.
- Write texts (on posters, flip charts, worksheets) clearly and with high contrast.
- Display materials on tables, not on the floor.
- The speaker should mention his:her name.
- In group work, specify who sits where.
- Keep in mind that people born blind cannot resort to the "images in the mind" familiar to sighted people.
- Provide text documents in an accessible digital format.
- Make a laptop with a screen reader available.



#### Support needs for people with motor skills problems:

Participants with support needs in the area of motor skills can be people who are supported in their movements by aids, such as prostheses, walking aids or wheelchairs. Others may have limited or slower use of their body and need more time to complete motor tasks.

#### At the seminar:

- At the beginning of the seminar, you should make it clear to participants that they can withdraw if they need time for themselves and their recovery.

- Energizer activities may need to be adapted so as not to exclude people with motor support needs from participating.
- A slower pace and more breaks may be necessary.
- If participants are accompanied by an assistant, discuss in advance whether the assistant will take part in the whole seminar or only in parts of it. Also discuss what the person's role will be in the group.
- Methods with motor elements such as reflection walks may need to be adapted or offered in two variants.
- You should pay special attention to motor activities such as hanging moderation cards on a pinboard and check whether support or an alternative is necessary.

#### Support needs of people having problems with complexity

##### At the seminar:

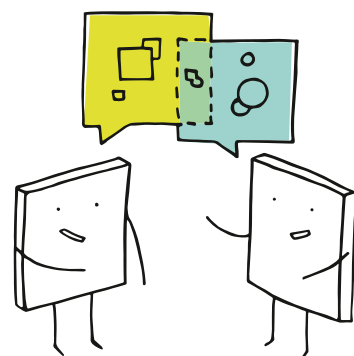
- Sometimes less is more. Reduce learning content to the essentials and explore it in depth.
- Be flexible with time so that each participant is given the time they need to complete tasks.
- Make sure they have understood what you said and repeat it if necessary.
- Use visual representations whenever possible.
- Ensure a calm learning atmosphere for participants with difficulties in focusing.
- Use simple language: short sentences, avoid or explain foreign words.
- Create a visible and expandable glossary for frequently recurring, difficult terms.

#### Medical

- Consult with the seminar centre in advance to find out which special dietary requirements can be catered for.
- Check whether there are refrigeration facilities for medicines in the building to which participants have permanent access.

#### Psychological

- A group situation can be very challenging. Offer the possibility for time-outs.
- People who find sharing a room difficult should have the option of a single room.



## COMMUNICATION & CONFLICTS

Anyone who travels to another country as part of a stay abroad can experience that many things are quite different from what they expected. Especially in the beginning, it is difficult to get along in the new environment. There is so much that is unfamiliar or incomprehensible. At the same time, it is not easy for us to bring up unpleasant things to other people and to ask questions. Communicating in a language we may not know well is also challenging. This can easily lead to conflicts.

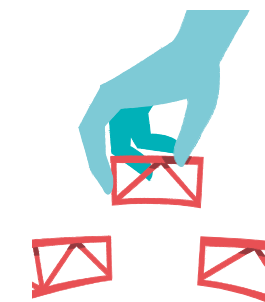
Very few of us are delighted about having conflicts. Most of the time we don't want it to get to the point where arguments arise. We avoid conflicts or move away from them quickly when they happen. Actually they are playing a key role especially during stays abroad. From our point of view, most conflicts are a great opportunity for personal development. They teach us how to relate to people, address problems and find a solution together.

Therefore, preparing for a stay abroad is not about learning to avoid conflict. It is more about giving participants tools so that they can solve conflicts effectively. For this, it is helpful if before travelling abroad participants are already aware of the fact that conflicts are very likely to arise. Knowing this can reduce fear. Ideally, you instil a culture of accepting mistakes in participants: conflicts happen and that's okay! The important thing is to learn one's lesson.

This module contains two methods: The 'Bridge Building' method deals with the issue of communication. It's about working together cooperatively in a playful way and creating something together. At the same time, however, the means of communication are limited. In this method, a lot can be learned about communication problems and respectful communication. Participants can reflect on themselves and their behaviour. They can draw parallels to stays abroad and develop strategies for action.

The method 'Dealing with Conflicts' promotes an understanding of the possible difficulties and misunderstandings that participants can expect during a stay abroad. This method is an opportunity to prepare for the fact that, in spite of all the anticipation of a wonderful time abroad, there will also be conflicts. Participants are trained to deal with such challenges in a solution-oriented and constructive way.

## BRIDGE BUILDING



In this method, participants will build a bridge out of handicraft materials. For this, they are divided into smaller groups, each of which has to build a different part of the bridge. Important agreements are made in interim discussions. Participants have to use code words that lead to misunderstandings. In the end, the bridge has to survive the passage of a toy car. Using this method, participants reflect on their communication behaviour and you can work out communication rules with them for the group and the time abroad. You can also customise the method and only do the parts that you think are important for your participants.



### Objectives:

Raising awareness for appreciative communication  
Identifying and expressing personal ideas, wishes and needs  
Developing communication strategies for the stay abroad



**Type:** Cooperative group game, communication exercise



**Level:** Hard, because of the complex structure of the unit



**Total duration:** 150 minutes



**Number of participants:** 9 to 25



**Number of trainers:** 1 to 2



**Room requirement:** separate rooms for small groups



**Materials:** Paper, scissors, glue, straws, wooden skewers, moderation cards, flip chart paper, markers, pens, 2 pinboards, 1 toy car, envelopes with work instructions and code words for small groups, reflection questions.

### Preparation:

Prepare two flip charts, one for the introduction to the topic of communication and one for the reflection part. You will also need printed reflection questionnaires for all participants. You will find detailed information on this in the description of the method. For the bridge building provide the sufficient quantity of paper, scissors, glue as well as straws and wooden skewers as building material according to the number of teams. You should also prepare envelopes with the work assignment and vocabulary list for all teams.

### Performance:

#### 1. Introduction (10 minutes)

First, introduce the topic of communication to the group. To do this, display these two questions on the flip chart and discuss possible answers with the participants:



"Why is communication important?"

For instance:

- To express personal needs, interests and opinions
- To avoid disputes and conflicts
- To better understand others and to be better understood by others
- To avoid / clarify misunderstandings
- To cooperate with other people

"Why can communication be particularly challenging abroad?"

For instance:

- Foreign language
- Different manners that are unfamiliar at first
- Known strategies and communication patterns do not work
- Behaviour in the new environment changes
- Being unclear about one's role

Write down the points that are mentioned and add further points if necessary.

2. Bridge building (60 minutes)

For the bridge building, participants work in several teams of equal size.  
For this, you form small groups with three to five participants each.

Group size:	9	12	15	16	20	25
Number of small groups	3	3	3	4	4	5
Number of participants per group	3	4	5	4	5	5

Each team is given the task of constructing a specific part of the bridge. The parts are to be combined at the end in order to span a valley. To do this, arrange two tables or chairs, which have to be connected by the bridge from one side to the other. Only the building materials provided (= the handicraft materials) may be used for the construction. The task is considered successful if a toy car can drive over the bridge and the bridge does not collapse.

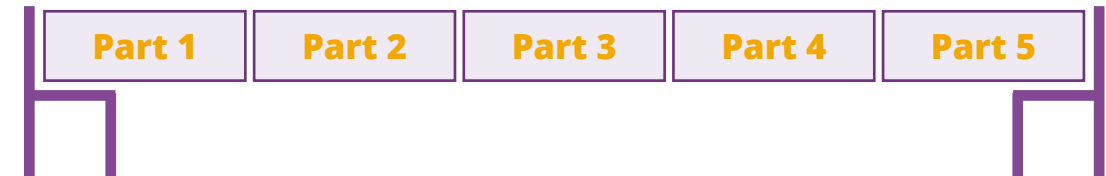


**Stumbling blocks:** Depending on the number of bridge parts and the distance between the two tables or chairs are, the task can become increasingly difficult. Think carefully about how big of a distance you need.

The work assignment

After explaining the task, hand out a sealed envelope to each small group. This contains their work assignment, code words (vocabulary list) and a written instruction.

Each team is given the task of building a specific part of the bridge:



With a total of three teams, two teams are given the task of building side parts and one team is given the task of building the middle part. If there are more than three teams, split the bridge into more parts. Two teams then get one side piece each and there are as many middle pieces as there are teams left.

The code words and instructions for use: Each team is given a vocabulary list with certain "code words". These are different in each case. You can also change the difficulty level as follows:

- **Instructions: Difficulty level - easy:**  
Each team is given a list of three or four vocabulary words. These "codes words" must be used instead of the actual words.  
The terms must not be revealed in the meetings. It is allowed to use synonyms or similar words. Non-verbal communication is not allowed.
- **Instructions: Difficulty level - medium:**  
Each team is given a list of three or four vocabulary words. These "codes words" must be used instead of the actual words.  
The terms must not be revealed in the meetings. It is NOT allowed to use synonyms or similar words. Non-verbal communication is not allowed.
- **Instruction: Difficulty level - hard:**  
Each team receives a list with several terms. These terms are prohibited at the conference and must not be used.  
The terms must not be revealed in the meetings. It is NOT allowed to use synonyms or similar words.  
Non-verbal communication is not allowed.

Code words

- Team 1:**  
Yes = no  
Left = top  
Paper = scissors
- Team 2:**  
No = right  
Bottom = yes  
Scissors = straw
- Team 3:**  
Right = centre  
Glue = cut  
Okay = no
- Team 4:**  
Paper = glue  
No = bottom  
Yes = middle
- Team 5:**  
Scissors = paper  
Top = middle  
Straw = glue

Before you start the game, ask the group to get together in their teams and give them the opportunity to clarify any questions.

The 'Bridge building' game consists of the following time-limited stages. The time limit is important for the development of participants' communication strategies. You are responsible for keeping track of the time and coordinating the teams.

#### **1. Stage: (5 minutes): First reflections and election of deputies**

The teams go into different rooms and think about how they want to build their part of the bridge with the material they have. Only the materials provided may be used, but they don't have to be completely used up. In addition, each team elects two delegates to attend the conference in the second stage. Only one of the two delegates is allowed to speak in the conference, the other is only allowed to listen.

#### **2. Stage (5 minutes): First conference**

The deputies of the teams come together for a joint conference. They decide which material can be used in what way, how the individual parts of the bridge can be built and how they can be joined together in the end. You have to make sure that only those delegates speak who have the right to do so and that participants stick to their vocabulary list with the code words. The other team members wait with the construction until their deputies are back.

#### **3. Stage (10 minutes): The construction begins**

The delegates go back to their teams. The teams start to build their part of the bridge. They have to take into account what was discussed in the conference. Probably the most critical point is that the different parts of the bridge must actually fit together in the end. This should be discussed at the second conference at the latest. Each team designates two new delegates for the next stage of the game.

#### **4. Stage (3 minutes): Second conference**

The new delegates meet again for a conference with the task of discussing the further construction of the bridge. The same rules apply as at the first conference. So the same roles (speaker, observer) are assigned and the same vocabulary must be used.

#### **5. Stage (5 minutes): Completion of the bridge parts**

The delegates go back to their teams. The teams finish building their bridge parts. They have to take into account what was discussed during the second conference.

#### **6. Final step (5 minutes): Assembling the bridge**

Now all teams get together with their bridge parts at the tables or chairs provided. Together they assemble the bridge. Then you make the toy car drive over the bridge.

#### **3. Individual reflection (20 minutes)**

This is followed by a stage of individual reflection in which participants work quietly and alone on their communication patterns and needs.

Participants receive a reflection sheet with the following key questions:

- How was the 'bridge building' exercise for me?
- How did I contribute to my team? What were my tasks?
- Was it easy for me to express my ideas? How did I put my ideas forward?
- Did other people understand my ideas?
- Did I understand the ideas of the others?
- Did I attend the meetings? If so, how well did the communication work? If no, could I understand the instructions and ideas that the others took away from the meetings?
- What is fundamentally important to me in communication?

#### **4. Establishing communication rules (30 minutes)**

After the individual reflection, participants come together again in the group. Everyone shares what they wrote in response to the last question, "What is important to me in communication?" Those who wish may also share more from their individual reflection. Listen carefully, list the points on a flip chart and then present them to the group. The group can expand it if something is missing. Based on the collected needs, participants formulate common rules for communication within the group. It is important to consider the different needs and to find a consensus in which everyone participates.

Example: It is important for Sophie not to beat around the bush. She wants to get to the point quickly. John, on the other hand, wants everything to be discussed calmly. He wants to clarify all questions so that everyone involved knows what it is all about.

Rules should be found that meet both needs. For example, the common rule could be: "After something is explained, we ask if there are still questions. These are then dealt with peacefully. At the same time, we keep all speeches as short as possible." The objective is to make participants understand how difficult it can be to meet everyone's needs. On the other hand, they should realise how important good communication is for good teamwork.

Write the communication rules established by the participants on a flip chart and put it up in the room. This way they are visible to everyone and you can always refer to them during the seminar.

#### **5. Evaluation and communication abroad (30 minutes)**

Evaluate the communication rules with the participants. For this you will make a position indicator. One side of the room is "yes" and the other side is "no". Participants stand somewhere in between for the following statements.

- I am satisfied with the communication rules.
- We quickly came to an agreement.
- I think it is important that all needs are met.
- I think we have succeeded in meeting all needs.

For each question, you can ask individual participants about the reason of their positioning and whether they want to add anything.

Then talk to the participants about the topic of communication abroad, which can be particularly challenging. Discuss how good communication can work:

- How can we deal with it abroad when the people around us communicate differently than we are used to?
- What can help us and what do we need to get involved?
- How can we communicate our needs without making other people feel hurt?





The collected information is written on a flip chart, which you can hang up in the room. This way, participants can look at it from time to time and remember them for their stay abroad.

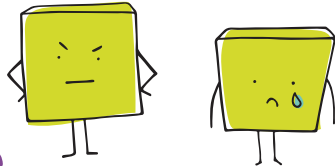
#### **6. Conclusion (5 minutes)**

Finally, you have a short session with participants on the question: How am I doing now and what can I take away for myself?

Accessibility advice:


General: From among the different tasks in bridge building (developing ideas, crafting, listening and negotiating at discussions), participants with different support needs can take on the tasks that are easier for them. Those who are not good at handicrafts may be good at coming up with ideas for bridge building or may be able to attend the meetings as delegates. It is important that everyone in the team can contribute and that no one is excluded because of their need for special assistance.


-  **Hearing:** : Participants with hearing impairment may have different needs and ideas regarding the rules of communication in the group. They may have already experienced situations of exclusion due to communication. As a trainer, you should be sensitive to whether they want to share their experiences or not.
-  **Vision:** You can make the individual reflection questions available in audio form. Participants then record their answers in audio as well. This can be done with a mobile phone, for example. Otherwise, participants with vision support needs can be assisted by readers.
-  **Motor skills:** Depending on the degree of disability, it may be difficult to handle the building materials for the bridge construction. Instead, you can choose larger materials that are easier to handle. Make sure that the materials are not so large that they become an additional challenge.
-  **Complexity:** Code words and work instructions of the small groups can be adapted and the appropriate level of difficulty can be chosen. If the construction stages are too short, you can extend them so that there is not too much stress. The exercise can be exhausting and the long reflection stages require a high level of concentration. It can be useful to take several short breaks and include activity games and relaxation exercises.





# DEALING WITH CONFLICTS


In this method, participants deal with possible conflict situations during a stay abroad by doing short role plays. Afterwards, they discuss different conflict resolution strategies.


 **Objectives:**  
Raising awareness of possible conflicts during a stay abroad  
Learning how to deal with conflicts in a solution-oriented way  
Developing own conflict resolution strategies


 **Number of participants:** at least 6


 **Number of trainers:** 1 to 2


 **Room requirement:** one large room and one room for each small group

 **Type:** Role play

 **Level:** Hard

 **Total duration:** 120 to 180 minutes

 **Material:** Moderation cards, pens, pin-board, props according to need and availability

 **Copy templates:** conflict situations

Practise:

- 1. Role play (30 minutes)**  
It is sufficient to briefly outline the topic and introduce the task: "During a stay abroad, difficulties and conflicts may arise. This can have various reasons. Conflicts will happen and that's okay! The important thing is that you learn how to approach people, ask questions and resolve these conflicts. You can always learn something from conflicts! I've brought several possible conflict situations here that we'll look at a bit more closely in the role play..."  
  
You will divide the group into as many small groups as the number of conflict situations you have prepared. Each small group picks one of these. For working on the role plays, the small groups go to different rooms, if possible. Now participants should think about what exactly the situation could be and how to portray it in a role play. They can share their own experiences and adapt the situation. Then the situation is rehearsed as a role play. One person in the small group does not participate. He:she assumes the position of an observer and takes notes.
- 2. Presentation and evaluation (30 minutes per role play; total time depends on the number of role plays)**  
The whole group meets again. The first small group performs their role play scene. The rest of the group watches them. Then you facilitate an evaluation. First, participants from the role play tell you how they felt and how they experienced their roles. Then the observer from the small group reports what he:she perceived. The next step is to discuss with the whole group how the conflict could be settled. Collect ideas for conflict resolution on moderation cards. Afterwards, explore individual ideas for solutions. Participants from the whole group can replace individual role-players and re-enact the scene with their solution idea.



Afterwards, the second small group presents their conflict situation following the same procedure, then the third group and so on.

**Stumbling blocks:** Make sure to take short breaks between the role plays so that participants can better adapt to the new situations afterwards.

As soon as all the groups have finished their rounds, post the moderation cards on the pinboard. Sort the cards according to subtopics. Participants can help you with this. Then you present the topics collected on the pinboard. Finally, you can ask each participant to share their "aha moments" in conflict resolution.

### 3. Conclusion (5 to 10 minutes)

Finally, summarise with participants which people abroad they could involve in conflict resolution at which point in time. This could be written down and given to the participants later. In this way, participants can leave the session feeling good and empowered.

#### Accessibility advice:

**Hearing:** You must point out that particularly clear facial expressions and gestures should be shown during the performance, and less speech. Actors should always face the audience and make sure that they are clearly visible to the participants. If the scene becomes confusing, a narrator role can also be introduced, which clearly names the person who is currently speaking. Important statements can also be written down on a poster, like in a silent film. When sign language interpreters are present, you should speak slowly so that there is enough time for the interpretation.

**Vision:** The conflict situations should be read out loud in the group. The scenes are additionally presented using speech and sounds. During the performance, a narrator has the task of introducing and describing the scene. The actions (movements, gestures, facial expressions) are spoken by the actors themselves - as in an audio description of an image, or there is a fixed narrator who does this for all the performances.

It is also important to describe the setting and position of the people in relation to each other. This narrative voice has to be heard again and again when the scene changes. When designing the scene, it is important to remember that as much information as possible should be conveyed verbally. If there are changes in the location of people, or actions that can only be seen (e.g. shaking hands, picking up something or putting something away), these must also be stated verbally - both from the perspective of the audience and as a participant.

**Complexity:** Making a performance allows you to discover your own potential. At the same time, it can also be a stressful situation for all participants. Point out in the introduction that it is possible to play smaller roles, such as stand-ins or announcers, and that not everyone has to play a leading role.







## LOOKING INWARD - PARTICIPANTS OF A STAY ABROAD

Stays abroad usually represent an break in one's life - often a period of life ends beforehand, such as school, training or studies. Sometimes the stay is also a break in the training or studies and participants gain a new perspective on their profession or studies. These life events are a good opportunity to look inwards and take stock of the situation:

- What have I learned so far?
- What is good for me?
- What do I find challenging?
- What do I wish for the future?
- Where do I see my strengths and weaknesses?

A stay abroad means leaving your familiar surroundings and getting into new, unfamiliar situations. Participants of foreign stays must get out of their comfort zone. For many, this is a challenge. If they overcome this challenge, they learn from it for their lives.

Often, for people who travel abroad, the only thing to take with them is themselves. Therefore, they should ask themselves: What do I expect from my time abroad? What makes me happy? The better they know their abilities and strengths, the easier it is for them to cope with challenges.

The five methods in the module 'Looking inward' focus on preparing for a stay abroad. They provide the tools with which participants can go abroad well equipped. In the 'My life flow as a river' method participants deal with their life path so far. They identify what they have learned where, what has brought them forward and what has made them the people they are today. In the 'Self-care' method, participants discover what is good for them and how they can recharge their batteries. With the 'Perception of oneself and others' method, participants learn how to give and receive constructive feedback. This helps them to become more aware of their strengths and to talk about what they might not be good at yet. The two methods 'Expectations and fears' and 'A letter to myself' has the purpose of making participants reflect on their stay abroad and ask themselves the following questions: Why do I want to go abroad? What do I expect? What are my fears? What do I want to achieve? What are my goals?

### Copy templates: Conflict situations

**Note:** This is only a selection of possible conflict situations. We recommend that you think of suitable conflict examples before the session that could occur in a similar way with your participants. It is important that you adapt the examples as closely as possible to the everyday life of the participants for the respective stay abroad. You can choose the number of examples depending on the size of the group.

**Example 1:** Donate well, all is well (suitable for volunteer placements, especially in the Global South)

Helen, a volunteer, has been working in a street children's project for a few months. She is told again and again by her colleagues how much the volunteer who was there before her has done. He bought new jerseys for the football team and donated painting materials. Helen, however, does not want to act as a donor and thinks this is the wrong way to go. She meets with the facility manager for a discussion.

**Example 2:** Quarrel with a flatmate

Lucas and Nick have been living together for three weeks. They actually get along very well and do many things together. Lukas likes to cook and Nick thinks it always tastes good. But it bothers Nick that Lukas never cleans up the kitchen afterwards. He wants to talk to Lukas about it so that things change.

**Example 3:** Late for the appointment

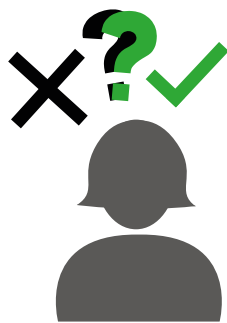
Anna and Melissa often meet for a coffee in town after their training. Unfortunately, Anna always has to wait a long time for Melissa. Melissa always arrives at least 30 minutes after the arranged time. This annoys Anna and she wants to talk to Melissa about it so that it changes.

**Example 4:** Hierarchy and direct / indirect communication

Michael has been working at his placement for a fortnight, a workshop for people with impairments/disabilities. At a team meeting, he mentions that the jobs that are done in the workshop are too demanding and are not manageable. The workshop manager is under pressure himself that the orders have to be completed on time. He reacts to Michael's feedback confusedly and considers it inappropriate.


**Example 5:** Closeness and distance


In a youth centre, Lisa, a volunteer, meets a nice boy her age. They start dating privately. The head of the facility seeks to talk to Lisa and wants to forbid her to have contact with the boy in her free time.





# EXPECTATIONS AND FEARS


This method helps participants to reflect on their expectations and fears with regard to their upcoming journey. Participants should first do this quietly in an individual work session so that they can identify vague expectations and fears that are more difficult to grasp. The subsequent discussion in the small group allows them to talk about their personal expectations and fears and to hear the same from the others. Both contribute to a deeper understanding of one's feelings and strengthen self-confidence.


**Objectives:**  
Reflecting on expectations and fears  
Discussing expectations and fears  
Gaining self-assurance and understanding


**Number of trainers:** 1


**Room requirement:** a seminar room with tables and chairs, space for small group work


**Type:** Creative individual work, reflection exercise, dream journey (optionale)

**Materials:** Paper, flip chart paper, pencils, crayons, craft materials, objects or shapes

**Level:** Easy

**Copy templates:** 'Me in ...', dream journey

**Total duration:** 240 minutes

**Number of participants:** 6 to 24

## Practise:

### 1. Introduction and forming small groups (20 minutes)

Present the "Me in..." template to the participants. (fill in with host country, e.g.: "Me in India"). Based on the template or in their own style, participants should work individually to express their positive as well as negative feelings. In the process, it becomes evident what they are concerned with. Participants are allowed to express their feelings in different ways: painting, writing, gluing collages, recording a song, poem or voice message. They can also choose other forms of expression. You can also provide symbolic objects or shapes. They should be objects or shapes that allow free associations. You can see what objects are there or bring objects, for example a heart-shaped balloon, a laughing or crying smiley face, shells, dolls, stuffed animals, flowers, tools, sports equipment. It is helpful for the later discussion in small groups if they create something they can present. Before the individual work, you explain how the discussion in the small groups should take place after the individual work. You can do this orally or, if needed, with a prepared flip chart as a support:



- Participants are allowed to talk about themselves and their expectations and fears in small groups with the help of a poster or other material.
- Everyone is asked to respect their own limits and to tell only as much as they want to.
- Participants decide for themselves when they want to present their poster etc., the order is random.
- The other participants should listen actively and only ask questions afterwards.
- If the reporting participant wishes, he: she can express his: her impressions in the sense of appreciative feedback (see also feedback rules in the method 'internal and external perception').

Then ask the participants to form small groups. Depending on the size of the whole group, the small groups can consist of three to five participants. Each participant should join the group he: she feels comfortable with. Then you assign the small groups their spaces for discussion after the individual work and tell them when they can start the small group work and when you will meet again in the plenary session.

## 2. Individual creative stage (60 minutes)

Participants should now individually find out what it is that makes them happy, anxious, stressed, nervous or excited. They choose a suitable, quiet place for this and take the selected materials/objects with them. They can also change the materials in the meantime or get new materials.

## 3. Optional: Dream journey (20 minutes)

You can decide whether or not you want to read a dream journey to the participants before the individual work. You can make the decision depending on various factors: How have you experienced the group so far? What are the participants' needs? Can they engage well in individual work and reflection or do they need support? If they find it rather difficult, the dream journey is a good way to start.

## 4. Discussion in small groups (30 to 45 minutes per person)

Each group needs a space or place of its own where they can discuss personal issues undisturbed. In the small group work, each participant should have 30 to 45 minutes to talk about his: her individual expectations and fears. It is recommended that you stop by the individual groups in between and ask if they have enough time. You should also ask the small groups to let you know when they have finished. This is important so that you can meet again in full session at the appointed time. At the end of the discussion, each small group should have a final round to give feedback on their joint work.

## 5. Conclusion (20 minutes)

Participants come together again to conclude the session. You can ask participants if there is anything else they would like to share with everyone. You can also ask them how they are doing and take a short sentiment survey.

## Accessibility advice:



**Hearing:** The questions from the dream journey are put up in the room so that they are clearly visible. In addition, the entire dream journey can be printed out and made available for reading. If sign language interpreters are present, participants keep their eyes open during the dream journey. Another possibility is that participants close their eyes after important questions during the dream journey in order to reflect on the questions. After a while, participants are touched lightly to open their eyes again and continue with the dream journey. It is important here that participants are informed beforehand that they are not supposed to answer the questions.



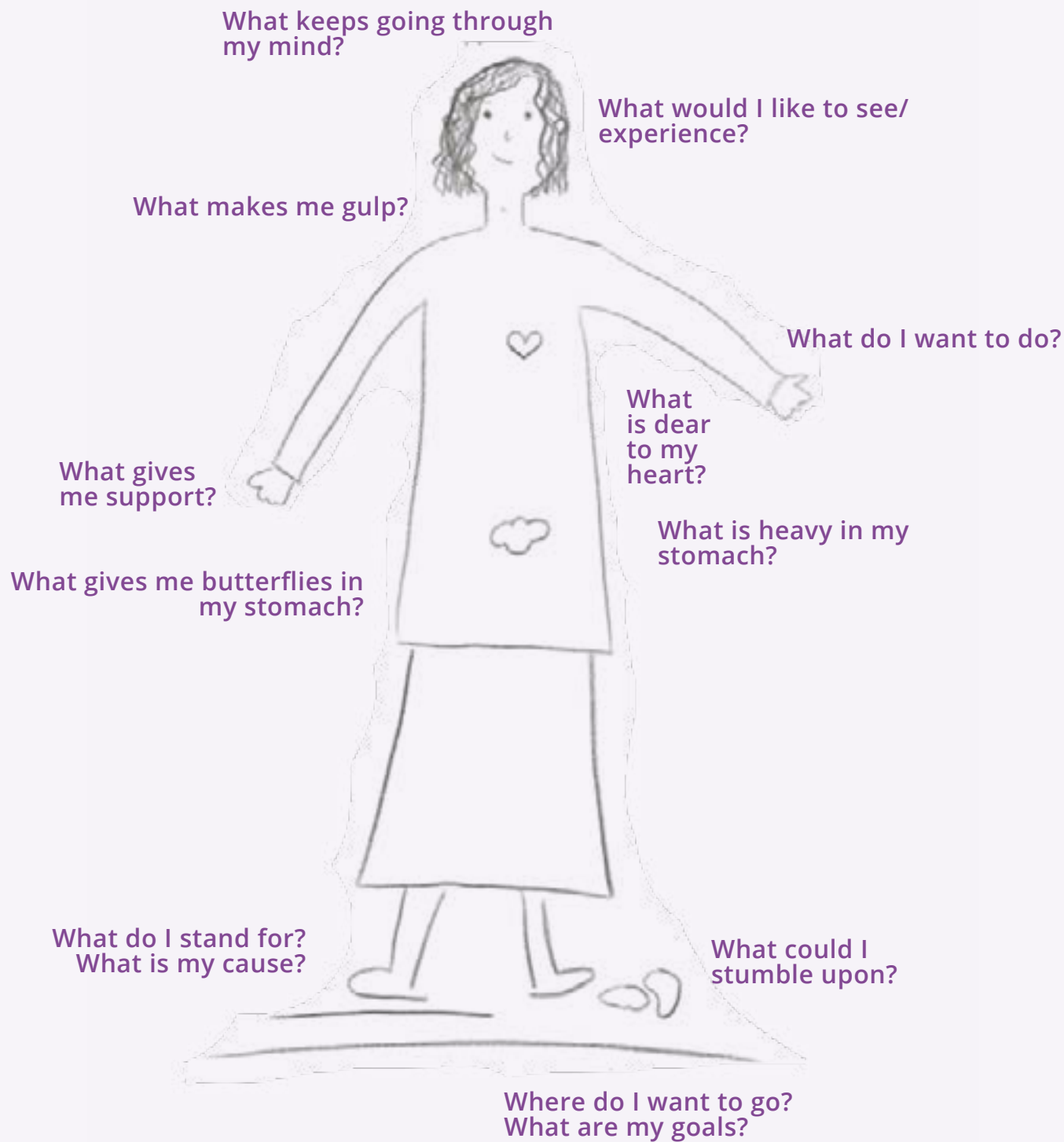
**Vision:** As an introduction to the method, the dream journey is read aloud. If there are posters, they are described in words in the small group. Make sure that the symbolic objects provided have a distinct shape. Another possibility is that all participants choose an object. In the small group work, participants then pass their objects around one by one. Another option is to provide a laptop to write down expectations and fears.



**Motor skills:** An assistant can help design a poster or a laptop can be provided to write down expectations and fears.



Copy template: 'Me in ...'



Copy template: Dream journey to discover expectations and fears

Lie comfortably on your back or sit comfortably.  
Stretch out your right and left arm.  
Stretch your legs.  
Close your eyes, breathe deeply in and out. Now concentrate completely on your breathing.

Feel how your body slowly relaxes and you become calm. Make yourself comfortable.  
Now be completely with yourself.  
Feel how your body feels on the floor/chair. If the position is still not right, choose another one.  
Now let your mind wander into the past. Just go back in time.

Now imagine your own body.  
When you think about your stay abroad, what is the first thing that goes through your mind? What thought pops up immediately?

What beautiful things come up? What are some positive ideas you can't get out of your head?  
Are there also things you would rather not think of? What are they?

Feel inside your mouth. What makes you smile? And what are you looking forward to with excitement?

Feel into your legs and feet and the ground beneath you.  
What gives you a firm foothold?  
Are there perhaps things you want to run away from?  
When does it feel like you are stumbling?  
Do you feel like you'd really like to kick someone?

Feel your hands.  
What do you want to touch, grasp, do?  
What comes easily to you?  
Who do you want to greet, to get to know?

Who would your arms like to embrace or say goodbye to during the stay abroad?  
What feelings do you have when you look back on your time abroad?

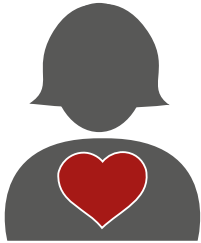
What makes you feel like soaring?  
What is dear to your heart?  
What is heavy on your stomach? Why?

What is it that touches you, gets under your skin?  
For what will you need a thick skin?

Observe your breathing for a moment.  
Feel again all parts of your body and all expectations and fears that have arisen in you.  
Your stay abroad now lies ahead of you, with all its ups and downs, with its good sides and great experiences, but also with difficult times.  
Remind yourself once again of the things that are particularly important to you and that keep you particularly concerned. Take this inner picture with you.


Your thoughts now wander back to the present, to this room, to the others around you. Stretch out your arms and legs.  
Now slowly become aware of the space around you.  
Take the time to arrive in the here and now.








# SELF-CARE


In the following, we present four different methods on the topic of self-care, in which we discuss participants' resources and self-care powers. The methods can be carried out individually or together.


**Objectives:**  
Identifying one's own limits  
Finding activities that can help in times of crisis.  
Strengthening self-confidence


**Number of trainers:** 1


**Room requirement:** one seminar room and one room for each small group

**Materials:** A4 sheets, pens, coloured pens, pencils, relaxing background music, materials for creating an ambience - e.g. candles, cloths, drinks, biscuits. For the exercise 'Meeting with myself', one slip of paper per week or month abroad and one small bag for each participant

**Type:** individual reflection, resource work, individual and group work

**Level:** easy

**Total duration:** 120 minutes

**Number of participants:** 8 to 24

## Preparation:

Prepare all the necessary materials. For method 2 'Treasure notes in a letter' you can start preparing an envelope for each participant. Alternatively, you can leave this task to the participants. Then you have to set aside time for it.

## Practise:

### 1. Introduction (5 minutes)

You can introduce this unit with the following words: "Most of you travel abroad alone. You are leaving your familiar and secure environment, i.e. your families and friends. The direct support you receive here from parents and friends is not there for the time being abroad. You are left to your own devices. This is a big challenge but also a great opportunity at the same time. Settling into the new environment can also be demanding. So you need time for rest. You may be spending a lot of time alone. For many people, that is exactly the motivation to go abroad: they want to become more independent. That means learning to take care of yourself and to learn what is good for you."

### 2. Method 1: 'People by my side' (30 minutes)

The exercise is an individual work and aims to strengthen participants' self-confidence.

#### 2.1 Finding important people (5 minutes)

Together with the participants, you identify groups of people who have been important in your life up to now: parents, siblings, grandparents, friends, classmates, colleagues, neighbours, teachers, etc. You can do this orally or write it down on a flip chart.

### 2.2 Individual work (15 to 20 minutes)

Afterwards, give each participant a sheet of paper and a pen. Ask them to draw themselves in the middle of the sheet. Then they should list important people who have accompanied them so far. The following questions will then be answered from the perspective of the respective persons:

- Among these people, who believes in you? Why?
- How and when have you proved to these people that you are good at something or that you have coped well with a difficult situation?

If necessary, you can collect examples of the following questions with participants beforehand:

- Who believes in me?
- Who likes which qualities in me?

These questions help participants to have a better idea of what they could write down.

### 2.3 Exchange in groups of four (10 minutes)

Afterwards, participants share what they have written down in groups of 4. Everyone says only as much as he:she wants to say.

### 2.4 Conclusion (5 minutes)

Tell participants to take their paper with them abroad. On difficult days, they can remind themselves of those who believe in them. Tell participants to make their sheet appealing and beautiful for themselves.

## 3. Method 2: 'Treasure note' (20 minutes)

Note: This exercise can only be done at the end of a seminar. Participants must already know each other well.

The exercise aims to strengthen participants' self-confidence by giving them positive and appreciative things to say to themselves. There are three different variations of how the exercise can be done:

#### 3.1 Treasure note - Work in pairs (10 minutes)

Participants get together in pairs. Everyone is given a sheet of paper and a pen. Ask them to write down on a sheet of paper for ten minutes all the positive things they find good, lovely, special and appealing about the other person. It can be anything! Afterwards, they present the results to each other. Finally, the slips of paper are handed over and can be taken abroad as "treasure".

#### 3.2 Treasure note in a circle (15 minutes)

Participants sit in a circle. Each participant is given a slip of paper on which they write their name. Then the paper slips are passed around the circle and everyone writes down something positive for the respective person. When the slips of paper have returned to their owners, they may keep their treasure note and take it abroad as a "treasure". You can do this in two ways: 1. variant: Each participant writes for as long as he:she needs and then passes the slip of paper on. Under certain circumstances, this variant can lead to some being finished very quickly and others taking a long time. 2. variant: You can limit the time and ask participants to pass on their slips of paper after one or two minutes.

3.3 Treasure note in the letter (during the seminar)

You can prepare one envelope for each participant or each participant can design their own envelope the way they want. You can hang the envelopes on a clothesline in the seminar room using clothes pegs for example. During the seminar, everyone can write a short letter with positive thoughts about the person and put it in the envelope. At the end of the seminar, tell the participants that they can take their envelopes abroad as a "treasure".

4. Method 3: 'Meeting with myself – What makes me feel good' (30 to 40 minutes)

4.1 Introduction (3 minutes)

Tell the participants that sometimes they might feel alone and lonely during their stay abroad. To be able to get out of the feeling quickly, they should begin thinking now about all the things they could do abroad and imagine a meeting with themselves. The number of meetings depends on the duration of the stay abroad. For a year-long stay, one meeting per month is recommended, for shorter stays every fortnight or every week. Each participant gets a corresponding number of slips of paper and a small bag for the exercise.

4.2 Arrange a meeting with yourself (15 to 20 minutes)

Ask the participants to find a quiet place in the room for individual work for the exercise. Participants should be aware of when they will be abroad and what they would like to experience there. Ask participants to think about the following questions:

- What does the place offer?
- What is there to experience?
- What makes me feel good here at home and what could be similar abroad?
- Do I need to pack anything special for this (e.g. musical instrument, painting materials etc.)?

If necessary, you can collect examples of the following questions with the participants in advance in the group:

- How could a meeting with myself take place?
- Who has ever been somewhere alone?

This gives participants a better idea of what they could write. Participants can also research possible activities on the internet.

Ask participants to write down each activity on a slip of paper. Then they should put all the slips of paper in their little bag. Abroad, they should then regularly draw a slip of paper and carry out the activity. Suggest them to have a reminder of the activity programmed into their mobile phone. The activity should be able to be done alone if possible.

4.3 Conclusion (10 to 15 minutes)

At the end, participants can exchange information about their planned activities in small groups (three to five people) and give each other tips. Another option is for participants to present their ideas in plenary.

5. Method 4: 'Emergency kit' (30 minutes)

This exercise can be used well for shorter stays abroad. The aim of the exercise is for participants to consider what is good for them.

5.1 Painting a suitcase (2 minutes)

Each participant is given a sheet of paper. Colourful pencils and pens are available in the middle of the room. Ask them to start by drawing a suitcase on their sheet of paper.

5.2 Individual work (20 minutes)

Then each participant should consider individually what makes him:her feel good physically and mentally. This can be activities, objects or food. Participants could write down these "helpers" in the suitcase or draw them as symbols. If necessary, you can brainstorm examples with the group beforehand: eating chocolate, taking a bath, going for a swim, going for a walk, writing a diary, etc. It can be useful to bring along some "helpers" from home. Participants can write these down on the back of their sheet.

5.3 Conclusion (10 minutes)

Finally, ask participants to introduce their 'helpers' to each other in plenary or in small groups. There are certainly some fun ideas in there. Participants can add "helpers" to their emergency kit after the discussion.

Accessibility advice:



**Vision:** For method 1: Either record it as a voice memo or write it down on the computer to do it as individual work.

For method 2: In the 'treasure note pair work' variant, the characteristics can be recorded as a voice memo and listened to as audio or written down later. In the 'treasure note in a letter' variant, you can provide a laptop and printer so that participants with visual impairments can write letters for other participants. Letters to participants with visual impairments are also written on the laptop and saved in a file. The letters can be read aloud later using a screen reader. In the 'treasure note in a circle' variant, the trainers can write down participants' statements.

For method 3: The activities can be written down and saved on the laptop. The order of activities can be random. This has the same effect as drawing from the bag with the other participants. Alternatively, an audio file can be recorded for each activity. You can also provide a small suitcase or basket in which items linked to an activity are placed. This could be, for example, a shoelace for a walk in a certain place or a ticket for a visit to a museum or something similar.



**Stumbling blocks:** Pay special attention to the participants during these exercises. If you notice that participants are reaching their limits, create a one-on-one situation to address and discuss fears.

# MY LIFE FLOW AS A RIVER



The method 'My life flow as a river' draws the individual's attention to his/her previous experiences and encounters in life. Participants represent their lives as a river and creatively deal with their past. Afterwards, they present their pictures to each other in small groups and give each other feedback. This helps participants becoming aware of and identifying with their skills and capabilities.



## Objectives:

Looking at previous life paths  
Identifying and describing personal strengths and capabilities  
Raising awareness of milestones, lessons learned and challenges in personal life paths



**Type:** Biographical work



**Level:** Hard



**Total duration:** at least 280 minutes; Depending on the number of participants up to a whole day



**Number of participants:** 4 to 24



**Number of trainers:** 1 to 4 (depending on the number of participants possibly more)



**Room requirement:** seminar room, space for work in smaller groups



**Materials:** A3 sheets, crayons, felt-tip pens, wax crayons, pencils, handicraft materials, music, loudspeakers, candles, decoration cloths, drinks, biscuits



**Copy templates:** dream journey: flow of life; for small group work: role cards

## Preparation:

Before the session begins, the trainers decorate the small group rooms in an appealing way, e.g. with cloths, candles, drinks and biscuits.

## Practise:

### 1. Introduction and formation of small groups (15 minutes)

You can introduce this session with the following words:

"A stay abroad is a interruption and a very special event in your life. Before you take this new step in life, it is therefore worth taking a look back at things you have already gone through and dealt with. What are your strengths and assets that you can rely on in difficult situations? To give you a better view of your past, we're about to take a dream journey. When the dream journey is over, each of you quietly takes a large sheet of paper and something to draw or paint with. With this you can represent and create your life flow. Take the time to paint your life flow, highlighting significant events. Artistic skills are not important here! Painting or drawing should be a way of looking back at your life so far in a new way. Find a quiet place where you want to work. You have one hour to do it. After you finish painting your life flow, we will discuss the pictures in small groups. Each person decides how much he/she wants to tell about his/her life. What is important and interesting is your particular view of your past."

Then ask the participants to get together in small groups. Tell them how many people can be in a group. Then two trainers go to a group of their choice and ask them if they can facilitate the group. If the group agrees, the trainers tell the participants in which room they will meet after painting the flow of life. The groups should be divided in such a way that each participant feels comfortable with his/her trainer.

**Option 1:** Ask participants to form small groups of four to seven people. When forming the groups, participants should be guided by their intuition.

**Option 2:** If participants go to different countries and you want them to get to know each other better in the country groups, you can also divide them by country.

### 2. Dream journey and individual work - individual creative stage (80 minutes)

Read out the life flow dream journey to all participants (see copy template). Afterwards, participants create their individual life flow or life path with the available materials in a quiet place. They have 60 minutes to do this.

### 3. Small group work - presentation of the life flows (45 minutes per participant)

The trainers go with the participants into a cosy room. Participants should be given enough time in the small groups to discuss the life flows. Then they explain the rules and the procedure for the small group work:

- Confidentiality and secrecy (what is discussed remains in the room and is not discussed afterwards, e.g. in the hallway).
- Respect (listening, being attentive, not judging or laughing)
- Openness and caring for oneself (Everyone is allowed to tell as much as is comfortable for them. But they also has to look after themselves and keep what they do not want to share).
- Participants decide for themselves when they would like to present their work of art. The order is spontaneous.
- The participant who presents his/her flow of life distributes role cards to the other participants. The following roles are available: speaker, resource researcher, active listener (see copy template).
- The resource researcher notes down the strengths of the speaker and presents them according to the idea of the flow of life. The other participants may supplement if they have noticed any other resources.
- The active listeners listen attentively, ask questions if necessary and also give feedback at the end.

The trainers accompany the process and have the following tasks:

- If a participant find it difficult to talk, ask them to tell only those events that they want to tell and have impacted them.
- Important: Always make sure that everyone tells only what they want to and as much as they want to. If it is clear in a situation that the speaker has reached a limit and does not want to continue or does not want to say anything about a topic, the trainers should ask the person to finish. Trainers should create an atmosphere of empathy and acceptance.
- If necessary, they can complement the treasures and resources that participants have found.
- They keep an eye on the time.

In the small group stage, river pictures, life paths as well as stories can be presented. Participants should describe their river in as much detail as possible and be given enough time to discuss their life flow.



**Accessibility advice:**

**Hearing:** Write down the questions from the dream journey and hang them up in a visible place. The entire dream journey can be printed out and made available for reading. If sign language interpreters are present, participants can follow the sign language interpretation during the dream journey and keep their eyes open. Furthermore, participants can close their eyes to reflect on important questions such as "Are there any events that were particularly important and significant for you? And if so, why?" After a while, participants are tapped or nudged to open their eyes again and the next sentence is presented. It is important in this variant that participants are informed that they should not answer the questions.

**Vision:** For individual work, a laptop can be provided so that participants can write down stories or poems about their lives. Alternatively, participants can work with an assistant. Another possibility is that different haptic symbols and objects are provided to illustrate certain situations in life. For example, you can cut out the following symbols from felt (or cardboard or other thick fabric):

- sun (for positive events)
- cloud (negative), heart (positive)
- lightning (conflict)

Bring the following items with you:

- small doll (important people)
- stuffed animals (pets)
- mussels (travel)
- stones (negative situations)
- flowers (relaxation, leisure)
- ball, sports equipment (sport, leisure)
- instruments, jukeboxes (music, concerts)
- books (free time, reading)
- notebook/pens/tools (work, school, training)

You ask the participants to arrange the objects and symbols the way they want to talk about them. This can be free or in chronological order.

**Motor skills:** Participants can also choose another creative form of representation. For example, they can select items, take notes on the laptop or work with an assistant (see vision).

**Stumbling blocks:** Often, difficult times in life are also addressed. The method is not intended to solve crises or problems from the past. The aim of the biographical work is to take a resource-oriented look at each participant. The participants should be empowered and supported. It is important to treat each other carefully, respectfully, appreciatively and kindly. The strengths identified give the individuals security and self-confidence for the new stage of life abroad. Therefore, it is necessary to have one or two trainers in each small group. The total size of the group therefore depends on the number of trainers available.





Copy template: Dream journey - Life flow

Make yourself comfortable and find a relaxed position.  
Close your eyes, breathe deeply in and out. Now concentrate completely on your breathing.

Feel how your body slowly relaxes and you become calm. Check again that you are sitting comfortably and correct your sitting position if necessary.

Remember: You arrived at the seminar a few days ago. You said goodbye to family and friends at home. How were the last few days there?

Are you in the final stages of your training? And were there any upcoming exams? Or have you just finished school? Or you already have your results and all the festivities are behind you? Now picture your life so far lying before you as a river and you fly over it like a bird.

From current events, the course of your river leads you to the source. At points where you don't like to linger, you can just fly a little faster and leave them behind.  
The river has seen many things along the way.  
Were there stages where it flowed peacefully, always straight ahead, directly towards a goal? Were there rapids, narrow, winding gorges and waterfalls where things were more turbulent? Which stages in your life were these?

When you think back on your life, are there any events that were particularly important and significant for you? If so, why?  
Fly backwards in your life bit by bit and try to find such special events:

- Were they beautiful moments or were they rather sad?
- Who have been the most important people for you? How have they influenced and shaped you?
- What places played a role in this?

Have there been encounters and experiences in your life that have fundamentally changed you? Have you ever been at a point where you thought it couldn't go on like this any more? What makes you tick and what are your capabilities?

Take another look at the flow of your life and mark the different milestones, events and experiences.

Now slowly come back to the room.  
Take your time, breathe deeply, move your feet and hands.  
Slowly open your eyes and stretch your body.  
Take time to observe your surroundings and the people next to you without speaking.

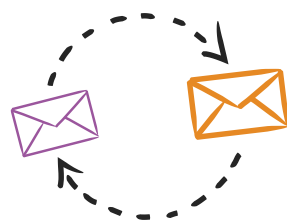
Silently find a paper and creative material and paint your flow of life as you have seen it. Try to paint or draw your life flow, in some places you may also write something about it if you like. If painting or drawing is not the right form of expression for you, you can also write a text or a song. You have 60 minutes for this.

Copy template: Role cards for small groups (for two groups)

Speaker	Resource researcher
Active listener	Active listener
Active listener	Active listener
Speaker	Resource researcher
Active listener	Active listener
Active listener	Active listener

If you have fewer or more than six participants in your group, you can use fewer or more 'active listener' role cards accordingly.

# A LETTER TO YOURSELF



The method consists of a dream journey and writing a letter to oneself, which is sent to the participants while they stay abroad.



## Objectives:

Dealing with expectations, fears, hopes and wishes



**Type:** Imagination and writing exercise



**Level:** Easy



**Total duration:** 90 minutes



**Number of participants:** at least 1



**Number of trainers:** 1



**Room requirement:** Quiet place with tables and chairs



**Materials:** Envelopes, paper and pens - if necessary, crayons for creative design of the stationery and envelope, relaxing background music



**Copy templates:** dream journey: 'Letter to yourself'

## Practise:

### 1. Introduction and dream journey (20 minutes)

Tell the participants to write down their expectations, fears, hopes and wishes for the stay abroad in a letter to themselves. Read a dream journey to the participants to help them relate to the situation emotionally.

### 2. Individual work (60 minutes)

At the end of the dream journey, each participant takes an envelope, a sheet of paper and a pen. In a quiet place they write a 'letter to themselves'. You can put on some relaxing background music. They then put their finished letter in an envelope and write their name on it. You can also ask participants to seal the envelope with candle wax. After that, collect the envelopes. They will be sent to the participants about halfway through their stay abroad. For shorter stays abroad, it may also make sense to send the letter at the end of the stay.

## Accessibility advice:



**Hearing:** The questions from the dream journey should be written down visibly for everyone and a picture should be drawn for guidance. The entire journey can be printed out and made available for reading or, if sign language interpreters are present, participants can follow the sign language interpretation during the dream journey. In addition, you can hand out to participants important questions to read (e.g. "What were special moments for you in the last few years?") from the dream journey or have them translated by the sign language interpreters. After the question, participants close their eyes to think about it. After a while, participants are

nudged to open their eyes again. Then the next question is put forward. It is important that the participants are informed that they should not answer the questions, but simply read them or watch the interpretation.

During individual work, as an alternative to background music, you can turn on pleasant lights, e.g. a green or bright yellow light, so that they can relax and concentrate on their letter. However, the lighting should not look like party lighting.



**Vision and motor skills:** Participants can write the letter on a laptop or record it as a voice message/audio file. The letter or audio file is then sent to the participants by the trainers in the middle of the stay abroad.



**Copy template: Dream journey - Letter to yourself**

Close your eyes.  
 Breathe in and out deeply.  
 Now concentrate completely on your breathing.  
 Feel how your body slowly relaxes and you become calm.  
 Make yourself comfortable.

In the following hour, you will have time to write a letter to yourself. A very personal letter that no one else reads but you. It stays with us sealed and will be sent to you during your stay abroad.

You may be in a turbulent period right now, with a lot of emotions. This letter should help you to capture your current thoughts and feelings. When you open the letter in a few weeks or months, you will have learnt a few things: for example, what expectations and wishes have been fulfilled, what perhaps has not, and what you might want to change. Before you write this letter, let's take a little journey into your memories, feelings and thoughts.

**First we look back into your immediate past:**

- What were some special moments for you in the last few years?
- What experiences have you had with relationships (friendship, love, sexual relationships)?
- What are your friends like? What common interests do you have? What is your role in this group?
- Who are the people who encouraged and supported you? Who are the people who have had a negative influence on you?
- Were there any talents or interests that you were not allowed or unable to turn into reality? What are the things that inspire and motivate you?

**Now take a look at the present:**

- What's on your mind at the moment?
- What convictions and ideals do you have, what is important to you?
- Do you have any role models?
- How would you describe yourself in terms of character and temperament?
- What are the qualities that you sometimes have problems with because they annoy you?
- What are your plans for life?

Now imagine you are on a bus or a plane. You are on your way to the country where you are going to live for a while. The last couple of weeks may have been stressful. Saying goodbye to your family and friends was probably not easy.

Now you are finally on your way to your great adventure. You have made yourself comfortable in your seat. Your thoughts are moving towards the future. You are excited and full of joyful expectations and hopes.

- What do you want to experience during your time abroad and what are your goals?
- What are you worried about? Is there anything you are afraid of?
- What are your hopes and fears about relationships (friendship, love, sexual relationships)?
- What do you want to take away from this time abroad?

- In what ways would you like to change? What do you want to learn? What qualities do you want to acquire?
- What situations and experiences do you have to face in order to develop these qualities?

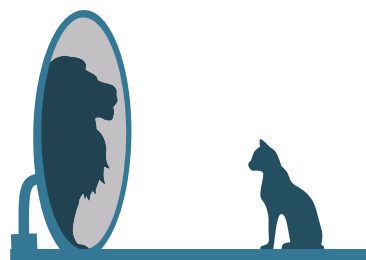
Look back again and recollect your thoughts.  
 Now slowly come back to the room.  
 Take your time, breathe deeply, move your feet and hands.  
 Slowly open your eyes and stretch your body.  
 Take time to observe your surroundings and the people next to you without speaking.  
 Now, find an envelope, paper and pen silently and write the letter to yourself.

You have one hour to do it. If you can't finish in that time, you can continue writing in the evening and give us the letter in the morning.





# INTERNAL AND EXTERNAL PERCEPTION



The 'Internal and external perception' method is designed to help reflecting on the relationship between external perception and one's internal perception. It consists of an input on the communication model "Johari window" as well as on feedback rules and a two-person walk to practically apply the feedback rules learned.



## Objectives:

Becoming aware of your external perception  
Comparing external and internal perception  
Recognising unconscious behaviour  
Practise communication rules



**Type:** Input, feedback



**Level:** Medium



**Total duration:** 90 minutes



**Number of participants:** 6 to 24



**Number of trainers:** 1



**Room requirement:** Room for starting together, outdoor area for walks in pairs



**Materials:** Flip chart, pens, Johari window on flip chart, if necessary, prepared feedback flip charts

## Preparation:

Draw a Johari window on a piece of flip chart paper. Write feedback flip charts.

## Practise:

### 1. Introduction (5 minutes)

You can introduce the session with the following words: "When we are abroad, we are often left to our own devices. It is therefore important that we know ourselves and our strengths well (internal perception). At the same time, many people will meet us for the first time and see us through their own eyes. Therefore, it is good if we can assess the impact we have on other people (external perception). This way we can understand other people's reactions and prevent conflicts. In addition, a stay abroad is a good opportunity to get out of old roles and patterns and to 'reinvent' ourselves within a certain context. In doing so, it helps to know your impression on others so you can adapt it to the way you want to be seen."

### 2. Input Johari window (15 minutes)

Explain the "Johari window" to the participants step by step in a theoretical session. You can draw the model during the session or you can prepare the drawing in advance. You can explain the Johari window and its sections in the following way:

Illustration 1, The Johari window



"The Johari window (by Joseph Luft and Harry Ingham, hence the name) is a communication model that graphically depicts the differences between self-perception and perception by others. It is a model in which conscious and unconscious personality and behavioural traits between oneself and others become visible.

The 'public person' section contains all the behavioural characteristics that are known to both yourself and others. For example, you know that you tend to be unpunctual, and your friends are aware of this as well. So everyone can be prepared and no one is surprised if you are late.

The 'my secret' section contains the personality traits that are known to you but not known to those around you. Reasons for this may be that you simply want to keep the information to yourself or that you feel insecure. For example, you may always be very excited when you speak in front of groups. However, participants of the seminar or your colleagues should not notice this and it remains your secret.

The 'blind spot' section contains everything you express without being aware of it, but gets noticed by other people. Others recognise behavioural traits that you do not recognise yourself. For example, when you have uncomfortable conversations with others, you may always play with your hair but not realise it yourself.

The 'unknown' section contains information or behavioural traits that are not known either to yourself or to those around you. So it could be, for example, that you have a great talent for playing the drums. But since you have never tried it, nobody knows about it.

Afterwards we do an exercise on external perception. This should help you to reduce your 'blind spot' and increase your 'public person' area. Since you're about to give each other feedback, we're still collecting feedback rules first."

### 3. Feedback rules (15 minutes)

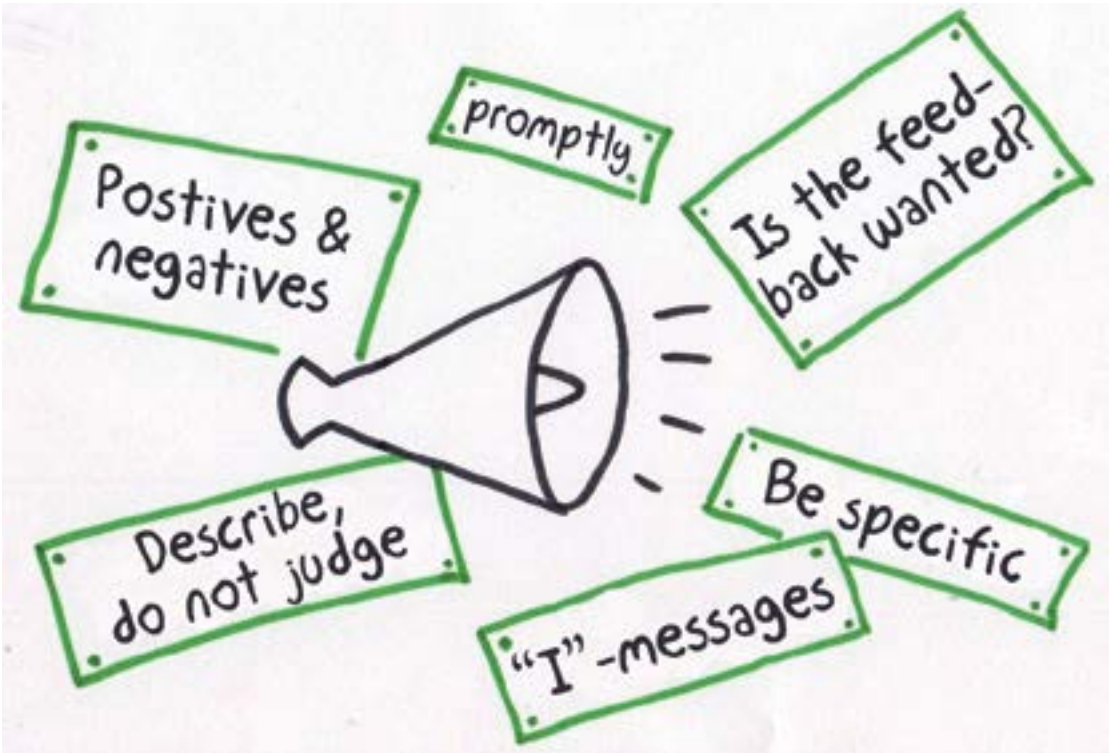
You work out the feedback rules with participants. Prepare two flip charts with the feedback rules and discuss them with participants.

In some groups it is helpful to work out examples of the individual rules together. This makes the rules easier to understand and everyone knows what they mean.

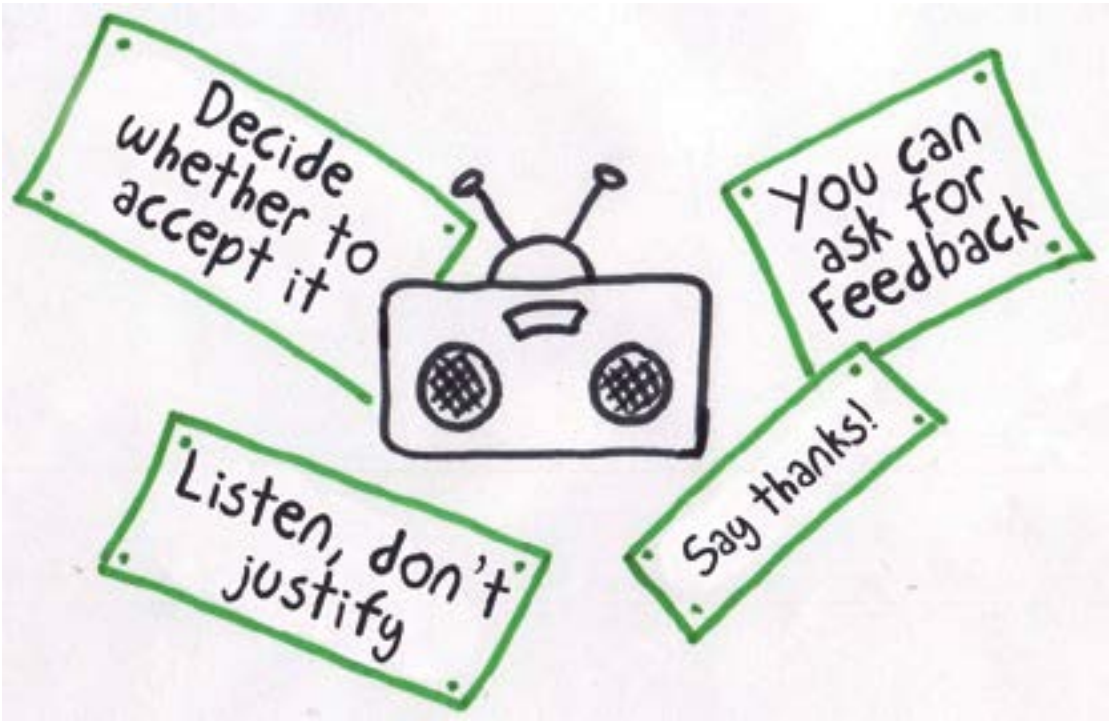
Rules should help participants in giving constructive feedback and accepting feedback from others easier. This is especially necessary for the walk in the next step.



Rules for Feedback giver:



Rules for Feedback receiver:



4. A walk in pairs for external perception (30 to 40 minutes)

Ask the participants to form pairs. If necessary, there can also be a group of three. Participants should look for a partner themselves. Their task is now to give each other feedback (according to the rules above) during a walk. Each person should be once a "giver" and once a "receiver".

- Participants should give each other feedback on the following questions during the walk:
1. "How did you perceive the other person?" (positive feedback)
  2. "What else would you wish them or give them for the stay abroad?"

You can also print out the feedback rules and give them to the pairs for the walk.




5. Break (10 minutes)

To have time to process what has been said, it is helpful to take a short break after the walk.

6. Evaluation (15 minutes)

Finally, you have a quick round with the participants asking them the questions: "How are you doing? What did you take away from the session? Was there anything that surprised you? Did other people's perceptions match your perception of yourself?"

Accessibility advice:

-  **Hearing:** An alternative is for participants to give each other written feedback. If sign language interpreters are present, the pairs can also sit in a room instead of going for a walk. This creates a calmer setting.
-  **Vision:** When you explain the Johari window and the feedback rules in the first steps, make sure that you also describe everything you draw on the flip charts.
-  **Motor skills:** If a walk is not possible, then a different conversation setting should be chosen.



# INCLUSION AND DIVERSITY: TOGETHER FOR ALL

Inclusion means that all people can participate in all areas of social life and that no one is excluded. This participation should be fully effective and equal. But what does that mean in practical terms? Can all people participate equally in all areas of social life, regardless of whether they have a disability or not? Regardless of what they believe in? Regardless of where they come from, what is their sexual orientation and gender?

Time and again, people in our society are pigeonholed because of attributions. Origin, skin colour, gender, social status and disability are examples of such pigeonholes. They can lead to people being disadvantaged or even excluded.

Inclusion, on the other hand, stands for the vision of a world in which everyone participates:

- People are recognised in their diversity,
- their strengths and weaknesses are given space,
- diversity is perceived as an asset.

This also means granting equal rights to all people and enforcing these rights effectively. No one is disadvantaged or excluded. International volunteering and European encounter programmes can help to promote inclusion. They can help build understanding for each other and mutual respect. Spaces are created that are, of course, open to all.

The methods in this module focus on inclusion as a goal and address the question of how we can shape this process together. The starting point of the methods are the following questions: How do prejudices and exclusion work? Where and how do people get discriminated and excluded? It is about exposing forms of exclusion, promoting understanding for diverse lifestyles and understanding different realities of life. In this way, solution proposals can finally be developed on the way to inclusive coexistence.

In this module you will find seven methods on inclusion and diversity: 'Prejudices and lemons' is an opportunity for your group to take a critical look at how 'stereotypes' are created. The method 'Ableism' enables a critical examination of prejudices and facts on the topic of disability. 'Move forward!' shows you how privilege and disadvantage influence progress in life. The central question of this exercise is how societal inequalities and role attributions determine individual opportunities. The exercise 'Sexual Identity

and Diversity' is about attributions associated with one's gender and about developing an open and diverse view. The 'Angel and Devil play' is a critical examination of racist attitudes and international volunteer work. The last two methods lead to developing one's concept of inclusion as well as making resources and abilities of the group visible. With 'Creative inclusion' and 'Exclusion-Inclusion', we attempt to eliminate exclusionary situations and to jointly develop perspectives for an open society. Have fun!

## Glossary:

### Stereotypes

Stereotypes are associations that are attributed to all people in a group. For example: All Germans are always punctual.

### Privileges

Privileges are advantages that some people enjoy in society. Most privileges are part of a one's personal background and are not fought for in the first place. Privileges can be, for example, skin colour, gender or state of health.

### Ableism

Ableism is the unjustified unequal treatment of persons with disabilities.



# PREJUDICES AND LEMONS



This exercise is a demonstrative introduction to the topic of prejudice. First, typical characteristics of lemons are collected that spontaneously occur to the participants (such as "yellow" or "sour"). In a further step, the participants look at the lemons individually and more closely and note specific characteristics. In the reflection stage, participants critically question their stereotypes.



## Objectives:

Raising awareness of and dealing with prejudices and categorisations, pigeonholing and diversity  
Critically questioning generalised judgements



**Type:** Brainstorming and reflection exercise



**Level:** Easy



**Total duration:** 45 minutes



**Number of participants:** maximum 30



**Number of trainers:** 1



**Room requirement:** seminar room



**Materials:** Markers, moderation cards, lemons, 2 pinboards, pins, slips of paper with group numbers

## Preparation:

Prepare 3 moderation cards per participant, 2 pinboards and 1 lemon for each small group of 3 to 4 people. Make sure that the lemons are initially stored in a place that is not visible to the participants.

## Practise:

### 1. Brainstorming stage (10 minutes)

Each participant receives 3 moderation cards and 1 marker. Pose the question to the participants: "What comes to your mind when you think of lemons? Write the question on a poster and hang it on pinboard 1. Now ask participants to write the terms that spontaneously come to mind individually on their moderation cards. Then ask participants to pin the cards on pinboard 1 and read them out. The words "yellow", "round" or "sour" will appear most often on the cards.

### 2. Group stage (15 minutes)

Divide participants into small groups of 3 to 4 people and spread them around the room. Now take out the lemons and ask each group to choose one. Each group should describe their lemon in enough detail to distinguish it from the other lemons. The description does not have to be limited to the external appearance of the lemons, but can also include other characteristics such as the surface structure or the smell. Again, one moderation card is used per term. Small groups can use as many moderation cards as they need.

While the groups are working, put the group numbers on pinboard number 2. When all the groups are done, collect the lemons again. Afterwards, all participants gather in a circle again. The small groups present their descriptions one after the other and pin the results under their group number.

### 3. Reflection stage (20 minutes)

This is followed by the reflection: "What do you notice when you compare pinboard 1 and 2?" Several answers are collected. Usually the participants quickly notice that the descriptions on pinboard 2 are much more detailed than on pinboard 1. You can make the following comparison: the difference between the perception of a group (pinboard 1) and the more detailed perception of the individual with his/her specific characteristics (pinboard 2).

Optional: Ask the participants if they can match the lemons of the other groups to the individual descriptions. For this, each group can choose a lemon in turn and try to find the correct description.

Finally, you can also reflect on the exercise in relation to the participants' stay abroad:

- Ask them: "What do you notice? What comes to your mind when you do this exercise?" Answers are collected and left uncommented. If the transference is made from the group's responses, you can confirm and reinforce it.
- If the group does not make a connection to their stay abroad, it is possible to bring it into focus by asking them to think about their stay abroad. You can discuss the fact that it is worth questioning first impressions and taking a differentiated view.
- In the last step, you can ask what the exercise teaches us about prejudice and stereotypes. For this, you can ask whether the experiences made in the exercise are familiar to the participants from everyday life.
- It should become clear to the participants that the exercise reveals the individuality of the lemons when they look more closely.

## Accessibility advice:



**Vision:** Give the participants enough time to feel out their lemon in the description stage. When collecting the terms, either you or a participant writes them down. To enable free brainstorming, terms can also be recorded with an auxiliary device (e.g. mobile phone) and written down later.

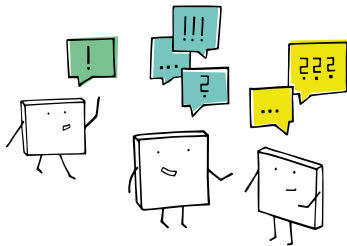
The terms on the pinboards must be read aloud, especially when matching the terms to the lemons. In the reflection stage, give participants the task of feeling their lemon based on the description of other lemons. Perhaps they can still identify new, interesting features of the lemons that can be added.




**Stumbling blocks:** Be careful not to equate lemons and people. The lemon is used here only as a metaphor. Otherwise, there is a danger that certain characteristics will be assigned to groups of people. Instead, participants should focus on differentiated perception. Only at second glance do the individual differences become apparent in the exercise.





# EXCLUSION - INCLUSION





Participants develop strategies to change situations of exclusion into inclusion. To this end, personal experiences of exclusion are first recalled on an individual level. In a further step, theatre scenes in which exclusion occurs are developed in small groups. During the performance of the scenes, the audience can intervene, take on a role and make the situation more inclusive.


 **Stumbling blocks:** We recommend that as a trainer you become familiar with the basics of 'Forum Theatre'. Pay particular attention to the special instructions and possible pitfalls of this exercise.


 **Objectives:**  
Discussing the concepts of inclusion and exclusion  
Inspiring a change of perspectives  
Finding possible ways of overcoming exclusion


 **Total duration: 90 to 120 minutes**

 **Number of participants: 12 to 24**

 **Number of trainers: 1**

 **Type:** Forum theatre

 **Materials:** pens, paper, pinboard or flip chart

 **Level:** Hard

## Practise:

### 1. Introduction to the topic of 'Exclusion' (10 to 15 minutes)

Ask participants to spread out in the room and give them a brief overview of what to expect in the upcoming method. The aim is to explore the concept of 'exclusion' through a spontaneous movement and improvisation exercise.

Invite participants to close their eyes and recall one or more situations in their lives where they have felt excluded. Any feeling or situation in which the participants have felt excluded in their lives can be expressed. Make it clear that it is about small everyday situations that probably everyone in the room has already experienced. Remember that the feeling of exclusion is often invisible from the outside but palpable on the inside. Ask participants to move freely around the room and portray a feeling about exclusion with their movements. If you have an idea, just demonstrate it. The other participants imitate this movement. Then the next person makes a new movement. It is very important to be attentive and to be aware of the impulses from the group.

**Hint:** Think of 2 to 3 suitable movements in advance to get the exercise going. After about 10 minutes or when there are no more impulses, finish the exercise. Participants can then reflect briefly on the exercise in pairs. Guiding questions can be: "How did you feel about the exercise? What did you notice? What touched you?" Afterwards, in the

large group, give participants the opportunity to share relevant things from the discussion in pairs.

### 2. Introduction and instructions

In the next step, participants divide into small groups or you divide them up. Groups of 4 or 5 are best, but the method also works with smaller or larger groups.

Now explain that the next step is to work on short theatre scenes in small groups. Each small group has 20 minutes to think of a short scene involving exclusion. When the scene is performed later, the audience can then intervene and transform it into a more inclusive situation.

The following is important when working on the scenes:

- In every scene there must be at least one person affected by exclusion and one person who excludes others.
- The scene may begin with a lead-in that explains the context.
- The scene should not show a solution to the situation of exclusion, but it should be resolvable in principle.
- There should be no physical or psychological violence in the scene, as it could quickly become too much for participants and trainers to resolve such situations in the context of this exercise.
- Each group can decide for themselves whether they want to use a real experience or make up a fictional scene.
- It is up to the participants who takes on which role in the play. Those who suggest a situation do not have to play the role of the person concerned themselves.
- Note that the participants only play one role, which they have to get into and out of. For example, you can suggest that all the small groups come up with a certain action for getting into and out of the roles, e.g. by tapping, breathing in or symbolically putting on and taking off a piece of clothing.
- The role characters should not bear the real names of the players.

Depending on the focus of the seminar, the assignment can be more specific and adapted to the context of international encounters or stays abroad, for example.

### 3. Working out scenes (20 minutes)

Each group develops a scene. They have about 20 minutes to do this. You can go to the individual groups during this time and support them if a group has difficulties with the task or needs more time. Rearrange the space so that there is room for the audience and an open area for the stage. You can tape off this stage or mark it with strings or something similar.

### 4. Presentations

The small groups now perform their scenes. Based on the method of Forum Theatre by Augusto Boal, the course of the scene can be modified by the audience.

Now you explain the rest of the process. Here's what's important in your statement:

- Each group will perform their scene and be recognised by the audience with a round of applause.
- After the scene has been performed once in its entirety, the audience is allowed to become active!
- The scene is then played a second time at a slower pace. In the second performance, the

members of the audience are allowed to shout "stop" at any point and take on any role. The small groups should discuss beforehand whether the person affected by exclusion in the scene may also be replaced. When changing, the scene freezes briefly to have time for the change. Then the game continues and the new player is allowed to recreate the scene with new suggestions. This can change the scene and the situation of exclusion.

- The scene should be repeated until participants have found an appropriate solution. If there are further suggestions from the group, the scene could be played again with a different focus.

After each performance, the developed courses of action should be discussed together. After the changed scene, first ask the person affected by exclusion how he/she feels and whether the solution is satisfactory. Then ask the group: "What has changed in the scene? Do you think this option can work?" Besides the possibilities to change the situation itself, the underlying causes can also be examined: "What changes are possible and necessary to avoid the situation of exclusion? What behavioural possibilities do the actors have in their roles?"


### 5. Reflection and transfer


After all scenes have been viewed, an overall reflection takes place. The following guiding questions can be used for this purpose, which are first answered by everyone individually. Participants have 5 minutes to do this.

- Which course of action did you find particularly relevant? Which one would you like to adopt for yourself?
- What can you take away from the scenes for your stay abroad?

In another 5 minutes, each person discusses the questions with their neighbour. Finally, there is some time for questions and observations in the whole group.


### Accessibility advice:


 **Hearing:** Remind the groups to speak loudly and clearly and to use facial expressions and gestures to support the speech. It should be visible who is currently speaking. If the scene becomes confusing, a narrator can be brought in to say the name of the person speaking. Interpreting a scene can be challenging for sign language interpreters. As a trainer, make sure that interpretation is possible. Agree with the interpreters in advance how they will let you know if they need more time so that the flow of the game is not interrupted.


 **Vision:** In the preparatory exercise, a word or phrase is also said to accompany the movement, describing the feeling and the associated movement. Participants with visual impairments can be assisted by a companion to move safely around the room. When presenting the scenes, one person in each group takes on the task of introducing and describing the scene. This role can be changed during the scene. The narrative perspective has to be taken again and again as images of the scene change.

It should be thought of already in the conception of the scene that as much information as possible is spoken. Facial expressions, gestures, movements of people or actions that are visible only (e.g. shaking hands, taking or putting something away) must be described verbally. A narrator could introduce the individual characters and describe the action

as in a movie soundtrack. However, this requires cooperation with the performers. It is easier if participants take on this role themselves and describe their own actions (guiding question: What is important for understanding the scene?). Pay particular attention to playing the scene at a slow tempo.

 **Motor skills:** In the development part, the association exercise can be done with words and sounds instead of movements.

 **Complexity:** Not all participants find it easy to play something in front of others. Try to find a suitable role together or think of alternatives, for example the role of the narrator.

 **Stumbling blocks:** During the development of the scenes, you reenact situations of exclusion that the participants have experienced before. You should explain to participants that it is important to perceive and analyse them in order to develop possibilities for action. At the same time, sensitivity and the possibility to express one's own discomfort with a situation is needed when negative feelings arise among participants. In addition, as a trainer you have to be very sensitive to the mood in the group. If you notice that participants feel uncomfortable, interrupt the game and look together with the participants what is necessary or needs to be expressed in order to continue with the method.


No ready-made solutions can be developed within the framework of theatre. Instead, it is about activating participants' resources and developing alternative action strategies for exclusionary situations. Participants should find individual solutions. Instead of giving advice, we work out together how all actors (and not mainly the person concerned) can influence and change the situation through their behaviour. This is not just about an individually experienced situation, but about working out ways to change a social problem. As a variation, it can be specified that the person affected by exclusion may not be replaced in the scene.


The method is easy to instruct. However, challenging emotional situations can arise in the course of the method. You should have the confidence to deal with them. The selected situations can come from the experience of one of the participants in the groups or be imaginary situations that the group thinks about together. In the former case, the emotional involvement is particularly high and the outside view of the situation can be both very challenging and very rewarding. Take special care that the handling of personal situations is always respectful. It can be helpful that the person who has experienced a situation does not play themselves in the scene. You should clarify in advance what kind of situations you want to work with and make this clear in your instructions.





# MOVE FORWARD!


'Move forward!' is a constellation exercise that addresses how personality traits and role attributions (such as gender, sexual orientation, disability and origin) influence people's opportunities in society.


**Objectives:**  
Raising awareness of social inequalities and discrimination  
Promoting a privilege-critical attitude towards oneself  
Finding solutions for inclusive and non-discriminatory coexistence


**Number of participants:** 12 to 24


**Number of trainers:** 1 to 2


**Room requirement:** Large seminar room; chairs for all participants

**Materials:** Adhesive tape or markers for the floor, moderation cards, flip chart, stage props (microphone)

**Copy templates:** role cards, list of questions


**Type:** Role play, constellation exercise

**Level:** Medium to difficult

**Total duration:** 60 to 90 Minuten

## Preparation:

For this exercise it is important that you as a trainer already know and can assess your group. Participants should also already know and trust each other so that they are ready to open up and talk about their feelings and attitudes. Consider whether the set of roles and questions makes sense and is appropriate for your group or whether you should change something. The suggested roles are examples. Depending on the composition of your group, some or more of the roles may need to be changed or replaced. Choose exactly as many role cards as you have participants and collect them in a suitable container or hat.

 **Stumbling blocks:** In this role play, the chosen role cards should not be too similar to the real situation of individual participants, as this could be difficult and hurtful in the constellation of the role play.

For the constellation exercise you need a large room with a large open space. Move the chairs to the side, you will need them for the following reflection in the circle of chairs. Mark a start line and a finish line on the floor. In between you can mark guide lines for the group on the floor at intervals of one step. For the evaluation, it is useful to visualise the list of questions and the roles on a large flip chart in order to recall them at the end.



**Practise:****1. Assigning roles (10 to 30 minutes)**

Explain the content and aim of the exercise to the group. Then pass the hat with the role cards around and let each participant draw a card. Tell them not to show their role card to anyone and not to talk about their role yet. Participants can familiarise themselves with their role in a short dream journey. Ask them to close their eyes, think silently about the following questions and empathise with their character. For this, you can play relaxing music in the background.

**Questions:**

- How did you grow up as a child? What was your father's and mother's profession? Were you happy at that time? What brought you here?
- How do you live today? Where are you at home? Imagine your bedroom, your house. Is there a garden there? Who do you live together with?
- Imagine an ordinary day: What time do you get up? What do you eat? What do you do in the morning before you leave your house? When are you leaving your place?
- Do you have a job or employment? Do you like what you do? Do you feel fulfilled at work?
- Do you have a lot of money or not much? Do you have any properties?
- Do you have friends and family around you? How do you relate to each other? Do you help each other out? How can you support each other when problems arise?
- How do you get to the next town? Do you have a car? Do you have a driver? Do you take the train or do you have to walk?
- On the way you are stopped by the police. What do you feel? Are you scared or annoyed? How does this encounter go?
- On the way home, you have the idea to make your loved ones at home happy. What do you take home with you? How does your day end? How was your day, beautiful or exhausting? Are you looking forward to tomorrow?

At the end, ask participants to open their eyes again and move to their starting position next to each other on the line.

**Variation:** You can include a "diary" in the process of role identification, where participants reflect silently on their role and then write a diary about an ordinary daily routine. This helps in creating the background of the characters. Participants can make decisions about their role, fill in missing parts of the character and connect better with him:her.

**2. Constellation exercise: Who will come forward? (15 minutes)**

Explain the rules of the game to the group: For each question that a participant can answer "yes", he:she moves one step forward to the next marker. In case of a "no", he:she must stay in place. Certain questions also make us take a step back. Each player has a margin of interpretation for his:her character. If a participant is not sure, he:she can decide according to his:her assessment.

Now ask the questions one by one (see copy template).

Participants move back and forth until the group is spread over the whole playing field. As soon as a participant has reached the finish line, you declare the game over. This should be the case after about 15 questions. Now ask participants to look around but not to leave their position yet: "Take a look around where you are right now. How far have you made it? Where are the others?"

**3. Interview (10 minutes)**

Now you will start to interview the participants. For this, you take the role of a reporter. Have you prepared the necessary props (microphone, reporter's outfit)? So much the better. Depending on the size of the group, all or only selected participants can be interviewed. Several differently positioned people should be interviewed: some in front, some in the middle and some who are far behind.

**Interview questions:**

1. Who are you? Please introduce yourself briefly!
2. How are you feeling?
3. How does it feel not to move forward? When did you realise that you were not making progress?
4. What is it like to be so far ahead? When did you notice that others were lagging far behind while you were running the race here?

After the interview, the remaining participants who have not yet had their say should briefly present their role in turn. Then ask participants to let the image of the constellation sink in for a moment and end the exercise. After the exercise, it is important that participants can detach themselves from their role and also leave behind the emotions associated with it. This can be done by asking participants to shake off their roles. Pat or dust your whole body from top to bottom.

**4. Reflection (30 minutes)**

The joint reflection takes place in the circle of chairs. The aim here is for participants to engage with the exercise and compare the game experience with reality. Possible questions:

**1. Questions about the process:**

- How did you fare with the exercise?
- Were you able to empathise well with the characters and situations you played or did you have difficulties with them? Why was this so?
- Was there a question where it was particularly easy or particularly difficult to decide whether you could take a step forward? What question was that?
- Was there a question that was particularly important for your character? Which one was that?
- When did things go well? What has prevented you from moving forward?

**2. Questions on reflection and transfer:**

- Why do people make progress or fail to make progress in our society? What is the significance of passport, skin colour, origin, gender, sexual orientation, age, religion, social status and wealth in the game - and in the real world?
- Think about it for a moment: Where would you be if you had done this exercise as yourself without a role card?

**3. Questions on possible course of action:**


- What possibilities do participants have to change such situations? What do they have no influence on? What is the reason for this?
- What would it take to ensure that people with fewer opportunities also make progress?
- What should be different and what can we do about it?


You can document the results on the flip chart.


### 5. Variant: What do we need so that everyone can move forward? (30 minutes)


Ask the group to look again at the exercise questions they collected on the flip chart. Then split up the group into smaller groups. Each small group should choose one question. They should think about what would have to happen in order for those who had fallen behind on the chosen question can move forward. Is there anything that the respective person could do? What could others do? And what would have to change in society to enable him:her to move forward? Each small group should collect their suggestions on moderation cards or on a poster. At the end, everyone comes together again in the group. The presentation of the results follows.


#### Accessibility advice:

 **Hearing:** The questions are read out simultaneously and shown using a PowerPoint presentation or on a poster. Make sure that you are always visible to all participants when speaking. Important statements should be written down and visualised by a co-trainer.

 **Vision:** A marker can be placed on the ground that is both clearly visible in colour and wide enough to be perceived on the ground with a cane or with the feet. You can assign roles by having participants come forward one at a time, handing them their role card and whispering their role in their ear. You can ask participants to say "yes" out loud and/or stand up powerfully for each step they take. The final constellation should be well described. If necessary, state again more precisely how large the distances are or, in the interview questions, first say where you stand.

 **Motor skills:** People who cannot stand for long periods can use a walking aid or a support. Alternatively the participants do not stand at the line, but take a seat on a chair with which they move forwards or backwards.

 **Complexity:** Enough time should be spent explaining the roles to participants and getting familiar with them. More explanation may also be needed to understand the questions. The complexity of the evaluation can be reduced. To do this, you can focus on a few questions and accompany them with examples.

 **Stumbling blocks:** Trigger warning! The role play can trigger traumatic episodes for participants who have experienced severe disadvantage or violence. In addition, it can be hurtful when other participants act out a situation and think they understand exactly what you had to endure in reality. Pay attention to your group and how they interact and how your participants are doing. If you are unsure, do not do the exercise. When introducing the exercise, emphasise that participation is voluntary and your participants can leave the exercise if they do not feel comfortable with it and do not need to justify it.

A variation can be to make a privilege exhibition: Visualise questions and statements on privilege in a workflow diagram on the walls. In this way you can raise awareness of inequalities, exclusion and oppression mechanisms and then discuss them in the group.



Copy template: Role cards

The role cards refer to the national context of the country you are in. You should adjust the role cards accordingly. The following examples pertain to the Austrian situation.

You are a 30 year old wheelchair user, male, IT professional, working at your father's company in a small town.
You are a 21-year-old woman from China and have a one-year-old daughter. You have a very good academic education, but you don't speak German. Your tourist visa has expired. Since you broke up with your Austrian partner, you have been living with a friend on a couch. You don't have a job.
You are 19 years old, fled from a country torn by civil war and came to Austria three years ago as a refugee. You are currently training to become a geriatric nurse. You don't speak German very well yet.
You are a 42-year-old Austrian citizen and used to be a bus driver in Vienna. After a serious assault, you had to spend almost a year in a psychiatric ward. You are still prone to depression and may never be able to drive a bus again. You are looking for a new job at the moment.
You are a 19-year-old man who is preparing for civilian service abroad after graduating from high school. You are actively involved in the youth association of a party in which your father holds an important position.
You are 19 years old and have a secondary school education. Your parents came to Austria as labour migrants and then stayed. You live with your devout Muslim parents and two younger siblings in a small flat.
You are a 32-year-old punk woman, born and raised in Vienna, and you work in a pub. You are having a lesbian relationship.
You are 38 years old and work in a large humanitarian organisation. Your supervisor has been bullying you since you co-founded the works council 2 years ago.
You are a 57-year-old cleaner, male and widowed. More than 20 years ago, you fled the war in your home country and live legally in Austria.
You are a 50-year-old university professor and live with your partner in an attic flat in Vienna.
You are a 25-year-old Nigerian woman doing a South-North volunteer exchange in a social association in Austria. Your family back home expects you to send them money.
You are a 20-year-old Syrian woman living with your grandmother, who suffers from diabetes and is blind, in a refugee camp in a suburb of Vienna.

You are a 30-year-old homeless man, Austrian, living mainly on the street selling a homeless newspaper.
You are a 28-year-old homosexual medical student from a good family.
You are 20 years old, deaf and work at an insurance company in Austria.
You are a 34-year-old female immigrant from Sweden, married to an Austrian. You moved here two years ago and work in a bank.
You are a 23-year-old single Muslim student of Turkish origin living in Austria.
You are a 23-year-old business student from the USA. You live with your parents in Austria, your father is ambassador to Austria.
You are a 62-year-old retired supermarket employee, receiving a modest pension, divorced, have two adult children, and live alone in a small rented flat in a small town.
You are 29 years old woman, study sociology and are a wheelchair user. You work as a peer trainer and do empowerment training for children and young people with disabilities.
You are 53 years old, live in Graz and own a successful, medium-sized traditional business. You come from a strict Catholic family and are a devout Christian. You have four children who still go to school.
You are 53 years old, live in Graz and own a successful medium-sized company. You are Egyptian and a devout Muslim. You have four children who still go to school.
You are a 36-year-old immigrant from Ghana, you have no papers and you live in the city incognito. Occasionally you work as a prostitute.
You are a 50 years old Russian woman, and live in Vienna with your two grown-up children and one grandchild. You've been working odd jobs for 20 years.
You are a 25-year-old transsexual man, living alone and working as a translator.
You are 29 years old, trained as a teacher and have been blind since birth.
You are a 25-year-old lawyer of Ukrainian origin who grew up in Austria. After a year abroad at Oxford University, the foreigners authority questions your willingness to integrate and refuses to grant you naturalisation.
You are a 45 years old housewife, mother of two children. Your husband is a policeman. You live together in a nice house in the suburbs.

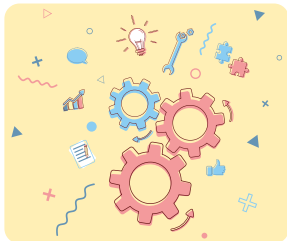


Copy template: List of questions

Depending on the size of the group and the room, 14 to 20 questions can be asked. Care should be taken to ensure that the questions chosen also evenly allude to different areas such as origin, religion, social status, gender, sexual orientation, educational orientation.

1. You feel that your culture is respected in the society you live in. Take a step forward.
2. Others care about your opinion, they listen to you and take you seriously. Take a step forward.
3. You don't get asked at a party, "Where are you from, actually?". Take a step forward.
4. You don't have to worry about money. Take a step forward.
5. If you are sick, you can go to the doctor and get the medication and treatment you need. Take a step forward.
6. You can travel at least once a year and take a holiday. Take a step forward.
7. You can spend your holiday in your home country or in your parents' country of origin. Take a step forward.
8. Your family and colleagues accept you the way you are. Take a step forward.
9. You have promotion prospects in your job or are already at the top. Take a step forward.
10. When people meet you on the street at night, it may happen that they go to the other side. Take a step back.
11. You don't stand out in the underground. Take a step forward.
12. You can wear the symbols of your religion in public without others looking at you the wrong way. Take a step forward.
13. You can concentrate fully on your work, others take care of the household and/or children for you. Take a step forward.
14. You have a paid job or you're sure to find one quickly if you need it. Take a step forward.
15. If a photo of you and your partner is posted publicly, it is very embarrassing or bad for you. Take a step back.
16. Using a toilet in a restaurant or pub is always a problem for you. Take a step back.
17. You are not afraid of being stopped and checked by the police. Take a step forward.
18. You're looking forward to the next company outing. It's going to be fun for sure. Take a step forward.
19. When you are confronted with problems, you know who to turn to for help. Take a step forward.
20. You can communicate with your environment without any problems. Take a step forward.
21. You can feel safe on the street after dark. Take a step forward.
22. You can vote in the next election. Take a step forward.
23. You can work legally and earn money. Take a step forward.
24. When you are out at night with your partner, you are afraid of accidentally bumping into a colleague or the boss. Take a step back.
25. When you apply for a new job, your photo is a disadvantage for you. Take a step back.
26. You can always get from A to B the fast way if you want to. Take a step forward.
27. You can celebrate the most important religious festivals with your relatives and friends because these are state holidays. Take a step forward.

# CREATIVE INCLUSION



In this method, the focus is on inclusion. The aim is to creatively develop the concept of inclusion in contrast to the terms "segregation" and "integration". When presenting the results, care should be taken to ensure that it is done as inclusive as possible.



**Objectives:**  
Understanding inclusion in many ways  
Highlighting resources and skills in the group



**Room requirement:** Entry: chair circle;  
working stage: possibilities for quiet work in small groups in other rooms or corners useful;  
presentation: chair semicircle



**Type:** Creative process



**Materials:** Creative materials such as musical instruments, (coloured) paper, paints, scissors, glue, pens, coloured card, flip chart, additionally: illustrations for the introduction



**Level:** Easy



**Total duration:** 120 minutes



**Number of participants:** 12 to 20



**Copy templates:** Segregation, integration, inclusion



**Number of trainers:** 1 to 2

Practise:

1. Introduction

The introductory stage is about having a common understanding of the term "inclusion". Brainstorm what participants understand by the term. To do this, hand out moderation cards to the participants and ask them to write their answers on the cards in large, legible key words (one card = one term). Then ask them to present their cards and cluster them together on a pin board by pinning matching terms next to each other.

Then you give a short presentation on the topic of inclusion. If you have already done the 'Exclusion-inclusion' method, you can make a reference to it. You can use the following illustrations to explain the terms "segregation", "integration" and "inclusion" (see: copy template). You need basic knowledge about the topic and these terms.

You can also let participants work out the terms themselves. You need strings or ropes and building blocks. The three terms are written on slips of paper and laid out. For each term, the corresponding amount of strings and blocks is placed. You explain that the cords represent the social system, the blocks the diverse people who live in it. Participants should think about how the three terms can be represented. Whoever has an idea comes to the centre and arranges the materials accordingly. Participants are allowed to change each other's ideas.

When something has been created for all three terms, you can use the drawings above and go into more detail about the three terms. Perhaps these correspond to the representations that have been created, otherwise you can point out important aspects again at this point. If you have a large group, you can also work on the terms in smaller groups. Each group then presents their presentation in plenary.

#### **Segregation:**

"Segregation" separating people into categories. Segregation prevents certain groups of people from participating in all areas of social life.

Example: Children with disabilities cannot attend a regular school.

#### **Integration:**

"Integration" means fitting into a community. However, inclusion implies that people have to fit into the existing system. They have to change to fit into the system. People who do not manage to do this remain excluded. The system itself remains unchanged.

Example: Some children with disabilities can attend a regular school. However, they must be able to participate in the usual lessons there.

#### **Inclusion:**

"Inclusion" means allowing people to take part in society. It is not a fixed concept, but a process. In doing so, society adapts to the difference and diversity of the people who live in it. All people shape society together. This is made clear on the illustration by the dashed line, which can be changed. Society adapts to people and is shaped by them. Inclusion is an ideal: our society is not yet inclusive. But the goal is that it becomes inclusive.

Example: A school is oriented towards the needs of its pupils. Lessons are designed so that everyone can participate.

## **2. Work stage**

The group is now divided into small groups of 4 to 6 participants each. The groups now receive their work assignment: "In your small group, discuss what inclusion means to you. Then think of a way to represent inclusion. You are completely free to do what suits your common interests and abilities. You can design a picture, do some crafts or create a collage. You can compose or rewrite a song. You can write a poem or rap. You can act out a theatre scene or form a living statue. You can also invent a game or get creative in other ways. If you want, you can involve the audience."

The group is also given a second task: "Think about how you can make your presentation as inclusive as possible." If you are working with an inclusive group, you can directly point out which support needs should be considered. You can suggest something like: "Think about how a blind person can follow your presentation. What does a deaf person need to be able to participate?"

## **3. Conclusion**

Each group presents its result and receives applause for it. If pictures or collages are created, you can hang them up for the duration of the seminar. Afterwards, the group meets in a circle to finish. As a conclusion, each participant should find an ending for the sentence: "For me, inclusion means..." Each participant says his:her sentence in turn in front of the group.

### **Accessibility advice:**



**Hearing and vision:** Using ropes and building blocks makes the concepts tactile. Due to the creative process, it is difficult to assess support needs beforehand. You must therefore watch very closely. If necessary, support a group specifically or give incentives so that all participants can work well together and find a format that is accessible to all group members. You can also support the groups in the implementation. For example, you can point out that a picture needs to be described in words for a blind or visually impaired participant or that a poem for a hearing-impaired participant should also be presented in writing.

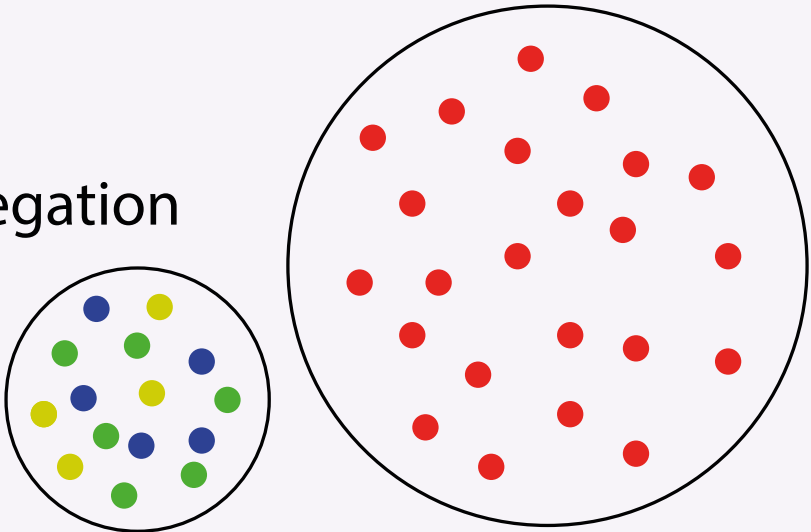


**Stumbling blocks:** It is difficult to estimate the material requirements in advance. Providing different materials can stimulate creativity. If possible, different colours, brushes, coloured and white paper, pictures or newspapers, scissors, glue, a guitar or rhythm instruments should be provided. The task is intended to encourage creative design. Participants should try their hand at finding inclusive solutions for their representations. Make sure that the atmosphere is error-tolerant if this is not possible in all cases.

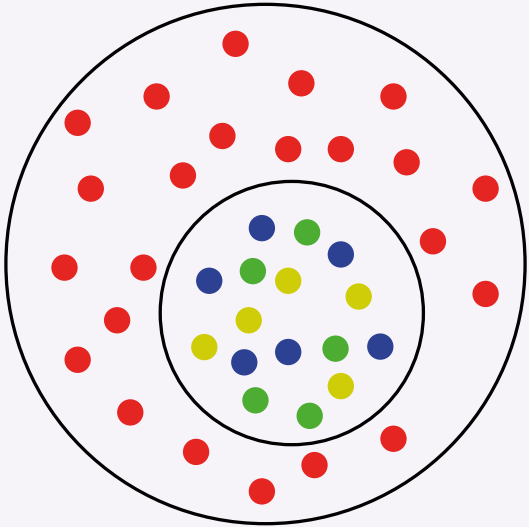


Copy templates: Segregation, integration, inclusion

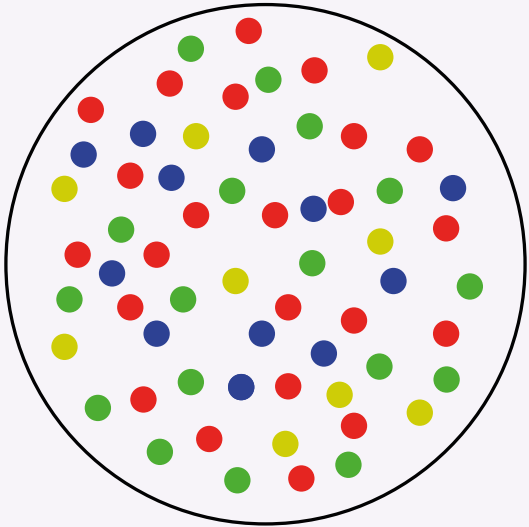
Segregation



Integration



Inclusion



ABLEISM

This method is used to acquire knowledge about the life situation of people with impairments/disabilities. In the first stage, participants are to take position in an opinion survey on the topic of disabilities. Afterwards, a Memory game is used to playfully introduce background information and prejudices about life with impairments/disabilities, which are then reflected upon and discussed in a further step.

**Objectives:**  
Dealing with the topic of disability on the basis of prejudices and backgrounds

**Number of trainers:** 1

**Type:** Opinion survey, Memory

**Room requirement:** Room with a circle of chairs and a larger empty area or second room for laying out sets

**Level:** Medium

**Total duration:** 70 to 90 minutes

**Materials:** masking tape or string, "Yes"/"No" signs in two colours, Memory cards (printed in two colours)

**Number of participants:** 12 to 20

**Copy templates:** Memory cards

Preparation:

On the floor of the seminar room, stick a line of masking tape across the width of the room. The line should be long enough for all participants to stand on it side by side. Label two different coloured signs one with "YES" and the other with "NO". Place or hang these on the two ends of the line.

Introduce the exercise by describing it. To do this, ask participants to come to the line you have already prepared. Tell the group that in the following session you are going to work on the topic of disability. Explain that you will first deal with different statements and in the second part you will learn more about the background in a Memory game. At the end, there will be an opportunity for discussion.

Practise:

**1. Opinion poll (30 minutes)**  
Participants are asked to position themselves along the line for each statement mentioned. If they fully agree, they go to "YES". If they absolutely disagree with the statement, they go to "NO". They can also stand at different points in between the two extremes. Then you read out the first statement. Participants position themselves for each statement on the line. When all participants have found their place on the line, ask individual participants why they have taken this position and briefly interview them about their opinion. In case of very controversial positions, you should alternate between supporters and opponents. The intermediary positions are also important. Here you can ask what they think



about the extreme positions of "yes" and "no". After a discussion, you can ask participants if they have changed their position and let them reposition themselves. When you have collected several opinions, you can put the next statement in the room.

**Statements on the subject of disability:**

- "Inclusion is first and foremost an issue for schools."
- "Projects for people with impairments are to be financed through donations."
- "Children with impairments must attend special schools."
- "Impairments are congenital."
- "People are not disabled, they become disabled."
- "People with impairments are entitled to travel once a year in the EU."
- "People with impairments cannot attend university."
- "Accessibility means that buildings are accessible to all people."
- "Most people with impairments live in countries of the Global South."
- "People with disabilities have the right to vote everywhere in the EU."
- "People with impairments have the right to a job in the EU".
- "People with impairments need help."

**2. Memory game in small groups (20 minutes)**


Participants now divide into groups of 4 or 5. Each group receives a set of Memory cards. These are placed upside down on the floor. The statements (yellow) and the definitions (blue) can be distinguished by the different colours. First, a yellow card with an already known statement is turned over. Then a blue card follows. The group thinks together about whether the two cards match. If not, the cards are turned over again. Participants play until they have found all the matching pairs. The pairs found should be put together so that statements and definitions are still recognisable and can be used for discussion in plenary. Finally, all participants gather in the plenary. Read out the statements again and ask them to give the correct answer. Open questions can still be clarified or individual points discussed.


**3. Reflection (15 minutes)**


Participants sit in an inner and an outer circle. For this, the same number of chairs should face each other in two circles. All participants find a seat and greet their partner. The method is introduced: "You are about to discuss a question with your opponent. First, the person in the inner circle is allowed to speak for two minutes. Then it's the turn of the person in the outer circle. I will let you know when the time is up. After each round, the people in the inner circle move one place to the right, the people in the outer circle move one place to the left. When you face a new person, I will ask the next question." If there are no more questions about the method, you can start with the first question. After one minute, indicate with an acoustic signal or by briefly switching the light on or off that the change is being made. Tell the participants beforehand how they recognise the change. The following questions are asked:


- What was new for you?
- What surprised you?
- What would you like to know more about?

**Accessibility advice:**

 **Vision:** The line can be marked with a string. Starting from the "no" chair, the segments can be felt by holding and feeling the string. You can put additional markers: one knot: 25% agreement, two knots: 50% agreement, three knots: 75% agreement until you reach the "yes" chair. The system must be explained in advance. Make sure that all participants are familiar with the system and that the tape is clearly visible so that there are no tripping hazards. The Memory cards are available in two different colours and shapes. Black and white or yellow and blue are more suitable than red and green. Some cards have an angular shape, while the corners of the others are rounded in a clearly perceptible way.

 **Hearing:** The statements of the opinion survey as well as the questions for the evaluation are written down beforehand. The person speaking should step forward so that it is always clear who is speaking. In the Memory game, the text read aloud can be provided for the participants to read additionally. If you are working with sign language interpreters, only one of the circles should rotate seats in the reflection session. The person with hearing impairment and the interpreter remain seated.

 **Complexity:** In the Memory game, care must be taken to leave enough time for explanations and questions. In addition, the number of Memory cards can be reduced.

 **Stumbling blocks:** Note that participants with impairments/disabilities in your group may be affected by the very forms of discrimination and prejudice mentioned here. It can be hurtful for them if they are confronted with such discriminatory statements again in a diverse group. Discuss the method with them in advance. Perhaps they have good practical ideas and would like to share their own experiences or positive examples. Make it clear that it is about challenging prejudices and suggesting other perspectives.

**Glossary:**

**Global South**

Countries of the Global South are developing countries and emerging economies. Countries of the Global North are industrialised countries such as the countries of Europe, the USA or Australia. Most countries cannot be clearly assigned geographically to the north or south.

**UN Convention on the Rights of Persons with Disabilities**

The UN Convention on the Rights of Persons with Disabilities is a United Nations (UN) convention on the rights of persons with impairments/disabilities. The Universal Declaration of Human Rights also applies to people with disabilities. However, as the rights for people with disabilities are often not enforced, the UN Convention on the Rights of Persons with Disabilities was published. It relates human rights to people with impairments/disabilities.

Copy templates:

Children with impairments/disabilities must attend a special school.	Children with impairments/disabilities have the right to attend mainstream schools in the EU. This was laid down in the UN Convention on the Rights of Persons with Disabilities. In the EU, approximately 60% of all children with special needs benefit from inclusive education. The figures for the individual countries differ greatly: in Italy almost all children with special needs are educated inclusively, in Germany the figure is 37%. It should be noted, however, that children with special needs and the type of schools attended are not recorded uniformly across the EU.
Impairments are congenital.	Impairments can be congenital or acquired. Congenital impairments include genetic syndromes such as Down's syndrome / trisomy 21. Impairments can also result from illnesses during pregnancy or birth complications. Certain infectious diseases such as meningitis or serious accidents can also result in impairment at a later stage. For example, in Germany there are about 8 million people living with a severe disability. In only about 3% is the impairment congenital.
People are not disabled, people become disabled.	A disability arises when a person with an impairment encounters barriers in their environment. Disability thus means that people are restricted in their participation in social life. If these barriers are eliminated, people with impairments can participate in various aspects of life. Our cultural perception of disability is also a barrier. Disability becomes a problem because our society is based on the concept of normality. In the inclusive paradigm, social diversity is considered to be the norm.
People with impairments/disabilities are not able to study.	People with impairments/disabilities can graduate from school and study. In Germany, for example, universities offer support in the form of representatives and/or advisors on the topic of studying and impairment/disability. People with various forms of impairment can thus study the degree programme of their choice and receive the necessary assistance, for example translation by sign language interpreters. Pablo Pineda from Spain was the first person with Down's syndrome / trisomy 21 to graduate as a teacher from a university.
Most people with disabilities live in countries of the Global South.	About 1 billion people live with disabilities worldwide. There is a link between poverty and disability. For example, malnutrition can lead to diseases, which can develop into permanent impairments due to a lack of medical care. People in the Global South often find it more difficult to get assistance and therefore encounter more barriers in their environment.


Accessibility means that buildings are barrier-free to all people.	Accessibility means that all areas of life such as buildings, public places, means of transport, places of work, homes but also services, seminars and leisure activities are barrier-free to all people. When people think of accessibility, they usually think of the accessibility of buildings, e.g. through ramps or lifts. However, in order to provide access for all people with impairments, more than that is necessary. This includes forms and materials in plain language, translations and sign language as well as digital accessibility, for example in website design or video subtitling. Assistive technologies often benefit many people: in addition to people with motor impairments, lifts or doors with motion detectors, for example, are also supportive for older people or people with prams.
Projects for people with impairments/disabilities are to be financed through donations.	Donations are often linked to the idea of welfare: People with impairments/disabilities are people who are helpless. This can lead to further discrimination. Therefore, pay attention to how people with impairments/disabilities are presented when asking for donations. Equality and justice should be presented as important issues. People with impairments/disabilities have a legal right to participate in social life in many countries. This should be financed by the state, so that funding through donations is not necessary.
People with impairments/disabilities have the right to a job in the EU.	People with impairments/disabilities have the same right to a job as everyone else. This is stated in the UN Convention on the Rights of Persons with Disabilities, Article 27. However, the labour market is often not inclusive. In the EU, about 51% of people with impairments/disabilities have a job. In Germany, about 50% of people with impairments/disabilities have a job, in Estonia about 65% and in Greece about 30%.
People with impairments/disabilities have the right to vote everywhere in the EU.	<p>People with impairments/disabilities do not have the right to vote in all European countries. People with disabilities are allowed to participate in elections without restrictions in the following countries: Austria, Croatia, Denmark, Finland, Germany, Ireland, Italy, Latvia, Netherlands, Slovakia, Spain and Sweden.</p> <p>In the countries below, the right to vote may be restricted if a carer has been appointed for a person with an impairment/disability: Bulgaria, Estonia, Greece, Lithuania, Luxembourg, Poland, Romania, Cyprus, Belgium, France, Malta, Portugal, Slovenia, Czech Republic and Hungary.</p>


People with impairments/disabilities are entitled to travel once a year in the EU.	People with impairments/disabilities are not entitled to travel. However, a number of portals offer advice on barrier-free travel, and there are also travel agencies specialised in barrier-free travel.
People with impairments/disabilities need help.	People with impairments/disabilities do not always need help. They usually know best how to deal with the barriers in their environment and ideally have suitable tools such as a mobility cane. But if they do need support, they decide for themselves who to ask for what help. Helping someone without being asked might be perceived as an encroachment of privacy.
Inclusion is primarily an issue for schools.	Yes, there is a need for inclusion in mainstream schools. But not only there. Inclusion means enabling equal participation of people with impairments/disabilities in all areas of life. Inclusion is therefore also relevant, for example, in public transport, leisure activities, everyday errands etc.


# VOLUNTEERING AND RACISM





Participants playfully deal with controversial and anti-racist arguments about living abroad. They reflect on how the behaviour and attitudes of international volunteers can appear racist and how an appreciative, self-reflective and non-racist approach can be learned.


**Objectives:**  
Reflecting on one's motives for an assignment abroad  
Raising awareness of the impact of racism in the North-South context  
Learning to be critical of racism and self-reflective


**Number of participants:** 8 to 20


**Number of trainers:** 2


**Room requirement:** seminar room

**Materials:** Props and costumes (for Angel, Devil, TV presenter), microphone dummy

**Copy templates:** dialogue text, role cards for the talk show

**Type:** Theatre dialogue, talk show (discussion exercise, fishbowl), reflection

**Level:** Hard

**Total duration:** 90 minutes

## Preparation:

This method is useful for groups preparing for an international volunteer placement. As a trainer, you should be familiar with the topic of anti-racism and volunteering. You should feel confident in moderating and leading discussions and preferably have experience with the fishbowl method.

For this exercise you need enough time for preparation. First of all, you need to prepare well for your role with your co-trainer. One of you takes the role of an angel, the other the role of the devil. It's more fun and impressive if you are wearing the appropriate costumes and have learnt your lines. However, it is also possible that you simply read the text. In the subsequent talk show, you can keep the same costume, but you will also need a microphone dummy.

## Practise:

### 1. Angel and Devil play (10 minutes)

The first exercise is a theatrical performance. You can arrange the room like a small theatre with seats for all participants and a small stage. Participants are seated in the audience in front of the stage. The next step is the performance of the trainers in the role of Angel and



Devil. Read out the dialogue in which you throw opposing arguments at each other on the topic. Your discussion is about racist stereotypes in the attitudes and reports of a number of international volunteers (dialogue: see copy template). The performance is the introduction to the subject. Participants get an impression through the dialogue, which should be as entertaining as possible, in order to be able to better elaborate their standpoints in the subsequent small group for the talk show.

## 2. Work in small groups (20 minutes)

After Angel and Devil have left, divide the participants into four groups. The small group stage is for participants to prepare for the talk show afterwards: give each group a folder with their role card. Then you explain the task: Participants will prepare for the debate in a small group. They should work out the position according to their role, which they then defend against the other groups in the discussion.

Then you introduce the setting: "You are invited to participate as experts on volunteering and racism in the famous late-night talk show between Angel and Devil on the biggest European TV channel. You have the opportunity to share your opinion on the topic with an audience of millions. You can now prepare a bit for your grand performance. You will find your most important arguments in the folder. But you should also know that this talk show is rarely fair. People often argue hard to defend their position. Therefore, be well prepared. Also, think about what the other side can come up with as the title of tonight's show is 'Voluntary work: What's racist about that?!'"

After this, you send the participants into their small groups. Each group should collect written arguments in support of their position. If possible, they should also consider how they might respond to possible counter-arguments. Distribute the four role cards with the different positions to the groups:

### Position group 1: "What Devil is doing is trivialising racist violence."

Racism means that people in Europe are insulted and attacked on the street, that people with headscarves or dark skin don't get the job or the flat they need. On social media, the mob of right-wing extremists is raging and spouting hatred. There are really more serious problems than worrying about some volunteer's blog.

### Position group 2: "Devil is unjust, everything that Angel tells is true."

Poverty and misery, corruption, hunger and war - these are not just inventions of volunteers, they really exist and it is important to point them out. It is not fair to accuse volunteers acting with good intentions of racism. Besides, the purpose of volunteering is to break down prejudices.

### Position group 3: "What Angel is doing is reinforcing colonialist and racist thought patterns."

Not only volunteers like Angel, but many charitable organisations do great harm when they only showcase the poverty and misery of people in the Global South. Even worse, this is a charity industry that exploits people to gain donations. This consolidates colonialist and racist thought patterns.

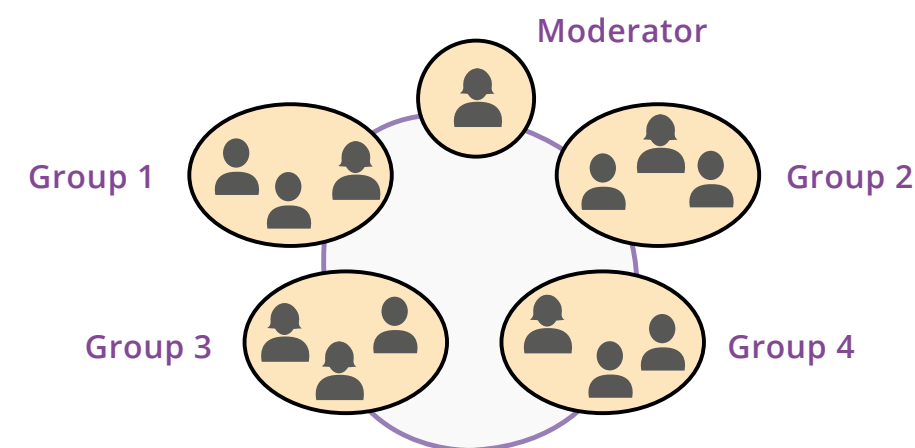
### Position group 4: "Angel is only concerned about his:her ego. He:she repeats and reinforces age-old clichés with grandstanding and sensationalism."

The volunteers' stories resemble the sensationalist stories of "explorers and conquerors". They do not have a neutral, balanced perspective and distort the truth only to please their ego. By doing so, they perpetuate racist clichés forever.

While the small groups work, the trainers go from group to group. This way you can make sure that participants have understood the task and that the elaboration of the arguments is advancing. After about 15 minutes, ask the participants to think of a name for their group. They are to designate one person who will start the talk show first and introduce the group's position with a short statement. Write down the names of the groups.

## 3. Late-night talk with Angel and Devil: "Volunteering: What's racist about that?" (20 minutes)

While the participants are in their groups, you can prepare the room according to the sketch for the following exercise:



The talk show works like a fish bowl exercise. This means that one person from the group sits in the inner circle while the others are seated behind them. Only the people sitting in the circle are allowed to speak. If another person in the second row wants to say something, he:she has to clap hands. To do this, he:she claps hands and/or gives a visual signal. The speaker must leave the floor immediately and may not continue speaking. It is the responsibility of the co-trainer to coordinate this.

As on television, the debate is led by you as the talk-show host, with your co-host as an assistant. As a host, you do the introduction part and present the speakers. Give the floor in turn so that everyone can present their position in a short statement. Then the first discussion round starts. Participants take turns to present their arguments and respond to those of others. As a talk show host, you make sure that everyone has an equal say and that all aspects of the topic are covered. Structure the debate with your questions.


The assistant makes sure that the swap happens in the groups if other participants want to join in. The talk show ends when the arguments have been exchanged. The host can allow each debater a short closing statement. He:she says thank you and goodbye to the audience.


#### 4. Reflection (30 minutes):


Gather the participants in a large circle and ask them to leave their roles and become themselves again. Afterwards, everyone meets in the circle of chairs for the final reflection round. Possible reflection questions are:


- How did you feel in the role? Why did you feel comfortable or uncomfortable in the role? Did you find it easy or difficult to take the position of your role in the talk show? What is the reason for that?
- How did the discussion go? Which arguments were particularly strong? Has one position been able to assert itself more strongly? What was the reason for that?
- What do you think about the arguments put forward? Do you agree with them? What is your attitude? What was new for you? What made you think? What has confirmed your view? What was it that annoyed you? Why was this the case?
- What does this mean for you as volunteers? How can you be more respectful and non-racist when speaking about your volunteering experience?

#### Accessibility advice:

 **Hearing:** The introductory Angel - Devil dialogue should be made available to all participants as a text to read. If sign language interpreters are present, they are seated in the inner circle as part of the TV show. The talk show host should lead the conversation in a more disciplined way. He:she makes sure that participants can finish speaking and that all arguments are well understood. The "clapping" into the fishbowl discussion is indicated by a visual sign.

 **Vision:** The introductory theatre performance can be accompanied by acoustic signals matching the roles. Descriptions of the actions on stage are read out loud. During the talk show, the co-trainer helps participants to change places if necessary. When a new person claps and sits in the circle, he says his name.

 **Motor skills:** The challenge is to change places during the talk show relatively quickly and without rearrangements. If participants in wheelchairs are present, they should be able to change places with their chair. Participants with walking difficulties are supported by the co-trainer in changing places. If it is expected that more time is needed for the change, the scene can be frozen: from the time the clap signal is given until the change was finished, everyone stops talking abruptly and "freezes". Once the change is done, the debate continues on another signal.

 **Complexity:** This method is information-heavy and complex. When forming the small groups, you should make sure that they are roughly equal in terms of their debating strength and language skills. If necessary, you should give more time for preparation in the small groups and actively support the preparation of the arguments.

It can be helpful if the small group collects their arguments on moderation cards and distributes them evenly among participants. This way, everyone knows which argument they can use in the talk show. During the talk show, you as a trainer can control the discussion with your questions.

#### Copy template: Dialogue of Angel and Devil

[Angel is sitting on stage. He:she is preparing for a volunteer assignment abroad. The backpack is already packed, the camera on his:her shoulder. Angel rolls up a sleeping bag.]

**Angel** [good-humouredly, humming]: In the jungle... The world needs me! I will make a difference.

[Devil enters the stage, looks irritated and critically observes the scene.]

**Devil:** Hey, what are you doing here? Shouldn't you be doing something good somewhere right now?

**Angel:** Hello Mr. Devil, nice to see you. Yes, I want to do something good! Starting tomorrow, the adventure begins! This time I'm doing something very special! I'm going to Africa! So that poor and innocent people in need could hope for a life in dignity again!

**Devil** [grabs his head as if he had a terrible hangover and massages his temples]: There you go again! Volunteering in Africa? Are you serious?

**Angel:** Yes, exactly! I am so happy! A year in Africa. I will take care of the children in the orphanage, get children off the streets, build a school and dig a well for the village. [smiles happily at Devil.] It won't be easy, but I am going to show that there are still angels in this world. I will show solidarity with the poor, the outcast and the sick. We will relate to each other on an equal footing. Yes, I will practice renunciation: live like them, eat the same food as them and sleep on the same straw mats.

**Devil** [tormented]: Angel, you never fail to amaze me! How you manage to face reality so... creatively! [Shakes his:her head.] You want to treat people as equals? The very moment you step off the plane couldn't make it clearer what this is all about: your privileges. You have the opportunity to spend a year in another country and impose your help on the people living there without being asked. And at what a cost! Organisation, preparation, flight, health care and vaccinations. Then you will have to be accommodated and cared for. Such an mission costs a good 20,000 euros. Did you ask people if they would like you to help them? Or how they could spend that much money most effectively? I bet my trident that no one would say in the first place: please send us European volunteers.

**Angel:** Well, I think it's a bit unfair of you to put down my social activities. Innocent children there are suffering. If I don't take care of them, they will play in the dirt, have nothing to eat or even start taking drugs. They really need my help. And as far as the costs are concerned: they don't have to pay anything for me to help them! How good that I am investing my money and time to get involved in social issues. Imagine if I spent my money to go backpacking around the world. No way! The time has come to fight poverty!

**Devil:** Look, Angel, all you ever talk about is poverty. Miserable children sitting in the dirt in front of a tin shack, unable to help themselves whose happiness depends on you. Why do you think they need you especially? Africa is a continent with 54 distinct countries, as diverse and varied as Europe. What about the professionals, social workers, universities and NGOs there? Why don't they appear in your story? You are reducing an entire continent to a single and totally distorted story.

**Angel:** No, not just a story. Many stories! After all, the purpose of volunteering is to change of perspectives and learn to look at things in a different way. I shall send reports from foreign lands. They are so kind-hearted and calm, even when facing the greatest calamities. How much I admire their vitality and passion! Their traditional customs and music! It's all so exotic, mysterious and fascinating. Mr. Devil, it would also do you good too: it would broaden your horizons and experience things that you could never experience here.

**Devil** [sighing]: Oh, Angel! Beware! The happy life in poverty and in harmony with nature: that too is just a cliché in your head. The way you talk, it almost sounds racist...

[Angel looks thoughtful for a short while. Then he:she sighs, shakes himself:herself briefly and starts humming the song "In the jungle" again. Devil is annoyed and leaves. Angel takes the backpack and sets off in a good mood.]

**Source reference:**


The original idea was developed during a preparatory seminar of Asa-Weltwärts with DED and published in the Fokuscafe Lateinamerika material collection of the Nicaragua Information Office. For our confrontation of Angel and Devil, we refer to quotations or arguments from the following source materials:


- Chimamanda Adichie: The danger of a single story
- Berliner Entwicklungspolitischer Ratschlag e.V. (ed.): Develop-mental Turn, New contributions to development education and project work critical of racism, 2013
- Glokal e.V. (ed.): Mit kolonialen Grüßen ... (With colonial greetings ...) Reports and narratives of stays abroad with a critical approach to racism. Berlin, 2013.


# SEXUAL IDENTITY AND DIVERSITY





The purpose of this method is to examine one's gender and the attributions associated with it. In order to achieve more understanding for gender diversity, typical male and female attributions are discussed and critically analysed. In addition, key terms related to sexual orientation and gender identities are playfully addressed and explained. The method is well suited for the middle or towards the end of a seminar. The people of the group should already know each other, be familiar with each other and ideally there was already a discussion about their gender identity.


**Objectives:**  
Dealing with one's gender and attributions associated with it  
Developing an understanding of diversity in relation to gender


**Number of participants:** Any


**Number of trainers:** 2


**Room requirement:** Large room with separate areas for small groups

**Type:** Memory game

**Level:** Medium, the trainers should have prior knowledge of the topic and the terminology

**Materials:** Flip chart paper, pens, moderation cards

**Total duration:** 120 minutes

**Copy templates:** Memory

**Practise:**

**1. Introduction of the unit (5 to 10 minutes)**

Introduce the method with the following questions: "Who has heard about the term 'gender'? What do you think it means?" Collect a few answers. Then give a short overview of the content of the session.

In a first step, participants deal with stereotypes and prejudices regarding typical male and female characteristics and reflect on them. They learn how diverse sexual orientations and gender identities can be beyond heteronormativity.



<b>Sexual orientation</b>	A person's interest in the sex of a potential (sexual) partner. The typical - and best known - categories here are heterosexuality (only people of the opposite sex are of interest for a sexual/romantic relationship), homosexuality (people of one's own sex are of interest for a sexual/romantic relationship) and bisexuality (people of both sexes are of interest). There are also other categories (see also Memory game).
<b>Gender identity</b>	Gender identity refers to the gender-related part of one's identity. Everybody can assign themselves to a gender. This can be the same as the biological sex (i.e. the sex assigned at birth due to biological characteristics such as a vulva or penis) or different (if biological characteristics and self-perception do not match).
<b>Heteronormativity</b>	Heterosexuality is considered the norm and other forms or orientations are consciously or unconsciously not recognised or ignored. This goes hand in hand with the idea of two sexes, i.e. that a person is born either a man or a woman.

## 2. Typically female, typically male (40 minutes)

Participants split up into small groups of about 3 to 4 people and go to different rooms. Give each small group a poster with the headings "Typically female; Typically male". The poster can show the outline of a person, a man and/or a woman, or participants can also design the posters themselves. Give participants the task of finding the characteristics that come to their mind.

After about 20 minutes, all the groups meet again. Here you should first make it clear that you are aware that stereotypes can be reproduced through these assignments and participants should first be asked how they felt about this assignment and if there is anything they would like to share.

In the next step, you put the concepts of the groups on a flip chart. If a term is mentioned by more than one group, highlight it with a colour. Then ask participants whether they agree with the characteristics or terms mentioned and whether they feel they represent them or describe them adequately. In a next step, participants can add what they think is missing so that they would feel better represented. Add this to the flip chart in a different colour.

This can lead to a discussion about concepts and images of masculinity and femininity. You should keep in mind that in principle all attributions (as long as they are not discriminatory or offensive) may have their justification. Finally, participants should consider where they think these attributions, stereotypes and prejudices come from.

## 3. Definition of "Gender" vs. "Sex" (10 minutes)

Briefly explain the difference between the terms "sex" (biological sex) and "gender" (social sex).

<b>Sex</b>	The distinction between sex and gender was borrowed from English. "Sex" in this context means the biological sex of a person. This is usually determined at birth based on the sex organs.
<b>Gender</b>	"Gender" refers to social sex, which is in close association with the social roles and identity of the individual. It has long been assumed that social gender derives directly from biological sex, i.e. that female or male sexual characteristics automatically determine one's role as a woman or man and behaviour. However, these role expectations arise from social attributions with which people grow up and which are passed on from one generation to the next. This is often associated with prejudices and stereotypes, e.g. all men are good at handicrafts and all women are good at cooking. Gender roles are dynamic and have always undergone some change over time.

## 4. Male, female - and what else? LGBTQIA+ Memory game (60 minutes)

The method so far has been dealing with women and men as the two genders that (apparently) exist. In fact, there are additional gender identities (see above), which will be examined in more detail in the next step. First, the group should discuss which gender identities they might know besides men and women. The term "gender identity" should be explained accordingly at this point (see box).

Next, divide the group again into small groups (about 5 to 6 people). Each group gets a Memory card set (see copy template). One group member reads out all the terms and definitions. Participants now have to find the appropriate definition for each term (approx. 25 to 30 min.). If the small group is unsure whether they have found a matching pair, they let you know. You can then give participants feedback on whether their matching is right. The point is not that the groups know everything - it is rather that the small groups come into contact and discuss with each other. The fact that there are aspects they do not (yet) know is quite normal.

After the small groups have found a suitable definition for each term, they should discuss the following questions:

- What are you already familiar with?
- What is new?
- What unanswered questions do you still have?


The small groups write the open questions on moderation cards. Participants bring these questions to the plenary session and you lead a conversation about them.


Since many terms may be new to the group, it is a good idea to collect the terms on a flip chart, mark what the small groups have understood and if necessary explain the terms again or supplement them.


### 5. Conclusion (5 minutes)

Finally, ask participants what they take away from this session.

#### Accessibility advice:

 **Vision:** When designing the "Typically Male; Typically Female" poster, the groups should make sure to write in visible capital letters. Depending on the degree of visual impairment, an assistant can also be provided for the group work or someone from the group can be asked to write down the terms. During the presentation, all terms are read aloud and duplicate terms are pointed out. For the Memory game, the terms should also be read aloud or the document should be provided in digital form for a screen reader. Depending on the degree of visual impairment, it could also be considered that the person in question walks along with the person reading out the terms and reads along himself:herself. The writing on the Memory cards should be appropriately large and it might be helpful to print the text in black on a yellow background.

 **Motor skills:** Depending on the motor impairment, an assistant or a group member can also write down the terms on the posters "Typically male; Typically female". If participants in wheelchairs are present, the Memory cards should be laid out in a raised position so that they are within easy reach of all those present (e.g. place them on chairs or attach them to pinboards).

 **Complexity:** More time should be allocated to the Memory game, the number of cards should be reduced or the terms simplified.

### Copy templates: Memory

Each term and explanation must be printed on an A4 sheet.

<b>Lesbian</b>	Usually refers to homosexual women.
<b>Gay</b>	The most common word used synonymously for homosexual. Usually it means male homosexuality. In schoolyards (in German-speaking countries) it is considered the most widespread swear word. Some people oppose the word for this reason. Other terms that gay people use to describe themselves include "fag" or "queer".
<b>Bisexuality</b>	Sexual orientation where the person is attracted to more than one sex.
<b>Pansexuality</b>	Sexual orientation in which the person may be sexually and/or romantically attracted to people of all gender identities.
<b>Trans*</b>	One's gender identity does not match the gender determined at birth. Gender is usually determined at birth on the basis of external characteristics. For example, a person can have breasts and a vagina and look like a woman but feel like a man. It is completely independent of whether the person feels heterosexual, homosexual, bisexual or asexual. The term is also used to make it clear that any kind of gender assignment is rejected.
<b>Queer</b>	Originally used as a swear word, it was redefined by those affected and now serves as a self-designation. The term serves as a collective term for different sexual and gender orientations and identities.
<b>Inter*</b>	Biologically, gender is ambiguous, i.e. be both female and male genitalia can be present. In the same way, the term "diverse" is often used here. Since 2018, the third gender can be registered on the identity card in Germany and Austria.
<b>Asexuality</b>	Absence of sexual attraction towards others. This does not mean that affected people do not also want relationships or cannot experience them.
<b>Cisgender</b>	One's gender identity matches the sex assigned after birth. People born with female sexual organs considering themselves women. People born with male sexual organs considering themselves men.
<b>Heteronormativity</b>	Heterosexuality is considered the norm and other forms or orientations are consciously or unconsciously ignored. This goes hand in hand with the idea of two sexes, according to which a person is born either a man or a woman.



## CULTURE

A stay abroad implies getting along in a new cultural environment. It is very likely that one will encounter situations that he/she is not familiar with. You can use the methods from this module to prepare participants for this. In total, there are well over a hundred different approaches to defining culture. Culture is a very complex concept that is difficult to grasp. As a trainer, therefore, it can be helpful to define what you understand by culture and what you want to convey to the participants.

There are two fundamentally contradictory assumptions about the development and workings of culture. The first assumption is that culture is something static. This means that cultures are clearly different from each other and change little in the short term. For example, all Germans are said to be punctual and all Spaniards have a zest for life.

Trainings with a static understanding of culture often involve "do"-s and "don't"-s: "If you are in X country, you should never refuse an invitation to eat. You are making a massive blunder when you give your left hand in greeting." It is common for misunderstandings to occur when people from different cultures meet. The problem with such approaches is that the trainings convey stereotypes. They mainly emphasise the differences between members of different cultures and do not favour open encounters between people.

We assume a dynamic concept of culture, in which there are contradictions and differences within a culture. Cultures are constantly changing, for example as a result of migration or globalisation. There are overlaps as well as differences between cultures. Belonging to a culture shapes people, but does not determine their identity. Hence, we cannot predict what happens when two people from different cultures meet.

### Therefore, we encourage participants

- to be open to other people and their world in every encounter,
- to be able to act spontaneously and in accordance with the situation,
- to reflect on their background,
- to question prejudices and avoid stereotyping,
- and to look for common ground.

If you work with a dynamic understanding of culture, you will sometimes find that participants ask you for explicit instructions. They often justify this by saying that they are afraid of doing something wrong abroad. They would like to be prepared in the best possible way. So the point is to encourage participants to accept uncertainties.

In this module there are four methods. The methods 'Group affiliations' and 'Cultural backpack' encourage participants to examine their cultural imprint so that they can better understand their own thinking and actions. The card game 'Cultural Mau-Mau' and the simulation game 'Let's design a city' allow for the practice of perspective change and empathy.





# CULTURAL BACKPACK



The 'Cultural backpack' method is an opportunity to the participants to come to terms with their values consciously. To do this, they design their personal cultural backpack and then pack it with various statements. Participants discuss their values in small groups and can thus also get to know each other better. Finally, there is a plenary discussion about values, cultural imprints and cultural characteristics.



## Objectives:

Highlighting personal values  
Recognising your system of values  
Fostering acceptance



**Type:** Reflection exercise



**Level:** Medium to difficult



**Total duration:** 55 to 65 minutes



**Number of participants:** at least 6



**Number of trainers:** 1 to 2



**Room requirement:** seminar room, tables, chairs



**Materials:** Moderation cards in two different shapes, paper bags or envelopes, paper, pens, flip chart paper



**Copy templates:** sentences for the cultural backpack

## Preparation:

Write the sentences you want to work with on cards. You can use the example sentences from the template or come up with your own sentences that fit the topic of your seminar. Each sentence should be on a separate card. Two different moderation cards are used for the sentences. Cultural characteristics that we can perceive directly in others are written on round cards. Cultural features that are not directly perceptible are written on square cards. Lay out the cards around the room. Next to each sentence, place blank moderation cards in the same shape and pens for the participants.

## Practise:

### 1. Introduction (15 minutes)

You can start with these words: "We are often not aware of our cultural values. You have the opportunity to pack your cultural backpack."

Then ask all participants to take a paper bag and draw a backpack on it and design it creatively.

### 2. Collection stage (10 to 20 minutes)

As soon as everyone has finished designing their backpack, continue: "Take your backpack with you on your journey. Move around the room without talking to each other and read through the sentences laid out. Pack the ones you think fit in your backpack and apply to you. This exercise is an opportunity to learn more about yourself. There are no right or wrong, good or bad statements. If you want to put a statement

in your backpack, please write it on the moderation card next to it. Please only use the cards that are next to the statements and always leave the original sentence there! You have about 10 minutes to do this. There will be time for sharing later."

Depending on the number of selected sentences, leave enough time for the collection stage.

For an overview, you can put all the sentences on a pinboard.



**Stumbling blocks:** Make it clear in the instructions that none of the statements are positive or negative. We have all been taught certain values in our upbringing, family and school that shape us today. It is important to become aware of these and be as honest as possible with yourself. Even if we secretly reject these values they determine our actions.

### 3. Exchange stage (15 minutes)

Participants meet in groups of 3. Let them choose who they want to be in the same group with. In the small groups, participants discuss which sentences they have chosen. Remind them that everyone decides for themselves what they want to share with others and what they want to keep for themselves.

### 4. Evaluation stage (15 minutes)

For the final stage, everyone comes together in plenary. Ask participants to place the cards in front of them and separate the round and square cards into two stacks. Ask participants if they have any guesses as to why there are two stacks. You can also ask them which stack is bigger and if they can see differences between the stacks or the sentences.

Then explain the underlying concept: "The two stacks stand for cultural characteristics. One stack consists of cards with features that are directly visible - the other has cards with features that are below the surface and not directly visible."



Within a culture there is a multitude of values that are in constant transformation. The cultural backpack means that cultural imprints are individual and we can borrow them from different cultures. It may be that I share more cultural characteristics with people from seemingly foreign cultures than with people belonging to 'my own' culture. It is possible, for example, that social workers from two different countries share more cultural characteristics than a manager and a social worker from the same country."

Collect the most important ideas and summarise them for the group on a flip chart paper. These could be:

- I cannot directly perceive everything that constitutes or characterises a person; it takes time to understand it.
- Culture shapes me, but it doesn't determine me.
- Depending on the situation, I can take different values out of my "backpack."
- I can resort to different cultural values. Culture is constantly changing, e.g. as a result of migration, globalisation, social media...
- Focus on the similarities and things that connect us rather than the differences between cultures.

**Extra exercise:** If participants already know each other, it can be interesting to hand out the cultural backpacks and then read out the sentences from them. The group then has to guess who these might apply to. It is important that participants can decide in advance whether they want to take certain sentences out of their backpacks that they feel too private.

Accessibility advice:

-  **Vision:** During the collection stage, you can form pairs. The sighted participant then reads out the sentences on the cards and assists in collecting them. You can prepare cards with written sentences so that they can be collected directly. The sentences can alternatively be prepared in an accessible document and read by a screen reader. Dividing them into two categories (directly perceptible/not perceptible) is skipped.
-  **Motor skills:** The cards should be easily accessible for all. It is best to lay them out on tables and/or chairs. You can also use sticky cards and stick them on the wall if they can be easily taken off from there. Prepare pre-written cards so that they can be collected directly and do not have to be copied.



Copy template

The following sentences can serve as inspiration. You can choose or change them to suit your participants and the subject. Make sure that the number of sentences remains reasonable.

Concept of time (visible):
I am punctual.
I usually arrive a few minutes late.
I am very unpunctual.

Concept of time (not visible):
I usually plan for the long term.
I am flexible.

Worship and celebrations (visible):
I go to church / mosque / synagogue / temple / house of worship.
I celebrate Christmas, Easter etc.
I celebrate Ramadan, Eid al-Adha etc.
I celebrate Hanukkah, Yom Kippur etc.
I celebrate Vesak festival, Pavarana festival of lights etc.
I celebrate Diwali, Durga Puja etc.
I celebrate the following religious festivities: _____(please complete individually)
I celebrate carnival.
I celebrate Halloween.
I celebrate Valentine's Day.
I celebrate New Year's Eve.

Dishes (visible):
My favourite thing to eat: _____(please complete individually)
I follow a vegetarian diet.
I am vegan.
I do not consume the following things:

Fashion (visible):
I like to wear colourful and eye-catching clothes.
I would rather not draw attention to myself with my clothes.
I want to express my values / beliefs through fashion.

Symbols (visible)
I want to express something about my values or beliefs through symbols on my body or clothes.
I show what is important to me in life through symbols in my home.

<b>Leisure time (visible):</b>
In my spare time, I mainly do things that I enjoy.
In my spare time, I am involved in community work.
I like sports.
I like music.
In my free time I like to watch films / series.

<b>Faith (not visible):</b>
I believe in God.
I do not believe in God.
I believe in a higher power.
I am unsure whether I believe in something like God or a higher power.

<b>Values / attitudes / beliefs (not visible):</b>
I think it's a good thing that in Austria and Germany people who don't know each other well are addressed formally (using the pronoun Sie).
I think it would be a good thing if all people could be addressed informally.
Equality of all genders is very important to me.
I like to do everything perfectly.
It is difficult for me to accept mistakes.
I can cope well with making mistakes and learning from them.
I tend to be cautious in new situations.
I find it exciting to discover new things.
My family is very important to me.
My independence is important to me.
I would like to live close to my family.
I want to find a job where I have to cooperate a lot with other people.
I live in harmony with nature.
It is important to me to have a good career.
It is important to me to earn a lot of money.
I am happy to forego my own interests if it benefits the community.
Friendship is important to me.
Marriage is important to me.
Faithfulness in a relationship is very important to me.
In a relationship I want to be independent.
Faithfulness is not so important to me.

<b>Discipline (not visible):</b>
When I have committed to something, I do it no matter what.
I sometimes find it difficult to keep my commitments.
I can also get myself up to do unpleasant things.
It's hard for me to overcome my inner weakness.

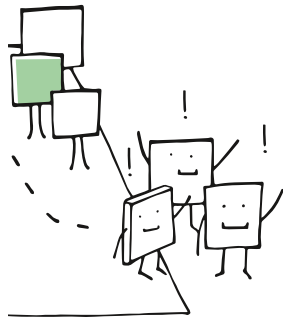
<b>Self-reliance (not visible):</b>
I find it easy to tackle a task and develop my own ideas.
I like having a clear work assignment and knowing what I am supposed to do.
I like to get support from my parents or partner.
I take care of all areas of my life myself.
I left my parents' home at an early age.
I live with my parents.

**You can also find sentences for the following terms if they fit your context.**  
Architecture (visible); attitudes towards power (not visible); attitudes towards tolerance (not visible); attitudes towards peace (not visible); attitudes towards health (not visible); honesty (not visible)





# GROUP AFFILIATIONS



The 'Group affiliations' method can be used as a good introduction to the subject of the seminar. This method is well suited for getting to know each other at the beginning. Participants get to know each other in a non-verbal and engaging way. They can recognise their different group affiliations. In addition to participants getting to know each other, you as a trainer can also get to know the group better.

**Objectives:**  
Active introduction  
Identifying group affiliations  
Getting to know each other

**Number of participants:** at least 8

**Number of trainers:** 1

**Type:** Constellation

**Room requirement:** seminar room, space to move around in

**Level:** Easy

**Material:** Flip chart paper, markers

**Total duration:** 40 to 50 minutes

## Practise:

### 1. Listing of terms (20 to 30 minutes)

Tell the participants to spread out around the room. Then tell to them to find a place in the room according to the categories you mention. For example, all participants should come together with the same hair colour. For each category, you can give time for questions or clarify misunderstandings that you have noticed.

Read out the categories one by one. Here are some ideas. You can change these and adapt them to your seminar topic.

- Hair colour
- Age
- Origin
- Current activity
- Religion
- Area of work during the foreign exchange
- Languages spoken

Participants get into conversation and form a group according to their affiliation. For categories like age, they are to line up in the correct order. Participants can also find their own categories and introduce them. You can specify for individual categories that participants are not allowed to talk to each other. Some participants may find it difficult to clearly identify with a group. They are asked to briefly explain where they would like to stand.

### 2. Reflection (20 minutes)

For the reflection, everyone comes together in a large circle. Ask participants to look around and notice who is with them in this seminar and what they have experienced about each other so far. Ask them to recall which categories they affiliated with and who were with them in these groups.

You can then ask the group the following reflection questions: "Were my group affiliations already clear to me? Was there anything new for me? To which groups did I feel I belonged/not belonged? Was I in a group with people I wouldn't have put myself in the same group with?"

Finally, each participant will say one or more sentences about the exercise. You can also give sentence starters that you prepare on a flip chart. Participants can finish some of the sentence starters themselves. You can use the following sentence starters:

- I realised that...
- I felt trusted/belonging because...
- I felt alien/not belonging because...
- I found it annoying that...
- I was happy to see that...
- It made me sad/thoughtful that ...

### Accessibility advice:

**Hearing:** You can put up four different coloured moderation cards around the room. It's best to place one colour in each corner of the room. Draw a square divided into four parts on a flip chart and mark the 4 areas according to the distribution of the colours. Write the word of the category in the spaces. This way you support the orientation of participants.

**Vision:** You should make sure in advance that participants already have a good overview of the room. Name the possible categories and give them a clear spatial description (e.g. corner at the back, at the window, etc.). New categories that come up also need to be named and clearly assigned in the room.

During the evaluation, it should be stated which participants are in which groups. When someone speaks, he:she always starts by saying his:her name. As a trainer you should give an idea of how the groups are distributed in order to give a good overview. For people with residual vision, orientation using colours can provide support (see Hearing). When standing on a line, it must be clear where the beginning and end of the line are in space.

**Stumbling blocks:** You should pay close attention to where there are imbalances and, for example, where affiliations only apply to a single person. This can be addressed in other exercises or conversations.



# CULTURAL MAU-MAU

The 'cultural Mau-Mau' method is a playful introduction to the topic of intercultural learning. It is based on the well-known Mau-Mau card game. The game is played in groups of 4, each with different rules. After each round of play, the groups are reshuffled. Confusion, frustration or conflict can arise due to the different rules of the game. In the reflection stage, these are discussed and related to international encounters. The aim of the method is that participants deal with topics such as values, norms, cultural differences and possible strategies for action.



## Objectives:

Understanding intercultural experiences  
Simulating the dynamics of group processes in unfamiliar situations  
Becoming aware of personal ways of dealing with frustration, developing strategies for action



**Type:** Card game



**Level:** Medium to difficult



**Total duration:** 90 to 110 minutes



**Number of participants:** 16



**Number of trainers:** 2



**Room requirement:** seminar room, tables, chairs



**Materials:** 4 decks of 32 cards each, pinboards, flip chart paper, markers



**Copy templates:** rules of the game for 4 groups

## Practise:

### 1. Introduction (15 minutes)

A trainer takes on the role of game leader throughout. You can welcome the participants with the following words:

"Welcome to the game parlour!

You are invited to play cards, which is a means of communication and socialising in all parts of the world. You will receive the rules of the game from me in a moment. You will move from table to table and meet different people, as it happens in international encounters. After a short practice stage, you are not allowed to speak to each other during the whole game. The game will last about 30 minutes. After that we will have a 15 minute break before we meet for an evaluation and we would like to hear from you how you liked the game. We will now form groups of 4 and then hand out the cards and rules. After that the game can begin! If there are questions in your group, give us a sign and we will come to you. Have fun!"



**Stumbling blocks:** When introducing the game to the participants, you must not reveal anything about the purpose, rules or quirks of the game. It works similarly to Mau-Mau, except that the rules are different for each group. If participants ask whether the same rules apply at all tables, you have to tell a fib to make the game work: "Yes, it's about travelling and meeting new people."

If possible, separate the game tables from each other with pinboards, so that participants do not hear what is happening at the neighbouring tables. After groups of 4 have been formed, you can hand out the rules to each table. Give participants 10 minutes to read and practise them in their group. Go to each group to clarify any questions. After that, the rules are collected. Point out again that from now on no more speaking is allowed.

### 2. Game stage (30 minutes)

The game begins at the individual tables. After 5 minutes, give the end signal and ask for the winner. The winners of each table move one table clockwise. The losers (those with the most cards in their hand) move one table counter-clockwise.



**Stumbling blocks:** If a group cannot decide who is the winner, you have to decide fairly quickly and rigorously. Avoid discussions about the rules so that the game works.

There are four rounds in total. For the last round, there is the option to have all persons who have not yet changed tables change. In this way, all participants can experience being confronted with different rules at the same table. Conflicts around the rules may arise due to the change of table. These should be addressed in the evaluation. Participants may also feel frustrated because they feel that others are not following the rules or they do not understand the game. Watch the game at the tables closely, you can use your observations in the evaluation stage.

After 25 minutes, the game stage is over. Give participants a break of about 15 minutes before continuing with a reflection.

### 3. Evaluation stage (15 minutes)

The evaluation of the game is done through the following questions, that can be written on a flip chart beforehand:

- What was annoying?
- What was awesome?
- What were your reactions to different situations?
- How did you feel when ...  
... you changed tables?  
... new people have come to your table?
- What strategies did you use from the second or third round onwards?
- How did you communicate with each other in the group?
- How did you deal with frustration?

You can write participants' answers on cards and attach them to the respective questions. Some participants will want to vent frustrations - space should be given for this too. One of the trainers should focus on facilitation, the other one should record participants' comments. Depending on the mood in the group, you can take a break at this point. Tell the participants that there will be a second reflection session after the break.


4. Transfer stage


In the last stage, you can make reference to international encounters based on the experiences and action strategies. To do this, ask the following reflection questions:

- What can happen similarly in international encounters?
- Which of the above-mentioned experiences, reactions and strategies do you also experience when people from different cultural backgrounds meet for the first time?
- Which strategies are helpful for mutual understanding and encounters? Which are more counterproductive?
- How can I personally deal with such situations?
- What did I learn about myself and my behaviour during the game? What can I take away from this?

Participants get together in small groups. For this purpose, the previous groups are dissolved and new groups are formed that have not played together before, if possible. The questions are discussed in the small groups. At the end, the whole group comes together again and discuss the most important experiences.

Accessibility advice:

 **Hearing:** If necessary, give more time for participants to practise the rules at the tables and translate them into sign language.


 **Vision:** You can order Braille playing cards with tactile signs, simplified symbols as well as with enlarged signs in advance. Give your participants enough time beforehand to familiarise themselves with the playing cards. Alternatively, groups of two can be formed. In this case it is allowed to speak to let your partner know which cards are being played. Depending on the number of participants, there can be 5 participants in a group.


At the beginning of each round, the players at one table should say their names so that everyone knows who they are sitting with at the table.

To make non-verbal communication tangible for everyone, you can introduce new communication rules. For this, words and gestures with sounds may be used by the players. For instance:

- "Won" and "Lost" at the end of each round of play
- Each player says which card he:she puts down (e.g. 10 of clubs) and what action he:she takes (e.g. "You get two cards from me").
- "Yes" - knocking on the table
- "No" - snapping

In addition, expressions of emotion and associated sounds should be allowed so that all players can perceive each other. One of the trainers should keep a close eye on the game and make adjustments or translations of gestures if necessary.

 **Motor skills:** A card holder can be used for support.

 **Complexity:** Alternatively, a game of Uno can be played. Then the rules have to be adapted.

Copy templates: Cultural Mau-Mau

Rules of the game for 4 groups

Team A:  
"Here we go!" - In the game parlour of the encounter

1. Each player is dealt five cards.
2. One card is placed face up on the table, the rest of the pile face down next to it.
3. As with "Mau-Mau", cards can be placed: suit on suit (e.g.: clubs on clubs) or number on number (e.g.: seven on seven, queen on queen).
4. The smallest player starts.
5. If a king is played, the following player misses a turn.
6. If a jack is played, the following player must take a card unless he can play another jack. Then the next player picks up two cards.
7. When a ten is played, the player may give two cards to a player of his choice.
8. If you cannot play a matching card, take the top card from the face-down pile. If this card cannot be played either, the player skips a round.
9. When the pile of face-down cards is used up, the cards that have already been played - except for the last one played - are shuffled and placed face-down on the table again.
10. The first player to have only one card left in his hand wins.

Team B:  
"Here we go!" - In the game parlour of the encounter

1. Each player is dealt five cards.
2. One card is placed face up on the table, the rest of the pile face down next to it.
3. As with "Mau-Mau", cards can be placed suit on suit (e.g.: clubs on clubs) or number on number (e.g.: seven on seven, queen on queen).
4. The player to the left of the dealer starts.
5. When a jack is played, the game continues in reverse (i.e. counter-clockwise for the first jack, clockwise again for the next, etc.).
6. If a queen is played, the player may choose a teammate. The teammate must draw two cards from the player.
7. If a ten is played, the following player skips a round.
8. If you cannot play a matching card, take the top card from the face-down pile. If this card cannot be played either, the player skips a round.
9. Once the pile of face-down cards has been used up, the cards that have already been played - except for the last one played - are shuffled and placed face-down on the table.
10. The first player to have no cards left in his hand wins.



Team C:

"Here we go!" - In the game parlour of the encounter

1. Each player is dealt five cards.
2. One card is placed face up on the table, the rest of the pile face down next to it.
3. As with "Mau-Mau", cards can be placed: Suit on suit (e.g.: clubs on clubs) or number on number (e.g.: seven on seven, queen on queen).
4. The oldest player shall start.
5. If a queen is played, the player must draw two cards from the deck, unless he:she can play another queen. Then the next player picks up four cards.
6. If a king is played, the following player may not play a card.
7. If a jack is played, it counts as a trump: the player may also play a card of his choice.
8. If no matching card can be played, the top card from the face-down pile should be picked up. If this card cannot be played either, the player skips a round.
9. Once the pile of face-down cards has been used up, the cards that have already been played - except for the last one played - are shuffled and placed face-down on the table.
10. The first player to have no cards left in his hand wins.

Team D:

"Here we go!" - In the game parlour of the encounter

1. Each player is dealt five cards.
2. One card is placed face up on the table, the rest of the pile face down next to it.
3. As with "Mau-Mau", cards can be placed suit on suit (e.g.: clubs on clubs) or number on number (e.g.: seven on seven, queen on queen).
4. The player with the brightest eyes starts.
5. If a queen is played, the following player may play a card of his:her choice.
6. If an ace is played, the player may push two cards back under the face-down pile.
7. If a king is played, the game is continued in reverse direction (i.e. counter-clockwise for the first king, clockwise again for the next, etc.).
8. If no matching card can be played, the top card from the face-down pile should be picked up. If this card cannot be played either, the player skips a round.
9. Once the pile of face-down cards has been used up, the cards that have already been played - except for the last one played - are shuffled and placed face-down on the table.
10. The first player to have no cards left in his hand wins.



# LET'S DESIGN A CITY

In 'Let's design a city', participants take the perspective of an invented culture. Based on the ideas of this culture, they design a liveable city. In a dialogue with other cultures, participants have to develop a city that is worth living in for everyone. The method develops the skill to reach an agreement within a group and to think in a solution-oriented way.



**Objectives:**

Communicating how cultural rules work  
Changing perspectives  
Solution-oriented thinking and acting



**Type:** Business game



**Level:** Medium



**Total duration:** 110 minutes



**Number of participants:** 9 to 24



**Number of trainers:** 1 to 2



**Room requirement:** Large seminar room, one room per small group



**Materials:** Flip chart paper, markers, writing and craft materials



**Copy templates:** culture 1, culture 2, culture 3

## Practise:

### 1. Small group stage 1 (40 minutes)

Form three small groups. Each small group receives a text from describing an imaginary culture (see copy templates). The small groups should first read the rules that apply to their culture. They then think up a story about how their culture came into being and design a city that is liveable according to the cultural beliefs. The small groups write down their results.

You can ask the following questions to help:

- How is the city built?
- How does traffic and public transport work in the city?
- What leisure activities are available?
- What are important facilities?
- What are the rules for living together?
- How do the people eat and where does the food come from?
- How is education done in this city?

### 2. Small group stage 2 (40 minutes)

In the second stage, you mix the three small groups and form three or four new small groups (depending on the total size of the group). Each culture should be represented at least once in each new small group. The small groups are given the task of developing a new city. The new city should be liveable for all. The small groups can write down the outcome of their discussion on a flip chart or in a computer document. A creative representation in the form of a picture, a collage or a haptic representation with objects is also possible.

As an addition, you can give the following task: life in the city should be inclusive and/or sustainable.

With a small overall group size, in the second step everyone can come together and develop a new city.

3. Presentation and reflection (30 minutes)




The groups present their cities one after the other in the plenary. Give the participants the opportunity to ask questions to the group.

When all groups have presented their results, the following reflection questions are discussed:

- What was challenging for you?
- What did you find easy?
- What negotiation strategies did you use in step 2?
- How did you perceive yourselves and your roles?
- Who was able to succeed with which ideas and why?
- Are you satisfied with the result?
- Why do you think we did this exercise with you?
- What can you take away from it?

Make sure that everyone has their say at least once during the reflection.

Accessibility advice:

-  **Hearing:** Remind everyone to speak clearly and only one at a time. The second stage in particular can be turbulent, making it more difficult for interpreters to translate and for people with hearing impairments to follow the discussion.
-  **Vision:** The description of the crops should be provided on a computer with a screen reader.
-  **Complexity:** You can give the groups more time to work on their task. You should also go to the groups regularly and see if there are any requests. Depending on the participants, the description of the cultures must be adapted. Allow enough time for breaks between the individual steps.

Copy templates: Culture 1, Culture 2, Culture 3

Culture 1

- Serenity and calmness are important qualities.
- Many people meditate regularly in silence.
- Spirituality has a high priority.
- There are many places for meditation and prayer in the city.
- Many people like soft and fluffy materials, both in clothing, furniture and architecture.
- Everyone has at least one pet with soft fur.
- It is a sign of wealth to own many pets with soft fur.
- Many people want to own large houses with lots of fluffy furniture and objects.
- At school, students learn how to cook, grow food and handle animals, among other things.
- People eat a predominantly vegetarian diet.
- Food and good nutrition are very important to people.
- At dinner, everyone in the house comes together, both pets and people.
- Professions such as animal caretakers, animal hair-dressers, veterinarians or in the production of cuddly toys and soft materials are the best paid.
- For many people, knitting is their favourite hobby.

Culture 2

- Children are regarded as persons of respect.
- Everything that is small is considered beautiful: small houses, small bridges, small cars, small monuments, etc.
- Many people like music and/or art.
- Meat is a very important part of the diet.
- Important leisure activities include artistic activities such as making music, painting, designing, filming, photography or theatre.
- Many people like to play, for example board games, in playgrounds and amusement parks.
- Many people are very communicative: that is, people are constantly in communication - whether in person, over the phone or the internet.
- Flexibility is very important to many people and they tend to plan at short notice.
- Artistic subjects are particularly important at school.
- Artistic professions are the best paid.
- Many people drive even short distances by car.

Culture 3

- Many people love plants and flowers.
- Many people's favourite leisure activity is sport, especially in nature.
- Old people are regarded as persons of respect.
- People mainly get around on foot or by bicycle.
- Everything should smell good, both the people and the environment in which they live.
- Clothing and furniture with floral and plant patterns are considered beautiful.
- People run a barter economy, i.e. they do not pay with money, but exchange objects or services with each other.
- People consider large personal possessions a burden.
- People tell each other jokes all the time.
- Humour is a subject at school.
- All schools have a school garden.
- There are many parks and green spaces in the city.
- Promptness and punctuality is an important virtue.
- Gardener and forester are respected professions.





# GLOBAL LEARNING

In the module 'Global learning', global challenges and contexts are presented and local and individual possibilities for action are discussed.

The focus of global learning is on understanding global interrelationships. There is no single definition of global learning. Often the educational concept of global learning is embedded in the concept of "Education for Sustainable Development". This means that sustainability is considered at all levels and understood as a global task. The effects of one's actions are viewed from different angles.

**Global learning...**

- ...offers opportunities to link everyday experiences and global contexts.  
→You recognise where you are globally involved in your life.
- ..... makes you think about your own position in the world.  
→You reflect on your position in the world.
- ...cherishes diversity.  
→You realise and experience that all people are an asset.
- ...questions global power structures.  
→You train to recognise and question power structures.
- ...fosters a change of viewpoint, empathy and multiple perspectives.  
→You take different perspectives on a topic.
- ...can open up new possibilities for action and encourages experimentation.  
→You try out new things.
- ...puts the experience of the learner in focus, instead of pure knowledge transfer.  
→This is about you and your experiences.
- ...includes the four dimensions of society, politics, environment and economy.  
→You learn about the connections between the four dimensions.

In the module 'Global Learning' you will find three methods: The method 'Let's play world' gives an interactive and tangible overview of the unequal distribution of income and CO2 emissions worldwide. In the method 'Capitalism-Breakfast', an economic system is simulated over breakfast in which the participants have to find their way around and develop strategies. In the 'Changes lab' method, the participants discuss their personal possibilities for action and the associated challenges. They set out a concrete next step that they would like to implement in their everyday lives.

**Glossary:**

**Dimension**

A dimension is an area in which a standpoint is found. A social dimension could be, for example, gender or social origin. Different dimensions are mutually interdependent. For example, the policies of a country have an influence on the corresponding economic system.

**Empathy**

Empathy means being sensitive. It is the ability to put oneself in other people's shoes and to understand them.

**Multiple perspectives**

Having multiple perspectives is the ability to look at a thing from different angles.

**CO2 emissions**

See 'Let's play world'








# CHANGES LAB





Participants collect social or environmental problems and reflect on their behaviour. They develop ideas for solutions and plan a change experiment.


**Objectives:**  
Discussing social or environmental issues  
Developing possible responses  
Stimulating behavioural change


**Number of participants:** maximum 30


**Number of trainers:** 1

**Room requirement:** seminar room

**Materials:** Flip chart paper, markers, paper, moderation cards, pinboard, pins, tables, chairs

**Type:** Idea workshop

**Level:** Medium

**Total duration:** 120 minutes

**Practise:**

**1. Collecting problems (20 minutes)**

Introduce the participants to their first task: "In the changes lab, we will look at how you can address global challenges in your everyday life and make practical changes. Think about social or environmental issues that you would like to change. These can be global problems as well as challenges related to your everyday life. Get together in groups of three or four and write your results on flip chart paper. For now only collect the problems - we will work out solutions in a subsequent step."

Give the small groups 15 minutes. Then you meet again and lay out the flip chart paper of the small groups in the room on tables or chairs. For each topic, you also give a pile of moderation cards and markers.

**2. Brainstorming and discussion (50 minutes)**

Ask participants to go around the room and look at the problems mentioned. They should come up with ideas on how they themselves could be part of the solution to these problems. Whenever they have an idea, they write it on a moderation card. They put them next to the problem in a clearly visible place. When everyone has finished collecting ideas, come back to the circle of chairs. Then ask participants to take one of the problems into the circle and read out the ideas they have collected.

Then split the group into small groups of four to six participants each. Ask them to think about the following question: "What has prevented you from living more ecologically and/or socially so far? Write your answers on moderation cards." Participants have 20 minutes to discuss their thoughts in the group. After that finish the small group stage. Ask all participants to choose one of the reasons they found that they would like to change and bring it back to the circle. If several participants consider the same reason important, it should be written down again.

**3. Change experiment and conclusion (50 minutes)**



Each participant is given 15 minutes to come up with their own change experiment. The following should be taken into account:

- The experiment lasts two to four weeks
- The steps to achieve the goal must be as concrete as possible.
- The goal and the steps are written down so that the participants can pin it up at home.

**Examples:** eating vegetarian or vegan for two to four weeks, cycling, getting involved.

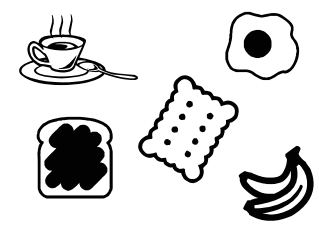
Finally, the participants present their change experiments in the group. For large groups, the performance can be done in small groups. Participants can now look for a buddy from the group with whom they can check the success of the experiment during or after the seminar. You can also agree to share your plans and achievements on social media. Another option is to organise a small competition to motivate each other. There should be enough time for the round of introductions at the end and creative ideas on how the participants can stay in touch.

**Accessibility advice:**

- **Vision/motor skills:** The brainstorming stage can be modified if necessary. It can be done in several different ways:
- Variant 1: Ask the small groups to present the problems. Participants then choose one problem each to work on further. They then discuss the problems they have chosen in new small groups.
- Variant 2: You collect the possible solutions in the plenary so that all ideas are expressed. You can read out the solutions assigned to each problem again at the end.
- Variant 3: You provide an assistant to assist you in the idea collection stage. The change experiment can be recorded as a voice message and taken home.


**Source reference:**


Author: Ilona Koglin and Marek Rohde, [www.fuereinebesserewelt.info](http://www.fuereinebesserewelt.info)





# CAPITALISM-BREAKFAST


The 'Capitalism-Breakfast' is a simulation game of an economic system in which the participants have to organise the ingredients for their breakfast among themselves. They are divided into small groups. Each group receives different goods and an initial amount of money. Starting with this, they try to negotiate a breakfast that is complete for them.


**Objectives:**  
Learning about economic interrelationships and experiencing them


**Number of trainers:** 2


**Type:** Simulation game


**Level:** Hard

**Total duration:** 120 minutes

**Number of participants:** 20 to 30

**Room requirement:** seminar room, tables, chairs

**Materials:** raffle tickets, breakfast ingredients, pieces of paper, pens, scissors

**Copy templates:** table signs, currency, proposal for distribution of goods

## Preparation:

The method works best when only the word 'breakfast' appears in the seminar schedule and the participants start the game unprepared. You agree with the participants that you will start that day all together with breakfast. Since the group should already know each other somewhat, the method is best suited for the second half of a seminar lasting several days. The method should not be known to the participants. If it is already known, they will probably use other strategies than those arising spontaneously.

**Note:** Observe in advance which ingredients are particularly popular at breakfast. For the day of execution, you must make sure that all the necessary breakfast ingredients are available in sufficient quantities. Remember to involve kitchen staff and house management in good time and coordinate the implementation of the method.

You should also consider the following:

- The breakfast hall must be available for at least 90 minutes.
- Each participant needs a chair and each small group (two to four participants depending on the size of the group) needs a table.
- Each table is given a number, which you can display on the tables with slips of paper.
- Also prepare raffle tickets with the table numbers to be distributed to the participants later.

## Preparing the tables

The tables should be as far apart as possible. They can be oriented in different directions. The tables do not have to have a clear order. Boards are prepared for each table on which the breakfast items on offer (in this game

we will call them "goods" from now on) are marked with prices. Place these on the tables together with the table number.

## Distribution of the goods

The goods are laid out on the tables. With ten tables, you distribute the goods unevenly over eight tables. The goods are marked with prices. Two tables do not receive any goods. You can find a suggested distribution of the goods as a copy template



**Stumbling blocks:** Remember that the distribution must be unequal, but the differences should not be too great. Otherwise, there could quickly be a revolution that ends the game ahead of time. Inequality should also not be too slight so that economic pressure can arise. This compels the groups to trade with other groups.

Each group should be able to offer more than one item so that there are two to three vendors per item. The starting prices on the boards should vary slightly among the groups. Set the prices so that the groups have to earn money for their breakfast. At the beginning, no table should contain all the ingredients with which a complete breakfast can be had (e.g. muesli, milk and coffee).

## Distribution of the coins

In addition, each group (except the transport groups) receives a certain amount of coins on their table. This is the currency used in the game (see copy template).

With ten small groups, the following distribution can be chosen. If there are fewer or more groups, you have to adjust it accordingly:

- Table 1 to 4: 6 coins each
- Table 5 to 7: 8 coins each
- Table 8: 10 coins each
- Table 9 to 10: none

With this method participants can learn about the power of the market, suffer shortages, found barter rings or end the market economy - in the game, different strategies and/or solutions can emerge. Group alliances are allowed. Trainers should not express their instructions or wishes for the course of the game, but should take the position of an observer. Give participants a space to try things out and gain experience.

## Practise:

### 1. Introduction (15 minutes)

Ask participants to gather in front of the room. Then briefly introduce the game and explain the function of the raffle. Each participant may then draw a raffle ticket.

There are two types of groups: Groups of goods owners and transport groups (up to 25 participants: two transport groups, from 25 participants up: three transport groups). The transport groups receive no coins and no goods. Only they can transport goods. The transport groups have to earn their own money and goods by bringing goods from one table to another. They set their prices themselves.

An example: Table 1 instructs the transport group to carry out a trade negotiated with

Table 2. They are to bring them seven slices of bread, in return they get 2 jams and three coins from the table. The transport group can ask for two jam sandwiches and one coin for the transport.

Participants then sit down at the table with the ticket number they drew.

When everyone is seated, the introduction to the game follows: "Welcome to our common breakfast. Each of you has already found a place. I'm sure you're all very hungry and want to have breakfast and be full. You will find your goods on your tables. You can eat them yourself or sell them to others and make as much profit as possible for your group. You can buy the goods you need for your breakfast with your coins. Divide your goods wisely and use your resources well. Some of you, unfortunately, have no goods. You are part of a transport group. When goods are sold from one table to another, only you may arrange this transport. You earn your money with it and can buy goods for yourself. The goods must be transported by you on suitable supports (e.g. plates for slices of bread). Your set prices are starting prices. You can change prices, give discounts or do promotions after the game starts."

The game begins with a starting signal when all questions have been clarified. Make sure everyone understands the rules. From now on, you can spend money, sell goods and transport them. The end time will be set at the start of the game. However, let them know in advance that this can be shortened or extended if necessary.

2. Course of the game (75 minutes)

Participants start the game. It will quickly become apparent that resources are distributed unequally.

Role of the trainers:

One of you takes on the role of game leader and moderator throughout the game. In case of questions, you have to support the game. Depending on the dynamics of the game, it can be difficult to influence it. It makes more sense to let the game run freely. You also have to make sure that the rules of the game are respected.

You can also build special challenges into the course of the game. These can be, for example:

- Natural disasters destroy crops (removal of goods)
- Support through development cooperation, e.g. in the form of salt shakers, which are luxury goods and do not constitute basic necessities.
- Granting loans under conditions that seem strange to the residents (e.g. obligation to wear a headscarf).
- Special taxes on individual goods (all drinks, cheese etc...)
- Sending volunteers from a rich table (many goods and coins) to a poor table (few goods and coins) (e.g. for five minutes)

You can also introduce new goods to the market. For example, you can distribute fresh bread rolls or coffee to certain groups. Water should always be freely available for all groups!

The second trainer observes the course of the game. The game can be very chaotic and your observations are helpful for the reflection stage. Another possibility is that the second trainer takes on the role of the World Bank or the tax office. In this function, he/she

can collect levies and eat his/her or her breakfast. You should introduce the institutions at the beginning of the game.

You will end the game when enough learning opportunities have arisen or the time frame is getting tight.

Important: It may happen that not all participants receive enough food during the course of the game. Once the game is over, all participants should be able to eat their fill. Allow enough time for this.

3. Evaluation (30 minutes)


The evaluation takes place in the full group. If possible, move to another room for this, e.g. the seminar room.


You can use the following evaluation questions. Write the questions on a flip chart.


- What did you notice?
- What was difficult?
- What worked well?
- Why did you join forces? Or why didn't you do it?
- What are the limitations? What are the advantages? And what are the dangers?
- Which mechanisms are familiar from your life and/or business?


No solutions for complex economic issues can be found through the game. In practical action, however, alternative possibilities for action can be discovered, tried out and then reflected upon.

Accessibility advice:

 **Hearing:** Tables must be placed in such a way that a good overview of the place is possible. Signs should be written in a legible size, especially if they are changed during the game. All changes, e.g. of rules, should be written down and announced so that everyone is aware of them.

 **Vision:** The raffle tickets for group identification are cut into different shapes. All participants then close their eyes. They describe the shape of their lot and thus find each other. The tables are arranged in the order 1-10. The table arrangement is explained. The sign on the table is read out. Announce which goods are currently available. At the beginning of the game, each small group says once which group it is and which goods it offers and at what price. If prices are changed or other actions are taken, this must always be communicated verbally. To ensure that these are heard and other conversations are silenced, an acoustic signal, e.g. a gong, is introduced for this purpose.

 **Motor skills:** It can be helpful to assign the groups beforehand. This is especially important when participants cannot act in the transport group.

 **Complexity:** The dynamics of the game can be very challenging. Make sure that the groups are well mixed. Instead of drawing lots, you can assign the participants to their groups. Take plenty of time for explanations beforehand. You can create a glossary of difficult terms on a flip chart and fill it in together with the participants.



**Nutrition/medical:** If there are allergy sufferers in the group, they must be given access to food that they can tolerate. The allergen-free foods can be placed in a separate place for this purpose. If a participant with allergies has bought this product, he:she will receive an equivalent of this product that is compatible for him:her. Allergen-free goods should not be sold as special goods, but should be just as accessible to the people concerned as the other parts of the breakfast.

Glossary

Capitalism, capitalist

Capitalism refers to a particular kind of economic system. Most of the capital (money, machines, factories) is owned by only a few people. What they do with their capital is up to them. The aim is to make as much profit as possible.

Market economy

Market economy is a way of structuring the economy. It is driven by supply and demand. There are no rules about what can be produced and at what price it can be sold.

Discount

A discount is a reduction of the price of a product. It may increase demand.

Barter

In a barter system, people trade without using money. They offer something they are good at, e.g. baking a cake. In return, someone else helps them, e.g. with a problem with the laptop.

Development cooperation

A development cooperation is the cooperation of industrialised countries with so-called developing countries. Countries seek to reduce economic and social differences between them in the long term through cooperation.

Raw materials

Raw materials are substances that are extracted from nature. In order to use them, they have to be processed.

Copy template: Table cards with values of goods and starting amount of coins

The "goods" are distributed on the tables as indicated on the place cards. Overall, there is enough food for everyone (not necessarily every luxury item for every person). There are, for example, as many knives as there are participants, however, these are only distributed to the tables that have "knife" written on their card. The coins are cut out at the tables.

Suggested distribution for 10 groups:

Breakfast menu table 1	
Goods	Price in coins
Coffee	5 coins
Knives	2 coins

Breakfast menu table 2	
Goods	Price in coins
Spoon	3 coins
Milk	2 coins
Tea	2 coins

Breakfast menu table 4	
Goods	Price in coins
Tea	2 coins
Spoon	3 coins
Butter	2 coins

Table 3
Transportation group
You are a transportation group. If goods are sold from one table to another, only you can arrange this transport and you will be assigned by the groups. The goods must be transported by you on suitable supports (e.g. plates for slices of bread). That's how you earn your money.

Breakfast menu table 5	
Goods	Price in coins
Tea	2 coins
Cheese	3 coins
Juice	4 coins
Knives	2 coins
Milk	3 coins

Table 6
Transportation group
You are a transportation group. If goods are sold from one table to another, only you can arrange this transport and you will be assigned by the groups. The goods must be transported by you on suitable supports (e.g. plates for slices of bread). That's how you earn your money.

Breakfast menu table 7	
Goods	Price in coins
Cereals	3 coins
Knife	2 coins
Cups	3 coins
Bananas / kiwis	2 coins
Plates	2 coins

Breakfast menu table 8	
Goods	Price in coins
Bread rolls	3 coins
Bread slice	3 coins
Sausage	4 coins
Cereal bowls	3 coins
Milk	3 coins

Breakfast menu table 9	
Goods	Price in coins
Bread rolls	3 coins
Cereals	2 coins
Butter	2 coins
Jam	2 coins
Nutella	2 coins
Vegetables (per piece)	1 coin

Breakfast menu table 10	
Goods	Price in coins
Bread	3 coins
Cups	3 coins
Sausage	3 coins
Jam	2 coins
Plates	3 coins
Juice	4 coins
Yoghurt	4 coins
Oranges	2 coins



# LET'S PLAY WORLD



The game illustrates the distribution of income and CO2 emissions in the world. The number of participants represents the world population. As participants spread across world regions and distribute the different goods, they become aware of inequality in the world.



## Objectives:

Gaining knowledge about the distribution of the world's population, world income and CO2 emissions.  
Reflection on the unequal distribution and use of resources



**Type:** Constellation game



**Level:** Easy



**Total duration:** 50 minutes



**Number of participants:** at least 10



**Number of trainers:** 1



**Room requirement:** seminar room, chairs



**Materials:** Balloons, cardboard signs, flip chart, pens, a world map if necessary



**Copy templates:** table 1, 2 and 3

## Preparation (10 minutes):

Cut out shapes for the individual world regions (Africa, Asia, Australia and Oceania, Europe and Russia, North America and Latin America and the Caribbean) from cardboard. You can also cut up a world map. Then write the names of the world regions on six signs in large letters. In the middle of the room, make a circle of chairs with a chair for each participant.

## Practise:

### 1. Constellation game (30 minutes)

Participants meet in a circle of chairs. Now you explain: "You are about to play a game in which you will learn more about the world." You hand out the six shapes of the world regions to six participants. Ask them to put them in the middle of the circle of chairs in such a way that a map of the world is formed. In most cases, participants choose the representation we are familiar with, in which Europe is at the centre of the world. Ask the participants: "Could the map look different?" At this point you can refer to the Mercator projection. The Mercator projection shows Europe as the centre of the world. Furthermore, it does not represent the proportions correctly. Africa, for example, appears much smaller than it actually is. The world regions with the corresponding signs are spread around the room by the participants.

"We are now playing the world distribution game together in three rounds. In each round, you should first assess the distribution of the subject in question in the world. Discuss your ideas and then align with the respective world regions. At the end of each round,

we look at what the actual distribution is. Finally, we discuss the individual points. Let us start. There are currently about 7 billion people living on Earth. Imagine that you represent the world's population. Each one of you represents several million people."

**World population:** "Please distribute yourselves among the world regions in the way you think the population is distributed." Participants now have to figure out how large the population of the individual world regions is. They discuss how they need to spread out across world regions in proportion to their population. They leave the chairs in the middle of the room. After participants have spread, they can all look at the distribution and make corrections if necessary. Ask the groups to write the estimated population figures on the flip chart. Then write the correct numbers next to them. Afterwards, the participants group together according to the actual numbers on the world regions. Participants remain in these groups for the entire game. You can find the distribution of participants in the groups in the tables (see copy templates). It can happen that participants greatly misestimate numbers. Get back to it when you sense uncertainty among the participants. You can also ask why they have positioned themselves in this way. Often there are too many people in Africa. Africa has three times the area of Europe and roughly the same population. You can ask the question here why Africa is often considered overpopulated.

**World income:** "Please distribute the chairs to the world regions according to how you estimate the world income is distributed". In this step, the unequal distribution of wealth is to be made visible. Each participant is given a chair. This represents the gross national product. Participants discuss in their world region group and distribute the chairs to the world regions according to their assessment. Every chair must be used in the process. First write the estimated numbers and then the actual numbers on the flip chart. Participants redistribute the chairs according to the actual numbers (see copy templates). All participants return to their groups from step 1. It becomes clear that in some regions of the world there are more chairs than people and in others there are not enough chairs for everyone. For evaluation you can ask: "As you can see, income in the world is unequally distributed. What does that make you feel when you see that?"

**World CO2 emissions:** "Please now estimate how high the CO2 emissions are for each world region." This is represented by balloons (not yet inflated). Participants discuss how high CO2 emissions are in their region of the world. Then they take the corresponding amount of balloons. The estimated distribution of CO2 emissions and the correct figures are written up again. The distribution of the balloons is then corrected using the correct numbers (see copy templates). The group members blow up the balloons. For some groups, this may mean a lot of work. Give the participants a moment to let the overall picture sink in. Inflating the balloons is more strenuous for the participants standing in the regions of the "Global North". They need to blow up more balloons. They may ask other participants for support. This should be addressed and parallels with the world economic system should be found.

### 2. Evaluation (15 minutes):

In a first round of evaluation, the emotional impressions of the participants are the main focus:



- What did you experience?
- How did you feel?
- What was surprising/shocking for you?
- What did you expect?



The other evaluation questions can be selected and completed based on your observations. This should include both causes for the unequal distribution and considerations of possible alternatives.

- Possible evaluation questions:
- How come you have estimated the numbers differently? Where do you think these differences come from?
  - Is the current distribution of energy consumption and thus CO2 emissions fair?
  - How could more justice be achieved?
  - What influence can you have with your lifestyle?

### Accessibility advice:

-  **Hearing:** It can be difficult to follow what is being said because the action is spread throughout the room. It must always be clear who is currently speaking. In discussions, make sure that only one person is talking at a time. If the discussion becomes too heated, a talking stick can be used. Only the participant holding the talking stick is allowed to speak.
-  **Vision:** The positioning of the continents is well described and/or walked once. When distributing the participants to the groups, it is always spoken how many people, chairs or balloons are in a group.

**Alternative:** Alternatively, you can use game pieces, play money, building blocks or other materials to illustrate the worldwide distribution of population, economic power and CO2 emissions by distributing them according to the numbers on a world map. By using building blocks for CO2 emissions, for example, the emissions per person in the regions can be shown very well. In this way, a clear and accessible setting can be created. In this way, the topic can also be worked on well in smaller groups.

**Hints:** The method works better with many participants as it then becomes more accurate. If the group is very large, you can also divide the group or have participants play in pairs. In the course of the method, hierarchies can appear among the participants: Who has more knowledge? Whose opinion counts more when it comes to assessing distribution? You should therefore emphasise in advance that the method is not about asking for knowledge and numbers. Various aspects are to be made tangible in a visual way. Be mindful of the dynamics that develop in the group and intervene if necessary.

## Glossary

### Atmosphere

The atmosphere is a layer of air that surrounds the Earth. It consists of different gases. The atmosphere ensures that it is warm on Earth. CO2 thickens the atmosphere, which is why the Earth is getting hotter.

### Gross National Product (GNP)

The gross national product shows how much money was earned by the people of a country in one year. the total income of residents is added together.

### CO2 emissions

CO2 is carbon dioxide. It is a gas that is produced when coal, gas, oil or wood are burnt. CO2 is also produced when we breathe.The CO2 produced goes up into the atmosphere. The combustion of various substances causes more CO2 to enter the atmosphere. There it envelops the earth and causes it to become warmer and warmer. This result is the same as in a greenhouse.

### Emissions

Emission means exhaust. During an emission, solid, liquid or gaseous substances are emitted into the atmosphere. Emissions are usually substances that are harmful to the environment.

### Subsidy

In a subsidy, the state helps certain companies by giving them money or lowering their taxes.

### Global North / Global South

Countries of the Global North are industrialised countries such as the countries of Europe, North America or Australia. Countries of the Global South are so-called developing countries and emerging economies. Geographically, countries cannot always be clearly assigned to the north or south.



Copy templates:

Table 1 - World population

Table 1 for stage 1 shows the number of people on Earth. Columns two and three show the total number and the percentage distribution among the continents. In the following columns, the ratios have been calculated for different numbers of participants: For example, with 15 participants, one participant represents the population of Europe and nine the population of Asia.

World popu- lation 2020	Number in mil- lions	In %	Number of participants per world region																																		
World total	7 791	100	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35									
Europe and Russia	747	9,6	1	1	1	1	1	1	1	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3								
North Amer- ica	368	4,6	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	2									
Latin Amer- ica and the Caribbean	653	8,3	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3									
Asia	4 641	60	6	7	7	8	9	9	10	10	11	11	12	13	13	14	14	15	16	17	17	17	18	19	19	20	20	21									
Africa	1 340	17	2	2	2	2	2	3	3	3	3	3	3	4	4	4	4	4	4	4	5	5	5	5	5	5	6	6									
Australia and Oceania	42	0,5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0									

Table 2 - World income

Table 2 for stage 2 shows the global distribution of wealth calculated as Gross National Product in US dollars. As in Table 1, the actual distribution is given in columns two and three and the distribution adjusted to the number of participants in the following columns.

World income (GNP) 2018	In bil- lions of USD	In %	Number of participants per world region																																		
World total	83 858	100	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35									
Europe and Russia	21 890	26,1	3	3	3	3	4	4	4	5	5	5	5	5	6	6	6	6	7	7	7	7	8	8	8	8	9	9									
North Amer- ica	22 537	27	3	3	3	4	4	4	5	5	5	5	5	6	6	6	6	7	7	7	7	8	8	8	9	9	9	9									
Latin Amer- ica and the Caribbean	3 612	4,3	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2									
Asia	31 940	38	4	4	5	5	5	6	6	6	7	7	8	8	8	9	10	10	10	10	11	11	11	12	12	13	13	13									
Africa	2 273	2,7	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1									
Australia and Oceania	1 606	1,9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1									

Table 3 - World CO2 emissions

Table 3 for stage 3 shows the CO2 emissions. As in Table 1, the actual distribution is given in columns two and three and the distribution adjusted to the number of participants in the following columns.

CO2 emis- sions 2018	Number in mil- lions of tonnes	In %	Number of participants per world region																																		
World total	37 044	100	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35									
Europe and Russia	7 338	19,8	2	2	3	3	3	3	3	3	3	4	4	4	4	5	5	5	5	5	6	6	6	6	7	7	7	7									
North Amer- ica	6 463	17,4	2	2	2	2	2	3	3	3	3	3	3	4	4	4	4	4	5	5	5	5	5	6	6	6	6	6									
Latin America and the Carib- bean	1 295	3,5	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1									
Asia	20 082	54,2	6	7	7	7	8	8	8	9	10	10	11	11	12	12	13	14	14	15	15	16	17	17	17	18	19	19									
Africa	1 401	3,8	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1									
Australia and Oceania	465	1,3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1									

Co-funded by the  
Erasmus+ Programme  
of the European Union



With funding from



Austrian  
Development  
Cooperation