

**Civil Society activities – Intercultural cities and learning programme**

November 2021 - Athens, Greece Trainer: **ASPASIA PROTOGEROU**

(10hrs - 4 Sessions)

**Intercultural Dialogue in the City of Athens:**

**"Identity and Interculturality: from Me to We"**

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| **SESSION 1: “ME” -EXPLORING THE MULTIPLICITY OF OUR IDENTITY** | | | |
| **1st DAY**  **3 hours** | **ACTIVITY** | **OBJECTIVE** | **DESCRIPTION** |
|  | WELCOME | To present the trainer and ALF to participants. To establish each one’s identity (name) |  |
|  | PRE/POST EVALUATION:  **“THE 3 BAGS’ QUESTIONS”** | To support self-awareness of one’s luggage in the new training situation and set up some points of reference for a post training self-evaluation | Each participant put anonymously a piece of paper with their answers in 3 Bags with 3 different questions:   * + “What am I waiting of this training?”   + “What am I afraid of?”   + “What can I contribute?” |
|  | AKNOWLEDGEMENT | To establish an empathic atmosphere and emotional safety (Mindfulness) | Sharing of various challenges participants were facing already before the training: general fatigue because of the long Cov19 reality, because of the “difficult” Greek situation (natural catastrophes, bad finances) and other personal burdening obligations |
|  | **AGREEMENT**-SETTING THE RULES | For a smooth participation and maximum fruitful outcome of the training | All participants reflect on and agree upon the training’s ground rules |
|  | ICE BRAKER:  “**THE MIRROR DANCERS”** | To break the ice and leave the work’s tension behind. To vivify the group dynamic. | Dancing in couples to a happy tune and try to “mimic” each other’s partner moves |
|  | OUR GOALS | To establish a frame of the training objectives | Present the training goals to the participants and have their consent |
| 60m | “**HUMAN BINGO**” Activity | To get to know each other better, to expand participants perception of each other outside the work context | ALF ICE Handbook, p.75 |
| 100m | “**THE FLOWER OF IDENTITY**” “WHO ARE I?” Activity part 1 | To reflect on one’s multiculturality of identity and explore different aspects of self-definition  To promote self-awareness | ALF ICE Handbook, p.114 |
| **BREAK** | | | |
|  | “**THE FLOWER OF IDENTITY**” “WHO IS WE?” Activity part 2 | To reflect on differences and similarities, to exercise the collaboration and acceptance muscles within a group | Working in groups to present groups common “flowers” |
|  | DAILY EVALUATION | To evaluate the session’s outcome | Participants respond in writing to the following questions:   * + “How did I felt?”   + “What have I thought?”   + “Is there something useful I have learned?”   + “What I would have done differently?” |

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| **SESSION 2: “YOU” - REFLECTING ON THE OTHER** | | | |
| **2nd DAY**  **3hrs** | **ACTIVITY** | **OBJECTIVE** | **DESCRIPTION** |
|  | ICE BRAKER “THE DANCING CATERPILLAR” | To break the ice and leave the day’s tension behind. To vivify the group dynamic. | Dancing in a row to a happy tune and try to keep up with the partner if front |
| 5m | SELF REFLECTION “THE BLOB TREE” | To self -reflect on one’s psycho-emotional state before the training session | Everyone is delivered a sheet with a “Blob tree” to reflect on. Whoever wants, can share his/hers position with the group |
|  | AKNOWLEDGEMENT | Re-entering a safe space |  |
|  | AGREEMENT-SETTING THE RULES | A quick reminder |  |
|  | OUR GOALS | Caching up |  |
| 45m | “**WHAT DO YOU SEE**?” Activity Part 1 | To stimulate self-reflection on the others, to reflect on self-image | ALF ICE Handbook, p.74 |
|  | “**WHAT DO YOU SEE IN COMMON**?” Activity Part 2 | To highlight the common values and needs shared, despite of different “identities” |  |
| **BREAK** | | | |
| 30m | “**DO YOU SEE WHAT I SEE**?” Activity | To make evident the objectivity of our view of reality and the different views of the same reality | Kit4 Intercultural Learning, p.64 |
| 30m | “**DRAWING WITH 2 HANDS**” Activity | To address issues of control and antagonism and strengthen mutual understanding, empathy and a spirit of collaboration | Intercultural Learning EU, p.50 |
| 5m | SELF REFLECTION “THE BLOB TREE” | To self-reflect on one’s possible change in his/hers psycho-emotional state after the training session | Everyone reflects again on his/her “Blob tree” sheet. Whoever wants can share his/her position with the group |
|  | DAILY EVALUATION | To evaluate the session’s outcome | As in Session 1 |

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| **SESSION 3: “US” - BROADENING OUR VISION** | | | |
| **3rd DAY**  **3hrs** | **ACTIVITY** | **OBJECTIVE** | **DESCRIPTION** |
|  | SELF REFLECTION “THE BLOB TREE” | To self -reflect on one’s psycho-emotional state before the training session | Everyone reflects again on his/her “Blob tree” sheet. Whoever wants can share his/hers position with the group |
|  | AKNOWLEDGEMENT | Re-entering a safe space |  |
|  | AGREEMENT-SETTING THE RULES | A quick reminder |  |
|  | ICE BRAKER “PALM TO PALM” | To relax and put in tune the participants, to unite them and exercise their adaptability and team spirit. To create a positive energy flow | All participants move around and dance to a relaxing tune, in a circle, with hands stretched on their side and holding a paper sheet between their palms and the palm of the person next to them. They must adapt their movements so the paper sheets don’t fall off. |
|  | ICE BRAKER “THINKING OUT OF THE BOX – **THE 9 DOTS PUZZLE**” | To pinpoint the tendency most of us have to restrain our perception. To inspire in thinking more openly | A puzzle with paper and pen for each participant |
| 30m | “**EVERY PICTURE TELLS A STORY**” Activity | To broaden one’s perception of self-limitations, because of acquired and subconsciously reproduced beliefs, prejudices and assumptions. To stimulate critical thinking. | ALF ICE Handbook, p. 72 |
| 15m | “**MAKE YOUR OWN STEREOTYPING STATEMENTS**” Activity | To reflect on stereotypes and stimulate free self-expression and empathy. To bring the members of the group closer. To stimulate inclusion. | Participants working in groups to produce their real-life examples of enduring or inflicting stereotyping and prejudice. |
| **BREAK** | | | |
| 30m | “A MOSQUE IN SLEEPYVILLE” (adjusted) Activity | To tackle discrimination and Intolerance, citizenship and participation | Role- playing activity  ALF ICE Handbook, p.124 |
|  | EQUALITY VS EQUITY (follow-up) | To move from tolerance to inclusion and synergy, to stimulate critical thinking and dialogue | Open discussion on the difference of equality and equity |
|  | THE “UBUNTU”CONCEPT (follow-up) | To present a philosophy of mutual respect and inclusion, to inspire participants | Discussion about interconnectivity and interdependence |
|  | “THE UNITING THREAD” Activity | A silent dialogue: To communicate through body language and eye contact in order to stimulate authentic communication, empathy, tolerance and mutual support, whereas protecting and respecting one’s private space. | Threads of 2,5m are stretched on a table. Participants randomly take the end of a thread, so couples are formed sharing one thread. Each partner has to hold one end of the thread and communicate non-verbally with his/her partner in order to express him/herself emotionally and possibly make a connection |
|  | SELF REFLECTION “THE BLOB TREE” | To self-reflect on one’s possible change in his/hers psycho-emotional state after the training session | Everyone reflects again on his/her “Blob tree” sheet. Whoever wants can share his/hers position with the group |
| **SESSION 4: - ON LINE REVIEW & EVALUATION MEETING** | | | |
| **4th DAY**  1hr virtual meeting | **ACTIVITY** | **OBJECTIVE** | **DESCRIPTION** |
|  | Discussion of overall EVALUATION | To have a more open discussion and an overview of the outcome of the training | Comments on previews “in vivo” sessions, favourite moments and shared experiences |
|  | Quick “thumb” evaluation of the trainer and some training aspects | To profit from some direct and spontaneous responses from the participants in order to improve the quality of the training | Participants vote “Yes-Maybe-No” with their thumps in quick questions |
|  | PRE/POST EVALUATION:  **“THE 3 BAGS’ QUESTIONS”:**  Review of the “THE 3 BAGS’” content | To monitor the impact of the training sessions and assess the participants’ expectations, fears and contributions | Random reading of participants’ original statements and commenting on them |