

“DigiDialogue in Multicultural communities” YE

8-17 October 2018

Dilijan, Armenia



Funded by the
Erasmus+ Programme
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“DigiDialogue in Multicultural Communities” Youth Exchange

Our stories and activities

“DigiDialogue in Multicultural Communities” Youth Exchange – Stories and activities from our project.

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Dear readers,

This small manual will take you to the world of activities and interesting stories that were implemented during the youth exchange “DigiDialogue in Multicultural Communities” in Dilijan, Armenia from October 8-17, 2018. The project was organized in the framework of the Erasmus + Programme of the European Union and involved 30 participants from 6 countries: Armenia, Germany, Georgia, Estonia, Italy and Ukraine. Participants came together to share their experiences and reveal digital tools potential in peaceful community building. As young generation in this modern world, we face lots of challenges which brings us to different stressful situations, especially in our multicultural societies. Participants of the youth exchange were with very different backgrounds including refugees, migrants and internally displaced, which made experience more vivid and tangible. During our working days young people raised their awareness on migration and inclusion issues in participating countries, had a chance to develop their competences in non-violent communication and intercultural dialogue, as well as skills of using digital tools to raise and find solutions to issues they face in their communities. Moreover, they have created their own digital messages to share with other young people from different parts of the world.

The methods used during the youth exchange had different shapes; team building activities, group discussions, energizers, facilitators based theoretical inputs as well as workshops by participants.

We hope by reading this book you will learn something new and discover activities you can further use for your projects.

With our warmest wishes to the readers, “DigiDialogue in Multicultural Communities” team, Armenia 2018

Team building and ice-breaking

Such kind of activities as ice-breaking and team-building are very important for creating team spirit and trustful atmosphere in youth projects.

Labyrinth

This team building exercise is better to play outside. It is needed to draw/shape a labyrinth with the help of tape, chalks or chairs, try to be creative. When the labyrinth is ready participants make a circle around it. The volunteer is chosen who has to go through the labyrinth with eyes closed. Other participants' task is to give instructions to the volunteer which direction to go but each of them can say only one word. (e.g. straight; right, left, one, forward, two etc.)

The team is given time to decide the strategy how they will work and say their instruction to the volunteer in a form of one word per person that the volunteer will be able to pass the labyrinth.

After deciding on strategy they are not allowed to speak and discuss anything. They need to be one team and follow one rule to succeed.



This exercise shows who is the leader and who is the follower, it shows how many conflicts and misunderstanding can occur working in a team, how many different

opinions people have and how it is difficult to decide only one strategy. But when the team succeeds to have one decision for the whole team and overcome the task they are becoming a stronger team.

Chocolate river

The task of the group is to cross the imaginary river of around 10 m. And for this they are given 10 stones (A4 papers). The strict rule is that the whole team should be on the other side of the river, and if even one person is left then the task is not accomplished. Another strict rule is that if the stone is left without foot or hand then it floats away, which makes quite risky to reach the other side of the river with less stones.

Time is given to decide the strategy with the whole team and go forward with the task. Participants are not allowed to speak during the activity. If someone speaks they have to start from the beginning.

This is a very challenging exercise both making team stronger/closer and frustrating some participants if they lose or make some mistakes.



The whole group dynamic is visible during this activity. The role of facilitator is very important to encourage, giving some tips and preventing conflicts. But also it is important to be aside and give freedom to participants to experience all the phases of team work during such a challenging activity.

Afterwards discussion is very important for team building activities with guiding questions and inputs.

The following questions can be used during the discussion for above mentioned team building activities:

1. How do you feel? Did you enjoy the process?
2. What did you learn during this exercise?
3. What was the positive side of working in the team?
4. What was the most difficult part?
5. Did you feel a full member of the group? Or did you feel excluded and not involved?
6. Was the communication and understanding in the group easy or hard?
7. What was the most important for you: to achieve the final goal or enjoy the process?

Concepts of culture

The aim of this work is to give basic information on the concept of culture based mainly on anthropological viewpoint. This is because anthropology is the study of all aspects of human life, past and present. And culture, in anthropology, is defined as “everything which is worked out by humans”. So everything which is touched by human hands or mind is culture. Therefore, we can say that everything, whose existence is known, is culture, except for nature.

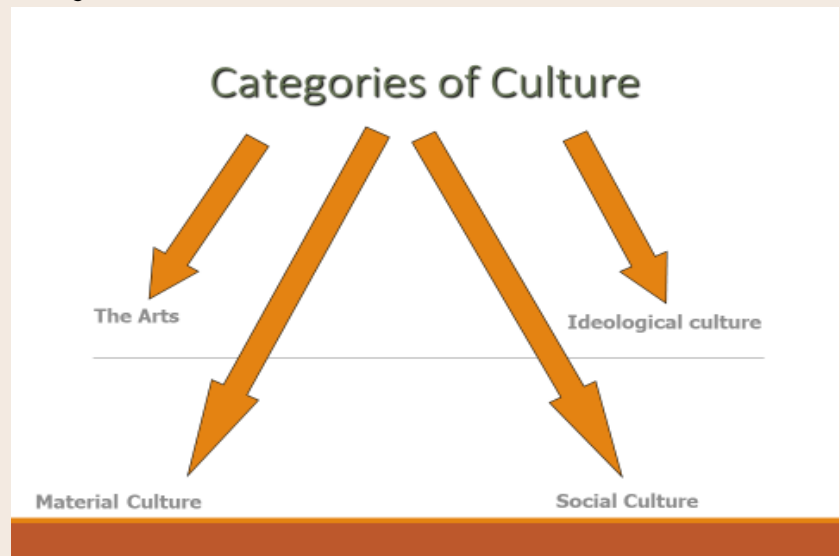
Culture, in anthropology, the patterns of behaviour and thinking that people living in social groups learn, create, and share. Culture distinguishes one human group from others. It also distinguishes humans from other animals. A people’s culture includes their beliefs, rules of behaviour, language, rituals, art, technology, styles of dress, ways of producing and cooking food, religion, and political and economic systems.

Culture is the most important concept in anthropology. Anthropologists commonly use the term culture to refer to a society or group in which many or all people live and think in the same ways. Likewise, any group of people who share a common culture—and in particular, common rules of behaviour and a basic form of social organization—constitutes a society.

The ability of people to have culture comes in large part from their physical features: having big, complex brains; an upright posture; free hands that can grasp and manipulate small objects; and a vocal tract that can produce and articulate a wide range of sounds. These distinctively human physical features began to develop in African ancestors of humans more than four million years ago. The earliest physical evidence of culture is crude stone tools produced in East Africa over two million years ago.

We also discussed different categories of cultures:

Material culture includes products of human manufacture, such as technology. All societies produce and exchange material goods so that people can feed, clothe, shelter, and otherwise provide for themselves. This system is commonly known as an economy.



Material culture has several aspects. And the two noteworthy aspects, which vary from culture to culture, are: the methods by which people obtain or produce food; and the kinds of technologies and other objects people make and use.

Social culture pertains to people's forms of social organization—how people interact and organize themselves in groups. People in all types of societies organize themselves in relation to each other for work and other duties, and to structure their interactions. People commonly organize themselves according to bonds by kinship and marriage, work duties and economic position, and political position. Important factors in family, work, and political relations include age and gender (behaviors and roles associated with men and women).

Ideological culture relates to what people think, value, believe, and hold as ideals. In every society, culturally unique ways of thinking about the world unite people in their behavior. Anthropologists often refer to the body of ideas that people share as

ideology. Ideology can be broken down into at least three specific categories: beliefs, values, and ideals.

People's beliefs give them an understanding of how the world works and how they should respond to the actions of others and their environments.

People's ideals serve as models for what people hope to achieve in life. Many people rely on religion, systems of belief in the supernatural (things beyond the natural world), to shape their values and ideals and to influence their behavior. So, ideological culture may be divided into religion and science.

Art includes such activities and areas of interest as music, sculpture, painting, pottery, theater, cooking, writing, and fashion. Due to anthropology, any work of art is the result of creativity and innovation. Art is differentiated from craft by its creative nature. There must be something new (new style, new idea, etc) in art.



Sessions on defining what culture is were followed by the intercultural evenings where we shared our traditional food, danced together and even showed the body language tips that were particular to our cultures.

Participants were in the big intercultural wonderland where there were many varieties and at the same time it felt like a big multicultural family with same goals and inspirations towards the development of younger generations. The evening was completed with the interesting quizzes where we were checking our knowledge about different cultures and countries' histories.



Iceberg model of culture

Participants were introduced to the "Iceberg" model of understanding cultures.

We had an interactive discussion on what we see on the surface of the iceberg where the most visible features are presented such as clothes, cuisine, fine arts, music etc.

And what is not obvious and hidden on the underwater part of the iceberg, such as why someone eats or dresses the way they do.

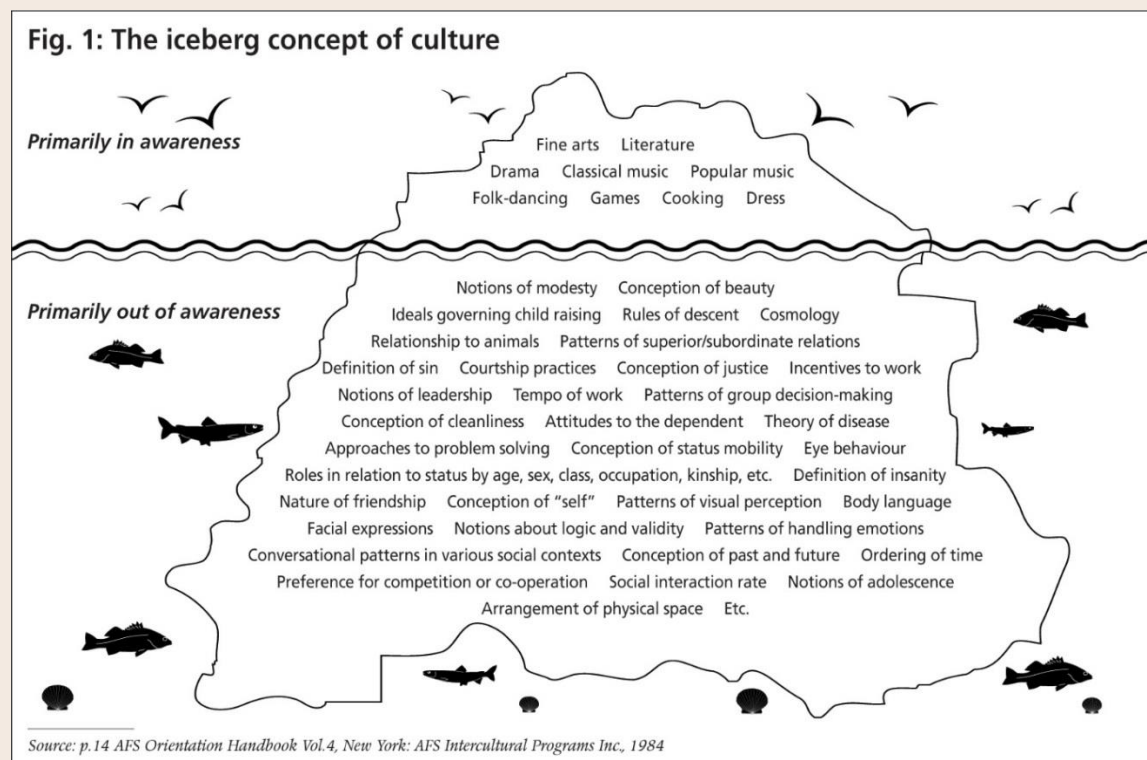
Deep below the "water line" are a culture's core values. These are primarily learned ideas of what is good, right, desirable, and acceptable, as well as what is bad, wrong, undesirable, and unacceptable. In many cases, different cultural groups share the similar core values (such as "honesty", or "respect", or "family"), but these are often interpreted differently in different situations and incorporated in unique ways into specific attitudes we apply in daily situations. Ultimately, these internal forces become visible to the casual observer in the form of observable behaviors,

such as the words we use, the way we act, the laws we enact, and the ways we communicate with each other.

It is also important to note that the core values of a culture do not change quickly or easily. They are passed on from generation to generation by numerous institutions which surround us. These institutions of influence are powerful forces which guide us and teach us. Although an economic system may change, or a new methodology in school may be adopted, or new definitions of "common and normal" may be perceived on the television, there are innumerable forces that continue to mold a culture as they have in the past.

Without the knowledge and understanding of the underwater parts of cultural iceberg misunderstandings and conflicts occurs between representatives of different cultures.

So, like an iceberg, there are things that we can see and describe easily... but there are also many deeply rooted ideas that we can only understand by analyzing values, studying institutions, and in many cases, reflecting on our own core values.



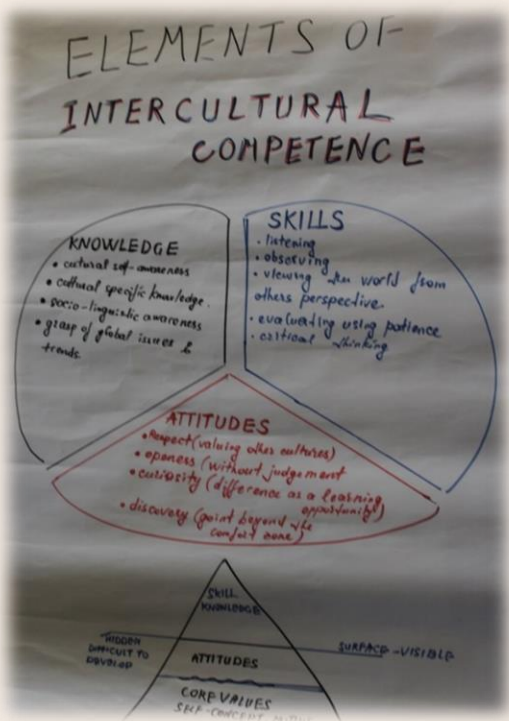
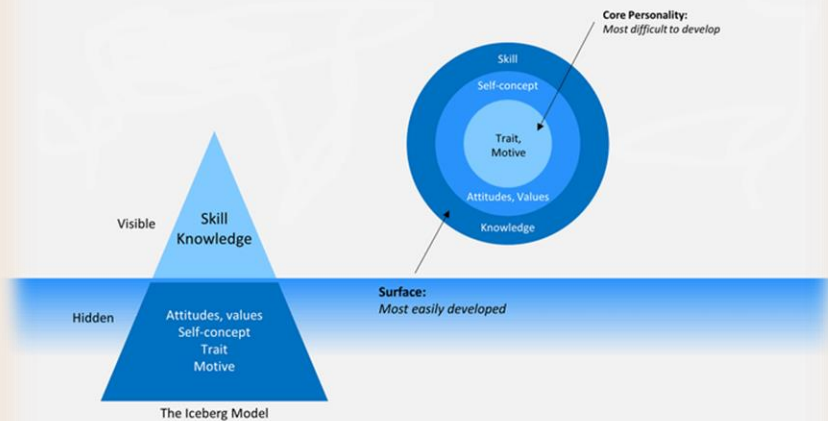
Intercultural competency mapping

Competency mapping is a process which allows us to identify qualities and features necessary to be successful and effective in a particular field. Each competence is a combination of certain knowledge, skills and attitude.

The aim of this session was to make

participants go through the process of self reflection and self assessment and better understand themselves, their strong and weak points and to point out where they can focus to develop more.

COMPETENCY MAPPING



At the beginning there was a small input on what is a competence and what are its 3 components. Afterwards participants were asked to write down on paper 10 things that associates for them with intercultural competence. As they wrote down now they were given time and space to rate these qualities with 10 point rank from the perspective of how much do they possess them. After individual work participants were divided into small working groups where peer to peer discussed their individual reflection papers, together

created a map of intercultural competence and presented it. This was followed by input of iceberg and circle models of competence and participants were invited to further reflect on this competence and its development during the whole project.

Photo elicitation

With the help of printed photos participants of the project could reflect on issues hidden in their unconscious. A big amount of pictures was spreaded on the floor. Participants walk around and whenever they feel there is a picture which is calling them they take it. They are given time to feel the picture and understand why they have chosen it. Then they share in the group. They try few times to pick up one picture and share the first association which comes to their mind. Thus with the help of photos they reveal inner resources and feelings. After trying the technique participants are divided into teams and with chosen pictures they need to create a story.

This exercise has both individual reflection and team work impact. Participants develop their creativity and reveal unconscious issues. In their pictures they both show the problem and find solutions. In this sense pictures are a big resource for revealing hidden problems.



After making presentations of their stories a plenary discussion is held to reflect on learning points of the exercise. Participants share their feelings and impressions as well as discussion is followed by guided questions.



Labeling exercise

The main aim of this exercise is to reflect on our own biases and stereotypes towards disadvantaged groups and to have reflection to what extent we are able to get rid of our own biases or how we shall deal with them in our everyday life and work.

Participants task is to read label categories on a piece of paper (e.g. disabled, refugee, poor, homeless ...), and write down the very first association they have on a post-it

Before the start of the session volunteers are chosen, who would like to step into the role of one label each.

It is important to mention that they should be true to themselves and not think about making a good impression

After participants write down their associations/attitudes towards labels one of the volunteers is asked to come up.



One by one participants are approaching the volunteer representing a certain label and saying the sentence “You are” with the association written on their post-it and stick it to the person

Thus each volunteer stands up and other participants stick their associations on them. Afterwards plenary discussion is held to share feelings, insights, impressions.

DISCUSSION

- How did it feel for the volunteers to get labeled?
- How did it feel to put labels on the other person?
- Was it easy/difficult to come up with an honest association?
- How do those associations influence our work with disadvantaged young people?
- Are we able to get rid of our own biases? If not, what will be the best way to deal with them?



Simulation game The Island

This is a role game where three different cultures meet and have to cooperate. This game is aimed to raise the participants' awareness about cultural diversity and allows them to experience a multicultural situation.

Instructions

All participants are divided into 3 groups and the facilitator tells the story:

“An enormous storm in this area has caused that your ship went down to the bottom of the ocean. You managed to reach this desert island. It seems also other ships wrecked because you have already noticed that groups from other ships managed to get here.



The first thing you have to do is to build a shelter where all people can sleep and hide in case of heavy rain and storm and which can protect you against wild animals. You can only build one shelter because there's not enough space and material to build more than one. Your shelter must be stable. It should have a roof, walls and a door.”

After that the groups get separated in different locations, receive role cards with the description of their tribe culture, materials for building shelters (paper, tape, scissors, glue) and have 15 minutes for choosing their leader, studying and practicing their cultures.

Then the leaders meet in the neutral territory to negotiate how the shelter will be built and go back to construct the parts of the shelter.

In 10 minutes the facilitators make an "exchange" where one person from each group is sent to another tribe for 5-7 minutes.

After 25 minutes, the groups meet on the same territory, connect the details of the shelter in one construction still performing their cultures.

Questions which can be used during evaluation

- How did you feel during the simulation?*
- What do you think about the construction process?*
- Were there moments where you felt insecure or not respected?*
- What do you think are the characteristics of the other cultures?*
- Can you see a link between this simulation and reality?*
- What can we learn from this simulation?*



Non-violent communication exercise “Local Society is hosting refugees”

This exercise will help to raise the participants’ awareness of the refugees’ integration in the community, imagine how do they feel and what they are going through when facing locals.



The participants are split into 2 groups. One of them represents refugees, another one is the local society. The refugees and the locals are standing in lines facing one person on the opposite side each. The locals are holding their hands, but not the

refugees. The refugees start approaching the locals and using only eye contact, without saying anything, ask the locals to be accepted into the community. When or if they feel ready (it is up to them to decide) the locals can open the barrier and let the refugee come inside their society. Then they switch the roles. After the game, we have a reflection. We invite people to choose one of the Dixit cards that can represent their emotions at the time and help to express their feelings.

Learning outcomes: facing prejudices, getting out of the comfort zone, putting yourself in other's shoes, sharing experiences, developing empathy, discussion on the sensitive topic.

Interviewing locals

Participants were divided in teams and given a task to make a video interview with each other to get better knowledge and understanding of different cultures. After some practice they were also given a chance to meet the locals of the project venue and interview them about different cultures and existing stereotypes.

They were working in mixed groups and on their way to the town they have discovered many interesting facts about the locals, talked to them, interviewed them and tried to know more about their everyday life and opinions regarding migration issues. Afterwards presentation of interviews was arranged to see what each team have done and which kind of discussions they had with the locals.



“I have a voice” storyboarding and video creating

Role and importance of youth engagement in cohesive community building was introduced to participants. Afterwards, a short input was given on creating photo and video stories. Participants were divided in teams and given a time to reflect on the main issues they want to raise, what is their main idea or message they want to tell with the help of photography or video.

Participants within the same groups started the creation process through discussion and storyboarding. They worked on identifying the main idea they want to raise and writing the main script of their story. Afterwards, they started to sketch and plan how to organize the photo or video story.

After finalizing the main idea of their message and having content of issues they want to raise participants were given time to go to explore the surrounding possibilities for realizing the photo and video materials.

A short introduction to photo and video editing programs was done to participants to put their materials into the special photo/video story telling format.

Participants digitalized their stories with the help of special computer programs with images, videos, they made and used some visual effects, music etc.

And finally a movie screening was organized to watch all the stories participants created and wanted to be heard. We had many emotional moments while watching powerful and brave stories of the participants.

Below are the links of the movies prepared by participants during the project:

“The last train” movie created by participants raising the issues of internally displaced people of ATO zone of Ukraine

<https://web.facebook.com/ChanceBerlinJB/videos/180122876204762/>

"Home" movie created by participants raising issues of refugees and migrants

<https://www.youtube.com/watch?v=xOVcoXandFg>

"Keep the fire burning" movie created participants raising issues of migration.

<https://vimeo.com/310980264/1b077941e3>

"Women" movie created by participants about problems women face in contemporary society

<https://vimeo.com/310981525/3c6f25f181>



Our partners



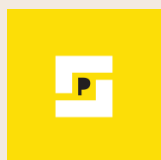
Chance International – Germany

<https://web.facebook.com/ChanceBerlinJB/>



UniGrowth DC – Armenia

<https://web.facebook.com/unigrowth.center/>



Partaking- Italy

<https://web.facebook.com/Partaking-1891210187772140/>



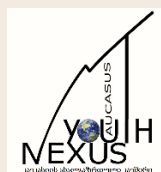
NGO Progress Center

<https://web.facebook.com/progressestonia/>



Lugansk Regional Agency for Sustainable Development

<https://web.facebook.com/open.lg.ua/>



Caucasus Youth Nexus – Georgia

<https://web.facebook.com/CaucasusYouthNexus/>

Thanks to all participants for their contributions and active participation.



Yerevan, 2018