

Booklet for a more inclusive youth work

EXCLUDE EXCLUSION



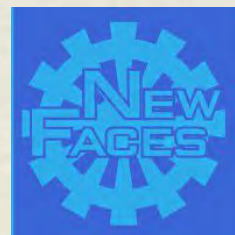
- WE DO INCLUSION!

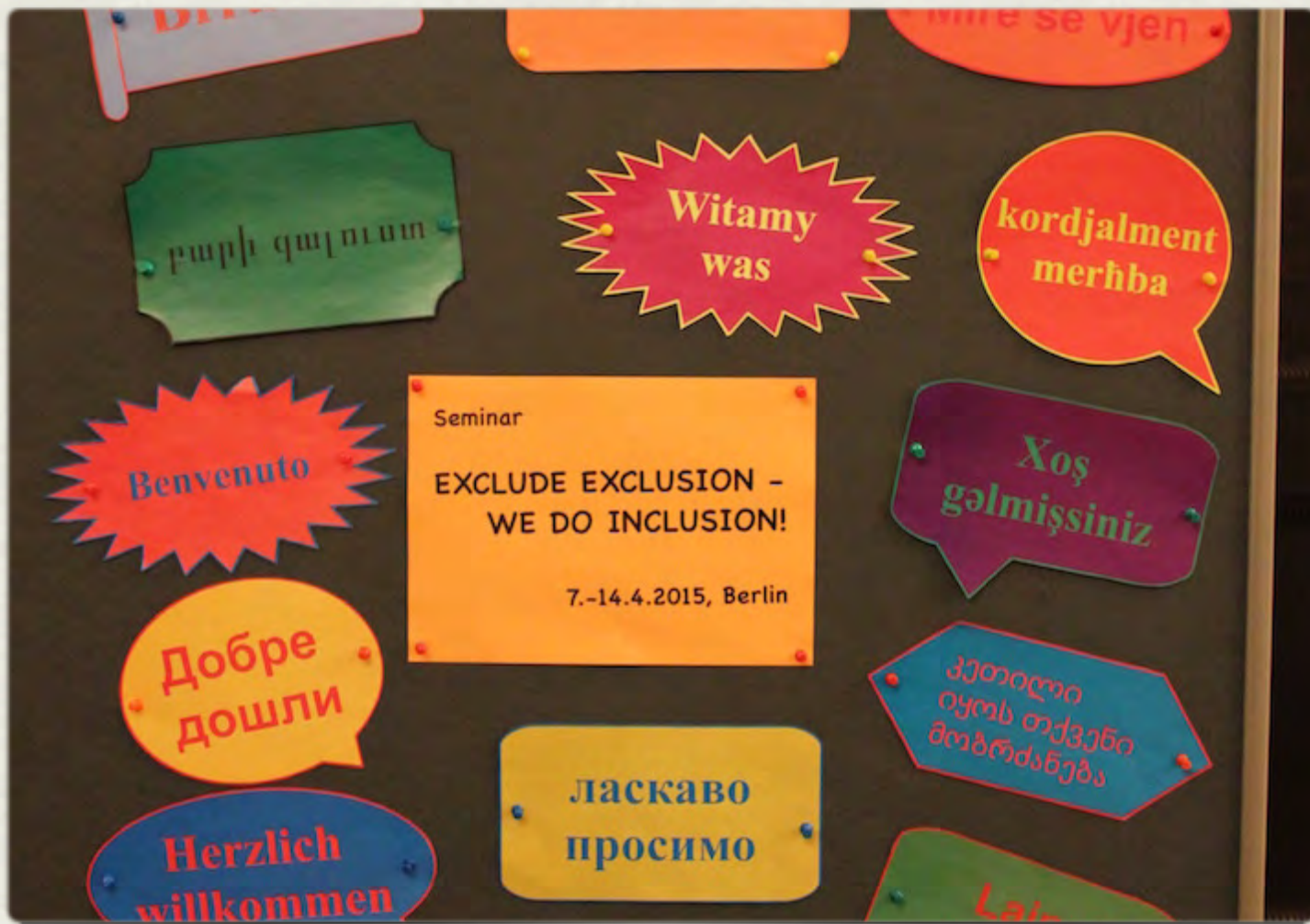
Results of
an youth workers' seminar
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and BYPU "New faces"



Erasmus+





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DISCLAIMER

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THE STORY BEHIND THIS BOOKLET

This booklet is the result of the seminar “Exclude exclusion - we do inclusion!” that took place from April 7th to 14th, 2015 in wannseeFORUM, Berlin, Germany and was supported by the EU program Erasmus+ YOUTH IN ACTION.

42 youth workers and 6 trainers and facilitators from 13 countries (Armenia, Azerbaijan, Belarus, Bulgaria, Georgia, Germany, Italy, Latvia, Malta, Moldova, Poland, Romania and Ukraine) discussed and worked on the topic of inclusion in the field of youth work.

Particular emphasis was placed on the development of ideas for more inclusive learning formats and methods for different seminar phases, thematic areas and group constellations.



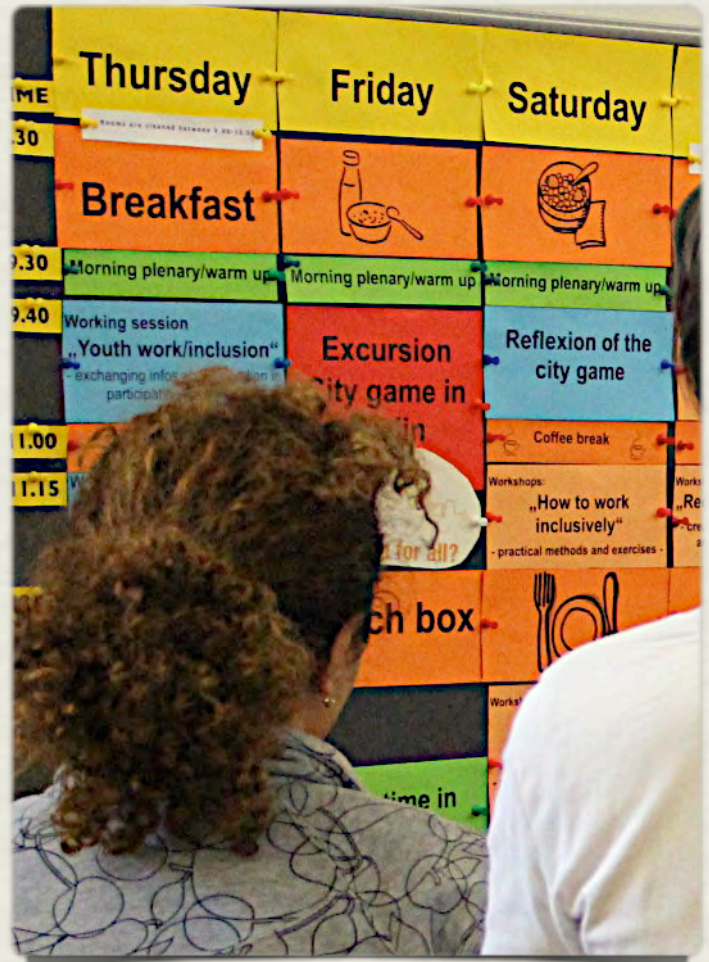
The main objectives of the seminar were:



- ▶ **raising awareness amongst youth workers regarding the situation and needs of socially excluded groups;**
- ▶ **dealing with the term of “inclusion” as well as developing an own position regarding inclusion;**
- ▶ **reflecting on the own role in the exclusion/inclusion of youngsters and young people;**
- ▶ **acquiring and developing competencies needed for an inclusive youth work. For example the sensitivity for the need/necessity of continuously reflecting on the methods used in the own daily youth work practice;**
- ▶ **transforming already existing methods in such a way that they are suitable for an inclusive youth work with different target groups that are “traditionally” affected by social exclusion;**
- ▶ **developing new methods for an inclusive youth work;**
- ▶ **creating networks between the participating youth workers with the aim of developing and offering inclusive projects for youngsters and young people at an European/international level.**

The program included amongst others:

- **an expert input by Elżbieta Kosek, lecturer in Inclusive Pedagogy at the Kreisau-Initiative e.V.;**
- **a World Café;**
- **a thematic movie evening;**
- **presentations of the participants on the topic: “Youth work and inclusion: situation and latest developments in the participating countries”;**
- **an Organization Fair with presentation of best practice examples;**
- **exercises for reflecting on the own youth work practice and for awareness raising on exclusion mechanisms;**
- **a city game for exploring Berlin under the perspective of a barrier-free access;**
- **workshops for developing ideas on how to carry out methods for different seminar phases, thematic areas and group constellations more inclusive;**
- **an Open Space for the development of new projects’ and cooperation ideas.**



**Belarusian
Youth Public
Union New Faces
(Belarus)**

**Stiftung
wannseeFORUM
(Germany)**

**Asociatia
Minte Forte
(Romania)**

**Azerbaijan
Volunteers'
Public Union
(Azerbaijan)**

**ChangeLog
Foundation
(Ukraine)**

**Socialab
(Italy)**

**Colorful
House
(Georgia)**

Organizations included in the project

**ELSA Moldova
(Moldova)**

**Active Youth
(Malta)**

**International
Center for Intercultural
Research, Learning and
Dialogue
(Armenia)**

**YPA Network
(Poland)**

**Focus -
European Center for
Development
(Bulgaria)**

**Donum
Animus
(Latvia)**

**INCLUSION +
YOUTH WORK
= AN INCLUSIVE
YOUTH WORK**

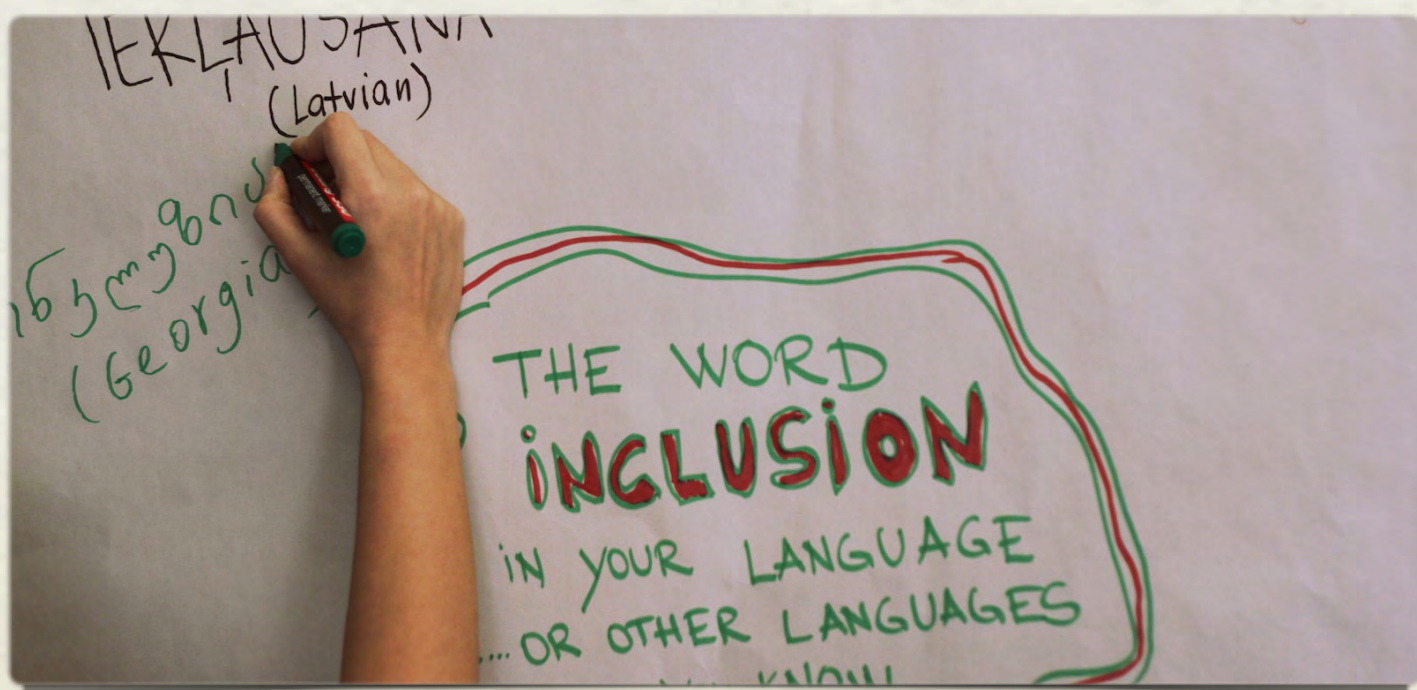
WHAT IS INCLUSION?

During the seminar “Exclude exclusion - we do inclusion!” we worked with the definition of inclusion as the continuous process of identifying, understanding and removing barriers in order to increase the presence and participation of all persons in all areas of society.

According to this broad concept, inclusion:

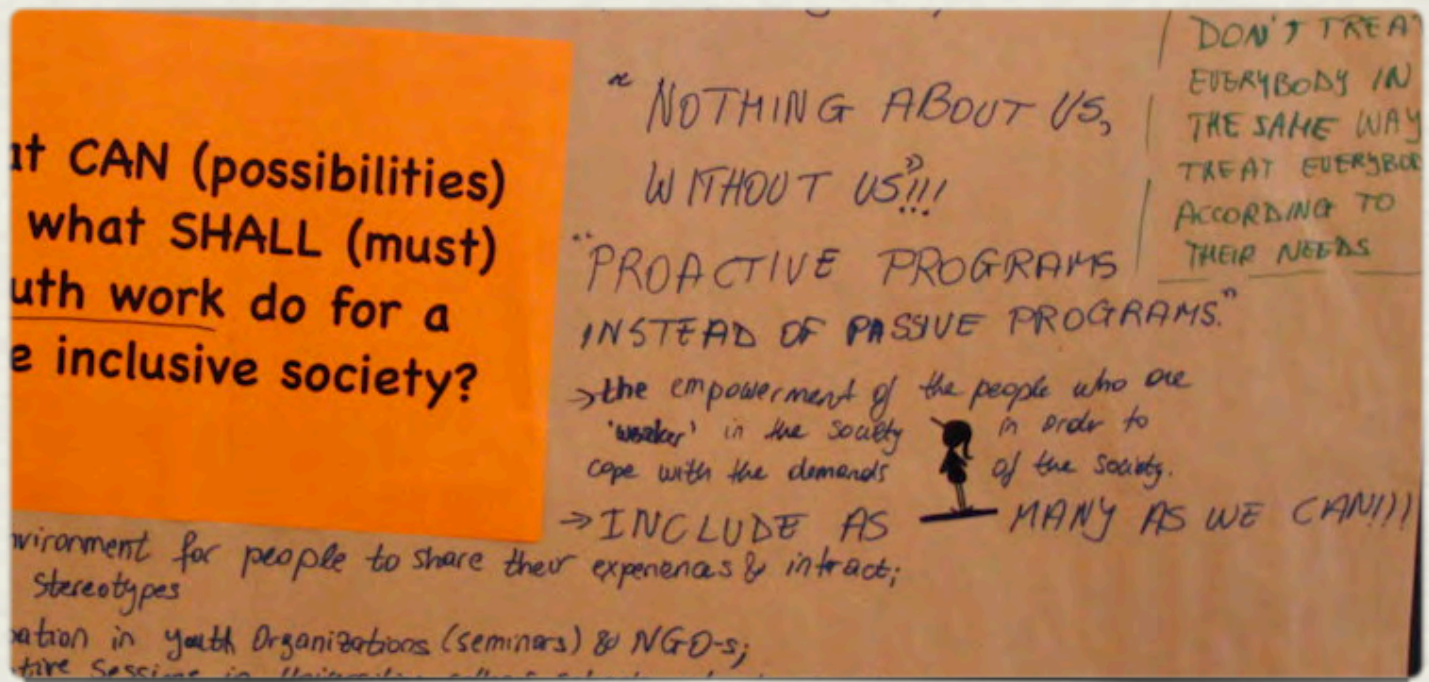
- ▶ implies a shift from seeing the individual as a problem to seeing the mainstream society as the problem that can be solved through changes in approaches, structures and strategies.
- ▶ is not just about responding to the needs of persons with disabilities, but to the diversity of needs of everyone affected by marginalization or exclusion.
- ▶ pays particular attention to those social groups that - statistically seen - face the greatest risk of marginalization or exclusion.

For us, it's about
DOING INCLUSION while EXCLUDING EXCLUSION!



WHAT IS AN INCLUSIVE YOUTH WORK?

From our point of view, an inclusive youth work means all youngster and young people having equal opportunities open to them for accessing and actively participating in the wide range of youth work activities — regardless of their gender, social, cultural and economic condition, migrant background, particular learning need, disability, sexual orientation etc.



For us, making youth work more inclusive implies — amongst others — constructional changes for the reduction of physical barriers, the development of publicity strategies as well as adjustments of the didactic and methodological concepts. For implementing inclusion, appropriate financial means are indispensable.

However, self-reflexive processes are the starting crucial point.

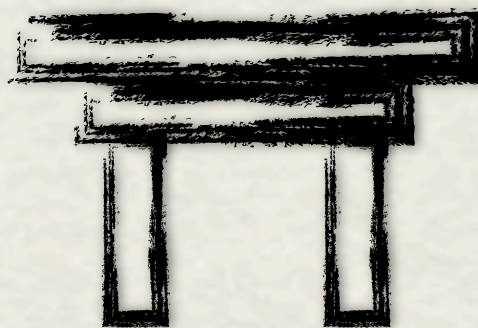
REMARKS

FOR A MORE INCLUSIVE YOUTH WORK

X The seminar room should provide enough space to work in small groups undistracted. In the best case scenario there are several working rooms available.

X Ideally, seminar rooms have access to an outdoor area.

X For exercises that involve writing, drawing etc. it is recommended to have a table in the seminar room. Some participants may have the need to use it instead of sitting on the floor when taking part in the exercise.



Note

In some cases, the height of the table may be a relevant aspect to consider. For example, when participants are really young or in case of participants sitting in a wheelchair.

X Each person needs different time. A trainer should ask the group for patience and for helping each other out during all steps of a method.



X Depending on the group constellation, a facilitator should consider reducing the «talking» parts and using:

✓ written instructions

✓ reflection questionnaires.

YOUTH WORK METHODS - MORE INCLUSIVE

REMARKS

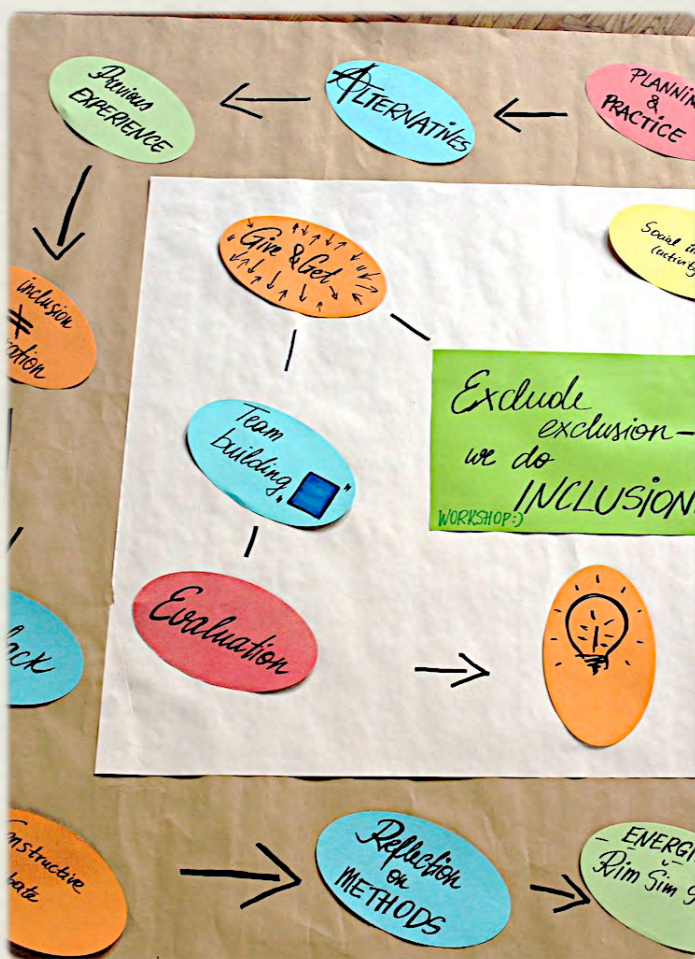
REGARDING THE METHODS PRESENTED IN THIS BOOKLET

The methods presented in this booklet range from getting to know each other games, energizers and anti-bias exercises. Most of them are well-known and used by many facilitators.

During the seminar “Exclude exclusion - we do inclusion!” the youth workers participated in two-days workshops in which they analyzed the presented methods and developed ideas on how to carry them out more inclusive in case of different group constellations.

The result of the workshops are the “Alternatives for making the method more inclusive”, that can be found at the end of most of the methods.

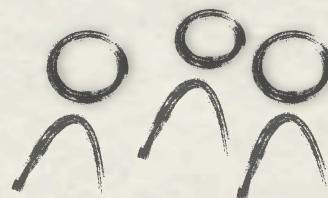
The methods that do not contain any “Alternatives...” at the end were included either because they are suitable for workshops with youth workers or because they aim at raising awareness on the topic of exclusion - what is an essential step in starting the process of inclusion.



REMARKS

REGARDING THE METHODS PRESENTED IN THIS BOOKLET

► The alternatives suggested for every exercise should be chosen by a facilitator depending on the group she/he is working with.



► The suggested alternatives can be combined also.



► Each method can and should be modified further so that it best fits the needs of the participants.



► For most of the methods only the total time needed is indicated. The facilitator should be aware that the time needed for each step depends on the group constellation or on the aim of using the method.

► It is recommended for many of the methods to carry them out only after having established together with the group rules of communication.

DON'T PREJUDGE ME

Aim: to get to know each other out of the first impressions and stereotypes.

Group size: up to 30.

Resources needed: A4 paper and markers.

Time needed: 20 - 25 minutes (10-15 minutes for the exercise, 10 minutes for the reflection).

Step by step description:

1. Each participant has to write down three true statements and a fake one about him/herself.
2. In pairs, participants try to identify the false statement about his/her partner by talking to each other. At the same time they have to explain why they have chosen this statement as the false one.

Reflection and evaluation:

- How did you feel?
- How did you choose the true statements about yourself and the fake one? Was it easy or hard?
- [If the partner didn't identify the fake statement: Did it surprise you that your partner couldn't identify the fake statement about you? Why do you think that this happened?]
- Was it easy to find out the false statement about your partner? How did you make the decision? How many questions did you ask? Were there any questions that you did not dare or hesitated to ask your partner and why?
- Except of the questions asked to your partner, what else influenced you when having to identify the false statement? The mimics? The voice of your partner?
- Which stereotypes may have influenced your decision?
- Do you know your partner better now?
- Did you learn anything new about yourself?
- What influences the first impression about a person in general? How often is this first impression right, how often is it wrong?

ALTERNATIVES FOR MAKING THE METHOD MORE INCLUSIVE

Alternative 1

When working in pairs:

- The partners do not face each other but sit back-to-back.
- Each person thinks of and tells his/her partner three true statements and a fake one about him/herself (so without writing).



Note

In order not to have problems with remembering the statements, their number can be reduced to - for example - two true statements and a fake one.

Following additional questions could be useful for the reflection phase:

- Do you have the feeling that you paid more attention to the answers of your partner than if you would have been facing him? Why yes, why not?
- What other categories other than the appearance influences the first impression one has about a person? (for example: knowing that the person is a woman/man, young/old etc.)

Alternative 2

When working in pairs:

- When trying to identify the fake statement about their partners, the participants are not allowed to speak to each other and thus there is no possibility to ask questions, but only to look at each other.
- The statement identified as false is marked on the flipchart paper.

Following additional questions could be useful for the reflection phase:

- If you have had the possibility of asking your partner some questions, which would have been these? Why?
- Can you think of situations from your day to day life in which you had to make an impression of a person relying only on his/her appearance?
- Which assumptions based on your appearance might other persons have (in general)? Why? Are some of them true?

ONE DAY OF MY LIFE

Aim: to raise awareness on social exclusion issues.

Group size: up to 30 (divided in small groups).

Resources needed:

For each small group:

- printed description of a typically socially excluded person;
- A4 paper sheets;
- pens;
- flipchart paper.

Time needed: 1 hour.

Step by step description:

1. The facilitator divides the participants in groups of five.
2. Each group gets a description of a typically socially excluded person.
3. Groups have 10 minutes to prepare a description of an ordinary day of this person.
4. One representative of each group presents his/her group character from a first-person perspective.
5. After each presentation the whole group discusses the description.

Reflection and evaluation:

- Questions for the representatives of each group:
 - How did you feel when presenting the daily routine of your character?
 - To what extent could you identify with your character and why?
- How did you choose the activities of your character?
- Was your choice based on your experience or on your assumptions about the character?
- How realistic do you think your description was? What was not that realistic?
- Which barriers (structural, attitudinal etc.) can be identified in the daily routine of each character? How could these barriers be removed?

Descriptions of typically socially excluded persons



Note

The facilitator should change the descriptions and/or add new ones according to the group of participants (age, country of residence and country of origin respectively etc.)

17 years old girl with a visual disability living in a student residence.

Unemployed, single mother of two.

Middle-aged man from Romania, now living in Germany. Here he works as a construction worker. The construction company didn't want to legally employ him and now refuses to pay him out.

9 years old girl living in Moldova. Since her parents emigrated to Italy for work, she is living with her grandparents.

10 years old boy with a hearing disability.

Homeless woman.

Middle-aged man, HIV positive.

16 years old teenager with a passion for playing the guitar. He lives in a small village.

Retired man living in a big city. His wife died, the three children all live in far-off cities.

Woman in wheelchair living in Minsk.

16 years old refugee from Eritrea, living in Germany in a centre for asylum seekers.

18 years old girl living in Spain who lost her hearing due to an accident. She would like to study Law.

Teenager who survived a car accident, but remained with many scars on his/her face.

Homosexual young man living in the US.

55 years old woman who recently lost her job.

THE ONION

Aim: to get to know each other / highlight the diversity within the group / deal with issues of identity.

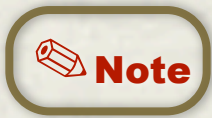
Group size: various.

Resources needed: A4 paper, pens and markers.

Time needed: 20 - 25 minutes.

Step by step description:

1. Each participant has to draw on a A4 paper sheet an onion with many layers. In each layer he/she has to write nouns (words) that describe them (it can be a social role, a profession, a job position, a hobby, etc.).
2. When everyone has finished, participants stand up, walk through the room and share their onions with the others.



In groups of up to 15 participants, if the facilitator wishes to go deeper into the topic of identity, it could be useful to limit the number of the layers in order to “force” the participants to decide for the most important or most relevant.

Reflection and evaluation:

- How did you choose what to put on the layers? Was it easy?
- [If it was up to each participant how many layers the own onion should have:] How did you decide how many layers your onion should have?
- [If number of layers is set by the facilitator:] Was it hard to limit to the given number of layers? What else would you add if you would have more layers?
- Are there any similarities within the group regarding the aspects written on the layers? Why is that?
- Is there one layer that is the most important to you? Or more?



The suggested questions for the reflection phase should be chosen depending on what the facilitator wants to achieve with this method (see “Aim”). The reflection phase can be left out completely, if the facilitator simply wishes to use this method as an getting-to-know-each-other-game at the beginning of an workshop.

ALTERNATIVES FOR MAKING THE METHOD MORE INCLUSIVE

Alternative 1

The facilitator prepares in advance pictures of onions for each participant.

→ **Participants work in pairs when writing on the layers of their onions.**

Alternative 2

If the aim of the method is that participants get to know each other better at the beginning of a seminar:

→ **When sharing their onions, participants aren't allowed to speak to each other. If they want to know something more about the layer of another participant, they can write their questions on post-its and stick these on his/her onion.**

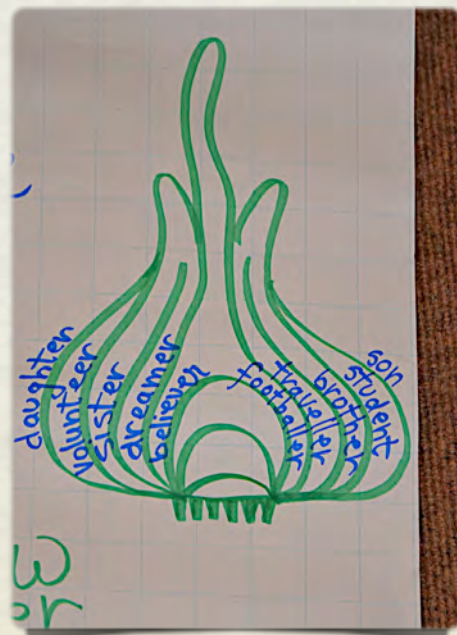
Alternative 3

Resources needed:

- A4 papers sheets;
- pens and markers;
- presentation cards;
- glue;
- printed symbols of social roles, professions, hobbies.

The facilitator prepares in advance drawn symbols of social roles, professions, hobbies etc.' and gives these to the participants for gluing them on their onion.

Participants are to be encouraged to draw other social roles, professions, hobbies etc. which best fit them.



THE SECRET

- for youth workers -

Aim: to improve awareness of negative effects when crossing somebody's comfort zone.

Group size: various.

Resources needed: none.

Time needed: 15 - 20 minutes.

Step by step description:

1. The facilitator asks the group to make a circle and close their eyes.
2. The facilitator asks the participants to think about their biggest secret.
3. Then the facilitator explains that he/she will walk outside of the circle and the person who he/she touches with the hand on the shoulder has to share his/her biggest secret with the others.
4. Then the facilitator starts to walk around making noise.
5. After one minute the facilitator ask everybody to open their eyes. He/she hasn't touched anyone.
6. Participants take their seats and discuss the action.

Reflection and evaluation:

- How did you find the experience?
- Was it comfortable?
- What was your first feeling when the facilitator said that you would need to share your secret?
- Were you going to share the secret?
- Were you faced with a similar situation before? How did it affect you?
- How does this experience relate to your youth work practice?



Note

The facilitator should desist from using this method with persons who might have an illegal status.

WHO AM I?

Aim: to face and challenge stereotypes.

Group size: various.

Resources needed: post-its and markers.

Time needed: 20 minutes.

Step by step description:

1. Participants stand in a circle.
2. The facilitator asks them to write a nationality of their choice on a post-it and put it on the back of their neighbor sitting to the right.
3. Participants are free to ask everyone questions that can be answered with “yes” or “no” in order to finding out their “nationality”.

Reflection and evaluation:

- How did you choose the nationality of your neighbor?
- Was it easy/difficult for you to find out your nationality?
- Which questions did the others answer with “yes”? Do you think this really applies to persons with this nationality?
- Which other nationalities did you think you have, before finding out what was written on the post-it?
- Did any stereotypes influence your final answer?
- Have you ever been in the situation when you needed to find out someones nationality?
- Have you ever experienced that someone thought that your nationality was another that it really is?

ALTERNATIVES FOR MAKING THE METHOD MORE INCLUSIVE

Alternative 1

The facilitator prepares by him/herself in advance the post-its with nationalities for each participant.

Depending on the group it could be useful to draw on the post-its also the flag for each chosen nationality.

Alternative 2

In order to focus on the topic of “social inclusion/exclusion”, the facilitator can prepare post-its with social roles such as professions, educational background etc.

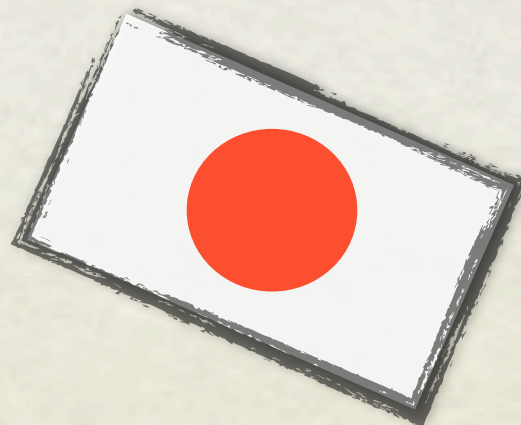
Alternative 3

Participants form small groups when trying to find out their “nationality”.

Alternative 4

After being assigned “their” nationality, participants form small groups (of maximum 5).

When participants have to figure out which nationality they were assigned: The “nationality” of each group member is pantomimed by the other persons in the group.



CHALLENGING PLATITUDES

Aim: to initiate a discussion about stereotypes.

Group size: up to 20.

Resources needed: flipchart paper with written statements.

Time needed: 15-20 minutes.

Step by step description:

1. The facilitator writes on a flipchart paper various statements that are opposite of common preconceptions.

For example: “Boys are better at cooking, girls are better at Math” (as the opposite of “Boys are better at Math, girls are better at cooking.”)

2. The group discusses the next questions:

- **What is the meaning of these statements?**
- **Why do statements like this appear?**
- **Do you know people belonging to the groups of people mentioned in some of these statements? If yes, do these statements apply to them? Why yes, why not?**
- **What may be consequences of such prejudices – for the “objects” of a prejudice and for the prejudiced persons?**

ALTERNATIVES FOR MAKING THE METHOD MORE INCLUSIVE

The facilitator reads out loud each statement before discussing it with the group.

Alternative

BIRDS AND NESTS

Aim: energizer.

Group size: various.

Resources needed: none.

Time needed: 5 to 10 minutes.

Step by step description:

1. Participants form groups of 3, distributed throughout the room.
2. Two persons of each group face each other and hold their hands forming a nest. The third person is standing in between these two persons; he/she is the bird.
3. There should be always a person who does not belong to a threesome – a participant or the facilitator. This person can call three instructions:
 - “Nests”
 - the participants forming a nest must leave their threesome and form a new one by finding another bird and a new partner to build a nest with. The birds remain on their places.
 - “Birds”
 - the birds must leave their nest and find a new one.
 - “Earthquake”
 - because of the earthquake all nests collapse and all birds leave. This means that everyone has to look for a new threesome consisting of a nest and a bird.
4. The person calling the instructions tries to get into one of the trios - as a bird or as part of a nest. If she/he manages to do so, the person left out has to call the instructions.

ALTERNATIVES FOR MAKING THE METHOD MORE INCLUSIVE

Alternative 1

1. Participants form groups of 4.
2. Two persons of each group face each other and hold their hands forming a nest. The other two persons are standing in between these two persons; they are the birds, forming a couple.
3. There should be always a person who does not belong to a group of 4 – a participant or the facilitator. This person can call three instructions:
 - “Nests”
 - the participants forming a nest must leave their group and form a new one by finding another bird-couple and a new partner to build a nest with. The bird-couples remain on their places.
 - “Birds”
 - the bird-couples must leave their nests together and find a new one.
 - “Earthquake”
 - Because of the earthquake, all nests collapse and all bird-couples leave. This means that everyone has to search for a new group of four consisting of a nest and a bird-couple.

The bird-couples leave together.
4. The person calling the instructions tries to get into one of the groups in the role of a nest. If she/he manages to do so, the person left-out has to call the instructions.

Alternative 2

Resources needed:

- pictures/drawings of a nest, a bird and of a symbol of an earthquake (on the next page, there is a possible copy template)

The person giving the instructions does this by showing the pictures - of a nest, a bird and of a symbol of an earthquake respectively.

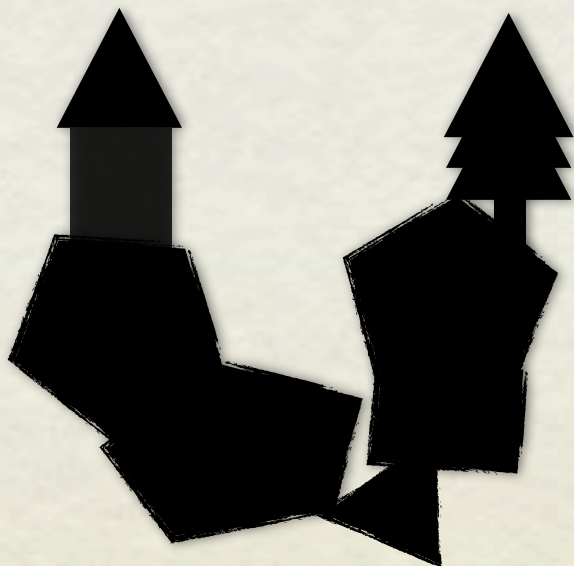
BIRD



NEST



EARTHQUAKE



IDENTITY CAKE

Aim: to broach the issue of categories and different aspects of one's identity /a facilitator gets information about the consistence of the group.

Group size: up to 15.

Resources needed:

- round-shaped presentation cards;
- pens in different colors.

Depending on the adaptation of method: Possibly more resources needed (see “Alternative 3”).

Time needed: 30 minutes.

Step by step description:

1. Each participant gets a round-shaped presentation card (recommended is a minimum diameter of 20 cm) and one pen/color.
2. The facilitator ask the participants to assign to each color a category that they belong to and that is important to them, that they consider as defining their identity and write down which color represents which category.

This “legend” has to remain secret!



The facilitator can give some examples of categories - gender, sexual orientation, education, hobby, residence (urban/rural, city centre/periphery), nationality, religion etc.

(see also the “Four Layers of Identity” under:

<http://www.gardenswartzrowe.com/images/FOUR%20LAYERS.jpg>)

3. In the next step, the facilitator ask the participants to draw on the presentation card the 7 most important categories that they belong to in the form of differently sized pieces of cake – depending on the importance this category has for her/him - and to use for each category the previously assigned color.

4. As the exercise aims first of all at self-reflection, a presentation of the identity cakes is optional and depends on the group. If a facilitator decides for it, recommended is a one-on-one-presentation.

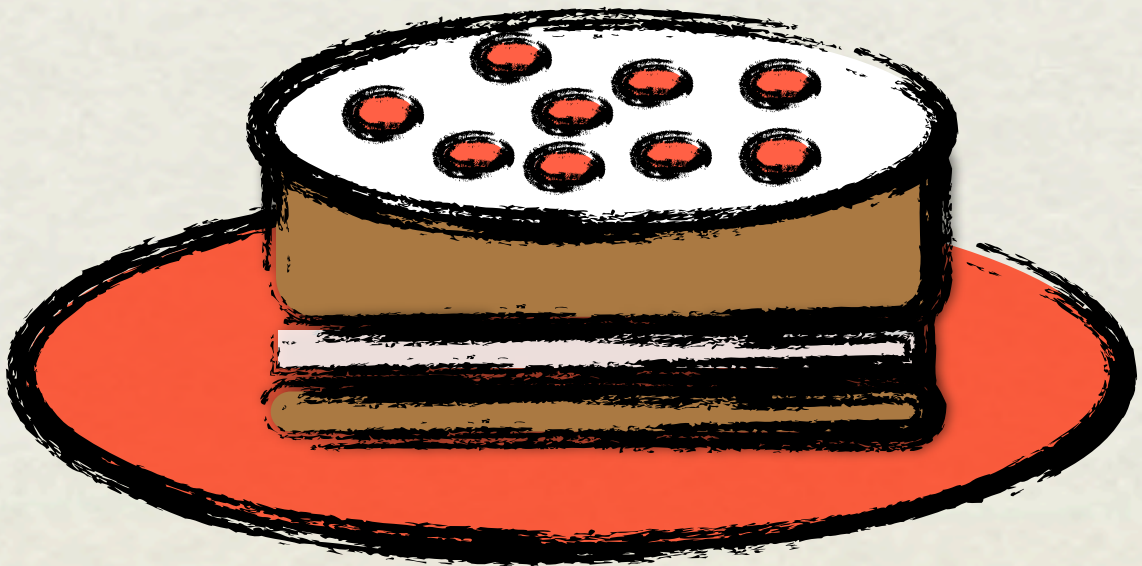


Note

If a facilitator wishes to highlight the diversity of a group, a presentation in form of a gallery walk is recommended.

Reflection and evaluation:

- How easy/hard was it to find 7 categories that you belong to?
- Was it hard to limit yourself on 7 categories?
- Do you think this “cake” represents your identity pretty well or is something missing?
- How did you make your cake: Which category got your favorite color or the biggest piece of the “cake”?
- Look at your “cake”: Is it stable or flexible? For example, did the “cake” look the same way 5 years back and/or will it look the same 20 years by now?
- If it is flexible: On what does this flexibility depend?
- What would change if one category would be different? For example: your gender, your skin color etc.
- How would your cake look like if it should represent how other people perceive you? Would it make a big difference? Why?
- How do privileges affect your identity?



ALTERNATIVES FOR MAKING THE METHOD MORE INCLUSIVE

Alternative 1

This exercise can be carried out with written instructions given to each participant and a reflection questionnaire with a limited amount of questions (3 to 4).

Alternative 2

In case the facilitator feels that the term “identity” is too abstract for the group, an alternative could be that she/he names 7 categories and the participants have to estimate the importance of each category by themselves.

Alternative 3

For younger participants, for example, the exercise could be more exciting if it involves cutting, gluing etc.

The identity could be represented as a “piece of cake” and the different roles/sub-identities as differently colored (and shaped) toppings of the cake (see picture for inspiration).

For representing the categories that one feels she/he belongs to, participants can use also:

- differently shaped presentation cards
- different shapes (for example: lego bricks or jigsaw pieces)
- different scents
- different flavors
- fabrics with different textures
- grains different in color, shape, size etc. which have to be put in a jar.



Note

This change is also useful to avoid excluding persons with different needs and opens the possibility to express oneself more individually.



Note

The materials have to be prepared in advance by the facilitator.

CAROUSEL OF CHARACTERISTICS

Aim: to ascribe by outer appearance without background information and by doing so reflecting own prejudices and stereotypes.

Group size: up to 15.

Resources needed:

- pens;
- pictures of different persons - these persons have are not very famous personalities so that participants do not know anything about them, but the facilitator has some background information;
- working sheets with questions like “How old is the person?”, “What is the person doing in life?” etc. (for more examples, go to page 35)

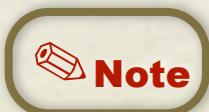
Time needed: 75 minutes.

Step by step description:

1. Each participant gets a working sheet and one picture.
2. The participants sit in a circle. Everyone has the answer of the first question about the picture they have in front of them and write their answer on the working sheet.

The own picture is not to be shown to the others.

3. After answering the first question, the working sheet is to be folded to the back so that the question and the answer cannot be seen.
4. The working sheet together with the picture is then handed over to the person sitting to their right. So each participant will get a new questionnaire and a new picture.
5. Now everyone answers the second question, folds the working sheet to the back and gives the questionnaire and the corresponding picture to the person sitting to the right.
6. This procedure is repeated until all questions are answered.
7. Participants read out loud the questions and the answers for each picture and show the picture to the whole group.



Note

The facilitator can shortly discuss some of the answers and should make a clear statement if one of the answers was discriminating.

7. At the end the facilitator presents the real identities/life histories of all persons represented in the pictures.

Reflection and evaluation:

- Was anything surprising? Did you recognize something special?
- Which questions were hard/easy to answer?
- From where do you have the information to answer the questions?
- Which prejudices did you have?
- Where do those prejudices come from?
- Do people need prejudices? Why?
- What is the difference between a prejudice and a stereotype?
- How could a critical attitude towards and action against prejudices look like?



Note

Before of after this method the facilitator should include an input about prejudices and stereotypes.

ALTERNATIVES FOR MAKING THE METHOD MORE INCLUSIVE

Resources needed:

- mp3-players;
- earphones;
- speakers.

This method can also work with audio tracks instead of pictures what would make it necessary to talk about prejudices transported through voices (dialect, accent, high/low voice etc.) and content (words that are used, topic that one is talking about etc.)

Alternative 1

After the participants have answered all the questions, instead of reading the questions and the answers for each picture: The pictures are hung up on the wall together with the unfolded pieces of paper containing the answers of the participants and with a piece of paper containing the correct answers.

Alternative 2

Examples of questions for the working sheets

How old is the person?

What are her/his hobbies?

What is her/his profession?

What can you tell about the family of this person?

What kind of music does the person listen to?

EVERYBODY WHO...

Aim: energizer / getting to know each other / showing similarities and differences within the group.

Group size: various.

Resources needed: circle of chairs.

Time needed: 15 minutes.

Step by step description:

1. The facilitator makes a circle out of chairs. There should be one chair less than participants.
2. Everybody sits on one chair except one person who has to stand in the middle of the circle.
3. This person has to get hold of a seat.
4. She/he is doing this by announcing who has to stand up and look for a new seat. The announcement starts with “Everybody who...” and is completed with the characteristics of the persons who have to stand up.

For example: Everybody who...

- was born in spring.
 - define themselves as a woman.
 - doesn't drink coffee.
 - once participated in a demonstration.
 - speaks more than two languages.
 - etc.
5. When the participants who identify with these characteristics stand up and look for a new chair, the person in the middle tries to sit on a free chair.
 6. The person that remains without a chair to sit on has to go in the middle and makes a new announcement in order to get hold of a seat.

The facilitator can choose to introduce some “rules”, like for example:

- The person standing in the middle has to choose a characteristic that applies to herself/himself.
- Participants are not allowed to change seats with their direct “neighbors”.



Note

Especially for younger participants it could be useful to forbid choosing outer characteristics (for example the color of the hair, of the t-shirt, of the skin or the type of clothing one is wearing that day etc.) for announcing who has to look for a new chair.

ALTERNATIVES FOR MAKING THE METHOD MORE INCLUSIVE

Alternative 1

The facilitator prepares signs and pictures that are to be used by the person standing in the middle when announcing who has to look for a new chair.

Alternative 2

Each participant gets a partner. In the middle of the circle there are two persons also.

→ There should be two chairs less than participants.

If the characteristic announced apply to at least one of the participants forming a team, they both have to stand up and look for two new chairs

Alternative 3

The participants form a circle by sitting or standing and without using any chairs. The positions of the participants forming the circle are marked on the floor - with masking tape better than with chalk or with objects.

The participants who identify with the named characteristic have to look for a new spot.

Alternative 4

All participants are blindfolded.



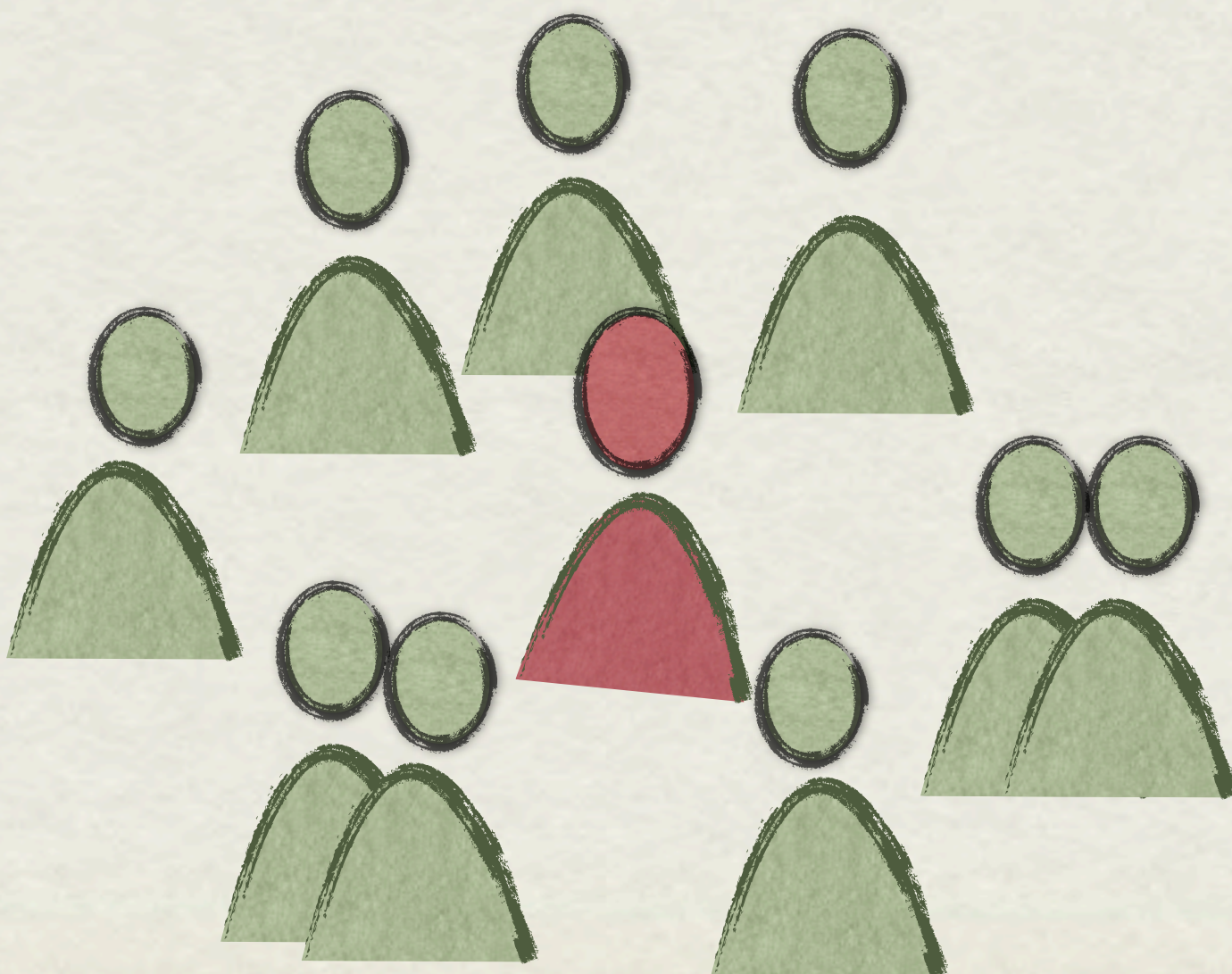
Note

This variation is not very suited for very young participants.



Note

The facilitator should instruct the group to pay attention at not hurting each other.



TAKE A BREAK TOGETHER

- newly developed method -

Aim: experiencing barriers (mobility, language etc.) / raising awareness for different needs in a group / teambuilding.

Group size: various.

Resources needed:

- ropes or strings
- scarves
- paper
- pencils, pens etc.

Time needed: 30 minutes.

Step by step description:

1. Participants are divided into small groups of 3 to 5 persons.

In case of international seminars: The small groups should consist of participants from different countries.

2. For each small group: By using a rope or a string, the facilitator creates a net between the arms and legs of the participants.

3. In each group, participants are assigned different roles: one person who cannot see (use scarves to cover the eyes), two persons have their legs tied together (to imitate a mobility disability).



Note

This rule is set up for raising awareness on language barriers.

4. For international groups: In each groups the participants have to speak in their own language.

If all group members speak the same language: One member of each group is not allowed to talk.

5. After having formed the small groups and assigned the different roles within the groups, the facilitator gives two tasks to each group. These are to be solves within 10 minutes.

Ideally, the work of each small group is observed by a facilitator.

Example of tasks:

- **“Take a picture of something red!” (or yellow, or blue etc.)**
- **“Take a selfie all together!”**
- **“Let the blindfolded person take a selfie or picture of something (house, lake, animal etc.)!”**
- **“Make a symbol of...!” (depends on the topic)**



There can be even more variations - all depends on the creativity of the facilitator and the given topic of the seminar.

6. After each group has solved its two tasks: All small groups can have one additional tasks to solve together.

For example: Making a creative group picture on the topic of the seminar.



ASSESSMENT OF METHODS ON THEIR INCLUSIVE CHARACTER

- for youth workers -

Aim: to assess a method on its inclusive character.

Resources needed: flipchart paper or A4 paper, markers and pens.

Time needed: various.

Step by step description:

1. The participants choose a method.

At best would be a method that all know from their own youth work practice. If not all participants know the method: The method has to be presented and the facilitator has to make sure that everyone understood it.

2. The participants identify barriers for participating at the chosen exercise/ game and think of possible modifications in order to remove these.

The facilitator can give examples of persons for which the participants have to identify the barriers the method holds in.

For example: Can persons... participate?

- ...that are used to another alphabetic system...?
- ...with a mobility disability...?
- ...with a hearing disability...?
- ...that cannot concentrate for a longer period of time...?



3. All modifications and adaptations are written on a flipchart paper.

Reflection and evaluation:

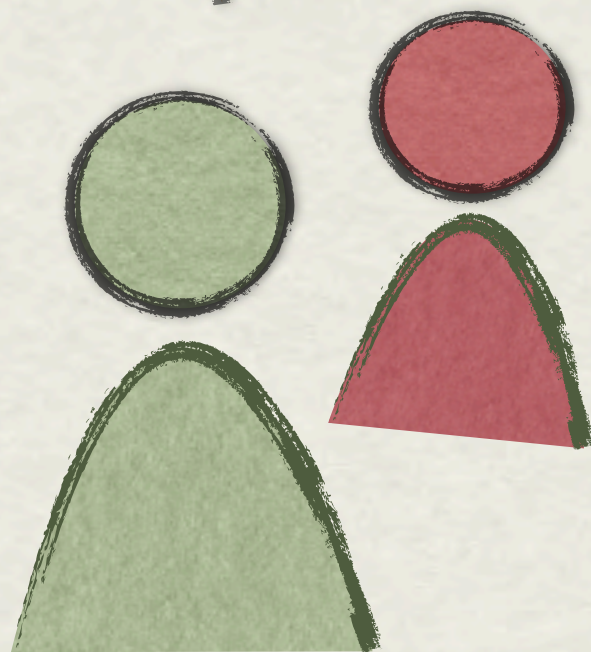
- How difficult was it for you to identify the barriers?
- If it was quite difficult: Why?
- Do you think that there could exist even more barriers that you didn't identify?
- How difficult was it for you to modify the method? What was difficult?
- Can you modify one method in such a way that ALL barriers are removed?

IMPRESSIONS FROM THE SEMINAR

**The whole experience
for me was great.**

**I learnt there is no suitable
term for someone with a
disability/special needs/
profession (prostitute)/origin
(gypsy) but to be aware of
how each person would like
to be addressed.**

**The activities, contributions
from the participants and my
active participation in this
training helped me to understand
the words diversity and
awareness a bit better.**



Photos from the seminar can be found under:

**[https://www.flickr.com/photos/wannseeforum/albums/
72157651640162167](https://www.flickr.com/photos/wannseeforum/albums/72157651640162167)**

A short video impression under:

<http://wannseeforum.de/das-war-ostern15>

LINKS TO BACKGROUND INFORMATION ON THE TOPIC

INCLUSION

English

“Erasmus+ Inclusion and Diversity Strategy - in the field of Youth”

<https://www.salto-youth.net/downloads/4-17-3103/InclusionAndDiversityStrategy.pdf>

“Guidelines for Inclusion:

<http://unesdoc.unesco.org/images/0014/001402/140224e.pdf>

“Youth work and social inclusion: learning from history?”

<http://pjp-eu.coe.int/documents/1017981/1667869/YW.pdf/a0628cdc-228f-44a8-9623-fe4b6210adab>

German

Modul “Vorurteilsbewusstes Miteinander in Gruppen - Anregungen zur Inklusion” des Landesjugendrings Berlin

[http://www.ljrberlin.de/sites/default/files/Modul13 Inklusion end 0.pdf](http://www.ljrberlin.de/sites/default/files/Modul13_Inklusion_end_0.pdf)

YOUTH WORK

English

“The history of youth work in Europe and its relevance for youth policy today”

<http://pjp-eu.coe.int/en/web/youth-partnership/the-history-of-youth-work-in-europe-volume-1>

“Working with young people: the value of youth work in the European Union”

http://ec.europa.eu/youth/library/study/youth-work-report_en.pdf

“Youth work: a systematic map of the research literature”

<http://www.effectiveservices.org/images/uploads/YouthWorkFinal260613.pdf.pdf>

ABOUT ERASMUS+

Erasmus+ is the EU program for Education, Training, Youth and Sport. All previous programs like Youth in Action, Erasmus and Life Learning Programme are included in Erasmus+.

The seven year program (2014 - 2020) has a budget of €14.7 billion and aims at providing opportunities for over 4 million Europeans to study, train, gain work experience and volunteer abroad.

Erasmus+ is divided into 3 main pillars: education and training, youth, and sport.

In the field of youth, the new Erasmus+ YOUTH IN ACTION Program supports mobility opportunities for young people, those active in youth work or youth organisations and youth leaders. The program aims at helping young people, including those with fewer opportunities, to improve key competencies and skills and at improving social inclusion and solidarity.

There are three Key Actions within the youth sector:

▶ **“Key Action 1 - Learning Mobility of Individuals” includes:**

- Youth Exchanges;
- European Voluntary Service;
- Youth Workers’ Training and Networking.

▶ **“Key Action 2 - Cooperation for Innovation and Exchange of Good Practices” includes:**

- Strategic Partnerships in the Field of Youth;
- Capacity-Building in the Field of Youth.

▶ **“Key Action 3 - Support for Policy Reform” includes:**

- Meetings between Young People and Decision-Makers in the Field of Youth.

Find more information here:

http://ec.europa.eu/programmes/erasmus-plus/index_en.htm



Erasmus+



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EXCLUDE EXCLUSION



- WE DO INCLUSION!



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