WELCOMM

INTERCULTURAL AWARENESS TRAINING
CURRICULUM BROCHURE

Table of content

Introduction

Context

The WELCOMM Project - *Supporting integration of third country nationals through developing learning and collaboration tools to build welcoming and inclusive communities*, funded through the EU Asylum, Migration and Integration Fund, aims at contributing to the pre-departure and post-arrival integration of persons in need of international protection who have been relocated within the EU or resettled from a third country.

The project uses innovative online tools, such as the [WELCOMM web portal](#), to support information dissemination to TCNs, —includingactivities and materials aimed at learning the language of the host country—, and promoting socio-cultural orientation in host countries and communities. Furthermore, the project partners in Austria, Croatia, Italy and Slovenia have developed information packages for TCNs relocating / resettling in these countries as well as guides on access to relevant support services. Likewise, the partnering organizations have developed a curriculum and ran pilot trainings on socio-cultural orientation for TCNs. These activities have contributed to a better preparation of the receiving communities for the integration of 6000 TCNs that will be relocated and resettled.

Moreover, in order to raise awareness and to prepare host communities for the integration of third country nationals, the project partners join forces to improve professionals', practitioners', local CSO activists' and volunteers' capacity to effectively facilitate and support the integration of TCNs in need of international protection. For this purpose, an intercultural awareness and competency-based training was designed and developed by the partnering organizations to be piloted in the participating countries. The objective of this training is to raise awareness and develop the abilities of professionals, practitioners, CSO activists and volunteers in host communities in terms of intercultural sensitivity and competency. This activity is based on the idea that successful integration is a two-way street, and that, for the successful integration of relocated, resettled TCNs, capacity building and awareness raising need to be conducted with both the TCNs and the receiving communities.

Training procedure

The preparation of the present training material has been undertaken by the partnering organizations, under the leadership of Südwind. Each chapter focuses on one of the aspects involved when working with TCNs and has been developed by one of the partnering organizations. The handbook has been prepared in three versions, each meeting the specific needs of one of the following target groups: a) administrative bodies, b) CSOs, c) volunteers in host communities.

The content was presented and piloted in the context of a five-day Training of the Trainer (TOT) seminar in Zagreb in December 2018. It was then updated based on the input from the TOT seminar and finalized by Südwind. This training handbook is a working document that will be translated into national languages of the WELCOMM partners and further fine-tuned and adapted based on the lessons learned during the pilot phase of the trainings.

Each training module has been prepared to build up a session amounting to four training hours (16 training hours in total) and uses an interactive methodology. The structure contains the **objective(s), the learning outcomes**: knowledge, skills, attitudes participants will gain as well as the estimated **duration** of each **activity**. Each activity is then described, together with a list of required **material(s).** Each chapter includes tips and advice for trainers to make sure the trainings are carried out smoothly. At the beginning of each day of the training you can do an introduction session, and at the end do a closing session during which you can refer to the expectations set in the introduction session. You will find suggestions for such introduction and closing sessions below.

Welcome, introduction and best hopes			
Duration:	**10'**	**Material(s):**	• flipchart board, paper and markers
Description:	The team trainer introduces the topics that will be covered during the day, the purpose of the workshops and the way of working. The trainer also reiterates the rules for group work. The trainer invites the participants to share their best hopes for the day: "At the end of this part of our work		

together, what needs to happen for you to say that it was worth your while (that it was useful to you)?" Trainers keep track of the answers on the flipchart paper with the headline "Best hopes". The paper is hung on the wall for the rest of the day.

Feedback and evaluation			
Duration:	10'	**Material(s):**	• flipchart board, paper and markers • post-its and pens
Description:	The trainer asks the participants to revisit their best hopes from the beginning of the day –written on the flipchart poster. Each participant receives a post-it on which they have to draw a symbol that represents them. The trainer prepares two scales (0 – 10) on the flipchart paper. On the first scale, 10 means that the participants have gained information and knowledge on the topics of the day just as they hoped, and 0 means the opposite. Participants are invited to pin their post-it with their symbol on the scale. On the second scale, 10 means that the participants are willing to do whatever it takes to implement the knowledge that they gained from the day in their work, and 0 means the opposite. The participants are invited to pin the post-it with their symbol on the scale. The participants are then invited to share how they can notice improvement in their daily work as a result of the knowledge that they gained from the topics of the day. Finally, the participants are invited to share what they found most useful in the workshop of the day, e.g. something they will take away from it. They can also share what they would want done differently and/or what else they would like to learn about said topic.		

Culture

1. CULTURE

1.1 Culture	
Objective(s):	✓ *Identifying different dimensions and definitions of culture, as well as different approaches to it, and different cultural concepts* ✓ *Understanding the connection to identity and how it is shaped by culture* ✓ *Being aware of people's cultural background and identity and reflecting on it*
Learning outcomes:	• *Increased knowledge of different definitions of culture and approaches* • *Strengthened communication skills* • *Broadening the participants' perspective of people from different cultural backgrounds*
Overall duration:	*90'*

Activity 1: Brainstorm: What do you associate with the term culture?			
	Brief introduction on why the topic of culture has been included as a session in this intercultural sensitivity & competence training: it is at the basis of the interaction with people from different cultural backgrounds. The understanding of culture and of how it shapes identity will help in coping with one's own and others' cultural behaviors.		
Duration:	15'	**Material(s):**	Flipchart: paper and markers
Description:	All participants will be seated in a circle of chairs to create an open atmosphere (no tables, no first or second row etc., everyone on the same level). Brainstorm: the trainer asks the participants what thoughts come to mind when they hear the term CULTURE. The trainer writes down (on a flipchart paper) words/phrases mentioned by the participants. This flipchart is meant to be displayed during the session.		

Activity 2: Theoretical input: Definition			
Duration:	**20'**	**Material(s):**	• Projector incl. loudspeakers, in order to watch a video clip • Internet access
Description:	**Illustrate the complexity of culture through some definitions:** There are various definitions of „culture ". The term derives from the Latin word *colere*, which means to inhabit, to cultivate, to honor. Generally, it refers to patterns of human activities and structures that give significance. (http://www.newworldencyclopedia.org/entry/Culture) Different definitions reflect different theories of understanding / criteria for valuing human activity. http://www.newworldencyclopedia.org/entry/Culture **Here are some definitions from various sources:** There are more than 200 different definitions of culture: *Culture: A Critical Review of Concepts and Definitions*. Alfred L. Kreober, Clyde Kluckhohn (1952) organized concepts into 8 categories: Topical, Historical, Behavioral, Normative, Functional, Mental, Structural, Symbolic **To project with the projector:** "Culture is to society what memory is to individuals." Kluckhohn —can be seen as the collection of information, experiences, ideas etc. that were found useful and were widely adopted, considered worth transmitting to future generations. http://www.newworldencyclopedia.org/entry/Culture Culture can be defined by: • The arts and other manifestations of human intellectual achievement regarded collectively. • The ideas, customs, and social behavior of a particular people or society. • The attitudes and behavior characteristic of a particular social group. https://en.oxforddictionaries.com/definition/culture		

- The common element between these definitions seems to be that culture is formed by several individuals (collectively, people, group).
- A complex web of patterns that link individuals with one another is a way of describing culture – culture is an **attribute of a community**; (whereas society is an interdependent community). The term civilization is often used as a synonym for culture – but civilization is rather the external manifestation (agriculture, technology, etc.) and culture the **internal character of a society** (referring to social standards, norms of behaviors, traditions, values, and religious beliefs). Culture may also be described as a manifest, yet through the arts in social structures and institutions of society. http://www.newworldencyclopedia.org/entry/Culture
- Culture is referred to as „**the way of life** for an entire society ". It is a complex of features of a social group; varying from the size of a family, a tribe or a larger group such as a nation, a racial or ethnic group, even if the members of this group are scattered across the world. Norms of manners, languages, clothes, rituals, behaviors, religions, laws and morals, and systems of beliefs form culture. Culture is **nothing fixed or static**; dynamic processes can occur as people respond to changing conditions and challenges. http://www.newworldencyclopedia.org/entry/Culture

- Culture is considered as a "set of distinctive **spiritual, material, intellectual, and emotional features of society** or a social group, and that it encompasses, in addition to **art and literature, lifestyles, ways of living together, value systems, traditions and beliefs**." http://www.newworldencyclopedia.org/entry/Culture : United Nations: UNESCO, Universal Declaration on Cultural Diversity. Retrive October 14, 2007.

- The iceberg model: One of the most well-known models of culture is the iceberg. Its main focus is on the elements that make up culture, and the fact that some of these elements are very visible, whereas others are hard to discover. The idea behind this model is that culture can be pictured as an iceberg: only a very small portion of the iceberg can be seen above the water surface. The top of the iceberg is supported by a

much larger part of it, underneath the water surface and therefore, invisible to the outside observers. Nonetheless, the lower part of the iceberg constitutes its powerful foundation. Likewise, in culture, there are some visible elements: architecture, art, cuisine, music, language, just to name a few. However, the powerful factors of culture are more difficult to spot: the history of the group of people that hold the culture, their norms, values, basic assumptions about space, nature, time, etc. The iceberg model implies that the visible elements of culture are just expressions of its invisible elements. It also points out how difficult it is at times to understand people from different cultural backgrounds –because we may spot the visible parts of "their iceberg", but we cannot immediately recognize its foundations. http://intercultural-learning.eu/wp-content/uploads/2017/07/The-iceberg-of-culture-appendix-1.pdf

Measuring culture

How can culture be measured? Through which norms can cultural development be measured? There are more than 6,000 communities in the world (as many as there are different languages). This has led to the development of a variety of beliefs, values, visions etc. and the expression of those through material such as crafts, architecture, art, and type of transportation –forming culture.

Cultural development was (until the 1970s) often measured in terms of material, tangible development – quantity and quality of housing, arts, industrial development...

UNESCO's definition of culture includes means of achievement of satisfactory intellectual, emotional, moral, and spiritual existence.
Cultural development is thus not measured only through the development of material tangibles (although those are considered important parts of it), but also by the lifestyles, ways of living together, value systems, traditions and beliefs that a certain culture entails. http://www.newworldencyclopedia.org/entry/Culture

Cultural identity			

Cultural identity

Means identification with norms, categories named above that form culture.

It is the feeling of belonging to a group. It is the characteristic of the individual but also culturally identical group members sharing the same cultural identity or upbringing. It is part of a person's conception and self-perception, being related to nationality, religion, ethnicity, social class, locality, generation. https://en.wikipedia.org/wiki/Cultural_identity: Moha Ennaji, *Multilingualism, Cultural Identity, and Education in Morocco*, Springer Science & Business Media, 2005, pp.19-23

As an example of how cultural behavior may be developed, watch the following video:

Video Five Monkeys: 3'10 https://www.youtube.com/watch?v=cOAIhCc1wbg

Activity 3: Exercise: Who Am I?			
Duration:	55'	**Material(s):**	• Coloured pens and markers: if possible, a different colour for each participant • Enough paper for one sheet per person • Flipchart paper and markers
Description:	Learning objectives: • To increase the participants' understanding of the concept of identity and to widen their self-awareness • To develop communication skills • To promote solidarity and respect		

RCT ZAGREB   SÜDWIND   CMS   c e s i e

Activity: source: http://intercultural-learning.eu/Portfolio-Item/who-are-i/ slighlty adapted:

- As a warm-up, ask the participants to get into pairs to form buzz groups. Ask them to pretend that they are strangers and to introduce themselves to each other. – **5'**
- Now ask them to reflect on what is interesting or important to know about someone else when you first meet them and to brainstorm on the general information categories (like name, age, sex, nationality, family role, religion, age, gender, ethnicity, job/study, taste in music, hobbies, sports, general likes and dislikes and more) – **5'**
- Now explain that each participant is going to find out how much they have in common with others in the group. Hand out pens and paper and explain that the first step is for each of them to draw something that represents their identity. They should think of themselves as stars; the aspects of their identity radiate out into their society. Ask participants to consider the eight to ten most important aspects of their identity and to draw their personal star. **10'**
- Tell them to go around and compare their stars. When they find someone else with whom they share a beam or ray, they should write down the other person's name near the beam. (For example, if Jan and Parvez both have a "rapper" beam, they should write each other's names along that beam). **15'**
- Now invite them to return to their seats and ask the group to talk about how everyone was. **5'** You could ask:

    o Which identity aspects do people have in common and which are unique?
    o How similar and how different are the people in the group?
    o Do people have more in common with each other than they have differences?

- Finally, do a **group brainstorming session** about the aspects of people's identity that they chose versus those that they were born with. **Write these down in two columns on the flipchart.** Clarification needed: before doing this exercise agree within the group what is meant by "chosen" and "born with" aspects. To what extent can we say that a person is born with a specific aspect? 10'

Debriefing: **10'**

Now move on to discussing what people have discovered about themselves and about others and the implications for human rights. Choose the topic according to the group dynamics and interests. Here are some aspects suggested for this exercise:

- What did people learn about themselves? Was it hard to decide on the ten most significant aspects of their identity?
- Were people surprised at the outcome of the comparison of the stars? Did they have more or less in common with others than they expected?
- How did they feel about the diversity in the group? Did they feel it made the group more interesting or did it make it more difficult to work together?
- Were there any aspects of other people's identity that the participants felt strongly inclined to react to and say "I am not"? (for example I am not a football fan, not a fan of techno music, not a dog lover, not homosexual or not a Christian)
- How does identity develop? Which aspects are social constructs, and which are inherent and fixed?
- In relation to gender issues in particular, which aspects are social constructs and which are inherent and fixed?
- Did participants write "woman" or "man"? What do people associate with the words "woman" and "man"? Are those associations the same for both genders and for all men and all women?
- How much are people judged based on their individual identity/on the group that they belong to?
- To what extent are people free to choose their own identity? What are the implications for themselves and their society, and especially for the human rights that the notions equality and respect are?

Recommendations – Tips for the trainer:

- The name of this activity is not a mistake! It is intended to puzzle participants. If you want some background music while playing this game, you could use Frank Zappa's song, "You are what you is, I is

what you am… “.

- During the warm-up phase, you may want to give the participants a clue to guide them in the right direction. You could use yourself or an imaginary character as an example for better understanding.
- The purpose of giving each participant a different colour is to reflect the idea that each one of them is unique and that the group is composed of a rainbow of identities. If you have a large group and two or more people have to share the same colour, ask them to use different styles of writing.
- If you wish, you can make the activity a bit more sophisticated by suggesting that people draw their personal stars with longer or shorter beams and rays according to how public or private they feel a particular aspect of their identity is. Longer beams reach further out into society and are therefore more public.
- Some of the following points could come up in the final brainstorm:
  - Aspects of identity I can choose: name, friend, job, membership of a political party, favourite music, style of clothes, the football team I support, where I live,
  - Aspects of identity I am born with: sex, age, height, eye colour,
  - There will be some aspects of identity that may cause controversy, for example nationality, gender and sexuality, religion, being member of a minority.
- The discussion about how identity develops, and which aspects of identity are social constructs versus inherent and fixed will also be controversial, especially those relating to religion and gender. It is worth asking the participants to consider their own journey of growing up and how certain aspects of their identity have changed over the years, perhaps even the aspects of their identity that they think are fixed.
- You may wish to draw some conclusions from the discussions, for example, that we are all human beings who have rights which cannot be gifted or taken away from us based on race, colour, property, birth or other status.

Further tips for trainer:

- Interactive beginning (brainstorming culture) is good – not to discourage – to encourage participants.

14

	• Have the objectives of this session in mind • It is important to make a distinction between what I believe is my culture and what is assumed of my nationality • Regarding brainstorming in the beginning: be prepared for reactions from participants that might be controversial, you could break these up by asking what is meant exactly; by showing interest; • Prepare for different outcomes – some discussions may be critical (e.g. gender) • Be prepared to deal with pressure • Trainers need to be flexible for whatever may come up; there could be too much time or not enough; • Have some concrete examples in mind regarding culture –what is thought to be a typical Croatian dessert (Cremeschnitte) might not be so • Using the theatre of the oppressed might be a good method **References** Compass: Manual for Human Rights Education with Young People, Council of Europe: http://www.coe.int/en/web/compass http://intercultural-learning.eu/Portfolio-Item/the-iceberg-of-culture/

*insert as many rows as needed

1.2 Cultural diversity	
Objective(s):	✓ *Identifying definitions of cultural diversity* ✓ *Understanding the benefits and challenges of cultural diversity (for instance at work, school, etc.)* ✓ *Reflecting on ways to support cultural diversity within one's own community, place of work, etc.*

Learning outcomes:	• *Increased knowledge of cultural diversity and its dimensions*
	• *Strengthened knowledge of strategies to strengthen cultural diversity in one's own community/workplace*
	• *To help participants recognize the differences among people, as well as the many similarities people share.*

Overall duration:	35'

Activity 4: Definitions of cultural diversity

	The video "All we Share", followed by the definition of cultural diversity: https://www.youtube.com/watch?v=i1AjvFjVXUg

Duration:	5	Material(s):	• Projector, WIFI/internet access, loudspeakers in order to watch a video clip, flipchart, paper, markers
			• Material 1_Cultural diversity_PPT

Description:	All participants sit in a circle to create an open atmosphere for discussion (no tables, no first or second row, everybody on the same level). The trainer shows the video "All we Share" as an energizer at the beginning of the session. Afterwards, the trainer gives a brief introduction of definitions and dimensions of cultural diversity displaying the UNESCO Universal Declaration on Cultural Diversity, using the PPP (s. annex).

Activity 5: Is cultural diversity a good thing? Benefits and challenges!

Duration:	15	Material(s):	• Projector, flipchart, marker

Description:	Brainstorming session: The trainer divides the participants into two groups. Group A is asked to list down the benefits of cultural diversity in a certain setting (examples that can be used are: diversity in the work place, in the classroom or in society) while group B is asked to identify challenges associated with cultural diversity in the same setting. Both groups have 5 minutes to discuss in groups and write down their answers on a flipchart. Afterwards, the trainer displays both lists and discusses the challenges and benefits.

	The trainer then narrates the reasons why cultural diversity is a good thing (using the PPP)
Activity 6:	**Walk apart/ Walk together**
Duration:	**10-15 min**
Description:	This activity is appropriate for a wide variety of ages, ranging from elementary school to adult. Since it requires no particular material, it can be conducted in almost any setting. It is a particularly good activity for groups that have just been formed. Two "volunteers" come forward and stand back to back. Ask the "audience" to call out things about these two volunteers that are different. Differences sometimes pull us apart. As each difference is called, the volunteers take one step apart. Once they reach the end of the available space, have them turn around and face each other. Now, ask the audience to call out their similarities. As each similarity is called out, the volunteers take one step toward each other. Discussion - Think about the things that were noted as differences. How many were things that we can easily see (gender, size, hair color, skin color, dress, wearing glasses or not, etc.)? - What were some of the similarities? While certain physical characteristics are similar, many other similarities are not so visible. Perhaps both "volunteers" are enthusiastic, or both have similar interests or goals in life. - Talk about the importance of the differences and of the similarities among the members of the group. - Be sure to talk about the importance of accepting and welcoming all members into the group.

1.3. Stereotypes and Prejudices Version	
Objective(s):	✓ To help eliminate stereotypes ✓ To recognize the uniqueness of each individual ✓ To become aware of one's own stereotypes and prejudices ✓ To reflect on one's own stereotypes and prejudices
Learning outcomes:	• *The participants are able to describe what stereotypes and prejudices are.* • *They gain a better understanding of why other groups and societies have prejudices against third country nationals.* • *They become aware of their own stereotypes and prejudices.* • *They can competently and objectively counter common prejudices against asylum seekers and refugees based on facts.*
Overall duration:	50 to 60 minutes

Activity 6: Introduction (theoretical input): stereotypes, prejudices and discrimination

Duration:	10'	**Material(s):**	• Material 2_Prejudices.pptx

Description: To begin with, ask the participants if they know what stereotypes and prejudices are. If there is already some knowledge in the group, let the participants define stereotypes and prejudices.

Then go through the Powerpoint Slides:

- Definition of stereotypes and prejudices. (Important: there are many different definitions, e.g. sometimes stereotypes are defined as positive or negative beliefs; sometimes they are defined as negative beliefs only but it is not a crucial point; differentiating between stereotypes and prejudices in my opinion is not that crucial either; one way to differentiate is that stereotypes are based on actual experiences with one or few members of a certain group, this experience is then generalized to other members of the same group; prejudices on the other hand are not based on someone's actual experience but rather taken from other people/society; another way to differentiate between stereotypes and prejudices is that in case of stereotypes a person has a certain belief about a group of people but doesn't act on it, whereas when it comes to prejudices, they do act on it -> discrimination)

- Why are there stereotypes and prejudices? Important: state that everyone has stereotypes and prejudices; stereotypes have a purpose. They serve as a tool to make the world manageable and reduce complexities. They create security for one's own actions. They relieve our everyday consciousness by allowing us to avoid constant re-evaluation and reinterpretation of situations and people.

- What is dangerous about prejudices? They lead to discrimination, and at the very worst social prejudices can lead to genocide; examples from history: tens of thousands if not hundreds of thousands of women have been victims of being accused of witchcraft in the Middle Ages. They were the scapegoats of phenomena that could not be explained scientifically at that time, such as the outbreak of epidemics or natural disasters. Other examples are the holocaust or the genocide in Rwanda in 1994.

- Types of prejudices

Conclusion: even though stereotypes and prejudices have a legitimate function in day-to-day life, it is still important to become aware of and to regularly reflect on our own stereotypes and prejudices, because of the danger they represent.

Activity 7: Potato Game

Duration:	**20'**	**Material(s):**	- A bag of potatoes; - Powerpoint slides can be used optionally as support: Material 2_Prejudices.pptx (slide 8 - 11)

Description:	**Procedure** Select one potato for demonstration and have a story prepared in mind to describe your potato to the class. Hold up your potato in front of the class and say, "*Here, I have a potato. I don't know about you, but I've never thought that much about potatoes. I've always taken them for granted. To me, potatoes are all pretty much alike. Sometimes I wonder if potatoes aren't a lot like people.*" Pass around the bag of potatoes. If you are working with a small group (around 5 people) each participant should take a potato out of the bag. With bigger groups, form teams of 2-3, otherwise the exercise would take too long. Tell each participant / group: "examine your potato, get to know its bumps, scars, and defects and make friends with it for about

one minute or so in silence. Get to know your potato well enough to be able to introduce your 'friend' to the group." The participants should come up with a story about why the potato looks like it does, with its bumps etc.. The story does not need to be realistic.

After a few minutes, tell the participants that you'd like to start by introducing your "friend" to them. (Share a story about your potato and how it got its **bumps.)** Then tell the participants that the group would like to meet their friends. Ask who will introduce their friend first. (Ask several teams/participants, if not all, to tell the group about their potatoes.)

e.g.: Albert: Albert grew on a field in the lower parts of Austria. He was then sold to the supermarket chain Metro. The kitchen chef of an Austrian hut in the mountains in a skiing area bought Albert for Tiroler Grösti. Together with other potatoes he had been brought up to the mountain by lift. Through the last meters leading to the hut, the kitchen chef had to carry the bag of potatoes. The kitchen chef slipped on the snow and Albert rolled down the entire mountain. He hit his body on stones that were sticking out of the snow. A child found Albert and speared it with its skiing stick.

When all participants/teams have introduced their "friends" to the class, take the bag around to each person. Ask them to please put their "friend" back into the bag.

Ask the group, "Would you agree with the statement 'all potatoes are the same'? Why or why not?"

Mix up the potatoes and roll them out onto a table. Ask everyone to come up and to try and pick out their "friend."

After everyone has their "friend" back, say "Well, perhaps potatoes are a little like people. Sometimes, we lump people of a group all together. When we think 'they're all alike,' what we are really saying is that we haven't taken the time to get to know the person or that we haven't deemed it important enough to do it. When we do, we find out everyone is different and special in some way, just like our potato friends."

Discussion

Ask the participants to think about groups of refugees they work with, groups of people they have to deal with while working with refugees, groups at work or at university or in the community that we tend to lump together. If they have trouble thinking of groups, you may want to prompt them with some of the following groups:

- Third country nationals in general
- Muslims
- Syrians

- Afghanis
- Blacks
- Male asylum seekers/refugees
- Female asylum seekers/refugees
- Third country national with low/high education
- Public officials
- Doctors

Discuss answers to the following questions:

- When we lump everyone from the same group together and assume they all have the same characteristics, what are we doing? What is this called?
- Do you know a lot of people from the groups we tend to lump together? Do they all fit a certain stereotype?
- Why are stereotypes dangerous? (go into specific stereotypes which might arise and discuss why they might be dangerous and create discriminatory behaviour).

Activity 8: Facts against prejudices

(Option 1 to do if the group is rather homogeneous, meaning everyone or almost is of the same nationality and if there is a wish to learn how to argue against prejudices)

Duration:	20 to 30 minutes	**Material(s):**	- Cards containing common prejudices against asylum seekers, refugees and the topic of migration in general and arguments against such prejudices: - Material 3_Facts against prejudices - Englisch Version as Template for other countries.docx - Errore. L'origine riferimento non è stata trovata. - Powerpoint slides can be used optionally as support: Material 2_Prejudices.pptx (slide 15)

Description:	Before starting with this exercise, it is important for the trainer of the workshop to set the right expectations when it comes to fighting prejudices. Bear in mind that **prejudices can be overcome**. Besides personal experience, precise information and rational arguments are key. However, note that prejudices are very hard to fight, and it is never an immediate success. People will try to resist when confronted with their prejudices. They don't like to hear facts when they have already formed their opinion about something. It will take some effort to overcome prejudices.
	Some citations:
	„Ein Urteil lässt sich widerlegen, aber niemals ein Vorurteil" (Ebner-Eschenbach, 1961); (a judegment can be refuted, but never a prejudice)
	Albert Einstein: *„It is harder to crack a prejudice than an atom "*
	Wir neigen dazu, uns aufzuregen, wenn ein Vorurteil von Widerspruch bedroht wird." (Allport 1979) (We tend to get upset when a prejudice is threatened by contradiction)
	Participants get in pairs and get a card**.** They have about 10 minutes to read their card. Afterwards each pair can present their prejudice and how to argue against it with others.

Activity 9: What is typically …?
(Option 2 if group consists of different nationalities and they already have knowledge on how to argue against prejudices)

Duration:	20 to 30 minutes depending on the number of different nationalities in the group	Material(s):	• Flipcharts and flip chart markers • Powerpoint slides can be used optionally as support: Material 2_Prejudices.pptx (slide 12 -14)
Description:	Prepare a flipchart for each nationality present in the group. Distribute the flipcharts in the room so that the participants can write on it.		

Let the participants walk around and write down attributes/traits on the flipchart that they think are typical for other nationalities.

After the participants are done, they need to go to the flipchart of their own nationality and share the results with others while commenting on it:

- What applies to them, what does not apply to them?
- What do they think is indeed typical for their country? Or is there even such a thing as typical attributes for their country?

Important: People commenting on the list made by others should first state **what is true for them as an individual**, not for people of their country in general. They can do so afterwards if they wish.

Thoughts: What do we think about the country/society of asylum seekers/refugees we work with? How much of this might actually be true for the individual persons we are working with?

Activity 10: Euro Rail à la carte (Option 3 instead of option 2)			
Duration:	20 to 30 minutes	Material(s):	• Hand out to be copied for participants: Material 4_Handout Euro Rail a la carte.docx
Description:	Source: http://www.eycb.coe.int/edupack/pdf/31.pdf (extended version: 90 minutes; shortened version for 20 to 30 minutes described below) 1. Give everyone a copy of the activity sheet. 2. Briefly describe the scenario and tell them to read the descriptions of the people travelling on the train. 3. Now ask each person individually to choose the three people they would like to travel with the most and the three they would like to travel with the least.		

4. Once everybody has made their individual choices, ask them to share them and to explain why they made such decision. Compare their choices and their reasons and check for similarities.

Debrief and evaluation: The debriefing and discussion session will be based on the participants' reports. Comparing the different results is a good way of introducing the discussion. You may continue by asking questions such as:

• How realistic are the situations presented?
• Has anyone in the group experienced a similar situation in real life?
• What were the major factors that determined your individual decisions?
• Which stereotypes does the list of passengers evoke?
• Are the stereotypes in the descriptions well-founded or is it just our imagination?
• Where do we get these images from?
• How would it feel to be in a situation where nobody wants to share a train compartment with you?

Tips for the facilitator
It is important for everyone to respect each other's opinions and to not attack people for their personal views. If some choices seem doubtful, discussing the reasons which led to a particular choice is more relevant than questioning personal decisions. In fact, both the participants and the facilitator will be in difficult positions: it's very easy to turn this activity into a condemnation session! For this reason, beware not to let the discussion develop into "who's got the least prejudice?" but rather to work on the fact that we all have prejudices. It is also important to discuss and explore the fact that the description of the passengers is very brief: we know little about the personality or background of these people. But isn't that the way we normally react to information in newspapers and television, in conversations or when meeting people for the first time?

RCT ZAGREB   SÜDWIND   SLOVENSKA FILANTROPIJA   CMS   cesie

Interculturality

2. INTERCULTURALITY

2.1. Cultural Differences (Barnga Game)	
Objective(s):	✓ *To experience a mini culture shock* ✓ *To realize that different cultures perceive things differently and/or play by different rules* ✓ *To use this awareness to try and adapt to a new set of rules* ✓ *To raise awareness on our reactions to conflictual situations and our communication styles*
Learning outcomes:	• *To learn how to communicate effectively in multi-cultural groups* • *To help the participants question assumptions they may have about group norms and critically analyze where those norms come from and whether or not they continue to be useful in new contexts.* • *To understand what happens when we are not using the same "rules" or "norms" than others in the group.* • *To question the role of communication in making us feel confused or helping us understand one another.*
Overall duration:	60'

Activity 11: Exercise for at least 10 participants*			
Duration:	**60'**	**Material(s):**	• Material 5_Barnga Game Rules_English.docx • Cards depending on the size of the group: French cards but not the figures, only the numbers from 1-10 • Paper, pens, tables, chairs
Description:			The facilitator splits the group into at least three groups of 3-6 players (depending on the size of the group). Each group sits at a table where there is a set of rules and a deck of cards. The facilitator instructs the groups to read the instructions and play a round to get acquainted with the game. **(10')** - Once everyone feels comfortable with the game, the facilitator **collects the sets of rules** from all the players and announces that during the game, **players are not allowed to communicate verbally or in written form** (they can communicate using gestures/non-verbal communication and drawings). The tournament begins.

- Each round lasts 5 minutes. At the end of a round, the facilitator stops the process and asks players to count their points. He announces the winner and the loser of the game and both players need to change tables. It goes like this for every table. (10')
- There is a second round of the same duration that ends again with the players counting their votes and with the winner and loser moving to a table they have not yet been to. (10')
- The third round also starts with the same rules and by the end of the round, the facilitator declares the end of the activity. (10')
- Participants' thoughts and conclusions (20')

Suggested questions for debriefing
- What did you expect at the beginning of the game?
- What did you think or feel while playing?
- How did not being able to speak contribute to what you were feeling?
- What was going on?
- When did you realize that something was wrong?
- How did you deal with it?
- What specific real-life situations does Barnga simulate?
- Have you ever had an experience where there was a rule difference you did not know about?
- How does this game focus our attention on the hidden aspects of culture?
- What is the most important lesson you have learned after playing Barnga?
- What does the game experience suggest about what to do when you are in a similar situation in the real world?

Suggested comments to make as a conclusion

- During the game, everyone did their best, but each group was acting out of a different set of

	circumstances and ground rules.
	• Many discovered or suspected that the rules were different but did not always know what to do to bridge the differences.
	• Even if people knew the difference between the rules, they didn't always know what to do to bridge the differences.
	• Communicating with others is difficult; it requires sensitivity and creativity
	• The above statements are true even when almost everything is the same and the differences are very few or hidden. In fact, when the differences are very few or hidden, it may be even more difficult to bridge them than when they are numerous and obvious.
	• Despite similarities, there are always differences in the way different people do things. You have to understand and reconcile these differences to effectively function in a group.

2.2. Cultural Shock, Cohen-Emerique

Objective(s):	✓ *To experience a mini culture shock*
	✓ *To reflect on the fact that the way we are raised and our culture play an important role in the way we perceive any situation*
	✓ *To acquire awareness on the topic of combatting and analyzing culture shock and its effects*
Learning outcomes:	• *To learn about Cohen-Emerique's theory on the matter*
	• *To understand that anyone can experience culture shock*

	• *To be able to minimize and analyze incidents that have occurred to them in relation to different cultures*
Overall duration:	60'

Activity 12: Exercise: Decentration through images

Duration:	25'	**Material(s):**	• Printed images covered and hung on the wall: Material 6_Activity_Decentration_Cultural Shock and Sensitive Zones_DECENTRATION IMAGES.pdf
Description:		1. The facilitator puts up the pictures (covered) in a room, relatively far apart from each other (in preparation) 2. Then, to begin, the facilitator reveals all the images in the room and asks the participants to observe them and to go stand under the picture that has shocked them the most either in a positive or in a negative way. 3. Then the facilitator asks who would like to share with the rest of the group the reason why they chose the picture and to answer the following questions (if there is enough time it would be good for all participants to get to talk; otherwise at least one person should speak for the image(s) that has(ve) been widely chosen): • Please, **objectively**[1] describe the image. What do you see? • How does the picture make you feel? Write down your emotions. • What values does the picture tackle?		

Activity 13: Theory: Explanation of Cohen's methodology and debrief

Duration:	35'	**Material(s):**	• PPT with questions on decentration: Material 7_Culture Shock_Sensitive Zones_Critical

---

[1] Information for the trainer: The term 'objective' acts as a 'trap' for the participants as every opinion is in one way or the other subjective and is affected by the cultural glasses, see below.

| | | | Incident.pptx |
| | | | • Optional: Material 7_Culture Shock_Sensitive Zones_Critical Incident.pptx |

Description:	The facilitator introduces the methodology of culture shock, critical incidents and sensitive zones to participants.
	Before showing the Powerpoint presentation, the facilitator prompts the participants to quickly brainstorm:
	- How would you define culture shock?
	- What is the source of culture shock?
	1. Then the facilitator can start the PPT, and pause for each of the sensitive zones presented for participants to think of examples either from a general point of view or from personal experience. The question could be asked this way: 'Have you ever had an experience when X sensitive zone was affected?'. It would be better for the facilitator to first share an example from their own experience for the participants to understand the process.
	2. Then, the facilitator explains that this is due to our cultural glasses and introduces the method of critical incidents proposed by Cohen Emerique.
	3. The facilitator finishes off the session with a few-minute debrief, explaining the importance of understanding and analysing critical incidents that could occur in order to distance ourselves from the situation and try to better understand it.

2.3. Intercultural Sensitivity[2] -Bennett	
Objective(s):	✓ *Understanding the different stages of intercultural sensitivity*
	✓ *Reflecting on one's own personal journey through the stages*

---

[2] Also this imagery could be used (instead of the fish tank). We will be waiting for your feedback https://www.idrinstitute.org/dmis/

Learning outcomes:	*Being able to distinguish between the different stages and position oneself*
	Understanding the difference of inter/intra/multi-cultural societies and why inter is ideal

Overall duration:	*35'*

Activity 14: Theoretical Analysis

Duration:	15'	Material(s):	• Material 8_DMIS.pptx
			• Laptop, Projector
			• Flipchart

Activity 15: Exercise + Debrief

Duration:	20'	Material(s):	-
Description:	The participants are divided into groups of 2-3 and are asked to represent an incident displaying each of the stages (each group 1-2 of them depending on how many people there are). (5' for preparation, 10' presentation)		
	Afterwards, the facilitator asks the participants to think if such incidents have ever happened to them and what the session has offered them in terms of reflection. (5')		

2.4. Intercultural Competences
http://intercultural-learning.eu/teacher-training/three-day-agenda/hints-for-assessment-of-intercultural-competence

Objective(s):	✓ *Defining intercultural competences and their importance in life*
	✓ *Understanding the elements/dimensions of intercultural competences*
	✓ *Understanding how to develop intercultural competences*

Learning outcomes:	*Understanding the concept of intercultural competences; being aware of the three dimensions or constitutive elements of intercultural competences [knowledge, skills, and attitudes]; reflecting on how to develop intercultural competences in relation to fieldwork.*
Overall duration:	55'

Activity 16: Exercise: Game of Squares			
Duration:	15'	Material(s):	• Material 9_THE GAME OF SQUARES.pdf • *laptop, projector* • *post-its, pens*
Description:	Annex 2 is projected (by the projector) and the participants have one minute to count the number of squares contained in the picture and write their answer down on a post-it. The answers are said out loud and the participants can interact with each other and try to find more squares than those already pointed out. The facilitator debriefs by giving the actual number of squares (35). (5') Then the facilitator describes what happened: the participants reported what they saw; they were curious about what the others said; they tried to see what the others were seeing; once they understood the process they had applied to find out new squares with similar characteristics, they started helping each other and looked for a solution in common. This process shows that anyone can learn from anyone on any occasion: from those with whom we share knowledge/preparation/approaches, to those who come from a different context or background. The debriefing session ends with the facilitator making the conclusion that everyone should make an effort to try and look beyond appearances, as what we see is often much more complex than we think. (5') This game is a metaphor for what happens in the intercultural learning process. The facilitator underlines the role of the three key elements, • **Attitudes** (mostly related to individual level: curiosity, discovery, openness, readiness to participate, respect, flexibility…) • **Knowledge** (mostly related to individual level: numbers, squares, ability to recognize & count)			

	• **Skills** (related to an individual but in connection with others: self-confidence, disposition to observe/to listen to others' points of view, to suspend judgment, to analyze, to go beyond the surface, to be aware of different positions and their reasons, to confront/help/tutor one another, problem solving ....) (5')		

Activity 17: Group work: Pie chart of the dimensions of Intercultural Competences

Duration:	20'	**Material(s):**	• A3 templates the Intercultural Competences pie-chart: Material 10_ Elements of Intercultural Competence.pdf • markers
Description:	The participants are divided into groups of 3-4 and are handed a copy of an empty Intercultural Competences pie chart. They are then asked to brainstorm on the type of Knowledge, Skills & Attitudes that are needed in order to develop Intercultural Competences. (10') Each group shares their results and the other groups add their ideas (10')		

Activity 18: Discussion

Duration:	20'	**Material(s):**	• support if needed, Material 11_Definition_of_Intercultural_competence.pdf

Description:	The facilitator reminds the participants that the acquisition of intercultural competences is a life-long learning process, which best results can be achieved through conscious, planned and facilitated experiential learning (Kolb, Experiential Learning Cycle). Moreover, the exposure and interaction with people from different cultural affiliations does not imply, let alone guarantee, intercultural learning.
	Then the facilitator asks the following questions to reflect and share on the subject:
	  - Why do you think it is important to understand this concept in your field of work?
	  - How do you think you can develop your Intercultural Competences?
	  - Can you point out an experience in which you have developed such competences?		

3. COMMUNICATION

3.1. Communication	
Objective(s):	This module is designed as interactively as possible so that all the participants can actively participate in its implementation. ✓ The aim is to introduce the concept of feelings and needs that we all have and to be more aware of those feelings and needs as well as of how we react accordingly. ✓ The aim is also to see the feelings and needs behind the other's reaction, that they are not deliberately trying to harm us (in most situations), but are also only acting according to their feelings and needs. ✓ If the other person's intentions are harmful (not in a physical way) and manipulative, the module proposes how to deal with that kind of communication of others (not to blame and be angry, but trying to be aware of our own feelings and needs, so we are prepared to communicate them better in similar situations in the future. ✓ The sub-module proposes a questionnaire to be aware of the possible indications of burnout and how to set the limits better in working with refugees, which can be quickly crossed.
Learning outcomes: **Introduction**	**Introduction** *Communication is one of the important notions when interacting with other people. Our best interests can be quickly misunderstood and seen as mean, if our interlocutor doesn't have the same information as we do about the situation. Also, we react differently to the messages we are receiving. We enter into communication with others with our own perceptions, values and beliefs.* *The module and the activities introduce a concept of connecting communication, that basis on the notion of nonviolent communication by Marshall B. Rosenberg. The use of violence defined by the term does not refer to physical violence, but the "violence" we can prevent from doing to others and ourselves by using words that are more appropriate and especially connect with our feelings that arise during a conflict communication and try to*

recognize our and other's needs behind those feelings.

Nevertheless, the activities are prepared in a way that knowledge of nonviolent communication isn't necessary. It is advisable, however, that the trainers, who will carry out the activities, familiarize themselves with the concept to understand better the principles that are used in the module.

The activities are divided into:
- Objectives of the activity
- Duration
- Material
- Target groups
- Description of the activity – the implementation
- Instructions and recommendations for trainers
-

In order to facilitate trainers in preparing of the training.

The activities can be adapted based on the needs oft he trainees: longer-shorter duration, used only in parts, to be used or not with certain target groups and groups themselves, aims that the trainers want to achieve, the space or room etc. Also, the materials can be adapted accordingly.

There are seven activities (5 for Communication and 2 for sub-module Burnout and setting the limits) proposed and the trainers can choose those that they feel most comfortable and confident in carrying out.

It is also very important that the trainers share their own experiences and mishaps of communication with others, or how they have overcome their obstacles in communication, and resolved a conflict situation.

In addition, they must be attentive that the discussion is concrete and doesn't take different turns and other topics.

	The trainers must therefore keep the discussions focused on the topic at hand, in case the participants start to speak about other things or broader experiences or stories. *The sub-model proposes two activities: Burnout and Setting the limits, that we included in the module of communication as both are very common in working with people in general and they are, in a way, both results of not being able to communicate one's own feelings and needs.* *NOTE: the exercise can provoke deep feelings in some, which they might not be aware of. The trainer should be attentive to this and speak with a person privately. Nobody should share his or her "results" in front of the group, if they don't want to.*
Overall duration:	***According to your choice of activities***

Activity 19: A children's game (Slovenia) "the Telephone"

Duration:	20'	**Material(s):**	● Cards with sentences (optional): Annex: **M1 Communication game - Telephone.docx**
Description:	*OBJECTIVES OF THE ACTIVITY* Through the simple and fun children's game to present the way in which even a simple message can provoke misunderstandings among different interlocutors. *THE ACTIVITY (IMPLEMENTATION):* – Participants form a line and the first in line gets a sentence (simple one). He/she then whispers it to the second in line and that one to the next one and so on. The last in line says out loud what he/she heard. – Participants then change the positions in line and another person starts the "Telephone", this time with a sentence with more information. Alternative or 3rd round is that a person, first in line makes up a sentence in a foreign/own (if of different nationality) language. – After a few rounds, participants share their experiences: what was difficult, where the things went wrong, why they think that the message didn't come out the same, what was going on during the communication.		

	INSTRUCTIONS AND RECOMMENDATION FOR TRAINERS: FOR DISCUSSION: We often interpret information differently from others. We have different approaches in communicating with others and bring different patterns from our relationships into communication. We are also used to communicating in terms of right and wrong. We enter into communication with defined expectations and we all use a different approach – mainly our personal approach. We also bring our patterns. If we want to change them, we need to relive them consciously, not just to think about them. Firstly, the simple sentence should go on with no problem, but if the number of participants is higher, something could get lost during the transfer of the message. In longer sentences, there is more information. What can happen is that someone of the participants will shorten the message, in order for it to be more easily transmitted, some information will be lost, and some of the participants will forget the whole message and adapt it based on their understanding. The mishaps of the transmitting the massage often happen in real life communication, especially while working with refugee, where the language is often a barrier. Omitting the information can cause a conflict and misunderstanding in the communication between two persons, as they don't have the same "starting point" in the communication. Also, even when having the same information, we can misunderstand the other person because we interpret and define some information and notions differently.		

Activity 20: What is good communication?

Duration:	60'	**Material(s):**	- Poster with statements (Material 2): Annex: **M2 Statements about communication.docx** - post-its - markers

RCT ZAGREB   SÜDWIND   SLOVENSKA FILANTROPIJA   CMS   cesie

			• flip chart sheets
Description:			*OBJECTIVES OF THE ACTIVITY:* The activity aims to unveil the principles of nonviolent communication by Marshal Rosenberg. The principles are presented through interactive discussion firstly, within the groups by participants themselves and then, in the joint discussion, led by the trainer. *THE ACTIVITY (IMPLEMENTATION):* – Participants are divided into 3 groups. On the wall there are beginnings of 3 statements: – **I feel good when communication is…** (the answers are the basis of good communication) – **In communication, it bothers me when…** (the answers are potential feelings that we may have in the communication) – **The conflicts in communication mainly arise because…** (the answers are the potential needs we may have in the communication) – Each group starts with one of the statements and write down their answers on the post-its with many examples as they can think of. – After 5 minutes, they move to another statement and add what they can. OR – Each group finishes only their own sentence and has more time for discussion between them. – After all groups have added something to each statement; we read the answers and write them on the flip chart, prepared beforehand. OR discuss about each topic without writing it down. *INSTRUCTIONS AND RECOMMENDATION FOR TRAINERS:* While doing the activity the elements of good communication are defined. As well as the feelings and the needs, we have in communication with others:

– **I feel good when communication is…** (the answers are the basis of good communication)

– **In communication, it bothers me when…** (the answers are potential feelings that we may have in the communication)

– **The conflicts in communication mainly arise because…** (the answers are the potential needs we may have in the communication).

Talk about what it means for participants that they are e. g., understood, heard, safe…

→ Introduction of NVC by Rosenberg (optional): the concept of nonviolent communication by Rosenberg introduces the notion that we have all feelings and needs behind our communication with others. The "outcome" of the communication (whether we will get in conflict with the other person or not) is depending on whether our needs are   met   or   not.

More at: https://www.cnvc.org/ or in his book: https://puddledancer.bookstore.ipgbook.com/nonviolent-communication--a-language-of-life--3rd-edition-products-9781892005281.php?page_id=21. Video to get a first glimpse of what NVC is about: https://www.youtube.com/watch?v=-dpk5Z7GIFs

The activity can be adapted only to making the activity itself followed by discussion about the answers the participants have put down.

A skilled trainer can lead the discussion to unveil the principles of good communications solely on the basis of the answers.

Or the discussion can be deepened on the basis of the answers: what we all need and want from the communication, but how that can still be perceived by different people differently (e. g. If we find it disrespectful if someone doesn't look us in the eyes while talking to us, but for someone else, looking in the eyes can be interpreted as staring and disrespectful)

NOTE: Be aware that the discussion can take a different turn quickly and make sure that you stay within the

designed topic and ask participants to be concrete in their statements, arguments etc.

OTHER   RESOURCES   FOR   DISCUSSION:
What do we need towards another person that makes us feel good in the communication? How we act, or feel when our needs are met and how when they are not met? In this case, we talk about strategies – the ways to meet our   needs.

Regarding the transcendental analysis, normally we react in 4 manners:
- Assertive approach ++ (I'm good and you are good);
- Aggressive approach +-;
- Passive approach -+ (you stay quiet, you give the needs of others before yours);
- And manipulative approach – (we use distraction to get other's attention in different ways, e. g. through someone else, we tell a third person to communicate our message).

Our needs are never in conflict, our strategies are. Strategies are concrete action, what we do to meet our needs (what you want the other person to do for a sincere relationship).

NOTE: as the activity introduces the concept of nonviolent communication, the trainers should be familiar with the concept. Therefore, the activity is best done with a trainer who knows the topic well and can explain the principles of nonviolent communication and the concept behind feelings and needs we have in the communication.
Still, the activity can be carried out without this concept as described before.

Activity 21: Perception of feelings			
Duration:	30'	**Material(s):**	• List of feelings and reactions to feelings (Material 3): Annex: **M3 Feelings and reactions chart.docx**
Description:	*OBJECTIVES*	*OF*	*THE*	*ACTIVITY:*
	The participants become more aware about how they react in communication when feeling certain feelings.		

RCT ZAGREB   SÜDWIND   CMS   c e s i e

THE ACTIVITY (IMPLEMENTATION):
- Each participant receives a list of the most common feelings and how they react to it.
- Each participant fills out the list for themselves.
- They need to outline how they act on different levels (physically, mentally, behaviorally) when scared, sad etc.

INSTRUCTIONS AND RECOMMENDATION FOR TRAINERS:
The list can be adapted or extended to include more feelings. Invite the participants to imagine different situations when they were sensing those feelings and to try to describe their reactions sincerely on all three levels. The reactions at different levels or with different feelings can be similar or the same (e. g. when feeling angry or sad a person can "freeze" and can't say anything, can find the words).
The discussion can be deepened by talking about how certain feelings influence our communication, e. g. when angry, sad... and how we can be more aware about that in our future communication.
The activity can be longer, depending on how much time you want to give to discussion.

Activity 22: Principals of connecting communication

Duration:	90'-120'	**Material(s):**	- flip-charts - markers (optional) - lists of feelings and needs: Annex: **M4 Feelings and needs.docx**
Description:	*OBJECTIVE OF THE ACTIVITY:* Participants start to think about their feelings and needs in conflict communication. Moreover, about the possible feelings and needs of the other in order to better understand why the conflict, misunderstanding has arisen. *THE ACTIVITY (IMPLEMENTATION):* - The trainer explains the 4 principles of connecting communication (see Instructions for trainers) - The activity is done in 3 rounds - The participants are divided into pairs. - Each participant thinks about a conflict situation they have recently experienced. They write down key		

points.

- In tbe first round the partners share, describe their conflict situation: with whom they had a conflict, what the conflict was about, how it came about…. The other partner listens. NOTE: If the participants choose a situation that they have already resolved, they must not mention that and try to think about the situation as if it is still present.
- After 3 minutes, they change the roles. One speaks, the other listens, without comments and interruptions (the same for all 3 rounds), they try to sense the feelings and the needs of the one speaking.
- The discussion about how it went, did they stick to describing or were they already putting labels on others or themselves; was it difficult for them to share the story. They don't share the actual story.
- In second round participants change partners. They can choose another conflict situation or stick to the same. They again speak each for 3 minutes. Now they should try to talk about the feelings they have experienced during the conflict and what they needed then.
- The discussion follows how they experienced talking about their feelings and needs, was it difficult for them or did they feel good about it, where they able to stick only to their feelings and needs or were they "slamming" the other and how they made them feel.
- In the third round they change the partners again. This time they try to think and talk about what might other person in the conflict been feeling and needing. Again, they talk about the same or different situation (there is no difference or better choice). Each partner speaks for 3 minutes, and after the 3 minutes, they change.
- Final discussion about how it was for them, were they able to unveil the feelings and needs of the other, how do they feel after the exercise.

INSTRUCTIONS AND RECOMMENDATION FOR TRAINERS:

-Invite participants to think about a conflict situation at work, at home, but one that is not too sensitive for them. Tell them that they always have the possibility to stop or even leave the room if they need to, as the activity can provoke deep or unresolved feelings.

More often, the participants get a different insight into their feeling and needs and into the feelings and needs of others and start understanding the conflict situation in different, more "forgiving" way.

We are not used to talk or even think about our feelings and needs, we are oftentimes not even aware of them. On the other hand, we don't know how to listen in a way that other person or we feel heard.

The purpose of the change of partners is intended to allow one to speak with more than one person and gain different insights and perception of the situation.

The activity can be adapted only to implementing the exercise, still to introduce the 4 principles of nonviolent communication/connecting communication just as "rules" how to do the exercise, without going deeper into NVC concept. And the trainers can call it connecting communication without mentioning the concept of NVC.

4 PRINCIPLES OF CONNECTING COMMUNICATION

The active listening is the key to connecting communication. It establishes the safe and accepting environment in which a person can open and express themselves honestly.

The 4 principals of CC:

- Observing (without evaluation)
- Expressing feelings
- Expressing needs
- Requesting (not demanding that someone does something that we want)

Active listening is:

  o Silent presence (we listen and look the other person in the eyes, we give them the feeling that we are there and listening)
  o Summarizing (we only summarize what we think the person has said to make sure that we understood them or ask questions only if we didn't understand something)

	o Focusing on the essentials (not asking different questions to satisfy our curiosity, but only about the feelings and needs, values etc.) o Being aware of what is going on with a person (e. g. trying to feel what there are feeling) The active listening IS NOT: o Giving advices (e. g. You should do take this job, it is a good job.) o Interrupting the person by talking own story (e. g. Yes, this is just what happened to me and I…) o Questioning (asking questions that don't have anything to do with the person's feelings and needs, e. g. And what he said to that. What happened next? Are you sure, this is what happened? Etc.) o Pitying someone (e. g. oh, poor you…) Disconnecting communication, from which the conflicts can arise is: o Moralistic judgments and evaluations o Comparisons o Blaming o Not taking responsibility for own actions and feelings o Labeling FURTHER DISCUSSION: - about what they experienced during the exercise - About needs and feelings. - Empathy: we try to understand the feelings and needs of others; taking the time to calm and to reflect which needs are met within ourselves. This is the key not to deepen the conflict. - In understanding others, we are only guessing what their feelings and needs could be, we can't know, but seeing the feelings of others gives the insight into possible feelings and needs of others and understanding why they reacted in a certain way. If we can't make the leap, we are still in the zone of judging and blaming.

<table>
<tr>
<td></td>
<td colspan="3">– About the feelings and needs of others, even if we feel the person has conducted badly towards us. What is connecting and what disconnecting communication (further explanations about the two concepts).

Introducing the needs of refugees in a country of settlement (or before next activity).</td>
</tr>
<tr>
<td colspan="4">Activity 23: The communication at work, working with refugees – role play</td>
</tr>
<tr>
<td>Duration:</td>
<td>90'-120'</td>
<td>Material(s):</td>
<td>●   Cards with roles assigned and described situation (Material 5): Annex: M5 Role play - situtations.docx</td>
</tr>
<tr>
<td>Description:</td>
<td colspan="3">OBJECTIVE OF THE ACTIVITY:
      Introducing the connecting communication in the work space and working with refugees. The participants will get to experience what the other person may be feeling and experiencing the same situation.

THE ACTIVITY (IMPLEMENTATION):
– Participants are divided into groups of 3. If 3 can divide the number of participants, one group consists of 4 members or one trainer participates as Observer to the group of 2.
– Each group gets an envelope with 3 different roles and the members of the group randomly choose their cards with description of a role and situation.
– They must not look at each others' cards. The other two don't know their description.
– After each session short discussion about their reactions, feelings, observations, etc…
– After discussion, the participants change the groups and the roles, so each participant is in all 3 roles. Short discussion after every session and longer after the final round: how they feel, what was difficult, what wasn't.
ROLES:
In each group each member gets one of the roles:
1. professional/practitioner in relevant administrative body, or activist in CSO/NGO or volunteer,
2. Refugee</td>
</tr>
</table>

<table>
<tr>
<td></td>
<td colspan="3">
3. Observer.

If there are more than 3 groups, the 4th etc. group gets one of the 3 situations.

The above descriptions of the roles are only examples. You can use them or adapt the situations more to your own experiences or actual situations.

INSTRUCTIONS AND RECOMMENDATION FOR TRAINERS:

The activity can be done in 1 or 3 rounds so each of the participants gets all 3 roles to play.

The texts can be adapted to country specific situations.

The discussion can be deepened by talking about the feelings and needs of each role/person, how they reacted according to the stress, anger, frustration, fear, etc. they were feeling and how, next time working with refugees, we can take similar situations into account.
</td>
</tr>
<tr>
<td colspan="4">SUB-MODULE - Burnout and setting the limits</td>
</tr>
<tr>
<td colspan="4">Activity 24: Burnout/emotional exhaustion of people, working with refugees/migrants</td>
</tr>
<tr>
<td>**Duration:**</td>
<td>30'
(15'survey,15' explanation)</td>
<td>**Material(s):**</td>
<td>
- Annex: survey about the presence of signs of emotional exhaustion in psychosocial assistants to refugees (attached): **survey – emotional exhaustion.docx**
- pens for all the participants
- Annex: **communication.pptx** presentation (or other adequate literature)

Target groups: psychosocial assistants to refugees and other people working with migrants
</td>
</tr>
<tr>
<td>**Description:**</td>
<td colspan="3">
The objectives of this activity: to reflect on burnout and detect signs of burnout in ourselves and others

The activity (implementation):
First, the trainer makes an introduction to the activity – s/he tells the participants what the theme will be and
</td>
</tr>
</table>

distributes the **survey** (attached) about emotional exhaustion of psychosocial assistants to refugees. Participants have 10min to fill in the survey. The trainer asks them to be honest with themselves and emphasizes they will not need to share their results with anyone. After 10 min, trainers ask the participants to first put the surveys away so they can go through the **theory** (below). The trainer explains to the participants what emotional exhaustion/burnout is, what the causes, dimensions are and why it comes to burnout in work with refugees. S/he also briefly mentions the preventive – how to avoid burnout.

After, s/he explains the **scoring** (below) and **results in different surveys** (below).
Optional: trainer asks each of the participants to share their score, so they can discuss their results.
Discussion:
- What is the difference between stress and burnout?
- Why is it good to recognize the signs of burnout?
- How can we help others and other people when we detect signs of burnout?
- How do you deal with signs of emotional exhaustion?
- What do you think may help you when you feel you are emotionally exhausted?

Instructions and recommendation for trainers:
The trainer can choose which theoretical aspect of burnout will explain. He can leave something out or add something if s/he thinks it is (not) useful.
The trainer makes sure participants know where to seek help if they think they are experiencing burnout themselves or what to do if they recognise lots of signs in others.

Theory/literature:

SUGGESTED THEMES:
- o   What is stress/burnout/emotional exhaustion?
- o   causes of emotional exhaustion
- o   dimensions of emotional exhaustion

- Strategies to deal with emotional exhaustion, how to prevent or minimise it (Knowing your limits!)
- signs of worker burnout and how to recognize it
- the role of the organization in preventing or minimising the occurrence, severity and effects of emotional exhaustion

»Only by caring for oneself is one able to fully help others«. (Nancy B. Roof 1994)

ABSTRACT:

Research shows most psychosocial assistants to refugees **do not recognize the worrying signs of emotional exhaustion** or burnout in them. People working with refugees are exposed on a daily basis to significant workload stresses associated with a very specific, chaotic and demanding work environment. Ongoing exposure to the traumas experienced by refugees requires a lot of energy, making workers susceptible to becoming emotionally overwhelmed or burned out. **The quality of work delivered by psychosocial assistants to refugees is linked to their health and well-being.** Negative consequences of emotional exhaustion are experienced not only by the workers themselves, but also by the refugees whom they are assisting.

Although the difficulties and distress caused by significant ongoing exposure to the refugee situation cannot be completely eliminated, the burden borne by psychosocial assistants can be mitigated by the use of different measures at the individual and organizational level.

EMOTIONAL EXHAUSTION

- *The state of physical, emotional and mental exhaustion due to prolonged involvement in emotional burdensome situations* (Pines in Arnson 2011).
- *A response to a chronic emotional burden in the constant work with people, especially if they are in need or have problems* (Schmiedel 2011).
- *Chronic state of extreme psychophysical and emotional exhaustion* (Pšeničny 2006).
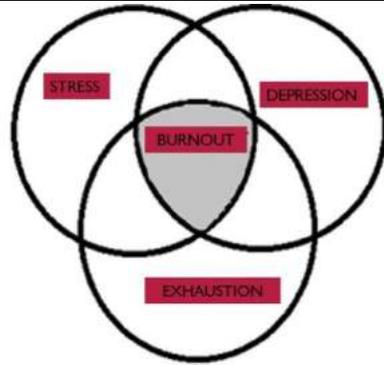
burnout = INTERSECTION OF stress + depression + exhaustion

CAUSES

- PERSONAL   FEATURES
  introversion, neuroticism and self-confidence
- ENVIRONMENT
  work overload, lack of control, insufficient remuneration, absence of a solid community, lack of fairness and a   conflict   of   values   (Maslach   and   Leiter   2002)
  → Negative impact on physical and mental health, relations, work efficiency and workplace satisfaction

3 DIMENSIONS

- **Depersonalization**

negative and insensitive attitude towards users

- **Emotional exhaustion**

lack of enthusiasm and empathy towards users

- **Reduced personal fulfilment**

sense   of   personal   incompetence   and   inefficiency   in   the   work   environment

WHY?

- lack of success

| | • inability to help
• lack of visible progress
• frequent contact with users
• Working with „difficult cases "...

(Maslach   in   Jakson,   Farber   in   Heifetz1982)

PREVENTION

A) EXTERNAL SUPPORT
• environment (home)
• organization

measures   at   the   national   /   international   level

• **B) INTERNAL SUPPORT   (SELF-HELP)**
• social contacts → family, friends, co-workers
• leisure activities → hobbies
• Concern for basic needs → setting your limits – saying NO!

ADDITIONAL LITERATURE
− *Guidelines for the primary prevention of mental, neurological and psychosocial disorders. 5: Staff burnout.* 1994. Geneva: Division   of   mental   health,   World   health   organization. http://apps.who.int/iris/bitstream/10665/60992/1/WHO_MNH_MND_94.21.pdf.
− Horvath-Lindberg, Judit in Miseres, Diana. 1991. *Working with refugees and asylum seekers: a handbook for Red Cross / Red Crescent staff and volunteers.* Geneva: League of Red Cross and Red Crescent Societies.
− Inter-Agency Standing committee (IASC). 2017. *IASC Guidance on Mental health and psychosocial Support in Emergency   Settings.*   2007.   Geneva: IASC. http://www.who.int/mental_health/emergencies/guidelines_iasc_mental_health_psychosocial_june_2007. |

pdf

– Lim, Andrew George in Shwee Oo, Eh Kalu. 2015. Chapter 9: Vicarious Traumatization and Resilience of Health Workers. 219-241. V Allden, Kathleen, Nancy Murakami, and Cynthia Maung. 2015. *Trauma and Recovery on War's Border. A Guide for Global Health Workers*. Dartmouth: Dartmouth College Press.

– Lopes Cardozo, Barbara, Gotway Crawford, Carol, Eriksson, Cynthia, Zhu, Julia, Sabin, Miriam, Ager, Alastair Foy, David, Snider, Leslie, Scholte, Willem, Kaiser, Reinhard, Olff, Miranda, Rijnen, Bas and Simon Winnifred. 2012. *Psychological Distress, Depression, Anxiety, and Burnout among International Humanitarian Aid Workers: A Longitudinal Study.* PLoS ONE 7(9).

– Mikuš Kos, Anica. 1997. *They talk, we listen*. Ljubljana: Centre for Psychosocial Help to Refugees, Slovene foundation.

– ---. 2005. Training teachers in areas of armed conflict: a manual. Supplement to *Intervention*, Vol 3, No 2. The Netherlands: Intervention Foundation.

– Roof B., Nancy. 1994. *The impact of War on Humanitarian Service Providers: a workbook on Secondary Traumatic Stress and Burnout.* Zagreb: Centre for Psychology and Social Change.

– Shah Siddharth Ashvin, Garland Elizabeth in Katz Craig. 2007. Secondary Traumatic Stress: Prevalence in Humanitarian Aid Workers in India. *Traumatology*, Volume 13, Number 1, 59-70. Sage Publications.

– Warner, Rosemary. 2006. *Report of Preliminary Desk Research on the Front Line Stress Management Project*.

– World Health Organization, War Trauma Foundation and World Vision International. 2011. *Psychological first aid: Guide for field workers.* WHO: Geneva.

– http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0044948
https://www.psychologytoday.com/intl/blog/high-octane-women/201311/the-tell-tale-signs-burnout-do-you-have-them

– https://www.helpguide.org/articles/stress/burnout-prevention-and-recovery.htm/

***SCORING
1=1 point

|	
	2=2
	3=3
	4=4
	5=5
	<u>EXCEPT</u> No. 13, 16, 22:
	1=5
	2=4
	3=3
	4=2
	5=1
	TOTAL SCORE
	• The higher the score, the higher the level of emotional exhaustion
	• MIN = 27
	• MAX = 135
	SURVEY (Velišček, 2017)
	• Average total score: 57,76
	• Average points per answer: 2,14 (rarely)
	• Min = 34, max = 101
	➔ results show the presence of symptoms and signs of emotional exhaustion, although in most cases these occur only rarely
	RESEARCH
	• Psychosocial assistants to refugees **show signs** of emotional exhaustion.
	• The ones who receive **help and support** from the organization in which they work (education, trainings, supervision, and support from co-workers) **show less signs** of emotional exhaustion than those who do not

	receive help.		
	• Organizations usually do not educate the employees about the possibility of emotional exhaustion and about ways to prevent and deal with it.		
	• Psychosocial assistants usually **do not recognize the signs** of emotional exhaustion in themselves.		
	Attachments: - Survey - PPT presentation		

Activity 25: Drawing our social network

Duration:	15'	**Material(s):**	• paper and pen for each participant • a whiteboard to draw the social network while explaining **Target groups:** people working with TCN
Description:		The objective of the activity: to understand why some people (also TCN = third country nationals) are often are too attached to person working with them (social worker, volunteer) The activity (implementation): The trainer distributes pens and papers to all the participants and ask them to first **draw themselves** in the middle of the paper (small – it can be a symbol or anything). Then, he asks them to draw **four concentric circles** around themselves (image 1).	
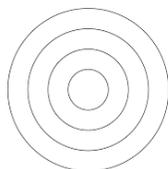
In the first circle, the closest to them, they draw **people who are the closest to them** (usually family and close friends). They can draw people with dots or other symbols, some of them close together (for example, parents), some of them alone (a friend from work).

In the second circle, they draw **other relatives and friends** who are not that close to them. Third circle includes **co-workers, neighbours, friends of friends,** etc. In the fourth circle, they draw **people they know just barely (acquaintances).**

While giving the instructions, the trainer also draws his social network on the white board. We end up with a drawing like this:
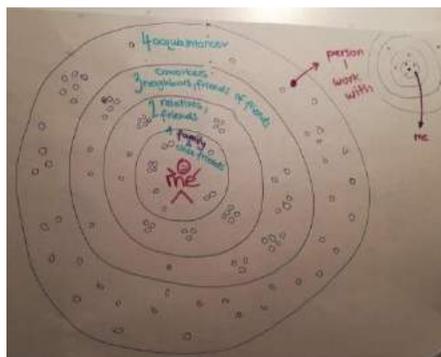
Then, the rainer explains the point:

EXPLANATION:

The circles represent our social network – people we know. First (the smallest and the nearest) circle includes people who are the closest to us (family and close friends). Second circle includes other relatives and friends, third co-workers and other (not so close) friends and so on, until the people we know just barely. We always fill the first circle first – it is the condition to form bigger ones. It is our need to fill the first circles and essential for continuing to next ones.

Usually, each circle includes at least a couple of people. When we start working with somebody, we put him/her in the last circle, but he/she can slowly proceed to the closer ones as we get to know him/her. People with whom we work often don't have a wide social network –the first circles can be (almost) empty (especially with refugees), so they put social worker/volunteer directly into the first circle. They also behave like that, for example, calling the social worker/volunteer »my friend«, constantly wanting to spend time with him/her, and inviting her/him to their place… It is easier to understand why this happens if you look at the drawing in the right upper corner (trainer draws one on the board). Refugees often left their family and close friends in their home country and they do not have many close friends in the host country when they arrive, so they put social worker in their place (first circle) to fill the emptiness. In these cases, we have to be careful how to react – how to set limits without insulting people.

Discussion:

- How to react to excessive attachment?
- How to set the limits in a worker-client relation?

Instructions and recommendation for trainers:
The activity is opening many different options for debate. The trainer can let the participants share their stories (examples and opinions).

Mental health:

Vulnerabilities, Coping and Growth

1. MENTAL HEALTH OF REFUGEES: VULNERABILITIES, COPING AND GROWTH

4.1. MENTAL HEALTH IN CONTEXT OF WAR AND FORCED MIGRATIONS	
Objective(s):	✓ *increased awareness of impact of forced migration on mental health, risk and protective factors for refugee mental health* ✓ *increased understanding that post-settlement factors have at least similar weights as war related factors with respect to refugee mental health*
Learning outcomes:	- *understanding the concept of mental health and how it is culturally determined* - *knowledge of the risk factors and protective factors influencing mental health of refugees* - *understanding of refugee mental health difficulties based on facts* - *understanding barriers refugees face in accessing mental health services and ways to overcome them*
Overall duration:	**70'**

Activity 27: Mental health of refugees / brainstorming, plenary discussion			
Duration:	**20'**	**Material(s):**	● flip chart papers and board ● felt pens ● computer, projector and screen; ● Power Point presentation Annex: **WP 4 - Mental health.pptx**
Description:	Step 1: Participants are invited to brainstorm ideas associated with "mental health". Trainers record them on the flip chart and then present the WHO definition (slide 2). Trainers lead a short discussion with regards to how the concept and definition of mental health is culturally shaped. Step 2: Participants are invited to brainstorm what they think determines/has an impact on the mental health of refugees; trainer record answers on flip-chart, in three columns (if participants produce): individual, social, environmental. Trainer sum up the discussion by presentation of the determinants of mental health of refugees (slide3)		

Activity 28: Mental health risk and protective factors in refugees / work in small groups, plenary discussion			
Duration:	**30'**	**Material(s):**	● flip chart papers, adhesive tape ● felt pens ● computer, projector and screen;

Description:	Step 1: Participants are divided into 3 groups, randomly or to be mixed if they are from several organizations/institutions. Each group receives a flip chart paper and marker. The papers are divided in half (vertically) by drawing lines and have titles according to the forced migration phase (see below).
	The groups should discuss and write on a paper (in right column) the risks for mental health of refugees in one of the following phases:
	1. Group: pre-migration – in their country of origin/previous settlement, before they were forced to migrate
	2. Group: during migration – during the journey, which can include staying in several countries, before the settlement in receiving country
	3. Group: post-migration – after settlement in receiving/host country
	After 5 minutes, groups are invited to present. For each set of factors, trainers launch the discussion in plenum and ask all participants for another contribution.
	Step 2: When all the groups complete the presentation and when the risk factors are exhausted, participants are asked to get back into their groups and to think, discuss and to write (in the column on the left) the protective factors – circumstances, support, personal traits …., that have potential to prevent mental health deterioration, even in difficult circumstances. After app. 5 min. groups are invited to present their work, and again trainers launch discussion about each set of protective factors.
	Flip-charts are pinned on the wall. Trainers sum-up risk and protective factors for refugee mental health and add factors that didn't come up in group work and discussion. Slide 5

Activity 29: Common mental health problems in refugee population – myths and facts / presentation

Duration:	10'	Material(s):	● flip chart papers
			● felt pens
			● computer, projector and screen;
			● PowerPoint presentation Annex: **WP 4 - Mental health.pptx**

Description:	The trainer gives presentation on myths and facts about refugee mental health, and common mental health problems refugees might face (slide 6-8).

4.2. TRAUMATIC EVENTS AND TRAUMA RESPONSE			
Objective(s):	✓ *improved knowledge of the impact of traumatic events and psycho-social consequences of war and forced migrations* ✓ *improved understanding that individual characteristics and capacities determine how stressful, critical and traumatic events impact people*		
Learning outcomes:	- *understanding similarities and differences in psychological/mental health concepts related to war and forced migration* - *knowledge of the impact of traumatic events on a personal and social functioning* - *knowledge of the different traumatic and re-traumatising events refugees experience*		
Overall duration:	**70'**		
Activity 30: Energizer: Fizz Buzz			
Duration:	**5'**	**Material(s):**	**-**
Description:	Ask participants to form a circle. Explain that the group needs to count together from one to 50. There are a few rules: The group replaces any number divisible by three with 'fizz', any number divisible by five with 'buzz', and any number divisible by both three and five with 'fizz buzz'. Count up and see how high you can go!		
Activity 31: Stress, crisis and trauma - similarities and differences / brainstorming, interactive presentation			
Duration:	**15'**	**Material(s):**	• flip chart papers, board and markers • computer, projector and screen; • Power Point presentation Annex: **WP 4 - Mental health.pptx**
Description:	Trainer prepares the flip-chart paper with three columns and asks participants to brainstorm ideas associated with concepts of stress (writes "stress" title in the first column), then crises, and finally trauma. After associations are exhausted, the trainer asks participants about similarities and differences between the concepts; then sums-up ideas and presents about stress, crisis and trauma (slide 15-19).		
Activity 32: Traumatic events in life of refugees (forced migrants) / group work; interactive presentation			
Duration:	**20'**	**Material(s):**	• flip chart papers, board and markers • computer, projector and screen;

			• Power Point presentation Annex: **WP 4 - Mental health.pptx**
Description:			Trainers pin 3 flip-chart papers on the wall (on 3 sides of the room or distanced from each other) with titles written on each paper: pre-migration, during migration, post-migration. Participants are divided into three groups and instructed that each group approaches one paper and writes on the paper what they think are potentially traumatic events in refugee life in different phases of forced migration. Trainer reminds participants of the definition of trauma and hints that it can be a direct or indirect experience; original (first-time) event or re-traumatizing event. Groups have 5 min and then they are invited to move to the second paper, then to third (each group should write on each paper) and to add what they think was left out. Trainers sums-up the results of the group work, presenting the potentially traumatic events in a refugee's life and forced migration that didn't come up in group work. Trainers take care to emphasize that people respond to traumatic events differently, depending on their personal capacities, resilience and experience, and that what can be highly traumatic for one person can be less traumatic for another. Nevertheless, some disastrous and horrific events affect all humans, even though recovery process is individual and varies. **(**slide 20-25**)**

Activity 33: Trauma response - consequences of exposure to traumatic events / group work, creative techniques

Duration:	**30'**	**Material(s):**	• flip-chart papers and markers in different colours • newspapers, magazines with pictures in colour, scissors, glue • alternatively: crayons, felt-pens in different colours
Description:			Participants are divided into 4 groups. Each group receives a flip chart paper with titles (see below), markers, a pile of magazines, scissors and glue (or crayons, felt-pens in different colours). The groups have 5 minutes to negotiate and 20 minutes to make a collage representing what they think are the consequences of exposure to traumatic events – trauma response, in one of the following areas (each group different): 1. Group: cognitive functioning – attention, memory, perception, thoughts, learning 2. Group: emotional functioning – feelings, emotional expression 3. Group: physical functioning – how the body reacts 4. Group: social functioning – relations with other people and the community Trainers invite each group to reflect on what was like for them to do this task and then present their poster and explain what it represents. Other participants are invited to ask questions and reflect on each poster. When all groups are done, trainer sums-up the main features of trauma response in 4 areas of human functioning. Trainer

	highlights that these are common reactions found by researchers which does not mean that all persons experiencing traumatic events will have them; response to traumatic event is very individual.

4.3. TRAUMA RECOVERY AND GROWTH			
Objective(s):	✓ *improved knowledge on how people recover from devastating events and how recovery can be supported and facilitated*		
Learning outcomes:	- *knowledge of the process and stages of trauma recovery and its individual variability related to characteristics, capacities, previous experience of the survivor* - *understanding, coping and resilience as main features of the trauma response* - *adopted strengths-based approach in supporting / helping trauma survivors*		
Overall duration:	**70'**		
Activity 34: Energizer: Ministry of Silly Walks			
Duration:	5'	**Material(s):**	-
Description:	Participants are invited to stand in a circle. One group member (trainer can start) is the Minister of Silly Walks: he mandates the other participants the way of walking. The walk should be as funny as possible and to include many parts of the body. Participants should imitate the walk. Then the next participant in circle becomes the Minister and mandates the walk, until all participants are ministers.		
Activity 35: Stages of trauma recovery / interactive presentation, work in small groups, plenary discussion			
Duration:	30'	**Material(s):**	● Flip chart papers, felt pens ● Computer, projector and screen; ● Power Point presentation Annex: **WP 4 - Mental health.pptx** ● victim, survivor, thriver case examples, Annex: **Annex 2. Case examples-victim-survivor-thriver.pdf**
Description:	Step 1: Trainer gives an introduction into the topic, common trauma response and its immediate, short-term and long-term consequences. Again, trainer highlights that these are research findings based on the averages, and that		

RCT ZAGREB   SÜDWIND   SLOVENSKA FILANTROPIJA   CMS   c e s i e

	each person exposed to traumatic event(s) has individual trauma response and might not experience any or few of the described short-and long-term consequences (immediate response is biologically determined, and therefore common to human beings). Trainer also presents the three stages of trauma recovery – victim, survivor and thriver (10')
	Step 2: Participants are divided in 3 groups (randomly or into mix groups if they are from different organizations/institutions). Each group gets one printed case example. They are instructed to read the cases and identify short-term and long-term trauma consequences (symptoms). They are also instructed to decide in which stage of trauma recovery the person from the case example is, and what are the clues. After approximately 10 minutes, groups are invited to shortly present the case and their conclusions: what are short-term and long-term features of the trauma response, which stage of recovery the persons are and why they think so. Trainer launches and guides a discussion of stages of trauma recovery. (20')

Activity 36: Resilience and growth / interactive presentation			
Duration:	**15'**	**Material(s):**	• Computer, projector and screen • Power Point presentation (enclosed) Annex: **WP 4 - Mental health.pptx**
Description:	The trainer gives presentation on resilience and growth in the aftermath of traumatic experiences. **Slide 26-32**		

Annexes

Titles
1.2 Cultural diversity
1.   Material 1_Cultural diversity_PPT
1.3 Stereotypes and Prejudices Version
2.   Material 2_Prejudices.pptx
3.   Material 3_Facts against prejudices - Englisch Version as Template for other countries.docx
4.   Material 4_Handout Euro Rail a la carte.docx
2.1. Cultural Differences (Barnga Game)
5.   Material 5_Barnga Game Rules_English.docx
2.2. Cultural Shock, Cohen-Emerique
6.   Material 6_Activity_Decentration_Cultural Shock and Sensitive Zones_DECENTRATION IMAGES.pdf
7.   Material 7_Culture Shock_Sensitive Zones_Critical Incident.pptx
2.3. Intercultural Sensitivity3 –Bennett
8.   Material 8_DMIS.pptx
2.4. Intercultural Competences

Project info

The project is funded by European Union's Asylum, Migration and Integration Fund.
The purpose of the project is to contribute to pre-departure and post-arrival integration of persons in need of international protection, relocated within the EU or resettled from a third country.

Partners

RCT ZAGREB	**SÜDWIND**	**SLOVENSKA FILANTROPIJA**	**CMS** CENTRE FOR PEACE STUDIES	**cesie**
Rehabilitation Centre for Stress and trauma Croatia www.rctzg.hr	Südwind, Association for Development policies and global justice Austria www.suedwind.at	Slovene Philanthropy Slovenia www.filantropija.org	Center for Peace Studies Croatia www.cms.hr	CESIE Italy www.cesie.org

Find more information, tools, training materials and join Community at

welcomm-europe.eu