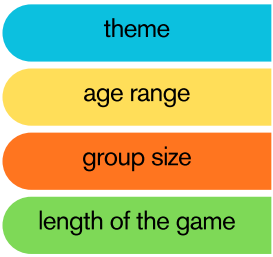
Games

A collection of non-formal learning activities for the prevention of youth violence (and related topics).

Are you looking for something specific?
We organized the games into collections using tags.



bullying

all ages

small group

short game

Paper scrunch

Goals of the exercise: To help participants understand the harmful effects of bullying.
Age of the participants: 10+
Number of participants: any
Duration of the exercise: 15 minutes
Materials: Felt pens, pieces of paper

Step by step:

1. Have each participant draw a quick picture of themselves on a piece of paper.
2. Ask participants to swap their picture with another participant.
3. Have participants crumple up the picture they have been given.
4. Pretend that you have made a mistake and ask participants to straighten each piece of paper and get rid of the creases.
5. Their piece of paper will still have creases in it. This represents what bullying does to someone.

Debriefing:

1. What do you think about this game?
2. What is the meaning behind it? How can we connect it with bullying?
3. Talk about how bullying can affect people – you can't undo bullying, and saying sorry won't remove the impact of the bullying behavior

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Authorship/adaptation or source: BullyingFree NZ Week 2018 Activity Pack

variable topics

all ages

medium or large group

short game

How do you feel?

Goals of the exercise: To show how easy it is to misunderstand what people are feeling by just looking at their body language and facial expressions, and how easy it can be to hide true feelings.
Age of the participants: 10+
Number of participants: any
Duration of the exercise: 20 minutes
Materials: Large jar or container, felt pens, papers

Step by step:

1. Ask participants to think of as many words as they can that describe feelings and emotions, both positive and negative.
2. Cut up the words into individual slips of paper and put them in the jar or container.
3. Ask participants to pick from the jar and mime the word on the paper. The group then have to guess what feeling or emotion is being mimed.

Debriefing:

1. Was it difficult for you to guess the feeling or emotion?
2. Do you think you can easily guess someone's feelings by just looking at his/her body language?
3. Is it easy/hard for you to hide your feelings?
4. Why do you usually try to hide your feelings from the other people?

Authorship/adaptation or source: BullyingFree NZ Week 2018 Activity Pack

bullying

14-17 years old

any group size

medium-length game

What does it feel like?

Goals of the exercise: This activity will encourage participants to think more deeply about bullying behavior – Who is participating in it? What role do they play? How do they feel?

Age of the participants: 13+

Number of participants: any

Duration of the exercise: 20 minutes

Materials: Bullying scenario, marker pens, flip charts

Step by step:

1. Place participants in groups.
2. Read aloud the story/scenario.
3. In their groups, have participants come up with two ways that the bystander(s) could have changed their behavior that would have resulted in stopping the bullying.
4. If time permits, allow the participants to share their ideas with the rest of the group.

The scenario:

Kara and Tai have been friends for many years, but recently Kara has felt left out from the things that Tai organizes with their friends. The other day, Kara sent Tai a text asking if he was upset with her for some reason. She didn't get a reply. Later that night, Kara was working on a project with Ari, another friend from school. Ari logged into his Facebook and Kara saw on his news feed that Tai had made a post that he found Kara annoying. There were comments from other friends. Ari quickly turned off his Facebook. When Kara checked her own Facebook, she realized that Tai had changed his settings so that she couldn't see his posts.

Notes:

Bullying is defined as behavior that is repeated (or has the potential to be repeated), harmful and is directed toward young people who are perceived to have less power. Power in a relationship is often subjective and can come from a variety of sources – social networks, money, intelligence, size and strength, etc. Shifting the power dynamic in a bullying situation is an effective way to reduce / eliminate bullying. Participants who witness bullying (bystanders) may be the most powerful people in a bullying situation – their actions can either encourage or discourage the person who

is initiating the bullying. Throughout this activity, participants will discover that they not only are capable of putting an end to bullying, but they may be the best fit for the job.

Debriefing:

- Ask participants to discuss how each person in the scenario was possibly feeling – the initiator of the bullying (Tai), the recipient of the bullying (Kara), the friends/bystanders (Ari).
- Discuss the idea/concept of power in relationships. Each person in a bullying situation has a certain degree of power – what makes bullying 'bullying' is that the initiator has more power than the target (e.g. more friends, is physically bigger, is perceived to be smarter, etc).
- Discuss the power of the bystander; bystanders may be powerful in a bullying situation – their reactions and behavior can encourage or discourage the initiator.

Authorship/adaptation or source: BullyingFree NZ Week 2018 Activity Pack

bullying

14-17 years old

any group size

medium-length game

Agree or disagree?

Goals of the exercise: To enable participants to examine how they view bullying, challenge their thinking, and encourage discussion.
Age of the participants: 14+
Number of participants: any
Duration of the exercise: 30 minutes
Materials: A rope or anything that could set a limit or a boundary, sample statements list, 2 papers

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Step by step:

1. Draw a line on the floor, real or virtual, and place the words AGREE at one end and DISAGREE at the other end.
2. Read a set of statements out to the group and ask the participants to position themselves on the line depending on whether they agree or disagree with the statement.
3. Ask participants to volunteer their reasons for their choice; they are allowed to move along the line if they are persuaded by other people's opinions.
4. Remind the participants that there are no wrong answers and that respecting the opinions of others is important.

Below are some suggested statements, or you can develop your own to suit your setting or to address particular issues:

1. Spreading rumors about someone is bullying.
2. Getting bullied is a natural part of growing up; it's character building.
3. Bullying doesn't happen in my group / school.
4. Forwarding pictures or texts that upset people is bullying.
5. Always making fun of someone's hair is just banter.
6. It's their fault for not standing up for themselves.
7. A diverse participant group is more interesting and better for learning about life than a group where everyone is the same.
8. There's no point in participants challenging other participants who frequently use name calling, racist or sexist slurs and/or personal insults.

Debriefing:

- After listening to other people's opinions, did you change your own? If yes, why?
- Is it easy for you to change your opinion?
- Do you think that bullying is something that happens a lot around you? If yes, do you think you can do something to change that?

variable topics

all ages

small/medium group

medium-length game

Take a step

Goals of the exercise: To make participants recognize appropriate and inappropriate behaviors.
Age of the participants: 10+
Number of participants: any
Duration of the exercise: 20 minutes
Materials: A rope or anything that could set a limit or a boundary, sample statements list

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Step by step:

1. Discuss the meaning of when something 'crosses the line' – this means any inappropriate behaviors, words, tone of voice or actions.
2. Place the rope on the floor. Ask the participants to line up, side-by-side, with both feet on one side of the rope.
3. Explain that you will read sample behaviors that the participants might see or hear others do or say. If they think the behavior is 'wrong', ask the participants to step over the rope.
4. Let the participants know that they can make their own choice of what they think crosses the line.
5. Have the participants go back to their original positions before you read the next example.

Sample statements:

1. Saying, "There's room at our table. Sit here."
2. Saying, "Sorry, this seat is saved and it's not for you!"
3. Saying, "I really like the shirt you are wearing."
4. Saying, "Wow. Did you really mean to wear that ugly shirt with those horrible pants?"
5. Saying, "Only my friends can play this game with us."
6. Saying, "Sure, everyone can play. You just need to wait your turn."
7. Passing a note about a girl or boy in your group.
8. Helping someone pick up something they have dropped.
9. Whispering about one of your group mates in the hallway.
10. Telling an adult that someone called you or another participant mean names.
11. Laughing at the losing team on sports day.
12. Laughing at a funny joke a group mate tells.

Debriefing:

- How do you feel when somebody crosses the line?
- What do you do when somebody crosses the line?
- What do you do when you cross the line?

variable topics

all ages

any size of group

medium-length game

The Greatest Hero

Goals of the exercise: To explore the role of the bystander in bullying and how you can help prevent bullying; to understand what it means to be a bystander; to learn ways to prevent bullying when it is experienced by others

Age of the participants: 10+

Number of participants: 16+

Duration of the exercise: 40 minutes

Materials: A variety of arts and craft supplies such as (markers, pens, pencils, crayons, stickers, glitter and glue). 1 or 2 flip charts per group.

Step by step:

1. Part A (5 minutes)
2. In a larger group (or divide into smaller groups with one leader in each group) present the following questions for discussion.
3. What is a bystander?
4. Do you think bystanders can be neutral when they see others being bullied?
5. How do you feel when you see others being bullied?
6. What do you usually do?
7. What bystanders can do to stop bullying in their schools?
8. Part B (25 minutes)
9. Divide the participants into groups of 8-12 people. Give each group a box of arts & crafts supplies and 1 or 2 flip charts.
10. Tell them that their job is to draw "The Greatest Hero" or someone that can "STOP BULLYING IN A SINGLE BOUND!" Using the arts and crafts supplies they should draw an approximately life size person (if someone fits on the paper they can trace around them) and create their own super hero against bullying.
11. They should come up with a name for the person and draw what he/she would look like. On the side list the "stats" of the superhero such as those things that make this person able to stand up to a bully.
12. If time permits, ask each group to present their hero and some of its characteristics (if possible, stick the posters on the wall of the classroom and/or ask the teacher to follow-up the activity).

Debriefing:

- Process your activity asking some of the questions below to allow the group to express their opinion.
- What did you learn about the topic of bullying today?
- Can you think of times in your life when you or someone you know was bullied?
- How do you think being bullied makes people feel?
- If you or someone you know is being bullied what are some things that they can do for help or to stop the bullying?
- If someone started bullying you, who would you talk to about the situation? Who are the people that would help you?
- What does it mean to be a bystander? (Watching someone being bullied without stepping in or getting help.) Why are some people bystanders when it comes to bullying? How can you go from being a bystander to someone who helps the situation?
- Now that you know more about bullying what do you think you can do to make a difference at school? In which ways you could help someone who was being bullied?

Authorship/adaptation or source: Adapted by Associazione Culturale Strauss. Formerly adapted by Mark Mains, Extension Specialist for 4-H Youth Development, University of Kentucky from training materials supplied by Deana Reed, Extension Specialist for 4-H Youth Development, University of Kentucky. Originally adapted from “Breaking the Code” by Kansas State University Extension

bullying

14-17 years old

medium/large group

medium-length game

Bullying Thermometer

Goals of the exercise: There are many types of bullying. How do you decide which is worse or more harmful? This exercise explores the types of bullying behavior and encourages the participants to discuss them, their meaning and their impact. Learn different types of bullying behavior, discuss the impact of bullying, discuss how differences (gender, generational, social) can affect the perception of bullying behaviors.

Age of the participants: 13+
Number of participants: 16+
Duration of the exercise: 40 minutes

Materials: Cards containing the words written in the following groups

GROUP A	GROUP B	GROUP C	GROUP D	GROUP E
Harassment	Conflict	Rumors	Flirting	Sarcasm
Drama	Teasing	Isolation	Practical Joke	Hate Speech
Hazing	Pick-On	Demeaning	Terrorizing	Hitting
	Name Calling	Making a threat	Posing a threat	Intimidation

Step by step:

1. Part A (5 minutes)
2. In a larger group the facilitator should lead a SHORT discussion using the questions below. This portion of the exercise is to help the participants begin the discussion on types of bullying.
3. What are the types of bullying?
4. Are all types of bullying equal?
5. Do all types affect people in the same way?
6. Part B (25 minutes)
7. Divide the group into teams (8-10 people works well).
8. Give each team a set of the activity cards.
9. Ask them to go over each card and discuss what that method of bullying means. Ask them, as a group, to develop a definition of each word.

10. Once they all agree on what the different types of bullying mean, have them put the cards in order from the “coolest” type (least harmful) to the “hottest” type (most harmful).
11. Invite the groups to share the order of their cards with the larger group.

Debriefing:

- Process your activity asking some of the questions below to allow the group to express their opinion.
- What did you learn about the topic of bullying today?
- Do you think there are types of bullying that are more harmful than the other types?
- Can you think of times in your life when you or someone you know was bullied?
- How do you think being bullied makes people feel?
- If you or someone you know is being bullied what they can do to help or to stop the bullying?
- If someone started bullying you, who would you talk to about the situation? Who would help you?
- Now that you know more about bullying what do you think you can do to make a difference at school? In which ways you could help someone who was being bullied?

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cyberbullying

14-17 years old

small/medium group

medium-length game

Think twice online

Goals of the exercise: To identify online participation, roles and risks of exposure; To learn how to address hate speech; To understand what hate speech is and what are its forms.
Age of the participants: 13+
Number of participants: 4+
Duration of the exercise: 20 minutes
Materials: Presentation video, card boards, flip chart papers, colored markers, post-its, a laptop.

Step by step:

Introduction: 5 minutes

1. At the beginning, a one minute hate speech video will be showed to participants to introduce the idea of hate speech. The video can be found at the following link: http://bit.ly/2BxSbIt.
2. [The video is used to set the mood for the activity]
3. After the video, 6 cards are hanged on the wall which represent different online roles. The roles that have to be written on a piece of paper, are the following: creator, conversationalist, critic, collector, joiner and spectator.
4. Explain the roles to the participants and then ask them to place themselves in front of the role they identify with the most as online users.

Roles

1. creator – a person who creates/initiates new things on the social media (creates groups, starts initiatives, etc.)
2. conversationalist – a person who is present on the social media just to engage him/herself in conversations no matter what is the topic of the discussion
3. critic – a person who is always expressing unfavorable opinions of something on the social media
4. collector – a person who is collecting online information
5. joiner – a person who readily joins all the groups on the social media
6. spectator – a person who observes what the others are doing/writing on the social media

Procedure: 8 minutes

1. The aim of the activity is that each participant has to place him/herself beside one of the six cards, trying to answer to the three questions:

a. – What kind of online user are you?
b. – How do you feel when you are reacting to a hate speech online?

c. – How would you like to see yourself fighting hate speech online in 10 years from now?

2. Once each participant has placed him/herself close to one of the roles, and after having answered to each questions, they have to look around to see what are the group mates' answers, and where the other group mates have placed themselves.

Debriefing:

- After few minutes, the facilitator stops the discussion and makes a circle with all the participants, creating a reflection group.
- The facilitator guides a discussion, or a debate, on how which actions could be used in order to improve their level of participation in fighting hate speech online.
- All participants have to put in common their ideas on the wall at the end of the discussion, writing their answers and solutions on a flip chart.

Authorship/adaptation or source: SALTO Booklet of Project BRAVE – BUILDING RESILIENCE AGAINST VIOLENT EXTREMISM

cyberbullying

14-17 years old

any group size

medium-length game

Cyberbullying: ctrl+ alt + delete

Goal of the exercise: To raise awareness about what cyber bullying is, in order to understand the different aspects of the problem; To experience and reflect on the individual consequences (especially psychological) caused by cyber bullying; To develop a critical thinking on cyber bullying, to prevent and take action against it at different levels (personal, community, national).
Age of the participants: 13+
Number of participants: at least 4
Duration of the exercise: at least 20 minutes
Materials: A4 paper sheets, markers, post-its, pens, scissors, thread, glue, a laptop

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Step by step:

Introduction: 5 minutes
"Cyber bullying: Ctrl + Alt + Delete" is a role playing activity. There are two different stories on cyber bullying. In each story we have a "victim" and at least one "cyberbully". The facilitator gives each participant a paper with a role written on it, a white sheet with the name of their character (it would be better to draw a screen on the sheet because it symbolizes the screen of a computer, a smartphone, a tablet) and the picture of the character (pictures can be random, and can be found online).

Role Plays for the activity:

Situation A
1 A. You are Hannah, a 14 years old girl. You have posted some photos on Facebook and you have received sarcastic comments and insults regarding your weight and your skin color (your mother comes from India).
1 B. You are Samantha, a 14 years old girl. You have posted abusive comments on Hannah's Facebook photos because of her weight and her skin color (her mother comes from India).

INSTRUCTIONS: you are a cyberbully. You have to put the post-its with your comments on your victim or write them directly on the sheet she has in front of her as fast as possible, to simulate real life scenarios.

Situation B

2 A. You are Kenneth, a gay. You were bullied by your classmates and online as well. You have received death threats by phone. The bullying began with an anti-gay Facebook group, created by your classmates.

2 B. You are John, Kenneth's classmate. You created an anti-gay Facebook group and started bullying Kenneth, encouraging your classmates to do the same.
INSTRUCTIONS: you are a cyberbully. You have to put the post-its with your comments on your victim or write them directly on the sheet he has in front of him as fast as possible, to simulate real life scenarios.

2 C. You are Helen, Kenneth's classmate. You used your mobile phone to text messages including death threats to Kenneth. You also joined the anti-gay Facebook group created by your friend John in order to insult Kenneth more in public.
INSTRUCTIONS: you are a cyberbully. You have to put the post-its with your comments on your victim or write them directly on the sheet he has in front of him as fast as possible, to simulate real life scenarios.

2 D. You are Ben, Kenneth's classmate and friend. You are influenced by your classmates, especially John and Helen, who initiated an anti-gay campaign against Kenneth. Even though you are Kenneth's friend, you find it difficult to resist the pressure from your classmates and from time to time you insult Kenneth at school and online because of his sexual orientation.
INSTRUCTIONS: you are a cyberbully. You have to put the post-its with your comments on your victim or write them directly on the sheet he has in front of him but not as fast as the other bullies.

<u>Procedure: 8 minutes</u>

Participants read their paper, but they are not allowed to show it to the others. After reading, they put the sheet with the name around their neck and they start acting.
The cyberbullies have to search for their victims and start quickly harassing them using post-its (attaching them on the body of the victim) or writing directly on the sheet of their victims.
The victims are free to react as they want.

Debriefing: 7 minutes

- After few minutes, the facilitator stops the activity, gets the participants out of their roles and makes a circle with all the participants, creating a reflection group. The facilitator guides the debate through questions both for the victims and the bullies, especially based on how they felt, what they thought cyber bullying is and how they can act against it. The facilitator, who leads the debriefing, can ask the participants the following questions:
- How did you feel?
- Was it difficult to be a victim/a bully? If yes, why?
- Can you think of times in your life when you or someone you know was affected by cyber bullying?
- What does it mean to be a bystander (watching someone being bullied without doing anything to stop it)?
- Why are some people bystanders? Why do people prefer not to intervene?
- What should the ordinary citizens do in order to act against cyber bullying rather than to be bystanders?
- After the reflection group, the facilitator says that the stories of the victims are inspired by real events, and gives a definition of cyber bullying.

Authorship/adaptation or source: SALTO Booklet of Project BRAVE – BUILDING RESILIENCE AGAINST VIOLENT EXTREMISM

variable topics

14-17 years old

any group size

medium-long game

Sculpting violence/ bullying

Goals of the exercise: Raise awareness among the participants about the issue you want to tackle
Age of the participants: 13+
Number of participants: any
Duration of the exercise: 40 minutes minimum

Materials: open space

Step by step:

1. Divide the participants in groups with people they want to work with (the groups do not have to be the same number) and give them a task to discuss about bullying/violence/discrimination (any topic you want to address) and to create sculptures that will present situations representing the topic (you can tell them to present a certain type of violence or they can choose one).
2. When all groups are ready, create a space like a stage where all the participants can see it and give them the stage to present the sculptures.
3. Ask the sculptures to stay for some minutes so all the participants can see them well.

Debriefing

1. After some minutes open a discussion asking the other groups and the presenters about the sculpture: what do you see? Who is the bully in the situation? What is the violence? Is there a solution for the problem? If yes, ask people to change with some of the sculptures or change the look of the sculpture. Let them free if they want to add more people in the sculptures. But also ask them what does the new sculpture present and what is the solution they offer.
2. Ask the participants how they enjoyed the exercise. If it was difficult for them to see the sculptures and react on them?
3. At the end ask them how often do they take the initiative to help people being violated/bullied and how do they help?

Authorship/adaptation or source: unknown source, adapted by Association PEL

variable topics

14-17 years old

any group size

medium-length game

Violence/bullying in the media

Goals of the exercise: To show the participants that there are different ways of expressing their feelings and opinions
Age of the participants: 13 years +
Number of participants: any
Duration of the exercise: 40 minutes

Materials: magazine/newspapers, flip chart, scissors, glue, markers

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Step by step:

1. Divide the participants in smaller groups.
2. Give them a set of magazines, daily newspapers and ask them to make a collage of violence vs non – violence from the pictures or words they see in the magazines.
3. When all groups finish the task, ask them to present their collage and its meaning.

Debriefing

1. After all collages are presented, open a discussion about how does media present violence/bullying.
2. Is the violence/bullying present in the media very often? What types of violence do they present?
3. Do they give information on how to solve it/target it?
4. How should media address the problem and help children or young people in this matter?

Authorship/adaptation or source: unknown source, adapted by Association PEL

variable topics

14-17 years old

any group size

medium-length game

Violence

Goals of the exercise: To raise awareness among the participants about the types of violence/bullying that exist and to make them think about the ways in which they can contribute to stop or prevent it.
Age of the participants: 13 years +
Number of participants: any
Duration the exercise: 40 minutes
Materials: choose a set of pictures from internet/magazine/ newspaper (you can also print the pictures. Choose pictures that present emotional abuse, neglect, and physical abuse. Post it notes in different colors, markers, flip chart.

Step by step:

1. Introduce the topic of violence/bullying to the participants. What is it? What are the different types/ways of violence? Why do they think people bully? How does this affect the community?
2. Than, divide the participants in groups in equal number. Groups should not be bigger than 5 people in a group.
3. Give each group different set/selection of pictures where different types of violence are presented.
4. Tell them their task is to talk within their group about the types of violence they can see on the picture, and if they can imagine what the person on the picture is facing with. Than together as a group, to think of who and how can help them (ex. Friend, parent, teacher, police, counselor, etc.) and to write that down on a flip chart.
5. Ask them to present the pictures, the violence they have noticed and the solutions (flip chart) for one or more pictures they have.

Debriefing:

1. How did you feel during the activity?
2. Were the pictures, situations on the pictures difficult for you, which ones and why?
3. Do people being bullied/violated need help and support and if yes, why?
4. What do you think are the reasons people bully?
5. What should they/any person do if they are being bullied?
6. Who to ask for help and support?
7. What can we do to help people who bully to change their behavior?

Authorship/adaptation or source: unknown source, adapted by Association PEL

variable topics

14-17 years old

any group size

medium-long game

Bullying

Goal of the exercise: To raise awareness among youngsters about the seriousness of the bulling actions, and to make them think how they can solve the problem if they come across this kind of situations
Age of the participants: 13+
Number of participants: any
Duration: 30 minutes – 1 hour
Materials: participants can be creative and use materials from the classroom

Step by step:

1. The task of the participants is to present one bulling situation from their everyday life in school.
2. Divided in groups, they have to make one short theater play about the bulling situations they face or see and have to solve this problem without taking violent actions in solving the problem.
3. All the participants are involved in this exercise and they must show the most common bullying situation that's happening in their schools.
4. The message from this exercise is to see the situation from the other side and to be observer, but also to be a person who takes actions in these situations. The participants should create the theater play using their creativity and imagination.
5. Give an opportunity to the other groups to give solutions after each theater play.

Debriefing:

1. How did they feel while doing this exercise?
2. How hard it was for you to present such situations?
3. How did you feel while taking action to solve the problem? Was it easy/hard for you to react to the situation?
4. Finish the exercise by having energizer where they will step out of their roles from

Authorship/adaptation or source: unknown source, adapted by Association PEL

gender equality

14-17 years old

large group

medium-long game

Earthquake

Goal of the exercise: The goal of this exercise is to re-examine boys and girls' identity and to determinate the gender equality.
Age of the participants: 14-17 years
Number of participants: 30
Duration of the exercise: 40 minutes

Materials: paper/flip chart paper and pens

Step by step:

1. Divide the participants in two groups: boys and girls.
2. Give them two sheets of paper to write down the things that come on their mind when they hear "what are girls like" and "what are boys like". One paper is for one topic.
3. Ask them to present their papers and after both groups present, open a discussion by asking the participants what are the differences they can notice on the two papers.
4. From this exercise they will notice how they look on the other gender and how they look on their gender.
5. Guide the participants to share examples of persons that are quite contrary of the things that are written on the papers.

How the papers might look:

From the girls' group		From the boys' group	
What are the girls like?	What are the boys like?	What are the girls like?	What are the boys like?
Good, friends, warm, strong, beautiful, ordinary, gentle, smile, smart, stubborn, angry, curious, proud, quiet, caring, funny, stupid	stubborn, with muscles, harsh, strong, weak, sometimes scared, gentle, actors, little boys, angry, caring, fighters	caring, emotional, responsible, strong caring, super, beautiful, quiet	responsible, strong, physical strong, restrained, fast, leaders, speaking loud, making wars

Debriefing:

- Ask them if they are presented by the things written on the flip chart and how do they feel that somebody thinks for them or sees them in such way.
- Why do we give such adjectives to the others/other gender?
- What are prejudices based on?
- The workshop can finish with presentatio of the trainer about prejudices and stereotypes, gender misinterpretations.

exclusion

14-17 years old

large group

medium-length game

Insider / Outsider

Goals of the exercise: To see the prejudices and the exclusion, how they affect us and how we can solve them.
Age of the participants: 14 – 17 years old
Number of participants: 30
Duration: 40 minutes
Materials: none

Step by step:

1. Split the participants in two equal smaller groups.
2. One group is going outside the room and the other group is staying inside.
3. The trainer that is staying with the group inside the room is telling them jokes, stories, etc.
4. The group that is outside is just waiting to be called to enter.
5. The group inside is asked not to tell to the other group anything about what was happening in the room.
6. When the group that was outside, comes in, they start conversation about something that is not related to anything.
7. Then after a while the group that was outside is asked how they feel about that they were not involved in the conversation with the group from inside.

Debriefing

1. Open a discussion with the questions: What were you doing outside of the room? Did you feel punished for staying outside? Did you felt insulted?
2. What do you think is the reason you were excluded? How do you feel about the group inside?
3. Guide the discussion towards real life and how does it feel to be left out?
4. Have we encountered such situation and have we or anybody else tried to change the situation with a positive outcome? What should we do?

Authorship/adaptation or source: unknown source, adapted by Association PEL

(non-)violence

14-17 years old

small group

medium-length game

What is violence and what is not

Goal of the exercise: To learn to recognize the words and their meaning, to learn what is violence and what is not and to see what children think about it.

Age of participants: 14-17 years old
Number of participants: 10
Duration: 30 minutes
Materials: paper and pens

Step by step:

1. Put 20 papers on which are written words associated with violence or non violence on the floor.
2. Every participant has to take few of them and put them on the wall where it's written, "its violent" and "its not violent".
3. After all the papers are stick on the wall the trainers start a discussion.

The words:

Associated with violence: Power, Hate, Aggression, Fear, Discrimination, Weakness, Stone, Control, Crying, Yelling
Associated with non-violence: Friendship, Love, Trust, Help, Caring, Peace, Flower, Strong, Freedom, Smile

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Debriefing

1. Do you think the violence is very present in our society?
2. Why did you associate these words with violence or non-violence?

Authorship/adaptation or source: unknown source, adapted by Association PEL

respecting differences

14-17 years old

medium/large group

medium-length game

Respecting the differences

Goal of the exercise: To show the differences of the other person and to teach the participants to respect them.

Age of the participants: 14-17 years old

Number of participants: 10 and more

Duration of the exercise: 30 minutes

Materials: paper and pen

Step by step:

1. Split the participants in couples.
2. Every couple has a task to write down few differences from their partner and talk about how the other is reacting on these differences.
3. Give the participants time as much as they need, since it is important for them to discuss and discover more.
4. Than all couples present their differences in front of the group and share how they accept the differences and manage them.
5. The trainers should take actions in showing the meaning of the differences that exist in every part of us, in every part of the world.

Debriefing

1. Do you think differences are important? Why?
2. Do you easily accept differences?
3. Does it matter if your friends are different from you?
4. Are there some differences that can prevent you from being friend with somebody? If yes, which ones and why?

Authorship/adaptation or source: unknown source, adapted by Association PEL

variable topics

14-17 years old

large group

long game

Handling conflicts

Goal of the exercise: To show different types of solving problems, different ways of handling with a conflict situation. Through examples of everyday life, the participants should show how they would react in a particular situation and in the same time what the other participants think about that reaction.

Age of the participants: 14-17 years old
Number of the participants: 18
Duration of the exercise: 1 hour
Materials: None

Step by step:

1. Divide the group in 3 smaller groups with 6 members in each group.
2. Every group will get one paper in which is written the conflict situation.
3. The groups should make theater according to the conflict situation they got on the paper and then they should present a solution they came up with in the group.
4. After each theater play, the other two groups are evaluating the solutions and share how they would react if they were in their position.

Type of scenes

- Bulling
- Fighting
- Making jokes in front of the other pupils

Debriefing

1. What do you think about this game?
2. Did you learn something? If yes, what?
3. Was it easier for you to come up with a solution in a group? Why?
4. In a conflict situation, do we usually react as we think we would?

Authorship/adaptation or source: unknown source, adapted by Association PEL

variable topics

14-17 years old

large group

medium-length game

Scale of violence

Goals of the exercise: To check our attitudes towards violence, i.e. how you treat violence and what does violence mean to you. Are you on the top of the scale of the violence and you support violence, or you are on the bottom of this scale so you are judging violence in every form of it.

Age of the participants: 14-17 years old
Number of participants: 30
Duration of the exercise: 30 minutes
Materials: Papers in two different colors (green and red)

Step by step:

1. The trainers already have the statements about the violence, so they are reading them in front of the group.
2. The participants have in their hands few red and few green papers. With the green one they show that they agree with the statement, and with the red one they show that they disagree with it.
3. After the trainer reads a statement, the participants should put one of the colored papers on the wall.
4. In the end you will have wall full with colored papers.
5. If most of them are red that means that the violence in the group is on high level, and if there are more green papers that means that the level of violent thinking in the group is low.

Types of statements

- If I see my friends are fighting, I will split them and make the conflict disappear through conversation.
- If someone is crying at school I will call my friends and make jokes of him/her.
- If I see that the boys are making fun of the girls I will go and yell at him.
- If someone tries to fight with me I will fight back.
- Real friends will always help you when you are in trouble.
- If my friend and I have different opinion for something that doesn't mean that I'm right.
- If I see that someone is making fun of my friend I will always find peaceful way to solve the problem.

Debriefing:

- Have you ever been a witness to such situations? If yes, how did you feel about it?
- What do you think can be done to prevent violence?
- How can we all contribute to prevent violent situations?

teamwork

14-17 years old

large group

long game

Puzzle

Goals of the exercise: To encourage teamwork among the participants by giving them a specific goal.

Age of the participants: 14-17 years old

Number of participants: 25+

Duration of the exercise: 1 hour

Materials: 5 envelopes and small forms of squares and triangles which will be used for making a puzzle. (PDF)

Step by step:

1. Divide the participants in 5 groups. Each group should have 5 members. The others are observers.
2. Give each group one envelope with the forms of squares and triangles inside. They have to make a puzzle out of these forms where the final picture is a big square.
3. The participants can communicate only in their group. It is not allowed to talk to the other groups or to change the forms from the envelopes.
4. The observers are also involved in this exercise but only to check out if everybody is respecting the rules and how is the teamwork between the members going. The groups should try to make the square as soon as possible but the point is to work together.
5. At the end of this exercise open a discussion.

MATERIAL:

Cut each square in specified parts from A-Z. Then certain parts should be placed in special envelopes:

Envelope 1: A, V, Z, J
Envelope 2: A, A, A, D
Envelope 3: S
Envelope 4: G, C
Envelope 5: B, V, C, E

Debriefing

1. How did you feel in your group?
2. What did you do?
3. Did you contribute in your group?
4. Did you respect the rules?
5. Did someone in your group what to be a leader?
6. What is the opinion of the observers?

Authorship/adaptation or source: unknown source, adapted by Association PEL

variable topics

14-17 years old

medium/large group

medium-length game

Non-violent communication

Goals of the exercise: To identify the ways of communication that are disturbing or not disturbing the participants in their schools. To teach the participants about the techniques of non – violent communication. To develop skills for non – violent communication.

Age of the participants: 14- 17 years old

Number of participants: 15 to 20 participants

Duration of the exercise: 40 minutes

Materials: two hammers

Step by step:

1. Place the two hammers on the wall and on the first one write "what I like the most in the communication with my friends" and on the second one write "what I don't like in the communication with my friends".
2. Everyone has to write their thoughts/feelings on the hammers.
3. After they finish the writing, the group will continue with the discussion and explanations by the trainers about violent and non-violent communications, how to pass the conflict situations and how to have bigger threshold of tolerance.

Note

This exercise is showing the problems that occur by the violent communication and the punishments that it causes. In this exercise the trainers are explaining the meaning to respect your friend, the meaning of respecting the difference and not using power of violence.

Examples of feelings/thoughts for encouraging the participants:
He/she is very friendly, Patience, Always helping, Trust, Angry, Violent, Smiling, Likes the same things as me, Stubborn, Not carrying, Gossiping, Loyal, Honest, Listener, Good friend, Nervous, Kind, Respect, Liar, Sense of humor

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Debriefing

1. What are the forms or shapes of violent and non-violent communication?
2. What is that way of communication that hurts your friend and makes him/her use violence?
3. How to help your friends not to use violence in school?
4. What should the punishment be for the children that are using violence in school?
5. How to be a good pupil with good behavior?

Authorship/adaptation or source: unknown source, adapted by Association PEL

variable topics

14-17 years old

large group

medium-length game

Tree of expectations

Goals of the exercise: To show participants' expectations and fears related to the topic – violence against children. To involve them in the process of recognizing what is fear and what is expectation.

Age of the participants: 14-17 years old

Number of participants: 30

Duration of the exercise: 40 minutes

Materials: sheets of paper, pencils, two hammers

Step by step:

1. All participants take two sheets of paper.
2. On the first one they write the expectations and on the second one they write the fears from the training dedicated to violence and non violence.
3. When they all finish, they stick the sheets of paper on the two hammers on which is written "expectations" and " fears".
4. When all the sheets of papers are placed on the hammers, start a discussion where all of the participants should share their opinions and feelings regarding the topic.

Note

This exercise can help the trainers to get to know their group better. It is also useful to do it in the beginning of the training because the participants can create a connection between each other by expressing themselves on the given topics.

Examples of feedback

Fake harmony, Conflict, To learn how to pass the conflict situations, To be awarded for my good behavior, Not to get punishment from the teacher, To respect my friends in school, Going to school without fear

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Debriefing

1. Is the violence against children present in our society?
2. Have you ever been a witness to a violent situation against a child? If yes, how did you feel about it?
3. What can we do to prevent it?

Authorship/adaptation or source: unknown source, adapted by Association PEL

variable topics

14-17 years old

small/medium group

medium/long game

I (dis)agree

Goals of the exercise: Face our fear of the unknown, develop an interest in new things, define ourselves

Age of the participants: 13+

Number of participants: 5-16

Duration of the exercise: up to 60 minutes

Materials: a game token for each player, a game board and a set of cards (see *Building the game*)

Step by step:

1. All participants choose a game token (game piece, a card with a name/picture) and sit around the game board.
2. One player draws a card from the question deck and reads the question aloud. (It can be the facilitator, or the players can take turns.)
3. Every player places their token on one of the designated "opinion" positions.
4. The players discuss their answers. Why did they choose this opinion? During the discussion, the players may change their mind and move their token to a different position.
5. Everyone takes back their token, and another card is drawn.
6. The game continues as long as required (or until there are no more cards).

How to create the game set

The game consists of a board and a deck of cards. We prepared printable PDFs of the cards (A4 card sheet) and the board (A3 version, A4 version), but you can of course create your own.

The board

The board has 6 designated positions – one for the deck of question cards and six "opinion" positions for the player tokens. The opinions are:

- I agree!
- I mostly agree.
- I don't know…
- I mostly disagree.
- I disagree!

The cards

Create a deck of cards with statements which the participants will be expressing their opinions on. The statements are:

- Sometimes I really wonder about my identity.
- The division of gender makes life/love interesting!
- I can say precisely what my preferences and opinions are.
- I am sure that I will never fall in love with a person of the same gender.
- The people of the other gender will always be a mystery to me.
- I'm strong only with my partner.
- I often have inhibitions around a stranger.
- I can imagine life without classification in (two) sexes, gender etc.
- Man-woman relationships are necessary to ensure the survival of mankind.
- I think it's important that everyone can live the way they want.
- If we love each other enough, the question of power does not matter in a relationship.
- It matters a lot in this society, whether I am male or female.
- Heterosexuals are foreign to me.
- Gender symbols such as clothing, hair, etc. make it clear to others where I belong.
- Gender is an important thing for your own identity.
- I find playing with gender roles interesting.
- I think the "gender deconstruction" is at the moment a typical fashion theme.
- Adaptation to the social conditions is a virtue.
- I can't understand people who get an operation to change their bodies to follow their felt gender.
- Non-socially compliant people should stay in their subculture.
- My life is preordained of my innate gender.
- Traditional gender identities confuse me!

You can modify or add your own questions to create a personalized deck, for example depending on the age group.

Debriefing

After the game, the participants discuss their experience. Here are some questions for the discussion:

- Why is the unknown so scary to us?
- Can we overcome our fears by gathering as much information as possible?
- Is learning more about the strangers around us enough to guard against prejudice?
- How much self-confidence do people, groups, states and cultures need to tolerate and respect what is different?
- What requirements does tolerance or acceptance have?

Authorship/adaptation or source: adaptation of a "line game" from Compass: Manual for Human Rights ("Where do you stand?")

cooperation

all ages

medium/large group

medium-length game

Hot wire

Goals of the exercise: To strengthen the capacity for cooperation and communication

Age of the participants: 10+

Number of participants: 10-30

Duration of the exercise: 30 minutes

Materials: Rope (possibly with small bells), can be played both inside and outside

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Step by step:

1. A rope is stretched at a height so that the participants can't just climb over it, but still are able to reach the other side without any tools (ladder, chair, etc.).
2. The side where the participants start shouldn't allow them to jump easily over the rope (for example, put the rope close to a wall so that they won't be able to jump).
3. Participants are given the task to transport all group members to the other side of the rope in a limited time (3 to 5 minutes) without touching it (if they touch it, the bells that are attached to the cord ring).
4. If the line is touched, all participants have to go back to the start and try again. The time keeps running.

Notes

From our experience, boys first try to solve the problem on their own. However, since the task is only completed when all participants are on the other side, the group usually fails during their first attempt. Only when the group (usually with the support of the facilitator) determines at what point each of the participants is safely handed over and received on the other side, the task can be solved. The exercise becomes more exciting when it is connected to a story and combined with other exercises.

Important

Jumps over the line should be prevented (risk of injury). You can adapt the duration according to the situation.

Debriefing

1. What is this exercise about?
2. What it difficult? If yes, why?
3. Did you have confidence in the others?
4. What does the exercise have to do with social skills?

Authorship/adaptation or source: author unknown, adapted by Roter Baum

variable topics

all ages

group of any size

medium-length game

Snap

Goals of the exercise: a small exercise or demonstration of concentration, tension, relaxation and how strong group influence can be

Age of the participants: 10+

Number of participants: 4+

Duration of the exercise: 30 minutes

Materials: bottle and ping-pong ball

Step by step:

1. The ping-pong ball is placed on the mouth of the bottle. The rules for the task are this:
   - Run to the bottle as fast as possible.
   - Without stopping, flick the ball off the bottle with your fingers.
2. Most participants will be unsuccessful. On the second and the third round, if the participants stick to the rules, they will still be unsuccessful; the built-up pressure actually increases the error rate.
3. After this, the group discusses why hardly anyone can snap the ball off the bottle.
4. In the next round, the rules are changed – now are instructed to snap the ping-pong ball slowly. New rules:
   - Walk up slowly to the bottle.
   - Take a deep breath and relax your shoulders.
   - Snap the ball off the bottle.
5. This time, most of the participants will snap the ball off the bottle successfully.

Debriefing

1. This experience can be transferred to real-life situations. Ideas to consider:
2. The power lies in calmness.
3. Who sets the rules? How do I adapt to this?
4. Can I get carried away?
5. Do I change my strategy, or keep trying to overcome the failure?
6. This experience can also be applied to non-formal learning itself:
7. Changes and new learning do not come with pressure
8. Everyone has to find their own way
9. Everyone has the right to their own point of view

Authorship/adaptation or source: unknown source, adapted by Roter Baum

inclusion / exclusion

14 - 17 years old

medium / large group

medium / long game

In or Out

Goals of the exercise: A discussion about affiliation and exclusion; to experience consequences of exclusion; to recognize one's behavior in situations when they're excluded; to experience how belonging to an exclusionary group brings positive emotions; to recognize that being the excluded minority hurts much more than the majority thinks

Age of the participants: 13+

Number of participants: 12+

Duration of the exercise: 45 minutes

Materials: none

Step by step:

1. Two or three participants leave the room. It is important that the participants do it voluntarily. Two other participants carefully observe the game and take notice of everyone's actions. All other participants form groups of 3 – 5 people. They are asked to find and make an interesting and controversial common discussion.
2. The task of the groups is to either exclude, accept or ignore the participants who are waiting outside, once they return. The three participants are instructed to return to the room and try to join a group.
3. The groups should be far enough from each other in order to be clearly distinguishable. The exclusionary groups may get additional tips on possible behavior:
4. be chilly and repellent,
5. stop talking when the new ones approach,
6. break apart and gather elsewhere when approached by the newcomer,
7. arrange a code (for example a cough, a head shake when saying "we", a certain laugh), to show that the new person is not privy to the discussion.
8. Replace keywords with other terms (e.g. "read a book" for "smoking", "book" for "cigarette", etc.).
9. The game takes about 10 minutes. The "excluded ones" can decide how to enter the room – alone (one by one or simultaneously) or together as a group.

Debriefing

In the following evaluation the “excluded ones” should be interviewed first:

- What is it like to join a group and not be included?
- What is it like to become part of the group?
- What strategies did you try? How did the groups react?

Then the exclusionary groups should be asked:

- What is it like to be part of a group that excludes?
- How easy or difficult it was to reject others?

Then the observers are asked:

- What have you observed?
- What is it like standing outside?

And some questions for all:

- Do you know such situations from everyday life? From what context?
- Can these experiences be transferred to real life? (Codes: branded clothing, specific language, welcome rituals, smartphones, etc.)

Authorship/adaptation or source: http://baustein.dgb-bwt.de/B2/InOut.html

variable topics

all ages

medium / large group

medium-length game

Confrontation exercise Duplo

Goals of the exercise: to find out how different the ways of communication are, how differently people listen or react to certain ways of communication

Age of the participants: 10+

Number of participants: 30

Duration of the exercise: 30 minutes

Materials: Duplo chocolate

Step by step:

1. Create two groups.
2. One group gets a Duplo (or another chocolate bar) per participant, with the order not to give it away or divide it in any way.
3. The second group gets the task to try and persuade the first group members to give them their Duplo.

Note

1. Everything is allowed except physical violence, insults and personal verbal abuse.

Debriefing

1. What was your task?
2. Who managed to complete the assignment?
3. What was it like not to achieve anything, even with your best arguments?
4. What was it like to stay hard and unyielding?

Duplos are consumed together!

Authorship/adaptation or source: Tilo Brenner, „Cool bleiben statt zuschlagen“, 2002, revised by B. Sinapius

variable topics

14 - 17 years old

group of any size

long game

Insult scale

Goals of the exercise: To discuss feelings and perceptions in class
Age of the participants: 13+
Number of participants: 4-40
Duration of the exercise: 45-90 minutes
Materials: Pens, scrap paper, A3 sheet or wallpaper, chalkboard, sticker dots

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Step by step:

1. Each participant is given a sheet of paper and they are all asked to write insults and expressions which personally offend them, make them angry or aggressive. For the individual work, they have around 5 min.
2. Everyone should be aware that the discussed curse words will be serious and possibly very personal. The more clear and "scientific" the approach will be, the better the exercise will work.
3. The sheets are collected, read aloud and all the insults are written on the blackboard (possibly marking how many times they were used).
4. Then, you will choose 10 different insults that were mentioned the most. These should be discussed, in order to clarify their meaning within the group. You can also ask the participants how they feel about those words.
5. Then, a voting takes place. Each participant has to select the 4 out of 10 insults he/she thinks are the worse. The voting should be secret (taking turns, turning the blackboard around, etc).
6. Relatively quickly, the opinion of the class becomes visible on the board. After the voting, you can make a deal with the participants not to use the top three words in the class anymore. The words are written down on a separate A3 paper and visibly displayed, the class agrees on a punishment for using them, and the deal is signed by all participants.
7. During the voting, the participants could additionally mark expressions with which they were personally insulted before. This could lead to a discussion of different reactions to words, which can be related to different backgrounds and life stories.

Debriefing

1. In the evaluation session, the participants can reflect on how they enjoyed the exercise, formulate new findings and find new topics.
2. If the class made a deal, they must strictly stick to it. The class representatives can be involved in this task.
3. How did you enjoy this exercise?
4. Why these insults and expressions offend you?
5. Are there some words that you personally find offending, while the others not. If yes, what is the reason behind it?
6. Do you believe we sometimes insult people without being aware about it? How can we change that?

Authorship/adaptation or source: Tilo Brenner, „Cool bleiben statt zuschlagen“, 2002, revised by B. Sinapius

variable topics

14 - 17 years old

group of any size

medium / long game

Her/history

Goals of the exercise: to get to know each other, which is also well suited for groups who already know each other and want to continue working together/ self-reflection to know each other, self-reflection on migration and (own) origin

Age of the participants: 13+

Number of participants: 4-30

Duration of the exercise: 40-60 minutes

Materials: pens, paper (if possible DIN A3), questionnaire (s.u.)

Step by step:

1. All participants are asked to draw a tree on a large sheet of paper. The tree top symbolizes their own life and experiences, the trunk their parents', and the roots their grandparents or ancestors.
2. The facilitators ask a series of questions.
3. The participants should answer these questions, placing the answers in the treetop.
4. Then, they should try to trace the answers "down to the roots". For example: my eyes are brown, just as my mother's and my grandmother's.
5. After everyone is done, the participants present their posters.

Possible questions:

- I am the …
- I call myself …
- I am born …
- My strengths are …
- Languages that I can …
- My values are …
- I live with … together.
- My goals …
- The most important person for me is …
- My personal motto is …
- That gives me strength …

Note

- Findings from the exercise can be taken up again in the working with the class/ work with the group, e.g. when it comes to group affiliations, self-attributions and foreign attributions, prejudices as well as constructions of “people”, “nation” or other identities.
- The method encourages participants to talk about themselves. The proposed questions are formulated in such a way that they do not query identity or categorizing concepts (migration background, girls, boys …), but rather offer the possibilities to describe realities in life. The point is to discuss personal attributes, not to find new groups to assign people to. (e.g. “I have brown hair”, not “I am a member of a group of brown haired people”). It’s possible for a person to have multiple attributes, without creating groups along these attributes.

Debriefing

- Where did you get your values from?
- How did your parents/grandparents influence you?
- Can your strengths help you reach your goals?
- Does your family have a motto?
- Is your most important person also a role model for you, to what extent?
- Which field / Which question did you miss?

Authorship/adaptation or source: http://portal-intersektionalitaet.de/forum-praxis/methodenpool/gute-nachbarschaft/2012/her-history/

variable topics

14 - 17 years old

group of any size

long game

Like in real life

Goals of the exercise: To learn how racism and discrimination take away the opportunity to develop and to experience things; to learn about the unequal distribution of rights and opportunities (by gender, origin, skin color, appearance, age, health, education level…) and its impact on our life and career; to learn empathy towards the role of the weak and strong in the society, discuss competition

Age of the participants: 13+ / very good practice for facilitators

Number of participants: 6-20

Duration of the exercise: 60 Minutes

Materials: space – all participants must be put side by side and they should have enough space to walk forward; all participants need one prepared role card

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Step by step:

1. The participants line up next to each other. All receive a role card. In the next 3 minutes, the participants try to internalize their roles. They should ask if they do not understand something about their role.
2. The facilitator announces that they will be asked series of questions. All participants should give an answer to each question, according to their role. If they answer the question with "yes", they take a significant step forward; if they answer with "no", they stay in their position. What is more important here is the subjective assessment not the knowledge or the "getting it right".
3. At this point of the exercise the facilitators become also moderators. One person can read the question aloud and the other person asks the participants about their decision: why did you take a step forward? Why did you remain standing?
4. When the participants answer for the first time, they should say what role they're playing. Especially with large groups, not everyone can always be asked. At least three people should be asked after each step. After four steps, every participant should be asked at least once.

Possible Questions

Can you…

- buy a car insurance?
- spend a holiday home?
- expect a fair treatment from the police when trying to report a theft?
- get a bank loan for renovation of a rented apartment?
- plan a family?
- get dental treatment if you want?

- feel safe on the street in the dark?
- expect sympathy and support from your family?
- plan 5 years in advance?
- buy life insurance?
- kiss your partner on the street?
- join the local tennis club?
- vote at the next local election?
- come without any problems to any disco?
- ask your landlord for help if your neighbors are constantly noisy at night?
- choose your place of residence?
- have your child attended the municipal kindergarten?
- practice your religion openly and without problems?
- assume that you or your children do not get discriminated at school or elsewhere?

Role cards

Note: These suggested roles are examples. Depending on the composition of the group, a few or many of the roles may be changed or replaced.

- Computer specialist, Indian nationality, 33 years, single.
- A semi-skilled female fine mechanic describes herself as having “Turkish mentality”, 56, married, 4 children.
- A 30-year-old skilled worker, fixed employment contract (18 months), single, German.
- A 45-year-old electrician, German, married, 2 children.
- A 35-year cleaner Iranian refugee, male, single.
- A 39-year-old trained metalworker, learned psychologist, Kazakh nationality, single parent of 1 child.
- A 23-year-old bank clerk, Turkish origin, Muslim, single.
- A 17-year-old apprentice of communication electronics, Kurdish origin, single.
- Severely disabled man in a wheelchair, gatekeeper, 51 years, single, German.
- An 18-year-old Moroccan skilled laborer without a high school diploma, single.
- A 42-year-old unmarried Filipino nurse, single.
- A 35-year-old single German nurse, 1 child.
- A 17-year-old carpenter trainee from Thuringia, engaged.
- A 20-year telecom apprentice, will not be hired after training.
- A 19-year-old punk, works in a pub, single.
- A 40-year-old black German, teacher, 2 children.
- A 35-year-old blind man, musician, German, divorced, 1 child.
- A 38-year-old lesbian mother of 2 children, saleswoman, German.
- A 40-year-old Polish seasonal worker, married.

- A 20-year-old pregnant woman in maternity protection, German, HIV positive, single.
- A 19-year-old Turkish high school graduate with a mixed background.
- An 18-year-old German commercial student with good grades.
- A 26-year-old Ghanaian asylum seeker, no employment permission, single.
- A 28-year-old non-working woman from Thailand, married to a German bus driver.
- A 32-year-old German owner of a barbershop.
- A 32-year-old homeless and unemployed tiler.
- A 46-year-old Kurdish owner of a kebab food stand.
- A 17-year-old high school graduate, German, single, wheelchair-bound.
- A 22-year-old game addict electrician.
- A 75-year-old pensioner.
- A 19-year-old Jewish student of the 12th grade.

Debriefing

After the last question, all participants remain in their place for the evaluation. Topics to discuss:

- How did you feel in your role?
- What is it like to finish first? What is it like to always be behind?
- Which questions were particularly memorable for you?
- On which questions did you/did you not move forward?

Before the second part of the evaluation, give the participants a short time to "shake out" and get back to reality from their role.

The further evaluation may be carried out together, sitting in a circle. (You can also divide the participants into small groups according to their position in the playing field – front, middle or back.)

Now the game experience should be compared with the reality:

- How were you limited in your actions in the respective roles?
- What did you learn about the living conditions of different groups in the society?
- What was unclear to you? Why are people moving forward? Or not? (Meaning of passport, skin color, gender, sexual orientation age, religion and social status)
- What are the possibilities for changing their situation? Which groups have influence, and in which way?
- What should be changed? What can we change?

The team could document the results of the discussion on the wall/ newspaper.

As in real life, this can be adapted to a wide variety of areas and specific exclusion mechanisms and discrimination (work/gender/education).

Authorship/adaptation or source: http://portal-intersektionalitaet.de/forum-praxis/methodenpool/gute-nachbarschaft/2012/her-history/

variable topics

14 - 17 years old

medium/large group

long game

Power flower

Goals of the exercise: Reflection of one's own social position, confrontation with one's own (lack of) power and privilege, thematizing societal power and socially constructed difference lines, developing a responsible and constructive approach to your own power and your own privileges

Age of the participants: 13+

Number of participants: 12-20

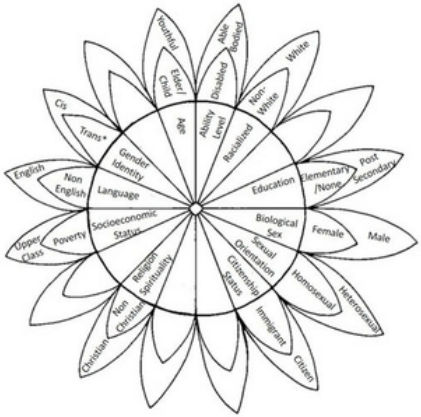
Duration of the exercise: 60 Minutes

Materials: one copy of the worksheet "Power-Flower" per person, colored pencils, flip-chart

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Preparation:

1. Prepare the "Power Flower" worksheet for every participant.
The worksheet Power Flower (PDF) displays various lines along which the society is divided. The inner petals represent the more privileged groups, while the outer petals represent the non-privileged ones.



2. Prepare a poster with questions for debriefing

On the poster, write these questions:

- Where was the assignment to the petals difficult, where not? Why?
- What is the relationship between inner (privileged) and outer (non-privileged) petals on my Power Flower?
- How does it feel to be in the inner / outer group?

Step by step

Introduction

1. Explain the structure and the three steps of the exercise (individual, group and debriefing) to the participants.

Part 1 – individual work (5-10 minutes)

1. Distribute a copy of the "Power Flower" to all participants. Explain that they can, but do not have to show it to others.
2. The participants should mark the inner or outer petal for each category, depending on what they identify more with. If they cannot associate with any of the two petals, they can add a third one. Basically, the decision is left to the participants' self-assessment.

Notes

- The participant should keep this flower through the entire duration of the game, but they do not have to share it publicly.
- The dividing lines mentioned in Power Flower are socially constructed, nevertheless they have real impact on human lives. In social discourse, these categories are often only perceived as opposing expressions, while in reality there is a continuum between the two extremes.
- The Power Flower deliberately depicts the categories in this strict way so the participants can recognize that applying such black-and-white thinking to the diverse reality is not appropriate.
- They often realize that they do not fit into this strict binary themselves. On the other hand, it should be stressed that the distribution of power and privileges runs along these strict distinctions, which results in the power imbalance with all the power concentrated on one side of the divide.

Part 2 – small groups (20 minutes)

1. When all participants have finished marking their worksheet, they create small groups (4-6 people) to discuss the Power Flower. The questions on the flip chart can be used for guidance.

Notes

- Participants often have resistance to such a rigid, binary system and its division into privileged and non-privileged groups. It has proven useful to give room to such resistance in the evaluation, because this criticism of the Power Flower can be used constructively for the whole group.

Debriefing

All participants (30 minutes).

The game is evaluated together by all participants. It should be made clear that the scheme of Power Flower refers to constructed categories and their simplification doesn't adequately represent the complex reality. Nevertheless, the simplification has effect on the society and refers to certain distribution of privileges and access to resources.

We are often forced to take a position ourselves in this binary system. It should be recognized that all individuals change their positions, shifting from non-privileged to privileged position and vice versa. It's important that we are aware of our position and recognize when we are dealing with structures of oppression (as victims or beneficiaries). This awareness makes it possible to develop empathy for others and to act responsibly. The goal isn't to provoke guilt over 'innate' privileges, but to encourage a conscious use of own capabilities and opportunities as well as to call for a positive reinterpretation of power and justice.

Discussion questions:

- How did you feel about the exercise?
- Which assignment was/ was not difficult? Why?
- In which affiliations / petals were you particularly insecure? Why?
- How was the discussion in the small groups?
- How does it feel to be in the inner or outer group?
- Does your feeling agree with the division of the Power-Flower into 'privileged' and, non-privileged '?
- Do you feel privileged/non-privileged as shown in the Power Flower?
- Do the affiliations in society all have the same weight? (Different social meaning of affiliations)

At this point, you should point out that the meaning of one division line is assigned both subjectively and socially, and it depends on how far this category prevails within the whole society. Some forms of discrimination have a long, violent history of oppression, which makes these divides much more entrenched than others (e.g. racism/colonialism: the historical roots of today's North-South relationships are descended from the system of slavery and material exploitation of previous centuries).

- Is the affiliation to the categories in the petals your own voluntary decision or was this affiliation assigned from 'outside'?
- What consequences does this have?
- Is the affiliation to the petals changeable?
- Can some privileged/non-privileged affiliations lead to others?
- How and when can we be powerful even in marginalized positions?
- In what position are you regarding power or powerlessness and what can we do with this analysis?
- How can you use your power positively? How can you use it to change the power inequality?

It is important to point out that power is not just something negative or malign, but also results in opportunities or resources. Here it's possible to mention the positive connotation of the concept of power in other languages (French "pouvoir" meaning both "power" and "to be able"). Power can be used constructively.

bullying

14 - 17 years old

small / medium group

long game

Alternatives to bullying

Goals of the exercise: to facilitate the understanding of the causes and the consequences of bullying; to explore ways to facilitate the control of the phenomenon.

Age of the participants: 13+

Number of participants: 10 to 25

Duration of the exercise: 90 minutes

Materials: bullying theater scenes printed, one on each sheet of paper

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Step by step:

1. The monitor introduces the theme with a “brainstorm” about the identification of different bullying situations.
2. He/She then divides the participants into 4 groups and gives to each group one of the scripts for a theater scene about bullying.
3. Each group is given 15 minutes to analyze the text and to prepare the presentation of the scene. After the presentation of the 4 dramatizations, the monitor promotes a debate.

Scenes to be represented

Scene 1
A group of girls are in the school bathroom and one of them makes fun of a schoolmate who arrives for being very tall, humiliating her until the victim runs out of the bathroom very afraid. From the way the girls act, it is clear that this type of behavior of the aggressor and the victim is already habitual.

Scene 2
Several 7th grade students arrive to the lunch queue at the school cafeteria and pass a 5th grader at the end of the line. Even without saying anything and having gone away immediately, they make him feel bad just because he is younger. Schoolmates who are also in the queue watch this situation without saying anything.

Scene 3
A group of students tries to talk to their colleague who is bullying a younger classmate.

Scene 4
Several students join to talk about a friend who is being bullied by a school group. They want to help their friend and try to analyze the various possibilities.

Debriefing

Some topics for discussion:

- What did you like the most and what did you like the least? Why?
- Are the scenes realistic?
- In scene 1, what would you do if you were the victim?
- In scene 2, what can be done in order to improve the situation?
- In scene 3, how did you feel while talking to the bullying abuser? What techniques may have more positive/negative effects?
- Regarding scene 4, how should one speak to a person who is being bullied? How can you find solutions that are acceptable to the victim?
- What forms of bullying were represented here?
- Bullying happens when there is an imbalance of power. How could we see this imbalance in the scenes represented?

More questions:

- How do the victims of bullying feel?
- Is the victim of bullying responsible for the violence in any way?
- Are bullying abusers trying to prove anything? Is bullying a power issue?
- What can a friend of a bullied victim do?
- What are the most frequent prejudices towards victims?
- Who can be responsible for controlling a bullying problem?
- How can each of us contribute to solving this problem?

bullying

14 - 17 years old

small / medium group

long game

Whatsapp

Goals of the exercise: to raise awareness of gender inequality and its impact on people's lives.
Age of the participants: from 10 years
Number of participants: 10 to 30 participants
Duration of the exercise: 60 minutes
Materials: a cardboard phone in giant size, A4 sheet with phrases (see below), sticky notes with the symbol: v (right) and sticky notes with the symbol: x (wrong).

Step by step:

1. Stick the cardboard phone to a wall and choose a participant to read aloud the phrase that appears on the phone's display. If he/she thinks the phrase is correct he/she puts the symbol V, if he/she considers it's wrong, he/she puts the symbol X. Then the participant explains his/her answer to the others.
2. Ask the other participants to give their opinion.
3. Repeat the procedure until everyone has participated.

Notes

The phone should be a person's size.
The whatsapp phrases can be written on a comic book balloon shape.

The phrases

- Feminism is the opposite of chauvinism.
- Where are you? I need you to always tell me where you are.
- Do not arrange anything with your friends; you must be alone with me.
- I do not like what you wear, you're too provocative.
- You must be yourself, do not change for anyone.
- Gender violence and domestic violence are the same.
- You decide, no one should decide for you.
- I have to be a jealous person because it shows my love for the other person.
- The abuser always has a mental illness.
- The only person guilty of mistreatment is the person who mistreats.
- Men and women are the same, they differ only in sex.

Debriefing

- How do you feel when somebody is telling you what to do?
- Do you think you should let somebody else make decisions about your life?
- Is gender violence present in your society?
- What can we do to prevent it?

Authorship/adaptation or source: Noélia Pereira Rodríguez

gender stereotypes

all ages

medium / large group

long game

The best and the worst

Goals of the exercise: to discuss gender stereotypes and how they affect the lives of boys and girls

Age of the participants: from 10 years old

Number of participants: 12 to 30

Duration of the exercise: 60 to 90 minutes

Materials: markers, several A4 paper sheets cut into 4 pieces, each with one of the following phrases to complete:

The worst thing about being a girl is …

The worst thing about being a boy is …

The best thing about being a girl is …

The best thing about being a boy is …

Step by step:

1. Give to all participants a paper with several unfinished sentences (4 in total).
2. Ask the participants to clearly and concisely finish the first sentence without cooperating with the others. Ask them to do the same with all of the sentences.
3. As they complete the sentences collect the pieces of papers.
4. When they all finish, post the sheets relating to the first sentence on the wall and discuss the results with the group.
5. Repeat the same procedure until the last sheet.
6. Instead of posting the papers on the wall the monitor can also give back the sheets to participants after shuffling them, and asks them to read aloud the phrases they received. No one should try to identify the author(s) of the sentence(s).

Debriefing

Discuss with the participants the problems associated with gender stereotypes:

- What are the differences between boys and girls?
- Where do these differences come from?
- What stereotypes do you find here?
- In your opinion, how does gender classification influence the way we look at our lives?
- What are the consequences of these stereotypes on young boys and girls?
- How are people affected when they do not fit into these stereotypes?
- Is there any kind of violence that comes from these stereotypes?
- What is the weight of stereotypes in our life choices? How do we let it affect our freedom of choice?

This game can also be played in the school playgrounds. To do this, ask the young people and children to complete the sentences and to place them on a wall or panel of the bar, for example. Usually young people gather next to the panel and comment the sentences and then the monitor can stimulate a debate.

gender stereotypes

14-17 years old

medium / large group

short game

Who has power over me?

Goals of the exercise: To show that we tend to follow what we have learned and that sometimes it is difficult to question these learnings, such as gender stereotypes.

Age of the participants: 13+

Number of participants: 10 to 30

Duration of the exercise: 10 minutes

Materials: none

Step by step:

1. The monitor asks the participants to make a circle and to hold hands.
2. Then he/she asks them to follow the 4 orders that will be given next and in the same time to repeat what he/she says:
   - Jump in
   - Jump out
   - Jump left
   - Jump right
3. Next he/she explains that he will give the same orders and people should repeat what he/she says but do the opposite.
4. The monitor should keep the participants in a circle and promote a debate.

Note

The instructions should be given quickly and without gap between them.

Debriefing

- If the theme were gender stereotypes, what would this game mean?
- To what extent do the preconceptions transmitted to us through education and socialization shape our way of looking at men and women?
- What gender stereotypes do you think affect you the most?
- Do they have bigger effect on boys or girls?

Authorship/adaptation or source: Youtube. Adapted by: Katerina Matulikova and CooLabora

variable topics

14-17 years old

medium / large group

medium-length game

Irreversible

Goals of the exercise: reflection on the participants regarding the bio-psychological impact of domestic violence on the victims.

Age of the participants: 13 to 17

Number of participants: 15 to 25

Duration of the exercise: 20 minutes (may vary depending on the debate produced)

Materials: Letter of Rights, adapted from "Violência Doméstica: Intervenção em grupo com mulheres vítimas – Manual para Profissionais" (Matos & Machado, 2011)

Step by step:

1. At the very beginning give to all of the participants a copy of the Letter of Rights.
2. It is requested that the various rights be read aloud by the participants and in the end, we ask for opinions about the rights.
3. Then, everyone is asked to crumple the Letter as much as possible.
4. When everyone has their papers well wrinkled, they are asked to roll them out and try to put them in the initial format.
5. Encourage a debate with questions about the bio-psycho-physiological impact of violence of the victims.

Letter of Rights

If you are in an abusive relationship, you need to know you have rights:

- I have the right to be myself.
- I have the right to put myself first.
- I have the right to be safe.
- I have the right to be treated with respect.
- I have the right to love and be loved.
- I have the right not to be perfect in all I do.
- I have the right to feel revolted and to protest when I am treated unfairly or abusively by anyone.
- I have the right to my privacy.
- I have the right to have opinions, to express them and to be taken seriously.
- I have the right to earn and control my money.
- I have the right to ask questions about everything that affects my life.
- I have the right to make decisions that affect my life.

1. I have the right to grow, to develop myself and change.
2. I have the right to say no!
3. I have the right to make mistakes.
4. I have the right not to take responsibility for the problems of others.
5. I have the right to CONTROL MY LIFE AND TO CHANGE IT IF I'M NOT SATISFIED WITH IT!

Adapted from "Violência Doméstica: Intervenção em grupo com mulheres vítimas – Manual para Profissionais" (Matos & Machado, 2011)

Debriefing

Questions that can be addressed at first (after reading Letter of Rights)

1. Do all people have access to these rights?
2. If not, what are the rights that they can not access so easily?
3. What can cause the absence of the exercise of these rights? Examples?

Questions that can be put in the second moment

1. Did you get the sheet back to the initial shape? Why?
2. How can the crumpled paper be related to domestic violence?
3. Do victims of domestic violence manage to completely overcome the ill-treatment they have suffered?
4. What kinds of consequences do domestic violence pose to the victim?
5. And for the children, are there any consequences? Which?

Game of squares

10-17 years old

any group size

short game

Goals of the exercise: To be aware that there are different perceptions for the same reality and that we must present our ideas and listen to others' ideas in an assertive and open-minded manner.

Age of the participants: 10+

Number of participants: 6 to 30

Duration of the exercise: 15 minutes

Materials: one sheet of paper with drawing of squares for each participant

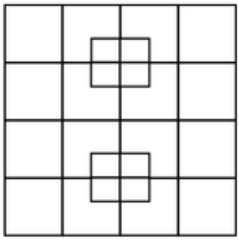
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Step by step:

1. The monitor delivers to each participant 1 sheet of paper with the drawing of squares.
2. He asks each participant to count the number of squares he or she observes in the picture without commenting it with the others and to record the number in the upper right corner of the sheet.
3. The participant have to hide the number he/she has written and wait for everyone to finish.
4. The monitor asks each participant to indicate how many squares he or she has counted.

Note

In the end we should inform the participants that we don't know the exact number of squares and that this does not matter to the game we brought but that they can exploit this in a math class, for example!



Debriefing

There is always a disparity between the number each participant has reached and this can lead us to the first question:

- Why do we have different numbers?
- If this can happen in a geometric drawing with (supposedly) no space for errors, how do you think it will be when we observe more complex facts such as the relationship between people, behaviors, etc.?
- What should our position be when we discuss a subject with others who do not agree with us?

Authorship/adaptation or source: CooLabora

bullying

10-17 years old

medium / large group

short game

Who laughs in the end laughs the best

Goals of the exercise: To deconstruct the idea that gaining and feeling accomplishment means to defeat other people and/or accumulate goods; To show the participants that defeating other people and/or accumulating goods won't give you the feeling of accomplishment.

Age of the participants: 10 to 18 years

Number of participants: 10 to 30 (preferably even number)

Duration of the exercise: 15 minutes

Materials: pebbles or marbles in number greater than the participants.

Step by step:

1. Give five pebbles or marbles to each participant. Three, at least.
2. Ask the participants to randomly walk around the room and tell them that whenever they meet someone they should face each other and look into each other's eyes trying to keep themselves serious until one of the people smiles or laughs. The person who smiles or laughs gives a pebble to the person who has managed to remain serious.
3. Both look for another person and do the same again. This activity can take 5 or 10 minutes.
4. Ask the group to meet in a circle and ask them:
5. Who has accumulated more pebbles?
6. Who has less pebbles or ran out of pebbles?
7. Usually the participants who have more pebbles are very satisfied and this is the moment to ask: who won the game? Usually all the participants point to the person who has accumulated the most pebbles.

Debriefing

- Is the winner the one who has collected most of the pebbles?
- Can't the winner be the person who laughed the most, even though he/she doesn't have any or has very few pebbles?
- What does winning mean to you?
- What does feeling fulfilled mean to you?
- Does the person who bullies the others look like a winner? Is he/she really the winner?

Authorship/adaptation or source: CooLabora

critical thinking

14-17 years old

medium / large group

medium-length game

The “true” story of Geraldona

Goals of the exercise: conflict resolution; teach the participants to relativize some information they receive from colleagues or friends because the distortion of the facts happens even without intention

Age of the participants: 13+

Number of participants: 10 to 30

Duration of the exercise: 30 minutes

Materials: a piece of paper with the story of Geraldona

Step by step:

1. At the beginning the monitor asks 7 people to voluntarily collaborate in this activity. The rest are observers.
2. Six volunteers leave the room and wait until they are told to come in again.
3. The volunteer that is in the room reads the story to the rest of the group. Then he/she calls the first one that is outside and tells him/her the story. He/she listens in silence. Now it is his/her turn to call the next volunteer who waits outside and to tell him/her the story as he/she has remembered it. The process is repeated until the last volunteer enters the room.
4. In the end the last volunteer reads the story for the whole group.
5. The group that stayed inside observing the process of distortion of the story must remain silent and not help the person who is telling the story when he/she forgets or changes some part. In addition, it is important that the volunteer who tells the story to the volunteer who has just entered the room explains to him/her that he/she will hear a story and then tell it to the next one.

The Story of Geraldona

Once upon a time there was a very beautiful girl. Her name was Geraldona. Geraldona loved to play, as any child. She lived very close to a forest. Geraldona's grandfather and grandmother lived in the forest. One day Geraldona received a beautiful dress from her grandmother and grandfather. The color of this dress was green. Geraldona liked it very much but the dress was too tight and she decided to exchange it for another. When she arrived at the store she saw many colors: blue, green, violet, yellow … But she wanted the red one. And Geraldona wore this dress so many times that she got the nickname "Geraldona the Stubborn". She was annoyed to be called stubborn and complained to her mother, who in turn went to complain to the Mayor. So he essayed a new law forbidding people to call her stubborn. She grew up without other relevant episodes. She got married, she had 2 sons and 1 daughter, but a month ago she was abducted by aliens along with 6 cows she had on the farm. Boniface, her husband, is very worried because his children are now without mother and without milk.

Debriefing

- What are the conclusions of this activity?
- Do you think we should believe everything we hear?
- Why do distortions occur?
- What should our attitude be when, for example, we hear a story that may not be true and that involves people we know?
- Has anyone ever been involved in some conflict that appeared as a result of a distortion of reported facts?

civic participation

14-17 years old

medium / large group

long game

Citizenship in action

Goals of the exercise: To develop problem-solving skills and encourage civic participation.

Age of the participants: 14+

Number of participants: 10 to 25

Duration of the exercise: 90 minutes

Materials: 4 sheets of paper or paperboard, each containing one of the letters: A, B, C, D

Step by step:

1. Place in each of the four walls of the room the sheets with the letters A, B, C and D in a visible position, preferably above the eye level.
2. Ask the participants to go to the center of the room and tell them that they will be presented with several dilemmas with several possible solutions, and that they will have to choose one of them.
3. Explain that each solution matches one of the letters on the walls of the room so each person should listen to the dilemma, choose the solution that sounds more appropriated and move to the corresponding wall of the room.
4. The monitor reads the first dilemma and the participants move according to the instructions in the previous point.
5. Ask the participants to justify their choice and thereby try to convince the people who have chosen other options to join them.
6. The process is repeated whenever a dilemma is presented to the group.

In the end the monitor energizes a debate on the issues that the game has raised.

The dilemmas

Dilemma 1

Aléxia is a Roma girl who attends 6th grade. In her class she is the only person of this ethnic group. When the history teacher asks the students to do a work on the culture of the Roma people, what would your strategy be if you were in her class?

A. Ask for help from Aléxia because she must understand more than you about the subject.

B. Search the internet information on this subject because you think she should not know more than you or the internet.

C. You do not even remember that Aléxia exists because you do not get along with her and you do the work based on research only.

D. Other option.

Dilemma 2

Your sister gets a new boyfriend who is a Muslim and asks you to help her convince your parents to accept this relationship because she feels very happy with him. You already had the opportunity to meet him and you liked him. What would you do?

A. You're going to talk to your parents and try to convince them that they should accept him.

B. You tell your sister that you will not get involved in this matter.

C. You talk to your parents so they will forbid your sister from dating this guy because even though he seems nice, you never know if Muslims become dangerous people.

D. Other option.

Dilemma 3

Paul is a homosexual, but he never had the courage to tell his family or friends. He likes a boy in his class and wishes to date him. But he has no idea if this boy is also homosexual and if he is in love with him. He is afraid that if he reveals his feelings to the boy, he will tell everyone and make fun of him. What should Paul do?

A. Forget the idea and seek a psychological treatment in order to stop being homosexual.

B. Tell his parents and friends that he is homosexual, invite the boy out and see what happens.

C. Try to approach the boy and get to know him better to make sure he is homosexual before he reveals his feelings for him.

D. Other option.

Dilemma 4

Marco and Sonia are dating and are part of your group of friends. They're both really cool but you've noticed a few times that he's very jealous and even controls her cell phone messages.

One day things got complicated and he hit her right in front of you. Both, Marco and Sonia have asked you not to tell anyone because it will not happen again. What do you do?

A. You do not tell anyone because you believe it will be as they say.

B. You convince Sonia to go talk to the school psychologist and offer to go with her.

C. You tell your mutual friends what happened because you want to know what they think about this situation.

D. Other option.

Dilemma 5

Jonas is new at school and his life is not going to be easy: he has a dubious style of clothing and is very shy. One day, when he passes in front of your group of friends he stumbles revealing his clumsiness. Everyone laughs. And you?

A. Laugh with others because he really is clumsy.

B. Do not laugh with your friends and ask them to stop laughing.

C. Do not react, but between classes you'll talk to Jonas and give him some advice on image and attitude.

D. Other option

Dilemma 6

You have a colleague who shares publications that show his racial hatred on his facebook profile. What is your attitude towards him?

A. You try not to have a close relationship with him because you think he's boring.

B. You like to hear his opinions because he shows that he has his own ideas and that he has already thought and researched a lot about it.

C. You respond to his publications with arguments that show that he is wrong and whenever you meet him and hear him defend racist ideas you show your displeasure.

D. Other option.

Dilemma 7

You're at the hospital visiting a friend who's recovering from a motorcycle accident. In the same room there is a boy who recovers from an overdose and who complains of discomfort to a passing nurse. The nurse, fed up with his complaints, says: I do not know why they spend the money from my taxes to care for these useless people.

A. You are shocked and you talk to the boy saying not to worry about what he has heard, but you will not report to anyone because you fear that your friend may suffer the consequences of your complaint.

B. You're in shock and you're going to find someone responsible and tell him what happened and demand a punishment for this person.

C. In fact you agree that in times of financial difficulties in your country we must find a better way to spend the money and you just shut up.

D. Other option

Dilemma 8

Ibrar is a young Pakistani who arrived in your city illegally. He sleeps in the street and looks for food in the garbage can because he does not know anyone. He finally gets some support from an association to eat and sleep but this association needs a volunteer to help him deal with legalization and get a job.

A. You volunteer because you imagine what it is like to be in his place.

B. It does not even occur to you to be a volunteer because you are not particularly concerned about the people in this situation. You just ignore it.

C. You think that someone should report the case to the Police or the Borders Service because if he is illegal he should be deported to his country.

D. Other option.

Debriefing

- Was the exercise difficult for you? If yes, why?
- How did you feel during the exercise?
- Was it hard for you to think of your reaction to these dilemmas?
- Do you think it is important to be active participant in the society? Why?
- How can we encourage the others to be active participants?

Authorship/adaptation or source: CooLabora

Solidarity race

10-17 years old

medium / large group

short game

Goals of the exercise: To promote reflection/To put an accent on the importance of cooperation

Age of the participants: from 12 to 18 years old

Number of participants: 10 to 30

Duration of the exercise: 5 to 10 minutes

Materials: strips of soft paper or toilet paper 1 centimeter wide and 2 meters long

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Step by step:

1. Ask the participants to organize themselves into teams of 5 or 6 members and put them side by side like in any race about to begin.
2. Explain to the teams that they are going to participate in a race in which all the participants, placed side by side, must hold the strip with one hand and that the goal is to reach the end without tearing it.
3. The monitor gives the starting signal and two teams run simultaneously. The team that finishes first without damaging the tape wins. In order for the race to end at the place where it started, a round-trip route with no more than 50 meters in total must be defined.
4. If there are several teams there can be several qualifiers.
5. At the end, the monitor should gather the participants in a circle and promote a debate

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Debriefing

- What do you think this game means?
- Why did the strip break? (usually this happens)
- To what extent do you condition your behavior in relation to others in your daily life?

Authorship/adaptation or source: CooLabora

variable topics

14-17 years old

small group

long game

Forum theatre of Augusto Boal

Goals of the exercise: Encourage participants to look at the situation from a different perspective and let them think of different solutions.

Age of the participants: 13+

Number of participants: 6-8

Duration of the exercise: at least 60 minutes, up to 120 minutes

Materials: none

Step by step:

This activity is in the format of forum theatre, an interactive play where the audience can influence the script or become actors themselves. The original "script" is a scene from the everyday life experiences of the respective group members which represents an unresolved conflict. In the forum phase, the so-called play-in phase, the audience gets out of the role of a passive viewer. Conflict resolution ideas are played, tried out and reflected in a play of roles.

1. Preparation

1. In the scene elaborated by the group (the so-called model scene) the individual roles should come out clearly. Not only by the text of the persons, but also by their behavior. Their appearance should be clearly recognizable, as well as their desires and intentions. It is helpful if every figure wears a proper sign of their role (e.g., a cap or a bag).
2. For the play we need one protagonist (the oppressed person for whom the conflict ends badly) and one main antagonist (the so-called oppressor who makes the life of the protagonist difficult). Both figures often have 1-2 comrades that, more or less, support them. There are also 1-2 persons that are neutral.
3. The interaction with the public is led by a character called the Joker. The Joker leads through the theater play and establishes the link between the stage and the audience. He / she is a mediator, who should also take care that certain rules (such as no violence (!), mutual respect, etc.) are respected. At the beginning, the Joker welcomes the audience, then maybe does some short warm-up exercises with the audience and names the title and the location of the forum theater piece.

2. Play along

1. It will be clarified who of the characters can be exchanged. As a rule, only the oppressed person and their "supporters" can be exchanged. The idea behind it is understandable: Even in real life, oppressors can not simply be exchanged and their actions need to be solved in a positive way. Sometimes there are also requests to add new people or make time leaps. How to deal with such proposals, is in the hands of the Joker.
2. The play is performed once and then, the audience should think of the changes that could be made. A good way to initiate reflections is to let the audience discuss their ideas for a few minutes in small groups. If there are a few ideas, the piece is played a second time until someone from the audience calls "stop" and takes on the role of the oppressed. A good piece should provoke the audience in such a way that they can not stand to see the same situation again and therefore they feel the impulse to want to change something. In most cases, there is a personal emotional concern that causes someone to intervene.
3. Now if a person comes to the stage, it is favorable, to support with applause.
4. The stage shouldn't be a classical one surrounded by headlamps. It is beneficial if the audience is close to the stage, so that the spectators don't feel embarrassed or ashamed to put themselves in the limelight.
5. Stage and audience range are preferably at the same level. It should not be spoken so much, but the newcomer should get the prop of the oppressed, to dive into the role symbolically and then start with the idea.
6. If the scene now continues from the desired time, it is for the remaining actors important to stay in their role. Of course a lot of changes will happen, but the basic intentions of the opponents remain the same and the goal is to maintain their dominant position.
7. The scene will be played until the situation dissolves or the new person can not play longer. With a simple "stop", anyone can cancel again his / her intervention at any time.

Debriefing

After the performance the experience will be discussed together.

- Ask what the person who intervened has achieved, what he/she wanted, how he/she felt and which thoughts he/she had in mind?
- Ask the other actors how successful was the new person and what his/her actions have changed for them?
- Ask the audience about their impressions.
- When you feel ready. You can begin again to play the scene until someone calls "Stop" again

The number of interventions depends on the timing and the creativity of the audiences.

1. 1. The Joker welcomes everyone, introduces himself and the actors and explains briefly the background and the procedure of the Forum Theater.
2. The Joker leads the warming up.
3. The Joker leads to the scene (e.g. small introduction: where and when does the whole scene play take place, title of the scene, presentation of the characters, etc.).
4. The scene will be played once – no intervention by the public yet!
5. The Joker suggests the following game rules and ask for agreement:

// who wants to intervene in the scene, must call STOP
// say STOP once again when the intervention is over
// no violence to solve the oppression or self-assertion!

6. The Joker invites the audience to intervene when the scene is played for the second time.
7. The scene is played a second time.
8. When someone calls STOP, the scene freezes. The appropriate audience
9. player indicates where he / she wants to get in, changes the protagonist and plays his / her proposed solution to failure or success.

The joker intervenes if rules are violated.
If nobody says STOP and the scene runs without intervention, he asks if there are ideas for alternatives in the audience. If someone has a verbal idea and you do not want to play , maybe someone else is willing to play the proposal. If not, let the actors implement the proposal (this corresponds to the technique Simultaneous Dramaturgy). A variant is the animation by 'invisible' actors in the audience, who start restraint with interventions.

9. After the intervention leave the actor to go back to his/her real role. The actor will be joined by the audience applause. The Joker thanks for the intervention and asks some questions:

// to the actor in the role of the protagonist:
What have you tried? How did you feel? What have you achieved?
// to other players (such as witness roles):
What has changed? How did you feel about it?
// to the antagonist (= clear antagonist of the protagonist):
What has changed? How did you feel about that?
// to the audience:
What did the intervention show, was it successful? Are you satisfied with that proposed solution or the alternative?

10. Scene continues or resumes until someone calls STOP … and all
11. continue, as long as the spectators want to participate.
12. The Joker concludes the interventions and starts a discussion

Reflection
The reflection is part of all the elements of the theater of the oppressed. After every greater exercise, it is possible to reflect with the participants how hey have done and what changes have been made. Above all, picture and forum theaters make something with you. Room should be given to the new ones to articulate experiences and to be able to exchange with one another. For a larger group it is good to work in small groups. It is also helpful to comment on certain questions, such as:
// What do I take with me?
// What have I learned?

Important
You can think about any situation in the participants life to play.

Debriefing

- Which possible alternative solutions or action could be implemented in everyday life? Under what circumstances?
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- How did you feel to be able to change a situation you don't like?
- Do you think this is possible in real life?

Authorship/adaptation or source: Patterned after the practice of Augusto Boal