

ÁGUEDA,  
PORTUGAL

23RD - 31ST  
MARCH

# youth **YOYMA** exchange

OPEN YOUR ARMS  
SOCIAL INCLUSION IN THE SCHOOL CONTEXT



# Open Your Arms

Open Your Arms

Manual on the social inclusion of youth at risk and ethnical minorities in the school context

Developed by PSIENTÍFICA – Associação para a Promoção e Desenvolvimento Social

## OPEN YOUR ARMS

The main objectives of the project was to solve the problem of the inexistence of appropriate educational tools that promotes social inclusion in school and to develop a global consciousness, establishing a proactive attitude towards different ethnics and economic background.

During seven days (23<sup>rd</sup> – 31<sup>st</sup> of March), 30 youngsters from Portugal, Spain and Italy joined in Águeda to spend a week learning through non-formal education, after preparation activities in each country.

This preparation is essential for the success of the project, to establish trust and getting ready for the topic and for intercultural dialogue.

Open Your Arms was a project funded and supported by National Agency Erasmus+ Juventude em Ação.

The consortium was composed by:

- Psientífica (Portugal);
- Mojo de Caña (Espanha);
- YouNet (Italy).

## **PSIENTÍFICA**

Psientífica is a Portuguese organisation based on a small village called Aguada de Baixo.

Psientífica - Association for the Promotion and Social Development is a non-profit association that was created by a group of young professionals in the area of Education and Psychology in 2005. Since then it has developed actions, national and international projects and has been part of local, regional and international partnerships in order to promote the social development of their community, mostly of their youth.

Psientífica believes in a holistic approach towards youth: as our intervention is based on non-formal education, it helps the development of social and personal competences that are essential to the exercise of an active and responsible citizenship, capable of social change.

## **MOJO DE CAÑA**

Mojo de Caña was founded in 2001, in Santa Brigida municipality (Gran Canaria Island, Spain).

The organization has a commitment to the society in which they are to transform it, to dedicate all their time, knowledge and experience to materialize that change and to provide the necessary resources to all those people who want to contribute actively in society.

Mojo de Caña provides services through activities, initiatives, projects and programs in the field of childhood and youth, social services, human rights, education in values, environmental education, socio-economic integration, socio-health intervention, performing arts, intercultural, citizen participation, training course and national and international youth exchanges, and cultural heritage.

## **YOUNET**

YouNet is an Italian organization based in the multicultural city of Bologna.

YouNet promotes, designs and carries out: learning mobility and European active citizenship activities; medium and long term volunteering and learning projects; cultural exchanges; scholastic and vocational guidance; cultural, social, sport, recreational and editorial activities; seminar and formative training aimed to organisations, social workers and citizens; formative, promotional and informative initiative related to specific themes linked to the above mentioned topics.

YouNet work is based on active participation and involvement, non-formal and informal education and cross-sectoral multidisciplinary approach. YouNet is particularly active in the field of youngsters with fewer opportunities and risk groups- YouNet itself organise projects and activities on social inclusion at a local and international level.



## THE TOOLKIT

The purpose of the toolkit is to be useful in the school context. The activities developed by the participants are easily adaptable to an intercultural local context, especially in a school.

At the same time, having the possibility to develop a youth exchange means the activities were developed in an intense way, something not possible in the school context. However, the path taken is possible to be implemented in a longer period with, we believe, similar result and impacts.

The toolkit follows the process of creation of a performance, since the team building until the presentation of the performance.

You can find the average duration<sup>1</sup>, activity name and description, material needed and important notes on the implementation of the activities.

---

<sup>1</sup> Taking in account the target group of the project.

## FIRST DAY

### Activity 1 – Name game

**Description:** After the participants leave their bags in the rooms, the week venues are shown and they had dinner, the first activity focus on learning names. It goes like this:

1. The participant with the ball passes to another participant and says her/his name;
2. The participants change places. Once the group has rearranged itself, instruct them that they must pass the ball in the same name pattern as before;
3. The participants pass the ball in the REVERSE order.

**Material:** Ball.

**Average duration:** 30 minutes.

### Activity 2 – Invisible Friend

**Description:** The main goal is during one of the last activities the participants give a *Friendship Certificate* – given together with their invisible friend name -, according with the name written on the paper they took in the first day.



**Material:** Name of all participants in small papers and *Friendship Certificates*.

**Average duration:** 15 minutes.



## SECOND DAY

### Activity 1 – Toilet Paper

**Description:** 1. Take a roll of toilet paper and ask the participant how many squares they want, but do not tell them why. Set a limit from three to ten<sup>2</sup>.

2. Count out the squares, rip after the last square and give all of the squares to the participant.

3. Repeat until all the participants have the desired amount.

4. Then go around and have each person say stuff about themselves for each square until they are finished. The first square has to be their name.

**Material:** Toilet Paper.

**Average Duration:** 30 minutes.

### Activity 2 – Rules Recap

**Description:** The facilitator present the overall rules on a flipchart. After that moment, the groups are separated by nationality and discuss the rules they would like the group to have. After gotten back together, the groups introduce their suggestions.

---

<sup>2</sup> Choose the number of possible squares according with your target group.

The facilitator must take note of the rules suggestions, discuss them with the all group and write them on a flipchart, to attach it to the wall, as well.

**Material:** Flipchart with rules.

**Average duration:** 40 minutes.

### Activity 3 – Speed Dating (get to know each other)

**Description:** The format or idea of how the game is played is like speed dating. Every youngster will sit across from another participant, can be same or opposite sex, and will have a question to answer in 30 seconds before they rotate to the next person.

- What's your favourite food?
- What do you want to be when you grow up?
- Who's your favourite celebrity?
- Who do you look up to the most?
- Where would you like to travel? Why?
- What's your favourite sport?<sup>3</sup>




---

<sup>3</sup> Those are only suggestions. Depending on how the participants react to the game, you can add more or delete some.

**Material:** None.

**Average duration:** 1 hour.

#### Activity 4 – Energizer “Name Roulette”

**Description:** To play this game you need to form two equal circles, one inside the other. Set the circles up so one person from each circle is physically standing back to back to one member from the other circle.

These circles both start moving in clockwise motion, ensuring each member of the circle passes through the "spot"<sup>4</sup>. Someone who is not in either one of the circles and not facing them will call stop. At that point, the people on each spot must turn around and face each other. The person who names the other first wins that round and the "loser" joins the other circle.

**Material:** adhesive taper.

**Average duration:** 20 minutes.

#### Activity 5 – Party Matches

---

<sup>4</sup> We used adhesive tape proper to use on the floor to mark the spot.

**Description:** As guests arrive at the party, give them a random name tag. This is their hidden identity. As a player, the aim of the game is to find the guest who owns the name tag that matches yours. If you are Tom, you are looking for Jerry. You do this by talking to the other guests.

However — when answering questions about their hidden identity, players can only answer yes or no. When asking questions players cannot ask directly ask about a character's name. For example, questions like "Does your name start with a B?" or "Are you Beyoncé?" are not allowed.

If you think you have found your match, both players should go to an organizer to find out if they were correct or not. If you were correct, both players can now wear their nametags to show that they are "taken." This helps other players who are struggling to find their match. If you did not get it right this time, keep searching!

**Material:** Name tags with famous couples/pairs<sup>5</sup>.

**Average duration:** 30 minutes<sup>6</sup>.

### Activity 6 – My traits (get to know each other)

---

<sup>5</sup> They should be adapted to the age of the target group. It should be easier if you find yourself with a group of the same nationality.

<sup>6</sup> There should be a certain level of maturity among the participants, so they do not tell each other who they are. Although, if you tell them to talk among each other, this would do it!

**Description:** Divide the participants by groups. Pass out sheets of paper and writing utensil. The first half of the activity is the Shared part. Instruct a notetaker<sup>7</sup> for each group to create a list of many common traits or qualities that members of the group have in common. Avoid writing things that are immediately obvious (e.g. do not write down something like “everyone has hair” or “we are all wearing clothes”). The goal is for everyone to dig deeper than the superficial. Have a spokesperson from each subgroup to read their list.

The second half is the Unique part. Keep the same groups. On a second sheet of paper have those record Unique traits and qualities; that is, items that only apply to one person in the group. Instruct the group to find at least two unique qualities and strengths per person. Again, strive for qualities and strengths beyond the superficial and past the obvious things anyone can readily see.

**Material:** Paper and pen/marker/pencil.

**Average duration:** 45 minutes.

### Activity 7 – Team Building Human Knot

**Description:** Split the group in two. Everyone stands in a close circle - puts both hands out - and randomly grabs hold of someone else's hand, creating a massive knot!

---

<sup>7</sup> We chose the group leaders to facilitate and take notes.

Without letting go of hands, the group should try to untangle itself.

**Material:** None.

**Average Duration:** 15 minutes.

### Activity 8 – Wisdom Bridge

**Description:** The groups must build a bridge that must hold a book in the end.

1. Each group will be separated into 3 categories (noisiest, quietest, blindfolded – with the ration of 2:2:1);
2. Two people are not allowed to talk throughout the game. They are also not allowed to physically help with the egg. However, they can give their ideas on how to protect the egg only through body languages;
3. Two people are the quietest people and are not allowed to move, they are only allowed to talk;
4. The last is blindfolded, but they are allowed to talk and move;
5. Physically separate the noisiest, quietest and the blindfolded so they are out of arms reach. Although they cannot touch, they can communicate with each other.

Allow 10 minutes for briefing, 30 minutes for building a bridge, 5-10 minutes to test if it holds the book.

**Material:** Straws, ice cream sticks, tape, scissors, something to blindfold.

**Average Duration:** 50 minutes.

## THIRD DAY

### Activity 1 – Energizer

**Description:** The students are standing in a circle facing each other. One person is staying in the middle of the circle. That person chooses one person from the circle and point at her/him. The two people on the side of that person need to run around the circle in opposite directions, meeting halfway and give a hug/kiss on the cheek continue running. The person in the middle will take one of the places of the people who are running and the one who runs faster will get the space that is left. The one who didn't get a place will go into the middle and choose another person.

**Material:** none.

**Average Duration:** 20 minutes.

### Activity 2 – Peddy-paper in the city

**Description:** At first, the youngsters will be divided into 5 groups. Then each group with a group leader will get the letters with their group descriptions and start the activity<sup>8</sup>.

---

<sup>8</sup> Our peddy paper had six stations. Our European volunteers facilitated four of the stations.



**Material:** letters for each group to follow the way to each station; letters for each group on what to do at the stations with no person waiting for them.

**Average Duration:** two hours.

- i. **Twister:** Divide the group in two teams. Each team needs to choose the person who is going to play the twister. The rest of the group had to answer questions. Who answers it correctly decides how the player of the other team has to move on the colours.

**Material:** paper and plastic to cover it.

- ii. **Darts:** Each player play darts, naming the hit countries and their capitals correctly. Every participants has three tries.

**Material:** printed a2 map of Europe; styrofoam plate 1m<sup>2</sup>; dart arrows.

- iii. **Language puzzle:** At this station, the youngsters will organize different European flags to European countries, its way of greeting and its language. After that, each one of them choose a country and talk a little bit about what she or he knows about the country, e.g. capital, monuments, food, etc. At the end, each two participants choose one of the countries, and read the dialogue in that language.

**Material:** 6 papers with different European flags, 6 papers with the names of each of the six European countries, 6 papers with the way of non-verbal greeting in each country and 6 papers with a small dialogue in each of the languages of the countries.

- iv. **Inventing a new language:** The youngsters translate a sentence from English into a new language they invent at this station. The sentence is "Heaven is where the police are British, the chefs Italian, the mechanics German, the lovers French, and it is all organized by the Swiss. Hell is where the police are German, the chefs British, the mechanics French, the lovers Swiss, and it is all organized by the Italians."

**Material:** A pen and a piece of paper.

- v. **Recording a video about Europe:** The youngsters should record a video about what Europe means and represents to them.

**Material:** A phone able to record a video.

- vi. **Teamwork:** The activity divided itself in two. Firstly, the participants hold a stick with one of their fingers and need to take it little by little to the ground without taking their fingers from the stick. After that, they should create a human pyramid.

**Material:** stick.

### Activity 3 – Energizer

**Description:** 1. Ask someone to volunteer to leave the room. The remainder of the group should divide themselves into groups according to some agreed criterion – for example, hairstyle, eye colour, type of clothing, height or accent;

2. The outsider is called in and guesses which group they belong to. They must state why they believe that group is their group. If the reason is wrong, they may not join, even when they have picked the correct group;

3. Continue with a new volunteer, giving as many participants as possible an opportunity to go outside, subject to time.

**Material:** none.

**Average Duration:** 20 minutes.

### Activity 4 – Emotions expression

**Description:** Many people don't seem to be aware of the expressions they make that could either reinforce or detract from what they're saying, or could give the wrong signals to those they are listening to.

Divide your group into four teams<sup>9</sup>. Have a participant from Team A act out the emotion on the card until his or her team guesses correctly. Switch and have Team B act out their card and consequently. Cycle out opportunities so that each group member has a chance to act. Award points and assign short time limits such as one or two minutes for the group to guess.

**Material:** Papers with emotions<sup>10</sup>.

**Average Duration:** 30 minutes.

#### Activity 5 – From verbal to non-verbal

**Description:** Two volunteers go to the 'stage'. The facilitator chooses a topic to speak about during their intervention. First person talks about the topic in nonverbal language. Second person interprets in his own way and translates sentence by sentence to the audience in English/common language in the room. The next two volunteers repeat the process above, by using a different way of interpretation each time. (E.g. translating to mother tongue, to gibberish, to body percussion, to sounds from mouth, to singing).

**Material:** None.

**Average Duration:** 30 minutes.

---

<sup>9</sup> We separated two and two, so there is less confusion and less people distracted from the activity.

<sup>10</sup> We used: Joy, Gratitude, Serenity, Interest, Hope, Pride, Amusement, Inspiration, Awe, Love, Sadness, Disgust, Surprise, Despair, Contempt, Concern, Anger, Anxiety, Nervousness, fear, Trust, Anticipation, Shame, Kindness, Indignation, Envy, Curious, Stressed, Impressed, Bored, Invincible, Exhausted.

## Activity 6 – The Chameleon

**Description:** **1.** Divide the roles to participants randomly and tell them to not to reveal their roles to others. Give them some time to understand their character, internalize it, get into the role and imagine how it feels to be that character. Ask them to try to forget from where they are and who they are.

**2.** Explain you are going to read statements and if they agree with statement they step forward, if not then they stay at the same place.

**3.** Read the statements.

**Material:** papers with prepared roles and statements. Some examples of roles:

1. Immigrant from Syria who lost his/her family;
2. University student studying abroad;
3. Black person often getting stopped by police;
4. Lesbian woman wanting to get married;

5. Homosexual teenager studying in a religious school;
6. Young person who lost their parents during childhood;
7. Gay man who wants to adopt a child;
8. Prostitute with HIV with three siblings;
9. Very religious Muslim man;
10. Muslim girl living in Europe;
11. Person with disability who has supportive parents;
12. Extreme right wing woman that participates in rallies;
13. Teenager from a rural area with both parents working abroad;
14. New student in a different school;
15. Student bullied at school for being heavier;
16. Atheist wanting to work in a Christian school;
17. Person from rural area not attending school;
18. Chinese with strong accent trying to get a CEO position in national company;
19. CEO women in a big company;
20. Elderly person who lives in an institution;
21. Single mom wanting to get a job;
22. Homeless person who lost his job and family;



23. Refugee from Afghanistan;
24. Person with mental disabilities that works in the production line;
25. Ex drug addicted person;
26. Heroine drug addicted person;
27. Ex prisoner trying to find a job;
28. Young person that lives in a city and that has access to culture;
29. Young person that lives near the beach and studies in a private school;
30. Girl who paid for her university studies;
31. Boy that finished high school and works on a top company;
32. 15 year old Roma boy that's going to get married;
33. Military boy who went on a mission;
34. Girl that choose her military career;
35. Feminist with five siblings;
36. Stay at home mom with five children.

Some examples of statements<sup>11</sup>:

1. I can easily change my job.
2. I can easily express my opinion.
3. I can easily express my sexual orientation.
4. I can easily believe in whatever or whoever I want.
5. I am not stopped on the street because of my appearance.
6. I have health insurance.
7. I have the right to vote.
8. I have the right on free education.
9. I can plan to have a family.
10. I can afford to have TV and internet.
11. I can afford vacations abroad.
12. I can love whomever I want.
13. I am not discriminated because of my past.
14. I have food on my table every day.

---

<sup>11</sup> The statements will depend on the previous prepared roles.



15. I have a roof above my head.
16. I am not afraid to go out for a walk on my own.
17. I am not afraid of being harassed in the street or in the media.
18. I feel accepted and respected in the society where I live in.
19. I feel safe when I am at home.
20. I can easily access public services when needed.
21. I am not afraid to express myself in public.
22. I am not afraid of using social media.
23. I can trust my family members.
24. I am not afraid of being physically attacked.



**Average Duration:** 45 minutes.

### Activity 7 – Experiencing discrimination and social injustice<sup>12</sup>

**Description: 1.** Divide the participants into four groups and ask each group to sit in a corner of the room where they can work comfortably.

---

<sup>12</sup> Original activity can be found in <https://www.salto-youth.net/tools/toolbox/tool/toolbox-of-nfl-activities-for-inclusion-of-minority-youth.1895/>.

- 2.** Announce that you will be coming round to each group in turn to give them the materials and the instructions of what to do.
- 3.** Go to the first group, give them a set of materials and give written instructions: "You have a sheet of paper, a magazine, scissors and glue. You must make a collage representing Spring. You have 20 minutes to do it. You may start whenever you want."
- 4.** Then go to the second group, give them a set of materials and give written instructions: "You have a sheet of paper, a magazine, scissors and glue. You must make a collage representing Summer. You have 20 minutes to do it. You may start whenever you want."
- 5.** Then go to the third group, give them their materials and give written instructions: "You have a sheet of paper, a magazine, scissors and glue. You must make a collage representing Autumn. You have 20 minutes to do it. You may start whenever you want."
- 6.** Then go to the fourth group, give them their materials and give them oral instructions. Don't tell them how much time they have to finish the task.
- 7.** Then go to the last group, give them their materials (just a paper and broken pen) and give written instructions: "Mso, flosamd loerabtbz losnise bauqvxa poyeks, nseioamans sajiyudo laverza losifalitome. You have 20 minutes to do it. You may start whenever you want."
- 8.** While the groups are working, go around the groups, be encouraging and supportive to the first, second, third and fourth groups, but be serious and not helpful with the last one.

9. After 20 minutes stop the activity and ask the groups hand in their collages.
10. Show them to the other groups and ask them to present their instructions and work.
11. Debriefing of the activity.

**Material:** newspapers, magazines, markers, glue, scissors, paper with instructions, post its, flipchart paper, pen.

**Average Duration:** one hour.



## FOURTH DAY

### Activity 1 – Energizer

**Description:** Participants do a line. Ask the participants to order themselves without speaking by: height, first letter of their name, birthday month, shoes size, etc.

**Material:** none.

**Average Duration:** 15 minutes.

### Activity 2 – Media Presentation

**Description:** Participants present their films about their school and schoolmates, in terms of interculturality.

**Material:** Computer, Speakers, Projector.

**Average Duration:** one hour.

### Activity 3 – Peddy paper in school<sup>13</sup>

---

<sup>13</sup> The Portuguese participants proposed the school peddy paper. Since our venue was a school, it was the right place to develop it.

**Description:** Firstly, this activity should be prepared. In different and strategic places in school, place different questions for each group. We split the group by colours and each colour had a different question about Europe and the meaning of Social Inclusion<sup>14</sup>. The first group to finish with the most correct answers wins.

Example of questions:

1. What's the meaning of social inclusion?
2. What's the meaning of social exclusion?
3. What's the difference between social inclusion and social integration?
4. What's the name of the seven wonders of the world?
5. What countries belong to European Union?
6. Where the Worl Cup 2018 will take place?
7. What country voted to go out of European Union recently?
8. What's the other name to ask for a coffee in Portugal?
9. What's the story behind pizza margarita?

**Material:** prepared questions, post its.

**Average Duration:** one hour.

---

<sup>14</sup> The questions were set randomly to each group.

#### Activity 4 – Energizer What has changed?

- Description:**
1. Participants break into pairs;
  2. Partners observe one another and try to memorize the appearance of the each other;
  3. One partner turns their back while the other makes a change to their appearance. For example, by removing one earring or untying a shoelace;
  4. Once the player has made the change, the partner turns back around and tries to determine what changed;
  5. The players then switch roles and repeat the game.

**Material:** none.

**Average Duration:** 15 minutes.

#### Activity 5 – My role in social inclusion “No reason to be out”

**Description:** Divide the group into groups of four. In each pair, ask partners for 10 minutes to share with each other information about themselves with focus on any character or habit that they consider as negative and an obstacle for their active civic participation. Then within 20 minutes, each pair of participants will need to prepare their views on that negative character or habit and find a solution to solve it.

Redefined character or habit should be presented to the rest of the group in a creative way: it can be a song, drawing, poster, sketch, etc.

Start by asking participants how they feel about the exercise and then go on to what they learnt. You can ask: was it hard to decide which were the most significant characters or habits that make them give up their rights? Were participants surprised to see their characters or habits as a potential motivation for the civic participation? Where there any characters or habits of others that surprised you? Did participants learn anything new about the issue? Were there any fundamental disagreements over the idea of participation in decision-making?

**Material:** Flipchart papers; markers; scissors; tape; etc.

**Average Duration:** one hour.

### Activity 6 – The tree of Social Inclusion

**Description:** 1. Split the participants into six multicultural group.

2. Explain that the leave means you, the apple is school and the bee is the community where you live.

3. The participants should write what they think that school, the community and themselves should do about social inclusion and their role in the process. Make sure they write at least one thought in every resource given.

4. After everyone completed the task, the participants should attach their contribution to the tree.

5. Debriefing of the activity.

The following reflection about the resources used was done during the debriefing:

What does the tree means?

The most common symbolic meaning of a tree is life. In this case, it is connected to life as social inclusion and community belonging, the access to equal resources, participation and opportunities. A naked tree or with few leaves, bees and apples is poor, we are abler if we stand united and embrace cultural diversity, learn with each other and cooperate.

What do you think the leaves mean in this tree?

The leaves meant what we, as a person, can do to promote social inclusion. The more leaves the tree has, the more she looks complete as a whole.

It starts by, for example, improving our social skills, ask questions, show interest, practice active listening, respect each other, be open minded and motivated to include and be aware of our prejudice, for example.

What do you think the apples mean in this tree?

Apples are fruit. Education bears fruit because it helps us to grow as a person, as a society and gives us tools, in order to succeed in life. Youngsters spend the majority of their time in school where they develop social skills, where they learn and grow at a person and social level. School can be a place to promote social inclusion through workshops, reflection, clubs, and street/school actions, for example.

What do you think the bees mean in this tree?



Bees live in beehives. The life of bees is crucial for the planet and for the balance of ecosystems, since in the search for pollen, these insects are responsible for pollination. Society is made by communities; we are part of the society. If we want to promote social inclusion, we should start at a local level and by actions in our community. Communities can be an example to other communities and just like the bees that pollinate, we can share good practices to improve society.

**Material:** pencils/markers/pen, adhesive tape, leaves, apples and bees (made of coloured paper).

**Average Duration:** one hour.



## FIFTH DAY

### Activity 1 – Energizer Head's up!

**Description:** In a circle, people look at ground. When you say “heads up”, they have to look into someone else’s eyes. If two people are looking at each other, they scream and are both out.

**Material:** none.

**Average Duration:** 10 minutes.

### Activity 2 – Everybody has skills

**Description:** The main purpose of this activity was to identify roles the participants feel they are good. All sentences were related to the final performance (singing, dancing, theatre, leading, etc.). There were some funny sentences about cleaning their rooms, for example.

1. Explain to the participants that the scale is to mark what they think are their personal abilities and that all participants are supposed to judge honestly for themselves if they do not have these abilities almost at all (1) or if they think they already have them (10).

2. Put a statement to the group and ask people to take places; if they agree completely with it, they should go to 10, if they feel that it does not apply to them at all, to 1. Or they can find a place in between.
4. Repeat the exercise with several other statements.

**Materials:** paper with a one and another paper with a ten.

**Average Duration:** 20 minutes.

### Activity 3 – Energizer Huckle-Buckle

**Description:** Divide the group into 2 rows that stand facing each other. The person directly in front of the participant will be its partner. The facilitator calls out two body parts, such hand to foot and the two partners must rush towards each other and join those two body parts. In this case, one partner would place their hand on their partner's foot. If you yell out "Switch!" the lines shuffle around and the participants now have new partners. If you yell out "Huckle-Buckle!" partners must stand back to back, lock arms, and sit down and stand up together. The energizer ends at your discretion.

**Material:** none.

**Average Duration:** 15 minutes.

#### Activity 4 – Performance Creation, Preparation and Rehearsal<sup>15</sup>

- Description:** 1. After the “Everybody has skills activity”, the youngsters were encouraged to try different roles in order to discover new possibilities and competences within themselves.
2. Each youngster decides what to do for the performance according to the assets that make him/her feel more comfortable. They created the characters, dancers, rappers and the group that takes care of logistics and decoration of the set and paperboards for the audience.
3. In the group for each part of the performance, the youngsters discuss what they want to for the performance. Then each group presents the proposal to the other groups: the theatre group will pretend to be in a restaurant ordering food from different countries that will continue throughout the performance; the rappers will present a multilingual original rap about social inclusion; and the dancers will dance salsa and hip-hop. In the end, the group joins on set and shout "no to discrimination" in Portuguese, Spanish and Italian. After that, decided to dance Macarena and Dança Kuduro with the public.
4. Each group rehearsals separately until they feel their work is finished.
5. The youngsters rehearse the whole presentation to find adjustments and improve the performance.
6. The rehearsal is made on stage.

---

<sup>15</sup> This activity occurred not only on this day, but it is clearer if we follow the process as one.

**Material:** the material needed according with the performance created.

**Average Duration:** two and half days.



## SIXTH DAY

### Activity 1 – Energizer

**Description:** Split the group in two teams. Ask them to form a line. The exercise starts with the first person of the line. The ball must go from person to person, firstly above their head, the next person below their legs and so on.

**Material:** Ball.

**Average Duration:** 15 minutes.



## SEVENTH DAY

### Activity 1 – Jedi Mind Trick

**Description:** Stand in a circle with one person in the middle. The goal of the person in the centre is to take another participant's place in the circle. Members of the outer circle attempt to switch places without losing a spot in the circle to the person in the middle. To switch places, a participant on the outside makes eye contact with another member of the circle and then both members run across the circle and switch places. No talking or additional gestures can be used. Additional rule: You can make it so that you must switch with someone at least two spaces away, to prevent too much switching with the person next to them.

**Material:** none.

**Average Duration:** 20 minutes.

### ACTIVITY 2 – PERFORMANCE

## EXAMPLES OF GROUP SPLITS

### 1. Colour sort

**Description:** lay the items – we chose markers - on the floor or table. Invite the participants to grab a colour they prefer or particularly enjoy<sup>16</sup>. Group up by colour.

**Material:** markers.

### 2. Sardine Can

**Description:** the participants go around to the sound of a song. When the music stops, the facilitator says, "Sardine cans of/by number/nationality/other traits.

**Material:** none.

---

<sup>16</sup> In order to have groups with the same number of participants, the number of markers by color should be defined before.



## IMPORTANT NOTES

**1.** In the end of each day, all groups got together to **reflect** on the day. This is the most important part of the day, especially with youngsters at risk. It helps them realize their **learning** throughout the day and **give suggestions**, being critical in a positive way on what they dislike more, in the group, on the activities, etc. It was also given them the opportunity to share what they like most and their **emotions**. This showed us that, despite they are not used to it, they started enjoying this moment more and more as each day passed.

**2.** During some nights, there were different activities as Intercultural Night, Intercultural Food Night, Traditional Games, and European Quizz.

**3.** The activities of the project “Open Your Arms” had a lot of intensity for such a target group. Therefore, while developing the activities we noticed when they could take another activity or not. It also gave us the notion of what activities would work with the group and those that would not.

Since these activities can be developed during several days or months, depending on the project, there is less probability of the participants getting tired because the schedule is intense. Despite that, it is important the introduction of free time or leisure activities as sports or going to the river.



# OPEN YOUR ARMS

## SOCIAL INCLUSION OF ETHNICAL MINORITIES AND STIGMATIZED YOUNG PEOPLE

*KA1 Youth Exchange - Erasmus+ Youth  
Project Number 2017-2-PT02-KA105-004468*



## MANUAL ON SOCIAL INCLUSION IN THE SCHOOL CONTEXT

*The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein*