



YOUTH FOR UNDERSTANDING

Coloured Glasses

Guidelines for Facilitators: how to deliver Coloured Glasses workshops to educators



***“ Sow a thought, reap an action;
Sow an action, reap a habit;
Sow a habit, reap a character;
Sow a character, reap a destiny ”***

Stephen Covey



“Coloured Glasses Grow: Expanding Intercultural Education” (CGrow) is a 2-year project that contributed to increasing the number of young people who develop intercultural competences, thus equipping them to engage in non-discriminatory practices and intercultural dialogue.

This project, running from **December 2016 until November 2018**, was coordinated by **European Educational Exchanges – Youth For Understanding (EEE-YFU)**, and implemented in partnership with **FernUniversität in Hagen, OBESSU, YEU International, YFU Austria, YFU Bulgaria, YFU Estonia, YFU France, YFU Germany, YFU Italy, and YFU Sweden**. Funding was provided by the European Commission, via Erasmus+ funding (KA3 - Support for Policy Reform – Initiatives for Policy Innovation, Social Inclusion through Education, Training and Youth).

Three key approaches were used in this project to scale up and disseminate Coloured Glasses:

- **Upscaling through new and strengthened geographies at grassroots level** - A major part of this project was to bring Coloured Glasses to local regions where it previously did not exist.
- **Upscaling through pedagogical adaptation to new target audiences** - With the scaling up approach, this manual was developed to deliver Coloured Glasses to those who work with young people: teachers and youth workers.
- **Disseminating and networking to change beliefs and inspire action** - Additional dissemination activities were initiated to increase awareness about the importance of intercultural education and how it can be implemented.

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The electronic version of this manual can be found at: <https://training.yfu.org/educational-resources>

Youth For Understanding (YFU) is a volunteer-based global non-profit community driven by the passion of people, consisting of 55+ Member Organizations across six continents. As a leader in intercultural exchange and educational programs for more than 60 years, YFU has impacted more than 270.000 students – and their host families, schools and networks – and more than 70.000 volunteers.

EEE-YFU is an international non-profit organisation under Belgian law (AISBL) and the umbrella organisation of Youth For Understanding (YFU) in Europe. EEE-YFU supports its 28 European Member Organisations to have a strong impact in youth exchanges and intercultural education and be a visible and growing community.

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Introduction to the Guidelines

Learning happens all the time and throughout our entire life. Therefore, it is true to say that there is a connection between formal and non-formal education. “Coloured Glasses” offers a wide range of workshops on cultural exchange and international diversity.

Today’s world changes quickly. School still plays an important role, in terms of attitudes, but being streetwise has become increasingly important with today’s cultural mix in all ways of life. So people connected to youth work - educators - get more and more challenging responsibilities. For all of these reasons it is very useful to acquire new methods which unite formal and non-formal education as is the case with the Coloured Glasses Workshops. These workshops use non-formal methods in a formal structure like schools, but it is also possible to experience these workshops in a non-formal environment.

Goals of CG workshops for educators

One of the goals of the workshops with adults is the sensibilisation of educators to this multicultural environment. Some educators are already trained in intercultural theories, but the workshops can relate such intercultural theories and experiences in the simulations presented hereafter.

The aim of Coloured Glasses workshops is also to promote the work of YFU. Educators who were already participants in a Coloured Glasses workshop are more likely to book one again because they know the methods used and want to share their positive experience.

But as sometimes educators only book the workshop for young people, they do not actually assist, not even as an observer. So afterwards, they don’t really know what the young people are talking about. To avoid such a situation a workshop with the educators themselves is recommended.

How to use the “Handouts for Educators”?

The handouts are designed to help the workshop participants reflect on what they learned and, once the workshop is over, to see how they will manage to implement this gained knowledge in their working environment or even their everyday life. You, as a facilitator, have the possibility to include this material during a workshop. It is your decision how you lead a session. Therefore the material offered is split into three different parts that can be filled out at different stages by the participants: either before, during or after the workshop.

1) Worksheets for debriefing (further explanations on the worksheet):

Worksheet 1: Self-analysis - beginning of the workshop

Worksheet 2: Reflection after the simulation

Worksheet 3: Implementation in professional life

2) Worksheets for self-development:

Worksheet 4: Preparation of new/own workshop

Worksheet 5: The new/own workshop subsequent analysis

3) Worksheets based on themes:

Theme 1: Culture & Identity

Theme 2: Stereotypes & Prejudice

Theme 3: Discrimination & Inequality

Theme 4: Human Rights & Responsibility

While using the above mentioned handouts, be sure to read through all the material at least once before starting; there might be certain questions and parts that need considering when working with the participants. Although it is the team's decision on how and how much they want to implement the handouts, their use is highly recommended as well as the fact that participants should fill out any missing parts at home as part of the reflection process. This process can be made easier if you ask them guided questions. You should also consider at what times it might be helpful to have a quiet reflection time to fill in the handouts during the workshop if the occasion presents itself and when to have oral discussions about them as a form of pre-debrief.

For example: the beginning of a workshop might be a good start to explain the aim of the handouts and then to start right away with the pre-workshop questions.

Afterwards there can still be a very quick revision so everybody is on the same page but it might stir up surprising differences when everybody first has to reflect for themselves. Just try out some different ways according to the group you have, there is no “one” way, so have fun experimenting.



1. Supporting non-formal education - The Coloured Glasses approach

1.1. Formal vs non-formal education

Education, as part of a continuous learning process, involves different methods. It is most commonly understood as a formal approach where an educator is addressing a target group with the goal of transferring a predefined content (knowledge or information), while following a specific curriculum. Education, under such circumstances, consists for the learner in receiving the correct information from the educator. Yet, this formal approach may create distance and assigns specialization between the “giver” and the “receiver”. It is not adapted to all situations or all learning styles.

Learning actually depends on how we connect different aspects of our personal experience:

- Sensory experiences - what we see, hear, feel, smell, taste...
- Thoughts and mental processes - what we remember, conceive, believe, think, evaluate...
- Emotional states - how we feel/emote internally

We either learn by confirming existing connections or by letting new ones emerge in our awareness. To that respect, learning is an individual process that we can only do for ourselves. It can be guided through formal education while receiving informations or meaning from a giver, but it can also be facilitated from our own experiences. To that regard, compared to a classical lecture, the Coloured Glasses framework provides a more informal approach that let us emerge our own learnings. The result can be the same yet with a different approach.

The Coloured Glasses experience is about experimenting, sharing through dialogue and building upon reflection. It is not about being taught, it is rather about learning together. Non-Formal Education activities, such as Coloured Glasses workshops, can be seen as fun and creative; however learning outcomes are equally valuable when compared to other educational approaches and not always emotionally easy to reach.

1.2. The Coloured Glasses educational approach

The Coloured Glasses educational approach consists of seven aspects that are extensively detailed in the Coloured Glasses manual (see section 2, page 12 to 16) :

- Encouraging Respect Through Openness and Curiosity.
- Creating a Safe Learning Space.
- Stimulating Everyone to Get Involved.
- Blending Learning by Experience with Theory Input.
- Valuing Diversity as a Positive Learning Tool.
- Together, Sparking Intercultural Dialogue.
- Encouraging Action.

This framework aims at supporting the experiential learning cycle. In Coloured Glasses workshops, the first activity will usually be a simulation, so in this case, the learning begins with an immediate or concrete experience, which provides the basis for observations and reflections. After the simulation ends, the participants are given the space to share their observations and feelings with the group in order to begin a process of reflection about what happened and how they reacted to what happened. The next step is to generalise these observations and reflections by digesting them in a way that starts to trigger ideas in participants which link to situations in their real-life and to share related examples from their life experience.

Such an experience is an essential part of the learning process. It shows that you cannot stand alone. To create a valuable learning outcome, a safe and structured environment must be provided for all learning phases.



1.3. The importance of debriefing in a non-formal education approach

Debriefing is an essential part of the learning process in a non-formal approach. It is about supporting reflection, individually and in a group on what has just been experienced. Debriefing is indeed a moment for everybody to share their reflections about what has just happened in the workshop through group dynamics, collective intelligence and encourage understanding.

Each workshop activity has its own key questions depending on the activity. You can ask the key questions provided for the activity itself and use the questions provided below during the discussion (follow-up of the activity). Debriefing is the most important part of a workshop because this is the part where we can make sure that besides gaining an experience and new knowledge, the participants are also aware of how they can implement all of this in their daily work as a teacher or a youth worker. It is important to help the participants find links between simulations and their profession (how to deal with a multicultural group – how to create a comfortable environment for the students).

What happened?

How did you feel during the simulation?

(It can be helpful to ask the question why – this way the person will actually reflect on their feelings and reasons for it.)

Have you experienced some similar situations? When? How? What did you learn from that experience?

How can you behave in a similar situation to feel better? How can you guide your students to behave differently in a situation like that?

Why is it important for you as educators to gain this experience with this workshop?

How could you use this experience of participating in today's workshop in your group of students?

What does this experience mean for you ?



2. Guidelines for facilitators

2.1. What is Facilitation?

For the process of non-formal education to roll out effectively it needs to be facilitated. The **role of a facilitator** is to support the debriefing process so that it becomes a positive and constructive experience for everybody. It is about making sure that everyone has an opportunity to participate and to express themselves without being interrupted and without being judged. It allows anyone to externalize their own thoughts and associations and thus to start building new connections, coming to a full circle. It is only when mind, feelings and body are stimulated that socially engaged learning takes place.

In the context of a Coloured Glasses workshop the function of facilitation is therefore to keep participants focused and moving forward while ensuring that they all have space to participate actively. The facilitator may act as a resource for the group in the area of problem-solving techniques.

2.2. A Coloured Glasses facilitator is someone who...

- ...has experience or education in the field of non-formal education or the field of youth workers
- ...provides perspective on the themes of the workshop
- ...focuses on the skills existing in the group
- ...can shape and guide the processes of working together to meet common goals
- ...is neutral in a general context and only intervenes when necessary
- ...is constantly making sure that everybody is comfortable and participating
- ...marks appreciation for the contributions of every participant, for them to feel valued and encouraged to speak up
- ...has the ability to plan, shape and run a good learning process
- ...can gain more and more confidence in running Coloured Glasses workshops and reflectively learning from his experiences

2.3. Mindset of a facilitator

Facilitating a non-formal education session involves a specific mindset. Facilitators would indeed not act as educators who refer to a context of formal education where the goal is to transfer a predefined set of knowledge but on the contrary, they would need to facilitate the emergence of knowledge, insights and understanding in and from the learners themselves. This mindset should encompass the following principles :

Conscious ignorance: The facilitators should consider that they do not know but in a way that would be self-aware and therefore suspending your own convictions to make space for what emerges from the conversational field.

Mindful curiosity: Facilitators should remind themselves that learning will emerge from the conversation with the learners. The facilitators are learning as well from the situation and will need to apply a sense of awe and of keen interest for what is being expressed and elaborated.

Inclusive listening: Facilitating is not about opting out any inconvenient learnings just to select those that would go along with the intended message. Facilitators should guard themselves from a “Yes, but” mindset, where listening would only serve as a means for redirection. A “Yes and” mindset where a collective understanding could be build from individual contribution would be much more beneficial.

Letting go, letting come: Upon the 3 principles listed above, facilitation clearly involves a sense of being with the here and now of the conversation. It is essential to be process oriented rather than goal oriented. The framework of the session (a time and a space together) is to be conceived as a container of whatever will arise. Of course, the experiences fostered by the facilitators will have a specific aim, but the facilitators should expect the learning to take different routes and should welcome those alternative routes as well, provided that they don't jeopardize the ground rules of the session (respect, confidentiality, right to stay silent...). But letting go of a specified goal, the facilitators can make space for emergence.

Trust in the process: Closely related to the capacity of letting go is the ability for the facilitator to rely on the process, thus letting space for silence, awkward confusion, puzzled embarrassment etc... that are essential components of the learning process itself. It is essential though, the formal conditions of this process - duration, ground rules, rationale - should be clearly shared with the participants as the session begins.

2.4. The facilitators' role in managing emotional intelligence

Each facilitation is a journey that could take the participants as well as the facilitators through a number of emotions. As a matter of fact, learning is about personal change. And deep changes usually involves deep emotional reactions as well. It's not just a matter of gaining new knowledge or developing a clearer intellectual understanding, especially in the field of intercultural learning. So, facilitating a non-formal education process is also about facilitating emotional intelligence within the group. It all starts for the facilitators by raising their own awareness on the array of emotions that may emerge in themselves or in the group as detailed in the following examples:

Before the workshop: Stressed, anxious, relaxed, confused, apprehensive, hesitant, sweaty, restless, edgy, uncomfortable, friendly, absorbed, focused, curious, enthusiastic, energetic, worried, trusting...

During the workshop: Surprised, intrigued, pleased, embarrassed, enlivened, angered, disorientated, scared, happy, bored...

After the workshop: exhilarated, disappointed, shameful, appreciative, exhausted, satisfied, indifferent, equanimous...

That is the reason why facilitators should always remember that the process of facilitation is more important than the outcome of the workshop. The primary goal of facilitators is to be present to whatever is happening within the group even when it might lead to something different from their original expectations. Facilitation is a dialogue and participants' reaction - or lack of reaction sometimes - is just their way to respond to the experience.



3. The Coloured Glasses Workshop

3.1. Standard structure of a workshop

The workshop should always offer a simulation before providing a space for theoretical input (experiential learning first, then knowledge acquisition). However, the elements of the workshops can be rearranged by experienced facilitators, if needed.

3.2. Helpful hints before the workshop

3.2.1. Preparation

What are **the expectations of the participants?** (cf. check-list for organising a workshop).

Prepare some questions before the workshop to be able to return the focus to the main subject.

Prepare some methods that are useful so that everyone gets to say something (like everybody writes down his own experience and then the group can go around and read what the others participants have written and then you start a new conversation...)

3.2.2. Adapting the content to different target groups

Choose the method consciously. You should choose **more complex simulations** so that the educators who may already know some simulations can't guess the 'solutions'.

Remember that **practical examples** are useful with any age group. Just because participants are older and have more life experience, it does not mean that they will be familiar or comfortable with your content.

Adapt the examples to the age and knowledge of the educators. Adult participants naturally have more life experience than young people. Therefore, it is important to consider this when planning a workshop. When you ask concrete questions, you may need to target more precisely, for example "Have you experienced cultural stereotypes in your work life?" to help them focus on their everyday life vs. time on vacation in a foreign country.

3.3. Helpful hints during the workshop

Mind the language, make sure everyone understands and everyone is understood. Encourage people to be specific.

Adapt your language to the participants. This is particularly important during the debriefing and the introduction of any theoretical models. But some educators also might be interested in explanations how to talk about the workshop subjects with young people.

Be respectful and let the group know you are **not competing nor lecturing them**, but offering experiences that enrich the participants.

You can spend more time on theoretical backgrounds of the contents. Some participants may be familiar with some of the models and theories, but you could **bring in some new perspectives**.

3.4. Workshop contents - Icebreakers, Models, Point Makers, Simulations, Wrap-up activities

3.4.1. Icebreakers

What is the aim of an icebreaker?

An icebreaker is a game or an activity that is used to introduce people to each other so that they feel more relaxed together as a group.

What type of icebreakers are mostly used in CG content?

1. An icebreaker is just for fun. When participants know each other, laughter and conversation generated by the icebreaker warm up the group. When participants are strangers, the ice is broken and participants learn something about each other.
2. Icebreakers introduce or connect to the topic of the training session. It might also generate laughter and conversation, but it's clear purpose is to open up the topic of the session.
3. Some icebreakers could also be designed to elicit specific qualities in the emotional field. In that case the icebreaker would work as a path to the qualities needed by the facilitator after the icebreaker.

The main prerequisites for the success of an icebreaker is that the facilitator feels self-assured. It is advisable to use the type b or type c methods, but in the absence of more extensive experience, make sure that at least type a icebreaker is used. In order to achieve the expected results of the workshop it is necessary to have contact with the participants and it is a huge bonus if they feel secure in the group.

What to keep in mind when choosing an icebreaker for CG workshop?

How familiar are the participants with each other?

What is the average age of the participants?

Are there any cultural bias to consider?

Icebreakers should be relevant for the generational experience of the group (eg. refer to cultural figures that are relevant for the participants) and should not be offensive. It is about creating an atmosphere of laughter with each other, not at each other.

Tips and tricks for choosing the methods:

Try to find a similar person or a group of people from your acquaintanceship, as participants in a workgroup and imagine how they could react to some particular icebreakers. For an example think of your own educator or your family member and try to picture their reaction to a certain icebreaker - would they like it or would it be too much?

3.4.1.1. Easy icebreakers

My Difference (questions can be varied in many ways)

Resources: paper ball or some other item to throw

Time: 5-10 min

Method: The group is standing in a circle with the facilitator(s). Facilitator throws the ball to someone and this person steps one step forward in the middle of the circle. Participant with ball reveals some of his/her own experience* that (s)he considers unique. All the others who have experienced the same thing will also step into the circle. After similarities are detected, everyone will step back into circle and the ball is thrown to the next participant. The goal is to find as many differences and similarities within the group as possible.

Addition opportunity 1: This task is very easy to combine with the theme of the workshop. Only thing that is needed to do, is change the question content*.

Your most unique X experience

Your hobby

Some of your features

Achievement

The dream of the future , etc.

The following video will give you an example of how this icebreaker can be used: <https://www.youtube.com/watch?v=jD8tjhVO1Tc> - Danish boxes

Name Game (in a group where nobody knows each other)

Resources: none

Time: depends on the size of group. Ca 20 participants= 7-10 min.

Method: The group staying around in a circle. Everybody is saying his/her name once. The facilitator randomly chooses one person after the introduction circle whose duty is to say all the names again. (S)he walks outside of the circle and touches each person's shoulder while saying the person's name. Participant's aim is to go back to the beginning point without mistakes and to do it as fast as possible.

Energy balls (good for getting participants focused and paying attention to others)

Resources: none.

Time: 5-10 min.

Method: Participants join in a circle. The facilitator introduces an imaginary ball by looking at a participant, checking his/her attention and telling the color for the ball (blue, red, green...). Then the person who received the ball sends it to another participant.

It starts slowly with 1 ball, then you can introduce different colours. When people are getting confused, stop them and ask where the balls went. If a ball is missing, ask for its whereabouts.

3.4.1.2. Prepared icebreakers

Greetings

Resources: pieces of paper with greeting written on it.

Time: 5-10 min

Method: Each participant is given a piece of paper with a type of greeting action on it. They should then walk around the room and greet each other by doing this action and saying their name (or they walk around until the leader blows a “whistle” and then get into pairs and greet each other). The number of recurrences depends on how much time you have for the icebreaker, but each person should introduce themselves to at least three other people.

(The following greetings are commonly known stereotypes and not absolute truths - after having done them, you can ask for guesses to where they come from.)

Some suggested greetings are:

Keep a distance of about 70 cm and shake hands with light grip

Embrace and kiss three times on alternate cheeks

Embrace and kiss twice on alternate cheeks

Embrace and kiss four times on alternate cheeks

Place hands together in prayer position and bow forward

Rub Noses

Give a very warm, big hug

Give a very strong, firm handshake

Place your hand on your chest if you greet a person of different gender

Strong handshake, almost pulling the other person towards you

You can add any other greetings that you may know

Addition opportunity 1: It is also good to discuss a little about whether these greeting are stereotyped after they have guessed where they come from.

Addition opportunity 2: You can also get quick feedback from people about how they felt using the different types of greeting and if they have any experiences when travelling of embarrassing mistakes they have made, etc.

Addition opportunity 3: The option to split them into groups for the next session, based on greetings style that they have (country, written on paper). Be sure you have an equal amount of greetings and if needed, less groups, then group them.

Tea, Coffee, Chocolate (good for making new groups)

Resources: A large room.

Time: 5-10 min

Method: Participants are invited to walk in the room, crossing each other. The facilitator tells them that they will have to spontaneously form into groups around a choice he/she will offer. For example, the facilitator offers 3 options for either coffee, tea or chocolate and the participants make 3 groups. Once groups are formed, the facilitator visits each group and asks them what they are, to create momentum in each subgroup. Then the participants are invited to resume walking and other options are offered.

3.4.2. Models and Pointmakers

Models are the theory that you provide to your participants. Resulting from simulation(s) a discussion is introduced and (a) theory that is linked to the topic of the workshop is given through that discussion.

Point Makers are tools that help visualize/illustrate the theory and make it clearer and more understandable for the participants. Just make sure to choose them according to your target group. For more examples, see CG manual chapter 7.3 Pointmakers and 7.4 Models.

3.4.2.1. World Values Survey

World Values Survey is a non-profit organisation that explores people's beliefs and values in about 100 countries, also the changes over time since 1981. It is a global network of social scientists who study changing values and their impact on social and political life in almost 100 countries. The same questions are asked in all countries involved, in nationally representative surveys.

The questions range from such themes as social, religious, economic, ethical and political values as well as demography, corruption, migration and technology.

Analysis of WVS data made by political scientists Ronald Inglehart and Christian Welzel assert that there are two major dimensions of cross cultural variation in the world:

Traditional values versus **Secular-rational values** and
Survival values versus **Self-expression values**.

The global cultural map (below) shows how scores of societies are located on these two dimensions.

Traditional values emphasize the importance of religion, parent-child ties, deference to authority and traditional family values. People who embrace these values also reject divorce, abortion, euthanasia and suicide. These societies have high levels of national pride and a nationalistic outlook.

Secular-rational values have the opposite preferences to the traditional values. These societies place less emphasis on religion, traditional family values and authority. Divorce, abortion, euthanasia and suicide are seen as relatively acceptable. (Suicide is not necessarily more common.)

Survival values place emphasis on economic and physical security. It is linked with a relatively ethnocentric outlook and low levels of trust and tolerance.

Self-expression values give high priority to environmental protection, growing tolerance of foreigners, gays and lesbians and gender equality, and rising demands for participation in decision-making in political and economic life.

In the Coloured Glasses workshops, this is a Point Maker + Model that can be used to discuss values and cultural differences when it comes to controversial topics like abortion, divorce, gender equality or homosexuality.

Questions such as:

“What would a person from different cultures think of divorce?”

“If you have grown up believing that traditional values are important, how could that affect you if you move to a different culture?”

“How can people from northern Europe react to being confronted with more traditional values in a different culture when they are on holiday?”

“What is an extreme view on marriage and divorce?”

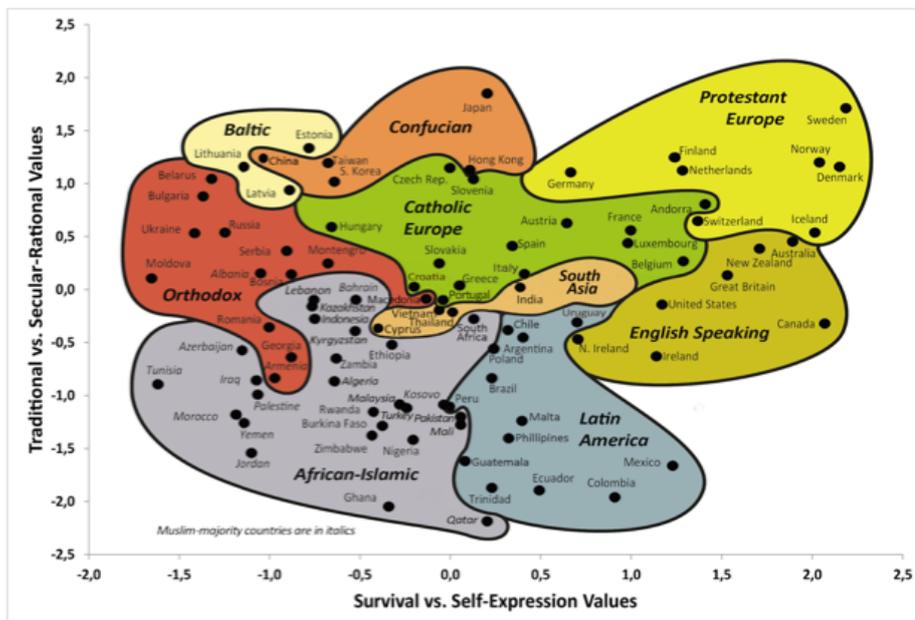
“Who do you trust in different cultures?”

“How important is religion in different cultures?”

“Do values change over time?”

Etc.

The questions asked should not be personal, but rather give examples of how influenced we all are of the values surrounding us when we grow up. Also try to give examples of how to overcome differences when cultures meet.



<http://www.worldvaluessurvey.org/wvs.jsp>

<http://www.worldvaluessurvey.org/WVSContents.jsp>

3.4.3. Simulations

Simulations (see Coloured Glasses Manual p 68 ff.) are tools that are used in non-formal education. They help put participants in a certain situation or make them feel a certain way. Learning happens through simulations. They are usually the first thing to do during a workshop, and they can vary from a group work to an active game.

3.4.4. Wrap-up activities

What is the aim of wrap-up activities?

To sum up what participants have experienced during the workshop. To help participants formulate their new experience and knowledge as well as to understand how they could implement this into their everyday life/ profession.

What type of wrap-up activities can be used in CG content

Wrap-up activities are important for summarising the gained experience, to link it to your own experience and adjust it to your life. When choosing the wrap-up method, once again keep in mind your target group and the particular participants you have in front of you. For example some groups will feel more comfortable sharing their thoughts out loud while others will not. Also keep in mind how much time do you have for the wrap-up activity.

3.4.4.1. “Writing for yourself” to debrief the experience.

Resources: Post-it papers

Time: 5-10 min.

Ask the participants to either write on a post-it or formulate answers in their head to the following questions: What have you learned? So what, what is the significance of the learning? Now what are you going to do or change going forward?

Participants who are comfortable enough to share their ideas/answers with the group, are welcome to do so.

Example - Wrap-up (10 minutes)

For a creative and visual ending, provide participants with coloured pens and plain paper. Ask each to create a picture or an image representing a key learning point for them. Then, have each share their picture with the group. You can post all of the pictures on the wall as a collage or invite delegates to take the picture away with them. If the group pools together their lessons learned, you might follow up by asking them to create one picture that sums up the learning for the group.

Outline on the flip chart:

Positive	Informative
Negative	Non-informative

3.4.4.2. Constructive Feedback

After every participant has found a place for their post-it on the flip chart, educator introduces the “sandwich method” to the participants (Sandwich: start off with positive feedback; provide your constructive criticism; end on a positive note). It’s important to explain the method (you can draw a sandwich to visualize the theory). Once everyone understands what the Sandwich is all about, the educator starts going over the post-its and reads them out loud. Participants are asked to evaluate whether the post-it is in the right square and if not, which one it should be in. Always ask them why they think a post-it should belong to a certain square and what is missing from it according to the Sandwich. It is important that everyone understands why good criticism is informative and positive and how to give such feedback to your students/youth/co-workers etc.

Variation: educator asks a volunteer to introduce themselves in one minute, afterwards other participants give feedback on his/her introduction.

3.4.4.3. “Speech is also an action”

If the workshop is shorter, speech might be a good option to choose.

Examples:

a) Elevator Speech. Better for smaller groups.

Each participant says in short what they would change with this experience in their life.

b) One Thing. Good for larger groups.

Rather than focusing on a whole lot of learning points, have participants answer this question for themselves: “What is the one thing I learned, which if I start doing now, can make a big difference to my work?”

<http://blog.trainerswarehouse.com/memorable-debriefing/>

3.5. Sample workshops

In the Coloured Glasses framework all workshops are built using the already mentioned three tools (simulations, models, point makers). They are all easily combined to make new workshops from existing ones. In this chapter you will find workshops that are ready to use but you are welcome to mix-and-match them!

3.5.1. “Intercultural Dialogue”

	<p>1 hour 15 min</p>
<p>Simulation Objectives</p>	<p>Better the participants’ understanding of intercultural dialogue. Improve participants’ understanding why this topic is important in their field of work.</p>
<p>Resources needed</p>	<p>Enough room to put chairs in a circle, printed/written labels (if you want: Handouts for educators)</p>
	<p>Phase</p>
<p>10’</p>	<p>Welcome</p> <p>Ask the expectations of each participant. Introduction to Colored Glasses what is this workshop about and not</p>
<p>5’</p>	<p>Icebreaker</p> <p>Choose what you think appropriate</p>
<p>Key Questions/Announcements</p>	<p>Who are you and why are you here today? What do you want to learn today? What experience do you have with intercultural contexts?</p>
<p>Aim</p>	<p>Make the participants feel comfortable Make sure the participants know the aims of the workshop</p>

	<i>Phase</i>	<i>Description</i>	<i>Key Questions/Announcements</i>	<i>Aim</i>
50' 	Simulation Modified Labels	<p>Divide participants into 3-5 groups (depending on the size of the whole group) and tell them that some of them (or all) are going to get a piece of paper with a label on it. The group's task is to organize an event and it's important that all the members are included during this process. The people with a label have to behave according to their new role without showing their label to others. Pick the labels according to your target group. Example: person with a hearing loss; person who is addicted to their phone; person who is speaking a different language, etc.</p> <p>This workshop's event is "Anti-bullying campaign day" at a local school. The event can be anything: a school fashion show, an educational event, a debate etc.</p> <p>Explain to the participants that this is their group's second meeting and previously they have decided that their task today is to:</p> <ul style="list-style-type: none"> group: put together the schedule for the event. group: decide on the narrower focus for the event. group: put together an activity to conduct with the students during this event. group: put together an activity to conduct with the teachers during this event. group: put together a plan on how to communicate the results of this event to all the related parties. <p>They have 10 minutes. Afterwards each group shortly presents their outcome to the others.</p>		Labels is a great simulation to also use when your topic is along the lines of teamwork, perception, noticing others etc.
	Debriefing Wrap-up-activity		Ask the participants: what did you do? How did you feel? How did they include others if at all? What could have been done differently? How can they use this experience in their daily life?	

	Phase	Description	Key Questions/ Announcements	Aim
	Model			
	Pointmaker			
15'	Feedback			

3.5.2. Human Rights in an Intercultural Environment - human rights from an individual's perspective and prejudices' role in it

	40 min			
Simulation Objectives	Participants understand how YFU works in an intercultural environment and how YFU is connected to human rights: human rights from an individual's perspective; how do prejudices play a role in teamwork; involving is an important part of a healthy relationship.			
Resources needed	role cards, sweets, chairs			
				
-	Welcome	When the participants arrive give them name tags	This way it is easier for you to call them by their name.	Name tags
2	Brief presentation of the team	the facilitators introduce themselves briefly and tell them that there is not only one given truth for the subjects	Try to avoid that the participants feel that you are lecturing them.	

	Phase	Description	Key Questions/ Announcements	Aim
2	Brief presentation of YFU and CG	Explain briefly YFU, Explain briefly what CG workshops are for. Mention that the participants can get more information about CG with students after the workshop.		CG brochures (for the end)
5	Introduction	Ask the expectations of the participants.	Make sure that all people understand why they are doing and what can be the use of it.	
5	Icebreaker	Choose from the part of the guidelines	Get the participants relaxed and open-minded to new methods	
15	Simulation	Circle of society (cf. CG Manual page 103 - 7.2.8)		
15-20	Debriefing part 1	After conducting the Circle of Society (find it in CG manual) you can conduct a brainstorm on the topic of Global Citizenship/Global Citizen (how do the participants understand the phrase etc.) and tie it together with the topic of this workshop. Wrap-up (5 minutes)	The participants share their experiences	
	Debriefing part 2		The participants reflect on their behaviour during the simulation and translate their experiences to everyday life	

 5	Phase	Description	Key Questions/ Announcements	Aim
	Model			
5-10	Debriefing 3	Use some wrap-up activity (cf. guidelines) or the handout.	The participants think about the use of their new experience in their professional life	
5-10	Pointmaker	Choose for example	Use the simple message of the point-maker to lead the participants to understand and elaborate the global message.	
5	Feedback			
	Closure	Collect the written feedback sheets, thank the participants for their attention and participation Remind them about CG Workshops/YFU	CG brochures	

Key questions to remember: What is the message of the “game”. How can you connect this message to the overall point of the workshop?

Appendix 1: Handouts for educators

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1. Introduction to Coloured Glasses

“Every encounter in our lives has an impact on who we grow to be and how we see the world. Some encounters might have a bigger impact on us than others, but in every case, we are not exactly the same person after the encounter. The Coloured Glasses programme uses glasses as an analogy for this: We all wear a pair of glasses that influences how we see the world. As we grow, our glasses are constantly influenced by the experiences we have in our daily lives. These encounters will then leave various impressions of different sizes and colours (spots, patterns, etc.) on our glasses.”

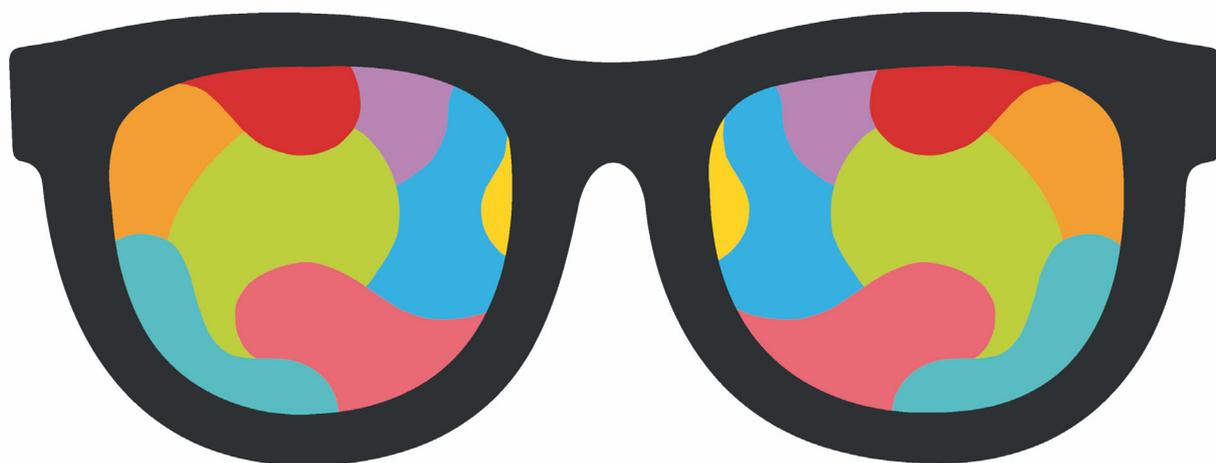
1.1. Background

The Coloured Glasses workshops started in 1996 through a Socrates Programme Comenius project partnership of YFU organisations. The aim of the workshops is to allow people to examine their own attitudes towards their own cultures as well as other cultures. During the workshops the participants are to gain an understanding of issues such as culture and identity, intercultural communication, stereotypes, prejudice, discrimination and inequality, human rights and responsibility, in order to develop their intercultural and global citizenship competences. The workshop design is flexible enough to be customised for different age groups, time constraints and participants’ specific needs.

Coloured Glasses workshops use the approach and values of Non-Formal Education. They are centred on participants’ learning needs, promote peer-to-peer learning, are lively, and engage participants in activities that allow them to experience some aspects of intercultural interaction in a safe environment. The simulations are followed by group discussions where the participants can express their feelings and difficulties encountered during the exercises and relate them to cultural theories introduced by the facilitators. This kind of learning is called experiential learning, as the participants have the chance to be actively involved in their own learning and then relate it to different theoretical approaches.” (Colored Glasses Manual 2016, page 6)

1.2. Youth for Understanding

YFU is one of the world’s respected international educational youth exchange organisations. Since 1951, YFU organisations around the world have exchanged over 260,000 participants. European Educational Exchanges - Youth for Understanding (EEE-YFU) is the umbrella for national YFU organisations in Europe and currently has 29 member organisations. The purpose of EEE-YFU is “to provide individuals with exceptional learning and growth opportunities both for their own educational benefit and to enable them to break the barriers separating nations, cultures and beliefs.”(Colored Glasses Manual 2016, p. 7)



2. How to use the material

Intercultural competences tend to be more and more important in a globalised world. Therefore, intercultural education is often a part of the curriculum in national education systems. For more tolerant society it is important to transmit global citizenship competences values to their students. The current handout could be helpful as a foundation for further reflections or discussions during a workshop for teachers and youth workers.

The current material is leading you through the process of self-reflection. The different parts of the handout, as questions and exercises are possible to use before, during or after the workshop. Others may be filled in afterwards, to further advance your reflection process or you might find them helpful when preparing your lessons or your work with the students. There is no need to fill in all of them or to do them in the order, and some of the questions will be the subject of a discussion with the other participants of the course.

This process is thought to be a long-term project and you can maybe find some more useful suggestions after having tried some new methods with your students. If you are more interested in the topics Intercultural and Global Citizenship Education, than here you can find also included explanations of terms, which will give you further information [media libarile link....](#)

This material is divided into three blocks. The first block contains worksheets to help you better understand, analyse and memorize content of the CG workshop topics. These are designed for use during the workshop and for further independent work. Worksheets in the second block help to improve the subject. To get deeper knowledge, deconstructing it for yourself and if necessary preparing activities for students or youth. The third block is auxiliary material based on specific topics.

3. Worksheets for debriefing

Worksheet 1: Self-analysis beginning of the workshop

What are the first keywords that come to mind when you think about the subject of workshop?

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What are your professional reasons for participating this workshop?

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Describe your personal expectations of the workshop.

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Describe any specific needs and/or difficulties you've already encountered concerning the subject.

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Why is this subject to be discussed with students and when?

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Add further thoughts from the other participants.

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Worksheet 2: Reflection after the simulation

Give an account of situation where you experienced something similar as you did during the simulation.

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Provide solutions on how you can behave in a situation like the one in the simulation so that you feel better.

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Reflect on how you can behave in a situation like that in a classroom environment or in an environment working with youth.

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Point out what surprised you when you think of your experience. If not, try to analyse why you weren't surprised.

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Comment on what was difficult for you to understand.

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List ideas that you think are helpful for your professional life.

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Worksheet 3: Implementation in professional life

Analyse why is it so important to talk about these subjects.

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How to justify this in my lessons/ in my youth work?

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How will I carry forward what I have learned during the workshop?

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Search for implementation of the workshop's subject in the curriculum.

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*Stereotypes, Prejudice,
Discrimination & Inequality*



Culture and Identity



*Intercultural
Communication*



*Human Rights
& Responsibility*

4. Worksheets for self-development

Worksheet 4. Preparation of new/own workshop

Outline the attitudes that you will try to change in approach with working with youth.

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Collect at least three different methods from colleagues.

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Illustrate how you can combine the collected methods and implement the following values in your lessons and transmit to your students.

How to understand other perspectives?

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How to find out the reason for different behaviour?

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How can you hold other cultures in a high regard?

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How to promote fair discussions between students?

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How to promote diversity and respect of otherness?

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Write down the concrete situation where you'd use your gained knowledge.

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Worksheet 5. The new/own workshop subsequently analysis

Evaluate how you succeeded to implement intercultural education and values in your work

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Reflect on the things that were successful.

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List the feedback you got from your students.

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Name the things you would like to try in a different way.

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Share your experience with your colleagues. Outline the colleagues' opinions.

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5. Worksheets based on themes

Theme 1: Culture & Identity

When I think of the notion/concept of culture, I think of

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Give an account of situations where you have met culture or misunderstandings because of culture before.

In which situation?

In the classroom?

With colleagues?

With students' parents?

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How did you cope with this situation?

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Try to find another way to resolve with your newly gained knowledge.

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Theme 2: Stereotypes & Prejudice

Explain for yourself the stereotype concept.

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Explain a prejudice like you would to your students.

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Point out the difference between the two of them.

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Think about a situation where you experienced prejudice.

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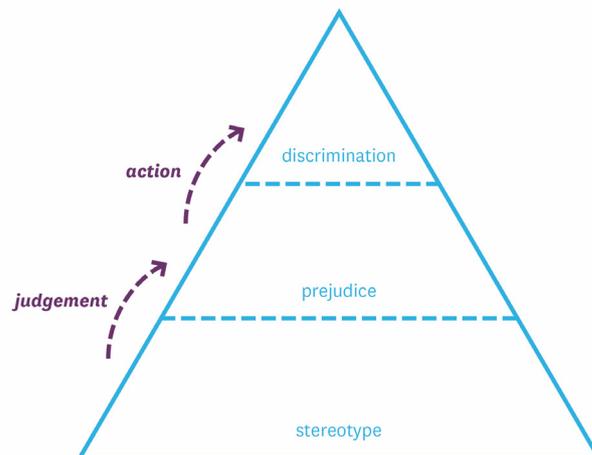
Try to find ways for you to behave differently.

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Theme 3: Discrimination & Inequality

Explain discrimination as if you would to your students.

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Give examples of discrimination.

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Describe institutionalized discrimination.

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Try to find a situation where you noticed discrimination.

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What can you do as a teacher to avoid discrimination or to stop it?

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Theme 4: Human Rights & Responsibility

What are the most important rights for you? Try firstly to formulate at least 10 rights without external help.

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How can you show the importance of these rights to your students?

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Why is it important to talk about the Human Rights?

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“To deny people their human rights is to challenge their very humanity.”

- Nelson Mandela, South African civil rights activist

6. Further literature

1. **Compass:** MANUAL FOR HUMAN RIGHTS EDUCATION WITH YOUNG PEOPLE

2. **Compasito:** MANUAL FOR HUMAN RIGHTS EDUCATION WITH CHILDREN

3. **CAFOD On the Move**

<https://cafod.org.uk/content/download/32682/383880/version/2/file/On%20the%20move%20refugee%20game%20for%20children.pdf>

4. **Salto Youth MANUAL FOR EDUCATORS**

https://www.salto-youth.net/downloads/toolbox_tool_download-file-1107/Manual-Can-Ya-Makan-EN-.pdf

5. **Intercultural Learning T-Kit**

http://pjp-eu.coe.int/documents/1017981/1667917/4_methodso1.pdf/off6c6ed-a978-41c5-a968-f92cfb23a74a

6. **UNESCO Guidelines on Intercultural Education**

<http://unesdoc.unesco.org/images/0014/001478/147878e.pdf>

7. **Training kit (t-kit) 4: Intercultural Learning**

www.training-youth.net

4. Coloured Glasses Workshops for Students

Coloured Glasses is firmly anchored with the Intercultural and Global Citizenship Education fields. The Educational Framework consist of our pillars or thematic areas:

Culture & Identity

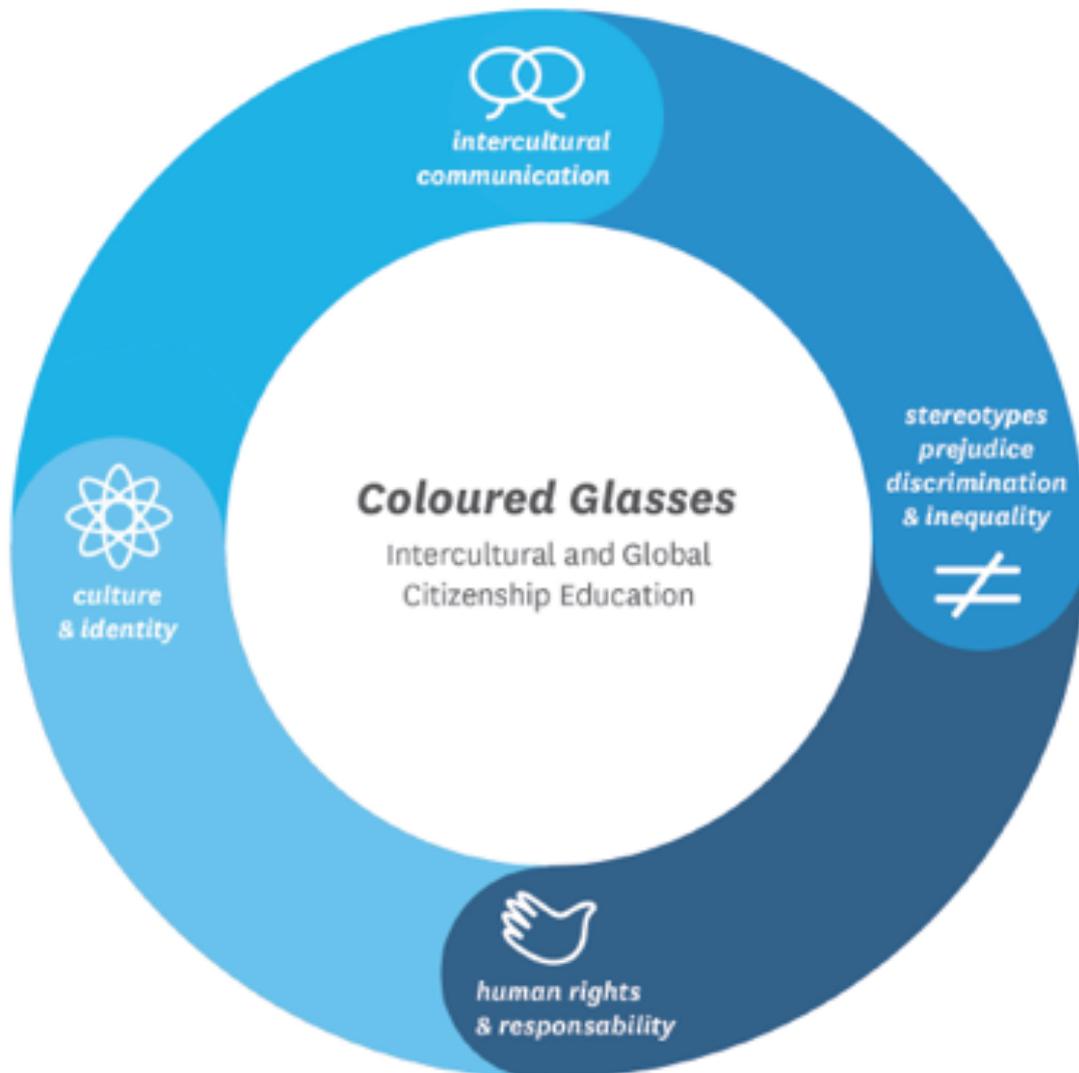
Intercultural Communication

Stereotypes, Prejudice, Discrimination & Inequality

Human Rights & Responsibility

Knowledge and understanding of as well as reflection about the 4 themes empower you and the participants in the workshops to become active citizens. Our experienced CG trainers are offering knowledge, understanding and critical thinking about global, regional, national and local issues and the interconnectedness and the interdependency of different countries and populations for you students.

Contact your nearest YFU organization and together we will find a solution.



Own remarks:

A series of horizontal dotted lines for writing.



EEE-YFU
European Educational Exchanges
Youth for Understanding

www.yfu.org