

# CIPiZen

## 102 Tutor Handbook



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# Introduction



Welcome to the Tutor Manual of the CIDizen project! This manual will train youth workers to enable them to deliver the Digital Breakout Challenge created in the framework of the project. It provides skills that are crucial to be able to deliver high-quality training in relation to the topic of the project.

## What is the CIDizen project?

Over a 2-year period, the CIDizen project has created challenge-based learning in the form of 40 Digital Breakout Challenges to be used by youth workers in Europe. These Digital Breakout Challenges aim to promote cultural intelligence and diversity. All Digital Breakout Challenges will therefore deal with topics and situations that have to do with cross-cultural communication such as how to greet each other, dinner situations, humour, work situations etc.

The project was officially launched on 1st June 2020 thanks to funding from the National Agency of Denmark under the Erasmus+ program. The aim of the project is to combat racism, discrimination, verbal and physical violence and exclusion through a compendium of challenge-based learning resources that will ensure an appropriate and effective framework for developing the soft-core competencies needed to strengthen young people's cultural intelligence and diversity tolerance. The project has also developed and ran a pilot project that trains youth workers so that they can use the challenge-based learning resources developed through the project to support young people in developing their own cultural intelligence and apply them in their practical youth work.

### Structure of the Tutor Manual

The total duration of the CIDizen in-service training programme is 21 hours of face-to-face training sessions divided into four main topics and 14 hours of self-directed learning for youth trainers.

The four main topics constitute the four modules of the training divided as follows:

- Module 1: Cultural Intelligence
- Module 2: Cultural Bias and Intolerance
- Module 3: Cultural Value Orientation
- Module 4: Digital Breakouts as a tool to promote cultural intelligence

Each module is divided into two learning units.

## First instructions for the youth workers

As mentioned above, the modules of this Tutor Manual include instructions and activities to facilitate youth workers when they deliver the Digital Breakout Challenges created in the framework of the project to young people. The time frame to carry out the activities is indicated in each unit. However, the youth worker can be flexible about it. They can make the activities shorter or longer according to the students' needs and situation. Likewise, the youth worker can add more breaks and pauses if needed during the classes.

# Module 1: Cultural Intelligence

The first module of the in-service training programme takes 9 hours and 15 minutes: 5 hours and 30 minutes of face-to-face learning and 3 hours and 45 minutes of self-directed learning activities.

The cultural intelligence module is itself divided into two learning units:

- Cultural intelligence to fight intolerance
- Cultural intelligence in youth activities

## Learning Unit 1: Cultural Intelligence to Fight Intolerance

The first unit of this module takes 5 hours and 15 minutes and is divided as follows:

- Self-directed activity: 1 hour and 45 minutes
- Self-directed activity: 2 hours and 45 minutes
- Workshop: 3hrs
- Self-directed activity: 3 hours and 45 minutes

Before starting the workshop, as general preparation, we invite you to perform the first self-directed learning activity (SDLA.1). It takes 45 minutes; you will find all the practical details of the activity in the self-directed learning activity. Then, perform the second self-directed learning activity (SDLA.2). It also takes 45 minutes and will give you deeper knowledge regarding the the Cultural Intelligence (CQ) model.

Make sure to arrive at the training room before the participants Arrange a sufficient number of chairs in a circle (one per participant). Make sure you have a Paper Board and markers in different colours to perform the workshop as well as a computer, internet connection and a projector. If possible, provide tea/coffee and snacks for the participants.

<b>Workshop n°1: Cultural intelligence to Fight Intolerance</b>			
<b>Learning hours: 3 hours</b>			
Learning outcomes		At the end of the workshops, learners should be able to: <ul style="list-style-type: none"> <li>• Know each other as a valuable member of the group</li> <li>• Define what culture is and understand how broad and rich it is</li> <li>• Define what is cultural intelligence</li> <li>• Be acquainted with the 4 pillars of cultural intelligence</li> <li>• Know more about the cultural intolerance we are facing in Europe today.</li> </ul>	
<b>Duration</b>	<b>Material Needed</b>	<b>Activity/Tips to the tutor</b>	<b>Resource</b>
5 minutes	N/A	<ul style="list-style-type: none"> <li>• <b>Welcome</b></li> </ul> Introduce yourself and the topic of the workshop to the group. Keep an informal tone and make sure that participants feel that you are available to answer any questions that may arise during the whole session.	N/A

Duration	Material Needed	Activity/Tips to the tutor	Resource
20 minutes	N/A	<ul style="list-style-type: none"> <li>• <b>Ice breaker: Present yourself</b></li> </ul> <p>Your group is composed of youth workers who (probably) don't know each other. This first activity will focus on creating a group dynamic.</p> <p>You will find the details of the activity in the resource sheet with the corresponding code.</p>	R1.M1.LU1
15 minutes	Paper Board Markers	<ul style="list-style-type: none"> <li>• <b>Brainstorming session: What is culture?</b></li> </ul> <p>This session should be a discussion among the members of the group in order to define culture. Take notes on the main concepts raised by the group. Make sure that the following topics are addressed:</p> <ul style="list-style-type: none"> <li>• Nonverbal behaviour</li> <li>• Level of language</li> <li>• Value system</li> <li>• Social norms</li> <li>• Customs and beliefs</li> <li>• Food and tastes</li> <li>• Arts and Music</li> <li>• <i>Add any topic you find relevant when talking about culture</i></li> </ul>	N/A
20 minutes		<ul style="list-style-type: none"> <li>• <b>Group activity: Cultural Evolution</b></li> </ul> <p>This activity will focus on the evolution of culture. It is important for participants to understand that culture evolves according to geography, of course, but also according to people's specificities.</p> <p>You will find the details of the activity in the resource sheet with the corresponding code.</p>	R2.M1.LU1

Duration	Material Needed	Activity/Tips to the tutor	Resource
15 minutes	Paper Board Markers Computer Internet Connection Video projector	<ul style="list-style-type: none"> <li>• <b>Let's talk about cultural intelligence: attempt at providing a definition</b></li> </ul> <p>Before launching the discussion among participants, show the following video (1:55)  <a href="https://www.youtube.com/watch?v=PSt_op3fQck&amp;ab_channel=TEDxTalks">https://www.youtube.com/watch?v=PSt_op3fQck&amp;ab_channel=TEDxTalks</a></p> <ul style="list-style-type: none"> <li>• The session should next discuss what cultural intelligence is according to the participants. Take notes on the main concepts raised by the group. Make sure that the following concepts arise from the discussion:</li> <li>• Curiosity</li> <li>• Adaptability</li> <li>• Empathy</li> <li>• Emotional intelligence</li> <li>• Open-mindedness</li> <li>• Prejudices</li> <li>• Stereotypes</li> <li>• Add any concept you find relevant when talking about cultural intelligence</li> </ul>	
15 minutes		<ul style="list-style-type: none"> <li>• <b>The Greeting Game</b></li> </ul> <p>This activity will focus on cultural misunderstandings and body language.</p> <p>You will find the details of the activity in the resource sheet with the corresponding code.</p>	R3.M1.LU1
5 minutes	<i>Coffee break</i>		
30 minutes	PC Projector Paperboard Markers	<ul style="list-style-type: none"> <li>• <b>Cultural Intolerance in Europe</b></li> </ul> <p>Deliver the PowerPoint presentation indicated in the reference. Make sure that you have read the presentation beforehand and that you have understood the slides. At some points, group discussions are encouraged. Write the key words that emerge from discussions with the participants on the Paperboard. The idea is to have a group reflection on intolerance in Europe.</p>	PPT1. M1.LU1
15 minutes	PC Projector	<ul style="list-style-type: none"> <li>• <b>Advertisement analysis</b></li> </ul> <p>This is a group activity meant to foster discussion about representation in advertisement.</p>	R4.M1.LU1



Duration	Material Needed	Activity/Tips to the tutor	Resource
30 minutes	PC Projector  Paper and pen for the participants to take notes	<ul style="list-style-type: none"> <li>• <b>The CQ model</b></li> </ul> <p>Deliver the PowerPoint presentation indicated in the reference. Make sure that you have read the presentation beforehand and that you have understood the slides, in particular the 4 pillars of the CQ model. Speak clearly, take your time and make sure that the participants can ask questions at any time. The presentation should be as interactive as possible.</p>	PPT2. M1.LU1
10 minutes	Paper Board Markers	<ul style="list-style-type: none"> <li>• <b>Wrapping Up</b></li> </ul> <p>Ask the participants what they will gain from this session. Write the key words on a sheet on the board and make sure to keep the sheet for the introductory session of the next workshop.</p>	N/A

As a transition, before working on the second learning unit of this module, you will perform the third self-directed learning activity (SDLA.3). You will find all the practical details of the activity in the self-directed learning activity section.

## Learning Unit 2: Cultural Intelligence in Youth Activities

Workshop n°2: Cultural Intelligence in Youth Activities			
Learning hours: 2.5 hours			
Learning outcomes	<p>At the end of the workshop, learners should be able to:</p> <ul style="list-style-type: none"> <li>• Understand the importance of CQ in youth activities;</li> <li>• Be acquainted with the technique of Digital Breakout Challenges;</li> <li>• Value the use of innovative educational methods to transmit a message;</li> <li>• Be able to transmit the value of working as a team.</li> </ul>		
Duration	Material Needed	Activity/Tips to the tutor	Resource
5 minutes	N/A	<ul style="list-style-type: none"> <li>• <b>Welcome</b></li> </ul> <p>Introduce yourself and the topic of the workshop to the group. Keep an informal tone and make sure that participants feel that you are available to answer any questions that may arise during the whole session.</p>	N/A
15 minutes	Paperboard  Markers	<p>Brainstorming session: Why is CQ important when working with a group of youngsters and how can you motivate them to acquire new knowledge and competences?</p> <p>This session should be a discussion among the members of the group in order to define culture. Take notes on the main concepts raised by the group. Make sure that the following topics are addressed:</p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Team</li> <li>• ICT</li> <li>• Curiosity</li> <li>• Stimulation</li> <li>• Enrichment</li> <li>• Travel</li> <li>• Discover</li> <li>• Exchange of good practices</li> </ul>	N/A
120 minutes	1 PC for 2 participants  Internet Connection  Pen and paper for participants to take notes	<ul style="list-style-type: none"> <li>• <b>Presentation of a Digital Breakout Challenge (introductory level)</b></li> </ul> <p>As a trainer, you should have performed and completed the CIDizen Digital Breakout Challenges available on <a href="#">the project's website</a>. Choose one available in your own language at an introductory level, the one that you have enjoyed the most, and ask the participant to complete it.</p> <p>You should have divided your group into several pairs of learners to perform the activity.</p>	Digital Breakout (IO1)

10 minutes	Paperboard  Markers	<ul style="list-style-type: none"> <li>• <b>Wrapping Up</b></li> </ul> <p>Ask the participants what they will gain from this session. Write the keywords on a sheet on the board and make sure to keep the sheet for the introductory session of the next workshop.</p> <p>Make sure that the participants understand that Digital Breakout Challenges will be further developed and presented in the final module of this training.</p>	N/A
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As a transition, before working on the second module, you will perform the fourth self-directed learning activity (SDLA.4). You will find all the practical details of the activity in the Self-directed learning activity section.

# Module 2: Cultural Bias and Intolerance (FO-Aarhus)

The second module of the in-service training programme will take 8 hours: 5 hours of face-to-face learning and 3 hours of self-directed learning activities.

The cultural bias and intolerance module is divided into two learning units:

- How cultural bias leads to intolerance
- How intolerance leads to discrimination

## Learning Unit 1: How Cultural Bias leads to Intolerance.

The first unit of this module will take 4 hours divided as follow:

- Workshop: 2 hours and 30 minutes
- Self-directed activity: 1 hour and 30 minutes

Before starting the workshop, as a general preparation, we invite you to perform the first self-directed learning activity (SDLA.1). It takes 45 minutes; you will find all the practical details of the activity in the self-directed learning activity section.

Then, perform the second self-directed learning activity (SDLA.2). It also takes 45 minutes and will deepen your knowledge regarding Cultural Bias and Intolerance.

Make sure to arrive before the participants in the training room. Arrange a sufficient number of chairs in a circle (one per participant). Make sure you have a Paper Board and markers in different colours to perform the workshop as well as a computer, Internet connection and a projector. If possible, provide tea/coffee and snacks for the participants.

<b>Workshop n°1: Cultural Bias and Intolerance</b>			
<b>Learning hours: 2.5 hours</b>			
Learning outcomes	At the end of the workshops, learners should be able to: <ul style="list-style-type: none"> <li>• Define what cultural bias and intolerance is;</li> <li>• Understand how bias and intolerance can influence our points of view;</li> <li>• Know more about the cultural intolerance we are facing in Europe today;</li> <li>• Identify stereotypes and how they affect our vision.</li> </ul>		
Duration	Material Needed	Activity/Tips to the tutor	Resource
5 minutes	N/A	<ul style="list-style-type: none"> <li>• <b>Welcome</b></li> </ul> Introduce yourself to the group and present the topic of the workshop. Keep an informal tone and make sure that participants feel that you are available to answer any questions that may arise during the whole session.	N/A



Duration	Material Needed	Activity/Tips to the tutor	Resource
20 minutes	N/A	<ul style="list-style-type: none"> <li>• <b>Ice breaker:</b></li> </ul> <p>Your group is composed of youth workers, they might know each other from the workshop in Module 1, but they might also meet each other for the first time. In order to get a relaxed and friendly atmosphere, the first activity will be an icebreaker game. This activity will focus on letting the participants get to know each other better hereby creating a relaxed and personal group dynamic.</p> <p>You will find the details of the activity in the resource sheet with the corresponding code.</p>	R1.M2. LU1
15 minutes	Paper Board Markers	<ul style="list-style-type: none"> <li>• <b>Brainstorming session: Which stereotypes do you know?</b></li> </ul> <p>This session should be a discussion among the participants in order to define the different stereotypes and biases we know and meet today.</p> <p>The participants should brainstorm on well-known stereotypes based on these topics:</p> <ul style="list-style-type: none"> <li>• Gender;</li> <li>• Culture;</li> <li>• Individual.</li> </ul> <p>Make notes of the answers on your paperboard.</p>	N/A
15 minutes		<ul style="list-style-type: none"> <li>• <b>Group activity: True or False</b></li> </ul> <p>This activity will focus on the participants' knowledge and assumptions about stereotypes, prejudices, and discrimination in our everyday life. It is important for the participants to understand how stereotyping works and how it affects us.</p> <p>You will find the details of the activity in the resource sheet with the corresponding code.</p>	R2.M2. LU1

Duration	Material Needed	Activity/Tips to the tutor	Resource
20 minutes	Paper Board Markers Computer Internet Connection Video projector	<ul style="list-style-type: none"> <li>• <b>Implicit Bias</b></li> </ul> <p>Watch the video (8:09):</p> <p><a href="https://www.youtube.com/watch?v=OoBvzI-YZf4">https://www.youtube.com/watch?v=OoBvzI-YZf4</a></p> <p>Discuss these questions after having watched the video:</p> <ul style="list-style-type: none"> <li>• What is implicit bias?</li> <li>• Which groups are often judged by implicit bias? (Gender, racial groups, LGBTQ)</li> <li>• What is the IAT? (Implicit association test)</li> <li>• Does the IAT give us a credible insight into common implicit biases and people's behaviour?</li> <li>• What kind of discrimination within hiring does the video refer to?</li> <li>• How did the orchestra business change their distribution of gender?</li> <li>• How can we overcome our own implicit biases?</li> </ul> <p>The session should discuss the concept of implicit bias and the many forms it takes according to the participants. Make notes on the main concepts raised by the group.</p>	
15 minutes		<ul style="list-style-type: none"> <li>• <b>Whose story is it?</b></li> </ul> <p>This activity will focus on cultural stereotyping and prejudices.</p> <p>You will find the details of the activity in the resource sheet with the corresponding code.</p>	R3.M2. LU1
5 minutes	<b>Coffee break</b>		
30 minutes	PC Projector Paperboard Markers	<ul style="list-style-type: none"> <li>• <b>Cultural Bias and Intolerance</b></li> </ul> <p>Deliver the PowerPoint presentation indicated in the reference. Make sure that you have read the presentation beforehand and that you have understood the slides. At some points, group discussions are encouraged. Write the keywords that emerge from discussions with the participants on the Paperboard. The idea is to have a group reflection about cultural biases, prejudices, and intolerance in their everyday lives.</p>	PPT1. M2.LU1

Duration	Material Needed	Activity/Tips to the tutor	Resource
15 minutes	PC Projector	<ul style="list-style-type: none"> <li>• <b>White privilege</b></li> </ul> <p>Watch the video (4:06)</p> <p><a href="https://www.youtube.com/watch?v=ZLgbw_A1mLI&amp;feature=emb_logo">https://www.youtube.com/watch?v=ZLgbw_A1mLI&amp;feature=emb_logo</a></p> <p>Discuss these questions after having watched the video:</p> <ul style="list-style-type: none"> <li>• What is white privilege?</li> <li>• What is the Jim Crow Laws?</li> <li>• What does red-lining cover?</li> <li>• Have you ever thought about some of the advantages of being a white person listed in the video?</li> </ul>	N/A
10 minutes	Paper Board Markers	<ul style="list-style-type: none"> <li>• <b>Wrapping Up</b></li> </ul> <p>Ask the participants what they will gain from this session. Write the keywords on a sheet on the board and make sure to keep the sheet for the introductory session of the next workshop.</p>	N/A

As a transition, before working on the second learning unit of this module, you will perform the third and the fourth self-directed learning activity (SDLA.3 & SDLA.4). You will find all the practical details of the activity in the self-directed learning activity section.

## Learning Unit 2: How Intolerance leads to Discrimination

The second unit of this module will take 5 hours, divided as follow:

- Workshop: 2 hours and 30 minutes
- Self-directed activity: 1 hour and 30 minutes

Workshop n°2: Cultural Bias and Intolerance			
Learning hours: 2.5 hours			
Learning outcomes	At the end of the workshops, learners should be able to: <ul style="list-style-type: none"> <li>• Know how to identify discrimination and stigmatisation;</li> <li>• Understand the effects and consequences of discrimination;</li> <li>• Know how to appropriately respond when facing your own cultural bias and intolerance;</li> <li>• Know how to value diversity in a youth group.</li> </ul>		
Duration	Material Needed	Activity/Tips to the tutor	Resource
5 minutes	N/A	<ul style="list-style-type: none"> <li>• <b>Welcome back</b></li> <li>• Welcome the group back to workshop number 2 revolving around the topic; How intolerance conducts to discrimination.</li> <li>• Keep an informal tone and make sure that participants feel that you are available to answer any questions that may arise during the whole session.</li> </ul>	N/A
15 minutes	N/A	<ul style="list-style-type: none"> <li>• <b>Communication Exercise: "Associations"</b></li> </ul> <p>This is a simple and fun exercise to warm up your group and let everybody think about their concept of "Intolerance". This activity will focus on creating understanding and better communication in the group.</p> <p>You will find the details of the activity in the resource sheet with the corresponding code.</p>	R1.M2. LU2
20 minutes	Paper Board Markers Computer Internet Connection Video projector	<ul style="list-style-type: none"> <li>• <b>Direct and indirect discrimination</b></li> </ul> <p>Before launching the discussion among participants, show the following video (4:55)  <a href="https://www.youtube.com/watch?v=BdFw_i03V0A&amp;feature=emb_logo">https://www.youtube.com/watch?v=BdFw_i03V0A&amp;feature=emb_logo</a></p> <p>1) Find examples of direct discrimination from your own experience, from your society, media or something else.</p> <p>2) Find examples of indirect discrimination from your own experience, from your society, media or something else.</p> <p>3) Find examples of legitimate aims that justify discrimination of some groups in social, cultural, or work-related situations.</p>	N/A

Duration	Material Needed	Activity/Tips to the tutor	Resource
20 minutes	Paper Board Markers Paper Pens	<ul style="list-style-type: none"> <li>• <b>Group activity: The immigrant experience</b></li> </ul> <p>This activity will focus on interaction skills and behaviour towards diversity.</p> <p>It is important for participants to understand how our behaviour towards strangers can affect how they feel included or excluded from a group or society.</p> <p>You will find the details of the activity in the resource sheet with the corresponding code.</p>	R2.M2. LU2
30 minutes		<ul style="list-style-type: none"> <li>• <b>Appropriate responses when facing cultural bias and intolerance</b></li> </ul> <p>Before launching the discussion among participants, show the following video: 4 steps for busting unconscious bias (4:26):  <a href="https://www.youtube.com/watch?v=K-n7el87Dmo&amp;ab_channel=Devex">https://www.youtube.com/watch?v=K-n7el87Dmo&amp;ab_channel=Devex</a></p> <p>Go on to the group activity meant to foster discussion about becoming aware of your own unconscious bias and how to tolerate it in the future.</p>	R3.M2. LU2
5 minutes	<b>Coffee break</b>		
30 minutes	PC Projector Paperboard Markers	<ul style="list-style-type: none"> <li>• <b>Discrimination and stigmatisation</b></li> </ul> <p>Deliver the PowerPoint presentation indicated in the reference. Make sure that you have read the presentation beforehand and that you have understood the slides. At some points, group discussions are encouraged. Write the keywords that emerge from the discussions with the participants on the Paperboard. The idea is to have a group reflection about discrimination and intolerance.</p>	PPT2. M2.LU2
15 minutes	PC Projector	<ul style="list-style-type: none"> <li>• <b>How to value diversity in a youth group</b></li> </ul> <p>Show the following video: CULTURAL DIVERSITY: How can I celebrate my friends? (3:01):  <a href="https://www.youtube.com/watch?v=RqE47pTcAik&amp;ab_channel=PROJECTROCKIT">https://www.youtube.com/watch?v=RqE47pTcAik&amp;ab_channel=PROJECTROCKIT</a></p> <p>After watching the video, ask the participants the following questions:</p> <ol style="list-style-type: none"> <li>1. How could your youth centre/association be more inclusive of culturally diverse students and people with families of diverse backgrounds?</li> <li>2. Besides asking questions, what are some other ways you can be supportive of a friend who is culturally different from you?</li> </ol>	N/A



Duration	Material Needed	Activity/Tips to the tutor	Resource
10 minutes	Paper Board Markers	<p>Wrapping Up</p> <p>Ask the participants what they will gain from this session. Write the keywords on a sheet on the board and make sure to keep the sheet for the introductory session of the next workshop.</p>	N/A

# Module 3: Cultural Value Orientation (FO-Aarhus)

The third module of the in-service training programme will take 8 hours:  
5 hours of face-to-face learning and 3 hours of self-directed learning activities.

The Cultural Value Orientation module is itself divided into two learning units:

- Cultural Value Orientation Theory
- Multiculturalism widening cultural value orientation

## Learning Unit 1: Cultural Value Orientation Theory

The first unit of this module will take 4 hours divided as follow:

- Workshop: 2 hours 30 minutes
- Self-directed activity: 1 hour 30 minutes

Before starting the workshop, as a general preparation, we invite you to perform the first self-directed learning activity (SDLA.1). It takes 45 minutes; you will find all the practical details of the activity in the self-directed learning activity.

Then, perform the second self-directed learning activity (SDLA.2). It also takes 45 minutes and will deepen your knowledge regarding Cultural value orientation.

Make sure to arrive before the participants in the training room. Arrange a sufficient number of chairs in a circle (one per participant). Make sure you have a Paper Board and markers in different colours to perform the workshop as well as a computer, internet connection and a projector. If possible, provide tea/coffee and snacks for the participants.

<b>Workshop n°1: Cultural Value Orientation Theory</b>			
<b>Learning hours: 2.5 hours</b>			
Learning outcomes	At the end of the workshops, learners should be able to: <ul style="list-style-type: none"> <li>• Define cultural value orientation theory</li> <li>• Understand the value orientation method</li> <li>• Understand how our culture influences our beliefs</li> <li>• Understand how our perception of the world is influenced by our culture</li> </ul>		
<b>Duration</b>	<b>Material Needed</b>	<b>Activity/Tips to the tutor</b>	<b>Resource</b>
5 minutes	N/A	<ul style="list-style-type: none"> <li>• <b>Welcome</b></li> </ul> <p>Introduce yourself and the topic of the workshop to the group. Keep an informal tone and make sure that participants feel you are available to answer any questions that may arise during the entire session.</p>	N/A

Duration	Material Needed	Activity/Tips to the tutor	Resource
25 minutes	Blankets or mats the participants can lie on	<ul style="list-style-type: none"> <li><b>Imagination exercise: My imaginary place</b></li> </ul> <p>To get a relaxed, fun, and friendly atmosphere, the first activity will be an imagination exercise.</p> <p>This activity will make the participants use their imagination to tell a story, collaborate, and get to know each other better.</p> <p>You will find the details of the activity in the resource sheet with the corresponding code.</p>	R1.M3.LU1
30 minutes PowerPoint presentation	PC  Projector  Internet connection  Paper and pen for the participants to take notes	<ul style="list-style-type: none"> <li><b>Cultural Value Orientation Theory and Value Orientation Method</b></li> </ul> <p>Deliver the PowerPoint presentation stated in the resource section. Make sure that you have read the presentation beforehand and that you have understood the slides. We encourage group discussions. Write the keywords that emerge from discussions with the participants on the Paperboard.</p> <p>After having held the PowerPoint Presentation, go on to the group activity stated in the resource section.</p>	PPT1.M3.LU1
45 minutes group activity	Print out Table  Paper and pen for the participants to take notes	<ul style="list-style-type: none"> <li><b>Cultural Value Orientation Theory and Value Orientation Method</b></li> </ul> <p>This resource will give the participants a basic understanding of the theory and method of Cultural Value Orientation. Additionally, reflecting on the Value Orientation Method by putting it partially to use.</p> <p>You will find the details of the activity in the resource sheet with the corresponding code.</p>	R2.M3.LU1
5 minutes	<b>Coffee break</b>		

Duration	Material Needed	Activity/Tips to the tutor	Resource
20 minutes		<ul style="list-style-type: none"> <li>• <b>How our culture influences our beliefs</b></li> </ul> <p>Show the following video: Does Culture Influence Our Beliefs? / Timeout (2:50):</p> <p><a href="https://www.youtube.com/watch?v=QGXShrdO0uA">https://www.youtube.com/watch?v=QGXShrdO0uA</a></p> <p>After watching the video, ask the participants to discuss the following questions:</p> <ul style="list-style-type: none"> <li>• Define the difference between beliefs and values.</li> <li>• Explain how both values and beliefs affect human behaviour.</li> <li>• What are the most important beliefs and values that you hold? Can you rank them?</li> <li>• Explain the concept of genetic fallacy?</li> <li>• Where do you think your beliefs come from?</li> <li>• How do the beliefs you hold compare with those of others? Your friends? Your family? Most other people in your community?</li> <li>• Has your culture interdicted some elements/ traditions/ behaviours that other cultures approve of?</li> <li>• What do you see as the relationship between values and attitudes? Beliefs? Opinions? Morality?</li> <li>• Can you think of interesting situations in which understanding and measuring people's values and beliefs might be useful?</li> </ul>	N/A
20 minutes	Paper Board Markers Computer Internet Connection Video projector	<p>How our perception of the world is influenced by our culture and values</p> <p>Show the following video: Symbols, Values &amp; Norms: Crash Course Sociology #10 (9:32):</p> <p><a href="https://www.youtube.com/watch?v=kGrVhM_Gi8k">https://www.youtube.com/watch?v=kGrVhM_Gi8k</a></p> <p>After watching the video, ask the participants the following questions:</p> <ul style="list-style-type: none"> <li>• Explain the difference between material and non-material culture?</li> <li>• Which symbols can you think of from your own culture?</li> <li>• What is a cultural transmission?</li> <li>• Explain the difference between beliefs and values?</li> <li>• How do norms guide our behaviour?</li> <li>• What are <i>folkways</i>?</li> <li>• What are <i>mores</i>?</li> <li>• Can you give examples of taboos in your culture?</li> </ul>	N/A



As a transition, before working on the second module, you will perform the third and the fourth self-directed learning activities (SDLA.3 & SDLA.4). You will find all the practical details of the activities in the Self-directed learning activity section.

## Learning Unit 2: Multiculturalism Widening Cultural Value Orientation

Workshop n°2: Multiculturalism Widening Cultural Value Orientation			
Learning hours: 2.5 hours			
Learning outcomes	<p>At the end of the workshops, learners should be able to:</p> <ul style="list-style-type: none"> <li>• Share knowledge about migration within Europe</li> <li>• Share knowledge about how migration influences our societies (for example in language and vocabulary)</li> </ul>		
Duration	Material Needed	Activity/Tips to the tutor	Resource
5 minutes	N/A	<ul style="list-style-type: none"> <li>• <b>Welcome</b></li> </ul> <p>Introduce yourself and the topic of the workshop to the group. Keep an informal tone and make sure that participants feel you are available to answer any questions that may arise during the entire session.</p>	N/A
20 minutes	Paper Board Markers Computer Internet Connection Video projector	<p><b>Migration in Europe</b></p> <ul style="list-style-type: none"> <li>• <b>Economic Migration</b></li> </ul> <p>Watch the video (2:22):  <a href="https://www.youtube.com/watch?v=q-4yKLNIZO0&amp;feature=emb_logo">https://www.youtube.com/watch?v=q-4yKLNIZO0&amp;feature=emb_logo</a></p> <p>Discuss these questions after watching the video:</p> <p>How high is the percentage of non-EU nationals in the EU countries today?</p> <ul style="list-style-type: none"> <li>• What do the non-EU nationals bring to the EU societies?</li> <li>• Which issues is Europe facing in the future regarding age division?</li> <li>• Which sectors in Europe are lacking workers today?</li> <li>• What skills do we need in Europe today?</li> <li>• Besides the migration of skilled workers, what other measures do we need to help Europe in the future?</li> <li>• How can we overall benefit from migration?</li> <li>• What other positive outputs of migration in Europe can you think of?</li> </ul>	N/A

Duration	Material Needed	Activity/Tips to the tutor	Resource
25 minutes	Paper Board Markers	<p><b>Migration in Europe</b></p> <ul style="list-style-type: none"> <li>• <b>Push and Pull Factors</b></li> </ul> <p>Brainstorming Session: Brainstorm on PUSH and PULL factors for migration</p> <p>This session should be a discussion among the participants in order to define how push and pull factors affect migration.</p> <p>The participants must brainstorm on whether these factors are pull or push related and how they affect migration:</p> <ul style="list-style-type: none"> <li>• Unemployment</li> <li>• Safe environment</li> <li>• Poverty</li> <li>• Hazards</li> <li>• Stability</li> <li>• Unhappiness</li> <li>• War, Civil unrest</li> <li>• Family and friends</li> <li>• Freedom</li> <li>• Discrimination</li> <li>• Overpopulation</li> <li>• Technology</li> <li>• Amenities</li> <li>• Crime</li> <li>• Famine</li> <li>• Education</li> <li>• Health Care</li> </ul> <p>And can they think of other push or pull factors that would lead to migration?</p> <p>Make notes of the answers on your paperboard.</p>	N/A
30 minutes	PC Projector Paper board Markers	<p><b>Migration in Europe</b></p> <ul style="list-style-type: none"> <li>• <b>PowerPoint</b></li> </ul> <p>Deliver the PowerPoint presentation stated in the reference. Make sure that you have read the presentation beforehand and that you have understood the slides. Group discussions are encouraged.</p> <p>Write the keywords that emerge from discussions with the participants on the Paperboard. The idea is to have a group reflection about cultural biases, prejudices, and intolerance in their everyday lives.</p>	PPT1.M3.LU2

Duration	Material Needed	Activity/Tips to the tutor	Resource
20 minutes	Paper Board Markers Computer Internet Connection Video projector	<p><b>Migration in Europe</b></p> <ul style="list-style-type: none"> <li><b>The refugee crisis</b></li> </ul> <p>Watch the video; REFUGEE CRISIS   "People not numbers" - a message from an MSF rescue ship (1:10):  <a href="https://www.youtube.com/watch?time_continue=70&amp;v=IM48ajExLnc&amp;feature=emb_logo">https://www.youtube.com/watch?time_continue=70&amp;v=IM48ajExLnc&amp;feature=emb_logo</a></p> <p>Discuss these questions after watching the video:</p> <ul style="list-style-type: none"> <li>How do you think your country approaches refugees today?</li> <li>Do you think people in your country are threatened by refugees? And why?</li> <li>How can we treat refugees with respect and dignity?</li> <li>How can people in your country help and show solidarity?</li> <li>How can we help refugees integrate into our country?</li> </ul>	
5 minutes	<b>Coffee break</b>		
30 minutes Group activity	Print out the sheet with questions	<p><b>How migration influenced our societies</b></p> <ul style="list-style-type: none"> <li><b>A storytelling exercise</b></li> </ul> <p>This exercise stimulates thoughts about migration by finding inspiration from community stories.</p>	R1.M3.LU2
15 minutes		<p><b>How migration influenced our societies</b></p> <ul style="list-style-type: none"> <li><b>Does migration change our societies?</b></li> </ul> <p>Watch the video; How Much Does Migration Change Receiving Societies? (4:11):  <a href="http://migrationmatters.me/episode/how-much-does-migration-change-receiving-societies/">http://migrationmatters.me/episode/how-much-does-migration-change-receiving-societies/</a></p> <p>Discuss these questions after watching the video:</p> <ul style="list-style-type: none"> <li>How does your society define a migrant?</li> <li>What do you think that Professor Hein de Haas means by migration changes the face of society?</li> <li>Can you think of examples from history where migrants had more power than the natives and could change a society?</li> <li>In what ways can migrants be more powerful and superior to natives?</li> <li>What kind of demographic behaviour do you think migrants change first when they need to fit into a new society?</li> </ul>	N/A

# Module 4: Digital Breakout Challenges as a tool to promote Cultural Intelligence (SOLUTION)

Module 4 of the in-service training programme will take 6 hours and 15 minutes of face-to-face learning and 3 hours and 45 minutes of self-directed learning activities.

The cultural intelligence module is itself divided into two learning units:

- Digital Breakout Challenges as Challenge-Based Learning Resources
- The Digital Breakout Challenge evaluation rubric assessment framework

## Learning Unit 1: Digital Breakout Challenges as Challenge-Based Learning Resources

The first unit of this module will take 5 hours and is divided as follows:

- 3 hours and 15 minutes of face-to-face
- 1 hour and 45 minutes of self-directed learning

Before starting the workshop, as a general preparation, we invite you to perform the first self-directed learning activity (SDLA.5). It takes 45 minutes; you will find all the practical details of the activity in the Self-directed learning activity.

Then, perform the second self-directed learning activity (SDLA.6). It takes 1 hour and will help you to increase your skills in building Digital Breakouts.

Make sure to arrive before the participants at the training room. Arrange a sufficient number of chairs in a circle (one per participant). Make sure you have a Whiteboard and markers in different colours to perform the workshop as well as a computer, internet connection and a projector. If possible, provide tea/coffee and snacks for the participants.



## Workshop n°1: Digital Breakout Challenges as Challenge-Based Learning Resources

Learning hours: 3 hours and 15 minutes

Learning outcomes	At the end of this workshop, learners should be able to: <ul style="list-style-type: none"> <li>• Know the methodological fundamentals of Digital Breakout Challenges</li> <li>• Know the Digital Breakout Challenge structure</li> <li>• Design and develop Digital Breakout Challenges</li> <li>• Present Digital Breakout Challenges to a group of young people</li> <li>• Know the different kinds of challenges that can be used in challenge-based learning</li> <li>• Find different media sources that can be used as puzzles or challenges in a digital breakout.</li> </ul>		
Duration	Material Needed	Activity/Tips to the tutor	Resource
5 minutes	N/A	<ul style="list-style-type: none"> <li>• <b>Welcome!</b></li> </ul> <p>Welcome the participants and explain that during this lesson you will learn about challenge-based learning.</p>	N/A
15 minutes	Whiteboard Markers	<ul style="list-style-type: none"> <li>• <b>Introductory session</b></li> </ul> <p>To introduce this session, you need to prepare a brainstorming activity that will help the students make hypotheses about challenge-based learning.</p> <p>Please use the resource corresponding to this activity.</p>	R1.M4.LU1
1 hour	PC Projector Whiteboard Markers	<ul style="list-style-type: none"> <li>• <b>Challenge-based learning</b></li> </ul> <p>Now that you have introduced challenge-based learning by getting your students to make hypotheses about the topic of the workshop, you have to go deeper into the subject of your lesson.</p> <p>Use the PowerPoint corresponding to this activity to give your class. Make your presentation as interactive as possible, encouraging all students to participate by answering the questions and doing the activity proposed in the PowerPoint.</p> <p>At the end of the presentation, ask your students if there are any questions.</p>	PPT1. M4.LU1
20 minutes	PC Projector Whiteboard Markers	<ul style="list-style-type: none"> <li>• <b>Digital Breakout Challenges</b></li> </ul> <p>You start the session saying that now you are going to present a teaching method related to challenge-based learning.</p> <p>Use the PowerPoint corresponding to this activity.</p> <p>Take some time during the presentation to stop and get the students to reflect about Digital Breakout Challenges and how to use them during their classes.</p>	PPT2. M4.LU1

Duration	Material Needed	Activity/Tips to the tutor	Resource
20 minutes	PC Whiteboard Markers	<ul style="list-style-type: none"> <li>• <b>Try out a Digital Breakout Challenge</b></li> </ul> Ask your students to do the activity by using the corresponding resource.	R2.M4.LU1
1 hour	PC Whiteboard Markers	<ul style="list-style-type: none"> <li>• <b>Develop a Digital Breakout Challenge</b></li> </ul> Explain to the participants that this is the main practical activity of this learning unit and that they have now the opportunity to learn practically how to build a DB.  Use the corresponding resource to deliver this workshop.	R3.M4.LU1
10 minutes	Whiteboard Markers	<ul style="list-style-type: none"> <li>• <b>End of the unit</b></li> </ul> You ask the students to mention 3 things that they have learnt today that were the most useful for them and that they will use in their classes. You can write on the whiteboard the ideas that come out. Then you ask them if there are any other questions or concepts that are not clear yet. You thank everyone for taking this course.	N/A

## Learning Unit 2: Digital Breakout Evaluation Rubric Assessment Framework

The second unit of this module will take 5 hours and is divided as follows:

- 3 hours of face-to-face learning
- 2 hours of self-directed learning

Before starting the workshop, as a general preparation, we invite you to perform the first self-directed learning activity (SDLA.7). It takes 1 hour; you will find all the practical details of the activity in the Self-directed learning activity.

Then, perform the second self-directed learning activity (SDLA.8). It also takes 1 hour and will help you to increase your skills in building evaluating your lessons.

Make sure to arrive before the participants at the training room. Arrange a sufficient number of chairs in a circle (one per participant). Make sure you have a Whiteboard and markers in different colours to perform the workshop as well as a computer, internet connection and a projector. If possible, provide tea/coffee and snacks for the participants

## Workshop n°2: Digital Breakout Challenge Evaluation Rubric Assessment Framework

**Learning hours: 3 hours**

Learning outcomes	At the end of this workshop, learners should: <ul style="list-style-type: none"> <li>• Have a factual knowledge of how to evaluate a Digital Breakout Challenge as a learning resource.</li> <li>• Know how to develop an evaluation rubric.</li> <li>• Know how to develop a lesson plan to integrate Digital Breakout Challenges into youth work practice.</li> <li>• Be able to develop a risk assessment for integrating personal technology into youth work practice.</li> <li>• Know how to complete a lesson plan canvas to plan to integrate Digital Breakout Challenges into youth work practice.</li> <li>• Know how to develop a lesson plan to integrate the Digital Breakout Challenges into youth work practice.</li> </ul>		
Duration	Material Needed	Activity/Tips to the tutor	Resource
5 minutes	N/A	<ul style="list-style-type: none"> <li>• <b>Introduction</b></li> </ul> <p>Open the workshop by welcoming the students and saying that this is the last learning unit of the Module and that they are going to learn how to evaluate Digital Breakout Challenges and how to develop a lesson plan.</p> <p>Tell the students that they are free to ask any question about the topics that you are going to address.</p>	N/A
30 minutes	PC Projector Whiteboard Markers	<ul style="list-style-type: none"> <li>• <b>Digital Breakouts Evaluation</b></li> </ul> <p>Ask the students if they have ever evaluated their lessons and if they know any methods.</p> <p>Then use the PPT corresponding to this session to give the presentation.</p> <p>To conclude, ask your students if they have any questions.</p>	PPT1.M4.LU2
1 hour	PC Projector Whiteboard Markers	<ul style="list-style-type: none"> <li>• <b>Evaluation rubric to assess Digital Breakout Challenges</b></li> </ul> <p>After the presentation of the Digital Breakout Challenge evaluation rubric, you tell your students that they have to put into practice the notions they have just learned.</p> <p>Use the corresponding resource for this activity.</p>	R1.M4.LU2
1 hour 10 minutes	PC Projector Whiteboard Markers	<ul style="list-style-type: none"> <li>• <b>Digital Breakout Challenges as part of a lesson plan</b></li> </ul> <p>Use the corresponding resource to perform the final activity of this unit with the participants.</p>	R2.M4.LU2

Duration	Material Needed	Activity/Tips to the tutor	Resource
15 minutes	Whiteboard Markers	<ul style="list-style-type: none"> <li>• <b>Closing the workshop</b></li> </ul> <p>Answer the last questions about the topics you have presented during this unit.</p> <p>Then, ask the students to write on the whiteboard the concepts and ideas of the workshop that stick to their mind.</p> <p>Thank everyone for attending the course and close the workshop.</p>	N/A

# Resources

# Module 1

Activity Code	Title
R1.M1.LU1	Ice Breaker: Present yourself
<b>Overview</b>	
<ul style="list-style-type: none"><li>• <i>Purpose:</i> to create a friendly working atmosphere, a group dynamic and allow participants to get to know each other and engage dialogue.</li><li>• <i>Duration:</i> 20 minutes</li></ul>	
<b>Instructions</b>	
<p>Ask the participants to get into a circle. Then explain to each participant that they will have to introduce themselves. The second learner will then introduce one fact about themselves, and another fact about the previous learner. This cycle will continue until all learners have stated one fact about themselves, and another fact about another learner.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"><li>• "Hello, my name is Jane, I am the mother of 2 kids who are 6 and 4. I studied architecture, and I worked for 10 years before having my kids. Then my husband, David, was relocated in Singapore for his job so I had to quit mine to follow him. Long story short, I stopped working for 10 years and now I would like to work again this is why I am attending this workshop, to gain new skills."</li><li>• "Ok, so this was Jane; Jane has used to work as an architect and stopped. She wants now to work again. My name is John, and I am 46 years old."</li></ul> <p>You, as trainer, should start the activity.</p>	
<b>Activity details</b>	
N/A	
<b>Assessment of the activity</b>	
<p>At the end of the activity, the group should remember the names of everyone, and a rapport should have been created among the participants.</p>	
<b>References/Further reading</b>	
<p>About the importance of ice-breakers exercises: <a href="https://drexel.edu/goodwin/professional-studies-blog/overview/2018/July/The-3-benefits-of-ising-ice-breakers/#:~:text=Team%20building%20ice%20breakers%20are,a%20team%20building%20ice%20breaker.">https://drexel.edu/goodwin/professional-studies-blog/overview/2018/July/The-3-benefits-of-ising-ice-breakers/#:~:text=Team%20building%20ice%20breakers%20are,a%20team%20building%20ice%20breaker.</a> <a href="https://swiftkickhq.com/icebreakers-why-important/">https://swiftkickhq.com/icebreakers-why-important/</a> <a href="https://www.andmeetings.com/blog/post/benefits-icebreakers-group-discussions">https://www.andmeetings.com/blog/post/benefits-icebreakers-group-discussions</a></p>	

Activity Code	Title
R2.M1.LU1.1	Group Activity: Cultural Evolution
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> Make the participants understand that culture is a living concept that varies according to the person you are interacting with.</li> <li>• <i>Duration:</i> 20 minutes</li> </ul>	
<b>Instructions</b>	
<p>In order to perform the following activity, you should have copied the following questions and made sure to have 3 questions per group of 2 participants (groups can deal with the same questions).</p> <ol style="list-style-type: none"> <li>1. Divide the participants into pairs.</li> <li>2. Distribute three questions to each group.</li> <li>3. Ask each group to think about how their grandparents may have answered each question.</li> <li>4. Each group should then present the results of their discussion.</li> </ol> <p>Questions:</p> <ul style="list-style-type: none"> <li>• What do you find funny?</li> <li>• How do you dress?</li> <li>• How do you greet your friends?</li> <li>• How is success measured?</li> <li>• What do you do in your spare time?</li> <li>• What is proper behaviour?</li> <li>• What is your favourite food?</li> <li>• Add any question you may find useful for the activity</li> </ul>	
<b>Activity details</b>	
N/A	
<b>Assessment of the activity</b>	
At the end of the activity, the group should be aware that culture is a living concept that adapts to the people.	
<b>References/Further reading</b>	
N/A	

Activity Code	Title
R3.M1.LU1	The Greeting Game
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> Participants will experience cultural misunderstandings and understand the power of body language</li> <li>• <i>Duration:</i> 15 minutes</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• Gather the participants and give them the following instructions: <ul style="list-style-type: none"> <li>• “Imagine you are at an international airport. You have been sent there to pick up guests, but you have no idea how they look. But you know that you are all part of the same culture, meaning that you will use the same greeting. Of course, being at an airport it is very loud, and you can’t hear anything people are saying (meaning no talking during the exercise). Now take a look at your card to discover what culture you belong to and try to find your guests by greeting in that particular way!”</li> </ul> </li> <li>• The concrete process of the game is in strong relation with the number of learners in your group.</li> <li>• You will have to generate at least 3 different groups with at least 3 members.</li> <li>• In this instruction, the greeting styles of 7 cultures are prepared.</li> <li>• Choose the ones you find most fitting, print out the pages and cut them into cards for the participants.</li> <li>• Try to choose the most opposite greetings; if you have an idea of your own, you are welcome to include another greeting style.</li> <li>• If you have time left, you can discuss their experiences during the game immediately after.</li> </ul>	



## Activity details

As an overview, the following greeting styles are prepared below:

1. Japanese (*formal bow*)
2. Switzerland (*3 implied kisses on the cheek – left, right, left*)
3. India (*namaste*)
4. Western style (*firm handshake*)
5. Egypt (*kiss the hands of the older person*)
6. Mexico (*strong pat on the shoulder while hugging*)
7. Surfer (*shaka*)

### **You are part of the Japanese culture.**

To find your guest/host, you will bow formally as a greeting.

As a man, keep your arms on the side of your body.

As a woman, fold your hands over your lap while bowing.

### **You are part of the Swiss culture.**

To find your guest/host, you will kiss the cheek three times as a greeting.

Imply a kiss on the left, then the right, and again on the left side of the person in front of you.

### **You are part of the Indian culture.**

To find your guest/host, you will fold your hands and bow your head as a greeting.

This greeting – which is also popular thanks to many yoga courses – is the Indian Namaste.

Fold your hands in front of your chest and bow your head.

### **You are part of the Western culture.**

To find your guest/host, you will shake hands firmly as a greeting.

Offer your right hand to the person in front of you and shake it firmly 2-3 times.

### **You are part of the Egyptian culture.**

To find your guest/host, you will kiss the hands of the older person as a greeting.

Older people are highly respected. This is why, instead of just shaking hands, you will imply a kiss on the hands of the person in front of you. You do not need to keep score who is older for this exercise.

### **You are part of the Mexican culture.**

To find your guest/host, you will hug and pat the shoulder of the other person as a greeting.

This is a way of greeting someone familiar. Torso on torso (you do not need to get very close if you don't feel comfortable), almost hugging, you will pat the shoulder of the other person strongly. Please be careful not to hurt the other person out of enthusiasm.

### **You are part of the Surfer culture.**

To find your guest/host, you will do the Shaka sign as a greeting.

Make a fist and extend your thumb and little finger. Then you will shake it left and right rather quickly.

Make sure that the front of your hand is facing the other person.

### Assessment of the activity

Ask the participants the following questions:

- How did the volunteers feel during this game?
- What misunderstandings did they encounter?
- How do they explain their experiences?

### References/Further reading

About the importance the importance of body language in different cultures:

<https://www.aluminutesportal-deutschland.org/en/jobs-careers/career-magazine/body-language-intercultural-communication/>

[http://www.academia.edu/10105797/Body\\_Language\\_in\\_Intercultural\\_Communication](http://www.academia.edu/10105797/Body_Language_in_Intercultural_Communication)

<https://fr.scribd.com/document/200224424/Body-Language-in-Intercultural-Communication-by-Djordje-Stojanovic>

<https://www.ukessays.com/essays/english-language/the-analysis-of-body-language-intercultural-communications-english-language-essay.php>

Activity Code	Title
R4.M1.LU1.1	Advertisement analysis
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> The objective of this activity is to identify when stereotypes are present in advertisements. Participants should leave the activity with a better awareness of stereotypes in advertising.</li> <li>• <i>Duration:</i> 15 minutes</li> </ul>	
<b>Instructions</b>	
<p>As a group, watch the five advertisements (links below) and discuss how well the ads represent different social groups (racial, gender, sexual, class, etc.). Talk about whether or not the ads focused on stereotypes of those social groups and, if so, what they could have done better. Some good examples of advertisements to look at are cleaning products, car advertisements, perfume, body spray, and fragrance ads. During this activity, participants will learn how to identify when prejudice is present in an advertisement.</p> <p>Links to ads:</p> <p><a href="https://www.youtube.com/watch?v=RDZ0SdlKPXU&amp;ab_channel=DavidPreece">https://www.youtube.com/watch?v=RDZ0SdlKPXU&amp;ab_channel=DavidPreece</a></p> <p><a href="https://www.youtube.com/watch?v=S-7IA54-tmE&amp;ab_channel=QuarterCoyote">https://www.youtube.com/watch?v=S-7IA54-tmE&amp;ab_channel=QuarterCoyote</a></p> <p><a href="https://www.youtube.com/watch?v=yjGSzSyHqMU&amp;ab_channel=powerofthepitt">https://www.youtube.com/watch?v=yjGSzSyHqMU&amp;ab_channel=powerofthepitt</a></p> <p><a href="https://www.youtube.com/watch?v=a7Dcoer2oxA&amp;ab_channel=JobyOnSaturn">https://www.youtube.com/watch?v=a7Dcoer2oxA&amp;ab_channel=JobyOnSaturn</a></p> <p><a href="https://www.youtube.com/watch?v=owGykVbfgUE&amp;ab_channel=OldSpice">https://www.youtube.com/watch?v=owGykVbfgUE&amp;ab_channel=OldSpice</a></p>	
<b>Activity details</b>	
N/A	
<b>Assessment of the activity</b>	
At the end of the activity, the group should have raised its awareness of prejudices in advertisements.	
<b>References/Further reading</b>	
N/A	

Activity Code	Title
R4.M1.LU1.2	Evaluation Form
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> Collect valuable feedback that will be used to improve a) the content of the workshop and b) your skills as a tutor.</li> <li>• <i>Duration:</i> 5 minutes</li> </ul>	
<b>Instructions</b>	
<p>You can print the following form and give a copy to each participant, or you can create an online form (Google Form for instance) and ask the participants to fill it in online at the end of each learning unit. Insist on the fact that the feedback provided is anonymous and will help you improve yourself.</p>	
<p>Name of the learning unit: _____</p>	
<p>What did you like the most? _____</p>	
<p>Why? _____ _____</p>	
<p>What didn't you like? _____</p>	
<p>Why? _____ _____</p>	
<p>How will you reuse what you have learned in your youth trainer activity? _____ _____</p>	
<p>Any suggestions for improvement? _____ _____</p>	
<p>Many thanks for your feedback!</p>	
<b>Activity details</b>	
<p>N/A</p>	
<b>Assessment of the activity</b>	
<p>You should collect as many filled evaluation forms as there are participants.</p>	
<b>References/Further reading</b>	
<p>About the importance of evaluation sessions:  <a href="https://blog.polleverywhere.com/training-evaluation-strategy-5-reasons-why-you-should-have-one/">https://blog.polleverywhere.com/training-evaluation-strategy-5-reasons-why-you-should-have-one/</a>   <a href="https://novisurvey.net/blog/five-key-benefits-of-a-training-evaluation-survey.aspx">https://novisurvey.net/blog/five-key-benefits-of-a-training-evaluation-survey.aspx</a></p>	

## Module 2

Activity Code	Title
R1.M2.LU1	Icebreaker: What do we have in common
<b>Overview</b>	
<ul style="list-style-type: none"><li>• <i>Purpose:</i> to let the participants get to know each other better and create a relaxed and friendly atmosphere, enhance a great group dynamic, and incite the participants to small talk and engage in dialogues.</li><li>• <i>Duration:</i> 20 minutes</li></ul>	
<b>Instructions</b>	
<p>The tutor will divide the participants into 2-4 teams. Each team will have 15 minutes to find 10 things they all have in common as a relaxed and gentle icebreaker. After this exercise, each team will present the 10 things they have in common to the other teams.</p> <p>The thing the participants agree to have in common can be anything from “everybody has travelled to Africa”, “everybody has had a dog at one time in their life” or “Everybody likes Game of Thrones”. The important thing about the exercise is to get to know each other better and start dialogues about interest and personal lives.</p> <p>You, as trainer, will participate in the activity, so the participants will get to know you better as well.</p>	
<b>Activity details</b>	
N/A	
<b>Assessment of the activity</b>	
<p>At the end of the activity, the group will know each other better and feel more aligned with each other, which will increase their ability to be supportive and collaborate with each other.</p> <p>Sharing personal information can also allow the participants to step out of their comfort zone and this can increase their interaction and empathy towards each other.</p>	
<b>References/Further reading</b>	
<p>About the importance of getting to know each other in order to collaborate: <a href="https://www.buildinglearningpower.com/2019/06/collaboration-getting-to-know-you/">https://www.buildinglearningpower.com/2019/06/collaboration-getting-to-know-you/</a></p> <p><a href="https://www.workfront.com/blog/collaboration-tips-40-to-get-your-team-communicating-like-pros">https://www.workfront.com/blog/collaboration-tips-40-to-get-your-team-communicating-like-pros</a></p> <p><a href="https://www.quickbase.com/blog/the-5-best-ways-to-collaborate-with-your-team">https://www.quickbase.com/blog/the-5-best-ways-to-collaborate-with-your-team</a></p>	

Activity Code	Title
R2.M2.LU1.	Group Activity: True or False

### Overview

- *Purpose:* Make the participants think about how many stereotypes, prejudices, and discrimination we experience in our everyday lives and how they affect us.
- *Duration:* 20 minutes

### Instructions

In order to perform the following activity, you should have copied the following questions for 4-5 groups

1. Divide participants into groups of 3-4 persons.
2. Distribute the true or false questions to each group.
3. Ask each group to discuss the answers together and agree on whether it is true or false
4. At the end, you will give them the answers and discuss the results with all the participants.

### True or False Questions:

- **Q1.** Prejudice is unjustifiable negative behaviour toward a group and its members. True / **False** (The answer is false. This is the definition of discrimination)
- **Q2.** Most people perceive women as being more understanding, kind, and helpful than men. **True** / False
- **Q3.** Prejudice operates partly as an unconscious, unintended response. **True** / False
- **Q4.** Racism refers not only to attitudes but also to behaviour and institutional practices that subordinate people of a given race. **True** / False
- **Q5.** In a national survey of Americans, more than half said they would be willing to see a homosexual doctor. True / **False** (Only 39 percent said they would see a homosexual doctor).
- **Q6.** The less we are familiar with a social group, the more we tend to stereotype them. **True** / False
- **Q7.** The phenomenon of greatest prejudice in the most intimate social realms seems to be universal. **True** / False
- **Q8.** Most women feel personally discriminated against. True / **False** (Most women deny feeling personally discriminated against and believe that it is something that other women face.
- **Q9.** Strong gender stereotypes exist, and members of the stereotyped group accept the stereotypes. **True** / False
- **Q10.** In an experiment where white men interviewed both black and white job applicants, the interviewer made more speech errors when the applicant was black. **True** / False
- **Q11.** Those for whom religion is an end in itself, express less prejudice than those for whom religion is a means to an end. **True** / False
- **Q12.** Children of employed women have less stereotyped views of men and women. **True** / False
- **Q13.** In group bias results as much or more from perceiving that one's own group is good as from a sense that other groups are bad. **True** / False
- **Q14.** Compared to non-prejudiced people, prejudiced people take less time to categorize others by race. True / **False** (When shown faces whose race was somewhat ambiguous, prejudiced people took longer, with more apparent concern for classifying people as a member of one's own race or as a member of another race (Blasovich and others, 1997).
- **Q15.** When students get bad grades, research has found that they rate both male and female professors equally harshly. True / **False** (They tend to be especially harsher on female professors)
- **Q16.** People whose positive self-image is threatened tend to be more prejudiced. True / False
- **Q17.** Men have outnumbered women 3 to 1 in primetime television and 9 to 1 as authoritative narrators of commercials. **True** / False
- **Q18.** People often evaluate individuals more positively than the groups they compose. **True** / False
- **Q19.** The authoritarian personality is prejudiced toward Blacks but not toward other minority groups. True / **False** (Those with an authoritarian personality tend to be "equal opportunity bigots.")
- **Q20.** As African American students move from 8th to 10th grade, there is a weakening connection between their school performance and self-esteem. **-MISSING TRUE OR FALSE INDICATION IN SOURCE DOCUMENT**

**Activity details**

N/A

**Assessment of the activity**

At the end of the activity, the group should be aware of the stereotypes we meet and maybe use ourselves and how that can affect others.

**References/Further reading**

How stereotypes affects what people think is fair: <https://penntoday.upenn.edu/news/how-stereotypes-affect-behavior>

Activity Code	Title
R3.M2.LU1	Whose story is it?
<b>Overview</b>	
<p>Purpose: Participants will experience how we all are influenced by cultural prejudices and stereotyping in some way.</p> <p>Duration: 15 minutes</p>	
<b>Instructions</b>	
<p>Gather the participants and give them the following instructions:  Write down your silliest, funniest, or craziest story on a piece of paper. The story can be from your personal life or work life, but it's important that it is a true story.  When all the participants have written down a story, all the stories will be collected and dropped into a bowl or hat.</p> <p>The participants will then take turns randomly picking up a story and reading it out loud.  The participants then have to guess which story belongs to whom.  Each time they chose a storyteller for one of the stories, they must talk about why they believe that this is their story? These discussions will reveal hidden stereotypes and prejudices we often have about each other.  At the end you can discuss their experiences during the game, did they discover stereotypes and prejudices they didn't know they had about other people? Did some of the other participants pronounce surprise with their story? And why?</p>	
<b>Activity details</b>	
N/A	
<b>Assessment of the activity</b>	
At the end of the activity the group will be aware of how they are affected by unconscious prejudices in many different ways.	
<b>References/Further reading</b>	
<p>About how unconscious biases affect our assumptions and judgement:  <a href="https://www.youtube.com/watch?v=dlwkvB0Diz4">https://www.youtube.com/watch?v=dlwkvB0Diz4</a></p>	



Activity Code	Title
R1.M2.LU2	Communication Exercise: "Associations"
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> to help each participant clarify for themselves their concept of intolerance at this point in the module and create dialogue.</li> <li>• <i>Duration:</i> 20 minutes</li> </ul>	
<b>Instructions</b>	
<p>The tutor hands out pen and paper to all the participants.</p> <p>The tutor then asks the participants to answer the following questions and write down the very first images associated with it, whatever comes to mind:</p> <ul style="list-style-type: none"> <li>• If intolerance is a building, it is ...</li> <li>• If intolerance is a colour, it is...</li> <li>• If intolerance is a creature, it is...</li> <li>• If intolerance is music, it is...</li> <li>• If intolerance is a geometrical shape, then it is...</li> <li>• If intolerance is the name of a movie, it is...</li> <li>• If intolerance is a mood, it is...</li> </ul> <p>The tutor then asks the participants for their answers. The purpose of the exercise is to find out and share which answers the participants found interesting and surprising. It reveals the differences in thinking and cultural background, promoting better communication in their work together.</p>	
<b>Activity details</b>	
N/A	
<b>Assessment of the activity</b>	
<p>At the end of the activity will help each participant clarify their concept of intolerance, and after discussing the answers, this will lead to better communication in the group.</p>	
<b>References/Further reading</b>	
<p>Games for Cross Cultural Team Building:  <a href="https://ventureteambuilding.co.uk/two-quick-games-cross-cultural-team-building/#.YBGxFZNKjVo">https://ventureteambuilding.co.uk/two-quick-games-cross-cultural-team-building/#.YBGxFZNKjVo</a>   <a href="https://blog.bonus.ly/remote-team-activities">https://blog.bonus.ly/remote-team-activities</a></p>	

Activity Code	Title
R2.M2.LU2	Group Activity: The immigrant experience
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> Make the participants understand how our behaviour and interactions can affect others and how you act inclusively or exclusively.</li> <li>• <i>Duration:</i> 20 minutes</li> </ul>	
<b>Instructions</b>	
<ol style="list-style-type: none"> <li>1. Introduce the concept of migration as the focus point of this game.</li> <li>2. Divide the participants into two groups.</li> <li>3. Each group must now devise a list of about 10 questions they would like to ask someone who has migrated to their country or town. This migration can be for a variety of reasons such as for work, education or for a different lifestyle. Emphasise open-ended questions that begin with: how, who, what, where, when and why. The questions can be as personal as they like.</li> <li>4. After finishing the 10 questions the two groups will be mixed and paired up. They will now engage in roleplaying and will take turns playing the immigrant. The participant not playing the immigrant will interview the immigrant with the 10 prepared questions.</li> <li>5. After this exercise, the group will discuss how they each felt about the questions, when they were playing the role of the immigrant. Were all the questions appropriate and including or did they feel judged or discriminated against in any way?</li> <li>6. Summarise the best and worst questions on the paperboard</li> </ol>	
<b>Activity details</b>	
N/A	
<b>Assessment of the activity</b>	
At the end of the activity, the group should be aware of the power of communication when interacting with people from other cultures, societies or groups and how your approach can affect the individual.	
<b>References/Further reading</b>	
Straight talk about the power of communication: <a href="https://communicationstyles.org/the-four-powers-of-communication/">https://communicationstyles.org/the-four-powers-of-communication/</a>	

Activity Code	Title
R3.M2.LU2	Appropriate responses when facing cultural bias and intolerance
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> Becoming aware of your own unconscious bias and how to tolerate it in the future.</li> <li>• <i>Resource</i> needed: pens for participants</li> <li>• <i>Duration:</i> 30 minutes</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• Print out the 12 unconscious biases from the activity details and put them on a table that is approachable from all sites.</li> <li>• Ask the participants to gather around the table and give them the following instructions: <ul style="list-style-type: none"> <li>• <i>“On the table you’ll find 12 different types of unconscious bias exemplified at interviews within the workplace on separate cards. Please have a look (30-40 seconds).</i></li> <li>• <i>“Now please have a look again and pick a card with a bias that fits with a situation at work where you might have been influenced by your own unconscious bias.”</i></li> <li>• <i>“In turns, tell us which card you’ve picked and share what situation you had at work that fits with the unconscious bias on the card.”</i></li> <li>• <i>“Think about the particular situation you were in, when you made the decision and write down on the back of the card how the decision making could be improved if you were aware of your bias. Find helpful words in the last section of your card about ways to avoid that particular bias.”</i></li> <li>• <i>“In turns, tell us what you wrote and why.”</i></li> </ul> </li> </ul> <p><i>Note: If needed, make a small presentation of the 12 different types of unconscious bias.</i></p>	
<b>Activity details</b>	
<p>As an overview, the following 12 unconscious bias are prepared below for print out:</p> <ol style="list-style-type: none"> <li>1. Affinity bias</li> <li>2. Confirmation bias</li> <li>3. Attribution bias</li> <li>4. Conformity bias</li> <li>5. The halo effect</li> <li>6. The horns effect</li> <li>7. Contrast effect</li> <li>8. Gender bias</li> <li>9. Ageism</li> <li>10. Name bias</li> <li>11. Beauty bias</li> <li>12. Height bias</li> </ol>	

## 1. AFFINITY BIAS

Affinity bias, also known as similarity bias, is the tendency people have to connect with others who share similar interests, experiences and backgrounds. Affinity bias in the workplace: When companies hire for “culture fit,” they are likely falling prey to affinity bias. When hiring teams meet someone they like and who they know will get along with the team, it’s more often than not because that person shares similar interests, experiences and backgrounds, which is not helping your team grow and diversify. While similarities shouldn’t automatically disqualify a candidate, they should never be the deciding factor, either. Ways to avoid affinity bias: Actively take note of the similarities you share with the candidate so that you can differentiate between attributes that may cloud your judgment and the concrete skills, experiences and unique qualities that would contribute to your team as a “culture add” rather than “culture fit.”

## 2. CONFIRMATION BIAS

Confirmation bias is the inclination to draw conclusions about a situation or person based on your personal desires, beliefs and prejudices rather than on unbiased merit.

Confirmation bias in the workplace: In hiring, confirmation bias often plays a detrimental role at the very beginning of the process when you first review a resume and form an initial opinion of the candidate based on inconsequential attributes like their name, where they’re from, where they went to school and so forth. This opinion can follow you into the interview process and consequently steer questions to confirm the initial opinion of the candidate.

Ways to avoid confirmation bias: While every interview will lend itself to a unique conversation based on the individual’s background, it’s important to ask standardized, skills-based questions that provide each candidate with a fair chance to stand out. This will help prevent your team from asking too many off-the-cuff questions that may lead to confirmation bias.

## 3. ATTRIBUTION BIAS

Attribution bias is a phenomenon where you try to make sense of or judge a person’s behavior based on prior observations and interactions you’ve had with that individual that make up your perception of them.

Attribution bias in the workplace: While this may seem harmless, humans are quick to judge and falsely assume things about a person without knowing their full story. When hiring, attribution bias can cause hiring managers and recruiters to determine a candidate unfit for the job because of something unusual on their resume or unexpected behavior during the interview.

Ways to avoid attribution bias: Rather than assume (because we all know what they say about assuming) a candidate is unfit for a job because they were late to the interview, ask them what happened — it could be totally innocent and unprecedented. If there is something on their resume or something they said during the interview that caused you to draw conclusions about the candidate, ask them further clarifying questions. Don’t forget that interviewees are often nervous and may misspeak or stumble. Give them a chance to share their full story with you before you judge.

## 4. CONFORMITY BIAS

Conformity bias is the tendency people have to act similar to the people around them regardless of their own personal beliefs or idiosyncrasies — also known as peer pressure.

Conformity bias in the workplace: When your hiring team gets together to review a candidate's application materials and conduct the interview, conformity bias can cause individuals to sway their opinion of a candidate to match the opinion of the majority. The problem is the majority is not always right, which may cause your team to miss out on an excellent candidate because individual opinions become muddled in a group setting.

Ways to avoid conformity bias: Before you get your hiring team together to review a candidate, have them all write down and submit their individual opinions separate from one another immediately after the interview ends. Then have your team come together and review what everyone wrote down so you can hear their impartial opinions.

## 5 THE HALO EFFECT

The halo effect is the tendency people have to place another person on a pedestal after learning something impressive about them.

The halo effect in the workplace: The halo effect can come into play at any stage of the hiring process. You may see a candidate worked at a highly regarded company or graduated from an elite school, but if there's anything we've learned about the 2019 College Admissions Scandal, it's to not judge a candidate on the merit of their name-brand education.

Ways to avoid the halo effect: The halo effect can be dangerously blinding when it comes to reviewing candidates. When reviewing a stack of applications, you are probably looking for something unique that makes a candidate stand out from the rest. When you do this, also consider the candidate without that one gleaming attribute and see how their experiences, skills and personalities compare to other candidates who may not have had the same privileges or opportunities.

## 6. THE HORNS EFFECT

The horns effect is the tendency people have to view another person negatively after learning something unpleasant or negative about them.

The horns effect in the workplace: The direct opposite of the halo effect, the horns effect can cause hiring teams to weed out candidates based on a trait that is averse to the team's preferences. This could be something as trivial as the candidate working with a company you personally dislike or the candidate displaying a particular quirk or mannerism during the interview. Such traits may alter your perception of the candidate entirely even though it's a small factor that may not even be relevant.

Ways to avoid the horns effect: If you have a negative feeling about a candidate, take the time to figure out exactly where that "gut feeling" is coming from. It may be something superficial or insignificant that shouldn't affect their chance at the role. You may also want to check with the rest of the interviewing team to understand the root of their opinions and preferences about a candidate.

## 7. THE CONTRAST EFFECT

The contrast effect is when you compare two or more things that you have come into contact with — either simultaneously or one after another — causing you to exaggerate the performance of one in contrast to the other.

Contrast effect in the workplace: This one is a bit of a mind-bender, but it's also one of the most common types of bias in the recruiting industry. When you're reviewing loads of candidates, it can be easy to compare one application to the next in the stack and determine which one is better from the other. An exceptionally good interview with one candidate may make the next one seem terrible.

Ways to avoid the contrast effect: Create a structured applicant review and interview process so that your team will be able to compare applications and interview answers as apples-to-apples rather than apples-to-pears. This also goes for performance reviews and rewards for individual employees.

## 8. GENDER BIAS

Gender bias is the tendency to prefer one gender over another gender.

Gender bias in the workplace: It's no surprise that men are all-too-often given preferential treatment over women in the workplace. But to put proof to the pudding, one study found that both men and women prefer male job candidates. So much so that, in general, a man is 1.5 times more likely to be hired than a woman when both are equal-performing candidates.

Ways to avoid gender bias: Conduct blind screenings of applications that exclude aspects of a candidate that may reveal their assumed gender, like name and interests. Set diversity hiring goals to ensure your company holds itself accountable to equitable hiring practices. And again, make sure to compare candidates based on skill and merit rather than traits that can cloud your judgement of them.

## 9. AGEISM

Ageism in the workplace is the tendency to have negative feelings about another person based on their age.

Ageism in the workplace: Especially at American companies, ageism affects older people more often than younger people. About 58 percent of workers believe age discrimination begins when they enter their 50s. At that point, it can be more difficult to change careers, find a job or move up in their careers because employers tend to value younger talent more and more — even though experience and expertise are critical skills for any successful business.

Ways to avoid ageism: Train your team members to understand the issue of ageism and debunk some of the myths about workers of different ages. Your company should also create a policy that prevents age bias along with hiring goals to keep age diversity top of mind when recruiting new talent.

## 10. NAME BIAS

Name bias is the tendency people have to judge and prefer people with certain types of names — typically names that are of Anglo origin.

Name bias in the workplace: This is one of the most pervasive examples of unconscious bias in the hiring process, and the numbers bear it out. One study found that white names receive significantly more callbacks for interviews than African American names. Another study found that Asian last names are 28 percent less likely to receive a callback for an interview compared to Anglo last names.

Ways to avoid affinity bias: This one is simple. Omit the candidate's name and personal information — like email, phone number and address — from their application materials. You can either do this by assigning candidates a number or have an unbiased third-party team member omit this information for the hiring team until they bring a candidate in to interview. This will ensure that hiring teams are selecting candidates based on their skills and experiences without the influence of irrelevant personal information.

## 11. BEAUTY BIAS

Beauty bias is a social behavior where people believe that attractive people are more successful, competent and qualified.

Beauty bias in the workplace: While appearances (race aside) are not protected by the Equal Employment Opportunity Commission, it is a form of bias that is prominent in the workplace. One study found that traditionally attractive people, both men and women, earn higher incomes, whereas less attractive people earn lower incomes. Another study found that attractive people may be discriminated against for roles that are perceived to be beneath them. That may be because attractive people are viewed as more social, happy and successful.

Ways to avoid beauty bias: SHRM suggests that to avoid beauty bias, companies should create structured recruiting and interview processes so that your team will be able to compare applications and interviews equally and reduce the risk of bias. Having an initial phone screening rather than a video call or in-person interview can also help as well as utilizing unbiased technology to identify top candidates.

## 12. HEIGHT BIAS

Height bias or heightism is the tendency to judge a person who is significantly short or tall.

Height bias in the workplace: This may seem a bit far-fetched, but one study found that a person who is six feet tall earns roughly \$5,500 more per year than someone who is five and a half feet tall, regardless of gender, age or weight. Another study found that tall candidates are perceived as more competent, employable and healthy, which may explain why 58 percent of male CEOs at major companies are over six feet tall.

Ways to avoid height bias: Conducting blind interviews, phone interviews or video interviews will reduce your susceptibility to judge a person based on their height. Also simply knowing that this bias is a common social behaviour will help you identify your bias against candidates.

### References/Further reading

- 12 UNCONSCIOUS BIAS EXAMPLES AND HOW TO AVOID THEM IN THE WORKPLACE, Bailey Reiners, August 12, 2019, Updated: January 14, 2021: <https://builtin.com/diversity-inclusion/unconscious-bias-examples>
- How to React to Biased Comments at Work by Judith Honesty, David Maxfield, Joseph Grenny May 03, 2017: <https://hbr.org/2017/05/how-to-react-to-biased-comments-at-work>

Activity Code	Title
RX.M2.LU1	Evaluation Form

### Overview

- *Purpose:* Collect valuable feedback that will be used to improve a) the content of the workshop and b) your skills as a tutor.
- *Duration:* 5 minutes

### Instructions

You can print the following form and give a copy to each participant, or you can create an online form (Google Form for instance) and ask the participants to fill it in online at the end of each learning unit. Insist on the fact that the feedback provided is anonymous and will help you improve yourself.

Name of the learning unit: \_\_\_\_\_

What did you like the most? \_\_\_\_\_

Why? \_\_\_\_\_

What didn't you like? \_\_\_\_\_

Why? \_\_\_\_\_

How will you reuse what you have learned in your youth trainer activity?  
 \_\_\_\_\_

Any suggestions for improvement?  
 \_\_\_\_\_

Many thanks for your feedback!

### Activity details

N/A

### Assessment of the activity

You should collect as many filled evaluation forms as there are participants.

### References/Further reading

About the importance of evaluation sessions:

<https://blog.polleverywhere.com/training-evaluation-strategy-5-reasons-why-you-should-have-one/>

<https://novisurvey.net/blog/five-key-benefits-of-a-training-evaluation-survey.aspx>



## Module 3

Activity Code	Title
R1.M3.LU1	Imagination exercise: My imaginary place
<b>Overview</b>	
<ul style="list-style-type: none"><li>• <i>Purpose:</i> This exercise is about visualization, building the ability to create an imaginary place with people and to make others see it too. The participants will experience how they must decide on certain behaviour and values when imagining a place with people.</li><li>• <i>Resource needed:</i> blankets or mats which the participants can lie on</li><li>• <i>Duration:</i> 25 minutes.</li></ul>	
<b>Instructions</b>	
<ol style="list-style-type: none"><li>1) The participants lie on the floor with their eyes closed. The tutor guides them through relaxation, telling them to breathe slowly and deeply. When relaxed all over, the participants will imagine a nice place with people and culture, they can make it up, or it can be an actual place they know. The tutor now tells everybody to open their eyes, get up and start walking around in their imaginary place. Remind them to use all their senses, not only the eyes. Tell them to touch elements and maybe the people in the imaginary place, listen to the sounds, the talks, the smells, and so on.</li><li>2) Now the participants are divided into pairs. Each pair agrees on who is A and who is B. A closes his/her eyes, keeping both eyes closed until B allows them to be opened. They hold hands. B describes an imaginary place, the people, their behaviour, and how they act with each other. As B's description gets into more and more details, about behaviour, values, rules, expectations, A can ask about details so that he or she may feel the atmosphere, see the people, and feel closer to the imaginary place. In this way, the pairs create the images together. It is important for B to go along with all inputs from A.</li><li>3) In the end, each pair shares their imaginary place and people with the rest of the group.</li></ol>	
<b>Activity details</b>	
N/A	
<b>Assessment of the activity</b>	
This activity will let the group get to know each other in a new and different way by sharing their imaginary places with each other. Sharing these imaginary places can allow the participants to interact in a creative and spontaneous way.	
<b>References/Further reading</b>	
Creative team building games: <a href="https://toggl.com/track/team-building-games/">https://toggl.com/track/team-building-games/</a>	

Activity Code	Title
R2.M3.LU1	Cultural Value Orientation Theory and Value Orientation Method

### Overview

- *Purpose:* To get a basic understanding of the theory and method of Cultural Value Orientation. Additionally, reflection on the Value Orientation Method by putting it partially into use.
- *Resource needed:* Print out Table
- *Duration:* Group Activity, 45 minutes

### Instructions

In order to perform the following group activity, copy the table from activity details for each group comprising 2-3 people.

1. Divide participants into groups of 2 or 3 people.
2. Distribute the table for each group.
3. Ask each group to define the orientations of their own country (if there are several nationalities in group, please pick one country per group)
4. Ask each group to define the orientations of a minority group within the country they picked in step 3 and ask them to define the orientations of the minority group by doing research on the internet if needed.
5. Each group will make a presentation of the findings made in steps 3 and 4.

Ask the following questions after each group presentation:

- What orientation similarities and dissimilarities are there between the country and the minority group within that country?
- Did you find any of the findings surprising? If so, what was surprising to you?
- Do you find the findings useful in any way? How so?
- Do you think it is possible to identify national values, or do you think values differ significantly from person to person?

### Activity details

<b>What is the inherent nature of human beings? Is it...</b>		
Evil	Mixed	Good
<b>What is the relationship between human beings and the natural world? Is it...</b>		
Subordinate	Harmonious	Dominant
<b>What is the best way to think about time? Is it...</b>		
Past	Present	Future
<b>What is the proper mode of human activity? Is it...</b>		
Being	Becoming	Doing
<b>What is the ideal relationship between the individual and society? Is it...</b>		
Hierarchical	Collateral	Individual

### **Assessment of the activity**

The activity will make the group reflect on value orientations in their country and society, and how they treat and perceive minority groups.

### **References/Further reading**


Theory on Cultural Value Orientation:

[https://www.nafsa.org/sites/default/files/ektron/files/underscore/theory\\_connections\\_values.pdf](https://www.nafsa.org/sites/default/files/ektron/files/underscore/theory_connections_values.pdf)

<https://www.leadershipeducators.org/Resources/Documents/Conferences/Minneapolis/Gallagher.pdf>

Activity Code	Title
R1.M3.LU2	How migration influenced our societies A storytelling exercise
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• <i>Purpose:</i> This exercise stimulates thoughts about migration by finding inspiration from community stories.</li> <li>• <i>Resource needed:</i> Print out a sheet with questions</li> <li>• <i>Duration:</i> 30 min.</li> </ul>	
<b>Instructions</b>	
<ol style="list-style-type: none"> <li>1. You will pair the participants up. One is the storyteller, and one is the listener (they both get to play each part). Then they will have 5 minutes each to tell their partner about the community they come from. Tell stories from their everyday lives, good and bad events, people, and behaviour in the community. The listener can ask questions in order to get a broader understanding of the community.</li> <li>2. After this, the listener will have to imagine coming to the storyteller's community as a migrant. They will have to think of a story of how they ended up in this community as a migrant, with migration as the overall topic.</li> <li>3. Now the storyteller will ask the listener these questions about his/her migration to the community: <ul style="list-style-type: none"> <li>• Do you enjoy living in this community?</li> <li>• What experiences, pleasant or unpleasant, do you associate with the place where you live now?</li> <li>• Can you tell a piece of this story?</li> <li>• Do you feel involved in social and community life?</li> <li>• Do you want to do more as a citizen? And can you?</li> <li>• What dreams would you like to achieve?</li> <li>• What would you like to change in this community?</li> </ul> </li> </ol>	
<b>Activity details</b>	
N/A	
<b>Assessment of the activity</b>	
At the end of the activity the participants will have learned about their own communities and how migrants are welcomed and integrated in communities.	
<b>References/Further reading</b>	
Integration after migration and ways to improve it: <a href="https://www.weforum.org/agenda/2018/10/we-need-to-talk-about-integration-after-migration/">https://www.weforum.org/agenda/2018/10/we-need-to-talk-about-integration-after-migration/</a>	

## Module 4

Activity Code	Title
R1.M4.LU1	Spider Diagram to introduce challenge-based learning
<b>Overview</b>	
<ul style="list-style-type: none"><li>• Introduction of the challenge-based learning concept</li><li>• Brainstorm about challenge-based learning</li><li>• <i>Duration:</i> 15 minutes</li></ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"><li>• Start the activity by saying that this is a brainstorming activity to introduce the challenge-based learning.</li><li>• You should reassure the learners by saying that there are no right or wrong answers in the activity, and that the purpose of the activity is to brainstorm ideas and introduce the Unit's topics in a dynamic way.</li><li>• You draw on the whiteboard the following spider diagram and write "challenge-based learning" in the centre:</li><li>• <i>Duration:</i> 10 minutes</li></ul> <div data-bbox="630 772 957 1041" data-label="Diagram"></div> <ul style="list-style-type: none"><li>• If you are giving your class online, you can use the Lucid chart or Creately websites to create your diagram.</li><li>• Then you distribute markers to the students and ask them to write in the diagram the ideas and concepts that come to mind when thinking of challenge-based learning.</li><li>• Once everyone has added their inputs, you read what the participants wrote in the diagram and ask them why they have added that idea or that concept.</li><li>• The objective here is to stimulate a conversation about challenge-based learning that encourages the students to make hypotheses and anticipate the topics that will be addressed during this Unit.</li></ul>	
<b>Activity details</b>	
N/A	
<b>Assessment of the activity</b>	
The activity is successful if each student adds their input to the diagram and actively participates in the discussion about challenge-based learning.	
<b>References/Further reading</b>	
About the importance of brainstorming in education: <a href="https://teaching.unsw.edu.au/brainstorming">https://teaching.unsw.edu.au/brainstorming</a>	
About spider diagrams: <a href="https://www.lucidchart.com/blog/how-to-make-lesson-plan-lucidchart">https://www.lucidchart.com/blog/how-to-make-lesson-plan-lucidchart</a> <a href="https://creately.com/lp/spider-diagram-maker-online/">https://creately.com/lp/spider-diagram-maker-online/</a>	

Activity Code	Title
R2.M4.LU1	Try out a Digital Breakout Challenge
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• Understand the main contents and the framework of a Digital Breakout Challenges</li> <li>• <i>Duration:</i> 20 minutes</li> </ul>	
<b>Instructions</b>	
<p>Present the CiDIZEN e-learning platform and ask the students to create an account if they haven't got one yet: <a href="https://elearning.cidizen.eu/">https://elearning.cidizen.eu/</a></p> <p>Ask the participants to complete a Digital Breakout Challenge.</p> <p>Conclude the activity by asking the students if they could detect all the phases of the Digital Breakout Challenge process and to identify them.</p>	
<b>Activity details</b>	
N/A	
<b>Assessment of the activity</b>	
The activity is successful if the participants complete the full Digital Breakout Challenge on the CIDizen e-learning platform.	
<b>References/Further reading</b>	
<p>About Digital Breakout Challenges:</p> <p><a href="https://www.sandycangelosi.com/2018/05/using-digital-breakouts.html">https://www.sandycangelosi.com/2018/05/using-digital-breakouts.html</a></p> <p><a href="http://edtech.wwcsd.net/digital-breakouts/">http://edtech.wwcsd.net/digital-breakouts/</a></p>	

Activity Code	Title
R3.M4.LU1	Build your own Digital Breakout Challenge!
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• Research content, develop a narrative and create challenges for a Digital Breakout Challenge</li> <li>• Use a Google Form to create the Digital Breakout</li> <li>• <i>Duration:</i> 1 hour</li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• Ask all students to use their computer or Smartphones</li> <li>• Tell them that they will have 1 hour to develop a Digital Breakout Challenge composed of 4 challenges with the title "Breaking down stereotypes"</li> <li>• Group the students so that they can create their Digital Breakout Challenge together</li> <li>• Project PPT2.M4.LU1 to provide the students with a support while developing their Digital Breakout Challenge and tell them that you will support them in it</li> <li>• Make sure to dedicate 5 minutes for the students to present their Digital Breakout Challenge to their peers.</li> </ul>	
<b>Activity details</b>	
N/A	
<b>Assessment of the activity</b>	
All participants will have developed their Digital Breakout Challenge and presented it to the others.	
<b>References/Further reading</b>	
<p>Example of Digital Breakouts:</p> <p><a href="https://sites.google.com/site/7thpoetryreview/">https://sites.google.com/site/7thpoetryreview/</a></p> <p><a href="https://docs.google.com/forms/d/1PPRzDA5RhuZawpo3wOLIIWGZpnZcs5ITrOTP_dFY10g/viewform?edit_requested=true">https://docs.google.com/forms/d/1PPRzDA5RhuZawpo3wOLIIWGZpnZcs5ITrOTP_dFY10g/viewform?edit_requested=true</a></p> <p><a href="https://sites.google.com/view/ditchbookdigitalescaperoom/home">https://sites.google.com/view/ditchbookdigitalescaperoom/home</a></p>	

Activity Code	Title
R1.M4.LU2	Evaluation Rubric to Assess Digital Breakout Challenges
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• Acquire competences in evaluating Digital Breakout Challenges</li> <li>• Learn how to use the Digital Breakout Challenge Evaluation rubric</li> <li>• Improve understanding of the evaluation process and score of the Digital Breakout Challenge</li> <li>• <i>Duration: 45 minutes</i></li> </ul>	
<b>Instructions</b>	
<ul style="list-style-type: none"> <li>• Ask your students if they have any doubts about the evaluation process of the Digital Breakout Challenges through the Evaluation rubric.</li> <li>• Project the slides 9 - 12 of PPT1.M4.LU2 or provide the students with the printed rubric. If your class is online, you can send the PowerPoint to the students by email or share it with them on a cloud platform. Students should be able to consult the rubric during this activity.</li> <li>• Ask the students to work in the same team as the one they designed their Digital Breakout Challenges in during the workshops of the Unit 1.</li> <li>• Assign each team with a Digital Breakout Challenge created by another team during Unit 1. Ask your students to evaluate the Digital Breakout Challenge by using the Evaluation Rubric.</li> <li>• Start a discussion about the scores they gave to each category and ask them to explain their choices. What Digital Breakout Challenge scored the best? Why?</li> </ul>	
<b>Activity details</b>	
N/A	
<b>Assessment of the activity</b>	
The participants should evaluate in teams the Digital Breakout Challenge through the six elements of the Evaluation Rubric and give a final score to the Digital Breakout Challenge.	
<b>References/Further reading</b>	
About assessment rubrics: <a href="https://scholarworks.umass.edu/pare/vol7/iss1/3/">https://scholarworks.umass.edu/pare/vol7/iss1/3/</a>	



Activity Code	Title
R2.M4.LU2	Develop a lesson plan to integrate the Digital Breakout Challenges into youth work practice
<b>Overview</b>	
<ul style="list-style-type: none"> <li>• Increase knowledge on the lesson plan framework</li> <li>• Learn how to develop a lesson plan for young people</li> <li>• Integrate Digital Breakout Challenges in youth work practice</li> <li>• <i>Duration:</i> 1 hour and 10 minutes</li> </ul>	
<b>Instructions</b>	
<p>Show the students the following video:  <a href="https://www.youtube.com/watch?v=XPpW9UVb_90&amp;ab_channel=TeachingsinEducation">https://www.youtube.com/watch?v=XPpW9UVb_90&amp;ab_channel=TeachingsinEducation</a></p> <p>Write the following components of the lesson plan on the whiteboard:</p> <ul style="list-style-type: none"> <li>• Title</li> <li>• Date</li> <li>• Objectives</li> <li>• Standards</li> <li>• Plan</li> <li>• Assessment</li> <li>• Homework</li> <li>• Cross-Curriculum</li> <li>• Differentiation</li> <li>• Technology</li> <li>• Writing</li> <li>• Career Skills</li> </ul> <p>Group the participants in the same teams as those of the other activities.</p> <ul style="list-style-type: none"> <li>• Ask them to work in teams to develop a lesson plan through the components you wrote on the whiteboard and integrate the Digital Breakout Challenge they developed during the Unit 1 workshop.</li> <li>• Tell them that they will have 40 minutes to develop the lesson plan.</li> <li>• At the end of the activity, every team should present their lesson plan to their peers.</li> </ul>	
<b>Activity details</b>	
N/A	
<b>Assessment of the activity</b>	
The activity is successful if the students develop a full lesson plan including their Digital Breakout Challenges.	

## References/Further reading

About lesson planning:

<http://youthlearn.org/creating-lesson-plans/>

<https://cte.smu.edu.sg/approach-teaching/integrated-design/lesson-planning>

[https://crlt.umich.edu/gsis/p2\\_5](https://crlt.umich.edu/gsis/p2_5)

[https://www.youtube.com/watch?v=ZJcYnJ5k8vw&ab\\_channel=MooncakeEnglish](https://www.youtube.com/watch?v=ZJcYnJ5k8vw&ab_channel=MooncakeEnglish)

# Self-directed Learning Activities

The following self-directed learning resources have been developed to complete youth workers' knowledge about the themes of the CIDizen project and in this way enable them to provide the right answers to their students during classes on cultural intelligence, stereotypes, intolerance and other similar topics.

## Module 1

<b>Module Title</b>	Cultural Intelligence		
<b>Unit title</b>	Cultural intelligence to fight intolerance	<b>Activity Title</b>	Self-reflection about cross cultural communication
<b>Activity code</b>	SDLA.1	<b>Type of learning</b>	Self-direct learning
<b>Duration of Activity</b>	<b>45 minutes</b>	<b>Learning Outcome</b>	At the end of this activity, the learner should understand that what is accepted and familiar for someone may not be for another one.
<b>Aim of activity</b>	The video will provide you with some insights into cultural differences and how they affect our vision of the world and society rules.		
<b>Materials Required for Activity</b>	Computer Internet Connection Sheet of paper Pen		
<b>Step-by-step instructions</b>	<p>Watch the video:  <a href="https://www.youtube.com/watch?v=YMyofREc5Jk&amp;ab_channel=TEDxTalks">https://www.youtube.com/watch?v=YMyofREc5Jk&amp;ab_channel=TEDxTalks</a></p> <p>After watching the video, answer the following questions on a sheet of paper:</p> <ul style="list-style-type: none"> <li>• How your personal perception influences the vision of the others?</li> <li>• Try to define the main characteristics of the people in your country. What stereotypes can you identify?</li> <li>• What is the definition of culture according to the lecturer? Do you agree?</li> <li>• Have you ever been in an awkward situation because of cultural differences?</li> <li>• According to you, beside curiosity, what skills should we possess to have a global mind-set?</li> </ul>		

<b>Module Title</b>	Cultural Intelligence		
<b>Unit title</b>	Cultural intelligence to fight intolerance	<b>Activity Title</b>	Culture eats individuality for breakfast
<b>Activity code</b>	SDLA.2	<b>Type of learning</b>	Self-direct learning
<b>Duration of Activity</b>	<b>45 minutes</b>	<b>Learning Outcome</b>	At the end of this activity, the learner should understand that what human beings are cultural beings.
<b>Aim of activity</b>	The video will provide you with some insights into how culture affects our way of organising ourselves as a group, as a society.		
<b>Materials Required for Activity</b>	Computer Internet Connection Sheet of paper Pen		
<b>Step-by-step instructions</b>	<p>Watch the video:  <a href="https://www.youtube.com/watch?v=RLq9uNjsMrs&amp;ab_channel=TEDxTalks">https://www.youtube.com/watch?v=RLq9uNjsMrs&amp;ab_channel=TEDxTalks</a></p> <p>After watching the video, answer the following questions on a sheet of paper:</p> <ul style="list-style-type: none"> <li>• What does it mean to you being [insert your nationality]?</li> <li>• What does it mean to you to be European?</li> <li>• Have you ever felt culturally different? How? When?</li> <li>• Have you ever experienced a situation that you have misinterpreted because of your own cultural bias? Explain.</li> <li>• What is the definition of cultural intelligence provided in the presentation? Do you agree with it?</li> </ul>		

<b>Module Title</b>	Cultural Intelligence		
<b>Unit title</b>	Cultural intelligence to fight intolerance	<b>Activity Title</b>	Check your CQ score!
<b>Activity code</b>	SDLA.3	<b>Type of learning</b>	Self-direct learning
<b>Duration of Activity</b>	<b>45 minutes</b>	<b>Learning Outcome</b>	At the end of the activity, the learner should obtain an assessment of their own CQ score
<b>Aim of activity</b>	The activity will demonstrate that CQ is a complex concept and that you may be an open-minded person, but you need to work on your CQ capabilities to increase your CQ score.		
<b>Materials Required for Activity</b>	PC Email address (to receive your score) Internet connection		

## Step-by-step instructions

- Go to <https://www.chatterbox.io/free-cq-test>
- Perform the test
- Receive your score in your email

Unless you achieved the highest possible score (22/22), you may need to perform some research in order to know more about the different cultures. Check the following links to increase your knowledge:

About Indians:

<https://theculturetrip.com/asia/india/articles/why-do-indians-shake-their-heads/>  
<http://www.bbc.com/travel/story/20180722-cracking-indias-mystifying-nod-code>

About the diets of Muslims:

<https://www.gfs.com/en-us/ideas/eating-according-religious-practices-kosher-and-halal>  
[https://en.wikipedia.org/wiki/Islamic\\_dietary\\_laws](https://en.wikipedia.org/wiki/Islamic_dietary_laws)

About South Africa:

[https://en.wikipedia.org/wiki/Ethnic\\_groups\\_in\\_South\\_Africa#:~:text=Statistics%20South%20Africa%20asks%20people,Other%2FUnspecified%20at%200.5%25.](https://en.wikipedia.org/wiki/Ethnic_groups_in_South_Africa#:~:text=Statistics%20South%20Africa%20asks%20people,Other%2FUnspecified%20at%200.5%25.)

About Japan's etiquette:

[http://www.ediplomat.com/np/cultural\\_etiquette/ce\\_jp.htm](http://www.ediplomat.com/np/cultural_etiquette/ce_jp.htm)  
<https://www.japan-guide.com/e/e622.html>  
<https://www.japan-talk.com/jt/new/japanese-manners-and-customs>

About Israel

<https://www.lonelyplanet.com/israel/narratives/practical-information/directory/etiquette>

About Euro

<https://en.wikipedia.org/wiki/Eurozone>

About the 'thumbs-up':

<https://www.thrillist.com/travel/nation/ok-symbol-thumbs-up-and-other-hand-gestures-that-mean-different-things-abroad>

About tips:

<https://www.thetravel.com/tipping-places-world-not-used/#:~:text=Tipping%20is%20not%20customary%20and,can%20actually%20be%20an%20insult.>

<b>Module Title</b>	Cultural Intelligence		
<b>Unit title</b>	Cultural intelligence in youth work	<b>Activity Title</b>	Self-reflection about cross cultural communication
<b>Activity code</b>	SDLA.4	<b>Type of learning</b>	Self-direct learning
<b>Duration of Activity</b>	<b>90 minutes</b>	<b>Learning Outcome</b>	At the end of this activity, the learner should: Increase their knowledge about CQ Understanding how deeply important CQ is when addressing a group of young people Increase their skills in activity design
<b>Aim of activity</b>	The video will provide you with some insights into cultural differences and how they affect our vision of the world and society rules. The content of the video will support you in the design of a new activity that you will be able to implement in your activities.		
<b>Materials Required for Activity</b>	Computer Internet Connection Sheet of paper Pen		
<b>Step-by-step instructions</b>	<p>Watch the video [48:52] and take some notes on the interesting points addressed by the expert:  <a href="https://www.youtube.com/watch?v=-tvGp9EK0Ac&amp;ab_channel=UltimateYouthWorker">https://www.youtube.com/watch?v=-tvGp9EK0Ac&amp;ab_channel=UltimateYouthWorker</a></p> <p>After watching the video, answer the following questions on the sheet of paper [20:00]:</p> <ul style="list-style-type: none"> <li>• What have you learned about the Mahana culture?</li> <li>• How can the return of experience provided by the expert influence your own work?</li> <li>• How to cope with sub-cultures within your own culture?</li> <li>• How are empathy skills directly connected with CQ?</li> <li>• Why is cultural intelligence one of the most important skills of a youth worker?</li> <li>• Have you ever been prejudiced in your youth educating activities?</li> </ul> <p>Now, have a look at your notes and try to design an activity that you would be able to implement with a group of youngsters addressing a topic you have found interesting in the video [20:00]</p>		



## Module 2

<b>Module Title</b>	Cultural Bias and Intolerance		
<b>Unit title</b>	How cultural bias leads to intolerance	<b>Activity Title</b>	Exploring Bias and Identity
<b>Activity code</b>	SDLA.1	<b>Type of learning</b>	Self-direct learning
<b>Duration of Activity</b>	<b>45 minutes</b>	<b>Learning Outcome</b>	At the end of this activity, the learner should understand what implicit bias is and why it is important that we are aware of it.
<b>Aim of activity</b>	The video will provide you with some insights into how cultural biases can be dangerous for us and how we need to acknowledge our biases. We need to move toward the groups that make us uncomfortable and face the biases we fear in order to change them.		
<b>Materials Required for Activity</b>	Computer Internet Connection Sheet of paper Pen		
<b>Step-by-step instructions</b>	<p>Watch the two videos:</p> <p>Are you biased? I am (8:48):  <a href="https://www.youtube.com/watch?v=Bq_xYSOZrgU">https://www.youtube.com/watch?v=Bq_xYSOZrgU</a></p> <p>We all have implicit biases. So, what can we do about it? (12:00):  <a href="https://www.youtube.com/watch?v=kKHSJHkPeLY">https://www.youtube.com/watch?v=kKHSJHkPeLY</a></p> <p>After watching the video, answer the following questions on a sheet of paper:</p> <ul style="list-style-type: none"> <li>• What are the three characteristics of implicit bias?</li> <li>• Have you ever stumbled across a bias that you didn't know you had? Explain the experience</li> <li>• Why should we focus on implicit bias compared to explicit bias?</li> <li>• How can you outsmart your own unconscious bias?</li> </ul>		

<b>Module Title</b>	Cultural Bias and Intolerance		
<b>Unit title</b>	How cultural bias leads to intolerance	<b>Activity Title</b>	How Stereotypes Affect Us and What We Can Do
<b>Activity code</b>	SDLA.2	<b>Type of learning</b>	Self-direct learning
<b>Duration of Activity</b>	<b>45 minutes</b>	<b>Learning Outcome</b>	At the end of this activity, the learner should understand the concept of stereotype threat and how it affects us
<b>Aim of activity</b>	The video will provide you with some insights into how stereotypes can trigger bad behaviour, low self-esteem, and under performance in the stereotyped individuals.		
<b>Materials Required for Activity</b>	Computer Internet Connection Sheet of paper Pen		
<b>Step-by-step instructions</b>	<p>Watch the two videos:</p> <p>Stereotype Threat: A Conversation with Claude Steele (08:18):  <a href="https://www.youtube.com/watch?v=failylRONrY">https://www.youtube.com/watch?v=failylRONrY</a></p> <p>Implicit Bias, Stereotype Threat and Higher Ed (11:15):  <a href="https://www.youtube.com/watch?v=yiZQaE0q9BY">https://www.youtube.com/watch?v=yiZQaE0q9BY</a></p> <p>After watching the videos, answer the following questions on a sheet of paper:</p> <ul style="list-style-type: none"> <li>• What is the stereotype threat?</li> <li>• Have you ever felt like you are a part of a group, which is being negatively stereotyped?</li> <li>• Have you ever felt a pressure to live up to certain expectations based on your gender, race, nationality, generation, or work?</li> <li>• Have you ever feared living up to a certain bias based on your gender, race, nationality, generation, or work?</li> <li>• What can we do about the stereotype threat in youth centres, educations, workplaces and in society?</li> <li>• How do we cultivate a growth mind-set in ourselves, and in those around us?</li> </ul>		

<b>Module Title</b>	Cultural Bias and Intolerance		
<b>Unit title</b>	How intolerance leads to discrimination	<b>Activity Title</b>	Teaching Tolerance, Test Yourself for Hidden Bias
<b>Activity code</b>	SDLA.3	<b>Type of learning</b>	Self-direct learning
<b>Duration of Activity</b>	<b>45 minutes</b>	<b>Learning Outcome</b>	At the end of this activity, you will be aware of how you unconsciously group other people into categories based on social and other characteristics.
<b>Aim of activity</b>	The test will give you interesting insight into your own hidden biases towards different social groups, cultures, religions, individuals etc.		
<b>Materials Required for Activity</b>	Computer Internet Connection		
<b>Step-by-step instructions</b>	<p>Take the test; "Test Yourself for Hidden Bias"  <a href="https://www.tolerance.org/professional-development/test-yourself-for-hidden-bias">https://www.tolerance.org/professional-development/test-yourself-for-hidden-bias</a></p> <p>The test is an IAT (Implicit Association Test), and the purpose of the test is to measure unconscious or automatic biases. Examining your own possible biases is an important step in understanding the roots of stereotypes and prejudice in our society.</p> <p>The Tolerance Test is divided into 14 different subjects, you must take the 5 tests for:</p> <p><b>Arab-Muslim</b> ('Arab Muslim - Other People' IAT). This IAT requires the ability to distinguish names that are likely to belong to Arab-Muslims versus people of other nationalities or religions.</p> <p><b>Skin-tone</b> ('Light Skin - Dark Skin' IAT). This IAT requires the ability to recognise light and dark-skinned faces. It often reveals an automatic preference for light-skin relative to dark-skin.</p> <p><b>Sexuality</b> ('Gay - Straight' IAT). This IAT requires the ability to distinguish words and symbols representing gay and straight people. It often reveals an automatic preference for straight relative to gay people.</p> <p><b>Asian American</b> ('Asian - European American' IAT). This IAT requires the ability to recognise White and Asian-American faces, and images of places that are either American or foreign in origin.</p> <p><b>Race</b> ('Black - White' IAT). This IAT requires the ability to distinguish faces of European and African origin. It indicates that most Americans have an automatic preference for white over black.</p>		

<b>Module Title</b>	Cultural Bias and Intolerance		
<b>Unit title</b>	How intolerance leads to discrimination	<b>Activity Title</b>	How to value diversity
<b>Activity code</b>	SDLA.4	<b>Type of learning</b>	Self-direct learning
<b>Duration of Activity</b>	<b>45 minutes</b>	<b>Learning Outcome</b>	At the end of this activity, the learner should understand that identities should not be used to alienate what looks different, but rather to bring people together.
<b>Aim of activity</b>	The video will provide you with some insights into how to focus on diversity and inclusion, so people don't have to struggle to adapt. In order to be open to the cultural diversity you meet in the world; you need to embrace the cultural diversity within yourself.		
<b>Materials Required for Activity</b>	Computer Internet Connection Sheet of paper Pen		
<b>Step-by-step instructions</b>	<p>Watch the two videos:</p> <p><b>It's (past) time to appreciate cultural diversity (8:49):</b>  <a href="https://www.ted.com/talks/hayley_yeates_it_s_past_time_to_appreciate_cultural_diversity">https://www.ted.com/talks/hayley_yeates_it_s_past_time_to_appreciate_cultural_diversity</a></p> <p><b>The power of diversity within yourself (9:37):</b>  <a href="https://www.ted.com/talks/rebeca_hwang_the_power_of_diversity_within_yourself">https://www.ted.com/talks/rebeca_hwang_the_power_of_diversity_within_yourself</a></p> <p>After watching the videos, answer the following questions on a sheet of paper:</p> <ul style="list-style-type: none"> <li>• What is home to you?</li> <li>• Do you ever feel that you stand out in any way?</li> <li>• Make a list of different identities you can label yourself with (entrepreneur, mother, nerd, dog lover, etc.)</li> <li>• Have you ever put in extra effort to be a part of a certain group?</li> <li>• Have you ever modified your behaviour to manage the assumptions of others?</li> <li>• Can you identify some cultural diversity within yourself?</li> </ul>		

## Module 3

<b>Module Title</b>	Cultural Value Orientation		
<b>Unit title</b>	Cultural value orientation theory	<b>Activity Title</b>	Beliefs, Values and Cultural Universals
<b>Activity code</b>	SDLA.1	<b>Type of learning</b>	Self-directed learning
<b>Duration of Activity</b>	<b>45 minutes</b>	<b>Learning Outcome</b>	At the end of this activity, the learner will have an understanding of cultural value orientation theory and method
<b>Aim of activity</b>	The text will give you a basic knowledge on the theory and method of cultural value orientation and partially try it out for yourself.		
<b>Materials Required for Activity</b>	Computer Internet Connection Sheet of paper Pen		
<b>Step-by-step instructions</b>	<p>Read chapter 6 "Beliefs, Values and Cultural Universals" of Speaking of Culture by Nolan Weil.</p> <p>You can find it online here:  <a href="https://press.rebus.community/originsofthehumanfamily/chapter/chapter-6-a-closer-look-at-values/">https://press.rebus.community/originsofthehumanfamily/chapter/chapter-6-a-closer-look-at-values/</a></p> <p>After reading the text, use the suggested focus in the chapter and fill out your findings and answers to the following questions:</p> <ol style="list-style-type: none"> <li>1. What are the five questions that every society must answer, according to Kluckhohn and Strodtbeck? Identify the three potential responses to each question.</li> <li>2. List and define Hofstede's six dimensions of culture. Choose two national cultures that interest you. Compare and contrast them using Hofstede's model.</li> <li>3. Identify four problems that critics have identified with Hofstede's theory.</li> <li>4. Do you think it is possible to identify national values, or do you think values differ significantly from person to person and from place to place? Explain</li> </ol>		

<b>Module Title</b>	Cultural Value Orientation		
<b>Unit title</b>	Cultural Value Orientation Theory	<b>Activity Title</b>	Cultural beliefs
<b>Activity code</b>	SDLA.2	<b>Type of learning</b>	Self-directed learning
<b>Duration of Activity</b>	<b>45 minutes</b>	<b>Learning Outcome</b>	Understand how our culture influences our beliefs
<b>Aim of activity</b>	The video will provide you with some insights into how our culture influences our beliefs.		
<b>Materials Required for Activity</b>	Computer Internet Connection Sheet of paper Pen		
<b>Step-by-step instructions</b>	<p>Watch the video; How to Study Cultures - "How Beliefs &amp; Values Define a Culture" (23:44): <a href="https://www.youtube.com/watch?v=U57s0X4imIw&amp;ab_channel=ThriftVHS">https://www.youtube.com/watch?v=U57s0X4imIw&amp;ab_channel=ThriftVHS</a></p> <p>After watching the video answer the following questions on a sheet of paper:</p> <ul style="list-style-type: none"> <li>• What do you look for when defining a culture?</li> <li>• How are beliefs and values shaped?</li> <li>• What are cross-cultural contact and cultural interdependence?</li> <li>• Which of these assets are assigned a certain value in your culture and how?:             <ol style="list-style-type: none"> <li>1. Material objects</li> <li>2. Social relations</li> <li>3. Technical ability or skilled craftsmanship</li> <li>4. Artistic ability</li> <li>5. Education</li> <li>6. Religious beliefs</li> </ol> </li> <li>• How can religion affect beliefs and values?</li> <li>• How do these factors influence cultural interdependence?             <ol style="list-style-type: none"> <li>1. Historical events</li> <li>2. Uneven distribution of natural resources</li> <li>3. Technological advancements</li> <li>4. Impact of various forms of media</li> <li>5. Name events that create cross-cultural interaction?</li> </ol> </li> </ul>		

<b>Module Title</b>	Cultural Value Orientation		
<b>Unit title</b>	Multiculturalism widening cultural value orientation	<b>Activity Title</b>	Migration in Europe
<b>Activity code</b>	SDLA.3	<b>Type of learning</b>	Self-directed learning
<b>Duration of Activity</b>	<b>45 minutes</b>	<b>Learning Outcome</b>	Understand how our perception of migration is influenced by our culture
<b>Aim of activity</b>	This activity will show how the debate on migration is focused on host countries and communities. The videos will give you 8 key insights into migration that come from the perspectives and experiences of migrants.		
<b>Materials Required for Activity</b>	Computer Internet Connection Sheet of paper Pen		

## Step-by-step instructions

Watch the videos:

Intro to A Migrant's View with Nassim Majidi (01:02)

Refugees, Migrants, Asylum-Seekers: Who Are They? (03:50)

"Good Refugees" Stay in the Region but "Bad Migrants" Come to Europe? (04:05)

Is "Refugee Crisis" a Fair Assessment of the Situation in Europe? (4:43)

Why Do People Risk Their Lives to Come to Europe? (03:58)

Will Fighting Smuggling Reduce Migration? (06:00)

Do Deportations Cut Migration? (04:40)

Nassim's Takeaway: Can Europe Welcome Them All? (01:41)

[https://www.youtube.com/playlist?list=PL0i55\\_U4aP2J13qfMhKVLh0S\\_KezEFpKv](https://www.youtube.com/playlist?list=PL0i55_U4aP2J13qfMhKVLh0S_KezEFpKv)

After watching the videos answer the following questions on a sheet of paper:

- What is the basic definition of a migrant?
- How can *the right to work* affect a migrant in Europe?
- What does it mean that most of the migration is south-south?
- Why are some people forced to stay in refugee camps for several generations?
- Explain the three durable solutions that every refugee has?
- How can we think of long-term solutions for refugee camps?
- What are the root causes of migration in Europe?
- What drives migrants to come to Europe?
- What part do smugglers play when we talk about migration?
- The governments in Europe and the migrants have different views on smugglers. Can you try to explain them?
- What are the three scenarios that often happen when people are deported?
- Why do migrants often emigrate to the countries that deported them?
- What are the three answers to the question "Can Europe Welcome Them All?"?






























<b>Module Title</b>	Cultural Value Orientation		
<b>Unit title</b>	Multiculturalism widening cultural value orientation	<b>Activity Title</b>	The Syrian Journey
<b>Activity code</b>	SDLA.4	<b>Type of learning</b>	Self-directed learning
<b>Duration of Activity</b>	<b>45 minutes</b>	<b>Learning Outcome</b>	To look at migration and the dilemmas faced from the perspective of the migrant
<b>Aim of activity</b>	<p>This activity will give you an insight into what it would be like if you were fleeing Syria for Europe. What choices would you make for yourself and your family? The journey game will let you understand the genuine dilemmas the refugees face.</p> <p>They based the journey on extensive research and authentic stories of Syrians who have made the journey.</p>		
<b>Materials Required for Activity</b>	<p>Computer</p> <p>Internet Connection</p>		
<b>Step-by-step instructions</b>	<p>The Syrian conflict has torn the country apart, leaving thousands dead and driving millions to flee their homes. Many seek refuge in neighbouring countries, but others pay traffickers to take them to Europe - risking death, capture, and deportation.</p> <p>The Syrian Journey is an online game where you need to choose your own escape route in order to make it to Europe.</p> <p>Play the game here:  <a href="https://www.bbc.com/news/world-middle-east-32057601">https://www.bbc.com/news/world-middle-east-32057601</a></p> <p>It's difficult to make the right choices and get all the way to Europe, so you might have to start over several times before you succeed.</p> <p>When you have completed the journey, watch the 4 real survivor stories underneath. These stories are from people who risked the journey from Syria.</p>		

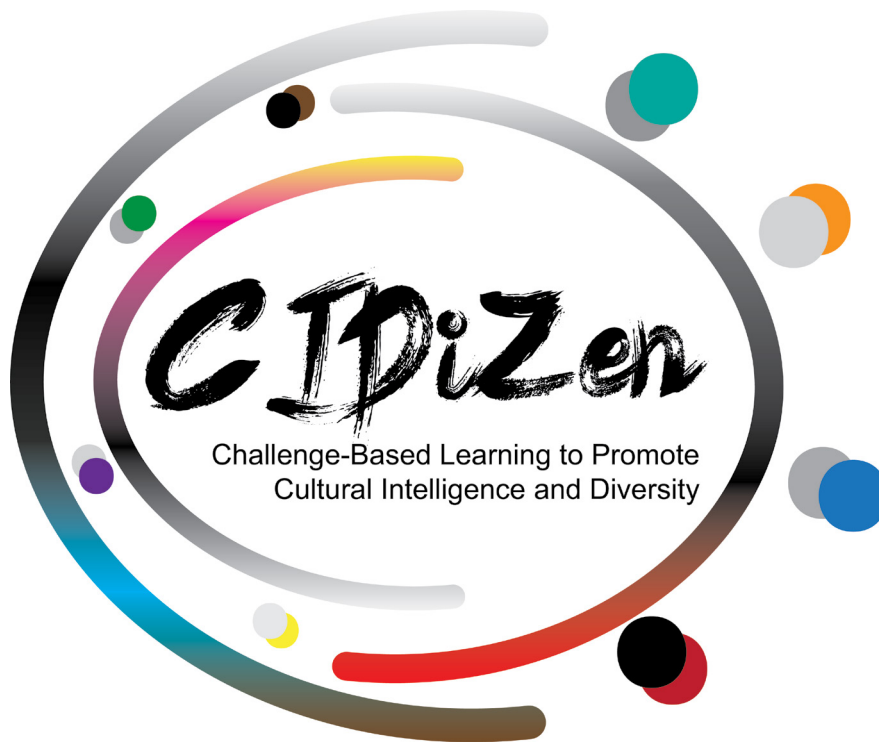
## Module 4

<b>Module Title</b>	Digital Breakout Challenges as a tool to promote Cultural Intelligence (CQ)		
<b>Unit title</b>	Digital Breakout Challenges as challenge-based learning resources	<b>Activity Title</b>	Challenge-based Learning
<b>Activity code</b>	SDLA.1	<b>Type of learning</b>	Self-direct learning
<b>Duration of Activity</b>	<b>45 minutes</b>	<b>Learning Outcome</b>	Increased knowledge of challenge-based learning
<b>Aim of activity</b>	The article will provide information about challenge-based learning and their framework. The students will increase their knowledge about the structure of challenge-based learning resources and their educational process.		
<b>Materials Required for Activity</b>	Computer Internet Connection Sheet of paper Pen		
<b>Step-by-step instructions</b>	<p>Read the following article from the Challenge Based Learning website:  <a href="https://www.challengebasedlearning.org/framework/">https://www.challengebasedlearning.org/framework/</a></p> <p>After carefully reading this article, answer the following questions:</p> <ul style="list-style-type: none"> <li>• What are the 3 phases that compose the Challenge Based Learning Framework? Try to list them without looking at the article.</li> <li>• What is, according to you, the element in the challenge-based learning method that motivates the learners the most?</li> <li>• How would you use challenge-based learning in your classes?</li> <li>• How would you adapt them to the topics you are teaching?</li> <li>• Have you ever used similar teaching methods?</li> </ul>		

<b>Module Title</b>	Digital Breakout Challenges as a tool to promote Cultural Intelligence (CQ)		
<b>Unit title</b>	Digital Breakout Challenges as challenge-based learning resources	<b>Activity Title</b>	Building a Digital Breakout Challenge
<b>Activity code</b>	SDLA.2	<b>Type of learning</b>	Self-direct learning
<b>Duration of Activity</b>	<b>1 hour</b>	<b>Learning Outcome</b>	Better knowledge of the Digital Breakout Challenge framework and narrative and how to develop them
<b>Aim of activity</b>	This video will guide you step-by-step in the creation of your Digital Breakout Challenges on Google Forms.		
<b>Materials Required for Activity</b>	Computer Internet Connection Sheet of paper Pen		
<b>Step-by-step instructions</b>	<p>Watch this video carefully:  <a href="https://www.youtube.com/watch?v=5u9kBXORM7A&amp;t=25s&amp;ab_channel=ABurrili">https://www.youtube.com/watch?v=5u9kBXORM7A&amp;t=25s&amp;ab_channel=ABurrili</a></p> <p>Now try to use Google Forms to make a short Digital Breakout Challenge including challenges related to Cultural Intelligence.  Read this article for more information about Digital Breakout Challenges on Google Forms:  <a href="https://sites.google.com/site/digitalbreakouttemplate/home">https://sites.google.com/site/digitalbreakouttemplate/home</a></p> <p>You can use the following template for it:  <a href="https://docs.google.com/forms/d/1LptCaZTddLiie09B36BC4IlcLZD_RatS_yiw7IDHmxY/viewform?edit_requested=true">https://docs.google.com/forms/d/1LptCaZTddLiie09B36BC4IlcLZD_RatS_yiw7IDHmxY/viewform?edit_requested=true</a></p>		

<b>Module Title</b>	Digital Breakout Challenges as a tool to promote Cultural Intelligence (CQ)																
<b>Unit title</b>	Digital Breakout Challenges Evaluation Rubric Assessment Framework	<b>Activity Title</b>	Lesson Plan Canvas to plan to integrate Digital Breakout Challenges into youth work practice.														
<b>Activity code</b>	SDLA.3	<b>Type of learning</b>	Self-direct learning														
<b>Duration of Activity</b>	<b>1 hour</b>	<b>Learning Outcome</b>	Better knowledge of the lesson plan framework by practicing the use of a specific canvas														
<b>Aim of activity</b>	This Lesson Planning Model Canvas inspired by the Business Model Canvas and is a practical template for teachers to design their lessons. It can be used in a flexible way, so it is adaptable to any student's grades, and Digital Breakout Challenges can easily fit in and be integrated into the whole lesson.																
<b>Materials Required for Activity</b>	Computer Internet Connection Sheet of paper Pen																
<b>Step-by-step instructions</b>	<p>Think of the Digital Breakout Challenges you developed during the workshop of the Unit 1, its topic and how to use it in a class.</p> <p>Then carefully read the Lesson Planning Model Canvas here below and fill it in by answering the questions in the table.</p> <p>You can print it out or fill it in on your computer.</p> <div data-bbox="427 1236 1385 1792" data-label="Form"> <table border="1"> <tr> <td> <b>Past Research</b>           - What are the areas of your research?          - What are grounded theories and who are key contributors in those areas?          - What are the limitations of current research?          - What are/will be the trends of future research?       </td> <td> <b>Framework</b>           - List the constructs and variables that might be relevant to your research.          - Review and re-review the key theories.          - What are your current assumptions about key variables, which influence the phenomena?          - How do your assumptions address the current research problem? Do you need to adjust/update the research problem?       </td> <td> <b>Antecedents</b>           - What factor(s) help to explain the relationship or parts of a relationship between independent variables and dependent variables?          - Is that factor(s) independent?       </td> <td> <b>Moderators</b>           - What changes the strength or direction of an effect between two variables x and y?          - It's qualitative (non-numerical values) or quantitative (numerical values)?       </td> <td> <b>Consequences</b>           - What is the output(s) of the observed relationship?          - What are its benefits, burdens and harms?       </td> </tr> <tr> <td colspan="2"> <b>Method &amp; Data</b>           - Limit the scope of the relevant data.          - What kinds of data will you collect?          - How will you collect those data?          - How will you analyze those data?          - Is there anything to ensure the validity and reliability of those data?       </td> <td colspan="2"> <b>Mediators</b>           - What explains the how or why of an (observed) relationship between two variables x and y?          - Is it Full Mediation or Partial Mediation?       </td> </tr> <tr> <td colspan="3"> <b>Research Problems</b>           - What is the name of the problem(s) we are trying to solve?          - What type is the problem(s) looking for?          - Consider/Difference/Descriptor/Relation(s)?          - What is the source(s) of the problem(s)?          - Deductions from Theory?          - Interdisciplinary Perspectives?          - Interviewing Practitioners?          - Personal Experience?          - Relevant Literature?       </td> <td colspan="2"> <b>Stakeholders</b>           - Who is directly involved in the project?          - Who are the potential beneficiaries of the research?          - Who might be negatively affected by it?          - Who directly or indirectly supports your research?       </td> </tr> </table> </div>			<b>Past Research</b>  - What are the areas of your research? - What are grounded theories and who are key contributors in those areas? - What are the limitations of current research? - What are/will be the trends of future research?	<b>Framework</b>  - List the constructs and variables that might be relevant to your research. - Review and re-review the key theories. - What are your current assumptions about key variables, which influence the phenomena? - How do your assumptions address the current research problem? 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	<p>Source: Oang, Anh-Duc. (2020). Lesson Planning Model Canvas - LPMC</p> <p>Now read what you have written and answer the following questions:</p> <ul style="list-style-type: none"> <li>• Does your lesson plan have a unity?</li> <li>• Could you imagine using it with your students?</li> <li>• Have you integrated the DB in a way that the lesson can be given with fluidity?</li> </ul>																

<b>Module Title</b>	Digital Breakout Challenges as a tool to promote Cultural Intelligence (CQ)		
<b>Unit title</b>	Digital Breakout Challenges Evaluation Rubric Assessment Framework	<b>Activity Title</b>	Evaluating lessons
<b>Activity code</b>	SDLA.4	<b>Type of learning</b>	Self-direct learning
<b>Duration of Activity</b>	1 hour	<b>Learning Outcome</b>	Evaluation of educators' lessons
<b>Aim of activity</b>	Evaluating your lessons and your teaching work is essential to improve the quality of your work. This video proposes teaching evaluation methods that you can apply to your lesson plan and teaching contents.		
<b>Materials Required for Activity</b>	Computer Internet Connection Sheet of paper Pen		
<b>Step-by-step instructions</b>	<p>Watch this video:  <a href="https://www.youtube.com/watch?v=Y3B07M-J058&amp;ab_channel=SarahSavliwala">https://www.youtube.com/watch?v=Y3B07M-J058&amp;ab_channel=SarahSavliwala</a></p> <p>While watching the video, you will see that many questions are asked in the presentation. Try to stop the video and to brainstorm on your own to reflect and find the answers.</p>		



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