

Training Programme

Building shared values

Day **4**

1 Anyone Who

Warm Up Exercise

30 min

Useful for

Warm up exercise, getting to know each other, finding out things we have in common, introducing philosophical questions

Resources needed:

Chairs (one less than the number of people in the group)

Room layout:

Chairs are laid out to form a circle

What happens?

Everyone sits in a circle with one person in the middle acting as the initial facilitator. That person makes a statement which starts with 'anyone who'. For example, they could say 'anyone who ate breakfast this morning', or 'anyone who has a pet'. Everyone to whom the statement applies then has to get out of their seat and find a new seat.

The person left without a seat moves into the middle and asks another ANYONE WHO question.

The rules are that participants are not allowed to move in the chairs next to them or back into their own chair.

The exercise can be modified by giving the person in the middle one of the statements below (or others that the facilitator feels are important to discuss in the context of the work) to read out. Facilitator can also 'freeze' the exercise and

allow for a discussion about the statement. If providing statements, write them on pieces of paper, crunch them up into a ball and leave in the centre of the circle for participants to pick.

Examples of possible statements could include 'Anyone who...':

- Thinks children learn more from TV than from school.
- Likes opera.
- Doesn't vote in elections.
- Wants more children.
- Thinks gravity is a myth.
- Happy about themselves
- Believes there is a God.
- Believes all human beings have equal value.
- Believes their life will get better in the future.
- Believes in destiny.
- Wants to become a celebrity.
- Likes change.
- Thinks there is something evil in everyone.
- Knows what happens if you put a frog in the refrigerator.
- Believes grades at school are a good thing.
- Thinks life is hard.
- Believes they are normal.
- Thinks humans are more valuable than animals.
- Believes that history has a beginning and an end.
- Believes that we learn all our lives.



2 How was yesterday?

Reflection

30 min

Useful for:

Reinforcing the learning from the day before, answering questions, dealing with concerns as they arise

Resources needed:

The reflection sheets from the day before

Room layout:

Chairs in a circle with a chair for every participant and facilitator

What Happens?

Firstly, facilitators ask participants what reflections they have on the day before, what questions they might have, and do they have concerns about the workshop. Facilitators should have read all the reflection sheets and before the morning session starts have decided what issues and observations are emerging. It is important to deal with these, by raising them in the discussion, although the facilitators should not indicate the source of the comment. However, if a participant is happy to acknowledge that the comment came from them, it is important to let them expand on what prompted them to write it.

Often participants are suggesting changes to the workshop programme and structure. Wherever possible, facilitators should allow the suggestions of participants to be incorporated. Suggestions which were made in previous workshops included:

- Having longer breaks.
- Stopping during the day to have five minutes complete silence from time to time for personal reflection.
- Having time for writing up some thoughts during the course of the day.
- Having the opportunity to visit the town or city in which the training is located.

Some of these ideas are already programmed to take place, but facilitators can allow participants to feel they originated these ideas. As the week progresses, participants should feel more and more as the co-creators of the workshop. These daily reflection sessions are part of the process of allowing this to happen.

Notes for facilitators:

Participants have varying levels of tolerance for reflection sessions. Some participants would be happy to talk all day about their thoughts and responses. Others are very anxious to get on with the next activity. It is important therefore to facilitate these reflection sessions carefully. There must be space to ensure that everyone has a chance to contribute, that all the key issues and concerns are identified and discussed. However, it is also important to ensure that these sessions are not too long and to avoid a situation in which a small group of more talkative participants are allowed to dominate. Also remember to leave time for general administrative announcements. In a week-long training there are always lots of administrative issues to be addressed.



3 International exchange

Presentation

25 min

The presentation looks at the ways in which international exchange programmes can be particularly powerful way of developing the understanding of young people in diversity and interculturalism.

Downloads

- [International Exchange \(pptx, 686 kB\)](#).

You can find all downloads at <https://europe-in-perspective.eu/resources/>

4 Diversity based learning and creativity

Presentation

50 min

A film presentation on diversity-based learning and creativity, from CCEs practice, allowing room for questions, reflections and short discussions from and between the participants.

Downloads

- [Film Creative Learning_\(mp4, 887 MB\)](#).

You can find all downloads at <https://europe-in-perspective.eu/resources/>

Experiencing culture – The

5 briefing

Activity

25 min

Useful for:

Considering how cultural institutions communicate their values and articulate inclusivity.

Resources needed:

A list of suitable cultural experiences for the participants (chosen by the facilitators before the training begins); Participants should have paper and pens to note their thoughts

Room Layout:

Room setting suitable for the participants to listen to and understand the instructions (maybe presentation of the questions on screen)

What happens?

Participants are briefed about the following activity. They will go and visit one or more cultural institutions. They should work in small groups sharing their observations of the experience of visiting the institution. In particular, they should consider:

1. The messages conveyed about the institution as it is approached, the meanings contained in the architecture the surrounding area and the entrance.
2. The codes, protocols and behaviours which are implied or expected and how these are communicated.
3. What kind of materials and resources are available for the visitors? What messages are being communicated through these materials about who is welcome and who, perhaps, is not?
4. The institution from the perspective of a different member of the community such as a child, a refugee, a mother, a tourist, a local resident with good or low qualification, ... How does the cultural institution relate to them, communicate with them, makes them feel? What does this tell us about the ethos and relevance of the cultural institution?

Participants are told that when they get back, each group will be expected to give a short presentation answering these questions.

The participants are then briefed about the institutions they will be visiting and given detailed instructions about how to get there and back.

To give the participants more time visiting the cultural institutions there is no lunch at the training venue. Each person gets a lunch pack.

6 Visiting a gallery or museum

Visit

350 min

Useful for:

Helping participants decode cultural institutions, seeking to identify the meta-messages that cultural institutions communicate and how these might impact on different members of the community.

Resources:

A list of suitable cultural experiences for the participants (chosen by the facilitators before the training begins); Participants should have paper and pens to note their thoughts

What happens?

During the course of the afternoon, the participants will visit a gallery, museum or a cultural centre. They will be divided into groups, and each group will visit a separate cultural institution. At each cultural institution they should explore how the institution speaks to or connects with different individuals within the community.

Different members of the group could consider the institution from the perspective of a different member of the community such as a child, a refugee, a local resident with good educational qualifications, a mother, a tourist, ... How does the cultural institution relate to them, communicate with them, makes them feel? What does this tell us about the ethos and relevance of the cultural institution?

They should consider the approach and entrance to the cultural institution, the codes and protocols and behaviours which are implied or expected and how these are communicated. They should look at the materials and resources that are made available.

7 How was the visit?

Reflection

50 min

Room layout:

Chairs in a circle for reflection.

Each group presents their impressions of the visit answering the questions that were posed in the briefing

8 Like, notice, suggest

Reflection

10 min

Every evening, participants are issued with a daily reflection sheet which has three sections. I liked, I noticed, I would suggest. They are asked to quickly complete each section, and these are collected before they go for dinner.

Downloads

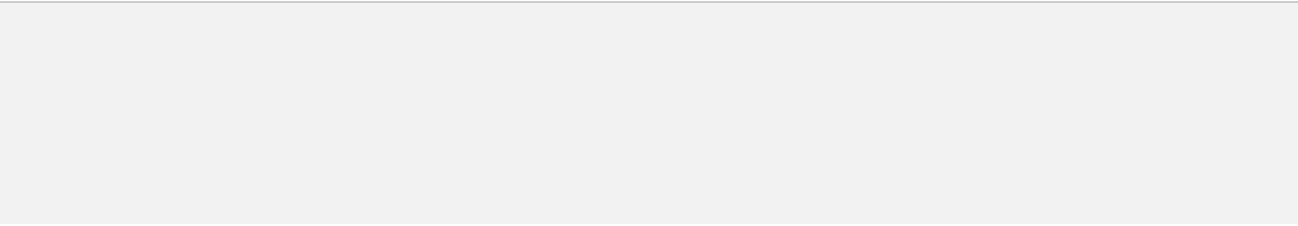
- [Like Notice \(pdf, 43 kB\)](#)

You can find all downloads at <https://europe-in-perspective.eu/resources/>

9 Farewell evening

Informal Evening

During the week participants have been asked how they would like to spend the final evening and one of their ideas is selected and enacted.



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