



APPENDICES



APPENDIX I - GLOSSARY

Accession countries - Countries which have recently joined the EU - Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia and Slovenia (2004) and Bulgaria and Romania (2007)

Active citizenship - Engaging in responsible activities to benefit the wider community rather than for personal gain; where pupils/people get actively involved as young citizens in activities such as participating in school decision-making processes, doing work in different communities, campaigning on issues, fund-raising etc., rather than just learning about citizenship through study of government and other structures. It is also an EU concept being implemented through the "Europe for Citizens" programme, 2007-2013 (see Europa website).

Active learning - Learning by doing, with an emphasis on developing our own understandings through collaboration and shared review of activities.

Bilateral projects - Projects involving just two partners (in two countries), usually for foreign language learning.

Candidate countries - Countries with an agreed pre-accession strategy to join the EU - the Former Yugoslav Republic of Macedonia (FYROM), Turkey and Croatia - allowed to join education projects etc.

Centralised programmes - Where the EU Commission funds and oversees projects directly, e.g. Comenius 2 and 3 projects (in contrast to this, Comenius 1 projects are managed through each country's National Agency).

Comenius (after 15th century Czech teacher, scientist and educator John Amos Comenius) - EU programme for schools and Further Education, where Comenius 1 is concerned with school partnerships; Comenius 2 training of teachers and other schools staff and Comenius 3 development of networks (e.g. Get-in!).

Contact seminar/visit - Special meeting set to help schools etc. find partners
Decentralised programmes - where the national agency funds oversees projects, e.g. Comenius 1 projects.

EFTA (European Free Trade Area) - Partners with the EU in the European Economic Area (EEA) - Iceland, Liechtenstein, Norway and Switzerland - allowed to join education projects etc.

Erasmus (after 16th century Dutch humanist and theologian Desedenius Erasmus) - EU education programme for Higher Education.

Evaluation - Coming to some judgements about the progress or outcomes of a project measured up against the aims and objectives, using monitoring data.

E-twinning - A website which facilitates finding partners for projects (as well as use of ICT to get pupils, schools etc. together).

Global - Across the world, i.e. involving countries beyond the EU international projects

Grundtvig (after 19th century Danish theologian, philosopher and thinker Pastor Nikolaj Grundtvig) - EU adult education programme, which can cover teacher training/curriculum development

International - between countries of the EU and some others (pre-accession and EFTA)

Leonardo (da Vinci) - EU vocational education programme.

Lifelong Learning - New name of EU education programmes (formerly "Socrates"), covering Comenius, Erasmus, Grundtvig and Leonardo.



Lingua - EU foreign language learning programme.

Mobilities - Those parts of a project involving travel (teachers and pupils) to another country. The number of occasions that someone will make a foreign journey as a part of the project. A certain number will be required in the plan in order to gain funding.

Monitoring - Checking how things are going and accumulating data (qualitative and quantitative) on progress.

Multilateral projects - Projects involving more than two partners, e.g. Comenius 1 (school-school) projects.

National Agency (NA) - The body in each country which is responsible for funding and overseeing EU projects (those which are decentralized) They are also responsible for supporting the partners in each country, e.g. for Comenius 1 projects. Note: some projects are funded centrally by the EU (centralised).

Network - A Comenius 2 or 3 project.

NGO - Non Governmental Organization.

Partner - Someone/some organization involved in an EU project. Note: all EU-funded projects require partners.

Pre-accession countries - See candidate countries.

Preparatory visit/meeting - EU-funded meeting of people from different countries who want to be in a project together to develop the idea, plan and put together a bid to secure funding.

Project - A joint activity supported by EU funding.

Socrates - EU action programme in education covering all education projects (now covered by Lifelong Learning).

Theme / Thematic area - The main focus of a project, including the topic which pupils involved in a the project are exploring/learning about.

Western Balkans - potential candidates for EU membership - Albania, Bosnia, Herzegovina, Montenegro, Serbia and Kosovo - allowed to join education projects etc.



APPENDIX II - WEBSITES

The Get-in! website www.get-in.info

SOCRATES website http://ec.europa.eu/education/index_en.html

FINDING PARTNERS

In-service training courses and study visits abroad can also help you find possible partners. Look in the Comenius database to find courses <http://ec.europa.eu/education/trainingdatabase/>

E-twinning school partnerships in Europe <http://www.etwinning.net>

Signing up for the eTwinning portal will allow you to find a partner school, register a partnership and get access to a Twinspace (a workspace that can only be accessed by you and your partner school). Once registered, you can log in the portal with your username and password. The eTwinning Portal offers a range of online tools to assist you in finding a partner and running your project. There are no grants or administration connected to the scheme, and face-to-face meetings are not a requirement. Once you have registered your school, you can use the Meeting Point (partner-finding forum) and the TwinFinder to search for partners. You can combine different search criteria to narrow the results. The eTwinning tools are simple and easy to use whether you are a basic or advanced ICT user.

The searchable Gallery gives interesting examples of projects e.g. European Classrooms is a virtual book focusing on the diversity of learning and education all over the world. Texts and illustrations are published by pupils from different countries. Pupils choose the genre of their texts and colourful illustrations. The project is open to all school levels and subjects, to all pupils who want to become writers and illustrators.

<http://myeurope.eun.org>

myEUROPE is a Web-based project which aims to help teachers raise their pupils' awareness of what it means to be a young citizen in Europe. It involves a network of more than 3600 schools.

<http://www.siu.no/socpart> (Unavailable due to maintenance 26/6/07)

Not only to search new partners, but also to look up existing projects.

<http://www.globalgateway.org.uk/>

A UK-based initiative with partner search opportunities in countries also beyond Europe.

NATIONAL AGENCIES (NA)

Each country has an agency that runs the decentralized European programmes, such as Comenius. Sometimes they also organize partner finding seminars. Contact your own NA, see the full overview of addresses on the internet: http://ec.europa.eu/education/index_en.html

The NAs of the Get-in partner countries are:

Deutschland <http://www.kmk-pad.org/>

France <http://www.europe-education-formation.fr/>

Hungary www.tka.hu

Nederland <http://www.europeesplatform.nl>

Portugal www.socleo.pt

Sweden <http://www.programkontoret.se>

United Kingdom <http://www.britishcouncil.org/socrates>

Turkey <http://www.ua.gov.tr>



<http://www.ambafrance-ma.org>

Website of the French embassy, also on exchanges and cooperation between schools in France and Morocco.

<http://www.educagri.fr>

Website with addresses for exchanges between France and Morocco for education in agriculture.

<http://www.globalgateway.org.uk/>

A UK-based initiative with partner search opportunities in countries also beyond Europe.

GRANTS and FUNDING

European programme 'Comenius'

The most relevant action for schools is the Comenius programme. For more information:

http://ec.europa.eu/education/index_en.html

The YOUTH programme is the EU's mobility and non-formal education programme targeting young people aged between 15 and 25 years: http://ec.europa.eu/youth/program/index_en.html

Each country has a National Agency where you can get information about the application procedure. There are 3-5 deadlines for applications per year.

National and bilateral programmes

These are funded nationally, so only schools from that country can apply through their own National Agencies.

Netherlands

A range of programmes for Dutch schools; please refer to www.europeesplatform.nl

Classroom resources and school linking projects

Get Global! is a guide for teachers of 11-16 year olds on how to facilitate and assess active global citizenship. It provides a structure for pupils to manage their own learning: from thinking about issues that are important to them, planning and participating in action, to reflecting on their performance. Innovative activities promote a skills-based (rather than content-based) approach so they can be used within different subject areas and ages.

The guide is available in PDF format, either in English or Welsh, to download. <http://www.oxfam.org.uk/coolplanet/teachers/getglobal/index.htm>

Oxfam's Cool planet: young people and diversity. Global activities which could be adapted for use in European situations <http://www.oxfam.org.uk/coolplanet/teachers/resources/children.htm>

Looking at the world: Young people around the world Powerpoint with stimulus questions: <http://www.primaryresources.co.uk/pshe/powerpoint/lookingattheworld.swf>

Truetube is a place for young people where you get to have a say on the real issues that concern us all.

Video sharing is at the centre of the site, with you generating the majority of the content. You can view different sides of an argument, watch amazing accounts of how these issues affect the lives of people like you, make your own videos in response to any issue, check the facts and the figures and actively get involved in making a change.

<http://www.truetube.co.uk/>

Thinking Things: Snaith Primary School

This site, from Snaith Primary School in east Yorkshire, provides learning activities and teaching resources for Key Stage 1 and 2 on a range of topics, including European diversity. Although primary level they are in a range of languages <http://www.eurotales.eril.net/>

eSchola, organised by European Schoolnet in co-operation with the European Commission, is an opportunity for teachers to present their ICT projects online and work with other schools from around Europe. The website is available in seven European languages and provides a project showcase (including examples of best practice) and information about the collaborative activities schools can participate in. <http://eschola.eun.org>

World InfoZone aims to add an international perspective to education. WIZ consists of Linking the World country and cultural profiles, Newslink, country Features, and Global Communication. Includes a Spotlight on Europe section <http://www.worldinfozone.com/>

Linking our world: a case study of global communication

<http://www.worldinfozone.com/features.php?section=sMenu>

Geographical Association Think piece on teaching about Europe Karl Donert (Liverpool Hope University College) describes how teaching and learning about Europe, the EU and the EC should form an integral part of twenty-first century geography. <http://www.geography.org.uk/projects/gtip/thinkpieces/europe/>

This Think Piece accompanies the one on 'Enabling European activities' <http://www.geography.org.uk/projects/gtip/thinkpieces/europeactivities/>

NACELL (National Advisory Centre on Early Language Learning) recommends the following organisations: <http://www.iecc.org>

Intercultural E-Mail Classroom Connections (IECC) is a free service to help teachers link with partners in other countries and cultures for e-mail classroom pen-pal and project exchanges.

International Tandem Network: Language learning in tandem via the Internet <http://www.slf.ruhr-uni-bochum.de/etandem/etindex-en.html>

In the International Tandem Network, institutions in many different countries work together to help their pupils learn languages in tandem (primarily via the Internet).

For French partners:

Ecoles Françaises: Courrier Electronique A list of e-mail addresses for schools in France <http://www.wfi.fr/>

For German partners:

Schulnetze / SchulWeb An open German School Network which includes information and links to German schools on the Internet <http://www.schulweb.de>

Challenge Europa takes to the air! A growing number of schools around the world are using Dudley Challenge Europa, the follow on to Challenge 2000. A virtual balloon journey around Europe unfolding over the next 10 months. The challenges are set largely by the country visited and include a range of problem solving activities designed to encourage collaboration and make young people think. http://www.bgfl.org/bgfl/7.cfm?s=7andm=136andp=110,view_resourceandstart=1andkw=andel=2,3,4,5,6,7andsc=12andid=1445



11 anti-racist group activities from the Woodcraft Folk <http://www.antiracist.org.uk/>

INFORMATION ON TRAVEL DOCUMENTS

In the Netherlands <http://www.visum.nl/index.htm>

<http://www.minbuza.nl>

In Turkey <http://www.mfa.gov.tr/mfa>

In the UK <http://www.fco.gov.uk>

GETTING TO KNOW EACH OTHER

Make a guide booklet with the most important expressions in the partners' languages and/or the target language. Give pupils in advance of the exchange a crash course in the partner's language. They can then at least thank their host parents kindly! For German-Dutch there is an example of such a booklet on the website www.austausch.nl

The project 'Discovering Diversity' has a project on 'personal space', where photos were taken from pupils' rooms at home, in different countries, with explanations of what elements of the room mean to them. There is a teachers' pack available. <http://www.discoveringdiversity.org/>

An Intercultural Project in the Classroom

You can get to work with 'pushing back frontiers' with intercultural and partly international projects even without setting a step over the border. Below we have listed for your convenience a number of internet sources, where a lot about 'interculturalisation' can be found from project examples and teaching materials to publications.

Multilateral/multilingual

<http://www.un.org/Dialogue/> United Nations - Dialogue Among Civilisations; Online Memory - Games

<http://www.academie-universelle.org/> (in French, English and Spanish)

<http://www.academie-universelle.org/manuel/index.htm> (interactive handbook in development), author Furio Colombo, Umberto Eco, Jacques Le Goff.

In German

<http://www.aktioncourage.org/> Schools without racism is one of the projects which are explained on this website. Website and projects are the initiative of civilians.

<http://www.exil-club.de/> German language website in which the life and works of persecuted and censored artists are illustrated. Mediates in contacts between schools, action groups and human rights-organisations.

<http://www.heimat-in-deutschland.de/> What do the ethnic minority Germans think of Germans? German language website.

<http://www.goethe.de> Site on intercultural learning for teachers in secondary education. Development of material and modules.

<http://www.projekte-interkulturell-nrw.de/> This website describes intercultural and antiracist projects in schools and youth work in the federal state of North Rhine-Westphalia. It has also a databank with intercultural, antiracist projects in NRW, with search option for places, target groups, etc.

<http://www.goethe.de/oe/mos/odyssee/index.htm> Odyssee - an intercultural e-mail searching game.

<http://www.learn-line.nrw.de/angebote/log/> Lernen ohne Grenzen (LOG)

Intercultural Projects, addresses of participating schools. Simple databank to look for schools in German states.

In Dutch

<http://www.tijm.nl/> A site on interculturalisation and education. Tips, teaching material and suggestions.

<http://www.lbr.nl/> Website of the National Bureau against Racism.

<http://www.art1.nl/?node=1257> School without Racism: Project from the LBR.

<http://www.annefrank.nl/> Website of Anne Frank with teaching material in different languages.

<http://www.digischool.nl/du/lehrer/dms/dblatt/18/annefrank.php> Anne Frank study sessions.

E-MAIL CONTACTS

Handbook for e-mail contacts

'Het beeld van de ander' offers an easy to begin e-mail project in three languages: 'Das Bild der Anderen', 'L'image des autres' or 'The image of the other'. Lots of information can be found on the website on existing projects, you can put in a request for a partner, print materials, et cetera.

German: <http://www.bild-online.dk/>

English: <http://www.esp.uva.nl/Image-UK/>

French: <http://www.esp.uva.nl/Image-FR/>

Databases for e-mail contacts

<http://e-mail.projekt-in.de/> E-mail exchanges, class partnerships, projects. Supply and demand of partners throughout the whole world with search engine and databank.

Example of an e-mail project: Global teenager

http://www.ict-edu.nl/content/nederlands/icte/middenframe_gtp.html

Co-ordinated by www.ict-edu.nl

See also: International Institute for Communication and Development www.iicd.org

More e-learning examples on the internet

Multilateral/multilingual

The new European initiative 'E-twinning' offers tips and advise, through the central website <http://www.etwinning.net> and national contact points (in all European languages).

European Schools Project <http://www.esp.uva.nl/>

Examples of projects on a number of themes, complete with scripts and materials

ESPweb - Projects (NL), www.esp.schule.de/ German version

The GLOBE Program <http://www.globe.gov/>: Global Learning and Observations to Benefit the Environment

iEARN International Education and Resource Network <http://www.iearn.org/>

A non-profit network that enables young people to use the Internet and other new technologies to engage in collaborative educational projects that both enhance learning and make a difference in the world.



Collaborative projects: <http://www.earn.org/projects/index.html>

Creative/Language Arts Projects: http://www.earn.org/projects/project_gateway_languages.html

The EuropaGO site <http://www.europa.eu.int/europago>

Play and learn about the European Union with EuropaGO

Young European citizens aged 10 to 14 years old are invited by the European Commission to learn more about Europe with a brand new set of fun and educational online games. The set of games tests knowledge of European culture, history, geography and much more. The game site is appealing to young people, with funky graphics and goodies to download.

All Equal in Diversity - A New International Schools Campaign

UNESCO Associated Schools in countries participating in the "Breaking the Silence" Transatlantic Slave Trade (TST) Education Project are encouraged to sign up for a new international schools campaign: "All Equal in Diversity: Mobilizing schools against racism, discrimination and exclusion". Launched on 21 March 2005, the International Day for the Elimination of Racial Discrimination, the campaign was elaborated after extensive consultation and finalized at the International TST Youth Forum in Port of Spain, Trinidad and Tobago, November 12 - 16, 2004, as a follow-up activity to the International Year to Commemorate the Struggle against Slavery and its Abolition, celebrated in 2004. Participating schools make a commitment to undertake a minimum of three activities annually over three years, against racism and in favour of cultural diversity. A Campaign Kit provided to schools includes a poster, stickers and a booklet which proposes guidelines, background documents and a variety of activities, along with an annual report form and evaluation questionnaire. Schools can register after 21 March at aspnet@unesco.org to receive the campaign kit in hard copy or on CD-Rom, or download the kit at <http://www.unesco.org/education/asp>

REPORTS ON ETHNIC MINORITIES

From the policy paper of the Netherlands Ministry for Large Cities and Integration Policy, 2002, titled 'Integration in the perspective of immigration'. The whole paper can be downloaded (in Dutch) from www.integratie.net

Studies on minority youth at school

Thanks to the author, Hans Vervoort, and the publishers, Vrij Nederland, you can read here a part of the results of a written survey of 122 Turkish, 217 Moroccan and 327 Dutch young people in the Netherlands between the ages of 16-21, in 2002. They were following a course at the regional training centres in Amsterdam or Rotterdam (Zadkine and Albeda College). The survey was set up and undertaken by the organisation 'Team Vier' from Amstelveen and the full survey (in Dutch) can also be found on their website: www.teamvier.nl

CALENDARS OF RELIGIOUS AND OTHER FESTIVALS

<http://www.interfaithcalendar.org> which also explains the meaning of each event. BBC Religion and Ethics multifaith calendar <http://www.bbc.co.uk/religion/tools/calendar/> <http://schools.leicester.gov.uk/home/ls/wholeschoolissues/multicultural-education/multicultural-education/advisory-teacher/school-linking>

Global Gateway "The Global Gateway is a new international website, enabling those involved in education across the world to engage in creative partnerships. It is a one-stop shop, providing quick access to comprehensive information on how to develop an international dimension to education." Developed by the British Council for the DfES. <http://www.globalgateway.org.uk/> Learning World, on-line newsletter from the British Council <http://www.britishcouncil.org/learning-world.htm>

Link Community Development

The charity works within Uganda, Ghana and South Africa and provides opportunities for school links and teacher placements. <http://www.lcd.org.uk/>

My Europe; myEUROPE is a Web-based project which aims to help teachers raise their pupils' awareness of what it means to be a young citizen in Europe. By involving a network of more than 4500 schools, the diversity of Europe is brought into the classroom via the Internet, because the path to living together in Europe starts at school! <http://myeurope.eun.org/ww/en/pub/myeurope/home.htm>

The teachernet: school links

Links to sites about school linking <http://www.theteachernet.co.uk/stos/>

TES make the Link The TES's Make The Link campaign aims to encourage schools throughout Britain to form links with teachers and pupils around the world. http://www.tes.co.uk/make_the_link/

BBC World Class Find out how to get your school a global link, share your twinning ideas, showcase your school and get yourself on air. <http://www.bbc.co.uk/worldclass/>

ePals "Join the world's largest online classroom community - its free and easy! Once registered, you'll get access to all of ePALS' educational tools and resources including ePALS Webmail, Monitored Email, instant language translation, and more." www.epals.com

North-South Schoollinking Information sharing and evaluation of school linking for Development Education in the EU. www.schoollinking.net

Science across the world Join the thousands of schools around the world where pupils are exchanging information, opinions and ideas on a variety of science topics with young people in every continent. Exchanges are possible in several languages. Explore this website to see the wide range of topics and free resources in several languages. <http://www.scienceacross.org/index.cfm?fuseaction=content.showhomepage>

Inter-faith dialogue by e-mail Information about work started in Leicester between Uplands Junior School and St Thomas More Catholic Primary School. <http://www.leicester.gov.uk/your-council--services/education--lifelong-learning/school-staff/curriculum-subjects/religious-education/for-teachers/email-project>



APPENDIX III - BUILDING POSITIVE

With the Muslim community, based on Leicester (UK) City Council's Children And Young People's Service

General approach

Dealing with situations involving minority pupils and their parents is not fundamentally different from the way in which we deal with other situations in school. It is easier to be pro-active rather than reactive.

- § Involve parents
- § Make sure the school's existing policies and practices are made clear in school documents
- § Reinforce the school's expectations of pupils and parents
- § Review existing policy and practice
- § Revise school documents to take account of emerging trends and concerns

When issues do arise:

1. **Clarify** We have to be clear what the issue is for the student, parent or staff member. This means we have to listen and check our understandings before we can begin to explore ways forward.
2. **Explain the educational rationale** The reasons for what you do may well have a sound, educational basis that is obvious to you but they may well need to be made explicit to others.
3. **Negotiate and involve** Negotiation is usually the best way forward, so be prepared to approach situations in an open and flexible manner, as far as is possible and try to accommodate pupil/student, parent and staff wishes. Involve the other parties and explore what we can do together. We must make sure that we are seen as positive and helpful in our work to improve the situation. This engenders the kind of good faith and mutual respect that we need to resolve situations.
4. **Enact** Put into practice what has been agreed.
5. **Re-negotiate** If this does not work satisfactorily or if things move on and an arrangement no longer works, modify it or try something different. We will not always get it right or satisfy everybody. It is a question of acting in good faith to improve our practice. This will be recognized and appreciated by pupils and parents.



APPENDIX IV - ADDITIONAL

Title: GET IN LINE

Themes: Ice-breaker, group mixer, learning names, verbal and non verbal communication, naming traditions and birthday traditions.

Overview: Everyone is asked to get into a line in order. On different occasions the order can be alphabetical by name or date order of peoples birthdays. Can be done with or without verbal communication. Works best for groups of 6 or more.

Objectives: Ice –breaker, Group mixer, Sharing of information about own culture

Materials: None

Instruction:

1. Tell the group they have a limited length of time to get themselves into a line in order (say 30 seconds – 1 minute depending on the size of the group)
2. Use a different ordering rule each time you do this:
 - a) Alphabetical by first name
 - b) Alphabetical by second / family name
 - c) Birthday – only by the date in the month (i.e. 1 – 31)
 - d) Birthday – by date in the year
3. You can impose a 'No talking' rule and require people to use sign language to make it harder to get into the correct order.
4. When the group is in line, you may ask them to talk with a person next to them about the history of their name. Suggest some of the following questions – different ones following each line-up.
 - a) Is it a family name? Shared with others in their family?
 - b) Does it have religious / historical significance?
 - c) Does it have a meaning?
 - d) Would you like to change it? Do you prefer a shortened form?
 - e) Do you have other names (are you happy to share them?)
 - f) Are there special naming traditions in your family / in your religion?
 - g) Are there any traditions for the arrival of a new baby? (parties, gifts...)
 - h) Are there any special birthday traditions?
 - i) Are there other festivals in your religion / country that you especially enjoy? Does your religion have a special calendar?
5. The same questions can be discussed after different line-up – with a different partner.

Ideas to discuss: See 4. above

Extension / development:

Pairs who have started to have a conversation in the line up can be grouped into fours or sixes and asked to make a poster which includes all their names and some other information about them.



Title: PACKING MY BAG

Themes: Evaluation and review at the end of a project

Overview: Each person draws and writes their ideas onto outline of a back-pack. They try to show the main things they have done or learnt and what memories, new learning and action plans they will be taking home with them.

Objectives: Reviewing and summarising what has been done or learnt. Sharing ideas with others and viewing their ideas.

Materials: Paper felt pens.

Instruction:

1. Explain that soon the programme will be over and everyone will take away some memories and some learning from the time together.
2. Each person will have a set time (15 minutes?) to draw, write or doodle to show what they will be taking home with them.
3. Action points or plans for the future may also be included
4. Physical objects acquired during a visit, momentos and souvenirs may be drawn and included if individuals wish to show them.
5. Game leader must make it clear that what is drawn will be shared with others later (so no-one will include things that are private to them)
6. Game leader should give a couple of examples of their own special memories and learning points and show how she / he would sketch them (on a flip chart)
7. Finished drawings are displayed for the group to view.
8. Participants are encouraged to take drawings home as review sheets

Ideas to discuss:

This activity should lead to a general discussion of the learning points from the event. Any action points and plans should be shared.

Extension / development:

Could use sheets with a pre-drawn outline of a rucksack – photocopied onto A3 paper, or could use half sheets of flip chart paper to encourage bigger drawings

The whole exercise may be done in pairs or threes so that people can help each other to recall what has been done and identify learning points

Tips / Notes:

References:

Title: UNIONS

Themes: Ice-breaker, group solidarity

Overview: A quick physical movement game to get people mixing and moving

Objectives: Movement, mixing

Materials: Lively music (+ ability to stop and start the music)

Instruction:

1. Explain that a union (or trades union) is collection of people who join together to support each other and defend their rights. The European Union is a collection of countries that cooperate to improve living conditions and reduce the chances of wars.
2. Explain that when the music stops the game controller will call out the word 'Unions' and a number. E.g."Unions 3!". This means people who are in unions of 3 are 'safe'. To be in a 'union' means to have the tips of their little fingers touching. People must join together in groups of three with the tips of their fingers touching.
3. Play the game quickly, stopping and starting the music randomly and changing the number in each union so that people mix up in large and small groups.
4. Rules can vary – people who are not in a union when the music stops may be allowed to play on or may be out of the game.

Ideas to discuss: This is a physical game for fun – it needs no discussion, but if you want a discussion...

- Why are Trades Unions needed?
- How can Trades Unions improve working conditions for workers?

Extension / development:

Why do some employers in some places prevent their workers from joining unions?

Tips / Notes:

References:



Title: TOUCH DOWN

Themes: Ice-breaker, group mixer, physical activity

Overview: Individuals and small groups have to arrange their bodies so that a certain number of points are in contact with the ground.

Objectives: Warm up, physical movement, team cooperation.

Materials: none – but music may be used to set a lively atmosphere.

Instruction:

1. Game leader shows how each person can have up to nine points of contact with the floor (feet, knees, elbows, hands, head)
2. Leader calls out numbers (between 1 and 9) quite quickly, everyone has to touch that number of points to the floor. Changing between high and low numbers makes people work harder.
3. In the next stage, people must come together in groups, be in contact with all others in the group and have a certain number of points touching the floor as a group. If the leader calls “Three on five!” this means three people all touching each other with a total of five points touching the floor. “Two on twelve” means two people, in contact with each other with twelve points touching the floor.
4. Larger numbers of people in a group require good team cooperation – some people may need to be carried...

Ideas to discuss:

Extension / development:

Tips / Notes:

References:

Title: FOREST OF LEARNING TREES

Themes: Summarising the learning at the end of a course or session, team work, evaluation,

Overview: Groups work to make a 3D model of a tree out of plastic straws, the 'leaves' and 'fruit' of the tree are made out of paper and designed by the group to show their summary of the good points of the session (or visit) or the learning they have achieved. The 'fruits' of their work. Finished trees are displayed in a 'forest' for other groups to look at – prizes may be awarded for teamwork and for the imagination and quality of the finished product.

Objectives: A group discussion to agree the main learning points (or significant memories) for them. A cooperative team activity to construct a 'sculpture'. A creative way of displaying learning points for other groups to see.

Materials: large number of plastic straws (each group will need 30 – 40), sticky tape for each group, coloured paper, felt pens, scissors (at least one pair per group), card or paper for each tree to stand on, prizes for outstanding trees (optional)

Instruction:

1. Groups (3 – 7 people) are given equal amounts of all the raw materials (straws, paper, tape, pens, scissors). The Game Leader makes it clear they may not ask for any more.
2. They are given a set time to plan and make their 'Learning Tree'
3. The Learning Tree must represent the main points of the learning achieved. (or it could be main memories of a trip, project or visit)
4. Each point or memory must be drawn on a 'leaf', flower or fruit made of paper and attached to the tree so that it can be seen. Words or pictures can be used.
5. The tree is made of straws and tape and can be any shape or size. It must stand on its own without being held.
6. If the 'forest' is to be kept for future display, trees should be taped to a card base. If not, they can be taped to the table and scrapped at the end of the session.
7. The Game Leader gives time checks and makes sure every group is finished in time for 'The Opening of the Forest'. Time required can be 15 - 20 minutes or longer. This exercise can be used as an exercise to summarise a longer project and a much longer can be allowed to build a Tree of Learning – possibly using two or three sessions over a couple of days.
8. The Group Leader gathers everyone together for a guided walk through the forest, stopping at every tree to admire it, to read out some 'leaves of learning' and to ask the builders of that tree any questions.

Ideas to discuss:

Is each group proud of its finished tree?

Were some plans not fully realised? If so why not?

How did your group divide up the task? (Building the tree, deciding on what to put on the leaves etc. and drawing them...)



How were decisions made in the group?

How different are the main points of learning chosen by different groups?

How imaginative have groups been to make their trees different from the same starting materials?

How hard was it for the group to decide on what points could be put on the tree?

Did the groups allow an individual in the group to put their individual 'leaves' on – or were all the points agreed by the group?

Is the forest a good summary of the whole project / activity it is based upon?

Extension / development:

Instead of using this activity as an evaluation and review as described above, the tree making task can be used to display personal promises and targets within the group, to represent ideas about a particular topic – e.g. use the tree to represent as many Human Rights as you can, ideas for a better world, tips for protecting the environment... the possibilities are endless.

The activity could be used at the beginning of a project to represent each group's ideas for ground rules, or hopes, fears and targets for the project.

Other raw materials may be used if available, cardboard tubes can be used for the tree trunk with straws for branches and twigs. Pipe cleaners are an alternative, but more expensive than straws.

Brightly coloured 'sticky notelets' ('Post-its') can be used for leaves and fruit. They can be shaped with scissors. N.B. They will need additional sticky tape to fix them to the tree as they are not sticky enough on their own.

'Roots' can be shown at the base of each tree – these can name the people who came together to make the tree, or they could represent the different countries of the people involved in some way (flags? maps..?) The trees and forest could be photographed to add to the memories of the event.

In some situations, prizes may act as incentives for groups to be inventive and work well together. These could be for:

- Most beautiful tree
- Most unusual tree
- Most colourful tree
- Tallest tree
- Widest tree
- Most learning points (sensible and without repetition)
- Most amusing tree
- Best teamwork making the tree

Etc.

The judging process could be done by the Game Leader, an appointed judge or by some democratic voting system

Tips / Notes:

References:

Title: FANTASY ROOM
Themes: Group mixer, conversation starter, exploring what we have in common with
 a partner
Objectives: A safely controlled excuse to talk with a partner and disclose some of your own interests
 and values.

Materials: drawing paper (preferably A3), pencils, felt pens (possibly dreamy music) **Instru**

1. Individuals close eyes and are asked to spend 1 minute imagining their perfect 'dream' bedroom, study or 'den'. It can have anything they would like - money is not an issue. 'Dreamy' music may be played during this period.
2. Game leader encourages people to be imaginative, think about anything they could possibly enjoy in a room, also where the room is, what the view is etc...
3. At the end of the minute, they are not allowed to talk or communicate with others, but asked immediately to sketch as much about the room as they can without talking or looking at anyone else. They are told that they will be telling someone else about what they draw. The game leader sets a time limit on this drawing phase (3 - 5 minutes?) Music may be used to maintain the atmosphere and concentration
4. People are paired and asked to spend about 3 - 4 minutes each, explaining exactly what they would have in their rooms.
5. Pairs try to find five things that are the same about their fantasy rooms
6. Pairs join together in fours or sixes and report what was common about their two rooms.
7. Each person explains something about their original partner, based on what they have learnt about their fantasy room.
8. Groups try to find something common to all their rooms - and five more general things that are true about all of them.
9. Each group reports to the whole group what is common to all of them.

Ideas to discuss:

How much can you tell about someone from their 'fantasy room'?

Extension / development:

A similar exercise can be done with people sketching what they would do if they won five million Euros. In this case it is better to require sketches only (no words allowed) to avoid people simply writing lists. Note that some religions do not accept gambling and an alternative wording - "you have been given 5 million Euros" - may be better.

Tips / Notes:

Pairing off can be achieved by the game leader writing numbers on the back of the drawing sheets and saying 'Find the person with the same number as you on their sheet.'

'Warning' people that they will be telling someone else about their drawings is an ESSENTIAL part of the instructions (in 2. above) as otherwise people may include things in their drawings that they do not wish to share with others.

Game leader may give emphasis to the skills of listening and asking questions when partners discuss their drawings.



Title: BIG DOODLE CHALLENGE

Themes: Ice-breaker, conversation starter

Overview: Everyone makes a quick scribble on paper with their eyes closed. Someone else has to turn this scribble into a meaningful sketch.

Objectives: Verbal and non-verbal communication on a theme set by the game leader.

Materials: Large paper (flip chart size or half flip chart), felt pens.

Instruction:

1. Work in groups of three
2. Everyone has a sheet of paper – and each person in group a different colour pen
3. With eyes closed everyone does a big but simple scribble on their sheet of paper – only a few lines.
4. Open eyes. Sheets are passed on to the next person in the group.
5. The game leader sets a subject or topic.
6. Everyone has 1 minute to use the scribble of their friend and turn it into a sketch representing the subject set by the leader
7. After 1 minute each person shows his / her sketch and the other two people have to guess what it is.

Ideas to discuss:

Themes can be anything:

Friendship

Conflict

Kindness

Equality

Greed

Peace... human rights etc.

Extension / development:

The sketch could be passed on to the third person to finish after so many seconds.

The third person could be required to make up a title or add a speech bubble or other caption to the 'artwork'

Tips / Notes:

If everyone in the group has different coloured pens it is easy to see what each person added to the sketch.

Encourage big drawings – display the results in an 'art gallery' afterwards

References:

Title: SCULPTURE OF MY CULTURE

Themes: Icebreaker; sharing activity for international students (or adult) meetings

Overview: A group-mixing activity to find creative ways to express ideas about culture

Objectives:

- Sharing / giving information about own culture
- Clarifying what I value in my own culture
- Learning and passing on something of someone else's culture
- Developing verbal and non-verbal communication
- Meeting new people

Materials: none

Instruction:

1. Group arranged into two large circles (one inside other)
2. Face your partner in other circle
3. Outer circle is the 'clay' and the inner circle is the 'sculptor'
4. Sculptor gives the shape to the clay (outer circle) -the most favourite/famous/traditional thing (a historical sculpture, a food, a place, a famous singer etc.) without speaking but only by touching
5. Sculptor tells the clay (now it is the sculpture) what it means and why it is important/famous/favourite
6. The inner circle moves around (two to the right, one to the left etc.) and faces the new partner from the outer circle
7. The outer circle partner becomes the sculptor
8. The outer circle makes the sculpture of that famous thing he was previously made as a sculpture using the inner circle partner as clay.
9. Tells what it is (that he learnt from the previous partner)

Ideas to discuss:

- Did you 'become' something that was familiar or new to you?
- How well did you explain it when you became the sculptor?
- Why is the thing important in the culture it comes from?
- How many things around the room were 'historical' and how many about 'today'?

Extension / development:

Tips / Notes:

Also very well suitable for the opening of international conferences with adults

References: