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take a stand



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# Contents

## 0.1

Introduction

## 0.2

Best  
practices -  
beginning

## 01

Forum  
theatre on  
social justice  
topic

## 02

Sports  
against  
Xenophobia

## 03

Who Am I?

## 04

Defender

## 05

Mevlana's  
tolerance  
garden

## 06

Discrimantion  
role play

## 07

Roses and  
Thorns

## 08

Give me a way  
out

## 09

Discrimination

## 10

Pedagogy  
against  
discrimination

## 11

Classroom  
norms for  
discussion

## 12

eDucate



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# Contents

**13**

Youth Voice  
on Racism  
and  
Xenophobia

**14**

The forum  
drama  
technique

**15**

We are  
different but  
still human

**16**

Create an  
inclusive  
environment

**17**

Student - led  
circle  
question

**18**

Inclusion

**19**

"We are  
circumstances  
of each other."

**20**

Give and  
Take

**21**

Creation of  
educational  
theatre

**22**

We are all the  
same, we are  
all different" -

**23**

Forum  
theatre for  
tolerance

**23**

IMECE  
PROJECT

**24**

Science of  
Happiness  
(positive  
psychology)

**25**

Prejudice,  
Stereotypes,  
Discrimination  
and Inclusion

**26**

Traveller's  
rights: looking  
at the case of  
a minority at  
risk

**27**

Adventures in  
Forum  
Theatre

**28**

Drama Based  
Teaching,  
Conflict  
Prevention  
and Critical  
Thinking

**29**

Cultures

**30**

Guard against  
bias

**0.3**

Contact Us



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**0.4**



# INTRODUCTION

## PROJECT DESCRIPTION

During the project proposal preparation, we found that many good practices in the world and the EU illustrate and could improve international cultural awareness and embrace differences in local environments.

In order to be able to reach a large number of those who tackle the topics of hatred and hostility towards foreign cultures and people in the school environment, we've collected good practices which have allowed building a reliable database of examples.

The focus of the selection of these practices was based on these main topics - developing empathy, respect, self-expression, promoting intercultural awareness, embracing differences, and strengthening communication and social relations, all combined with forum theatre and performing arts methods.

This collection also meets the needs of teachers to develop regular practices on the topics mentioned above. These methods should apply to the target group of 14-18 years old students.

## PURPOSE

The content of this booklet should help teachers raise awareness of cultural differences and assist them in starting to challenge established perceptions of various cultures in their work.

The central aspect of the practices we have collected in this booklet is the relevance and usefulness. We aimed to collect existing, well-working practices regarding xenophobia and forum theatre.

The main platforms used for the research:

- Erasmus+ Project Results Platform
- National Agencies' webpages
- National databases



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# THE PROCESS OF CREATION

## CRITERIA

To ensure the quality of this product, we created criteria for selecting the good practices:

- Effectiveness: The extent to which the measure/approach is informed or rooted in previous research or experience.
- Efficiency: Measure/approach with quality assurance processes in place, including information on indicators, methods, or tools used throughout the implementation.
- Internal or external evaluation results: Measure/Applicable approach that has proven its feasible application among the target group.
- Some evidence of sustainability: Measure/approach that has been practiced for some time and has secured funding or other support (involvement of a range of stakeholders) for a few years into the future.

## NEXT STEPS

- After collecting 70 good practices, we evaluated, analyzed, and compared our findings based on criteria such as relevance to the subtopics, relevance to the target group, accessibility for teachers, field of reference, and others.
- As next step, we selected 30 best practices you can see in this booklet. All partners working on this result decided on the best practices to be included. The choice was made taking into account multiple aspects such as diversity of best practices, new methods presented, innovative potential, weaknesses, and lessons learned during implementation.



# **BEST PRACTICES**

# 1. FORUM THEATRE ON SOCIAL JUSTICE TOPIC

## DESCRIPTION

Purpose: To explore social justice issues/ global citizenship themes in more depth. To learn tools for forum theatre.

This activity could be practiced in order for people to realize that there is more to life than just themselves and their own journey. Having awareness allows people to take responsibility for belonging in the world and enables them to feel needed as part of a bigger cycle.

Competency aims: Understanding power relationships, motivation to be part of the change, participation in change, ability to stand up and use one's voice.

## BENEFITS FOR STUDENTS

Participants will achieve a unique understanding of social justice through a group drama workshop by looking briefly at forum theatre. This activity helps to encourage group dynamics through the ideas of community and working together.

## KEY TAKEAWAY

Understanding power relationships, motivation to be part of the change, participation in change, ability to stand up and use one's voice.

## ACTION IDEA IS DOWN BELOW



## RESOURCES

[Creativity\\_Resilience\\_Workshops\\_IO2\\_WAT-3\\_IAADs-Bruno-Sales-da-Silva.pdf](#)  
([mybluehost.me](#)).

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- self awareness, injustice
- standing up and speaking up for others
- the concept of behaving righteously



# ACTION IDEA

## EXAMPLE OF HOW TO IMPLEMENT THIS PRACTICE

Time: 50 minutes

Resources: Space

Process: Begin with a brief discussion about themes that participants feel strongly about regarding social justice and human rights. Choose two/or three main ideas and form two/or three groups, depending on the whole group size. Give the groups ten minutes to devise a scene of three minutes in length.

For example, the scene may be about gender inequality, disability, age, religion, race, discrimination, etc. Have each group act out their scene in turn. Explain to the non-performing group/audience that the scene will later run again. Explain that during the second run of the scene, the audience can shout "stop!" when they see something that is unjust.

The audience member will be able to take the actor's place and find a way to change the scene. The other actors must respond to changes. This process can continue until the scene has changed enough to bring about a fair resolution. Give each group the chance to partake in the same way.



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# 2.SPORTS AGAINST XENOPHOBIA

## DESCRIPTION

Büyük Kolej High School European Club carried out a project called Sports against Xenophobia which was financed by European Union in 2006. This project involved 20 youngsters and 5 leaders from 5 participant countries including Turkey, Slovakia, Hungary, Czech Republic and Malta. The aims of the project were to cultivate mutual understanding, exchange views and have youngsters from different nations present real situations concerning racism and xenophobia in national, political, social or other levels which they face in their countries.

## BENEFITS FOR STUDENTS

By means of these activities, the participant investigated ways in which intercultural dialogue and education can be means to prevent and experience as well as cultural enrichment based on the recognition of diversity.

## KEY TAKEAWAY

intercultural dialogue, cooperative interaction, recognition of diversity

## ACTION IDEA

Our institutions can benefit from this project by adopting its pedagogically useful approach which cares to share and exchange cultural diversity and promote differences.

There can be stands, festivals, sports matches and celebrations in which each culture is praised and honored.

## RESOURCES

[https://buyukkolej.k12.tr/public/uploads/images/Buyuk\\_Nesil\\_Dergiler/Buyuk\\_Nesil\\_28.pdf](https://buyukkolej.k12.tr/public/uploads/images/Buyuk_Nesil_Dergiler/Buyuk_Nesil_28.pdf)

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- friendship
- peace



# 3.WHO AM I?

## DESCRIPTION

'Who am I?' kicks off learning by focusing on the pupils themselves before expanding out into the wider issues around careers and associated equality issues.

Pupils explore what makes them so individual – their likes and dislikes, the people in their lives, their strengths and weaknesses, and the groups they belong to. Activities celebrate similarities and differences between pupils and encourage them to dream. [Download the teacher notes](#) for the full lesson plan and guidance on how to deliver the activities

## BENEFITS FOR STUDENTS

Learn about themselves and selfreflect abilities are strenghted

## KEY TAKEAWAY

- know that there are similarities and differences between everybody
- know that different things contribute to our identity, including our membership of different groups
- describe their dreams and hopes
- take turns in speaking and responding appropriately to others
- represent themselves in pictures and words
- understand that aspirations and dreams are shared by children of all identities.

## ACTION IDEA IS DOWN BELOW



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## RESOURCES

<https://www.equalityhumanrights.com/en/primary-education-resources/lesson-activity-ideas/learning-area-1-who-am-i>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- self-reflection,
- empathy,
- PSHE
- citizenship
- english
- art

# ACTION IDEA

## EXAMPLE OF HOW TO IMPLEMENT THIS PRACTICE

1. Draw a circle on the floor, or mark a designated 'space' in some other way.
2. Read out the following statements (and add to them if you wish) and ask pupils to come into the circle if they feel these apply to them.
3. Come into the circle if you...have brown hair / wear glasses / like football / bring packed lunch to school / have blue eyes / have brothers or sisters / can speak another language.
4. Finish by saying "come into the circle if you are in [insert class / year name]," and children shout "We are!"
5. Explain that all these different factors help make up the children's individual identities.

Extension: Depending on the make-up of your class / whether you feel it would be appropriate, you may like to include some cultural signifiers in your list of statements (e.g. Come into the circle if you...go to church, speak Bengali, have family in another country).

Extension: Children draw a badge, or a coat of arms to illustrate their identity.



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# 4.DEFENDER

## DESCRIPTION

Defender is a game that allows students to explore and embody conflict through non-verbal play. This activity can be related back to a real-life scenario or kept in an imaginary frame. The anonymous nature of who is chosen both as an enemy and a defender allows for emotional safety.

## BENEFITS FOR STUDENTS

This activity can help to explore and embody conflict through non-verbal play.

## KEY TAKEAWAY

This activity puts up a setting for students to explore and embody conflict through non-verbal play. and it can be related back to a real-life scenario or kept in an imaginary frame, depending on the group an purpous of the activity.

## ACTION IDEA

Our institutions can benefit from this project by adopting its pedagogically useful approach which cares to share and exchange cultural diversity and promote differences.

There can be stands, festivals, sports matches and celebrations in which each culture is praised and honored.

## RESOURCES

<https://dbp.theatre.dance.utexas.edu/content/defender>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- non-verbal conflict resolution
- self-awareness
- self-analysis.

# 5. MEVLANA'S TOLERANCE GARDEN

## DESCRIPTION

This is an Erasmus project and it is prepared by inspiring from the world-wide popular sentences of Mevlana "Come, come whoever you are." and it is based on the values of Mevlana such as respect, love, peace, toleration and opponent of discrimination, pluralism.

Our project aimed to develop the relationship between our country and European countries relying on the toleration and respect in the European Union adjustment process. It also targets to destroy the negative thinking as islamophobia.

## BENEFITS FOR STUDENTS

It will make a significant contribution to struggles against Islamophobia, strengthening the social adaptation, preventing xenophobia, breaking down the prejudices and adopting the tolerance.

## KEY TAKEAWAY

it contributes to raising cultural awareness, tolerance.

## ACTION IDEA IS DOWN BELOW



## RESOURCES

<https://erasmus-plus.ec.europa.eu/projects/eplus-project-details#project/2016-3-TR01-KA105-037036>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- inclusion
- ethics
- tolerance

# ACTION IDEA

## EXAMPLE OF HOW TO IMPLEMENT THIS PRACTICE

Number of Players: 6+

Space: Open Area

Directions:

Begin by defining a very large, open playing area for students to move within. Ask students to walk silently around the room at their normal pace. After a minute or two, invite students to secretly pick one person in the group and imagine this individual has a force or energy that makes them stay as far away as possible.

Be very careful in your choice. Don't say the person's name or indicate that they have been picked. Keep walking but, now, try to stay as far away from this person as possible. Next, secretly pick another person in the room to represent a force or energy that pulls you as close to them as possible. Try to move as close to this new positive force person as possible; also remember to stay as far away from your opposing force person. If possible, suggest students keep the defender (the positive force) between themselves and their enemy (negative force) at all times.



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# CONTINUATION

## Reflection:

- What did you notice about yourself as you participated in this activity?
- What did you notice about the group and how it moved?
- What strategies did you use to keep your defender between you and your enemy?
- How does this activity relate to moments in our daily lives?

## Possible Side-Coaching:

- Keep your positive force or defender between you and your negative force or enemy at all times!
- How close or far away from your defender can you be to stay safe?
- Remember, this is a silent activity.

## Possible Variations/Applications:

- Reading/Writing: Explore character relationships in a story or from literature through this strategy. What would Romeo and Tybalt's relationship look like in this activity? If they are enemies, who would be each of their defenders? Include a motivation for avoiding the enemy. How does shifting motivation in an imagined story change how the game is played?
- Science: Explore covalent bonds through this strategy.
- Math: Have students play as numbers. Explore different variations that allow them to play with the relationship between numbers. For example, students must make an effort to try and stay between two factors at all times.



**CONTINUATION IS  
DOWN BELOW**



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# 6.DISCRIMINATION ROLE PLAY

## DESCRIPTION

Learning about discrimination through role play

## BENEFITS FOR STUDENTS

- To identify and challenge stereotypes
- That it is wrong to tease someone because they are different
- To develop strategies to support others who may encounter prejudice or discrimination

## KEY TAKEAWAY

- Learn about stereotyping,
- develop deeper sense of tolerance
- peer support

## RESOURCES

<https://www.equalityhumanrights.com/en/primary-education-resources/lesson-activity-ideas/learning-area-2-challenging-stereotypes-and>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- stereotyping
- prejudice
- discrimination

**ACTION IDEA IS  
DOWN BELOW**



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# ACTION IDEA

## EXAMPLE OF HOW TO IMPLEMENT THIS PRACTICE

1. Split the class into groups and hand out a discrimination role play card to each group. You may wish to assign pupils to groups before the lesson to ensure that there are enough roles for each pupil in the assigned scenario. Each card states the number of characters in that role play.
- 2 Give the groups some time to plan how to role play their scenarios. You may need to act out an example to highlight how you would like pupils to carry out the task.
- 3 When the time is up, groups should perform their role play for the class.
- 4 With each role play, the class should discuss:

**CONTINUATION IS  
DOWN BELOW**



# CONTINUATION

5 The scenarios depicted on the discrimination role play cards have all been selected with a view to addressing particular issues associated with careers and equality. There are some helpful notes / background in the support notes section to help you manage discussions that fall out of this activity. We suggest you read through them before starting the activity.

6 Once the class has discussed the role plays, you might like to ask the groups to role play how they think the person being discriminated against should deal with the situation. Some children are likely to respond very well here, others will need varying amounts of prompting.

7 Wrap up the activity by explaining that there are a whole host of different jobs available and no one is excluded from any of them because of where they come from or because of their race, religion, gender, disability, age or sexuality.

# 7.ROSES AND THORNS

## DESCRIPTION

Roses and Thorns: Create a Monday ritual of Roses and Thorns, where each student shares a highlight and a lowlight from their weekend. This practice can become the first part of every Monday lesson and can show students that you, as the educator, take the time to learn about their lives outside of school.

When tolerance is learned at an early age, it will blossom into acceptance of differences. Through this process, students will develop a greater understanding of what it means to be tolerant and how to stand up against xenophobic actions.

Sharing story highlights and lowlights from the weekend is a great way to start each Monday lesson. Not only will students feel more connected to you, but they will also be reminded that everyone has ups and downs. This practice can help reduce feelings of xenophobia by promoting tolerance and understanding.

## BENEFITS FOR STUDENTS

Sharing story highlights and lowlights from the weekend is another great way to promote tolerance and understanding. Lastly, showing students that you take the time to learn about their lives outside of school will help build trust and respect. All of these factors are essential for combatting xenophobia.

## KEY TAKEAWAY

- Encourage students to share their weekend highlights and lowlights
- Way to promote tolerance and understanding

**ACTION IDEA IS  
DOWN BELOW**



## RESOURCES

<https://sharemylesson.com/blog/addressing-xenophobia-culturally-responsive-schools>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- tolerance
- understanding
- connection with students

# ACTION IDEA

## EXAMPLE OF HOW TO IMPLEMENT THIS PRACTICE

What are some ways you can combat xenophobia in your classroom? Share your ideas with us in the comments below!

- Encourage students to share their weekend highlights and lowlights with the class.
- Make it a point to learn about your students' lives outside of school.
- Talk about good and bad experiences with tolerance to help students understand how important it is.
- Empower students to stand up against xenophobic actions by speaking out against intolerance.
- Make it a goal to learn about your students' lives outside of school to show that you care about them as individuals.

Show students that you, as the educator, take the time to learn about their lives outside of school. This will let them know that you care about them and their experiences. It will also help build trust and respect, which are essential for combatting xenophobia.



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# 8.GIVE ME A WAY OUT

## DESCRIPTION

Prepare a play (real situation in Bus or other transportation vehicle) using Forum Theatre.

Forum Theatre is a special artistic concept and students and guests quickly accept it, so in the second part of the play through interaction with actors actively participate and change the content of the play and create their own outcome - always with a positive solution and stop vandalism and violence.

The play, entitled 'Give me a way out' as part of the 'Forum Theater: Living Diversity' campaign, aimed to show the situation in public transport where we often witness incidents such as vandalism, discrimination and verbal or physical violence. The students played their roles very well and managed to show negative forms of behaviour, but also what is an even bigger problem is that there are always people who are neutral in such situations instead of taking the initiative and preventing violence.

## BENEFITS FOR STUDENTS

Students get the opportunity to be part of this campaign, they learn how to approach new topics and talk freely about violence, prejudice, stereotypes and differences that surround them, which they often do not have the opportunity to talk to others and pass on that knowledge to their peers and parents.

## KEY TAKEAWAY

Students can learn how to approach differences around us and talk freely about violence, prejudice, stereotypes.

## ACTION IDEA IS DOWN BELOW



## RESOURCES

<https://docs.google.com/document/d/1LN33LEQxDDhBx67dDpqyLFn468ZAPCD6nQm8go63Zk0/edit?usp=sharing>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- violence,
- prejudice,
- stereotypes,
- differences,

# ACTION IDEA

## EXAMPLE OF HOW TO IMPLEMENT THIS PRACTICE

Purifying the characters, practising the volume and character of the character.

HOT CHAIR: Participants are alternately questioned. Questions are asked quickly, answers are given quickly (the character of the characters is formed).

At rehearsals and plays, the oppressor is examined first, the oppressed and then the other characters. Rehearsal forum performances

The name of the play: "Give me a way out"

JOKER: The Joker has to focus his attention on the whole audience. The Joker must be in a triangle: the audience - the Joker - the stage.

At the beginning of the play, he introduces the audience to the forum of the play, where it takes place, the name of the play and makes a few games with the audience.

After the play is played, the joker asks the audience if they recognize the situation and if it is realistic.

CONTINUATION IS  
DOWN BELOW



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# CONTINUATION

The Joker introduces the actors and realizes a hot seat, an interview. The play is being played for the second time and now the audience's interventions are being realised.

When someone in the audience thinks that the situation could change at some point, he intervenes and says STOP, (if there is no intervention, the Joker can stop the scene and encourage intervention).

In the forum play, it is necessary to explore as many better solutions as possible in solving problems. The Joker is also in charge of taking care that certain rules are respected, that there is no violence during the intervention and that he enables the intervener to develop his ability.



# 9.DISCRIMINATION

## DESCRIPTION

This session will introduce discrimination to students. The students will be given roles, and they have to put themselves in another person's shoes and will move on in a board game as if in life. A discussion will follow after the exercise.

## RESOURCES

<https://kopin.org/portfolio-items/activity-1-discrimination/>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- social Studies (general)
- power and Politics

## BENEFITS FOR STUDENTS

- I can explain why in society it is important for people to respect each other.
- I can explain why in society it is important for people to be equal and live freely.
- I can explain why fundamental human rights are important
- I can explain and analyse different forms of social exclusion. I can explain what rights mean referring to the UN Charter of Children's Rights and the UN Charter of Human Rights.
- I can articulate the rule of justice that equally recognises the same rights for others that one claims for oneself.
- I can explain what is meant by 'putting oneself in someone else's shoes' e.g. people who are less fortunate than me, people who are suffering, people who are going through difficulties in their lives.
- I can identify ways in which we can all make a positive contribution to individuals and the local community

## KEY TAKEAWAY

- Social Studies (General): Power and Politics
- Ethics – Contemporary Moral Language and its Central Concepts and Metaphors
- Citizenship
- Education for Diversity

**ACTION IDEA IS  
DOWN BELOW**



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# ACTION IDEA

## EXAMPLE OF HOW TO IMPLEMENT THIS PRACTICE

The educator explains that the class will participate in a game. In this game, different students will take on different roles (list of roles in 'List of Roles' on drive, can be edited to the discretion of the educator) according to the paper (or email etc) given to them. They are not to reveal those roles to the others while playing the game. The students need to 'forget' who they are in general and take on these roles and imagine how it feels to be that person.

In order to get in character, the educator can put on some calming music and ask students to imagine they are that role and answer for themselves: How was your childhood? What did you dream to become? Did you enjoy school? What do you eat for breakfast? How is your life?

Note to educators: If there is more time than one lesson, this part can take more time since it gets students to think in someone else's shoes but if there is only one lesson time, this shouldn't take more than 5 minutes.

CONTINUATION IS  
DOWN BELOW



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# CONTINUATION

The educator then explains that they will read out statements (from 'List of Statements' on drive, this can be added or edited to). The students make use of pen and paper, their fingers or other ways to mark progress. Ideally it should be something visible that they won't forget like a pen and paper, or blocks or making use of gaming pieces (each student should have their own). The educator will read the statements and if the students AGREE with that statement as their ROLE, they make one mark/move a piece etc.

The aim of this activity is to show that not everyone is equal or has the same opportunities.

Note to educators: When there are no social restrictions, this can be done as taking steps (one tile at a time) with the students starting from the same starting point.

If the activity needs to be carried out online, the education can prepare an online live document (e.g. with Google Drive) with a grid and include the names of the students on a "starting line" in the first column of the grid on the left, asking them to "move forward" by filling blank cells with a colour assigned to them to the right, for positive reply to one of the statements. At the end, the class will have a visual representation of the steps taken forward, and will be able to discuss as per the original activity.



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# 10. PEDAGOGY AGAINST DISCRIMINATION

## DESCRIPTION

Pedagogy against discrimination is a handbook created for teachers who work in primary, secondary and high schools in Turkey. It offers theoretical background information about discrimination, hate speech and its reasons and explains pedagogical solutions. Later on, a number of lesson plans are offered to the teachers who want to tackle the problem in their classes. activities are divided into 3 levels of education and explained in detail.

## BENEFITS FOR STUDENTS

Sts will be able to develop empathy and respect towards foreign nationalities.

They will be able to gain consciousness about multicultural individuals and their lives.

## KEY TAKEAWAY

Tolerance, understanding, embracing differences, respect and empathy

## ACTION IDEA

This guidebook can be used in guidance lessons in schools and activities in it are useful for tackling the problem of xenophobia and discrimination.

## RESOURCES

<https://kopin.org/portfolio-items/activity-1-discrimination/>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- discrimination
- xenophobia
- cultural awareness

# 11. CLASSROOM NORMS FOR DISCUSSION

## DESCRIPTION

Establish classroom norms for discussion: At the start of the year, a co-construction process should be used to establish classroom standards for discussion. Make the classroom a democratic environment where students can express their concerns and/or aims for the space and are encouraged to do so. As a result, encourage students to review the norms on a regular basis and provide feedback. Finally, students should feel ownership of the norms, and they should be able to hold each other accountable by referring to them.

This can be done through setting up discussion norms that everyone in the class agrees to follow. These norms should make it clear that everyone in the class is equal, regardless of their background or differences. If students feel comfortable expressing their opinions and concerns, they will be more likely to open up about xenophobic attitudes they may hold. As a result, the entire class can work together to combat these attitudes. Finally, it is important that students feel ownership over the classroom environment and the discussion norms. This way, they can hold each other accountable for any discriminatory or prejudiced comments or actions. When it comes to combatting xenophobia, tolerance and acceptance must be established in the classroom environment.

## BENEFITS FOR STUDENTS

Benefits for students to learn in a classroom with people from diverse backgrounds.

When students are exposed to people from different cultures in their classroom, it can help them to become more tolerant and accepting of differences. Additionally, it can help them to develop a better understanding of the world around them. As a result, students who learn in a diverse classroom may be better prepared for life in an increasingly globalised world.

## KEY TAKEAWAY

Being tolerant for others,  
Challenge negative stereotypes,  
Learn about the customs, traditions, and beliefs of different cultures.

## RESOURCES

<https://sharemylesson.com/blog/addressing-xenophobia-culturally-responsive-schools>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- understanding,
- tolerant and accepting,
- differences,
- exposed to different cultures.

**ACTION IDEA IS  
DOWN BELOW**



# ACTION IDEA

## EXAMPLE OF HOW TO IMPLEMENT THIS PRACTICE

By taking these steps, we can start to create a more tolerant and inclusive world for everyone.

- Educate yourself and others about different cultures: One way to become more tolerant of others is to understand where they come from. Learn about the customs, traditions, and beliefs of different cultures. This will help you see things from their perspective and appreciate their uniqueness. Furthermore, share your knowledge with others to help them become more understanding as well.
- Be an ally: If you witness someone being treated unfairly because of their cultural background, stand up for them. Speak up and let the person know that you are an ally. This will help show them that they are not alone and that there are people who support and care for them.
- Challenge negative stereotypes: Stereotypes often lead to xenophobic attitudes and behaviours. When you hear someone making a generalisation about a group of people, challenge it. Ask questions and encourage open-mindedness and critical thinking.



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# 12. EDUCATE

## DESCRIPTION

The Erasmus project aims to use theatre pedagogy to motivate pupils to expand their aesthetic and cultural interests and at the same time to create a long-term curriculum for theatre lessons at teacher level. Through workshops and teacher training as well as the testing of acting methods and the preparation of scenes in their home countries, all school partners from Malta, UK, Italy, Spain, Greece and Germany will develop a joint play with the theme "EU values" (equality, freedom, human rights, democracy, the rule of law, respect for human dignity). The course of the project is divided into two phases, in which two multinational meetings are planned for student groups (delegation meetings) and teacher meetings of all partner schools.

## BENEFITS FOR STUDENTS

Students learn how to apply the social functions of drama and how dramatic exploration promotes appreciation of diverse cultures.

## KEY TAKEAWAY

Students are provoked to create, perform and thus - reflect on cultural differences and mutual understanding.

## ACTION IDEA

- We could benefit from the stages of the creative process, defined in the project:
- Challenge and inspire
- Imagine and generate
- Explore and experiment
- Produce preliminary play
- Revise and refine
- Present and perform
- Reflect and evaluate

## RESOURCES

<https://www.erasmus>

=

[gbs.de/projekte/projekte-ka2/educate/](https://gbs.de/projekte/projekte-ka2/educate/)

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- developing creativity
- communicating
- understanding culture and values
- making connections

# 13. YOUTH VOICE ON RACISM AND XENOPHOBIA

## DESCRIPTION

Youth Voice on Racism and Xenophobia is a 6 days training course in Kayseri, Turkey on 10-16 January 2015 for youth workers both from Programme countries and South Mediterranean countries under KA1 Learning Mobility of Individuals Erasmus +.

The main aim of the training course is to increase knowledge, skills and attitudes of youth workers about racism and xenophobia issues

## BENEFITS FOR STUDENTS

They will have better understanding of racial discrimination, xenophobia and discrimination. In addition, we will also promote tolerance between the different ethnic groups on the shores Mediterranean Sea and to support combating with racism and xenophobia

## KEY TAKEAWAY

Equal opportunities, human relations, xenophobia

## ACTION IDEA

With non formal education, we can use case studies, simulations/role plays, working in small groups, discussions, field visit, etc. in schools specifically designed against racism and xenophobia.

## RESOURCES

<https://erasmus-plus.ec.europa.eu/projects/eplu-project-details#project/2014-2-TR01-KA105-012251>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- xenophobia
- racism
- intercultural awareness





# 14. THE FORUM DRAMA TECHNIQUE

## DESCRIPTION

This research has analyzed the forum theater technique by looking at the high school students' opinions on how the forum theater technique in creative writing helped them improve their ability to express themselves.

## BENEFITS FOR STUDENTS

Students learn expressing themselves in an easier way. They try to understand someone next to him/her. And they learn how to respect another person.

## KEY TAKEAWAY

Short theatre plays and drama technique can be used.

## ACTION IDEA

Short stories can be found or created. Students can play these short stories in the stage.

## RESOURCES

<https://erasmus-plus.ec.europa.eu/projects/eplu-project-details#project/2014-2-TR01-KA105-012251>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- creative drama
- forum theatre
- self-expression skill

# 15. WE ARE DIFFERENT BUT STILL HUMAN

## DESCRIPTION

Using the Venn diagram technique try to solve differences and get to know each other. It's an excellent way to start a discussion on xenophobia and how to address it. It can serve to demonstrate how, despite our differences on the surface, we all have things in common. We can assist to make the world a more equal place by initiating a discourse about tolerance and welcoming others. We can use this method to work together to break down the boundaries that separate us. Discuss your differences and similarities with your classmates. Assist them in realizing that everyone is equal and deserves to be treated with respect. Use the Venn diagram as a starting point to demonstrate how we can all help one other.

## BENEFITS FOR STUDENTS

By learning about and celebrating the things that make us different, we can better understand, accept and respect one another. We can all help to create a more tolerant world by being open-minded and understanding that everyone is equal, regardless of their race, ethnicity or culture.

## KEY TAKEAWAY

- What are our differences?
- What do you have in common?
- What connects us?

## ACTION IDEA IS DOWN BELOW



## RESOURCES

[https://www.britishcouncil.ba/sites/default/files/primjeri\\_dobre\\_prakse.pdf](https://www.britishcouncil.ba/sites/default/files/primjeri_dobre_prakse.pdf)

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- differences,
- tolerance
- accepting
- similarity
- common needs

# ACTION IDEA

## EXAMPLE OF HOW TO IMPLEMENT THIS PRACTICE

In the first round: your classmate who can't find a friend.

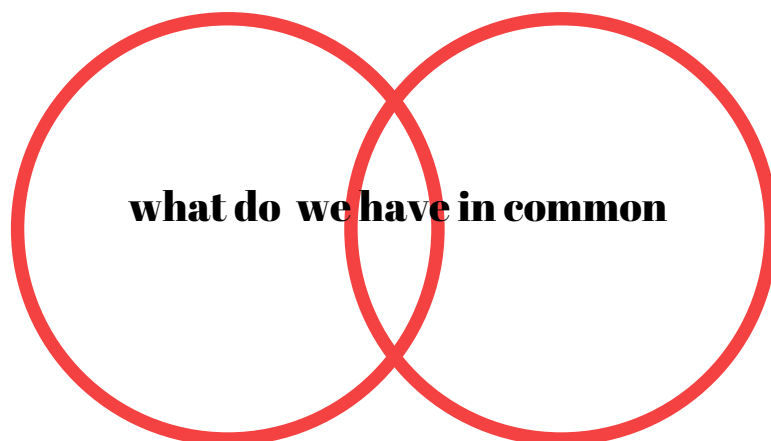
In the second round: you (around us are children with different colours of the face, hair, eyes. What connects us?)

- Write what is common where two rounds meet.
- What do you have in common?

Both of you are human beings, You both breathe the same air, You both feel pain, You both need food and water to survive.

What makes you unique?

- The colour of your skin
- The country you were born in
- The language you speak
- Your hobbies and interests, tolerance, acceptance, equality.



VENN DIAGRAM



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# 16.CREATE AN INCLUSIVE ENVIRONMENT

## DESCRIPTION

Create an inclusive environment inside your classroom. It is important to ensure that all learners, young people and colleagues feel safe, valued and respected. Our places of learning should also be welcoming for all. You can support this by working to promote a whole school/whole organisation approach that creates an environment that is inclusive, explores and values diversity and is robustly anti-racist.

As an education professional, you should be a positive role model for learners and young people. Through modelling anti-racist behaviours and demonstrating positive attitudes towards equality and diversity, you can help learners and young people understand different views, perspectives and lived experiences. Use language and behaviour that is inclusive and non-biased. Try to use examples that reflect a broad range of identities and perspectives in all aspects of your role. Incorporating diverse voices and influences within your practice will help learners and young people develop a better understanding and appreciation of different experiences and perspectives.

## BENEFITS FOR STUDENTS

- openness for tolerance, acceptance and equality
- open and honest dialogue about these issues
- opportunities to learn about and celebrate the diversity of cultures, religions and backgrounds represented

## KEY TAKEAWAY

Promote a whole-school/whole-organisation approach to equality, diversity and inclusion.

## ACTION IDEA IS DOWN BELOW



## RESOURCES

<https://www.ewc.wales/site/index.php/en/fitness-to-practise/good-practice-guides/guide-to-good-practice-tackling-racism.html>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- dialogue
- tolerance,
- acceptance
- equality

# ACTION IDEA

## EXAMPLE OF HOW TO IMPLEMENT THIS PRACTICE

Action ideas to help schools and organisations create an inclusive environment:

Steps to take to ensure that your classroom is inclusive for all,

1. Make a commitment to creating an inclusive environment in your classroom.
2. Be aware of your own attitudes and behaviours, and work to challenge any that are discriminatory.
3. Be a positive role model for tolerance, acceptance and equality.
4. Encourage open and honest dialogue about these issues with your students.
5. Provide opportunities for all members of your class to learn about and celebrate the diversity of cultures, religions and backgrounds represented within it.
6. Review your classroom policies and practices to ensure they are inclusive and do not discriminate against any groups of people.
7. Take any incidents of racism, homophobia or other forms of discrimination seriously and take appropriate action in line with your school's policy.



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# 17.STUDENT - LED CIRCLE QUESTION

## DESCRIPTION

Student-led circle questions: Provide space for a weekly student-led fun/thoughtful check-in question, about differences, tolerance, acceptance, culture, family etc. to help start conversation and get to know each other on a personal level. By circulating through student leaders, you can promote student ownership over the classroom community. You can also allow young people the opportunity to share information about themselves not just as students, but as the multifaceted humans they are.

- What was your favourite memory from your childhood?
- Do you have any siblings or were you an only child growing up?
- Who are some of the most important people in your life?
- What are some of your hobbies or interests?
- What is something that you're passionate about?
- Tell us one thing about yourself that you think others would find interesting.
- If you could travel anywhere in the world, where would you go?
- Tell us about a time when you faced a challenge. How did you overcome it?
- What is a random act of kindness that you've either done or had done for you?

## BENEFITS FOR STUDENTS

- Get to know each other better
- Develop a stronger sense of community
- Learn more about different cultures and traditions
- Build empathy and understanding for others
- Be exposed to new perspectives and ideas

## KEY TAKEAWAY

Using technique, circling questions and telling stories from personal life trying to understand themselves and others and accept all difference

**ACTION IDEA IS  
DOWN BELOW**



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## RESOURCES

<https://sharemylesson.com/blog/addressing-xenophobia-culturally-responsive-schools>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- check-in question,
- about differences,
- tolerance,
- acceptance,
- culture,
- family

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# ACTION IDEA

## EXAMPLE OF HOW TO IMPLEMENT THIS PRACTICE

Combat xenophobia with stories: Share a story about a time when you or someone you know faced intolerance, racism or exclusion and how they coped or overcame it.

Accept differences: Brainstorm a list of things that make each person in the class unique and wonderful. Display the list prominently as a reminder of the diversity and richness within the group.

- Learn more about your culture and family history. This can help you appreciate where you come from and feel more connected to your roots.
- Spend time with your loved ones. Cherish the moments you have together and create new memories that will last a lifetime.
- Appreciate the differences between yourself and others. Embracing diversity can help you build strong relationships and understand different perspectives.
- Have a family reunion and celebrate your heritage.
- Go on a trip to visit historical sites that are important to your culture.
- Make a scrapbook or photo album with pictures of your family and memories from your childhood.
- Learn traditional dances and recipes from your culture.
- Teach your children about your culture and family history.



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# 18. INCLUSION

## DESCRIPTION

This session will introduce prejudice, stereotypes and discrimination through a game where participants will select a candidate for a job, without knowing much information about them. The students will also get to think about what it feels like to be included or excluded.

## BENEFITS FOR STUDENTS

- Social Studies: Welfare and Social Exclusion
- I can explain and analyse different forms of social exclusion.
- Ethics – Contemporary Moral Language and its Central Concepts and Metaphors
- I can explain what rights mean referring to the UN Charter of Children's Rights and the UN Charter of Human Rights.
- I can articulate the rule of justice that equally recognises the same rights for others that one claims for ones
- Citizenship
- I can explain what is meant by 'putting oneself in someone else's shoes' e.g. people who are less fortunate than me, people who are suffering, people who are going through difficulties in their lives.
- I can identify ways in which we can all make a positive contribution to individuals and the local community.
- Citizenship
- I can recognise bias and misrepresentation in the media and advertising.
- I can recognise and challenge stereotypes
- Cross-curricular themes
- Learning to learn
- Education for Diversity

## KEY TAKEAWAY

- To understand what are prejudices, stereotypes and discrimination
- To understand that people have negative attitudes towards certain groups of people
- To be able to recognise own and others' stereotypical and prejudicial attitudes
- To be aware of the negative consequences of prejudice and stereotypes.
- To identify aspects of inclusion and exclusion

## RESOURCES

<https://sharemylesson.com/blog/addressing-xenophobia-culturally-responsive-schools>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- check-in question,
- about differences,
- tolerance,
- acceptance,
- culture,
- family



# ACTION IDEA

## EXAMPLE OF HOW TO IMPLEMENT THIS PRACTICE

Material needed:

- Powerpoint (the line-up and box/heart/hand images found on drive)
- Optional – Insider Outsider spreadsheet
- Whiteboard and marker/screen/projector



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# 19. "WE ARE CIRCUMSTANCES OF EACH OTHER."

## DESCRIPTION

Purpose: To make participants aware of their bodies, environment, and others in the space

Philosophical background: We, humans, share life on this planet we call Earth. We are made of the same elements. We are all born weak, breathe the same air, drink the same water and with time, we all pass away. We are inevitably connected. The decisions we make shape our reality. We are circumstances of each other

## BENEFITS FOR STUDENTS

- Young people will be more empathetic and better understand what it means to respect themselves, others, and our planet. With this activity, you can tackle the topic of knowing that we are all connected, and we are all impacted by the actions others do and vice versa. You can also use this activity to start a conversation about the importance of appreciating that people have different capacities/opinions.
- Awareness of self and others, cause and effect principle, the collaboration and feeling of connection.

## KEY TAKEAWAY

Participants will be more aware of their bodies and space around them. They will gain the understanding of cause and effect principle in action. Being aware of global citizenship allows young people to understand that everybody and everything affects everybody and everything and that we are all ONE. If young people feel this, they can begin to make decisions from the heart.

## RESOURCES

[Creativity\\_Resilience\\_Workshops\\_IO2\\_WA\\_T-3\\_IAADs-Bruno-Sales-da-Silva.pdf](#)  
([mybluehost.me](#)).

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- awareness of self and others cause
- effect principle the collaboration
- feeling of connection.

ACTION IDEA IS  
DOWN BELOW



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# ACTION IDEA

## EXAMPLE OF HOW TO IMPLEMENT THIS PRACTICE

Time: 10 minutes

Resources: Empty space

Process:

Participants spread around the room in silence and walk at a normal pace, intending to fill the space. Participants should be aware of the others walking around them. Everybody must freeze when the leader claps and continue walking when the leader claps again. Repeat 'freezing' at least 3-4 times. The group continues to walk. This time, anybody can 'freeze' without warning.

The rest of the group must stop as soon as they recognize that someone is 'frozen'. Anybody can resume walking. This should be recognized by the group, who continue to walk again. Anyone can move freely in the space and do anything they want (change position, change dynamic, change the level people walk at in the space, make noises), and everybody is encouraged to be open to connect and be affected by others in the space.



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# 20.GIVE AND TAKE

## DESCRIPTION

Give and Take invites students to explore a range of repetitive sounds and movements and to consider how they connect together as part of the give and take of energy between performers on stage. The activity focuses on improvisation, repetition, active listening/responding, and abstract/concrete embodied ideas.

## RESOURCES

<https://dbp.theatre.danetexas.edu/content/give-and-take>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- group work, improvisation
- repetition
- active listening or responding
- communication
- abstract/concrete embodied ideas

## BENEFITS FOR STUDENTS

- increased communication skills
- better understanding of oneself
- connection with the group
- increased creative thinking

## KEY TAKEAWAY

Group training and workshops develop social skills and exercise their empathy and understanding of others and the ones that are not included on the stage. This activity helps participants to consider how they connect as a group. The give and take of energy between performers on stage and the audience give participants a sense of the cause and effect.

## ACTION IDEA IS DOWN BELOW



# ACTION IDEA

## EXAMPLE OF HOW TO IMPLEMENT THIS PRACTICE

Directions:

Define an open space as the “stage” with space in front for the “audience.” Invite a portion of the students (5-10 is best) to play first. Ask them to evenly position themselves throughout the stage space, with space to move between them. Everyone is frozen, except for one player who uses a repetitive sound and movement to travel through space and “give” their sound/movement energy to another player, who makes a new repetitive sound and movement.

Players can use literal or abstract movements. For example, player A stomps their feet and says “Boing, Boing, Boing” as he travels across the playing space to player B who is frozen; A makes a loud final “Boing” in the direction of player B. Then A freezes and B jumps up and grabs her toe saying “Ow, Ow, Ow” as she hops one foot saying “Ow” to C and then freezes. C shoots her arms out, saying, “Ohwah, Ohwah,” etc after the group has played for a while, swap groups and begin again. Introduce themes to inspire movement/sound like: School, empathy, respect, intercultural dialogue etc.

Once “give” is mastered, introduce “take.” In “take” players repeat the same pattern, but instead of waiting for a player to “give” the energy, players “take” it. When the energy is taken, the player it was taken from freezes. After the group understands the rules for “give” and “take,” players can use both; so, C may “take” from B, and then B can “give” to player A, and so on.

MORE DETAILS DOWN BELOW



# MORE DETAILS

## Reflection:

- How successful were we at this activity on a scale of 1 – 10?
- How did our sound/movements evolve throughout the game? Did we tend to use literal or abstracted movements more? Why do you think that is?
- How did our sound/movements build a story or connect to our larger inquiry when we were working with a theme?

## Possible Side-Coaching:

- Try to use your whole body. If we are playing on a 4, on a scale of 1-10, what does a 10 look like?
- Remember that you must remain completely frozen when it isn't your turn.
- This is an ensemble game; it is your responsibility to make sure everyone has a turn.

## Possible Variations/Applications:

- Students can use short word phrases; encourage students to really listen and respond to what is given them to build out a story.
- Social Studies: Have students explore events in history (Industrial Revolution) or a time period.
- Reading/Writing: Have students explore the setting or world of a story, key themes, and characters.
- Science: Have students explore ecosystems, seasons, weather, and animal characteristics.
- Math: Have students explore skip counting (give 3 to 6 to 9).



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# 21. CREATION OF EDUCATIONAL THEATRE

## RESOURCES

[https://arci-ngo.org/wp-content/uploads/2015/03/1\\_2\\_Rukovostvo-obrazovatelyn-teatru.pdf](https://arci-ngo.org/wp-content/uploads/2015/03/1_2_Rukovostvo-obrazovatelyn-teatru.pdf)

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- dealing with discrimination based on otherness - race, religion, ethnic background, sexual orientation, political affiliation, etc, through interactive educational theatre

## DESCRIPTION

The main objective of the project is to support the development of civil society in mixed ethnic areas by involving four school communities in reducing cases of discriminatory behavior on ethnic grounds and human rights violations in the field of education.

Within the project the team of the Alliance for regional and civil initiatives developed a Methodology for "educational theatre" and trained teachers for its application. The methodology includes the implementation of forum theatre forms for switching the roles of students of different ethnic communities. Thus, the participants emotionally "enter the role" of the other and begin to see and feel the world with "his senses". The methodology has proven its effectiveness and is still applied in school communities throughout the country. It also covers other types of discrimination such as based on race, religion, political affiliation, sexual orientation, etc. The main approach used is that of "learning through experience". That is why real life stories and situations are a must when creating educational games and scenarios.

## BENEFITS FOR STUDENTS

They learn to ponder on the problems which their community faces in the communication process with other communities. They learn to be more tolerant, overcome their prejudice and stereotypes, and form a balanced opinion that could provoke change in future problematic situations.

## KEY TAKEAWAY

The students become more aware of their behaviour and how it affects other people. They become skillful at identifying discrimination practices and are able to

## ACTION IDEA

Key achievement of this practice that could be implemented is the balanced use of two approaches - theatre education on the one hand, and educational practices on the other - or how to turn a teacher into an effective and inspiring "actor - trainer". We could also benefit from the concept for a successful educational theatre that this project built.

# 22. WE ARE ALL THE SAME WE ARE ALL DIFFERENT

## RESOURCES

<https://www.allo-tolerance.eu/index.php/en/learningresource/forum-theatre-tolerance-en>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- discrimination and intolerance
- tolerance
- problem solving
- critical thinking

## DESCRIPTION

The activity belongs to Xeno-Tolerance project whose aim is to provide Guidelines and a Toolbox with open educational resources to create favourable learning environments. It works towards mutual understanding in the classroom. It fights against radicalisation from early stages onward. This method allows students to create a scenario for a play based on a potential conflict and try to resolve the conflict through the play.

Objectives:

- Empowerment of learners by letting them solve the discussed issue.
- Development of the ability for problem solving by imagining better group situations.
- Detecting problems within a group, and between a victim and an abuser in a situation.
- Actively solve real problems in the lives of learners, reacting to social injustice and oppression.

## BENEFITS FOR STUDENTS

Students will learn to actively solve real problems in their lives, to react when they met with social injustice and oppression.

## KEY TAKEAWAY

The students become more aware of their behaviour and how it affects other people. They become skillful at identifying discrimination practices and are able to

## ACTION IDEA

Key achievement of this practice that could be implemented is the balanced use of two approaches - theatre education on the one hand, and educational practices on the other - or how to turn a teacher into an effective and inspiring "actor - trainer". We could also benefit from the concept for a successful educational theatre that this project built.



# 23. FORUM THEATRE FOR TOLERANCE

## DESCRIPTION

The activity belongs to Xeno-Tolerance project whose aim is to provide Guidelines and a Toolbox with open educational resources to create favourable learning environments. It works towards mutual understanding in the classroom. It fights against radicalisation from early stages onward.

This method allows students to create a scenario for a play based on a potential conflict and try to resolve the conflict through the play.

Objectives:

- Development of the ability for problem solving by imagining better group situations.
- Detecting problems within a group, and between a victim and an abuser in a situation.
- Actively solve real problems in the lives of learners, reacting to social injustice and oppression.
- Empowerment of learners by letting them solve the discussed issue.

## BENEFITS FOR STUDENTS

Students will learn to actively solve real problems in their lives, to react when they met with social injustice and oppression.

## KEY TAKEAWAY

- team working skills
- acting skills
- public speaking skills
- problem solving skills
- empathy toward disadvantaged groups
- skills to manage conflicts

**ACTION IDEA IS  
DOWN BELOW**



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## RESOURCES

[https://arci-ngo.org/wp-content/uploads/2015/03/1\\_2\\_Rukovostvo-obrazovatelyn-teatru.pdf](https://arci-ngo.org/wp-content/uploads/2015/03/1_2_Rukovostvo-obrazovatelyn-teatru.pdf)

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- discrimination and intolerance
- tolerance
- problem solving
- critical thinking

# ACTION IDEA

## EXAMPLE OF HOW TO IMPLEMENT THIS PRACTICE

The process includes a workshop to prepare the play, followed by a performance. The Theatre Forum workshop (2h) is a three-stage process:

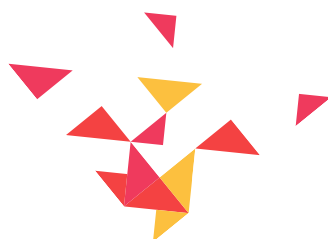
Warm-up games and activities: the teacher can choose an activity relating to the senses, for the participants to relax, focus and feel confident inside the group, for example, a short relaxation session with soft ambient music (students sitting in a circle with eyes closed while the facilitator tells a story they have to recreate in their minds).

Writing down the plot: once the group is focused, the facilitator asks to share an experience of oppression, identifying both the oppressed and the oppressor. The texts will be written collectively based on real-life stories of the participants, concerning issues such as discrimination, prejudice, work, violence.

The following questions can help to define the play: "What does the protagonist (oppressed) want to achieve?" The group must define what the protagonist wants, so that later on the problems faced are identified. "What is the obstacle that makes the oppressed fail in achieving his goal?" All those difficulties will be expressed by the actors. "What are the possible solutions?" Possible solutions to the problem should be defined before the play is performed so as to make sure that the public reaches similar conclusions.



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# MORE DETAILS



Choosing actors and rehearsing: after choosing the situations that will be represented, the performance process starts. The play must be constructed with the help of a mediator. Actors are selected and rehearse the play (at least one week recommended). A non-ideal situation is represented. The play is based on a conflict between the protagonist (oppressed) and the antagonist (oppressor).

The Theatre Forum performance (2h) is divided into three stages:

Warming up the public. Relaxing activities can be implemented.

Performance. The performance is carried out as a traditional theatre show in which the audience remains passive.

Forum. The facilitator initiates a discussion with the audience. The play is performed again but this time the audience takes an active role trying to solve the identified problems that stopped the oppressed character from achieving his goal. They can stop the play and take part in it as actors following certain rules, explained by the facilitator:

If a spectator wants to take part they have to say “Stop” and tell which character they want to substitute. The other actors need to improvise according to what the new actor says.

During this second performance the facilitator can intervene and discuss with the audience how feasible the alternatives proposed are. The audience will define the end of the story. The process can be evaluated by checking the following aspects: Was the play performed in such a way that the audience understood the story/plot?

Did the viewers intervene in the process (during the play)?

Did the viewers arrive at any conclusions during the discussion that followed?



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# 23. IMECE PROJECT

## DESCRIPTION

The Refugee Studies Programme aims to support the integration of refugees into Turkish economy and wider society. Its entrepreneurship component, the IMECE Project, aims to help refugees start their own businesses.

It promotes the self-sufficiency of refugees and their socio-economic cohesion. The project is funded by the EU and implemented in partnership with UNHCR. The Implementation covers eleven provinces that host the highest number of refugees in Turkey. Since 2017,

IMECE Project has disbursed 132 conditional grants to support refugee entrepreneurship. With the help of these grants, around 50 businesses have been formally registered and are still in operation

## BENEFITS FOR STUDENTS

Within this project, Habitat will implement the Google's Maharat min Programme which is a digital skills training programme designed to help Arabic speakers, particularly young people and women, jump-start or advance their careers, get ready for future job opportunities or grow their businesses.

## KEY TAKEAWAY

- Entrepreneurship
- digital skills
- social inclusion

## ACTION IDEA

We can benefit from The Maharat min Google platform as it currently offers a wide range of free courses across three major categories: digital marketing, data and tech, and career development. The lessons are available in the form of over 100 explanatory videos covering issues such as search engine marketing, building a successful online presence, social media, online advertisement, and effective networking. Upon completion of the courses, participants receive a certificate from Google..

## RESOURCES

<https://habitatdernegi.org/socioeconomic-cohesion/imece/?lang=en>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- refugee inclusion
- equality in workplace

# 24.SCIENCE OF HAPPINESS (POSITIVE PSYCHOLOGY)

## DESCRIPTION

Based on evidence from a research area in psychology - Science of Happiness (or Positive Psychology), it is proposed a Program of activities, training and workshops, aimed at Children, Youth, Families, Educators and Teachers, for the development of personal, social and emotional to promote Happiness, self-confidence and self-esteem, psychosocial well-being, mental health (reducing risk behaviors and health costs) and positive relationships.

Some key competences are developed through the Program: Emotional Intelligence, self-knowledge, empathy, communication and interpersonal skills, resilience, critical and creative thinking, problem solving, initiative and decision-making.

The implementation of the project is carried out at 3 levels:

Activities for Children and Young People - carried out in Schools, from pre-school to high school, with activities that promote Happiness, self-esteem, confidence and personal development; implemented by a network of certified monitors, to implement the project and activities.

Training for Teachers and Educators - so that Teachers and Educators can develop skills in their students and their own personal development, using the latest methodologies of Positive Psychology and Emotional Intelligence, it's offered Certified Training made by qualified professionals.

Workshops for Parents and Families - to provide Parents and families with tools and concepts of Positive Psychology and Science of Happiness, with dynamic sessions to reinforce parenting skills.

Each session of the Program will always be evaluated and monitored to demonstrate results and contribute to the continuous improvement of the project and evidence of the benefits of participating in this Program.

This project is being implemented in schools, youth centres and educational institutions, city councils and parish councils, colleges and institutions from north to south of the country.

The contents are adapted to the age groups of the target audience, involving brief group sessions and, later, individual guidance and in small groups.

## ACTION IDEA

- Through theatre we could make motivational plays and scenarios on how to develop a better YOU.

# BENEFITS AND KEY TAKEAWAYS

## EXAMPLE OF HOW TO IMPLEMENT THIS PRACTICE

### BENEFITS FOR STUDENTS

Considering that the development of children and young people is dependent on the different contexts in which it takes place, it is intended to provide the various educational agents and youth workers (formal and informal) with tools to be applied on a daily basis, necessary for positive attitude and positive communication, family and individual well-being and academic and personal success.

Using a face-to-face, experiential and dynamic methodology, themes such as Personal Development, Self-knowledge, Happiness, Positive Psychology, Positive Education, Optimism, Well-Being, Self-Esteem, Positive Emotions, Values, Conscious Parenting, Social Relationship and Emotional Intelligence are worked on .

### KEY TAKEAWAY

- positive mindset
- self reflecting skills
- communication skills
- Self-esteem

### RESOURCES

<http://escolapais.weebly.com/programa-educar-para-a-felicidade.html>

<https://www.facebook.com/EducarFelicidade/>

### WHAT TOPICS DOES THIS ACTIVITY TACKLE?

Self confidence  
active citizenship



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# 25. PREJUDICE, STEREOTYPES, DISCRIMINATION

## DESCRIPTION

This session will introduce prejudice, stereotypes and discrimination through a game where participants will select a candidate for a job, without knowing much information about them. The students will also get to think about what it feels like to be included or excluded

## BENEFITS FOR STUDENTS

Social Studies: Welfare and Social Exclusion

- I can explain and analyse different forms of social exclusion.

Ethics – Contemporary Moral Language and its Central Concepts and Metaphors

- I can explain what rights mean referring to the UN Charter of Children's Rights and the UN Charter of Human Rights.
- I can articulate the rule of justice that equally recognises the same rights for others that one claims for ones

Citizenship

- I can explain what is meant by 'putting oneself in someone else's shoes' e.g. people who are less fortunate than me, people who are suffering, people who are going through difficulties in their lives.
- I can identify ways in which we can all make a positive contribution to individuals and the local community.

Citizenship

- I can recognise bias and misrepresentation in the media and advertising.
- I can recognise and challenge stereotypes
- Cross-curricular themes
- Learning to learn
- Education for Diversity

## KEY TAKEAWAY

- To understand what are prejudices, stereotypes and discrimination
- To understand that people have negative attitudes towards certain groups of people
- To be able to recognise own and others' stereotypical and prejudicial attitudes
- To be aware of the negative consequences of prejudice and stereotypes.
- To identify aspects of inclusion and exclusion

## ACTION IDEA

Material needed:

Powerpoint (the line-up and box/heart/hand images found on drive)

Optional – Insider Outsider spreadsheet

Whiteboard and marker/screen/projector

## RESOURCES

<https://kopin.org/portfolio-items/activity-2-prejudice-stereotypes-discrimination-and-inclusion/>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- prejudice
- stereotypes
- discrimination and Inclusion



# 26. TRAVELLER'S RIGHTS: LOOKING AT THE CASE OF A MINORITY AT RISK

## DESCRIPTION

This resource examines how certain minorities and communities face discrimination and are at risk of human rights abuses by looking at the case of Travellers' communities in the United Kingdom.

## BENEFITS FOR STUDENTS

Students can identify themselves through roleplay, exchange experiences and open a debate throughout the problem. Also they will be able to recognize such behaviour and act upon it.

## KEY TAKEAWAY

Young people will discover the backgrounds of other people, foster empathy, inclusion,...

## RESOURCES

<https://www.amnesty.org/en/latest/education/2016/03/three-education-activities-for-young-people-to-challenge-discrimination/>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- stereotyping in relation with discrimination

## ACTION IDEA

Through role-play and debate, the three main activities ask students to examine the reasons behind Travellers' nomadic lifestyle, to challenge stereotypes and misconceptions surrounding travelling people, and explore conflicts related to land rights.



# 27.ADVENTURES IN FORUM THEATRE

## DESCRIPTION

The project was funded by the Lifelong Learning Program in 2003. It aims to study the results of the use of theatrical approaches in adult and student education in different European communities in Romania, Great Britain, Denmark, Portugal, France, Estonia, Lithuania, Italy and Bulgaria, in collaboration with like-minded people from Macedonia and Serbia and more.

Specifically - in the application of the Forum Theatre as a means of promoting civic activity. The experience of adult educators using forum-theatre to work in different communities has been summarised and a universal model for its application in different target groups was sought. The results of the project are organised in a training guide called "Adventures In Forum Theatre".

## BENEFITS FOR STUDENTS

Students learn how to deal with various social problems and how to act in situations that require specific skills and a high level of empathy and understanding.

## KEY TAKEAWAY

Group training and workshops develop social skills and exercise their empathy and understanding of the others, including the ones that are different from them

## RESOURCES

<https://theatretsvete.eu/timeline/forum-teatar-v-obuchenieto-za-vazrastni/>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- raising awareness about social problems
- overcoming social issues and prejudice via group work



# ACTION IDEA

## EXAMPLE OF HOW TO IMPLEMENT THIS PRACTICE

The project can be useful for its application of three types of specific performative methods - image theatre, invisible theatre and forum theatre.

"Image Theatre" is a series of exercises and games that puts participants face to face with the truths about human relations in the family and society, without the use of spoken language. The image (the sculptor) eliminates the censorship of the brain in which words put us. Images are independent of linguistic and cultural barriers and, as Boal shows, often spontaneously reveal unexpectedly universal truths.

"The Invisible Theatre" includes the audience as an actor, without her suspecting that she is a participant not in a real dramatic scene, but in a theatre. It is a means of stimulating discussions, engaging people with problems, in the form of a public forum.

CONTINUATION IS  
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# CONTINUATION

The public is free to take any position and offer any way out of the situation, without feeling that it has been taught. "Theatre of the Oppressed" - never to be didactic with its audience, but to emphasise the process of mutual research and learning.

“Forum Theatre” is a theatrical play in which an exciting issue for the audience is shown in an unsolved form. Viewers are invited to suggest and play different solutions. Thus, they gain experience from the shared case.



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# 28.DRAMA BASED TEACHING, CONFLICT PREVENTION AND CRITICAL THINKING

## DESCRIPTION

This project was aimed to work with our Secondary School students (12 to 18 yo.) using drama as an art form as well as a collection of teaching tools for bullying and conflict prevention.

Co-training activities for teachers were implemented in the following fields: Drama Based Teaching, Theatre of The Oppressed, Flipped Classroom, Project Based Learning, School Peer Mediation, etc. One of the main goals of the projects is to tackle discrimination, segregation, racism, bullying and violence by using:

- Theatre of the Oppressed techniques like: forum theatre, invisible theatre and image theatre
- Drama based teaching techniques like: “two touch theatre”, “gym mat theatre”, performances build upon the cultural heritage of each participants’ country.

Participating schools claim a reduction in aggressive behaviour and an increase of empathic tendencies to avoid social inequities of any kind, promoting a constructive atmosphere in school, which has led to increased learning scores.

These models for conflict resolution led by students have been evidence of a potential in reducing and preventing school violence over long-term periods, which has been an asset for teachers, students and their families.

## BENEFITS FOR STUDENTS

By implementing innovative educational methodologies, students learn how to handle complex everyday situations in the best possible way, engaging in constructive and respectful dialogue with all kinds of people. Intercultural dialogue through theatre performances contributed to the validation of such behaviour.

**ACTION IDEA IS  
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# ACTION IDEA

## EXAMPLE OF HOW TO IMPLEMENT THIS PRACTICE

### KEY TAKEAWAY

Students become more empathetic, understanding and flexible in potential conflict situations. Teachers get much more agile in the process of teaching, training, communicating and provoking students; they become skillful at providing attractive education based on interactive and contemporary methodologies.

### WHAT TOPICS DOES THIS ACTIVITY TACKLE?

Fighting discrimination, segregation, racism, bullying and violence through innovative and interdisciplinary training methods incl. performance arts' techniques.

### ACTION IDEA

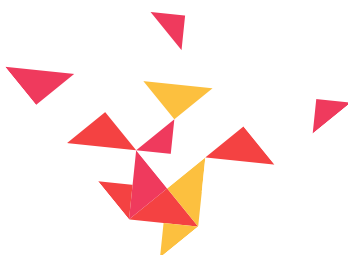
Elements of this practice could be implemented for the needs of shaping the forum theatre educational system. The project experiments with a bunch of alternative and interdisciplinary performing art and educational techniques, which could be combined in a way that ensures the creation of an impactful and effective training system for implementation of forum theatre to combat xenophobia.

### RESOURCES

<https://euerasmusdrama.wixsite.com/drama/theatre-of-the-oppressed-1>



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# 29.CULTURES

## DESCRIPTION

This activity promotes cultural diversity, peace and tolerance toward other cultures.

The purpose of activity is to stimulate the spirit of cooperation and to find a common identity.

The activity uses the simulation as method.

## BENEFITS FOR STUDENTS

Students will learn to accept other cultures, to be open toward cultural diversity, to respect others.

## KEY TAKEAWAY

- Teamwork
- collaboration
- creativity
- diversity
- acceptance

**ACTION IDEA IS  
DOWN BELOW**



## RESOURCES

<https://www.scout.ro/wp-content/uploads/2013/10/Manual-100-de-idei-de-educatie-non-formala.pdf>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- diversity
- tolerance
- breaking stereotypes and prejudices

# ACTION IDEA

## EXAMPLE OF HOW TO IMPLEMENT THIS PRACTICE

1. Needed resources: outdoor or indoor space/a room, papers, materials from nature.

Time: 60- 120 minutes

Will be created groups of 6-10 participants depending on the group size.

2. Each group will receive a territory/corner on which to build their culture.

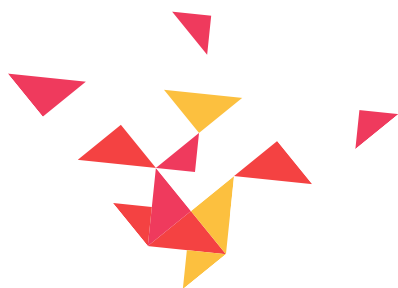
To begin with, each group will have to find a name for their country, a name for their people, to create the language, to create the flag and to build the hearth of the community using materials from nature, to create the history of the country.

3. After the end of the construction period, 2 representatives of each group will go to visit the other countries, trying to interact with the inhabitants and find common things.

**CONTINUATION IS  
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# 30. GUARD AGAINST BIAS

## DESCRIPTION

It is important to be aware of your own attitudes and stereotypes in relation to different groups of people and to understand how bias (conscious or unconscious) can impact on your actions and decisions, and potentially cause discrimination. Above all, you should remember that learners, young people and colleagues from all backgrounds are individuals with highly complex identities. Ethnicity is just one dimension of these identities alongside a range of other factors including gender, sex, sexuality, disability, social class and religion or belief.

To help guard against bias:

- reflect on your own attitudes and behaviours. Learn to be aware of any biases and prejudices that you may have and work to challenge them; and
- have the courage to challenge bias demonstrated by others.

Best practices that can help to combat bias:

- Tolerance: it is important to be tolerant of others, even if they are different from you. Try to put yourself in their shoes and see things from their perspective.
- Acceptance: accepting others for who they are is a key part of combating xenophobia. Everyone is different and we should celebrate those differences.
- Equality: treating everyone equally, regardless of their background, is essential in combating

## KEY TAKEAWAY

- Student advantages include:
  - respect for others
  - tolerance for differences
  - in the classroom and beyond, equality
- Learn more about how to make a culture that is more tolerant and welcoming of others.
- These words are significant because they serve as a reminder that all people are created equal and should be treated equally. In all we do, we should be tolerant of others, accepting of differences, and supporting equality.

**ACTION IDEA IS  
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## RESOURCES

<https://www.ewc.wales/site/index.php/en/fitness-to-practise/good-practice-guides/guide-to-good-practice-tackling-racism.html>

## WHAT TOPICS DOES THIS ACTIVITY TACKLE?

- provoke,
- prejudices,
- bias
- more tolerant society,
- accepting of others.



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# ACTION IDEA

## EXAMPLE OF HOW TO IMPLEMENT THIS PRACTICE

1. Needed resources: outdoor or indoor space/a room, papers, materials from nature.

Time: 60- 120 minutes

Will be created groups of 6-10 participants depending on the group size.

2. Each group will receive a territory/corner on which to build their culture.

To begin with, each group will have to find a name for their country, a name for their people, to create the language, to create the flag and to build the hearth of the community using materials from nature, to create the history of the country.

3. After the end of the construction period, 2 representatives of each group will go to visit the other countries, trying to interact with the inhabitants and find common things.

**CONTINUATION IS  
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### BENEFITS FOR STUDENTS

Student advantages include:

- respect for others
- tolerance for differences
- in the classroom and beyond, equality



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# CONTINUATION

4. After the interaction process, each group will introduce its culture and will have to find common identities. The facilitator will make sure that all cultures are appreciated.

Create a shared classroom panel on which you will set norms of conduct that do not provoke prejudices, accept differences, and do not insult anyone following brainstorming and mutual discussion.

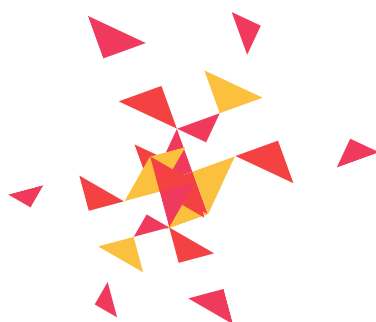
There are a number of Activities and behaviours that demonstrate these best practices include:

- Challenging racist jokes or comments
- Making an effort to get to know someone from a different background to your own
- Educating yourself and others about different cultures and traditions
- Standing up to discrimination or bigotry in any form.

By practising these best practices, we can all play a part in making our society more tolerant and accepting of others.



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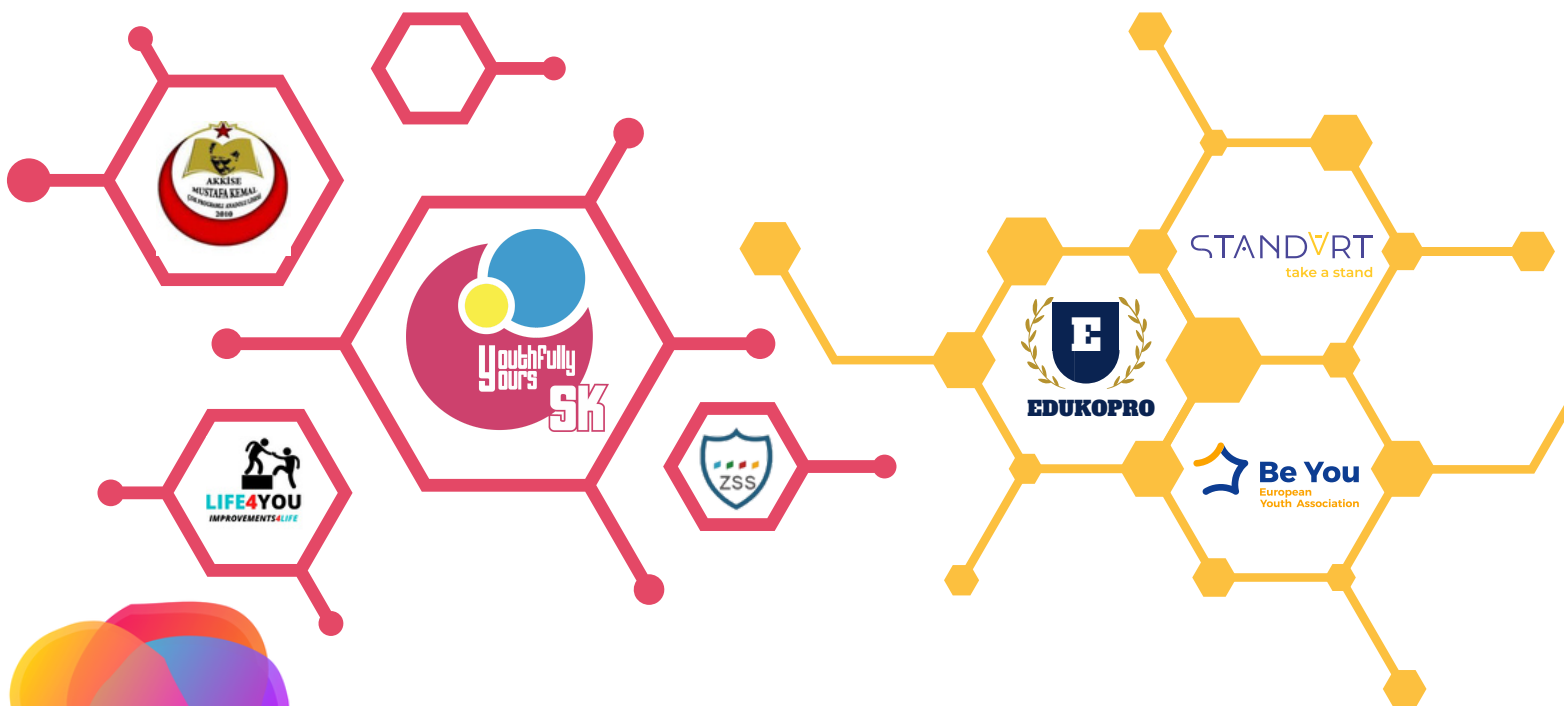
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