

The Gender and Intercultural Awareness Network



A Grundtvig Learning Partnership
Resource for Teachers and Trainers

By

Asamblea de Cooperación por la Paz, Spain
CEMEA Aquitaine, France
CEMEA Piemonte, Italy
Waterford One World Centre, Ireland



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Introduction

Welcome to the Gender and Intercultural Awareness Project. This training manual is the result of a two-year Grundtvig Learning Partnership which included partners from France, Ireland, Italy and Spain. We would like to acknowledge the European Commission without whom this work would not have been possible.

As an inter-European project we encountered some difficulties primarily with communication given the language differences, but ultimately found that we had more in common than we had in difference. The aim of this project was to work in partnership to improve the quality of educational materials available to teachers and trainers who wish to erase the gender and cultural biases that are present within our educational settings.

The organisations that contributed to this project are:

CEMEA Aquitaine, France: CEMEA Aquitaine focuses on the training of adults, trainers and educators who work with, among others, people at risk (young people suffering social exclusion, the handicapped, migrants, refugees) and has a particular interest in educational methods that promote equality between men and women.

Waterford One World Centre, Ireland: The WOWC is a Development Education Centre whose mission is to work in partnership with local, regional, and global communities to educate and empower people to take action on issues of social justice and human dignity. We work in the formal and non-formal sectors through workshops and events that focus on development issues.

CEMEA Piemonte, Italy: CEMEA Piemonte is a non-governmental organisation that works in the social field including education, leisure, early childhood education, sustainable development, scientific activities and media education. We are involved in many areas through our teacher training programme but also take direct action in the field of education.

Asamblea de Cooperación Por le Paz, Spain: ACPP's aim is to promote tolerance, solidarity and intercultural attitudes as well as fighting racism and xenophobia so that our society takes an active role in the defence of human rights. Our educational projects bring a new approach about how social justice issues are dealt with in educational programs, introducing new pedagogical tools that increase the participation of all the actors involved in the educational system.

This document is designed with teachers and trainers in mind and as such is meant to be a working document that is easy to use. It is divided into four colour-coded sections: introductory/ice-breaker activities; action lessons; reflective lessons; and evaluation. It is recommended for each class/workshop that users take one lesson from each section but you are encouraged to adapt this document to suit your particular needs.

The Waterford One World Centre would like to thank Rebecca O'Halloran of the Africa Centre and Alan Hayes of the National Youth Council of Ireland for their work on this project. Additionally, we would like to thank the Waterford Area Partnership for their financial support which facilitated the piloting of this work.

We hope that you find this work interesting and helpful.

~ The Gender and Intercultural Awareness Network



Glossary

Culture: The behaviour and beliefs of a particular social or ethnic group

Discrimination: Unfair treatment of a person, or group of people, based on prejudice

Equality: Having identical rights and privileges

Feminism: Advocates legal and social equality between women and men

Gender: The socially constructed behavioural, cultural, or psychological traits typically associated with one sex

Immigrant: One who migrates to another country, usually for permanent residence

Intercultural: The interaction between two or more cultures

Minority: A group differing, especially in race, religion, or ethnic background, from the majority population

Multicultural: Several different cultures or ethnicities living side-by-side

Racism: Hatred or intolerance of another race or races

Sex: The physical characteristics that distinguish male and female

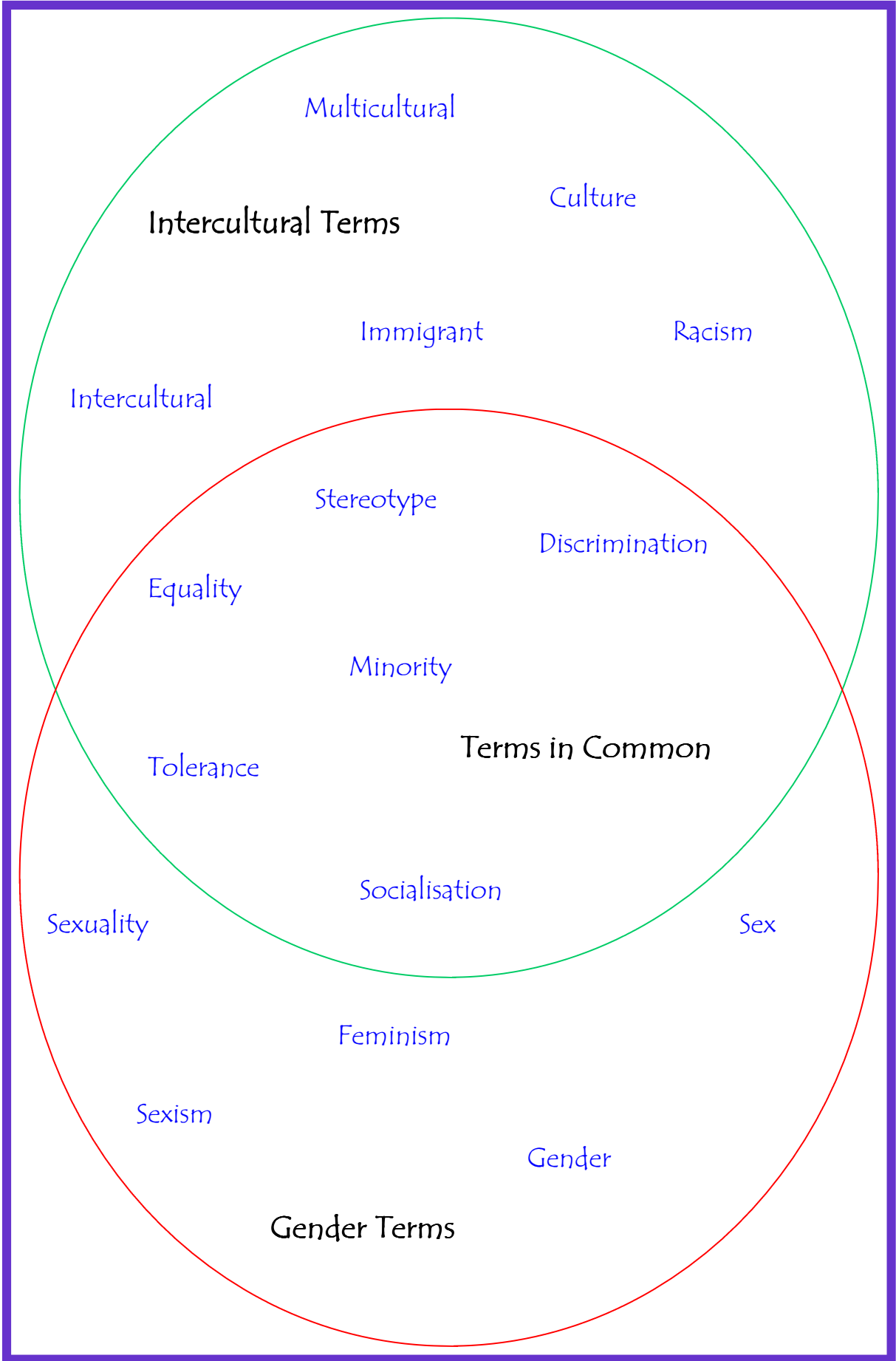
Sexism: Discrimination based on a person's sex

Sexuality: How people experience and express themselves as sexual beings

Socialisation: Process whereby an individual acquires a personal identity and learns the norms, values, behaviour, and skills appropriate to his or her role in society

Stereotype: An oversimplified or biased mental picture held to characterize the typical individual of a group

Tolerance: Fair and objective attitude toward those whose opinions, practices, race, religion, nationality, etc., differ from one's own



Important Dates

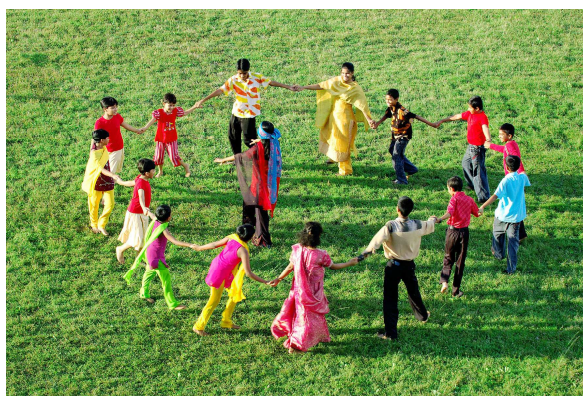
Historical Highlights	France	Ireland	Italy	Spain
Right to Vote for Women	1944	1918 (limited) 1922 (full)	1946	1931
Legalisation of Abortion	1975	No legislation to date	1978	1985-2010
Legalisation of Divorce	1975	1996	1970	1981
End of Colonisation	1962	Ireland did not have colonies	1944	1898
1st Woman Nationally Elected	None to date	1918	1948	None to date
Mixed Gender Education	1886	1831 National Schools/1870 3rd level	1962	1970
Political Gender Parity Legislation	2000	None to date	1991	2004
Equal Pay Legislation	1946	1975	None to date	None to date
Ministry of Equality	2005	1919	1995	2008
1st Person of Colour Nationally Elected	None to date	None to date	None to date	None to date
Maastrich's Treaty Ratified	1992	1992	1993	1996
Euro Zone Entry	2000	2002	2002	2002
Established Right to Asylum	1951	1951	1948	1984

Immigration Statistics

Immigration Statistics	France	Ireland*	Italy	Spain
Total Population 2010	65,000,000	4,70,700	60,387,000	47,021,031
Total Immigration 2010	180,000	114,000	328,000	17,067
Total Immigrant Population	6,700,000	465,330	4,563,000	4,926,608
Largest immigrant nationalities	Portugal Algeria Morocco Turkey	UK Poland Lithuania Nigeria Latvia	Romania Albania Morocco China Ukraine	Romania Morocco Ecuador Colombia UK
Largest Religious Groups	Roman Catholic, Muslim, Protestant, Jewish**	Roman Catholic, Church of Ireland, Muslim	Roman Catholic, Muslim, Protestant, Jehovah's Witness	Roman Catholic, Agnostic, Muslim

*Based on figures from the 2006 Census

** The French principle of Laicite does not endorse any religion and as such the French government does not keep records on religious matters.



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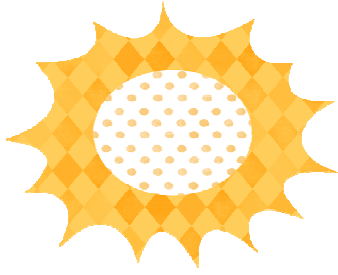
Section One

Introductory and Icebreaker Activities

Introductory Activities: These activities help you to start focusing on Intercultural and Gender work including introducing the vocabulary of Gender and Intercultural facilitation.

Icebreaker Activities: These activities will help you create a safe and comfortable working environment. These activities are suggested for groups who are not accustomed to working together.





Gender and Intercultural Awareness Network
Introductory/Icebreaker
Lesson 1: K-W-L

Name of Activity: K-W-L (What I Know, What I Want to Know, What I Learned)

Objectives:

1. To activate participants' knowledge about the subject;
2. To allow participants to assess what they have learned throughout the workshop.

Time: 5 minutes at start of session;
5 minutes at end of session.

Materials: Attached K-W-L sheet

Directions:

1. Facilitator introduces the topic of the workshop to participants.
2. Facilitator distributes K-W-L sheet and asks participants to fill out first two sections:

What I Know: Participants should be asked to write down any thing they know about the topic, one word responses or short phrases are good.

What I Want to Know: Participants should be asked to think about what they would like to know or would like to learn about the topic.

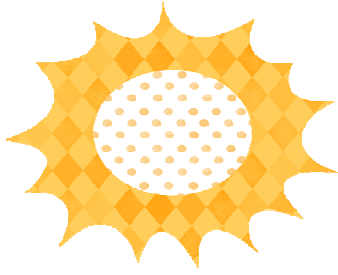
3. At the close of the session, participants should revisit the sheet and fill in the last column, What I Learned from the workshop.

Note: These sheets, if collected from participants, also act as an evaluation of the learning that took place in the workshop.

K-W-L

Please fill out the first two columns. You can describe what you know or want to know about today's topic. At the end of this workshop, you will receive this form back and fill in the final column.

<u>K</u> What I Know	<u>W</u> What I Want to Know	<u>L</u> What I Learned



Gender and Intercultural Awareness Network
Introductory/Icebreaker
Lesson 2: Birthday Line-Up

Name of Activity: Birthday Line-Up

Objectives:

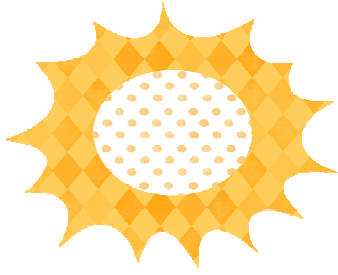
1. To allow participants to introduce themselves and feel comfortable in the workshop.
2. To demonstrate that there are things all people share regardless of where they are from or what sex they are.

Time: 5 minutes

Materials: None

Directions:

1. Participants are asked to arrange themselves in the order of their birthdays, no birth years are required.
2. Ask participants if there is anything that they like or dislike about their birth month.



Gender and Intercultural Awareness Network
Introductory/Icebreaker
Lesson 3: Know Your Potato

Name of Activity: Know Your Potato

Objectives:

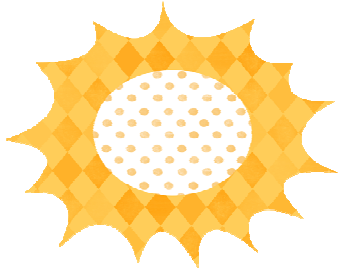
1. To allow participants to feel comfortable with each other and the workshop setting;
2. To demonstrate how alike and how different all people are.

Time: 5 minutes

Materials: Sack of potatoes (or other items such as rocks, leaves, etc.)

Directions:

1. Participants are asked to take a potato from the sack in the middle of the room and examine it closely, taking note of its details.
2. Put all of the potatoes back into the sack and mix around. The facilitator puts all of the potatoes on the floor and participants are asked to find their original potato.



Gender and Intercultural Awareness Network
Introductory/Icebreaker
Lesson 4: Globingo

Name of Activity: Globingo

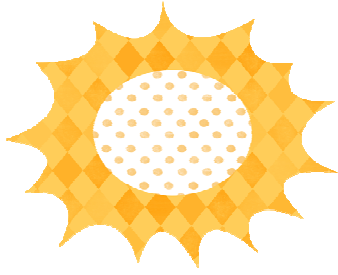
Objectives: 1. To promote group interaction;
2. To highlight the similarities of our global experiences.

Time: 30 minutes

Materials: Peters Projection World Map
Globingo Pages
Pens
Push Pins
Coloured thread

Directions: 1. Give each participant the two Globingo sheets (included here)
2. Ask participants to find someone in the group who can answer the questions; once they have found an answer they can write it on the Globingo sheet
3. The first person who fills in their sheet, shouts 'Globingo'!
4. Facilitator asks participants to discuss the types of interactions they had, for example, was it easier to find commercial connections? Or was the media the strongest unifier?
5. Using the Peters Projection, the facilitator asks participants to put push pins on the countries that were mentioned during Globingo. The facilitator then connects the push pins with coloured thread to express these global connections in a visual way.

Note: Facilitators should modify the Globingo questions based on the group that you are working with.

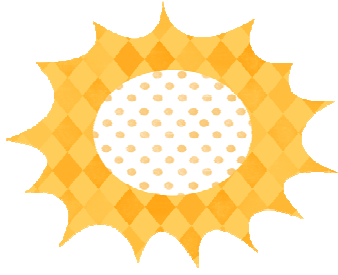


Find Someone Who...

- A. Has been overseas
- B. Writes emails to someone who lives in another country
- C. Is learning a foreign language
- D. Has family living in another country
- E. Has helped a foreign person (e.g. giving directions)
- F. Likes a band from another country
- G. Wears clothing made in a different country
- H. Enjoys traditional food from another country
- I. Can name a famous sportsperson from another country
- J. Owns a car made in a different country
- K. Has spoken with someone who has lived in another country
- L. Speaks two or more languages
- M. Has read a book by an author from a different country
- N. Has recently learned something about a foreign country on TV
- O. Has an appliance at home made in a different country
- P. Has a mother or father that was born in a different country

GLOBINGO

A Name: Country:	B Name: Country:	C Name: Country:	D Name: Country:
E Name: Country:	F Name: Country:	G Name: Country:	H Name: Country:
I Name: Country:	J Name: Country:	K Name: Country:	L Name: Country:
M Name: Country:	N Name: Country:	O Name: Country:	P Name: Country:



Gender and Intercultural Awareness Network
Introductory/Icebreaker
Lesson 5: The Story of Your Name

Name of Activity: The Story of Your Name

Objectives:

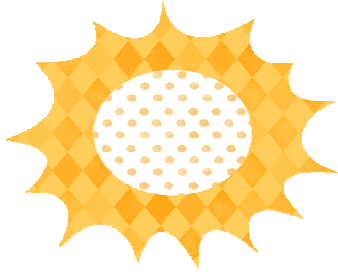
1. To introduce members of the group and create a safe environment;
2. To recognise the influence of culture on people's personality.

Time: 5 to 10 minutes

Materials: None needed

Directions:

1. Participants are asked to place their chairs in a circle
2. Depending on the size of the group, each person is asked to tell the story of their name (local or family name, how they got it, what it means to them, etc.) OR for larger groups, the facilitator can divide the group into pairs for the same activity and ask some to report back on their partner's name.



Gender and Intercultural Awareness Network
Introductory/Icebreaker
Lesson 6: If I Were...

Name of Activity: If I Were...

Note: An icebreaker more suitable for a group familiar with one another)

Objectives:

1. To introduce participants to one another and create a safe working environment;
2. To encourage participants to explore their own identities.

Time: 15 to 20 minutes

Materials: Pieces of paper
Crayons or pencils

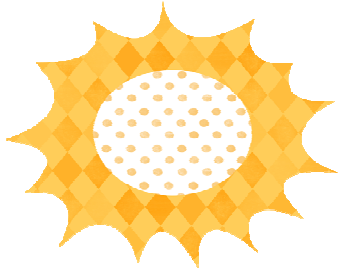
Directions:

1. Participants are each given a piece of paper and asked to complete the following questions in the corners of the page:

If I were a country, I would be...
If I were a famous woman, I would be...
If I were a famous man, I would be...
If I were an animal, I would be...
(Adjust questions for your context)

Participants are then asked to draw a picture that represents their personality in the middle of the page.

2. Participants return the papers to the facilitator who gives each person someone else's paper and ask them who they think it belongs to OR participants can keep their pages and explain their picture and answers in a group setting.



Gender and Intercultural Awareness Network
Introductory/Icebreaker
Lesson 7: Silent Greetings

Name of Activity: Silent Greeting

Objectives:

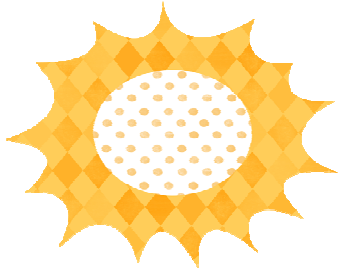
1. To introduce participants to one another and create a safe working environment;
2. To demonstrate the power of non-verbal communication.

Time: 5 minutes

Materials: None needed

Directions:

1. Participants are asked to move around the room observing everything and everyone in the room without speaking.
2. Participants are then asked to greet each person in the room without using words. Everyone must be sure to have greeted everyone in the group.



Gender and Intercultural Awareness Network
Introductory/Icebreaker
Lesson 8: The Name Circle

Name of Activity: The Name Circle

Objectives:

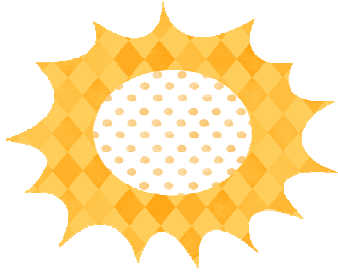
1. To introduce participants to one another and create a safe working environment;
2. To help people learn each other's names.

Time: 5 minutes

Materials: None needed

Directions:

1. Participants are asked to stand in a circle
2. One person is asked to take a step forward and say his or her name clearly to the rest of the group, then step back into the circle. The rest of the circle steps forward repeating the name that was just said.
3. This process repeats until each person has said their name



Gender and Intercultural Awareness Network
Introductory/Icebreaker
Lesson 9: Follow the Leader

Name of Activity: Follow the Leader

Objectives:

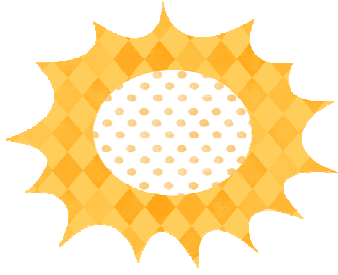
1. To create a positive working environment;
2. To allow each member of the group to experience being a leader.

Time: 10 minutes

Materials: None needed

Directions:

1. Ask participants to stand in a circle.
2. The facilitator explains that one of them will be the leader and the rest of the participants line up behind him/her.
3. The leader will move around the room making gestures, sounds, movements, etc. and the person behind the leader will repeat the action and this continues down the line. After the last person has completed the action, the leader moves to the end of the line and the process is repeated with a new leader.



Gender and Intercultural Awareness Network
Introductory/Icebreaker
Lesson 10: Stereotypes

Name of Activity: Stereotypes

Objectives: 1. To introduce the concept of 'stereotypes' to participants;
2. To have participants think critically about whether or not to accept a stereotype.

Time: 30—45 minutes

Materials: Flip chart paper
Flip chart markers

Directions: 1. On flip chart paper, write down 'men' on one sheet, 'women' on another.
2. Ask participants to write down stereotypes of each gender on the paper. Discuss the stereotypes with the group.
3. Participants mark beside each stereotype whether they:
1. Agree
2. Disagree
3. Don't Know
4. Facilitator leads a discussion about why people agree or disagree with the stereotypes.
5. Facilitator leads a discussion about the value or lack of value of stereotypes.

Note: This activity may also be used as a reflective activity.

Section Two

Action Lessons

Action Lessons: These lessons are designed to encourage people to take action on issues of cultural or gender equality. These activities are participatory and designed for group interaction.





Gender and Intercultural Awareness Network

Action Lessons

Lesson 1: Diversity Through Music

Name of Activity: Diversity Through Music

Objectives:

1. To increase participants' awareness of the different styles of music that are a part of the global culture;
2. To demonstrate that music, dance and instruments reflect a culture's history and heritage; and
3. To challenge participants to think and act beyond their comfort zone in order to understand and appreciate others.

Time: 45-60 minutes

Materials: Computer
Data Projector & Screen

Web-based resources:

~Great listing of BBC recommended world music sites: <http://www.bbc.co.uk/radio3/worldmusic/worldmusiclinks.shtml>

~Zambezi Express, Zimbabwean and South African Dance Musical: <http://www.youtube.com/watch?v=fxftx5uotq4>

~Philippine Leyte, traditional Filipino dance performance: <http://www.youtube.com/watch?v=8SqZRQWC6AQ&feature=related>

Facilitators should also explore additional world music. Some suggestions include: Septeto Nacional, Cuba; Femi Kuti, Nigeria; Ali Farka Toure, Mali; Ry Cooder, North America; Gocoo, Japan. Alternative genres include: Rai, Algeria; Son, Cuba; Taiko, Japan, Bhangra, India; Cajun, United States.

Directions:

1. Musical Warm-up: Ask participants to sit in a circle and explain that a sound will be passed around the circle, have one person start and the person on the right repeat the sound until everyone has participated. Sample sounds include clapping, clicking fingers, pat thighs, stomp feet, etc.



Gender and Intercultural Awareness Network
Action Lessons
Lesson 1 continued: Diversity Through Music

2. The facilitator should ask participants questions about music: What kind of music do you like? What does music mean to you? When is music listened to/used? How does music affect you physically, mentally or emotionally? Do you enjoy music from other parts of the world?

3. Present a short video or audio clip of music from a different part of the world. Ask participants questions such as: What are the similarities between this music and the music you generally listen to? Differences? Do you think music can bring people together?



Gender and Intercultural Awareness Network
Action Lessons
Lesson 2: Why People Move

- Name of Activity: Why People Move
- Objectives:
1. To understand why people migrate;
 2. To relate migration patterns to economic, social, political and environmental factors.
- Time: 30 minutes
- Materials: Excerpts from *Waterford Stories: Seeking Asylum in Modern Ireland* (or other stories about people who have moved)
Flip chart paper
Flip chart markers
- Directions:
1. Participants read a story about someone who has moved
 2. The facilitator leads a discussion based on the story, potential questions could be:
 - Does anyone know anyone who has moved country?
 - How do you think it made that person feel to move (happy, sad, excited)?
 3. Participants brainstorm a list of reasons why people move which facilitator writes on flip chart paper. Facilitator leads discussion about the reasons, being clear on the difference between moving and migration.
 4. Put participants into groups of 3 or 4 and have them discuss what 10 items they would bring if they had to move at a moment's notice. An additional activity is to compare their list with Oxfam's 10 essential things every person should have.
 5. Facilitator leads discussion about positive and negative things about migration and moving.



Photograph by Joe Dalton

Why People Move Kawaya Democratic Republic of the Congo To Ireland

Kawaya has just recently arrived in Ireland from the Democratic Republic of the Congo. Kawaya says he misses his country but that it is not a good place because of the constant warfare and the lack of human rights. Kawaya's tribe had originally come from Rwanda and even though they have lived in the DRC for a century, they still face persecution from the dominant tribe.

Kawaya had been working for an organisation that helped children impacted by the war. One day after the children had been fed, one of them got sick. Kawaya took him to the hospital but despite getting treatment, the child died. The child was from the main tribe and Kawaya was accused of intentionally poisoning him and was put in jail.

Kawaya was locked up and beaten for 30 days while the soldiers tried to get a confession. He was able to convince one soldier to contact his mother who paid the man to free Kawaya. There was an order placed to kill Kawaya but he managed to stay close enough to the United Nations peacekeepers to flee into Rwanda. Kawaya says that because there are no human rights in the DRC, that he would never be able to get a fair trial and would be killed if he returned.

Kawaya's mother had given the soldier Kawaya's papers and money and he was able to make his way to Ireland and ask for asylum. He says that the people who he spoke to first in Dublin airport were lovely, they gave him food and didn't beat him. He appreciates that in Ireland the people are safe and there is the rule of law.



Photograph by Joe Dalton

Why People Move Sahide Kosovo to Ireland

Sahide and her family left Kosovo in 1999 because of the Serbian campaign to drive the Kosovar Albanians from their homes. It is estimated that close to a million people were forced to flee Serbian forces and another half a million were displaced within the region. Sahide and her family originally went to a refugee camp in Macedonia and from there to Dungarvan. Despite having lived here safely for a number of years, to this day she has a difficult time speaking of the time spent in the refugee camp.

Sahide was 14 years old at the time and had only heard English spoken on television. She recalls arriving off the bus in Dungarvan to a great welcome from the local people who knew what their family had been through. Sahide and her family were accepted into Ireland as programme refugees, a status granted to people suffering extreme emergency situations in their home countries.

The family spent a year and a half living in Dungarvan where she and her brothers and sisters went to school. After the cease fire in Kosovo, the family hoped that the situation had improved enough to make their lives in Kosovo but they soon realised that it was still too dangerous to raise their family there. The family eventually moved to Waterford where Sahide hopes to pursue her dream of going to school and becoming a nurse.



Gender and Intercultural Awareness Network
Action Lessons
Lesson 3: Moving Debate

- Name of Activity: Moving Debate
- Objectives:
1. To introduce controversial topics to participants by encouraging them to choose a position;
 2. To enhance critical thinking skills through participant's defence of his/her position.
- Time: 10—15 minutes
- Materials: Statement cards for facilitator
- Directions:
1. Participants are asked to stand in the middle of the room (note: this works best with a good amount of space)
 2. The facilitator explains that statements will be read and if the participants agree they should move to one side of the room and if they disagree they should move to the other.
 3. The facilitator should encourage participants to explain their position and participants should move from one side to the other if their views are impacted by what others have to say.
 4. The facilitator should encourage active debate on the topics.
- Sample Statements:
1. Everyone should be able to live in any country they want.
 2. People should be allowed to express their religion through their clothes and jewelry.
 3. Gender roles are all learned behaviour.

Note: Statements should be tailored for the age and composition of the group that you are working with.



Gender and Intercultural Awareness Network
Action Lessons
Lesson 4: People From Another Planet

- Name of Activity: People From Another Planet
- Objectives:
1. To challenge assumptions that people make about one another and the nature of power;
 2. To raise awareness of cross-cultural misunderstandings.
- Time: 45-60 minutes
- Materials: Chairs
Simple Food (biscuits, bread, crackers)
Glasses of Water
- Directions:
1. Divide the group in two, one half stay in the room and the other half leave the room while directions are given.
 2. The facilitator explains to the group remaining that they are people from another planet welcoming a delegation from earth. The alien group has their own set of customs which the facilitator should explain:
 - ~ They do not use words to communicate so when the humans come in they will be welcomed without words
 - ~ Two members of the group should be seated in chairs, the rest will be on the floor. The people in the chairs are not holy and therefore are not allowed to touch Mother Earth, which is recognized as sacred. Likewise, only the holy people are allowed to touch the food and drink and must give it to the people in the chairs. When the people in the chairs wish to honour Mother Earth, they put their hands on the heads of those on the ground.



Gender and Intercultural Awareness Network
Action Lessons
Lesson 4 continued: People From Another Planet

3. The facilitator invites the remaining participants to rejoin the group and explains that they are a human delegation visiting a new planet. They are being welcomed by an alien delegation who have organised this ceremony.
4. The facilitator should not become involved in the role play. After 5 to 10 minutes, the facilitator declares the end of the activity.

Note: It is important to debrief participants after this type of Activity. Allow participants the opportunity to come out of character and reflect on the exercise.

5. The facilitator explains the rules of the role play and asks for feedback on the following types of questions:

- ~ What are your thoughts on this activity? What did you like, what didn't you like?
- ~ What lessons, if any, have we learned from this activity?
- ~ Should we judge other cultures by our own standards? What problems does that pose? Are there any times when we should judge other cultures?
- ~ What changes would you make to this activity?

Note: Allow plenty of time for participants to provide feedback.



Gender and Intercultural Awareness Network
Action Lessons
Lesson 5: Women & Men

- Name of Activity: Women and Men
- Objectives:
1. To uncover any stereotypes that people might have;
 2. To discuss the social and personal meaning of stereotypes.
- Time: 20 minutes
- Materials: None needed
- Directions:
1. The facilitator asks participants to sit in a circle.
 2. The facilitator asks participants to close their eyes and imagine a person of the opposite sex that is well known in society. Participants should imagine the way this person walks, talks and otherwise expresses themselves. Participants should raise their hands when they have someone in mind.
 3. Participants are asked to stand up and move around the room as if they were the person that they were imagining, greeting all of the other people as they go.
 4. The facilitator asks people to stop moving and goes around the room placing a hand on each person's shoulder to allow that person to reveal their identity.
 5. The facilitator asks participants to return to their identity and their seats. Participants are asked to share their thoughts on the activity with questions such as:
 - ~ Did anything surprise you about acting as the other gender?
 - ~ Are there 'typical' ways people act depending on their gender?



Gender and Intercultural Awareness Network
Action Lessons
Lesson 6: Peter and Agnes

Name of Activity: Peter and Agnes

Objectives:

1. To explore images and stereotypes that we have of people from different cultures;
2. To explore the differences in our expectations for men and for women.

Time: 30 minutes

Materials: A ball or other small item that can be easily tossed
Flipchart paper and marker

Directions:

1. The facilitator asks participants to sit in a circle.
2. Participants are to create a story together. The person with the ball gives one or two sentences about the story and then throws the ball to someone else who adds two more sentences and so on.
3. The first part of the story is about Peter, a young Irish man. After 10 or 12 turns, the facilitator asks for the ball and says: Peter meets Agnes, a young Nigerian woman, who also has a story. And then throw the ball back to somebody. After a few minutes, stop the activity.
4. Ask participants what images of Ireland and Nigeria were present in their story; and what images of men and women. Record these answers on flipchart paper.
5. Discuss what is a stereotype and whether any of the images recorded on the flipchart paper are stereotypes.



Gender and Intercultural Awareness Network
Action Lessons
Lesson 7: Action Theatre

- Name of Activity: Action Theatre
- Objectives:
1. To increase participants awareness of stereotypes;
 2. To explore the relationship between sexes and between cultures.
- Time: 45—60 minutes
- Materials: Film clip and method for showing to class
- Directions:
1. Show participants a scene from a film, tv show or a clip from the internet that portrays negative relations between sexes or between cultures.
 2. Ask participants to act out the scene as it happened in the film.
 3. Discuss the scene with the participants focusing on the conflict that occurs between sexes or between cultures.
 4. Act the scene again with the same actors except this time a member of the audience can stop the action and take the place of one of the actors and have the scene finish in a different way.
 5. It is possible to do this more than once. Finish the activity with a discussion, possible discussion questions include:
 - ~ Are gender roles and activities similar or different based on one's culture?
 - ~ Are gender roles the same within a culture over a period of time or does it vary? Have the roles of men and women changed over time in employment? Politics?
 - ~ What cultural stereotypes are present in the role play?



Gender and Intercultural Awareness Network
Action Lessons
Lesson 8: Migration Movements

Name of Activity: Migration Movements

Objectives: 1. To understand migration as a worldwide phenomenon;
2. To understand the history of immigrants in the participant's country.

Time: First Session: 15 minutes
Second Session: 1 hour

Material: Paper
Art Supplies
Coloured string
Thumb tacks
Peters Projection Map

Directions:

First Session: 1. Participants are asked to find one or two people in their family or community who have emigrated to this country and ask them to write down the following information:
~ Country of origin
~ Country of destination
~ Age when they emigrated
~ Reasons (family, economics, tourism, politics, job)
~ How they felt when they first arrived in their destination country.

Second Session: 1. After the information is collected, participants should share their findings with the group.
2. Using a Peters Map and coloured string, ask the participants to match the country of origin to the country of destination.
3. Ask participants to create a mural of the information they have collected. A follow-up to this activity is to display the work that is created.



Gender and Intercultural Awareness Network
Action Lessons
Lesson 9: Walking in their Shoes

- Name of Activity: Walking in their Shoes
- Objectives:
1. To develop empathy with immigrant groups;
 2. To foster creative responses to the difficulties faced by immigrants.
- Time: 1 hour
- Materials: Paper and pens
- Directions:
1. Ask participants to answer the following questions on a piece of paper:
 - ~ If you had to leave your country, what is the first thing that you would miss?
 - ~ What difficulties do you think you would find in a new country where you were not familiar with the language, life style, culture?
 - ~ What would you need from the people of that country?
 2. Ask participants to move into groups of 4 or 5 and discuss how they answered these questions.
 3. Ask each group to prepare a mime that illustrates how they would approach and greet people from different countries.
 4. After each group has performed their mime, ask participants to move back into the large circle and share their thoughts on the activity and what this tells us about our interactions with other cultures.



Gender and Intercultural Awareness Network
Action Lessons
Lesson 10: Forum Theatre

Name of Activity: Forum Theatre

Objectives:

1. To increase participants' awareness of gender and cultural stereotypes;
2. To explore the concept of equality between men and women or between cultures;
3. To challenge negative attitudes and behaviours.

Time: 1 hour

Materials: Sketch script (included here)

Directions:

Note: During this activity, participants will take on roles in an inter-cultural/gender sketch. Forum Theatre is based on the methodology of Augusto Boal. This is a complex pedagogical tool and we recommend additional preparation prior to putting into action. This is a simplified version of Forum Theatre and is designed as an introduction to Boal's methods. Additional resources are included at the end of the manual.

1. Ask participants to volunteer to play one of the three characters in the sketch.
2. After the sketch is performed, ask participants to identify who is the oppressor and who is the victim.
3. The facilitator should ask participants to think about a solution to the problem presented in the sketch and have three different actors replay the sketch with a different ending of their own design.



Sample Sketch

Characters:

Sara is a daughter of an immigrant couple. She is well educated and she has also a strong personality.

David is a charming young man and is easily influenced..

Mary is an intolerant person with a lot of prejudices.

Script:

Sara is sitting down on a bench of a bus stop. Suddenly Mary and David turn up.

MARY- If the bus arrives too late... we will be late for sure.

DAVID- Yeah...well, we can sit down.

MARY- Are you joking? Next to "that" thing? (pointing at Sara)

DAVID- Ehhh...come on, calm down, don't be like that...

MARY- But it's true, look at her, I'm sure that if you sit down next to her, you will be infected! I can even smell her!! It's disgusting...

DAVID- Why do you say this?

MARY- These people have no idea of anything

SARA- Excuse me, do you know which is the bus that goes to the Major Street?

DAVID- Ehhh...yes...well....I don't know...but she...knows...

MARY- No, no, no...We have no idea.

DAVID- Oh! Yes. It's the one that you take everyday !!.

MARY- Don't speak to her!! She will take advantage of you, as all immigrants do...

DAVID- Well... (to SARA), we don't know.

SARA- Ok, thanks.

MARY- I am tired. I would like to sit down for a while. This bus is taking so long...

DAVID- Well, there is a free place just there (indicating bus stop bench)

MARY- Come on... do you think I will sit next to her? I will prefer to die of tiredness...

DAVID- Well, you are not being serious.

MARY- Yes, I am being serious. Immigrants take everything from us, even benches...



Sample Sketch

DAVID- Wait! I have an idea. (To SARA) Listen, where would you like to go?

SARA- To Major street.

DAVID- Ok (with sarcasm), here (pointing to a map next to the bus stop) you have a map with all the bus lines... (Sara stands to look at the map)

SARA- Ah! Ok, thank you very much!

DAVID- You are welcome, baby.

DAVID sits down in SARA 's place, and tells MARY to sit down next to him.

MARY- Heyy...Give me five!!

DAVID-Yeahhh, that was brilliant!!

SARA- Hey! Can I sit down there?

DAVID- No.

SARA- But, I was there before, it was my place!

DAVID- Exactly. You were. You WERE. Past. I AM. Present.

SARA- Come on, move on

DAVID- I said no.

MARY- Don't you hear him? Go away!! You come here and take everything. You don't have the right to talk to me. Go away to your country!!!!

SARA- Which country? I am from here. I was born here.

DAVID- Ok girls. This is taking it too far...

MARY- It's not taking it too far, I'm just saying what I think of these people...

MARY takes a magazine which belongs to SARA. SARA tries to get it back. DAVID is between them.

SARA- Give me back my magazine.

MARY- Sorry, I don't understand you, foreigner. Do you want me to give you back your magazine?



Gender and Intercultural Awareness Network
Action Lessons
Lesson 10 continued: Forum Theatre

SARA-Yes!!

MARY-Ok, well, try to get it then... Where did you get it from? Did you steal it, did you?

DAVID- OK...calm down, please...this is enough

SARA- Tell your friend to give me back my magazine!!

DAVID-Ehh...well...

MARY- Hey!! Why are you talking to her?

DAVID- ...Eeehh...

MARY try to hit SARA, but DAVID is between them.

DAVID- Leave me alone, ok? I am going home by taxi. I don't want to know anything about either of you!!

Section Three

Reflective Activities

Reflective Activities: These lessons are designed to encourage participants to think about their learning and their actions.





Gender and Intercultural Awareness Network
Reflective Lessons
Lesson 1: Cultural Iceberg

Name of Activity: Cultural Iceberg

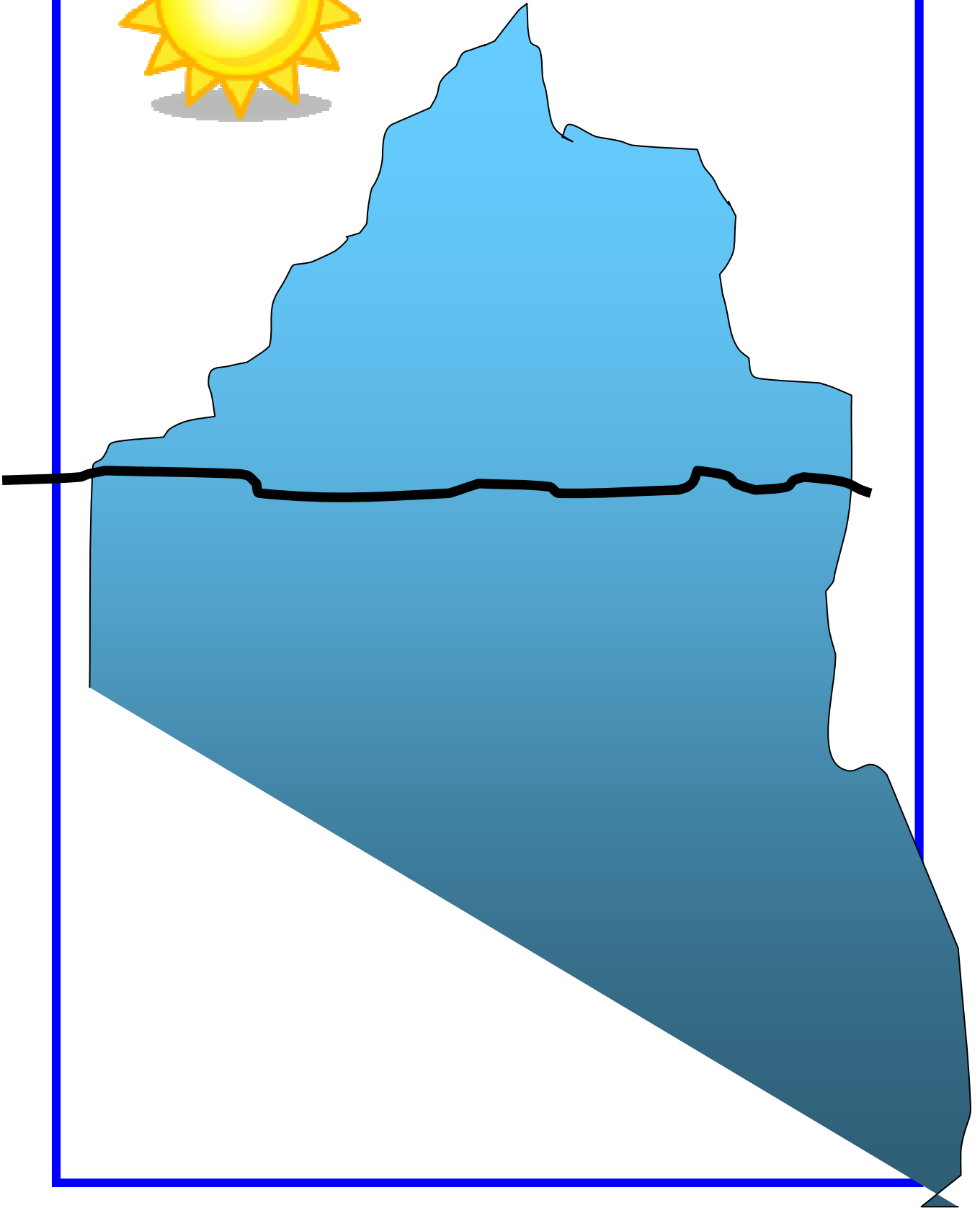
Objectives: 1. To introduce the topic of culture;
2. To demonstrate the complexity of culture.

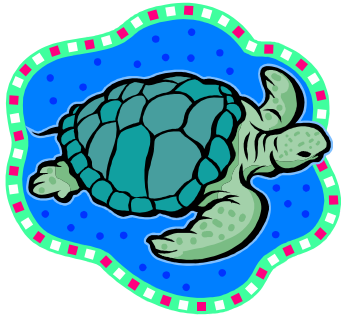
Time: 10 to 15 minutes

Materials: Flip chart paper & markers or white board & markers

Directions:

1. Divide the participants into small groups or pairs and ask them to answer the following question in their notebooks or on scraps of paper: What is it that makes culture?
2. The facilitator divides the flip chart/whiteboard in half by drawing a line through the middle. On the top of the line, the facilitator writes down all of the outward appearances of culture (food, music, dress, etc.). On the bottom half of the paper, the facilitator writes the more subtle examples of culture (values, history, education, etc.).
3. The facilitator draws an iceberg around the words, demonstrating that what is outwardly visible of a culture makes up only a small percentage, while the larger percentage remains hidden under water. Participants should reflect and discuss the following types of questions:
 - ~ What does this mean for our interactions with other cultures?
 - ~ Why does so much of our culture remain hidden? What is the best way for people to learn about others?





Gender and Intercultural Awareness Network
Reflective Lessons
Lesson 2: Holiday Snaps*

Name of Activity: Holiday Snaps

Objectives:

1. To explore where images of the Global South come from through a visualisation exercise;
2. To introduce the idea that our images of the Global South are one dimensional through a discussion of the types of images produced.

NOTE: This activity focuses specifically on Africa but any region or country could be used.

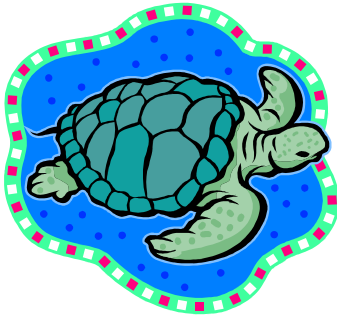
Time: 20 minutes

Materials: Blank paper
Art materials (crayons, markers, coloured pencils)
Flip chart/white board & markers

Directions:

1. The facilitator asks participants to get comfortable and close their eyes for a mental journey.
2. The facilitator asks participants to imagine the following:
 - ~ Imagine that you are in Africa, picture your surroundings, what time of day is it?
 - ~ What is the weather like? What kinds of plants and animals do you see?
 - ~ As you walk through the scene, you see some people, what do they look like? What are they doing?
 - ~ You come to some houses, what do they look like? How big are they? What are they made from?
 - ~ You enter a house, what is it like inside? What are the people doing?Now you are back in the classroom and can open your eyes.

Gender and Intercultural Awareness Network
Reflective Lessons
Lesson 2: Holiday Snaps* (continued)



Directions:

3. Distribute the art supplies and paper. Ask participants to draw the scene that they had just imagined. Explain that there is no right or wrong, and encourage them not to compare their drawings until they are all finished.
4. Display the pictures around the room. If anyone is uncomfortable, they do not have to display their picture.
5. The facilitator should ask participants what the commonalities are among the pictures and list them on the flip chart/white board.
6. Possible discussion questions include:
 - ~ Is this an accurate portrayal of Africa?
 - ~ Would the people of Africa be happy with the way their continent is being portrayed?
 - ~ What role does the media play in creating these images of Africa and other parts of the Global South?

Follow-up:

Participants can look for images of the Global South in general media sources. The facilitator can provide alternative images of Africa (please see photopack at the back of this manual for some possibilities).

* This lesson courtesy of the National Youth Council of Ireland



Gender and Intercultural Awareness Network
Reflective Lessons
Lesson 3: Folktales

Name of Activity: Folktales

Objectives:

1. To use folktales to help participants understand people, their values and environment and how they differ across cultures;
2. To enhance critical thinking skills as participants analyze folktales from different cultures.

Time: 30—45 minutes

Materials: Folktales (two are included here, but many other are available on the internet or in the library)
Map
Flipchart/white board & markers

Directions:

1. The facilitator starts with a discussion about folktales, prompting participants' prior knowledge of folktales, asking for examples from their own lives and what can folktales tell us about a people.
2. The facilitator reads a folktale or participants can do the reading with each person taking one or two sentences.
3. Ask participants to think about other stories that they have heard that might be similar. What is it about the folktale that seemed familiar? (It could be a phrase, sentence, character, animal).
4. Identify and analyze lessons from the folktale. What do these lessons tell us about the values and traditions that are important to this culture?
5. Split the group in half and have the participants rewrite the folktale making it a story based in the modern world but which still mirrors the issues of the original folktale. Share and discuss with larger group.

How the Monkeys Saved the Fish

The rainy season that year had been the strongest ever and the river had broken its banks. There were floods everywhere and the animals were all running up into the hills. The floods came so fast that many drowned except the lucky monkeys who used their agility to climb up into the treetops. They looked down on the surface of the water where the fish were swimming and gracefully jumping out of the water as if they were the only ones enjoying the devastating flood.

One of the monkeys saw the fish and shouted to his companion: "Look down, my friend, look at those poor creatures. They are going to drown. Do you see how they struggle in the water?" "Yes," said the other monkey. "What a pity! Probably they were late in escaping to the hills because they seem to have no legs. How can we save them?" "I think we must do something. Let's go close to the edge of the flood where the water is not deep enough to cover us, and we can help them to get out."

So the monkeys did just that. They started catching the fish, but not without difficulty. One by one, they brought them out of the water and put them carefully on the dry land. After a short time there was a pile of fish lying on the grass motionless. One of the monkeys said, "Do you see? They were tired, but now they are just sleeping and resting. Had it not been for us, my friend, all these poor people without legs would have drowned."

The other monkey said: "They were trying to escape from us because they could not understand our good intentions. But when they wake up they will be very grateful because we have brought them salvation."

(Traditional Tanzanian Folktale)

The Giraffe and the Monkey

The giraffe is an animal with a very long neck and legs and with dark patches on his coat. His legs and neck are so long that when he stands by a tree he can stretch his neck and eat the leaves on top of the tree. One day, he was standing in a pond; a monkey in a tree nearby asked him whether the pond was deep. The Giraffe said that the water level was only up to his knees. The monkey felt that since the water level was only up to the knees of the giraffe, then perhaps the pond was not deep. But soon he realized he had made a mistake because the pond was deep. He was drowning and started shouting for help. The Giraffe quickly went to rescue him and took him out of the pond. Then the monkey became angry and blamed the giraffe for throwing dust into his eyes.



Gender and Intercultural Awareness Network
Reflective Lessons
Lesson 4: Facts and Opinions

Name of Activity: Facts and Opinions

Objectives:

1. To distinguish between fact and opinion;
2. To enhance critical thinking skills in terms of objectivity and subjectivity.

Time: 20—30 minutes

Materials: Different coloured paper with fact written on one, and opinion on the other (enough for each participant to have their own set)

Directions:

1. The facilitator leads a discussion about what is fact and what is opinion and hands out the papers with fact and opinion written on them.
2. The facilitator reads out statements and participants have to raise the sign of fact or opinion depending on which one they think it is. Participants should discuss why they have chosen fact or opinion and are allowed to change their minds if someone convinces them.

Sample statements:

Bananas have curves.

Bananas taste good.

Female teachers are nicer than male teachers.

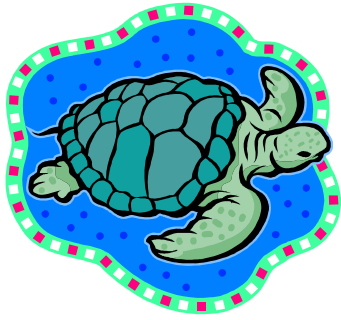
Red is a colour.

Boys like blue.

Women give birth.

Women are better cooks than men.

Boys like rough play.



Gender and Intercultural Awareness Network
Reflective Lessons
Lesson 5: History Time Line

Name of Activity: History Time Line

Objectives:

1. To identify recent history and events relating to equality and immigration policies;
2. To relate current events to milestones in their own or their family's lives.

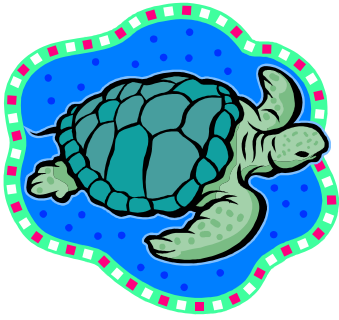
Time: 30 minutes

Materials: Information source (library, internet, newspapers, etc.)
Paper and pens

Directions:

1. The facilitator asks participants to look for information about equality and immigration in their country and in the world (see front of manual for some examples).
2. Participants draw a timeline and highlight these events on the timeline.
3. Participants then add in their personal milestones, birth dates, marriages, etc. and share their impressions about how history relates to their own lives.

Gender and Intercultural Awareness Network
Reflective Lessons
Lesson 6: Labels



Name of Activity: Labels

Objectives:

1. To explore stereotypes and labels;
2. To encourage participants to challenge stereotypical thinking.

Time: 20 minutes

Materials: Labels & pens

Directions:

1. The facilitator writes different nationalities, professions, etc. on the labels and each person puts one on their forehead without looking at what it says.
2. The facilitator explains to the participants that they are at a party and have to behave towards others based on the roles on the labels that the other has on his or her head. After ten minutes of interaction, participants should guess what role they were given based on how people treated them.
3. Participants should discuss the experience, how they figured out who they were, how they felt when people treated them differently, and what this says about how we stereotype other members of our society.



Gender and Intercultural Awareness Network
Reflective Lessons
Lesson 7: What Is A Stereotype

Name of Activity: What Is A Stereotype?

Objectives:

1. To recognize stereotypes found in common media sources;
2. To distinguish between positive and negative gender or cultural images.

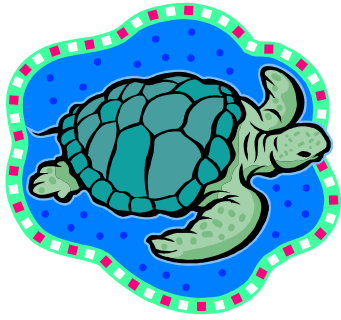
Time: 30 minutes

Materials

- Flip chart paper
- Magazines, Newspapers, etc.
- Glue
- Scissors

Directions:

1. Participants should be divided into groups of 3 or 4.
2. Each group looks through the magazines and newspapers looking for images that portray stereotypes of men and women, or of different cultural or ethnic groups.
3. Participants then paste the images on to the sheets of flip chart paper and then each group should explain what stereotypes the images represent.
4. Discussion questions could include:
 - ~ Is there such thing as a good stereotype? Or is it always bad to assume things about people?
 - ~ What is the difference between the way we stereotype different genders or different cultures?
 - ~ Are the ways in which people stereotype you? How does that make you feel?



Gender and Intercultural Awareness Network
Reflective Lessons
Lesson 8: Boys and Girls

Name of Activity: Boys and Girls

Objectives:

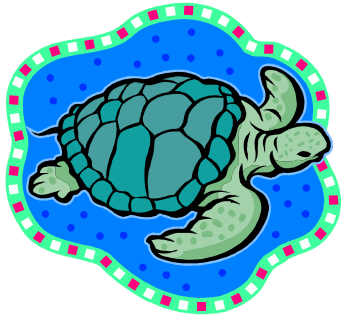
1. To raise awareness of the stereotypes we have about being a boy or being a girl;
2. To discuss the problems associated with having gender stereotypes.

Time: 20 minutes

Materials: Flip chart paper/white board and markers

Directions:

1. On two pieces of flip chart paper or on a divided white board, write the words 'boy' and 'girl' at the top.
2. Participants should call out stereotypes of either boys or girls and the facilitator writes these down in the appropriate place.
3. Facilitator leads discussion on what it means to be a boy and what it means to be a girl based on those stereotypes and whether or not people agree.



Gender and Intercultural Awareness Network
Reflective Lessons
Lesson 9: Stereotypes in Action

Name of Activity: Stereotypes in Action

Objectives: 1. To uncover gender and cultural stereotypes in media;
2. To discuss the ways that these stereotypes impact our perceptions of gender and culture.

Time: 30 minutes

Materials: Scrap paper

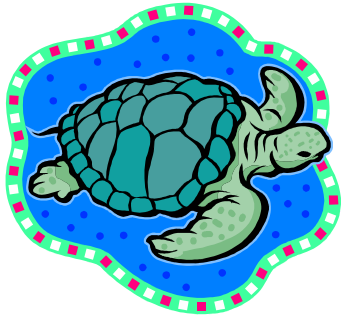
Directions: 1. The facilitator reads a short scene from a play or a movie or constructs one themselves.

Sample: In a welding classroom, the teacher asks students to work in teams of 3 or 4 and then instructs the boys to help the girls with the project.

2. The students are asked in small groups to point out the stereotypes in the situation described.

3. Discussion questions could include:

- ~ Have you ever been in a similar situation?
- ~ Is it possible to not have stereotypes? How could the story be told differently to not include any stereotypes?



Gender and Intercultural Awareness Network
Reflective Lessons
Lesson 10: Reflecting Back

Name of Activity: Reflecting Back

Objectives: 1. To allow participants to reflect on their learning;
2. To involve all participants in sharing their personal reactions.

Time: 20 minutes

Materials: Paper and pens
Small box

Directions: 1. Ask participants to sit in a circle.
2. Ask each person to write on a piece of paper their thoughts and feelings about the learning that has taken place. Ask them to focus specifically on the content of what they have learned rather than the process. These thoughts should be anonymous.
3. Each person puts their piece of paper into the box, the facilitator then randomly picks out a piece of paper and shares what is on it. Discussion should take place around what is on the paper.

Note: There are a number of different ways to achieve these objectives. Alternative forms of this activity include:
~ Big Circle, Small Circle: In this form, participants discuss in small groups what has taken place and then choose one person to report back to the larger group.
~ Just the Big Circle: In this form, participants share their reactions openly as part of the larger circle. It is important that all participants are allowed to speak and that respect is given to each person during their turn.

Section Four

Evaluation Activities

Evaluation Activities: The lessons in this section are designed to help you to evaluate your lesson or workshop, both the process and the content. These lessons allow participants to express their opinions about the learning event that has taken place.





Gender and Intercultural Awareness Network
Evaluation Activity
Lesson 1: The Circle

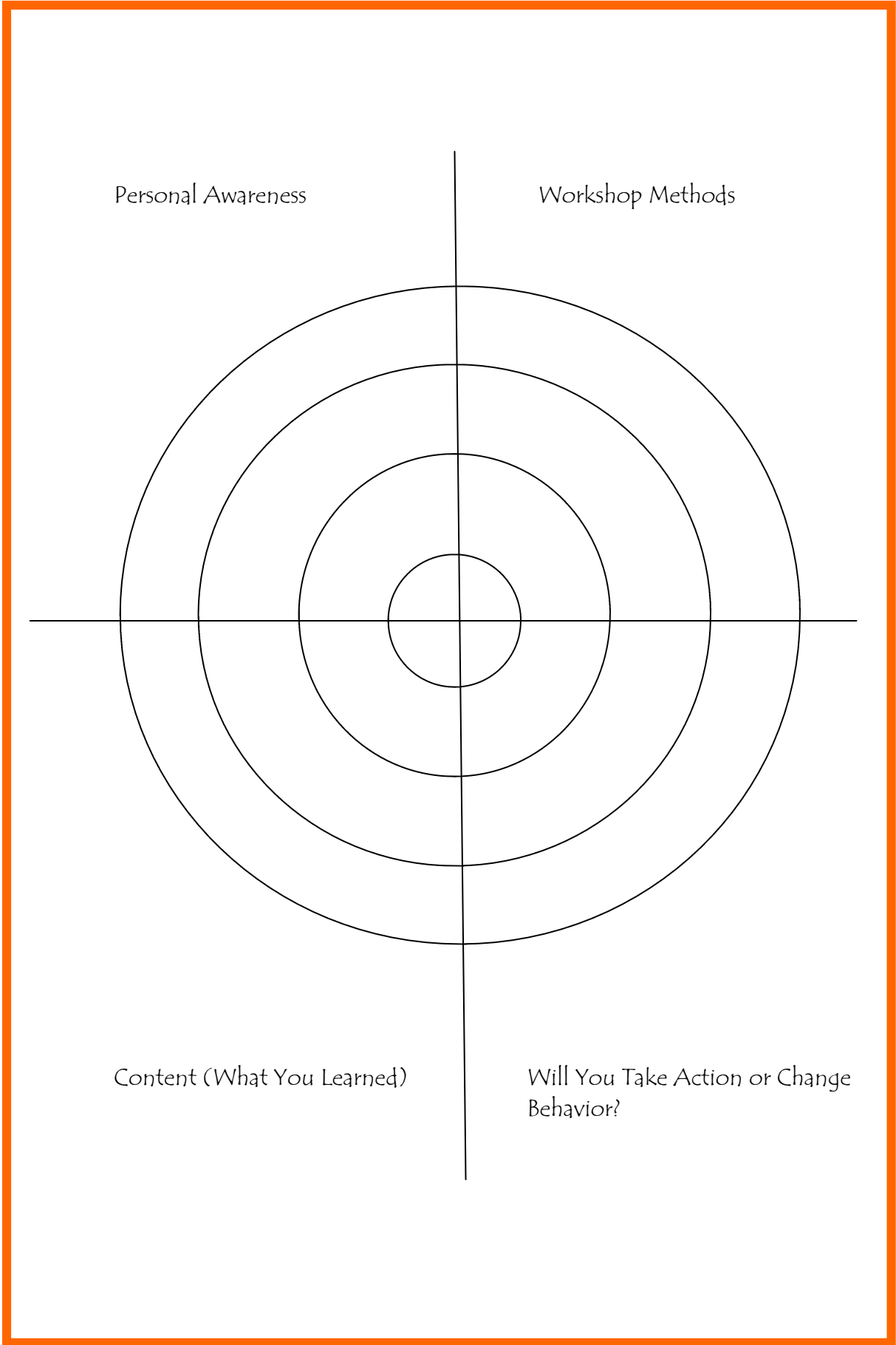
Name of Activity: The Circle

Objectives: 1. To evaluate participants' awareness of gender or cultural stereotypes;
2. To evaluate the effectiveness of the lesson.

Time: 5 minutes

Materials: The Circle (provided on next page), it is also useful to draw this on flip chart paper and ask participants to put their mark as they are leaving.

Directions: 1. Ask participants to evaluate the lesson in four categories:
Personal Awareness: Are you more aware of stereotypes?
Method: Do you like the approach of the facilitator?
Content: Have you learned something?
Stereotypes: Will you change your behaviour or take some action based on what you have learned?
2. Either pass out a copy of the Circle or post one up in the room. Ask participants to mark an 'X' in each of the four sections, the closer to the middle means that they think it was successful, the further out, the less successful.
3. Participants should not put their names on the forms and should return them to the facilitator before they leave the workshop space.





Gender and Intercultural Awareness Network
Evaluation Activity
Lesson 2: 3-2-1

Name of Activity: 3-2-1

Objectives:

1. To assess participants' learning throughout the course of the workshop;
2. To allow participants to critically assess their own responses to the activities.

Time: 5 minutes

Materials: Paper and pencil

Directions:

1. Based on the workshop, ask participants to answer the following:
 - ~ What are the 3 things you have learned from this workshop?
 - ~ What are 2 questions that you still have?
 - ~ What is the 1 thing that you enjoyed the most about this workshop?

Notes: This activity can also be done in small groups.

Participants can be provided with coloured post-it notes and place their answers on flip chart paper posted around the room.



Gender and Intercultural Awareness Network
Evaluation Activity
Lesson 3: Human Line

Name of Activity: Human Line

Objectives:

1. To encourage participants to express their feelings and thoughts about the workshop;
2. To enhance critical thinking skills;
3. To use the physical mode of expression.

Time: 10 minutes

Materials: None needed

Directions:

1. The facilitator explains that there is a line running down the centre of the room that acts as a continuum, on the one end is 'completely true' and on the other 'completely untrue'.
2. The facilitator then reads a series of statements and participants will move along the imaginary line depending on their answer.

Sample statements include:

- ~ This activity made me feel good.
- ~ This activity has been useful.
- ~ The directions for the workshop were easy to follow.
- ~ I learned something interesting.
- ~ I would like to change my behaviour based on what I learned.
- ~ I would like to take action based on what I learned.



Gender and Intercultural Awareness Network
Evaluation Activity
Lesson 4: The Bin and the Suitcase

Name of Activity: The Bin and the Suitcase

Objectives:

1. To obtain a visual measure of the effectiveness of the activities presented in the workshop;
2. To enhance participants critical thinking skills by encouraging them to take a position.

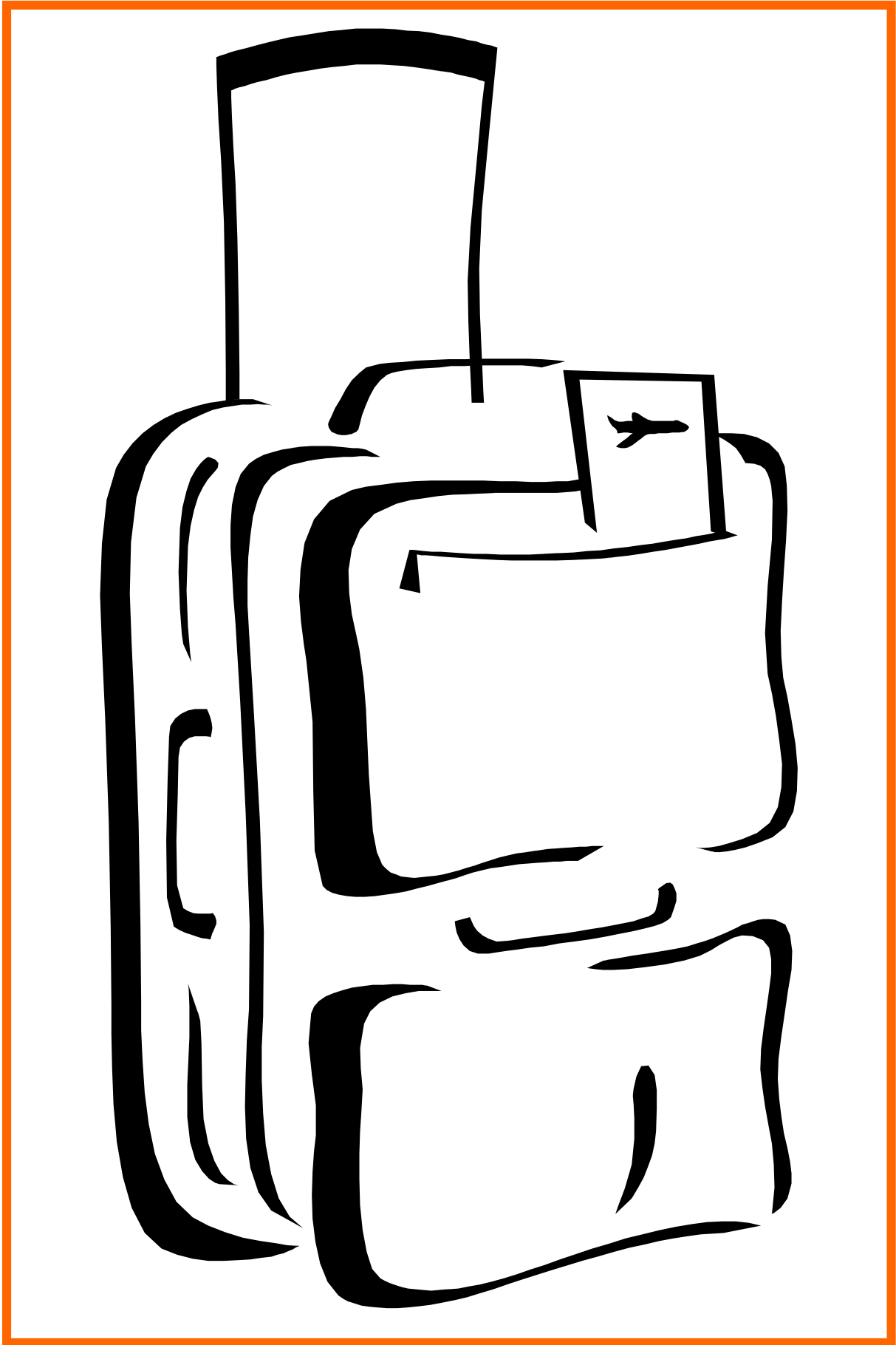
Time: 5 minutes

Materials: Drawings of a bin and a suitcase (included here)
Post-it notes

Directions:

1. Ask participants to write on one of the post-it notes the activity that they liked the most and on the other one the activity that they liked the least.
2. Ask participants to place the one that they liked the most on the suitcase and the one that they liked the least on the picture of the bin.
3. If time permits, the facilitator can read out the results and ask participant's opinions. Did everyone like/dislike the same activity? What might be the reasons for this?







Gender and Intercultural Awareness Network
Evaluation Activity
Lesson 5: Evaluation Questions

Name of Activity: Evaluation Questions

Objectives: 1. To evaluate participants' learning;
2. To encourage participants to use their learning in their everyday lives.

Time: 15 minutes

Materials: Pens
Questionnaire (included here)

Directions: 1. The facilitator should refresh participants about all of the activities that have been included in the workshop.
2. Distribute the questionnaires and ask participants to answer each question fully.
3. Participants should be asked if they would like to share anything from their questionnaires with the whole group.
4. Collect the questionnaires for your own or your organisation's information.

Note: The facilitator should simplify questions or change them to fit the particular context of the workshop.

1. Of all the activities that we did during the workshop, which one has been your favourite and why?
2. What new things have you learned?
3. In what ways have these activities helped you to change your attitude?
4. What things can you do in your everyday life to convert this learning into action?



Gender and Intercultural Awareness Network
Evaluation Activity
Lesson 6: Think, Pair, Share

Name of Activity: Think, Pair, Share

Objectives:

1. To allow participants to respond critically to workshop materials and engage in meaningful dialogue with their peers;
2. To encourage participants to engage with the larger group regarding their ideas and questions.

Time: 10 minutes

Materials: Scrap paper and pens

Directions:

1. The facilitator should ask participants to reflect on an evaluation question based on the workshop. Sample questions include:
 - ~ What was the most important thing I learned today?
 - ~ What is one activity that I will do as a result of what I learned?
2. Participants are then put into pairs and asked to share their thoughts on the evaluation question.
3. Bring participants back into the larger group and ask each partner to share what the other half of their partnership has told them.



Gender and Intercultural Awareness Network
Evaluation Activity
Lesson 7: The Evaluation Tree

Name of Activity: The Evaluation Tree

Objectives: 1. To assess participants' learning throughout the workshop;
2. To allow participants to critically assess their own reactions to the workshop.

Time: 5 minutes

Materials: Flip chart paper/White board and markers/Attached tree

Directions: 1. On a piece of flip chart paper or on a white board, draw a tree with as many branches as you have things that you would like to evaluate (a sample is included here).
2. Participants should write in what they thought of each of the aspects of the workshop that you have chosen to evaluate.





Gender and Intercultural Awareness Network
Evaluation Activity
Lesson 8: Mime Evaluation

Name of Activity: Mime Evaluation

Objectives:

1. To evaluate the change in participants' attitudes from before to after the workshop;
2. To encourage creative engagement in the evaluation process.

Time: 10—15 minutes

Materials: None needed

Directions:

1. Refresh participants as to all of the activities that took place during the workshop.
2. Put participants in groups of two or three people. Ask them to mime a scene about how they felt at the start of the workshop and then another scene to show how they felt after the workshop.



Gender and Intercultural Awareness Network
Evaluation Activity
Lesson 9: Where Am I?

Name of Activity: Where Am I?

Objectives: 1. To evaluate participants' learning during the workshop;
2. To encourage participants to use their learning in everyday life.

Time: 10 minutes

Materials: None needed

Directions: 1. The facilitator asks participants the following questions (or similar types of questions):
~ Are you aware of gender/cultural stereotypes? Which ones?
~ Can you argue for equality between genders/cultures?
~ Can you identify stereotypes?
~ Can you change your opinion about a stereotype?



Gender and Intercultural Awareness Network
Evaluation Activity
Lesson 10: Small Groups and Big Groups

Name of Activity: Small Groups and Big Groups

Objectives:

1. To allow all participants to share their reaction to the workshop;
2. To evaluate the effectiveness of the activities.

Time: 15 minutes

Materials: None needed

Directions:

1. Divide participants into groups of 3 or 4.
2. Ask participants to share their thoughts on the activity, both the content and the feelings associated with the workshop. Ask them what they thought was good about the workshop and what did not work for them. And finally ask them what they would have done differently.
3. Each group should choose someone to report back to the larger group.

Additional Information

This page includes additional web sites that provide further background information to the economic, political and social situations in partner countries specifically and within the European Union generally.

Arcoiris: Arcoiris is a television channel accessed free of charge from the internet and includes independently produced material including materials on gender and intercultural issues. Available in English, Italian, and Spanish. <http://en.arcoiris.tv/>

Africa Centre: The Africa Centre is a voluntary organisation that focuses on community empowerment, development education and influencing policy and is based within the African community in Ireland. Their website provides background information on the situation for immigrants living in Ireland. Available in English. <http://www.africacentre.ie/>

Banúlacht: Banúlacht is a feminist development education organisation located in Ireland that provides briefing papers and reports relating to gender and development. Available in English. <http://www.banulacht.ie/>

Demography in Figures: This website focuses on demographic data from Italy, broken down by year and category. Available in both Italian and English. http://www.demo.istat.it/index_e.html

Genrimages: This website focuses on the portrayal of gender in film and provides exercises to accompany many films that examine the portrayal of men and women. Available in French. <http://www.genrimages.org/>

Mix-Cité: Mix-Cité is a coeducational, feminist movement with the aim of equality between sexes. Their website provides background information and lesson plans that focus on equality between men and women, boys and girls. Available in French. <http://www.mix-cite.org/>

National Women's Strategy,: This document was prepared by the Department of Justice, Equality and Law Reform in Ireland and outlines the Irish government's plan for mainstreaming gender equality throughout Ireland from 2007—2016. Available in English. <http://www.justice.ie/en/JELR/National%20Womens%20Strategy%20PDF.pdf/Files/National%20Womens%20Strategy%20PDF.pdf>

Power and Gender: This website provides news, links, articles, meetings and services for women. Available in Italian. <http://www.power-gender.org/>

Psychological and Social Definitions: This website provides easily understood background information about psychological and social theories. Available in French. <http://www.psychologie-sociale.com/index.php?>

Racism in Italy: This website provides background information on racism in Italy including statistics, articles and links. Available in Italian. <http://www.italiarazzismo.it/>

Additional Resources

This page provide links to websites that include additional lesson plans and teaching resources on gender and intercultural issues, or human rights issues in general, that impact our societies and the European Union in general.

National Youth Council of Ireland: NYCI focuses on issues that impact young people. As part of their programme they have a strong development education and intercultural unit that publish reports, lesson plans and provide training to youth workers.
www.youth.ie

Trócaire: Trócaire is an Irish development charity that has an extensive online collection of lesson plans and workshop ideas. Their education resources section is divided by theme and covers both gender and intercultural work. www.trocaire.org

École: This website promotes several issues relating to the education of children and adults with a specific focus on equality, intercultural education and active citizenship and tools for addressing them within educational settings.
<http://www.ecolenet.it/>

Oxfam: Oxfam's education resources website includes a wide range of lesson plans, for all age groups, including areas such as gender, equality, racism and social justice.
http://www.oxfam.org.uk/education/resources/category_topic.htm

Development Education.ie: This site provides links to a number of types of resources including publications, videos, cartoons and statistics covering both gender and intercultural issues. <http://www.developmenteducation.ie/resources/>

Amnesty International: Amnesty's resource section provides lesson packs for primary and second level settings focusing on human rights issues in general. <http://amnesty.ie/resources/education>

There are a few print resources that are also worth mentioning that relate directly to the type of teaching methods advocated by this project:

Pike, G. & Selby, D. 1988. *Global Teacher, Global Learner*. London: Hodder & Stoughton.

Hope, A. & Timmel, S. 1999. *Training for Transformation: A Handbook for Community Workers*. London: ITDG Publishing.

Hill, L. 2001. *Connecting Kids: Exploring Diversity Together*. Canada: New Society Publishers.



Lagos, Nigeria



Lagos, Nigeria



Kenyan Countryside



Suburban Kenyan Estate



Accra Mall, Ghana



Ghana Hotel

Contact Us

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