



# Me, You, Us

## Youth Exchange Summary



Co-funded by the  
Erasmus+ Programme  
of the European Union

# Organizers

## Student Association for Intercultural Learning (Austria)



The Studentengemeinschaft für interkulturelles Lernen, stands for a group of multicultural students, who want to overcome stigmas, prejudices and discrimination in any way. We are a group of students from different fields, religions and backgrounds. Therefore, we have a variety of different people in which we benefit from their different philosophies.



**MASTERPEACE**

Eastern Partnership  
and Central Asia Regional Hub

## MasterPeace Eastern Partnership and Central Asia Regional Office (Georgia)

Regional hub of a global grassroots peacebuilding movement that encourages people around the globe to come together and stay involved in peacebuilding actions through arts, creativity, and culture.

# Partners



JUGEND, BILDUNG UND KULTUR (JuBuk)  
Germany



Fundacja Rozwoju Społeczeństwa  
Przedsiębiorczego  
Poland



Ticket2Europe  
Spain



Youth Empower Lab  
Armenia



Educatio  
Ukraine

# About the project

In May 2019, 35 active young people from across Europe came together to Bakuriani, Georgia to participate in **Me, You, Us** - an Erasmus+ youth exchange that focused on discovering and reflecting upon cultural diversity in contemporary Europe. Our aim was to create a space where each of us had a chance to exchange ideas, challenge our views, embrace the differences between us and focus on finding and appreciate the similarities so that we could start perceiving cultural diversity as an opportunity to grow instead of seeing it as a threat.

As a group of young people who are leaders in our local communities and volunteering for different NGOs across Europe (both understood as the European Union and Eastern Partnership) we believe that is our responsibility to address the challenges Europe is facing and try to find a solution as for how to build better societies in which people feel more free to express who they are and feel safe regardless of their ethnic, religious, cultural or national backgrounds. One of the solutions we would like to implement is to build a safe space where people like us, both the members of "majorities" and "minorities" can meet, exchange ideas, get to know each other and confront stereotypes with realities. Since we live in a digital era, we consider it crucial to build those bridges by using digital methods and tools that help us and other young people to share our unique personal stories with each other, so that in consequence being "other" will not be perceived as "scary" anymore.

## About this summary

After the youth exchange we prepared this small document to share with you what happened in Georgia. It contains descriptions of the exercises and sessions that we did during the project in order to go a bit deeper into the topic of intercultural dialogue. We hope it will serve you as a basis for reflection and that you will also find it inspiring while organizing your youth exchanges or local projects and join us in our efforts of creating more open, culturally diverse Europe!

# How do I Learn?

We believe that the best learning outcomes are achieved if you are having fun on the way! That is why during the project we implemented many exercises and sessions that were based on different contributions from all of us. In this way, we could use all our existing competences and also get new ones, growing both personally and professionally. In our opinion, the key to success is to be an aware learners who understand which methods and learning strategies fit us best. In order to discover that, we went through a small exercise that helped us define our learning styles. We recommend you to do it either for your own personal reflection or in the group of other people in your NGOs to have a more effective projects and sessions.

## Step by step instructions:

In the beginning have a small reflection and ask yourself (or the other people taking part in this exercise) what is learning and why (and how?) people learn. After this, each person should take 10 minutes to learn something - this can be anything: some words in foreign language, some facts, figures or statistic, a dance, a drawing - basically whatever they feel like and using any kind of strategy (learning individually, in groups, using Google, reading books etc.)

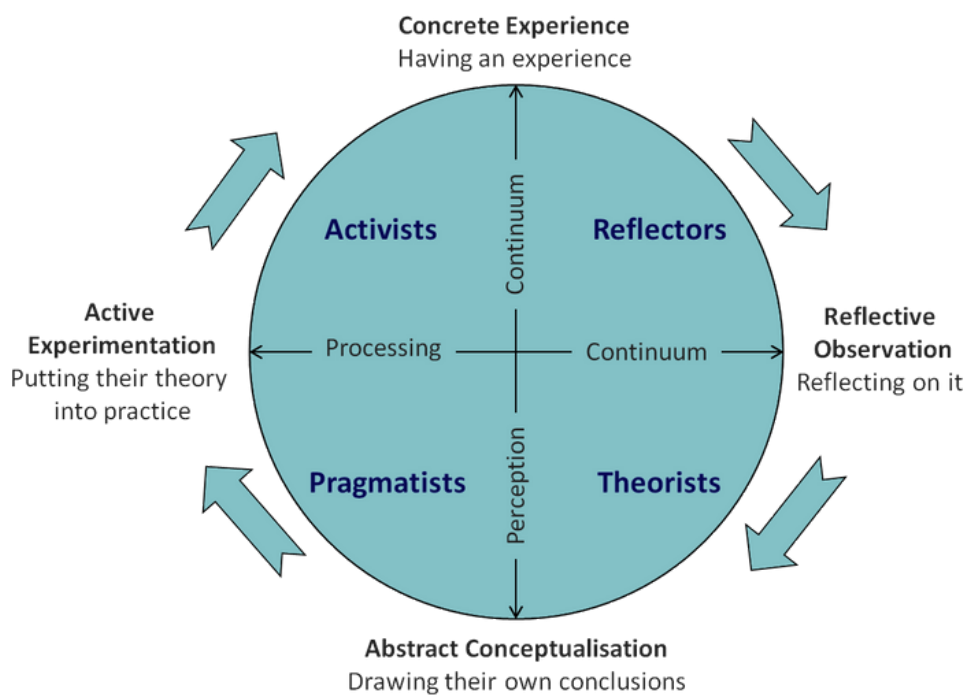
## Debriefing questions:

- What did you learn?
- How did you do it?
- Why did you choose to learn this specific thing in the way you did it?
- Do you learn in similar way in "normal life"?

After the exercise you can have a bit more in-depth insight into the learning styles theories. You can start with a simple VAR learning styles (Visual, Auditory, Kinesthetic)



After this you can also investigate the more complex theory, for example Honey and Mumford Learning Styles, and the best methods of learning that fit each type:



# ACTIVIST

## Characteristics

Learns by doing  
Involved in the activities  
Enthusiastic about trying new things  
Challenged by new experiences

## Learning tools

Brainstorming  
Problem solving  
Group discussions  
Competitions

# REFLECTOR

## Characteristics

Watching from the sidelines  
Learning from observing  
Collecting data  
Individually working on conclusions

## Learning tools

Discussions in pair  
Self-analysis  
Feedback from others  
Interviews

# PRAGMATIST

## Characteristics

Putting things into real context  
Transforming ideas into action  
Experimenting and trying out what works

## Learning tools

Case studies  
Problem solving  
Discussions in groups

# THEORIST

## Characteristics

Understands theories behind actions  
Prefers to analyze and synthesise  
Creates own theories

## Learning tools

Models and statistics  
Quotes  
Background information

# River of Life

## Step by step instructions:

Each of the participants gets an A4 paper and is asked to draw a river on it, marking important or life turning events (stepping stones). These can be many different things, ranging from very obvious, like the year I was born or the way I went to school, to more personal like the year I learned how to bake cupcakes. After everyone is finished, participants share their rivers of life with the entire groups. Afterwards, everyone is asked to choose three most important events from their drawing and write them on post-its on the wall or another big space that has the years marked on it. In this way, a group river of life is created and it lets participants see their own lives in a new perspective and discover the similarities between themselves and the others regardless of their cultural backgrounds.

## Debriefing questions:

- Was it easy or difficult to choose important life events? what influenced my choice?
- What are the similar life events that people have in common regardless of where they were born and grew up in?
- Do I feel more connected to the group or particular people right now? Why?



# Cultural Sensitivity

## Step by step instructions:

Participants are asked to sit in the circle with their eyes closed. While they sit, a facilitator places a colorful sticker on a forehead of each person. The stickers repeats themselves so that in the end they are 4-5 people with the same color. One participant receives a sticker in a color that nobody else has. When this is done, they are asked to open their eyes and form groups. During the process they cannot talk to each other or ask questions to the facilitator. The activity is finished when everyone is satisfied with the result and indicates that with raising their hands up.

## Debriefing questions:

- How do you feel? (It is very important that you have a round where everyone can express their feelings as this is a very challenging simulation)
- What were your first feelings after you opened your eyes?
- Why (why not) did you try to find people with the same stickers on their foreheads?
- How did you feel about the person having completely different sticker?
- Can things that happened here be related to some real life situations? Which ones?
- Who or what determines to what groups we belong? To what extent can we change it?

# Labels

## Step by step instructions:

### Preparations:

Select categories/groups of people you will work on for example: immigrant, unemployed, feminist, etc.).

Find people from the group who fall into each selected category and ask if they would like to volunteer for the exercise; explain that they will be labelled and that it might feel uncomfortable (make sure they other members of the group are not present during this conversation).

### Implementation:

Ask participants to write the first adjective that come to their mind when thinking about certain categories of people (Instruct them that each adjective should be on a separate post-it

Ask the previously selected volunteers to stand in front of the group and explain the participants that those three people are representing the categories/groups you mentioned earlier Ask participants to say "I think you are....[here they put the adjective they wrote]", come to the volunteer and stick the post-it to him or her

## Debriefing questions:

- How did you come up with the adjectives? What did you base your answer on?
- How did you feel using the adjective to describe a specific person in front of you?
- Would you change the adjective now that you know it refers to a specific person?  
Why
- or why not?
- What are the consequences of labelling people?
- Can you share an example when you labelled someone without thinking and reflecting?

# United in Diversity

## Step by step instructions:

Before the activity, ask each participant to take a picture of something that symbolizes their favorite and most unique object/place related to their cultural background (all the pictures should be printed). During the exercise itself divide participants in smaller groups in a way that they all come from different places and ask them to share one by one the pictures they brought and explain why they choose it. It is good to encourage them to do it in a more "storytelling" way, so that they do not only describe what is on the picture but what is the story behind, what kind of emotions it brings to their minds, are there any memories connected to it etc.

After the sharing is done, ask each participant to stick their pictures on the wall and make connections, linking their own pictures to the pictures of the others they find similar. This can be done using colorful tapes or strings so that all the connections are visible on the wall.

## Debriefing questions:

- How did you make the decision as for which pictures should be connected to yours?
- Did you connect your own image to the images of people from the same or different cultural background?
- What kind of things people can have in common regardless of their cultural background? What things are different?

# Language Makes the World

## Step by step instructions:

Divide participants in couples in a way that they have different mother tongues, preferably not from the same language group (so for example avoid the situation where a Polish native speaker is paired up with Ukrainian native speaker).

The task for each pair is to create a story that begins with a sentence written on a flipchart (for example "A little boy got lost in a city"). One person in each pair creates one sentence and tries to explain it to their partner. The explanation process is divided in 3 stages:

1. Telling the story in their participant's native language
2. Explaining the story using body language
3. Drawing

When the participants are sure that they understand each other they switch roles. The process continues until the time is up (approximately 15 minutes).

While explaining the exercise it is important to underline how important it is to use the 3 stages in the right order (for example not to start drawing before using the body language). Another important rule is not to use any language except for their native tongues.

## Debriefing questions:

- Was it easy or difficult to explain what you had in mind without using the common language such as English?
- Did you understand what the other person wanted to communicate?
- How did you feel in both of the roles, explaining something and trying to understand?
- How this exercise can be linked to real life?
- Why language is important?
- What can be done in situations where we do not have a common tongue with someone?

# Exploring Local Community - Participatory Photography

## Step by step instructions:

Divide participants in small groups, making sure at least one person knows the language that is commonly used in the community you are in. Give each group a handout that summarize their task, which is to go and talk to representatives of local community and document their life, asking them questions such as:

- what is your role in the community?
- what are the things that are really unique for the place you live?
- what would you like to change in here?

For each questions participants need to take a picture that visualies the answer.

## Debriefing questions:

- How did you feel talking to people? What kind of reactions did you get from them?
- What did you learn about the community?
- What things did you find similar? What was different?

On the next pages you can find some examples of the pictures our participants took in Bakuriani:











