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Deliverable Title: Training materials for the  
workshop <Intercultural skills,  
Social and Civic Competence for  
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### Coordinator:



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### Partners:

**MMC** Mediterranean Management Centre



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Slide No	Type	Name	Description	Aim	Technical requirements	Duration
3	Icebreaker	My Logo	The group gathers in a circle. Each partner says his/her name and presents his/her own logo, meaning a gesture which he/she feels characterizes himself. The icebreaker can be repeated under different concepts (example my name, my mood, my feelings about the workshop etc.)	<i>To facilitate participants to get to know each other through a fun and vivid procedure</i>	no	5' for 1 round (1 concept)
18	Group activity	Winking at the wrong person	<p>The participants split in 2 groups of equal number of members. The 1<sup>st</sup> group has to express statements. The 2<sup>nd</sup> group members have to react with a facial expression. The facilitator gives to each of 1<sup>st</sup> group members a different statement and each of 2<sup>nd</sup> group a different facial reaction/expression to perform. (10 statements follow for a group of 20 or to repeated twice for a group of 10):</p> <p>STATEMENTS:</p> <p>1. Today I feel so nervous that I want none to talk to me</p>	<i>To show in a fun and interactive way the different levels of human communication but also the duality of action and reaction within the different levels of communication</i>	10 or 20 printed statement cards	20'



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			<ol style="list-style-type: none"> <li>2. I feel I am in love</li> <li>3. Will you marry me?</li> <li>4. Congratulations! You have just won a trip to Indonesia.</li> <li>5. Don't worry! Be happy!</li> <li>6. Get out of my sight.</li> <li>7. Do you thing I am pretty?</li> <li>8. I remember you from that party.</li> <li>9. Let's run out of here and play football.</li> <li>10. I want to hug you.</li> <li>11. You are so pretty</li> </ol> <p>FACIAL REACTIONS/EXPRESSIONS:</p> <ol style="list-style-type: none"> <li>1. Fear</li> <li>2. Winking</li> <li>3. No</li> <li>4. Enthusiasm</li> <li>5. Smile</li> <li>6. Disgust</li> <li>7. Yes</li> <li>8. Indifference</li> </ol>			



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Slide No	Type	Name	Description	Aim	Technical requirements	Duration
			9. Worry 10. Repulse 11. Doubt  Then the facilitator asks from the two groups to form 2 confronting lines in the order of the statements and expressions. Each pair performs that statement and the facial reaction/expression. After the 10 pairs have performed their dialogue, the facilitator asks from both group members to start walking in the room by looking every passing participant. When the facilitator says stop, then random pairs have to perform their dialogue again. This is repeated 10 times. At the end, a feedback discussion takes place in the plenary.			
19 and 21	Quiz	"What do you think"	Participants are asked to guess to which type of obstacles against communication the photo relates to.	To introduce the participants to the external obstacles	No	3'



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Slide No	Type	Name	Description	Aim	Technical requirements	Duration
28	Group Activity/ Role play	Good Morning Activity	<p>The facilitator asks splits the group into 3 groups. 1 group are the interviewers, 1 the interviewees and 1 the audience. (Example for 10 participants follows)The concept is a job interview. Each interviewer welcomes the interviewee. The facilitator assigns each interviewee (4 participants) to an interviewer (4 participants). Every pair has a different mood:</p> <ol style="list-style-type: none"> <li>1. Politeness</li> <li>2. Coolness</li> <li>3. Rudeness</li> <li>4. Snobby</li> <li>5. Happiness</li> <li>6. Indifference</li> </ol> <p>The interviewees leave the room and enter one by one to meet they pair interviewer. After the end of the round, the pairs mix randomly and the interviewees enter again to meet their</p>	The “Good Morning” activity stresses up the effect that the way we communicate has on the message which is to be communicated. The activity is concept-based (job interview), thus, very useful for TCNs who are possibly struggling with finding a job.	5 mood cards	10'



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			random interviewer. A feedback discussion follows and the facilitator encourages the participants to remember moments from their experience which resemble to the activity.			
38	Group Activity/ Role play	Guess What's happening	The facilitator presents the photo of the slide and invites the participants to guess what is happening. After a round of discussion, he/she asks from the participants to vote for the 2 most possible scenarios. Then he/she splits them in 2 groups. The groups have to elaborate an imaginary dialogue between the actors of the image and then perform it while standing exactly as the actors in the image do. Before they perform they rehearse in different rooms if possible.	To make participants realize the numerous possibilities and issues which are related non-verbal communication. The activity also aims at showing how non verbal communication can alter or reveal the real	no	20'



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Slide No	Type	Name	Description	Aim	Technical requirements	Duration
				message we seek to transmit.		
47	Photo Quiz	What's the feeling?	Participants guess the feelings of the people in the photos	To make participants realise the universality of certain feelings	No special equipment	5'
48	Group Activity	Photo Feelings	The facilitator divides the participants into 2 groups of 5.(if there are 10 participants), G1 and G2. G1 gather in one side of the room and each member sits one next to the other with a small distance from each other. G2 does the same but with their back turned towards G1 so that they don't face them. The facilitator hands out 5 stories and 5 feelings to G1 and 5 stories and 5 feelings to G2. The 5 five stories must be	Aims at identifying the universality of facial expressions but also locate possible nuances or even differences.	Mobile phones, pc, projector, cards with stories and feelings depending on the number of participants	





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			<p>of different mood.</p> <p>Example of Story 1: "Yesterday, at the supermarket, a very strong man bypassed me at the cashier queue and looked at me ironically when he saw my surprise."</p> <p>Example of Story 2: "Today I'm gonna go to my favourite kebab restaurant and order my favourite dish without thinking of nothing else!" etc.</p> <p>Example of Feeling 1: "Annoyment".</p> <p>Example of Feeling 2: "Joy" etc.</p> <p>G2 members have to read all the stories and feelings. The facilitator asks from everyone to read the stories. Then the facilitator asks from G1 members to perform a facial expression that represents their feeling after having read</p>	<p>Targeting the most obvious element of a human presence, the face, this activity aims at making participants realize the importance of the expression of feelings as regards human communication.</p>		



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			<p>the story and takes a photo of each of G1 members. Then G2 members turn their chairs so that they face G1 and put the stories and the feelings on the floor in a way that all G2 members can see them. The facilitator transmits the photos on the PC/laptop and projects them. The facilitator G2 (locals) are firstly asked which stories they think match each photo and explain the choices they have made. Then G2 is asked to match each photo with a feeling and explain the choices they have made. G1 who remain silent throughout the procedure, now are asked to say if they agree with the matching or not and why. The activity is repeated with reversed roles. At the end of the activity the facilitator summarizes the reactions and the debate which occurred during the activity.</p> <p>After, participants get closer and the 2</p>			



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			groups mix. The facilitator asks from the participants to describe their impressions from the activity. He/she specifically asks from them to confirm or reject the universality of the facial expressions performed and examined throughout the activity. At the end of the discussion the facilitator asks from the participants to perform –this time in a more relaxed way- a facial expression which represents their mood at that right moment.			
60	Group activity/ presentation and role play	Paying an intercultural visit	The facilitator splits the groups in pairs which are as much intercultural as possible. Participants discuss in pairs about the etiquette and hospitality rules upon a visit at home in each member's country. After, each pair member presents the hospitality rules of the other pair member in the plenary. After the completion of this phase, the facilitator along with the participants choose 2 out of the presented	Aims at familiarizing participants with etiquette and hospitality rules from different cultures but also to make them realize the	no	60'



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			etiquettes. The group splits in 2 smaller groups. Each group has to elaborate in detail the etiquette and hospitality rules, create a complete concept (birthday, name day, religious celebration etc.), distribute different roles (invitees, hosts, narrator) and then perform a home visit in the plenary. A feedback discussion follows.	universality of the existence of such customary and social rules.		
62	Pair experiential activity	Stepping into Vital Space	The facilitator splits the participants into two line-confronting groups, facing each other. Each group has physical contact with opposing walls of the room. Then the members of the 1st line-group close their eyes. The other group starts walking towards the "blind" one. The "blind" members have to say "stop" once they feel that the coming member has entered their vital space. After all "blind" members have stop the comers, the activity is repeated with the other group being the "blind" one. After that, the activity is repeated with the eyes	Aims at showing the different perceptions of personal, vital space across different cultures	no	15'



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			opened. At every round the facilitator points out the difference of distance between the standing ones and the comers. At the end of the activity a feedback discussion takes place.			
68	Pair/plenary group activity/experiential	Active listening	Participants split in pairs. One member is the speaker and the other is the listener. The facilitator asks from the speakers to recall a personal experience (pleasant or stressful). One part is describing an experience and the other performs his/her active listening skills. Then the roles change and the speaker becomes the listener. Then pairs perform their dialogue in the plenary After each pair, the plenary gives feedback and comments.	Aims at offering participants an opportunity to practice their active listening skills in a secured space. The ultimate goal is to make participants realize the high importance of active listening in communication	no	30'



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71	Pair activity/presentation in the plenary	Presenting my partner's culture	The group splits in pairs. Each pair member must highlight some of the elements of his/her culture and present them to the other pair member. After, every pair member presents his/her partner's culture in the plenary.	<i>Aims at familiarize the participants with their co-participants cultural background but also enhance their empathy</i>	no	
73*	Group role play	Repa and Ambler	The facilitator explains to the participants that they will have the opportunity to experience a different culture for a short time and that they will become members of the Repa and Ambler culture. First, they will have to get to know to each of the other culture's members. Participants are split in 2 random groups which will become the Repa and Ambler cultures. The facilitator gives to each group the following cards:	The activity aims at helping the participants realize the fact that despite the differences between the different	Repa and Ambler culture elements cards	30'



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Slide No	Type	Name	Description	Aim	Technical requirements	Duration
			<p>YOU ARE REPA</p> <ul style="list-style-type: none"> <li>You are very friendly. You enjoy speak to foreigners</li> <li>You do not chat a lot. You continue with the following foreigner</li> <li>You like shaking hands. You like the feeling of getting to know the foreigner. If a foreigner does not shake hands, you grab his/her hand.</li> <li>You put your face very close to the foreigner's.</li> <li>You are not formal. You consider kind to shout and speak loud and tense.</li> <li>You don't like being ignored and you get angry if a foreigner does it. You express your anger by standing on one</li> </ul>	<p>nonverbal communication cultures, in every culture, in every society, a very significant part of communication comprises non verbal elements. Also the activity aims at showing that misunderstandings can occur when we neglect</p>		



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Slide No	Type	Name	Description	Aim	Technical requirements	Duration
			<p>leg and jumping.</p> <ul style="list-style-type: none"> <li>Women and men, you behave in the same way. Men like a lot to speak to foreign girls. Girls like to speak to foreign men.</li> </ul> <p>YOU ARE AMBLER</p> <ul style="list-style-type: none"> <li>You like to speak to other Amblers</li> <li>You never start a conversation with a foreigner. You speak only if the foreigner starts chatting. When you speak, you cross your arms on your chest.</li> <li>You are very kind and you repeat "Mr/Miss". You consider touching the other or being touched. very rude.</li> <li>Among Amblers, men are</li> </ul>	<p>nonverbal communication and we invest all our effort exclusively in verbal elements.</p>		





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			<p>considered the vulnerable sex and women protect them.</p> <ul style="list-style-type: none"> <li>• Ambler men avoid eye contact and mainly with foreign women. If someone speaks to you, you get shy.</li> <li>• You often feel shy. You express shyness by tapping your head with your hand.</li> <li>• Ambler men can speak with foreign men only foreign men start a discussion. Ambler men chat while staring at the floor.</li> </ul> <p>After the 2 groups read carefully the cards the facilitator announces: "Now you are in a 3rd country. Nor Repa, neither Ambler country. You have come here as tourists and you are now having a common party at the hotel lobby. It is time to get to know each other while</p>			



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			<p>you all keep the characteristics of your culture.”. Then the facilitator gives 5-7 minutes to participants to interact and then asks from the 2 groups to sit one opposite to the other. Then the facilitator asks questions regarding the 2 cultures and asks from each one to describe the other (Examples: How did you feel when....? How would you describe the attitude of the other group? What could happen if your meeting was still on? What did you assume about the other group? Do you feel offended by what the other group tells on you? Is there something you would like to explain to the other group to make them understand your reactions?). A second round of interaction between the 2 groups follows and now participants have to take into consideration what they have learned from the discussion. A 2nd round of discussion follows. The facilitator encourages the participants to</p>			



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Slide No	Type	Name	Description	Aim	Technical requirements	Duration
84	Storytelling/presentation	Tell the story of a symbol	<p>point out the different feelings.</p> <p>Participants split in pairs. They choose a symbol (religious, historic, national or other) and they co-narrate its meaning and story in the plenary. Each pair can choose 2 symbols (one of each member's culture) and tell 2 stories</p>	<p>Aims at raising awareness among people of different cultures in regard to other cultures' important symbols and hidden meanings.</p> <p>Given the parallel narration, the activity also aims at creating empathetic insights among participants.</p> <p>"Symbols and</p>	Flip chart or pc/projector	20'



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				feelings'' is an activity which aims at revealing the hidden feelings of participants towards specific very well known symbols and show how symbols and in this way communication- are affected by feelings.		
85	Discussion	Symbols and Feelings	The facilitator presents the symbols of the image and asks the participants to firstly identify them. Then he/she asks from them to express their feelings about each of the symbols. Debates are encouraged		no	10'



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Slide No	Type	Name	Description	Aim	Technical requirements	Duration
95	Group activity/discussion	The Hotel	<p>The facilitator gives the following card to each participant:</p> <p>“You arrive at 3am at a hotel in the middle of nowhere in a desert. You have to share a room with at least 2 among the following people. Who would they be?</p> <ul style="list-style-type: none"> <li>• A single mother</li> <li>• An American ex drug addicted</li> <li>• An American banker</li> <li>• A German biker full of tattoos</li> <li>• A Catholic priest</li> <li>• A Russian beggar</li> <li>• A French HIV patient</li> <li>• A ex prisoner English</li> <li>• An unemployed Greek</li> <li>• A Israeli soldier</li> <li>• A Syrian policeman</li> <li>• A Finnish metal musician</li> <li>• A delinquent Brazilian minor</li> <li>• A lesbian Polish</li> </ul>	<p>Aims at breaking stereotypic reactions and ways of thinking in regard to specific groups of the population. Especially regarding TCNs, the activity aims at familiarizing them with groups of people who are possibly perceived differently in their countries of origin</p>	Cards with types of people (depending on the number of participants)	40'



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Slide No	Type	Name	Description	Aim	Technical requirements	Duration
			<ul style="list-style-type: none"> <li>• A old lady with hearing problems</li> <li>• A 20 years old Brazilian female samba dancer</li> <li>• A 20 years old Ukrainian female pole dancer</li> <li>• A Spanish gay''</li> </ul> <p>The participants are given 10 minutes to make their choices and then a plenary discussion follows. The facilitators draws a point board and marks the choices. At the end, the facilitator goes through the less popular answers and ask the participants the reason they rejected them. A feedback discussion sums up the activity.</p>			



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99**	Group activity/presentation	7 circles	<p>The participants write their name in the center circle on a flip chart and then draw seven smaller circles connected to the larger circle. In the smaller circles, they write the names of seven groups with which they identify (examples: gender, nationality/ethnicity, religious affiliation, political stance, geographic ties, family role, etc). The facilitator then asks the participants to get in pairs and answer the following questions:</p> <p>a. Talk about a time when you felt proud to be a member of a certain group.</p> <p>b. When did it feel painful to be a member of a certain group?</p> <p>c. What groups might be an asset or a challenge?</p>	<p>Aims at creating safe conditions for an experiential "confession" through which the participants will deeply realize some basic characteristics of their culture, cultural or social group, ethnicity etc. This activity strongly targets empathy too. "Breakfast around the world"</p>	Flip chart, markers	30'



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Slide No	Type	Name	Description	Aim	Technical requirements	Duration
			<p>enge when you live abroad?</p> <p>After, each pair member presents the other member's experience in the plenary</p> <p>The facilitator can change the questions to be more or less challenging based on the level of the group.</p>	<p>world" is a funnier activity, based on a video which is shortly after to be commented. Its aim is to make participants understand that stereotypes and nothing more than a non realistic understanding of cultural differences</p>		





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Slide No	Type	Name	Description	Aim	Technical requirements	Duration
101	Video/ discussion	Breakfast around the worlds	The participants watch the video and then discuss the differences of different cultures which stand behind food differences. The facilitator encourages the participants to guess and explore the different backgrounds, ingredients, temperatures and mood of each breakfast.		Pc/projector	20'
114	Individual and group /presentation	Stereotypes	<p>The facilitator gives the following gap-filling card to each of the participants (the content must be adapted the respective country-specific context) and asks from them to fill the gaps as fast as they can:</p> <ol style="list-style-type: none"> <li>1. Women with..... are very.....</li> <li>2. Men with..... .....are very.....</li> <li>3. Germans are.....</li> </ol>		Cards with exercise (depending on the number of participants)	30'



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Slide No	Type	Name	Description	Aim	Technical requirements	Duration
			<p>.....</p> <p>4. Israelis must.....</p> <p>.....</p> <p>5. Cypriot women are.....</p> <p>.....</p> <p>6. Cypriot men are.....</p> <p>.....</p> <p>7. Money is.....</p> <p>.....</p> <p>8. Politicians are.....</p> <p>.....</p> <p>9. The worst case for you own child is to.....</p> <p>10. Men must.....</p> <p>.....</p> <p>11. Women must.....</p>			



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Slide No	Type	Name	Description	Aim	Technical requirements	Duration
			<p>.....</p> <p>12. Gay people must not.....</p> <p>.....</p> <p>13. Christians are.....</p> <p>.....</p> <p>14. Muslims are.....</p> <p>.....</p> <p>After, the facilitator collects the cards anonymously and reads the answers. At each answer, he/she provokes a debate.</p>			
116	Icebreaker	The Blind Train	The facilitator puts all the participants on a “train line”, holding the shoulders of the person in front. All participants close their eyes apart from the last one who is the driver. The driver cannot speak. He/she can only tap the right and left shoulder once or continuously to turn		no	10'



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			and both shoulders to stop the train. All the participants have to transfer the instructions to the person in front of them.			
116	Icebreaker	Walking in blind	The facilitator splits the group in pairs. In each pair, one is the driver and the other is the "blind" one. The driver cannot speak but only drive the "blind" member with his hands. There is a scaling in the independence of the "blind" member: in the beginning, the pair holds each other. Gradually the "blind" asks from the driver to let him/her walk alone and intervene only when it's necessary in order not to crash other "blind" members. The pairs start moving in the room and they can even exit it.	Aim at introduce participants to the concept of trust but also to make them realize the importance of trust within a group and furthermore society. These activities also work as energizers given that they require	no	10'



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Slide No	Type	Name	Description	Aim	Technical requirements	Duration
				concentration		
118-119	Video/ discussion	Building Trust	The participants watch the video and then openly discuss their feelings about what they saw.	Aims at introduce participants to the notion of trust between humans a necessity for building societies and further more building political trust	Projector/pc	



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Slide No	Type	Name	Description	Aim	Technical requirements	Duration
127-128	Video discussion	Universal Declaration of Human Rights  And the story of human rights	The participants watch the video and reflect on the meaning and content of universal human rights	Aims at giving the participants a coherent idea of the concept of universal human rights	Projector/pc	9.30' video + 5-6' discussion



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Slide No	Type	Name	Description	Aim	Technical requirements	Duration
153-154	Video/discussion	Ahmed Hussen's Political trust story	The participants watch the video and then openly discuss their feelings about what they saw.		Pc/projector	25'

\*Source: Ohio Commission on Dispute Resolution and Conflict Management, Ohio Department of Education, 2002

\*\*Source: [https://www.uh.edu/cdi/diversity\\_education/resources/activities/pdf/diversity%20activities-resource-guide.pdf](https://www.uh.edu/cdi/diversity_education/resources/activities/pdf/diversity%20activities-resource-guide.pdf)

