



fredskorpset

# ACTIVITY GUIDE

- after an exchange...



## **Get Inspired...**

This guide is meant to be a support and give ideas of communication activities

## **Spread Your Message...**

The activities can be useful after an exchange, and for organisations that want to improve their information work

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# Introduction

## Everyone can communicate

Some people are said to be good at communication – and some not. I would rather say: everyone is good – in his or her own way! Usually you're good at things that you like: Do you like painting – then you could make an exhibition or some kind of manifestation. Do you like to organise parties – then maybe you would like to organise an international party...?

## What is your message

Most important when communicating is to think – in advance! Think about why you want to communicate? What is your goal? Who do you want to reach with your information? And where are these people? When and how should you tell them what (you want them) to think, feel or act?

## Activities to get inspired

This booklet is meant to be a support and give ideas of communication activities. The activities can be useful after your exchange as well as for organisations that want to improve the way they work with information. But do remember – there are as many ideas as there are human beings! The suggestions of the different communication activities come from organisations that already have an exchange program for youths in cooperation with Fredskorpset.

## A step towards your goal

One of the most important things is to plan. The communication should lead to the goals of your own organisation, and of the FK Norway<sup>1</sup>. But it is also an important contribution to yourself; By communicating your experiences from the South, you get the opportunity to talk about this fantastic and thoughtful time in your life. By talking and working with your experiences, you reflect over it, and understand it better – this is good for your personal development and maturity! Working with communicating your exchange experience, can also be a possibility for you to try out your ideas, to try out possible future professions – and to make your CV look even better!

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<sup>1</sup> The goals of the FK Norway:

- To raise awareness on North-South questions in Norway
- To create engagement
- To change attitudes and differentiate stereotypes of people in the North and in the South
- To exchange professional knowledge



# Content

This booklet contains inspiration and ideas about 10 different communication activities.

## Activities

1. School Information
  2. Travel Diary
  3. Participative Methods
  4. PowerPoint Presentation
  5. Media
  6. Activate People
  7. Photo Exhibition
  8. Film
  9. Festival
  10. Conference/Camp
- Complement: Practice & Reflection Group
- 

## Appendix

- A - Games for Participative Methods
- B - Global Week 2006

# ACTIVITY No1

## School Information

**Number of Participants:** 1-2

**Difficulty Degree:** 2 (1-10)

(estimation of difficulty degree on a scale 1-10)

To visit different schools and inform about your experience abroad is a perfect way to reach out to youth and possible exchangers...

### About School Information

Who is better to inform about your exchange experience than other youths and possible exchangers? Many organisations want to find new members and new exchangers among the youth! And where do you find them – in school, of course!

For school information, you can use a lot of different methods, some of which are described later on in this booklet. The important thing is that you tell about your own experiences, in a personal way – about persons you met, stories, situations that made you reflect and understand things. The trickiest thing is how to tell your personal story, and still forward your message – on North-South questions, Millennium goals, etc.

### Preparation

- School has a long planning period, therefore always book your information well ahead, if possible in the beginning of the term.
- Keep a dialogue with the teacher in charge, he or she can tell you what they study at the moment, to which you can adapt your information. Perhaps she/he has some preferences what she/he wants you to talk about - geography, religion, intercultural issues, values, or...?

### Example

“Dig where you stand”: try to start your story with something close to the public, like comparing Norway a hundred years ago and its development with the development of a country in the South.

Relate to the audience’s own thoughts, feelings and daily life with the same in the exchange country, to describe and discuss similarity and differences between the countries and people.

## To think about

- Trying to book information tours in the end of the term is very difficult!
- It can be interesting for the audience to see objects from the country visited, as well as photos or a film. Or even try out a song or a dance that you've learned abroad!
- Practice your skills as an informant on the other exchange participants!

## Example

Making a school tour together with an exchange delegate from your partner makes the information more trustworthy, and the different perspectives can be lifted. Imagine talking about the same country – but with two completely different perspectives!

Another way is to have the exchange participant from abroad inform first in a school, and after homecoming the same school is visited and informed – but with the other perspective. This makes a great basis for discussions on different cultures and ways of seeing things.

# ACTIVITY No2

## Travel Diary

**Number of Participants:** 1

**Difficulty Degree:** 2 (1-10)

A Travel Diary is a very personal way to forward your message about your thoughts and experiences. It makes also the information very interesting, almost like reading a book...

### About Travel Diary

Tell about your experiences – about what makes you happy and sad, about persons you meet, about the work of today, about anything that meets you during the day!

Tell family and friends about events experienced abroad; create long term relationships with schools, media or other interested persons.

Spread your word through the internet! Spread your image of the world!

Write every day, or several times a week, and publish it on your organisation's website!

### Preparations

- Before leaving, talk to family, friends, youths – what would they like to know about you and your visit abroad? Talk to your organisation: what would they want you to focus on?
- Contact schools or journalists that you would like to inform – during your stay or afterwards.
- Practice writing, and show it to someone who is good at writing: what could be improved?
- Make sure you know how to use the internet programme for placing the diary on the internet immediately.

### Example from a diary

*"Since all the others work, and I am not going to start working until Monday, I used all day to read a book and talk to the locals, which was very nice. Sat down only to read, next to a guy who was sleeping. But then he woke up, and warily started a conversation, about it being so hot. He agreed. He lent forward and coughed quiet heavily, searched in his pocket, and found a cigarette, lit it and said – ah, better! I had to smile a little, and he seemed also to think it was kind of fun. So the barrier between us was broken, he started to talk about this and that, and I nodded, even though I did not understand half of it. We started to talk about favourite beers, he suggested Gallo and even if I agreed, I felt also Regia from El Salvador must be mentioned.*

*After a while, a whole lot of people came to sit down with us and it seemed like they thought it was funny that a white guy talked to a hobo (even if he was not – but he could have been). After a while more people came, that had a rough time, and wanted money... My friend, whose name is Ruben, said that I didn't have any, because I had lost my card in El Salvador, and then it was alright. They said something like 'OK Baby', smiled and went. That one of my best friends in Norway also was named Ruben, he thought was unbelievable and it seemed like very big for him, since he wanted to know how my friend was like. When I told him that my name was Sebastian, he didn't understand a thing, I think both Sebastian and Ruben are quite usual names over here. At least there are lots of streets and places in Reykjavik called San Sebastian and I met some persons called that and Ruben as well. He gave me a 'is-this-a-usual-name'-face, but I forced him by telling that the names in Norway and Guatemala often are very different. I gave him some examples to show him...."*

### **To think about**

- What is interesting for friends, family, youths and others to read about - what will make them come back and read your story next day also?
- Make a mixture of photos and text.
- What image of your organisation and country do you show, with your writing?
- What does the heading of your text mean to someone reading just the heading?
- The sending organisation should look through the travel diaries on internet now and then, and be able to make corrections.
- The internet publishing programme must work, so that the exchange participants can write and publish, whereas the organisation must be able to edit.
- Practice writing in beforehand; let someone who is good at writing comment on the text, so that you can improve your skills.
- The project coordinator has to check on what is written on the internet.

### **Example**

Start with a visit in a school where you have good relations to one or a few teachers. Make them follow your travel diary during the stay. Come back to show photos and meet them in person again.

# ACTIVITY No3

## Participative Methods

**Number of Participants:** >1

**Difficulty Degree:** >2 (1-10)

Often it is more easy to remember and learn things if you take part in the process in some way, use many senses, and not just listen...

### About Participative Methods

How about improving your performance when going to a class or other group to inform on your experience as an exchange participant? Instead of a lecture on complex global connections and a view of the world – the informant plays games, engages the whole class in a discussion or something else.

There are different ways to make lectures more exciting and engaging, perhaps through role playing or other activating methods.

### Preparations

- Prepare the lecture well. Make sure you've got all the equipment that is needed. Think through different outcomes, and how you can handle them.
- How is it possible to use the game/participative method to bring forth your message?
- A good way is to refer to what happened in the game, to give new insights into a more complex debate.

### Example Game

Place the participants at four tables – each table makes a team. Each team sits at a table with a stack of cards. Every table has different rules for playing. When one round of play is finished, one person shifts table. Different playing rules lead to conflict – how do people react? This opens up a discussion on intercultural understanding. (see Appendix A).

For more examples, see [www.coe.int](http://www.coe.int) (The council of Europe) or [www.lnu.no](http://www.lnu.no).

### To think about

- Try out the participative method/game in advance.
- Think through how you will use the methods, how the discussions can follow, and which arguments you have for the issue.

### **Example Yes-and-No-promenade**

This is a method where you make up your mind with your body, everyone has to participate. In ordinary discussions you can be quiet and not take a stand. In this method your body has to take a stand.

Prepare statements on a theme or a specific question. One side of the room is decided to be yes-side, the other is no-side. It makes it easier if you put a sign on each wall saying “yes” and “no”. Between the walls is the “I don’t know”-spot.

Name your statements and let the participants move to the yes- or no-side, according to if they agree or not to the statement. You can choose to ask one or a few participants to explain why they chose “yes” or “no” or “I don’t know”.

Sometimes it’s better not to have the “I don’t know”-spot, so that the participants have to decide for a yes or a no.

*Source: Eklund Ulrika & Stakston, Brit: Kreativa möten, LSU, Sweden, 1999*

# ACTIVITY No4

## PowerPoint Presentation

**Number of Participants:** 1-2

**Difficulty Degree:** 4 (1-10)

A PowerPoint Presentation can give a vivid impression of the country visited, through photos, and state your message in a short, catchy and understandable way...

### About PowerPoint Presentation

- As an eye catcher at public events
- To ease up and show pictures on a lecture
- To explain difficult subjects in a catchy way

The thought is to give a vivid impression of the country visited, through photos, and to send your message in a catchy and understandable way - and that not will be forgotten!

At a public event, a PowerPoint can be shown over and over again, where it is easily seen – and thereby attract attention, for example on a film screen at a local event in a shopping mall.

In a lecture a PowerPoint can be a good way to start a lecture, or to make a break, so the lecture won't be too long.

The PowerPoint presentation can also be placed on the internet, or be spread as CDs within the organisation.

A lecture can also be built around a longer PowerPoint presentation. This requires a professional presentation with a connecting thought and a clear message, and a much higher difficulty degree.

### Preparations

- An engaging PowerPoint presentation requires text and photos. Planning the PowerPoint before the exchange trip makes it possible to plan which kind of photos are wanted. Computer knowledge, especially on PowerPoint is necessary, as well as a creative eye.
- Most important is to ask: what is the message to be delivered?
- And remember: doing a PowerPoint takes time, you need to be interested, and you need to invest time!

## Example

”In Europe we spend USD 11 billion on ice cream... It would cost USD 9 billion to bring clear water to all human beings...” The PowerPoint Presentation shows the contrasts with help from both text and pictures. It is much more easy to remember the message then.

*Source: Strømmestiftelsen*

## To think about

- Show respect towards the persons you meet and illustrate – especially when choosing your photos!
- Plan the presentation before your exchange stay, and collect personal stories, photos etc for your PowerPoint/information work.
- Make a good mix of photos, text and music.
- The end: what do you want your audience to do?
- Short, catchy, connect to the public.
- Use the PowerPoint to create a dialogue with the audience!
- Does every photo contribute to sending out your message and to further your goal? If not - don't use it!

The best way to make sure that your PowerPoint presentation really touches the target group and brings forward your message, is to make a small test, for example with class mates that were not exchange students, or with your sister and brothers!

Don't forget to read your audience, and adapt your presentation accordingly!

A short evaluation at the end of each information session will show what the audience thinks about the PowerPoint presentation.

# ACTIVITY No5

## Media

**Number of Participants:** 1-2

**Difficulty Degree:** 6 (1-10)

Activities in Media often create a lot of publicity and attention. A written article has an air of credibility and trustworthiness...

### About Media

To spread your message to a wider audience.

What if you found the story of your life – in the local newspaper?! What if your experience was interesting to media reporting on relating subjects, and they wanted to interview you?

Local media likes to write about local persons, who have done something extraordinary – like going on an exchange programme!

Youth media writes about things that interest young people – like other youths doing something spectacular...

National media can be trickier – they don't write about you just because you're an interesting person or had the experience of your life... - what in media today can be related to your experience? Do the media write about similar conditions like you experienced (for example starvation)? Is the media interested in the country you visited?

### Preparations

For local and youth media, taking contact before leaving is a good idea – maybe they want you to write reports during your stay abroad, make interviews before and after, or the like. It also prepares them for your incoming reports, articles, interviews and such.

Photos and articles must be written in the media way – to learn this can make the whole difference between being published or not! Before working towards the media: practice! For example, two persons can interview each other, and write stories about each other. Let someone who is good at writing for the media read and criticise!

Don't forget to discuss media with your organisation first! Your organisation might want to read through and make sure everything is according to its profile. Some organisations might even want to help you contact the media, by giving you a list of persons to call, telling you what to say, etc.

## **Example**

Contact local newspapers and tell them about your upcoming exchange trip. Suggest that they do an interview before and after your exchange. Ask them if they are interested in reports and photos from your exchange country, and exactly what is it that they are interested in?

Keep a good contact whilst abroad. Try to make a report with several articles, and finish with an interview when you get back home.

If possible, keep in touch – contacts with journalists are always good, and can perhaps be used in your future engagements in, for example, organisational work...

## **To think about**

- If contacted by the media, or if you want to contact the media yourself: talk to your organisation first! (Otherwise you might say things that you or your organisation regrets!)
- There is little difference between a successful and a not-published article! – Use competent persons around you to learn how to write a success story!
- What interests the media and its public? – This is what you should write!
- Journalists are also persons – make a personal contact, and it is easier to get something published (at least where relevant, like local media or youth media).
- Practice; test the article with the information staff of your organisation!
- Don't forget to call the journalists to make them take your story!

## **Example of youth media**

Youth media in Norway: Spirit, Studentavisene, etc.

# ACTIVITY No6

## Activate Interested People

**Number of Participants:** >1

**Difficulty Degree:** >4 (1-10)

You might be good at marketing and exposing your message; or you might be good at making people interested, raise their knowledge, or even change their attitudes. But – what's the use if you don't take advantage of it in your organisation? Let the interested people engage themselves in your organisation, your project, your campaign...

### About Activate Interested People

When you meet people that become interested in your information or story, activate them to make an unforgettable impression and perhaps continued engagement later on.

To attract attention on the public arena.

Have you ever been to an information event regarding something very interesting and engaging and important, just to be let down by the informant's negative answer to "what can I do – here and now?" The thing is to activate the newly interested listeners, before they get interested in something else. That is, especially with youth: right here right now!

The easiest way is to collect e-mail addresses for newsletters or to have give-aways or sell buttons.

You can also take direct action like collecting kisses or painted hands on a banderol, or suchlike. The thing is that it has to make a difference – for example send the banderol to the foreign minister as part of a bigger campaign. This kind of manifestations attracts interest from persons passing by.

### Preparations

This activity should be part of a broader campaign or be supported by an organisation that takes care of whatever is produced or names collected. For smaller organisations another option could be to cooperate with bigger organisations' or network's campaigns.

Find an activity that attracts the public at place – what do people like to do on a festival, youth arena or the like. Make them do something, preferably using several senses. Have a clear focus and message. Make sure to have a name and address to come back to later on! – Don't forget to follow-up with an invitation to the organisation's activities or membership.

## Example

Ask people to cut off the washing instruction on their clothes and send them in to companies and ask about how this clothing item was produced. Ask them to report back to you.

(Part of the Clean Clothes Campaign)

Make people put their handprint on a banderol – instead of signing a protest list – and send the handprint protest list to the politicians and forward your request.

## To think about

Plan your action well:

- What is your idea of action? Connected to what?
- Where will you be, and when? Is police permission needed?
- What material is needed on spot?
- Who does what?
- Be sure there is a follow-up regarding the activity, so that this is one step towards your goal!

# ACTIVITY No7

## Photo Exhibition

**Number of Participants:** 1-6

**Difficulty Degree:** 6 (1-10)

A Photo Exhibition is a perfect activity to awaken emotions and reach out to the audience with your experience...

### About Photo Exhibition

To place in public places, schools, libraries, shops, malls, working places.. – or wherever else you have the possibility to reach out and to get a spot to put your photo exhibition on!

The photos should make the visitors feel something, reflect on something – related to your message. A text can comment the photos, or give facts. But the photos should be the ones delivering your message...

Think about: how can your photos deliver your message? Perhaps you want a theme, or tell a story, or...?

And – once you've got yourself a photo exhibition: why not place it in different spots at different periods of time? – more people will be able to see your fantastic piece!

### Preparations

Plan your photo exhibition already from the start, so that you can take the photos you need whilst abroad!

The quality of the photos is important, as well as to make them big enough to be seen from some distance. The composition of the photos is also important. Background and surrounding should be well planned.

### Example

Theme contrast: a child's foot + a grown up shoe; the beach in Madagascar + the beach in Norway, etc.

## To think about

- Ethics regarding photographing: ask if it is OK to take a photo!
- Take photos with respect, from an equal position!
- Would you like to invite your partner to see your photo exhibition? – if yes: good! If not – don't use it!
- Don't make the photos too small!
- Take photos of good quality, with high resolution.
- Perhaps you would like to sell some photos, to finance your partner's or your own organisation's work? – Don't forget some information that forwards your message on the back side!
- Make a test with someone who has not been on an exchange – what does he/she understand from the photos, how does he/she feel?
- Make interviews/talk to people that see the exhibition – what do they understand, how do they feel?

# ACTIVITY No8

## Film

**Number of Participants:** 2-4

**Difficulty Degree:** 8 (1-10)

A Film can easily communicate a lot of information in a professional way. Many senses are activated and that makes the audience remember...

### About Film

Can be used together with every kind of information activity, where technically possible.

The thought is to give a vivid impression of the country visited, and to send your message in a catchy and understandable way - not to be forgotten!

In a public arena, a film can be shown over and over again, where it is easily seen – and thereby attract attention, for example on a film screen at a local event in a shopping mall.

In a lecture a film can be a good way to start a lecture, or to make a break, so the lecture won't be too long.

The film can also be placed on the internet, or be spread as CDs within the organisation.

### Preparations

- You need to be really skilled in filming and editing (if not, and you still want to produce a film – cooperate with an amateur film club or such)!
- Make a synopsis, so that you are sure of what you need to film whilst abroad.
- If possible edit whilst abroad, so that you can film some more, if needed.

## **To think about**

- It is good to keep it simple, and to get to know one or two persons during the film.
- You need to film a lot to have enough material to do a film!
- A short film of 2-3 minutes is often better than a longer film!
- Show respect towards the persons that are filmed, ask if you can film them, and explain to them that many people will see this film!
- If you are not an experienced film maker: let someone else help you out.
- Let a more experienced person look at your synopsis.
- Practice filming and get comments on how to be a better film producer. Get help to edit!

Remember: It is better to do a short and good film than a longer film without high quality...

# ACTIVITY No9

## Festival

**Number of Participants:** Many

**Difficulty Degree:** 10 (1-10)

A successful Festival can really be a memory for life and make a great impact on the visitors...

### About Festival

Make your own festival – or take an active part in a festival organised by someone else.

Invite family, friends, neighbours, the man on the street – to a creative, international, solidarity festival! – With music, shows, stands, photos and films - and other creative ways to forward your message. Get people to think, reflect, be surprised, learn more...

Or make it a little easier: contact an existing festival and have your activities there. Here it is easier to disappear in the multitude of activities, though – you need to have something that really catches the audience, and in the same time can forward your message!

### Preparations

- Book a festival area, contact police for required permit.
- Choose a theme/focus/message to be forwarded in every activity.
- Book music artists/bands etc, technical equipment, stage, etc.
- Decide and prepare all information and creative activities.
- Engage all your friends and family for marketing, and for practical work before the festival.
- Do marketing in the most creative way you can – call for free advertising, posters (if allowed), post cards, etc.

### Example

2<sup>nd</sup> Solidarity Festival - Theme: You can be who you are without being excluded.

## **To think about**

- Use your contacts for cheaper technical equipment, marketing, etc.
- It is important that the coordinating group works well together.
- Start planning one year ahead.
- Make activities for all of the family (if every age is welcome).
- Invite other organisations to participate.
- Give the opportunity for the audience to act.

## **Example**

- Human library: borrow a human being (hiv-positive, stigmatised bureaucrat, representative from a minority) for 15 minutes – to talk to and understand more about being excluded and being an ordinary human being anyway.
- Circus from exchange country for the kids.
- Calm corner for the elderly.
- Fair trade market.

# ACTIVITY No10

## Conference/Camp

**Number of Participants:** Many

**Difficulty Degree:** 10 (1-10)

A Conference/Camp is a perfect activity to gather many people interested in reaching the same goal, which often creates a very positive and creative atmosphere...

### About Conference/Camp

Either organised a conference/camp by yourself or take part and perform in an existing event.

Educate key persons or trainers, who will then continue to inform or actively work with the topics.

Gather all the interested persons from your organisation, bring them to a conference/camp, bring them food, inform them and socialise – and make sure they get so engaged that they will tell their friends and family about it, and actively get engaged themselves also!

Set up a theme that is attractive to the audience. Book interesting lecturers, plan the social activities well.

Market the event within the organisation (and outside as well, if you're looking for new members). Use the exchange participants to assist with practical things, or to hold lectures if it fits your topic. The conference/camp can also be used for the next year's exchange participants for preparation. Make sure the participants have an information kit or a message with them, to be spread around in the organisation!

### Preparations

- First, decide the focus/theme/message of the event!
- Book a place, arrange for food. Make a schedule and invite lecturers. Market the event.
- If you want external financing, then look out for different scholarships and deadlines!
- Also prepare social events, so that people integrate in a good way!

## Example

A three day seminar was held at the Centre for Social Action at Christ College in India. The exchange participants told about what they had learned in Norway. They compared the cultures of Norway and India; and played games. They had folk dancing and other Norwegian cultural events to raise the engagement and interest. The participants went back to their college courses and told others about this weekend.

## To think about

- Choose theme/focus/message close to the participants, for example youth participation in democracy. Integrate the theme/focus/message in all of the seminars and manifestations.
- Think about the form of seminar both if you organise and if you are going to perform – lecture, workshop, participative methods, games... - it must be fun to learn and to invest your time!
- To include participants from your partners makes it much more interesting!
- To manifest together, or take direct action together, is important! The participants will feel that it is not so difficult to do something after all!
- A conference/camp can be costly, search for external financing, can the organisation contribute? How much can the participants pay?
- A project coordinator is needed, who has the overall control.
- Start working with the conference/camp a long time in beforehand.
- Have many helping hands.
- Don't forget to market the conference/camp in a well planned way!
- It is important that such a conference/camp is integrated with your organisation, so that there is a continuation and demand for the engagement of the participants at the conference/camp.

## Example

KFUK-KFUM Global Week – a week on a folk high-school, with lectures, games, participative seminars and social events. Each year, the Global Week has a different focus/theme, like violence against women, or democracy and youth participation. The week finishes with manifestations out in the streets of Oslo – that were prepared just the day before, without any bigger organisation or longer preparation. And, of course, the finishing dinner and party! (see Appendix B)

# COMPLEMENT

## Practice & Reflection Group

**Number of Participants:** 2-8

**Difficulty Degree:** 3 (1-10)

You've experienced the journey of your life! – And now you're supposed to tell everyone about this – tell friends, family, fellow students, other youth or colleagues, media – about your experience! But what are you going to tell about the strange habits that you did not understand? About being far away, without family and friends to help you out? How will they understand your experience – so far away from their daily life? When you maybe don't even understand it yourself...

### About Practice & Reflection Group

After homecoming, to prepare before information tour.

Who would be a better informant about countries far away, about global injustice and about the Millennium goals, than someone who has just been abroad seeing all of this for him/herself?

It takes some preparation for being a good informant, though! It takes practice in talking in public, it takes consideration to formulate a complex world in simple words, it takes reflection to understand the cultural clash coming to a new country – and coming back again...

### To practice talking in public

Each participant shall prepare an information session to be held before the others. The group will criticize and give ideas on how to improve the information. Each participant should inform the others at least once. If there is time for each participant to practice as an informant several times, then a theme can be chosen. Another way to practice is for several participants to inform together – on the same country or theme.

### To reflect on your own experience

The reflection group focuses more on talking about different occurrences during the stay abroad, about feelings regarding coming back home, etc. It is good to have an adult leader/coach with you, or to hire a professional. This kind of reflection group gives greater certitude in one's own experience, to understand difficulties during the exchange or homecoming, and to inform about your experience in a better way (someone who hasn't had a good experience, or doesn't really understand part of it, will not be a good informant)!

If you want to both practice talking in public and reflect on your own experience, two groups – one for each purpose – is recommended.

## **Preparations**

Every participant needs to prepare his or her own information session. Time to meet has to be set up, perhaps in the morning or in the evening, if the participants are studying or working. Make it quite often, so that there is a continuing learning process!

For the reflection group regarding the personal experience, a grown-up or a professional should participate, and prepare and lead the group discussions. It is important also to discuss difficult subjects, which requires a trustful and loyal group of about 4 persons + 1 leader.

These preparations are investments in your personal development, as well as good for you as an informant!

## **Example**

Tell about a person you met!

Tell about something that engaged you!

Tell about a situation you learned from!

## **To think about**

- A reflection group can be a place both to learn to talk to others and to listen, as well as to let out your own frustration!
- The critique from the group will show improvements from the first to the next time, when the participants practice informing at several occasions.
- By taking notes regarding one's own reflections, the personal development can be followed.

## **Example**

For the first reflection group, bring the group to a camp, right after the homecoming, together with professionals - experts on psychology and anthropology. Here reflections on “how was I changed?”, “how is it to come back home?” are discussed. This starts the process, and makes it easy to start reflecting and taking this part of the exchange seriously. It is especially good to do this right after homecoming, which can be a very sensitive phase.

# APPENDIX A

## Card Game...

### About Intercultural Understanding

This is a card game to make the participants understand how it is to be a newcomer in a strange culture with new/different rules.

#### Group 1

You get 5 minutes to understand the rules, without talking to each other.

#### Rules:

Give each person in the group 5 cards.

Ace is the highest, 2 is the lowest.

The one sitting to the right of the person who dealt the cards, lays down one card.

Now everyone lays down one card of the same kind. If you don't have the same kind, you lay down just any card.

After one round, the one with the highest card won, and can collect the other cards. This is one trick.

The winner of last round lays down one card, and the game continues like before.

When the cards are all used, then give each person 5 more cards, and play the game from the start again.

Remember how many tricks you've got from the earlier game!

The one who got the most tricks after 5 minutes has won, and can move to group nr 2.

If it ends in a draw, then play rock-scissors-paper to decide the winner.

YOU ARE NOT ALLOWED TO TALK TO EACH OTHER!



# Card Game...

## Group 2

You get 5 minutes to understand the rules, without talking to each other.

### Rules:

Give each person in the group 5 cards.

Ace is the highest, 2 is the lowest.

The one sitting to the right of the person who dealt out the cards, lays down one card.

Now everyone lays down one card of the same kind. If you don't have the same kind, you lay down just any card.

The lowest card is the best.

Spades is trump card, that is, if you lay down spades you win over all the other card types. But you are not allowed to lay down spades if you've got the kind of cards that is played in that round. The lowest spades wins.

After one round, the one with the lowest card (or spade) won and can collect all the other cards. This is one trick.

The winner of this round lays down a new card, and the game continues like before.

When the cards are all used, then give each person 5 more cards, and play the game from the start again.

Remember how many tricks you've got from the earlier game!

The one who got the most tricks after 5 minutes has won, and can move to group nr 3.

The one who got the least tricks after 5 minutes has to move to group nr 1.

If it ends in a draw, then play rock-scissors-paper to decide who changes the table.

**YOU ARE NOT ALLOWED TO TALK TO EACH OTHER!**



# APPENDIX A

## Card Game...

### Group 3

You get 5 minutes to understand the rules, without talking to each other.

#### Rules:

Give each person in the group 5 cards.

Ace is the highest, 2 is the lowest.

The one sitting to the right of the person who dealt out the cards, lays down one card.

Now everyone lays down one card of the same kind. If you don't have the same kind, you lay down just any card.

The highest card is the best.

Hearts is trump card, that is, if you lay down hearts you win over all the other card types. But you are not allowed to lay down hearts if you've got the kind of cards that is played in that round. The highest hearts wins.

After one round, the one with the highest card (or hearts) won and can collect all the other cards. This is one trick.

The winner of this round lays down a new card, and the game continues like before.

When the cards are all used, then give each person 5 more cards, and play the game from the start again.

Remember how many tricks you've got from the earlier game!

The one who got the most tricks after 5 minutes has won, and can move to group nr 4.

The one who got the least tricks after 5 minutes has to move to group nr 2.

If it ends in a draw, then play rock-scissors-paper to decide who changes the table.

YOU ARE NOT ALLOWED TO TALK TO EACH OTHER!



# Card Game...

## Group 4

You get 5 minutes to understand the rules, without talking to each other.

### Rules:

Give each person in the group 5 cards.

7 is the highest card, 6 the next highest card, 5 thereafter, and so on... and 8 is the lowest card.

The one sitting to the right of the person, who dealt the cards, lays down one card.

Now everyone lays down one card of the same kind. If you don't have the same kind, you lay down just any card.

After one round, the one with the highest card won, and can collect the other cards. This is one trick.

The winner of last round lays down one card, and the game continues like before.

When the cards are all used, then give each person 5 more cards, and play the game from the start again.

Remember how many tricks you've got from the earlier game!

The one who got the most tricks after 5 minutes has won, and can move to group nr 5.

The one who got the least tricks after 5 minutes has to move to group nr 3.

If it ends in a draw, then play rock-scissors-paper to decide who changes the table.

YOU ARE NOT ALLOWED TO TALK TO EACH OTHER!



# APPENDIX A

## Card Game...

### Group 5

You get 5 minutes to understand the rules, without talking to each other.

#### Rules:

Give each person in the group 5 cards.

The king is the highest card, and ace is the lowest.

The one sitting to the right of the person, who dealt the cards, lays down one card.

Now everyone lays down one card of the same kind. If you don't have the same kind, you lay down just any card.

The highest card is the best.

Diamonds is trump card, that is, if you lay down diamonds you win over all the other card types. But you are not allowed to lay diamonds if you've got the kind of cards that is played in that round. The highest diamonds card wins.

After one round, the one with the highest card (or diamonds) won and can collect all the other cards. This is one trick.

The winner of this round lays down a new card, and the game continues like before.

When the cards are all used, then give each person 5 more cards, and play the game from the start again.

Remember how many tricks you've got from the earlier game!

The one who got the least tricks after 5 minutes has to move to group nr 4.

If it ends in a draw, then play rock-scissors-paper to decide who changes the table.

YOU ARE NOT ALLOWED TO TALK TO EACH OTHER!



## Questions to card players

- What do you think about the game?
- How did it feel to change tables? Did you find out a system? How was it to get new members to the table?
- What is the purpose of this game, do you think?
- How was it not to understand the rules of the new table, after moving?
- How was it not to being able to express oneself?
- Who was right?
- Could you bring your own rules?

*Source: NKSS, Norges Kristelige Student og Skole-ungdomslag*



# APPENDIX B

## Global Week 2006

KFUK-KFUM Global arranges a Global Week, a trainers' training, to gather internationally interested persons within the organisation, for education and socialisation and inspiration for continued international work locally.

The week scheme of 2006 is enclosed as an example of how such a Conference/Camp can be like:

### Sunday

- 10:45 Registration
- 12:30 Lunch
- 13:30 Opening session: welcome show, get-to-know-each other
- 15:00 Coffee break with snacks
- 15:30 Introductory session on democracy and human rights
- 17:00 Dinner
- 19:00 Session on DYP
- 20:30 Light evening meal
- 21:15 Evening devotion
- 21:30 Games

### Monday

- 08:30 Breakfast
- 09:30 Plenary session: Democracy – what is it?
- 10:45 Small break
- 11:00 Discussions and work on democracy in groups
- 11:30 Workshop:
  - 1) Human rights
  - 2) Media in democracy
  - 3) Good governance
  - 4) Democracy in the Youth
- 12:30 Lunch
- 13:30 Workshop continues
- 15:00 Coffee break with snacks
- 15:30 Activities: Norwegian Folk dance, Football, Volleyball, Bathing, Walking, Climbing trees, Schoolyard games, Creative area
- 17:00 Dinner
- 19:00 Movie
- 20:30 Light evening meal
- 21:15 Evening devotion
- 21:30 Games

## **Tuesday**

08:30 Breakfast

09:30 Plenary session: Barriers of participation

10:45 Small break

11:00 Workshop:

- 1) Self defence for girls
- 2) Presentation technique 1
- 3) Presentation technique 2
- 4) Writing
- 5) Making a campaign

12:30 Lunch

13:30 Workshop continues

15:00 Coffee break with snacks

15:30 Activities: Norwegian Folk dance, Football, Volleyball, Bathing, Walking, Climbing trees, Schoolyard games, Creative area

17:00 Dinner

19:00 “Eventyrvandring”

20:30 Light evening meal

21:15 Evening devotion

21:30 Games

## **Wednesday**

08:30 Breakfast

09:30 Plenary session: YWCA and YMCA – instruments for change

10:45 Small break

11:00 Plan campaign

12:30 Lunch

13:30 Plan campaign continues

15:00 Coffee break with snacks

15:30 Leaving for Aschjem Gård: Barbecue, Games, Cultural celebration

21:15 Evening devotion

21:30 Games

## **Thursday**

08:30 Breakfast

09:30 Gearing – departure to city 10:00

Execute campaign at 11:30-13:30

Lunch bag when wanted.

Departure 13:30/14:00 to school

15:00 Coffee break with snacks

15:30 Evaluation and closing session

17:00 Dinner

19:00 Sightseeing/departure

20:30 Light evening meal





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