The Diversity Project is a collaborated piece of work between The Canal Communities Regional Youth Service, The Canal Communities Intercultural Centre, Drama Facilitator Eimear Morrissey, and in association with Common Ground.

The Diversity Project came about as one of the actions from the ‘Canal Communities Intercultural Strategy for Youth Work’. The Project was piloted with two different groups in a local youth club setting over a six month period. Programme Development was reviewed on a consistent basis by a working group and the appointed drama facilitator. The Diversity Project Report Pack was produced as a result of this consultation process.

The aims and objectives behind the Project included:
• Developing an awareness raising space for young people to think critically about diversity.
• Developing skills and confidence to enable the young people to play an active part in inclusion and promote interaction between local young people and young people from minority ethnic communities.
• To promote the implementation of the Canal Communities Intercultural strategy for Youth Work
• To create a model of best practice to share with local clubs and groups

“The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.”

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SESSION ONE

Aims for session one:

• Introductions
• Group agreement
• Explain clearly the project & its purpose.
• Identify small/subtle differences among the group.

BEFORE YOU BEGIN

Preparing The Space

The workshop area/room you are working in needs to be a clear space and be comfortable i.e. not too cold or too warm. It also needs to be a place where there is no through traffic as you don’t want disturbances during the workshop, the young people need to know they are in a safe environment where they can ‘play’ with and discuss the topics that the workshop may bring up.

Recommendation: If you are coming into a group for the first time, be in the room before they arrive. It will give you an initial sense of ownership of the space and they will feel they are entering your space. Then you can transform it to the “group” space when making the confidentially agreement.

Working In A Circle (5 mins)

When the group have gathered in the room get their attention and tell them their first challenge/task is to get themselves into a circle as quickly and efficiently as possible when you say “Go”. Then begin to count loudly to see how long it takes to get into the perfect circle. Once they have done it place yourself in the circle making sure you can clearly make eye contact with everyone in the circle as you speak to them.

While counting, positively encourage them (side coaching). When they get into the circle tell them how long it took and encourage them to beat that time if you ask for a circle again. A circle is a great place to discuss and/or explain anything. Whether you are all sitting or standing.

-OR-

If the group you are working with are already quite familiar with each other you could begin with an Alphabet circle. This is the same as above but you ask if anyone has a name beginning with the letter “A” (obviously keep going until you get a staring point). Ask that person their name and tell the group they are the beginning of the circle and when you say “Go” they have to get into an alphabet circle starting with e.g. Andrew and going round alphabetically A,B,C,D etc all the way around until the circle is complete.
Introductions (Still in the circle) (5 mins)

If you are new to the group it is important that you clearly introduce your self, give them a bit of background to what you do & how you got involved in the project. Then, go around the circle and ask the group to say their name and something about themselves beginning with the same letter as the first letter of their first name. (E.g. “My name is Eimear and I am Energetic”).

**Explain the Diversity Project & what you hope to achieve as a group.**

Group agreement (5 mins)

- Ask if anyone has been on any sort of a team before? (you can prompt them if they need it – football team, basketball team, dance troupe etc)
- Ask them how they think people on a team should treat each other in order for the team to be a successful one? They should at this stage be giving answers like; support each other, understanding, encouraging, respect etc. If not you can gently prompt or guide them. Ask them to explain each one to the group as they suggest.
- Praise their suggestions.
- Getting agreement on how to make their team work well. Their circle is one big team for the duration on the workshop(s).
- It usually works well to stay away from words like rules with young people. This way gives them ownership of how they will behave in the group and if they do breach the agreement at some point you can always re visit the suggestions they made themselves for their group. This way you are facilitating the process rather then telling them how to behave.

Activity 1- Partner Introductions (10 mins)

- Ask the group to pair up preferably with someone they don’t know that well.
- They must quickly decide who is A and B.
- Tell them they have one minute for A to introduce themselves to B –when you say “go”. Tell them their name and something about themselves – something they like doing, their favourite colour etc, as much information they can get into the one minute.
- After a minute call freeze. Go around the room and each B must introduce their partner and as much as they can remember about them to the group.
- Then repeat the activity the opposite way.

Activity 2- Diversity Discussion (15 mins)

Back in the circle ask the group if they have ever heard the word Diversity before? Sometimes they will highlight the Britain’s Got Talent group “Diversity”. Ask do they know why the group are called that name? (It is because they use different dance styles)

- Highlight the word different as it is another word for Diversity. Ask the group if they think difference is good and can they name some of the positive things about difference.
- Ask how might we appear different to each other in the group for example. It could be the colour of your eyes, hair, age, clothes etc.
- Ask them to get into pairs with an A and B.
- Give them two minutes to discuss two things they have in common physically and two similarities they have. (It can be a simple as them both having two eyes)
- In pairs they present this to the group.
- Ask them what they have learned from that activity or what stood out for them in that activity.
Activity 3- Spot The Difference (10 mins)

- In pairs get A and B to face each other.
- Get A to study B’s stance.
- A then turns around and B makes 3 changes to the way they were. (e.g. untuck one side of a shirt, close one eye, move the body slightly, hold one hand up) It can be as big or small as they want to begin with.
- Once B has turned back and guessed the 3 differences then roles are reversed.
- Encourage them to make more and more subtle difference to challenge the other person.
- Repeat this a few times give each partner a few try’s.
- Ask them what they have learned from that activity or what stood out for them in that activity.

Activity 4- Who’s missing? (10 mins)

Time to test your ability to remember their names & faces.

- Get the group back to the circle. You could do this by calling “back to the alphabet circle” and start counting.
- Tell the group you are going to leave the room (you may need to go around the corner)
- As a team they need to decide on someone to leave the room/circle and then call you back inside.
- You then have to guess by looking around the room who is missing.
- To make it harder the next time they do it they can mix up the circle.

This game is just for fun and gives the young people a chance to test their group skills and you to see if you remember the names and faces.

Conclusion & Check-In (5 mins)

Bring the group back to the circle and ask if there’s any questions from today. Check in with each person about how they felt the session went and if anything stood out for them.

TIPS:

- Always regroup in the circle as it gives focus and they can all keep eye contact.
- When giving instructions make sure you layer the instructions step by step.
- When explaining things/addressing the group try to ensure your arms are unfolded and your body language is positive. It will encourage trust within the group.
SESSION TWO

Aims for session two:

• To develop concentration and focus
• To develop team/group work
• To introduce ‘Still Image’ as a way of story telling.
• To begin thinking about the difference and similarities with young people in other places.

Get the group to form a circle

Activity 1- Passing the ball (15 mins)

You will need bean bags or balls.

• Gather the group in a circle. Explain you are going to pass a ball around the group. Once you catch the ball you must say your name clearly and quickly pass the ball across the circle establishing eye contact before you throw it to the next person. It is the groups challenge to not let the ball touch the floor. (always throw under arm) Catch ball say name loud and clear to the group. Look at the person you want to pass it to make eye contact and throw.
• Repeat
  Once they have got the rhythm right and are successful you can reverse the game and get them to call the name of the person they are throwing it to. (This game is good for a group who do not know each others names)
• Take out any form or verbal communication, they will have to keep focused and watch the circle.
• Catch the ball – look, make eye contact and pass it.
  Once they become confident with this add a 2nd & 3rd ball to the challenge.

Recommendation: Allow enough time for this game as it can take a while for a group to master it. Be sure to praise the group for all their efforts, remind them it is the group who need to keep the ball going. The quieter it is the more concentration & success they will have. Suggesting a light throw to the group will be helpful if you think there is anyone in the group who has low hand/ eye co-ordination.

Activity 2- Red Ball, Blue Ball, Yellow Disc (Still in the circle) (10 mins)

This game is played in a circle. Instruct the group that they are going to play a ball game but this time there will be no balls used. Using mime introduce:

• The Red Ball – hold it small like a tennis ball ask them what type of ball it looks like and how they would catch it? (eg the red ball is a red tennis ball & you would throw it with one hand and catch it with one hand). As before make eye contact but before you throw call the name of the ball. Make eye contact – Say “Red ball” and throw. Throw it round a few times and stop.
• The Blue Ball – hold it with two hands and bounce it. The blue ball is a basketball. It is thrown & caught with two hands. Send this ball around.
• The yellow disc – its thrown and caught like a frisbee. Pass it around.
  Start the game.
• Introduce the red ball for a while, then when group is comfortable introduce the other two.
After a while shout Freeze. Ask who is “holding” something and see if you have kept all three.

**Recommendation:** If the group is really good at this game you can play it again but without speaking so they are depending on looking at each other and the way they interact to determine what ball/disc is being passed.

### Activity 3- Still Images (30 mins) (Still in the circle)

- Ask them do they know what a ‘still image’ is & ask for examples. (Photo’s, paintings, pressing pause on a DVD etc).
- How do we know what is going on in a still image/photo if we have no sound. (Body language, facial expression etc)
- Divide the group into smaller groups of 4 or 5.
- Get them to stand in different parts of the room with their groups & give them a title for a still image. They can either all do the same or you can give different titles. Relating to the diversity theme ask them to form images such as a) first day at a new school, b) Arriving in a new Country etc. Give them 5 mins to make their image.
- Once that is complete each group shows the image to the group and the group have to try and guess what is going on in the picture.

**Discuss:** What do they see in the picture? Does where people are positioned change anything? What does each persons face & body tell us about what they are feeling and what is going on in the story?

After every still image is shown be sure that the group give them a round of applause.

### Conclusion & Check-In (5 mins)

Come back to the circle and answer any questions about the workshop and what stood out or what they learned from the workshop.

The following question is to get the group to start thinking about how they would welcome new comers to the group. You could ask this question before you end the session and tell the group its just to think ab out untill next week.

If they were to go to Cork for example, and ask people from Cork to come to Dublin to join their Youth Group what would be the things that they think would encourage people to join?

### Activity 4 - Discussion

The following questions is to get the group to start thinking about how they would welcome newcomers to the group.

- Are there any differences between young people from Dublin and young people from another place?. eg Cork.
- We speak the same language but do we sound the same?
- Would we be able to understand each other?
- Are we interested in similar things?

Next week we’ll take this idea further and explore how we might make our club welcoming for other people.
Conclusion & Check-In (5 mins)

TIPS

• When the young people are working in small groups be sure to go around each one and offer help if needed.

• When they are showing work/images create a “playing area” so they feel they are on a stage, this will give them more of an incentive to perform well for the audience.

• Always ensure they give each other a round of applause and that all feedback is constructive to the group performing.
SESSION THREE

Aims for session three:
• Discuss feelings of being left out and feelings of being included.
• Develop Team/group work
• Introduce “thought tracking”, putting words to images to develop the scene/image

Get the group to form a circle

Activity 1- Zip! Zap! Zoom! (5 mins)

When the group have gathered in a circle. Explain you are going to pass a “Clap” around the circle. You start it by sending it to the Right of you, you must clap your hands and say Zip to pass it. The circle must continue to do this as fast as possible. (For a challenge you could time how long it takes to go around and try beating that time). Repeat this, passing it to the left and calling it Zap.* You must do each move/sound with high energy all the time trying to move it round as fast as possible. Once that is established you explain the rules of the game:

• Zip = pass to the right /Zap= Pass to the left.
• If it is going round the circle to the right everyone saying Zip – if someone wants to send the clap back the other direction they say Zap pointing in that direction. And so on.
• You must not hesitate or drop the energy or you will be eliminated.
• After the game is going well introduce Zoom. This is when you can send the clap across the circle to anyone. In order for the game to work everyone must be focused and full of energy.

If you choose to play it with eliminations, those who are out just sit down in the circle until there is a winner.

Activity 2- Portrait (15 mins)

Divide the group in half if it is a big group. There should be a maximum of 8 in each group. One half will perform and the other will be the audience and then you switch.

• Decide on a line on the floor that is the edge of the “stage” this is where they will stop & form the portrait.
• The group stand at the end of the room in a line facing the audience.
• You shout go & a ‘scene’ eg ‘The accident’, ‘The Beach’ or ‘The family portrait’ etc.
• Encourage the young people to run in and strike a pose (playing out) to form a final picture. Tell them to just run in & form the picture don’t try make sense of the others in the picture. You can’t see what is going on in the picture because you are looking out so just believe in your pose and go for it.
• Once the audience have had a few seconds to digest the picture get the group to go to the back & repeat. Do this a few times with each group.
This exercise gets the group back into the idea of using still image by just getting them to focus on their individual pose as part of the story. Encourage them to believe in their action and character. Plus it also shows them that they do not need to over think the image or need to discuss it for long to make it work as they have no time to do that here!

Activity 3- Still Images with specific themes (30 mins)

- Get the group to come back into circle.
- Ask them to close their eyes & to think of a time they felt left out. Then ask them to think of a time they felt included or part of something.
- Ask if anyone minds sharing, maybe 4 or 5 people if possible.
- Divide the group into smaller groups with one person who will share in each group.
- In their groups they discuss the scenarios and make a picture of one of the feelings either being left out or feeling included.
- Each group then shows the image. But this time when they do you explain that you will be tipping them on the shoulder and they must give a word or sentence to describe how the “Character” they are playing feels in this present moment (this is “thought tracking”).
- Discuss each image.
- Once all are shown then tell the groups that they must go back and with the same image, change it to show a different out come. If they felt left out what could be changed to include them. Or if they felt included what could have gone wrong so they were not included.
- Then get them to present again and be sure to thought track the image.

Discuss: What ways can people feel left out? How does it make you feel when you are excluded? What can be done to ensure that we don’t leave people out? How does it feel when you are a part of something positive?

Activity 4 - Discussion

Following on from last weeks questions and thinking about young people from other places,

- How could we welcome new young people to our club?
- What would encourage them to come along?
- What are the good bits about our club?
- Write up their answers on flip chart.

Conclusion & Check-in (10 mins)

Back to the circle and answer any questions about the workshop and what stood out or what they learned from the workshop.

Discuss: What are the differences between Dublin & Cork? What are the differences between the city and people compared to Dublin? We speak the same language but do we sound the same? Would we be able to understand each other? (Discuss accent & slang words)

Pose the question: “If they were to go to Cork and ask people from Cork to come to Dublin to join their Youth Group what would be the things that they think would encourage people to join and feel welcome?
What is it they like about their Youth Club that others might enjoy too?
Write up their answers on flip chart.
This can help the group to understand different environments to their own that they may not even think of as a different environment. It also helps them to put a personal attachment and feeling to these places so as to have a more open respect and understanding for them.

**TIPS:**

- When the young people are working in small groups be sure to go around each one and offer help if needed.
- When they are showing work/images create a “playing area” so they feel they are on a stage, this will give them more of an incentive to perform well for the audience.
- Always ensure they give each other a round of applause and that all feedback is constructive to the group performing.
SESSION FOUR

Aims for session four:
• Exploring feelings of trying to belong
• Different ways to communicate – non verbal
• Exploring what is good about being in a youth club

Get the group to form a circle

Activity 1- Alien (10 mins) – You will need a ball or object.

• When the group have gathered in a circle ask them to take a step back & turn their back on the circle with the facilitator staying in the centre. The facilitator walks around and tips one person on the back- they are the ALIEN.
• Explain that they are all after being on a spaceship that has crashed on the moon. In order to survive they need to hold the ball once as it will give them oxygen to survive.
• They only way to hold the ball is to ask for it to be given to you. (You cannot grab). Once you have held the ball you are safe & must help the others decide who gets it.
• Tell the group there is an ALIEN among you. If the alien gets the ball they must roar to let people know they have got it. If this happens everyone loses the oxygen & drops to the floor the Alien wins.
• If everyone holds the oxygen before the Alien then the Alien must drop to the floor & the group win!
• You hand the ball to the first person randomly picked and let the game begin. Each person calls to be given the oxygen to survive.

Play this a few times & after ask how it felt to be the Alien? How did you know who to trust? If you were the Alien did you feel left out? Open the discussion for a few mins to get reactions.

Activity 2- Scene work “How to communicate” (25 mins)

Get the group to come back into a circle and count them off into smaller groups. Explain they will have to present a scene, which they have 5mins to prepare.

Give each group a scenario where communication is a problem. Examples:

(a) You are on holidays in a different country & are trying to order dinner but don’t speak the language,
(b) You are in a different country but you don’t understand the accent & you are asking for directions,
(c) You are joining a team or youth group & you can’t play the game because you speak a different language.

• Ask the group to come back & present their work. Discuss the problems that faced the characters in each scene. Then ask for solutions to the problem of communication. Points to look for are: pointing to pictures, hand gestures, speaking slowly, having patience etc. They get 2mins to rework the scene & present again. Showing how we can communicate using non verbal signals. Encourage a short discussion after.
Activity 3- Still Image theme: “Our Youth Club” (10 mins)

• Regroup in a circle. Count the young people off in to smaller groups of 5 or 6.
• Tell them they have 1 min in their group to come up with a still image that shows the best part(s) or what they enjoy most about their youth club.
• They are to imagine that this is to be a poster to advertise the club to others.
• Each shows their ‘picture’ & discusses as a group the best parts of their Youth Club.

Ask the small groups to remember this for next week as we will be developing it further.

Activity 4- Still Image theme: ‘Another Youth Club’ (10 mins)

• Regroup in a circle. Count the young people off in to smaller groups of 5 or 6.
• Tell them they have 1 min in their group to come up with a still image that shows what might be happening on this night at another youth club. (Using their imagination or maybe a place that the group have already discussed)
• Each group presents the image.

Discuss: What is different or the same in the images from both the youth clubs? Are all young people the same? Would young people in other areas have similar or different interests to themselves?

Conclusion & Check-in (5 mins)

Back to the circle answer any questions about the workshop and what stood out or what they learned from the workshop?

TIPS:

• When the young people are working in small groups be sure to go around each one and offer help if needed.
• When they are showing work/images create a “playing area” so they feel they are on a stage, this will give them more of an incentive to perform well for the audience.
• Always ensure that when you show/discuss a negative image or scenario that it is followed by a positive alternative.
SESSION FIVE

Aims for session five:

- Group focus
- Continue exploring what is good about being in a youth club
- Start working on Youth Club commercial

Get the group to form a circle

Activity 1- Alien (10 mins) – You will need a ball or object.

See Session Four for details.

Activity 2- Counting on you (10 mins)

- Get the group to stand or sit in a circle.
- Explain you are all going to count together one at a time.
- They should feel free to say the next number whenever they feel inspired, but they must listen and watch each other closely.
- If at any time two or more people speak at the same time, the counting must begin again at “one”.
  Try to count to 21.
- If they can manage this with practice and enjoy it you could challenge the group by getting them to play the game with their eyes closed.

Activity 3- Still Image theme: ‘Our Youth Club’ (15 mins)

- Regroup in a circle. Count the young people off in to smaller groups of 5 or 6.
- Remind them of their still images from last week titled “Our Youth Club”.
- Tell them they have time in their group to talk about & come up with another still image that shows the best part(s) or what they enjoy most about their Youth Club. Something different from last week that shows the club in a positive light. What they think is important.
- How can they show that EVERYONE is welcome to join & will be included?
- They are to imagine that this is to be a poster to advertise the club to others.
- Each shows their picture & discusses as a group if it is a good advertisement for the group. What improvements could be made?

Activity 4- Commercial (20mins)
(Part 1) Beginning This Week To Finish Next Week

- Regroup in a circle. Count the young people off into smaller groups of 5 or 6.
- Remind them of the ideas that they have come up with for the still image advertisements for the club.
- The group now have the opportunity to make a commercial for welcoming new people to their club.
- Get them to think of the adverts they like on TV. What makes them like that particular advert. How could they use some of those ideas to help sell their product ‘The Youth Club’
- They come back & present work. Ask if there are any ideas on how they could improve them next week.
Recommendation: Ways to demonstrate the groups work could be to photograph or record their ‘adverts’. This affirms the young peoples work and also opens up the possibility of applying their ideas.

Conclusion & Check-in (5 mins)

Back in the circle answer any questions about the workshop and what stood out or what they learned from the workshop?

TIPS:

- Using games you have already played before like Alien are good to repeat. It helps them to have something to improve on but also as they know the game it saves you time in the workshop explaining new ones.
- For the commercial giving an example such as the ‘Cillit Bang’ adverts as it works well like a cheesy infomercials & allows the group to have fun with creating their one. Plus it gives them the notion they need to be high energy.
SESSION SIX

Aims for session six:

• Make final commercial to present
• Get feedback from the group.

Get the group to form a circle

Activity 1- Warm Up (5 mins)

Invite the group to pick their favourite warm up exercise from the sessions.

Activity 2- Final Commercial (20 mins)

• Regroup in a circle. Count the young people off in to smaller groups of 5 or 6.
• Remind them of the ideas that they had the advertisements for the club they did last week and tell them this is the final one they get to do.
• Imagine that this will be broadcast on TV to all of Ireland and abroad to try and encourage people to join.
• Tell them to remember the feedback they gave each other last week and use it to improve on the advert.
• They come back & present work.
• Allow them to discuss the commercials and the bits they like from each and what is effective. Praise their efforts.

Activity 3- Advertisement for a new... (25 mins)

• Regroup in a circle and ask... If you had the chance to take a new member or leader, what qualities would you WISH they had?
• Then ask different groups to advertise either for a new leader or member. Making it clear the qualities they would like to see in this person.
• When they are done they each present to the group.

Discuss: What are the common qualities they would like to see and why? Is it important that the club is for all young people in the area? If real life how could we invite others in or let them know about the club?

Conclusion/feedback (10 mins)

Back to the circle and answer any questions about the workshop and what stood out or what they learned from the project as a whole?
TIPS:

- Set the bar high, give the group a sense of competition to challenge themselves when making their adverts.
- In the feedback/evaluation at end of the programme encourage the group members to talk openly and freely about what the genuinely thought of the sessions.
- You can and should give answers to their questions and criticisms to the programme if any, and respond in a non-defensive way.

USEFUL LINKS

1. Youth Strategy Diversity Toolkit NYCI

2. Any of the TEAM educational theatre company resource packs for different drama ideas etc. www.teamtheatre.ie but in particular the “Jumping on my shadow” resource pack as it deals with the subject of identity and diversity. http://www.teamtheatre.ie/productions/primary-school?sobi2Task=sobi2Details&catid=3&sobi2Id=3


4. For a definition of Diversity and some discussion points http://gladstone.uoregon.edu/~asuomca/diversinit/definition.html

5. www.canalintercultural.com

6. www.ccrys.org

7. www.salto-youth.net