



IFM•SEI

IFM-SEI Inclusion Workshop



All Together 2.0

Since many years, IFM-SEI is actively engaged in educational work on social inclusion and equality and we constantly aim to improve our internal practices from the local level to the international. Despite our awareness of the importance of social inclusion, there is still a lot to do also within our movements. The work started in 2007 with our All Together strategy on European level which inspired many member organisations to reach out to include more children and leaders from disadvantaged backgrounds in their work. Several international training courses and study visits took place in the last years.

In 2014, a group of committed educators from several European member organisations ran a two-stage training course on inclusion with local group leaders, during which young people developed strategies on how to better reach out to more diverse children and young people in their communities. At the same time, they reflected on barriers to inclusion within our organisation and set up a clear plan on how to overcome these barriers.

Parallel to this work on social inclusion, the same group worked on a new edition of our successful manual on gender and sexual equality, Rainbow Resources that is available on www.ifm-sei.org in several languages.

In order to support other educators in undertaking inclusion work with children and young people, we have developed this Inclusion Workshop that you're now reading. The activities touch on different aspects of inclusion, aim to raise awareness and reflect own behaviours. You can use them for a workshop going on over a longer period of time, or also pick-and-choose from the activities. Remember that all groups are different, have different knowledge and experience, so you should adapt each activity to the specific needs and characteristics of your group.

We also included some more general name game and group-building games that you can use for any workshop.

Name Game: Bumpity Bump, Bump, Bump

Overview

This activity helps participants to get acquainted with each other and to remember all names in the group.

Objectives

- To introduce participants to each other
- To learn the names in the group

Materials

Outside space or a room big enough for a group of 10+ people

Step-by-step instructions

1. Arrange all players in a circle. Give them time to ask the names of the players on either side of them.
2. Once the names are known, the person in the middle goes up to a player and says "(name), bumpity bump bump bump." That person then has to say the names of the people sitting/standing beside them before the person in the middle finishes saying "bumpity bump bump bump."

Added Twist:

The person in the middle can randomly yell out bumpity bump bump bump and everyone has to find a new spot in the circle. Then repeat the game from the beginning.

To make sure that everyone remembers all the names you can play this game later on:

1. Have participants stand in a circle. One volunteer stands in the middle of the circle and starts the game as the "caller."
2. The caller points at a member of the circle and says one of the following: You, Me, Left, or Right.
3. Based on which direction the caller says, the person being pointed at must correctly name that person. You is the name of the person being pointed at. Me is the caller. Left or Right are the people on this person's left or right side.
4. Once the caller points and says the direction, they must count to five aloud. The person must correctly identify the name before the caller reaches five.
5. If the person in the circle incorrectly identifies the name, or doesn't speak in time, that person becomes the new caller in the middle of the circle.
6. If the person correctly identifies the name, the caller must move onto a new person of their choice.

Sharing Expectations towards the Workshop

Timeline

Overview:

This activity helps to find out participants' expectations.

Objectives

- To get to know what the participants expect from the workshop
- To check if the programme meets their expectations and adjust it accordingly

Materials

Poster to make a timeline of the week, markers, enough space (a wall or a window), small stickers for the participants to write their expectations and stick on the timeline.

Step-by-step Instructions

1. Make a program timeline on the wall.
2. Ask participants to write down their expectations towards each programme day and topic. They can also ask questions or add some comments if they think that something is missing.
3. You can afterwards go through the expectations to check if you have to adjust the programme. Encourage participants to use it throughout the workshop time and add things.

Wish tree

Overview

This activity is useful to see if the participants have any special wishes towards the workshop or for the future.

Objective

- To learn what participants wish to change about different stages of the workshop

Materials

Markers, small green sticker papers or small white papers with pendant thread in it, a painted tree on the whiteboard (to stick the green papers on it) or a twig (to hang up the papers).

Step-by-step Instructions

1. Prepare the tree and the papers for the wishes
2. Explain that the participants can write their wishes/recommendations about the stages of the workshop and if they wish to change something, they can write it on the paper and hang it onto the tree.
3. You can discuss these wishes with participants or just in the trainers' team at the end of the day.

Group building: Cow shit game

Overview

Together the group sets up rules for their time together.

Objectives

- To develop cooperative ways of working
- To develop a sense of group
- To reflect on different roles and responsibilities within the group
- To establish a group contract with rules for working together

Materials and preparation

- Chalk or masking tape
- Flipchart paper

Mark out a grid of squares on the floor using tape or chalk. Then, on a piece of paper, draw a corresponding map showing one safe route across the grid. The participants do not get to see this map.

Step-by-step Instructions

1. Explain to the group that the grid is a meadow that is covered in lots of cow shit. No one wants to step into cow shit, so the players have to figure out the only safe route across the field while walking in a single line and holding hands.
2. Once the crossing begins, they are not allowed to talk. If anyone talks, the whole group must return to the start. The group has to find the safe route across the field by trial and error and memory skills.
3. The first player in the line starts, choosing a route one square at a time (movements can be made forward, left or right). Everyone else follows in their steps.
4. If anyone steps on cow shit (according to your map), the group has to start again and the player who was at the front of the line must go to the back.

Debriefing

- How did you like the activity?
 - What happened during the activity? What worked? What didn't or what hindered the process?
 - What roles did different people take during the process? How so?
 - Were you comfortable with your role?
 - Who knew how to cross the field?
 - How did you communicate?
 - What can you learn from this activity for your cooperation in this group?
5. Now you can ask the group to come up with rules for a 'team contract'. Write all rules on a flipchart paper and ask if everyone agrees. Give some time to discuss. You can also add your own. Then ask everyone to sign the contract and put it visibly in your seminar room or space.

What is Inclusion?

Sorting shoes

Age Group	10+
Group Size	10+
Time	15 Minutes

Overview

This short interactive game lets participants experience exclusion and helps to understand different concepts of inclusion.

Objectives

- To understand how exclusion happens.
- To explain the differences between integration and inclusion

Step-by-step instructions

1. The participants stand in a circle and are asked to arrange themselves in groups depending on their type of shoe (i.e. trainers, sandals). Observe the group as they do this, noticing how they do it. Usually they make comments like 'No, no, yours aren't the same... you go over there.'

Debriefing 1

- How do you feel now?
 - What happened? How did you arrange the groups?
 - Why did you decide like this?
2. Ask the group again to divide themselves, this time depending on the colour of their shoes. The same sort of thing happens.
 3. Tell those in the smaller groups that they can't be involved in the session any longer. Then ask them how that feels.
 4. Ask the group if they would be prepared to incorporate them and how they could do it. They might say things like 'paint their shoes black' (if black is the norm).
 5. Let this continue for a while.

Debriefing 2

- Were you inclusive this time around?
- What did you do to include the smaller group?
- How did the people in the smaller group feel about this?
- Are there other things you could have done to include the other group?

Explain the difference between 'integration' and 'inclusion'. The former integrates while the latter includes. Explain that the issue of inclusion is not about 'integration' (i.e. painting shoes black) but about inclusion (making adaptations ourselves to include others).

- What is fairer? Inclusion or integration?
- What happens in our society?

Dot, dot, dot

Age Group	8 +
Group Size	8 +
Time	30 Minutes

Overview

The participants have to group themselves without talking according to stickers on their foreheads.

Objective

- To reflect on the meaning of inclusion and equality

Materials

- Stickers with different shapes and colours

Step-by-step instructions

1. Ask participants to close their eyes then put a sticker on each person's forehead. Make sure that some people have unique stickers or in a colour or shape that just a few other people share. Other stickers should be more widely distributed.
2. Explain that it is not allowed to speak during the exercise.
3. Ask participants to open their eyes and to 'group themselves'. Don't give more information, it is up to the group to organise themselves.
4. Wait until the group makes a final decision on how to group themselves. Ask questions such as:
 - Is everyone comfortable?
 - Are you sure that this is your final choice?
5. When the group has decided that they are done, ask them to explain how they grouped themselves and why.

Debriefing

- How do you feel being grouped like that?
- Why did you group yourselves like you did?
- Could you have grouped differently? Would it change the result? Would it change how you feel now?
- Could we find a way to group in which everyone would be included?

Help the group to reflect on the value of equality and inclusion and how we can live this value when we work in different groups with very different people

Lemons

Age Group	8 +
Group Size	8 +
Time	30 Minutes

Overview

This is an icebreaker that introduces the idea of individual differences. It can be used at the start of a session around stereotyping, differences and equality of opportunities.

Objective

- To reflect on the meaning of equality

Materials

Enough lemons for everybody in the group, a carrier bag

Step-by-step description

1. Give each group member a lemon.
2. Ask everyone to look closely at their fruit, examine it for distinctive marks and feel the skin.
3. Encourage people to personalise their lemon by giving it a name.
4. Allow five minutes to do this and then collect all the lemons into the carrier bag. Shake the bag to mix the fruits.
5. Spread all the lemons out on the floor in front of the group.
6. In turn, ask each young person to come forward and collect his or her lemon.
7. If there is an argument over whose it is, try to adjudicate, but if they still cannot agree, place the lemon to one side as unidentified. If this happens, you should be left with two at the end to reunite, but will find that most people (amazingly!) can successfully claim their fruit.

Debriefing

- How sure are you that they claimed the right fruit? How can you tell?
- Are all lemons the same colour? Are they all the same shape?
- What do they have in common?
- Compare this to the stereotypes that exist between people of different cultures, races and gender. What does this mean to the group?

How Does Exclusion Happen?

Limit 20

Age Group	10+
Group Size	15 - 35
Time	2 - 3 Hours

Overview:

Limit 20 is an activity to help participants explore discrimination and exclusion. It is fun and exciting to play, but requires good preparation. Three teams go through different rounds of competitive games.

Objectives:

- To experience injustice and discrimination
- To reveal the participants' tolerance and solidarity
- To reflect about exclusion, minority-majority relations, social handicaps and competition

Materials and preparation

- A pack of playing cards used to get people into equal groups. Prepare the pack so you have one card per player; use only hearts, diamonds and spades (remove all the clubs). If you have an odd number of players then the hearts should be the biggest group.
- Flipchart with a grid drawn on for recording the scores after each round.
- Prepared flipcharts with the rules of the game (see appendix 2)
- 3 copies of the instructions for the jury - one for each member (see appendix 1).
- Adhesive labels with signs for each team member (spades, hearts and diamonds).
- Three handkerchiefs or similar for the dragon tails
- 2 sets of keys for the rattlesnake rounds
- 2 handkerchiefs or something similar to blindfold the participants in the rattlesnake rounds
- Red face paint (otherwise lipstick will do).
- Lengths of string for tying the right arms of those to be handicapped
- 5 inflated balloons
- 3 sheets of paper and pencils (for Chinese whispers).
- A drawing of a shape for the Chinese whispers to be given to the jury
- A bell for the jury
- A clock or timer
- Large space so the teams can spread out

This activity needs very careful preparation. Study the instructions and the description of the jury's role so you know exactly how to play.

General Rules

- The players are divided into three teams to compete through rounds of short games. The jury judges the teams' performances and keeps the scores. The aim is for each team to get 20 points
- The teams need to get 20 points by the end of round 8 or they will be out of the game. The players do not realise it, but there are in fact only 8 rounds (plus one handicapping round) and the competition is rigged. However, they only find out at the end that the rules were not fair and that one team always had the best chances and was favoured by the jury.
- **Rounds 1, 2 and 3** are designed to give the impression of equal opportunities and fair competition while building group identity and team spirit.
- After round 3 there is a **handicapping round** during which participants experience injustice for the first time.
- **Round 4** again gives the impression of being fair
- **Round 5** appears to offer the teams a chance to improve their scores, but this is an illusion. In fact the losers will fall further behind and the winners will get further ahead.
- **Rounds 6, 7 and 8** are played so that at the end of round 8 there will be quite a big difference between the groups' total scores. One or two groups will not have reached the score limit of 20, which means they will be out of the game!
- To foster the process of the game, the players must not be told that the game will finish after round 8, otherwise they might withdraw.
- Rounds 2, 4, 6 and 8 are games of 'Rattlesnake'. These rounds give players the feeling of equal opportunities because they are the only rounds where the scores are objective and fair. Nonetheless, they are not entirely fair because the losing group will be at a disadvantage because it will never have the opportunity to hunt, and if it does manage to score, it will lose one player.
- Afterwards, during the evaluation there should be plenty of time to discuss the emotions and behaviour of the players during the game and the links with reality.

- **DO NOT** announce that Limit 20 is a game about discrimination and exclusion, that the game is manipulated and that it will only last 8 rounds.
- Explain that this is a competitive game, and groups must get at least 20 points by the end of round 8 or they will be out of the competition.
- Choose three people to be on the **jury**. Pick people who are good actors and respected by the other members of the group. Give them their instruction sheets and send them to read them in another room.
- Split the remaining participants into 3 groups by asking each person in turn to pick a playing card.
- Tell the players to take a sticky label with their group logo and to put it on their shirts so it can easily be seen.
- Ask each group to claim a corner of the room as their base. Give them a few minutes to find a name for their team and come up with a slogan or motto. You could also ask them to make up a team song. (The main purpose here is to create a team spirit and raise enthusiasm for the game.)

- Explain the rules with the flip chart.
- Brief the jury and make sure they understand exactly what they have to do, then invite them back into the room.
- Start the competition.

Playing the Game:

Round 1: Hunting the dragon's tail

1. Tell the players in each team to stand in a line with each person holding the waist of the person in front. The last player in the line tucks the dragon's tail (handkerchief or similar) into their trousers or skirt.
2. Each group has to try to catch as many dragon tails as possible. Only the person at the head of the dragon may catch the tails.
3. When the groups are ready, give loudly and clearly the signal to start - GO!. After one minute shout - STOP!
4. Ask the jury to distribute the scores and to explain the scoring. Give them sufficient time to write the scores on the score chart.

The jury will distribute the scores: spades 3, hearts 2 diamonds 1.

Round 2: Rattlesnake

1. Ask all players, including the jury, to stand in a circle.
2. Explain that each group will play against one other group. Someone from the leading group (the one with the highest score so far) hunts someone from the group with the second best score. Then someone from second best group hunts someone from the last group and finally, someone from the first group hunts someone from the last group.
3. Blindfold both the hunter and victim and give each a set of keys in their hands.
4. Explain that when the hunter rattles the keys, the victim has to answer by rattling theirs.
5. Each hunt lasts exactly 45 seconds, and both participants may only rattle their keys three times.
6. As soon as the two participants are ready, give the starting signal. Stop the action after 45 seconds.
7. After each hunt announce the winner loudly. Make sure the jury writes up the scores. If the victim is touched by the hunter, then the hunter's group scores 1 point. If the victim escapes after 45 seconds, their group scores 1 point and the player leaves their group to join the hunter's.
8. It is important that the participants remain quiet during the game.

Note:

- One player from the spades hunts one player from the hearts.
 - One player from the hearts hunts a player from the diamonds.
 - One player from the spades hunts a player from the diamonds.
- The diamonds are at a disadvantage because they don't get a chance to hunt.
- It is important to turn the blindfolded participants round before the game starts to disorientate them so as to make the task more difficult.
 - If the group is small, make sure that the circle is wide enough to allow space for the players to move.

Round 3: Balloon Blowing

1. Tell the players in each team to lie down on their tummies side by side in a line close together with shoulders touching. The groups should be positioned so that each group forms one side of a triangle, with the head of each participant lying on the imagined side of the triangle.
2. Explain that the task is for each team to keep the balloons in the centre of the triangle and away from themselves by blowing.

3. When the groups are ready, put the balloons in the middle (from 3 to 5 balloons) and give the starting signal loudly and clearly.
4. Let the game last exactly one minute.
5. Ask the jury to justify its decision and distribute the scores. Make sure the scores are registered on the score chart.
6. Now ask the jury to add up the total scores of each team and announce them loudly to everybody.

The scoring for this round will be spades 5, hearts 1, and diamonds 0

Handicapping round

1. Explain that the group with the highest score (Spades!) has to distribute handicaps to the other groups. One group is to have their noses painted red, the other group is to have their right hands tied behind their backs.
2. Tell the Spades to decide which group is to get which handicap, then ask them to announce their decision and to give their reasons.
3. Then give them the paint and strings and ask them carry out the handicapping.
4. Explain that the handicaps will remain for the rest of the game and that the spades have to ensure that this is so.

Round 4: Rattlesnake

1. Give the instructions as above except that this round the winner of each hunt scores 2 points
2. After the round ask the jury to announce the scores loudly

Round 5: Chance

1. Explain that the team which wins this round will get its current score tripled, the second team will get its current score doubled and the third teams score will be multiplied by 1, i.e. it will remain with the same.
2. The task is for each group to give reasons why it deserves to have its score doubled or tripled.
3. Give each group two minutes to prepare their argument.
4. Allow each team one minute to state its case. Spades start, then hearts, then diamonds.
5. Give the jury time to justify its decision and announce the scores.

The scores for this round will be - spades: x3; hearts: x2; diamonds: x1.

Round 6: Rattlesnake

1. Give the instructions as above except that this round the winner of each hunt scores 3 points.
2. After the round ask the jury to announce the scores loudly.

Round 7: Chinese whispers

1. Tell the players to sit in their teams one behind the other on the floor.
2. Brief the jury in private. Tell them they are going to show a simple drawing to one member of the spades and hearts but to describe the drawing in words to one member of the diamonds.
3. One at a time, invite the last player in each row to get their instructions from the jury and then to return to their place in their team.
4. Tell them to use a finger to trace the drawing on the back of the player sitting in front of them. This player then in turn traces what they felt onto the back of the person in

front of them, and so on up the line until it has reached the player at the top of the row who draws it on a piece of paper which they then hand to the jury.

5. It is important that players keep quiet during this round.
6. Ask the jury to give their judgements and to announce the score.

Scores for this round: spades 3; hearts 2, diamonds 1.

Round 8: Rattlesnake

1. Give the instructions as above except that this round the winner of each hunt scores 4 points. Also tell the participants that this is the last opportunity for individuals to change teams and move into a better group if they want to keep playing and are in a group, which has not yet reached the Limit 20.
2. After the round ask the jury to announce the scores. They will also announce that those groups which have not reached the limit of 20 points have to leave the game. Give the jury time to congratulate the best groups.
3. The game ends. Allow a few minutes to see the reaction of the participants and then announce that this is in fact the end of the game.

Debriefing and evaluation

The evaluation is a vital part of Limit 20. It is absolutely essential to reflect on the emotions aroused during the game and to draw attention to the comparisons which can be made with discrimination and injustice which occur in real life.

Big groups make the evaluation more difficult. If more than one facilitator is present the evaluation should be done in small working groups and then at the end bring everybody together for final comments.

Recall the main steps of the game and then put the following questions to the participants:

- How did you feel playing the game? How did your emotions change?
- Did anyone have negative feelings? What caused them?
- How did the spades feel when distributing the handicaps?
- How did the diamonds and hearts feel when they were handicapped?
- How did the jury feel in possession of such a lot of power?

Now explain the hidden rules of the game.

- Did you feel solidarity with other players?
- Anyone who changed group during the rattlesnake rounds: What does it mean to be an outsider in a new group? And to have to leave your original group?
- As an individual, how much did you have to adapt to the group and to the rules of the game?
- What does it mean to you when you have to join in something you do not like?
- In which situations did you find it easy or difficult to defend yourself, your feelings or actions?
- Did you question or oppose the framework of the game? How? If not, why not?
- Do you see aspects of the game which link with reality? Give examples if participants don't say much: aspects of power, competition, transparency, equal opportunities, handicaps, minorities, injustice, and adaptation to the situation?

- Which groups, in your town or country, are in a position that could be compared with that of the diamonds or the hearts?
- In which situations are the victims blamed for their situation?
- What should be done to change the rules of the game?
- What can be done to improve or support the minorities in our societies?

Annex 1

Instruction for the Jury (To be copied for jury members)

Do not tell anybody about these instructions!

- Limit 20 is a manipulated game, so it is clear from the beginning who will be the winner and who will be the loser (spades will win, hearts will be second and diamonds will be the last).
- Your main task is to give the impression to the groups that they are in a real competition with a real chance of winning, and that you distribute the scores according to objective and fair criteria.
- The players think that the competition will go on until there is a winner, and in order not to be disqualified they have to have scored 20 points by the end of round 8. The participants do not know it, but the game will end in any case after round 8. Your job is to motivate the groups to keep going and to aim for high scores.
- Use a bell to get the necessary attention when you need to make announcements and give justifications for your decisions.

Round 1: Hunting the dragon's tail

- Observe the groups during the game.
- At the end of this round announce loudly the scores:
- Spades 3 points, hearts 2, diamonds 1.
- Register the scores on a flip chart.

You can justify the reasons for your decision according to the way the game went, such as: "Spades played the hardest, diamonds did not take the game seriously, and spades were more elegant, one group was too loud, there was more or less group spirit", etc. Generally, and this will be the case for all odd rounds, you will tend to blame the "diamonds" for their poor scores for example, they are lazy, they don't play fair or respect the rules, they are not polite or that they have a smaller group.

Round 2: Rattlesnake

The distribution of the scores in the rattlesnake rounds is not manipulated. Your task is to register the points announced by the facilitator. The winner of a hunt scores one point.

Round 3: Balloon blowing

Take your time to deliberate and justify your scoring arguing with similar reasons as you did in round 1. You can pretend that your judgement is based on objective criteria e.g. spades blew the balloons over more times; no one will have counted and so won't be able to argue! Give the following scores: Spades 5, hearts 1, diamonds 0.

Handicapping round: Help the facilitator if you feel they need it.

Round 4 Rattlesnake:

This round the winner of each hunt scores 2 points. Register the scores announced by the facilitator on the flip-chart.

Round 5: Chance

- Each team will be given a minute to convince you, the jury, that they should have their score doubled or tripled.
- First listen to all the appeals and afterwards announce the scores. In order to keep the suspense going it will be better in your summing up if you first comment on all the speeches and then announce the scores. The type of arguments may be the same as for the other rounds, but including also references to the presentation skills e.g. not convincing, not properly dressed, speech was not structured, made grammatical mistakes, etc.
- Triple the spades score, double that of the hearts and multiply that of the diamonds by one that is they keep the same score.

Round 6: Rattlesnake: This round the winner of each hunt scores 3 points.

Round 7: Chinese whispers

- The facilitator will give you a sheet of paper with a simple drawing on it.
- Show it to the member from the spades and hearts but do not show it to the person from the diamonds, describe it to them in words. Do this discretely so that players don't notice that they are being treated differently. Make sure no other players see the drawing.
- Observe the groups during the game.
- At the end of the round announce the scores loudly and clearly: spades get 3 points, hearts get 2 points and diamonds get 1 point.
- Mark the scores on the chart.
- Again, you have to give the reasons that lead to your scores. For example, spades portrayed the drawing most accurately, diamonds took the longest, one group was not quiet, etc...

Round 8: Rattlesnake

- This time the winner of each hunt scores 4 points.
- Don't forget to add the totals. Very important: Remember that the participants do not know that the game finishes at the end of round 8! Now make a short speech to review the progress in the competition:
- It is the end of round 8, the one or two groups who have not reached the limit score of 20 will be disqualified.
- Congratulate the spades for their big effort and excellent score and the others on their energy and big effort - "but with a long way to go..."
- The facilitator will now announce that Limit 20 has come to an end.

Annex 2

Rules to be told to the participants

Copy the following rules onto a flip-chart and read them to the participants before the beginning of the game.

"Limit 20: a game about competition, fun and fair-play!

- Odd rounds: the jury will distribute a total of 6 points.
- Even rounds (rattlesnake):
 - 2nd round the winning team gets 1 point
 - 4th round the winning team gets 2 points
 - 6th round the winning team gets 3 points
 - 8th round the winning team gets 4 points
- Round 5 is a Chance round! You can double or triple your scores!
- By round 8 those groups, which have not got 20 points will be disqualified

Play fair, with team spirit, fun and competitiveness! May the best group win!"

Tips for the facilitator

Encourage the jury at all times and support their decisions especially if the players start to question their judgement. It is possible that one or more groups will want to stop the game after a few rounds because they notice it is unfair. You should encourage them to play but do not force them. If the game is interrupted that is itself a very good element for the evaluation. You can focus on questions like 'why did you stop the game? Who wanted to continue?'

You may also change some rules if a group insists on it, just make sure it is a collective concern and not an individual request. Always consult with the jury about these things. The game functions well if the rules are changed slightly, like sometimes giving the diamonds the possibility to hunt in rattlesnake rounds here and there. It does not change the structural injustice but the teams may have the feeling that things are getting better. This is also a very good point for the debriefing.

The tasks to be performed by the teams may be changed if you find other suitable ones. But bear in mind that rattlesnake rounds are made to be fair (they are only unfair in the sense that diamonds never hunt, but even this can be changed). The odd rounds usually play on the speed, confusion and excitement involved in the game to prevent a clear result being ostensibly visible and the results can always be presented ambiguously. Note it is the odd rounds which really matter.

Some of the activities proposed for the competition rounds are not suitable for some people with disabilities. You should adapt the tasks as appropriate.

Limit 20 is adapted and translated from a German original created by Annamaria Fridli for "Brot für alles", Switzerland. It is used here with their kind permission. Brot für alles produces other useful educational games in French and German. (www.bfa-ppp.ch)

Privileges: Power Flower

Age Group	14+
Group Size	8+
Time	120 Minutes

Overview:

In this activity the participants reflect individually about the privileges and power they (don't) have and use this as a basis for discussing what solidarity means to them.

Objectives:

- To reflect on one's own power and privileges in relation to others
- To define solidarity
- To come up with ideas on how to show international solidarity

Materials:

Flip-chart paper, blank paper, coloured pencils, pens, little pieces of paper, a copy of the text 'International Solidarity'

Step-by-step instructions

1. Ask the group if they have ever heard of the terms power and privilege before. Encourage participants to take a moment to really think about these questions before answering.
 - What do these terms have in common?
 - What are the key differences between privilege and power?
2. Write the two words power and privilege in two corners of a flipchart paper and record participants' responses in key words on the flip-chart.
3. Give each participant a copy of the power flower (appendix) and explain that this is a tool to identify who we are (and who we aren't) as individuals and as a group in relation to those who have power in our society. The flower has 12 segments or petals, each representing one facet or category of our social identity. Every petal has one outer and one inner part. Colour the outer part if you feel you have an advantage compared to other people in this segment of life. If you think you are not privileged or you have a disadvantage, colour the inner part of the petal.
4. After everyone has filled in their power flower, come back to the circle and compare.

Debriefing

- Was it hard to colour the power flower?
- How did you decide if you are privileged in a certain area of life?
- In what situations and contexts are you most aware of your own privilege?
- Whether consciously or unconsciously, how have you used your privilege, both as an individual and as a member of various groups?

- When you look at each other's power flowers: Are we a privileged group? Where are we different?
- How can people from the outer and the inner petals be brought together?
- How to support the ones in the inner petals without patronising?

Appendix 1: Definitions

What is power?

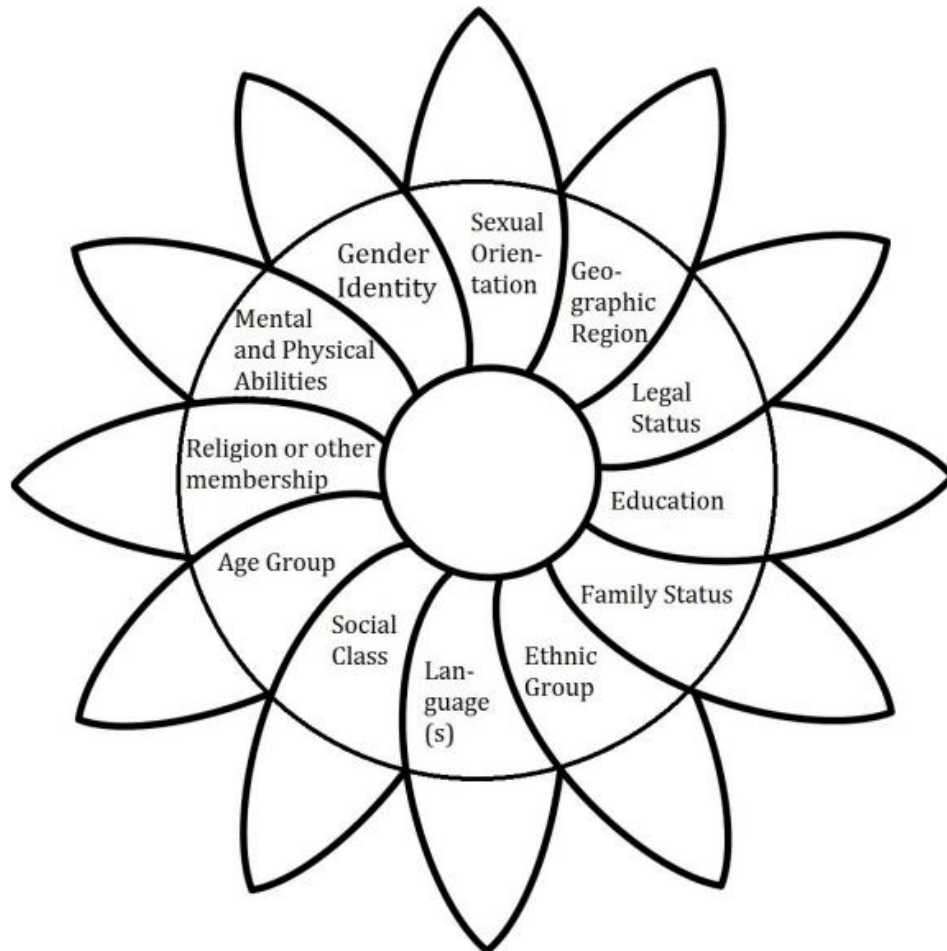
A good definition of power is 'the ability to get what you want.' Groups and individuals both pursue and exert power. On an individual level, people find power within themselves in different ways; what makes one person feel powerful may not make someone else feel the same way. For example, one person might find power in being tall, while another person might feel that being tall diminishes their ability to get what they want.

What is privilege?

Privilege is a special advantage or right that a person is born into or acquires during their lifetime. Privilege is not available to everyone in society. Privilege and power are closely related: Privilege often gives a person or group power over others.

Appendix 2: Colour your Power Flower

This is your personal power flower: It has 12 petals, each representing one facet or category of your social identity. Every petal has one outer and one inner part. Colour the outer part, if you feel you have an advantage compared to other people in this segment of life. If you think you are not privileged or you have a disadvantage, colour the inner part of the petal. You can also choose a different colour for each category. For instance, when completing the Ethnic Group category, it would not be too difficult to agree that white should go in the outer petal. The same might go if your mother tongue is the dominant and official language of the country you live in. If you are a migrant or a refugee, your Legal Status might be a disadvantage for you.



Why do We Want to Be Inclusive?

Magic Carpet Game

Age Group	10+
Group Size	8+
Time	20 Minutes

Overview

In this activity the participants reflect on group work and inclusion through an intense group-building game

Objectives

- To reflect on group working and inclusion
- To define the importance of group working and inclusion
- To come up with ideas on how to be inclusive

Materials

Carpet or blanket – everyone should fit on it if they squeeze. If you are too many, split in two groups with two blankets.

Step-by-step instructions

1. Ask the group to stand on an 8'x8' magic carpet. The entire group must be on the carpet or blanket completely.
2. Once everyone is settled, advise the group that they are going on a magic carpet ride. Tell them that they have risen 100 feet in the air and are ready to go.
3. Unfortunately, the instructions on how to steer and land the carpet are on the other side of the carpet. So, they must flip the carpet over while standing on it.

Debriefing

- How did you feel during the activity? How do you feel now?
- What did you do? What happened?
- Did everyone have a role? What were the roles?
- Was it easy to hold everyone on the carpet?
- Can you see any similarities to real life?
- When is it difficult to include everyone? How can we do it anyway?

Tips for facilitators

A great variation is to explain the instructions to two groups at the same time and see if they try to work with the team on the other carpet or if they attempt to flip their carpet as separate teams.

Breaking the Code

Age Group	8+
Group Size	Variable
Time	25 Minutes

Overview

This small group exercise involves one member of each group carefully observing the behaviour of the others. It aims to examine body language, to develop observation skills and to explore the effect of group behaviour on an individual.

Objectives

- To reflect on group work and inclusion
- To define the importance of group working and inclusion
- To come up with ideas on how to be inclusive

Step-by-step instructions

1. Divide the participants into groups of four or five. One person from each group leaves the room. The others think of something physical they will all do when having a discussion (or performing some other agreed activity) in front of the person who is at present outside the room.
2. The outsider re-enters the room and starts a careful observation of the group, who are following the agreed strategy. When the outsider feels they have broken the code, they start to use the code themselves and interact with the rest of the group. If they are correct, the group will accept them as one of their own; if they are mistaken, the group will continue to ignore them. The outsider will then have to continue observing until they get the correct code and again acceptance by the group.
3. Another group member can now have a turn. The group can make the code more difficult and sophisticated every time they repeat the exercise.

Debriefing

- How did you feel as outsider?
- What did you discover when trying to crack the code?
- How did the group members feel during the exercise?
- How does this process relate to what happens in everyday interaction?
- Do we have any codes in our group?
- How can we keep codes and still be inclusive?

Tips for facilitators

This exercise could be used to explore the use of verbal codes in a closed group, to see how a group can develop exclusive uses of language. An example of verbal code might be all

sentences spoken have to begin with a word starting with 'w'. The group could combine a verbal code with a physical code. An example of physical code might be all group members must make eye contact with the appointed group leader before they speak to any other member. This exercise could be taken beyond communication to explore other aspects of closed groups. How do gangs operate in terms of language, body language, behaviour, values, fashion and so on? What is it like to try to gain entry to a closed group? What messages do closed groups give outsiders? Why do people need closed groups?

How Inclusive are we? Statement Game

Age Group	10+
Group Size	8+
Time	40 Minutes

Overview

A statement game, discussing different views on inclusion.

Objective

- To reflect on own opinions and perceptions of inclusion

Materials

Flipchart papers, marker, tape, space for the activity.

Step-by-step instructions

1. Write down the statements on different flipchart papers. You can use the ones below or make up your own.
2. Write Agree and Disagree on two different papers and place them on the opposite sides of the room.
3. Read out the statements one by one and ask the participants if they agree or disagree. They should stand at the side of the room with their sign on. It is not allowed to stand in the middle.

Provocative Statements

- We have to include everyone in spite of their views and actions.
- Everyone feels better in a group of people just like them.
- We don't have to care about including people who want to be on their own.
- Inclusion is an attitude not an action.
- We have to promote our community to make other leave their community and join us.
- Many people just don't want to be included.
- We need to change ourselves in order to include others.

How inclusive are we? A quick test

Age Group	12+
Group Size	8+
Time	60 Minutes

Overview

This quick test is designed to assist the group leaders or organization representatives in reflecting on inclusion in their organizations

Objective

- To reflect on own practices of inclusion in children and youth organisations

Step-by-step instructions

1. The participants should stand in two circles facing each other. There should be enough space between the participants so that it doesn't become too loud.
2. Read out the questions below one by one and give the pairs standing opposite of each other three minutes to discuss each question.
3. After three minutes, ask the outer circle to move one space to the left.

You can also form small groups and hand out copies of the questions to discuss for a longer time.

Questions:

1. **Are your activities completely free without any hidden costs?**
No participation fees, no equipment needed to be bought, no transportation costs from young people's homes to the venue, no refreshment costs or obligations on the individuals to provide food / equipment.
Families on low incomes may not be able to contribute to activities in cash or 'in-kind'.
2. **Are parents/ families/ guardians required to contribute time or resources to activities?**
Assisting with transport, looking after equipment, attending group nights as an additional adult. Carers who work unusual hours, who have large families or who are single parents, may not be able to contribute time to the organisation and if assistance is a requirement or expectation you may exclude children unintentionally.
3. **Have you considered the timing of your activities with regard to inclusion?**
Some young people cannot participate in activities late in the evening, others may have religious, family or work commitments at weekends. Of course it may not be possible to fit around the individual timetables of every young person but it is worth reflecting on

this issue to ensure you are not excluding a group of young people that may be interested in joining.

4. **Are your activity venues accessible? Can young people get to the venue themselves or do they need to rely on lifts from parents/ guardians/ friends? If there is no public transport, do you arrange shared lifts or a minibus for all young people?**

Location can be a hidden barrier to participation. Public transport can be expensive and some parents are unwilling to allow children to travel alone and are unable to accompany them. If you meet in an area far from where children live, this can lead to their exclusion.

5. **Is your regular meeting place in a religious or other type of venue that may exclude some young people?**

For example a church hall or a pub. Even though your activities are non-religious, meeting in a religious venue like a church hall can exclude young people from non-religious families as well as those who follow other religions. Meeting in a pub can exclude those who do not drink alcohol and may be a barrier to participation for young alcoholics or those with alcoholic parents. Try to arrange activities in neutral venues.

6. **Are all of your activity venues fully accessible to young people with disabilities? Meeting venues, camp sites / residential locations?**

Consider this question with regard to various disabilities; do not fall into the trap of thinking all disabled people are wheelchair users. Consider physical access, induction (hearing) loops, bathroom and kitchen facilities, for example.

7. **Are your activities adapted or easily adaptable so that young people with disabilities can participate?**

This may include:

- Adaptations to games to include partially sighted young people and those with physical disabilities equally.
- Ensuring young people with hearing difficulties can participate during discussions by seating the group in a circle to aid lip-reading and providing signers where needed.
- Being aware that some young people have difficulties reading and writing, adapting games and exercises to avoid the requirement for everyone to be able to read and write (this can usually be done in small groups).

Adapting activities can be fun. Involve the young people in your group in considering ways to include everyone in their favourite games rather than stopping playing them when a disabled child joins.

8. **Do your activity themes encourage discussion or raise awareness on inclusion issues within your group?**

For example celebrating festivals such as black history month, learning sign language or raising discussions on poverty or LGBTQ issues. Highlighting inclusion themes can make young people from different backgrounds feel more welcome.

9. **Do your activity themes encourage discussion or raise awareness on inclusion issues within your group?**

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or raising discussions on poverty or LGBTQ issues. Highlighting inclusion themes can make young people from different backgrounds feel more welcome.

10. **Does the membership of your group reflect the main ethnic groups in your community?** Consider the ethnic mix of the schools in your area.
Does your group have a similar composition? If not, what groups are missing? How might you include them in your work?

11. **Are there children in your groups living in alternative care? What adaptations do you make to meet their needs / conform to the strict legislation surrounding children living in alternative care?**

Child protection requirements as well as supervision levels for children living in alternative care may be statutorily defined at a much higher than for those living with families. The children may also have quite different emotional needs that may impact on your group and leaders. It is vital to spend time discussing the needs of individual children with their care workers, as well as ensuring you are clear about the legal requirements you need to adhere to.

12. **Have you made adaptations to your group to encourage participation by unrepresented groups? Timing, location, types of activities?**

Inclusion is not the same as integration. In order to be inclusive, we must reflect on our own organisations and be prepared to make changes, we cannot simply expect people to adapt to our ways of working. Achieving inclusion requires a willingness to compromise both from your organisation and from the groups you want to tempt to join you, but there should be no compromise of your basic principles: gender equality, democratic decision-making, tolerance of difference etc. Compromise should always be possible in order to adapt the physical aspects of where you meet and how members get there, the timing of meetings, whether you charge for participation and so on.

Changes: Amusement Park

Age Group	10+
Group Size	10+
Time	120 Minutes

Overview

An exercise to experience how to include persons with difficulties.

Objectives

- To bring participants at the same level of understanding
- To understand the reasons of our challenges
- To understand how to use social inclusion to tackle this.

Materials

Space for the activity, flipchart and some recycled materials (old paper, cartons, bottles etc) as well as scissors, tape and pens for each group.

Step-by-step instructions

1. Create 3 different groups. In each group there have the following roles:
 - 1 person is mute
 - 1 person is blind
 - 1 person has to leave the room and hug one trainer every 5 minutes during the whole activity
 - 1 person has one of his/her hands tied to the back
 - 1 person won't be able to leave the room unless he/she is holding hands with someone.
2. The mute person is given the task for the group: They have to build an amusement park with recycled materials
3. Participants will have to stick to their roles during the whole game. They will have only one hour to produce their amusement parks.

Debriefing

First meet in small groups of people who had the same roles and ask"

- *How did you feel during the activity? Why?*
- *Did anyone have negative feelings? What caused them?*
- *What was your contribution to the group work?*
- *Did you feel that your voice was taken into account?*

After 20 minutes, come back to the plenary and ask the groups if they want to share the outcomes of their discussion. Then ask the whole group:

- How did you work together?
- Who was more difficult to include? Why?
- What did you do to include them?
- How can you see this in real life?
- What could we change in real life?

Inclusive Language: This isn't Funny Anymore

Age Group	6 - 9 or 10 - 12 (don't mix them)
Group Size	Up to 30
Time	75 Minutes

Overview

This activity combines a very active treasure hunt and relay race with reflection about language. It explores how words about gender and sexuality are used in a negative way and how to change this effect.

Objectives:

- To reflect on words related to gender and sexuality used to tease others
- To develop an understanding of how words affect people
- To consider why words related to sexual and gender identity are often used in a negative way

Materials and space:

A room or space large enough to run around and hide pieces of paper; Balloons (2 or 3 per child); Marker pens, flipchart paper; Small pieces of paper (2 or 3 per child)

Step-by-step instructions

1. Ask everyone to think about words or names they have heard used to tease people because they are a boy/ girl or because they are gay/ lesbian (whether the person is really gay or not doesn't matter).
2. Ask them to write each word on a different piece of paper. They should not write more than five words.
3. Each child should hide their pieces of paper around the space (if you're in an open space, establish boundaries).
4. Tell the group they have to find the pieces of paper hidden by others.
5. Bring the group back together and ask them to read out the words they found. Clarify all the words.
6. When you have gone through all the words, give out balloons (enough for one per word). Ask the children to blow up the balloons and write each word on a different balloon. Explain that you want to destroy the words on the balloons and the negative feelings we get from them.
7. Divide the group into teams with an equal number of balloons in each team. In turn, each member of the team should run to the other side of the space with a balloon held between their legs and sit on the balloon until it pops and then run back, tagging a team mate to run and do the same. The game finishes when all the balloons are popped.
8. Discuss when and why some words have bad meanings. Explain that although it's fun to destroy negative words, it is often simply not possible to do so. Explain that in some situations another approach is needed to change the meaning of words.
9. Ask them now to take one negative word in pairs and change the meaning of it. Try:
 - Changing the context in which the word is used ("He is so cool, such a pansy")
 - Making a word cute by diminutives (Mum → mummy)



10. Let them present their reclaimed words and write them down on a poster.

Debriefing

- Why people are called names?
- Are certain children teased more than others?
- How would you feel being called some of these names?
- How did it feel to change the meanings of words?
- Would you feel comfortable to reclaim words in a real situation?
- Do you think this would have an impact?
- How could such a change of meaning been done in society?

A Genderless Story

Age Group	6 - 10
Group Size	5 - 10
Time	30 Minutes

Overview

Perceptions and stereotypes can be very powerful. Even when using gender neutral-language, we find that those hearing the words associate them with one gender or another. In this activity participants will be made aware of their own stereotypes about male and female characteristics through listening to a story and drawing pictures.

Objectives

- To raise awareness of the power of words and their influence on gender stereotypes
- To challenge stereotypes associated with gender characteristics

Materials and space

One piece of paper per child; Coloured pens or crayons

Step-by-step instructions

1. Give each participant a sheet of paper and something to draw with.
2. Explain they will hear a story about a child.
3. After listening to the story ask everyone to choose a part of the story and draw it.
4. Give everyone the opportunity to present their drawings.

Debriefing

- Was this story different from other stories you have heard? Why?
- How are the pictures that participants have drawn different from each other?
- Was it said in the story that the child is a boy or a girl?
- Why did they assume the child was a boy/girl?
- Can boys and girls do the same things? Why?

Possible adaptations

- Divide the group into two and put them in two separate rooms/ spaces. Instead of reading the story to them, ask one group to invent a story about a boy called Alex and the other group to invent a story about a girl called Alex. Bring the groups together and allow them to act out their stories. Compare the stories afterwards.
- Ask children to come up with their own stories where the main character is a girl who is strong and clever.
- Play out parts of the story and invite participants to take turns (boys/ girls) in playing the main character instead of drawing the story.

Appendix: Genderless story

There was once an adventurous and clever child, never afraid of challenges or difficulties. No matter how impossible the situation or how difficult the riddle they always managed to overcome it. It seemed that trouble and adventure followed them everywhere; there was always a problem to be solved! One day the child was walking in the park and heard a quiet and sad cry from behind the bushes. Pushing aside the bushes they saw that a small dog had fallen down a disused well and couldn't get out again. It was crying for help and trying desperately to escape its damp prison. The child could see that the dog was scared and wanted to help but first needed to find a way to reach it. Luckily there was no longer any water in the well, but it was deep and the sides were too slippery to climb. The child sat down to think about the problem. How could the dog be reached and rescued safely? After a few minutes they had the answer but needed to find some tools for the rescue. Determined to help the poor dog, the child ran off to search for what was needed. The first stop was the park's boating lake; here the child was able to find a length of old rope abandoned in one of the boat sheds – perfect for the job! Next they took out a pocket knife and carefully chose a number of willow branches from a nearby tree. Twisting the flexible branches into shape and tying them together, the child was able to form a kind of bucket big enough for the dog to sit in. The child was sure that if the dog would get into the bucket, it could be hauled to safety – but how to explain to the dog to get in? Again they sat down to think and took a bite from a jam sandwich – of course! Tempt the dog with food! The child placed the remainder of the sandwich in the bucket and carefully lowered it on the rope to the bottom of the well. At first the dog was afraid and backed away from the bucket but with some encouragement from the child at the top of the well, the dog eventually understood what to do. Once the dog was in the bucket, the child started to pull but the dog was too heavy to lift – another problem to solve! After a few moments thought, the child was able to use knowledge of pulley systems learned in science class to help the dog. Wrapping the rope around a nearby tree would reduce the strength needed to pull the bucket up. With the makeshift pulley in place, the child was able to haul the dog to safety! The child and the dog became best friends; they were rarely apart following that day and solved many mysteries together!

Communication symbols

Age Group	8+
Group Size	2+
Time	30-60 minutes

Overview

Communication symbols can be used to help people express themselves, views, opinions and feelings about a wide range of topics. In this activity participants can try out how to communicate without language.

Objectives

- To explore communication without language
- To reflect on the difficulties of people with disabilities and how to include them

Materials

Print pictures of many different activities (google for boardmakers) for each pair in the group.

Step-by-step instructions

1. Split the group into pairs. In the first round, one person is the one asking questions, the other can only answer by moving their eyes.
2. Ask the pairs to prepare two cards with the words yes or no and put them on different sides of the table/floor between them. To say yes or no, the person who can't speak has to move their eyes to one side.
3. Ask the pairs to start their interviews. The person asking questions puts cards with different activities in front of the other who can reply by moving the eyes and showing their emotions with their face. The talking partner can then put the cards under the yes/no cards.
4. After a while, you can swap roles or start a conversation where both can't talk.

Debriefing

- How did it feel to communicate without words?
- Were you able to express yourself fully?
- How could this tool be used to express feelings?
- Are there limitations to this tool?
- How could you use the tool in a group setting?