

Workshop Hours of intercultural dialogue – model Roma culture

Target group:

- youngsters aged between 15 and 19¹.

Structure of Hours of intercultural dialogue:

- first part (app. 40 min) – taking the test of tolerance;
- second part (app. 50 min):
 - short didactic activity “Iceberg” (app. 10 min);
 - case study with role play “Incident in Roma settlement” and interim didactic activity “Antonio and Ali”(app. 40 min);
- third part (app. 40 min) – discussion with a representative of Roma community.

First part of the workshop

Objectives of taking the test of tolerance:

- to prepare youngsters for more interactive methods in the second part of the workshop Hours of intercultural dialogue;
- to make youngsters aware of the complexity of the concept of intercultural dialogue;
- to discuss the understanding of the terms connected with intercultural dialogue;
- to enable youngsters to categorize their level of tolerance regarding cultural and ethnic diversity.

Time of the implementation of the test of tolerance:

- 10 – 15 min for taking the test;
- 6 min for individual evaluation of the given answers in the test;
- 5 min creating the class tolerance chart;
- 10 min discussion about the test and explanation of terms related to intercultural dialogue.

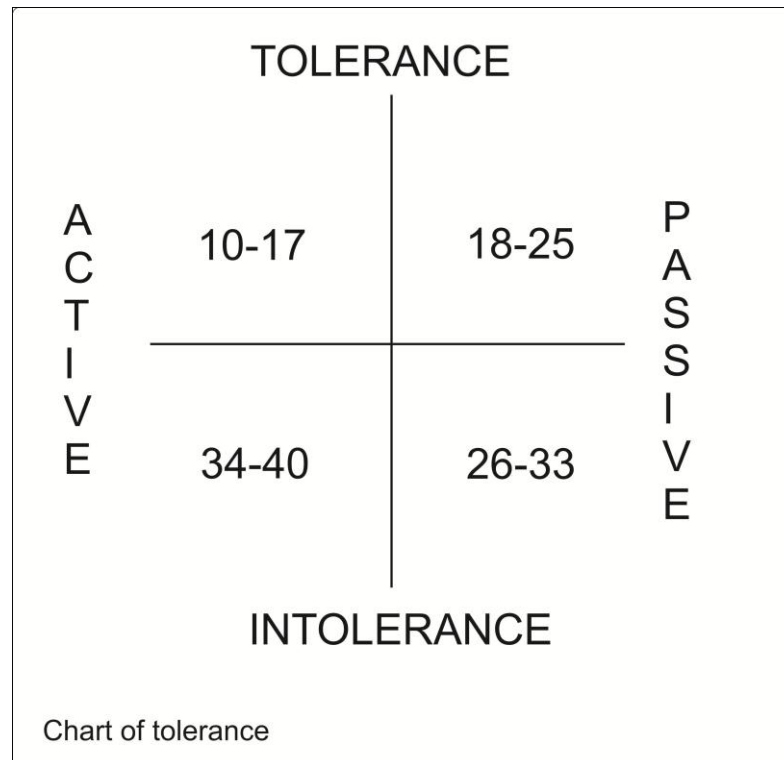
Steps of application of the method:

- The leader of the workshop (furthermore leader) explains that the completed tests of tolerance will not be collected for further analysis. Therefore the youngsters can be truthful while taking the test because nobody will check or analyze their answers.
- After taking the test the leader gives youngsters worksheets for the assessment of the answers. Each youngster assesses his or hers own test

¹ Can be adjusted also for up to 25 years old students.

and by summing up the points he or she can determine into which level of tolerance he or she can categorize to.

- The leader collects only the sum of points (written on a post-it strip) from each youngster and uses it for the chart of tolerance which he or she prepares on the blackboard or flipchart while the youngsters are taking the test. The leader pastes the strips in the suitable quadrant of the chart according to the points written on the strip. The chart shows the overall level of tolerance in the group of youngsters attending the workshop.



- Debate about the overall results of the test and discussion about the meaning of terms connected to intercultural dialogue such as: discrimination, assimilation, integration, stereotype, prejudice, hate speech etc.

Second part of the workshop

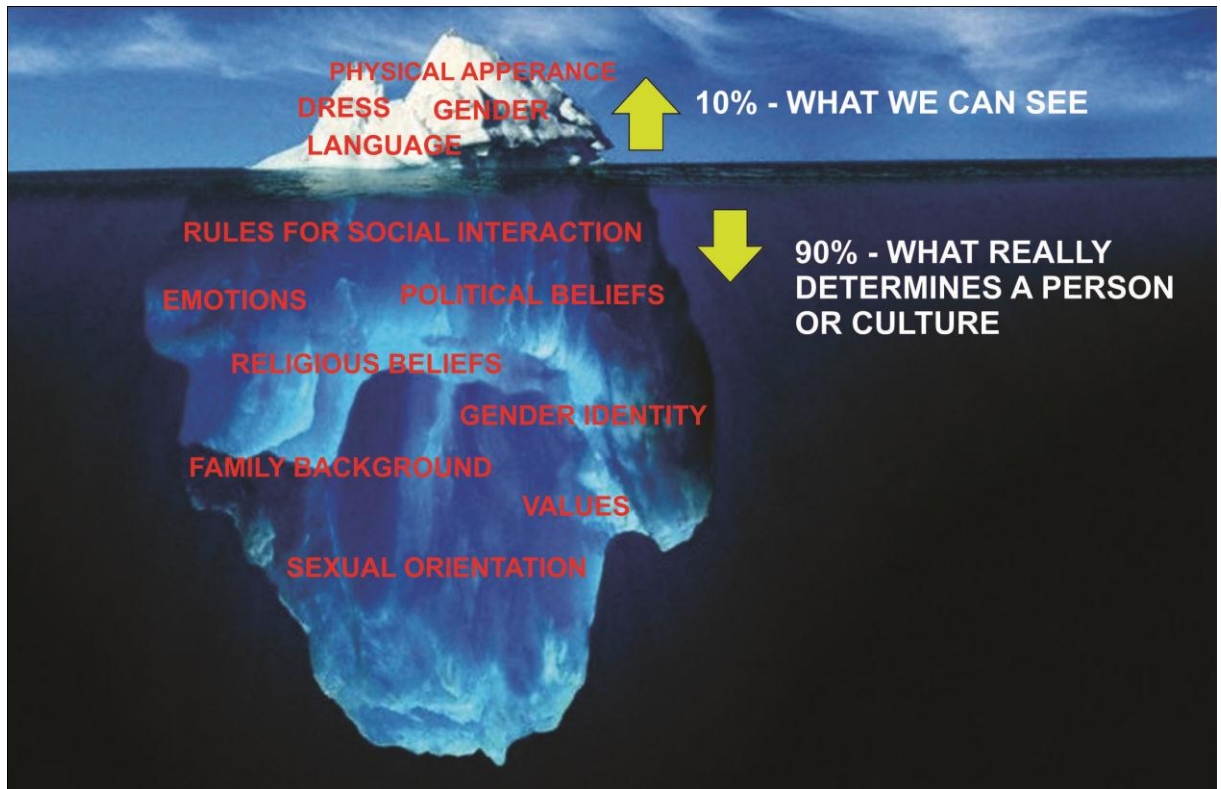
Objectives of the didactic activity “Iceberg”:

- to enhance the level of understanding of sources of prejudices and stereotypes towards the different;
- to stimulate a systematic approach when getting to know and setting up connections with different cultures;
- to get youngsters acquainted with psychology of first impression;
- to prepare youngsters for in-debt dealing with the theme Roma culture that follows in the case study with role play.

Steps of the implementation of didactic activity “Iceberg²”:

- The leader draws on the board or other writing surface an iceberg and then asks the youngsters to enumerate characteristics that they think apply to the leader’s assistant according to the first impression they had about him or her. The characteristics can be positive or negative and the leader accepts everything without censure. The leader’s assistant stands in front of the youngsters so that all can see him or her.
- The leader writes all the given characteristics around the iceberg drawing. If needed, the leader encourages the youngsters with additional questions like:
 - Do you think his or hers parents are alive?
 - Does she or he have any siblings?
 - What is his or hers religious belief if any?
 - What is his or hers sexual orientation? Etc.
- After the leader gets enough characteristics he or she asks the youngsters to determine if a certain characteristic can be visible on the outside or not. The leader leads out arrows of every characteristic pointed to the visible or invisible part of the iceberg.
- After all the characteristics are categorized, the leader asks the assistant if the given characteristics apply to him or her or not. If a certain characteristic is true or applies, the leader encircles it and if it’s wrong, he crosses it. After all the characteristics are dealt with, the leader explains the psychology of first impression.
- The leader explains the youngsters the symbolic meaning of the iceberg in connection with the term culture. He or she can also try to come to conclusions through the discussion with the youngsters. Instructions, explanations for this part of the activity:
 - The iceberg symbolizes a boundary between conscious and unconscious part of cultural identity.
 - With superficial relations between different cultures the key characteristics of a certain culture remain hidden and not known.
 - The relation between cultures remains prone to stereotypes and prejudices if no policies of systematic linking and cognition are established.

² Source: Blazinšek A., Kronegger S., Govoriš medkulturno? T-Kit za medkulturni dialog, page 60 – 63, Zavod Center za informiranje, sodelovanje in razvoj nevladnih organizacij – CNVOS, Ljubljana, 2008.



Picture 1: Iceberg model.

Objectives of the case study with role play “Incident in Roma settlement”:

- to offer conditions for an effective reflection about the relations between majority population and Roma community;
- to stimulate participants to try to identify with Roma individuals;
- to encourage active involvement against discrimination or acceptance of Roma community;
- stimulate critical thinking;
- media literacy.

Materials needed for the implementation of role play “Incident in Roma settlement”:

- A4 sheets with duly indications of roles for the role play;
- tape;
- A3 sheets with on the upper part printed newspaper logotypes;
- copy of the adjusted article about the incident in the Roma settlement.

Steps of the implementation of case study with role play “Incident in Roma settlement” and interim didactic activity “Antonio and Ali”:

- The leader invites 7 youngsters to volunteer to help in the implementation of the activity. He or she announces a role play³. He or she says nothing about the content of the role play or the characters in it.
- The leader’s assistant takes the volunteers (furthermore actors) out of the room or space where the workshop is carried out and gives them the article for the role play. The actors read the article and decide who is going to play which role. The leader’s assistant tells them that they have to prepare a play just by using gestures and mime (furthermore mime play). The actors have max 20 min to prepare a mime play according to the article. They should paste the A4 sheets with role indications on their backs or chests, so that the acting out the situation in front of other youngsters (that will be newspaper reporters) will be easier to follow.
- At the same time when the actors are preparing a mime play, the leader implements a didactic activity “Antonio and Ali⁴” with the rest of youngsters. At this point the leader doesn’t discuss with the youngsters about what the actors are preparing in the other room or space.
- Before the start of the activity “Antonio and Ali” the leader selects one youngster that will be the observer and will make notes of all the stereotypes and prejudices that might occur during the creation of stories. The leader explains the observer his or hers task without other youngsters’ knowledge. The observer does not participate in the direct creation of stories. Instructions for the implementation of the activity:
 - Through the activity “Antonio and Ali” stories about individuals from different cultural backgrounds are being created. The story is based on one day in the individual’s life.
 - The youngsters form a circle seating order. The leader selects the character for the first story and starts the activity: “Roma boy Mateo gets up in the morning and...,” and then passes the ball or some other object to one of the youngsters in the group. From that moment on the leader doesn’t participate in the creation of the story until he or she decides that the character should be changed. The leader also makes notes when stereotypes and prejudices come out in the stories in case that he or she will have to supplement the observer’s notes.
 - Usually there’s is enough time to create 3 – 4 different stories.
 - After the stories are formed, the leader asks the observer to report about the stereotypes and prejudices that occurred during the forming

³ Situation for the role play is taken from an actual event and actual media article. The article was selected randomly and was a bit adjusted to make the role play more efficient.

⁴ Source: Brander P., Cardenas C., de Vicente Abad J., Gomes R., Taylor M., Educational pack »all different – all equal«, page 63-64, Directorate of Youth and Sports, Council of Europe, 2004.

of stories. The leader makes additional comments if needed and then discusses with the youngsters the following points:

- How do we get information about different cultures?
 - How do stereotypes and prejudices influence our expectations towards the individuals from different cultures?
 - What kind of stereotypes do other cultures have about our own?
 - Cognition about righteous generalization of certain characteristics to all members of a certain culture, minority.
- A couple of minutes before the actors are ready for the mime play, the leader's assistant alerts the leader to conclude the activity "Antonio in Ali" and to inform the remaining youngsters what will happen next.
 - After the activity "Antonio and Ali" is concluded the leader divides the youngsters in groups per maximum 3 individuals and tells them that they will be newspaper reporters and will write an article about the incident in Roma settlement that will be acted out by youngsters that left the space before the activity "Antonio and Ali".
 - The leader shows on a prepared PowerPoint (or other) presentation of the roles that will be acted out and leaves it visible throughout the whole activity that follows. He or she says nothing about the details of the role play. He or she explains that it's going to be a mime play.
 - The leader divides the A3 sheets with newspaper logotypes⁵ – one newspaper per group and gives instruction that the articles should be written in the usual way according to the certain newspaper's writing policy.
 - The actors are invited back into the room where the workshop is being implemented and act out the role play. The act out can be repeated if needed.
 - When the incident is acted out the reporters can ask one question one of the characters in the incident. Every newspaper decides by itself to whom the question will be asked and what it will be.
 - After each of the newspaper houses asks a question and gains an answer the article writing starts. They have 10 min for writing.
 - The leader's assistant gathers the actors and gives them the task to write on the other side of the sheets that were taped to their backs or chests during the act out:
 - How they felt in their role?
 - How would they feel or act if they were actually in the skin of their role play character?
 - After the articles are written, the actors join the reporters. The circle seating order is applied again and the reading of the articles starts. The leader doesn't

⁵ When selecting the newspapers or media houses it is recommended that one or two objective national newspapers are selected, one "yellow newspaper", one local and one Roma newspaper. The quantity of different newspapers depends on the number of groups that will be set up.

comment the articles, but he or she can write some remarks for a short debate that he or she starts after the reading. A few starting points:

- Were there any differences between the newspaper articles (content, writing style, point of view), objectiveness, hate speech)? If yes, why?
 - Reflection about the objectiveness and moral responsibility of the media;
 - role of the media in creating public opinion;
 - appeal for critical thinking and selection of information and trying to get information from different sources – if possible also at the source itself when talking about different cultures.
- The leader after the debate asks the actors to read what they wrote and afterwards explains that one should always try to put him- or herself in the skin of the individuals from different culture when following for example sensationalistic media reports.
 - After the implementation and sensible conclusion of the method the leader can collect the newspaper articles and impressions of the actors for further analysis or evaluation after the workshop.

Third part of the workshop

Objectives of the discussion with the representative of Roma community:

- enable participants to get first-hand information about Roma community;
- break prejudices and stereotypes about Roma community;
- develop critical thinking.

Duration of the discussion:

- up to 40 min or until the discussion holds.

Explanation of the activity:

- After the debate or after the implementation of the second part of Hours of intercultural dialogue, if possible, it is recommended to invite a representative of Roma community, that is open to all/or most questions about the Roma culture. With a consistent speaker it can be enabled that the stereotypes and prejudices of the youngsters concerning the Roma community could be put under the question mark.

During the implementation of Hours of intercultural dialogue in Slovenia in the years 2013 and 2014, we got to the conclusion that youngsters in Slovenia get information about Roma culture mostly from the media. That kind of information is a lot of times prone to sensationalism and is not realistic and that's the reason why a chance to openly talk with a representative of Roma community would offer first hand and more realistic information. And it is also a fact that we can't speak about minorities without minorities.

- The visit of the representative of Roma community can be announced to the youngsters during the implementation of the workshop, but it is even better if the visit is a surprise⁶. In the last given option the leader can ask the youngsters when concluding the second part of the workshop to write any questions that they have regarding the Roma community on sheets of paper, which he or she prepares before the workshop. The leader encourages the youngsters to write any kind of questions without censure. After the leader collects all the questions, he or she announces the special guest. Before he or she lets the guest into the room, he or she assures the youngsters total discretion and encourages them to use the time with the guest as good as possible.

This kind of pedagogical approach of surprise enables that the questions which the youngsters write reflect the actual knowledge and understanding of Roma community and can be a good starting point for a debate about the prejudices, stereotypes and hate speech.

⁶ The guest is waiting outside the room where the workshop is being implemented.

Material – test of tolerance⁷:

Test of tolerance

There are 10 questions in front of you that will address your relation towards the different cultural and ethnic minority groups. Each question has four answers. You can choose only one.

1. You are a witness of an incident when a group of 5 youngsters is bullying a boy with physical disability. They are making comments about his physical appearance. What do you do?

- a. I think that nature in its base isn't friendly towards the disabled people. The society is working against natural laws when trying to make it easier for them to live through their lives. Only the strongest and healthiest should survive.
- b. What the youngsters are doing is wrong. In my mind I judge them, but I don't do anything. I pass by.
- c. I am zero tolerant towards actions like this. We are all human beings and therefore human rights apply to all of us regardless of our value system, life philosophy or physical state. I decide to do something to stop this action.
- d. The boy looks kind of funny with his disability. I smile and pass by.

2. Your schoolmate is Muslim and wears the hijab. On a school excursion the civil guardian of the church doesn't allow her to enter the Catholic church, that is opened for public visits because of its' art remarkableness, because she is Muslim. What do you do? / Your schoolmate is Catholic and wears a bigger cross pendant on her necklace. On a school excursion the civil guardian of the mosque doesn't allow her to enter the mosque that is opened for public visits because of its art remarkableness. What you do?

- a. I agree. As a Muslim/Catholic she should not go in buildings of other religions. But I don't comment and enter the church/mosque.
- b. I agree. I ask her to take of the head scarf/cross pendant if she wants to enter.
- c. I think this is not fair. I protest and stay with her outside.
- d. I think this is not fair. I give my schoolmate the look of consolation, but I enter the church/mosque anyway.

⁷ The test is prepared in a way that it can be adjusted according to the needs of specific society. If for example applied in a country where cohabitation between Roma and the majority culture is not an issue a different minority can be inserted into question 6.

3. You read in the newspaper that in your country the sale of a new computer game is forbidden because it's insulting and discriminative towards other minority cultures. In the game you can shoot Roma, Black, Muslims, Catholic, Jewish ... What do you think about that?

- a. I think that this is exaggerated. The game should be allowed. It's just a game. Maybe I will buy it abroad.
- b. This kind of games should be forbidden everywhere. If I realized that of my friends would buy or play that game I will suggest him or her not to.
- c. I think that this is exaggerated. I think the game is funny, but I wouldn't play it.
- d. This kind of games should be forbidden everywhere. I welcome the action.

4. You hang out with your friends and one of them tells this joke: »Why do Blacks have white hands and feet? They were on all fours when God spray painted them! « What do you do?

- a. I disagree with this type of jokes, because they create prejudices and encourage intolerance. But I don't comment.
- b. I tell my friends right away that this type of jokes is insulting and that they create prejudices and encourage intolerance.
- c. I laugh with others. It's funny. I remember a joke about religious people and I tell it.
- d. I laugh with others. It's funny.

5. A migrant family from _____ opens a bakery on your street. In the night somebody made insulting graffiti on the bakery window: "Out of my country!" What do you think about it?

- a. We have enough bakeries in our town that are owned by people of the same nation as me. We shouldn't allow foreigners and migrants to open bakeries or other shops in our country.
- b. I think that making graffiti to migrant's bakery is unacceptable. Everybody has the right to work to make a living, no matter the country or culture they come from. I take action and help the owners to clean the graffiti.
- c. I like what happened in the night. The rate of unemployment among the people of the same nation as me increases because the immigrants occupy our jobs. This night I will go to the bakery and make some damage as well.
- d. I don't like what happened, but I don't take any action.

6. You are organising your birthday party so you are preparing an invitation list. Among others you have also two Roma friends (or _____) with whom you were classmate in primary school but not anymore, now while at secondary school. What do you do?

- a. I don't care. I invite them of course. If somebody of my schoolmates will have something against them, I will ask him or her to be respectful towards my friends or leave the party.
- b. Roma (or _____) can't be my friends.
- c. I wouldn't invite Roma (or _____) friends to my party. We don't hang out so much anyway.
- d. I wouldn't invite my Roma friends (or _____), because I know they could be the target of bad jokes or comments, so they would feel uncomfortable. So I invite them for a drink on a different day.

7. At lunch time a gay schoolfellow is being bullied because of his sexual orientation by a group of older schoolfellows. They call him bad names like brownie queen, tranny etc. and spill his drink on his food. What do you do?

- a. I think it is wrong to discriminate people on behalf of their sexual orientation. I give the boy a look of consolation but I don't take any further action.
- b. I think it is wrong to discriminate and to bully people on behalf of their sexual orientation. I immediately take some kind of action to stop this.
- c. The scene is amusing. It might help that boy get back to his senses.
- d. The scene is amusing. I laugh and tell the boy he should get some help for his disease and that after he will be cured everything will be normal.

8. Do you think that children from illegal migrant families should not be allowed to go to schools in your country?

- a. No, everybody has a right to education. There are no illegal people. It's the system that made them this way.
- b. Education is just for those who are legally in our country.
- c. They could only attend the elementary school.
- d. No, everybody has a right to education.

9. Do you think that hate speech toward other cultures should be forbidden by law?

- a. No, in democracy the freedom of speech is a basic right.
- b. No, foreigners should return to their countries.
- c. No.
- d. Yes.

10. What do you think of the following statement »My culture is the best of all! «

- a. I don't agree, but I am very proud of my culture.
- b. I completely agree. All other cultures are not normal, they are weird and for sure not equal to my culture.
- c. Bad or better, normal or not normal, healthy or unhealthy culture does not exist in world. They are just different.
- d. I agree.

Assessment of answers of the test of tolerance

1. question a =4, b =2, c =1, d =3	6. question a =1, b =4, c =3, d =2
2. question a =3, b =4, c =1, d =2	7. question a =2, b =1, c =3, d =4
3. question a =4, b =1, c =3, d =2	8. question a =1, b =4, c =3, d =2
4. question a =2, b =1, c =4, d =3	9. question a =2, b =4, c =3, d =1
5. question a =3, b =1, c =4, d =2	10. question a =2, b =4, c =1, d =3

Types of tolerance according to the reached score

- FROM 10-17 POINTS – ACTIVE TOLERANCE
 - Rejection and discrimination of people that are different from me is not acceptable to me. I take action more or less in every situation of intolerance and exclusion of the different.
- FROM 18-25 POINTS – PASSIVE TOLERANCE
 - Rejection and discrimination of people that are different from me is not acceptable to me. But I don't take action in situations of intolerance and exclusion of the different.
- FROM 26-33 POINTS – PASSIVE INTOLERANCE
 - I don't accept cultures that are different from mine, but I'm not taking direct actions against the different. I'm not pointing out my opinion explicitly.
- FROM 34-40 POINTS – ACTIVE INTOLERANCE
 - I don't think that cultures that are different from mine should have equal rights as my own. I don't accept the different and I show it more or less in every opportunity.

Material for the case study with role play “Incident in Roma settlement”:

The Roma attacked Mesojedec and a journalist⁸

Roma’s illegal constructions in Žabjak cause problems

President of a regional civil initiative for solving Roma issues Silvo Mesojedec got hit on the leg by a shovel and a journalist from Žurnal24 got hit with a fist in the chest. Police is still gathering information about the incident. According to Žurnal24, after a press conference, where the regional civil initiative presented activities for connecting owners of lands where Roma people illegally built their residence places, the initiative’s president Silvo Mesojedec and some journalists went to Mirna Peč to check a parcel of land, where Roma people illegally built their shacks.

An incident happened on site, when Roma people drove journalists and Mesojedec from the plot of ground. Mesojedec got hit with a shovel on the head and the female journalist of Žurnal got hit in the chest during photographing the site by one of the Roma women. While the policemen are still on site, the police department Novo mesto won’t give up any information. Mesojedec said that the Roma people attacked them despite the presence of the police. Journalists who were there are at the moment giving a statement at the police department Novo mesto.

The police: Intervention stopped further violence

The Novo mesto police department said that at 9.45, a police officer who was carrying out tasks in Brezje, informed the district call centre of the Novo mesto police about violation of public order and peace on the road through the settlement.

Police patrol was directed to the site immediately. Policemen questioned all involved and found out that a 24 year old man didn’t allow the television journalist teams to record residences at the site. 24 years old man (Roma man Klemen) punched 52 the year old man (Mesojedec) in the face and spat at him.

Nearby several residents gathered (around 30 of them). Two of the Roma children (Roma child 1, Roma child 2) hit the 52 year old man with a stick and a shovel. 26 year old female resident (Roma woman Nataša) hit a journalist in the chest.

Police have prevented further violating of public order and peace with immediate intervention. They identified all violators or suspects. Some of the participants had to get medical attention due to injuries.

The police are still gathering information according to suspicion of criminal acts regarding security threats and causing physical injury. In case of confirmed suspicions criminal charges against the suspects will be given, to the court they will address proposals for charges and the violators will have to pay fines.

Roles:

1. President of the regional civil initiative for solving Roma issues
2. Female journalist of the newspaper Žurnal24
3. Roma man Klemen
4. Roma child 1
5. Roma child 2
6. Roma woman Nataša
7. Policeman Miha

⁸ Source: <http://www.rtv slo.si/crna-kronika/romi-napadli-mesojedca-in-novinarko/244572>

Author of workshops Hours of intercultural dialogue - model Roma culture:

Mladinski center Dravinjske doline/Youth centre of Dravinja valley

Zicka 4a
3210 Slovenske Konjice
Slovenia

Mobile: 00386 51 308 500 * Phone: 00386 3 759 1320 * Fax: 00386 3 759 1321

Web: www.mcdd.si * [Project MAMD](#) * E-mail: info@mcdd.si

FB: [Mladinski center Dravinjske doline](#)



Co-funded by
the European Union

This Programme is implemented by the European Commission - with the financial support from the Progress Programme of the European Union. It was established to financially support the implementation of the objectives of the European Union in the employment, social affairs and equal opportunities area, and thereby contribute to the achievement of the Europe 2020 Strategy goals in these fields.

The information contained in this publication does not necessarily reflect the position or opinion of the European Commission.