

Workshop Hours of intercultural dialogue – Roma culture

Target group:

- youngsters aged between 12 and 15.

Structure of Hours of intercultural dialogue:

- first part (45 min) – taking the test of acceptance of diversity;
- second part (45 min) – didactic activity “Blackmail”;
- third part (45 min) – discussion with a representative(s) of Roma culture (45 min).

First part of the workshop

Objectives of taking the test of acceptance of diversity:

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

Time of the implementation of the test of acceptance of diversity (furthermore test):

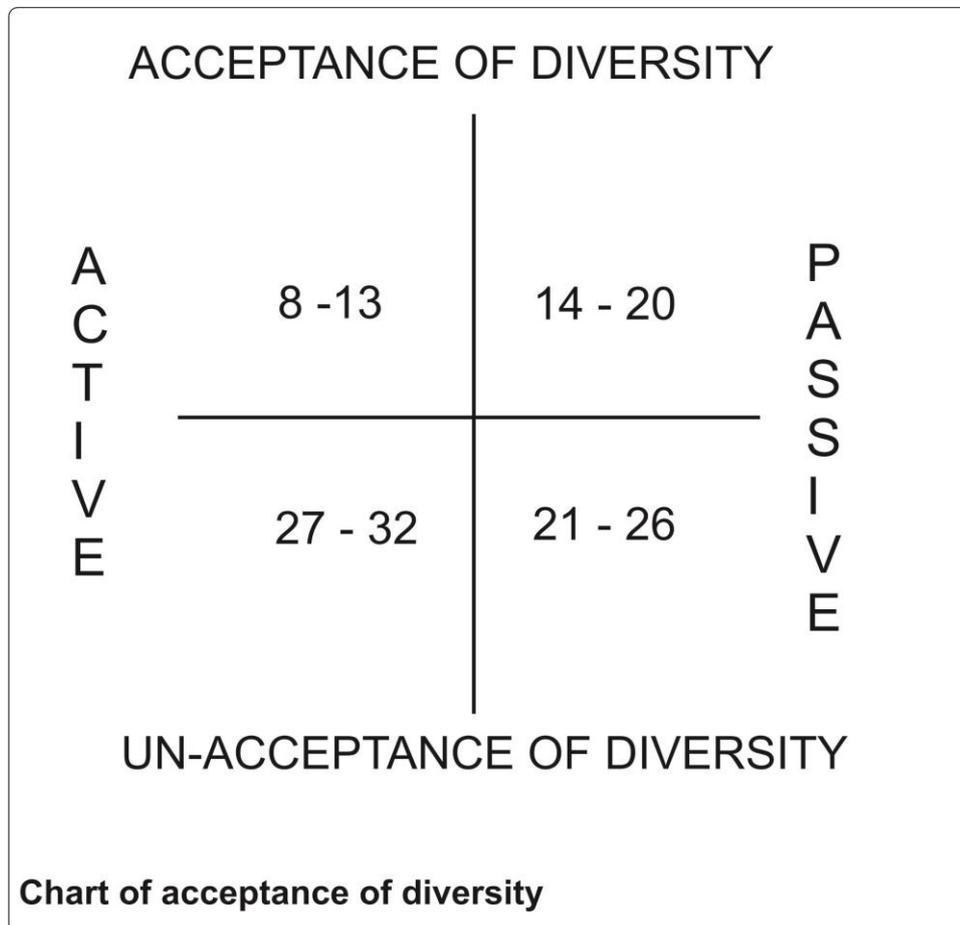
- taking the test¹ (15 min);
- individual evaluation of the given answers in the test (5 min);
- creating the class chart of acceptance of diversity (5 min);
- discussion about the test and explanation of terms related to intercultural dialogue (20 min).

Steps of implementation of the method:

- The leader of the workshop explains that the completed tests will not be collected for further analysis. Therefore the youngsters can be truthful while taking the test because nobody will check or analyse their answers.

¹ The test is given after the instructions for the implementation of the three parts of workshop Hours of intercultural dialogue – Roma culture.

- After taking the test the leader of the workshop gives the youngsters worksheets with evaluation of the answers. Each youngster evaluates his or hers own test and by summing up the points he or she can determine into which level of acceptance of diversity he or she can categorize to.
- The leader of the workshop collects only the sum of points (written on a post-it strip) from each youngster and uses it for the chart of acceptance of diversity (furthermore chart) which he or she prepares on the blackboard or flipchart (picture 1) 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 acceptance of diversity in the group of youngsters attending the workshop.



Picture 1: Chart of acceptance of diversity.

- The leader moderates the 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 case study with role play “Blackmail”:

- to increase knowledge and understanding of Roma culture;
- to offer conditions for an effective reflection about the relations between the 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.

Specification of the implementation of the case study with role play “Blackmail”:

Time needed for the implementation is 45 minutes:

- selection of 5 persons for the role play (1 min);
- the group of 5 people, which will be actors in the role play, leaves the space in which the workshop is carried out with the assistant of the leader of the workshop and prepares for the role play “Blackmail”; the leader stays with the rest of the participants in the space where the workshop is carried out and implements interim didactic activity “Antonio and Ali” (20 min);
- performing of the role play “Blackmail” (4 min);
- actors under the leadership of the assistant reflect and write down their experiences after performing the role game, other participants under the leadership of the leader become journalists and are given the task to write an article about the incident shown in the role play (10 min);
- reporting of journalists and actors and conclusion (10 min).

Materials needed for the implementation of the role play “Blackmail”:

- A4 sheets with duly indications of roles for the role play (each role² is indicated on two pieces of paper);
- tape;
- A3 sheets with on the upper part printed newspaper logotypes³;

² S = student, R = Roma, P = police

³ Logotypes of various newspaper houses are taken – objective and “yellow” newspapers on the national, regional and local level of the country in which the workshop is being implemented. If possible also one Roma newspaper is taken. The quantity of different newspapers depends on the number of groups that will be set up.

- working sheet with the statement of a student which will be the base for the role play about the incident involving Roma individuals.

Steps of the implementation of case study with role play “Blackmail” and interim didactic activity “Antonio and Ali”:

- the leader invites 5 youngsters to volunteer to help in the implementation of the activity. He or she announces a role play⁴. 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 working sheet⁵ for the role play. The actors read the statement of a student involved in an incident with Roma youngsters and decide who is going to play which role in the given situation. The leader’s assistant tells them that they have to prepare a play just by using gestures and mime. The actors have max 20 min to prepare a mime role play. They should paste the A4 sheets with role indications on their backs and chests, so that acting out the situation in front of other youngsters (that will be newspaper reporters) will be easier to follow.
- At the same time while the actors are preparing the role play, the leader implements a didactic activity “Antonio and Ali⁶” with youngsters that remained in the space in which the workshop is implemented. At this point the leader doesn’t discuss with the youngsters about what the actors are preparing in the other 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 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

⁴ Situation for the role play is taken from an actual event and actual media article. The article was selected randomly.

⁵ The working sheet is given after the instructions for the implementation of the three parts of workshop Hours of intercultural dialogue – Roma culture.

⁶ 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.

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. Usually the character changes when the whole day is taken in consideration, which means when the character goes to sleep. 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 to 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 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 role play, the leader's assistant notifies the leader to conclude the activity “Antonio and 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 to 4 individuals and tells them that they will be newspaper journalists and will write an article about the incident between Roma and non-Roma youngsters that will be acted out by youngsters that left the space before the activity “Antonio and Ali”.
- The leader shows on a prepared PowerPoint presentation⁷ 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 or content of the role play. He or she only explains that it's going to be a mime play and that after the performance each newspaper house will be able to ask one person involved in the incident one question.
- The leader divides the A3 sheets with newspaper logotypes – 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.

⁷ The PowerPoint presentation »Hours_intercultural_dialogue_Roma_MSOSK_2015« is an enclosure to these instructions.

- The actors are invited back into the room where the workshop is being implemented and act out the role play. The performance 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 house decides by itself to whom the question will be asked and what it will be. The actors answer as they think the character they act would.
- 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 a short reflection on the other side of the sheets that were taped to their backs and chests during the act out. He or she directs their reflection with two questions:
 - How did you feel in your role?
 - How would you feel or act if you were actually in the skin of your role play character?

The actors and the reporters do not interact during the article writing.

- 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 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 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 in their reflection 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 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(s) of Roma community:

- enable participants to get first-hand information about Roma community;
- break prejudices and stereotypes about Roma community;
- offer a positive experience with the representative(s) of Roma community;
- develop critical thinking.

Duration of the discussion:

- 45 minutes or until the discussion holds.

Explanation of the activity:

After the implementation of the second part of Hours of intercultural dialogue a debate with a representative(s) of Roma community, that is/are open to all/or most questions about the Roma culture, is foreseen. With a consistent speaker(s) it can be enabled that the stereotypes and prejudices of the youngsters concerning the Roma community are put under a question mark.

During the implementation of Hours of intercultural dialogue in Slovenia in the years 2014 and 2015, 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(s) of Roma community is announced to the youngsters at the beginning of the implementation of the workshop. The leader can after the second part of the workshop give the youngsters the opportunity to write down 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 invites the guest(s) to join them. Before he or she lets the guest(s) in, he or she assures the youngsters total discretion and encourages them to use the time with the guest(s) as good as possible. The leader offers the participants the possibility to write down the questions for the guest(s) if he or she thinks they are not courageous enough or don't want to be exposed. Otherwise it's of course encouraged to ask questions directly.

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Working sheet for the case study with role play “Blackmail”

Role play »Blackmail«

In a Slovenian newspaper called »Slovenske Novice« (translation Slovenian News) on the 2nd of March in 2013 news about a violent event triggered by a group of Roma youngsters was published. According to the article secondary school students are often victims of blackmail by Roma individuals in that city. One of the victims that remained anonymous shared his experience:

“Like every Monday morning I and my friends met before the school start for a game of table football in one of the pubs at the local bus station. When the time to go to school came, we started our way from the station towards the school. On the way there Gypsies crossed our path and started to threaten and push us around. They demanded money in order to let us go: “Pay and we will let you go.” My friend gave them everything he had. When I said to them they should leave us alone, one of them punched me in the stomach and said to me that I shouldn’t seek more problems. Painfully I managed to run away, towards the school where I met two policemen and described everything to them. They replied only: “Wouldn’t you go to the police station?” My friends who came shortly after me also reported that those individuals took all their money.”⁸

Your task is to prepare a mime role play (no words, just gestures) according to the situation described by the student. Divide the roles given below amongst you and perform the incident. In your mime role play there will be two students, two Roma and one policeman.

Roles:

- student 1 – S
- student 2 – S
- Roma 1 – R
- Roma 2 – R
- policeman - P

⁸ Source in Slovene: <http://www.slovenskenovice.si/crni-scenarij/doma/romi-ustrahujejo-dolenjske-dijake>

Material – test of acceptance of diversity⁹

Test of acceptance of diversity

There are 8 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. 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 and spill his drink on his food. What do you do?

- a. Yes, that's the way to do it! I join the bullies.
- b. I think it is wrong to discriminate people on behalf of their sexual orientation. I judge the act in my mind, but I don't do anything to stop it and walk by.
- c. I think it is wrong to discriminate people on behalf of their sexual orientation. I decide to do something to stop this action right away.
- d. I kind of like the action. It might help that boy get to his senses.

2. It's the first day of new school year after summer vacations. Your teacher introduces to you your new schoolmate. She's a girl whose religion is Muslim and she wears a hijab. During the break...

- a. ... I'm looking at her discretely from a safe distance. The fact that she's Muslim makes me feel uncomfortable.
- b. ... I approach her and say to her that her headscarf is bothering me.
- c. ... I approach her and ask her where she comes from, where she lives, if she has any brothers or sisters etc.
- d. ... every time our eyes meet I give her a friendly smile.

⁹ The test can be adjusted according to the needs of social reality of the country in which the workshop is being implemented.

3. What do you think Austria¹⁰ should do for youngsters obligated to attend school that immigrated from Slovenia¹¹?

- Nothing! They should go back to Slovenia.
- Austria should enable them intensive lessons of German language, lessons of Slovenian language as their mother tongue and provide a translator to help them till their German is sufficient enough to follow the regular classes.
- The immigrants should take care of themselves regarding their inclusion in the Austrian society or Slovenia should take care of that for them.
- Austria should enable the immigrants at least intensive German language lessons so that they could start following regular classes as soon as possible.

4. 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 minority cultures. In the game you can shoot Roma, dark-skinned people, Muslims, Catholics, Jewish ... What do you think about that?

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

5. 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?

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

¹⁰ It can be referred to any other country, possibly neighbouring country of the one in which the workshop is implemented or of the country to which most citizens from the country in which the workshop is implemented in are immigrating to. When choosing a different country also the content in the possible answers should be adjusted accordingly.

¹¹ Here the name of the county in which the workshop is applied in should be written.

6. What do you think Slovenia¹² should do for youngsters obligated to attend school that immigrated from Romania, Albania, Kosovo, Bosna and Herzegovina etc.¹³?

- a. Nothing! They should go back to where they came from.
- b. Slovenia should enable them intensive lessons of Slovenian language, lessons of their mother tongue and provide a translator to help them till their Slovene is sufficient enough to follow the regular classes.
- c. The immigrants should take care of themselves regarding their inclusion in the Slovenian society or their home country should take care of that for them.
- d. Slovenia should enable the immigrants at least the intensive Slovenian language lessons so that they could start following regular classes as soon as possible.

7. A migrant family from Albania¹⁴ 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. I think it's fair. We have enough bakeries in our town that are owned by people of the same nation as me.
- b. I think that making graffiti to immigrant'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 people of the same nation as me increases because 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.

¹² Here the name of the county in which the workshop is applied in should be written. When choosing a different country also the content in the possible answers should be adjusted accordingly.

¹³ Here the name of the country(ies) should be written from which most immigrants come from.

¹⁴ Here the name of any other country that is applicable regarding the social reality in the country in which the workshop is implemented in can be used.

- 8. You are organising your birthday party so you are preparing an invitation list. Among others you are considering to invite also two Roma¹⁵ youngsters who are your neighbours. What do you do?**
- a. I invite them of course. If somebody of my schoolmates and friends will have something against them, I will ask him or her to be respectful towards them or leave the party.
 - b. I don't like my Roma neighbours. Their culture is weird and unacceptable for me.
 - c. I wouldn't invite Roma neighbours to my party. We don't hang out so much anyway.
 - d. I wouldn't invite my Roma neighbours, because I know they could be the target of bad jokes or comments, so they would feel uncomfortable. So I'll invite them for pizza on a different day.

Thank you for your cooperation¹⁶!

¹⁵ Here any other ethnicity can be used according to the country's' social reality.

¹⁶ Author: Karmen Kukovič, Local Youth Council of Slovenske Konjice, 2015

Evaluation of answers of the test of tolerance

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

Types of acceptance of diversity according to the reached score

FROM 8 - 13 POINTS – ACTIVE ACCEPTANCE OF DIVERSITY

- 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 14 - 20 POINTS – PASSIVE ACCEPTANCE OF DIVERSITY

- 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 21 - 26 POINTS – PASSIVE UN-ACCEPTANCE OF DIVERSITY

- 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 27 - 32 POINTS – ACTIVE UN-ACCEPTANCE OF DIVERSITY

- 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.