

Cultural awareness workshop: description of the tool with scenario

Methodological introduction

In the process of supporting the mental well-being of young migrants and refugees, a useful approach is to use tools based on the model of cultural integration. Culture is a powerful tool for integration and education: civic, cultural, historical. Immigrants who participate in cultural life have the opportunity to gain a deeper understanding of the context in which they live, to better manage social relationships and, consequently, to function better psychologically.

The cultural integration strategy for young immigrants is based on curiosity, trust and the natural need to learn about a new cultural context. This requires flexibility and the creation of mechanisms for adapting to changing realities. The integration model assumes that the process of mutual adaptation between immigrants and the host society is bilateral. Both groups not only accept the common culture, but also contribute to it. While people from different civilisations learn from each other, each individual or group retains a sense of cultural diversity and awareness of their own cultural heritage.

Integration is a dynamic, complex and bidirectional process that requires effort from all those involved, including the willingness of migrants to adapt to the host society without having to give up their cultural identity. Equally, host communities and public institutions must be open to welcoming migrants and responding to the needs of a diverse society.

The model rejects the assimilation strategy, which often involves the loss of cultural identity and the unconditional adoption of the models and norms of the host community, which can lead to radicalisation and segregation. Integration is a complex, gradual and long-term process, unfolding in three interconnected dimensions: psychological, economic and socio-cultural. It also involves the notion of interculturality, i.e. the interaction between different cultures, not just their coexistence without links or relationships.

However, integration does not mean unconditional acceptance of all migrants' norms and customs. The limits are set by legislation, universal values and human rights. Host communities have the right to set rules, but to do so, they need to know and understand the culture of migrants, as well as be open to dialogue and negotiation on certain norms and customs. In this context, civic education and introducing immigrants to the new culture in the early stages of integration are essential. In Central and Eastern European countries, the integration process is closely linked to a relatively high degree of cultural, ethnic and religious homogeneity.

Features of the tool

The tool developed by the Mentuwell team is a psychological acculturation training course, organised in the form of a modular simulation drama, actively moderated by a suitably trained educator. This training was developed based on the adaptation of experiences gained during study visits on support for young refugees. The workshop was designed to support the psychological well-being of migrants in Ukraine.

The tool was also inspired by scientific literature on corporate workshops that develop intercultural communication skills and increase the level of social adaptation in multicultural environments. Such workshops directly contribute to improving psychological well-being (the tool allows for the development of individual skills in interacting with cultural differences, which, in turn, improves social integration and psychological well-being).

The workshop scenario is supported by a video tutorial, which explains in an accessible way the organisation and conduct of the drama from the perspective of the moderating educator. In addition to the suggested basic form of the drama, the tool has unlimited practical potential for adaptation to different situations and issues specific to the target group. The implementation of the workshop should be preceded by an analysis of the young people's needs regarding psychological well-being and cultural adaptation (described separately in the Mentuwell project support methodology section).

The workshop can be conducted in any language, provided that all participants have at least basic communication skills in that language.

Target group

The tool is intended for educators (e.g. teachers, educators, NGO employees and volunteers) who are able to implement workshops in culturally mixed groups of Polish and Ukrainian young people or in monocultural groups.

The workshops are conducted in groups of 10-20 people, including participants of both genders.

Workshop objectives

1. Increasing the psychological well-being of young people affected by migration-related issues.
2. Improving their ability to adapt to a different cultural environment.
3. Increasing the level of social integration in a multicultural group.
4. Strengthening group cohesion.
5. Facilitate discussions about adaptation issues in the context of migration.
6. Reducing stereotyping and prejudice.
7. Reducing adaptation problems caused by unconscious ethnocentrism.

Elements of the tool

1. Written workshop scenario.
2. Video tutorial for the facilitator/organiser.
3. Support instructions for the educator.

Duration

Approximately 50-60 minutes for a group of approximately 20 people.

Procedure for customising the tool

According to the video tutorial and script, the workshop is structured in four modules (Greetings, Food, Drink, Farewell). These can be supplemented with additional elements, adapted based on an analysis of the target group's needs and reported issues regarding cultural adaptation. New modules must be consistent with the general description of the customs of the "Albatrosses."

Fictional narrative

The workshop is built on a fictional narrative adapted to the specificities of young people. The facilitator informs the participants that they will be going on a trip to an exotic island inhabited by an equally exotic tribe – the "Albatrosses." They have a culture different from that of the participants. The purpose of the trip is to learn the basic rules of social life on the island by participating in local rituals.

After the trip, participants discuss their experiences and analyse the local rules. Finally, the facilitator provides a real description of the culture of the "Albatrosses" and discusses the various psychological and cultural adaptation challenges experienced by the participants.

Location and props

The workshop can be held in any room with chairs. Props include: blankets (e.g., old curtains), lipstick, floor mats, caps, knee pads, water, cups, corn chips.

Chapters of the video tutorial

1. General information – characteristics of the tool
2. Group preparation and recruitment of helpers
3. Instructions for helpers
4. Interaction with the 'Albatrosses'
 - 4.1 Module 1 "Welcome"
 - 4.2 Module 2 "Eating"
 - 4.3 Module 3 "Drinking"
 - 4.4 Module 4 "Goodbye"
5. Group discussion: the habits of the Albatrosses
6. Explanation and conclusions
7. Additional information

Workshop scenario "The Albatrosses"

1. Brief introduction by the facilitator for participants

1.1 Start of the workshop: "A visit to the land of the Albatrosses"

1.2 Follow the instructions and enjoy the experience

2. The moderator recruits volunteers

2.1 "I will ask three volunteers to come forward."

2.2 Two women and one man are selected

2.3 The rest of the group leaves the room for 5-10 minutes

2.4 A guide will come after you

2.5 The group must move away from the door so that they cannot hear the conversations inside [After the group leaves the room, the moderator and the three volunteers prepare the setting:] Rearranging the interior:

Necessary items: blankets, lipstick, floor blankets, hats, knee pads, rubber gloves, water, cups, crisps

• Disguises: handkerchiefs and blankets

• Face painting

• Messy hair

• Blankets spread out in the middle of the room

3. Instructions for male volunteers – the role of guide

3.1 "You are researchers of different cultures – you must observe, understand and memorise local customs."

3.2 "Visit to the Land of the Albatrosses"

3.3 "I will be your guide."

3.4 "You must adapt to the customs of the island."

3.5 "You may only speak the local language, not your own."

3.6 After giving the instructions, the guide returns to the room and the group waits.

4. Instructions for female volunteers – the role of "queens"

4.1 They must kneel comfortably

4.2 Wear local costumes

4.3 The moderator will signal when to bow

4.4 They must not speak

4.5 The moderator will guide them with gestures

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- 4.6 Queen 1: At the signal, stand up and distribute snacks to the participants (directly into the mouths of the men, into the hands of the women)
 - 4.7 Queen 2: At the signal, distribute water only to the men, directly into their mouths
 5. Instructions for the volunteer guide
 - 5.1 Start of the tour
 - 5.2 Introducing the participants one by one
 - 5.3 After each introduction, close the door.
 - 5.4 Participants are introduced alternately: man – woman
 6. Interaction modules within the workshop
 - 6.1 Module 1: Greeting
 - 6.1.1 Loud kisses
 - 6.1.2 Waving hands
 - 6.1.3 Stop
 - 6.1.4 Bows (men: 3, women: 2)
 - 6.1.5 Assigning seats (men on chairs, women on the floor)
 - 6.2 Module 2: Eating
 - 6.2.1 The guide eats first
 - 6.2.2 The "yummy yummy" rule after eating
 - 6.2.3 Men are fed directly into their mouths, women into their hands
 - 6.3 Module 3: Drinking
 - 6.3.1 The guide drinks first
 - 6.3.2 Only men drink
 - 6.3.3 The "uaaaach" rule after drinking
 - 6.4 Module 4: Farewell
 - 6.4.1 Choose a person at random
 - 6.4.2 Smell their hand
 - 6.4.3 Bow your head
 - 6.4.4 Expulsion from the island

Group discussion after the activity

"I know you've been on a trip..."

After each question, try to identify the reason for the participants' answers. Questions:

1. Where did you go?
2. Who did you meet?
3. What social roles did the locals have?
4. What are the principles of local culture?
5. Who leads that society?
6. What are the relationships between men and women like?
7. What religion might they have?
8. What is the attitude of the locals towards foreigners?
9. What social event did you attend?
10. Did you feel comfortable there?
11. Do you remember any words from the local language?

The real principles of Albatross culture, according to "anthropologists"

1. Religion is the most important thing and organises all aspects of life.
2. The supreme deity is Mother Earth. Being a female deity, women are considered superior. Men are seen as impure and are not allowed to sit directly on the ground.
3. Only queens have the right to ask for forgiveness for the sin of a new man arriving on the island.
4. Power is held by two queens who have a male servant.
5. The islanders hate foreigners, but tolerate them because they are cannibals and consume them in rituals.
6. Strangers must be purified before being eaten by consuming a magical food and drink and reciting the incantation "yummy, yummy".
7. The servant checks the health of the "meat" by smelling his hand. If it is good, he takes out a knife and begins the feast. If not, the stranger is expelled and must ask Mother Earth for forgiveness.

Workshop conclusions

Why did you misunderstand so many things?

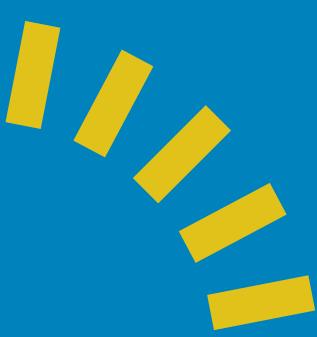
Culture profoundly influences the way we think and react, without us being aware of it.

Adapting to a new place is difficult and can cause problems with integration and well-being.

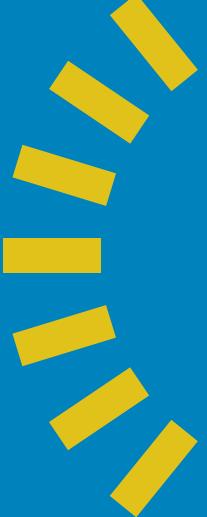
Cultural differences lead to misunderstandings, and the initial period after migration can affect psychological well-being.

To avoid adaptation problems, we need to keep an open mind and learn to interpret reality in a reflective way.

Exercises of this kind help to develop a more flexible perspective on different cultures.



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Cultural sensitivity seminar: scenario description

Methodological guide

In order to ensure the mental well-being of young migrants and refugees, it is recommended to apply measures based on the cultural integration model. Culture is a powerful tool for integration and education: civic, cultural and historical. Immigrants who participate in cultural life have a better understanding of the context of the host country, more harmonious interpersonal relationships and a better psychological state. The cultural integration strategy for young immigrants is based on curiosity, trust and a natural desire to learn about the cultural context of the host country. This requires flexibility and mechanisms to help adapt to changing realities and a bilateral integration model that involves both immigrants and the host society in the adaptation process. Immigrants and the host society create a common culture and contribute to it. When people from different cultures learn from each other, cultural diversity and heritage are preserved. Integration is a dynamic, multifaceted, two-way process that requires the efforts of all interested parties: both the willingness of immigrants to adapt to the host society without renouncing their cultural identity, and the willingness of the host society and institutions to accept immigrants and meet the needs of society.

This model rejects the strategy of assimilation, which often means the loss of cultural identity and the unconditional acceptance of the norms of the host community. Assimilation often leads to the radicalisation and isolation of migrants. Integration is a complex and comprehensive process that affects both migrants and the host society. It is a gradual, long-term process that takes place on a psychological, economic and socio-cultural level. Integration is also related to interculturalism – the interaction of different cultures, rather than the coexistence of cultures without communication or interaction. However, integration does not mean the unconditional acceptance of all migrants' norms and customs; the limits in this regard are set by laws, universal values and human rights. Host societies have the right to set limits defined by social norms and applicable law, but this requires knowledge and understanding of the culture of migrants and a willingness to engage in dialogue or negotiate certain norms and customs. Therefore, civic education and familiarisation of immigrants with the new culture in the early stages of integration are very important. In the context of Central and Eastern European countries, the integration process is closely linked to a relatively high level of cultural, ethnic and religious homogeneity.

Tool characteristics

The tool developed by the MENTUWELL project team is a psychological cultural awareness training programme based on a modular simulation method, actively moderated by a trained educator. The training is based on the experience gained during study visits related to the psychological well-being of young Ukrainian war refugees. The training tools are also based on scientific literature used in business seminars that develop intercultural communication skills and increase the level of social adaptation in a multicultural environment. Seminars of this kind are directly linked to higher psychological well-being (the tool allows for the development of individual competencies related to cultural differences, which in turn increases the level of social integration and psychological well-being). The training is supported by a video lesson explaining the training process and organisation from the moderator's perspective. In addition to the main training format,



The toolkit can be applied in different situations and target groups. Before starting the workshop, it is advisable to analyse the needs of young people in relation to psychological well-being issues and cultural adaptation (described in the MENTUWELL project methodology section).

The workshop can be conducted in any language, assuming that all workshop participants have basic communication skills in that language.

Target group

The tool is intended for educators (e.g. teachers, educators, NGO workers and volunteers) who can conduct seminars in culturally mixed Lithuanian and Ukrainian youth groups or in monocultural groups.

The seminars are held in groups of 10-20 people. Both genders should be included in the group.

Objectives

1. To increase the psychological well-being of young people affected by migration-related situations.
2. To increase the level of reflective action in a culturally different environment.
3. To increase the level of social adaptation to functioning in a multicultural group.
4. To increase the level of integration of group members.
5. Facilitate adaptation to problems caused by migration.
6. Reduce the processes of creating stereotypes and prejudices.
7. Reduce problems arising from the phenomenon of unreflective ethnocentrism.

Composition

1. Written seminar script.
2. Video lesson for the presenter/organiser.
3. Instructions on how to assist the teacher.

Duration

Approximately 50-60 minutes for a group of 20 people.

Procedure for customising the tool to specific user needs

As shown in the video lesson and script, the seminar consists of 4 modules (greeting, eating, drinking, saying goodbye). They can be supplemented with other material created by the Mentuwell project team, new relevant topics and cultural adaptation issues that emerge from the analysis of the target group's needs. New modules should correspond to the general description of Albatross customs provided.

Fictional narrative

The seminar is based on a fictional narrative adapted to the specific characteristics of young people. The facilitator informs the group that they will be going on a trip to an exotic island inhabited by the equally exotic Albatross tribe. They have their own unique culture, which differs from that of the participants. The aim of the trip is to learn the most important rules of social life on the island – to understand the local culture. This is done in accordance with local rules: by participating in various rituals, as requested by the local inhabitants. During the excursion, a guide joins the group, who provides further necessary explanations and directs each person.

On the island, seminar participants are introduced to the social life of the Albatross tribe.

After the excursion, they share their experiences and observations, explaining the essence and trying to find the main principles of local customs. At the end, the guide introduces the tour participants to the actual description of Albatross culture and discusses the various psychological and cultural adaptation challenges experienced by the participants.

Location and equipment

The seminar can be held in any room with chairs. Required materials: bedding (e.g., old curtains), lipstick, blankets for sitting on the floor, hats, knee pads, water, cups, corn.



Sections of the video manual

1. General information – characteristics of the tool

2. Preparing the group and involving assistants

3. Instructions for assistants

4. Interaction with albatrosses.

 4.1 Module 1 "Welcome"

 4.2 Module 2 "Eating"

 4.3 Module 3 "Drinking"

 4.4 Module 4 "Farewell"

5. Discussion: "Albatross" customs

6. Explanation and information

7. Additional information

Albatross seminar scenario

1. Brief introduction by the presenter

 1.1 Start of the seminar: "A visit to the land of the albatross".

 1.2 Instructions

2 The moderator invites volunteers: "We need 3 volunteers".

 2.2 "Two women and one man."

 2.3 The rest are asked to leave for 5-10 minutes.

 2.4 The leader moves away from the door so that he cannot hear the conversations.

[When the whole group has left the room, the moderator and the three volunteers change into costumes and give instructions on how to arrange the interior (blankets, lipstick, quilts, hats, knee pads, rubber gloves, water, cups, crisps).]

- Masks: nose and bed sheets
- Face paintings
- Mystery
- Blankets in the centre of the room
- Action

3. Instruction No. 1 for a male volunteer who takes on the role of a guide. Below is the text that will be presented to the group in the hall.

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- 3.1 "You are explorers of different cultures – you must observe, understand and remember local customs."
 - 3.2 "A visit to the land of albatrosses"
 - 3.3 "I will be your guide."
 - 3.4 "Adapt to the customs of the island."
 - 3.5 "You can only speak the language of the local inhabitants, not your own."
 - 3.6 After giving instructions, the guide returns to the room and the group continues to wait
4. Instructions for female volunteers who take on the role of "queens"
 - 4.1 You must kneel, but if possible, comfortably
 - 4.2 Please wear local costumes
 - 4.3 When the moderator gives the signal, bow
 - 4.4 Do not say anything
 - 4.5 The presenter directs the queens with hand gestures
 - 4.6 Queen 1: stands on her fist and gives corn to the designated people, first to the assistant, then to the rest (important rule: to men in the mouth, to women in the hand).
 - 4.7 Queen 2: Stands up and distributes water to the designated people: only men are given a cup to drink from.
- 5 Instruction No. 2 for the volunteer leader:
 - 5.1 The journey begins
 - 5.2 Invites the other participants one by one
 - 5.3 After each one enters, he closes the door
 - 5.4 The next participant is introduced to the leader when given the signal
 - 5.5. Participants are led in at their own discretion, but, where possible, alternately man – woman
6. Subsequent interaction modules
 - 6.1 Greeting
 - 6.1.1 Sniffing
 - 6.1.2 Bowing
 - 6.1.3 Standing up
 - 6.1.4 Bow: 3 times for men, 2 times for women
 - 6.1.5 Seating is indicated: a chair for men, the floor for women
 - 6.2 Eating corn
 - 6.2.1 First leader
 - 6.2.2 Eats and says "yummy yummy"

6.2.3 Food is served to a man in his mouth, to a woman in her hand

6.3 Drinking water is served

6.3.1 First to the leader

6.3.2. Only to men

6.3.3 The "UAAAACH" rule

6.4 Farewell

6.4.1 Random selection of persons

6.4.2 Smelling hands

6.4.3 Nodding

6.4.4 Sending away from

the island Discussion upon return:

"I know you were travelling..." After each question, try to determine why the participants came to a certain conclusion, what observations does this indicate?

Questions for the group:

- 1) Where were you?
- 2) Who did you meet?
- 3) Who were the local people you met? What was their social function?
- 4.) What were the main principles of that culture that you had to follow?
- 5). What is the political system there, who is in power?
- 6). What are the relationships between men and women like?
- 7) What is the religion?
- 8). What is the attitude of the local people towards strangers?
- 9). What kind of social event did you attend?
- 10). Did you feel comfortable?
- 11) Do you remember any words in the local language?

The true principles of Albatross culture, as described by anthropologists:

1. Religion is the most important thing that organises the entire life of the tribe. They are very religious people.

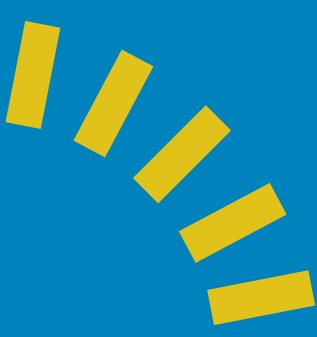
2. The most important deity is Mother Earth. It is a female deity. Everything feminine is considered a higher form of life. Men are treated as unclean. Men are not allowed to sit on the ground. In order to protect the sacred body of Mother Earth, special devices similar to our chairs were invented. The earth must be protected from the unclean human body. When a new man appears on the island, it is necessary to apologise to Mother Earth more than in a game where a woman appears. Therefore, three bows are made.

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3. Only queens have the power to apologise. Their servant does not have the power to apologise because he is a man.
 4. Two queens rule the island. They have a servant who helps them with everything. The servant organises the ceremony.
 5. The locals really dislike strangers. They tolerate them only because they are cannibals and sometimes eat human flesh for ritual purposes. When the locals see strangers, they curse them horribly, saying, "Yummy, yummy."
 6. In order to eat strangers, one must ritually cleanse their unclean bodies by eating special magical food and sometimes drinking a magical drink. They also have to say a magical cleansing spell: "Yummy, yummy" ("let my dirty body become clean").
 7. The servant checks the meat for fatness and health. He sniffs his hand: if the meat is good, he pulls out a knife and the feast begins. If the meat is spoiled, the stranger must be thrown off the island and an apology made to Mother Earth.

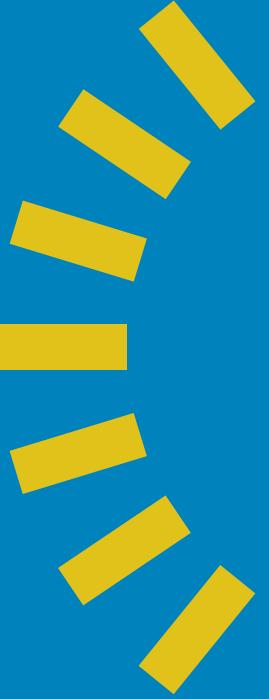
Summary

Why did you make a mistake?

We are deeply conditioned by our culture. Culture permeates the way we think and react. This happens automatically and unconsciously. That is why it is difficult to adapt to a new place. Cultural differences cause a lot of misunderstandings. Often, mental health deteriorates when arriving in a new country. To avoid cultural adaptation problems, you need to open your mind to new interpretations of the world. Such exercises help to understand other perspectives on reality.



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Project: "Preserving the mental well-being of young people during the war migration crisis"

Social and educational methods for teachers

No.	Home	Objecti ve	Description	Advantages of applying to migrants	Practical advice
1.	Fingers talking	Introduce yourself by about yourself using agreed questions	<p>I. Methods of cognition and cognition</p> <p>Students draw a hand. One finger – one question. For example, my hobby, what I did today, what makes me sad, what is most important to me, if I were president, I would... (Žibėnienė, Indrašienė, 2017).</p>	<ul style="list-style-type: none"> Helps to open up and share your experience Develops language skills Helps build trust 	One question can be skipped so that the student can choose what they want to tell their friends
2.	Name, movement	Getting to know each other while moving volunteer	<p>Group members stop or sit in a circle. A</p> <p>says their name and demonstrates a movement. The next person says the first person's name, repeats their movement, says their name and shows another movement. The third person repeats the first and second names and movements, says their name and performs their movement (Zlataravičienė, 2006).</p>	<ul style="list-style-type: none"> Getting acquainted through movements Physical activity helps us remember names better Lifts the mood 	To make it easier, students can repeat only their neighbour's name and show a certain movement (Zlataravičienė, 2006).
3.	Colourful flower	Find out which of the students' characteristics are similar and which are unique (different)	<p>Students are divided into groups of 3-5 people and have to draw a large flower with as many petals as there are people in the group. Within the agreed time, students have to find out what they all have in common and write it in the middle of the flower (Žibėnienė and Indrašienė, 2017).</p>	<ul style="list-style-type: none"> Helps to identify similarities and differences between group members Allows you to find friends and evaluate jvai-rovę Strengthens creativity 	The method is suitable for all age groups. It is recommended to provide students with coloured pencils so that they can draw a flower creatively (Žibėnienė, Indrašienė, 2017).
4.	From 1 to 20	Concentrate and prepare Learn	<p>The pupils stand in a circle and count together, one by one, from 1 to 20. If someone says the same number at the same time, they start counting again (Gailius et al, 2013).</p>	<ul style="list-style-type: none"> Helps to concentrate and start learning Improves language skills, helps to memorise numbers Concentrating on the "here and now" pushes away negative thoughts 	The method can be used frequently, for example, every time the group starts working (Gailius et al, 2013).
5.	Sandwich	Learn more about each other and figure out what is personally important (Žibėnienė, Indrašienė, 2017).	<p>Students receive a picture of a sandwich, each layer of which represents a different topic of everyday life that will be discussed (Žibėnienė and Indrašienė, 2017).</p>	<ul style="list-style-type: none"> Helps to get acquainted Encourages openness and talking about oneself Improves language skills Helps build confidence and make friends 	It is recommended to leave one layer of the sandwich unnamed so that the student can choose what they want to tell their friends about (Žibėnienė and Indrašienė, 2017).

No.	Home	Purpose	Description	Advantages of application to migrants	Practical advice
6.	Name and personal characteristics	Introducing yourself to the group by revealing your personal characteristics	Each group member receives a sheet of paper on which they must write their name vertically. Next to each letter, they must write one personal characteristic that begins with that letter. If a student believes that they do not have such a characteristic, it is recommended that they write another characteristic that they like, but highlight it in a different colour (Žibėnienė and Indrašienė, 2017).	Helps to get acquainted Encourages openness and sharing about oneself Improves language skills Helps build confidence and make friends	The method takes longer to apply if there are many people in the group
7.	Take it with you and discover	Get to know and personal qualities	Students choose the desired number of items and explain nothing else. When everyone has taken the items, the secret is revealed – each item or piece of paper is related to one human trait (Žibėnienė and Indrašienė, 2017).	Develops interpersonal skills and understanding Reveals different personal characteristics Improves language skills	The method is recommended for use with older adolescents. It is important to provide the necessary materials. It is recommended to agree on common characteristics (e.g., I am thirteen years old, I am beautiful, etc.) (Žibėnienė and Indrašienė, 2017).
8.	Tell us about someone else	Introduce a colleague by combining listening and storytelling activities	Group members pair up. For a certain amount of time (e.g., 5 minutes), one person asks questions (and writes down the answers), while the other answers them. When the agreed time is up, the pairs switch places. Tell the whole group about your partner (Žibėnienė, Indrašienė, 2017).+ib4	Helps to get acquainted Improve your language and presentation skills Helps build confidence and make friends	Pairing can be self-directed (students choose their own partners) or organised by the teacher (Žibėnienė, Indrašienė, 2017).
9.	Secret characteristics	Find out what and traits are characteristic of a group member	Students are asked to create a symbol from the material provided that would informatively reveal his/her personal characteristics (Žibėnienė and Indrašienė, 2017).	Encourages creativity Helps to distance oneself from negative experiences Helps to open up and talk about oneself Helps to distance oneself from the past	It is recommended to provide various creative tools that help students develop and implement their ideas. It is also important to assess the possible risks – temperature, safety, etc. (Žibėnienė and Indrašienė, 2017).
10.	Me in X years	Introduce yourself and about your future plans	Students are asked to imagine themselves after a certain number of years and present their vision to others (Žibėnienė and Indrašienė, 2017).	Encourages them to imagine their future, recognise and share their dreams, plans and hopes with their peers	The method can be used for people who know each other in order to find out their expectations for the future (Žibėnienė and Indrašienė, 2017).

No.	Home	Objecti ve	Description	Advantages of applying to migrants	Practical advice
II. Methods for preparing to learn					
11.	Drawing	Concentrate and create an environment conducive to learning.	Group members sit in pairs with their backs to each other so that they cannot see what the other person is doing. One student takes the drawing, while the other takes a blank sheet of paper and a pencil (or coloured pencils). The person with the drawing describes what is drawn, and the other draws it (Zlataravičienė, 2006).	Helps establish relationships Develops the ability to concentrate and listen Concentrating on the "here and now" pushes negative thoughts away	The teacher must provide the necessary materials: paper, pencils and drawings (Zlataravičienė, 2006).
12.	Magic wand	Focus attention, encourage cooperation and prepare for learning.	The pupils stand in two rows facing each other and stretch out the index fingers of both hands in front of them. A stick is placed on their outstretched fingers. The persons who receive the stick must lower it to the ground without changing the position of their fingers (Gailius et al., 2013).	Helps build relationships Encourages joint efforts Focusing on the "here and now" encourages positive thoughts and a good mood	The stick should be 2 to 3 metres long, but a school pointer is also suitable (Gailius et al., 2013).
13.	Rubbing and clapping hands	Concentrate and prepare to learn	The teacher rubs their hands together, then suddenly claps them (as many times as they want) and rubs them together again. The pupils should try to repeat the teacher's movements as quickly and accurately as possible (Žibėnienė and Indrašienė, 2017).	Helps to concentrate Encourages joint efforts Focusing on the "here and now" encourages positive thoughts and a good mood	The teacher can be replaced by another person, but the rules remain the same.
14.	Geometric shapes	Concentrate and prepare to learn	Students are divided into groups of four and must stand in such a way as to form a geometric shape, such as a rhombus or a rectangle (Gailius et al., 2013).	Focusing attention on physical activity helps you concentrate Focusing on the "here and now" promotes positive thoughts and a good mood Helps prepare for teamwork	The activity can be organised in the classroom, in the school corridor or outdoors. To make the task more challenging, geometric shapes can be formed so that one is inside the other (Gailius et al., 2013).
15.	What has changed	Create a learning environment and learn more about your peers	The teacher shows various objects for about a minute and then suddenly shows a seemingly identical image, but something is missing. Students must notice what has changed (Žibėnienė and Indrašienė, 2017).	Helps to relax and create a pleasant learning environment Helps students get to know each other better.	The number of objects displayed and the duration of their display depend on the age, personal characteristics and other qualities of the students. It is recommended to start with easier tasks. Information technology can be used (Žibėnienė and Indrašienė, 2017).

No.	Home	Object	Description	Advantages of application to migrants	Practical advice
16.	Portrait	Relax, laugh and create a fun learning environment	Sheets of paper are attached to the wall, and the pupils' eyes are covered with scarves. The students take a pen and try to draw their portrait. The leader can give instructions on what to draw (e.g., the shape of the face, eyes or nose). When the teacher gives the signal, the students stop drawing and open their eyes (Žibeniene and Indrašienė, 2017).	Helps to relax and focus attention Encourages creativity Focusing on the "here and now" encourages positive thoughts and a good mood Encourages cooperation	To encourage students, the group leader should also draw their own portrait (Žibeniene and Indrašienė, 2017).
17.	Blind triangles	Get ready to learn through collaboration	A group of students blindfold themselves and, while discussing, must lift a rope from the floor and form an equilateral triangle (all participants stand and hold the rope used to form the equilateral triangle with both hands) (Gailius et al., 2013).	Focusing on the "here and now" encourages positive thoughts and a good mood	It is recommended to form a blind triangle of 12 or 15 people (there may be several groups). Since the students are blindfolded, it is very important to ensure safety (Gailius et al., 2013).
18.	Sculptures	Prepare to learn by working together	The students are divided into groups of 5-6 people. Each group has to build a sculpture within the agreed time. The teacher tells each group the type of sculpture to build, either verbally or in writing. It is important that the other groups do not know what sculpture is being built. The other groups must guess what is being depicted and suggest a name for the sculpture (Anti-corruption education opportunities in general education schools, 2005).	Helps students concentrate and cooperate Creates a fun learning environment Focusing on the "here and now" encourages positive thoughts and a good mood	It is recommended to familiarise students with the rules of safe activity and to supervise them to ensure safety (Anti-corruption education opportunities in general education schools, 2005).
19.	Jazz concert	Relax, learn to listen to others and create a harmonious group	Each group should use various personal or school supplies when organising and presenting a short concert (Anti-corruption education opportunities in general education schools, 2005).	Helps students distance themselves from past problems and focus on the here and now Encourages cooperation Strengthens creativity	If there are more than 8 or 10 students, it is recommended to divide them into groups. The concert can be organised impromptu or rehearsed in advance (Anti-corruption education opportunities in general education schools, 2005).
20.	Train	Getting ready to learn through cooperation and fostering responsibility and trust in each other	Participants count off from one to five. Pupils with the same number gather in groups and form separate trains, holding each other by the shoulders. The pupils at the front of the train (engine drivers) open their eyes, while everyone else closes theirs. The trains start moving. The drivers must protect everyone from collisions (Barkauskaitė, 2006).	Concentrating on the "here and now" encourages positive thoughts and good moods. Promotes trust and cooperation Strengthens not only visual senses and coordination	This method is recommended in a spacious and safe room. It is recommended that the number of people in each train be similar, preferably 4 people (Bar-kauskaitė, 2006).

No	Home	Objecti ve	Description	Advantages of applying to migrants	Practical advice
21.	Three changes	Relax, laugh, create a fun learning environment	The pupils stand in pairs. The teacher asks them to look closely at each other for about a minute. Then the students turn around and make three changes, but do not comment or show anything. When the teacher gives the signal, the students must say what has changed (Gailius et al., 2013).	Promotes positive emotions Develops attentiveness Helps to relax and create a pleasant learning environment	It is recommended to use the change method two or three times and warn students not to take the easy way out (Gailius et al., 2013).
22.	Compliment circle	Create a fun learning environment and develop attentiveness	Students stand in pairs in two circles: an outer circle and an inner circle. They give compliments while looking each other in the eyes. The outer circle rotates, while the inner circle remains in place until all participants in the game have given each other a compliment (Žibėnienė and Indrašienė, 2017).	Unleashes creativity Develops attentiveness Helps to relax and have fun	It is recommended to apply this method both during and after learning activities (Žibėnienė and Indrašienė, 2017).
23.	Air balloons	Prepare to collaborate to create a fun learning environment to identify expectations and fears	Students write down their expectations and fears on a shared sheet of paper with a drawing of a hot air balloon and sandbags. The hot air balloon represents the group members' expectations related to joint activities (what lifts them up). The hot air balloon basket represents the group members' abilities, and the sandbags represent their fears (Gailius et al., 2013).	Helps to learn to share feelings and emotions, release stress Develops teamwork	Each group member can be given different coloured pens to make the situation clearer. You can write on sticky notes and stick them in the appropriate places on the balloon (Gailius et al., 2013).
24.	Tower construction	Develop collaboration skills, create a fun learning environment	The students are divided into several groups and given the same tools or allowed to choose them themselves. The task is to build the tallest and most beautiful tower possible, which: should not collapse; be at least one metre high; be beautiful, interesting and relevant to the theme (Anti-corruption education opportunities in general education schools, 2005).	Helps to learn to cooperate Unleashes creativity Focusing on the "here and now" encourages positive thoughts and a good mood	Additional conditions may be added (e.g., groups may be given different or similar materials to negotiate, exchange and share (Anti-corruption education opportunities in general education schools, 2005).
25.	Signature collection	Prepare to collaborate and create a fun learning environment	Each student receives a sheet with tasks. Within a set time, they must find a person with whom they can complete the tasks and confirm this with their signature (Gailius et al., 2013).	Helps to learn teamwork Improves language skills Creates a peer-supported learning environment	The tasks can be varied: related or unrelated to the learning topic (say something to someone, do x-task for a group mate, etc.) (Gailius et al., 2013).

No	Home	Purpose	Description	Advantages of application to migrants	Practical advice
26.	Lemon	Develops the senses of touch and smell, as well as attentiveness	The pupils sit in a circle and are each given a lemon with a number written on it. The same number is written on their arm. Within a set time, the student must feel their lemon and try to remember its shape. The teacher then collects the lemons and places them in easily accessible locations. The students must find their lemon while blindfolded. (Kjærgaard, Martinéniené, 1996, cited in Žibéniené and Indrašiené, 2017).	Helps to concentrate and pay attention to details Improves learning through collaboration and experience	It is important to ensure a safe environment. The lemon can be replaced with another fruit (Kjærgaard, Martinéniené, 1996, cited in Žibéniené and Indrašiené, 2017).
27.	Fish	Develop cooperation skills	Each group of 5-6 people is given the same number of sheets of paper, adhesive tape, two coloured pencils and scissors, and asked to make a fish. One of the group members observes everything and notes down what hinders and what helps the group (Kjærgaard, Martinéniené, 1996, cited in Žibéniené and Indrašiené, 2017).	Encourages teamwork Improves language and communication skills Develops creativity	The duration of the task depends on the characteristics of the group (Kjærgaard, Martinéniené, 1996, cited from Žibéniené and Indrašiené, 2017).
28.	General action	To develop students' cooperation skills and critical thinking, to organise their learning experience	Students working in small groups create their own drawings on a specific topic within a set time. The sheet is then passed on to another group, which completes the drawing with their own notes and drawings (Žibéniené and Indrašiené, 2017).	Helps to focus attention on the "here and now" Strengthens cooperation Encourages creativity and language skills	It is recommended to discuss the rules, as some groups do not accept additions from other groups and get angry that their beautiful joint drawing has been ruined. The best cooperation between students occurs when each group works on the same topic (Žibéniené and Indrašiené, 2017).
29.	Snowball	Find out why a certain topic is important to different people and learn to cooperate.	Students are asked a question. First, they must find the answer independently, write down the most important points and leave space for corrections. Then they sit in pairs and compare their notes (Žibéniené and Indrašiené, 2017).	Helps to learn to cooperate Deepens understanding of the diversity of views Improves language skills	The method can be used to achieve various goals (e.g., before a lesson to help clarify what students already know; when solving a problem or at the end of a lesson to summarise the content Žibéniené and Indrašiené, 2017).
30.	Idea fair creativity	Developing students' and communication skills	Each student must come up with an idea, illustrate it creatively and present it to as many of their peers as possible within 20 minutes (Gailius et al., 2013).	Helps to focus attention on the "here and now" Improves language skills Strengthens creativity, argumentation and communication skills.	It is recommended to include the reflection method in the idea generation and presentation stage (Gailius et al., 2013).

No.	Home ve	Objecti ve	Description	Advantages of applying to migrants	Practical advice
IV. Methods of content comprehension and analysis					
31.	Storytelling	Engaging students by presenting the topic in a vivid way	Tell stories, varying tone, content and facial expressions (Pečiuliauskienė and Barkauskaitė, 2011).	Stories affect people's feelings and emotions It stimulates the imagination It fosters moral values	It is recommended to choose the topic of the story responsibly and thoughtfully. Base the story on facts. The students' experiences can be incorporated into the story (Pečiuliauskienė and Barkauskaitė, 2011).
32.	Explanation laws, cycles, phenomena and examples	Explanation of concepts, cycles, phenomena and examples	Demonstrate clearly and consistently, providing appropriate examples. It is important to reveal the topic by showing the relationship between the part and the whole, comparing, systematising and summarising (Rajeckas, 1999, cited in Žibėnienė and Indrašienė, 2017).	Explanation affects people's feelings and emotions Helps to better understand phenomena and their relationships, logical sequences	When explaining, it is advisable to take your time, be structured, consistent, concise, repeat, emphasise and summarise. It is very important to avoid irrelevant details that complicate the explanation (Rajeckas, 1999, cited in Žibėnienė and Indrašienė, 2017).
33.	Text marking	Memorise the most important information, clarify the essence and characteristics of the object	Students must distinguish between several different categories of information and mark them with different colours (Javtokas, Babravičienė, 1999, cited in Žibėnienė and Indrašienė, 2017).	Helps to focus attention on the content Creates logical connections Helps to remember the essence of the subject	The method is widely used and helps to remember and understand; it can be used for all age groups.
34.	Glasses	Evaluate the topic or phenomenon from different perspectives	The teacher names the topic, and the students discuss it from different perspectives (Žibėnienė and Indrašienė, 2017).	Helps develop empathy and understanding Encourages creativity Helps to avoid stereotypical thinking	The method can be used individually and in groups. It goes well with other methods and allows students to see different aspects of the topic and change their perspective (Žibėnienė and Indrašienė, 2017).
35.	Mind map	Understand the meaning of concepts and establish hierarchical relationships	The teacher names a topic for detailed discussion (Anderson, 1993, cited in Žibėnienė and Indrašienė, 2017).	Helps develop logical sequences Cultivates creativity Improves analytical and persuasive skills	Students can work individually or in small groups. In order to learn meaningfully, it is first necessary to understand the connections between different elements of the text (Anderson, 1993, cited in Žibėnienė and Indrašienė, 2017).

No.	Home	Objective	Description	Benefits for migrants	Practical advice
36.	Fish bone diagram	Analyse problems, their causes, consequences and effects, and plan how to achieve the goal	Possible causes are presented at several levels of detail and interrelationships. The outer branches of the diagram, which connect to the inner ones, determine the causes of the latter. This means that the outermost branch usually indicates the true causes of the problem (Žibėnienė and Indrašienė, 2017).	Improves analytical skills Helps to find the causes and consequences of a problem	It is recommended to encourage learners to define and emphasise everything that could be the main cause. More experienced learners should be advised to add more branches or choose different categories. This technique can be used individually or in a group – it is ideal for combining group and individual work (Žibėnienė and Indrašienė, 2017).
37.	T diagram	Develop learning skills and students' ability to argue and clearly express their opinions	A blank sheet of paper is divided into two equal parts (letter T). The title of the topic is written at the top, with all supporting statements on the left and counterarguments on the right. When using the T-chart, it is important to specify the topic of the task, the main idea, the duration and the goal. (Žibėnienė and Indrašienė, 2017).	Helps to improve analytical and argumentation skills. Develops language skills Encourages logical thinking	The method can also be used as a learning and assessment method with different objectives: to develop critical thinking (e.g. learning to discuss problems, systematise opinions heard or moderate a discussion). This method is ideal for assessing students' ability to argue (Žibėnienė and Indrašienė, 2017).
38.	Discussion	Develop and assess the ability of learners to discuss and argue	A debate is about two teams with opposing views that meet, discuss issues and argue verbally. prove one's truth to another person (Gutauskienė, Paškienė, 2011, cited from Žibėnienė and Indrašienė, 2017).	Encourages critical thinking Improves language and communication skills Enriches content knowledge	The method requires not only proper preparation, but also an understanding of the methods and rules and alertness when listening to statements (Gutauskienė, Paškienė, 2011, cited in Žibėnienė and Indrašienė, 2017).
39.	Round table discussion	Developing written communication skills	The teacher presents a problem, the students write down their thoughts about it on a piece of paper and send the paper to another student. (Šiaučiukienė, Visockienė, Talijūnienė cited in Žibėnienė and Indrašienė, 2017).	Encourages collaborative learning Develops language skills	The duration of the discussion depends on the didactic goals and the group's preparedness. The teacher must observe the group's work and give each student a different coloured pen (Šiaučiukienė, Visockienė, Talijūnienė cited in Žibėnienė and Indrašienė, 2017).
40.	Corners	Learning to discuss, developing communication and listening skills	The teacher chooses a topic and presents four statements written on large sheets of paper and hung in the corners of the room. Each student decides which view or topic they agree with and goes to the chosen corner. The participants in each corner prepare for a joint discussion (Žibėnienė and Indrašienė, 2017).	Improves language and communication skills Helps find like-minded friends Encourages critical thinking	There do not necessarily have to be four discussion statements. If no student chooses a particular side (viewpoint), it is not appropriate to use this method (Žibėnienė and Indrašienė, 2017).

No	Home	Objecti ve	Description	Advantages of applying to migrants	Practical advice
41.	Suitcases	Group reflection	<p>V. Reflection</p> <p>Draw two large suitcases on two large sheets of paper (one on each sheet). Students must write on each suitcase: what they learned, what they liked, what was useful for the activity. The suitcases can be passed around, and each student writes their observations on one of them (Gailius et al, 2013).</p>	<ul style="list-style-type: none"> Helps to learn to reflect Helps to evaluate the learning process Develops teamwork 	It is important for the teacher that students learn the opinions of others and read aloud the experiences of other students (Gailius et al, 2013)
42.	Active gathering	Constructively reflect on current and future learning activities	Students are divided into groups. Each group elects a secretary who writes down what the group members say. The group discusses strengths, weaknesses, threats and opportunities (Žibėnienė and Indrašienė, 2017).	<ul style="list-style-type: none"> Helps to learn democracy Encourages critical thinking Improves language, argumentation and communication skills 	The method is recommended when the aim is to analyse emerging problems in detail and openly and to identify possible solutions (Žibėnienė and Indrašienė, 2017).
43.	Words and reflect on learning experiences	Organise knowledge	<p>First, the pupils work individually and write down two or three words related to the topic of the lesson. Then the group is divided into two parts. The first group says one word to any person chosen by the other group. The second group has to come up with a sentence that contains the word and is related to the topic of the lesson. If a student cannot come up with a sentence, they must stand up and remain standing until they get a chance to speak again (Lastakauskienė, 2013).</p>	<ul style="list-style-type: none"> Improves language and communication skills Helps to reflect on acquired knowledge Improves teamwork 	It is recommended to agree on how many seconds are allowed to think about a sentence with a given word.
44.	Mosaic reflective by expressing their opinions on various issues.	Develop students' skills	First, the topic is presented. Then the topic or question is discussed according to the colours and meanings assigned to them (Žibėnienė and Indrašienė, 2017).	<ul style="list-style-type: none"> Encourages critical thinking Improves language and communication skills Helps to analyse learning experiences 	The method can be used to reflect on a problematic situation. The number of colours and their meanings can be chosen according to need (Žibėnienė and Indrašienė, 2017).
45.	Sweet reflection	Developing students' reflection skills by expressing their opinions accurately and quickly	The teacher treats the children to sweets and invites them to take as many as they want. Then the pupils count how many sweets each of them has. The teacher asks a question and asks the pupil to answer with as many words as they have sweets (Žibėnienė and Indrašienė, 2017).	<ul style="list-style-type: none"> Creates a pleasant learning experience Helps to link the causes and consequences of one's actions Improves language and communication skills 	The teacher can set additional conditions (e.g, ask students to answer a question using only adjectives) (Žibėnienė and Indrašienė, 2017).

No	Home	Objective	Description	Advantages of application to migrants	Practical advice
46.	Emotional quotient	Develop students' reflective skills by expressing their opinions	After the group activity, members are given a paper figure, which is one part of a common figure. Each student writes down what they felt while learning in a group. Then the group members put their pieces together to form a whole. It is important to discuss what formed the square of feelings and why (Anti-corruption education opportunities in general education schools, 2005).	Helps to name and analyse feelings Improves language and communication skills Recognises the importance of group reflection	The method is recommended after the activity, but can be used during the activity if necessary (Anti-corruption education opportunities in general education schools, 2005).
47.	I respect and believe	Learn concepts and definitions	The students sit in a circle and each of them receives 3-5 red cards and 3-5 blue cards. Each student must give their red card to a person they respect and their blue card to a person they trust. Each group member must lay out all the cards they have received. The group leader creates a visual diagram of the cards (Žibėnienė and Indrašienė, 2017).	Encourages teamwork Teaches the importance of respect and trust Develops language and communication skills	Pupils who do not receive any cards or have only one card may react sensitively, so the teacher should manage the situation and reactions (Žibėnienė and Indrašienė, 2017).
48.	Colour wheel skills	Developing reflection by showing the differences and similarities between group members	At the beginning of the activity, it is very important to explain that the members of the learning group may be very different, but they are all equally important individuals. It is also necessary to emphasise that the same person can be viewed from different perspectives. After the introduction, each student is given a white sheet of paper and asked to draw a colour wheel and explain which colour they have assigned to a specific group member and why (Gailius et al, 2013).	Increases understanding of diversity Develops language and communication skills.	It is recommended to provide a variety of drawing materials (e.g., gouache, wax crayons, pencils, etc.). Not only colour is important, but also medium (Gailius et al, 2013).
49.	Boats at sea	Develop reflection skills skills, and critically evaluate one's own actions.	The students are given posters, a question, a topic or a task. The students draw the sea with two shores – one at the top of the sheet and one at the bottom. The sea is an allusion to the educational process during a certain period (Žibėnienė and Indrašienė, 2017).	Helps to reflect through visual aids Encourages critical thinking Strengthens creativity	This method helps students evaluate how well they performed the task, their personal learning achievements, and their contribution to the group's results (Žibėnienė and Indrašienė, 2017).
50.	Horseshoe	Reveal different perspectives on activities	A horseshoe-shaped figure is formed on the floor with a rope, and the students stand on it. The teacher presents certain statements, and the students respond by choosing the appropriate place on the horseshoe. If they completely agree with the statement, they stand on the right side of the horseshoe. If they disagree, they stand on the left. Those who neither agree nor disagree, or have no opinion, stand in the middle (Godvadas, Jasienė, Malinauskas, cited in Žibėnienė and Indrašienė, 2017).	Helps focus attention on the "here and now" Develops critical and reflective skills. Encourages teamwork and group reflection.	Questions can be asked not only by the teacher, but also by the students. The method reveals where the problem lies, and then a discussion or other forms of reflection can be organised to find a solution to the problem (Godvadas, Jasienė, Malinauskas, cited in Žibėnienė and Indrašienė, 2017).



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