

CATLID- Cultural Ambassadors Target Loneliness through intercultural Dialogue

IO1- Training course

Structure and Guidelines for development

IO1: WHAT IT IS

- IO1 is a training course to enable Migrants / Refugees to become Community Educators.
- This will be based on the 5 topics covered in the project application and the desk research collected by each partner on the topic of loneliness in their country.
- The format will be flexible to allow adaptation to diverse environments and systems.

OUTCOMES / OBJECTIVES

- Raise interest in and making an important contribution to intercultural dialogue and community cohesion.
- Combine different aspects into one training course to provide an innovative way to widen interest in local history and cultural heritage.
- Provide a resource to contribute to reducing loneliness in the local community

CONTENTS TO BE COVERED

Module 1: Introduction to Cultural Ambassadors; what is a Community Educator

What is a Community Educator? What is their role? What competencies do they need to have? Understand what makes a community. Understand the factors, which affect loneliness. Who are the target groups, tools to tackle loneliness.– **DB**

Module 2: Introduction to Culture and Cultural Sharing. How to share my culture

What is culture, what does it comprise, what does it mean to each person, why does it matter, what is loneliness and techniques to overcome What is my culture journey, what can I share, what skills do I have and what skills do I need to share, confidence building exercises -**Dacorun CVS**

Module 3: How to present my culture

What resources do I have, what resources do I need, preparing presentations for different audiences, provision of digital advice to prepare my presentation- **DEFOIN**

Module 4: Presentation Skills to Engage an Audience

Best way to be presented to engage the audience: provide skills, techniques and tips on how to bring the presentation alive. Participants present in the group for feedback and mutual support, concept of “Knowledge Parties” as methodology to learn from each other - **Orange Hill**

Module 5: Next Step as a Community Educator

What is a Community Educator, how can I use the role to raise cultural awareness among businesses, public sector and NGOs, the options to support people facing loneliness and other active citizen options, how to set up my own mini-enterprise- **CSES**

IO1Module 2: Introduction to Culture and Cultural Sharing. How to share my culture

What is culture, what does it comprise, what does it mean to each person, why does it matter, what is loneliness and techniques to overcome What is my culture journey, what can I share, what skills do I have and what skills do I need to share, confidence building exercises

Introduction

This module will explore how to identify culture, create a personal cultural map as well as explore the skill set of each learner within the framework of the personal cultural map. Opportunities for building confidence will be embedded throughout the module.

In this module is a high emphasis set on introducing the theoretical basis of culture and connecting it to techniques for overcoming loneliness. It will provide an in-depth discussion on existing definitions of culture. The term will then be broken down and theorized as external culture and internal culture. Lastly, we will briefly touch on intercultural communication and its relevance to loneliness.

A background on external and internal objective aspects of a culture can foster greater understanding and allow for fewer misunderstandings in cross-cultural encounters. The knowledge discussed in this part of the theory part will then be transferred into practical activities in the second part.

Benefits

The benefits of this module are that learners will have a clear understanding of what is culture, and will develop confidence in their own culture and achievements, leading to increased confidence.

Competences

The learner will work collaboratively and individually and will develop in confidence throughout the session/module.

Skills developed will include:

Speaking, listening, comprehension

Team work

Creativity

Self confidence

Learning Objectives of the Module

1. The module provides resources to be able to identify different components of culture
2. The module allows exploration of the different elements between the collective culture of a society and individual culture
3. The module encourages self-belief
4. This module provides opportunities to explore openness to cultural otherness, other's beliefs, world views and self-efficacy
5. The module offers an overview of culture to focus on initiatives and activities aimed at improving cross-cultural encounters
6. The methodology used in this module will support Learners to become confident in their communication skills, critical thinking and ability to speak in public.

Theoretical and Contextual Background of topics /Theories discussed in module

General introduction to, and definitions on culture as a topic, external and internal factors.

In this instance Culture is referred to as a set of attitudes, values, beliefs and behaviours shared by a group of people

Culture can be identified as learned behaviours through an individual's upbringing and environment. Active teaching, habitual activities, shared behaviours, beliefs, and symbolism reinforce these.

What is intercultural communication and what role does it play when it comes to loneliness

Autobiographic methodology of storytelling will also be utilised throughout this module. The aim of autobiographical storytelling is for participants to reflect on memories and life experiences and write about people and events that have mattered to them. This method allows for an emotional connection, which resonates and is not just describing the facts of your life history.

Theories surrounding self-confidence and how to build confidence are abundant. Self-efficacy and motivation, emotional reactions and behaviours are part of beginning to understand how to build confidence in oneself.

IO1 – PART 2

Welcome & introduction

5 minutes

Welcome to the class and Introduction to the Module: Powerpoint or handout (To be created)

Activity 1 (LO5 & LO6)

Online: this activity will work as a quick draw activity and can be shared through video call method.

Activity description (method) in steps

Ice breaker activity:

1. Ask participants to quick draw their country flag (1 minute) Use sticky notes.
2. Share your flag and say your name, introduce your country and its flag (colours, representation, interesting fact)

Skills developed: Quick fire response, speaking, listening and understanding

Duration 15 minutes

Materials needed / tips for applying the methods

Sticky notes
Colouring Pens

Activity 2: Cultural clues External/Internal culture (LO1,2,4,5)

Online: Participants can email the answers to the tutor. The tutor reveals the clues. Participants can have a master list of names to which they assign the clues. Use as a quiz for correct identification and score.

Activity description (method) in steps

Step 1: Hand out 5 pieces of rectangular cut out paper or post it notes to each participant

Step 2: Have them each write one fact about themselves and their culture on per sheet

Step 3: Collect back the pieces and hand them out randomly to participants.

Step 4: Each participant is to read out in first person what is written on the card. In the meantime, the initial person can listen up for any thing they would like to readdress.

Step 5: After the person has read with no interruptions the class can try to guess who it really is, and the person may provide a proper cultural introduction or correction.

Use Activity 2 identifying culture worksheet

Ideas for clues to add on fact cards:

Ethnicity, nationality, cultural practices, language, typical food, entertainment, politics or even geographic landmarks, history etc.

Discussion: What is external cultural: further information on how it can be studied in history, geography, political sciences and the arts.

Duration 45 – 60 minutes this includes preparation and minutes in groups as well as the discussion

Materials needed / tips for applying the methods

Flip chart paper
Post it notes
Markers

Tip! This a nice introduction to find out about your participants

Activity 3: My Culture (LO1,2,3,4,5,6)

Online: this can be prepared as individuals or as small groups in break out rooms. Presentations can be shared to the group or emailed to the teacher.

My culture

1. Ask participants to create a mood board/presentation of their culture using words, images, video clips, colours (30 mins)

If IT is available (use pinterest/ word/other presentation software on mobile phones, tablets, PC's)

Use template handout if needed as an aid

2. Ask Participants to add personal examples of their own memories of elements of what their culture means to them
3. Ask Participants to consider if loneliness is a factor within their culture and what groups of people are likely to be affected.
4. Small group activity: share your culture and thoughts within your group (15 mins)
5. Ask for a summary to be shared with the wider group
6. General discussion around the factors affecting loneliness and different cultural findings

Skills developed; Speaking, listening, collaboration, confidence

Duration 60 minutes

Materials needed / tips for applying the methods

Flip chart paper

Post it notes

Markers

Activity 4: Are you listening (LO3 & LO6)

Online: This activity can be achieved using the whole group as listeners and randomly choose speaker 1 & 2 with the rest of the class acting as adjudicators and observers to respond to correct facts with thumbs up and to add to the recounting of the story by raising hands. Use an online Whiteboard or shared screen to highlight the things to remember whilst listening.

Activity description (method) in steps

This activity is to show all elements of verbal and non verbal communication with another person and how it is important to listen with all four senses. With these complexities, misunderstandings can also be explained.

Step 1: Work in partners of two. (make sure to try and pick someone with a different background or someone you do not know.)

Step 2: Partner 1: can tell a cultural scenario or any personal situation that he/she may have experienced that left an impression on her or left her feeling misunderstood.

Person 2: Must try and listen to the story while simultaneously taking notes on the following notes:

What you **hear** "specific "words that stick out to you.

How your **mind** is understanding the words (interpretations).

With your **eyes** try observing nonverbal messages.

With your **heart** to understand the feelings of the speaker (can you sympathise or recognize the feeling she is trying to explain).

Step 3: Person 2 must recount the story and to person 1 while interjecting with the notes she made. Person 1 can make notes on any misunderstanding on what she intended for person 2 to understand. This she can discuss when person 2 finishes his recounting.

Class discussion:

1. Recognize the difficulty in listening and retelling another person's story
2. Describe ways personal projections and interpretations of the listener can affect meaning/intention of the speaker.
3. Explore how lack of communication can exacerbate loneliness

Duration

Speakers have 2 minutes each per round

15minutes for exchange

10- 15 minutes for class discussion and feedback on activity

Materials needed / tips for applying the methods

Writing sheet paper

colours for each point/ facilitator may also prepare a hand out with instructions

Tip! The facilitator may also play the role of person 1 and have the participants play the role of person 2 when experiencing time constraints.

Activity 5: (LO2,4,5) Mirror Mirror A self reflection

Online: This activity can be achieved by using Padlet or other digital tool to collect responses. Breakout rooms can be used to have small group discussions

Activity description (method) in steps

Step 1: Students are to work independently and reflect on the following questions, setting a time frame of -10 minutes.

Step 2: After writing the responses they are to create groups

Step 3: In these groups they can reflect and make notes on interesting perspectives they learn during the discussion

1. Why do I think it is important to learn other cultures?
2. What do I have to share about my culture?
3. What more can I learn from other cultures?
4. When have I ever been lonely?
5. What did I do to overcome the feeling of being lonely?
6. How much do I let media influence my perspective on topics related to culture?
7. Do I teach my kids, family or friends about my culture? And other cultures? How do I do this? e.g. (gifts, books, watch shows)?

Duration 45-60 minutes this includes self-reflections, groups reflections and summary share.

Materials needed / tips for applying the methods

Notepad

Pen or pencils

Padlet or other word sharing software

Materials to assist in the self-reflection process

<https://agileleanlife.com/tools-to-help-you-with-self-reflection/>

Activity: 6 Who am I?(LO3, LO4, LO5)

Online: This activity can be adapted by working in break out groups to start, coming together as part of the larger community to read out the one minute statement. The class could also contribute their positive thoughts, observations and comments on a word generator software like Padlett to add encouragement to each participant.

Personal Timeline: Who am I?

1. Share examples of time lines with the participants, use Pinterest, or images or video links

<https://www.pinterest.com/lbennettlogo/timeline-ideas/>

https://www.youtube.com/watch?v=3ARVDB_jSLs

2. Ask the participants to map out your own personal history time line with key important life events using IT or paper and pen
3. Add key memories related to culture to the time line, birth, key cultural moments, first job, marriage, children, etc

4. Add any moments of feeling alone to the time line, i.e just started new job, moved home
5. Add hobbies and interests to the time line
6. Add job roles and achievements to the time line
7. Identify work skills learnt during each job role or activity
8. When were different languages learnt by each individual
9. Discussion activity (*in pairs or as a group*) linked to soft skills; communication, teamwork, leadership, planning, responsibility etc
10. Identify where these skills are apparent on the time line using a symbol which represents strength or positivity (*use targeted question*)
11. Discussion about positive personality attributes : key personality traits which they recognise in themselves should be added to the time line/map
12. Prepare a one minute positive statement about yourself, which uses all those skills and things that you have discovered about yourself today
13. Present (read out loud) your one minute statement/paragraph.

Duration

60 minutes

Materials needed / tips for applying the methods

Notepad

Pen or pencils

Tip! this can be a larger activity where the participants identify something about each of the class mates from their observations during the session so far

Tip! If learners are confident, this activity can be a shared activity where learners put their statements into a hat and each person reads one out about another person. They can also be read out by the trainer to avoid highlighting difficulties in reading and writing

Bibliography

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