

Suggested activities
(5-10 minute
duration each)

My Name is: Participants will be asked to form a large circle. Then each one will say their name while the others are attentive to this. Once the above is finished, the participants will be asked to raise their arms to chest height and put their palms together and in this pointing position, address another participant saying their name... When the participant reaches the position of the other; it will come out doing the same and so on. The workshop leader will give the guideline for the number of participants who are on the move. The activity ends when one of the participants knows everyone's name. This activity can be varied by changing the name to a word that identifies each participant or their favourite book's title.

Confidence. The workshop leader hands out the work material and explains how to carry out the exercise: dividing the sheet of paper, on the right side it is noted as a title "the happiest moment" and on the left side, "the saddest moment". Each person writes down the happiest and saddest moment of their life on their sheet. Then participants share their answers.

Qualities. For greater group integration, it will be beneficial for each member to try to get to know and highlight the qualities of their peers. On a *post-it* each student writes the name of one of the participants (random assignment of names). Next to the name, write a characteristic quality of this person. All *post-it* are placed on the wall and in turn they are passed so that each person must add some quality to the one written in each one or if they find the same quality, just underline it.

Two Truths & One Lie. To make it possible for participants to know and value each other better, through discovering common and unique experiences and interests. Participants should introduce themselves to each other, telling two real things or facts and a fake one, about themselves. A volunteer starts with two truths about themselves and a lie and shares the answers with the group. Whoever guesses the correct lie, continues with the game. Some participants may expand on their true statements.

The Ball Asks: The workshop leader hands a ball to each team, invites the participants to sit in a circle and explain how to do the exercise. The ball runs from hand to hand; at a sign of the leader, the exercise stops. The person who is left with the ball in hand introduces themselves to the group: says their name and expresses their gratitude and/or appreciation for three things in their life or things that happened to them last week. The exercise continues in the same manner until the majority is presented.



Finding the similarities: Ask the children to stand in a circle and select two children to come into the middle facing back to back to one another. Each person in the outer circle names two differences of each person of whom are in the middle one by one. Then find the similarities. Then swop and rotate so each child in the group has a turn in the middle. They should find they have more in common with each other than they may have first thought.

Quizzes: Host weekly quizzes on a set theme and learn how much your students know about different cultures, religions, disabilities etc. You could even assign the task of writing the quiz to 2 students each week so that they are involved in doing the research.’ (Petty 2014)¹

List things that come from abroad: A quick activity you can do at the start of a lesson to introduce the theme of multiculturalism. Ask your students to create a list of everything in their life that comes from a country outside of the UK. Go through their responses as a class – are they surprised by the results?’ (Petty 2014)

True or false? Present the class with some facts about people with disabilities, another culture or based on the protected characteristics and ask them to decide whether the facts are true or false. Are they surprised by the correct answers?’ (Petty 2014)

Hearing/sight/physical impairment games: Play games to raise awareness of different physical disabilities. Can your students put on a jumper with just one hand? Can they guide a friend around the classroom with a blindfold on? Can they lip-read what the characters on TV are saying with the sound off? Use these activities to show the difficulties that people face and explain how these people learn to overcome them.

First impressions: This is a good activity for older students. Watch the YouTube video by the Guardian, but pause it after 10 seconds, 16 seconds and 24 seconds, taking time to ask the students what they think is happening in the video. Do their perceptions change as the video goes on? Get the students to justify their responses.’ (Petty 2014). You can find the video on YouTube-
<https://www.youtube.com/watch?v=M3bf01rE7Yg>

Tell stories: Find a few stories that challenge perceptions and stereotypes, such as the tortoise and the hare which proves that first impressions can be deceiving. These kinds of stories will encourage

¹Petty. L (2014) *How to Promote Equality & Diversity in the Classroom*. [Accessed: 21st August 2020][Online] Available: <https://hub.highspeedtraining.co.uk/classroom-equality-diversity/>

your students to think about their beliefs and look at the world in a different way.

Jigsaws: Make your own jigsaws whereby facts need to match up with their country etc. You could also do this with different flags, national dresses or languages.’ (Petty 2014)

Play music: Listen to music from around the world or create your own using percussion instruments. Introduce your class to instruments from other cultures that they may not have seen before and to different styles of music. If you have children with diverse cultural backgrounds in your class, perhaps they could do a show-and-tell?’ (Petty 2014)

Story stimulation: Start each game with the teacher to show how it is played and then continue with all the students.

I. “On my way to school today I saw....”

II. What is your Fantasy Pet?

III. What’s your “Dark Materials” demon?

ANYONE WHO ...: The aim is to mix the group and find out more about them.

Time: 10-15 minutes

Directions:

- The group sits in a circle on chairs.
- There is one person without a seat who stands in the middle (to begin with this can be the facilitator).
- The aim of the game is for people to change seats. The last person without a seat stands in the middle.
- Participants change seats by responding to a sentence from the person standing in the middle.
- The person in the middle says the phrase “anyone who ...” and completes the sentence with something which is true of themselves. For example, “anyone who ... loves chocolate”, “anyone who ... plays football”, “anyone who ... is a mother”, etc.
- If the statement is also true of anyone in the group, they must change seats as quickly as possible. The person in the middle will also try to get a seat.
- The person who does not get a seat in time, then stands in the middle and says a new sentence beginning with “anyone who...” and the game continues this way.
- The facilitator can also play. It is often a useful opportunity when the facilitator is caught out and just stands in the middle, as they then have an opportunity to steer the questions a little towards finding out information they would like to know about the group. For example, the



	<p>roles they play in their lives, the subjects they care about, the things they want in life, the things they fear ...</p> <p>Present yourself on a card</p> <p>Divide the sheet of paper into 3 sections – in the upper part write our name, in the middle – make a self-portrait and at the bottom write your favourite book or literary character. Around all this, draw and write the things you like – to eat, to do, pets, activities, etc. Then exchange your card with someone else. You present them, through their card and they present you.</p> <p>(activities used in the face-to-face sessions carried out by the ZAT team – find it there, described in more details).</p>
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