

An abstract artwork featuring a yellow sky at the top, a dark, textured water surface in the middle, and a large, brown, fish-like shape on the right side. The water is depicted with dark, swirling lines and a small white bird-like shape. The bottom of the image shows dark, stylized plants or seaweed. The overall style is expressive and painterly.

# ta BOOM

DIARIES



# INTRODUCTION

This booklet is a diary of the activities implemented in Spain, Italy and Malta during the Erasmus+ KA2 project “Ta-Boom”.

The organisations PRISMS (MT), RED INCOLA (ES) and FORME (IT) involved more than 60 young people in their local activities which were held between January and May 2019; with the aim of creating a space for interaction between local and migrant youth of the communities.

Empowerment means that young people are encouraged to take the lead on their lives. They do this by addressing their situation and then take action in order to improve their access to resources and transform their consciousness through their beliefs, values, and attitudes. Using the notion of myth and story - as a tool of communication, common to any culture since the beginning of times - we explored each cultures’ taboos, as the most hidden, mysterious and often unconscious part of our society.

Through artistic and cultural activities we aimed to provide young people with alternative tools for communication and expression; tools that they can use to make their voice heard when they feel less confident to talk or when they don’t reach the ears of people who don’t want to listen.

We hope that these diaries can be inspiration for other groups of young people and for youth workers, educators, trainers, teachers, social workers and everyone who aims to create a dialogue and a common understanding on our culturally rich societies.

## 2. LOCAL ACTIVITIES-SPAIN

Place: Valladolid  
Organisation: Red Incola  
Thank you to  
Institución Teresiana  
de Valladolid  
who hosted our activities



# “WHAT IS A TABOO?”

## SHORT DESCRIPTION

The first step is to meet each other, and to start building up team spirit.

To achieve this we do two different activities.

We continue with an activity to learn the vocabulary that we will use throughout the project (prejudice, stereotype, topic and taboo). Similarities and differences.

## OBJECTIVE

- To get to know each other
- To establish the differences between taboo, prejudice and stereotype
- To know what a taboo is and to give some examples about this topic
- To establish the definition of taboo in the group

## COMPETENCIES ACQUIRED

- Communication skills
- Clarification of the concept of taboo

## PARTICIPANTS PROFILE

Young people between 16 and 25 years old attended this session. 6 of them were Spanish people. The rest were of different nationalities. Youngsters came from Ghana, Morocco, Greece, Germany, Dominican Republic, Ecuador, Italy and Brazil.

## NUMBER OF PARTICIPANTS

19 young people.

## TIME

1h 30 min

## MATERIALS

- Pens
- Paper
- Markers
- A paper with two questions: What do you expect from the project? What do you want to know about the other participants?
- A paper with a definition of prejudice, stereotype, taboo and “tòpico” (Spanish word, close to the meaning “clichè”)

## STEP-BY-STEP DESCRIPTION

### -A DYNAMIC TO GET TO KNOW EACH OTHER & TEAM BUILDING

As today was the first day we considered that it is important to create a consolidated group. To achieve that we decided to start with a dynamic to get to know each other.

One person should shake hands with another of the group and introduce themselves. Then he or she gets the name of the person they've just met. The dynamic ends when each person finds his or her name again.

Then we reflect on the feeling of knowing the names but not the people.

We finish this dynamic presenting ourselves one by one.

### -AN ACTIVITY TO INTRODUCE THE PROJECT:

We gave each of the participants a paper with two questions:

- What do you expect from the Taboom project?
- And what would you like to know about one of the participants?

Then they had to answer the questions, put their name on the paper and make a paper plane with it. When everyone had done their own plane, we throw it three or four times and then we picked up the one closest to us, read the name and found the person who wrote it. Finally she or he should read us what she or he expect and ask us what she or he wants to know about us.

#### **-FIRST MOMENT TO DISCUSS TOGETHER:**

This moment begins with a group brainstorming where all the young people participate together. In this brainstorming they were asked to search those words that quickly come to their mind when thinking about what a taboo is. We write all the information on a big roll of paper, which is going to be used throughout the project. It is called "the roll of our life".

#### **-TO SHARE OUR LEARNING IN GROUPS:**

Once we've finish with the brainstorming, we make small groups to reflect and distinguish between prejudice, stereotype, topic and taboo (with all the concepts and words that we have shared during the brainstorming). We gave in different groups a definition for each concept. Participants read each definition, then they have 20 minutes to talk about these concepts.

#### **-TO CREATE OUR OWN DEFINITION:**

Finally, we wanted to create a definition of our own that will serve as a guide for the whole project. We did not have enough time to do that, so it will be the first thing we do in the next session.

#### **-REFLECTIONS ABOUT THE SESSION:**

Before we say goodbye we make a small reminder of what we have done and what we have learned, then we shared some experiences and thoughts from some of the participating countries according to what we have talked about during the session.

## **GUIDE FOR FACILITATORS (QUESTIONS FOR DEBRIEFING, NOTES, VARIATIONS ETC.)**

-It's important to facilitate attentively the part of the activity where participants are telling us what is a taboo for them. As we have different ages and different levels of studies we tried to get everyone involved, encouraging the participants to speak up. Finally, most of them had a very participatory attitude.

# “WHAT IS A TABOO?”

## SHORT DESCRIPTION

We started with a group dynamic to mix the group and to get to know other fellows. The next activity consisted in distributing the notebooks in which we will reflect individually throughout the entire project. After that, the whole group created a consensual definition of taboo and finally they thought about taboos individually of their country of origin, and shared it with the others through games.

## OBJECTIVE

- To consolidate the concept of taboo
- To see the differences between taboos in different countries
- To reflect on our own thoughts

## COMPETENCIES ACQUIRED

- Communication skills
- Clarification of the concept of taboo

## PARTICIPANTS PROFILE

Young people between 16 and 25 years old attended to this session. 6 of them were Spanish people. The rest were of different nationalities. Youngsters came from Ghana, Morocco, Greece, Germany, Dominican Republic, Ecuador, Italy, Brazil and Algeria.

## NUMBER OF PARTICIPANTS

20 young people

## TIME

1h 30 min

## MATERIALS

- Pens
- Paper
- Markers
- Notebooks
- “The roll of our life”

## STEP-BY-STEP DESCRIPTION

### -A DYNAMIC TO MIX THE GROUP & TEAM BUILDING:

The title of this dynamic was “do you like your neighbours?”. One person should ask someone “do you like your neighbours?” if the person says yes, nothing happens, but if he says no, the people on his right and left must try to escape while the person who responded catches them. The objective of this dynamic was to mix the group, thus to eventually get them out of their circle of confidence.

### -A PERIOD OF TIME TO INTRODUCE THE NOTEBOOKS AND REFLECTIONS :

We give to the youngsters a notebook in which they can write all their thoughts and reflections about the Ta-Boom project.

This will be personal and may not be shared with the rest of the group if they don't want to. The intention is to give them a tool to appreciate the evolution of their knowledge in these months and to stimulate their reflections.

### -TO CREATE OUR OWN CONSENSUAL DEFINITION OF TABOO:

As we were thinking about what a taboo was, we decided to create our own definition all together. It will be in our minds throughout the project and will be our point of reference when

we have any questions.

The definition says: "Taboo is an idea or way of thinking that is generally frowned upon in society and that may be different according to cultures and religions. It is something that is not talked about, that makes us feel uncomfortable. Taboos can also be individual".

**-TO REFLECT ON THE TABOOS IN THE DIFFERENT CULTURES AND NATIONALITIES:**

Individually participants had to reflect and write on post-its some taboos that they think exist in their country of origin (one taboo for post-it). Afterwards, each participant explains the taboos chosen and places them on a board that we have made. The purpose is to find the taboos that unite us.

## **GUIDE FOR FACILITATORS (QUESTIONS FOR DEBRIEFING, NOTES, VARIATIONS ETC.)**

**-USE THE NOTEBOOK BEFORE THE END OF THE SESSION AND NOT AT THE BEGINNING:**

At first, we thought that it was better to reflect at the beginning of the sessions about the previous session but young people had difficulties to think back; they found it easier to reflect on the sessions right after finishing.

In the same way we decided to set an end time in order to leave them every day 10 minutes of reflection at the end of the sessions.

## SESSION 3

### “INTRODUCING NEW CONCEPTS: MYTHS AND LEGENDS”. GUEST FACILITATOR: JAIME LAFUENTE

#### SHORT DESCRIPTION

As we had a guest to do this session we started by introducing ourselves and explaining him what the Ta-Boom project consists of; this explanation was done by the participants. The next activity was to explain a very popular story of Valladolid (Spain). To do that, Jaime Lafuente, (traditional musician and singer and director of the Folk Segovia Festival) joined us for this session. He talked about a quite famous tradition here, (Tragaldabas), explained us the origin, and some tales and songs related to this figure. Then, the whole group reflected and talked about some myths and legends that they remember from their country that had similarities. We went through several myths and legends from different countries. To conclude participants wrote their reflections in their notebooks.

#### OBJECTIVE

- To establish notions about myths and legends
- To share myths and legends from different countries
- To learn new concepts and reflect on them

#### COMPETENCIES ACQUIRED

- Communication skills
- Clarification of concepts like myths and legends
- Active listening

#### PARTICIPANTS PROFILE

Young people between 16 and 25 years old attended this session. 6 of them were Spanish people. The rest were of different nationalities.

Youngsters came from Ghana, Morocco, Greece, Chile, India, Dominican Republic, Ecuador, Italy, Brazil and Algeria

#### NUMBER OF PARTICIPANTS

22 young people

#### TIME

1h 30 min

#### MATERIALS

- Pens
- Paper
- Markers
- Notebooks

- “The roll of our life”
- Computer
- Projector

#### STEP-BY-STEP DESCRIPTION

-A DYNAMIC TO INTRODUCE OURSELVES AND EXPLAIN WHAT THE PROJECT IS ABOUT:

To introduce Jaime Lafuente to this project we decided to present ourselves and to explain him what the Ta-Boom project is. First of all, Laura (youth worker) explained who Jaime is.



After this, all of our youngsters said their names and where they were from. Finally some of the young people explained to Jaime what we are doing in this project, what it consists of and what are they learning at this moment.

**-AN EXPLANATION OF A TYPICAL MYTH OF VALLADOLID:**

Jaime Lafuente came to talk with the youngsters and to share with them a myth from Spain. The myth talks about two characters which are like ogres/monsters, so we talked about the stories that our parents told us when we were kids, in order to achieve what they wanted from us - for example, eating the food, going to bed early etc.

**-TO SHARE OUR FEELINGS AND KNOWLEDGE ABOUT MYTHS AND LEGENDS IN THE DIFFERENT COUNTRIES:**

When Jaime finished with the story, he sang us a traditional song of the area. Then all the participants shared with the group similar stories from their home countries.

**-TO REFLECT IN OUR NOTEBOOKS:**

The last 10 minutes of the session we gave the participants time to write their personal thoughts in the notebooks. Everyone had to choose different space in the room and reflect on their own. We also put on the music to create a pleasant and relaxing atmosphere.

## **GUIDE FOR FACILITATORS (QUESTIONS FOR DEBRIEFING, NOTES, VARIATIONS ETC.)**

**-DO MORE INTERACTIVE ACTIVITIES WITH MORE MULTI-MEDIA MATERIALS:**

In the first part of the session we used a power point while Jaime was talking. Instead of using only the power point we could have thought of more interactive ways to present the myth.

## SESSION 4

### “MYTHS AND LEGENDS OF DIFFERENT CULTURES”

#### SHORT DESCRIPTION

We started introducing the new members of the group who have just joined us.

The first activity consisted of the participants reading myths of their home country. Then we worked in small groups. We talked about the characteristics of the main characters of each myth and then we introduced the concept of archetypes. Finally, we talked about what different taboos we found in each myth.

To conclude the session, participants wrote their reflections in their notebooks.

#### OBJECTIVE

- To establish notions about myths, legends and archetypes
- To talk about myths and legends from different countries
- To learn new concepts and reflect on them
- To know more about each other's cultures

#### COMPETENCIES ACQUIRED

- Communication skills
- Clarification of concepts like myths, legends and archetypes
- Active listening
- Working in a group

#### PARTICIPANTS PROFILE

Young people between 16 and 25 years old attended this session. 6 of them were Spanish people. The rest were of different nationalities.

Youngsters came from Ghana, Morocco, Greece, Germany, Dominican Republic, Ecuador, Italy, Brazil and Algeria.

#### NUMBER OF PARTICIPANTS

17 young people.

#### TIME

1h 30 min

#### MATERIALS

- Pens
- Paper
- Markers
- Notebooks
- “The roll of our life”
- Photographs, books and materials to work with the myths

#### STEP-BY-STEP DESCRIPTION

-TO NARRATE THE MYTHS OF GREECE, ECUADOR, GERMANY, DOMINICAN REPUBLIC AND SPAIN

Our Greek participant (Christina) had prepared for this session an ancient Greek myth about Persephone and presented it to the group. After her interesting presentation, the participants asked many questions and we had a short debate about the story. Afterwards, the session continued with other participants presenting other myths from Ecuador and some legends from Germany, the Dominican Republic and Spain.

Most of the participants worked together according to their nationality to present each myth or legend to the group.

**-TO KNOW WHAT AN ARCHETYPE IS:**

Before the explanation to the group about what an archetype is, participants worked in small groups analysing the main characters of the myths presented. Each group worked with one of the myths and legends told, so, at the end, each group shared with the others the information they collected.

Finally we talked about the similarities between some characters in different cultures and we tried to link the myths and legends with some taboos.

This way we introduced the topic of taboos and talked about what similarities we can find in myths from different cultures.

To conclude the activity we defined the concept "archetype" and we talked about the ones that appeared in the myths and legends.

**-TO REFLECT IN OUR NOTEBOOKS:**

The last 10 minutes of the session we gave the participants time to write down their personal thoughts. The purpose of this part of the activity is to make the participants reflect and to become aware of how the project is advancing, and how we are slowly taking steps further.

## **GUIDE FOR FACILITATORS (QUESTIONS FOR DEBRIEFING, NOTES, VARIATIONS ETC.)**

**-CLARIFY NEW CONCEPTS:**

In our case, one of the things that happened (and went in the wrong direction) was that some participants had not understood well the concept of myths and legends, and "brought from home" some stories from their origin countries that could not be included in what we consider myths and legends (some were "urban legends", or stories with less consistence).

So, as an advice, the facilitator must be sure that all the participants comprehend the concepts before they are asked to deliver a task.

## SESSION 5

### “STUDIED MYTHS AND LEGENDS OF DIFFERENT CULTURES”

#### SHORT DESCRIPTION

The session continued with another activity in which we shared new myths and legends from different cultures of the participants (some that we could not finish due to the lack of time in the previous session).

Afterwards the group discussed and chose which taboos we are working with until the end of the project.

#### OBJECTIVES

- To talk about myths and legends from their countries.
- To learn new concepts and reflect about them.
- To know more about each other's cultures.
- Find similarities between cultures

#### COMPETENCIES ACQUIRED

- Communication skills
- Clarification of concepts like myths legends and archetypes
- Active listening
- Work in group

#### MATERIALS

- Pens
- Paper
- Markers
- Notebooks
- “The roll of our life”
- Photographs,

books and materials to work with the myths

#### PARTICIPANTS PROFILE

Young people between 16 and 25 years old attended this session. 6 of them were Spanish people. The rest were of different nationalities.

Youngsters came from Ghana, Morocco, Greece, Germany, Dominican Republic, Ecuador, Italy, Brazil and Algeria.

#### NUMBER OF PARTICIPANTS

12 young people.

#### TIME

1h 30 min

#### STEP-BY-STEP DESCRIPTION

-TO NARRATE THE MYTHS OF BRAZIL, MOROCCO, ALGERIA AND SPAIN:

The first activity consisted of sharing new myths and legends. The participants shared some myths from Brazil, Spain, Algeria and Morocco. We discussed about them and about the similarities, what characters appear in each myth.

-TO LINK EACH MYTHS WITH ARCHETYPES:

Once we met all the characters, we tried to link each character with an archetype. We did it all together, sitting in a circle and writing the ideas in “the roll of our life”.

-TO CHOOSE THE TABOOS WHICH WE WANT TO WORK WITH:

Once we finished, we saw the beginning of “the roll of our life” where we have notes about taboos in each country of the participants and all together decided the taboos we want to work with. Finally we selected: mental health, gender violence and virginity.

#### GUIDE FOR FACILITATORS

#### (QUESTIONS FOR DEBRIEFING, NOTES, VARIATIONS ETC.)

-METHODOLOGY TO WORK:

We think that working in big group works with the participants. We are satisfied with the last session and how the group is working.



# “STORY TELLING”

## SHORT DESCRIPTION

We started talking about a transversal activity we are going to do. The director of one organisation of batukada (an African-influenced Brazilian percussive style) came to talk with the youngsters. After that, the session continued with hosting another person who come to know more about the project and the profile of the participants.

Afterwards the group worked with the story telling methodology.

## OBJECTIVES

- To know new ways of expresion: the body
- To reflect about what we have learned in this project until this moment
- To get to know each other better and to create a consolidate group

## COMPETENCIES ACQUIRED

- Communication skills
- Active listening
- Working in a group
- Artistic expression

## NUMBER OF PARTICIPANTS

18 young people.

## TIME

1h 30 min

## PARTICIPANTS PROFILE

Young people between 16 and 25 years old attended this session. 6 of them were Spanish people. The rest were of different nationalities. Youngsters came from Ghana, Morocco, Greece, Germany, Dominican Republic, Ecuador, Italy, Brazil and Algeria.

## MATERIALS

- Pens
- Paper
- Markers
- Notebooks
- “The roll of our life”
- Story telling materials

## STEP-BY-STEP DESCRIPTION

-BATUKADA GROUP IN VALLADOLID:

A batukada group from Valladolid came to this session to tell us how they work and to invite us to play with them five sessions.

In May we started to learn and play in a batukada group.

-STORY TELLING ACTIVITY:

The principal activity was a game in wich we invited a crazy story. In this activity the director of Red Incola participated, together with the youth director of Valladolid and the participants of the project. When we finished we reflected about each part of the story, and if what we said had some link with our personal memories.

-TO REFLECT ABOUT THE SESSION:

Finally we spent some minutes reflecting about the session, about the feelings and thoughts we had on it.

## GUIDE FOR FACILITATORS

## (QUESTIONS FOR DEBRIEFING, NOTES, VARIATIONS ETC.)

-METHODOLOGY TO WORK:

As we were a lot of participants, the storytelling activity was quite long and difficult because we did it together. In next sessions we could try to do it in small groups.

# “INTERCULTURAL SNACK”

## SHORT DESCRIPTION

We had an intercultural meal and each participant prepared a typical plate from his/her home country.

## OBJECTIVES

- To establish stronger friendships
- To create a consolidate group
- To know more about each other's cultures
- To find similarities between cultures

## COMPETENCIES ACQUIRED

- Communication skills
- Active listening
- Working in a group

## PARTICIPANTS PROFILE

Young people between 16 and 25 years old attended this session. 6 of them were Spanish people. The rest were of different nationalities.

Youngsters came from Ghana, Morocco, Greece, Germany, Dominican Republic, Ecuador, Italy, Brazil and Algeria.

## NUMBER OF PARTICIPANTS

17 young people.

## TIME

1h 30 min

## MATERIALS

- Plates
- Glasses
- Spoons
- Knives

## STEP-BY-STEP DESCRIPTION

As it was the day before Eastern Holidays, we decided to have a different session. We had prepared two surprises for the participants. The first of them was a woman from Morocco who did traditional henna tattoos to some of the participants. The second one was a woman from Dominican Republic that taught us a traditional latin dance like bachata.

After that it was food time. Each of the participants presented what they have prepared. It was a great time to interact with people from other cultures in a more relaxed environment and to learn more about each other.

# “ILLUSTRATION WORKSHOP”

## SHORT DESCRIPTION

The session was dedicated to an illustration workshop. Jose Maria (illustrator) came to give us some notions about how to draw. Afterwards participants worked following the guidelines that she gave us.

## OBJECTIVES

- To know new ways of expression: drawings
- To reflect about what we have learned in this project until this moment
- To get to know each other better and to create a consolidate group

## COMPETENCIES ACQUIRED

- Communication skills
- Active listening
- Working in a group
- Artistic skills

## PARTICIPANTS PROFILE

Young people between 16 and 25 years old attended this session. 6 of them were Spanish people. The rest were of different nationalities. Youngsters came from Ghana, Morocco, Greece, Germany, Dominican Republic, Ecuador, Italy, Brazil and Algeria.

## MATERIALS

- Pens
- Paper
- Markers
- Notebooks
- “The roll of our life”
- Illustration workshop materials

## NUMBER OF PARTICIPANTS

18 young people.

## TIME

1h 30 min

## STEP-BY-STEP DESCRIPTION-ILLUSTRATION WORKSHOP:

-ILLUSTRATION WORKSHOP:

To do this activity we had an external facilitator, an illustrator, Jose María. He is an artist who works with NGOs and helps them by illustrating the books they publish. He has a blog which is called Jomra and where people can see his work.

He came to teach us how we can illustrate the books we were going to produce during the project.

As we are going to do this illustration workshop in 3 or 4 more sessions, this one was only a first contact with our drawing abilities and our capabilities to analyze and to reflect about what drawings could show to the others.

-TO REFLECT ABOUT THE SESSION:

Finally we spent some minutes reflecting about the session, on the feelings and thoughts we had on it.

## GUIDE FOR FACILITATORS

## (QUESTIONS FOR DEBRIEFING, NOTES, VARIATIONS ETC.)

-METHODOLOGY TO WORK:

Work in small group (about 6 people) was a great idea. The participants participated in every activity and they enjoyed it a lot.

# “ILLUSTRATION WORKSHOP: PART 2”

## SHORT DESCRIPTION

After logistic preparations for the youth exchange and sharing about the batucada experience, the session continued with the illustration workshop. First, we started talking about the taboos we have chosen. Secondly, Jose María gave us some notions about how to draw. Afterwards all group worked following the guidelines that he told us

## OBJECTIVES

- To know new ways of expression: drawings
- To reflect about what we have learned in this project until this moment
- To get to know each other better and to create a consolidate group

## PARTICIPANTS PROFILE

Young people between 16 and 25 years old attended to this session.

Youngsters came from Spain, Ghana, Morocco, Greece, Germany, Dominican Republic, Ecuador, Italy and Brazil.

## COMPETENCIES ACQUIRED

- Communication skills
- Active listening
- Working in a group
- Artistic skills

## MATERIALS

- Pens
- Paper
- Markers
- Notebooks
- “The roll of our life”
- Illustration workshop materials

## NUMBER OF PARTICIPANTS

13 young people.

## TIME

1h 30 min

## STEP-BY-STEP DESCRIPTION

### -ILLUSTRATION WORKSHOP: PART 1

To do this activity we welcomed Jose María who came to teach us how we can illustrate the books we were going to do.

First of all we started talking about the taboos we have chosen. Some of the participants shared with the group the information they collected in different ways; some of them asked their families, others talked with their friends, etc. We collected a lot of information. The next point was to order this information and make short stories with it, that was the way we choose to start thinking and making stories for the books.

### -ILLUSTRATION WORKSHOP: PART 2

.As in the previous session, Jose María came to give us some new notions to illustrate the



books we are going to do.

In this part of the session we started drawing in groups of 4 people. The activity consisted of writing a phrase and drawing this phrase. So, one of the group has to write a sentence, the other has to draw this sentence, the next one, without seeing the sentence, has to write what they think the drawing was and the last one, only seeing the last sentence, has to draw the meaning again.

It was a fantastic activity to think about how many interpretations and coincidences can be in one picture and how many ways exist to illustrate a phrase.

#### **-ILLUSTRATION WORKSHOP: PART 3**

The next activity gave us the opportunity to reflect about mental illness, one of our taboo choices.

First of all we started drawing two people, one without and one with mental illness. This made us think about how does a person with mental illness look in our head. In the pictures we can see lots of clichés and prejudices.

As we are used to draw immobile people, the next part of the activity was to try to give movement to the previous drawings.

## **GUIDE FOR FACILITATORS**

### **(QUESTIONS FOR DEBRIEFING, NOTES, VARIATIONS ETC.)**

#### **-METHODOLOGY TO WORK:**

These are more interactive sessions so the reaction of the group was very good. This gave them the opportunity to meet the others and to make new relationships. At the same time, work in small groups permit them to talk more, feel more protagonist and to have more interactive conversations.

### “TIME TO CREATE: THE STORIES FOR THE BOOK. PART 1”

#### SHORT DESCRIPTION

We continued preparing for the youth exchange. Then we shared the experience in the batucada team: what we do and what we feel.

After that, the session continued with the stories's creation. First, we started talking about the taboos we have chosen. Secondly, some participants read the stories they wrote.

#### OBJECTIVES

- To know new ways of expresion: writing
- To reflect about the taboos we have chosen and write stories about them
- To get to know each other better and to create a consolidate group

#### COMPETENCIES ACQUIRED

- Communication skills
- Active listening
- Work in group
- Artistic skills

#### NUMBER OF PARTICIPANTS

10 young people.

#### TIME

1h 30 min

#### MATERIALS

- Pens
- Paper
- Markers
- Notebooks
- “The roll of our life”
- The stories they create about the taboos we have chosen

#### STEP-BY-STEP DESCRIPTION

##### -STORIES' CREATION:

The previous week we told the participants to write some key notes and little stories abot the taboos we have chosen.

Some of them brought stories they wrote, so in this session we had a first contact with their thoughts, their knowledge and their ways to write.

We could listen some amazing stories from Morocco and Spain and some personal reflections from Greece and Italy.

##### -TO REFLECT ABOUT THE SESSION:

Finally we spent some minutes reflecting about the session, the feelings and toughts we had on it.

#### GUIDE FOR FACILITATORS (QUESTIONS FOR DEBRIEFING, NOTES, VARIATIONS ETC.)

##### -METHODOLOGY TO WORK:

As we were less participants than usually, we worked perfectly. It was easier to listen to the others and to share different opinions.

# 3. LOCAL ACTIVITIES — ITALY

Place: Palermo

Organisation: FORME

Special thanks to Centro TAU  
for hosting the activities



## SESSION 1

### “WHO WE ARE AND WHAT DO WE KNOW ABOUT TABOOS”

#### SHORT DESCRIPTION

The first session was dedicated to get to know each other and to create a group; to understand better the project and its objectives; and to make a common definition of taboo.

#### OBJECTIVE OF THE TOOL

- Team building
- Setting the base for learning
- Bringing participants to a common base of understanding of the topic

#### COMPETENCIES ACQUIRED

- Self-confidence
- Team work
- Intercultural skills
- Communication skills

#### PARTICIPANTS' PROFILE

international youth from 18 to 25

#### NUMBER OF PARTICIPANTS

18

#### TIME

2h

#### STEP-BY-STEP DESCRIPTION

The first activity was a name game and a personal presentation through illustrations we used the Dixit cards to represent ourselves.

After that, we entered into the presentation of the objectives and the programme of the project.

To enter into the topic of taboos, we implemented an activity on conflict resolution: Participants were divided in pairs. Each person had to stand with his/her back to his/her pair's back. In front of each participant, about 1,5 metres distance, there was a line. The instruction was: "cross the line on the other side". Participants start to push each other, which brings to the result a. No one manages to cross the line b. The physically stronger person pushes away the weaker one and crosses the line. There was no win-win situation. We reflected on how they could have both achieved their goal (to both cross the lines); we reflected on the importance of communication and how much we fear to do things differently than what was told to us.

From this reflection we entered into the topic of taboos. We made a group brainstorming on what taboos mean, and came up with a common understanding.

#### GUIDE FOR FACILITATORS

#### (QUESTIONS FOR DEBRIEFING, NOTES, VARIATIONS ETC.)

Since the group is international, it is important to make sure there is capacity for language and cultural mediation and that everyone is listened and understood.



## SESSION 2

# “THE STORY OF OUR DISH”

### SHORT DESCRIPTION

Using images of food ingredients, participants make up a dish and invent its story: who created it, where does it come from, when and how do we eat it...and link it to taboos in cuisine.

### OBJECTIVE OF THE TOOL

- Introduce storytelling tools to the group
- Stimulate creative skills
- Start thinking about meanings unspoken (taboo) in everyday life such as in food

### COMPETENCIES ACQUIRED

- work in group
- cooperation
- awareness of cultural differences linked to food
- insight into origins of customs

### PARTICIPANTS' PROFILE

international youth from 18 to 25

### NUMBER OF PARTICIPANTS

10-20

### TIME

2h

### MATERIALS

- cards of food ingredients
- guidelines in different languages
- paper, pen, flipcharts

### STEP-BY-STEP DESCRIPTION

Step 1: spread the cards symbolising ingredients on the floor and let participants choose 2 of them whom they are more affected to (10 minutes)

Step 2: split participants in smaller groups (3-4 people)

Step 3: each small group makes up a meal out of the ingredients previously chosen by the group members (“water” and “salt” are available for everybody). The plate created should be inclusive, which means it could be eaten by most of the people. For that it has to be accepted by all members, taking into account their diet or religion for instance. To respect this rule, members can decide to leave out one ingredient and exchange it for a new one (20 minutes)

Step 4: groups invent the story about their plate, thinking about when, how, by who and in which circumstances it was born. Introduce the guideline which helps making up the story and distribute one per participant in the language they prefer. They only fill one text per group. Guidelines about: place, people involved, preparation recipe, what ingredient is principal/refused, special occasion, ritual before during and after eating (50 minutes)

Step 5: share stories created in main group (20 minutes)

Step 6: starting from stories about food, we think about how many meanings are hidden in our daily life regarding usage, how and when. In all cultures it is possible to find reasons for human rituals and attitudes allowed or even forbidden ones (taboos). As the iceberg we live in the exposed part (the visible customs), but it's just a little part of the big hidden one under the sea (the hidden "whys")

## **GUIDE FOR FACILITATORS (QUESTIONS FOR DEBRIEFING, NOTES, VARIATIONS ETC.)**

Card ingredients available should be coherent with the real ones participants use for cooking depending on their culture. Favour basic ingredients rather than processed food as they allow more creativity when inventing the dish.

Step 1: participants should have a special link with the ingredients they choose.

Step 2: mix nationalities within groups, making sure participants help each other with language issues.

Step 3: respecting diet/religion of other group members enable participants to start talking about their cultural differences. Forbidding one ingredient (re)creates the situation of a taboo and initiates a debate on the topic.

Step 4: stories could be realistic as well as totally fanciful.

Step 5: summarise dish recipes and stories on flipcharts to facilitate the following analysis of the activity.

Step 6: link the invented stories with our real life asking participants if they heard about/experienced situations involving different customs or taboos regarding food from another culture. Make them wonder about their own habits, and the underlying reasons of human's customs. Compare this situation of "hidden whys" with the metaphor of the iceberg by drawing it on a flipchart.

## SESSION 3

# “ARCHETYPES”

### SHORT DESCRIPTION

During this session we analyse traditional tales from different countries, find common points and differences filling a table with elements from the tales.

We use storytelling as an artistic tool to express thoughts and views that are difficult to share (like taboos).

### OBJECTIVE OF THE TOOL

- first contact with storytelling
- definition an archetype
- reinforcing team work

### COMPETENCIES ACQUIRED

- capacity to extract the structure of a story
- understanding of what an archetype is, why and how they are used
- critical thinking and analytic skills

### PARTICIPANTS' PROFILE

Young people between 16 and 25 years' old

### NUMBER OF PARTICIPANTS

10-15

### TIME

2 h

### MATERIALS

- selection of folk tales from different countries
- paper and pens
- common table to facilitate the analysis of the tales

### STEP-BY-STEP DESCRIPTION

Step 1: split participants in groups (max 3 participants/group), then distribute the stories previously prepared. Each group has a different story.

Step 2: Participants read their story, helping each other for comprehension if necessary.

Step 3: One member of the small group tells quickly the story to the main group.

Step 4: Explain what is an archetype and introduce the common table to participants and let participants fill the table together.

Step 5: Starting from the table, compare stories and create a debate. Reflect on the differences and similarities, and on the reasons for different interpretations of the stories.

### GUIDE FOR FACILITATORS (QUESTIONS FOR DEBRIEFING, NOTES, VARIATIONS ETC.)

Step 1: mix native and non native speakers in all small groups.

Step 2: If required, facilitate translation.

Step 4: In literature, an archetype is a recurrent symbol representing universal patterns of human nature. In our case, archetypes are “hero” “helper” “mentor” “enemy” “object” “transformation”... and are the elements in the table’s rows, while the stories are in columns.

Step 5: The table should be located in a place where participants can move around it and big enough that several people can fill it at the same time.

Step 6: Ask questions about the structure, common elements and differences among traditional tales. Make participants reflect about how tales evolve through time, the different versions we know of a same story, how we interpret them, the messages and morals hidden in tales etc... Link with the interest of using storytelling and archetype to talk about taboos.



## SESSION 4

# “WHERE DO TABOOS HIDE?”

### SHORT DESCRIPTION

During this session participants started to analyse where they meet taboos in their life, when they feel like speaking freely and when they don't.

### OBJECTIVE OF THE TOOL

The objective of the session was to start to investigate which are the environments and relationships that reinforce taboos, and what are the dynamics of those relationships. It was a first approach to start to think about what situations we are living and, as a second step, how we want to change those situations.

### COMPETENCIES ACQUIRED

- Analytic skills
- Critical thinking
- Self-reflection skills
- Communication skills
- Creative skills
- Better understanding taboos

### PARTICIPANTS' PROFILE

Participants aged between 14 and 22

### NUMBER OF PARTICIPANTS

A smaller group of participants (6-8 people), because sharing the results of the activity requires a safe and intimate atmosphere

### TIME

2 hours

### MATERIALS

Activity 1: paper tape and markers

Activity 2 – first part: printed diagrams, pens, 1 large sheet to summarize the results

Activity 2 – second part: A3 papers, newspapers and magazines, markers, scissors and glue

### STEP-BY-STEP DESCRIPTION

#### ACTIVITY 1: COMPLETE MY NAME – NAME GAME

Each participant has a piece of scotch tape attached to the dress where they must write their name. At the beginning, they write the first letter of the name, and put a dash for each missing letter. The aim is to complete the name of everyone, exchanging letters between the participants. For this reason, the group gets up and people walk freely in the room. When a participant A meets a participant B who has a letter that is also in the name of participant A, participant B writes this letter above the corresponding dash. From this moment, the participant A has two letters (the initial letter and the one given by the participant B), and he can also give these two letters to the people who need it.

#### ACTIVITY 2: WITH WHOM CAN I SPEAK WITHOUT TABOOS?

First part: Diagrams

Each participant has a printed diagram that represents the different areas, the different people they meet in everyday life: family, friends, school, work, home / community, social center / association, online. Each area is symbolized by an arrow that starts from the center.

For each arrow, the participant must place a cross: when there is no taboo between the participant and the people represented by the arrow, the cross is very close to the center: it is considered a "safe area". On the contrary, when one cannot speak freely, that is when there are many taboos, the cross is as far as possible from the centre: it is considered an "unsafe environment". The idea is to use the arrows as a scale that goes from the safest to the least safe, using the full range possible to define each area.

At the end of the activity, a summary diagram is made on a large sheet with all the data of the participants to make a meta-analysis. This allows participants to be shown that they are different, but that they also have common points. Making this meta-analysis allows to start a debate.

#### Second part: Collage

Each participant chooses keywords for two or more safe areas from the personal diagram. Words can be in the language they want.

After the participants make a common poster that represents the safe areas in which they feel they can speak and be without taboos. They use keywords, they can draw or use magazines to make a collage of images.

#### ACTIVITY 3: THEATER WORKSHOP

Theatre exercises and activities, to prepare for the final performance

## **GUIDE FOR FACILITATORS (QUESTIONS FOR DEBRIEFING, NOTES, VARIATIONS ETC.)**

For the name game, when the group is small, the names cannot be completely completed. The activity can end quickly because there might not be enough letters.

## SESSION 5

# “ACTIVATING OWN RESOURCES — OVERCOMING TABOOS”

### SHORT DESCRIPTION

The activities of this sessions were a follow-up to the outcomes of the previous session. We invited participants to start to think about how they can overcome taboos and discomfort in their lives.

### OBJECTIVE OF THE TOOL

The session's objective was to reinforce a positive attitude when it comes to taboos and to difficulties in one's life; participants improved their ways of collaboration by sharing experiences and their own resources with each other. The final aim of the activities was to develop a sense of initiative and participation.

### COMPETENCIES ACQUIRED

- Collaboration
- Empathy
- Sense of initiatives
- Strategic thinking
- Problem solving

### PARTICIPANTS' PROFILE

Young people between 16 and 22 years' old

### NUMBER OF PARTICIPANTS

10

### TIME

2 h

### MATERIALS

String, A4 papers, pens

### STEP-BY-STEP DESCRIPTION

Activity: Advise each other

We stretch a string in the middle of the room, and divide the participants into two groups, separated by the string. Each participant has a piece of paper folded in the middle. On one side of the paper they must write down a situation they are having troubles to solve (linked to the taboos and the relationships we analysed during the previous session). After this work of introspection, we mix the papers and put them on the string in a way that the writing faces the other group. Participants try to advice the members of the other group on what resources they could look for to overcome the difficulties by writing these tips on the empty side of the sheet and put the paper back on the string. The participants read the advices and all speak together about the results of the activity.

The activity was followed by the theatre workshop in order to ease the atmosphere and to continue to prepare for the performance.

### GUIDE FOR FACILITATORS (QUESTIONS FOR DEBRIEFING, NOTES, VARIATIONS ETC.)

Ask participants when they try to advice the others, to look for similarities in their own life and examples on how they have resolved a similar problem. Remind them to try to be as specific as possible, and suggest concrete, practical solutions.

# “THEATRE WORKSHOPS”

## SHORT DESCRIPTION

The participants further dug into the magic of theatre and developed more skills for the final performance. Theatre was used to reflect on taboos as well, and to express them through an artistic method.

## OBJECTIVE OF THE TOOL

- Improving theatre skills
- Building self confidence
- Building trust between participants
- Building self-discipline
- Improving communication skills
- Discovering and better understanding taboos through arts

## COMPETENCIES ACQUIRED

- Team work
- Active listening
- Communication skills
- Performing skills
- Concentration and coordination
- Sense of responsibility for the others
- Empathy
- Objective based learning skills

## PARTICIPANTS' PROFILE

Young people between 16 and 25 years' old

## NUMBER OF PARTICIPANTS

12

## TIME

2 hours/session

## STEP-BY-STEP DESCRIPTION

Activity: Pantomime

The participants form a circle and have to copy the movements of the facilitator while he explains how they are done. You must make one movement after the other, slowly and clearly separate them. Afterwards, the participants stand in pairs and do the pantomime facing each other, one leading and the other following the movements in the manner of a mirror. Each couple makes a small interpretation of pantomime by improvising in front of the rest of the group.

Activity: Theatrical combat

Following the same methodology as before, i.e. practicing in a circle and then in pairs, the participants simulate a fight with fists. They have to respect some safety rules to avoid really hurting themselves: distancing, forbidden movements, signalling with what fist you fight with etc. They simulate giving but also receiving punches, making a movement behind with the head at the right time. Then they learn trick on how to make the sound of the punch. When everyone has practiced enough, each couple makes a small fighting interpretation in front of the rest of the group.

## GUIDE FOR FACILITATORS

### (QUESTIONS FOR DEBRIEFING, NOTES, VARIATIONS ETC.)

Mimes are not natural movements, and they make their actors laugh when they do it for the first time. The participants made a lot of effort to relax, take a straight face and not talk.

The second activity was very popular, the participants had a lot of fun. Beyond fun, the exercise develops trust among the participants because to simulate being beaten means to be convinced that nothing will happen because the other is not mistaken. It is very important to communicate with the look and to position the feet well to signal with what punch you hit. The participants also worked on precision and coordination. To give the illusion of a fight, the actors must make precise movements, at the right time.

# 4.LOCAL ACTIVITIES – MALTA

Place: Birkirkara  
Organisation: PRISMS



# “BARNGA”

### SHORT DESCRIPTION

The session started with ice-breakers (such as speed dating questions) to set the group atmosphere and get participants get to know each other better. After that, the group rules were discussed and defined with the participants.

The second half of the session was dedicated to the activity called “Barnga”.

Barnga is a card game, which is specialised to help the discussion about stereotypes, inclusion and integration. (See the detailed description of the tool below.)

### OBJECTIVE OF THE TOOL

The objective of the tool is to facilitate discussion about stereotypes, inclusion and integration.

### COMPETENCIES ACQUIRED

- Team building
- Keeping to instructions
- Talking about stereotypes
- Talking about inclusion and integration

### PARTICIPANTS' PROFILE

Group made of at least 10 people, which will be split, into at least two different groups.

### NUMBER OF PARTICIPANTS

10

### TIME

One hour and a half (including discussion)

### MATERIALS

- Card games
- Instructions

### STEP-BY-STEP DESCRIPTION

The participants will be split into at least two groups. Different groups will have different instructions of how to play the card game. At the end of the first game, the person who wins and who loses will change groups. They are not allowed to talk and therefore they must play the game with the new game with the instructions that they have known from before.

Guide for facilitators (questions for debriefing, notes, variations etc.)

Instructions for the game: <https://www.youtube.com/watch?v=j9KMksUIH2Q>

### THE FACILIATOR CAN OPEN THE DISCUSSION ON:

- stereotypes and how they effect them
- how they felt playing the game without talking
- how the persons who changed the groups felt
- how the persons who remained in the same groups felt with new members
- if they have ever felt the same feelings in life
- if they have always accepted one another
- how different cultures come with different norms



## SESSION 2

### “BREAKING STEREOTYPES”

#### SHORT DESCRIPTION

During this activity, the participants will use a box to reflect about how they see different cultures and how they think different cultures see them.

#### OBJECTIVE OF THE TOOL

By the end of this activity, the participants will be more aware of cultural stereotypes and try to break them.

#### COMPETENCIES ACQUIRED

- Intercultural learning
- Stereotypes bias breaking
- Cultural awareness
- Creativity
- Team building
- Better understanding of other cultures

#### PARTICIPANTS' PROFILE

Participants who are willing to share their thoughts and know more about cultural diversity.

#### NUMBER OF PARTICIPANTS

12

#### TIME

2 hours

#### MATERIALS

- Cardboard box
- Decorative material
- Markers

#### STEP-BY-STEP DESCRIPTION

Step 1: The task will be presented to the participants. The team will split into different groups according to which nationality they come from.

Step 2: Each team will be given a cardboard box. They will decorate the box with material that remind them of their country.

Step 3: Each team will reflect and write/draw on different facades such as

-At the front: How do other countries see us (stereotypes)

-At the back: What we think of our country

-At the sides: Different notions about the country such as the flag, national tree...

Step 4: Each team will present their box to the rest of the team along with the stereotypes that they have heard about them from different people.

Step 5: Other teams can offer their thoughts on different countries.

Step 6: A discussion will be facilitated about the topics of stereotypes and if they are true or not.

#### GUIDE FOR FACILITATORS

#### (QUESTIONS FOR DEBRIEFING, NOTES, VARIATIONS ETC.)

The discussion flowed quite nicely.

PS: Make sure from beforehand that some stereotypes might not sound nice. However, they can take this opportunity to 'break' them.

# “TABOOS ACTIVITY”

## SHORT DESCRIPTION

An activity where participants discuss different taboos from the world and their own.

## OBJECTIVE OF THE TOOL

By the end of the activity, the participants would be able to reflect upon different taboos and discuss them together.

## COMPETENCIES ACQUIRED

- Discussion
- Awareness about different taboos from around the world
- Reflecting upon our country's taboos

## PARTICIPANTS' PROFILE

Group made of at least 12 people which will be split in 3 groups with 4 people each.

## NUMBER OF PARTICIPANTS

12

## TIME

One hour and a half (including discussion)

## MATERIALS

- Video about different taboos from around the world (Youtube)
- Flipcharts
- Markers
- Sticky notes

## STEP-BY-STEP DESCRIPTION

Step 1: The video will be shown to introduce the concept.

Step 2: The participants will be split in smaller groups and provided with sticky notes.

Step 3: The participants will be given small notes on what to discuss

- if they knew about the taboos from the video

-If they think that in their country there are any taboos, if yes which

-If they have ever been in a situation where a taboo impacted them

-If they have taboos in their families and/or between their friends

-Making a list on the sticky notes about which taboos they think exist in their country

Step 4: The participants will gather in the big group and the youth worker will facilitate a discussion. Different groups will present their ideas.

Step 5: Finally through voting, the top 3 taboos will be chosen.

## GUIDE FOR FACILITATORS

### (QUESTIONS FOR DEBRIEFING, NOTES, VARIATIONS ETC.)

It is important to note that some of the taboos might be sensitive to some of the participants. So, a safe space should be ensured and confidentiality deemed important. If anyone gets offended, this can either be discussed individually or in the big group if the person is comfortable to do so.

# “CULTURAL TREASURE HUNT”

## SHORT DESCRIPTION

During session 4, we organised a cultural treasure hunt; in this activity, the young people were encouraged to participate in a cultural treasure hunt around the main places of Malta.

## OBJECTIVE OF THE TOOL

By the end of the activity, the participants would learn more about the intercultural surroundings and how every culture is linked together.

## COMPETENCIES ACQUIRED

- Intercultural awareness
- Stereotype bias challenging

## PARTICIPANTS' PROFILE

The participants were mostly Maltese or migrants who currently live in Malta.

## NUMBER OF PARTICIPANTS

14

## TIME

3 hours

## MATERIALS

The treasure hunt map either on paper or through an app such as 'Action Bound'. The participants were given questions that relate to the surroundings. They were also given a small amount of money since one of the questions was to buy something from a shop run by foreigners.

## STEP-BY-STEP DESCRIPTION

The youth workers have been in the area before the actual activity; they looked around at the surroundings and planned questions in relation with the activity.

The activity was presented in the information below:

## WELCOME TO TODAY'S SCAVENGER HUNT!

### RULES:

- 1.Stay together as a group.
- 2.You may be required to take photos as evidence for some tasks. Take selfies as a group.
- 3.If you are required to take photos of other people, ask for their consent and explain that the photos will be deleted.
- 4.Included in this pack, you have the questions and the map. It is important that we start from the same place and end at the end point as shown on the map. You may want to take different routes. The first group to arrive at the end point will have an additional 10 points.

WE WILL MEET AT THE END POINT AT 3:30PM.ENJOY AND STAY SAFE ON THE ROADS!!

WE SUGGEST YOU START YOUR ROUTE WALKING IN ST. JOSEPH HIGH ROAD,  
DIRECTION TO MARSA.

Tasks:

1. Write a list with all the restaurants which you see that come from a different culture (which do not offer Maltese cuisine): (2 points each restaurant)
2. Choose two restaurants which are not Maltese and take a photo of the menu. (3 points each menu).
3. Take a photo at an African barber shop. Explain what we are doing. (4 points)
4. Take a short video with someone who is a foreigner and ask him/her to translate these 5 words. The words are: water, ikel, thank you, sorry and human. (10 points)
5. Find and take a selfie with the building of Aditus Foundation. (8 points)  
What does Aditus Foundation do? (3 points)
6. Find and take a selfie with the open centre in the background. (5 points)
7. Find 'The Tavern' cafeteria/bar, close to the open centre. Buy a drink with the money we provided and take a photo. Explain to the owner why you would be taking the photo. (7 points)
8. Find the Marsa union bridge. Ask to find out why this is called this way? (7 points)

## **GUIDE FOR FACILITATORS**

### **(QUESTIONS FOR DEBRIEFING, NOTES, VARIATIONS ETC.)**

The treasure hunt can be adapted to different places in different countries.

Preferably, the organisers should try to find places where the culture is more rich in variety.

The youth workers can then ask questions for debriefing such as what did they learn and how they can act in the society to make it more accessible to different people.

It would be nice if the youth workers buy a small present for the team which wins.

# “ROLE PLAYS”

## SHORT DESCRIPTION

A set of activities using role plays as a methodology.

## OBJECTIVE OF THE TOOL

By the end of the activity, the participants would be able to empathise with other people and increase their sensitivity on cultures.

## COMPETENCIES ACQUIRED

- Acting skills
- Team building
- Voice projection
- Intercultural awareness
- Creativity

## PARTICIPANTS' PROFILE

Group made of at least 12 people which will be split in 3 groups with 4 people each.

## NUMBER OF PARTICIPANTS

12

## TIME

One hour and a half (including discussion)

## MATERIALS

N/A

## STEP-BY-STEP DESCRIPTION

Step 1: Split into different teams

Step 2:

Activity 1

The participants will play charades using words such as 'taboos', 'intercultural', 'Malta', 'culture' and so on.

Activity 2

The participants will be given a situation and they have to act what they would do. The situation has to include the topic of the activity. An example is:

The situation is 'You are on a bus and a group of migrants come in. Later on an old lady enters the bus and would like to sit down but there is no place for her. She pushes and starts shouting at a migrant man'.

Activity 3

The participants need to do a radio advertisement as creatively as possible to advertise another country and its culture.

Step 3: Debriefing in a big group. The group will be asked to say how they felt during the acting activities and if they have any comments.

## GUIDE FOR FACILITATORS

## (QUESTIONS FOR DEBRIEFING, NOTES, VARIATIONS ETC.)

The person facilitating the session can include music to make it more interesting.

He/she can also work on different roles and on voice projection.

## SESSION 6-7-8

# “CREATION OF THE OUTPUTS AND PREPARATION FOR THE THEATRE PLAY”

### SHORT DESCRIPTION

During the last sessions, we further researched taboos and local stories, and created a collection for the booklets.

Besides we started to practice theatre skills in order to prepare for the performance that we put on stage during the youth exchange.

### OBJECTIVE OF THE TOOL

To put the gained collective knowledge about taboos into something tangible which can help to further share the knowledge with others outside of the group.

### COMPETENCIES ACQUIRED

- Sense of initiatives
- Organisational skills
- Acting skills
- Team building
- Voice projection
- Intercultural awareness
- Creativity

### PARTICIPANTS' PROFILE

Participants who have been involved in the whole period of the local activities

### NUMBER OF PARTICIPANTS

12

### TIME

Min. one hour and a half each session

### MATERIALS

N/A

### STEP-BY-STEP DESCRIPTION

SESSION 6:

- Concluding stories
- Designing booklets
- Translation and typing of booklets

SESSION 7:

- Theatre of the oppressed
- Tools of Improv theatre
- Methodologies of Augusto Boal
- Intercultural methods in theatre

SESSION 8:

- Rounding up
- Concluding and evaluation
- Preparation for Palermo
- Ice-breakers
- Shared informal time: eating together in an intercultural restaurant

