

### Awareness about diversity in schools: steps and activities

Dynamics	Activity	Objectives	Description	Materials	Duration
1 <sup>a</sup>	“What is radicalisation” ?	<ul style="list-style-type: none"> <li>- Promote a debate on the concept and the existence of different types of radicalisation;</li> <li>- Conduct of discussions on the concepts of discrimination and xenophobia, as contributing factors to radicalisation;</li> <li>- Build a group definition on radicalisation;</li> <li>- Instigate a critical reflection on ideas and practices regarding diversity, as a way to counter radicalisation.</li> </ul>	<p>To start, facilitators must instigate participants to question themselves about what is their understanding on radicalisation. Each participant must reflect and share his knowledge about the concept, through his daily experiences. Facilitators can write on the board some key-words and ideas from the participants. They should also be able to express what they think that could be radicalisation factors and indicators.</p> <p>Afterwards, facilitators must present some theoretical contents from research on radicalisation, in order to create a common idea about the phenomenon.</p> <p>Articulate all of this with the <i>Xeno Tolerance</i> project.</p>	Markers to write on the board.	30 to 45 minutes.
2 <sup>a</sup>	“Diversity and its obstacles: Discrimination, Racism and Xenophobia”	<ul style="list-style-type: none"> <li>- Allow an individual reflection from participants to, first, think for themselves and, afterwards, have a verbal discussion between them;</li> <li>- Identify of group representations regarding discrimination, racism and xenophobia;</li> <li>- Deconstruct stereotypes;</li> <li>- Raise awareness about the existence of multiple types of discrimination;</li> <li>- Promote a global understanding on the links between discrimination, racism and xenophobia.</li> </ul>	<p>The facilitators introduce diversity and the obstacles that schools face regarding the interaction between different sociocultural universes.</p> <p>In this way, must be fixed in the walls, cardboards of different colours, each one with a specific theme (xenophobia, discrimination, racism), to participants reflect in silence. The participants should write with markers their ideas/key-words about the topic and with blue/black pens they can comment the ideas wrote by the other participants. In this way will be occurring a “silent discussion”. The participants can write on the cardboards (themes) they want. Space must be given between the cardboards.</p> <p>Who facilitates this dynamic can also participate (sometimes it instigates the participants to get involved with the dynamic).</p> <p>At the end participants must debate about the things that were written.</p>	<ul style="list-style-type: none"> <li>- Cardboards of different colours;</li> <li>- Markers;</li> <li>- Blue and Black pens.</li> </ul>	30 to 45 minutes.
3 <sup>a</sup>	“Plan to the promotion of Diversity”.	<ul style="list-style-type: none"> <li>- Elaborate of a plan to promote diversity in schools;</li> <li>- Define of preventing actions of xenophobic behaviour and paths of radicalisation;</li> <li>- Promote of activities that instigate the valorisation of diversity.</li> </ul>	<p>The participants are organised in groups and are asked to do a plan to apply in schools, in order to promote diversity and, consequently, to deviate possible paths of radicalisation. This plan must consider a template with the following elements:</p> <ul style="list-style-type: none"> <li>• Title of the plan/project;</li> <li>• General and specific goals;</li> <li>• Planned activities;</li> <li>• Material and human resources;</li> <li>• Partnerships;</li> <li>• Schedule;</li> <li>• Budget.</li> </ul> <p>After the elaboration of the plan, the groups must present to the facilitators and to the other groups, the plans they elaborated.</p>	Distribution of a template to elaborate the plan.	45 minutes.

