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10 BEST PRACTICES FOR INCLUSION

This document intends to support adult educators to promote inclusions of migrants and foreign students by using non-formal methodologies



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INTRODUCTION

The inclusion of migrant or local students with fewer opportunities is facilitated by the use of non-formal methodologies, learning by doing, debate, role play and dramatization of groups of students or the entire class, also using energizers or carousels.

Teaching methodologies or exercises such as **energizers** and **carousels** prove to be valuable tools to promote the inclusion of adult students who do not know each other and come from different countries, creating a dynamic and interactive learning environment.

Energizers, short and engaging activities, often playful in nature, have the power to break the ice and encourage socialization among students. Through movement games, presentation activities or simple questions and answers, students are encouraged to interact spontaneously, overcoming language and cultural barriers. Energizers help create a positive and relaxed climate, essential for the inclusion of students who may feel shy or uncomfortable in a new environment.

Carousels, on the other hand, offer a structured opportunity to deepen mutual understanding and to value diversity. This methodology requires students to move between different stations, each dedicated to a specific theme or cultural aspect. In small groups, students have the opportunity to share their experiences, ask questions and learn from each other. Carousels promote intercultural exchange, mutual understanding and the creation of bonds between students of different backgrounds.

Both of them, if used consciously and in a complementary way, can contribute to building an inclusive learning environment, where every student feels valued and part of a group.

Among the tools created specifically for our students, after having understood their difficulties of inclusion, we experiment in an ever-changing way, depending on the linguistic levels, with many variations of exercises, the kit **SPANIT** which recreates the shops in the school neighborhood of Capri and Palma de Mallorca and all the products that can be found there, with standard Spanish and Italian terminology regarding products and crafts typical of the context and regional Spanish and Italian terms for the specificity of products that are only found in the regions where Capri and Palma de Mallorca are.

The card kit proves to be a versatile and engaging tool for learning, especially through **role play**. The cards, depicting specific objects or elements, offer a concrete visual stimulus that facilitates the identification of students in realistic scenarios. This approach, based on the learning by doing methodology, allows students to actively learn through direct experience, real-life situations, developing skills in an engaging and dynamic context.

INTRODUCTION

Drama as a collaborative learning tool

Using the card kit to recreate a neighborhood with its shops in the classroom offers an additional learning opportunity through dramatization. The entire class can be involved in a play where each student plays a specific role, whether it be a job, a profession, the role of a customer, a passerby, or anyone else who can animate a neighborhood.

This activity allows students to experience different perspectives and develop collaboration, communication and critical thinking skills. Drama encourages learning through action and interaction, making the educational experience more meaningful and memorable.

Specific advantages of role playing and dramatization with the card kit

Active learning : students are directly involved in the learning process, overcoming the passivity of the frontal lesson.

Skills Development : Transversal skills such as communication, collaboration, problem solving and critical thinking are developed.

Contextualization of learning : students learn concepts and notions in a realistic and meaningful context, facilitating their understanding and application.

Stimulation of creativity : role play and dramatization stimulate students' creativity and imagination, leading them to overcome their limits and improvise creatively as in real life.

Collaborative learning : Group activities encourage collaboration and the exchange of ideas among students.

Greater involvement : the playful and interactive approach makes learning more engaging and fun and people of different nationalities feel more included in group work and supported by their classmates in the exercises.

In summary, the card kit is an effective teaching tool to promote active, meaningful and engaging learning through role play and dramatization.

The card kit that recreates the shops of Capri and Palma de Mallorca proves to be a valuable tool for the inclusion of migrants, offering multiple benefits that go beyond simple language learning.

INTRODUCTION

Benefits for the inclusion of migrants

Improve Spanish and Italian: The cards offer visual and concrete support for learning vocabulary related to shops, products and typical interactions. Simulating real situations facilitates learning and practical use of the language.

Knowledge of local culture: through the reproduction of the shops of Capri and Palma de Mallorca, migrants come into contact with typical products, traditions and local customs, promoting greater understanding and integration into the community.

Increased confidence: The opportunity to practice in class in real-life situations, such as shopping or asking for information, makes migrants more confident in dealing with daily interactions, reducing anxiety and the fear of making mistakes.

Social inclusion: the card kit can be used for group activities, encouraging collaboration and the exchange of experiences between migrants and local adult students, creating a welcoming and inclusive environment.

Development of transversal skills: in addition to languages, the card kit stimulates the development of important skills such as communication, problem solving, the ability to orient oneself and interact with others.

Valorization of diversity: the card kit can be a starting point to talk about the different cultures and traditions present in Italy and Spain, promoting respect and valorization of diversity.

Creating a stimulating learning environment : the playful and interactive approach of the card kit makes learning more engaging and fun, encouraging the active participation of migrants.

Facilitating access to services: Knowledge of local shops and products can help migrants more easily access the services they need, such as finding a chemist for a hospital procedure reservation, a travel agency and so on.

Promoting autonomy : By gaining confidence and language skills, migrants become more autonomous in their daily lives, reducing their dependence on third parties.

Building community ties: Knowledge of local culture and the ability to communicate in Spanish and Italian help build community ties, facilitating integration and a sense of belonging.

In short, the card kit that recreates the shops of **Capri** and **Palma de Mallorca** is a valuable tool for the inclusion of migrants, as it offers concrete support for learning Spanish and Italian, understanding the local culture and developing important skills for everyday life.

Objectives

To reset our mind and focus on the importance of social inclusion of all. To stimulate discussions on the topic of being in mixed ability groups.

(20 minutes _Time increases if more statements are used)

4-15 PARTICIPANTS

For bigger groups, divide the groups into smaller teams

Little EFFORT

Overview

This is a quick exercise based upon statements where the players choose if they agree or not with this statement. A short discussion follows and a conclusion-oriented debriefing.

Materials

Hang a paper on two opposite sides of the room. One paper says 'I agree' and the other, 'I disagree'.

Step by step instructions

- Tell the group that you will read out loud and slowly one statement. After reading it, everyone has a short time to think about the statement and to decide if they agree or disagree. When you count to three, everyone moves to the side of the room with the corresponding 'agree' or 'disagree' paper.
- To practise this visually together, read the following 'funny' example statement: "Sleeping during the day is better than sleeping during the night".
- Invite different persons to explain their choice. Give space for an exchange of opinions if the group is divided over both sides.
- Invite people to change sides if they change their opinion.
- After a short discussion and exchange of opinions, ask everyone to sit down (eventually in a circle) and start a short conclusion-oriented debriefing.

Examples of statements:

If we all eat the same sandwich, we all have the same energy.

(this statement makes the difference between equality and equity)

Not everybody likes soccer, but everybody can play soccer. One way or the other.

(this statement refers to accessibility of activities)

Not participating in an activity is your own free choice.

(links to 'free will', but also to the possibility to make such a choice: accessibility of activities for all)

If we contribute the same, we should receive the same.

(links to the difference between equality and equity)

Debriefing

Disclaimer

These are some suggested questions and order. However, we invite you to tailor and pre-plan debriefing flow and questions. Additionally, it is beneficial to have these questions written on a paper, so participants can also read them, besides listening to the questions. We suggest the following 3 questions:

- How was this short activity for you?
- Which conclusions can we make together?
- What do we do with this conclusion?

If you have more time available, the following questions are relevant to use:

- How easy or difficult was it for you to make up your opinion for the statement?
- Did anyone change opinions during the discussion? Which were the reasons?
- Was there something that surprised you?
- What will you remember from this activity?

Possible adaptations and variations

In this exercise you will find several statements as examples to use. Feel free to use one each time, or a sequence of them if you have the time available and the group is motivated to continue. Besides both corners (agree and disagree), it is interesting to add other corners as well. E.g. "I don't care", "I'm not interested", "I don't know", "I don't understand". In case you have more time available, you can have different ways to organise the sharing of opinions after each one has chosen a side.

E.g.

- Have each group prepare a speech and have a spokesperson.
- Place 2 chairs in the middle of the room. The ones sitting there can discuss together. When someone taps their shoulder, they leave the chair and the one who tapped takes places and continues the discussion.

You can tell the statements partly in the language that the whole group understood and partly in the language that no one or 1-2 people understand. Hereby demonstrating the importance of choosing the language and terminology for different target groups.

- How was this short activity for you?
- Which conclusions can we make together?
- What do we do with this conclusion?

You can tell the statements partly in the language that the whole group understood and partly in the language that no one or 1-2 people understand. Hereby demonstrating the importance of choosing the language and terminology for different target groups.

Tips for facilitators

- It is beneficial to have the statement also visible, so everyone can also read the statement after listening to it. Alternatively, you can also project the statement in big enough letters on a screen. Remind the young people that it is good if they change their opinion based upon the discussion and change sides.
- The example statements are meant to generate discussions and to be ambiguous. Some statements might have reactions as “Well ... it depends ... sometimes yes and sometimes no”. This is good. It not only means that the statement will generate discussions, but also shows that the players are able to have different opinions according to particular situations.
- Prepare yourself concerning the statement. Creating group conclusions which are not inclusive towards mixed ability groups would be counter productive towards the objective of this exercise.

Comments from the practice field

People use these answers (I don't care, I'm not interested, etc) regularly, when they are asked something verbally. When these were provided visually on the wall on paper sheets, none of the people used them. They didn't want to be associated with these answers.

Objectives

- to explore barriers in communication and the importance of inclusive communication strategies.
- To foster empathy for individuals who experience communication difficulties due to language barriers, disabilities, or other factors.

Duration: 20 minutes (time can be extended if more scenarios are used)

Group Size: 4–15 participants (for larger groups, divide into smaller teams).

Effort Level: Low

Overview:

This exercise simulates communication barriers by restricting verbal and written language, encouraging participants to find alternative ways to express themselves.

Materials:

- Blank sheets of paper
- Markers or pens
- A timer or stopwatch

Step-by-Step Instructions:

1. Explain the Activity:
 - Participants will engage in conversations without speaking or writing words. They can only use drawings, gestures, and facial expressions.
2. Pair Up Participants:
 - Divide the group into pairs and assign each pair a simple communication task.
3. Assign Scenarios:
 - Each pair receives a situation where they must convey a message non-verbally. Examples include:
 - Asking for directions in an unfamiliar city.
 - Ordering a specific meal at a restaurant.
 - Explaining a technical problem (e.g., "My phone won't charge").
4. Silent Communication Phase:
 - Each pair has 5 minutes to communicate their assigned scenario without speaking or writing.
5. Reflection and Discussion:
 - After the activity, gather participants for a debrief.
 - Discuss the challenges they faced and the strategies they used.
 - Encourage participants to reflect on how communication barriers affect people in real life.

Debriefing:

- How did you feel while trying to communicate without words?
- What strategies worked best for you?
- Can you think of real-life situations where people face similar communication challenges?
- How can society be more inclusive for people who experience communication barriers?

Possible Adaptations and Variations:

- Introduce new challenges, such as using only body language without drawing.
- Use role-playing to simulate interactions with individuals who use sign language or other alternative communication methods.
- Have participants create their own scenarios based on real-life experiences.

Tips for Facilitators:

- Reinforce that the goal is not perfect communication but exploring challenges and solutions.
- Be mindful of participants who may have existing communication difficulties and ensure they feel comfortable participating.
- Keep the atmosphere light and supportive to encourage engagement.

Objectives

- To raise awareness about privilege and systemic barriers in society.
- To help participants reflect on the different challenges people face based on their background and circumstances.

Duration: 20 minutes (can be extended for deeper discussion)

Group Size: 4–15 participants (for larger groups, divide into smaller teams).

Effort Level: Low

Overview:

This exercise helps participants visualize social inequalities by engaging them in a role-playing activity that highlights disparities in opportunities and access.

Materials:

- Role cards with different social identities (e.g., a single mother, a refugee, a person with a disability, a wealthy business owner, an unemployed young adult, etc.).
- A large open space (or a virtual adaptation using a ranking scale).

Step-by-Step Instructions:

1. Explain the Activity:
 - Each participant receives a role card. They should not share their role with others.
 - Participants should imagine life from the perspective of the character they were assigned.
2. Position Participants:
 - Line everyone up side by side in the middle of the space.
3. Read Statements Aloud:
 - Read a series of statements related to access and privilege (e.g., "I have never worried about having enough food to eat," "I feel represented in media and politics," "I can easily access healthcare when needed").
 - If the participant believes their character would experience the privilege described in the statement, they take a step forward. If not, they stay in place.
4. Observe the Final Positions:
 - Some participants will have moved forward significantly, while others will have remained near the starting line.
 - Allow participants to reflect silently on the visual representation of privilege.
5. Facilitate a Group Discussion:
 - How did it feel to step forward or stay behind?
 - What did you notice about where others ended up?
 - How does this reflect real-world inequalities?
 - What actions can we take to promote inclusion and equity?

Debriefing:

- What surprised you most about this activity?
- Can you think of real-world examples of these inequalities?
- How can we challenge these barriers and create a more inclusive society?

Possible Adaptations and Variations:

- Instead of stepping forward, participants can raise their hands if space is limited.
- Modify role cards to reflect the specific community or industry participants belong to.
- Have participants brainstorm solutions to reduce inequalities after the exercise.

Tips for Facilitators:

- Remind participants that this is an exercise in empathy, not a judgment of their personal experiences.
- Create a safe space for reflection, as some topics may be sensitive.
- Encourage active listening and respectful discussion.

Objectives

- To help participants understand the impact of unseen barriers on social inclusion.
- To encourage empathy for individuals who face systemic obstacles in daily life.

Duration: 20 minutes (can be extended for deeper discussion)

Group Size: 4–15 participants (for larger groups, divide into smaller teams).

Effort Level: Low

Overview:

This exercise simulates how individuals experience different levels of access and opportunity based on external factors, such as disability, socioeconomic background, or language barriers.

Materials:

- A small soft ball (or any object that can be thrown safely).
- A rope, tape, or chairs to create a “barrier.”
- Blindfolds (optional, for added complexity).

Step-by-Step Instructions:

1. Set Up the Space:

- Arrange participants in a circle or a semi-circle.
- Place the “barrier” in front of some participants while leaving others unobstructed.

2. Explain the Activity:

- The goal is to pass the ball around the group so that everyone gets a turn.
- However, some participants will have restrictions—some may have to throw over a barrier, while others have no obstacles.
- Optional: Some participants may be blindfolded to represent additional challenges.

3. Start the Game:

- Participants attempt to pass the ball around, experiencing the challenges presented by the barrier.
- Observe who struggles and who has an easier time participating.

4. Discussion and Reflection:

- Ask participants how they felt about the barriers.
- Discuss how this relates to real-world situations, such as accessibility issues, economic inequality, or social exclusion.

Debriefing:

- How did the barriers affect your ability to participate?
- Did anyone have an advantage? How did that feel?
- Can you think of real-life situations where people face similar challenges?
- What can we do to reduce or remove barriers in our communities?

Possible Adaptations and Variations:

- Change the activity by adding rules (e.g., some people can only use one hand, others must pass behind their backs).
- Use different objects (e.g., a puzzle that some people can access more easily).
- Apply the concept to workplace or educational settings, asking participants to brainstorm solutions to inclusion challenges.

Tips for Facilitators:

- Ensure that the barriers are challenging but not impossible to overcome.
- Encourage discussion on fairness versus equality.
- Reinforce that real-world barriers often go unnoticed by those who do not experience them directly.

Objectives

- To highlight shared experiences among diverse individuals.
- To foster empathy and create a sense of belonging within the group.

Duration: 20 minutes (time can be extended for discussion).

Group Size: 4–15 participants (for larger groups, divide into smaller teams).

Effort Level: Low

Overview:

This exercise encourages participants to recognize similarities among one another, even when coming from different backgrounds, promoting inclusivity and understanding.

Materials:

- A list of statements related to life experiences (e.g., “I have felt like an outsider at some point,” “I have learned a second language,” “I have helped someone in need”).

Step-by-Step Instructions:

1. Arrange Participants:
 - Have participants stand in a large circle or spread out in an open space.
2. Explain the Activity:
 - The facilitator reads a series of statements one by one.
 - If the statement applies to a participant, they take a step forward into the circle.
3. Observe and Reflect:
 - Participants look around and notice who shares similar experiences.
 - After each statement, they step back to their original position before the next statement is read.
4. Facilitate a Group Discussion:
 - Ask participants what they observed.
 - Encourage them to reflect on how shared experiences create connections despite differences.

Debriefing:

- Were you surprised by how many people stepped forward for certain statements?
- How did it feel when you stepped forward and saw others join you?
- What does this activity teach us about inclusion and belonging?
- How can we use this understanding to make our communities more inclusive?

Possible Adaptations and Variations:

- Instead of stepping forward, participants can raise their hands if space is limited.
- Use scenario-based statements specific to a workplace, school, or community.
- Ask participants to create their own statements based on their experiences.

Tips for Facilitators:

- Remind participants that no one is obligated to step forward if they feel uncomfortable.
- Emphasize that differences and similarities both contribute to a strong, inclusive community.
- Encourage active listening and open-mindedness during discussions.

Objectives

- To help participants recognize social and economic advantages or disadvantages.
- To foster awareness of how privilege impacts opportunities and experiences.

Duration: 20 minutes (including discussion).

Group Size: 4–15 participants (for larger groups, divide into smaller teams).

Effort Level: Low

Overview:

This exercise demonstrates how different backgrounds influence people's opportunities by having participants take steps forward or backward based on their assigned roles.

Materials:

- A list of privilege-related statements.
- Role cards with different social identities (optional, participants can also use their real identities).
- An open space for movement.

Step-by-Step Instructions:

1. Prepare the Group:
 - Have participants line up side by side in the center of the space.
 - Assign role cards if using them, or ask participants to consider their own experiences.
2. Explain the Activity:
 - Read a series of statements related to privilege and disadvantage.
 - If a statement applies to a participant, they take a step forward; if not, they remain in place.
3. Read Statements (Examples):
 - "I have never had to worry about my next meal."
 - "I can see people like me represented in movies and leadership positions."
 - "I have been treated unfairly because of my background."
 - "I have access to quality education without financial barriers."
4. Observe and Reflect:
 - At the end of the activity, participants will be standing at different distances.
 - Ask them to look around and notice the disparities.
5. Facilitate a Group Discussion:
 - How did it feel to move forward or stay behind?
 - What does this say about privilege and opportunity?
 - How can we use this awareness to create a more inclusive society?

Debriefing:

- What surprised you about this activity?
- Can you relate this exercise to real-world inequalities?
- What actions can we take to reduce privilege gaps in our communities?

Possible Adaptations and Variations:

- If space is limited, participants can raise their hands instead of stepping forward.
- Use scenario-based questions specific to workplaces, schools, or social groups.
- Ask participants to brainstorm solutions for increasing social equity.

Tips for Facilitators:

- Create a safe space for discussion, as the activity may evoke strong emotions.
- Remind participants that privilege does not mean someone hasn't worked hard, but that some people face additional barriers.
- Encourage respectful listening and self-reflection.

Objectives: To explore different perspectives on fairness and equity, particularly in relation to access and opportunity. To understand that equal treatment doesn't always lead to equitable outcomes.

Duration: (20 minutes – time increases if more statements are used)

Group Size: (4–15 participants – for bigger groups, divide into smaller teams)

Effort Level: Little Effort

Overview: This exercise uses statements about fairness to spark discussion and encourage participants to consider different viewpoints.

Materials: Hang three signs: "I Agree," "I Disagree," and "It Depends."

Step-by-Step Instructions:

1. Explain the activity and the three options.
2. Read each statement slowly and clearly.
3. Participants choose a sign based on their opinion.
4. Facilitate brief discussions, inviting participants to explain their choices. Encourage movement between groups if opinions change.
5. After each statement, bring the group together for a short debriefing.

Examples of statements:

- Everyone should have the same opportunities, regardless of their background.
- If someone works harder, they deserve more.
- It's fair to give extra help to those who need it.
- Sometimes, treating everyone the same is not actually fair.
- Resources should be distributed equally among everyone.

Debriefing: Use the same debriefing questions as the original exercise, focusing on the nuances of fairness and equity. Consider adding:

- What are some real-world examples of situations where "equal" treatment might not be "fair"?
- How can we create a more equitable society?

• **Possible Adaptations and Variations:**

- Ask participants to create their own statements about fairness.
- Use scenarios or case studies to illustrate the complexities of fairness.

Tips for Facilitators:

- **Emphasize that there are no right or wrong answers. The goal is to explore different perspectives.**
- **Be prepared to address potentially sensitive topics with sensitivity and respect**

Objectives To explore the concept of belonging and the factors that contribute to it. To understand the impact of exclusion and the importance of creating inclusive environments.

Duration: (20 minutes _Time increases if more statements are used)

Group Size: 4-15 PARTICIPANTS For bigger groups, divide the groups into smaller teams

Effort Level: Little EFFORT

Overview: Participants react to statements about belonging and discuss their experiences and perspectives

Materials: Hang three signs: "I Agree," "I Disagree," and "Sometimes

Step-by-Step Instructions:

- Explain the activity and the three options.
- Read each statement slowly and clearly.
- Participants choose a sign based on their opinion.
- Facilitate brief discussions, inviting participants to explain their choices. Encourage movement between groups if opinions change.
- After each statement, bring the group together for a short debriefing.

Examples of statements:

- Everyone deserves to feel like they belong.
- It's easy to make new friends.
- I feel comfortable being myself around everyone.
- Sometimes, I feel like an outsider.
- It's important to include everyone, even if they are different.

Debriefing: Use the same debriefing questions as the original exercise, focusing on the complexities of belonging. Consider adding:

- What makes you feel like you belong?
- What makes you feel excluded?
- How can we create environments where everyone feels like they belong?

Possible Adaptations and Variations:

- Ask participants to share personal experiences related to belonging (if they feel comfortable).
- Brainstorm ways to promote inclusivity in different settings (school, work, community).

Tips for Facilitators:

- Create a safe and respectful environment for sharing.
- Be mindful of potential triggers and offer support if needed.

These are just a couple of examples; you can adapt the statements and debriefing questions to fit the specific needs and context of your group. Remember to emphasize respect, open communication, and the value of diverse perspectives.

Objectives: To explore the challenges and opportunities faced by migrants integrating into a new society. To foster empathy and understanding towards diverse cultural backgrounds. 20 minutes

Duration: (20 minutes_ Time increases if more statements are used)

Group Size: 4-15 PARTICIPANTS - For bigger groups, divide the groups into smaller teams

Effort Level: Little EFFORT

Overview: Participants react to statements about the experiences of migrants and discuss their perspectives on integration and inclusion.

Materials: Hang three signs: "I Agree," "I Disagree," and "It Depends."

Step-by-Step Instructions:

- Explain the activity and the three options.
- Read each statement slowly and clearly.
- Participants choose a sign based on their opinion.
- Facilitate brief discussions, inviting participants to explain their choices. Encourage movement between groups if opinions change.
- After each statement, bring the group together for a short debriefing.

Examples of statements:

- Migrants should adapt to the culture of their new country as quickly as possible.
- It's important for migrants to maintain their own cultural traditions.
- Language barriers are the biggest challenge for migrants.
- Discrimination is a significant obstacle for migrants seeking to integrate.
- Communities benefit from the diversity that migrants bring.

Debriefing:

- Use the same debriefing questions as the original exercise, focusing on the complexities of multicultural inclusion. Consider adding:
- What are some of the challenges that migrants might face when trying to integrate into a new society?
- How can communities create a more welcoming and inclusive environment for migrants?
- What are the benefits of multiculturalism?

Possible Adaptations and Variations:

- Invite migrants to share their personal experiences (if they feel comfortable).
- Discuss real-world examples of successful integration initiatives

Tips for Facilitators:

- Create a safe and respectful environment for sharing.
- Be prepared to address potentially sensitive topics with sensitivity and respect.

Objectives To explore the importance of intergenerational connections and the challenges and rewards of bridging the generation gap. To foster respect and understanding between different age groups.

Duration: (20 minutes _Time increases if more statements are used)

Group Size: 4–15 PARTICIPANTS For bigger groups, divide the groups into smaller teams

Effort Level: Little EFFORT

Overview: Participants react to statements about intergenerational relationships and discuss their experiences and perspectives.

Materials: Hang three signs: "I Agree," "I Disagree," and "Sometimes."

Step-by-Step Instructions:

- Explain the activity and the three options.
- Read each statement slowly and clearly.
- Participants choose a sign based on their opinion.
- Facilitate brief discussions, inviting participants to explain their choices. Encourage movement between groups if opinions change.
- After each statement, bring the group together for a short debriefing.

Examples of statements:

- Older generations have a lot to teach younger generations.
- Younger generations have a lot to teach older generations.
- It's important for families to live close together.
- Technology makes it harder for different generations to connect.
- We can learn a lot from people of different ages.

Debriefing:

- Use the same debriefing questions as the original exercise, focusing on the benefits and challenges of intergenerational connections. Consider adding:
- What are some of the things you have learned from someone of a different generation?
- What are some of the challenges of communicating with someone from a different generation?
- How can we bridge the generation gap and create stronger intergenerational connections?

Possible Adaptations and Variations:

- Invite participants to share personal experiences related to intergenerational relationships.
- Discuss the role of technology in intergenerational communication.

Tips for Facilitators:

- Encourage participants to listen respectfully to different perspectives.
- Highlight the value of intergenerational exchange and learning.
- These are just a couple of examples; you can adapt the statements and debriefing questions to fit the specific needs and context of your group. Remember to emphasize respect, open communication, and the value of diverse perspectives.