



Dritter Aufenthalt transnationaler Expertinnen und Experten  
in Reutlingen, Schwäbisch Gmünd, Stuttgart und Tübingen vom 21. bis 25. Mai 2012

# Margherita Toma

## Biographical Work



## First Meeting

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### **INTRODUCTION OF THE PROJECT:**

words of the project written on a paper poster or on paper sheets on the table

Ex: image, word, encounter, narration, myself and the other, identity, culture, representation, share, tie, belonging, reflection, point of view, story, game, listening, collaboration, trust, get involved.

Brainstorming on a paper poster: what do these word means for the participants?

How do they link them together? What do they expect from the project starting from these words?

Explanation of the project

### **BUILD THE GROUP, CREATE TRUST:**

importance of the team-work: games to know each other's, raise awareness of group dynamics (mutual listening, mutual trust and knowledge, collaboration)

#### ACTIVITY 1:

attention and listening: names + gesture

#### ACTIVITY 2:

collaboration, listening, group: counting till 10 in group

#### ACTIVITY 3:

listening: we make two groups. We put them in couple and, separately, we tell the first group to tell something important of their life to the partner of the other group. To the second group we tell that they have to do everything in order not to listen to their partner. How did they feel?

#### ACTIVITY 4:

Points of view: images of psychology of perception (ex. elderly woman/young woman; vase/profiles) you can ask every participant what he sees in the picture in order to show them how the same thing can be perceived differently.

#### ACTIVITY 5:

perception of myself-other. We divided the participants in couples; we give them a piece of paper each in which there is group of adjectives. The participants have to choose three adjectives to describe themselves and three to describe their partner. The comparison will lead to the discussion.

You can end the session with a reading on the stereotyped perception of the other.

## Second Meeting

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Theme:

**IDENTITY/OTHERNESS**

EVOCATIVE TOOL:

reading or piece of movie

ACTIVITY 1:

Poster - I introduce myself - . on an A3 format paper sheet, using magazines, markers and images, the participants will make a collage which can represent themselves, their origin, their interests, etc..

ACTIVITY 2:

identity card

Sharing of the works. Everyone presents and explains his own poster and the ID to the others.

ACTIVITY 3:

Brainstorming identity/otherness. The brainstorming should finish with a definition of identity as I identify me only with myself, I am unique and unrepeatable.

For the next session the participants should bring images or materials which they think represent their family or the concept of family.

## Third Meeting

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THEME:

**Family Life**

EVOCATIVE TOOL:

movie, reading, song, image, etc ...

ACTIVITY 1: Brainstorming on a paper poster: What do you think? What is family for you? Is family, for instance, only blood-ties or even something else?

ACTIVITY 2: Presentation of the materials brought from home. They will illustrate it and give an explanation of why this represent the family for them.

ACTIVITY 3: they right on a piece of paper a typical day of their own family, here and in their country of origin.

Sharing of these experiences.

ACTIVITY 4: draw a map of the geographical distribution of your family

ACTIVITY 5: draw a family tree from your grandparents on. In the tree they can put, names, surnames, year of birth, place of birth, place of residence, etc ...

Sharing of the works and discussion on the migration background of anyone (also the mentor can find geographical movements of his family in the past)

For the next session they will bring images or other materials which can represent their social and community life.

## Fourth meeting

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### THEME:

**Social and community life**

### EVOCATIVE TOOL:

reading, movie (east is east), interview, etc ...

### ACTIVITY 1:

**BRAINSTORMING** on what does community means for them. How many different kind of communities you feel you belong to? (ex. cultural, religious, sport, political, school-based, etc ...) What does these community do for you? What do you do for them?

### ACTIVITY 2:

presentation and explanation of the material brought from home on the representation on social and community life.

### ACTIVITY 3:

The participants will write on a paper a moment (as a party or a celebration) that they pass with the community of origin. They have to describe it and to describe their feelings about it.

### ACTIVITY 4:

they will also write those moments in which they feel they belong to the community of origin and the moments in which they feel excluded. They will do the same with the community of arrival.

**DISCUSSION:** make them understanding that one person can belong to more than a space or community with different modalities or reasons. We never belong just to one thing, since we are all made out of different characteristics and interests, even within the same cultural and ethnic environment.

For the next session materials on the theme of the journey

## Fifth Meeting

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THEME:

**Journey**

EVOCATIVE TOOL:

movie, reading, song, etc ...

ACTIVITY 1:

they will write on a piece of paper the last travel they did. They will describe it and write the feelings you had. Has it been an important moment? Did it change you in a way? How?

Sharing of the experiences.

ACTIVITY 2:

BRAINSTORMING: what is a journey? What do you think when you think of the idea of travel? Which kind of journey you can think of?

ACTIVITY 3:

presentation and description of the materials brought from home n the concept of travelling.

ACTIVITY 4:

on a world map (better if you can use Peter's map) draw the routes that the participants took to reach the country.

DISCUSSION: reflexion of the difficulties and the obstacle of a journey / reflexion on the difficulties of the life. do they find similarity?

ACTIVITY 5:

Each participant write on a paper what would put in the luggage for his own life-travel. They have to divide the list in what they already have and what they miss. How can they achieve what they miss? The group will propose together some solutions.

For the next session bring images or materials on the place where they identify themselves or which is important to them.



## Sixth Meeting

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THEME:

**Places**

EVOCATIVE TOOL:

reading, songs, etc ...

ACTIVITY 1:

describe or draw on a paper - your place – the place where you feel yourself, where you feel secure or a place where you would like to be. Then, do the same thinking of a place where you feel unease.

Sharing of the material brought from home and explanation of why they choose that place.

DISCUSSION: What do you do when you feel uneasiness in a place? Do you think it is due to your internal factors and characteristics or it is something due to external factors? Together they will find solutions to be written on a poster.

For the next session they will bring materials on how they see themselves in the future.

## Seventh Meeting

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### THEME:

#### Projects for the future

#### ACTIVITY 1:

sharing of the materials brought from home. Explanation.

#### ACTIVITY 2:

write or draw on a paper what is their professional dream or objective. Individual brainstorming. What do I need to make it real? How many of these steps I already made? How many I still need to do?

#### ACTIVITY 3:

investigate why the participants have that precise goal. They will be divided in couples and they will have to convince their partner that is the best profession ever and they will have also to explain why they are so motivated and why they think they can succeeded.

#### ACTIVITY 4:

the participants will draw a 'cake diagram' where they will measure their courage, INTRAPRENDENZA, self-confidence, organizational ability, etc ...

#### ACTIVITY 5:

the participants will participate in a role play performing a job interview, where, in couples, they will pretend to be the employer and then the candidate for the job they would like to get.

DISCUSSION: how did they feel in the interview? What does the interviewers thinks the candidates still miss? If they could make a new diagram would it be different now? Etc.