

Multicultural Youth Camp Models



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He was a columnist in the largest Turkish newspaper on the island, where he wrote weekly on dispute resolution and peace education. He is also the co-author of two published books on conflict resolution and peer mediation which are the only resource books of their kind available in Turkish.

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- ADD-ADHD Cyprus - <http://www.add-adhd.org.cy>
- Doves Olympic Movement - <http://www.dovesolympicmovement.com>
- Environmental Studies Center - <http://www.esc.com.cy/>
- Famagusta Scouts
- Frederick Research Center - <http://www.frederick.ac.cy>
- Future Worlds Center - <http://www.cnti.org.cy/>
- HASDER - <http://www.hasder.com>
- Kayad - <http://www.kayadcommunitycenter.org>
- Peace Players International - <http://www.peaceplayersintl.org>
- Soma Akriton - <http://www.somaakriton.com.cy/>

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INTRODUCTION

Cyprus is still a divided island. Efforts to find a solution of satisfaction to both Turkish and Greek Cypriot communities since the de-facto division of the Island in 1974 have been understandably complicated and protracted given the need to address issues surrounding the human requirements for security and trust – requirements that are inherently disrespected by wars, especially where conflict has been exacerbated by the politicisation of ethnicities (Burton 1990; Rothman 1997; Richmond 1999; Fenton and May 2002; Fenton 2004). In the recent past this situation has in many ways brought new challenges. One of the most significant efforts to find a solution of-late, the Annan Plan, and its subsequent acceptance and rejection in 2004 by Turkish and Greek Cypriots respectively, brought national and international commentary and interpretation from all sides of the political spectrum. One observer remarked that Greek-Cypriots voted “against the future” (Kadritzke, 2004) whilst another explained the no-vote as “certainty of the future” (Bryant, 2004). However, a fairer assessment is that *both* the Greek-Cypriot no-vote *and* the Turkish Cypriot yes-vote reflected the perceived *absence* of a *secure* future (Kyriakides 2008). This would not make Greek or Turkish Cypriots any different - their specific social, political and economic circumstances notwithstanding - from post-cold war peoples across the globe. The collapse of "the future", as an imagined motivator of human will, aspiration and meaning, predicated on the end of utopian experiments in social planning and policy, is a dominant and powerful legacy played out in the present (Jacoby 1998, 2005), from which no individual, community, state or international organisation can easily find exemption (Laidi 1998)

Recent studies offer mixed results¹. A UN survey (UNFICYP 2007 also reported in *The Cyprus Weekly* 2007a) carried out between January and February 2007 based on in-depth interviews with 1000 Greek Cypriots and 1000 Turkish Cypriots revealed that security remains a major concern for Greek Cypriots, one in five of which fear an attack by the Turkish army, a threat heightened by the possible withdrawal of UNFICYP troops. The presence of the Turkish army makes 76% of Turkish Cypriots feel "very secure" and 73% of Greek Cypriots feel "very insecure". Although respondents are not generally optimistic that a solution to the island's division will be found in the "foreseeable future" - 70% of Turkish Cypriots and 57% of Greek Cypriots respectively - greater optimism on the part of Greek Cypriots needs to be interpreted in the light of a study carried out in April 2007 - three years after the rejection of the Annan Plan. The study by *Evresis* based on interviews with 1178 Greek Cypriots (reported in *The Cyprus Weekly* 2007b) found that 71.6% said they would still vote "no" to the Annan Plan, whilst 22.6% would vote "yes". Moreover, 47.4% felt that Cyprus had gained since the rejection of Annan, 32.6% felt Cyprus had lost, and 18% believed the situation remained unchanged. However, a poll carried out in July 2008 found that 75% of Greek Cypriots

¹ Web citations for media coverage of the report findings referenced here are used for the readers' convenience. However, they should not be treated as substitutes for the original surveys.

thought it was good to have contact with Turkish Cypriots even before a solution to the island's division. 13% considered contact to be a bad idea, and 12% remained unsure (Noverna / Politis 2008 cited at Angus Reid Global Monitor 2008). The extent to which this more recent polling result is related to the opening of the Nicosia Ledra street pedestrian crossing in April 2008, is unclear. Nevertheless, what *is* clear is that the opening of crossing points since 2003 has facilitated unprecedented opportunities for increased informal community contact between formally divided communities. Evidence from elsewhere suggests that informality, specifically in relation to the current international political climate surrounding the politicization of ethno-religious based Muslim/Non-Muslim relations, can powerfully re-address longstanding and formally institutionalized ethnic divisions (Kyriakides et al 2009).

Findings related to contact and trust reveal that 45% and 38% of Greek Cypriots respectively feel that contact with Turkish Cypriots has induced a "somewhat positive" and "very positive" effect. 47% of Turkish Cypriots feel that increased contact is "somewhat positive" and 26% "very positive". In addition, 52% of Greek Cypriots "strongly agree" and 31% "somewhat agree" with the statement that "inter-communal contact today is essential in paving the way for a united Cyprus tomorrow". 40% of Turkish Cypriots "somewhat agree" and 25% "strongly agree" with the statement. Moreover, when asked if support from the UN or other external bodies was important to the success of inter-communal contact through events, 39% of Greek Cypriots "somewhat agreed" whilst 37% "strongly agreed". 44% of Turkish Cypriots "somewhat agreed" and 15% "strongly agreed". Again, these results need to be tempered by the additional finding that 40% of Greek Cypriots and 28% of Turkish Cypriots said they had never crossed and only 10% of Greek Cypriots crossed with any regularity compared to 45% of Turkish Cypriots. 13% of Greek Cypriots reported that the experience had improved their opinion of Turkish Cypriots, 41% said their opinion had not changed², and 45% said their opinion was worse. 25% of Turkish Cypriots reported that their impression of Greek Cypriots had improved due to the experience of crossing, 63% stated that their opinion remained unchanged, and 12% said their opinion was worse (UNFICYP 2007).

Unsurprisingly, "contact" has been a key modality upon which the desire for a solution to division has pivoted since 1974 (Hadjipavlou-Trigeorgis 1993); but clearly, opportunities for contact are not in and of themselves sufficient to achieve a sustained and effective remedy to factors, past and present, real or imagined, that divide Turkish and Greek Cypriots (Markides 1977; Attalides 1979; Volkan 1979; Stearns 1992; Kizilyurek 1993; Joseph 1997; Calotychos 1998). Studies indicate that hostile memories, attitudes and perceptions are difficult to break or accommodate, especially when they are contained within the

² The "unchanged" category needs to be treated with caution as we have no way of knowing whether the opinions of these respondents remain positive or negative.

generation and reproduction of damaging national stereotypes (Anastasiou 2006; Bryant 2004b). A key area of deep importance in constructively challenging the negative power of divisive social phenomena has been the facilitation of contact between children and young adults from both communities.



Opening of Ledra Street crossing point in old Nicosia, 3 April 2008.
UNFICYP Photo³

One of the significant historical contact provisions for this demographic has been “bi-communal youth camps” (Ungerleider 2001), which are (usually) organized every summer by different Cypriot and some international organizations. UNDP-Action for Cooperation and Trust (www.undp-act.org) is one of the most important supporters of youth camps in Cyprus. Although the youth camps are in general running well, with interest from children and parents, the camp organizers felt they needed to share knowledge and learn from each other, go through the same trainings, build a network to support their goals and sustain their initiatives. In May 2007 UNDP-ACT commissioned the provision of services for the implementation of the “Multicultural Youth Camp Trainings in Cyprus” project which lasted until October 2008 to serve the needs of its youth groups.

This project brought together a consortium of four organizations:

- International Child Development Initiatives (ICDI), an NGO from The Netherlands;
- European University Cyprus , a Greek Cypriot research and teaching institute;
- The Mediation Association, a Turkish Cypriot NGO;
- World Child, an NGO from Kosovo.

The overarching project goal was to develop more efficient organization of successful and sustainable multicultural youth camps in Cyprus in order to promote Greek and Turkish Cypriot cooperation.

These project goals were to be achieved through several activities:

³ Photo cited from UNICYP website <http://www.un.org/Depts/dpko/missions/unficyp/index.html>

1. Trainings for multicultural youth camp coordinators, camp instructors and youth leaders (15-25 years old). A total of around 100 adults and young people were trained on topics that are relevant when organizing multicultural youth camps. This included topics such as communication, conflict resolution, use of drama, music and sports as tools for creating mutual trust and understanding, and camp management.
2. Setting up of an island-wide network of organizations that organize multicultural activities for children and youth. The aim of establishing a network was to strengthen the till-now dispersed actions in this field. Multiculturalism does not have a coherent and cohesive platform in Cyprus. The network will support a more effective and unified approach. Also a website was developed to compliment the network's activities (www.multiculturalcyprus.org).
3. Development of four multicultural youth camp models. Based on available experience and knowledge from the Cypriot youth camp organizations and comparable international initiatives the aim was to develop four multicultural youth camp models for different age groups of children and young people (9-12, 12-16, 16-20 and 20-25). These models should form a basis, but not a blueprint, that will help camp organizers to implement multicultural youth camps more effectively.
4. Organization of several integrative events. Throughout the project, meetings were organized where people and organizations could learn about certain topics and share experiences with each other. Furthermore an international conference titled "The Potential of Youth to Build Peace a Multicultural Society" was organized in May, 2008 (<http://www.multiculturalcyprus.org/UserFiles/File/ConferenceReportNew0.pdf>).

This manual represents the third component of the project. Based on experience, imagination and an understanding of Cypriot Youth Camp organisation, we have developed four multicultural youth camp models which seek to dislodge what Fischer (2001) has called an 'adversarial impasse', by allowing for and thereby not ignoring the likelihood of internal dissent and external pressures (Broome 2004). We draw our inspiration from some of the pioneers in Cypriot peace-building and we unashamedly borrow their ideas (Diamond and Fischer 1995; Broome 1997; Diamond 1997). The combined work of the Institute for Multi-Track Diplomacy, the Institute for Applied Behavioural Sciences, and the Conflict Management Group, in the development of the Cyprus Consortium has been particularly influential. From Louise Diamond we ground our cognisance of peace-building on two themes. The first is empathy,

To take on, even briefly, the persona of the one who walks in many worlds is to open the door to the possibility of living comfortably in multiple and simultaneous realities (Diamond 1993: 8)

The centering of multiple realities is not simply a technique. It is a reflection of the fact that differing points of view related to experience and context need to be accommodated *by* peace. The peace builder must walk in others' shoes even when they do not fit. The human quality of empathy compliments the sharing of experience not prior to, but as an integral part of understanding. The second theme, which is of course related to the first, is to engage with and build from the following logic:

To transform conflict is to release the energy bound in the intellectual, emotional, physical, and spiritual patterns of thought and action that have built up over time, and to re-shape that energy into new and more positive patterns of relationship. (Diamond 1996: 1)

We further recognise along with Diamond and McDonald (1995) the inter-related but distinctive components of peace-building - Political, Economic and Social -and we consider our models as constituted within a Multi-Track approach to diplomacy. Bi-communal Youth camps and the NGO sector from which they generally hail in the peace-building process are not here viewed as part of a secondary track of lower significance to political interventions, but an integral and vital part of making peace-work which is inseparable from political process. In this way, contact afforded by political initiatives such as the opening of crossing points requires complimentary social interventions if contact is to enhance not hinder rapprochement.

Each of the models poses a significant challenge for potential multicultural youth camp organisers. Model 1 (ages 9-12) for our youngest age group, is an 'intergenerational camp' designed as such to explore and alleviate parental fears and anxieties related to the participation of their children. The model also provides children the opportunity to share their time at the camp between parents and peer-group. Sustainability is built-in through the inclusion of an adult constituency whose satisfaction will be demonstrable by the extent to which their enthusiasm snowballs post-camp to their social circles, thereby maximising the inclusion of fresh parent-child participants at future camps. Models 2, 3 and 4 engage their respective age cohorts in the imaginative construction of a multicultural village of the future. The future-orientation of these models requires the setting and settlement of social, cultural, civic, political and economic challenges in-keeping with the Universal Declaration of Human Rights. Whilst adopting what might seem to be an unrealistic utopian challenge, our vision is based on the historical fact that in 1891 50% of villages in Cyprus were ethnically mixed - populated by Turkish and Greek Cypriots. By 1970, four years prior to division, escalating inter-communal conflict had reduced this figure to a mere 10% (Patrick 1976). The challenge this poses for peace-building should be self-evident.

Our manual also includes a pre-camp section which offers tips and considerations related to preparatory work - building a team, finding participants and partners, etc (most of this info is again based on the experience of the organizations that are part of the Cyprus Network for Youth Development). This is complimented by a post-camp section on follow-up activities which are designed to help camp organisers sustain their camps beyond their implementation. A further section presents activities - some borrowed, some modified, some new - that have been used in our training work to-date. We hope that these models can be used by multicultural youth camp organizers to support them in implementing effective and interesting camps for youngsters to meet and get to know each other. We stress that in *no* way are these models meant as blueprints for the “ideal” camp. For example, some camp organisers have already suggested that the designation of morning, afternoon and evening activities should be re-arranged. Another suggestion has been to include environmental concerns and issues within the rights frameworks adopted in Models 2, 3 and 4. Those who want to use the models can do so in a flexible way, adopting or adapting pertinent aspects in accordance with their own wishes and needs, using what they feel is worthwhile. The important thematic step which should not be lost is future-vision underpinned by cross-cultural unity.

Perhaps most importantly, this manual represents a modest contribution to peace-building dialogue in Cyprus and beyond. We therefore remain very interested in your feedback and suggestions. Please do not hesitate to contact us through our website www.multiculturalcyprus.org.

CHAPTER 2

TARGET GROUPS



Leadership Camp 2007 by Doves Olympic Movement

In this manual we present multicultural youth camp models for four different age groups:

- Children from 9 – 12 years old
- Children from 12 – 16 years old
- Youth from 16 – 20 years old, and
- Young people from 20 – 25 years old

Why have we made the choice for these four different age groups? Elements from developmental psychology, but also experience based arguments have formed the basis for this choice.

First of all these four together are as a whole the most common age group that participate in multicultural youth camps in Cyprus (especially those aged 14 to 20). It

therefore made (common) sense to draft models appropriate for children and youth that fall within these age groups.

In developmental psychology the following division in age groups is quite commonly used (Euwema 2006):

- Infancy 0-1;
- Toddler hood 1-3;
- Pre-school age 3-6;
- Middle childhood 6-12;
- Adolescence 12-16;
- Late adolescence 16-20;
- Early adulthood 20-25.

These correspond to distinct stages in which a person goes through physical, mental, socio-emotional and psychological changes. Children tend to master “developmental tasks” in each stage, like for example: learning to crawl, walk, talk, read, write, and develop a (sexual) identity. Of course this distinction is not universal; cultural aspects play an important role in how childhood is defined and perceived. For every individual child there will also be differences in how and when he or she masters certain developmental tasks. But the division provides a helpful framework of child development which can aid the design of appropriate interventions and programmes (many education systems are based on these different stages).

We have tried to adjust our multicultural youth camp models to the developmental needs, interests and possibilities of children and young people in the relevant four age groups.

For the youngest age group (9-12 years) we have chosen to present a model that includes the parents as active participants in the camp. At this age parents are still the most important reference point for children. Parents are essential in shaping values, attitudes and beliefs. Also the safety that parents can provide is still very important for children of this age. We expect that a multicultural youth camp in which parents and children participate at the same time, sharing a similar experience, will have a bigger impact on the participants, and will ensure that results can be sustained for a longer period.

For the three older age groups we have decided to not include parents directly in the camp setting (although their involvement should of course be ensured in other ways). But also for these three age groups distinct, albeit sometimes subtle differences in the approach are made, to again best suit their developmental needs, interests and possibilities.

For the age group 12-16 the focus is very much on appealing to their growing sense of independence and identity. This is a tender age, in which boys and girls go through rapid changes in body and mind. Children become more critical in their thinking of (especially) adults and start to rely heavily on the opinion of their peers. Our model tries to use these processes in a positive way. Although in all four models the idea is that children get to know each other by working together, in this camp the emphasis is on just that. The children are stimulated to develop their own “world” with each other. Since this is something they do by themselves, with their peers, it will be easier for them to believe that such a world is possible.

In the period of 16-20 years young people have to deal with important life decisions. Which studies should I pursue? Which career will I choose? Where will I live? It’s usually a period in which they find their “ideology”, a belief system that for some will remain more-or-less the same for the rest of their lives. They have –usually- not yet taken up adult roles in their communities, but they are about to do so. The model is all about stimulating them to think about what their “world” could or should look like, and what role they could play in making it so. It is hoped that the positive images and experiences they will get from working together with youngsters from the other community will last a life time.

In the period 20-25, young people have usually already taken on adult roles. They have become, or are becoming important decisions makers in their communities. They are also often the “agents of change” in societies. The peaceful revolutions that took place recently in Serbia, Ukraine and Georgia were all carried by this age group. In this model we appeal to their increased capacity. The emphasis is on how they can take what they have done and learned in the multicultural youth camp setting back to their communities, creating a new momentum there.

In this manual parents or other community members are not mentioned as target groups as such, although, especially in the model for 9-12 year old children, their role is of course very important. The positive effects that can be generated through multicultural youth camps on the attitudes of grown-ups are considered to be vital for the sustainability and wider impact. We therefore give a lot of attention in our models to reaching these groups too. All throughout this manual you will find tips and suggestions on how to involve all the different community members and stakeholders when organizing multicultural youth camps.

CHAPTER 3

TIPS AND GENERAL CONSIDERATIONS WHEN ORGANIZING MULTICULTURAL YOUTH CAMPS



First Round of Multicultural Youth Camp Trainings in Cyprus (July 2007) by International Child Development Initiatives, European University Cyprus and Mediation Association

For the purpose of this manual it would go too far to describe all the intricacies related to organizing a multicultural youth camp. Therefore in this chapter we will just give an overview of the main things to keep in mind. Of course adaptations will need to be made to the specific camp that you are organizing.

3.1 PLANNING AND ORGANIZING

This is an overview of things that need to be done before, during and after the project. You may not be able to start as early as indicated here. However, it is important to check deadlines for project applications, funding, booking a venue, define tasks during the youth camp, finding/training youth camp leaders, getting transportation arranged, etc. The more you plan before the youth camp starts, the easier it will be for you during its implementation.

In general

- A multicultural youth camp which seeks to foster positive relationships between Turkish and Greek Cypriots will be inhibited if the camp team is ethnically imbalanced. This means that the structure of the camp team should comprise an even number of both Turkish and Greek Cypriots. Prospective Greek-Cypriot camp organizers should build a working relationship with prospective Turkish-Cypriot camp organizers (and vice versa) in advance. Each camp should be organized by Turkish and Greek Cypriot organizers. If you are unable to do this then it is unlikely that you will be able to put together a multicultural team. Without the latter, your camp will not succeed in sustaining its multicultural endeavors long-term. If you are unable to make contact with a prospective camp organizer, contact UNDP who may be able to connect you.
- Connected to the above: it is important that camp leaders share a common language. Not only in the sense that they share the same views on the programme and aims of the youth camp, but also that they can communicate in a common language, English. You should strive for a situation where all members of the camp team know English well enough to speak with each other. Having some people who don't speak that language will create an imbalance, and can easily lead to problems.
- Common language of the participants is another issue that needs to be considered. For the younger age groups this will mean that camp leaders need to do a lot of translating (and be aware when translation is required; this is another reason why it is important that all camp staff speak English). Also it is important to have a lot of activities in which non-verbal communication is the main feature. For camps with older age groups it is best that participants are selected who speak English (which can then also be the *lingua franca* of the camp). Of course we realize that this is not always possible. Again, constant attention for appropriate translation by camp leaders is in such cases essential. Also some of the youngsters who do speak English could be given a role in this.
- Camp location is very important. This is something that you should discuss with your partner(s). Don't expect partner(s) to accept an already pre-decided location. In Cyprus it is not that easy to find a "neutral" location that does not have negative connotations for either community. One should endeavor to find such a location. In any case, it is important to be upfront to partners, participants and others who are involved, about the location.
- Work out camp procedures and policies beforehand (health and safety, child protection, non smoking, non alcohol and non drugs policies, emergency plans etc.).
- Formulate a division of tasks and responsibilities. It can be helpful to have one person responsible for funding applications, another one for placements, etc. Involve youth camp leaders as early as possible.
- Check participant applications, maybe some participants have special needs (like mental and physical disabilities, for example; or dietary requirements).
- Keep in constant contact with your project partner(s).

- Most of the youth camps take place during summer (mid-June to beginning of August). Although it is hot, this is the best time for such camps since prospective participants are free.
- The actual schedule of activities of the camp should be finalized in an inclusive manner: with the participation of organizers, instructors and young participants
- Parents should be informed and given the opportunity to meet with project organizers well in advance, and build a connection and a sense of trust
- Always do a risk assessment, discuss, analyze and have solutions ready
- Have a clear vision of where the camp is going, what the objectives are, what the indicators for success are. Once organizers and the whole camp team has a clear vision, the follow up to the camp should always be at the back of everybody's minds. What comes after the camp is over?
- Build a connection with the local community where the camp will take place, include them in the activities

The following needs to be given attention by the implementing organization and its partner(s):

8 - 10 MONTHS BEFORE

- **Find a partner**

In the autumn your organization, e.g. the youth camp coordinator/leader should send out letters with general information about your organization and the multicultural youth camp to NGO's and other possible project partners from both communities. Other project partners could be youth clubs, municipalities, private or semi-public institutions such as public high schools.

- **Develop a project, meet with the project partner**

An employee or an experienced volunteer from your organization should arrange to visit prospective partners who have indicated that they might be interested in cooperating with you in organizing a youth camp. At these meetings you should try to:

1. Inform the prospective partner about your idea to make sure that they fully understand the purpose of the youth camp, and to persuade the project partner to help host the camp;
2. Find an appropriate location for the youth camp;
3. Find the best period for the youth camp;
4. Define tasks and responsibilities (who should do what and when);
5. Agree on the best way to maintain future communication and contact between your organization and the project partner.

During autumn and winter your organization and the project partner can (if needed) further discuss and agree on dates for the youth camp.

Also during this time: make a budget and write applications for funding.

4 - 6 MONTHS BEFORE

- Finalize the programme for the youth camp.
- By the end of February (at the latest) your organization and the project partner should have signed a cooperation contract containing a short description of the project, the accommodation, your organization's responsibilities and the responsibilities of the project partner, working hours per day and week, etc.
- In the beginning of March your organization should exchange information about the youth camp with municipalities, local communities, schools, youth clubs, NGOs, media, and other possible cooperation partners.
- In March, April and May in cooperation with the partner(s) distribute information and start the recruitment campaign for the youth camp.

1 - 3 MONTHS BEFORE

- Recruit youth camp leaders and give them proper training. It is recommended that there is an even division of youth camp leaders from your organization and from the partner(s). Youth camp leaders should be actively involved in preparation and organization of their projects.
- It is good practice that at least one month before the youth camp starts, the youth camp leaders will visit the site where the camp will take place and discuss topics such as the 'house rules', sleeping arrangements (mixed between communities and/or between sexes) and programme of the camp.
- Find out necessary transport information (route, prices, etc.);
- Arrange insurance for youth camp coordinators, instructors, leaders and participants;
- Finalize the venue: house rules, local transport, shops and supermarkets, swimming pool, hospital, large towns, etc.;
- Send information about the project, venue and dates, insurance policy, travel directions, names, addresses and phone numbers of contact persons, and 'what to bring list' to participants
- Finalize the camp activities, fun, educational part, and evaluations.

2 WEEKS BEFORE

- Find out what you can use from the venue and what you need to bring; equip the venue: first aid kit, tools, cooking material, music, material for games, paper, markers, etc.
- Send information to media (if you wish to do so).

DURING THE YOUTH CAMP

- Check the equipment at the accommodation, and make sure there are enough tools and materials for everybody.
- Remind the youth camp leaders to keep all their receipts, to try to keep a photographic record of the activities, and to keep notes for report.
- You may get phone calls from local media if you have sent them information about the youth camp. You could also phone them and ask if they are going to inform the public about the project.
- You may want to visit the group on the last day and do the evaluation with them. It is recommended to organize a mid-term evaluation with the camp leaders as well in order to prevent possible problems and to improve work and atmosphere in the camp.

AFTER THE YOUTH CAMP

- Send thank-you letters to sponsors, donors, and project partners.
- Return equipment.
- Evaluation with your own organization's volunteers.
- Evaluation weekend/meeting for all the summer's youth camp leaders.
- Evaluation with the project partner and discuss the possibility of repeating the youth camp next season.
- Write report for the archive and for the donor.

3.2 COMMUNITY/PARENTAL INVOLVEMENT & RECRUITMENT

Developing strong partnerships in the community at an early stage is the key to sustaining your youth camp. It is important that prospective camp organizers research their target groups. Are there schools, youth clubs, organizations which might be more receptive to bi-communal activities? Could they act as partners in the youth camp you are developing?

Think about the potential advantages/disadvantages of involving them in the camp. Do the advantages outweigh the disadvantages? For example, developing partnerships at an early stage with established organizations (especially schools) may make it easier for you to access more long-term funding opportunities from government, and other national/international funding sources. However, there may also be more direct political restraints involved with educational authorities, than with private youth clubs. Some further issues for consideration are:

- What is the best way to approach them?
- Can they be approached either formally or informally?
- Where are they located?

- Will their location affect the ability of pupils/members to attend the camp?

Before you approach a school/youth club/organization make sure you are very clear about the aims and objectives of your camp. Does your approach follow a particular philosophy of child and youth development? What age group are you targeting? Will the camp be gender-mixed? If you are able to meet with a head teacher, for example, think about what he/she may have concerns about. Have answers to these concerns ready prepared. If someone should raise an issue that you cannot provide an adequate response to, tell him or her they have raised an important point, and that their question deserves more thought on your part. Add that it would be great if he/she could suggest some possible solutions based on their experience. Your aim should be to convey to your prospective partner in what way their participation will add value and the importance/ necessity of their experience to the development of the camp. Do not let 'problems' become 'obstacles'!

3.3 PUBLIC RELATIONS

Within the context of a youth camp, Public Relations (PR) means informing the public about the aims of and reasons for your youth camp, to create support and understanding. You may want to get more people interested in your organization's aims, in your work. Every single multicultural youth camp is an opportunity to let the public know how much fun it can be to work together, and how much work can be done by people who voluntarily commit themselves to such goals. For the project partner public relations work is also important. You can help to spread their ideas as well. You can make people interested in a project partner's work and to support them in material or non-material ways. Even local officials might take a grassroots initiative far more seriously once they learn about it through the media. Public relations work can also be used as a means to publicly raise and discuss the issue of multiculturalism, bi-communalism, racism, xenophobia, etc.

How to do PR work?

First you have to discuss with your organization and project partner what you would like to present to the media and what you want to gain from this. The more you know about the subject you are talking about, the better. It is self-evident that you should agree on your PR work with the project partner.

To get media attention it is vital that you build personal relations with them first. Try to find out who is the person to contact at a certain newspaper or other media-outlet, and try to get to know him/her.

Printed media

Normally, you would want to work together with local newspapers, publishers, free regional magazines and flyers, community news, school or university magazines, etc. You should get in touch with the media quite early on - to see whether they are interested, and to find out about deadlines for regular features, etc. Maybe you can already fix a date for a meeting or for submitting an article. You could also ask whether you can place an article before the youth camp starts - in case you already know the date of an open day, to which you would like to invite the local residents, or to ask for support in the vicinity, e.g. for a loan of bicycles. If you want the printed media to publish your article(s), you should write a press information pack and an accompanying letter. The letter tells them:

- Who you are;
- What your intentions are ("please, print the following...");
- When you want it to appear (during the course of the youth camp, before the youth camp, on a certain day, etc.);
- Your contact addresses and telephone numbers.

The press information consists of either a manuscript that would get the media interested in an interview or can be used as the basis for an article - or a ready-made article (with an accompanying letter) that you would like them to print.

When writing an article, you should consider the following:

a) Any short article to announce a particular event must answer all the most important questions of a potential reader: when-what-where, who is the organizer, who is invited, what is the purpose, how long does it last, is it free, what is the contact address.

b) For a longer article to announce a certain event

- Start with a quotation, a saying, an important fact;
- Write short sentences with a clear structure;
- Stick to the point, do not digress from what is important;
- Answer all important questions;
- Do not use insider jargon, everybody should be able to understand what you are talking about;
- Give short and precise background information where necessary (including the project partner and your organisation);
- Name the people you are talking about (pre- and surname)
- Avoid referring to the youth camp by 'we' and 'I'.

The best way to get something printed usually is to provide the journalists with two texts - a short announcement and an article. If you then also invite them to the youth

camp it is quite likely that you will catch their interest. Do not forget that youth camps usually take place during the summer holidays, which is a quiet season for journalists.

Don't forget to collect the published articles about your youth camp. It is an important press clip material for your organization.

Radio

For the same reason, the summer is also quite good for being invited to a (local) radio station. To ensure that the journalists have enough time to plan a radio programme, you should get in touch with them early on. You can also send them your press information and invite them to the youth camp in case they want to do interviews. It has even happened that freelance journalists stayed at a youth camp for couple of days and produced a thirty minutes report.

Television

The same applies to local/regional television stations. In case a production team wants to come and stay with the youth camp, we would like you to consider the following: The production of a television programme usually takes longer time than the collection of information for an article or a radio programme. Also, the television company will send a team that usually works under high pressure and might already have clear ideas about what they want to film. Therefore you should be prepared for some disturbance/confusion. We are not saying that a television production at the youth camp necessarily has to feel like 'an invasion', but you should take care that it does not affect the atmosphere of your youth camp in a negative way.

Public events

There is no limit to the ideas you can translate into action! The kind of public events you will carry out in the end depends on the interests and talents of the youth camp participants, as well as on the possibilities you find onsite. The following are some suggestions:

- Distribute flyers;
- Put up placards or rent advertising space for home-made information material;
- Carry out painting events - work as pavement artists, include passers-by;
- Organize street music, a street theatre;
- Invite people to discussions and speeches;
- Organize an open day at the youth camp.

You can also participate in events organized by others, such as street or community parties, or you may find locations for your own events: shopping malls, the youth camp site, a community meeting place, a youth center, etc. For some events - like putting up information stalls - you need official permission from the local authorities.

For a good overview on how to approach the media also see www.multiculturalcyprus.org.

3.4 EVALUATION

Evaluations are important for the group organizing a camp, but also for the participants. Often, people are reluctant to do an evaluation, because it looks and feels so formal, or because they think everything went well so there is not much to talk about, or they think a lot went wrong and an evaluation could end in a big fight, or because they think young people are not good at evaluations or will not like it. In fact evaluations are usually a big help and the very fact that you take time to listen to everybody will be much appreciated by everyone. Moments to do an evaluation are:

- Midway through the youth camp, an evaluation with the organizing group. Aims: to check and see what is going wrong and to try and change this. To expose the good things. To listen to suggestions and plan the rest of the youth camp.
- At the end of the youth camp, with participants. Aims: to give each participant a chance to say how they feel about the youth camp. To learn from mistakes, and from the things you did well. To see if the youth camp has fulfilled your expectations, and those of the participants. To record people's opinions for a report.
- After the youth camp, with the sponsor and your partner. Aims: to find out what went wrong, and what was good. To use the experience in a positive way, to list what you want to do differently, or what you should do the same next time. To clear the air should there have been conflicts or tensions.

METHODS OF EVALUATION

Open discussion

Of course, one way to do evaluation is to sit down with a group and discuss how things went. A simple agenda for such a meeting is often the best; a long list of topics could be confusing. So talk about what went well, what did not go so well, did you achieve the aims you had for the youth camp. For this last question, one person could read the aims you wrote down before the youth camp, or you could give everyone a paper with the original aims. Finally, discuss whether this project should happen again, and if yes, under what conditions. Should anything be changed?

Dartboard

A large dartboard can be drawn on a sheet of paper and participants have to put a mark on it to indicate how positive or how negative they feel about the various aspects of the youth camp (the closer to the center of the dartboard, the more positive the response). In order to evaluate different aspects of the exchange either several dartboards can be

drawn or one large one divided into sections, or segments. This method gives an overall impression of how the participant feel about different aspects of the project, but you will have to follow it with a discussion exploring in further detail why people place the mark in the particular position on the dartboard.

Two sides of the room

An overall impression of how the youth camp is going or has gone can be gained using a method of designating one end of the room as 'positive' and the other end as 'negative'. A leader says out loud different aspects of the youth camp that can be evaluated, and the members of the group stand wherever is indicative of how they feel. Again, it may be useful to ask volunteers to explain why they are standing on the 'negative' or the 'positive' side, or in the middle.

Drama

Drama can be used to evaluate or as a way of prompting discussion. People can be asked in small groups to act out aspects of the youth camp which went well or which did not go so well. This can then lead into a discussion about the reasons for the success or failures of the youth camp.

Wallpaper

Place a big piece of wallpaper on the table or on the floor. Divided into sections representing different aspects of the youth camp, such as 'the group', 'the work', 'the food'. You may also want to include some more cryptic categories ('trees', 'moments'). Ask the group to draw things in whatever categories they want. When everybody is finished, you can all look at the results and then people can ask each other questions.

There are of course many other ways in which evaluation could take place. In general we advice to use simple, short, creative, interactive methods (so, for example, *not* questionnaires), since they are likely to give the most interesting info and they are the best way of validating everybody's participation.

PEER TO PEER RESEARCH

Not necessarily a method of evaluation (although it could be used a such) is peer to peer research, in which children and young people interview eachother to gather information on a certain subject. Spyros Spyrou from the European University Cyprus has developed a manual on "Exploring Identities Through Qualitative Interviewing: A Research Activity Unit that can be Used in Multicultural Youth Camps". This manual gives thorough information on how children and young people can be engaged in social research within a multicultural youth camp seting. More information on this can be found in Appendix B.

CHAPTER 4

GENERAL CAMP LOGISTICS



Youth Camp in Platania and Pedoulas, 2008, by Soma Akriton

Below you will find a checklist that can be used by camp organizers to ensure that all logistics surrounding a multicultural youth camp are taken care of. Again: it is not exhaustive and might need adaptations to your specific camp setting.

Checklist for Multicultural Youth Camps

Accommodation, infrastructure

- Where the volunteers and participants shall be accommodated?
- Are there enough beds or they have to bring sleeping bags and mattresses?
- What about sufficient sanitation facilities?
- Is there a comfortable and big enough common room?
- Are there enough chairs and tables?
- What about crockery and cutlery?
- Where will the meals be cooked?
- Will the project provide kitchen towels, cleaning things, cloths?
- What about a safe place for depositing money and valuables?
- Is there a sufficiently equipped first aid kit? A fire extinguisher?
- Where are the emergency exits?

Camp-site surroundings

- Where to shop?
- What about rubbish disposal?
- Is it possible to separate the rubbish for environmental reasons?
- What about public transportation?
- Can the project provide bus or mini van for excursions?
- Where is the telephone or the nearest public phone? The nearest Internet café?
- Where is the nearest doctor, hospital, pharmacy?
- Can the project provide directions, addresses, telephone numbers, and schedules for (weekend or night) emergency services?
- Where are the nearest exchange office, bank, cash machine and post office?

Work and work material

- What are the actual work tasks for the camp staff?
- Is it realistic that the number of camp staff who has applied for this youth camp carries out these tasks?
- Can camp staff reasonably be expected to do such work?
- Does the work make sense?
- Are there any alternative activities prepared in case of bad weather?
- Will there be enough working material (e.g. sand, clay, paper, markers...) available at the beginning of the youth camp?
- Which are the security rules that have to be respected?

Culture and leisure

- Are there any leisure facilities in the surroundings, such as public swimming pool or (public) barbecue area...?
- Is the area suitable for walks or bicycle tours? Are there any maps?
- What about cinema, a discotheque, typical pubs/bars for this region?
- Are there any facilities for playing games (football, table tennis, basketball, etc.)?
- Are there any publications with a programme of events for respective local community where camp takes place?

Finances

- What is your budget needed for the camp?
- Does everything has to be paid for with this money or is there extra contingency money?
- Who is responsible for handing over the budget?
- Are there any arrangements made for price reduction for participants (local shop, cinema, rent a bicycle...)?
- Would it be possible to receive donations in goods?
- Who are the sponsors of your youth camp?

Public relations work

- What and where are the local media?
- Does the project partner already have special contact persons?
- Who writes the press information or organizes appointments?

Shared timetable

At the end of your preparation meeting with the people from the project, you should set up a shared timetable. Write down who is responsible for what and the deadlines. The clearer you discuss and agree upon everything that needs to be done, the easier the camp will be implemented.

CHAPTER 5

MULTICULTURAL YOUTH CAMP MODEL I FOR CHILDREN 9-12 YEARS OLD



Leadership Camp 2007, by Doves Olympic Movement

Title:

The Intergenerational Camp Project

Duration:

7 days of which first 2.5 days with parents and children. Remaining days with children only.

Overall objectives of the camp:

- Cultivate parental - camp trust
- Develop positive relationships between parents from divided communities
- Develop positive relationships between children from divided communities

Number of organizing team members required:

Eight (8)

Minimum and maximum number of participants:

30 children (15 from each community); 30 parents (1 for each child)

Type of camp location:

Rural with basic provisions; possibilities for parents to be housed in reasonably comfortable barracks or tents

Camp set up:

Model 1 brings parent(s) and children aged 9-12 to the same camp. This will ensure more parental confidence in their child's safe participation. It will also give parents an opportunity to build bi-communal relationships and ensure greater long-term sustainability as parents develop a personal investment in the project. If each parent knows at least another five parents, their network is the most efficient way of ensuring the future participation of other parents. The key is to build a trusted camp-parent relationship through parental participation. It is likely that parents who are initially interested in being involved are already inclined towards multicultural relations. It is important that these people be involved early on as their participation will ensure a more solid partnership base for the future development of your project.

A short weekend camp will ensure that working parents are more likely to attend. Short time frames also place less pressure on both parent and child in having to negotiate an unfamiliar environment. Keep it short and sweet. It is also recommended that only one parent should attend with her/his child/children.

After the parents have left (at the end of the weekend), the children will stay for another four days.

It is important that positive relationships between team members be evident at all times. Unity of purpose will instill confidence in parents and will inspire the development of such inter-communal relationships between parents.

Camp activities:

Activities should include both in-door and outdoor sessions.

Camp activities need to be divided into three types:

- A. Parent - Child
- B. Parent only
- C. Child only

A. Parent-Child Sessions

The aims of combined parent-child sessions are two-fold. First, parents need to initially experience camp instructors in action with their children. Second, children need to see that their parents are willful participants in bi-communal activities. This section of activities should consist of initial warm-up activities, but should continue throughout the course of the weekend allowing parents and children to 're-unite' in parent-child

activities. As bi-communal activities increase the confidence of both parents and children in their respective group activities, camp instructors should notice a development in interactive closeness.

B. Parent Only Sessions

The parent group should be viewed as a potential future extension of the camp team in the wider community. The aim of 'parent only' sessions is to develop bi-communal relationships between parents. Activities should combine three dialogue sessions and five action sessions. Dialogue sessions are an opportunity for parents to 'talk', and to share their worries, concerns, frustrations, hopes and aspirations. The aim is to draw out the commonality of experience between parents focusing on their common aspiration. Action sessions are designed to foster team building through problem solving activities. Whilst there are two types of session, they are inter-related.

C. Child only Sessions

The aim of 'child only' sessions is to initiate friendships based on the commonality of childhood experience. All children want to have fun. Games and activities should stimulate the fostering of friendship - have fun together.

Special logistical requirements:

Sleeping arrangements for Friday and Saturday nights. This is a complex issue. Should children and parents be assigned separate dorms/rooms consisting of members from both communities? Is it more important for children to be independent from parents at night? Camp organizers will need to decide in advance what the best approach is.

Other things to consider:

- Transportation to and from the camp or for day trips
- Parking for staff and visitors
- Deliveries (food and other supplies)
- Cleaning services
- Cooking services
- Possibility of having guest presenters

Suggested timeframe and program for the camp:

Friday, Day 1 Arrival and Orientation Day	
16.00 – 18.00	Orientation and camp presentation
18.00 – 19.00	Dinner
19.00 - 22.00	Social time – Secret friend

Saturday, Day 2

Note: Same activities will be used for parents and children

08.00 – 09.00	Breakfast
09.00 – 12.00	Activities (separate child and parent groups)
09.00 – 09.20	Ball
09.20 – 09.40	Name tag mania
09.40 – 09.55	Group Juggling
09.55 – 10.55	Magic carpet
10.55 – 11.30	Spots in movement
11.30 – 12.00	Blanket name game
12.00 – 14.30	Lunch
14.30 – 16.00	Activities to be decided (combine children and parent groups)
16.00 – 18.00	Activities (separate child and parent groups)
16.00 – 16.30	Pirates gold
16.30 – 17.30	Expectations and rules
17.30 – 18.00	Fruit salad
18.00 – 19.00	Dinner
19.00 – 20.30	Social time – Treasure hunt (combine children and parent groups)

Sunday, Day 3

08.00 – 09.00	Breakfast
09.00 – 12.00	Ice break and team building activities (separate child and parent groups)
09.00 – 09.15	Check in (How do we feel this morning)
09.15 – 09.45	Autograph Sheet
09.45 – 10.45	The super team game
10.45 – 11.00	Break
11.00 – 12.00	Children: Stepping stones; Parents: River
12.00 – 14.30	Lunch time
14.30 – 16.00	Activities to be decided (combine children and parent groups)

16.00 – 18.00	Ice break and team building activities (separate child and parent groups)
16.00 – 16.30	Death Fish
16.30 – 17.30	Magic Wand
17.30 – 17.45	Check out
17.45 – 18.00	Rain/Thunder
	Sunday Evening - Parents Depart Camp
	<i>Note: It is up to the organizers and parents themselves to decide when is the best time for the parents to leave.</i>
18.30 – 19.30	Dinner
19.30 – 20.30	Social time – Social games night (4 chairs, Adrenalin, City of Palermo...)
20.00 – 22.00	Free time
Monday – Thursday: Children Only	
Monday, Day 4 Sports Day	
08.00 – 09.00	Breakfast
09.00 – 12.00	Sport and art based youth activities
09.00 – 09.15	Check in (How do we feel this morning?)
09.15 – 09.45	Is Mrs. Mumble home?
09.45 – 11.45	Are we in same team?
11.45 – 12.00	Ha!
12.00 – 14.30	Lunch
14.30 – 16.00	Free time (to be decided)
16.00 – 18.00	Sport based youth activities
16.00 – 17.00	Relays
17.00 – 17.45	Capture the Flag
17.45 – 18.00	Check out

18.00 – 19.00	Dinner
19.00 – 21.00	Social time – Movie night
Tuesday, Day 5 Music Day	
08.00 – 09.00	Breakfast
09.00 – 12.00	Music and art based activities
09.00 – 09.15	Check in (How do we feel this morning?)
09.15 – 09.45	Important item
09.45 – 10.15	Music corner
10.15 – 10.30	Break
10.30 – 11.00	Winker
11.00 – 12.00	We can make that song (Part I)
12.00 – 14.30	Lunch
14.30 – 16.00	Free time – Music time? (to be decided)
16.00 – 18.00	Music and art based activities
16.00 – 17.00	We can make that song (Part II)
17.00 – 17.45	Music quiz
17.45 – 18.00	Check out
18.00 – 19.00	Dinner
19.00 – 21.00	Social time – Social games night
Wednesday, Day 6 Drama day	
08.00 – 09.00	Breakfast
9.00 – 12.00	Drama based youth activities
9.00 – 9.15	Check in
9.15 – 9.45	As simple as ABC
9.45 – 10.45	Interpreter
10.45 – 11.00	Break
11.00 – 12.00	Three W's
12.00 – 14.30	Lunch
14.30 – 16.00	Preparation for Mask ball

16.00 – 18.00	Drama based youth activities
16.00 – 16.30	Catching a snake tail
16.30 – 17.30	Mask creation
17.30 – 18.00	Giants, wizards and elves
18.00 – 19.00	Dinner
19.00 – 20.00	Preparation for Mask ball
20.00 – 22.00	Social time – Mask ball
Thursday, Day 7 Youth Festival Day	
8.00 – 9.00	Breakfast
9.00 – 12.00	Preparation for Youth festival Hand crafts workshop Circus art workshop Dance workshop
12.00 – 14.30	Lunch
14.30 – 16.00	Final preparation for youth festival
16.00 – 18.00	Youth festival Young people presentations Community presentation
18.00 – 20.00	Dinner
20.00 – 22.00	Social time – Music concert and karaoke night
Friday, Day 8 Evaluation and departure Day	

CHAPTER 6

MULTICULTURAL YOUTH CAMP MODEL II FOR CHILDREN 12-16 YEARS OLD



Olympic Summer Camp 2007 by Doves Olympic Movement

Title:

The Multicultural Village Project

Duration:

8 days

Overall objectives of the camp:

- Building a multicultural village of the future
- Creating an organizational lay-out for the multicultural village
- Living within a multicultural village
- Resolving real issues relating to the functioning of the multicultural village

Number of organizing team members required:

Eight (8)

Best suitable organizational team structure:

Organizations willing to use this camp model need to take into consideration the following issues:

- Selection criteria for camp coordinators, camp instructors and youth leaders
- Ways to evaluate the effectiveness of the multicultural camp
- Safety and well being of young people during the multicultural camp.
- Accountability of camp staff
- Follow up activities to measure the 'added value' of the multicultural camp

Minimum and maximum number of participants:

- 20 – 40
- Balanced by ethnicity and gender
- Varying ages from the range 12-16

Type of camp location:

Where possible the camp should be in a rural setting with basic provisions (e.g. it could be a community farm). The emphasis should be on living together, sharing common tasks and chores (like basic washing-up, cooking, cleaning, planting, watering plants, managing a vegetable garden etc.).

Camp set up:

The child in this age group comes with a sense of questioning regarding personal and social identity, and generally seeks moral purpose. It is therefore a crucial opportunity to explore issues pertaining to bi-communalism – 'who am I?' 'what should and should not be?' and 'why?', are crucial questions for this age group. It is important that possible answers not be dismissed. This camp seeks to foster a sense of common identity amongst young people who may already have internalized a sense of ethnic division based on stereotypes, but which is still open to challenge. Attending a bi-communal camp already signals a possible commitment to a bi-communal identity. However, macro and meso political/social variables can elicit a crisis in that identity formation. Activities should therefore seek to embolden the communal identity by taking seriously and addressing those political and social variables which might throw a common identity into crisis. It is important therefore, to know what the crisis variables might be, to explore and address them.

The group should be divided into two teams. Their aim is to design the multicultural village of the future. Their designs will be judged by a team of 'experts'. The team with the best design wins.

Special logistical requirements:

Things to consider:

- Transportation to and from the camp or for day trips
- Parking for staff and visitors

- Deliveries (food and other supplies)
- Cleaning services
- Cooking services
- Possibility of having guest presenters

Suggested timeframe and program for the camp:

<p>Friday, Day 1 Registration and welcome</p>	
<p>18.00 - 18.30</p> <p>18.30 - 19.00</p> <p>19.00 - 19.30</p> <p>19.30 - 21.30</p>	<p>Registration</p> <p>Introduction</p> <p>Camp tour/orientation</p> <p>Dinner</p>
<p>Saturday, Day 2</p>	
<p><i>Note: Day 2 is an extended orientation day through which participants will be introduced to basic teamwork and leadership skills.</i></p>	
<p>09.00 - 12.00</p> <p>A. That's Me</p>	<p>Ice - Breakers (whole group)</p> <p><u>Objective:</u> To create a comfortable environment and introduce the participants to one another. The activity will also emphasize that a good leader should know the different characters in his/her team. Stresses the importance of communication skills in building trust and relationships.</p> <p><u>Procedure:</u> Ask the participants to stand in a circle and have them say their name and also pick an 'adjective' that begins with the letter of their name, such as "Happy Harry, Jumping Jack". Go around the circle once asking everyone to say their names with an adjective. Go around the circle a second time and ask the first person to introduce him/herself with his/her name and adjective. Then the second person should introduce themselves in similar way and also introduce the first person to the group. This should continue all the way around the circle until last</p>

person introduces him/herself and everyone else in the circle. (The group can help if it is too difficult). Debrief: Keep the participants in the circle for discussing the following points:

- Why was this activity done?
- What are some of the lessons learnt?
- What made the activity difficult/easy?
- What communication skills were used in this activity?
- Talk about the importance of getting to know each other in both formal and informal ways.

B. Let's Win

Objective:

To build trust between the team members, and to give each participant a knowledge of team working skills.

Procedure:

Divide the participants into two groups. Let them line up into two rows facing the front. Tell them that it's a competition between the two teams and the winner will have a prize (*Note: Prepare some candy for the prize*). Tell them that each group should line up according to any variable you can think of. Examples are: Oldest to youngest; tallest to shortest; alphabetically by names; by birth month.

C. Blind trust

Procedure:

Divide the group into pairs. Have one participant blindfold the other and have the sighted member of the pair lead the "blind" one about for a few minutes. Make sure the leading child is not abusing the power to lead, since the idea is to nurture trust, not to destroy it. The "leader" of the pair should try to provide as wide a variety of experiences as possible, such as having the "blind" partner feel things with his or her feet or fingers; leading with vocal directions, or even playing a game. After a few minutes have the participants reverse the roles and repeat the process so that the "leader" is now the led, and the "blind" partner is now the sighted one. Once the activity is over, allow the students to talk about what happened. Discuss how they felt-not just as "blind" partners, but their feelings of responsibility as "leaders" too. This can lead not only to a greater awareness of what life is like for people with sight (or hearing) disabilities, but to a discussion of

the importance of trust in the whole community. This can lead in turn to a discussion of world and society and how it works, and how it can fail to work too.

12.00 – 14.30

Lunch/Break

14.30 – 16.30

Perfect World

Gather the entire group in one room, or a nice space in the open. Ask them to sit in a circle. Ask them to take five minutes to imagine their 'perfect world'. Each participant has to write down five things they would like to see in their perfect world. The facilitator should give pointers such as 'the abolition of poverty, homelessness etc'. Participants should then be asked to read out their list. Facilitator should write their wishes on flip-chart/chalk board, placing them under the general heading of 'human rights', further broken down into specific sub-headings - 'political', 'civic', 'social', 'economic', and 'cultural'. This is in accord with the Universal Declaration of Human Rights (UDHR). The facilitator should be able to explain and make connections between participant's wishes and the 5 spheres of human rights protected by UDHR. The point is to provide and draw attention to the importance of a structure for the design of their multicultural village.

16.30 – 17.30

Warm down session

This hour should consist of some light exercises to bring the day's learning to a close.

Example 1 – Musical Eliminations

Tell the group that you will play some music, and whilst the music is playing they are to form groups. Tell them that you will call out the number of participants that each group should contain, before playing the music. At first, shout out the number '3' or '4' or '5', and play the music. There will be a certain number of groups of '3' or '4' or '5', and some will be left out. Ask the people left out to sit out of the next round. Keep repeating the exercise until no-one is left standing.

Example 2 – Tie Me Down

Get the group to form a circle and walk into the circle with

hands reaching and grabbing hands of people in the circle. Ask them to hold hands and untangle slowly until they can form a regular circle again without letting go.

17.30 – 19.30
20.00

Dinner/Break
Campfire fun (encourage all participants to help gather wood)

Sunday to Thursday Human Rights Quest

- Divide participants into two or three groups (depending on the actual number of participants in the camp) of ten (yellow team, green team and blue team). Each team should comprise 5 Turkish and 5 Greek Cypriots. Each team should be assigned to a facilitator.
- The facilitator should then divide his/her respective team of 10 into 5 pairs comprising 1 Turkish and 1 Greek Cypriot in each pair.
- Each pair is to be assigned to one of the following categories – 'political', 'civic', 'social', 'cultural', 'economic' - each of which correspond to the next five days of the camp, as follows:

Sunday = Politics

Monday = Civic

Tuesday = Social

Wednesday = Economics

Thursday = Cultural

- Each pair is to lead their team through activities corresponding to their 'rights sphere' on the afternoon of each corresponding day. The pair is also responsible for compiling a report on their sphere, detailing their results.
- Each facilitator will have 5 envelopes which contain tasks relevant to the categories of 'political', 'civic', 'social', 'cultural', 'economic'. Each team will first be given the 'political' envelope, which contains puzzles and tasks. Once all puzzles and tasks for 'political' are completed, they can have the next envelope 'civic'. Repeat until all category tasks/puzzles are completed (but limit to one envelope per day)
- Before engaging each team in their afternoon tasks, the whole group should participate in two morning activities corresponding to each day. Activities for each day are outlined in chapter 9.

Below you will find a breakdown of A. Morning Activities, B. Human Rights Tasks to be completed in the afternoon, and C. Evening recreational activities.

**Sunday, day 3
Political Sunday**

A. Morning Activities (see chapter 9)

1. 'Potato Friends'
2. 'Following Instructions'

B. Afternoon Tasks:

1. Democratically elect a president and vice president of your village. You will need to organise an election, where each team member has one vote. By the end of this exercise you should have elected one Turkish and one Greek Cypriot to the positions of President and vice-president. You should also agree on the length of time each candidate is allowed to hold his/her position.

Each team member should stand in the election and be given 5 minutes to present his/her case as to why he/she should be elected. The team should then vote by writing the names of their chosen president/vice-president on a piece of paper. The facilitator will then count the votes, and both president and vice-president will be elected.

2. Your team is the village parliament. Decide which laws are necessary and draft a list of ten laws. You may add to this list over the next four days.

C. Evening Recreation - 'Village Idol'

Based on the popular TV show 'American Idol'. Each participant has to sing a song, and is judged accordingly by a panel of camp instructors. The whole group must vote for their favourite. The performer with most votes is 'village idol'.

**Monday, Day 4
Civic Monday**

A. Morning Activities (see chapter 9)

1. 'Animal Sounds'
2. 'Paired Sharing'

B. Afternoon Tasks

Solve the following puzzles:

Two people from different communities want to get married. How will your village protect their right to marry without interference or inhibition from either community? Will they have to marry in a religious or a non-religious ceremony? Could your village give the option to marry in either a religious or non-religious ceremony?

The couple marry and have children. Where will the children be educated? Will there be separate schools for different communities, or will all children be educated in the same school?

C. Evening Recreation – ‘Multicultural soccer’

Could be any game, e.g. basketball, volleyball, hockey, baseball. Yellow and Green (and if applicable: Blue) teams play against each other.

**Tuesday, Day 5
Social Tuesday**

A. Morning Activities (see chapter 9)

1. ‘Similarities and Differences’
2. ‘Zoom and Re-Zoom’

B. Afternoon Tasks

How would your village solve the following issues:

- homelessness
- hunger
- criminal activity resulting from drug abuse

**Wednesday, Day 6
Economic Wednesday**

A. Morning Activities (see chapter 9)

1. ‘The Signature Game’
2. ‘Mapping Stereotypes’

B. Afternoon Tasks

1. The population of your village is declining because young people, due to lack of employment opportunities, must leave in order to find work. Lack of employment opportunities also stops people from moving to your village. How would your village reverse the trend of population decline?

2. An international development company wants to invest a considerable amount of money in your village. The investment will solve many of the village's financial problems and will create significant employment. In return for this investment, the company wants to develop the most environmentally scenic part of the village into a hotel complex. The public will only have access to this part of the village if they are hotel customers. In effect, the land will no longer belong to the villagers, but will be privately owned by the company. How does your village respond to the offer and why?

C. Evening Recreation - 'Barbecue Night'

Tonight is an opportunity for campers to unwind around a barbecue. However, volunteers should help to prepare, cook and serve food (make sure that these tasks are not taken up by female participants only). This could be followed by a 'free choice'. Organisers should provide a list of light recreational activities from which to choose.

Thursday, Day 7 Cultural Thursday

A. Morning Activities (see chapter 9)

1. 'Time Capsule'
2. 'All Aboard'

B. Afternoon Tasks

Your village wishes to organise a national one-day holiday that will take place every year on the same day. The event should celebrate the identity of your multicultural village, drawing attention to its history, achievements and the future. The organisers need to be careful that they do not exclude any of the groups who make up the village population. Plan your village's one-day event.

All team members should paint/draw/design a poster with logo advertising the holiday celebration. The team should pick the best poster/logo for use by the village's tourist board. The winner should be chosen by a democratic vote.

C. Evening Recreation - 'Party Night'

The camp leaders will have to have asked on Tuesday (during lunch or dinner) who of the children will organize the 'Party Night'. A small team of 5-6 youngster volunteers is responsible to organize the party (music, food, drinks, etc.), of course with support from the camp leaders.

Friday, Day 8
Presenting the multicultural villages of the future

On Friday, each team should compile a final report which includes all of the 'rights spheres'. Teams will present their final reports in front of an evaluation committee (the camp organizers can decide who should be on this committee), who will choose a winning 'village'.

Each village should take no more than an hour to make their presentations. The judges will look at the content, but also especially on how creative the different villages have been designed. Youngsters can use drama, drawing, video, dance, etc., to show the way they have dealt with the 'human rights tasks' from the previous days.

Nice trophies should be given to the teams. Of course everybody wins at this camp!

The camp should end with a nice joint activity in which all participants can take part.

CHAPTER 7

MULTICULTURAL YOUTH CAMP MODEL III FOR YOUTH 16-20 YEARS OLD



Youth Camp by Environmental Studies Center

Title:

The Multicultural Village Project

Duration:

The camp will last a period of 8 days. It will commence on Friday afternoon (5.00pm) and will run to the following Friday afternoon (5.00pm)

Overall objectives of the camp:

- Building a multicultural village of the future
- Creating an organizational lay-out for the multicultural village
- Living within a multicultural village
- Resolving real issues relating to the functioning of the multicultural village

Number of organizing team members required:

Eight (8)

Best suitable organizational team structure:

Organizations willing to use this camp model need to take into consideration the following issues:

- Selection criteria for camp coordinators, camp instructors and youth leaders
- Ways to evaluate the effectiveness of the multicultural camp
- Safety and well being of young people during the multicultural camp.
- Accountability of camp staff
- Follow up activities to measure the 'added value' of the multicultural camp

Minimum and maximum number of participants:

- 20 - 40
- Balanced by ethnicity and gender
- Varying ages from the range 16-20

Type of camp location:

Where possible the camp should be in a rural setting with basic provisions (eg. it could be a community farm). The emphasis should be on living together, sharing common tasks and chores (like basic washing-up, cooking, cleaning, planting, watering plants, managing a vegetable garden etc.)

Camp set up:

Model 3 builds on model 2. Of course by 'building' we do not mean literally with bricks and mortar, but each camper will have defined 'roles' and clear responsibilities within the multicultural village. Throughout the camp each camper will take part as an 'active citizen' to resolve problems and issues facing the village.

- They have to design and live for 8 days in a camp setting 'village' of their own design. That means organize communal living and prove that they can live within it in a harmonious productive way!
- They will have to agree on a set of laws, ethics and standards which do not discriminate against any single member of their village.
- They will have to organize a fair distribution of chores - washing, cooking, cleaning etc.
- A 'food list' will be supplied by the camp staff and the campers will choose and decide their own menus and program of cooking for each day.
- For evening events the campers will choose in which entertainment and recreational activity they will take part in.
- And they will have a budget which should be allocated equally for food according to the needs of each individual group member.

The camp staff team will be on hand to assist and offer help with difficult issues that may arise and to help conduct the activities they choose to engage in.

Special logistical requirements:

Things to consider:

- Transportation to and from the camp or for day trips
- Parking for staff and visitors
- Deliveries (food and other supplies)
- Cleaning services
- Cooking services
- Possibility of having guest presenters

Suggested timeframe and program for the camp:

The timeframe presented here is a “suggested” timeframe, the ethos of the camp and other factors must be considered by the camp team.

Here are some points to ponder over when thinking of using this suggested timeframe.

- Each day has a different theme
- Each day has common events (breakfast, lunch, rest time, dinner etc.) scheduled around the same time (where possible)
- Taking into consideration the seasonal conditions, in particular heat and humidity instructors can place short breaks between activities to give the campers the time to rejuvenate and refresh
- Plenty of water must be available for consumption, particularly when the outdoor activities are performed
- After lunch of each day a 2 hour ‘Break’ is given for;
 - resting/siesta,
 - working on issues/chores, presentations,
 - connecting, socializing with peers.

This time should not be used for loitering around, misbehaving or breaking camp regulations. For this reason it is important that some kind of supervision is arranged.

Friday, Day 1	
Welcome Friday	
A. Morning	
09.00 - 10.00	Arrival of the Camp Team to the camp site
10.00 - 12.00	Meeting of the Camp Team
12.00 - 13.00	Lunch
13.00 - 15.00	Rest
15.00 - 16.00	Final Preparations for welcoming the campers
B. Afternoon	
16.30 - 17.00	Registration
17.00 - 18.30	Settling-in

18.30 - 19.00	Welcome & Introductions: Ice-Breaker; 'Tag-Me'
C. Evening	
19.00 - 20.00	Dinner
20.00 - 21.00	Ice-Breaker: 'Quick to Know You'
21.00 - 22.00	Introducing the 'Evening Activities' Campers choose activities
Saturday, Day 2 Connecting Saturday	
A. Morning	
08.00 - 09.00	Breakfast
09.00 - 10.00	Activity: Check-In: Why am I here?
10.00 - 12.00	Creating Camp Ethos: RESPECT, Peer Pressure: Decide
12.00 - 13.00	Early Lunch
13.00 - 15.00	Rest
B. Afternoon	
15.00 -16.00	Connecting: Communication Web
16.00 - 17.00	Communicating: Birthday Game
17.00 - 19.00	Team work: Sitting Bull
C. Evening	
19.00 - 20.00	Dinner
20.00 - 22.00	Prepare the group for the 'Human Rights Quest'
Sunday to Thursday Human Rights Quest	
<ul style="list-style-type: none"> ▪ Divide participants into two (or three or four, depending on the actual number) groups of ten (Yellow team and Green team, and -if applicable- Blue and White team). Each team should comprise equal Turkish and Greek Cypriots, and equal male and females. Each team should be assigned to a facilitator. ▪ The facilitator should then divide his/her respective team of 10 into 5 pairs comprising 1 Turkish and 1 Greek Cypriot in each pair. ▪ Each pair is asked to choose one of the following categories - 'political', 'civic', 'social', 'cultural', 'economic' - each of which correspond to the next five days 	

of the camp, as follows:

Sunday = Politics
Monday = Civic
Tuesday = Social
Wednesday = Economics
Thursday = Cultural

- Each pair is to lead their team through activities corresponding to their 'rights sphere' on the afternoon of each corresponding day. The pair is also responsible for compiling a report on their sphere, detailing their results.
- Each facilitator will have 5 envelopes which contain tasks relevant to the categories of 'political', 'civic', 'social', 'cultural', 'economic'. Each team will first be given the 'political' envelope, which contains puzzles and tasks. Once all puzzles and tasks for 'political' are completed, they can have the next envelope 'civic'. Repeat until all category tasks/puzzles are completed (but limit to one envelope per day).
- Before engaging each team in their afternoon tasks, the whole group should participate in two morning activities corresponding to each day. Activities for each day are outlined in chapter 9.

Below you will find a breakdown of A. Morning Activities, B. Human Rights Tasks to be completed in the afternoon, and C. Evening recreational activities.

Sunday, Day 3 Political Sunday

A. Morning

08.00 - 09.00	Breakfast
09.00 - 10.30	Building Capacity: Activity: Stars Within Us
10.30 - 12.00	Setting Goals, Values: Activity: Auction
12.00 - 13.00	Lunch
13.00 - 15.00	Rest

B. Afternoon

15.00 - 17.00 **Tasks:**

1. Democratically elect a president and vice president of your village. You will need to organise an election, where each team member has one vote. However, Greek participants can only vote for a Turkish president/vice-

president, and Turkish participants can only vote for a Greek president/vice-president. Once two winners are selected, the whole team must decide, again by election, who is to be president and who is to be vice-president. Each team member can vote for either of the two winners, regardless of the candidates' ethnic origin. By the end of this exercise you should have elected one Turkish and one Greek Cypriot to the positions of either president or vice-president. You should also agree on the length of time each candidate is allowed to hold his/her position.

Each team member should stand in the election and be given 5 minutes to present his/her case as to why he/she should be elected. The team should then vote by writing the names of their chosen president/vice-president on a piece of paper. The facilitator will then count the votes, and both president and vice-president will be elected.

2. Your team is the village parliament. Decide which laws are necessary and draft a list of ten laws. You may add to this list over the next four days.

C. Evening

19.00 - 20.00

Dinner

20.00 - 22.00

Stage Night

**Monday, Day 4
Civic Monday**

A. Morning

08.00 - 09.00

Breakfast

09.00 - 10.00

Developing skills: Activity 'Magic Wand'

10.00 - 12.00

Creativity: Activities 'SOS (Save Our Sibling)', 'Set the Tent'

12.00 - 13.00

Lunch

13.00 - 15.00

Rest

B. Afternoon

15.00 - 19.00

Solve the following puzzles:

(Note: you must give reasons to support team decisions)

1. A. Two people from different communities want to get married. How will your village protect their right to marry without interference or inhibition from either community? Will they have to marry in a religious or a non-religious

ceremony? Could your village give the option to marry in either a religious or non-religious ceremony?

B. The couple marry and have children, where will the children be educated? Will there be separate schools for different communities, or will all children be educated in the same school?

2. A new religious group forms in the village. The group does not wish their children to be educated in the village school, but instead wishes to run its own school in the village which will cater only for children who practice the groups' religion. Should your parliament allow this school to be established? Should the school be paid for out of village taxation?

C. Evening

19.00 - 20.00

Dinner

20.00 - 22.00

Village Olympics

**Tuesday, Day 5
Social Tuesday**

A. Morning

08.00 - 09.00

Breakfast

09.00 - 10.00

Perception: Activity 'Adventures of the Write Family'

10.00 - 12.00

Feelings: Activity 'Left Out'. Goal Setting: Activity 'Vanishing Circle'.

12.00 - 13.00

Lunch

13.00 - 15.00

Rest

B. Afternoon

15.00 - 19.00

Tasks

1. How would your village solve the following issues: homelessness, hunger, criminal activity resulting from drug abuse,

2. A new political group forms in the village. The group's main policy is that villagers with blonde hair should be thrown out of the village, and that any newcomer with blonde hair not be allowed to settle in the village. Their argument is that the *values* of people with blonde hair make them more likely to be criminals than people with brown hair. How would your village respond to this

policy and argument?

C. Evening

19.00 - 20.00

Dinner

20.00 - 22.00

Night of Charades

**Wednesday, Day 6
Economic Wednesday**

A. Morning

08.00 - 09.00

Breakfast

09.00 - 10.00

Planning: Activity 'What if...'

10.00 - 12.00

Creative Thinking: Activity 'The Great Pretender'

12.00 - 13.00

Lunch

13.00 - 15.00

Rest

B. Afternoon

15.00 - 19.00

Tasks

1. The population of your village is declining because young people, due to lack of employment opportunities, must leave in order to find work. Lack of employment opportunities also stops people from moving to your village. How would your village reverse the trend of population decline?

2. An international development company wants to invest a considerable amount of money in your village. The investment will solve many of the village's financial problems and will create significant employment. In return for this investment, the company wants to develop the most environmentally scenic part of the village into a hotel complex. The public will only have access to this part of the village if they are hotel customers. In effect, the land will no longer belong to the villagers, but will be privately owned by the company. How does your village respond to the offer and why?

C. Evening

19.00 - 20.00

Dinner

20.00 - 22.00

Story Night: Telling legendary stories around the camp fire

**Thursday, Day 7
Cultural Thursday**

A. Morning

08.00 - 09.00	Breakfast
09.00 - 11.00	Task Orientation: Activity 'Scavenger Hunt'
11.00 - 12.00	Compromise: Activity 'True Colours'
12.00 - 13.00	Lunch
13.00 - 15.00	Rest

B. Afternoon

15.00 - 19.00

Tasks

Your village wishes to organise a national one-day holiday that will take place every year on the same day. The event should celebrate the values of your village, drawing attention to its history, achievements and the future. Plan your village's one-day event.

Each team member should paint/draw/design a poster and logo advertising the holiday celebration. The team should pick the best poster and logo for use by the village's tourist board. The winner should be chosen by a democratic team vote.

The team should design a radio advertisement based on the winning poster, to be performed by the team at Friday's report and presentation.

C. Evening

19.00 - 20.00	Dinner
20.00 - 22.00	Farewell dance and party time!

**Friday, Day 8
Farewell Friday
Presentations and reports**

A. Morning

08.00 - 09.00	Breakfast
09.00 - 10.00	Preparing for presentations
10.00 - 12.00	Presentations
12.00 - 13.00	Lunch
13.00 - 15.00	Rest/Packing up and cleaning

B. Afternoon

15.00 - 15.30	Evaluations
15.30 - 16.30	Check Out: Did the camp meet your expectations?
16.30 - 17.00	Award Ceremony
17.00	Departure

CHAPTER 8

MULTICULTURAL YOUTH CAMP MODEL IV FOR YOUNG PEOPLE 20-25 YEARS OLD



Environmental Education for Educators, 2008, by Frederick University

Title:

The Multicultural Village Project

Duration:

8 days

Overall objectives of the camp:

- Building a multicultural village of the future
- Creating an organizational lay-out for the multicultural village
- Living within a multicultural village
- Resolving real issues relating to the functioning of the multicultural village

Number of organizing team members required:

Eight (8)

Best suitable organizational team structure:

Organizations willing to use this camp model need to take into consideration the following issues:

- Selection criteria for camp coordinators, camp instructors and youth leaders
- Ways to evaluate the effectiveness of the multicultural camp
- Safety and well being of young people during the multicultural camp.
- Accountability of camp staff
- Follow up activities to measure the 'added value' of the multicultural camp

Minimum and maximum number of participants:

- 20 - 40
- Balanced by ethnicity and gender
- Varying ages from the range 20-25

Type of camp location:

Where possible the camp should be in a rural setting with basic provisions (eg. it could be a community farm). The emphasis should be on living together, sharing common tasks and chores (like basic washing-up, cooking, cleaning, planting, watering plants, managing a vegetable garden etc.)

Camp set up:

This camp is similar to models II and III. However, there are more tasks, and participants are given less direction in the completion of tasks - they demand a higher level of abstraction, and greater depth of knowledge experience on the part of participants.

The group should be divided into two (or three or four) teams. Their aim is to design the multicultural village of the future. Their designs will be judged by a team of 'experts'. The team with the best design wins.

Special logistical requirements:

Things to consider:

- Transportation to and from the camp or for day trips
- Parking for staff and visitors
- Deliveries (food and other supplies)
- Cleaning services
- Cooking services
- Possibility of having guest presenters

Suggested timeframe and program for the camp:

Friday, Day 1
Registration and welcome

18.00	Registration
18.30 - 19.00	Introduction
19.00 - 19.30	Camp/Tour Orientation
19.30	Dinner

Saturday, Day 2

Day 2 is an extended orientation day through which participants will be introduced to basic teamwork and leadership skills.

09.00 - 12.00 Ice breakers (whole group)

That's Me

Objective:

To create a comfortable environment and introduce the participants to one another. The activity will also emphasize that a good leader should know the different characters in his/her team. Stresses the importance of communication skills in building trust and relationships.

Procedure:

Ask the participants to stand in a circle and have them say their name and also pick an 'adjective' that begins with the letter of their name, such as "Happy Harry, Jumping Jack". Go around the circle once asking everyone to say their names with an adjective. Go around the circle a second time and ask the first person to introduce him/herself with his/her name and adjective. Then the second person should introduce themselves in a similar way and also introduce the first person to the group. This should continue all the way around the circle until the last person introduces him/herself and everyone else in the circle. (The group can help if it is too difficult). Debrief: Keep the participants in the circle for discussing the following points:

- Why was this activity done?
- What are some of the lessons learnt?
- What made the activity difficult/easy?
- What communication skills were used in this activity?

- Talk about the importance of getting to know each other in both formal and informal ways

B. Let's Win

Objective:

To build trust between the team members, and to give each participant a knowledge of team working skills

Procedure:

Divide the participants into two groups. Let them line up into two rows facing the front. Tell them that it's a competition between the teams. Tell them that each group should line up according to any variable you can think of. Examples are: Oldest to youngest; tallest to shortest; alphabetically by names; by birth month.

C. Blind trust

Procedure:

Divide the group into pairs. Have one participant blindfold the other and have the sighted member of the pair lead the "blind" one about for a few minutes. Make sure the leading participant is not abusing the power to lead, since the idea is to nurture trust, not to destroy it. The "leader" of the pair should try to provide as wide a variety of experiences as possible, such as having the "blind" partner feel things with his or her feet or fingers; leading with vocal directions, or even playing a game. After a few minutes have the participants reverse the roles and repeat the process so that the "leader" is now the led, and the "blind" partner is now the sighted one. Once the activity is over, allow the students to talk about what happened. Discuss how they felt-not just as "blind" partners, but their feelings of responsibility as "leaders" too. This can lead not only to a greater awareness of what life is like for people with sight (or hearing) disabilities, but to a discussion of the importance of trust in the whole community. This can lead in turn to a discussion of society and how it works, and how it can fail to work too.

12.00 - 14.30

Lunch/Break

14.30 - 16.30

Perfect World

Gather the entire group. Ask them to sit in a circle. Ask them to take five minutes to imagine their 'perfect world'. Each participant has to write down five things they would

like to see in their perfect world. The facilitator should give pointers such as 'the abolition of poverty, homelessness etc'. Participants should then be asked to read out their list. Facilitator should write their wishes on flip-chart/chalk board, placing them under the general heading of 'human rights', further broken down into specific sub-headings - 'political', 'civic', 'social', 'economic', and 'cultural'. This is in accord with the Universal Declaration of Human Rights (UDHR). The facilitator should be able to explain and make connections between participant' wishes and the 5 spheres of human rights protected by UDHR. The point is to provide and draw attention to the importance of a structure for the design of their multicultural village.

16.30 - 17.30

Warm down session

This hour should consist of some light exercises to bring the day's learning to a close.

Example 1 - Musical Eliminations

Gather whole group of 20 together in one room. Tell them that you will play some music, and whilst the music is playing they are to form groups. Tell them that you will call out the number of participants that each group should contain, before playing the music. At first, shout out the number '3', and play the music. There will be 6 groups of 3, and 2 left out. Ask the 2 people left out to sit out of the next round. Keep repeating the exercise until no-one is left standing.

Example 2 - Tie Me Down

Get the group to form a circle and walk into the circle with hands reaching and grabbing hands of people in the circle. Ask them to hold hands and untangle slowly until they can form a regular circle again without letting go.

17.30 - 19.30

Dinner/Break

20.00

Campfire fun (encourage all participants to help gather wood)

Sunday to Thursday Human Rights Quest

- Divide participants into two (or three or four, depending on the actual number of participants) groups of ten (Yellow team and Green team, and –if applicable- Blue and White teams). Each team should comprise 5 Turkish and 5 Greek Cypriots. Each team should be assigned to a facilitator.
- The facilitator should then divide his/her respective team of 10 into 5 pairs comprising 1 Turkish and 1 Greek Cypriot in each pair.
- Each pair is to be assigned to one of the following categories - 'political', 'civic', 'social', 'cultural', 'economic' - each of which correspond to the next five days of the camp, as follows:

Sunday = Politics

Monday = Civic

Tuesday = Social

Wednesday = Economics

Thursday = Cultural

- Each pair is to lead their team through activities corresponding to their 'rights sphere' on the afternoon of each corresponding day. The pair is also responsible for compiling a report on their sphere, detailing their results.
- Each facilitator will have 5 envelopes which contain tasks relevant to the categories of 'political', 'civic', 'social', 'cultural', 'economic'. Each team will first be given the 'political' envelope, which contains puzzles and tasks. Once all puzzles and tasks for 'political' are completed, they can have the next envelope 'civic'. Repeat until all category tasks/puzzles are completed (but limit to one envelope per day)
- Before engaging each team in their afternoon tasks, the whole group should participate in two morning activities corresponding to each day. Activities for each day are outlined in chapter 9.

Below you will find a breakdown of A. Morning Activities, B. Human Rights Tasks to be completed in the afternoon, and C. Evening recreational activities:

Sunday, Day 3
Political Sunday

A. Morning Activities (see chapter 9)

1. 'Pulse Game'
2. 'The Puzzle'

B. Afternoon Tasks:

1. Democratically elect a president and vice president of your village. You will need to organise an election, where each team member has one vote. However, Greek participants can only vote for a Turkish president/vice-president, and Turkish participants can only vote for a Greek president/vice-president. Once two winners are selected, the whole team must decide, again by election, who is to be president and who is to be vice-president. Each team member can vote for either of the two winners, regardless of the candidates' ethnic origin. By the end of this exercise you should have elected one Turkish and one Greek Cypriot to the positions of either president or vice-president. You should also agree on the length of time each candidate is allowed to hold his/her position.

Each team member should stand in the election and be given 5 minutes to present his/her case as to why he/she should be elected. The team should then vote by writing the names of their chosen president/vice-president on a piece of paper. The facilitator will then count the votes, and both president and vice-president will be elected.

2. Your team is the village parliament. Decide which laws are necessary and draft a list of ten laws. You may add to this list over the next four days.

C. Evening Recreation - 'Village Idol'

Based on the popular TV show 'American Idol'. Each participant has to sing a song, and is judged accordingly by a panel of camp leaders. The whole group must vote for their favourite. The performer with most votes is 'village idol'.

Monday, Day 4
Civic Monday

A. Morning Activities (see chapter 9)

1. 'Limited Senses'
2. 'Pass the Key, Please'

B. Afternoon Tasks

Solve the following puzzles:

(Note: you must give reasons to support team decisions)

1a. Two people from different communities want to get married. How will your village protect their right to marry without interference or inhibition from either community? Will they have to marry in a religious or a non-religious ceremony? Could your village give the option to marry in either a religious or non-religious ceremony?

1b. The couple marry and have children, where will the children be educated? Will there be separate schools for different communities, or will all children be educated in the same school?

2. A new religious group forms in the village. The group does not wish their children to be educated in the village school, but instead wishes to run its own school in the village which will cater only for children who practice the groups' religion. Should your parliament allow this school to be established? Should the school be paid for out of village taxation?

C. Evening Recreation - 'Multicultural soccer' (Could be any game, e.g. basketball, volleyball, hockey, baseball). Teams play against each other.

Tuesday, Day 5 Social Tuesday

A. Morning Activities (see chapter 9)

1. 'Trust Walk'
2. 'Bigger & Better'

B. Afternoon Tasks

1. How would your village solve the following issues:

- homelessness
- hunger
- criminal activity resulting from drug abuse

2. A new political group forms in the village. The group's main policy is that villagers with blonde hair should be thrown out of the village, and that any newcomer with blonde hair not be allowed to settle in the village. Their argument is that the *values* of people with blonde hair makes them more likely to be criminals than people with brown hair. How would your village respond to this policy and argument?

C. Evening Recreation – Choose from list of activities

**Wednesday, Day 6
Economic Wednesday**

A. Morning Activities (see chapter 9)

1. 'Commonalities & Uniquities'
2. 'Blind Polygon'

B. Afternoon Tasks

1. The population of your village is declining because young people, due to lack of employment opportunities, must leave in order to find work. Lack of employment opportunities also stops people from moving to your village. How would your village reverse the trend of population decline?
2. An international development company wants to invest a considerable amount of money in your village. The investment will solve many of the village's financial problems and will create significant employment. In return for this investment, the company wants to develop the most environmentally scenic part of the village into a hotel complex. The public will only have access to this part of the village if they are hotel customers. In effect, the land will no longer belong to the villagers, but will be privately owned by the company. How does your village respond to the offer and why?

C. Evening Recreation – 'Barbecue Night'

Tonight is an opportunity for campers to unwind around a barbecue. However, volunteers should help to prepare, cook and serve food (make sure that these tasks are not taken up by female participants only). This could be followed by a 'free choice'. Organisers should provide a list of light recreational activities from which to choose.

**Thursday, Day 7
Cultural Thursday**

A. Morning Activities (see chapter 9)

1. 'React & Act'
2. 'Race for the Truth'

B. Afternoon Tasks

Your village wishes to organise a national one-day holiday that will take place

every year on the same day. The event should celebrate the values of your village, drawing attention to its history, achievements and the future. Plan your village's one-day event.

Each team member should paint/draw/design a poster and logo advertising the holiday celebration. The team should pick the best poster and logo for use by the village's tourist board. The winner should be chosen by a democratic team vote.

The team should design a radio advertisement based on the winning poster, to be performed by the team at Friday's report and presentation.

C. Evening Recreation - 'Party Night' Dancing!

Friday, Day 8 Farewell Friday Reports and presentations

On Friday, each team should compile a final report which includes all of the 'rights spheres'. Both teams will present their final reports in front of an evaluation committee, who will choose a winning 'village'.

On Friday, each team should compile a final report which includes all of the 'rights spheres'. Teams will present their final reports in front of an evaluation committee (the camp organizers can decide who should be on this committee), who will choose a winning 'village'.

Each village should take no more than an hour to make their presentations. The judges will look at the content, but also especially on how creative the different villages have been designed. Youngsters can use drama, drawing, video, dance, etc., to show the way they have dealt with the 'human rights tasks' from the previous days.

Nice trophies should be given to the teams. Of course everybody wins at this camp!

The camp should end with an evaluation discussion with the whole group in which they can express their feedback, illusions and disillusion, and lessons learned from the whole experience. Time should also be taken to discuss what and how they could take this experience back in to their daily lives and communities.

A nice activity in which all participants can take part should conclude the camp.

CHAPTER 9

CAMP FOLLOW-UP ACTIVITIES



Second Round of Multicultural Youth Camp Trainings (April 2008) by International Child Development Initiatives, European University Cyprus and Mediation Association

A bi-communal camp doesn't end after the one or two weeks that it actually takes place. With our camp models we try to foster understanding, tolerance and friendship between children and youth from the two communities on the island. It would be a self-defeating illusion to think that children after spending some time together will suddenly have changed completely their opinions and attitudes (towards the other ethnic group). There is ample evidence from research that this is a simplistic notion and sometimes can even work the opposite way. So, for our camps to really have an impact more needs to be done, especially after the camps have finished. In this chapter we will list suggestions for what measures can be taken, or what activities could be implemented to ensure that the effect of a camp can be prolonged and deepened. This is again by no means exhaustive and we welcome other ideas (please send them to www.multiculturalcyprus.org).

Sustaining child-to-child contacts

From recent research commissioned by UNDP (Rai Consultants, 2007) it can be concluded that the bi-communal camps as they are currently taking place have a positive effect on the attitudes and relationships between children of the two communities. An important drive for camp organizers should therefore be to sustain these positive bonds that have been formed during the camps in the summer.

Some suggestions to achieve this:

- Organize during the year several follow-up meetings with the children. These can be relatively simple, lofty gatherings, for example an afternoon of bowling or carting, or some other activity. Or even an evening of going out and dancing. The most important thing is that the camp organizers create regular re-occurring moments during the year in which the participants can meet each other in a safe, relaxed atmosphere. The goal is no more than to facilitate the possibilities for friendship to blossom outside the camp situation.
- On top of the above (and probably best combined with that), more goal oriented, structured follow-up meetings could be organized. These could be gatherings in which the children are guided in discussing the sensitive issues pertaining the political situation on the island. The goals here is not to just facilitate relationship building, but also to get children and young people to address and think about the issues obstructing peace in their country. It is a logical next step to the camp models presented in this manual (albeit probably only feasible and relevant for the older target groups).
- It's also an idea to try and organize meetings together with other organizations from the Cypriot Network for Youth Development. Exchange of experiences between participants from different camps will increase the impact and outreach. Eventually it may even lead to a kind of young people's network that actively promotes tolerance and understanding between the two communities.
- Another good option to stimulate continuous contact between participants would be to organize training programs for them (for example, training for youth leaders on topics of common interest).
- The camp organizers could also facilitate the contacts between the youngsters after the camp by setting up an interactive website, for example with a forum page on which children can easily communicate with each other. This can then also become a place where they organize their get-togethers themselves (children are infinitely creative in overcoming physical barriers if they want to!).
- A monthly camp newsletter could be published and send around to all the participants. In this newsletter stories could be shared, meetings could be announced, etcetera.

Sustaining parent-to-parent contacts

Model I for children 9-12 years of age introduces the concept of bringing parents from both communities together. Contacts build during their stay at the camp could be sustained by:

- Organizing a few follow-up meetings during the year. These meetings could also be organized by the parents themselves, or a steering group formed by them. The meetings could be around a certain theme of common interest, for example youth camps. Facilitated discussions can take place in which parents can share their concerns and problems, and also to find common solutions. Important is to not make the meetings too “heavy”; the idea should be to really give Turkish Cypriot and Greek Cypriot parents a chance to get to know each other better. In time this might even develop in a serious platform for “agents of change”: parents from both communities getting actively engaged in peace building activities!
- Organizing a few follow-up activities for parents and children together. These could be relaxing, recreational activities, in which both parents and children get a chance to know each other better. For example an afternoon picnic in the mountains.
- The above could also be approached more ambitiously by organizing an exchange program for children and parents. Greek Cypriot children could stay with Turkish Cypriot families and the other way around. This could be a very interesting and rewarding experience for families from both communities and could increase contact, even on a community level. Of course this needs a lot of organizing and careful monitoring and evaluation, so before embarking on such an endeavour you need to have prepared things well.

Sustaining the impact of a camp on the community level

In the first chapter of the manual we already gave some suggestions on how to create awareness and interest for a camp within the community. These are activities that can take place both before, during and after the actual camp.

Some specific activities that could be organized after a camp include:

- Organize a presentation about the camp at schools by children (and possibly parents) themselves. Having Turkish Cypriot and Greek Cypriot duo’s presenting their camp experiences to their peers in schools can be a powerful way of creating support and awareness for your camps. It is also a good way to “recruit” new participants for next year’s camp. Of course this is easier said than done, because not every school may be willing to support such an initiative. Important is therefore in the preparation to convince the school authorities with the help of parents and children themselves. This will increase your chances (for example, you go and talk with the school director together with one of the parents who supports your camp). As camp organizers you can of course also go yourself and speak about your activities at the local school, university, workplace or other organization.
- Speak to your local newspaper or radio station about your youth camp experience and share your story with the world (see the section on PR in Chapter 3 of this manual)
- Another way of drawing attention to your work and create awareness and support is by organizing an exhibition with pictures of your camp at the local library, youth club, community centre or shopping centre. Similar to this would be making use of

community celebration days to present your camp, for instance by having a stand at a fair.

- A difficult and more cost intensive way of drawing attention to the camps could be the making of a movie to show how a camp experience influences participant's lives. Showing such a movie on local tv stations or via viewings at community events could have a positive impact on support for your camp.
- In the same line is the possibility of creating an Internet presentation about your camp. This can be done, for example, on the website www.multiculturalcyprus.org.

Like said in the introduction of this chapter, we have just listed here some ideas for creating impact of a multicultural youth camp beyond its actual implementation. The main idea was not to be complete, but to stimulate the thinking about different ways of organizing post-camp activities. For only if such activities take place can a camp really become successful towards its goal of creating more understanding and friendship between children and youth from divided communities.

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APPENDIX A

CHOICE MENU OF ACTIVITIES

In this section you can find more detailed descriptions of activities that haven't been fully listed in chapters 5-8. The activities have been categorized per model. However, most exercises can also be used in youth camp settings for all age groups. It is therefore a choice menu; camp organizers using this manual are encouraged to apply these exercises and activities creatively and flexibly.

ACTIVITIES FOR MODEL I CHILDREN 9-12 YEARS OF AGE

Secret friend

Source: <http://www.boingobooks.com>

Procedure: This game should be done at the beginning of the youth camp. Everyone writes down their name in piece of paper and puts in a basket /hat reserved for the names. Then everyone picks up one name and the person indicated in that piece of paper is your secret friend. Keep it to yourself so that no one knows who your secret friend is. You should do something nice to your secret friend during the camp duration. The secret friends are revealed in the last day of camp.

Exercise with ball

Source: <http://www.youthwork-practice.com>

Time: 20 minutes

Objectives: Ice breaking and getting to know each other

Materials: Tennis ball

Procedure: In a circle you are throwing a ball to somebody and you must say your name and then the name of the person you are throwing the ball to. You can pass the ball only to another person that has not already catch it once. Try several times in order to decrease the time of the game up to 30 seconds.

Exercise 'Name Tag Mania'

Source: <http://www.departments.dsu.edu>

Time: 20 minutes

Objectives: Ice breaking and getting to know each other

Materials: Name tags and markers

Procedure: Participants are given a name tag and a magic marker. They are asked to print their name on the upper portion of the name tag and then to draw three objects that represent who they are on the bottom portion of the tag. After completing the activity, participants are then asked to share their names and what they drew on the tags. (i.e. My name is Jess. I drew a sailboat, a dolphin, and a paintbrush.)

Exercise 'Group Juggling'

Source: <http://www.departments.dsu.edu>

Time: 15 minutes

Objectives: Ice break and getting to know each other

Materials: Tennis ball

Procedure: The group **starts** in a circle formation. The leader of the group will begin with one object in hand (i.e. a small ball). The leader will ask one group member to repeat their name, and then the leader will gently toss the object to that group member. The group member will reply "Thank you, (the leader's name)!" The leader will reply by saying, "Your welcome, (the individual's name)!" The object will continue around the circle in the same manner, making sure everyone has

received the object, until the object ends up in the hands of the original leader. *Note: During the first round, once a group member has tossed the object, have them cross their arms to prevent repetition. The same pattern will start again with the leader adding more objects. Once an object has been dropped, the pattern starts all over with the first object. Note: The leader should mix up sizes and shapes of objects (i.e. a rubber chicken, toilet paper, etc.)*

Exercise 'Blanket Name Game'

Source: <http://www.group-games.com>
Time: 20 minutes
Objectives: Ice break and getting to know each other
Materials: Blanket
Procedure: Have your group divide itself into two groups. Tell them to sit on the floor facing each other. Hold up a blanket between the groups so that each team cannot see the other. A member of each team is quietly selected to move up to the blanket. On the count of three, drop the blanket so that each of the selected members are facing each other. Whoever says the other person's name first, wins. Whoever loses, goes to the other team.

Exercise 'Spots in Movement'

Source: <http://www.group-games.com>
Time: 30 Minutes
Objectives: Ice breaker and energizer
Materials: CD player, music CD
Procedure: Ask the group to move freely around the room, play some music in background while this is happening. Stop the music and ask participants to do immediate task. When the music starts again, participants return to moving around room. Example tasks: Shake hands with as many people as possible; Touch the 4 walls of the room; Get into group of the same hair (or eye) colour; Get into groups of the same month of birth; Get into groups of four and make 3 legs and 4 arms touching floor; Get into group of 3 and share expectations.

Exercise 'Fruit salad'

Source : <http://www.youthwork-practice.com>
Time: 20 minutes
Objectives: Energizer
Materials: Chairs
Procedure: The group sits on chairs in a circle. There should be one less chair than people in circle. Each person is given a fruit name (e.g. apple, orange, banana) there should be 4 or 5 people with each fruit name. When the leader shouts out name of fruit, all people with that fruit must swap places, leaving one person in the middle (the leader takes one of the empty chairs). You are not allowed to go back to the chair you just sat on. The person in the middle chooses the next fruit. If somebody shouts "fruit salad" than the whole group must swap places.

Exercise 'Expectations and group rules'

Source: Original idea

Time: 60 minutes
Objectives: Setting up rules acceptable for all group members
Materials: Flip chart paper, markers
Procedure: Group is divided into small groups of four. Every one of those groups has to answer the questions: What I expect to happen during camp duration? What I would not like to happen during camp duration and how to prevent those things? This should take up to 30 minutes. Each group nominates one or two persons to present group work (15 minutes). After presentations participants as a large group through discussion agree rules of acceptable group behaviour (15 minutes).

Exercise 'Are we all in same team?'

Source: Adopted from book "75 Ways to Liven Up Your Trainings"
Time: 120 Minutes
Objectives: To be able to work in a team to complete a task; To be able to approach problems creatively.
Materials: One white blank T-shirt per participant; Cotton blank white sheet; Colour markers; Masking tape; Other natural material they can find at the camp site.
Procedure: Divide the large group into two smaller groups. Tell the groups that our village is about to form 2 sport clubs. They have to design and create name, flag and t-shirts for their group sport club. Divide participants from each of these two groups into 3 sub groups of 4-5 participants (1 sub group for flag, 1 for T-shirts and 1 for name). Provide the groups with paper, sheet, T-shirts, markers, colours and masking tape. They are free to use other 'natural' materials around them like tree, leaves, wood, sticks etc. They need to sit for a while (say 15 minutes) and plan what to do, how to involve every team member and work out their strategy before actually starting to design and create. Once the planning is done have them go and start with work. Have facilitators go around and help them if it is needed (especially in planning phase). After work is finished each group has to explain what every symbol and logo used means.

Exercise 'Magic Carpet'

Source: <http://www.buildingteams.com>
Time: 60 Minutes
Objectives: Team building
Materials: Carpet 4m²
Procedure: Ask the group to stand on a "magic carpet" (tarp or paper). The entire group must be on the tarp completely. Once everyone is settled, advise the group that they are going on a magic carpet ride. Tell them that they have to rise 100 feet in the air and are ready to go. Unfortunately, the instructions on how to steer and land the carpet are on the other side of the carpet. So, they must flip the carpet over while standing on it.
Discussion:
1. Was your group successful in their task?
2. Were you successful as a group?
3. Did everyone participate?
4. Did you communicate effectively?

5. In what ways did you act together as a group to solve the challenge?
6. Did anyone feel frustrated during the activity? How did you deal with this?
7. Think about these 'keys' to success of problem solving in groups:
 - Communication
 - Planning
 - Motivation

Exercise 'Pirates Gold'

Source: Original source not known
 Time: 30 minutes
 Objectives: Energizer
 Materials: Piece of jewellery
 Procedure: Split the group in half and make one team the "Pirates" and the other "Coast Guards." One person within the Pirates has the jewellery, and the object is to get that Pirate across the floor to the other side without getting caught by the Coast Guard. The Coast Guard has to run into the oncoming Pirates and ask them to show what they have in their hands. The Pirates have to show the Coast Guard what they have in their hands. If the Pirate that has the jewellery gets across the floor without getting caught, the Pirate gets one point. If the Coast Guard finds the Pirate with the jewellery, then they get the point. After they go through the game once, both teams switch roles and continue the game.

Exercise 'Autograph Sheet'

Source: <http://www.training-games.com>
 Time: 30 Minutes
 Objectives: Ice breaker and energizer
 Materials: Hand out with questions for game
 Procedure: Participants are given a sheet with various traits on it. The objective is to find a person in the group who fits one of the descriptions and get that person's autograph next to the trait. When making up the list, be creative, but include traits pertinent to the group. Each person may sign each sheet only once. Here are some examples:
 Knows who are Ninja Turtles and their names _____
 Has relatives abroad _____
 Has been doing one sport _____
 Speaks another language _____

Exercise 'Stepping Stones'

Source: <http://www.teachmeteamwork.com>
 Time: 60 Minutes
 Objectives: Team building, cooperation
 Materials: A4 sheets as stones and markers
 Procedure: There is river that separates the land and we need to cross the river to get to the other side as group. There is no bridge, only stepping stones leading to the other side. Only one person at a time is allowed to stand on stone. When they move from the stone it sinks to the river. If there is 25 people, there should be 20 stones (always less stones than people). The task is to get all of group members

across safely in 40 minutes. The group needs to communicate well with each other in order to find solution to the problem. The plan of action: People standing on the stones available; so there is one person per stone and the other members in the group would cross by walking on top of other people feet.

Discussion:

What kind of roles were there in the group; who was leading and who was doing what he/she was told? How was the plan of action planned in the group? How did the group communicate?

Exercise 'The Super Team Game'

Source: <http://www.cisv.org>

Time: 60 Minutes

Objectives: Team building, trust building and cooperation game

Materials: Blindfold, rope

Procedure: This game is best to be done outside since it requires quite a lot of room to function well. The players should be divided into groups of three by choosing the people you know the least in your group. The group should come up with a signal (sound) with what they will be able to locate each other if they are not allowed to speak. They should also come up with physical sign (e.g. shaking hands in special way) that they can use when they meet face to face. Then everyone puts on a blind fold and the game leaders take all players to a wide area in which they should locate their team members by using team sound signal and then when meeting someone, trying physical sign to find out if the person is your team member. No one is allowed to talk while doing this.

Exercise 'Important Item'

Source: <http://www.lc.iastate.edu>

Time: 30 Minutes

Objectives: Ice breaker and getting to know each other game

Procedure: Have each person bring something to the meeting that means something special to them or that they would not have left home without, and then ask them to take turns sharing.

Exercise 'River'

Source: <http://eycb.coe.int/compass/en/contents.html>

Time: 60 Minutes

Objectives: To remind adults of the pressures that young people may be facing

Materials: A blindfold; Masking tape; Several pieces of newspaper; Index cards; Newsprint; Markers

Procedure: 1. Prepare index cards with suggested character roles (as provided immediately below). Depending on the size of your group, use as many or few of the characters as appropriate. Be sure that one person gets the child role.
2. Explain that too often, as adults, we forget what it is like to be a child with competing pressures and influences in our lives. This exercise is an effective way to understand some of the pressures that teens face. Set up the river, laying out two long pieces of masking tape to form it. Ball up several pieces of newspaper

and scatter them throughout the river to form barriers. Be creative, calling them alligators, lava, white water, etc. Ask for volunteers for the role-play. Select up to ten volunteers and distribute an index card with a character role to each participant. Give volunteers about two minutes to think about their roles. Explain that there are many conflicting influences in the lives of youth, today more than ever. These influences may affect the decisions that young people make, including decisions about sexuality. Ask all of the volunteers to come up to the front of the room and stand on either side of the river. Ask the Young Person to come forward and blindfold him or her. Explain that the various characters must guide the Young Person down the river, helping her or him avoid the danger spots (alligators, lava, white water, etc.). Give the other characters about 10 minutes to guide the Young Person down the river. Conclude the activity using the discussion points.

Discussion:

- What did you think of this exercise?
 - Was it realistic?
 - Why or why not?
 - How did it feel to be the Young Person?
 - Were you faced with similar pressures and influences when you were a teen?
- How do these influences affect a teen's ability to make decisions?

Roles:

Feel free to be creative in your role!

Young Person: Listen to all those who are trying to guide you down the river.

Parent/Foster Parent: You know best. Tell the Young Person what to do, keeping his or her best interests in mind. Use phrases like, "When I was your age ...".

Grandparent: You know best. Tell the Young Person what to do, keeping his/her best interests in mind. Use phrases like, "When I was your age..."

Minister (religious leader): You are the moral guide for the Young Person.

Friend: You are the good friend. You truly care about the Young Person.

Teacher: Stress the importance of school. Give guidance where you see fit.

Social worker: Give advice to the Young Person concerning issues such as drug use, sex, family, school, etc.

Media: Think of all the influences in the media (TV, movies, magazines, etc.) Some examples of media messages may include sex, violence, money, etc.

Friend: You are the bad friend. You are a bad influence on the Young Person.

Health care provider: Give advice to the Young Person regarding his or her health and general well being. Some examples: talking about smoking, sex, nutrition, weight.

Exercise 'Relays'

Source: <http://www.cisv.org>

Time: 60 Minutes

Objectives: Imagination, self-esteem, empowerment

Materials: Cones, hoops, tennis rackets, balls, hats, and balloons.

Procedure: Make small group of maximum 6-7 participants (equal group is strength). Stated easily, and make it every time more difficult and exiting. The first of each group runs to the end and goes back, touch the second of the group and then we will go until everybody runs one time. Add two hoops place them on truck. Participants must crawl through and run straight back (put the hoop back on the place and children must work neatly) repeat if necessary. In the end of the game, the winner will stand in a nice, neat line (they must make nice rows, cues). Next run participants take a tennis racket along the truck. Put a tennis ball on racket and walk the truck (through hoops). Put in between the hoops a cone, where the participants must run around.

Exercise 'Dead Fish'

Source: <http://www.dtaa.org.au>

Time: 30 Minutes

Objectives: Icebreaker and energizer

Materials: None

Procedure: The group starts by getting into a comfortable position that can be sustained for a long period of time. Once everybody has established a position, the leader will count down from ten to zero. At zero, the game will begin. Once the game has begun, nobody is allowed to talk or move, with the exception of the eyes and chest for breathing. If the leader and only the leader should notice anyone talk or move, they will verbally remove the person from the game. Anyone removed from playing may persuade others to talk or move, but they may not physically touch those players still in the game. The winner is the last person remaining, and they become the leader of the next game. *Note: This is a great game for those low-key early mornings, but a group activity is still necessary.*

Exercise 'Magic Wand'

Source: <http://www.training-games.com>

Time: 30 minutes + Discussion time

Objectives: Show the importance of communication and cooperation in teamwork; Problem solving requires acquired skills.

Materials: A large flat pole/stick around 3m high.

Procedure: Ask the participants to line up in two rows facing each other (equal numbers in each row). Stand at one end of the line and horizontally hold the stick out between the two rows. Ask the participants to hold out their right hand with their right index finger pointing to person in front of them at chest level. Position

the stick so that it rests on the fingers of the participants. Tell them that 'we have a simple problem and that is the stick need to be lowered to the floor without dropping it'. However there are two golden rules: One, never lose contact with the stick. If that happens retouch the stick. And two, do not lower the stick by hooking your fingers to it. Count to three and let go of the stick and allow the participants to lower the stick. They will have considerable difficulty completing the task as each time they lose contact they need to retouch the stick and this will cause the stick to move up. After a few tries repeat the task by teaching the participants new skills: Let them do the task firstly without talking and secondly with their eyes closed. Allow them to notice the difference in their performance.

Discussion Questions:

1. What made this seemingly simple task so difficult?
2. How did the group try to overcome this difficulty?
3. Was there a group strategy? If so was it successful?
4. Were the new skills helpful? Why/why not?
5. What does this tell us about teamwork?
6. What does this tell us about learning skills even for the most simplest of tasks?

Tips:

- Try encouraging the group by starting the task from a lower position like waist high.
- Use a stick that is not round so it will not roll from the fingers. Eg. do not use a broom stick.
- Use a stick that that is not to flexible and can stay horizontally without bending.

Exercise 'Interpreter'

Source: <http://www.training-games.com>

Time: 60 Minutes

Objectives: Breaking language barrier, cooperation and communication

Materials: None

Procedure: This exercise should be done in pairs. One participant has to be from Greek Cypriot community, one has to be from the Turkish Cypriot community. There is guest speaker from other than your community. There is also interpreter who has to interpret everything that guest speaker has to say. The idea is that guest speaker can speak whatever she/he likes, even gibberish and the interpreter has to come up with everything she/he says. The interpreter still has to follow the guest speaker body language when interpreting what she/he has to say. Once one participant finishes his/her role speech, they will change roles.

Exercise 'As simple as ABC...'

Source: <http://www.training-games.com>

Time: 30 Minutes

Objectives: Team building, cooperation and communication game

Materials: None

Procedure: Split group into teams. Leader selects a letter of the alphabet and sets a time limit. Players then have to collect or list as many things as possible beginning with the letter. Team finding the most wins.

Exercise 'Three W's'

Source: <http://www.cisv.org>

Time: 60 Minutes

Objectives: Creativity, Cooperation, Imagination, Fun

Materials: 4 chairs

Procedure: Trainer divides participants into groups of 4-5 or more. Each group with support of trainer makes a short story and act out story on the following rules.

Who they are? (what characters they are playing)

What they are doing? (what is their relation)

Where they are? (at home, at doctor, at hair-dresser...)

A 15 minutes time is given to all groups in order to make a short story and prepare a sketch. After this 15 minutes one group start performing, others the audience. After each performance trainer discusses with audience what the story was about, in order to make shore that the players have clearly set play.

Suggestion: Every time when someone performs some encouragement helps. You ask the actors to stay in freezing position, they start performing after the leader and audience yell: 5,4,3,2,1, GO! (It is nice to use it every time when starting a sketch)

Exercise 'Ha!'

Source: <http://www.ultimatecampresource.com>

Time: 30 Minutes

Objectives: Icebreaker and energizer

Materials: None

Procedure: Have the group lie on the ground or floor. Position each to lie their head on another's tummy. One of the end people will start. The one that starts say one "HA!" The person that has his/her head on their tummy goes next and says, "HA HA!" With each person, add one "HA!" If there are 30 people, then the last person should say 30 "HA's!"

Exercise 'Capture the Flag!'

Source: <http://www.group-games.com>

Time: 60 Minutes

Objectives: Healthy competition by respecting rules

Materials: None

Procedure: The playing area is divided in half; at each right-hand rear corner is a rectangle that is known as the jail or prison (you could also use a goal if on a soccer field). The group is divided into two teams. Each team should decide where to place their flag (a towel, shirt, or whatever) on their side of the field. The object of the game is to get the other team's flag. Once the game is started, anyone who steps over the center line into the opponent's half is eligible to be caught and taken to prison. A player must get through the enemy's lines without getting tagged. Prisoners may be rescued by teammates who get through enemy lines without being tagged and can touch the prisoner's hand. (The prisoners can line

themselves up by holding hands and stretching toward the center line as long as one person is still holding the goal or in the jail area.) If rescued, both the prisoner(s) and the rescuer must walk back to their own side with their arms up. To win the game, a player must get the flag back across the mid-line of the playing area. If a player has the flag and gets tagged, the flag can either go back to where it was, or be dropped where the person got tagged. That player goes to jail. Teams may have only had one person protecting the flag.

Exercise 'Is Mrs. Mumble Home?'

Source: <http://www.lc.iastate.edu>

Time: 30 Minutes

Objectives: Icebreaker and energizer game

Materials: None

Procedure: The group will sit in a circle formation. One person will start by turning to the person next to them and say, "Is Mrs. Mumble home?" To which the person replies, "Who?" Then the first person says, "Mrs. Mumble." To which the second person replies, "I don't know, let me ask my neighbour." The conversation continues around the circle. The object of the game is to get the conversation moving fast without the two conversationalists showing their teeth.
Note: To make it more difficult, send the message in opposite directions.

Exercise 'Winker'

Source: <http://www.ultimatecampresource.com>

Time: 30 Minutes

Objectives: Icebreaker and energizer

Materials: None

Procedure: Everybody will start close together with their eyes closed and thumbs up. The leader will squeeze the thumb of one group member. That group member is the "winker." With eyes still closed, the winker will squeeze the thumb of another group member twice. That group member becomes the sheriff. Once the two positions have been established, everyone can open their eyes. Nobody should know who is the sheriff or the winker. Everyone begins walking around, making eye contact with everyone else. The object of the game is for the winker to send everyone out of game without getting caught. The winker does his/her sending out by winking one eye at someone. If the winker winks, that participant that was winked at, is out of game. Anyone killed by the winker must count to twenty and only the sheriff may guess who the killer is. The sheriff also can be sent out by the winker. If the sheriff's guess is correct, he/she wins. If they guess wrong, they immediately die, and the winker wins.

Exercise 'Rain and Thunder'

Source: Original source not known

Time: 30 Minutes

Objectives: Cooperation, interconnection, fun

Materials: None

Procedure: This is a game of "follow the leader." Closed eyes create the rainstorm effect. Participants sit in a circle with eyes closed. The leader begins by very quickly

rubbing his/her hands together. As the person to the left hears this, he/she begins rubbing his/her hands together until this contagiously goes around the circle (can also be done going side to side with large group). As soon as this sound reaches the leader again, he/she begins to snap his/her fingers as does the person to the left, until eventually, the entire circle gives the illusionary sound of a rainstorm. When this sound reaches the leader, he/she begins clapping his/her thighs until the entire circle follows suit. The final circle of sound is created by stomping feet. All of these sounds give the feeling of a thunderstorm rising to a climax. At this point, the leader reverses the motions (foot stomping, thigh slapping, fingers snapping, and hands rubbing together) until the sounds of the storm have fully subsided.

Exercise 'Catching The Snake's Tail'

Source: <http://www.ultimatecampresource.com>

Time: 30 Minutes

Objectives: Cooperation, interconnection, fun

Materials: None

Procedure: A snake is formed with all of the students holding hands in a line. One end is the head and the other is the tail. The head tries to catch the tail while the tail tries to escape. Let participants know that they should not break their grip (if possible). Variations: Have more than one group and have the heads of the groups chasing the tails of the other groups.

Exercise 'Giants, Wizards, and Elves'

Source: <http://wilderdom.com>

Time: 30 Minutes

Objectives: Cooperation, interconnection, fun

Materials: None

Procedure: The group is split up into two equal groups. Each of the two groups will huddle up away from the other group. As a group, they will decide to be a giant, wizard, or elf. Once the groups have decided on a group identity, the two groups will line up parallel to one another in the middle of a squared off area. On the leader's count of three, the two groups will show the other group their chosen identity. A "giant" stands nice and tall with their arms over their heads and growls. A "wizard" slightly bends at the knees with their arms out in front saying, "ZAP, ZAP, ZAP!" An elf bends totally at the knees, and with their hands they make pointed ears and elf noises (your choice). A giant beats an elf; a wizard beats a giant; and an elf beats a wizard (similar to Rock, Paper, Scissors). The team with the more powerful identity will chase the other group. Anyone tagged before crossing the coned line will join the other team. Anyone not tagged will remain on the same side. In the event of a tie, the groups will decide on a new identity. Note: To save time in the event of a tie, it is a good idea to have the groups think of an alternative identity.

Exercise 'Music Corner'

- Source: <http://www.ultimatecampresource.com>
- Time: 30 Minutes
- Objectives: Energizer, fun
- Materials: 1 Tape/CD player, empty room (or 4 cones if playing outside), a bucket with tags numbered 1-4
- Procedure: Mark each corner of the room, or cones if outside, corner 1, corner 2, corner 3 and corner 4. Note: if playing outside with cones, space cones out to equal a room size. Designate one person to hold the bucket with the four numbers in it. When the music starts, the group walks around the room or within the cone area if outside. When the music stops, everyone runs to a corner or cone. Then the person with the bucket of numbers has a spectator in the crowd pull a number out. Everyone in the corner whose number is called is now out of the game. This continues until it gets down to the last person who is then the winner.

Exercise 'We can make that song'

- Source: Adopted from book '75 Ways to Liven Up Your Trainings'
- Time: 120 Minutes
- Objectives: To be able to work in a team to complete a task; To be able to approach problems creatively.
- Materials: Music instruments if needed; A4 paper; Pencils; Sample of music; Sample of songs that can be used
- Procedure: Divide the large group into two smaller groups. Tell the groups that our village is about to create own songs to use on music evenings in village. They have to write song and pick melody that song will be played on. Divide participants from each of these two groups in 2 sub groups of 4-5 participants (1 sub group for writing song and 1 for picking melody. Provide the groups with paper, CD player and some sample of music and songs that they can use. They need to sit for a while (say 15 minutes) and plan what to do, how to involve every team member and work out their strategy before actually starting to write song and pick melody. Once the planning is done have them go and start with work. Have facilitators go around and helping them if it is needed (especially in planning phase). After work is finished each group has to present what they did.

Exercise 'Mask Creation'

- Source: Original source not known
- Time: 60 Minutes
- Objectives: Creativity, presentation, self -esteem, interaction and fun
- Materials: Heavy card stock, 8.5x11, enough for sheet per child; Thin sewing elastic, enough for about 14 inches per student; Scissors; Hole-punch; Crayons or markers.
- Procedure: This is an individual exercise. Each of participants has to create mask on their own. Each of the masks has to present person, cartoon hero, strip hero, TV hero or someone important to them. After finishing work on creation of mask each of participants will have chance to present their mask and reason why they decide to present certain hero.

ACTIVITIES FOR MODEL II CHILDREN AGED 12-16

Exercise 'Potato Friends'

Source : <http://www.acacamps.org>

Time: 30 - 40 min

Objectives : To help campers recognize stereotypes and to promote understanding and communication between culturally diverse campers. This activity encourages campers to view each person as an individual by introducing the concept of generalization. Campers will recognize how stereotyping can cause them to lump people together based on unfair biases.

Materials: Potatoes, Large bags

Procedure: 1. The activity is best done with five to fifty participants aged twelve or older. You will need one potato for each participant and a large bag. Begin the activity by holding up one potato and stating, "I have here a potato. I don't know about you, but I've never thought much about potatoes; I've always taken them for granted. To me, potatoes are all alike. Sometimes I wonder if potatoes aren't a lot like people."

2. Ask each participant to pick a potato and closely examine it for three minutes, getting to know its spots, bumps, and scars. Tell them they need to be able to introduce their potato friend to the group. After the silent period, introduce your potato to the group by naming it and telling a story about it. The story could describe specific characteristics of your potato or where the potato came from (i.e., fictitious city and country). After your introduction, ask the campers if there is any difference between how they are handling their potato friend now compared to the way they handled it in the beginning of the activity.

3. Tell campers to place their potatoes back into the bag. Ask with the group whether they agree with the comment, "All potatoes are the same." Why do they agree or disagree? Ask participants if they think they could find their friend in the bag of potatoes. Empty the bag again and invite participants to pick out their potato friend. This will cause a flurry of activity and exchanging as campers make sure to get the correct potato. Have participants introduce their potato friend to the group and then place it back in the bag.

4. As a final discussion point, make the connection that it is possible to lump people into the same group and think they are all alike; when in reality, if you take time to get to know and understand a person, you discover that each person is an individual, having a distinctive personality, background, and special ability.

Exercise 'Following Instructions'

Source: <http://www.wilderdom.com>

Time: 20 min

Objective: Demonstrates the importance of not jumping to conclusions when following instructions.

Materials: Instructions sheet.

Procedure: Give everybody a sheet with the following instructions printed on it:

Can You Follow Directions?

Three minute test:

1. Read everything before you do anything.
2. Put your name in the upper right hand corner of this page.
3. Circle the word 'name' in sentence two.
4. Draw five small squares in the top right-hand corner.
5. Put an X in each square you have just drawn.
6. Put a circle around each square.
7. Sign your name under the title of this page.
8. After the title write 'yes yes yes'.
9. Underline sentences number seven and eight.
10. Put an X in the lower left-hand corner of this page.
11. Draw a triangle around the X you have just made.
12. On the back of this page multiply seventy by thirty.
13. Draw a circle around the word 'top' on sentence four.
14. Loudly call out your first name when you reach this point in the test.
15. If you think you have carefully followed these directions, call out 'I have carefully followed the directions'.
16. On the reverse side of this paper add 107 and 278.
17. Count out in your normal speaking voice from one to ten.
18. If you are the first person to get this far, shout out loudly 'I am the first person to get this far following these instructions.'
19. Punch three small holes in your paper with your pencil here . . .
20. Now that you have finished reading carefully, do only sentences one and two.

Debrief by asking what happened and why it happened.

Exercise 'Animal Sounds'

Source: <http://wilderdom.com>

Time: 15 - 20 min

Objectives: Releases energy. Loud, fun, chaotic, then gradually order and unity.

Materials: none

Procedure: Invite people into a circle. Hand out blind-folds and help people to blind fold another. Alternatively, ask for eyes closed. Explain that each person will hear a whisper of an animal name. Move around the group, giving each person the name of animal (e.g., from the list below). The challenge will be to find all other animals of one's own kind. No-one can talk - only animal sounds can be made. Very loud chaos ensues, then gradually order and unity emerges as animals find one another.

Note: Be prepared to shepherd people from danger, but usually people are very safe with many not moving much, rather focusing on listening and calling out to others.

List of possible animals (aim to have 2 of each animal and make sure 1 Greek and 1 Turkish participant share each animal). *Note: Consider possible cultural issues if animal is seen as sacred or offensive:*

- Wolf

- Cat
- Pig
- Kangaroo
- Snake
- Lion
- Crow
- Monkey
- Frog
- Elephant

Exercise ‘Paired Sharing’

Source: <http://www.businessballs.com>

Time: 30 min

Objectives: A great way to get people talking comfortably to people they don't know or to raise the level of engagement within a group that does know each other. Works well in small or large groups (12-100).

Materials: None.

Procedure: Ask participants to stand up, move about the room (don't just turn to the person next to them), and find a partner from their team who is not from the same ethnic group. Once everyone is in pairs, the facilitator says: "You will have two minutes to discuss the following topic with your partner..."

Ideas for discussion:

-Find three things you and your partner have in common.

-Describe for your partner the place where you live.

-What would you do if you won \$1 million dollars?

-What are your most favourite and least favourite things about Cyprus?

At the end of two minutes, the facilitator gets the group's attention and may invite participants to share what they talked about with their partners. Participants are then instructed to find a new partner and told they will be given a new topic. This cycle can be repeated until each Greek Cypriot has spoken with each Turkish Cypriot in their team.

Exercise ‘Similarities and Differences’

Source: <http://www.businessballs.com>

Time: 20 - 30 min

Objectives: Helps the participants to understand that we have a lot in common with other people and still we are unique .

Materials: None

Procedure: Have the people in the yellow team look over at the folks in the green team and then go over and pair off with the person they feel they have the most in common with. After chatting together for about 5 minutes have them present the person they chose to the group and explain why they selected that person, and what they discovered about him or her. Have the people in the green team look over at the folks in the yellow team and then select the person they feel is LEAST like them. They go over and chat for about 5 minutes and then tell why they selected that person and what they found out about him or her. While they are chatting, they are all laughing and having a good time. When they explain

why they chose that person - "because we both wore glasses, etc," or "because she's blond and I'm brunette," they also discover that they have A LOT IN COMMON, and a LOT OF DIFFERENCES.

Exercise 'Zoom and Re-Zoom'

Source: <http://wilderdom.com>

Time: 20 -30 min

Objectives: This engaging group activity helps develop communication skills, perspective taking, and problem solving skills. Based on the intriguing, wordless, picture books "Zoom" and "Re-Zoom" by Istvan Banyai which consist of 31 and 30 sequential "pictures within pictures". The Zoom narrative moves from a rooster to a ship to a city street to a desert island and outer space. Zoom has been published in 18 countries. The Re-Zoom narrative moves from an Egyptian hieroglyphic to a film set to an elephant ride to a billboard to a train.

Procedure: Hand out one picture per person (make sure a continuous sequence is used). Explain that participants may only look at their own pictures and must keep their pictures hidden from others. Encourage participants to study their picture, since it contains important information to help solve a problem. The challenge is for the group to sequence the pictures in the correct order without looking at one another's pictures. Participants will generally mill around talking to others to see whether their pictures have anything in common. Sometimes leadership efforts will emerge to try to understand the overall story. When the group believes they have all the pictures in order (usually after 15 minutes), the pictures can be turned over for everyone to see.

Remarks: -This exercise works with any age group.
-Can be done indoors or outdoors.
-Once the challenge is finished, allow everyone to see the pictures and encourage participants to sort out any mistakes in the order (can be done on a table or the floor), then let everyone walk around to view the pictures in sequence so they understand the full story.

Variations: -Hand each participant a picture. Explain that each person is holding part of a story and that the group task is to find out what the story is by putting their pictures in sequence.

-Use a time limit to increase difficulty and enhance focus on teamwork.

-Team performance can be measured (e.g., for a competition) by counting how many pictures are out of sequence.

-Try disallowing talking. This increases the difficulty and creates the need for expressive sign language. In general, allow large groups to talk because there is enough complexity sorting out all the pictures.

-Another way to increase complexity is to give each person more than one picture.

Ideas: There is usually much potential for debriefing and discussion:

-Why was it hard to get the story together? (everyone had a piece, but no-one had the big picture)

-What type of communication was used in attempting to solve the problem?

-What communication methods might have worked better? e.g., Imagine if, at the outset, the group had taken the time to let each person describe his/her

picture to the rest of the group. What would have happened then? Would the solution have been found faster? What prevented such strategies from being considered?

-Did you try to "second position" (i.e., see one's communications from the perspective of others)?

-What kind of leadership was used to tackle the problem?

-Who were the leaders? Why?

-What style of leadership might have worked best?

-If you were to tackle a similar activity again, what do you think this group could do differently?

-What real life activities are similar to this activity?

Exercise 'The Signature Game'

Source: <http://www.pecosriver.com>

Time: 15 - 25 min

Objectives: A fun, no-physical-impact activity that gets people out of their chairs and talking to other people in the room.

Materials: A pencil and a piece of paper, note card, or something to write on.

Procedure: On a flip-chart at the front of the room, the facilitator makes a list of five categories. These categories can be things like:

-Someone with an exotic pet

-Someone who's been on TV

-Someone who has five or more siblings

-Someone who's been in trouble with "the law"

-Someone who's run a marathon

-Someone who can wiggle their ears

Each participant is given pencil and paper and asked to make five lines across their paper, one under the other. Facilitator says the following: "Please draw five lines on your paper with enough room on each to have someone sign their name. In just a moment, I am going to turn over a list of categories. Your job, in the next five minutes, is to move around the room and obtain the signatures of a person who fits each category. Please sit down once you have obtained all five signatures, so I'll know when you're done. And have fun with this. It's a great opportunity to talk to other people. And, by the way, categories can be broadly defined, so don't worry about being too exact. If you were on TV when you were five as part of Captain Kangaroo — well, that counts. Everybody stand up. Go." At the end of five minutes, when people look like they're getting close, ask them to sit down. Then take a few minutes and see what the group found. For example, "Who did you find that has an exotic pet? Jerry. Great. Jerry, tell us about your iguana." Run through all five categories. At the end, ask people to give themselves a hand.

Exercise 'Mapping Stereotypes'

Source: <http://www.acacamps.org>

Time: 30 min

Objectives: To help campers recognize stereotypes and to promote understanding and communication between culturally diverse campers. Stereotypes can stem from not only a person's physical characteristics but also from the area of the country where he/she lives. This activity increases awareness of stereotyping within geographic regions.

Materials: Large map of Cyprus, Paper and Pens

Procedure: Ask participants the following questions to help them start thinking about behaviours that promote stereotyping:

-Have you ever felt stereotyped?

-Did you ever feel that someone saw you not as an individual but in terms of what group they classified you in? Can you share an episode you clearly remember and how you felt?

-Does anyone here think they use stereotype?

Explain that recognizing stereotypes is the first step to ending that type of behavior. Show campers a map of Cyprus. Give them some examples of regional stereotypes. Assign each group a different region of the country. Pass out paper and pens and tell the groups they have seven minutes to create a list of positive and negative stereotypes for that region that they will share with the rest of the participants. After the timed group period is completed, begin a discussion by asking a series of questions. Try to involve as many people as you can from all of the groups.

-What were some feelings you had about the negative stereotypes and the positive ones?

-How did you feel when people from outside your region shared their stereotypes of your region?

Sum up this activity by reminding campers that assumptions about people based on where they live are clearly judgmental and, at times, create barriers between how they communicate and respond to others.

Exercise 'Time Capsule'

Source: Original unknown

Time: 45mins - 1hr

Objectives: This is a good exercise for practicing consensus-building: team members learn the benefit of understanding each others' values.

Materials: Flipchart, pap, pens

Procedure: Have each member of the team list five items that they feel should be included in a time capsule that will be opened by another civilisation in five thousand years' time. Each member of the team should then explain the reasons for their choice. The team then reaches consensus on which five objects should be included in the time capsule. Ask each team to write their final choice of items on a flipchart and discuss and defend their choices with the whole group.

Exercise 'All Aboard'!

Source: <http://wilderdom.com>

Time: 15 - 20 min

Objectives: This activity requires working together in close physical proximity in order to solve a practical, physical problem. It tends to emphasize group communication, cooperation, patience and problem solving strategy, as well as issues related to physical self and physical proximity.

Materials: None

Procedure: Ask the whole group to try to fit inside a small area which can be marked by:

- small platforms, or
- circle of rope, or
- tarpaulin or blanket

When the group succeeds, decrease the area (e.g., changing platforms, shrinking the circle, or folding the tarp) and challenge the group again. How far can the group go?

Note: Obviously people are going to need to feel physically comfortable in order to get physically close and be supportive of one another. So make sure people are warmed up and preferably have removed excessive jewellery, watches, etc.

ACTIVITIES FOR MODEL III YOUTH AGED 16-20

Exercise 'Tag-Me'

- Source: Adapted from various 'conflict resolution' trainings.
- Time: 30 min + Discussion Time
- Objectives: To break the ice and share the joy of being amongst new people.
To get the campers to correctly pronounce each others names.
- Materials: Name Tags with each person's (including the camp staff's) names written on it.
- Procedure: -Place all the previously prepared name tags into a bag.
-Get the group to form a circle while you are in the centre of the circle.
-Draw out a name tag from the bag. If it is your own name tag redraw.
-Loudly call out the name asking if that is the correct pronunciation.
-You have 5 (five) YES/NO questions to ask the group to determine whose name tag you are holding. People answering YES to each question take a step closer to you (into the circle).
-Some example questions could be:
- Are you a girl? (all the girls take one step into the circle)
 - Are you wearing shorts? (all girls wearing shorts step into the circle)
 - Are you from Nicosia? (all girls with shorts that are from Nicosia move into the circle)
 - Do you have long hair?
- After three questions you make an 'educated guess' to which the person is and tag him/her by giving him/her the name tag.
-If you correctly 'tagged' the person you get into the circle, if incorrectly guessed the person identifies him/herself and he/she starts doing the same by drawing a name tag from the bag.
-The game goes on until all the name tags are taken from the bag.
- Discussion Questions:
1. Was this activity easy? Why?
 2. For those who 'tagged' a person how did you know who he/she was?
 3. How do you feel meeting new people?
 4. Do you have common traits with other people in the group?
 5. When were you in a new group? How did you meet them?
 6. What makes you comfortable/uncomfortable when you are in new group?
- Tips: -If there are people with the same name make sure they are identified. e.g. by including the first letter of their last-name on the name tag.
-Get the group to applaud the person that correctly tags.

Exercise 'Quick To Know You'

- Time: 30 minutes + Discussion time
- Source: Adapted from the book 'Activities That Teach'
- Objectives: Get to know each other little better; Understanding that people have common traits, such as likes/dislikes, joys/fears, dreams/hopes.
- Materials: a whistle, a watch.

Procedure: Get the group to form two circles, one within the other. One group faces into the circle while the other faces out of the circle so the people face each other. You place yourself in the centre of both circles. Tell the people in the outer circle to introduce themselves to the person facing them from the inner circle. They need to say their names, where they live, about their family, their school, things they like/dislike, what they do during their spare time etc. They have 2 minutes to do this. After 2 minutes is passed reverse the process. Give 2 minutes for the people in the inner circle to introduce themselves in the same way. Once opposite pairs have introduced each other get the outer circle to rotate clockwise by one person, so each person now pairs up with a different person. Repeat the introductions for the new pairs and continue rotating and introducing until the outer circle has gone around one complete cycle.

Discussion Questions:

1. Did others have the same name, traits as you?
2. How did this make you feel towards them?
3. What other common things do you think you have?
4. How do you feel now that you know more about people in the camp?
5. Did you have any preconceived ideas about this camp? If so how did you get them?
6. What are your expectations from the camp now that you met the people?

Tips: If you are pressed for time you may do this activity in smaller groups or reduce the time to one minute.

Exercise 'Why am I here?'

Source: Adapted from mediation trainings.

Time: 45 - 60 minutes

Objectives: To find out their expectations from the camp.
To build a momentum for the rest of the camp.

Materials: Flip chart, markers

Procedure: Get the group to brainstorm around:
How did they hear about the camp,
What they expect from the camp,
What they can do individually to add to the success of the camp.
Write the comments on the flipchart and display them in an area that they can all see for the rest of the week.

Discussion Questions:

1. How did you hear about the camp?
2. What do you expect to get from this camp?
3. What do you offer for this camp?

Tips: If the group is too large or you think they are not willing to freely share their ideas in the large group (may be because of language barrier), divide the group up randomly and provide a marker and flipchart paper for each small group to write their ideas and share in the large group.

Exercise for creating camp ethos 'Respect'

Source: Adapted from Pro-Active Leadership Camps, University of Massachusetts.

Time: 60-90 minutes

Objectives: To set the scene for camp standards; For the group to create camp ethos; Eliminate possible misunderstandings.

Materials: Coloured markers and paper (A4 and Flipchart paper)

Procedure: On the board/flipchart write the word "RESPECT" in capital letters. Ask the group to comment on what respect means for them, giving examples from their lives. Brainstorm around; people have respect for whom, how respect is earned, what people have to do to keep that respect and what situations demands respect. Randomly divide the group into six small groups. Each group will have the responsibility of one letter of the word RESPECT. Each of the small groups has to go and find as many words starting with their letter as possible. For instance, group with the letter

'R' will write words like: Relate, Report, Restore, Reform...

'E' will write words like: Engage, Empathize, Encourage, Eliminate...

'S' will write words like: See, Seek, Say...

'P' will write words like: Protect, Prosper, Prejudice, Prepare ...

'C' will write words like: Communicate, Connect, Cooperate, Conflict...

'T' will write words like: Team, Tolerate, Transform...

After gathering as many words as possible the groups have to use these words to write a paragraph on a flipchart that will be part of the 'Camp Ethos'. They will come into the large group and present their paragraph. The group that found the most number of words will be given the task of taking these paragraphs and combining them into 'Camp Standards of Respect'.

Discussion Questions:

1. What was easy/difficult about this activity?
2. Can people have respect and lose it too?
3. Will they agree with the Camp Standards? Why?
4. Why is there a need for Camp Standards?

Tips: Other words like TEAM WORK, COOPERATION, MULTICULTURAL could also be used. The campers can also produce a poster or a banner to display the Camp Standards.

Exercise on peer pressure 'Decide Early'

Source: Adapted from the book 'Activities That Teach'

Time: 10 minutes + Discussion Time

Objectives: Show that making an early decision can mean resisting peer pressure.

Materials: None

Procedure: Pair the group and have the partners facing each other with their hands behind them. Ask them to extend any number of fingers on one or both hands. On the count of three both partners are to bring their hands out in front of them and hold them chest high. The first of the two people who correctly counts the number of fingers in front of them (his/her own hands and his/her partner's

hands) yells out the answer. Repeat the exercise few times than get them to switch to a new partner.

Discussion Questions:

1. How did you perform on this activity?
2. What strategy did you use to beat your partner? Did it work? Why or why not?
3. Did you think others had a strategy that worked?
4. How do you think this activity can be useful in resisting peer pressure?
5. Did you become frustrated during the activity? Why?
6. Do you think making an early decision would help you resist peer pressure? Why? Why not?
7. Think of a situation where you had hard time making up your mind about something. Describe the situation and how you made a decision.

Tips: -Teenagers who make a decision (eg. decide not to smoke) before being asked, have a much better chance of resisting than those who wait to make a decision until they are confronted with the choice.
-The key to winning this activity is to already know how many fingers you have in your own hand and just and the fingers from your partner to get the total.

Exercise 'Communication Web'

Source: Adapted from the book '75 Ways to Liven Up Your Trainings'

Time: 60 Minutes

Objectives: Show that communication is a two-way process; Build awareness to different aspects of communication.

Materials: A ball of string, long enough weave a web in a circle (for 30 people around 50 meters). It could also be strong ball of wool.

Procedure: The group forms a large circle. Tie one end of the string to your finger. Say your name and the country you wish to visit if you are given the chance. (I am John and I like to visit Russia). Throw the ball of string to a person of your choice in the circle. He/she will tie the string to his/her finger, say his/her name and the country he/she wishes to visit before throwing it to the person of his/her choice. This is repeated until everyone in the circle has tied the string to his/her finger. Get the group to study the shape that the string has formed in the circle. Does it look like a spider web? Are people connected? Get someone to pull on the string? Get someone to lift the string by raising his/hand? Get some people to sit. How does all this affect the shape of the string? Now ask the group to collect the string by reversing the throwing process. But as they throw the string back they need to say the name of the person that threw the string to them and remember where they wanted to visit. When the process is complete place great importance on the discussion questions to bring out the objectives of the activity.

Discussion Questions:

1. What was difficult about the first part of the activity?
2. Why did you throw the string to that particular person?
3. Do we communicate better if we know the person personally?
4. Was it difficult to catch the ball of string? Why? How is this related to communication?

5. Did we feel pressure to catch the ball of string?
6. What would have happen if someone let go of the string?
7. Was it difficult to remember the countries people wished to visit? How do we relate this to communication?
8. Name the stages of communication you identified in this activity.

Tips:

- Before throwing the ball of string call out the name of the person you wish to connect so to avoid confusion.
- Make sure the string is stretched just right: not too loose to touch the ground or too tight to cut peoples' fingers.
- Inevitably someone will drop the string or another person will catch it – these will be points to bring up in the discussion. For instance, how sometimes people don't get the message as we intended or how others might receive the message etc.

Exercise 'Birthday Game'

Source: Adapted from the book '75 Ways to Liven Up Your Trainings'

Time: 60 Minutes

Objectives: To show that we can communicate nonverbally.

Materials: None

Procedure: Tell the group that they have to line up according to the day and month of their birth day (1st January at the start of the line and 31st December at the rear of the line). They will do this without talking. They need to somehow find a way to communicate so they can correctly complete the task. Give them few minutes to think again without talking.

Discussion Questions:

1. Did we find it difficult to communicate without talking?
2. How did we overcome this difficulty?
3. Can you think of some situations where we must communicate nonverbally?
4. What are other methods of nonverbal communication?

Tips: You may wish to divide the group into two and turn this into a competition. To see which group will line up first and add say 5 seconds to their time for every misplacement within the line.

Exercise on team work 'Sitting Bull'

Source: Adapted from Pro-Active Leadership Camps, University of Massachusetts.

Time: 120 Minutes

Objectives: To be able to work in a team to complete a task; To be able to approach problems creatively.

Materials: Old news papers; Strings; Masking tape; Other natural material they can find at the camp site.

Procedure: Randomly divide the large group into smaller groups made up of 5-6 people. Tell the groups that the 'Sitting Bull-The Legendary Indian Chief' will visit the tribe. They have to design the most durable, the most decorative and the most pleasant tent for him to stay in while visiting the tribe. Provide the groups with some old newspapers, a ball of string and masking tape. They are free to use other 'natural' materials around them like tree, leaves, wood, sticks etc. But can't use

man-made materials like trash bins, cardboard, boxes etc. They need to sit for a while (say 15 minutes) and plan what to do, how to involve every team member and work out their strategy before actually starting to build the tent. Once the planning is done have them go and build their tents. Have the Sitting Bull-Camp Coordinator and his team - facilitators go around the judging each tent. During the judging each group has to explain why the tent was built in this location and in this way. Finally Sitting Bull will sit in the tent that is judged as the 'best'.

Discussion Questions:

1. What sort of planning was done prior to building the tent?
2. Did the group develop a strategy?
3. Was this planning and strategy effective?
4. What was difficult about working in a group?
5. Where there any leaders emerging within the group?

Tips: -Prices could be given to the group that builds the best tent.
-Campers can spend some time in their tents.

Exercise 'Stars Within Us'

Source: Adapted from the book '10 Minute Life Lessons For Kids'

Time: 45 minutes + discussion time

Objectives: A fun, creative activity for the campers; It helps to build awareness that every person has the potential to become a leader; It shows everybody has the potential to shine regardless of physical appearance.

Materials: Assorted apples (different colour, size, shape etc.); knives

Procedure: Purchase apples of different size, colour and freshness (partially rotten and bruised apples should also be chosen). There should be enough apples to give one to each participant. Go around asking the participants to pick an apple from the bowl. Once each participant has an apple of some sort, tell them that this apple is "a teenager at their multicultural youth camp". They are to name their apple and briefly describe to the group his/her physical characteristics. Show the participants the way to divide their apple into two equal parts. This should be done in a way that cuts the core leaving a star shape in the centre with seeds in each chamber. Ask the participants to observe their apples and share with the group what they physically see. A participant will eventually say he/she sees a "star". Ask is anyone else sees the "star". Generate a discussion around "how regardless of peoples' physical appearances each person has a "star within" - a potential to become a leader if encouraged and empowered and as camp instructors they have the responsibility to "shine the star" of each person at the camp.

Discussion Questions:

1. Did you choose the apple you got? Why/why not?
2. Would you buy that same apple from the market? Why/why not?
3. What is the star within you?
4. Who has helped you shine your star?
5. What are some of the good qualities you see in the people around you?

Tips: -You can ask them to find ways of shining the star within us.

Exercise on setting goals & values 'Auction'

Source: Adapted from the book 'Activities That Teach'

Time: 60 minutes + discussion time

Objectives: To determine what is important and why as part of goal setting; To determine the role of values in setting goals; To see that values can change.

Materials: A pencil for each person; An Auction List for each person.

Procedure: Give each person a copy of the Auction List and tell them they have €2000 to bid on the items on the list. Auction each item individually asking for bids in increments of €100. Run the process just like a real auction. The auctioned item will go to the highest bidder. Give the participants time before the auction starts to look over the list to work out which items to bid for and how much they are willing to spend. Ask the participants to write in the column marked 'Proposed Bid' the amount they wish to spend for that item. During the auctioning get the participants to keep track of how much they have spent and how much each item was sold for. Before starting the auction let the participants know that anyone who has €500 or more left at the end can spend the entire remaining amount on one of the three secret boxes after the auction is complete. Do not tell them what is in these boxes

Box One: You bought a lottery ticket and won one million Euros

Box Two: You dropped out of school and work at a low paying job.

Box Three: You finished the university got a job that pays well but you dislike what you do.

Discussion Questions:

1. What items sold for the highest/lowest amounts?
2. In what category would you put the higher/lower selling items?
3. Why did some items sell for more than others?
4. Why were you willing/unwilling to bid a higher amount on some items and not others?
5. What does this tell us about the value people place on different things in life?
6. Why didn't everyone want the same items?
7. Were there any items not bid upon? Why?
8. Were there any items you really wanted to bid on but were afraid of what your peers would think or say about you?
9. What does the overall bidding tell us about our group?
10. How did you feel when all your money was gone?
11. How did you feel if you had money left over after the auction?
12. Did you consciously save money to be able to purchase a secret box? Why/why not?
13. How did you feel bidding on the secret boxes?
14. How can we apply this activity to real life situations?
15. In real life what are some of the things that you would be willing to work for to accomplish?

Tips: -Make the auction as interesting and real as possible.
-You may use secret envelopes instead of secret boxes.
-You may wish to add to the auction list to make the items more appropriate for your group.

Handout:

AUCTION LIST			
Each participant has a total of 2000 Euros to bid with			
Item for Auction	Proposed Bid	Actual Bid	Purchaser
1. To be a famous rock star			
2. To never be sick			
3. To be extremely smart			
4. To be a famous sports star			
5. To be beautiful			
6. To be the president of Cyprus			
7. To have a great looking body			
8. To be a famous model			
9. To be a teacher			
10. To graduate from a famous university			
11. To never have pimples			
12. To help underprivileged children			
13. To be a doctor			
14. To be a successful politician			
15. To make a happy marriage			
16. To pass the physics class			
17. To raise happy children			
18. To be a successful artist			
19. To live a long life			
20. To own what ever car I would like			
21. To marry a great looking person			
22. To have a successful business			
23. To live in a mansion			
24. To be liked by everyone			
25. To be a famous movie star			
26. To help solve the homeless problem			
27. To have lots of close friends			
28. To be happy in life			
29. To be a millionaire			
30. To help others			
31. To travel around the world			
32. To have great relationship with my parents			
33. To work for world peace			
34. To find cure for AIDS			
35. To be a famous writer			

Use the back of the page to record how much money you have spent so far on successful bids. Remember to stop bidding when you have spent €2000. If you have €500 or more left at the end of the auction you can purchase one of the secret boxes. Each secret box has an undisclosed

future in it. Each of the three boxes may be purchased by as many people as have the money left to do so.

Exercise 'Magic Wand'

Source: Adapted from youth camps held at School for International Training (SIT).

Time: 30 minutes + Discussion time

Objectives: Show the importance of communication and cooperation in teamwork; Problem solving requires acquired skills.

Materials: A large flat pole/stick around 3m high.

Procedure: Ask the participants to line up in two rows facing each other (equal numbers in each row). Stand at one end of the line and horizontally hold the stick out between the two rows. Ask the participants to hold out their right hand with their right index finger pointing to person in front of them at chest level. Position the stick so that it rests on the fingers of the participants. Tell them that 'we have a simple problem and that is the stick need to be lowered to the floor without dropping it'. However there are two golden rules: One, never lose contact with the stick. If that happens retouch the stick. And two, do not lower the stick by hooking your fingers to it. Count to three and let go of the stick and allow the participants to lower the stick. They will have considerable difficulty completing the task as each time they lose contact they need to retouch the stick and this will cause the stick to move up. After a few tries repeat the task by teaching the participants new skills: Let them do the task firstly without talking and secondly with their eyes closed. Allow them to notice the difference in their performance.

Discussion Questions:

1. What made this seemingly simple task so difficult?
2. How did the group try to overcome this difficulty?
3. Was there a group strategy? If so was it successful?
4. Were the new skills helpful? Why/why not?
5. What does this tell us about teamwork?
6. What does this tell us about learning skills even for the most simplest of tasks?

Tips: -Try encouraging the group by starting the task from a lower position like waist high.

-Use a stick that is not round so it will not roll from the fingers. Eg. do not use a broom stick.

-Use a stick that that is not to flexible and can stay horizontally without bending.

Exercise 'SOS-Save Our Sibling'

Source: Adapted from youth camps held at School for International Training (SIT).

Time: 90 minutes

Objectives: A fun way for the participants to develop their creative skills; To work in a team for a purpose.

Materials: Raw eggs (one for each group); Old newspapers; Strings; Masking Tape; Color markers; Flipchart paper

Procedure: Scenario-The egg is the sibling of the group. It needs to be rescued from a burning house. The group will protect the sibling so that it will not be hurt as it

falls from building (a height of at least 3m). Each group will get an egg, two large pages of an old newspaper, about 1m of masking tape and about 2m of a string. This is all they will have for the protection of the egg as it falls from the building. The group will also name their sibling and use the markers to draw a face on it. Each group will start with a 20 minute planning time where they will come up with a strategy to save the sibling. The strategy needs to be written/drawn on the flipchart paper available for each group. Designing the intended contraption should take about 30 minutes and each stage should be recorded on the same flipchart with clear labels where needed. After each group has finished their work and built their individual contraptions to save their siblings the groups will join. Each group will present their models and claim how and why these contraptions will work. That is save the sibling from damage as it falls from the burning building. After the presentations each sibling in turn is released from a high building. Each from the same height and checked to see if the sibling is safe or damaged.

Discussion Questions:

1. What were some of the feelings/thought as you were asked to save a family member?
2. Was everyone in the team involved in the planning stage?
3. Did the team have a strategy before drawing the contraption?
4. Why you think your contraption was successful/unsuccessful?
5. Was there a consensus on what to build? If yes how was this consensus achieved?
6. If you had another chance what would you do differently?

Tips:

- Make sure that the eggs are not old as they will release a foul odour when broken.
- To avoid an accident have a camp instructor releasing the egg from a safe height.

Exercise on teamwork 'Set the Tent'

Source: Adapted from various youth trainings.

Time: 30 minutes

Objectives: To show that working in a team requires cooperation and coordination.

Materials: A pole about 2-3 high with strings attached to one half of it at various intervals.

Procedure: Place 3-4m strings onto the top half of a pole few meters apart. There should be enough strings for each participant to hold onto. Ask the large group to sit into a circle and lay the pole in the middle of the circle. Each participant needs to hold onto a string while sitting. The aim is for the participants to raise the pole like setting up a tent by pulling onto the ropes. This should be done without participants changing their positions, standing up or letting go of the rope. They will require some time to achieve the task.

Discussion Questions:

1. Why was this activity difficult?
2. What did you do to achieve success?
3. Do we increase or decrease our chances of completing a task by communication? Explain.

4. Where there any unexpected situations encountered? If so how were these dealt with?

Tips: -Participants need to be cautious as not to poke each other with the moving pole.
-Strings should be long enough for the participants to hold them while comfortably sitting down.

Exercise 'Adventures of the Wright Family'

Source: Adapted from the book 'Activities That Teach'

Time: 40 minutes + Discussion time

Objectives: Build awareness to the possibility of perceiving things differently; Learn that when communication how we are perceived is more important than what we say; Understand how we may be led to focus by the person conveying the message.

Materials: A pen for each participant to hold; Handout 'The Adventures of the Wright Family'

Procedure: Ask the participants to stand in a circle holding a pen in their hands. Position yourself at the centre of the circle. Explain that you'll read out aloud the 'Adventures of the Wright Family' and each time they hear the sound 'RIGHT' they are to pass the pen to the person on their right and each time they here the sound 'LEFT' they are to pass the pen to the person on their left. Start reading the story slowly so to give them time to adjust. Occasionally stop to see if any of them have started to collect pens. Make sure everyone has a single pen before continuing. Continue reading the story at regular rate and see how many people will confuse.

Discussion Questions:

1. What was happening in this activity?
2. What made the activity difficult?
3. What caused you to make a mistake?
4. How were you affected by people in the circle?
5. How seriously did everyone take this activity?
6. How much of the story you remember?

Tips: -You may at some stage ask the group to face out of the circle.

Handout:

The Adventures of the Wright Family

The Wright family was to go for a summer holiday. The first problem to overcome was who would be left behind at home since the Wright's car was too small to fit them all. Mr. Wright decided that grandpa Wright would be the one to be left behind. Hearing this grandpa Wright was so mad he left the house yelling "It'll be a right cold day in hell before I'll return"

Putting things on the right track Mr. and Mrs. Wright bundled up their children Tommy Wright - Susan Wright - Timmy Wright - Shelly Wright and left the house. Unfortunately they couldn't go far as someone had left the trash right in the middle of their drive way. Right away Mr. Wright left to push the trash to the right of the car so they could pass. As they pulled away from the drive way a car coming from the left swayed passed right by

them nearly hitting them on the left side. Driving out of the street Mrs. Wright realized she had left the iron on. Mr. Wright backed the car into the curb as Tommy Wright left to take care of the iron. Tommy Wright took so long to get back they almost left him behind.

Mr. Wright waited for the car coming from the left to pass before turning right into the highway. The total ride was going to last for well over three hours and as they climbed over the mountain range Susan Wright was thinking about the postcards she would need to write to her friends she left behind. Mrs. Wright still pondered over whether she had left anything else on back home. Timmy Wright was teasing her little sister Shelly Wright cuddled in her infant seat on his left. Mr. Wright warned him to stop teasing right away. It wasn't long before Tommy Wright complained that he was feeling car sick. Hearing this Mrs. Wright asked Mr. Wright to pull the car to the left. Tommy Wright left the car as soon as it stopped to throw up. Timmy Wright wanted to watch his brother get sick so he left right after him. Shelly Wright was crying as Mrs. Wright left to attend Tommy Wright and Susan Wright chased after Timmy Wright.

Between all this commotion, Mr. Wright's cell phone started to ring. He answered it right away. It was their neighbour, saying that they had left the front door right open. He thanked his neighbour.

At that moment it occurred to him that this was not the right time to take a vocation. Wishing the Wright family had never left the house he called everyone back to the car. It wasn't long before they left for home sweet home.

Exercise 'Left Out'

Source: Adapted from the book 'Activities That Teach'

Time: 30 minutes + discussion time

Objectives: To determine the feeling of being left out of the group; To show the need to belong; To show the ability to interact with people.

Materials: None

Procedure: Have the group stand up and form a circle. Explain that the object of the activity is to follow the commands you give. You are to call out a number and they are to form themselves into groups that are made up of that number. Give them few seconds to form into groups. After few trials disqualify the people who are left over after the groups have been formed. Example: Call out number '8'. Every one makes groups of eight. The remaining say six people are 'left out' and they stand out from the next command. The game continues until you have two people remaining and they are the winners.

Discussion Questions:

1. Was there anything difficult about this activity?
2. How did you feel when you couldn't join a group?
3. What words describe how you felt?
4. Applying this activity to real life situations can you provide examples?
5. Are there different groups in your school/class or environment?
6. Did you ever wanted to belong any one group? Why?

7. Are there groups that encourage stereotyping or prejudice?
8. How can we overcome stereotyping / prejudice?

Tips: -Be sure that small groups join together before each call so to avoid same people always being together.

Exercise 'Vanishing Circle'

Source: Adapted from the book 'Activities That Teach'

Time: 30 minutes + discussion time

Objectives: To stress the importance of teamwork in completing seemingly impossible tasks.

Materials: A long rope, long enough to go around the people in the group as they form a circle.

Procedure: Have the group gather around. Do not have them squeeze in close together. Take the rope and go around the group so you form a circle with the rope laying on the floor. Have the group step out of the rope. Explain that you'll make the circle smaller and smaller each time. Their task is to get the entire group into the circle. No part of each person is allowed to touch outside the circle. After a few rounds of making the circle smaller they will have exhausted the easy solutions to the problem. At this point mention that they need to start working together and help each other if they are to be successful.

Discussion Questions:

1. Why was it difficult to fit into the circle?
2. What were some of the techniques you used in the beginning to fit inside?
3. Why did these techniques stop working?
4. Can you give examples where you worked in a team to accomplish a goal?
5. Describe your feelings when you were successful?
6. How can we relate this activity to goal setting?
7. When the solution looked impossible, how did you go about creating a solution?

Tips: -Don't let them quit too soon. They are capable of more than they think they can.
-Do not give them too many suggestions as it will take the impact off the activity.

Exercise 'What if...'

Source: Adapted from the book 'Activities That Teach'

Time: 30 minute + discussion time

Objectives: To provide an opportunity for group members to prepare contingency plans for potentially serious or disastrous situations.

Materials: A soft ball; Pencils and paper

Procedure: Divide the group into small groups of three and tell them they will now get some practice in handling future problems. Explain Murphy's Law: "If anything can possibly go wrong, it will." to the entire group. Ask them to discuss and brainstorm around in their respective groups three real-world problems they or their families have experienced in the past. Eg. The car broke down in the middle of nowhere, forgot my lunch money at home, a friend was caught cheating in English exam. Ask them to discuss and brainstorm around again in their respective groups three real-world problems they or their families could face in

the future. E.g. my father could lose his job, our car could be stolen, my computer could crash. After writing the six ideas with in the groups get them together. Select a group to pose one of its problems orally and throw the ball gently to another group. The group catching the ball will take few minutes to find a solution to the proposed problem. If the group proposing the problem is not satisfied with the solution offered they will reclaim the ball and throw it to another group for another solution. If the group proposing the problem is satisfied with the solution the ball stays with that group and they in turn propose their own problem to group of their choice. Continue passing the ball around until each group has proposed one problem and offered one solution.

Discussion Questions:

1. What prevents us from seeing our own solutions?
2. Why is it that we can 'see' solutions to other people's problems much more easily?
3. What implications does this activity have for us at school/work?
4. Have you taken a risk in solving a problem in the past? Why?
5. Why are we interested in helping solve other people's problems?
6. Who do we get help from to solve a personal problem? Why?
7. What does it mean: 'learning from our mistakes' give examples.

Tips: -Encourage the emotions to flow if a personal story is revealed.

Exercise 'The Great Pretender'

Source: Adapted from the book 'Activities That Teach'

Time: 30 minutes + discussion time

Objectives: To help participants examine old issues from a new perspective; To explore the validity of first impressions; To stimulate creativity and thinking out-of-the-box.

Materials: Identities (from the Identity Handout) written on small pieces of paper and placed in a bag; Situations Handout.

Procedure: Explain to the group that they will have the chance to be someone else today. Get them to draw an Identity from the bag. They must keep their identity a secret. For the rest of the activity they pretend to be that person. Give the participants the copy of the Identities Handout. Read out different situations from the Situation Handout and ask each participant to comment from the perspective of the person they are pretending to be. After few situations ask the participants to guess each others identity from the answers they give. Continue until each person's identity is revealed.

Discussion Questions:

1. How did it feel to be the Great Pretender?
2. Were you surprised to learn of other's identities?
3. What new perspectives did you gain from this activity?
4. How do first impressions affect our feelings towards people?
5. How did being someone else make you feel about yourself?

Tips: -If possible people can keep pretending to be those identities for the rest of the day to see how they react to daily situations.

Handouts:

IDENTITIES			
A Student	A Scientist	A Farmer	A Refugee
As Yourself	A Gangster	A Painter	A Blind Person
A thief	A Peace Activist	A Tenant	A Truck Driver
A Doctor	A Beauty Queen	A Homeless Person	A Sailor
A Politician	A Rock Star	A Public Servant	A Hairdresser
A Mother	A Shop Keeper	An Addict	A Local Hero
An Unemployed	A Writer	A Land Lord	A Celebrity
A Drunk	A Newscaster	A Maid	A Football Fanatic
A Grandfather	A Teenager	A Teacher	A Volunteer
An Environmentalist	A millionaire	A War Veteran	A Self Employed

SITUATIONS			
An election is coming up	Unemployment is rising	You had a car accident	You parents are getting a divorce
There is a pollution problem where you live	A large firm has just gone bankrupt	Great number of dolphins have died on the beach near by	Your father had just diagnosed with a rare disease
Changes with the school curriculum	You have a conflict with your neighbour	There is a traffic problem where you live	You are the beneficiary of your great aunt's estate
There is a fierce winter ahead	Your TV set is not working	There is a threat of a drought	You have to tell people a white lie
Number of people with AIDS is increasing each year	A new three dimensional cell phone has just got released	A very famous performer is in town giving a concert	You wish to visit a family member living abroad

Exercise 'Scavenger Hunt'

Source: Adapted from youth camps held at School for International Training (SIT).

Time: 90 minutes + discussion Time

Objectives: To immerse group members into a task-oriented activity so they can strengthen team identity and cohesiveness.

Materials: Scavenger List; Pens

Procedure: Divide the group into small groups of five. Provide each small group the Scavenger List Handout. Give them specific time (say 60 minutes) to complete the task. The aim of the activity is to go through the Scavenger List and complete

the list in this time frame. Debrief the activity in the large group checking how each group performed on each of the tasks on the list once the time runs out.

Discussion Questions:

1. How did the team organize this task?
2. Did someone take the lead? Did everybody participate?
3. How successful was your team?
4. What will you do differently next time?
5. Which of the points was difficult to find?
6. Did you find common things with the other groups?

Tips: -Consider the safety of the participants, give them specific instructions, for instance tell them to stay within the camp boundaries.
-You could turn this into a competition offering prizes.

Handout

SCAVENGER LIST		
No	Item	Answers/Check
1	Find a roll of toilet paper	
2	Find a car number plate	
3	Write the name of a person at the camp who speaks 3 languages	
4	Find a clover leaf	
5	Find a yellow coloured flower	
6	Find someone with €50 on him/her	
7	Find a black board marker	
8	Collect five crisp bags or cans from the camp area	
9	Count the number of taps at the camp site.	
10	Name different birds you have observed around the camp	
11	Find something that you ate yesterday	
12	Find five pebbles that are similar in shape and colour	
13	Find a book that someone has brought to the camp	
14	Name two people at the camp whose names start with 'H'	
15	Count the number of rooms (all of them) at the camp grounds	
16	Measure the length of the camp grounds with your strides	
17	Find a CD	
18	Name someone who is wearing a T-shirt	
19	Name someone who has brought a swim suit to camp with them	
20	Find some one who just had a hair cut before arriving to the camp	
21	Find someone from the camp who appeared in the newspaper	
22	Write about 5 sentences detailing who is organizing this camp	
23	Count the number of cars in the camp grounds	
24	Find the person who lives closest to the camp site	
25	Find someone from the camp who can play the guitar	
26	Find one person who knows the name of all the participants	
27	Find someone who doesn't have an e-mail account	
28	Count the number of camp staff in the camp grounds now	

29	Find something that is written on the camp buildings	
30	Describe a picture in the camp building	
31	Find some kind of a nut (on trees or on the ground)	
32	Find something that is physically broken at the camp site	
33	Find something that needs fixing at the camp site	
34	Find a tea bag	
35	Find a packet of chewing gum	

Exercise 'True Colours'

Source: Adapted from mediation trainings.

Time: 30 minutes + discussion time

Objectives: Let the participants realize that everyone can win.

Materials: Different coloured balloons; A ball of string; A roll of masking tape; A box of pins; Envelopes

Procedure: Divide the group into small groups of 4-6 people. Prepare the following for each group: In an envelope place 10 same coloured balloons + 3 pins + a piece of string (around 1m) and a piece of (around 1m) masking tape - Do not place the masking tape in the envelope but attach it lightly on the envelope. Each envelope should have different coloured balloons so the teams are named according to the colours. Eg. Red team, Green Team etc. Give one envelope to each team. The task is for each team to blow up the balloons to appropriate size (large water melon) and use any or all of the material in the envelope to hang the balloons on a tree near by. Let the teams know that to win they must "hang" all of their balloons. Inevitably most groups if not all will perceive this activity as a competition. A matter of 'win - lose' situation. They will race against time to blow up the balloons and hang them on different branches of the tree - some will even be mischievous enough to use the pins provided to burst each others balloons so they will not have all of the balloons in place on the tree as a required. Allow for this to go on as it will be a great point for discussion as all could have won only if they listen to the instructions.

Discussion Questions:

1. Which team won this activity? (Not the one who hung the required balloons first but each team which managed to hang the balloons.)
2. Was this a competition? Why?
3. Can you see real life events where you mistook the theme of the activity?
4. Is it possible for every team to be a winner? Why /why not? Give examples.
5. Did everybody in the team participate in the activity?
6. How did team members affect each other?
7. Can you suggest other simple activities that show the 'win-win' philosophy?

Tips: -Cheering on the groups will certainly turn this activity into a competition.

ACTIVITIES FOR MODEL IV YOUNG PEOPLE AGED 20-25

Pulse Game

Source: <http://www.group-games.com>

Objectives: A great way to break the ice especially with large groups. To build relationships between the group members and to learn how to communicate with them. It measures the quick reflexes of the participants.

Time: 30 min

Materials: A coin, a chair and any small object like a tennis ball.

Procedures: To set up the Pulse Game, you need to form two teams of equal size. The easiest way to do this is probably to have each player pair off with another person. When you've divided the group evenly, have each team member face the same direction, and have each team facing each other. Instruct each team to hold hands to form two long human chains. At the end of the two lines, place a chair with a small object (e.g. a tennis ball) on it. The referee stands at the front. Then have the two players at the front of the line watch the referee. Have everyone else close their eyes and face downward. Instruct everyone to be silent. For each round, the referee does the following: Flip a coin and quietly show it only to the first two players at the front of each team. Whenever the coin shows "Heads," the two people at the front of the line must squeeze the hand of the next person in line as quickly as possible. Whenever that player's hand gets squeezed, he or she quickly continues to "pass the electric current" by squeezing the next person's hand, and so on. As the "electric current" transfers along the line, the goal of the game is to be the first team to grab the object (the ball) on the chair. If heads was flipped and a team successfully grabs the ball, that team wins a point. On the other hand, if the team grabs the ball but heads was not flipped, then the point goes to the other team. After each coin flip, wait several seconds and then flip again. Keep flipping until the coin shows "Heads."

The Puzzle

Source: <http://www.group-games.com/>

Objective: To experience how to work as a team player to achieve the task

Time: 60 min

Materials: Two pictures cut to pieces.

Procedures: Before the participants come into the room, bring two pictures and cut them to medium and large pieces and mix the two pictures together. Put the mixture on a table in the middle of the room. When the participants enter the room, divide them into two teams and give each team a copy of the picture you cut before. Ask from each group to start putting the pieces together letting them know that this is a competition. Who finishes first wins? Give them 25 min. After one of the groups finish open discussion on, why one of the group was successful in putting the puzzle back together? What made them win and what made the other lose?

Limited Senses

- Source: <http://www.firststepstraining.com>
- Objectives: Help participants to focus on communication and leadership dynamics.
- Time: 30 min
- Materials: One blindfold for each participant
- Procedures: Create a clear space in a large area with adequate safety procedures (I like to have several participants or co-facilitators act as buffers). Give each participant a number, instruct them not to share it with anyone, and then blindfold each participant. Tell them that they are not allowed to talk. The goal is to put themselves in numeric order without seeing or talking. The real interesting part is that *you do not give the participants consecutive numbers*. Skip around with little regard to the pattern, for example 1,2,3, 5, 8, 9, 10, 14, 17, 18. You should always have a one and the number that represents the number of participants in the activity. Ask for questions. Ready, set, go!
- Notes: Frustration will occur when participants use various methods to communicate, foot stomping, tapping, etc. without finding the missing numbers. You will see some participants give up. After some time, tell the group that there are some missing numbers. You will see leadership emerge, and watch how fast they get it together. Can debrief as leadership or communication or problem solving.

Pass the Key, Please

- Source: <http://www.group-games.com/>
- Objectives: To know how to find solutions to problems facing the group.
Building stronger relations between the participants
- Time: 30 min
- Materials: 2 Keys
- Procedures: Divide the group into two equally numbered teams. Arrange the teams so they face one another. Team members then join hands. This leaves two “free” hands on each team (the two people at the ends of each line). Give a single key to one of the “end” people on each team. The task is to pass the key from one end to the other without unclasping the hands of the team. The key cannot be passed or kicked along the ground. If the key drops, it must be picked up while all hands remain clasped. Discuss problem solving and creative solutions.

Trust Walk

- Source: <http://www.group-games.com/>
- Objectives: This will help the participants to learn how to trust and rely on the other members of their group.
- Time: 30 min
- Materials: None
- Procedure: The participants should form a line and hold hands. Everyone in the group closes his/her eyes except for the first and last person in line. It is the job of these people to keep the entire group “safe” while on the walk. The leader takes the group on a walk, a very slow walk, and the leader’s instruction must be passed down the line. The last person assists the leader by calling out feedback as to what is happening at the end of the line. This activity can be done with dyads where one person acts as the leader and the other the follower with his/her eyes

closed. After a time, they two people switch roles. This can be a powerful activity for a group learning about leading and following roles in a group. Just because a person is a follower does not mean s/he is passive and “blindly” follows all of the leader’s instructions. Rather, followers have the duty to take care of themselves and those around them. This point is illustrated by the communication of the person’s needs (I need to slow down... We are in a rough spot, please stop... There is a rock right here, step over it and you are clear... There is a tree to your right, so stay on the “feel” for roots, etc.). Before initiating this activity, let everyone in the group that if they are uncomfortable with the activity that it is all right to opt out. This is especially true for folks dealing with trust issues or people who have experienced some physical injury and who want to protect it.

Bigger and Better

Source: <http://www.icebreakers.ws>

Objectives: Encourages good teamwork and creativity and help the participants to think in a strategic way that will help them to win.

Time: 60 min

Materials: Small objects such as paper clips or pens (one for each team)

Procedures: It is a team building activity in which teams compete by trading ordinary objects. The winner is the team that ends up with the biggest and best items when time expires. Explain the rules to everyone: You will give each team a small object, and their job is to modify their team’s object by attaching other materials to their object in order to create the largest and most valuable item possible. They may not use any materials other than what they find in the camp, and they must stick together as a group. Set a time limit, such as 30 min, and tell everyone that they must be back in time or else they will be disqualified. Announce that each team’s item will be judged in three categories: size, value, and creativity. Divide the group into teams of three to six. Pass out the paper clip (or other small object) to each group and send them off. When time expires, the judging process begins. Each team presents their item before the entire group. They explain why their item is biggest and best. At the end, choose winners for each of the three categories, or judge the items in any other way you wish.

Commonalities and Uniquities

Source: <http://www.group-games.com/>

Objectives: Promotes unity and gets people to realize that they have more in common than they first might realize. Also, it helps participants to be aware of their own unique characteristics and how they each can offer the group something unique.

Time: 60 min

Materials: Pens and pencils, Sheets of papers

Procedures: Form groups of five to eight people and give them two sheets of paper and a pencil or pen. The first part of the activity is Commonalities, where each subgroup compiles a list of the things they have in common. In order for it to make the list, it must apply to everyone in the subgroup. You want to avoid writing things that people can see (e.g. “everyone has hair,” or “we are all wearing clothes”). Try to get them to dig deeper. After about 5 minutes, have a

spokesperson from each subgroup read their list. Then, you can have half of each subgroup rotate to another group for Uniquities or you can leave everyone in the same group. On the second sheet of paper have them record unquities, meaning that each item applies to only one person in the group. The group tries to find at least 2 unquities for each person. After 5-7 minutes, you can have each person say one of their unquities or have a person read them one by one, having others try to guess who it was. (Again, you want to go beyond the superficial, avoiding those things that people can readily see).

Blind Polygon

Source: www.firststepstraining.com

Objectives: Challenging way to learn problem solving that casts light on the group's listening skills, roles, meeting dynamics and problem solving processes.

Time: 60 min

Materials: One blindfold per participant, one 50 -100 foot length of rope and Video camera (optional)

Procedures: The blindfolded group is to form a perfect square (or triangle, or hexagon) with the rope. Blindfold the group, lay a rope on the ground somewhere in their midst, then cryptically tell them that there is something in their midst that they will need to find, that they will know it when they find it, and that you will give the group further instructions when each person is holding the prop. Instruct them to move slowly and with their hands out in front of them to prevent bumps. After the group finds the rope, tell them to make it into as perfect a square as they can, and that they will have up to twenty minutes to do so. Videotape the whole affair. When the group decides that it has made a square, they can remove their blindfolds and check their work. Total time to this point is 30 minutes. Pop the tape into a VCR and play it back for the group, pausing it at points and inviting participants to observe and point out significant aspects of their group process. Debrief time is 30 minutes for a total of one hour.

Notes: This activity is challenging - expect some resistance or "checking-out."

Possible uses:

- ASSESSMENT / OWNERSHIP OF ISSUES: When used at the beginning of a training day, have the group identify the strengths that they observe and the opportunities for growth. Depending upon the group's performance, can also be used at the conclusion of training to note improvement.
- SKILLS PRACTICE: Can also be used following classroom training as skills practice on identified areas for improvement. In this activity, the group must 1) hold a meeting, 2) problem-solve, and 3) make a decision, so it is most appropriate as part of any of these trainings.

React and Act!

Source: <http://www.icebreakers.ws>

Objectives: To enhance creativity and communication skills

Time: 30 min

Materials: Papers and pens and a bag

Procedures: Pass out sheets of paper and pens to the players. Have each person write an event. Tell them to be creative! Examples of events can include:

- Being surprised by a large, aggressive bear in the woods
- You just won the lottery
- You have just been proposed for marriage with an engagement ring
- You just got fired by an incompetent boss
- Making the game winning pass to win the Superbowl
- You just fell in love

Once everyone writes an event, fold the paper once and place it into the bag. Ask five people on each team to randomly select an event from the bag. Instruct them to react to this event, without explicitly giving away what the event is. Choose a time limit (usually 60 seconds for each event to 90 seconds works well) and when you say "Go!", have all five people to simultaneously react to their event using exaggerated gestures, facial expressions, and their voice. For example, the person who has just won the lottery could raise his or her arms and scream excitedly, jumping up and down. The person who has just confronted a bear might make a terrified look, shake in fear, and call for help. And so on. Each of the five actors can interact with each other, but they must stay "in character" After the time finished, other players try to guess what happened that caused those reactions and actions.

Race for the Truth

Source: <http://www.icebreakers.ws>

Objectives: Get to know each other in a creative fun way

Time: 30 min

Materials: 2 Long Pieces of String for the Start and Finish Lines , List of Statements Related to The Group (e.g. "I have participated in several bi-communal camps" "I travelled a lot in the past." or "I study at the university.")

Procedures: You and the other "runners" in the room are about to embark on a race for the truth. Your goal is to cross the finish line as quickly as possible by truthfully answering questions about yourself as you follow the facilitator's directions.

1. Line up on the starting line as directed by the facilitator.
2. In a moment you will hear a statement. If it is true about you, move forward one step. If it is false, remain at the finish line.
3. Once all first moves have been made, the facilitator will make another statement. Again, if it is true, move forward one step. If it is false, remain on the starting line if you have not yet advanced. If you have advanced past the starting line, take one step back.
4. Repeat step three until the first "runner" completes the race.

APPENDIX B

EXPLORING IDENTITIES THROUGH QUALITATIVE INTERVIEWING: A RESEARCH ACTIVITY UNIT THAT CAN BE USED IN MULTICULTURAL YOUTH CAMPS

By Spyros Spyrou

An Activity Unit has been developed to support the Multicultural Youth Camp Models through a particular set of activities which focus on research and qualitative interviewing in particular. The main aim of the research exercise is to introduce children and young people to a research technique, namely qualitative interviewing, which they can use as a tool to learn about each other's identities. Being able to learn through a systematic, however simplified it may be, research method allows individuals to engage with others in direct, face-to-face encounters and to reflect on both the research process and their reciprocal learning.

Some times, identity encounters result in conflict; at other times, they result in improved understanding and tolerance between those involved. It is at this second possibility that this exercise aims. If the exercise participants are adequately guided to approach the whole experience with an open mind and goodwill then it is possible that they can come out of it with a better understanding of another person and, what is equally important, of themselves.

In contexts like Cyprus where communities are divided along ethnic lines, social research and the exploration of identity issues through it, can serve another very important role: it can become a peace building tool which can help members of each ethnic community see more clearly both themselves and those "ethnic others" across the divide. As a peace building tool, social research can become an instrument of change, however small, of people's consciousness as a result of the newly-found experiential and direct knowledge of other people's identities, worldviews, and outlook towards life.

For the purposes of this research exercise, the goal is two-fold. On the one hand, we hope that children and young people will learn something about social research and appreciate its role in improving our understandings of human social behavior, one of the most significant challenges we face as human beings. On the other hand, we hope that children and young people will learn about and appreciate both the similarities and differences that constitute us as human beings.

The Research Activity comes in four different versions. Each version retains substantial similarities with the previous one but also builds on it and introduces more advanced

features. Each version of the exercise can be attached to one of the Multicultural Youth Camp Models. The complexity that is introduced in each more advanced version also provides options and suggestions for becoming more tailored made.

We refer those who are interested to the 'Resources' section of the website www.multiculturalcyprus.org, where the manual "Exploring Identities Through Qualitative Interviewing: A Research Activity Unit that can be Used in Multicultural Youth Camps" is available.