



Socialinių - edukacinių iniciatyvų  
*Centras plus*



Patvėryms  
**DROŠA MĀJA**

PEACEPAINTING

**NORDPLUS ADULT PROJECT NO NPAD-2015/10274**

***HANDBOOK OF INTERCULTURAL AWARENESS THROUGH EXPERIENTIAL  
AND REFLECTIVE LEARNING IN THE CONTEXT OF MIGRANTS (ASYLUM  
SEEKERS, REFUGEES, IMMIGRANTS) INTEGRATION***



## INTRODUCTION

Social-educational initiatives Centre PLUS (Lithuania) in partnership with Shelter “Safe House” (Latvia) and Hakunila International Organization (Finland), Peace Painting (Norway) is glad to present *Practical Handbook of intercultural awareness through experiential and reflective learning in the context of migrants (asylum seekers, immigrants, refugees) integration (hereinafter – Handbook)*. The Handbook was developed during the implementation period of NORDPLUS Adult project “Intercultural awareness through experiential and reflective learning in the context of immigrants integration”, No (NPAD-2015/10274). The Handbook aims to develop and / or improve self- awareness, social, intercultural, multicultural competences of migrants (asylum seekers, refugees, immigrants) and host society members through experiential and reflective learning strategies in the context of integration.

The Handbook presents the best practices of workshops focused on personal, social, intercultural competences, development through experiential and reflective learning strategies involving art techniques such as drawing, painting, making handicrafts and other art techniques for migrants and host society members. It covers ten main topics mentioned below: 1. Who am I? 2. My roots 3. My relationship with others 4. Meeting different cultures 5. Love among cultures 6. Intercultural dialogue 7. To tell the truth 8. Am I superstitious? 9. My strengths, my weaknesses 10. My future dreams.

Each topic was analyzed through practical workshops organized by partner organizations. Every workshop involved migrants and host society members who had to introduce the topic through different art techniques. Art techniques were used during all the workshops as fostering educational techniques, which encouraged participants not only to use personal, cultural, and other experiences and reflexivity in the informal and non-formal learning process, but also to develop new social relationships between migrants and host society members. ***The Handbook involves the novelty and added value in the context of the NORDPLUS Adult programme because of a new educational approach, which encourages creativity as a problem solving technique in the***

*learning process based on mutual cooperation and understanding among different cultures. Moreover, it creates an opportunity to develop interpersonal relationship overcoming language barrier.*

The Handbook is a handy and easy-to-use compilation of innovative workshops that serves as a model for educational purposes in a multicultural environment involving migrants and host society members. We hope the Handbook will be a useful tool for formal and informal, non-formal educators: teachers, social workers, artists working not only with adults, but also working with youth in a field of intercultural competence development and seeking to cultivate multicultural dialogue and understanding among cultures. It is important to emphasize that the workshops presented in the Handbook could be easily adapted to people of various ages who are seeking to increase self-awareness, and developing or improving social, intercultural, multicultural competences. Besides it, the workshops could also be adapted to diverse surroundings of human interactions focused on the development of communicational skills through learning new foreign languages.

We sincerely thank Assoc. Professor PhD Raminta Bardauskienė of Lithuanian University of Educational Sciences and art educologist Dainora Skrabulienė of „Self-awareness and self-expression Studio“ (the name in Lithuanian language „Savęs pažinimo ir saviraiškos studija“) for reviewing the Handbook. On behalf of Social-educational initiatives Centre PLUS and partners we would like to thank representatives of NORDPLUS Adult programme and Education Exchanges Support Foundation located in Lithuania, in Vilnius for the provided opportunity to implement the project “Intercultural awareness through experiential and reflective learning in the context of immigrants integration”, No (NPAD-2015/10274).

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## INSTRUCTIONS FOR NON-FORMAL AND / OR INFORMAL EDUCATORS

The Handbook is developed as a helpful tool for formal and / or informal educators from social inclusion fields such as social workers, teachers, lecturers, NGO specialists, and volunteers working with adults in a multicultural environment. Each topic in the Handbook presents several possible art techniques to be used during the workshops. Potential users of the Handbook should take into consideration several aspects before choosing the most suitable art technique for the workshop. The size of the group, familiarity of the participants, and available space may have significant effects on the results of the workshop.

The group should not exceed 10 participants (preferably 5 migrants and 5 host society members). This is the right size for a facilitator to be able to supervise the smooth process of the workshop. It is recommended to have two facilitators for this size of a group. The space should ensure an intimate and safe environment, not exposed to public accessibility. The workshop topics involve personal narratives and self-reflections that may be an emotional experience for the participants. Art techniques are used to encourage participants to transform emotional experience into cognitive self-awareness and verbalize the inner feelings regarding specific topic. Hence, they should feel comfortable and relaxed during the activity. Workshops might require more private space for each participant depending on the topic and technique. It is important to ensure a common space for a reflective discussion at the end of the workshop. Gathering in the circle for the discussion is one of the best practices. It fosters intimacy and equality between participants.

Musical background may be used with the agreement of the participants. Facilitators might choose ambient music themselves or ask participants to play their favorite music.

A reflective discussion after the creative activity constitutes an integral part of the workshop and it cannot be omitted. The art techniques are used as tools for fostering educational techniques, which encourage participants not only to use personal, cultural, and other experiences and reflexivity in non-formal and / or informal learning processes, but also to develop new social

relationships between migrants and host society members, and to find new creative ways for problem solving in the context of integration (mutual cooperation and understanding among different cultures). In order to develop discussions, facilitators can use the questions presented in the Handbook. It is important to note that a task for a facilitator is to create an appropriate environment for the discussion but not to dominate it. The key point of the discussions are the personal narratives and reflections of the participants, and everyone should have a possibility to speak out (but not be forced to speak). If a group is very diverse and there is a language barrier, translation should be provided for the participants.

A reference list presented below is dedicated to non-formal and / or informal educators who would like to deepen theoretical knowledge based on experiential and reflective, intercultural learning:

1. Holliday, A. (2011). *Intercultural Communication and Ideology*. SAGE Publications Ltd: London.
2. Moon, J. A. (2004). *A Handbook of reflective and experiential learning. Theory and practice*. RoutledgeFalmer: London and New York.
3. Novinger, T. (2001). *Intercultural Communication – A Practical Guide*. University of Texas Press: Austin.
4. Samovar, L. A., Porter, R. E., McDaniel, E. R. (2012). *Intercultural Communication: A Reader*. WADSWORTH: Cengage learning.

## TOPIC 1: WHO AM I?

### WORKSHOP I. (NO)

**Goal of the workshop:** to increase self-awareness, discover personal features / characteristics as personal resources, which could be supportive strategies in the integration process.

**Art technique:** Painting “Who am I”

#### **Materials:**

- Large scale boards
- Acrylic color with high pigment density
- Brushes in three different sizes
- Small buckets for water
- Paper plates for palettes
- Paper for drying brushes and etc.
- Cloth for covering floor and walls

**Instruction:** All participants gather in a circle. In the middle is a small table with different colors. Every person chooses one or more favorite colors for the moment, and can say something about how they feel about the color and how they connect their personality with the color. Every person gets a board and a paper plate with paint in different colors. We recommend starting with the broadest brush, to feel more free in the painting poses, to get away from presentation, as it is easier to play with the colors. It is important to cover the whole board with paint. When the picture is finished, every person is asked to create a title and text. It is important that participants of the workshop put their own words on their picture. The text has to be with the painting always. It completes the expression. When the paintings are ready, group educators / facilitators write the

questions for self-reflection on the blackboard, and personal reflections and group discussions start.

**Questions for self-reflection and group discussion:**

- If your mood were a color, what color would it be?
  
- If you were a color:
  1. whom do you admire?
  2. what are you proud of?
  3. what do you wish someone would say about you?
  4. if you could tell the world anything what would it be?
  5. if you had three wishes, what would they be?
  6. which of your personal features could be used as support resources in the integration process?
  
- Which of the answers from the participants inspired thoughts in you?
  
- What have you learnt personally, if anything, from this workshop?





## **WORKSHOP II. (FN)**

**Goal of the workshop: to increase self-awareness, discover personal features / characteristics as personal resources, which could be supportive strategies in the integration process.**

**Art technique:** Making Collage of papers, magazines and etc.

### **Materials:**

- A variety of colorful & white paper (A3)
- Magazines, newspapers, old postcards and etc.
- Glue, scissors, pens and pencils

**Instruction:** Create a cut-out collage. Every participant has to choose different images from magazines, newspapers, postcards which represent himself/herself, reflect their interests and lifestyle. Afterwards, they have to stick them on the paper in the layout which they prefer. They can add any drawings, slogans, etc. When the collage is finished, every person is asked to create a title for it. It is important that each participant of the workshop should name his/her collage. It fulfills the expression. When the collages are ready, group educators / facilitators write the questions for self-reflection on the blackboard, and personal reflections and group discussions start.

### **Questions for self-reflection and group discussion:**

- Could you share your personal experience of doing the task: what are your discoveries?
- Whom do you admire?
- What are you proud of?
- What do you wish someone would say about you?

- If you could tell the world anything what would it be?
- Which of your personal discoveries could be used as support resources in the integration process? // Which of your personal features could be useful / beneficial as some kind of support in the integration process?
- Which of the answers from the participants inspired thoughts in you?
- What have you learnt personally, if anything, from this workshop?



## TOPIC 2: MY ROOTS

### WORKSHOP I (LV)

**Goal of the workshop: to discover personal roots as personal / social / intercultural resources, which could be supportive strategies in the integration process.**

**Art technique:** Making Collage of papers, magazines and etc.

#### **Materials:**

- A variety of colorful & white paper (A3)
- Magazines, newspapers, old postcards and etc.
- Glue, scissors, pens and pencils
- Personal symbol which expresses ethnicity

**Instruction:** Create a cut-out collage. Every participant has to choose different images from magazines, newspapers, postcards, which relate to participants' roots. Afterwards, they have to stick them on the paper in the layout which they prefer. They can add any drawings, slogans, etc. When the collage is finished, every person is asked to create a title for it. It is important that each participant of the workshop should name his/her collage. It completes the expression. When the collages are ready, group educators / facilitators write the questions for self-reflection on the blackboard, and personal reflections and group discussions start.

#### **Questions for self-reflection and group discussion:**

- Do certain symbols have specific meanings for you? If yes, what are they?
- What national symbols, if any, you wear in order to express your ethnicity/identity/roots?
- What thoughts did you have while you were creating the collage?

- What does the word “roots” actually mean to you, for example, is it a family, are they relatives?
- In what ways / circumstances could you use your roots as personal / social / intercultural resources in the integration process?
- Which of the answers from the participants inspired thoughts in you?
- What have you learnt, if anything, from this workshop?

## WORKSHOP II (FN)

**Goal of the workshop: to discover personal roots as personal /social / intercultural resources, which could be supportive strategies in the integration process.**

**Art technique:** Painting

**Materials:**

- Middle scale boards
- Acrylic color with high pigment density.
- Brushes in three different sizes
- Small buckets for water
- Paper plates for pallets
- Paper for drying brushes etc.
- Cloth for covering floor and walls

**Instruction:** All participants gather in a circle. In the middle is a small table with different colors. Every person chooses one or more favorite colors for the moment, and can say something about what they feel about the color and how they connect their personality with the color. Every person gets a board and a paper plate with paint in different colors. We recommend starting with the broadest brush, to feel more free in the painting poses, to get away from presentation, as it is easier

to play with the colors. It is important to cover the whole board with paint. When the picture is finished, every person is asked to create a title for it. It completes the expression. When the paintings are ready, group educators / facilitators write the questions for self-reflection on the blackboard and, personal reflections and group discussions start.

**Questions for self-reflection and group discussion:**

- Do certain colours have specific meanings for you? If yes, what are they?
- What colours, if any, you wear in order to express your ethnicity / identity / roots?
- What thoughts did you have, while you were creating the painting?
- What does the word “roots” actually mean to you, for example, is it a family, are they relatives?
- In what ways / circumstances could you use your roots as personal / social / intercultural resources in the integration process?
- Which of the answers from the participants inspired thoughts in you?
- What have you learnt personally, if anything, from this workshop?



*It is not our purpose to become each other; it is to recognize each other, to learn to see the other and honor him for what he is.*

*-Herman Hesse*

## TOPIC 3: MY RELATIONSHIP WITH OTHERS

### WORKSHOP I (NO)

**Goal of the workshop:** to discover positive and negative experiences of relationships with others, to find ways of encouraging mutual cooperation between migrants and host society members.

**Art techniques:** Drawing in a pair on paper

#### **Materials:**

- A3 white paper for a pair
- Colorful markers
- Oil pastels

**Instruction:** Two people (migrant and a member of host society member) sit at each side of the table, and draw on the paper together for 10-15 minutes without talking to each other. When the picture is finished, a pair is asked to create a title for it. It completes the expression. When the drawings are ready, group educators / facilitators write the questions for self-reflection on the blackboard, and personal reflections and group discussions start.

#### **Questions for self-reflection and group discussion:**

- 1) Could you share your personal experience drawing in a pair: what are your discoveries?
- 2) What influences your relations with others (i.e. values, beliefs, institutions)?
- 3) Could you describe a positive experience of relations with others in your life?
- 4) What did negative relations teach you, if you had any?

- 5) What do ideal relations with others mean to you ? What would be the ideal relationship between migrants and host society members for you? How to achieve it?
- 6) Which of the answers from the participants inspired thoughts in you?
- 7) What have you learnt, if anything, from this workshop?



## WORKSHOP II. (LT)

**Goal of the workshop:** to discover positive and negative experiences of relationship with others, to find ways of encouraging mutual cooperation between migrants and host society members.

**Art technique:** Drawing on paper

**Materials:**

- White paper (A3)

- Colorful markers / pencils
- Favorite shoe of participant

**Instruction:** Every participant has to bring their favorite shoe or an image of their dream shoe. Each of them receives the sheet of paper, and they have to choose the pencil/marker of their favorite color and draw their shoe on the paper. Afterwards, each participant has to pass their sheet to another participant (clock wise or vice versa). When a participant receives the sheet of paper he has to paint again his shoe on the same sheet and then pass it to another person. Finally, everyone needs to receive their own initial sheet of paper. The number of shoes painted should be equal to the number of participants in the group. When the drawings are ready, group educators / facilitators write the questions for self-reflection on the blackboard and personal reflections and group discussions start.





### **Questions for self-reflection and group discussion:**

- Could you share your personal experience of drawing: what are your discoveries?
- What influence your relations with others (i.e. values, beliefs, institutions)?
- What is important for you in relationships with others in the context of mutual cooperation between migrants and host society members?
- In what situations people insult each other/ get insulted? What could be done to avoid such situations?
- How were you treated in your past relationship/s and how did you treat the other person?
- What would be the ideal relationship between migrants and host society members for you?  
How to achieve it?
- Which of the answers from the participants inspired thoughts in you?
- What have you learnt, if anything, from this workshop?

## TOPIC 4: MEETING DIFFERENT CULTURES

### WORKSHOP I. (FN)

**Goal of the workshop: to increase self- awareness, self-esteem, enhancement of communication, tolerance among cultures.**

**Art technique:** Making a seed Mandala together

#### **Materials:**

- A big plate/ circular canvas
- Sesame seed, pumpkin seed, sun flower seeds, walnuts, cashew nuts, dried apricots, oatmeal cookie, black pepper, red pepper, spices powders, white and black beans, coffee powder, macaroni, pistachios shells and etc.
- Acrylic gel glue
- Brushes
- Plastic material
- Every participant should bring the seeds which are grown in his / her country / region.

**Instruction:** Participants of the workshop are encouraged to use a big plate (preferably big size so there is space for all to work at the same time) made of hard textile of ceramic, wood. Put plastic material on the surface of the plate, afterwards put the glue on the surface of the material. Each participant of the workshop is encouraged to use his own spice/s that he / she wants to use. This task is done in a group of migrants and host society members. When Mandala is ready, group educators / facilitators write the questions for self-reflection on the blackboard, and personal reflections and group discussions starts.

### Questions for self-reflection and group discussion:

- Could you share your personal experience of making seeds Mandala: what are your discoveries?
- What seeds are in the image? With what / whom do you associate them?
- Do they have different meanings for you? What are they?
- Which seeds most accurately represent your country, community or culture?
- Which seeds do you feel connected with?
- Which of the answers from the participants inspired thoughts in you?
- What have you learnt, if anything, from this workshop?



## **WORKSHOP II. (LT)**

**Goal of the workshop: to increase self- awareness, self-esteem, enhancement of communication, tolerance among cultures.**

**Art techniques:** Making ceramics “A plate of different cultures”

### **Materials:**

- Clay
- Glue (for clay)
- Wooden knives/wires, toothpicks
- Glaze
- Water, sponge

**Instruction:** A group work to create a common plate. Each participant needs to create little objects from the clay which reflect their own culture. They can write slogans in their own language on one side of the object. One of the participants needs to prepare the circle as the base of the plate. Later on, every participant needs to stick their objects together creating a common plate. After that, participants need to color the object using their own favorite colors. When the plate is ready, group educators / facilitators write the questions for self-reflection on the blackboard, and personal reflections and group discussion starts.

### **Questions for a self-reflection and group discussion:**

- Could you share your personal experience of making a plate: what are your discoveries?
- What symbols are in the image? With what / whom do you associate them?

- Do they have different meanings for you? What are they?
- Which symbols most accurately represent your country, community or culture?
- Which symbols do you feel connected with?
- Which of the answers from the participants inspired thoughts in you?
- What have you learnt, if anything, from this workshop?



## TOPIC 5: LOVE AMONG CULTURES

### WORKSHOP I. (LV)

**Goal of the workshop: to increase self-awareness, self-esteem, enhancement of intercultural communication fostering integration between migrants and host society members.**

**Art technique:** Creating a composition — a tree made of pieces of silk

**Materials:**

- Brushes
- Cardboard A5 size
- Decoupage or standard glue
- Scissors
- Colored paper for decoupage
- Pieces of silk

**Instruction:** Give each participant the base — a piece of cardboard A5 for creating the composition. Put sheets of colored paper on the table in front of the participants for decoupage. Give them an opportunity to choose. Simultaneously, the participants may exchange and share colored pieces, which encourages them to communicate and promotes the process of getting to know each other and overcoming shyness and isolation barriers. After choosing preferred colors, the participants start to create the composition in the shape of a tree, using pieces of paper they previously cut or tore from the sheets. To do so, they cover the cardboard base with glue for decoupage, leave it to dry for 2-3 minutes and repeatedly apply glue, using a brush, to the place intended for the composition. Pieces of colored paper are placed atop still wet with glue, gradually shaping the image of a tree, its roots, trunk, crown, leaves, flowers, fruits, etc.

The paper is smoothed by means of a brush with glue, coating the entire composition. When paintings are ready, group educators / facilitators write the questions for self-reflection on the blackboard, and personal reflections and group discussions start.

**Questions for self-reflection and group discussion:**

- Do certain colours have specific meanings for you?
- What feelings/thoughts did you have while you were creating this tree?
- What was the first thing you started drawing in the tree?
- What is your opinion about the final result of your composition?
- Which of the answers from the participants inspired thoughts in you?
- What have you learnt, if anything, from this workshop?



## WORKSHOP II. (NO)

**Goal of the workshop:** to increase self- awareness, self-esteem, enhancement of intercultural communication fostering integration between migrants and host society members.

**Art technique:** Making collage “Love among cultures”

### Materials:

- Magazines with different kinds of pictures .
- Glue
- A white large scale carton
- Scissors

**Instruction:** Every participant cuts out from the magazines what they like about cultures. Group members are encouraged to discuss and cooperate in making a common collage.





**Questions for self-reflection and group discussion:**

- Could you share your personal experience of making a common collage: what are your discoveries?
- What do you love about your own culture and/or culture of the society you live in?
- How can you express your love for your own culture in multicultural society?
- How/ in what ways are your expressions met?
- What is your experience of adopting new culture, integrating into new culture?
- Have you ever adopted something from new culture? If yes, what?
- Which of the answers from the participants inspired thoughts in you?
- What have you learnt, if anything, from this workshop?

*The key to community is the acceptance, in fact the celebration of our individual and cultural differences. It is also the key to world peace.*

*-M. Scott Peck*

## TOPIC 6: INTERCULTURAL DIALOGUE

### WORKSHOP I. (LV)

**Goal of the workshop: to increase self- awareness, self-esteem, enhancement of intercultural communication, tolerance towards different cultures.**

**Art technique:** Making a post card in a pair

#### **Materials:**

- Different decorative papers
- Glue
- White and colored cardboards
- Different décors
- Scissors

**Instruction:** Migrants are encouraged to pair with a colleague from the host society members, and vice versa, host society members are encouraged to pair with a colleague from the migrants. The pair should follow the instructions presented further. Colored cardboard is cut into pieces of preferred size. Blanks are folded in half. Stamping is created on the outer side of the post cards. Décors are created from colored paper using scissors and tools for artistic cutting. Created décors are glued onto the outer and inner sides of the post cards, observing the canons of composition and color combination. An insert is created from white paper or tracing paper for writing the wish to one another. It can also be decorated with stamping or with a décor corresponding to the formatting of the outer side. When the post cards are ready, group educators / facilitators write the questions for self-reflection on the blackboard and personal reflections and group discussion starts.

**Questions for self-reflection and group discussion:**

- Could you share your personal experience of making a post card in a pair: what are your discoveries?
- What is your opinion about the final result?
- What helped you to achieve the final result?
- What prevented you from achieving the final result?
- What are the most important factors in developing intercultural dialogue?
- Which of the answers from the participants inspired thoughts in you?
- What have you learnt, if anything, from this workshop?



## **WORKSHOP II. (NO)**

**Goal of the workshop: to increase self- awareness, self-esteem, enhancement of intercultural communication, tolerance towards different cultures.**

**Art techniques:** Painting with long cotton yarn

### **Materials:**

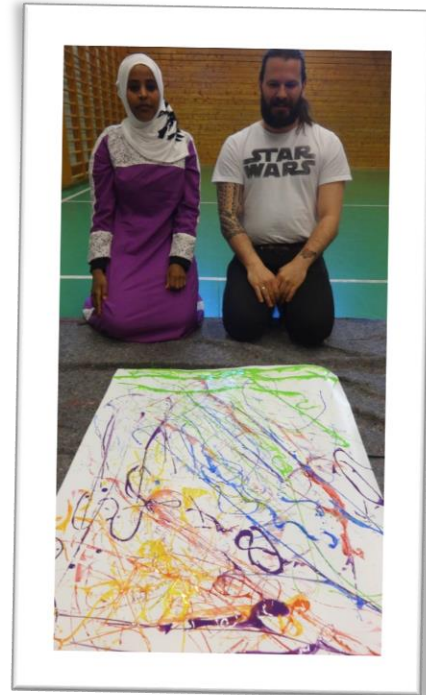
- Long cotton yarn
- Large scale white paper
- Different acrylic paint colors
- Plastic buckets
- Water
- Cloth for covering the floor
- The paint should be mixed with some water to make it easier to work with

**Instruction:** With cloth underneath, the paper lies on the floor. The cotton yarn is dipped into the color and then moved over the paper. Participants can switch colors by sharing the bucket with yarn. Two people work on the same paper and agree when to stop. When the paintings of all the pairs are ready, group educators / facilitators write the questions for self-reflection on the blackboard and personal reflections and group discussion starts.

### **Questions for self-reflection and group discussion:**

- Could you share your personal experience of making a post card in a pair: what are your discoveries?
- What is your opinion about the final result?
- What helped you to achieve the final result?
- What hindered you from achieving the final result?
- What are the most important things in developing intercultural dialogue?

- Which of the answers from the participants inspired thoughts in you?
- What have you learnt, if anything, from this workshop?



### WORKSHOP III. (LT)

**Goal of the workshop:** to increase self- awareness, self-esteem, enhancement of intercultural communication, tolerance towards different cultures.

**Art technique:** Drawing in a pair

**Materials:**

- White paper (A3, A4)
- Colorful pencils/markers

**Instruction:** Participants are divided into pairs. Each participant receives the sheet of white paper. The pair needs to sit with their backs to each other in order not to see what the other is drawing. One person from the pair leads the first session. He has to think of an object and draw it on the paper. While drawing, he has to explain the steps for drawing it to his partner so that he/she can draw it as well (without seeing each other's pictures). Afterwards, the participants receive new sheets of paper and reverse the roles – the one who was explaining has to listen, etc. Finally, the partners can compare the drawings. When the drawings are ready, group educators / facilitators write the questions for self-reflection on the blackboard, and personal reflections and group discussion starts.



### **Questions for a self-reflection and group discussion:**

- Could you share your personal experience of drawing in a pair: what are your discoveries?
- What was easier for you in this task – to explain the drawing or to listen?
- What is your opinion about the final result?
- What helped you to achieve the final result?
- What blocked you from achieving the final result?
- What are the most important factors in developing intercultural dialogue?
- Which of the answers from the participants inspired thoughts in you?
- What have you learnt, if anything, from this workshop?

*To tell the truth is to become beautiful, to begin to love yourself, value yourself. And that's political in its the most profound way.*

*-June Jordan*

## TOPIC 7: TO TELL THE TRUTH

### WORKSHOP I. (LV)

**Goal of the workshop:** to increase self- awareness, self-esteem, enhancement of communication, problem solving skills.

**Art technique:** Making Retro Decoupage

#### **Materials:**

- Newspapers, old photo
- Cardboards
- Glue
- Brushes
- Metallic powder
- A special liquid for carrying out retro decoupage

#### **Instruction:**

To do so, choose a story that has an associative link to a problematic situation. Take the selected decoupage card, submerge it into water for 30-40 seconds. Meanwhile, prepare a cardboard base for the picture by coating it with glue. Apply glue to the intended surface; take the card out from the water, drying it with a towel to remove excessive water. Put the picture onto the cardboard base. Glue it by moving from the center, smoothing any wrinkles or bubbles. Leave it to dry completely.

Then apply agent No.1 for cracking with even homogeneous movements; in 40 minutes, apply agent No.2 for cracking. Several minutes later, the process of cracking begins and can last for 24 hours. After the process of cracking ends, rub bitumen, golden or silver powder into the cracks.



When decoupages are ready, group educators / facilitators write the questions for self-reflection on the blackboard and personal reflections and group discussion starts.

**Questions for self-reflection and discussion:**

- Could you share your personal experience of making retro decoupage: what are your discoveries?
- What are the symbols you presented on the paper? What are their meanings?
- What is easier for you – to tell the truth or to keep a secret?
- What event do you remember from your past that you would like to share with your group members?
- If you have any secrets, do you always need to share them in your country, community, or culture? Share your personal experiences.
- Which of the answers from the participants inspired thoughts in you?
- What have you learnt, if anything, from this workshop?



## WORKSHOP II. (NO)

**Goal of the workshop:** to increase self- awareness, self-esteem, enhancement of communication, problem solving skills.

**Art technique:** Individual Drawing

**Materials:**

- White paper A3
- Colourful markers and oil pastels

**Instruction:** Each participant in the workshop is encouraged to mark or draw important events in their life on a timeline. They can make a timeline from birth until the present. It is recommended that they put different colors for different periods of life. When the drawings are ready, group educators / facilitators write the questions for self-reflection on the blackboard, and personal reflections and group discussions start. Participants are encouraged to only talk about the situations that they feel comfortable sharing with the rest of group.



### **Questions for self- reflection and group discussion:**

- Could you share your personal experience of drawing a timeline: what are your discoveries?
- Which event do you remember from your past that you would like to share with your group members?
- If you have any secrets, do you always need to share them in your country, community, or culture? Share your personal experiences.
- Which of the answers from the participants inspired thoughts in you?
- What have you learnt, if anything, from this workshop?

### **WORKSHOP III. (LT)**

**Goal of the workshop: to increase self- awareness, self-esteem, enhancement of communication, problem solving skills.**

**Art technique:** Making a picture out of modeling clay

#### **Materials:**

- Colorful carton
- Modeling clay
- Sticker cards
- Pens

**Instruction:** Every participant chooses a colorful carton (of their favorite color). Later on, each individual uses modeling clay to create an object/symbol meaningful to them. After that, all the works are displayed on the wall. Each participant receives sticker cards. His/ her role is to write his / her association to each of the works and to stick it near the painting. Finally, every participant

collects his / her painting and all the cards. When the pictures are ready, group educators / facilitators write the questions for self-reflection on the blackboard, and personal reflections and group discussions start.

### **Questions for self-reflection and group discussion:**

- Could you share your personal experience of making a picture: what are your discoveries?
- What are the symbols you presented on the paper? What is the meaning of them?
- Which answers from the other participants corresponded the most / the least with your symbol? Why?
- If you have any secrets, do you always need to share them in your country, community, or culture? Share your personal experiences.
- Which of the answers from the participants inspired thoughts in you?
- What have you learnt, if anything, from this workshop?



*A belief which leaves no place for doubt is not a belief; it is a superstition.*

*-Jose Bergamin*

## TOPIC 8: AM I SUPERSTITIOUS?

### WORKSHOP I. (FN)

**Goal of the workshop: to raise self- awareness and intercultural awareness of superstitions among different cultures, discuss how they influence the integration between migrants and host society members.**

**Art techniques:** Painting a sample of superstitions

#### **Materials:**

- A3 black and white paper
- Gouache paint
- Brushes

**Instruction:** Each participant in the group is encouraged to paint positive and negative symbols of superstitions. During this task everyone should think about whether he / she believes in superstitions or not. When the paintings are ready, group educators / facilitators write the questions for self-reflection on the blackboard, and personal reflections and group discussions start.

#### **Questions for self-reflection and group discussion:**

- Could you share your personal experience of painting: what are your discoveries?
- What color of paper have you chosen: black or white? What was the reason for your choice?
- What symbols are in the image? With what / whom do you associate them?

- Do they have different meanings for you? What are they?
- What does superstition mean to you?
- What kind of superstitions exist in your country, community or culture?
- In what ways can understanding the meanings of cultural superstitions affect communication among people?
- Which of the answers from the participants inspired thoughts in you?
- What have you learnt, if anything, from this workshop?



## WORKSHOP II (LT)

**Goal of the workshop: to raise self-awareness and intercultural awareness of superstitions among different cultures, discuss how they influence the integration between migrants and host society members.**

**Art technique:** Drawing with charcoal

**Materials:**

- Charcoal
- A3 paper

**Instruction:** Hold charcoal in each hand. Move the hands around on the paper which is taped onto the table. Do this task for about 1-2 minutes with your eyes closed. When the drawings are ready, group educators / facilitators write the questions for self-reflection on the blackboard, and personal reflections and group discussions start.



### **Questions for self- reflection and group discussion:**

- Could you share your personal experience of drawing: what are your discoveries?
- What symbols are in the image? With what / whom do you associate them?
- Do they have different meanings for you? What are they?
- Which symbols most accurately relate to superstitions?
- What does superstition mean to you?
- What kind of superstitions exist in your country, community, or culture?
- In what ways can understanding the meanings of cultural superstitions affect communication among people?
- Which of the answers from the participants inspired thoughts in you?
- What have you learnt, if anything, from this workshop?



*To share your weakness is to make yourself vulnerable; to make yourself vulnerable is to show your strength.*

*-Criss Jimm*

## TOPIC 9: MY WEAKNESSES, MY STRENGTHS

### WORKSHOP I. (LV)

**Goal of the workshop:** to increase self-awareness, self-esteem, enhancement of problem solving skills seeking to encourage mutual cooperation between migrants and host society members.

**Art technique:** Decoupage a bottle

#### **Materials:**

- Decoupage rice papers
- Glue
- Structure paste
- Brushes
- Spatulas
- Special “home-art” acrylic paints
- Empty bottles

**1.Instruction:** Take an empty bottle and think about personal weaknesses related to the mutual cooperation between migrants and host society members. Later on cover it with structured rough soil, and leave it to dry. Cut off or rip off a fragment of rice paper for the decor, apply the glue to the places intended for decoration, stick the prepared fragments of paper to these places, smooth them using a brush with a small amount of glue, and leave it to dry. Repeatedly apply glue on top. Fill in the remaining surface using “home-art” paints and highlight and emphasize the decorated object. Participant are encouraged to create a title for the bottle. When the bottles are ready, group educators / facilitators write the questions for self-reflection on the blackboard. *The first session of personal reflections and group discussions start.*



**Questions for the first session of self-reflection and group discussion:**

- Could you share your personal experience of making a decoupage bottle: what are your discoveries?
- What symbols are in the image? With what / whom do you associate them?
- Do they have different meanings for you? What are they?
- What is the title of your bottle?

- How could you transform weaknesses into strengths; how can they be transformed in your opinion?
- In order to improve upon yourself, do you need someone's support? If yes, who/what can be your support?

**When the first session of self-reflection and group discussion ends, the transformation process begins.**

**2. Instruction: Group facilitators / educators give 5-10 minutes for the transformation of the decorated bottle.** Group members are individually asked to transform their presented weaknesses into strengths (they can add new symbols/objects of decoupage rice papers or write something on the bottle). Afterwards, every participant talks about their transformation process. At the end of **the second session of self-reflection and group discussion**, group members are encouraged to make gifts (write empowering wishes / messages on the colorful small papers) for each other in order to make each other stronger.



### **Questions for the second session of self-reflection and group discussion:**

- Could you share your personal experience of transforming the bottle: what are your discoveries?
- What have you changed on the decorated bottle?
- What resources have you used in the transformation process?
- What is the title of your bottle right now?
- Which of the answers from the participants inspired thoughts in you?
- What have you learnt, if anything, from this workshop?

### **WORKSHOP II. (LT)**

**Goal of the workshop: to increase self- awareness, self-esteem, enhancement of problem solving skills seeking to encourage mutual cooperation between migrants and host society members.**

**Art technique:** Making a picture

**Materials:**

- Small mirrors
- Watercolor paints / gouache
- Brushes
- Glasses with water
- White paper (A3)
- Modeling clay
- Scissors

**Instruction:** Participants create images on a small mirror (using watercolor or gouache paints) based on their weaknesses related to mutual cooperation between migrants and host society members. Afterwards, stamp the images on paper, then dry them. After that, choose the most suitable ones, most related to their weaknesses. The idea is to create “a forest of weaknesses”, that is why participants are encouraged to use modeling clay. Participant are encouraged to give a title for the picture. When the pictures are ready, group educators / facilitators write the questions for self-reflection on the blackboard. *The first session of personal reflections and group discussions start.*



**Questions for the first session of self-reflection and group discussion:**

- Could you share your personal experience of making the picture: what are your discoveries?
- What symbols are in the image? With what/whom do you associate them?
- Do they have different meanings for you? What are they?
- What is the title of your picture?
- How could you transform weaknesses into strengths; how can they be transformed in your opinion?
- In order to improve upon yourself, do you need someone's support? If yes, who/what can be your support?



When the first session of self-reflection and group discussion ends, the transformation process begins.

**2. Instruction:** Group facilitators / educators give 5-10 minutes for transformation of the picture. Group members are individually asked to transform their presented weaknesses into strengths (they can add new symbols/objects or write something on the picture). Afterwards, every participant talks about the transformation process. At the end of **the second session of self-reflection and group discussion**, group members are encouraged to make gifts for each other in order to empower each other.



**Questions for the second session of self-reflection and group discussion:**

- Could you share your personal experience of transforming the picture: what are your discoveries?
- What have you changed in your picture?
- What resources have you used in the transformation process?
- What is the title of your picture right now?
- Which of the answers from the participants inspired thoughts in you?
- What have you learnt, if anything, from this workshop?



## TOPIC 10: MY FUTURE DREAMS

### WORKSHOP I. (FN)

**Goal of the workshop: to increase self-awareness, discover personal / social / intercultural resources necessary for the integration between migrants and host society members.**

**Art technique:** Painting

#### **Materials:**

- Middle scale boards
- Acrylic color with high pigment density
- Brushes in three different sizes
- Paper for drying brushes etc.
- Cloth for covering floor and walls

**Instruction:** All participants gather in a circle. In the middle there is a small table with different colors. Each person can choose one or more favorite colors for the moment, and can say something about what they feel about the color, or how they connect with the color. Every person gets a board and a paper plate with paint in different colors. We recommend starting with the broadest brush, to feel more free in the painting poses, to get away from presentation, as it is easier to play with the colors. It is important to cover the whole board with paint. When the picture is finished, every person is asked to create a title for it. It completes the expression. When the paintings are ready, group educators / facilitators write the questions for self-reflection on the blackboard, and personal reflections and group discussions start.

#### **Questions for a self-reflection and group discussion:**

- How can you describe your future dream? What do you need to achieve it?
- What is important to achieve your dream? What (internal/external) resources do you need?

- What your dream is related to the society you reside in?
- Which of the answers from the participants inspired thoughts in you?
- What have you learnt, if anything, from this workshop?

## **WORKSHOP II. (LT)**

**Goal of the workshop: to increase self-awareness, discover personal / social/ intercultural resources necessary for the integration between migrants and host society members**

**Art techniques:** Making handicraft “A lantern of future dreams”

### **Materials:**

- Colorful paper, tissue paper
- Scissors, glue
- Plastic cups
- Stickers, glitter
- Candle

**Instruction:** Create a lantern of future dreams. Each participant has to think of one dream/plan for the future. Then he has to take a plastic cup, turn it upside down, and cut the bottom out of it. He can decorate it as he prefers, using colorful paper and tissue paper, stickers, glitter, etc. Finally, the candle can be put inside to light up the lantern. When the handicrafts are ready, group educators / facilitators write the questions for self-reflection on the blackboard, and personal reflections and group discussions start.

### Questions for self-reflection and group discussion:

- If you could transport yourself to the future, where would you go and what would you see when you arrived?
- How do you imagine the place where you reside in the future? How do you want it to look?
- What are you doing to enhance the future development of the society you live in? What would you like to do more of?
- Which of the answers from the participants inspired thoughts in you?
- What have you learnt, if anything, from this workshop?



## **PRACTICAL HANDBOOK OF INTERCULTURAL AWARENESS THROUGH EXPERIENTIAL AND REFLECTIVE LEARNING IN THE CONTEXT OF MIGRANTS (ASYLUMSEEKERS, REFUGEES, IMMIGRANTS) INTEGRATION.**

This book is great practical and comprehensive handbook for creative self-awareness, communication, cooperation and promotion of intercultural awareness promotion.

Materials and methodological illustrations, given in the book, help to understand diversity and authenticity of each person and various cultures. Creativeness and self-awareness increases possibilities of self-analysis and reflection. It also helps to find new problems' solutions and to scoop of strength.

Practical tasks in the book are defined very clearly: goals of every task are defined in a simple way, the procedures of every task are also defined very clearly, there are lists of necessary art resources to fulfill the tasks and also there are questions for reflection. Reflection is very important part of the process of creation! During the process of reflection participant can realize his/hers experience and it helps to initiate transformations.

It is given and described wide spectrum of various creative techniques of self-awareness such as drawing, painting, modeling, gluing, collage, clay, using of plants, decoupage, Mandalas and much more. This helps to increase person's creativeness, tendency to explore, experiment, to be spontaneous. Creativeness gives a lot of possessiveness into person's life!

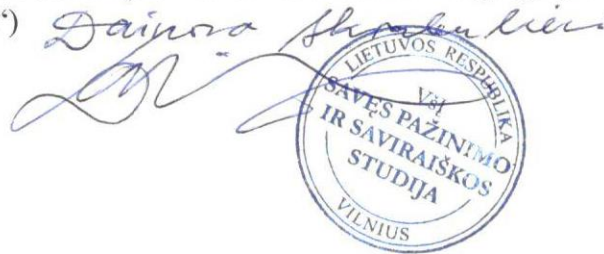
There are also a lot of tasks, designed to help people to promote communication skills. Participants can explore and get aware of cultural diversity and similarity participating in tasks devoted for group development. This way communication, cooperation, empathy, self-respect and respect to others are promoted.

Whole book is divided into logical and sequential way, it starts from the first workshop “Who I am?”, further workshops are related to the topics: “Discoveries I made”, “My needs and wishes” and then the handbook involves the workshops related to the topics such as “Communication with other”, “Promotion of respect and tolerance of differences in different cultures”. Every workshop ends with the idea of intercultural dialogue and intercultural love.

Pictorial creation is universal, suitable and accessible for all cultures as a form of visual communication. It helps to create safe environment for communication and new discoveries.

Educologist and art didactics specialist Dainora Skrabulienė, „Selfawareness and self-expression Studio“ (the name in Lithuanian language „Savęs pažinimo ir saviraiškos studija“)

*Dainora Skrabulienė*

A circular blue ink stamp is positioned below the signature. The stamp contains the text: "LIETUVOS RESPUBLIKA" at the top, "Vilnius" in the center, "SAVĖS PAŽINIMO IR SAVIRAIŠKOS STUDIJA" around the inner edge, and "VILNIUS" at the bottom.

## **PRACTICAL HANDBOOK OF INTERCULTURAL AWARENESS THROUGH EXPERIENTIAL AND REFLECTIVE LEARNING IN THE CONTEXT OF MIGRANTS (ASYLUM SEEKERS, IMMIGRANTS, REFUGEES) INTEGRATION**

### **Review**

*Practical Handbook of intercultural awareness through experiential and reflective learning in the context of migrants (asylum seekers, immigrants, refugees) integration* (hereinafter – Handbook) is devoted to an important issue of contemporary multicultural societies that need to cultivate multicultural dialogue and understanding among cultures. It is a helpful tool for non-formal and / or informal educators aiming to develop and / or improve self-awareness, social, intercultural, multicultural competences of migrants (asylum seekers, refugees, immigrants) and host society members through experiential and reflective learning strategies involving art techniques in the context of integration.

The Handbook consists of introduction, 10 topics (1. Who am I? 2. My roots 3. My relationship with others 4. Meeting different cultures 5. Love among cultures 6. Intercultural dialogue 7. To tell the truth 8. Am I superstitious? 9. My strengths, my weaknesses 10. My future dreams.) and recommendations.

Each topic is presented as a workshop. It is well structured starting with the name of the topic, the country's name (Lithuania - LT, Latvia - LV, Finland FN, and Norway - NO) which is responsible for development and testing presented material in a workshop, goal, art technique, materials to be used, introduction where the description of activities are presented and questions for self-reflection and group discussion. Each topic is completed with a picture which illustrates possible result of a workshop.

## Conclusion:

This Handbook as a result of joint work of the Lithuanian, Latvian, Finish and Norwegian partners gives a valuable input in building dialogue and understanding among cultures. The benefit of this Handbook is a new educational approach, which encourages creativity as problem solving technique in the learning process based on mutual cooperation and understanding among different cultures. Experiential learning means learning from experience or learning by doing and reflective learning helps participants to develop critical thinking skills and improve on future performance by analysing their experience. Involvement of art techniques encourages participants not only to use personal, life, cultural and other experience and reflexivity in non-formal, informal learning process, but develop new social relationship between migrants and host society members. The Handbook was developed during implementation period of NORDPLUS Adult project “Intercultural awareness through experiential and reflective learning in the context of immigrants’ integration”, No (NPAD-2015/10274). This means that all the material presented in the Handbook about experiential and reflective learning strategies involving art techniques are tested during workshops in different intercultural context and can be treated as best practices for development of personal, social, and intercultural competences.



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