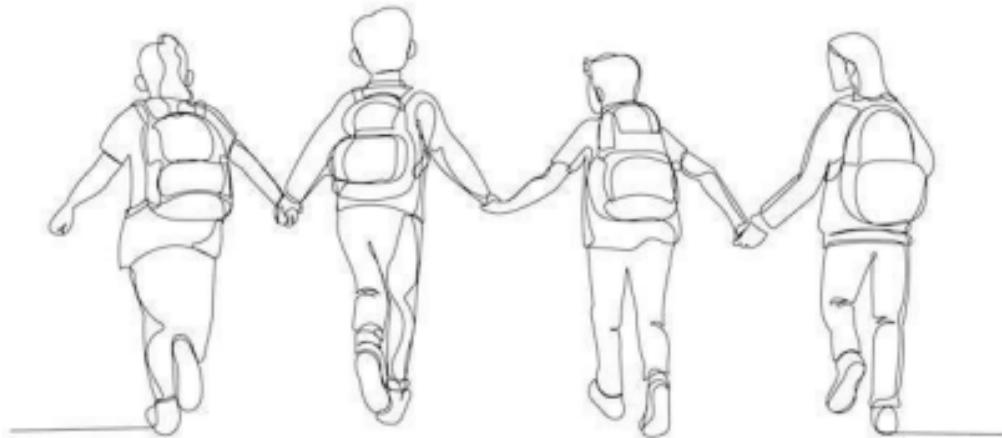




MODULE 4

SOCIAL AND CULTURAL MEDIATION IN THE INTERVENTION WITH FAMILIES OF ROMA AND REFUGEES CHILDREN/YOUTH



PRACTICAL ACTIVITIES

CONFLICT MEDIATION CIRCLE

This activity serves to practice conflict mediation techniques, placing students in simulated situations that challenge them to adopt a posture of dialogue, empathy, and collective construction of solutions.

OBJETIVE

Develop active listening, dialogue and cooperation skills for peaceful conflict resolution.

TARGET

Participating children, youth and families

MATERIALS

Cards with conflict situations (real or fictitious)
White sheets
Pens/Pencils

DURATION

2 sessions

KEYWORD

Mediation, Empathy, Resolution, Dialogue

DESCRIPTION

- Presentation** – Mediation is explained: a tool for managing conflicts without imposing solutions. It introduces the idea that the mediator is neutral, facilitating dialogue, and helping to find consensus.
- Exemplification (optional)** – The teacher does a quick simulation with two volunteers to demonstrate how mediation works or shows the group a video related to the topic.
- Division into groups** - Students form small groups (3 to 4 people). Each group receives a card with a conflict scenario, such as:
 - Two colleagues refuse to share the same space due to cultural differences.
 - A student is excluded because he brings “different” food from home.
 - Conflict between music preferences/cultural traditions.
- Staging** – Each group distributes roles (mediator + conflicting parties) and prepares a short staging.
- Presentations** - Each group acts out the situation in front of the class. After each presentation, fellow observers respond: Was the mediator neutral? Was there listening and mutual respect? Was the solution found fair?
- Collective reflection** – The teacher leads the final reflection: What are the qualities of a good mediator? What challenges arise? How can we apply these techniques outside the classroom?

CREATIVE INTERCULTURAL DIALOGUE

It serves to materialize the encounter of cultures through collective artistic creation. Creative production forces students to negotiate ideas, respect differences, and find ways to integrate diverse cultural expressions.

OBJETIVE

Promote interculturality through the creation of a collaborative artistic product that represents the diversity of the class.

TARGET

Children, young people and/or adults

MATERIALS

Paper, cardboard, magazines, and newspapers
Glue, scissors, and markers

DURATION

KEYWORD

Collaboration, Creativity, Interculturality, Expression

DESCRIPTION

1. **Introduction** – The teacher asks the question: "How can we represent the richness of the cultures present in the class in a creative way?"
2. **Group division** – Students are divided into groups of 4 to 6. Each group chooses an artistic form (poster, poetry, collage, music, theatrical sketch, short video).
3. **Cultural exploration** – Each member shares cultural elements they consider important (words, symbols, traditions, songs). The group selects some to incorporate into the production.
4. **Creation** – The groups work collectively on the product, negotiating choices and integrating ideas. The teacher monitors, encouraging the mediation of divergent opinions.
5. **Presentations** – Each group presents their work to the rest of the class.
6. **Reflection** – The teacher guides the conversation:
 - Was it easy to combine different cultural ideas?
 - What conflicts arose during creation?
 - How did the group deal with them?
 - What have we learned about intercultural coexistence?

MEDIATION THROUGH NARRATIVE

This activity aims to work through conflicts symbolically, using stories as a resource to practice mediation. By constructing narratives, students can distance themselves emotionally and reflect on different perspectives more creatively and critically.

OBJETIVE

Practice conflict mediation through the construction and analysis of fictional stories, identifying points of tension and avenues for dialogue.

TARGET

Children, young people and/or adults

MATERIALS

A3 or A4 sheets
Pens and Markers
Cards with phrases or images that serve as triggers (e.g.: "Two classmates can't agree on the choice of music for the school party")

DURATION

1 or 2 sessions

KEYWORD

Conflict, Narrative, Perspective, Mediation

DESCRIPTION

- 1. Introduction** – The teacher explains how conflicts can be represented in stories and how mediation can be a resource for their resolution.
- 2. Division into groups** – Students receive cards with situations of cultural conflict (e.g., use of traditional clothing, eating habits, different beliefs).
- 3. Creation of the narrative** – The group creates a short illustrated or written story in three parts:
 - The origin of the conflict
 - Dialogue between the parties
 - The role of the mediator and the outcome
- 4. Share** – Each group presents their story to the class.
- 5. Reflection** – The teacher leads the debate:
 - What did the mediator do to help?
 - How was it possible to listen to and respect different perspectives?
 - Could this story happen in real life?

MEDIATION IN DEBATE

This activity aims to encourage joint reflection. To achieve this, an intercultural conflict situation is simulated in a structured debate format, where mediation is central to finding fair solutions.

OBJETIVE

Exercise critical and argumentative thinking, while understanding the role of the mediator in managing a balanced dialogue.

TARGET

Children, young people and/or adults

MATERIALS

Room organized as a court or assembly
Cards with roles (mediator, party A, party B, observers)
Note

DURATION

1 or 2 sessions

KEYWORD

Debate, Justice, Respect, Mediation

DESCRIPTION

- 1. Introduction** - The professor presents the dynamic: a fictional court in which the objective is not to "win", but to resolve cultural conflicts in a mediated manner.
- 2. Preparation of papers** - Each group receives a case (e.g., a student wants to bring food from their culture to the cafeteria, but others refuse; or a cultural tradition has been disrespected). The roles are divided into: mediator, party A, party B, and observers.
- 3. Case presentation** - The conflicting parties present their views.
- 4. Mediated debate** - The mediator asks questions, ensures listening, and tries to help the parties reach an agreement.
- 5. Final decision** - The group must reach a fair agreement. Observers then comment on whether there was listening, respect, and balance.
- 6. Reflection** - The teacher promotes a synthesis:
 - What distinguishes a common debate from mediation?
 - How to ensure that all voices are heard?

MEDIATION BY THE WORD

It serves to train one of the most important mediation skills: active listening, which involves listening carefully, understanding before responding, and valuing what the other person says.

OBJETIVE

Practice active listening as an essential tool for conflict mediation in intercultural contexts.

TARGET

Children, young people and/or adults

MATERIALS

Copies of short texts or cultural testimonies (real or fictional)
Paper and pens Clock or stopwatch

DURATION

1 session

KEYWORD

Listening, Respect, Communication,
Mediation

DESCRIPTION

- 1. Introduction** - The teacher explains the difference between "listening" and "hearing." Question: "What happens in a conflict when no one listens?"
- 2. Pair dynamics** - Students work in pairs. One student talks for two minutes about a cultural experience (which can be made up or real). The other simply listens and then repeats what they understood, without adding any opinions. Then they switch roles.
- 3. Group discussion** - In groups of four, students share their feelings: was it easy to listen without interrupting? Was it easy to feel heard?
- 4. Applied exercise** - The teacher proposes a fictitious intercultural conflict. In pairs, one plays the role of mediator, listening to both parties and repeating in their own words what each said, ensuring understanding.
- 5. Final reflection** - Collective discussion: What are the barriers to active listening? How can it transform conflicts?

DISCRIMINATION

OBJETIVE

Practice active listening as an essential tool for conflict mediation in intercultural contexts.

TARGET

Children, young people and/or adults

MATERIALS

Projector
Computer

DURATION

1 session

KEYWORD

Discrimination, Reflection.

DESCRIPTION

Make sure participants are comfortable and can see the projection screen.

Facilitators should play a 3-7 minute video that illustrates discrimination in everyday life.

It is important that facilitators are familiar with the video and prepared to interpret/explain it if necessary.

Some video recommendation:

- "American versus Muslim Bag Experiment" (English, New York) by Karim Jovian. Link: <https://www.youtube.com/watch?v=M0dMkFxle4Y>
- "Pulling Hijab Off Experiment" by Karim Jovian. Link: https://www.youtube.com/watch?v=HAhkyRyNV_g

These videos provide an opportunity for a discussion session, encouraging participants to talk and reflect on their own experiences with discrimination. They should also reflect on what they saw in the video and how they would handle the situations.

Clues for Reflection:

- What did you think of the video?
- How did you feel watching this video?
- Would you help someone in a similar situation? Why or why not? Do you think these situations happen in real life?
- Have you ever experienced something similar?
- What did this experience teach you?
- From your perspective, how do people feel when they are discriminated against? In your opinion, how do people feel when they are helped by others?
- If you experienced something like what happened in the video, what would you do? What conclusions can we draw from this dialogue?

MIGRANT PLANET

OBJETIVE

Practice active listening as an essential tool for conflict mediation in intercultural contexts.

TARGET

Children, young people and/or adults

MATERIALS

Clothing and equipment for the actors
Description of the role/story of each of the migrant characters

DURATION

1 session

KEYWORD

Discrimination, Reflection.

DESCRIPTION

"Migrant Planet" is an interactive theatrical journey, a space designed to place exhibition visitors in an active role, enabling them to better understand the experiences of refugees, migrants, and victims of human trafficking. This dynamic consists of a journey in several stages phases, during which the visitor assumes the role of a migrant and follows their forced migration experience. The dynamic begins with the assignment of a character (out of three available) and ends with the acceptance (or rejection) of the residence permit application in the asylum country.

Note: It is a complex activity that can be challenging, as it requires many different materials, a large space, and a large team trained in representation and the topic of migration.

STEP 1

There are three characters in the exhibition:

1. The Bangladeshi character is a farmer who leaves his country for economic reasons related to climate change.
2. The Somali character is a journalist forced to leave the country due to persecution after exposing an environmental injustice related to toxic waste dumping.
3. The character from Nigeria is a girl who is a victim of human trafficking

**STEP 2**

Each group is divided into three smaller groups. Each small group plays one of the characters. In the reception area (which precedes the actual game), the facilitator explains the rules of the game and gives each group/character the corresponding story. All participants must read the stories and understand the reason why they leave their country and embark on the journey to the Libyan coast. All the characters cross the sea on a raft. (Note: Use animation to help participants understand the danger and difficulties of the journey.)

STEP 3

Once arrived in Italy:

1. The group of Somalis are intercepted by the police after landing and taken to an identification center where they will have to explain why they left the country and justify their request for political asylum.
2. The Bangladeshi group is recruited by an illegal labor promoter who makes them work on a construction project in deplorable conditions, without a contract or protection. To survive, they sell roses and bags on the street.
3. A group of Nigerian girls are taken to a "trafficker" who forces them to work on the streets to attract clients.

STEP 4

The results of the journey are different for each group:

1. The Bangladeshi group is repatriated
2. Somali group receives refugee status
3. The Nigerian group receives residence permit on humanitarian grounds

Clues for Reflection

At the end of the dynamic, time should be given to reflect and talk about the experience.

Some useful questions:

- How did you feel?
- What were your emotions and thoughts during the activity?
- In what ways do you think your experience is similar or different from reality?

The event concludes with a workshop on the conditions of migrants, international protection laws, and the impact of climate change and pollution on migration.