

Tools for Integration

A toolkit of
activities on social
cohesion

Revised Edition
May 2018



INTRODUCTION AND BACKGROUND

“Even though there have been some efforts to secularize the Lebanese society, the country is still divided across sectarian cleavages and many Lebanese citizens identify themselves more with their sect than with the country as a whole. Notwithstanding the importance of religion, there are no official data on the religious distribution of Lebanese citizens. In particular, the Lebanese government has been very reluctant to collect and release data that could disturb the very delicate sectarian balance that steers the Lebanese political system.” (El Khoury & Panizza, 2006). The nature and dynamics of conflicts between Lebanese social groups is not a new phenomenon, in fact, similar signs are being seen across the Arab region, particularly following the uprisings that took place in 2011. Similar tensions and conflicts have taken place in almost every part of the world at one point of time. Expanding the scope of Lebanon today beyond the narrow borders in Lebanon shows them how similar we are to other cultures.

According to the World Population Review website, number of people living in Lebanon is estimated in 2018 at 6,089,696. The Conflict in Syria has created a massive and evolving flux of refugees and of internally displaced populations (IDP). According to UNHR data as of 30 April 2018, there are 986,942 thousand registered Syrian Refugee in Lebanon, and 226,373 households, nothing that there are also non registered refugees which makes the real number higher. The Conflict also imposes direct and indirect costs on neighboring host communities like Lebanon. Not only the camps but also many villages are now home to a large number of refugees. In many cases, host communities are feeling the effects of a population explosion: strain on municipal services, skyrocketing prices for basic good, fierce competition for jobs in a shrinking employment market, as well as ethnic and religious tensions. Economic insecurity has thus had the effect of generating friction between the Syrian refugees and populations from host communities. People are feeling pessimistic about the economic situation. Poor households from host communities have been largely overlooked by the aid community. The priority of intercultural and inter-religious dialogue is to reduce the likelihood of violent confrontation between different social groups. A number of initiatives have been designed, adapted and applied to promote intercultural dialogue since decades. UNESCO commissioned a study in 2014 to collect success stories, good practices and lessons learnt in inter-cultural dialogue, initiated and implemented by 14 civil society organizations in Lebanon. The study also collected recommendations from other players in improving the work in the area.

In Lebanon, UNESCO contributes to the RRP6 to Syrian Crisis and the stabilization, aiming to empower youth through education and to foster inter-cultural dialogue among youth. Within the framework of the NET-MED Youth project, funded by EU, UNESCO supports in building the capacities and enhance networking among youth organizations, including Syrians, by increasing their effective interaction with the media and their use of ICT-enabled platforms, in order to reduce the fragmentation of efforts and harness the collective potential of youth in affecting democratic transition towards active citizenship, political participation, economic contribution and social inclusion. Within this framework, **UNESCO** in collaboration with **Chabibeh Sporting Club** organized the **TOOLS FOR INTEGRATION** project which was divided into 2 phases:

- A 2 days training course (12-13 Dec 2015) that gathered 24 youth workers and leaders from different Lebanese regions. Over these 2 days the topics of social cohesion and integration were discussed and participants reflected on traditional games they played when they were kids in order to develop together new tools and games under the themes of integration and cohesion
- A 1 day camp (21 December 2015) for Lebanese, Syrian and Palestinian youth during which the youth workers had the chance to use the tools created during the training.

This toolkit gathers the 6 TOOLS created during the training, and implemented during the camp by the 24 active participants. The toolkit was originally developed and compiled in 2016, and was reviewed and improved in 2018.

CONTENT

This publication includes 6 tools developed during the 2 days training. Participants in the training were divided into 6 groups. They were asked to reflect within their groups on traditional games they played when they were children, analyze the elements of inclusion and exclusion for each game, and design a new tool/game using the reflection and analysis done. Each tool is described, along with the names of the team members behind it and a few photos from the 2 days training and the children activities days.

The training was done at Padova Hotel Sin el Fil from 12 to 13 December 2015. The children activities day was done at CHABIBEH SPORTING CLUB courts in Chiah on 20 December 2015. This project was funded by UNESCO Beirut under the NET-MED Youth program. The Organizations names mentioned beside the participants correspond to the organizations they were affiliated to at the time of the training.

Tool Name	Participants Behind the Tools	Topics Addressed	Page
ON BOARD	<ul style="list-style-type: none"> ✓ Bechara Ghaoui (Mentor Arabia) ✓ Lama Dabaja (Right to Play) ✓ Yara Tohme (Youth and Cultural Center Zouk) ✓ Rayane Tayara (Innovation Club) 	Diversity Belonging	4
TELLING OUR TALE	<ul style="list-style-type: none"> ✓ Rawad Kays ✓ Sally Sharaf (Basmeh & Zeitooneh) ✓ Shawky Al Assal (Bena' Ajyal Al Salam) 	Communication Participation Social Cohesion Common Grounds	6
THE BIGGER PICTURE	<ul style="list-style-type: none"> ✓ Jasmin Lilian Diab (LERC/NDU) ✓ Reine Zahreddine (NDU) ✓ Sami Fares (SESOBEL) ✓ Tareq Hudhud (URDA) 	Communication Collaboration	9
THE ISLAND	<ul style="list-style-type: none"> ✓ Cynthia Nakhle (Guides du Liban - Groupe SSCC) ✓ Amine Hussein (Lebanese Center for Active Citizenship) ✓ Georgia Ajamian (Basmeh & Zeitooneh) ✓ Mohamed Hamdan (Right to Play) 	Communication Collaboration Problem Solving	11
THE RAINBOW	<ul style="list-style-type: none"> ✓ Marwa Wahhoud (Right to Play) ✓ Bassel Chahal (Mubadara & Ataa) ✓ Omar Farran (Mubadara & Ataa) ✓ Nibal Salloum (NUON) 	Respect for the similarities and differences	13
THREE AND PASS	<ul style="list-style-type: none"> ✓ Imad Eddin Sulaiman (TABADOL) ✓ Salha Nasser (HAYA BINA) ✓ Majd Ghraizi (Lebanese Red Cross Youth Department) ✓ Youssra Saab (Global Forum for Religions and Humanity) 	Social Inclusion Belonging Accepting the Other	15

On Board



Participants behind this tool	Bechara Ghaoui – Lama Dabaja – Yara Tohme – Rayane Tayara
Title	ON BOARD
Topics addressed	Diversity Belonging
Target group	Group of Teenagers from different backgrounds. Activity can also be done with Youth Workers and Youth Leaders. Group Size: Minimum 15 Maximum 25
Objectives	<ul style="list-style-type: none"> Reinforcing Teamwork Overcoming Prejudices



<p>Description</p>	<p><i>The duration of this activity goes from 90 to 120 minutes depending on the size of the group</i></p> <p>Step 1: Energizer</p> <p>Participants are divided into 4 groups. Each group is given an A3 paper. Facilitator explains that this paper is a Life Boat, and that they have to fit themselves on the boat. Facilitator then starts decreasing the size of the life boat and participants have to find a solution to stay on the boat. Facilitator stops when it becomes difficult for participants not to drown. After finishing, and back in plenary, every team explains how they found solutions and at what time they were out of it, and their feelings during the game.</p> <p>Step 2: Activity</p> <p>Facilitator distributes the personality cards, one for each participant (check “materials needed”) then tells the story: “You all sailed on a boat together; however the boat faced technical problems and stopped sailing in the middle of nowhere. As days passed by, the food stock started to decrease and is not enough for everyone on board. So some people will have to leave the boat and find their own way. Each person alone should choose the personalities who in their opinion should leave the boat and find their way. After that, each will explain the choices they did and the reasons behind it.</p> <p>Depending on the number of participants, Facilitator creates the personalities and decides on the number of personalities that will be chosen to leave the boat. For Example: If the number of the participants is 15, Facilitator creates 15 personalities and asks each person to chose 7 personalities they think should leave the boat.</p>
<p>Debriefing questions</p>	<p>After participants share and explain their choices, Facilitator will start sharing the good and bad features of every personality, and opens a discussion with the participants about the choices they made. Example: The thief was conducted by mistake. The politician is a war criminal. The criminal is innocent and ran away from his country because he was prosecuted, etc...</p> <p>Questions for discussion: Are prejudices always right? Why do we have them? How do they affect our choices in life? How can we avoid them? Would there be other solutions rather than asking people to leave the ship and find their own way? If yes, what are they?</p>
<p>Materials needed</p>	<ul style="list-style-type: none"> ✓ Personality Cards: Teacher/Baby/Mother/Lawyer/Politician/Judge/Thief/Criminal/Farmer/Doctor/Engineer/Carpenter/Scientist/Musician/Cook/Cleaner/Ex-Militia Man etc.. (Facilitator can create as many personalities as needed) ✓ Paper ✓ Pen

Telling Our Tale



Participants behind this tool	Rawad Kays – Sally Sharaf – Shawky Al Assal
Title	TELLING OUR TALE
Topics addressed	Communication – Participation – Social Cohesion – Common Grounds
Target group	Young people from different backgrounds aged between 15 and 17. Activity can also be done with Youth Workers and Youth Leaders. Group Size: Minimum 15 Maximum 25
Objectives	Using Story telling to find a common ground, to accept the other and to break barriers between people from different backgrounds



Description	<p><i>The duration of this activity goes from 90 to 120 minutes depending on the size of the group</i></p> <p>This activity should be preceded by more than one game focusing on social cohesion. Participants are divided into groups of 4/5.</p> <p>Step 1: Facilitator distributes the template (see next page) for each participant and explains that each participant answers the questions individually. Participants are given 10 Minutes to answer the questions.</p> <p>Step 2: After participants finish to fill the paper individually, facilitator asks each them to share within their groups the individual answers. Groups are given 20 Minutes for the sharing. During the sharing, participants are encouraged to elaborate and or explain their answers, for example each participant should tell their group Who their Hero is and Why, and to tell the funny incident/story that happened to them, etc..</p> <p>Step 3: After the group sharing, Facilitator asks each group to create a Play/Song/Poetry/TV Show/Ad (they can chose any method they prefer) using the collective answers of the group. The theme is “Celebration of differences, Celebration of Commonalities, Accepting the other, Learning about the other”. Performance should not exceed 5 Minutes. Preparation time 20 Minutes</p> <p>Step 4: Each group performs in front of the others by turn.</p>
Debriefing questions	<ul style="list-style-type: none"> ✓ How did you feel during this activity? ✓ Who would like to share a common thing he/she found with another person from their group? How did it feel? ✓ Who learned something new about another person? Who learned something surprising? Something strange? ✓ Was it hard to make one performance that includes all the group members information? Why? ✓ Mention one learning outcome from this activity ✓ How would you describe this activity in one word?
Materials needed	<ul style="list-style-type: none"> ✓ Flipchart and Markers ✓ 1 copy of Template for each participant ✓ Pen for all participants ✓ Papers ✓ Some Background music can be played during individual and group work

Group Name:

Name of each Group Member:

A.
B.
C.
D.
E.

Nickname of each Group Member:

A.
B.
C.
D.
E.

Who is your Hero?

A.
B.
C.
D.
E.

What is your favorite food?

A.
B.
C.
D.
E.

Write the title of a short and funny story/incident that happened to you:

A.
B.
C.
D.
E.

Share a word commonly used in your society/community and what it means:

A.
B.
C.
D.
E.

The Bigger Picture



Participants behind this tool	Jasmin Lilian Diab – Reine Zahreddine Sami Fares—Tareq Hudhud
Title	The Bigger Picture
Topics addressed	Communication - Collaboration
Target group	Age Group: 14-17 Years Old. Girls And Boys from different backgrounds. Game can also be played with Youth Workers and Youth Leaders. Group Size: Minimum 20 Maximum 25
Objectives	Building trust and team spirit—Cooperation—Adaptability—Division of Tasks



Description	<p><i>The duration of this activity goes from 60 to 90 minutes depending on the size of the group</i></p> <ol style="list-style-type: none"> 1. Facilitator sticks 4 blank Flip Chart papers (Landscape) beside each other on a wall and connect them. Make sure you have a large wall on which you can stick the 4 flip chart papers side by side 2. Facilitator Divides the participants into 4 equal teams, and selects one participant from each. This selected participant will be blindfolded and supported to stand in front of one of the Flip Chart papers. At the end there will be 4 blind folded participants, each standing in front of 1 Flip Chart. These blindfolded participants will be asked to draw when given the start sign. Facilitator gives each one a Marker (different color for each) 3. Facilitator distributes the remaining participants into 4 equal groups and asks each group to stand in line behind one of the blind-folded persons. 4. When facilitator gives the start sign, the first person behind the blind folded participant needs to whisper in his/her ear drawing instructions with the aim of creating a coherent picture with the other teams. Every 30 seconds, whisperers in the same team change, allowing each team member to whisper to the person drawing 3 times. (The whisperers move to the end of the line giving place to the next person behind them, groups rotate 3 times). Also the blind folded participants rotate 2 times, moving between the 4 pictures. They rotate every 1 minute <p>Note: 4 moderators are needed, one for each team, to manage rotation of whisperers and blind folded participants. Main Facilitator keeps time and gives signs for moderators to ask whisperers or blind folded persons to rotate</p>
Debriefing questions	<ul style="list-style-type: none"> ✓ Why do you think we asked you to draw one picture and not 4 different pictures? ✓ Why did we ask you to rotate? ✓ What were the main challenges of the blind folded people who were drawing? ✓ What were the whisperers' main challenges? ✓ How would you relate this activity to Trust Building, To Cooperation, To Team spirit? ✓ If we repeat the game, what would you do differently?
Materials needed	<ul style="list-style-type: none"> ✓ 4 Flip Chart Papers ✓ 4 Markers (different colors) ✓ Paper Tape ✓ 4 Blindfolds

The Island



Participants behind this tool	Cynthia Nakhle - Amine Hussein – Georgia Ajamian - Mohamed Hamdan
Title	The Island
Topics addressed	Communication – Collaboration – Problem Solving
Target group	Age Group: 14-17 Years Old. Girls And Boys from different backgrounds. Game can also be played with Youth Workers and Youth Leaders. Group Size: Minimum 16 Maximum 25
Objectives	<ul style="list-style-type: none"> ✓ To prove that differences in the group are positive ✓ To emphasize on the role of the individual in the community ✓ To highlight the importance of accepting different opinions ✓ To value Unity ✓ To understand the different perspectives in addressing conflicts.



The duration of this activity is 90 minutes

Facilitator prepares ahead and writes on small piece of papers the different roles/personalities listed below.

1-The wise	5-The baby	9-The hunter	13-The careless
2-The scientist	6-The mother	10-The nagger	14-pirate
3-The selfish	7-The spoiled	11-The politician	15pirate
4-The leader	8-The loner	12-The lazy	16-pirate

Description

Each participant picks one piece of paper and should act according to the role/ personality written on the paper. If the group has more than 16 participants, facilitator can add more pirates and or personalities. (The bossy, The arguer, etc...)

Facilitator explains to the participants that they are living together on an is- land and are facing the same problem: Lack of Food

Facilitator explains to the participants that they have to find a solution to the problem individually; then each participant has to share how s/he would solve the problem.

After sharing their individual solutions, the facilitator asks the group to ad- dress the same problem but this time, the participants should find a solution collectively. While the group is debating, the pirates appear and will try to steal the food. (Facilitator explains to the pirates at the beginning of the game what their role will be, however the others are not aware of that)

Facilitator's role is only to monitor the reaction of the group before closing and moving to the debriefing questions.

Debriefing questions

- How did you find the outcome of the individual solution vs. the group solution?
- How did you react to the threat on individual and on the group level? Did you find a common solution before or after the threat? How? Why?
- Is diversity Important in a group? Why?

Materials needed

- Paper
- Scissors
- Markers
- Sticky Notes
- Masking Tape
- Cardboards
- Wooden sticks
- Pirates hats/eye folds etc...



The Rainbow



Participants behind this tool	Marwa Wahhoud – Bassel Chahal – Omar Farran—Nibal Salloum
Title	The Rainbow
Topic addressed	Respect for the similarities and differences between people
Target group	Age Group: 15-17 Years Old. Girls And Boys from different backgrounds. Game can also be played with Youth Workers and Youth Leaders. Group Size: 22
Objectives	<ul style="list-style-type: none"> ✓ To Respect and accept others ✓ To endorse the importance of equality among people coming from different backgrounds



Description	<p>Facilitator and participants stand all together forming a circle</p> <p>Facilitator asks the following questions:</p> <ul style="list-style-type: none"> · Have you ever behaved differently from other people in your community/ group/team? · How did you feel about this? <p>Facilitator asks participants to close their eyes, and goes around to stick different colors of labels on the foreheads of all participants (facilitator has to choose 3 different colors of stickers/labels to divide participants into equivalent groups).</p> <p>After the labels are stick, participants should open their eyes and have to find others who have the same color of sticker similar to the one on their forehead, silently without talking.</p> <p>Once, the groups are formed, each group is given 7 letters and is asked to collect items of which their initials start with the letters given; however, they are asked to do that in the pre-defined geographic space. the geographical space is defined by the facilitator for example:</p> <p>Group 1: In one corner of the room.</p> <p>Group 2: In the middle of the room, but they can visit the space of group 1.</p> <p>Group 3: Anywhere they want</p> <p>Groups have to walk in the room and when the Facilitator says stop, each group will have to imagine and build a structural shape using the items collected, however they have to abide by the following rules:</p> <p>Group 1: They cannot use their hands</p> <p>Group 2: They cannot speak.</p> <p>Group 3: They can do whatever they want.</p>
Debriefing questions	<ul style="list-style-type: none"> · How did you feel when you found all your group mates? · How did you feel when you were rejected by someone because of your color? · How did you feel about the differences in rules between groups? · Was it easy to communicate without talking to each other? · Who are the people that are usually treated differently? · How can we help the other to communicate better his/her needs?
Materials needed	<ul style="list-style-type: none"> · Tape (to define the geographic area of each group) · Markers · Papers · Letters (7 letters for each group)

Three and Pass



Participants behind this tool	Imad Eddin Sulaiman – Salha Nasser – Majd Ghraizi – Youssra Saab
Title	Three and Pass
Topics addressed	Social Inclusion – Belonging – Acceptance of the others
Target group	Age Group: 15-17 Years Old. Girls And Boys from different backgrounds. Game can also be played with Youth Workers and Youth Leaders. Group Size: 10 to 20
Objectives	<ul style="list-style-type: none"> ✓ To generate new ideas and to gain new skills through active participation ✓ To Reflect on the concept of social cohesion, belonging and accepting others



Description

The duration of this activity is between 90 and 120 minutes

This activity is composed of 3 stages: Tug of war, Blindfolded, and the Sculpture. Between stages, questions related to the objectives of the game will be raised, preparing participants for the next stage.

Tug of War

Participants are divided into 2 equal teams. Teams should hold the rope and face each other, then the facilitator chooses one person from each team and places him/her with the other team.

When the facilitator gives a sign, each team starts pushing with the aim of bringing back their team member to the group.

Questions at the end of game 1:

How did you feel when you saw one of your team members taken from you? How did you feel when you knew that you can bring him/her back by pulling the rope?

Did you really want to win to have him/her back, or you did not really care? How did it feel to win/lose?

PASS 1 Question:

You just finished building your house on this very beautiful and far island. Suddenly, a person arrives to the shore and cannot go back from where he came, and wants to live with you in your little house. How do you feel? How do you act? And Why?

Blindfolded

Participants move to a new location to play this game. The facilitator prepares previously the area by creating a route with a start and an end and by placing different obstacles that one of the team members have to pass through, in order to reach the end.

Each team chooses a person who will become blindfolded and her/his role is to reach the end of the route. However; s/he will be given directions and will be guided by the team members of the opposing team.

Team members should give oral directions for the blindfolded person of the other team while making sure that their colleague is not distracted.

<p>Description</p>	<p>Questions at the end of the game 2:</p> <p>What happened during this game?</p> <p>Did you help the stranger or no? Why?</p> <p>How did it feel to follow directions while you were blindfolded?</p> <p>PASS 2 Question:</p> <p>A war started in your country. What do you expect from other people who have never experienced a war in their countries?</p> <p><u>The sculpture</u></p> <p>The teams remain the same. One person from each team is asked to become an observer. Team members are given the following sentence: <i>“There are people whom we do not like, and we do not want them to be among us”</i>. The facilitator asks the participants to make a human sculpture that describes the meaning of the sentence.</p> <p>Each group should use their bodies and any material available in the room to prepare the sculpture. When sculptures are ready, observers are asked to look at them profoundly.</p> <p>Then facilitator reads this sentence to the observers:</p> <p><i>“There are people among us whom we like and we want them to stay”</i>. Each observer is then asked to do the necessary changes to the sculpture of the other team (not his/her team) in order to transform it from being negative to being positive and then explaining the changes they did.</p> <p>Questions at the end of game 3:</p> <p>What do you think of this game?</p> <p>What difficulties did you face while playing it?</p> <p>How did actors feel? And how did observers feel while watching and while changing the sculptures?</p>
<p>Debriefing Questions</p>	<p>What did you learn from this game?</p> <p>Name One thing you would like to change in society</p>
<p>Materials Needed</p>	<ul style="list-style-type: none"> ✓ Ropes ✓ Blindfolds ✓ Tables, Chairs....for barriers



**Group Photo at the end of the Training on 12 and 13 December 2015 at Padova Hotel
Sin el Fil**



**Group Photo at the end of the activities day for Youth on 23 December 2015 at
Chabibeh Sporting Club in Ain el Remmaneh**

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