



The workshop class program: **Identities of Europe, our identities**

Duration: 3h

Target group: Polish teenagers

Goals:

- Students will learn about the theory of social identity and will have an opportunity to reflect on their own identities.
- Students will get to know about the impacts of community and group belongings on developing personal identities. They will be able to recognize the role of primary and secondary identities in a context of belonging to majority and minority groups.
- Students will be encouraged to discuss critically 'Polish' and 'European' identities, and to address questions about their inclusiveness.
- Students will be able to experience what decision-making processes look like in a group (for example in a state or in a school).

Agenda

15'	<p>Introduction and integration Students will get to know the topic, time, methods, and rules of a workshop class. They will be invited to play a game "Who just like me...", which let them find the similarities between them and another participants.</p>
20'	<p>The Identity Wheel The activity allows students to describe themselves through the groups to which they feel they belong (for example: girls, teenagers, fans of tv series etc). It is a prelude for a discussion about the identity: what in fact determines who are we? how big an impact do we have on our identities? what can we choose and what is unchangeable? who decides about our identity – we or other people; do we belong to groups by our choice or by imposition? which groups are the most important for us? can belonging to a group be difficult?</p>
30'	<p>When I think "Poles", I see... The participants will be divided into smaller groups and asked to prepare a poster with the given title. Using the pictures from newspapers, crayons and markers they will portray the Poles. The effects of their work will be compared between groups. Based on them, we will try to find out what makes a Polish identity in their opinion, how much is based on our auto stereotypes We will discuss what the Polish people have in common, and how they differ from each other (is anyone 'only' Polish, when we have also another dimensions of identity)? What does it mean nowadays to be Polish? Is it something personally important for us?</p>
25'	<p>European cards The young people will read few short stories about people living in Europe. The people described will have different ages, professions, lifestyles, hobbies and countries of origin.</p>



	<p>Students will try to connect the cards using a paper tape, and writing on it similarities and differences between the characters. Afterwards, we will discuss the challenges of communication between citizens of different countries (What can be difficult? What are the advantages of communicating with foreigners? How can we get over the difficulties?), the case of national identities (What is the influence of national identities on the relations between people?), and the existence of European identity.</p>
10'	Break
35'	<p>Visiting the temporary exhibition</p> <p>At the exhibition, students will take a look at the history of regaining the independence of Poland, and challenges of making decisions in a country. Sharing the same identity does not always mean agreeing with each other.</p> <p>The exhibition will confront them with important questions about being a part of community organised by democratic regulations. They will be able to take part in exercises, which are designed at the exhibition, about the identity, and decision-making in a state. Students will visit the exhibition independently, in smaller groups or pairs, but at few points we will meet all together to discuss their opinions and answer questions.</p>
30'	<p>Dealing with differences</p> <p>After returning from the exhibition, students will be asked to think why sharing the same identity does not always mean agreeing with each other. Even if some parts of our identities are the same (like citizens of Warsaw, students of secondary school), other parts can be absolutely different (socio-economic status, areas of interests, health condition, religion). Nevertheless, we can communicate across differences to pursue a common goal.</p> <p>Students will be invited to take part in a drama activity and use knowledge which they gained at the exhibition. In five-person groups they will try to decide where to go for a school trip. Each student will act according to a given description of a fictional character (one of them wants to go for a trip to a theatre, another to a swimming pool, one person doesn't have money for a trip, one doesn't have an opinion, but wants to go somewhere, one wants to stay at school).</p> <p>Later on we will discuss the results and make a list of good practices, which can help when members of a group/community have different opinions.</p>
15'	<p>Summary and evaluation</p> <p>At the end of a workshop, students will be asked to write down on post-its topics and exercises that were valuable for them (what will they "bring" home from the museum?); those that were not needed or not interesting (what do they want to "trash"?); and the ones which they are not sure about yet (what do they have to think about?). The post-its will be glued to three posters.</p>



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