



TRAINING SCENARIO FOR THE TRAINER

Topic: Intercultural readiness – a workshop for empowering Young People for Education, Work, and Life in Culturally Diverse Environments

General objectives of the workshop:

- Developing participants' self-awareness and identifying their own resources in the context of work and education in a multicultural environment.
- Gaining knowledge about the realities of functioning in diverse groups – at school, university, at work, in social life.
- Shaping attitudes of openness and the ability to break down barriers towards people representing other ethnic, cultural and economic origins.
- Strengthening the sense of agency of young people by planning their own development in a culturally diverse environment.

Learning outcomes:

After the workshop, the participants:

Knowledge

- know the concept of intercultural readiness and its four pillars: self-awareness, knowledge, openness, action,
- understand the phenomena of stereotypes, prejudices and cultural barriers,
- know examples of educational and professional paths in a multicultural environment.

Abilities

- are able to recognize and name their own resources,
- are able to identify and analyse situations related to diversity,
- are able to use strategies of dialogue and breaking down barriers,
- create an individual action plan in a multicultural environment.

Social competences

- adopt an attitude of openness and respect towards others,
- understand the role of empathy and cooperation,
- feel responsible for shaping the atmosphere in the group and community.

Introductory description to the topic

The modern world is becoming more and more diverse and multicultural. Globalisation, migration, digital media and learning mobility mean that young people are confronted with cultural differences on a daily basis – at school, online, in the peer group and, in the future, also at work and in professional life.

What was rare and exotic a generation ago is now becoming commonplace: we meet colleagues from other countries, use content created in different languages, learn in international groups, and in the world of work, we often work in intercultural teams.

These phenomena bring opportunities, but also challenges. Diversity can be a source of inspiration, innovation and development, but in situations of lack of knowledge, skills or openness – it becomes a cause of conflict, barriers and exclusion. That is why it is so important to develop intercultural readiness in young people – a competence that combines knowledge, skills, attitudes and action.

The workshops are based on the INTERCULTURAL READINESS method, it leads participants through four stages:

- **Getting to know your own resources** – understanding yourself, your values and strengths.
- **Gaining knowledge about the multicultural environment** – learning about the realities of education and work in diverse groups.
- **Breaking down barriers** – recognizing and overcoming stereotypes and prejudices.
- **Planning one's own development** – designing educational and professional paths in the context of diversity.

The program is modular, practical and interactive – it uses presentations, podcasts, worksheets, exercises, case studies, quizzes and workshop methods. Its goal is not only to pass on knowledge, but above all to build attitudes of openness, empathy and agency in young people.

FRAMEWORK SCENARIO (8H WORKSHOP)

MODULE 1 (2H) – GETTING TO KNOW YOUR OWN RESOURCES

Specific objectives:

- The participant is able to recognize their resources (strengths, skills, values).
- He/she identifies experiences in which he felt "different".
- He/she understands that diversity starts with ourselves.

Content:

- Cultural and personal identity.
- The experience of otherness.
- Resources as the foundation of intercultural readiness.

Activities:

1. Integration activity "Who is like me?" – discovering similarities and differences in the group (10 min).
2. Worksheet No.1 "Diversity Map" – individual work (20 min).
3. Working in pairs – talking about your resources and experiences (20 min).
4. Trainer's mini-lecture Presentation 1 – examples of diversity in everyday life (15 min).
5. Group discussion – Worksheet No.3 "When did I feel different?" – exchange of stories (30 min).
6. Final reflection – writing down one skill that I want to develop (15 min).
7. Worksheet No.2 "My Resources" - optional, prior the workshop

Methods and tools: integration exercises, worksheet, discussion, storytelling, presentation.

Learning outcomes:

- The participant knows his/hers strengths.
- He/she is able to describe situations of otherness and draw conclusions from them.
- Understands the importance of their own resources in working on intercultural readiness.

MODULE 2 (2H) – KNOWLEDGE OF THE MULTICULTURAL ENVIRONMENT**Specific objectives:**

- The participant learns about the realities of education and work in a diverse environment.
- It recognizes the challenges and opportunities arising from diversity.
- Understands the role of language, communication and cooperation in a multicultural environment.

Content:

- Facts and myths about work and learning in a variety of groups.
- Diversity as a value in education and profession.
- Cooperation in international teams.

Activities:

1. Mini-lecture by the trainer Presentation 2 (20 min).
2. Thematic podcast – experiences of young people from different countries (15 min).
3. Worksheet No.4 "Facts and myths about diversity" – group work (20 min).
4. Worksheet No.5 Case study analysis – new student/employee in the group (30 min).
5. Interactive quiz (Kahoot/Forms)[1] – knowledge test (20 min).
6. Summary and individual reflection (15 min).

Methods and tools: podcast, presentation, case study, quiz, group work.

Learning outcomes:

- The participant knows the challenges and opportunities of the multicultural environment.
- He knows how to separate facts from myths.
- Understands the importance of cooperation in international groups.

MODULE 3 (2H) – BREAKING BARRIERS

Specific objectives:

- The participant recognizes stereotypes and prejudices.
- He/she understands how cultural, ethnic, and economic barriers work.
- He/she can react to hate and exclusion.

Content:

- Mechanisms of stereotype formation.
- The effects of prejudice and hate.
- Strategies for breaking down barriers and supporting others.

Activities:

1. Worksheet No.6 "Stereotype vs. reality" – group work (30 min).
2. Worksheet No.7 Role-play scenes / simulations – cultural conflict in the classroom/work (40 min).
3. Thematic podcast – the voice of peers with migration experience (15 min).
4. Individual reflection – writing down one stereotype that I broke myself (15 min).
5. Plenary discussion – how to support others in difficult situations (20 min).

Methods and tools: case study, simulations, podcast, discussion.

Learning outcomes:

- The participant is able to recognize stereotypes and prejudices.
- He/she can indicate ways to break down barriers.
- He/she understands his role in responding to hate and exclusion.

MODULE 4 (2H) – PLANNING ONE'S OWN DEVELOPMENT IN A MULTICULTURAL ENVIRONMENT

Specific objectives:

- The participant is able to define his/her educational and professional aspirations.
- He/she understands how cultural diversity affects his future.
- It creates a development plan taking into account the multicultural environment.

Content:

- Competences of the future: digital, green, intercultural.
- Planning education and careers in the context of diversity.
- A sense of agency – small steps in big changes.

Activities:

1. Worksheet No.8 "Bridges and walls" – what helps and what hinders my development (20 min).
2. Work in small groups – designing educational and professional paths (30 min).
3. Worksheet No.9 "My Educational and Professional Aspirations" – individual reflection (20 min).
4. Worksheet No.10 "Roadmap" – individual document (30 min).
5. Summary and "Positive mail" – participants write reinforcing messages to each other (20 min).

Methods and tools: worksheets, mini-projects, reflection exercises, peer-feedback.

Learning outcomes:

- The participant is able to plan their own development.
- He/she knows the competences needed in a multicultural environment.
- He/she feels agency and responsibility for his future.

Educational materials to be used during the workshop – at the disposal of the trainer (some of the materials can also be treated as homework or material before the workshop to be made available to the participants). Materials can be selected differently depending on the size of the group, the dynamics of the group, age or other criteria. The choice of materials depends on the trainer.

The available materials are:**Podcasts:**

1. "My first experience in a new class"
2. "The Voice of a Migrant – School in a New Country"
3. "How I broke the stereotype"
4. "Words Matter – why language shapes inclusion"
5. "Communication without words"
6. "Hate on the Internet – how I reacted"
7. "Erasmus – My First Educational Trip"
8. "Working in an International IT Team"
9. "Sport Beyond Borders: Voices from a Multicultural Team"
10. "My Vision of the Future in a Diverse World"



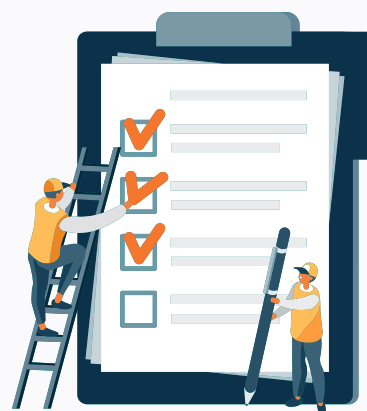
Case studies:

- "A new student in the class – peer reactions"
- "Stereotype and reality – a real-life example"
- "Bridges and walls – barriers to future planning"



Worksheets:

1. Diversity Map
2. My Resources
3. When did I feel different? – Mini-Study
4. Facts and myths about diversity
5. Case study: New student/employee in a group
6. Stereotype vs. reality
7. Role-play scenes: conflict and dialogue
8. Bridges and walls
9. My Educational and Professional Aspirations
10. Roadmap



Presentations:

- Presentation 1 – The World of Diversity and My Resources – An Introduction to Intercultural Readiness (Module 1)
- Presentation 2 – Building Community Links: Education and work in diversity (Module 2)

Tests:

- Pre-test – 10 closed-ended questions about diversity and stereotypes (at the beginning of the training).
- Post-test – 10 similar questions + 2 open-ended reflection questions (at the end).

Quizzes:

- Facts and Myths About Diversity (Module 2)
- Stereotypes and Prejudices (Module 3)
- Competencies of the future (Module 4)
- CARD GAME - Voices of Solidarity (A comprehensive activity that integrates knowledge, practical abilities, and social competences into one meaningful learning experience.)

A set of questions to be discussed during the workshop:

Module 1 – Getting to know your own resources:

- What qualities and skills do you consider to be your greatest strengths?
- Have you ever felt "different" in a group? What was that experience like?
- What values are particularly important to you when you collaborate with others?
- How can your personal experiences help you in the future when you find yourself in an international or culturally diverse team?

Module 2 – Knowledge of the multicultural environment:

- What pros and cons do you see of learning in a classroom with people from different countries?
- What can be the biggest difficulty in working in an international team?
- Which competences do you think are particularly important in a multicultural environment: language, openness, knowledge, or maybe something else?
- Would you like to study or work abroad? What fears or hopes do you have about such an experience?

Module 3 – Breaking Barriers:

- What stereotypes about other cultures have you heard most often?
- Have you ever changed your mind about a person or group after getting to know each other better?
- Why is it sometimes easier to duplicate stereotypes than to get to know another person?
- How can you react when there is hate speech in the classroom or on the Internet against people from another country or with a different economic status?
- What can you do as an individual to make others feel more accepted in your environment?

Module 4 – Planning your own development:

- What are your educational and professional aspirations – where do you see yourself in 5-10 years?
- How can cultural diversity affect your professional future?
- What competencies would you like to develop in order to better find yourself in a world full of diversity?
- What barriers can make it difficult for you to implement your plans? How can you break them?
- How can you put intercultural readiness into practice – e.g. at school, work, university, volunteering?

TIPS FOR THE FACILITATOR: How do I use questions?

- The trainer can use them as starters for discussion, but also in small group work or in individual reflection (e.g. on worksheets).
- Some of the questions can be asked at the beginning of the module (opening) and some at the end (reflection and summary).
- Several of them are also suitable for mentoring in career counselling – e.g. questions about barriers, aspirations or competences of the future.



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