Tools for Integration

A toolkit of activities on social cohesion

CHABIBEH SPORTING CLUB

We Offer Much More Than Sports,
We Offer Life Time Skills
Since 2002

February 2016

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 Lebanese today beyond the narrow borders in Lebanon shows them how similar we are to other cultures.

The Conflict in Syria has created a massive and evolving flux of refugees and of internally displaced populations (IDP). The total refugee population in the Arab region is expected to reach 4.1 million by the end of 2014. The current youth population (15-24 years) is estimated 186,313 in Lebanon, 115,000 in Jordan and 44,515 in Iraq (20% of the total refugee population). The Conflict also imposes direct and indirect costs on neighboring host communities in Lebanon, Jordan and Iraq. 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.

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 a list of the team members behind the tool and 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 under the NET-MED Youth program

Tool Name	People Behind this Tool	Topics Addressed	Page
ON BOARD	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	Rawad Kays Sally Sharaf (Basmeh & Zeitooneh) Shawky Al Assal (Bena' Ajyal Al Salam)	Communication Participation Social Cohesion Common Grounds	6
THE BIGGER PICTURE	Jasmin Lilian Diab (LERC/NDU) Reine Zahreddine (NDU) Sami Fares (SESOBEL) Tareq Hudhud (URDA)	Communication Collaboration	8
THE ISLAND	Cynthia Nakhle (Guides du Liban - Groupe SSCC Hadath) Amine Hussein (Lebanese Center for Active Citizenship) Georgia Ajamian (Basmeh & Zeitooneh) Mohamed Hamdan (Right to Play)	Communication Collaboration Problem Solving	10
THE RAINBOW	Marwa Wahhoud (Right to Play) Bassel Chahal (Mubadara & Ataa) Omar Farran (Mubadara & Ataa) Nibal Salloum (NUON)	Respect for the similarities and differences	12
THREE AND PASS	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	14

ON BOARD

People behind this tool	**Bechara Ghaoui – Lama Dabaja – Yara Tohme – Rayane Tayara**
Title of Activity	ON BOARD
Topic addressed	Diversity and Belonging
Profile of the target group	Group of Teenagers from different backgrounds Age Group: 14-17
Objectives of the activity	To reinforce teamwork To avoid prejudices
Description	Energizer: Participants are divided into 4 groups. Each group will be given an A4 paper. Animator explains that this paper is a Life Boat, and that they have to fit themselves on the boat. Animator then starts decreasing the size of the life boat and participants have to find a solution to stay on the boat. Animator stops when it becomes difficult for participants not to drown. Activity: Animator distributes the personality cards, one for each participant. Animator explains that all participants are on a boat sailing together; however the boat faces technical problems and stops sailing in the middle of nowhere. As days pass by, the food stock starts to decrease and is not enough for everyone on board. So 10 people will have to be thrown to the sea. Each person alone should choose the 10 persons he thinks should be thrown to the sea. Then each will share and explains the reasons behind his choice.
Debriefing questions	After participants share and explain their choices, Animator 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. 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 than throwing people off the ship? If yes, what are they?
Materials needed	Personality Cards: Teacher – Baby – Mother – Lawyer – Politician – Judge – Thief – Criminal – Farmer – Doctor – etc.. (Animator can create as many personalities as needed) Paper and Pen for each participant

TELLING OUR TALE

People behind this tool	**Rawad Kays – Sally Sharaf – Shawky Al Assal**
Title of Activity	Telling our Tale
Topics addressed	Communication – Participation – Social Cohesion – Common Grounds
Profile of the target group	Young people from different backgrounds aged between 15 and 17
Objectives of the activity	Social Cohesion – Breaking Barriers – Accepting Others Creating a story from previous experiences
Description	This activity should be preceded by more than one game focusing on social cohesion. Participants are divided into groups of 4. Animator distributes the template attached to this tool for each participant. Each participant answers the questions individually. After that, the group should create a play using all the answers of the group. Play is performed in front of the bigger group of participants by turn.
Debriefing questions	How did you feel during this activity? How would you describe this experience, what did you learn? Would you repeat it? Why?
Materials needed	Flipchart – 1 copy of Template for each participant (pens – papers – thick cardboard)

THE BIGGER PICTURE

People behind this tool	**Jasmin Lilian Diab – Reine Zahreddine – Sami Fares** **Tareq Hudhud**
Title of Activity	The Bigger Picture
Topics addressed	Communication - Collaboration
Profile of the target group	Age Group: 14-17 Years Old Girls And Boys from different backgrounds
Objectives of the activity	Building trust Building team spirit + Cooperation To Create one Big Picture Adaptability, Division of Tasks
Description	Start out with 4 blank Flip Chart papers on the wall (Landscape - connected) Divide participants into 4 equal teams, and select one participant from each, and blind fold him/her. The participant is supposed to draw. Place the rest of the participants in line in front of each paper with the person drawing in front. Each Group member whispers to the person drawing directions with the aim of creating a coherent picture with the other teams. Whisperers in the same team change every 30 seconds, allowing all team members to whisper to the person drawing 3 times. Participants who will be drawing will rotate 2 times, moving from 1 picture to another. They will rotate every 5 minutes. Note: 4 moderators are needed, one for each team, to manage rotation of whisperers and participants in action of drawing
Debriefing questions	Why do the participants rotate? Why were the teams isolated from each other? Why one picture and not 4 different pictures? What were the pen-holders main challenges? What were the whisperers' main challenges? If we repeat the game, what would you do differently?
Materials needed	4 Flip Chart Papers 4 Markers (different colors) Paper Tape—Blindfolds Make sure you have a large wall on which you can stick the 4 flip chart papers side by side

THE ISLAND

People behind this tool	**Cynthia Nakhle - Amine Hussein – Georgia Ajamian** **Mohamed Hamdan**
Title of Activity	The Island
Topics addressed	Communication – Collaboration – Problem Solving
Profile of the target group	-Group of Teenagers from different backgrounds -Age Group: 14-17 - Group Size: 16 or more (number of pirates can increase depending on the need
Objectives of the activity	-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 that we can Solve Problems from Different Perspectives
Description	Animator will write on small pieces of papers different roles/personalities Each participant will pick one piece of paper and will become the role/ personality written on the paper: THE ROLES: <table><tr><td>1-The wise</td><td>5-The baby</td><td>9-The hunter</td><td>13-pirate</td></tr><tr><td>2-The scientist</td><td>6-The mother</td><td>10-The nagger</td><td>14-pirate</td></tr><tr><td>3-The selfish</td><td>7-The spoiled</td><td>11-The politician</td><td>15pirate</td></tr><tr><td>4-The leader</td><td>8-The loner</td><td>12-The lazy,careless</td><td>16-pirate</td></tr></table> Animator will explain to the participants that they are all living on an island to-gether and the face the same problem: Lack of Food Animator then explains to participants to find a solution to the problem on an individual level; after that each participant will share how he would solve the problem After sharing, the animator will ask the group to solve the problem together, guiding and orienting the debate. While the group is debating, the pirates will appear and will try to steal the food. Animator will only 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? Did you find a common solution before or after the threat? How? Why? Is diversity Important in a group? Why?
Materials needed	Carton – Paper – Scissors – Markers – Sticky Notes – Tape – Crépon - Wooden sticks (or anything that can be used as accessories)

THE RAINBOW

People behind this tool	**Marwa Wahhoud – Bassel Chahal – Omar Farran**
	Nibal Salloum
Title of Activity	The Rainbow
Topic addressed	Respect for the similarities and differences between people
Profile of the target group	Age Group : 15-17 (from different backgrounds) 22 players
Objectives of the activity	Respecting and accepting others Demonstrating the belief that other people deserve to be treated in a good way Establishing proper ways to communicate
Description	Animators and participants stand all together forming a circle, then animator asks: Have you ever behaved differently from other people in your community/ group/team? How did you feel about this? Animator then asks participants to close their eyes, and goes around to stick different colors of stickers on the foreheads of all participants (animator will choose 3 colors of stickers in a way to divide participants into equal groups). After that participants will open their eyes and will have to find the people who have the same color of sticker as the one on their forehead without speaking. Once 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 have to do that in the pre-defined geographic space given to each group (animator defines the geographic space for each group) for example: Group 1: In one corner of the room Group 2: In the middle of the room, but they can visit the space of group 1 Group 3: Anywhere they want When animator says stop, each group will have to imagine a shape and build it using the items collected, however they have to abide by the following rules: Group 1: They cannot use their hands Group 2: They cannot speak Group 3: They can do anything else
Debriefing questions	Was it easy to communicate without speaking? 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? Who are usually the people that are treated differently? How can we help the other to find his opportunity?
Materials needed	Tape (to define the geographic area of each group) – Markers – Papers – Letters (7 letters for each group)

THREE AND PASS

People behind this tool	**Imad Eddin Sulaiman – Salha Nasser – Majd Ghraizi – Youssra Saab**
Title of Activity	Three and Pass
Topics addressed	Social Inclusion – Belonging – Acceptance of the others
Profile of the target group	Young people from different backgrounds aged between 15 and 17
Objectives of the activity	Using different physical and sensory skills
	Reasoning through engaging in purposeful games
	Building new ideas and gaining skills through active participation
	Reflecting on social cohesion, belonging and accepting others
Description	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 will hold the rope and face each other, and then animators choose one person from each team and place him with the other team. When animator gives a sign, each team will start pushing with the objective of bringing back their team member to them.

Questions: 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 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 to you act? Why? How do you feel? Why?

Blindfolded

Participants move to a new location to play this game. Animator 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 choses a person who will become blindfolded and his role is to reach the end of the route. However; 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.

Questions at the end of the game: What happened during this game? Did you help the stranger or no? Why? How did it feel to follow directions while you were blindfolded?

PASS 2 Question:

A war started in your country. What do you expect from other people who have no war in their countries?

The sculpture

The teams remain the same. One person from each team is asked to become an observer. Team members are given the following sentence and are asked to make a human sculpture that describes the meaning of the sentence.

Sentence: "There are people whom we do not like, and we do not want them to be among us". 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 deeply.

Then animator reads this sentence to the observers:

"There are people among us whom we like and we want them to stay". Each observer is then asked to do the necessary changes to the sculpture of the other team (not his team) to transform it from being negative to being positive and then explaining the changes they did.

Animator asks the following questions: What do you think of this game? What difficulties did you face while playing it? How did actors feel? And observers while watching and while changing the sculptures? What did you learn from this game?

Debriefing Question	Name one thing you would like to change in your society
Materials needed	Rope – Blindfolds – Barriers (tables, chairs, ….) – Any materials available in the room

This tool was designed and developed by

Lama Zeinoun Tabet

Head of Youth Department at *Chabibeh Sporting Club*

and Edited by

Salha Nasser

Project Manager at *HAYA BINA*