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YOUTH AND RELIGION · IN SOCIAL MEDIATION ·

yarim

Unit 5: Identity, culture, relationship issues and social skills

IRTS
Institut Régional
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Hauts-de-France

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Training sequence	Operating charter co-construction
Objectives	Initiate a process of bringing people together, creating a space that promotes responsible engagement
Animation Guide	The trainer proposes that the participants themselves define an operating charter. This first exercise will be debriefed and explained to the participants so that they can take it over and implement it during animations on this thematic with youth.
Description of pedagogical activities	Sequence 1: "The ropes" (*to be adapted in local languages*) The word **ROPES** (*to be adapted in local languages*) is written vertically on the board; each participant states what the word evokes, then the instruction is given: "What would you need to feel **safe** during this training day?" It consists of creating an operating charter in the form of an acrostic; the trainer does not intervene during the construction phases. One word per letter, in order to define a shared rule in order to feel safe within the group and for the participants (e.g. R = Respcet, O: Openness, etc.) Debriefing During the debriefing, the following questions are asked: 1. How did you proceed? 2. Was it easy to get an agreement? (Yes / no, how did you handle the disagreements?) 3. Mode of decision? 4. Was there a leader, did some participants stay behind? 5. Possible links with the job? Note: This activity is interesting to understand how a group works: the way roles emerge and how decisions are made can serve

	as a teaser for a debate about how to "work outside" for youth. Link with the cultural components (who takes decisions in the family, what is the role of each member, etc. ...).
Equipment	Sheets of paper or white board, markers
Pedagogical resources available for the trainer **Methodological and theoretical resources**	

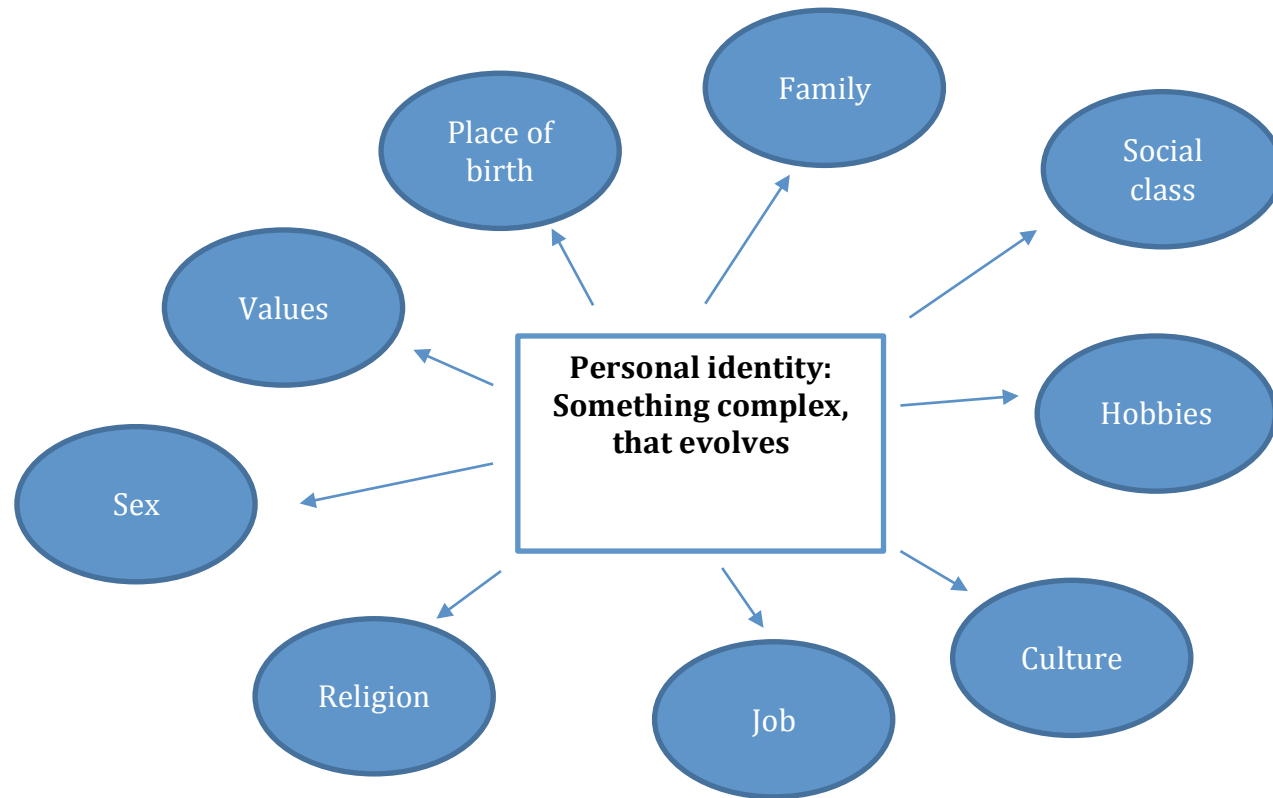|	
Training sequence 2	Work on the Identity concept, identity construction and their importance in social interactions
Objectives	Exploring the importance of identity and how one defines oneself in order to raise awareness with Youth. This activity allows participants to share information in small groups and allows them to explore situations or ideas that are not necessarily familiar.

Animation guide **Estimated time 45'**	The facilitator briefly explains the activity, and distributes to each participant the document above

Pedagogical activities description	**The trainer introduces the exercise, explaining that it aims at thinking about new tools in order to work with Youth on how they can express the various aspects of their identity.**
	
	Activity 1: "Four Questions"
	
	1. If I have to describe myself in four words that represent my feelings of belonging to groups, I would choose the following words. I can describe myself as being one : ……………, explain.
	2. An important life experience, which made me feel part of a group: …………………
	3. An element about being a……….. Which makes me feel proud of myself, explain.
	4. An element about being a ………… Which is sometimes difficult to live with or embarrassing, explain.
	
	*Note: these questions are related to our <u>social</u> and <u>cultural</u> backgrounds. It is important to emphasize that these reflect various groups to which I belong but also **to which I identify myself and to which others identify myself as.***
	These categories include - but not limited to: religion, ethnicity, gender, sexual orientation, age, social class, socio-economic status, geographical origins, etc.
	   ➔ *At first, participants fill the form, without having more details that may guide them.*
	
	Process:
	   • Group participants by Three. (Randomly)
	   • Everyone answers their questionnaire individually
	   • Ask participants to share their responses to the first question in the small group
	   • Each team chooses a secretary who lists the answers. Timing: 5 minutes
	   • Then we move to the second question; while the groups discuss the following questions, collect answers/notes and transcribe in disorder on a board (so that people cannot be identified; only answers are mentioned).
	   • Once the notes are displayed, reflection on the fact that everyone can more easily define themselves in several ways.
	
	Debriefing :
	Engage in a discussion about the exercise using the following debriefing questions :

	a) Was it easy or not to answer this questionnaire? b) Were you surprised or did you learn anything about yourself or others? c) How did you feel about having to "label" yourself in four categories? Easy, complicated? Have you felt resistance in doing so? d) How could we help create an environment where everyone would be encouraged to be proud of who he or she are? e) How can we support each other to respect both differences and similarities? The trainer animates the debriefing and completes the information based on the proposed resources. Exchanges and discussion with social workers: • According to you, could this exercise be interesting to use with the Youth you accompany? yes, no, why? • By which mechanisms do groups define themselves in the social system? By which mechanisms do they try to differentiate and value themselves? • What means do they use to survive in their difference or similarity? • What strategies enable an individual to maintain a positive self-image despite the solicitations and judgments of others? • Do you observe this identity struggle among Youth? Yes, no, how does this is expressed? The trainer foster exchanges and feed the discussion using available resources.
Equipment	Pens or pencils, "Four Questions" document, Paper
Ressources pédagogiques mises à disposition de l'animateur: ressources méthodologiques et théoriques	SOCIAL IDENTITY / CULTURAL IDENTITY: ASSUME ONE's ALL DIVERSITY If 'identity' is made of a feeling of 'self', i.e. of what makes the individual to remain the same (objective dimension), permanent and coherent, 'Identity' is also the object of a subjective appropriation at different stages of existence. It is thus an eminently complex concept, characterized by several aspects that must be taken into account when one considers the question of the identity of a person or a group. Traditionally, a sense of 'belonging' to some social groups ensures the social dimension, in which our genealogy has inscribed ourselves.

	The membership groups are variable culturally and historically (nation, town, village, religious community, ethnic community, social class, etc.). The sense of belonging is generally multidisciplinary: social group, professional group, ethnic group. The identity of each person can be made up of several 'belonging' elements such as: • A nationality, sometimes two, • An ethnic or linguistic group, • A religious tradition • A more or less extended family, • A profession, a company • An institution, • Some social background • A province, a village, a neighbourhood, • A union, a party, • An association, a community of people with the same opinions, the same passions, the same sexual preferences, etc.

Family

Place of birth

Social class

Values

Personal identity: Something complex, that evolves

Hobbies

Sex

Religion

Job

Culture

As Amin Maalouf says in his book <u>Les identités meurtrières / In the Name of Identity: Violence and the Need to Belong</u> (1998), not all these belongings obviously have the same importance, at least not at the same time. However, none is very insignificant. These are the constituent elements of the personality.

We note, however, that if identity is made of multiple affiliations, yet it is "one" and we live it as a whole. The identity of a Person is not a juxtaposition of autonomous affiliations. "**Identity is not given once and for all, it is built and transformed**

throughout life. Identity is **dynamic**."

What determines a person's belonging to a particular group is essentially the influence of others. Learning begins very early, from early childhood with family beliefs, rites, attitudes, conventions, mother tongue, fears, aspirations, prejudices,... But also the mockery and rejections that we will be made to live because of one or the other minor or major difference. Also these wounds determine, at each stage of life, the attitude of men towards their affiliations and the hierarchy between them.

In general, one often has a tendency to recognize oneself in one's most attacked membership. The membership that is questioned (color, religion, language, social class...) invades then the entire identity. Those who share it feel solidarity, they gather, mobilise; attack those on the other side.

However, if one conceives one's identity as being made of multiple affiliations, there is no longer simply "us" and "them". There are now from "our" side, people with whom we finally have very little in common and there are "on their side", people we can feel extremely close to.

The document on the following page can serve as a basis for discussion with Social workers:
By which mechanisms do groups define themselves a place in the social system and try to differentiate and value themselves? Identity assigned, claimed? What mechanisms do groups use to claim an assigned identity? What impact on social interactions?

What means do they use to survive in their difference or similarity? In the case of Youth with a migrant background: maintaining adherence to certain elements of the culture of the country of origin, transmitted by the parents, and others acquired during their life in the host country?

What strategies allow an individual to maintain a positive image of him/herself despite the solicitations and judgments of others? It is here that one could observe processes of identity tension (sometimes wrongly assimilated with processes of radicalization: amalgam, 'hidden' discrimination)

The dual cultural affiliation, for some individuals, can lead to **identity struggle.**

==Tips!==

==**You can find some activities to work on identity with Youth in the YARIM toolbox:**==

	Self Expression related to identity issues **Activity 1: the tree of anger (variant of the tree of emotions and feelings)** **Activity 2: Multiple identities and belonging** **Activity 3: Filiation and Identity Qualm** **Activity 4: Logbook: tell yourself and keep a positive track of you!** **Activity 5: On the line** **Activity 6: Do we have alternatives?** **Activity 7: Who are we? who am I ?** **Activity 8: Flower Power (variant of the who are we, who am I? activity)**

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