



# Creating diversity together!

Applied methods und practical exercises from the DJF diversity project  
"Together into a colorful world of youth fire brigades!"

**D**iversity, heterogeneity and plurality are important terms in youth work. They show what makes youth fire-fighting work so special: everyone is unique. Everyone is welcome! This method sensitizes people to diversity and makes diversity easy to experience.

## 1 Welcome Diversity



### Objective

Making diversity visible, activating people and getting to know each other.



### Duration

10 minutes



### Number of participants

Min. 7 young people, max. 21



### Material

No material necessary.



### Location

Can be played in a large room or outside.



### Instructions

The participants line up in a circle with a large distance between them. A statement (see below) is read out by the trainer and the participants to whom this statement applies step forward into the circle. Then they step back again. Another statement is made and again only those participants to whom the statement applies take a step forward.

Please step into the circle if

- you have slept well
- you are a member of another organisation apart from the youth fire brigade
- you are female
- you have a friend who lives abroad
- you have moved more than three times
- you have worked abroad for more than three months
- you speak more than three languages
- you have learned more than one profession
- your parents or grandparents were not born in Germany
- your favourite neighbours have a foreign background
- you work with people with disabilities in your school/at work.

**Evaluation:** The statements refer to characteristics that make up diversity! At the end of this exercise, youth leaders should stress that it was not about ranking but about making different aspects of diversity visible.



### Important

In this exercise, the special features of the individual youth fire brigade and its members should be kept in mind in order to set up the exercises accordingly. This makes it easier to get access to the specific young people in question and their actual lives.

It is important that there is no (negative) evaluation of the answers. It is the responsibility of the trainers to protect the privacy and personal space of the participants.



### Background

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Within the framework of further training, they become mentors who accompany and support young people (e. g. with and without an immigrant background, different gender, disabilities, etc.). The multipliers form a tandem with the young people they support.

The methods presented here were developed and applied as part of this project and can and should be used in youth fire brigade group lessons or camps.

Author: Cihad Taşkın

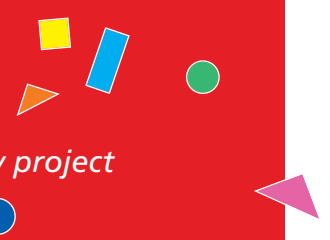


Illustration: Time Fretz



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## 2 Game to make decisions



### Objective

To show that games/exercises have different names or can differ in the way they are named. The aim is for the group to make and keep agreements while being pressed for time! Despite the group's diversity, for example due to its different characters, a consensus is quickly reached. This method is a perfect warm-up or energizer.



### Duration

10 minutes



### Number of participants

Min. 8 young people, max. 24



### Material

Rules (see below)



### Location

Can be played in a large room or outside.



### Instructions

There are different ways to figure things out. There are also different names for this game, such as "rock, paper, scissors" or "roshambo". In addition, different forms of the game exist in which hands, gestures/mimics and bodies are used differently. The participants are split into two groups. The trainer then introduces three different figures that are to be portrayed by the members of the groups in the game:

- **Tiger:** hold your arms stretched out over the body, spread your hands like claws and roar like a tiger.
- **Old woman:** take a stooped posture, like walking with a stick.
- **Samurai:** stretch up your arm as if holding a samurai sword in your hand, take a lunge forward and shout "Ha!"

In each group, the participants have to agree on which of the three figures they will portray. In each group, the members must all be portraying the same thing! Then the groups line up opposite each other and on a signal from the leader, the groups show their agreed figures. This sequence/exercise is repeated several times!

The following rules apply: **"Tiger beats old woman" – "Samurai beats tiger" – "Alte Frau schlägt Samurai"**



Illustration: Time Fetz



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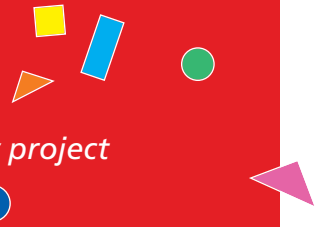
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## 3 Getting the picture



### Objective

Raising awareness that everyone is constantly assessing people and has prejudices and how prejudices are formed. Experiencing what it means to have to deal with external or false assessment by others (self-image and external perception).



### Duration

20 minutes (additional 5 minutes for each smaller group)



### Anzahl der Teilnehmenden

Mindestens 7 Jugendliche, höchstens 21



### Material

Prepared sheets (with the questions, see below), felt tip pens, duct tape and music player



### Location

In a large room with tables and chairs pushed to the sides



### Instructions

A sheet of paper with various questions about themselves is attached to the back of each participant. The participants walk around the room while music is playing. When the music stops, everyone freezes. Now the participants who are standing closest to each other form couples and write the answer to the first question about the other participant on the sheet of paper on their back without telling/showing him/her the answer. When everyone has finished writing down their answer, the music starts again. The participants continue to walk around the room until the music stops again and the next question is answered. The exercise ends when all questions have been answered. Please be fair in your answers and do not intentionally describe anybody negatively!

Potential questions are: • **Why am I a youth fire brigade member?** • **What is my favourite food?**  
• **Where would I like to live some day?** • **What am I particularly good at?** • **What upsets me?**

The evaluation at the end then takes place in small groups (about 5 persons), supervised by the trainer. First, everyone reads through the answers that have been written down about themselves. Then the groups discuss the questionnaires. The following discussion points could prove helpful: Do the answers fit my self-image? How do I feel when others judge me? Were there any insulting answers? Was it easy to answer the questions, why/why not? What might be the reasons for this assessment by others? At the end, the results of the discussion are presented.



### Important

Everyone has a self-image that is different from the image that others have of you. Both pictures are not necessarily true. In particular, the images of others are often based on appearances and one's own experiences with the other person. People react depending on the situation, so generalising or assigning people character traits is always difficult. The privacy and personal space of the participants must be guaranteed.



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Illustration: The Feltz



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## 4 A picture is worth a thousand words



### Objective

With this exercise, a variety of life paths and characteristics are to be made visible through geographical positioning.



### Duration

20 minutes



### Number of participants

Min. 7 young people, max. 21



### Material

4 prepared sheets  
(with the directions north, east, south, west)



### Location

Can be played in a large room or outside!



### Instructions

The trainer asks questions about certain characteristics or names various criteria and the participants position or sort themselves accordingly in the room:

**I Locally:** The middle of the room represents the location where all participants are at the moment. Sheets that read 'north/east/south/west' are placed along the edges of the room. The participants go to where they think the locations that fit the questions are, in relation to the centre of the room.

Potential questions are: ● **Where were you born?** ● **Where do you live now?** ● **Where is the furthest holiday destination you have ever been to?** ● **Where do you think your tutor spent his or her childhood?**

**II Chronological/alphabetical:** The participants line up in a row and, without talking to each other, have to sort themselves according to certain criteria.

Potential questions are: ● **When did you become a youth fire brigade member?** ● **How old are you?** ● **What letter does your first name start with?**



### Important

This method can help to show that some of the participants have already lived in many different places and that some are settled, as they have always lived in one place. There are, for example, both voluntary and involuntary reasons for settling or moving away. Reasons include family relocation, flight, migration, marriage/separation, secondary school, education, work, etc. It is the responsibility of the trainers to protect the privacy and personal space of the participants.



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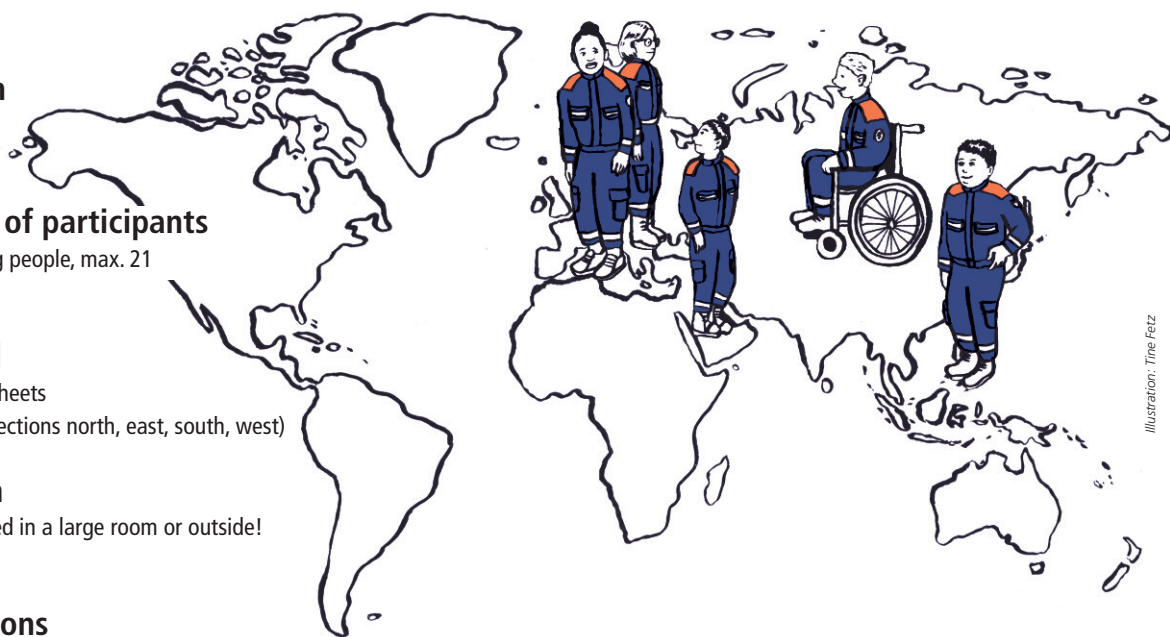
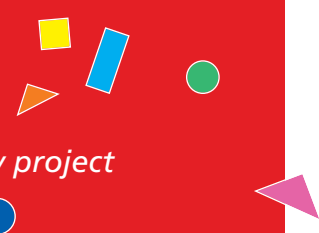


Illustration: Tine Fetz



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## 5 Balance



### Objective

Illustrating that "giving in" and "being flexible" strengthens the group and provides for a better balance among its members!



### Duration

20 minutes



### Number of participants

Min. 8 young people, max. 20



### Material

No material necessary



### Location

Can be played in a large room or outside!



### Instructions

Two participants team up and stand facing each other close together (at arm's length). Bend your arms and put your hands against your partner's hands, thereby holding each other in position. The participants now try to cause each other to lose their balance by pushing, shoving or giving way with their hands. As soon as someone moves their feet, the exercise is over and that person has lost.

The most helpful approach is if the trainer first demonstrates the exercise with one person and then all other participants imitate it. After the participants have used the method for a few minutes, new partners are selected. After partners have changed two or three times, the trainer points out that it is more difficult to unbalance someone who is "going along" with your movements.

It is made clear that there are different strategies to get someone to lose their balance: pushing, shoving, changing pace, using different amounts of force, yielding, stabilizing and using flexibility! Transferring these insights to people's jobs shows that people need to be flexible and sometimes need to give in when cooperating with others. This makes it easier to reach a certain goal together since pushing and counter-pressure often only cost unnecessary force and energy. There are other scenarios where giving in and being flexible play an important role, for example in disputes/conflicts, negotiations, in everyday life together or in relationships, families, peer groups, etc..

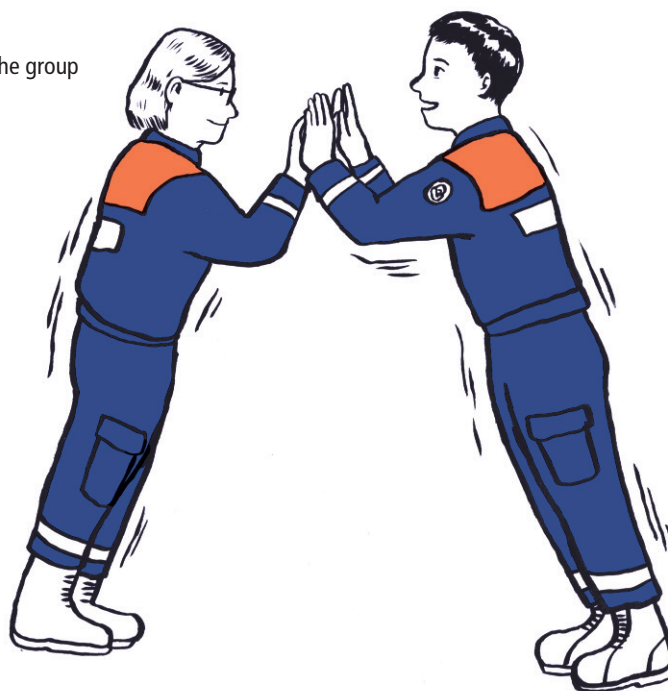


Illustration: Tine Felz



### Important

This exercise involves physical contact and it should therefore not be compulsory to participate, i.e. inform the participants before the start that this is a voluntary exercise. It is the responsibility of the trainers to protect the privacy and personal space of the participants. There is a risk of accidents when young people try to turn this exercise into some sort of "fight". Therefore the partners in this exercise need to be advised to take care of each other so that nobody falls backwards or bumps into each other.



### Background

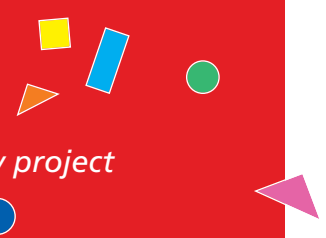
Through mentoring support and the achievement of qualifications, the diversity project "Together into a colourful world of youth fire brigades!" of the German Young Firefighters Association (DJF) contributes to intercultural opening and the development of diversity skills. The aim is to train the participating multipliers to deal better and more effectively with diversity in groups. Within the framework of further training, they become mentors who accompany and support young people (e. g. with and without an immigrant background, different gender, disabilities, etc.). The multipliers form a tandem with the young people they support. The methods presented here were developed and applied as part of this project and can and should be used in youth fire brigade group lessons or camps.

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## 6 Why people migrate? – Brainstorming



### Objective

The brainstorming session addresses the knowledge and perspectives of the young people. Together, the different causes of immigration and emigration are established and made visible. It will also become clear that certain forms of migration are more accepted by society than others, regardless of what is regulated by law! The aim is to show that there are different forms of migration and different causes and motives for migration!



### Duration

At least 25 to 30 minutes. The larger the group, the more time is needed. 2 x 10 minutes (step 1 & 2) and another 5 minutes per working group for the presentations in the whole group (step 3).



### Number of participants

At least 10 young people and a maximum of 25 people in total



### Material

Flipchart with paper, moderation cards, felt pens,  
Masking tape, adhesive dots



### Instructions

1. Form working groups of three to five people. In three separate steps, we will approach the topic "Why people emigrate?".  
In the first step, you team up to collect the possible reasons and motives for emigration on a flip chart.  
Draw a vehicle (plane, ship or similar) on the flip chart and write down all the reasons you can think of.  
Please note: Really all ideas are important and should be recorded by the group.
2. In the second step you write these reasons on moderation cards.
3. In the third step, please bring your card collections from the working groups into the overall round. Similar cards are combined and sorted into thematic blocks. What headings come to your mind for each thematic cluster? There are different motives or reasons to leave your home country. Can you put them into categories? Sort the cards into a table according to these criteria: Economic, political, personal or environmental reasons.



### Evaluation:

As a summary: **We have created a picture of different categories/topics and reasons for emigration!**

It becomes apparent that some motives are more widespread and accepted than others. In the evaluation, it is important to point out that people migrate for very different reasons and that there are various legal regulations and definitions<sup>1</sup> (for example "asylum seekers", "refugees", "job seekers", "tolerated persons", "ethnic Germans", "unaccompanied minors", "immigrants").

In addition, the participants could also elaborate on which push or pull factors are present for the different motives for leaving a home country. What repels people as a push factor (for example dictatorship, war) and what attracts people as a pull factor<sup>2</sup> (for example democracy, rule of law, job recruitment)?

This can be marked with adhesive dots in two different colors in the four categories of the table.



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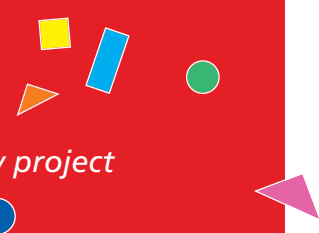
Author: Uwe Danker

<sup>1</sup> <http://www.bpb.de/gesellschaft/migration/dossier-migration/> <sup>2</sup> [https://de.wikipedia.org/wiki/Push-Pull-Modell\\_der\\_Migration](https://de.wikipedia.org/wiki/Push-Pull-Modell_der_Migration)



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## 7 The history of migration in Germany as a "block of facts"



### Objective

The aim is to raise young people's awareness of the history of immigration and at the same time make it clear that migration is historically a normal (recurring) phenomenon – also for and in Germany.



### Duration

10 to 15 minutes



### Number of participants

At least 10 young people and a maximum of 25 people in total



### Material

If necessary, prepare a presentation with a beamer or moderation cards with the events listed below.



### Instructions

The youth leaders introduce the topic and afterwards present a brief account of recent migration history - preferably in visual form. It is worth looking at Germany's migration history to see that migration (i. e. the movement of people) is a normal phenomenon, because immigration and emigration have been taking place here for centuries.<sup>1</sup>

Do you know examples of major immigration and emigration events? I'm sure some of you have heard of some:

- **5 million Germans emigrated to the USA between 1821 and 1914 and this wave of German immigrants has shaped parts of the country up to the present day (e. g. German place names).**
- **In 1852, German emigrants founded the first voluntary fire brigades in Chile, which still exist today.**
- **During and after the Second World War (1944-1950), 12 million Germans fled from the former German eastern territories to Germany.**
- **Of the 14 million migrant workers ("guest workers") who migrated to Germany in the 1960s, 11 million have returned.**
- **3.7 million people fled from East Germany to West Germany between 1949 and 1961.**
- **In 2015/2016, 1.2 million people applied for asylum in Germany. In 2018, the number was 186,000.<sup>2</sup>**
- **In 2018, statistics showed that around 20% of the German population have an immigrant background.**



### Evaluation:

Discuss and evaluate your knowledge of migration history in the group.



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<sup>1</sup> Anne Frank Zentrum Berlin (Hrsg.): *Mehrheit, Macht, Geschichte. 7 Biografien zwischen Verfolgung, Diskriminierung und Selbstbehauptung (zu NS ...)* [Methodenhandreichung]. 2006, Mülheim a. d. Ruhr; Zusatzmaterial zur Biografie Gülay Cedden – Quiz „Wer wandert von wo warum wohin?“ oder <https://www.zdf.de/dokumentation/terra-x/charting-culture-2000-jahre-migration-100.html> oder <http://diversity.bildungsteam.de/migration>

<sup>2</sup> [https://www.bamf.de/SharedDocs/Anlagen/DE/Statistik/SchluessezahlenAsyl/flyer-schluessezahlen-asyl-2018.pdf?\\_\\_blob=publicationFile&v=3](https://www.bamf.de/SharedDocs/Anlagen/DE/Statistik/SchluessezahlenAsyl/flyer-schluessezahlen-asyl-2018.pdf?__blob=publicationFile&v=3)

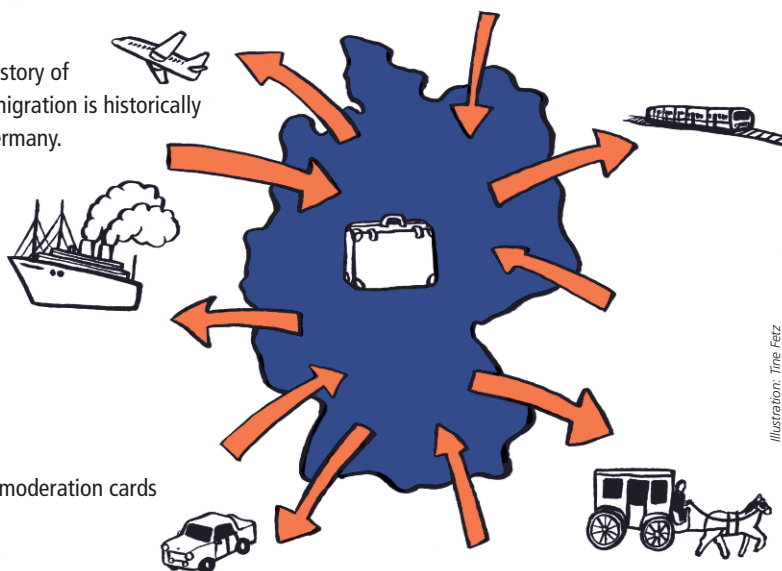
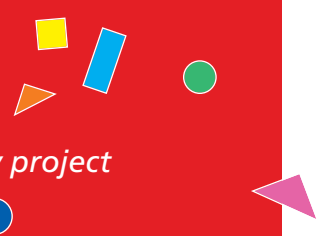


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## 8 Biographies as a result of labor migration



### Objective

The aim is to raise awareness of actual figures and their dimensions. It should be clear from which countries people emigrate and from which most come as well as what motivates them to leave their homeland (labor migration etc.).



### Duration

Approx. 75 minutes in total (15 minutes introduction and 45 to 60 minutes occupied with biographies – searching, viewing, reading, taking notes and presenting)



### Number of participants

At least 7 young people and a maximum of 14 people in total



### Material

Prepare 9 country cards: ● **African countries (Egypt, Algeria, Libya, Tunisia)** ● **Italy** ● **Kazakhstan**  
● **Poland** ● **Romania** ● **Russian Federation** ● **Syria** ● **Turkey** ● **other countries**



### Instructions

The youth leadership introduces the topic, poses the initial question (see below) and presents the proportions of people with a migration background in Germany. After that, the participants should engage themselves with people who have an immigrant background. Germany has been a country of immigration since long before 2015/2016. Historically, immigration and emigration are very normal in Germany. Labor migration alone, the so-called "guest workers" in West Germany, including those from Turkey and Italy, helped to bring about the famous German Wirtschaftswunder, and workers recruited from Vietnam filled gaps in East German companies. These groups have helped and still are helping shape parts of society, for example in the gastronomy sector.

The Federal Statistical Office states that of the total population of 82 million, 20.8 million Germans in 2018 had an immigrant background.

**Work assignment I:** Where do you think most people with an immigrant background come from (people who were not born in Germany themselves or with at least one parent who was not)? Estimate from which countries most people with an immigrant background in Germany come. Put them in the right order and give the numbers in millions!

**Work assignment II:** Do you know any young people or adults from these countries? Are you friends? Do you know their life story/family history or emigration history? Do they know your story? You can also research on the Internet, introduce each other's biographies!



### Evaluation:

The actual numbers are: ● **2.7 million from Turkey** ● **2.2 million from Poland** ● **1.3 million from the Russian Federation**  
● **1.2 million from Kazakhstan** ● **0.9 million from Romania** ● **0.8 million from Italy** ● **0.8 million from Syria**  
● **0.2 million from African countries (Egypt, Algeria, Libya, Tunisia)** ● **Less than 0.2 million each for other countries**



### Link tips

● <https://www.meinwanderungsland.de/mitmachen/deine-migrationsgeschichte/>  
● Life stories of migrant workers: <http://www.migration-audio-archiv.de/>



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Illustration: Time Felz







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## 9 Biographies of refugees



### Objective

The aim is to raise young people's awareness of the experiences of refugees and learn about their biographies.



### Duration

50 minutes total (10 minutes searching/viewing, 15 minutes reading, 5 minutes taking notes, 15 minutes collage making, plus 5 minutes per presentation)



### Number of participants

At least 7 young people and a maximum of 14 people in total



### Material

Internet and printer access or material for biographical collages (printouts)



### Instructions

Youth leaders introduce the topic: Migration changes societies. Therefore, it is wise to learn and know something about it! In addition to the labor migration of the so-called "guest workers" in West Germany (Turkey, Italy, etc.) and workers recruited from Vietnam etc. in East Germany, the images in the minds of many people are shaped by the events of 2015/2016. Due to the crises or wars in Syria, Afghanistan or Iraq as well as in Africa (in Sudan or Libya), about 1,835,000 people fled to Germany between 2014 and 2018 alone – out of about 70,000,000 refugees worldwide in 2018. Immigrants and refugees live in Germany among and with us. To make things even better together, we need to get to know these people who have fled their countries of origin and to better understand their motives. That's why we look at biographies. In the next step, the participants will work in small groups on specific biographies of refugees.

Choose a biography on the following websites and introduce it to everyone. Try to answer the following questions:

- **Where did they grow up? Where and how did they live before they were forced to flee? What did they do/work there? Do they have a family? What were their hobbies?**
- **Why did they flee? What countries did they cross during their flight? Who did they come to Germany with?**
- **Where do they live now and what do they do/work? What is their favorite pastime?**



### Link tips

The United Nations, for example, has compiled biographical material:

- [https://www.uno-fluechtlingshilfe.de/uploads/media/AT\\_Aufbrechen\\_Ankommen\\_Bleiben\\_2017\\_01.pdf](https://www.uno-fluechtlingshilfe.de/uploads/media/AT_Aufbrechen_Ankommen_Bleiben_2017_01.pdf)

Short life stories can be found here:

- <http://amnullpunkt.de/>

...and videos here:

- [https://www.youtube.com/results?search\\_query=%23EinMomentDerBleibt](https://www.youtube.com/results?search_query=%23EinMomentDerBleibt)



### Apps on the subject of young refugees

- <https://kinder-auf-der-flucht.de/>
- <http://www.flucht-und-migration.org/materialportal/last-exit-flucht-serious-game/>
- <https://games.jff.de/computerspiele-zum-thema-flucht-und-asyl/>
- <https://www.kindernothilfe.de/engagieren/zeit-spenden/schule-und-jugend/kinder-kinder-publikationen/publikationen-kinder-kinder-28-syrien>



### Background

Through mentoring support and the achievement of qualifications, the diversity project "Together into a colourful world of youth fire brigades!" of the German Young Firefighters Association (DJF) contributes to intercultural opening and the development of diversity skills. The aim is to train the participating multipliers to deal better and more effectively with diversity in groups. Within the framework of further training, they become mentors who accompany and support young people (e. g. with and without an immigrant background, different gender, disabilities, etc.). The multipliers form a tandem with the young people they support. The methods presented here were developed and applied as part of this project and can and should be used in youth fire brigade group lessons or camps.

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