

“Where should I start? “

A few ideas...

- Go to the Campaign website at www.alldifferent-allegal.info and see what's going on
- Contact the National Campaign Committee in your country: ask what's already being organised
- Try out one of the activities in the next chapter with a local youth group or make contact with your local school
- Try out one of the ready-made workshops in the chapter after that, or plan a longer event including them all
- Have a look at the new sections in *Compass* online dealing with participation, diversity, terrorism, remembrance, disabilism, intercultural dialogue and religion. Then build an event of your own.
- Ask yourself the following questions... or better still, run this as an activity with a group of young people, using the instructions from “Where do You Stand” in *Compass* (www.coe.int/compass)

Where do you stand?

No-one listens to young people
People don't participate because they don't know how to
Equality means no special treatment - for anyone!
Equality means helping people to overcome obstacles that have been put in their way
A campaign can't change anything
A society should be judged by how it treats people who do not feel a part of it
There would be fewer problems if immigrants returned to their own countries
We mostly respect human rights in this country
I don't judge people by the way they look
Some human beings are more valuable than others
Security is more important than the human rights of a few individuals
I can make a difference!

Read on - and start building your events!

2. READY-TO-GO ACTIVITIES

all different
all equal

This chapter is really the campaigning best education companion: it contains the activities that you can run with young people to introduce them to the issues, get them interested, and get them participating.

What's in here?

- 9 activities which relate to the campaign themes – 6 of which have been developed specially for the campaign
- Detailed instructions on how to run them – including tips and advice on things to look out for
- Ideas for follow up and for action – including references to other activities
- Background information, where this is necessary to run the activity

All of these activities can be introduced as 'starters': they are simple to run and do not require any particular knowledge either from yourself or from participants. They can also be run either as stand-alone activities, or as part of longer workshops – for example, those proposed in Chapter 3.

If you want more...

You may be one of those people who always wants more. More background information on the issues... more advice on running the activities... more activities, more ideas, more theory. Or just – *more*.

Well - there is more! All of these activities have been taken from *Compass*, a manual which was developed for the Human Rights Education Youth Programme of the Council of Europe and which has been updated for the purposes of the campaign. *Compass* is packed full of every kind of 'more' you could possibly ask for (including everything listed above). Have a look at Chapter 4 of this guide for a brief outline of the contents, or go straight to the *Compass* website at www.coe.int/compass where you can find many other ideas to educate for human rights.

Index of Activities

Title	Themes	Description	Complexity	Time	Page
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Icons being used for themes



Citizenship



Democracy



Disablism



Discrimination and xenophobia



Diversity



Human rights



Human security



Intercultural dialogue



Media



Participation



Peace and violence



Poverty



Religion



Remembrance



Terrorism

A Mosque in Sleepyville

Wake up to Europe in the 21st Century!

Themes	Diversity, Intercultural dialogue, Religion
Group size	15-30
Complexity	Level 2
Time	2 – 2½ hours
Overview	<i>This activity simulates a dispute over the building of a new mosque in a traditionally Christian area.</i>
Related rights	Right to non-discrimination, the right to religion, freedom of conscience, freedom of expression.
Objectives	<ul style="list-style-type: none">• To experience real conflicts that can arise in meeting the needs of diverse communities• To explore the right to religion• To develop skills of debate and analysis
Materials	Sheets of paper for name-tags, flip chart paper, a watch or clock and small bell for the Mayor
Preparation	<ul style="list-style-type: none">• Photocopy the role-cards on page 23, the description of the problem and the rules of debate (optional).• Prepare name-tags for the different parties / groups that will be represented at the meeting.• List the different roles on a flip chart so that everyone can see them.• Make sure you have a space for the 'Council Meeting' and separate spaces for the different groups, so that they can discuss their position beforehand or meet with others.

Introduction

1. Read out the description of the problem in the handout on page 22. Explain that all participants are members of Sleepyville and all are troubled by the problem of whether a new mosque should be built on a piece of derelict council land.
2. Show participants the list of different roles and ask everyone to select one for themselves. Hand out the role-cards and the description of the problem and indicate where people and groups can meet up beforehand, and where the 'Council Meeting' will take place later on.
3. Explain the rules of debate that will be used during the meeting. You can find these on page 22.
4. Explain that there will be 30 minutes before the actual meeting so that people can meet other citizens, prepare what they want to say and decide how they want to vote! Tell them that the Town Council meeting will last 40 minutes, and that there may be

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15-30
PERSON

LEVEL
2

2-2½
HOURS

Key date
21 June
International Peace
Prayer Day

- very little time for actual speeches because of the number of people attending. For that reason, they should try to prepare just one or two points that they want to make.
5. Use the preparation phase to set up the space for the Council Meeting. Ideally people should sit in a semi-circle or horseshoe shape, with the Mayor at the front, in a slightly elevated position. Parties or groups should be able to sit together, and you should place their name-tags on the tables in front.
 6. After 30 minutes, call the citizens for the meeting (or ask the Mayor to do so). He/ she should remind people of the basic rules of debate and give a short speech to introduce the meeting.
 7. At the end of the meeting, after 40 minutes, the Mayor should call for a vote. When the votes have been counted and the result declared, you should announce the end of the activity, and invite people to bring their chairs into a circle for the debriefing.

Debriefing and Evaluation

Start the feedback round by greeting everybody by their real names. This is important to allow the participants to give up the roles they had assumed during the simulation.

Ask the participants what they feel about the process they have just been through:

- Were you surprised by the result of the vote, and did it reflect the position of the person you were playing?
- How much influence do you think you (in your role) had on the result?
- Did interaction with other people or groups make you alter your approach or your attitude towards the problem?
- How easy was it to identify with your role?
- Do you think that this situation could arise in real life? Can you think of any similar cases?
- How would you react if this case arose in your town / place of residence? Did the activity alter your attitude at all?
- What do you understand by the right to freedom of thought, conscience and religion? Do you know of any cases in history (or today) when this right has been denied?
- Why do you think that religious freedom should be considered to be a fundamental human right?
- To what extent do you think this right is observed in your community?

Tips for facilitators

- If possible, you should run this activity together with another trainer in order to be able to answer questions and co-ordinate each step of the activity at the same time.
- The activity could benefit from having more time available, particularly during the actual meeting, in order that people have the chance to respond to comments made by others. You may also allocate the roles beforehand in order to save time during the session.
- During the preparation phase, it may be useful to check that people are using the time to meet others or to plan what they are going to say during the meeting.

- When assigning the roles, note that the role of the mayor is a very demanding one, and that the person playing it will need to feel confident about facilitating the meeting and – if necessary – cutting people short in order to allow everyone to speak. You will need to go through the task with the participant playing the mayor before the actual simulation.
- It is highly desirable that after that, you try to leave facilitation entirely to the person playing the Mayor, both in order that he/she feels your trust and in order that other participants respect his/her decisions rather than looking to you. Of course, if difficulties arise, you may find it necessary to intervene in the course of the simulation. You should, however, try to do this without undermining the authority of the participant playing the Mayor.
- If the simulation gets out of control – for example, because people stray off the topic or new pieces of information are invented – or if the Council gets caught in a deadlock and cannot come to an agreement, point out that this can reflect a result in real life, and does not indicate that the activity has failed. You can use this in the debriefing at the end to discuss the difficulty of reaching agreement on issues such as these.
- During the debriefing, it is very important to try to avoid repeating the simulation. People need to try to detach themselves from the role they played in the activity in order to be able to reflect properly on what they have been through. You should help them to look back on the simulation with their normal ‘hats’ on rather than in their assumed roles.

Variations

Depending on the context you are working in, it may be more appropriate to build the activity around ‘A Church in Sleepyville’, or ‘A Temple in Sleepyville’ and to situate it, for example, in a predominantly Muslim area. Or you may prefer some other combination. You can add news reporters to the activity in order to get a view on the process which is slightly detached; this, however, can add to the time, if you are to discuss the reports with the group (see below for suggestions).

Suggestions for follow-up

If you have reporters taking part, you could use their analysis of the process in a separate session. In particular, it would be useful to look at any differences between the reports in order to raise questions about the role and impact of the media. The activity ‘Front Page’ in *Compass* could also follow on from this.

Ideas for Action

Encourage participants to look at their own surroundings and explore the extent to which different religious communities have their rights respected. Try to arrange meetings with representatives of some of these communities and get them to speak about whether they feel their rights are being respected.

A Mosque in Sleepyville

You live in the picturesque town of Sleepyville, a town of about 80,000 people. In the last 60 years the population has changed radically, partly because young people mostly try to move to larger cities as job opportunities there are better, but also because the region has seen the arrival of a large number of immigrant families, many from Muslim countries. Some of these families have been here for 3 generations, but they are still treated with suspicion as 'newcomers' by many people in the town. They now make up almost 15% of the total population.

The issue that is now dividing the town is the desire of Muslims in Sleepyville to have a Mosque built on a piece of derelict land belonging to the council. This land has been undeveloped and has been a source of complaints to the council for years: it is near the main shopping street and is an area where vandalism and drug-taking have been a regular problem.

So when a rich businessman offered to take the problem off the Council's hands, the Mayor thought his lucky day had come! The Council readily agreed to give up the land and to fund 20% of the construction costs for a new mosque on the site. The remaining 10% of the building costs, which the businessman could not cover, were to be found from among the Muslim community.

Building was meant to start this week... but the Council has been flooded with complaints from angry residents who object to the project. They have called a special meeting, to which all are invited, to resolve this issue. The meeting will take place in 30 minutes and will be covered by the press.



Try to keep the numbers balanced

by having the same number of representatives for each political party, and the same number in each of the citizen's groups. You can have as many 'ordinary citizens' as you like.

List of participants

- The Mayor of Sleepyville
- Town Council Members: 3 parties should be represented. You can have 1 or 2 people in each party
- "Young Sleepies for Human Rights!": 1 or 2 representatives
- "Past and Present Association": 1 or 2 representatives
- "Muslim Association of Sleepyville": 1 or 2 representatives
- Ordinary Citizens: as many as you need
- Optional: 1 or 2 journalists who will report on the meeting

Rules of Debate

- The meeting will be chaired by the Mayor, and his/her decision on all matters is final.
- If you wish to speak, you should raise your hand and obtain permission from the Mayor.
- Comments should be brief, and should not exceed 2 minutes.
- The meeting will close after 40 minutes, with a vote on whether or not the Mosque should be built.
- Anyone attending the meeting is entitled to speak in the debate and to vote at the end.



You may wish to alter these rules ac-

cording to the size of your group and the time you have available.

ROLE CARDS

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The Mayor of Sleepyville

You are the Chair of the assembly and it will be your role, once the meeting starts, to welcome the participants and remind them of the rules of debate. During the meeting, you should try to give everyone the opportunity to speak - and should not allow anyone to speak for too long! You are very worried about the bad publicity that this case has been attracting and you plan to try, before the meeting, to speak to some of the groups to try to persuade them to soften their position.

Town Council member: Traditionalist Party (1 or 2 people)

You represent the Traditionalist Party on the Town Council, and you are strongly opposed to the Mosque. You do not think it is right that council land and council resources should be spent on a place of worship that does not respect the traditions of this country and this town. You feel that immigrant families are privileged to be allowed to live here and that they should not try to impose different lifestyles on a country where they are guests. You are also worried that the Mosque could become a meeting area for recruiting terrorists.

Town Council member: Populist Party (1 or 2 people)

You represent the Populist Party on the Town Council. You supported the original decision to have the Mosque built on the land, partly because you realise that the Muslim community has been very good for the economy of the town and you do not want to alienate them. But you have been very worried by complaints from residents and do not want to create an unnecessary conflict in the community. You are also concerned about your seat in the next council elections, so you will probably support whichever option appears to be least controversial.

Town Council member: Diversity Party (1 or 2 people)

You represent the Diversity Party on the Town Council. You believe that the relatively large proportion of people from different parts of the world has added to the culture and interest of Sleepyville and you have felt it unfair that the town has deprived many of these people of the opportunity to practise their religion for so long. You can also see that the derelict land is causing social problems in the town and that the Council does not at the moment have the money to develop it themselves.

Members of the "Past and Present" Association of Sleepyville (2-4 people)

You are one of the main groups opposed to this mosque. Your members are from traditional (non-Muslim) communities in Sleepyville, and you think it is very important to keep the ancient character of the town, where most of you have lived all your lives. The site that is proposed for the Mosque is very central and it would be visible from most places in the town centre. In particular, the Mosque could block out the view of the main church from the town square. You feel that the character of your hometown is being completely changed by a community that arrived here only recently. You do not see why people who arrived in this country from somewhere else should not live by the same rules as you have here.

Members of the Youth Action Group "Young Sleepies for Human Rights!" (2-4 people)

Your group was set up to address some of the worst problems for young people today in Sleepyville. You see the building of the Mosque as a solution both to the Muslim community's need for a place of worship, and as a solution to the numerous social problems which have been a result of the land being left derelict for so long. You support the building of this Mosque but you are concerned that other social problems may be neglected by the Council if they have to contribute to the building. In particular, the youth budget over the past 5 years has been cut to a level where it cannot begin to meet the needs in the town.

Members of the “Muslim Association of Sleepyville” (2-4 people)

You have been asking the Council for years to provide a place of worship for the Muslim community, but it has always been refused on financial grounds. You feel that it is unfair that the Muslim community is being asked to find 10% of the building costs, when economic conditions are so harsh for most people, and when the Christian community has 11 different places of worship and these are used by far fewer people than the mosque would be. You feel that the contribution that your community has made to the town is not appreciated, that people in your community are unfairly discriminated against in various aspects of their life, and that in refusing to allow this Mosque, the council is denying members of your community their fundamental right to religious worship.

Citizens of Sleepyville

You are worried about the conflict that seems to have taken over the town of Sleepyville and you want to go to the meeting of the Town Council in order to vote. At the moment you do not know what you will vote for: you need to speak to as many different groups as you can and then you plan to make up your mind.

Further Information

The Right to Religion in International Human Rights Law

You may want to copy the information below for people in the *Muslim Association of Sleepyville* and in the group *Young Sleepies for Human Rights!*

European Convention on Human Rights, Article 9:

1. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief and freedom, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance.
2. Freedom to manifest one's religion or beliefs shall be subject only to such limitations as are prescribed by law and are necessary in a democratic society in the interests of public safety, for the protection of public order, health or morals, or for the protection of the rights and freedoms of others.

Universal Declaration of Human Rights, Article 18:

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance (...)

Convention on the Rights of the Child, Article 30:

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

This activity was inspired by Susanne Ulrich. 2000. *Achtung (+) Toleranz - Wege demokratischer Konfliktlösung*. Verlag Bertelsmann Stiftung

“Draw-the-word” game

Non-artists have rights too!

Themes	General human rights, Media, Citizenship_
Group size	8+
Complexity:	Level I
Time:	45 minutes
Overview	<i>This is a team game in which people have to draw creatively to depict a word relating to human rights.</i>
Related rights	<ul style="list-style-type: none">• The right to freedom of opinion and expression• The right to freedom of thought• Equality in dignity and rights
Objectives	<ul style="list-style-type: none">• To develop knowledge of the Universal Declaration of Human Rights (UDHR)• To develop team-building and creative thinking, and an awareness of how we use images• To promote solidarity and respect for diversity
Materials	<ul style="list-style-type: none">• A wall chart which lists the articles of the UDHR.• A large sheet of paper or flipchart paper and a marker to record the scores• Sheets of paper (A4 size) - one sheet per team per round of the game - and pens for the group drawings• Sticky tape or pins to display the drawings
Preparation	<ul style="list-style-type: none">• Refer to the abridged version of the UDHR and copy it onto a large sheet of paper.• Select the rights you want the group to work with and make a list for use in the game.

Instructions

- Ask participants to get into small groups of 4 - 5 people and to choose a name for their team.
- Explain that in the activity they will be working in teams. You will give one person in each team an Article from the UDHR to draw. The others in the team have to guess which right it is. The team that guesses first scores a point. The team with the most points at the end wins.
- Tell the teams to collect several sheets of paper and a pencil and to find somewhere to sit around the room. The teams should be spread out so they do not overhear each other.
- Call up one member from each team. Give them one of the rights on your list, for example, ‘freedom from torture’ or ‘the right to life’.

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This activity was originally published in *Compass*

Key date
10 December
Human Rights Day

- Tell them to return to their groups and to make a drawing to represent the right while their teammates try to guess what it is. They may only draw images; no numbers or words may be used. No speaking is allowed except to confirm the correct answer.
- The rest of the team may only say their guesses; they may not ask questions.
- After each round, ask all the drawers to write on their picture what the right was, whether they finished it or not, and to put the paper to one side.
- Do a second round; call new people to be the drawers and give them a different right. Do 7 or 8 rounds. A different person should draw in each round. Try to ensure that everyone has the opportunity to draw at least once.
- At the end, ask the groups to pin up their pictures so that the different interpretations and images of the different rights can be compared and discussed.

Debriefing and evaluation

Begin by reviewing the activity itself and then go on to talk about what people know about human rights.

- Was it easier or harder than people had expected to depict human rights?
- How did people choose how to depict a particular right? Where did they get their ideas for the images from?
- How do the different images of each right compare? How many different ways were there to depict and interpret the same concept?
- After all the pictures have been reviewed, ask how much - or how little - participants discovered they knew about human rights.
- Do they think human rights have any relevance to their own lives? Which ones?

Tips for facilitators

- Before you do this activity you should read through the UDHR (page 78) and be familiar with what is meant by human rights; for example, that they are internationally guaranteed, they are legally protected, they focus on the dignity of the human being, they protect both individuals and groups, they cannot be taken away, they are equal and interdependent and they are universal.
- You will need to decide how to use the wall chart. If participants have very little knowledge of the UDHR you may like to use the chart before you start the activity, so people have some clues as to what they should be guessing! If participants have more knowledge, then use the chart at the end to stimulate discussion about the rights that were not drawn.
- Be aware that people who consider themselves poor artists may think this will be too difficult for them. Reassure them that you are not looking for works of art and encourage everyone to have a go. They may be surprised!
- Use the abridged version of the UDHR for finding rights for drawing. Some suggestions are: the right to life, freedom from torture, the right to a fair trial,

freedom from discrimination, the right to privacy, the right to education, freedom from slavery, freedom of association, freedom of expression, the right to a nationality, freedom of thought and religion, the right to vote, the right to work, the right to health, the right to own property, the right to marry and found a family and the right to choose who to marry.

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all equal

Variations

If you have a small group of less than 8 people you can play as one group; ask one person to draw in the first round, and whoever guesses draws in the next round, etc.

Suggestions for follow-up

The group may like to go on to explore some of the issues relating to the rights of disabled people – either using ‘Young and Disabled’ (page 40), or ‘Let’s Campaign on Disability’, which will be available in the online version of *Compass* (www.coe.int/compass).

If the group enjoy puzzles and are curious about other peoples’ culture, music and language, then they may enjoy guessing where the different stories come from in ‘*Tales of the world*’ in the ‘All Different - All Equal’ education pack.



10-15
PERSON

LEVEL
I

2-2½
HOURS

Memory Tags

Should our memorials help us to remember or to forget?

Themes	Remembrance, Peace and violence, Human security
Group size	10-15
Complexity	Level I
Time	2-2½ hours
Overview	<i>Participants create a visual 'tag cloud' to represent the memories evoked in each of them by public memorials.</i>
Related rights	Right to life, liberty and security of person, right to peace
Objectives	<ul style="list-style-type: none">• To explore national myths about war built into existing public memorials• To create a visual image of the way the group thinks the Second World War should be remembered• To reflect on the use of memorials in sustaining or creating memories of the past
Materials	<ul style="list-style-type: none">• Large sheets of paper – between 4 and 8, depending on the size of the group• Plenty of coloured markers• Photographs of war memorials (optional)• Printouts of tag clouds (optional) or access to the Internet
Preparation	Make a large piece of paper by sticking together several pages of flipchart paper. It needs to be big enough for all members of the group to be able to find a place around it. Draw a faint line down the middle of the paper

Instructions

1. Ask if someone can explain the concept of a 'tag cloud', or explain yourself that it has grown out of the idea of 'tagging' sites or items on the Internet, and is a way of collecting and representing visually a group of word associations, normally from different people. You may want to show some examples.
2. Explain that the group will be creating a non-electronic tag cloud to illustrate the associations or memories which are evoked in them by public war memorials. Ask people individually to think for a couple of minutes about a war memorial that they have seen. They should try to identify the feelings or ideas – both positive and negative - which that memorial evokes in them.
3. Invite everyone to take a coloured marker and find a place around the paper. Still working individually, they will now put their 'tags' onto the sheet of paper according to the following general principles:
 - Tags are entirely individual: they are simply how you perceive a certain object.

Key date

27 January
International Holocaust
Remembrance Day

- Negative associations should be written to the left hand side of the line down the middle; the more negative they are, the further they should be to the left edge of the paper.
 - Positive feelings should be written on the right hand side of the page; the more positive they are, the further they should be to the right edge of the paper.
 - Feelings that are strongly evoked by the memorial should be written in larger (stronger) text than feelings that are only weakly evoked.
4. When people have recorded their main associations, ask them to sit back and look at it. Run a short debriefing session in order to get people to view the whole picture:
 - Are there any strong messages or patterns in the 'cloud'?
 - Are they surprised by anyone else's tags?
 - Are there more positive than negative feelings evoked, or vice versa?
 - Which tend to be the strongest feelings evoked?
 - Is this the way you think the war should be remembered by future generations? What is missing – or where does the balance need to be redressed?
 5. Now invite people to take up the markers again. This time they should think not about the real memorials, but about an imaginary memorial that would send – for each of them – the message they think is most important about this war. They should repeat the process of tagging that they went through before, again acting individually in placing their tags. Explain that the first tag cloud is now a public space and cannot be erased, so the new tags should be placed on top of the first drawing.
 6. When the 'cloud' is complete, invite them again to look at the whole picture; then run the debriefing.

Debriefing and evaluation

- How different is the new cloud from the first one and what are the main messages?
- Does this represent more closely the messages you think future generations should take about the Second World War? Does it represent it less closely for anyone?
- Why do you think that official memorials tend to 'glorify' war? Do you think that war should be glorified?
- Are you aware that even during a war, there are certain minimum standards which are supposed to govern the actions of the fighting sides? Can you list any of these?
- You can use the brief information on International Humanitarian Law at the end of the activity 'What is it?' to look at some of these minimum standards. More detailed information can be found in the background material on Terrorism, which will shortly be available in the online version of *Compass*.
- Do you think it is right that soldiers effectively lose their right to life in times of war?
- What message do official memorials give about the other side, 'the enemy'? How should we understand this message today?
- How easy was it for you to imagine a different type of memorial? What did you think was important, and what did you find most difficult?
- Could a memorial ever really remind us of the horrors of war? Do you think that they should try to?

- How do you think that those who lived through the war, or who died fighting it, would want that period in history to be remembered? Would their 'tag cloud' differ from yours?
- If you had lost someone close in a war, how would you want that person remembered, and what would you want to tell the next generation about war?
- How much 'power' did you feel able to exert over the shape of the final cloud? Were you frustrated by other messages coming out more strongly than those you wished to promote?
- Did you act individually in the case of the second cloud, or were you tempted either to discuss ideas with other people, or to combine forces in the act of 'tagging'?
- To what extent were you influenced either by other people's tags, or by the ones already on the page?

Tips for facilitators

- You can find an example of a tag cloud at the end of this activity, and others can be seen at the following sites (among many):
<http://del.icio.us/tag>, <http://www.flickr.com/photos/tags>
<http://ima-digital.org/steve/lib/tagcloud.php>
- You may wish to play about with colours in creating the group's tag cloud: for example, you could suggest that all 'negative' associations are written in black and all positive ones in another colour; or you could use darker and lighter shades moving from one side of the cloud to the other; or if you wanted the second cloud to stand out from the first, you could request that all tags for the first cloud be written in one colour, and all tags from the second in a different one.
- If there is a public memorial to the war in your hometown, you may find it more effective to ask participants to complete the first tagging stage from memory, rather than supplying them with photographs. This will really test which messages are most persistent!
- If you are running the activity in one session, the first debriefing (at point 4) should not be too detailed nor take too long. Use it to try to bring out different ideas relating to the way the past is remembered and to stimulate creative thinking on alternative types of memorials. If people feel that the first cloud accurately represents the way they would like the events to be remembered, try using some of the ideas in the background material to stimulate new thinking.
- Allow them freedom during the second tagging stage to adapt or alter the existing cloud as they wish and to discuss ideas with other people - even if their work should ultimately be individual. They may wish, for example, to go over old tags and make them stronger; or to group all similar tags together in one place by inviting others to join them; or they may use colours or different styles creatively.

Variations

You can use other events in history if this seems more appropriate than the Second World War – for example, the Holocaust or the First World War. The only important

thing is that these events should be *commemorated* in some way.

It would be interesting for the young people to compare their perceptions of the War with those who lived through it. You could break the activity after the first tag cloud and then suggest that participants speak to members of the older generation, raising some of the issues addressed so far. In particular, they could interview them about how they would like this period of history to be remembered by future generations, and whether existing war memorials are satisfactory in this task. In the next activity, participants could add their new tags in the light of what those who lived through the war had desired. They could even add the pensioners' tags to the drawing!

Suggestions for follow-up

The activity 'Dosta!' looks at the Roma victims of the Holocaust who have not, as a rule, made it into the history books and are not represented in most of the memorials to this era. Alternatively, if you would like to look at an activity which looks forward rather than backwards, you could use 'Our Futures' to explore ideas about community action and building a common future. Both are available at www.coe.int/compass

Ideas for action

Even if you run the activity as one session, the young people could still be encouraged to speak to people of the older generation. You could organize a Living Bookshelf, on the model of the Living Library, with Books about memories of the Second World War.

HANDOUT: A Tag Cloud

