

SUMMER CAMPS STAR

SPAIN

FINAL REPORT

2019

DATES:

1st Camp: 01-05 of July 2019, 2nd Camp: 08-12 July 2019

PLACE:

Casa Iglesias, Murcia

TOTAL N° OF YOUNG PARTICIPANTS: 57

1st Camp: 39 (34 + 5 LEADERS + 1 young boy which was expelled from the camp for bad behaviour)

2nd Camp: 29 (24 + 5 LEADERS)

CONTEXT:

During first 2 weeks of July 2019, Cazalla conducted 2 summer camps, each lasting 5 days, with 57 young people, aged between 13 and 19 years old. The groups had diverse backgrounds (coming from different minorities, cultures, neighborhoods) and they mostly did not know each other before. The aim of the summer camps was to practice good treatment and co-living, promote respect and appreciate diversity, learn about different causes and dynamics of (in)visible racism and becoming empowered in acting against it. Moreover, we tried to stimulate the participation of young people in their social and civic life, and develop actions that would allow them to share what they have learned with other peers.

The following objectives were pursued daily:

Day 1: To get to know each other and break the ice; To build the group and create an atmosphere of confidence and trust that allows exchanging and debating every type of idea in a positive way.

Day2: To introduce the group to the topic of invisible racism; To work with several concepts, e.g. equality/inequality, discrimination, empathy; To support the self-knowledge concerning how we act facing different situations from day to day, as well as our scale of values.

Day 3: To work on the concept of power relations and micro aggressions and how they are linked to the topic of (in)visible racism; To introduce different tools for the solution of conflicts concerning this topic; To analyze the universal needs and rights and the access to them; to encourage autonomy and critical thinking.

Day 4: To develop a project on their own, related to the sensitivity of the youth towards the matter of invisible racism and other discriminations; To get to know one's interests and concerns; To promote one's commitment to this subject in the long term;

Day 5: To promote good treatment towards others and oneself (the topic of good treatment was a transversal subject); To make the final evaluation of the summer camp.

We worked on the GOOD TREATMENT transversally every day (e.g. when creating the group's internal rules during the first day, each person expresses what he/she needs to feel safe and comfortable in the group and checking up on them every day; the facilitator's use of techniques of mediation in difficult or crisis situations recalling principles of good treatment in terms of self-responsibility, self-respect and respect to others, equality, non-violent communication; if a situation of a micro aggression was observed during any session or during free time, facilitators tried to analyze it and find solutions and alternative positive behaviors if a same situation would happen again together with the person who was involved, etc).

Based on the observations of the group and the final evaluations, the following impact was achieved:

- Young people became more aware of microaggressions and power relations and how those are related to racism;
- They became empowered in practicing good treatment with themselves and with the rest of the group. Even on short term basis, we didn't observe only a gaining of new concepts and terminology among them, but rather behavioral changes: the young people showed a high interest and motivation in practicing what they've learnt among themselves and discuss it informally during free time.
- The participants emphasized that they felt in a safe space, many of them sharing their past experiences and how they used to face situations in which they found themselves discriminated against (e.g. One of the participants commented that, thanks to Cazalla Intercultural and the workshops at schools, she was no longer harassed by her peers for wearing a Hiyab. Another one talked about how she felt when she decided to dress herself in a masculine way and about the difficulties, she is sometimes facing because of that).
- The participants increased the capacity of critical thinking and were more able to analyze the situations of racism.
- They showed a deeper complicity and empathy towards victims of racism.

Encountered challenges:

- Certain difficulty of recognizing own privileges and the impact of those and the relations of power
- Rejection to some of the topics, for example discrimination against the LGBTIQ community and a certain intolerance against it.
- Difficulty in recognizing situations of invisible racism as such and making excuses that those are "nonsense" and "no big deal".
- The diversity of the group in terms of "readiness" to discuss and deepen certain issues: we encountered different levels of rejection when dealing with good treatment and showing appreciation towards themselves and towards others

Day by day activities:

Date: 1st July de 2019
Description of activities
Main objectives <ul style="list-style-type: none">- - Break the ice among participants- - Creating group cohesion- - Brief introduction to invisible racism
Arrival of participants <ul style="list-style-type: none">- Arrival, welcoming and ice-breakers- Presentation of the camp schedule and explanation of the rules of coexistence of the hostel and camp.



Musical bingo of curiosities

- This activity seeks to create a relationship among the participants so that they can generate group spirit and lose their embarrassment, while at the same time discovering the tastes of the other young people with whom they will live during the camp.





The bridge

With the bridge activity we sought to make them cooperate with each other by telling them the story of a collapsed bridge that separated two villages and that each village (each group) had to build half a bridge that had to fit with the other half of the other group.





Tribes

- Through images related to water, fire, earth and wind they had to look at them and choose the one that caught their attention, once everyone chose their image we explained what each image corresponded to a tribe to which they will belong throughout the whole camp. We met in smaller groups – tribes and spoke about our well being, our ways of communicating with others, our needs, rules, etc.





Night activity

- Started with the Energizer to warm up and activate the bodies.
- Then we explained a story related to a Gymkhana that was going to be carried out by "tribes" after the explanation of the history of it. In it, each monitor had a test related to different topics such as different discrimination types, equality, violence, respect, etc
- At the end of the activity we found the wall of rights, decorated with drawings and words related to violence and discrimination and they had to find the solution to tear it down.





Day: 2nd July 2019

Description of activities

Main objectives:

- Introduction to the topic of invisible racism and other forms of inequality.
- Detect the specific needs of the group to work on them in depth.
- To work on concepts such as equality/inequality, discrimination, empathy...
- To promote self-knowledge about how we act in different situations of everyday life, as well as our scale of values.
- To recognize talents and virtues in order to develop them.

Business relationships

After starting with a brief energizer to activate the group, we began with the activity entitled "Business relationships" which is developed as follows:

The group was divided into 5 different subgroups to work, these were asked to elaborate a mural in which they launched some kind of message against discrimination, for equality or something similar. The difficulty arises when the materials to make these murals are distributed, since they are not distributed equally, some groups have a lot of material and others have little and precarious. Some of the groups soon begin to negotiate with the others to exchange or lend materials they need, but other groups find it more difficult and begin to make the mural adapting to the materials they were given at the beginning. As time goes by, the monitors randomly give new materials to some groups, which makes them continue exchanging and negotiating with the others. Most of the young people show interest and actively participate in the activity, but some do not participate, and maintain attitudes that hinder the development. When all the groups have finished, they are asked to show and present the mural they have made, and briefly explain what they have done. We reflect on how they felt when they started with an advantage or disadvantage, how this influenced the final result, how they felt when they had to reach agreements with the other groups. We also reflect on what situations are similar to this in real life, the distribution of resources and what we can do about it.

Before going to lunch they are told that there will be a secret activity (Testimonials) during the whole camp, of which we cannot tell them anything, for which they must sign up on a list that we leave on the wall. From the beginning they are curious and a large number of Young people sign up.

After lunch we ask you to wear comfortable clothes and appropriate walking shoes, as we are going on an excursion to the ancient oak tree. This excursion serves to get to know the environment and for the group to interact in a more playful and relaxed way. Along the way we will play games and tell stories.





We take advantage of the fact that the whole group is together during lunchtime to introduce a new cross-cutting activity: "The Vampire". Everyone's names are given out as if it were an "invisible friend", and each person must find out who has touched him or her to "kill" with a kiss. This game is very well received by the group and helps them to interact with other participants with whom they had not done so before.

We also start with another activity that consists of a stone that will be given when someone pronounces a key word, in this case "no". Whoever has it will have to try to get someone to say that word in order to pass the stone to him/her. At the end of the day, whoever has the stone must complete a good treatment challenge.

In the afternoon, Given that up to this point we have detected disrespect to peers, disinterest in the activities and other attitudes that we want to avoid, we gather all the kids on the stairs to talk to them before starting about the importance of respecting both peers and monitors, as well as the activities that have been prepared for them.

After this, each monitor meets with their tribe to talk more intimately about what problems are arising in the group, why they think this is happening, if there are things they want to tell us, and what we can and should do to improve the functioning of the group. We also inform them that in the evening there will be an activity called "talent night" in which everyone can participate showing their talent whatever it is, music, poetry, humor....

We decided to divide the group in two, and to carry out two parallel activities with two monitors each. One group will perform at this time the activity called "Diamond", while the other group will perform the clay beads. From 18:00 onwards, each group will do the activity they have not done before.

The Diamond consists of presenting to the group about 9 situations in which racism is given so that by groups they establish a list in which they order these situations from greater to lesser importance according to their criteria, being nº1 the most serious, and 9 the least. Two subgroups are formed and each one draws up its own list. Debates and different positions on how to establish the list arise, but finally they reach agreements.

The situations they are given are the following:

- Do not sit next to a black person, Arab, etc. on the bus.
- Assume that a black person has a low level of education and works in the fields.
- Raise your voice and gesticulate a lot when talking to migrants.
- Complimenting the good level of Spanish to someone born in Spain.
- Use expressions like "Trabajar como un negro", "Dinero negro", etc.
- I am not a racist but I would not date a black person because he/she is not my type.
- Jokes, gestures, funny imitations about foreigners, people of different ethnicity, etc.
- Picking up and protecting things when a gypsy person enters the room.
- Instead of calling someone black, say dark-skinned or African.

The two groups present the situations they have chosen in order of importance, and discuss among themselves when they disagree.

To close the activity we explain the concept of "invisible racism", we show them the iceberg theory and the tolerance line.

At the same time, the other half of the group makes personalized clay beads to distribute among the rest of the group.

The previous activities are carried out again, exchanging groups. When we finish, we leave free time for the swimming pool.

Night Activity: talent show

To end the day, we set up the room as a stage for the young people to show their talents to their peers. One of the monitors begins with a musical performance to liven up the atmosphere and break the ice at the beginning. Subsequently, they are encouraged to participate in groups. There are a wide variety of performances, poetry readings, choreographies, rap battles, joke telling, riddles...





Results achieved (changes in attitude, learning, concrete examples of stories in the activities, etc.): The biggest change in attitude is shown by one of the boys who hinders the development of the camp and makes other companions uncomfortable. This is explained in more detail in the section "Challenges encountered".

Challenges encountered:

On this day there are several challenges that hinder the normal development of the activities. On the one hand, one of the boys (E.) states that he does not want to be at the camp, that he does not feel like being at home, and refuses to participate in the activities with his companions. According to her, she suffers from depression and has been receiving psychological treatment for it. We show him our support and flexibility to modify what he doesn't like about the camp to try to make him more comfortable, but he points out that he has no problem with the camp, he just doesn't want to leave his house. We give him all the support and affection we can but still respect his decision to leave, and in the afternoon his father comes to pick him up.

There are also some conflicts with another boy (P.) who insults some of his classmates and makes others uncomfortable, even making one of the other boys cry.

We talk to him to try to get him to change his attitude towards his peers but he doesn't take any interest in what we tell him. Finally that same night we discover some things he has been doing, and we consider that he cannot continue in the camp. When we talk to him about what we know he has done, the boy is very remorseful and recognizes that he deserves to be expelled, so the next day we decide to call his mother to pick him up. After all the monitors talk to him to explain how dangerous his behavior can be, how it affects other people and how important it is that he comes to his senses and changes his attitude now that he is young, he apologizes and thanks us for everything and gives us a hug, showing us once again his repentance.

All these conflicts make that during the day the monitors look for time and space to meet to make decisions about it and try to change the attitude of the group.

To be highlighted (testimonials, conclusions, recommendations, ...):

Some of the children tell us how much they are enjoying the activities, which have been their favorites and what they would like to do in the next few days.

Others are anxious to know what we are going to do with the boy who is being confrontational, since he picks on them.

They also start to highlight some of them for their ideas, initiative or talents in different aspects.

Recommendations connected with the tools used, improvements, the activities that have worked well and those that have not, why, etc.: The size of the group, together with the lack of interest shown by some of the children, made it difficult to develop some activities correctly, so we decided to rethink and revise the way they worked. Thus, in the afternoon we decided to separate the groups into different activities, which is a success because it works better, they pay more attention and the results of the dynamics are more positive.

Date: 3rd of July

Description of Activities

Main objectives:

- To continue with the theme of invisible racism and other forms of inequality.
- Introduce the theme of the ladder of power and begin to make them visible and give examples for an introduction to understanding.
- To work on concrete examples of inequality that we have experienced in the previous days.
- Work with empathy, and the position I take when witnessing a specific situation of inequality.
 - - To continue promoting self-knowledge regarding how we act in different situations of the day to day, as well as our scale of values.

We begin the activity with an energizer in which we invite the participants to connect with themselves and to remain in silence for the duration of the activity, we invite them to walk around the room listening to their body, feeling how it is, little by little, we make them pay attention to all parts of their body, Once we observe that they are more connected with themselves we begin to invite them without stopping walking to look around them and their companions, making them stop with whoever they meet along the way and inviting them to relate in any way they want through their body with their companion, like this a few times.

Then we will start another activity, "CONFLUENCE":

In this activity we ask them to be grouped in pairs, we tie them by hands and feet, the dynamic consists in that at first one leads the other, then they will change roles and finally they will have to agree to move together.



Finally, we will make a small reflection and sharing of what has happened and what they have felt, introducing the theme of how I feel when another directs me, the opposite and when I have to agree with another. And we took advantage of the monitors to talk to them about a situation that arose the night before where we had to expel a classmate for a racist, violent and aggressive attitude and behavior, where taking advantage of the theme of the activity we made them reflect on what role each one of them acquires in a violent situation, if they join the group and lose their identity or if they keep it, etc.

After lunch we decided to do the activity of the chair of values. The activity was planned to be done in the pool, but to respect some of the participants who did not want to swim we divided the group in two, one group went to do the activity in the pool and the other group went to the work room.



The activity consists of: the monitors have prepared some papers to distribute to the participants with a value for each one of them within the society in which we live, we will begin the activity explaining to them that it consists of that to each one we will distribute a paper with a value, then as the game of the chair, we will put a music and when it stops they will have to look for a chair, the one that is left without chair, will have to defend their value before the rest of the classmates and explain why it is important, we will make a moment of reflection among all of them so they can decide if they take out this value or if they consider it important and take out another one, so we will repeat it until they are left with the values that for them would be more representative of the society in which they want to live.

In the afternoon, We started with a small energizer that consisted of all participants standing in an imaginary line, the monitors were in front of them a few meters away and invited the participants to reach them in different ways.



Then we moved on to the activity with content of the afternoon, this activity was to address and reflect on discrimination in social networks, for this, the monitors prepared a series of examples in which they could feel reflected where there were everyday examples of abuse and discrimination, then we divided them into groups and put them to work, previously we had prepared a flip chart with questions to make it easier for them to reflect in groups and specify, we left them about twenty minutes to work in groups, when they finished, each group exposed for the rest and we did a reflection and sharing with everyone.



At 18:00, We make a hiking route to the viewpoint, the route is of low difficulty, lasts an hour and a half / two hours approximately. On the way back, the participants have free time in the swimming pool until dinner time.

Night Activity

Ghymkana STAR: We divided them into four groups to perform the activities of the ghymkana, the monitors had previously prepared a series of tests with playful themes and some tests with content, the ginkana is developing in a very fun and fluid way, the tests were adapted to anecdotes of the camp and situations that could relate to what they had experienced the previous days, they commented that they had a great time and everything runs smoothly.



Results achieved (changes in attitude, learning, concrete examples of stories in the activities, etc.):

This day of the camp in particular there is a turning point because the night before we had had a situation of discrimination and bad treatment between some of the participants, which is resolved with the expulsion of one of the boys, so the energy of the group was expectant, different while receptive, we managed to talk about the issue through some dynamics and managed to reflect as it touched them closely, we believe that the attitude of all changed from the expulsion of the companion and were more receptive to us and the rest, Even so we had several challenges to address this day, since the group from the beginning was divided into smaller groups with "conflicting" interests, a girl wanted to leave the camp because she had felt a bad treatment from another of them and we had to mediate, finally did not leave, also by the team of monitors was a hard day for the expulsion of the boy for many factors, including the change of attitude of the boy, the conversation with his mother and all the situations that were presented throughout the day regarding this issue.

The conclusion at the end of the day was very positive, since we internalized that the decision was the best and also served for the group to begin to work and get involved in the dynamics and with each other.

Challenges encountered:

Expulsion of one of the participants.

Small arguments between members of smaller groups that had to be mediated.

Raising the energy of the group and redirecting it so that it was conducive to work.

To be highlighted (testimonials, conclusions, recommendations, ...):

On this day there were many conclusions on the part of the children, accepting their failures, recognizing behaviors that led to bad treatment and inequality among them.

As a testimony I would like to highlight the attitude of the expelled one, apologizing to the team of monitors and recognizing his behavior.

As a recommendation I would say to treat the children with a personalized treatment, looking at each one of them as individuals, in this case, it was very useful for us, since there was that need and we respected it, gaining their trust and recognition for this.

Recommendations connected with the tools used, improvements, the activities that have worked well and those that have not, why, etc..:

The first activity of the confluence worked very well because it was just what they needed, it was very much in line with the energy of the group and what was happening.

The chair of values activity was very participative, but in some moments they lost concentration and went more into relaxation, which we also consider normal because the first one was very intense.

The activity of bad treatment in social networks was interesting although they did not delve much into the subject, we recommend that if the group is not so receptive the conclusions were made in groups of two, not for everyone, perhaps in smaller groups it is easier and more comfortable for them.

The ginkana activity was super satisfactory, we recommend that the tests are adapted and personalized with anecdotes of the group to make it more fun and more involved.

Date: 4th of July 2019**Description of activities****Main objectives:**

- To develop an own project related to the sensitization of young people towards the theme of invisible racism and other discriminations.
- To know their interests and concerns.
 - - To encourage their long-term commitment to the issue.

Description of activities step by step

This day is oriented to the development of projects, activities or awareness campaigns that are thought and carried out by the young people themselves.

The first thing we present is a Power Point Presentation /Prezzi on the development of the STAR Project throughout the year. The idea is that they can get to know the project in greater depth, learn about its scope and all the ideas or activities that the young people have already been able to carry out. Thus, we introduce the possibility of signing up for the Informal Meetings that will start in September to continue to be linked to the project and the Association.

Then, we introduce them to different areas in which they can sign up depending on their interests and abilities.

Before we start discovering the possible areas of work, we begin the session by recapping the activities and reflections that have taken place during the week. After this, participants are encouraged to think about their future involvement in the fight against invisible racism and other forms of discrimination and are encouraged to be creative in imagining how their participation in the project might affect them.

They are then introduced to the areas of work: the area of audiovisuals, the area of art and graphic development, the area of literary creativity, the area of performance, etc. Participants can propose their own area to work in. Once placed in the areas, they are assigned a flipchart to answer different questions to help them plan, organize and distribute the different roles or tasks within the project that the group finally agrees to develop. This phase would be to define the project and create a good planning.

The questions included in the flipchart are:

1. What are we going to do? (Objectives)
2. How and when are we going to do it?
3. What tools or materials do I need?

During this session, the groups already constituted begin to try to materialize the initiative that they have committed to organize freely. In addition, a monitor is assigned to each group to supervise each of the projects. The monitor will be in charge of supervising the work of the participants, making sure that the roles established by the team are fulfilled and, in addition, will be the one to provide advice to the teams.

In this camp, the different initiatives are:

1. Group 1 (Audiovisual): to make a representation in which a discriminatory aggression is included in front of people outside the project to check their answers and record them by hidden camera.
2. Group 2 (Poetry): this group proposes to make videos to raise awareness about the values of good treatment, using the poems developed by one of the participants.
3. Group 3 (Dance performance): the participants will develop a choreography with basketballs, whose message and development has to do with giving a response to the exclusion suffered by racialized people or colleagues who suffer some kind of isolation.
4. Group 4 (Comic): participants in this group seek to develop a comic book with stories of different people who feel marginalized in society.
5. Group 5 (Informal meetings between parents and students): this group wants to develop talks between parents and young people to be able to share their concerns and explain to their parents what their ideas and concerns are, being different from those of previous times. For example, the influence of the Internet for today's youth, the importance they give to going out with friends and the flexibility of their schedules,



etc.

The first session of the afternoon is devoted to continue working in groups in different areas of the camp. In this session, the participants are informed that the next day they will have to share and present their projects to the rest of their



their peers.





In addition, Testimonials activities are held throughout the day.

Night activity

The participants prepare their farwell party.



Results achieved (changes in attitude, learning, concrete examples of stories in the activities, etc.):

It turned out to be a very positive day. The participants were very involved in each of their projects. Even in order to finish them, they stayed on with their activities during the break times.

- We also noticed a substantial improvement in the camp atmosphere and cooperation. The groups helped each other.
- Likewise, the relationship between campers and monitors was very fluid. Despite having a reference group, we monitors were able to see how all the groups were progressing, as they wanted to show us their ideas and progress achieved during the day
- Particular stories:
 - The hidden camera group was very large, but the participants took it upon themselves to divide tasks and carry out different roles and functioned without distraction throughout the day. They even repeated their performance in front of two people outside the camp, which meant placing the cameras in different places and asking their peers about the use of the spaces.
 - Another striking case was that of the comic group, which also performed tasks for the other groups (graphic design tasks) and responded kindly to everything that was asked of them.
 - Here the particular case of a girl who wanted to leave due to her shyness and some problems of coexistence that arose with some other camp mates stands out. But, finally, she herself called home and asked her parents not to come to the camp, since her wish was to stay. This was a great joy for the whole group.

Encountered challenges:

- Motivation is a vital aspect for young people to advance in the proposed challenges. Energy must be kept high throughout the day on a single project.
- Occasionally, frustration may arise from a member of the group, for example, with regard to decision-making or the need to reach agreements.
- It is important to attend to all their questions or needs so that they feel cared for and remain motivated.

Date: 5th of July 2019

Description of Activities

Main objectives:

- Evaluate the camp
- Encourage good treatment

Description of activities step by step:

The first session is intended to present the work done during the previous day. The different groups explain how they worked as a team and what they hope to achieve with their proposals.

Tribal Gathering. Wristband activity. Participants should highlight a positive and differentiating quality about each of their peers. Each time one of them will occupy the central position and after listening to what the impressions of their peers have been, they can choose one or more of the most striking and write them on a bracelet to wear as a reminder beyond the camp.



At the end of the morning, participants have the opportunity to take home another souvenir of the camp. This means they can paint their own T-shirts or make gifts for their peers out of clay.

Evaluation and closure

The last session is intended to give closure to the whole week. The monitors and the coordinator have the opportunity to address a few words of thanks to the young people. Afterwards, the farewell activity is "The good treatment sheets":

We place their folio on the back of each one and ask them to write about their peers highlighting some positive quality they find in them. And we give several examples and conditions: they must write to everyone, be original, not write about physical qualities. We clarify that we are talking about values such as: helping others, being empathetic, sympathetic, etc.

Finally, they have the opportunity to evaluate the project and sign up for the Informal Meetings that will take place starting in September.

*Recordings of the TESTIMONIALS activity were also made.

The questions that were asked to the participants are:

1. Why did you decide to sign up for this camp?
2. What expectations did you have before coming?
3. Can you tell or highlight any anecdote of these days?
4. What do you think about the theme of the camp (Invisible Racism and other discriminations)?
5. What do you think of the activities carried out during the camp?
Can you highlight any activity in particular?

6. Do you have a final message?



Resultados conseguidos (cambios en actitud, aprendizaje, ejemplos concretos de historias en las actividades, etc.):

- Most of the participants recognize that they came to have fun, but consider that they have learned about the subject matter.
- Another of the most outstanding aspects is the change in the group's attitude with respect to the beginning of the camp. They emphasize that thanks to the different activities they have gotten to know each other better and have made friends.
- In general, they value that the workshops have helped them to put themselves in other people's shoes. Regarding the subject matter, they believe that it is important to learn to identify racist attitudes and behaviors that they did not notice before.
- They also agree that this camp has exceeded all their expectations and that they would recommend it to other young people. They emphasize that the dynamics are fun and at the same time allow them to learn new values.

Por destacar (testimonios, conclusiones, recomendaciones, ...):

- The attentiveness of the participants was much improved from the beginning. The young people were very energetic in their projects and there were no incidents with respect to the distribution of work.
- In addition, the participants valued very positively the attention given by the camp monitors, since they emphasize that they received individualized treatment according to their needs, which made them trust even more in the development of the dynamics and improve their involvement in them.
- The displays of affection and interpersonal relationships are the highlights of these days.

DATE: 8th of July 2019

Description of activities

Main objectives:

- To introduce the rules of coexistence, as well as the general theme of the camp.
- To create a climate in which bonds and bonds of trust are established among the young people.
- To develop activities that promote group cohesion.

Description step by step:

Arrival at Albergue Casa Iglesias around 10:00. First of all, you will be introduced to the place, you will be invited to leave your things in the rooms and to start the camp, we will explain the different rules of coexistence.



We then go outside and do the following activities:

Energizer I add to the rice... I wash myself.

We stand in a circle and one by one they have to say Yo al arroz le echo, and choose an ingredient to add to the rice. When everyone has chosen an ingredient, one by one they should say I wash myself and then say the ingredient they had previously mentioned.

The smallest and most original photo:



Ice-breakers and name games

To begin, music is played and then everyone is asked to start spinning. Afterwards, the moderator will stop the music and ask them to group with the two people closest to them, tell them their names and the reason why they are in the camp. The music is played again, when it stops, the moderator will ask them to group with the five people closest to them and comment on some aspect related to their interests. Again, the music is played, this time when it stops, they are asked to group eight and tell each other about the last crazy thing they remember doing. Finally, in the last round, they are asked to get into two groups and organize themselves to take a picture together using as little space as possible.



Afternoon The Bridge

- Same as in the 1st camp, this activity encourages the group to take a challenge and work together to solve it.



Following up, we organize the tribes and do the reading of a legend about the care of the elements of the environment.

- Meeting by tribes - Activity to get to know the group and meet some objectives:
- Create a cry
- Create a slogan
- Create a greeting for the members of the group.
- Create a sound that identifies the tribe to communicate with other groups.

Night Activity

Gymkhana of the wall

We explained a story related to a Gymkhana that was going to be carried out by "tribes" after the explanation of the history of the same. In it, each monitor had a test related to different topics such as discrimination, equality, violence, respect...

At the end of the activity we found the wall of rights, decorated with drawings and words related to violence and discrimination and they had to find the solution to tear it down.





Results achieved (changes in attitude, learning, concrete examples of stories in the activities, etc.):- The result of the morning activities was very satisfactory, because throughout the day there was a very good atmosphere within the group.

- In the gymkhana, the participants were very involved during the tests and highlighted that they liked to find tests related to the theme that had a certain symbolism as they were related to migration problems and discrimination suffered by racialized groups as well as other discriminated groups.

Challenges encountered:

- A certain lack of self-criticism when commenting on improvements in training and the development of group activities.



Date: 9th of July 2019

Description of Activities

Main objectives:

- Introduction to the subject. What is invisible racism?
- To work on concepts such as equality/inequality, discrimination, empathy...
- To promote self-knowledge about how we act in different situations of everyday life, as well as our scale of values.
- To create an atmosphere of trust in which to dialogue and discuss all kinds of ideas in a positive way.

Description of activities step by step

Introduction to Invisible racism/diamond activity

We started the session with an energizer in which one person in the center of the circle had to command the group to make figures in groups of three. The figures were; a washing machine, an elegant, a toaster, a blender and James bond. Whoever made a mistake had to change for the person in the center.

After the energizer we brainstormed about the concept of racism and invisible racism to see what previous ideas the participants had.

The Diamond: we presented the group with 9 situations in which racism occurs so that, divided into groups, they could draw up a list of these situations ordered from most to least important according to their criteria, with number 1 being the most serious and number 9 the least. Four groups are formed and each one draws up its own list. The situations they are given are the following:

- Not sitting next to a black person, Arab, etc on the bus.
- Assume that a black person has a low level of education and works in the fields.
- Raise your voice and gesticulate a lot when talking to migrants.
- Complimenting the good level of Spanish to someone born in Spain.
- Use expressions like "Trabajar como un negro", "Dinero negro", etc.
- I am not a racist but I would not date a black person because he/she is not my type.

- Jokes, gestures, funny imitations about foreigners, people of different ethnicity, etc.
- Picking up and protecting things when a gypsy person enters the room.
- Instead of calling someone black, say dark-skinned or African.



During the following sesión, the results were presented. The 4 groups presented in order of importance the situations they had chosen, and discussed among themselves when they disagreed.

Before lunch, the group had a bit of free time for the swimming pool.

Afternoon: Business relationships + introduction to testimonials (same as the 1st Camp)

The participants were divided into 5 groups to work and were asked to create a mural in which they would send some kind of message against discrimination, for equality or something similar. The difficulty arises when the materials to make these murals are distributed, since they are not distributed equally, some groups have a lot of material and others have little and precarious. Some of the groups soon begin to negotiate with the others to exchange or lend materials they need, but other groups find it more difficult and begin to make the mural adapting to the materials they were given at the beginning. As time goes by, the monitors randomly give new materials to some groups, which makes them continue exchanging and negotiating with the others. Most of the children show interest and actively participate in the activity, but some do not participate, and maintain attitudes that hinder the development. When all the groups have finished, they are asked to show and present the mural they have made, and briefly explain what they have done. We reflect on how they felt when they started with an advantage or disadvantage, how this influenced the final result, how they felt when they had to reach agreements with the other groups. We also reflect on what situations are similar to this in real life, the distribution of resources and what we can do about it.

Before going to lunch we tell them that there will be a secret activity (Testimonials) during the whole camp, about which we cannot tell them anything, for which they must sign up on a list that we leave on the wall. From the beginning they are curious and a large number of children sign up.



At 18:00 We make an excursion to the ancient oak tree. This excursion serves to get to know the environment and for the group to interact in a more playful and relaxed way. Along the way we talk and get to know each other a little better.



Night activity: talent show

Noche de talentos This camp features a wide variety of performances, poetry readings, choreographies, rap cockfights, joke telling, riddles....



Results achieved (changes in attitude, learning, concrete examples of stories in the activities, etc.):

From the first day the kids bring a very good attitude. During the activities we can see that they are especially sensitive to LGTBIQ groups and discrimination against them. Even so, with the activities they begin to be aware of other racist attitudes that at first they did not consider as such.

Challenges encountered:

One boy showed some rejection towards discriminations against LGTBIQ groups and showed a certain intolerance towards them. Something that we worked especially with him in the following sessions.

To be highlighted (testimonials, conclusions, recommendations, ...):

To highlight the comment of the boy we talked about in the previous section who said that he did not see homosexuality as normal. (By the end of the camp he would change his mind and see it as normal).

Recommendations connected with the tools used, improvements, the activities that have worked well and those that have not, why, etc.:

In general, the activities went well, although it was noticeable that as a group they had not been together long and were still a little embarrassed to discuss and express their opinions to the whole group.

Date: 10th of July 2019

Description of Activities

Main objectives:

- To work on the concept of power relations.
- To introduce different tools for conflict resolution in relation to the subject.
- To analyze universal needs and rights and the access to them.
- To promote autonomy and critical thinking.

Step-by-step description of activities:

The invisible discriminator: We start by encouraging them to walk around the room, do some movement and body expression to activate them, first we connect them with themselves and then we encourage them to look at others, we create a healthy and harmonious environment with others. This will be worked properly, at a certain moment when the monitor believes that everything is going as expected, they are told that when something is said in their ear they will have to do what they are told, it will be said low so that others do not hear it, there we will begin to give them indications of invisible discriminations, example: "don't look at people with tattoos, they are aggressive", "go to a corner don't get together with anyone here, they will talk bad about you if they see you with them", so we will be giving orders to some of the participants

until the atmosphere we have is totally different from the beginning, then we will make a small assembly exposing what they have felt and what they think of this type of prejudice.

The objective is to create a very pleasant atmosphere at the beginning of the activity so that the contrast is greater, to talk about what society we want, one of fear or another where there is respect and harmony. (Important this evaluation will be made when the rest of the activities are finished. This activity was carried out as an energizer).

Dynamics of the confluence: the participants will be grouped in pairs, we tie them by the hands. The dynamics consists in that at first one person leads the other, then the roles will be changed and finally they will have to agree to move together. The whole dynamic is done without speaking. While the music is playing, the person who is leading must draw his or her own picture and the other person must follow without resisting. After the exchange of roles, it is important that the person's drawing is done on the other side of the sheet of paper. Then, for the last part, they will have another clean side to make the drawing together.

Small reflection and sharing of what has happened and what they have felt, introducing the topic of how I feel when another person directs me, the other way around and when I have to agree with another person..



“Tap tap” (Activity on power relations):

The activity begins with a series of instructions. The participants do not know anything about the content of the activity prior to its development. All they have to do is pay attention to the instructions:

1. Everyone should be on their knees.
2. If they receive a tap on the shoulder, they can stand up.
3. If they receive two taps on the shoulder, they can act freely.

The activity begins and the instructor in charge of the activity can release any of the participants with two taps on the shoulder. After a while, he/she can tap some other participants on the shoulder to make them stand up. It is important to carry out the activity very calmly and without talking directly to the participants. In fact, it would be preferable for the monitors to talk to each other about other topics or to go for a walk. The objective is to generate a sense of uncertainty and tiredness.

Normally, the first participants to be released sit in a chair and wait for the activity to end. While those who stand up and those who remain on their knees wait for an opportunity to be released. The idea is that after a long wait one of the released participants realizes that he or she has the complete freedom to release his or her partners with two taps on the shoulder. In this sense, it must be understood that it is possible that this does not happen or that it is one of the kneeling or standing participants who realizes what is the formula to be free.



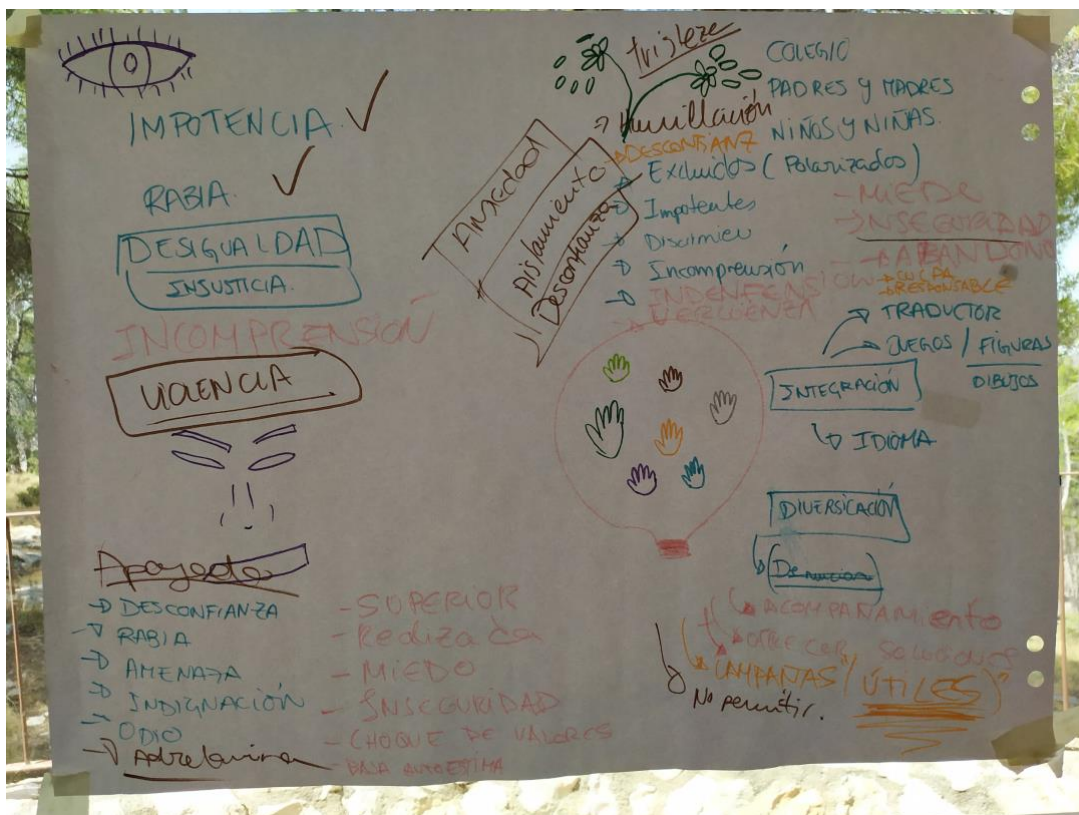
After the activity, it is necessary to find a space for a joint reflection on what happened in the morning activities, inviting all participants to freely explain their impressions.

Hate speech online:

The young people will look at different forms of hate speech on the internet and analyze them to find out what can lead a person to act in this way, reflect on how we position ourselves when we encounter this kind of thing, the feelings experienced by the groups that are often attacked....

First we will ask the group what they understand by hate speech on the Internet, and if they know of any examples. Then the group will be given photocopies with examples

of hate speech on the internet. They will be given a flip chart to answer a series of questions and then share them with the rest of the group. The flipchart will be divided into four parts and in each part they will express the following: how they feel when they see these things, how the person making the attack feels and why they think they do it, how the victims may feel, how society should react to this. At the end each group will present their result.



Afterwards, they present their work.

Swimming pool of values: This activity is an adaptation of the "Chair of Values" activity. Each participant receives a value (HEALTH, WORK, RIGHT TO INTIMACY, ACCESS TO INTERNET, etc.) that he/she must defend if he/she wants to continue in the game. The purpose for the group is to try to imagine what values would be essential in their society.

The values were written on the caps they wore during the activity so that they could be seen by the rest of the group. In the first round, the monitors select one of the participants when the music stops. This participant must, in turn, choose another value to contrast why they should stay. The others may position themselves behind the person they want to stay and may try to help that participant with new arguments to help change the group's mind. After a reasonable time, the participant with the least support will be left at the edge of the pool. These participants can continue to have their say in the game, although their value will no longer be represented.





Afternooon

During this time, we dedicated ourselves to an in-depth reflection on the morning. The activities had a great impact on the young people and, for this reason, we decided to spend part of the time having a pleasant chat.

After that, it was time to propose solutions. In this case, we proposed that they try to be as specific as possible in their proposals, i.e., the proposals had to be based on concrete actions to be carried out in their daily lives in order to break with invisible racism. In addition, they had to write down their proposals on different pieces of paper on which they could draw or create figures to put on the wall that contained only the negative spectrum of the problem of discrimination.





Excursion to the viewpoint



Night activity: Gymkana “Tribes”: The good atmosphere in the group motivated us to decide to carry out the gymkhana by tribes. The activities were fun and had to do with living together in the camp.

- **Results achieved (changes in attitude, learning, concrete examples of stories in the activities, etc.):**
- This day was one of the most productive in terms of deepening the theme of invisible racism.
- The participants emphasized that they felt that they were in a safe space to share their experiences and how they used to deal with situations in which they were faced with discrimination. In general, they were very surprised at the extent to which individual or group inaction in the face of harassment can have an impact.
- One of the participants commented that thanks to Cazalla Intercultural and the workshops in the high schools she stopped being harassed by her classmates when wearing the veil.
- Another participant commented on how she felt when she decided to dress in a masculine way and the difficulties she sometimes faced because of it.
- What was most striking was the silence and respect maintained during all the activities and especially in the moments when a participant decided to make a confession about her own experiences.

Challenges encountered:

- The biggest challenge was to carry out a deep reflection on all the activities. For them, we decided to take advantage of the first moment of the afternoon to give a symbolic closure to the morning activities.
- Another challenge had to do with the misunderstanding of one of the participants towards people from the LGTBI collective. There was a debate around this issue in which religious implications also appeared.

- **To be highlighted (testimonials, conclusions, recommendations, ...):**

The activities need to be developed very calmly and with the necessary time for their development if a good result is to be obtained.

Recommendations connected with the tools used, improvements, the activities that have worked well and those that have not, why, etc.:

Wednesday is a day in which participants expect to have deepened their understanding of the topic and seek to draw their own conclusions. Therefore, it is important to maintain a position open to dialogue and debate, because on this day they begin to understand the relevance of the topic, as they feel very present the aggressions and racist insults in their daily lives and also begin to perceive other ways of distancing themselves from racialized groups.

All the activities worked well thanks to the group's predisposition and active participation. However, it is essential not to overload the day with content. For this reason, during the afternoon, they had more free time and the recreational gymkhana was a great success to release tensions and worries that could accumulate during the day.

Date: 11th July 2019

Description of activities

Main objectives:

- To develop an own project related to the sensitization of young people towards the theme of invisible racism and other discriminations.
- To know their interests and concerns.
- To encourage their long-term commitment to the issue.

Description of activities step by step:

During this first session, the young people are informed about the trajectory of the STAR project, since this day is oriented to the development of projects, activities or awareness campaigns that are thought and carried out by the young people themselves. Subsequently, different branches of action are written on flipcharts so that young people can position themselves in the one they feel most comfortable with: Music and dance, audiovisual media, performances, art and literature and streetart. In each area the following questions are written:

1. What are we going to do?
2. What are we going to do? (Objectives)
3. How and when are we going to do it?
4. What tools or materials do I need?



12:00

During this session, the groups already formed begin to try to materialize the initiative they have committed to organize. In addition, a monitor is assigned to each group to

supervise each of the projects. The monitor will be in charge of supervising the work of the participants, making sure that the roles established by the team are fulfilled and, in addition, will be the one to provide advice to the teams.



The first afternoon session is dedicated to continue working in groups in different areas of the camp, the monitors will accompany the young people to advise and support their ideas. In this session, participants are informed that during the session and the following day they will have to share and present their projects to the rest of their peers.

In the afternoon the groups present the results of their work:

- Group 1. Poetry workshop, influenced and based on the #minoritiespoetry social movement. They would carry out intonation workshops, relaxation exercises before reciting, as well as the possibility of writing and sharing short stories.
- Group 2. Theater of the oppressed. Stories of discrimination were presented to be performed in the street as a performance.
- Group 3. Youtube channel. In this channel they will share situations of discrimination, more specifically those carried out in soccer matches. In addition, they prepare a video with the photos that have been taken during the days of the camp to show it on the last day.
- Group 4. Intercultural photocollage and mural sketch with the perspective that it could be done in a school or institute. SLOGAN chosen by the song of the companions of group 5.
- Group 5. Song with social criticism in which the rights of the LGTBI+ community, gender violence and border blockades are claimed.

Night activity

The participants have the opportunity to prepare their farewell party. In addition, the monitors and coordinator sing a song of thanks to the young people. Games are played and project T-shirts are handed out.

Results achieved (changes in attitude, learning, concrete examples of stories in the activities, etc.):

This is a day in which young people get to know each other better and have strengthened their relationships, which favors their initiative and confidence when facing the activities. This day is focused on group work, creativity and development of projects and activities based on their concerns. We can see that the previous days have served to create a favorable space and context to motivate their ideas, so that they can materialize to respond to the needs that young people appreciate in their social environment.

During this day, the secret activity is also carried out, during this we find the testimony of a young person who says that in these days he feels that there has been a change in himself: "Before coming, I did not like to relate to LGTBI+ people, in case I was related to them, but it seems silly to me, I know who I am and each one must be who he/she is". Overall we can say that it is a very productive and positive day.

Challenges encountered:

As a challenge, we can highlight that as we find ourselves in the penultimate day, the emotions of the young people are many, since the coexistence ends, and there are many friendships that they want to maintain. For this reason, one young person during the night expressed that he felt uneasy. A monitor manages to talk to him, he externalizes all his emotions, which is very satisfactory for the team as we find a young person who has previously worked with intercultural Cazalla, and tended to externalize his emotions in an aggressive way.

On the other hand, we met a young woman with a low level of Spanish, so we explained the activities to be carried out during the day and she was very participative with the group she was in, in charge of making the photocollage and mural sketch.

To be highlighted (testimonials, conclusions, recommendations, ...):

In general, we found a very committed and participative group, which has favored the realization of the activities during the days of the camp. The initiative of all the groups was surprising, as well as the different ideas and social commitment shown by all the groups. We will highlight the song of one of the groups that emerged this day and that was transmitted to everyone, which was very emotional.

Recommendations connected with the tools used, improvements, the activities that have worked well and those that have not, why, etc.:

As specific recommendations, we would like to highlight the importance of emphasizing the work and commitment involved in each of the projects for their implementation, since each of them is to be carried out later. That is why we consider it important to motivate them to maintain their continuity. It is therefore also advisable to follow up with the groups for their future participation in future informal meetings.

Date: 12th of July 2019

Description of activities

Main objectives:

- To evaluate the camp days.
- To encourage good treatment of others and oneself.

Description of activities step by step

In this first session, the work done the previous day is shared again, but suggestions, contributions to the different projects and expectations are also added. Once the projects have been shared, the "Secret Friends" activity is carried out.

-Secret friends: The activity of the secret friends that was presented on the first day, after the presentations, all the names were handed out on paper.

Subsequently, all the names will be mixed and each participant will take the role of a partner, having then to take care of, attend and have nice gestures with him/her without giving away that he/she is his/her secret friend. For this reason, during the hour we will also reveal who our secret friend is. A monitor will dynamize the activity, covering someone's eyes, the secret friend will approach, and the person whose eyes are covered will know who he/she is. This way, until everyone knows who has been their secret friend.

Tribes Meeting: In this session the tribes will meet to share on a personal level how they have felt during the five days of camp. The monitor will motivate the meeting with a few questions such as

How are you and have you been these days? have your expectations been fulfilled? what have you liked the most? do you think that some of the proposed activities could be improved? do you think that all of us have participated equally? etc... In this meeting the bracelet activity will also be carried out. The participants will have to highlight a positive and differentiating quality about each of their peers. Each time one of them will occupy the central position and after listening to the impressions of his or her peers, he or she can choose one or several of the most striking ones and write them on a bracelet to be worn as a reminder beyond the camp.

I get wet": Finally, you will be asked to put on your swimsuit and we will go to the pool to perform the activity of "I get wet". In this activity one by one, respecting the decision of those who do not want to swim, they will have to share the social and/or personal aspects that they are willing to change, and therefore, get wet. The activity is symbolic, and at the same time that you share what you want to change, you get wet the part of your body that is the most "difficult" for you.

Closure

In this last session we close the whole week. The monitors and the coordinator address a few words of thanks to the young people. Afterwards, the activity is carried out:

"We place a sheet of paper behind each one's back and ask them to write about their peers, highlighting some positive quality they find in them. To facilitate the activity, we give several examples and conditions: they must write to everyone, be original, not write about physical qualities. We clarify that we are talking about values such as: helping others, being empathetic, sympathetic, etc. Finally, we pass out the sheets for

the evaluation of the project, as well as a list where they can sign up for the Informal Meetings that will take place from September onwards.

Results achieved (changes in attitude, learning, concrete examples of stories in the activities, etc.):

We are at the end of the camp, and we can appreciate the relationships that have been built during the camp, as well as the trust and affection from the group. As has already been mentioned, it has been a very diverse and different group, but from the first moment they have shown respect, being able to learn and work together without apparent conflicts practically from the first day. The activities have worked well and the young people have been involved, and they share that the camp has exceeded their expectations. With the deal sheets, everyone has tried to write to everyone so that their emotions are conveyed.

To be highlighted (testimonials, conclusions, recommendations, ...):

To highlight, we will mention that it has been a very emotional day, where everyone has expressed their impressions with their peers, expressing that it has been a memorable experience and that it has exceeded their expectations, since it has also awakened them in some way, having questioned aspects that they had not considered before. In addition, with the tribe meeting, in the evaluation the monitors shared that everyone had participated and expressed their feelings and emotions to their peers, making the activity really emotional.

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