

Leader Training

Building skills for managing multicultural teams

TOOLKIT



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This document aims to share some of the activities implemented during the training course. This publication is aimed at youth workers, social workers, teachers, and anyone interested in approaching the topic of intercultural learning, and leadership skills for managing multicultural groups such as non-violent communication, active listening, decision making, inclusive and safer space.

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Disclaimer

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Training Course - Building skills for managing multicultural teams

“Building skills for managing multicultural teams” was an intercultural training course involving 14 participants from 8 countries and 2 trainers. The aim of the activity was to improve young people's life skills in the management of international activities and multicultural groups. Topics discussed included intercultural learning and stereotypes, leadership, non violent communication, conflict prevention and resolution, safety and inclusion of participants during projects.

The training was designed for young leaders involved in intercultural activities, such as youth exchanges, international group volunteering and thematic workshops, which involve other young people and the use non-formal education who wanted to develop and improve their life and professional skills.

Aims of the activity

- Strengthening individual organisational, implementation and self-confidence skills.
- Managing group dynamics, unexpected events, conflicts, teamwork and time management.
- Becoming familiar with the role of leader in volunteer projects.
- Reflecting on the meaning of safe and inclusive spaces, and how to create and maintain them.
- Sharing the educational goals of international volunteer projects.

	24/04	25/04	26/04	27/04	28/04
	Energizer	Energizer	Energizer	Energizer	energizer
AM	Name game, Get to Know Each Other and Team Building	Stay together: Set our own open and safe space	Non Violent Communication and Active Listening	Conflict management	Decision making
	Agenda, expectations, contributions and worries	Leadership styles and competences		Stages of group development	Inclusion in youth projects
	Energizer	Energizer	Energizer	Energizer	energizer
PM	Learning in a non-formal setting	Open Space	Intercultural learning and cultural shock	GBV in youth project and prevention (violencemetre)	Final evaluation and Youthpass Certificate
	ETS Competences and Youthpass	Reflection time	Prejudice and Stereotypes Mid-Term Evaluation	Safety and security in youth projects	Visit to Prizzi

Reel produced for the visibility of the Training Course

https://www.instagram.com/reel/DX_6jKFkn8/?igsh=MzRIODBiNWFIZA%3D%3D

Cocreating a safer space by IG

Duration: 90 min

Source: Inspired by the project Birds and Bees (managed by [Ambitia Institute](#))

Aim of the activity

- To explore the meaning of a safer space through personal reflection and group interaction.
- To encourage empathy, respect for boundaries, and awareness of how actions impact others.
- To co-create group norms that support inclusion, trust, and non-violent communication.
- To reflect on the role of facilitators and participants in maintaining safer environments.

Materials needed for the activity

- Chalk / tape / string to create circles on the ground
- Papers or sticky notes
- Markers / pens
- Flipchart paper
- Colored markers

Preparation needed for the implementation of the activity (preparation of the environment/space, or personal preparation, if any)

Environment/Space: large open indoor or outdoor space where participants can move freely and create individual circles on the ground.

Personal Preparation for facilitator:

- Prepare emotionally safe framing for the activity.
- Be ready to moderate sensitive discussions around boundaries and inclusion.
- Prepare reflection questions in advance.
- Ensure participants know that sharing is voluntary and there are no right or wrong answers.

Instructions (described step by step)

1. Creating the Safe Islands (5 min)

Participants are divided into two groups. The first group creates individual “safe islands” by drawing a circle around themselves on the floor. Inside the circle they can draw or write things that make them feel safe, comfortable, accepted, and free to be themselves. Outside the circle they can represent things they do not want in their safe space. Meanwhile, the second group observes silently.

2. Observing and Choosing an Island (5 min)

Once the islands are finished, approaches and walks silently through the space, observing each island carefully. Each participant chooses one island they feel connected to and stands near it. The creators of the islands then close their eyes, while the second group can add something to the island, modify elements or create a new small circle nearby.

3. Opening Eyes & Group Discussion (10 min)

The participants who created the islands open their eyes and observe the changes made to their spaces. A group discussion follows about what was added or changed, how participants felt, and how people can experience boundaries and safe spaces differently.

Questions for Group 1 (participants who created the islands)

- How did it feel to open your eyes and see someone entering or changing your safe island?
- Did you feel respected in your space? Why or why not?
- How did you react emotionally to the changes?

Questions for Group 2 (participants who interacted with the islands)

- How did it feel to enter or occupy someone else's island?
- What influenced your choice of island?
- What did you decide to add or change, and why?
- Did anyone decide to create a new space instead? Why?

4. Introduction to Safer Space (15 min)

The facilitator introduces the concept of a safe space, connecting it to themes that will be explored further during the workshop (in this case: empathy, respect, and non-violent communication). Connecting with the previous activity, participants are invited to reflect on how boundaries, belonging, and personal comfort can differ from person to person. They take part in a brainstorming answering the question: "What does a safer space mean to you?"

The facilitator collects keywords and ideas on a flipchart. After the brainstorming, the facilitator proposes a shared definition of a safer space based on the participants' reflections. Everyone has to agree.

5. Creating Our Group Safer Space (20 min)

Participants divide into small groups of 4-5 people. Each group brainstorms 3 important norms or rules that could help create a safer and more inclusive environment within the group. Afterwards, all groups share their proposals with the others, and together the participants decide which guidelines they want to keep as collective group norms. The norms are placed on the wall/flipchart, and participants vote for the ones they consider most important by drawing a symbol next to them. The selected norms are read in plenary to add comments or clarification if needed, after they become the collective group agreement for the rest of the week.

Questions for debriefing

Participants reflect together on how safer spaces can be created and which challenges can be faced. By a facilitator/group leader Depending on the available time, this discussion can happen in a circle with the whole group or in smaller discussion groups.

- What can a facilitator put into practice to create a safer space for participants?
- What behaviors help people feel included and respected?
- Have you experienced situations where you felt safe or unsafe in a group?

Leadership Styles and Competences

by Liina Lappalainen, Asia Sardisco, Ellie Renta-Valvi

Duration: 120 min

Source: brainstorming by participants + sources below

- Theoretical framework: Lewin, Lippitt, and White's (1939) Three-Style Model of Leadership Behaviors (Authoritarian, Participative, and Laissez-faire).
- Interpersonal Emotional Regulation (Madrid et al., 2019).
- Theoretical frameworks by Burns (1978) and Bass (1985).
- The "Identity Leadership" model (Reicher, Haslam & Hopkins, 2005–2011).

Aim of the activity

- To categorize personal perceptions of leadership into four academic styles: Authoritarian, Participative, Laissez-faire, and Transformational.
- To allow participants to experience the impact of different leadership styles on team morale, productivity, and inclusion.
- To practice recognizing emotions in a group setting and understand how a leader's attitude and emotional regulation influence a multicultural team.

Materials needed for the activity

- One flipchart with 4 columns and markers
- Sticky notes
- 4 sets of building materials: dry spaghetti, tape, string, scissors, paper, markers, and playing cards
- Projector/screen for the PowerPoint presentation

Preparation needed for the implementation of the activity (preparation of the environment/space, or personal preparation, if any)

Environment/Space: a room with enough space for participants to work in 4 separate groups and build towers freely.

Personal Preparation for facilitator:

- Prepare the PowerPoint presentation in advance.
- Prepare the 4 building kits.
- Draw 4 columns on the flipchart labelled: Authoritarian, Participative, Laissez-faire, Transformational
- Be prepared to observe group dynamics, emotional reactions, and leadership behaviors during the activity.

Instructions (described step by step)

1. Introduction to Leadership Styles (20 min)

The facilitator briefly presents the four leadership styles written on the flipchart and explains that they represent different ways people can lead a group. Each participant receives 2-3 sticky notes and is invited to write one leadership trait per note. These traits can come from personal experiences, people they know, or leadership examples they have observed. Participants place their sticky notes in the column where they think the trait fits best. Once all notes are placed, the facilitator reads and discusses some examples from each column together with the group.

2. Theoretical Input & Intercultural Scenarios (20 min)

The facilitator presents a [PowerPoint](#) about leadership competences and emotional intelligence where the four leadership styles are introduced along with information on emotional regulation and examples of intercultural situations, inviting participants to discuss possible ways of handling them.

Participants are then asked to discuss how different leadership styles influence teamwork, communication, emotions and inclusion. They write their answers on Post-it notes and place them next to the relevant style. [We used a chart with columns showing styles of leadership and rows showing themes]

After placing the post-it they answering the following questions:

- Did you notice more positive words in one column and more negative words in another? Why?
- Is there any word that could fit into two different columns depending on the situation?
- Which leadership style do you think is the hardest to practice in real life?

3. Tower Building Challenge (30 min)

Participants are divided into 4 groups. One participant from each group is assigned the role of leader. The leaders leave the room together with one of the facilitators, where they secretly receive a leadership style for the exercise. Leaders are encouraged to remain consistent with their assigned leadership style throughout the activity. Each group receives the same building materials and has 20 minutes to build the tallest tower possible.

During the activity, facilitators have to observe: communication styles, emotional atmosphere, inclusion and participation, reactions to stress and problem-solving approaches. Once the activity finishes, each group reflects together and tries to guess which leadership style their leader was using before the leaders reveal their assigned roles.

Questions for debriefing

- How did you feel while working as a group?
- Did the leader's behavior create a positive or negative atmosphere?
- Did you feel safe enough to suggest ideas or were you afraid of being judged?
- Which group felt most like a team rather than simply a group of individuals?
- Did the leader listen with curiosity or make assumptions about people's abilities?
- For the leaders: did your assigned style feel natural or difficult to maintain?
- Did the leader's emotional regulation strengthen or weaken trust within the team?

Active Listening

by Martina Langone e Anton Neidre

Duration: 120 min

Source:

- [Video 4 things all great listeners know](#)
- [Video Nonviolent Communication For Beginners](#)

Aim of the activity

- To help participants understand the importance of active listening and nonviolent communication in interpersonal relationships and group dynamics.
- To develop participants' ability to listen with empathy, patience, and attention.
- To encourage self-awareness regarding communication habits and the emotional impact of listening and non-listening behaviors.

Materials needed for the activity

- Room with chairs and tables
- A4 paper and markers
- Written or printed checklist about active listening for groups
- Dixit cards

Preparation needed for the implementation of the activity (preparation of the environment/space, or personal preparation, if any)

Environment/Space: a room with enough space for participants to work in pairs, groups of three, and group discussions. A second quieter or differently arranged space is needed for the Dixit exercise in order to create a change of atmosphere and encourage personal reflection.

Personal Preparation for facilitator: prepare A4 paper, markers, and the active listening checklist copies in advance. Prepare the Dixit cards and place them on the floor before the activity starts. Be ready to facilitate emotional reflections, group sharing, and discussions connected to communication and listening behaviors.

Instructions (described step by step)

1. To Draw Equity Exercise (10-15 min)

Participants work in pairs and receive one paper and one marker together. Holding the same marker at the same time, participants are invited to draw, write, or visually explain what "equity" means to them. After the exercise, participants share and reflect together on the experience and on how cooperation, balance, and equality influence communication.

In particular, they debrief in plenary about the following questions:

- Was it difficult or easy to cooperate to reach the same goal?
- Was there one person who was mandating and one was following or you felt equal?

2. Dixit Self-Listening Exercise (15 min)

Participants move to a different room or space prepared beforehand, creating the feeling of entering a different environment. Dixit cards are placed on the floor face up. Each participant chooses one card that they feel represents them. The facilitator introduces the idea that the first step towards becoming a good listener is learning how to listen to ourselves first. One by one, participants share why they chose the card or why they feel the card “chose” them. During the sharing, the rest of the group listens silently without interrupting.

3. “Yes, and...” Storytelling Exercise (10-15 min)

Participants stand or sit in a circle. One participant starts a story with a single sentence. The next participant must continue the story beginning with: “Yes, and...” Each participant continues building on the previous details and ideas without rejecting or changing the direction of the story. The exercise continues until the last participant finishes the story. Afterwards, the facilitator asks the group:

- What did you observe during the exercise?
- Did you feel the person after you really listened to what you were saying?
- Was it easy to pay attention and follow the story?
- Do you think you collaborated to create a common story?

4. Discussion about Active Listening (15 min)

The facilitator asks participants:

- What are the elements of active listening?
- What makes someone a good listener?

Participants share their ideas using the pop-corn method (meaning giving answers like popcorn cooks). If not mentioned by participants, the facilitator add on the flipchart papers with

- stay focused,
- avoid judging,
- be patient,
- listen without preparing your reply,
- allow moments of silence,
- paraphrase and reflect back,
- pay attention to emotions, subtext, and body language.

5. Practice Active Listening and Non-Listening (20 min)

Participants work in groups of three.

- Person 1 shares a personal story.
- Person 2 practices different forms of non-listening without openly revealing it. The non-listening behaviors include body non-listening, bringing the conversation back to personal experiences, giving unsolicited advice, distracting themselves during the conversation.

- Person 3 observes the interaction from outside the conversation and takes notes on a paper.

The facilitator takes all the listeners apart from the big group. 2-3 listeners will be assigned to not listen.

6. Quick Feedback and Reflection (10 min)

Starting with the speakers, then the listeners, and finally the observers, participants share how it felt: to be listened to, and to not be listened to. The observers also share what they noticed during the interaction.

Questions for debriefing

Each participant shares:

- something new they learned
- something they already believed and got confirmation about
- or something they changed their mind about.

Stages of Group Development by IG

Duration: 90 min

Source: [MOOC - Chapter 3 - "How to work as a team" - part 2](#) (O.V. Ita Sub Eng)

Aim of the activity

- To help participants experience and identify the different stages of group development.
- To encourage teamwork, communication, reflection, and group cohesion through collaborative tasks.
- To be able to recognize it in the groups they are leading.

Materials needed for the activity

- Paper
- Pens or markers

Preparation needed for the implementation of the activity (preparation of the environment/space, or personal preparation, if any)

- Environment/Space: A room with enough space for participants to work comfortably in small groups and present in front of others.
- Personal Preparation for facilitator: Prepare the group divisions in advance. Be ready to facilitate discussions and reflections connected to teamwork and group dynamics.

Instructions (described step by step)

1. Group Division and Introduction (5 min)

Participants are divided into small groups of 4-5 people. The facilitator introduces the activity by explaining that each group represents a small community, without revealing the different stages of group development beforehand.

2. Forming Phase – Team Identity Card (5 min)

Each group creates a “Team Identity Card”. Participants must find:

- 5 characteristics they all have in common,
- 3 shared skills
- 1 shared weakness.

3. Storming Phase – Group Debate (10 min)

Groups discuss the question: “Does the end justify the means?” Participants are encouraged to use real-life examples during the discussion. At the end, the group must write down 3 sentences related to the topic that everyone honestly agrees with.

4. Norming Phase – Creative Community Guidelines (10 min)

Each group creates 3 “Creative Community Guidelines” that everyone agrees on. The guidelines should include: how to greet the community, how to manage speaking turns during debates, how to celebrate when the community accomplishes something.

5. Performing Phase – Group Hymn (15 min)

Each group creates a short hymn for their community in 8-9 min. The groups then perform their hymn in front of everyone.

6. Adjourning Phase – Appreciation Speeches (10 min)

Each participant prepares a short speech thanking their teammates for their specific contributions to the group. Participants read their speeches to their community members.

7. Explaining the Stages (15 min)

After the activity, the facilitators explain the different stages of group development that participants experienced throughout the exercise. The facilitators present each stage one by one: Forming, Storming, Norming, Performing and Adjourning, while connecting them to the activities and group dynamics experienced by the participants during the workshop.

After the explanation, the facilitators move to the debriefing discussion.

Questions for debriefing

- What was the easiest stage or the one you liked the most?
- What was the most difficult stage?
- Did your group dynamic change throughout the activity?
- At which moment did your group feel most connected?

Inclusion

by Alice Sansone

Duration: 90 min

Source: designed by the facilitator

Aim of the activity

- To explore the concept of inclusion and understand how exclusion, stereotypes, discrimination, and unequal participation can affect individuals and group dynamics.
- To encourage empathy, active participation, and awareness of different barriers people may experience in multicultural environments.
- To reflect on the role of facilitators and participants in creating more inclusive and respectful spaces.
- To experience first-hand possible scenarios and learn how to manage sensitive topics

Materials needed for the activity

- Long rope (optional)
- Flipchart paper
- Markers
- Printed role-play scenario cards

Preparation needed for the implementation of the activity (preparation of the environment/space, or personal preparation, if any)

- **Environment/Space:** A large room with enough space for movement activities, small group role-plays, and group discussions.
- **Personal Preparation for facilitator:**
 - Prepare and print the role-play scenario cards in advance.
 - Prepare the flipchart and markers.
 - Be ready to facilitate sensitive discussions connected to discrimination, stereotypes, exclusion, identity, and inclusion.

Instructions (described step by step)

1. Energizer – Bridging Gaps: “Everything Starts with a Dot” (15 min)

Participants stand in a circle. A rope can be used on the floor to help create the shape of the circle. Participants are given different identities with contextual information or an empty paper with the word “yourself”. The facilitator asks different identity-related questions. If the statement applies to them, participants step into the circle. If not, they stay outside or step back out before the next question.

Participants are encouraged to notice their position in relation to the group after each question.

Examples of questions:

- Do you have brothers or sisters?
- Have you finished university?

- Do you like cooking?
- Have you ever felt excluded?
- Have you ever lived abroad?
- Do you have a religion?
- Do you think gender stereotypes influenced your life decisions?

After the activity, a short reflection takes place where participants can share one word or a short feeling connected to the experience.

2. Introduction to Inclusion (15 min)

The facilitator asks participants: “What does inclusion mean to you?” Participants receive a large paper or a plotter (1-2 meters long) where they can draw, write, or express anything they connect with inclusion. Afterwards, the facilitator introduces the concept of inclusion in youth work and explains the difference between integration and inclusion. Main ideas:

- Integration focuses on adapting individuals to fit into existing systems.
- Inclusion focuses on adapting systems and environments to make them accessible and fair for everyone.

3. Role-Playing – Challenges for Inclusion (55 min)

Participants are divided into groups.

Each group receives one role-play scenario. In every scenario there are 2 participants playing the role of leaders/facilitators and 2 participants playing the role of participants in a specific context. Each participant receives a role card containing information about their character. The participants receive more detailed information so they can better create and develop the conflict or challenge within the role-play. The leaders receive less information and must react and create solutions spontaneously during the interaction. Participants first read their role cards and then immediately start acting without preparation or rehearsal. Improvisation is encouraged.

Scenarios provided:

1. Lost in Translation.
2. Cultural and gender stereotypes Clash
3. Group Trip Planning
4. National Origin Bias
5. Offensive Jokes

After each role-play, participants discuss the situation together using the debriefing questions connected to the scenario. Finally, groups present their case, reflections, and conclusions to the others and receive feedback.

SCENARIO 1. Lost in Translation *(language barrier and power imbalance)*

Information given to the Leader

Context: Identify the real issue and adapt communication to include both participants.

Leader A - Male, university-educated, from a more privileged background. Very active in discussions, confident, and result-oriented. Communicates a lot and tends to take initiative. Can sometimes dominate conversations.

Leader B - Non-binary, from a fewer opportunities background. Less active in discussions, quieter, and sometimes hesitant to contribute. Appears less engaged and may struggle to follow the group's pace.

Information given to the participants

Context: You are working together on preparing a group presentation/activity, but you can't agree on how to do it. Participant-A pretends not to understand or misunderstand what Participant-B is saying. Participant-B is intentionally making mistakes.

Participant A - Male, privileged background, fluent in English. Speaks fast, uses complex language, interrupts, and pushes for efficiency. Gets frustrated when he is misunderstood and tries to control the task. Feels slowed down by others.

Participant B - Non-binary, fewer opportunities background, basic English. Wants to participate but struggles to understand, pretends to follow, gives wrong or off-topic answers, and gradually withdraws. Feels excluded but avoids admitting it.

Questions to be given at the end to help for the debriefing

- How can we ensure everyone contributes without pressure?
- What tools can promote linguistic inclusion?

SCENARIO 2. Cultural and gender stereotypes Clash *(conflict because of different views on gender roles)*

Information given to the Leader:

Context: Observe group dynamics, facilitate balanced participation, and support effective collaboration between different working styles.

Leader A - Male, from Germany. Business background. Structured, organized, task-oriented. Confident in group settings and often takes initiative.

Leader B - Female, from Mexico. Psychology background. Communicative, reflective, attentive to group dynamics. Participates actively in discussions.

Information given to the participants:

Context: You live together in a shared accommodation. You must organize and complete the cleaning of the space (kitchen, bathroom, common areas).

Participant A - Male, from Germany. Business background. Structured, organized, task-oriented. Confident in group settings and often takes initiative. You believe in gender equality and you think it's normal to help with housework.

Participant B - Female, from Mexico. Psychology background. Communicative and stubborn. Participates actively in discussions. You think females should be the ones doing the housework while men doing more physically hard tasks.

Questions to be given at the end to help for the debriefing:

- How to address gender stereotypes while taking in consideration someone's culture?
- How can we avoid gender stereotypes to impact group dynamics?

SCENARIO 3. Group Trip Planning *(different financial means)*

Information given to the Leader:

Context: Two participants are planning a group trip together as part of a team activity. Your role is to facilitate the process if needed.

Leader A - Age: 24, Country: Italy. He has a job in business/economics. Speaks fluent English. Interested in travel, social activities, and organizing events. Has experience in student initiatives and informal group coordination.

Leader B - Age: 23, Country: Czech Republic. Background in psychology. Speaks conversational English. Interested in community work and social topics. Has participated in youth projects. Currently not employed and has limited financial resources, which may affect participation in cost-related decisions.

Information given to the participants:

Context: You are planning a group trip together for the free day. Decide on destination, transport, and basic activities.

During the planning process, behave naturally. You are all excited about the trip, but you may have different preferences. Do not openly solve financial issues immediately, let them appear through decisions.

Participant A - Age: 24, Country: Italy. He has a job in business/economics. Speaks fluent English. Interested in travel, social activities, and organizing events. Has experience in student initiatives and informal group coordination. You suggest fun, social, engaging ideas that can sometimes be expensive. You want to have as many experiences as possible, not taking into account too much money.

Goal: Create an exciting and well-organized group trip.

Participant B - Age: 23, Country: Czech Republic. Speaks conversational English. Currently not employed and has limited financial resources. Interested in community work and social topics. Has participated in youth projects.

You are engaged in planning and prefer discussing options before deciding. You pay attention to practical constraints and group feasibility, often suggesting adjustments that make ideas more realistic and accessible for everyone. You look for free tours, museums and cheap activities.

Goal: Ensure the trip is inclusive, realistic, and agreed together.

Questions to be given at the end to help for the debriefing:

- Is it actually possible to reach a fully 'equal' group decision when people have different financial means, and if yes, what needs to change in how the group makes decisions?
- What concrete strategies could the leader use to design a trip where everyone can genuinely participate?

4. National Origin Bias (conflict because of cultural stereotypes)

Information given to the Leader:

Context: Two participants are part of your group and take part in discussions during a training activity.

Leader A - Age: 27, Country: Netherlands. Background in management/business. Active in group discussions, confident, and comfortable speaking in front of others.

Leader B - Age: 25, ethnic: Roma from Romania. Background in engineering. Engaged in group discussions, contributes when invited, and generally collaborative in group settings.

Information given to the participants:

Context: You are working in a group task discussion. During informal moments, opinions about work style, communication, and behavior in teams are exchanged.

Participant A - Age: 27, Country: Netherlands. Background in management/business. You are confident in group discussions and tend to compare working styles across cultures. You may sometimes generalize based on nationality when explaining behavior or habits. You do not intend harm, but you might use cultural stereotypes in discussion. You may make comments that link behavior to someone's country in a simplified way.

Participant B - Age: 25, ethnic: Roma from Romania. Background in engineering. You are engaged and cooperative in the group. You care a lot about how people describe you and your background. When your behavior is linked to your country or stereotypes are used, you feel uncomfortable or misunderstood. You may respond by clarifying your perspective and challenging generalizations. **Goal:** Ensure you are seen as an individual, not a stereotype.

Questions to be given at the end to help for the debriefing:

- What does it take to move from judging behavior through nationality-based stereotypes to understanding people as individuals?
- How can a leader tell when a 'cultural explanation' turns into a stereotype that affects how someone is treated in the group?

5. Offensive Jokes (group dynamic and escalation of jokes)

Information given to the Leader:

Context: Two participants are part of your group during a team activity.

Leader A - Age: 28, Country: France. Background in communication/media. Sociable, active in group discussions, often uses humor in interaction.

Leader B - Age: 24, Country: Greece. Background in education. Cooperative, quieter in informal interactions, participates mainly in task-related discussion.

Information given to the participants:

Context: You are working together on a group task.

Participant A - You are sociable and use humor often, including jokes with double meanings. You see this as normal group interaction and a way to keep things light. You continue this style even if others become quieter.

Goal: Stay engaged and make offensive jokes about Participant B. Start with slightly offensive jokes, and then gradually worse.

Participant B - You are cooperative and focused on the task. Some comments with double meanings make you uncomfortable. You do not confront directly, but you may stay silent while continuing the task.

Goal: Complete the task while managing your discomfort in the group. Try to change the subject when you feel offended.

Questions to be given at the end to help for the debriefing:

- What indicators can help a leader recognize when 'just a joke' is actually causing discomfort or exclusion in the group?
- How do jokes focused on one person affect both the person experiencing it and how that person will be perceived by the group?

Questions for debriefing

For the whole group

- Was it difficult to find an agreement or a solution to the problem?
- Share something that appears in your group while doing the activity



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