

Example Activities

Copy and use these activities with your own group or when both groups are together.

Activity on page:

Main Areas of Learning	2
(useful before, during and after the exchange)	
Creating Safe Space	5
(for team building)	
Developing Expectations for Behaviour	6
(before the exchange)	
Drawing Together	8
(when introducing twins)	
Barnga – An Intercultural Communication Game.....	9
(for team building before or during the exchange)	
Conflict Resolution and Group Decision Making	23
(for team building before and during the exchange)	
Blindfolded Square	25
(for team building during the exchange)	
Crossing the Line	26
(for team building before and during the exchange)	
Memories	28
(to say farewell)	
Thoughts and Feelings about your Experience	29
(after the exchange)	

Main Areas of Learning

Use these questions with the group or give them to the group to use as they research, plan, study, set learning objectives or organize activities.

Youth in the community

1. What is the role of the youth in the community?
2. How do older community members perceive youth?
3. Are there any youth centres? Where are they? Who goes there? What types of things are going on at the youth centre?
4. Are youth volunteering in the community? What are popular volunteer activities?
5. Have there been other youth exchange programs in your community recently? What programs were these?
6. Are there programs specifically designed for youth in your community? What are they?
7. Do most youth remain in this community after high school?
8. Are there many summer jobs for young people? What type of work do young people do in the community both during the school year and the summer?
9. Are there post-secondary opportunities in the community (colleges, trade schools, universities)?

Socio-economic issues and the local economy

1. Is there poverty, homelessness, and unemployment in the community?
2. How do these problems compare with rates in other Canadian communities?
3. How has the community identified and responded to social issues?
4. What are the main industries? Who are the main employers?
5. Are the main industries unionized?
6. What are some pressing economic issues facing the community?

Sport and recreation

1. What sports are played in the community in both the summer and winter?
2. Are there organized leagues for these sports?
3. Who's playing— teenagers, adults, children, women, men?
4. What recreation facilities are used?
5. Were there any Olympic or famous athletes from the community?
6. Are there bicycle paths? Is it a law to wear a bike helmet?
7. Where do people go hiking? swimming?
8. What types of recreational services are available to children, youth, adults, seniors?

Local politics

1. What is taught in school about the local political process and structure?
2. What are the similarities and differences between your community and your twin's community? (i.e. same political party in power, politicians are all men etc.)
3. What are the local hot political topics?
4. Are there any youth represented in municipal, provincial, federal or other political entities?
5. Are there other power centres besides elected officials? What are these?
6. Is there a band council in your community? How are band leaders and band chief chosen?
7. How do local people bring about change?
8. How do people give feedback on policies and decisions?
9. What was voter turnout in the last election?
10. Are women, Indigenous peoples, ethno-racial minorities represented in the community's political system?

Gender and diversity

1. Are there clear gender roles within your twin's family? What about your family?
2. What roles do women and men play in the community? How are these roles gendered?
3. Describe different jobs that are held by men and women. How is this similar or different to your community?
5. Are some jobs held primarily by men, and some jobs held primarily by women? If yes, what are some explanations for this?
4. Are there opportunities for people with disabilities? Are most services, such as public transport, movie theatres, and recreation centers wheelchair accessible?
6. What are the different racial, linguistic and ethnic groups in your community? What is the demographic make-up of your twin's community? How is it different from your community?

Local education

1. Are there language minority schools (French, English, Indigenous languages) in the community? Are there immersion schools?
2. Are there alternative education systems such as private schools, home schooling? How much is the tuition at private and alternative schools?
3. What are some of the current issues facing the local educational system? How has this community responded to these issues?
4. Is dropping-out of high school a problem? What is the drop-out rate?

Local health issues

1. How many hospital or clinics are available?
2. What are the main health problems?
3. What support is offered to seniors and community members with disabilities?

Indigenous peoples in the community

1. Is there a friendship centre in your community? What are its main activities?
2. Is there a local band council? What is its role? How are the members selected?
3. Are Indigenous people represented at provincial or territorial and federal levels of government?
4. What languages do the Indigenous communities speak?
5. Are there separate schools for Indigenous students?
6. Are Indigenous languages taught in the schools? Which ones?
7. What local festivals are observed by Indigenous people?
8. What key historical events or laws have influenced Indigenous people?
9. What type of relationship do Indigenous people in your community have with other communities?

Culture

1. What are the main cultural groups in the community?
2. Are there any cultural centers in the community?
3. What types of activities are ethno-racial communities involved in

Religion

1. What different religions are practiced in the community?
2. What religious groups have places of worship in the community?
3. Are there religiously based schools in the community? Are these schools publicly funded?

Environmental Issues

1. What are the environmental concerns?
2. How does the community respond to these concerns?
3. Who are the local people and organizations fighting to save the environment?
4. What work are people doing to address environmental issues?
5. Is tap water safe to drink?
6. Where does drinking water come from?
7. How does the community deal with garbage? What programs are in place? Is there a blue box program? Green box program?
8. Do people compost?
9. Does your school have an environmental club? What type of activities is it doing? How does this compare with your twin's school?
10. How are environmental issues integrated into your school courses?

Developed by EquityLogi

Creating Safe Space

Objectives: To develop guidelines that help every participant feel safe and comfortable to enable everyone to participate in the group

Supplies: Flip chart and markers

Ask the group what safe space means. If they have not heard the term, explain that you would like to make the group a safe space where everyone feels comfortable and participates. Ask the group to brainstorm what they think safe space means and write the words on the chart.

If it hasn't come up, explain that lots of injustices happen. We cannot control what happens everywhere. But, as a group we would like to control our own space so that everyone feels included and safe. Prejudice still exists but we hope the exchanges zone can be free from discrimination on the grounds of gender, race, sexual orientation, ability, religion, culture, etc.

Say that conflict is a natural part of most groups and that it also happens in a safe group. Having guidelines will help the group deal with conflict when it arises.

Ask the group to come up with guidelines to make sure the group is a safe space. Say that it's also important to develop ground rules to deal with issues that that may come up such as punctuality. Record ideas on the chart.

With the help of the group, write guidelines. Make sure the group deals with punctuality, group discussions, group participation and confidentiality

Sample guidelines

- Stories shared in the room stay in the room (no gossiping).
- I agree that only one person should speak at a time.
- I agree to speak for myself and from my own experience. I will use "I" statements.
- I agree to be honest.
- I agree to treat everyone with respect.
- When I hear something that is inappropriate or I disagree with a statement I will respectfully tell the person and disagree with the statement rather than attack the person.
- I agree to be patient.
- I agree to be open minded and listen to opinions different from my own.

Developing Expectations for Behaviour

Objectives: To have participants and parents develop and agree on guidelines for the exchange that will ensure the whole group is safe and has a positive experience.

Supplies: Enough coloured cards for group pens, flip chart, markers.

Before the meeting, number the cards 1 to 6.

Write these subjects on a flip chart:

- bus and air travel (to and from airports, during excursions)
- meeting at twin school or association (before and after excursions)
- living with hosts or in common stay
- free time
- smoking, alcohol, drugs and other substances
- scheduled group and individual activities

1. Distribute different colour cards for parents/guardians, participants, and other family members/friends. Read out subjects. Check with group for any other areas. (If there is an addition, ask one of the groups to also discuss the new subject.)
2. Divide the people into six groups (by number). Each group goes to a designated area of the room.
3. Ask each group to discuss and agree upon an acceptable set of behaviours for one subject (or two if there's an additional subject).
4. Each group selects a recorder to write down on flip chart paper the agreed-upon set of behaviour expectations.
5. Each recorder presents their group's comments to the meeting.
6. Combine the comments to create one list of behavioural expectations.

Adapted from the Edward Milne School Visions Exchange Group (Sooke, British Columbia)

Some Sample Guidelines - Staying With a Host

A host is generous in welcoming you into their home, and it's important that you express your thanks. Act in a way that respects all the family members, their belongings and their privacy.

You'll have a better time if you're enthusiastic and interested in what's around you and eager to take part in the activities they have planned. Try to adapt to the family's daily routine.

Here are some things to keep in mind when you are a guest:

- Tell your host if you have any dietary concerns or food allergies.
- If you are given food you're not used to, try a little. If you don't like it, don't make a face, just be honest that you are not used to eating this food.
- Knock before entering a room with a closed door.
- Do not go into someone else's room to borrow or look for something without their permission.
- Before you go to bed, ask about the morning schedule so you'll know when to get up and take a shower.
- After you use the bathroom, pick up your wet towels and rinse the toothpaste marks from the sink.
- Be neat. Hang up your clothes, make your bed, and keep your things together.
- If you're invited to help yourself to snacks, do it at appropriate times and in small amounts.
- Offer to help with the house or farm work.
- When the family does something for you, be sure to say thanks.
- As a courtesy to your host family, ask permission to smoke before you light up.
- If you need something, ask them.
- Bring a small gift for the family.

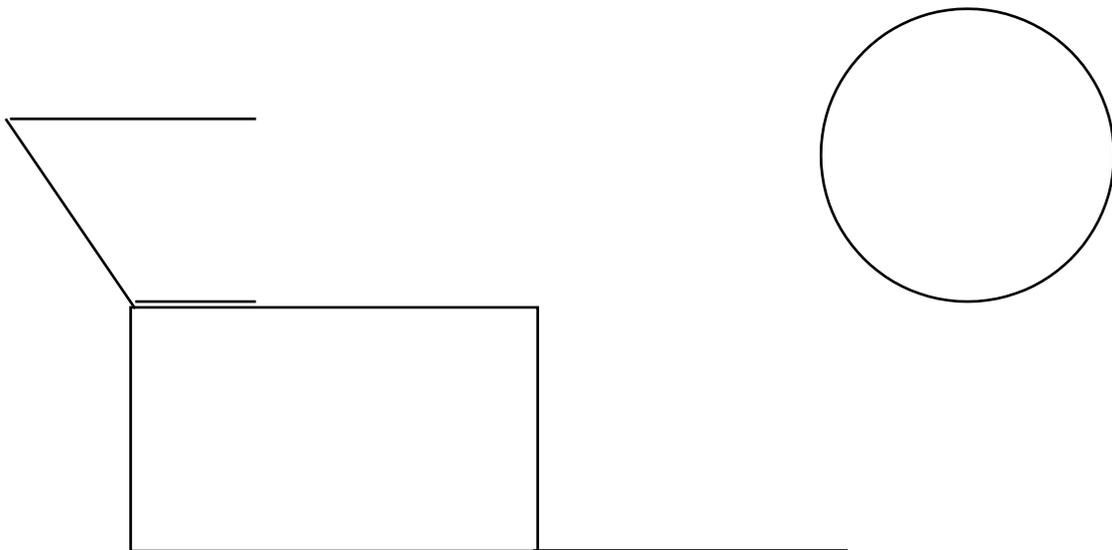
Drawing Together

Objectives: To collaborate on a task as twin pairs, experience communication challenges, and identify ways to achieve understanding

Supplies: Copies of the drawing for half the group, unlined paper and pencil for the other half

1. Each pair should sit back-to-back so they cannot see each other. Tell them not to turn around to look at their partner.
2. Give one person in each pair an abstract drawing. The person with the drawing must tell their partner how to draw it. The pair decides when they are done.
3. Ask them to face each other and look at each other's drawing.
4. Reflection
 - What was it like to draw? What was it like to instruct? Were you frustrated?
 - What helped you to communicate? What hindered you? What skills did you need to succeed at this task?
 - How does this activity apply to your communication as twins or partners? What barriers to communication might you face?
 - How can you overcome communication barriers in your relationship? What does effective communication mean?
 - What can we do, as individuals, to communicate more effectively?

Sample drawing:



Adapted from 2 Worlds Training and Consulting, www.2worlds.ca

Barnga - An Intercultural Communication Game

Objectives: To collaborate among participants, experience communication challenges, identify ways to achieve understanding, and adapt to different situations

Supplies: Copies of "instructions for the tournament" for all participants, some pencils and blank sheets of paper, a bell, a deck of cards for each table (each deck should be modified to include only cards 2-7, and all four of aces), instructions to play "Five Tricks (Appendix 1, all ten versions of the game), A copy of the "Discussion Guidesheet (Appendix 3) for the facilitator.

It is very difficult to understand what a person arriving in a new culture experiences. Faced with a whole new cultural reality, certain things may not be understood or may seem inappropriate, shocking or even insulting. What can we do, for example, when we realize that the "message" received by another person is not the "message" we originally communicated? What can we do when we don't speak the same language as others nor share the same cultural references? How can we reconcile our differences and adapt to different situations?

Barnga is a simulation game that can help address some of these questions. Each group involved in the game start with a different set of instructions. Because the simulation places them in a situation that is awkward and frustrating, participants are forced to resolve communication problems with people who don't share their understanding of the rules of the game.

Total Time: 60 - 90 minutes

Explanation and Practice Time: 20 minutes

Game Time: 20 - 30 minutes

Analysis of Game: 20 - 30 minutes

1- Intercultural communication skills that can be learned through the activity:

- How to recognize culture shock.
- Ability to see others has equal partners in problem solving.
- Ability to reject definite truths and to question oneself.
- Ability to understand and reconcile differences in order to facilitate the work of the group.
- How to adapt to different situations.

2 - How to organize the simulation:

At least 15 participants are needed to play the game. 5 tables with 3 participants playing at each table is the minimum.

A) Game preparation

Prepare the different versions of the instructions to play « Five Tricks » (see Appendix 1).

Set up tables throughout the room to facilitate the card playing. Number the tables from 1 to 10 (the number of tables will depend on the number of players). Display the table number on each table. Invite the participants to sit at the tables in groups of three or four.

Distribute one pencil, one blank piece of paper, and one deck of cards per table.

The decks of cards should have been modified before the game. Each deck should contain cards 2 – 7 in each suit as well as aces in each suit. There should be 28 cards per deck.

A bell will be needed to start and stop the game.

B) Present the game

Explain the game to participants as follows:

This game is a simulation that focuses on non-verbal communication. The objective of the game is to play cards and to win the game. The winning team will be the first team to reach the table with the highest number.

C) Play the game

1. Give a copy of the “Instructions for the tournament” (see Appendix 2) to each participant. Read the instructions aloud to participants. Emphasize the following two points: the game must be played **in silence** and the objective is to reach the **table with the highest number**.
2. After having read the instructions, collect the “Instructions for the tournament” sheets. It is at this point that **silence** should begin.
3. Distribute the rules of the game as they are explained on the instruction sheets for “Five Tricks” (see Appendix 1). Each group of participants should receive a different version of the game. Make sure that all of the instruction sheets are copied on the same colour of paper so that participants think they are getting the same rules. There are ten versions of the game in all.
4. Start playing. Ring the bell to close a round of play once it is clear that most participants have finished playing. At this point, players should change tables. Give the signal to start a new round of play.
5. Throughout the game, facilitators should observe participants and take note of their reactions. Bring the game to a close when most players have changed tables and they have started to develop common rules at each table.

D) Discuss the game:

Use the “Discussion Guidesheet” (Appendix 3) to start a discussion about the game. This analysis should open up a discussion on how some of the skills and abilities used in the game can be applied in real life situations.

FIVE TRICKS

A card game that is easy to learn and easy to play

Cards	You need 28 cards to play the game: cards from each suit between 2 and 7, and the ace. The ace is the weakest card.
Players	There are generally 3 to 4 players per table.
Dealing the cards	One player shuffles the cards and deals them out one at a time. Each player receives between 4 and 7 cards, depending on how many players there are.
Starting the game	The person who is at the left of the dealer plays first. The others take turns laying down one card each. These cards together make what is called a trick. It is possible that some players may not have any cards left to play for the last trick.
Taking a trick	The person who has played the strongest card takes the trick and sets it aside.
The next round	The person who took the trick starts the next round. This is repeated until all cards have been played.
Following suit	The person who starts the round can play a card of any suit. The other players must follow suit (play a card of the same suit if they have one). If a player does not have a card of the same suit, (s)he plays any other card. The trick is taken by the strongest card of the correct suit.
Trump	Spades are trump. If a player does not have a card in the requested suit, (s)he can play a spade. This is called "trumping". The strongest spade played takes the trick.
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Appendix 2

Instructions for the tournament

You will have approximately five minutes to study the rules of the card game and to practice in silence. Throughout the practice period and the game, all verbal and written communication is forbidden. You may draw or use gestures, but you may not speak or write.

You must learn the rules of the game by heart because once the five minutes are up, you must hand in your copy of the rules. Once all copies have been gathered, the tournament will begin.

The tournament will consist of several rounds. For each round, there will be a winner and a loser.

The winner of a hand is the person who has taken the most tricks. If there are players who have not finished their hand at the end of the round, the winner is the person who has taken the most tricks until that point. The person who won the most hands during a round is the winner of the round. A round consists of several hands.

Each round will be a few minutes long.

At the end of the round, players will change tables. The player who has won the most hands moves up to the next highest table. (For example, the winner at table 1 moves to table 2.) Look at the table numbers carefully.

The player with the lowest number of hands goes to the next lowest table. (For example, the loser from table 3 moves to table 2.)

The other players stay where they are.

The tables with the highest and lowest numbers (tables 1 and 10) are the exception. The player from the last table who loses stays at that table as does the winner from the last table.

The outcome of a tie will be decided based on the alphabetical order of the players' first names.

Appendix 3

“Discussion Guidesheet”

Phase 1: Description

You can start by saying: “Before we start the analysis of the experience, we will start by learning what you have felt during the game: frustration, happiness, sadness, proudness, etc.”

- What did you think or felt during play?
- What were your greatest frustrations and / or successes during play?

The question of whether or not different groups received different versions of “Five Tricks” will come up. If it comes up early, acknowledge it but do not make an issue out of it; press for other frustrations, successes, etc. But after a while ask how many think there were different versions. Then ask those who do not think so (or who are not sure) what else might have been going on. Eventually confirm the truth but not before there has been ample opportunity for alternate explanations to emerge. Help them understand that each person interpreted the few discrepancies very differently, and that this caused a great deal of consternation, frustration, uncertainty, suspicion, etc.

Phase 2: Analysis

Several major problems arose during Barnga. You can summarize these quickly.

- During the game, all did their best, but each group was operating out of a different set of circumstances and ground rules.
- Many discovered or suspected that the rules were different, but didn’t always know what to do to bridge the differences.
- Even if people knew how the rules were different, they didn’t always know what to do to bridge the differences.
- Communicating with the others is difficult; it demands sensitivity and creativity.
- The above statements are true even when almost everything is the same and the differences are very few or hidden. In fact, when the differences are very few or hidden, it may be even more difficult to bridge them than when they are many and obvious.
- In spite of many similarities, people have differences in the way they do things. You have to understand and reconcile these differences to function effectively in a group.

Questions to ask to participants:

- What specific real-life situations does Barnga simulate?
- Have you ever had an experience where there was a “rule difference” you didn’t know about?
- How did your view of things change once you became aware of the difference? In retrospect, how could you have handled the situation differently?
- Are there any similarities between the Tournament rules in Barnga and real-life “movement rules”?
- Choose a couple of the situations. What are the underlying causes of the problems which they raise?
- What does the game experience suggest about what to do when you are in the situation in the real world? (Try to remember what you did during the game which “worked”)
- What is the most important thing you have learned after playing?

Conflict Resolution and Group Decision Making

Objectives: To let participants safely express their views on how they make decisions as a group and to develop respectful, inclusive techniques for making decisions and resolving conflicts

Supplies: Flip chart and markers, printed scenarios (use samples or create your own)

1. Tell participants to take five minutes to think about a conflict they have been involved in. Invite them to share with the group:
 - What was the conflict about?
 - Why did it occur?
 - How was the conflict resolved?
 - What was their role in the conflict and its resolution?
 - How do they feel about their role?
2. Divide participants into four groups and give each a scenario. Ask them how they would manage the conflict. Give them 20 minutes to think about and discuss it. Then each group shares its responses with the larger group.
3. Reflection
 - How did your group figure out a solution to your scenario? What processes did you use?
 - Was there any conflict in your group?
 - If so, how did you deal with it? What worked? What didn't? How do you feel about your group process?
 - Is it always better to try to avoid conflict? Is this possible or realistic? Is conflict necessarily bad? Why or why not?
 - What can we learn from dealing with conflict? What characterizes good conflict management? What skills do you need to resolve conflict well?
 - What are the biggest challenges to resolving conflict?
 - What are some positive, inclusive ways to manage conflicts and make group decisions?

Sample scenarios

- a. While planning the exchange, the group decides to put on a talent night to promote the program and serve as a fundraiser. They divide into four groups, each taking responsibility for key aspects of the show. When the whole group gets together the following week, it becomes clear that one group has done nothing. When asked why, they offer excuses and tell the rest of the group to relax.
- b. During the weekly meetings, three members tend to do all the talking. They dominate the meetings with their strong opinions and loud voices. When some of the quieter participants bring this fact to their attention, the talkers respond by saying that if they don't talk, nobody else does and nothing ever gets done.
- c. There have been some personality clashes within the group. The group decides to meet to try to resolve them. At the meeting, half the participants (including some involved in the clashes) insist that everything is fine and everyone should put bad feelings aside and focus on the positive. The other half really wants to talk and work through the problems together, believing that otherwise the problems will never go away.
- d. To prepare for the exchange, the group decides to meet every Tuesday from four to six. Usually, two to three people arrive 20 minutes late. It is sometimes difficult to begin the meetings without everyone being present. The group has talked about the importance of being on time or letting people know if they will be late or unable to attend. Everyone agreed this makes sense, but even after this discussion people are still showing up late without giving prior notice.
- e. During the travel phase of your exchange all your group are hosted by members of your twin group. One participant, who does not have any food allergies or dietary considerations, is placed with a host who prepares food that she is not used to eating. During one supper, the participant is served some dishes she has never seen before. She makes some faces and says "this is really slimy, what's this." The host mother is upset and says "just eat the damn food." After this meal there is some tension between the participant and the rest of the family. When the participant talks to her twin, she is told that the parents feel offended because she is not respecting their traditions.

Blindfolded Square

Objectives: to develop communication techniques

Supplies: five-foot (at least) rope, blindfolds

The group should have at least six people.

1. Ask everyone to stand in a circle facing each other and put on a blindfold.
2. Put the rope in a pile in the middle of the circle.
3. Tell the group there is a pile of rope in the middle and they must find it and take hold of it with one hand. Their hand must stay where it touches the rope. They may not move their hand.
4. Once everyone has a hand on the rope, tell them their task is to make a square. There is no time limit. The team decides when they are finished.
5. When they are done, they may take off their blindfolds. Ask them to set down the rope so that it keeps its shape.
6. Reflection
 - What happened?
 - What do you think of your shape?
 - How did you communicate and decide how to make the square? Who led? Who followed?
 - How did each role feel?
 - What other roles were out there?
 - How did you communicate with each other? What language did you hear the most?
 - Why? Did someone translate? What did that role feel like?
 - What helped to accomplish the task? What hindered? So what does this reveal about this group?
 - So what do you think about the way your group worked?
 - If you could do it again, what would you do differently? Why? What positive things happened? What could be improved?
 - How does language affect working together?
 - Now what does this group want to do with this information? Do you want to develop guidelines?
 - Do you need to be better communicators?

Crossing the Line

Objectives: to understand there are differences between people in the group, to discuss ways to create a safe environment and deal with differences, and to discuss discrimination

Supplies: six-foot (at least) rope that draws a line down the middle of the room, list of categories that you have reviewed before the activity

1. Explain the rules:

- There is no speaking (other than the facilitator).
- No one has to move if they do not want to.
- You may not question another person's choice to cross or not cross the line at anytime, during or after the game.
- There are no observers. If you are in the room, you must participate (with the exception of the facilitator)

Ask if they are willing to agree to conduct the game in silence.

2. Set up the game. Tell them the rope is a line drawn down the middle of the room. Ask everyone to stand on the same side of the rope. Say, I'm going to call out a category and ask you to cross the line if you feel the category applies to you. When you cross the line, turn to face those on the opposite side. Stay there until I ask you to return.
3. Wait for a minute, then ask the group that crossed to return. Give the next "cross the line" category. Categories begin as general and non-controversial, (e.g. "cross the line if you like ice cream") and then increasingly deal with areas of discrimination, personal experience, identity, etc. (e.g. "cross the line if you are a person of colour, have a disability, have ever experienced discrimination, are comfortable with your body, etc.).
4. Reflection
- How did it feel to cross the line?
 - How did it feel to stand on the side of the majority? minority?
 - Did you make eye contact with people on the other side? Did you feel comfortable looking at them? Do you ever get the feeling that people were surprised or shocked? What does this activity simulate?
 - What does your experience in the game mean to you? What from this game is reflected in life?
 - How would you want to be respected and supported on the program as a member of the minority?
 - What can you do to support and respect differences as a member of the majority?
5. Divide into small groups and ask them to create a list of ways that they can support and respect differences. Ask them also to create a list of things they can offer and things they need to create an inclusive and safe environment.

Acknowledge to the group that it was an intense and challenging session (and that it is what the program is all about). Let them know that if anyone would like to talk about it further, you will be available to talk about it individually.

Sample categories

Cross the line... if you like ice cream.

Cross the line... if you enjoy rap music.

Cross the line... if you are a smoker.

Cross the line... if you are left-handed.

Cross the line... if you feel comfortable walking home at night. Cross the line... if your family has more than one TV set.

Cross the line... if both your grandparents are living.

Cross the line... if your family has more than one car.

Cross the line... if your family has domestic help in the home, a cleaning person, a maid, nanny, etc.

Cross the line... if you are an only child (have no brothers or sisters).

Cross the line... if you have attended a private school.

Cross the line... if you have ever been on a family holiday out of the country.

Cross the line... if you are comfortable with your body.

Cross the line... if your parents are divorced.

Cross the line... if your parents are immigrants or refugees.

Cross the line... if you love and respect every member of your immediate family.

Cross the line... if you consider yourself a spiritual person.

Cross the line... if you believe in God.

Cross the line... if you have ever been arrested.

Cross the line... if you or a family member has a disability.

Cross the line... if you are a person of colour.

Cross the line... if you have experienced discrimination.

Cross the line... if you, a friend or family member has experienced sexual abuse.

Cross the line... if you have a friend or family member who is gay, lesbian or bisexual.

Cross the line... if you believe abortion should be legal.

Cross the line... if you believe men and women are treated equally.

Adapted from the CUSO Working Across Difference Manual

Memories

Objectives: to reflect on positive memories with each group member and create a personal souvenir

Supplies: sheets of unlined paper, pens

1. Have all participants sit in a circle either around a table or on the floor. Ask them to write their name on the bottom right corner of the paper (you should also take part) and put a small box around their name.
2. Explain that this is the end of a very intense exchange with many positive memories. Explain that this activity will be done in silence. Ask them think about the positive memories they have of each other member of the group.
3. Have them pass their paper to the right. Ask them to write a maximum of three lines about their most positive memory of the person whose name is on the paper. When they finish their entry ask them to fold the sheet so that their note is hidden. Then they pass the sheet to the right. Continue until you receive the paper with your own name.
4. Give the group some time to read their own paper. Participants can take a walk or read in silence.

Alternative: You can have the group write a sentence describing what they most appreciate about each person.

This activity can be combined with other farewell activities.

Developed by 2 Worlds Training and Consulting, www.2worlds.ca

Thoughts and Feelings about your Exchange Experience

*Objectives: to guide participants in reflecting on their experience
to enable participants to recognize the similarities between communities to have
participants link their experiences to the learning objectives*

Supplies: copies of your version of this form, paper and pencils

In point form record your findings.

1. What is the most interesting thing about your twin family?
2. List the similarities and differences between your twin family's lifestyle and your family's lifestyle.

Similarities

Differences

3. Indicate similarities or differences that you have noticed.

Twin community

Home community

- a. music
 - b. leisure
 - c. rural or urban development
 - d. building design
 - e. employment
 - f. cost of living
 - g. religion
4. Interview your twin family about ____
 - a. Record this information.
 - b. What do you think and feel about this matter?
 5. As our theme is environmental issues, what do you notice about
 - a. smoking regulations
 - b. automotive and industrial pollution
 - c. music pollution
 - d. acid rain
 - e. recycling
 6. How has this exchange changed your outlook about Canada?

Developed by the Edward Milne School Visions Exchange group, Sooke, British Columbia