

(I FIND IT HARD TO EXPRESS MY  
FEELINGS THIS WAY BUT THIS IS MY TRY)

TOGETHER

PEOPLE ALL WORKING, THINKING AND LIVING TOGETHER.  
THE GOOD NATURE IN PEOPLE, HOW WE ARE ALL  
WHERE WE COME FROM, WE ALL FEEL AND  
REALLY KNOW THESE PEOPLE, FEELING A REAL  
FEELING <sup>LIKE</sup> A PART OF THIS AMAZING GROUP  
RIGHT NOW IN MY LIFE. I HAVE NOT ALWAYS  
MOMENTS THE PEOPLE AROUND ME BECAME  
TOTAL BREAK DOWN EVERYONE WAS SO CARING  
HOW POWERLESS YOU CAN BE ON YOUR OWN AND  
ENERGY OF GOOD PEOPLE AROUND US. SO THIS BRINGS  
SOCIAL INCLUSION. I REALLY FELT INSPIRED WORKING  
AT AN OBSERVATION WE ALL SHARE. IT'S A GREAT WAY  
AND ~~OUR~~ OWN VISION. WORKING AND THINKING  
GIVES AWAY THE CHARACTER AND WAY YOU LOOK AT  
AND EVERYONE REALLY OPENED UP A LOT AND HAD  
ME, WHEN I GO BACK HOME I WILL BE A ~~FA~~ ~~RATHER~~  
IS AND CAN BE A LOT MORE!

BEST DAYS OF MY LIFE!

MINUTE OF INCLUSION  
INTERNATIONAL YOUTH EXCHANGE

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MINUTE OF INCLUSION





You hold in your hands the brochure about the international project “Minute of Inclusion,” which was organised by Association for Culture and Education PiNA with partners from Spain (Oficina Municipal de Información Juvenil Ribadavia), the Netherlands (Pink Sweater) and Estonia (Estonian UNESCO Youth Association) as collaborating organisations.

The aim of the project was to film one-minute movies that reflect on and emphasise social issues with a focus on social exclusion. All the activities were organised to take place at a international youth exchange in the nice coastal city of Koper. Participants spent ten intensive days together, first learning the basics about social issues, as well as how to record with a camera and create a montage, and then by working together in five smaller groups to produce one-minute movies on the chosen topic.

As a multimedia centre, PiNA has a lot of experience using art, media, and multimedia in addressing social issues. Through organising exchanges, competitions, film festivals, and youth film shootings, PiNA has noticed that films make an impression on young people. At the same time, multimedia is a method that effectively encourages young people to actively participate, to create, and to express their own opinions. PiNA’s mission is to promote active citizenship and critical thinking among young people, mainly because we believe that this is the only way to achieve long-term social progress.

The “Minute of Inclusion” project was conceived as a process through which young people could use multimedia to reflect on issues of social exclusion. With the implementation and use of various techniques to promote creative thinking, we led the participants through a transformation of the depth of their consciousness on the proposed theme and with regard to the importance of media in the creation of social perceptions of reality. Literary and theatrical techniques were used to create a mental breakthrough in order to generate ideas for multimedia products. Afterwards, participants had four days to prepare their products, and then the products were presented to the public at the final event.

In this booklet and the accompanying DVD, the process and results of the project are presented in detail so that what we learnt can be applied to other projects with similar objectives. We wish you a great success in carrying out your projects and hope you have a lot of fun in the process, as we did.

TIMETABLE

	4. 4. 2011	5. 4. 2011	6. 4. 2011	7. 4. 2011	8. 4. 2011	9. 4. 2011	10. 4. 2011
8.00 : 9.30	BREAKFAST						
9.30 : 13.00	Arrival	Getting to know each other (Theatre of the Oppressed techniques)	Expressing emotions- Theatre of the Oppressed techniques  Film projection Good luck in good night, group discussion	Group projection of social inclusion problematic through frames – Theatre of the Oppressed techniques	Theatre of the Oppressed		
					<div>Process of topic selection</div> <div>Group formation</div>	Storyboard	Filming
13.00 : 15.00	LUNCH						
15.00 : 19.00	Introduction of PiNA, YIA, programme	KoperHunt	Layers of social inclusion problematic – Loesje creative writing techniques	Guest lecture – storytelling	Guest lecture – storyboard	Storyboard	Filming
19.00 : 19.30	EVENING EVALUATION						
19.30 : 21.00	DINNER						
21.00 : 23.00		Intercultural evening	Free evening	Koperhunt projections	Film evening	Participant individual production	Basic editing workshop



11. 4. 2011	12. 4. 2011	13. 4. 2011
Morning activities		
Filming <hr/> Editing	Editing	Final evaluation
Editing	Event preparations	Departure
Free evening	Final open event	

The aim of the project was to increase the active participation of young people by developing their competence, knowledge, and skills in multimedia and encouraging them to use what they learnt as a tool for self- and societal expression. In the process of creating one-minute movies, we reflected on and emphasised social issues with a focus on social exclusion.

We chose to focus on the creative part of the process of making a movie, where most of the discussion and reflection about the theme occurs, instead of on the production part of making a movie. That is why we decided to use three methodologies:

Theatre of the Oppressed

Loesje creative writing

Multimedia as a tool for discussion and reflection







Needed equipment: 1 camera per group

Duration: 3 hours

Number of people per group: 4 to 6

Preparation: formation of the groups, assignment of tasks and task order

Idea: Getting to know a location can be used as a tool to open debate about relevant social topics.

All of the participants' videos can be seen on the DVD or through links in the video gallery at [www.pina.si](http://www.pina.si).

# KOPERHUNT

**KoperHunt is a thematic multimedia version of the treasure hunt.**

KID PiNA divided the participants into four groups of five people. Each group received an envelope with instructions and one camera. The instructions included the tasks and the rules. It was not necessary to complete all tasks, but participants had to be finished the KoperHunt in three hours. Group reflection with all participants followed afterwards. Participants had two days to edit the recorded material into KoperHunt video presentations that were presented at a public event.

KoperHunt as an activity encouraged exploration of the city, group work, creativity through the use of multimedia, reflection, and debate between participants on important social topics. Participants had to search for proof of democracy, film a building that in their opinion symbolises intercultural dialogue, and together decide upon five key values they would want in a town. All listed tasks encouraged debate among participants on the concept of democracy, symbols of multiculturalism and values, and their importance to society.



## Minute of inclusion – KoperHUNT

### Group 3



Dear team,

today the journey in Koper starts for you. Your mission is to successfully accomplish the below written tasks with creativity and sensibility. Enjoy while discovering!

#### TASK #1

Find your way to the Cankarjeva street. On the way find the proof of democracy and film it.

#### TASK #2

Translate the part of the enclosed song, written below in English and sing it with locals in Slovene. Do not forget to film it!

#### TASK #3

Find the Pomol. On the way, film the building that you see as a representative of multicultural coexistence in the town.

#### TASK #4

On the Pomol, recreate a scene from the movie you like and film it.

#### TASK #5

Find out where the best kebab in town is and interview the owner about the feeling of belonging to the town and what citizenship of the town means to him.

#### TASK #6

Find the old main entrance into the city of Koper and decide about five key values you want to enter in town. Document it.

#### TASK #7

Find the PINA central office (hint: it's near the Italian gymnasium).

Be aware: while asking where Pina is most people think of the Pina's cyber cafe.



## Minute of inclusion – KoperHUNT

### Group 1



Dear team,

today the journey in Koper starts for you. Your mission is to successfully accomplish the below written tasks with creativity and sensibility. Enjoy while discovering!

#### TASK #1

Find your way to the Gordanov trg. On the way find the proof of democracy and film it.

#### TASK #2

Translate the part of the enclosed song, written below in English and sing it with locals in Slovene. Do not forget to film it!

#### TASK #3

Find the Belvedere. On the way, film the building that you see as a representative of multicultural coexistence in the town.

#### TASK #4

On the Belvedere, recreate a scene from the movie you like and film it.

#### TASK #5

Find out where the best ice-cream in town is and interview the owner about the feeling of belonging to the town and what citizenship of the town means to him.

#### TASK #6

Find the old main entrance into the city of Koper and decide about five key values you want to enter in town. Document it.

#### TASK #7

Find the PINA central office (hint: it's near the Italian gymnasium).

Be aware: while asking where Pina is most people think of the Pina's cyber cafe.





Duration: 4 hours  
Number of people per group: maximum 12  
Preparation: warm-up games  
Needed material: lot of white paper and coloured pencils

Idea: The creative method is used as an introduction into researching the problem of exclusion.  
KID PiNA divided the participants into two groups of ten and prepared two warm-up games.

# LOESJE

## INCLUSION REFLECTION WORKSHOP

The inclusion reflection workshop used Loesje creative writing methods for individual and group written reflections on social inclusion.

A growing number of people worldwide that want to spread creativity around the world use the name of the Dutch girl Loesje to represent their movement. The Loesje poster creation process, which has developed over the years through techniques and methods based on creative writing and group work, involves black letters on white paper, inspiring observations of the world, and humour that triggers thinking, reflection, and reaction, as well as, most importantly, an exchange of opinions on public space.

A participant came up with the name of a poem and wrote it at the top of a page, folded the page over so that the title was not visible, and then passed the paper to the person on his or her right. The next person wrote the first line of the poem, unaware of the title, and folded the paper over to hide all but the LAST WORD of the line





written. The person writing the second line repeated this process, but after writing their line, wrote the LAST WORD OF HIS OR HER OWN line and the LAST WORD OF THE PRECEDING LINE on the visible part of the paper, and then passed it on. The fourth person to get the paper rhymed the end of his or her line with one of the words written on the paper, and after folding over the paper, wrote THE LAST WORD OF HIS OR HER OWN LINE and the WORD NOT CHOSEN TO RHYME WITH on the visible part of the paper, and passed it on. This process continued until the poems were long enough (6 to 8 lines). Once completed, the poems were interpreted by volunteers.

Warm up #1: A poem

## #8 IN MY HEAD

Staying still is moving backwards.  
To know backwards to go forward.  
Look forward, dream on.  
Maybe we go forwards.

## #14 SUNSHINE

We are ready for changing things.  
Things are more like they are now than they have ever been.  
You have wings.  
From Slovenia with love.  
I hope everybody is as happy as we.

## #12 LIFE FOR BEGINNERS

Where from, where, where to?  
Think about what to do.  
We can go to the space  
In the values chase.  
I will do my best.

## Warm up #1: A statement

All participants were asked to take one piece of paper and write the first thought that came to their mind on social inclusion. The paper was then passed to the person on the right to write his or her first association with the already written word. The paper was passed on nine times. Afterwards, the participants had to circle three words that they wanted to continue working with or that were interesting to them. The paper was again passed on. Each participant was then asked to write a statement on the topic, which the next person turned into a question. The third person turned the question around, reversing the meaning and, if desired, taking it out of question form. Finally the fourth person exaggerated the change in meaning as much as possible.

After the warm-up exercise, group discussion about social inclusion began, allowing each participant the opportunity to say what was on his or her mind and what he or she wanted to write about. Participants wrote their topics on pieces of paper that were circulated. When writing down their ideas, participants could use the whole page creatively (i.e., make drawings; write in a circle, upside down, or diagonally). They could also react to what others had written, alter others' words, create variations of a topic, ask questions, and tell anecdotes. When the participants were finished writing, they passed the pieces of paper to the right. After one hour, coloured pencils were given to the participants to circle the text they believed was most meaningful. Again, the papers were circulated among the participants. In the end, the lines that were circled the most times were read out loud. Those lines presented the starting point for the creation of the Loesje posters.

The workshop encouraged reflection on social problems, and through the group writing

process, participants were able to inspire each other. The technique enabled participants to reach a better understanding of the basic acts and thinking that lead to exclusion and social problems.

The posters and poems created were exhibited at a final open event and used for creation of an additional one-minute PiNA movie.

**BE  
NORMAL**

[www.loesje.org](http://www.loesje.org)

*Loesje*

**INCLUDE  
DIFFERENT**

**FREEDOM  
WENT ON A TRIP**

**DREAMS FOLLOWED**

[www.loesje.org](http://www.loesje.org)

*Loesje*



## Theatre of the Oppressed

The Theatre of the Oppressed presents a form of popular, community-based education, which uses theatre as a tool for social change on an individual, local, and global level. Theatrical techniques are adapted for non-actors and use the universal language of theatre as a basis for individuals and/or the members of entire communities to study their lives, promoting critical thinking and dialogue that focus on analysis rather than providing answers. We used this technique in our project to stimulate thinking and expression through non-verbal communication, as well as to encourage participants to be more receptive to information and attentive to the situations around them. Individuals also ran through the types and forms of oppression in social exclusion. These techniques made it easier for participants to develop the story and the protagonist of the movie using visual body language instead of words.

## Using multimedia as tool for social change

In these educational projects, we do not see the productions as the final goal or product, but as a starting point, as a part of the process, and as a tool to foster in-depth reflection, discussion, and active participation. On the one hand, the projects allow for discovery, exploration, and selection of a topic, and on the other hand, they enable the expression and dissemination of ideas related to the topic.

The process of video production requires the participants to divide their labour, provide mutual aid, collaborate, find compromises, and implement ideas from development to the finished product. When preparing a storyboard, ideas, perspectives, values, and concepts collide, and participants have to discuss and re-think them to find common ground that allows them to get ahead. The preparation of the storyboards brought up fervent debates around relevant questions about social inclusion that would not likely occur in a typical forum or discussion.

The participants developed eight one-minute movies. What the team of mentors found most fascinating and rewarding is that all of the videos show common situations of social exclusion based on participants' personal experiences instead of stopping at common clichés and stereotypes about excluded social groups. All the videos also deal with the issue of responsibility for social inclusion. The videos don't talk about "them that are excluding," but how firstly and essentially each of us individually has the choice to select an including or excluding behaviour. These are the kind of mind shifts that we believe reflection and discussion through the process of production can bring.



## REFLECTION OF PARTICIPANTS



Evaluation is just one of the reflection methods.

Duration: four hours

Number of people: no limits

Preparation: evaluation criteria

Needed material: printed evaluation questionnaires, pens

Idea: Individual and group reflection provide closure with respect to one learning process and provide space to begin a new one.

Final reflection was divided into three parts: group reflection, individual evaluation, and individual reflection.

### Group reflection

Participants were divided into pairs and asked to look at each other from one metre apart. Then, they simultaneously closed their eyes, breathed calmly, stretched out their hands, and touched one another's palms. Both tried to find balance together, which required trust and a willingness to adjust to the other. After that exercise, group discussion began about the behaviour of individuals in society and the personal contribution necessary to solve the problem of social exclusion. Reflection about newly formed opinions, ideas, and points of view took place. The final part of group reflection again took place in pairs. Both participants in one part were asked to speak for three minutes about their good and positive sides. Afterwards, they spoke about the good and positive sides of their partners. At the end, each participant was asked to draw something on the palm of his or her partner for the farewell to allow for an easier transition. The message was that each experience and the knowledge gained are useful only if we remember what we learned and take it away with us.



## Minute of inclusion - FINAL EVALUATION

Dear participant, we want to hear your feedback on our work! Please take your time to answer the questions. Thank you.

Give us marks! Please state your level of satisfaction about the next things (1= really unsatisfied, 5 = yeah, that was great)

	1	2	3	4	5
The project in general					YAH!
The accommodation					Nice!
The breakfast				OK	
The first restaurant				Good!	
The second restaurant				Good!	
The Pina cyber cafe as working place				Good!	
The Pina HQ as working place				Good!	
The filming equipment				Good!	
The editing equipment				Good!	
The organization of the project as a whole				Good!	
The participants at the exchange				Good!	
Kaja as trainer				Good!	
Vid as trainer				Good!	
Miko as mentor				Good!	
Martin as mentor				Good!	
David as mentor				Good!	

Things you want to add:

Which part of the programme you liked the most? Teaser, Storyboards and Filming

What would you change? Nothing, Really Good the way it was!

Anything else you want to communicate to us?

Now, please relax, take some time to think about the following question, turn the page and answer in an essay form.

What did you learn in this project? What will you take with you home? How will you use this knowledge/experience in the future?

## Individual evaluation

In advance, a questionnaire was prepared for the participants that provided a way for them to evaluate the staff, the accommodation, the food, and the process.

## Minute of inclusion - FINAL EVALUATION

Dear participant, we want to hear your feedback on our work! Please take your time to answer the questions. Thank you.

Give us marks! Please state your level of satisfaction about the next things (1= really unsatisfied, 5 = yeah, that was great)

	1	2	3	4	5
The project in general					X
The accommodation					X
The breakfast					X
The first restaurant					X
The second restaurant					X
The Pina cyber cafe as working place				X	
The Pina HQ as working place					X
The filming equipment					X
The editing equipment					X
The organization of the project as a whole					X
The participants at the exchange					X
Kaja as trainer					X
Vid as trainer					X
Miko as mentor					X
Martin as mentor					X
David as mentor					X

Things you want to add:

You did a great job, everything was above my expectations, I really enjoyed

Which part of the programme you liked the most? Our filming

What would you change? Nothing

Anything else you want to communicate to us?

Now, please relax, take some time to think about the following question, turn the page and answer in an essay form.

What did you learn in this project? What will you take with you home? How will you use this knowledge/experience in the future?

## Individual reflection

In-depth reflection was encouraged by giving white A4 paper to the participants with three questions written down for them to answer: What did you learn on this project? What will you take home with you? How will you use this knowledge in the future?

Giving time and space to think about all the new information, ideas and suggestions enables participants to give meaning to the whole process and thereby continue to learn based on knowledge gained from past experiences.

## THESE DAYS WE SPEND TOGETHER

(I FIND IT HARD TO EXPRESS MY FEELINGS THIS WAY BUT THIS IS MY TRY)

A GROUP OF ALL BEAUTIFUL PEOPLE ALL WORKING, THINKING AND LIVING TOGETHER. IN THESE DAYS I'VE LEARNED ABOUT THE GOOD NATURE IN PEOPLE, HOW WE ARE ALL EMOTIONAL BEINGS AND NO MATTER WHERE WE COME FROM, WE ALL FEEL AND NEED THE SAME. GETTING TO REALLY KNOW THESE PEOPLE, FEELING A REAL CONNECTION BETWEEN US AND FEELING A PART OF THIS AMAZING GROUP WAS REALLY WHAT I NEEDED RIGHT NOW IN MY LIFE. I HAVE NOT ALWAYS BEEN AN EXTROVERT PERSON AND AT MOMENTS THE PEOPLE AROUND ME BECAME TO MUCH BUT AFTER HAVING THIS I CAN BREAK DOWN EVERYONE WAS SO Caring AND SWEET. IT MADE ME REALIZE HOW POWERLESS YOU CAN BE ON YOUR OWN AND HOW WE ALL NEED THE POSITIVE ENERGY OF GOOD PEOPLE AROUND US. SO THIS Brought US TO THE SUBJECT OF THE PROJECT: SOCIAL INCLUSION. I REALLY FELT INSPIRED WHILE IN THIS WAY TO TELL A LITTLE STORY ABOUT AN OBSERVATION WE ALL SHARE. IT'S A GREAT WAY TO TELL A COLLECTIVE STORY IN A PERSONAL AND OWN VISION. WORKING AND THINKING TOGETHER ON A CREATIVE PROJECT REALLY GIVES AWAY THE CHARACTER AND WAY YOU LOOK AT THE WORLD. I THINK THAT AT THE END EVERYONE REALLY GROWED UP A LOT AND HAD A VERY RICH EXPERIENCES. FOR ME, WHEN I GO BACK HOME I WILL BE A FULLER PERSON WHO LOVES THE WAY HE IS AND CAN BE A LOT MORE!

THANKS FOR FEW OF THE BEST DAYS OF MY LIFE!



PiNA has a dedicated and experienced pool of trainers that prepared the Minute of Inclusion project. They have a wide range of expertise and are willing to collaborate on different trainings and seminars, in collaboration with other organisations if desired, as trainers or facilitators. Contact us with any questions at [pot@pina.si](mailto:pot@pina.si). We will be happy to hear from you.

Vid Tratnik

Bachelor of Psychology

Tool box: Project management, youth work, citizenship themes,

Theatre of the Oppressed, Loesje, and de Bono Thinking Hats

Working languages: Slovenian, English, and Italian

Borut Jerman

Bachelor of Cultural Studies and Social Anthropology

Tool box: Citizenship themes, society and politics, project management,

art, poetry, and film critique

Working languages: Slovenian, English, and Italian

Kaja Cunk

Student of Communication Sciences

Tool box: Project management, promotion and PR, Theatre of the

Oppressed, and Loesje

Working languages: Slovenian, English, and Serbo-Croatian

Mitja Klodič

Video freelancer, cameraman, and film director

Toolbox: multimedia production, filming, and editing

Working languages: Slovenian, English, and Italian

Martin Debernardi Slavic

Master's degree in New Media

Tool box: multimedia production and video editing

Working languages: Slovenian, English, and Italian

Tomaž Burlin

Master's degree in Anthropological Documentary Film and film director

Tool box: multimedia production, filming, and scenario writing

Working languages: Slovenian, English, French, and Italian

PiNA - The Association for Culture and Education has already been introducing innovative education in the field of inter-media arts and sustainable development on a local, national, and international level for more than ten years. PiNA was founded in 1997 following an initiative of the Open Society Institute of Slovenia, with the aim to support the development of a civil society, democratic dialogue, and public access to modern tools of information and communication technology (ICT).

## Our mission

Since 1997, the mission of PiNA is to offer quality educational, cultural, artistic, and research activities in order to promote social development based on individual responsibility, critical thinking, and sustainable living.

## Activities

With our regular activities (such as training classes, exhibitions, festivals, movie nights, lectures and presentations, courses, seminars, workshops, and evenings of physical, static and inter-media art performances), the information we provide, and our multimedia productions, we seek to create an environment by providing space for dialogue and discussion on important social issues where people can reflect and critically re-think social norms. Among our activities is also the provision of public access to a wide range of ICT and multimedia tools. PiNA offers support and guidance for young creative minds. Several currently successful artists and writers started on their way at PiNA.

Our Youth and Media Centre offers a wide range of activities. These activities allow interested people to gather and debate current issues. PiNA provides a creative multimedia studio and a virtual meeting point for NGOs and individuals. PiNA's services also include mentoring and advising on projects, as well as assistance in organising and advocacy of civil

initiatives, all of which enables members of the targeted public to realise their ideas and projects. By gathering people who are active in a certain field together, PiNA brings together knowledge and ideas, which PiNA then puts into a recognisable form in terms of concrete projects. The accumulation and identification of such ideas represents a big advantage for the community as it creates individuals capable of shaping the environment around them. In 2004, PiNA formed together with related Slovenian centres a network of multimedia centres. Since then, PiNA has been even more active in fulfilling its mission.

## Function

PiNA's function is to have a positive impact on the targeted population and its orientation in the modern consumer world. The main orientation of PiNA is to promote a tolerant civic dialogue and critical thinking, but in particular to promote and encourage active participation in the community. All projects implemented by PiNA share a common idea - the social impact.

## Involvement

PiNA is open to everyone and promotes equality of opportunity, as well as active participation in creating its program and activities. It is important to us that people return to us and encourage others to also participate in the creative process offered by PiNA's projects.

THESE DAYS WE SPEND

A GROUP OF ALL BEAUTIFUL  
IN THESE DAY I'VE LEARNED ABOUT  
EMOTIONAL BEINGS AND NO MATTER  
NEED THE SAME. GETTING TO A  
CONNECTION BETWEEN US AND  
WAS REALLY WHAT I NEEDED RATHER  
BEING AN EXTROVERT PERSON AND AT  
TO, MUCH BUT AFTER HAVING THIS  
AND SWEET, IT MADE ME REALIZE  
HOW WE ALL NEED THE POSITIVE  
US TO THE SUBJECT OF THE PROJECT:  
IN THIS WAY TO TELL A LITTLE STORY ABOUT  
TO TELL A COLLECTIVE STORY IN A PERSON  
TOGETHER ON A CREATIVE PROJECT REALLY  
THE WORLD. I THINK THAT AT THE END  
A VERY RICH EXPERIENCE. FOR A  
FULLER PERSON WHO LOVES THE WAY HE

THANKS FOR FEW OF THE