ME, MYSELF AND WE

Source
This activity was developed by Nadine Lyamouri-Bajja, inspired by a photography project with young refugees in Strasbourg run by the youth organisation “Le pensé critique”.

Themes
- Identity
- Social and political context
- Differences in perspectives

Other topics addressed: self-image and image of others, citizenship, participation

Competences addressed
- Attitudes: openness and curiosity towards diversity
- Knowledge of culture, history and politics
- Skills: critical thinking

Complexity: Level 4

Group size: 6 or more people

Time: 240 minutes, which can be organised in several sessions: introduction and photo session (count about three hours), exhibition and discussion (count about one hour)

Objectives
- To reflect on one’s own identity and what people represent in society
- To link oneself to culture and elements of culture that are important
- To become conscious of what is important for us and how we share it with others.

Materials
Cameras or any device that can take photos (for example, smartphones) for each participant or per group of 2 to 3 participants, one computer to transfer all the pictures to and a colour printer to print pictures immediately.

Preparation
This activity can be preceded by the activity “Autobiography of intercultural encounters” in order to reflect on the impact of other people or groups of people on the shaping of identities.

Instructions
1. Tell participants that they will prepare a photo exhibition about themselves. They will have two hours to leave the place and come back with three pictures:
   - one self-portrait saying something about who they are;
   - one image of a place relevant to their identity and participation in society: “their place”;
   - one symbol or object representing their cultural belonging.
2. Participants can take pictures individually or in groups of two or three, but each participant must have the three photos relevant to themselves.
3. After two and a half hours, they should be back to transfer the three pictures they chose onto the common computer. The photos will then be printed.
4. As a next step, participants will have some time to prepare the exhibition. Each participant will introduce his/her pictures to the others by saying a few words about themselves and their choice of images.
5. In order to provide a nice atmosphere, the exhibition could be accompanied by music and some drinks.
**Debriefing and evaluation**

After the exhibition, use the following questions for debriefing the activity.

- How did you feel about the activity?
- How did you proceed to find the three pictures?
- What did you find out about yourself?
- What did you learn about others when looking at their pictures?
- What does this activity have to do with intercultural learning and cultural affiliations?
- What different aspects did people include in their identity and cultural affiliations?

**Variations**

One possibility would be to also give this exercise as a task to participants before an international training course or youth exchange. They could then think about it longer and prepare the pictures at home, so that the exhibition could be part of a “getting to know each other” activity on the first day of a training course.

Another variation is to give participants a shorter amount of time (like 30 minutes or an hour) and then discuss in the debriefing whether it was hard for them to do it in such a short time and how stereotypes can be activated under time pressure, more than when time is not a factor.

**Suggestions for follow-up**

This activity could be followed by “Where do you stand?” in order to reflect on various perspectives on social issues experienced by participants.