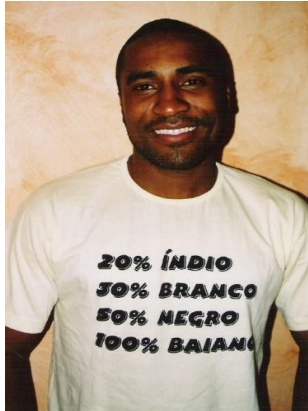




## 100% Bahiano



*PREPARED BY: Cooperativa RUAH*

### TAGS (3 categorizations)

Is this activity focusing on one of the 3 steps of the method or tackling a transversal challenge facilitators may face?	Step of the method	YES	Decentering X	Discovery of the frames of references of the other	Negotiation
	Challenge treated	NO			

### Small Description

*Please explain in a short paragraph (using grammatically correct full sentences) what your activity is about, why did you create it?*

Introduction activities based on reciprocal presentation between participants aimed at:

- offer the group a (new or additional) opportunity to get to know each other better;
- bring out diversity (with particular attention and "touch" to the asymmetry between natives and immigrants if present in the same group);
- to train the ability to decentralise through a (further?) particular exercise (supported by artistic-graphic stimulation);
- develop the ability to listen, observe, etc.
- to reflect on the concept of identity and in particular on ethnic-geographical belonging;
- introduce the concept of acculturation (especially when linked to the theme of the second generation);

Each person is invited to draw some aspects of his or her identity on a T-shirt, imitating the "100% Bahiano" prototype previously presented.



## Quick info

TIME FRAME	GROUP SIZE	FACILITATION LVL	COMFORT ZONE	MATERIALS
120'-180' min	3-18	intermediate		t-shirt colours for textiles

## Preparations needed

Set up enough equipment (desks, tables, chairs, etc.) in a spacious classroom to allow individual work (in silence) on "painting" T-shirts.

## Instructions Step By Step

*Please give step by step instructions of your activity, including debriefing. Be direct, address the reader as a facilitator directly: eg. ask your participants to stand in a circle...*

*Step 1.*

Presentation (5') of the map of Brazil and the 'prototype' T-shirt (or the photo of a 'Bahian' wearing the T-shirt in question) in which an inhabitant of the state of Bahia defines himself as such:

- 20% WHITE
- 30% INDIAN
- 50% BLACK
- 100% BAHIAN



Presentation of the activity: "each person has to make his or her own T-shirt by dividing his or her ethnic-territorial affiliation into percentages and identifying what his or her 100% corresponds to" (however, other types of membership are not prohibited, for example: 50% parent, 20% christian, etc)

Questions of clarification. (5')

Equipment delivery: a T-shirt (if they didn't bring it from home or an A3 sheet on which to draw the borders of a T-shirt) and markers or tempera + brushes (5')

*Step 2.*

Individual work on making the T-shirt (20-30' minimum)



### Step 3.

In plenary, (free) collection of individual feedback on moods related to the work done (30')

Group photo (5')

In plenary, presentation of each T-shirt (3' per person approx. = 45'-60'). During the presentation of the T-shirts, everyone is invited to write down the things that strike us and that will be useful for the next stage. The aim is to better understand the identity, the affiliations and the acculturation processes put in place by each person. Only comprehension questions can be asked during the exhibition.



### Step 4.

Interaction and review of the issues raised (30'). To stimulate debate:

- What is the motivation for my choices shown on the T-shirt? What difficulty did I have in making these choices?
- What value and meaning do I attribute to these memberships? How are they important for me?
- What can we deduce from this exercise about the notion of identity and belonging (what did we learn, what questions did we ask)?
- Does what I have heard touch me deeply? Which are the things-ideas-expressions I share and which do I reject or feel resistant to? After this round would I want to change something in my T-shirt?
- Can you identify, from what was said, any characteristics of the group? What profile? And around which affiliations?

### Step 5.

Trainer's feedback on theoretical focus (30')

Identity and belongings (with a focus on ethnic/national identity and territorial belonging)

Migrant's identity and identity strategies

Acculturation processes

Second generation

Interculture

Decentralisation

The risk of "generalisation" in defining the other



## Hints for the facilitator

The preparation of the T-shirts made with felt-tip pens is simpler, quicker and has a lesser impact (in terms of difficulty) on the students, but that made with tempera and brushes produces, apart from a little more anxiety in the students, also a greater application and commitment and therefore also better results (both in terms of content and therefore of work on oneself and in terms of aesthetic form).

The delivery given can also be broader and freer, i.e. not only bound to identity aspects relating to one's ethnic-geographical affiliation. In this way, however, there is a risk of not having "comparable" material and of not making this individual effort of "decentralisation" within this specific petal of one's own identity (for the other petals there may be other occasions and other tools).

This kind of self-work is not very easy, especially for migrants, who are struggling with the identity disruption caused by the migration experience. Therefore, in conducting the work, it is necessary to be capable of self-management and to manage the group in order to avoid falling into hasty judgments, in reducing the experiences listened to within one's own schemes. In addition, each person must be left free to express him/herself or remain silent, and thus be able to manage the emotions aroused.

The group photo in which everyone wears a T-shirt can be a moment that reinforces the group identity, but also a moment that for some is a little too "forced" to underline the asymmetry of identity encoded on the T-shirts (some of which are empty or what has been reported "hurts inside").

This work, after being done on oneself, could be repeated and projected on second generation immigrant children to try to

- create awareness of the concepts of "attributed identity" and "identity strategies"
- bring out the representations that everyone has about them
- reflect on what kind of identity minors with a migrant background are constructing (the delivery could be: "try now to make the T-shirt of a migrant child you know well").

Before or after this, there can be another activity that includes the t-shirt idea (e.g. bring your own t-shirt that tells of a past or present belonging).



Co-funded by the  
Erasmus+ Programme  
of the European Union



## Ressources (Who invented this activity or who inspired it)

Activity developed by Giancarlo Domenghini starting with the purchase of the original "100% Bahian" t-shirt made in Salvador de Bahia in 2000.

Articles on this activity have been published in CEM Mondialità, a periodical of the Xaverian missionaries.