

## **Together in the world**

Diversity Workshop for children 10-15 years old

Guidelines for the workshop leader  
Oulu European Capital of Culture 2026

Introduction:

### **What goals are set for the workshop?**

- Cultural competence, communication skills, encouragement of self-expression
- Practicing making a choice
- Expressing empathy
- Basic understanding of equality and promotion of anti-racism

### **What needs to be prepared in advance?**

Please explore the slide Sustainable communities . More information about the dialogue cards can be found at <https://www.taike.fi/en/dialogue-cards/dialogue-cards>

Make sure you have the legal guardians' permission to share the child's artwork/have her or his face visible on photographs.

Prepare art materials: there are two options for artworks that can be made. The detailed instructions are below.

Before you start, it is a good idea to arrange the classroom in a non-hierarchical way, where everyone including the teachers is sitting in a circle around one large table or a long line of desks put together.

### **Slides**

#### **Slide 2 Safer Space Guidelines**

Read the principles of a safer space out loud to the class. Do you all agree on those? Is there anything to add?

### **Slide 3 Context**

Please provide a context for the workshop and if you can, let the class know where and when the works will be on view. Why are we making this work? Why is it important that the works are visible to the larger community?

### **Slide 4 Diversity**

At this point the workshop leader can give a brief introduction into the topic of diversity. You can use the text below or perhaps you have a different way to explain it?

Diversity means that people have different characteristics or roles with which they build their own identity. Characteristics can be related to whether you see yourself as a boy or a girl or a non-binary, where do you live, what you look like, what languages do you speak, how old you are and so on.

These factors that constitute diversity are present in the same person at the same time.

Sometimes, unfortunately, people are treated differently and at times badly because of these factors. That is called discrimination. When the discrimination happens for example because of your appearance, way of speaking, or other aspects of your racial identity, it is called racial discrimination or racism. That is, a person can experience discrimination for several different reasons, in which case the experiences of discrimination accumulate, and then the chances of being marginalized or left out of the group increase. It is important that we notice these types of situations and feelings, and prevent them from happening. Everyone makes mistakes and can hurt another person unintentionally, but the important thing is to be kind, not assume anything about another person, and be willing to learn if you don't know something.

Stop while reading/speaking to ask the children, for example: "What does this word mean?"  
"Do you understand what this means? What do you think about this?"

### **Slide 5 Sustainable Communities**

We live in this world together and our actions affect those around us. This slide presents one of the dialogue cards that have been developed by diversity experts at Taike Arts Promotion center Finland. You can read more about the cards at the end of the document.

This card deals with the topic of cities and communities. Have your students discuss these topics. They can use the phrases offered to help them express their thoughts.

## **Slide 6 own experiences**

Now the floor is open for the students to share their thoughts and experiences. Have your class think about these questions, write down the answers, and discuss them either in pairs or together with the whole group.

## **Slide 7 Making the artwork**

Please select in advance one option that feels right for you and your class.

### *Option 1 Video portrait*

To prepare in advance:

Please check the photo/video permissions for each of your students in advance. Can their voice be played in a public space? It is better to adjust the process beforehand than to have to leave out someone's work after. It is possible to make this artwork in a way that the author is anonymous.

You will need ipads/cameras, ideally one per each student.

The process:

The students look at the notes they made during the discussion. The slides with the questions are displayed. From the notes, each student writes a paragraph of text that answers the question *What makes you feel accepted?*

The students can answer it in any language they like.

"Pick a place where you feel comfortable. It should be a quiet place, where you can focus and think. It should not have photographs or any other items that can compromise yours or other person's identity. We will make a video portrait in that place. Why is this the right place? What does it say about you? A video portrait is a short video where a hand-held camera or a phone records a person or a space in a single long take, without extensive edits or special effects.

Hold the tablet/phone in front of your face so when you speak to its microphone your voice is loud and clear. The camera is pointed in the direction opposite to your face, it is recording your environment. You can be standing, sitting, lying down - whatever way you feel comfortable.

Here are some guidelines that might help your thinking and feeling process: How does your

voice change when you speak in front of other people? With a friend? With a person in a shop? How does your body feel in different social situations? In a classroom? At home? Where in your body do you feel tension? Relax. Take a deep breath and exhale slowly. Relax and lower your shoulders. Speak slowly and clearly. Read our statement out loud for the world to hear. Your thoughts and feelings are important. It is important, acceptable and good to share your world with others.”

The time limit is 3 minutes. You can do 1-3 takes, and select the one you like the most.

### *Option 2 Making a map of a dream city*

To prepare in advance: A3 size sheets of white paper. Pencils, markers, other mark-making tools. Additionally, glue and fabrics, as well other items to create texture can be useful.

On the screen open a satellite map of the area where the school is.

The process:

The teacher shows the map of the local area on the screen. The students are encouraged to ask to see other locations for example their hometown, the place where their favorite band is from etc.

Ask the children to draw a map of the city of the future. What is the name of this city? Have the children look over their notes from the discussion. Can they draw inspiration from there?

What are the places where one feels safe, accepted and comfortable? What places will we need in the city of the future? You can choose any style to draw your map. It can be as detailed or as abstract as you like.

### **Slide 8 Sharing and reflection**

Suggest a possibility for each child to show their art piece. Is there anything in common between them? How are they all connected?

Thank you for sharing!

## Resources:

Dialogue cards <https://www.taike.fi/en/dialogue-cards/dialogue-cards>

**Please note you do not need to have the card set to carry out this workshop.**

Dialogue cards are a new tool designed to open the concepts of cultural diversity and sustainable development and to promote equality and sustainability in arts and culture services. Order your free-of-charge dialogue cards and initiate a constructive discussion within your work community towards a more diverse and sustainable Finland.

Dialogue cards are designed to be used in workshops. The facilitator's manual that comes with the cards provides all the necessary information and materials for organising the workshops. A certified diversity agent can also be requested from the Culture for All Service to serve as a dialogue card facilitator.

In the workshops, participants are encouraged to discuss how cultural diversity and sustainable development are reflected within their work community and how their organisation could develop its operations to make them even more equal and sustainable. In addition, participants can think about how their organisation could operate equally and sustainably in relation to the values and strategies of its community. The goal is to achieve concrete changes.

The dialogue cards for cultural diversity and sustainable development have been developed jointly by the Ministry of Education and Culture and Taike.

The cards can be ordered free of charge from <https://www.taike.fi/en/dialogue-cards/dialogue-cards>

<https://www.kulttuuriakaikille.fi/moninaisuus>

About the workshop author:

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Anastasia Artemeva is a visual artist based in Helsinki, Finland. Artemeva works in techniques of immersive installation, photography and textiles. These processes are also used in her workshops. Areas of expertise and interest: contemporary and public art, art education, human rights, cross-disciplinary connection, cultural production, language learning and teaching, anti-racist & feminist working practices, prisoners' rights, rehabilitation and reintegration after imprisonment.

She graduated from Limerick School of Art and Design (Ireland) with a BA in 2012, and from

Aalto University (Finland) in 2016, and exhibited artistic work in Ireland, Russia, Finland, Sweden and the UK. Anastasia is a certified Cultural Diversity and Sustainable Development Dialogue Cards workshop facilitator.

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