An interactive method focused on embracing and managing diversity, acknowledging different qualities and building an inclusive community group. It is played using ‘archetypes’ to demonstrate differences - in their extremes. The method offers space for reflection, both for the individual and for the group.

**Aims and Objectives**

This method has the aims to:
- To know more of yourself in a group
- To know your group; differences and skills
- To know which areas to improve - where to give special attention
- To bring awareness to differences in a community group and why it is necessary to have different skills/styles represented. And give value to them all.

**Time**

Around 60 minutes (standard).
Around 2 hours if more activity elements are added.

**Materials & Preparation**

- Cut the attached ‘color notes’ from the sheets. Cut many of them, like 2 sheets of each.
- Mark the notes with a dot of ‘its color’, on the back (colour is marked on top of the sheet).
- Prepare a flip chart with the four colours and some keywords for each colour.
- Prepare a role play to show the different colours (in extreme). Check the notes for roleplay.
- Find a hat or something similar representing each colour.
- The four colours in A3 (or A4) to put on the floor.

**Target audience**

Organisations, community groups and all kinds of groups, but especially suitable for groups, that are to run a project together. It can also be applied as a stocktaking exercise in an organization: What are the qualities represented in our group? Can tell something about why things happen/do not happen.

**Number of Participants**

Around 12 people in one group. The more participants, the more notes you have to make.

Preferably split on two tables, if there are many participants. You can also choose to split a group in half and run it twice.
INTRODUCTION

FRAMING (5 MINUTES)

In this exercise we will explore our natural preferences and/or qualities as community members. What falls natural to us, what is dominating in us and what makes us special in the group.

It is about our roles and it is about what we bring in, to a group. But also about recognizing others, for their qualities.

COLOUR GAME

INSTRUCTION 1 - PICKING STATEMENTS (15 MINUTES)

Describe the action:
Different statements are put on the table.
You now have to walk around and read the statements. Note: that they could all be important for the community.

You have to end up with 10 statements that ‘speak’ to you, as how you see yourself as a community member.

Play slow music in the background.
The participants walk silently around the table, picking 10 notes in total. Do stop them, if too much talking is going on.

If they take statements very fast, ask them to continue and reflect well on whether they took the right ones for them. Tell them that they can replace statements they already took.

INSTRUCTION 2 - PRESENTING COLOURS (10 MINUTES)

Remind participants, that this exercise is about different qualities we bring into a group. Show a short drama, explaining the four different styles. Play them in extremes. Try and be at least 2, if not 4, to play against each other.

Like, The RED says it is important that we all feel good. The GREEN will continue and say: NO. it is more important that we reach our set goals! The YELLOW says: Oh, we can always change if something new comes up. The BLUE says: NO, we have to stick to the original vision and align to that.

Note: There is a ‘notes for roleplay’ to assist you in playing!

To showcase the colours, wear a hat/scarf or something of the colour you play or maybe an A3/A4 paper in the colour.

RED: SOCIAL QUALITY
Caring, checking if all are okay and being heard. Give a massage. And cookies! Not always so result-oriented, but ensuring a good process. A ‘feel good’ person.

GREEN: PRACTICAL QUALITY
Often sets the agenda, make sure documentation is done. Measures impact according to set goals. Like clear deadlines and clarity. Deals with practical and ecological solutions. Often end up taking administration and/or caretaking tasks. Making plans and achieving them. A planner and a doer.

BLUE: REFLECTIVE QUALITY
Very purpose-oriented. Why are we doing this? A philosopher, maybe intellectual/academic. Interested in issues like power, rank/privilege. Will arrange evaluations, meant to learn and improve. Makes sure the project is coherent with values and vision/missions. Ambitious, wants to make a difference. A thinker.

YELLOW: INNOVATION QUALITY
Can see opportunities where others give up. Is sometimes a dreamer, do not fear challenges. Can be unrealistic, but innovative. Gets easily restless and impatient if others are not following or are too slow. Does not easily accept resistance and can become sad. An inspirator, ‘mover and shaker’.
GROUP DISCUSSIONS

DEBRIEFING ROLEPLAY
Show the different styles - with a few keywords - on a flip chart. This shows the characters from the role play, but in a more explaining way, to capture the essence.

Tell that we do not represent ONE of these colors only, but that we all can have a dominant side / a natural tendency. By recognizing and acknowledging them, we know where we can practice and become more skilled in mastering all four styles / qualities - as they are all needed, in a group.

When you know yourself and your own role and contribution, it is easier to change - this exercise is a tool for self development. And only then can you appreciate other people's different styles and contributions.

EXPLAIN: YELLOW needs some GREEN skills to actually realize the dreams and make them implementable. GREEN needs the YELLOW to spark some energy and to dare.

They are all interconnected and they are all needed. Some of them can be trained. Give example: The red and the yellow are maybe the most difficult to learn if they do not come easily to you. Blue is academic - it can be learnt. Green comes with practice.

You can put the four colours on the floor, each in a corner. Tell the participants to stand in the middle and do some small vote with your feet examples: Ask which colour quality dominance they think they have and ask them to walk there. Ask where they know they want to practice more, which of the colours can sometimes frustrate them and how they think others see them, in the group.

If the group is very familiar with each other, you can ask the group to gently push individuals to the corner where that specific person takes a role, in the current project.

INSTRUCTION 3 - GROUP DISCUSSIONS
(15 MINUTES)

Sit down again and return to the statements (which most people have almost forgotten, at this stage). Then ask the participants to turn around their statements and check the colour codes on the back.

Give out the hand out about the colour types. Instruct: Examine your colors. How do you identify with them?

Share in groups surprises, AHA moments - and frustrations. Ask the group to assist each other. Maybe others can see a certain color in you and can help you analyze the result.

If working in more stable groups, ask the group to analyze the colour composition in the group. Are they maybe lacking some of the colours?

INSTRUCTION 4 - DEBRIEFING
(15 MINUTES)

How was it to run this exercise? How can we use it in our groups?

Discuss which colors can be good in what type of project or in which phase of a project? Which are mostly represented in the beginning? At a later stage?

Example: In the beginning all the four are important. Blue are visioning, green planning / doing, red making sure people are happy and yellow sparks energy and asks the naughty questions. Why don't we do this and that?

How can the colour game assist us to acknowledge and show appreciation for different skills sets? How can we become a learning environment, where we grow together?

TIPS FOR FACILITATORS

Make sure people get enough time to reflect when choosing the notes. That process is a result in itself, as it makes each person attend to what is important to one self. Each person can refine his / her personal profile running a method like this - and many similar ones. Knowing where to seek assistance and what skills to train, nurture and / or be extra attentive to.

The method can be taken further and used to shed light on strengths / weaknesses in each of the qualities. Each of these colour types has a BRIGHT SIDE and a SHADOW SIDE. Ask participants to brainstorm on this and take notes on a flip chart.

If you want to continue working with COMMUNICATION and CONFLICT, the colour game can be used as a shared reference. Make examples on flash cards with statements significant for a certain colour (a bit like the initial statements) and have people guess the colour dominance. You can also present a few cases and ask how the different qualities might play different role and see the case differently.

Explore why people could conflict. If they are heavily influenced by a certain colour and have difficulties seeing beyond these. Ask for potential risks for different colour compositions - how the green easily gets impatient with the red, the blue will try to understand the red, but from an observing / analyzing place, how the green lacks structure if yellow is dominant etc.
ALTERNATIVE APPROACHES

USING GRAPHIC WORK AND CRAFTS

The color game is a creative field for people to express how they see themselves, as individuals and as group members. It can be used creatively to encourage people to express themselves using graphic work and crafts (examples).

It can also be used in CLIPS trainings as a didactic tool to help participants students deepen personal awareness of their skills.

GRAPHIC WORK
Hand out a template with the heading "Identity card", a circle in the centre and 4 lines dividing the sheet in 4 sections. In the centre, every person can draw a fantasy portrait using the colors in relation to the sentences they picked. In the quadrants, different questions can be asked according to the group and the result we aim for: my talent, my personal challenge, my dream, my project - can be one set. Another set can be related to the CLIPS levels: I - We - Intention - Structure (what are my strengths and weaknesses in this level, having the colours in mind).

CRAFTS
Prepare 4 buckets of colored salts by mixing table salt and grinded chalks. Prepare also a number of clean glass jars with tops, at last one per participant.

Ask everyone to create their personal "avatar" by filling the jar according to the result of the selected cards. The jars can be decorated and held during the sharing. A fifth color (white) can be added to make room for the unknown and unexpected in ourselves. The arts creation can remain visible all through the group work, can sometimes last for days, and can also be modified according to a change in perspective, or new skills learned during the group work, or a special insight received (see photos).

RELATION TO THE CLIPS MODEL

In CLIPS we use this method primarily when working with the INDIVIDUAL and the COMMUNITY.

TIPS: As a CLIPS trainer you can think of these colours as a shared reference, when working with a group. When you know these colors, use them when composing groups, when choosing trainer teams etc. Make it your own method, play with it and make your own examples like: “When I work with others with a lot of YELLOW energy, I often take the GREEN role. The BLUE comes out a lot at our vision seminars.”

TIPS FOR FACILITATORS:
As a facilitator you must find a balance between playing in a fast speed and keep time for reflection, sharing and learning. Note that it can be tiring to stand up for long, for some people, when picking the statements. Allow them to rest a few minutes and reflect on the statements they have taken.

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