

Course Layout / Activities Outdoors / Non-Formal / Art for Inclusion:

Outdoor Journaling: Students spend time outdoors and jot down their observations, thoughts, and feelings about the environment. This promotes reflection and connection with nature.

Blindfold Walk: In pairs, one student is blindfolded while the other guides them through a natural area. This builds trust and enhances sensory awareness.

Leaf Rubbing Art: Collect different types of leaves. Using paper and crayons, make rubbings of the leaf patterns. This encourages appreciation for nature's variety and beauty.

Shelter Building:

- Show examples of outdoor shelters and explain benefits.
- Let groups select materials from nature like sticks, leaves, grass to build a miniature shelter. Give 15-20 minutes.

Have each group explain their design and what they would do differently next time.

Let me know if you would like me to expand on any of these suggested activities! I aimed for a mix of icebreakers, sensory awareness, teambuilding and practical skills.

Blindfolded Tree Identification:

- Blindfold each participant and lead them to a tree. Have them use their other senses like touch, smell, hearing to get familiar with "their" tree.
- Remove blindfolds and see if they can find their tree again just by sense memory. Discuss the experience.

Nature Web Activity

- Gather participants in a forest or natural area.

Ask each person to find an object from nature that speaks to them - it could be a leaf, stone, stick, flower etc.

Sit in a circle and have each person share why they picked their object and what story it tells.

- Now we will create a web using string/yarn and our objects to visualize connections.
- The facilitator will hold the ball of string. Ask for a volunteer to tie their object to the string and share how it connects to another object.
- Toss the ball to that person to tie on their object and explain a connection. Continue linking objects and passing the string, creating a web.
- Once complete, observe the web and reflect on how everything is interconnected. See how each object relates to others in some way.
- Consider how pulling on one string reverberates through other parts of the web. Our actions affect others.
- Discuss how this represents a holistic perspective - recognizing relationships between parts, seeing how each piece relates to the greater whole.
- Our lives and society can be seen as an interconnected web.

Mandala Painting Activity:

Materials Needed:

- Large canvas or roll of paper for groups
- Tempera paints
- Paint brushes and water containers
- Nature items like leaves, flowers, sticks

Activity:

1. Explain what a mandala represents - a circle with radiating symbols that represent wholeness and the cosmos in many cultures.
2. Show examples of mandalas in nature like a sunflower. Discuss how this reflects holistic thinking.
3. Break into small groups of 4-5 people. Provide each group with a large canvas, paints, brushes.
4. Encourage them to gather any nature items they would like to incorporate.
5. Their task is to collaboratively create a mandala painting for their group that represents their newly formed community.
6. They can use shapes, colors, symbols, words that represent their identities and connections.
7. Have the groups create their mandala together simultaneously. Encourage them to observe other groups and consider how their mandalas relate to each other.
8. After completed, have each group explain their painting and what meanings are represented.

Display the mandala paintings together. Reflect on how each is part of the greater whole, even though created separately. Discuss holistic perspectives.

This collaborative and creative activity fosters systems thinking, interconnectedness, and a holistic view of communities. Let me know if you need any clarification or have additional suggestions!

The meaning and symbolism of mandalas:

- A mandala is a symbolic circular design that originated in Indian religions such as Hinduism and Buddhism. The word "mandala" means "circle" in Sanskrit.
- Mandalas represent the cosmic universe and its infinite cycles. They depict the interconnection between humanity and the cosmos.
- The basic form is a circle with four gates containing various concentric symbols, shapes, and details. These radiate out from the center which represents the axis of the universe.
- The symmetrical and geometric patterns represent harmony and balance in the natural world.
- Creating mandalas is thought to have spiritual and therapeutic benefits as it promotes inner peace, wholeness, and a meditative state.
- In nature, mandalas can be seen in things like flowers, spiderwebs, seashells, tree rings.

For example:

- A sunflower is a natural mandala. Its round yellow "flower" has radiating "petals" emerging from a central point. This orderly repetition and symmetry reflects the harmony of nature's patterns.
- Trees have rings radiating outward from their center which marks their cyclical growth. The branches, leaves and roots also reflect this radiance in a mandala form.
- Spiderwebs are mandalas that start with a central point and spiral outward in an intricate web. It shows how everything is connected.

So in summary, mandalas in nature demonstrate how holistic thinking recognizes the deep interconnectedness and order in the universe. Seeing mandala patterns reflects unity between the micro and macro, humankind and nature.

Activity: "Outdoor vs Indoor: A Comparative Study"

Objective: The purpose of this activity is to help students understand the unique values of outdoor activities, including physical, emotional, and cognitive benefits.

Materials Needed:

- Two large sheets of poster paper
- Markers
- Indoor & outdoor space
- Stopwatch or timer

Procedure:

Indoor Session: Gather the students in a traditional indoor classroom. Ask them to participate in a typical 30-minute lesson (such as a lecture or reading a chapter from a textbook). Once completed, have a brief discussion about how they felt during the lesson, both physically and mentally. Encourage them to share thoughts about the learning environment, their focus, interest, creativity, and any other points that come up.

Outdoor Session: Now take the same group of students outdoors for a similar 30-minute lesson. This could be a nature-based lesson like a nature walk with stops to discuss the local flora and fauna, or it could be the same type of lesson as indoors but in an outdoor setting. After the lesson, have a similar discussion about their feelings, focusing on the same points as in the indoor session.

Comparison and Reflection: Now that the students have experienced both indoor and outdoor learning, bring them back indoors. Divide the board or two large sheets of poster paper into two columns: "Indoor" and "Outdoor". Ask the students to brainstorm the differences they noticed between the two settings. Record their observations in the appropriate columns.

Discussion: Facilitate a discussion based on their observations. Talk about the physical differences (like being able to move around more, fresh air, natural light), the cognitive differences (how they felt more or less focused, distracted, interested), and emotional differences (happiness, calmness, feeling more relaxed or more attentive).

Through this activity, students will be able to experience and understand firsthand the value and unique benefits that outdoor activities bring to their learning and overall well-being. This exercise provides a holistic view of outdoor activities' impact and emphasizes the importance of incorporating them into educational practices.

Other Ideas to use or not?

Inclusion through Storytelling

This activity encourages teachers to work on their storytelling skills. The participants are split into groups and each is tasked with creating a short story. The catch: each story should feature characters from diverse backgrounds, promoting themes of tolerance, collaboration, and integration. At the end of the session, the teachers are invited to present their stories. The goal is to facilitate a discussion about the different dimensions of incorporation/integration and identity, and how they can use this activity in their classrooms to enhance inclusion.

Role-Play for Empathy Building

Teachers are paired up for a role-playing activity. Each participant receives a character description, including their cultural background, language proficiency, and level of education. Some characters will be immigrants or refugees. The teachers interact as their characters, facilitating understanding of the challenges faced by individuals from different backgrounds. This activity promotes empathy, helps overcome integration barriers, and encourages critical thinking.

Collaborative Art Project

In this activity, participants work in small groups to create a collective piece of art. The theme of the art project revolves around the concept of diversity and unity. By working together, teachers experience the practical application of collaborative work and problem-solving. They are then encouraged to implement similar group projects in their classrooms, fostering harmonious group building and promoting inclusion.

Inter-cultural Exchange Sessions

Teachers are asked to share their own cultural practices, stories, or traditional games. This fosters an environment where teachers can understand different realities and perspectives, fostering inclusion and collaboration. These sessions can be replicated in the classroom, enhancing students' intercultural competence and awareness.

Mediation and Negotiation Workshops

These workshops introduce teachers to key negotiation and mediation strategies that can be used to resolve conflicts and promote inclusion in the classroom. Teachers participate in simulated scenarios to practice these skills and are given resources to bring back to their classrooms.

Erasmus+ Partnership Building Activity

Participants are guided to develop a hypothetical project proposal for a cross-cultural exchange with a partner school in another European country. This activity aims to familiarize participants with the framework of Erasmus+ cooperation in the field of education. The process requires teachers to incorporate the learnings from the course into the project, ensuring that the proposal promotes inclusion and integration.

Remember, the ultimate goal is to equip teachers with skills and strategies that can be replicated in their own classrooms, promoting a culture of inclusion and understanding. The more we can relate these activities to real-world scenarios in the classroom, the more effective they'll be.

Activity 1: Identity Collage

- Have participants create collages using images, words, colors, etc. to represent various aspects of their identity.
- Allow time to independently create collages, then share in small groups. Discuss similarities, differences, intersecting identities.
- Outcomes: Recognize diversity within ourselves and others. Understand how identity shapes experience. Build community.
- Importance: Honors each person's complex identity. Develops self-awareness and empathy.

Activity 2: Privilege Sculptures

- Break into small groups. Give modeling clay to each person. Have them sculpt models representing their privilege/oppression.
- Share sculptures. Discuss what each sculpture represents, how privilege and oppression manifest in society.
- Outcomes: Recognize privilege and oppression. Understand social justice issues.
- Importance: Develops critical consciousness of equity issues. Surfaces assumptions.

Activity 3: Inclusion Roleplays

- Create scenarios where someone is excluded or environment is not inclusive. Have groups act out responses.
- Discuss effective interventions as teachers and students. What language is empowering? How to change climate?
- Outcomes: Practice responding to exclusion. Envision proactive inclusion.

- Importance: Build skills to interrupt exclusion and foster inclusion.

Activity 4: Strengths Appreciation

- Each person writes their strengths/talents on paper attached to their backs. Rotate sharing strengths observed in others.
- Debrief feelings and having strengths recognized. Discuss building on student strengths.
- Outcomes: Recognize strengths in self and others. Understand power of positive feedback.
- Importance: Affirms each person's gifts. Models asset-based thinking.

6 activity ideas for non-formal education for inclusion:

Identity Flower - Have participants draw a flower with petals representing different aspects of their identity. Share in small groups or pairs. Discuss how we all have diverse, intersectional identities.

Privilege Walk - Have participants stand in a line. Read statements related to privilege/oppression. Have people step forward or backward based on their experiences. Discuss impacts and how to address privilege/oppression.

Storytelling - Have participants share stories about times they felt excluded or someone they know was excluded. Discuss feelings, impacts, and solutions. Practice active listening skills.

Roleplays - Set up scenarios where exclusion or lack of inclusion is happening. Have participants act out possible interventions as teacher and students. Discuss effective approaches.

Cooperative Games - Have participants play non-competitive games in diverse small groups that require cooperation, communication and inclusion of all members. Discuss principles for inclusive classrooms.

Action Planning - Have participants make personal action plans for how they will address inclusion/exclusion in their classrooms. Share ideas and provide peer feedback. Discuss implementing plans at their schools.

6 suggested activities for Art for Inclusion:

1. **Gallery Visit** - Take teachers to visit a local art gallery that has exhibits related to diversity and inclusion. Have them observe and reflect on how the art conveys messages about accepting differences. Learning outcome: Teachers understand how art can promote inclusion.
2. **Identity Art** - Have teachers create a visual collage representing their own identity, background, interests, etc. Then have them share and discuss in small groups. Learning outcome: Teachers reflect on their own identity and appreciate the diversity in the room.
3. **Lesson Planning** - Have teachers work in groups to brainstorm and plan an art lesson that teaches students about diversity and inclusion. They can share ideas and resources. Learning outcome: Teachers learn how to integrate themes of inclusion into art lessons.
4. **Adapted Art** - Demonstrate how art activities can be adapted to meet all students' needs, including those with disabilities. Have teachers try modifying a sample lesson plan. Learning outcome: Teachers learn how to make art activities inclusive.
5. **Folk Art Across Cultures** - Explore examples of folk art from different cultures. Discuss how art transmits cultural values and norms. Have teachers research a type of folk art to present to the group. Learning outcome: Teachers understand how art reflects culture.
6. **Advocacy Art** - Show examples of art that advocates for social justice and change. Have teachers create their own piece of advocacy art related to inclusion. Display and discuss the art.

Learning outcome: Teachers learn how art can give voice to social issues.

For each activity, explain the purpose and procedures, allow time for teachers to experience the activity, then provide reflection and group discussion to consolidate the learning. These hands-on activities will build teachers' understanding of how to use art to promote inclusion and acceptance in their classrooms.

Part 3:

interactive activities for each topic regarding:

- Communication
 - Personal Values
 - Negotiation and conflict management
 - Stereotypes
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Communication:

1. Telephone - Form a line of participants. Whisper a complex phrase to the first person. They whisper it to the next, continuing down the line. The last person says the phrase out loud. Compare to the original and discuss how it changed. Highlights barriers to accurate communication when listening breaks down.
2. Drawing Game - Participants pair up, one with paper and pencil, the other with a simple image (shape, animal, object). Without looking, the drawer listens to instructions from their partner to recreate the image. Compare drawings and discuss challenges. Practices clear verbal communication and listening skills.
3. Storytelling - Prompt participants to share a story about a time communication broke down or was particularly meaningful. Encourage listening without judgement. Debrief what made communication effective or not in stories. Recognizes importance of listening to understand others.

Personal Values:

1. Values Continuum - Create a line in the room designating extremes of a values spectrum (individualism-community, tradition-progress, etc.). Participants stand along the continuum based on their perspective. Discuss reasoning behind stances. Surfaces diverse worldviews.
2. Value Prioritization - Give list of values (security, freedom, justice, etc). Have participants rank order most to least important. Pair share rankings and discuss similarities and differences. Recognizes personal priorities and variety in how values are weighted.
3. Values Charades - Participants silently act out behaviors demonstrating a value while group guesses the value. Consider how values shape actions and perceptions.

Negotiation/Conflict Management:

1. Roleplay - Pairs act out a scenario involving conflict of opinions/needs. One observes and gives feedback. Switch roles. Discuss successful negotiation strategies. Practices constructive conflict resolution skills.
2. Fishbowl - Small groups debate an issue while others watch quietly. Pause to discuss insights and perspectives. Recognizes validity in different viewpoints in conflict.
3. Tower Build - Split into teams, provide limited materials (marshmallows, toothpicks, tape). Compete to build highest freestanding tower. Reflect on teamwork, listening, leadership, problem-solving. Exposes cooperative vs competitive dynamics.

Stereotypes:

1. Draw an X/O - Place signs on participants' backs labeling them X or O without their knowledge. Instruct them to interact based on these labels. Afterward, debrief assumptions made and how it felt. Demonstrates effects of unconscious bias.

2. Who Am I? - Participants wear stickers with stereotypical identities (nerd, jock, Goth). Interact in exaggerated stereotypical ways. Share reflections afterward about expectations. Recognizes heterogeneous identities.
3. Stereotype Brainstorm - Generate common stereotypes (elders are frail, youth are lazy, etc). Challenge them with counter examples. Discusses roots and impacts of stereotypes. Examines unfair generalizations.

Alternative to Abigail's Tail for Teenagers:

Sarah's Dilemma

Sarah was a popular girl in high school who had been dating her boyfriend Josh for over a year. They were totally in love and always hanging out together. Sarah lived on the east side of town, while Josh lived on the west side, separated by the river that ran through the center of town. The only bridge connecting the two sides had been damaged in a storm, so the teenagers had no way to see each other after school.

Sarah was devastated that she couldn't see Josh. She moped around for days, missing him terribly. One day after school she ran into a guy named Kyle who had a motorboat docked on the river. Kyle offered to give Sarah a ride across the river to see Josh, but only if she would make out with him.

Sarah was horrified by Kyle's gross proposition. She wanted to see Josh so badly, but she would never cheat on him! Sarah went home and told her best friend Katie the whole story. Katie said Sarah should just wait until the bridge was repaired rather than compromise her morals.

But Sarah's desire to see Josh kept growing. After a week, she became so desperate that she went back to Kyle and reluctantly agreed to make out with him in exchange for a ride across the river. Sarah felt ashamed but figured she had no other choice.

When she arrived at Josh's house, Sarah broke down in tears as she confessed what had happened with Kyle. Josh was furious that Sarah betrayed him. He accused her of cheating and dumped her on the spot. Heartbroken, Sarah turned to her friend David for comfort. David was outraged when he heard how Josh had overreacted. He promised Sarah he would make this right. David went to Josh's house and punched him in the face for the way he had treated Sarah.

In the end, Sarah learned an important lesson - true love means trusting one another even when circumstances try to pull you apart.

Activity: Abigail's Tail

Abigail's Tale is a story that shows how people view the world from different perspectives, have different values and reach different conclusions out of the same information.

Aims of the tool:

When mixing with people from different cultures we should be aware that all their actions, values and attitudes are not necessarily defined by their culture. With this exercise you can show how similar people think differently, how they have different moral values and different ways of seeing reality.

Description of the tool:

Abigail's Tale is a story that shows how people view the world from different perspectives, have different values and reach different conclusions out of the same information.

1. Give them a printed version of the story or tell the story (maybe drawing the characters on a flipchart).
2. Give them 3' to establish the guilty parties from the guiltiest to the less guilty.
3. (Optional) Split them in pairs and give them 5' to make the list (guiltiest to less guilty).
4. Put them in groups of 5 with the same goal (a common list). (15-25')
5. Do a group discussion (15')
6. Debrief (15')

Variations:

- Modify the story to have unisex names and ask at the end what would happen if that character was a woman (or a man); e.g.: Sinbad could be a woman and Abigail a boy. Or they could be gay.

- Modify the story to say "Abigail loved Tom" (instead of "they were in love") and ask the question: "what would you say if Abigail was actually a stalker?" <-- we don't always have all the information and just reading some words on paper doesn't mean we have the whole picture

Other things you can do/note:

- Ask lateral thinking questions like "would you reorder your list if Abigail was 13? How?"
- Sorting by Europe's legal system we get: Bob beating Tom (no mitigating circumstances), Tom hitting Abigail (mitigating circumstances) and Sinbad (economic monopoly).
- Fun fact: In Bulgaria one participant said Sinbad was the best business man ever. He found a need and offered fair services to fill the need. All demonstrated by the fact that Abigail accepted his offer.
- When splitting them into pairs you can try pairs of different sex
- In a training touching political subjects you can consider the story as a metaphor of how EU countries try to reach a common ground (though they have different values)
- Different views/perspectives to be explored: culture, family ties, violence, friendship, loyalty, attitudes towards sexual activities
- Some people will interpret the "Bob left with Abigail" part as if to mean that Abigail entered a relationship with Bob (but they could have just gone out for a drink). Interpretations vs facts.

<https://www.salto-youth.net/tools/toolbox/tool/abigail-s-tale.1750/>

Abigail's Tale

Once upon a time there was a pretty girl called Abigail who lived in a house with her mother. Everyday she would walk across her town, over the only bridge crossing the river to river to see her boyfriend, Tom. Abi thought Tom was lovely! She would skip and sing on her way to see her boyfriend, and they were very much in love.

Of course Tom also thought Abi was lovely. He too would cross the town and the only bridge across the river to go and see Abi, but he didn't skip and sing, at least when the other boys were looking he didn't!

They were so in love and would walk around holding hands to show everyone how much they loved each other. Aww.!

One night a great storm flooded the river and swept away the bridge, the only bridge so the next morning they could only stand on opposite banks of the river and wave to each other, both very sad that they couldn't hold hands.

Abigail cried. She cried and cried and cried and wanted to see her Tom, but it would be months before a new bridge would be built, and there was no other way to cross the river. Then after a few days Abigail saw a little rowing boat tied up on the river, and went to speak to the man who owned it.

"Please" Abi begged "Please row me across the river so I can see my Tom". The man who owned the boat was called Sinbad. Not many people spoke to him, and very little was known about him. Sinbad thought about Abigail's problem and offered to help. "I will row you across the river" Sinbad said, and Abi smiled, but she was happy to quickly. Sinbad continued "I will row you across the river, if you sleep with me."

Abigail's smile turned into a frightful scream and she ran off crying. She couldn't decide what to do. She wanted to see Tom so badly, but didn't want to sleep with Sinbad. She felt torn between seeing her boyfriend and cheating on him with Sinbad, and she felt she needed to ask someone for advice, so sat down with mother and explained the whole story.

Abigail's mother listened to her story and when Abi had finished she looked at her mother, waiting for her advice. "well" her mother started "you need to sort this one out for yourself".

Abigail's mother offered no advice as she wanted Abi to make the decision for herself.

Abi was now more confused than ever and sat in her park thinking over her options. She decided she wanted to see Tom more than ever... he would know what to do, so she jumped up and went to Sinbad.

1After she slept with him, Sinbad kept his word and took her on his boat across the river. Abi ran as soon as she arrived on shore to Tom. Tears running her face, she banged on his door and he was very shocked to see Abi, and to see that she was so upset. Abi explained everything that happened to her, and when she told Tom she had to sleep with Sinbad to see her, he went crazy.

"WHAT!" he shouted "you cheated on me... with Sinbad!" Abi tried to explain why she did it, but Tom was so angry he slammed the door shut and didn't want to speak to Abi again.

Abi cried some more, and now was on the wrong side of the river to ask her mother for advice, but she knew where Tom's best friend, Bob, lived.

She went around to Bob's house and explained everything to him. Bob let her into his house and gave her a nice cup of tea to try and help things. As Abi explained what had happened today, Bob was disgusted with how Tom had acted. So disgusted in fact that he went around to Tom's house and beat him up for treating Abi so badly.

Then Bob left with Abigail.

And this is where our story ends.

ACTIVITY: EURO-RAIL A LA CARTE

This is an exercise about prejudice and the limits of tolerance as well as about images and stereotyping about different minorities. It aims at challenging the student's stereotypes and prejudice about other people and minorities, and about the images and associations the text raises. Students will reflect on the perceptions they have of the minorities. Self-awareness about the limits of tolerance will be raised.

The teacher gives a copy of the learning material to each person, briefly describes the scenario and tells them to read the descriptions of the people travelling on the train.

Then each person is asked to choose individually the three people they would most like to travel with and the three they would least like to travel with. Once everybody has made their individual choices, ask them to form into groups of four to five and to:

- Share their individual choices and the reasons for them.
- Compare their choices and reasons and check where there are similarities
- Come up with a common list (the three pluses and the three minuses) by consensus

In plenary, ask each group to present their conclusions including the reasons for their common choices. They should also say in which "cases" there was most disagreement within the group.

DEBRIEFING AND EVALUATION: The debriefing and discussion will be based on the group's reports. Comparing the different results is a good way to introduce the discussion. You may continue by asking questions such as:

- How realistic are the situations presented?
- Has anyone in the group experienced a similar situation in real life?
- What were the major factors that determined your individual decisions?

You can work with the participants on the fact that there was very little information presented about the persons. People tend to add information then about the travellers based on the stereotypes we have in mind when making our decision.

This activity was taken from: Council of Europe (2016): Education pack All different All equal. <https://rm.coe.int/1680700aac>

HANDOUT - EURORAIL A LA CARTE

THE SCENARIO

You are boarding the “Deer Valley Express” train for a week-long ride from Lisbon to Moscow. You are travelling in a couchette compartment, which you have to share with three other people. With which of the following passengers would you prefer to share?

1. A Serbian soldier from Bosnia.
2. An overweight Swiss financial broker.
3. An Italian disc-jockey who seems to have plenty of dollars.
4. An African woman selling leather products.
5. A young artist who is HIV positive.
6. A Roma man (Gypsy or traveller) from Hungary just released from jail.
7. A Basque nationalist who travels regularly to Russia.
8. A German rapper living a very alternative life-style.
9. A blind accordion player from Austria.
10. A Ukrainian who only cries and can't go home.
11. A middle-aged Romanian woman who has no visa and a 1-year old child in her arms.
12. A Dutch hard-line feminist.
13. A skinhead from Sweden ostensibly under the influence of alcohol.
14. A wrestler from Belfast apparently going to a football match.
15. A Polish prostitute from Berlin.
16. A French farmer who speaks only French and has a basket full of strong cheese.
17. A Kurdish refugee living in Germany who is on his way back from Libya.

INSTRUCTIONS:

1. Individually select your three first choices of the people you would most like to travel with and the three you would least like to travel with. You have 15 minutes to do this.
2. In groups, share your choices of the 3 best and the 3 worst companions, and discuss the reasons which led to your decisions. Then try to come to a consensus on a common list of the three most favoured and the three least favoured companions. You have 30 minutes for this part of the activity.
3. In plenary, each group presents its conclusions followed by a debriefing and evaluation of the exercise.

Activity: Cultural Iceberg

Objective:

The objective of this activity is to introduce teachers to the concept of the cultural iceberg and enhance their cultural awareness. By exploring the hidden aspects of culture, teachers will gain insights into the complexities of intercultural interactions and develop strategies for promoting cultural understanding in the classroom.

Materials Required:

Handout (provided below)

Sticky notes

Flipchart or whiteboard

Pen/pencil for each participant

Markers

Instructions:

Introduction (5 minutes)

- Welcome the participants and briefly explain the purpose of the activity.
- Emphasize the importance of cultural awareness and understanding in creating inclusive learning environments.

Cultural Iceberg Activity (20 minutes)

- Distribute the handout to each participant.
- Instruct participants to read the handout and familiarize themselves with the concept of the cultural iceberg.
- Explain that the cultural iceberg represents the visible and invisible aspects of culture.
- Encourage participants to reflect on their own cultural background and experiences as they go through the handout.

Group Discussion (15 minutes)

- Divide participants into small groups of 3-4 people.
- Provide each group with a set of sticky notes and markers.
- Ask participants to discuss the situations provided on the handout and identify the visible actions or behaviors (what we see) in each situation.
- Instruct participants to write down the visible actions on separate sticky notes.
- After the discussion, ask each group to present their findings to the larger group.
- Facilitate a brief discussion on the visible actions identified by each group.

Cultural Iceberg Analysis (20 minutes)

- Ask participants to return to their small groups.
- Instruct participants to analyze each situation again, this time focusing on the underlying values, beliefs, and assumptions (what lies beneath the surface) that might influence the visible actions.
- Encourage participants to write down the underlying aspects on separate sticky notes.
- After the analysis, ask each group to present their findings to the larger group.
- Facilitate a discussion on the underlying aspects identified by each group.

Reflection and Application (10 minutes)

- Lead a group reflection on the activity and encourage participants to share their insights and observations.
- Discuss the potential impact of cultural iceberg awareness on teaching practices and student interactions.
- Guide participants in brainstorming strategies for incorporating cultural awareness in their classrooms.

Expected Learning Outcomes:

Increased awareness of the visible and underlying aspects of culture.

Enhanced understanding of the complexities of intercultural interactions.

Development of strategies for promoting cultural understanding in the classroom.

Improved cultural sensitivity and empathy towards diverse student populations.

Handout: Cultural Iceberg

The cultural iceberg is a concept that represents the visible and hidden aspects of culture. Just like an iceberg, only a small portion is visible above the surface, while the larger part lies beneath. Let's explore this concept and its implications for intercultural understanding.

Instructions:

- Read through the following situations.
- Identify the visible actions or behaviors (what we see) in each situation.
- Discuss within your group and write down the visible actions on separate sticky notes.
- Analyze each situation again, focusing on the underlying values, beliefs, and assumptions (what lies beneath the surface) that might influence the visible actions.
- Write down the underlying aspects on separate sticky notes.
- Present your findings to the larger group and participate in the discussion.

Situation 1: During a classroom discussion, a student interrupts their peer and expresses their disagreement with a loud voice.

Visible actions:

Underlying aspects:

Situation 2: A new student joins the class, and their native language is different from the majority of the students.

Visible actions:

Underlying aspects:

Situation 3: A teacher shares a story from their cultural background to illustrate a concept.

Visible actions:

Underlying aspects:

Remember, culture is complex and multifaceted. By understanding the cultural iceberg, we can better navigate intercultural interactions and create inclusive learning environments.

Note: Adapt the situations and discussions based on the cultural context and diversity of the participants to ensure relevance and inclusivity.

Animals Values Reflection Activity Handout

Instructions:

Take a few moments to individually reflect on your personal values. Consider what principles or beliefs guide your actions and decisions. Think about what matters most to you in life.

Once you have identified your personal values, prioritize them and select your top three values.

Write down your top three values in the space provided below.

Find a partner or join a small group to share your findings and engage in a discussion about the significance of these values in your lives. Take turns sharing your values and listening to your partner/group members.

Take the time to actively listen to your partner/group members' responses, share your own thoughts, and ask follow-up questions to deepen the conversation. Be respectful and create a safe space for everyone to express their perspectives.

Remember that this activity is an opportunity for self-reflection, self-awareness, and fostering connections and empathy among participants. Embrace the diversity of values and experiences within the group and appreciate the insights gained from this activity.

Handout Values Reflection:

1- Choose 3 animals you identify the most with:

Animal 1:

Animal 2:

Animal 3:

2 - Chose 3 Personality Adjectives and/or Character Traits of each animal.

Value 1:

Value 2:

Value 3:

Guiding Questions for Reflection and Discussion:

1. How do your values align with your actions and choices in your personal and professional life?
2. Have there been any instances where you had to make difficult decisions that challenged your values? How did you navigate those situations?
3. How do your values influence your interactions with others, including students, colleagues, and community members?
4. Are there any values that you aspire to develop or strengthen? How can you incorporate them into your daily life?
5. How might your values impact your teaching approach and the learning environment you create for your students?

Take the time to actively listen, share, and engage in meaningful discussions with your partner/group members. Enjoy the opportunity to learn from one another's experiences and perspectives.

Note: Respect each other's views and maintain a safe and inclusive environment throughout the activity.

Activity: Controversial Statements Discussion

Objective: Encourage critical thinking, respectful dialogue, and the exploration of diverse perspectives on controversial topics.

Instructions:

- Divide participants into small groups of 4-6 people.
- Provide each group with a list of controversial statements (20 general, 3 related to teachers' lives, and 3 politically charged).
- Instruct participants to discuss each statement within their groups, considering different viewpoints and sharing their own perspectives.
- Emphasize the importance of respectful communication and active listening during the discussion.
- After the group discussions, reconvene as a whole group for a debriefing session to share insights and reflections.

List of Controversial Statements:

General Statements:

- Social media has a negative impact on society.
- A man should have a wife for the family and a mistress for pleasure.
- Teachers should be evaluated based on student performance.
- Animal testing is necessary for scientific advancements.
- All LGBTQ people should be submitted to conversion treatment
- The death penalty should be abolished worldwide.
- We are all basically selfish.
- Homework should be abolished in schools
- You will be happier if you stay unmarried.
- People work better if they are paid more.
- Punishment never has any good effect.
- All borders should be open for free migration.
- Teachers should be able to be violent with students when necessary.
- Vaccines should be mandatory for all children.
- Men deserve to be better paid.
- School uniforms restrict students' freedom of expression.
- Censorship is necessary to protect society.
- A woman's place is in the home.
- Online privacy is a myth.
- The use of animals in entertainment should be banned.
- Government surveillance is necessary for national security.
- Assisted suicide should be legalized.
- Multinational corporations have too much power.
- Online education is as effective as traditional education.

Note: The facilitator should create a safe and inclusive environment for participants to express their views and remind them to approach discussions with respect and open-mindedness. Encourage participants to analyze the statements from multiple perspectives, consider evidence, and engage in thoughtful dialogue.

Activity: Think-Pair-Share & Gallery Walk

Instructions:

Introduce the activity by explaining that Think-Pair-Share is a structured discussion activity that promotes active learning, critical thinking, and collaboration. Participants will have the opportunity to reflect individually, engage in discussion with a partner, and share their ideas with the larger group.

Procedure:

Step 1: Individual Reflection (5 minutes)

Provide the participants with the first question or prompt.

Instruct them to take a few minutes to individually reflect on the question and note down their thoughts or ideas.

Step 2: Pair Discussion (10 minutes)

Instruct participants to pair up with their assigned partner.

Ask them to take turns sharing their reflections on the question and actively listen to their partner's response.

Encourage participants to ask clarifying questions and engage in a meaningful discussion.

Step 3: Group Sharing (15 minutes)

Bring the pairs back to the larger group and invite them to share the key points or insights from their discussion.

Allocate sufficient time for each pair to present their discussions.

Encourage other participants to ask questions or provide additional input based on the shared discussions.

Step 4: Reflection and Wrap-up (5 minutes)

Facilitate a brief reflection on the overall activity.

Ask participants to share any new insights or perspectives they gained from the activity.

Summarize the main takeaways and emphasize the importance of connecting personal experiences and reflections to the topic of non-formal education.

Prompts:

-Extra: Reflect on a memorable non-formal education experience from your own schooling years and its lasting impact.

-Extra: Discuss the role of creativity in non-formal education and its impact on learner engagement.

1. Reflect on a challenge you faced while implementing non-formal education methods and how you overcame it.
2. How can the use of a non-formal education effectively promote inclusivity and diversity?
3. Discuss the potential limitations or challenges of using non-formal education methods in your teaching context.
4. How can non-formal education foster critical thinking and problem-solving skills in learners?
5. Reflect on the role of reflection and self-assessment in non-formal education and its benefits for learners.
6. Discuss the importance of building relationships and trust within a non-formal education setting.
7. How can non-formal education contribute to the holistic development of learners beyond academic knowledge?

Purpose:

The Think-Pair-Share activity is designed to promote active learning, critical thinking, and collaboration among participants. By individually reflecting on a given question, engaging in discussions with a partner, and sharing their thoughts with the larger group, participants can connect their own experiences to the topic at hand. This activity encourages participants to think deeply about non-formal education, explore different perspectives, and learn from one another's insights. It also fosters a sense of community and encourages active participation in the learning process.

Activity: Role Play Scenarios

Instructions:

Divide participants into small groups of 4-6 members.

Here are five prompts you can use:

Prompt 1: Resolving Conflicts in a Youth Group

Scenario: Imagine you are a non-formal education facilitator working with a diverse group of young people. There has been a recent conflict between two participants, and it is affecting the overall dynamics of the group. Role-play a situation where you facilitate a conversation between the two participants to help them resolve their conflict and find a mutual understanding.

Prompt 2: Designing a Team-Building Activity

Scenario: You are tasked with designing a team-building activity for a group of young adults. The objective is to foster trust, cooperation, and communication among the participants. Role-play a scenario where you present and explain your team-building activity to a group of participants, highlighting its objectives, rules, and expected outcomes.

Prompt 3: Inclusive Decision Making

Scenario: You are facilitating a non-formal education program that aims to empower young people in decision-making processes. Role-play a situation where you engage a group of participants in a decision-making process regarding a project or activity. Ensure that all participants' voices are heard and that the final decision reflects a collaborative and inclusive approach.

Prompt 4: Addressing Stereotypes and Prejudices

Scenario: You are facilitating a workshop on addressing stereotypes and prejudices among young people. Role-play a scenario where you lead a group discussion and activities to challenge and deconstruct stereotypes, promoting empathy and understanding among the participants.

Prompt 5: Facilitating an Intercultural Exchange

Scenario: You are organizing an intercultural exchange program for a group of young people from different countries. Role-play a situation where you facilitate an activity that encourages intercultural dialogue, exchange of perspectives, and appreciation for cultural diversity. Ensure that the participants actively engage with each other and contribute to a meaningful exchange.

-Conduct debriefing sessions after each role play for reflection on **strengths** and **areas for improvement**.

-Discuss **effectiveness of non-formal education methods, participant engagement, and overall outcomes achieved**.

-Analyze role plays and highlight effective non-formal education methods like **active learning, experiential learning, and participatory approaches**.

-Emphasize **importance of problem-solving skills, creativity, and adaptability** in non-formal education.

Summarize Learning Outcomes:

Application of non-formal education methods: Participants will be able to apply non-formal education approaches, techniques, and strategies in a practical setting.

Problem-solving skills: Participants will develop their problem-solving abilities by addressing challenges and conflicts within the given scenarios.

Creativity: Participants will enhance their creative thinking skills by designing innovative solutions and approaches in their role plays.

Integration in the Classroom:

- Teachers can use role play scenarios as a teaching method to engage students, encourage active participation, and foster creativity.
- Role plays can be incorporated into various subjects, such as social studies, language arts, or character education, to explore real-life situations and promote critical thinking.
- Teachers can adapt the scenarios to suit the specific learning objectives and age group of their students, ensuring relevance and meaningful engagement.

Note: The facilitator should provide clear instructions, create a supportive and inclusive environment, and facilitate meaningful debriefing discussions to maximize the learning outcomes of this activity.

Resources:

The Boy, the Mole, the Fox and the Horse - Everybody feels a bit lost sometimes

https://www.youtube.com/watch?v=ABGXICzTY74&ab_channel=RadiantNoises

The Boy, the Mole, the Fox and the Horse - what do you dream about?

https://www.youtube.com/watch?v=ukq_VyT1cBY&ab_channel=RadiantNoises

I had a black dog, his name was depression

https://www.youtube.com/watch?v=XiCmiLQGYc&ab_channel=WorldHealthOrganization%28WHO%29

This is the Aliexpress store where you can find the cards I use:

<https://www.aliexpress.com/item/1005005404895054.html?spm=a2g0o.cart.0.0.f32f378dxCI0Qa&mp=1&gawegwayAdapt=glo2fra>

Icebreaker - Deeper Talks

Icebreaker - Starter Pack

Little Talks - A tool for Bigger conversation with Children

Extension I use on my browser for Daily motivation quotes and focus breakdowns:

<https://chrome.google.com/webstore/detail/momentum/laookkfknppbbblfpciffpaejjkokdgca>

Website for documentaries:

<https://teachflix.org/>

Website for free books in PDF (mostly in English):

<https://www.pdfdrive.com/>

Recommended books:

Never split the Difference. The art of negotiation - Chris Voss

How to win friends and influence people - Dale Carnegie

Start with your WHY - Simon Sinek

Find Your WHY - Simon Sinek

Recommended movies:

Freedom Writers - (A True Story of 150 Students and an Ordinary Teacher)

Dead Poets Society

Pay it Forward