

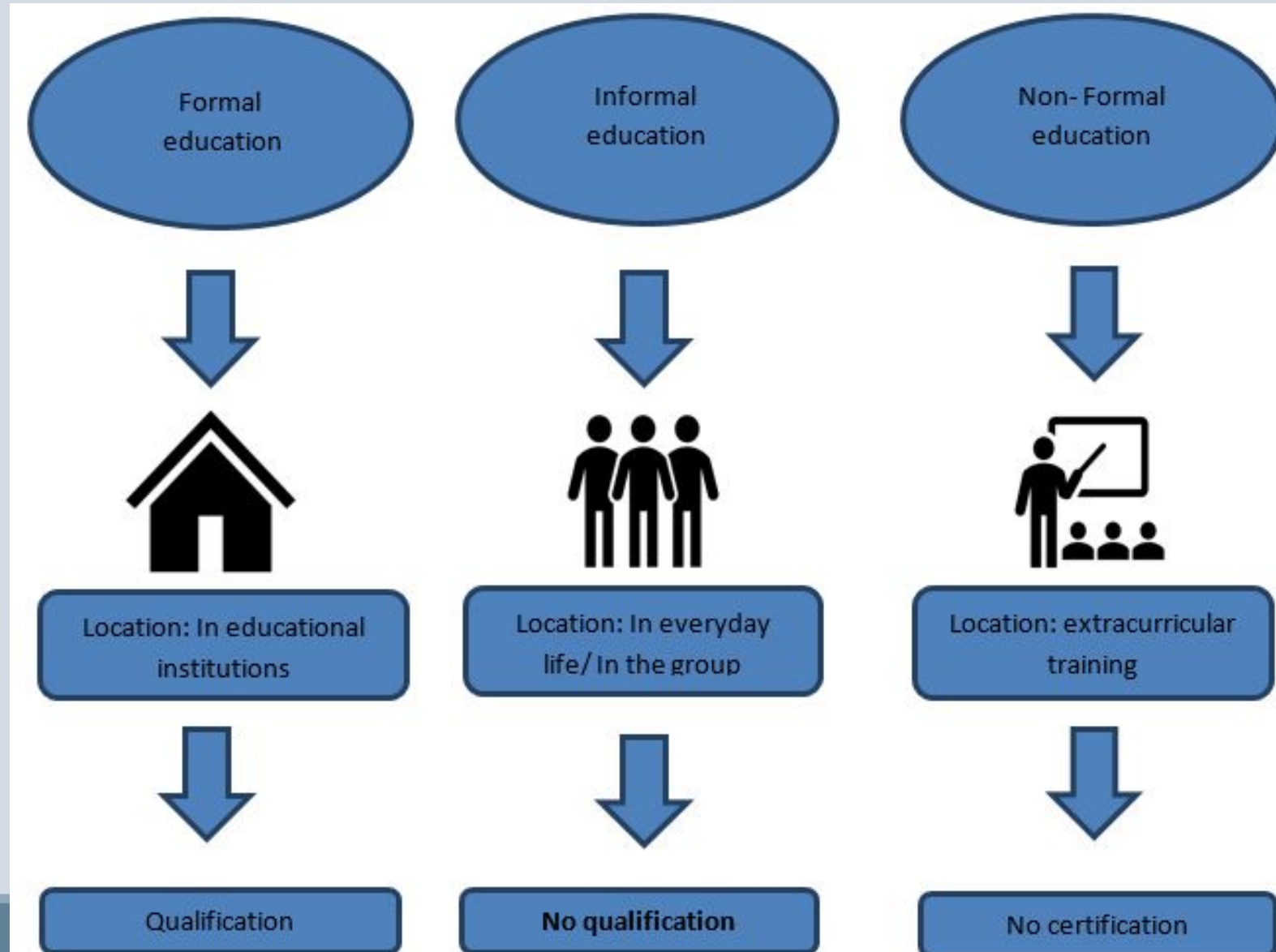
ERMISCOM ADDENDUM: COMPANION OF NON-FORMAL EDUCATION ACTIVITIES

Developed in the context of Erasmus+ project, “Common curricula for diversity: Education in Media and Integration of Vulnerable Groups”, **ERMIScom**



**ENTREPRENEURSHIP AND
SOCIAL ECONOMY GROUP**

Main Types of Learning



TYPE	FORMAL EDUCATION	INFORMAL EDUCATION	NON-FORMAL EDUCATION
PLACE	Schools, colleges, universities	People's everyday environment	Courses, workshops, seminars, clubs, community centres
INTENTION	Intentional (mandatory)	Non-intentional (unconscious)	Intentional (voluntary)
FEAUTURES	<ul style="list-style-type: none"> • Structured and planned • Hierarchical structure with rigid rules & regulations <ul style="list-style-type: none"> • Obligatory • Fixed syllabus/timetable • Mainly targeting reasoning and theoretical cognition 	<ul style="list-style-type: none"> • Unstructured and not planned 	<ul style="list-style-type: none"> • Structured and planned, • Learner-teacher roles are not solid; learner-centred approach • Changes in rules can be made instantly on the basis of learners' feedback <ul style="list-style-type: none"> • Self-motivated • Flexible syllabus/timetable • Based on action and experience
TARGETS	Diplomas and degrees, theoretical knowledge, hard-skills	Personal development through insights and experiences	Soft-skills, competences and attitudes

ERMIScom Objectives

ERMIScom objectives:

- Developing a common curriculum of Media studies teaching common contemporary political, economic & social subjects that need to be highlighted & prioritized with a focus on representation of vulnerable groups in the Media
- Upgrading personal & professional skills, especially in the field of New media, in the context of a modern study program
- Including innovative teaching practices and non-formal education methods in the delivery approach of the new curriculum

Learning-by-doing / Learning by “feeling” + Soft skills + Attitudes

ERMIScom Main Deliverables

No IO	Title	Lead Partner	Participating Partners	Dates of Implementation
IO1	STEREOTYPES and PREJUDICES: Xenophobia & Racism	BAU	Metropolia, NKUA, UNWE, EKO	01.10.2020 – 30.09.2021
IO2	FAKE NEWS & HATE SPEECH: Representation of vulnerable groups in the Media	UNWE	Metropolia, NKUA, BAU, EKO	01.10.2020 – 30.09.2021
IO3	SOCIAL ENTREPRENEURSHIP AND VULNERABLE SOCIAL GROUPS	VUB	Metropolia, NKUA,BAU, UNWE, EKO	01.10.2020 – 30.09.2021
IO4	VULNERABLE GROUPS AND CULTURAL TRAUMA	NKUA	Metropolia, VUB, BAU, UNWE, EKO	01.10.2020 – 30.09.2021
IO5	INTEGRATION POLICIES FOR VULNERABLE SOCIAL GROUPS	NKUA	Metropolia, BAU, UNWE	01.04.2021-31.03.2022
IO6	FUNDS & GRANTS: Social Integration and Rights Related Projects	UNWE	BAU, NKUA, VUB	01.04.2021-31.03.2022
IO7	TRANSFORMATIVE METHODOLOGICAL APPROACH: Teaching, Training, Learning	Metropolia	NKUA, VUB, BAU, UNWE, EKO	01.10.2020-30.03.2022
IO8	COMMON CURRICULA: Education in Media and Integration of Vulnerable Groups	NKUA	Metropolia, VUB, BAU, UNWE, EKO	01.10.2020-31.03.2022

ERMIScom Main Deliverables



HELLENIC REPUBLIC
National and Kapodistrian
University of Athens



2020-1-EL01-KA203-078981
*Common curricula for diversity:
education in media and integration of vulnerable groups*

ERMIScom ADDENDUM: NON-FORMAL EDUCATION METHODS AND ACTIVITIES

Contents

PART A: THEORETICAL INTRODUCTION	4
WHAT IS NON-FORMAL EDUCATION.....	4
i. Kinds of learning.....	4
ii. Learning processes.....	7
iii. Characteristics of non-formal education.....	8
NON-FORMAL EDUCATION METHODS.....	10
NON-FORMAL EDUCATION AS A COMPLEMENT TO FORMAL EDUCATION.....	11
REFERENCES.....	13
PART B: COMPANION OF NON-FORMAL EDUCATION ACTIVITIES	14
I. Stereotypes and Prejudices: Xenophobia and Racism	14
ACTIVITY I.1 - SHOW IT UP.....	14
ACTIVITY I.2 - VISUALIZING PREJUDICE.....	15
ACTIVITY I.3 - 'RACE' & RACISM - FACT OR FICTION?.....	17
ACTIVITY I.4 - (UN)EMPLOYMENT AND MIGRATION - TACKLING PREJUDICES.....	19
ACTIVITY I.5 - FEELING DISCRIMINATED.....	21
ACTIVITY I.6 - STICKY IDENTITY.....	23
ACTIVITY I.7 - EQUIANO.....	26
ACTIVITY I.8 - (IN)EQUALITY WALK.....	29
ACTIVITY I.9 - BOMB SHELTER.....	32
ACTIVITY I.10 - THE ALBATROSS.....	34
ACTIVITY I.11 - MIDDLE GROUND.....	36
II. Fake News and Hate Speech: Representation of Vulnerable Groups in the Media	40
ACTIVITY II.1 - FIND AND REPORT MISLEADING ACCOUNTS.....	40
ACTIVITY II.2 - WHERE IS MY TRUTH?.....	42
ACTIVITY II.3 - THE PYRAMID OF HATE.....	44
ACTIVITY II.4 - EVALUATE MEDIA INFORMATION.....	46
ACTIVITY II.5 - SPREADING FAKE NEWS.....	48
ACTIVITY II.6 - DIVERSITY THROUGH MASS MEDIA.....	49
ACTIVITY II.7 - GOOGLE KNOWS.....	52
ACTIVITY II.8 - GENDER COLLAGE GAME.....	54
ACTIVITY II.9 - BEWARE OF CULTURE.....	56
ACTIVITY II.10 - MEDIA'S ROLE IN CREATING STEREOTYPES.....	58
ACTIVITY II.11 - THE ONLINE BEHAVIOUR STOP DANCE.....	60
III. Social Entrepreneurship and Vulnerable Social Groups	62
ACTIVITY III.1 - SOCIAL ENTERPRISES GALLERY WALK.....	62
ACTIVITY III.2 - ALTERNATIVE USES.....	63
ACTIVITY III.3 - MY FRUSTRATIONS!.....	65
ACTIVITY III.4 - IN THE MARKET.....	66

□ Compilation of non-formal education (NFE) exercises targeting the same concepts, skills and attitudes as the corresponding IO

□ Companion to IO8 that could also be used in non-formal education courses / activities delivered by NGOs

Addendum Development – Work method

COURSE OUTLINE

COURSE: IO1 - Stereotypes and Prejudices: Xenophobia & Racism

(SPECIALISATION 2 – Media Representations of Others)

Coordinator: Dr. Tirşe Erbaysal Filibeli, New Media Department, Bahçeşehir University (BAU)

GENERAL

SCHOOL	Bahçeşehir University Communication Faculty		
ACADEMIC UNIT	Graduate Education Institute		
LEVEL OF STUDIES	POSTGRADUATE		
COURSE CODE		SEMESTER	SPRING
COURSE TITLE	Stereotypes and Prejudices: Xenophobia & Racism		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	7,5	
<i>Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).</i>			

General Competencies

Taking into consideration the general competencies that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Teamwork

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional, and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative, and inductive thinking

.....

Others...

.....

- Search for, analysis and synthesis of EU and national policies information, with the use of the necessary technology,
- Decision-making,
- Teamwork
- Project planning and management,
- Working in an interdisciplinary environment
- Production of free, creative, and lateral thinking,
- Production of new research ideas,
- Respect for difference and multiculturalism,
- Showing social, professional, and ethical responsibility and sensitivity to stereotyping and prejudice,
- Criticism and self-criticism.

Examples – “Sticky Identity” Activity (IO1)

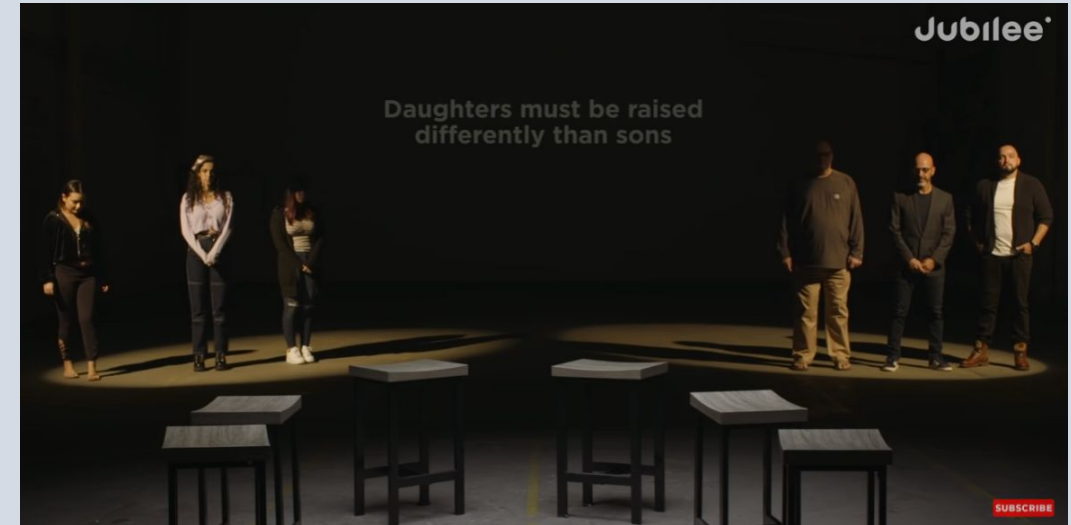
TITLE	“STICKY” IDENTITY
SKILLS & CONCEPTS TARGETED	<ul style="list-style-type: none">- Stereotypes- Prejudices- Discrimination
OBJECTIVES	<ul style="list-style-type: none">- To experience the process of inclusion and exclusion on the basis of characteristics one is “given”/cannot change- To experience the sensation of being part of a minority or majority group- To reflect on the formation of identity- To raise awareness of the feelings/emotions related to minority and the majority status- To understand the needs underlying group behavior majority and minority- To determine strategies for encouraging minority groups’ members to get involved in the majority group



- Ask participants to close their eyes. Stick one sticker on the forehead of each participant.
- The participants will open their eyes.
- Make the following statement: “Now, form groups!”







Examples – Middle Ground Activity (IO2)

TITLE	MIDDLE GROUND
ATTITUDES, SKILLS & CONCEPTS TARGETED	<ul style="list-style-type: none"> - Otherness; Othering - Open-mindedness - Perspective taking - Respect for diversity of opinion - Dialogue
OBJECTIVES	<ul style="list-style-type: none"> - To understand that labels and categories are not enough to reflect people's wide range of thoughts and beliefs - To get in contact with different points of view - To foster active listening skills - To promote open dialogue and debate - To understand the importance of having beliefs, which we are able to express clearly, respecting others' beliefs at the same time - To counteract the tendency for "othering" people with different opinions



1. Vegetarian vs Meat Eaters
2. Natural beauty vs Cosmetic surgery
3. Polyamorous vs Monogamous
4. Body positivity supporter vs Body positivity skeptics
5. Supporting vs non-supporting adoption by LGBTQI+ couples

Examples – Six Thinking Hats (Original Method)

COLOURED HAT	THINK OF	DETAILED DESCRIPTION
	<i>White paper</i>	The white hat is about data and information. It is used to record information that is currently available and to identify further information that may be needed.
	<i>Fire and warmth</i>	The red hat is associated with feelings, intuition, and emotion. The red hat allows people to put forward feelings without justification or prejudice.
	<i>Sunshine</i>	The yellow hat is for a positive view of things. It looks for benefits in a situation. This hat encourages a positive view even in people who are always critical.
	<i>A stern judge</i>	The black hat relates to caution. It is used for critical judgement. Sometimes it is easy to overuse the black hat.
	<i>Vegetation and rich growth</i>	The green hat is for creative thinking and generating new ideas. This is your creative thinking cap.
	<i>The sky and overview</i>	The blue hat is about process control. It is used for thinking about thinking. The blue hat asks for summaries, conclusions and decisions.

Examples – Six Thinking Hats (IO3)

TITLE	SIX THINKING HATS
SKILLS & CONCEPTS TARGETED	<ul style="list-style-type: none"> - Problem-solving - Creative thinking - Analysis - Perspective-taking - Team-working - Critical thinking - Elaborating and assessing various aspects of a business idea
OBJECTIVES	<ul style="list-style-type: none"> - To understand the importance of having different attitudes while approaching a new idea or project - To value teamwork - To understand the importance of foreseen problems
MATERIALS NEEDED	Six hats' cards (see annex), paper and markers, different coloured hats (optional) or stickers to make the roles visible

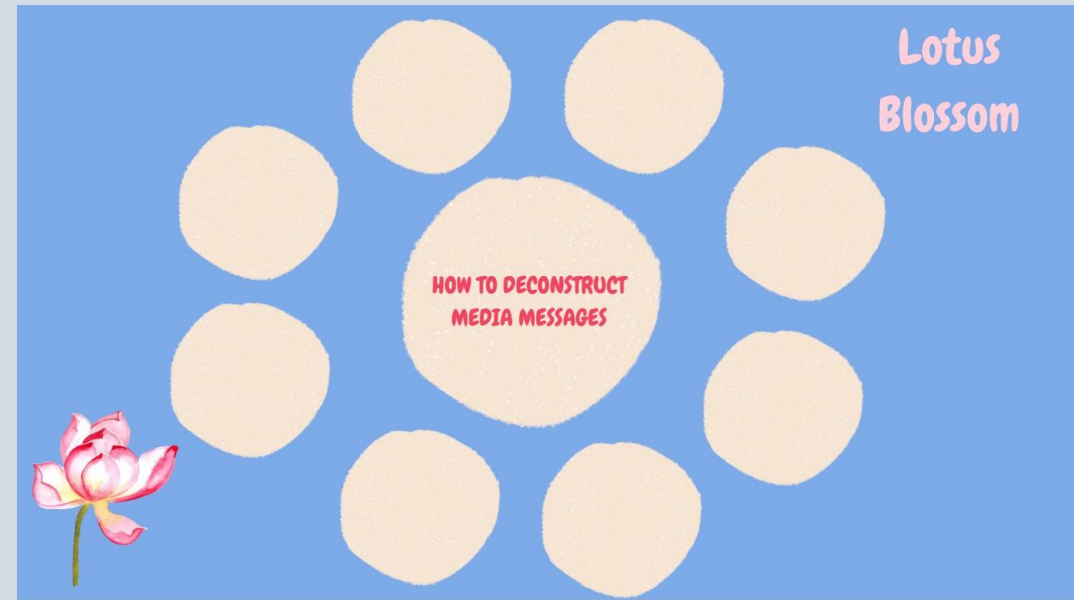
1. Participants are split in groups, and each one has to come up with a **solid business idea**
2. To construct their business idea each group will successively “use” the 6 different hats - thinking about the business idea in 6 different stages (each corresponding to one of the hats).

Summarizing Table per Stage

Stage	Time	Business plan phase	Hat	Method
1	5'	Needs Identification	Red	Zero-draft
2	15'	Idea Exploration – Investigation of Validity	Green	“Wishing”
3	20'	Preparation of a Rough Business Plan	White	Brain-writing
4	10'	Risk Analysis	Black	Storyboarding
5	15'	Contingency Plan	Yellow	S.C.A.M.P.E.R
6	20'	Business executive summary	Blue	Executive Summary

Examples – Lotus Blossom (IO4)

TITLE	LOTUS BLOSSOM
SKILLS AND CONCEPTS TARGETED	<ul style="list-style-type: none">• Barriers for inclusion• Social Integration• Intercultural awareness• Personal and collective traumas
OBJECTIVES	<ul style="list-style-type: none">• To find the root causes of the problems/issues in resemblance of peeling of the petals of the lotus blossom• To reflect upon problems linked with vulnerable groups in our society• To try to find solutions to a big problem by getting to the roots of it



1. Find the main causes that prevent us to solve or deal with the issue written in the central “petal”
2. Each of the 8 main causes/obstacles are written in the middle of a separate paper and becomes the ‘new’ main cause/obstacle > analyze 8 causes for each of them as well> discuss in plenary

Complementarity of Formal vs. Non-formal education

- Each type of learning (formal, informal, non-formal) has its own advantages and disadvantages □ None can provide on its own the full range of educational/learning outcomes necessary for an all-round preparation of students as professionals, as individuals and as citizens
- Global project “Volunteers at the Interface between Formal and Non-formal Education centers”
- Delors Report to UNESCO (1995): non-formal education is an indispensable tool to survive in the XXI century
- ICYE International Office Report, 2017: non-formal education can improve the delivery of the academic curricula, improve academic performance and enhance students’ employability
- Integrating non-formal principles into formal education settings: complicated at first, but doable and highly beneficial

Thank you for your attention!



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

Elisavet Vasileiou, MSc in Cognitive Neuroscience, Project Manager at EKO