

Pilot course for youth and youth workers

Module1. Development of social, civic and intercultural competences

Module2. Media literacy

Module3. Development of skills to prevent and combat discrimination, segregation, racism, bullying and violence

Pilot course

**PROJECT
2021-1-BG01-KA220-YOU-000028703
YOUTH CHALLENGE**



This project is financed with the support of the European Commission. This publication reflects only the views of the author and the Commission is not responsible for the information contained therein.
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I. Aim of the pilot course

The pilot course is designed to work with young people aged 14-29 with the following objectives: development of social, civic and intercultural competences, media literacy, development of skills to prevent and combat discrimination, segregation, racism, bullying and violence. The course consists of three modules focusing on the above-mentioned topics. The materials are a collection of practical modules provided by the project partners. In this way, a European dimension will be reached in addressing youth issues and actively involving more and more citizens in them.

This product has been developed as a result of cooperation in the youth field between experts from Bulgaria, Greece and Turkey within the project 2021-1-BG-01-KA220-YOU-000028703 Youth Challenge, funded by the Erasmus+ Programme under Key Activity 2, Youth Sector. The product has been piloted by applying it to 147 young people from the three project partner countries aged between 14-29 years (from Bulgaria 57 students, from Greece 60 students, from Turkey a total of 30 students). After the training, the young people filled in a feedback form.

The creation of the training product is missing in the partner countries Bulgaria, Greece and Turkey. Due to the early stage of youth sector development and youth work in these countries, tools aimed at youth non-formal learning are still limited and insufficient. The lack of an adequate training framework for the preparation of youth workers in the field of formal education and practice-oriented tools leads to underutilization of the capacity of youth workers. Training is part of a package of interrelated products. It is based on preliminary research on good practices and methodology for youth and youth workers. The overall focus is on competence development among young people as well as improving their skills.

With the help of the pilot course, experts and young people will acquire personal knowledge, skills and competences to be able to participate more actively in the process of youth sector development.

II. First module – Development of social, civic and intercultural competences

1. Training program

(Experience from Turkey)

Competencies are the abilities that people use to navigate their culture, community and career; they are acquired through learning skills. Skills are acquired through applied understanding of concepts. Concepts are the building blocks of understanding that build our skills. Competency-based learning lays the foundation for all future lifelong learning. Whatever one's perspective on core knowledge, there is a growing global consensus that certain critical concepts, skills and competencies must be understood in a world of rapid change.

Traditional approaches that place content at the beginning of learning fail to provide learners with the key competencies and skills needed in the real world. An additional side effect is often a loss of enthusiasm for lifelong learning. A community that encourages learners to take leadership in the direction of their own competency-based learning provides the context for a deeper understanding of their world that they need to take advantage of the opportunities that life presents. Traditional learning models tend to focus on content and knowledge acquisition. However, placing content at the beginning of education today fails to provide young people with the key competencies and skills needed to navigate the real world. A new learning paradigm must shift its focus to competency-based learning to better prepare learners for engagement in the 21st century.

In the pre-Internet world, books and teachers were the primary sources of knowledge. In the digital age, this is no longer the case. It has been estimated that in the next decade between 30-50% of all jobs could be replaced by machines. This has huge implications for the relevance of knowledge in an evolving digital world. Content will become increasingly irrelevant and therefore educational models focused on content delivery will become increasingly obsolete. Competencies, skills and concepts are the key components of learning needed to prepare young people for a world of constant change. They can be easily attached to content to enhance all learning experiences. Therefore, content should not remain the driving force for learning.

Competencies are the abilities that people use to navigate their culture, community and career; they are acquired through learning skills. Skills are

acquired through applied understanding of concepts. Concepts are the building blocks of understanding that build our skills. Competency-based learning lays the foundation for all future lifelong learning.

The extent of change occurring in relation to what is perceived as the top ten key competencies and skills by the World Economic Forum highlights the flexibility required to ensure a consistently relevant educational model. This will require learning communities to keep a close eye on global trends and changes to stay current with curates competency-based learning experiences. Learning today needs to be connected through various transdisciplinary contexts wherever possible. Teaching linear content or subjects will not prepare youth with the competencies or skills needed to solve problems that require complex, multifaceted approaches. We live in a digital age where we are ready to create learning experiences to provide young people with the competencies, skills and concepts to address and solve the problems arising in our world. The digital age has provided us with the perfect support platform from which to do so.

The early decades of the 21st century have seen an increased focus on competencies and skills as building blocks for future-ready learning. Developing broad and relevant core competencies and skills is critical in an age where learners have greater access to an endless ocean of knowledge. A survey of educational priorities in countries on each continent highlights a universal consensus regarding the teaching of competencies and skills. The challenge is how to incorporate this new focus on competency-based learning without abandoning core concepts that are somewhat content-based.

In a new learning paradigm, literacy and numeracy skills remain critical, but their acquisition alone does not sufficiently prepare youth to succeed and navigate the 21st century. A holistic set of ask are necessary evils that span the physical, social, cognitive, digital, creative and emotional realms.

The World Economic Forum highlights the extent of change taking place in relation to what it perceives as the top ten key competencies and skills. It focuses on the implications of the so-called "fourth industrial revolution" and the projected changes in skill relevance over an expected five-year period:

Within such a short period of time, the changing needs of the workplace, technology and workforce depict changing priorities in competencies and skills. This has huge implications for what learning communities should plan and supports the importance of flexible competency-based learning design

frameworks to adapt accordingly. In addition, UN Sustainable Development Goal 4 sets out literacy and numeracy skills, employability and entrepreneurship skills and the skills needed to promote sustainable development as targets for all children and youth by 2030. The creation of a holistic curriculum that is fit for purpose is critical to the successful delivery of the skills set out in this objective. Learning today must be connected through various transdisciplinary contexts - formal and informal and in local communities and global societies. Understanding these connections creates transferable competencies and skills. The diagram below shows connections that learning communities need to understand and take responsibility to adopt in order to prepare learners appropriately:

The new learning paradigm must allow students to attach action to specific content. In this learning scenario, content goes beyond why and how. Specifically, the acquisition of skills and competencies is achieved by attaching tasks to conceptual content. This context moves learning beyond simply absorbing content so that it becomes individually relevant and engaging because it is no longer just about memorizing and regurgitating information.

2. Development of social competences

A) Preparation

Before applying the social competencies activities (techniques, programs and know-how), the areas that need improvement should be defined in advance. This can be done by asking young people example questions, such as:

- 1) In which areas do you think you are struggling?
- 2) Can you think of any social situations that make you anxious or nervous?
- 3) Do you find yourself avoiding any social situations or activities?
- 4) Do other people comment (be it positively or negatively) on your social behavior and reactions? What do they usually say?
- 5) What do you think will help you improve your social competencies?

Youth can also ask themselves some other questions to determine their need for further support, including:

- 1) What aspects of my life situation am I struggling with currently?
- 2) Am I struggling to react adequately in specific social situations?

- 3) Are there any social skills that I need to improve to make communication easier?
- 4) Am I struggling to build and/or maintain relationships with friends, relatives, classmates, etc.?
- 5) Am I fearful in specific social situations?

The process of asking and answering these questions will help youth determine if the pilot course will benefit them. This is done to make sure this approach is adequate for them and to improve the likelihood that young people will engage actively in the activities.

B) Best activities (techniques, programs and know-how) for maintaining eye contact

Eye contact has a very important role to play in the communication process. People make eye contact up to 60% of the time in conversation with others. One way to improve social competencies is to provide specific tools for maintaining eye contact to people who are struggling in this area. This is usually the first step in the development of social skills via the following activities.

Here are some tips for establishing and maintaining eye contact:

- Establish eye contact with the person before starting the conversation;
- Look to the side when and if you need to pause eye contact;
- Try to maintain eye contact for 4-5 sec. Look to the side before resuming eye contact.
- Maintain eye contact 50% of the time while speaking and 70% of the time while listening to the other person/s.
- If you have to look away, do it slowly and not too quickly.
- Imagine that the person's face is in an inverted triangle which connects their eyes and mouth. Rotate your eyes between the points on their face slowly. Don't focus just on their eyes.

Take into account that doing this exercise/technique in the real world can help improve your confidence while socializing with others. It reduces fear by gradually exposing the person to the situations that require eye contact. This gradual process can be achieved in the following steps:

- 1) **Talk to yourself in the mirror:** practice maintaining eye contact in the mirror and study your natural reactions, expressions, gestures and sign language as if you are conversing with another person. Study your gaze and pay attention to slight shifts in gaze, or any gestures that may make another person uncomfortable.
- 2) **Practice with a friend:** try some of the techniques and determine which are the most natural and effective for you. Make a game out of it! Use a timer while you are talking and using the specific technique to see how long you maintain contact. You don't need to get it "right" immediately, take your time.
- 3) **Practice with a stranger:** Apply the tips and techniques while having a conversation with the new person. Pay attention to their behavior- sign language, e.g., gestures and expressions. When the conversation is over, reflect on what pieces of the conversation went well and what you can continue to work on for next time.

What to do and what not to do while trying to maintain eye contact (also useful when doing a presentation):

Do's	Don'ts
Keep your eyes on the person's face	Don't look down suddenly
Keep a relaxed or neutral facial expression	Don't stare for too long
Smile while making eye contact	Don't look around the room too often
When speaking to a group, shift your gaze in a small circle	Don't forget to blink
Think positively, this will improve your facial expressions	Don't stare at things that may make the other person uncomfortable
Be present, focus on the other person and what they are saying	Don't fidget

C) Role-Playing Exercises

These exercises focus on developing social competencies for starting a conversation with unfamiliar people. Fleming (2013) describes a method (the

ARE method) for people who struggle with these situations. It is used to start a conversation and build a relationship by understanding the other person's interests.

Application of the ARE method

When we start a conversation, it is not always possible to behave according to a specific script for a scenario. There is no one-size-fits-all method for all types of conversations. The ARE method by Fleming (2013) is mainly used to facilitate starting a conversation and establishing small talk. The acronym ARE stands for: ANCHOR, REVEAL and ENCOURAGE (the three stages of the method).

ANCHOR: This stage includes determining common interests and mutual shared reality (mutual experiences). This depends on the setting of the conversation. For example, in the shop you can start a conversation about products that are on sale.

REVEAL: This stage includes saying something connected to the Anchor to facilitate the current conversation (“I found much cheaper apples yesterday at X shop”).

ENCOURAGE: Ask a question – open ended or specific. For example, “What do you think the prices in this shop?” or “Have you found cheaper apples and where?”

Here is a script that follows the ARE method, a sample conversation between a man and a woman with the man trying to get to know her and establish a relationship (they are at the house of a mutual friend):

Tom: Hi, how are you?

Jane: Fine and you?

T (ANCHOR): I'm great. Have you been to this place before?

J: Yeah, I long time ago, but I've never been to a party here.

T (REVEAL): I used to live in the area, very close to here. It was very crowded though, so we moved elsewhere.

T (ENCOURAGE): Do you live nearby?

Activity 1

Imagine you are having a conversation with someone you've just met. Apply the ARE methods, and write some examples you might use:

Situation.....

ANCHOR.....

REVEAL.....

ENCOURAGE:

Activity 2- Brainstorming activity

Think of a situation where you had difficulty beginning a conversation and write it down below. After that, follow each step of the method to plan the conversation.

Conversation Situation or Setting.....

Person you were talking to.....

What was the experience or setting that I could have used as a bridge (ANCHOR)?

What experience could I have used to provide more detail (REVEAL)?

What question(s) could I have asked the other person to engage them (ENCOURAGE)?

Activity 3 – Small Talk

If you don't know how to begin a conversation in some situations this guide can provide some examples (conversation starters) for different settings and serve a great material for establishing a discussion.

Situations and Conversation Starters:

At school/university/work:

“How was your commute this morning?”

“Do you have any suggestions for this assignment/project/presentation?”

“What are your needs at the moment?”

“Can I help you with something?”

“Could you give me some advice on this assignment/project/presentation?”

At a party:

“How did you meet X (the party host)?”

“Are you having fun?”

“I really like your dress. Where did you buy it from?”

“What kind of music do you like?”

“Let’s have some food”.

One on One:

“How are you today?”

“Are you enjoying your day?”

“The weather is very nice today.”

“What are you plans for today?”

“Hope you’re well.”

TIP: Be sure that you are listening very carefully to the person and that the conversation starters and replies are relevant to the topic of the conversation.

Replies:

“That’s good/nice.”

“Really/ Is that so?”

“That sounds very interesting.”

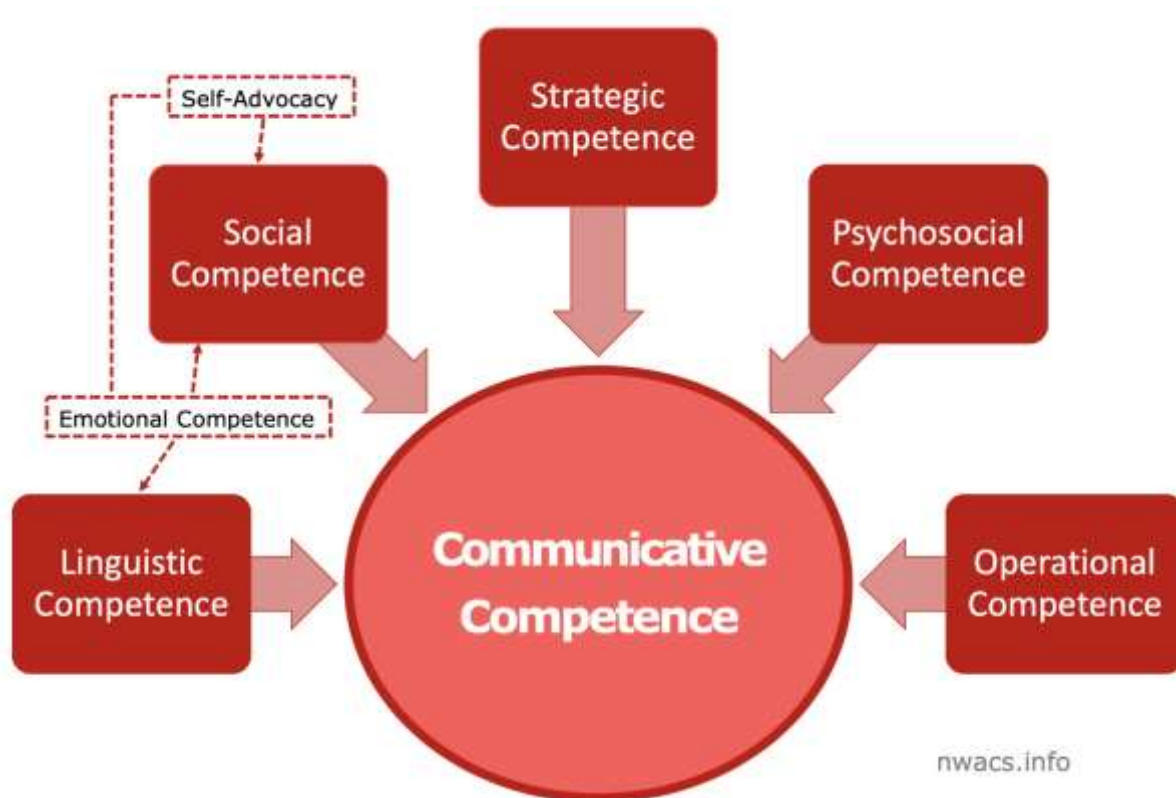
“Thanks for the feedback/advice/suggestion.”

“Glad to hear it.”

After developing the skill to begin a conversation, building assertiveness and confidence, and understanding one’s limitations is crucial in successful communication.

Communication skills. Source: <https://nwacs.info/blog/2021/8/communicative-competence>

The diagram shows Communicative Competence and its relationship to: Strategic Competence; Psychosocial Competence; Social Competence Language Competence; Operational Competence



Activity 4: Ways to Say 'No' Politely

There are situations in which we need to say NO, but we must do it politely. These situations may include:

- Refusing an invitation from a relative, friend, classmate, or co-worker;
- Declining extra work/tasks/chores;

- Not wanting to start something new;
- Declining a food/drink or other type of offer at a party or another event.

These are some steps to say NO politely:

Steps	Statements
Start with a statement that shows you appreciate their offer	It's very nice of you but... Thanks, but... I'd really love to, but...
Say NO	No. No, sorry. No thanks. Unfortunately, I can't.
End with a more detailed statement for your decision	I would rather... I prefer... I have other plans...
Suggest an alternative (optional)	Can we do...instead? What about...? Could we try...?

Here are some additional examples to help you understand situations where you could say 'no' in a polite manner:

Scenario 1: Maria and her Friends

Maria's friends are going to see a scary movie at the cinema this Sunday. Maria does not enjoy such movies and would rather go see a comedy. Here are the strategies she can use to say no to her friends:

Friend 1: Hey Maria, we are going to see a movie this Sunday. It's called Scream. You should join us!

Maria: Actually, I don't think I can...

Friend 2: Are you frightened?

Anita: It's very thoughtful of you to invite me, but I can't go. I'd rather see the movie Love Actually instead. Why don't you go see that movie this Sunday and we can all go see Love Actually together next Sunday?

Scenario 2: James and the Volunteering Committee

James is a volunteer at the homeless shelter in town. He often organizes events, such as fundraising initiatives. The manager of the shelter is trying to get him to serve on a Volunteering committee, which he doesn't have time for.

Manager: Hi James. We really need your help on the committee to improve the shelter. Are you available on Monday and Wednesday from 6 to 8 pm?

James: Actually, I play football at that time.

Manager: James, your expertise is needed. The committee won't succeed without it.

James: Thanks for asking me, but I can't. I've had these plans for a long time. Instead, can I continue with my current responsibilities?

Scenario 3: Anna and her Boss

Anna is working on two projects at the same time her boss is asking her whether she can join another one, as one of her co-workers has quit. However, she is already very busy on the projects she is working on.

Boss: Anna, I really need you on this project. It's very important and you're the only one I can trust with it.

Anna: I'd love to help, but unfortunately, I can't. I'd rather focus on the projects that I'm currently working on. If you really need me, instead, can you reduce the workload on my other projects?

After you've read the scenarios, think of some situations where you find it difficult to say no so you can practice your answers.

What are some things you have difficulty saying 'no' to? List them here:

.....
.....
.....
.....

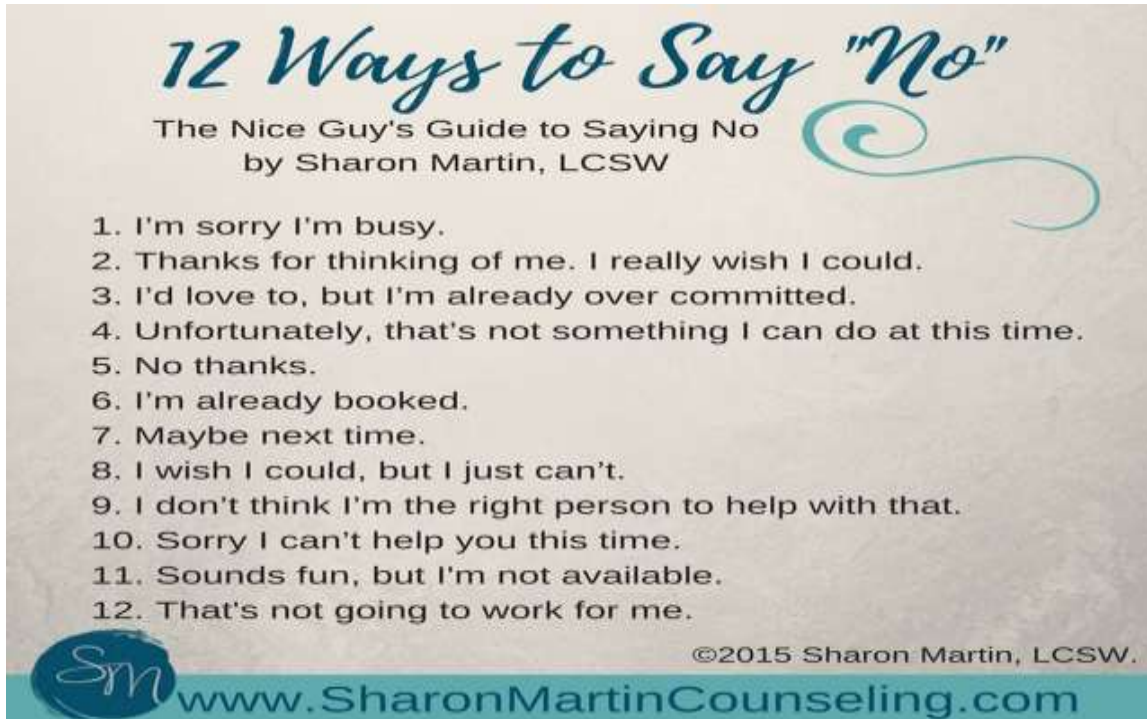
Using the tips, form statements so you can say "no" politely to requests you do not want to fulfill.....

Diagram:12 Ways to say NO.

Source: <https://sharonmartincounseling.com/nice-guys-guide-to-saying-no/>


1. Sorry, I'm busy. 2. Thanks for thinking of me. I really wish I could . 3. I'm

happy to, but I'm too busy. 4. Unfortunately it's something I can't do right now. 5. No thanks. 6. I'm already busy. 7. Maybe next time. 8. I wish I could, but it's not in my power. 9. I don't think I'm the right person for the job. 10. Sorry, I can't help you this time. 11. It sounds interesting, but I'm not available. 12. I don't think this is for me.



12 Ways to Say "No"
The Nice Guy's Guide to Saying No
by Sharon Martin, LCSW

1. I'm sorry I'm busy.
2. Thanks for thinking of me. I really wish I could.
3. I'd love to, but I'm already over committed.
4. Unfortunately, that's not something I can do at this time.
5. No thanks.
6. I'm already booked.
7. Maybe next time.
8. I wish I could, but I just can't.
9. I don't think I'm the right person to help with that.
10. Sorry I can't help you this time.
11. Sounds fun, but I'm not available.
12. That's not going to work for me.

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Activity 5: Using 'I' Statements in Conversation

It is important to communicate your needs in an assertive to people around you. Using I-Statements in conversation allows you to take responsibility for your needs, thoughts and feelings. I-Statements follow five steps which are as follows:

1. When you... (state the action that bothered you).
2. I feel... (state your feelings in response to the action)
3. What I think is happening is... (Give your version of events)
4. I need/want/prefer... (Share your needs/what needs to change)
5. Would you/Can we... (Identify a specific action that would rectify the situation)

Here are some examples of using I-Statements to communicate your needs assertively:

Example 1: Talking to a colleague

You work at an office and Jim is always taking the pens you bring from home and using them without asking you. He does not return them, which makes you short of pens when you need them.

I-Statement: Jim, when you take my pens without me knowing, I feel very frustrated. What I think is happening is that you are having difficulty finding pens to use around the office. I would rather if you don't use my pens without telling me. Would you make sure you ask me before you use them and return them as soon as possible?

Example 2: Talking to a partner

Kelly is frustrated because her partner, Adam is very sensitive and constantly asks her if she is angry at him when she does not respond cheerfully.

I-Statement: Adam, when you ask me if I'm angry at you, I get defensive because it makes me feel like I'd doing something wrong. What I think is happening is that you are reading too much into my feelings from other things that happen. I need you to believe me that I would tell you if something you did was upsetting me. Can we work together and promise that we'll tell each other when we are angry, instead of just assuming?

Example 3: Talking to a friend

John and Michael have been friends for a long time and their families are friends as well. Both get together for lunch every other Friday. However, Michael is always late.

I-Statement: Michael, when you are late for our lunch, it makes me very frustrated. What I think is happening is that you have too much going on that day and you find it difficult sticking to the time we agreed upon. I really need you to be on time for our lunch. Can we adjust the time or day so that it works better for both of us?

Think of a situation at home, school, work or other where you could use I-Statements. Using the format above, write down the problem and how you could use an I-Statement to solve it.

Situation:

When you.....

I feel:

What I think is happening is:

I need/want/prefer:

Would you/Can we:

D) Other resources

Problem solving is another skill related to the development of social competencies. A lack of adequate coping strategies and emotional deregulation has been linked to anxiety and ineffective problem solving. The lack of problem-solving skills affects the ability to come up with solutions to different types problems, which causes avoidance of specific social situations.

This activity on problem solving allows a person to define the problems they are facing and rate the potential solutions according to their effectiveness. Based on the rating, one can practice their social reasoning. Practicing these skills builds confidence and increases the chances that they will access these solutions even if they are under pressure.

Activity 1: Problem solving

1. Define the problem, as simply as you can:
2. Brainstorm: Generate as many solutions to this problem as you can, emphasizing quantity over quality. After this, evaluate each solution in terms of effort required (High, Medium, or Low), and likely impact on the issue (High, Medium, or Low).

Solution 1:

Effort (High Medium Low)

Impact (High Medium Low)

Solution 2:

Effort (High Medium Low)

Impact (High Medium Low)

Solution 3:

Effort (High Medium Low)

Impact (High Medium Low)

Activity 2: Imagining Solutions to Social Problems

This activity applies a similar process, but encourages participants to take part in a visualization exercise. During the visualization, participants have the chance to imagine what they would say or do, and think about what they have learned and why the solution they chose was best for that specific issue.

Imagining Solutions to Social Problems

- 1) How would you define the problem?
- 2) Brainstorming (generates as many solutions as you can to this problem, and write the down):

For each possible solution, imagine yourself applying it. After this, imagine the effects of applying it. Then, write down what you learned from this exercise. For instance, “As I imagined myself applying this solution, I realized what I should say and do, and this increased my confidence.” Imagine yourself applying solution

1. Take your time. Now, imagine the effects of this solution on yourself, and on others. What did you learn from this exercise, that could help you decide if and how to apply solution 1/2/3?

In conclusion, improving social competencies is important for developing relationships. However, sometimes people might not even realize they need to practice their social skills, and or deal with other issues such as anxiety when entering new social situations. For that reason, we have provided valuable options for the development of social competencies, with useful activities and exercises. Exploring and engaging in these activities helps target problem areas and ultimately benefit daily lives, relationships, and communication.

3. Social competences - essence and construction (experience form Turkey)

Social skills are part of social competence. It includes the individual's recognizable behavior towards other people around him. Social competence, on the other hand, is that an individual possesses the social skills necessary to communicate appropriately with their environment and to use these skills in the required environment. Social competence is determined by the individual's assessment of the society in which he lives, of his social relations.

Social skills are an important key to success in life. People with social skills get along well with people and can participate in many activities because they are sociable. They are self-confident, easily join peer groups, do not show aggressive behavior and are cooperative. They have communication skills and can listen effectively without interrupting the speaker. They are good at social decision-making, have strong interpersonal relationships, face stressful situations calmly, show their anger appropriately and without hurting other people, are good at empathy, adapt to their environment, stay away from conflict and solve effectively social problems. Groups of people with social skills are dynamic. As long as there is an increase in the quality of communication between group members, so is success.

Civil powers - essence and construction

Civil legal competence refers to the ability to make independent decisions and conduct legal and financial transactions on one's own behalf. Adults are generally believed to be competent to handle their own affairs, but where there is compelling evidence to the contrary, a person may be legally determined to be incompetent. The state or a private individual, usually a family member, can raise the issue. Legal definitions of jurisdiction are important for the fair administration of justice. The just outcome of any matter requires that the parties are fully capable of understanding and participating in the decision required of the matter; if they are not, that accommodation is arranged so that they can participate through representation by someone who has their interests in mind. If a court declares a person incompetent, a guardian may be appointed and legally empowered to make decisions on the person's behalf.

Intercultural competences - essence and construction

The concept of intercultural competence is terminologically used as a synonym for many concepts such as cultural abilities, global abilities, international abilities, multicultural abilities, and intercultural effectiveness. The difficulty in defining the concept of intercultural competence is directly related to the fact that the concept of culture is explained in 300 or more ways by different disciplines and there are many components that make up the concept of talent.

It is noted that the concept of talent or competence was first included in the laws of Hammurabi and was used professionally in literature during the Persian period and later in 16th century Europe. The concept of talent can be seen to have been conceptualized by the European Commission in the 2000s, when it began to be used more comprehensively in research from the late 1950s. The concept of talent mainly expresses the characteristics of acquiring knowledge, mastering skills and possessing various qualities. More generally, it defines the qualities that are formed by the combination of knowledge, skills and attitudes necessary to effectively perform the functions required by the roles and duties that a person undertakes in various environments (Mulder, Gulikers, Biemans, & Wesselink, 2009).

In general, intercultural competence describes the ability to empathize with people from other cultures, to try to understand their behavior and thoughts without

criticism, to be far from ethnocentrism, to accept people with their differences and similarities. In other words, it indicates that you have an open worldview, focusing on empathy and being able to communicate with people from different cultures. By acquiring intercultural competence, it is possible to create long-term relationships by understanding different communication styles in order to create meaningful relationships and evaluate the transmission and reception of messages with the correct communication codes for each culture (Bush, Rose, Gilbert, & Ingram, 2001).

4. Development of civic competences

Development of civic competences aims at educating responsible members of the local community and society in general to understand the principles and mechanisms of functioning of a democracy and act to fulfill their role as responsible citizens. Acquiring knowledge, skills and attitudes necessary for living in a democratic society can take place at three levels: learning about democratic citizenship; development of understanding and shaping attitudes to democratic citizenship; practical experience of democratic citizenship.

The exercises for developing civic competencies focus on the following: activity and responsibility in public and private life; caring attitude towards nature; personal development and socialization; understanding of fundamental human rights and freedoms; tolerance of thoughts and views of others; personal identity, confidence and dedication in decision-making; responsibility for the environment; active citizenship, sense of civic responsibility and other. The activities work with the help of effective cooperation, interactive learning methods, problem-based approaches, peer learning, team work, discussion, brainstorming and practical exercises related to the abovementioned areas.

Activity 1: A Matrix of Power

Objective: Raising awareness of the fact that all people are different but equal, regardless of their physical or social characteristics. We should respect all people.

Expected results:

- ✓ Knowing that people are different but equal;
- ✓ Understanding common human values;
- ✓ Tolerance towards others, their opinions and views;
- ✓ Awareness and appreciation of the diversity in the world;

- ✓ Respect for universal human values;
- ✓ Ability to work in a team.

References: Handbook for human rights training with young people.

Time: 15 min.

Instructions:

1. Form small groups. Each group receives a set of cards with a list of words that characterize different social groups: Children. People with disabilities. Women. Men. Roma. Chinese. Poles. Monks. Politicians. Muslims. Europeans. Asians. Americans. Africans. Politicians. Students. Teachers.
2. People in the groups carefully examine the cards and sort them by significance in the society, in their opinion. The first group presents its sequence of cards, while others compare their own results with it.

Discussion:

Why did you place cards that way?

Would you like to place them differently? Why?

Why are the cards placed differently in different groups?

What is your attitude towards the fact that significance of people is determined by age, gender, and color, national identity or religious views?

Activity 2: All different – All equal

Objective: Explain that all people are equal, and prejudice is a negative phenomenon that interferes with open interaction and communication between people.

Expected results:

- ✓ Knows that all people are different but equal;
- ✓ Respects the representatives of other racial, national and ethnic groups;
- ✓ Understands the negative impact of prejudices.

Components of civic competences that can be developed by applying this exercise:

- ✓ Tolerance towards others, their opinions and views;

- ✓ Awareness and appreciation of the diversity in the world;
- ✓ Respect for universal human values;
- ✓ Ability to work in a team.

Literature used: Compass. Manual for human rights education with young people.

Time: 15 min.

Instructions:

1. Two quotations are read to the participants:

“All people on Earth from the East to the West, from the North and from the South, constitute a single group; (they) differ in three distinct features: behavior, physical appearance and language.”

“Those who live on the Far North (of Europe...) have suffered from being too far from the sun. Their air is cold and their sky is cloudy. As a result, their temperament is cool and their behavior is rude. Consequently, their bodies have become enormous, their color turned white, and their hair drooped down. They have lost keenness of understanding and sharpness of perception. They have been overcome by ignorance and laziness, and infested by fatigue and stupidity.” (The author Said al-Andalusia is a famous scholar from Cordoba (in what is now Spain), who was well known for his wisdom and knowledge. It should be remembered that at that time, the Mediterranean basin, and especially the Arab Kingdoms around it, constituted – for the author – the centre of civilization. Science was not nearly as advanced in the North, as Said calls the Northern Europe, as it was in the Arab world, Persia, China and India.).

2. Students are united into groups of three, and answer the following questions:

- What does the text say about the author?
- Why does the author describe people from the Northern Europe in this way?
- Why do authors write such texts?

3. One representative of the group of three represents the result.

Discussion:

- Can you give examples of people, who judged others?

- What are the consequences of the situations, when people are not valued for what they are, but for their origin or residence, and are disrespected due to this factor?
- What should we do to withstand the impact of prejudices?

Summary: Raising awareness of the fact that people cannot be judged depending on the area of residence, their skin color, hair, eye shape and color, the level of education, or other characteristic. Openness and tolerance without any prejudice are important for communication and between people.

Activity 3: A Mosque in Sleepy Ville

Objective: Explain that freedom of religion and religious tolerance are basic values and contribute to the formation of respect for human rights.

Time: 15 min.

Instructions:

1. Participants are grouped into 5 teams, each of them receives the text: A MOSQUE IN SLEEPYVILLE.

“You live in the picturesque town of Sleepy Ville, a town of about 80,000 people. In the last 60 years, the population has changed radically, partly because young people mostly try to move to larger cities to look for work, but also because the region has seen the arrival of a large number of immigrant families, many from Muslim countries. Some of these families have been here for 3 generations, but they are still treated with suspicion as “newcomers” by many people in the town. They now make up almost 15% of the total population. The issue that is now dividing the town is the desire of Muslims in Sleepy Ville to have a mosque built on a piece of derelict land belonging to the Council. This land has been undeveloped and has been a source of complaints to the Council for years: it is near the main shopping street and is an area where vandalism and drug-taking have been a regular problem. So, when a rich businessman offered to take the problem off the Council’s hands, the Mayor thought his lucky day had come! The Council readily agreed to give up the land and to fund 20% of the construction costs for a new mosque on the site. The remaining 10% of the building costs, which the businessman could not cover, were to be found from among the Muslim community. Building was meant to start this week... but the Council has been

flooded with complaints from angry residents who object to the project. A week later, the Council's Twitter account was hacked by an anti-Muslim group and several abusive and racist tweets were sent out – some encouraging people to take to the streets and “hunt out the foreigners”. An increase in racist attacks against Muslims followed, some resulting in violence. On one occasion, someone was critically injured. A few Muslim groups have responded, and violence between different gangs appears to be on the increase. The Mayor of Sleepy Ville has called for calm and has announced that the decision to build the mosque will be reviewed after a public consultation.”

2. Each group receives the role it should present during the meeting with the mayor. The group identifies three short arguments for the construction of a mosque or against it, depending on the role.

ROLES:

- You represent the Traditionalist Party on the Town Council, and you are very strongly opposed to the Mosque. You do not think it is right that Council land and Council resources should be spent on a place of worship that does not respect the traditions of this country and this town. You feel that immigrant families are privileged to be allowed to live here and that they should not try to impose different lifestyles on a country where they are guests. Some of the party members are strongly anti-Muslim, believing that the direct violence is that should be expected from a community, which believes in such a violent religion. You would really like to reduce the number of Muslims in the town because you think they have corrupted the traditional values of Sleepy Ville. You are also certain that the mosque will become a meeting area for recruiting terrorists.
- You represent the Populist Party on the Town Council. You supported the original decision to have the Mosque built on the land, partly because you realize that the Muslim community has been very good for the economy of the town and you do not want to alienate them. But you have been very worried by complaints from residents and do not want to create an unnecessary conflict in the community. You are also concerned about your seat in the next Council elections, so you will probably support whichever option appears to be least controversial.
- You represent the Diversity Party on the Town Council. You believe that the relatively large proportion of people from different parts of the world has added to the culture and interest of Sleepy Ville and you have felt it

unfair that the town has deprived many of these people of the opportunity to practice their religion for so long. You would like to see more dialogue between the different communities in Sleepy Ville and you have been engaged in trying to calm the violence and bringing the opposing sides together to talk. You can see that the derelict land is causing social problems in the town and that the Council does not at the moment have the money to develop it themselves.

- You are a member of the Youth Action Group. Your group was set up to address some of the worst problems for young people today in Sleepy Ville. You see the building of the Mosque as a solution both to the Muslim community's need for a place of worship, and as a solution to the numerous social problems which have been a result of the land being left derelict for so long. You support the building of this Mosque but you are concerned that other social problems may be neglected by the Council if they have to contribute to the building. In particular, the youth budget over the past 5 years has been cut to a level where it cannot begin to meet the needs in the town.
- You are members of the "Muslim Association of Sleepy Ville". You have been asking the Council for years to provide a place of worship for the Muslim community, but it has always been refused on financial grounds. You feel that it is unfair that the Muslim community is being asked to find 10% of the building costs, when economic conditions are so harsh for most people, and when the Christian community has 11 different places of worship and these are used by far fewer people than the mosque would be. You feel that the contribution that your community has made to the town is not appreciated, that people in your community are unfairly discriminated against in various aspects of their life, and that in refusing to allow this mosque, the council is denying members of your community their fundamental right to religious worship. You are aware that some of your members hold more extreme views than the official views of the Association and you are concerned that some Muslims have responded violently to attacks on their communities. You are worried by the fact that a reversal of the decision will further alienate the Muslim residents and may lead to a further increase in inter-community violence.

3. The groups briefly announce the arguments together with the suggestions to support or not the construction of a mosque.

Discussion:

- How easy was it to be in your role?
- Do you think this situation can happen in real life?
- How would you react, if this case happened in your place of residence?

Summary:

- 1) Raising awareness of the fact that freedom of religion and religious tolerance are the basic
- 2) Values that prevail in every European country, but acts of discrimination based on religion have not yet disappeared, and are increasing in number. Discrimination and intolerance are negative phenomena that violate human dignity and human rights, and spreading the culture of peace and respect for human rights can help to eliminate them.

Activity 4: Water drops

Topic: The significance of water in nature. The use of water by a human being (environmental protection as a civic competence)

Expected results:

- Knows that water conservation ensures the human right to life;
- Understands the importance of cooperation for the conservation of natural resources.

Components of civic competences that can be developed by using the suggested exercise: cooperation skills; responsibility; civic consciousness, skills to solve environmental problems; solidarity with other members of society.

Instructions:

1. Discussion:

Why is water important for life?

What should be the water useful?

Do all people on the Earth have access to clean water, and why?

2. Work in teams. Each team writes three ideas for the conservation of clean water on a sheet of paper in the form of a drop of water.

3. Presentation of teamwork: stick drops to a flip chart to create a flow of water (the association that each of us is a drop, and together we are a powerful environment...).

Summary: Raise awareness of the fact that every person is a part of the planet and its smallest actions affect the environment, so each person is responsible for the conservation of resources. Environmental protection, in particular, preservation of water resources, is important for ensuring human rights, for example, the right to life.

Activity 5: Differences and similarities

Topic: Coexistence

Expected results: Demonstrates a responsible attitude to life; Understands that all organisms in their diversity are valuable. Components of civic competences that can be developed by using the suggested exercise: cooperation skills; responsibility; knowledge and critical understanding of the worlds; attentive and impartial attitude to the opinions of others.

Objectives: The young people can explain equalities and differences between people. They appreciate equality and diversity.

Time: 15–20 min.

Instructions:

Participants shape groups of four or five. Each group needs a piece of paper and a pen. The trainer explains that he/ she is going to ask a number of questions to which the participants must respond yes or no. In preparation for this, they are asked to write down the letters A to R horizontally, in alphabetical order, leaving enough room underneath. The trainer can do the same on the blackboard.

Example Questions: A B C D E F

Answers: 1 0 1 0 1.....

The teacher then asks a series of questions (from A to R) from List A, and the participants note their answers individually in the form of 1 (“yes”) or 0 (“no”). The trainer invites one representative from each group to write their answers in the A list on the blackboard. Then the trainer asks the participants to look at the answers on the blackboard and compare them with their own. Do they see

discrepancies in the answers? Can they summarize the differences between the answers?

The trainer invites the participants to answer a series of questions from the list B. Again, the representatives from each group should write their answers on the blackboard opposite the alphabetical letters. Why is there almost no discrepancy between the groups? The trainer asks the participants whether they can highlight common aspects in the answers.

Handouts

List A:

- ✓ Are you a woman?
- ✓ Have you visited more than one foreign country?
- ✓ Do you like playing some sports?
- ✓ Do you play a musical instrument?
- ✓ Do you have brown eyes?
- ✓ Are both of your grandmothers still alive?
- ✓ Do you wear glasses?
- ✓ Do you like being out in the countryside?
- ✓ Are you a rather quiet person?
- ✓ Are you rather tall (more than average)?
- ✓ Are you a rather sad person (more than average)?
- ✓ Do you easily get cold?
- ✓ Do you like travelling?
- ✓ Do you like going to the hairdresser's?
- ✓ Do you like working with computers?
- ✓ Are you afraid of heights?
- ✓ Do you prefer brown to blue?
- ✓ Do you like drawing/painting?

List B

- ✓ Do you always feel happy?
- ✓ Do you have nails on your fingers?
- ✓ Are you able to think a little bit?
- ✓ Did a mother give birth to you?

- ✓ Can you fly without using any equipment (like a bird can)?
- ✓ Can you live without drinking anything?
- ✓ Do you breathe?
- ✓ Do you live constantly under water?
- ✓ Do you have feelings of any kind?
- ✓ Is your blood green?
- ✓ Have you ever fallen down?
- ✓ Can you look through walls?
- ✓ Can you communicate with others?
- ✓ Do you like nice weather?
- ✓ Would you prefer not having to meet people?
- ✓ Do you have a tongue?
- ✓ Can you walk on water (as some insects do)?
- ✓ Do you sometimes feel tired?

The trainer offers the participants a large sheet of paper and a marker. Their task is:

1. Find three examples of situations, in which it's nice to be like other people. Explain why, in your opinion, people are fond of similarity?
2. Find three examples of situations, in which it's nice to be different from other people. Explain why, in your opinion, people are fond of being different?
3. Find three examples of situations, in which it is unpleasant to be different from others. Again, they should explain, why they believe that these are good examples. What feelings are they experiencing?

5. Development of intercultural competences

The activities for developing intercultural competences include games, roleplays, debates, and other that are aimed at triggering reflection among the participants. They have been chosen because they support the objective to develop the intercultural competences of participants. The activities are suitable for people aged 14 and above.

The aim of the activities is to effectively enhance the attitudes, knowledge and skills young people need to interact successfully in an intercultural environment. The learning comes from the experience by the activity and the reflection

afterwards. Empathy, adaptability, skills of listening and observing, respect for other cultures are the kinds of intercultural competences we want to develop in youth.

Activity 1: 2 visions for 1 reality

Intercultural competences: valuing/respect of other human beings; valuing/respect for cultural difference and diversity; valuing/respect for other cultures/cultural otherness; tolerance; empathy; cultural awareness; intercultural behavior; multiperspectivity; knowledge and understanding of culture in general.

Objectives: To raise awareness about different perceptions of the same reality, especially in intercultural context.

Time: 30 minutes

Materials: 2 letters (see after the exercise), printed and cut into 10 pieces for each paragraph. Each piece should have a number behind, to keep the order of the text.

Instructions:

1. The facilitator explains the story of Xavier and Tabarlis: the first one lives on Planet Earth and went to visit another planet called Glorbuld, where he was hosted by Tabarlis. When Xavier is back home, he writes a letter to his friend Vincent to share his experience. On the other hand, Tabarlis writes a letter to his friend Verlias and explains what happened with the group of students from Planet Earth that they welcomed in Glorbuld.
2. The facilitator distributes one piece of paper to each participant (up to 10). Make sure each piece has a number behind to keep the order of the story.
3. Ask each participant to read out loud the story on his/her paper, starting with number 1 of Tabarlis' letter and then number 1 of Xavier's letter, and so on. The objective is to compare immediately both perceptions of the same moments (e.g. the arrival).
4. When all the participants have finished to read the story, you can facilitate a debriefing. Make sure to point out all the misunderstandings, prejudices and judgments in the story that can endanger or hurt the relationship.

The participants should understand that we all have a different representation of the same reality, based on our experience, our culture, the context, and our own perception of life. It is a kind of personal "glasses" through which we see and

understand the world. These representations then directly influence our encounter with the other. When meeting somebody for the first time, if prejudices are identified, we can try to go beyond them to establish a relationship that goes beyond the stereotypes conveyed by our society. To do this, it is essential to know how to "decanter", that is to say, to identify our representations, what glasses enable us to see the world, and take the necessary distance to change, have a different perception of things, and thus transform the vision that one can have on the other.

LETTER FROM TABARLIS TO HIS FRIEND VERLIAS:

Hi Verlias, I hope you are well, that you are in good health, as well as all your family and all your friends. Remember that I told you about a group of young people coming from Planet Earth, from a little corner called France? We have just spent 24 cycles together and I have lots of things to tell you. When they arrived, there was obviously a misunderstanding. Since we could not get inside the spaceport, we asked people who worked there to help them carry their luggage and meet with us outside, but they were turned down quite badly. They were really surprised at this reaction and didn't want to see the Earthlings ever again. I admit that I didn't dare to mention this episode with them.

They wanted to start building the school right away and I soon realized that there was tension with the village workers. Of course, the workers were not in a hurry to finish the job as they were paid per day. The longer the project lasted, the more money they would have! And it was often their only source of income... Moreover, after a few sunstrokes, the Earthlings realized that it was not very effective to work when the 2 suns are at the highest in the sky. There were other times when we felt they were very impatient. When we needed to go to the city, they were always impatient while waiting for the Zamourion to be full. Apparently, on Earth, transportation leaves at fixed times, even if they are not full! I really wonder how drivers make a living...

Also, they did something weird one day: they started burying cans in the ground! I almost said it was a shame because the people who picked them up on the street to sell the aluminum would not find them, but I didn't dare. It may be a ritual practice of them... Oh yes, they said they found it disgusting. On my side, something they did has repelled me – the way they blow their nose. Instead of rejecting the waste from their body in nature, they keep it carefully in a paper. Yeks! Disgusting!

One day I felt so uncomfortable. One of the girls in the group went and talked directly to the head of the village, asking why women were eating away from men, why children had no right to speak at the table, and so on. Honestly, I feel like the Earthlings do not respect the elders. They told me that at home they put them all together in special houses!

Besides, they not only neglect their ancestors, but they do not respect the gods either! One day, one of them said to us most simply: "I am an atheist." We looked

at each other without being able to say anything. We all knew what it meant, but we had never met anyone who questioned the existence of the Gods!

Another day, they became angry at Limbatan but we didn't really understand why. Limbatan had to bring Dimbzi for the farewell party but he had to stay at home because as he is the only one to have TV in his area, a neighbor had come to watch TV. It did not matter, there were plenty of other things to eat. Yet this detail has really annoyed the Earthlings. But you understand that Limbatan could not do otherwise! If he had gone, the whole neighborhood would have concluded that he had no respect for the people who came to visit him!

When I think about it, maybe the Earthlings were not happy because there were disputes within the group. I watched them carefully and I never saw the two boys holding hands or having any physical contact. I think they were not really good friends. See it was not easy every day and we were even close to fight sometimes. But don't worry, we realized that we also had a lot in common and everything ended well. I realize that I was a little negative but we really experienced some extraordinary moments that I will tell you in a new letter. I have to go back with my family, I've been alone, writing to you for an hour now, and as you know, they start to find it odd...

LETTER FROM XAVIER TO HIS FRIEND VINCENT

Hi Vincent, how are you? How was the summer, reviewing lessons to prepare for exams? Ok, it's not funny... As you may know, I'm just back from the planet Glorbuld where I spent a month ("Earth month") with Karen, Sophie and Mehdi. So many weird stuff happened, I have to tell you.

As soon as we landed at the spaceport, the confusion began. Several people wanted to help us carry our bags... well, so they said... Good thing we were told to be careful with pickpockets and thieves. At first we refused politely and as they insisted, we were a little firmer. So they left and you could see they were frustrated that they missed their opportunity. We were lucky! Then we went to meet with our contacts who were waiting for us outside the spaceport.

We wanted to start the project the very next day because we had a schedule to follow. So, we started the construction of the school and I can tell you that we worked very hard! The problem is that we quickly realized that the Glorbuldians who worked with us did not have the same enthusiasm, and there were even

moments when we really felt that they were putting a spoke in our wheels! Unbelievable, as we do this project for them!

Anyway, everything is slow there, like public transportation for example (small and rotten buses that they call Zamourion). If they give you a starting time, you're sure you can add at least 2 hours. And when you ask when we are going to leave, they always answer you "Soon!". It's so annoying, I swear to you.

Not to mention the hygiene. They throw everything on the ground without any concern for the environment. At first we wanted to act well, we picked up our cans. Since we did not know what to do with it, we began to bury them so that it was less dirty, and then we finally gave up. And do you want to know how Glorbuldians blow their noses? You lean on one nostril and you blow a big blow. Very chic!

Anyway, that's for sure, they're still at least 50 years behind us. It shows so much regarding human rights! Well especially women's and children's rights. You know Karen, a bit feminist, isn't she? One day she had a very blunt discussion with a village leader about it. I don't know if he really understood, in fact he didn't react much.

Another example on how "behind" they are. One day we go through a swampy region and one of the young people who accompanied us tells us in the most simple way: "Here, there is a man who turns into a crocodile". We looked at each other for a moment, but we quickly turned our heads to avoid bursting into laughter. We controlled ourselves but we were close.

The same young man really annoyed us another time. It was the end of the stay; we had organized a great evening with all the people we had met. Everybody had to bring something, and he had to bring Dimbzi, which is a delicious chicken from there. And... he never came. The next day, when we saw him, we told him how mad we were! It was a total lack of respect for us. Guess what he said! He had to stay at home because a friend came to watch TV! Couldn't find a more phony excuse... In any case, they need to become more serious and more trustworthy; otherwise they will never be a developed planet.

Oh, one last crazy thing, I've never seen so many homosexuals in my life! There are plenty of guys holding hands in the street. One day, one of our co-workers wanted to hold my hand, well I can tell you that he did not try twice! See it was not easy every day and we were even close to fight sometimes. But don't worry,

we realized that we also had a lot in common and everything ended well. I realize that I was a little negative but we really experienced some extraordinary moments that I will tell you in a news letter. Now I don't have time, I'm already late for my aircraft's driving lesson.

Diagram: elements of intercultural competence

Source: <https://microsites.bournemouth.ac.uk/student-blog/2022/02/16/opportunities-to-build-intercultural-competence-while-studying-at-bournemouth-university/>

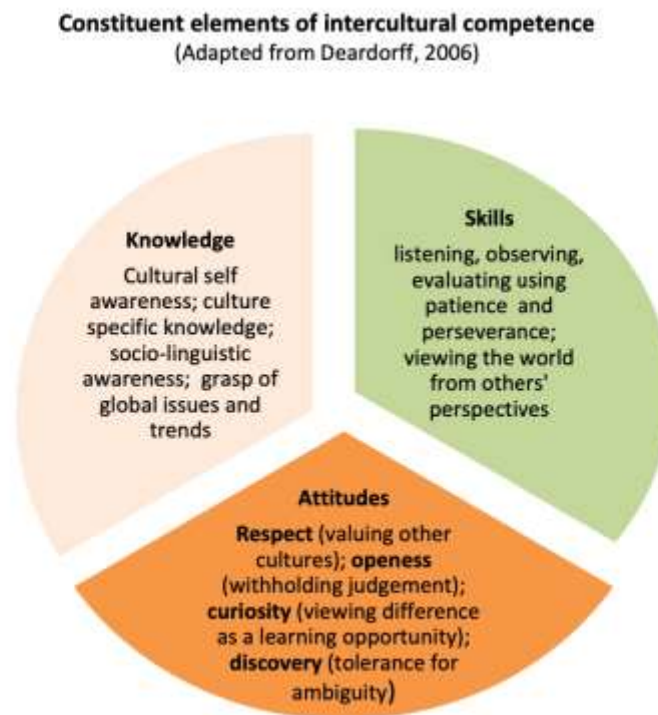


Diagram: elements of intercultural competence

Knowledge - Cultural self-awareness, culture-specific knowledge, sociolinguistic knowledge, understanding of global issues and trends

Skills - Listening, observing, evaluating with patience and persistence, seeing the world from other perspectives

Attitudes - **Respect**(appreciating other cultures)**Openness**(without judging others)**Curiosity**(looking at the different in order to learn something new)**Discovery**(tolerance of the obscure)

Activity 2: 60 seconds = 1 minute, or does it?

Intercultural competences: empathy; self-awareness and self-knowledge; cultural awareness; multiperspectivity.

Objectives: To raise awareness about different perceptions of various notions, e.g., time, depending on different representations that are particular to each individual, even in the same culture.

Materials: a watch for the facilitator, a chair for each participant; if there is a clock in the room; cover it with paper; if the clock ticks then remove it.

Instructions: The facilitator asks the participants to hide any watches they might have. Then everybody has to practice sitting down on their chairs silently – and with their eyes closed. Then the facilitator asks everyone to stand up and close their eyes. On the command “GO!”, each person is to count up to 60 seconds and sit down when they have finished. It is important to stress that this exercise can only work if everyone is quiet during the whole of it. Once people have sat down they can open their eyes, but not before. Ask the participants to estimate for how long they had their eyes closed, and give the first and last ones their time. Clearly this exercise opens up the whole concept of time and each individual’s relationship to it. You can then go on to discuss whether there are culturally different perceptions of time, space etc.

Activity 3: A jolt of reality

Intercultural competences: self-awareness and self-knowledge; multiperspectivity; communicative awareness; skills of listening and observing; cultural awareness.

Objectives: understand how we filter information and form assumptions; be able to reexamine one’s assumptions and avoid automatic reactions; demonstrate how our behaviors are often influenced by cultural values or filters.

Time: 8-15min (3-5 minutes for the activity, 5-10 minutes for debriefing)

Instructions:

1. Ask the participants to stand and find a partner. Direct partners to face each other, place their feet firmly on the floor, and then raise both hands and place them palm-to-palm at shoulder height.
2. Now tell participants that to win at this activity, they must make the other person move his or her feet-within 30 seconds. Start the timing. (Note: most participants will use brute force to push each other. Some may try to negotiate or bribe the other person to move. A few may stop pushing and let the other person's momentum propel him or her forward).
3. After 30 seconds, stop the activity & ask a few participants to share some of the strategies they used to get the other person move.
4. Ask for a volunteer. Assume the face-to-face, palm-to-palm position. Whisper to the other person « Let's dance ». Hum a tune and move your feet together.
5. The participants will probably protest that this is cheating. Remind them that the directions were simply to get the other person to move his or her feet within the 30-second time frame. There were no restrictions on moving your own feet or communicating. Ask participants who won.
6. Debrief:
 - Describe what happened. When you hear interpretations, such as “she tried to bribe me” rather than descriptions like “she offered me something”, ask the participants to describe behaviors only.
 - How did you feel about how you behaved? Your partner's behavior? The outcome?
 - What values were behind the different strategies people used?
 - What did you learn from the activity itself and from the “dance” strategy?
 - How can this learning be applied?

7. Debriefing conclusions:

- We tend to filter information; form assumptions based on our own experience and values, and then act according to these assumptions. Cultural values such as cooperation, competition, individualism and collectivism are demonstrated in this kind of activity.
- Assumptions can prevent us from exploring alternative behaviors.

- Cultural values such as individualism and competition may result in conflict and block wins solutions.
- Meeting force with force is almost always futile.

Activity: Abigail

Intercultural competences: tolerance; empathy' multi-perceptivity

Objectives: To understand the concept of value and of cultural identity; to understand the link between values and culture; to understand the influence of our culture on our behaviors and our points of view

Materials: per person, one copy of the story “Abigail”; enough space for each participant so that they can walk individually and in small groups of 4-5.

Instructions:

- Explain to the participants that this exercise is about examining different values.
- Give a copy of the following story to each person and ask them to read the story:

“Abigail loves Tom who lives on the other side of the river. A flood has destroyed all bridges across the river, and has left only one boat afloat. Abigail asks Sinbad, the owner of the boat, to bring her to the other side. Sinbad agrees on the condition that Abigail has to sleep with him first.

Abigail, not knowing what to do, runs to her mother and asks her for advice, who tells her that she does not want to interfere with Abigail’s own business.

In her desperation Abigail sleeps with Sinbad, who in return brings her across the river. Abigail runs to find Tom, she hugs him gleefully and tells him everything that has happened. Tom bluntly pushes her away and Abigail runs away.

Not far from Tom’s house, Abigail meets John, Tom’s best friend. She shares the story with him as well. John hits Tom for what he has done to Abigail and walks away with her.”

- Ask everybody to read the story by him/herself and to rank the character (Abigail, Tom, Sinbad, Abigail’s mother, John) according to their behavior: who acted best? Who second worst?...

- After reading the story, the participants. Must individually evaluate each character based on their behavior (Abigail, Tom, Sinbad, Abigail's mother and John). Who was the worst behaved character? Who was the best-behaved character? etc.
- After most of the them have done their ranking, ask them to get together in small groups (3 to 6), to discuss about how they perceive the behavior of the characters. The task - the small groups are to come up with a list (ranking the best to the worst behaved character) that everybody in the small group can agree on. Ask them to avoid using mathematical methods in order to establish the list, but rather to build that list on the basis of a shared understanding of what is good and what is bad.
- After the small groups have come up with their lists, you can optionally repeat this phase by bringing two small groups together to form medium-size groups.
- Evaluate the exercise in plenary by first bringing together the results and by discussing the similarities and differences between them.
- Move on to ask on which grounds people made their ranking. How could they decide what was good and what was bad behavior. How difficult or easy it is to negotiate about values when having to establish a common list.
- You can ask people how they managed to come up with a common list – which arguments worked to convince them, and why, and where there was a border of being able to understand and/or follow the other.
- A possible follow up is to then look at where we learned what is good and what is bad – and what that tells us about what we have in common and what makes us different.

III. Second module – Development of media literacy and critical thinking

Development of media literacy

1. Competences for media literacy - essence and construction

(experience from Turkey)

New media literacy is an important area of discussion with its digital competencies and skills, the online opportunities it provides and the risks it brings. Because the mobilization of today's media tools, connection to the web through smart phones, regardless of time and place, and easy accessibility have put new media tools at the center of our lives. The speed and change in new communication technologies create new opportunities and risks, especially for children and young people. The new media environment and tools have a social role that defines, transforms, shapes social relations and gives new forms today. Communication relationships, online behavior and attitudes mediated by technology have been the subject of much research. The state of constant presence in a network or relationship has an important place in the construction of the social identity of young people, and also carries many risks. The individual who needs to be media literate in the face of traditional media must be much more aware and educated in the face of today's digital development, renewing and changing multimedia channels and productions. In this context, structural changes and transformations in information and communication technologies have necessitated the discussion of new media literacy and new literacy skills, online opportunities and risks.

In the new media environment, access to unlimited information from health to art, economics to politics and web pages created with circulating, shared, stored and archived information, official and unofficial websites, video production and sharing channels, social media tools such as Facebook, Instagram, Twitter provide the user with digital. It provides a wide area of movement and freedom by providing options. However, these opportunities for broad participation and high-potential interactive use also bring many new risks. Therefore, our active consumer identity in this new environment, which contains both opportunities and risks, makes the concept of media literacy, the qualities and skills of being media literate even more important with the demands of the age. Because by being media

literate, people exhibit a cultural and political stance that will last a lifetime, not just in a certain part of their lives.

According to Jolls and Toman (2008), a 21st century approach to media literacy education provides a framework for the ability to access, analyze, evaluate and create media of various structures, from print to video, from video to the Internet. While media literacy provides an understanding of the role of the media in society, it also provides the acquisition of research and self-expression skills necessary for citizens in a democratic society. In other words, media literacy, which provides and develops many essential skills for informed and active citizenship, is a valuable educational opportunity today.

Media literacy training, which has many different dimensions such as education, family, being a conscious and involved citizen and the cultural dimension, and which must be treated accordingly, is particularly instructive in terms of cultivating individuals who are critical, aware and suitable for the demands of the digital age for our new media practices. Hobbs (2010) states that the competencies required for success in modern society are defined by many closely related terms. These can be defined as information literacy, media literacy, media education, visual literacy, news literacy, health media literacy and digital literacy. According to Kellner and Share, critical media literacy expands the concept of literacy to include various forms of mass communication and popular culture, while deepening its educational potential for critical analysis of the relationships between media and audience, knowledge and power. Includes skills to analyze media codes and conventions, ability to critique stereotypes, dominant values and ideologies, and ability to interpret multiple meanings and messages generated by media texts.

Media literacy exercises

Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression. This is the ability to apply critical thinking to the messages, signs, and symbols in mass media - in newspapers, on radio, on television and on the Internet.

Digital media literacy in particular is the ability to make sense of digital media. This happens through meaningful and sustainable consumption that improves an individual's skills to contribute to a community. Media literacy includes the ability to analyze, prioritize, and act upon the digital media we encounter daily

Needless to say, the development of this skills is vital in the 21st century. Here are some activities that can help build this competency in youth.

Activity 1: Media literacy

Time: 30 mins-1 hour

Description: A media literacy exercise that encourages participants to examine advertisements in media.

Materials: flip chart paper, 3 ads from a magazine and/or the web.

Preparation:

- 1) Put the ads around the room;
- 2) Place one sheet of flip chart paper under each ad and write prompt questions:

What do you see (Style, Image, Look)?

Who is the audience?

What is the message?

Instructions:

1. Walk around the room silently and look at each advertisement.
2. At each station, reflect on each question and write down your observations and comments. Do this silently and answer each question for each ad
3. When everyone has posted their comments, go around and read all of the responses silently.
4. Come back together as a group and discuss:

What stuck out to you, what did you see?

What impact did that have (image, responses)?

Why is this significant?

Additional resource 1: Viewing media

When consuming media, it helps to have a shared language that we can use to understand it. This “SAMS” (Story, Audience, Message, and Style) technique can support the discussion of key points about the media.

1) STORY

What is the story?

What has changed from the beginning of the media piece to the end of the media piece?

2) AUDIENCE

Who is the audience for this media piece?

What in the media piece tells you that it was created for this audience?

3) MESSAGE

What is the message of this media piece? Is there more than one message? If so, what are the additional messages?

4) STYLE

Comment on the style of this media piece. How would you describe it? Is it fiction or nonfiction? Is it poetic? Is it a personal story?

What are the techniques the creators used to convey their message?

Did they use interviews, text, performance, music, etc.?

What is the quality of the audio and/or visuals? Are they clear? Is the sound at a good volume?

Are there objects or sounds that are distracting?

How do the audio and/or visuals contribute to the message and the story?

Additional resource 2: Fundamental Questions for Active Learning with Media

A wide variety of prompts can help youth analyze and respond to media, including these two fundamental questions:

1) Who's talking?

2) Who's listening? We can use the fundamental questions to analyze media and think through what you can learn from it.

WHO'S TALKING?

Who produced this media?

Where are they from? Who are they?

What are their attitudes and values relative to mine?

What's their intent?

WHO'S LISTENING?

Who cites this information?

Who links to the site/work?

What are their affiliations and points of view?

Do I agree? How can I respond?

Activity 2: Using multiple resources

When determine whether news is fake or not, the most important thing a person should do is check multiple sources for the same story. Since different sources report different details in different levels of depth, young people will gain a more accurate perspective on an issue when they read, listen, or view more widely.

Description of the activity:

For this activity, participants need to create a poster or a mind map (using Canva) listing multiple and different kinds of sources, including reliable and unreliable ones. You can use the Mind Map by Canva <https://www.canva.com/graphs/mind-maps/> or design your own. Canva's Mind Map is easy to use, completely online and a free mind mapping software. You simply choose a template from the collection of mind map examples, and then click the text to change the labels. You can adjust the mind map's colors and fonts to your liking.

How to make a mind map on Canva (according to information on their website <https://www.canva.com>):

- **Open a document** – To get started, log in to your Canva account or sign up for free using your Facebook or Google profile. You can launch Canva on desktop or mobile and pull up a brand-new page to start designing in seconds.

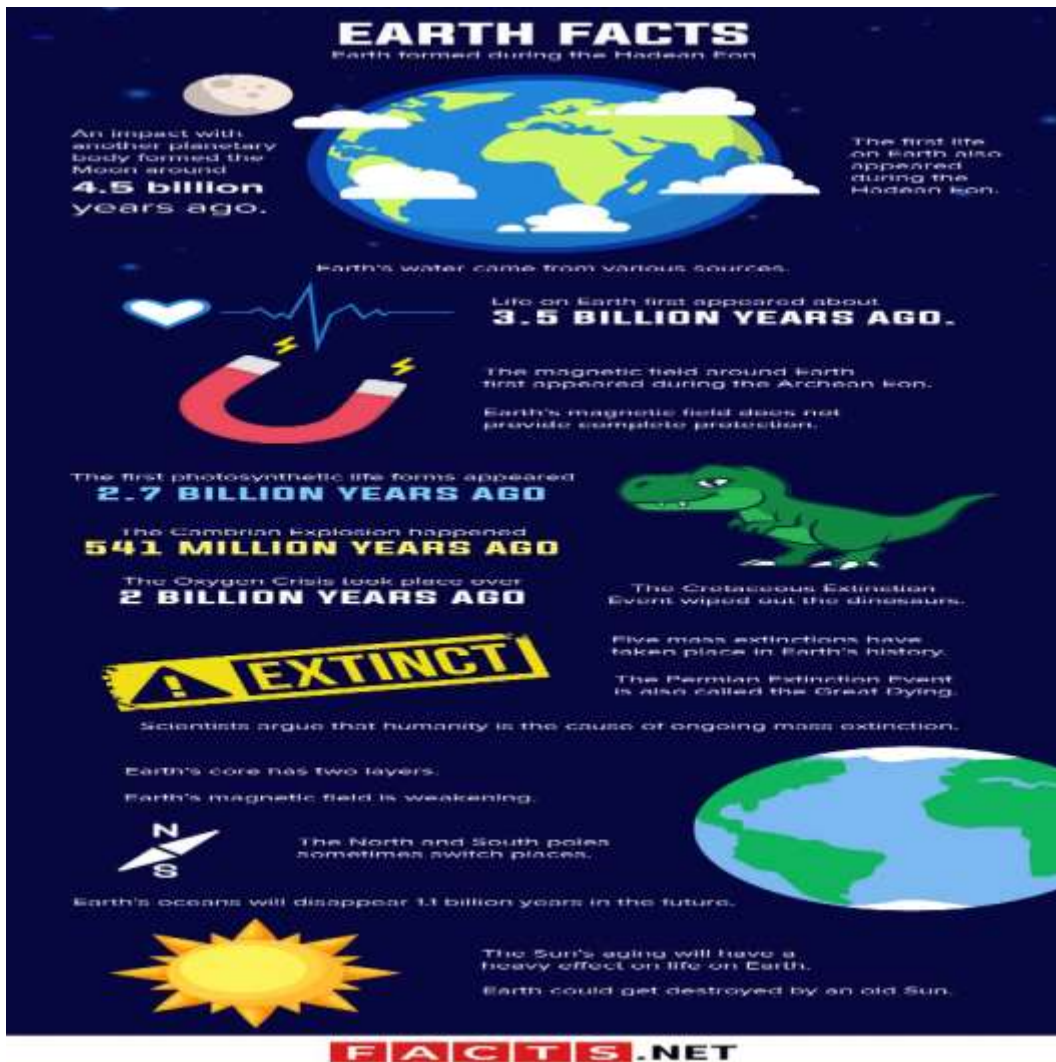
- **Select a template** – Kick off your creation with a professionally designed mind map template. Whether you're giving a presentation to business colleagues, helping students brainstorm, or organizing your ideas for a project, you'll find a beautiful template, ready to go. Filter for color, language, theme or style to get more precise results.
- **Add more features and elements** – Add shapes, lines, text boxes, icons and other graphics to map out your thoughts. Use Canva's color palette to color code your design and keep things vibrant. If you're giving a presentation, you can use the animate tool to choose how each feature displays itself.
- **Customize your design** – Rearrange the layout or get inspiration from a different template to adjust the one you've chosen, whether it's adding a different combination of shapes or using a different color scheme. You can swap one background for another, shift side panels from left to right or experiment with fonts.
- **Download or share your page** – Once you've finished your mind map, you can download it, save it as a presentation or post it on LinkedIn, Facebook, Slack, Twitter or any other social media channel. You can even schedule your sharing using Canva's Content Planner.

Activity 3: Evaluating Numbers and Figures (source: www.canva.com)

When we evaluate media, apart from words, we also sometimes evaluate numbers. Imagine that you read an article with the following claim: “Students perform better in school when they get at least eight hours of sleep” and share it on Facebook or another social media site, but when you look more closely at the study, you find that it was only done at one school, in one class, on seven students. Therefore, it is very important for us to consider the numbers and figures, too, and not only the words included in the article.

Description of the activity:

Use info graphics to illustrate how numbers can trick us into believing a certain media message. Participants need to create info graphics and practice how to distinguish misleading facts and figures. After the activity, a discussion can be held on how false figures and skewed numbers influence our perception and make us believe in some messages that are not trustworthy. You can use the following info graphic as an example (<https://facts.net/earth-facts/>):



Additional resource 3: Mapping The Media Landscape

50 years ago, news was different from today. Newspapers were commonplace and cheap, television had only a few networks and was trusted, and radio was the main source for “breaking news.” News today comes from a wide variety of sources through many different tools. Here are a few ways to think about our news consumption.

1. IN THE LAST WEEK, WHERE DID YOU GET YOUR NEWS?

Television, Radio, Websites, Social media, Newspapers

Magazines, Podcasts, Other people

Other: _____

2. WHAT TOOLS DID YOU USE?

Print publications, Smart Phone, Email, Computer

Tablet, Television, Text, Social Media

Other: _____

3. WHAT WAS THE MOST IMPORTANT NEWS STORY YOU CAN REMEMBER READING/VIEWING?

IV. WHAT STORY WAS POINTLESS OR UNTRUE? WHY?

Activity 4: Sorting News from Noise

Search through the media you most frequently consume. This could be online, on TV, in print, or elsewhere. Consider the information that’s being conveyed. Can you tell the difference between “news” and “noise”? List and describe 5 examples of each that you’ve found.

News	Noise

Need help sorting them out? Remember that news is:

- Truthful – Dealing with real events and facts.

- Relevant – Something that you personally need to know and care about.
- Informative – Helps you understand a situation or issue and take action if need be.
- Timely – Current and useful information.
- Verifiable – Backed up by evidence.
- Unbiased – Not simply conveying the author’s opinion or point of view.

Activity 5: Your Community, Your News

In general, a community is a group of people who share something in common. Everyone is part of at least one community and we’re all part of many different communities depending on where we live, our cultures, and the things we care about.

Activity description and steps:

1). Answer the following questions and write down the answers:

1. DESCRIBE YOUR COMMUNITY AND THE PEOPLE WHO ARE PART OF IT.

2. WHAT RESOURCES DO YOU SHARE?

3. WHAT CONFLICTS EXIST?

4. WHAT QUESTIONS DO YOU HAVE ABOUT YOUR COMMUNITY?

2). Get a map of your community. This can be a paper map or online. Mark the boundaries of the community and the places where you think stories take place. Below, list three stories that you think are unique to your community.

Story #1: _____

Story #2: _____

Story #3: _____

3). Working with a group of your peers, share what you know about your various communities and what you’d like to discover. Using chart paper have everyone draw a circle to represent his or her own community. Decide if any of your circles

are the same or overlapping. Extend the circles out until everyone is included and you've identified all your shared connections (school, neighborhood, town, county, state, country, etc.). Together, talk about all the stories you can tell about these various settings. How are they different? How are they the same?

Activity 6: You're in the News

We all have stories to tell. We all have talents, struggles, flaws, and triumphs. We're all from somewhere. We have families and friends, a history, and dreams for the future. To navigate the world of information and make your own mark, you need to know who you are, where you've been, and where you are going. Take a minute to reflect on:

1. SOMETHING UNIQUE ABOUT YOU.

2. SOMETHING SPECIAL ABOUT YOUR FAMILY.

3. SOMETHING YOU LIKE ABOUT YOUR COMMUNITY.

4. A TOPIC YOU REALLY CARE ABOUT.

Headlines, whether in a print publication or on a website, are designed to grab your attention and draw you in. They have to be short but compelling, enticing you to read the rest of the story. Write three compelling headlines to share with the other participants:

1. A HISTORICAL EVENT IN YOUR LIFETIME THAT YOU THINK WAS THE MOST NEWSWORTHY.

2. A PERSONAL MOMENT FOR YOU THAT COULD BE NEWSWORTHY TO OTHERS.

3. THE MOST PRESSING NEWS STORY TODAY.

2. Media literacy

(experience from Greece)

Media literacy for most people in Greece in Greece is more about education but EKOME has more of a holistic approach. Media literacy trends in the digital area

- ✓ Interaction and interoperability
- ✓ Content production: AI, VR, AR + Gamification and computational skills
- ✓ Digital skills, digital Citizenship
- ✓ Access to social media, issues of democracy, freedom of expression
- ✓ Combating fake news and disinformation
- ✓ Internet neutrality, role of ISP, video-sharing platforms
- ✓ Copyrights, media ethics in the digital content

Media literacy policy framework, Ministry of digital governance

- ✓ Digital transformation-full digital citizenship
- ✓ Digital transformation white paper
- ✓ As initiator practitioner and it facilitator

Ministry of Education: digital education action plan

- ✓ EKOME-National Center of audiovisual media and communication
- ✓ Media literacy hub
- ✓ National policy Advocate and expert
- ✓ White paper on media and information literacy (2018)
- ✓ National, European and global media literacy network
- ✓ Facilitator and educator on ML skills in typical and non-typical education, lifelong learning context-Lifelong training on media professionals (re-skilling up-skilling) for boosting media productions

Through media and information literacy skills, citizens are no longer passive recipients of media messages but they adopt an active and critical attitude towards new agenda, making wiser choices and contributing to the quest for high quality media content, all characteristics of a strong and competitive media industry.

Media literacy in typical education

Media literacy is not yet met as an autonomous object of study but mainly cross-curricularly, as interdisciplinary subject and within ad hoc school projects. Multiple approaches on media digital and film literacy

2016: public discourse on school reform- media literacy film literacy.

2020-2021: platform 21 plus skills workshops, pilot phase

Learning skills

- critical-thinking
- communication
- Cooperative learning
- creativity

Life skills

- self-care
- social skills
- citizenship
- empathy
- awareness

ICT skills

- digital literacy
- technology literacy
- digital humanities
- e-government
- safer internet
- UGC -media literacy

Mind skills

- strategic thought

- problem-based learning
- case-studies
- contextual thought

2021-2022: Platform 21+ skills Workshops Compulsory all 4 thematic circles.
Media literacy and Academia

- ✓ Pedagogical facilities (courses for in-training teachers)
- ✓ Media and communication faculties
- ✓ Audio visual media production faculties
- ✓ Film faculties
- ✓ Media literacy in the private sector
- ✓ Protectionist approach
- ✓ Media ethics copyrights
- ✓ Digital media production
- ✓ Draining of media professionals
- ✓ News literacy
- ✓ Creative industry (kids and youth film festivals)
- ✓ Civic Society (grass-root approach to bottom-up)

What worked?

1. Media Literacy in media and education laws
2. Systematic funding and thinking beyond the school system
3. Joint public and private actions with transparency and participatory

Two incredible projects

European School Radio: The community European School radio the first radio for students was founded in 2013 and its goal is to establish the effective use of media and information encouraging the students to be active European citizens and to cope with issues of inequality. Apart from organizing a variety of events European School Radio organizes conferences for teachers and they offer educational programs for students . Milestones for European School Radio 2014

Medea Awards "User Generation of educational media content"

2016-Erasmus+KA2 "Nestor"

2017 -The Education, Youth, Culture and Sport Council

European School Radio is the national action which prepares future democratic citizens to be able to manage issues of inequality with respect and solidarity and the only action that enhances new media literacy for the Youth in our digital reality.

2020 -eu.Web Awards

-Erasmus+KA2 "Social Radio 2.0"

Partners: Greek School Network, Educational Television, Cyprus Pedagogical Institute, -International Hellenic University, Aristotle University of Thessaloniki, Journalists Union of Macedonia and –Thrace, EKOME, Stavros Niarchos Foundation

THISAM: Thessaloniki International Media Summer Academy

THISAM's goal is to support and contribute to the realization off United Nations goals and mandates including to promote and protect human rights, and to make the access to education easier.

Activities

- ✓ Every year they organize Greek Media Literacy week as part of UNESCO Global media literacy week
- ✓ "Global conversation program"
- ✓ VerifyinfoED
- ✓ Gamefy: Gamefy is an EU funded project that we developed jointly with other partner organizations from Southeastern Europe. Gamification includes an area that they are working and according to their approach can contribute greatly the media literacy aims.

Partners: DW Akademie, Temple University, Hallym University, South Korea, Beijing, Foreign Studies University, University of Zagreb, University of Novi Sad, University of Maribor, Feri, Xi'an Jiatong-Liverpool University, Panteion University, Greece, ADandRLab, Greece, Natonal and Kapodistrian University of Athens, iMedD, VII Academy, Bosnia, PROOF

<https://media-and-learning.eu/event/webinar-on-media-literacy-in-europe-greece/>

<http://europeanschoolradio.eu/el/radioprogram>

<https://www.snf.org/el/dorees/apodektes/e/epistimonikis-etaireia-european-school-radio,-to-proto-mathitiko-radiofono/agora-eksoplismou/>

<http://www.joursummerschool.org/>

3. Development of critical thinking

Critical thinking skills - substance and construction

(experience from Turkey)

Thinking is a human-specific quality that begins with human birth and can be developed directly or indirectly in the subsequent process. Thanks to this privilege of thinking, he is able to realize the meaning and reason of human existence, he begins to think for himself, as distinct from other creatures, and the knowledge he thus acquires gives him the right and the opportunity to determine his own future. According to Dewey (1910), thinking is a process carried out for the purpose of asking questions. This process involves structuring the results of current states to be useful in subsequent situations. The structuring of this proposition ends with the formation of beliefs based on the last formed principles. Dewey states that thinking is a complex aspect and that thinking will not be based on general principles. Special thinking goes on with the factors that lead and cause this situation.

On the other hand, much research has been conducted on critical thinking. Although these studies cannot provide complete information on how to measure critical thinking, they cannot provide a clear definition of critical thinking. The theoretical strength of thinking skills is how the individual will know something, not what the individual will know. Its educational power is to organize thought processes by realizing the individual's learning skills. Thinking skills are not given consistently with their steps in many studies. The definitions given emphasize the broad, high-level thinking skills of problem solving, critical thinking, and creative thinking.

Critical thinking exercises

Critical thinking is defined as clear, rational, logical, and independent thinking. It also means thinking in a self-regulated and self-corrective manner. Critical thinking involves mindful communication, problem-solving, and a freedom from bias and prejudice. You can apply critical thinking to any kind of subject, problem, or situation. The following exercises and games aim at stimulating critical thinking in youth and building skills such as observation, analysis, inference and problem-solving.

Activity 1: Alien Travel guide

This exercise stimulates youth to look much deeper at who they are both as individuals and as members of the society. It also focuses on what we do and what we value. The activity includes answering the questions below as a way of exploring assumptions and some common situations in life that we take for granted. There are 2 scenarios provided. You can leave blank space so that you can write your own scenario. You can test participants with the scenarios in stylized interview sessions where one of you is the alien and the other is the travel guide.

Scenario 1

You are conducting a tour for aliens who are visiting Earth and observing humans. You're all in their spaceship when you fly over a football stadium. One of the aliens is confused, and turns to you for help. Try answering the questions:

- What is a game, and why do humans play them?
- What are “teams” and why are they so important for humans to be part of?
- Why it is these games seem to get more attention than other matters on your planet, like disease and poverty?

Why do humans get so emotional and even violent when watching games?

What would happen if no human could ever play these games again?

Scenario 2

You are chatting with a group of aliens on a tour of a local library. While you all mingle, one of the aliens picks up a volume about the history of global war and conflict. The alien turns to you and asks you these questions:

What is war and why do humans wage it upon each other?

Humans seem to feel that warfare is often the only way to resolve conflict.

Why is this so?

How do you decide who wins and who loses? How do you know this is accurate?

How does warfare affect those who can't or won't participate?

What legacy do you feel these wars will provide for your future generations?

Scenario 3 Custom

Activity 2: 1-2-4-Whole Group

This technique is a good way to get a rich conversation and more ideas by using small groups. It involves the principle of pre-commitment, critical thinking, and the clear expression of thought.

Description:

One: Individual reflection and pre-commitment. Give participants a short amount of time to reflect on a question or issue. You may use a common issue or have each person choose their own issue. Have them write down their thought or position on the issue. To write is to think again. By writing the participants are pre-committing to their ideas without external influence. Encourage the participants to use the framework of State, Elaborate, Exemplify, and if possible, Illustrate (SEEI). For example, “Here’s what I think, here is what I mean by that, let me give an example, and here is a graphic illustration (or analogy).” If you can complete all these steps, you have thought through a problem completely.

Twos: Have the participants find another person and share their ideas. Record any new thoughts or insights.

Small Groups: Invite each of the pairs to join up with another pair to briefly share their issues and any insights gained. Then share observations of the quality of each pair’s examination of their issues. How were the issues framed? What was missing from the explanation? Were there biases detected?

Whole Group: Invite everyone back into the whole group. Ask an open question like “What insights emerged from your conversations? What did you learn? How has your understanding/view of the issue changed?” Lastly, ask “What’s your 15% of the problem?”

Example:

“Most people have about 15-percent control over their situations. The other 85 percent rests in the broader context, shaped by the general structures, systems, events and culture in which they operate. The challenge rests in finding ways of creating transformational change incrementally: By encouraging people to mobilize small but significant "15-percent initiatives" that can snowball in their effects. When guided by a sense of shared vision, the process can tap into the self-organizing capacities of everyone involved.”

- Gareth Morgan, the Globe and Mail

It doesn't matter if you're a General or an enlisted soldier, a senior executive or a member of the team. You still have only your 15 percent. Where do you have freedom to act?

What's in your 15%?

Grow from small groups (1 on 1) into larger groups and exchange group representatives. This is a great way to get into a rich conversation with small groups. The steps are:

- 1. Prepare:** Position an issue or problem into one straightforward question.
- 2. Reflect individually:** Give participants two minutes of silence to reflect on the question. They may close their eyes, jot a few notes, etc.
- 3. Share in pairs:** Ask participants to stand, find a partner, and share both ideas in 10 minutes. They may pick the nearest person or move around to mix.
- 4. Gab in groups:** Ask each pair to partner with other pairs in groups of 4-6 for 10 minutes. Suggest that they begin with each sharing items of interest from the previous round and then move to converse as a group.
- 5. Harvest in whole:** Ask everyone back to a 'whole group' for 10 minutes. Open with, "What insights emerged from your conversation?" or "How has your understanding/ view of the issue changed?"

Activity 3: Fact or opinion

We often think we know the difference between fact and opinion but it's not always easy to discern. When you visit websites, do you believe everything you read? The abundance of available information makes it more important than ever for young people to develop critical thinking skills. Additionally, it's an important reminder that we must use trustworthy sources.

If we don't learn the difference between fact and opinion, we may end up reading and watching things that continue to reinforce beliefs and assumptions we already own.

For this exercise, the participants need to read each statement and try to determine whether it sounds like a fact or an opinion. This can be completed alone or with a study partner.

Example statements:

My mom is the best mom on earth.

My dad is taller than your dad.

My telephone number is difficult to memorize.

The deepest part of the ocean is 35,813 feet deep.

Dogs make better pets than turtles.

Smoking is bad for your health.

Eighty-five percent of all cases of lung cancer in the U.S. are caused by smoking.

If you flatten and stretch out a Slinky toy it will be 87 feet long.

Slinky toys are fun.

You will probably find some of the statements easy to judge but other statements difficult. If you can effectively debate the truthfulness of a statement with your partner, then it's most likely an opinion.

Additional resource: If you wish to develop young people's critical skills further, you can use the following Cheat Sheet. The Ultimate Cheat Sheet for Critical thinking by Global Digital Citizens Foundation (ask these questions whenever you discover or discuss new information):

Activity 4: Coffee house chat

You can use this exercise for role-playing and developing critical thinking skills.

Steps:

- 1) Participants need to fill out the character sheet below to create a persona.
- 2) Next, the participants should be given a historical event or current newsworthy issue to discuss. Participants should also get some time to do some research, and to think about how they want to represent their character's views.
- 3) The class will split into groups. What follows will be a 20 min. cafe-style conversation about the chosen topic. Be sure to practice things like being open-minded and disagreeing respectfully.

Character sheet:

Character Name: _____

Age: ____ Gender: _____

Marital Status: _____

Occupation: _____

Education Level: ____ Hobbies: _____

Create a brief background for your character:

Research notes for your chat:

Activity 5: Worldly words

Instructions and presentation by the facilitator:

“You will work on some skills using metaphor and choosing words carefully with this fun, challenging exercise. Imagine you live in a world where there are only 10 words you can ever use. You can repeat them as much as you want, but you can’t ever use any other words. Write down the 10 words you’d choose.

Next, make sentences with them in order to communicate something to your group. Use feeling and gesture to help them understand you. You can measure their understanding by writing your actual intended meaning below the sentence. Remember, you’ve only got 10 words to use, so choose them well!”

Your 10 words:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Activity 6: Talk it out

In this exercise, young people will learn the importance of being able to take a stance on an issue and defending that stance with logic, reasoning, knowledge, and common sense.

Below is a list of scenarios to discuss and debate. They are based primarily on ethics and morality. They will encourage participants to take a stand and defend their viewpoint. These can be done in pairs, but are much more compelling in larger groups where views are divided. They can also be used as individual worksheets—participants can circle an answer and then explain their choice in writing.

1. Richard finds an expensive looking ring in the school hallway one day. It has no name on it, and it's not near anyone's locker.
Should he: A) Give it to lost and found B) Ask if it belongs to anyone there C) Keep it and not say anything
2. Judy's friend is stressed about an upcoming test. Judy already took the test and got 100%, so she knows all the answers already.
Should she: A) Just give the answers to her friend B) Use her knowledge to coach her friend C) Not get involved at all
3. Coach Nelson has caught two of his star basketball players vandalizing school property. The rule is that they must be suspended. If that happens their team loses the upcoming semi-finals. If the coach keeps quiet, they'll surely win, but he could lose his job.
Should the coach: A) Suspend the two players and obey the rules B) Pretend he never saw them
4. Nick overhears two students bragging about having posted some inappropriate images of a female student online for a joke.
Should he: A) Mind his own business B) Report the incident to the school principal C) Confront the boys and defend the student
5. You witness a bank robbery, and follow the perpetrator down an alleyway. He stops at an orphanage and gives them all the money.
Would you: A) Report the man to police since he committed a crime B) Leave him alone because you saw him do a good deed
6. A friend tells you that he/she has been receiving anonymous bullying messages online. You suspect that certain people are guilty.
Would you: A) Tell your friend just to ignore them B) Encourage them to report the abuse C) Risk confronting the ones you suspect

Activity 7: Elevator Pitch

This is an exercise used in business to help you think critically fast and get your point across. It's all about choosing and using words carefully and persuasively to achieve your goals in any conversation.

You must convincingly “pitch” an idea, concept, product/service or proposal in the time it takes to ride an elevator (about 30 to 60 seconds) so this is a timed exercise. Make some notes about what you want to say; some topic ideas and note space are provided below.

Ideas for Topics:

A product or service you are offering _____

An idea for a website/social network _____

A special project you need to fund _____

A favor you need from someone _____

An organization or business plan _____

An invention you want to get patented _____

A party plan for a birthday/wedding _____

A campaign for a political position _____

An advertisement for a local event _____

An idea for a blog or a book _____

A unique interior design for a space _____

4. Critical thinking

(experience from Greece)

Methods-Techniques that contribute to critical thinking

Planning, preparing, and designing teaching and providing opportunities for rich learning experiences associated with didactic interventions of practices help children to participate in the management of their learning and to approach the subject with a critical way of thinking.

Many educators among whom Dewey of the 20th century and Bruner later argued that the teaching method that contributes particularly to the mental development of children and the ability to solve social problems is the one that promotes reflection and promotes the exploratory study of issues (Matsagouras, 2009). Students should work as young scientists and researchers who observe, correlate, verify hypotheses and come up with proven sentences. The research based way of teaching ensures the development of critical thinking for the inquiry of situations and the solution of problems proposed by the strategies of free and directed inquiry with decreasing guidance.

Basic didactic approaches that can be used for the development of critical thinking and the autonomy of the student during the learning process and the transition from memorization to research and in learning <<how to learn>> are the research-discovery method, projects, the experiential approach, the collaborative method and the teaching with the use of new technologies.

Techniques that are considered suitable for the development of critical and creative thinking are discussion, dialogue, role-play and simulation. Case study, problem-solving, brainstorming ideas, the didactic utilization of the image, the integration of elements of modern life and the use of new technologies as dynamic learning tools are also great techniques that should be implemented. Such techniques lead students to critically treat information while developing students' ability to take control of their lives in an autonomous and responsible manner.

The combination of various techniques serves the teaching needs and encourages the activation of learning motivations while avoiding monotony during the teaching process. In addition, the enrichment of teaching with a variety of questions both with questions of recall of understanding of the application and with high-level questions such as questions of analysis of evaluation composition

either closed type or open which contribute to the development of divergent thinking when properly formulated mobilize a wide range of mental functions.

Application in the classroom

Taking into account research findings according to which critical thinking was not satisfactorily cultivated during the educational process, the development of critical thinking is sought after through activities of understanding and writing production in the modern Greek language of the gymnasium. The framework for the implementation of the proposal is the subject of modern Greek language and in particular, the 3rd unit of the school textbook of the third grade of Gymnasium with shading in the teaching phase of the comprehension and production of the written word. For the teaching application, text 3 of the module entitled discrimination against women was used and, in the alternative, other relevant texts on the subject.

In the 3rd unit, "we are all the same we are all different" in which the text included contains texts aimed at the students understanding of the role of prejudices and stereotypes in human relationships. The selected text is an excerpt of an African-American speech to elected members of the U.S. House of Representatives and refers to racism and gender inequality highlights one of the perspectives on the topic of unity and could be used as a starting text and serve as a Framework for the development of the unit.

The starting point of the teaching is the familiarization with the subject of the text, and the way it is connected to society and social events by utilizing the previous knowledge and interests of the students through discussion. The image beside the text is the trigger for the first submission of students' opinions with the technique of brainstorming.

The image and its caption foreshadow the students of the speaker's attitude Regarding discrimination against women, the introductory note, the source of the text as well as the image contribute to the formation of appropriate service support for a better understanding of the written text by the students.

Students having from the introductory note to this text the information that this is a speech can identify the characteristics of the kind and style of the text, the social characteristics of the speaker, the occasion as well as the wider social and cultural context.

Understanding a text is carried out with strategies such as forecast strategy. The teacher encourages students to predict from their previous knowledge and the signs of the text what follows. This strategy applies before and during the reading. Techniques for understanding the text are also the use of contexts of the text charts, the questions-answers about the content and the organization of the text, to ask questions, making summaries and collaborative learning.

The goal after first reading is to seek all kinds of meanings. Given that for each text there can be multiple interpretations on the occasion of the students' questions and possible misconceptions about the subject, the transition from the initial level of understanding to a subsequent level critical approach to the text requires the activation of higher mental functions with an exploratory process and a democratic dialogue. Linguistic choices are examined as ways of producing meaning that help the student think about language and use it effectively. Unknown words are not explained from the beginning but students are encouraged to find their meaning with the help of contexts or to make assumptions that will follow up by searching in dictionaries.

The text is argumentative and contains arguments, evidence and linguistic elements with which the speaker attempts to influence the recipients to change their views and attitudes. They can be identified by student's selective reading. In the text, figures of speech are used such as rhetorical questions and repetitions and students have to identify them.

Practically the development of critical thinking while reading the text can be implemented with the following indicative individual or group activities:

✓ Assumptions Forecasts for the content of the text to be read

-By carefully studying the title and image accompanying the text what do you imagine is the subject of the text we will read?

✓ Systematically editing the text through questions of different types that cultivate different aspects of understanding a text.

-The MP of the text refers to her experiences from her professional and social life. What are the problems she faced?

-What other information that she gives us confirm her views?

-Which occupations are considered acceptable for women according to the speaker?

-Which characteristics has a speaker according to the text that led to biased behaviors towards her? Which is the most important according to her and why?

✓Connection with life environments and modern social reality

-Do you know other forms of discrimination at the expense of women?

-Are there people in your environment who have similar perceptions of women?

-Do you believe that speaker's observations on inequality among genders also apply to Greek social reality?

✓Utilizing new technologies using electronic dictionaries

https://journal.educircle.gr/images/teuxos/2014/teuxos1/teuxos1_5.pdf

IV. Third module –Development of skills to prevent and combat discrimination, segregation, racism, bullying and violence

1. Anti-discrimination and anti-segregation exercises

The main topics of the exercises are to recognize, identify, raise awareness and empathize with different types of discrimination and segregation suffered by people in everyday life, more specifically: discrimination by sex/gender, sexual orientation, ethnicity, physical and/or mental disability and discrimination against migrants and refugees.

Objectives:

- ✓ Recognize the different forms of discrimination;
- ✓ Identify discrimination in different contexts and reflect on the discriminatory acts against vulnerable groups;
- ✓ Promote equality and non-discrimination through tolerance, respect, interculturality, and solidarity;
- ✓ Acquire tools for preventing and fighting discrimination;
- ✓ Promote participation among young people as agents of social change.

Activity 1: Identities and society: Labels (20 min.)

Objectives:

- To be aware that groups are always organized in a certain way.
- To reflect on the sensations caused by being accepted by a group or being rejected.
- To reflect on the involvement of the group in the construction of our identity, the need for recognition by others.

Materials: Colored stickers, depending on the number of participants.

Description:

Participants are asked to form a standing circle with their eyes closed. The facilitator sticks on the forehead of each participant a colored sticker. Leave only one person with a unique color label.

When everyone is labeled, ask the participants to open their eyes and group by colors, but they must do it without speaking; only making use of non-verbal

language. When the group has organized itself into groups, ask if they are sure that they are well placed.

Once everyone agrees, we reflect on the exercise. First about how they have felt, in groups, then they are asked to explain what happened, and finally, think about the dynamics.

Additional tips:

During the dynamics some people will let themselves be grouped and others will act as leaders of the group. The largest group will cluster quickly. The person whose sticker is unique will be disoriented, not knowing what to do. Once grouped you can ask how they felt (starting with the group that is more numerous) and why they have been grouped like this. You can also comment on how easy it is to reproduce the rules of society, without being aware of it.

Activity 2: United Nations Council (1 hour)

The participants will be divided into groups (5 or 6 persons per group) and each group will have a different role related to the social factors involved with immigration and refugee matters: politics, NGOs, enterprises and refugees. (Two groups per role). Firstly, they will be told general characteristics about a hypothetical country and its essential characteristics. The participants should reflect on the questions proposed. (15 minutes approximately).

Secondly, each group will give their answers to the general and the specific questions related with each role, each group taking their turn to discuss each opinion (10 minutes per role/40 minutes approximately overall).

Finally, conclusions will be drawn in relation to the previous debates. (5 minutes).

Hypothetical country: context

- ✓ Recipient country of refugees.
- ✓ Country in midst of an economic crisis.

General questions (for everybody):

- ✓ What is your position about the arrival of refugees in this country? Are you in favor or against?
- ✓ Nowadays, can we say that the refugees' situation is a real problem and can we make a general and specific solution?

- ✓ Do you think the social projects for refugees achieve the general aim to integrate the refugees in the arrival country?

Specific questions (per groups):

Politics:

If you are a politician in this country,

- ... will you establish the guidelines for acceptance of a person as a refugee?
- ... which will be the collateral problems when you find an uncontrolled arrival of refugees?

NGO's:

If you are a manager of an NGO in this country...

- ... if you need to make a social project for refugees which will be the main objectives and needs that you will cover with your resources (you must consider that in the social projects the resource - time and money - are limited).
- ... what will be the mechanism to put pressure on authorities and to give more economic provides for refugees?
- ... what will be the mechanism for getting modification in the law or make decisions to the refugee's benefits?

Companies:

If you are a business man in this country...

- ... in your opinion, is it more important to hire an unemployed national person or a foreign person? And when will the foreign person be more qualified?
- ... is it necessary to encourage more involvement of the companies and industries in the international cooperation?
- ... do you think that the business man must make and propose a solution to the refugee's problem or it is a public problem?

Refugees:

If you are a refugee...

- ... what is the general and specific expectation when you arrive in a new/arrival country?
- ... it is normal to miss your cultural country, friends and family. What do you miss more?
- ... what is the most difficult during your integration in the arrival country?
- ... in case of the departure's causes cease in your national country, would you return? Why?

Activity 3: STEREOTYPES (30 MIN)

Objectives: Analyze the stereotypes that are attributed to LGBT+ people, relativize the differences that are attributed to sexual diversity.

Materials: Scripts for role-playing exercises.

Instructions:

5 participants are asked to leave the room to represent some scenes. Of all of them, 3 will represent a scene (Scene A) and the rest, another one (Scene B).

Scene A: the actors must represent three friends and talk about a general theme (the holidays, a movie, etc.). In no case should they mention anything that could reveal their sexual orientation. While preparing the scene, the rest of the group is told that the 3 participants are going to represent 3 friends, of which one is lesbian or gay. They have to find out who he/she is and why.

Scene B: The other two participants will represent an interview in which they are going to ask the typical questions that are asked of homosexuals by heterosexuals (see below the script that could follow the interview).

Comments:

Scene A will force people to look for gay / lesbian stereotypes. None of the actors and actresses knows that they will be assigned this identity, so that both they and the group will be surprised when they know that there was no one that is homosexual. In this way we will see how stereotypes are characteristics awarded from the outside than from within.

Scene B will be useful, in a fun way, as LGBT+ people are always questioned for their way of being, but to question in the same way the heterosexual identity seems ridiculous. This allows us to relate the ideas that come out with those of the first workshop, the asymmetry between groups, and be aware that there are hegemonic groups whose identity is unquestionable and indisputable.

QUESTIONS: Interview a Heterosexual.

Q: When did you discover that you were heterosexual?

Q: When did you have your first heterosexual relationship?

Q: What do you think about the heterosexual bars?

Q: Was it difficult for you to accept your heterosexuality?

Q: What do you do with someone with the same sexual orientation in bed?

Q: What do you think about heterosexuals having the same rights than the rest of the citizens?

Q: What do you think about the statements of some influential people condemning heterosexuality as unnatural and sin?

Q: You are a teacher as a profession; does your heterosexuality pose problem in your professional life?

Q: As a heterosexual, are you afraid of becoming infected AIDS?

Q: Do your friends know that you are heterosexual?

More information on the topic: <http://informativojuridico.com/situacion-de-los-derechos-lgtbi-en-espana-legislacion-aplicable-2/>

Activity 4: THE GENDER WARDROBE

Objectives: Reflect about gender stereotypes; understand the stereotyping process and how to manage and master it.

Stereotype: simplification of our brain, which forms wide categories to better organize the huge quantity of information that surrounds us. Stereotypes can transform into actions, repeated into our daily life. They don't allow us to recognize and give value to individuality and inner experience. They can lead to discriminatory behaviors, emotional repression and violence (psycho-physical).

Method: group-work to question the stereotypes. Start from daily personal experience and knowledge. Raising awareness about the link between thoughts-emotions-behaviors.

1st PHASE: introduction + splitting in groups (mixed by countries)

The facilitator introduces the ice-breaker and then explains the activity in a simple way, without many details. Participants are split up in groups of 5-6 people mixed with different nationalities and ages + 1 facilitator who will be also the time-keeper.

Starting memorandum:

- Nothing is absolutely good or bad, our speech will come from clearly individual viewpoints and personal experience. Do not speak for other people.
- Don't worry about words, respect others and speak clearly about yourself. No war on words, e.g., “Hey, what did you say?!”

2nd PHASE: group-work

Each group must choose one public speaker who will make a synthesis of the discussion (helped by all of the group) and then present the group-work to the plenary. The facilitator will be a reference but will not participate actively in the discussion. The group will discuss this:

MAPPING THE IMAGINARY: THE “GENDER WARDROBE”

Body Character, psychology, social roles
Female:
Male:

The table has to be compiled by groups of 5-6 people. The purpose is to identify differences between males and females about:

- ✓ Body;
- ✓ Character and Psychology (in this point participants may feel more involved);
- ✓ Social roles.

Attitude: reassure, don't be quiet, welcome any self-expression as it is without judging its positive or negative value, acknowledge each person and his/her viewpoint as it is (maybe stereotyped!).

Unresolved conflicts should be underlined and noted down, or even a fourth column can be created on the table, according to the group's elaboration. Underline some interesting phrases that the group recognizes as important. Talk about natural or cultural stereotypes.

3rd PHASE: plenary reunion, group's presentation, plenary feedback and conclusions.

- ✓ **Rays of colors:** first, a large paper will be placed on the floor in the center of the plenary, with colored pencils, and the participants will be invited to make some lines with colors, according to their feelings during the group-work phase, or at the end of it. The resulting image should seem like a sun with many colored rays. No interpretation required.
- ✓ **Presentation:** each group will present their work to the plenary, through the voice of the chosen public speaker: short timing, key words.
- ✓ **Plenary discussion:** then some questions will be asked by the conductor to the plenary, regarding the process of the discussion, and the feelings of the participants. This will be interesting because it will explore not the main explicit job, but the hidden layer of the confrontation, which moves emotions and personal feelings through words, gestures, glances, postures. E.g., “How is my posture when I confront with this topic/words?”, “How do I feel when I listen/speak about something?”, “How am I conditioned by such thoughts and emotions?”

The plenary discussion focuses on the link between thoughts and emotions; presence with physical feelings, tension and relaxation; self-awareness and self-mastery. Shifting the awareness from the outside situation (words, others) to the inner condition (feeling, emotion), noticing limiting postures, self-conditionings, self-judgment and repression.

- ✓ **Read the map horizontally:** if I'm a male, I have this body and these feelings, so I should have this social role. What happens if I draw some things from the wardrobe that is different from mine? For example, some feelings experimented by women may be experimented by men too?

Additional resource: ABC of discrimination

Objective: recognize, identify, generate awareness and empathize with the different types of discrimination suffered by many people and acquire educational resources to raise awareness of any discriminatory process in our immediate environment.

Description: Working in smaller group to define some useful terms about discrimination and presenting it to the others.

Definitions:

1. EQUALITY: Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents, and believing that no one should have poorer life chances because of where, what or whom they were born, what they believe, or whether they have a disability. Equality recognizes that historically, certain groups of people with particular characteristics e.g., race, disability, sex and sexuality, have experienced discrimination.

2. IDENTITY: In psychology, identity is the qualities, beliefs, personality, looks and/or expressions that make a person (self-identity) or group (particular social category or social group). The process of identity can be creative or destructive.

3. HATE SPEECH: It covers all forms of expression which spread, incite, promote or justify racial hatred, xenophobia, anti-Semitism or other forms of hatred based on intolerance, including: intolerance expressed by aggressive nationalism and ethnocentrism, discrimination and hostility against minorities, migrants and people of immigrant origin.

<https://www.nohatespeechmovement.org/>

4. DISCRIMINATION: According to The United Nations Educational, Scientific and Cultural Organization is the selection for unfavorable treatment of an individual or individuals on the basis of: gender, race, color or ethnic or national origin, religion, disability, sexual orientation, social class, age (subject to the usual conventions on retirement), marital status or family responsibilities, or as a result of any conditions or requirements that do not accord with the principles of fairness and natural justice.

- direct discrimination, for example, refusing to admit as students, employ or promote individuals because they are black, female, disabled or because of their sexual orientation;

- Indirect discrimination, for example, setting age qualifications which discriminate against women who have had periods away from work because of family responsibilities.

5. STEREOTYPE (OPINION): any thought widely adopted about specific types of individuals or certain ways of behaving intended to represent the entire group of those individuals or behaviors as a whole. These thoughts or beliefs may or may not accurately reflect reality. Within psychology and across other disciplines, different conceptualizations and theories of stereotyping exist, at times sharing commonalities, as well as containing contradictory elements

6. RACISM:

1. Prejudice, discrimination, or antagonism directed against someone of a different race based on the belief that one's own race is superior.

2. the belief that all members of each race possess characteristics, abilities, or qualities specific to that race, especially so as to distinguish it as inferior or superior to another race or races. Definition of racism is controversial both because there is little scholarly agreement about the meaning of the concept "race", and because there is also little agreement about what does and doesn't constitute discrimination.

7. HOMOPHOBIA: the fear, unreasonable anger, intolerance or/and hatred toward homosexuality. Homophobia can appear in various ways:

- **Internalized Homophobia:** when lesbian, gay men and bisexual people are considering and accepting heterosexuality as the correct way of being and living.
- **Institutionalized Homophobia:** when governments and authorities are acting against equality for LGBT+ people. This can be hate speech from public elected persons, ban on pride events and other forms of discrimination of LGBT+ people.

8. XENOPHOBIA: (dislike of or prejudice against people from other countries) is the fear and distrust of that which is perceived to be foreign or strange. Xenophobia can manifest itself in many ways involving the relations and perceptions of an in group towards an out-group, including a fear of losing identity, suspicion of its activities, aggression, and desire to eliminate its presence to secure a presumed purity.

9. TOLERANCE: It is respect, acceptance and appreciation of the rich diversity of our world's cultures, forms of expression and ways of being human. Tolerance is harmony in difference. It is fostered by knowledge, openness, communication and freedom of thought, conscience and belief. Tolerance is being yourself without imposing your views on others. Tolerance is not giving in or giving up. Tolerance is, above all, an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others. The practice of tolerance doesn't mean toleration of social injustice or the abandonment or weakening of one's conviction. Tolerance is not always a positive concept. More traditional meanings of the word tolerance do not include respect or acceptance.

10. PREJUDICE: is an attitude, usually of rejection, towards the members of a group. It is an unjustified reaction to a person originated by the person's belonging to a particular social group. Prejudices are the positive and negative feelings and emotions you have about a social group and its members.

11. VICTIMISATION: Treating someone badly because they have done a 'protected act' (or because you believe that a person has done or is going to do a protected act). A 'protected act' is:

- Making a claim or complaint of discrimination (under the Equality Act).
- Helping someone else to make a claim by giving evidence or information.
- Making an allegation that you or someone else has breached the Act.
- Doing anything else in connection with the Act.

12. (SEXUAL) HARRASMENT: harassment (typically of a woman) in a workplace, or other professional or social situation, involving the making of unwanted sexual advances or obscene remarks.

13. BULLYING: Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

2. Discrimination and Racism

(experience from Greece)

There is a strategy for Social Protection and Social Inclusion, currently represented in the National Strategy Report on Social Protection and Social Inclusion. The National Action Plan is implemented by the Ministry of Labour and the European Social Fund. At national level the priorities for social inclusion are: Preventing and tackling the social exclusion of vulnerable groups with specific interventions for social and professional integration of groups such as people with disabilities, immigrants, refugees, long-term unemployed, asylum seekers, trafficking victims and others. These actions are aimed at:

- ✓ Training
- ✓ Promoting employment
- ✓ Learning the Greek language
- ✓ Awareness actions.

The action plan also includes support to businesses and companies to combat discrimination in employment with actions such as: education to combat discrimination in the workplace, support projects such as corporate responsibility, the creation of a national forum to fight discrimination in the business environment, the development of measures to manage diversity in workplace, and support for business initiatives with regard to vulnerable social groups.

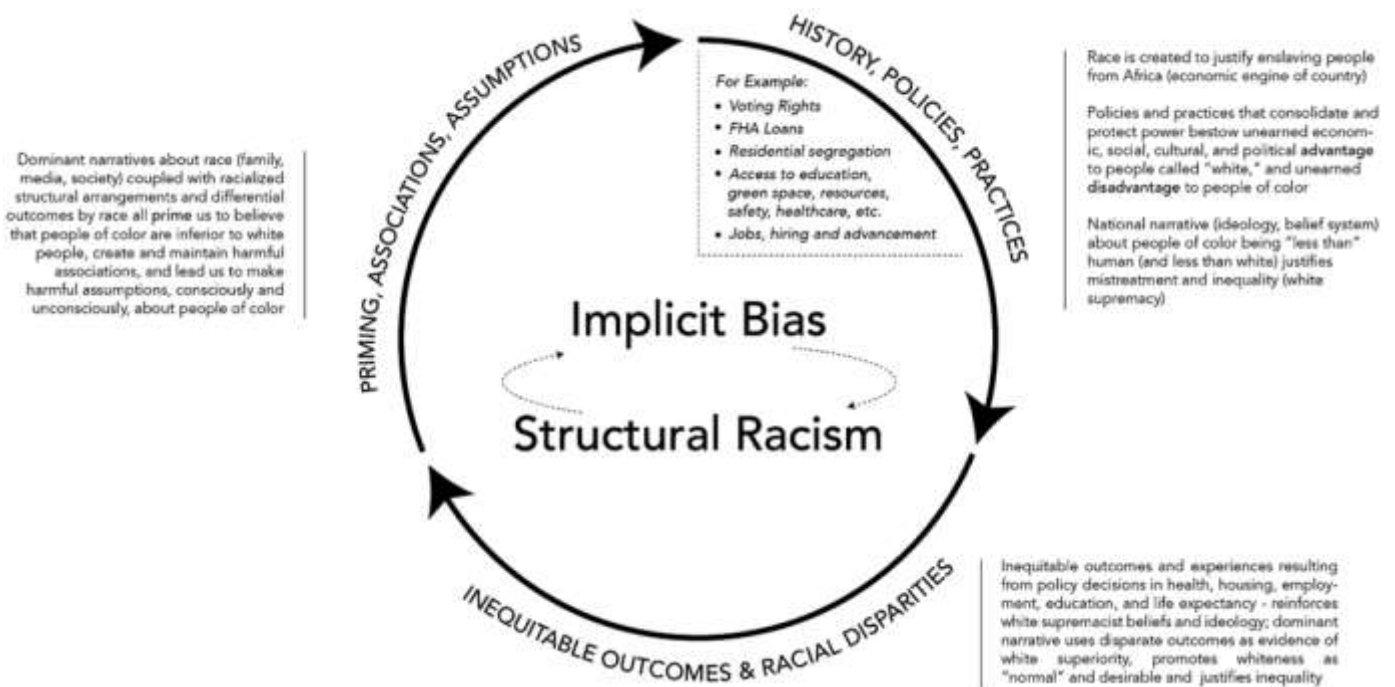
The Ministry of Labour, in order to implement the programmes, cooperates with NGOs and other bodies such as the Greek Ombudsman, and trade unions such as Hellenic Federation of Employees (SEV), the General Confederation of Social Workers (GSEE) and the Hellenic Confederation of Professionals, Craftsmen and Merchants (GSEVEE). It also collaborates with NGOs working with vulnerable groups such as the Greek Migrants' Forum, the National Confederation of Disabled People (ESAMEA), 50 + Hellas, and religious communities and NGOs in the field of human rights in general such as the National Coordination of ENAR.

Chart:

Source: <https://medium.com/national-equity-project/implicit-bias-structural-racism-6c52cf0f4a92>

Hidden Inclinations /Structural Racism

Dominant narratives about race (family, media, society), combined with racial structural arrangements and different outcomes by race, all lead us to believe that people of color are inferior to white people, create and maintain harmful associations, and cause us to make harmful assumptions, consciously and unconsciously, about people of color. Unfair outcomes and experiences resulting from policy decisions in health care, housing, employment, education, and life expectancy reinforce white supremacist beliefs and ideology. The dominant narrative uses disheartening outcomes as evidence of white superiority, promotes whiteness as "normal" and desirable, and justifies inequality. Race was created to justify the enslavement of people. Policies and practices that consolidate and protect power give undeserved economic, social, cultural, and political advantage to people called "white" and undeserved disadvantage to people of color. A national narrative (ideology, belief system) about people of color being "less" human (and less than white) justifies mistreatment and inequality (white supremacy).



Inequality between genders

The top five priorities for accelerating progress for women and girls in Greece were:

- ✓ Equality and non-discrimination under the law and access to justice
- ✓ Quality education, training and life-long learning for women and girls
- ✓ Poverty eradication, agricultural productivity and food security
- ✓ Eliminating violence against women and girls
- ✓ Access to health care, including sexual and reproductive health and reproductive rights
- ✓ Political participation and representation
- ✓ Right to work and rights at work (e.g. gender pay gap, occupational segregation, career progression)

- ✓ Women's entrepreneurship and women's enterprises
- ✓ Unpaid care and domestic work / work-family conciliation (e.g. paid maternity or
- ✓ parental leave, care services)
- ✓ Gender-responsive social protection (e.g. universal health coverage, cash transfers,
- ✓ pensions)
- ✓ Basic services and infrastructure (water, sanitation, energy, transport etc.)
- ✓ Strengthening women's participation in ensuring environmental sustainability
- ✓ Gender-responsive budgeting
- ✓ Digital and financial inclusion for women
- ✓ Gender-responsive disaster risk reduction and resilience building
- ✓ Changing negative social norms and gender stereotypes
- ✓ Quality education,
- ✓ Training and life-long learning for women and girls

Students visit regularly -and in cooperation with the Ministry of Education and Religious Affairs- the premises of the GSFPGE and are briefed by the its staff on issues related to the concept of gender equality, such as gender balanced participation in decision-making, gender-based violence, discrimination in the workplace, gender-based health, among others. From November 2016 to May 2019, the GSFPGE has participated for 3 consecutive school years in the so-called "Educational Thematic Week: Body and Identity" with presentations on gender equality and ways on combating stereotypes in secondary public schools. The concept and the basic organization of the Thematic Week belongs to the Institute of Educational Policy of the Ministry of Education and the GSFPGE policy officers involved had the opportunity to present the main GSFPGE policy initiatives, get in touch with the students, and raise their awareness on gender stereotypes in all aspects of everyday life. Under the collaboration with the Ministry of Education and Religious Affairs and the Educational Television, there have been 5 competitions conducted in the period 2016-2018 (poster competition, digital creation competition, gender separation of toys, gender and environment, creative writing) across the whole spectrum of the educational process (primary, secondary, tertiary education), with the aim to inform and sensitize teachers and students on the principles of gender equality.

Moreover, in 2017, the Research Centre for Gender Equality (KETHI) supervised by the GSFPGE, published “The flower of equality”, which actually presents the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) as a fairytale for children of preschool age7.

In 2019, KETHI collaborated with UNICEF and presented the book “The world Anew” as a stimulus for a debate among young students/people about the prevention and combat against gender-based violence.

Eliminating violence against women and girls

The prevention and combating of violence against all women regardless of their status, race, and origin, physical or mental health, in Greece has traditionally been top priority for the GSFPGE, which is implementing since 2010 the «National Program on Preventing and Combating Violence against Women». This was the first comprehensive and coherent national action plan against gender based violence. The “National Program on Preventing and Combating Violence against Women”, refers to all forms of gender based violence (e.g. domestic violence, rape, and sexual harassment, trafficking in women) and is part of the NAPGE 2016-2020 mentioned above. Within this program, a network of 63 structures was established and operates for women victims of gender based violence (again for all women).

The network includes:

- ✓ The bilingual SOS telephone helpline 15900 and the e-mail address sos15900@isotita.gr (in Greek and English) which operates 24 hours/day and 365 days/year. It is a low-cost nationwide helpline, confidential and staffed by gender-trained counselors.
- ✓ 42 Counseling Centers and 20 Shelters all over Greece.

The services provided by the above mentioned structures are free of charge and include psychosocial support, legal counseling as well as counseling in labor issues, emergency shelter and, where necessary, legal aid in cooperation with local Bar Associations. In addition to safe accommodation to women victims of violence and their children, the Shelters provide additional psychosocial support, and facilitate access to health services and the enrollment of children in schools.

Changing negative social norms and gender stereotypes

- ✓ In the Law 4604/2019 for substantive gender equality and sexual and gender based violence, the notions of gender mainstreaming and gender budgeting are introduced for the first time into a legislative text. In fact, all basic notions, mechanisms, institutions and stakeholders are explicitly clarified aiming at the implementation of the principle of gender mainstreaming and at preventing and combating violence against women. The Pan Hellenic gender-based violence network by the GSFPGE and the Municipalities is institutionalized (Counseling Centers, Shelters, a 24-hour SOS 15900 helpline). There are also specific articles concerning social dialogue, the drafting of “Equality Plans” in the workplaces by employers and the establishment of Equality Signs and Gender Awards for enterprises that adopt gender equality corporate policies as a reward for their engagement in favor of equal treatment and equal opportunities for their employees. The use of gender-neutral language in official documents is incorporated as a distinctive task of the public administration.
- ✓ Special provisions have been put in place in the crucial field of education (primary, secondary and tertiary education) aiming at the elimination of gender stereotypes and the advancement of healthy attitudes for the future citizens of the country. In addition, the principle of gender mainstreaming is set in the fields of health and social solidarity (e.g., special attention to the status and the needs of vulnerable groups of women), while a special leave of seven working days is attributed to female employees who attend prescribed programs of medically supported fertility. Finally, in the fields of mass media and advertisement special provisions are activated against gender stereotypes and discriminations.
- ✓ In June 2018, under the 2018 Rights, Equality and Citizenship Work Program, the GSFPGE submitted as partner of a consortium a proposal to the Commission titled “Capacity building for women candidates and media stakeholders in public debates in Greece”. The proposal was approved by the European Commission on October 2018 and addresses the call priority A which aims to support projects promoting equality for women and men in public debates, in leadership positions in politics and in the corporate sector. It specifically aims to address existing barriers for journalists and women in public debates. The Project called “GENDER_PUBLIC

DEBATE” started at April 2019 and its duration will be 22 months. The project’s budget is €259,837.03.

The project proposes a range of activities tailored to the Greek context and the expected results of these interventions are the following:

R1: Train & sensitize 120 media stakeholders in identifying, responding and preventing sexism and gender discrimination in public debates through targeted experiential workshops (dealing with real scenarios and making use of experiential methodologies) for journalists, media practitioners and students of media faculties. The participants of the trainings are expected to act as multipliers and to communicate the problem to society in order to raise awareness and sensitize men and women towards gender balance in the media.

R2: Enhanced skills of 100 women politicians and candidates in elections in identifying and responding to sexism and gender discrimination in public debates. This will allow them to stop hesitating taking part in public debates with the fear of becoming victims of sexism and thus increase the representation of women in the media.

R3: Produce and disseminate practical tools for identifying, responding and preventing sexism and gender discrimination in public debates and in the media. This will highlight the usage of gender-neutral language and behavior in public debates and will provide the necessary tools to relevant stakeholders and the general public to avoid using stereotypes and phrases that imply sexist behaviors.

R4: Forming sustainable alliances for further action. As a long term and sustainable result the project will support the signature of a Memorandum of Agreement between different stakeholders to engage them to promote the project goals. The Memorandum will commit all parts (and particularly the Media) to participate to the dissemination of the project (broadcasting of the TV spot, promotion through social media, etc). This will ultimately lead to raising the issue in the agenda of multiple stakeholders and promote gender balance policy. The website of this project is <https://nosexism.isotita.gr/>

Over the past few years, has taken specific measures to prevent discrimination and promote the rights of women and girls who experience multiple and intersecting forms of discrimination

In the National Action Plan on Gender Equality 2016-2020 there is a clear reference to the economic crisis affecting some EU countries, including Greece

and consequently to the austerity and fiscal adjustment policies applied, thus exacerbating the risk of multiple discrimination against women. In Greece, the gender impact of the economic crisis was closely linked to cuts in the public sector, difficulties in reconciliation of family and working life, rising of precarious work, and deregulation of labor relations. The multidimensional nature of women's poverty made it imperative to manage and resolve wider economic and social life parameters than those directly related to the labor market. Particular attention and care was given to working poor women.

Based on the above situation, focus was put in policies on women who belong to vulnerable social groups or suffer multiple discrimination, including, but not limited to:

1. Women at the poverty line
2. Women heads of single parent families
3. Homeless women
4. Roma women
5. Migrant women
6. Women refugees or asylum seekers
7. Women victims of violence, torture or trafficking in human beings
8. Women with disabilities / chronic diseases
9. Drug-addicted women
10. Prisoners or prison released
11. Older women
12. Long-term unemployed women

In this context, the following 3 objectives were included in Priority Axis 1 "Social Inclusion and Equal Treatment of Women facing Multiple Discrimination" of the NAPGE:

- ✓ Objective 1: Integrating gender dimension in legislation and public policies on socially vulnerable groups.
- ✓ Objective 2: Strengthening the GSFPGGE in the formulation of targeted policies for women who suffer multiple discrimination and the creation and dissemination of gender disaggregated data.
- ✓ Objective 3: Ensuring equality and eliminating discrimination for women who suffer multiple discrimination.

The result of these policy objectives was the institutionalization of a relevant organizational unit within the GSFPGGE. The newly established Department for Social Protection and Combating of Multiple Discriminations, under the Directorate of Social Protection and Counseling Services, was established in the last organizational chart of the Ministry of Interior with article 25 of the Presidential Decree 141/2017 (Government Gazette 180 A), since the GSFPGGE was until July 2019 an organizational unit of the Ministry of Interior. Specifically, the newly established Department of Social Protection and Combating Multiple Discrimination (Directorate of Social Protection and Counseling Services) is responsible for:

- ✓ The elaboration and promotion of measures to tackle gender discrimination faced by persons belonging to vulnerable social groups (migrant women, refugee women, single parent families, Roma women, etc.) with a view to their social inclusion and social cohesion.
- ✓ Co-operation and networking with all relevant stakeholders to mainstream gender into vulnerable social groups within the framework of national, regional and local social policy planning.
- ✓ Design, coordinate and implement social networking and cooperation actions with transnational bodies and international organizations, as well as with national bodies, on issues of multiple discrimination.
- ✓ Providing first-line services and counseling services on psychosocial support and legal counseling to women who face multiple discrimination (e.g. migrant women, refugees, single parents, disabled people) etc.
- ✓ Participation in collective bodies, working groups and committees of the public sector and GREECE: Comprehensive national review report Beijing+25 17 local government for the elaboration of specialized actions for the prevention and combating of multiple discrimination.

- ✓ Review of studies and researches on sexism and gender identity issues and on the other hand the implementation of training interventions in cooperation with stakeholders to combat discrimination related to gender identities and sexual orientation.
- ✓ The development of awareness raising activities on the issues of its competence and their implementation in cooperation with the competent Department of Administrative & Financial Support and Publicity of the GSFPGE.

Particularly:

A. Policies for groups that suffer multiple discriminations in the context of mainstreaming gender in policies targeted to vulnerable social groups, designed and implemented by other co-responsible institutional bodies, the Department for Social Protection and Combating of Multiple Discrimination has contributed in the past years by submitting its proposals and remarks:

- ✓ to the National Action Plan for the Rights of the Child, under the Ministry of Justice,
- ✓ to the National Strategy for Social Inclusion under the Ministry of Labor and Social Affairs,
- ✓ to the National Strategy for Integration under the Ministry of Migration and Asylum,
- ✓ to the National Strategy for Roma Integration under the Ministry of Labor and Social Affairs.
- ✓ for the preparation of the National Action Plan for Women, Peace and Security under the Ministry of Foreign Affairs. This process is still ongoing.

B. Women refugees

As already mentioned, within the framework of the 2014-2020 programming period, the category of women benefiting from first-line services (psychosocial support, employment and legal counseling, accommodation) by the Pan-Hellenic Network of Structures for Preventing and Combating Violence Against Women (SOS 15900, Counseling Centers and Shelters) was extended to include the category of women suffering from multiple discriminations with particular

emphasis on the protection and care of refugee women. Therefore, since 2016 an Inter-ministerial Coordination Group on refugee issues¹⁰ has been set up, aiming at coordinating all competent bodies to identify, host and provide counseling services to refugee women, victims or potential victims of violence, as well as to their children. The Inter-ministerial Coordination Group on refugee issues in the first phase of its operation proceeded to the signing of the Protocol of Cooperation among all the competent bodies. The Protocol is still in operation and defines the procedure for identification, referral, provision of support services and accommodation of women refugees, victims of gender based violence and their children in the Shelters of the GSFPGE.

In particular, the services provided by the Network of Structures (Counseling Centers, Shelters and SOS 15900 Helpline) to refugee women and their children focus on the primary problems faced by the particular social group, such as safe stay at the Shelters, social and psychological support, legal and employment counseling, referral to health services, social services, facilitation of enrollment of children in schools, etc. At the same time, the interpreters of the Research Center for Gender Equality Issues (KETHI) cover the interpretation needs of the Network. The SOS15900 help line is nationwide, addresses women who are victims of all forms of gender based violence, offering information and telephone counseling services through their psychologists and social scientists. The services are currently provided by the SOS Helpline in English and Farsi, with regard to the female population of that target group, and in Arabic.

The Protocol of Cooperation was recognized as a good practice: a) in the European Commission Report on Equality between Women and Men in the EU (March 2017) and b) by the Council of Europe (April 2017).

In this context, the GSFPGE hosted in February 2018 the EU Mutual Learning Program entitled "Support services to women victims of violence in asylum and immigration" with participation of 15 EU representatives. The Protocol of Cooperation of the GSFPGE was presented as a good practice of our country. During the seminar, a successful visit of the participants was organized to the Refugee Camp in Schisto (Attica Region).

The GSFPGE, in cooperation with UNICEF, held a series of 5 awareness raising seminars (Lamia, Lesvos, Thessaloniki, Kavala, Ioannina) on the Protocol of Cooperation, addressed to elected officials of the Local government

(Municipalities and Regions) as well as professionals of public bodies or NGOs working on refugee issues.

At the same time, the GSFPGE participated as a partner in three European co-funded programs for refugee women, the first of which has been completed while two other are ongoing. Specifically:

The European program "Building a safety net for migrant and refugee women" with GSFPGE program partners, the KETHI, the Center for Women's Studies and Research - DIOTIMA, Differenza Donna (Italy) and SURT (Spain). This program concerned the prevention and tackling of gender-based violence in migrant and refugee women living in Italy, Spain and Greece. In this context, two leaflets were issued for women refugees. This program was completed in the autumn of 2018. Its budget was 360.416,36 €.

The two (2) other relevant European co-financed projects also implemented during the current period (2018-2020) are the following:

The SURVIVOR program: "Reinforcing services for refugees and migrant victims of gender violence", co-funded by the European Union under the EU's Rights, Equality and Citizenship Program (REC-RDAP-GBV- AG-2017), having as partners the Research Centre for Gender Equality (KETHI), the Center for Women's Studies and Research DIOTIMA, and the International Rescue Committee Hellas (IRC Hellas). This project started on 3 September 2018 and will end on 2 September 2020 with 712.174,00 € budget. Its website is <https://www.gbvsurvivor.gr/>.

The outcomes of the project include: the recruitment of 4 women mediators- interpreters for the SOS15900 helpline and the Network of Structures, the training of KETHI intercultural mediators, the training of public sector professionals and of the Network staff, the creation of an implementation guide, the training of professionals deriving from different services of the public sector related to the refugee issues as well as members of the Network of Structures, training seminars at the Police Academy and at the Department of Social Work of the University of Western Attica, the training of professionals from NGOs active in the field of refugees, the creation of a tool for the public sector referral process, awareness-raising actions, including the organization of 8 regional meetings with the local government to inform and raise awareness of relevant professionals, with regard to the revised cooperation protocol.

Until now, the following actions have been implemented:

- ✓ The translation of the Project's Grant Agreement.
- ✓ The establishment of the project's brand identity and printing of awareness raising material.
- ✓ The contract for the provision of postal services within the project.
- ✓ The planning of an information brochure addressed to professionals in the field, to raise awareness and disseminate the results of the project's activities, translated into Greek and English.
- ✓ Also, the planning of a brochure in three languages of refugees-migrants in Greece (English, Arabic, Farsi) on Gender-based violence protection, rights and support services at local / national as well as European level. The brochure is addressed to migrant and refugee women, their families and their community.
- ✓ The translation of the texts of both the above brochures and the relevant sections of the WOMENSOS website in English, Arabic and French.
- ✓ Planning of the communication actions of the project.
- ✓ Eight regional meetings are planned to be held in eight regions of the country, involving institutional bodies and representatives of the target group communities, to support coordinate them and a final event in Athens.

Within the framework of the same program, exchange of knowledge, experience and expertise has taken place within Europe, in order to strengthen programs that combat gender-based violence at European level.

3. Anti-racism exercises

The main aims of the exercises are for participants to recognize racism as a complex notion, broken down into dimensions, such as negative attitudes toward certain racial groups (prejudice) and negative behavior towards them (discrimination), perpetuating social myths about racial groups and institutional racism, as well as providing tools for fighting against racism in society. To become part of the solution, we must develop definitions and solutions for racism and analyses of the problems which are useful and appropriate. We must work to change ourselves, and our institutions.

Activity 1: What do we know and feel about racism? (Icebreaker exercise)

Objectives:

- to help participants raise the issue of racism;
- to acknowledge our feelings as well as our information about racism;
- to create a climate of honesty, openness and trust.

Materials: butchers' paper or overhead transparency film.

Instructions:

- Ask participants to assign themselves to groups of four or five.
- Ask groups to introduce themselves and assign a group leader.
- Discussion: 'What aspects/manifestations of racism concern you:

a) as a member of your profession

b) as a member of the community?'

Group leaders report to the larger group about their group's concerns, experiences and doubts.

Time: 45 minutes

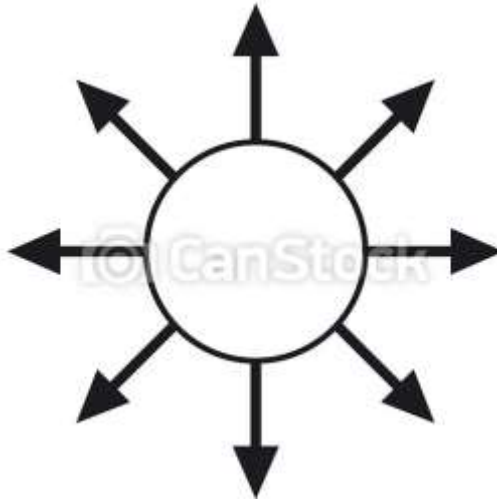
Activity 2: Fuzzy concept: racism

Objectives: to clarify further the elements of racism; to demonstrate how reflexive our understanding of racism is.

Materials: butchers' paper; pens or felt markers.

Instructions:

- Ask the participants to form groups of four and draw a circle with lines radiating from it (shown below).
- In the middle of the circle write the word racism.
- Ask the participants to freely associate with the word racism and write their responses at the end of each line.
- Share the wheels in the large group.



Activity 3: How does institutional racism benefit me?

Objectives: to enable participants to understand that institutional racism benefits some whites; to enable participants to devise arguments against institutional racism.

Materials: butchers' paper; felt pens; masking tape.

Instructions:

- Divide participants into groups of four or six.
- Ask each group to brainstorm ways in which:
 - a) Discriminatory practices in their institution or profession against hiring minority group members would advantage employees;
 - b) An affirmative action policy in their institution for hiring minority group members would disadvantage employees;
 - c) To devise arguments to combat employees' support for discriminatory practice and rejection of an affirmative action policy.
- Ask each group to record their responses in columns labeled (a), (b) and (c).
- Share responses in large group.

Note to facilitator: This exercise is meant to be an empowering experience, in that it enables participants to devise arguments against future experiences of institutional racism, the facilitator should be prepared to contribute ideas of his/her own.

Time: 1.5 - 2 hours

Activity 4: Words and phrases that offend

Objectives: to enable participants to understand that each of us are offended by certain words or phrases; to develop sensitivity in participants about words and phrases that offend others.

Materials: a set of blank index cards — sufficient for each person to have three; butchers' paper; felt pens; pens; sets of cards based on 'Words and phrases that offend' (below).

Instructions:

- ✓ Each person is given three blank index cards and asked to write down three words or phrases that personally offend them.
- ✓ Participants are divided into groups of five. A group leader for each is nominated and he/she collects the cards and shuffles them. The group sits in a circle and the cards are put in a stack in the middle. One person takes the first card, reads it aloud and then leads the group in a discussion of why the word or phrase offends. The group leader briefly records the responses. The next person takes a card and repeats the procedure and so forth round the group until all cards have been read.
- ✓ After all cards have been discussed, the author of each card may wish to clarify why a word or phrase offended them if the group has failed to adequately explain it.
- ✓ The facilitator now hands out a set of prepared cards (based on the statements below) to each group. They repeat the procedure used on their personal set of cards.
- ✓ The facilitator asks each group leader to share the group responses to each card. The group discusses different interpretations and the facilitator clarifies any word or statement that puzzled participants.

Notes to facilitator:

Participants are asked to make up their own cards as a first step in appreciating that words and phrases affect people differently. Some people are not offended by some phrases but others are and human beings need to be sensitive to what upsets others. Participants are therefore discouraged from saying 'Well, I don't understand why that offends someone. It doesn't offend me.' They must actively seek to understand why it does offend someone.

Time: 1.5-2 hours

Words and phrases that offend:

A white person to a black person: 'I think your people have made great progress'.

A white teacher about Roma children: 'If we let them take the books home, they'll just get them dirty or destroy them'.

A white person to a Vietnamese acquaintance: 'You're different from most Asian people I know'.

A white person to a black person: 'Some of my best friends are black people'.

A white person to a Latino: 'I didn't know you were Latino — you don't act like one'.

About any ethnic or racial group: 'They all do that'.

A white person to a person of color: 'I don't understand what you people want'.

A white person to a black person: "Are you really black, you don't look like it'.

A white person to a black person: "You must be so proud of Barrack Obama".

Activity 5: Strategies for dealing with racist actions

Objectives: to assist participants to develop strategies for dealing with racist situations; to enable participants to safely reverse some of these situations through role-play.

Materials: blank index cards; pens.

Instructions:

- ✓ Ask participants to write down a description of a racist situation they have observed, heard about or had to deal with personally. Ask them to explain

on the card each person's role in the situation. Collect the cards and shuffle them.

- ✓ Divide participants into groups of three or four and hand one card to each group and ask the group to develop a role-play which portrays an anti-racist stance or outcome. It doesn't matter if there are not enough roles for each member of the group; the others can contribute ideas.
- ✓ Have group members enact the role-play. Discuss with the group and ask for alternative actions. Repeat the process for each group.
- ✓ Add the Triad workshop on cultural cues, below.

Time: 30 minutes for discussion; 10 minutes for each role-play

Triad workshop on cultural cues

Case study: A person in your organization, who works for you, tells you that she has noticed racism in the workplace. It manifests itself in jokes, teasing about people's ethnicity, non-promotion of people from Asian and southern European backgrounds, etc. Colleagues have told her that she is imagining things and is pro—'ethnic' and therefore racist in reverse. Discuss the following questions in your triad and record your responses.

Q.1 What do you advise her to do?

Q.2. If there is conflict between her secure position/career path and the action you advise her to take, how will you resolve it? In the short term? In the long term?

Activity 6: What do I do when . . . ?

Objectives: to further assist participants to develop strategies for dealing with racist situations; to further assist participants to gain confidence in devising anti-racist strategies.

Materials: one situation written on a card from the list 'Racist situations' (below).

Instructions:

- ✓ Divide participants into groups of four;
- ✓ Hand each group a card on which a racist incident is written;
- ✓ Ask each group to come up with an anti-racist action or strategy in response to the racist incident.
- ✓ Ask them to question:
 - a) What risks are involved? Are they worth it?
 - b) What resources do I need to take effective action?

- c) What resistance might be encountered?
- d) What support do you have?
- e) Will my action be successful?
- f) What further steps must I take to achieve success?
- ✓ Ask each group to share the incident and their response to it with the larger group.
- ✓ Discuss alternative strategies.

Note to facilitator: This exercise enables you to cover incidents based on participants' experience of racist situations. Other incidents relevant to your context should be added to the list. In the case of incidents involving actual discrimination, you would need to be aware of legal redress through the Human Rights Commission so that you could feed that into the discussion.

Time: 1.5 hours

Racist situations:

1. You are in the dressing room prior to a sporting match and someone says that the opposition has several Black people on the team and that we could un-nerve them with some racial abuse. What would you do?
2. You are at a dinner party and someone tells a racist joke. What would you do?
3. You read an article in a national newspaper where the author is blaming the incidence of racial violence on the minority group. What would you do?
4. You see a debate on television where Vietnamese immigrants are blamed for high unemployment. What would you do?
5. You are in a pub and the waiter refuses to serve a person of color because of their race. What would you do?
6. You are in a real estate office and the person behind the desk refuses to assist a Vietnamese person because he/she says that none of his/her clients will rent to an Asian. What would you do?

Activity 7: Plus and minus: anti-racist action

Objectives: to assist participants to become clear about their motives for becoming anti-racist activists; to assist participants to explore the costs and benefits of being racists and anti-racists.

Materials: copies of 'Plus and minus: acting against racism' (below); pens.

Instructions:

- ✓ Hand out sheets 'Plus and minus'.
- ✓ Ask participants to fill out the sheet as honestly as possible.
- ✓ Discuss responses in large group.

Note to facilitator: Make sure that 'do-gooder' motives that are liable to emerge as a response to point 6 on the 'Plus and minus' sheet are discussed as unrealistic and paternalistic. Participants need to appreciate their motives for engaging in anti-racist action and the price they pay for being racists or anti-racists. Only by confronting these issues will participants be clear about their intended anti-racist actions.

Plus and minus: acting against racism

1. How am I benefiting from racism?
2. What price am I paying for racism?
3. What would I give up by taking anti-racist action?
4. What are my worst fears about what would happen if members of minorities were in power?
5. What constraints are there on helping change institutional racism?
6. What personal needs would I satisfy by being anti-racist?

Additional resource: Brainstorming ideas for anti -racist action

Goals: to stimulate participants to think about appropriate anti-racist strategies.

Materials: butchers paper; felt pens; pens; paper; 'Checklist of action ideas' (below) as a handout.

Instructions:

- ✓ Divide participants into groups of four or five.
- ✓ Ask each group to brainstorm ideas for anti-racist action and nominate a group leader to make notes of them.
- ✓ Reform large group and ask each group leader to report ideas.
- ✓ Facilitator lists ideas on butcher's paper.
- ✓ Facilitator hands out 'Checklist of action ideas' (below) and goes through each point. Participants note new ideas from the group on the bottom of the sheet.

Time: 1 hour

Checklist of action ideas:

The law: Write to the Human Rights Commission in your State and ask them for information about anti-racist legislation and pamphlets, posters and booklets which explain specific behaviors that are unlawful and procedures to be followed if someone believes they have been discriminated against. For instance, there are very good pamphlets, in various major ethnic languages, that identify racial discrimination in public places like hotels, or in employment and so forth. There are also informative booklets on prejudice, statistics on the cultural composition of the population, cultural profiles and research papers.

Letters: Either singly or as part of a campaign, write letters to your M.P., the major newspapers, and senior staff about specific examples of racism in society.

Unions: Most of the major unions have policies on most forms of discrimination. If yours doesn't, explore the possibilities of getting it onto the agenda. You need to do your homework, which includes finding out where a sample of people from your union stand on the issue of racism, obtaining help to draw up a plan of action, and lobbying members to support it.

Employers: Apart from the considerable weight that unions can exert on discriminating practices of employers, organizations and employees, any professional group or individual can lobby senior staff about the need for an affirmative action committee, anti-discrimination strategies to ensure equal opportunities in employment, in-service courses, re-training, support to attend appropriate conferences, release time to attend 'English as a second language' classes and so forth.

Politics: Anti-racist activists should always scrutinize the pending legislation and public platform policies of political parties to ensure that they do not reflect stereotypes, cultural bias, ethnocentrism, discrimination or any other components of racism. Make sure you know what your local member's stand is on immigration and multiculturalism. It might affect you or your community.

Interactions: Students have said that the most difficult anti-racist stance to take is when dealing with family, friends or colleagues. The racist joke, the off-hand racist remark and so forth are very difficult to rebut in a social situation. If they are a caring family or a real friend, you should be able to mildly express your disapproval about such remarks. If you really care, try and elicit why someone thinks negatively about a particular group and try and counter the effect. Nevertheless, you should always weigh up what effect your disapproval will have and be thoughtful about how to show it. It may be mild, witty or forceful. Just remember, if you care about changing racist attitudes, confrontation is rarely successful.

Anti-bullying and anti-violence exercises

These exercises focus on bullying as an aggressive behavior that is intentional and that involves an imbalance of power or strength. Typically, it is repeated over time. A child who is being bullied has a hard time defending him or herself. Bullying can take many forms, such as hitting or punching (physical bullying); teasing or name calling (verbal bullying); intimidation using gestures or social exclusion (nonverbal bullying or emotional bullying); and sending insulting messages by e-mail or on social media (cyber bullying).

Activity 1: Wrinkled Wanda

On chart paper, have the participants trace an outline of a full body person. Once the outline has been traced, the participants will write unkind, rude, and disrespectful statements all over the outline. These are statements that could be made to another person like, “You’re a loser, nobody likes you, you are dumb.” Identify the drawing as a girl named Wanda. After Wanda is completely filled with a variety of negative comments, have the participants crumple the drawing, and then un-crumple it. Post the wrinkled drawings around the room. Explain to the class that these drawings are examples of what negative comments can do to a person who is bullied. Bullying comments can destroy a person’s self-image and often leads to a defeated body language in the victim. Next have the participants do the drawing again. This time write as many positive comments on the drawing

as possible. Statements like, “You did such a nice job, or I enjoy your friendship. Fill it with really nice statements. Cut this drawing out, but don’t wrinkle it. Post these drawings around the room. This person is now just called Wanda. What is the difference between the two? Have the participants get into base groups and discuss how they would introduce this lesson to their students and invent any variations on the activity that would be helpful to their students.

Activity 2: Prevention and Awareness of Bullying

Topic: Bullying – What is It?

Bullying is a word that people talk about a lot but don’t always fully understand. This activity explores the different types of bullying and helps the participants understand the many different types of bullying.

Objectives:

- ✓ Learn about the different types of bullying.
- ✓ Discuss different ways to bully.
- ✓ Create a definition for bullying.

Materials: Part A: Handout “Bullying – What Is It”; Index Cards (one set per team); pens or pencils. Part B: Handout “Why We Bully” (2 sets cut apart)

Description: Part A (20 Minutes)

- 1) Divide the group into teams (3-5 people work well). Give each team a set of index cards. Tell them they have 10 minutes to come up with as many different ways that people bully as possible. Write each reason (only one) on each index card.
- 2) When the 10 minutes is up; hand each group one of the “Bullying – What is it” handouts. Tell them to divide the ways people bully into the categories on the handout. After they have ways people bully for each category, have them create a definition of bullying and write it in the square on the handout.
- 3) Have some or all of the groups share their definitions for each type of bullying.

Part B (10 Minutes)

- 1) Divide everyone into eight teams (of at least three people).
- 2) Have each team draw one of the “Why We Bully Cards” from a hat.

3) Give the groups 2 minutes to come up with SHORT role play that illustrates what's on the card. The other teams have to guess the "reason" that the person is bullying. The first team to guess the reason gets 5 points.

4) When all teams have done their role play, have a lightening round where each time (simultaneously) calls out reasons NOT to bully. Each original reason that is stated wins the team 10 points. The team with the most combined points wins.

Handout Page – Bullying: What is it?

What is Bullying?

Cyber bullying.....

Emotional.....

Verbal

Hazing.....

Physical

Gossiping.....

Handout Page – Why We Bully

Cut apart the cards below. They can be laminated for extra durability.

- ✓ People bully because other people do it.
- ✓ People bully because it makes them feel smarter, stronger and/or better than the person being bullied.
- ✓ People bully because they want to be accepted by a certain group.
- ✓ People bully because it keeps them from being bullied.
- ✓ People bully because other people do it.
- ✓ People bully because it makes them feel smarter, stronger and/or better than the person being bullied.
- ✓ People bully because they want to be accepted by a certain group.
- ✓ People bully because it keeps them from being bullied.

Activity 3: “Greatest Hero!”

Many people just stand by and watch when someone is bullied. This activity explores the role of the bystander in bullying and how you can help prevent bullying.

Objectives:

- ✓ Understand what it means to be a bystander.
- ✓ Learn ways to prevent bullying when it is experienced by others.

Materials: Part A: No Materials

Part B: A variety of arts and craft supplies such as (markers, pens, pencils, crayons, stickers, glitter and glue). A large sheet of paper or about 6 feet of paper from a paper roll.

Description: Part A (5 minutes)

1) In a larger group (or divide into smaller groups with one leader in each group) present the following questions for discussion.

- ✓ What is a bystander?
- ✓ Do you think bystanders can be neutral when they see others being bullied?
- ✓ How do you feel when you see others bullied? What do you usually do?
- ✓ What are some things bystanders can do to stop bullying in their schools?

Part B (25 minutes)

1) Divide the participants into groups of 8-12 people. Give each group a box of arts & crafts supplies and a large sheet or paper about 6 feet of paper from a paper roll.

2) Tell them that their job is to draw “The Greatest Hero” or someone that can “STOP BULLYING IN A SINGLE BOUND!” Using the arts and crafts supplies they should draw an approximately life size person (if someone fits on the paper, they can trace around them) and create their own super hero against bullying.

3) They should come up with a name for the person and draw what he/she would look like. On the side list the “stats” of the superhero such as those things that make this person able to stand up to a bully.

4) If time permits, ask each group to share their person and some of their characteristics.

5) Process your activity. See instructions under the “Processing and Wrap Up” section of this manual.

Additional resource: Wrap Up & Processing

Talking about bullying can be a sensitive topic that causes the group some stress and discomfort. This is ok! To make sure that the people have a chance to think about the activities in which they have been participants you need to PROCESS at the end of the activities. This is as easy as asking the questions below. When asking the questions, allow time for group members to answer. Try not to rush the processing (not all questions have to be covered) and give everyone time to think about what they have learned.

- ✓ What did you learn about the topic of bullying today?
- ✓ Can you think of times in your life when you or someone you know was bullied?
- ✓ How do you think being bullied makes people feel?
- ✓ If you or someone you know is being bullied what are some things that they can do for help or to stop the bullying?
- ✓ If someone started bullying you, who would you talk to about the situation? Who are some of the people that would help you?
- ✓ What does it mean to be a bystander? (Watching someone being bullied without stepping in or getting help.) Why are some people bystanders when it comes to bullying? How can you go from being a bystander to someone who helps the situation?
- ✓ Now that you know more about bullying what do you think you can do to make a difference at school? What are some ways that you could help someone who was being bullied?

Quotes related to bullying to use during the training:

Violence is the last refuge of the incompetent. ~Isaac Asimov

Always forgive your enemies. Nothing annoys them more. ~Oscar Wilde

The opposite of bravery is not cowardice, but conformity. ~Dr. Robert Anthony

Tricks and treachery are the practice for fools that don't have brains enough to be honest. ~Benjamin Franklin

Never criticize a man until you've walked a mile in his moccasins. ~Native American Proverb

If you burn your neighbor's house down, it doesn't make your house look any better. ~Lou Holtz

Even the lion has to defend himself against flies. ~German Proverb

The man who follows the crowd will usually get no further than the crowd. The man who walks alone is likely to find himself in places no one has ever been. ~Alan Ashley-Pitt

The only justification we have to look down on someone is because we are about to pick him up. ~Jesse Jackson

Those who can, do. Those who can't, criticize. ~Unknown

We must be the change we wish to see. ~Gandhi

Courage is fire and bullying is smoke. ~Benjamin Disraeli

Any excuse will serve a tyrant. ~Aesop

Many oppressors are also oppressed. ~Jane Meyerding

Fear, either as a principle or a motive, is the beginning of all evil. ~Anna Jameson

Activity 4: Building Self-Acceptance through Positive Self-Talk (Prevention of bullying strategy)

Objectives:

- ✓ Participants to distinguish between the terms self-esteem and self-acceptance.
- ✓ Participants to discover ways to build self-acceptance through self-talk and apply their own positive messages

Materials: Building Self-Acceptance through Positive Self Talk handout with follow-up sentences; Paper; Writing utensil;

Instructions: Participants will list on paper messages (positive or negative) they have received from other people in their lives. They will determine whether or not they adopted those messages and still believe in them today. As a group, participants will read the “Building Self-Acceptance through Positive Self Talk” handout. They will individually complete the follow-up sentences by using the strategy of self-talk.

Closure: Participants will rate on a scale of 1-10 (ten being the most difficult) how difficult it was to finish the self-talk sentences using positive responses. They will discuss situations in which they can use positive self-talk in the future.

Evaluation: Participants will write down five positive self-talk sentences that they will practice throughout the week.

Building Self-Acceptance through Positive Self-Talk Handout

What is self-acceptance? Self-acceptance is being able to recognize your value as a person. It is essentially your level of self-worth and feeling of comfort in your own skin regardless of your faults and weaknesses. Without self-acceptance, one would not be capable of reaching their full potential in life. What is the difference between self-acceptance and self-esteem? Self-esteem is a belief or feeling about yourself. It is what you believe or feel you are capable of doing. Having high self-esteem can help build self-acceptance.

High Self-Esteem = Feeling good about yourself

Low Self-Esteem = Feeling badly about yourself

Self-acceptance is more of an action rather than an abstract sense of self. It is something you do – you stick up for yourself, you utilize your strengths and take responsibly for your faults, and you practice loving yourself every day.

How can I build my self-acceptance? Self-acceptance is a reflection of beliefs you gained as a child and adolescent. It usually comes from messages you get about yourself. These messages can come from other people (like parents, teachers, or friends) or from yourself. The messages you send yourself is called “Self-Talk.” If you are used to hearing negative messages from other people, chances are you will send yourself negative messages too. Things like “I’m so stupid,” “I’m not good enough at this...” or “It’s my fault this happened” are examples of negative self-talk. One way to rebuild your self-acceptance is to re-train yourself to engage in positive self-talk. Positive self-talk us when you focus on your strengths and positive qualities, reminding yourself that you are a good and valuable person.

“I am a good and caring person and deserve to be treated with respect.”

“I am capable of achieving success in my life.”

“There are people who love me and will be there for me when I need them.”

“I deserve to be happy.”

“I am allowed to make mistakes and learn from them.”

Finish the sentences below:

I am a brave person. An example of a time I was brave is

I am capable of being happy. A time I was happy was

I am a good friend. A time I was there for a friend was

I am capable of making decisions for myself. A time I made a good decision was

I am loved and cared about. People who care about me are

I am talented. Two things I am really good at are

Source: <https://equitablefood.org/learn-more/sexual-harassment-prevention/>

Safety includes PREVENTING SEXUAL THORROR. Help us protect workers with our no tolerance policy



V. Conclusion:

The exercises and techniques included in this Pilot course are aimed at youth and youth workers to improve important competencies- for example, social civic and intercultural competencies (Module 1); media literacy and critical thinking (Module 2) and competencies to prevent and fight discrimination, racism, bullying and the line (Module 3). The course deals with contemporary issues related to young people' s experience and addresses the need of experts for providing better support for youth. As a result of this course, youth will have gained valuable skills and knowledge in the above-mentioned areas and specialists will be better equipped for working with young people at the European level.

This pilot training course will help young people change their attitudes about common problems in society such as discrimination, racism, violence, bullying and more. Young people are emotionally oriented and their behavior depends on their social position in the group. Often their behavior is produced by the need to advance in their hierarchy. This training will reposition their views of their social status and the need to please others.

The pilot project helps those working with young people by providing guidelines for working with targets and suggestions for training on sensitive topics. This is necessary because these theses are often debated through the lens of the guilty rather than the injured. The workouts are structured in a way that will create a sense of empathy and understanding. Their goal is to change views on these topics.

The success of the training also lies in the successful partnership with our partners from Turkey and Greece, who share their experience from theory and practice. This international interaction helps to adopt good practices that have given a successful result.

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