



Streets as a setting of non-formal education

Welcome to this toolkit. Where you can find activities with aim to develop skills among cultural connectors that operate on non-formal Education settings such as in the streets.

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Activities



The ethics, logics and pedagogy of the commons.

In this section the Adult Educators will be practically engaged with innovative activities, which aim to realise the values and the general ethics of the commons. In other words, the aim of these activities is to flesh out the theoretical framework for Cultural Connectors

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The Bazaar of Common Goods

Knowledge	Skills	Competence
To know about role-playing games (RPG)	To exercise Creative Thinking and Fantasy,	Cooperate and work well with other members of the team to reach common goal(s).
To learn about reflexivity when there is a pressure of time	Sharing & Collaboration	Ability to adjust your own behaviour to reach the goals of the team
To learn about how to recede in order to leave space for the participants to create	Enhancing of Interpersonal skills	Treat members of the community with respect

The Bazaar of Common Goods

Subject(s): Arts & Civic, Social and Political Education

Duration: 90-120 minutes.

Suggested number of Participants: 10-40 participants

Aim:

Skills and attitudes: Interpersonal skill, Sharing, Exercise Creative Thinking and Fantasy, Collaboration

Selecting and organising the material:

Every participant should bring two - three clothes or accessories for the workshop. Also, papers and pens are needed.



Methods - Steps:

a) The participants meet in a big space (outdoor or indoor) and they stand around a table.

b) The participants have already been asked to bring 1-3 pieces of clothes or accessories and to place them on a bench at the centre of the room - giving a sensation of a public market or store's bench. One piece of paper and a pen is given to each participant. It is worth mentioning the importance of sharing here. The material of this activity is organized mainly by the participants.

TIP: make sure that each item can be seen, and no clothes/accessories are on top of each other.

c) Everyone can walk around the bench and observe the items. Participants are allowed to walk or touch some items if they wish to.

d) In the piece of paper each one writes a word (feeling, thought, origin, belonging, etc) about clothes or a piece of cloth that he or she noticed. People walk around the room and try to find another person that has something in common to their word. In this way they split into groups of (4-6 each group). The objective of the groups is to briefly and collectively discuss the words on the papers.

The Bazaar of Common Goods



e) In this step, groups try to find a strong conceptual approach such as a statement or a social message. The statement/social message is appropriate to be composed from the words of the participants. It is worth mentioning that a word can bear several meanings. For example, the word “apple” can have a wider metaphorical or/and metonymic meaning such as “nature”, “Adam and Eve”, “red colour” etc.

The value of sharing is equally important in this part of the workshop, because participants will be trained on how to share their thoughts (and compose their written words) and also to accept the “words” of the others.

When they reach a particular common view, the participants should find a way to creatively present their ideas. The ways of presentation are unlimited (theatre, acting, video, photograph, poem, still frames etc). They can use as many clothes as they want -of those they already possess- in order to present their idea(s).

f) Every group presents its outcome/project to the others.

g) General discussion/ Reflection

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Six Thinking Hats of Commoners

Subject(s): Civic, Social and Political Education & Environmental Education

Duration: 60-120 minutes

Participants: 6 or more in every group. One hat for each participant. If the group of Adult learners have 7 to 11 participants, they can take a second hat of each colour.

Description of the activity

A "thinking hat" is a metaphor for a certain way of thinking. By mentally wearing different thinking hats people are forced to look at a problem from different perspectives*. Thus, a one-sided way of thinking is excluded, and new insights are created. It is a role-play process or/and a simulation. Every participant wearing a hat means that he or she performs a certain role. There are six different colours, blue, white, black, yellow, green and red. Each of them symbolises a different way of thinking. The participants need to solve a problem through the performance of the roles they have been assigned.

From the angle of the "theory of the commons", this specific game provides an appropriate way of sharing, and collaborating with the others. Especially crucial is the kind of problem that needs to be solved. The idea is to provide a problem related to an alleged local issue. For instance: contaminated water, the fall of an important bridge, shortage of fishes in the local lake, helping families in poverty etc. The learners could perform the role of the people from a local community (rural, urban, suburban) and they should collectively deal with the problem.

Aims:

Acquisition of Knowledge: to learn about the importance of the local issues for the community

Skills and attitudes: Decision-making skills, collaboration, lateral thinking,

Increase participation in the civic society/local community, cultural understanding and implications, critical thinking and reasoning.

Selecting and organising the material

Colourful papers, pens

Methods - Techniques Promoted

Dialogue, Role play, Problem-solving

Source:

http://www.debonogroup.com/six_thinking_hats.php



Suggested way of conversation:

Mulder (2011) suggests an organized way of discussion among the participants. Specifically, he points out the order of who is speaking. It is crucial for the Blue Hat to start and terminate the discussion. To make it more comprehensible, the following discussion plan can be used, detailing who would be useful to speak at a time. To clarify the below steps -in detail- are presented of each colour of hat it speaks every time. Certainly, this discussion can be more open than this plan below. This plan is only an indication and very general suggestion of how it can work.

Initial Ideas – Blue, White, Green, Blue

Choosing between alternatives – Blue, White, (Green), Yellow, Black, Red, Blue

Identifying Solutions – Blue, White, Black, Green, Blue

Quick Feedback – Blue, Black, Green, Blue

Strategic Planning – Blue, Yellow, Black, White, Blue, Green, Blue

Process Improvement – Blue, White, White (Other people views), Yellow, Black, Green, Red, Blue

Solving Problems – Blue, White, Green, Red, Yellow, Black, Green, Blue

Performance Review – Blue, Red, White, Yellow, Black, Green Red, Blue

***Suggested reference:**

Mulder, P. (2011). Six Thinking Hats. Retrieved [insert date] from Tools Hero: <https://www.toolshero.com/decision-making/six-thinking-hats-de-bono/>

Other suggested sources:

Aithal, P. S., & Kumar, P. M. (2016). Using Six Thinking Hats as a Tool for Lateral Thinking in Organisational Problem Solving.

International Journal of Engineering Research and Modern Education (IJERME). DOI: 10.5281/ZENODO.198724

https://www.mindtools.com/pages/article/newTED_07.htm

http://www.debonogroup.com/six_thinking_hats.php

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Street as setting of Non-Formal Education

Knowledge	Skills	Competence
To Know the social representations about “Street” – and which is its characteristics;	Understands and realise the diversity and characteristics of the space street	Adult learners able to develop a comprehension about the diversities of space street when interact with the other
To Know the concepts of stigma, discrimination (inclusion/exclusion, social adaptation, segregation,);	Understands the issues related with the condition for those that are in different socials situations	Adult Learner is able to be part of solutions in order to promote social inclusion with the members of different social groups
To know the different educational axes Formal, Non-formal and Informal Education	Adult Learner is prepared to facilitate non-formal education actions with groups	Adult Learner recognizes and is open to discuss with the others respecting the non-formal settings and dialogue rules

How is Our Street?

Overview

This is a role-play about: Different ways to point out the “Street” It addresses: The social representations of “Street”

Objectives

- To develop knowledge and understanding about the Street representation;
- To practice skills to present arguments and make judgments;
- To promote solidarity with people who populate our street.



Materials

- Flipchart ● markers ● Chalk, Pens and paper for to make notes

Preparation

Set the scene for the role-play. For example, draw a line on the floor to represent the street.

Instructions

1. Divide the group in small groups into equal groups;
2. Explain that each group has 20' to create a 1-minute role-play without words, about “How is your street?” where all members must participate;
3. Invite all groups to present the role-play to other participants.
4. Then, explain to each group that they have 20' to create a 1-minute role-play without words, about “How do you like that street?” where all members must participate;
5. Invite all groups to present the role-play to other participants.
6. Finally, explain to each group that they have 20' to create a 1-minute role-play without words, about “What are you able to do for the street that you want it like?” where all members must participate;
7. Invite all groups to present the role-play to other participants.



Debriefing and Evaluation

Start by asking all group members to give general feedback on the role-play. Then get comments from the players about how it felt, and then move on to a general discussion about the issues and what participants learnt.

- How really are the different representations of the street?
- What sorts of problems do we face once on the streets?
- What should be done to solve some of the problems facing the street?

Tips for the facilitator

Use the brainstorm to ascertain how much people already know about why there is a negative judgement about the street, what causes people think about this? where they come from and the countries? This will help you decide how to guide the debriefing and evaluation, and what additional information you may need to provide at that stage.



Globe of inclusion?

Overview

This a Dynamic of Group about to communicate concepts by drawing It addresses: Concepts about Inclusion, Integration, segregation and exclusion.

Objectives

- To develop knowledge and understanding about Inclusion, Integration, segregation and exclusion;
- To practice skills to present arguments and make judgments;
- To promote solidarity with people in different social situations.

Materials

- Flipchart • markers • Pens and paper for to make notes

Instructions

1. Divide the group in small groups into equal groups and give them a flip chart sheet of paper divide in equal 4 parts;
2. Explain that each group that have 40' to discuss the meaning of the concepts: Inclusion, Integration, segregation and exclusion;
3. Than draw 4 big globes and create by drawing a visualisation of the concepts;
4. Invite all groups to present their globes to other participants and explain the draw process.

Debriefing and Evaluation

Start by asking all group members to give general feedback about the discussion in small groups. Then get comments from them about how it felt, and then move on to a general discussion about the issues and what participants learnt.

- How really these concepts are living in our day life?
- What sorts of problems do we face once that situation is conceptualised?
- What should be done to solve some of the issues related with the concepts?

Tips for the facilitator

Be aware about the live stories that you can hear from the participants to ensure that there is a safe environment for those that share their own stories.

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Methodologies of Collective Action on Non- Formal Settings

Knowledge	Skills	Competence
To know collective actions methodologies, actives and participative – Icebreakers, Dynamic Groups, role-play among others	Adult Learner is prepared collective actions methodologies when facilitate in Non-formal settings	Adult Learner use the Collective Methodologies as tool for a more inclusive society
To Know the principles, role and responsibilities for Non-formal facilitators	Adult Learner is prepared to facilitate a Non-formal Education activity	Adult learners use the principles, role and responsibilities as a tool to promote an intercultural society
To know plan and create Non-formal education tools	Adult learner is able to plan and create educational tools to facilitate Non-Formal Education tools	Adult learner acts with the participants on collective actions in order to share and create educational tools

Exchange of Games?

Overview

This a Dynamic of Group about to Exchange of Practices: addressed to create a toolkit of Non-formal education educational Materials based in their own cultural background;

Objectives

- To develop knowledge and understanding about Non-formal education Materials;
- To practice intercultural skills;
- To promote exchange of cultural tools and games.

Materials

- Flipchart • markers • Pens and paper to make notes.



Instructions

1. Divide the group in small groups into equal groups and give them a flipchart sheet;
2. Explain that each group that have 30' to gather at least one game or educational tool from each member cultural background;
3. Then each small group are invited to play the game facilitate by the member that propose it;
4. Invite all groups to play their Games with other participants.

First Debriefing and Evaluation

Start by asking all group members to give general feedback about the discussion in small groups. Then get comments from them about how it felt, and then move on to a general discussion about the issues and what participants learnt.

Instructions

1. Invite all participants to return to their small group and run 20 minutes "Brainstorming" about which topics we could animate with the games and tools gathered.
2. Each small group put in a flipchart sheet of paper a grid with Column for Game Name and Column of Topics we could animate related with the game.



Second Debriefing and Evaluation

Start by asking if the other groups could add more topics to the Games presented by other groups. And raise the question

- Why are games an important learning tool in Non-formal and Informal education settings?
- What should be done to share those games on Street or other Non-formal settings involving people?

Tips for the facilitator

Be aware about cultural barriers when we are playing games.

Robot Portrait?

Overview

This is Dynamic of Group about Roles and Responsibilities for Trainers on Non-Formal setting: addressed to discuss, skills, roles and responsibilities;

Objectives

- To develop knowledge and understanding about skills, roles and responsibilities;
- To promote discussion and active listening.

Materials

- Flipchart • markers • Pens and paper to make notes.



Instructions

1. Divide the group in small groups into equal groups and give them a flipchart sheet;
2. Invite the members to do a 40' « Brainstorming » about which are the roles and responsibilities and which skills they could improve for a non-formal trainer;
3. Explain that each group to draw a big Non-formal Trainer Robot Portrait on flipchart sheet of paper;
5. Then each small group are invited to surround the portrait with skills regarding his/her tasks follow by roles and responsibilities;
6. Invite all groups to present their conclusion about Roles and Responsibilities and which skills Robot Portrait other participants explain the draw process.



Debriefing and Evaluation

Start by asking all group members to give general feedback about the discussion in small groups. Then get comments from them about how it felt, and then move on to a general discussion about the issues and what participants learnt.

- Why is it important to discuss roles, responsibilities and skills in Non-formal and Informal education settings?
- What should be done to share those roles, responsibilities and skills in Non-formal and Informal educational settings?

Tips for the facilitator

Be aware of promoting a safe environment for a very large participation.

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Strategies of Intercultural Education

Knowledge	Skills	Competence
To know principles and values of Intercultural education	Adult learner is able to run activities respecting the principles and values of Intercultural education	Adult learner uses intercultural education principles and values to reinforce talents and raise needs and solutions from the participants on the Non-formal education activities
To know the Intercultural education Vision, Mission and goals	Adult learner is able to program and design Intercultural Education activities	Adult learner invites participants in Non-formal settings to decide the Vision, Mission and goals with her/him programs on Intercultural Education
To know which live skills are related with an intercultural trainer	Adult learner is aware which live skills are needed to run an intercultural activity	Adult learner develops using the live skills to enhance the intercultural level of performance in the group of participants

Migrants Storytelling

Overview

This is a simulation of the difficulties that migrants face when they arrive in another country. Issues raised include:

- The frustrations and emotional factors migrants have to face
- Overcoming the language barrier

Objectives

- To raise awareness about the difficulties that migrants face when they arrive in another country;
- To develop intercultural communication skills;
- To foster empathy with Migrants

Materials

Digital cameras, laptop and data show and screen or white all, Flipchart



Preparations

Arrange the room so you can have a white;

Instructions

1. Divide the participants in groups of three participants and distribute a digital camera and invite them to go out;
2. Tell them that they have one hour to take pictures that illustrate the intercultural aspects of the neighbourhood. All members have taken pictures;
3. When they return back, ask each group to do a storytelling about intercultural societies using their pictures including at least one from each member.
4. Collect all storytelling done by the small groups and show them to all participants
5. At the end of the presentations invite all participants to return to their small groups.
6. Based on the experience lived in the storytelling process, give them the questions to be discussed and answered – Which is the role of Migrant and Travellers people in the construction of an Intercultural Society? Is an Intercultural society one sum of cultures or the result of interactions among people of different backgrounds? Are different languages a barrier or a richness of ways to express them?



Debriefing and evaluation

Start by asking people how they felt during the activity and then move on to discuss what happened, what they have learned and the links with Intercultural society. Feedback about the answers to the questions discussed and answered in small groups.

- Which values and principles for an intercultural society?
- Is Intercultural Education? What for?
- What is the mission of Intercultural education?
- How Intercultural education contribute to a more inclusive society?

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Role of Culture

Knowledge	Skills	Competence
To know what cultures are / how they work	Adult learners able to analyse specific social phenomena as being the consequence of cultural differences	Sensitivity towards one's own language/culture and other languages/cultures
To know the role of culture in intercultural relations and communication	Adult learners able to establish similarity and difference between languages/cultures from observation/analysis/identification/recognition of some of their components	Being aware of the diversity of linguistic universes {sounds, graphics, syntactic organisations, etc.} / cultural universes

Language

Overview

The purpose of this activity is to compare different habits and ways of preparing coffee in various cultures, to research the words 'milk' and 'coffee' in different languages and thereby to learn how to use an electronic translation device.

The pre-activity requires internet access, as the learners are asked to research different methods of preparing coffee in various cultures.

Afterwards, the Adult learners discuss habits concerning coffee in different cultures, focusing on different opinions about teenagers and children drinking coffee.



Themes

Language contacts, daily life, cultural diversity

Languages

English

Objectives/aims

- To learn about and compare different ways of preparing coffee in in different cultures and families
- To explore different views on the issue of children being allowed to drink coffee, and to compare these to the actual effects' caffeine might have.
- To research and analyse translations of the words' coffee and milk 'in different languages.
- To learn how to use an electronic translation device.



Key competences

Communication in Language(s)

Communicate in Foreign Language (s):

- Learners collaborate in pairs using English/or any other language.
- Learners work with authentic resources in English/or in any other language.
- Learners present and compare facts and findings.

Learning to learn

- Learners develop literacy skills on the basis of film, pictures and written texts.
- Learners prepare materials for presentation in the group.

Digital competences

- Learners use the internet for linguistic research. Learners explore the potential and limitations of translation software.

</2313/language/en-GB/Default.aspx>

Social and civic competences

- Learners collaborate in pair work and group work
- Learners learn about a product which is popularly drunk around the globe.
- Learners' awareness of vocabulary shared both globally and regionally is raised.

Materials

Internet access

Duration: 180

Debriefing and Evaluation

If you wish to link directly to this page, use the following hyperlink:

<http://combat.ecml.at/TrainingKit/DidacticUnits/Coffee/tabid/2679/language/en-GB/Default.aspx>

Further reading:

<https://carap.ecml.at/Database/tabid>



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Are you sexist?

Knowledge	Skills	Competence
To know some of the principles of how communication functions	Adult learners able to observe/analyse linguistic elements / cultural phenomena in languages/cultures which are more or fewer familiars	Considering / apprehending linguistic / cultural phenomena as an object of observation / reflection
To know about what cultures are and how they work	Adult learners able to identify [recognise] linguistic elements / cultural phenomena in languages/cultures which are more or less familiar	Sensitivity towards one's own language/culture and other languages/cultures

Are you existe?

Overview

The primary objective of this activity is to make the learners aware of sexist language, often in relation with women. By this means, they discover sexism in different languages and cultures and learn how to find their own way to avoid sexist behaviour.

Materials

- Worksheets for each student, photocopied
- Internet for searching (possible at home, too)
- Resources obtained from students

For the link to this page, use the following

http://conbat.ecml.at/TrainingKit/DidacticUnits/Areyouusexist/tabid/2699/language/en-GB/Default.aspx#Key_Competences



The activity is divided into three parts:

1. The first part is called 'Are we sexist?'. A Worksheet is used to find out about the state of sexism in the class.
2. The second part is titled 'What is sexism?'. The students receive a Worksheet showing different definitions of sexism and another Worksheet, with examples of sexism in English and other languages.
3. The last part of the activity deals with the topic 'How to avoid sexism'. The teacher hands out a Worksheet, which includes a text on why sexist phrases are supposed to be avoided. The worksheet also names some non-sexist changes so far. The students also receive another Worksheet with suggestions on less sexist words. In the end, the class is asked to find more examples in their L1 and other languages.

**Themes**

Social discrimination, iconic documents, social values & rights

Duration: 1x40 min, 3x40, 4x40

Main aim:

-The main aim is to get aware and raise knowledge about sexism and particularly about sexism in languages: the problem of offending people, mostly women, by diminishing their role, using inappropriate, old-fashioned words and phrases in language; to help the students reach their own ways to avoid sexism in the future.

Sub-aims:

- Learn about the sexism in different languages
- Identify the social causes for such language
- Explore the different languages and cultures for more examples
- Learn how to avoid sexism in language
- Create their own ways of combating the sexism in languages



Key competences

Communication in language(s)

- Raise students' awareness of sexist phrases and attitude in their own language
- Improve their reading and understanding ability by searching in texts for sexist findings in different languages
- Learn English / French / Spanish etc. vocabulary in a very broad way, searching through sayings, proverbs, statements, articles, etc.
- Learn about the language as a mirror of society, becoming aware of the fact that sexism in language is a reflection of sexism in people's minds.

Learning to learn

- Look for specific information via the Internet, encyclopaedia, books, etc. and learn how to use it critically in a different language.
- Learn to extract the most important of given texts on a certain topic.

Digital competences

Look for information on the Internet and learn how to sort it out.

Social and civic competences

- Become aware of one highly topical issue – sexism, expressed in different languages and respectively raise their understanding about inequalities in their or other societies.
- Work in teams of girls and boys together to see each other's views and build up collaboration qualities.



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