CreatiVET

SOCIAL INCLUSION AND INCLUSIVE EDUCATION

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

Social inclusion and inclusive education

Project Title: Creativity and work based learning for social inclusion
Main objective of the project: Exchange of Good Practices
Project Acronym: CreatiVET
Project Start Date: 2020 09 01
Project End Date: 2022 12 31

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

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Published on
September 2022

Partners:
FA-Magdeburg | Germany
Rogepa | Romania
Cross Culture International Foundation Cyprus | Cyprus
Colegiul Tehnic “Anghel Saligny” | Romania
CPA di Giuseppina Bomba | Italy
Edremit Mesleki Ve Teknik Anadolu Lisesi | Turkey

Some materials, referred to in copyright law as “works”, are published under a Creative Commons Licence (licence type: Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0)) and may be used by third parties as long as licensing conditions are observed. Any materials published under the terms of a CC Licence are clearly identified as such.
© This article was published by creativet.eu under a Creative Commons Licence. For more information, please visit www.bibb.de.

link to the direct Internet address (URL) of the material in question: https://creativet.eu/
link to the Creative Commons Licence referred to: https://creativecommons.org/licenses/by-nc-sa/4.0/
link to the BIBB page containing licence information: https://www.bibb.de/cc-lizenz

Contents

Goal of the Training 6

Media for inclusion 8
Benefits of using social media 10
Risks and Dangers for Youth of Using Social Media: 12

Benefits of Diversity 13
Understanding diversity and inclusion! 14
The Role of Cartoon as an Inclusion Tool!!! 17
Slido 18
ActionBound 19

Museum - A Day of Culture 23
All About Learning 25

1. Goal of the Training

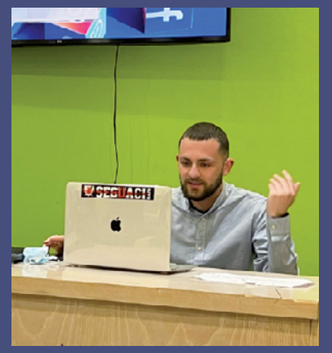
Focused on how to creatively include all learners from diverse backgrounds in an educational community school. provided additional resources and ideas to implement inclusive creative strategies and practices.

inclusive education is seen as a process of strengthening the capacity of an educational system to reach out to all learners in the community.

Meet the Team

Marina Aristodimou
Coordinator/Educator/Trainer

Pan Michaels
Artist/Trainer

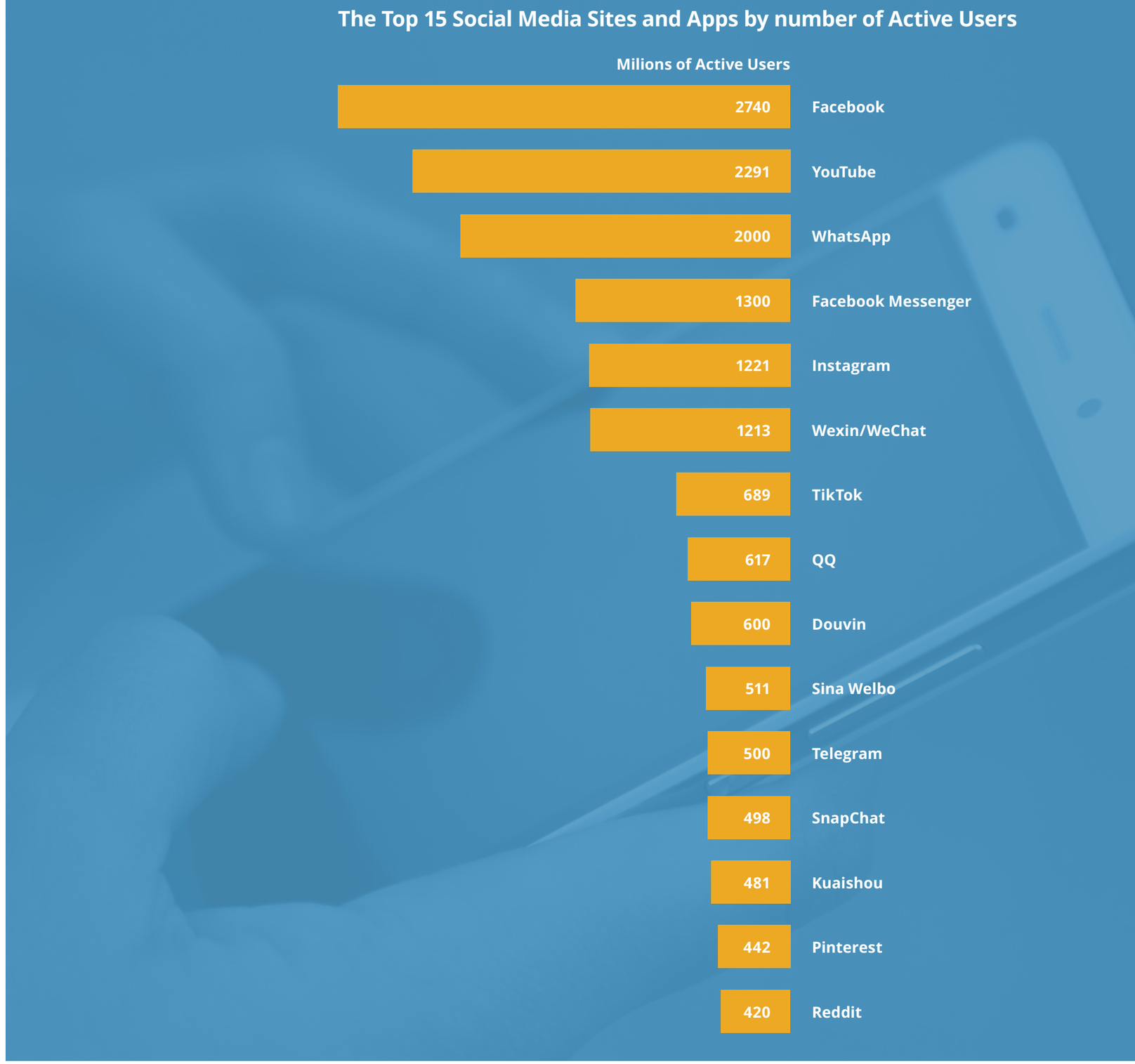


Francesco Luzopone
Social Worker

Ole Lorenz
ICT

2. Media for inclusion

Facebook is the largest social media platform in the world, with a clear advantage over other social media, though it has similar audiences to others like Twitter and Instagram.



https://www.dreamgrow.com/top-15-most-popular-social-networking-sites/ Data from March, 2022

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

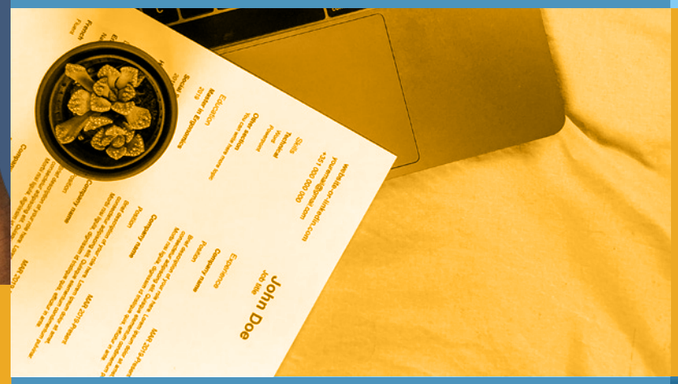
Benefits of using social media

Broaden connection and understanding of the world:

Adults with foreign background can learn and appreciate different perspectives and worldviews to better understand the new world around them and build up their knowledge on a range of topics. With so many ideas shared across a number of platforms, they can discover areas of interest and use the platforms in an educational capacity.

Campaigning for social good:

Social media can help young people raise awareness of a particular cause that they are interested in to have a real-world impact on effecting change where they want to see it (ex. Searching for Erasmus projects)



Develop a positive digital footprint:

Young adults can also use their accounts as CVs to share their achievements, showcase their talents and build a positive online portfolio that can benefit them in later life (ex.Linkedin)

Develop communication and technical skills:

As social media is now a part of everyday life, it is important for children and young people to learn how to communicate online to prepare them for future opportunities in the workplace and support them in interacting with friends and family.

Strengthen relationships:

Having access to family members who may live miles apart of friends who have moved from a local area can help maintain relationships and allow them to stay in touch and share their lives with ease.

Removing boundaries to develop connections:

Social media removes the boundaries of meeting and maintaining people and forming bonds beyond borders.

For adults who may have a disability or may not feel they can connect with others within their community, it can be a great way to connect with other people who share their ideas and interests.

A place to seek support:

It can open up opportunities to offer support to friends and family that may be experiencing a particular issue. On the flip side for some young people, it can be a place where they can seek support if they are going through something that they cannot talk to those close to them about the risks and dangers for youth of using Social Media.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

2.1 Risks and Dangers for Youth of Using Social Media:

Potential dangers youth and adults may be exposed to while using various social media channels.

• Exposure to inappropriate, upsetting, or adult-themed content

• Teens practicing questionable judgment

• Cyberbullying

• Strangers

• Erosion of personal privacy

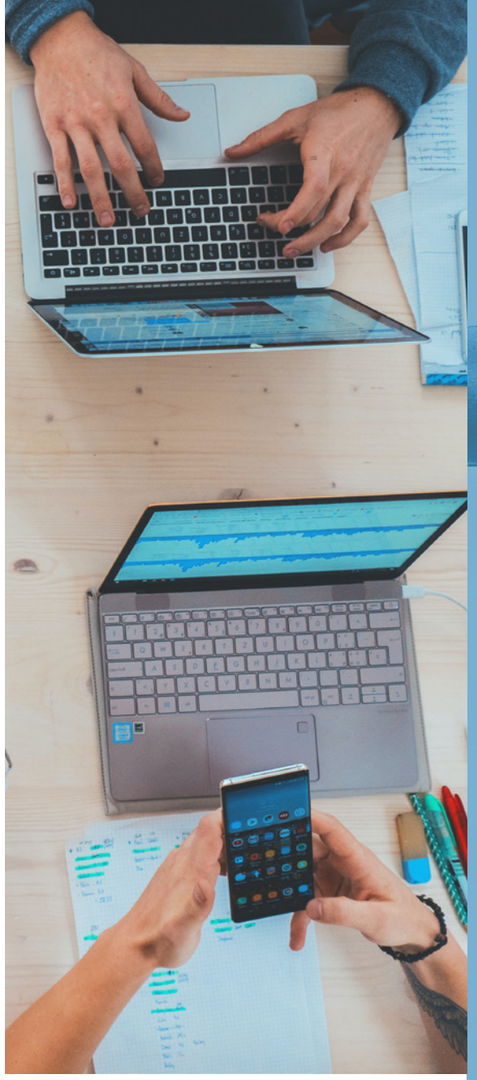
• Lack of Sleep

• Wasting time

• Depression, Anxiety, Suicidal Ideations

• Underdeveloped Social Skills

• Low Frustration Tolerance



QUESTION TIME!

•Which is your favourite SM?

•How long do you use SM during the day?

•Do you feel addicted to them?

•Do you feel happier if you receive many likes and commentaries?

•Do you know about the definition of «boomer»?

•Do you think the benefits outweigh the risks?

•Would you accept to go in Maldives for one month without using SM?

3. Benefits of Diversity

3.1 Understanding diversity and inclusion!

One of the major difficulties in discussions surrounding diversity is its very definition.

At its core, diversity means embracing differences among people with respect to age, ethnicity, gender, physical and mental ability, religion, education level, job, personality, and other human differences.

Yet there is also the paradox of diversity:

- We are each unique and like no one else;
- We are each like some people and unlike other people;
- We are each like all other people.

UNESCO promotes the “fruitful diversity of cultures” since the creation of its Constitution in 1945. Its mandate was reaffirmed in the 2001 Universal Declaration on Cultural Diversity.

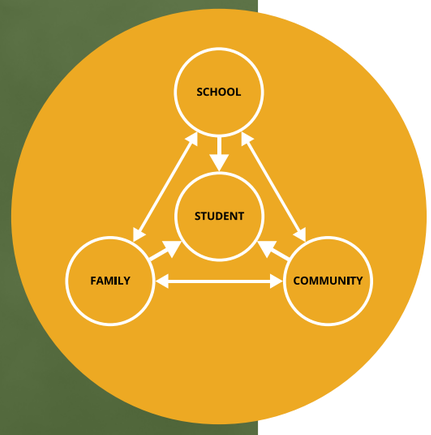
• Cultural diversity is stated “as necessary for humankind as biodiversity is for nature” (Article 1):

• This principle should be understood not only in terms of economic growth but also as a means to achieve a more satisfactory intellectual, emotional, moral and spiritual existence (Article 3);

• It also implies a commitment to Human Rights and Fundamental Freedom, in particular those of Indigenous Peoples. (Article 4).

Successful Educational integration strategies require changes in the mind- set, attitudes and behaviour of both immigrants and receiving communities.

- **Build strong family-school relationships through regular meetings;**
- **Map your students/learners cultural profiles and assess their Needs;**
- **Engage migrants with school system;**
- **Introduce intercultural strategy;**
- **Don’t leave anyone alone!!**



https://schoolsequella.det.nsw.edu.au/file/e439885d-a9f4-41d4-aa60-3a0bf317cb1c/1/Opening-the-school-gate.pdf

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

3.2 How to Start With Your Learners

3.2.1

Use Cartoons To Promote Tolerance And Understanding

3.2.2

Reinforce Your Efforts With Digital Tools (Slido, Mentimenter)

3.2.3

I Can Play Means I Can Participate (Actionbound)

3.2.1 Why Cartoon?

The Role of Cartoon as an Inclusion Tool!!!

- **Everyone** can draw!
- Everyone can **create cartoon characters!**
- **Applications** of cartoons in Education

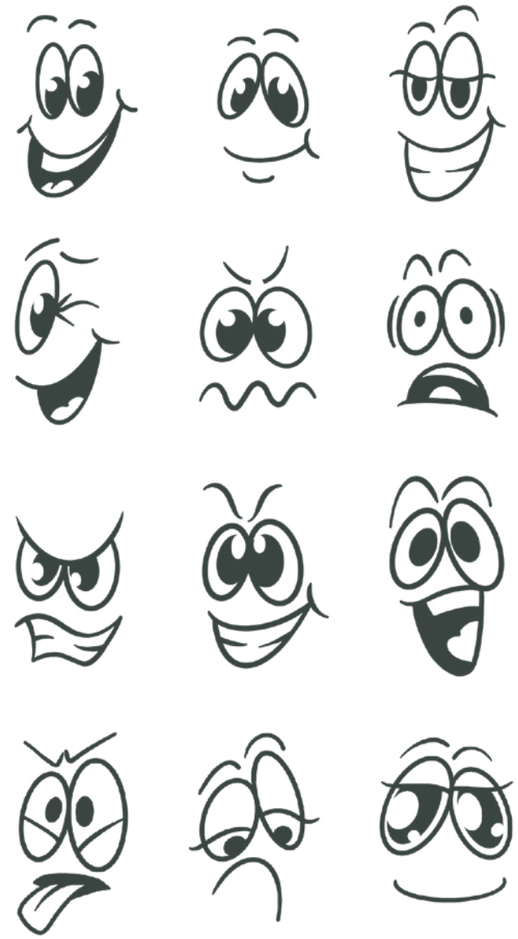
In Education we want learners to UNDERSTAND and REMEMBER...

Cartoon for

- Logo for the class/ project
- Mascot for the Class
- Wall murals
- Invitations, Posters
- Educational material
- Attract the Attention (Strange - Surprise)
- Positivity (Happy Characters, Humor)
- Memorable
- Storytelling - Sequence Rhythm
- **EMOTIONAL CONNECTION!**

(Why do kids ask for objects with their favorite characters on?)

Drawing Basic Skills for Cartoons!
Is talent necessary?
Creativity & Skills
We are all Creative...
We can all develop the skills...



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

3.2.2 Virtual Classes, Meetings

Slido

https://youtu.be/aDqWA7E-uYE

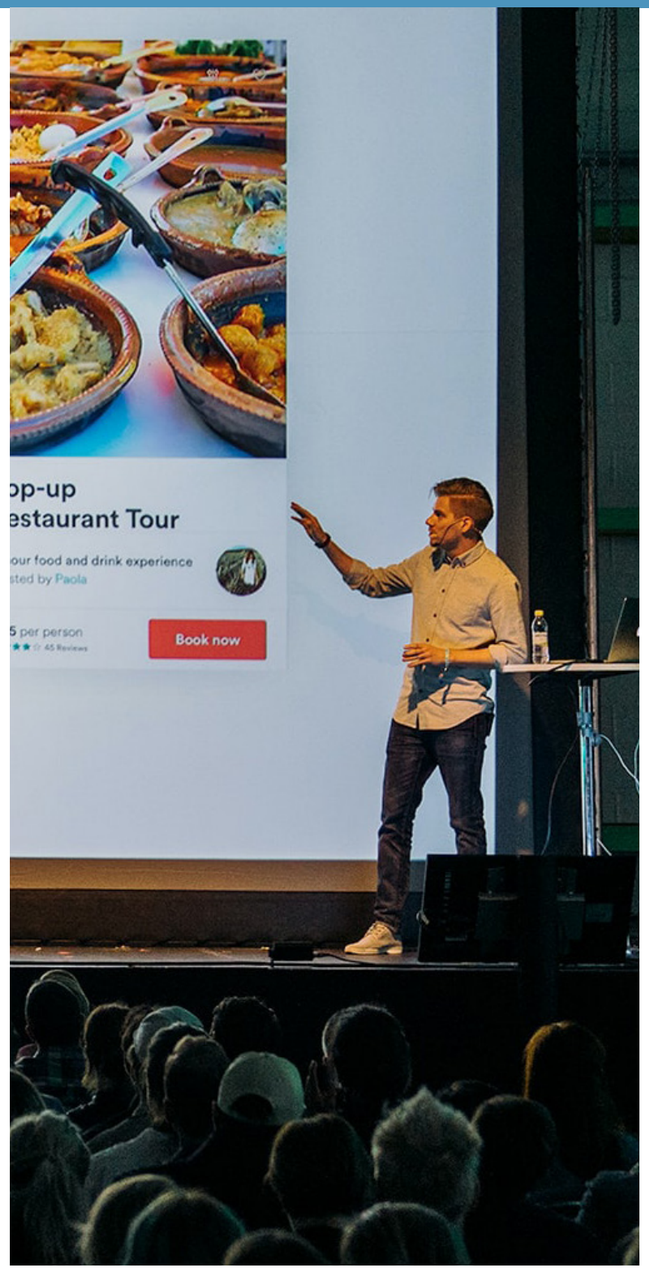
- • Give a voice to your learners..... SLIDO!
- • Make your next class more interactive!
- • Host better Q&A sessions

Let your learners ask questions from any device and vote for the ones they like the most.

- **Slido** is web based so there's no need to download anything.

- **Compatible** with the tools you already use, it works seamlessly alongside your PowerPoint, Google Slides presentation, Webex, live video or event app.

- All-hands meetings;
- Create a two-way conversation;
- Panel discussions;
- Involve the audience in the talk and let speakers address their questions;
- Remote meetings;
- Allow everyone to participate regardless of their location;
- Training;
- Check understanding of your content and run more engaging workshops;
- Get a pulse check on your team during kick-offs or retro meetings.



ActionBound

Create interactive adventures with your smartphone,

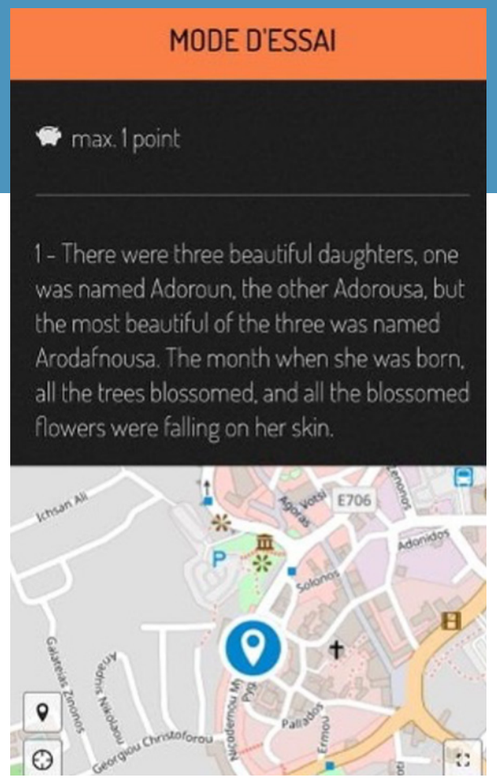
Play and learn

ActionBound is an application who allows to create and play digital treasure hunt

- Can be use for city tour, archeological visits... in an interactive way
- Bound media are preloaded, so you don't need an internet connection
- Free for personal use

City Tour - Arodafnousa

A Game to discover the story of Arodafnousa, walk in the City of Paphos and discover some important places.



First Step: Create the game

• Whenyou click on the "" button, you have access to many activities. To do the city tour, use the function "Find spot";

2nd Step: Programme the Game

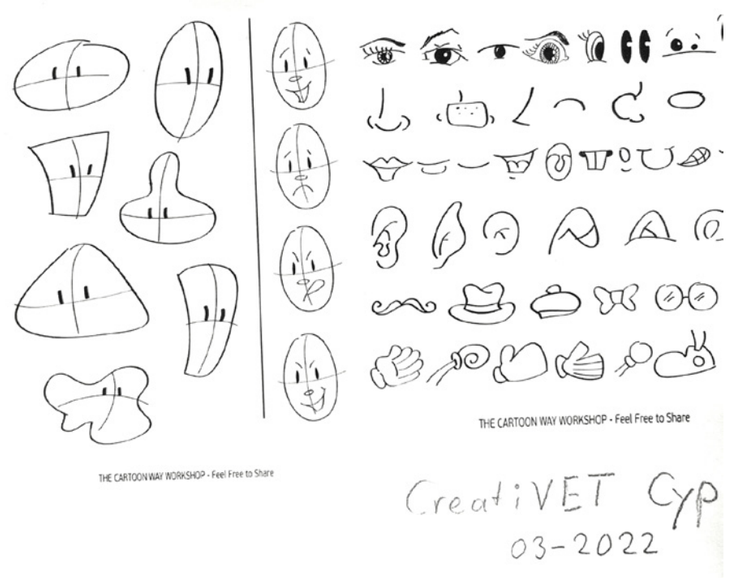
• Enter a description and put the GPS coordinates. Then, choose if you want a map or a directional GPS;

3rd Step: Enjoy

• Scan the code provided by Actionbound on the application and play.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

3.2.3 Visual Communication for Inclusive Education



Cartoon as an International Language in Education

The industry of advertising gives a lot of examples where visual communication has a big impact during our learning process. Images transfer direct messages, are faster and more effective than hundreds of words.

We point out that during the communication experience the audience builds emotional connection with the imaginary characters such as mascots. In the same way, characters build trust in the classroom where the positive emotional association with a character leads learners to become more open in new learning experiences.

The storytelling creates curiosity, mystery, and direct learners to new learning discoveries.

By combining the Visual cartoon storytelling with the educational material, the learning process becomes a fun and memorable experience.

We divide learning in two processes of.

A) understanding the information;

B) remember the information.

Cartoons can help us to achieve that in a very high percentage.

By making drawings during the explanation of subjects, learners can understand better in an easier way. Then by displaying the image they can recall the message (association: image + information) and through repetition they will absorb and remember the new knowledge.

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

By drawing cartoons while teaching, educators can help learners to understand better especially when there are language barriers, learning difficulties or when learners go through psychological trauma or phase any other disorders.

Cartoons are fun and can help learners to open up and express themselves.

Learners follow step by step their teacher's guidelines for drawing a character and describing the process through a creative way.

For the description of the content, teachers can use the learning material in the form of storytelling.

Learners can easily make the associations and when they need to remember different points, they can recall the information back.

Storytelling is better to be fun, unexpected, and exaggerated to be remembered.

The technique is based on visual linking system. More information can be found in Tony's Buzan "The memory book" by BBC publications.

Drawings need to be simple and clear. They must be drawn quickly and have a sequence. Most

importantly the process has to be fun for both educators and learners.

4. Museum - A Day of Culture

4.1 How to Design Learning in a Museum

AS EDUCATORS WE NEED

- to find exciting ways to help students to explore and learn from their personal experience in the given environment;
- to split participants in 3-4 groups to design a leaning activity in the Archeological Museum of Paphos.

Points To Consider

For delivering an effective activity: Storytelling, Self Exploration, Creativity, Mystery, Rise of Interest and the use of technology; Humor, Enjoyment, Team working, Understanding of Diversity, Inclusion, Respect of International Heritage, Intercultural Understanding etc

Educators Deliver:

- Title of the activity & Learning Objectives
- Materials/Equipment Needed
- Preparation Process (for Educators)
- Target Group (Student Ages)
- Duration of the Activity & No of students
- Description of the Activity & Outcomes
- Quick Student Assessment Activity

All the Activities will be in the website

All About Learning

There are different types of learners. Here is one scenario for learning in a Museum

Learning Objectives

To make the students remember the essential information learnt at the museum

To make the students communicate in order to share the information needed for the quiz

Preparation Process

Design the Kahoot test(other quiz) selecting the important information of the museum;

Establish the correct answers;

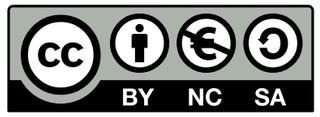
Prepare the feedback questionnaire(☺ 😐 ☹)

Materials/Equipment

- Learning Scenario
- Laptop
- Video-projector
- Whiteboard
- The students' phones/tablets

Main Characters:
Alina as Demetra
Carmen as Artemis
Anca as Afrodite
Sergiu as Dionysos
Educators become learners

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Copyright
CreatiVET © 2022
In all publications, the publisher makes every endeavour to observe copyright in graphics, photographs, sound documents, video sequences and texts etc. used, endeavours to use graphics, photographs, sound documents, video sequences and texts etc. that have been prepared by ourself. All trademarks and brand names mentioned on the website and all trademarks and brand names mentioned that may be the intellectual property of third parties are unconditionally subject to the provisions contained within the relevant law governing trademarks and other related signs. The mere mention of a trademark or brand name does not imply that such a trademark or brand name is not protected by the rights of third parties.
CC-Licence
Some materials, referred to in copyright law as “works”, are published under a Creative Commons Licence (licence type: Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0)) and may be used by third parties as long as licensing conditions are observed. Any materials published under the terms of a CC Licence are clearly identified as such.
© This article was published by creativet.eu under a Creative Commons Licence . For more information, please visit www.bibb.de.

link to the direct Internet address (URL) of the material in question: https://creativet.eu
link to the Creative Commons Licence referred to: http://creativecommons.org/licenses/by-nc-nd/4.0/deed.de
link to the BIBB page containing licence information: http://www.bibb.de/cc-lizenz

Social inclusion and inclusive education
2020-1-DE02-KA202-007530

FA-Magdeburg GmbH
Schoenebecker Str. 119, D-39104 Magdeburg, Germany