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# Training Format about Cineforum Project

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CineForum Engage Via Film is a project Co-funded by the European Union focused on using Cine Forum as a non-formal education (NFE) technique. Its main aim is to give educators resources to use this method of education.

To get the information and topics for this training course, each partner of the project prepared a desk research focused on non-formal education and the influence of the film industry in their countries. Then, all the information was gathered and the conclusions were to inform the participants about access to Training and Resources in their countries, provide them with knowledge of Non-Formal Education Methods, understanding of Film Theory, support, and Mentorship, how can you use NFE in combination with a movie, general Knowledge of Non-Formal Education and technical skills.

The purpose of the above was to collect information that would allow for the preparation of training for youth workers and educators that would best suit their needs.

The proposed training format was tested during the international seminar in Belgium with 16 participants. It lasted five days to provide full immersion into the project and methodology and to have the best outcomes possible...

The training format is adaptable to individuals' needs, and organizations can pick up just individual workshops and decide on the duration of the training.

The aim is to give knowledge to youth workers on how to efficiently lead the discussion connected to the movie to inspire and stimulate citizens.

## Objectives of the Training Format:

### 1. Giving educators resources to use CineForum as a method of education.

CineForum is a specific approach to education that involves using movies as a medium to engage learners and facilitate learning. The objective here is to equip educators with the resources they need to successfully implement CineForum in their teaching practices. This may involve creating a curated collection of educational **films**, developing **lesson plans** and **discussion guides**, **organizing workshops** or **training sessions for educators** to learn about the CineForum methodology, and **establishing a platform or online community** where educators can exchange ideas and share their experiences with CineForum.

### 2. Provide an understanding of Non-Formal Education (NFE) and highlight its significance in the educational landscape.

The objective here is to raise awareness about NFE and emphasize its importance in reaching marginalized populations, promoting lifelong learning, fostering skills development, and addressing societal needs that may not be adequately met by formal education alone. Keeping in touch with the emotional impact of learning as demonstrated in using the film processes was also pointed out and became a significant tool in the non-formal education process.



### **3. Identify and address the specific needs of educators working in the field of Non-Formal Education (NFE).**

To effectively implement NFE methodologies, it is essential to understand the needs of educators involved in this form of education. The objective here is to conduct research to identify the specific challenges faced by NFE educators, such as lack of resources, training opportunities, curriculum development support, or recognition of their work. Once the needs are identified, the objective is to develop strategies and initiatives to meet those needs, such as providing professional development programs, offering mentoring or peer support networks, and methods of engaging the students in producing low budget small message delivering documentaries

### **4. Understanding the influence of movies and social media on society.**

Movies and social media have become influential forces in shaping societal norms, attitudes, and behaviors. The objective here is to study and analyze the ways in which movies and social media influence individuals and society at large, both positively and negatively. The aim is to promote media literacy, encourage responsible consumption of media, and harness the educational potential of movies and social media platforms. Raising awareness in film production capabilities as a teaching method was also discussed specially when supported by the local authorities via workshops for youth and interested parties,

### **5. Explore and develop effective group techniques for facilitating Non-Formal Education (NFE) activities.**

Group techniques play a crucial role in NFE settings as they foster collaboration, communication, and active participation among learners. The aim here is to identify and develop group techniques that are particularly effective in NFE contexts, where learners come from diverse backgrounds and have varied learning needs. The frugal production of an effective method was also discussed and delivered during the workshops.

### **6. Addressing challenges faced by NFE educators and providing solutions.**

NFE educators often face unique challenges in their practice, such as lack of recognition, limited resources, or difficulty in assessing and documenting learning outcomes. The objective here is to identify these challenges through research or consultations with educators, and then develop solutions and support mechanisms to address them.



## PROPOSAL OF AGENDA:

	Day 1	Day 2	Day 3	Day 4	Day 5
9:30- 11:30	Introduction Team Building Expectations of TC	Cine forum <b>BAD SEEDS</b>	What are Non- Formal Education and its importance as seen by practitioners	Cine forum <b>HIDDEN FIGURES</b>	NFE Educator Challenges and Solutions PowerPoint and open discussion
11:30- 11:45	Coffee break				
11:45- 13:30	Non-formal education NFE-Educators Needs and Film as an NFE tool	Cine forum (discussion)	Documentaries as Tools for educators that can be used to teach NFEducation	Cineforum discussion	What have we learned and what feedback
13:30 – 15:00	Lunch break				
15:00 - 16:45	Cine forum <b>Biggest Little Farm</b>	Group Techniques	Cine forum DOCUMENTARY <b>PLANET LOCAL: a quiet revolution</b>	Social Exclusion and Privilege	External visit at the House of the European History
16:45 - 17:15	Coffee break				
17:15- 18:30	Cine forum (discussion)	World cafe - stimulating and promoting active citizenship, a sense of thinking among adult	Cine forum (discussion)	Social Exclusion and the Power to Change the Outcome	Closing ceremony
19:00	Dinner				
Free time					



## Day 1

<b>Title of the topic</b>	Ice-breaking games + Name games
<b>Time of the activity</b>	<b><u>135 minutes</u></b>
<b>Number of Participants</b>	10-30 people
<b>Objectives</b>	<ul style="list-style-type: none"> <li>● Participants get to know each other using different non-formal education activities prepared by the trainers' team.</li> <li>● The ice-breaking activities aimed to familiarize participants with each other and create a group dynamic.</li> <li>● The name-game activities give participants an opportunity to learn about themselves and about each other. The activity immediately introduces the concepts of self-identity and awareness of one's cultural or ethnic heritage.</li> </ul>
<b>Additional resources</b>	N/A
<b>Description of activities (with timing)</b>	<p><b>First session - Ice Breaker Game: The Movie of Your Life – 45 min</b></p> <p>Preparation – 15 min</p> <p>Implementation – 20 min</p> <p>Debriefing – 10 min</p> <p>If they made a movie of your life, what kind of movie would it be and who would be cast as you? This is a fun and easy icebreaker game for adults in the classroom, in a meeting, or at a seminar or conference. Choose this ice breaker when you want a quick exercise for introducing participants to each other, particularly when the reason for gathering has a definite fun aspect to it.</p> <p>This game asks: Is your life an adventure, drama, romance, or horror flick? <i>Walking Dead</i> or <i>Armageddon</i>? Maybe it's a reality show with some bizarre angle. It might even be a documentary or news show. Maybe a talk show? Encourage your participants to take a kernel of the truth and stretch it creatively.</p> <p>Give your participants a 15 minutes to imagine what kind of movie would be made about their life, and who would be cast as them. Ask each person to give their name and share their movie fantasy. Would their life be a drama with Meryl Streep as the lead? Or more like a Jim Carrey comedy? Are they the main character? Hero? Villain? Wallflower? Mentor?</p>



### **Tie the Game Into the Lesson Plan**

If the topic you are teaching is related to movies, literature, or characters and roles of any kind, your debriefing is especially important and makes a very nice warm-up for your first lesson. What about your participants' choices is attractive and interesting to them? What is it that causes them to remember the movie, book, or character? Do they remember the entire story or just certain scenes? Why? How did the character or movie impact or change their life? Ask questions that help you introduce your material.

As a variation, you could modify this game by asking participants to share the kind of movie they'd *like* their life to be.

You'll need about 30 minutes, and no special materials are needed. Just use a little imagination.

### **Second session – Movie name game – 30 min**

Preparation – 5 min

Implementation – 10 min

Debriefing – 15 min

### **STEPS**

1. First of all, the trainer has to arrange blank sheets and pens.
2. Call the participants on chairs to sit around the table.
3. Give each player a sheet and a pen.
4. The challenge is participants have to write all the possible movie names of a particular movie actor.
5. They can choose any actor's name. The time limit is ten minutes.
6. The person who has the highest number of movie names wins.
7. Debrief at the end of the session about the actor choice and the preferred movie by them, the impact they had by watching it.

### **Third session - Movie Ball Game – 30 min**

Preparation – 5 min

Implementation – 15 min

Debriefing – 10 min

Everyone stands in a circle and bounces a ball to somebody else, and has a five second limit to do so. But before bouncing the ball they must say a name of a movie. When somebody repeats a movie name, they are out of the game. It eventually ends up being a competition between two



	<p>people, and then there's a winner. As a prize, you can give them a chocolate bar, or something else.</p> <p>The icebreaker can be repeated for multiple rounds. The debriefing in the end will summarize their experience with the game and analyze the difficulties and skills required to succeed in this game.</p>
<b>Theoretical Background</b>	The participants will get involved in an NFE session on film-based learning to recognize the utility of the theme in interacting with others, testing our own knowledge and creative thinking purposes to boost our imagination.
<b>Expected outcomes</b>	The participants will have an increased understanding of the influence of movies as an educational source for bridging social and cultural differences between participants and knowledge of the similarities between them.
<b>Needed materials</b>	<p>Session 1 – paper and pen</p> <p>Session 2 – N/A</p> <p>Session 3 – ball or smth similar to be thrown around</p>
<b>Comments</b>	N/A

Title of the topic	Movie Making Team Building Activity
Time of the activity	<b><u>105 minutes</u></b>
Number of Participants	10-30 people
Objectives	<p>Pre-set the tone for the following movie session analysis by engaging participants in movie-making on relevant thematics to the project focus</p> <p>Develop participants' soft skills connected to teamwork, communication, leadership, cooperation, goal setting, creative thinking, decision making, problem-solving, resilience, time management, and trust.</p> <p>Support educator needs through a step-by-step NFE learning activity in scripting, production, direction, and acting through limited resources usage.</p>
Additional resources	<a href="https://www.tbae.co.za/movie-making.htm">https://www.tbae.co.za/movie-making.htm</a>
Description of activities (with timing)	<p><b>First session - What's That Song – 20 min</b></p> <p>Preparation – 5 min</p> <p>Implementation – 10 min</p>





	<p>Debriefing – 5 min</p> <p>The following is a fun idea for ice breakers suitable for smaller groups. For this icebreaker, you will need a 1.5L bottle of drinkable water and a cup for each team member. The facilitator will then ask a team member to hold some water in his/her mouth. The team member will then be shown a song title which he/she will have to gaggle. The rest of the team must then guess the name of the song. The team that guesses the most songs correctly wins. To make it fit for the project the trainers can choose soundtracks from famous movies.</p> <p><b>Second session - Movie Making Team Building Activity – 1 hour</b></p> <p>Preparation – 20 min</p> <p>Implementation – 30 min</p> <p>Debriefing – 10 min</p> <p>The Movie Making team building activity is a great event to get the creative juices flowing. This fun and interactive activity is suitable for everyone regardless of age, title, fitness level, or physical abilities.</p> <p>The trainer will explain the roles and tasks related to movie-making (scripture writing, cameraman/editors, and actors). The participants will voluntarily select which one fits the best (the rest will be assigned according to the missing spots).</p> <p>The members of the teams have to work together to write a script, produce, direct, and act in the "Movie" using limited resources. The participant is given the option of either using trainers' theme ideas or selecting their own.</p> <p>Participants are encouraged to tap into their creative and practical abilities as they start to produce their movies. This event is not only an excellent team-building tool but also provides great entertainment when the movies are viewed at the end of the day.</p> <p>The end result should be a fully developed short film which will be displayed in the next session.</p> <p><b>Third session – Participants' movie display and debriefing</b></p> <p>The movie recorded by the participants will be displayed in order to spiral internal discussion among the groups regarding what could have they done better in terms of scenario, time management, camera work, etc. The trainer's role should be to further inform the participants by giving tips on the different roles in movie-making and bringing best practices used in famous movies. At the end of the session, the participants should be ready to watch the follow-up movie and pay attention to the details based on the roles they previously covered in order to enhance the impact of the activity.</p>
<p><b>Theoretical Background</b></p>	<p>Participating in a theatre or film production can help people develop skills and confidence that can translate into other areas of their lives. However, participation in film and theatre productions offers additional benefits that can help individuals beyond just the performances. Individuals learn leadership skills as well as how to follow directions, often simultaneously! A production benefits from members who understand the vital importance of following directions.</p>



<b>Expected outcomes</b>	Some possible outcomes of the Movie Making team building activity include teamwork, communication, leadership, cooperation, goal setting, creative thinking, decision-making, problem-solving, resilience, time management, and trust.
<b>Needed materials</b>	The participants will work with the limited resources in their surroundings for the movie-making. Laptop and projector to display the movie drafts.
<b>Comments</b>	N/A

<b>Title of the topic</b>	Selected movie display + viewing guide questions
<b>Time of the activity</b>	<b><u>210 minutes</u></b>
<b>Number of Participants</b>	10-30 people
<b>Objectives</b>	Analyze the theoretical and practical information from the selected movie Summarize the information to use it as reference material for the local piloting follow-ups
<b>Additional resources</b>	<a href="https://programminglibrarian.org/sites/default/files/resources/the_biggest_little_farm_kit.pdf">https://programminglibrarian.org/sites/default/files/resources/the_biggest_little_farm_kit.pdf</a> <a href="https://www.youtube.com/watch?v=dRBoXE3pw80&amp;ab_channel=RichRoll">https://www.youtube.com/watch?v=dRBoXE3pw80&amp;ab_channel=RichRoll</a>
<b>Description of activities (with timing)</b>	<p><b>First session – Introduction to the selected movie – 15 minutes</b></p> <p>The trainer explains what the movie is about and guides the participants on the highlights to take notice during the display.</p> <p>The Biggest Little Farm chronicles the eight-year quest of John and Molly Chester as they trade city living for 200 acres of barren farmland and a dream to harvest in harmony with nature. Through dogged perseverance and embracing the opportunity provided by nature's conflicts, the Chester's unlock and uncover a biodiverse design for living that exists far beyond their farm, its seasons, and our wildest imagination.</p> <p><b>Second session – Movie display – 2 hours 20 min</b></p> <p>Featuring breathtaking cinematography, captivating animals, and an urgent message to heed Mother Nature's call, The Biggest Little Farm provides us all a vital blueprint for better living and a healthier planet.</p> <p><b>Third session – Golden fish workshop + Movie viewing guide questions</b></p> <p>The Trainers will propose this activity taken from the Salto database (<a href="http://www.salto-youth.net/tools/toolbox/tool/what-is-sport.378/">http://www.salto-youth.net/tools/toolbox/tool/what-is-sport.378/</a>) Description: the activity aims to identify the elements that define the Agro-Ecology and its relevant characteristics, foster new forms of lifestyles, and to encourage harmony with nature.</p>



	<p><i>Brainstorm on the theme with – concepts, ways of creating the new mindset, skills – group anchoring of skills – brainstorming – motivation</i></p> <p>A round table will be conducted in an alternative way: the Trainers will facilitate the discussion and comparison of 4 participants who take turns sitting in the middle of the room. Only those 4 people can debate. To be part of the discussion the people from the outside circle who intend to take part have to touch the shoulder of one of the 4 people debating in the inner circle. Trainers will moderate and provoke the debate from outside.</p> <p><b>VIEWING GUIDE QUESTIONS</b></p> <p>Why did Molly and John decide to start their own farm? What are some of the challenges Molly and John faced as they were building the farm?</p> <p>In what ways did nature impede Molly and John’s plan to build a self-sustaining farm?</p> <p>Describe some of the ways the farm’s animals, plants, and insects coexisted positively. How did everything work together as a functioning ecosystem?</p> <p>The film documents the lives of many different animals who live or lived on the farm. Which animals did you find the most interesting? Why? What questions do you have about them?</p> <p>If you could ask anyone in the film a single question, whom would you ask and what would you want to know?</p> <p>Apricot Lane Farm survived a very big fire, but many neighboring farms did not. What unique features of their farm made their survival possible?</p> <p>Early in the film, John has a lot of empathy for the coyotes and does not want to harm them. Later, his opinion changes. How does his opinion of the coyotes change? Why do you think it changes?</p> <p>What did you learn from this film you wish everyone knew? What would change if everyone knew it?</p> <p>Would you want to live or work on such a farm? Why or why not?</p>
Theoretical Background	The Biggest Little Farm chronicles the eight-year quest of John and Molly Chester as they trade city living for 200 acres of barren farmland and a dream to harvest in harmony with nature. Through dogged perseverance and embracing the opportunity provided by nature's conflicts, the Chesters unlock and uncover a biodiverse design for living that exists far beyond their farm, its seasons, and our wildest imagination.
Expected outcomes	Increased empathy towards agroecology, biodiversity, healthy lifestyles, etc to be scaled into the participant’s local realities.
Needed materials	N/A
Comments	N/A



## Day 2

Title of the topic	Group Facilitation
Time of the activity	<b><u>105 minutes</u></b>
Number of Participants	16
Objectives	<ul style="list-style-type: none"> <li>● Learn how to stimulate and promote active citizenship sense of thinking among adult</li> </ul>
Additional resources	N/A
Description of activities (with timing)	<p>First session</p> <ul style="list-style-type: none"> <li>- <b>World Cafe.</b></li> </ul> <p>The facilitator will choose different topics related to each other. They will write the topic on the top of a big paper. After this, they will create small groups with the participants (4 groups of 4 people) and they will give one paper to each group. The groups will have to write their thoughts about that topic for 10 mins. After this, they will change the paper and they will have 10 minutes to write their thoughts about the new topic. They will do this until they have written every topic/paper. When they are done they will comment on the results with the full group. The topics that will be in each paper will be:</p> <ul style="list-style-type: none"> <li>- Good citizen</li> <li>- Education</li> <li>- Money management</li> <li>- Social life</li> </ul> <p>The implementation of this activity will take:</p> <ul style="list-style-type: none"> <li>● Energizer 10 mins</li> <li>● Preparation 10 mins</li> <li>● Implementation 40 mins</li> <li>● Debriefing 10 mins for each topic, in total 40 mins.</li> </ul>
Theoretical Background	<p>The aim of this session, besides giving theoretical knowledge on group techniques, is to give new options when working in groups and learning activities to promote participants talking and being active in the activities.</p> <p>With the first session, they will break the ice for that day and they will talk out loud in front of the group. It will begin very soft since it will be in smaller groups but once the big group is together they will be able to debate with everyone.</p>
Expected outcomes	<p>The expected outcomes from this session are for every participant to learn about the theory of group techniques and their importance. They will also talk and learn different new activities to work with groups of people. Besides, the activities that they will learn can be useful for other topics since they can adapt them to different projects or topics.</p>



Needed materials	Papers, crayons, pens, projector, speakers, and post-its.
Comments	-

Title of the topic	Group Facilitation
Time of the activity	<b><u>90 minutes</u></b>
Number of Participants	16
Objectives	<ul style="list-style-type: none"> <li>● Learn basic theory about working with groups and different types of activities</li> </ul>
Additional resources	N/A
Description of activities (with timing)	First session
	<p>- <b>Group Techniques.</b></p> <p>This session will be more focused on theoretical information. It will focus on how to work with groups, its importance, and different techniques about it. It will explain the different types of techniques such as energizers, conflict management, emotional management, and team building, among others.</p> <p>The session will begin with an activity in which participants will be asked to write down what they think are the qualities needed to work with a group. Once shared, they will be written on a piece of paper. The basic qualities are communication, time management, problem-solving, listening, critical thinking, collaboration, and leadership. Each of them will be explained.</p> <p>After this activity, the reasons why working with groups and why its benefits are so important will be explained.</p> <ul style="list-style-type: none"> <li>● Groups have more information than a single individual.</li> <li>● Groups stimulate creativity.</li> <li>● People remember group discussions better.</li> <li>● Research suggests that participants who are engaged in group problem-solving are more committed to the solution and are better satisfied with their participation in the group than those who were not involved.</li> <li>● Allows people to gain a more accurate picture of how others see them. The feedback that they receive may help them better evaluate their interpersonal behavior.</li> <li>● Enhances communication and other professional development skills.</li> <li>● Creates more opportunities for critical thinking and can promote student learning and achievement.</li> <li>● Gives the opportunity to engage in process skills critical for processing information and evaluating and solving problems, as well as management skills through the use of roles within groups</li> </ul>



After this, the different types of activities that exist to work with groups will be explained, and it will be explained in which situation each one should be used. Examples of them will be given, and at the end of the session, a type of activity will be implemented.

The types of activities that will be explained are:

- Ice breakers: They are used to help participants relax and ease into a meeting or training, and to help participants learn each other's names and personal/professional information.
  - Example: Two Truths and One Lie
- Energizer: Energizers are activities designed to help people to get to know each other and usually involve sharing names and other background information. They are quick, fun activities to liven up a group. They are particularly useful after a meal, when groups may be getting sluggish, or late in the day when energy is waning, and motivation is decreasing.
  - Example: Poor kitty
- Team building: A team building activity is designed to help groups form bonds and become a team. Team building activities differ from icebreakers in that the group members already have learned each other's names and perhaps some personal information, and the focus is on making the group become more cohesive.
  - Example: Minefield
- Conflict Resolution Activity: They are games and exercises that teach participants how to solve disagreements with diplomacy.
  - Example: "Yes or No"
- Emotional Intelligence: They are attempts to build, develop, and maintain one's emotional intelligence. They are also useful for understanding themselves and the people they interact with on a deeper level. There is no downside to becoming more emotionally intelligent, and the benefits can be numerous.
  - Example: Diary of Emotions
- Intercultural Activities. Teach the difference between intercultural and multicultural.
  - Multicultural: Playing games from different cultures. Listening to music from different cultures. Learning about different holidays, foods, and traditions. Teaching songs or stories in other languages. Doing activities to celebrate differences in skin tone.
  - Intercultural: Intercultural communication focuses on the mutual exchange of ideas and cultural norms and the developing of deep relationships. The intercultural learning activities presented in is report include games, roleplays, debates, projects, energisers, and simulations that are aimed at triggering reflection among the participants.
    - Intercultural News

It has been decided to have a conflict management activity because, throughout this project, examples of the rest will be carried out.



	<p>At the end of the session, there will be an example of an activity about conflict management.</p> <p>There will be an activity called “Yes and No”. In this activity, 2 groups will be created. They will stand in 2 lines, and in front of the first person, there will be a paper. In one line, it will say “No” and in the other one “Yes”. Then, facilitators will say one sentence and the first person on the line that says “Yes” will have to defend that sentence with arguments while the first person on the other line has to give arguments against it. Each group will have 1 minute to create their arguments, and then the first person of each line will be the only one able to talk. After 5 minutes, the first person of each line will go to the end of the line, and the next person will have to do the same with a different topic until everyone has had a chance to debate. This activity will take 45 mins approx.</p> <p>Energizer: 10 mins</p> <p>Theory: 1h</p> <p>Activity: 35 mins</p> <p>Debriefing: 10 mins</p>
Theoretical Background	<p>During the second session, they will get a lot of theories to know basic knowledge about working with groups and different ways of doing it. With the activity, they will also have to communicate within the group. It’s also useful for learning new perspectives since they have to create arguments on topics that they might disagree with.</p> <p>Finally, with the movie, we are back to the main topic of this project which is the cine forum. With this movie, they will talk not only about social topics in daily life but also about Non-Formal Education and the importance of a good facilitator.</p>
Expected outcomes	<p>The expected outcomes from this session are for every participant to learn about the theory of group techniques and their importance. They will also talk and learn different new activities to work with groups of people. Besides, the activities that they will learn can be useful for other topics since they can adapt them to different projects or topics.</p>
Needed materials	<p>Papers, crayons, pens, projector, speakers, and post-its.</p>
Comments	<p>Link for the presentation: <a href="https://www.canva.com/design/DAFim5EKsmE/O2qzFtDqqfzmnfucd412xA/view?utm_content=DAFim5EKsmE&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=publishsharelink">https://www.canva.com/design/DAFim5EKsmE/O2qzFtDqqfzmnfucd412xA/view?utm_content=DAFim5EKsmE&amp;utm_campaign=designshare&amp;utm_medium=link&amp;utm_source=publishsharelink</a></p>

Title of the topic	Group Facilitation
Time of the activity	<b><u>210 minutes</u></b>
Number of Participants	16



Objectives	<ul style="list-style-type: none"> <li>• Learn how to initiate a debate, leading to a focus on a specific issue</li> </ul>
Additional resources	N/A
Description of activities (with timing)	<p>First session</p> <ul style="list-style-type: none"> <li>- <b>Cine Forum.</b></li> </ul> <p>This activity consists of everyone watching the same movie related to the project topic. Before watching it, facilitators will share the topics that they want to focus on. After the movie, facilitators will start discussing the previously told topics.</p> <ul style="list-style-type: none"> <li>- The questions or topics that they will focus on while watching the movie and that we will debate in the next session are:             <ul style="list-style-type: none"> <li>- What is the message of the film?</li> <li>- Whose point of view is shown in the film?</li> <li>- Who are the different characters portrayed in the film?</li> <li>- Which scene(s) do you find most memorable?</li> <li>- Do you think the conflict in the film could also occur in your community?</li> <li>- What is the conflict about? How does the conflict evolve? Is it resolved?</li> <li>- Could the conflict have been avoided or resolved differently?</li> <li>- Can you understand the motives of all the people involved, even if you don't sympathize with them?</li> <li>- Are characters portrayed as stereotypes, or are they like real-life people?</li> <li>- Were you aware of the problems shown in the film before you watched it?</li> <li>- How has the film changed your attitude towards the problem and/or groups portrayed in the film?</li> </ul> </li> </ul> <p>The duration of the movie is 1h 40 mins, after watching it and after 30 mins of a coffee break, it will start the discussion of the movie for 1h 30'.</p>
Theoretical Background	<p>The aim of this session, besides giving theoretical knowledge on group techniques, is to give new options when working in groups and learning activities to promote participants talking and being active in the activities.</p> <p>With the first session, they will break the ice for that day, and they will talk out loud in front of the group. It will begin very soft since it will be in smaller groups, but once the big group is together, they will be able to debate with everyone.</p> <p>During the second session, they will get a lot of theories to know basic knowledge about working with groups and different ways of doing it. With the activity, they will also have to communicate within the group. It's also useful for learning new perspectives since they have to create arguments on topics that they might not agree with.</p> <p>Finally, with the movie, we are back to the main topic of this project, which is the cine forum. With this movie, they will talk not only about social topics in the day to day life but also about Non-Formal Education and the importance of a good facilitator.</p>





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Expected outcomes	The expected outcomes from this session are for every participant to learn about the theory of group techniques and their importance. They will also talk and learn different new activities to work with groups of people. Besides, the activities that they will learn can be useful for other topics since they can adapt them to different projects or topics.
Needed materials	Papers, crayons, pens, projector, speakers, and post-its.
Comments	-



## Day 3

Title of the topic	Film making as a source of community empowerment <u>The business challenges of producing non-formal education</u>
Time of the activity	<b><u>105 minutes</u></b>
Number of Participants	16
Objectives	<ul style="list-style-type: none"> <li>● Educating local stakeholders through film (youth, government officials, business, academia/scientists, artists, and citizens) to engage them in order to act for local community development and planetary wellness and understand the skills needed for making films that empower stakeholders.</li> <li>● To showcase the business struggles of a purpose-driven, non-formal education production company</li> <li>● To watch and discuss with the group different versions of non-formal education with a common purpose</li> <li>● To get a better understanding of the obstacles and challenges of non-formal education production</li> <li>● To come up with potential ideas and solutions through group discussion</li> <li>● To see films as entrepreneurial endeavors recording the step-by-step process of a specific societal endeavor that leads to change</li> </ul>
Additional resources	N/A
Description of activities (with timing)	<p><b>First session</b></p> <p>1. <b>ASPASIA PROVOU</b> <a href="https://www.aspasiaprovou.com/">https://www.aspasiaprovou.com/</a></p> <p>With a background in Marketing, Advertising, Film, and Acting, Aspasia is a Certified Holistic Health Coach. She produces content and educational programs for children and adults and leads interactive events with corporate audiences, students, and parent groups. She's the creator of the "Theorem Podcast" and "Kids In The Kitchen", a program of inspiring cooking and nutrition workshops for children that is well-known in Greece <a href="https://kidsinthekitchen.gr/">https://kidsinthekitchen.gr/</a></p> <p><b>First part</b></p> <p>PPT Presentation on Probus Productions - 10 min</p> <p>The presentation provides a brief background on the founder and the production company to set the scene for the content and discussion to follow.</p>



	<p>It focuses on the vision and purpose of P.P. and the different sub-brands of content/programs/services it produces to achieve them. It contains video samples of three genres: podcast, cooking video, and storytelling video.</p> <p>Debriefing - 15 min</p> <p><b>Second Part</b></p> <p>Business Challenges - 20 min</p> <p>A presentation, using several examples, of the different kinds of challenges P.P. has faced in the past decade:</p> <ul style="list-style-type: none"> <li>• Respecting and protecting the integrity of the message</li> <li>• Finding channels</li> <li>• Maintaining sufficient reach</li> <li>• Becoming established as a brand</li> <li>• Becoming financially sustainable as a business</li> </ul> <p>Group debriefing - 10 min</p> <p>Q &amp; A, brainstorming and discussion on the possible ways the challenges can be overcome or worked around.</p>
Theoretical Background	Producing video content and documentaries requires certain degree of acute planning, skills, coordination, and resources (human and financial). The discussion focuses on all aspects of realizing a film production and its execution with a business and income creation perspective.
Expected outcomes	<p>Raising awareness of local communities</p> <p>Understanding the role film can play in raising awareness for action and creating an active and engaged community and change. Moreover, comprehending not just the (un)expected obstacles but also the existing various tools to accomplish the creation of documentaries for inspiring and profit-making purposes.</p>
Needed materials	Access and viewing of the video samples.
Comments	Understanding the power of documentary-making via successful practitioners eager to share their knowledge and create change.



<p><b>The Importance of NonFormal Education</b></p>	<p><b>It's important for students to use documentaries and film productions as meaningful media for gaining dexterities that can be used in their lives after formal education that can lead to employment. Films offer the sentimental link of the social message to be delivered so it is a very empowering educational tool</b></p> <p>NFE serves to raise awareness and communicate important matters that pertain to issues such as wellness, eating habits, sustainability, etc. via programs created for corporations, schools, and other audiences. <b>(Aspasia Provou)</b></p> <p>The double role a) To educate youth regarding making films to communicate a message pertinent to a social issue and b) to promote an entire city and communicate the reasons for visitors to come and visit throughout the nation even further as a cultural ambassador <b>(Joanna Roussou)</b></p> <p>N F E can make a huge difference in children's lives and make all levels and abilities students feel included and really learn and develop. As for art, using alternative techniques like Drama and Theatre as well as scenario writing, will help students really visualize, find common elements with other people and most important, tell their own stories and other ones that are important to their lives and their feelings. <b>(Maria Stefanou)</b></p> <p>Non-formal education is the societal empowerment of local initiatives that touch the lives of people in communities that experience degradation, poverty, village abandonment including fleeing of youth due to high unemployment and urbanism. We learn using documentaries that other people have done successfully and we can do it using tools to make it happen; Documentaries as journals in the hands of learners and teachers alike. <b>(Christiana Gardikioti)</b></p>
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Title of the topic	Presentation
Time of the activity	<b><u>105 minutes</u></b>
Number of Participants	16
Objectives	Raising awareness for needed action as well as educating through the film all local stakeholders (youth, government officials, business, academia/scientists, artists, and citizens) to engage in a conversation in order for this exchange to lead to ACTION for local community development. Understanding the skills needed for making films that empower stakeholders to ACT and engage youth to deliver their own message was very much the focus of the session



Additional resources	Not needed
Description of activities (with timing)	<p><b>JOANNA ROUSOU</b> <a href="https://growthhub.gr">https://growthhub.gr</a></p> <p>General Director of Growth Hub NGO &amp; a newly appointed EU proposal writing officer for the Municipality of Tripolis. Joanna holds a degree in Business Administration with a special reference in Finance from the University of Piraeus. She is currently studying for a Master's degree in Entrepreneurship and Consulting in the Agricultural Sector and her mission is to assist young people to grow and succeed.</p> <p>Her presentation will include the following:</p> <p><b>I. Introduction (5 minutes)</b></p> <p>Presentation of GrowthHUB and their activities</p> <p><b>II. Municipality Presentation (15 minutes)</b></p> <p>Share information about Tripolis municipality's projects that relate to non-formal education or the use of film as an educational tool like in the case of Christiana and Meraki People Documentary <i>Losing Hope Making Hope</i> via a Film Making Atelier sponsored by the Municipality that is running now for more than 5 years.</p> <p>Citizens interested in Film are taught by Film professionals and directors how to make their own documentaries including scenario writing, filming process, shooting, editing, and presentation for a prize. Winners get to take their films nationally and internationally. Cineforum has positively impacted the community by engaging multiple stakeholders and showcasing their creative talents. They are important because they are based on the authenticity and creativity of the makers that are ordinary citizens including High Schools (music technical and general)</p> <p><b>III. Influence of Movies and Social Media on Society (15 min)</b></p> <p>Analyze the impact of movies and social media on society, in the local CITY context, particularly on young people, and will discuss how movies and social media can be used as educational tools to engage students and promote critical thinking</p> <p><b>IV. Discussion on new co-operations and synergies (55 min)</b></p> <p>Engagement of participants Partners and Attendees for further co-operations and synergies between them and multiple stakeholders – Action Map</p>
Theoretical Background	Film production and locating resources is an interactive endeavor demanding cooperation, planning, and willingness to synergize. Bringing multiple stakeholders in a



	constructive dialogue is the basis for successful leadership skills development so much needed especially for European Youth.
Expected outcomes	Intergenerational and multistakeholder synergies lead to a greater community benefit as the film is a team effort with a lot of heart-touching feelings that give people a much-needed sense of belonging

Title of the topic	Presentation of a citizen lead new local economy project
Time of the activity	<b><u>210 minutes</u></b>
Number of Participants	16
Objectives	<p>Educating through the film all local stakeholders (youth, government officials, business, academia/scientists, artists, and citizens) to understand the importance of Planetary wellness and the necessity to take action for climate change via living soil, food, and biobased production research and activities.</p> <p>Developing the framework of participatory design for future-ready communities and comprehending the power of local economies.</p> <p>Exploring and assessing the skills needed for making impactful films that empower stakeholders to ACT</p>
Additional resources	N/A
Description of activities (with timing)	<p><b>CHRISTIANA GARDIKIOTI</b> <a href="https://www.merakipeople.gr/">https://www.merakipeople.gr/</a></p> <p>Christiana is a Theatre graduate, an Educator of French and English Literature, a Financial Consultant, and now a Social Impact entrepreneur that aims to revitalize empty rural communities into thriving, self-sufficient, self-regulated, food and Energy-autonomous communities.</p> <p>Her presentation will include the following <b>(30min)</b></p> <p>I. Introduction to Meraki People - <a href="https://www.youtube.com/watch?v=0HCibzEYCZI&amp;t=5s&amp;ab_channel=MerakiPeople">https://www.youtube.com/watch?v=0HCibzEYCZI&amp;t=5s&amp;ab_channel=MerakiPeople</a></p> <p>Building a community via a community bio fab lab Introduction to SDG#12 responsible production and consumption</p> <p>II. Journey to inspire people <a href="https://www.youtube.com/watch?v=9ImiJuuWNE4&amp;ab_channel=MerakiPeople">https://www.youtube.com/watch?v=9ImiJuuWNE4&amp;ab_channel=MerakiPeople</a></p> <p>Successful and unsuccessful steps to build community</p>



Powerpoint presentation of 20 minutes to demonstrate how from the idea you can proceed to implementation and attract financing

First clients retreats and Local Diamonds dinners  
[https://www.youtube.com/watch?v=4G0psemYjmM&ab\\_channel=EvolutionaryFutures](https://www.youtube.com/watch?v=4G0psemYjmM&ab_channel=EvolutionaryFutures)

III. Taking Action and Recording it in the film as a journal Education and Business Centre creation where citizen science will be happening. Filming all steps as a journal on film

IV. Documentary Film making as content for social media and financing purposes

#### V. Planet Local: A Quiet Revolution (video 50 +10min)

[https://www.youtube.com/watch?v=EHAXdrLagwY&ab\\_channel=LocalFutures](https://www.youtube.com/watch?v=EHAXdrLagwY&ab_channel=LocalFutures)

<https://vimeo.com/259546997> Losing hope Making hope A documentary made by Meraki People

#### MARIA STEFANOUE <https://stefanouproductions.gr/en/>

Maria is a young successful entrepreneur, Theatrical Producer, musical performer, author of 8 self-improvement books, composer, director, and choreographer.

Purpose: Guiding new entrepreneurs by example via **NFE**.

Philosophy:

One of the most important parts of entrepreneurs is to really believe in their vision. Believe that their "dream" is something doable and that someone before them did it and can help them out.

There are lots of successful examples of people who believed in their dream and started their own businesses. One of these examples is Maria.

Maria used cinematography to create a documentary in which she explained all the steps she took to establish her business and turn what she loves to a profitable business.

Presentation :

1. Introduction of Maria Stefanou.
2. View the documentary based on her life with the title "One Step At A Time. "



	<p><a href="https://www.youtube.com/watch?v=hdiosJORHRk">https://www.youtube.com/watch?v=hdiosJORHRk</a></p> <p>3. Q&amp;a with the audience. In the following link, you will find the inspirational documentary of her path from being a hairdresser to becoming a theatrical producer that gives jobs to more than 50 artists per year.</p> <p>“ The power of storytelling is extraordinary... I want my story to give strength, hope, and a sense of security to all humans out there that want to find their own path. No matter the path, the state, or the difficulty there is always a way. “</p> <p>Maria Stefanou</p>
Theoretical Background	Transferring all theoretical skills to applied projects can be of great benefit to value creation both for educators and learners. It is through this transfer of knowledge that filmmaking can be a potent developmental tool
Expected outcomes	Purpose-driven entrepreneurship could be an integral part of learning and a potent civil society activation mechanism

The third day of our event holds a special significance as it aims to invite remarkable individuals who can share their compelling stories. The primary goal is to inspire and motivate participants to embrace personal growth, foster positive transformations, cultivate critical thinking skills, and expand their awareness of the world around them. Through the wisdom and experiences of our esteemed guests, we aim to create a profound impact on the lives of all those present.

### Sharing Inspiring Stories:

The heart of the third day lies in the power of storytelling. Our invited guests, carefully chosen to align with the unique needs and aspirations of the group, will share their life journeys, struggles, triumphs, and the lessons they learned along the way. Their stories will serve as a beacon of hope and resilience, demonstrating how challenges can be overcome, and dreams can be realized.

### Encouraging Positive Change:

These captivating narratives will act as catalysts for change, encouraging participants to reflect on their own lives, identify areas for improvement, and embrace positive transformation. By witnessing the triumph of the human spirit, attendees will be motivated to make meaningful changes and take steps toward achieving their goals.

### Fostering Personal Development:

Our esteemed guests will not only share their successes but also emphasize the importance of continuous self-improvement. They will provide insights into various tools and techniques that can aid in personal development, empowering participants to discover their full potential and grow as individuals.

### Cultivating Critical Thinking:





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Beyond inspiration, the third day also focuses on the development of critical thinking skills. The guest speakers will engage in thought-provoking discussions and exercises designed to challenge conventional beliefs, stimulate intellectual curiosity, and enhance analytical abilities.

#### **Broadening Awareness about the World:**

A key aspect of personal growth involves broadening one's perspective on the world. Through engaging conversations, our guests will encourage participants to explore diverse cultures, global issues, and social challenges. This heightened awareness will foster empathy and a sense of responsibility toward making a positive impact on society.

#### **Conclusion:**

The third day of our event stands as a pivotal moment in the overall experience, where the power of storytelling and the wisdom of our invited guests come together to create lasting change. Participants will leave with newfound inspiration, a strengthened resolve to develop themselves, and an increased awareness of the world's complexities. Ultimately, we hope that this day will serve as a springboard for a brighter and more purposeful future for all those involved.

The invited guests are up to the organizers of local training.



## Day 4

Title of the topic	<b>Selected movie display</b>
Time of the activity	<b><u>120 minutes</u></b>
Number of Participants	20 people
Objectives	<ul style="list-style-type: none"> <li>• Learn about inclusion, diversity, equality, and non-discrimination in an indirect way through art,</li> <li>• Motivate participants to think about modern challenges related to inclusion, diversity, and non-discrimination,</li> <li>• Recognize the differences in people's perspectives and in their understanding of social situations and of dialogue,</li> <li>• Inspire participants to express themselves and contribute to positive social change through art.</li> </ul>
Additional resources	Movie- Hidden Figures
Description of activities (with timing)	<p><b>Introduction to the selected movie - 5 min</b></p> <p>As the United States raced against Russia to put a man in space, NASA found untapped talent in a group of African-American female mathematicians that served as the brains behind one of the greatest operations in U.S. history. Based on the unbelievably true life stories of three of these women, known as "human computers", we follow these women as they quickly rose the ranks of NASA alongside many of history's greatest minds specifically tasked with calculating the momentous launch of astronaut John Glenn into orbit, and guaranteeing his safe return. Dorothy Vaughan, Mary Jackson, and Katherine Gobel Johnson crossed all gender, race, and professional lines while their brilliance and desire to dream big, beyond anything ever accomplished before by the human race, became true American heroes.</p> <p><b>Movie Display - 2 hours 6 min</b></p> <p><b>Break time - 15 min</b></p> <p><b>Debriefing - 30 min</b></p> <p>The title Hidden Figures is an invitation to look beyond what's obvious. In the movie, the need to look beyond applies both to people and to the mathematics that will safely send astronauts into space and back. At one point in the film, Al Harrison, Katherine's boss says to her, "What I'm asking everyone in that room to do, all my geniuses, is to look beyond the numbers. To look around them, through them, for answers to questions we don't even know to ask." The women are hidden in plain sight, a fact accentuated by their jewel-toned dresses that stand out against the white shirts worn by the men.</p>
Theoretical Background	<p>The course places a big importance on film art as a form of self-expression and social criticism. Participants have typically little experience with performing arts, and before they learn how to express themselves through art, they need to observe how others do it, in this case through the eyes of a movie director. Furthermore, films are a relevant medium to approach as we all understand well messages which are transmitted through visualization and storytelling.</p>



	<p>Movies can also inspire reflection, creativity, and self-expression, which are qualities needed in modern workplaces.</p> <p>Lastly, it is very hard for people to understand other people’s perspectives and to even realize the span of differences in understanding and processing information. Discussing a film together helps participants to see how each person finds different parts of the film important, understands events and dialogues in a different way, and even makes different conclusions about their meaning.</p>
Expected outcomes	<p>Recognize different cases of intercultural exclusion, discrimination and inequality,</p> <p>Become aware of the impact of intercultural exclusion, discrimination and inequality have on individual people and on society,</p> <p>Analyze critically the relations between various cultural groups.</p> <p>Analyze critically a work of art,</p> <p>Acknowledge and accept the wide range of differences in interpretation and perspectives of each spectator.</p>
Needed materials	Laptop, projector
Comments	N/A

Title of the topic	<b>Selected movie debriefing</b>
Time of the activity	<b><u>75 minutes</u></b>
Number of Participants	20 people
Objectives	<ul style="list-style-type: none"> <li>• Learn about inclusion, diversity, equality, and non-discrimination in an indirect way through art,</li> <li>• Motivate participants to think about modern challenges related to inclusion, diversity, and non-discrimination,</li> <li>• Recognize the differences in people’s perspectives and in their understanding of social situations and of dialogue,</li> <li>• Inspire participants to express themselves and contribute to positive social change through art.</li> </ul>
Additional resources	Movie
Description of activities (with timing)	<p><b>Discussion Guide Questions</b></p> <ul style="list-style-type: none"> <li>• Who or what are the “hidden figures” in the movie?</li> <li>• What is the significance of the scene with the policeman? What does it say about then (1961) and now?</li> <li>• Consider the many moments of joy in the movie. Why include them?</li> <li>• What risky acts of courage do Katherine, Mary, and Dorothy take? How are they rewarded?</li> <li>• The film shows the strong relationships that Katherine, Mary, and Dorothy have with each other and with their families. Why do these relationships matter?</li> </ul>



	<ul style="list-style-type: none"> <li>• What is the role of the Black church during the civil rights movement? Why was the church scene important to include?</li> <li>• Do you think NASA was a socially progressive organization in 1961? Why or why not?</li> <li>• How does it change from the beginning to the end of the movie? • Why did racism break down at NASA?</li> <li>• Al Harrison, Katherine 's boss, saw Katherine' s genius. Yet he didn't see discrimination against her in the Space Task Group -- his own department -- until she confronted him with it. Why not?</li> <li>• Transformation is the story-line of the movie. What characters are transformed? What characters are not transformed in some way?</li> <li>• What is the role of coffee and the coffee pot? What does it symbolize?</li> <li>• Who are the hidden figures in our community today? Why do we not see them?</li> </ul>
Theoretical Background	<p>The course places a big importance on film art as a form of self-expression and social criticism. Participants have typically little experience with performing arts, and before they learn how to express themselves through art, they need to observe how others do it, in this case through the eyes of a movie director. Furthermore, films are a relevant medium to approach as we all understand well messages which are transmitted through visualization and storytelling. Movies can also inspire reflection, creativity, and self-expression, which are qualities needed in modern workplaces.</p> <p>Lastly, it is very hard for people to understand other people's perspectives and to even realize the span of differences in understanding and processing information. Discussing a film together helps participants to see how each person finds different parts of the film important, understands events and dialogues in a different way, and even makes different conclusions about their meaning.</p>
Expected outcomes	<p>Recognize different cases of intercultural exclusion, discrimination, and inequality,          Become aware of the impact of intercultural exclusion, discrimination, and inequality have on individual people and on society,          Analyze critically the relations between various cultural groups.          Analyze critically a work of art,          Acknowledge and accept the wide range of differences in interpretation and perspectives of each spectator.</p>
Needed materials	N/A
Comments	N/A

Title of the topic	<b>Social Exclusion and Privilege</b>
Time of the activity	<b>105 minutes</b>
Number of Participants	20 people



Objectives	<ul style="list-style-type: none"><li>• To define social exclusion from a personal perspective and identify the role of privileges in social exclusion.</li><li>• To define and identify the spectrum of privileges and their social consequences within the group.</li><li>• To be able to recognize privileges or the lack of them.</li><li>• To be grateful for what we are and have.</li></ul>
Additional resources	N/A
Description of activities (with timing)	<p><b><u>First session</u></b></p> <p><b>PPT Presentation on Social Exclusion and Privileges - 30 min</b></p> <p>The presentation is designed to be interactive and practical, with opportunities for group discussions, self-reflection, and real-life examples. It is also important to acknowledge the personal experiences and perspectives of the participants and offer a safe and inclusive environment that encourages them to share their views and opinions. The presentation focuses on the impact of cultural exclusion and privilege on their daily lives, highlighting how these issues affect their relationships, opportunities, and well-being. During the group debriefing time, the coordinator offers strategies and resources that they can use to challenge social exclusion and promote equality and inclusion in their communities.</p> <p><b>Debriefing - 15 min</b></p> <p><b><u>Second Session</u></b></p> <p><b>Take a step forward - 20 min</b></p> <p>Each student receives 1 card. For example, “You are an unemployed single mother”, “You are the owner of a successful company”. Participants are asked to move their role person accordingly to their statute or life story. Participants listen to some situations and events.</p> <p>For example:</p> <ul style="list-style-type: none"><li>• You know where to turn for advice and help if you need it.</li><li>• You have never felt discriminated against because of your origin.</li><li>• You have adequate social and medical protection for your needs.</li><li>• You can go away on holiday once a year.</li><li>• You can invite friends for dinner at home.</li></ul> <p><b>Group debriefing - 10 min</b></p> <p>How did you feel about each of your people? How could you help them? What advice would you give to each of them?</p> <p><b><u>Third session</u></b></p> <p><b>Privilege Spectrum Activity - 10 min</b></p> <p>Give each student a piece of scrap paper to crumple up into a ball. Place a trash can in the front of the room. Move the students into at least 3 rows.</p>



	<p>Say: "You all represent the country's population. And everyone in the country has a chance to become wealthy and move into the upper class. To move into the upper class, all you must do is throw your wadded-up paper into the bin while sitting in your seat."</p> <p>Students in the back row should exclaim that they are at a disadvantage (which is the point of this game). The students toward the front will have a better chance at making it in than the students toward the back. The closer you were to the recycling bin, the better your odds. This is what privilege looks like. Did you notice how the only ones who complained about fairness were in the back of the room? By contrast, people in the front of the room were less likely to be aware of the privilege they were born into.</p> <p><b>Privilege Blindness - 5 min</b></p> <p>A critical part of being a true activist and ally for folks who are less privileged requires self-reflection on what your privileges are, and what you lack.</p> <p>There is a story told about the wise old fish who was swimming through the water. As he swam along he encountered two young fish coming by. He turned to them and asked "How is the water?" and the young fish replied – "What water?" Many white people are like the young fish in the ocean; they don't see their privilege, and it's not necessarily intentional.</p> <p>But we fall into the same category</p> <p><b>Group debriefing - 15 min</b></p> <p>How can one change the odds in her/his favor? What type of resources would one sitting in the back rely on to progress faster? How can one compensate for a disadvantageous position? What are the characteristics of the people that start with a disadvantage and against all the odds they are successful?</p>
Theoretical Background	<p>Social inclusion can be referred to as a "safety net" as it provides basic resources and prerequisites for the fulfillment of everyday needs. Social exclusion can be determined by personal obstacles (fear of being discriminated against, lack of self-confidence, etc) and also by practical obstacles (lack of information, cultural or religious conflicts, lack of privileges, etc)</p>
Expected outcomes	<ul style="list-style-type: none"> <li>• Recognize the three main parts of the brain - Triune Brain Theory.</li> <li>• Being aware of the unconscious life scripts/metaprograms through which the brain filters the information about the world.</li> <li>• Acknowledge that if you have a brain you have a bias (perception, affinity, confirmation, attribution, conformity, contrast biases) and understand the value of self-awareness.</li> <li>• Understand the process of detecting, appraising, and regulating social pain during social exclusion.</li> </ul>
Needed materials	N/A
Comments	N/A



Title of the topic	<b>Social Exclusion and the Power to Change the Outcome</b>
Time of the activity	<b><u>105 minutes</u></b>
Number of Participants	20 people
Objectives	<ul style="list-style-type: none"> <li>To work collaboratively in small groups focusing on changing the position of the powerless in a given situation, aiming to explore the experience of feeling powerless, to express it visually, and to try out alternatives and see their effect. This approach is based loosely on the work of Augusto Boal.</li> </ul>
Additional resources	N/A
Description of activities (with timing)	<p><b>Changing the outcome</b></p> <ol style="list-style-type: none"> <li>1. Ask participants grouped by 3 to think individually of an incident in which they felt powerless and unable to do anything. It could be a situation that they tried but failed to change or one in which they would have liked to achieve a different outcome. Alternatively, participants can choose to select relevant film scenes. <b>10 min</b></li> <li>2. In groups of three, each person in turn silently sculpts the rest of the group into three tableaux that depict the beginning, the middle, and the end of the situation. It is necessary to tell people who they are only if they are confused about what they are representing in the tableau. <b>10 min</b></li> <li>3. When all the groups have produced the set of tableaux for each of their members, they choose one of the stories to work on. Run the sequence of tableaux again for the chosen story, this time incorporating one spoken thought for each of the characters – that is, one thought in each tableau. The thoughts should be spoken in a predetermined order. <b>10 min</b></li> <li>4. Working on the same story, extend the tableaux and thoughts into three short scenes – no more than a minute for each. Each person turns his or her thought into a sentence, combining it with some appropriate physical action. <b>10 min</b></li> <li>5. Come back to the whole group and see the work from each subgroup. Choose one of the subgroups to use in a demonstration.</li> </ol> <p>Take a tableau that has an easily identifiable oppressor, and an oppressed person with whom we can feel sympathy. Ask the rest of the participants to suggest how the powerless person might act to alter the situation. Try out these suggestions, with the participant who has the new idea going into the piece and playing the person whose actions they want to change.</p> <p>Continue this process with each of the stories, while the other groups serve as the audience.</p>



	<p>It is important that the group works on creative alternatives to the powerless response, rather than merely criticizing it. A group will often be able to see solutions that the individual does not see. <b>45 min</b></p> <p><b>Debriefing</b></p> <p>What is the effect of different actions on the outcome? How does the exercise relate to the lives of participants? What can they take away from this work? <b>20 min</b></p>
Theoretical Background	<p>Brazilian theater director Augusto Boal developed the Theatre of the Oppressed (TO) during the 1960s. He wanted to transform the monologue of a traditional performance into a dialogue between audience and stage. Boal experimented with many kinds of interactive theater, believing that dialogue is the common, healthy dynamic between all humans, that all human beings desire and are capable of dialogue, and that when a dialogue becomes a monologue, oppression ensues. Forum theater not only empowers audiences and makes them part of the action, it also illustrates that there are always alternatives and choices to make, which can change outcomes.</p>
Expected outcomes	<p>Participants feel empowered to take action in order to change the outcome of the cultural-based exclusion.</p>
Needed materials	<p>N/A</p>
Comments	<p>N/A</p>





## Day 5

Title of the topic	NFE Educator Challenges and Solutions
Time of the activity	<b><u>105 minutes</u></b>
Number of Participants	16
Objectives	Learn about challenges that educators may face and possible solutions
Description of the activities (with timing)	<p>Christiana Gardikioti will be conducting a 10 slides presentation (30' min) followed by a more in-depth discussion regarding the human and financial resources and tools needed to realize a documentary project led by educators</p> <p>Challenges include:</p> <ul style="list-style-type: none"> <li>● team building for a documentary on behalf of the students</li> <li>● teachers gaining the support of students, parents, and educational administrators</li> <li>● project management tools (excel and timelines) required to successfully complete the tasks of learning the art of transporting thoughts and feeling to visual message</li> </ul> <p>Solutions include:</p> <ul style="list-style-type: none"> <li>● successfully finance the project via local administrators</li> <li>● find alternative ways of financing like crowdfunding, crowdsourcing, and other fundraising activities</li> </ul> <p>The solutions will be discussed as a summation of the 4 mentioned presentations as alternative methods that facilitate the realization of projects and lead to the maximization of learning in a non-formal inside the classroom learning environment</p>
Additional resources	N/A
Theoretical Background	Non Formal Educators educators often face unique challenges in their practice, such as lack of recognition, limited resources, or difficulty in assessing and documenting learning outcomes.
Expected outcomes	Participants will know the challenges that they will probably face when working with groups and nonformal education and they will have resources and strategies about how to face them.
Needed materials	projector, wifi
Comments	It was obvious that intense engagement was present during all activities as well as emotional engagement. People felt inspired, hopeful, and eager to go back and start practicing some of the necessary skills explained in the presentation



## Conclusion and feedback from participants of the Brussels Seminar

### Belgium Participants' Feedback

Here is a summary of the evaluation provided by the participants from Belgium:

#### **Content and Relevance:**

The participants expressed their appreciation for the seminar's well-structured and relevant content. They found the topics covered to be highly informative and aligned with their interests in the film industry. The sessions provided a deep understanding of various social aspects through the means of cinema. The engaging delivery and interactive nature of the sessions further enhanced the learning experience.

#### **Organization and Logistics:**

The participants commended that the logistics, including venue selection, scheduling, and technical arrangements, were well-managed. They felt comfortable and supported throughout the seminar, which contributed to a seamless and enjoyable experience.

#### **Networking Opportunities:**

The seminar provided ample opportunities for participants to network and connect with like-minded individuals from various backgrounds. The participants valued these networking interactions and appreciated the chance to build relationships and exchange ideas with fellow enthusiasts of non-formal education and film.

#### **Support and Engagement:**

The organizations' dedication to creating an inclusive and collaborative environment fostered a sense of belonging and active engagement among the participants.

Overall, the feedback from the BE participants of the Cineforum International Seminar demonstrated a high level of satisfaction. The seminar succeeded in delivering valuable content, fostering networking opportunities, and leaving a lasting impact on the participant's personal and professional growth.

### Greece Participants' Feedback

#### **Content and relevance:**

All materials were very well thought out, detailed, and planned to the time frameworks allowed by the program of the organizers. The commonality of the week was that all materials were extremely pertinent and activities focused, structured and the time spent on interaction highly constructive

#### **Organization and Logistics:**

Some challenges with the distance from and to the venue but after the first day's delay due to "Deviation" all worked very smoothly

#### **Networking Opportunities:**

It was Ample as there was a personal aspect in communications, activities, and social hours. People felt close to each other with a great opportunity to learn from each other and continue to interact far beyond the seminar. It felt throughout the event a "family" and "belonging" atmosphere very conducive to learning, networking, and planning future endeavors asap. A star hospitality with mindfulness and inclusivity was very prevalent.

#### **Support and engagement:**

Both were outstanding in the sense of time well managed, interests kept very high, and human interaction very effective throughout the week.



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### Italy Participants' Feedback

**Alessandro Bonvini:**

It was a wonderful experience, couldn't ask for anything better.  
Thank you for all your effort in making this project happen.

**Saima Musa:**

Wonderful experience with amazing people.  
Had a lot of fun and learning.  
Thank you for this opportunity.

**Alessandro Cusano:**

Amazing experience with amazing people, sad to come back home 😊😊

**Nizar Ali:**

It was the best experience in terms of learning and meeting experienced people. Indeed we learned many things that would be helpful for us in our life

### Poland Participants' Feedback

**Aleksandra Mazur:**

It was a such great experience. I participated in that kind of training first time. I learnt a lot and I met amazing people. For sure I can say, that it won't be the last time. I found out about that kind of activities, so I'll do my best to use them as much I can.

**Paulina Wiewióra:**

I participated in several TC regarding Erasmus+ Program. This one was one of the best. I met a lot of amazing people and learned about the method which I can use in my work.

**Florecia Abelenda:**

Thank you for the possibility to participate in that great mobility. It was a pleasure to meet you all, spend time with you and learn from each other.



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## Galery





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