



Newsletter 4: March 2016



@MINDSET Project

The Intensive Study Programme took place in Stoke-on-Trent Uk from 7th March-11th March 2016

It was attended by participants from Turkey, Italy, Greece, Spain and UK. Participants ranged from Teachers of ball age groups, Youth Worker, Teacher Trainers and University Academics involved in Education.

Day 1

Participants took part in icebreaker activities and completed two activities. The first involved the moving video of "The Butterfly Circus" It tells the story of the showman of a renowned circus discovers a man without limbs being exploited at a carnival sideshow, but after an intriguing encounter with the showman he becomes driven to hope against everything he has ever believed. The second looked at the hard decisions made by fictitious teacher Carol Brown.

Day 2

Participants looked at their own issues "Get Talking" and got to understand where their subtle prejudices lie

That was followed by a lively Forum Theatre on the Effects of Poverty. In groups Participants created their own scene acting out issues of poverty and the audience would intervene and take the scene in a different direction for resolution.



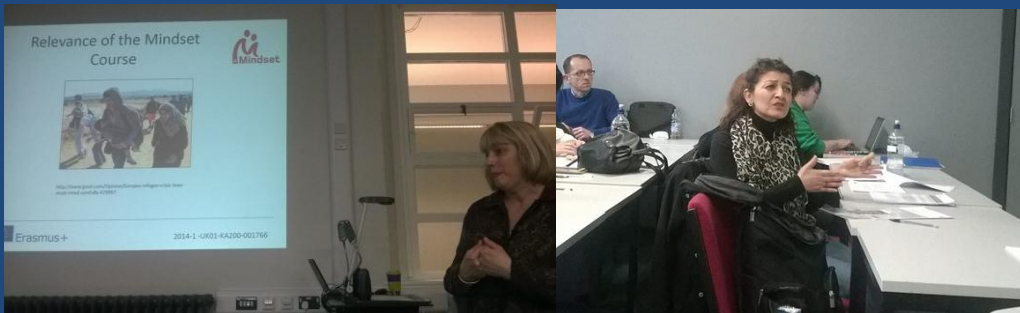
Day 3

On day three Participants appreciated the effect of making assumptions about people based on a preconception. This was demonstrated in an enlightening video from the TED talk series entitled "The danger of a single story" by Chimamanda Ngozi Adichie



Day 4

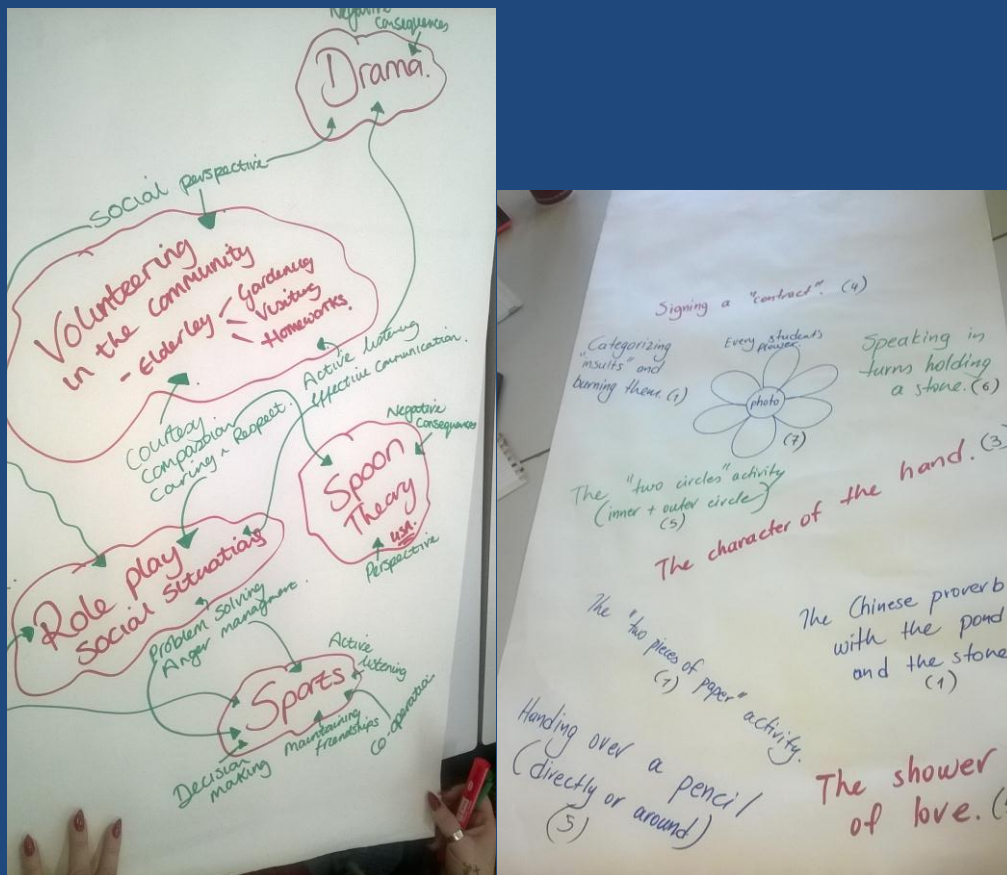
The relevance of the Intensive Study Programme was addressed looking at the current situation with the mass migration of refugees particularly to Turkey and Greece. The Governor of the Turkish district of Adana spoke of his concerns to the welfare of the refugees and the strain it is putting on Turkish resources who feel helpless to support them.



The participants then visited two great community projects in Stoke on Trent. The first was PM Training. PM Training offer various routes to apprenticeships, employment and further education through vocational courses, employability training and study programmes for 16-19 year olds, who have struggled with inclusion issues within mainstream education. The second visit was to the North Staffordshire YMCA, who offer a wide range of support to young people from diverse backgrounds who have been excluded from society due to their circumstances.

Day 5

On the final Day the Participants visited the local Stoke-on-Trent 6th Form college and toured the facilities, speaking with the staff about how they handle issues of inclusivity and finished off the Intensive Study Programme by developing their own ideas for an @MINDSET Conflict Prevention Programme for schools, based on their own prior experiences and what they had learnt on this week long course.



Common project of planting in an area near the school and present it to the community (No 7, 6, 4, 3)

Writing stories in the classroom:
1 student writes the 1st part, another the end and so on. Teacher gives guidelines (small elements of conflict) and key words for the story (No 6, 5)

Draws (No 1-7)
- change of roles
(or 6 - write projects for the whole school)
Choose a theatrical play, rewrite it about conflict/peace. Somebody takes the role of victim and others must accept him.
The play is presented in the community (e.g.

- * Student as mediator of a conflict (1, 2, 3)
- * Film/video scenes with a conflict situation and students discuss about each character ()
- * Discussions about feelings in the classroom during ()