

# GENERATION EUROPE

# METHOD BOX

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Erasmus+

Ministerium für Kinder, Familie,  
Flüchtlinge und Integration  
des Landes Nordrhein-Westfalen



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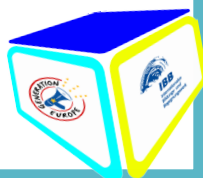
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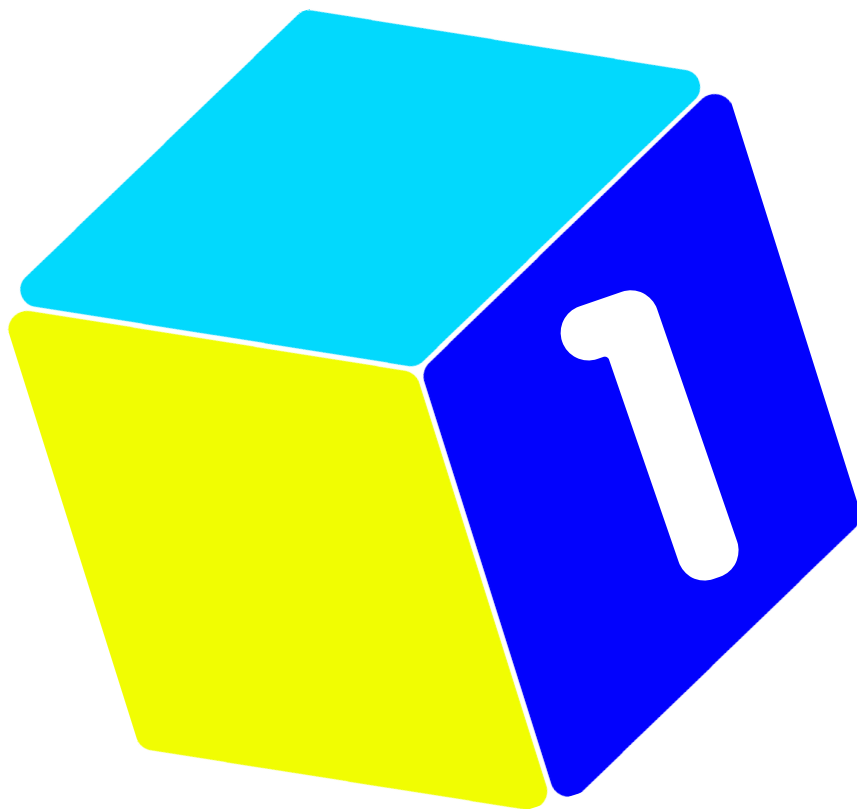


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# INTRODUCTION

Non-formal methods on civic and democratic education have been created and used for many years. But when it comes to the target group of youths with fewer opportunities and the context of non-formal education, the list of used, proven and internationally available methods is rapidly shrinking. And even though, different approaches have been made by different organisations or networks in different countries and regions, the results of adapting methods to diverse target groups and the use in international and non-formal contexts are rarely shared throughout the scene of professionals in international youth work. It becomes even more difficult to find methods that explicitly deal with the topic of Active European Citizenship.

This manual is one of three products that the strategic partnership “Network for Active European Citizenship”, within the regular network of the Generation Europe project[1], developed during the project period of 2018-2020. This partnership aimed to fill the term Active European Citizenship with concrete meaning and practical approaches in order to make it understandable and accessible for both professionals and young people from various backgrounds. Moreover, some of the methods encourage action.





The activities were developed with community or local authority involvement, to raise awareness across society and promote concrete change, empower action and foster real civic engagement in local communities and across Europe.

The Generation Europe Methodbox, aka GenE Methodbox, is not only a collection of adapted or developed methods on the topic of Active European Citizenship, but also includes a theoretical part that explains the inclusive research work process of the partnership in creating this manual and gives a good basis in terms of knowledge and preparation before implementing the methods.

This toolbox was created in a way that it is usable for different target groups, in different kind of non-formal activities (like trainings, encounters, seminars), for short- and long-term projects, for in person or digital activities. Especially during the Covid-19 pandemic at the beginning of the 2020, the partnership had to face the impossibility to meet in person and had to develop new digital methods. All the activities were tested, not only during the international youth encounters, but also in local activities and were, moreover, subsequently evaluated and further developed, in collaboration with the involved youngsters.

The readers can select a perfect method for their purpose, following the “Bubble explanation” (page number 28). Additionally, the TSO (training session outline) beyond the method description, will contain information on preparation, possible outcomes and obstacles, suggestions for reflection and self-reflection processes. All the methods are ready to be used, containing if necessary, materials for their realisation and if needed they can be adapted by the users. Furthermore, there will be a digital version, downloadable for offline usage.

We wish all those who work with young people in the field of European civic and democratic education success and fun and hope that this handbook will be a support to them. We would like to thank all those who have contributed to the GenE Methodbox, especially the Methodbox team, but also the whole Generation Europe network, who have shared their experiences and knowledge in the creation of this book.

**We wish you many great experiences with the GenE  
Methodbox and look forward to a more active Europe!**





# GENERATION EUROPE

## YOUNG DEMOCRACY IN ACTION

**Who we are and what we stand for** - Generation Europe is an international network of youth work institutions, looking to further an active European civil society. It motivates participants towards common political action and creates the necessary foundations. 30 youth work institutions from 15 European countries are taking part. In each case, youths from three countries continually collaborate over a duration of three years in order to become politically involved. They identify problems at a local level, meet in international encounters and support one another in local communities or European partnerships and thereby try to take on these problems. We network and discuss which problems not only appear on national levels but should rather be considered on a European level as well. To do so, young people and youth work professionals also seek the dialogue with representatives of political institutions on all levels.



By combining actions at the participants' location with activities on the European level, we develop and test new approaches of a shared European civic education. In the Generation Europe network, young people are active together, irrespective of origin, parental income and previous success in formal educational systems.

Our goal is, to reach political participation for everyone and to contribute towards a confident and inclusive European citizenship. Current developments make this work particularly important: in many countries, undemocratic and right-wing populist movements are increasingly met with approval. The public often perceives values such as freedom, democracy and respect for human rights as playing a diminishing role in Europe's conflicts and crises. In this situation, solidarity conceptions of society are questioned again and again. Young people in Europe are hit particularly hard by economic crises and social inequality. Many feel, as though there is little that can be changed about these conditions. However, the participation, especially of young people, is of central importance for the European democracy. It is them, who will have to live with the consequences of today's decisions the longest. Since they are affected, they also need to have a say!

**The concept of Generation Europe** - The network of Generation Europe consists of 30 youth work organisations from Belarus, Czech Republic, Denmark, Estonia, Finland, Germany, Greece, Hungary, Italy, Lithuania, Poland, Portugal, Romania, Spain and the Ukraine. They work together in 10 trilateral partnerships but also meet for training and conferences to exchange knowledge and best practices as a European network.

Generation Europe implements different activities for young people and aims to include diverse youths who have been underrepresented in international projects and civic education activities until now. The focus of Generation Europe 2018-2020 was on one hand the European youth encounters and on the other hand local work of the 30 participating youth groups. Each partnership carries out one youth exchange per year, so that three youth exchanges per partnership took place during the course of the project. These are accompanied by local preparation meetings, together with the young people. The second important element are the local actions of the young people, which take place between the youth encounters in all participating countries and are also supervised by the project partners. At the local level, the young people select problem areas that they would like to work on independently during the project. They develop action plans, discuss them with their European partners and finally implement them during the third year. The joint work of the local groups leads to

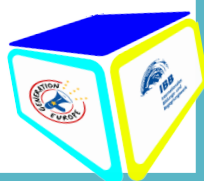


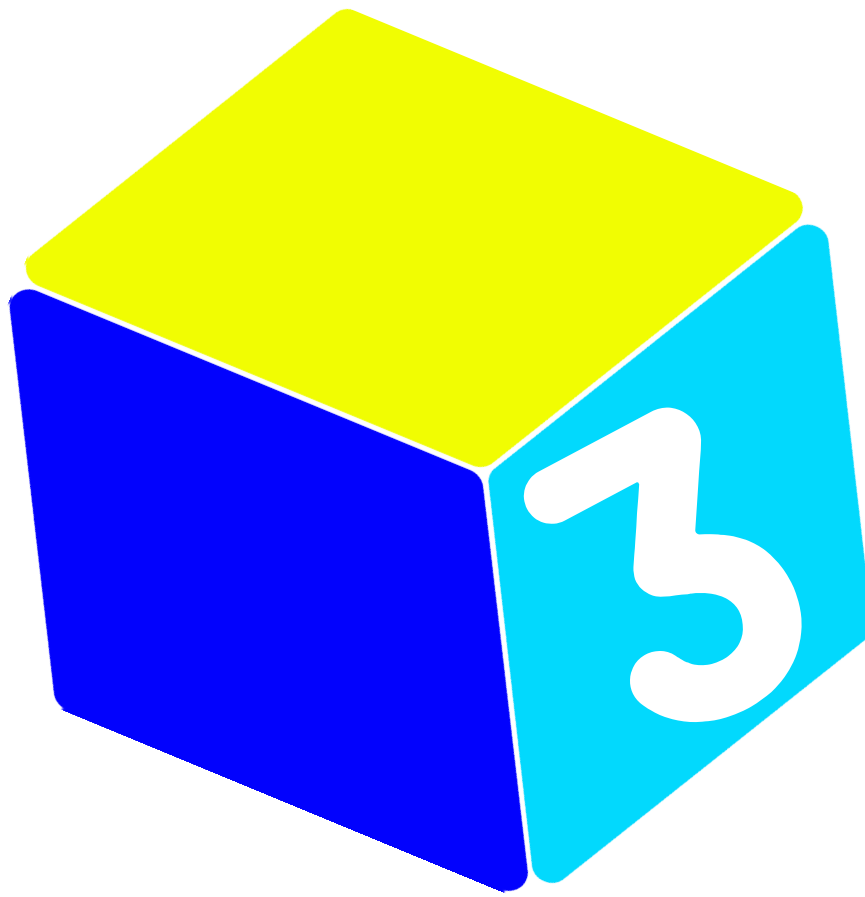
the fact that European topics are worked on in the context of the life reality of young people and Europe is thus experienced directly. Furthermore, the local cooperation offers a low-threshold entry for the young people to get involved and also strengthens their motivation over the relatively long period of three years to remain active in the project. The results of the local groups and partnerships are presented on the final European event of the network: The European Action Week.

In addition to the activities for the young people and the regular network meetings as conferences and trainings, a strategic partnership called “Network for Active European Citizenship” has also emerged from the network. This partnership has developed three products during the project period 2018-2020: Guidance Papers for Youth Policy Recommendations, a Digital Democracy Platform, and this Methodbox.

Another important aspect of Generation Europe’s activities is the constant and diverse lobbying in the field of youth work and youth policy. The participating youth organizations, as well as the youth groups, have lobbied for the needs of youth work and young people in the participating countries and have also regularly entered into exchange with politics and administration.

Generation Europe is a network full of diversity and full of energy for youth work, youth policy, inclusion and a democratic Europe. In the past years, a lot of potential has already developed from the joint work and we are looking forward to continuing, developing and expanding this successful concept in the coming years. The network has successfully completed a first phase and is already in the middle of preparations for a new phase with an even larger and more diverse network of youth organizations and young people. Together, we will work for more European youth work, more inclusion and a democratic Europe in the coming years.

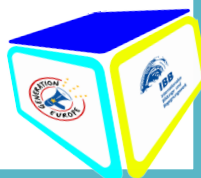




# THEORETICAL BACKGROUND

## 3.1.1. VALUES, HISTORY AND EXAMPLES OF AEC

**Values** - The values of a community of people are usually taken as a given in everyday discussions and public debate. They are the ones we gladly recognize in people we agree with or, in opposite, wonder about their lack in people and communities with whom we feel socially and culturally distant. From time to time, we are called to vote based on the promoted and invoked values of candidates. We become involved in groups with whom we share common values and characterize ourselves on the basis of specific, jointly recognized values.



However, when we start a theoretical discussion about values and need to define what a value is, we are caught unprepared and face difficulties. Very often, we refer to a concept as if it were a value, when in fact it is something else, for example a human quality, a skill or competence, or even a distant human goal, an utopia. It is not unusual that this difficulty occurs. Values are abstract concepts that come from human experience and, at the same time, define the human potential. They are always present, both in the past and in the future, and interact with the entire spectrum of human activity.

In order to create a list of values, one needs to include almost everything and, at the same time, exclude very important aspects of everyday life. For this reason, it is useful to combine categorized values with specific pursued goals, so that it becomes possible to include as many elements of human activity as possible, without facing chaos.

One successful example is the definition of the fundamental values of the European Union (EU). The EU community has defined its goals in the first step, e.g., peace, wellbeing of citizens, freedom, security and justice, and more<sup>1</sup>. In order to achieve these goals, the European Union has declared only six fundamental values that are diffused in all its official communication and treaties (like the Lisbon Treaty and the EU Charter of Fundamental Rights). One example is freedom, described as “freedom of movement gives citizens the right to move and reside freely within the Union. Individual freedoms such as respect for private life, freedom of thought, religion, assembly, expression and information are protected by the EU Charter of Fundamental Rights<sup>2</sup>.”

What we need to understand about values is that they do not exist by themselves in nature; they are a human creation, they are ideas, like the colours white and black. And, as in nature, there is no absolute white or absolute black but the infinite shades of grey. Hence, the values do not exist by themselves but are found in different versions and “quantities” within our daily activity. They function less as strictly categories and more as lighthouses, that illuminate and colour human life.

As the EU the Generation Europe Network worked on a set of values for their work to define what Active European Citizenship is (see chapter 3.2. Definition and Competences).

**Active European Citizenship** - The term “Active European Citizenship” (AEC) probably dates back from January 2004, when the European Council established a community action program to promote this active

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<sup>1</sup> For all goals see:  
<sup>2</sup> Values



European citizenship which corresponds to civic participation. This program was named “Citizens for Europe” (2007-13) which aims to promote active European citizenship. The reason for the implementation of this program has been well explained in E.U. laws and treaties: “The European Union is keen to see its citizens to play an active part in the implementation of Community policies”<sup>3</sup>. In line with the principle of subsidiarity, “European citizenship is complementary to, but does not replace, national citizenship. EU citizenship comprises a number of rights and duties in addition to those stemming from citizenship of a Member State.”<sup>4</sup>.

Back in 1999, the Tampere European Council stressed that an area of freedom, security and justice should be based on the principles of transparency and democratic control, involving an open dialogue with civil society. In its Declaration No 23, the treaty of Nice:

“the conference recognized the need to improve and monitor the democratic legitimacy and transparency of the Union institutions, in order to bring them closer to the citizens of the Member States”<sup>5</sup>.

The aim of the Community program set out in this decision is to contribute to the operating costs of organizations working in the field of active European citizenship and to promote measures which help achieve the Union’s objectives in that field. This program is diverse and can thus take multiple forms of actions.

Different institutions and organizations are implementing actions to make European citizenship (amongst young people notably) a reality. The Youth in Action program (2007-2013) e.g., aimed “to inspire active citizenship, solidarity and tolerance and involve young people in shaping the future of the European Union”<sup>6</sup>. Youth in Action (YiA) promoted mobility, non-formal learning, intercultural dialogue and inclusion, primarily among young people aged 13-30 and supported youth workers and civil society organisations through training and networking. The next program, as a continuation of the YiA, the Erasmus and other lifelong learning programs of the European Commission was the Erasmus+ program (2013-2020). One of the aims of Erasmus+ was “to support higher education institutions to equip students with the knowledge and skills to actively take part in society and be engaged as European citizens”<sup>7</sup>.

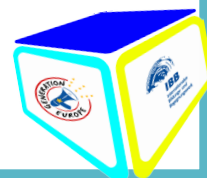
3 Article 9 of the Treaty on European Union (TEU)

4 2 European Law website

5 12001C/DCL/23 Treaty of Nice amending the Treaty on European Union, the Treaties establishing the European Communities and certain related acts - Declarations Adopted By The Conference - Declaration on the future of the Union

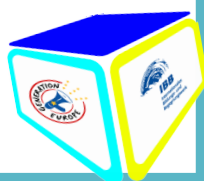
6 Youth in Action program

7 Erasmus+ shapes active citizens for an active Europe



Additionally, to the EU's effort to support active citizenship, the experts and practitioners of European youth work got involved in a more philosophical, political discussion about what active European citizenship is and also challenged the term itself. It is an ongoing debate, and the Generation Europe Network will become more engaged in it over the next period of the project, starting in 2021. The current state of the debate about renaming Active Citizenship to Critical Youth Citizenship can be found in the Article "What's politics got to do with it? - European youth work programmes and the development of critical youth citizenship" of Yahel Ohana.<sup>8</sup>

Taking into consideration the history of AEC, the current debate and mostly our international experience in practical non-formal civic education, we developed our own approach to interpret and define AEC in the Generation Europe Network. This definition and understanding of the term are the basis of our work and the methods that can be found in this Methodbox.



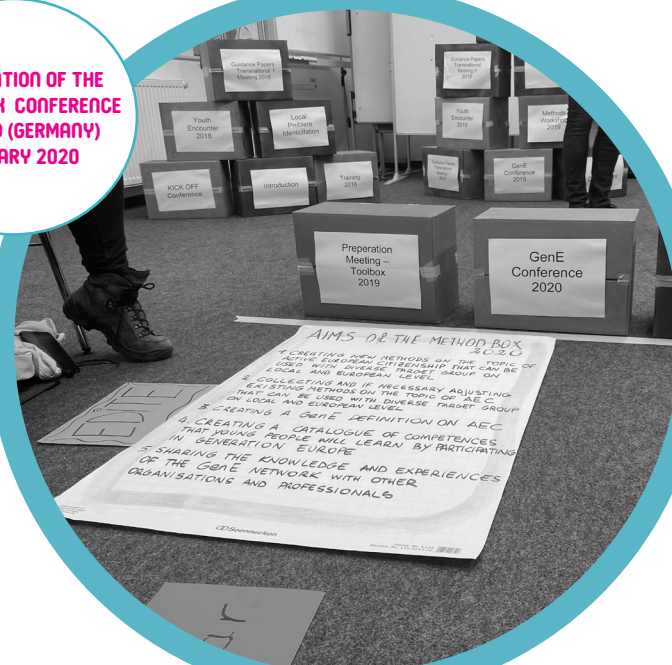


### 3.1.1. PICTURES AND RESOURCES FROM GENERATION EUROPE EVENTS

**TRANSNATIONAL MEETING  
GENE METHODBOX CREW  
LATINA (ITALY)  
JANUARY 2020**



**PRESENTATION OF THE  
METHOD BOX CONFERENCE  
BIELEFELD (GERMANY)  
FEBRUARY 2020**



**WORKSHOP TRAINING  
WEIMAR (GERMANY)  
2019**



**YOUTH  
EXCHANGE**



**PUBLIC  
ACTION**



### 3.1.3 EXISTING DEFINITION OF AEC

A shared understanding of the term AEC is essential for non-formal education. Many organizations and other smart people have already thought about that and enriched the world with a variety of definitions. Two examples are here:

“Whereas citizenship of the European Union is considered as a political concept, the European Citizenship implies a more emotional dimension with roots in a body of shared values, the celebration of diversity, the respect of different identities and the protection of national heritages. Getting involved in joint projects as well as increased mobility help to develop this feeling of belonging”.

CEMR definition.

“(Active) citizenship stands for an active participation of citizens in the economic, social, cultural and political fields of life. In the youth field much emphasis is on learning the necessary competences through voluntary activities. The aim is not only to improve the knowledge, but also motivation, skills and practical experience to be an active citizen”.

Siurala, L. (2005): European framework of youth policy.

These definitions inspired us, the Generation Europe Methodbox team, to explore various dimensions of AEC, such as the cognitive, emotional and action-oriented.

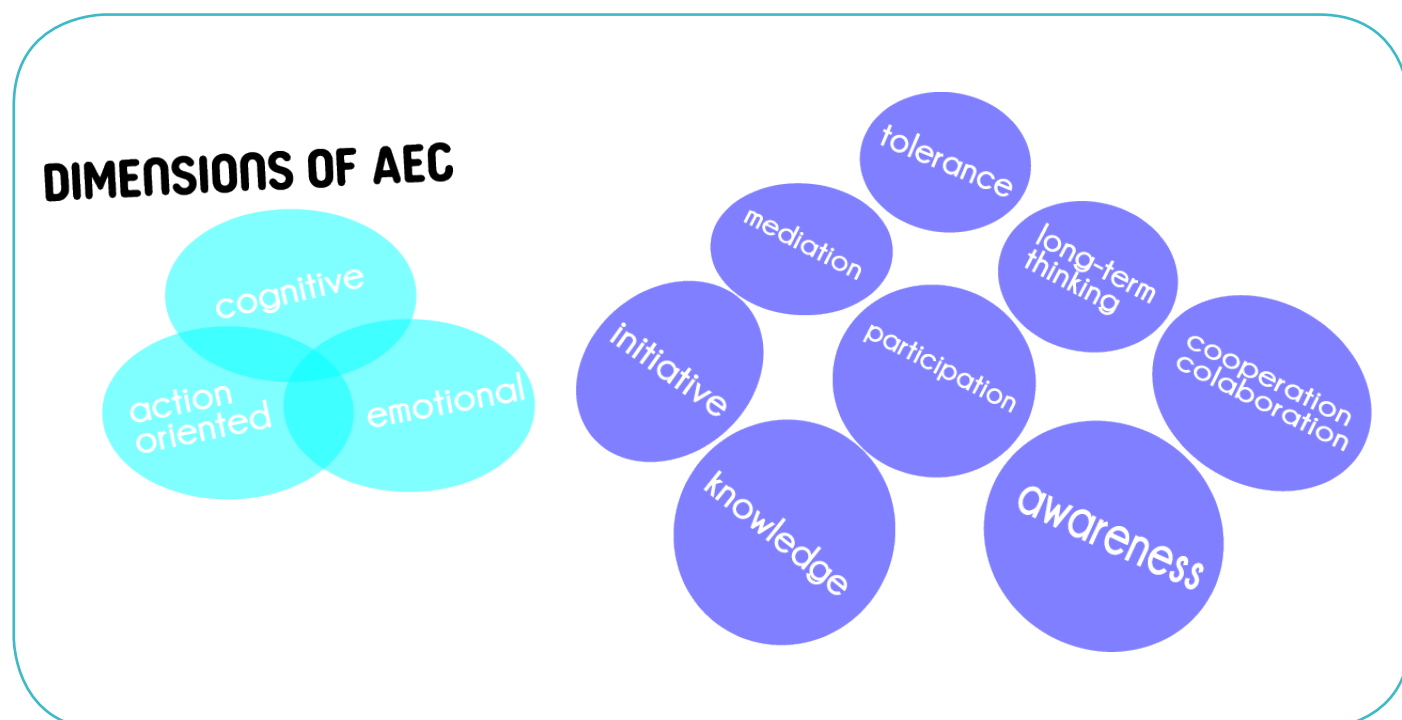
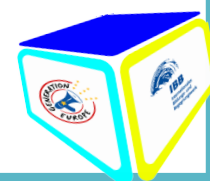


FIGURE 1: IMPRESSION OF THE RESEARCH PROCESS OF THE METHODBOX TEAM IN LATINA, ITALY IN JANUARY 2020.



During the Methodbox team meeting in January 2020 (Latina, Italy), we did a concept-mapping to identify the content that is relevant from GenE youth workers' point of view. Respect, inclusion, taking responsibility, critical thinking, awareness, attitude and common values appeared to be the most integral parts of the collectively created concept. At that moment, we didn't distinguish skills, knowledge and values, but created

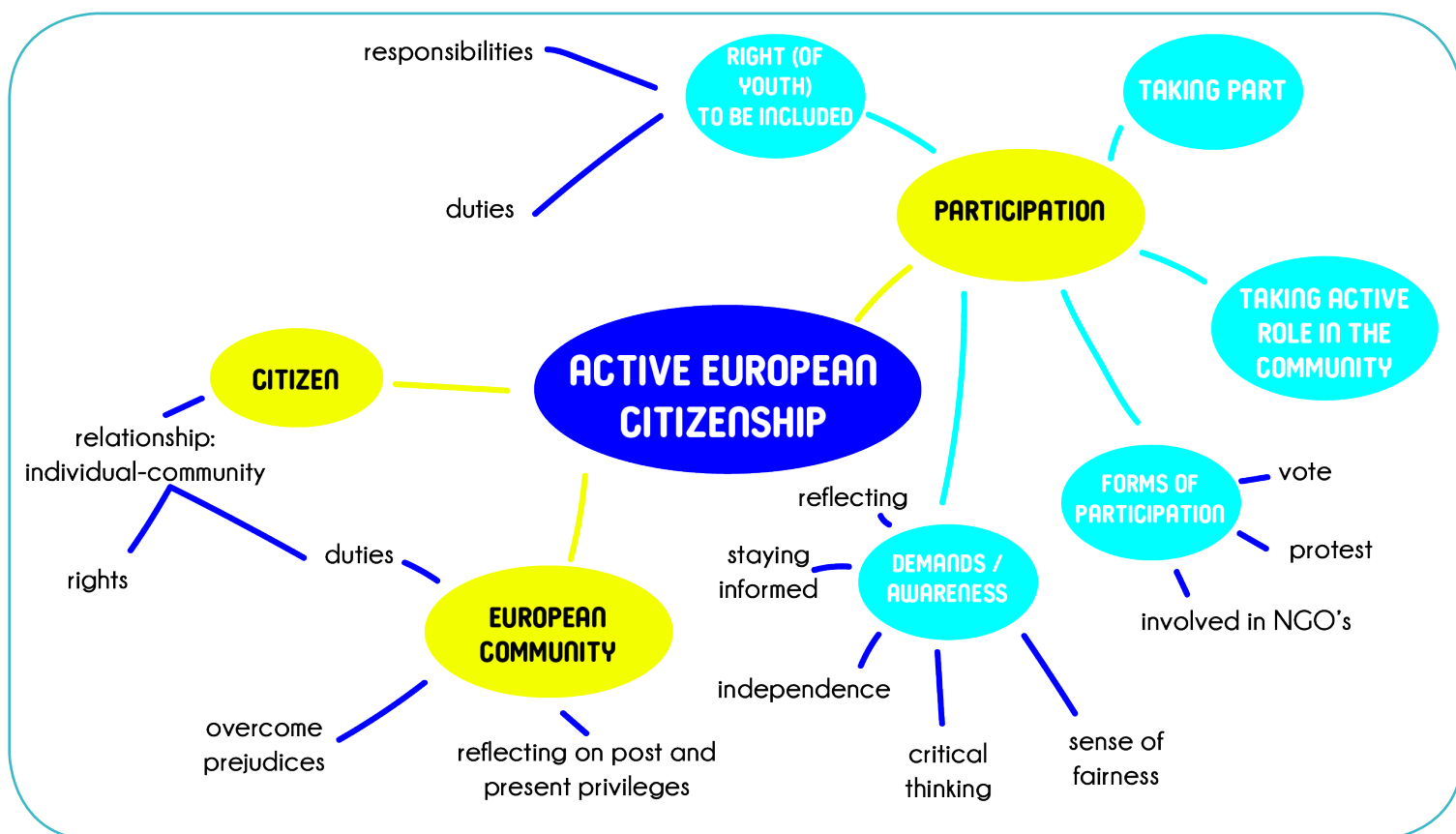


FIGURE 2: MIND MAP OF THE RESEARCH ON AEC BY THE METHODBOX TEAM

a shared picture of the things that are most important in our work as youth leaders – with reference to the existing definitions of AEC, created by our colleagues at European and regional level.

During the process of finding a good description of active citizenship, the Methodbox team realized that an AEC definition and the understanding of it is influenced by their own work and experience. For this Methodbox, all existing definitions were inspiring and yet not enough to catch our work.

Our idea was to build up our own understanding, backed by existing definitions of European Citizenship. This process will be described in more detail in chapter 3.2.



## 3.2 AEC DEFINITION AND COMPETENCES

**Introduction and process** - The Generation Europe project has the aim to empower diverse youths – a target group, hardly reached by offers of international youth work and civic education – to take action and become active European citizens. The aim of the project is to create a learning environment, where young people will be informed about the ways of active participation, be enabled to build their opinions and be empowered to respond to the challenges of society as active citizens. To fulfil this aim, the partners of the network used, adjusted, improved and developed methods. A group of partners, experts in Global Citizenship Education, with a focus on Education for Democracy and Human Rights and passionate about methodology, formed the Methodbox Team, in order to take the network's knowledge and activities and put them together in one book, the Generation Europe Methodbox, "GenE Methodbox". We consider it a guidance, for experienced trainers and newbies alike, to introduce the youngsters to Active Citizenship ideas and empower them for actions. The Methodbox Team started by collecting methods from the network, which were used in youth encounters, trainings and local work. They were all either existing methods, adjusted for the target group and the project's aim or completely self-developed. As a result of this step, the team collected masses of Training Session Outlines (TSO), some double, some not completed, some not in English.

The discussions about what methods should be kept, improved, and used for the Methodbox, revealed two main questions, which had to be answered before starting with the actual selection. The first one is: "What is AEC?" In particular: What is AEC for Generation Europe Network? And, the second one is: "What are the results?" What are the learning outcomes for the youths of our methods?

The answers had to be found in our network of youth work experts. A participatory concept like AEC needs collective thinking and a co-creation approach. So, the Methodbox Team created a multilevel plan to involve the network, with the aim to find a value-based Generation Europe definition of AEC and a set of skills and competences related to that, which will be taught through the Methodbox

**Competences and Skills** - The Methodbox Team did secondary research and identified several of the most known sets of competences from the Council of Europe and UNESCO, ranging from Sustainability and Democratic Culture Competences to 21st Century and Lifelong Learning Skills, along with their definitions. The result: 76 skills and competences were examined and eventually led to the list of 24 most-used competences. Then, a two-step decision process, with the whole network, was designed and implemented.



**Step 1:** The list of skills and competences was, as a survey, sent to the network to explore skills and competences used in the Generation Europe activities and to collect opinions about the most required ones for the Active European Citizenship. The input from the network was structured, revised and presented as a package of skills and competences, which we used before and what, in our opinion, will be needed for AEC education.

**Step 2:** The second survey step included a rather long list with 15 competences, 35 skills and 18 character traits as the outcome of our first survey. Unfortunately, it turned out that they are not easily referable to the set of competences. The Generation Europe network considers them as important, hence, these qualities should stay with us and we decided to refer to them as a first set of values. The aim of the second survey step was, to shorten the list and come up with a working set of skills, values and competence for the Generation Europe community. Each partner chose 5 of the most valued competences and skills that are required for the AEC concept. This process resulted in a list of 6 competences and 14 skills. Two or three skills were always assigned to one competence.

The outcomes of the survey, along with clear explanations about differences between skills and competences, were presented to the network and tested through a case study activity –carried out in small working groups to check our theoretical outcome in practice. This practical approach supported our previous work.

The final list of skills and competences is:

**1. CRITICAL AND CREATIVE THINKING**

- a. to be able to find out-of-the-box solutions
- b. to ask questions, share and reflect on answers
- c. to plan and manage projects

**2. EUROPEAN CITIZENSHIP COMPETENCE**

- a. participatory skills - to engage with others in challenging public issues
- b. to consider democratic values and human rights in personal and group actions

**3. COMMUNICATION COMPETENCE**

- a. to negotiate and deal with conflicts in a constructive way
- b. to participate in a decision-making process

**4. COLLABORATION COMPETENCE**

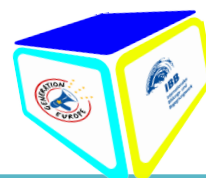
- a. to be able to work in a team
- b. to motivate and empower others to act

**5. CROSS-CULTURAL AWARENESS AND EXPRESSION**

- a. to value diversity and respect different viewpoints
- b. to be open-minded, integrate new perspectives
- c. to understand and respect ideas, created in other cultures

**6. PERSONAL COMPETENCE**

- a. to take responsibility for one's actions
- b. to understand emotions and behaviours of others





**AEC Definition** - While the process to evaluate skills and competences answered the question “What are the results?”, the other question “What is AEC?” remained unsolved. The Team decided to start another network process to create a value-based Generation Europe definition of AEC. Again, in a two-step process.

#### Step 1:

The professionals of the network were asked to name the five most important values of AEC.

The Team then structured the answers and created one list of 26 values.

#### Step 2:

The list was sent to the youths of the network and they were asked to choose five values that are most important to them. The five values that were selected the most, formed the basis of the Generation Europe definition of AEC.

### WHAT ARE THE MOST IMPORTANT VALUES OF ACTIVE EUROPEAN CITIZENSHIP FOR YOU?

118 answers

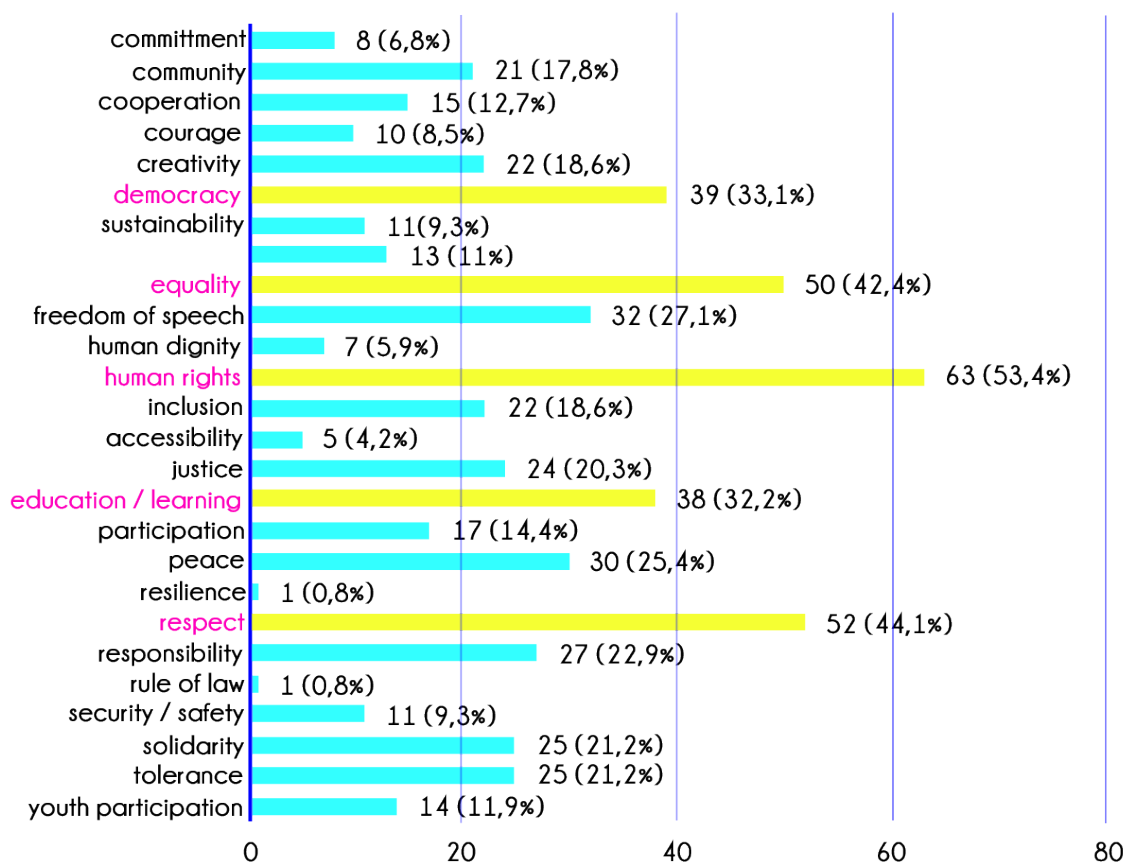
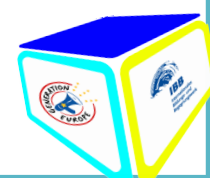


FIGURE 1: OUTCOME OF THE VALUES SURVEY.



In a long research-based discussion, the team came to a draft definition that was presented to the network for feedback. In a final meeting, the team decided on a final definition. (This definition is):

*AEC, as a part of Global Citizenship, is an attitude of taking action in society in everyday life on a local and international level, based on common values. The youth workers and youths of the network agreed on the following values as most important: human rights, respect, equality, democracy, and education/learning. Active European Citizens contribute to positive change in society, towards true respect and implementation of Human Rights for everyone, while taking our global responsibility. A set of specific knowledge and skills are required to reach this aim.*

On the basis of our AEC-definition, the team selected methods for this Methodbox that will help youths become Active European Citizens.

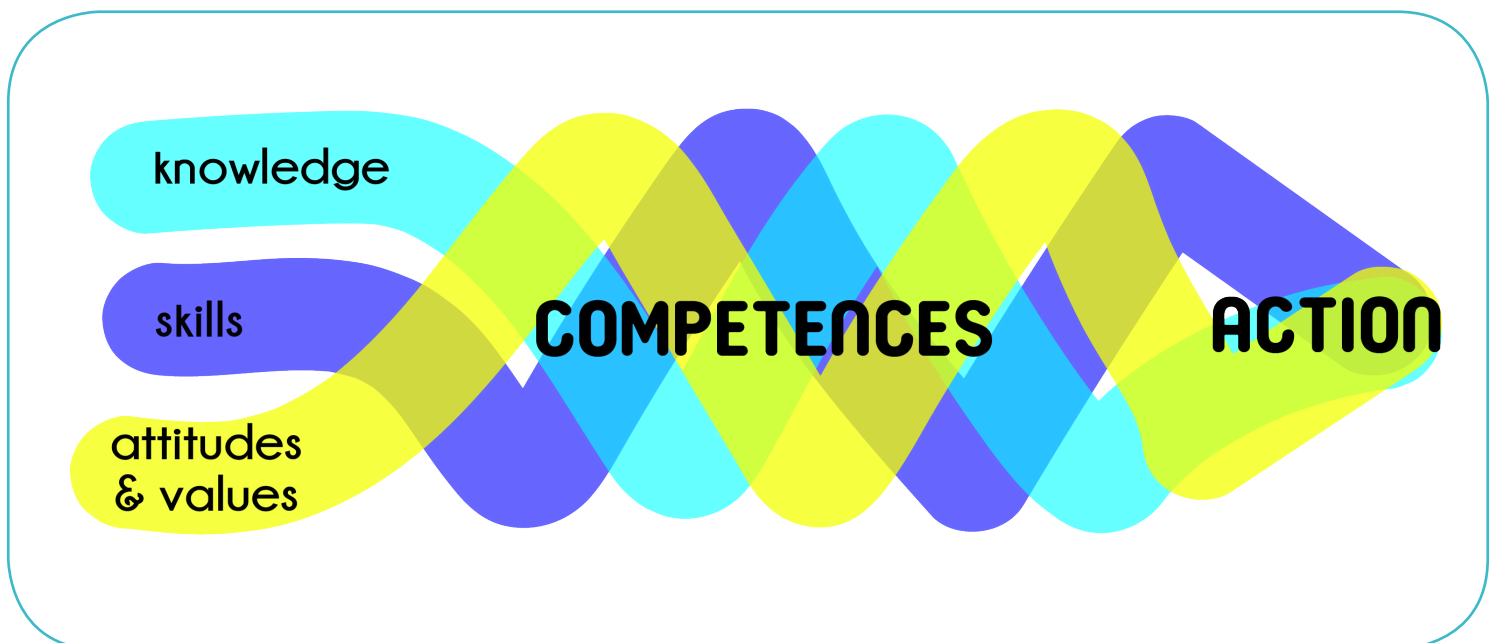
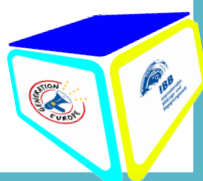


FIGURE 2: OECD COMPETENCY MODEL



### 3.3.1 BASIC PRINCIPLES OF NON-FORMAL EDUCATION

**Non-formal Education** - (NFE) is more than just a professional area to us as Generation Europe youth workers: it is part of our life and our way of learning about the world. Therefore, we will not compare it with formal or other types of education, but rather highlight the distinctive features of NFE, as a means of learning how the world works.

Based on the insights from our Generation Europe community, and inspired by brilliant trainers from the YouTube channel YOUTRAIN videoproject<sup>9</sup>, we outlined some main ideas and principles of NFE.

First of all, it should be noted that the primary concerns of NFE trainers are not certain skills or knowledge, but the creation of a learning environment with opportunities to experiment, learn together and reflect over the gained experience. The trainer is the facilitator of this space, who guides a learning process according to the participant's needs. While creating this space, the trainer should be aware of 7 main principles of NFE

1. **VOLUNTARY PARTICIPATION.** The learners should be aware that the learning process can sometimes require them to step out of their comfort zone. Thus, they have the choice to accept this challenge or not. At the same time, however, voluntary participation has a positive effect on the participant's learning motivation.
2. **ACTIVE PARTICIPATION.** In an encouraging and safe environment, learners are more eager to take ownership of their learning and take responsibility for their role in the group process.
3. **GROUP AS A SOURCE OF LEARNING.** Participants learn through interaction with others. Each group member can harvest the capacities and resources which group learning offers.
4. **LEARNER-CENTRED APPROACH.** Being in the centre of the educational process, allows learners to decide what, how and when they want to learn, and to choose what is relevant. The training activity is planned along a needs assessment, carried out in advance. Additionally, the activity itself should be flexible enough to adjust the content and methodology to the learners' needs.
5. **EXPERIENTIAL LEARNING.** NFE is based on a learning-by-doing approach, using an experiential learning cycle, where learners act, reflect, generalize and apply. Reflection is a crucial step in transferring knowledge, skills and values to learners.
6. **HOLISTIC APPROACH.** Learning in non-formal education settings involves cognitive, emotional and physical levels of learning. In practice, it means to activate the head (knowledge), hands (skills), and heart (attitudes), in order to achieve the expected learning outcomes.
7. **VALUE-BASED.** The value-based nature of NFE means that "why" questions as: "Why do we acquire skills for personal and professional development, for social inclusion, for participation in democracy and human rights?", should be thought through and answered before taking actions.





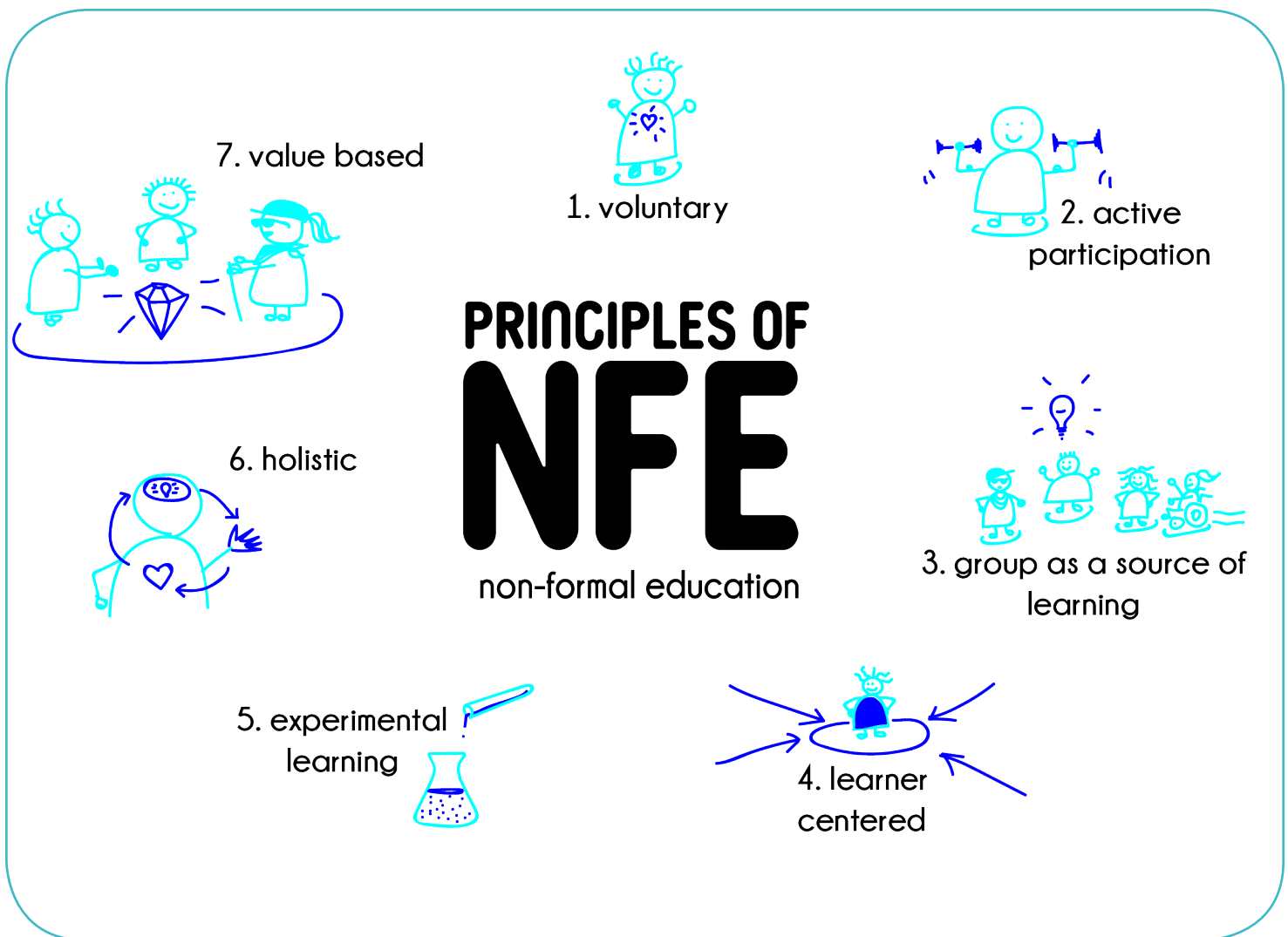


FIGURE 1: OWN ILLUSTRATION, INSPIRED FROM YOUTRAIN VIDEOPROJECT

The approach of NFE is used by the Generation Europe Community because it is a valuable and effective method to reach and engage a diverse target group. All the methods, presented in this Methodbox, follow the NFE concept and principles.<sup>10</sup>



### 3.3.2 THE IMPORTANCE OF DEBRIEFING IN NON-FORMAL EDUCATION

Debriefing is a reflection process, guided by a trainer, after the experience (an activity). It is usually done through a set of questions – to let the participants reflect on what they just experienced, what behaviour they observed, which emotions appeared or how a particular activity was useful for their future. This process emphasizes and focuses on key values that can also change their future behaviour and experiences in real life.

The reflection, according to the findings of David A. Kolb<sup>11</sup>, plays a central role in experiential learning.

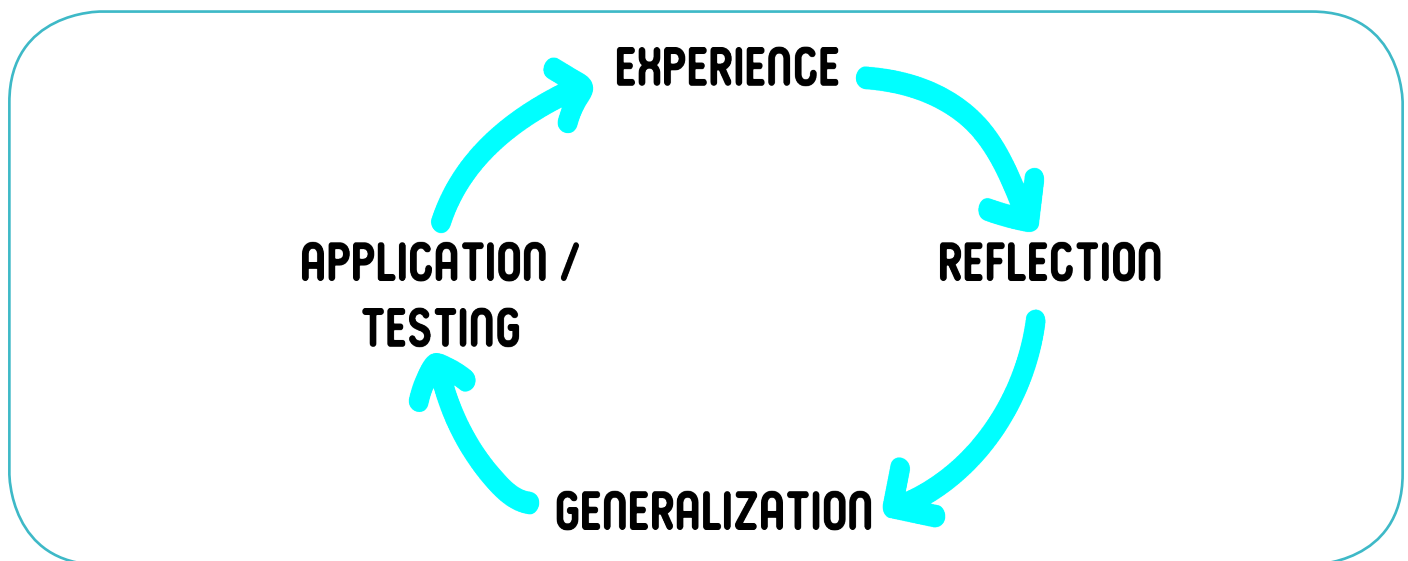
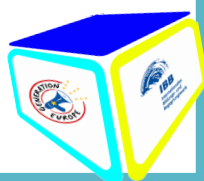


FIGURE 1: SIMPLIFIED DRAWING OF THE LEWINIAN EXPERIENTIAL LEARNING MODEL, ACCORDING TO KOLB

Experiential learning starts with an experience, such as participation in an activity – with little to no help from a trainer. After the experience, the group looks back at what has happened. In the reflection, participants share their results, reactions, observations and discuss occurring feelings, generated by the experience. The trainer should let the group talk freely, give some guidance by questions and acknowledge the mentioned ideas. The reflection is hugely important because it creates awareness for the activity and, thus, releases a method's potential to make a difference and empower participants.

Through reflection, the participants are enabled to connect the experience with real world examples, find general trends or common truths in the experience and list key terms that capture the learning. This allows them to understand the bigger picture and to generalize their learnings.

11 Kolb, D.A. (1984): Experiential Learning - Experience as the Source of Learning and Development". Case Western Reserve University, p. 21.



By following the process of debriefing, the learnings can be captured and applied to similar situations. Part of the debriefing process, therefore, has to be a discussion about how the new learnings can be applied to other situations and how a more effective behaviour can develop. As a result, each individual feels a sense of ownership for what is learned.

In summary, the trainer's guiding questions should cover the following factors: group development and group size, time, space, type of activities and sequence.

For better memorization, the question sequence can follow the 4 Fs: Feelings, Facts, Findings, Future. In the following, we suggest some exemplary questions for each of the F's stages to support your debriefing process.

In every TSO of this Methodbox, you will also find a set of more specific debriefing questions.

#### **FEELINGS:**

- What was the most sensitive moment?
- How do you feel about your personal contribution?
- Did you feel comfortable? Offended?
- Is there anything you would like to share with us right away?
- How did you feel about making these decisions?

#### **FACTS:**

- How did you reach the conclusion that you came to?
- Was it easy? Why? Why not?
- How was your group dynamic (conflict, leader, etc.)?
- How did the group deal with differences?

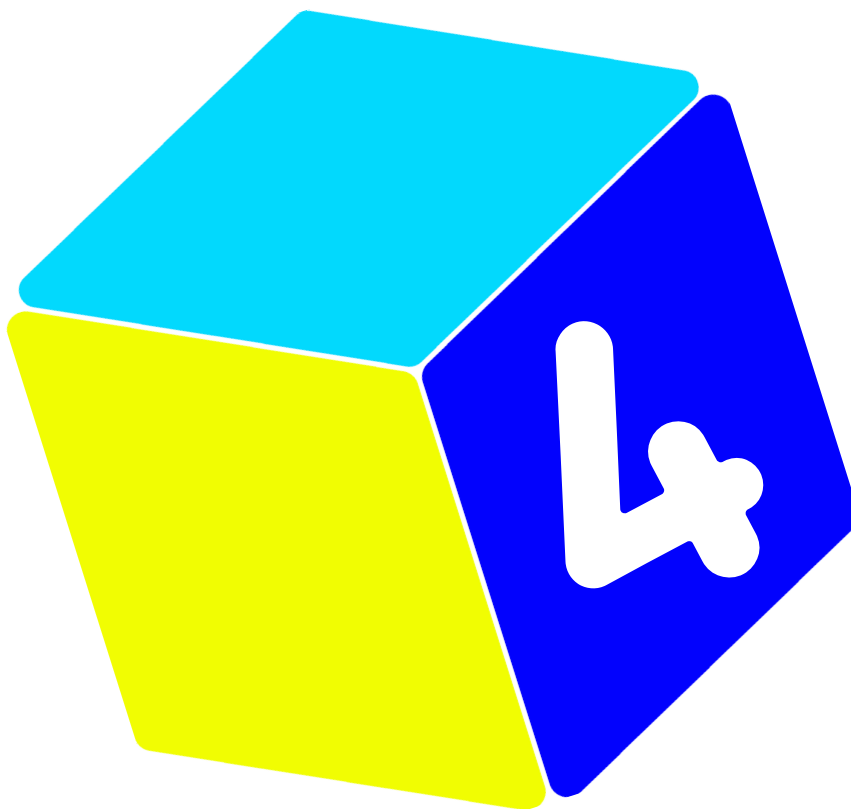
#### **FINDINGS:**

- What influenced your choice? How much did your gender, race, language, nationality or sexuality influence your choice?
- How has this experience changed your perception of yourself and your way of thinking?
- How did this confront your values?

#### **FUTURE:**

- Could you see connections to your everyday life?
- How can you deal with such a situation?
- What do you take away from this lesson for your future actions?





# METHODOLOGY

## 4.1. OVERVIEW ON EXISTING METHODS ABOUT AEC

In this chapter, we look at existing methods on Active European Citizenship – included in books, manuals and toolkits, published by various European institutions, NGOs and networks.

The first and one of the most popular books about non-formal methods is Compass <sup>1</sup>. It was first published in 2002 to support the work of facilitators in the field of human rights education. Compass has brought human rights education to the lives of countless young people in Europe and other world regions. The book has one whole chapter named “Citizenship and Participation”, containing 15 activities connected to citizenship, youth participation and human rights. The term “active citizenship” is not clearly mentioned but the activities are related to it.



In 2003, the Council of Europe's Directorate of Youth and Sport, together with European Commission's DG Education and Culture, Unit D5: Youth Policy and Programs published the 7th training kit of the series "T-Kit" with the name "T-Kit on European citizenship". T-Kit<sup>2</sup> aims to help people who are working with young people in Europe to develop activities in the field of European Citizenship. These could be people who use European Citizenship as an approach in youth work, and / or carry out activities about European Citizenship. Hence, it should be usable for international groups, as well as single-national groups. This T-Kit focuses on the story of practices in specific contexts, with some additional reflection on why they were successful on a specific occasion. There are a wide variety of stories from all corners of Europe, on a wide diversity of topics, all connected to European Citizenship and carried out by very different types of organizations.

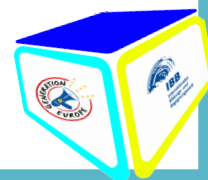
The British Council, in 2011, published the online manual "Active Citizens"<sup>3</sup>, a facilitator's toolkit to design and deliver the Active Citizens program all over the world. "Active Citizens" was a social leadership program which promoted intercultural dialogue and social responsibility as key leadership competencies in the 21st century. The program was run by the British Council and civil society organizations all over the world. It began in 2009 and has been delivered in Europe, the Middle East, Africa and South Asia. The toolkit is separated into five sections - the introduction to the program, preparing a workshop, delivering a workshop and post-workshop. There are also a large number of workshop activity plans to support facilitators throughout the training cycle. In this toolkit, the title is connected to Active Citizenship but not solely to Europe, it is directed to the global community.

In 2014, an online manual was released, the "Roma Youth-Empowerment for Active Citizenship"<sup>4</sup>. This manual focuses on empowerment and challenging antigypsyism through non-formal education. The publication was a result of the learning partnership "Roma Youth Empowerment for Active Citizenship" supported by the Grundtvig Lifelong Learning program of the European Commission. The manual contains one chapter with a toolkit of five activities and three suggestions for taking initiatives in the field of Active Citizenship. Here, the term "Active Citizenship" probably occurs for the first time.

In 2015, there was a publication of ACTIVE<sup>5</sup> (Active Citizenship Tools in Various Environments). ACTIVE was a project, conducted by, EFIL, the European Federation for Intercultural learning. The project was inspired by the AFS Intercultural Programs partnership with Ashoka Youth Venture. The project was part of a year-long

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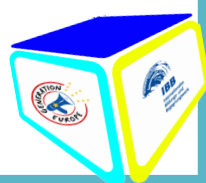
2 Youth Partnership  
3 Active Citizenship  
4 Educational Toolkit  
5 Human Rights Education



work plan on 'Citizenship Education: contributing to a more just and peaceful world', which aims to give attention to the topic within the AFS network and to create a link between intercultural learning and active citizenship at all levels. One of the main actions of the project was to provide educational material in the form of an activity manual, the ACTIVE Manual. This aimed to include active citizenship education in long-term exchange programs. The ACTIVE Manual activities are divided into 'before', 'during' and 'after' the exchange. This supports volunteer youth workers in promoting intercultural learning, citizenship and change-making. The manual was created through gathering existing materials from EFIL members and getting inspiration from Ashoka Youth Venture. In this manual, again, the term "active citizenship" is used, but not the term "European".

In 2017, the Youth Partnership (Partnership between European Commission and the Council of Europe) released a revised version of the 7th training kit of the series "T-Kit" with the name "T-Kit: European citizenship in youth work". The revised edition kept most contents about concepts of citizenship from the first edition (2003). The history of citizenship was updated and the activities, included in Compass, as well.

Also, the Generation Europe network decided to contribute and exchange their knowledge and experiences on Active European citizenship with the international community. As described in the second chapter of this book, the Generation Europe network worked together for many years and collected a lot of experiences through theory, training, and practice, contributing to the evolution of civic education and professionalisation of international youth work. Therefore, the Methodbox team started to create this Toolbox as a process of theoretical and empirical research, discussion and comparison on AEC and work methods. Unlike other manuals, this "Methodbox" aims to fill the term Active European Citizenship with concrete meaning and practical approaches, in order to make it more understandable. The Generation Europe toolbox will provide a great basis – in terms of preparation, implementation and evaluation / reflection of activities – on the topic of Active European Citizenship in the field of international youth work. It is a ready-to-use collection of methods. The aim was to create, adapt, develop and collect methods on the topic of Active European Citizenship. The methods were tested, not only during the youth encounters, but also at local level, and subsequently evaluated and further developed in collaboration with the involved youngsters. The toolbox is created in a way that it is adaptable to different target groups, in different kinds of non-formal activities (trainings, encounters, seminars), for short-time and long-term projects and in different European regions.



## 4.2.1 INTRODUCTION: ADAPTED, NEW AND DIGITAL METHODS

The methods, used in the activities of the Generation Europe project, respond to the needs and objectives, outlined during the three-year-project – as well as the group size, the characteristics of the participants and the network, the choice of certain thematic areas (Active Citizenship, European Active Citizenship, civic and democratic education) and finally the accompanying political and social circumstances. All elements that have influenced the involved youth workers in the methodology process.

Both, the focus on a complex topic, such as the Active European Citizenship, as well as the target group of young, disadvantaged people, are elements subject to continuous developing and, therefore, require constant updating. Consequently, a necessity arises to select, adapt or create methods that can respond more effectively to these specific needs.

The goal of this toolbox was to bring together experienced professionals, already working in the field of international youth exchanges, not only to discuss and adapt methods, but also to develop new ones. The process of creating and adapting the methods, happened on various occasions. During the local or national project activities and during annual training and method workshop meetings of the network. All the methods were tested together with participants during the project activities and they are in accord with the feedback of the trainers and participants. We can divide the methods of this Toolbox into three categories:

1. Adapted, involving activities which were updated or reconfigured to better fit the topic (Active European Citizenship) and the target group.
2. Newly invented and created by the Generation Europe network.
3. Digital activities (also new and created by the network), using digital tools for communication (platforms) and whose characteristics consider the needs and issues related to distanced interaction.

The circumstances beginning in March 2020 in Europe, the Covid-19 pandemic, also forced Generation Europe's partners and participants to use digital communication. Here, the network realized a lack of digital activities on AEC and the lack of digital working tools, required when traveling and in-person meetings are no longer possible. The need to overcome the classical methodology has opened up a space for reflection on new media-based approaches.

All, youth workers, facilitators and participants alike, consider digital methods to be an answer to this new challenge.



### 4.2.2 BUBBLE EXPLANATION

Every one of us has their own bubble, our comfort zones, where we feel safe and secure, where life is ruled by habits. However, when the “need for change” calls, we have to step out and take action.

Therefore, we, the trainers of the Generation Europe network, have done the same. For many years we have been able to offer training, workshops and youth encounters, equipped with a variety of methods ranging from energizers to world cafes and fishbowl discussions to many more. But the need to build our network according to Active European Citizenship’s ideas, led us to leave our bubble.

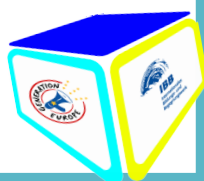
The Methodbox Team reviewed our toolkits and added a number of methods, which are proven to be good in practice, match the topics of AEC, are inclusive and adaptable to various contexts. But despite our experience, we could hardly find any methods to get young participants out of the training rooms and prepare them for actions.

Considering the definition of method, as given by the Methodbox Team

**A METHOD IS AN ACTIVITY ABOUT A SPECIFIC TOPIC, WHERE PARTICIPANTS ACQUIRE KNOWLEDGE, SKILLS AND ATTITUDES THROUGH ACTIVE PARTICIPATION. THE BEST METHODS IMPACT OUR THOUGHTS, EMOTIONS AND BEHAVIOR.**

and after a series of discussions, we came up with a very clear step-by-step model, which illustrated the interplay of knowledge, values and skills needed, to enable changes in the attitudes and behaviour of young people.

We called it a “bubble”. It can be understood as a continuing path of five phases: information awareness, opinion building, encouraging for action, creating action and action. Or it can be understood as a mix of separate steps: you can start wherever you feel prepared for and simply jump into the bubble. As mentioned in the beginning of the chapter, each bubble represents a comfort zone – thus, only when you feel comfortable, you can leave one bubble and step into another, moving forward until you create change.





Let's have a closer look at the process of collective thinking.

- 1) **INFORMATION AWARENESS.** Creation of an information space about relevant topics for AEC: Europe, human rights, equality (society/gender), education, healthcare, economy, racism, prejudice etc., where the participants and eventually experts can discuss, while exchanging knowledge and creating new points of view.

Examples: peer-to-peer presentations, stimulating activities (based on graphics, text, visual materials), role plays, simulations, storytelling, excursions.

- 2) **OPINION BUILDING.** In this bubble the participants are invited to share their acquired knowledge with the group in the form of a discussion. The participants develop active listening and reflective skills, while always respecting the diversity of opinions.

Examples: round tables, human library, group/ pair discussions (i.e., think-share-pair, speed-dating, world café, fishbowl, open space).

- 3) **ENCOURAGING FOR ACTION.** The facilitator explores with the participants. Together, they can take a detailed look at case-studies, even go on day-long study trips to enterprises, schools, civil society organizations or local initiatives. If time is limited, the Action Creating phase can be preceded by an exchange on case studies or an appropriate simulation game, such as On a Mission.

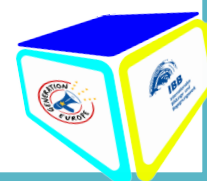
Examples: case-studies, simulation games, study/field trips.

- 4) **ACTION CREATING.** The participants should by now be prepared to leave their bubble. They brainstorm ideas for new actions or refer to previous ones. They evaluate selected ideas, allocate the roles (coordination, PR, resources etc.), make action plans and share responsibilities.

Examples: brainstorming activities, fund-raising, scenario/future workshops, planning activities (Open Space, Creathons).

- 5) **ACTION.** The format of activities aims at raising awareness within the community about an AEC topic or to involve local residents in more active participation in local or global challenges. It can range from public lectures or panel discussions at some events to various advocacy activities at different administrative levels.

Exemplary activities: campaigns, performance, flash mob, street theatre, street festival, petitions, podcasts, demonstrations and strikes, action day, concerts etc.



## ACTIVITIES:

DEMONSTRATION  
PETITION  
WORKSHOPS  
LECTURE  
ACTION DAY  
CAMPAIGNS  
PERFORMANCE  
COLLECTION  
FLASHMOB  
PANEL DISCUSSION  
EXHIBITION

## TOPICS:

EUROPE  
HUMAN RIGHTS  
SOCIAL INCLUSION  
EDUCATION  
HEALTHCARE  
ECONOMY  
RACISM  
PREJUDICE

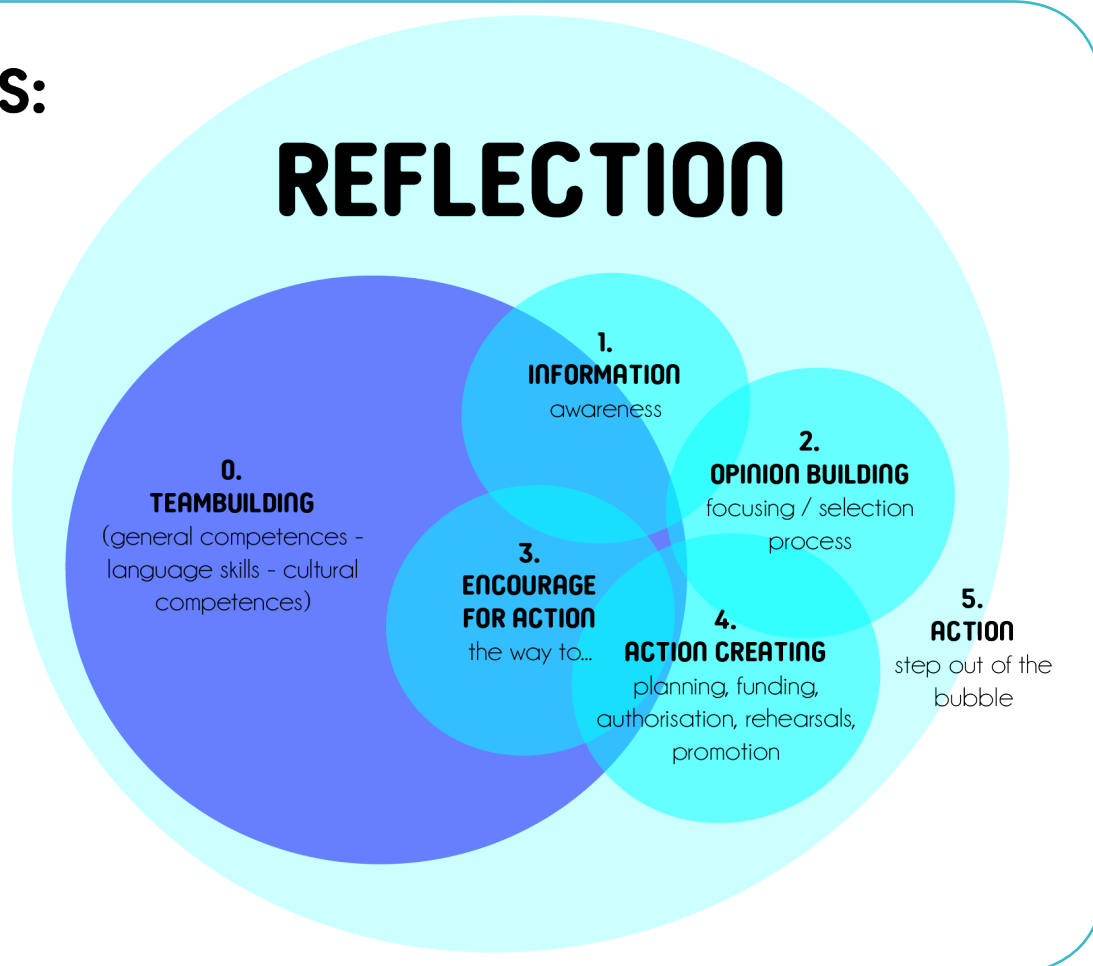


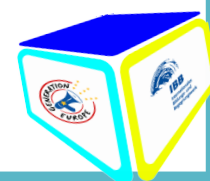
FIGURE 1: THE GENERATION EUROPE BUBBLE MODEL

**IMPORTANT!** You should not be misled by the order of steps (1, 2, 3...). We suggest a common structure, but the trainer can still choose their own path, according to the needs and interests of the group. Just keep in mind, that the opinion-building step is vital for all other planning and implementing activities – because only an understanding of diversity and respect for other points of view can lead to proper motivation and participation.

If specific ideas for actions arise at an early stage, highlight them on wall posters or flipcharts, in order to come back during the brainstorming activity.

Last but not least, notice how all steps follow team building activities. They facilitate a non-formal working environment and build trust in the group and are, thus, inevitable for the whole process of AEC methods. Also, no step would be effective without proper reflection activities. The grey big bubble in the picture should remind you to always plan your activities with sufficient time for reflection. Because “we do not learn from experience (...) we learn from reflecting on experience” (J.Dewey) .<sup>7</sup> All the methods of this manual are divided according to “the bubble”. This division can help you to find the just right method, needed in a specific moment.

<sup>7</sup> You can find more information about the importance of reflection and debriefing in chapter 3.3.2.  
The Importance of Debriefing in Non-Formal Education



### 4.3.1 THE SELECTION PROCESS

This chapter will illustrate the process of collecting and adjusting the methods. The task of our working group, the Methods Group, was to select and list methods that are used by the network for their activities with young people. In order to choose these methods, it was decided to create a list of “selection criteria” following the procedure:

#### FIRST STEP “THE WORLD CAFE”

Objectives:

- To create a common definition of what is to be considered a Generation Europe method.
- To start a discussion about criteria to select methods for the Methodbox.

The working method used was simple and effective, following the principle of non-formal education.

The following questions were discussed in small groups:

1. What do we mean with quality criteria in methods?
2. What do we mean with quality in Generation Europe?
3. Which quality should a Generation Europe method have?

We shared the results with a final plenary.

#### SECOND STEP “ANALYSIS OF THE CRITERIA’S QUALITY”

Each participant suggested a quality, which they thought a method of Generation Europe should have. After a comparison, we selected some and rated their importance by dividing them into primary and secondary.

#### LIST OF CRITERIA

##### Primary:

1. topic related (methods on Active European Citizenship)
2. adaptable (to background, participant’s skills or resources)
3. empowerment
4. participatory

##### Secondary:

1. inclusive
2. sustainable
3. originality
4. effectiveness
5. actuality
6. depth
7. experiential
8. simple/ understandable



### THIRD STEP “DEFINE THE SELECTION PROCESS”

Objective: to evaluate the effectiveness of the selection criteria process, each member of the team checked some methods with the drafted list of criteria.

NAME AND SURNAME OF THE EVALUATOR:															
ELEGIBLE CRITERIA		PRIMARY CRITERIAS				SECONDARY CRITERIAS									
N°	title of the method	is it topic related/oriented?	is it clearly written? is it understandable?	topic related	adaptable to different target groups	empowerment (how much the participant is enriched by the method?)	participatory (how much the method involves actively the participant)	inclusive	sustainable	originality	effectiveness	actuality	depth	experiential	simple/understandable
		yes/no	yes/no	yes/no	yes/no	yes/no	yes/no	0-10	0-10	0-10	0-10	0-10	0-10	0-10	0-10
1.	build your town	yes	yes												

We went back to the plenary for the debriefing, asking ourselves:

1. Were the criteria useful and appropriate?
2. Was the list of criteria helpful to select the method?

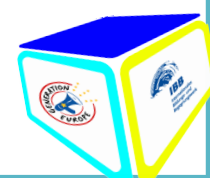
Here, the team noticed the importance of clearly and understandably written methods and, therefore, moved the criteria “simple/understandable” from the secondary list to the primary one. If a method was not understandable, it was either excluded or rewritten. We decided that each method, in order to be chosen, should perfectly fit the primary criteria. For the secondary criteria, we decided to use a rating of 1 to 5.

At the end, we set up “rules” for the selection process:

- The members of the Methods Group worked together in pairs. Each couple had to double check their list of methods.
- A “selection table” with primary and secondary criteria was created, each couple had to fill the table for each method.
- The result was a list of all the methods and their characteristics, according to our criteria.
- After a general discussion about the list of methods, we selected only those that better fitted with the selection criteria.

During the selection process, the team further noticed that the “originality” of methods, set as a secondary criteria, was important and therefore moved to the primary list: we wanted to have more innovative and original methods, coming from the experience of the network.

As mentioned before, the circumstances brought from the Covid-19 pandemic, led to the flourishing of digital methods. Youth workers were faced with the dilemma of pursuing their mission and finding new (digital) ways to engage and reach youth in these difficult times, while being physically distant. Our Methodbox reflects this time of creativity, experimentation and solidarity with numerous digital methods.



## CHAPTER 4.3.2 HOW TO READ AND USE THE TSO

The next chapter will present different methods that foster Active European Citizenship and can be used in different youth work processes. They are presented in a Training Session Outline (TSO), a practical system to describe methods in a coherent way.

Its structure provides an organised overview of all the information and procedures needed to implement a method. First there is an overview of the method as a whole and then more detailed explanations of the individual parts. The TSO enables a collection and archiving of methods and, therefore, allows youth workers a quicker and more effective search through already existing methodology. At the same time, TSO serves as a guide, an instruction sheet for the development and implementation of a method.

Each TSO includes:

- The **TITLE OF THE METHOD**. The title is unique for each method and therefore represents the main identifying element.
- The **TYPE OF THE METHOD**. It identifies the standard techniques used, within the non-formal education methodology, such as role play, discussion, brainstorming and others.
- The **LEVEL OF THE BUBBLE** is a particular category developed within the Generation Europe Network, characterized by a growth path in terms of complexity, commitment and participation. It suggests the phase of the path for which a particular method has been created.
- The **SOURCE** reports resources or authors of the method. It can be useful for a deeper understanding of a method or to plan further development.
- The **NUMBER OF PARTICIPANTS** suggests the recommended number of participants who can take part in the activity.
- The **RELATED COMPETENCES** refers to the participants' competences that can be enhanced and worked on during that specific method.
- The **OBJECTIVES** specify the main aims of the method. It is important that the selected method aligns with the learning path you want your participants to go through.
- The **TIME/DURATION, SPACE REQUIREMENTS** and **MATERIALS** sections indicate: the amount of time needed for a method to be applied in its entirety, the size and characteristics of the space to use and a list of necessary materials. Along with the number of participants, these three categories provide the space-time coordinates of a method and can, therefore, be practical criteria in the search and selection phase.
- The **DESCRIPTION OF THE ACTIVITY** recalls all the steps that should be made in order to implement the activity successfully, including preparation and tips for the facilitators.



- The **DEBRIEFING** <sup>8</sup> includes guidelines and reflection input. This semi-structured process happens after participants took part in a specific method. The progressive set of questions deeply contributes to the learning and reflection process of the participants. Since this part is often overlooked, make sure to plan with enough time for this important step.
- The **REMARKS**: here you can find important notes, possible adaptations and other information.
- The **ANNEX** section collects, where necessary, specifically designed material, pre-set and ready to be used (e.g., Cards with captions, illustrated sheets, pictures, etc.).

In the next chapter, you will find all our methods. The Methodbox Team aimed at an easy way to use the Methodbox, thus, the methods are ready to use. But they can also serve as an inspiration and it is also possible to be creative and adapt a method to be more suitable to your specific context.

		ADAPTED FOR GENERATION EUROPE		BRAND NEW FROM THE NETWORK		DIGITAL DONE						
TEAMBUILDING	O	build your own city	crime scene	a perfect world	look- hear be aware	code of ethics	what are your borders?	let's come together	escape room digital	GenE resilience social campaign	network storytelling	
INFORMATION AWARENESS	I	build your own city	one function less	a perfect world	are we different, are we equal?	code of ethics	what are your borders	let's come together	escape room digital	GenE resilience social campaign	telling a story	
				on a mission	think with your body	we are human beings	learning about the project	movies for action	being an active citizen	digital video battle		
OPINION BUILDING	II	build your own city		a perfect world	are we different, are we equal?	code of ethics	what are your borders?	network storytelling	anthem for Europe	let's come together	digital video battle	telling a story
				on a mission	the most important thing	youngsters and dragons		escape room digital	being an active citizen	movies for action	pen pals	wishes for Europe
ENCOURAGE FOR ACTION	III			a perfect world	solution tree	youngsters and dragons	learning about the project	anthem for Europe	digital video battle	being an active citizen		
				one a mission				movies for action	pen pals	wishes for Europe		
ACTION CREATING	IV			we are human beings	public actions	learning about the project		let's take action				
ACTION	V			solution tree	we are human beings	youngsters and dragons	public actions	let's take action	anthem for Europe	wishes for Europe		





# METHODS

In the table of the next page, you can pick a method based on your needs. By using the bubble, you can choose a method according to the phase of the project or based on the competences you are trying to work on.

**ADAPTED FOR  
GENERATION EUROPE**

**BRAND NEW FROM  
THE NETWORK**

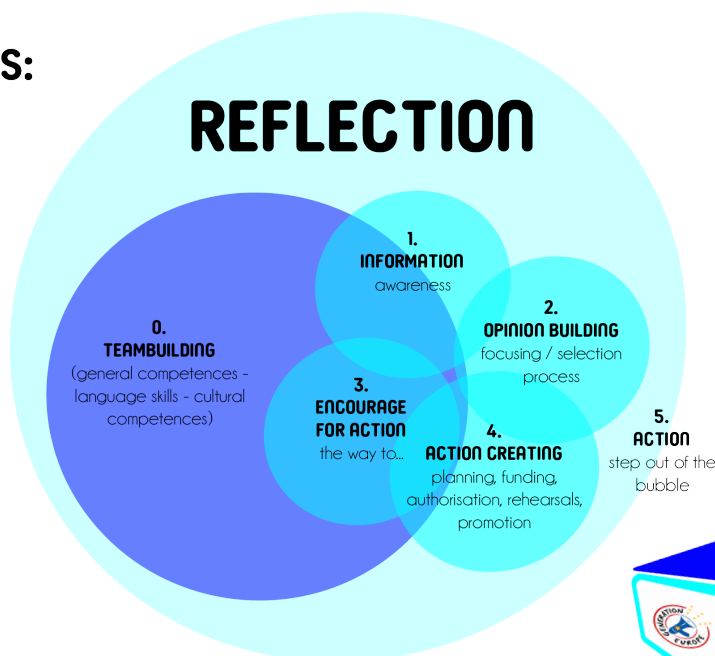
**DIGITAL DONE**

## ACTIVITIES:

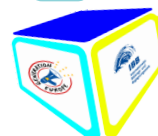
DEMONSTRATION  
PETITION  
WORKSHOPS  
LECTURE  
ACTION DAY  
CAMPAIGNS  
PERFORMANCE  
COLLECTION  
FLASHMOB  
PANEL DISCUSSION  
EXHIBITION

## TOPICS:

EUROPE  
HUMAN RIGHTS  
SOCIAL INCLUSION  
EDUCATION  
HEALTHCARE  
ECONOMY  
RACISM  
PREJUDICE



N°)	METHOD TITLE	BUBBLE PHASE	COMPETENCES						PAGE NR.
			1. Critical and creative thinking	2. European Citizenship Competence	3. Communication competence	4. Collaboration competence	5. Cross- cultural Awareness and Expression	6. Personal competences	
1)	BUILD YOUR OWN CITY	0, I, II	X	X	X	X			37
2)	CRIME SCENE	0	X		X	X		X	39
3)	ONE FUNCTION LESS	I			X	X	X		41
4)	A PERFECT WORLD	0, I, II, III	X	X	X	X	X	X	42
5)	LOOK-HEAR BE AWARE	0			X			X	52
6)	CODE OF ETHICS	0, I	X	X	X	X			54
7)	WHAT ARE YOUR BORDERS?	0, I, II	X		X	X			56
8)	ARE WE DIFFERENT, ARE WE EQUAL?	I, II		X		X			57
9)	LEARNING ABOUT THE PROJECT	I, III, IV	X	X	X	X		X	59
10)	ON A MISSION	I, II, III	X	X	X	X			61
11)	THINK WITH YOUR BODY	I	X	X	X		X	X	62
12)	WE ARE HUMAN BEINGS?	I, IV, V		X		X	X		63
13)	THE MOST IMPORTANT THINGS	II			X		X	X	72
14)	YOUNGSTERS AND DRAGONS	II, III, V	X		X	X	X		73
15)	SOLUTION TREE	III, V	X	X	X	X		X	86
16)	PUBLIC ACTIONS	IV, V	X	X	X	X	X	X	89
17)	LET'S COME TOGETHER	0, I, II		X	X		X	X	91
18)	ESCAPE ROOM DIGITAL	0, I, II	X	X	X	X			94
19)	GENE RESILIENCE SOCIAL CAMPAIGN	0, I			X			X	96
20)	NETWORK STORY TELLING	0, II	X		X	X			98
21)	TELLING A STORY	I, II	X		X	X			100
22)	MOVIES FOR ACTION	I, II, III,	X		X	X	X		102
23)	BEING AN ACTIVE CITIZEN	I, II, III	X		X	X	X		104
24)	DIGITAL VIDEO BATTLE	I, II, III	X		X	X	X		111
25)	PENPALS	II, III	X		X	X	X		112
26)	ANTHEM FOR EUROPE	III, V	X	X	X	X		X	114
27)	WISHES FOR EUROPE	II, III, V	X		X	X	X		116
28)	LET'S TAKE ACTION	IV, V	X	X	X	X	X		117





# 1. BUILD YOUR OWN CITY

## TYPE OF THE METHOD:

Teambuilding, art and creation

## SOURCE:

Existing method, adapted by the Generation Europe network

## RELATED COMPETENCES:

Critical and creative thinking  
European Citizenship competence  
Communication competence  
Collaboration competence

## OBJECTIVES:

By drawing a sustainable city, the participants create awareness about space, confrontation and cooperation

## NUMBER OF PARTICIPANTS:

The group needs to be divided into at least 3 small groups, each group can contain 3 to 8 participants.

## TIME / DURATION:

90 minutes

## SPACE REQUIREMENTS:

a big room

## MATERIALS:

one table per group, prepared with large paper sheets and colored pencils/markers

the groups can work on the floor or gather several tables

## DESCRIPTION OF THE ACTIVITY:

- 1) The facilitator takes the time to introduce the topic for 10 minutes and talks about how people nowadays mostly live in cities and how city life could be better. After that, split the participants into groups (if it is an international group, it could be useful to split into national groups), and take a seat around the large papers.
- 2) All the groups receive instructions to create a sustainable city (see Annex). They create different separated areas on the sheets by drawing lines. Each person takes responsibility for an area. They have 20 minutes to discuss what to put in the different areas of the city and to draw it.
- 3) Once the cities are completed, the groups have 20 minutes to present and compare their cities in the big group. They share the pros and cons and how sustainable the created city is.
- 4) After the presentations, the complete group sits together and connects their ideas on a new sheet, in order to create a big new city all together during another 20 minutes.
- 5) The activity will be closed with a 20-minute debriefing.

## DEBRIEFING QUESTIONS:

- > How do you feel? Did you learn anything new?
- > What was the most important thing for you in this task?
- > How was the discussion in your group?
- > Think of the city/village where you live, did this activity change your view?
- > Is your model city realistic? Yes/no - why?
- > What barriers prevent our cities from being like this?
- > What can we do as individuals to improve our cities and to make them more sustainable?

## REMARKS:

- While drawing the final version of the city, it would be interesting to stimulate a reflection about the fundamental principles on which the city should be ruled (a simple Constitution), encouraging a debate among the participants.

BUBBLE

0, I  
& II



# ANNEX:

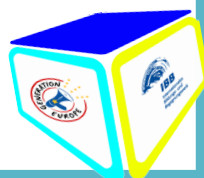
Card with instructions:



## BUILD YOUR SUSTAINABLE CITY:

DIVIDE THE CITY INTO PARTS, WHERE EACH PARTICIPANT WILL GET TO DESIGN THEIR OWN QUARTER. WHILE DRAWING, PLEASE CONSIDER HOW TO MAKE YOUR CITY SUSTAINABLE.

ARE THERE ELEMENTS FROM YOUR OWN CITY THAT YOU CAN USE IN THIS EXERCISE?  
ARE THERE THINGS YOU WOULD LIKE TO HAVE IN YOUR CITY THAT WOULD MAKE LIFE MORE SUSTAINABLE?



# 2. CRIME SCENE

BUBBLE

0

## TYPE OF THE METHOD:

Team Building activity

## SOURCE:

Outcome of the "Generation Europe" network

## RELATED COMPETENCES:

Critical and creative competence  
Communication competence  
Collaboration competence  
Personal competence

## OBJECTIVES:

Participants experience team building techniques  
Promoting individual and group reflections about teamwork

## NUMBER OF PARTICIPANTS:

10-30 participants.

## TIME / DURATION:

120 minutes

## SPACE REQUIREMENTS:

One room, where the crime scene is created (evidence room)  
And an activity room

## MATERIALS:

Warning tape  
Four chairs, one in each corner of an approx. 16 m<sup>2</sup> space which is marked with warning tape  
Different bigger and smaller items to be put in the evidence space (e.g., a chair, moderation material, creative materials etc., without visible sorting)  
Blindfolds for four participants  
Flipchart and Markers

## DESCRIPTION OF THE ACTIVITY:

- 1) All participants together are led to the crime scene. This evidence room should beforehand be prepared by the facilitators. They should use warning tape, mark the aforementioned area and randomly distribute all the other objects inside.
- 2) The participants have 30 minutes to observe the crime scene, without stepping inside the marked area. They are supposed to exactly memorize how everything looks. After 30 minutes, they will be taken back to the activity room. In the meanwhile, the facilitators contaminate the crime scene by moving around all of the objects.
- 3) The participants are, again, accompanied into the evidence room. Their task now is to build/ reorganize the crime scene as it was before. But there are some additional rules: some participants can now enter the marked area. However, they will be blindfolded, and are the only ones allowed to touch any objects. The rest of the group has to stay outside the marked area. They can see but are not allowed to talk. In order to reorganize the room, the blindfolded and the mute participants have to work together.
- 4) After the general explanation about what is going to happen, the facilitator asks the group to decide on three things:
  - How much time do they need for the preparation?
  - How much time do they need for the reconstructions of the evidence?
  - Who will be blindfolded and who will be mute?
- 5) The facilitator takes the time, as soon as the group is ready and starts with the task. During the reorganization, even if the estimated time expires, the facilitator will not stop the process but continues to silently take the time. In case the participants feel that they have accomplished the task before the estimated time, the activity can be stopped, but only if the decision is unanimous.



## DEBRIEFING QUESTIONS:

Personal perspective:

- > How do you feel now? Share just one sentence with the group.
- > How did it go? Was the task accomplished?
- > Are you happy with the result?
- > What was the end result?
- > Did you memorize the entire area?

Process:

- > How was the planning?
- > How did you distribute the work?
- > What else were elements of your work strategy?
- > How do you see the strategy now?
- > How did you communicate?
- > What were challenges in the chosen method?
- > How could it be improved?

Team:

- > Who took on which role? Why?
- > Has everyone been involved, as they wanted to and felt comfortable with?
- > What would you change now?
- > What was good or helpful of others?

## REMARKS:

- For the safety of the blindfolded participants, please don't use sharp or dangerous items in the crime scene.
- Abstract images cards like "Dixit cards" can be helpful for the debriefing.



# 3. ONE FUNCTION LESS

**TYPE OF THE METHOD:**  
discussion, bodywork

**SOURCE:**  
Existing method, adapted by  
the Generation Europe network

**RELATED COMPETENCES:**  
Communication competence  
Collaboration competence  
Cross cultural awareness and  
expression competence

**OBJECTIVES:**  
Increase body awareness and the  
participant's physical abilities.  
Raise awareness of every body  
part's value.  
Convey this awareness to our  
society.

**NUMBER OF PARTICIPANTS:**  
10 – 25 participants

**TIME / DURATION:**  
60 – 120 minutes

**SPACE REQUIREMENTS:**  
Empty wide space  
(indoor or outdoor).

**MATERIALS:**  
Pens  
Audio speaker  
Music  
Prepared papers with a  
specific body part written on  
it (for example: eyes, leg, spine  
etc.)

## DESCRIPTION OF THE ACTIVITY:

- 1) Every participant randomly takes a piece of paper with a specific body part written on it (for example: eyes, leg, spine, etc.). Later, in small groups, participants discuss how this part of the body can be used and how it would be possible to live without it. Everyone selects at least one function to concentrate on.
- 2) During the first phase, participants improvise movements in the space and try to use their body without the assigned function. In the beginning, they can freely concentrate on their own body experience. After some time, the facilitator asks them to do certain activities. For example, scratching their head, jump, greet someone, move to an object in the room, etc.
- 3) Now in smaller groups. One group observes, while the other acts. The observers have to concentrate on what a person feels, on the difficulties and how this person would do without that function. Which other body part could be used more distinctively to provide help instead?
- 4) Now, while moving, the participants can work together and are welcome to help each other.
- 5) Group changes, actors become observers and observers become actors. Repetition of steps 2-4.
- 6) In the end, give the entire group some time to process their experience.
- 7) Feedback. Discussion of the new feelings, new solutions and new comprehension of the body. How did you feel when you received help? What do you think this activity has to do with AEC (active European citizenship)?

## DEBRIEFING QUESTIONS:

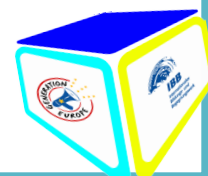
- > Was it easy or difficult to function without a body part?
- > Can you relate the reflections by the exercise to the situations in which our society encourages our material needs? Do you see any connection/ similarities?

## REMARKS:

- It is important to pay attention to the participant's level of autonomy so that they can all feel comfortable with the exercise, despite the various disadvantages.
- The participants can cooperate with each other during the activity. The resulting interactions could even produce very interesting insights.
- The discussed body parts should each time be chosen in relation to the space and the group of people.
- Please provide the necessary translation.

**BUBBLE**

I



# 4. A PERFECT WORLD

## TYPE OF THE METHOD:

Warmup/icebreakers, improvisation, role play, pantomime, team game/activity etc.

## SOURCE:

Outcome of the "Generation Europe" Network

## RELATED COMPETENCES:

Critical and creative thinking  
European citizenship competence  
Communication competence  
Collaboration competence  
Personal competence  
Cross-cultural awareness and expression

## OBJECTIVES:

Raise awareness about human rights, justice and violation of human rights  
Create a group atmosphere by tackling human rights topic

## NUMBER OF PARTICIPANTS:

12 -30 participants

## TIME / DURATION:

4 hours up to 2 days

## SPACE REQUIREMENTS:

big room

## MATERIALS:

Tape or carpet to create a visible circle ("Action Circle") in the middle of the room  
Universal Declaration of Human Rights in the native/spoken language of the participants  
Pictures or articles representing either a violation of the Universal Declaration of Human Rights, or a rightful situation  
As many similar balls as number of participants  
As many different balls as possible, one for each participant  
Different kinds of pens and pencils (differing in size and how sharpened they are)  
Action cards or activities

## DESCRIPTION OF THE ACTIVITY:

**General description:** The facilitator – positioned in the material corner – leads through the game. The other three corners are the home stations for the color-coded teams, which may be national or internationally mixed groups. The game develops along the activity, facilitation cards. The game ends, when all chosen cards (activities) are played out (the game may be extended or shortened according to the needs of the workshop or training).

**Order of activities:** The order could be changed, adapted or skipped according to time and target group. It could be necessary to stop the game in between for reflection/debriefing.

## START

1. Warm up: Ball game
2. Join the group
3. Forum theatre
4. Human Rights puzzle
5. Between 1-30
6. Pencils
7. The tourist and the passer-by
8. The journalist
9. Deportation
10. My values

## END

## 1. WARM UP: Ball game

## IMPLEMENTATION:

All the participants come together in a circle, the distance between them should be small enough for the ball to be passed on easily.

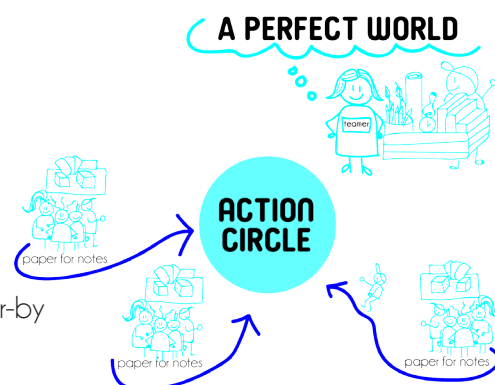
### A. Identical balls

1. Each participant holds a ball in their right hand. Once everyone is ready, everyone passes their ball from the right to the left hand simultaneously.
2. Next, everyone uses their right hand to pick up their neighbour's left-hand ball.
3. The aim is, to find a common rhythm. Once the participants find a rhythm, they close their eyes and repeat the passing round and can eventually even reverse the direction.

### B. Different balls

1. The balls of the participants are replaced by the different balls.
2. With closed eyes, repeat the same actions as in step A.
3. The activity continues until the participants succeed in making a round without dropping a ball.

BUBBLE  
0, I, II  
& III



## MATERIAL:

Identical balls, one for each participant  
As many different balls as possible, one for each participant (different in material, size and weight)



## 2. JOIN THE GROUP:

### MATERIAL:

list of short tasks/statements  
music

### IMPLEMENTATION:

All the participants are in their three groups and in their home stations. It is possible to use some background music. The facilitator reads the statements aloud. All those participants who identify with it (Yes, I am...), have to step into the "Action Circle". After everyone concerned is there, they go back to their corners. Reactions must be quick. Please feel free to add your own statements to fit the target group best. Only the closing statement should always be: "I am a human being!".

### DEBRIEFING QUESTIONS:

- > How did you feel while always changing groups?
- > How was it to be part of a group?
- > Was there a statement that concerned just you? If yes, how did you feel?
- > What was, for you, the purpose of this activity?

### REMARKS:

- Be creative and feel free to add statements according to the participant's backgrounds.
- The statements/tasks must be easy to understand.

### ANNEX:

Statements:



I'm an only child

I have siblings (brothers and sisters)

I live in the country where I was born

I have brown hair

I have blue eyes

I have long hair

I like music

I'm lazy

I love to dance

I'm strong

I play an instrument

I want to learn to play an instrument

I am a human being!



### 3. FORUM THEATER:

#### MATERIAL:

dice  
action card with the game task:  
'The Scene'

#### IMPLEMENTATION:

- 1) One representative of each group rolls the dice in the "Action Circle". The group with the highest number gets the Action card with the description of the game task called "The Scene". They have to re-enact this scene with the group. It is not necessary to talk, but it is allowed. Then the scene freezes.
- 2) The other two groups, now, choose one player from their group and decide together how they would change the scene and bring it to a better ending.
- 3) The first group plays the scene again. The other groups' players clap their hands to stop the scene whenever they think it's time to intervene, step into the scene and try to change it. This doesn't have to happen at the same time, but it can. They can also decide to start the scene again, in order to find a different solution. It's also allowed to replace an actor, but to do so, they have to step into the role of that person.

#### DEBRIEFING QUESTIONS:

- > How was the experience as an actor?
- > How was the experience as an observer?
- > Are you satisfied with the found solutions?
- > How did you feel?
- > Do you want to change something again? If yes, let them play again.

#### REMARKS:

- At this point, reflection is necessary.
- If there are language barriers, please do the first reflection in national groups, before you step into an international one. But don't miss the reflection in the big round. It is important for intercultural understanding.
- After this part of the program, it could be helpful to have a break.

#### ANNEX:

The Scene:

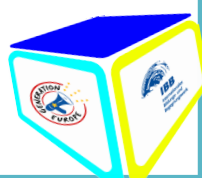


A youth is laughed at in a train because they do not wear expensive clothes. Decide quickly how you want to play the scene. It is not necessary to speak, but it is allowed.

Who plays which role? Find a clear end for the scene and then freeze.

E.g., Does the laughed-at get off the train? Does the youth start crying? Does the youth resist? The scene freezes.

Play the situation once.





## 4. HUMAN RIGHTS PUZZLE:

### IMPLEMENTATION:

- 1) Each group is given 4-5 pictures/headlines and a cut-up copy of the Human Rights, with one article per paper stripe.
- 2) On their turn, each group has to match their pictures to the represented article.
- 3) Each group has to present their results in the "Action Circle".
- 4) The groups put their results on a wall and thereby create a gallery.
- 5) All the participants are invited to go around the gallery and to take a close look of the pictures – for a set time and without talking.
- 6) All the participants are now invited to take another look at the gallery and to observe the other participants' reactions/eyes/expressions as long as they feel comfortable and still without talking.
- 7) The facilitator starts a discussion about the results.

### DEBRIEFING QUESTIONS:

- > Was it easy to match the images to the articles of the Universal Declaration of Human Rights?
- > What was the purpose of this activity?
- > What could be done better?
- > How did you feel when you visited the gallery for the first time?
- > How did you feel when you visited the gallery for the second time?
- > What did you learn/ what do you take away for your future?

### REMARKS:

- Make sure all participants can see the illustrations.
- The pictures can be from current, news or historical events.

### MATERIAL:

Universal Declaration of Human Rights  
Pictures/headlines of newspaper,  
appropriate for the participant's age.  
Each piece must be relatable to one  
Human Rights article. They can display  
violations, or desirable situations.

Tape



## 5. BETWEEN 1-30:

### IMPLEMENTATION:

- 1) The Facilitator hands out the same "Activity Card A" to each of the three groups, alongside the Universal Declaration of Human Rights.
- 2) After each group's presentation, the other groups should guess which Human Right the group presented. If there are different opinions, please open a discussion and come to a clear result which article of the Human Rights the scene represented. Note the results.
- 3) After the three presentations, the next "Activity Card B" is handed out to the groups.
- 4) At the very end, all three groups can together create a kind of statue/picture, which represents their respect for Human Rights.

### DEBRIEFING QUESTIONS:

- > Was it difficult to represent a human right?
- > Which activity card was the most complicated to represent?
- > How was the work in your group?

### ANNEX:

Activity Cards:



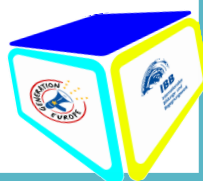
#### Activity Card A:

Please discuss and agree (in your group) on a situation, in which one of the articles of the Declaration of Human Rights is violated.

- Present the situation as a pantomime to the other groups
- To find out which group starts, send a person into the "Action Circle" to roll the dice. The highest number begins.

#### Activity Card B:

Please present the same situation, but in a way that values the discussed human rights.



## 6. PENCILS:

### IMPLEMENTATION:

- 1) The facilitator says:  
"We are going to work on a task and for this task you will need pencils.  
You are only allowed to use the pencils we provide. In order to decide who gets which pencil, a representative of each group will roll the dice. The group that rolled the highest number will be the distributor of the pencils."
- 2) The facilitator gives the pencils to the winning group, who has 1-2 minutes to decide on how to distribute them to the other groups.

#### MATERIAL:

Pencils in different status (from very good to almost unusable one for each participant).

Dice

### DEBRIEFING QUESTIONS:

- > Was the decision unjust? And if yes, how did the disadvantaged deal with the situation?
- > Were they egoistic?
- > Did they mess up the task?

## 7. THE TOURIST

### IMPLEMENTATION:

- 1) The facilitator explains the instructions and the roles of the activity. One participant of each team is asked to roll the dice. The roles for the activity will be distributed based on the rolled number.
  - Highest number become the "Tourists"
  - Lowest number become the "Guards"
  - Middle number become the "Passer-by"
- 2) The groups receive their cards with the roles and one person of each group has to act without talking – while everyone listens to the following narration by the facilitator:  
"You are a tourist in a foreign country. You are at a train station. Two guards approach the tourist and ask for the ticket. They are not satisfied with the tourist's reaction. The guards choose to arrest the tourist. A passer-by walks in on the scene. The passer-by decides to intervene to aid the tourist."
- 3) At this point, the scene freezes. Based on the Universal Declaration of Human Rights (which will be given to the groups), each team has to prepare their arguments to support their side of the conflict. The group tasks are written on the cards. After the preparation, a discussion is held by the facilitator. The team of the "Tourists" and the "Passers-by" are seated on one side of the "Action Circle", the "Guards" on the opposite. The "Guards" should present one argument at a time and give the other side a chance to react afterwards. If the "Tourists" and "Passers-by" manage to invalidate three of their arguments for the arrest, the task ends.
- 4) A reflection is held afterwards to reflect this scene guided.

#### MATERIAL:

Cards with description of the roles and their tasks (1 card each per role/group)

The Universal Declaration of Human Rights (in necessary languages)

### DEBRIEFING QUESTIONS:

- > How do you feel before/after the scene freezes?
- > What would you change?

**REMARKS:** The facilitator should ensure that the participants are able to drop the role after the activity.





## The tourist

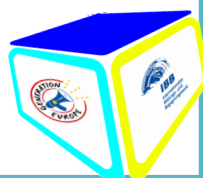
- You are a tourist in a foreign country at a train station.
- Two guards approach you and ask to see your ticket.
- They are not satisfied with your reaction.
- Be ready to defend yourself and to argue against your arrest by pointing out the human rights violations you have experienced.

## The Guards:

- Read the articles 1, 2, 7, 9, 10 and 11 of the Universal Declaration of Human Rights.
- For each of these articles, create an argument in support of your action – even though you clearly violated them.
- Be ready to argue your case.

## A passer-by

- Read the Declaration of Human Rights.
- Talk about the meaning of the different articles and do your best to remember their content.
- Be ready to argue against the tourist's arrest by pointing out the human rights violations in the guards' actions.



## 8. JOURNALIST

### MATERIAL:

Papers  
Pencils/ marker  
One dice for each group

### IMPLEMENTATION:

The participants are in their groups at the home stations. The following task is the same for all of the groups.

- 1) You are a journalist and would like to write an objective report about the handling of Human Rights in your partner country. What questions will you ask? Consult within the group and decide on three questions. The dice decides who will ask the questions first.
- 2) Step into the "Action Circle" and do the interview:  
Group 1 interviews Group 2  
Group 2 interviews Group 3  
Group 3 interviews Group 1  
Each interview lasts a maximum of 5 minutes. The audience should listen concentrated and gain as much information as possible.
- 3) Write your report in your own group and create a picture of the results.
- 4) Afterwards, present the pictures to the other groups. During the following discussion/reflection, the pictures could be supplemented, if something is missing.

### DEBRIEFING QUESTIONS:

- > What content of the spoken word reaches the listeners?
- > Is it always the same?

## 9. DEPORTATION:

### MATERIAL:

Pencils  
Papers  
Universal Declaration of Human Rights (in the needed languages)  
Activity cards

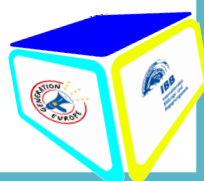
### IMPLEMENTATION:

- 1) The facilitator informs all three groups about the initial situation:  
"A participant has received a letter, asking them to leave the country within the next seven days. If the participant does not comply, they are threatened with arrest, imprisonment and immediate deportation."
- 2) The facilitator hands out the Activity Cards by chance.
- 3) Each group forms a chain of argumentation and decides how to present it to the others.
- 4) Afterwards, the groups present their results to each other.
- 5) When all three groups have presented their arguments, a question-and-answer session will be held.  
No ratings. Purely factual.
  - Could a solution be found?
  - How do you feel now?
  - Are the arguments comprehensible?
  - What information do you need to take action?

### DEBRIEFING QUESTIONS:

- > Was it difficult to interpret the task of your activity card?
- > Do you think something like that could ever happen in your country?

**REMARKS:** The initial situation can be adapted to any topic/reason for the deportation or target group.



## ANNEX:

Activity cards:



### Group 1:

What happened and why?

What possibilities does the participant have?

What are the reasons, why the participant would like to stay in the country?

Identify yourself with the person threatened with deportation and express their opinion.

### Group 2:

Put yourselves into the positions of judge, police and law.

From this position, what concerns Human Rights?

From this point of view, how are Human Rights handled in our country?

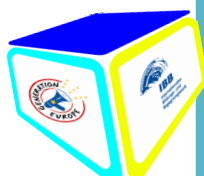
What opinions do we have about this in our group?

Does the participant have to leave the country?

### Group 3:

You want to get the participant to stay in the country, because .....

Collect possibilities and ideas in the group.



## 10. MY VALUES

### MATERIAL:

Flipcharts  
Papers  
Pencils  
Colors

### IMPLEMENTATION:

- 1) Every participant acts individually. The facilitator reads the following sentences aloud and the participants have to finish them:
  1. The people, who are most important to me, are...
  2. The network, which is important to me, is...
  3. I believe that...
  4. I enjoy...
  5. I wish...
  6. What important experience did I have during the workshop?
- 2) Afterwards, the participants express the values that are most important to them by writing on a piece of paper or by taking a picture. Then, they present their result to the plenary.
- 3) For closing, all participants enter the Action Circle, stand up for their values and have a demonstration.

### FINAL DEBRIEFING QUESTIONS:

If the participants feel uncomfortable answering the following questions, you may make a “thermometer” with tape on the ground (scale from 0-10) and let them position themselves at their degree of approval.

- > Was it difficult to find your value/values and stand up for it/them?
- > What was the most intense moment for you?
- > What’s the first thing that comes to your mind, when you think back?
- > Is there something you want to share with the group?
- > Do you think you have learned something new about Human Rights?
- > Referring to a specific task: Do you feel like there was a problem with this activity? If yes, what was it, could you solve it and how?
- > Do you feel like anything you experienced during the workshop is connected to your life? If so, what is it, do you want to share it?
- > Did your experiences with this workshop change anything for you?

### FINAL REMARKS:

- In case of a trilateral international encounter, allow the participants to discover more about the situation in other countries.
- For an international group, there should be translation available.
- Depending on the degree of closeness amongst the participants, consider playing the game in the middle, rather than the beginning of the encounter.



# 5. LOOK, HEAR, BE AWARE

## TYPE OF THE METHOD:

TGroup experience

## SOURCE:

Outcome of the Generation Europe network

## RELATED COMPETENCES:

Communication competence  
Personal competence

## OBJECTIVES:

Get to know each other in a different way

## NUMBER OF PARTICIPANTS:

15 to 30 participants

## TIME / DURATION:

120 minutes

## SPACE REQUIREMENTS:

A room big enough to move and to sit in a circle (on chairs or on the floor)

## MATERIALS:

Printed photo of every participant  
Pre-filled profile of each participant  
Music

## DESCRIPTION OF THE ACTIVITY:

- 1) Introduce the activity to the group and ask the participants to fill out the profile papers.
- 2) While walking around the room, everyone in the group should look into one other person's eyes as long as they feel comfortable, without talking. Play calm music in order to set the atmosphere and ask the participants to sit down quietly once they have accomplished the task.
- 3) The group now sits in a circle. Ask everyone to keep their eyes closed until the end of this step. The trainers change some participants' positions, so that no one knows who they are sitting next to. Everyone, in mixed order, takes the word and says 1-3 sentences from his/her profile or whatever else comes to mind (it is important that the task is announced in the introduction, so that they are prepared to speak in English without being afraid). Everyone listens to each other.  
Examples for sentences:
  - If I could change something in the world it would be ....
  - My dream job is...
  - For my future I would wish...
  - Or a topic related sentence (even if not from the personal profile)
- 4) The trainers distribute the photos of each participant randomly around the room and the cut-out sets of pre-filled profiles are shuffled and placed in the middle of the room. Now the task for the participants is, without talking, to fit the sentences to the right author's photo. In the end, everyone will take their own photo with the statements that the group placed on their photo (even if it is not the correct one).
- 5) Depending on the results, a group discussion about the outcomes may follow and should be moderated. Close the activity with a debriefing session in plenary.

## BUBBLE

0

## DEBRIEFING QUESTIONS:

- > Are the sentences and, therefore, the guessing of the group right?
- > According to which criteria did you assign photos and statements?
- > If not, does it fit nonetheless?
- > How do you feel now?
- > How did you feel during the tasks?
- > What do you think this activity is about?





**REMARKS:**

This activity is mainly aimed at a group that does not know each other very well or at all. It is very important that from step 1 to 3, except the sentences in step 2, all actions are done without talking to each other. Help with translation may be needed.

**ANNEX:**

Participant's Profile Template



# LOOK/HEAR/BE AWARE-PROFILE

**NAME****AGE****COUNTRY****I'M INTERESTED IN:****I'M GOOD IN:****IF I WERE AN ANIMAL, I WOULD BE:****MY DREAM JOB IS:****WHAT'S SPECIAL ABOUT ME:**

# 6. CODE OF ETHICS

## TYPE OF THE METHOD:

Simulation game

## SOURCE:

Outcome of the "Generation Europe" network

## RELATED COMPETENCES:

Critical and creative thinking  
European citizenship competence  
Communication competence  
Collaboration competence

## OBJECTIVES:

Reflect on one's personal values and principles and those of others  
Develop the ability to integrate different perspectives  
Collaborate in a decision-making processes

## NUMBER OF PARTICIPANTS:

15-30 participants.

## TIME / DURATION:

80 minutes

## SPACE REQUIREMENTS:

Indoor, training room with enough space to work in two big groups

## MATERIALS:

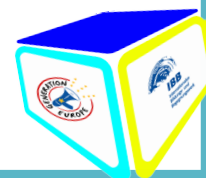
Music  
A3 paper  
Markers  
Tape  
Sticky notes  
Costume for the facilitator during the introduction part

## DESCRIPTION OF THE ACTIVITY:

- 1) The facilitator enters the room in a respiratory protection mask and asks for the participants' attention. While being accompanied by David Bowie's song, "Space Oddity", the facilitator removes the mask and explains the background of the simulation game. Participants are told they are among the last people to survive a global technological disaster on earth. The atmosphere is no longer breathable, and people must leave the planet. A spacecraft waits outside but can only rescue one of the remaining groups. However, in order to be rescued, the survivors should prove that they will be able to create a community that does not only satisfy basic people's needs, but also ensures a fair, inclusive and safe environment for all people and the planet. To prevent global disasters in the future, the survivors have to propose their "Codes of Ethics" (lists of key values), which will be adopted in the community.
- 2) The participants are divided into two groups and have 20-30 minutes to develop their "Code of Ethics". Each group has to come up with a list of maximum 10 key values.
- 3) The groups present their "Code of Ethics" and explain why they believe that a society based on these values will not cause a global catastrophe.
- 4) After the presentations, both groups have the right to comment on the lists of key values and discover similarities or differences. The facilitator follows the process by helping the participants find exact meanings for similar concepts.
- 5) Both groups can make one "Code of Ethics" (this can be slightly more than ten values) or remain with two different lists. The facilitator announces that a good teamwork has allowed the crew to discover a great potential in both groups, and both will be welcomed on board of the spacecraft.

BUBBLE

0, I  
& II

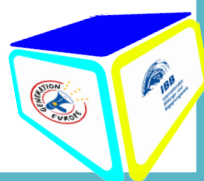


## DEBRIEFING QUESTIONS:

- > Was it easy to come up with a shared “Code of Ethics”?
- > Did the group decision always reflect your own considerations?
- > How would you describe the procedures of taking common decisions?
- > How would you describe your group’s decision-making atmosphere?
- > What is, in your opinion, needed to make a community follow the “Code of Ethics”?
- > Are the key values you articulated relevant for your local community?
- > Which of the key values do you like the most and would keep in your everyday life?
- > Are you ready to take action to make people in your neighbourhood aware of these key values?
- > Can you name another “Code of Ethics”? (e.g. Universal Declaration of Human Rights) Are they effective? Yes or no and why?
- > Which of the chosen values are ignored in our society? And what are the reasons for it?
- > Were there any values that you already use in your everyday life?

## REMARKS:

- Translation must be provided where it is needed.



# 7. WHAT ARE YOUR BORDERS?

BUBBLE

0, I  
& II

## TYPE OF THE METHOD:

Discussion, self- reflection,  
pantomime, acting

## SOURCE:

Outcome from the  
“Generation Europe” network

## RELATED COMPETENCES:

Critical and creative thinking  
Communication competence  
Collaboration competence

## OBJECTIVES:

To expand understanding about  
borders in the life of a person,  
society, countries, Europe...etc.

To develop imagination and  
critical thinking

To develop creative and  
cooperative skills within a group

## NUMBER OF PARTICIPANTS:

30- 60 min

## TIME / DURATION:

7 days to 1 month (or more)

## SPACE REQUIREMENTS:

A room, or large space

## MATERIALS:

Chairs  
Paper  
Pens

## DESCRIPTION OF THE ACTIVITY:

- 1) **Introducing the topic** with connection to history (e.g. German border between the German Democratic Republic (GDR/East Germany) and the Federal Republic of Germany, Berlin Wall).
- 2) **Discussing the topic:**
  - Is the topic relevant today?
  - Types of borders (personal, cultural, national, between people and between countries, nature's borders...)
  - Reflecting: The participants write down borders they face in their life.
- 3) **Discussion:**
  - Are the borders necessary?
  - Is it possible to live without any borders?
  - In what cases are they necessary?
- 4) **The participants** are given some examples from historical events when people were set into the limits of borders. They may choose one of those situations or one of the personal borders.  
Now divide them in smaller groups. (The size of the small groups depends on the total group size and the available space). Give them time for preparation. Each group should present one situation as a theatre play and find at least two solutions for their chosen situation (it can be a positive or a negative one).

## DEBRIEFING QUESTIONS:

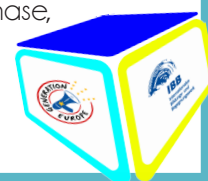
- > How does the understanding of borders change during time (in the last century, current changes)?
- > Who sets borders?
- > How can we widen our personal borders?
- > “Our personal freedom has its border where the freedom of another person begins”, what does that mean to you?
- > Was it difficult to find a solution for the theatre play? What solutions were more or less realistic?

## REMARKS:

Please take care to provide necessary translation.

Be aware, that this activity can cause emotional conflicts within the participants.

It is crucial to personally know the participants during the planning phase, as this will determine whether or not the activity is successful.



# 8. ARE WE DIFFERENT? ARE WE EQUAL?

BUBBLE

I & II

## TYPE OF THE METHOD:

Discussing, watching and analyzing videos, simulation, evaluation

## SOURCE:

Outcome of the "Generation Europe" network

## RELATED COMPETENCES:

European citizenship competence  
Collaboration competence

## OBJECTIVES:

Expanding the knowledge about the universality of human rights  
Develop skills to read information critically and independently  
Develop intercultural learning skills  
Learn to critically look at prejudices in ourselves and others

## NUMBER OF PARTICIPANTS:

5 - 30 participants.

## TIME / DURATION:

120 minutes up to several days

## SPACE REQUIREMENTS:

a room

## MATERIALS:

Chairs  
Computer  
Projector  
Speakers  
Internet connection (or downloaded videos)  
Printout of the Human Rights

## DESCRIPTION OF THE ACTIVITY:

### 1.) Brainstorming/Introducing the topic of human rights

- What are your personal rights?
- How do you determine them?
- Who can set the rights?
- Are there certain rights that are given from birth?
- Who can take the rights away?
- Why is the topic of human rights relevant today?
- What is discrimination? Speak about cases of discrimination.
- What is the declaration of human rights?
- And why was it created for?

### 2.) Working with the universal declaration of human rights.

- Participants work in small groups (4-5 persons) and try to agree on the 5 most important rights.
- Then the groups compare their results in the plenary.
- Short reflection: was it difficult to choose 5?
- Is it possible to define more or less important rights?

### 3.) Watching short videos about the topics:

- Equality, discrimination, prejudice. (see links in remarks)
- Short discussion after each video: what was the idea, message? What causes these problems?

### 4.) The small groups (4-5 persons) get a task to create and act out a situation from everyday life, where human rights are restricted and find they are asked to find a possible solution to the problem.

### 5.) Every group should now simulate their created situation one after the other.

- This happens in the following three steps for each group:
- First, the scene only shows how a human right is violated. Not yet the solution.
  - A second group now offers a possible solution (this can be done through acting or discussion).
  - Then the first group presents their solution of the problem.



### DEBRIEFING QUESTIONS:

- > How often do you find yourself in a situation where human rights are restricted?
- > Was it difficult to find a solution?
- > Have you thought of a situation where you couldn't find a solution?
- > What steps should be taken to prevent such situations?
- > What can each of us do?

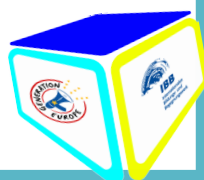
### REMARKS:

- It may take more time, depending on the group, their discussing skills and the creative process.
- It's recommendable to plan with extra time.
- Please make sure to provide the necessary translation.

### ANNEX:

Here are the links to the videos:

- <https://www.youtube.com/watch?v=jD8tjhVO1Tc>
- [https://www.youtube.com/watch?v=Fw7FhU-G1\\_Q&t=2s](https://www.youtube.com/watch?v=Fw7FhU-G1_Q&t=2s)
- <https://www.youtube.com/watch?v=wiuv5hzi5i4>



# 9. LEARNING ABOUT THE PROJECT

**BUBBLE**  
**I, III**  
**& IV**

## TYPE OF THE METHOD:

Presentation, brainstorming, discussion, simulation

## SOURCE:

Outcome of the Generation Europe network

## RELATED COMPETENCES:

Critical and creative thinking competence  
European Citizenship competence  
Communication competence  
Collaboration competence  
Personal competence

## OBJECTIVES:

Get to know the different steps of a project/ project management and their relevance  
Learn to ask relevant questions  
Discuss possible challenges and objectives  
Improve teamwork

## NUMBER OF PARTICIPANTS:

10- 30 participants

## TIME / DURATION:

120- 150 min

## SPACE REQUIREMENTS:

a big room

## MATERIALS:

Tables (x3)  
Flipchart/Pin board (x3)  
Cards  
Pens  
Timeline of the whole project  
Step of the project management

## DESCRIPTION OF THE ACTIVITY:

See "remarks" for an activity that is more oriented to project management.

- 1) The facilitators introduce the project in the big group (e.g., Generation Europe was a three-year long project) and illustrates the timeline of the whole project.
- 2) The big group is now divided into three smaller groups. Each of them sits around a table. Each table represents a different step/topic within the project (e.g.: youth encounters, action during the year, international meetings). Make sure there are enough facilitators for each table.
- 3) At the tables, the teamer shortly presents the most important facts about this step.
- 4) After that, four different topics are discussed in the small group and recapped on a flipchart:
  - What do you expect from this step of the project?
  - What are your fears regarding this? / From your perspective, what could go wrong?
  - What do you need for this step?
  - How could you prevent problems?
- 5) The small groups present their results in the big group.
- 6) Debriefing in the big group. The facilitator writes down the discussion on the flipchart.

## DEBRIEFING QUESTIONS:

- > How could you personally contribute to the discussion in your small group?
- > What are your strengths or interests that you want to share?
- > How do you feel about the whole project?
- > What do you think could be more challenging?
- > In what way do you think you can contribute to the success of the project?
- > In what project management area do you see yourself (the most)?
- > What difficulties have you encountered when working in a group for a project?
- > What do you think is the most challenging issue to deal with in real life?



**REMARKS:**

- The level of discussion is different in each group. In some cases, free discussions with everyone are possible, while in others it is useful to ask participants to write down their contributions.
- Translation must be offered where it is needed.
- In order to avoid possible misunderstandings and false expectations, the presentation of the project should be clear and understandable.
- Give time to answer questions about the project.
- This method should be used at the beginning of the project.
- No matter what your project looks like, show the participants the timeline, the main objectives of the project and the frame. Make the process as transparent as possible, so they have the chance to contribute to the plan.
- This method could also be built more from a project management perspective:

**STEP 1:**

The facilitator gives a small, general introduction about project management.

**STEP 2:**

Questions and division into small groups (e.g., organisation, fundraising/finances, politics/civil stakeholders, public relations and risk management).

**STEP 3:**

Within the small groups, the participants discuss and think about their own strategy for the assigned topic.

**STEP 4:**

The small groups prepare their presentations.

**STEP 5:**

Presentation of the outcomes in the big group with questions and answers. Some of the ideas could be taken into account for the real project (e.g., strategy for public relations).





# 10. ON A MISSION

## TYPE OF THE METHOD:

Simulation game /  
group work

## SOURCE:

Outcome from the  
“Generation Europe” network

## RELATED COMPETENCES:

Critical and creative thinking  
European citizenship  
competence  
Communication competence  
Collaboration competence

## OBJECTIVES:

Reflect about one's own  
actions in regard to local social/  
ecological/democracy issues

Develop the ability to  
communicate and present own  
ideas and to accept different  
perspectives

Collaborate in decision-making  
processes

## NUMBER OF PARTICIPANTS:

15-30 participants.

## TIME / DURATION:

120 minutes

## SPACE REQUIREMENTS:

training room with enough  
space to work in two big groups.

## MATERIALS:

Selection of short films and  
factsheets on social-  
oriented contexts - prepared by  
participants,  
PC / Projector/ Internet access/  
Markers/ Flip-chart paper /  
Hand-outs

## DESCRIPTION OF THE ACTIVITY:

### Preparation phase:

- 1) Prior to the activity, the facilitator asks the participants to search for social/ecological projects through suggested information sources and websites. In pairs or individually, the participants should create a fact sheet about selected projects. The sample structure of the factsheet:
  - History (how the project idea emerged)
  - Project team, heroes of the story
  - The project's goal
  - Main project achievements

### Main phase:

- 1) The participants arrange the prepared factsheets on the walls or a big table. For about 10 minutes, they examine all presented projects.
- 2) Then, they form small groups with 4-5 persons and pick one of the factsheets. As a group, they pretend to be members of a social/ecological organization, which could implement such a project. They think about possible roles (director, project managers, visionary, designer etc.) and distribute them. They should develop the mission, main objectives and values of their organization (i.e., ecological responsibility, solidarity, equality, diversity etc.).
- 3) Then, the participants give a presentation about their organisation and explain how they will maintain the developed mission and key values along the organisational activities.

## DEBRIEFING QUESTIONS:

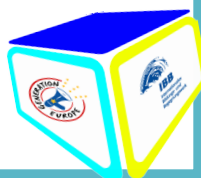
- > Was it easy to come up with an organizational mission and shared values in the group?
- > How did you feel in the roles of the social/ecological organization members?
- > How did you come up with your shared values?
- > Why are shared values needed? How do they relate to personal values?
- > Do organizations like these exist in real life? How do they support their action? (talk about sustainability: financial and social)

## REMARKS:

- If needed, translation should be provided.

BUBBLE

I, II  
& III



# 11. THINK WITH YOUR BODY

BUBBLE

I

## TYPE OF THE METHOD:

brainstorming

## SOURCE:

Output from the Generation  
Europe Network

## RELATED COMPETENCES:

Critical and creative thinking  
European citizenship competence  
Communication competence  
Cross-cultural awareness and  
expression  
Personal competence

## OBJECTIVES:

To better understand a topic  
Find the strong connections  
between different aspects of a  
topic/theme in our society and our  
own lives.

## NUMBER OF PARTICIPANTS:

10 – unlimited people

## TIME / DURATION:

30- 60 minutes

## SPACE REQUIREMENTS:

Wide space

## MATERIALS:

Paper tape  
Coloured paper shapes  
Paper stripes  
Pens/markers  
Objects brought by participants  
Sketch of the outline of a human  
body

## DESCRIPTION OF THE ACTIVITY:

The activity is a group brainstorming on a topic of your choosing (for example “waste”) and open to visual and space suggestions.

### 1. Preparatory step:

All participants are asked in advance to reflect on the concept of “waste” and to choose one specific meaning. They are invited to bring an object which can help to explain their idea of “waste”.

2. All participants come together in front of the outline of a human body on the floor. The coloured shapes are also available there.

3. Every participant is free to place their object onto the human body based on their personal understanding of “waste”, and its relevance to the senses or functions of the human body. The participants are also invited to associate their object and its description to the coloured shapes. Every participant presents their idea to the others with the help of the object, colour and relevance to the human body.

4. The participants are divided in small groups (3 to 5). Each group is invited to discuss the connections between the “waste” or “no waste” situations they depict and the social relations they generate. Every group writes down the results of their debate on stripes of paper. Later on, a group representative presents the results and places the stripes of paper on the outlines of the human body.

## DEBRIEFING QUESTIONS:

- > How did you feel during the action?
- > Were you able to contribute well?
- > Did you experience/learn something new?
- > Will you change your behaviour in the future? If so, what? If not, why not?

## REMARKS:

The method could be applied to any discussion or topic. The main idea of the practice is to find the strong connections between the different aspects of “waste” in our society and our own lives. So, that the problem of waste doesn’t look distant. Participants should find out the actual relationships that the quality of their life has, depending on the situations of “waste” or “no waste”.



# 12. WE ARE HUMAN BEINGS!

## TYPE OF THE METHOD:

Group work, discussion, brainstorming, board game,

## SOURCE:

Output from the Generation Europe Network

## RELATED COMPETENCES:

European citizenship competence  
Collaboration competence  
Cross-cultural awareness and expression

## OBJECTIVES:

Encourage creative thinking and raise awareness about the violation of human rights.  
Enhance problem-solving skills.  
Educate about the basics of human rights.  
Shape the attitudes of civil society, teach critical thinking and group work.

## NUMBER OF PARTICIPANTS:

10 – 30

## TIME / DURATION:

90 - 120 min

## SPACE REQUIREMENTS:

Wide space e.g., large hall, meadow, yard, playground

## MATERIALS:

Cards with individual articles of the universal declaration of human right and tasks (see Annex)  
Pictures of people and symbols concerning human rights (attached you find some examples including people mostly well known in Poland, maybe they adapted to your countries).  
List with questions / orders (Annex)  
Big board, painted on the floor or carpet with numbers from 0 to 35 with: (see annex)  
Something to distinguish the 2 (The "marked" group are the enslaved people.)  
Dice / Token / Stopwatch

## DESCRIPTION OF THE ACTIVITY:

Two groups of participants: free people and enslaved people.

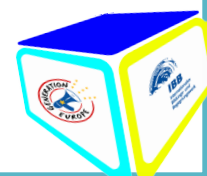
The first group to reach the field with the number 35 wins

All questions / tasks are read out loud by a moderator

- 1) Each group selects a speaker. The selected person must answer all questions for the group.
- 2) The group is allowed to discuss before answering.
- 3) The questions must be answered within 60 seconds (free people) and 30 seconds (enslaved people).
- 4) Only one member of the group is allowed to roll the dice, move the token or move on the board.
- 5) In the beginning, one person of each group rolls the dice. The group that obtains the higher number can start the game and becomes the free people team. The second group becomes the enslaved people team. The enslaved people receive markers to tell them apart.
- 6) When the token stops on a black field, the group must answer one of the 30 questions/tasks related to the articles of the universal declaration of human rights. If the speaker does not answer correctly and in the right time, the group must take one step backwards.
- 7) If the token stops on a blue field, the group must answer the question or execute the order as the symbol says:
  - If there is a Q, the moderator asks questions/ orders (there are different questions/orders for the free and enslaved people).
  - If there is a dot, the group must identify the shown figure or symbol (related to the human rights) from a picture. The group has to explain who or what is depicted and what the person or institution represents. If the answer is incorrect, the group must take one step backwards.
  - If there is a € symbol, the group will receive 5€ or 10€ (the facilitator decides how much). With this money, the group can buy the right to silence and can skip a question. Avoiding a black question costs 10€ and a blue one 5€. Only the free people can take advantage of the € symbol. The enslaved people don't receive anything.
  - If the symbol is a question mark, the group chooses a person that has to go to the opposing group.
  - If a field has two signs, the group has to fulfil both of them.
- 8) The group that reaches the field 35 first wins the dove of peace.

## BUBBLE

I, IV  
& V



## DEBRIEFING QUESTIONS:

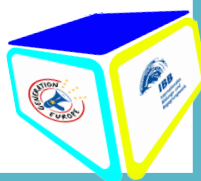
- > What was the purpose of this game?
- > What was the main topic?
- > What surprised you?
- > What were your feelings in the group of free people and the group of enslaved people?
- > Was this group's division fair? What articles in the UDHR were not respected in this case?
- > Which task was the most difficult for you?
- > What would you change?
- > How did you feel about being discriminated against as a slave?
- > How did you feel when you discriminated against the slaves?
- > Were the questions difficult to answer?
- > Are there winners or losers in this game? Explain your answer.

## REMARKS:

- This is an educational board game about human rights.
- This game can be used in schools, cultural centres, youth centres, cultural institutions and in all other places dealing with the topic of human rights. It could even be offered as a public activity.
- It has been prepared in accordance with the articles of the universal declaration of human rights.
- The game can be adapted to a group's prior knowledge and interests.
- In order to handle, explain and react to the participants' answers or arising questions, the moderator has to be well educated on the topic of human rights.
- Please take care to provide the necessary translation.

## ANNEXES:

- Template of the board
- Articles from the universal declaration of human rights and tasks
- Questions/orders for the free people
- Questions/orders for the enslaved people
- Definition from Wikipedia
- Example images from the internet



# TEMPLATE OF THE BOARD

	5	4 ○	3 Q	2	1 Q	START
	Q 6 €	23	22 ○	21	20 ○	? 19
	Q 7	? 24	33 ○	Q 32 €	Q 31	18
	8	Q 25	34	35 FINISH	36	Q 17 €
? ○ € Q	? 9	26	? 27	28	29 ○	Q 16
	○ 10 €	11	Q 12	? 13	14	15 ○



# ARTICLES FROM THE UNIVERSAL DECLARATION OF HUMAN RIGHTS AND TASKS

<https://www.coe.int/en/web/compass/the-universal-declaration-of-human-rights>

## BLACK FIELDS

### Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

*Task: Give two examples where this article is violated.*

### Article 2.

Everyone is entitled to all the rights and freedoms set forth in this declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

*Task: How would you summarise the article in your own words? // Which title could you give to this article of the declaration?*

### Article 3.

Everyone has the right to life, liberty and security of person.

*Task: Name some nations who do not respect this article.*

### Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

*Task: Can you give two concrete examples of what you understand by modern slavery?*

### Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

*Task: Give two examples of how this article is violated in everyone's everyday life.*

### Article 6.

Everyone has the right to recognition everywhere as a person before the law.

*Task: What do you understand by legal personality?*

### Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this declaration and against any incitement to such discrimination.

*Task: Give an example of at least one state or regime where citizens are not protected by law and their rights are violated.*

### Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

*Task: Name two types of courts(tribunals) you can turn to if your rights are violated.*

### Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

*Task: Give two examples from history when this article of the declaration was broken.*

### Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

*Task: Give an example from history when sentences were executed without the defendant being heard.*



#### Article 11.

- (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
- (2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

*Task: State the legal principle that one is considered innocent until proven guilty. (the presumption of innocence)*

#### Article 12.

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

*Task: Give two examples from daily life when this right of privacy is violated.*

#### Article 13.

- (1) Everyone has the right to freedom of movement and residence within the borders of each state.
- (2) Everyone has the right to leave any country, including his own, and to return to his country.

*Task: Was there a time in your country when it was not allowed to leave a country or a city without permission? If so, when?*

#### Article 14.

- (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

*Task: What are the names of the institutions that protect a citizen outside their own country?*

#### Article 15.

- (1) Everyone has the right to a nationality.
- (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

*Task: Explain the meaning of citizenship.*

#### Article 16.

- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- (2) Marriage shall be entered into only with the free and full consent of the intending spouses.
- (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the state.

*Task: Imagine two people who did not know each other before their marriage. Is this compatible with the human rights?*

#### Article 17.

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

*Task: Give two examples from history when people were illegally dispossessed of their property.*

#### Article 18.

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

*Task: Name at least four types of beliefs or religions in the world.*

#### Article 19.

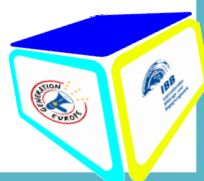
Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

*Task: Give a short comment with your opinion on forms or situations that are nowadays considered hate speech.*

#### Article 20.

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

*Task: Give an example of peaceful gatherings that are allowed in a democratic state.*



#### Article 21.

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

*Task: What kind of state does not have free elections?*

#### Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each state, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

*Task: Name the social problem that stands against this article of the declaration.*

#### Article 23.

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

*Task: Name the social problem that stands against this article of the declaration.*

#### Article 24.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

*Task: Think of a situation where this article is not practicable.*

#### Article 25.

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

*Task: Indicate the situation in which this particular article (part 1 or part 2) cannot be implemented.*

#### Article 26.

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

*Task: Give two examples of countries where children have no access to education.*

#### Article 27.

- (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

*Task: Where and why do you see the need for cultural development?*

#### Article 28.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this declaration can be fully realized.

*Task: Do you agree with this point? Justify your answer with at least one argument.*





## Article 29.

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the united nations.

*Task: What are the basic duties of a citizen?*

## Article 30.

Nothing in this declaration may be interpreted as implying for any state, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein

*Task: Give two examples from history where human rights were not respected.*

## QUESTIONS/ORDERS FOR THE FREE PEOPLE

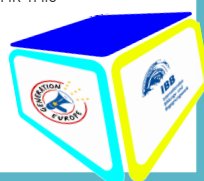
### BLUE FIELDS

1. You are on a desert island without laws or rules. You can stay on the island if you proclaim three laws. Then, you can move 2 fields forward.
2. You took part in a demonstration and you end up in jail because you broke the law. In order to be released, you would need to hire a very expensive lawyer. Luckily, you can afford one. That is why you will be in jail for a very short time. Skip a turn.
3. You have been punished for something you did not do. Make your point, say what you think. Then, you can move 2 fields forward.
4. You are a journalist and you are furious because the government has introduced censorship. If you can explain what censorship is, move 1 field forward.
5. Censorship has been abolished. You are so happy! You are allowed to roll the dice again.
6. You are on holiday in a country where human rights are not respected. There is no freedom of speech. During a control, the police search your suitcase and find a book that is forbidden in that country. Please point out which article of the declaration of human rights is violated. If you do not know, choose a person from your team that has to join the enslaved people group.
7. Your friend has been captured. No one knows where he is. You decide to go looking for him. You move 3 fields backward.
8. You live in a democratic country. There are free elections and everyone over a certain age has the right to vote. Now there is an election and you have to decide which party you want to vote for (1, 2, 3 or 4). Your group has to choose a number. The chosen number equals the number of fields that the group can move forward.
9. You look like you already feel like a winner. It's not that simple. You wait two turns, in the meanwhile draw the symbol of amnesty international on a paper.

## QUESTIONS/ORDERS FOR THE ENSLAVED PEOPLE

### BLUE FIELDS

1. You are on a desert island. Someone, who was here before you, has introduced rules, laws and regulations that are not in agreement with your way of thinking. You cannot live on this island and will therefore be banished. You move 2 fields backward.
2. You participated in a demonstration, broke the law and end up in jail. In order to be released, you would need to hire a very expensive lawyer. Unfortunately, you can't afford one. Roll the dice. If you get a six, you will be released from prison. If not, you skip a turn.
3. You have been punished for something you did not do. You do not have the right to explain yourself. You move 2 fields backward.
4. Human rights are violated in many countries of the world. In your country, too. As an enslaved human, you had no opportunity to go to school or learn anything. Say the name of an international organisation that protects the human rights and the peace in the world. Move 2 fields forward.
5. You are a journalist and you are furious because the government has introduced censorship. If you can explain what censorship is, move 1 field forward.
6. Censorship has not been abolished. It is bad, you cannot write and say what you think. Roll the dice and move as many fields backwards as the dice shows.
7. You were caught and imprisoned. The government does not tell you where you are, nor your rights as an imprisoned person. You are a missing person. Move 2 fields backward.
8. There are elections in your country. But there is no right to vote and there is only one party. What do you think? If you think this is right, roll the dice. If you think it is unfair, move 1 field forward.
9. Thanks to amnesty international, you are now free and can move to field 35!



## DEFINITION FROM WIKIPEDIA

Citizenship is the status of a person recognized under the custom or law of a sovereign state or local jurisdiction as a member of or belonging to the state. Each state is free to determine the conditions under which it will recognize persons as its citizens, and the conditions under which that status will be withdrawn. Recognition by a state as a citizen generally carries with it recognition of civil, political, and social rights which are not afforded to non-citizens.

In general, the basic rights normally regarded as arising from citizenship are the right to a passport, the right to leave and return to the country/ies of citizenship, the right to live in that country and to work there.

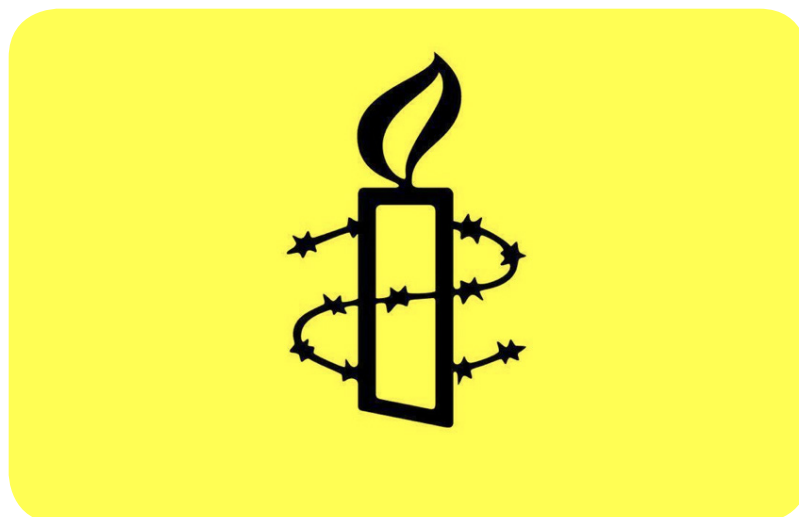
Some countries permit their citizens to have multiple citizenships, while others insist on exclusive allegiance. A person who does not have citizenship of any state is said to be stateless, while one who lives on state borders whose territorial status is uncertain is a border-lander.

Nationality is often used as a synonym for citizenship in English, although the term is mainly – notably in international law – understood as denoting a person's membership of a nation (a large ethnic group). In some countries, e.g. The united states, the united kingdom, nationality and citizenship can have different meanings.

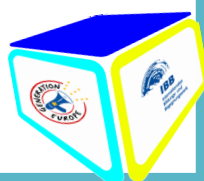
## EXAMPLE PICTURES FROM THE INTERNET:



UNICEF

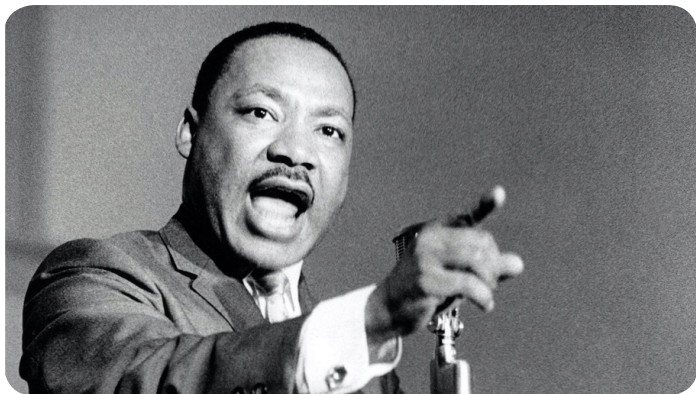


AMNESTY  
INTERNATIONAL





**POPE FRANCIS**



**MARTIN LUTHER KING**



**JUREK OWSIAK**



**NELSON MANDELA**



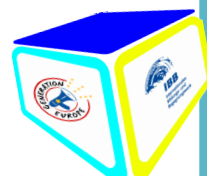
**JANINA OCHOJSKA**



**GANDHI**



**ANNA DYMNA**



# 13. THE MOST IMPORTANT THINGS

## TYPE OF THE METHOD:

Buzz group, brainstorming,  
group work, discussion

## SOURCE:

Output from the Generation  
Europe Network

## RELATED COMPETENCES:

Communication  
Cross-cultural awareness and  
expression  
Personal Competence

## OBJECTIVES:

Reflect about possible activities in  
regard to local social/ecological/  
democracy issues  
Develop the ability to communi-  
cate and present own ideas, to  
accept different perspectives  
Collaborate in a decision-making  
processes

## NUMBER OF PARTICIPANTS:

15 to 30

## TIME / DURATION:

40 to 50 min

## SPACE REQUIREMENTS:

A large room

## MATERIALS:

Markers  
flip-chart paper  
small colored sheets of  
paper (A5)

## DESCRIPTION OF THE ACTIVITY:

- 1) The participants are asked to think individually and write down on colorful sheets of paper, the 5 values that are most important to them (in the next 5 minutes).
- 2) Then, they are asked to form pairs, discuss their findings and come up with a common list of 5 values for both of them (within a time of 10 minutes).
- 3) For the following round, the couples come together in groups of four, discuss the values again and come up with a new list of 5 shared values (10 minutes).
- 4) In the last round, participants are divided into two equal groups and have to decide on the ten most important values relevant to their small community and then rate them on a scale (20 minutes).
- 5) The ranking has to be displayed, i.e., papers with written values have to be placed on the table or on the floor and their order has to be agreed on by the whole group – through a constructive discussion, which considers all diverse opinions. In case the participants cannot agree on a ranking order, they are allowed to come up with alternative solutions, for example, placing values in a circle instead of ranking. In any case, they have to present a team solution without the facilitator's hints.
- 6) As everything is on display, the two groups may check and confront the respective values and rankings.
- 7) The exercise should be rounded up with a reflection in plenary.

## BUBBLE

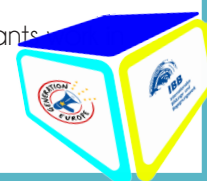


## DEBRIEFING QUESTIONS:

- > Was it easy to come up with shared values in the group?
- > Did the group decision always reflect your own considerations?
- > How would you describe the procedures of taking common decisions?
- > Are these values (the ones selected by the groups) present in our society? In which ways?

## REMARKS:

At the beginning of the activity, a starting step can be implemented: the group, in plenary, is encouraged to share thoughts about the concept of values. In order to rank the values, facilitators can both give a premade scale or leave it up to the participants' creativity. A language translation may be needed, particularly when the participants are couples or small groups.



# 14. YOUNGSTERS AND DRAGONS

## TYPE OF THE METHOD:

Role playing method

## SOURCE:

Output from the Generation  
Europe Network

## RELATED COMPETENCES:

Critical and creative thinking  
Communication competence  
Collaboration competence  
Cross-cultural awareness

## OBJECTIVES:

Creating an opportunity to take on  
a role to support tolerance and  
understanding  
To raise awareness about (self-  
imposed) stereotypes  
To develop communication and  
problem-solving skills

## NUMBER OF PARTICIPANTS:

16 to 30

## TIME / DURATION:

90 min

## SPACE REQUIREMENTS:

A large room, so that each of  
the four "villages" have enough  
space

## MATERIALS:

See Annexes  
Rules of the game (one print per  
participant)  
Village overview (Each village  
receives its own description)  
Laws and traits (one copy per  
village)  
Role cards (one per participant)  
Paper and pencil (for ideas)

## DESCRIPTION OF THE ACTIVITY:

### 1) Phase 1 (15'):

Participants get their role cards and go to their "villages".  
They get their culture description and time to read the  
material. Afterwards tell them the story of the "Lady of the Dragon"  
"The Lady of the Dragon" is offended because somebody stole a  
dragon egg. She is coming to claim one of the four "villages". You will  
choose among yourself, who will be destroyed. If you haven't decided  
by the end of round three, you will all die."  
Each "village" will also receive a paper with the statement: "YOU DO  
NOT HAVE THE DRAGON EGG".

### 2) Phase 2 (15'):

The "villages" have time to elaborate a strategy and choose two  
messengers.

### 3) Phase 3 (30'):

Three rounds of:

- a) The messengers visit another "village" (5')
- b) The "villages" discuss their strategy (5')

Finally, each group must tell the "Lady of the Dragons" who will be the  
tribute.

If three parties unanimously decide for one "village", that "village" will be  
destroyed, and the three other parties survive.

If all four "villages" decide for an effective strategy, like tricking, deceiving  
or coming to a deal with the "Lady of the Dragon", they can all survive.  
If they do not, and there is no clear vote, all "villages" get destroyed.

## DEBRIEFING QUESTIONS:

- > What happened?
- > What was your strategy in the first round? Did it change? How? Why?
- > How did you feel?
- > Why did you choose to do ...?
- > How did you feel about the process/ outcome?
- > How did the stereotypes make you feel?
- > If you could, what would you do differently?
- > What will the "Lady of the Dragon" do next?

## REMARKS:

You can also be creative and create a real "Lady of the Dragon" (a shape with  
a flipchart or a real person dressed up). She can walk towards the  
"village" and make one step further at the end of each round.

BUBBLE  
II, III  
& V



# YOUNGSTERS AND DRAGONS

## RULES OF THE GAME (FOR EACH PARTICIPANT)

*"The Lady of the Dragon is offended because someone stole a dragon egg. She is coming to claim one of the four villages. You will choose among yourselves, who will be destroyed. If you haven't decided by the end of round three, you will all die."*

The task of the game is to survive.

The villages are far away, so communication can only be done through messengers. Villagers must choose 2 messengers for the meeting phase. The messengers can go to one other village per meeting phase. The messengers must travel together.

Overall, there is one preparation phase and then three rounds of the game.

**Preparation:** Villagers have 15 minutes to decide on a preliminary strategy

Each round has two phases:

### 1. Meeting phase (5 minutes)

Selected messengers can travel to one place to talk with others. The messengers can only go to one place per round. If messengers come into the village, the talks are held between the messengers and the villagers. At the end of the phase, the messengers must return to their village.

### 2. Strategy phase (5 minutes)

After the meetings, the villagers decide on the strategy for the following round.

During the last round, the villagers decide on their final decision that will be given to the lady of the dragons. The decision is delivered by messengers.

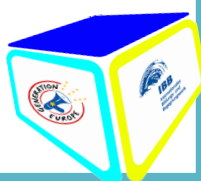
After 3 rounds, the lady of the dragon comes to the valley and the messengers deliver the decisions to her. The final decision is made and the game ends.

\*Optional: Villagers can choose a scout to ask the game master a question.



### STORY OF THE LADY OF THE DRAGON

"The Lady of the Dragon" is offended because someone stole a dragon egg. She is coming to claim one of the four "villages". You will choose among yourselves, who will be destroyed. If you haven't decided by the end of round three, you will all die."





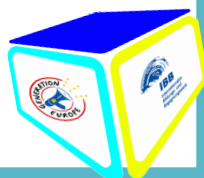


**YOU DO NOT HAVE THE DRAGON EGG**

**YOU DO NOT HAVE THE DRAGON EGG**

**YOU DO NOT HAVE THE DRAGON EGG**

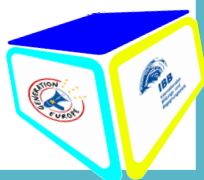
**YOU DO NOT HAVE THE DRAGON EGG**



# VILLAGE OVERVIEWS

(EACH VILLAGE RECEIVES ITS OWN DESCRIPTION)

- DWARVEN VILLAGE
- HUMAN VILLAGE
- ELVEN VILLAGE
- HOBBIT VILLAGE





# DWARVEN VILLAGE

You are dwarves. You are sturdy men and women, who have a love for all things shiny. You are willing to do any job for the right price. Through the generations, you have learned to deal with problems with your fists and axes. War and battle are homey to you. But in order to fight successfully, you need good gear. So, along with the learned love for violence, you have also evolved your craftsmanship to exceed everyone else's weaponry.

A long time ago, there was a war between dwarves and the elves. While the reason for the war has been long forgotten, the anger and contempt remain. Just look at those pointy-eared tree-huggers.

As a result, throughout the generation, this contempt has been set in stone with a law to stay clear of them. With humans, the story is simple – they have a good standing because the humans give good money for good craftsmanship and dwarves love their gold.

Finally, there are the hobbits. While the dwarves have no reason to not interact with them, they are wary of them. They seem so sneaky. What if they try to steal the dwarven gold? Since the hobbits are never not sneaky, the dwarves decided to set themselves a reminder through a law – protect your money from hobbits.

## Laws:

Talking with the elves is forbidden.

You need to protect your money when in the presence of hobbits.

## Traits:

Greedy – Their decisions are influenced by the desire to gain more riches. Can be bought for the right price.

Warlike – When in conflict, strike first and strike hard.

Crafty – Best at craftsmanship in the land.

## Relationships:

Humans – Dwarves have a good relationship with the humans, because humans are good partners for trade. Elves – Dwarves have an ancient feud with the elves, they hold them in contempt and refuse to deal with them.

Hobbits – Dwarves have a neutral standing with the hobbits and are willing to deal with them. They distrust them (are afraid that they will steal from them), and thus are careful around them.



# HUMAN VILLAGE

You are humans. While humans are not physically the strongest, nor the smartest, they are still a force to be reckoned with. No matter what the world throws at the humans, they grab hold and take control. To them, every environment can be a home. Due to this, the humans have developed a sense, that any action is acceptable for the good of the human village. No means are bad, if the outcome is good for the humans and the humans alone. This mind-set also resulted in a unique way to rule – everyone in their village must be in an agreement before a decision is accepted. Throughout history, human adaptability has given them a neutral standing with both the elves and the hobbits. The elves are a good source of information when they are willing to share, and the hobbits throw mighty fine parties but a party in the end is just a party. Of the other villages, humans and dwarves get along the best. Both have something to gain, humans get the best equipment, and the dwarves get gold. What better relationship could there be.

## Laws:

When making decisions, the village must agree unanimously. Otherwise lawless.

## Traits:

Adaptable – Every environment has the potential to be a home, every race has a use to advance your own standing via diplomacy.

Tricky – Any means necessary to get what is needed.

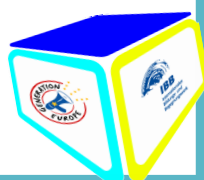
Selfish – All for the sake of the human village. They don't do things, if humans have nothing to gain from it.

## Relations:

Elves – The relationship between the elves and humans is completely neutral.

Dwarves – The humans have good relations with the dwarves because they are able to buy the best equipment from them, for good prices.

Hobbits – While the hobbits throw the best parties, the relations between them and the human have remained quite neutral.



# ELVEN VILLAGE

You are very smart. Everybody knows it. And you are beautiful. Incredibly beautiful. You want to conserve nature and do not like experiments. The other villages lack in contrast to you. Especially the dwarfs, whom you despise since a war 900 years ago. Because Elves think that they are above everyone else, they sometimes feel pity with the humans and give them information. But they don't really like the humans because of their recklessness. The hobbits are kind of cute in their eyes, but they don't take them very seriously.

## Laws:

Dwarfs are not allowed in the village.

Every messenger must bow before entering your village.

## Traits:

Arrogant

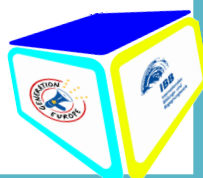
Have a lot of knowledge Conservative

## Relationships:

Humans — Elves look down on humans.

Dwarfs — Elves haven't talked to dwarfs in ages, they hate each other.

Hobbits — Elves think hobbits party too much.



# HOBBIT VILLAGE

You are hobbits. You are happy people, who just want to enjoy life. You really admire elves. They are so awesome! AWESOME! As pacifist people, you do not want to harm anybody. You also like dwarfs with their mighty beards and their impressive craftsmanship. About humans: you like them, even though you do not know why.

## Laws

You are not allowed to talk negative of anybody.

Elves and Dwarfs are not allowed in the village at the same time.

## Traits

Pacifist — They do not like fighting and conflict.

Stealthy — They can be very stealthy; the best thieves are hobbits.

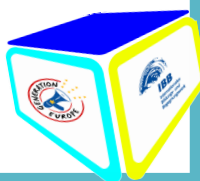
Hedonistic — They just want to have a good time.

## Relationships

Elves — Hobbits just adore elves.

Dwarfs — Hobbits like dwarfs, especially their treasures.

Humans — Hobbits like humans because humans also like to party sometimes.



# OVERVIEW OF LAWS AND TRAITS OF ALL VILLAGES

## (A COPY TO EACH VILLAGE)

### DWARVES:

**Laws:** Talking with the elves is forbidden.

You need to protect your money when in the presence of hobbits.

#### Traits:

Greedy – Their decisions are influenced by the desire to gain more riches. Can be bought for the right price.

Warlike – When in conflict, strike first and strike hard.

Crafty – Best at craftsmanship in the land.

#### Relationships:

Humans – Dwarves have a good relationship with the humans because humans are good trading partners.

Elves – Dwarves have an ancient feud with the elves, they hold them in contempt refuse to deal with them.

Hobbits – Dwarves have a neutral standing with the hobbits and are willing to deal with them. They distrust them (are afraid that they will steal from them), and thus are careful around them.

### HUMANS:

**Laws:** When making decisions, the village must agree unanimously. Otherwise lawless.

#### Traits:

Adaptable – Every environment has the potential to be a home, every race has a use to advance your own standing via diplomacy.

Tricky – Any means necessary to get what is needed.

Selfish – All for the sake of the human village. They don't do things unless humans have something to gain from it. Elves – The mood between the elves and humans is completely neutral.

Dwarves – The humans have good relations with the dwarves because they are able to buy the best equipment from them, for good prices.

Hobbits – While the hobbits throw the best parties, the relations between them and the humans have remained quite neutral.

### ELVES:

**Laws:** Dwarfs are not allowed in the village.

Every messenger must bow before entering your village.

#### Traits

Arrogant

Have a lot of knowledge Conservative

#### Relationships

Humans – Elves look down on humans.

Dwarfs – Elves haven't talked to dwarfs in ages, they hate each other.

Hobbits – Elves think hobbits party to hard.

### HOBBITS:

**Laws** You are not allowed to talk negative of anybody. Elves and Dwarfs are not allowed in the village at the same time.

#### Traits

Pacifist – They don't like fighting and conflict. Stealthy – They can be very stealthy; the best thieves are hobbits.

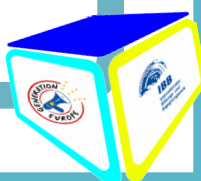
Hedonistic – They just want to have a good time.

#### Relationships

Elves – Hobbits just adore elves.

Dwarfs – Hobbits like dwarfs, especially their treasures.

Humans – Hobbits like humans because humans also like to party sometimes.



# INDIVIDUAL ROLE CARDS

(ONE PER PARTICIPANT)



## You are an elf

Lithoniel

VILLAGE HEALER

You are the village healer. You help everyone who are in need of healing, but you want to keep your healing methods secret from others. You tolerate dwarfs, humans, and hobbits.

## You are an elf

Mathienne

VILLAGE HUNTER

You are the village hunter. You love the forest and nature above anything. You hate humans because they destroy the forest.

## You are an elf

Vaeril

NOBLE

You are elven nobility, you like drinking elven wine and gossip. You are not interested in issues of other villages.

## You are an elf

Filarion

VILLAGE COOK

You are the village cook. The secret of your food is the use of elven wine. Half a bottle in the food and half a bottle in the cook. You like hobbits because you share their love for food and wine.

## You are an elf

Nithenoel

VILLAGE MAGE

You are the village mage. You would rather be alone in your study. You dislike parties and small talk. You think hobbits are too noisy.





## You are a hobbit

Baggy  
MERCHANT

Your shop never runs out of supplies. Your belly does not fit in normal clothes.

## You are a hobbit

Ringa  
THIEF

You are smaller than the average hobbit. You love rings. Your fingers are really long.

## You are a hobbit

Vinello  
SHERIFF

You are not so smart. Your deputy is a dog. You start working at 10:00 and drinking at 14:00.

## You are a hobbit

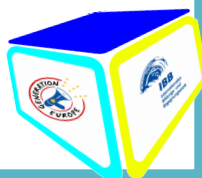
Ugola  
BARD

You can be very lazy. You don't play any instruments. Some call you "the Scarecrow". You really think you are truly good at singing.

## You are a hobbit

Fass  
BREWMASTER

You are bald and bold. You do not wear hats. The Sheriff is your best friend.





## You are a dwarf

Groghi

BRAWLER

You are the Blacksmith of the dwarfs. You are very strong and like to drink a lot. You are also a brawler in the local tavern. That's why Snoki doesn't like you very much.

## You are a dwarf

Toki

WORKER

You are a worker in the dark dwarven mines. You are very unfriendly to others because you are mostly work alone. But you love your Brother Snoki.

## You are a dwarf

Snoki

BAR OWNER

You are Toki's brother, and nothing like him. You own the local tavern and know everything about the village and the people who live there. You are a very friendly guy. But you do not like Groghi because of his brawling in your tavern.

## You are a dwarf

Moi Gahn

CHIEF

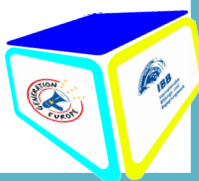
You are the Chief of the dwarfs. You are very moral but also want the best for your people. You are much trusted by the other dwarfs; you also have an adviser who you really rely on.

## You are a dwarf

Dwonini

RIGHT HAND OF THE CHIEF

You are Moi Gahn's right hand, you are very wise and help him with his decisions.







## You are a human

Evelin

FARMERS WIFE

Your name is Evelin. You're a happy woman who everybody knows and likes for her delicious cakes.

## You are a human

Reimond

WATCHMEN

You work at night, guarding the village. You're a strict person and you like when rules are followed by everybody.

## You are a human

Aleida

LOCAL GOSSIP

You know everything about everybody, and you aren't afraid to go spying on other villages.

## You are a human

Dickinson

THUG

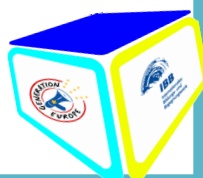
You're an aggressive person, who enters every possible fight that can happen.

## You are a human

Gilebertu

MAYOR

You're a fair and kind person, but you have a bad drinking addiction, and you keep spending village money for expensive whiskey in the local pub.



# 15. SOLUTION TREE

## TYPE OF THE METHOD:

Brainstorming, discussion, teamwork, open space report, excursion, presentation, group dynamic, buzz group, teambuilding.

## SOURCE:

Output from the Generation Europe Network

## RELATED COMPETENCES:

Critical and creative thinking  
European citizenship competence  
Communication competence  
Collaboration competence  
Personal competence

## OBJECTIVES:

Raise awareness about critical issues within communities  
Promote critical thinking  
Moving out of the comfort zone  
Get to know the local community  
Reaching a "problem-solving" mindset  
Enable contact between the community and decision makers  
Empowering people to be active citizens  
Develop communication skills

## NUMBER OF PARTICIPANTS:

10 – unlimited people

## TIME / DURATION:

7 days to 1 month (or more)

## SPACE REQUIREMENTS:

A big room, public space, space to host an event (in- or outside)

## MATERIALS:

Papers, Sticky notes, Flip chart, pens, markers and pencils  
Recording tools (including a microphone)  
For the tree: A real one or recycled materials to build one or A shape of a tree made of carton or a poster

## DESCRIPTION OF THE ACTIVITY:

- 1) In the beginning, introduce the activity and the process the whole group and then start by asking the necessary permissions (for example: use of the public space).
- 2) Individual task: the participants have some time to observe their neighbourhood and to go outside. The observation can be free, without any indication or can be guided with a question, such as: what would you like to improve in your neighbourhood? During this part, the participants can decide if they want to make a silent observation or if they want to interact with the people outside and ask them questions or possibly for their opinion on community problems.
- 3) Later, the participants will share their observations. The moderator beforehand selects several specific topics that should be discussed, for example: discrimination, waste, pollution, representation, gender inequality, space for the community, activities for children and young people. ... The moderator has to make sure that all the participants have the chance to share their observations. When the discussion is over, the participants have to vote, which topic they want to work on.
- 4) Creating the problem tree: The tree can be a real one or made up of recycling materials (paper or plastic), depending on the space and available resources. Please note the resistance of the used materials. Put the tree in a controlled open space to avoid any type of vandalism and make sure it can be moved in case of bad weather. For example, close to the city hall.
- 5) Discussion: The participants write the selected topic on the trunk. Then, they have to try to identify the causes of the problem and write them onto the roots. On the leaves, they write the following consequences (see the Annex\_ Solution Tree Model).
- 6) Public event A: The participants organize a public activity to be carried out in the neighbourhood. They can invite the residents to this specific event for example by using posters, flyers and social media. During this occasion, the participants explain the whole activity and the guests are invited to analyse the problem tree and write down their ideas for solutions. Those can be added on the tree or can be collected in a box.
- 7) Public event B: The participants organize a second public event where stakeholders and inhabitants are invited. The group

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moderates the discussion, illustrates the problem and the many solutions proposed from the community. Finally, altogether, they have to vote for one solution and create an action plan for the realisation.

- 8) The report of the activity and a final official paper with the action plan are presented to the local institution.
- 9) At the end of this process, it is important to do an evaluation with the group. Also, decide on possible next steps to ensure that the local institutions solve the problem, taking into account the given proposal.

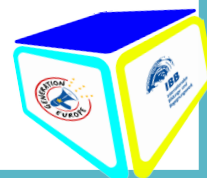
### DEBRIEFING QUESTIONS:

- > How was the process?
- > How was working together with the group, the community and stakeholders?
- > Was it difficult to identify what caused problem?
- > How was the population's reaction to the problem?
- > Was it difficult to create the action plan together?
- > How do you feel about the results?
- > Did it meet your expectations? Yes/no, why?
- > What is the change you want to see?

### REMARKS:

- In this method, there can be different types of involvement, that are depended on how much time and dedication the group will invest in the activity and how involved they are.
- Each part of the activity should/could be personalized and self- organized.
- Before implementing this activity, discuss a reasonable timeframe within your team.
- Think about the material of your tree, it has to be protected from weather, (indoors or outdoors). The developed solutions, for example, can be protected inside a bottle that hangs on the tree.
- It can be useful to use a tool such as the action plan circle.
- The local institutions should be co-organizers.





# 16. PUBLIC ACTIONS

## TYPE OF THE METHOD:

Participative methods, influencing and involving public space / Small group work, discussion, brainstorming

## SOURCE:

Output from the Generation Europe Network

## RELATED COMPETENCES:

Critical and creative thinking  
European citizenship competence  
Communication competence  
Collaboration competence  
Cross-cultural awareness and expression  
Personal competences

## OBJECTIVES:

To use the theory of event planning and project management  
To be able to plan an activity and try it in rough  
To step out of the comfort zone and interact with strangers  
To collect data and identify problems at the local level  
To practice active citizenship in real life

## NUMBER OF PARTICIPANTS:

Unlimited  
big groups should be divided into small groups of 5-8 participants

## TIME / DURATION:

2 days (preparation included)

## SPACE REQUIREMENTS:

City, town, place with higher population density

## MATERIALS:

Organizers provide the participants with everything they need  
For the actions: papers, boards, flipcharts, stationery, ...  
Speakers, megaphone, tables, boxes, markers, chalks, ...

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## DESCRIPTION OF THE ACTIVITY:

### 1) Preparation

First day: Participants are divided into small groups, where they discuss different ideas for actions. They choose one idea, following the topic of Active Citizenship and based on the already given theory of activity planning (5W+1H: What, Who, Where, When, Why + How). They plan the whole activity - what they want to perform and what their goal is, with who they want to interact, what place, length of activity, why they want to do that and how - content, materials, equipment, division of tasks etc.. Team leaders supervise and help in case of need and provide all the necessary materials.

### 2) Implementation

Second Day: All the planned activities for the public actions are performed. Depending on the type of activity, a length of 2 hours should not be exceeded.

### 3) Evaluation

Second day afternoon/evening: The group meets to evaluate the results together - each group presents and tells the others what they did and what they experienced.

### 4) Reflection

Follows the evaluation: First, the big group together with debriefing questions, then individual reflections for a better learning process.

## DEBRIEFING QUESTIONS:

- > What were our activities?
- > What did we experience?
- > How did we feel? Did we like/dislike it? Why?
- > How was your collaboration in the groups?
- > What did we find out - what were the results of campaign, interviews, etc.?
- > How are we going to use this and apply it in the future?



# ANNEX:

## General Checklist for Public Actions

### LOCATION CHECK

- ☐ Space Requirements
- ☐ Action's direction: frontal / in the middle / various small action areas
- ☐ Availability of electrical connections
- ☐ Walkways of the spectators
- ☐ Escape routes
- ☐ Stage
- ☐ Lines of sight
- ☐ Restricted view
- ☐ Backstage availability
- ☐ From which direction can the action start
- ☐ Seating
- ☐ Plan space for the technology

### DATE AND TIME

- ☐ When can most people be expected to visit?
- ☐ Is there enough daylight at this time of day?
- ☐ Can the action take place in any weather?
- ☐ Does an alternative (indoor) location have to be kept available?



### REGISTER AN EVENT

- ☐ Obtain approvals
- ☐ Make a request

### PUBLIC RELATIONS

- ☐ Create press distribution list (print / social media / tv / blogger)
- ☐ Write invitations
- ☐ Send out press release
- ☐ Assign a contact person for queries

### PROMOTION

- ☐ Posters
- ☐ Flyer
- ☐ Radio spot
- ☐ Social media

### PERSONAL INVITATIONS

- ☐ Official representatives of the city
- ☐ Stakeholder
- ☐ Parties concerned by the planed issue

### TECHNICAL REQUIREMENTS

- ☐ Light
- ☐ Sound
- ☐ Amplifier for live music
- ☐ Microphone



# 17. LET'S COME TOGETHER

## EXAMPLE DATES AND TOPICS:

Europe before/during/ after a pandemic

### TYPE OF THE METHOD:

Discussion

### SOURCE:

Output from the Generation  
Europe Network

### RELATED COMPETENCES:

European citizenship competence  
Communication competence  
Cross-cultural awareness and  
expression  
Personal competence

### OBJECTIVES:

Enable contact between  
international groups

### NUMBER OF PARTICIPANTS:

Max. 30

### TIME / DURATION:

Up to 5 sessions /  
each approx. 120 min

### SPACE REQUIREMENTS:

online

### MATERIALS:

Online Meeting account f.e.  
Zoom  
Laptop / mobile phone  
Internet connection

## DESCRIPTION OF THE ACTIVITY:

- 1) Invitation by the leading organisation via the moderators of the national groups.
- 2) Preparation: Moderators inform their local groups about the concept, dates and topics. Arrange an online video training session. In our case, using Zoom. They explain the rules and tools of the used app/program. Take ensure that every participant is able to log in and can participate.
- 3) Implementation:  
The dates are moderated by the leading organization and partners
  - 5 - 10 min introducing the meeting (etiquette, topic, structure)
  - 10 min warm-up
  - 15-20 min short introduction of the participants
  - 30 min topic-related discussion, brainstorming
  - 10 min break
  - 45 min discussion in break-out rooms in smaller groups
  - 5 min energizer in the big group
  - 20 min presentation of the outcome from the group-discussion
  - 10 min feedback, reflexion
  - (afterwards time for free conversation in a breakout room without moderators)

## DEBRIEFING QUESTIONS:

The questions will be asked at the end of the official part of the round and can be answered using the chat function. First simultaneous feedback by everyone, using a hand signal. (agreement: thumbs up / rejection: thumbs down / neutral: thumb horizontal)

1. Technical: Did you have technical problems?
2. Personal:
  - > How did you feel about the moderation?
  - > Were you able to contribute to the discussion?
  - > Did you have enough to say?
  - > Do you have suggestions for improvement?
  - > How did you like the topic?
  - > Any questions?
  - > Any other comment?

## REMARKS:

- A technical supervisor is needed to ensure a smooth process.
- Moderators are needed for each of the discussions in break-out rooms.
- Shyer participants are also given the opportunity to write their opinion/ thoughts in the chat if they don't feel comfortable speaking up.
- Please take care to provide the necessary translation.
- For better understanding and preparation of your own sessions, you can use the attached exemplary session.

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# EXAMPLE

## TITLE OF THE ACTIVITY:

"Let's come together" in Zoom  
Topic: Solidarity in Europe during this challenging time

## NUMBER OF PARTICIPANTS:

Active: max. 30 people (one from each national group)  
Passive: Teamers of every group are invited as mute spectators  
Moderation:  
Technical support / overview of who is speaking next:  
Monitoring:

## OBJECTIVES:

Of the method in general:

- Enabling contact between the participants of Generation Europe.
- Showing that Generation Europe still exists and keeps on going forward
- Getting inspired by other youngsters of the international groups
- Empowering youths to take part in English virtual meetings
- Empowering the participants as representatives of their group and their country

Of this session:

- Rising awareness for the concept of solidarity
- Critical exchange about the situation in Europe and different perspectives
- Realising that everyone of us, and all of us together, can do something for more solidarity in Europe
- Query for a creative output of "let's come together"

## TIME / DURATION:

Approx. 2 hours (120 min prepared program, 10 min of break), additional time for informal exchange after the programme

## SPACE REQUIREMENTS:

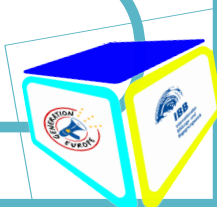
None

## MATERIALS:

Zoom account/ laptop/ mobile phone/ internet connection/ pen and paper

## WORKING METHODS:

Icebreaker/ presentation/ discussion/ voting/ reflection





## DESCRIPTION OF ACTIVITY:

### Preparation:

- Invitation by the leading organisation via the local groups, informing the teamers about the concept and how they could prepare their participants (as described in the TSO\_LetsCome\_Together\_general)
- Join the Zoom meeting 15 min before the start

### Structure of the meetings:

Welcome / concept / rules / structure of the meeting

- 5 min welcome and introduction
- 5 min explanation of the meeting (etiquette, breaks, topic, structure)

Icebreaker

- Icebreaker: competition "painting flags" (10 min)

15 Minutes discussion

- What is solidarity for you?
- Where have you seen solidarity in Europe?  
Talkinground or via Jamboard/ Whitboard sth. similar

35 Minutes topic-related discussion: "Where do we need more solidarity in Europe?"

- 2-3 break-out rooms

12 Minutes break and energizer

- Dancing to different kinds of music in different kinds of movement

20 Minutes group discussion (whole group)

- Presentation of the results of the working groups
- Giving each other tips and support: What can we do for more solidarity in Europe?
- How can the requirements be brought into action in the local groups?

10 Minutes: query for creative output

- explanation
- time for input, using the chat

## DEBRIEFING QUESTIONS:

Reflection: 5 min

The questions will be asked at the end of the official part of the round

Simultaneous feedback by everyone, using hand signals. (agreement: thumbs up / rejection: thumbs down/ neutral: thumb horizontal)

### Personal:

- Did you have technical difficulties?
- How do you feel about this meeting?
- Did you learn anything?
- Was it interesting for you?
- Were you able to contribute to the discussion?
- Any questions?

Please use the (then unlocked) chat for:

- Do you have suggestions for improvement?
- Any other comment?

Afterwards time for free conversation in break-out rooms



# 18. ESCAPE ROOM DIGITAL

## TYPE OF THE METHOD:

Online Escape Room

## SOURCE:

Output from the Generation  
Europe Network

## RELATED COMPETENCES:

Critical and creative thinking  
European citizenship competence  
Communication competence  
Collaboration competence

## OBJECTIVES:

The participants learn to recognize fake news and experience the effort it takes to check news. Critical thinking and the ability of opinion-building in the age of fake news, will be improved. Understanding of the dangers and effects by the spreading of fake news. Importance of cooperation and teamwork to discover fake news and fight for the truth. Raise awareness of the different forms of false information (video manipulation, algorithm supported campaigns, ...).

## NUMBER OF PARTICIPANTS:

Up to 30

## TIME / DURATION:

2 hours for 4 levels plus twice  
40 minutes in the entire group. In  
total 4 hours, including a 20  
minute break.

## SPACE REQUIREMENTS:

None, if the participants have  
access to the internet  
on their own.

## MATERIALS:

Every participant needs a device  
for zoom and an internet  
Zoom-like online meeting platform,  
with break-out rooms.  
Digital Whiteboard for the intro  
(e.g. jamboard).  
Paper and pens

## DESCRIPTION OF THE ACTIVITY:

### 1 Intro (40 min)

- All participants meet in a big zoom room
- Ice breaker and introduction round

What do you expect? What are your fears? Regarding society, the political situation, environment, job market, economy, etc? Collection of answers on the board.

Input and collection of thoughts via board (what is the first thing that pops up in your mind when you hear fake news?)

Explanation of the escape room (rules, game, materials, ...)

Group will be divided into smaller groups of max. 4 people

### 2) Activity (120 min)

The small groups work on their own (see annex). Moderators are in the big room, on demand to answer questions if necessary (3 questions per group). — No observers in the rooms.

It is important to make sure no language barriers are in the groups — add translators in groups where needed beforehand.

The groups work in their own pace. If they are finished before the 120 minutes are over, they come back to the main room.

After the activity, the participants have a coffee break of 20 minutes.

If they finish earlier, they can go on the break longer or stay in the room for informal exchange.

### 3) Closing session (40 min)

Look at the intro board again (fake news) — now they are asked to say what they think about fake news again (add/remove what changed).

Groups report from their experience and exchange thoughts and realisations they had during the game.

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## DEBRIEFING QUESTIONS:

### Feelings

- > How did you feel about the false information?
- > What was the most difficult part?
- > What was most challenging about the experience of the power of fake news?
- > Say how you felt during the activity in one word (every word can just be said once) → visualize the words on board.
- > Look at the board with expectations and fears again. What really happened? Did the activity meet your expectations? → reflection visualised on board.

### Facts

- > What did you do/ experience?
- > Have you experienced something like that (fake news) in real life?
- > Do you know stories of fake news that had a great negative impact?
- > How does the manipulation work through fake news?
- > Who gains power through fake news?

### Findings

- > What are the different strategies or tools to fight the different kinds of fake news?
- > What can you do to fight fake news?
- > Did the activity change something about how you see the news now?
- > What new things did you learn about the topic/ what did you realize?

### Future

- > Have you got the skill/are you going to be able to recognize fake news?
- > How will you proceed if you find out about fake news?
- > Together, collect/ give them strategies and tricks to recognize fake news (board)
- > Do you know a project you would like to be involved in, that detects and reveals fake news?

**[HTTPS://GENERATIONEUROPE.ORG/ARCHIVE/ESCAPE-ROOM](https://generationeurope.org/archive/escape-room)**



# 19. GENE RESILIENCE SOCIAL CAMPAIGN

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## TYPE OF THE METHOD:

Facilitation of individual and group reflection

## SOURCE:

Outcome of the Generation Europe network

## RELATED COMPETENCES:

Communication competence  
Personal competences

## OBJECTIVES:

Maintain a connection with participants of your group during a lockdown or over long distance  
Stimulate resilience  
Check-in on the emotional status of the youngsters  
Facilitate the expression of emotions  
Construct a positive narrative  
Stimulate creativity  
Learn to create short videos  
Reflect on the usage of social media  
Spread positivity

## NUMBER OF PARTICIPANTS:

max. 8 participants

## TIME / DURATION:

3 sessions of 90 minutes

## SPACE REQUIREMENTS:

video conference room (ej.Zoom)

## MATERIALS:

Internet connection  
Video camera/phone  
Guidance questions  
Pen  
Paper

## DESCRIPTION OF THE ACTIVITY:

This activity focuses on the wellbeing of participants during a lockdown or if the group cannot work together in one space due to another cause.

### 1) First digital meeting

**1.1:** Invite your group of youngsters to an online meeting with the aim of reconnecting the group. (In case you have faced an interruption of local activities.) Introduce rules for the videoconference and communication. (Turn microphone mute, when you do not talk, make sure there are no disturbing elements in the room...)

During the first meeting, the facilitator will check on the youngsters' status and introduces the idea to keep working on the project during the lockdown. Ask general questions, like: "How are you? How is your family? Are you able to study? Do you have private space? Can you go out from time to time? Are you worried?" Introduce the idea of a new activity. (See description below) Plan the next meetings together with the youths in order to raise a bit of suspense and excitement.

**1.2:** Before the second digital meeting, participants will receive the following task: Send guiding questions to the group and ask them to take 20 minutes to answer. Make clear that it is an individual reflection, ask them to find time and space to concentrate on it. Specify that the notes are private and will not be shared, but it is nonetheless an important step for the activity's organization.

Guiding questions:

1. What is your experience in this moment of crisis?
2. What changes have occurred in your social relationships?
3. How does it influence your study method, have you developed a new one?
4. During this time of staying at home, did you develop new hobbies or interests?
5. What impact will this time have, when you return to everyday life?

### 2) Second digital meeting

**2.1:** At the next meeting, ask some debriefing question on the individual reflection: "How was it? Had you thought about that before? Did the questions help you to realize something new?" Facilitate dialogue between participants. To enable online dialogue, it is important to agree on rules for communication at the beginning during the first meeting.



## 2.2: Introduce the Resilience Campaign

Everyone will be invited to make a video of 60 seconds (Instagram standard) about their daily life during the lockdown in their country. Ask them to concentrate on a positive attitude, something they have learned through this time or experience and that they would like to share and to keep for the future.

2.3: Collect the videos before publishing. It is important to check the content and make sure it coincides with the values of the project and your entity. Send feedback and eventual correction (explain why they should edit it).

## 3) Third digital meeting

3.1: Discuss the videos. Explain the sharing rules. Start the campaign by sharing the videos!!

3.2 Conclude the session with a debriefing session where you evaluate the process and the participants' emotions and reflect on the competences they worked on during the three sessions.

## DEBRIEFING QUESTIONS:

- > Did this activity help you to feel more positive when facing the difficulties during the lockdown?
- > Did you feel accompanied because you could share your daily life and feelings with others?
- > Are there things you learned during these sessions that you will keep for the future?
- > What was it like to see and hear that others have gone through the same thing?
- > Did you learn anything new?
- > Are you satisfied with your contribution? What would you do differently next time?
- > What advice would you give yourself if you had to go through a lockdown again?

## REMARKS:

This method was specifically developed for the strong lockdown in 2020 due to the Covid-19 pandemic, where not even the local Generation Europe were able to meet in person. However, this method is very adaptable. A social campaign could be done every time, on different topics. This activity could also be done at a face-to-face meeting.

Suggestions for publication:

- Video: 60 seconds maximum
- #whataboutyou #mypersonalchallenge
- Publish on Facebook, YouTube and Instagram, Twitter
- <https://netzpolitik.org/2019/discrimination-tiktok-curbed- reach-for-people-with-disabilities/>
- <https://theintercept.com/2020/03/16/tiktok-app- moderators-users-discrimination/>



# 20. NETWORK STORYTELLING

## “A SUMMER FAIRY TALE?”

BUBBLE

0 & II

### TYPE OF THE METHOD:

Creative writing,  
brainstorming method

### SOURCE:

Outcome of the Generation  
Europe network

### RELATED COMPETENCES:

Critical and creative thinking  
Communication competence  
Collaboration competence

### OBJECTIVES:

Joint appearance of an  
international group  
Giving every participant the  
opportunity to be part of a great  
story and introduce one's voice  
Production of an e-book

### NUMBER OF PARTICIPANTS:

A big national or  
international group

### TIME / DURATION:

Self-determined time  
management within a fixed time

### SPACE REQUIREMENTS:

online platforms

### MATERIALS:

E-mail account  
Software or tools to host online  
meetings  
Internet connection

### DESCRIPTION OF THE ACTIVITY:

- 1) Plan a local or online meeting to introduce the activity to the target group. The group is informed that in order to create a story, each participant has the task to write one chapter (or paragraph).
- 2) Start a brainstorming round in order to set guidelines for the contents and the writing style.
- 3) Some question may be used as input:
  - Who tells the story? A first-person narrator? A character from the story? An unknown observer? An alien?
  - To which genre should the story be assigned? Science fiction, horror, western, documentary, diary, love story, a dream?
  - How does the character experience the corona pandemic? How does he/she perceive the living environment? What wishes and dreams does he/she have for his/her living environment? What good can come out of the crisis? What does he/she miss?
  - What are the biggest fears/hopes?
- 4) During this first meeting, they also have to agree on a writing sequence and a working time frame.
- 5) According to the already decided writing rounds, the first participant starts to write their chapter and then sends it to the next person in the sequence.
- 6) This process ends, when the last participant has completed the final chapter.
- 7) Since a second round may be carried out in the future, it is fine to finish even if the story does not yet have a proper end.
- 8) After the story has been assembled, shared and read by every participant, plan a final meeting for the closing debriefing session.

## DEBRIEFING QUESTIONS:

- > Do you think your text represents what you really think and want to express?
- > Did you have enough time for the task?
- > Does it make a difference for you to share your thoughts only in the group or knowing that it will be published?
- > Do you think that we can encourage others with this action, or stimulate thoughts and topics in them that they might not have thought about otherwise?

## REMARKS:

- This method can be implemented both on a local and international level. In case of international partnerships, every local group may create and share its own story, giving the chance to show the different groups' perspectives. In this case, special care is required with regard to language issues (writing language and/or translation round must be determined according to the needs and composition of the group).
- The final stories may be published and/or used for presentation/acquisition purposes. It must be ensured
- that the participants have been informed about it and have agreed to it.
- Before starting the activity, it is suggested to ensure that every participant is able to take part in an online meeting and to safely use a personal email account.

# 21. TELLING A STORY

## TYPE OF THE METHOD:

Collective storytelling

## SOURCE:

Output from the Generation  
Europe Network

## RELATED COMPETENCES:

Critical and creative thinking  
Communication competence  
Collaboration competence

## OBJECTIVES:

Give young people the opportunity to use the power of the internet for their youth encounters with the means of "interactive documentation".

Give participants the opportunity to choose different methods of contributing to a common theme. Present a common problem with emotions and life experiences of the young people in their local communities.

Empower young people to improve their digital and communication skills

Encourage the personal contributions of young people and create an immersive experience that the end user can explore at their own pace

## NUMBER OF PARTICIPANTS:

2 to 30

## TIME / DURATION:

3 to 5 program days

## SPACE REQUIREMENTS:

Online networking tools,  
big room

## MATERIALS:

Moderation board / website  
Online tools: for example:  
Klynt / Pageflow / Prezi /  
YouTube/ Instagram / Tumblr  
Further free creative tools for  
video and photo-editing

## DESCRIPTION OF THE ACTIVITY:

### WORKING GROUP

#### 1) Define topics of mutual interest & decision making

1.1. Research and pre-decision by participants / teams in order to get enough information (in small working groups)

1.2. Decision-making process by young people, based on the outcomes of the research and its' presentation (can be done online)

#### 2) Storyline development

2.1. Presentation of potential / possible tools / methods in order to stay aware of the goal

Examples: writing texts, photos, interviews, films, pictures, music, painting, dancing

Important: constant moderation is needed

2.2. Collect ideas from young people (brainstorming, moderation-card clusters) in order to build a storyline (the "narration") collectively. You can start in smaller groups to make sure everybody has a chance to share their ideas before collecting all ideas with the complete group. This activity will start with an introduction about what the function of a storyline is; What is our goal? What do we want to tell? What is needed for our "story"? For whom do we do this?

#### 3) Implementation and creation of the "product"

3.1. The existing storyline is fed through the different pieces to create structure. Important: constant moderation and maintenance of the process and continuous review of the intended goal.

Remark: Constant communication and decision-making process needed

#### 4) Publication & feedback (buy/get a domain and upload)

4.1. Publishing via social media (e.g., press release, public presentation - digital or in real life)

4.2. Invite external audience (e.g., network of Generation Europe) to screen it via video conferencing and include the opportunity for a joined discussion

4.3. Proposes for broader broadcasting (e.g., festivals, tv-channels)

#### 5) Debriefing

5.1. How did you feel during the process?

5.2. Did we achieve our goals?

5.3. What new competences did you gain or got better at?

BUBBLE  
I & II





## DEBRIEFING QUESTIONS:

- > What happened so far (comment: let the youngsters shortly reflect the working process, the steps they took from the very first idea up to the moment right now)
- > How are you right now? What about your feelings right now (in this moment) in regard e.g., to the process, the result...?
- > What was the biggest challenge in the whole process for you & what helped to find (a) solution(s)?
- > What was, to you, the best moment of the process?
- > What did you learn? (connect this question with concrete skills and competences, such as research, digital and communication competencies)
- > Do you think that our creation has an impact? For whom?
- > Does the product represent what you wanted to achieve (based on the findings in the beginning) – how do you feel about that?
- > How did you feel during the (group) collaboration: could you contribute as much as you wished for?
- > What was supported/ hindered you?
- > Are there parts that you would like to continue working on?
- > Is something missing? What would you do differently next time?
- > Did you receive any feedback / reaction from “outside” (family, friends, community etc.)?

## REMARKS:

Finding common means of expression through interactive film making

This practice is thought to be a general guideline for an entire exchange program. It can be used, both, online and offline. It is possible to use the means of interactive filmmaking and storytelling as a tool to connect different personal contributions and to structure them into an immersive experience for the end user to explore at their own pace.

An interactive documentary is a website which leads through a storyline by offering different media: audio, photos, videos and interactive elements. It can also collect data which can later be shared with stakeholders. There are many great examples of interactive documentaries. To achieve the potential of web interactions, check out this website:

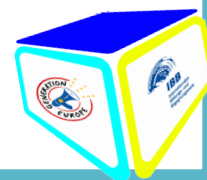
<https://www.nfb.ca/explore-all-interactive-projects/>

The proposal is to use different practices during the exchange and to collect contributions, all in line with a chosen overall topic, for example the issue of connection and communication, the use of time and space during a lockdown, the relation between real and virtual space, or active citizenship during and after a pandemic crisis. Put these contributions into a narrative structure and develop the web documentation with the help of a web designer.

This could be a nice example of how to use the media to reach institutions and a wider audience, but start freely as a normal exchange.

Examples:

- <https://recommon.org/extractivism/>
- <https://recommon.org/commoning-webdoc/>
- <http://globalmotion.pageflow.io/walkingtheline#37823>
- <https://stealingurfeelin.gs/>
- <https://recommon.org/labwumingENG/>
- <https://www.nchsoftware.com/videopad/>
- <https://docubase.mit.edu/project/>



# 22. MOVIES FOR ACTION

## TYPE OF THE METHOD:

Reflection / debate

## SOURCE:

Outcome from the  
"Generation Europe" network

## RELATED COMPETENCES:

Critical and creative thinking  
Communication competence  
Collaboration competence  
Cross-cultural awareness and  
expression

## OBJECTIVES:

Foster the development of  
critical thinking, verbal  
expression and debate skills  
Gaining an insight into one  
specific social issue  
Formulating opinions and  
understanding different points of  
view within a group

## NUMBER OF PARTICIPANTS:

10-15  
+ online contributors

## TIME / DURATION:

2 days

## SPACE REQUIREMENTS:

Online platform where the group  
can meet and see each other

## MATERIALS:

Moderation questions about the  
movie  
Computer or smartphone, where  
you can host a debate mee-  
ting and communicate with the  
group  
Good internet connection

## DESCRIPTION OF THE ACTIVITY:

This activity is aimed at a group of young people who are familiar with each other. The online action fosters a debate on social issues.

- 1) Introduce various films/short movies that address different issues with a small description and a preview of the movie. Then ask the group to vote on one that they want to see / topic they want to debate.
- 2) After choosing the movie, together, set a date for the online debate meeting. Until then, all the participants should watch the movie and take notes on their opinions, what they liked the most and the least about the movie and what special scene they wish to talk about.
- 3) Spread the word! Share what you are doing on social media, spike the interest, debate on the topic and invite others to join or comment their thoughts.
- 4) Meeting with the young people in an online platform:  
As the host of the meeting, greet the participants and make them feel welcome until everyone is present.  
Introduce the meeting with a small activity where everybody gets to speak about how they are feeling and what they have been up to.  
The moderator should take a neutral approach, leaving most of the sharing to the participants. Nonetheless, be aware of misconceptions and conflicts that might arise, and be sure to address them.  
Explain rules that everyone should be aware of during the meeting:
  - Respect each other – don't talk at the same time;
  - Avoid using words that might be hurtful to others;
  - Be open- minded and tolerant about other opinions;
  - We are here to have fun and exchange ideas! No need to get grumpy or mad.

BUBBLE

I, II  
& III



## DEBRIEFING QUESTIONS:

The debriefing questions largely depend on the topics the movie addresses, but here are some that can be adapted in different cases:

- > How does the movie deal with the topic?
- > What was your favourite / least favourite part and why?
- > What did you learn?
- > How realistic was the movie? How does this happen in real life?  
Connection to reality and the daily lives of the participants (if possible).
- > What inspired you the most?
- > What can you do in the future to deal with this issue?
- > Did you change your opinion during this process? If yes, how?

Describe a specific scene from the movie that you think can have different perspectives and ask for their impression. Feel free to use the contributions you got on social media to spike up the debate, and then share some of the conclusions/reflection the group reached.

## REMARKS:

**Moderation:** At least one person should have the moderator role during the youngsters meeting. This person has to make sure to watch the full movie and take notes about the most thought-provoking scenes and questions that might arise. The moderator should have sufficient knowledge to clarify doubts about the movie's issues.

This activity can be the start of a reflection process and inspiration to the group to create a local or online initiative that raises awareness and deals with the specific topics of the movie.

If the group does not know each other, make sure to implement a deeper introduction round, so that everybody feels welcome and safe to participate.

**Timekeeping:** if you can, ask somebody to help you with this task, and make sure that everybody gets time to express their ideas (more participants = more time needed for the debate).

Make sure that the chosen movie / short film is available for everybody, for example on a free online platform – and always aim at respecting copyright laws.

Be aware that not everybody has a computer and good internet connection. Try to assess beforehand if all the members of your group have any barriers that they can experience when you present the activity, because this can make them feel uncomfortable.

You can always adapt the activity to an offline debate with the group in person.

Make sure to check if the chosen movie / topics are age appropriate, and whether there are any sensitive /triggering areas- for example: a movie addresses a specific characteristic of one participant, that they are not ready to talk about in public.



# 23. BEING AN ACTIVE CITIZEN

## TYPE OF THE METHOD:

Hybrid/digital, roleplaying method

## SOURCE:

Output from the Generation Europe Network

## RELATED COMPETENCES:

Critical and creative thinking  
Communication competence  
Collaboration competence  
Cross-cultural awareness and expression

## OBJECTIVES:

Provide knowledge about Human Rights, conflicts, learn about case-studies, exchange views about the current situations, i.e., the pandemic

Provide tools for opinion-building and decision-making

Develop abilities to integrate different views and take decisions based on a context

Develop teamwork and participatory skills, identify challenging situations

Provide tools to deal with conflicts

Gain empathy and based on this, be able to understand the emotions of others in different (conflict) situations

Empowering teamwork and participation

Being able to reflect on one's own needs

Be aware of the AEC values: responsibility, empathy etc.

## DESCRIPTION OF THE ACTIVITY:

In a role game, participants take the position of a certain role within a set scenario. This activity is based on a simulation game, in order to be able to make decisions based on discussions, collecting arguments and different perspectives, and it focuses on Human Rights related topics.

Facilitators create a case scenario or pick an existing one, and choose one or more topics (and related questions), fitting to the target group (for a detailed case scenario example, see Annex 4). In the past, facilitators have focused on the pandemic and prepared 3 topics which could be interesting to the participants:

- How can you hold a European youth encounter during a pandemic?
- How can you vote during a pandemic?
- How can you demonstrate during a pandemic? / How to organize public action?

The method should be introduced with references to Human Rights ideas and discussions about how the participants experience this topic in their countries (see Annex 1).

Within 6 days, the participants have to prepare the case in their respective national group, work on their roles, discuss the topic, argue and possibly come to a decision, whilst taking all perspectives into consideration. During the last days, they confront and discuss the different outcomes, vote all together and then reflect on what happened during the process (see Annex 3 for a detailed overview of the method):

### Day 1

- Introduction in international meeting (How do we use the role game? What does it mean to simulate a decision-making process?)
- Facilitators present case scenario and topics in a creative way - prepared video, reading etc.
- Question and answers from participants / discussion
- National groups: discuss what roles are needed for the case and who would be involved in the decision-making process. It could happen, that not all the participants have a role, so the ones without can be observers. Their task would be to observe and take notes during the process.

### Day 2

- Working in international groups (via web or face-to-face),

BUBBLE

I, II  
& III



**NUMBER OF PARTICIPANTS:**

8 to 35

**TIME / DURATION:**

6 days; up to 4 meetings a day

**SPACE REQUIREMENTS:**

Workshop setting for the online encounter: spaces for the separated national groups to gather (if possible, to meet)

Workshop setting for the real-life encounter: one big discussion room for the whole group and 3 different rooms for discussions and preparations in national groups

For more details, please refer to Annex 2 and 3

**MATERIALS:**

Role description template (Annex 5),

Video equipment

Paper sheets, pens, markers etc.  
Possibly further information materials depending on the case scenario

Internet connection

participants present to each other the roles that the local groups agreed on

- Compare and discuss what roles are missing
- The groups have to agree on which roles they all have in common and decide on the same ones (e.g., politicians, medical helpers, parents, participants, etc.). If facilitators agree, it is possible to have some roles differing from group to group. It is important that the participants decide on the roles by themselves: it is part of the process to figure out which roles they think are the most relevant and impact the case
- Present and explain the role-template
- National groups: facilitators give real-life information about the case situation
- Participants write down role descriptions in local groups with the help of a template (see Annex 5)

**Day 3**

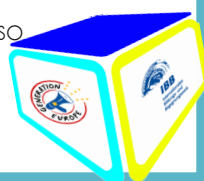
- Prepare national groups for the respective role game sessions (in English)  
> Rehearsal
- Participants also have to prepare the setting for the role game. The trainers just give a general frame and moderating questions
- Discuss which Human Rights are affected by this situation (with moderating questions from the trainers)
- Recording the making-of process and the discussions in the local groups

**Day 4**

- Presentations, in an international group meeting, of the respective role game sessions (either live or with a recorded video)
- Input and feedback from the spectating participants
- Debriefing of the three role games: How did they feel in their roles, etc.? (In split groups or virtual rooms)
- Discussion about differences and similarities between the countries
- In national groups, participants discuss a solution that could fit all three groups

**Day 5**

- In international meetings, the participants split into role-based groups in separate rooms- for example all the journalists come together (or in case of an online encounter, in online break-out rooms) – and develop international solutions. (Maybe trainers have to help with translations)
- The group of observers meets and discusses voting options. They also visit the role groups to hear if there are options that they did not yet consider. The observers, with the necessary help of a trainer, also prepare the voting on a flipchart (or a Zoom poll).



- Vote from the roles' perspectives. They have to take a position and decide which role-groups' solution is the best option.
- Break
- Present voting results
- Debriefing in international group

## Day 6

- Debriefing in local groups (also discuss Human Rights)

Facilitators may use a daily game plan as support for the method's implementation (see Annex 2)

## DEBRIEFING QUESTIONS:

### Feelings

- > Was it easy/difficult to get into the character?
- > How did you feel in your roles?
- > Did you feel like some roles could easier find common arguments for a solution than others?

### Facts

- > How did you decide about the set of roles in your situation?
- > How did you decide who will play which role in your group?
- > What helped you to understand the motives, needs and emotions of your character?
- > How did you come up with a shared solution in your local group?

### Findings

- > Did you find any differences/similarities in the situation's interpretation by different country teams?
- > Do you think the interests and rights of some groups were still "left behind" in this situation? How do you think, some social groups' Human Rights were threatened?
- > Did you encounter any stereotypes towards some roles? If yes, how did you overcome them?
- > Are you satisfied with your group's decision/ in the international role teams?
- > What did you learn about the specifics of communicating with people from administration, business, CSOs?

### Future

- > What could youth organizations and CSOs do to avoid the violation of Human Rights in similar situations?
- > Based on the decisions in your group/ in the international role teams, which activities would you implement to make these decisions reality?

## REMARKS:

- The role play does not only serve the simulation game, but mostly the actual decision-making process. Therefore, it is important to choose a topic that reflects actual problems and concerns of the youngsters at that moment.
- Trainers are free to propose a case that is more relevant to the partner countries. They should only make sure that it is not too complicated for the participants and relevant to their everyday life and the Human Rights field.
- Translation may be needed.



# ANNEX: General Checklist for Public Actions

## INTRODUCTION

What does it mean “to be an active citizen”, “an active European citizen”? Usually, our activism is focused on those, who are “left behind”: migrants, minorities, elderly people, people with disabilities etc. and those, who suffer from ecological, urban, industrial effects etc. We look for solutions, partners and funds to improve the quality of life and protect the Human Rights of people around us. But sometimes, all of a sudden, we can find ourselves facing a critical situation, which affects everyone, like climate change, COVID-19, mass protests in the streets etc. How should we react when our Human Rights are concerned as well? Wait for the decisions of governmental bodies or get together with like-minded people and develop solutions, which would consider the viewpoints of different parties concerned? We hope this role game will help you to experience a situation of collaborative discussion and decision-making on challenging issues!

Before being immersed into this role game, please have a look at some relevant information about Human Rights.

We hope it will facilitate your process of decision-making and regarding the diversity of viewpoints.

Compendium of Resources on Education for Human Rights (Council of Europe)

Introducing Human Rights Education (Council of Europe)

Write for Rights: A Human Rights Education Toolkit (Amnesty International)

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## DAY 1

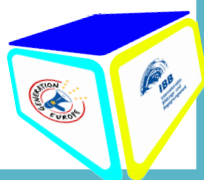
- Introduction in international meeting (How do we use the role game? What does it mean to simulate a decision-making process?)
- Facilitators present case scenario and topics in a creative way - prepared video, reading etc.
- Question and answers from participants / discussion
- National groups: discuss what roles are needed for the case and who would be involved in the decision-making process. It could happen, that not all the participants have a role, so the ones without can be observers. Their task would be to observe and take notes during the process.

## DAY 2

- Working in international groups (via web or face-to-face), participants present to each other the roles that the local groups agreed on
- Compare and discuss what roles are missing
- The groups have to agree on which roles they all have in common and decide on the same ones (e.g., politicians, medical helpers, parents, participants, etc.). If facilitators agree, it is possible to have some roles differing from group to group. It is important that the participants decide on the roles by themselves: it is part of the process to figure out which roles they think are the most relevant and impact the case
- Present and explain the role-template
- National groups: facilitators give real-life information about the case situation
- Participants write down role descriptions in local groups with the help of a template (see Annex 5)

## DAY 3

- Prepare national groups for the respective role game sessions (in English) > Rehearsal
- Participants also have to prepare the setting for the role game. The trainers just give a general frame and moderating questions
- Discuss which Human Rights are affected by this situation (with moderating questions from the trainers)
- Recording the making-of process and the discussions in the local groups



#### DAY 4

- Presentations, in an international group meeting, of the respective role game sessions (either live or with a recorded video)
- Input and feedback from the spectating participants
- Debriefing of the three role games: How did they feel in their roles, etc.? (In split groups or virtual rooms)
- Discussion about differences and similarities between the countries
- In national groups, participants discuss a solution that could fit all three groups

#### DAY 5

- In international meetings, the participants split into role-based groups in separate rooms- for example all the journalists come together (or in case of an online encounter, in online break-out rooms) – and develop international solutions. (Maybe trainers have to help with translations)
- The group of observers meets and discusses voting options. They also visit the role groups to hear if there are options that they did not yet consider. The observers, with the necessary help of a trainer, also prepare the voting on a flipchart (or a Zoom poll).
- Vote from the roles' perspectives. They have to take a position and decide which role-groups' solution is the best option.
- Break
- Present voting results
- Debriefing in international group

#### DAY 6

- Debriefing in local groups (also discuss Human Rights)

#### OVERVIEW OF THE METHOD

Please take note, that for the purposes of the online youth encounter, the blue parts refer to the work in local groups (offline setting), whereas yellow refers to work in the international group (online setting). For the purposes of a real-life encounter, yellow refers to the group work in international big group, whereas blue color refers to work in the national group. This method can also be done completely digital.

## BEING AN ACTIVE CITIZEN

### DAY 1

introduction  
- roleplay  
simulation or  
real decision?

presentation +  
information  
CASE

?questions  
&  
!answers

discussion  
which roles

### DAY 2

presenting each  
other the roles  
the local groups  
agreed on

moderated  
discussion,  
what roles are  
missing

agreeing on the  
roles for the case

presenting &  
explaining  
role-template

giving real life  
information  
about the case

creating role  
character with  
the template

### DAY 3

preparation &  
rehearsal  
national role play  
in English (live/or  
recorded)

what? when?  
where?  
who?

which human rights  
are effected by  
this situation?

RECORD  
MAKING-OFF

### DAY 4

3 presentations  
of role plays

INPUT FROM  
OBSERVERS

DEBRIEFING  
ROLE PLAY

discussion  
about different  
and simulations  
in between the  
countries

discussing a  
solution that  
fit all 3  
groups

### DAY 5

BREAKING OUT  
SESSIONS IN  
ROLE GROUPS  
get a solution!

VOTING

BREAK

Presenting voting  
results

debriefing  
the  
whole  
process

A ROLE PLAY GAME  
FOR OPINION BUILDING  
AND/OR  
DECISION MAKING

### DAY 6

DEBRIEFING

also about the  
HUMAN RIGHTS  
and the group  
process





## PRESET SCENARIO

### Real Life Scenario – Collapse and Fortress

Note: This is a more or less political scenario. Based on the "Being an Active Citizen" method, it is also about empathy with different perspectives. Both, the discussions within the defined roles and (in this case particularly present) the different European weightings and the understanding of priorities across national borders are in focus. The Level of complexity may increase, depending on the extent to which theoretical background information is covered in preparation.

#### The case:

The USA's supremacy in world politics is decreasing, initiated by internal disturbances and destabilization. The USA withdraws from NATO. NATO loses weight and importance.

[Remark: This case seems more or less fictitious at first. However, it serves as an additional incentive to play through the following question not only in theory, but also for current reasons.]

#### The question (in general):

Does Europe need its own unified army / defense?

[Remark: This question can of course also be played in general. However, the above-mentioned case description might intensify the search for a common solution due to the current situation.]

#### Preparation (for teamers)

(1) Before the role play starts, it may help to consider the points of conflict with the Universal Declaration of Human Rights, in order to point out conflicts to the participants with specific questions.

#### Examples:

- Article 3 – Everyone has the right to life, liberty and security of person.
  - Article 8 – Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.
  - Article 13 – (1) Everyone has the right to freedom of movement and residence within the borders of each state. (2) Everyone has the right to leave any country, including his own, and to return to his country.
  - Article 22 – Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.
  - Article 29 – (1) Everyone has duties to the community in which alone the free and full development of his personality is possible. (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society. (3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.
- (2) It may help to think about different roles for the participants. This will probably facilitate some group discussions. One should ask who (other than politicians) should be involved in such a basic discussion.

#### Examples:

Politicians, human rights organizations, aid organizations (e.g., sea rescue in the Mediterranean Sea), churches and faith associations, military (?), companies (for or closing and surveillance of borders), young people (conscription vs. professional army), non-European people (?) (keyword: responsibility towards non-Europeans)

[Remark: This case plays with personal responsibility towards others, especially non-Europeans (keyword human rights). At the same time, it confronts the different national groups and their general political agenda with the transnational individual roles that are to be developed by the participants. It would be interesting to observe where and in which case overlaps and differences of opinion arise and why.]



# BEING AN ACTIVE CITIZEN

## ROLE PLAY BIOGRAPHY TEMPLATE

Role play for opinion forming and/or decision-making

In a role play you take the position of your role. That means your complete argumentation is based on the biography of your role. Now design your character here. It can often be helpful to find a 'role anchor'. This is item of clothing or an object that you always take with you when you go into your role.

After the role-play you consciously put it aside again

**CASE:**.....

**ROLE:**.....

MARITAL STATUS: .....

CHILDREN: .....

SCHOOL LEAVING CERTIFICATE: .....

PROFESSION: .....

HOBBIES: .....

HOUSING SITUATION: .....

NAME: .....

AGE: .....

SKIN COLOUR: .....

NATIONALITY: .....

REGION: .....

NEEDS: .....

VALUES: .....

OPINION ON THE TOPIC

ARGUMENTATION

FEELINGS ABOUT THE TOPIC



# 24.DIGITAL VIDEO BATTLE

## TYPE OF THE METHOD:

Discussion, decision-making process

## SOURCE:

Outcome of the "Generation Europe" network

## RELATED COMPETENCES:

Critical and creative thinking  
Communication competence  
Collaboration competence  
Cross-cultural awareness and expression

## OBJECTIVES:

Opinion-building  
Explore different perspectives of various topics  
A proactive and constructive creative outcome  
Personal expression and teamwork  
Strengthen solution-finding competence

## NUMBER OF PARTICIPANTS:

minimum of 8 participants

## TIME / DURATION:

3 days (one online meeting and production of one video per day)

## SPACE REQUIREMENTS:

online platform

## MATERIALS:

Online meeting software or tool  
Laptop or mobile phone  
Internet connection

## DESCRIPTION OF THE ACTIVITY:

**Day 1:** During the first online meeting, each participant will get the task to create a short video (for example with a mobile phone), expressing their opinion on a topic that is really important to them and is related to Human Rights, democracy, AEC and Europe.

**Day 2:** In the second meeting, participants are divided into pairs. They exchange their videos and then have to record a response to their partner's video. The objective is to try and explore other perspectives. Since this could be very difficult in case of strong topics as, for example, racism or violence, a facilitator's help may be recommended.

**Day 3:** In the final online meeting, participants are split into groups of 4. They should discuss each pairs' topics of the previously recorded videos. Then, they need to choose one of the topics and create a new clip that includes the both perspectives (and tries to find peace and understanding between the two positions - if they are opposites). This third video should include both the related videos - pro and contra - and a new common part that provides a solution or intermediation.

Share the final videos with the whole group, discuss the outcomes and close the final meeting with a debriefing session.

For inspiration (in German with English and Turkish subtitles), see "Annex"

## DEBRIEFING QUESTIONS:

- > How do you feel?
- > Was it easy for you to create a video by yourself?
- > How did you feel about the "answer-video"?
- > What do you think about the outcome?
- > How did you like the whole process?
- > What did you learn?
- > Has your opinion changed during this process and if yes, how?
- > Do you now think different about people with other opinions?
- > Do you think the outcome video can change other peoples' views about this topic?

## REMARKS:

- According to the participants' agreement, this method allows to publish videos on social media and/or a public sharing of the outcomes.
- Language translation may be needed, depending on the group.
- Depending on the complexity of topics, help may be needed during group discussions.

**ANNEX:** Example <https://www.youtube.com/watch?v=1A7Qw88As64>

BUBBLE

I, II  
& III



# 25. DIGITAL PEN PALS

## TYPE OF THE METHOD:

Artistic/creative project-based method  
Opinion sharing Method  
Getting to know each other

## SOURCE:

Outcome of the "Generation Europe" network

## RELATED COMPETENCES:

Critical and creative thinking  
Communication competence  
Collaboration competence  
Cross-cultural Awareness and Expression

## OBJECTIVES:

Create deeper connection between pals  
Learn to work together in a team  
Artistic exchange while being physically distant  
Intercultural exchange  
Awareness of diversity

## NUMBER OF PARTICIPANTS:

Minimum 2 people (pals)

## TIME / DURATION:

2 to 4 weeks

## SPACE REQUIREMENTS:

communication platform/app (zoom, WhatsApp, telegram, discord etc.)  
Result sharing platform (youtube, facebook, klynt...)

## MATERIALS:

A laptop per pal, or electronic device for sending and sharing documents and using an online communication platform/app  
Stable internet connection  
Basic material for the shared creation process (paper & pens, colours, photo camera, sound/production devices, magazines to cut, recycled materials...)

## DESCRIPTION OF THE ACTIVITY:

Two participants from different countries are linked together. Each person is assigned a partner, preferably from different creative disciplines and/or complementary skills (e.g., 1 person good in writing, the other good in designing). The "pen pals" work on topics of their choice, possibly connected to an overall topic. The pairs are asked to frequently get in touch with each other and to continue communicating about their project. Ideally, they will work out one project.

The main goal is to present a final outcome that can be displayed virtually (e.g., a short video on a topic of the pen pals' choice with visual elements, texts, pictures, music, etc.).

### When to use it:

- As a preparatory encounter before a youth exchange
- Creative process during digital youth encounters with residential meetings in one or more countries.

### Support structure

- Technical support person (facilitator or coach)
- Facilitator for person-to-person issues
- Regular Feedback meetings

### 1) Kick- Off Meeting

- Introduction to the activity
- Assigning the pairs either randomly, by speed dating, assignment, free choice, topic-wise or idea-wise
- Setting a time frame, e.g., every 3 days, until the first meeting concept etc.
- Optional: fixed time frame for meetings during residential encounters.

### 2) Working phase of pen pals

- Meetings on their own with additional support if needed. Technical support or Facilitators will check-up between meetings.
- Upload outcomes onto one platform

### 3) Final Meeting:

- Presentation of outcomes
- Final feedback on outcomes and debriefing
- Evaluation (1. pen pal pairs, 2. form, 3. in big group)
- Follow up actions (e.g., sending letters)

BUBBLE

II & III



## DEBRIEFING QUESTIONS:

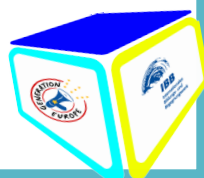
- > How do you feel?
- > Was it easy to step into the collaboration?
- > Was it easy to agree on a common topic to work on?
- > Was the cross-disciplinary and intercultural collaboration enriching?
- > What did you learn about yourself?
- > What did you learn about the other?
- > What did you learn about each other?
- > What did you learn about the topic?
- > Did your opinion about the topic change between the beginning and now? How?
- > What did you learn during that time?
- > Do you think the work will have a follow-up in the next future? How?

Further Ideas for debriefing:

- > Use thumbs up/down for starting or leading questions (also via mentimeter online or Zoom function)
- > Reflect in smaller groups with 3 pairs (also via Zoom breakout rooms) with 1 moderator
- > Use jamboard for more visual reflection online (can also be used anonymously)

## REMARKS:

- Communication should flow constantly, through frequent contact in an agreed time frame
- Proposal: Two online meetings with the whole group for an introduction of the activity and for result-presentation and disclosure. In between, self-organised communication by the pen pals themselves.
- In case of a personal meeting as national groups, several rooms or spaces for privacy or quietness.



# 26. ANTHEM FOR EUROPE

BUBBLE  
III & V

## TYPE OF THE METHOD:

Discussion, creative writing, working group, final joint action, production and distribution.

## SOURCE:

Outcome of the "Generation Europe" network network

## RELATED COMPETENCES:

Critical and creative thinking  
European citizenship competence  
Communication competence  
Collaboration competence  
Personal competence

## OBJECTIVES:

To develop communication skills  
Strengthen the European identity  
Giving participants the opportunity to reflect on what is important to them about Europe  
Production and distribution of a video

## NUMBER OF PARTICIPANTS:

10 – 30 people

## TIME / DURATION:

360 min

## SPACE REQUIREMENTS:

Online platform or a big room

## MATERIALS:

Zoom or other online platform  
Laptop / mobile phone  
Internet connection  
Video camera / mobile phone  
Speakers  
Materials for recording video  
Papers, Pens, Flipcharts or online jamboard

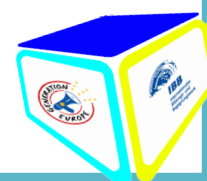
## DESCRIPTION OF THE ACTIVITY:

- 1) Discussion about what the participants love and criticize about Europe (for example about cultural/ political aspects). Also discuss, what changes they would like to see in Europe.
- 2) Listen to the European anthem (see Annex)
- 3) The participants can be divided into groups. Taking into consideration the first discussion (point 1) and by using the original music from Ludwig Van Beethoven, they have to create the lyrics for a new European anthem. They can also write the lyrics in their mother tongue.
- 4) The groups decide how they want to perform their songs (for example singing together, solo, in pairs, rap it, showing the lyrics on a paper, or on camera, creating a photo-collage with the lyrics. ...).
- 5) The groups have to rehearse and then perform their song in a video. (If needed with English subtitles).
- 6) In the final part, the participants have to decide on how they want to distribute their outcomes: they can decide if they want to mix/merge all the videos from each group or publish the videos separately – possibly on several social media channels using the hashtags

**#AnthemforEurope.**

## DEBRIEFING QUESTIONS:

- > Do you think your text represent what you think about Europe?
- > What difference do you see in sharing your thoughts in a small group and publishing the video on social media channels and knowing that it will be seen by many/unknown people?
- > Do you think that other people can be encouraged by this action and that they could become inspired to share their own thoughts about Europe and maybe even create their own videos?



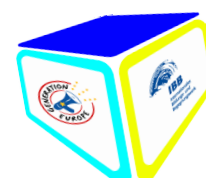
**REMARKS:**

- The song may be published and/or used for presentation/acquisition purposes. It must be ensured that the participants have been informed and have agreed to it.
- Depending on time available, the activity process can be extended or split into sessions.
- This method is intended to be digital. But it is also possible on site or in a hybrid way (both on- and offline).

**ANNEX**

European anthem, "Ode to Joy" by Ludwig Van Beethoven:

[https://europa.eu/european-union/about-eu/symbols/anthem\\_en](https://europa.eu/european-union/about-eu/symbols/anthem_en)



# 27. WISHES FOR EUROPE

## TYPE OF THE METHOD:

Discussion, final joint action / production of a video

## SOURCE:

Outcome from the "Generation Europe" network

## RELATED COMPETENCES:

Critical and creative thinking  
Communication competence  
Collaboration competence  
Cross-cultural awareness and expression

## OBJECTIVES:

Joint appearance of a group/network with good wishes for Europe and the world.

Giving local groups the opportunity to reflect on why/if European solidarity and cooperation is important during a crisis; In our case COVID-19.

Giving the local groups the opportunity to reflect on what is important to them about Europe.

Showing and realising how many and how strong we are.

## NUMBER OF PARTICIPANTS:

one national group, or several national groups in a partnership

## TIME / DURATION:

1 or 2 sessions,  
each up to 120 min

## SPACE REQUIREMENTS:

An online platform

## MATERIALS:

Zoom or any other online meeting account  
Laptop / mobile phone / any other technical device  
Internet connection

BUBBLE  
II, III  
& V

## DESCRIPTION OF THE ACTIVITY:

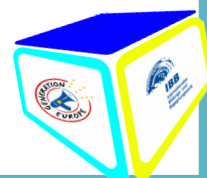
- 1) A local meeting is used to discuss the current situation in Europe. What is happening right now that is good, what is alarming? In this situation, what do you wish would happen in Europe (and the world)?
- 2) At the end of the meeting, the task is for everyone to sort their thoughts and to then decide on a wish for Europe.
- 3) A statement is formulated and translated into English.
- 4) During the next group meeting, one after the other will express their wishes in the online meeting.  
This sequence will be rehearsed and then recorded.
- 5) If everybody is satisfied with their own statement and wish, the video will be posted on social media or on your own website.

## DEBRIEFING QUESTIONS:

- > How did you feel about the discussion?
- > Was it easy for you to formulate a wish?
- > Does it make a difference for you to share your thoughts only in the group or knowing that it will be published?
- > How did you feel about expressing your thoughts in a foreign language?
- > Do you think that we can encourage others with this action? Or raise an interest about topics that they would not have thought about otherwise?

## REMARKS:

- The "Wishes" part is recorded and may be published and/or used for presentation/acquisition purposes. It must be ensured that the participants have been informed and have agreed to it in writing.
- Please take care to provide the necessary translation.





# 28. LET'S TAKE ACTION

## TYPE OF THE METHOD:

Decision making  
Campaigning  
Empowerment

## SOURCE:

Output from the Generation  
Europe Network

## RELATED COMPETENCES:

Critical and creative thinking  
European Citizenship Competence  
Communication competence  
Collaboration competence  
Cross-cultural Awareness and  
Expression

## OBJECTIVES:

Learning to act on a European  
level  
Learning to express opinions in a  
structured way  
Opinion-forming/decision-making  
on a transnational level  
Widening of digital competences  
Start to form a transnational youth  
network

## NUMBER OF PARTICIPANTS:

1 Facilitator/10 youths  
1 main moderator in a session  
1 tech support

## TIME / DURATION:

2 weeks for preparation  
6-8 weeks for activities and  
evaluation

## SPACE REQUIREMENTS:

For Zoom sessions, a calm room.  
In case participants cannot  
attend because they are lacking  
the room or equipment, organi-  
sations could support them e.g.,  
allow them the usage of office

## MATERIALS:

Notebook /phone / tablet  
Headset  
Stable internet connection  
Zoom app, Digital.D, Discord, Miro

## DESCRIPTION OF THE ACTIVITY:

The idea is that Generation Europe youths act as one network together and work on one joint campaign. They decide for an issue or topic, the message they want to send, the product and the way of publication. The complete process will last 6 weeks from beginning to end. The method consists of weekly moderated topic-centred videoconference sessions. Especially in the beginning, Digital.D will be used for decision making parallelly. A big part of the main moderation will be the use of a digital whiteboard (Miro), as well as chat groups.

During the 6 weeks, they go through similar but adapted 6 steps, which they are familiar with through the Local Action Groups. The differences lie in the much wider international context, the group's size, as well as the time limit and constraints of digital communication.

### Steps and schedule

Each Week starts with a moderated Zoom session. The results and discussions are documented on Digital.D. There will also be weekly summaries via e-mail and chat groups. Therefore, participants don't have to attend every session. They can be up to date by checking one of the three information channels.

#### 1 Week 1: What?

Problem identification on a European level. Decision for one issue. (e.g. "European Solidarity")

#### 2 Week 2: Why?

Finding and discussing of sup-topics and problem-solving approaches. Decision for the main message by the GenE Youths. (e.g. "There should be a programme from youths for youths that inspires positive action")

#### 3 Week 3: How?

Discussion of the final product and strategy to get their message across. Decision for one product/strategy. (e.g., video statement campaign or open letter to the EU)

#### 4. Week 4: Preparation and Production

Creation of the product and work on the campaign. Implementation and work on the product/campaign. (e.g., youths record statements through zoom conference, a bit of video editing if needed)

#### 5. Week 5: Action!

Release of the product and implementation of the agreed strategy. (e.g., videos are being released and at the same time shared by organisations, youths and friends on social media, #goodyouthworkneedsgoodfunding, MEPs are being marked, open letter is being sent)

BUBBLE  
IV & V



## 6. Week 6: Results

Debriefing of the process, evaluation of the method, general feedback on Digital.D platform.

### GENERAL ZOOM SESSION OUTLINE (2-2,5H)

1. Tech-Check-up, ice breaker
2. 10 min welcoming, tools, etiquette, schedule, recap of last session
3. Part 1: Introduction of the topic, discussion, decision-making
4. 10 min break, energizer
5. Part 2: work in small groups in breakout rooms
6. Feedback
7. Informal free time (breakout room without moderation for youths)

### DEBRIEFING QUESTIONS:

- > How was the collaboration in your groups?
- > Are the tasks clear?
- > Did you have technical problems or obstacles?
- > What do you think about the ideas of the other groups?
- > How do you feel about the upcoming action day or release date?

	WHAT?	WHY?	HOW?	PREPARATION & PRODUCTION	ACTION	RESULT
TEAMER AND PARTICIPANTS	collection of topics selection voting	research arguments define statements	discuss implement responsibilities: who does what and when	create a program for the release & look for a storyline	present results & publish	feedback & evaluation
	information about the project introduction European topics	research support; interviews evaluations etc.	support	material production rehearsals	NEXT STEPS	
TEAMER	moderation translation breakout rooms		technical support		responsible for small groups during the projects	
IBB	project development project management preparation workshops		preparation of sessions leading moderation scheduling		technical set up	
DURATION	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6



## ANNEX:

The grid contains 100 sticky notes, each with a unique topic or name. The topics include: My Name, Zoro, Melissa, Isabella, Black Code, Ludovick, Sophie, Silke, Robert Jones, My general topic, Racism, Environmental, Youth Exchanges after Covid, Data Protection, racism, Ecology, Covid19, Animal Protection, Deforestation, Social media and culture impacting people, Videocall platforms, Talks in schools, Inform people of the situation, Hypocritical policies, Absence of parents in children's life, children and parents, extreme-right groups, Clean public spaces, understand the risks of the virus, empathy, Black's treatment by police, think global act local, how to come back to normal life afterwards, voluntary or not institutions, The necessity of good governments in an environment, Covid as a disease and activities after return, animal exploitation, zero waste, environmental issues, intensive farming, Indusian discussions, new awareness, safe internet for children, The problem with covid-19 and the EU, Plant a tree, catfish, equal rights, bio products, New rules of ecology, hospitality.

fill in your name

type in a general topic  
f.e. Environmental protection

add your ideas to the topic by colour

**Topics for the big group discussion**

Racism

Covid19

Data Protection

Environment

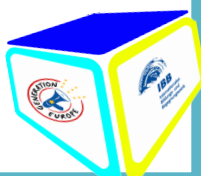
EXAMPLE: WORKING IN SMALL GROUPS TO WORK TOGETHER ON THE IDEAS OF EVERYONE.

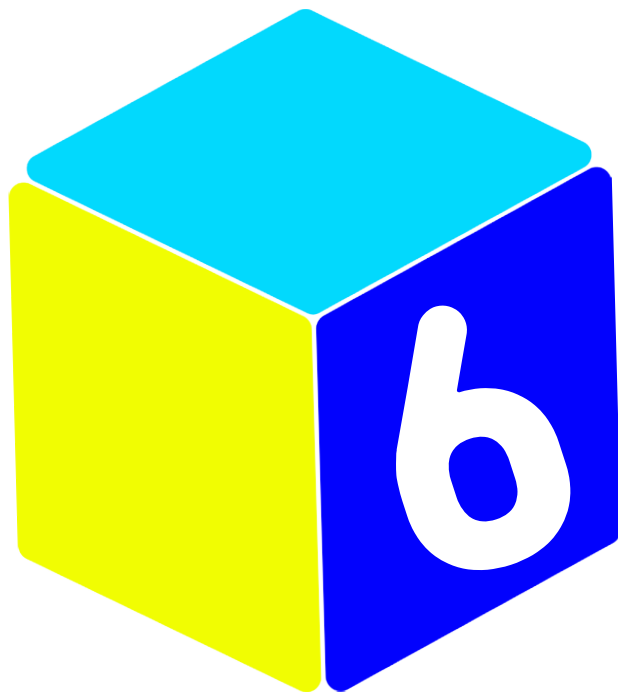
Here all your thoughts / Sub-themes / Comments / Ideas

Sticky notes include: Black's treatment by police, Covid19, racism in the regions, extreme-right groups, Colonism, knowing with history, Education, equal rights, Equality, Migration, Racism, Indusian, Talks in schools, Inform people of the situation, Water Access, Education and society changes, Economic Capitalism Problems, Inform people of the situation, equal rights, Water access, Inform people of the situation.

History	Institutional	Structural / Systemic	Everyday Racism
<div style="background-color: #FFD700; padding: 5px; margin-bottom: 5px;">Colonialism</div> <div style="background-color: #FFD700; padding: 5px; margin-bottom: 5px;">Redlining</div> <div style="background-color: #FFD700; padding: 5px; margin-bottom: 5px;">Prejudices</div> <div style="background-color: #00CED1; padding: 5px; margin-bottom: 5px;">rules practices customs rooted in law</div> <div style="background-color: #00CED1; padding: 5px; margin-bottom: 5px;">model profiling</div> <div style="background-color: #00CED1; padding: 5px; margin-bottom: 5px;">Immigration rules</div> <div style="background-color: #00CED1; padding: 5px; margin-bottom: 5px;">Risky Areas</div> <div style="background-color: #00CED1; padding: 5px; margin-bottom: 5px;">higher risk of being excluded from school</div> <div style="background-color: #00CED1; padding: 5px; margin-bottom: 5px;">Black's treatment by police</div> <div style="background-color: #00CED1; padding: 5px; margin-bottom: 5px;">migration, integration, hospitality</div> <div style="background-color: #00CED1; padding: 5px; margin-bottom: 5px;">Border Controls Policies</div> <div style="background-color: #00CED1; padding: 5px; margin-bottom: 5px;">racism-economic problems</div> <div style="background-color: #00CED1; padding: 5px; margin-bottom: 5px;">Education</div> <div style="background-color: #00CED1; padding: 5px; margin-bottom: 5px;">School Education</div> <div style="background-color: #00CED1; padding: 5px; margin-bottom: 5px;">Talks in schools</div> <div style="background-color: #00CED1; padding: 5px; margin-bottom: 5px;">knowing is power</div> <div style="background-color: #00CED1; padding: 5px; margin-bottom: 5px;">knowing the history of a people you can understand much more</div> <div style="background-color: #00CED1; padding: 5px; margin-bottom: 5px;">knowing with history</div> <div style="background-color: #00CED1; padding: 5px; margin-bottom: 5px;">Colonism</div> <div style="background-color: #00CED1; padding: 5px; margin-bottom: 5px;">extreme-right groups</div> <div style="background-color: #00CED1; padding: 5px; margin-bottom: 5px;">Education</div>	<div style="background-color: #90EE90; padding: 5px; margin-bottom: 5px;">worse healthcare</div> <div style="background-color: #90EE90; padding: 5px; margin-bottom: 5px;">less access to education</div> <div style="background-color: #90EE90; padding: 5px; margin-bottom: 5px;">not equal income</div> <div style="background-color: #90EE90; padding: 5px; margin-bottom: 5px;">unequal opportunities in finding accommodation</div> <div style="background-color: #90EE90; padding: 5px; margin-bottom: 5px;">lack of equal opportunities when looking for work</div> <div style="background-color: #90EE90; padding: 5px; margin-bottom: 5px;">Black's treatment by police</div> <div style="background-color: #90EE90; padding: 5px; margin-bottom: 5px;">Mediterranean syndrome (patients of color taken less seriously)</div> <div style="background-color: #90EE90; padding: 5px; margin-bottom: 5px;">School Education</div> <div style="background-color: #90EE90; padding: 5px; margin-bottom: 5px;">extreme-right groups</div> <div style="background-color: #90EE90; padding: 5px; margin-bottom: 5px;">Water Access</div> <div style="background-color: #90EE90; padding: 5px; margin-bottom: 5px;">Education and society changes</div> <div style="background-color: #90EE90; padding: 5px; margin-bottom: 5px;">Economic Capitalism Problems</div> <div style="background-color: #90EE90; padding: 5px; margin-bottom: 5px;">Inform people of the situation</div> <div style="background-color: #90EE90; padding: 5px; margin-bottom: 5px;">equal rights</div>	<div style="background-color: #FFD700; padding: 5px; margin-bottom: 5px;">empathy</div> <div style="background-color: #FFD700; padding: 5px; margin-bottom: 5px;">acceptance by everyone</div> <div style="background-color: #FFD700; padding: 5px; margin-bottom: 5px;">Medical care</div> <div style="background-color: #FFD700; padding: 5px; margin-bottom: 5px;">People making bad jokes</div> <div style="background-color: #FFD700; padding: 5px; margin-bottom: 5px;">empathy</div> <div style="background-color: #FFD700; padding: 5px; margin-bottom: 5px;">School Education</div> <div style="background-color: #FFD700; padding: 5px; margin-bottom: 5px;">Individual Responsibility</div> <div style="background-color: #FFD700; padding: 5px; margin-bottom: 5px;">Stereotypes</div> <div style="background-color: #FFD700; padding: 5px; margin-bottom: 5px;">Individual Responsibility</div> <div style="background-color: #FFD700; padding: 5px; margin-bottom: 5px;">racism in the religions</div> <div style="background-color: #FFD700; padding: 5px; margin-bottom: 5px;">social media and values in young people</div> <div style="background-color: #FFD700; padding: 5px; margin-bottom: 5px;">new awareness</div> <div style="background-color: #FFD700; padding: 5px; margin-bottom: 5px;">Peoples political view</div> <div style="background-color: #FFD700; padding: 5px; margin-bottom: 5px;">socio-bullying</div> <div style="background-color: #FFD700; padding: 5px; margin-bottom: 5px;">Talks in schools</div> <div style="background-color: #FFD700; padding: 5px; margin-bottom: 5px;">equal rights</div> <div style="background-color: #FFD700; padding: 5px; margin-bottom: 5px;">Water access</div> <div style="background-color: #FFD700; padding: 5px; margin-bottom: 5px;">Inform people of the situation</div>	

EXAMPLE: WORKING ON IDEAS BASED ON TOPIC-BASED GROUPS





# CREATORS



**Kiriaki Pelagou**  
EUphoria Youth Lab  
"Just ACT"



**Katharina Teiting, IBB**  
"If everything was perfect, you would never learn and you would never grow." Beyoncé Knowles



**Tiina Kyllönen**  
Oulun Nuoret Kotkat  
"Education = Equality"



**Kelly Manoudi**  
EUphoria Youth Lab  
"Success isn't about how much money you make, it's about the difference you make in people's life"  
Michelle Obama



**Simone Dell'Armi**  
Meta Soc. Coop. Soc. Onlus  
"Do not fear to be eccentric in opinion, for every opinion now accepted was once eccentric."  
Bertrand Russell



**Edite Pereira**  
Youth Coop  
"The best methods are the ones that defy your perspective and take you to a different state of understanding, a great way of promoting empathy in humankind."





**Franzi Eckl,**  
IBB

"We've never tried that before, so I'm sure it will go just great." Astrid Lindgren



**Lucia Andreatta**  
IBB

"Life is More fun  
If you Play Games" Roald Dahl



**Bálint Jóna**

**Szubjektív Értékek Alapítvány**  
"don't expect the change, bring  
the change" Local bus driver



**Marion Gronstedt**  
IBB

"In the end everything will be fine, And  
if it's not fine yet, It's not yet the end."



**Andreas Almpanis**  
Synergy of Music Theatre

"The answer to the ultimate question of  
life, the universe and everything is 42."



**Lena Scholle**  
IBB

"Be the change you want to see in  
the world." Mahatma Gandhi



**Lorenzo Tassoni**  
Esplora

"Don't say no until you try it" by  
cultura popolare



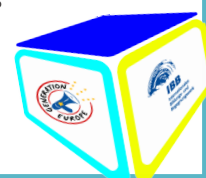
**Kate Sposab**  
RCE Belarus

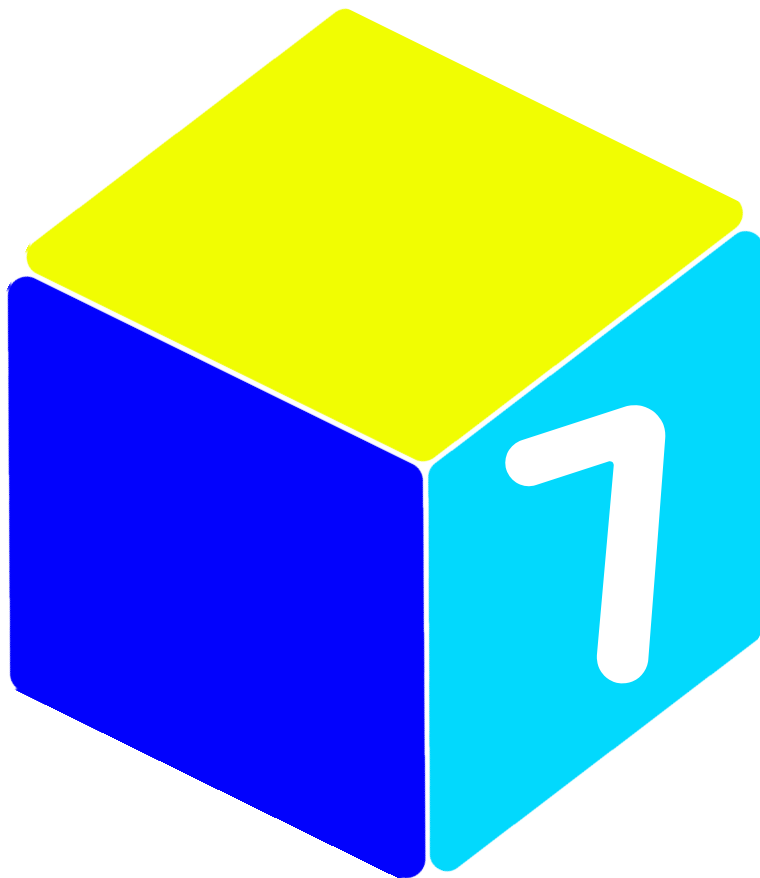
"Insanity is doing the same thing over  
and over again and expecting  
different results A.Einstein"



**Nien Boots**  
CÀLAM

"Some things require being  
mischievous"





# GLOSSARY

**ANNEK:** the materials that you need to carry out an activity such as cards, questions, templates.

**BRAINSTORMING:** Produces the maximum number of ideas. Brainstorming is a quantitative method, produced ideas are never evaluated.

**BUZZ GROUPS:** Small groups designed to discuss open topics without the presence of the trainer. The method allows open discussions in which participants themselves both discuss and facilitate group. The principle of discussion is that no information will be shared outside the group.

**CASE STUDY:** Participants are analysing in advance prepared and presented situation. (Mostly in the form of a printed document) Working individually or in groups, while seeking answers to questions related to the presented example.

**CITIZENSHIP:** Nowadays “citizenship” is much more than a legal construction and relates – amongst other things – to one’s personal sense of belonging, for instance the sense of belonging to a community which you can shape and influence directly. Such a community can be defined through a variety of elements, for example a shared moral code, an identical set of rights and obligations, loyalty to a commonly owned civilisation, or a sense of identity.

Compass: Manual for Human Rights Education with young people, Citizenship and Participation



**DISCUSSION:** Conversation (interviewing) between trainers and participants to each other on a common theme. The trainer uses pre-prepared, often provocative questions or arguments, to stimulate the group to exchange views; and also directs the discussion.

**EUROPEAN CITIZENSHIP:** “Whereas citizenship of the European Union is considered a political concept, European citizenship implies a more emotional dimension with roots in a body of shared values, the celebration of diversity, the respect of different identities and the protection of national heritages. Getting involved in joint projects as well as increased mobility help to develop this feeling of belonging.”

(White paper, For an active European citizenship, The Council of European Municipalities and Regions (CEMR))

**GROUP WORK:** Larger group of participants is divided into smaller working groups to discuss one or more similar topics. Groups discuss the topic and after a specified time, the work presented in the plenary. The random division into groups is recommended. An exception can be made if the group is divided by the level of experience. Whenever a trainer is doing the division of the groups, the participants should be aware of the criteria.

**ICE BREAKERS:** Short activity with participants aimed to induce nonformal atmosphere. The trainer leads a short, often physical activity in which participants are in a direct physical or verbal contact. Ice breakers are not necessarily related to the topic of the training, however they might as well be.

**OPEN SPACE:** Participants themselves suggest topics and workshops are held based on their interest. This method requires a high degree of ownership by the participants. Participants proposed to one other what discussions or workshops they would like in the training program according to their interests, and later make a schedule of all the blocks. Block are delivered and facilitated by the participants, the discussion is free, participants may change the group to others or create new ones. In conclusion, the results are presented in plenary.

**PRESENTATION:** Oral administration of information to participants on the basis of material. The trainer talks to/address the audience.

**ROLE PLAY:** Addressing the issue or discussion between the participants with limited duration, where each one is assigned a certain way of behaviour. Participants receive pre-prepared situation (usually described on the cards), which describes the attitudes and behaviour to be used during the activity. Throughout the whole activity, participant should play their role. After the activity, participants analyse the attitudes of each character in relation to the subject.

**SELF-REFLECTION:** Self-analysis of the participants. Several techniques can be used, whose essence is to analyse participants position to certain issues or situations and to connect the present and the future.

**SIMULATION:** Participants are involved in the created situation in which each of them is assigned a task. This is an extended role play. Participants receive pre-prepared situation, act and react to it, and then come back with the feedback.

**TRAINING SESSION OUTLINE (TSO):** Is the form where all the information needed for carrying out an activity are explained.



# USEFULL LINKS

**METHOD BOX ONLINE:** [generationeurope.org/archive/method-box](https://generationeurope.org/archive/method-box)

**PLEASE ALSO VISIT US ON;**

**IBB:** [ibb-d.de](https://ibb-d.de)

**Gene:** [generationeurope.org](https://generationeurope.org)

## CHAPTER 3

4. For all goals see: <https://europeanlaw.lawlegaleu/active-european-citizenship/>

6. Values: [https://ec.europa.eu/youth/success-stories/youth-in-action\\_en](https://ec.europa.eu/youth/success-stories/youth-in-action_en)

7. Erasmus+ shapes active citizens for an active Europe: [https://ec.europa.eu/programmes/erasmus-plus/news/erasmus-shapes-active-citizens-active-europe\\_en](https://ec.europa.eu/programmes/erasmus-plus/news/erasmus-shapes-active-citizens-active-europe_en)

8. Summary of the article: [https://jugendfuereuropa.s3.eu-central-1.amazonaws.com/download/file/4114?response-content-disposition=inline%3B%20filename%3Dohana\\_summary\\_final.pdf&response-cache-control=public&X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA-256&X-Amz-Credential=AKIAUCI3T77LQ4XU6EES%2F20201207%2Feu-central-1%2Fs3%2Faws4\\_request&X-Amz-Date=20201207T113345Z&X-Amz-SignedHeaders=host&X-Amz-Expires=600&X-Amz-Signature=1b3205112ca18200733e4f2f854d8c833aade43b4243aa65c590128bbce005ca](https://jugendfuereuropa.s3.eu-central-1.amazonaws.com/download/file/4114?response-content-disposition=inline%3B%20filename%3Dohana_summary_final.pdf&response-cache-control=public&X-Amz-Content-Sha256=UNSIGNED-PAYLOAD&X-Amz-Algorithm=AWS4-HMAC-SHA-256&X-Amz-Credential=AKIAUCI3T77LQ4XU6EES%2F20201207%2Feu-central-1%2Fs3%2Faws4_request&X-Amz-Date=20201207T113345Z&X-Amz-SignedHeaders=host&X-Amz-Expires=600&X-Amz-Signature=1b3205112ca18200733e4f2f854d8c833aade43b4243aa65c590128bbce005ca)

9. the video: <https://www.youtube.com/watch?v=dPANb53ojME>

10. The video: <https://www.youtube.com/watch?v=dPANb53ojME>

## CHAPTER 4

1. Compass: <https://www.coe.int/en/web/compass>

2. Youth Partnership: <https://pip-eu.coe.int/en/web/youth-partnership/t-kits>

3. Active Citizenship: <https://www.britishcouncil.org/sites/default/files/active-citizens-global-toolkit-2014-2015.pdf>

4. Educational Toolkit: <http://www.ternype.eu/sites/default/files/Grundtvig%20-%20educational%20toolkit-small.pdf>

5. Human Rights Education: <https://www.coe.int/en/web/human-rights-education-youth/-/active-active-citizenship-tools-in-various-environments>

6. T-kit European Citizenship in youth work: <https://pip-eu.coe.int/documents/42128013/47261290/T-Kit+on+European+Citizenship.pdf/7bea-de8c-aa21-9855-8fc6-6b53481ece2b>

## TSO

P58 TSO 8: Here are the links to the videos:

- <https://www.youtube.com/watch?v=iD8tjhVO1Tc>
- [https://www.youtube.com/watch?v=Fw7FhU-G1\\_Q&t=2s](https://www.youtube.com/watch?v=Fw7FhU-G1_Q&t=2s)
- <https://www.youtube.com/watch?v=wiuv5hzj5i4>

P96 TSO 19: Examples:

- <https://netzpolitik.org/2019/discrimination-tiktok-curbed-reach-for-people-with-disabilities/>
- <https://theintercept.com/2020/03/16/tiktok-app-moderators-users-discrimination/>

P 101 TSO 21: Examples:

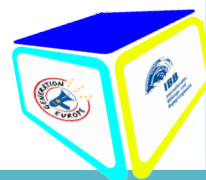
- <https://recommon.org/extractivism/>
- <https://recommon.org/commoning-webdoc/>
- <http://globalmotion.pageflow.io/walkingtheline#37823>
- <https://stealingurfeelings/>
- <https://recommon.org/labwumingENG/>
- <https://www.nchssoftware.com/videopad/>
- <https://docubase.mit.edu/project/>

P 107 TSO 23

- Compendium of Resources on Education for Human Rights (Council of Europe) : <https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/-/education-for-democracy-and-human-rights-in-10-steps-2017->
- Introducing Human Rights Education (Council of Europe) : <https://www.coe.int/en/web/compass/introducing-human-rights-education>
- Write for Rights: A Human Rights Education Toolkit (Amnesty International) : <https://www.amnesty.org/download/Documents/PO13289692018ENGLISH.PDF>
- Education for Human Rights: International Training Course (Democracy and Human Rights Education in Adult Learning (DARE)): [https://www.adb-de/download/publikationen/DARE\\_BLUE\\_LINES\\_Methodologies\\_of\\_Human\\_Rights\\_Education.pdf](https://www.adb-de/download/publikationen/DARE_BLUE_LINES_Methodologies_of_Human_Rights_Education.pdf)

P.111 TSO 24: Example <https://www.youtube.com/watch?v=1A7Qw88As6428>

P 114 TSO26: : European anthem, "Ode to Joy" by Ludwig Van Beethoven: [https://europa.eu/european-union/about-eu/symbols/anthem\\_en](https://europa.eu/european-union/about-eu/symbols/anthem_en)





# ORGANISATIONS



**IBB**

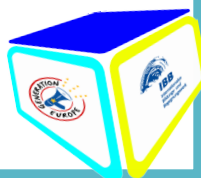
Internationales  
Bildungs- und  
Begegnungswerk



Global RCE Network  
Education for Sustainable Development



**càlam**





# IBB

Internationales  
Bildungs- und  
Begegnungswerk



METHOD BOX ONLINE:

[GENERATIONEUROPE.ORG/ARCHIVE/METHOD-BOX](http://GENERATIONEUROPE.ORG/ARCHIVE/METHOD-BOX)

PLEASE ALSO VISIT US ON:

IBB: [IBB-D.DE](http://IBB-D.DE)

GENE: [GENERATIONEUROPE.ORG](http://GENERATIONEUROPE.ORG)