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EUth Compass
E-toolkit with best practices and tools

Introduction

This handbook is the result of a two-year collaboration between five European NGOs supported by the Erasmus+ programme (12/2023 - 12/2025). Our common goal was to share experiences in youth work, develop young people's citizenship skills, and strengthen democratic values across Europe. In this methodological guide we summarise the most valuable lessons we learned during the project - and we share what can help you, your organisation and your young people beyond the end of our project.

What you will find in the handbook

1. **Best practices** from our work - effective tools for engaging young people in civic life.
2. **Scenarios of activities from Youth Bridge** (international exchanges) and **Youth Voice** (workshops in each participating country) that strengthen leadership, active citizenship and connect young people with activists and politicians. Recommendations from young people who have co-designed and tested the activities.
3. **Practical tips on** how to transfer our experience to your environment. Includes digital tools that young creators can use to reach out to the public or politicians.

How to use the guide

On page 5 there is an overview of the activities by main activity theme. There are six themes and they correspond to the main areas addressed by the project:

- Civic participation
- Democracy and Human Rights
- Digital skills
- European Union
- Identity and respect
- Media and Critical Thinking

At the same time, this main overview indicates how long each activity lasts. We have activities lasting from 30 minutes to 2 days. The individual chapters then give further details - how big and what age group the activity is planned for, what teaching aids are needed for the activity, whether it is more suitable for the classroom/room or whether it is better to do it outdoors. This is followed by a detailed description of the activity, which is concluded with a reflection proposal, tips from practice, and annexes (worksheet, references) where appropriate.

Our invitation

For us, this guide is not a full stop, but a dash: we invite you to build on it with your own work, to share further innovations and to co-create a Europe where young voices are heard and youth participate in deciding our common future.

About Partners

Agora Central Europe (Agora CE) is a civic association that was founded in 1998 with the aim of fostering democracy. Agora CE's mission is to encourage citizens' interest in public affairs, guide the younger generation towards active civic attitudes, and improve communication and cooperation between citizens and municipalities. Agora's goal is to increase the level of political culture and civic engagement in the Czech Republic and beyond.

Agora's main activities are participatory projects leading to improved decision-making at the local level, and educational activities for young people in the Czech Republic and abroad. Agora CE has been focused on working with youth since 2001.

Association Euni Partners is a non-governmental organization based in Bulgaria with main fields of activity including education and training, social inclusion of people from vulnerable groups, and sustainable development.

Euni Partners has over 80 members from different professional backgrounds, including academia, education and training, media and new technologies, business, and NGOs. It is a member of the Regional Council for Lifelong Learning, participating in policy-making processes in the field of education and acting as an ambassador of LLL. Euni Partners is also a member of the Regional Council for Cooperation on Ethnic and Integration Policies, participating in the development of the regional strategy for integration and in working groups for inclusion through education, intercultural exchanges, and social mediation.

Association for Developing Voluntary Work Novo Mesto (Društvo za razvijanje prostovoljnega dela Novo mesto) is a Slovenian non-governmental and humanitarian organization working in the public interest in the areas of social care, youth, and culture. Its mission is to contribute to a more inclusive and open society for all. The organization's two leading programs deal with the inclusion of socially excluded groups and the stimulation of NGO development and civil dialogue. Activities within these programs are performed by expert and voluntary work. The association promotes the values of solidarity, tolerance, volunteerism, active living, a clean environment, citizenship awareness, intercultural dialogue, and citizen participation.

European Expression (Evropaiki Ekfrasi) is a Greek think tank that has been active for 35 years. Ekfrasi has organized public dialogue events and undertaken activism for a united Europe, coordinating its magazine's publication for 28 years (102 issues). It undertakes political initiatives to promote the European idea, world unity, defend European citizens' rights, protect vulnerable groups, foster volunteerism and the third sector, protect the environment, address the climate crisis, promote sustainable development, stimulate employment, reduce unemployment, and modernize society and the economy. In recent years, Ekfrasi has participated in integrating young minor immigrants and refugees into Greek society. European Expression recently took over operating a psychosocial rehabilitation unit for people with autism disorders, thus contributing to mental health.

The European Movement Italy – CIME (Movimento Europeo Italia), founded in 1948 and re-established in 1956 as the Italian section of the Mouvement Européen, represents democratic forces, parties, trade unions, and associations committed to European unity. This unity aligns with the spirit of the Ventotene Manifesto: a federation of democratic European states joining with equal rights and responsibilities. The Movement sees the EU's current institutional structures, whose initial milestone was economic and monetary union, as the federation's core. It works for EU enlargement, stronger member state integration, democratic institutional evolution, and an active institutional contribution to promoting an international order based on peace. To this end, it coordinates members, proposes, advocates, and lobbies the Parliament, the national Government, and international institutions through the International European Movement (MEI).

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01

Civic participation

NAME OF ACTIVITY

Video Voice

TOPICS

Digital and communication skills encourage interest in public affairs, debating skills, and autonomy and creativity.

ACTIVITY DESCRIPTION

Recording short videos is a natural activity for young people. Video Voice is a method designed to motivate students to reflect on the issues they perceive around them and topics that interest and concern them but are not represented in public discourse. They develop their ideas into short videos that can serve as messages, for example, to politicians, school management, peers, etc.

DURATION

2 hours

PARTICIPANTS

Unlimited

AGE

13–20

MATERIALS NEEDED

Mobile phone, large sheets of paper, coloured markers.

ENVIRONMENT

The activity can be carried out indoors, outdoors or a combination of both.

INSTRUCTIONS

Introduction: Think about which topics are important to you as members of the young generation and what problems you are dealing with. What would you like to say to politicians and decision-makers, the public, school leadership or your peers?

1. Set safe rules: Anyone who doesn't want to appear in the video doesn't have to. Presenting the video to the class or sharing it online or on social media is voluntary.

2. Divide participants into groups of 4 - 5 people. Give each group the "Video Voice" worksheet. The worksheet serves as a guide to help participants reflect on the topics that interest them. It does not have to be filled out.

3. Each group is tasked with recording a video according to the above instructions. The recommended length of the video is 60 - 90 seconds, but this is not a requirement.

4. Videos can be created in any format. They can use paper and markers for illustrations and slogans. Record a short sketch, a discussion, an interview, etc.

5. Preparation, filming, and editing require at least 60 minutes.

6. At the end, the videos can be watched together, provided the participants and creators agree.

REFLECTIONS/DEBRIEFING

Sit in a circle with the participants. Ask them about their feelings and impressions and how they worked together in the group. Ask them how they found their topic and created the video. Was the time sufficient? Did they realise anything new during the activity? Are there any other topics they would like to explore?

EXPERIENCES, RECOMMENDATIONS, PRACTICE NOTES

- Video voice is a very effective activity for motivating young people to reflect on topics and issues that interest or affect them.
- The activity is also suitable for more passive participants who do not like to speak publicly and usually do not participate in debates.
- Do not limit participants too much or give too many instructions. Participants are typically highly creative and self-directed.
- Ensure a safe space beforehand and agree on the rules for publishing videos.
- It is good for participants to have sufficient space (e.g. a classroom, hall, school corridor, library, etc.). One room is not enough to hold all the groups. They can also work outside.
- Make sure you have the capability to watch the videos together afterwards, for example using a projector.
- Participants can share the videos with you via email, WhatsApp or Instagram.

ANNEXES/WORKSHEETS, LINKS

Think about an issue or topic that bothers or interests you! Then make a video about it.

Record a short message to the people who are responsible for the issue (politicians, officials, school management, etc.). You can develop it as a skit, an interview, slogans, etc.

1. What's the problem?

Briefly describe what bothers you, what you think doesn't work or what could be improved.

Examples: There are no safe cycling paths in the city centre, forcing us to ride on the road while drivers honk at us./The EU is discussing a ban on internal combustion engines - what does this mean for Czech drivers?

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2. How did this problem arise?

Try to think about why this problem exists in the first place and what led to it.

Examples: Cycling lanes in cities are not a priority because urban transport used to be mainly about cars./The EU wants to reduce emissions, but the Czech Republic is an industrial country where many people drive older cars.

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3. What would be gained by changing this?

Every problem is also a chance to change things for the better! What would be the benefits of solving this problem?

Examples: Safe cycling lanes would mean fewer accidents and more people cycling instead of driving. Stronger support for electric cars could mean cheaper public transport and cleaner air in cities.

4. What and who could help solve the problem?

Try to determine what it would take to solve this problem, and who should be involved in developing a solution.

Examples: Create a petition calling for new cycling lanes and reach out to local councils, cycling clubs and the public./Advocate for more support for charging stations in cities. Involve the state, car companies and companies that build charging stations.

NAME OF ACTIVITY

Students Create the City

TOPICS

Democratic values, civic participation, participatory budgeting, group work, debating skills

ACTIVITY DESCRIPTION

This activity is designed for students ages 13 to 19 and focuses on introducing the principles of participatory democracy and local governance. The workshop lasts around 4 hours and includes various activities where students learn how to actively engage in their community through participatory budgeting.

They work in groups to brainstorm ideas for projects that could improve their city. Their projects are then discussed with local government representatives (optional).

The goal is to inspire young people to improve their surroundings by suggesting practical changes that fit within the city's or school's participatory budget.

DURATION

3–4 hours

PARTICIPANTS

20–30

AGE

14–19

MATERIALS NEEDED

Large flipchart paper, sticky notes, pens, markers, coloured pencils and project proposal forms (can be designed based on school or local government requirements).

ENVIRONMENT

Indoors, outdoors, school, informal

INSTRUCTIONS

Introduction (10 min):

- Introduction: Instructors, donors, city/municipality.
- Motivation and agenda – what will happen today and why it's important.
- Introduction of students.
- The goal is to create a cooperative and friendly atmosphere.
- Adjust the space, move the tables aside and arrange chairs in a circle – everyone should sit together in the circle.

1. Activity in a circle (15 min): Introduction

- Everyone (participants and instructors) says their first name, describes themselves in three words and shares something unexpected about themselves.

2. Activity in a circle (5-10 min): Democratic approval of workshop rules

- The workshop will involve group work and a lot of discussions...so let's set the rules together.
- The instructors ask the group what rules should be followed (e.g., not interrupting each other, respecting others' opinions, etc.)
- Instructors write all the suggestions on a large sheet of paper and may add some rules themselves (e.g., you can drink and eat when you need to, as long as it doesn't disrupt the workshop)
- Once everything is said, let the participants approve the rules (they vote by raising their hand), and add any additional rules if needed. The rules remain visible for the duration of the workshop, either on the wall or the board.

3. Activity in a circle (5-10 min): Active citizen

- Each participant writes what an active citizen does/how they behave on a sticky note.
- Quick sharing, participants stick their sticky notes on a large shared sheet of paper.

4. Activity (5-10 min): Warm-up questions on youth participation

- The goal is to stimulate discussion on young people's involvement in civic society.
- Tell the participants that you will ask 2-3 questions, and based on their answers, they will move to different parts of the room (e.g., left for agree, middle for neutral, and right for disagree).
- After each question and movement, ask the groups why they chose their position.
- Do you think young citizens are active in our country?
- Do you consider yourself an active citizen?
- Are young citizens supported to be active?

Feel free to come up with more questions.

PART 2

1. Activity (15 min): Tools for civic engagement (not just on the local level)

- The goal is to show young people how they can get involved in their community and make an impact.
- Start by asking how they would go about changing something in their community, e.g., building a playground.
- After a few responses and brief discussion, provide cards with examples of civic engagement tools. Spread them on the floor and allow the participants to look at them (5 min).
- Then ask each participant to stand by the engagement tool they would personally use. Groups will naturally form around the tools, and you can ask how they would use that tool and for what purpose.

List of civic engagement tools:

- Participation in the municipality (public meetings, participatory budgeting)
- Demonstrations
- Submitting a suggestion or complaint to the authorities
- Campaigning for something
- Joining a civic association
- Youth organizations of political parties
- Attending a local council meeting
- Using the freedom of information law
- Proposing and signing a petition
- Writing an open letter (online/offline)
- Securing financial support for a project
- Initiative/information platform on social media
- Volunteering
- Writing opinion articles
- Student parliaments/debate clubs
- Organising a happening

2. Activity (30 min): Perception of the municipality (pros/cons/missing elements)

- The goal is to uncover potential ideas for participatory budgeting proposals.
- Divide participants into smaller groups (max. 5-6 people) and explain that they will now work independently in groups (if necessary, clarify how group work should function: everyone should participate, each person can have a role – one person takes notes, another presents, etc.)
- Each group gets a large sheet of paper (preferably from a flipchart) and divides it into three columns in which they will record their perceptions of their municipality:
- Positive aspects / Negative aspects / What's missing
- They have 10 minutes to brainstorm everything that comes to mind about their municipality.
- Then the groups present what they've written and discuss it with each other (e.g., start with the positive aspects of the city – each group shares one point, and then the next group continues until all topics are covered – groups don't repeat what has already been said.)
- At the end of the activity, visibly display the children's work on the walls (e.g., using sticky gum) so they can see it during the next activities.

BREAK

PART 3

1. Activity (15 min): Brainstorming and selecting ideas for participatory budgeting

- At this point, divide the participants into groups again (max. 5-6 members per group). The groups can be the same as for the activity "Perception of the municipality (pros/cons/what's missing)".
- Again, give each group a large sheet of flipchart paper and explain that they will now use it to develop their project proposal for participatory budgeting for the rest of the workshop.
- Give them a mix of different writing tools (crayons, markers, pens, etc.) and encourage them to be creative today with no limits.
- At this point, they get their first task: each group comes up with a theme for their participatory budgeting project. It is important they know that they should brainstorm first (no idea is bad), and then their group will select/vote on which theme to develop further.

3. Activity (30 min): Completing their proposals

- Provide the groups with project application forms for participatory budgeting on paper or give them a structure for example: Project name, description of the project, benefit for the municipality or for the school, estimated cost, location, pictures or sketches.
- Using this structure, groups will work independently again on their theme on the large flipchart paper they received in the previous activity.

Note for activities 2 and 3: During group work, instructors visit the groups and consult with them about their ideas. They should gently guide the groups in the right direction if necessary.

4. Activity (25 min): Project proposal presentations

- The goal is to present all the proposals.
- Each group presents their idea, while the others make up the audience.
- The audience (participants, instructors, politicians, etc.) can ask follow-up questions.
- Each group presents:
- Their idea
- Why it is important and how it will help the city/municipality

5. Conclusion (5-10 min)

- Encourage participants to submit proposals and promote them during the voting process.
- Feedback: Each participant writes what they took away from the workshop, along with any other feedback, on a sticky note (or a survey via a QR code).
- Thank you and farewell.

REFLECTIONS/DEBRIEFING

- What did you learn about being an active citizen?
- How can you apply these tools in your community?
- Which engagement tool seemed most effective, and why?
- What challenges might arise in implementing your project, and how could they be addressed?

EXPERIENCES, RECOMMENDATIONS, PRACTICE NOTES

- We recommend including as much group work, discussions and similar activities as possible, and avoiding long lectures.
- It is possible to carry out only the first part of the workshop.
- City representatives or teachers may be present during the workshop. They can discuss the students' proposals with them.
- However, it is important to ensure that the adults do not speak for too long, do not try to impose their opinions on the students and do not discourage the students.

NAME OF ACTIVITY

Simulation of city council meeting

TOPICS

Democratic values, civic participation, participatory budgeting
group work, debating skills

ACTIVITY DESCRIPTION

This workshop focuses on introducing participatory democracy and empowering students to become active citizens in their local communities. It begins with an overview of democracy, encouraging students to reflect on the challenges and opportunities they see in their city.

Participants engage in interactive discussions and activities, learning about the division of powers and how local governance operates. In the second part, students develop their own proposals for participatory budgeting with guidance from the facilitators and city representatives. Students present their ideas to a politician and receive feedback, fostering civic engagement and problem-solving. At the end of the workshop, students are encouraged to submit and promote proposals in their own community.

DURATION

2 days – 5+7 hours

PARTICIPANTS

25–30

AGE

13–19

MATERIALS NEEDED

3 flipchart blocks of paper, coloured pencils, markers, flipchart markers, pens, white stickers/ name tags (approx. 40), post-it notes in various colors, small pieces of red and green paper for feedback (large amount), scissors, paper tape, reusable adhesive putty, red/green dot stickers (sufficient quantity), approx. 200 sheets of blank white paper.

ENVIRONMENT

Indoors | School | Hall at the town hall

INSTRUCTIONS

PART 1

Introduction (10 min):

- Introduction – instructors, donors, city/municipality
- Attendance sheet, taking photos and videos during the session, sharing emails and information from the attendance list for the project
- Motivation and agenda – what will happen today and why it's important
- Introduction of students
- The goal is to create a cooperative and friendly atmosphere
- Adjust the space, move the tables aside, and arrange chairs in a circle – everyone should sit together in the circle

1. Activity in a circle (15 min): Introduction

- Everyone (participants and instructors) says their first name, describes themselves in three words, and shares something unexpected about themselves

2. Activity in a circle (5-10 min): Democratic approval of workshop rules

- The workshop will involve group work and a lot of discussions... so let's set the rules together
- The instructors ask the group what rules should be followed (e.g., not interrupting others, respecting others' opinions, etc.)
- Instructors write all the suggestions on a large sheet of paper and may add some rules themselves (e.g., you can drink whenever you want, you can eat as long as it doesn't disrupt the workshop)
- Once everything is said, let the participants approve the rules (they vote by raising their hand), and add any additional rules if needed. The rules remain visible for the duration of the workshop, either on the wall or the board.

3. Activity in a circle (5-10 min): Active citizen

- Each participant writes on a post-it note what an active citizen does/how they behave
- Quick sharing, participants stick their post-its on a large shared sheet of paper

4. Activity (5-10 min): Warm-up questions on youth participation

- The goal is to stimulate debate on young people's involvement in civic society
- Tell the participants that you will ask 2-3 questions, and based on their answers, they will move to different parts of the room (e.g., left for agree, middle for neutral, and right for disagree)
- After each question and movement, ask the groups why they hold their position
- Do you think young citizens are active in our country?
- Do you consider yourself an active citizen?
- Do young citizens have support to be active?

Feel free to come up with more questions.

Preparation

The simulation of a city council meeting requires advance preparation: the team of trainers who will lead the workshop need to meet beforehand, prepare the tools, study the information about the specific city and the simulation, and divide the roles among themselves.

Advance study: obtain an overview of local municipal politics

- Research the composition of the city council and city leadership (know the parties, mayor's name, etc.)
- If possible, inform yourself about:
  - Civic life in the city (important associations and their activities, public events, etc.)
  - Important issues that are being addressed in the city.

Day 1 (5 hours – approx. 8:00 – 13:00)

Preparation:

- Arrange chairs in a circle
- Attach the first posters on the wall/board
- Ask students to prepare name tags (i.e. write their name on white stickers or name tags)
- Get students' consent to take photos

Start of the simulation game and introduction (approx. 30 min)

- **Motivation:** "We are looking forward to spending the next two days together. We would like to give you the courage and aspiration to get involved in public affairs and help shape the development of your own neighbourhood. But we know that being interested and wanting to get involved are not enough – you also need some knowledge and skills. In this workshop you will learn some basic information about local municipal politics and how you can get actively involved. You will also learn how to formulate and present your views and proposals and argue and debate constructively with others to reach a consensus. You will even get to know some real municipal representatives, which could come in handy in the future:) and, for a brief time, you will be in the shoes of the individuals – our representatives – who have the power to change things for the better."

Introduction of lecturers and others if applicable, the organisation and students

- Lead a round of introductions. Everyone, including the lecturers, says their name and at least one thing about themselves (e.g. interested in politics, reads newspapers, etc.)
- **Introduction of the workshop agenda, including the simulation of a city council meeting, its objectives, how it will be run and who will participate** (the coordinator has everything written down on a flipchart in advance)
- **Day 1:** Basics of municipal politics, ways to get involved, debate about the problems in the city as perceived by you and by the students (or visit an actual council meeting)

- **Day 2:** Brief review of the actual council meeting, preparation for the simulated meeting (dividing into parties, preparing motions and questions in cooperation with real councillors); simulated council meeting (public, led by a senior city official)
- **The vision:** Leading students through the theory about how things work in municipal politics to practice and giving them an active experience of how to influence municipal politics and events in the city.

Setting rules (about 10 min)

- **A flipchart with the heading „Workshop Rules" has been prepared in advance**
- **Invite students to** "Design your own rules that we will all follow in the days ahead."
- **If the students do not find them challenging, the lecturers can add e.g.:**

  – Eating and drinking are allowed

  – Preferably use mobile phones only during breaks or during a specified activity

  – Listen when others are talking, don't argue, let people talk, respect each other

  – Take breaks

  – Don't put down the opinions of others and don't be afraid to express your opinion

  – Don't argue just for the sake of arguing
- **Evaluation: summary of the rules, voting on each rule by show of raised hands** (or by sticking red/green sticky dots next to each rule) to really make acceptance of the rules everyone's decision – this is the first moment of their active participation – and at the end ask for their compliance with the accepted rules.

Posters (approx. 40 min)

- **Put up 3 posters on the wall:** ‚What democracy means to me', ‚Map of the city', ‚What I like x dislike in the city',
- **Instructions:** Introduce each poster, divide the students into 3 groups and invite them to work independently in their groups (group members write down everything that comes to their minds, use coloured sticky dots to rate whether they agree or disagree with each statement; in the case of the map, they note whether they feel good or bad in particular places). Groups take turns at the posters, working at each for about 7 min.
- **Evaluation of posters:**
  - ‚What democracy means to me': The coordinator goes through each of the statements, where appropriate asks the group for clarification, and responds to the opinions, e.g.: in the case of a one-sided emphasis on freedom, the coordinator reminds them that democracy is also based on responsibility (e.g. to respond to the opinion that democracy is corrupt and does not work, we point out that it is in our hands to try to change such conditions (municipal politics and our city are the closest level to us).
  - ‚What I like x dislike in the city' + ‚Map of the city': Preliminary survey of what students like in the city and what they perceive as problems, refer to future debate! Evaluate both posters together. WARNING: Evaluation of these two posters tends to drag on, so make sure to discuss only a few most relevant items with the students. This section should be brisk.

Break (10 min)

Separation of powers in the state (approx. 10–15 min)

- **Motivation:** "Our workshop will focus mainly on local politics in the city, but it's good to remember that the city is just one level of government in the state. That's why we'll first look at how power is distributed throughout the state."
- **The lecturers introduce the concept of power sharing and ask if students have ever heard of it before** and if so, what they think of it. The lecturers listen to their suggestions and if the students do not mention the concepts of legislative, executive and judicial power, the lecturers do.
- The lecturers ask questions and briefly summarize what the different components and levels of power mean. Students are then asked: "In a democratic state, why is government divided into three independent branches?" and „Why is power also divided into territorial levels?"
- Examples:
  - Legislative power (Parliament): passes laws, decides on the national budget, declares martial law, controls the government (e.g. interpellations, no-confidence motions).
  - Executive power (government, president, ministries and offices): issues regulations and decrees, ensures internal and external security of the state, oversees administration of education, health, transport, etc. The President signs laws and appoints members of the government.
  - Judicial power (courts, Supreme Court, Constitutional Court): decides on verdict and punishment in criminal cases, resolves civil disputes (e.g. property disputes, divorces), checks compliance of laws with the Constitution (Constitutional Court), ensures a fair trial and protects citizens' rights.

Municipal politics - institutions and institutions - group work (approx. 40 min)

- **Students are divided into 3-5 groups,** depending to the total number of students present.
- **Explanation of the group task:** Each group will focus on a different municipal policy body **(council, board, mayor, municipal authority, budget)**. They will be given blank flipchart papers, markers, cards and an overview of municipal politics (prepared in advance). The task is to present the different institutions and their functioning in a way that everyone and anyone can understand ("Imagine that I know nothing about how politics function in our country and I need someone to explain it to me..."). Give students max. 30 minutes to prepare.
- While the groups work, the lecturers supervise them and give a little advice if necessary.
- Each group presents its poster in turn. Other students ask questions and if the students do not pose the following questions, the lecturers ask them:
  - **Representation:** Who elects this body? (Citizens over 18) For how long? (4 years) What are its tasks and powers? Can the council be dissolved? How often does it meet? Who convenes and chairs the meetings? When is a quorum present?
  - **Council:** What does it mean that the Council is the executive body of the municipality? To whom is it accountable? Can it be dismissed? By whom is it elected? When is the Council not elected? Who makes up the Council? What is the difference between a vacant councillor seat and a non-voting councillor? What are the functions of the Council?
  - **Mayor:** What are the mayor's tasks? Who elects the mayor and the vice-mayor? What are the vice-mayor's tasks?

- **Municipal authority:** Is the municipal authority an elected or a non-elected body? Who is in charge of it? What are its tasks?
- **Municipal management:** Where does the municipality get its money? What does the municipality manage? Can a municipality go into debt? What does the municipality spend the most money on?

- These questions should lead to an understanding of the sequence Voters – City Representatives – City Council – City Board
- **At the end (or intermittently) – the lecturers show and refer to a flipchart about the about the council, board and municipality in a particular city** (which they have prepared in advance)
  - Council: term of office, number of members, frequency of meetings, number of elected councillors and parties
  - Board: number of members, frequency of meetings, mayor, deputy mayors, number of appointees per party
  - Municipal authority: number of departments, some of them listed
  - Budget: total amount

Break (20 min)

Watch a recording of the actual council meeting (30 min):

- **Motivation:** "As a citizen, I can go to council meetings to find out what is going on and also to ask questions about what interests me about the council and the city. In order to familiarize ourselves with how council meetings are conducted and to be prepared for tomorrow, we will now watch a short excerpt from a meeting."
- **Distribute the meeting agenda to the students.** Instruct the students to note how the agenda proceeds according to the set plan and to try to complete the answers to the questions on the worksheets based on what they see.
- 15 min – **Watch the recording on video**
- 10 min – **Debate and analyse the session**

Possibilities of citizen involvement in a given model situation (approx. 35 min)

- **Motivation:** "Now let's look at municipal politics from the perspective of citizens, not politicians. Because that is more important for you in practice and in life."
- **Option 1 (Secondary school): divide students into 3–4 groups and assign a task for independent work** (each group is given a piece of paper that describes a different specific situation which they want to solve as citizens of the city):

  1. "There are rumours going around that the councillors want to create a car park on a large part of the historic square. Originally, there was a nice pedestrian zone there. Supposedly, a final decision should be made in about three months. Imagine being a group of citizens who disagree with this proposal. What would you do from your position as citizens? Try to agree and formulate a strategy for your action. What action(s) would you take? In what order, and why?"
  2. "There are rumours going around that councillors are going to allow another supermarket to be built in the city, even though there are already five. The councillors are expected to discuss the issue at their next council meeting."

3. "There are rumours going around that councillors are not planning to build any new council flats in the future, even though there is a shortage of flats and there will be a need for them."
4. "There are rumours going around that a landfill is to be built on the outskirts of the city, where garbage from neighbouring towns will be dumped. The decision has not yet been made, but the issue has already been raised at a council meeting and councillors have shown support for it."

- **The groups then present their strategies.** The lecturers let other groups ask questions and provide space for discussion.
- **The lecturers should make several points when evaluating students' strategies:**
  - Citizens should progress from conciliatory, accommodating methods to more confrontational and coercive ones.
  - Citizens should start by finding out as much information as possible about the problem.
  - Citizens should find out what the opinions of other city residents are, whether they are interested in the problem, etc.

It is also possible to give various specific examples, ask students if they know of any non-profit organisations in the city, if they have experience with volunteering, etc. The purpose is to use examples to present the different possibilities of citizen involvement in an engaging way (preferably based on the actual situation of the given city).

Break (10 min)

Brainstorming and debate on issues and topics in the city (about 20-40 min)

- Each student gets two post-it notes to start (or more if needed). They have 5 minutes to suggest two issues or topics in the city that are most pressing for them. They don't have to stick to issues/topics – they can also write suggestions for positive steps or plans.
- Students present the topics they have written:
  - One stands up, reads the issue/topic, stick his post-it note on a blank flipchart that is ready, and explains in more detail the issue/topic.
  - The lecturers find out if anyone else has written the same topic. If so, they stick their post-it notes on the same flipchart.
  - This is followed by a debate on the topic, which leads to the best possible specification of the problem and reflection on possible solutions.
- **ATTENTION:** A guest may be present to set the record straight, etc.
- It is a good idea to leave the most pressing issues to the end of the debate so that as many topics as possible can be discussed in the time available (often such topics include coexistence with national minorities, migrants, security, the environment or other locally specific topics).

Conclusion and feedback

- **The lecturers review the agenda for the next day.** If suitable, they can suggest that students think about dressing differently than usual for their role as representatives.
- Each student **gets one red paper and one green paper**.

- "On the green one, write anything you liked or found interesting in the workshop today, and on the red one, anything you didn't like or were unpleasantly surprised by, etc." They can also write positive and negative information they are taking away from the workshop.
- **They throw** the papers **into a prepared container**, cap, etc. If there is time left and they are interested, the lecturers can draw out some of the papers, read them aloud and comment on them along with the students. If the students do not want to, or there is no time left, the feedback is left for the lecturers only.

Day 2 (4 + 2 hours, approx. 8:00–12:00, 13:00–15:00)

Competition quiz (20 min)

- In groups – summary of the previous day
- If you didn't manage to cover all the topics from Day 1, you can skip this part and complete the tasks from Day 1 instead.

Presentation of the morning programme (5 min)

- **Explanation of the work in the next two hours:** The whole morning will be used to prepare for the simulated council meeting, which will take place in the afternoon. (The simulated council meeting will be led by the mayor or vice-mayor. Students as councillors will be grouped in their own political parties and will present and defend their views and ask the city leadership questions about their topics/issues of interest). In the morning, they will work with local councillors /municipal staff. (Let's give the students the courage not to be intimidated by the councillors, but instead to be confident and try to defend their proposals if the councillors want to talk them out of it.)
- **Selection of topics and division into political parties**
  - The lecturers put up the flipchart "Themes and problems in my city", which was created during yesterday's brainstorming session.
  - Each person will say aloud one or more topics they would be interested in addressing. The lecturers write them down and try to form about 4 or more similarly sized groups during the next break.
  - If it is not possible to divide students based on their interests in different topics, the lecturers divide them into arbitrary groups and then each group decides which topic they want to focus on.

Break (15 min)

Assignment of work to a political party and independent work before the arrival of the representatives (30 min)

- **Assignment of tasks for the group – political party:** (The lecturers first explain everything the students will have to do, then they give the groups the forms to work with, emphasizing that they will be available to advise them in everything as needed).
  - The students choose the name of their party, names of the members, separate functions, etc.
  - They prepare a detailed brief for their political party that describes their proposed solution to their chosen issue/topic.

- **Invite the groups to work:** Before the representatives arrive, the groups should come up with a name and start discussing the topic they are going to address (trying to suggest potential solutions).
- **Parties work independently.**

Welcome and introduction of the representatives (10 min)

- **Information for representatives:**
  - Introduction: 3 minutes, including their name, party or movement, area of activity
  - Groups of students briefly introduce the topics they will be working on and on which they will be preparing a project and proposal for the council meeting
  - Their role: Above all they are to be consultants advising on technical issues, describing the problem more precisely, estimating the cost of the project and sources of funding, etc.
  - Emphasise: They should put themselves in the role of a teacher who is there to help the students gradually specify the problem and find appropriate solutions. It is about helping them to find out how it can be done, not explaining that it can't be done or that it has already been solved/discussed in a different way.
  - They confer and each representative joins one group and works with that group.
  - If the mayor is also present during the morning, brief him or her on his/her role in running the simulated city council meeting in the afternoon
- **Representatives introduce themselves and their duties.** One of the lecturers talks with the representatives in advance about what should be said and to keep it brief.
  - What does s/he do as a councillor at meetings? What does being a councillor entail? Do they have a separate job elsewhere, outside of meetings? How often do they deal with municipal issues? How much time does it take? Do they have a specialty? What does it mean to them and why do they do it?
- **Students present their political parties and selected topics of proposals.**
- **Representatives choose the parties they would like to work with.**

Work in political parties (approx. 120 min)

- **Students work with representatives to create a project/proposal for a solution.**
  - They can also write everything on the computer at the end or intermittently (have everything on a USB in case they bring their own computers).
- **Lecturers:**
  - They supervise the work of the students, helping if needed or if there are few representatives.
  - They present a hypothetical exchange of arguments between their side and the opposition so that students are prepared to defend their own proposed solution against the opposition's arguments.
  - Arrange for the printing/copying/posting of the parties' proposals so that students can formulate their opinions on others' proposals.
  - Ensure that students have thoughtful responses to other parties' proposals
  - Ensure that students are selected for separate roles within their party, i.e. speakers who will present the motion, pose questions, and present their other party positions in the simulated council meeing.

Preparation of the interpellation and responses to the proposals of the other parties, reportage video (30-45 min)

- **Collect the finished project proposals from the parties and assign students further tasks for the last 30-45 min.**
  - They write down the question/interpellation (subject of the interpellation, date, questioner and questioned, wording of the interpellation). They can ask about anything that interests them about the city.
  - They prepare their responses to the other parties' proposals - whether they agree, disagree or don't know + what question they would ask them.
  - The representative or the whole party works with one of the lecturers to make a short video in which they present their party and their proposal. The lecturer plays the role of a reporter who interviews the student representatives and films them with his/her mobile phone.

Conclusion of the morning

- Ensure that students know exactly when to be back after the lunch break and where they should be. Also emphasise what time the event ends.

Lunch break

Lecturers:

- Type up and edit the drafts of all the pages, print them out for everyone.
- Provide meeting room set-up: print political party name badges, voting equipment and microphones (as is customary in the given city), water, refreshments, printed materials for everyone, etc.
- Prepare and print the Simulated City Council Meeting Agenda.

Simulation of city council meeting

Before starting, the lecturers review the rules of conduct and the role of the students:

- Describe what will happen: explanation of the rules, meeting, short break, meeting to hand out certificates, brief feedback session
- Go over the meeting agenda together:
  - Approval of agenda; they can propose changes (additions, changes)
  - One proposal is discussed at a time. The party representative introduces it in more detail than the proposal.
  - Then discussion on the given proposal is opened. Everyone can join in and share prepared opinions on other parties' proposals or ideas that emerge spontaneously.
- A party can also sign up to answer questions and respond to comments.
- Parties may propose amendments or counterproposals (even to their own proposals, for example if they see that their original proposal would not pass but would potentially pass if presented in amended form)
  - A vote is taken, first on the amendments proposed most recently; if they are adopted, no

further votes are taken.

- Questions/interpellations at the end – in the order they arise; they can ask questions even about proposals that were not prepared in advance.

- The meeting is chaired by the mayor.
- Explanation of materials they all have in front of them.
- Request the floor, wait to be called on, speak only into the microphone.
- Bear in mind that we have limited time and be concise.
- Explain how to operate the microphone and voting device (if available)
- Don't be afraid!!
- **Familiarise the mayor with the activity, emphasising the rules and steps.** Emphasise that there is no need to take a personal or political view, but that the idea is to give space to the students, encourage them to be active, and only lightly direct their ideas, if necessary.
- **Inform other councillors**, board members and municipal staff **present** that they can comment on student proposals. Emphasise that the idea is not to promote one's personal or political agenda, but to encourage student activity and motivation.
- **Official opening by one of the lecturers.** S/he introduces the organisation holding the workshop, briefly summarises the progress of the simulation game so far (especially for members of the public), thanks the partners (school and town hall), etc.
- **During the proceedings** the lecturers sometimes act as microphone carriers or shorthand writers; they also follow the proceedings in terms of content, so that, for example, when a party of representatives takes a break, they can advise that party on the rapid formulation of a counter-motion, etc.
- **Official ending by one of the lecturers** announcing a 5-minute break. Certificates may be presented to the participants.

Final evaluation of the simulation and the whole game

- The lecturers may ask if any of the students would be interested in writing an article about the project, which could be published in local media/on the school website, etc. (this can also be asked later, at the discretion of the lecturers).
- **Brief reflection session**
  - What did the students learn? What impressions are they taking away from the simulation?
  - Make a circle and ask everyone in the circle to formulate one impression at the end - in one word/sentence - an experience they are taking away from the workshop (they can choose from one of the things they wrote on the worksheet).
- **Presentation of certificates of completion of the workshop** – by the lecturers or the mayor (the lecturers fill in the names of the participants on the certificates in advance).
- **Closing remarks by the mayor** – e.g. about how student suggestions and ideas can be inspiring for the real city leadership, etc.
- **Final word from the lecturers** – Thanking partners (school, town hall, etc.) and reminding students there will be an online evaluation questionnaire sent by email and inviting them to fill it in.

EXPERIENCES, RECOMMENDATIONS, PRACTICE NOTES

- We recommend selecting students who are genuinely interested in the activity, such as representatives of the student parliament.
- Make sure to inform both the student participants and city representatives in advance about what to expect.
- The workshop should be led by at least three facilitators.
- Do not underestimate the importance of thorough preparation beforehand.

ANNEXES/WORKSHEETS, LINKS

Prepare in advance:

- A brief overview of how local (municipal) politics in your country works – create a handout.
- Flipchart sheet with information about the city council, city board and municipal authority in the city where the workshop is taking place.
- Agenda of the municipal council meeting which they will observe (by video) on the first day.
- Agenda of the simulated municipal council meeting for the second day.

02

Democracy and human rights

NAME OF ACTIVITY

What and why – democracy?

TOPICS

Democracy, evolution and importance of democracy

ACTIVITY DESCRIPTION

The aim of this activity is to inform youth or other participants about democracy and democratic EU values and make them aware of their importance in today's world.

The activity enables participants to challenge their knowledge about democracy and gain a positive perception of democracy.

DURATION

Around 20 minutes

PARTICIPANTS

10+

AGE

16+

MATERIALS NEEDED

Mentimeter, a device enabling presentation; participants need mobile phones

ENVIRONMENT

Indoors

INSTRUCTIONS

The moderator prepares the Mentimeter presentation or a similar presentation in advance, using the questions found in the annexes to this activity or perhaps by creating new ones, depending on the age of participants. The questions in the annexes are applicable to participants ages 16 to 25.

The moderator introduces the activity and invites participants to scan a QR code that leads them to Mentimeter or a similar quiz application. The moderator starts reading the story. Each paragraph of the story has a corresponding question on pentameter that is to be answered by participants. After reading the paragraph, the moderator gives the participants time to answer the question, evaluates the answers and provides the right answer.

The story must be informative rather than judgemental.

EXPERIENCES, RECOMMENDATIONS, PRACTICE NOTES

At the end of the activity, the moderator asks participants to individually evaluate their democracy knowledge and encourages participants to get involved in democracy actions in order to advance their skills and get activated.

REFLECTIONS/DEBRIEFING

It is highly recommended to let Mentimeter open and not show participants the ongoing process, but just show them the final results of each question. This way the participants will not answer questions based on the majority's answers, which will provide more accurate results and answers.

ANNEXES/WORKSHEETS, LINKS

The facilitator guides the participants through the Mentimeter presentation on the story of democracy. Each paragraph is designed so that the participants can gather and listen and then, regardless of their knowledge capacity, try to correctly answer the question posed on Mentimeter.

Welcome! Today we will take a journey through the fascinating world of democracy. It is a system of governance that has shaped nations, inspired revolutions and influenced how we live together in society. Let's start by thinking about the idea of democracy and how it has been understood throughout history.

Question #1.

Who made this famous statement? ‚'Democracy is the government of the people, by the people, for the people."

Someone once spoke of a government that would represent and serve the people. He believed that power should not be in the hands of a few, but in the hearts and minds of the people. His words have echoed throughout history, reminding us that democracy is the voice of the people directing their government. One of his most famous quotes has become a symbol of the power of democracy. These words were spoken by a man whose writings expressed a deep commitment to the idea of democracy. It is interesting to note that the word ‚democracy' appears only 137 times in his collected writings. But for him, no other word expressed the most natural, just and progressive form of government. He once said that nothing could be „so clearly true as the truth of democracy". But this truth was not universally accepted during his lifetime, because democracy has a long and often controversial history. While he defended it, the idea of democracy had evolved over centuries and was not always seen in a positive light.

Question #2.

Where was the term „democracy" first used?

The concept of democracy did not just appear overnight. It emerged in a city known for its incredible thinkers and philosophers. In the 5th century BC, its inhabitants created a form of government in which free citizens participated directly in decision-making processes. They used the term "demokratia", which means "rule by the people". At the time, this idea – whereby the people ruled instead of kings or dictators – was radical. This place can be said to have been a pilot programme of democracy, which began in the sixth century BC after ordinary citizens saved their city from occupation by the Spartan forces and put political power in the hands of the people. But many thinkers – such as the historian Thucydides and the philosopher Plato – were sceptical about transferring control of the city to the people, who often behaved like a mob. Plato refused to allow his fellow citizens to forgive the execution of his teacher Socrates, and he was convinced that many people "have no knowledge of true being, and have no clear patterns in their minds of justice, beauty and truth".

Question #3.

Is democracy a value on which the EU is founded?

After answering question 3, read this text: "Democracy is still a powerful force in the modern world. One of the most famous examples is the European Union (EU), a unique political and economic union of 27 European countries. But democracy in the EU is not just a nice concept, it is one of the fundamental values on which the whole Union is based. For the EU, democracy means ensuring that its citizens have a say in the decisions that affect their lives, whether through voting, representation or rights."

Question #4.

The EU's democracy is...

Looking at the EU, democracy is not just an abstract idea - it is visible every day in the way the EU works. For example, every EU citizen has the right to elect their representatives to the European Parliament, which makes decisions that affect millions of people. This system ensures that the EU remains accountable to the people and their needs. The European Parliament is the most direct way that democracy is manifested in the EU, as it represents the common will of the citizens of all Member States. Alongside elections, in what other ways is the EU's democracy manifested?

Rule of law and human rights: The EU is founded on the rule of law, which means that all actions and decisions must follow established laws and legal frameworks. This ensures that all citizens are treated equally and fairly and that fundamental rights are protected. These rights are outlined in the EU Charter of Fundamental Rights and citizens can turn to the European Courts if they feel their rights have been violated.

Public participation: The EU encourages citizens to participate in the democratic process through consultations, petitions and public hearings. The European Citizens' Initiative (ECI) allows citizens to propose new EU laws if they gather sufficient support in the Member States. This is a powerful example of how the EU gives its citizens a direct role in EU policy-making.

Transparency and accountability: EU institutions are required to be transparent in their decision-making processes. Citizens can access information about how decisions are taken, and there are accountability mechanisms in place. For example, the European Ombudsman investigates complaints of wrongdoing in EU institutions and ensures that the EU acts fairly and transparently.

Engaging citizens through EU policies: The EU regularly engages in public consultations to gather citizens' views on new laws, policies and initiatives. EU institutions occasionally organise open debates, events and forums where citizens can ask questions, present their opinions and have their say on various issues affecting the Union.

Question #5.

A democratic country is...

Let them first answer the question - then present the Constitution: What makes democracy work? In every democracy, there is a set of laws that guides the actions of the government and ensures that people's rights are protected. These laws are often written down in a document called a constitution. A constitution is the backbone of a democracy because it sets out the rights and responsibilities of the government and citizens and ensures that no one is above the law and that everyone has a say in how they are governed.

Question #6.

What do you think makes a democracy resilient?

But there is a deeper question: Why does democracy last? Why is it resilient even in times of crisis or uncertainty? Democracy succeeds because it allows for flexibility, cooperation and adaptation. It allows people to voice their concerns, change the leadership and make decisions based on their values and needs. The system is based on the belief that when people have the power to decide, they can come together and find solutions, even when the path ahead is unclear.

It is important to remember that democracy is not perfect - it requires constant care, vigilance and a willingness to improve. But the resilience of democracy comes from the idea that people, as a collective, have the power to shape their future.

NAME OF ACTIVITY

Line of Thought

TOPICS

Fake news, environmental issues, active citizenship, communication, critical thinking, democratic values.

ACTIVITY DESCRIPTION

While listening to certain controversial statements being read aloud, people have to position themselves as agreeing, disagreeing or having a neutral opinion about the given statement.

After they position themselves in their desired spot, the leader of the activity asks them to provide arguments about the statement. The debate between the opposite sides unfolds as the leader asks the participants for arguments and gives space to people who want to speak about the statement.

This activity promotes and builds on skills such as listening, argumentation building, tolerance, respect and understanding. It helps build bridges between different opinions and ideas and find cohesive solutions.

DURATION

Minimum 30–45 minutes

PARTICIPANTS

20+

AGE

16+

MATERIALS NEEDED

A large space, classroom or conference room - enough space for 20 people to stand and move easily

ENVIRONMENT

Indoors, outdoors, in a school or an informal area. The workshop can be implemented in a school or in non-formal educational institutions.

INSTRUCTIONS

The facilitator explains the division of the space into three parts. S/he reads a statement, participants position themselves in the space, the facilitator asks them about their position and then monitors that participants are listened to and respected and that the conversation goes smoothly without discrimination, emphasising tolerance and listening. If discrimination arises, the facilitator stops and elaborates on it accordingly. Each statement should be discussed for no longer than 5 minutes.

EXPERIENCES, RECOMMENDATIONS, PRACTICE NOTES

It is a very simple activity to moderate. However, the statements and topics tend to be controversial, which can lead to long and heated discussions between the participants. Make sure to limit the discussion per topic to no more than 5 minutes. It is highly recommended that the facilitator conclude each discussion in a peaceful way, trying to negotiate and find a compromise.

REFLECTIONS/DEBRIEFING

After the activity, the facilitator leads a verbal reflection session, in which people evaluate how they liked the activity, if everything was clear, whether they think the statements were well constructed, if they learned anything about the topics, if their values changed in any way, what they learned about themselves and if they enhanced any particular skills.

ANNEXES/WORKSHEETS, LINKS

Statements for discussion

During the workshops, we have practiced the line of thought activity using the following statements.

Facilitators may use these statements for discussions with participants or any other similar statements that apply to the topics of the activity.

The media is very biased and cannot be trusted as a source of true information.

People should be able to share any information online, even if it's false.

Immigrants enrich societies with diversity and innovation.

Freedom of speech should be restricted for those who promote anti-democratic values.

Eating vegan food makes the world more sustainable.

Climate change is just political propaganda and not a real thing.

NAME OF ACTIVITY

Human rights and leadership

TOPICS

Human rights, leadership and critical thinking

ACTIVITY DESCRIPTION

The activity 'human rights and leadership' fosters skill development in critical thinking, evaluation and leadership. In the world of excessive information, different values and the various situations we find ourselves in, these skills are important for every young person to have so that they can effectively filter information, take action and respond to certain actions, while also forming opinions on issues and situations they face in their daily lives.

Additionally, collaborative approaches increase a sense of community power and foster understanding, respect and acceptance. Thinking critically and deliberating on decisions based on qualified argumentation builds analytical skills and logical reasoning. Moreover, it developed questioning techniques and increased information literacy. Skills enabling sourcing and evaluating information build on feedback mechanisms and the ability to identify key performance indicators. Leadership skills cultivate self-awareness, enhance communication, support effective decision-making, and emphasize the value of integrity and its influence on outcomes.

Young people – as the generation of the future – are expected to build on critical thinking, which is essential for rigorous evaluation, i.e. the elimination of unnecessary information. Solving issues creatively involves not only accessing evidence, but also considering multiple perspectives.

Moreover, a collective approach and teamwork are good practices for building a personal understanding of various roles (coordinator, leader, implementer, etc.). These practices develop various skills such as effective communication (e.g. providing constructive feedback, testing various techniques) and collaborative problem-solving (e.g. brainstorming, consensus building, etc.). Most importantly, one learns to set up clear and achievable goals for a collective vision and mission. Participatory decision making is essential to understanding democratic processes and building a sense of community and belonging. Understanding and appreciating various ideas and perspectives adds to respect and peaceful co-existence among people in society.

DURATION

8 hours

PARTICIPANTS

20–30

AGE

16–25

MATERIALS NEEDED

Computer, projector, paper with questions and answers, 5 copies of the Declaration of human rights, 1 copy of the activity for the coordinator, 5 stories, paper, pens, candy, string, 7 sheets of paper with round on it, stickers, glue, bag for circles, 15 red circles, 15 blue circles.

ENVIRONMENT

Indoor – It is important to be able to connect to a projector or TV.

INSTRUCTIONS

Part 1 (max. 30 min)

Before the workshop, the space needs to be prepared as if it were a cinema. We put the string between two chairs after the youngsters/participants have sat down and been divided according to the colours (blue and red). We put the answers to the questions on the tables. Prepare a movie about human rights.

We also prepare a bag with blue circles and red circles.

When the participants enter the room, we ask each participant to take one circle. When they have all taken a circle and are thus divided into 2 colours, we seat them so that the blue circle participants all sit in the front and the red circles in the back.

The string divides them. The workshop coordinators are very kind to the blue circle group, giving them candy and talking to them. The red group is ignored.

We start playing a movie (any movie you can find on human rights or one of the suggestions below) (up to 20 minutes).

Discussion after the movie: What is the movie about? What captured your attention the most?

Part 2 (90 minutes without a break)

The participants are no longer divided into blue and red circle groups. We create 4-5 groups and distribute the rest of the candy to everyone. Each participant writes their name tag on a sticker and puts it on his/her shirt.

Rules:

- Smart phones or other phones may not be used
- All participants must actively participate
- Practice active listening when others are speaking
- Respect everyone else's opinion and do no harm (verbal or physical)
- Create a safe space in the group

First, we discuss the experimental experience - the meaning of the division with string.

- What do you think the meaning of the experiment was?
- How did you feel about it?
- What associations did you have from this experiment?

The second activity is an abstract conceptualisation. The workshop coordinators have previously distributed the answers to the given questions around the classroom. Each group receives 4-5 questions and must find the answers around the room. Some answers need to be found only, while others need to be written down. Once all of the groups find or write down all the answers, the groups present their questions and answers. Follow the discussion.

Break (15 min)

Part 3 (45 min)

Real-life stories/scenarios

Again, we divide the participants into groups. Mix the participants differently than before and create 4-5 groups (depending on the total number of participants).

Each group receives the UHRD and a story.

Story topics:

- Bullying in school.
- Young woman seeks a job.
- Disabled people cannot attend a cultural event.
- Deaf student without a translator attending school lectures.
- Young boy threatened on social media.

The participants need to find the answers to the following questions (15 min).

- Which human rights were violated? (Look at the UDHR).
- What would you do to help this person in the story?
- From which institution can the person in the story seek protection?

We talk about these questions in the groups and during the last 30 minutes we present to the other groups.

Part 4 (30 min)

Leadership in action

The participants stay in the same groups. Each group chooses a group leader. Following the discussion about the scenarios, they are asked to role-play organising a community event, a team conflict, a learning youth project or similar activity related to the previous scenario from part 3. (15 min)

For the last 15 minutes, mix up the participants, except for the group leader who stays to present the approaches and discuss their effectiveness. All of the participants participate in the discussion.

Lunch break (60 min)

Part 5

Introduction to advocacy (30 min)

The coordinator presents the importance and definition of advocacy. Look through successful campaigns and actions one can take.

Advocacy mapping

Participants go back to their groups of 4-5. They find a topic that interests them and find resources and stakeholders related to it.

Part 6

Advocacy campaign (40 min)

Each group from part 5 creates a campaign (they can change groups if they find another group's topic more interesting). (10 min)

Each group presents their campaign and highlights the importance and human rights or the vulnerable group of people they are defending. (30 min)

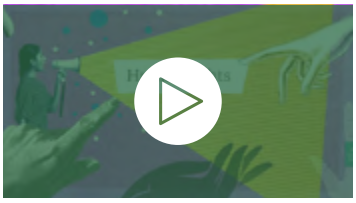
EXPERIENCES, RECOMMENDATIONS, PRACTICE NOTES

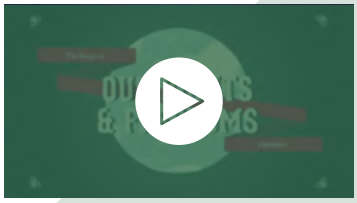
The topic is and long, which means the facilitator needs to keep the participants focused throughout the activity. It is highly recommended that there are at least two assistant facilitators available for this activity.

REFLECTIONS/DEBRIEFING

In a circle, participants share their key takeaways from the workshop. Discussion continues about how they plan to apply what they have learned.

ANNEXES/WORKSHEETS, LINKS





Questions & Answers

Where are human rights universally defined?

Universal Declaration of Human Rights

Can you name 3 fundamental human rights?

Right to life, right to education, freedom of speech.

Can you name at least one violation of human rights that you have witnessed?

For example: discrimination, torture, prohibitions, etc.

What does the term „non-discrimination" mean in the context of human rights?

Non-discrimination means that all individuals are entitled to their human rights without discrimination of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

If my rights are violated, where do I look for defence?

Depending on the country, you can look for assistance at human rights commissions, attorneys, legal aid organisations, law enforcement institutions, advocacy NGOs, etc.

How can individuals protect and promote human rights in their community?

Individuals can protect and promote human rights by educating others, advocating for change, volunteering with human rights organisations, speaking out when they witness violations and standing up against injustices.

What is advocacy?

Advocacy is the act of speaking out, supporting or arguing for a cause, policy or the rights of others.

What are the key steps in developing an advocacy campaign?

Identifying the issue, setting clear objectives, researching the issue, identifying target audiences, developing a strategy and implementing the campaign.

Why is research important in advocacy?

Research is important because it provides the necessary evidence and information to support the cause, helps people understand the context and informs strategy development.

What is the role of social media in advocacy?

Social media plays a critical role in advocacy by raising awareness, mobilising supporters, sharing information quickly and reaching a broad audience.

How can you measure the success of an advocacy campaign?

Success can be measured by evaluating if the campaign's objectives were met, the level of public awareness raised and/or policy changes made, and through the engagement of and feedback from the target audience.

What qualities make a good leader?

Good leaders exhibit qualities such as integrity, empathy, communication skills, vision, decisiveness and the ability to inspire and motivate others.

How does leadership differ from management?

Leadership involves inspiring and guiding people towards a vision or goal, while management focuses on planning, organising and coordinating resources to achieve specific objectives.

What are the skills a leader needs to have?

Communication skills, emotional intelligence, decision-making skills, strategic thinking, team building, time management, innovation and creativity, networking and mentoring.

Why is self-awareness important for a leader?

Self-awareness helps leaders understand their strengths and weaknesses, manage their emotions and improve their interactions with others, making them more effective in guiding and inspiring their team.

How can leaders advocate for human rights?

Leaders can advocate for human rights by raising awareness, influencing policy, setting an example, mobilising resources and creating platforms for marginalised voices.

What is the role of youth leadership in advancing human rights?

Youth leadership is crucial in advancing human rights as young leaders bring fresh perspectives, energy and innovative approaches to addressing human rights challenges.

Can you give an example of a successful youth leader or a youth-led advocacy campaign?

Greta Thunberg (environmental advocacy), Abaad MENA (Lebanon standing for raped girls), #StandUp4Migrants, etc.

Can you successfully advocate alone? Why?

No. A collaborative approach is much better. Collaboration brings together diverse skills, perspectives and resources, amplifies efforts and increases the chances of achieving common goals.

03

Digital skills

NAME OF ACTIVITY

Video Voice

TOPICS

Digital and communication skills encourage interest in public affairs, debating skills, and autonomy and creativity

ACTIVITY DESCRIPTION

Recording short videos is a natural activity for young people. Video Voice is a method designed to motivate students to reflect on the issues they perceive around them and topics that interest and concern them but are not represented in public discourse. They develop their ideas into short videos that can serve as messages, for example, to politicians, school management, peers, etc.

DURATION

2 hours

PARTICIPANTS

Unlimited

AGE

13–20

MATERIALS NEEDED

Mobile phone, large sheets of paper, coloured markers.

ENVIRONMENT

The activity can be carried out indoors, outdoors or a combination of both.

INSTRUCTIONS

Introduction: Think about which topics are important to you as members of the young generation and what problems you are dealing with. What would you like to say to politicians and decision-makers, the public, school leadership or your peers?

1. Set safe rules: Anyone who doesn't want to appear in the video doesn't have to. Presenting the video to the class or sharing it online or on social media is voluntary.

2. Divide participants into groups of 4 - 5 people. Give each group the "Video Voice" worksheet. The worksheet serves as a guide to help participants reflect on the topics that interest them. It does not have to be filled out.

3. Each group is tasked with recording a video according to the above instructions. The recommended length of the video is 60 - 90 seconds, but this is not a requirement.

4. Videos can be created in any format. They can use paper and markers for illustrations and slogans. Record a short sketch, a discussion, an interview, etc.

5. Preparation, filming, and editing require at least 60 minutes.

6. At the end, the videos can be watched together, provided the participants and creators agree.

REFLECTIONS/DEBRIEFING

Sit in a circle with the participants. Ask them about their feelings and impressions and how they worked together in the group. Ask them how they found their topic and created the video. Was the time sufficient? Did they realise anything new during the activity? Are there any other topics they would like to explore?

EXPERIENCES, RECOMMENDATIONS, PRACTICE NOTES

- Video voice is a very effective activity for motivating young people to reflect on topics and issues that interest or affect them.
- The activity is also suitable for more passive participants who do not like to speak publicly and usually do not participate in debates.
- Do not limit participants too much or give too many instructions. Participants are typically highly creative and self-directed.
- Ensure a safe space beforehand and agree on the rules for publishing videos.
- It is good for participants to have sufficient space (e.g. a classroom, hall, school corridor, library, etc.). One room is not enough to hold all the groups. They can also work outside.
- Make sure you have the capability to watch the videos together afterwards, for example using a projector.
- Participants can share the videos with you via email, WhatsApp or Instagram.

ANNEXES/WORKSHEETS, LINKS

Think about an issue or topic that bothers or interests you! Then make a video about it.

Record a short message to the people who are responsible for the issue (politicians, officials, school management, etc.). You can develop it as a skit, an interview, slogans, etc.

1. What's the problem?

Briefly describe what bothers you, what you think doesn't work or what could be improved.

Examples: There are no safe cycling paths in the city centre, forcing us to ride on the road while drivers honk at us./The EU is discussing a ban on internal combustion engines - what does this mean for Czech drivers?

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2. How did this problem arise?

Try to think about why this problem exists in the first place and what led to it.

Examples: Cycling lanes in cities are not a priority because urban transport used to be mainly about cars./The EU wants to reduce emissions, but the Czech Republic is an industrial country where many people drive older cars.

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3. What would be gained by changing this?

Every problem is also a chance to change things for the better! What would be the benefits of solving this problem?

Examples: Safe cycling lanes would mean fewer accidents and more people cycling instead of driving. Stronger support for electric cars could mean cheaper public transport and cleaner air in cities.

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4. What and who could help solve the problem?

Try to determine what it would take to solve this problem, and who should be involved in developing a solution.

Examples: Create a petition calling for new cycling lanes and reach out to local councils, cycling clubs and the public./Advocate for more support for charging stations in cities. Involve the state, car companies and companies that build charging stations.

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NAME OF ACTIVITY

What and why – democracy?

TOPICS

Democracy, evolution and importance of democracy

ACTIVITY DESCRIPTION

The aim of this activity is to inform youth or other participants about democracy and democratic EU values and make them aware of their importance in today's world.

The activity enables participants to challenge their knowledge about democracy and gain a positive perception of democracy.

DURATION

Around 20 minutes

PARTICIPANTS

10+

AGE

16+

MATERIALS NEEDED

Mentimeter, a device enabling presentation; participants need mobile phones

ENVIRONMENT

Indoors

INSTRUCTIONS

The moderator prepares the Mentimeter presentation or a similar presentation in advance, using the questions found in the annexes to this activity or perhaps by creating new ones, depending on the age of participants. The questions in the annexes are applicable to participants ages 16 to 25.

The moderator introduces the activity and invites participants to scan a QR code that leads them to Mentimeter or a similar quiz application. The moderator starts reading the story. Each paragraph of the story has a corresponding question on pentameter that is to be answered by participants. After reading the paragraph, the moderator gives the participants time to answer the question, evaluates the answers and provides the right answer.

The story must be informative rather than judgemental.

EXPERIENCES, RECOMMENDATIONS, PRACTICE NOTES

At the end of the activity, the moderator asks participants to individually evaluate their democracy knowledge and encourages participants to get involved in democracy actions in order to advance their skills and get activated.

REFLECTIONS/DEBRIEFING

It is highly recommended to let Mentimeter open and not show participants the ongoing process, but just show them the final results of each question. This way the participants will not answer questions based on the majority's answers, which will provide more accurate results and answers.

ANNEXES/WORKSHEETS, LINKS

The facilitator guides the participants through the Mentimeter presentation on the story of democracy. Each paragraph is designed so that the participants can gather and listen and then, regardless of their knowledge capacity, try to correctly answer the question posed on Mentimeter.

Welcome! Today we will take a journey through the fascinating world of democracy. It is a system of governance that has shaped nations, inspired revolutions and influenced how we live together in society. Let's start by thinking about the idea of democracy and how it has been understood throughout history.

Question #1.

Who made this famous statement? ‚Democracy is the government of the people, by the people, for the people."

Someone once spoke of a government that would represent and serve the people. He believed that power should not be in the hands of a few, but in the hearts and minds of the people. His words have echoed throughout history, reminding us that democracy is the voice of the people directing their government. One of his most famous quotes has become a symbol of the power of democracy. These words were spoken by a man whose writings expressed a deep commitment to the idea of democracy. It is interesting to note that the word ‚democracy' appears only 137 times in his collected writings. But for him, no other word expressed the most natural, just and progressive form of government. He once said that nothing could be „so clearly true as the truth of democracy". But this truth was not universally accepted during his lifetime, because democracy has a long and often controversial history. While he defended it, the idea of democracy had evolved over centuries and was not always seen in a positive light.

Question #2.

Where was the term „democracy" first used?

The concept of democracy did not just appear overnight. It emerged in a city known for its incredible thinkers and philosophers. In the 5th century BC, its inhabitants created a form of government in which free citizens participated directly in decision-making processes. They used the term "demokratia", which means "rule by the people". At the time, this idea – whereby the people ruled instead of kings or dictators – was radical. This place can be said to have been a pilot programme of democracy, which began in the sixth century BC after ordinary citizens saved their city from occupation by the Spartan forces and put political power in the hands of the people. But many thinkers – such as the historian Thucydides and the philosopher Plato – were sceptical about transferring control of the city to the people, who often behaved like a mob. Plato refused to allow his fellow citizens to forgive the execution of his teacher Socrates, and he was convinced that many people "have no knowledge of true being, and have no clear patterns in their minds of justice, beauty and truth".

Question #3.

Is democracy a value on which the EU is founded?

After answering question 3, read this text: "Democracy is still a powerful force in the modern world. One of the most famous examples is the European Union (EU), a unique political and economic union of 27 European countries. But democracy in the EU is not just a nice concept, it is one of the fundamental values on which the whole Union is based. For the EU, democracy means ensuring that its citizens have a say in the decisions that affect their lives, whether through voting, representation or rights."

Question #4.

The EU's democracy is...

Looking at the EU, democracy is not just an abstract idea - it is visible every day in the way the EU works. For example, every EU citizen has the right to elect their representatives to the European Parliament, which makes decisions that affect millions of people. This system ensures that the EU remains accountable to the people and their needs. The European Parliament is the most direct way that democracy is manifested in the EU, as it represents the common will of the citizens of all Member States. Alongside elections, in what other ways is the EU's democracy manifested?

Rule of law and human rights: The EU is founded on the rule of law, which means that all actions and decisions must follow established laws and legal frameworks. This ensures that all citizens are treated equally and fairly and that fundamental rights are protected. These rights are outlined in the EU Charter of Fundamental Rights and citizens can turn to the European Courts if they feel their rights have been violated.

Public participation: The EU encourages citizens to participate in the democratic process through consultations, petitions and public hearings. The European Citizens' Initiative (ECI) allows citizens to propose new EU laws if they gather sufficient support in the Member States. This is a powerful example of how the EU gives its citizens a direct role in EU policy-making.

Transparency and accountability: EU institutions are required to be transparent in their decision-making processes. Citizens can access information about how decisions are taken, and there are accountability mechanisms in place. For example, the European Ombudsman investigates complaints of wrongdoing in EU institutions and ensures that the EU acts fairly and transparently.

Engaging citizens through EU policies: The EU regularly engages in public consultations to gather citizens' views on new laws, policies and initiatives. EU institutions occasionally organise open debates, events and forums where citizens can ask questions, present their opinions and have their say on various issues affecting the Union.

Question #5.

A democratic country is...

Let them first answer the question - then present the Constitution: What makes democracy work? In every democracy, there is a set of laws that guides the actions of the government and ensures that people's rights are protected. These laws are often written down in a document called a constitution. A constitution is the backbone of a democracy because it sets out the rights and responsibilities of the government and citizens and ensures that no one is above the law and that everyone has a say in how they are governed.

Question #6.

What do you think makes a democracy resilient?

But there is a deeper question: Why does democracy last? Why is it resilient even in times of crisis or uncertainty? Democracy succeeds because it allows for flexibility, cooperation and adaptation. It allows people to voice their concerns, change the leadership and make decisions based on their values and needs. The system is based on the belief that when people have the power to decide, they can come together and find solutions, even when the path ahead is unclear.

It is important to remember that democracy is not perfect - it requires constant care, vigilance and a willingness to improve. But the resilience of democracy comes from the idea that people, as a collective, have the power to shape their future.

04

European Union

NAME OF ACTIVITY

L.I.E.? Living in Europe

TOPICS

Communication, democratic values, critical thinking, etc.

ACTIVITY DESCRIPTION

L.I.E.? Living in Europe is an experiential game that enables participants to learn about examples of everyday life in the European Union, and then to be able to classify these examples based on their own priorities. This educational game aims to develop critical thinking, dialogue and conscious choice. Each participant is asked to decide on their choices and priorities in regard to examples from everyday life in the European Union.

DURATION

1 hour

PARTICIPANTS

Unlimited, individuals or groups

AGE

16+

MATERIALS NEEDED

Pencils, pens, cardboard, scissors, tripod, glue, flipchart, A4 coloured cardstock, playing cards

ENVIRONMENT

Formal and non-formal learning, informal learning, indoor and outdoor

INSTRUCTIONS

L.I.E.? Living in Europe is an experiential game in which examples of everyday life in the European Union are depicted on cards (mobile phone roaming, freedom of movement in the EU, studying in the EU, green infrastructure, privacy protection, etc.). It is played on a board or flipchart displaying the cards, which are numbered from 1 to 10.

The coordinator distributes the cards with the examples of everyday life in the European Union to the participants of the game and explains that each participant should put the cards in the order of their preference and then justify their choices.

L.I.E.? Living in Europe gives participants an opportunity to present their needs and preferences in regard to living in the European Union and highlights the benefits of everyday life in the EU in an experiential way.

The game is played in the following stages:

1) The instructions and rules of the game are explained to the participants and the timetable is determined. The game space is prepared, the participants are divided into groups and the material is distributed. (20 minutes)

2) Participants, either in groups or individually, are given cards displaying images of everyday life in the EU. The participants study them and then begin placing them on the board. The order in which the participants place the cards is not as important as the justification they will give afterwards. (25 minutes)

3) The coordinator asks the participants to express themselves spontaneously about their choices and then to consider different scenarios by changing the order of preference of the cards. (15 minutes)

REFLECTIONS/DEBRIEFING

This activity was designed to enhance young people's knowledge about the European Union and its institutions, its contribution to culture, the rights of citizens living in the EU and the benefits of living in the EU, as well as about problems that exist in countries that are not part of the EU. If you are between 15 and 30 years old and are interested in learning more about the European Union, then this activity is for you. In a playful yet educational way, you will gain brief information about the values the EU stands for, what people who live in it do, what is important for EU citizens what we gain by living in the EU and what we can achieve.

The activity aims firstly to expose participants to initial information about the EU, its geographical area and landmarks, and secondly to help participants develop critical thinking skills, encourage them to take initiative and change their attitudes on issues that concern the society of the European Union.

EXPERIENCES, RECOMMENDATIONS, PRACTICE NOTES

This activity is mainly individual and participants' choices are also individual. The coordinator invites participants to justify their choices and uses questions to guide them to think a second and third time about each of their choices, in order to develop more knowledge and critical thinking skills.

ANNEXES/WORKSHEETS, LINKS

INSTRUCTIONS:

„On an A3-size flipchart, I put the cards that depict basic examples from my daily life in the European Union, and I explain my choice."

FREEDOM TO TRAVEL, STUDIES, WORK

FREEDOM TO BUY EVERYTHING-EVERYWHERE

ELIMINATION OF BORDER CONTROLS

MEDICAL CARE EVERYWHERE

MORE AND CHEAPER TRAVEL

ROAMING-SAME CHARGES EVERYWHERE

PRIVACY PROTECTION

PROTECTION IN TRANSACTIONS

GREEN PRODUCTS – ENERGY LABEL

PROTECTION OF THE SEA & DRINKING WATER

NAME OF ACTIVITY

Find me if you can!

TOPICS

Communication, democratic values, critical thinking, etc.

ACTIVITY DESCRIPTION

Find me if you can! is an experiential game that helps participants learn about the flags and capitals of European Union member states, and also about the most important sights in each country. By playing this game, participants can get to know important landmarks in EU member states and begin to think about why Europe and the European Union are so important, why the EU was developed, what elements are essential to the formation of good interpersonal relations, and how much the democratic system has helped in all of the above.

DURATION

2+ hours

PARTICIPANTS

20–25 people, divided into groups of 5

AGE

15+

MATERIALS NEEDED

Pencils, pens, A4 paper, 1m2 cardboard, scissors, tripod, glue, flipchart, coloured A4 cardstock, cards

ENVIRONMENT

Formal and non-formal learning, informal learning, indoor and outdoor

INSTRUCTIONS

Find me if you can! is an experiential, educational game about the flags and landmarks of European Union member states. It is played on a board or flipchart displaying a map of Europe.

The coordinator distributes cards showing the flags and sights of European Union member states to the groups of players. S/he explains that each group should look at the flags and landmarks on its cards, find on the map the country they belong to, and place the country's most famous sight on the map, e.g. French Flag-Eiffel Tower.

The game Find me if you can! can also be enhanced e.g. by having participants construct and paint the flags of the countries themselves, enriching the map with sights, and whatever else the coordinator or the participants of the game can imagine.

This game helps participants get to know the geographical area of Europe, understand the importance of using a map, determine each country's borders and location, and recognise European Union member states, their landmarks and flags.

The game is played in the following stages:

1) The instructions and rules of the game are explained to the participants and the timetable is determined. The game space is prepared, the participants are divided into groups and the material is distributed. (30 minutes)

2) Each group of participants is given cards showing flags and landmarks. The participants study the cards and then begin placing them on the map of Europe. The coordinator asks the participants to express everything they know about the member state they have identified and/or its landmarks. (1 hour)

3) This is followed by a discussion during which the acquired knowledge is analysed, commented on and evaluated. The facilitator invites the participants to share new conclusions that emerged from the game. This highlights the purpose of the game. (30 minutes)

REFLECTIONS/DEBRIEFING

This activity was designed to enhance young people's knowledge about the European Union and its institutions, its contribution to culture, the rights of citizens living in the EU and the benefits of living in the EU, as well as about problems that exist in countries that are not part of the EU. If you are between 15 and 30 years old and are interested in learning more about the European Union, then this activity is for you. In a playful yet educational way, you will gain brief information about the values the EU stands for, what people who live in it do, what is important for EU citizens, what we gain by living in the EU and what we can achieve.

The activity aims firstly to expose participants to initial information about the EU, its geographical area and landmarks, and secondly to help participants develop critical thinking skills, encourage them to take initiative and change their attitudes on issues that concern the society of the European Union.

EXPERIENCES, RECOMMENDATIONS, PRACTICE NOTES

By centring the activity on a map, this educational game generates the feeling that we all belong to the same geographical space. The goal is to create a setting in which the participants connect with each other and realise that Europe is a single space that deserves our interest and enables residents to actively participate in the local community and eventually at a larger scale. The visibility and importance of cultural monuments and landmarks highlighs how people from each country contribute to culture and development at a European level.

ANNEXES/WORKSHEETS, LINKS

Flags of EU countries

Belgium

Czechia

Denmark

Germany

Estonia

Ireland

Greece

Spain

France

Croatia

Italy

Cyprus

Latvia

Lithuania

European Union

Bulgaria

Luxembourg

Malta

Hungary

Netherlands

Austria

Poland

Portugal

Slovenia

Romania

Slovakia

Sweden

Finland

Belgium

This is the 'Atomium'. It was built in 1958 for the World's Fair in Brussels, Belgium's capital city. It shows a molecule of iron but 165 billion times bigger than it really is! It is made up of nine round balls joined together by tubes. You can go inside the balls or zoom up to the top in a lift and look out all over Brussels!

Bulgaria

Do you know what a 'monastery' is? It's a place where 'monks' live and work. Monks worship God, help sick and poor people and look a_ er each other. A famous monastery near Sofi a, the capital of Bulgaria, is the 'Rila Monastery' named a_ er a monk called Ivan. He lived on his own, in a cave, hundreds of years ago. Ivan was later made 'Saint Ivan' and many people now visit this monastery named after him.

Czechia

King Charles IV ordered the Charles Bridge to be built in 1357 so that the capital city, Prague, would be protected from its enemies. The bridge is 516 metres long and 10 metres wide, with 16 arches and 30 statues of saints. If ever you go to Prague, be sure to look out for the dog in one of the panels on the bridge: rubbing it is said to bring you good luck!

Denmark

This colourful port is called 'Nyhavn', which means 'new port' in Danish, but it is in fact the old port of Denmark's capital city, Copenhagen. The port is full of brightly coloured 17th and early 18th century townhouses, shops, cafés and restaurants, as well as many historical wooden ships.

Germany

Built in 1788, the Brandenburg Gate in Berlin is one of the most famous landmarks in Germany. It was closed in 1961 when the Berlin Wall was built, separating East and West Germany. When the Wall was pulled down in 1989 and the country reunited, it once again became the entry gate to one of the most elegant avenues in the city.

Estonia

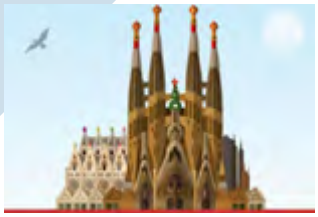
Tallinn is the capital city of Estonia and its old town is one of the best-preserved in Europe. But Tallinn is also modern. Maybe you have heard of 'Silicon Valley' in California in the United States? It's where companies like Google and Facebook began. Well, Tallinn is often called the 'Silicon Valley of Europe' because there are many computer experts working there.

Ireland

The 'Cliff s of Moher' in Ireland's County Clare are a wonder of nature. Stretching out along 14 kilometres, they are visited every year by around 1.5 million people who go there to see the rock formations, plants, birds and other wildlife. Have you seen the film 'Harry Potter and the Half-Blood Prince'? The Cliff s of Moher appear in it.... take another look when you next watch it and see if you can spot them!

Greece

The Acropolis is the high rocky hill in Athens, the capital city of Greece, on which many ancient temples were built. They were used as a refuge for the people of Athens if the city was attacked. The Parthenon is the biggest of the temples and was built for 'Athena', the Greek goddess of wisdom. The city of Athens was named after her.



Spain

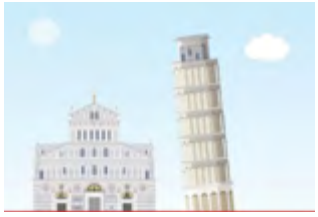
Work started on building the 'Church of the Sagrada Familia' (Holy Family) in Barcelona in 1882 but was never completed and is still ongoing. It was designed by the famous architect Antoni Gaudí and is expected to be finished in 2026, 100 years after Gaudí's death.

France

The Eiffel Tower in Paris is one of the most famous monuments in the world. It is named after Gustave Eiffel, who built the tower for the World's Fair, which took place in Paris in 1889. Until 1928, when the Chrysler Building in New York was built, the Eiffel Tower was the tallest man-made building in the world.

Croatia

The roof of St Mark's Church in Croatia's capital city Zagreb is famous for being very colourful: it shows the 'coat of arms' of the former kingdoms of Croatia, Slavonia and Dalmatia and the coat of arms of Zagreb which is a white castle on a red background. A 'coat of arms' is a picture made up of different designs, sometimes with lions and dragons, and was very popular in the very old days, especially painted on shields when soldiers went to war. Many rich families had their own picture and some people still use them today.



Italy

Pisa is a city in Italy and in 1173 they started building a bell tower. But when the builders got to the second floor, the tower started to sink and lean over. It has stayed like this ever since then! After making sure that the tower will not fall down, visitors are once again allowed to climb the 294 steps to the top of the tower.

Cyprus

The church of Agios Lazarus in Larnaca, Cyprus, was built around 1 200 years ago over the tomb of Saint Lazarus. Lazarus was a man who lived at the same time as Jesus. When Lazarus died, Jesus is said to have brought him back to life again. Later on in his life, Lazarus went to Cyprus and became its first bishop (in charge of the people running the churches) and 'patron saint' (special protector) of Larnaca.

Latvia

This 'House of the Blackheads' stands in the old town of Riga, the capital city of Latvia. It was first built in the 14th century, destroyed in the Second World War and rebuilt in 1995. It is named after a group of unmarried shopkeepers and ship owners who held many feasts and parties there. The tradition of putting up a Christmas tree is said to have begun when Blackheads put up a tree and sang and danced around it during the Christmas period.

Lithuania

The Gediminas' Tower is the only part still standing of the Upper Castle in Lithuania's capital city, Vilnius. It was finished in 1409. Legend has it that after a day's hunting, Grand Duke Gediminas dreamt that, on top of the hill where he had been hunting, a large iron wolf appeared and started howling like a hundred wolves! When he told this dream to a wizard, he was told that it meant he should build a city there, which would later become a magnificent and world-famous city.

Luxembourg

Built in 1732, Fort Thüngen formed part of the walls around Luxembourg city to protect it from attack. It is also known as 'The Three Acorns' because of the three golden acorns on the top of each tower. The Fort was also surrounded by a deep ditch and could be reached by a long underground rock ditch. Today it is used as a museum.

Hungary

This grand building is home to the Hungarian Parliament in Budapest. It stands on the banks of the River Danube, the second longest river in Europe. A 'parliament' is where people meet to talk and decide how to get things done in a country: things like building roads, what to teach in school, taking care of the countryside, for example. It is so big that it took around 100 000 people to build it, using 40 million bricks, half a million precious stones and even 40 kilos of gold!

Malta

Opened in 1577, Saint John's Cathedral in the capital city, Valletta, is dedicated to Saint John the Baptist, so-called because he was the man who baptised Jesus Christ. Many scenes inside the Cathedral show the life of Saint John, including on the richly decorated ceiling and the altar.

Netherlands

The village of Kinderdijk (meaning 'children's dike') is in the province of South Holland. A dike is something that is built to get back land that would otherwise be underwater, along the sea coast, for example. Around 1740, the Dutch people built these 19 windmills to keep the low-lying lands dry and to prevent the area from flooding.

Austria

Austria has many mountains. Most of them in the mountain range called the Alps which is so huge that it also covers parts of other countries. The highest mountain in Austria is called 'Großglockner'. These mountains are covered in snow in the winter so people love to go to Austria to ski!

Poland

At a height of 237m, the 'Palace of Science and Culture' in Poland's capital city, Warsaw, is the tallest building in the country. Built in 1955, it houses theatres, museums and a cinema. In the year 2000, a 'millennium clock' was added to the building. Its second hand is nearly 4 metres long!

Portugal

The 'Belem Tower' is a symbol of the time when Portugal sent out explorers to discover new lands. Built in 1519, it stands on the shores of the River Tagus and was used to protect the capital, Lisbon.

Romania

Located in Transylvania, a region of Romania, Bran Castle is most famous for being 'Count Dracula's castle'. Although the vampire Count only existed in a novel, he was in fact inspired by a real person, Vlad the Impaler, and this castle – which Vlad probably never even visited – looks very much like the description of the castle in the novel.

Slovenia

Lake Bled, in the northwestern part of Slovenia, is a very popular tourist destination. There are several buildings on the island in the lake but the most visited is the 'Assumption of Mary' church. It is considered to bring good luck to a newly-married couple if the new husband carries his bride up the 99 stone steps of the church tower.

Slovakia

Standing on a hill high above the River Danube, Bratislava Castle dates from the 9th century. Over the years, it has had lots of alterations and was even damaged by a huge fire in 1811. The castle has four wings, each one with a tower on top. At one time, the Hungarian crown jewels were kept in the south-west tower. That's because Slovakia used to be ruled by the Hungarians for a while.

Sweden

Shaped like a huge golf ball, the Ericsson Globe is the largest hemispherical (meaning 'half ball-shaped') building in the world. Opened in 1989, it is an indoor arena used to house ice hockey tournaments, shows and rock concerts. At night, it is lit up and can be seen for miles!

Finland

Helsinki's cathedral with its tall, green dome and four smaller domes has become the symbol of the city. It is also a landmark for those arriving by sea. It was built in 1852 as a tribute to Tsar Nicholas when Finland was part of Russia.

NAME OF ACTIVITY

RescEU escape room

TOPICS

Education about the advantages of the European Union for EU citizens and how EU institutions work.

ACTIVITY DESCRIPTION

The participants gather in the first room for an introduction, where the Game Master introduces them to the scenario and the rules of the escape room. The group will have 60 minutes to solve the eight puzzles in the escape room and reach the goal set in the scenario. The puzzles are sequential and as the participants progress, the difficulty of the puzzles increases. There are 5 different rooms in all (the first one is just for the introduction) and the experience ends with the final debriefing, during which the game master leads a discussion with the participants to consolidate their learning.

DURATION

2–4 hours

PARTICIPANTS

20–30

AGE

16–25

MATERIALS NEEDED

The activity is divided into different rooms.

Room 1:

Introduction: 1 bag of Lego bricks per group; 1 coloured piece of fabric per participant to identify teams.

Room 2:

- Puzzle 1: Printed and laminated map of the EU, cut out by areas; envelopes; permanent marker; transparent sheet with a drawn outline of Europe; scotch tape to stick the puzzle together and read the word on the back; padlock with 4 numbers; box (or similar container).
- Puzzle 2: Timeline, made from a large card; coloured markers; printed and laminated photos; Velcro; printed or drawn rebus; printed picture of a coin with the clue written on the back.

Room 3:

- Puzzle 3: Box/suitcase/other locked container with a combination; printed leaflets with questions and corresponding answers on the environmental theme; torch or lamp; key that opens the padlock that contains the pieces for puzzle 4; paper tape; sheets of paper and a pen.
- Puzzle 4: Printing and lamination of images; box/drawer/other to be opened with the key in which the fake phones are contained; printed instructions to put with the laminated images in the box/drawer; double-sided adhesive Velcro to stick the pictures to the wall or floor; pen and sheets of paper; puzzle solutions; paper passport; printed emojis (poop and heart) with Velcro strips.

- Puzzle 5: Border officer uniform and its components (even a fake policeman's hat and sunglasses will do); paper passport printed on medium or heavy cardstock; generic stamp with ink; table and chair (do not buy, they must be available on site); cards with the numbers that the border officer will distribute; printed customs questions and answers.

Room 4:

- Puzzle 6: Envelope for putting the crossword puzzle in - A4 format; A4 or A3 printed crossword puzzle; rhyming clue sheet to stick on the envelope; a book representing the charter of rights; printed sheet as book cover; scotch tape to attach the cover to the book; tape or string to close the book; pens to complete the crossword puzzle; next clue sheet.
- Puzzle 7: Identity cards printed on heavy weight A3 or A2 cardstock; ID information printed on A6 or A5 sheets of heavy weight cardstock to complete the ID cards; double-sided Velcro; 1 bag of Lego bricks per group, containing one brick per participant.
- Puzzle 8: Lego bricks; a scientist's jacket; multi-light lamp or siren sound effect.

Debrief: Dixit board game

ENVIRONMENT

Indoor space, preferably with 6 different rooms.

INSTRUCTIONS

Introduction
Room 1:

The activity starts in the first room, which is used for the introduction. The participants enter a poorly lit room with a post-apocalyptic atmosphere. The Game Master explains the scenario: it's 2030 in an alternate dimension. The 2024 EU elections failed, causing the EU's collapse, chaos across the continent and global consequences. A scientist created a tesseract to restore the EU but was sabotaged and disappeared. The participants are the only ones who can save this world.

The Game Master gives each group of players 1 bag of Lego bricks assemble throughout the escape room to complete the mission. Each participant receives a piece of fabric to tie around their arm to identify them as allies. When the instructions are complete, the adventure begins!

Room 2:

The participants enter the room and find a locked box with a transparent sheet showing the outline of Europe. The Game Master explains that in this dimension, Europe's borders have been erased, and maps are no longer known. The participants must restore the map to continue.

Puzzle 1: Geography

Solve trivia questions (provided by the Game Master) to get the code to unlock the box. Inside the box are three clues leading to hidden envelopes containing pieces of a map (e.g., under desks, behind doors). Once all of the pieces have been found, assemble the map over the transparent sheet. Use masking tape to secure the pieces, flip it, and reveal the word „STORIA" (History), which leads to the next puzzle.

Puzzle 2: History and Culture

A timeline with key EU dates is on the wall. The participants match the event images that have been provided to the correct dates. Behind each image is a brief description. Solve the rebus to reveal the phrase: Look for the coin on the wall. Find the image of a coin with a clue on its back: Find the box where the clue resides, precious material the answer provides. With the EU's founding year as the key, unlock the truth and set it free.

Goal: Solve the puzzles and find the next clue to progress in the game!

Room 3:

Upon entering, the participants see a video of a blackout in Rome. The Game Master explains that due to a lack of funding for renewable energy, the infrastructure has collapsed. The mission is to restore light and move forward.

Puzzle 3: Energy and Light. Goal: Restore light by finding the hidden torch/lamp. A locked box with a combination awaits. The clues needed to open it are scattered around the room as energy-related questions (e.g., renewable energy, energy efficiency). Inside the box are mixed question and answer slips. The players must match the correct pairs. Each correct match reveals a letter, spelling LIGHT. The players search for a hidden torch or lamp. A key taped to it unlocks another box containing materials for Puzzle 4.

Puzzle 4: Freedom of Expression and Information. Goal: Identify true and false news to earn a passport. Setup: two emoji boards (❤️ for true, 💩 for false) are displayed. The participants find fake smartphones with printed news stories. Solution: The players sort the news, attaching true stories to ❤️ and false ones to 💩. When the stories have been sorted correctly, their initial letters form a code. The correct code earns the players a passport, which leads them to Puzzle 5.

Puzzle 5: Freedom of Movement. Goal: Navigate a customs checkpoint to unlock the next room. Setup: a mock customs station with a border officer and Game Master. The participants hand over their passport to validate it. Challenge: answer questions to earn the digits of a phone number. Call the number to get approval to cross the border.

Once cleared, the participants proceed to the next room for the democracy-themed puzzle.

Room 4:

Puzzle 6: Democracy and European Values. Goal: solve a crossword puzzle about EU values to unlock a hidden clue for the next challenge. Setup: prepare a book representing the Charter of Rights. Inside the book, hide a clue (e.g., a symbol leading to the correct box for the next puzzle). Tie a ribbon around the book to prevent access until the puzzle is solved. The participants find a sealed envelope containing the crossword. Solving the puzzle reveals the phrase Charter of Rights. Once they have written it on the book's cover, they untie the ribbon and open it. Inside, they discover a symbol. The symbol matches one of several boxes in the room. The correct box contains elements for Puzzle 7.

Puzzle 7: EU Institutions and Identity Cards. Goal: Reconstruct identity cards for EU institutions. Setup: Display incomplete identity cards on a wall or table. The participants use tiles from the previous puzzle to complete the identity cards. For each correctly completed card, they receive a sealed bag containing Puzzle 8 pieces. Each participant gets one bag. The difficulty level can be adjusted by pre-placing some tiles or leaving more for players to match.

Puzzle 8: The Dimensional Key. Goal: rebuild a „Dimensional Key" using the collected pieces and activate it with a message created by the team. Setup: The room includes a character (or a letter) from the scientist whose „tesseract" was destroyed. The collected bags contain unique building

pieces for the key. The participants assemble the Dimensional Key using all the pieces, ensuring collaboration. Once it is built, they activate it with a „magic formula“: Write and recite a short message about the importance of voting and participation in the EU. The Game Master triggers special effects (lights, sounds) to signify success.

This concludes the Escape Room, celebrating EU values and teamwork!

The participants go to one last room to debrief through the Dixit board game.

REFLECTIONS/DEBRIEFING

The debriefing is done using the board game Dixit. With the help of the images provided in the game, the participants reflect about what they learned and what they felt during the game.

EXPERIENCES, RECOMMENDATIONS, PRACTICE NOTES

Timing is essential. If the group gets stuck on a puzzle they can be helped, but not given the answer outright.

ANNEXES/WORKSHEETS, LINKS

Download the files.

NAME OF ACTIVITY

Europe: to be or not to be

TOPICS

Communication, democratic values, critical thinking, etc.

ACTIVITY DESCRIPTION

The educational game Europe: to be or not to be is a particularly useful tool for every teacher. It is also easy to apply since it does not require participants to have special knowledge or previous experience regarding the issues at hand nor does it require special preparation by the teacher or activity coordinator. It aims to develop critical thinking skills through knowledge acquisition and reflection on the rights of citizens of the European Union.

Participants freely share pre-existing knowledge about each topic, in a type of brainstorming. Often, the concepts mentioned in the game may have little or no relation to the topics, but during this process ideas are collected that may be used at a later stage of the game or discussion that may arise.

This game is usually played by a group of young people with a coordinator but can also be carried out in subgroups of four or five people, which makes coordination easier and enhances the outcome of the activity.

DURATION

2–4 hours

PARTICIPANTS

20–25 people, divided into groups of 5

AGE

15+

MATERIALS NEEDED

Pencils, pens, A4 paper, 1m^2 cardboard, scissors, tripod, glue, flipchart, coloured A4 cardstock, cards

ENVIRONMENT

Formal and non-formal learning, informal learning, indoor and outdoor space

INSTRUCTIONS

The educational game **Europe: to be or not to be** is an experiential game about Europe. It is played on a board or flipchart divided into two sides (to be/not to be).

The coordinator distributes the game cards to the teams of participants and explains that they depict ideas, values, institutions, rights, benefits and achievements of the United Europe **(to be)**. The coordinator then explains that the pack of cards also includes cards depicting situations, policies and practices that are not consistent with the European process **(not to be)**.

The participants individually place cards that are related to rights, practices, values, achievements and benefits that come from European unification on the to be side.

The participants individually place cards that are NOT related to Europe, its values and its practices on the other side **(not to be)**.

The overall goal of each participant and the game itself is to obtain a precursory yet complete picture of Europe, the Union and EU institutions and to become an active member of the EU as a citizen of tomorrow.

The game **Europe: to be or not to be** can also be developed as a tabletop version on 1 m^2 of cardboard and played with more teams.

The game is played in the following stages:

1) The instructions and rules of the game are explained to the participants and the timetable is determined. The game space is prepared, the participants are divided into groups and the material is distributed. (1 hour)

2) Each team of participants is given cards. The participants study them and then begin placing them on the correct side of the flipchart or board. It does not matter whether the participants know the topic on a given card or not – the goal is to recall their relevant pre-existing knowledge and/or to ask questions and engage in dialogue. The coordinator asks the participants to express themselves about a given topic quickly, in a few words or short phrases, while s/he intervenes only when necessary. At this stage, comments or observations are allowed so that participants get a better understanding of the topics depicted on the cards. (1 hour)

3) This is followed by a discussion during which the acquired knowledge is analysed, commented on and evaluated. The facilitator invites the participants to share new conclusions that emerged from the game. This highlights the purpose of the game. (30 minutes)

4) Finally, the participants evaluate the experience, including the knowledge and experiences that they valued as well as the difficulties they encountered. By comparing the ideas they had before and after playing the game, they discuss changes that have emerged in knowledge, feelings, values, etc. (30 minutes)

REFLECTIONS/DEBRIEFING

This activity was designed to enhance young people's knowledge about the European Union and its institutions, its contribution to culture, the rights of citizens living in the EU and the benefits of living in the EU, as well as about problems that exist in countries that are not part of the EU. If you are between 15 and 30 years old and are interested in learning more about the European Union, then this activity is for you. In a playful yet educational way, you will gain brief information about the values the EU stands for, what people who live in it do, what is important for EU citizens, what we gain by living in the EU and what we can achieve.

The activity aims firstly to expose participants to initial information about the EU, its geographical area and landmarks, and secondly to help participants develop critical thinking skills, encourage them to take initiative and change their attitudes on issues that concern the society of the European Union.

EXPERIENCES, RECOMMENDATIONS, PRACTICE NOTES

By playing this educational game, participants develop new knowledge about the European Union and are reminded of the EU's achievements and benefits that arise from coexistence within it. The game also strengthens the feeling of belonging to a group. During the activity, participants typically raise many questions, which means that the coordinator must prepare beforehand to be able to respond to various questions. But this is also the purpose of the activity - to generate questions and answer them all in order to have a discussion centred on the European Union. Participants may disagree as to which side of the board to place many of the cards. That is where the coordinator can emphasise the spirit of democracy that governs Europe.

ANNEXES/WORKSHEETS, LINKS

INNOCENT UNTIL PROVEN GUILTY

BASIC PRINCIPLE IS DEMOCRACY

BASIC PRINCIPLE IS PEACE FOR EU – NO TO WAR

EU RESPECT HUMAN RIGHTS

PUBLIC AND FREE HEALTH CARE EVERYWHERE FOR EVERYONE

CORRUPTION AND LIES ENEMIES OF DEMOCRACY

FAIR TRADE - PROTECTION OF MICROPRODUCERS – SUSTAINABILITY

NETWORKING WITH THE EUROPEAN SOLIDARITY CORPS

INVOLVEMENT OF THE MILITARY IN THE POLITICS OF THE COUNTRY

INTERPENEURS OR POLITICIANS?

MANY OPPORTUNITIES AT ERASMUS+ PROGRAMS

EURO FOR EASE OF TRANSACTION

IMPLEMENTATION OF THE DEATH PENALTY

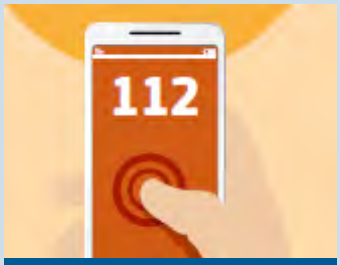
THE VALUE OF EQUALITY – NO TO DISCRIMINATION

PRINCIPLE OF DIFFERENCE

EU IS A REFUGE – SOLIDARITY

THE SAME GOVERNMENT FOREVER WITH OR WITHOUT ELECTIONS

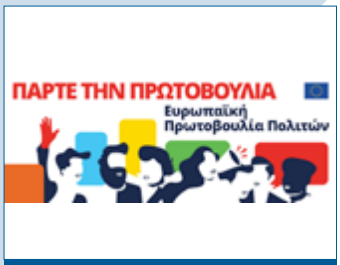
EVERY CITIZEN CAN SEND LETTERS IN THE LANGUAGE OF HIS COUNTRY IN EU



CALL 112 IN CASE OF EMERGENCY

NO WALL WILL SEPARATE PEOPLE ANYMORE (9/11/1989)

CLOSED BORDER IN EUROPE



I PROPOSE A LAW WITH 1.000.000 SIGNATURES

WE HAVE NO BORDER CONTROLS WITH THE SCHENGEN CONVENTION

I PROTECT THE ENVIRONMENT WITH THE NATURA 2000 NETWORK – PROTECTED AREAS

MY ,'VOICE" COUNTS ON THE STREETS

I CAN WORK ANYWHERE IN THE EU

I CAN PARTICIPATE IN POLITICS

NAZI PARTIES IN THE EU

WOMEN DO NOT HAVE EQUAL RIGHTS

ALL THE PEOPLE UNITED TOGETHER

LGBTQ COMMUNITIES ARE NOT SUPPORTED

TURISTS – PASSENGERS TRAVEL FREELY

COUNTRIES OUTSIDE THE EU HAVE SIGNED GREEN AGREEMENTS!

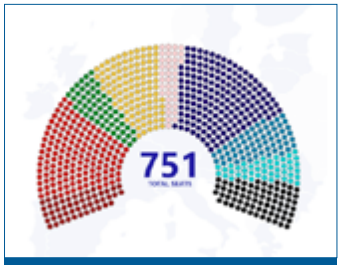
COUNTRIES MUST AGREE DEMOCRATICALLY – SUMMIT OF PRIME MINISTERS

MONITORING–PROTECTION OF PERSONAL PRIVACY

FAKE NEWS MISINFORMATION AND CONTROL OF THE MEDIA

POLITICAL ‚'GAMES" IN THE EU

MANY LANGUAGES IN THE EU – MULTICULTURE



PLURALISM IN THE EUROPEAN PARLIAMENT

PROTECTION OF WORKERS FROM UNEMPLOYMENT

I SEND MY CV EVERYWHERE IN THE EU

I CAN STUDY ANYWHERE IN THE EU

IN EU COUNTRIES, CITIZENS REGULARLY VOTE TO CHOOSE THEIR GOVERNMENTS

THE GOAL OF THE EUROPEAN UNION IS ENLARGEMENT

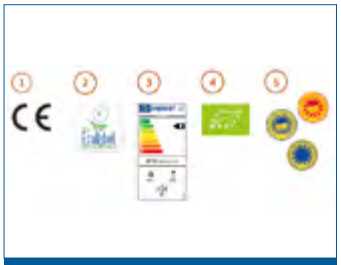
MEDIA IS CONTROLLED

TRAVEL CARD – DiscoverEU

ROAMING – LOW COST AND TALK EVERYWHERE IN THE EU

OCTA
Overseas Countries and Territories Association

EU COUNTRIES FAR FROM EUROPE



SHOPRING WITH SECURITY – GUARANTEE OF THE PRODUCTS

05

Identity and respect

NAME OF ACTIVITY

Safe space building

TOPICS

Mutual respect and non-discrimination

ACTIVITY DESCRIPTION

Non-formal activity for a group of people of all ages to get to know each other - if all are under 25 years with not much difference in age.

The activity promotes mutual respect and prevention of discriminatory behaviours in a group of people before they start working on joint activities. The prevention potential of the activity is based on the participants' willingness to share with the others, on anonymity and on participants' fears, vulnerabilities or wills, so that the rest of the group is aware of topics, behaviours or attitudes that may hurt the sensitivity of another member of the group.

DURATION

30 minutes

PARTICIPANTS

9–50

AGE

14+

MATERIALS NEEDED

Billboards, coloured markers

ENVIRONMENT

Indoor or outdoor, in a spacious environment with nothing that could obstruct participants' free movement about the space

INSTRUCTIONS

STEP 1: The participants walk around the space. When the stop signal is called, participants form small groups of 3 or 4. Each member of the group has to say their name, where they are from, one thing they like to do and one thing they want to say about themselves. Each sharing moment lasts 5 minutes. This step is repeated 3 times and the participants should meet different people each time.

STEP 2: Safe space: what does it take to create our own safe space? Brainstorming in small groups in response to this prompt and creating a "SAFE WALL" where all the key words/phrases from each group are written or creating the RULES of the event to ensure a safe space.

(Option for more advanced participants): utilise "How do I create a safe place?" to encourage everyone to share how they behave to create a safe place.

REFLECTIONS/DEBRIEFING

The activity can spark some discussion, and it's important to handle it without taking up too much time.

EXPERIENCES, RECOMMENDATIONS, PRACTICE NOTES

It is essential to be fair but strict in awarding points and to pay attention to how different groups collaborate and reward the most democratic ones.

NAME OF ACTIVITY

Sculpture of oppression

TOPICS

This activity helps young people get a sense of perspective and support in any situation they might be stuck in. It is a great way for a group of young people to bond and to activate and empower them to realise and follow their calling.

ACTIVITY DESCRIPTION

The aim of this activity is for participants to identify the main factors which prevent them from becoming the best version of themselves (factors may include people, circumstances, feeling of lacking something, insecurity, etc.).

DURATION

Minimum time: 1.5 hours

PARTICIPANTS

10–15

AGE

16–29

MATERIALS NEEDED

No specific materials are needed, except for a space that is large enough to allow young people to unfold their creativity.

ENVIRONMENT

An informal environment would be ideal.

INSTRUCTIONS

The Sculpture of oppression is an activity which helps youth express themselves, and, in particular, the obstacles they face which prevent them from achieving their goals and dreams. Participants are asked to express these obstacles through a sculpture, using the bodies of other participants as “clay”.

Each participant is provided with enough time to create a sculpture by moving and adjusting the “clay”, but without speaking. When the “sculptor” is ready, s/he presents their work to the rest of the group. A discussion follows in which the “spectators” are invited to share their interpretations of the sculpture’s meaning. Finally, the sculptor explains their initial idea, if necessary.

After the sculptor presents, s/he becomes a spectator, watching their sculpture being transformed by the other participants who try to introduce possible solutions into the sculpture in order to show the transition between oppression and empowerment. This way, the sculptor is presented with multiple solutions to the challenges they are facing. As a result, the sculptor gets a feeling of empowerment, support and agency to transform the situation that is preventing them from living their dream. The same process is repeated for each participant.

The activity is very powerful and not only helps the sculptor see different perspectives to their situation, but also provides a strong bonding opportunity for the group.

REFLECTIONS/DEBRIEFING

Each presentation is followed by a short debriefing.

EXPERIENCES, RECOMMENDATIONS, PRACTICE NOTES

Participants are given instructions for the task and are given time (about 20 – 30 minutes) to "develop" their sculpture. Each sculpture is presented without any verbal explanation. Afterwards, the other participants are invited to walk around the sculpture, observe it and express what they see in it. Finally, the sculptor explains their idea and then listens to the solutions offered by the other participants, once again expressed through the "clay". This activity is a useful tool, as it helps participants see the situation they are in from different perspectives. In addition, the non-verbal expression of the challenge allows participants to focus on the main issues, rather than getting lost in the details, which usually come up in verbal expression.

NAME OF ACTIVITY

Find me if you can!

TOPICS

Communication, democratic values, critical thinking, etc.

ACTIVITY DESCRIPTION

Find me if you can! is an experiential game that helps participants learn about the flags and capitals of European Union member states, and also about the most important sights in each country. By playing this game, participants can get to know important landmarks in EU member states and begin to think about why Europe and the European Union are so important, why the EU was developed, what elements are essential to the formation of good interpersonal relations, and how much the democratic system has helped in all of the above.

DURATION

2+ hours

PARTICIPANTS

20–25 people, divided into groups of 5

AGE

15+

MATERIALS NEEDED

Pencils, pens, A4 paper, 1m2 cardboard, scissors, tripod, glue, flipchart, coloured A4 cardstock, cards

ENVIRONMENT

Formal and non-formal learning, informal learning, indoor and outdoor

INSTRUCTIONS

Find me if you can! is an experiential, educational game about the flags and landmarks of European Union member states. It is played on a board or flipchart displaying a map of Europe.

The coordinator distributes cards showing the flags and sights of European Union member states to the groups of players. S/he explains that each group should look at the flags and landmarks on its cards, find on the map the country they belong to, and place the country's most famous sight on the map, e.g. French Flag-Eiffel Tower.

The game Find me if you can! can also be enhanced e.g. by having participants construct and paint the flags of the countries themselves, enriching the map with sights, and whatever else the coordinator or the participants of the game can imagine.

This game helps participants get to know the geographical area of Europe, understand the importance of using a map, determine each country's borders and location, and recognise European Union member states, their landmarks and flags.

The game is played in the following stages:

1) The instructions and rules of the game are explained to the participants and the timetable is determined. The game space is prepared, the participants are divided into groups and the material is distributed. (30 minutes)

2) Each group of participants is given cards showing flags and landmarks. The participants study the cards and then begin placing them on the map of Europe. The coordinator asks the participants to express everything they know about the member state they have identified and/or its landmarks. (1 hour)

3) This is followed by a discussion during which the acquired knowledge is analysed, commented on and evaluated. The facilitator invites the participants to share new conclusions that emerged from the game. This highlights the purpose of the game. (30 minutes)

REFLECTIONS/DEBRIEFING

This activity was designed to enhance young people's knowledge about the European Union and its institutions, its contribution to culture, the rights of citizens living in the EU and the benefits of living in the EU, as well as about problems that exist in countries that are not part of the EU. If you are between 15 and 30 years old and are interested in learning more about the European Union, then this activity is for you. In a playful yet educational way, you will gain brief information about the values the EU stands for, what people who live in it do, what is important for EU citizens, what we gain by living in the EU and what we can achieve.

The activity aims firstly to expose participants to initial information about the EU, its geographical area and landmarks, and secondly to help participants develop critical thinking skills, encourage them to take initiative and change their attitudes on issues that concern the society of the European Union.

EXPERIENCES, RECOMMENDATIONS, PRACTICE NOTES

By centring the activity on a map, this educational game generates the feeling that we all belong to the same geographical space. The goal is to create a setting in which the participants connect with each other and realise that Europe is a single space that deserves our interest and enables residents to actively participate in the local community and eventually at a larger scale. The visibility and importance of cultural monuments and landmarks highlighs how people from each country contribute to culture and development at a European level.

ANNEXES/WORKSHEETS, LINKS

Flags of EU countries

Belgium

European Union

Czechia

Bulgaria

Denmark

Luxembourg

Germany

Malta

Estonia

Hungary

Ireland

Netherlands

Greece

Austria

Spain

Poland

France

Portugal

Croatia

Slovenia

Italy

Romania

Cyprus

Slovakia

Latvia

Sweden

Lithuania

Finland

Belgium

This is the 'Atomium'. It was built in 1958 for the World's Fair in Brussels, Belgium's capital city. It shows a molecule of iron but 165 billion times bigger than it really is! It is made up of nine round balls joined together by tubes. You can go inside the balls or zoom up to the top in a lift and look out all over Brussels!

Bulgaria

Do you know what a 'monastery' is? It's a place where 'monks' live and work. Monks worship God, help sick and poor people and look a_ er each other. A famous monastery near Sofi a, the capital of Bulgaria, is the 'Rila Monastery' named a_ er a monk called Ivan. He lived on his own, in a cave, hundreds of years ago. Ivan was later made 'Saint Ivan' and many people now visit this monastery named after him.

Czechia

King Charles IV ordered the Charles Bridge to be built in 1357 so that the capital city, Prague, would be protected from its enemies. The bridge is 516 metres long and 10 metres wide, with 16 arches and 30 statues of saints. If ever you go to Prague, be sure to look out for the dog in one of the panels on the bridge: rubbing it is said to bring you good luck!

Denmark

This colourful port is called 'Nyhavn', which means 'new port' in Danish, but it is in fact the old port of Denmark's capital city, Copenhagen. The port is full of brightly coloured 17th and early 18th century townhouses, shops, cafés and restaurants, as well as many historical wooden ships.

Germany

Built in 1788, the Brandenburg Gate in Berlin is one of the most famous landmarks in Germany. It was closed in 1961 when the Berlin Wall was built, separating East and West Germany. When the Wall was pulled down in 1989 and the country reunited, it once again became the entry gate to one of the most elegant avenues in the city.

Estonia

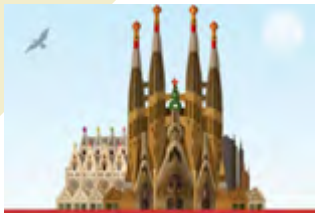
Tallinn is the capital city of Estonia and its old town is one of the best-preserved in Europe. But Tallinn is also modern. Maybe you have heard of 'Silicon Valley' in California in the United States? It's where companies like Google and Facebook began. Well, Tallinn is often called the 'Silicon Valley of Europe' because there are many computer experts working there.

Ireland

The 'Cliff s of Moher' in Ireland's County Clare are a wonder of nature. Stretching out along 14 kilometres, they are visited every year by around 1.5 million people who go there to see the rock formations, plants, birds and other wildlife. Have you seen the film 'Harry Potter and the Half-Blood Prince'? The Cliff s of Moher appear in it.... take another look when you next watch it and see if you can spot them!

Greece

The Acropolis is the high rocky hill in Athens, the capital city of Greece, on which many ancient temples were built. They were used as a refuge for the people of Athens if the city was attacked. The Parthenon is the biggest of the temples and was built for 'Athena', the Greek goddess of wisdom. The city of Athens was named after her.



Spain

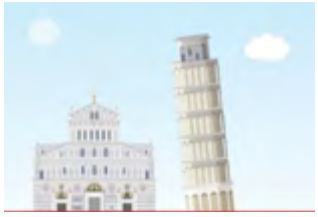
Work started on building the 'Church of the Sagrada Familia' (Holy Family) in Barcelona in 1882 but was never completed and is still ongoing. It was designed by the famous architect Antoni Gaudí and is expected to be finished in 2026, 100 years after Gaudí's death.

France

The Eiffel Tower in Paris is one of the most famous monuments in the world. It is named after Gustave Eiffel, who built the tower for the World's Fair, which took place in Paris in 1889. Until 1928, when the Chrysler Building in New York was built, the Eiffel Tower was the tallest man-made building in the world.

Croatia

The roof of St Mark's Church in Croatia's capital city Zagreb is famous for being very colourful: it shows the 'coat of arms' of the former kingdoms of Croatia, Slavonia and Dalmatia and the coat of arms of Zagreb which is a white castle on a red background. A 'coat of arms' is a picture made up of different designs, sometimes with lions and dragons, and was very popular in the very old days, especially painted on shields when soldiers went to war. Many rich families had their own picture and some people still use them today.



Italy

Pisa is a city in Italy and in 1173 they started building a bell tower. But when the builders got to the second floor, the tower started to sink and lean over. It has stayed like this ever since then! After making sure that the tower will not fall down, visitors are once again allowed to climb the 294 steps to the top of the tower.

Cyprus

The church of Agios Lazarus in Larnaca, Cyprus, was built around 1 200 years ago over the tomb of Saint Lazarus. Lazarus was a man who lived at the same time as Jesus. When Lazarus died, Jesus is said to have brought him back to life again. Later on in his life, Lazarus went to Cyprus and became its first bishop (in charge of the people running the churches) and 'patron saint' (special protector) of Larnaca.

Latvia

This 'House of the Blackheads' stands in the old town of Riga, the capital city of Latvia. It was first built in the 14th century, destroyed in the Second World War and rebuilt in 1995. It is named after a group of unmarried shopkeepers and ship owners who held many feasts and parties there. The tradition of putting up a Christmas tree is said to have begun when Blackheads put up a tree and sang and danced around it during the Christmas period.

Lithuania

The Gediminas' Tower is the only part still standing of the Upper Castle in Lithuania's capital city, Vilnius. It was finished in 1409. Legend has it that after a day's hunting, Grand Duke Gediminas dreamt that, on top of the hill where he had been hunting, a large iron wolf appeared and started howling like a hundred wolves! When he told this dream to a wizard, he was told that it meant he should build a city there, which would later become a magnificent and world-famous city.

Luxembourg

Built in 1732, Fort Thüngen formed part of the walls around Luxembourg city to protect it from attack. It is also known as 'The Three Acorns' because of the three golden acorns on the top of each tower. The Fort was also surrounded by a deep ditch and could be reached by a long underground rock ditch. Today it is used as a museum.

Hungary

This grand building is home to the Hungarian Parliament in Budapest. It stands on the banks of the River Danube, the second longest river in Europe. A 'parliament' is where people meet to talk and decide how to get things done in a country: things like building roads, what to teach in school, taking care of the countryside, for example. It is so big that it took around 100 000 people to build it, using 40 million bricks, half a million precious stones and even 40 kilos of gold!

Malta

Opened in 1577, Saint John's Cathedral in the capital city, Valletta, is dedicated to Saint John the Baptist, so-called because he was the man who baptised Jesus Christ. Many scenes inside the Cathedral show the life of Saint John, including on the richly decorated ceiling and the altar.

Netherlands

The village of Kinderdijk (meaning 'children's dike') is in the province of South Holland. A dike is something that is built to get back land that would otherwise be underwater, along the sea coast, for example. Around 1740, the Dutch people built these 19 windmills to keep the low-lying lands dry and to prevent the area from flooding.

Austria

Austria has many mountains. Most of them in the mountain range called the Alps which is so huge that it also covers parts of other countries. The highest mountain in Austria is called 'Großglockner'. These mountains are covered in snow in the winter so people love to go to Austria to ski!

Poland

At a height of 237m, the 'Palace of Science and Culture' in Poland's capital city, Warsaw, is the tallest building in the country. Built in 1955, it houses theatres, museums and a cinema. In the year 2000, a 'millennium clock' was added to the building. Its second hand is nearly 4 metres long!

Portugal

The 'Belem Tower' is a symbol of the time when Portugal sent out explorers to discover new lands. Built in 1519, it stands on the shores of the River Tagus and was used to protect the capital, Lisbon.

Romania

Located in Transylvania, a region of Romania, Bran Castle is most famous for being 'Count Dracula's castle'. Although the vampire Count only existed in a novel, he was in fact inspired by a real person, Vlad the Impaler, and this castle – which Vlad probably never even visited – looks very much like the description of the castle in the novel.

Slovenia

Lake Bled, in the northwestern part of Slovenia, is a very popular tourist destination. There are several buildings on the island in the lake but the most visited is the 'Assumption of Mary' church. It is considered to bring good luck to a newly-married couple if the new husband carries his bride up the 99 stone steps of the church tower.

Slovakia

Standing on a hill high above the River Danube, Bratislava Castle dates from the 9th century. Over the years, it has had lots of alterations and was even damaged by a huge fire in 1811. The castle has four wings, each one with a tower on top. At one time, the Hungarian crown jewels were kept in the south-west tower. That's because Slovakia used to be ruled by the Hungarians for a while.

Sweden

Shaped like a huge golf ball, the Ericsson Globe is the largest hemispherical (meaning 'half ball-shaped') building in the world. Opened in 1989, it is an indoor arena used to house ice hockey tournaments, shows and rock concerts. At night, it is lit up and can be seen for miles!

Finland

Helsinki's cathedral with its tall, green dome and four smaller domes has become the symbol of the city. It is also a landmark for those arriving by sea. It was built in 1852 as a tribute to Tsar Nicholas when Finland was part of Russia.

06

Media and critical thinking

NAME OF ACTIVITY

Critical thinking workshop

TOPICS

Information literacy, media literacy, critical thinking, discourse

ACTIVITY DESCRIPTION

This is an interactive workshop that aims to make participants more aware and knowledgeable about the way information is perceived, how communication in the media and politics influences our choices, attitudes towards the external environment and towards ourselves, self-esteem and self-confidence. It includes the following topics:

Politics and Society

According to Nicki Lisa Cole, Ph.D., discourse "refers to how we think and communicate about people, events, the organisation of society, and the relationships among and between all three. Discourse typically emerges out of social institutions like media and politics (among others), and by virtue of giving structure and order to language and thought, it structures and orders our lives, relationships with others, and society."

Therefore, it is important to understand and be aware of the quality of the dominant discourse in our society at any given time to understand its implications, form our opinions responsibly and use our citizens' rights in shaping our future in an informed way.

Media and Their Effect on Self and Body Image

Media influences our perceptions and the way those perceptions affect our self-esteem, emotions, thoughts, actions and reactions. In order to be able to make good life choices, we need to know how to select reliable information, on which we can base our beliefs and opinions.

DURATION

2 days

PARTICIPANTS

Up to 20

AGE

16–29

MATERIALS NEEDED

Computer, projector, text and visuals from media/ social media in the relevant language

ENVIRONMENT

Indoors, informal

INSTRUCTIONS

We suggest that you make the workshop as interactive as possible by using easy-to-understand examples and visuals. Use examples that are up to date, age-appropriate and focus on topics that are relevant to the participants. Ask participants to find and share their own examples of the topics discussed to make them feel involved and help them internalise the material and make their own associations.

We will start by examining what "quality" discourse is, its building blocks and structure, and the messages it sends. This will help us learn to differentiate quality discourse from the opposite – namely misleading, manipulative discourse – and the extreme version, i.e. propaganda. We will then examine the main manipulation and persuasion techniques used in political discourse in order to develop skills in recognizing them. We will also work on understanding what makes sources of information reliable or unreliable by exploring the links between media, politics and business/advertising.

To begin, we will discuss the difference between fact, truth and opinion and how to distinguish between them.

Next, we will clarify the difference between logic, validity and robustness in discourse. We will apply easily accessible examples to make it extremely clear to the participants.

Finally, we will explain logical fallacies, formal and informal fallacies and common logical fallacies. Again, there will be plenty of comprehensible examples to make the learning easy to put into practice.

In the "Media and Their Effect on Self and Body Image" part of the workshop, we will explore different types of media content and learn to discern information from advertising, truth from fiction, accurate content from inaccurate or biased content.

Media strongly influences the way we perceive ourselves. We are constantly bombarded with messages which tell us what our bodies should look like, how we should behave, what our relationships should be like, etc. But the problem with these messages is that often, the images, information and perceptions that are pushed on us are not true or realistic.

- Social media, advertising, fashion, magazines and celebrities all influence our opinions and perceptions of what women and men should look like. These perceptions of desirable traits are called beauty standards. But beauty standards are far from universal or real. We often compare ourselves to celebrities and we are inclined to think that at least to some extent their success is due to the way they look. This suggests that by trying to achieve the "look of success", we can be successful, too. But is that really true? If we examine unmanipulated images of the celebrities we admire, we see that they look more like us and the people we meet in our daily lives than like the images of them promoted by the media.
- Advertising is a means of communicating with existing and potential users of a product or service. Advertisements are messages paid for by those who send them and are intended to inform or influence people who receive them. In today's world, advertising uses every possible media to get its message across. It does this via television, print (newspapers, magazines, journals, etc.), radio, press, internet, direct sales, billboards, mailers, contests, sponsorships, posters, clothes, events, colours, sounds, visuals and even people (endorsements). While advertisements use different strategies to influence customers (a.k.a. you), they all share the same underlying message: We are lacking in some way and by buying the company's product we will obtain what we are lacking.

Advertising and media are strongly linked. Essentially, all of the images we see through the media have been retouched. The people we see in movies, TV shows, music and entertainment and on the internet and social media have unrealistic appearances that have been intensely manipulated. Under the influence of these media images, we create an unattainable ideal body image in our minds. Advertising then uses exactly this image gap to influence our consumption and purchasing decisions.

To resolve the image gap, you can adopt one of two strategies:

1. Trying to change yourself as much as possible to get as close as possible to the image you hold as ideal.

2. Adjusting the ideal image to a more realistic one, thus becoming more accepting of yourself, less critical and more focused on the things you like about yourself.

The strategy you choose will shape your relationship to the media and advertising industry. If you always keep in mind that what you see portrayed might not be real, you will feel compelled to inform yourself before deciding what your ideal is, developing strategies to work towards it and buying products that could potentially help you do so.

REFLECTIONS/DEBRIEFING

Ask participants to find and share their own examples of the topics discussed so that they feel involved, internalise the material and make their own associations. Allow the discussion to flow organically without interrupting it.

EXPERIENCES, RECOMMENDATIONS, PRACTICE NOTES

The workshop should be a learning-by-doing experience for the participants, where each concept is demonstrated through comprehensible examples on topics that are of particular interest to youth. In our experience, the best approach is to ask youth to work in teams and collaboratively participate by finding the most suitable examples themselves and sharing with their peers.

ANNEXES/WORKSHEETS, LINKS

The resource below is available in EN, EL, PT, BG. It requires user registration.

SUMMERCHALLENGE

NAME OF ACTIVITY

Human rights and leadership

TOPICS

Human rights, leadership and critical thinking

ACTIVITY DESCRIPTION

The activity 'human rights and leadership' fosters skill development in critical thinking, evaluation and leadership. In the world of excessive information, different values and the various situations we find ourselves in, these skills are important for every young person to have so that they can effectively filter information, take action and respond to certain actions, while also forming opinions on issues and situations they face in their daily lives.

Additionally, collaborative approaches increase a sense of community power and foster understanding, respect and acceptance. Thinking critically and deliberating on decisions based on qualified argumentation builds analytical skills and logical reasoning. Moreover, it developed questioning techniques and increased information literacy. Skills enabling sourcing and evaluating information build on feedback mechanisms and the ability to identify key performance indicators. Leadership skills cultivate self-awareness, enhance communication, support effective decision-making, and emphasize the value of integrity and its influence on outcomes.

Young people – as the generation of the future – are expected to build on critical thinking, which is essential for rigorous evaluation, i.e. the elimination of unnecessary information. Solving issues creatively involves not only accessing evidence, but also considering multiple perspectives.

Moreover, a collective approach and teamwork are good practices for building a personal understanding of various roles (coordinator, leader, implementer, etc.). These practices develop various skills such as effective communication (e.g. providing constructive feedback, testing various techniques) and collaborative problem-solving (e.g. brainstorming, consensus building, etc.). Most importantly, one learns to set up clear and achievable goals for a collective vision and mission. Participatory decision making is essential to understanding democratic processes and building a sense of community and belonging. Understanding and appreciating various ideas and perspectives adds to respect and peaceful co-existence among people in society.

DURATION

8 hours

PARTICIPANTS

20–30

AGE

16–25

MATERIALS NEEDED

Computer, projector, paper with questions and answers, 5 copies of the Declaration of human rights, 1 copy of the activity for the coordinator, 5 stories, paper, pens, candy, string, 7 sheets of paper with round on it, stickers, glue, bag for circles, 15 red circles, 15 blue circles.

ENVIRONMENT

Indoor – It is important to be able to connect to a projector or TV.

INSTRUCTIONS

Part 1 (max. 30 min)

Before the workshop, the space needs to be prepared as if it were a cinema. We put the string between two chairs after the youngsters/participants have sat down and been divided according to the colours (blue and red). We put the answers to the questions on the tables. Prepare a movie about human rights.

We also prepare a bag with blue circles and red circles.

When the participants enter the room, we ask each participant to take one circle. When they have all taken a circle and are thus divided into 2 colours, we seat them so that the blue circle participants all sit in the front and the red circles in the back.

The string divides them. The workshop coordinators are very kind to the blue circle group, giving them candy and talking to them. The red group is ignored.

We start playing a movie (any movie you can find on human rights or one of the suggestions below) (up to 20 minutes).

Discussion after the movie: What is the movie about? What captured your attention the most?

Part 2 (90 minutes without a break)

The participants are no longer divided into blue and red circle groups. We create 4-5 groups and distribute the rest of the candy to everyone. Each participant writes their name tag on a sticker and puts it on his/her shirt.

Rules:

- Smart phones or other phones may not be used
- All participants must actively participate
- Practice active listening when others are speaking
- Respect everyone else's opinion and do no harm (verbal or physical)
- Create a safe space in the group

First, we discuss the experimental experience - the meaning of the division with string.

- What do you think the meaning of the experiment was?
- How did you feel about it?
- What associations did you have from this experiment?

The second activity is an abstract conceptualisation. The workshop coordinators have previously distributed the answers to the given questions around the classroom. Each group receives 4-5 questions and must find the answers around the room. Some answers need to be found only, while others need to be written down. Once all of the groups find or write down all the answers, the groups present their questions and answers. Follow the discussion.

Break (15 min)

Part 3 (45 min)

Real-life stories/scenarios

Again, we divide the participants into groups. Mix the participants differently than before and create 4-5 groups (depending on the total number of participants).

Each group receives the UHRD and a story.

Story topics:

- Bullying in school.
- Young woman seeks a job.
- Disabled people cannot attend a cultural event.
- Deaf student without a translator attending school lectures.
- Young boy threatened on social media.

The participants need to find the answers to the following questions (15 min).

- Which human rights were violated? (Look at the UDHR).
- What would you do to help this person in the story?
- From which institution can the person in the story seek protection?

We talk about these questions in the groups and during the last 30 minutes we present to the other groups.

Part 4 (30 min)

Leadership in action

The participants stay in the same groups. Each group chooses a group leader. Following the discussion about the scenarios, they are asked to role-play organising a community event, a team conflict, a learning youth project or similar activity related to the previous scenario from part 3. (15 min)

For the last 15 minutes, mix up the participants, except for the group leader who stays to present the approaches and discuss their effectiveness. All of the participants participate in the discussion.

Lunch break (60 min)

Part 5

Introduction to advocacy (30 min)

The coordinator presents the importance and definition of advocacy. Look through successful campaigns and actions one can take.

Advocacy mapping

Participants go back to their groups of 4-5. They find a topic that interests them and find resources and stakeholders related to it.

Part 6

Advocacy campaign (40 min)

Each group from part 5 creates a campaign (they can change groups if they find another group's topic more interesting). (10 min)

Each group presents their campaign and highlights the importance and human rights or the vulnerable group of people they are defending. (30 min)

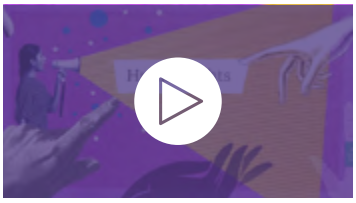
EXPERIENCES, RECOMMENDATIONS, PRACTICE NOTES

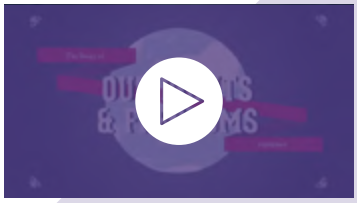
The topic is and long, which means the facilitator needs to keep the participants focused throughout the activity. It is highly recommended that there are at least two assistant facilitators available for this activity.

REFLECTIONS/DEBRIEFING

In a circle, participants share their key takeaways from the workshop. Discussion continues about how they plan to apply what they have learned.

ANNEXES/WORKSHEETS, LINKS





Questions & Answers

What are human rights?

Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights are the basic rights and freedoms that belong to all of us, from birth until death.**Where are human rights universally defined?**

Universal Declaration of Human Rights

Can you name 3 fundamental human rights?

Right to life, right to education, freedom of speech.

Can you name at least one violation of human rights that you have witnessed?

For example: discrimination, torture, prohibitions, etc.

What does the term „non-discrimination" mean in the context of human rights?

Non-discrimination means that all individuals are entitled to their human rights without discrimination of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

If my rights are violated, where do I look for defence?

Depending on the country, you can look for assistance at human rights commissions, attorneys, legal aid organisations, law enforcement institutions, advocacy NGOs, etc.

How can individuals protect and promote human rights in their community?

Individuals can protect and promote human rights by educating others, advocating for change, volunteering with human rights organisations, speaking out when they witness violations and standing up against injustices.

What is advocacy?

Advocacy is the act of speaking out, supporting or arguing for a cause, policy or the rights of others.

What are the key steps in developing an advocacy campaign?

Identifying the issue, setting clear objectives, researching the issue, identifying target audiences, developing a strategy and implementing the campaign.

Why is research important in advocacy?

Research is important because it provides the necessary evidence and information to support the cause, helps people understand the context and informs strategy development.

What is the role of social media in advocacy?

Social media plays a critical role in advocacy by raising awareness, mobilising supporters, sharing information quickly and reaching a broad audience.

How can you measure the success of an advocacy campaign?

Success can be measured by evaluating if the campaign's objectives were met, the level of public awareness raised and/or policy changes made, and through the engagement of and feedback from the target audience.

What qualities make a good leader?

Good leaders exhibit qualities such as integrity, empathy, communication skills, vision, decisiveness and the ability to inspire and motivate others.

How does leadership differ from management?

Leadership involves inspiring and guiding people towards a vision or goal, while management focuses on planning, organising and coordinating resources to achieve specific objectives.

What are the skills a leader needs to have?

Communication skills, emotional intelligence, decision-making skills, strategic thinking, team building, time management, innovation and creativity, networking and mentoring.

Why is self-awareness important for a leader?

Self-awareness helps leaders understand their strengths and weaknesses, manage their emotions and improve their interactions with others, making them more effective in guiding and inspiring their team.

How can leaders advocate for human rights?

Leaders can advocate for human rights by raising awareness, influencing policy, setting an example, mobilising resources and creating platforms for marginalised voices.

What is the role of youth leadership in advancing human rights?

Youth leadership is crucial in advancing human rights as young leaders bring fresh perspectives, energy and innovative approaches to addressing human rights challenges.

Can you give an example of a successful youth leader or a youth-led advocacy campaign?

Greta Thunberg (environmental advocacy), Abaad MENA (Lebanon standing for raped girls), #StandUp4Migrants, etc.

Can you successfully advocate alone? Why?

No. A collaborative approach is much better. Collaboration brings together diverse skills, perspectives and resources, amplifies efforts and increases the chances of achieving common goals.

NAME OF ACTIVITY

Fake Hunting

TOPICS

Recognition and effects of fake news, characteristics and impact of populism, societal polarisation and political extremism among youth and non-youth
Developed skills: Communication, public speech, critical thinking, news analysis, citizenship awareness, awareness of democratic values

ACTIVITY DESCRIPTION

This activity is based on a soft escape room model, but it can be defined rather as a playful educational path.

On this path, which is made of 4 different activities, young participants explore two interconnected issues – the spread of fake news and the rise of populism – through non-formal methodology appropriate to the Erasmus plus program.

The level of engagement and complexity of the activities and content are progressive and modulable according to the location, target and context needs.

During the workshop, the activity is implemented after an initial open dialogue and discussion with politicians, local decision makers and experts that is organised with a more frontal approach.

Politicians and experts have the option of taking part in the game.

DURATION

3–5 hours

PARTICIPANTS

12–30

AGE

16–25

MATERIALS NEEDED

Four sheets of A3 paper, dixit game cards, coloured markers,
printed “clown points” cards, microphones

ENVIRONMENT

Both indoor and outdoor. The activity can be carried out in any kind of public space, including schools or public parks

INSTRUCTIONS

The main activity consists of a playful path, i.e. a series of 5 games that can be arranged spatially into five (or fewer) different rooms or organised in a single indoor or outdoor space as consecutive actions.

The participants are divided into three teams that compete in three different activities over the course of the day. Each team earns points based on its performance in the activities. To keep track of the score, prepare a simple table on a sheet of paper or flipchart. Write the names of the teams in the rows and the names of the activities in the columns. After each activity, update the table by recording the points earned by each team. This will help maintain an overview of the overall competition throughout the day.

Game 1: 2 Truths, 1 Lie:

Prepare 3 sets of short news stories, with each set containing 3 news items: two should be true (or factually reliable), and one should be false. The false one can either be completely fabricated (disinformation) or only partially inaccurate/misleading (misinformation), but all three items in each set should refer to the same topic or event. The participants must read the three news items in each set and discuss them to identify which one is fake.

Scoring: Each team earns 1 point for each correct answer, up to a maximum of 3 points per team for this activity.

Goal: This activity aims to help participants recognise fake news and reflect on how misinformation and disinformation spread. After each round, encourage a group discussion to introduce key strategies for critical news reading – such as checking sources, identifying bias in headlines and spotting political or ideological framing. By the end of the activity, the participants should gain an awareness of how widespread fake news is and how challenging it can be to detect it, even with familiar topics.

Game 2: Debate Arena:

This activity simulates a simplified courtroom-style debate to explore how misinformation spreads and influences public perception. Each team of participants is assigned one of the following roles:

- Proponents: defend the statement as if it were true
- Opponents: argue against the statement
- Jury: evaluate the arguments and determine which side presented a more convincing case

The mentors present a provocative statement inspired by a common fake news narrative (e.g., “The voting age should be lowered to 16.”). Teams must prepare their arguments without any prior fact-checking, basing their reasoning solely on their assigned role, regardless of personal beliefs or factual accuracy.

Structure of the debate:

- Preparation phase: Proponents and opponents have 8 to 15 minutes to prepare their arguments.
- Debate phase: The two debating teams take turns presenting one argument at a time, with 1 minute per argument.
- Jury deliberation: The jury then takes time to evaluate which team delivered the most convincing arguments and declares a winner.

Scoring: The jury announces the winning team, which receives 3 points. The mentors assign 2 or 1 points to the remaining two teams (including the jury team), based on performance: respect for time limits, clarity and structure of arguments, public speaking skills and engagement. If time permits, the teams may rotate through the roles across multiple rounds (on different debate topics) so that each team experiences being the jury, proponents and opponents.

Goal: To highlight how communication form and style can significantly influence our understanding of a topic – even in the absence of factual accuracy. This activity encourages critical thinking about how persuasive techniques and rhetorical strategies can shape opinion and discourse, especially when facts are unclear or missing.

Game 3: Fake News Lab:

This creative activity is based on the idea that the best way to recognise fake news is to understand how it is constructed. Each team creates their own fake news story. The goal is to design a news item that is original, highly viral and potentially harmful – just like real disinformation often aims to be.

Each team is given an A3 sheet of paper and coloured markers. The teams have 15 minutes to invent a fake news story. They will present it as a mock front page of a newspaper, including:

- A catchy headline
- A very short article or news blurb supporting the headline
- Optional: visuals, quotes, logos or other design elements to make it look more realistic

At the end of the preparation time, each team sends two representatives to present their fake news as if they were TV anchors, street news vendors or press reviewers. Creativity in delivery is encouraged!

Scoring: Each mentor (at least 2 or 3) gives the fake news stories scores using Clown Cards, assigning 1 to 3 “clown points” for each of the following criteria:

- Originality
- Virality potential
- Potential harm or misleading impact

All of the clown points will be converted into regular points and added to the scoreboard.

Goal: This activity helps participants reflect on the mechanisms, techniques and intentions behind fake news. By stepping into the shoes of those who create disinformation, they gain insight into how manipulation works, why fake news can be so convincing and who may benefit from spreading it. The activity fosters empathy, awareness and media literacy through active learning and group creativity.

REFLECTIONS/DEBRIEFING

Dixit Debrief: This final activity is a creative and reflective debriefing session designed to measure the educational impact of the entire path. Using the illustrated cards from the board game Dixit – known for their surreal, dreamlike or symbolic imagery – the participants are invited to reflect on what they are taking away from the experience. Each participant selects one Dixit card that resonates with them. Using the image as inspiration, they share a short reflection with the group and mentors. Their reflection should focus on the positive effects of fighting fake news and populism in society or the negative consequences of ignoring these issues, along with thoughts on what they have learned through the activities. This activity allows participants to express insights, emotions and new perspectives in a symbolic and personal way.

Goal: To foster personal reflection and assess the transformative impact of the activities. Using metaphorical images helps participants express complex thoughts and emotions, while reinforcing the relevance of critical thinking, truth-seeking and active citizenship in the face of misinformation and populism. This fifth game is a very useful way to summarise participants' impressions. It is important to ensure an equal balance between the learning and fun aspects of the activity.

EXPERIENCES, RECOMMENDATIONS, PRACTICE NOTES

It is essential to be fair but strict in awarding points and to pay attention to how different groups collaborate and reward the most democratic ones.

ANNEXES/WORKSHEETS, LINKS

Printable items needed to facilitate the Fake Hunting activities

Fake Hunting
Editable Presentation

CANVA.COM

Fake Hunting
Printable Materials

CANVA.COM

Thank you.