

# MANUAL ON HOW TO SUPPORT CIVIL COURAGE IN YOUTH PROJECTS



„Our lives begin to end the day we become silent  
about things that matter“

(Martin Luther King)

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## PREFACE

This manual constitutes a collection of the methods, activities, initiatives and projects of the training courses *"I can do it! Support civil courage within the EVS"* and *"Stand up! Support civil courage within your youth projects"* organized by the Austrian organization Grenzenlos Intercultural Exchanges. The training courses took place in June and July 2015 with financial support of the Erasmus+ programme and the European Youth Foundation. The two training courses involved 50 participants from 26 partner organizations who worked together intensively exploring the topic and methodologies on civil courage in youth work. After the training courses, a part of the voluntary team concluded that a selection of the explored methodologies would be very helpful to spread civil courage among other young people and to share the results and methods of the training courses with other youth workers, trainers, volunteers, teachers and those who dedicate their work to equal rights and active participation of young people.

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## INTRODUCTION

The manual presents selected methods, projects which have been developed and implemented by participants as well as conclusions on civil courage and youth work for youth workers, youth leaders, volunteers and practitioners of non-formal education. It does so by presenting a concept of civil courage and by giving examples of various methods, activities and initiatives that have applied civil courage in different countries. In this way, the manual aims to provide a framework for civil courage in youth work and international voluntary projects. During both courses, many more methods have been used such as energizers or team building activities. For the purpose of this manual, we have selected only those relevant to the topic of civil courage.

**The manual is divided into the following chapters:**

- **Chapter 1 – Methods on Civil Courage**
- **Chapter 2 – Civil Courage projects**
- **Chapter 3 – Appendix**

Chapter on methods presents the methods that were implemented during the training courses and are closely connected with the theme of Civil Courage. It is important to note that different activities can be used in different stages of a project. Depending on the needs of the target group, the activities have to be adjusted as well. Chapter on civil courage projects outlines how to create projects and presents some of the projects that were designed and later on implemented by the participants in their organization or communities. The reader can find useful links, suggestions and literature that will provide a deeper insight on the topic in the appendix.

The editorial team hopes the reader enjoys the manual and finds the methods and projects for civil courage inspiring and applicable to his or her context.



## THE CONCEPT OF CIVIL COURAGE

Notwithstanding the promotion of democracy, human rights, social justice and peace as key human values, we are facing violence and disastrous wars in different parts of the world. The current crises in Syria, Ukraine, Afghanistan and many other countries as well as the refugee crisis and growing racism, trafficking, broken protective systems illustrate that there is an urgent need for more courageous actions. The culture of violence is a constant part in human interaction and its continuous exhibition “nourishes” the paradigm of violence, giving little space for alternatives to this approach. It limits and even prevents individuals, groups and states from their opportunity to express their potential. If we start dealing with the current situation courageously and non-violently, there is a huge potential for positive change and for building more justice and peaceful communities and societies.

Various educational approaches (civic education, human rights education, etc.) aim to support people to deal nonviolently with interpersonal and societal conflicts. They promote tolerance, diversity and empowerment to encourage individual and social responsibility in making positive change in their environment. The holistic characteristic of non-formal education provides a space for engagement in a learning process that encourages development of critical thinking as well as various personal and social competences that contribute to active civic participation, human rights and conflict transformation. The push for developing the idea of both series of trainings was our negative and positive experience during the current political, social and cultural developments. Having vast experience in running many international projects and exchanges, Grenzenlos gathered relevant information about various situations when civil courage is necessary.

We found out that there was a lack of knowledge and skills on the topic among youth workers and within youth organizations. It is important that individuals and organizations continue to learn and develop their competences in relation to the new realities and challenges ahead.

### **What is civil courage?**

The first challenging aspect is the definition of the concept, as it is relatively new especially in some cultures and languages. During the training courses we found out that the term is unknown in many countries and there is no translation of it. The concept was studied mainly in German-speaking countries and mostly from a social psychological perspective. According to the **political scientist Gerd Meyer**, courage or social courage is a certain type of socially responsible behavior. Civil courage action happens in situations where basic **values, beliefs** and social norms (for example, human dignity, human rights, social justice, peace) or the physical or psychological **integrity** of a person are violated.\*

One of the definitions underlines essentially two aspects: an individual's courage to speak out in the public sphere, and his or hers readiness to stand up and help their fellow citizens in time of need. One's ability to judge and act upon civil courage comes when one clearly senses injustice.\*

According to ZARA (Zivilcourage und Anti-Rassismus-Arbeit)

***„civil courage begins with (1) perceiving, (2) feeling responsible and culminates in courageous actions. This means to (3) have the courage to stand up for someone who experiences injustice and (4) includes the risk of one's own disadvantage and (5) the possibility of acting contrary to legal and social rules and tendencies.***

During the training course, participants also worked on their own definitions. Here are some of them:

*Civil Courage is the first small step to improve equality of all individually and/or together.*

*Civil Courage is a concept of standing up for equality, inclusion, human rights, justice and being able to take actions against violations of them.*

*Civil Courage is the ability of an individual or a group to stand up and voice their opinions in relation to issues concerning them or their environment in a respectful and fair manner.*

*I will go back home with a bag of knowledge. I did not even understand the meaning of civil courage. The speeches from the guests-speakers from Afghanistan about their experience were especially impressive.*

*I exchanged my opinion about civil courage with very different people by meeting them and discussing the topic. I got encouraged to fight more for human rights and state my opinion openly and with courage.*



## METHODS ON CIVIL COURAGE

The methodology presented here, is mainly about Civil Courage, Human Rights and also teambuilding. Please note, that the methods are organized in a specific order. The ones on the beginning can be easily used to begin a training and the methods at the end are more difficult to implement. Have also in mind, that the methodology can be attached to different topics.

*I have gained a lot of information and experience in the topic. I have also come to understand that in other countries there are very different views on some issues or topics.*

*The methods helped me to reflect on Civil Courage and understand other people`s thinking and perspective.*

# The Coffee House Method



**Aim:** Discussing specific topic(s) in small groups in a comfortable and uncomplicated way.

**Time Scale:** 1-2 hours.

**Size of Group:** 10-30. 4-5 persons around each table.

**Material required:** Coffee, biscuits, tables, chairs, paper, pens, (decoration, e.g. vase of flowers).

## Description:

The so-called Coffee House method is an easy and cosy way to organise discussions in small groups on topics of any kind. Each table responds to a certain question. The participants get together around certain tables, drink coffee and talk about, for example, the general background of their organisations.

## Example Menu for the 'Coffee House':

1. Name and location of the organization
2. General information and structure of the organization
3. Field of work or the themes that the organization works with
4. Local projects
5. International projects
6. European Voluntary Service or other volunteering projects
7. Possibilities for future collaboration
8. Contact person and email/phone

This methodology is a simple, effective, and flexible format for guiding group dialogue. It can be modified in different ways according to requirements. The basic model consists of the following five components:

1. **Setting:** Create a "special" environment, most often modelled after a café, i.e. small round tables covered with a chequered tablecloth, butcher block paper, coloured pens, a vase of flowers, and optionally a "talking stick" item. There should be four chairs at each table.
2. **Welcome and Introduction:** The host begins with a warm welcome and an introduction to the World Café process, setting the context, sharing the Cafe Etiquette, and putting participants at ease.



3. **Small Group Rounds:** The process begins with the first of three or more twenty minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table. They may or may not choose to leave one person as the "table host" for the next round, who welcomes the next group and briefly fills them in on what happened in the previous round.
4. **Questions:** each round is prefaced with a question designed for the specific context and desired purpose of the session. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction.
5. **Harvest:** After the small groups (and/or in between rounds, as desired) individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recorders in the front of the room.



## Speed Dating

**Aim:** First step into the topic of Civil Courage, checking perceptions of the participants on Civil Courage.

**Time Scale:** 30 minutes.

**Size of Group:** minimum around 8 persons.

**Material required:** slips of papers, pens, chairs arranged in 2 circles facing each other (1 inside, other outside)

### Description:

First of all, each participant is asked to write down four words that he/she associates with Civil Courage. Afterwards, they discuss their opinions, previous knowledge and experience on the topic in pairs in the so-called 'Speed-dating-circle'. Every 3 or 5 minutes, one of the circles rotates and everybody starts talking to another person. This procedure can go on at most until every participant has talked to all the others of the group...

The trainers can offer various guiding questions every round.



## Human Tunnel



**Aim:** Team-building exercise. To create trust among the group. It is also good to see if persons trust others they maybe do not know. To get courageous among other people.

**Time Scale:** 30 minutes.

**Size of Group:** 20-30.

**Material required:** Enough space.

### Description:

The participants form two lines, facing each other. The persons standing opposite from another form a "bridge" with their arms. The first couple, at one end, starts to run and the other participants put their hand up and form a "human tunnel", through which the couples run. When they reach the end, the next couple can start to run through the "tunnel. It is important to put the arms up, when the couple reaches a "bridge" and put them down again when they passed. It should look like a wave.



## Communication Game



**Aim:** Getting aware of difficulties in understanding voices in a loud place and how this affects perception of surroundings. To sensitise spatial and aural perception.

**Time Scale:** 30 minutes.

**Size of Group:** 20-30.

**Material required:** Enough space and a place where you can be noisy. At least two trainers.

### Description:

Participants get into pairs and get in a row, facing each other with a distance of 1 meter. One person has to teach the other person words or numbers in his/her mother tongue.



The partner has to repeat and the first person has to listen and to correct. The distance will be changed after some time. In the third round when the distance is already about 3 meters or more, one of the trainers walks quickly through the rows, facing nobody. When he/she reaches the end he/she waits a few seconds and walks back. Make sure, when leaving the rows, to get 5 meters away, so that nobody can see you. After that ask the participants, if they recognised anything or anybody while doing the exercise. Most of the participants will not recognise anything.

## Silent Dialogue



**Aim:** Encouraging the group to get in contact and think about topics. There is a chance for people who do not feel comfortable speaking in a group, to express their opinions and thoughts.

**Time Scale:** About 1 hour.

**Size of Group:** 10-30.

**Material required:** You need big papers, e.g. flip charts or wall papers, some pens, paper tape and "Post Its".

### Description:

Write down words related to Civil Courage, Human Rights or to the topic you are working on, on the papers. For each word take an extra paper. Put them on the walls or lay them on the ground and let the participants write down what they want on the papers or "Post Its". The only rule is that nobody speaks meanwhile. Give them about 10 - 15 minutes to write down their comments, questions, statements, or whatever and start a discussion about it afterwards.



## Trust Circle



**Aim:** The exercise is for teambuilding and create trust among the participants. It is also good for oneself to recognise his/her own limits on trusting others.

**Time Scale:** 30 minutes.

**Size of Group:** 10-30. Should be even.

**Material required:** Chairs in amount of half the group.

### Description:

The participants form in pairs. Make sure that there is a calm atmosphere, because the group needs concentration and silence. One person sits on a chair, the eyes closed. The other person stands behind him/her. Tell the ones sitting on the chair, to stand up. Afterwards the other person puts the chair away. Wait a minute and give them a sign to put the chairs back, as silent as possible! Now tell the ones, which are standing and waiting with their eyes closed, to sit down. Some will hesitate, some will sit down immediately. You can change roles afterwards or mix couples.



## Stop Exercise



**Aim:** To recognise your need for personal space and limits. Train body language, voice and try to speak up.

**Time Scale:** 30 minutes to 1 hour.

**Size of Group:** 10-20.

**Material required:** Enough space.

### Description:

The Participants are asked to get in pairs and position themselves opposite to each other at a distance of about 2-3 meters. One person starts to move towards the other. When the limit of personal space of the second person is reached, she/he says "Stop" and the moving person has to stop. Do the same again, but now the moving person does not stop and breaks through the other persons limit. Ask them to speak about their experience. After that, they shall do it one more time, requiring the moving person to stop only when the call for "Stop" is really convincing. If necessary/needed, participants can change roles and do the same exercise again.



## The Hand on the nose



**Aim:** To feel how it is to be in power as well as be oppressed. To sensitise for situations of oppression and where civil courage is needed.

**Time Scale:** 15 minutes.

**Size of Group:** Any size. Should be even.

**Material required:** -

### Description:

The participants get in pairs. One person puts one hand very close to the others nose, which always has to follow the hand. The nose should always stay very close to the hand. Do that for about 2 minutes, then change roles. Let the participants talk about their experiences.



*"I felt empowered, controlled when I was following the hand."*

*"I didn't feel comfortable. I felt like discriminating my partner."*



## Sociometric Exercise:

### Scale of Violence

**Aim:** To get a sense of what can be violent, exchange of perceptions and how people react to it. It is to note, that there are different understandings of violence. E.g. it has a much broader meaning in German speaking countries, than it has in English speaking ones. Please consider this in international trainings and share this thought also with your participants, at least in the debriefing part.

**Time Scale:** About 1 hour.

**Size of Group:** 10-30.

**Material required:** You need a big paper (flip chart), a red, a yellow and a blue pen and, if possible chairs in the same colours.

#### Description:

Draw a "barometer" on the paper. Blue is located at the bottom, denoting little violence. Red is located at the top as very violent and yellow is in the middle. Now scale the colours in a rate of violence. Blue is 1-3, yellow 4-6 and red 7-10. Also divide the chairs in this way. Then read out statements or situations, related to violence. The participants have to think about it and sit down on a chair, whose colour represents the appropriate scale of violence for them. After that, let the participants tell which rate they chose and why and let them discuss about it.



**Examples of statements are:**

- A father pushes his child away from the street and hurts it a lot.
- The head of a public school is not allowing minorities to speak in their language.
- A man still tries to have sex with a woman, although she already said no.  
(You can also turn the situation around)
- A Muslim guy is insulted in the streets and bystanders don't say anything.
- A coal plant is causing climate change

## Emotional Pictures



**Aim:** Discussing the topic of stereotypes and prejudices.

**Time Scale:** 60 minutes.

**Size of Group:** -

**Material required:** Photos, small papers, pens.

### Description:

Portrait-photos of a variety of persons are spread in the room and every participant connects each picture to a certain word that it reminds him/her of. The participant writes the word on a Post-it next to the photograph. Afterwards, the true identity of the people is brought out and a discussion is build on the role of prejudices, etc.

*I reflected more on how to be courageous and how to stand for your rights and opinion. The methods were inclusive and balanced during the training.*



## Statue theatre: technique of fear and desire

**Aim:** Getting strategies and new perspectives on situations where Civil Courage is needed.

**Time Scale:** 60 – 90 minutes.

**Size of Group:** Minimum around 5 persons.

**Material required:** Sufficient space, sample scene for the 2nd part.

### Description:

This exercise is another version of Forum Theatre. It consists of 2 parts that can also be used separately:

In the first part, one person (one of the trainers) is the statue and mimes various emotions such as aggression, grief or defence. The participants watch and analyse the effect of the representation of the actor. They are asked to describe how the different postures affect them and to give comments, for example on what would look more aggressive to them.



In the second part, a sample scene has to be picked by the participants (e.g. riot against migrants in the centre of Athens). After that, certain participants who have a relation to the scene and who can put themselves easily in the position of the actors are chosen. Now the roles of the actors are to be developed by asking questions about their daily life (Where do you live? What do you work? What are your hobbies? Are you married? etc.).



Inner monologues of the actors follow and then each of them chooses one phrase and one movement that he/she starts repeating permanently (all at once, one by one). Afterwards, 'the aggressors' tell their fears, 'the oppressed' tell their wishes and vice versa. Bystanders can give inputs.

To conclude, the whole scene and possible solutions are discussed by the group.

**Comment: this activity should be preferably done in small groups, each one working on a specific scene, so that all participants can be actively involved and no one only watches.**

## Forum theatre



**Aim:** Finding solutions how to react in case of facing racism, violence or discrimination in daily life.

**Time Scale:** 2-3 hours.

**Size of Group:** Minimum 10 people.

**Material required:** Sufficient space, examples of case studies.

### Description:

"Forum Theatre" or "Theatre Of The Oppressed" was created to help to play a proactive role in our daily life and in our community. In groups of 3 to 5, the participants have to discuss several case-studies and find solutions for particular situations. Each group presents their solution in a short theatre-sequence twice. At first the audience only watches, but the second time they are allowed to say 'Stop!', to intervene, replace one of the actors and then present another solution for the case.

### Exemplary Case-Studies:

- Mother slaps her child in public
- Woman molested in a bar by two men
- Your colleague gets bullied in the office
- You hear screaming during the night. Next morning you see your neighbour leaving the apartment with a black eye.
- Neo-Nazis in the bus

Please note that Forum theatre is a very powerful method and you should have some experience if you want to use it. You can find a lot of literature and also theatre courses on the topic in all European countries.

## Take A Step Forward



**Aim:** The aim of this activity is to raise awareness about the different access to human rights, opportunities in life and situations. To develop imagination and critical thinking.

**Time Scale:** 1-2 hours. Depending on group size.

**Size of Group:** 10-30.

**Material required:** At least a big room, a corridor with about 20 meters in length or an open space outside. Take care that the place is quiet. You need role cards (See below), statements, some kind of basket, or a hat. You can think of your own role cards and statements, or use the suggested ones presented on the next page.

### Description:

Make sure that there is a calm atmosphere as soon as you start this activity. Ask the participants to take a role card out of the basket and give them some time to get into their roles. To help them to imagine their role, you can read out the following questions. Pause after every question to give the participants time to imagine their situation:



- What was your childhood like? What work did your parents do? In what sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
- What is your everyday life like? Where do you socialise? What do you do in the morning, in the afternoon, in the evening? Do you have enough to eat? How much money do you earn?
- What sort of lifestyle do you have? What are your hobbies? What do you do in your free time? What do you do in your holidays? What excites you and what are you afraid of?



When everyone is prepared, ask the participants to get in one line, like for a running contest. Read out some statements, situations or events related to human rights or to the topic you are working on. Do this slowly and calmly and make sure everyone can understand you. If the participants can answer "yes" to the statement or they think it applies to them, they are allowed to take a step forward. If not, they shall keep standing where they are. After you have read out a statement, make a pause, so everyone can reflect about their situation and have a look where the others are. After you have read out all statements, give them some time to reflect and ask them to get into a circle for debriefing and discussion.

## Role cards \*



You are an unemployed single mother.	You are a powerful politician.
You are the daughter of a local bank manager. You study economics at university.	You are the daughter of the American ambassador in the country you are living in.
You are an Arab Muslim girl, living with your parents, who are very religious.	You are the 19-year old son of a farmer in a remote village in the mountains.
You are an disabled young man, sitting in a wheelchair.	You are a retired worker from a factory, that makes shoes.
You are an HIV positive, middle aged prostitute.	You are an african miner.
You are a 24-year old refugee from Afghanistan.	You are a homeless 27-year old man.
You are an illegal immigrant from Mali.	You are a 22-year old lesbian.

\* You can also define your own cards

## Statements

You have never encountered severe financial problems.

You have a decent housing with a telephone and television.

You feel your language, religion and culture respected in the society you live in.

You are not afraid being stopped by the police.

You have never felt discriminated against because of your origin.

You can fall in love with the person you want to.

You can vote in national and local elections.

You are not afraid for the future of your children.

You can use and benefit from the internet.

You have adequate social and medical support for your needs.

You can go away on holidays at least once a year.

You can buy new clothes at least every three months.

You feel you can study and follow the profession you want to.

You can invite friends for dinner.

## Modelling of figures and exhibition



**Aim:** The aim of this method is to gather associations and ideas about human rights and to feel the depth and range of this topic. It is also intended for reworking the topic and closing a workshop.

**Time Scale:** At least 1 Hour.

**Size of Group:** 10-30.

**Material required:** Whatever you like to use for modelling figures. That can be plasticine, clay, pens for drawing, paper, stones, wood, old clothes, etc.

### Description:

The participants shall get in small groups of about 3 persons and use these different materials to create a figure, a drawing or what they would like to express relating to human rights. There are no limits to creativity. Give them about 20-30 minutes to do so. After that, each group presents what they have created and gives some explanations. Do a small exhibition of about 10 minutes, so that everyone can have a look on the other groups' works of art.



## Human sculpture



**Aim:** evaluation

**Time Scale:** 15-20 minutes.

**Size of Group:** -

**Material required:** sufficient space.

### **Description:**

Participants are invited to think of a pose that symbolizes Civil Courage for them. After a couple of minutes of reflection, the whole group is asked to put their ideas together and create one common 'Human sculpture of Civil Courage'.

*Self-development, new methodologies, awareness about various problems and how to react to them. I am more aware of my power to take initiative and how to make impact.*

## Letter to yourself



**Aim:** evaluation

**Time Scale:** 30 minutes.

**Size of Group:** -

**Material required:** slips of paper, pens

### **Description:**

To review, process and evaluate the training, the participants write a letter to themselves where they talk about their experience, their positive or negative memories of the training course. Afterwards, everyone chooses one person of the group that will send him/her the letter back.

*I think that the best of this training course is the people and the intercultural things. I am taking home a lot of things and a big and unique experience.*



## CIVIL COURAGE PROJECTS

In order to support the participants in designing their activities, the team delivered a session aimed to provide tools to support the design and realization of their own activities and/or projects. To organize an idea and transform it to a project is a difficult task. So it is important to be able to frame it in a comprehensive way. If you see that the group needs more guidance, revealing steps of the process is advised. However, do not reveal all at once but start with the first step, let them work, gather feedback, present the second step, and so on.

### Guiding questions to create activity

#### FIRST STEP- thoughts before starting

- What kind of activity do I want to create?
- What do I want to do in my activity?
- Do I want to create an activity, a workshop or a project?
- To whom is my activity directed?

#### SECOND STEP-keys to structure

How to make my activity? (Think of what you want to do, write down your ideas)

#### “PERACO”:

- Preparation - prepare the room, the field, the material, etc.
- Explanation – what is it about?
- Rules, Realization etc. – starting of the activity.
- Activity
- Closure – ending of the activity, who wins, etc.
- Observation – what work well, what did not.

### THIRD STEP-frame your ideas

#### Why?

- What are the intentions to do the project?
- Which impact should the project create?
- What are the participant's motivations in the contribution?

#### Who?:

- Who implements the project?
- Who is in the team?
- Who are the participants? The partners?
- What is the role of each part in the project?

#### What?

- Describe the main activities of the project and how they help to achieve the goals.
- How are the activities connected to different aspects: social, cultural/intercultural, learning (non-formal, informal) etc. ?
- How are the results of the activity sustainable?

#### Where?

- Context of the project and the situation of the participants (is it local or international, are participants from urban or rural areas etc.).
- What are the needed conditions to facilitate the project? (What is the ideal as well as the realistic location?)

#### When?

- When are you going to implement the project activities?

#### How?

- Methods and resources that you are going to use: experience, experts, examples of previous projects.
- How are young people involved in every stage of the project?

#### **FOURTH STEP - plan it**

**You need to create a Work plan. The WP is a document that describes:**

- The needed activities to achieve the main goal.
- Time limits for every activity (deadlines, work periods etc.).
- Formulate your needs and wishes.
- Every activity of a WP has a responsible team member assigned to it.
- Usually the whole WP is divided in three phases:
- Planning and preparation
- Implementation
- Evaluation

## **Results and project ideas**

We would like to present a few inspiring examples which were developed during the training courses.

#### **Workshop about food wasting: Implemented by Juliette Choron, France**

It was imagined during the Civil Courage training course in July 2015. It was realised in the context of a Concordia youth exchange about COP21 and Climate Change.



**During the workshop, the volunteers performed several activities:**

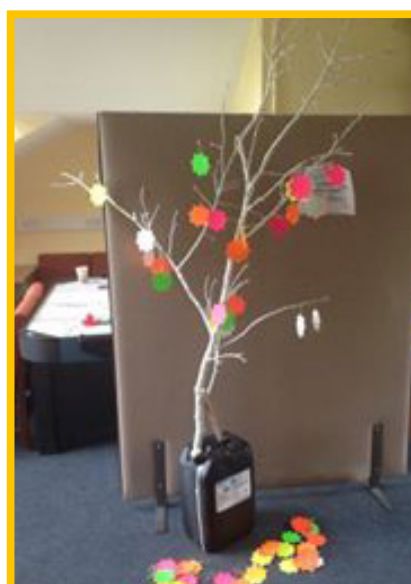
- a free expression about "What is for you food wasting?"
- a world coffee to debate about different questions
- a quiz



### **Mental Health Campaign: Implemented by Katie Carr, Ireland**

A "Mental Health Awareness Day" event took place in an Irish school. In the course of that, students made a "happy tree", where other students can put happy messages on. The aim was to address students to speak about their problems and share them with others. Additionally, a healthy buffet was prepared to show that physical health is linked to mental health.

Workshops that involved more similar designs were performed on the topics of bullying at schools, creative methods on how to gain more self-confidence and different civil courage workshops using the presented methodologies.





## APPENDIX

### Suggestions

In the two training courses, we made the experience that a useful addition is to invite guest speakers to talk about Civil Courage or any other topic.

For example, we invited two trainers from ZARA (Zivilcourage und Antirassismus-Arbeit), who conducted workshops themselves and gave good inputs to the trainings. We also invited a self-defense trainer, a topic that is both related to civil courage as well as useful in potential personal situations.

Furthermore, we invited NGO's working in a similar or inspiring field. We invited the Viennese Organization "Neuer Start", which helps youngsters from Afghanistan that are living in Vienna to build up a meaningful life within Austria. Consider which input might bring an additional positive impact to your work!

If you plan a workshop or frame your idea, think of what is realistic and what you can afford.

At every workshop it is important to progress step by step. Do not hurry and explain everything in detail.

Include diversity, e.g. many colours, instruments, methods, material, etc.

The most important thing is to have fun and make experiences! Don't be shy and show your courage! Hold on to your original idea/project and try to realize it but also be open for new ideas and inputs!

## Links and Literature

**Coffeehouse methodology:** <http://www.theworldcafe.com/method.html>

**Silent dialogue method:** European Youth Centre (1996): DOMINO. A manual to use peer group education as a means to fight racism, xenophobia, anti-semitism and intolerance. Silent Floor Discussion. 67. Strassburg.

**Take a Step Forward Exercise:** BRANDNER Patricia, KEEN Elly, JUHÁSZ Vera, SCHNEIDER Anette (2012): Take A Step Forward. -In: Council of Europe: Compass. Manual for human rights education with young people. 281-285. Strassburg.

**Project management methodology:**

[https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-991/Create%20your%20Activity%20Workshop%20Project%20EN.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-991/Create%20your%20Activity%20Workshop%20Project%20EN.pdf)

**Theater of the oppressed-Manual:**

<https://www.salto-youth.net/tools/toolbox/tool/theater-of-the-oppressed-as-a-tool-for-inclusion-of-young-people-with-disabilities.1444/>

**Diamond, David (2007) Theatre for Living.** The Art and Science of Community-Based Dialogue, Trafford Publishing

**Informationsplattform humanrights.ch:**

<http://www.humanrights.ch/de/internationale-menschenrechte/>

**Universal Declaration on Human Rights, 1948:**

<http://www.un.org/en/universal-declaration-human-rights/>

**Introduction video on Human Rights:** <https://www.youtube.com/watch?v=kbul3hxYGNU>

**The Story of Human Rights:** <https://www.youtube.com/watch?v=oh3BbLk5UI>

**Civil Courage Videos (ZARA, in German)** <https://www.youtube.com/watch?v=b0fwl9Shjcl>, <https://www.youtube.com/watch?v=Ss9NbhfuuEc>

### **Links to organizations:**

**Amnesty international:** <https://www.amnesty.org/en/>

**Zara:** [www.zara.or.at](http://www.zara.or.at)

**UNHCR:** <http://www.unhcr.at/>

**Neuer Start:** [www.neuerstart.at/](http://www.neuerstart.at/)

**Fairplay:** <http://www.fairplay.or.at/aktuelle-news/news/article/fairplay-workshops-ein-leitfaden-zu-globalem-lernen-und-inklusion-durch-sport/>

**Respekt:** <http://www.respekt.net/>

**Gesellschaftsklima:** <http://gesellschaftsklima.at/>

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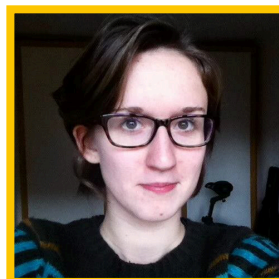
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## TEAM

**Florian Schanznig** lives in Vienna. He currently studies Environment and Bio-Resources Management at the University of Natural Resources and Life Sciences Vienna and Social and Cultural Anthropology at the University of Vienna.



**Marianne Huber** studies theater-, film- and media-science and Romance philology at the University of Vienna. She was a former volunteer in Romania.



**Gohar Ghandilyan** originally from Armenia, currently lives in Vienna. She is a trainer, youth worker, peace and holistic dance educator, work camp leader. She was a volunteer in Spain.



## PARTNER ORGANIZATIONS

Armenia	Huj
Austria	Grenzenlos
Belarus	League of Youth Voluntary Service
Bulgaria	Focus
Bulgaria	The Starry Start of Talents Foundation
Czech Republic	INEX
Estonia	Continious Action
Estonia	EstYes
France	Concordia France
Germany	Jugendwerk der AWO Württemberg
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Greece	Elix
Greece	Youthfully Yours
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Ireland	Tipperary Regional Youth Service
Italy	InformaGiovani Italy
Montenegro	ZID
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Spain	Gantalcala
Sweden	PeaceWorks
Turkey	Hacetteppe University
Turkey	System and Generation
Ukraine	All-Ukrainian Association for Youth Cooperation "Alternative-V"
Ukraine	Union Forum Ukraine
United Kingdom	Yellow House

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