



# Active Europeans for Active Citizenship



# TOOLBOX OF NON-FORMAL LEARNING ACTIVITIES FOR CITIZENSHIP EDUCATION AND ACTIVE CITIZENSHIP

created by participants of Training course  
"Active Europeans for Active Citizenship"

- Belgrade, Serbia -  
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[www.activeeuropeans.wordpress.com](http://www.activeeuropeans.wordpress.com)



# I. Acknowledgements:

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## II. Summary of the project

“Active Europeans for Active Citizenship” is a 9-day Training course, hosted in Belgrade, Serbia from 02.03.2016 until 10.03.2016 that will gather 30 youth workers, youth leaders and active young people from Serbia, Belgium, Bulgaria, Italy, Romania, Slovakia, Turkey, Poland, Macedonia and Bosnia and Herzegovina.

Many of recent reports and studies state that people, especially young people, are losing community ties, have little or no interest and knowledge in economic, social and political processes and have low level of trust in democratic institutions and political representatives. This leads to weakened sense of citizenship and engagement in social and political life. In European Union context, these tendencies of low engagement and participation are expressed even more, especially when it comes to young people. Reports and reality show that big part of European youth has little or no interest, knowledge or motivation: to take active participation on local, national or international level; to know their rights and obligations as citizens of their countries and EU; partly understand the work and role of EU institutions and decision-making processes in the Union; and partly understand and feel the sense of belonging of European Citizenship. The situation on these issues in Serbia and Western Balkan countries in general is not far off the EU reality, even worse in some regards.

We believe that youth organisations and youth work in general, especially youth organisations working with citizenship education and active citizenship can and should address above mentioned issues and can encourage, educate, train and engage European youth to take active part in society. In order to achieve this, the project will support the professional development of youth workers and youth leaders by equipping them with the right knowledge, skills and attitudes to organize and run activities on local, national or international level that aim to educate young people about citizenship, the European Union and participation in political, economic and social life by promoting European citizenship, European awareness, European identity, European values and active participation.

The Training course provides the opportunity to share knowledge, experiences and best practices from participating countries, foster sustainable partnerships, support capacity building in the youth field and contribute towards active and motivated youth. On the long-term, the project aims to help raise the quality of (European) citizenship education and active participation of young people in European youth work.

## III. Aims and objectives

The main aim of the Training Course “Active Europeans for Active Citizenship” is to develop competences (knowledge, skills, attitudes) of youth workers and youth leaders on how to organize and run activities that aim to motivate and educate young people about (active) citizenship, the European Union and participation in political, economic and social life by promoting European citizenship, European awareness, European identity, European values and active participation.

In order to achieve this, the project has the following objectives:

- To raise awareness about citizenship in general and European citizenship in particular by exploring the concepts, their dimensions, their contemporary meanings, understandings and ways they are used;
- To encourage active participation of young people in socio-political democratic life on local, national and European level in order to strengthen young people voice in Europe by using different tools for empowerment;
- To raise the awareness about the learner centred approach in developing Non-formal educational activities for young people on the topic of citizenship education, European Citizenship and active participation while motivating youth workers, youth leaders and organisations to use it in their work;
- To develop, practice and evaluate tools which aim at enhancing young people’s feeling of ownership and belonging to Europe, and discuss what role young people can play in Europe (including active participation in European organizations);
- To foster mutual understanding, solidarity, intercultural learning and intercultural dialogue between young people coming from different cultural backgrounds, and to provide opportunity for young people to develop multiplying initiatives to be implemented in their respective countries;
- To foster sustainable international cooperation, capacity and partnership building in the youth field working with citizenship education, European citizenship and active participation of young people;
- To share experiences and good practices of citizenship education from local level among different target groups;
- To promote Erasmus+ Programme and Youthpass as recognition tool for non-formal and informal learning in youth work.
- Long-term goal that is set to be reached by fulfilling the main aim and objectives of this training course is to help raise the quality of (European) citizenship education and improve active participation of young people in European youth work.

## IV. Methodology

The project methodology was based on non-formal education, experiential and intercultural learning with strong encouragement of sharing personal experiences, knowledge and best practices. Participants had the chance to learn through own experiences which enhanced their understanding of the themes and made it easier to compare different situations. The trainers provided participants with thematic inputs to support the learning process, information sessions, workshops and group dynamic activities - all aimed at ensuring the maximum learning output for them.

The project was participant-centered. The working methods used by the trainers gave the time and space for participants to share their own experiences, exchange ideas as well as learn from each other. During the project, it was very important to keep an positive atmosphere where participants will feel free to express themselves, without fear of being judged or said to be wrong.

All sessions required participation of each participant who were directly involved in all of the activities. As the training is based on active participation, its success was based on the involvement and cooperation of participants. This project was organised for the participants therefore it was subjected to their ideas, comments, feedback and expectations.

The working methods used throughout the training course were various non-formal educational and creative methods that included: brainstorming, discussions, small and big groups work, getting-to-know each other and group building games, lectures, debates, simulations, exercises, theatre, role playing, reflections and presentations.

Using these methods, following phases of the program were implemented during the Training course: 1. Introduction phase and getting to know each other + NGO Fair, 2. Problem identification, 3. Problem solution, 4. Creation and testing of NFL tools (learning core of the training course), 5. Erasmus+ presentation and follow-up, and 6. Evaluation of the project.

The working program of the training course consisted of 4 sessions per day that lasted for 90 minutes each, plus time for personal reflection and evaluation that happened after the last session of the day.

## V. Partner organisations

“Active Europeans for Active Citizenship” is a project that is organised by Academic Society “Novi Beograd” from Belgrade, Serbia in cooperation with partner organisations from 9 other European countries.

Click on the links below to find out more about the scope of work and activities of organisations involved into the project as well as find their contact information.

[Serbia](#) - Academic Society "Novi Beograd"

[Macedonia](#) - Association "Urbano Opshtestvo"

[Turkey](#) - Youth Inclusion Association

[Poland](#) - TDM2000 Polska

[Slovakia](#) - A.D.E.L - Association for Development, Education and Labour

[Italy](#) - ASAP Europe

[Bulgaria](#) - Regional Cluster "North-East"

[Romania](#) - Centrul Educational de Resurse si Training

[Belgium](#) - European Citizen Action Service

[Bosnia and Herzegovina](#) - Youth Centre Kosmos



# VI. Toolbox of non-formal learning activities for citizenship education and active citizenship

## 1. Just stop stereotypes!

<b>Developed by:</b>	Emanuela Vitale, Italy Aycin Akkus, Turkey Milica Ivanovic, Serbia
<b>Themes:</b>	<ul style="list-style-type: none"><li>• Cooperation</li><li>• Clear understanding</li><li>• learn about other culture</li></ul>
<b>Target group:</b>	18 to 30 years old (but can be applied to every age) People should be from at least 6 different countries and there should be maximum 5 persons per country.
<b>Group size:</b>	up to 30 people
<b>Time:</b>	1 day
<b>Overview of the activity:</b>	I. Stereotype game II. Country show III. Taste of culture
<b>Aims and Objectives:</b>	<ul style="list-style-type: none"><li>• to get to know more about other cultures</li><li>• to improve communication skills</li><li>• to destroy barriers and stereotypes</li><li>• to actively work against discrimination</li><li>• to become more cosmopolitan and open minded</li><li>• to transform differences into something good</li></ul>
<b>Materials and space needed:</b>	<ul style="list-style-type: none"><li>• theatre or/and big hall</li><li>• kitchen</li><li>• national staff from each country group to share: traditional and modern costumes, songs, instruments, dance, food and drink</li><li>• technical support (speakers, cd player, PC, internet/WiFi)</li><li>• office materials (post-its, markers, pens, whiteboard, papers, tape, scissors)</li><li>• bowl</li></ul>

**For these instructions, we will assume that we have 6 different countries present on the activity.**

I. Game of Stereotypes - morning session that will take approximately 3 hours

1. Energizer focused on the creation of the group (free choice by the facilitator)

2. Participants form a circle by standing next to the people from their own country and start counting from 1 to 6. After the counting, there should be 6 equal groups composed of participants from different countries. After that, the facilitators gave papers to each of the groups on which are written the names of the countries present.

3. Groups have 30 to 40 minutes to prepare a performance that last maximum of 2 min which will represent the country assigned to them.

4. Group performances

5. Circle of participants' impressions (evaluation of the session)

II. Country Show - Afternoon session that will take approximately 3h

1. energizer focused on the creation of the group (free choice by the facilitator)

2. Participants are split into national teams

3. They have 45 minutes to prepare presentations of their own countries (also considering what was performed/shown about their countries in the previous session)

4. Country show - presentation of the countries

5. Circle of participants' impressions (evaluation of the session)

III. Taste of culture - Evening session that will take approx. 1.5 hour

Each country can present and share something about their country and culture in a very informal and fun way. Participants can share how to eat food or prepare it, provide traditional drinks, play traditional or popular music, perform or teach others some national dances, wear national costumes, tell interesting stories or legends etc.)

At the end of each session, ask participants to make a circle in which everyone can share their personal impression about the work done and ask some questions about the group work, preparations, results and purpose of why the sessions were carried out.

Think of energizers before the sessions start.

#### Detailed instructions:

#### Debriefing and evaluation:

#### Tips for facilitators:

#### Additional information, notes, appendixes

## 2. Bubble Bridge

<b>Developed by:</b>	Esra Inan, Turkey Joanna Marczuk, Poland Nikola Gyulmezov, Bulgaria
<b>Themes:</b>	<ul style="list-style-type: none"><li>• Competitiveness/cooperation</li><li>• Diversity</li><li>• Acceptance</li></ul>
<b>Target group:</b>	Mostly teenagers and young adults (16 - 30 years) – especially from the areas where there is no cooperation (the game will count as a grade)
<b>Group size:</b>	10 to 25 people
<b>Time:</b>	5 minutes – explanation of the rules 20 minutes – game 15 minutes – discussion
<b>Overview of the activity:</b>	In a country of Nolandia, there is a city called Bubble, divided in two by a river (there is no bridge). One part of the city is populated with Bubbler community and the other one with Sticker community and there is a conflict between the parties. A group of Bubblers and a group of Stickers want to cross the river in order to finish the conflict – they won't meet in between.
<b>Aims and Objectives:</b>	<ul style="list-style-type: none"><li>• Showing the need of a cooperation in order to achieve a common result</li><li>• "Pebbles" represent of civil rights</li><li>• The diversity should not discourage from cooperating together</li></ul>
<b>Materials and space needed:</b>	<ul style="list-style-type: none"><li>• Quite a big room (with lines on the floor, or two long lines) – can be outside</li><li>• A4 papers</li></ul>
<b>Detailed instructions:</b>	<p>Participants are introduced with the story of „Nolandia” and told they will be role playing. Then they are split into 2 big group and each group their role.</p> <p>„In a country of Nolandia, there is a city called Bubble, divided in two by a river (there is no bridge). One part of the city is populated with Bubbler community and the other one with Sticker community and there is a conflict between the parties. A group of Bubblers and a group of Stickers want to cross the river in order to finish the conflict – they won't meet in between.”</p>

The river is deep, it is not possible to walk on water, so the groups have to use “magic pebbles” (A4 paper sheets). The number of pieces that the group receives is smaller than the number of group members. The task is to get the whole group onto the other bank of the river.

Additional conditions:

- People can walk only on “magic pebbles”
- The “pebbles” which are not held, swim away (the “pebbles” in water have always to be touched somehow). If a “pebble” is lost, the group needs to carry on with the supplies left.
- People cannot touch water or lean upon it. If anyone breaks this rule, the whole group has to return and start from the beginning.
- The task is fulfilled only when all group members get onto the other bank.
- The group members cannot use their voices.
- Both group receives the same number of “pebbles” (smaller than the number of people in each group).

#### Debriefing and evaluation:

Questions for discussion:

- What do “pebbles” represent? How can civil rights help in building the sense of community?
- Is this game applicable in the countries of the players?
- Can you think of any examples of such cooperation in real life?

#### Tips for facilitators:

- In exchange for papers, the facilitators can give the players tips (key phrases, e.g. “think about the others”, “you’re not alone”, “think big”).
- If the players are running out of “pebbles”, in exchange of closing the eyes of a player, the facilitators can supply them some more papers.

#### Additional information, notes, appendixes

A4 paper (a bit less than the number of players)

### 3. Roleplay Kingdom

<b>Developed by:</b>	Simona Starinska, Slovakia Alicja Kończyk, Poland Monika Maguder, Poland
<b>Themes:</b>	<ul style="list-style-type: none"><li>• How to be active</li><li>• Every change matters</li><li>• How active citizens can influence others</li></ul>
<b>Target group:</b>	15+ age No restrictions Youth workers, trainers, teachers
<b>Group size:</b>	5 people in every group Maximum 30 people
<b>Time:</b>	40 minutes: 5 min intro + 10 min play + 5 min of changed roles + 20 min discussion
<b>Overview of the activity:</b>	This is a roleplay game to show on an example how active citizenship should look like. It is based on imaginary story of a kingdom where everybody has a different opinion and attitude to active citizenship. Purpose of this game is to make people think about how action of one person can influence the others.
<b>Aims and Objectives:</b>	<ul style="list-style-type: none"><li>• To show difference between being active and passive</li><li>• To show that everybody's voice matters</li><li>• To show what can be done if people cooperate and participate</li></ul>
<b>Materials and space needed:</b>	<ul style="list-style-type: none"><li>• papers with roles</li><li>• isolated place for each group</li><li>• flipchart and markers for evaluation</li></ul>
<b>Detailed instructions:</b>	5 minutes for introduction and division or roles. <ol style="list-style-type: none"><li>1. Intro</li><li>2. Divide people into groups of 5</li><li>3. Make them pick a piece of paper – a random role</li></ol> Roles: <ul style="list-style-type: none"><li>- <b>King</b> who orders higher taxes, in control</li><li>- A person who always agrees with the king - <b>follower</b></li><li>- A person who always complains and does nothing – <b>beer guy</b></li><li>- A person who has a voice and tries to make a change - <b>active</b></li><li>- A person who doesn't care about anything - <b>passive</b></li></ul>

Later change it to see the difference:

- King stays the same
- one who always agrees stays the same
- one who does nothing can involve himself in activities
- one who just complains does something
- one active wanting change stays the same

10 minutes for:

4. actual role playing

5 minutes for:

5. changing the roles

6. again play

20 minutes for evaluation:

7. discussion about feelings

8. explain the point of the game

#### Debriefing and evaluation:

1. Ask people to describe how they felt in their roles in contrast
2. Did you like being active?
3. Do you think that you can make a change and that the change matters?
4. What can you do to change the system?

#### Tips for facilitators:

- You can have somebody to facilitate each group – interrupt only in case of explaining what to do
- To encourage people, if they don't like the activity don't give up

#### Additional information, notes, appendixes

Prepare papers with roles

Make every facilitator properly understand what they should do

**!!! in introduction do not explain the roles just say to people they are going to act according to these roles.**

##### **The king**

You are the most important. You have all the power and you like to use it. Now you need money, so you decided to raise the taxes. Inform your people. Talk only in orders.

##### **The king 2**

You like money. Raise taxes again.

	<p><b>The follower</b>          You think the king is the best. Everything he says is right. So you just agree. Always.</p>	<p><b>The follower 2</b>          You still think king is the best. Agree, agree, agree.</p>
	<p><b>The beer guy</b>          Always complain about everything, but do not involve yourself in any activities</p>	<p><b>The beer guy 2</b>          Remain complaining but now you can try to participate in some activities</p>
	<p><b>The active guy</b>          You are against raising taxes. You are not afraid to say it and you are willing to fight for it. You are trying to stop the king.</p>	<p><b>The active guy 2</b>          Still fighting. Get some support from others.</p>
	<p><b>The passive guy</b>          You are so fed up with everything that you do not give shit. You do not care about anything, you do not say anything=&gt;you do nothing</p>	<p><b>The passive guy 2</b>          Now just go with the flow against the system I the kingdom</p>

## 4. European Values: Promoting Tolerance Amongst Different Cultures

<b>Developed by:</b>	Tristan Barber, Belgium Sorin Ciocan, Romania Aysegul Gok, Turkey Damyana Stanulova, Bulgaria
<b>Themes:</b>	European values
<b>Target group:</b>	The target group is young people – it could be for refugees, or local youth, on a program about tolerance related to Roma, minorities, etc.
<b>Group size:</b>	30 participants, 1 leader/facilitator, 2 volunteers/helpers to organize the event and find participants. 1 guest to speak about the challenges of living as an immigrant.
<b>Time:</b>	180 minutes
<b>Overview of the activity:</b>	<p>What are European values? How can the youth of today use these values in their everyday lives?</p> <p>In this activity, the youth participating in the project will act out a scene which displays these values. For example, tolerance-a scene could be done showing a situation where someone is hurt from the intolerance or prejudice of others.</p> <p>Once the play has been done it will open up into a wider discussion about this value and how people can practice it in their everyday lives.</p> <p>To wrap up the activity, there will be a food-tasting session—participants can bring something typical of their culture.</p> <p>This activity has been designed, so it can be done for various different groups. We have envisioned this being done for a mixture of refugees and local youth, but it could be equally done with minorities in the country (i.e. Roma) and non-minorities.</p>
<b>Aims and Objectives:</b>	<ul style="list-style-type: none"><li>• Promote European values of openness and tolerance</li><li>• Promote intercultural understanding and learning</li></ul>



**Materials and space needed:**

- Flip charts, markers
- Laptop, speakers, projector, technical material
- Props and costumes for acting/plays (if possible, perhaps with a local theatre company/association. If not, improvisation without props could be done, or basic materials to create props (paper, glue, markers, etc.)
- A decent sized room with enough open space and a stage if possible.

**Detailed instructions:**

1. Energizer
2. Have a previously prepared list of European values, and write out one value per sheet.
3. Assemble groups. Give each group one value (i.e. one group will represent tolerance). They will then work together for 30-60 minutes to create a play depicting the value
4. The group then comes back together, and the presentation for the play begins. After each play, the value which was acted on will be discussed in more detail.
5. A guest will come and speak about the challenges and strengths as an immigrant in the country. The purpose of this is twofold: to show experiences to locals who may have more empathy for the experience of an immigrant, and to help give a positive example of a successful immigrant for young immigrants.
6. After this is done, there will be a food-tasting session, because food is awesome.

**Debriefing and evaluation:**

1. Social media to spread awareness, traditional media
2. Before the beginning of the event, send out a survey asking a few questions:
  - What are European values?
  - Are these values relevant to your life?
3. At the end of the evening, have the participants respond to the same questions again to see if/how their response has changed. If it has changed, we can determine the effectiveness of the workshop.
4. Feedback/evaluation of the session

**Tips for facilitators:**

Be aware of current possible tensions before going in—if there are tensions between groups of different ethnic groups which will be working together, for example.

**Additional information, notes, appendixes**

Pictures and videos of the event will be used for promotional material on social media.

## 5. What is your disability?

<b>Developed by:</b>	Armin Filipovic, Bosnia and Herzegovina Jana Grebenarovic, Serbia Marija Ivanovic, Serbia
<b>Themes:</b>	<ul style="list-style-type: none"><li>• Rights of people with disabilities</li><li>• Daily problems and struggles of people with disabilities</li><li>• Involvement in active citizenship</li></ul>
<b>Target group:</b>	<ul style="list-style-type: none"><li>• Young people from 15 to 30 years old</li><li>• People with disabilities</li></ul>
<b>Group size:</b>	<ul style="list-style-type: none"><li>• 20 participants</li><li>• 3/6 representatives of people with disabilities</li><li>• 2 facilitators and 1 personal assistant</li></ul>
<b>Time:</b>	180 minutes
<b>Overview of the activity:</b>	The main idea of the activity is to make participants experience and understand the position of people with disabilities in our community and their daily struggles. To discuss about ours and theirs experiences in interaction among each other.
<b>Aims and Objectives:</b>	<ul style="list-style-type: none"><li>• To raise awareness of involving people with disabilities in social activities, projects etc.</li><li>• To find solutions/actions that might help them in everyday life</li><li>• To encourage them to feel free to express themselves</li><li>• To make them feel like they are “part of society”</li></ul>
<b>Materials and space needed:</b>	<ul style="list-style-type: none"><li>• Papers, pens, markers, flipcharts, tables</li><li>• binders, sticks, headsets, earplugs</li><li>• coffee, tea etc.</li><li>• cards for names with braille alphabet</li></ul>

#### Detailed instructions:

1. Meeting with participants and introducing with facilitators
2. Introduction speech about the theme
3. Separating in three groups
4. Working in groups as participants are separated in three groups:
  - 1) **Group darkness** – one of the group members has a binder on his eyes and he has to find an object with a help of other members (they have to tell him the way to the object)
  - 2) **Group silence** – one of the group members has earplugs in his ears and the other members have to explain him one sentences or word by gestures
  - 3) **Group movement** – one of group members is tied up and the others have to help him to go up or downstairs
5. Sharing of experiences and feelings from the previous activity
6. Discussing how much we know about the problems that people with disabilities are facing
7. Facilitators present the rights of people with disabilities, but they also talk about violation of those rights
8. Participants have to discuss about the resolutions of the listed problems
9. Evaluation of the results
10. End of the session

#### Debriefing and evaluation:

1. Ask participants how they feel being in the role of person with disabilities.
2. Lead them to discussion to speak how now they see the everyday life, and problems that people with disabilities face every day.
3. Ask participant from each country to share shortly how is the situation for people with disabilities in their communities and countries.

#### Tips for facilitators:

- Make Facebook group and add all participants
- Send them plan for activity
- Facilitators should have experience in working with people with disabilities
- Including personal assistants and translators for person/s with hearing, speech or other disabilities
- In the end divide presentations to participants so they could implement and spread the word to others.

#### Additional information, notes, appendixes

1. Space with entrance for people in wheelchairs
2. Personal assistant (who will translate to the people with hearing problems)

## 6. Let's fight hate speech!

<b>Developed by:</b>	Viktor Shumanovski, Macedonia Milica Zagorac, Serbia Sara Petrovic, Bosnia and Herzegovina
<b>Themes:</b>	<ul style="list-style-type: none"><li>• Basics of hate speech</li><li>• Making solutions – what can we do?</li></ul>
<b>Target group:</b>	- Young people from 14 to 18 years old that are from smaller cities - High school students
<b>Group size:</b>	20 – 22 participants
<b>Time:</b>	200 minutes
<b>Overview of the activity:</b>	The main aim of this activity is to raise awareness of hate speech and its consequences. We are going to present it to one of the most vulnerable groups – high school students. We will focus on internet hate speech which is the main tool for spreading hatred among young people. At the beginning, we are going to explain and discuss basics of hate speech and after that divide them in groups in which they will try to solve real life situation.
<b>Aims and Objectives:</b>	<ul style="list-style-type: none"><li>• Raise awareness of hate speech between young people</li><li>• Teach them difference between hate speech and freedom of speech</li><li>• Prevent hate speech between young people</li><li>• Show them how to react on hate speech</li><li>• To develop youth participation in no hatespeech movement</li></ul>
<b>Materials and space needed:</b>	<ul style="list-style-type: none"><li>• Workroom with 25 chairs</li><li>• Projector, laptop</li><li>• Flipchart, markers, pens</li><li>• Sandwiches and refreshments</li></ul>
<b>Detailed instructions:</b>	<ol style="list-style-type: none"><li>1. Energizer bunny (or another one by your choice) (10 minutes)</li><li>2. Introduction of the participants (choose some interactive getting-to-know each other activity) (15 minutes)</li><li>3. Ask the participants about the time spent on the Internet (15 minutes)</li><li>4. Good and bad sides of Internet impact on young people (5 minutes)</li></ol>

	<ol style="list-style-type: none"> <li>5. Basics of hate speech (definition and difference from freedom of speech) (10 minutes)</li> <li>6. Break (15 minutes)</li> <li>7. Asking participants to provide examples of hate speech (15 minutes)</li> <li>8. Giving them real life examples (10 minutes)</li> <li>9. Dividing them in 5 groups (5 minutes)</li> <li>10. Working in groups and finding solutions about the real life examples we provided (25 minutes)</li> <li>11. Break (15 minutes)</li> <li>12. Groups presenting their work (every group has 10 minutes / 50 minutes in total)</li> <li>13. Conclusion and evaluation (10 minutes)</li> </ol>
<b>Debriefing and evaluation:</b>	<ol style="list-style-type: none"> <li>1. Questionary in the end for feedback</li> <li>2. Asking participants about the workshop</li> <li>3. Adding them on social media so we can see what they are posting and commenting in order to find out if they understood the aims of the workshop and if they are implementing what they learned</li> </ol>
<b>Tips for facilitators:</b>	<p>The facilitators should think which energizer and what getting-to-know each other activity will use. They should also choose a method for dividing the group in five smaller groups.</p>
<b>Additional information, notes, appendixes</b>	<p>You can project the following video of no hate speech campain online to participants:  <a href="#">No hate ninja project – A story about cats, unicorns and hate speech</a></p>

# 7. Creative

<b>Developed by:</b>	Slavjan Stojanov, Macedonia Ivan Puskar, Slovakia Egidio Iacanna, Italy
<b>Themes:</b>	<ul style="list-style-type: none"><li>• Active participation</li><li>• Active citizenship</li><li>• Engaging youth</li></ul>
<b>Target group:</b>	General public
<b>Group size:</b>	15 – 30 young people /5 to 10 per group
<b>Time:</b>	180 minutes
<b>Overview of the activity:</b>	The task of this activity is to canalize the creative energy of young people in order to create promotional materials (videos, posters, leaflets) on the topics of active participation, citizenship and engaging of youth.
<b>Aims and Objectives:</b>	<ul style="list-style-type: none"><li>• To raise awareness for the importance of active participation in democratic life</li><li>• To boost the energy and the will of people to take active part in decision-making in every field in democratic and community life</li></ul>
<b>Materials and space needed:</b>	Printer, camera (recording device), computers, paper, pens, projector, speakers, open source programs for design, audio and video editing
<b>Detailed instructions:</b>	<ol style="list-style-type: none"><li>1. Energizer (10 minutes/fruit salad). Ask the group to seat in a circle. Divide the whole group in 4 types of fruit, so each person will be one type of fruit. You stay in the middle, and you say out one type of fruit and all the person who are in the role of that fruit have to change their places. You also try to seat on one of the free chairs after saying the fruit type, the person who is without chair is next to stay in the middle and pick the next type of fruit. The person in the middle has also right to say fruit salad - in that case everyone has to change places.</li><li>2. Divide the participants in 3 groups. Explain the topics that they should focus on. Give each group task to work on one type of promotional material to work on (poster, video, leaflet). Explain that they are free to use their creativity to do the task, how much time they have, and that in the end they will have to present they product in front of the whole group in the</li></ol>

plenary (and that they will be evaluated). (10 minutes)

3. Leave the group to work on the task for 2 hours. Be around to help the groups if is needed! (120 minutes)

4. Each group present their final promotional material by projecting them in front of the group. For this part each group have 15 minutes together with evaluation and brainstorming about the result (what can be corrected, and how can be made to be more visible for general public). (40 minutes)

#### Debriefing and evaluation:

1. On the end of the presentation of each group, there will be brainstorming about what was good and what we can do better to correct the promotional materials in order to engage more people.

2. After all the presentations we will have brain storming about witch ways we should use in order to spread more the promotion materials, and reach more people (social media, giving leaflets and putting posters on places where people gather...)

#### Tips for facilitators:

Before the workshop try to find open source programs for video, audio and photo editing, in order the groups not to lose time searching for it. In the process of dividing the groups have in mind to have person with at least one laptop.

This workshop can be done also in more time, in order participants to have more time to do the main activity.

This workshop should be done somewhere in the middle/or end of the project on this topic, so participants will already know what the meaning of the terms are: active participation, active citizenship...

#### Additional information, notes, appendixes

## 8. Parliament workshop

<b>Developed by:</b>	Ermelinda Bonifacio, Italy Olcay Kilincci, Turkey Petra Wercholakova, Slovakia
<b>Themes:</b>	<ul style="list-style-type: none"><li>• Creating the rules together – learning to cooperate on a common objective</li><li>• Development of the teamwork</li></ul>
<b>Target group:</b>	18+ young people, students, youth workers
<b>Group size:</b>	10-15 people
<b>Time:</b>	100 minutes (+ time for coffee break) 10 min intro game + 15 min brainstorming, discussion, decision making + 10 min info providing + 30 min rules + 5 min voting + 30 min the task
<b>Overview of the activity:</b>	The group has to choose a leader in the intro game, which will lead the discussions and all the activities of the parliament. People in the parliament are supposed to learn how to cooperate and agree on a method of voting and implemented rules. Chosen person will have to respect these rules implemented by the parliament and will accomplish the task by respecting them. Two chosen people will be controlling if all the rules are being respected.
<b>Aims and Objectives:</b>	<ul style="list-style-type: none"><li>• To promote active participation</li><li>• To learn about the importance of a teamwork</li><li>• To inspire leadership of participants</li></ul>
<b>Materials and space needed:</b>	<ul style="list-style-type: none"><li>• 10-15 chairs according to the number of participants</li><li>• papers, pen, medium-sized room, 1kg of sugar, a bowl for mixing, dry biscuits, spoon, cheese Philadelphia type, raspberries, marmalade, board, box for voting, scissors, plate</li></ul>
<b>Detailed instructions:</b>	<ol style="list-style-type: none"><li>1. (10 minutes) Cheesecake game to choose a leader: one person is in the middle with a scarf in their hand and two others try to get it as fast as possible when he says “cheesecake” until they have a leader.</li><li>2. (5 minutes) The leader manages the brainstorming about the method of voting they are going to use in the parliament, members of the parliament</li></ol>



have to decide about one method they will be using during the game

3. (5 minutes) Discussion about methods, which would be the best and why?

4. (5 minutes) Making a decision and choosing the one method of voting. We will provide them the information about work of the parliament and will tell them the ingredients.

*Coffee break 10 minutes*

5. (30 minutes) Creating together the rules that will be applied for the task – making a cheesecake with the chosen method of voting.

6. (5 minutes) Voting about the person that will make the cheesecake as well as choosing two people who will be controllers if the rules are applied well.

7. (30 minutes) Making the cheese cake by respecting the implemented rules.

**Debriefing and evaluation:**

1. We will discuss the process of work and how much they have been participating

2. We will ask them about the feedback for the activity as well as for positive and negative things from the participants.

**Tips for facilitators:**

**Additional information, notes, appendixes**

## 9. Young and equal

<b>Developed by:</b>	Simona Tsankova, Bulgaria Laurentiu Salajan, Romania, Filip Szymkowiak, Poland
<b>Themes:</b>	Raising awareness about opportunities for young people
<b>Target group:</b>	Young people from rural areas
<b>Group size:</b>	15 - 20
<b>Time:</b>	150 minutes
<b>Overview of the activity:</b>	It's about presenting Erasmus+ programme, its opportunities and advantages as well as informing about people's rights through simulating workshops happening during projects.
<b>Aims and Objectives:</b>	<ul style="list-style-type: none"><li>• To raise awareness about opportunities for young people offered by EU and NGO's</li><li>• To present and promote Erasmus+ programme and its opportunities</li><li>• To inform people about their citizens' rights</li></ul>
<b>Materials and space needed:</b>	<ul style="list-style-type: none"><li>• conference room for 20 people</li><li>• 5 computers</li><li>• projector and screen</li><li>• flipchart</li><li>• 5 markers,</li><li>• pens, papers</li><li>• internet connection</li></ul>

**Detailed instructions:**

1. Introduction about Erasmus+ and NGO activities – what is non-formal learning? 10 minutes
2. Information about citizens' rights and responsibilities in particular country 15 minutes
3. 1<sup>st</sup> workshop – what are you proud of and what can you improve in your local environment – 20 minutes to prepare
4. presentation – 10 minutes
5. break 30 minutes
6. 2<sup>nd</sup> workshop – projects discovering – presentation of websites (Europa.eu, salto-youth.net) and researching particular projects happening right now. 30 minutes
7. storytelling – facilitators share their experience with projects 20 minutes
8. Q&A and feedback 10 minutes (short survey)

**Debriefing and evaluation:**

1. How many attendees?
2. Level of interest?
3. Level of knowledge?
4. Obstacles appeared?
5. Survey analysis

**Tips for facilitators:**

Check if internet is working and if you have enough working computers.

**Additional information, notes, appendixes**

Venue could be recognizable by local community, if possible ask some foreigners or international volunteers to come and share their experience with such projects.

# 10. Be active, save paper – kids’ power!

<b>Developed by:</b>	Adina Enache, Romania Eldin Begic, Bosnia and Herzegovina Daniela Mitovska, Macedonia
<b>Themes:</b>	<ul style="list-style-type: none"> <li>• Environmental issues</li> <li>• Community responsibility</li> <li>• Active participation &amp; solutions for environment</li> </ul>
<b>Target group:</b>	7-12 years old from 1 <sup>st</sup> to 5 <sup>th</sup> grade in elementary school
<b>Group size:</b>	Approximately 15 participants
<b>Time:</b>	Maximum 90 minutes
<b>Overview of the activity:</b>	<p>10 minutes - introduction to problems in the communities they live in, leading to environmental problems as example of active involvement into the community needs (using pictures/videos of environment affected by people/pollution)</p> <p>60 minutes - creating handmade objects from recycled materials (explanations and demonstrations + practice together)</p> <p>10 minutes – conclusions, lessons learnt</p>
<b>Aims and Objectives:</b>	<ul style="list-style-type: none"> <li>• To raise awareness about the importance of community activities;</li> <li>• To identify problems and discuss proper sustainable solutions;</li> <li>• To develop skills to build objects from recycled and reused materials (paper);</li> <li>• To build a solution-orientated attitude in general.</li> </ul>
<b>Materials and space needed:</b>	<p>Space: classroom</p> <p>Materials: glue, old newspapers, cardboard, shoes boxes, toilet rolls, scissors, paint, markers, stickers, projector etc .</p>
<b>Detailed instructions:</b>	<p>1. INTRODUCTION - 10 minutes</p> <p>The group is sitting in individual chairs in a circle so everyone can see each other. Using a projector, we show a video with environmental issues (cutting trees and paper making process</p>

(<https://www.youtube.com/watch?v=7IP0Ch1Va44>), melting ice, pollution of waters, extinct/on the way of extinction animals) adapted to their age, both from international level and local places. Videos will be stopped before the solutions.

Discussion:

“What did you see?”

“Do you like what you see?”

“Is it good what is happening in the nature?”

“Do you want to change something?”

“What happens when a tree is cut? ” (Does it hurt, who loses home, what happens with no fresh air from trees....)

“What can you do to prevent cutting trees?”

Video continues until the end.

Today, we'll discover together how to re-use paper and reduce the consumption of it.

2. DEMONSTRATION of the steps of building the object (pencil support decorated as butterfly ) and the used materials, including safety and team work done by the facilitator; children observe, ask questions

Steps: <http://bobunny.blogspot.rs/2010/04/spring-kids-craft.html?m=1>

After the demonstration, we make groups of 5 pupils and one volunteer will work with them according to the described steps.

After cleaning, all sit in circle, in front of the produced objects, admiring them and ready for the conclusions.

### 3. CONCLUSIONS:

1. Environmental problem: wood cutting, deforestation, over use of paper and wood – the connection between forest/wood and fresh air.

Questions:

1. Which materials did you use?
2. How did you feel while working with others?
3. Did you bring something new in the object?
4. Do you want build more paper objects? Why?
5. What can you do home to reduce paper use?

Debriefing and evaluation:

## 2. Related to active citizenship:

Do you think you can fill an empty bottle (transparent bowl) with only one spoon?

Demonstration with the sand spoon: each will put a spoon of sand in a bottle, in the end will be full; conclusion: little contributions make the larger effect-can change.

### Questions:

1. What happened with the bottle?
2. Why is the bottle full? You only put a little spoon...
3. Do you think you can protect trees by reuse/reduce paper consumption?
4. What you can daily do to save trees?
5. Which other actions you can do in your community so to make it better?

5 minutes for Final activity: facilitator present a recycled cardboard representing a big tree where each pupil is invited to sign the contract they will do the actions said in order to protect trees and reduce paper use. The tree will stay in their class.

### Tips for facilitators:

Use simple words, make jokes from time to time, include everybody even the shy ones, and appreciate them often individually with small rewards like smiley stamp on the hands.

### To be done whenever children are in low energy:

Energizer: spread around the class, sitting down the knees, all are trees; one in the middle has the power to give life to trees, second in the middle has power to cut trees. By touching the sitting pupils, the first having power to give life, makes them grow, the other one tries to cut them. When all are grown, they win, the game stops with applauds.

### Additional information, notes, appendixes

### Ideas for follow-up:

1. Exhibition of the produced objects
2. Planting trees in park of the school or around

