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Youth Citizenship Activators

TOOLBOX OF NON-FORMAL LEARNING ACTIVITIES FOR CITIZENSHIP EDUCATION AND YOUTH PARTICIPATION

created by participants of Training course
"Youth Citizenship Activators"

- Topola, Serbia -
24 November - 3 December 2016

www.youthactivators.wordpress.com



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II. Summary of the project

“Youth Citizenship Activators” is a 10-day Mobility of Youth workers-Training course, organized by Omladinska Kulturna Organizacija from 24th of November to 3rd of December 2016 in Topola, Serbia that brings together 35 youth workers, young leaders, trainers and young professionals from Serbia, Macedonia, Turkey, Poland, Greece, Portugal, Albania, Czech Republic, Italy and Romania.

Being active citizen in social, political and economic life has many advantages and almost always brings positive impact and benefits on people lives. It brings experience, knowledge, skills, contacts, education, mobility and job opportunities and friendships that otherwise we would hardly get in the comfort of our homes. Active participation widens people horizons, enriches lives, increases self-confidence and esteem, opens new doors for personal and professional development and often leads to job offers or increased chances for employment. But, if the benefits are so high, then why youth doesn't take active participation in societies and practice their citizens' rights to be active in the political, economic and social processes in their countries and EU? Why European youth show little or no interest and motivation to be engaged in democratic life, why are they losing community ties and there are declined levels of trust in democratic institutions?

The answers on these questions are not easy to get, but we've asked these crucial questions to ourselves and our partners and found out that youth workers and youth organisations can greatly help in addressing these issues and inspire and enable active youth participation in democratic life by providing training, education, coaching and information through their work and activities. Therefore, project supports the personal and professional development of youth workers and young leaders by training, equipping with competences and empowering them to work on citizenship education, especially in the context of active citizenship and European citizenship. In the same time, the project creates a new generation of Youth Citizenship Activators (educators) who will be able to encourage active youth participation in socio-political democratic life on local, national and European level in order to strengthen youth voice and role in Europe by using different tools for empowerment.

Through successful realization of project and fulfilling its aims and objectives, the project on the long run can significantly help to raise the quality of (European) citizenship education and improve active participation of young people, especially those with fewer opportunities in participating countries and European democratic life.

Project methodology is based on non-formal, experiential and informal learning methods and intercultural learning that will aim to foster the personal, social and professional development of all participants though it's inclusive approach to everyone and adaptation according to their needs and expectations.

III. Aims and objectives

The project “Youth Citizenship Activators” first aim is to train, equip with competences and empower youth workers and young leaders to work on citizenship education, especially in the context of active citizenship and European citizenship.

The second aim of the project is to create a new generation of Youth Citizenship Activators (educators) who will be able to encourage active participation and inclusion of young people, especially those with fewer opportunities in socio-political democratic life on local, national and European level in order to strengthen young people voice, inclusion in society and role in Europe by using different tools for empowerment.

In order to achieve its aims, the project has the following objectives:

- To raise awareness and provide knowledge about citizenship in general and European citizenship in particular by exploring the concepts, their dimensions, elements, contemporary meanings, understandings and ways they are used;
- To equip youth workers and young leaders with the right competences (knowledge, skills and attitudes), tools and practices to develop and run local and international activities that will educate, train, motivate and enable young people to take active participation and be included in the political, economic and social life in their communities, countries or beyond
- To foster the incorporation of European dimension in youth projects through promotion of European awareness, common European identity and European values;
- To explore and analyse current situations and different models in 10 European countries regarding participation and inclusion of young people, especially those with fewer opportunities in democratic life and share experiences and good practices of supporting youth active participation in European Union and South Eastern European countries;
- To design, practice and evaluate tools which aim at enhancing young people’s feeling of ownership and belonging to Europe, inspire active youth participation and inclusion and discuss what role young people can play in Europe (including active participation in European organisations);
- To provide knowledge and introduce non-formal learning methods for understanding the work and role of EU institutions and decision-making processes within the Union (both theoretically and practically);
- To foster mutual understanding, solidarity, intercultural learning and intercultural dialogue between youth workers and young people coming from different cultural backgrounds, and to provide them the opportunity 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, social inclusion and active youth participation;
- To promote Erasmus+ Programme as a tool and platform that provides opportunities to youth organisations and young people to take active participation in democratic life and Youthpass as a recognition tool for non-formal and informal learning in youth work.

IV. Methodology

The working methodology was based on non-formal, experiential, peer-to-peer and informal learning methods that aimed to foster the personal, social and professional development of all participants through its inclusive approach to everyone and adaptation according to their needs and expectations identified prior and during the implementation of activity.

Project was also space for intercultural learning of participants by providing them with opportunity to work together with people coming from different countries, backgrounds and cultures on common European topics and by organising intercultural evenings on which learned more about the participating countries and cultures.

The non-formal and experiential learning methods were participant-centered by enabling and encouraging participants to share their personal experiences, knowledge, ideas and practices in order to learn from each other. On the other hand, this approach was enhanced by encouraging the informal learning of participants by organizing thematic evenings that brought them closer together and enabled them to learn from each other in informal and casual setting.

The used working methodology strongly encouraged active participation, cooperation and involvement of all participants throughout all project activities. In addition, participants had the chance to document and self-assess their learning progress by providing them with Youthpass and evaluation forms as well as time and space for daily evaluation teams during which they gave constructive feedback for influencing and adapting the working methodology.

The working programme had four 90-minutes sessions per day which included methods such as: brainstorming, discussions, small and big groups work, getting-to-know each other, ice-breakers and group building games, energizers, lectures, debates, simulations, exercises, analysis and comparison, creation of tools (methods), theatre and role playing, personal and group reflections, presentations, open-space and outdoor activities. Each day, after the last session there was time for self-assessment and meeting of the daily evaluation teams.

V. Partner organisations

“Active Europeans for Active Citizenship” is a project that is organised by Academic Omladinska Kulturna Organizacija from Serbia in cooperation with partner organisations from 9 other European countries.

Serbia	Omladinska Kulturna Organizacija
Romania	Asociatia Support for Youth Development
Italy	EUROSUD
Macedonia	Urbano Opshtestvo
Turkey	Youth Inclusion Association
Poland	Youth Support Centre
Greece	AEGEE EVROPOLIS
Portugal	AKTO – Human Rights and Democracy
Albania	UNIque Junior Enterprise
Czech Republic	Asociace DICE

VI. Erasmus+ programme



Erasmus+ is European Union's programme to support education, training, youth and sport in Europe. Its budget of €14.7 billion will provide opportunities for over 4 million Europeans to study, train, gain experience, and volunteer abroad.

Erasmus+ aims to modernise education, training and youth work across Europe. It is open to education, training, youth and sport organisations across all sectors of lifelong learning, including school education, further and higher education, adult education and the youth sector.

Erasmus+ has opportunities for people of all ages, helping them develop and share knowledge and experience at institutions and organisations in different countries.

Erasmus+ has opportunities for a wide range of organisations, including universities, education and training providers, think-tanks, research organisations, and private businesses.

More: www.ec.europa.eu/programmes/erasmus-plus/node_en

Erasmus+: 30 years in the making



9 MILLION



PEOPLE



**HIGHER
EDUCATION
STUDENTS
4 400 000**



**YOUTH
EXCHANGES
1 400 000**



**VOCATIONAL
TRAINING LEARNERS
1 300 000**



**EDUCATION STAFF
AND YOUTH WORKERS
1 800 000**



**EUROPEAN
VOLUNTEERS
100 000**



**ERASMUS
MUNDUS STUDENTS
AND STAFF
100 000**

Source: European Commission, 2017

The unfair Game

Developed by: Ambra Thana, Albania / Vladimír Vlašek, Czech Republic / Zafer Şimşek, Turkey / Slavjan Stojanov, Macedonia

The activity aims to reflect small part of the society with privileged majority and minorities with unfair conditions. Participants will have possibility to compare their roles in the society. The awareness of participants upon policy making process will increase through their evaluation and self-reflection.

Themes/Issues addressed	<ul style="list-style-type: none">- Passivity- Ignorance- "Why we are not sensitive to discrimination around us?"
Target group:	15 - 50 teenagers to adults
Group size:	21-30 participants
Aims and Objectives:	<ul style="list-style-type: none">- To show how easy is to ignore discrimination around us and be passive in a way to do anything about this subject.- To foster the realization of dynamics of representative democracy upon society and the minorities- To raise the awareness of unfair competition- To promote team work- To demonstrate the importance of speaking your mind
Learning outcomes:	<ul style="list-style-type: none">- They will be sensitive to unfair condition around us.- Creating empathy to unprivileged group/people of society.- They will learn how important it is to speak their mind and to make notice of unjust behavior.
Time:	90 minutes

Instructions:

1. Warmer – Participants are standing in a circle are asked to count to 25 with their eyes closed. No two numbers can be said at once – if that happens, they start from the beginning. No other communication between participants is allowed.

2. Competition – participants are divided in three groups A, B, C (same numbers), while one of them is asked to be a judge. The groups will have to race in 4-5 different competitive activities, while the group C is being treated unfair and gets the lowest score even though they perform well. Groups get score after performing after each activity. After losing in each activity, group C is being more and more disadvantages. The point is to make the game as competitive as possible, while participants have no idea what is going on.

The list of activities:

- a) Hugging game, group A, B and C will stand on lines. After the command of the judges the first member of lines will run to the end and give the last person a hug, and it goes as a chain until the hug reaches the front line. It goes on like this until the first member of the line replaces the first spot. The group which finishes the last will become our 'underdog' group C-and will be disadvantaged for all other activities: no member can use their right hand
- b) Drawing the tree game, the groups will stand as lines as it was in the first game, but in this one the game starts from the last member who stands at the back. The judge will show him/her a picture of a tree and ask them to draw it with their fingers on the back of the member who stands frontier them in line. Until the drawing of tree reaches the front member of the line everyone is doing the same. Then the member standing in front of the line has to draw the figure he thinks is the right one in a paper/flipchart. However the group A and B draws the judges would evaluate their performance positively, but the group C will be evaluated as a failure even if they have a disadvantage. A this game it will be announced by the judges that group C disadvantage: no words can be used.
- c) Scavenger hunt – the groups will stand in lines again. The judges will ask for them for an object and they have to find it. The team member can also help them by telling/screaming where they can find the object, but of course that would be very difficult for the group C because they can't use words. The person who finds it first gets 2 points, the second 1 and the third will get 0 point. This thing will happened with all the group members, so after the 3 first person standing in the front of line have found their objects, the judges ask the other 3 for another object. There will not be a disadvantage about any group this time, it will be a fair game in facts.
- d) Persuade the judges why each group should win this round. Each group will be given 2 min for having a discussion for the way will they present they self. After those 2 min each group will have like 1 min to persuade the judges why they should win. Of course it will be a very difficult task for the group C, but they will need to find a way to express themselves. The results will be positive for the groups A, B but not C. So it brings lots of questioning and reactions from the groups with these activities.

3. Feedback – more in *Debriefing and evaluation*

4. Writing a diary – **First**) Participants describe their feelings during participating in the whole competition, **Second**) and the feeling after revealing the point of the game. **Third**) What could have been done during the game to change the rules and face the unfair dealing of the judges?

Debriefing and evaluation:	<p>Evaluating is happening during the Feedback activity, while revealing the true purpose of the game should work as a twist and might be shocking for some participants. Students are firstly gathered in a circle and asked about their opinion about the competition.</p> <ul style="list-style-type: none"> - How did they feel? Did they cooperate as a team? - What do they notice about other teams and about the judges? - Did they enjoy the Game? Why/why not? <p>What do they think is the activity about?</p> <ul style="list-style-type: none"> - Can they relate it to any real life situations? - If the participants noticed unfair behavior during the Game, why did they (not) make a note about it? How did the revelation make them feel? <p>This is the most important activity, so it's important to give participants to make any comments and allow any discussion, which might be opened.</p> <ul style="list-style-type: none"> - It's also necessary to hear opinion from members of each group, including the judge? How did he/she feel when obliged to be unfair.
Space requirements and training materials:	<p>A conference room will be enough for implementing the activities.</p>
Tips for facilitators:	<p>Open space preferred. Be ready to adjust timings as the feedback part is one of the vital part. Writing can be set as follow-up activity.</p>
Additional information, notes, handouts	

European students

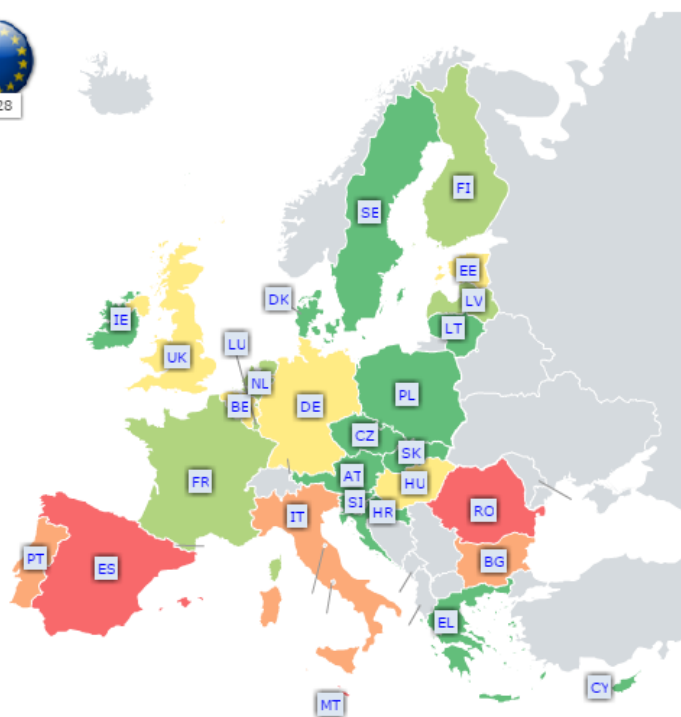
Developed by: Achille Rumolo, Italy / Andreas Ladas, Greece / Sladjan Milovanovic, Serbia / Karel Janásek, Czech Republic

Theatre based session that raises awareness of participants about difficulties and struggling of students coming from poor European countries who want to study in richer European Union member states for longer period of time.

Themes/Issues addressed	<ul style="list-style-type: none"> - Social Exclusion for the referred students - Fighting the lack of food and accommodation - No access to benefits who covers transport, health care and materials of studying
Target group:	<ul style="list-style-type: none"> - From 14 to 18 = Future Challenges - From 18 to 26 = Intensive Commitment
Group size:	At least 8 persons
Aims and Objectives:	<ul style="list-style-type: none"> - Raise the awareness and spread it among Students, Professors, Decision Makers, NGO's members in order to end up Social Exclusion of students with insufficient opportunities - To decrease kind of selection derived from different backgrounds - To give participants a chance to live as a part of a real students life
Learning outcomes:	<ul style="list-style-type: none"> - To be open minded especially with EU citizens from poor countries - To recognize students with such difficulties out of many other students - To change attitude towards making new friendships - To provide assistance to students from poor countries - To discuss in such new context and try to formulate a definite solution
Time:	50

<p>Instructions:</p>	<p>1. Brainstorming, about poor European countries such as Albania, Macedonia, Serbia, Greece, Bulgaria, Romania, Italy, Portugal, Malta, and Ireland. (10 minutes, max 15)</p> <p>2. Present the tables no.1 and no.2 and explain in hard lines the difficulties in some European countries that students can match. (5minutes)</p> <p>3. Theatre-based session (15 min, max 20 min) Roles: the student in difficult situation, parents and relatives of her/him, the travel agent close to her/his home who will give as a gift the one way fly ticket to the European country where the young wants to go for studying, the dormitory manager where the student will try to apply for a free accommodation, the professor of the university who will interact with the dormitory manager.</p> <p>4. Divide the group in 4 members' teams with the task to write an opinion-changing article which will be published on mass media as part of raising Europeans' awareness campaign (max 500 words-20min).</p> <p>5. Plan and simulate a debate between two politicians who will be elected by the participants. The issue will be to increase budget of the European commission responsible for the education and training. The participants will vote for one of them.</p> <p>And they will come up with proposal. (20min)</p>
<p>Debriefing and evaluation:</p>	<ul style="list-style-type: none"> - Ask the participants which countries they come from - Based on the country they come from, we will ask personally what opinion they had before that workshop and after that. Has anything changed in their mind finally? - Which moment of the session they liked most and why. - Which moment of the session they suggest it should be changed.
<p>Space requirements and training materials:</p>	<p>Materials: Flipcharts, Papers, Markers, Pens, printed table no.1 and table no.2</p>
<p>Tips for facilitators:</p>	<p>They should be keen on that challenging issue which means that they should Search for statistics, graphics and articles which give a wide view of that.</p>
<p>Additional information, notes, handouts</p>	<p>http://ec.europa.eu/education/node_en http://en.unesco.org/ http://unesdoc.unesco.org/images/0024/002456/245656E.pdf https://data.oecd.org/</p>

Education and Training Monitor Early leavers from education and training



■ below 8% ■ 8-10% ■ 10-12% ■ 12-15% ■ over 15%

[Belgium, Netherlands, Luxembourg](#)
[Malta, Slovenia](#)

Europe 2020 headline target: by 2020, the share of early leavers from education and training should be less than 10%.

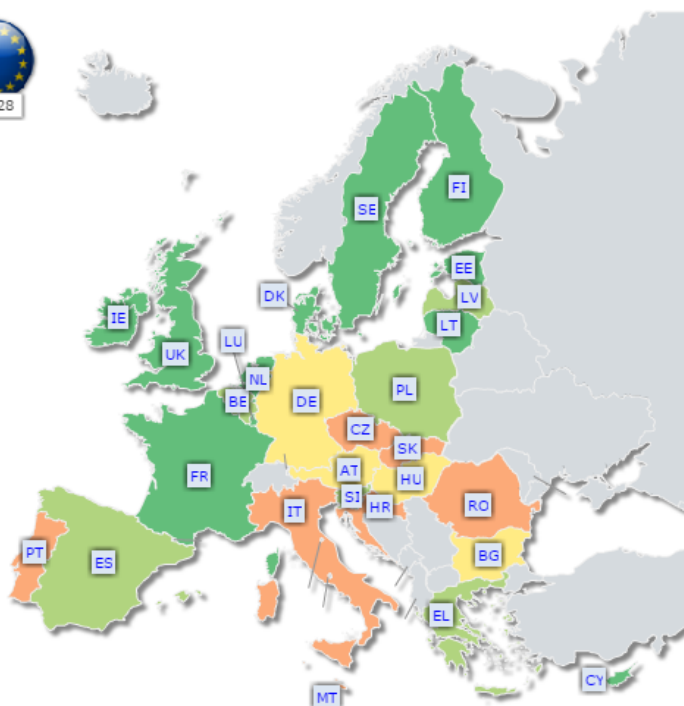
Click on a Member State to see the 2011-2015 development in the rate of early leavers from education and training. Click on the EU flag to go back to the EU average.

By clicking on the individual bars, the annual figures can be broken down into averages for men, women, native-born and foreign-born. These breakdowns will appear just below the map.

Multiple Member States can be compared as regards their early school leaving rates for the total population and for the various sub-groups.



Education and Training Monitor Tertiary educational attainment



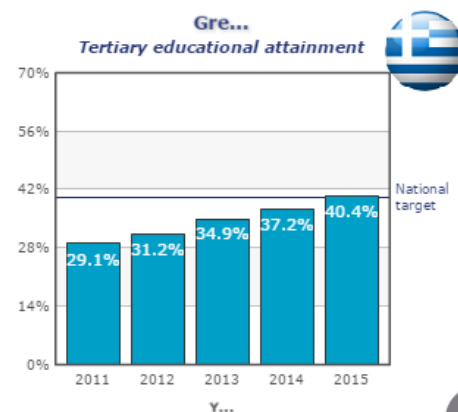
■ below 25% ■ 25-32% ■ 32-39% ■ 40-45% ■ over

Europe 2020 headline target: by 2020, the share of 30 to 34 year-olds with tertiary educational attainment should be at least 40%.

Click on a Member State to see the 2011-2015 development in the tertiary educational attainment rate. Click on the EU flag to go back to the EU28 average.

By clicking on the individual bars, the annual figures can be broken down into averages for men, women, native-born and foreign-born. These breakdowns will appear just below the map.

Multiple Member States can be compared as regards their tertiary educational attainment rates for the total population and for the various sub-groups.



Human rights sculptures

Developed by: Tsirmpa Aikaterini, Greece) / Jovana Jaranovic, Portugal / Kinga Wieczorek, Poland

Human rights among citizens. How to recognize them and understand their importance in the society.

Themes/Issues addressed	Human rights
Target group:	16 - unlimited
Group size:	25 – 30 people
Aims and Objectives:	<ul style="list-style-type: none"> - To recognize particular human rights - To aware people about human rights (which they are)
Learning outcomes:	<ul style="list-style-type: none"> -Raised awareness -Knowledge -Creativity -Cooperation skills
Time:	60 minutes
Instructions:	<ol style="list-style-type: none"> 1. Energizer. 2. Ask the whole group what they think human rights are. The ideas that were expressed are written on a paper, so that people can actually compare their original ideas to the official human rights by the end of the activity (10 minutes). 3. We divide people into groups, each group has 4-5 people. 4. Each group receives one sheet of paper (with a human right). 10 minutes are given to work in a group and prepare 3 human wax figures that represent the human right. 5. After 10 minutes all the participants are gathering, each group presents the figures they prepared. After each presentation others are trying to guess what human right the team represents (25 minutes) 6. Conclusion. Comparison of original ideas with presented human rights (15 minutes)

Debriefing and evaluation:	<ul style="list-style-type: none"> - What do you find difficult in this activity? - What did you learn from the session? - Any other comments?
Space requirements and training materials:	<p>Needed materials: small sheet of papers where are written specific human rights, a flipchart, markers</p> <p>Space big enough to show the wax figures</p>
Tips for facilitators:	<p>Positive energy, motivation, smile</p>
Additional information, notes, handouts	<p>Freedom: because the human will is an important part of human dignity. To be forced to do something against our will demeans the human spirit.</p> <p>Respect for others: because a lack of respect for someone fails to appreciate their individuality and essential dignity.</p> <p>Non-discrimination: because equality in human dignity means we should not judge people's rights and opportunities on the basis of their characteristics.</p> <p>Tolerance: because intolerance indicates a lack of respect for difference; and equality does not signify uniformity.</p> <p>Justice: because people equal in their humanity deserve fair treatment.</p> <p>Responsibility: because respecting the rights of others entails responsibility for one's actions and exerting effort for the realization of the rights of one and all.</p>

Gender Equality

Developed by: Ana Carmo, Portugal / Raluca-Mihaela Costea, Romania / Klim Popov, Romania / Uğur Ateşli, Turkey

This activity aims at raising awareness about gender equality issues.

Themes/Issues addressed	<ul style="list-style-type: none">- Stereotypes- Gender equality
Target group:	This activity can be adapted to any group age.
Group size:	<ul style="list-style-type: none">- No more than 30- The group should have the same number of female and male participants
Aims and Objectives:	<ul style="list-style-type: none">- Raise awareness about human abilities and capabilities- Deconstruct gender stereotypes- Raise awareness about gender equality
Learning outcomes:	<ul style="list-style-type: none">- Improve their abilities and capabilities- Understand their prejudices- Raise awareness- Change and deconstruct stereotypes
Time:	10 min to list stereotypes 5 min to create the chart 5 min to rate 5 min to share 10 min to discuss

<p>Instructions:</p>	<ol style="list-style-type: none"> 1. The audience will be divided into women and men 2. Women will list 5 stereotypes of men and men will list 5 stereotypes of Women 3. These stereotypes will be written all together on the board to create a Chart 4. Each participant will copy the chart of stereotypes and rate each one for men and women from 1 to 5 (1 is the least skillful and 5 is the most skillful) 5. Each participant will share their rate for each stereotype 6. Collectively, the points will be added 7. In the end, will open the results to debate
<p>Debriefing and evaluation:</p>	<ul style="list-style-type: none"> - What defines the difference between genders? - Do certain abilities and capabilities only belong to a certain gender? - Ask participants their own experience on qualities with the biggest difference in scores - Do women and men have different abilities and capabilities?
<p>Space requirements and training materials:</p>	<ul style="list-style-type: none"> - Conference room and chairs for every participant - Paper and pen for every participant - Board and pen
<p>Tips for facilitators:</p>	<p>Trainers should have opposite gender.</p> <p>The audience should have the same number of opposite genders (although for the end result the gender of the participant isn't significant).</p>
<p>Additional information, notes, handouts</p>	

Learning about disabilities

Developed by: Ana Brito, Portugal / Sara Madzoski, Serbia / Tudor Catanoiu, Romania / Neslihan Çeçen, Turkey

We are making this project because we made some researches in disability community and we found out that there is not much awareness on the subject. We want to provide education and make the process of integration easier.

Themes/Issues addressed	- Social Inclusion of people with disabilities
Target group:	Youth (18-30)
Group size:	15 to 25 participants
Aims and Objectives:	<ul style="list-style-type: none"> - To raise awareness and provide knowledge about social inclusion; - To provide the feeling of empathy; - To provide knowledge and introduce non-formal learning methods for understanding social inclusion;
Learning outcomes:	<ul style="list-style-type: none"> - Change their way of seeing people with disabilities - Growing the feeling of empathy; - Get more knowledge about social inclusion. - Put the people to work together.
Time:	60 minutes
Instructions:	<p>1. Energizer – (5 minutes) We will make a circle with chairs and the people will be seating on the chairs. So one of them (who will be actually in a center of the circle, made of chairs) will be asking a questions, so people with positive answers should change their seats. The one who remains without seat he will remain in the center and will put next questions.</p> <p>2. Social Inclusion – information about people with disabilities (7 minutes) The World Health Organisation (WHO) estimates that over a billion people, about 15% of the world's population, have some form of disability and that only about 5% of these disabilities are congenital. 80% of people with disabilities live in developing countries, according to the UN Development Programme. The World Bank estimates that 20% of the world's poorest people are disabled. People with disabilities are referred to as the world's largest minority, but unlike most minority groups, this one always has open membership: any one of us could become a member at any time because of an accident, illness or ageing. Disability is thus part of a human condition. People with disabilities are entitled to exactly the same human rights as people without disabilities, yet they are</p>

	<p>subject to direct and indirect discrimination and exclusion in almost every area of life. What kind of disability do you know?</p> <p>3. Non-Formal Education – Disability game (17minutes) We will separate the people into two groups. We will make a messy road from chairs. Both teams will be behind the starting line, and the game will be finished when all the team members will cross the road and we will be in front of ending line. We are going to put scarfs over their eyes, and then let them pass the massy road. One of the members will be (without scarf) and will giving the direction the once that is passing the road.</p> <p>4. Debriefing (14 minutes) Let them comment and share their experience and feeling with us. Let them show us empathy.</p> <p>5. Conclusion (7 minutes) We will say our point of view about visual impairment.</p> <p>6. Evaluation (6 minutes)</p> <p>*4 minutes for unpredictable things</p>
<p>Debriefing and evaluation:</p>	<p>Debriefing: - How have you felt during the activity? (Was it hard, uncomfortable, etc.). - Did the coordinator help you? - Did this game help you to understand the struggles of blind people there are facing every day.</p> <p>Evaluation: Give them a paper, on that paper they should write the bad things and good things about the workshop and also try to give a grade of the workshop from 1 to 5.</p>
<p>Space requirements and training materials:</p>	<p>Conference room (1), chairs (28), flip-chart (1), marker (1), scarfs (26), Paper tape (1), pens (28).</p>
<p>Tips for facilitators:</p>	<p>The participants should: be on time; be quiet; be respectful; be participative.</p>
<p>Additional information, notes, handouts</p>	

Where am I from?

Developed by: Dimitrios Skafidas, Greece / Najada Serdani, Italy / Greta Iljazi, Albania

It is an activity based on alternative ways communication which gives the possibility to the participants to use their body language in order to describe something.

Themes/Issues addressed	<ul style="list-style-type: none"> - Intercultural Communication - Stereotypes
Target group:	Young People aged 18+
Group size:	24
Aims and Objectives:	<ul style="list-style-type: none"> - We want to make people to understand that they are not so different from each other. - We want to build bonds between young people - How to teach the other to recognize the others without using stereotypes.
Learning outcomes:	<ul style="list-style-type: none"> - Break the stereotypes - Teamwork - Make the participants that there are minor differences between nations - Improvement of body-language/ Speaking without using words
Time:	<p>5 minutes energizer 15 minutes game Activity 10 minutes feedback</p>
Instructions:	<ol style="list-style-type: none"> 1. In the energizer everyone will receive a piece of toilet paper. 2. There will be written one out of the four words that we want them to describe to themselves in one word. Those words are: Fear, Feelings, Love and Missing. 3. Afterwards the participants will join a game in which they have to describe the nationality of the specific item that it is written in the paper in front of them without saying a single word. 4. It will continuous by giving them the chance to explain the reasons that they used the specific body language to express themselves.

Debriefing and evaluation:	<ul style="list-style-type: none"> - How did you felt describing another country with no word? - did you have the same stereotypes with others for a country? - How did you felt when you had figure out the moves in order to make the others understand you?
Space requirements and training materials:	<p>Toilet paper Papers A4 (1 for every participant) Pens (1 for every participant)</p>
Tips for facilitators:	<p>Don't be in rush. Be open-minded. Try to be yourselves.</p>
Additional information, notes, handouts	<p>The participants are allowed to use internet if it's necessary.</p>

Stay aware!

Developed by: Kristina Stojkovic, Italy / Abdulsalam Suleyman, Macedonia / Michaela Koňářková, Czech Republic

Activity that raises awareness about voting and discusses the power of group persuasion.

Themes/Issues addressed	<ul style="list-style-type: none">- Vote issue- Group psychology
Target group:	Everybody
Group size:	Can be any group size.
Aims and Objectives:	<ul style="list-style-type: none">- We do this activity to make people aware about voting.- Person cannot be influenced by group.
Learning outcomes:	<ul style="list-style-type: none">- Self-awareness- Change of attitudes- Discuss how our brain works, if we are in group- Be responsible for your decision
Time:	20 mins
Instructions:	<ol style="list-style-type: none">1. First we have to dispose one person. We will ask them if they can bring their laptop from room. While these three people are out, lecture starts explaining the rules of the experiment. Important is, that these three people cannot know about it, they will stay out. The trainer describes the rules of the experiment.2. Students are shown two pictures to compare. Picture one shows one line and picture two shows 3 other lines, while one of them is the same as in picture one. Students are asked to think which line is the same, however when the disposed person comes back they are asked to lie about it. The point is to try to persuade the disposed person about the fact which is not true. Even though he can obviously recognize, which line is different, the experiment is about the pressure made by the whole group.3. Feedback, explaining the point of the experiment

Debriefing and evaluation:	<ul style="list-style-type: none">- Person is pressed and influenced by the group.- Being influenced to vote for what the group says is right.
Space requirements and training materials:	<ul style="list-style-type: none">- conference room- flipcharts- markers
Tips for facilitators:	
Additional information, notes, handouts	

Don't be a sheep

Developed by: Wiktoria Łucarz, Poland / Damjan Mirceski, Macedonia / Edisona Xhani, Albania

The aim of the activity is to fight social conformism by developing critical thinking and reducing scale of media manipulation. We want to use non-formal education tools to make participants more aware in order to build an independent thinking and more active society.

Themes/Issues addressed	<ul style="list-style-type: none">• Passivity of young people (lack of critical thinking)• Manipulation of media
Target group:	Youth people from 18 – 30
Group size:	20 – 30 participants
Aims and Objectives:	<ul style="list-style-type: none">• Make young people more aware• Developing critical and autonomous thinking• Fighting against conformism while getting information
Learning outcomes:	<ul style="list-style-type: none">• Developing better habits (in the seeking information area)• Developing "social scientist" in yourself• Communication skills (discussions)• Debate skills
Time:	180 minutes
Instructions:	<ol style="list-style-type: none">1. Sticky notes energizer (each person should have 4 stickers and they will try to stick them to the others. The one without/less sticker in the body wins.2. Video presentation (https://www.youtube.com/watch?v=o8BkzvP19v4)3. Theatre simulation We split people into 3 groups and ask them to prepare scenes regarding conformism. Each group will focus on the particular aspect of manipulation: Commercials, Politics and Religion. It should contain of two contrast scenes and take maximum 2 minutes to present. The other groups are about to guess the topic and discuss the problem after presentation.

Debriefing and evaluation:	<p>After the activity we will ask participants the following questions:</p> <ul style="list-style-type: none"> - What did you see? - What would you do if you were in this kind of situations? - Why it's so important to have a critical thinking? - How can we develop critical thinking? <p>What are the alternatives and solutions for that problems?</p> <p>* Evaluation about technical issues *</p> <ul style="list-style-type: none"> - Did you like this methods of learning? - If there's anything you would change?
Space requirements and training materials:	<p>A big room with chairs placed as a circle, projector, internet, lap-top, stickers, speakers, A4 paper, and pens.</p>
Tips for facilitators:	<p>Prepare the projector, speakers and video for screening before the start of the workshop.</p>
Additional information, notes, handouts	

