

# READY TO USE WORKSHOPS

## FORMAL MEETS NON-FORMAL: UPGRADED

These methods were created or adapted during the project "Formal meets Non-formal: upgraded", agreement No. 2016-3-LT02-KA105-005013. The project was implemented by VšĮ "Jaunimo epicentras"

The aim of the TC was to assist formal and non-formal education practitioners in working with human rights education issues through providing tools and methodologies. The project was funded by the European Union programme Erasmus Plus.

## WORKSHOPS

**TIME - 45 MIN**

Are suitable to use both in NGO field and in schools

## DISCLAIMER

The opinions expressed in this publication, conclusions and recommendations do not necessarily coincide with the position of the European Commission.

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# GENERAL HUMAN RIGHTS AWARENESS

## AIM

to raise awareness regarding human rights by using body-based methods

## GROUP

12-20 participants, age 18+;

## TOOLS

Spacious room

Tape

Markers

Post-its

**TIME - 45 MIN**

## STEP BY STEP

- Start with introduction of the workshop and inform that body based methods will be used.
- Proceed with body-based warm-up activities (walking into the space, looking into each others eyes, following each other, guiding each other with eyes closed)
- Split participants into 2 groups;
- Introduce the task: choose a human rights topic that you want to address and create still physical images in response to the theme.
- Invite the first group to perform. The participants should do this quickly. They are then invited to step into the centre of the circle and make their image.
- Other participants (group No.2) can now change the sculptures in order to change/solve the problem. They can add in their own still images. This could lead to an abstract group image. It is the most effective if the changing is done without talking.
- After the changing is done, invite the second group to perform and repeat the process.
- Each group gets 10 minutes to perform.

## QUESTIONS FOR REFLECTION

- How did you feel?
- How was it to be a statue / spect-actor?
- How did you feel when you had to make changes?
- How can you link this activity with the reality?

# LABOR RIGHTS

## OBJECTIVES

- To raise awareness of labor rights
- To develop critical thinking skills to analyze complex problems
- To motivate educators and youth workers to take actions
- To develop teamwork skills
- To develop consensus on decision making skills

**TIME - 45 MIN**

## GROUP

Size - 4-40, age - 16+

## TOOLS

- One smartphone per group
- Internet connection
- Projector
- Computer
- kahoot.it webpage

## STEP BY STEP

- Introduction/brainstorm - first thoughts on labor rights
- Introduction to kahoot.it and connecting teams to it
- Everyone participates in the quiz (important NOTE: no points for correct answers)
- After each questions there is explanation on the theoretical background.

## QUESTIONS FOR REFLECTION

- Which question surprised you?
- Did you have any AHA moments? If yes, please describe;
- Would you like to share a personal experience regarding the topic?
- What can you do in your community to raise awareness on labor rights?

## COMMENTS

- Activity is great when the group has already done a lot that day and feels playful;
- Keep in mind that there can be problems with the internet connection and have a plan B;
- Do not play music in the background as the activity requires talking;
- Follow the group's interest during discussion, try not to limit them.

# MEDIA

## AIM

To empower critical thinking and increase the awareness of the influence of media.

**TIME - 45 MIN**

## GROUP

10-20 people, aged 14+

## TOOLS

flipchart, markers, post-it's, prepared facts for creating news + topics of hidden messages

## STEP BY STEP

- Introduction: give a short introduction of the topic by formulating a definition of the word media and asking the following question: "What media do you know?" All the collected types of media need to be written down on the flipchart.
- Dividing groups: In order to divide the group into two groups, prepare some post-it's with two different colours and numbers from one to three on them.
- Speed dating: There will be an inner circle with the colour A and an out-circle with the colour B and therefore always pairs of A and B. The pairs have 2 minutes time of discussing and answering the given question. After 2 minutes the circle must move, so that participants would be talking to a different person, next question is asked.
- Questions: 1) Discuss the examples of media supporting Human Rights! 2) Discuss the examples of media being against Human Rights! 3) In which way are you critical towards media?
- After the discussions are done, divide the group now according to the numbers that were written on the coloured post-it's.
- Every group needs to create news including hidden messages such as "Discrimination" against human rights, which are given by the educators. Moreover will be given some key words (place, what happened, age, etc.), so that the groups don't need too much time. After the groups created the news, they need to present it and the other groups should guess the hidden message, which is behind this news.

## QUESTIONS FOR REFLECTION

- How do you feel?
- What did we do?
- What did you learn?
- What would you change in your perception of media?

# GENDER

## OBJECTIVES

- raising the awareness about gender-based violence and social taboo behind it
- provoking the reflection and discussion regarding gender inequality
- confronting the perspectives and social perception of both man as a victim and woman as a victim issue

## GROUP

**TIME - 45 MIN**

15 - 25 participants, aged 15 <, gender - diverse (not necessary, but helpful)

## TOOLS

- paper puzzle (used for the division into 2 teams)
- laptop with internet connection (or laptop with already prepared/downloaded video)
- projector

## STEP BY STEP

- Preparing puzzle game.
- Preparing workshop's setting (space, laptop, projector).
- Welcoming participants and introduction to the topic.
- Energizer (e.g. "Samurai").
- Puzzle game (dividing participants into 2 groups).
- Presenting the video with the example of flash-mob concerning gender issues (e.g. One Billion Rising → [https://www.youtube.com/watch?v=WufjSyE\\_rK8](https://www.youtube.com/watch?v=WufjSyE_rK8)).
- Explaining the phenomenon of flash-mob and its possible use as a part of social campaign.
- Assigning the task of creating a flash-mob inspired performance according to one of the given topic (1. group- "woman as a victim"; 2. group- "man as a victim")
- Time - limited preparation (15 - 20 minutes).
- Performing flash-mobs.

## QUESTIONS FOR REFLECTION

- How do you feel? / How did you feel preparing the performance/ acting it out/ observing the other group performing?
- What was your performance/ flashmob about?
- What is the issue behind it?
- What was your "AHA" moment?
- Have you ever encountered gender-based violence?
- How often do you hear of woman as a victim issue comparing to a man as a victim issue?
- As an educator/youth worker what can you do to raise the awareness about gender-based violence and stereotypes behind it?

# PEACE AND VIOLENCE

## AIM

To raise awareness of peace and violence, express points of views in human rights education and experience other people's perspectives by putting ourselves in their shoes.

**TIME - 45 MIN**

## GROUP

12-30 people, 18+

## TOOLS

paper, box, music and a big space to move around

## STEP BY STEP (PART I)

- Brainstorm on peace and violence. Write down every thought.
- Ask the participants to pick up a piece of paper from a box and read individually, not showing others, what is written there. The participants are asked to think about the character they got and dive into the character. The characters are described with different issues of human rights. Please see the example of character cards here: <https://rm.coe.int/168008298e> you can make up your own characters.
- Participants are given some time to reflect while the soft background music is on the facilitator is asking the following **questions**:
  - 1. What was your childhood like?
  - 2. What sort of house did you live in?
  - 3. What kind of games did you play in your childhood?
  - 4. What sort of work did your parents do?
  - 5. What's your everyday life like now?
  - 6. Where do you socialize?
  - 7. What do you do during the day?
  - 8. What sort of lifestyle do you have?
  - 9. Where do you live?
  - 10. How much money do you earn?
  - 11. What do you do in your free time?
  - 12. What do you do in your holidays?
  - 13. What makes you feel happy or sad?
  - 14. What excites you?
  - 15. What are you afraid of?

# PEACE AND VIOLENCE

## STEP BY STEP (PART II)

- The participants are asked to line up in one side of the room. The trainer is reading the statements/situations and participants do the following: every time the participants can answer with 'YES' to the statement, they should take a step forward. If the answer is 'NO', the participants should stay where they are without moving. The **statements** are as following:
  - 1. I am not afraid to go out for a walk on my own
  - 2. I am not afraid of being harassed or attacked in the street or in the media
  - 3. I can fall in love with the person of your choice
  - 4. I am feeling accepted and respected in the society where i live in
  - 5. I feel safe when I'm at home
  - 6. I can easily access public services when needed
  - 7. I am not afraid to express myself in public
  - 8. I can afford the things i need for a decent life
  - 9. I am not afraid of using social media
  - 10. I can trust my family members
  - 11. I am not afraid of being physically violated

## QUESTIONS FOR REFLECTION

When the trainer finishes reading the statements, the participants can look at the situation and reflect on the position they are standing in relation to other participants. This depicts the society we live in. The participants are asked the following questions in order to lead the reflection:

1. How did you feel stepping forward –or not?
2. For those who stepped forward often, at what point did you begin to notice that others were not moving as fast as they were?
3. Did you feel that there were moments when your human rights were ignored?
4. How easy or difficult was it to play different roles?
5. Does the exercise mirror society in some way? How?
6. Can anyone say that your human rights were not respected or you did not have access to them?

## COMMENTS

After the reflection, each participant is asked to read out the character they had and rip the paper with his/her piece of paper in order to release the stress.

# RELIGION AND BELIEF

## AIM

To raise the group awareness on other religions and to respect rituals, beliefs, behaviour that characterise them

## GROUP

12-30 participants; age 18+

**TIME - 45 MIN**

## TOOLS

- 6 differently coloured hats: white, green, blue, black, yellow, red;
- Text with the main story for each group: Seth is the only witness in a murder case. He is asked by the judge to testify in order to accuse the murder. But first he is forced to swear on the holy bible. He refuses to testify, saying that for him the holy book is Torah. The judge is very irritated by his answer and he accuses him of obstruction of the justice.
- Flipchart;
- Markers;
- Paper.

## STEP BY STEP

- Start with brainstorming and ask the participants to name the religions that are acknowledged in their country, what are the rituals and other attributes that make the religion. Write everything down on a flipchart;
- Divide the participants in 6 groups and assign or let them choose one of the colours (white, green, blue, black, yellow, red);
- Each group is given the story and needs to analyse and discuss it for 10 minutes. Each group discusses a different aspect of the task:
  - The White Hat calls for information known or needed and asks only for facts.
  - The Yellow Hat symbolizes brightness and optimism. Under this hat you explore the positives and probe for value and benefit.
  - The Black Hat is judgment - the devil's advocate or why something may not work. Spot the difficulties and dangers; where things might go wrong.
  - The Red Hat signifies feelings, hunches and intuition. When using this hat you can express emotions and feelings and share fears, likes, dislikes, loves, and hates.
  - The Green Hat focuses on creativity; the possibilities, alternatives, and new ideas. It's an opportunity to express new concepts and new perceptions.
  - The Blue Hat is used to manage the thinking process. It's the control mechanism that ensures the Six Thinking Hats® guidelines are observed.
- All the groups are meeting in the plenary and a common discussion is organised where the groups are presenting their perspective on the story.



# RELIGION AND BELIEF

## QUESTIONS FOR REFLECTION

- How did you feel during the activity?
- What was surprising to you?
- Could this situation happen in life? Why? Why not?
- Have you ever faced a situation where you or your friends/family were confronted because of your beliefs?
- What actions can be taken in order to not have religion or beliefs based discrimination?

## COMMENTS

- The religion and belief topic is sensitive, so prepare to deal with various reactions within the group.