A HANDBOOK ON GLOBAL EDUCATION, THEATRE PEDAGOGY AND PEER EDUCATION

HUMANITAS

EPTO
EUROPEAN
PEER
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ORGANISATION

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*"Never doubt that a small group of thoughtful,
committed citizens can change the world.
Indeed, it is the only thing that ever has."*

Margaret Mead

Photo: Alma Rogina. Graphite at Metelkova mesto, Ljubljana, June 2015.

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1. INTRODUCTION

Congratulations! You have now finished (or almost finished) the *Training Theatre in Global Education*, and are starting to think about the idea of facilitating the activities that you have experienced.

As you can imagine, every person and every group is different and has its own way of functioning. Some are more talkative, some want to focus on particular issues, some may need to play and move around often. Whatever the project ideas are and no matter which process needs of the groups you will have to meet, this handbook will provide a framework to help you lead activities and discussions, guiding individuals and teams in the design and planning of their peer education projects.

You are not alone in your desire to contribute towards a world, in which people enjoy learning from each other about embracing their differences and realising their unique potential! EPTO is a network of peer trainers and organisations that promotes and develops peer training as a tool for young people in Europe to embrace their differences and realise their unique potential.

There are many ways to be in touch with other peer coaches, peer trainers and EPTO staff and members. We are here to work together and support each other on this peer education adventure!

• ABOUT THIS HANDBOOK

This handbook is designed for youth trainers who want to introduce Global education with theatre and peer education methods and is primarily intended for the trainers who have already finished the *Training theatre in global education* course run by Humanitas – Centre for Global Learning and Cooperation and its project partners. However, it may also come in handy for other trainers who already have experiences in organizing and facilitating the trainings for young people, and work in the field of global education, theatre pedagogy or peer education.

The handbook compiles pedagogical activities used during this module to help individuals discovering the interdependency and interconnectedness of our world and each individual's role in global processes. We would like to encourage young people to take action and become responsible global citizens, building fairer and more sustainable future. Therefore, the activities composing this handbook are meant to help users to replicate what they have experienced by participating in the *Training theatre on global education* process.

ABOUT THE PROJECT *TRAINING THEATRE IN GLOBAL EDUCATION*

The project *Training Theatre in Global Education (TTGE)* is a pilot project aimed at combining the methodology of global education, theatre and peer education – the approaches that are being used by leading partner organizations coming from Slovenia, Hungary and Belgium. The goal of the project was to develop a methodology that will enable deeper and more efficient awareness raising of global interdependencies and the role of each individual on the local and global level. Each method (global education, theatre and peer education) itself has a big potential, however, combined in a new methodology they proved to present even more efficient way to engage youth in proactive activities, foster their understanding of the interconnectedness of the world, and encourage them to share their ideas and experiences with their peers.

The project was divided in three main phases:

- first part of the training (Slovenia, 2017)
- a phase of practicing the new methods (Slovenia & Hungary, 2017–2018)
- second part of the training (Hungary, 2018).

PROJECT PARTNERS:

Partner organizations involved in the project:

- Humanitas – Centre for Global Learning and Cooperation (Slovenia) – leading organization
- Voluntariat Institute – SCI-Slovenia (Slovenia)
- Matafir, the Association for Intercultural Relations (Slovenia)
- Ephebus Egyesület (Hungary)
- Egyesek Youth Association (Hungary)
- Bagazs Public Benefit Association (Hungary)
- European Peer Training Organization (Belgium)

HOW TO USE THIS HANDBOOK – A FEW TIPS

Age

While this handbook is designed for young adults and youth workers, the activities described here can be used with people from approximately 16 years old. However, many activities

have facilitation options that are helpful in adapting the activity for use with younger or older participants. It all depends on your insight and the characteristics of the group.

Group size

This handbook assumes that the size of participant groups will range between 8 and 20 people. You want to have enough diversity of ideas, which will generate a dynamic and quality process. For everyone to be able to participate and take time to reflect on their project, it is ideal to have between 12 and 16 participants.

Space and material

Minimum space conditions for the training are a large enough room with moveable chairs, which participants can divide into small groups for discussion.

Besides the materials needed for specific activities, there should also be chart paper and markers as part pf the standard material requirements.

Expertise

Trainers who will facilitate the training should have previous experience in before mentioned approaches, especially in global education, and should be confident in discussing the global topics, such as social justice, intercultural dialogue, gender equality, sustainable development, conflict resolution, migration, human rights, environmental protection etc. They should always encourage critical thinking and promote responsible global citizenship on local and global level.

• WHAT IS PEER EDUCATION?

We learn a lot of what we know and who we are throughout our lives from our peers. Peer education is a way of giving intention to such an important influence. It is a way of influencing our peers' life in a way that is positive. A peer is a person who belongs to the same social group as another person or group. Peers are individuals who share related values, experiences and lifestyles and who are approximately the same age. The connecting element (or "peer factor" as we like to call it in EPTO) can also be based on other aspects of a person's identity such as ethnicity, religious or philosophical belief, gender, sexual orientation, occupation, socio-economic and/or health status, physical or personality traits, history or origins. Peer also means

"equal": "meaning we all learn together and that all our contributions are of equal worth".[1] Peer education is a "non-formal learning process that gives empowerment, confidence and independence to young people whatever their background".[2]

Peer education happens when young people carry out informal or organised activities with their peers, over a period of time, to develop their knowledge, skills, beliefs and attitudes enabling them to be responsible for themselves and others and to create a space where they can feel well, safe and respected.[3] Peer education rests on the idea that "young people are the experts on their own lives and are therefore the best starting point in any learning process"[4]. Peer education enables youth to deal effectively with problems that affect them. The process can be partly social; thereby establishing forums for young people to explore new frontiers; helping to solve problems; and letting people in positions of authority gain a better understanding of the point of view of youth.

Youth as equal partners

As obvious as it may sound, the success of peer education initiatives lies first and foremost in one's capability to truly consider youth as equal partners. According to the Domino Manual produced by the Council of Europe:

- Youth are ready-made experts. They have a unique perspective on the issues that affect them and can often "make things happen".
- As role models to their peer group, youth have the potential to demonstrate effective communication styles and approaches. This may be accomplished through workshops and games, music and mass media, discussion or storytelling.
- Where resources are limited and large numbers of people have to be reached, peer group education has a multiplier effect. Such programmes also have an informal cascade effect, creating "buzz" in a local community.
- If encouraged and supported, youth can control the process of education and information exchange. Whether or not this occurs depends on the setting in which a programme is operating. Peer group education can help fostering youth participation

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[1]   SALTO Youth Cultural Diversity Resource Centre. PEERing In PEERing Out: Peer Education Approach in Cultural Diversity Projects.

[2]   Ibid.

[3]   Adapted from United Nations Population Fund and Youth Peer Education Network (2005). Youth Peer Education Toolkit. Training of Trainers Manual, New York (USA).

[4]   SALTO Youth Cultural Diversity Resource Centre. PEERing In PEERing Out: Peer Education Approach in Cultural Diversity Projects.

in programmes of formal and informal education.[5]

Where do you find peer education?

Peer education can take place in any setting where young people feel comfortable: in schools and universities, clubs, churches, community centres, workplaces, on the street, on the Internet etc. It can happen in small groups or just between two people.

Peer education can be as simple and informal as when your friend is teaching you how to use makeup, how to juggle, how to play an instrument, how to fix your radiator etc. It can also be more "formalised". Here are some examples of youth peer education activities:

- Within schools: training a group of peer trainers who could raise awareness among other youngsters on specific topics (for instance, by organising a 2-hour workshop in a classroom, by participating in a thematic week/day in school, by contributing to an external activity with classmates etc.).
- Within youth organisations/youth centres: training a group of peer trainers who could organise specific activities for other members (for instance, through workshops, sport, exhibitions, music, drama, street education etc.).
- Within youth movements: scouts, guides and others have been using peer education for years. Some of them could be trained on issues they would like to address and discuss with others (for instance, how to deal with cultural diversities when organising camps abroad).
- Within institutions for young offenders: training a group of peer trainers who could support newcomers (for instance, by negotiating the ground rules, by raising awareness on stereotypes, by being more aware of their rights and responsibilities as citizens …).
- Within the media: training young journalists on how to support and mentor colleagues in dealing with sensitive issues, on how to use specific techniques and materials etc.
- Within political groups, within a group of volunteers, within a community centre, within a healthcare institution, within a group of students, in your neighbourhood, with your friends and family, with your fitness club etc.

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[5] Council of Europe (1996). DOmino. A manual to use peer group education as a means to fight racism, xenophobia, anti-semitism and intolerance.

You may have heard of a variety of peer-related approaches. Most of them have some form of education present, so "Peer Education" is a big umbrella term under which we can fit many other approaches: Peer Training, Peer Information, Peer Review, Peer Leadership etc.

What is peer training?

The method of peer training is based on the belief that young people deliver a message to their peers that is often more credible and efficient than when it is delivered by authority figures. Contrarily to formal education settings where the transmission of knowledge is vertical (typically: a lecture delivered by a teacher to his/her pupils), peer training is a horizontal process where peers educate each other in a spirit of mutual learning. It assumes that all individuals are both learners and teachers and that the knowledge of a group is necessarily greater than the knowledge of one individual.

Peer training methods have been used by many over the years, from upholding the theories of Aristotle to joint educational systems, which were very popular in Europe in the 18th century. Peer training is now an increasingly important form of non-formal education in the youth sector, providing opportunities for youth empowerment through the development of self-awareness, social consciousness, special skills or talents, intercultural competencies and community-based projects.

It requires a pedagogical reflection about how to support young people in the long term to develop competences such as a growth mind-set, self-awareness, self-confidence, communication skills, teamwork skills, public speaking skills, facilitation skills, leadership skills, etc. Therefore, it entails to designing training processes for young people, defining learning outcomes, and creating mechanisms to support youth in assessing, improving and transferring their competences in their personal and professional lives constantly.

Peer training is, as an independent process, a political action that facilitates youth participation in society. Through training, young people experience intercultural microcosms, learn to articulate values and concerns, gain valuable skills, and can be motivated to take social or political action. Whether they are conscious social or political actors, or merely getting through life, youth have influence in a variety of sectors. The great potential they have, to make positive contributions to society with consciousness and intention, has not been fully tapped.

Educating and supporting young people as change agents of any kind, can ultimately inspire a general evolution in the culture at large. Adults, organizations, and institutions can consider youth perspectives and needs when making decisions. If the general youth culture has an intercultural consciousness and demonstrates new competences to succeed in a diverse world, many other sectors in society will follow.

• WHAT IS GLOBAL EDUCATION?

Global education is an approach that works on the level of information, knowledge, heart-feelings and hands-action. It adds to the existing themes a global dimension that helps to understand the complexity of global topics such as migration, climate change, consumerism, development, education, etc. It also develops responsibility and awareness that we are all part of the problem and solution to the challenges of today.

In the Maastricht Declaration on Global Education, prepared by the Pan-European Congress on Global Education, it was later defined as an umbrella term covering the following areas: developmental education, human education rights, education on sustainable development, education for peace and conflict prevention, and intercultural education. The Congress was organized in 2002 by the North – South Centre of the Council of Europe, which Slovenia is also a member of. In the Maastricht Declaration the authors wrote:

> ´Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.´ [6]

Global education therefore supports us in becoming awake and stop hiding behind our privileges (in the west especially) and that we recognize our contribution to all that is going on in the world and take action!

Global education involves three main stages of transformative learning:

- an analysis of the present world situation and oneself in it (of our beliefs, mind set)
- a vision of possible alternatives to dominant models
- a process of change towards responsible global citizenship

A big part of global education is unlearning, since it invites us to challenge existing presumptions and invites to see many other, until now, invisible perspectives to understanding the world. Becoming a global education trainer is connected with asking many difficult questions, for example: Who defines what a global problem is? What is poverty, why does poverty exist and who sustains it? What are the consequences of my daily actions? Which authors did I read in the school and why? Who wrote the history and how it starts? etc. And

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[6] Europe - wide Global Education Congressm 2002. Available at: https://rm.coe.int/168070e540

then moving *deeper:* What are we deeply attached to? Why? What do we get out of it? What social tensions are we failing to recognize? What cultural ignorance are we continuing to embody? How can we remain accountable for our ignorance while recognizing that we will not be able to address them all at once, or possibly ever?[7]

Most recent globally recognized need for creating spaces, where global education as an approach would be present, is written in **Sustainable Development Goals,** under the goal 4.7., where it states:

> *"By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development."[8]*

Global education means:

- Exploring connections between personal stories and what is happening in the world.
- Exploring topics connected to globalization.
- Challenging inequality and poverty.
- Exploring power relations and their historical background.
- Shining light on misinformation and stereotypes.
- Encouraging doubt.
- Helping with development of critical thinking.
- Opening spaces for learning from each other.

• WHAT IS THEATRE PEDAGOGY?

At intersection of theatre and pedagogy we can find this area, which was known in eastern European countries for the past 25 years as theatre in education and is known nowadays as theatre pedagogy. Theatre pedagogy contains all forms which include at least some

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[7] Gesturing towards decolonial futures, available at: https://decolonialfutures.net/portfolio/the-beach/
[8] Sustainable Development Goals, Goal 4, available at: https://www.un.org/sustainabledevelopment/education/

theatrical or dramatic activity elements and apply it in schools or outside for children, youth or adults. The aim of theatre pedagogy is to teach the language and the world of the theatre or theatre as an artistic area.

The roots of Theatre pedagogy are coming from drama and traditional theatre but nowadays the main focus is to educate people outside of professional theatre field. The methodology has basic elements from traditional education and amateur theatre.

The most famous international figure of Theatre pedagogy is the Brazilian director and facilitator Augusto Boal, who created the *Theatre of Oppressed methodology*, which is well known and applied worldwide.

There are important workshops all around the world, like the Center for Theatre of the Oppressed in Rio (Brazil), the Theatre of the Oppressed Laboratory in New York City and the theatre pedagogy centres across Germany. In these places several trainings about theatre pedagogy are being carried out. Applicants can learn how to apply Augusto Boal and Paulo Freire's methods.

The main aim of theatre pedagogy is to achieve a change in understanding the environment around us. But the effects can be wider in participants' self-knowledge and skillset. In this common learning there is a very important aspect, which is the peer approach that participants could share their experiences and ideas to create a common knowledge as a base for work.

Practitioners use theatre and drama to achieve social change and create forums by generating and fostering communication about issues that are hardly or rarely discussed. Therefore, theatre is an educational tool. In some cases, theatre pedagogy is used for building a community as well on local and on international level. One of the priorities is to work with marginalized communities and through their empowering process support them to change their position and gain more power in critical imbalanced situations.

Representatives of theatre pedagogy work within a situation-oriented educational framework. With the help of this method, we create a mental space for participants' own ideas and impulses. Moreover, we expand communication channels with non-verbal elements such as body language, emotional and spiritual sensations. Theatre pedagogy is a self-centred process, where socio-cultural environment is a layer of our personality. We use gestures, intonations, facial expressions and behaviours in different activities onstage to analyse the aspects of the dramatic tension of our daily life. We are searching for feasible solutions to manage different type of conflict situations.

As we realised, theatre pedagogy has many connections with Global Education and Peer Education. All three methodologies build on the theory of dual and informal learning process, where the role of the teacher is equal with the role of students. They can learn from each other and they can experiment together in the new learning area. All three are focusing on social

problems and are trying to find the answers for social issues such as social inequalities or discrimination.

• WHAT IS EXPERIENTIAL LEARNING?

Learning through experience or discovery learning is an approach that involves all aspects of the person. It focuses on the learning process for the individual. Changing one's perceptions, feelings and behaviours can only happen in the context of meaningful experiences. Participation in such experiences requires a supportive environment that encourages learners to take responsibility for the activities they are involved in. This is why so much emphasis is put in Building the Foundation at the beginning of EPTO programmes, to build trust and create a safe enough environment so that people feel confident in going beyond their own boundaries.

Knowing (in your mind) about human differences is essential but not enough. That is why the activities in this handbook propose situations that stimulate empathy towards those that are different and reflection about how these differences impact other young people's lives. The handbook is filled with activities such as role-plays, simulations, dramatizations, that will challenge the participant.

Cycle of experiential learning

In 1984, David Kolb developed a theory that suggests that there are four phases in the learning process. Later, in 1985, Pfeiffer and Jones adapted the work of David Kolb into a 5-step Experiential Learning Cycle supported by key questions, which form the basic structure of each activity in this handbook.

Most activities in EPTO programmes are built on this model. It always starts with a briefing (or instructions) to setup some experience (a planned event / stimulus / activity such as role play). The experience is then followed by a debriefing, where participants are invited to reflect by sharing (phase 2) their impressions and feelings and together process (phase 3) the experience. Each activity description includes suggestions for questions to guide the debriefing and discussion, to help people reflect on what happened, how they felt about the experience and how the experience compares with what they already know and relates to the wider world – generalising (Phase 4). Applying (Phase 5), or putting their learning into practice, takes place in the context of the community or youth group they are in. The role of the peer trainer is to support that process as it evolves. Special emphasis is put on developing a personal action plan, as an expression of commitment by young people participating in EPTO activities, to find ways to live that are more accepting of other people's difference.

It is important to understand that all stages are essential parts of the whole learning process; people will not understand without reflection, and what is the use of learning, if they do not

put it to use? Just doing an activity (phase 1) without other phases has very little impact. Worse, due to the intensity of emotions some activities provoke, it can have harmful consequences for the participants.

Some people may be alarmed by these aspirations of social change and feel that promoting activism is going too far. They should not be. As educators, we aim to inspire young people to be concerned about human rights and to give them the tools to act when and where they feel that this is necessary.
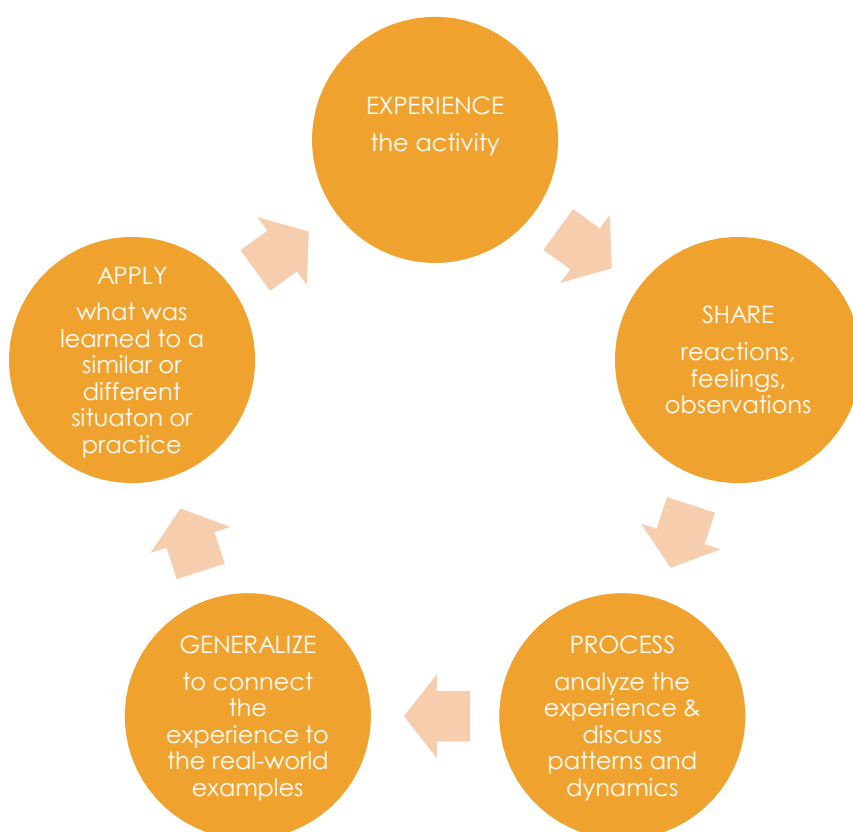
Non-formal education

We use experiential learning in the context of non-formal education and education activities which are planned (as opposed to something you learn by randomly surfing the net) and led by people or organisations outside formal settings such as schools and governmental institutions. Non-formal education is normally carried out by citizens, in parallel with what is learned in schools. This often focuses on learning to be and learning to live together.

2. ACTIVITIES

• BUILDING THE FOUNDATION

When organizing a training, few introductive activities may help you to create a space where participants will feel comfortable and safe when working in a group. If participants do not know each other, group of activities called »Getting to know each other«, »Ice-breakers« and »Team-building« activities are a good way to start. You can find some ideas for these activities HERE.

1. Common agreement

As participants will work together in a group, setting up a common ground is very important. Each of participant has his/her own needs and addressing them together will help you to set some rules for the time the group will spend together.

REQUIREMENTS

MATERIALS	GROUP SIZE	TIME
poster, markers	10 - 30 participants	30 - 45 minutes

DIRECTIONS:

Invite the participants to take their chairs and form a circle. As setting up the rules may sound very strict and formal, you can propose to participants to discuss their needs. Give them a poster and markers and invite them to discuss their needs for the training (e.g. what would they need to stay focused, to feel relaxed, to be able to get out of their comfort zone, to be able to learn, to actively participate etc.). They should write down a group agreement with some principles they will follow during the training. Inviting all participants and trainers to sign the agreement will symbolically give the agreement a bigger importance. Setting up some ground rules written in the agreement may also be useful if some kind of conflicts arise in the group.

REFERENCE: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1125/booklet_final.pdf

2. Expectations, needs and contributions (PART 1)

Even though you already have a programme for the training, it is always good to gather participants' expectations at the very beginning of the training. This will create a trustful atmosphere and enable participants to express their expectations, needs and contributions in a creative way.

REQUIREMENTS

MATERIALS	GROUP SIZE	TIME
3 posters, pack of post-its of 3 different colours (e.g. green, pink and yellow), markers	10 - 30 participants	30 minutes

DIRECTIONS:

Invite the participants to take a post-it of each colour and write down their expectations, needs and contributions one by one on the post-its (e.g. green for expectation(s), pink for need(s) and yellow for their contribution(s)). Tell them they do not need to write down their names. When they finish, invite them to stick the post-its to the posters on the wall (1 poster for expectations, 1 poster for needs and 1 poster for contributions).

Take some time so everyone can have a closer look at the posters and then group the post-its into smaller groups of expectations, needs and contributions. As you read from the post-its, participant can add some more explanation if needed. Tell the participants that you will leave the posters on the wall and come back to them at the end of the training.

Taking participants' expectations, needs and contributions into consideration can help the trainers to use some specific methods when needed and thus individualise the training for that very group.

3. The zoom game

Building the foundation is very easy with The Zoom Game. In order to carry out the activity, you will need "Zoom" and "Re-Zoom" by Istvan Banyai, which consist of 30 sequential pictures within pictures. The main aim is to encourage groups to start working and communicating together and discuss the importance of various perspectives, which we then connect with the topic of global education.

MATERIALS	GROUP SIZE	TIME
Print out separate pictures from Zoom or Re-zoom by Istvan Banyai or choose your own picture whit many details, which can then be enlarged and presented as part of the picture.	10 - 30 participants	45 - 60 minutes

DIRECTIONS:

Divide the pictures among participants; instruct them not to show the image to anyone. They have to put the images in sequence, without knowing other images other their own. They should study the image and they can talk about the image. When the group believes they got it right, ask them to put images on the floor and then turn them around.

Guiding questions:

What happened?
How did you feel?
What communication methods did you use?
Did you experience any difficulties and so, which ones?
Which techniques helped you the most?
Which perspectives could you observe in the activity?
What are you taking away?

REFERENCE: "Zoom" and "Re-Zoom" by Istvan Banyai,
https://www.slideshare.net/zarthustra7/zoom-by-istvan-banyai-23329406

• IDENTITY, CULTURE AND GLOBAL ISSUES

4. I shape the world too

The aim of the workshop is to introduce the concept of Global Education and various topics connected with it. The goal: when describing their daily habits, participants become aware that all natural resources and living beings, including themselves, are interconnected and interdependent of each other and planet Earth. Participants learn that their habits and lifestyle play a direct part in global events, and that they influence and form relationships between people and nature on a local and global scale. The workshop is appropriate as an introduction to Global Education. We can proceed with any kind of Global Education topic and connect it with the last part of the workshop.

REQUIREMENTS

MATERIALS	GROUP SIZE	TIME
A4 paper, multi-coloured post-it notes, big world map (Gall-Peters projection), coloured pens, scotch tape, ball of wool, poster, poster with Global Education concepts	8 - 30 participants	45 minutes

DIRECTIONS:

The participants sit in a circle facing outwards and they are given A4 paper and coloured pens. Each participant should write down five tasks they perform every day (brushing teeth, drinking coffee, preparing lunch, using phones, listening to music, shopping, sleeping, studying etc.).

Participants should choose three out of five tasks. They write down three things/tools/necessities they need for each of the chosen tasks (e.g. toothbrush, water, towel, shirt, electricity, shoes, money, bread, coffee, bed, phone, notebook etc.).

Participants take the time to consider in which countries those things/tools/necessities were produced, and then write them on post-it notes (each country on one note). The facilitator then places a big world map in the middle of the circle and mark out our country with a post-it note that has ´1´ written on it.

The participants should face inwards the circle. Each participant then names one of the tasks he/she wrote down before and three things that are necessary for that.

Participants then stick the post-it notes with the countries on the world map. Together, we check which countries are marked on the map and which things were made in particular countries. We ask the participants to name the countries where the raw material for those things is produced (e.g. cotton, oil, wheat, water, coltan, cocoa, palm oil, wood ...). We also write those countries on post-it notes (other colour than the countries) and stick them on the map.

We emphasize the fact that most of the stuff we use daily is produced in countries all over the world, and that the raw materials are often coming from some other countries as well. We take a piece of wool and use it to connect us (our home country, where there is a post-it "I") and the countries where the things/raw materials are coming from. We get a visual picture of our global interconnectedness and interdependence.

We show the participants the poster with the concepts of Global Education, e.g. globalization, international trade, consumerism, human rights, sustainable development, social justice, gender equality, intercultural dialogue, (non)responsible lifestyle etc., and ask them how are we connected to these concepts as individuals and how can we fight for a more just and sustainable world. (The difficulty level of the debate depends on the age of the participants and the remaining time.)

5. The global monster game

Global education is focusing on complex global issues that have influence on local and global level. Some call it "the butterfly effect", others explain it with the structuralism theory or simply with the words of interconnectedness and interdependency. The fact is that all our actions have some kind of effect on people and nature in this and on the other part of the planet. With this activity we try to create a big picture together, where "everything has an influence on everything else".

Through a group brainstorming, we create a human machine with sounds and gestures that represent globalization. The aim is to have a common understanding about this abstract concept with the help of the theatre technique. It is also a way to have fun and to let out our frustrations and negative thoughts about globalization.

REQUIREMENTS

MATERIALS	GROUP SIZE	TIME
An empty space without chairs	6 - 25 participants	15 minutes

DIRECTIONS:

Invite the participants to form a circle and ask them to individually choose a sound and a gesture that reminds them of globalization. We offer a space in the middle of the circle to the first participant who wants to show his/her gesture and sound to the group. After the first participant, others should follow and do the same. When a new participant comes in the circle, he/she should always join one of the other participants, who are already in the circle (e.g. by putting an arm to one's shoulder, stand opposite to one of the participants, add an extra sound to the existing one etc.) Each of them should repeat his/her sound and gesture all the time. They can complement each other's ideas or they can balance it. Of course, the sound and gestures will effect one another. Some sounds and gestures may change a bit during the repetition.

The activity goes on until everybody has joined the group picture /group machine or until the group feels that the "global monster" is complete.

After the activity, it is important to provide time for feedbacks. Invite the participants to express some of their emotions and feelings and ask them what they have experienced during the activity. Try to connect the debate to the interconnectedness and interdependency of our world.

6. Global education concepts and sculptures

This activity aims to introduce important concepts we are dealing with in the global education field and various perspectives through which we can understand these concepts.

REQUIREMENTS

MATERIALS	GROUP SIZE	TIME
A list of concepts commonly used in Global education	10 - 30	30 - 45 minutes

DIRECTIONS:

Invite the participants to stand up and walk around the room (or you can do this activity outside in case of good weather). At a certain point, you will give them a number (from 3–6)

and tell them a concept. They have to form a group of participants of the given number and together spontaneously show the sculpture of concept as they imagine it in 60 seconds. After each sculpture forming, ask participants to look around at other sculptures and observe the representations.

Concepts that can be used: development, globalization, poverty, freedom, education, equality, Global South, Global North etc.

After presenting all of the sculptures, invite the participants to form a circle. Start the discussion with the help of the guiding questions. Wrap-up the discussion with an input on what global education is; focus on the following points in connection to the activity.

Global education is:

- Exploring connections between personal stories and what is happening in the world.
- Exploring topics connected to globalization.
- Challenging inequality and poverty.
- Exploring power relations and their historical background.
- Shining light on misinformation and stereotypes.
- Encouraging doubt.
- Helping with development of critical thinking.
- Opening spaces for learning from each other.

Guiding questions:

- *When you finish with the first part of forming and observing sculptures, ask participants to sit down and reflect on what they saw.*
- *What happened?*
- *What kind of representations of concepts could we see?*
- *Who would not agree with our perspective?*
- *Are there any other understandings of separate concepts?*
- *What is a danger of seeing the world only through a certain perspective?*
- *Who/what influences our perception?*

REFERENCE: Andreotti and Souza, Learning to read the world Through Other Eyes (2007)

7. ExPEERiences

This experiential activity offers an easy way for participants to explore and understand peer education. It is a practical and interactive introduction for people who do not know what peer education is or know little about it. It enables the participants to experience peer education through simple group processes and to easily achieve a collective definition which is meaningful and insightful. If done in its entirety, it is also a good introduction to the topic of

competences and how they are developed by peer education, which could be referred later on in the module.

Objectives:

- To explore in an experiential and practical way what peer education is;
- To understand and agree on what peer education means.
- (Part C): To introduce the concept of competences and link it to peer education.

Part A and part B can be done independently.

REQUIREMENTS

MATERIALS	GROUP SIZE	TIME
A flipchart, post-its, a large board (to stick participants' post-its)	8 - 40 (requires an even number of participants)	3 hours

DIRECTIONS:

Part A: Introduce the activity by stating its objectives and informing the group that they will go through several steps. Give a personal example of peer education: A teaches something to B. It works even better if you can teach something to your co-facilitator in front of the group. For example: a dance, a song, a yoga posture, a tongue twister, a game etc. (5')

Then form X groups of Y participants (even numbers), in which 1 person teaches something to others. This person has to make sure that the others learn how to do it but are also able to teach it to other people afterwards. (30')

Then form Y groups of X (in these new groups, there should be 1 representative of each previous group), in which people share the things they have learned in their previous groups. (30')

Invite those groups to have a discussion around the following questions:

- Describe what just happened in the groups in terms of learning process.
- From the experience you just had, what do you think peer education is? (20')

Reconvene the whole group to hear answers and inputs from all groups. You do not necessarily have to hear all the topics each group talked about, you can also only ask for add-ons every time a group spokesperson has finished.

Make sure that you or your co-facilitator take notes of important key-words on a flipchart while each group answers. (20')

Then, depending on the key-words and elements of definition you have collected, add the aspects about peer education that the participants may have missed or forgotten. You should achieve a clear and insightful definition of peer education. You can also provide 1 or several "official" definition(s) of peer education, using the Toolkit for quality peer education.

You can end the activity here or continue with Part B.

Part B: Instruct participants that you want them to answer the following questions individually. Introduce personal examples to illustrate possible answers to the questions below and help them in their personal reflection (30'):

- Who are the peers in your life?
- Think about something positive you learnt from our peers.
- Think about something negative you learnt from your peers.
- Think about something positive you taught your peers.
- Think about something negative you taught your peers.

OPTIONAL: Briefly introduce the concept of competences, using the ASK model: competences = attitudes + skills + knowledge (at this stage, it's not essential that the participants have a total understanding of what a competence is) and add this last question: *What competences have you developed through these experiences with your peers?*

Form groups of 4 (preferably people who were not in the same group in the previous steps and have not talked to each other yet) and ask participants to exchange their answers. Ask each group to write down all the competences they have identified on post-its (1 competence per post-it). (40')

Collect all post-its by asking a representative of each group to stick them on a board while reading them out loud. You can cluster the similar ones. (20')

Have a whole group discussion about the process (not yet on the post-its/competences), using the following questions.

Guiding questions:

- *How was it to reflect on your past experiences?*
- *What experience(s) was/were the most difficult to identify?*
- *How was it to share these experiences in groups?*

Extra-questions if you introduce the part on competences:

- *How was it to reflect on the competences you developed?*
- *What are your reactions on the competences that were identified? Are you surprised?*

*Facilitation Tip: It is important to keep a good track of time in this activity because there are several steps you have to take in several groups configurations. If you co-facilitate the activity, the other facilitator can be the time keeper.

REFERENCES:

- *EPTO Toolkit for Quality Peer Education*
- *ASK model of competences*

8. The 3 cultures game

The activity is an adaptation of the »Three culture« activity developed by trainers from Ec-pec Foundation. The activity tries to challenge participants to face their own stereotypes. It wants the participants to see the process of how we create and use our stereotypes to understand and categorize people around us. So that we can become aware of how our brain automatically creates these boxes and categories.

The objective of the activity is to learn about the different communication attitudes, signs and their messages, interpretations.

REQUIREMENTS

MATERIALS	GROUP SIZE	TIME
Flip chart markers, pens, colourful stickers (3 colours)	10 - 30 participants	20 minutes

DIRECTIONS:

Group creation: Everybody receives a colourful sticker (3 colours) and has to find people with the same colour. Then each group goes to a different corner in the room (as far away from other groups as possible). Everybody should put up the sticker to a clearly visible place on his or her body.

Behaviour rules: Every group represents a type of behaviour and communication with specific behaviour rules. They should apply their rules in every case. The groups have 2–3 minutes to read and learn their behaviour rules or the trainer explain it to them. Need to be a clear explanation.

The game: Everybody starts walking in the space and get to know the others. They can make normal conversations and ask one another questions like in a typical event. Everybody could talk with different people. However, everybody should follow his or her own rules.

Clap: When they hear a clap, they should stop for a second and act as it is written in their rules. After the next clap, they should continue walking around. (10 – 15 min)

Back to your group: After the trainer stops the walking and chatting part, everybody goes back to the belonging group. They should discuss their perceptions and experiences about the two other groups. They should give them a name and a name for their own group.

Presenters: Then they choose a presenter who will present and summarize their group discussion (perceptions, names of the other groups) for the whole group.

Unmask: Every group reads out loud or describes all of their behaviour rules and tells the name of their own group. Everybody should leave the character. Everybody stands up and step out ritually from the character. They can shake their bodies to do it.

Reflection: Whole group discussion about the following questions: How they felt during the activity? How and why they created and built up their perceptions and descriptions about the other groups? What were the evidences for their conclusions? How they felt when they have heard the descriptions about their own group from the others?

Behaviour rules:

- Green: Move slowly. If you receive a question before you answer: count until 6, step one step back, cover your eyes. Clap: cover your ears.
- Red: Talk loud, touch the other person, ask many questions and move fast. Clap: bend down.
- Orange: Bow as greeting, ask politely. Clap: put your hands up in the air.

NOTE: A very important part of this activity is the feedback round that offers participants some space and time to share their feelings and emotions concerning the activity in the group. It is important to explain that stereotypes are a normal part of our system of thinking. They enable us to categorize things that surround us. Everybody has stereotypes, but we should be aware about negative ones, which influence our attitude towards other people. The first step to overcome our stereotypes is to be aware of them. Only then we can start dealing with them.

REFERENCE: *All in a Boat, Training guideline – Intercultural training for youth /Ec-pec Foundation*

* Another version of this activity

REQUIREMENTS

MATERIALS	GROUP SIZE	TIME
Papers, pencils, paper with tasks for the groups	12 - 30 participants	60 minutes

DIRECTIONS:

Warming up (15 minutes): The group forms a circle. Each of the participants tells his or her name with a gesture and then others repeat it.

Intercultural dialogue (15 minutes): Everyone gets a paper with a number. Participants join the group of people with the same number. Each number has its own instructions:

- Group 1: Every time you talk to someone, you touch this person. When you are communicating with the person, you come very close with your body.

- Group 2: When you meet a person and talk with him/her, you cross your arms. You do not have any eye contact with the person that you talk with.

- Group 3: When you talk with a person, you make a comment about his/her looks and body in every second sentence.

- Group 4: When you are talking with a person, you are only using questions, even when answering to him/her.

After a short discussion in the group, a collective improvisation starts. All participants should follow the rules written for his/her group. The goal is to interact with as many people as possible.

Groups get back together and participants should go out of their roles (e.g. go around and say their names to other people in the group). They should start the discussion about their experiences when talking to people from other groups. After a short discussion, they should come up with a nickname for their group and also with nicknames for other groups.

Reflection (5 minutes): Invite the participants to form a big circle. Do a quick energizer to connect the group. Invite the participants to share their feelings. Ask them about their experiences with meeting people from other/their group. Invite them to share the nicknames and ask them why did they choose them.

Guiding questions:

- *How did you feel when you talked with a person from another group?*
- *How did you communicate with him/her?*
- *How did you feel when you talked with a person from your own group?*
- *What global aspects do you think this game reflected on?*
- *Was the situation similar to the reality?*
- *Do you have any stories to share from your intercultural experiences?*

Continue with the discussion about the stereotypes (why do we have stereotypes, how can we overcome them).

• EXAMINING AND CONFRONTING THE ISSUES

9. The chair game

The main objectives of this activity are:

- to enable the participants to experience unequal distribution of world's wealth

- to help them think about the causes of unequal distribution of the world's wealth and the consequences of exploitation of natural resources with the help of pictures presenting development of historical events contributing to the state as it is today.

REQUIREMENTS

MATERIALS	GROUP SIZE	TIME
Chairs (as many as participants), PPT with photos, inspirational quotes printed and split in two parts – the number of quotes depends on the number of participants	16 - 30 participants	45 - 60 minutes

DIRECTIONS:

Each participant gets a piece of paper with a part of an inspirational quote and they have to move around the space in order to find his/her pair to complete the quote. After the participants have found their pairs, each pair reads out their quote, followed by a short discussion about the meanings of the quotes, which sets the mind-set of participants for the main activity.

The participants are divided into two groups – a smaller one (two or three people) and a bigger one with the rest of the participants. Before the activity takes place, we arrange the space – two or three chairs on one side of the room (for the smaller group) and the bigger number of chairs on the other side of the room. We invite the participants to sit down.

The instruction for the activity is to tell the participants that they remain seated during the entire time of the activity, but they can only use the chairs available (they cannot use any extra chairs or sit on a table or on the floor). We start by showing pictures of historical events and after each picture is shown, we take one chair from the bigger group (presenting the Global South – but we don't tell them) and take it to the other side, to the smaller group (Global North, without telling them). Despite decreasing number of chairs, the participants need to find a

way to be seated all the time. While moving the chairs, the photos are being presented; for every chair being moved there is a new photo shown.

Examples of quotes:

- *"Tell me and I will forget, show me and I may remember; involve me and I will understand."* (Confucius)
- *"We cannot solve our problems with the same thinking we used when we created them."* (A. Einstein)
- *"Knowledge is power, but enthusiasm pulls the switch."*(Ivern Ball)
- *"Passivity is the same as defending injustice."*(Deepak Chopra)
- *"If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality."* (Desmond Tutu)
- *"Individuals can resist injustice, but only community can do justice."* (James J. Corbett
- *"Winners get to write the history. Their way."* (Elaine Pagels)
- *"When the last tree is cut down, the last fish eaten, and the last stream poisoned, you will realize that you cannot eat money."* (Cree Indian prophecy)

The photos for PPT go in the following chronological order:

1. Christopher Columbus discovers America.
2. Ferdinand Magellan sails around the globe.
3. Hernan Cortez conquers the Aztec empire.
4. Francisco Pizzaro defeats the Inks.
5. East India Company – the first imperial trading company – is established (1600).
6. Transatlantic slave trade begins.
7. Sugar cane is brought to Cuba.
8. Coffee is started being cultivated in Brazil.
9. The first mechanical looms are made.
10. Invention of the steam engine.
11. Deposits of gold are discovered in the South African Republic.
12. The internal combustion engine is invented.
13. The first airplane flies.
14. The World Bank is established.
15. The first super tank sets sail.
16. The first microchip is made.
17. In agriculture, the »green« revolution takes place.
18. The dollar is not convertible to gold any more.
19. The World Trade Organization is established.
20. The number of computers surpasses one billion.

21. The number of people surpasses 7 billion.

Depending on the number of the participants, reduce the number of the events correspondingly (prepare as many photos as there are participants). Take care of the game as it should not become too wild (grabbing the chairs, pushing participants around etc.). They should be careful not to hurt anyone. After you come to the end of the slideshow, continue with the discussion following some of the guiding questions.

After all of the pictures have been shown (the number of the pictures depends on the number of the participants), we continue with the debrief.

Guiding questions:

- *How do you feel?* (We address this question to both of the groups.)
- *What was happening during the game?*
- *Who do you think each group represents?* (Global South, Global North)
- *What do you think the photos represent?*
- *What do the chairs represent?*
- *What is the relation between the pictures shown and the chairs being taken away?*
- *Did some events seem »negative« to you?*
- *Why didn't/did you fight for your chairs?* If during the activity the participants display any manner of resistance, we can ask them: *How can we take this resistance outside of this place, into the real world?*

Talk about the parallels between the game and the events in the world. Connect the discussion with the topic that follows, e.g. development, education, rebellion, migration etc.

Optional (post activity check-out): Invite all the participants to stand in a circle and hold hands. Ask each participant to think of one positive thing they have learned during the activity, something that is valuable to them. Now ask them to close their eyes and send this positive thought to the person on their right by squeezing his/her hand. One person starts by squeezing his/her neighbour's hand and then this person squeezes his/her neighbour's hand and so on, until the squeeze returns to the person who started.

REFERENCE: The Chair Game (workshop developed within the project World in a shopping card, run by NaZemi, Humanitas and other partners).

10. The fisher's village game

The fisher's village game reflects on how groups can handle scarce natural resources in the environment that is changing due to global environmental issues. The greater emphasis in this version of the activity is on the aspects of in-group competition-cooperation dynamics. The activity is an adapted version of the Fishing game described in the manual UnderCover (NaZemi, 2014).

Objectives:

- Participants will critically assess the choice of behaviour based on cooperation or competition.
- Participants will experience a process of consumption and excessive consumption of shared natural resources.
- Participants will name factors that influence this process with respect to the individual or society.

REQUIREMENTS

MATERIALS	GROUP SIZE	TIME
Blanket/towel (representing the lake), socks/candies (representing the fish), poster with columns for each of the fishing family/per round, papers, markers	9 - 30	60 minutes

DIRECTIONS:

By using a short game of guessing the animals, we divided the participants into 3 groups that will represent 3 fishing families. Randomly distribute the papers with the names of 3 different animals (goldfish, giraffe, T-rex) written on them among the participants. Ask them to keep the papers to themselves and start "acting" as the animal written on their papers. They should find the members of the same "animal group".

After dividing participants in 3 groups, explain them the context: *You represent the fishing families and your sole source of income is fishing in the lake. You sell the fish and you buy all you need from the earnings. From your earnings, you pay school fees for your children, medical care, etc.*

Tell the groups they have 1 minute to come up with the name for their team (fishing family) and write them in the chart. This detail can help the students to better identify with their team.

Explain them the rules for fishing in the lake:

- There are maximum 20 fish in the lake.
- The game lasts ten rounds / years.
- Each day, the families can catch as many fish as they want. After each round, the facilitator writes the number of fish caught in the chart.

- Each night, the fish that remained in the lake reproduce and increase their numbers by 50%, but they cannot exceed a maximum of 20. (Example: There are 12 fish left in the lake in the evening. During the night 12/2 = 6 fish reproduce, so there are 18 fish in the lake. However, if there are 18 fish left in the evening, the families will find 20 fish in the lake next morning. 20 is the maximum number of fish in the lake.)
- Each round lasts until each family has as many fish as they have decided to catch.
- Play as long as there are fish in the lake.

Tell them that their task is »*to end the game with as many fish as possible*«. Do not add anything else to this statement because this leaves space for various interpretations.

Start the game. After a few minutes of each round, announce that it is time to go home as the night has come. During the night, all fish left in the lake will reproduce. Count the fish caught by the families and those left in the lake. Write down the numbers on the poster and start a new round. Repeat the process a couple of times. The game ends when there are no more fish left in the lake.

After a few rounds, you can add the description of natural disasters (drought, floods etc.) which would reduce the maximum amount of fish in the lake. This would encourage the participants to reflect more on current environmental challenges and the fishing families to reconsider the strategies for catching the fish in a more sustainable way.

Invite the participants to make a circle and continue with the reflection part (15–20 minutes).

Count the fish caught by the families and those left in the lake (if there is any) and write the results on the poster. Ask them who is the winner of the game. If the fish run out, ask the families how they will make a living in the coming years.

Continue the discussion using the guiding questions, but also reflect on the specific group dynamics that was formed during the activity.

Guiding questions:

- *How did you like the game?*
- *What was happening during the game?*
- *How did you understand your task?*
- *Is there any other way of interpreting the task?*
- *How were you making decisions as a family?*
- *How did you personally contribute to the result?*
- *Why did you compete/cooperate with other families?*
- *What similarity do you see between the game and the real world?*
- *Did the game remind you of some experience from your own life?*
- *Is there something that you are going to do differently from now on?*
- *What can we all do to contribute to more sustainable way of life?*

REFERENCE: UnderCover. Resource Book on global dimensions of our consumption for teachers (NaZemi, 2014).

11. Make a step forward

Using this activity, you can try to demonstrate how different factors (place of birth, income, gender, profession etc.) could affect individuals. You encourage participants to think about what are people's options and possibilities in life. In this version of activity, the characters and questions were adapted to particularly address the situation in Slovenia and Hungary.

The activity is an adaptation of activity called Take a step forward presented in the Manual on Human Rights Education with Young People – Council of Europe.

REQUIREMENTS

MATERIALS	GROUP SIZE	TIME
Character cards, list of supporting questions, a big room or place outside (big enough that all participants can stand in one line)	12 - 30 participants	60 minutes

DIRECTIONS:

Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence. Randomly hand out the character cards, one to each participant. Tell them to keep it to themselves and not to show it to anyone else. Invite them to read their role card and ask them to think about the life of their characters.

Character cards:

- You are an internationally successful rich businessman who openly supports the government. 45 years old. Married to a 25-year-old top fashion model.
- You are a politician, important member of the leading party. Male, 60 years old. You are married with 3 children.
- You are a distinguished professor at the state Faculty of Arts. You are male, 55 years old and gay.
- You are an administrator in the multinational company Audi. You are female, aged 32 and married.
- You are a Lidl cashier. You are a 40-year-old single mother of one.
- You are an 18-year-old girl. You are a paraplegic confined to a wheelchair. You are

living with your parents and just finished high school.

- You are a 25-year-old male asylum seeker from Syria. Before emigrating, you studied robotics. Your family is still in Syria. You are now trying hard to learn the local language.

Add more characters if needed, as many as there are participants in the group. Make sure they will represent different situations of people around the world.

Explain them that you will help them to get into their roles. Invite them to walk around the space. Tell them to imagine each role in their respective country. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives.

Supportive questions:

- What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
- What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
- What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do on your holidays?
- What excites you and what are you afraid of?
- What do you walk like? What is your posture like? How do you look at the people around you?

Now ask the participants to remain absolutely silent as they line up beside each other (like on a starting line). Tell the participants that you are going to read out a list of situations or events. Every time they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are, and not move.

Read out the situations one at a time. Pause for a while between each statement to give people time to step forward and to look around to take note of their positions relative to each other. Every time make an image of what reaction it makes in you (how you feel about it).

Questions to make/or not make the steps forward:

- You have never encountered any serious financial difficulty.
- You feel respected by the society.
- You feel that your opinion on social and political issues matters and your views are listened to.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against for any reason.
- You have adequate social and medical protection for your needs, including private medical services.
- You can go away on holiday once a year.
- You have an interesting life and you are positive about your future.

- You feel you can study and follow the profession of your choice.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You never had to hide anything from other people.
- You have never felt discriminated against for any reason.
- You feel you are respected by the society.
- You can easily handle an unexpected expense of 300 euro.
- You never had to worry about finding a job.
- You live independently from family support.
- You feel motivated in your job.

At the end, invite everyone to remember his or her final position.

Participants should now exit the characters. Invite them to walk around the space and shake the hand or hug the person they meet, saying their names at the same time.

Ask the participants to reveal their roles to others and ask them to compare their positions. Invite them to form groups of 2 and have a 2-minute discussion about the differences and similarities of their roles. Ask them to make an image (body sculpture) in couples of both characters based on this discussion. They should remember the image they did.

Each group (based on the nationality, e.g. Slovene – Hungary) make a composite hierarchical image from the former images. Compare both images and ask participants to share their opinions, feelings, etc.

Continue with a discussion. You can follow the guiding questions, but add your own if needed.

Guiding questions:

- *How did you feel in your role?*
- *What kind of information did you use when getting in your role?*
- *How did those participants who took many steps forward feel?*
- *How did those participants who took no or almost no steps forward feel?*
- *What did the questions/steps try to represent?*
- *Does the exercise mirror society in some way? How?*
- *Which human rights are at stake for each of the roles?*
- *What first steps could be taken to address the inequalities in society?*

REFERENCE: Take a step forward: http://www.eycb.coe.int/compass/en/pdf/2_38.pdf

12. Who makes our clothes?

This activity aims to familiarize participants with difficult working conditions of textile workers. The exercise serves the purpose of comprehending the working day of sewing machinists and serves as an experiential activity to understand the difference between two global education approaches.

MATERIALS	GROUP SIZE	TIME
Big Map, post-its, markers, worksheet „sewing machinists" (for 12 participants min. 70 worksheets A5 size)	12 - 25 participants	90 minutes

DIRECTIONS:

Intro: Put a big map on the floor and ask participants to check where their clothes were made and put the names of the countries on separate post-its. Then they should paste the post-its on the map. We look at the map and discuss about the representation. Since, most likely, majority of clothes will be made in Bangladesh or another Asian country, we now invite participants to move to a factory in this country.

PART 1

Step 1: The PT forms groups of 12 and allocate roles: 11 sewing machinists and 1 supervisor. The sewing machinists each receive a number: sewer 1, sewer 2 etc., a worksheet and a pen for writing. The supervisor receives the remaining worksheets. The trainer tells the sewing machinists their respective tasks (see box "work-tasks"). The PT notes down their "tasks", depending on their number. "Work-tasks": sewer 1: cutting out single pieces; sewer 2: fitting in yokes (double-sided); sewer 3: closing side seams and hemming; sewer 4: preparing breast pockets and stitching them on; sewer 5: finishing button tab; sewer 6: positioning button tab and stitching on; sower 7: hemming armholes with cuffs; sower 8: fitting in sleeves; sower 9: preparing collars and stitching; sower 10: sewing buttonholes; sower 11: sewing on buttons.

Step 2: Ready, steady go! Important target output from the company boss: on this working day a minimum of 70 blouses must be produced! Every sewing machinist writes his/her own work report on the worksheet, that means: seamstress 1: „cutting out single pieces", seamstress 2: „fitting in yokes", etc. As soon as he or she is ready, the sheet is passed on to the sewing machinist to the left. Now the same text is written on the next worksheet and so it continues, until the supervisor ends the „working-day" after 10 min. At the end of the working-day, the

supervisor is responsible for 70 neatly produced blouses to be handed to the company boss (Trainer). During the game, he or she has to especially take care that the work is done fast, efficiently, has to be focused and make sure that everyone stops immediately, once the time has expired. An additional exercise is the provision of new worksheets, once the first ones are full.

Step 3: Count how many single pieces sewer 1 has produced, (that means: on how many worksheets has sewer 1 written „cutting out single pieces"; sewer 2 „fitting in yokes (double-sided)" etc. The supervisor checks the work of each sewer and removes those that don't meet the quality criteria (i.e. the ones that have not been written neatly!). The sewing machinists affected have to redo the unsatisfactory pieces during the night shift.

Continue with the discussion, using the guiding questions.

Guiding questions:

- *How did you feel?*
- *What happened?*
- *Was it a problem to work under time pressure or to fulfil the output-target of 70 blouses?*
- *Is doing the same task the whole day fun, is it pleasant because you do not have to think much – or is it monotonous and boring?*
- *How did it feel being checked constantly?*
- *How did the supervisors and participants get on?*
- *How was the pressure of having to hand in 70 beautifully finished blouses?*
- *How did it feel to check the sewing machinists and to apply pressure on them?*
- *Which job would you rather do and why?*

PART 2

Who gets how much profit? We present our case on the example of a T-shirt and we ask the participants how much respective parties get from a T-shirt (price for cotton, salary-sewing machinist, advertising, salary shop assistant, transport costs, etc.).

After some guessing, we present the real picture:

- Retail, Administration, VAT: 50 %;
- Brand name, Administration, Advertising: 25 %;
- Material costs and profit of the factory in the low-wage country: 13 %;
- Transport costs, Taxes: 11 %;
- Wages of the sewing machinists: 1 %.

Should the participants be familiar with percentage calculations, the following calculations can be worked out. If not, the figures are stated: a T-Shirt retails for 5 Euros. How much does one sewing machinist receive? (5 cents)

Guiding questions:

- *How much more expensive does the T-shirt become, if the sewing machinist receives double?* (5 cents)
- *What do you think about this distribution of money? Is it fair?*
- If the wages of the sewing machinists are doubled: *Who should pay the extra 5 cents? Customers or companies? Why?*

*For more experienced trainers:

You can continue with the discussion about the difference between soft and critical Global education approach in connection to the experiential activity.

REFERENCE: https://www.developmenteducationreview.com/sites/default/files/article-pdfs/andreotti%20focus%204.pdf

13. Power & privilege

Interpersonal relations are determined by our backgrounds – who we are, where are we coming from, what we do, how we look like, what language we speak, etc. In this way, our background determines the power relations from the very beginning of the interaction with another person. The theatre techniques can help us to experiment with imaginative power relations and to understand the possible changes of power and privilege situations in real life.

REQUIREMENTS

MATERIALS	GROUP SIZE	TIME
Empty room without chairs	10 - 30 participants	90 minutes

DIRECTIONS:

Ask participants to think a little bit about the concepts of power and privilege. They should think of a few examples where power and privilege are clearly presented. You will use some of these examples during the activity.

Divide the participants into 2 groups (group A and group B).Ask the participants in group A to think individually about a dominant character who has power & privilege in his/her life.

Ask the participants in group B to think individually about a non-dominant character who does not have the power & privilege in his/her life. After 3 minutes, ask participants from both groups to individually create a body sculpture about the character they have in their mind. After a few minutes, they need to find a simple, repetitive gesture, which they first repeat in small moves, then gradually in bigger and bigger moves. After a minute of repeating the gesture,

each participant should add a sound to the gesture representing his/her chosen character. Invite them to start moving around the room as soon as they are ready.

After a short time (30 seconds), tell them to stop and "freeze". Ask the participants from group A to step out of their gestures and have a look at the participants from group B. They should find a "body sculpture" from group B that they see as an opponent. Together they should create a statue, which consists of both body sculptures and presents a pair of opposite poles.

In the next step, you ask the participants from group B to stay in their positions and participants from group A will move and find a new pair to form the picture. In the next round, you ask every second pair to move and create a statue of 4 people. That is how you create groups of 4 people. As the groups are formed, participants can step out of their characters.

Each group of 4 should create a body image with the title »Power & Privilege«. All 4 people should be included in the image. As soon as they finish (5 minutes), each group presents the "image" to other participants.

To interpret the "image" more easily, you can use one or more of the following actions:

- show the next movement of a character;
- add an extra person to the image;
- change a small detail in the image that would change the relation between the characters;
- listen to the thoughts or feel the emotions of the character by touching his/her shoulder.

Participants who are not in the image, should comment on the presented images. Ask them what do they see, how do they feel when looking at particular image, etc. When they finish, invite the participants who formed the picture, to explain its background (which characters were presented in the image, what did they try to show, how did they feel being part of the image, etc.). After interpreting all of the images, invite the participants to form a circle and share their experiences.

14. Powerful questions

This activity aims to offer participants a space to reflect on unresolved questions, which came up during the training because of the processes.

REQUIREMENTS

MATERIALS	GROUP SIZE	TIME
A4 papers/notebooks, pens	10 - 30 participants	90 minutes

DIRECTIONS:

Tell the participants that they will be invited to think of 3 questions, which resonate with them because of the process in the training thus far. Questions, which provoked them or bothered them, questions, which they would really like to find an answer to.

Briefly introduce guidelines on how to shape powerful questions, see more ideas here: https://shapeshiftstrategies.com/2011/11/15/shaping-powerful-questions/.

After 10 minutes, invite the participants to select the most bugging question among the 3. Divide them in the groups of maximum 8 people (you can have more groups of less people).

When in groups, they will have 60 minutes to re-ask each of the questions – each participant should have a chance to ask his/her question. However, other participants cannot give answers back, but should ask another question that comes on their mind when they hear the main question. The question is flowing in the group as long as there are questions back. The first one to ask his/her question should write questions that follow on a piece of paper. Participants should do this with each question.

The result of the activity is that each participant in the group has additional questions to his/her original question. These questions (instead of answers) can help him/her to find an answer to his/her question.

After the work in small groups is finished, we invite all participants to come back and form a circle. Ask the participants to go through their questions – those they received from other participants in their group. Then you continue with a discussion about the process they went through. You can use some of the guiding questions.

Guiding questions:

- *What happened?*
- *How did you feel?*
- *Did you find an answer to your question?*
- *Which question among the questions asked to your question, resonates with you the most?*

REFERENCE: https://shapeshiftstrategies.com/2011/11/15/shaping-powerful-questions/

● SOCIAL ACTION

When participants gather and discover enough information and enough experiences, get to know new perspectives and alternatives, and try out new methods that can help them to acquire new competences, the time for social action comes. Therefore, the participants are now ready to put their new ideas and attitudes into practice and start acting for positive social change!

There are many tools already developed and established, which can be used to encourage planning for social action. We have used methods called "Open space" and "Pro-action café".

15. Open space

Open space is a tool, which provides space for sharing different ideas, topics. Participants become hosts for the topic they wish to discuss and other participants choose among many options of different proposed topics.

You can find detailed description here:
http://www.openspaceworld.org/files/tmnfiles/2pageos.htm

16. Pro-action café

Pro-action café is about hosting conversation about different projects that participants propose and would like to upgrade with group knowledge.

You can find detailed description here: http://amandafenton.com/core-methods/what-is-the-pro-action-cafe/

• EVALUATION AND CLOSING

On the last day of the training, there is one more thing to do – the final evaluation. Beside individual evaluation that may be gathered through a short questionnaire distributed among the participants, it is always good to do an evaluation with the whole group. You can use some interactive evaluation methods that will enable participants to share their thoughts and feelings among each other and with the trainers in a relaxed atmosphere. Having an evaluation at group level may also help participants to think about possible follow-up activities.

17. The hot chair

This is very simple evaluation activity that can be used any time – after a training day or at the end of a training.

REQUIREMENTS

MATERIALS	GROUP SIZE	TIME
1 chair	8 - 30 participants	15 minutes

DIRECTIONS:

Put a chair in the middle of the room and ask participants to form a circle. Invite one of them to start and sit on the chair. Person who sits on a chair should say a sentence that will reflect his/her opinion about the training. It can be anything that is connected to the training (e.g. how he/she felt during the time spent with the group, what was really good/interesting/new/challenging/not useful/inspiring etc. for him/her, what he/she liked/did not like, which part of the training was the most/least useful for him/her, how did he/she like the place/food/evening activities etc.).

Participants should then come as close to the chair as much as they agree with the sentence. After everyone is in his/her chosen position, they can look around and see where the other participants stand and thus get the impression of the whole group opinion on the matter. Another participant takes the chair and express his/her own opinion. After everyone had a chance to express his/her opinion, you can finish with a group hug.

18. Expectations, needs and contributions (part 2)

This is the second part of the activity that you do at the beginning of the training. It always good to come back to participants' thoughts from the very beginning of the training and check if their expectations and needs were met.

MATERIALS	GROUP SIZE	TIME
Posters from the first part of the activity	10 - 30 participants	15 minutes

DIRECTIONS:

Invite the participants to join you at the wall where posters with their expectations, needs and contributions are. Ask them if their expectations, needs and contributions from the first day were met during the training. Invite them to share some of their experiences.

You can also invite them to take their post-its with expectations, needs and contributions that were met, and read them one by one. Those expectations, needs and contributions that were not met during the training can stay on the posters and you can discuss what could be done differently if the training had been repeated.

19. Suitcase, trash bin and AHA moment

A bit of dancing and sharing of experiences, thoughts and ideas can make the evaluation part more fun.

MATERIALS	GROUP SIZE	TIME
1 suitcase, 1 trash bin, 1 piece of paper with a sign »AHA moment«, music player, speakers	8 - 30 participants	15 minutes

DIRECTIONS:

Place all three objects (1 suitcase, 1 trash bin, 1 piece of paper with a sign »AHA moment«) in different parts of the room.

Explain to the participants that:

- a suitcase represents something they will take back home (something they have learnt during the training),
- a trash bin represents something they will throw away (something that was not useful for them),
- a sign »AHA moment« represents something that made them think differently (something that was surprising to them).

Put on some energetic music and invite the participants to walk/dance around the room in the rhythm. As soon as the music stops, they should stop too. They should look around and check which of the three objects (suitcase, trash been or "AHA moment") is closest to them. Invite one participant per object to share his/her thoughts with the rest of the group. Repeat as many times as you want, but make sure everyone gets a chance to speak.

20. Harmonica

This activity will enable participants to share their messages anonymously to every person in the room, and can be a nice souvenir from the training.

REQUIREMENTS

MATERIALS	GROUP SIZE	TIME
A4 papers (as many as there are participants and trainers), pens	8 - 30 participants	15 minutes

DIRECTIONS:

Invite the participants and trainers to sit in the circle and distribute them the papers and pens. Invite them to check who is sitting on their right side and write a short message to this person on the piece of paper. Then they should fold the paper and give it to the person sitting on their left side. Paper should be folded in a shape of harmonica. They should repeat it so many times that each of them could write a message for every person sitting in the circle. After they finish, they should keep the harmonica paper and read it only when they come home.

This activity offers a nice way to share some intimate thoughts among the participants and trainers, and can be a nice souvenir from the training.

• ENERGIZERS AND TEAM-BUILDING ACTIVITIES

Here you can find some ideas for energizers and team-building activities that you can use at the beginning or during the training.

21. Name 3 times (Icebreaker)

This icebreaker is a name game meant to help the participants memorise all the names in a group.

REQUIREMENTS

MATERIALS	GROUP SIZE	TIME
Empty space	8 - 25 participants	10 minutes

DIRECTIONS:

Tell participants that they should stand in a circle. One person goes in the middle of the circle. His/her goal is to say someone's name 3 times before that person says his/her name one time. If the person in the middle can say someone's name 3 times that person has to replace him/her and go in the middle. But if the person whose name is said can say his name before the 3 times are over, he/she saves his life, so the person in the middle stays there and tries another name from the group.

Discussion questions:

- How was it? How did you feel during the activity?

Facilitation Tips:

- Level 2: you have to protect your left neighbour (you have to say your neighbour's name when you hear it).

- Level 3: you have to protect the third person on your left (you have to say the 3rd person's name when you hear it).

22. Line up (Energizer / group-building activity)

This activity aims at "breaking the ice" and having participants move around and exchange with one another.

MATERIALS	GROUP SIZE	TIME
Empty space	10 - 30 participants	10 minutes

DIRECTIONS:

Pick one category (such as "age", "number of siblings", "length of travel time to come to the workshop", "shoe size" etc.) and ask participants to stand in a line from the lowest to the highest number. You can repeat the activity several times.

Discussion questions (optional):

- Did something surprise you in different lines?

Facilitation Tips:

- You can add the instruction to keep silent after one round, and to have participants line up without speaking.

23. Common categories (Energizer & group-building activity)

This activity aims at "breaking the ice" and having participants move around and exchange with one another.

REQUIREMENTS

MATERIALS	GROUP SIZE	TIME
Empty space	6 - 50 participants	10 minutes

DIRECTIONS:

Pick one category (such as "place of residence", "favourite hobby" etc.) and ask participants to invent groups related to the category. The kind of groups they form depends on them. For example, for "place of residence", they can form groups of people living in a "house" or a "flat", or living in a "city", a "town", a "village", etc. You can repeat the activity several times.

Discussion questions (optional):

- What kind of groups do we have?

Facilitation Tips:

- You can challenge participants by choosing an "easy", more obvious, first category (such as "siblings") and then a trickier one (like "hobby").

- You can get useful information about your participants and have a picture of the group patterns by carefully choosing categories such as "languages" or "profession".

24. Chair reservation (Energizer / group-building activity)

This activity helps energizing and building the group by offering a space to experience chaos and getting to know the group patterns (who is dominant, who is taking initiative, how the participants cooperate and how they can improve their cooperation).

REQUIREMENTS

MATERIALS	GROUP SIZE	TIME
A chair for every participant +1, a watch to measure the time	8 – 50 participants	15 - 20 minutes

DIRECTIONS:

Put chairs randomly in the room. Every participants has to put his/her chair somewhere in the room randomly and not in a circle. Everybody will have a seat but there is one empty chair for the facilitator who has to stand. The facilitator's aim is to sit down on this empty chair but the others have to block him/her. The only way to block him/her is to sit down on this empty chair, thus always leaving another chair empty on which the facilitator could try to sit down.

The task is to keep the facilitator standing up as long as possible.

Tell participants that:

- It is not allowed to block the facilitator physically (no contact).
- It is not allowed to sit back on one's chair directly after one sat on another chair.
- It is allowed to speak and run, but carefully.
- The game ends if somebody breaks a rule or if the facilitator sits down.

Discussion questions (optional):

- What was your strategy? How did it work?

Facilitation Tips:

- Warn the participants that the chairs are not fixed so they should be careful when they

run and jump on another chair.

- The facilitator allows the participants to go fast or run but has to keep an average speed.
- After 2 or 3 trials, you can invite the participants to discuss about the strategy (then the person standing up has to go out of the room to not hear the result).
- You can add a "time challenge" by saying that keeping the person standing up less than one minute is not a good result and that they should try it again, at least for more than 1 minute, even 2 minutes if they start to cooperate perfectly.
- If the group is very advanced, the activity can be tried with 2 empty chairs or/and with 2 walkers.

REFERENCE: Handbook of the FOTEL (Forum Theatre Against Early School Leaving) project: http://www.fotel-project.eu/node/59

25. Everyday life dances (Energizer)

This activity aims at getting the group energized in a funny way.

REQUIREMENTS

MATERIALS	GROUP SIZE	TIME
Rhythmic music that makes you want to dance, a set of small pieces of paper (as many as half the number of people in the group), markers	8 - 30 participants	15 - 20 minutes

DIRECTIONS:

Introduce the activity and give an example of how everyday life movements can become dance (e.g. fitting skinny jeans, getting out of a bus). Ask the group to write on pieces of paper everyday life action that implies some curious movement that could be put into a dance. Give markers and papers to the group.

Form a sitting or standing circle and put music on.

Pairs spontaneously get up (they may invite one another with eye contact) and they randomly pick one piece of paper in the hat. They have to make a dance out of that everyday

movement and the group has to guess. Once someone guessed, the pair joins the circle and another pair picks a paper.

The sequence goes until everyone had a turn.

Facilitation Tips:

- If your group is small, people can show their dance individually instead of in pairs. Dancing in pairs helps those who need more encouragement to do it in front of others. It also allows the pair to come up with creative ways of combining their dance, and models peer-to-peer learning.
- If you need to spice up the energiser, you can form teams and get each team to send one person to 'dance off' against a person from another team. The point goes to the team that first guesses the movement.

4. FOR FURTHER LEARNING

- ## USEFUL RESOURCES

Active citizens – Facilitator's toolkit:
https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf

Coca-colonization. On multinationals (not only) in developing countries:
https://www.nazemi.cz/sites/default/files/corpo_2013.pdf

European Youth Forum, University of Bath, GHK Consulting. The impact of Non-Formal Education in Youth Organisations on Young people's Employability:
http://issuu.com/yomag/docs/reportnfe_print

Exploring My Power and Privilege:
http://www.seedifferent.ca/en/Documents/Toolkit%202%20Exploring%20my%20Power%20and%20Privilege.pdf

FOTEL - Forum Theatre against Early School Leaving: https://www.laxixateatre.org/fotel

Gender matters – Manual: http://www.eycb.coe.int/gendermatters/

Get it global - Manual on addressing the sustainable development goals in the work with young people: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1413/T-Kit%20Get%20it%20global.compressed.pdf

Global Education & Youth Work – Toolkit for food, migration and media topics:
http://www.youthoftheworld.eu/wp-content/uploads/2018/04/CVO_Global_Education_Youth_Work.pdf

Global Education Guidelines: A Handbook for Educators to Understand and Implement Global Education: https://rm.coe.int/168070eb85

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Gökçen Özbek, Drama in education: key conceptual features: http://www.sodobna-pedagogika.net/wp-content/uploads/2014/04/2014_1_4_Ozbek_ang.pdf

Standards for Peer Education Programmes:
https://hivhealthclearinghouse.unesco.org/sites/default/files/resources/bie_yp_standards_peer_education_programmes_en.pdf

Teaching controversial issues. A guide for teachers:
https://www.oxfam.org.uk/education/resources/teaching-controversial-issues

Theatre-Based Techniques for Youth Peer Education: A Training Manual:
https://www.unfpa.org/sites/default/files/jahia-publications/documents/publications/2006/ypeer_theatre.pdf

Toolkit for Quality Peer Education: *http://epto.org/toolkit*

Trio Story sharing:
http://www.globaltfokus.dk/images/Kapacitetsudvikling/indsatser/SOL_ressourcedatabase/1._Toolbox/Guide_Trio_Story_sharing.pdf

Vanessa Andreotti: Soft versus critical global citizenship education:
https://www.developmenteducationreview.com/issue/issue-3/soft-versus-critical-global-citizenship-education

Vanessa de Oliveira Andreotti: OTHER CONTRIBUTIONS - (re)imagining education as an un-coercive re-arrangement of desires:
https://decolonialfuturesnet.files.wordpress.com/2018/02/andreotti-hummingbird-oe.pdf

Youth Participation Guide: Assessment, Planning, and Implementation:
http://www.advocatesforyouth.org/component/content/article/1652-youth-participation-guide-assessment-planning-and-implementation

Youthpass: Making the most of your learning: *https://www.youthpass.eu/downloads/13-62-64/Youthpass%20Guide%2018-10-2011.pdf*

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