Europe @ Home

European Civic Education through the mobile

Europe@Home: European Civic Education through the Mobile – Resource Manual

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The online version can be download at https://europe-at-school.eu/en/projects-flagship-tools/

Funding
This publication was developed under the project "Europe@Home – European Civic Education through the mobile", funded with the support from the European Commission through the Erasmus+ Programme. This publication reflects only the authors' views. The Nationale Agentur Erasmus+ JUGEND IN AKTION and the European Commission are not responsible for any use that may be made of the information it contains.

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Co-funded by the Erasmus+ Programme of the European Union

EUROPE AT SCHOOL

YOUNG EUROPEAN FEDERALISTS

EUROPE AT SCHOOL

Europe @ Home

European Civic Education through the Mobile

Resource Manual

YOUNG EUROPEAN FEDERALISTS

Co-funded by the Erasmus+ Programme of the European Union

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Introduction

Twenty years ago, JEF and its member organisations launched the Europe@School programme. European Civic Education is essential for fostering a sense of belonging to a broader European family and developing a genuinely European identity. However, with different approaches and little consistency between the EU Member States regarding the European dimension of citizenship education, the role of youth organisations in promoting civic engagement and education is of utmost importance.

The ratification of the Maastricht Treaty in 1993 established the concept of the citizen of the European Union, conferring additional rights to the nationals of all EU Member States. However, citizens' awareness of these rights remains relatively low. At the same time, EU citizens stressed that they wanted to know more about their rights as EU citizens, as well as about the institutions and their functions, in particular wanting to be more engaged and to vote in the European Parliament elections[1]. This is the reason why the Europe@School programme aims to raise awareness about Europe and to develop a European identity among young people[2].

As a youth civil society organisation JEF and its member organisations recognise the important role of Civic Education as an instrument for strengthening democracy and pro-European citizens' engagement through non-formal and informal methodologies. We believe that youth-led organisations play a significant role in raising young people's awareness of European elections and the importance of youth engagement.

The COVID-19 pandemic has moved many professional and civic activities into the online sphere, highlighting the importance of online education. It has also shown numerous technical and competence gaps even though the new technologies have been available in the educational sector for many years. This change has demonstrated that the implementation of online activities, through competence development and online adaptation of educational tools, can be done in a professional way and provides a chance to complement face-to-face activities.

This complementarity brings many positive features, both in terms of accessibility and inclusiveness for the participants, if taken into account in the preparation phase of the activity. The Europe@Home manual "Europe through your mobile screen" provides tailored online tools and recommendations for youth workers and young people to implement non-formal European Civic Education activities online.

1 Flash Eurobarometer 485, "European Union Citizenship and Democracy", Summary, EN (July 2020)
2 JEF Europe resolution, Strengthening European Citizenship Education (25 October 2020): https://jef.eu/resolution/strengthening-european-citizenship-education/

Part 1: Background and Use

1.1 Europe@Home project summary

The years of 2020 and 2021 have been disrupted by the COVID-19 pandemic which has affected many areas of young people's lives and moved many professional and civic activities to the online sphere. Building on the Europe@School programme, the 18-months project "Europe@Home: European Civic Education through the mobile'' aimed to examine and further develop the practices of digital education that were put in place in the wake of the pandemic, with a particular focus on European Civic Education.

Through desk research and innovative online and offline activities, JEF and OBESSU took its twenty-year-old Europe@School programme to a new level by going digital and cooperating with different youth organisations to discover the best practices in digital education of recent years and their successful deployments throughout the COVID-19 pandemic.

In addition, the partnership developed the digital competences and skills of its members and educators, as well as those of representatives of other organisations, in order to enable work with digitally adapted tools, thus contributing to the integration of digital elements in the educational and pedagogical trajectories of the future.

The aim and objectives of the project were the following:

Create a Europe@Home manual – Europe through your mobile screen – gathering pedagogical methods and practical tools to implement online European Civic Education activities

Offer space for learning and networking between different youth organisations from the local to the European level

Implemented online European Civic Education activities at the local level in coordination with activities at the European level and collected lessons learnt

Adapt a set of existing European Civic Education tools for online use in the different activities of the project and after its closure

Examine the opportunities for the implementation of European Civic Education through online educational platforms and study the approaches that different youth organisations have taken to online education during the pandemic and similar challenges in the past

1.2 Resource Manual

1.2.1 Aim and target group

How can we best inspire people to conduct online learning for pursuing personal, professional and societal development of youth organisations? As young leaders, facilitators, and youth workers from a range of organisations representing education and community development, this has been our leading question for the past two years.

In the following European collaboration, we identify practices from education and learning. Together we elaborate on how to strengthen individuals' and organisations' key competencies on online learning tools tackling European current life affairs and challenges.

The need for a manual with the presented information has been expressed by the partner organisations of the Europe@Home project based on their experiences and difficulties faced during the COVID-19 pandemic when implementing educational activities online:

- To maintain a deep and meaningful contact with young people;
- To engage young people in non-formal learning, this time online whilst still responding to their learning needs and interests;
- To keep discussing and influencing EU-related issues and policies within a network of young people;
- To take advantage of the possibilities that 'online' offers, particularly regarding opportunities to reach out to more young people and use various forms of online engagement and interaction;
- To gain competences that allow online learning to happen with quality, respecting safety and non-formal education principles.

The manual gives a clear picture of which platforms young people use and how these can be incorporated into the approaches of youth organisations and institutions as learning gateways. It was developed aiming at:

- **Supporting** the work of youth organisations, and especially JEF Member Organisations and OBESSU on European Civic Education;
- **Increasing the quality** of the online activities implemented by youth organisations on European Civic Education;
- **Compiling and tailoring of activities** bringing out their online potential.

This Resource Manual targets all JEF sections, OBESSUs network of school student unions and youth professionals and workers, which are trying to make a difference in schools and communities working with and for young people, bringing awareness on the European Union's affairs and the role of young people in shaping its decisions and policies. This is done by working on topics related to European Culture, European Institutions, European Values and current challenges affecting young people and lives in and around the European Union namely Participation, Citizenship as well as Immigration and Environmental policies.

This Resource Manual can also be used by informal groups of young people, teachers, trainers and educators that work directly with young people in their communities and in various learning environments to promote reflection about the European Union's affairs and challenges.

1.2.2 Manual summary

The manual presents twenty activities, which were tailored and designed based on interactive approaches and can be used for implementing educational experiences around the "Europe@School programme". These tools were co-designed by experts and youth leaders bringing in their expertise on online education and European Civic Education. In the manual you will find a comprehensive explanation of the online learning process and critical aspects you may pay attention to while conducting online sessions, namely under the sections "European Civic Education Online" and "Tips for facilitators" where you can find reflections on:

- The **essential values** to have in mind when designing, implementing and evaluating online activities, in order to continue having young people and their rights, needs and motivations at the centre of our activities.

- Some of the **competences** for facilitating online activities to reflect on when designing, implementing and evaluating European Civic Education online activities with quality and confidence.

- **Tips for facilitation** that should be supportive when you want to translate the required competences into concrete behaviour before, during and after the implementation of online activities in the role of a facilitator, also tackling logistical aspects.

- The current **approaches to online activities** that can help in expanding our understanding of what can be considered "online".

- Some of the **opportunities and challenges** faced by young people when designing, implementing and evaluating online learning activities for young people, providing **a list of scenarios with possible solutions addressing these challenges.**

In addition, while developing the manual, the experts and partners have considered a wide range of topics relevant to European Civic Education, from active citizenship education to the sustainability aspects of a broad range of educational approaches. The manual also offers a detailed description of how to implement each activity, provides tips for facilitation and adaptation of the various activities and appropriate online tools. Furthermore, it helps facilitators, trainers or educators to support reflective learning processes.

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Tips on how to use the manual

Facilitators using this Resource Manual should not use it as an Instruction Manual.

Facilitators should be able to **navigate freely** through the manual and use the parts they consider relevant for their purpose. For instance, some facilitators are looking for some background knowledge about non-formal education and online education or some useful resources to implement online education and others are looking for a specific method or activity. Therefore we encourage facilitators to explore this manual and to feel free to adapt it to young peoples' learning styles, contexts and needs.

[3] Text adapted from Council of Europe(2021). Compasito! Manual for Human Rights Education with Children, Hungary

Additionally, the manual helps to provide young people with learning opportunities that are safe and inclusive and to foster solidarity and democracy through cooperation and critical thinking. Make sure you promote a space where young people, especially with disabilities, can express themselves and truly participate in it. **Adapt the activities, ask for advice from your colleagues and from participants** and make sure that the facilitator tailors the existing needs instead of expecting young people with disabilities to just accommodate the activity.

Scan the QR Codes for more resources:

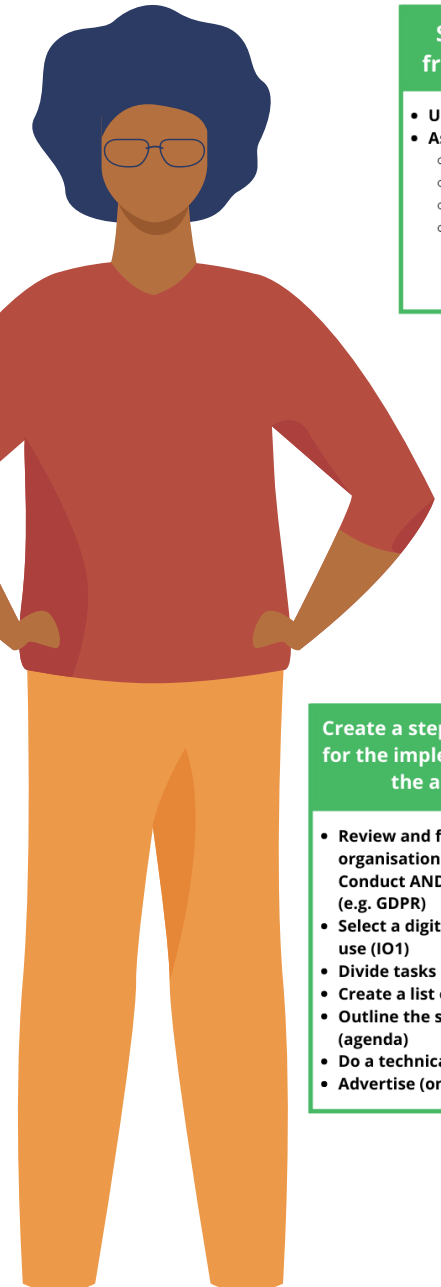
Europe@home
Materials & Website

Europe@School
Online Resources

OBESSU
Resources & Website

JEF France
Online Resources

1.2.3 A facilitator's journey



PHASE I

Select an audience

Select a topic

Research the target group

Send a registration from the participants

- Use gender neutral language
- Ask for
  - Interests?
  - Knowledge?
  - Experience?
  - Specific requirements?
    - Accessibility
    - Technical barriers

Ask the teacher/edcuator

Choose an activity according to the audience's knowledge

Situation

Participants have different levels of knowledge on the topic chosen

Select a collaborative activity

- Smaller activity group
- Avoid competitive activity

Prepare supporting materials for different levels of knowledge

- Have different content for different levels, such as basics/intermediate/advanced
- Make the content accessible to everyone
- Language-related (beginner friendly)
- Online and offline

Create a step-by-step plan for the implementation of the activity

- Review and follow your organisation's Code of Conduct AND applicable laws (e.g. GDPR)
- Select a digital platform to use (IO1)
- Divide tasks
- Create a list of materials
- Outline the session(s) (agenda)
- Do a technical check
- Advertise (online), if needed

PHASE II

PHASE II

Provide information to the participants

- Before the activity (email, social media groups)
- At the beginning of the activity

Conduct the activity

KICK-OFF

- Energizer/check in
- Presentation of the organization
- Presentation of the team
- Introduction of the safe space/guidelines (Code of Conduct)
- Presentation of the agenda
- Technical explanation (how-to-use)

Activity

- Documentation for communication
- Introduction of the activity
- Direct feedback in different formats to/from the facilitators
- Reflection and self-reflection
- Ensuring future engagements with the participants

PHASE III

- Social media dissemination
- Long term collaboration, if possible
- Dissemination of future events

Situation

Cyberbullying/Offensive behaviors during the intervention

- Emphasize on the Safe person during the activity
- Make sure that you have offered ways to report about cases of cyberbullying
- Technically enable participants to directly contact the facilitators
- Ensure two-way communication privately
- Establish a constructive dialogue with the misbehaving person.
- Take adequate measures after the dialogue

Alert the educators or teachers, if applicable

Assess the issue Allow the affected participant to actively be part of the solution. Offer solutions but the choice should be made by the participant.

Do not expose the affected and misbehaving persons

Do not shame or jump to conclusions in front of everyone

Do not kick out the participant right away

Situation

GDPR. After the implementation of an activity, the parents of a minor do not allow the organisors to use the documentation that depicts the minor

- If possible, adapt your documentation
- Review the laws to act accordingly

PHASE II

- Make available follow-up resources to the participants
- Provide an anonymous feedback form

Evaluate the implementation → self-reflect

ADAPT the activity and implementation, if required

Consider a new target audience and specific needs

- Young people with disabilities
- Young people from disadvantaged backgrounds
- Other age groups
- Other stakeholders

Adaptation will always be the norm in online facilitation

1.3 European Civic Education online

“Europe@Home” as a project aims to look for a completely differenta p proach to achieve the goals of non-formal education. This has been one of the main problems arising throughout the COVID-19 pandemic when school educators were looking into ways to make the online classrooms work and lack time to look into the opportunities that online spaces can provide.

In the scope of the project, the document “Research study - Digital education tools - Opportunities vs Practices" developed by OBESSU presents the results of an extensive reflection about digital learning, with a particular focus on youth organisations, inevitably impacted by the COVID-19 pandemic. The reflection developed in the document is based on state-of-the-art research, which provided a theoretical framework, plus findings collected from 33 youth organisations in over ten different countries across Europe. The document takes the reader on a journey that aims to elucidate the critical points in the design, implementation and evaluation of digital learning activities or more sophisticated protocols. The focus will particularly be on how digital methodologies and approaches to learning can be applied in the area of European Civic Education.

After having a clearer picture of the opportunities and challenges that young people and youth organisations were facing throughout the COVID-19 pandemic, it was identified as essential to tailor an existing vast pool of resources with a set of concrete activities to be provided for implementation through this Resource Manual. This chapter aims to provide an overview of the essential competencies (values, knowledge, skills) for the facilitation of European Civic Education online activities.

1.3.1
What values should a facilitator follow?

It is of utmost importance that our work in the scope of European Civic Education in an online space follows a set of values, as would be the case with purely physical events. Because online spaces come with specific opportunities and challenges, as discussed below, facilitators need a clear understanding of how to adapt their activities when taking them online. They should be aware, how a proper translation or transfer could look like or if an activity has to be envisioned from scratch. Simply switching from an existing physical activity to a digital format might fail short. It is important to keep in mind the activity's specific character and purpose. Following core values for running activities and for organising initiatives engaging young people online, these need to ...

PROVIDE MULTIPERS PECTIVITY

BE BASED ON EXPERIENCE

DEVELOP COMPETENCIES

STRIVE FOR INCLUSION

FOSTER PARTICIPATION

CONSIDER APPLICABILITY BEYOND

ENSURE CONTINUOUS LEARNING

CREATE A SAFE SPACE

BE TRANSPARENT

PROVIDE MULTIPLE PERSPECTIVES

Nurture a democratic and pluralistic mindset by offering various views that can be used to discuss a societal issue.

BE BASED ON EXPERIENCE

Include a real-world connection to the learning by tackling topics, examples and activities that are closely related to the experiences of young people.

DEVELOP COMPETENCIES

Allow young people to grow personally in their attitudes, develop practical skills, reflect about themselves and their values but also acquire and be critical towards knowledge and information. This constitutes a holistic approach for non-formal education based on the Reference Framework of Competences for Democratic Culture (RFCDC).

STRIVE FOR INCLUSION

Offer a space that is set up and facilitated in a way that is open for all young people with different social, economic, religious, legal statuses. Foster their understanding of differences, stereotypes, prejudices and discriminatory situations young people go through. Hereby supporting them in addressing these and contributing to a society where all young people's access and participation on equal terms is guaranteed.

FOSTER PARTICIPATION

Set active efforts for making young people steering actors of their own learning with an interactive and motivational setting by listening to young people's voices, their claims, concerns, questions, comments, wishes, etc.

CONSIDER APPLICABILITY BEYOND

Consider and explain the relevance of competences earned in young peoples' everyday lives and them being an active part of society. They should be motivated and equipped to take action. For this it is essential to reflect on how they relate the activity with their own context and what they can do in their communities to act upon the issues they wrestled in the activity.

ENSURE CONTINUOUS LEARNING

Foster constant reflection on your values, contents and views as a facilitator. This includes being open to and taking seriously young people's feedback and critique.

[4] CoE. Reference Framework of Competences for Democratic Culture (RFCDC): https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture

CREATE A SAFE SPACE

Allow young people to share their opinions even if they might be different, divergent or polemical. Also ensuring privacy for young people to share their feelings and emotions connected with the issue and the activity.

BE TRANSPARENT

Make sure that young people involved in your activities are informed in advance about the addressed objectives, issues and values.

1.3.2 What knowledge should a facilitator have?

This is the 'cognitive' dimension of competences for European Civic Education online. Here are some examples, whereby the list should not be considered comprehensive. Themes and issues a facilitator should know or needs to know about the work or the goal include but is not limited to knowledge related to ...

- technology needed for online activities;
- Civic Education in general (values you want to promote, principles of education for democratic citizenship, human rights education etc.) and in regard to the online space;
- theories, history, statistics, languages, etc. to deliver the content of the activity.

1.3.3 What skills should a facilitator have?

This is the 'practical' dimension of competences for European Civic Education online. Here are some examples, whereby the list should not be considered comprehensive. What a facilitator should or needs to be able to do in order to bring forward the work includes, but is not limited to skills in regards to ...

- group dynamics (conflict-solution, audience-reading)

- facilitation and delivery skills (developing educational activities transferring competencies based on learning objectives, instruction of participants, target group-orientation, self-reflection)
- communication (biases control, active listening, concise and adequate language, empathy and emotional intelligence, engaging speech);
- problem-solving (adaptability, crisis-management);
- organisation (planning, efficienc and effectiveness, time management).

1.4 What opportunities and challenges can a facilitator face?

Civic Education online provides us with a vast list of opportunities including prospects to ...

- flatten the hierarchy and promotes cooperation when learners possess a skill or a set of skills the facilitator does not have;
- try out new methods and approaches for learning and therefore can lead to new learning outcomes and to acquiring new or different skills;
- allow for different and possibly more participants attending an activity, as it can reduce costs, traveling time, and obstacles related to medical and practical restrictions;
- integrate a diverse set of tools, having the primary platform at hand;
- organise a higher number of activities or a broader learning programme as the implementation is more fl xible, often requiring less costs and time;

- make information more accessible throughout the learning during the online activity, and especially afterwards;
- allow learning to happen without leaving – for some, the comfort of – one's home.
- Civic Education in general (values you want to promote, principles of education for democratic citizenship, human rights education etc.) and in regard to the online space;
- theories, history, statistics, languages, etc. to deliver the content of the activity.

Civic Education online also confronts us with various challenges including exposure to ...

- dependency on technology which can cause disruption and unexpected tech issues, causing delays, frustration and inhibiting participation;
- less haptic feedback and fewer non-verbal cues from participants;
- dropping motivation on both participants and facilitators' side due to the rhythm, experience, capacity to use a certain tool, etc.;
- exhaustion caused by an excessive attendance of online activities, affecting attention and engagement also known as the "Zoom fatigue".
- difficulty in combining live and digital participation on an equal level;
- the lack of in-person contact which makes it harder to create a space that offers a participatory environment in which true exchange can happen, and bonds are formed;
- struggles with the perception and procession of information.

1.5 What approaches can a facilitator take?

The most common approach to online spaces is linear, which means input and knowledge-focused presentations or talks on video conferencing platforms. This is the result of the tendency of trying to copy-paste physical activities into the online space and tackling potential problems with some adjustments.

However, some activities, even in the physical space, were not well-rounded from the beginning. Hence, the importance lies within the mindset switch required to understand that learning can happen in very different ways. To provide an overview and spark the creative mindset needed, it can help to think of aspects of an educational activity and to mix them up. Here are some questions:

- Where does the activity happen?
- What is the timeline of the activity?
- Who would take part, how would they interact, what is the role of young people and facilitators – are there even any?
- What is the learning mode, how do the tasks look like? What are the learning objectives?

Based on these questions, there are four dimensions that should be considered and on which different approaches can be used:

Place

- digital (= all participants and facilitator are online)
- physical (= all participants and facilitator are on-site)
- hybrid (= participants are online and on-site, facilitator mostly on-site)
- digital-integrative (= using online tools in an on-site activity)

Pace:

- synchronous (= the learning is completed in the same time by all participants, mostly also with all participants being present in the same space)
- asynchronous (= the learning is completed on the pace set by the individual participants, often but not always individual work in separate spaces)

People:

- directioned (= full presence of facilitator, other participants optional)
- automated/virtual (= no facilitator, other participants optional)
- mediated (= a mediator can be requested for support, other participants optional)
- blended (= mix of activities with and without facilitator/ other participants)

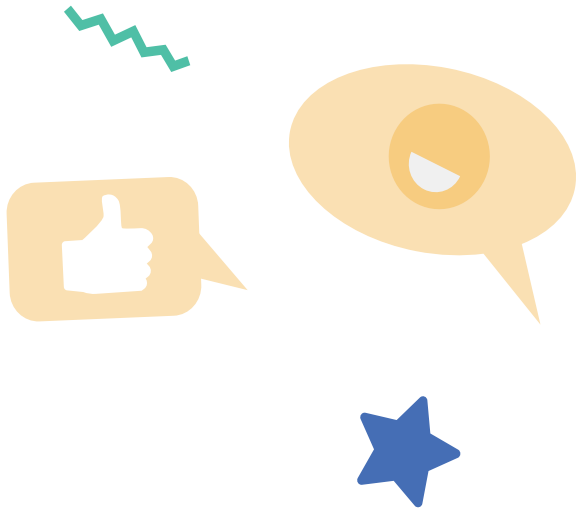
Practice:

- knowledge-focused,
- exchange-oriented,
- connective,

- creative,
- experiential, ...

Taking away from these short reflections, facilitators, trainers or educators should challenge themselves when creating and setting up new activities online. Do we really have to sit together in one video conference room for the whole duration? Are there aspects that might be more fun or helpful to be done outside of a meeting? Do we even need to meet at all? Here are some examples of activities that might be different from the standard set-up:

- A digital reflection board that guides the user of the activity step by step, at their own pace and fully automated, e .g. using questions or situations.
- Digital-integrative use of an online whiteboard or twitter feed to interconnect different working groups that are physically in different rooms or even places.
- Blended learning that alternates synchronous online meetings with asynchronous group work or self-paced individual work to fulfil a task and then bringing the results for discussing the outcomes.
- Creative provision of tasks in the form of video inputs or podcasts with the option to profit from a mediated set-up in which a facilitator can be contacted on demand.



1.6 Tips for Facilitation

Preparation:

- Check links, tools, tech beforehand. Create checklists for facilitators and participants to make sure all tech and the environment is prepared well.
- Ensure a multi-device friendly set-up or make sure that the participants are aware of the requirements to get the full experience.
- Help participants to get acquainted and include some steps for making them more comfortable both with the space, tools and the co-participants. Create some group experience despite the distance.
- If possible, have a second facilitator at hand helping with the technological aspects and supporting efforts to make the activity inclusive and to create a safe place.
- Be aware that reading, thinking, listening etc., may work differently online.
- Assess the specific needs of your participants beforehand, for instance by adding questions in the registration form, so you can prepare an activity that can cater these.

- Make sure you are equipped with a great reflection about the values, knowledge and skills your activity is promoting.

Capacity to adapt:

- Be ready to adapt your plans, thus do not rely too much on a very specific solution or method. Have a backup plan, e. g. alternative tasks that work without a particular tool.
- Make yourself aware of the participants and their pre-knowledge.
- Be target group tailored or include accessibility measures through differentiated instructions for the tasks based on the needs of the participants and the needs to carry out the specific task of the activity. For example, some adaptations for young people with disabilities might be required, more tips can be found in the Manual of Guidelines.

Fun and collaborative learning:

- Challenge the given concepts, i. e. the images and ideas that you have in your head when it comes to education. Rethink who is the messenger and the recipient in a learning process, e. g. by questioning if there is always someone taking the role of a teacher.
- Create activities that allow for multitude directions and ways of learning, whereby participants are not limited to a precise time frame when carrying out tasks and their learning can be located differentl , meaning that a specific task or even a whole activity does not require their presence for the full duration.
- Find different ways of learning approaches, try to have a collaborative mode of engagement, make it stimulating with gamification, and aim for open questions rather than asking for ‘correct’ answers.
- Take a horizontal approach, where possible, by encouraging participants to share their experiences and foster the exchange of views.

Intercultural learning and inclusion:

- Challenge your own biases and the ones of your participants.

Provide different materials, lenses etc. to work with and allow discussions to deepen exchange among participants.

- Aim for diversity and gender balance in your own team as well as among participants.
- Make sure that the tools that you are using are aligned with the needs of your group or a participant. Check if there is a need for voice synthesis, interpretation in other verbal languages or sign language. Potentially some of the tools used require a lot of skills from the participants. Reading materials may need adaptation for people with dyslexia.

1.7 Scenarios for facilitation

Hosting online educational activities can be challenging at times; some people are rather resistant to online learning, others experience difficulties in using different platforms. For facilitators it is important and recommended to make themselves aware of potential situations that may come up when implementing activities of European Civic Education online. By reflecting on your own actions, reading about the issues, researching for or working on new materials and exchanging information with other facilitators, finding better ways to navigate those and similar situations will become part of your competences.

"Digital learning is not for me yet. I have a hearing impairment. I can only see the images on the video, and I cannot follow the training and what other people are saying."

- Conduct a needs assessment to identify particular needs of your participants and actively remove entry barriers. Create a safe place for disclosure, but keep in mind that disclosure of personal information is a choice and protected by law. The fear of discrimination and stimatatisation can contribute to a culture of silence around disability. A safe space should be welcoming, open and encouraging, so that participants willing to disclose any type of sensory impairment can find structural support according to their needs.

- Co-creation and collaboration are essential for an inclusive environment. At the creation stage of the activity, look around and notice who is excluded from the digital learning you are creating. Actively look for participants who could have been excluded and invite them to collaborate. Partner with organisations specialised in physical issues related to inclusion for a more and rich learning environment.

- Always budget for captions. Captions should be a standard. Select virtual platforms with captions for speech or be sure to check if the paid versions have that service. Also aim for budgeting for sign language interpreting or look within your network if you can find a translator willing to help.

- Be sure to make a bold introductory statement so that everyone feels included to participate, but keep in mind that participation should be voluntary.

- Participation doesn't have to be verbal by default, as we can strive for creating spaces for participants to write their thoughts, such as using the common chat, using the emojis or messaging the facilitator directly.

- Be mindful of what images you are using so that you are not perpetuating prejudice. The images in your videos and materials should be as diverse as the world around us.

"Online activities are very stressful to me. I have a speech impairment. I cannot express myself verbally."

- Conduct a needs assessment. See the first scenario about hearing impairment for more details.

- In order to promote a digital safe space it is important to have a digital code of conduct. Be sure to include participants in its co-creation process. When you are disseminating the programme, you can share the code of conduct so that all participants know that they are at the center of the learning process. Their participation is voluntary and no one is expected to share, do or participate in a way they don't feel comfortable with.

- Inform that there is a designated 'safe contact' person (facilitator or other) to help them navigate any stressful situation that may occur.

- Deadlines can be agreed in common, instead of forced upon participants. This could be an effective way to reduce stress.

- Meaningful participation can be achieved in many ways. Written communication can be incorporated through chat messages or white boards. This can be a public chat for that purpose or messaging directly the facilitator or a technical support person.

- The introductory statement is a great moment to inform that in a safe space everyone is welcomed to participate, and that the focus is the person and the message, not the way one speaks, not one's accent.

"Digital learning is not for me yet. I have a visual impairment. I cannot see the presentations and read the materials. "

- Conduct a needs assessment. See the first scenario about hearing impairment for more details.
- Focus on complementary tools that can be used for participants with visual impairment and see if you can find materials available in braille display or screen reader.
- Consider offering materials through videos and podcasts. Videos don't have to be all about images. Consider making videos with narration by default, so that they can stand as instructive visual and audio tools

"There is one thing that I don't like about education activities: You have to learn lots of things that you don't need and that you will never use. I just want to learn things that are practical for my projects."

- Get to know your audience. A survey can help you understand what are the expectations of the participants in order to better shape the digital educational deliverables.
- Create activities that support the participants in their personal development by creating a project-based approach to learning so that knowledge and skills gained can be put into practice in a way that adds value to their personal experience.
- Since we all learn in different ways and rhythms. Provide complementary resources, so that your audience can interact with the content according to their needs.

- Create moments where the learner is invited to reflect on how the knowledge and skills learned can be applied in their personal life. Remember that sharing should be an option.

- Make it fun! Use case studies and lots of discussion moments where participants can engage and express themselves..

"I learn better if I am working with other people. If I am left alone, I don't have the same motivation to study and do things."

- Digital learning does not have to be individual work. Even though the learning experience should be designed to serve individual needs and skill levels, collaborative work can have very positive effects in broadening everyone's horizons. It should include opportunities for collaboration.

- Consider creating a space for community exchange of good practices and support. Participants can do a great job at learning and motivating each other on a peer-to-peer level. That could be a messaging chat group, or any other forum.

- When developing the activity, plan to have plenty of time and activities for group work. Also invest in informal moments that are not necessarily group work, as learning benefits from sharing personal experiences.

- Try to keep the groups small, so that everyone has a chance to fully participate in the work.

- Include technical tools that the participants already use, or that are easy to use and interact collectively.

- Group work is also the way to promote cultural and social skills that are essential in our everyday life as bringing a variety of skills, knowledge, backgrounds etc. together, adds value to the overall process, contributes to the results and even may change the outcome.

"It is very hard for me to look at a screen and listen. I am more of a hands-on person. I am easily bored."

- Smaller online sessions of work may be more effective than longer sessions.
- Spice up the activity with a mix of energisers, games and quizzes or polls. The variety will keep the learning experience fresh, while allowing participants to practise new skill sets. Use of gamification and role play in the learning process are applicable.
- Forecasting some time for unstructured activities, where people can be in breaking rooms chatting and networking can provide a much needed social dimension to your digital activity.
- Learning can be practical, and can be oriented towards actual problem solving. Can be personal and engaging. Invite the participants to apply the content towards addressing real life situations in their life and communities.

"My last online activity was a disaster. The internet connection was spotty, some participants couldn't download an app we needed and others couldn't watch the video. Some participants joined through smartphones, not even a laptop."

- In the registration questionnaire ask about how the participants are planning on joining the activity. At the registration stage be sure to provide all information about the digital platforms to be used. Provide a manual or video on how to download and use the digital platforms.

- Invite all participants to upload the latest version, as sometimes earlier versions will not have the same outlook and that can cause confusion.

- Create (if possible complimentary different formats of supporting) materials that can be downloaded and used offline. Invite the participants to do so ahead of time.

- Select platforms that can be used on laptop and mobile. Inform participants what is the most convenient device to use for your activity (of a mobile or a laptop or if both are ok and will work well during all the proposed activities). Additionally select apps or tools compatible with the most common computer programs (Windows/Mac/Linux) or mobile programs (Apple iOS/Google Android/WIndows Phone OS). Select platforms that are simple to install and simple to use. Preferably that the participants already know well and use.

- In the beginning of the activity, set the ground rules for using the platforms and demonstrate them, so that everyone is up to speed in case they want to talk, comment in the chat, go to a breakout room and so on.

- Always test your internet connection, and find a place with reliable wifi. If possible, use mobile data in case the wifi is not working properly.

- Keep things simple and avoid having multiple tabs open at the same time, such

as virtual meeting platforms, videos, white boards, etc.

- If budgeting allows, more technical support with mobile data or equipment could be provided to the participants by sending it via post.

- Make sure that you have extra hands. Budget for a person in the team that can have a more technical role in your activity and can support participants in handling their technical problems through private messages or calls directly to this person.

"As a facilitator, I believe that if I know the participants better, I can curate my online activities in a way that captivates them more because I am connecting with them through their interests. How can I get to know them in a short amount of sessions?"

- Conduct a survey to assess potential needs and expectations. Invest time getting to know their interests, concerns and pop culture references.

- Invite participants to join you in a digital get-together where you can disseminate the digital program and get to know them. Alternatively, you can invite participants to submit a short video or audio about themselves. Along with the intro, specific questions can be answered.

- Throughout the course of the learning program, ask for feedback so that you can course correct and adapt the learning experience, materials and include topics that are appealing to the audience. Forecast time for discussion, sharing experiences and listening carefully to what they are communicating.

- Using gamification and role play can provide important insights about the profile of the participants, their personalities and learning styles.

- Encourage the participants to take center stage in the learning experience,by promoting active participation and interaction with the content. The learner may reflect about the competences and skills that they are looking forward to developing, and if possible, adapt the experience to cater the needs, interests and expectations.

- Analysis and evaluation do not have to happen at the end of activities only. A Mentimeter or a targeted survey in between may provide information about the participants, in order to shape the learning experience ahead.

"If I take part in this online activity, do I get a certificate?"

- Learning should correlate into skills, so be sure to offer certification tools. Commit to providing certification, validation and recognition of the digital acquired learning skills. Certification badges, i.e. Mozilla Open Badge Infrastructure, or national standards such as the VAE system in France, or the ProfilPass in Germany may be helpful. The YouthPass from Erasmus + can be of interest for more intense and longer projects/activities.

- As an alternative, you may develop the activity in a way that participants will put together a portfolio that showcases the skills that they have acquired. This can be part of a project-based approach.

"I started an online activity, but I don't understand what they say. In my neighbourhood no one speaks like that. I feel dumb, so am going to quit."

- Strive to network with local organisations and youth workers with all types of backgrounds, in order to bring diversity to your organisational culture.

- Be sure to maintain a conversational level so that everyone can feel included. For this Make sure the materials are written in a simple and direct way. The use of plain language, precise words and clear structure will be of benefit of all participants. For that, short sentences with a direct message are recommended. If applicable, provide materials in native language. Participants may connect differently with the content.

- Both text and oral communication can be supported by images, symbols or graphics for a better understanding of the main message or how the information is structured.
- When using images, make sure they are representative of the general population, so that all participants can relate. Also be aware of social and cultural biases to avoid contributing to the consolidation of prejudices.
- Make an effort to include a definition of the concepts used in the content of the activities, as concepts may not be as common knowledge as we think.
- Use the chat to clarify. Assign one contact person that can be contacted in case someone has a question, concern or requires a clarification.

"Someone told me to check this online activity. I was interested but I don't know anything about the topic. Maybe that is for students who already worked on this subject in school. Maybe this is not for me."

- Learning occurs in many different ways. Promoting a variety of learning styles means making sure all participants can engage with content according to their preferences.
- When disseminating the programme be sure to clarify for whom the activity was designed.
- Consider having an online get together with potential participants to showcase the digital training or course and also get to know the participants, their expectations and needs.
- Participants will have different experiences and skill levels. Providing supporting materials for inexperienced learners and advanced learners will allow all types of participants to engage with the content according to their knowledge, pace and experience level.

"I had a bullying experience online, so I am not comfortable being in an online activity with other people."

- Online safe space requires a code of conduct, in order to regulate what is admissible behaviour online. Be sure to share the code of conduct during the registration stage, and recap the key points during the opening phase of the digital protocol.

- The registration form and initial statement should mention that the activity will provide a safe space and therefore, disrespectful actions are not welcomed. Inform what are the possible consequences in case of disrespectful behaviour.

- Remember that people displaying disrespectful behaviour may benefit from an honest conversation about the impact of their actions on others. This could be a positive step for growth and end the cycle of violence towards others.

- Also, keep in mind that the participant who has been offended or hurt in any way should be included in all following decisions.

- From the registration you should also know who will be joining. This should be a standard procedure if underage participants are expected to join the activity.

- Invite participants and other stakeholders to co-create the code of conduct. Diversity will make your code of conduct more adaptable to a broad spectrum of issues that may occur.

- Consider having one participant or a group of participants in charge of evaluating and applying the norms established in the code and enforcing them in case of violation.

- Participation has to be voluntary and participants need to be informed that if they need a break they are allowed to pause and return when ready to restart.

- If a participant feels triggered by something in the context of the activity or outside of it, they need to know what options are available. For instance, having a contact person that will listen and follow up according to the instructions of the code of conduct.

- Cyberbullying is a topic that requires an extended conversation. Ask the managers in your organisation to promote internal discussions within the staff, volunteers and participants about the topic. All stakeholders will listen, discuss and learn from this exchange.

"As a facilitator how can I convey subjective aspects, such as values or attitudes, in a way that is practical and incentives the participants to give them a try?"

- Disseminate your digital course in a way that it reaches a multicultural audience. Interacting with different groups of people is a great way to foster social skills and humanitarian values. Contact other organisations or institutions through which you may reach a more vast and diverse audience.

- Provide space for the participants to share experiences based on their local realities, promoting empathy, tolerance, understanding as well as communication and listening skills.

- Collaborative work will provide an opportunity to practice communication, observation, listening skills and conflict resolution.

- Strengthens bridges of collaboration and connection between local settings and realities where participants are immersed and the transnational level. This can contribute to a feeling of belongingness to a diverse multi-national, cultural and linguistic space.

- When exploring a case study, consider the use of storytelling as a great way to convey subjective aspects within the daily life context, such as emotional state and values driven actions. Go beyond descriptive scenarios, focus on the actors, their goals and motivation.

- To learn is an action and it requires action. Digital learning can allow participants to take responsibility for their own learning path, shaping it to their own needs and expectations. Asking the participants for this, incentivises them to practice autonomy and empowerment.

- Project-based learning and collaborative work promotes adaptability and conflict resolution among other skills like communication, decision-making, observation and active listening.

"I am not very comfortable when discussing things with other people I don't know behind a camera."

- Allow participants to engage in more informal settings as an entry-stage or within the activity, if possible. Increase interactivity with ice breakers, get-to-know games and other sorts of team building type methods.

- If logistics and the programme allow, it can also be an option to engage participants with a pre-activity communication on dedicated platforms such as to exchange some sort of introduction or already work on the content with a different learning protocol.

- You can provide participants with case studies or persona who embody certain beliefs, carry quotes or represent issues or opinions with quotes etc. in order to spark conversations based on examples rather than starting off from a personal dimension.

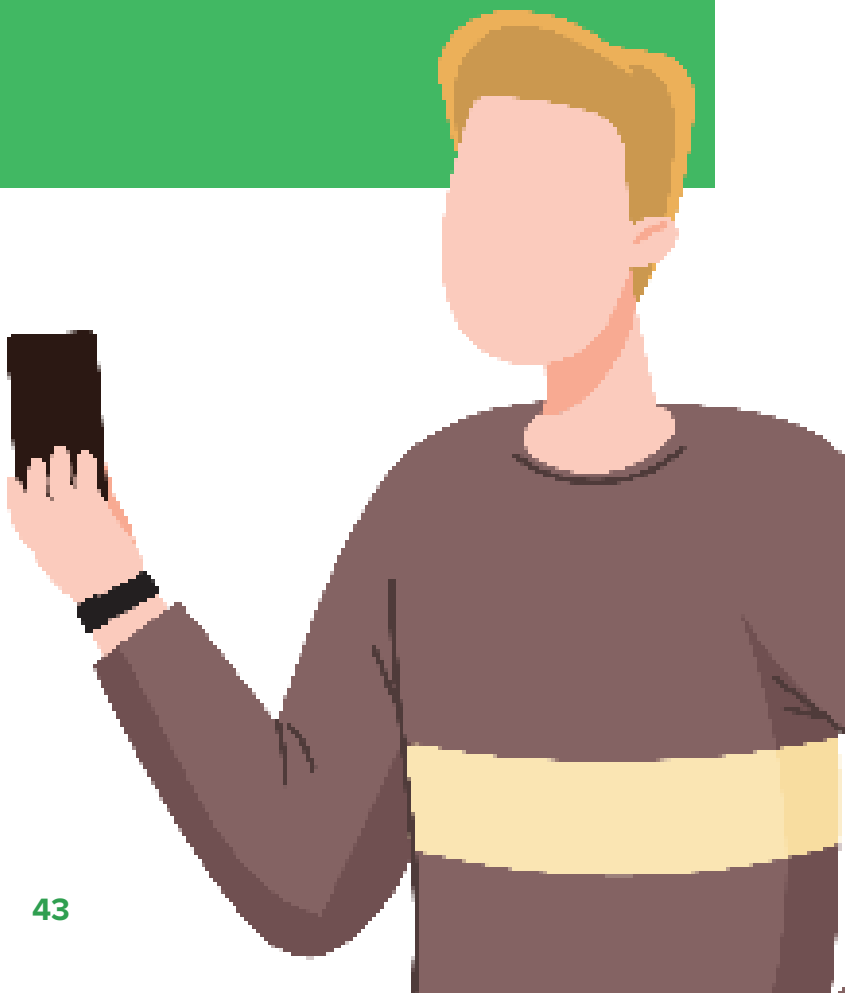
"I find it difficult to find the right time-management. There are people who cannot keep themselves short. Often activities also tend to be time-constrained already. And online fatigue is a real problem, too."

- Select speakers and adjust speaking time with clear and transparent rules. Set up a time limit in advance and use a timer so they can follow, use the hands functions or establish finger-rules (e. g. "if someone else has their hand up, we might want to let them speak"), playing a song instead of interruption.

- Splitting up the bigger group can allow more people to speak in the same timeframe. However, make sure time-management with individual group work (e. g. how far have groups in breakout rooms progressed; how much time do they need) is monitored.

- Use a digital plug where people openly can ask for a change of methodology or break; do a test with the timing and have a proper schedule that is actually followed.

- Integrate ice breaking games and other means of interactivity to keep the engagement.



Part 2: Toolbox of Online Activities

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Borderdash

Topic	Activity	Target Group	Duration	Group Size
European Values	Quiz, Video visualisation	14–30 years old	45min–1h	10–20 young people

Objectives

- To develop knowledge on the EU treaty/Agreement, more specificall the Schengen Agreement
- To raise knowledge on the European fundamental principle of freedom of movement

Platforms

- GeoGuessr (Street view based activity)
- Google Maps
- YouTube
- Zoom

Materials and Preparation

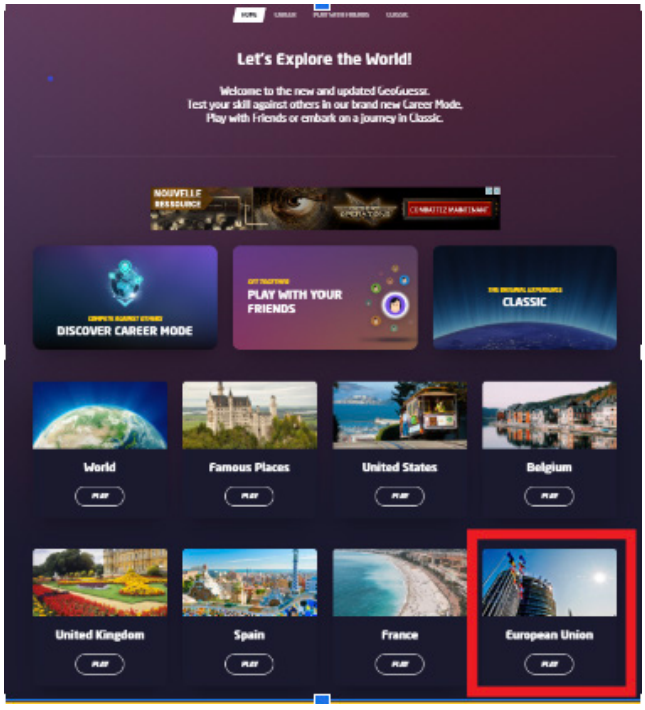
- Laptop devices
- Internet connection
- GeoGuessr link (create a classic account on their website)
- PowerPoint presentation on Schengen Agreement (to be produced by the facilitator - see tips for facilitation below)

Step-by-Step Methodology

Step 1.

The facilitator launches the activity by sharing its screen and using the GeoGuessr website. On the platform, a 'European Union' option is available. With a free account, only 5 positions are available every 24 hours.

The aim of the platform is to challenge young people with guessing the locations of a series of random Street View images in the European Union. After the participants have made their guess, it reveals the real location, and awards points based on how close the participant's guess of the location was.



Step 2.

After this short introduction, the facilitator introduces the topic of the activity: Freedom of movement within the European Union and the Schengen Agreement. The facilitator shows this YouTube video explaining the Schengen Agreement: https://www.youtube.com/watch?v=uz4vlS1QGhw .

The video is followed by a presentation (PowerPoint) explaining the Schengen Agreement and the 4 fundamental freedoms of the European Union.

Step 3.

European borders game: the group will be divided into small teams and the facilitator will share their screen showing Google Maps localisations of different specific borders to the participants. The groups have to guess as quickly as possible where the localisation (country, and city if required) is and the first group to give the correct answer scores a point. Additionally, the facilitator can also provide background to the participants after each answer.

Questions for Reflection

After going through all the quiz questions, the facilitator can close the game and close the activity by doing a debriefing with the group. You can use the following questions:

- What did you learn today?
- Are there any points that are still not clear to you?
- What have you found interesting or surprising? Why?
- From now on, how would you define the Schengen Agreement as European citizens?

Documentation

The places to be shown through Google Maps could be the following:

- Checkpoint Charlie in Berlin, Germany. It was the best-known Berlin Wall crossing point between East-Berlin and West-Berlin during the Cold War (1947–1991).
- Baarle-Hertog borders. Belgian city in the Netherlands. Surrounded by the Dutch province of North Brabant; Baarle-Hertog, however, is part of the Belgian province of Antwerp. The border's complexity results from a number of medieval treaties, agreements, land-swaps and sales between the Lords of Breda and the Dukes of Brabant. These distributions were ratified and clarified as a part of the border settlements agreed under the Treaty of Maastricht in 1843.

The tight integration of the European Union and in particular the Schengen Treaty have made many of the practicalities of the situation substantially simpler since the 1990s. Nevertheless, this place is also known for being the most divided border town in Europe.

- Lake Constance. Natural border situated where Germany, Switzerland, and Austria meet. Its shorelines lie in the German states of Baden-Württemberg and Bavaria, the Swiss cantons of St. Gallen, Thurgau, and Schaffhausen, and the Austrian state of Vorarlberg. The Rhine flows, as Alpine Rhine, into the lake from the south, with its original course forming the Austro-Swiss border, and has its outflow on the Lower Lake where — except for Schaffhausen — it forms, as High Rhine, the German-Swiss border as far as the city of Basel.

- Bosnian and Herzegovina's border with Croatia – Neum city. The Herzegovinian municipality of Neum in the south makes the southernmost part of Croatia an exclave. In 1999, a border agreement between the two countries moved the Croatia – Bosnia and Herzegovina border near Neum from the very coast further into the sea waters of the Mali Ston Bay, placing two Croatian islands under Bosnia-Herzegovina sovereignty. Six years later, the Croatian government called for the ratification of this agreement; however, it was not ratified. The two countries negotiated the so-called, Neum Agreement and Ploče Agreement, defining special arrangements for Croatian transit traffi through Neum and Bosnia and Herzegovina access to the port of Ploče to compensate for non-contiguity of Croatian territory between Ploče and Dubrovnik and lack of a seaport in Bosnia and Herzegovina.

- Ceuta border with Morocco, Spain. Bordered by Morocco, it lies along the boundary between the Mediterranean Sea and the Atlantic Ocean. It is one of nine populated Spanish territories in Africa and, along with Melilla, one of two populated Spanish territories on mainland Africa. It was part of the province of Cádiz until 14 March 1995. On that date, Statutes of Autonomy were passed for both Ceuta and Melilla. Ceuta, like Melilla and the Canary Islands, was classified as a free port before Spain joined the European Union. Spanish is the only officia language. Darija Arabic is also spoken by 15–20% of the population.

- Schengen border with France and Germany, in Luxembourg where the Agreement was signed in 1985.
- Vatican City State. It is an independent city state and enclave located within Rome, Italy. The Vatican City State, also known simply as the Vatican, became independent from Italy with the Lateran Treaty (1929), and it is a distinct territory under "full ownership, exclusive dominion, and sovereign authority and jurisdiction" of the Holy See, itself a sovereign entity of international law, which maintains the city state's temporal, diplomatic, and spiritual independence. With an area of 49 hectares (121 acres) and a population of about 825 inhabitants, it is the smallest state in the world by both area and population. As governed by the Holy See, the Vatican City State is an ecclesiastical ruled by the pope who is the bishop of Rome and head of the Catholic Church. The borders of the Vatican are the second smallest in the EU. The smallest border within the EU is between Spain and Gibraltar.
- The Øresund Bridge between Denmark and Sweden. The Øresund Bridge is a 16 km direct link between Denmark and Sweden. The Øresund Bridge opened in 2000 and since then thousands of cars and trains have crossed the strait between Denmark and Sweden. The bridge consists of both a bridge, a tunnel and the artificial island Peberholmen.

Tips for Facilitators

- Take sufficient time for reflection questions at the end.
- Note that the game will likely take 20-25 minutes; accordingly, the presentation (Step 2) should take you no longer than 15 minutes and the introduction up to 10 minutes.
- The session, and more specifically, the PowerPoint presentation should be prepared and adapted by the facilitator to the needs and knowledge of the participants.

- Here you can find Information to prepare the presentation of the Schengen Agreement:

    - European Commission – Schengen area
    - Institut Delors – The four freedoms in the EU: Are they inseparable?
    - Schengen visa info – Schengen agreement

- When sharing the screen during the Google Maps activities, make sure to hide the localisation on Google Maps on the top left of the screen. See below:

Suggestions for Variations

- For the ice breaking activity, options to play together or with a small competition are available on the website but an upgrade to a Pro-account is needed to access them.
- Additional examples of borders can be added by the facilitator when preparing and designing the activity.
- If the facilitator wants to shorten the activity, it can start with step 2.
- The facilitator can simplify the statements or make them relevant to the young people's contexts and experiences.

Deconstructing Polarisation

Topic	Activity	Target Group	Duration	Group Size
Political Engagement	Debate	16–25 years old	1h45min	10–30 young people

Objectives

- To consider some of the controversial aspects of a European political discussion
- To practise and develop skills of listening, discussion and persuasion
- To encourage co-operation and open-mindedness

Platforms

- Jamboard
- Zoom

Materials and Preparation

- Laptop or mobile device
- Internet Internet connection
- For this activity, you will need to ask participants to fill in the political compass before the activity; they will be notified in advance to do so via email
- The political compass is not anonymous, however, no other participants will be aware of the exact results and information handed in, except for the organisers; the results of the political compass should be reviewed in advance and are used as the basis for the activity without nominating any of the participants
- Jamboard questions

Step-by-Step Methodology

Step 1.

The facilitator explains to the participants that the following activity is about political polarisation and that the group will be given the chance to reflect on what this means and to think about their own level of polarisation.

Step 2.

The facilitator divides the participants in small groups with approximately five people in every group, depending on the number of participants. Each group will have access to their own Jamboard prepared with three slides, each containing one of the following questions:

- What does political polarisation mean to you?
- Is political polarisation a concern in your country?
- Do you think polarisation is impacting the EU?

Step 3.

The participants will be given time in their respective groups to brainstorm collective answers to the above-stated questions. When the time is over the participants will join the main discussion once again.

Step 4.

A run-through of what polarisation means will be given by the facilitators by means of a prepared presentation. This presentation will be based around the causes of political polarisation in the EU, and the main source of information used is The Future of Democracy in Europe 2020 Research Paper from Chatham House that you can find here. Therein, thought-provoking question(s) should be included, such as: “Could you identify some reasons for the occurrence of polarisation?” “Do you think polarisation is increasing or reducing? Why? If it is increasing, do you think it can be reduced?” and the facilitator should allow time for comments.

Step 5.

The facilitator should allow for and stimulate discussion. .

Step 6.

Firstly, the facilitators will view everyone's results on the political compass. The participants will then see the spread/range of political views amongst themselves and should attempt to identify where they stand based on their score. Since the aim is to create an understanding for both sides of the arguments, the facilitator will choose the most polarising statements from the political compass results. These will in turn be the basis of an inverted 'for versus against' debate.

Step 7.

The debate(s) will take place utilising the following steps:

For every statement, there will be two groups for each debate:

- Group A that will argue in favour of a statement based on the fact that their political compass results showed that they were actually against that statement.
- Group B that will argue against a statement, based on the fact that their political compass results showed that they were actually in favour of that statement.

Each group should ideally have 5 participants although this number may fluctuate depending on the number of participants.

As stated above, one statement which clearly divides the participants into opposite camps of opinions will be chosen by the facilitator, using the results of the political compass.

Each group, after having been presented with the statement and what stance (for or against) they should take, will be given time to privately discuss their ideas, do basic research, and decide how they will divide their time.

Step 8.

Participants will then reconvene in the main room:

There will be time for the actual debate, which will be split up as follows:

- The first minutes will be allocated to Group A to introduce their argument on the chosen statement.
- Then, the same time will be allocated to Group B to introduce their argument on the same statement.
- The next minutes will be given to Group A to deepen their argument as well as present a counter argument to group B.
- Following this, Group B will also have the exact same time to deepen their argument as well as present a counter argument to group A.
- Finally, each group (A and B) will each be given some more minutes to give their final remar s and close off their ends of the debate.

Questions for Reflection

After going through all the quiz questions, the facilitator can close the game and close the activity by doing a debriefing with the group. You can use the following questions and use a Jamboard:

- How did you feel during this exercise?
- Did you find the arguments and statements you had to make to be valid and credible? How did you feel when you had to make them?
- How did it feel to speak on the side that you usually disagree with?
- What common values can you deduce?
- Why do you think people hold different ideas? Can you understand the position of the other side? Why? Why not? What do you think are the consequences of understanding them or not?

- Do you feel you should be more open to the ideas of others? How can you work towards that?
- Where do you see red lines that you still want to keep?
- Where and how can you explore more about my own views and others?
- Was this exercise useful to you? Why?

Documentation

Download the Political Compass[6]: https://forms.gle/mGP8SaHZqyi6X8PWA

Tips for Facilitators

- If any participants happen to not fill the political compass in by the day of the event, they should fill it in as soon as they enter the online call for registration.
- Take sufficient time for the participants to go through the different steps of the activity.
- Make sure that all the young people participate, and that even the more quiet ones have a chance to express their opinion; you may want to call them directly.
- Limit the discussion time on each statement so that the activity does not become too long.
- Make sure all participants have access to edit the Jamboard, i.e. to add notes and information on it.
- Take sufficien time for the debriefing questions; it will help the group to reflect on the main points of learning and to digest some difficulties they experienced when explaining their points.

[5] The Political Compass is a tool that was fully developed by JEF Malta.

- Reinforce points related with openness to different opinions, importance of negation, and open and frank dialogue.
- Keep informed and updated about the main hot topics around EU policies and adjust the sentences for the discussion part of the activity accordingly.

Suggestions for Variations

- If there is less time available, the facilitator may want to choose to do just one part of the activity, or divide the activity in two sessions: one session that addresses the meaning of polarisation and includes a discussion around its impact and another session for allowing the participants to have the discussion part of the activity around controversial topics.
- Instead of using a Jamboard for the 'questions for reflection' Padlet can be used so the answers to every question can be seen clearly by each participant.

European Culture Quiz

Topic	Activity	Target Group	Duration	Group Size
European Culture	Quiz	12–20 years old	40min	4–30 young people

Objectives

- To raise awareness of the existing European diversity
- To explore different aspects of EU cultur
- To motivate further exploration of topics related to the European Union

Platforms

- Kahoot
- Zoom

Materials and Preparation

- Laptop or mobile device
- Internet connection
- Kahoot link and questions
- Answer sheet
- Projector, if hybrid

Step-by-Step Methodology

Step 1.

The facilitator tells the participants that the following activity is a quiz about European Culture.

Step 2.

The participants are asked to connect to the Kahoot link generated when the quiz was created/when the quiz is started.

Step 3

The facilitator goes through the rules of the game together with the participants, also explaining to them how to use the tool.

Step 4

The facilitator starts to display the questions and reads them out loud. The facilitator should allow time for participants to choose their answers. Only when all of them have chosen their answer, the facilitator reveals the right answer to the group.

The facilitator can thereby invite the participants to state the reasons that led them to their choices and give examples and further explanations on the question and the correct answer. The facilitator should aim at stimulating dialogue about the topic, using, for example, the following questions:

- Which elements in the question helped you?
- Have you heard about this before?
- Have you ever been to this country?
- Any interesting facts about this country that you know?

Step 5

The facilitator continues with questions and answers, and possibly discussion(s) until the end of the game.

Questions for Reflection

After going through all the quiz questions, the facilitator can close the game and close the activity by doing a debriefing with the group. You can use the following questions:

- How did you find the game?
- What were the most challenging questions?
- Did any of the answers surprise you? Why?
- What did you learn about EU culture?
- Do you think this information is important? Why or why not?

Documentation

List of questions for the quiz which you can use:

- Name of a city which uses gondolas and boats instead of cars to go from one place to another. **(A: Venice)**
- Pastel de nata is a well-known pastry in this country. This country is also known for decorating buildings with tiles. **(A: Portugal)**
- Frogs legs and snails are considered a delicacy in this country. The Arc de Triomphe is a famous monument there too! **(A: France)**
- Which country is known for its Currywurst, Schnitzel, and Neuschwanstein castle? **(A: Germany)**
- A country known for pickled herring and ABBA. **(A:Sweden)**
- Hagar Qim, traditional Luzzu and rabbit stew are associated with this country. **(A: Malta)**
- A country known for the creation of the Olympics, taramasalata and the philosopher Socrates. **(A: Greece)**
- Place famous for the Schonbrunn, the sachertorte and a famous psychologist called Freud. **(A: Austria)**

Tips for Facilitators

- Take sufficient time for the participants to choose their options.
- Stimulate dialogue among the participants about some of their answers.
- According to your context and group, adapt the existing questions or prepare another 2 or 3.
- Create an environment where competition goes hand in hand with the fact that participants feel comfortable to ask questions; encourage questions and critical reflections
- Please check the data for some of the questions in advance, so that you can provide the participants with the most recent information.

Suggestions for Variations

1. Participants could work in teams instead of working individually. You can also prepare slides using a Jamboard, for example with the questions and allow participants to work at their own pace and discover more about each of the questions.
2. Slido can be another alternative for the platform you use. It has a quiz function, which the facilitator and the group can use.

European Parliament Situations

Topic	Activity	Target Group	Duration	Group Size
European Institutions	Simulation	16–30 years old	2h30min	15–20 young people

Objectives

- To experience how the European Parliament works and that decision-making in the European Union is a complex process
- To learn about what compromises involve
- To learn that lack of time can speed up political processes
- To get to know different political views on an issue

Platforms

- Google Drive
- Google Docs
- Miro (white board)
- Zoom

Materials and Preparation

- Laptop
- Internet connection

- Make sure the participants should have access to a directive, to a more general briefing with information about the issue they are discussing, to a position paper for each represented parliamentary group
- Prepare the material about the European Parliament (e.g. flow chart) and a procedure of the plenary debate
- Prepare the activity:
    - You need to choose a topic for the simulation, potentially you can also include the participants in the choice if you have the option of contacting them timely before the activity itself. Think about relevant events or discussions in Europe: digitalisation, climate change, European Defense, migration... and choose a topic that affects the participants themselves. Choose a controversial topic and formulate the directive controversially: this ensures the students find enough points to discuss about. It is possible to combine two topics: e.g. European defense and data protection.
    - The team of facilitators either has to provide a comprehensive overview on the topic in form of a briefing, which then has to be researched and written (potentially JEF materials can be shared), or – depending on the framework and the age and knowledge of the participants – this can be part of their preparation with specific instructions and clear lead questions for this task are prepared. It can also include contacting MEPs to learn about their stance.
    - The participants need to receive materials for individual preparation before the actual simulation. Realistically, a meeting for each parliamentary group of 45 minutes, the simulation of the plenary session of 60 minutes and a reflection meeting of 45 minutes should be organised.

Step-by-Step Methodology

Step 1.

Implementation of the group meetings:

- The facilitator provides necessary basic information about the workings of the parliament.
- The facilitator then gives a short introduction of the topic, the parliamentary group and their stance on the topic (the set up of the activity confronts the participants with a given position and they are put into a group by draw).
- The groups should identify the most important problems and solutions based on the materials and write statements and divide tasks for the plenary.

Step 2.

Implementation of the plenary:

1. The session should be officiall started by the president. Every parliamentary group should have an opening statement of about two minutes.
2. Every amendment should be introduced by the corresponding group, then the amendment should be discussed by the parliament. The parliamentary group has the right to have the final comment, then the amendment is voted upon. This is repeated for each amendment.
3. Every parliamentary group should comment on the final directive.
4. Finally, the parliament accepts or rejects the final directiv .

Step 3.

Implementation of the reflection meeting

1. The facilitator lets the participants first describe what the process looked like and what the result was, their feelings, etc; ideally, the facilitator gives them some individual reflection time through an online white board, the chat or similar.
2. Additional information about the parliament is given, adding the comments of participants that reflect the information they had before and complements it with the learning experience.
3. The facilitator transfers to how participants can learn more about the work in the parliament, and how they can get in touch (e.g. by showing them MEPs on Instagram, introducing more resources, videos, 360 degree online visit to the building).

Questions for Reflection

After going through the different steps of the activity, you can close the activity by doing a debriefing. You can use the following questions:

- How do you feel? Are you satisfied with what you have achieved?
- What happened in the process, what were the steps?
- How was the experience for you?
- What did you like, what was maybe annoying or strange to you?
- What surprised you? What was new to you?

Documentation

N/A

Tips for Facilitators

- This activity needs some in-depth preparation work; reserve some time for that.
- Ideally, the activity set-up ensures that everyone speaks in one capacity, as with online activities the engagement can drop significantly if only listening.
- It can be helpful for you to get more facilitators involved to run the session, also to support the individual groups in their work by helping out with questions and definitions or getting the group back on track if discussions drift off or get heated.
- To make the simulation more appealing, you can provide participants with specific video background images for each parliamentary group that has the logo/colours, some video platforms even allow placing all videos into a virtual room, which can be a photo of the plenary of the parliament.

Suggestions for Variations

1. To make the plenary more appealing, it can be interesting to invite an MEP to receive the results virtually and engage with participants in a round of question and answer.
2. As a further activity, the game ‘MEP for a month’ which is to be found on https://gamifyeu.org/, can be recommended. This puts the simulation into a broader process and also gives insights into more of the tasks of an MEP.
3. Other platforms can be used for facilitation, e. g. Google Classroom or Dropbox instead of Google Drive or Etherpad Lite instead of Google Docs.

European Union Calendar

Topic	Activity	Target Group	Duration	Group Size
History of the Europe-an Union	Collage, Drawing	12–20 years old	1h–1h30min	4–30 young people

Objectives

- To increase knowledge about EU history, namely special occasions

Platforms

- Padlet
- Zoom

Materials and Preparation

- Laptop
- Internet connection
- Prepare the calendar on the Padlet
- Prepare The "'Years to Remember about the European Union" list

Step-by-Step Methodology

Step 1.

The facilitator explains to the group that they are going to produce a calendar that will tell them when important days are coming up that relate to the history of the European Union.

Step 2.

The facilitator shows the participants the years written on a Padlet and asks the group if they know any special days that can be linked with historical dates related to the European Union. The facilitator can ask them to remember a particular date that they might have studied at school or an event that they might have watched on TV related to the European Union, for example.

Step 3

The facilitator displays the list of “Years to Remember about the European Union” and asks the participants if they are aware of any of these days, and why they are important. For those dates unknown, the facilitator explains their significance brie . The facilitator then asks young people to suggest ways to celebrate some of those days to show their importance.

Step 4

The facilitator divides the participants into smaller groups and assigns each group a few special dates to work on and asks the group to use images, videos, emojis, music and other resources to make the presentation of those days fancier.

Step 5

When the decorations of the dates are complete, the facilitator asks the groups to put their decorations under the correct month on the wall, so everyone can see them. The facilitator explains that a few very important dates have been left out and asks the young people if they believe that birthdays count as important dates, and why birthdays are related to Europe (for example, they have a role in participating and shaping the history of the European Union). The facilitator gives time for each of the young people to add into the celander their birthday together with their name.

Questions for Reflection

After each participant has completed the calendar, the facilitator can close the activity by doing a debriefing with the whole group. Some questions that can be used are:

- Did you enjoy this activity?
- What did you learn about the history of the European Union calendar?
- Do you think it is important to mark these days? Why?
- Any of these special days you feel like celebrating somehow? Why? How do you feel like celebrating it?

Documentation

“Years to Remember” list:

- 1945 – The end of World War II
- 1950 – Schuman Declaration proposes pooling French and German markets for coal and steel
- 1951 – Treaty of Paris creates Coal and Steel Community
- 1957 – Treaty of Rome creates European Economic Community (by "The Six": Belgium, France, Italy, Luxembourg, the Netherlands and West Germany)
- 1963 – Ankara Agreement initiated a three-step process toward creating a Customs Union which would help secure Turkey's full membership in the EEC.
- 1963 – Charles de Gaulle vetoes UK entry
- 1967 – ECSC, EEC and Euratom merged
- 1973 – Accession of Denmark, Ireland and the UK
- 1979 – First direct elections to Parliament
- 1981 – Accession of Greece

- 1985 – Delors Commission, Greenland leaves Community.
- 1986 – Single European Act; Accession of Portugal and Spain; flag adopte
- 1989 – The fall of the Iron Curtain in Eastern Europe
- 1992 – Maastricht Treaty formally called the Treaty on European Union - The European Union was born and Euro was introduced as the fellow currency (Denmark and the UK are not included in the EMU (European Monetary Union)).
- 1993 – Copenhagen criteria define
- 1995 – Accession of Austria, Finland and Sweden
- 1999 – Fraud in the Commission results in resignation
- 1999 - The Euro as an 'accounting currency' officiall replaces twelve national currencies
- 2002 – Euro banknotes and coins physically replace the twelve national currencies
- 2004 – Accession of ten countries (Cyprus, Czech Republic, Estonia, Hungary, Latvia, Lithuania, Malta, Poland, Slovakia, Slovenia); signing of Constitution
- 2005 – France and the Netherlands reject the Constitution after own internal referendums (for France it was a binding one only)
- 2007 – Accession of Bulgaria and Romania
- 2009 – Lisbon Treaty abolishes the three pillars of the European Union
- 2013 – Accession of Croatia
- 2016 – UK holds a Membership Referendum and votes to leave the European Union

- 2017 – Negotiations between UK and the EU officiall started in June 2017
- 2017 – Start of Brexit: On 29 March 2017, the Government of the United Kingdom invoked Article 50 of the Treaty on European Union. The UK was due to leave the EU on 29 March 2019 at 11 p.m. GMT, when the period for negotiating a withdrawal agreement was set to end
- 2020 – UK leaves the EU after the Brexit withdrawal agreement takes effect on 31 January 2020 at 11 p.m. GMT

Tips for Facilitators

1. Take time for each of the steps of the activity.
2. Take time for the reflection questions.
3. Make sure that you also bring dates into your list that are related to the celebration of some rights and important achievements for the rights in the European Union.
4. If you want to go further on the topic, more detailed information can be found here: http://fdslive.oup.com/www.oup.com/orc/resources/politics/eu/eupolitics/resources/timeline/eupolitics_timeline.pdf.

Suggestions for Variations

1. The facilitator can adapt the activity to the age and capacities of the group. When working with ‘older’ young people, the facilitator may want to give them time to conduct research themselves and find out some of the most important days in the history of the European Union.
2. Instead of giving each young person a day to work on, the facilitator can ask them to create a group drawing for different days.

Global

Topic	Activity	Target Group	Duration	Group Size
Globalisation	Discussion	14–30 years old	1h–1h15min	15–20 young people

Objectives

- To increase awareness and understanding about global issues
- To reflect on the participants' countries and its role in globalisation
- To discuss various aspects of globalisation and its impact on young people's lives

Platforms

- Mentimeter
- Miro (white board)
- Zoom

Materials and Preparation

- Laptop
- Internet connection
- Prepare the Mentimeter slides for brainstorming
- Make sure to share the Miro board link with the participants to ensure that they all have access
- Prepare icons in the Miro board with the names of the participants in advance as well as the board for the group activity with the participants' icons on the top and a line with ends labelled AGREE and DISAGREE.

Step-by-Step Methodology

Step 1.

The facilitator starts the session with a brainstorming on globalisation. For this purpose, the facilitator uses Mentimeter and creates five slides. The facilitator asks the participants the following questions:

- Slide 1: What comes to your mind when you hear the word "Globalisation"? Participants are allowed to enter a maximum of 5 keywords.
- Slide 2: A map of Europe shows up on the screen, the facilitator asks participants to find their home country and pin it. Participants can add a dot, a like, or a heart, etc. to highlight the country they live in.
- Slide 3: The facilitators asks the participants to complete the sentence "I think my country is ...." by choosing the following options:

    1. Very globalised
    2. On the way to globalisation
    3. Not globalised at all

- Slide 4: What is the most globalised country in Europe?

    1. Belgium
    2. Germany
    3. Switzerland (Correct answer)
    4. The Netherlands

    Following this question, the facilitator can provide some brief information on the Globalisation Index and let participants know about the Globalisation Index.

- Slide 5: What are the negative impacts of globalisation? (pin 3-4)

    1. Increased trade
    2. Greater competition
    3. Economies of scale – more efficient producti
    4. Increased capital and labour mobility
    5. Tax avoidance (correct answer)
    6. Structural unemployment (correct answer)
    7. Monopoly power of multinationals participants' opinions. They may want to add something to the list.

    Here, the facilitator can ask for the participants' opinions. They may want to add something to the list.

Step 2.

The facilitator uses the Miro board and explains the task: the facilitator will read out a statement and ask the participants to decide whether they agree or disagree with the statement. Based on their decision, participants should move their icon to the respective side of the board.

Step 3.

The facilitator gives the participants the first statement. After everybody has decided and moved to the different sides of the board, participants (from both sides) are asked to express why they agree or disagree with the statement. Sometimes, after sharing ideas or arguments, participants want/can change their position. Before moving to the following statement, it always makes sense to ask if someone wants to change their position: from agree to disagree, or vice versa.

Step 4.

At the end, the facilitator summarises the session, highlighting the impact of globalisation in our lives, and the decisions we make. Some participants can find it challenging to decide whether they agree or disagree. However, this type of activity can motivate them to take the risk of making a statement they are uncertain about.

Questions for Reflection

After going through the different steps of the activity, the facilitator can close the activity by doing a debriefing, e.g. by asking the following questions:

- How did you feel when you had to make a decision?
- What was the most difficult one and why?
- Which of the statements did you particularly like or dislike and why?
- What have you found interesting or surprising? Why?
- What have you learned?

Documentation

Example of the Miro board:

Some statements can be:

- The world has become more affluent in the last 30 year
- Globalisation has made people think more openly.
- In a globalised world, we don't need borders anymore.
- Through globalisation, EU firms receive easier access to new markets.
- Globalisation is a deal between developed countries.
- Stopping climate change is an unrealistic goal in a trade-oriented world.
- Technology will save/is capable of saving humanity's future.
- Globalisation is an accurate indicator of development
- Religious beliefs will become less critical in a trade-oriented world.
- Europeans are optimistic about globalisation and welcome more European cooperation in political and economic integration.
- Multiculturalism doesn't work.
- EU consumers have access to a larger variety of goods at lower prices.
- Globalisation creates job opportunities for EU citizens.
- Social Media is a leading vehicle to globalisation.
- Global news networks contribute to the spread of knowledge.
- Travel and tourism allow for exchanging cultures, ideas and knowledge.

Tips for Facilitators

- Take sufficient time for the participants to go through the different steps of the activity.
- Take sufficient time for the debriefing questions.
- Ensure that participants from both sides have equal opportunities to speak and express their thoughts.
- It's great if participants can move their icons on the Miro board by themselves; in this case, you will see great movement on your screen; however, sometimes, due to connection issues, some participants cannot, and then you can help the participant(s) replace their icon to the respective side of the board.

- You are always welcome to add or change the statements depending on their target group.
- For more information on the globalisation index please see: https://www.statista.com/statistics/268168/globalization-index-by-country/, and https://kof.ethz.ch/en/forecasts-and-indicators/indicators/kof-globalisation-index.html.
- For more information on the negative impacts on globalisation see: https://www.economicshelp.org/blog/81/trade/costs-and-benefits of-globalisation/.
- For more general information see: https://eupinions.eu/fileadmin/files/BSt/Publikationen/GrauePublikationen/EZ_eupinions_04_2017_englisch.pdf.

Suggestions for Variations

1. For the scales, it can be useful to mark the middle point; if participants have difficultie deciding or are unsure about their final decision, they can mark their position in the middle. It's always good to have various opinions, as it can raise discussion; if you therefore want to make decision-making harder for the participants, you can remove the point marking the middle.
2. As an alternative, the facilitator can use a Jamboard instead of Mentimeter, and Zoom Whiteboard instead of a Miro board. In Zoom Whiteboard, participants can mark themselves using their initials, or selecting signs with different colours.
3. The facilitator can simplify the statements or make them relevant to the young people's contexts and experiences

I'm Round!

Topic	Activity	Target Group	Duration	Group Size
Inclusion	Video visu-alisation, Reflection, Automated	16–30 years old	self-path activity, around 45min	Individual

Objectives

- To develop an understanding about diversity and the range of perspectives attached to the concept of culture
- To develop self-reflection, empathy and capacity to embrace difference and the unknow

Platforms

- Genial.ly
- YouTube

Materials and Preparation

- Laptop or mobile device
- Internet connection
- Make the link of the video available
- Prepare the questions and make sure that access to the platform is given

Step-by-Step Methodology

- This is an automated activity that you can work on individually.
- You can find the activity here:

  Video 1 I am round Jag är rund 1 – YouTube

Documentation

Questions to use:

- What are your general impressions of this video?
- Are there people who are considered “too different , “uncivilised” or “uneducated” by most people where you live? What do you know about them?
- What would happen if where you live most people thought that your community (or your ethnicity or identity group) was inferior and shameful? What would happen to your sense of ‘who you are’ if you started to believe them?
- What would you do if someone thought you were “too different , “uneducated” or “uncivilised” and tried to help you by imposing a notion of “being” or behaving that you did not agree with?
- What are the long-term implications (both for individuals and across generations) of being considered (by the ‘mainstream’) inferior to others? What are the implications of feeling inferior to others?
- What happens if, besides feeling inferior, people are also exposed to constant discrimination and humiliation in the ‘mainstream’ society? What do you think would be the implications for you and your family if you were in this situation?
- What do you think you can do in your community to tackle aspects related to discrimination? Do you know what the main policies in place are? Who are the people responsible to design and implement those?
- Are you in contact with a local or national NGO that works to fight discrimination?

Tips for Facilitators

- This is an automated activity and facilitation is not needed.
- If you want to offer this activity to younger people, you can simplify the language used in the questions.

Suggestions for Variations

This activity can also be used in groups between 4-30 people and participants can make their reflection individually and in groups and then the questions can be used to generate discussion in small working groups.

In a Relationship

Topic	Activity	Target Group	Duration	Group Size
European Citizenship	Collage	6–14 years old	45min–1h	2–30 young people

Objectives

- To raise awareness about the importance of European Citizenship
- To develop an understanding about European Rights

Platforms

- Zoom

Materials and Preparation

- Laptop
- Internet connection

Step-by-Step Methodology

Step 1.

The facilitator introduces the activity saying that its aim is to allow the group to discover more about the European Union and to reflect about what it means in their daily lives.

Step 2.

The facilitator divides the group in smaller working groups and asks them to discuss and find images that show

- The most significant experiences they had at individual level connected with the European Union
- Symbols that are connected with the European Union
- Some of the challenges of being part of the European Union
- Some of the benefits of being part of the European Union

Step 3.

With the groups all together the facilitator asks each group to make the presentation of their results.

Questions for Reflection

At the end of the activity the facilitator can close the activity by making a debriefing

- How did you find to think about yourselves as European citizens?
- Where did you find the images you chose to put in your poster? Was it difficult to find images that represented the challenges you decided to consider? And what about the benefits?
- What does European citizenship imply for you?

Documentation

N/A

- Take sufficien time for the participants to go through the different steps of the activity.
- Take sufficien time for the questions for reflection at the end of the activity.
- Have in mind that you may be working with young people that are coming from a migrant background outside of the European Union and make sure that you are sensitive to:
    - not perpetuate visions of superiority in terms of culture, technological or economic development
    - understand the limitations of European citizenship and the impact of it in others' life and sense of belonging

Suggestions for Variations

The facilitator can also look for some images and ask participants to discuss their feelings of belonging to the European Union and European Citizenship, e.g. by looking for pictures that are both interesting and diverse, perhaps also ambiguous.

Institution Puzzle

Topic	Activity	Target Group	Duration	Group Size
European Institutions	Research, Presentation	12–20 years old	35–40min	20–25 young people

Objectives

- To increase the understanding of how European Institutions work
- To increase the understanding of the roles and relationships between different European institution

Platforms

- Jamboard
- Zoom

Materials and Preparation

- Laptop or mobile device
- Internet connection
- Briefings about the Institutions of the European Union

Step-by-Step Methodology

Step 1.

The facilitator provides brief information about the topic. After the introduction the facilitator divides the participants into four groups and prepares the breakout rooms.

Step 2.

Before starting the sessions in the breakout rooms, the facilitator explains the task to the participants. Then, each group will get time to read a briefing about one of the EU institutions.

Step 3.

Next, the facilitator shares the jam board link with participants and asks them to find Institution and complete the puzzle based on the following categories:

- Name:
- Seat:
- Composition + Role of its members:
- Appointment procedure:
- Tasks assigned:
- Representing interests of ...:

Step 4.

Once the time is over, the facilitator invites the participants to the main session and allows them to present the EU Institution they have worked on.

Questions for Reflection

Once the group presentation is finished, the facilitator as s the following questions to understand the participants' key learnings from this session:

- How was the process? Did you enjoy working on the puzzle?
- What information was familiar to you? What surprised you?
- What new information did you learn about the EU Institutions?

Documentation

Jamboard link

https://jamboard.google.com/d/1D9nVpCBBZWt-EB1Y4NJGHMF0HonfLeM4BwsRMMdz_Ls/edit?usp=sharing

Tips for Facilitators

- Take sufficient time for the participants to go through th different steps of the activit .
- Take sufficient time for the questions for reflection at the e of the activity.
- Make sure all participants have access to the Jamboard so that they can add notes and information on it.
- Take sufficient time preparing briefings about the Institutions (or upload the briefings into Google Drive) and share files or lin s with the participants.

Suggestions for Variations

The activity can also be designed by developing a quiz about the respective Institutions of the European Union. Kahoot, or Slido are platforms that can be used to do so.

LanguagElls Quiz

Topic	Activity	Target Group	Duration	Group Size
European Culture	Quiz	8–14 years old	30–40min (according to the number of players)	5–20 young people

Objectives

- To discover the diversity of languages spoken in the European Union through anecdotes and fun questions

Platforms

- Jamboard
- Kahoot
- Zoom

Materials and Preparation

- Laptop or mobile device
- Internet connection
- Kahoot questions and answers

Step-by-Step Methodology

Step 1.
The facilitator tells the participants that the following activity is a quiz about fun facts related to European Languages.

Step 2.

The facilitator asks the participants to connect through the Kahoot link generated once the quiz has been created or started.

Step 3.

The facilitator goes through the rules of the game together with the participants, also explaining how to use the tool.

Step 4.

The facilitator starts to display the questions and reads them out loud. The facilitator should allow time for participants to choose their answers. Only when all of them have chosen their answer, the facilitator reveals the right answer to the group. The facilitator can always invite the participants to state the reasons that led them to their choices and give examples and further explanations on the question and the correct answer. The facilitator should aim at stimulating dialogue about the topic, using, for example, the following questions:

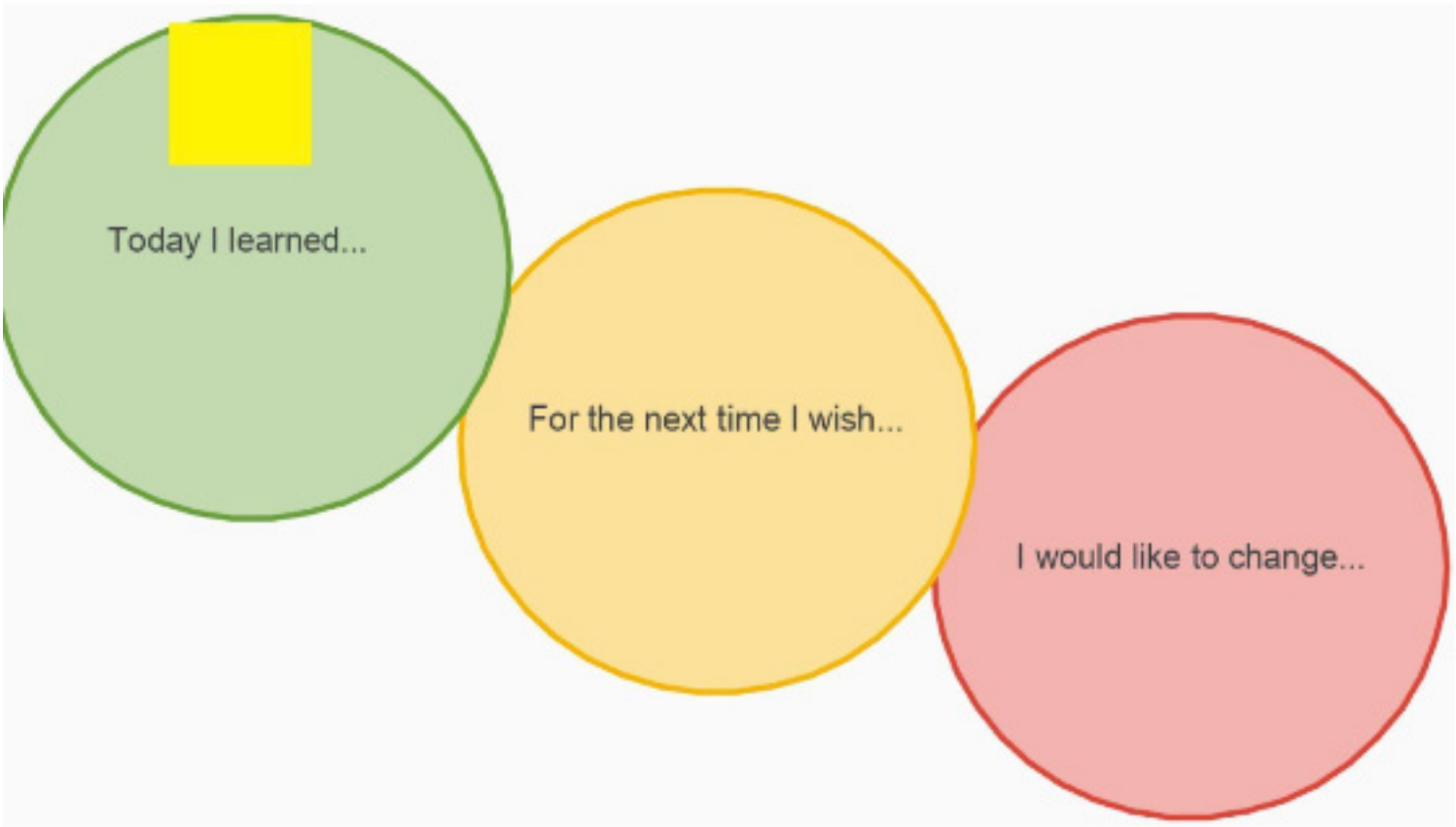
- Why did you think like that?
- Which other examples do you know? What is your personal experience?
- Have you heard about this before?

Step 5.

The facilitator continues with questions and answers, and possibly discussion(s) until the end of the game.

Questions for Reflection

The facilitator introduces a ‘Green Light feedback’ activity to receive the participants’ feedback on stickers posted on a Jamboard.



Questions for the activity

What does “Ljubljana” mean in Slovenian?

- Sleeping Beauty
- The Mockingbird
- **The Beloved One**

How many official languages are recognised in the European Union?

- 3
- **24**
- 27

How do you say Thank you in Lithuanian?

- **Achoo**
- Grazie
- Sahha

What is the most widely spoken mother tongue in the EU countries?

- English
- **German**
- Spanish

Romanian is a language belonging to the linguistic family of ... languages:

- **Latin**
- Slavic
- Germanic

How is Snowy, Tintin's little dog, called in Dutch?

- Milou (French)
- **Bobbie**
- Terry (Danish)

How many letters are there in the longest word in the German language and in Europe?

- 24
- 51
- **80** (Donaudampfschifffahrtselektrizitätenhauptbetriebs-werkbauunterbeamtengesellschaft)

What does the Spanish expression “Playing Swedish” (hacerse el sueco) mean?

- **Pretend not to understand or not to know something**
- Leaving without saying goodbye (= the Polish goodbye)
- Being lucky (= the luck of the Irish)

How do you say “atishoo” in Polish?

- Hatschi (allemand)
- Achim (portugais)
- **Apsik (= apchink)**

What are the 3 alphabets used in the European Union? (more than one correct answer)

- **Latin alphabet**
- **Cyrillic alphabet (used by Bulgaria)**
- **Greek alphabet (used by Greece and Cyprus)**

What is the language most spoken by the citizens of the European Union?

- German
- English
- **French**

Who is Ludwik Lejzer Zamenhof?

- **The inventor of Esperanto**
- The first elected President of the European arliament
- The first person speaking the 24 official languages of the

Speaking of, what is Esperanto?

- **A language that aims to become the common language in the EU**
- A Croatian dish
- A micro-state such as San Marino and Andorra

How do you say Good evening in Greek?

- Kalimera – good morning
- Kalosórisma – welcome
- **Kalispéra**

What are the three official languages in Belgium? (more than one correct answer)

- **French**
- **Dutch**
- **German**

What is special about the Spanish word 'RECONOCER'?

- It has no translation in all EU official languages
- **It is a palindrome (is a word, sequence or phrase that reads the same forward as it does backwards)**
- It is the oldest word in the Spanish language

In which language is the motto of the EU translated with "Unita nella diversita"?

- Italian
- Spanish – Unidos en la diversidad
- **Latin – In varietate concordia**

How do you say bless you in Maltese?

- **Evviva**
- Lai jūs svētī – in Latvian
- Áldjon meg téged – in Hungarian

Tips for Facilitators

- You can make the game more challenging by not giving any suggestions for each question.
- If possible, two facilitators should coordinate the activity: one doing the facilitation and the other providing technical support.

Suggestions for Variations

1. The activity can be carried out in teams or solo. Players compete on a series of questions. Each correct answer scores one point.
2. The facilitator can ask each team to write their answer on an online board (such as Jamboard). The teams that find the right answer score a point.
3. The facilitator can add the use of alternative platforms for the facilitation, e.g. Google Hangout instead of Zoom

Mural Map

Topic	Activity	Target Group	Duration	Group Size
Discrimination	Discussion	16–30 years old	1h30min-2h	8–30 young people

Objectives

- To discuss discrimination and identify those who are affected by it
- To develop an understanding about the main actors responsible for measures and policies that ensure the rights of those affected by discriminatio
- To promote values of solidarity, empathy and respect

Platforms

- Padlet
- Zoom

Materials and Preparation

- Laptop
- Internet connection
- Prepare the the Padlet link with the map and the questions making sure that participants have access to edition rights
- Preparare the Padlet mural with the boxes making sure that participants have access to edition rights

Step-by-Step Methodology

Step 1.

The facilitator introduces the activity by explaining that its aim is to explore and discuss more about the various local communities where the group of participants come from and its diversity.

Step 2.

The facilitator shares with the group the multimedia collaborative map on the Padlet and it should already have an example filled in with the information that you are asking from the participants.

Step 3.

The facilitator asks the group to think about the most vivid/sharp issues present in their community/country lived by young people, which makes it essential to be addressed. And asks each participant to pinpoint in the map where they come from and add the following information:

- Name of the city, town, village or town
- Participant's name

- Identify the specific communities/actors that are experiencing specific problems and challenges
- Upload videos/docs that make visible the problems and challenges lived by the communities previously identified

Step 4.

After the individual work is finished, the facilitator divides the group into smaller working groups and asks them to:

- share the information they just added to the Padlet map with each other and to clearly identify all the communities of young people that are facing challenges
- identify 3-5 problems that those groups of young people face and one need derived from each of these problems;
- They should organise them in the boxes available and add a small description on how that problem is impacting those communities. Here you have an example of the Padlet format you can use:

- When the problems are identified and described the groups should identify who are the actors in their communities/ country who are responsible to address those problems, such as the mayor, deputies, certain private companies, ministries, local counsellors, etc. Here you have an example of a more developed Padlet mural that can be developed by participants:

- Name of the city, town, village or town
- Participant's name
- Identify the specific communities/actors that are experiencing specific problems and challenges
- Upload videos/docs that make visible the problems and challenges lived by the communities previously identified

Step 5.

The facilitator brings the group together and asks for each group to present the results of their work.

Questions for Reflection

When the presentations are all done, the facilitator does a debriefing with the whole group. Some of the questions for reflection can be

- How was it for you to identify the groups of young people in your communities that are facing political, social, sexual, religious, cultural, etc. problems/ discrimination?
- Can we identify who are the 2-3 groups that are experiencing more problems? Why do you think that these groups are the most affected ones?
- Which human rights are these groups not enjoying?
- What do you think are the consequences of this?
- Who do you think are the actors that should work together to assure access to rights of these groups?
- Is it easy to have contact with those actors that you mentioned? Why? What can be done to change it? Are there actors that you have more direct contact with than others?
- What can be done to change the situation of these communities of young people?

Documentation

N/A

Tips for Facilitators

- Take sufficient time for the participants to go through the different steps of the activites.
- Make sure all participants have access to the Padlet so they can edit it.
- When working with young people experiencing discrimination, be sensitive to the attitudes young people have about themselves and others in their community; allow the young people to discuss the issues but balance this by building their confidence and reassuring them that all young people should have opportunities to live the life they want and to have their rights respected.
- Depending on the experience of the group, thinking about the actors responsible can be quite difficult. Be prepared t give examples and to explain certain responsibilities, making sure to reinforce the importance of the groups of young people identified as actors. This can help in establishing connections and contacts with other actors, ensuring they have their voice and space.

Suggestions for Variations

1. The facilitator may just want to identify the groups and main problems affecting them, or create more than one session to explore the entire potential of the activity.
2. The same exercise can be applied to other cultural/social inequalities or even environmental issues.

My Rights in Europe

Topic	Activity	Target Group	Duration	Group Size
European Citizenship	Research, Collage, Discussion	16–30 years old	1h30min	5–30 young people

Objectives

- To know about the relevance and scope of important human rights documents like the Convention on Human Rights of the Council of Europe and the Charter on Fundamental Rights of the European Union
- To reflect where fundamental rights are relevant in differen areas of society and life situations
- To expand the participants' consciousness for different ideas of what human rights are, what different (vulnerable) group ' needs are and discuss possibilities to improve the situation

Platforms

- YouTube
- Jamboard
- Zoom

Materials and Preparation

- Laptop
- Internet connection

- Make sure that the materials are accessible by the participants
- Make sure that you have chosen the video with the subtitles that best fit the group

Step-by-Step Methodology

Step 1.

The facilitator starts the session by explaining that it aims to develop awareness and discuss human rights.

Step 2.

The facilitator shares the video in the sharing settings of Zoom. The group watches the video: https://www.youtube.com/watch?v=Bsm_vhEgKew (EU Charter vs Human Rights Convention – what's the difference?) and collects ideas on the relevance of the term 'rights' through the chat.

Step 3.

The facilitator then divides the participants into smaller groups, in which they should inform themselves about the European Convention on Human Rights of the Council of Europe (https://www.coe.int/en/web/impact-convention-human-rights/how-it-works) or the Charter of the Fundamental Rights of the European Union (https://multimedia.europarl.europa.eu/en/history-eu-charter-of-fundamental-rights_V001-0025_ev; the audio is in French, the subtitles can be switched on).

Step 4.

Within their groups, the participants

1. Pick two fundamental rights that they find most interesting (ECHR: https://www.coe.int/en/web/impact-convention-human-rights/themes or EUCHR: https://fra.europa.eu/en/eu-charter; chapters are: Human dignity, Equality, Civil Rights, Freedoms, Solidarity, Justice Rights);
2. Only read the text of the specific rights or chapters they have chosen (ECHR: https://www.echr.coe.int/documents/convention_eng.pdf, EUCHR: https://www.europarl.europa.eu/charter/pdf/text_en.pdf);
3. Discuss within their groups:
4. How are these rights respected in your country?
5. Where do these rights play a role in your everyday lives, for whom do they apply and who doesn't profit from them (yet)
6. Create a small digital poster explaining the findings of their groups. The participants should visualise the rights that they picked and add interesting facts they find on the internet or creatively add arrows, pictures, GIFs, etc.

Step 5.

Participants present their posters and then reflect the activity. Reflections shall be collected on a new Jamboard slide.

Questions for Reflection

When the presentations are all done, the facilitator does a debriefing with the whole group. Some of the questions for reflection can be

- What has been something new today that you learned?
- What were you already aware about and where did you know about it?
- How do you feel about the aspect of theory and practise of such rights?
- What examples came up?
- What other situations can you imagine and what should be done about it?
- How are young people particularly affected?
- What could be done to let more people know about these issues and why would it be relevant to do so? Any creative ideas?

Documentation

N/A

Tips for Facilitators

- Make sure to create some concrete takeaways and engage participants to share responsibility for their human rights and those of others, in terms of holding the government accountable and exercising solidarity with others.
- Take sufficient time for the participants to go through th different steps of the activity; you may want to organise the timings like: 30 minutes for step 1-4, 15 minutes for step 5, 25 minutes for step 6, and 20 minutes for step 7.
- In the questions for reflections, the facilitator can present the "Democracy under pressure" campaign undertaken by JEF sections, which aims to draw attention to the systemic weakening of democratic values in Europe. More information here: https://jef.eu/campaign/democracy-under-pressure/

Suggestions for Variations

1. While a Jamboard can work for this activity as well, it also limits creativity. A Padlet offers the best options.

2. An additional step or additional groups could be added to specifically target the human right situation in a particular European country as to raise awareness between disparities even within the scope of the above-mentioned charters. This can be of great value, if there is a group of diverse countries represented, which is open and knowledgeable to share their perspectives.

Participation Quest

Topic	Activity	Target Group	Duration	Group Size
Youth Participation	Game, Research, Discussion	16–25 years old	1h–1h30min	around 15 young people

Objectives

- To identify issues that are relevant to young people and develop awareness about their responsibility to act upon them
- To learn and critically discuss different ways of how they can participate within the European Union structure
- To reflect the effectiveness, accessibility and other factors o participation

Platforms

- GamifyEU
- Puzzel.org
- Etherpad Lite (Yopad)
- Zoom

Materials and Preparation

- Laptop
- Internet Connection

- Prepare materials for the participation tools that can be given to the participants, if research is not possible or seems to be difficult for the target group

Step-by-Step Methodology

Step 1.

Either before or after, the facilitator gives a short input or introduces a Kahoot game about the EU, and more specifically the role of the citizens and the values of democracy such as European Citizen' initiative (ECI), representation and legitimacy, can be included, based on the previous knowledge of the participants.

Step 2.

Afterwards the facilitator gives participants the task to research about different ways in which (young) people can take part in shaping society.

Step 3.

After a first round of collecting such ways in a brainstorming (e.g. by inducing their search with some relevant examples from everyday situations), participants are asked to organise their research in different categories to describe the means of participation, e.g. if money is needed, how much time is required, who can use it and what is addressed with it.

Step 4.

The facilitator now introduces the format of quartet games and shows the tool that will be used to create a quartet game. Ways of participation should be split into groups of decks with several 'cards', where small groups can start working on the rating and description. Finally, it needs to be checked that the decks are evened out and an actual game can be played.

Questions for Reflection

After the game has finished, the facilitator does a debriefing with th whole group. Some of the questions for reflection can be

- Which ways of participation were new to you, what did you already know?
- Is there something among the options that you would be keen on trying out and what do you think is nothing for you? Why?
- Do you believe there are good ways of participating? What do you think can be improved or added?
- Do you have ideas or did you encounter any before or during the research, which of those did you find interesting?
- What should be the aim of participation? Who has responsibility in the process?

N/A

Tips for Facilitators

- Make sure to explain that participation can come in a lot of shapes and way, which is the most important take-away, and which is why a quartet works well as a format; some ways work for some people, some don't and they all have their strengths and weaknesses.
- Make clear that it is up to the young people to find their individual approach to shaping society, while they also need to be aware of limitations and about the fact that there are barriers which keep certain groups of people out of positions of power and participation; this can apply to factors like age, but also socio-economic background, nationality etc.;

- Ask participants to challenge some narrations and their own beliefs.
- Take into account the perspective and, if applicable, the experience of participants, as much as possible to create direct linkages to their everyday context; using good and simplified examples is key.
- Take sufficient time for the participants to go through th different steps of the activit .
- Make sure all participants have access to the games' link and it works properly for everyone.

Suggestions for Variations

- The activity can be conducted with an explicit EU focus/kickoff by looking at the European Citizens Initiative through using the "On the road" online game that leads the participants through several levels in order to acquire enough signatures for the submission of the petition. As part of the presentation or introduction afterwards, the ECI should be put in a proper context. By that the participants should be able to understand where the instrument of the ECI is placed, before sharing a discussion about whether they think it is a well-intended and also well-implemented tool to foster participation of (young) people in Europe. Then the activity can be extended by talking about other tools.
- Participants can be teamed up.

Policy Detectives

Topic	Activity	Target Group	Duration	Group Size
European Politics	Research, Analysis, Discussion	14–30 years old	1h30min	4–30 young people

Objectives

- To stimulate discussion and positioning of young people on European policies
- To help young people become aware of current policies at European level
- To encourage individual action for taking position and to create personal opinions around current European challenges and policies

Platforms

- Zoom

Materials and Preparation

- Laptop
- Internet connection
- Handouts with the questions for the different working groups

Step-by-Step Methodology

Step 1.

The facilitator introduces the activity by explaining that it aims to provide participants with time and space to research and discover more about some EU policies.

Step 2.

The facilitator divides the group into smaller working groups and distributes the respective handouts to each one of the groups. The facilitator asks each group to research the given topics. Then, they will be given time to prepare a presentation of their research results in a format of their choice. Thereby, the facilitator tries to encourage online formats, like making a collage, a poster, a video, or an audio recording.

Step 3.

All the groups come together. The facilitator allows each group to give their presentation and to ask questions and establish links, differences, and similarities between the presentations and topics discussed.

Questions for Reflection

After going through the different steps of the activit , you can close the activity by doing a debriefing with the whole group.You can use the following questions:

- How was it for you to research these topics? Which sources did you consult?
- What did you find challenging? How did you overcome those challenges?
- What about the definitions? Was it difficult to agree, understand or find them? What could have helped you?

- Do you find it relevant to discuss these topics? Why? Do you feel confident to discuss it here or in any other context? What do you think can help you?
- Why is it more important than ever to discuss the involvement of young people in these areas?
- What can you do to be more active actors in this regard?

Documentation

Handouts for the working groups:

How are young people involved in environmental issues in your country and at European level?	How are young people involved in decision-making in your country and at European level?	How are young people involved in the human rights agenda in your country and at European Level?	How are young people involved in the development of policies related to rural areas?
What measures/policies that address environmental issues do you know? Of these, which ones were put in place by the European Union?	What measures/policies that address young people's participation do you know? Of these, which ones were put in place by the European Union?	What measures/policies that address human rights issues do you know? Of these, which ones were put in place by the European Union?	What measures/policies that address rural development do you know? Of these, which ones were put in place by the European Union?
What is your understanding of "Climate Action"?	What does "Young people's Participation in Decision-making" mean to you?	What is your understanding of "Human Rights"?	What is your understanding of "Rural Development"?
How will your community be affected if nothing is done?	How will your community be affected if nothing is done?	What are the groups affected by not enjoying some human rights? How will they be affected if nothing is done?	How will your community be affected if nothing is done?

What should definitely be done in your opinion?	What should definitely be done in your opinion?	What should definitely be done in your opinion?	What should definitely be done in your opinion?
List some actions that you know were taken at European level to call for action by politicians on environmental issues (examples of demonstrations, petitions or other types of actions taken by citizens)	List some actions that you know were taken at European level to call for action by politicians on young people's participation (examples of demonstrations, petitions or other types of actions taken by young people)	List some actions that you know were taken at European level to call for action by politicians on human rights (examples of demonstrations, petitions or other types of actions taken by young people)	List some actions that you know were taken at European level to call for action by politicians on rural development (examples of demonstrations, petitions or other types of actions taken by young people)

Tips for Facilitators

- Take sufficient time for the participants to go through th different steps of the activity as well as for the debriefing questions
- Have in mind that this activity requires a certain level of experience from the group and involves lots of reading and interpretation; adapt the language and the information to your group's previous experiences
- Reinforce the importance of having a presentation that takes advantage of images, music, etc., ensure for the group to be encouraged to develop a dynamic presentation
- If you prefer, you can collect some of the information beforehand and start the activity by displaying it
- To keep the young people alert, encourage stretching or do a quick energiser between questions
- You can always adapt the statements to the group age and experience; use clear and simple language
- Consult the most updated information, for instance on the European Green Deal or the European Youth Goals.

SDG Agents

Topic	Activity	Target Group	Duration	Group Size
Global Citizenship	Discussion	14–30 years old	1h–1h15min	15–20 young people

Objectives

- To know about the different aspects of SDGs and their connection to each goal
- To learn how easily the SDGs can be adapted into the particular community
- To think about contributing to the SDGs in fields li e education, environment, climate change, etc.

Platforms

- Padlet
- YouTube
- Zoom

Materials and Preparation

- Laptop
- Internet connection
- Prepare the Padlet
- Briefings about the SDGs: https://sdgs.un.org/goals

Step-by-Step Methodology

Step 1.

The facilitator introduces the aim of the workshop and the 17 Sustainable Development Goals (SDGs) to the group, and invites participants to watch the following video (1 min): www.youtube.com/watch?v=5G0ndS3uRdo

Step 2.

After watching the video, the facilitator provides a brief introduction on the SDGs, and the role of the EU in the implementation of the 2030 agenda:

- The SDGs adopted by the United Nations in September 2015 aims to protect our planet, end poverty, and ensure prosperity for all. There are 17 goals with specific targets which should be reached in the next 15 years. They have a global impact on our future and the future of the generations that will come after us.
- For a successful implementation and a long-term impact, everybody can contribute; Governments, private sector, civil society, and each individual. (for more see: https://sdgs.un.org/goals).
- Sustainable development is a core principle of the Treaty of the European Union and a priority objective for the Union's internal and external policies. The SDGs are a useful vehicle to project the EU's values and objectives globally and provide a shared framework that is useful for international partnerships.

Step 3.

The facilitator invites participants to work on the Padlet. On the Padlet the facilitator displays the columns representing the 17 SDGs. The participants' task is to identify their relationship to the SDGs (e.g. "I am a student at school/university" is connected to the SDG about education), and write their name under the respective SDGs. This step makes visible both common and diverse connections between the participants.

Step 4.

Next, the facilitator asks the participants to think about action(s) that can be taken by participants to contribute to the SDGs, e.g., I plant a tree, join a campaign to protect oceans and seas, volunteer in an organisation to support immigrant girls, do not use plastic bags, support local farmers, etc.

Step 5.

Once participants write down their activities on a Padlet, the facilitator invites participants to a breakout room (3-4 people per room), lets them share their experience, and discuss individuals' contribution to the realisation of SDGs in an EU context. In each room, participants can share their thoughts, ideas, and actions that could help reach this specific topi 's sustainable goals.

Questions for Reflection

After the breakout room discussion, the facilitator invites participants to the "Zoom Circle" and opens the discussion with the following guiding questions:

- What is new to you?
- What do you want to try out?
- Did you think your activities are related to the SDGs?
- What inspired you?
- What changes your mind after hearing your peers?
- Why do you think it is important to discuss the SDGs?

At the end of the session, the facilitator asks participants to join the "Challenge Yourself" action, asking each participant to think about a personal challenge they want to implement in the next two or three weeks. The challenge should relate to one of the SDGs, and participants contribute to them. Participants can share their results by posting a photo, message, or statement on the organisations' Facebook, Instagram, etc.

Documentation

Padlet link: https://padlet.com/Edu_HUB/ctqz42irqyrpguok

Example of the Padlet:

Examples for the questions regarding an overall understanding of the SDGs:

- The definition of extreme poverty is when people earn:
  - 1.9 dollars a day
  - 2.25 dollars a day
  - 5 dollars a day
  - (SDG 1: No Poverty)

- How many children around the world are forced to work?
  - 1 in 30
  - 1 in 15
  - **1 in 7**
  - (SDG 4: Quality of Education)

Tips for Facilitators

- Take time for the reflection questions
- You can get updated information here:
  - https://ec.europa.eu/info/strategy/international-strategies/sustainable-development-goals_en
  - https://eu-dashboards.sdgindex.org/chapters
  - https://ec.europa.eu/international-partnerships/sustainable-development-goals_en
- You can use Kahoot, Slido, or Mentimeter to create the quiz.
- It can be useful to follow additional online resources:
  - To learn more about how each of the SDGs is relevant for the European region: https://www.research.net/r/WHO_SDG_Quiz
  - To answer the question: “Which Sustainable Development goal are you?” https://quiz.sdgzone.com/

Suggestions for Variations

Depending on the group, the quiz can be introduced at the beginning or the end of the workshop.

Virtual Bag

Topic	Activity	Target Group	Duration	Group Size
European Citizenship	Discussion	12–20 years old	45min	10–25 young people

Objectives

- To draw attention to things in everyday life that have a connection with decisions taken at EU level
- To increase awareness about rights related to EU citizenship

Platforms

- Zoom

Materials and Preparation

- Laptop or mobile device
- Internet connection
- Make sure you ask young people to bring a bag with the items they usually care for, informing them that they will be asked to show some of those items to the groups, so that they bring what they feel comfortable showing others.
- Prepare your own bag of items in case participants don't have any items, with some of the objects you would like to discuss with them

Step-by-Step Methodology

Step 1.

The facilitator explains to the group that the activity will explore the connection between their daily lives and the European Union, and they were asked beforehand to bring their bags. The facilitator makes, again, the disclaimer, about the importance of only showing those items they feel comfortable to present to others.

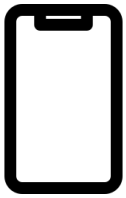
Step 2.

The facilitator asks the participants to start showing the items they have in their bags and goes item by item, asking the group to give examples of how they use it in their daily lives. For example, if someone travelled abroad or had a friend coming from a member of the European Union in Europe and used the phone or the driving license, the last time they paid for something, etc.

Questions for Reflection

- Did you enjoy the activity?
- Have you discovered anything new about the connection between your lives and the European Union?
- Do you find it important to know these? Why?

Documentation

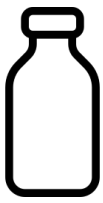


Phone

- no roaming charges in the EU (decision to abolish charges on June 15, 2017)
- low cell phone charges when calling from abroad
- uniform chargers
- protection against surprise charges when using the Internet
- Internet connection is interrupted when a certain amount is reached

Euro-Coin

- common stable currency
- used in 19 EU countries (by 337 million people)
- also used by Andorra, Monaco, San Marino, Vatican City, Kosovo, Montenegro
- money does not have to be exchanged, exchange fees are eliminated
- Comparison of goods, services, salaries more feasible
- The euro was introduced as book money in 1999 and as cash in 2002

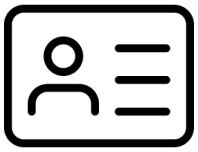


Drinking Bottle

- the EU is characterized by clean drinking water
- clean water has a very high priority
- the EU has introduced binding Europe-wide limits for air and water pollution, and the EU member states are
- are obliged to ensure compliance with these values
- the EU Drinking Water Directive sets minimum quality standards for water for human consumption (drinking, cooking, other domestic uses) to protect us from contamination
- between 2011 and 2013, more than 98.5% of drinking water quality tests met EU standards

Lip Stick

- only safe cosmetic products may be placed on the market
- no carcinogenic substances may be present in cosmetics
- allergenic substances must be clearly labeled
- in the EU, finished cosmetic products may no longer be tested on animals since 2003. Animal testing of cosmetic ingredients has also been banned since 2009. In addition, cosmetic products of which ingredients have been tested on animals after this date may no longer be sold



ID

- free travel in european countries, no passport needed
- exception: Ireland, GB, Cyprus, Bulgaria, Romania
- In the future, fingerprints will also be stored on ID cards within the EU for the security of citizens.
- so far the storage is voluntary

Health Insurabce Card

- Europe-wide health protection
- if you fall ill or have an accident while abroad in Europe, as an EU citizen you are entitled to medical care that cannot wait until you return home
- with the European Health Insurance Card you have access to public health care in other EU countries
- you pay the same fees as the local population in other EU countries

Gummi Bears

- Clear labeling of food is mandatory so that consumers can recognize what they are eating
- Europe-wide standardized food labeling since 2014
- Since 2016, it has also been mandatory to include nutritional labeling on prepackaged foods
- Requirements for nutrition and health claims are regulated uniformly throughout the EU
- Allergen labeling is mandatory
- What is new is that information about allergens is also mandatory for unpackaged goods (e.g. at the service counter or in restaurants).

Stop Control Sign

- travel without border controls in the Schengen area
- 1985 Schengen Agreement -> free movement of persons
- The Schengen area consists of 26 member states
- as an EU citizen you do not have to show your identity card or passport when traveling within the border-free Schengen area from one country to another
- In order to ensure security within the Schengen area, cooperation and coordination between the police
- and the judicial authorities has been strengthened

Swimming Goggles

- the EU is characterized by clean bathing water
- clean water has a very high priority
- the EU has introduced binding Europe-wide limit values for air and water pollution, and the EU member states are obliged to ensure compliance with these values
- over 85% of European bathing waters have excellent bathing water quality (as of

Man, Woman, Non-binary

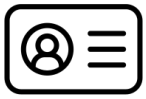
- Commitment to equal rights for men, women, non-binary and all genders.
- Reduction of discrimination, e.g. through positive discrimination = in sectors where women are underrepresented, preference is given to applications from women with the same qualifications (since 2015, women's quota in supervisory boards)
- EU deals with equality of men, women and other genders
    - e.g. European Institute for Gender Equality
    - Combating the wage gap
    - Equal treatment of self-employed workers
    - Parental leave
    - Balanced participation in work and family life
    - Protection of pregnant women and child leave
    - Combating sexual harassment and exploitation, trafficking in women, violenc against women

Official Languages

- There are 24 official and working languages in the
- The first official languages (German, Frenc Italian, Dutch) were established in 1958 by the first Community Regulation
- There are fewer official languages than membe states, as some countries use the same language
- EU citizens have the right to use one of the 24 official languages when corresponding with the E institutions
- However, few working documents are translated into all official languages, due to time and financi constraints
- The European Commission generally uses English, French and German as the language of proceedings
- However, the European Parliament provides translations in various languages, depending on the needs of its members

Drivers License

- valid within the EU and the EEA (European Economic Area), also when moving abroad Driving license usually is still valid
- is issued in all member states according to the same scheme (EU driving license), so that the most important information is easy to grasp in each country
- Driving license directive of 2013 states that there should be a uniform plastic driving license in order to
    - prevent forgery
    - Simplify administration
    - insure easy readability



Student ID

- As an EU citizen, you have the right to study or train in any EU country under the same conditions as its nationals
- Recognition of educational qualifications in other European countries
- Entitlement to EU funding (Erasmus+)
- Waiver of tuition fees at the host university

Graduation Hat

After training/studies:

- Free movement of workers = as an EU citizen you have the right to
    - look for work in another EU country
    - work there without the need for a work permit
    - live there for this purpose
    - remain there even after the employment relationship has ended
    - be treated in the same way as nationals of the host country in terms of access to employment, working conditions and all other social benefits and tax advantages
- guaranteed the free movement of workers also in the countries of the European Economic Area,, i.e. Iceland, Liechtenstein and Norway.
- in certain professions, professional qualifications acquired in one EU country can also be recognized in the other countries

Cucumber

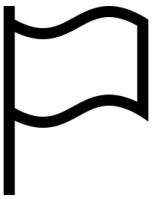
- EU-wide standard of the cucumber to create comparable products throughout Europe (came into force in 1988)
- also: due to the straight shape easier packaging and transport of the cucumber
- In 2009, the "Cucumber Law" was repealed, but the standard is still maintained voluntarily

Bio/Organic Seal

- creates clarity on the market for the consumer
- at least 95% of the ingredients of a product must come from organic production
- Ban of the use of chemically synthetic pesticides and fertilizers, as well as use of animal antibiotics, food additives and processing aids
- Prohibition of genetically modified organism
- Use of locally available resources
- Rearing of farm animals in free-range and open-air systems, supply of organic feed

Peace Sign

- Peace in the EU for about 70 years
- May 9th is Europe Day: Peace and unity are celebrated, the cornerstone was laid by the Schuman Declaration
- For the spread of peace, reconciliation, democracy and human rights, the EU received the Nobel Peace Prize in 2012
- the EU is a community of values = the EU is guided by common values in all its actions
- 1992: creation of the Eurocorps (Belgium, France, Germany, Luxembourg, Spain).
- The Eurocorps can be used for the common defense of allies, peacekeeping and peacemaking operations as well as for humanitarian operations in the service of the European Union and NATO



Flag

- Symbol for the EU
- stands for unity and the identity of Europe
- the stars represent the values of unity, solidarity and harmony between the peoples of Europe
- history of the flag goes back to 1955, when the Council of Europe decided to use the flag as a symbol
- the motif is unchanged until today
- 1985: official recognition of the flag as a symbol of the European Union (then called the European Commuity)

Tips for Facilitators

- Take time for the reflection questions
- Make sure that you use the examples of participants' lives to explain how the items are connected with the European Union.
- Have in mind that you may be working with young people that are coming from a migrant background outside of the European Union. Make sure that you are sensitive towards avoiding perpetuating any potential visions of superiority in terms of culture, technological or economic development.

Suggestions for Variations

You can use Jamboard and use images of the items and have the discussion with the group guiding them through those images

Wall of Clichés

Topic	Activity	Target Group	Duration	Group Size
European Stereotypes	Discussion	12–20 years old	45min–1h	6–30 young people

Objectives

- To break up stereotypes regarding Europe and the European Union
- To prepare participants for debate, to argue against clichés
- To get into conversation and bond with other people on European subjects

Platforms

- Jamboard
- Zoom

Materials and Preparation

- Laptop
- Internet connection
- Jamboard with the sentences related with the European Union

Step-by-Step Methodology

Step 1.

The facilitator informs the group that this activity will be about different perceptions of the European Union.

Step 2.

The facilitator displays the different sentences (one sentence per slide) and asks the group of participants to express their thoughts about what they are reading by leaving post-its of different colours on the slide:

- Green post-it if you agree with the sentence
- Pink post-it if you disagree with the sentence
- Blue post-it if they are not sure about

Step 3.

Once all the participants' post-its have been collected, the facilitator starts a discussion about the different positions. Furthe , the facilitator informs the group that if someone changes their mind during the discussion, they can also change the colour of their post-it. Questions to stimulate the discussion can be:

- Why do you disagree or agree with the sentence?
- Have you heard this sentence many times? In which context? How does it make you feel?
- Did anyone change the colour of their post-it in the meantime? What made you change your position?

Questions for Reflection

The facilitator can close the activity by doing a debriefing, using the following questions:

- How did you feel doing this activity?
- Was it difficult to position yourself on any of the statements? Which ones?
- Are there any statements you are still uncertain about?
- Would you like to discuss any of these issues further?
- Did you learn anything new from this activity? If so, what?

Documentation

Some of the sentences the facilitator can use for this activity are:

1. Member states of the European Union should have more sovereignty.
2. EU politicians are all the same: they just want to earn money and serve their own interests.
3. European Commission: unelected and therefore undemocratic?
4. The politicians of my country and my government are not involved in the laws made by the European Union.
5. Nobody knows what the European Union really is and where it is heading.
6. As an ordinary citizen I have no power when it comes to European decisions.

Tips for Facilitators

- Take time for the reflection questions
- Make sure that all the young people participate, and even the quieter ones have a chance to express their opinion; you may want to call them directly.

- Limit the discussion time on each statement so that the activity does not become too long; use fewer statements, if necessary, or ask for only one or two opinions on some of the statements.
- Encourage stretching or do a quick energiser between questions to keep the young people alert.
- You can always adapt the statements to the group age.
- Use clear and simple language in the statements.
- Explain the impact of stereotypes on people's perceptions and in fostering healthier relations.
- Explain the importance of being able to listen and of creating space for dialogue when discussing with people who have different opinions and mindsets
- Explain that changing our position can be healthy and is necessary to grow in our lives.

Suggestions for Variations

1. This activity can also be done without any platform. You can present the sentences using a PowerPoint presentation, and you can ask the participants to raise their left arm if they agree, right arm if they disagree and both arms if they are not sure.
2. Simplify the statements or make them relevant to the young people's contexts and experiences.

We Are Our City

Topic	Activity	Target Group	Duration	Group Size
Active Citizenship	Discussion, Storytelling	16–25 years old	45min	6–30 young people

Objectives

- To reflect about young people's power in local life

Platforms

- Jamboard
- Zoom

Materials and Preparation

- Laptop
- Internet connection
- Participants should have taken pictures of their favourite places in their village, town or city before the activity and have uploaded them on a Jamboard that you have sent to them as well

Step-by-Step Methodology

Step 1.

The facilitator introduces the activity to the participants by explaining that the aim of the activity is to learn about their community and to think of ways they can contribute and be part of its change and improvement.

Step 2.

The facilitator shares the Jamboard link (with the pictures uploaded previously) and goes through the different places that can be found in those pictures.

Step 3.

The facilitator allows the participants to share with each other in the small groups:

- their pictures of their favourite places in the city
- the reasons why they like them.
- Ideas for making those places more youth-friendly, clean, safe

Step 4.

The facilitator gathers the group and allows the various small groups to give a presentation of their discussion results.

Questions for Reflection

After the various presentations, the facilitator closes the activity by asking the following questions:

- How do you feel about this activity?
- Why is it important to think about our city and ways to improve it?
- Was it difficult to think about ways to improve your favourit places? Why?
- Who do you think can help you to put your ideas forward? How do you contact these people?

Documentation

N/A

Tips for Facilitators

- Take time to allow participants to share their pictures with each other and for their presentations.
- Be aware that you might not receive the pictures beforehand, so have some pictures of spaces in the town ready or reserve time for the participants to add them at the beginning of the activity.
- In case young people find that they do ’t really have safe and pleasant places for them to enjoy the space, balance this by building their confidence and reassuring them that all young people should have opportunities to live the life they want and to have their rights respected. There are ways to start community groups to improve certain spaces and that they might be part of those.
- Make sure you prepare some contacts of trustworthy youth organisations or other civil society organisations that are equipped to work with and for young people.

Suggestions for Variations

- If more time can be spent on this activity, the facilitator can add a step related to the explanation of the different actors with responsibilities in the town, such as: mayor, headmaster, deputies, parish representatives, police, etc.
- The facilitator may want to ask young people to draw their “ideal city” or ideal places in their city, village or town and from there to discuss what is missing in their own community.
- IdeaBoardz can also be used as a platform for this activity.

What do I read, Who can I trust

Topic	Activity	Target Group	Duration	Group Size
Fake News	Discussion, Role play, Video visualisation	12–20 years old	1h–1h30min	10–30 young people

Objectives

- To raise awareness about and strengthen the understanding of Fake News, misinformation and disinformation
- To give participants guidance and tools on how to fact check their information

Platforms

- Etherpad Lite (YoPad)
- Wordcloud
- YouTube
- Zoom

Materials and Preparation

- Laptop
- Internet connection

- Depending on the number of particip ants, create up to six Etherpads, of which each depicts one out of three scenarios (i.e. two of each scenario). Example scenarios are linked under “Documents to Download”.
- Pre-load this YouTube Video: https://www.youtube.com/watch?v=7uflK6MbGD

Step-by-Step Methodology

Step 1.

The facilitator introduces the activity to the participants by explaining that its aim is to reflect about our sources of information and how it affects the perspective on and of the world.

Step 2.

The facilitator asks the participants to brainstorm about their sources of information (e.g. newspapers, online sources, social media, friends and family, using the word cloud online software. After the group has finished the brainstorming, the facilitator displays and summarises the results and starts to ask the group about the perception they have about the information they get through their usual sources, using the following questions:

- Have you ever doubted the information you were given? Do you remember what it was? Have you followed up on it and how?
- Have you ever received wrong information? How did you find out? Did it affect you in any way?

Step 3.

The facilitator introduces a video on Fake News (link: https://www.youtube.com/watch?v=7uflK6MbGD) and plays it until minute 3:00. After watching the video the facilitator asks the group in plenary:

- What are your first impressions about the video? Were aspects introduced that were new to you?
- In your own words, how would you define Fake News?
- The words misinformation and disinformation have been used in the video. Do you know the difference?

Step 4.

The facilitator divides the participants into small groups and each group will be answering one of the following questions:

- Where and in which forms can Fake News appear? (please show some examples when presenting)
- Why/with what intention are Fake News produced, and how do they affect you? (please illustrate this with examples)
- How can we check Fake News?

Step 5.

The facilitator gathers the small groups and gives time for their presentation as well as for some questions and answers that the other groups might have.

Step 6.

The group is then divided into groups, with around 3-5 participants each. The groups are each given a scenario with some piece of information that requires them to categorise the piece of information. The participants should try to:

- Fact-check the information given in the scenario; i.e. find data/sources to back it up.
- Find out/interpret with what intent the information has been shared
- Write down:
  - Which sources you used to fact-check the information – be critical!
  - How hard/easy did you find the fact-check

- Discuss:
  - possible arguments people might bring up if you tell them their information is false/fake and how to counter them

Step 7.

The group comes back together. The facilitator presents the scenarios in a role play, in which the facilitator pretends to believe the news given to them. The participants of the group(s) working on the scenario have to convince the facilitator of the opposite. The other participants can pick a side and argue for it.

Questions for Reflection

After the groups finish their work on the scenarios distributed, the facilitator does a debriefing, using questions such as

- What do you think about this last activity?
- What was easy, what was hard for you?
- How could this news have affected you?
- (How) will you try to avoid Fake News in the future?

Documentation

Examples of scenarios:

[Scenario A]

You scroll through your newsfeed on Twitter and find the following tweet shared by someone in your network:

[Scenario B]

Someone on Facebook posts a link to this article about Charles Manson about to be released on parole:

https://www.breakingnews365.net/59690fb994b9c/charles-manson to-be-released-on-parole-to-johnson-county-tx.html

[Scenario C]

In a 450-people-telegram channel your friend invited you to, the following picture is shared and commented with a shocked-emoji and the caption:

[Caption] "According to consistent reports in the Russian media, Bill Gates has bought the messenger service Telegram for $600 million dollars. He wants to make the messenger service more transparent. In addition, false messages on Telegram are to be deleted in the future. 'False messages have led to the storming of the Capitol', Gates said, explaining his approach."

Tips for Facilitators

- Take time for the presentation of the various groups and make sure to add to them, if anything of importance is missing in either of the presentations.
- Make sure that the examples of the Fake News used are up to date.
- It makes sense to note to the participants that most of the fact-checking will have been fairly easy, since many sources have already refuted the information online and therefore, it's harder to check news when they are just out; in either case, it will be, however, hard to argue against strong believers of Fake News published.
- Here are some ways suggested to recognise and combat Fake News, which are self-exploratory:
    - Where is the information published? What do you know about this source?
    - Who is the author? What other information did they publish? What intentions might they have writing this information?
    - What sources do they quote/rely on? ➔ These can be double-checked
    - How is the information noted? What language and pictures are used? How does the information affect you?
    - Fact check: Can you find this information in other source ? How do they speak about it?

- You can find many helpful YouTube videos to explain methods for fact-checking.
- You can prepare yourself for this activity by consulting the handbook UNESCO recently published called “Journalism, Fake News & Disinformation” https://en.unesco.org/fightfakenews (cf. references).

Suggestions for Variations

1. If preferred, the facilitator can collect some of the information with the participants’ sources of information before the activity and start the activity by displaying it.
2. Instead of only presenting Fake News in the scenarios, the facilitator can also have one or two scenarios where the news can be confirmed. During the role play the group can then try to convince the facilitator that the news is in fact correct.
3. Instead of a word cloud, the comment-function on Zoom can be used on a blank slide.

Youth Goals

Topic	Activity	Target Group	Duration	Group Size
European Youth Policy	Research, Discussion, Video visualisation	12–20 years old	45min–1h15min	15–20 young people

Objectives

- To foster an understanding of the European Youth Goals
- To create a link with the SDGs Agents activity
- To increase an understanding of the EU Youth Framework

Platforms

- Padlet
- YouTube
- Zoom

Materials and Preparation

- Laptop
- Internet connection
- Prepare a Padlet and Jamboard for the breakout room session

Step-by-Step Methodology

Step 1.

The facilitator introduces the aim of the workshop and the 11 Goals and plays this video for the participants: https://www.youtube.com/watch?v=pTkbW1ZXQ9Q (1.45 min)

Step 2.

After watching the video, the facilitator provides a brief introduction on the European Youth Goals, the background of their creation and the EU Youth Dialogue process.

The EU Youth Dialogue is a dialogue mechanism between young people and decision makers taking place in the framework of the EU Youth Strategy. This is a way to ensure that the opinions, views and needs of young people and youth organisations are represented and taken into account when defining the EU s youth policies. It supports the implementation of the EU Youth Strategy 2019-2027 which focuses around three words:

- Engage,
- Connect,
- Empower.

It also encourages cooperation between the EU countries in respect to all issues concerning young people. The Youth Dialogue aims to address all young people, including those with fewer opportunities and those currently not involved and active. In every Member State, the process is organised by national working groups that are in charge of conducting consultations and activities in their country with young people, youth organisations and policymakers.

During the 6th cycle in the EU Youth Dialogue in 2017/2018, more than 50,000 young people were called to gather their voices and contribute to create the EU Youth Strategy 2019 – 2027 to serve the EU youth programmes.

The results of this dialogue has been the development of 11 European Youth Goals, which are the following:

- Connection EU with Youth
- Equality of all genders
- Inclusive societies
- Information and constructive dialogue
- Mental health and wellbeing
- Moving rural youth forward
- Quality employment for all
- Quality learning
- Space and participation for all
- Sustainable Green Europe
- Youth organisation and European programmes[8]

Step 3.

After a brief introduction of the Youth Goals and their objectives, the facilitator invites the participants to work on the Padlet. The task for the participants is to find out what the outh Goals and their objectives are and what the participants feel they belong to/are linked to. They write their name under the picture(s) and describe what links them to the goal(s). Several options can be chosen by the participants.

Step 4.

After discovering the connections with various Youth Goals, the facilitator asks the participants to think about action(s) that can be taken by the participants to contribute to achieving the objectives of the Youth Goals, e.g.; to plant a tree, join a campaign to protect oceans and seas, volunteer in an organisation to support immigrant girls, not use plastic bags, support local farmers, etc.

Step 5.

After sharing with everyone what the participants wrote on the Padlet, the group will be divided into breakout rooms (4 to 5 participants) to discuss the similarities of SDGs and the European Youth Goals. When discussing, the group of participants should illustrate how the goals from the UN and the EU framework influence each othe . Thereby, an illustration should be created by the individual groups on the Jamboard prepared by the facilitator, and the group will have to assign someone to present the work to the rest of the participants.

Step 6.

After the breakout room discussion, the facilitator invites the designated person of each group to share their screen and to present and explain the illustration made. Finally, the group can reflect on and discuss the interconnection between SDGs and Youth Goals together.

Questions for Reflection

The facilitator ends this activity by asking the participants the following questions to collect participants' feedback:

- What did you learn today?
- Are there any points that are still not quite clear to you?
- What have you found interesting or surprising? Why?
- Will you use the Youth Goals in the future?

Participants are asked to provide feedback with the emoticons available on the Zoom platform first, and then have the opportunity to express themselves to provide more information on their feedback.

European Union - European Youth Portal: What is the EU Youth Dialogue?. Link: https://europa.eu/youth/get-involved/eu%20youth%20dialogue/what-eu-youth-dialogue_en

Documentation

On the Padlet the facilitator can create columns representing the 11 European Youth Goals:

https://padlet.com/jefeurope/EuropeanYouthGoals

The icons of the Youth Goals can be downloaded here and shared with the participants on a Jamboard.

Tips for Facilitators

- Take time for the reflection questions
- Have in mind that you may be working with young people that are coming from a migrant background outside of the European Union and make sure that you are sensitive to it.
- You can use this material page of European Youth Goals for your preparation: https://youth-goals.eu/downloads

Suggestions for Variations

The facilitator may want to discuss just part of the topics and have more than one session.

Zoom In - Zoom Out

Topic	Activity	Target Group	Duration	Group Size
Inclusion	Self-reflection, Automated	Trainers of all ages	This is a self-path activity that should take you around 45 minutes	This is an individual activity

Objectives

- To allow trainers to individually reflect on their practices in relation to inclusion
- To provide trainers with the possibility to improve their practices

Platforms

- Genial.ly

Materials and Preparation

- Laptop or mobile device

Step-by-Step Methodology

This is an automated activity that you can work on individually. The interaction with the tool is completely free as the trainer can move forward according to their needs and interests.

Documentation

Access the activity here.

Suggestions for Variations

You can adapt this activity to an online group activity, using the same questions and allowing participants to work either individually on those or in small groups, for example, using breakout rooms.

Project Partners

JEF Germany Junge Europäische Föderalisten

As a pro-European non-party youth organisation with over 70 years of tradition, JEF Germany works on local, regional, national and European level. The three pillars of activities are Civic Education, youth exchange and political activism. Through this JEF Germany promotes a more democratic, solidaric, sustainable and federal Europe, while empowering young people for active European citizenship. JEF Germany comprises 15 state and 100 district JEF sections as well as the federal level. Together they total 4000 members aged between 14 and 35 and reach out to an even greater number of young people and the broader public.

JEF Europe Young European Federalists

The Young European Federalists (JEF Europe) is a political youth NGO advocating for the creation of a democratic European federation as a guarantee for peace, the rule of law and human rights. JEF Europe promotes true European citizenship, works for the widening and deepening of the European Union and strives for a more just and integrated society on the European continent.

Established in 1972, the organisation has more than 10,000 activists organised in over 250 national, regional and local sections in 31 countries. The ideals and aims of JEF Europe are defined in the Manifesto of Ventotene, the Political Platform and resolutions adopted by its statutory bodies.

OBESSU Organising Bureau of European School Student Unions

The Organising Bureau of European School Student Unions (OBESSU) is the platform for cooperation between the national school student unions active in general secondary and secondary vocational education in Europe. It was founded in April 1975 in Dublin, Ireland and brings together Member, Candidate and Affiliate Organisations from all ove Europe. All Member Organisations are independent, national, representative and democratic school student organisations.

JEF Malta

JEF Malta is a non-partisan youth NGO and student organisation within the University of Malta. The principal goal of JEF Malta is to further the cause of European integration and increase awareness of the EU and its affairs amongst youths. Additionally, JEF Malta aims to bridge the gap between policy makers and youths in Malta. All of the work done by JEF Malta is framed within the context of campaigning for a more united and democratic Europe. JEF Malta believes that the future should be one which lies within a more integrated Europe which is closer to its citizens. Locally, JEF Malta organises debates, interactive workshops, social events, and even debating simulations based on an integrated European Union.

EYM Bulgaria European Youth Movement - Bulgaria

European Youth Movement - Bulgaria or JEF-Bulgaria is an NGO that unites young Bulgarians around the cause of further European integration and active citizenship. The organisation has been operating since 2001.

JEF Bulgaria organises educational seminars, training courses, forums and conferences on national, regional and level on different issues where the main goal is to inform citizens on topics related to democracy, human rights protection and activism. Further, through civic education, JEF Bulgaria tries to guide the young generation into becoming an informed and integral part of European society and to fully embrace its role in the future of Europe.

JEF France Jeunes Européens France

Les Jeunes Européens-France founded in 1992, gathers approximately 1 200 members spread out in nearly 30 local sections all over France henceforth. It is a pro-european, transparent and citizen association which promotes and campaigns for a more democratic Europe that is closer to its citizens. We work for an active European citizenship, especially among young people.

Our volunteers are mobilised around different actions to raise awareness of European citizenship through our pedagogical program L'Europe Par les Jeunes and a strong diversity of projects with a strong emphasis put on Civic Education and on EU citizenship, our volunteers intervene to explain the EU and European citizenship in schools, at the beach and even at music festivals etc.

Glossary

Glossary

Audience- reading/analysis: Involves identifying the audience and adapting a speech to their interests, level of understanding, attitudes, and beliefs. Taking an audience-centered approach is important because a speaker's effectiveness will be improved if the presentation is created and delivered in an appropriate manner. Identifying the audience through extensive research is often difficult, so audience adaptation often relies on the healthy use of imagination [1]

Asynchronous learning and group work: Asynchronous learning allows you to learn on your own schedule, within a certain timeframe. You can access and complete lectures, readings, homework and other learning materials at any time.[2] This goes for group work as well; all group members work on the project when it fits in their own schedul , within a certain timeframe.

Bias: A bias is the action of supporting or opposing a particular person or thing in an unfair way, because of allowing personal opinions to influence your judgment. [3]This can be controlled or counteracted by becoming aware of your (unconscious) biases and the consequences of these biases.

Blended learning: Is an approach that provides innovative educational solutions through an effective mix of traditional classroom teaching with mobile learning and online activities for teachers, trainers and students. The concept of blended learning is rooted in the idea that learning is not just a one-time event, but instead learning is a continuous process. [4]

Citizenship education: Several definitions of citizenship education exist, but for the purposes of the present manual, citizenship can be understood as 'that set of practices (juridical, political, economic and cultural) which define a person as a competent member of society' (Turner 1993, p. 2). [5]

Code of conduct: A set of rules that members of an organization or people with a particular job or position must follow. The aim of OBESSU's Code of Conduct for instance is to ensure that every individual feels safe, included and respected in OBESSU, its structures and its activities. [7] JEF Europe's Code of Conduct outlines the social and ethical responsibilities of individuals and groups, as well as binds JEF Europe to implement the Code.

[1]University of Pittsburgh - Department of COmmunication: Audience Analysis. To be accessed here: https://www.comm.pitt.edu/oral-comm-lab/audience-analysis
[2]See The Ohio State University Online. Article: What's the Difference Between Asynchronous and ynchronous Learning? by
[3]Juliana Scheiderer. To be accessed here: https://online.osu.edu/resources/learn/whats-difference-between-asynchronous and-synchronous-learning
[4]Cambridge Dictionary - Definition of Bias. o be accessed here: https://dictionary.cambridge.org/dictionary/english/bias
Rao, V. C. (2019). Blended Learning: A New Hybrid Teaching Methodology. In: Journal for Research Scholars and Professionals of English Language Teaching, 3(13).
[5]Cambridge Dictionary - Definition of Code of Conduct. o be accessed here: https://dictionary.cambridge.org/dictionary/english/code-of-conduct
[6]OBESSU- Code of Conduct. To be accessed here: https://www.obessu.org/resources/documents/

Community exchange / peer-to-peer: An exchange or dialogue between two or more persons that are on a par and meet each other on eye-level

Cyberbullying: The activity of using the internet to harm or frighten another person, especially by sending them unpleasant messages. [9]

Democratic citizenship education: In line with citizenship education, democratic citizenship encompasses education, training, dissemination, information, practices and activities that, by equipping learners with knowledge, skills and understanding and moulding their attitudes and behaviour, aims to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law.[10]

Digital integration: Digital relates to computers and the internet and integration is the action or process of combining two or more things together in an effective way. Thus, digital integration refers to combining the internet more and more with everyday activities and making the digital space part of normal life.

Educator: A person whose work is teaching others, or one who is an authority on methods or theories of teaching. [13]

Empowerment: The process of gaining freedom and power to do what you want or to control what happens to you. [14]

Energiser: A person or thing that energises. [15] During a training or seminar, this can for instance be a physical activity like stretching or taking a walk.

European Civic Education: Enables young people to be aware of their Euroepan citizenship through non-formal education and learning methods, and encourages them to actively exercise their European citizenship rights.

[8]Cambridge Dictionary - Definition of Collaborative working. o be accessed here: https://dictionary.cambridge.org/dictionary/english/collaborative-working
[9]Cambridge Dictionary - Definition of Cyberbullying. o be accessed here: https://dictionary.cambridge.org/dictionary/english/cyberbullying
[10]Council of Europe - definition from Education for Democratic Cit zenship and Human Rights Education (EDC/HRE)
[11]Cambridge Dictionary. To be accessed here: https://dictionary.cambridge.org/dictionary/english/digital
[12]Cambridge Dictionary. To be accessed here: https://dictionary.cambridge.org/dictionary/english/integration
[13]Cambridge Dictionary. To be accessed here: https://dictionary.cambridge.org/dictionary/english/educator
[14]Cambridge Dictionary - Definition of Empowerment. o be accessed here: https://dictionary.cambridge.org/dictionary/english/empowerment
[15]Collins Dictionary- Definition of Energize . To be accessed here: collinsdictionary.com/dictionary/english/energizer

Facilitator: A person who prepares presents and coordinates activities. A facilitator is someone who "makes something happen", who "helps", encourages others to learn and develop their own potential. A facilitator's role is to create a safe environment in which participants learn through experimentation, exploration, giving and taking. It is not a question of one person, a leader, who is "an expert", giving knowledge to others. Everyone should grow through the sharing experience, participants and facilitators alike.[16]

Formal education: Refers to the structured education system that runs from primary (and in some countries from nursery) school to university, and includes specialized programmes for vocational, technical and professional training. [17]

Gamification: The process of adding games or game-like elements to something (such as a task) so as to encourage participation. [18]

Group dynamics: The processes, operations, and changes that occur within social groups, which affect patterns of affiliation communication, conflict, conformity, decision making, influenc , leadership, norm formation, and power. The term, as used by Kurt Lewin, emphasizes the power of the fluid, ever-changing forces that characterize interpersonal groups. [19]

Horizontal approach: An approach by which the facilitator views the participants as peers and meets eye to eye with them. Group members are not classified hierarchically, as would be the case in a vertical (or top-down) approach.

Human Right Education: Includes education, training, dissemination, information, practices and activities that, by equipping learners with knowledge, skills and understanding and moulding their attitudes and behaviour, aim to empower them to contribute to the building and defence of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.

Informal education: Refers to a lifelong learning process, whereby each individual acquires attitudes, values, skills and knowledge from the educational influences and resources in his or her own environment and from daily experience. People learn from family and neighbors, in the marketplace, at the library, at art exhibitions, at work and through playing, reading and sports activities. [20]

[16]Council of Europe - Compass Glossary. To be accessed: https://www.coe.int/en/web/compass/glossary
[17]Council of Europe - Definitions. o be accessed here: https://www.coe.int/en/web/european-youth-foundation/definitions
[18]Merriam Webster Dictionary. To be accessed here: https://www.merriam-webster.com/dictionary/gamification
[19]American Psychology Association - definition from the A A Dictionary of Psychology. To be accessed here: https://dictionary.apa.org/group-dynamics
[20]Council of Europe - Definitions. o be accessed here: https://www.coe.int/en/web/european-youth-foundation/definitions
[21]Lane H.C. (2012) Intercultural Learning. In: Seel N.M. (eds) Encyclopedia of the Sciences of Learning. Springer, Boston, MA.
[22]Cambridge Dictionary. To be accessed here: https://dictionary.cambridge.org/dictionary/english/mediator

Mediator: A person whose job is to mediate in a disagreement (= talk to the people or groups involved to help them find a solution). [22] *Note: The difference between a facilitator, mediator and educator is the role they play in a group setting. A facilitator focuses on coordination, an educator on teaching and the mediator on finding solutions.*

Formal education: Refers to the structured education system that runs from primary (and in some countries from nursery) school to university, and includes specialized programmes for vocational, technical and professional training.

Non- formal education: Non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. [23]

Project-based learning: A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.[24]

Safe space / safe place : A place or situation in which you are protected from harm or danger. At the same time, it is recognised that these voices that are welcomed and heard, must be diverse in nature, and that this is only possible if participants feel safe enough to voice their views and ideas without judgment or negative consequence (see Andreotti, 2006). This is important not only to ensure diversity and authenticity in viewpoints but also in enabling controversial issues to be explored thoroughly from all angles.

Storytelling: The activity of writing, telling, or reading stories. [25]

Subjective (aspects): Influenced by or based on personal beliefs or feelings, rather than based on facts. Subjective aspects of a story are focused on opinions and interpretations instead of proven facts and figures.[26]

[23]Council of Europe - Definitions. To be accessed here: https://www.coe.int/en/web/european-youth-foundation/definitions
[24]See PBL Handbook. To be accessed here: https://www.pblworks.org/what-is-pbl
[25]Cambridge Dictionary - Definition of Storytelling. To be accessed here: https://dictionary.cambridge.org/dictionary/english/storytelling
[26]Cambridge Dictionary - Definition of Subjective. To be accessed here: https://dictionary.cambridge.org/dictionary/english/subjective

Synchronous (online) meeting: instructors and students gather at the same time and interact in "real time" with a very short or "near-real time" exchange between instructors and students. Advantages of synchronous teaching are (1) immediate personal engagement between students and instructors, which may create greater feelings of community and lessen feelings of isolation (2) more responsive exchanges between students and instructors, which may prevent miscommunication or misunderstanding. [27]

Practice: - (content in brackets to be added on p. 23 ,not Glossary

- Knowledge-focused (=activities aim at the delivery of information/knowledge)
- Exchange-oriented (=activities provide the opportunity for exchange/dialogue)
- Connective (=activities promote the formation and consolidation of bonds between participants)
- Creative (=activities foster creativity and the development of ideas)
- Experiential (=activities create an engaging experience for the participants)

As in people part:

People:

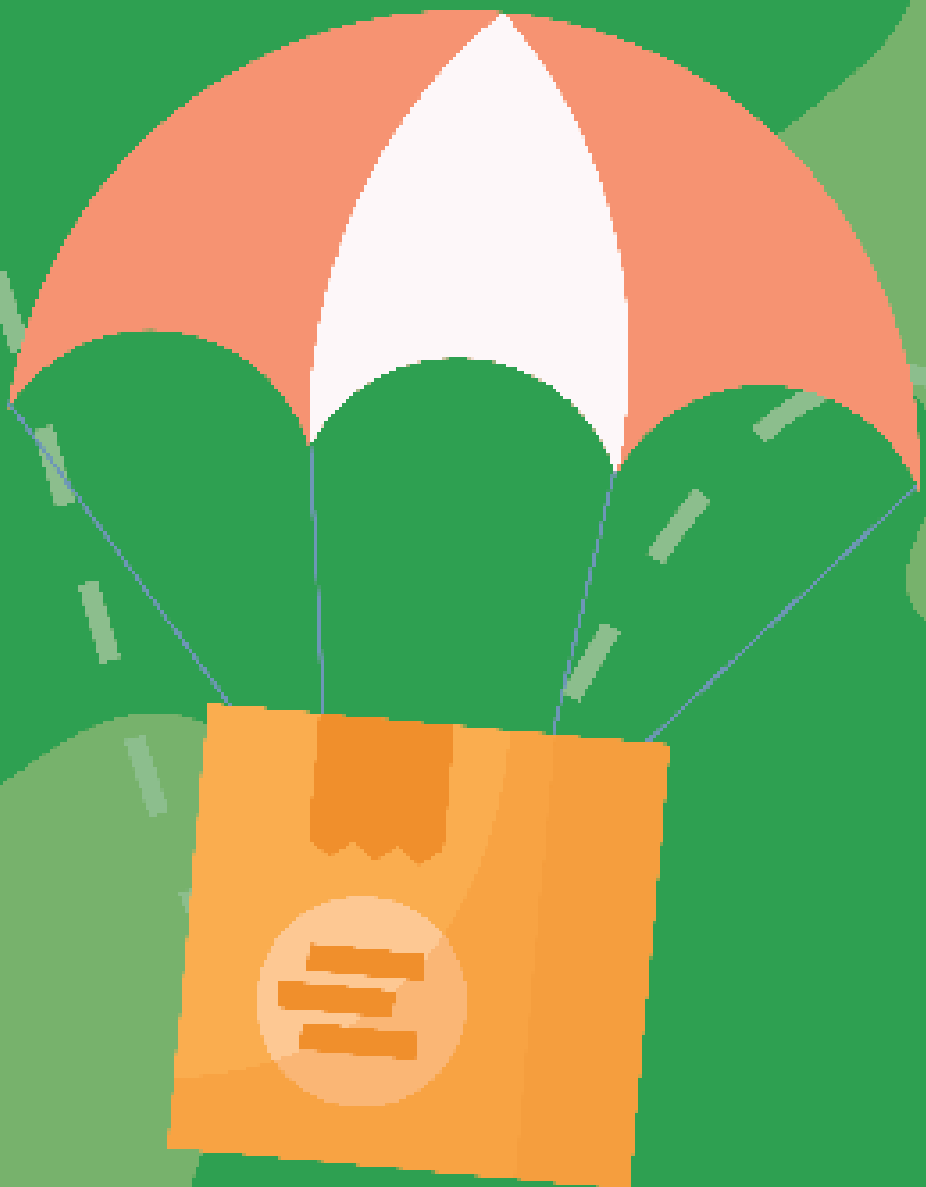
- directeoned (= full presence of facilitator, other participants optional)
- automated/virtual (=no facilitator, other participants optional)
- mediated (=a mediator can be requested for support, other participants optional)
- blended (= mix of activities with and without facilitator/other participants)

Practice:

- knowledge-focoused
- exchange-oriented
- connective
- creative
- experiential,...

[27]Worcester State University: "Synchronous vs. Asynchronous? - Teaching Remotely using Blackboard". To be accessed here: worcester.edu/CTL-Remote-Teaching-Synchronous-vs-Asynchronous/

Other Resources & References



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