SECRET CODE FOR ACTIVE CITIZENSHIP

ACTIVE CITIZENSHIP

CHANGE MAKERS ACADEMY PROGRAM

ANNEX I

Erasmus+

This project has been co-funded with support from the European Commission. This publication and all its contents reflect the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

“ALL ABOUT CYBERBULLYING”

Aim: To raise awareness about the issue of cyberbullying between young people aged 14 to 15 years old in secondary school, in Ploiești Romania.

Visual materials and information: Cyberbullying - presentation

Duration: 50 minutes

Flow of the Activity:

INTRO
Presentation of the NGO Asociația ”Un Strop de Fericire” & NGO`s projects
Presentation of the team
Today’s Agenda

DEVELOPMENT
Info:
About bullying
Types of bullying
What is Cyberbullying?

Cyberbullying traffic light
Instructions: participants have 2 colours on the board, red and green, just as a traffic light. The participants who would like to step up will take a small piece of paper from a mystery bag. There are a total of 10 pieces. Each one has a situation on it that can be considered cyberbullying or not. Participants will have to decide, depending on the situation presented, whether they will put it on red (cyberbullying) or on green (NOT cyberbullying). The choices should be discussed with the entire class. You can find the situations here: .....

Problem-tree
Instructions: roots - cyberbullying situations identified earlier; stem - cyberbullying as a social issue; branches - effects. Participants will have to work in pairs and identify the effects of cyberbullying. Afterwards, they will write them on leaves and come to the board to attach them to the branches.

How can we act?
Instructions: In order to make the problem tree bloom and, hence, solve the issue of cyberbullying, participants will have to identify solutions to fight this issue, as well as, ways in which we can act and write them on water drops that will water the tree.

CONCLUSION
- Short recap and drawing conclusions with the participants.
- Debriefing and Feedback:
Instructions: participants will receive a sheet of paper on which they will have to draw their hand. Afterwards, they will answer each of the following questions on each finger:
  1. How did you feel throughout this activity?
  2. What did you learn today?
  3. What should we add to this activity?
  4. What did you like the most during this activity?
  5. How can we help victims of cyberbullying?
- Concluding the activity

A glimpse of hope: When it came to hosting the activity, one of the main seatbacks was the lack of attention from participants. In a way, you can understand them because we hosted the activity during their school schedule and they were already worn out a little. However, by using research and team work exercises we succeeded in getting them involved and to pay attention. All in all they found the activity very engaging and interesting.

“SAY NO TO XENOPHOBIA”

Aim: To promote empathy with others who are different and raise awareness about the inequality of opportunities in society amongst young people in middle and high schools in Poznań, Poland.

Visual materials and information: Materials of the games

Duration: 45 minutes

Flow of the Activity:

INTRO
Presentation of Logos NGO and the opportunities for young people that we provide
Presentation of the project “Secret Code for Active Citizenship”

DEVELOPMENT
Discussion: What is xenophobia, what are xenophobic behaviours, what contributes to xenophobia, how can we prevent it?

Game: “One step forward”
Ensure a calm atmosphere for this exercise. Ask participants to stand in line at the end of the room. Hand out role cards for participants, ask them to not show it to anyone. Help participant getting into their role by asking them the following questions:
- *What was your childhood like? What was your relationship with the family?*
- *How does your everyday life look like now? How do you spend your free time and with whom?*

Then, ask the participants to remain silent for the duration of this activity. Tell the participants that you are going to read a few sentences, every time the sentence applies to them (their role), they should take a step forward, if it’s not they should stay in place. Read the situations one at a time, making breaks between each to give participants time to reflect on whether the situation applies to them. Once you’ve read all the situations, ask everyone to take a look around the room.

CONCLUSION
After the activity starts with asking the participants what happened and what was the purpose of this exercise? Were they surprised by anything?
Then, ask about their feelings- how did it feel to take a step forward often, how did it feel to move almost at all, which statements were the most surprising for them?
Allow people to uncover their roles and describe how they imagined life in this role. Does the exercise correspond to real life? How, can you give examples in your surroundings?
How can we address the issues raised by the activity?- write down the ideas on a flipchart and reflect on them with participants.

“CHANGE MAKERS ACADEMY BOOTCAMP IN SWEDEN”

Aim: To give young people space to identify why and how to become an active citizen and get the experience of practically working with one challenge of active citizenship: Involvement in NGOs, in Orebro, Sweden.

Duration: 6 hours

Flow of the Activity:

INTRO
Energizer: Princess, Knight, Dragon
The group is divided into two teams and decides together which role they will choose. The game is like Rock, paper, scissors where the Princess takes the Knight, the Knight takes the Dragon and the Dragon takes the Princess. On the count of three, the teams should show the role they have chosen, and the one that chose the winning character gets the point.

Intro
General description of the project Secret Code for Active Citizenship and the aim of the Change Maker’s Academy

Problem areas
World café where flipcharts of the five areas: Job/school, Family/Friends/Leisure time, Living area/Accommodation, Society, Planet are distributed in different places in the room. Participants are divided into smaller groups and should spend two minutes in each area and write on post-its the issues/challenges/concerns they see in each area. When they have been to all five stations they come back to the first one and should now look at the post-its and find solutions for these issues raised by the participants, they have 10 minutes. Presentation of each group with issues and solutions.

Arenas of active citizenship
We took three of the four arenas of active citizenship: Political, Civic, Personal, and put connected actions to be an active citizen in each arena. The participants stood in a circle and we put either one of the arenas or action on their back. The task was now to put people with actions together in the right arena. For example “Voting” would be placed with the “Political” person and “Become a member of a youth organization” would be placed with “Civic” and “Pick up trash” would be placed with “Personal”. When they had placed themselves they could look at their paper and see if they stood in the right group. Short debriefing on the different things we can do to be an active citizen and support democracy.

DEVELOPMENT
Energizer: Dragon and shield
Participants should think of one person in the group that should be their dragon and one person who should be their shield. They should not say it out loud, only have the people in their mind. They should now place themselves so they have their shield in between their dragon.

Case Awesome People
We introduce the challenge that Awesome People is facing which is that not many young people are active in Awesome People.

Problem Tree
We present the Problem Tree and invite participants in smaller groups to do a problem tree where they look at the causes and consequences of this problem that not many young people are active in Awesome People. When they finished with the problem tree they should choose one cause and come up with a solution. The solution should be SMART - Specific, measurable, attractive, realistic, and time-bound. After that, they should also analyze the solution using SWOT - looking at strengths, weaknesses, opportunities, and threats with the solution. Presentation from each group.

Energizer: Passing ball
Participants stand/sit in a ring and have their hands behind their backs and pass a ball between each other, a person in the middle should guess where the ball is.

Active actions: Questionnaire
Participants work in smaller groups and should create a questionnaire to ask other youngsters why they are not engaged in Awesome People. When they have 5-6 questions all groups gather and decide together on the best questions so a common questionnaire is created with 5-6 questions. The questionnaire is written in a Google Form and the participants should answer the questionnaires themselves and send it to 3 friends to answer.

Social media campaign
Participants are divided into smaller groups and have the task of creating a social media campaign containing a minimum of 3 posts which can be videos, photos, illustrations, etc.

CONCLUSION
Energizer: Princes and princesses
Half of the participants sit on a chair in a circle, the other half stand behind one of the other participants who sit on the chair. The people on the chairs are princesses and the people behind are princes. One prince does not have a princess on his/her chair and wants to get one by blinking to a princess or saying their name, the princess should move to that chair unless their prince grabs them first.

Continuation of the social media campaign
Presentation of the different campaigns in the end.

Checking out
Participants sit in a circle and share their learnings one by one.

A glimpse of hope: Since we worked with a group of young people with diverse backgrounds and different motivations and interests in the activities it was of course hard to accompany everyone's needs but I think we overcame the difficulties by providing different kinds of exercises and tasks and also keeping the energy up with the energizers. Most of the participants liked the task of creating social media content since it was more practical work.

“CHANGE MAKERS BOOTCAMP IN PORTUGAL”

Aim: To bring together young people in Cascais, Portugal to explore what is active citizenship, what can be the role of young people in the community and how to make the most of being a European Union citizen.

Duration: 10 hours (to be divided in different sessions/days)

Flow of the Activity:

INTRO
Icebreaker – Wheel of Names
A circle forms with physical distancing. Each participant has to say their name, where they come from, their age, something they like and something they hate. Then, each participant has to say their name and a gesture/movement to “wake up the group”. The group has to repeat the name and gesture at the same time. This is followed by a round of Pim-Pa-Poom and a round of checking the memory of the names.

Who's Who
1 piece of paper is given to each participant on which they have to make a plane and write the name, then they will have to throw it, pick up one of a colleague's and write the answers to the questions.
Speed Dating Task: In pairs, you will have 3 minutes to share the answer to a question (change pairs for each question)
- What is my motivation for being here?
- What do I love to do in my free time??
- How was my professional journey so far??
- What do I value most in life??
- If you were a cartoon or a character in a movie, which one would you be?
- Share an object that says something about you.
- If you wrote a book or made a movie, what would it be about?
- A dream you have is...

What We Have in Common
Dividing the room into two opposites, each participant has to position themselves along that line or in the respective half according to:
- Movies vs Books
- Facebook vs Instagram
- Pineapple on Pizza vs Pizza without Pineapple
- Who only has 1 alarm vs 3 or 4 alarms to wake up early
- Beach vs Countryside
- Gym vs Outdoor Sport
- ...

Active Citizenship Bingo
Participants have to ask who is the person who has already done, has happened to them or identifies with what is written. That person has to sign the colleague's sheet. The first to complete the board yells bingo.

I voted in the last municipal elections	I have already been to the Assembly of the Republic in PT or to the EU Parliament	I participated in a demonstration	I have already signed a petition
I volunteer regularly	I have participated in an international ERASMUS+ event	I have already done a good deed for my local community	I've been fooled by fake news
I have suffered some form of discrimination	I am interested in European politics and European institutions	I apply the 4Rs in my daily life (reduce, reuse, recycle and “redistribute”)	I am familiar with the 2030 Agenda and the Sustainable Development Goals

DEVELOPMENT

Icebreaker: 2 Truths and 1 Lie

Participants work in pairs or small groups. Each of them has to say three statements about themselves. The rest of the group has to guess which of the statements is a lie.

World Café: Active Citizenship: from concept to practice

Prepare different cafe tables in the room, each table with a flipchart paper with a written question. Tell the group they can split themselves choosing one of the four questions and start a debate. After 10 minutes round, they will be invited to move to another question, until they go through all the questions. In each round they should discuss with different people. Close the activity with a small tour to summarize what is on the different tables.

- What is Active Citizenship for you?
- What characteristics should we have/invest in to be an active citizen?
- What tools does an active citizen need?
- What can be considered an Active Citizenship action?

Four Dimensions of Active Citizenship

Presentation of the Model of the Four Dimensions of Active Citizenship (Civil, Community, Values and Political Life) and ask to find in pairs good practices of each of the dimensions. In the discussion reflect the interrelationship between dimensions.

Active Citizenship Toolkit

Start with the exercise of writing on post-its what you consider your first active citizenship action. Put in a box. Then each one will take a different paper from their own and have to guess who it belongs to. Discussion.
Watch and comment video: https://www.youtube.com/watch?v=2xtElH-h3Jc&t=38s
Introduce the problem tree technique and give examples
Share the room with the SDGs. End up with pairs by dimensions who would like to contribute an action. Within this duo, with local or global inspiration, they have to choose a problem where they would like to be more active.
Characterize the problem and make the problem tree.
Introduce and discuss.
Think about what kind of causes they would like to focus on and possible actions.

Planning a local action with feedback rounds (5Ws+1H)

Organization by the groups from the previous session and filling in the project sheet with the following questions:
Why?
What?
Who?
Where?
When?
How?

CONCLUSION

5 fingers

Ask each participant to draw their hand in a piece of paper. In each finger they should write:
Thumb - something they liked
Index finger - something to point out during this bootcamp
Middle finger - something that didn't go so well
Ring finger - Something you take with you from this week into your life
Little finger - An important detail you noticed and would like to share

Finalize with a round for sharing.