



# STOP THE WAR

PEACEFUL SOLUTIONS, NOT WAR



  
**SHARP MINDS**  
educational organization

## HUMAN RIGHTS: THE SEQUEL

**MANUAL FOR HUMAN RIGHTS EDUCATION**

2024-1-EL02-KA151-YOU-000196412

**ENGLISH VERSION**

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E.O. SHARP MINDS, ATHENS, 2025

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ΕΓΧΕΙΡΙΔΙΟ ΧΡΗΣΗΣ

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## Εκπαίδευση Ανθρωπίνων Δικαιωμάτων

### *Introduction*

This manual was created within the framework of the **Accredited Erasmus+/YOUTH Project (2024-1-EL02-KA151-YOU-000196412)**, under the general title "**Human Rights' Education: The Sequel**". The project focuses on the timely issue of armed conflicts around the world and aims to serve as a useful tool for implementing similar **Youth Programs** that emphasize Human Rights Education through experiential methods.

Over the course of seven days, participants are introduced to Human Rights, gain an understanding of the impact of war on them, experience roles and dilemmas, express themselves creatively, and are empowered as active citizens. The program is based on the principles of **Non-Formal Learning** and promotes empathy, participation, cooperation, and inclusion.

**Sharp Minds Educational Organization** is pleased to share the content of this comprehensive Project, which it designed and implemented within the activities of the aforementioned Accredited Plan, as a modest contribution to the field of Human Rights Education, as well as to the Erasmus+/YOUTH Program. Through this program, the organization has had—and continues to have—the opportunity to provide knowledge and learning techniques both to youth workers and trainers, as well as to large groups of young people with a sense of responsibility and social awareness.

On this occasion, we would like to extend our sincere gratitude to the **European Erasmus+/YOUTH Program** and to the **Greek National Agency of the Program, the Youth and Lifelong Learning Foundation (I.NE.DI.VI.M.)**, from which we receive constant support and cooperation. Their contribution ensures added value to the Program and the successful implementation of high-quality Activities within the approved Projects.

Εfigeneia-Petroula Αkrikidi

President of **E.O. Sharp Minds**



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## Key Program Information

- Project Title: **"Human Rights' Education: The Sequel"**
- Framework: **Erasmus+/YOUTH – Key Action 1**
- Duration: **7 days**
- Theme: **Human Rights & War**
- Focus Areas: **Syria, Ukraine, Palestine, Israel, Russia**
- Implementation: **At international or local level, with adaptability to socio-political contexts**

## Target Group

- Ages: **16 to 30 yearsold**
- Number of participants: **25–30 people**
- Profile: *Young people interested in social issues, regardless of educational background. A balanced ratio of gender, socio-economic backgrounds, and ethnocultural diversity is encouraged.*
- Working Language: *English or the hosting country's language, with translation/interpretation support where necessary.*
- Prerequisites: No prior experience required. Basic readiness for teamwork is recommended.



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## Educational Objectives

- Understanding the fundamental Human Rights and their significance during times of war.
- Developing empathy and social awareness toward victims of war and displacement.
- Fostering intercultural understanding and teamwork.
- Strengthening skills in public speaking, argumentation, and rights advocacy.
- Encouraging youth engagement in volunteerism and social action.

## Methodology

- Experiential role-based activities (role-play, simulation, drama)
- Group discussions and reflection (brainstorming, debriefing, reflection groups)
- Trust-building & inclusion exercises (team-building, inclusion, case studies)
- Creative approaches (theatrical methods, storytelling, visual tools)
- Social advocacy campaigns (advocacy workshops, debates)

**Note:** Facilitators do not “teach” but rather facilitate. The learning environment is designed to be safe for participants, free of discrimination, and respectful of all perspectives.

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## Annexes and Supporting Material

- Role cards (Day 4 & Day 6)
- Debate sheets (Day 3)
- Reflection question guide (for each activity)
- Participation evaluation form (Day 7)
- Advocacy campaign templates (Day 5)
- Material for festive closing (Day 7)
- Suggestions for space setup & visual support
- Facilitator's daily guides (checklist, objectives, tips)
- Online participation tools (e.g., Padlet, Canva, Mentimeter)



## Activities

### Description of Daily Activities

Day	Activity Title	Main Focus	Type
1st	<i>The Circle of Trust</i>	Getting to know each other, trust, acceptance	<i>Team-building &amp; Inclusion</i>
2nd	<i>The Universal Declaration – Live Performances</i>	Understanding Rights through Theatrical Expression	<i>Human Rights Education</i>
3rd	<i>The Right at Risk</i>	Structured Dialogue – Dilemmas	<i>Debate &amp; Critical Thinking</i>
4th	<i>Trapped in Conflict</i>	Roles & Decisions in War Zones	<i>Simulation Game</i>
5th	<i>My Voice for the Voiceless</i>	Creating an Advocacy Campaign	<i>Advocacy &amp; Creative Action</i>
6th	<i>In Others' Shoes</i>	Empathy, Privileges & Social Inclusion	<i>Empathy &amp; Inclusion Workshop</i>
7th	<i>The Thread that Connects Us</i>	Reflection, Evaluation & Celebration	<i>Reflection &amp; Group Closure</i>

## ***Day 1st – The Circle of Trust***

**Type: Team-building & Inclusion**

**Supporting material:**

- Ice-breaker scenarios
- Trust & interaction observation sheets
- Inclusion activities guide (e.g., Blind Path, Talk to Me without Words)
- Guidelines for creating a safe space

### **1. Ice-breaker Scenarios**

#### **A. “Find someone who...” (15’)**

Each participant receives a **bingo-style** sheet with prompts such as:

- *Find someone who has traveled to more than 3 countries*
- *Find someone who plays a musical instrument*
- *Find someone who has participated in volunteering*

**Goal: To fill their sheet while getting to know and learning about others.**

#### **B. “Two Truths and a Lie” (15’)**

In small circles, each participant shares 3 statements about themselves — 2 true and 1 false.

The others must guess which one is the lie.

#### **Γ. “Human Map” (10’)**

The facilitator gives prompts, and participants position themselves in the space accordingly:

- *“Stand to the left if you’re a morning person, to the right if you prefer evenings.”*
- *“Form a circle according to your birth month.”*

***(Encourages movement, laughter, and first connections).***



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## 2. Trust & Interaction Observation Sheets (sample template)

Participant's code	Engagement (1-5)	Inclusion (Y/N)	Support Notes	Signs of Exclusion	Facilitator's Observations
A01	4	Y	Assisted a new group member	None	Appears open
A02	2	N	Remained silent	Avoided contact	Needs monitoring

**Instructions:** Facilitators discreetly observe the dynamics within small groups. These sheets help to:

- *Adjust activities for less active members*
- *Assess the overall group atmosphere*
- *Strengthen group cohesion*



### 3. Inclusion Activities Guide

#### A. “Blind Path” (20’)

Participants work in pairs. The first wears a blindfold and is “blind.”

The second guides them through a simple obstacle path without speaking, using only:

- *Touch (e.g., tap on the shoulder)*
- *Sounds (e.g., clap = stop)*

**Goal: Strengthening trust, overcoming fear, practicing non-verbal communication.**

#### » Guided Reflection Questions:

- *How did you feel when you had to trust without seeing?*
- *How did you choose to guide without words?*

#### B. “Talk to Me without Words” (20’)

Each participant receives a theme such as:

- «Δείξε πώς νιώθεις σήμερα»
- «Μοιράσου κάτι που εκφράζει την καταγωγή σου»

**They use only movement or drawing, without speaking.**

**Goal: Enhancing empathy, highlighting alternative expression.**

#### » Guided Reflection Questions:

- *Was it easy or difficult not to speak?*
- *What did you learn from others’ expressions?*

## 4. Safe Space Creation Guide – for Facilitators

At the start of the activity, it is recommended to collectively establish and agree on the following principles:

### 1. Respect and Non-Judgment

Every opinion matters. We listen without interrupting, laughing, or belittling.

### 2. Right to Pass

Everyone has the right not to share or not to participate in an activity.

### 3. Active Listening

We listen attentively – without phones, whispers, or distractions.

### 4. Confidentiality

What is shared within the group, stays within the group.

### 5. Equality and Inclusion

No one is more important than anyone else. Diversity is a strength.

***Facilitator Tip:*** Write down the rules on a poster or flipchart. Invite the group to add or modify anything.

## ***Day 2nd – The Universal Declaration – Live Performances***

**Τύπος:** *Human Rights Education*

### **Supporting Material:**

- *Printable text of the Universal Declaration of Human Rights (UDHR)*
- *Right cards (one per article)*
- *Creative theatre guide (forum theatre, images, collage)*
- *Observation/reflection sheet per group*

### **1. Printable Version of the Universal Declaration of Human Rights (UDHR). Official UN Link:**

<https://www.un.org/en/about-us/universal-declaration-of-human-rights>

### **2. Creative Theatre Guide for Human Rights Education**

Instructions for using non-formal learning techniques to bring the UDHR articles to life through theatrical expression.

#### ***Suggested Methodologies:***

##### **A. Forum Theatre**

- Each group presents a scene depicting the violation of a right.
- Spectators have the right to intervene, replace a character, and change the course of action.

## B. Image Theatre

- The group creates frozen images (like “living statues”) that depict either the violation or the restoration of a right.
- No words are used – only body posture and facial expression.

## Γ. Collage Theatre

- Use of words, images, and sounds (without coherent dialogue) to express a feeling or situation related to a right (e.g., displacement, poverty, silence, struggle).

**Goal: To stimulate empathy, encourage active participation, and foster creativity.**

## 3. Group Observation / Reflection Sheet (*sample template*)

Name of Group	UDHR Article	Form of Presentation	Main Message	Emotional Response	Questions that Emerged
Group 1	Article 14	Forum Theatre	Forced Displacement due to War	Forced displacement due to war Compassion, indignation	Is international protection sufficient?

### » Guided Reflection Questions:

- What did you see happening in this short performance?
- How did the image/scene make you feel?
- Which rights do you think were violated?
- What could you have done differently if you were in the protagonist’s place?

**Use:** Suitable both for spectators and participants in the performances.

**(Encourages critical thinking and emotional expression).**

## ***Day 3rd – The Right at Risk***

**Type:** *Debate & Κριτική Σκέψη*

**Goal of Day 3rd:** To cultivate argumentative thinking, respect for counterarguments, and deeper engagement with ethical dilemmas related to human rights.

### **1. Debate Briefs**

Each topic is accompanied by a short informative handout including:

- *Definition of the issue*
- *Background/context (social, political, legal)*
- *Sample arguments for and against*

**Topic 1:** *“The Right to Security can override the Right to Privacy”*

**Topic 2:** *“Freedom of Speech should be restricted in times of war”*

### **2. Guidelines for Structured Debate (Structure & Roles)**

**Roles:**

- **Proposer:** Represents the side in favor of the statement
- **Opposer:** Represents the side against the statement
- **Mediator:** Keeps order, asks questions, summarizes

**Debate Stages (45–60’):**

1. *Presentation of Topic – 5’ by the facilitator*
2. *Opening Arguments – 2’ per side*
3. *Rebuttal – 1’ per side*
4. *Questions from Mediator – 2’ per question for each side*
5. *Closing Statements – 1’ per side for final position*
6. *Evaluation & Reflection*

### 3. Role & Opinion Cards (Pro/Con per Topic)

Each participant receives:

- A card indicating whether they will defend (Pro) or oppose (Con) the statement
- An opening argument or a “thematic role” (e.g., journalist, lawyer, citizen, soldier)

**Example:**

- Topic: Freedom of Speech in Times of War / Role: Journalist / Position: Con – “The role of journalism is to protect the truth.”

### 4. Argument Scoring Form

**Use:** Scores can be given by observers, the audience, or the facilitator.

CRITERIA	DESCRIPTION	RATING (1–5)
Clarity	Was the argument clearly articulated?	
Argumentation	Were reliable sources/evidence provided?	
Persuasiveness	How persuasive was the argument?	
Respect for Counterarguments	Was there respectful consideration and acknowledgment of the opposing argument?	

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## Day 4th – Trapped in Conflict

Τύπος: *Simulation Game*

**Goal of Day 4th:** To develop empathy, critical thinking in crisis situations, and an understanding of the complexity of human rights in war zones.

### 1. Role Folders

Each participant group receives a Role Folder containing:

- Role identity (name, age, status)
- Short background (personal story, goals, fears)
- Human rights affected

### Sample Roles:

- Journalist (local/international)
- Refugee child
- Mother who lost her home and husband
- Humanitarian NGO volunteer
- Young soldier
- Peace activist





## 2. Scenario Development Guide (Stages & Interventions)

The activity is divided into 4 stages:

1. **Introduction:** Groups read their roles and are placed in a “conflict environment” (e.g., a space with restrictions).
2. **Critical Conditions:** Event cards are presented that require decision-making (e.g., bombing, lack of medicine, propaganda).
3. **Interaction:** Groups must negotiate, ask for help, or collaborate with other groups based on their roles.
4. **Final Decision:** A concluding “dilemma” card changes the circumstances and requires a critical decision (e.g., to flee or stay, to reveal or remain silent).

The facilitator may add interventions (e.g., introduction of military forces, arrival of humanitarian aid, betrayal by a character).

## 3. Dilemma & Unexpected Event Cards

Each group receives cards either randomly or according to the scenario’s progression:

- **Dilemmas:** e.g., “Do you give the medicine to the child or to the wounded adult?”
- **Unexpected Events:** e.g., “The power supply is cut off”, “A group member goes missing”, “False information spreads”

**Goal:** To test values, empathy, time pressure, and the prioritization of needs.

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## 4. Emotion & Choice Assessment Sheets

After the activity:

ROLE	DECISION YOU MADE	REASON FOR YOUR DECISION	HOW DID YOU FEEL?	WOULD YOU HAVE DONE SOMETHING DIFFERENTLY?
JOURNALIST	.....	.....	.....	.....
YOUNG SOLDIER	.....	.....	.....	.....

### Guided Discussion Questions:

- Which decision was the most difficult?
- Did you feel you had a choice or not?
- Which of your values were challenged?
- Were there conflicts among your group members?

## ***Day 5th – My Voice for the Voiceless***

**Type:** *Advocacy & Creative Action*

**Goal of Day 5th:** For young people to acquire skills of active citizenship, critical thinking, creativity, and rights advocacy through experiential action.

### **1. Short Presentation: What is Advocacy?**

Key points:

- Definition of **“advocacy”**: Public support and defense of a cause or group that does not have a “voice.”
- Difference between **“advocacy”** VS **“activism”**
- Forms of **“advocacy”**: **street actions, online campaigns, storytelling, lobbying/institutional pressure, education.**

### **Example:**

- *#FreePalestine – Global mobilization through hashtags, marches, and artistic interventions.*
- *#StandWithUkraine – Awareness campaigns and symbolic actions by citizens and organizations.*
- *Amnesty International – International campaigns for prisoners of conscience, justice, etc.*
- *UNICEF – Campaigns for children’s rights in war zones.*

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## 2. Advocacy Campaign Template

*Each group designs an advocacy campaign on a selected topic (e.g., education in war zones, access to medicine, freedom of expression).*

*The template includes:*

- *Campaign Title*
- *Slogan (e.g., “Books Not Bombs”)*
- *Hashtags (e.g., #HumanRightsNow)*
- *Main Message (max 100 words)*
- *Forms of Dissemination: poster, video, insta-story, street action*
- *Campaign Goal: Who do we want to influence?*
- *Potential Obstacles & How to Overcome Them*



### 3. Support Sheet – Online Tools

Suggested tools for content creation:

- Canva: design posters, infographics, reels
- Padlet: present the campaign on a collaborative idea wall
- Mentimeter: interactive audience questions
- Google Slides or PowerPoint: campaign presentation

*(Participants are encouraged to use smartphones/tablets for hands-on practice.)*

### 4. Self-Assessment Table of Creativity & Impact

CRITERIA	YES	NO	COMMENTS
Was my message clear?			
Was the poster/content engaging?			
Did we use a variety of tools?			
Do I believe I can influence others?			
Would I like to implement this in my community?			

## ***Day 6th – In Others’ Shoes***

**Type:** *Empathy & Social Inclusion Workshop*

**Goal of Day 6th:** To cultivate empathy, solidarity, and awareness of social diversity through experiential learning.

### **1. Activity: Privilege Line**

**Descri[ption]:** Each participant assumes a character (e.g., refugee, teenager with a disability, white European, religious minority, etc.). Statements are read aloud such as “I can go to school without fear” and participants step forward or backward depending on their character’s life circumstances.

**Goal:** To visualize social inequalities through experiential movement.

#### **Materials:**

- Character cards (20 different identities)
- Privilege Line guide with statements (e.g., “I have access to medical care”, “I can speak freely”)

### **2. Empathy: Question Toolkit (20’ group exploration & presentation)**

Each group answers the following questions for their character:

- *What are their needs?*
- *What difficulties do they face in everyday life?*
- *Which of their rights are violated or threatened?*
- *How would they like society to treat them?*

### 3. Reflection Exercise: Letter to My Character

Participants are invited to write a short letter (1 page or less) to the character they “embodied,” addressing them as if they were a friend:

- *What would you tell them about your own life?*
- *How do you feel after this experience?*
- *What is one thing you promise to do to help build a fairer society?*

The letter is kept in each group’s folder for presentation on Day 7th.

### 4. Assessment Sheet

CRITERIA	YES	NO	COMMENTS
I gained a better understanding of someone different from me			
I experienced emotions I did not expect			
The letter helped me express myself			
The activity felt safe and free of judgment			
I would recommend it to others			

## ***Day 7th – The Thread that Connects Us***

**Type:** Reflection & Group Closing

### **1. Reflection through Sharing Circle**

**Activity:** Participants sit in a circle. The facilitator begins with a guiding question (e.g., “What was the most powerful moment for you?” or “What will you remember from this experience?”). Each participant shares for 1–2 minutes. It is recommended to use an object (e.g., a ball of yarn or a soft ball) to indicate who has the floor.

**Goal:** To close the week with mutual respect, emotional release, and connection.

### **2. “Letter to Myself”**

Participants write a letter to their future self:

- *What feelings did the program bring out in you?*
- *What did you learn about yourself and about others?*
- *What promise do you make to yourself?*

*The letter can be kept by the organizers and sent back to participants after 3–6 months..*

### **3. Closing Ritual: “The Thread that Connects Us”**

**Description:** Participants form a circle. The first person holds a ball of yarn and shares something positive they take away from the week. Then they throw the ball to someone else while holding onto the end. A web is gradually created. At the end, the yarn is cut into pieces and given to each participant as a keepsake.

**Goal:** To make visible the bonds that were created.



#### 4. Creative Recap Zone

**Description:** In a specially arranged space, participants can:

- Draw keywords from the week
- Write their thoughts on post-it notes
- Create a collective collage

*(It is recommended to photograph the final installation as a visual deliverable of the program).*

#### 5. Final Evaluation

A printed form is distributed including:

- Satisfaction questions (quantitative: from 1 to 5)
- Open-ended questions (What did you like most/least? Suggestions?)
- Personal change questions (e.g., “Do you feel more capable of speaking about human rights?”)

**Goal:** To gather feedback for improvement and reinforce the program’s impact.

#### Materials of Day 7th:

- Talking piece for the sharing circle
- Paper and envelopes for the “letters to myself”
- Ball of yarn (for the ritual)
- Flipchart/wall for creative recap
- Final evaluation form



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## USER MANUAL

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### Human Rights Education

## Epilogue

This handbook was developed with the contribution of the trainers, facilitators, as well as the members and volunteers of the **Educational Organization Sharp Minds**, within the framework of the **Accredited Project (2024-1-EL01-KA152-YOU-000196412)**.

The proposed activities can serve as a comprehensive guide for designing a seven-day educational program on **Human Rights Education**, with a particular focus on the challenges posed by contemporary wars and the fundamental rights that are endangered by today's global conflicts. New activities, as well as existing ones from other manuals (e.g., Compass / All Different All Equal), were designed, adapted, and modified to provide a more targeted outcome with a focus on war.

With a strong sense of responsibility and commitment, the **Educational Organization Sharp Minds** shares its expertise and experience with the wider educational and youth community, providing practical tools, detailed guidelines, and valuable supporting material. This handbook may serve as a foundation upon which any interested organization can further **develop and adapt a complete and experiential activity program**.

We sincerely hope that this material will serve as a valuable resource for **strengthening Human Rights Education** and for meaningfully contributing to the **promotion of a culture of peace, equality, and justice** — a vision which, despite its importance, has yet to become the guiding principle of global political, social, and economic development.

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