



EU4  
YOUTH  
2ACT

**EMPOWERMENT & CIVIC ACTIVATION**

**PACK**

Produced by educators for educators

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## **TABLE OF CONTENTS:**

***Module 1. Civic Competences***

***Module 2. Active Citizenship Competences***

***Module 3. Cultural Competences***

***Module 4. Social Competences***

***Module 5. Personal competences***

***Module 6. Interpersonal competences***



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## ***TABLE OF CONTENTS:***

- 1. How does the EU affect our daily lives?***
- 2. Fundamental Rights of the EU Citizens?***
- 3. Guess which country...?***
- 4. Climate crisis – debate about the future***
- 5. How to Think Critically and Detect Disinformation***

# 1. HOW DOES THE EU AFFECT OUR DAILY LIVES?

30-60 MINUTES.

## Competence

Understanding the role of the European Union in everyday life. Developing awareness of rights and responsibilities as an EU citizen.  
Encouraging critical thinking about the benefits and challenges of EU membership.

## Materials needed

- Printed situations cards

## Method

Role-playing

## Target group

Age Range: 13-24

## Content outline

Basic knowledge about the European Union (EU) (Basic definition and purpose)  
Key principles: Freedom of movement, economic cooperation, political unity  
Everyday life examples of the EU's influence

## Expected learning outcomes

Deepen understanding of the idea of European integration, realizing how collaboration between EU member states results in shared policies that impact individuals.

## Facilitator competencies

Knowledge about main EU policies and institutions  
Experience in group facilitation and managing discussion

# STEP BY STEP PROCEDURE

## **Introduction (10 minutes)**

Participants will understand how the EU impacts their daily lives. The facilitator starts with a short discussion about the European Union. They may ask participants:

- What benefits of EU membership do you know?
- What changes do you notice in your life or the lives of your relatives thanks to the EU?
- Participants have 2–3 minutes to think about these questions individually.
- Then, each participant shares one idea with the group.

## **Group division and situation assignment (5 minutes)**

Participants work in small groups to analyze selected situations. The facilitator divides participants into groups of 3–4 people. Each group draws a situation card. Example situations include:

- No Erasmus program – making international exchange programs more difficult.
- No common euro currency – increasing currency exchange costs.
- No Schengen Zone – making travel between EU countries more complicated.
- No free movement of workers – limiting job opportunities in other EU countries.

## **Scene preparation (20 minutes)**

Participants create short theatrical performances depicting a world without the European Union.

Groups analyze their assigned situation and discuss what daily life would look like without the EU.

They prepare a short scene (max. 5 minutes) illustrating the difficulties that would arise. Participants are encouraged to use creative expression: dialogues, gestures, and improvised props.



**Scene  
presentation  
(15–20 minutes)**

Participants present their scenes and learn from one another.  
Each group performs their scene in front of the others.  
The rest of the group watches and identifies the issues presented.  
After each scene, the facilitator may ask questions such as:  
oWhat challenges did you portray in your scene?  
What solutions does the European Union provide for these issues?

**Reflection and  
debriefing  
questions  
(10 minutes)**

Reflection on the importance of the European Union.  
After all performances, the facilitator leads a discussion by asking:  
·What other examples of EU-related changes in daily life can you think of?  
·Would life be easier or harder without the EU? Why?  
·What are your main arguments in favor of the European Union?  
·What did you learn from this activity?

**Evaluation and  
feedback**

**Peer Feedback (Group Evaluation)**  
After each role-play, ask groups to give constructive feedback to each other:  
·What did you like about the performance?  
·What could have been improved?  
·Did it effectively explain the impact of the EU?

## 2. FUNDAMENTAL RIGHTS OF THE EU CITIZENS?

60-90 MINUTES.

### Competence

Knowledge and understanding Fundamental Rights of the European Union

### Materials needed

### Method

Card game

- Printed Fundamental Rights on Cards

### Target group

Age Range: 13-24

### Content outline

Introduction to the Charter of Fundamental Rights of the European Union  
The role in protecting human rights, freedoms, and equality within the EU  
Engaging in understanding and discussing these rights in an interactive and memorable way

### Expected learning outcomes

Understanding the purpose and significance of the Charter of Fundamental Rights of the European Union. Identifying key fundamental rights protected by the EU.  
Explaining the role of the European Union Agency for Fundamental Rights (FRA) in monitoring and enforcing rights. Recognizing why the EU plays a role in protecting and promoting human rights within member states.

### Facilitator competencies

Strong knowledge of the Charter of Fundamental Rights of the European Union.  
Awareness of key rights such as freedom of expression, equality, privacy, and non-discrimination.  
Familiarity with the role of the European Union Agency for Fundamental Rights (FRA).



# STEP BY STEP PROCEDURE

## **Introduction to Fundamental Rights (10-15 minutes)**

Ensure participants understand the Charter of Fundamental Rights of the EU and its significance.

The facilitator introduces the Charter of Fundamental Rights of the European Union, explaining:

- Its history and why it was established.
- Its importance for EU citizens and legal relevance.
- Examples of key fundamental rights (e.g., freedom of expression, equality, right to privacy).

Participants share their thoughts on why fundamental rights matter.

The facilitator introduces the European Union Agency for Fundamental Rights (FRA) and its role in monitoring and protecting rights across member states.

## **Group Division and Explanation of Rules (5 minutes)**

Organize participants into teams and explain the Taboo game rules.

The facilitator divides participants into groups of 5-6 people.

Each group receives a full set of cards with fundamental rights written on them.

Game Rules:

- One participant picks a card and describes the fundamental right without saying its name.
- Other group members try to guess the right being described.
- If guessed correctly, the group earns a point, and the next participant picks a card.
- If no one guesses, the participant drops the card and takes a new one.
- The game lasts 20 minutes, and the group with the most correct answers wins.

**Playing the Game  
(20 minutes)**

- Encourage active participation and learning through a fun, competitive activity.
- Each group starts the game, following the Taboo rules.
- The facilitator monitors the game, ensuring all groups are engaged and following the rules.
- Participants rotate turns so that everyone has a chance to describe and guess

**Reflection and  
debriefing  
questions**

**(15–20 minutes)**

Reflect on the meaning and importance of fundamental rights.  
The facilitator collects dropped and unused cards and leads a discussion:

1. Why is the Charter of Fundamental Rights important?
2. What role does the European Union Agency for Fundamental Rights play?
3. Why must the EU protect fundamental rights in its member states?
4. Which right was the hardest to describe? Why?
5. What did you learn from this activity?
6. How does this activity help raise awareness about EU rights?

**Evaluation and  
feedback**

Summarize the learning outcomes and encourage further reflection.

- Each participant shares one key takeaway from the session.
- The facilitator highlights real-life examples of how EU fundamental rights protect citizens.
- Participants are encouraged to explore how they can promote and protect these rights in their communities.



### 3. “GUESS WHICH COUNTRY...?”

60 MINUTES.

#### Competence

Deepen understanding of the European Union and its member countries.  
Awareness of European unity, diversity, and multiculturalism.  
Critical thinking about their role as EU citizens.

#### Materials needed

- sticky cards/notes with the name of the countries of the European Union

#### Method

Inquiry – based learning

#### Target group

Age Range: 13–24

#### Content outline

The European Union (EU) overview, Cultural diversity within the EU, EU membership and its benefits

#### Expected learning outcomes

Understand the names and geographical locations of the 27 European Union countries  
Recognize key cultural, historical, and economic aspects of each country they represent.

#### Facilitator competencies

Understanding the EU: the facilitator must have a solid understanding of the European Union, including its history, objectives, structure, and current member states.  
Familiarity with EU culture and diversity: the facilitator should be knowledgeable about the cultural, historical, and social aspects of the EU member states to guide discussions effectively.

# STEP BY STEP PROCEDURE

## Introduction & Briefing (10 minutes)

**Set the context for the activity, ensuring that all participants understand the topic and rules.**

### **Facilitator introduction:**

The facilitator introduces the European Union (EU), explaining the history, goals, and objectives of its establishment.

- Briefly describe the current 27 member states and their significance.
- Examples of famous EU symbols and institutions can be shared to build awareness (e.g., the European Parliament, European Currency).

### **Clarify the activity rules:**

- Participants will be randomly assigned a sticky card with the name of a European Union country (one country per card).
- The card will be placed on each participant's forehead, so they cannot see which country they have.



## STEP BY STEP PROCEDURE

### Conversations (5 minutes)

Encourage participants to learn about different EU countries through interaction and strategic questioning.

#### **Instructions for interaction:**

- o Participants are given 5 minutes to walk around and interact with others.
- o During the interaction, each participant can ask yes-or-no questions to learn about the country on their forehead.

#### **Example questions:**

- "Is your country in the Schengen Zone?"
- "Does your country have a coastline?"
- "Is your country known for wine?"
- "Is your country a founding member of the EU?"

The goal is to discover facts about the country they represent without directly asking for the country name.

The facilitator ensures participants understand that direct country name questions are not allowed, but they can ask about things like mentality, culture, food, famous personalities, or history to gain clues.

# STEP BY STEP PROCEDURE

## Guessing Game stand in the middle (15–25 minutes)

Test the participants' ability to deduce their country and encourage deeper engagement with the countries represented.

### 1.Participants form a circle:

o After the 5-minute conversation period, participants gather in a circle.

### 2. One participant at a time in the middle:

- A participant from the circle stands in the middle and begins the guessing process.
- They can ask yes/no questions to the group about the country they represent (e.g., "Is my country in Southern Europe?").
- The participant has two guesses at the country name. If the participant guesses correctly, they step out of the middle, and the next participant in the circle takes their turn.

### 3.If incorrect guess:

o If the participant does not guess correctly on the first attempt, they are allowed to ask 3 open questions (e.g., "What famous food does my country have?") and make two more guesses.

- This allows for greater engagement and ensures participants can refine their understanding of the countries through thoughtful questions.

## Debrief & Reflection (10–15 minutes)

Reflect on the learning process, encourage participants to think critically about the countries they represented, and assess the activity's value.

### 1.Debrief questions:

- After which information were you certain about which country you were representing?
- When did the country you represent join the European Union?
- What is the name of the currency of your country?
- Who is the most famous person from the country you represent?
- Mention one famous food or drink from the country you represent?
- What did you learn from this activity?
- What questions did you ask during the 5-minute interactions, and why?

The facilitator provides a summary of key facts about EU countries based on the interactions and guesses, ensuring that participants take away useful information about the EU's member states, their culture, and historical backgrounds.

Encourage participants to reflect on how the activity deepened their understanding of the diversity within the EU and how they can connect with different European nations.



**Reflection and  
debriefing**

The facilitator provides a summary of key facts about EU countries based on the interactions and guesses, ensuring that participants take away useful information about the EU's member states, their culture, and historical backgrounds. Encourage participants to reflect on how the activity deepened their understanding of the diversity within the EU and how they can connect with different European nations.

**Evaluation and  
feedback**

The facilitator wraps up by briefly highlighting some of the most interesting facts discovered during the activity. Participants are encouraged to continue exploring the culture, history, and diversity of the EU through personal research or future discussions.

## 4. CLIMATE CRISIS – DEBATE ABOUT THE FUTURE

45-60 MINUTES.

### Competence

Raising awareness about climate change and its effects on society.  
Developing critical thinking in the context of actions to protect the environment.  
Improving argumentation and presentation skills in the context of environmental protection.  
Strengthening a sense of responsibility for the future of the planet.

### Materials needed

- Cards with proposed actions to fight climate change (e.g., reducing CO2 emissions, recycling, banning plastic bags)
- Large paper or whiteboard
- Voting cards (green – yes, red – no)

### Method

### Debate

### Target group

Age Range: 13–24

### Content outline

Civic responsibility in addressing climate change

### Expected learning outcomes

Understanding of climate change  
Knowledge of actions to combat climate change  
Development of critical thinking and debate skills

### Facilitator competencies

Knowledge of climate change issues such as solid understanding of climate change, its causes, consequences, and potential solutions. This includes knowledge of global and local environmental issues, mitigation and adaptation strategies, and sustainable practices.



# STEP BY STEP PROCEDURE

## **Introduction to climate change (10-15 minutes)**

The facilitator introduces participants to the topic of climate change, explaining what it is, its causes (e.g., industrial activity, greenhouse gas emissions), and the consequences it has for the environment and society.

Participants are informed about global consequences of climate change, such as rising sea levels, extreme weather events, species extinction, and air and water pollution.

## **Preparation of action proposals (10 minutes)**

The facilitator presents proposals for actions to fight climate change (e.g., reducing plastic, promoting public transport, using renewable energy sources, banning trash burning).

Each participant draws a card with one of these actions written on it. Then, participants are divided into groups (of 3-4 people) and prepare arguments for implementing the action.

# STEP BY STEP PROCEDURE

## Step 3: Debate on actions to fight climate change (15–20 minutes)

Each group presents their proposed actions to fight climate change, justifying why the action is important. Other participants can ask questions and express their opinions about the proposed ideas.

**After each presentation, a vote is held: participants decide whether they agree with the proposed action, using cards (green – yes, red – no).**

At the end, the facilitator counts the votes and summarizes which actions were considered most important by the group. The facilitator leads a discussion about what individual actions can be taken, and which ones require government, international organizations, or companies involvement.

Participants think about which actions are feasible in their own lives (e.g., reducing plastic use, choosing public transport, saving energy).

### Discussion questions:

- What are the biggest challenges in combating climate change?
- What can each of us do to help fight climate change?
- What changes need to happen politically to reduce CO2 emissions effectively?
- What would the consequences be if we don't take action against climate change?

**Reflection and  
debriefing  
questions–  
Summary  
discussion  
(10 minutes)**

The facilitator leads a discussion about what individual actions can be taken, and which ones require government, international organizations, or companies involvement.

Participants think about which actions are feasible in their own lives (e.g., reducing plastic use, choosing public transport, saving energy).

**Discussion questions:**

- What are the biggest challenges in combating climate change?
- What can each of us do to help fight climate change?
- What changes need to happen politically to reduce CO2 emissions effectively?
- What would the consequences be if we don't take action against climate change?

**Evaluation and  
feedback**

**Reflection surveys (pre- and post-activity)**

**Purpose:** to assess changes in participants' knowledge, attitudes, and understanding of climate change and its solutions before and after the session.

**Questions:**

**Pre-session:**

How familiar are you with the issue of climate change and its global effects?

How important do you think it is for individuals to take action against climate change?

**Post-session:**

How has your understanding of climate change and its solutions changed after the session?

What actions do you now feel are most important to reduce climate change?

Do you feel more



## 5. HOW TO THINK CRITICALLY AND DETECT DISINFORMATION

60 MINUTES.

**Competence**

**European awareness Media literacy**

**Materials needed**

**Method**

**Inquiry – based learning**

- Cards or flipchart
- WhiteBoard
- Markers

**Target group**

**Age Range: 14–24**

**Content outline**

The impact of disinformation on perceptions of the EU  
Verification strategies  
Civic responsibility and active citizenship

**Expected learning outcomes**

Critical thinking and disinformation identification  
Awareness of the consequences of disinformation  
Engagement in critical discussion  
Promoting responsible digital citizenship

**Facilitator competencies**

Knowledge of the European Union  
Expertise in disinformation and media literacy  
Critical thinking and analytical skills

## STEP BY STEP PROCEDURE

### Introduction to the topic (10 minutes)

The facilitator introduces the participants to the definition of disinformation and explains what "fake news" is, as well as the consequences of spreading false information, especially regarding European Union institutions. A brief discussion follows on how disinformation affects the perception of the European Union.

### Preparation (5 minutes)

The facilitator prepares a set of cards with statements related to the EU. Half of the cards contain true information about the European Union, while the other half contains disinformation or oversimplifications that could easily be mistaken for truth (e.g., "The European Union bans owning sheep in some member countries" – false).

Cards with statements about the European Union

Each card contains a statement about the EU. Half of the statements are true facts about the EU, and the other half are disinformation or myths.

Markers and whiteboard

The facilitator needs a whiteboard or flipchart to write down key points and facilitate group discussions. Markers should be available for participants to use.

Access to internet (optional)

To allow groups to research information and verify statements using trustworthy sources (e.g., EU official websites, reputable news outlets, fact-checking platforms).

### Activity (30 minutes)

Participants are divided into small groups (3–4 people).

Each group receives a set of 10 cards with different statements. Their task is to discuss together which statements are true and which are disinformation. They must justify their decisions. Each group writes their answers on the board.

Information search: If a group is unsure, they can use available online sources to verify which information is true and which is false.

**Presentation of  
results  
(10 minutes)**

After the discussion, the groups present their answers and explain why they considered a given statement to be true or false. The facilitator provides the correct information and clarifies any inaccuracies, explaining why disinformation is dangerous.

**Reflection and  
debriefing questions**

- What were the most difficult pieces of information to verify?
- Why is it easy to believe in disinformation?
- What sources of information are trustworthy, and which are not?
- What can be done to protect ourselves from disinformation about the European Union?

**Evaluation and  
feedback**

To evaluate the participants' understanding of distinguishing between disinformation and truth:

- **How many cards did your group get right?**
- **Which types of disinformation were easiest to spot, and why?**
- **Which pieces of true information were more challenging to confirm or verify, and why?**





## ***TABLE OF CONTENTS:***

***1. My Civic Journey***

***2. Story Bridges***

***3. Fictional Civic Futures***

***4. Civic Story Relay***

***5. Civic Story Mosaic***

***6. Community Puzzle Challenge***

***7. Civic Action Role-Play***

***8. Civic Maze Challenge***

***9. Civic Values Mapping***

***10. Civic Debate Circles***

# ACTIVITY 1: MY CIVIC JOURNEY

60 MINUTES.

## Competence

Empathy, critical thinking, and self-awareness.

## Materials needed

## Method

Storytelling.

## Target group

Age Range: 15–30  
Group Size: 10–15

- Paper
- Pens
- Voice recording device (optional)

## Content outline

Participants share personal stories about their involvement in civic engagement or social responsibility initiatives, such as volunteering, advocacy, or community projects. They discuss the challenges and successes they encountered, highlighting key moments that influenced their perspectives and actions. Through reflection, participants explore how these experiences have contributed to their understanding of active citizenship and their role in society.

## Expected learning outcomes

Improved empathy and understanding of diverse perspectives.  
Enhanced self-awareness of civic values and responsibilities.

## Facilitator competencies

Ability to guide storytelling exercises.  
Skills in fostering a safe and inclusive environment.



# STEP BY STEP PROCEDURE

## Civic Engagement Introduction & Reflection (10 min)

Introduction to Civic Engagement with Questions and Examples. The facilitator explains the concept of civic engagement and asks participants to reflect on personal experiences where they contributed to their community or society. To help participants think of stories, the facilitator provides prompts or examples, such as:

- "Have you ever helped organize or participate in a clean-up event?"
- "Have you encouraged someone to vote or taken part in elections yourself?"
- "Have you ever volunteered or joined an initiative to support a cause you care about?"
- "What was a moment where you felt like you made a difference in your community?"

## Story Writing & Outlining (20 min)

Encourage participants to write or outline their stories, focusing on key moments and lessons learned.

## Story Sharing & Group Discussion (20 min)

Encourage participants to share their stories with the group, followed by a discussion on the shared themes.

## Reflection & Wrap-Up (10 min)

Wrapping up with reflections on how storytelling helps build empathy and civic understanding.

**Reflection and  
debriefing  
questions**

Thought-provoking questions to guide participant reflection, such as:  
"What did you learn from hearing others' stories?"  
"How can your story inspire civic action in others?"

**Evaluation and  
feedback**

**Reflection Prompts for the Facilitator:**  
· "How did storytelling help you connect with civic concepts?"  
"What was the most impactful part of the activity?"



## ACTIVITY 2: STORY BRIDGES

75 MINUTES.

### Competence

Collaboration, empathy, and conflict resolution.

### Materials needed

### Method

Storytelling

### Target group

Age Range: 15–30  
Group Size: 10–15

- Flipcharts,
- Markers,
- Optional symbolic bridge-building materials (e.g., LEGO or blocks).

### Content outline

Participants share stories of civic challenges and collaborate to build “bridges” between their perspectives, identifying common ground and solutions.

### Expected learning outcomes

Enhanced empathy and collaborative problem-solving skills.  
Understanding the role of dialogue in resolving civic issues.

### Facilitator competencies

Skills in fostering respectful dialogue and managing conflict.  
Knowledge of civic challenges and inclusivity.



# STEP BY STEP PROCEDURE

## **Activity Introduction & Objective (5 min)**

Explain that this activity focuses on sharing experiences, finding connections, and collaboratively exploring solutions to civic challenges. Participants will reflect on real-world issues, identify common themes, and work together to build symbolic bridges representing their shared understanding.

## **Individual Story Sharing (20 min)**

Encourage each participant to share a story about a civic challenge they've faced or witnessed.

## **Group Discussion & Solution Brainstorming (30 min)**

Divide the participants in small groups (2-3 people) discuss how their stories connect and brainstorm solutions.

## **Symbolic Bridge Building (15 min)**

Encourage the groups to use materials to build symbolic bridges, representing their shared understanding.

## **Presentations & Reflection (10 min)**

Wrap up with presentations and group reflections.

**Reflection and  
debriefing  
questions**

**Thought-provoking questions to guide participant reflection, such as:**

"How did your story connect with others' experiences?"

"What did building the bridge teach you about collaboration?"

**Evaluation and  
feedback**

**Reflection Prompts for the Facilitator:**

"How did this activity improve your empathy for others' perspectives?"

"What did you learn about finding common ground in civic issues?"



## ACTIVITY 3: FICTIONAL CIVIC FUTURES

75 MINUTES.

**Competence**

**Creativity, vision-setting, and problem-solving**

**Materials needed**

**Method**

**Storytelling**

**Target group**

**Age Range: 15–25**  
**Group Size: 10–20**

- Paper
- Pens
- Digital storytelling platform example (If not pens)

**Content outline**

Participants create fictional stories imagining a future community where civic values have successfully addressed current challenges.

**Expected learning outcomes**

Enhanced ability to envision solutions to civic problems.  
Improved creativity and critical thinking.

**Facilitator competencies**

Ability to facilitate creative storytelling and future-oriented thinking.  
Familiarity with current civic challenges



# STEP BY STEP PROCEDURE

## **Activity Introduction & Future Visioning (10 min)**

Introduce the activity and ask participants to imagine a civic problem (Pollution, Lack of public transport, Low voter turnout, Homelessness) resolved in the future.

## **Fictional Narrative Creation (30 min)**

Encourage groups (2-3 people) to create fictional narratives about how this change occurred, including key characters and actions.

## **Story Presentation & Key Lessons (20 min)**

Encourage groups to present their stories and highlight lessons for today.

## **Group Discussion & Real-Life Applications (15 min)**

Facilitate a group discussion on applying these ideas in real life if possible.

Reflection and  
debriefing  
questions

**Thought-provoking questions to guide participant reflection, such as:**

"What inspired your vision of the future?"

"How can today's actions contribute to that vision?"

Evaluation and  
feedback

**Reflection Prompts for the Facilitator:**

"How did creating a fictional future help you think about real-world solutions?"

"What civic values stood out as most important in your story?"



## ACTIVITY 4: CIVIC STORY RELAY

60 MINUTES.

**Competence**

**Communication, teamwork, and adaptability.**

**Materials needed**

**Method**

**Storytelling**

**Target group**

**Age Range: 15–25  
Group Size: 15–20.**

- A notebook or shared document for writing the story.
- A Google document could be used that can be accessed by a QR code.

**Content outline**

Participants collectively create a story about a civic journey by passing the narrative from one participant to another, building on each other's contributions.

**Expected learning outcomes**

Improved teamwork and adaptability.  
Enhanced understanding of collaborative storytelling in civic contexts.

**Facilitator competencies**

Ability to guide group storytelling dynamics.  
Skills in encouraging equal participation.



# STEP BY STEP PROCEDURE

## **Story Introduction & Opening Line (5 min)**

Introduce the activity by providing the opening line of the story

## **Collaborative Storytelling (30 min)**

Encourage participants to raise their hand and take turns adding to the story, focusing on civic values and challenges.

## **Story Reading & Thematic Discussion (15 min)**

Read the completed story aloud and discuss its themes.

## **Reflection on Collaboration (10 min)**

Reflect on the importance of collaboration in civic actions.

**Reflection and  
debriefing  
questions**

Thought-provoking questions to guide participant reflection, such as:  
"How did building on others' ideas enhance the story?"  
"What civic values were most evident in the final narrative?"

**Evaluation and  
feedback**

**Reflection Prompts for the Facilitator:**  
"How did this activity improve your ability to collaborate?"  
"What part of the story resonated most with you?"



## ACTIVITY 5: CIVIC STORY MOSAIC

75 MINUTES.

### Competence

Creativity, empathy, and cultural awareness.

### Materials needed

### Method

Storytelling

### Target group

Age Range: 15–25  
Group Size: 10–15

- Large board or canvas.
- Colored paper.
- Markers.
- Glue.
- Scissors.

### Content outline

Participants contribute individual stories or symbols representing their personal experiences with civic values. These contributions are combined into a collaborative "mosaic," creating a shared narrative of civic engagement and diversity.

### Expected learning outcomes

Improved cultural awareness and appreciation for diverse perspectives.  
Strengthened teamwork and creativity through collective storytelling.

### Facilitator competencies

Ability to guide creative and collaborative storytelling activities.  
Skills in fostering inclusion and encouraging personal expression.



## STEP BY STEP PROCEDURE

### **Story Mosaic Introduction & Reflection (10 min)**

Introduce the concept of a story mosaic and ask participants to reflect on a personal or community experience related to civic values.

### **Individual Piece Creation (20 min)**

Encourage participants create individual pieces (drawings, words, or symbols) that represent their stories.

### **Group Mosaic Assembly (30 min)**

Facilitate a group activity where participants place their pieces on the mosaic board once they are done with their individual pieces, to create a cohesive visual narrative.

### **Discussion on Collective Themes (15 min)**

Conclude with a discussion about the collective themes and how the mosaic reflects shared civic values.

**Reflection and  
debriefing  
questions**

**Thought-provoking questions to guide participant reflection, such as:**

"How did building on others' ideas enhance the story?"

"What civic values were most evident in the final narrative?"

**Evaluation and  
feedback**

**Reflection Prompts for the Facilitator:**

"How did this activity help you connect with others' stories?"

"What part of the mosaic stood out to you most, and why?"

# ACTIVITY 6: COMMUNITY PUZZLE CHALLENGE

60 MINUTES

## Competence

Collaboration, critical thinking, and decision-making.

## Materials needed

## Method

Team building activity

## Target group

Age Range: 15–30  
Group Size: 10–20

- Paper
- Pens
- Voice recording device (optional)

## Content outline

Participants work in teams to design and assemble a community puzzle that reflects active citizenship principles, such as inclusion, sustainability, and collaboration.

## Expected learning outcomes

Improved teamwork and collaboration skills.  
Understanding of civic values like diversity and inclusion.  
Enhanced creative thinking in problem-solving.

## Facilitator competencies

Experience in managing group dynamics.  
Knowledge of civic engagement principles.



# STEP BY STEP PROCEDURE

## **Introduction to Civic Engagement with Questions and Examples (10 minutes)**

Present the activity engages participants in problem-solving by designing puzzle pieces with solutions to civic challenges and assembling them into a collective representation of community impact.

## **Idea Development (20 min)**

Divide participants into small teams (2-3 persons) and provide blank puzzle pieces (5 minutes).

## **Discussion (20 min)**

Assign each team a civic challenge (e.g., climate change, poverty, lack of literacy) and ask them to create puzzle pieces representing solutions to challenges in that area.

## **Puzzle Assembly (15 min)**

Encourage teams to assemble their pieces into a collective puzzle and discuss how their contributions fit into the larger community context.

## **Presentations (20 min)**

Encourage teams to present their puzzles to the larger group.

**Reflection and  
debriefing  
questions**

Thought-provoking questions to guide participant reflection, such as:

- "What challenges did you encounter during the activity?"
- "How does teamwork help in addressing community issues?"

**Evaluation and  
feedback**

**Reflection Prompts for the Facilitator:**

- "What did you enjoy most about the collaborative process?"
- "What challenges did you face while working as a team?"
- "How can this activity help you approach real-world community issues?"



## ACTIVITY 7: CIVIC ACTION ROLE-PLAY

45 MINUTES.

### Competence

Leadership, civic participation, and empathy.

### Materials needed

### Method

Team building activity

### Target group

Ages: 15–25  
Group size: 10–20

- Paper
- Tape
- Straws
- Scissors

### Content outline

Teams collaborate to construct the tallest tower using limited materials, fostering communication, role allocation, and problem-solving under constraints.

### Expected learning outcomes

Strengthened teamwork and role delegation skills.  
Enhanced problem-solving in a group setting.

### Facilitator competencies

Experience in managing group dynamics.  
Ability to guide collaborative activities.  
Skills in managing group discussions and time constraints..



# STEP BY STEP PROCEDURE

## Introduction & Objective

Introduce the activity, explaining that the goal is to collaborate and build a tower as a group, focusing on teamwork, creativity, and problem-solving.

## Material Distribution (5 minutes)

Encourage participants to write or outline their stories, focusing on key moments and lessons learned.

## Building Phase (20 min)

Encourage groups to plan and construct their towers freely, without any specific instructions.

## Presentation & Discussion (10 min)

Encourage groups to present their towers and explain their building process.

## Reflection & Wrap-Up (10 min)

Wrap up with a reflection on teamwork strategies.

**Reflection and  
debriefing  
questions**

**Thought-provoking questions to guide participant reflection, such as:**

"How did your team decide on roles and strategies?"

"What challenges did you face, and how did you overcome them?"

**Evaluation and  
feedback**

**Reflection Prompts for the Facilitator:**

"How well did your team communicate during the activity?"

"What would you improve if you repeated the challenge?"

# ACTIVITY 8: CIVIC MAZE CHALLENGE

60 MINUTES.

## Competence

Communication, teamwork, and critical thinking.

## Materials needed

## Method

Team building activity

## Target group

Age Range: 12–18,  
Group Size: 15–20.

- Physical maze setup (tape, cones, chairs, or ropes for path barriers)
- Printed question cards for each checkpoint

## Content outline

Participants navigate a maze by solving civic-themed challenges at checkpoints. Each team works collaboratively to advance and complete the maze.

## Expected learning outcomes

Improved collaboration and communication skills.  
Enhanced understanding of civic concepts through interactive challenges.

## Facilitator competencies

Improved collaboration and communication skills.  
Enhanced understanding of civic concepts through interactive challenges.  
Ability to moderate activities and provide hints or guidance when needed.  
Knowledge of civic issues for creating questions.



# STEP BY STEP PROCEDURE

## Setup and Explanation (10 minutes)

Create the maze using tape, cones, or chairs.  
Set up 4–5 checkpoints, each with a civic-related challenge.  
Explain the rules:

- Groups must answer correctly to move forward.
- Incorrect answers send them to a penalty station for a short task before retrying.

## Group Formation (2 minutes)

Encourage the formation of groups (2 minutes)

- Divide participants into small groups (3–5 members per group).
- Assign a group leader who makes final decisions.

## Maze Navigation (30 min)

Each group progresses through checkpoints, solving civic-related challenges:

### Checkpoint 1 – Civic Knowledge Question

Example: “What are two responsibilities of the European Parliament?”

Correct – Move forward

Incorrect – Group must perform a short task (e.g., jumping jacks) before retrying.

### Checkpoint 2 – Decision-Making Task

Example: “You have €100,000 for a community project. How do you allocate it among education, healthcare, and infrastructure?”

Groups must discuss and justify their decision.

### Checkpoint 3 – Role-Playing Challenge

One group member acts as a mayor, others as citizens proposing a local project. The mayor must evaluate and decide which project to support.

### Checkpoint 4 – Civic Puzzle Challenge

Groups must match fundamental rights to their corresponding laws.

**Reflection and  
debriefing  
questions**

**Thought-provoking questions to guide participant reflection, such as:**

"How did your group collaborate to solve challenges?"  
"What strategies worked best for overcoming obstacles?"

**Evaluation and  
feedback**

**Reflection Prompts for the Facilitator:**

"How did this activity enhance your teamwork skills?"  
"What did you learn about civic concepts during the maze?"



## ACTIVITY 9: CIVIC VALUES MAPPING

60 MINUTES.

**Competence**

**Empathy, cultural awareness, and teamwork.**

**Materials needed**

**Method**

**Team building activity**

**Target group**

**Age Range: 15–25**  
**Group Size: 10–15**

- **Large fictional paper maps**
- **Markers**
- **Stickers**

**Content outline**

Groups create a map visualizing areas in a fictional community where civic values can be improved, brainstorming and proposing solutions together.

**Expected learning outcomes**

Increased awareness of inclusivity and empathy in civic planning.  
Enhanced collaborative planning and communication skills.

**Facilitator competencies**

Ability to moderate group discussions.  
Familiarity with inclusivity and cultural awareness concepts.



# STEP BY STEP PROCEDURE

## Map Introduction & Assignment (10 min)

Introduce the fictional map (The fictional map represents a diverse city or region with interconnected areas, each facing unique challenges and opportunities, encouraging teams to analyze, propose improvements, and collaborate for a better overall design) and assign areas to groups (2-3 people)

## Area Analysis & Brainstorming (20 min)

Encourage the groups to analyze their area, identify issues, and brainstorm improvements.

## Proposal Presentation & Discussion (20 min)

Encourage groups to present their proposals and discuss connections with other areas.

## Collaboration Reflection (10 min)

Reflect on how collaboration improved the overall map.

**Reflection and  
debriefing  
questions**

**Thought-provoking questions to guide participant reflection, such as:**

"How did collaboration shape your proposals?"

"What connections did you see between your work and others'?"

**Evaluation and  
feedback**

**Reflection Prompts for the Facilitator:**

"How did this activity improve your understanding of civic values?"

"What was the most valuable part of working in a team?"



## Fictional Map





# ACTIVITY 10: CIVIC DEBATE CIRCLES

60 MINUTES.

## Competence

Communication, teamwork, and critical thinking.

## Materials needed

## Method

Team building activity

## Target group

Age Range: 15–25  
Group Size: 15–20

- Debate topic cards
- Whiteboard
- Markers.

## Content outline

Groups engage in a structured debate on a civic topic, learning to present arguments, listen actively, and collaborate on counterarguments.

## Expected learning outcomes

Improved communication and critical thinking skills.  
Enhanced understanding of respectful dialogue in civic discussions.

## Facilitator competencies

Ability to moderate debates and encourage balanced participation.  
Knowledge of civic topics to frame debate questions.

# STEP BY STEP PROCEDURE

## Group Formation & Topic Introduction (5 min)

Form small Groups (3-4 people) and introduce the topic

## Argument Preparation & Strategy (15 min)

Groups prepare their arguments and debate strategy

## Debate & Observation (30 min)

Hold the debate between two Groups while the others observe and take notes for feedback

## Feedback & Discussion (10 min)

All Groups provide feedback on the debate and discuss key takeaways from the process

Debate Topics: Green Spaces vs. Infrastructure Expansion, Technology vs. Privacy in Smart Cities, Free Public Transport vs. Paid Services, Wind & Solar vs. Nuclear Energy, Government Intervention vs. Free Market in Housing, Tourism: Growth vs. Environmental Impact, Urban Renewal vs. Displacement (Gentrification)



**Debate Rules:**

- All members must speak
- No interruptions
- Timed speeches (e.g., 2 minutes each)
- Clear structure: Opening, Rebuttals, Closing
- Moderator keeps time & enforces rules
- Observers give constructive feedback

**Reflection and  
debriefing  
questions****Thought-provoking questions to guide participant reflection, such as:**

"How did teamwork help in preparing your arguments?"  
"What did you learn from opposing perspectives?"

**Evaluation and  
feedback****Reflection Prompts for the Facilitator:**

"How did this activity improve your ability to work in a team?"  
"What new skills or insights did you gain from the debate?"





## **TABLE OF CONTENTS:**

- 1. “Tell me what you read and I tell who you are”*
- 2. “That one line...”*
- 3. „Drawing emotions: Bringing words to life”*
- 4. “The geometry of struggle: unraveling conflicts”*
- 5. “Book-to-Action challenge”*

# 1. "TELL ME WHAT YOU READ AND I TELL WHO YOU ARE"

15 MINUTES

## Competence

## Cultural and Interpersonal Competences

## Materials needed

## Method

## Getting to know each other activity

## Target group

Age range: 18-29  
Group size: 10-12 (Small group)

- A notebook or journal for optional reflections
- A pen or pencil

## Content outline

Participants engage in **peer-to-peer exchanges** about the last book, story, or article they read. Through this sharing, they explore how personal experiences, cultural background, and identity influence reading choices and interpretations. This activity emphasizes storytelling, active listening, and self-reflection as a foundation for building empathy and intercultural understanding.

## Expected learning outcomes

- Improved active listening and storytelling skills
- Enhanced awareness of cultural diversity in personal reading habits
- Practice of critical reflection on how literature shapes and reflects identity
- Foster curiosity and empathy towards different life experiences
- Strengthen interpersonal and collaborative skills

## Facilitator competencies

- Strong interpersonal and group facilitation skills
- Ability to hold space for diverse expressions and cultural narratives
- Capacity to guide personal reflection and stimulate curiosity
- Basic knowledge of intercultural learning principles



# STEP BY STEP PROCEDURE

## Preparation stage

Split participants in pairs.

## Work in pairs

In pairs, participants share the last book, story, or article they read. They describe the book and explain why they chose it, how it affected them, and what it says about them. After 5 minutes, switch roles within the pair.

## Discussion

Bring the group back together and discuss:

- What influences our reading choices?
- How do our backgrounds shape our interpretations?
- What did you learn about someone else's story today?

## Reflection and debriefing questions

- What did you learn about yourself through the book you shared?
- What did you discover about others' experiences or perspectives?
- How did hearing different reading choices challenge or expand your thinking?
- Did any book/story inspire you to learn more about a new topic or culture?

## Evaluation and feedback

Could be given at the end of the session with overall evaluation/feedback.

## 2. “THAT ONE LINE...”

25-35 MINUTES

### Competence

(Inter)cultural and Critical Thinking Competences

### Materials needed

### Method

Initiating discussions and exploring themes

### Target group

Age Range: 18 – 29  
Group size: 10 – 12 (Small Group)

- 12–15 printed quotes from the book (more than the number of participants to offer variety)

### Content outline

Quotes can be a powerful entry point to introduce or **explore the themes** of a book before jumping into full discussion. They help participants find common ground, make personal or **emotional connections**, and spark **critical thinking** around a topic, conflict, or identity issue. In this activity, participants are invited to walk through the space, reflect on a quote that resonates with them, and use that one line as a gateway into group reflection.

### Expected learning outcomes

By the end of the session, participants will:

- Recognize and reflect on the central themes or motifs introduced in the book
- Improve their ability to interpret and connect literary excerpts to broader ideas
- Develop openness to different interpretations through active group dialogue
- Strengthen critical thinking about language, meaning, and narrative perspective
- Begin forming analytical questions that will guide further reading

### Facilitator competencies

- Guide participants toward identifying key themes and ideas without “giving away” the plot;
- Manage group dialogue to ensure inclusive and balanced participation;
- Create a respectful atmosphere that supports multiple interpretations and reflective discussion



# STEP BY STEP PROCEDURE

## Set the scene (5 minutes)

Explain that participants will explore selected quotes from the book to begin reflecting on its themes. Emphasize that quotes can help us enter a topic emotionally and critically.

## Quote walk (5 minutes)

Place quotes around the space (walls, floor, tables). Ask participants to walk silently, read them all, and choose **“that one line”** that speaks to them.

## Personal reflection (3 minutes)

Invite participants to sit with their chosen quote and reflect silently:

- Why did this quote speak to me?
- What emotions, memories, or thoughts did it evoke?

## Sharing in the circle (15–17 minutes)

One by one, participants read their quote aloud and explain their choice. The facilitator encourages open sharing and invites the group to respond only with thoughts or reflections—not critiques.

## Reflection (5 minutes)

Wrap up the discussion by highlighting common themes or contrasting interpretations. Ask:

- What did we learn from the quotes?
- How do our experiences shape the way we interpret quotes/part of the book?

**Reflection and  
debriefing  
questions**

- What theme(s) of the book do these quotes help us begin to uncover?
- How do the selected quotes introduce the key ideas or tensions in the story?
- Did any of the quotes challenge your expectations about the book's direction?
- What clues do the quotes give us about the author's message or the cultural setting of the book?
- In what ways do different interpretations of the same quote reveal the complexity of the book's theme?
- How might this opening discussion shape how we read the next chapters?

**Evaluation and  
feedback**

**Facilitator note-taking:** Observe emotional engagement, inclusivity of discussion, and level of openness shown.



### 3. „DRAWING EMOTIONS: BRINGING WORDS TO LIFE”

45-60 MINUTES

#### Competence

Cultural and Emotional Literacy Competences

#### Materials needed

#### Method

Art-based method

#### Target group

Age Range: 18 – 29  
Group size: 10 – 12 (Small Group)

- Calming background music
- A4 or A3 sheets of paper
- Colored pencils, crayons, or markers

#### Content outline

This activity allows participants to visualise emotions evoked by a specific passage from the book, selected by the facilitator, using creative drawing or sketching. It is designed to stimulate emotional engagement, support self-expression, and uncover how different cultural and personal backgrounds shape the way emotions are understood and portrayed. Drawing becomes a tool for bringing abstract emotions to life and facilitating intercultural dialogue about how feelings are interpreted across diverse contexts.

#### Expected learning outcomes

By the end of the session, participants will:

- Strengthen their ability to identify and express emotions evoked by literature
- Understand how cultural lenses affect emotional interpretation
- Develop visual storytelling and symbolic thinking
- Practice empathy by interpreting and engaging with others' emotional responses
- Gain insight into emotional literacy and cultural diversity in expression

#### Facilitator competencies

- Ability to guide a non-verbal, creative expression process
- Experience in managing a group with different levels of comfort in drawing
- Skills in connecting visual interpretations with book themes

# STEP BY STEP PROCEDURE

## Introduction (5 minutes)

Explain the goal: to explore how emotions from the book can be expressed visually. Let participants know it's about **emotion, not artistic skill**.

## Reading aloud (5 minutes)

Read a selected passage from the book that carries strong emotional content. Ask participants to close their eyes while listening and focus on how it makes them feel.

## Drawing time (15–20 minutes)

Distribute materials. Ask participants to draw what they felt—using colors, shapes, or abstract forms. Encourage symbolic representations of emotion.

## Gallery walk or sharing circle (15 minutes)

Invite participants to explain their drawings (if they wish). Use guiding questions to link their visuals to the text. Allow space for questions, curiosity, and silence.

## Group reflection and theme connection (10 minutes)

Facilitate a discussion on:

- How emotions were felt differently across the group?
- How culture, upbringing, or personality might influence these reactions?
- How emotion plays a role in understanding literature and identity?



**Reflection and  
debriefing  
questions**

- What emotions did this part of the story evoke for you?
- How did you choose to represent those emotions visually?
- Did someone else's drawing give you a new perspective?
- How might someone from a different background understand this scene differently?
- What did this activity show us about empathy and emotional diversity?

**Evaluation and  
feedback**

**Closing circle:** "Choose one color that describes how you feel right now and why."

**Optional:** Feedback form or drawing-based reflection (e.g., "Draw your overall experience today in one image.")

**Facilitator reflection sheet:** Note engagement levels, emotional responses, and cultural references made during discussion.

## 4. “THE GEOMETRY OF STRUGGLE: UNRAVELING CONFLICTS”

60 MINUTES

### Competence

Cultural Competences and Critical Thinking

### Materials needed

### Method

Conflict Analysis

### Target group

Age Range: 18 – 29  
Group size: 10 – 12 (Small Group)

- Flipchart paper or A3 sheets
- Markers, colored pens
- Handouts or visual guides about tools

### Content outline

Participants will work in small groups to **apply conflict analysis tools** (conflict triangle, conflict tree, or conflict map) to a conflict or tension taken from a book. This may involve interpersonal conflict, identity struggles, societal injustice, or internal dilemmas faced by a character. The activity helps young people **break down the anatomy of conflict**, explore multiple perspectives, and understand how **cultural, social, and structural factors influence it**. Each group will analyze one conflict, visualise it using a selected tool, and present their findings in a creative and accessible way.

### Expected learning outcomes

By the end of the session, participants will:

- Understand how to identify and analyse conflict in narratives using structured tools.
- Gain insight into the underlying causes, actors, and dynamics of conflict.
- Recognise how culture, values, and power shape conflict and its resolution.
- Develop teamwork, creativity, and presentation skills.
- Reflect on the relevance of literary conflicts to real-world issues.

### Facilitator competencies

- Familiarity with basic conflict analysis frameworks (triangle, tree, map)
- Skills in facilitating group presentations and synthesising key findings
- Creating a safe space to explore sensitive or emotionally charged topics



# STEP BY STEP PROCEDURE

## Introduction (10 minutes)

Introduce the concept of conflict in stories and real life. Briefly explain each conflict analysis tool with examples:

- **Conflict triangle** (Johan Galtung): shows the relationship between what people do, feel, and want.
- **Conflict tree**: uncovers root causes, visible tensions, and consequences.
- **Conflict map**: visualizes all actors involved and their interactions.
- **Stakeholder analysis** (position–interest–need): looks at what each party says they want (position), why they want it (interest), and what really matters to them (need).
- **Violence triangle** (Johan Galtung): Highlights three forms of violence: Direct violence (physical/verbal harm), Structural violence (inequality built into systems), Cultural violence (social beliefs that justify harm).

## Group formation & tool selection (5 minutes)

Divide participants into 3–5 small groups. Each group:

- o Chooses a conflict from the book
- o Chooses one tool (or is assigned one by the facilitator)

## Conflict analysis (20–25 minutes)

Groups work together to:

1. Revisit the chosen scene/conflict
2. Apply the selected tool to break it down visually
3. Discuss: Who is involved? What's at stake? What are the causes or power dynamics?

## Gallery walk or sharing circle (15 minutes)

Invite participants to explain their drawings (if they wish). Use guiding questions to link their visuals to the text. Allow space for questions, curiosity, and silence.

**Creative  
presentation prep  
(10–15 minutes)**

Each group prepares a brief (3–5 minute) presentation using their visual to explain:

- their conflict analysis,
- what insights the tool gave them about the story,
- how this conflict might reflect real-world struggles.

**Group  
presentations (15–  
20 minutes)**

Each group shares their analysis and artwork. Encourage questions and short reflections from peers.

**Debrief &  
conclusion  
(10 minutes)**

Facilitate a short discussion.

**Reflection and  
debriefing  
questions**

- Which tool helped you understand the conflict best?
- Did analysing the conflict change how you see the character or story?
- What did this activity reveal about the layers and complexity of conflict?
- How do cultural or social factors shape how characters behave or resolve tension?
- Could this tool help you analyse conflicts outside of books — at school, work, or in society?

**Evaluation and  
feedback**

**Quick oral round:** “One word about what I learned today”.

**Sticky note exit ticket:** One thing I now understand about conflict / One question I still have.

**Facilitator notes:** Observe group dynamics, tool usage, and storytelling skills during presentations.



## 5. “BOOK-TO-ACTION CHALLENGE”

60-75 MINUTES

### Competence

Cultural and Civic Competences

### Materials needed

### Method

Reflection and Civic Activation

### Target group

Age Range: 18 – 29  
Group size: 10 – 12 (Small Group)

- Flipcharts or A3 paper
- Markers, sticky notes
- Action Planning template

### Content outline

This activity challenges participants to **translate insights** from the book into real-world **civic actions**. After reflecting on the book's key issues (e.g. inequality, identity, freedom, migration, climate justice), participants work in small groups to brainstorm simple, practical, and creative ways to raise awareness, start a dialogue, or take a step toward positive change in their community. They will create a Book-to-Action Plan, pitch it briefly to others, and be encouraged to implement it — even in small ways — between sessions.

### Expected learning outcomes

By the end of the session, participants will:

- Strengthen the connection between literary analysis and civic engagement
- Develop skills in ideation, collaboration, and project planning
- Reflect on their personal values and responsibilities
- Feel empowered to initiate action, however small, in their local contexts
- Understand that reading can lead to impact

### Facilitator competencies

- Ability to guide creative ideation and group brainstorming
- Experience with youth civic engagement or community work
- Capacity to support different levels of initiative and motivation

# STEP BY STEP PROCEDURE

## Theme recap (10 minutes)

As a group, review major themes of the book. Prompt questions:

- What issues stood out most?
- What still lingers with you emotionally or ethically?
- What parts of the story reflect real-life situations?

## Inspiration spark (5 minutes)

Share a few examples of simple civic actions (e.g. social media awareness posts, community cleanups, poster campaigns, dialogue circles, petitions). Emphasise: *small actions matter*.

## Group brainstorming (20–25 minutes)

Divide into small groups. Each group chooses one issue from the book and brainstorms:

- What do we want to change or raise awareness about?
- Who is our audience?
- What could we do, using our talents, time, or networks?
- What message do we want to send?

## Action plan creation (15 minutes)

Groups use a simple planning template to create their Book-to-Action Plan. This can be:

1. A one-time action
2. A symbolic gesture
3. An awareness activity
4. A micro-campaign

## Mini-Pitches (10–15 minutes)

Each group shares their idea briefly (3 mins each). Others can offer encouragement or additions.



**Reflection and  
debriefing  
questions**

- How did the story move you to think differently about real-world issues?
- How did the book portray different cultures, beliefs, or identities?
- What strengths or values do you bring to social action?
- How can our action make space for different cultural experiences?
- What assumptions did we challenge during this session?
- What would success look like for your action?
- How can we make sure our action is inclusive and respectful of diversity?
- What barriers might you face — and how can you overcome them?

**Evaluation and  
feedback**

**Written feedback:** “One idea I’m excited to explore...” / “One thing I learned today...”

**Optional action follow-up:** Groups can check in after 1–2 weeks and share updates or reflections.

**Facilitator observation:** Note creativity, collaboration, and participant motivation.





## ***TABLE OF CONTENTS:***

***1. Critical understanding of self***

***2. Empathy***

***3. Critical thinking***

***4. Conflict resolutions***

***5. Critical understanding of communication***

# 1. CRITICAL UNDERSTANDING OF SELF

60 MINUTES.

**Competence**

**Critical undersatnding of self.**

**Materials needed**

- 2 sheets of paper per participants
- Pencils or pen
- Colored markers (optional)

**Method**

**Debate**

**Target group**

**Age range: 17 – 30.**

**Content outline**

The activity uses the Looking Glass Self” concept developed through sociologists Charles Horton Cooley to build awareness of how the participants view themselves, the preconception, judgements and reactions of other people how these may affect their emotional state, motivation and attitudes.

**Expected learning outcomes**

Ability for analysis of own perspectives and others’.  
Awareness how the assumption, preconceptions and judgements affect own motivation, feelings and emotions.  
Improved communication skills  
Increased awareness of own’s cultural affiliations and how these shape the perspective of how one views the world.

**Facilitator competencies**

Experience in group facilitation and managing discussions.



## STEP BY STEP PROCEDURE

### **Introduction (5 minutes)**

Introduce the activity to the participants. Remember you have to think in advance the about the topics on which to focus the debate.

### **Group division and situation assignment (5 minutes)**

Give each participant 2 sheets of paper and a writing utensil. Some colored markers can be used for the sake of artful expression.

Avoid big groups for this activity and work with a small groups (Group size: 8-10)  
Small group, it is important to take time to share the results.

### **Draw a self- portrait (20 minutes)**

Ask them to take 5 minutes to draw a self-portrait on one of the papers and around it writes labels with adjectives and nouns that they think represent or describe them.  
Examples: student, athlete, creative, graphic designer, compassionate, etc.

Ask them draw another self-portrait in the second sheet representing how they believe others see them using nouns and adjectives to describe (they may be positive or negative).

**Looking Self Glass  
(10 minutes)**

Explain the Looking Self Glass concept. At this point the facilitator may share an example of their own in gaining self-awareness of other people's vision about them. Ask participants to comment their portrait.

**Reflection and  
debriefing  
questions  
(10 – 20 minutes)**

What identities have you identified in your own portrait? Are they different from what other people attribute you?  
How does other people's "labelling" make you feel? Motivated? Does it put you down? Is there any tension?  
Which portrait do you prefer?  
How do you think has your background shaped the identity(ies) that you apply to yourself?  
What are the assumptions, preconceptions or judgements that other affect other people when they label you?

**Evaluation and  
feedback**

**Reflection Prompts for the Facilitator**

How did you find the activity?  
How did you find the discussion?  
How helpful was it for self-exploration?  
Anything you missed in this activity?



## 2. THE PARLIAMENT

60-90 MINUTES.

**Competence**

**Empathy**

**Materials needed**

**Method**

**Debate**

- **Sheets of paper**
- **Pens/pencils**

**Target group**

**Age Range: 18+ years old**

**Content outline**

This exercise explores empathy by placing oneself into some else's shoes, typically a someone who does not think, (re)act, behave or vote like you. It builds awareness of other people's the perceptions, thoughts and beliefs and also it displays other people's feelings and needs.

**Expected learning outcomes**

Recognition and articulation of own thoughts, emotions, feelings.  
Listening and recognition of people's thoughts and feelings.  
Improvement of communication, argumentation and active listening skills.  
Enhancement of constructive debate skills.

**Facilitator competencies**

Emotional intelligence, empathy, adaptability to the skills and the pace of the group and excellent communication skills.  
  
They should be able to moderate a group discussion, set clear boundaries that foster the inclusivity of all participants and their opinions. Also they should have skills to pacify heated debates and redirect the attention to reflection and analysis.

# STEP BY STEP PROCEDURE

## Introduction to activity (5 minutes)

Explain the activity to the participants.

## Group Division and Explanation of Rules (10 minutes)

This activity is ideal for small groups.

It may be carried out with larger groups but it can be difficult for all of them to engage in the debate. Some people are more outspoken and it's easier for them to step into the spotlight, while others are more withdrawn. With larger groups, they may feel more timid or with the debate going they may not "find the gap" to participate.

Divide the participants into two groups.

Tell them they are members of political party (each group is one political party and the two parties are in opposition to each-other) and they have a new law on the table to debate publicly before voting. Examples of hot topics that spark debate:

"Make drugs like marihuana legal"

"Legalize sex work in order to guarantee job security and protection for the sex workers".

"Harden immigration laws"

"Boikot products manufactured in XXX"

Assign one party to be in favor of the new law and the other to be against.



## STEP BY STEP PROCEDURE

### **Introduction to activity (10 – 15 minutes)**

Give the two groups to work on their arguments. Hand them paper and pens If they want to take notes.

### **Debate (20 – 30 minutes)**

Once the prep time is up, have the groups sit in front of each other and may the debate start.  
Be prepared to intervene if you consider that the discussion sways off the topic or if it gets stuck.  
Allow the participants to debate for 20 – 30 minutes depending on how lively the debate goes.

### **Switch the roles (30 – 40 minutes)**

Switch the roles. Those who were in favor, become against the new law and vice versa. Again, 10 min for preparation and 30 for the debate.

**Reflection and  
debriefing  
questions**

**(15–20 minutes)**

How did you feel debating against your beliefs and values?

Was it hard to find the arguments?

What impression did it make on you when the others used your real arguments and you had to deny them?

Would you say you sympathize more with those who think differently from you? Would you say you understand them a bit better, in the light of the questions debated? Would you say you understand their position even though yours is different.

Was there any moment when you lost your patience? How did you regain your posture?

**Evaluation and  
feedback**

Draw meteorological symbols in each corner of the room (sun, sun behind clouds, dark clouds and storm). Ask them to position themselves asking the following questions:

- What did you think of the activity?
- Do you think it helped/challenged you to express your thoughts better?
- Do you think it helped you to become more empathetic towards other people who think differently from you?
- How was the duration?
- How was the facilitation?

Ask the following questions to the participants who position themselves in the dark clouds or storm:

- What could improve? How?



### 3. SAVE THE EGG

60 - 90 MINUTES.

#### Materials needed

- 2 raw eggs (per group if there is more than one group).
- Scarfs or cloths for blindfolding.
- Any material to wrap to raw egg so when thrown from a distance, it won't break.

#### Competence

Critical Thinking

#### Method

Team building activity

#### Target group

Age Range: 18 +

#### Content outline

This exercise seeks to develop critical thinking skills through developing strategies to reach a desired objective (getting from point A to point B while not being able to see) one decision at a time. The dynamics of the exercise will require of them to analyze the resources at hand and decide how to use them (wrapping the egg with occasional material so that it won't break when thrown from a distance). It enhances team work and collaboration as well as leadership skills.

#### Expected learning outcomes

Be able to brainstorm and create strategies under time constraints.  
Enhance critical thinking, problem solving and decision-making skills.  
Encourage leadership abilities.  
Improvement of communication skills

#### Facilitator competencies

Be able to communicate effectively the steps of the exercise.

# STEP BY STEP PROCEDURE

## Introduce the activity

(5 minutes)

Divide the participants in groups of 3 or 4 people. Place two raw eggs (per group) at different locations or the working area. Inform each group clearly which their target raw eggs are.

## Phase I: Finding the egg

(20 – 40 minutes)

Divide the participants in groups of 3 or 4 people. Place two raw eggs (per group) at different locations or the working area. Inform each group clearly which their target raw eggs are. Tell them they will have to go and pick up the eggs from the designated starting point but they will have to do it blindfolded.

Give them a 5 – 10 minutes to discuss a strategy on how to get from the starting point to the location of the two eggs (avoiding clashing with the other groups or squashing the eggs).

Give them 10 – 15 minutes to reach the eggs with their eyes closed or blindfolded.

Possible outcomes:

- The participants "rescue both eggs".
- The participants squash the egg (their own, the other group' or both)
- The participants get lost and don't find the egg within the given timeframe.
- Surprise scenario....

\*\*\* The facilitator should intervene if they see that the participants are getting to areas where they may bump into the room's equipment (chairs, tables, desks) and may hurt themselves.



## STEP BY STEP PROCEDURE

### **Phase II. Surviving the egg (30 minutes)**

Hand or leave 1 raw egg to each group.

Also give them the material you have previously chosen (see the "Materials Needed" section).

Tell them that as a group they will have to wrap the egg in a way that it is protected and can "survive" being thrown from a distance.

They will be not allowed to add other material, apart from what they have been given.

Give them 10-15 minutes to wrap the eggs

When all "creations" are finalized, have them handed over, step up on a chair, table or any other safe surface and throw the egg wrappings from there.

Once the wrappings are on the ground, unwrap them to see if the egg has "survived".

**Debrief &  
Reflection  
(10-15 minutes)**

**Phase I**

- 1.What was the strategy? How was it organized?
- 2.How was the strategy? Did it prove successful? What were its strong/weak points?
- 3.Was there a leader? Did you all agree to it?
- 4.What leadership style did they adopt?

**Phase II**

- 1.How was communication?
- 2.Were all ideas valued equally? How did you choose the winning idea?
- 3.Did you have a leader here or was it team work?

**Evaluation and  
feedback**

After the session, facilitators can note observations such as:

- How did you find the activity? Did you find the tasks too easy? Too difficult?
- Did it foster creativity?
- How was the debating part? Was it inclusive of everyone?
- Was there enough time to perform the tasks?



## 4. WHERE DO WE GO FROM HERE?

45-60 MINUTES.

**Competence**

**Conflict resolution**

**Materials needed**

- Recreation of a family dinner (table, chairs, cutlery or kitchenware, etc.) You can recreate them with materials at hands, paper, scotch, ...). The key is that the participants understand the situation.
- Little info cards with the description of each character.

**Method**

**Role play**

**Target group**

**Age Range: +18**

**Content outline**

The role play places the participants in situations where beliefs and attitudes clash and create conflicts which the participants will try to resolve.

**Expected learning outcomes**

Be able to formulate and express your thoughts in an “uncomfortable” environment.  
Be able to argument exchange opinions with parties who will oppose them.  
Communicate your values, beliefs and position clearly.  
Analyze opposite positions and opinions to provide and receive positive criticism

**Facilitator competencies**

Good communication skills.  
Be able to give prompts when the discussion deviates from the topic.  
Have good “diplomatic” skills to calm heated debates through reasoning, introspection and analysis.

# STEP BY STEP PROCEDURE

## Setting the scenario (Before activity)

### Situation

Your father uses disrespectful language towards people who are different (immigrants, nerds, lgtbi+, and sometimes girls and women who he unconsciously considers inferior). Sometimes, family dinners becomes unbearable. Your mother is quite the opposite, but she does not do anything to oppose this kind of language. She always tries to maintain balance and peace. Except from being awfully annoyed and bothered, you are worried about your little sister and what education she might get out of this. She never says anything but you overheard her badmouthing your Pakistani neighbor with her friends just because of his ethnicity. This evening your father is being especially unsensitive with immigrants who loose their lives trying to cross the mediterranean. You cannot stand it anymore and decide to confront him.

### Characters

**You:** an 18-year-old human rights advocate, an activist and an aspirant to become a professional of the humanitarian sector.

**Your father:** a low-middle class truck driver who has navigated through life with multiple difficulties. He did not have the chance to aspire to education because he had to start working very young. He is generally frustrated by his life and has started blaming specific communities or political parties of whatever's wrong with society (partially mirroring his personal struggle, difficulties to make a living).

**Your mother:** a very loving, generous and supporting person. She has shifted from being a housewife to low-paid, low-skilled jobs to support the family. She is not really into politics, nor she cares about getting involved in discussions. She cares very much about maintain peace and harmony between family members. She does not take sides specifically, but she doesn't seem to ever contradict your father.

**Your sister:** a typical 12-year-old, a good kid who recently got an old smart phone as a birthday gift. She studies hard and goes to leisure activities. Recently she is voicing some strong opinions about certain social groups, all directed darker-skinned people though her opinions address other aspects as for instance them being disrespectful to teachers in school, not studying, engaging in violent behaviour etc.

You, your father, your mother, your little sister (and you cat – for a pinch of humor).



# STEP BY STEP PROCEDURE

## **Introducing the activity (15–20 minutes)**

Set the scene. Explain the participants it is a role play activity, where the scene is set and which the roles are.  
Read or resume the scenario described above in bold.  
Hand them the role cards (character cards) and give them 10–15 minutes to prepare their principal arguments.

## **Role play development (15–20 minutes)**

Allow 30+ minutes for the role play to develop. If you see that the participants get stuck, ask questions that might put them back on track. If you have an audience, ask them for input questions.

**Reflection and  
debriefing  
questions–  
Summary  
discussion  
(20 minutes)**

Which character do you empathize more with?  
Which character do you disagree more with?  
Have you ever found yourself in such a situation? How did you manage?  
Do you think that there are good outcomes coming out of these debates? Such as?  
How can you avoid conflict escalation and have a civil conversation and that does not mean that you necessarily must agree with the other person?  
What is your main takeaway?  
What made you think? What “bothered” you?

**Evaluation and  
feedback**

What did you think of the role play? Did you find it relevant?  
What other hot topics do you think could have been targeted in such activity?  
Did you feel anything was missing? A character? An intervention?  
Where the characters well-built?  
Was the situation well-explained?  
How was the duration? Too long? Too short?



## 5. SNEAK PEAK

60 MINUTES.

**Competence**

**Critical understating of language and communication**

**Materials needed**

**Method**

**Team building activity**

- **Building blocks or Legos.**

**Target group**

**Age Range: 15+**

**Content outline**

This group dynamic invites the participants to explore and gain awareness of their own verbal communication skills and how they are shaped from their backgrounds.

The activity requires the participants to describe what they see – which does not correspond to a defined structure, this means that detailed explanation will be required in order to reproduce a specific “construction” or “shape” than an individual has seen.

**Expected learning outcomes**

Increase the accuracy of verbal communication, encouraging the refinement of linguistic principles.

Enhancement of creativity and creative skills.

Enhancement of cooperating skills and teamwork.

Encouragement of active listening and open-mindedness.

**Facilitator competencies**

Not specific competencies are required

## STEP BY STEP PROCEDURE

### **Building (Before activity)**

The facilitator-trainer builds a structure/sculpture of their choice with building blocks or Legos in private (participants are not allowed to see them yet). The number of built structures/sculptures depends on how many groups have been formed.

### **Introduction to the activity and arrangement (5 minutes)**

The facilitator will explain the activity development to the group. Participants are divided in groups of 3-4 people.

### **Activity (20 minutes)**

1 participant from each group is invited to take a look at the sculpture for 10-15 seconds and then go back to the rest of the group and spend approximately 30 seconds describing what they saw and instruct them how they can reproduce it.

The group will have one minute to build a replica.

Once the minute is over another member of the group will have another sneak peak to the original structure and for 10-15 seconds and repeat the same procedure to modify or continue building the replica.

Repeat the process as many times as needed.



**Reflection and  
debriefing questions**

- On a scale from 1-10, how difficult was it to describe to others something they had not seen?
- Did you have trouble finding the correct words (adjectives, nouns)?
- Do you consider you were successful in your task? Are you happy with the result?
- Did the other group members feel receptive of your attempts?
- When another team member took the task over, did you notice any differences in their approach to explain? If different, what do you think is the rootcause of that?
- Was it easier for the members working on the replica, hearing more than one explanation? Or more confusing? If so, which parts?

**Evaluation and  
feedback**

- What did you think of the activity?
- Was there any parts that you found uncomfortable or confusing?
- Do you think it gives an appreciation on communication skills and how they are affected by our own background?
- If you had the chance to facilitate, how would you improve this activity?





## **TABLE OF CONTENTS:**

- 1. “Board” Meeting***
- 2. Empathy mapping for self-discovery***
- 3. Rapid prototyping for life challenges***
- 4. Storytelling Sprint***
- 5. Persona Exercise***

# 1. “BOARD” MEETING

90-100 MINUTES

**Competence**

**Literacy**

**Materials needed**

**Method**

**Design Thinking**

**Target group**

**Age range: 17 – 30.  
Group size: 20–30  
Basic familiarity with social and political issues**

- Tape
- Pens/markers/pencils
- Paper
- Computers or phones

**Content outline**

This activity is designed as a simulation that enhances students' abilities in argumentation and discussion. Its goal is to increase their awareness of their community's social and political issues, encouraging them to engage in decision-making processes and become proactive citizens. This activity can also be used to foster a positive social environment within a class or school setting.

**Expected learning outcomes**

- Improved discussion skills
- Increased awareness of social and political issues
- Improved decision-making
- Learning literacy skills needed for discussions
- Understanding of one's role in the group and community

**Facilitator competencies**

Experience in group facilitation and managing discussions, digital skills



# STEP BY STEP PROCEDURE

## Preparation stage

The facilitator thinks in advance about the topics on which to focus the debate. You can ask the participants to research information about the topics beforehand, so they can feel more prepared for the discussion.

## Group Formation (15 min)

Divide the class into two teams. Each team will sit on opposite sides, facing each other. The facilitator introduces themselves as the "president" of the session and selects three students from each team to act as the "board." Their role will be to evaluate and assess the solutions proposed by each group.

## Idea Development (30 min)

Each team will be given time to brainstorm and come up with solutions to a designated issue, focusing on presenting their ideas in a convincing and compelling way. The goal is for each team to propose the most innovative and effective solution.

## Presentation Preparation (20 min)

Provide each team with materials such as paper, pens, markers, or pencils to create a visual representation (e.g., a poster or presentation) of their proposed solutions.

## Presentations (15 min)

Two representatives from each team, chosen by the group, will present their proposed solutions to everyone. Each representative will have 4 minutes to explain their idea. During this time, the panel will take notes and ask questions at the end of each presentation, raising potential challenges or issues related to the proposed solution. The presenting group will have the opportunity to respond.

**Reflection and  
debriefing  
questions**

What challenges did you encounter when trying to make decisions or find solutions?  
Did you feel a sense of ownership over the choices you proposed?  
Were there any behaviors you observed that seemed unfair or ineffective?  
Why is it important for you to consider others' arguments when making a decision?

**Evaluation and  
feedback**

**Reflection Prompts for the Facilitator:**

- How well did the groups work together during the brainstorming and preparation phases? Did they collaborate effectively?
- Were the students able to engage in meaningful debates and discussions? Did they demonstrate critical thinking?
- How did the students respond to the feedback and questions from the other group? Did they handle criticism constructively?



## 2. EMPATHY MAPPING FOR SELF-DISCOVERY

90-120 MINUTES

**Competence**

**Wellbeing**

**Materials needed**

**Method**

**Design Thinking**

**Target group**

**Age Range: 15–25 years old.**  
**Group Size: 5–10 or 15–20**

- A3 paper /empathy map templates
- Pens/pencils/markers

**Content outline**

The session explores self-awareness, emotional literacy, empathy mapping, and emotional regulation strategies, fostering understanding of personal triggers, support systems, and resilience through reflection and group discussions.

**Expected learning outcomes**

- Recognize and articulate their emotions, behaviors, and influences
- Learn practical strategies to manage stressors and build resilience
- Apply insights from the session to improve emotional well-being and interpersonal relationships

**Facilitator competencies**

The facilitator should possess emotional intelligence, empathy, effective communication, adaptability, and knowledge of emotional literacy, ensuring a safe, inclusive, and engaging environment for personal reflection and group discussion.

# STEP BY STEP PROCEDURE

## Preparation Phase (15 min)

Provide each participant with a large sheet of paper (A3 size) or a printed template of an Empathy Map divided into four sections: What I think and feel; What I say and do; What I hear; What I see. There are no “wrong” answers only for self-reflection.

## Reflection Phase (35 min)

Ask participants to individually fill in each section of the empathy map:  
What I think and feel: Write down emotions they commonly experience (e.g., stress, happiness, insecurity).  
What I say and do: Note habits or common phrases they use that reflect their state of mind.  
What I hear: Identify key feedback, phrases, or expectations they hear from peers, family, or teachers.  
What I see: Reflect on their surroundings and interactions that influence their feelings. Encourage them to be honest and introspective, emphasizing this is a private and safe exercise

## Group Discussion (30 min)

Divide participants into small groups and invite them to share parts of their empathy map they feel comfortable discussing.  
Prompt questions to guide discussion:  
Did anyone notice patterns in their emotions or behaviors?  
What external influences (what they hear or see) have the most impact on their well-being?  
What similarities or differences did they observe among group members?

## Identifying Stressors and Support Systems (40 min)

In their groups, ask participants to highlight common stressors they identified on their maps (e.g., negative feedback, overwhelming environments).  
Collaboratively brainstorm strategies to build resilience and improve emotional well-being, such as mindfulness practices, setting boundaries, or seeking support.



**Reflection and  
debriefing  
questions**

What did you learn about yourselves or others?  
How can you use this knowledge to manage your emotions or improve your interactions?

**Evaluation and  
feedback**

At the end of the session, provide each participant with a feedback card divided into three sections:

- What I Learned: Ask participants to write one key insight or skill they gained from the activity.
- What Worked Well: Encourage them to share what they enjoyed or found most effective about the session.
- What Could Be Improved: Invite constructive suggestions for enhancing the activity in the future.

Collect and review the cards to assess the session's impact and identify patterns in feedback to refine future activities.

### 3. RAPID PROTOTYPING FOR LIFE CHALLENGES

90-120 MINUTES

Competence

Wellbeing

Materials needed

Method

Design Thinking

Target group

Age Range: 15–25 years old.  
Group Size: 5–10

- Paper, pens, markers
- Post-it notes
- Prototype templates or a simple sheet (optional).

Content outline

- Approaching challenges with creativity and critical thinking to find practical solutions.
- The process of quickly developing and testing ideas for solving life challenges.
- Working in teams to brainstorm and refine solutions.
- Encouraging participants to think outside the box to create practical solutions to real-life problems.

Expected learning outcomes

- Be able to identify challenges and brainstorm creative solutions to address them.
- Critically analyze and test prototypes, refining ideas based on feedback and reflection.
- Work effectively in teams to create, test, and iterate on solutions.
- Learn to think creatively and embrace failure as part of the learning process.

Facilitator competencies

Knowledge of design thinking principles to support prototyping and idea generation



# STEP BY STEP PROCEDURE

## **Introduction (10–15 min)**

Brief participants on the purpose of the activity (building problem-solving skills).  
Explain rapid prototyping and how it relates to solving life challenges.  
Introduce the concept of testing solutions through role-play scenarios.

## **Identifying a Challenge (15–20 min)**

Ask participants to reflect on a personal or community challenge they face (e.g., time management, relationship issues, school stress).  
Encourage participants to choose challenges they are comfortable discussing in a group setting

## **Brainstorming and Prototyping (25–30 min)**

In small teams, participants brainstorm solutions to the identified challenge.  
Guide them to sketch a prototype or concept for addressing the challenge (e.g., habit tracker, support group structure, stress-relief app idea).  
Encourage creativity and practical thinking.

## **Testing and Role-playing (30–40 min)**

Teams role-play or simulate how their prototype would work in a real-life scenario.  
Each team presents their solution to the group and tests it through role-playing (e.g., demonstrating how a habit tracker would be used or how a support group would function).  
Encourage constructive feedback from other groups on strengths and areas of improvement.

## **Reflection and Group Debriefing (15–20 min)**

Ask participants to reflect on what they learned during the activity:  
What was challenging about prototyping a solution?  
How did collaboration enhance the process?  
How did the role-play help test the prototype?  
Discuss how they can apply prototyping to other areas of life challenges

**Reflection and  
debriefing  
questions**

What challenge did you choose, and why did it resonate with you?  
How did your team approach brainstorming solutions to the challenge?  
What was the most difficult part of developing your prototype?

**Evaluation and  
feedback**

After the session, facilitators can note observations such as:

- Group dynamics: Did all participants engage in brainstorming and prototyping?
- Which prototypes were most creative or practical?
- How well did the role-play scenarios help test the prototypes?
- What did participants struggle with during the activity?



## 4. STORYTELLING SPRINT

90-120 MINUTES

### Competence

### Literacy

### Materials needed

### Method

### Digital Storyteling

### Target group

Age Range: 15–25 years old.  
Group Size: 5–10

- Paper, pens
- Digital devices and post-it or feedback sheets (optional)
- Laptop or projector (if needed).

### Content outline

- Storytelling: The art of conveying ideas and emotions through narrative.
- Self-Expression: Using storytelling as a tool for self-reflection and communication.
- Literacy and Communication Skills: Developing writing and oral communication skills.
- Empathy and Mutual Understanding: Promoting empathy by sharing and listening to others'.

### Expected learning outcomes

- Develop clear, compelling narratives and improve their ability to express thoughts through writing or digital media.
- Gain confidence in expressing personal experiences, challenges, and goals through storytelling.
- Understand and relate to the experiences of others by hearing diverse stories.
- Learn to give and receive feedback to improve storytelling techniques.
- Contribute to a group anthology that reflects diverse experiences.

### Facilitator competencies

Ability to guide participants in structuring and telling their stories effectively. Ability to provide constructive feedback and encourage peer-to-peer feedback in a positive way.

# STEP BY STEP PROCEDURE

## **Introduction (10–15 min)**

Brief participants on the purpose of the activity (enhancing literacy, communication, and self-expression).  
Explain the storytelling process and how personal challenges, emotions, or future goals can serve as themes.  
Set the expectations for writing the story and sharing it with peers.

## **Story Creation (30–40 min)**

Participants write a short story or create a digital narrative that focuses on overcoming a challenge, expressing emotions, or envisioning future goals.  
Encourage participants to reflect on their personal experiences or aspirations as sources for their stories.  
Provide prompts to stimulate creativity (e.g., "Describe a time you overcame a difficult situation" or "What do you hope for the future?").

## **Sharing and Peer Feedback (30–40 min)**

Participants share their stories with the group or in small teams.  
After each story, peers provide constructive feedback, focusing on strengths and areas for improvement (e.g., clarity, emotional connection, creativity).  
Encourage active listening and empathy during the feedback exchange.

## **Compilation of Anthology & Wrap-Up (15–20 min)**

Collect stories and compile them into a group "Youth Anthology" (physically or digitally).  
Discuss common themes, emotions, and experiences identified in the stories.  
Reflect on how storytelling can promote mutual understanding and empathy among diverse individuals.



**Reflection and  
debriefing  
questions**

What was the most meaningful part of creating your story?  
How did the feedback you received help improve your story?

**Evaluation and  
feedback**

Participants use Mentimeter app to write one word that describes their feelings about the workshop.  
For example, the question can be: "This workshop made me feel..."  
The results are shown on a projector to the participants.

## 5. PERSONA EXERCISE

2-5 HOURS

**Competence**

**Literacy**

**Materials needed**

**Method**

**Digital Storyteling**

**Target group**

**Age Range: 19–30 years old.  
Group Size: 4–8**

- **Whiteboard or large sheet of paper**
- **Markers or pens**
- **Post-it notes**
- **Dot voting stickers**
- **Template for personas**

**Content outline**

Personas: A method to understand and represent different users or individuals facing specific challenges.  
Personal Competencies: Skills that are crucial for personal development, including communication, empathy, adaptability, and confidence.  
Social Hubs: Safe and supportive spaces where individuals can improve personal competencies through interaction and collaboration.  
Design Thinking: A human-centered approach to solving problems and creating solutions that meet people's needs.

**Expected learning outcomes**

- Create and understand personas that represent different personal competency challenges and how these challenges affect their lives.
- Develop ideas for social hubs that can empower individuals to improve their personal competencies in practical, feasible ways.
- Enhance Communication Skills: Share and present ideas clearly within their group and with the larger community.

**Facilitator competencies**

Ability to guide the group through the persona creation and design thinking process, ensuring everyone participates actively.  
Prior knowledge about personas and design thinking.



# STEP BY STEP PROCEDURE

## Preparation (10 min)

After giving the training, prepare a table described above.

## Creating personas (30 min – 1 h)

Together with students, create 2 or more groups and ask them to create personas representing youth with diverse personal competence challenges (e.g., confidence, adaptability, communication). Identify the persona's personal competence needs.

## Dot voting (10 min)

Prioritize 3–5 key needs using dot voting

## Ideation (30 min to 1h)

Brainstorm hub features that could support the persona's growth. Example solutions: Confidence-building workshops, peer mentorship programs to practice skills, group activities to build teamwork and empathy. Rank the solutions for each persona by impact and feasibility.

## Prototyping (30 min to 1h)

Now, groups create a vision for their hub, addressing the needs of the personas. Example: Mission: Empower XYZ to develop confidence and communication skills. Key Features: "Confidence Circles" for peer-led feedback. Spaces for public speaking practice. Mindfulness rooms for emotional well-being.

**Conclusion and  
feedback  
(10 min)**

- Groups collaborate to refine their hubs into a unified concept.

**Reflection and  
debriefing  
questions**

What was the most challenging aspect of designing the social hub?  
How did you decide which needs were most important to address for your persona?  
What surprised you about the needs and solutions identified by other groups?

**Evaluation and  
feedback**

After the session, participants fill out a feedback form with the following questions:

- On a scale of 1 to 5, how well did you understand the process of creating a persona and designing a social hub?
- How effective were the dot voting and brainstorming activities in helping you prioritize needs and solutions?
- What did you learn from working on a team to design a hub for personal competence development?





## ***TABLE OF CONTENTS:***

- 1. Our map of online participation***
- 2. My rights / My skills on(the)line***
- 3. An Out-of-the-Box Fair***
- 4. My ASSERTIVE self***
- 5. To be (true), or not to be?***



# 1. OUR MAP OF ONLINE PARTICIPATION

45-60 MINUTES

## Competence

**Digital skills**  
Understanding online rights, including freedom of speech and digital participation

## Materials needed

## Method

Design Thinking

## Target group

AGE: 15–25 years old  
GROUP SIZE: any

- flipchart paper
- pens and markers
- post-it notes
- printed cards

## Content outline

The activity is designed to guide participants to a self-reflection journey on their online presence and the way they actively participate online. Participants will explore their online presence and design the role they wish to have on the Internet in the future. The activity touches upon topics related to human rights and online participation.

## Expected learning outcomes

- enhanced skills for responsible use of the internet
- increased online participation and active engagement
- increased awareness on human and youth rights online
- increased internet literacy

## Facilitator competencies

- knowledge on the topic of human rights online
- experience in discussion moderation and group facilitation

# STEP BY STEP PROCEDURE

Preparation stage  
(5-10 min)

Have 4 flipcharts, each with one of the following titles:

1. CREATOR
2. CRITIC
3. SPECTATOR

*Handout cards, each card with one of the following phrases (the user's category for each action should not be visible)*

## CREATOR

1. Publish your own web page
2. Upload a video you have created
3. Post content you have created (audio, music, article, stories etc.)
4. Initiate public discussions or peaceful protests
5. Start online campaigns

## CRITIC

1. Comment on someone else's post or public discussions
2. Contribute to / edit articles on a wiki
3. Participate in a survey about some initiatives
4. Comment on local / national legislation
5. Observe and report on the work of public authorities

## SPECTATOR

1. Read blogs
2. Listen to podcasts
3. Watch videos from other users
4. Read online forums
5. Read tweets



# STEP BY STEP PROCEDURE

## Idea Development (20 min)

- Shuffle the cards
- Ask participants in turns to draw a card and stick it on the flip chart that is more relevant/connected to the action described on the card
- Once all cards are drawn, ask participants to stand next to the flipchart with the role that describes them and their online presence
- In the smaller groups that are already formed, ask participants to create a map with the **BENEFITS** and **CHALLENGES** that their role carries, as well as the **RIGHTS** linked to this role. Ask them to exchange their own experiences and reflect on them.

## Presentations (30min)

- Bring back the participants and ask each group to present their map.
- Facilitate a group discussion on differences/similarities in each category of each role and share experiences that have been discussed within the small groups previously.

## Reflection and debriefing questions

- How was it to identify your role online? What did you discover about your online behaviour?
- What do you think about these examples of online participation? What is their link to "offline" participation? Can people participate online as they do offline?
- Can you think of any other roles of online participation?
- How do you re-evaluate your online participation? Would you prefer to take another role in the future? Why or why not?

## Evaluation and feedback

Group evaluation and self-reflection

## 2. MY RIGHTS / MY SKILLS ON(THE)LINE

60 MINUTES

### Competence

Digital skills  
Human rights  
Democracy and Participation

### Materials needed

### Method

Design Thinking

- flipchart paper
- pens and markers
- post-it notes
- handouts

### Target group

AGE: 15–25 years old  
GROUP SIZE: up to 30 participants

### NOTE



Find a short explanation/summary of the Guide on “BOOKMARKS – A manual for combating hate speech online through human rights education (Revised edition 2016, with the inclusion of the Guide to Human Rights for Internet Users), Council of Europe” (pages 90 – 91)

### Content outline

The activity is designed to raise the participants' awareness on the Rights of Internet Users and reflect how they can/should be applied in daily life.

### Expected learning outcomes

- enhanced skills for responsible use of the internet
- increased understanding of the concept of human rights on the digital sphere
- increased internet literacy



# STEP BY STEP PROCEDURE

## Facilitator competencies

- knowledge on the topic of human rights online
- increased familiarity with the Guide to Human Rights for Internet Users of the CoE

## Preparation stage (5 min)

### Flipchart with a list of the Guide's main chapters:

1. Access to the Internet and non-discrimination
2. Freedom of expression and information
3. Assembly, association and participation
4. Privacy and data protection
5. Education and literacy
6. Children and young people
7. Support and help

## Group Discussion & Brainstorming (25 min)

- Ask participants to brainstorm on the **RIGHTS** they think that apply online and the **LIMITATIONS** that online participation has
- Make a short introduction to the **Guide** and engage participants into sharing what they know about the document
- Present participants with the list you have prepared and initiate a short discussion, asking participants to explain in their own words what they think each chapter refers to
- Depending on the total number of participants divide them in groups and assign them with one or two chapters

## Idea Development (30 min)

- Ask them to make a list of the **SKILLS** that a young person – user should have in order to be able to protect their rights/respect the rights of others during their online participation
- Come back to plenary and share the results of each group

# STEP BY STEP PROCEDURE

## Reflection and debriefing questions

- What new information about your rights have you learnt from this activity?
- Is there any difference between human rights offline and human rights online?
- How can we make sure these rights apply online? What can we do? What should our government do? What should the website owners do?

## Evaluation and feedback

### My knowledge journey

#### Preparation:

Draw a big circle on a flipchart and a dot in the center of the big circle. Draw smaller concentric circles inside the big one – the closer to the dot, the smaller the circle.

#### Before the activity:

Ask participants to indicate how familiar/competent they feel with the topic by writing their name on any spot within (or even outside) of the circle. The closer to the center, the more familiar/competent they claim to be.

Then, continue with the activity implementation.

#### After the activity:

After the debriefing, ask participants to reflect on their initial self-evaluation and change their name's position within the circles. Discuss any changes.



### 3. AN OUT-OF-THE-BOX FAIR

45 MINUTES

Competence	Creativity	Materials needed
Method	Creative thinking	<ul style="list-style-type: none"><li>• projector</li><li>• post-it notes</li><li>• pens</li><li>• flipchart</li><li>• markers</li><li>• flipcharts</li><li>• Canva example <u>free to use</u></li></ul>
Target group	AGE: 18–30 years old GROUP SIZE: up to 20 participants	
Content outline	This activity is designed with the purpose of raising the creative skills of the participants and encouraging the out of the box thinking. Imagination, risk-taking, creativity and resilience are the key-focus points of this activity.	
Expected learning outcomes	<ul style="list-style-type: none"><li>• creativity: Embracing imaginative thinking and innovation</li><li>• increased knowledge of techniques for generating ideas and brainstorming</li><li>• risk-taking: willingness to take creative risks and experiment with unconventional ideas and approaches</li><li>• resilience: ability to handle rejection, criticism, and setbacks in the creative process</li><li>• better understanding of democracy, participation and activism</li></ul>	
Facilitator competencies	<ul style="list-style-type: none"><li>• non-formal education skills</li><li>• facilitation skills</li><li>• creativity</li><li>• sensitivity in handling delicate situations, conflict resolution</li></ul>	

# STEP BY STEP PROCEDURE

## Preparation stage (15 min)

Present the participants with three flipcharts, each stating one of the following words:

### **PARTICIPATION DEMOCRACY ACTIVISM**

- Ask participants to take some time and think about each word in silence for 5 minutes
- Allow them to ask questions, request clarifications or definitions, if necessary
- Provide participants with post-its and pens and explain that you will present a series of random photos. Some of the photos might seem completely irrelevant to the topic.

## Idea Development (15 min)

- Each photo will be shown for 30". At this time they need to note on the post-its as many words that come to their minds when they see the photo and are associated with the three key words (participation, democracy, activism). They should let their mind free and brainstorm as much as possible. Encourage them to be creative and open-minded.
- After this process, give them some time to go back to their notes and keep the most relevant and the most irrelevant word for each photo. Ask them to share one example with the group.
- Now the fair is ready to start. Each flipchart with the key words represents one stand at the fair. Ask the participants to stand up, walk around from stand to stand and place their most useful post-its on the relevant stand. While doing so, they should observe the notes of other participants and get a collective idea of others' thoughts.

## Presentations (15 min)

- Once the process is over, go back to plenary, review the ideas, and offer participants the chance to take out notes (notes of others, not their own) that they think are not as relevant and explain the reasons for that.
- Then ask participants to cluster the remaining ideas in bigger groups according to relevance and discuss the results.



# STEP BY STEP PROCEDURE

## Reflection and debriefing questions

- How did you feel throughout the activity? Have you ever experienced a similar learning process?
- Do you see any benefit in this creative process? Did it help you think broader?
- What were the main challenges that you came across? What was the most liberating moment?
- How did you feel when another person disregarded your idea?
- How can such a creative process be linked to democracy, activism and participation?

## Evaluation and feedback

Ask participants to select one of the pictures presented in the activity to explain how they felt throughout the activity and what are the main takeaways.

## 4. MY ASSERTIVE SELF

60 MINUTES

### Competence

- Communication and assertiveness as interpersonal competence
- Public debating

### Materials needed

### Method

Role play

### Target group

AGE: 15–30 years old  
GROUP SIZE: 15–20 participants

### Scenarios printed

### Content outline

This activity is designed with the purpose to raise participants' skills in expressing arguments through a more assertive (though respectful) way and thus foster their active participation and meaningful engagement in democratic processes.

### Expected learning outcomes

- enhanced skills in advocating for youth interests in democratic decision-making
- increased level of persuasive communication to encourage civic engagement
- familiarity with argumentation and debating

### Facilitator competencies

- facilitation skills
- increased debriefing skills



# STEP BY STEP PROCEDURE

Preparation stage  
(15 min)

## Scenario 1: Defending Your Rights – The Case of Youth Spaces

### Situation

Your city council has decided to close a popular youth center, arguing that the space is underused and funds are needed elsewhere. You and your friends know that this center is vital for many young people, offering educational workshops, cultural events, and a safe place to meet.

### Roles:

Youth representative – You must advocate for keeping the center open, using facts and emotional appeals.

City council representative – You believe closing the center is necessary but are open to hearing proposals.

Concerned parent – You support the center but worry about safety and funding.

Local journalist – You will ask critical questions and report on the meeting.

### GUIDING QUESTION

How can you assertively argue for the youth center's value while respecting different perspectives and finding a democratic solution?

## Scenario 2: Voting for Change – Mobilizing Young Voters

### Situation

Voter turnout among young people in your community is very low, and an upcoming EU-related referendum could impact your future. You are organizing a campaign to encourage more young people to vote, but many say they don't care or don't think their vote matters.

### Roles:

Youth activist – You must convince peers why voting is important, using logical arguments and emotional appeal.

Disengaged young voter – You believe voting doesn't change anything.

Skeptical parent – You worry that young people don't understand the issues well enough.

Political science student – You offer facts about the impact of youth voting.

### GUIDING QUESTION

How can you use assertive and engaging communication to inspire participation without sounding preachy?



# STEP BY STEP PROCEDURE

## Group Formation (35 min)

- Divide participants into 2 groups and assign them with one scenario. They should decide how to distribute roles among them.
- They are given 15' for preparation and should come back to present the play to the group.
- The participants who are not performing each time should observe and then note the communication skills that they noticed.

## Presentations (10 min)

Once each group has presented their scenarios, participants should reflect on their notes and discuss the process.

## Reflection and debriefing questions

- How did you feel while engaging in the process? What were the main challenges you dealt with?
- What are the key-benefits you observed in communicating through an assertive way?
- Is it difficult to keep the balance between assertiveness and respect for other people's views?
- How can you engage in democratic negotiation, listen actively, and assertively present your case while reaching a consensus?

## Evaluation and feedback

### The king of assertiveness!

After the role play, participants vote on the "actor" who was the most persuasive, assertive and respectful at the same time. The participants choose the person they preferred the most and explain which elements and characteristics led them to this decision. They express their feelings about their experience and reflect on what each of them could have done differently to serve the purpose of the activity.

## 5. TO BE (TRUE), OR NOT TO BE?

60 MINUTES

**Competence**

**Public debating  
Digital skills**

**Materials needed**

**Method**

**Simulation**

**Target group**

**AGE: 15–25 years old  
GROUP SIZE: up to 20 people**

- **flipchart**
- **markers**

**Content outline**

This activity is designed with the purpose to raise their critical skills for addressing fake news, enhance their debating competences and raising their awareness on cases of propaganda (especially online).

**Expected learning  
outcomes**

- Evaluating arguments and evidence logically
- Gathering and utilize relevant facts and figures to support arguments and counter opponent's claims
- Awareness of misinformation, disinformation, and the importance of verifying information before sharing or using it in civic initiatives
- Promoting fact-based discussions

**Facilitator  
competencies**

- knowledge on the topic of human rights online
- experience in discussion moderation and group facilitation
- knowledge of the terminology related to fake news, propaganda, misinformation, disinformation

# STEP BY STEP PROCEDURE

## Preparation stage (10 min)

### Participants are divided in 3 groups:

- concerned citizens – looking for information and adjusting their behavior based on the situation
- misinformation spreaders – they spread information as they strongly believe the post and argue emotionally
- fact checkers – they provide sources and fact-based arguments

## Idea Development (20 min)

### Participants are presented with the situation:

“A viral post is spreading false information about a new EU environmental policy, claiming it will lead to mass unemployment.”

- Based on the role they are assigned, participants should draft a strategy on how to better deliver their role, simulating the attitude of these people in real-life.

ex.

1. the concerned citizen would look online, ask their peers etc.
2. the misinformation spreaders would post engaging titles, spread on social media, use emotional language
3. the fact checkers would search for the source of the post, explore the post's format in depth, look for scientific evidence

## Presentations (30 min)

- once the group work is done, participants go back to plenary and present their strategies
- then they discuss in plenary how these strategies are linked and what are the implications of each approach



# STEP BY STEP PROCEDURE

## Reflection and debriefing questions

- Did you notice similarities in real-life situations? What are the key- elements you should look for when critically assessing a piece of information?
- Have you ever played any of the roles in real life? Which one was it? How did you feel? Would you do anything differently?
- How can you assertively communicate facts without escalating tensions and encourage others to check information before sharing?
- How does this process affect democracy in general? Who carries the responsibility?

## Evaluation and feedback

### Your train of skills

On a flip chart draw the first wagon of a train – this train carries all the skills necessary to combat fake news and misinformation. Ask participants to draw more wagons, each reflecting one skill necessary. Encourage them to explain why they feel it is necessary. Once all wagons are drawn, ask them to choose one wagon they would rather travel in – let them explain why and if/how this activity changed their perspective or level of confidence.

## **REFERENCES**

***1“Online participation”, BOOKMARKS - A manual for combating hate speech online through human rights education (Revised edition 2016, with the inclusion of the Guide to Human Rights for Internet Users), Council of Europe***

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