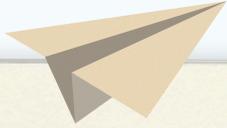




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# Activity sheets

**to support civic education  
and encourage civic  
participation of young  
refugees in an  
extracurricular setting**

2022-2-FR02-KA220-YOU-000101728



Le Tre Ghinee

MSK:



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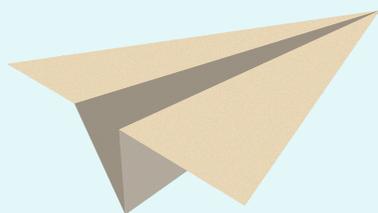
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# Summary



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# Presentation of our project

The number of young migrants and refugees in Europe is constantly increasing every year: they represent today, according to the United Nations, 10% of the migrants in Europe. It is imperative to accompany these young people qualitatively in their new environment and to help them to appropriate their place in this society.

While citizenship education for young refugees is not new in European Member States, the DiverCity project focuses on several aspects :

- The importance of including non-formal education practices adapted to today's refugee youth, taking into particularly the most vulnerable among them;
- To do so by involving these young people in the entire process, from diagnosis to implementation, including the co-construction of practices;
- The focus on citizenship education outside of school settings;
- The promotion of horizontal peer-to-peer learning to encourage social cohesion among youth and social mixing among youth;
- The support of the local dimension of citizenship education for these young people.

In addition, the DiverCity projet would like to bring together local non-institutional actors who are in contact with these young people outside of school on this theme, which appeared essential to further their work. This dialogue will allow them to enrich and improve their knowledge and practices.

The DiverCity project focuses on the three following goals:

## **1. In-depth diagnosis of needs: Include young migrants and refugees in out-of-school youth education policies**

- Identify existing practices in partner countries regarding civic education for young refugees outside of school settings.
- Analyse the practices themselves, the legal and political frameworks and political frameworks in which they take place.
- Evaluate their effectiveness but also their feasibility and their capacity to be duplicated and disseminated widely outside the borders of the territories concerned.
- Assess the extent to which they use methods from popular education and non-formal education.
- Collect the opinions of the actors involved in the sector of civic education of young people to support their civic integration outside of school: youth workers, young volunteers, young refugees and the local authorities responsible for implementing these policies at the local level.
- In a logic of civic integration and encouragement of participation, this is for us the first step to include young refugees in the construction of citizenship education practices at local, national and European level: Consultation.

## **2. Develop and co-construct civic education practices for young migrants and refugees outside of school settings,, including non-formal methods from various fields (art, culture, sport, etc.)**

- Address local authorities, young people, volunteers, professionals, etc., and involve them in the construction of new resources to develop civic education taking into account the specificities of young refugees, especially the most vulnerable ones.
- Empower young people by allowing them to discover more opportunities available to them to become actors in their territory, as well as by discovering new ways of expressing themselves and gaining autonomy and self-confidence.
- In a logic of civic integration and to encourage participation, this is for us the second step to include young refugees in the implementation of new citizenship education practices at local, national and European level: Co-construction.

### 3. Training in non-formal education practices to promote the civic integration of young migrants and refugees

- Train in new civic education practices for young refugees outside of school settings
- Disseminate these practices as widely as possible to actors and people active in the field of youth, citizenship and/or inclusion.
- Creation of links between actors in the fields of youth, citizenship and/or education and partnerships at local and European level.

The project brings together a consortium of actors committed to citizenship education for young refugees and migrants, complementary both in their geographical location and their expertise: youth organisations Parlement Européen des Jeunes - France, led by and for young people, and AJ Intercambia in Spain, MSK Lodz, a public cultural centre for the local community in Poland, and the associations Le Tre Ghinee in Italy, involved for the inclusion of vulnerable people, and Hellas for Us in Greece, active on citizenship and inclusion.



Intercambia

MSK:



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# Activity Sheets

**This booklet compiles 20 activity sheets to help you run various types of activities that support the civic education of young refugees, and encourage their civic participation in an extracurricular setting.**

**These different activities were tested by the DiverCity partners during 7 workshops held in France, Greece, Italy, Poland and Spain, between October 2024 and January 2025. 90 young people, young refugees and young volunteers, and 12 youth workers took part in these workshops.**

**All activities are classified along the three following categories:**

- **Outdoors & Sport activities**
- **“Debate & Participate” activities**
- **Art & Culture activities**

**For each activity sheet, the following elements will be indicated in this template. Some can also include an Extra content section.**

# Name of the activity

Goal(s) of the activity
Connection with youth civic education, youth civic participation
Connection with DiverCity project

## 1. Activity preparation



### Level of language skills needed:

- **Beginner** - I cannot understand or speak the language
- **Novice** - I can understand and say basic words
- **Intermediate** - I can understand and have basic conversations
- **Expert** - I am a good speaker



### Duration



### Space to run the activity:

- **Indoors**
- **Outdoors**
- **Indoors and outdoors**



### Number of participants



### Number of facilitators



### Adaptation to your situation needed before running the activity



### Equipment needed

## 2. Plan of the activity



# **Outdoors & Sport activities**

# Trust Walk: “Guiding Each Other Forward”



<b>Build trust and improve communication skills between participants</b>
<b>Encourage empathy and understanding of diverse perspectives</b>
<b>Emphasize the importance of collaboration and support in overcoming challenges</b>

## 1. Activity preparation

	Intermediate		2
	1h30		Adjust obstacles to participants' abilities
	Indoors and Outdoors (preferably in a safe, obstacle-filled area)		<ul style="list-style-type: none"> <li>• Blindfolds</li> <li>• Obstacle markers</li> </ul>
	10 to 30		

## 2. Plan of the activity

### For Participants:

<b>Step 1</b>	<p><b>Build Familiarity with Icebreaker Activities (15 minutes)</b></p> <p>The activity starts with games or activities designed to foster familiarity, such as:</p> <ul style="list-style-type: none"> <li>• Name games: Introduce each other with fun facts.</li> <li>• Pair-up tasks: Small challenges in pairs to build early connections.</li> </ul> <p>An emphasize is made on creating comfortable trios during this phase.</p>
<b>Step 2</b>	<p><b>Introduction (10 minutes)</b></p> <p>Facilitators explain the goal: completing tasks that reveal cultural insights and foster collaboration. They divide participants into mixed teams of 4 to 6 people. Facilitators encourage the acknowledgment of the potential challenges and fears participants might feel about trust. They reassure participants of the safety precautions in place (e.g., guidance during the walk and safe obstacle design).</p>

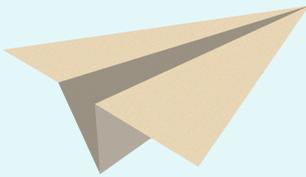


<p><b>Step 3</b></p>	<p><b>Practice Phase Indoors (10 minutes)</b>          Trios practice the activity without blindfolds &amp; practice guiding and giving clear instructions in a simple, controlled environment.          A transition to blindfolds is made, with an introduction of simple navigation tasks with blindfolds indoors to build confidence.</p>
<p><b>Step 4</b></p>	<p><b>Outdoor Trust Walk (30 minutes)</b>          The whole group moves outdoors to a pre-checked, safe obstacle area.          The Trust Walk begins and participants take turns as the blindfolded person.          Guider pairs focus on clear, precise instructions to navigate the area.          Facilitators assist as needed to ensure safety and provide encouragement.</p>
<p><b>Step 5</b></p>	<p><b>Collaborative Task (15 minutes)</b>          A team-based game is conducted (e.g., cutting out and pasting a square).          Participants can reflect on how the trust walk prepared them for collaboration.          Alternative games are provided for those who prefer different challenges.</p>
<p><b>Step 6</b></p>	<p><b>Mid-Activity Reflection (5 minutes)</b>          Participants pause and reflect on the following questions:</p> <ul style="list-style-type: none"> <li>• How did you feel during the walk?</li> <li>• What strategies worked best for trust and communication?</li> </ul>
<p><b>Step 7</b></p>	<p><b>Debriefing and Feedback (20 minutes)</b>          Gather participants and guide a reflection discussion:</p> <ul style="list-style-type: none"> <li>• What was the most challenging part of the activity?</li> <li>• How did their trust in their teammates evolve?</li> <li>• What lessons can they apply to real-life situations?</li> </ul>

## For Facilitators:

<p><b>Step 1</b></p>	<p><b>Preparation</b>          Design obstacles that are safe, accessible, and suitable for the group's abilities (indoors and outdoors).          Include challenges that require collaboration and clear communication.          Combine cultural learning (e.g., puzzles, local trivia) with team-building exercises (e.g., navigating obstacles or completing group tasks).          Prepare the obstacle course and ensure all materials (blindfolds, markers, etc.) are ready.          Check for hazards and ensure safety measures are in place.</p>
<p><b>Step 2</b></p>	<p><b>During the Activity</b>          Help participants form trios based on diversity and balance (e.g., pairing those who are confident with those who are hesitant).          Clearly explain the roles and tasks for each phase of the activity.          Demonstrate how to guide and give clear, calm instructions.          Observe participants, offering support when needed.</p>

<b>Step 2</b>	Ensure the safety of the blindfolded participants and adjust challenges if necessary. Motivate participants to reflect on trust and communication during the activity. Provide hints or assistance if trios struggle.
<b>Step 3</b>	<b>Reflection</b> Use questions such as: <ul style="list-style-type: none"><li>• What did you learn about trust and communication?</li><li>• How did it feel to depend on others or guide someone else?</li><li>• What challenges did you face, and how did you overcome them?</li></ul>



*Source of the activity: This workshop was invented by mixing various techniques and knowledge.*

# Cooperative Sports: Teamwork in Action

Break down barriers between young refugees and youth workers  
Encourage participants to support each other in achieving shared goals

Build teamwork and highlight the importance of collaboration

Create a sense of unity and community through shared physical activities

## 1. Activity preparation

	Basic		2
	1h30		No adjustments needed
	Outdoors		<ul style="list-style-type: none"> <li>Sports equipment: ropes, cones, balls...</li> </ul>
	10 to 50		

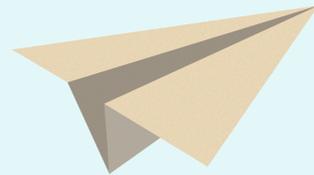
## 2. Plan of the activity

### For Participants:

<b>Step 1</b>	<b>Introduction (10 minutes)</b> Participants discuss and learn about the importance of teamwork. Facilitators form mixed teams of 5-8 participants.
<b>Step 2</b>	<b>Sports Activities (50 minutes)</b> They participate in games like: <ul style="list-style-type: none"> <li>Relay races</li> <li>Tug-of-war</li> <li>Team obstacle courses</li> </ul>
<b>Step 3</b>	<b>Reflection (20 minutes)</b> Discuss teamwork strategies and lessons learned. Share how these skills can apply to real life.

## For Facilitators:

<b>Step 1</b>	<b>Preparation</b> Set up equipment and explain the rules for each game. Divide participants into balanced teams.
<b>Step 2</b>	<b>During the Activity:</b> Ensure fair play and monitor for safety. Provide encouragement and guidance.
<b>Step 3</b>	<b>Reflection:</b> Ask the following reflective questions: <ul style="list-style-type: none"><li>• What made your team successful?</li><li>• How did you communicate and support each other?</li><li>• How can teamwork in sports reflect real-life collaboration?</li></ul>



*Source of the activity: This workshop was invented by mixing various techniques and knowledge.*

# Treasure Hunt: “Discovering Our New Home”



Enhance cultural understanding and learning about a country’s or town’s traditions and norms
Promote teamwork and problem-solving among participants
Foster a sense of belonging and integration in a new environment

## 1. Activity preparation

	Intermediate
	2h30
	Indoors, Outdoors
	15 to 50
	3-5



Incorporate elements specific to the host country's or town's culture and history



- Maps or clue cards
- Challenge props (e.g., cooking ingredients, puzzles)
- Station markers

## 2. Plan of the activity

### For Participants:

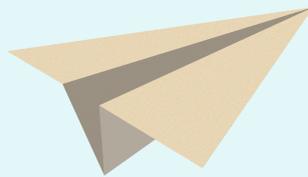
<b>Step 1</b>	<p><b>Introduction (10 minutes)</b></p> <p>Facilitators explain the goal: completing tasks that reveal cultural insights and foster collaboration.</p> <p>Divide participants into mixed teams of 4-6 people.</p>
<b>Step 2</b>	<p><b>Treasure Hunt (90 minutes)</b></p> <p>Teams start at different stations to avoid overcrowding. Example of challenges:</p> <ul style="list-style-type: none"> <li>• Station 1: Solve a puzzle about the host country's traditions.</li> <li>• Station 2: Prepare a traditional dish or identify key ingredients.</li> <li>• Station 3: Learn and perform a local dance.</li> <li>• Station 4: Answer questions about the local government structure or history.</li> </ul> <p>Teams can use maps or clues to navigate between stations.</p>



<b>Step 3</b>	<p><b>Debriefing, feedback and closing (20 minutes):</b>          Teams share what they learned and their favorite moments.          Facilitators summarize key cultural takeaways.</p>
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## For Facilitators:

<b>Step 1</b>	<p><b>Preparation</b>          Design station tasks with a mix of cultural and team-building challenges.          Coordinate with station leaders to ensure smooth transitions.</p>
<b>Step 2</b>	<p><b>During the Activity</b>          Monitor teams to ensure they stay on track and provide hints when needed.</p>
<b>Step 3</b>	<p><b>Reflection</b>          Ask the following questions:</p> <ul style="list-style-type: none"> <li>• What did you learn about the country's or town's culture?</li> <li>• How did teamwork impact your success?</li> <li>• What challenges did you face, and how did you overcome them?</li> </ul>



*Source of the activity: This workshop was invented by mixing various techniques and knowledge.*



**“Debate &  
Participate”  
activities**

# The Imaginary Country

Experience that Human Rights documents are based on our own inherent needs  
 Reflect on valuing some rights more highly depending on our own situation, while every right is important to someone

Direct reference to fundamental human rights  
 Rise awareness on the universality of human rights, also in relation to refugees and immigrants, and strengthen the belief in equality between people

Make aware that the rights of refugees and immigrants are identical to the fundamental rights enshrined in the Declaration of Human Rights



## 1. Activity preparation

	Intermediate, Expert		No adaptation needed
	1h30		
	Indoors		
	10 to 12		<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> <li>• Simplified Version of the Universal Declaration of Human Rights</li> </ul>
	1 to 2		

## 2. Plan of the activity

### For Participants:

<b>Step 1</b>	Participants are divided into smaller groups (4-5 people).
<b>Step 2</b>	Each participant imagines a new country and makes their own list of three rights they would like to introduce in it.
<b>Step 3</b>	Members of each smaller group share their ideas with each other and then create a list with the 10 most important human rights they would like to introduce in the new country. They write their proposals on a flipchart.
<b>Step 4</b>	One person from each group presents their list to the whole group.

<b>Step 4</b>	All participants actively participate in a discussion in which they will compare their proposals for human rights and the rights contained in the Declaration of Human Rights. Participants answer questions asked by the facilitator. Participants reflect on what conclusions arise from the exercise.
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## For Facilitators:

<b>Step 1</b>	Divide participants into smaller groups (4-5 people). Introduce the activity: "Imagine that you have discovered a new country where no one has lived before and where there are no laws or rules. You and the other members of your group will be settlers in this new country. You do not know what social position you will have in the new country." (5 minutes)
<b>Step 2</b>	Ask each participant to make individually a list of three rights which they think should be guaranteed to everyone in this new country. (10 minutes)
<b>Step 3</b>	Ask participants to share and discuss their lists within their smaller group and select a list of 10 rights which their whole group thinks is important. Ask each group to give their country a name and to write their 10 chosen rights on the flipchart. (30 minutes)
<b>Step 4</b>	Have each smaller group present their list to the whole group. As they do this, make a "master list" which should include all the different rights from the group lists. Some rights will be mentioned several times. Write them on the master list once and tick them each time they are repeated. Once all the groups have presented their lists, identify with the whole group the rights on the master list which overlap or contradict one another. Can the list be rationalized? Can some similar rights be grouped together? (20 minutes)
<b>Step 5</b>	When the master list is completed, compare it to the Simplified Version of the Universal Declaration of Human Rights. Ask participants about differences and similarities between your list and the UDHR. Use the following questions to draw out the learning points: (20 minutes) <ul style="list-style-type: none"> <li>• Did your ideas about which rights were most important change during this activity?</li> <li>• How would life be if we excluded some of these rights?</li> <li>• Are there any rights which you now want to add to the final list?</li> <li>• Did anyone list a right themselves, at the very beginning, which was not included in any of the lists?</li> <li>• Why is it useful for us to make such a list?</li> <li>• Do you think the situation in our country has affected your choices of rights? Why? Why not</li> </ul>

Source of the activity: based on

[https://www.multiplusproject.com/app/download/11172154283/IO3\\_Handbook\\_EN.pdf](https://www.multiplusproject.com/app/download/11172154283/IO3_Handbook_EN.pdf)



# Hot Air Balloon



<p><b>Learn how to debate with no prior knowledge on a topic</b></p>
<p><b>Express and share opinions and ideas with your peers</b>  <b>Reach a common agreement among small and bigger groups</b></p>
<p><b>Allowing young people from different backgrounds and life paths to express and defend their ideas and opinions</b></p>

## 1. Activity preparation

	Intermediate		1 to 2
	20 minutes		No adaptation needed
	Outdoors or Indoors		No equipment needed <ul style="list-style-type: none"> <li>• If available : a white/black/paper board and a pen</li> </ul>
	3 to 15		

## 2. Plan of the activity

### For Participants:

<b>Step 1</b>	<p>Depending on the size of the group: participants either play on their own (3 to 5 participants), or form small groups (3-4 groups is ideal, with 3 to 5 people per group).</p> <p>During 5 minutes, each group discusses and chooses among them one personality that they think should board the hot air balloon.</p> <p>Once all groups are ready, each group presents to the others which personality they have picked.</p>
<b>Step 2</b>	<p>During 5 minutes, participants in each group think together of 2-3 reasons and arguments to defend their personality and why they should stay in the hot air balloon more than the others. Then, each group presents their arguments to each other. Once each group has spoken, they discuss and debate all together. They then have a vote, raising hands, to decide which personality should leave the hot balloon. A group cannot vote for its own personality at this stage.</p>

<b>Step 3</b>	The process of eliminating personalities one by one continues until there is only one personality left in the hot air balloon. This group wins the activity. Groups can have a couple of minutes between each round to think up of new arguments to defend their personality and feed the debate before the vote.
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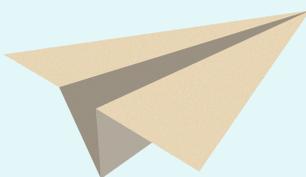
## For Facilitators:

The facilitator can choose beforehand a theme for the hot air balloon. This theme could help to introduce an activity planned after this one.

**Example 1:** You are running a daily programme on women rights. You could ask the groups to select personalities that best represent women in power, or people who they think have played an active role in fighting for women's rights.

**Example 2:** You are working with young people on the topic of biodiversity and endangered species. You could ask the groups to select animals, or specifically endangered species.

<b>Step 1</b>	Explain that a hot air balloon is about to leave the ground, and that it can only bring along a small selection of exclusive personalities. Ask each group to choose among them one personality that they think should go in the hot air balloon. If available, draw on the board a hot balloon and the personalities in it.
<b>Step 2</b>	Announce that the hot air balloon is too heavy, and that a personality has to leave. Make sure each group can share their arguments, handle the debate and the vote between groups to pick the personality that has to leave the hot air balloon. If available, cross off or wipe off the personality on the board.
<b>Step 3</b>	Make sure each round runs smoothly.



Source of the activity: Based on Guide de l'animateur-riche, Parlement Européen des Jeunes - France

# Privileges

<p><b>Recognise the strengths, opportunities, resources, and obstacles embedded in our life and our background</b></p>
<p><b>Reflect on the differences that exist between young people from different backgrounds, cultures, religions,...</b></p>
<p><b>Comprehend the perspectives and obstacles faced by young people and refugees</b></p>



## 1. Activity preparation

	Intermediate		1
	45 minutes		No adaptation needed
	Outdoors or Indoors		<ul style="list-style-type: none"> <li>• Space</li> <li>• List of statements (see 3. Extra Content)</li> </ul>
	0 to 50, no limit!		

## 2. Plan of the activity

### For Participants:

<b>Step 1</b>	Participants stand in a line in front of the facilitator.
<b>Step 2</b>	The facilitator reads the statements (see 3. Extra Content). In case the participant's answer to a statement is yes, he/she takes one step forward. If the answer is no, he/she takes one step back.
<b>Step 3</b>	Some participants will end up near the facilitator: those participants had better opportunities embedded, while others will stay behind. Participants reflect on the activity together.

### For Facilitators:

<b>Step 1</b>	Prepare roles: participants can either represent themselves or a role that is given to them. Prepare the list of statements (see 3. Extra Content).
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<b>Step 2</b>	Explain the activity to the participants and read all the statements one by one.
<b>Step 3</b>	<p>Guide the reflection between participants, with the following questions:</p> <ul style="list-style-type: none"> <li>• How did you feel when you were stepping forwards or backwards?</li> <li>• How did you feel for yourself and for others at the end?</li> <li>• Were you aware of some of your own privileges?</li> </ul> <p>Make sure that participants respect each other during the reflection.</p>

### 3. Extra content

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#### List of statements:

- If your parents worked at night and at weekends to support your family, take one step back.
- If you can show affection for your romantic partner in public without fear of ridicule or violence, take one step forward.
- If you have ever been diagnosed with a physical or mental illness/disability, take one step back.
- If you came from a family with a supportive environment, take one step forward.
- If you have ever tried to change your speech or mannerisms to be popular, take one step back.
- If you were embarrassed about your clothes or your home while growing up, take one step back.
- If you can make mistakes and not have people attribute your behavior to flaws in your racial/gender group, take one step forward.
- If you can legally marry the person you love, regardless of where you live, take one step forward.
- If you or your parents have ever gone through a divorce, take one step back.
- If you felt like you had adequate access to healthy food growing up, take one step forward.
- If you are reasonably sure you would be hired for a job based on your ability and qualifications, take one step forward.
- If you feel comfortable with being emotionally expressive/open, take one step forward.
- If you were ever uncomfortable about a joke or a statement you overheard related to your race, ethnicity, gender, appearance, or sexual orientation but felt unsafe confronting the situation, take one step back.
- If you have ever been the only person of your race/gender/socio-economic status/ sexual orientation in a classroom or a workplace setting, please take one step back.
- If you took out loans for your education take one step backward.
- If you had a job during your high school and college years, take one step back.
- If you feel comfortable walking home alone at night, take one step forward.
- If you have ever traveled outside of your home country, take one step forward.
- If you have ever felt like there was an inadequate or non-accurate representation of your racial group, sexual orientation group, gender group, and/or disability group in media, take one step back.
- If you feel confident that your parents would be able to financially help/support you if you were going through a financial hardship, take one step forward.
- If you have ever been bullied or made fun of based on something that you can't change, take one step back.
- If there were more than 50 books in your house growing up, take one step forward.
- If your parents or guardians attended college, take one step forward.
- If you ever went on a family vacation, take one step forward.
- If you can buy new clothes or go out to dinner when you want to, take one step forward.
- If you were ever offered a job because of your association with a friend or family member, take one step forward.
- If one of your parents was ever laid off or unemployed not by choice, take one step back.

Source of the activity: based on *EXPERIENCE*



# Attention, Social Action!



**Present opinion and arguments in a factual manner, respecting all opinions**  
**Critically analyse information**  
**Plan and implement actions and events**  
**Learn about the regulations on the organisation of public gatherings**

**Raise awareness of refugee and migrant rights**  
**Taps into the enthusiasm of young people who want to change the world for the better**  
**Activity that can be implemented among a local community**

**Actively involve young refugees and immigrants in the creation of civic education activities**

## 1. Activity preparation

	Intermediate, Expert		1 to 2
	1h30		No adaptation needed
	Indoors or Outdoors		<ul style="list-style-type: none"> <li>• Board/Flipchart</li> <li>• Markers and pens</li> </ul>
	5 to 10		

## 2. Plan of the activity

### For Participants:

<b>Step 1</b>	All participants have a discussion on the problems connected with civil rights related to refugees and immigrants. They identify these and write them down on a board/flipchart.
<b>Step 2</b>	All participants vote to choose one social action that they will plan and develop as a group. They can justify why that idea was chosen.
<b>Step 3</b>	All participants engage in planning the social action, its scheduling in time and resources with group discussions, a joint determination of the next steps and final decisions. They can use the board/flipchart to save important information about their action plan.
<b>Step 4</b>	Selected participants present the action plan to the facilitator.

<b>Step 5</b>	All participants actively participate in the evaluation of the planned action, explaining what was difficult for them and what came easily.
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## For Facilitators:

An extremely important element of activist activities is to carry out an action that will engage refugees, immigrant or local communities. Real change begins with action! Thanks to this workshop, the activity for change undertaken by the group will be more effective. The person leading the activity should inspire participants to get involved and moderate the discussion, but in no case should criticize the young people's ideas.

<b>Step 1</b>	Propose to the whole group to organize their own social action. Encourage participants to come up with ideas for such an action. Write them down on a flipchart. (15 minutes)
<b>Step 2</b>	Once a large number of ideas have been placed on the board/flipchart, start a discussion between participants on the different social action ideas they have listed, the possibilities of implementation. The participants have to approve one as final for implementation, this could be done by voting. (20 minutes)
<b>Step 3</b>	<p>Once the best idea for a social action is chosen, it is time for the participants to determine what will be needed to carry out the action and what materials the group must have. Coordinate the work of young people with specific questions, direct them on how to go from the idea to its implementation in a given time. The following questions may be helpful:</p> <ul style="list-style-type: none"> <li>• What is the goal of the action? What do we want to achieve through it?</li> <li>• What materials will we need?</li> <li>• What can we borrow or rent from someone?</li> <li>• Do we have any funds? Can we obtain financial resources? What kind?</li> <li>• What kind of team do we have? How many people should be involved in this activity?</li> <li>• Who can be invited? (Guests/media/local community)</li> <li>• Does the implementation of the idea require any legal steps? From whom should we obtain the necessary permits? (From the management/police/city or commune office)</li> <li>• What will be the division of tasks among the people who will carry out the action?</li> <li>• How much time is needed to carry out the action?</li> </ul>
<b>Step 4</b>	When an action is planned, it is worth conducting an evaluation of the entire planning and implementation process with the group. Evaluation is an important element in the learning process, because it allows you to draw conclusions and correct actions based on the experience of the entire group. Ask the group to identify what they think are the strongest aspects of the action and those that might be problematic.

Source of the activity: based on <https://www.amnesty.org.pl/wp-content/uploads/2020/09/SCENARIUSZ-V.-SYTUACJA-UCHODZCOW-I-UCHODZCZYN-W-POLSCE-I-NA-SWIECIE.pdf>



# The Snowball Effect



**Learn to confront one's opinion with that of others  
Learn to cooperate in order to arrive at a common position**

**Reflect, Express an opinion, Cooperate**

**Allowing young people from different backgrounds and life paths to express and defend their ideas and opinions in a group**

## 1. Activity preparation

	Intermediate		1 to 2
	30-45 minutes		Choosing the question to run activity
	Outdoors or Indoors		<ul style="list-style-type: none"> <li>• Pens</li> <li>• Paper sheets/Post-its</li> <li>• Chairs (optional)</li> </ul>
	8 to 30		

## 2. Plan of the activity

### For Participants:

<b>Step 1</b>	<p><b>The snowball takes shape... (20-25 minutes)</b></p> <p>After the facilitator has asked the question for the activity, participants all individually take 5 minutes to work out an individual answer to it, and to write it down on the paper/post-its (they are all mini snowballs).</p> <p>Participants then pair up. Each pair then has 5-10 minutes to pool their individual thoughts, and identify similarities and differences. Each pair must then agree on a new common answer (each pair is a medium sized snowball), and write it together on a new piece of paper/post-it.</p> <p>The pairs are then re-grouped to form large groups of 4 or 6 participants, and the same process of sharing answers, developing a new common answer and writing it down on paper/post-it resumes (each large group is now a big snowball).</p>
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<b>Step 3</b>	<p><b>Now let's share! (10-20 minutes)</b></p> <p>Finally, each large group chooses one or two spokespersons to present their answer to the whole group. Time should be taken to collectively identify and discuss similarities and differences between the answers of the different large groups.</p> <p>On the basis of these exchanges, participants establish a final common answer to the question, and can validate it collectively (the whole group is the large, common, final snowball). The final validated common answer is written on a large piece of paper, or a board, or on a paper/online report to keep track of it. The snowball is complete!</p>
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## For Facilitators:

If needed, this activity can be used as an introduction to a bigger activity: the question asked by the facilitator can be used to define the subject of the next activity (e.g., what is cultural diversity, what is active citizenship, etc.).

<b>Step 1</b>	<p><b>Preparation</b></p> <p>For this activity, the facilitator and participants can be standing up, or sitting down on the ground (if outdoors), or on chairs (if indoors). The chairs will be moved along during the activity.</p>
<b>Step 2</b>	<p><b>The snowball takes shape... (20-25 minutes)</b></p> <p>Ask a question to all the participants. Then immediately asks each participant to take 5 minutes to work out an individual answer to the question, and hand out pens and paper/post-its to the participants.</p> <p>Walk around the participants, and stop to help for a minute or two participants who are struggling to find an answer. Then help the participants form the pairs and then the groups of 4 or 6 participants.</p> <p>Here are examples of questions:</p> <ul style="list-style-type: none"> <li>• What is cultural diversity?</li> <li>• What is active citizenship?</li> <li>• What is European identity?</li> </ul> <p>The idea is to have a question on a broad topic, allowing multiple and varied answers among participants, fostering debate.</p>
<b>Step 3</b>	<p><b>Now let's share! (10-20 minutes)</b></p> <p>Help the spokesperson share the answers of both groups. Then, make sure to run the discussion between both groups smoothly, allowing all participants to take turns in speaking. Make sure the validation process is done collaboratively between all participants. This validation can be either informal, with all participants directly agreeing to the common answer, or formal, by using a hand vote of all participants.</p>

Source of the activity: Based on Les Animations du PEJ-France, Parlement Européen des Jeunes - France



# Decide

<p><b>Understand the importance of comprehensive information</b>  <b>Avoid having prejudices</b></p> 
<p><b>Don't judge! Negotiate! Convince!</b></p>
<p><b>Help deconstruct prejudices on people with very different life stories</b></p>

## 1. Activity preparation

	Intermediate		1
	45 minutes		No adaptation needed
	Outdoors or Indoors		<ul style="list-style-type: none"> <li>• Paper</li> <li>• Board</li> <li>• Candidates (see 3. Extra Content)</li> </ul>
	0 to 50, no limit!		

## 2. Plan of the activity

### For Participants:

<b>Step 1</b>	Participants sit down, and the facilitator hangs on the board pieces of papers with one sentence written on each of them, describing a candidate (see list of candidates in 3. Extra Content) on the board.
<b>Step 2</b>	After having heard the facilitator's story, participants have to decide all together on the order of candidates who will be given the heart and saved.
<b>Step 3</b>	After the joint decision, participants discover new information describing each candidate from another point of view.
<b>Step 4</b>	Based on the two descriptions for each candidate, the participants have to determine the order of candidates again. Once the order is determined, participants reflect on the activity with the facilitator.

## For Facilitators:

<b>Step 1</b>	Prepare the pieces of paper, using the information on Candidates (see 3. Extra Content). Make one piece of paper per candidate. Write on one side of the paper the first information on each candidate, then the second information on the other side. Hand the papers on the board, with the first information showing.
<b>Step 2</b>	Explain the following story to the participants: they are surgeons and have one heart for transplantation, but different candidates need the heart operation. Invite participants to rank in order the candidates for the operation based on the first information available to participants.
<b>Step 3</b>	Reveal to participants the second information on each candidate, by turning over the sheets of paper. Invite them to determine the order of candidates again.
<b>Step 4</b>	Guide the reflexion with the following questions: <ul style="list-style-type: none"> <li>• How did you enjoy the negotiation process?</li> <li>• How do you feel about the decisions made by you and in the group?</li> </ul>

## 3. Extra content

### Candidates:

First Information on the candidate	Second information on the candidate
36 year old single man, professional surgeon.	Is aggressive and beats his wife.
12 years old child, prodigy in music.	Intensively bullies her mates.
42 years old man, father of 2 under aged children.	Alcoholic and risks the childrens' lifes daily.
15 years old pregnant teenage girl.	Works at night to help her mother financially.
17 years old girl working as a waitress, has an autoimmune disease.	Takes care of her siblings, because they lost their parents in a car accident.
35 years old priest, helping people in need.	Kleptomaniac.
39 years old researcher, who needs 1-2 months to find the cure for a cancer.	Killed 9 people and hundreds of animals during his research.

Source of the activity: based on SALTOYOUTH



# Recipe for Assembly



**Reflect on the multitude of forms, methods and means serving freedom of assembly**

**Attempt to create one's own assembly  
Analyse the different types of assemblies**

**Influence active participation of young people in civil society  
Learn what assemblies are, why they are organized, and how they can mobilize young people to fight for their rights as well as show social disobedience**

**Offer a combination of knowledge and practice, and a method of learning by doing  
Inform about one of the rights of a citizen and equip young refugees with knowledge about how democracy works**

## 1. Activity preparation

	Intermediate, Expert		1 to 2
	1h30		No adaptation needed
	Indoors or Outdoors		<ul style="list-style-type: none"> <li>• Sheets of paper</li> <li>• Flipchart</li> <li>• Markers and pens</li> </ul>
	3 to 6		

## 2. Plan of the activity

### For Participants:

<b>Step 1</b>	Participants take part in a discussion about associations with public assemblies - using knowledge and individual experiences to do so.
<b>Step 2</b>	Each participant writes down the purpose of their imaginary assembly, where and how it would take place, why, and how many people they would like to see there.
<b>Step 3</b>	A few participants (3-4) will present the assembly they have invented.

<b>Step 4</b>	Participants actively evaluate the planned action, explaining what was difficult for them and what came easily.
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## For Facilitators:

<b>Step 1</b>	Ask the participants what they associate with the term "freedom of assembly". Ask if they can think of an example of such an event. Perhaps one of the participants has participated in an assembly. Perhaps they would like to share their experience. (15 minutes)
<b>Step 2</b>	Inform the participants that in a moment they will be planning their own assembly. Ask participants to imagine an assembly which they would like to organize. Have them write down on paper the main information about this assembly. (20 minutes)
<b>Step 3</b>	When everyone has finished their work, ask willing participants to present their findings. (20 minutes)
<b>Step 4</b>	Summarize the activity by saying the following: "Freedom of assembly provides a great deal of opportunity-possibilities. There is no single formula for an assembly. It is a space of freedom, so no one has the right to limit it. It is possible to create small, spontaneous assemblies, you can organize marches of thousands of people, sad or joyful. Freedom of assembly is only limited by not harming others." (10 minutes)
<b>Step 5</b>	Evaluate the activity with the participants, asking the following questions: (15 minutes) <ul style="list-style-type: none"> <li>• How did you enjoy the exercise?</li> <li>• What new things did you learn?</li> <li>• What surprised you?</li> <li>• Why is it important to exercise this right of freedom during assembly?</li> <li>• What should be kept in mind during an assembly?</li> <li>• How to ensure your own safety and the safety of others during assemblies?</li> </ul>



Source of the activity: based on <https://www.amnesty.org.pl/wp-content/uploads/2023/04/Twoj-glos-ma-moc-podrecznik-do-pracy-z-mlodzieza.pdf>

# Reflect, Propose, Debate!



<b>Practice debating skills</b>
<b>Reflect, Express an opinion, Debate, Vote</b>
<b>Allowing young people from different backgrounds and life paths to express, defend and vote on their ideas and opinions in a group, and vote democratically to find collective solutions</b>

## 1. Activity preparation

	Intermediate		1 to 2
	45-60 minutes		Choosing the problem to run activity
	Outdoors or Indoors		<ul style="list-style-type: none"> <li>• Pens</li> <li>• Paper sheets</li> <li>• 1 larger paper sheet (optional)</li> <li>• Computers (optional)</li> </ul>
	6 to 30		

## 2. Plan of the activity

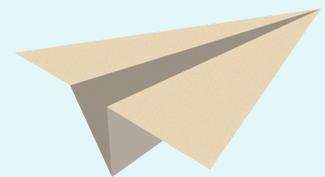
### For Participants:

<b>Step 1</b>	<p><b>Discussions and reflections (20-25 minutes)</b></p> <p>Participants are divided into several small groups. Each group is given the same problem and 20 minutes to come up with solutions. If possible, participants can write the solutions on paper (one solution on one sheet of paper), or on a computer.</p>
<b>Step 2</b>	<p><b>Debate (15-20 minutes)</b></p> <p>Participants all get together. Each group presents the different solutions they have come up with, and their solution is put up to debate: all participants can participate. If possible, the solutions written on pieces of paper, or the computer, are shown one by one, to help the debate.</p>

<b>Step 3</b>	<p><b>Voting (10-15 minutes)</b></p> <p>Once the debate is over, it's time to vote! Voting is by show of hands. A solution is accepted if it obtains a majority in both groups: the facilitator counts the votes.</p>
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## For Facilitators:

<b>Step 1</b>	<p><b>Discussions and reflections (20-25 minutes)</b></p> <p>Explain to all participants that they will all be working in groups on a problem. Divide participants into several small groups (at least 3-4 participants per group). Each group is given the same problem and 20 minutes to come up with solutions.</p> <p>You can go around the different groups, checking that they are concentrating on their solution finding task, helping them out if they need it, explaining words of vocabulary...</p>
<b>Step 2</b>	<p><b>Debate! (15-20 minutes)</b></p> <p>Bring the groups together. Make sure to run the debate smoothly, and invite all participants to take turns to react to a proposal. You can also invite each group to share their solutions in turns.</p>
<b>Step 3</b>	<p><b>Voting (10-15 minutes)</b></p> <p>Counts the votes for the final vote of the activity.</p> <p>If possible and needed, write the voted solutions on one large piece of paper, or on a paper/online report to keep track of it.</p>



Source of the activity: Based on Les Animations du PEJ-France, Parlement Européen des Jeunes - France

# Europe in 4 Corners

**Start a debate on each person's conceptions of Europe**  
**Learn about European values, European institutions**

**Reflect and express perceptions and conceptions of Europe and the European Union, especially for young refugees who are living in the first time in Europe**

**Allowing young people from different backgrounds and life paths to express and defend their ideas and opinions on Europe and the European Union**



## 1. Activity preparation

	Novice		1 to 2
	20-30 minutes		Choosing the questions to ask during the activity (different suggestions available)
	Outdoors or Indoors		<ul style="list-style-type: none"> <li>• 4 "corners" in a room, or 4 objects in a outdoor space</li> <li>• List of questions with their answers for the facilitator</li> </ul>
	10 to 30		

## 2. Plan of the activity

### For Participants:

<b>Step 1</b>	For each question asked by the facilitator, the participants place themselves in a corner of the room according to their answer. The participants in each corner can take 2-3 minutes to discuss between each other why they chose this particular corner, and come up with at least 2-3 reasons to explain their choice. Then, at least one person from each corner speaks up, after being asked by the facilitator, and explains why they chose this corner, and gives 2-3 reasons for this choice.
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### For Facilitators:

<b>Step 1</b>	Make it clear to participants that there are no right or wrong answers to the questions asked during the activity, and explain that each participant must place themselves according to their own opinion.
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<b>Step 2</b>	<p>You will be asking a couple of questions during the activity. For each question, ask the question out loud and invite participants to place themselves in a corner of the room according to their answer. Once participants have discussed 2-3 reasons to explain their choice of corner, invite at least one person from each corner to speak up and explain why they chose this corner.</p> <p>Examples of questions:</p> <p><b>1. The word “Europe” makes you think of...</b></p> <ul style="list-style-type: none"> <li>- A geographical continent</li> <li>- A multitude of countries and languages</li> <li>- The European Union</li> <li>- Events (European Football Championship, Eurovision, etc.)</li> </ul> <p><b>2. What's the most important thing about the European Union for you?</b></p> <ul style="list-style-type: none"> <li>- Freedom of movement</li> <li>- Peacekeeping</li> <li>- Cultural diversity</li> <li>- Democracy</li> </ul> <p><b>3. Which of the following European Union institutions is the most important to you?</b></p> <ul style="list-style-type: none"> <li>- European Parliament</li> <li>- European Commission</li> <li>- European Central Bank</li> <li>- European Court of Justice</li> </ul> <p>The facilitator can adapt the number of questions asked to the group, according to the timing of the activity, and the length of the exchanges between participants. It is advised to have 3-4 questions.</p>
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### 3. Extra content

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The questions can be adapted to suit the audience. The basic questions can be used as inspiration for new ones. If the facilitator wants to tackle a particular theme, the questions can be changed. Here are extra questions:

**4. What bothers you most about the European Union?**

- Loss of national autonomy
- Not enough border controls
- Lack of unity between member states
- My country pays too much for the EU

**5. What will the European Union's borders be like in 2040?**

- The European Union will no longer exist
- EU and Balkan countries ( Serbia, Bosnia-Herzegovina, Macedonia ... )
- EU of 26 countries or less
- EU and Turkey

*Source of the activity: Based on Guide de l'animateur-riche, Parlement Européen des Jeunes - France*



# Storytelling and Role-Playing (RPG) Workshop: “Creating Our Future”

<p><b>Promote creative problem-solving and empathy by embodying diverse community roles</b></p>
<p><b>Encourage collaboration and communication in a team setting</b></p>
<p><b>Help understanding of civic responsibilities and the importance of trust in community building</b></p>

## 1. Activity preparation

	Intermediate	 <p>Adjust scenarios based on participant demographics or themes relevant to your region</p>
	2h00	
	Indoors (Large room)	
	10 to 40	
	2	
		 <ul style="list-style-type: none"> <li>• Tables and chairs arranged for group discussions</li> <li>• Printed character sheets</li> <li>• Pre-written scenario scripts or prompts</li> <li>• Flip charts and markers</li> <li>• Sticky notes for brainstorming</li> </ul>

## 2. Plan of the activity

### For Participants:

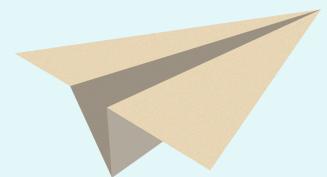
<b>Step 1</b>	<p><b>Introduction (10 minutes)</b></p> <p>Facilitators introduce the theme of "Building a New Community and explain the purpose of the activity: exploring civic roles and responsibilities.</p>
<b>Step 2</b>	<p><b>Forming Groups and Setting Context (15 minutes)</b></p> <p>Participants are divided into groups of 4-6 people. They each receive a character sheet (e.g., a teacher, doctor, young student). Facilitators provide a brief introduction to the scenario (e.g., a new town is being formed, and the participants must collaborate to build it).</p>



<b>Step 3</b>	<b>Developing Characters and Storylines (20 minutes)</b> Each participant fleshes out their character's backstory and role in the community. The groups brainstorm on community challenges and initial goals.
<b>Step 4</b>	<b>Role Playing (40 minutes)</b>
<b>Step 5</b>	<b>Presentation (15 minutes)</b> Groups present their community solutions and how they overcame challenges.

## For Facilitators:

<b>Step 1</b>	<b>Preparation</b> Create character templates that include motivations, strengths, and potential conflicts. Write scenarios that reflect realistic challenges (e.g., a disagreement over resource allocation).
<b>Step 2</b>	<b>During the Activity</b> Encourage creativity and ensure all participants are actively engaged. Offer supportive guidance when groups face difficulties.
<b>Step 3</b>	<b>Reflection and Debriefing</b> Ask the following questions: <ul style="list-style-type: none"> <li>• What role did you play, and how did you feel embodying that character?</li> <li>• What challenges did your group face, and how did you resolve them?</li> <li>• What lessons can you apply to real-world community building?</li> </ul>



*Source of the activity: This workshop was invented by mixing various techniques and knowledge.*

# Card Games

Bring young people and young refugees closer to some of the problems that can arise when one finds himself/herself in a multicultural and multilingual environment

**Don't judge! Negotiate! Convince!**

**Connection with DiverCity project**

## 1. Activity preparation

	Intermediate		1
	1h00		No adaptation needed
	Indoors		<ul style="list-style-type: none"> <li>• 4 packs of French playing cards (cards from 9 to Ace)</li> <li>• Rules (see 3. Extra Content)</li> </ul>
	16 to 35		

## 2. Plan of the activity

### For Participants:

<b>Step 1</b>	Participants are divided into several groups, with 4-5 people per group.
<b>Step 2</b>	Participants have about 4 minutes to practice the card game at their table. All card games should be played 100% silently, on all tables.
<b>Step 3</b>	All groups play their card game for 5 minutes at their first table. After 5 minutes, the games stop, the winner of each table moves to the table on the right and the loser to the table on the left. The others remain at the table they were at. The card games at each table continue to be played in total silence.
<b>Step 4</b>	At the end of the game, an evaluation is made with all participants and the facilitator on the ease or difficulties encountered during the activity.

## For Facilitators:

<b>Step 1</b>	Prepare the rules for each table (see 3. Extra Content). Prepare the tables, with the decks of cards and rules.
<b>Step 2</b>	Explain the activity. At the end of the first round and when participants rotate, they will find out that at the new table, the rules of the game are different and that they cannot communicate verbally with their fellow players.
<b>Step 3</b>	This situation leads to misunderstandings and moments of frustration that the participants will have to solve without communicating verbally. Make sure to control that participants do not speak verbally.
<b>Step 4</b>	Guide the reflexion with the following questions: <ul style="list-style-type: none"><li>• How did you feel on the first table? When you went to new tables?</li><li>• How did you manage to communicate (or not!) with the other participants on the different tables?</li></ul>

## 3. Extra content

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### Rules for the card games on the 4 different tables:

#### Table 1

The entire game must take place in complete silence. Each player must only throw down one card per round. The card you start with defines the suit of the round. The person to the right of the dealer starts the round. In the same suit, the card with the highest value beats the cards with the lowest value. The diamonds are worth more than the rest of the suits (so the Ace of diamonds would beat the 9 of clubs). Whoever wins the trick keeps it until the end of the game.

#### Table 2

The entire game must take place in complete silence. Each player must only play one card per round. The card you start with defines the suit of the round. The person to the right of the dealer starts the game. In the same suit, the highest-valued card beats the lowest-valued cards. Hearts are worth more than the rest of the suits (so the Ace of diamonds would beat the 9 of clubs). Whoever wins the trick keeps it until the end of the game.

#### Table 3

The entire game must take place in complete silence. Each player has to throw only one card per round. The card you start with defines the suit of the round. The person to the right of the dealer starts the round. In the same suit, the highest value card beats the lowest value cards. Aces are the highest cards of the suit. Whoever wins the trick keeps it until the end of the game.

#### Table 4

The entire game must take place in complete silence. Each player must only throw down one card per round. The card you start with defines the suit of the round. The person to the right of the dealer starts the game. In the same suit, the highest value card beats the lowest value cards. Aces are the highest cards of the suit. Whoever wins the trick keeps it until the end of the game.

Source of the activity: based on EXPERIENCE



# Against Discrimination and Intolerance

<p>Understand how prejudices, stereotypes, beliefs are formed</p> <p>Develop skills of tolerance and acceptance of others</p> <p>Identify positive and negative effects of diversity in society</p> <p>Learn constructive ways to oppose manifestations of discrimination</p> <p>Notice positive and negative aspects brought by other cultures and backgrounds</p>
<p>Discover mechanisms of social discrimination and acceptance</p> <p>Understand better the social phenomena that refugees encounter in their daily life</p> <p>Show that the right democratic attitude is an open society and respect for diversity</p>
<p>Take on different social roles in relation to discrimination and acceptance, which triggers creativity and reflectiveness, while using theatre techniques</p> <p>Empowers through the learning by doing method</p>

## 1. Activity preparation

	Intermediate, Expert		No adaptation needed
	1h10		<ul style="list-style-type: none"> <li>Cardboard crowns with the following inscriptions: elderly man; war refugee; priest; policeman; gay man; Christian woman; dark-skinned man; blonde woman in a mini; obese man; pregnant woman</li> <li>Sheets of paper</li> <li>Flipchart</li> </ul>
	Indoors or Outdoors		
	10 to 12		
	1 to 2		

## 2. Plan of the activity

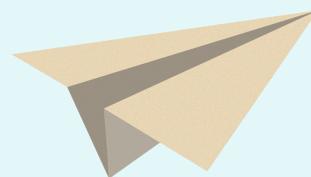
### For Participants:

<b>Step 1</b>	Participants take an active part in the simulated scenes. Each participant should play the role of the person in the crown at least once, be an "Attacker" and a "Defender".
<b>Step 2</b>	After all simulations have been completed, participants should speak honestly and freely about how they felt during the exercise, what they found difficult and what brought them joy.

<b>Step 3</b>	At the end, each participant reflects on what should be done to make the society they live in open and tolerant. They write down their ideas on a piece of paper.
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## For Facilitators:

<b>Step 1</b>	Ask participants to form a circle, then count them off one by one from 1 to 10. Divide participants into two groups: "Attackers" (2,3,4,5) and "Defenders" (6,7,8,9,10) according to numbers. The person with the number 1 will be the character in the crown. (5 minutes)
<b>Step 2</b>	Give a crown to participant number 1 for his head with the inscription of who he is. He/She does not know who he/she is (he/she is not allowed to read it!). He/She stands in the middle of the room and does not say anything. Standing opposite, the "Attackers" group behaves as intolerant, discriminating people towards this character. The "Defenders" group has to defend participant 1 and encourages him/her to join their group. They have to list the positive qualities of this character. When participant 1 decides that she wants to join the Defender Group, he/she has to guess who he/she is and say what convinced her to join them. Only then can she see the writing on the crown. (7 minutes)
<b>Step 3</b>	A change takes place. A participant from the 'Attackers' group gets another crown. One participant from the 'Defenders' group moves to the 'Attackers'. Repeat until all participants have played the role of the person in the crown (5 minutes per number of roles).
<b>Step 4</b>	After 10 rounds, sum up the exercise by asking questions to the participants: (15 minutes) <ul style="list-style-type: none"> <li>• How did they feel during the exercise?</li> <li>• What did they want to do, say during the exercise?</li> <li>• What was unpleasant for them?</li> <li>• What did they learn during these scenes?</li> </ul>
<b>Step 5</b>	Ask participants what message should go out to society to be open to diversity. Ask them to write their proposals on sheets of paper, then put them on a flipchart. Summarise the answers. (15 minutes)



Source of the activity: based on

<https://www.amnesty.org.pl/wp-content/uploads/2016/06/Odkryj-sile-podrecznik.pdf>



# Art & Culture activities

# Role-Playing and Social Theatre Workshop

Use theatre and role-playing techniques to help manage emotions, build self-esteem, develop leadership and communication skills  
 Improve self-confidence and public speaking abilities, via everyday simulations, including job interviews  
 Foster self-expression and increase self-awareness through interactive exercises and improvisation

Equip young refugees with skills such as leadership, effective communication, and self-expression, enabling them to participate more actively in their communities  
 Enhance ability to navigate social structures and integrate more confidently into civic life, by practicing role-playing in real-world scenarios like job interviews

Promote inclusion, personal development, civic participation through social theatre

## 1. Activity preparation

	Intermediate
	2h00
	Indoors (spacious room for movement)
	5 to 24
	1 to 3



Adaptation needed based on participants' level of comfort with theatre techniques and language



- Chairs
- Open space for movement
- Notebooks and pens for reflective notes
- Props for role-playing (optional: briefcases, office supplies for job interview simulation)
- Small whiteboard/flipchart

## 2. Plan of the activity

### For Participants:

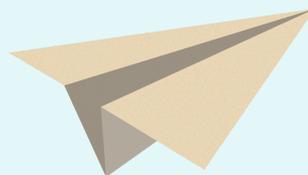
<b>Step 1</b>	<p><b>Introduction and Icebreaker (15 minutes)</b></p> <p>The facilitator introduces the goals of the workshop: building self-esteem, managing emotions, and improving communication skills through role-playing and theatre techniques.</p> <p>Participants engage in an icebreaker activity, such as a name-game or a simple improvisation exercise, to loosen up and create a comfortable, open environment.</p>
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<p><b>Step 2</b></p>	<p><b>Emotion Management and Self-Expression Exercises (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Participants will be guided through an emotional awareness exercise, where they identify and express emotions using body language and facial expressions.</li> <li>• Each participant will be asked to act out an everyday emotional scenario (e.g., feeling nervous, excited, or frustrated) and practice managing these emotions.</li> <li>• The group will reflect on how these emotions manifest in real-life situations and discuss strategies for managing them.</li> </ul>
<p><b>Step 3</b></p>	<p><b>Role-Playing Everyday Situations (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• The facilitator will introduce a series of common everyday situations (e.g., meeting new people, handling stress at work, or asking for help).</li> <li>• Participants, in pairs or small groups, will role-play these situations, practicing effective communication and leadership skills. They will focus on how to express themselves clearly and confidently.</li> <li>• Step 3: After each role-play, the group will discuss what worked well and what could be improved, providing supportive feedback to each participant.</li> </ul>
<p><b>Step 4</b></p>	<p><b>Job Interview Simulation (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Participants will be divided into pairs, with one acting as the interviewer and the other as the interviewee. They will simulate a job interview scenario, focusing on body language, verbal responses, and self-presentation.</li> <li>• The facilitator will guide the group through common interview questions, offering tips on how to answer confidently and manage nervousness.</li> <li>• Participants will switch roles, giving everyone a chance to experience both sides of the interview process.</li> </ul>
<p><b>Step 5</b></p>	<p><b>Final Reflection and Empowerment (25 minutes)</b></p> <p>The workshop will conclude with a group discussion on how theatre techniques and role-playing can increase self-awareness and help manage emotions in challenging situations like job interviews.</p> <p>Participants will be encouraged to share their experiences during the workshop and reflect on how they can apply the skills they've learned in real-life scenarios.</p> <p>The facilitator will emphasize the importance of leadership, self-confidence, and effective communication as tools for civic engagement and personal growth.</p>

## For Facilitators:

<p><b>Step 1</b></p>	<p><b>Preparation of materials (before the workshop)</b></p> <p>Arrange chairs in a circle or semi-circle to create a comfortable, open space for participants.</p> <p>Prepare role-playing scenarios and job interview questions in advance.</p> <p>Ensure there are props available for the role-play and simulation exercises.</p>
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<p><b>Step 2</b></p>	<p><b>Introduction and warm-up (15 minutes)</b>          Introduce the goals of the workshop and explain how theatre and role-playing will be used as tools for learning.          Lead participants through an icebreaker activity to build a sense of community and trust.</p>
<p><b>Step 3</b></p>	<p><b>Guiding emotion management and self-expression (20 minutes)</b>          Help participants express emotions through body language and facial expressions.          Provide feedback and encourage reflection on how emotions are managed in everyday life.</p>
<p><b>Step 4</b></p>	<p><b>Supervision during role-play and simulation (60 minutes)</b>          Monitor the participants as they engage in role-playing exercises, ensuring that everyone is participating and providing supportive feedback.          Offer tips during the job interview simulations to help participants improve their public speaking and self-presentation skills.</p>
<p><b>Step 5</b></p>	<p><b>Facilitation of final reflection and empowerment (25 minutes)</b>          Lead a group discussion on the importance of self-awareness, leadership, and communication in both personal and civic life.          Encourage participants to share their reflections and provide positive reinforcement for their progress during the workshop.</p>



*Source of the activity: This workshop draws on techniques from social theatre and role-playing to build communication, leadership, and emotion management skills, particularly for young refugees looking to enhance their civic participation.*

# Photography and Visual Storytelling Workshop

Express identities, stories, and social perspectives through photography  
 Enhance technical skills in photography, visual storytelling, and personal narrative  
 Empower women by boosting self-confidence and encouraging creative expression of their life journey

Engage in civic dialogue by sharing stories through photography, fostering social inclusion and active participation in one's communities  
 Promote the use of art as a tool for civic engagement, and enable to raise awareness of personal or socially relevant topics within the broader community

Foster creative expression, social inclusion  
 Empower marginalized groups, particularly women, through artistic and non-formal educational methods

## 1. Activity preparation

	Novice	 <p>Adjustments based on available cameras or mobile devices</p>
	2h00	
	Indoors or Outdoors (depending on the availability of space for photography, lighting, and equipment)	
	5 to 20	
	1 to 3	
		 <ul style="list-style-type: none"> <li>• Digital cameras or smartphones</li> <li>• Laptops/tablets for reviewing and editing photos</li> <li>• Notebooks for participants to draft their story ideas</li> <li>• A projector or large screen for group review and discussion</li> <li>• Lighting (if indoors)</li> <li>• Memory cards or USB drives for saving photos</li> </ul>

## 2. Plan of the activity

### For Participants:

<b>Step 1</b>	<p><b>Introduction to Visual Storytelling and Photography (15 minutes)</b></p> <p>The facilitator will introduce the concept of visual storytelling, explaining how photography can be used to express personal narratives and address social issues.</p>
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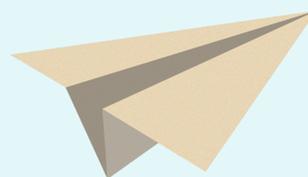
<b>Step 1</b>	Basic photography techniques will be explained, such as framing, composition, lighting, and focus. Participants will be encouraged to think about the story they want to tell through their photos, whether it's about their personal journey, identity, or a socially relevant issue.
<b>Step 2</b>	<p><b>Photography Exercise and Story Planning (15 minutes)</b></p> <p>Participants will take 5-10 minutes to think about the story they want to tell and plan how to capture it visually. They can draft their ideas in a notebook and discuss them briefly with the facilitator or peers for feedback.</p> <p>Each participant will be encouraged to choose a theme that reflects their personal experiences or a topic they care about (e.g., migration, identity, empowerment).</p>
<b>Step 3</b>	<p><b>Practical Photography Session (45 minutes)</b></p> <ul style="list-style-type: none"> <li>• Participants will go outside (or remain indoors) to take photographs that capture the theme or story they want to convey. They will be asked to take several shots, experimenting with angles, lighting, and composition.</li> <li>• As they take photos, the facilitator will provide guidance on how to enhance their shots, offering tips on framing, lighting, and how to tell a more compelling visual story.</li> <li>• After taking their photos, participants will select their top 3-5 images to share with the group.</li> </ul>
<b>Step 4</b>	<p><b>Group Review and Story Sharing (30 minutes)</b></p> <p>Participants will present their selected photographs to the group, explaining the story behind their images and the message they want to convey.</p> <p>The facilitator will encourage feedback from the group, fostering a discussion on how photography can be used as a tool for self-expression and civic engagement. The group will reflect on how visual storytelling can address larger social issues and raise awareness about topics relevant to their communities.</p>
<b>Step 5</b>	<p><b>Final Reflections and Empowerment (15 minutes)</b></p> <p>To conclude the workshop, the facilitator will lead a discussion on how photography can empower individuals, especially women, to take control of their narratives and express their identities.</p> <p>Participants will reflect on how they can continue using photography as a tool for personal expression and civic participation in their communities.</p>

## For Facilitators:

<b>Step 1</b>	<p><b>Preparation of materials (before the workshop)</b></p> <p>Ensure that all cameras, smartphones, digital tools are ready and fully charged.</p> <p>Prepare examples of powerful visual storytelling (such as impactful photo essays or social media campaigns) to inspire participants.</p> <p>Set up a space for participants to review and share their photos (e.g., using a projector or laptop).</p>
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<p><b>Step 2</b></p>	<p><b>Introduction and theme selection (15 minutes)</b>          Introduce the importance of visual storytelling and explain basic photography techniques. Help participants brainstorm ideas for their photo projects, offering support in shaping their narratives.</p>
<p><b>Step 3</b></p>	<p><b>Supervision during photography (45 minutes)</b>          Offer technical guidance and creative advice as participants take photos, helping them to explore different ways to express their stories through images.          Ensure all participants are engaged and understand how to use the equipment properly.</p>
<p><b>Step 4</b></p>	<p><b>Facilitation of group review (30 minutes)</b>          Encourage participants to share their photos and stories, guiding the group discussion to focus on how their visual narratives reflect their identities and life experiences.          Offer constructive feedback on how participants can further develop their storytelling and photography skills.</p>
<p><b>Step 5</b></p>	<p><b>Reflection and follow-up (15 minutes)</b>          Lead the group in reflecting on the empowerment that comes with telling one's own story through photography.          Suggest ways participants can continue to engage with photography in their daily lives, perhaps by documenting their communities or sharing their work through social media or local exhibitions.</p>



*Source of the activity: This workshop is inspired by the use of photography and storytelling as tools for empowerment and civic engagement, particularly for marginalized groups such as young refugee girls.*

# Cooking and Intercultural Dialogue Workshop



**Provide refugee youth with a platform to share culinary traditions and promote intercultural dialogue**  
**Develop teamwork, event management, and recipe creation skills, turning them into potential job opportunities in the food industry**  
**Foster organizational and interpersonal skills in a collaborative cooking environment**

**Engage actively in cultural exchange, by sharing culinary traditions, fostering social inclusion and mutual understanding within their local communities**  
**Practice teamwork, leadership, and civic engagement by organizing and managing a small-scale event, preparing young refugees for civic responsibilities and participation in local social events**

**Fostering diversity, inclusivity, and social cohesion by encouraging refugees to take an active role in their new communities**

## 1. Activity preparation

	Novice
	2h00
	Indoors
	5 to 15
	1 to 3
	Some adaptation needed



- Cooking utensils (pots, pans, knives, cutting boards)
- Basic kitchen equipment (stove, oven, sink)
- Ingredients for chosen recipes
- Serving dishes and utensils
- Table and chairs for the participants
- Pen and paper for recipe writing and event planning notes

## 2. Plan of the activity

### For Participants:

<b>Step 1</b>	<p><b>Introduction and Cultural Exchange (15 minutes)</b></p> <p>The facilitator will introduce the purpose of the workshop, highlighting the importance of intercultural dialogue through food.</p> <p>Each participant will briefly share a traditional dish from their culture, explaining its significance and the ingredients used.</p>
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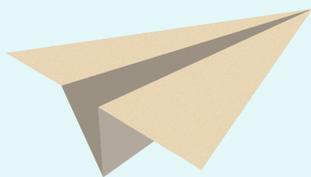


<p><b>Step 2</b></p>	<p><b>Team Setup and Recipe Selection (10 minutes)</b></p> <p>Participants will be divided into small teams, each tasked with preparing a dish. They will choose a recipe to make, combining ingredients and ideas from their different cultural backgrounds.</p> <p>The facilitator will guide them through creating a plan for preparing the dish within the available time, including assigning roles (cooking, chopping, plating).</p>
<p><b>Step 3</b></p>	<p><b>Cooking and Collaboration (45 minutes)</b></p> <ul style="list-style-type: none"> <li>• Each team will gather the necessary ingredients and start preparing their dish, working together and managing their time effectively. The facilitator will assist by providing cooking tips and ensuring safety in the kitchen.</li> <li>• Teams will collaborate to balance flavours, present the dish aesthetically, and manage the cooking process. This phase will enhance teamwork and communication as they coordinate tasks and solve problems together.</li> <li>• Teams will finish plating the dish, ensuring it's ready for serving. The facilitator will emphasize how this process can be connected to event management and catering.</li> </ul>
<p><b>Step 4</b></p>	<p><b>Event Management Simulation (20 minutes)</b></p> <p>After cooking, participants will practice basic event management skills by setting up a table for the meal, planning the serving order, and discussing how they would manage a larger event or catering service based on their experience during the workshop.</p> <p>Participants will reflect on how their culinary skills could be used to organize community meals or catering events.</p>
<p><b>Step 5</b></p>	<p><b>Sharing the Meal and Feedback (30 minutes)</b></p> <p>Participants will serve the dishes they've prepared, sharing the food in a communal meal. This will promote social interaction and deepen intercultural dialogue as they taste and discuss each dish.</p> <p>A feedback session will follow, where participants share what they've learned about teamwork, communication, and cultural exchange. The facilitator will guide the discussion towards the application of these skills in future civic and social engagements.</p>

## For Facilitators:

<p><b>Step 1</b></p>	<p><b>Preparation of materials (before the workshop)</b></p> <p>Gather all necessary cooking utensils, kitchen equipment, and ingredients. Prepare a list of easy-to-cook recipes that reflect a variety of cultural backgrounds.</p> <p>Set up the cooking stations and ensure safety precautions are in place (knives, stove safety, etc.).</p>
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<p><b>Step 2</b></p>	<p><b>Introduction and group setup (15 minutes)</b>          Explain the workshop's goals: promoting intercultural dialogue, teamwork, and civic engagement.          Help participants choose their teams and guide them in selecting a recipe that represents a fusion of their cultures.</p>
<p><b>Step 3</b></p>	<p><b>Supervision during cooking (45 minutes)</b>          Provide assistance during the cooking process, ensuring that participants are working together and managing their time well.          Offer guidance on kitchen safety and cooking techniques, and step in to help resolve any issues.</p>
<p><b>Step 4</b></p>	<p><b>Guiding event management skills (20 minutes)</b>          Lead the discussion on how the cooking experience translates into event management skills, such as planning, coordination, and presentation.          Offer suggestions on how participants could apply these skills in real-world situations like catering or community events.</p>
<p><b>Step 5</b></p>	<p><b>Feedback and evaluation (30 minutes)</b>          Encourage participants to share what they learned during the cooking process, emphasizing teamwork, cultural exchange, and civic participation.          Collect feedback on the workshop to improve future sessions.</p>



*ource of the activity: This workshop is inspired by intercultural and social inclusion practices, with a focus on using culinary traditions to foster civic engagement and teamwork skills.*

# Albatros

Deal with misunderstandings that can occur due to cultural differences and lack of communication



Don't judge! First get to know the culture

Connection with DiverCity project

## 1. Activity preparation



Intermediate



1h30



Outdoors or Indoors



10 to 40



2



No adaptation needed



- Dishes or bowls for hand washing
- Liquid to drink
- Food to eat
- Sheets or clothes for Albatrossian men and women
- Chairs
- Candles

## 2. Plan of the activity

### For Participants:

<b>Step 1</b>	The participants are divided into 2 groups. They can not see each other.
<b>Step 2</b>	<b>Group 1:</b> The participants are taught the rules of the Albatros culture. <b>Group 2:</b> The participants enter the room. The only information they are given beforehand is that they are now visiting a new culture as guests.
<b>Step 3</b>	<b>Group 1:</b> The participants perform under the rules of the Albatros culture (see 3. Extra Content). <b>Group 2:</b> The participants follow the instructions and see how the others act.
<b>Step 4</b>	First reflection: When the activity is over, all participants resume their seats. Now back in the language they are used to speaking, they analyse the activity.

<b>Step 5</b>	The meanings of the actions and performance are explained by the facilitators.
<b>Step 6</b>	Second reflection: All participants evaluate the activity together.

## For Facilitators:

<b>Step 1</b>	Divide the participants into 2 different groups.
<b>Step 2</b>	Explain to <b>Group 1</b> the performance, and tell them what <b>Group 2</b> has to do (see 3. Extra Content). Watch the performance.
<b>Step 3</b>	<p><b>First reflexion:</b> Guide it with the following questions:</p> <ul style="list-style-type: none"> <li>• What did you observe?</li> <li>• Did you notice anything in particular?</li> <li>• What happened?</li> <li>• How did the men feel?</li> <li>• How did the women experience their roles?</li> </ul>
<b>Step 4</b>	Explain the real meaning of the Albatros culture (see 3. Extra Content).
<b>Step 5</b>	<p><b>Second reflexion:</b> Guide it with the following questions:</p> <ul style="list-style-type: none"> <li>• Why did most of you immediately assume that the women were being discriminated against? (this is often the case - women feel obliged to work in the course of the game)</li> <li>• Do you believe that in a foreign country/culture you would feel like you felt in this game?</li> <li>• How can we try to find out what the underlying reasons for behaviour are if we are not sure that we are interpreting the behaviour correctly?"</li> </ul>

## 3. Extra content

### Albatros culture - Actions:

Here are the different actions in the culture that participants in **Group 1** have to implement:

**Communication:** There are 3 ways of communicating in the culture (which are not known to the participants at the beginning of the game):

- "Ssssssss!!!": negative signal, (for incorrect behaviour).
- "Mhmhmhmmmm!!!": positive signal (for correct behaviour).
- Clicking one's tongue: an order to do something.

**Taking position:** The female leader in the Albatros culture signals to the participants that the female participants should kneel on the floor just like her; the male participants should sit down on the chairs; the female participants should take off their shoes.



**Welcoming:** The male leader in the Albatros culture welcomes the other men by standing up and signalling to one man at a time to also stand up. Then the two men rub their knees together (right knee to right knee). The female leader welcomes the other women, by making them stand up one at a time and rubbing their legs with her hands from knee to toes.

**Drinking water:** The female leader walks around and offers water by holding the glass to the mouths of the men to let them drink, with the women she passes the glass to them and they drink themselves.

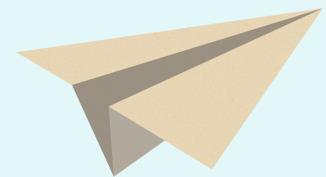
**Eating bread:** The female leader walks around and hands out the bread, by feeding directly the men and by passing the bread into the hands of the women to eat.

**Choosing a woman:** Afterwards, both the male and female leaders walk around and look at the feet of the individual women (they are signalled to stand up one at a time to have their feet inspected). The leaders choose the woman with the biggest feet and signal her to take her place (by kneeling) on the other side of the chair the male leader sits on.

**Hand on head:** The leader places his hands on the heads of the two women kneeling beside him and tilts their heads gently towards the floor. He motions to the other men to do the same to the women on their sides.

### **Albatros culture - Meaning:**

In the Albatros culture, the ground is considered holy. In the social hierarchy the women rank above men, therefore only women are allowed to touch the holy ground barefoot. The women are considered holy, too. The men must not touch what comes from the ground; therefore the men are fed by the women, whereas the women may touch the food and the water. A woman is chosen by the size of her feet. The honour to kneel beside the leader is given to the woman with the largest feet because she has the biggest area of contact with the holy ground. The bending of the heads is a sign of gratitude - in this way the men can come closer to the holy ground (by touching the women!).



*Source of the activity: based on EXPERIENCE*

# Reuse to Restart



**Develop craftsmanship skills with reused material (e.g., sewing, jewellery making, and creating decorative items) while fostering entrepreneurial abilities**  
**Equip with knowledge on managing a small business, pricing, marketing, and promoting products**

**Encourage self-reliance and entrepreneurship, promote social and economic integration of refugee youth**  
**Provide tools to participate in local markets and engage with the community**  
**Improve linguistic skills**  
**Raise awareness on recycling and upcycling**

**Foster diversity and inclusivity in civic education**

## 1. Activity preparation



Intermediate



2h00



Indoors or Outdoors



5 to 20



1 to 3



Adaptation needed based on available resources and participants needs



- Empty plastic bottles
- Fabric from old clothes (T-shirts, jeans, etc.)
- Recycled paper (newspapers, magazines)
- Buttons, beads or other small decorative items (optional)
- Scissors
- Glue (hot glue or vinyl)
- Thread or elastic for sewing
- Needle (if necessary)
- Small pliers (for possible hooks or clips)

## 2. Plan of the activity

### For Participants:

A step by step creation of a bracelet is provided, but it can be a different jewel if the class has more advanced skills or if the trainer has different materials.

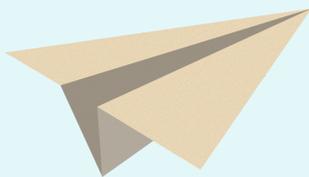
<b>Step 1</b>	Participants choose one base and some decoration material: a plastic circle base is possible, or one with old fabric. In this case, participants cut a fabric strip: they choose an old piece of clothing and cut a strip 1-2 cm wide. The length should fit around a wrist. If they want a thicker effect, they can also roll the fabric into a cord and secure it with a little glue along the inner edge.
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<p><b>Step 2</b></p>	<p>Participants add the main decoration to their bracelet.</p> <p><b>Paper beads:</b></p> <ul style="list-style-type: none"> <li>• Make the beads: Participants take recycled paper (newspapers or magazines). They cut long, thin strips (about 1 cm wide). They roll each strip tightly from the widest end, tightening as they go, until they form a bead shape.</li> <li>• Secure the bead: Once rolled, they glue the final edge of the paper to secure the bead. They can repeat this process to make several beads.</li> <li>• Make the holes: To string the beads onto thread, participants use a toothpick to make a hole through the center.</li> </ul> <p><b>Buttons or small decorative items:</b></p> <ul style="list-style-type: none"> <li>• If participants like buttons or other small items like bottle caps, they can glue them directly onto the base of the bracelet using hot glue, or sew them on with needle and thread if they are using fabric.</li> </ul>
<p><b>Step 3</b></p>	<p>Participants assemble and decorate the bracelet.</p> <ul style="list-style-type: none"> <li>• <b>With paper beads:</b> If participants have made paper beads, they can thread the sewing thread or elastic through the holes of the beads, alternating with buttons or small pieces of decorative fabric. Once they've strung enough to fit around their wrist, they can tie a secure knot or close with a clasp.</li> <li>• <b>With plastic:</b> If using plastic, they can glue the beads or other ornaments directly onto the plastic strip to decorate it. They can also tie colourful threads around the base for a more artistic effect.</li> </ul>
<p><b>Step 4</b></p>	<p>Participants close the bracelet with a simple closure.</p> <ul style="list-style-type: none"> <li>• <b>With thread or elastic:</b> Participants make a Simple knot. If they are using elastic thread, they can simply knot the ends once they've added all the decorations. For extra security, they can add a drop of glue to the knot.</li> <li>• <b>With plastic:</b> Participants use hooks or clasps. If using plastic or non-elastic fabric, they can create a closure by sewing or gluing a small hook or button to one of the ends. Another option is to make two small holes at the ends of the plastic strip and tie them with a piece of elastic thread.</li> </ul>

## For Facilitators:

<p><b>Step 1</b></p>	<p><b>Material preparation (before the workshop)</b></p> <p>Collect and prepare recycled materials such as plastic bottles, old clothes, newsprint, magazines, and buttons. Organise the necessary tools: scissors, needles, thread, glue, pliers, and other crafting tools.</p> <p>Create examples of bracelets to show participants.</p> <p><b>Plastic base:</b></p> <ul style="list-style-type: none"> <li>• Cut the bottle: Take an empty plastic bottle and cut a strip about 1-2 cm wide. The length should be enough to wrap around your wrist.</li> <li>• Smooth the edges: Use scissors to round off any sharp edges to prevent scratching the skin. You can also use light sandpaper to smooth the edges.</li> <li>• Shape the base: If the strip is too stiff, you can heat it slightly with a hair dryer or place it in hot water to make the plastic more flexible, allowing you to bend it easily into a circular shape.</li> </ul>
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<b>Step 1</b>	<p><b>With old fabric:</b></p> <ul style="list-style-type: none"> <li>• Cut a fabric strip: Choose an old piece of clothing and cut a strip 1-2 cm wide. The length should fit around your wrist.</li> <li>• Roll the fabric: If you want a thicker effect, roll the fabric into a cord and secure it with a little glue along the inner edge.</li> </ul>
<b>Step 2</b>	<p><b>Introduction and explanation (30 minutes)</b></p> <p>Welcoming and presentation of the participants. Introduce the concept of creative recycling and explain how the workshop will contribute to the development of practical and entrepreneurial skills.</p>
<b>Step 3</b>	<p><b>Supervision and support during creation (60 minutes)</b></p> <p>Help participants in the selection and preparation of materials. Provide clear instructions on how to cut, weave and decorate the bracelet, demonstrating techniques when necessary. Monitor participants and offer personalised suggestions to improve the design or solve technical problems.</p>
<b>Step 4</b>	<p><b>Discussion on branding and sustainability (15 minutes)</b></p> <p>Explain how to sell a recycled product while enhancing its story and positive impact on the environment. Suggest online sales platforms and local markets suitable for handicraft products.</p>
<b>Step 5</b>	<p><b>Feedback and conclusion (15 minutes)</b></p> <p>Coordinate the final discussion and group feedback. Evaluate the results and offer suggestions on how to improve entrepreneurial and craft skills.</p>



*Source of the activity: This workshop was invented by mixing various techniques and knowledge.*



Co-funded by  
the European Union



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*Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.*

# Activity sheets

to support civic education and  
encourage civic participation of  
young refugees in an  
extracurricular setting

2022-2-FR02-KA220-YOU-000101728



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MSK:



EUROPEAN YOUTH PARLIAMENT  
PARLEMENT EUROPÉEN DES JEUNES