



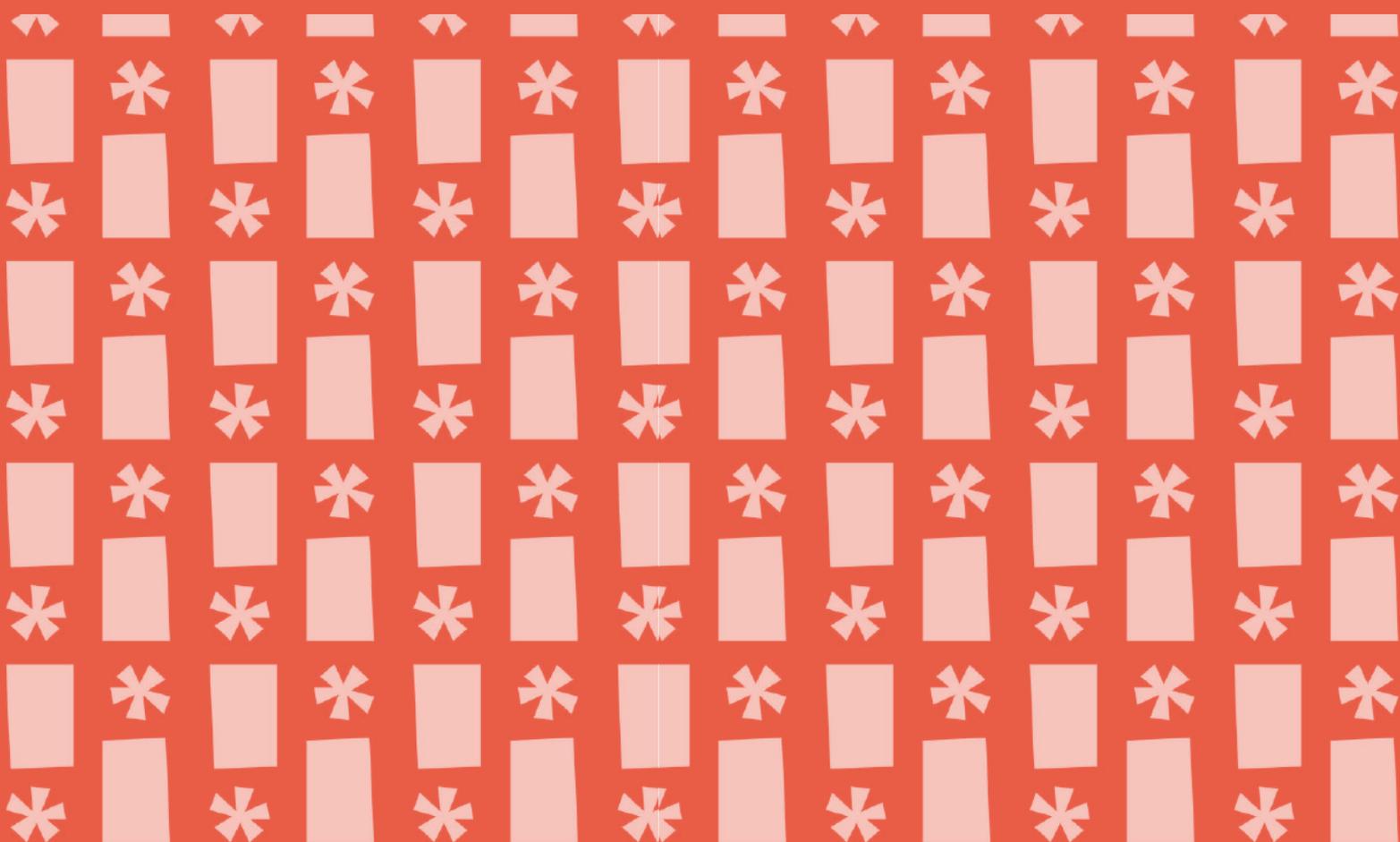
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**crinking  
skills**

CRITICAL-THINKING SKILLS FOR YOUNG MIGRANTS

# GOOD PRACTICE MANUAL

> ERASMUS + Program 2023-3-FRO2-KA210-YOU-000174301



## Project

Critical Thinking

Key Action 2 – Small Scale in Youth

> ERASMUS + Program 2023-3-FRO2-KA210-YOU-000174301

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# INTRODUCTION

"Crinking Skills" is an Erasmus+ project in partnership with several European associations (France, Spain, Poland, and Turkey), scheduled from June 2024 to December 2025. It aims to **enhance the critical thinking and analytical skills of young migrants so they can positively influence their communities.**

The project involves **creating a Good Practice Manual using critical thinking tools to raise awareness** among young migrants and their local communities in each partner country.

The project targets youth migrants aged 18 to 30 and youth migrant workers:

## MIGRANTS

Migrants are the primary focus, including individuals who have moved to a new country with **the intention of establishing a permanent residence in the EU**. This group comprises migrants from diverse cultural backgrounds, socioeconomically disadvantaged individuals, recent arrivals, and those from both urban and rural areas.

The project also aims to **engage motivated learners who are eager to improve their critical thinking skills** and actively participate in the project's activities.

## YOUTH MIGRANT WORKERS

These workers play a crucial role in the **development and education of young migrants**. By equipping youth workers with critical thinking skills, they can serve as multipliers, passing these skills on to a larger number of young migrants.

Enhanced critical thinking abilities will enable youth workers to **design and deliver more effective training programs**, improve educational standards, and communicate more clearly and persuasively.



# introduction

## • Understanding Critical Thinking

Critical thinking is a **core skill that empowers individuals to interpret, analyze, and evaluate information with clarity and objectivity.** It enables people to distinguish between reliable and unreliable sources, apply logic to everyday problems, challenge assumptions, and make informed decisions rooted in reason rather than impulse.

The word *Kritikos*, from ancient Greek, means “**the ability to discern.**” It is this very skill—discerning what is useful, fair, and true—that forms the foundation of critical thinking. At its heart, it’s about using reason to engage with the world more thoughtfully and intentionally.

Critical thinking involves:

- Questioning and challenging received ideas
- Reasoning logically and reflecting independently
- Recognizing one’s own cognitive biases
- Engaging constructively with diverse viewpoints

In a world increasingly shaped by rapid change, misinformation, and polarized narratives, critical thinking is more vital than ever—especially for young people navigating complex personal and social transitions.

## WHY CRITICAL THINKING MATTERS FOR YOUNG MIGRANTS ?

For young migrants, critical thinking is not just a cognitive skill—it’s a practical tool for everyday life. It helps them:

- Adapt to new cultural norms while preserving their identity
- Learn a new language more strategically
- Break down social isolation and build new relationships
- Make thoughtful decisions about their education and career
- Assess news, advice, and social media content in unfamiliar contexts
- Navigate challenges with greater clarity and confidence

# introduction

- **The realities young migrants face**

Each migration story is unique, but young migrants often encounter a shared set of challenges:

- **Cultural adaptation** – Learning to navigate a new society while maintaining a connection to their roots
- **Language barriers** – Communicating clearly in school, work, and social contexts
- **Social isolation** – Finding a sense of belonging in a new and sometimes unfamiliar environment

## HOW CRITICAL THINKING HELPS ADDRESS THESE CHALLENGES:

01

### **CULTURAL ADAPTATION:**

By analyzing new customs and comparing them with their own, young migrants can choose how to adapt while staying true to themselves.

02

### **LANGUAGE LEARNING**

Language learning: Critical thinking helps evaluate learning methods, recognize patterns, and find daily opportunities to practice.

03

### **SOCIAL INTEGRATION:**

It supports the analysis of social situations, identification of suitable groups or activities, and creation of strategies to overcome exclusion.

- **Everyday applications of Critical Thinking**

Whether making decisions, solving problems, or consuming information, critical thinking plays a role in many aspects of daily life:

- **Career and education:** Comparing school programs or job opportunities, analyzing personal interests and strengths, evaluating long-term options
- **Problem-solving:** Breaking down complex issues, generating different solutions, predicting outcomes
- **Information assessment:** Identifying trustworthy sources, spotting media bias, cross-checking facts

# introduction \*

## • Working with diverse backgrounds

Not all young migrants have the same needs or starting points. Factors such as educational level, age, cultural background, or migration status (e.g., refugee, student, or economic migrant) will shape how they develop and apply critical thinking.

**To support them effectively, youth workers should:**

- Conduct initial assessments to understand their group's specific context
- Design tailored activities that meet both developmental needs and real-life challenges
- Foster a safe, inclusive space for questioning, dialogue, and reflection
- Provide continuity and encouragement as critical thinking skills grow

## • A Foundation for Resilience and Integration

By placing critical thinking at the heart of youth work with young migrants, we help equip them not only to survive but to thrive. This guide offers practical tools, workshop models, and reflections to help youth workers support this development.

*When young people are able to think clearly, act independently, and engage meaningfully with others, they are better prepared to navigate uncertainty, assert their rights, and build futures grounded in confidence, agency, and inclusion.*



01

**FACT CHECKING  
& MEDIA LITERACY**

## Fact checking & Media Literacy

From viral headlines to social media feeds, **fake news are everywhere**—and it spreads fast. For young people, and especially for those with migrant backgrounds, learning to identify and challenge fake news is an essential skill. It helps them protect their health, assert their rights, and participate more confidently in society.

### > Let's Identify Fake News

*Fake news refers to false information shared with the intent to manipulate or deceive the public.*

Whether aiming to influence opinions, generate profit, or cause harm, fake news often mixes real facts with falsehoods to appear more credible. While misinformation has always existed, the term “fake news” gained wide attention during the U.S. presidential campaign of Donald Trump in 2017, when disinformation became a key tool on social media platforms like Twitter.

**Today, fake news spreads faster than verified information.** A study from the University of Oxford found that on X (formerly Twitter), fake news is 70% more likely to be shared than factual content—mainly because algorithms reward sensationalism. Politics is particularly affected: in the lead-up to the 2024 elections, several European countries, including France and Germany, were targeted by coordinated disinformation campaigns designed to influence political debates.

*Fake news plays on emotions and confirmation bias. It distorts judgment and reinforces stereotypes.*

*Some fake news might seem harmless, but others can have serious consequences—on individuals, on communities, and on democratic institutions.*



# Fact checking & Media Literacy

## > The Importance of Fact-Checking and Media Literacy

### What is Fact-Checking?

Fact-checking means **investigating information to verify its accuracy**. It's a key strategy in identifying fake news and requires one essential mindset: to question things. Later in this guide, you'll find tools and resources to develop this skill.

### What is Media Literacy?

Media literacy is **the ability to critically analyze media messages and assess their credibility**. It helps young people recognize manipulative techniques, understand biases, and use digital tools responsibly. Studies show that media literacy strengthens critical thinking, reduces the spread of misinformation, and encourages informed participation in public debates.

To avoid falling into the traps of fake news, young people must learn to:

- Recognize manipulative techniques and cognitive biases
- Identify reliable sources of information
- Apply a critical mindset to evaluate what they see, read, and hear

*For example, in 2020, Facebook removed more than 12 million posts containing false information about COVID-19, showing just how urgent and widespread the problem has become.*

## > Why Is It Important for Young Migrants to Fight Fake News?

Fighting fake news isn't just about correcting errors—it's about defending health, protecting rights, and promoting inclusion.

- **Safety and health:** Misinformation about vaccines during the COVID-19 pandemic led some people to avoid vaccination, putting themselves and others at risk.
- **Social inclusion:** Fake news can fuel fear, hate, and stereotypes against migrants and minorities, making integration more difficult.
- **Protection of rights:** Disinformation portraying migrants as dangerous or lawless can increase discrimination and prevent access to basic rights.
- **Empowerment:** By thinking critically and sharing accurate stories, young migrants can challenge harmful narratives and become role models in their communities.

# ACTIVITIES

Practicing discussion skills

LEVEL EASY



LEVEL INTERMEDIATE



LEVEL EXPERT



## THE WEIGHT OF LIES

45–60 minutes

### Concept:

This activity explores how lies, rumors, and fake news can accumulate and weigh on us—emotionally, socially, and psychologically. Through a powerful and symbolic exercise using real physical objects, participants experience the "weight" of misinformation and develop empathy, trust, and awareness. The session encourages reflection on how misinformation affects individuals and communities and introduces the importance of critical thinking in everyday interactions.

- Duration:**
- Activity: 20–25 minutes
  - Debrief and Discussion: 25–35 minutes
  - Total: 45–60 minutes

### Materials Needed

- 5 to 10 objects of varying weight (e.g., a book, full water bottle, backpack, storage container, sandbag, etc.)
- 10 to 15 printed “lie or rumor” cards (provided as a PDF)

## SET UP

### Prepare the Space

Form a large circle with participants, leaving space in the center for the activity. Place all the weighted objects in the center.

### Introduce the Concept

*"Today, we're going to explore how lies, rumors, and fake news can affect us—sometimes without us even realizing it. Through this activity, we'll experience the physical and emotional weight of misinformation."*

### Explain the symbolism:

- Very light object = a seemingly “harmless” lie
- Medium object = a lie that caused some hurt
- Heavy object = fake news that affected many people

# THE WEIGHT OF LIES

45–60 minutes

## Gameplay Instructions

### Part 1: Drawing and Carrying (15–20 minutes)

- One by one, participants step into the center, draw a card, read it aloud to the group, and choose an object that represents how “heavy” the lie or rumor feels to them.
- They hold the object silently for 30 seconds while the group observes.
- Encourage participants to trust their intuition—there are no right or wrong answers.

### Part 2: Accumulating the Weight (5 minutes)

- Choose one volunteer to draw multiple cards in a row, or let others hand them extra objects.
- The group observes how it becomes physically more difficult to carry the weight, simulating how false information can build up and become overwhelming.

## Debriefing

### Step 1: Reflection

Use the following questions to guide the group discussion:

- *How did it feel to carry the object?*
- *Did the weight match the emotion of the card you read?*
- *What was it like watching someone accumulate more and more weight?*
- *Why do people sometimes spread lies or fake news?*

### Step 2: Key Concepts

- Lies and false information, no matter how small, can build up and have real emotional impact.
- Fake news is often amplified, distorted, or repeated—making it harder to detect and easier to believe.
- The effects of misinformation aren’t always visible at first, but they can be long-lasting.

### Step 3: Real-World Applications

- *How can we protect ourselves from misinformation?*
- *What does it mean to be responsible when sharing information?*
- *How can kindness, truth, and empathy help prevent the spread of harm?*

## Why this works for practicing discussion skills ?

- **Embodied Experience:** The use of physical objects creates a visceral understanding of how misinformation feels—something especially powerful for participants with different language levels or literacy skills.
- **Emotionally Grounded:** The activity links critical thinking to emotional awareness, promoting both cognitive and affective learning.
- **Safe and Inclusive:** The activity allows for personal interpretation without pressuring participants to share private experiences.
- **Encourages Empathy:** The symbolic act of carrying weight fosters understanding and compassion across diverse cultural backgrounds.
- **Builds Trust:** By engaging in a shared emotional experience, the group strengthens its sense of community and mutual respect.

# FAKE NEWS IN COLORS: DECODING INFORMATION WITH OUR EMOTIONS



45–60 minutes

(Extra activity available if time allows: +15–20 minutes)

## Concept

This creative and interactive activity **helps young migrants understand how fake news manipulates emotions**—such as fear, anger, and surprise—to influence behavior and spread misinformation. Through the use of color, drawing, and group discussion, participants explore emotional reactions to headlines and learn to critically analyze how information affects them on a personal level.

## Materials Needed

- Large sheet of paper or a roll of paper for a collective mural
- Markers, crayons, paint, or pastels
- Printed cards with fake news headlines (from satirical or altered media sources)
- Whiteboard or flipchart for discussion

## SET UP

Prepare a working space where participants can gather around a large mural surface (on a table or wall). Arrange drawing materials so that everyone can contribute easily.

## Gameplay Instructions

### 1) Introduction: "Fake News and the Power of Emotions" (10 min)

Begin by explaining that fake news isn't just about spreading false information—it's designed to provoke strong emotional reactions that push us to react quickly without verifying facts. The goal of this activity is to identify how these emotional triggers work and how we can become more aware of them.

### 2) Fake News Analysis: "Emotions and Colors" (15 min)

Distribute cards with fake news headlines that are likely to trigger strong emotional responses. Read them together and discuss the emotions they evoke. Assign each emotion a color, using suggestions such as:

- Fear = Black
- Anger = Bright Red
- Surprise = Yellow or Orange
- Concern = Light Blue or Gray

Participants may suggest additional emotions and colors during the discussion.

# FAKE NEWS IN COLORS: DECODING INFORMATION WITH OUR EMOTIONS



45–60 minutes

(Extra activity available if time allows: +15–20 minutes)

## Gameplay Instructions

### 3) Create a Mural: "Drawing the Emotions of Fake News" (20 min)

Using the large paper or mural surface, participants choose one fake news headline and represent its emotional impact through drawing.

#### Instructions:

- Choose a headline
- Identify the dominant emotion it conveys
- Use the corresponding color to illustrate it
- Add symbols, faces, gestures, words, or other elements that reflect the emotion and the manipulation technique

### 4) Mural Presentation: "Analyzing the Emotions in the Mural" (15 min)

Participants (individually or in small groups) present their drawings. They explain:

- Which headline they chose
- What emotion it was meant to provoke
- Why they used certain colors and visuals to express that emotion

#### *Discussion Questions:*

- *Why did this fake news trigger this emotion?*
- *How could this emotional reaction affect how we interpret or share the information?*
- *Does feeling something strongly make the information seem more believable?*

### 5) Conclusion: "How to React to Fake News?" (10 min)

Wrap up by reinforcing the idea that fake news plays on emotions to spread quickly.

Discuss emotional regulation strategies:

- Stay calm and pause before reacting
- Always verify sources before sharing
- Ask: Why does this make me feel this way?
- Be cautious with sensational content

#### **Present fact-checking tools and platforms, such as:**

- AFP Factuel
- Le Monde's Les Décodeurs
- HoaxBuster
- Citizen Evidence

#### **Video Resources:**

- [TikTok clip](#)
- [YouTube explainer](#)

#### **Extra Activity** (if time allows – 15–20 min)

- Try the online game Bad News
- Participants create fake news with the goal of gaining the most followers. This gamified experience helps demystify how fake news is constructed and spread.

# FAKE NEWS IN COLORS: DECODING INFORMATION WITH OUR EMOTIONS



45–60 minutes

(Extra activity available if time allows: +15–20 minutes)

## Why this works for young migrants

- **Emotionally engaging:** Connects fake news to real emotional experiences
- **Creative and playful:** Uses art and color to simplify abstract concepts
- **Builds awareness:** Helps participants link emotional reactions to information sharing
- **Culturally adaptable:** Doesn't rely on language level—participants express through drawing
- **Encourages group reflection:** Builds empathy, trust, and critical awareness in a shared visual space



# INFO OR FAKE? LET'S BREAK THE BUBBLE!

60–75 minutes



## Concept

This activity simulates how social media algorithms, emotional reactions, and filter bubbles influence the way fake news spreads. Through roleplay, decision-making, and group discussion, participants explore how to identify, verify, and respond to information responsibly. The activity helps develop critical thinking, digital awareness, and social media literacy.

## Duration

- Simulation and Group Work: 30–40 minutes
- Debrief and Final Reflection: 20–25 minutes
- Total: 60–75 minutes

## Materials Needed

- Reaction panels placed in the room: "Ignore", "Report", "Share", "Comment", "Like", "Dislike"
- Cards with fictional posts (true, false, and biased information) (PDF provided)
- Cards assigning “interest groups” (e.g., sports, fashion, politics)
- Open space for movement and discussion in circle or small groups

## SET UP

Prepare the room with six clearly marked reaction zones using large visible signs: Ignore, Report, Share, Comment, Like, Dislike.

Make sure there is space for participants to move freely and form small interest-based groups.

## Gameplay Instructions

### 1) Entering the Bubble (15 min)

#### Introduction

Facilitators explain:

*“You’ll receive cards with posts that include true, false, or biased information. Together, you’ll decide how to react—share, like, comment, ignore, or report. Each reaction affects how the information spreads and shows how social media works.”*

#### Live Simulation

Distribute “interest group” cards (e.g., sports, fashion, politics). Participants group themselves based on shared interests and are only allowed to interact within their group. This simulates a filter bubble.

# INFO OR FAKE? LET'S BREAK THE BUBBLE!

60–75 minutes



## Gameplay Instructions

### 2) Bubble Simulation: "How to React to Information?" (30 min)

Each group receives several "Info or Fake" cards.

- One participant reads a card aloud.
- All participants choose a reaction and move to the corresponding panel:
  - **Ignore:** Too absurd or unverifiable → I do nothing.
  - **Report:** Harmful or dangerous info → I report it.
  - **Comment:** I want to ask or correct with facts.
  - **Share:** I find it useful or trustworthy and share it.
  - (Participants may also use Like/Dislike as optional reactions.)

### Group Debate

Each group explains their reaction choices and can challenge the decisions made by others. Facilitators ensure all voices are heard and the reasoning is respectfully exchanged.

## Debriefing

### Step 1: Reflection

#### Suggested questions:

- *Did you notice any bias in your reactions?*
- *Were your decisions driven by emotions or facts?*
- *What helped you recognize or question fake news?*
- *Why is it important to listen to multiple points of view?*
- *How can we verify information before sharing?*

Facilitators allow participants to explore their answers before summarizing key takeaways.

### Step 2: Key Concepts

- Social media algorithms show us content we are likely to engage with, creating filter bubbles.
- Fake news is often emotional and designed to trigger reactions that increase visibility and spread.
- The more we interact with a post—especially by commenting or sharing—the more the algorithm amplifies it, whether it's true or not.

## What to Do If I Encounter Fake News? (15 min)

### Facilitator leads a practical Q&A discussion:

- **Verify before reacting:** Use fact-checking websites and cross-check sources.
- **Report dangerous content:** Platforms can remove misleading or harmful posts.
- **Talk to people who share fake news:** Engage calmly, ask questions, share facts.
- **Ignore if unsure:** Sometimes the best option is not to engage at all.

### Why?

Every reaction counts. Even well-meaning sharing can amplify falsehoods. Responsible digital behavior protects both the individual and the broader community.

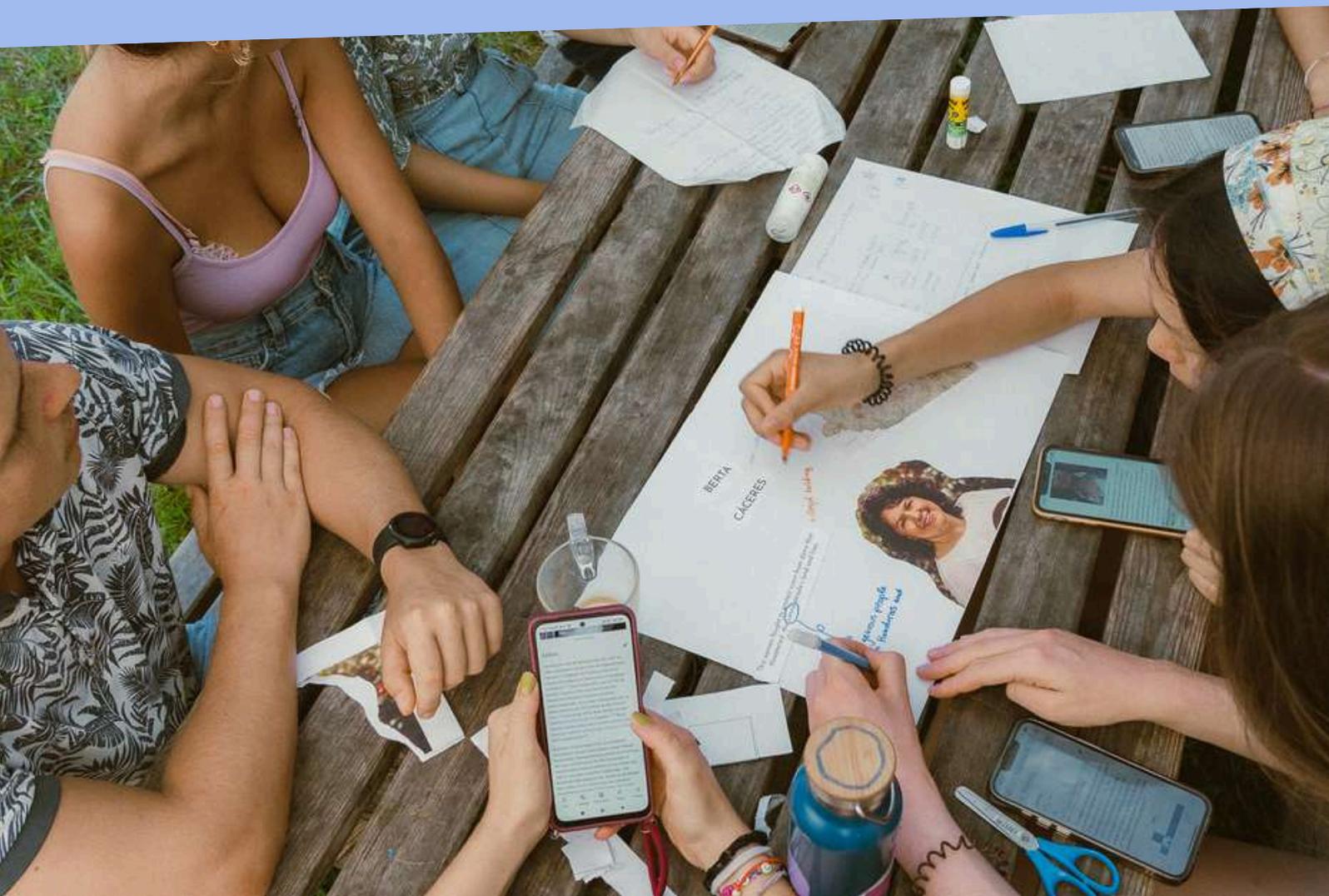
# INFO OR FAKE? LET'S BREAK THE BUBBLE!

60-75 minutes



## Why this works for young migrants

- **Realistic Simulation:** Mimics how social media functions, offering insight into real-life information exposure.
- **Empowers Decision-Making:** Builds confidence in evaluating and responding to content critically.
- **Promotes Independence:** Helps young migrants navigate information in unfamiliar cultural and digital environments.
- **Encourages Dialogue:** Strengthens respectful discussion, empathy, and awareness of diverse perspectives.
- **Connects Online and Offline Worlds:** Reinforces that critical thinking applies both digitally and in everyday conversations.



02

# COGNITIVE BIASES

# Cognitive biases \*

In a world where **information spreads at lightning speed** and young people are constantly exposed to diverse and often contradictory content, understanding and recognizing cognitive biases is an essential skill. For young people from migrant backgrounds, this skill holds particular importance, as it can help them **navigate complex contexts where stereotypes, cultural misunderstandings, and discrimination may influence their interactions and decisions.**

## Why Address Cognitive Biases with Young Migrants?

Cognitive biases are shortcuts our brains use to process information quickly. While these mechanisms are natural and often helpful, they can also lead to flawed judgments or discriminatory behavior.

*For example, confirmation bias might lead a young person to focus only on information that reinforces a negative perception of themselves or their group. Similarly, the out-group homogeneity bias might cause others to reduce their identity to stereotypes.*

For young migrants, these biases can have a double impact:

- **On their self-perception:** Recognizing and understanding these biases can help them deconstruct internalized stereotypes and build confidence in their abilities.
- **On how they perceive others:** Biases also affect their interactions with other groups, whether peers or host communities. Developing critical thinking skills allows them to approach these relationships with greater openness and understanding.

## The Role of Youth Workers

As a youth worker, your role is crucial in **guiding young people through this process.** By offering adapted and progressive activities, you help them identify these biases, understand how they work, and develop tools to overcome them.

This work goes beyond theory—it involves encouraging young people to apply these lessons in their daily lives, whether by analyzing a media message, questioning a stereotype, or making an informed decision.

## This Chapter: A Practical Guide

This chapter offers three non-formal education workshops designed to address cognitive biases in a fun and interactive way. Each workshop is structured to provide a progressively challenging experience:

1. The first workshop introduces cognitive biases in a simple and engaging manner.
2. The second workshop deepens their understanding by applying these concepts to concrete examples.
3. The third workshop places young people in situations where they must use their newly acquired skills to solve complex problems.

*By working on cognitive biases, you provide young migrants with essential tools to understand and transform their environment while fostering their integration and personal development. This journey toward more critical and enlightened thinking starts here.*

# ACTIVITIES

Cognitive biases

LEVEL EASY 

LEVEL INTERMEDIATE 

LEVEL EXPERT 

## THE BIAS BAZAAR

60–75 minutes

### Concept:

Participants will engage in a lively “marketplace” setting where they act as sellers and buyers, making quick decisions under time pressure. The biases are built into the market’s structure and interactions, subtly influencing their decisions. The debrief reveals how cognitive biases shaped their actions during the activity.

- Duration:**
- Game Play: 20–30 minutes
  - Debrief and Discussion: 30–40 minutes

### Materials Needed

- Play money or tokens for each participant
- Printed product cards with descriptions (e.g., items like gadgets, clothes, services, etc.)
- Role cards for participants (e.g., “seller” and “buyer” roles)
- A leaderboard or flip chart to track each participant’s “wealth”

## SET UP

### 1. Create the Marketplace

- Set up several “shops” with sellers behind tables or chairs, offering products to buyers.
- Each shop has a unique pitch and conditions (e.g., “limited stock,” “special discounts,” “high prices for premium quality”).

### 2. Assign Roles

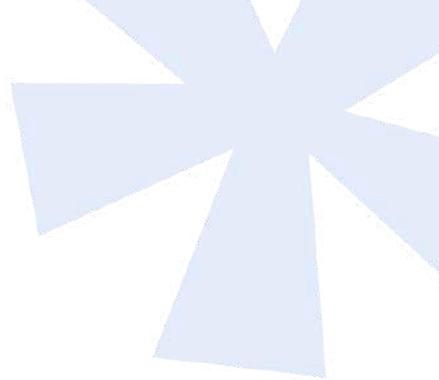
- Half the participants are sellers, and the other half are buyers. Roles can rotate after one round.
- Sellers are incentivized to maximize profits, while buyers aim to get the best value for their money.

### 3. Embed Bias Triggers in the Gameplay

- Design product cards with information that primes participants to fall for biases:
  - **Scarcity Effect:** A seller only has “two items left,” pushing buyers to act quickly.
  - **Anchoring Bias:** Start a product at a high price, then “discount” it significantly, making the new price seem like a bargain.
  - **Halo Effect:** One seller is charismatic and persuasive, while another is more reserved. Watch how buyers flock to the more charismatic seller.
  - **Loss Aversion:** Offer buyers a “special deal” they’ll lose if they hesitate.
  - **Sunk Cost Fallacy:** Allow buyers to “prepay” for a product, then make it harder for them to back out, even if better deals arise.

# THE BIAS BAZAAR

60–75 minutes



## Gameplay Instructions

### 1. Round 1:

- Buyers and sellers interact freely for 10–15 minutes. Buyers negotiate prices, make purchases, and move between shops.
- Sellers use their pitches to maximize profits, employing strategies that subtly exploit biases.

### 2. Optional Round 2:

- Rotate roles so buyers become sellers and vice versa. This gives participants a chance to experience both perspectives.

### 3. End of Game:

- Count up each participant's remaining money and purchases to determine who achieved their goals most successfully.

## Debriefing

This is where the magic happens! The debrief reveals the biases in action and connects them to real-life decisions.

### Step 1: Reflection

- Ask buyers:
  - “Why did you choose certain shops over others?”
  - “Did you feel rushed or pressured during any decisions?”
  - “Were there purchases you regretted?”
- Ask sellers:
  - “Which sales techniques worked best for you?”
  - “Did you notice any patterns in how buyers reacted to your pitches?”

### Step 2: Highlight Cognitive Biases

Introduce cognitive biases and connect them to moments in the game:

- Scarcity Effect: “Did you buy something just because it was ‘limited?’”
- Anchoring Bias: “Did a high starting price make the discount seem like a great deal?”
- Halo Effect: “Were you drawn to a shop based on the seller’s personality rather than the product?”
- Loss Aversion: “Did you agree to a deal because you feared missing out?”

### Step 3: Real-World Applications

- Discuss how these biases show up in daily life, like advertising, social media, and decision-making.
- Ask: “How can we recognize and resist these biases?”



# THE BIAS BAZAAR

60-75 minutes

## Why this works for young migrants?

- **Relatable Setting:** Many participants will connect with the concept of markets or negotiating in their lives, making the activity familiar and accessible.
- **Playful and Energetic:** The marketplace environment is lively, competitive, and fun, reducing the risk of the activity feeling boring or overly academic.
- **Experiential Learning:** Participants experience the biases firsthand, making the debrief more impactful and memorable.
- **Cross-Cultural Interaction:** The activity encourages collaboration and negotiation across roles, fostering dialogue and understanding among diverse participants.



# THE ABIGAIL BIAS PUZZLE

60–75 minutes



## Concept

Participants work in groups to analyze the Abigail story, unaware that each group has a different version. Through discussion, they rank the characters from best to worst, uncovering how their judgments are influenced by limited information, perspectives, and biases.

## Duration

- Introduction and Story Distribution: 10 minutes
- Group Discussion: 20 minutes
- Ranking Presentation: 10 minutes
- Bias Debrief and Discussion: 30 minutes

## Materials Needed

- The Abigail Story in 5 versions (one per group).
- Ranking sheets for each group.
- A whiteboard or flip chart to display group rankings.
- Short descriptions of cognitive biases (e.g., confirmation bias, stereotyping, fundamental attribution error, availability heuristic).

## Optional Additions

- Real-Life Application
- After the debrief, ask participants to share examples from their own lives where biases (e.g., stereotyping or confirmation bias) influenced their judgments or decisions.
- Bias Evidence Board
- Create a visual board where participants connect the biases from the story to real-life scenarios they've experienced as migrants.

### Bias Challenge

After introducing biases, divide participants back into groups and challenge them to rewrite the story from an unbiased perspective.

## Why This Works for Cognitive Biases

**1.Relatable:** The activity draws participants into a familiar setup (judging characters) but surprises them with the twist, making biases more apparent.

**2.Concrete Examples:** The story provides tangible, shared content to discuss biases, avoiding abstract explanations.

**3.Accessible and Playful:** Ranking characters is a lighthearted way to explore complex topics like cognitive biases.

**4.Focus on Perspective:** The twist highlights how limited perspectives shape judgments, mirroring how biases work in real life.

# THE ABIGAIL BIAS PUZZLE

60–75 minutes



## Activity Flow:

### Step 1: Introduction and Story Distribution (10 minutes)

1. Introduce the story: “You will read a story about Abigail and her interactions with others. Your task is to rank the characters from the worst to the best based on their actions and behaviors.”
2. Divide participants into 5 groups and give each group a different version of the story.
  - *Do not reveal that the versions differ.*

### Step 2: Group Discussion (20 minutes)

1. Each group discusses their version of the story and decides on their ranking.
  - *Encourage them to justify their choices with examples from the story.*
2. Groups write their rankings on a sheet, along with their reasoning.

### Step 3: Ranking Presentation (10 minutes)

1. Each group presents their rankings and explains their reasoning.
2. Facilitator writes all rankings on a flip chart or board.
  - *Highlight the differences between the groups’ rankings.*

### Step 4: Debrief and Bias Discussion (30 minutes)

#### Step 1: Uncover the Twist (5 minutes)

- Reveal that each group received a different version of the story.
- Ask:
  - *“How does knowing this change your perspective on the rankings?”*
  - *“Did you notice any assumptions or judgments during your discussion?”*

#### Step 2: Introduce Cognitive Biases (10 minutes)

- Explain how biases might have influenced their judgments:
  - **Confirmation Bias:** Groups focused on information in their version that confirmed their initial opinions about the characters.
  - **Fundamental Attribution Error:** Participants may have judged characters harshly without considering external circumstances.
  - **Halo Effect:** A positive or negative impression of one character might have colored judgments about their actions.
  - **Negativity Bias:** Groups may have overemphasized negative actions while downplaying positive ones.

#### Step 3: Group Discussion (15 minutes)

- Facilitate a discussion:
  - *“Did you focus more on emotions or facts while ranking the characters?”*
  - *“What role did the limited perspective of your version play in shaping your judgments?”*
  - *“How do biases like these show up in real life, especially as migrants navigating new contexts?”*
  - *“How can we counteract these biases in our daily interactions and decisions?”*

# BIAS DETECTIVES



90 minutes

## Concept

Participants become both scriptwriters and detectives in a dynamic roleplay challenge. Working in teams, they create short scenarios that subtly embed 1 to 3 cognitive biases relevant to migrant experiences. Each group then performs their scene, while the rest of the participants act as detectives, trying to identify the biases at play. If the detectives guess correctly, they earn points. If not, the performing team scores. This playful competition helps participants recognize how biases appear in everyday life—and how hard they can be to detect.

## Duration

- Introduction and Setup: 15 minutes
- Scenario Creation and Rehearsal: 30 minutes
- Roleplay and Detection Game: 30 minutes
- Debrief and Reflection: 15–20 minutes

**Total: 90 minutes**

## Materials Needed

- Bias “cheat sheets”: Clear, short descriptions of 8–10 relevant cognitive biases (e.g., confirmation bias, halo effect, availability heuristic)
- Cards or slips listing different biases for distribution
- Optional props or costume items to enhance the roleplays
- A scoreboard or flip chart to keep track of team points

## SET UP

### Bias Cheat Sheets

Provide all teams with a “cheat sheet” listing the cognitive biases they’ll be working with. This will also be used by detective teams when guessing biases.

### Form Teams

Divide participants into small groups of 3–5 people.



# BIAS DETECTIVES

90 minutes



## Gameplay Instructions

### Step 1: Introduction (15 minutes)

Set the scene:

“Today, you are both storytellers and detectives. You’ll create short scenes that illustrate real-life situations young migrants face—but there’s a twist. Each scenario will include hidden cognitive biases. Other groups will have to spot them.”

Briefly review the concept of cognitive biases and distribute the cheat sheets. Explain the rules:

- Each team chooses 1 to 3 biases from the cheat sheet.
- They will create and rehearse a short scene (2–3 minutes) in which these biases appear. The more subtle, the better!
- After the performance, the other groups must guess which biases are embedded.
- 1 point is awarded for each bias correctly identified. Any undetected bias earns a point for the performing team.

### Step 2: Scenario Creation and Rehearsal (30 minutes)

Each team writes a short scene inspired by real-life challenges young migrants might face (e.g., job search, housing, school, healthcare, social situations). Encourage them to:

- Make the scene realistic and emotionally engaging
- Keep the biases subtle but traceable
- Include dialogue or situations that reveal decision-making patterns

Facilitators circulate to support and ensure that the biases chosen are feasible and embedded meaningfully.

### Step 3: Roleplay and Detective Round (30 minutes)

One by one, each team performs their scenario for the group. After the performance:

- All other teams consult their cheat sheets and try to identify the cognitive biases at play.
- Each team writes down their guesses.
- The performing team then reveals which biases they used.
- Points are awarded accordingly:
  - 1 point per correctly identified bias (to guessing teams)
  - 1 point per undetected bias (to the performing team)

Keep score on a flip chart or scoreboard for added motivation and fun.

### Step 4: Debrief and Reflection (15–20 minutes)

Facilitate a closing discussion with questions such as:

- “Which biases were hardest to detect?”
- “Did any scenes feel familiar or personal?”
- “How do these biases show up in our lives as migrants?”
- “What strategies can help us recognize and overcome them?”

### Optional additions:

- Add undetected biases to a visible “Bias Evidence Board”
- Invite participants to note any biases they recognize in themselves in a self-reflection journal

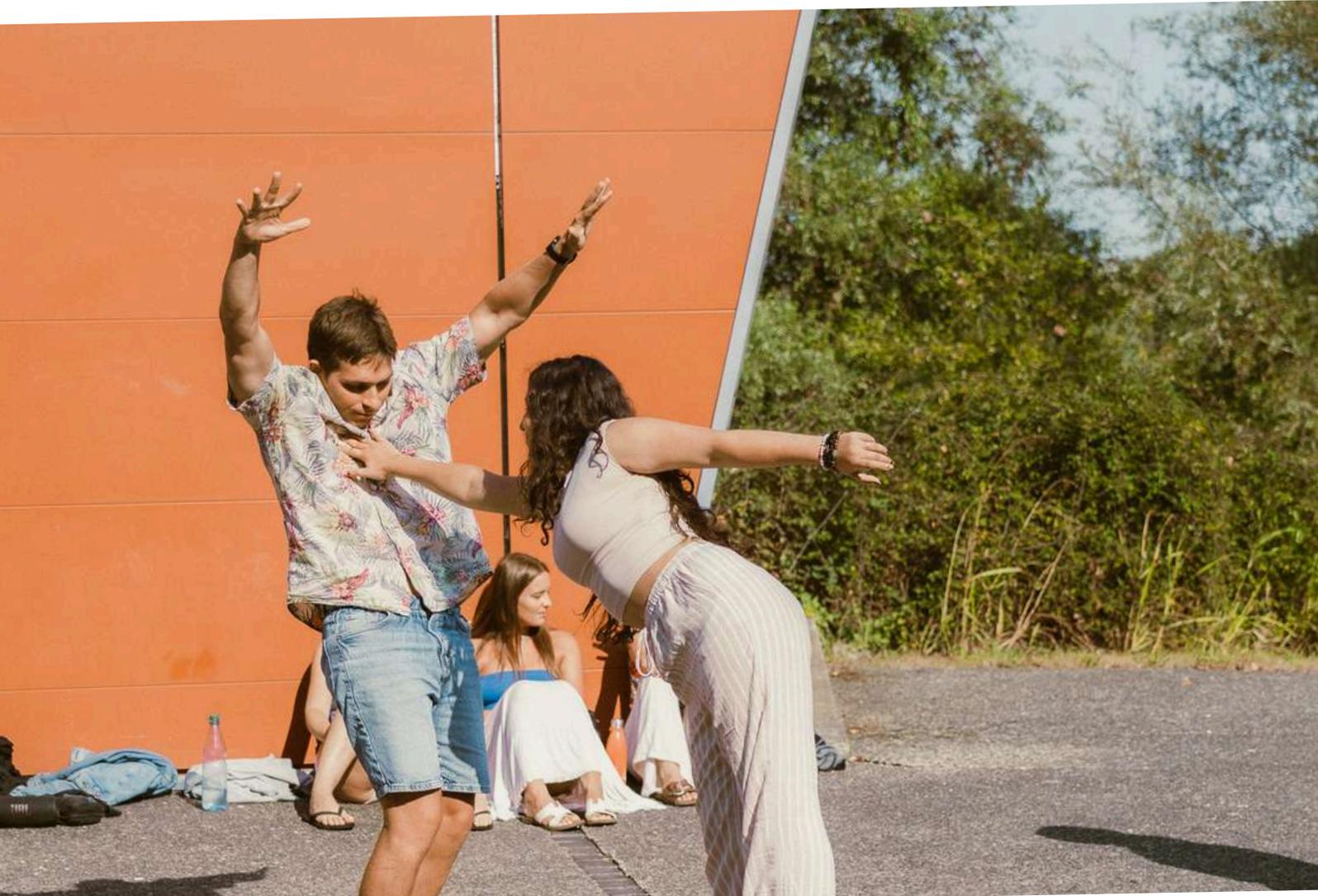
# BIAS DETECTIVES



90 minutes

## Why this works for young migrants?

- **Real-life relevance:** Participants build scenes based on real challenges, making the learning immediately meaningful.
- **Critical awareness:** Playing both roles—those acting out the bias and those detecting it—sharpens observational and analytical skills.
- **Collaborative and fun:** The detective game creates a playful learning environment while encouraging teamwork and communication.
- **Empowering:** Recognizing biases in one's life helps participants make more informed choices and engage more consciously with their surroundings.
- **Culturally adaptable:** Scenarios can reflect the specific contexts of participants' lives, allowing the activity to be personalized to different groups.



03

**THE ROLE OF  
DISCUSSION IN  
NAVIGATING A  
NEW WORLD**

# The Role of Discussion in Navigating a New World \*

In a world where dialogue often becomes a battleground of opinions, **fostering spaces for thoughtful and respectful discussion is more important than ever**. For young people from migrant backgrounds, the ability to engage in meaningful discussions is not only a skill, it's a **vital tool for integration, self-expression, and growth**. Discussions help them navigate complex cultural landscapes, clarify misunderstandings, and challenge stereotypes, all while building confidence and critical thinking.

## Why focus on discussion with Young Migrants?

When arriving in a new country, young migrants are faced with unfamiliar languages, social norms, and expectations. **Open, inclusive discussions become a powerful means of adaptation and connection**. These conversations can happen in classrooms, youth centers, or even online, and they serve as key moments where young people can:

- **Develop confidence in self-expression** – Practicing dialogue in a new language helps them articulate their thoughts, emotions, and identities.
- **Foster empathy and cultural exchange** – Hearing diverse perspectives reduces prejudice and builds mutual understanding between migrants and local communities.
- **Strengthen critical thinking** – By identifying biases, challenging dominant narratives, and debating complex issues, young people sharpen their analytical and decision-making skills.

*Imagine a discussion on migration where a young person shares their experience of facing stereotypes, and a local participant expresses concerns rooted in misinformation. Through respectful dialogue, both can move beyond assumptions, creating a shared space of learning and empathy.*

## > The Role of Youth Workers

As a youth worker, your role is essential in **creating and guiding these discussion spaces**. You help establish an environment where young people feel safe, heard, and respected.

By promoting **active listening, respectful disagreement, and fact-based reasoning**, you support the development of skills that go far beyond the conversation itself—skills that help young migrants participate fully and critically in society.

## > This Chapter: A Practical Guide

In a world where dialogue often becomes a battleground of opinions, **fostering spaces for thoughtful and respectful discussion is more important than ever**.

For young people from migrant backgrounds, the ability to engage in meaningful discussions is not only a skill, it's a **vital tool for integration, self-expression, and growth**. Discussions **help them navigate complex cultural landscapes**, clarify misunderstandings, and challenge stereotypes, all while building confidence and critical thinking.

# ACTIVITIES

Practicing discussion skills

LEVEL EASY 

LEVEL MEDIUM 

LEVEL EXPERT 

## OPINION CORNERS

30-45 minutes

### Concept

This movement-based speaking activity encourages participants to express and explain their opinions on relevant social topics. Through physical positioning and guided discussion, participants develop language skills, critical thinking, and respectful debate. The activity also introduces reflection on the role of assumptions, peer influence, and emotional reactions in shaping opinions.

### Participant

Around 15 participant

### Materials Needed

- Four signs: Strongly Agree, Agree, Disagree, Strongly Disagree
- List of opinion statements related to migration, identity, culture, or society
- Flipchart, whiteboard, or A3 sheets for group reflections
- Markers or pens

### Some examples:

- “Migrants take jobs away from local people.”
- “Multicultural societies are stronger and more creative.”
- “Everyone should speak the official language of the country they live in.”
- “Refugees should be prioritized over economic migrants.”
- “It’s the responsibility of wealthier countries to host more migrants.”
- “The media influences how we view migrants more than real-life experiences.”
- “Discrimination against migrants is often based on fear, not facts.”
- “Art and music are powerful tools for bringing cultures together.”

## SET UP

1. Clear a space large enough for participants to move around freely.
2. Place one sign in each corner of the room (or arrange participants in a semicircle if space is limited, with one side for Agree, the other for Disagree).
3. Participants begin the activity standing in the center of the room.

# OPINION CORNERS

30-45 minutes

## Gameplay Instructions

### 1. Introduction and Rules (5 minutes)

Explain the rules:

- The facilitator reads an opinion statement aloud.
- Participants move to the area of the room that best reflects their opinion: Strongly Agree, Agree, Disagree, Strongly Disagree.
- Once in position, invite volunteers from each area to explain their choice.
- Participants can change positions if they are influenced or reconsider their views during the discussion.

### 2. Discussion and Reflection (approx. 10 minutes per question)

Repeat the activity with 5–6 different statements (more if time and energy allow). Allow space for spontaneous reactions, but encourage respectful dialogue.

## Debriefing

### Step 1: Reflection

Encourage participants to think about their experience:

- *How did it feel to express your opinion in front of others?*
- *Was there a moment when you felt uncertain about your position?*
- *Did you change your mind during the discussion? Why or why not?*
- *Did you feel listened to and respected?*

### Step 2: Highlight Cognitive Biases

Help participants recognize patterns in their thinking:

- *Did you agree with a group just because your friends were there? (Bandwagon Effect)*
- *Did you hold a strong opinion without being able to explain it? (Confirmation Bias)*
- *Were you surprised by someone else's opinion? Why do you think it surprised you?*
- *Did you judge a statement too quickly before hearing more perspectives?*

### Step 3: Real-World Applications

Connect the experience to everyday contexts:

- *How can you use respectful disagreement in real life (e.g., at school, work, or online)?*
- *Why is listening to different opinions especially important in a new country?*
- *How could this activity help you during real conversations about social issues?*
- *What communication skills did you practice today that could help in job interviews or classrooms?*

## Why this works for young migrants?

**1.Accessible and adaptable:** The activity encourages expression regardless of language level.

**2.Physical and dynamic:** Movement adds energy and engagement, especially for groups less comfortable with traditional discussions.

**3.Builds confidence:** Speaking publicly and standing by one's opinion helps develop communication skills.

**4.Encourages empathy:** Listening to differing viewpoints fosters mutual understanding and cultural sensitivity.

**5. Supports social integration:** Practicing respectful disagreement prepares participants for real-life conversations in diverse communities.

# SWITCH-SIDE DEBATE



45–60 minutes

## Concept

This structured debate activity challenges participants to argue both sides of a controversial topic—regardless of their personal beliefs. By switching perspectives, participants develop empathy, critical thinking, flexibility, and public speaking skills. It encourages respectful dialogue and helps them better understand complex issues surrounding migration and society.

## Participant

18–20 participants

## Materials Needed

- A list of thought-provoking debate topics
- Paper and pens for planning arguments
- Timer or stopwatch
- (Optional) Name tags or team labels

## Some examples:

- *“AI should decide who gets a visa.”*
- *“A country should prioritize its own citizens over migrants.”*
- *“People should be allowed to live and work wherever they want, regardless of nationality.”*
- *“There should be a global citizenship system instead of national passports.”*
- *“Countries should have a maximum population limit and stop accepting new residents after that point.”*
- *“Wealthy countries have a moral obligation to accept more migrants than poorer countries.”*
- *“Voting should be allowed for all residents, not just citizens.”*
- *“People should not be judged or limited by the passport they hold.”*
- *“Virtual borders (e.g. digital access) are as restrictive as physical ones.”*
- *“Migrants should be required to adopt the cultural values of their new country.”*

## SET UP

Prepare the room with space for teams to sit together and face each other during debate rounds. Have writing materials ready.

## Optional Additions:

- **Judge Panel:** Assign facilitators or peers as neutral judges to give feedback on clarity, reasoning, and delivery.
- **Audience Voting:** Allow non-participants to vote on which team was more persuasive.
- **Scorecards:** Provide simple rubrics to evaluate argument strength, tone, and logic.
- **Debate Vocabulary Sheet:** Offer useful phrases for agreeing, disagreeing, and rebutting—especially helpful for language learners.

# SWITCH-SIDE DEBATE

45–60 minutes

## Gameplay Instructions

### Step 1: Explain the Game

Introduce the debate format and explain that each team will argue both for and against a given topic, regardless of personal beliefs. Emphasize the goals: practicing empathy, reasoning, and respectful conversation.

### Step 2: Divide into Teams

Split participants into small teams (5–6 people each). Within each team, divide into two sub-groups: Pro and Con.

### Step 3: Assign a Topic

Give each team a debate topic related to migration, citizenship, technology, or society. Choose topics that are open-ended and allow multiple perspectives.

### Step 4: Preparation Time (5–10 minutes)

Each sub-group prepares 2–3 key arguments and anticipates possible rebuttals. Encourage clear, logical points and respectful language.

### Step 5: Debate Round 1 (5–10 minutes)

- Each side presents their arguments and offers rebuttals.
- The facilitator manages time and ensures fairness and mutual respect.

### Step 6: Switch Sides (2–3 minutes)

Teams now switch positions. Those who argued for must now argue against, and vice versa. They take a few minutes to adjust their arguments.

### Step 7: Debate Round 2 (5–10 minutes)

Repeat the debate with reversed roles, encouraging creative and thoughtful responses.

## Debriefing

### Step 1: Reflection (10–15 minutes)

Open a group discussion with guiding questions:

- *How did it feel to argue for a side you didn't agree with?*
- *Did your perspective shift during the activity?*
- *What was the most challenging or surprising part?*
- *How can understanding opposing views help in real conversations?*

### Step 2: Highlight Skills Practiced

- *Thinking beyond personal beliefs*
- *Listening actively and responding respectfully*
- *Building confidence in expressing ideas*
- *Adapting to different perspectives*

### Step 3: Real-World Applications

- *How can these skills help in debates about migration, identity, or culture?*
- *How can respectful disagreement improve communication at school, work, or online?*
- *How might this exercise help in interviews or multicultural settings?*

# SWITCH-SIDE DEBATE

45-60 minutes



## Why this works for practicing discussion skills ?

- **Critical and flexible thinking:** Helps participants explore complex issues from multiple angles.
- **Confidence building:** Supports public speaking in a structured, non-judgmental setting.
- **Empathy through perspective-taking:** Encourages understanding of different viewpoints and lived experiences.
- **Language development:** Encourages clear communication, argument structure, and active listening.
- **Preparation for real-world dialogue:** Equips participants with tools to engage thoughtfully in public debates, interviews, or intercultural exchanges.



# ROLE-PLAYING DILEMMA



45–60 minutes

## Concept

This role-play activity invites participants to critically analyze complex real-life social dilemmas by stepping into different roles. It fosters empathy, argumentation skills, and the ability to navigate sensitive situations involving migration, identity, and media narratives. By engaging with conflicting viewpoints, participants practice respectful debate and learn to see issues from multiple angles.

## Participant

Suitable for medium to large groups, with 6–8 participants per scenario.

## Materials Needed

- Printed role cards (e.g., Migrant, Journalist, Politician, Employer, etc.)
- Printed or written scenario prompts
- Paper and pens (optional, for taking notes)
- (Optional) Simple props or name tags for immersion

## SET UP

- Prepare 1–2 realistic and thought-provoking dilemma scenarios (see examples below).
- Distribute role cards for each participant that reflect the variety of social actors involved in the scenario.
- Arrange the space in a semi-circle or clusters to support in-character discussion.
- Establish clear rules for respectful listening and turn-taking before the activity begins.

## Optional Additions

- **Hot Seat:** One participant stays in character while others question them to explore their views more deeply.
- **Press Conference:** Each character gives a short media statement summarizing their position.
- **Written Reflection:** Participants write a letter or article from their character's point of view.
- **Forum Theatre** (for large groups): Audience members can pause the role-play, take over a role, and propose different solutions.



# ROLE-PLAYING DILEMMA



45–60 minutes

## Gameplay Instructions

### Step 1: Present the Scenario (5 minutes)

Introduce the selected scenario to the group. Give participants a brief background and explain the nature of the dilemma they will explore.

### Step 2: Assign Roles (5 minutes)

Assign roles to participants randomly or strategically to challenge perspectives. Distribute role cards and allow participants to read them silently.

### Step 3: Individual Reflection (5–10 minutes)

Each participant reflects on how their character would feel and respond to the situation. They may write 2–3 key points or arguments from that character's perspective.

### Step 4: Role Discussion (15–20 minutes)

In-character, participants share their thoughts, concerns, and viewpoints one by one. Facilitator may guide with questions like:

- “What concerns does your character have?”
- “What assumptions does your character bring?”
- “What does your character want to achieve?”

### Step 5: Open Debate or Negotiation (10–15 minutes)

- Facilitate a group discussion to explore possible solutions or compromises.
- Allow for disagreement, shifting opinions, and evolving group dynamics.

## Debriefing

### Step 1: Reflection (10–15 minutes)

*Step out of character and reflect as a group:*

- *Was it hard to defend your role's opinion?*
- *Did this activity change the way you view the issue?*
- *How do these perspectives exist in real life?*
- *What would you personally do or say in this situation?*

### Step 2: Real-World Applications

- *How can this help in real-life conversations or conflicts?*
- *Why is it important to understand how media headlines influence public opinion?*
- *What skills did you practice that could help in a school, work, or civic context?*

## Why this works for young migrants?

- **Perspective-Taking:** Encourages deep empathy by simulating the realities of multiple social roles.
- **Critical Thinking:** Promotes questioning of assumptions, stereotypes, and dominant narratives.
- **Language Practice:** Boosts vocabulary and fluency in emotional expression, argumentation, and civic discourse.
- **Empowerment:** Helps participants articulate their views, understand complex systems, and feel confident navigating public conversations.
- **Engagement:** The immersive, performative format sustains attention and deepens learning through emotional connection.

04

# MANIPULATION

# Manipulation\*

## > The power of manipulation in a digital age

Manipulation is a **powerful force in today's digital world**. As information spreads rapidly across social media, news platforms, and online discussions, distinguishing between truth and distortion becomes increasingly difficult.

For young people from migrant backgrounds, this challenge is even greater—they are often the **targets of misleading narratives that distort their image**, fuel discrimination, or create division. Understanding how manipulation works is essential to resist harmful influences and navigate society with confidence.

## > How does manipulation work?

Manipulation in media and public discourse relies on psychological and rhetorical strategies that shape how we perceive reality. Some of the most common techniques include:

- **Emotional triggers:** Content designed to provoke strong emotions—such as fear, anger, or sympathy—can cloud rational thinking.
- **Selective omission:** Presenting only part of a story while leaving out key details can significantly alter its meaning.
- **Repetition and misinformation loops:** Repeating the same distorted message increases the chances it will be accepted as truth.

*For example, some media outlets may focus exclusively on negative portrayals of migration—linking it to crime or economic burden—while ignoring migrants' positive contributions to society. Recognizing these patterns helps young migrants avoid internalizing stereotypes and respond to such narratives critically.*

## How to resist manipulation?

Young people can take simple but powerful steps to protect themselves from misleading content:

- **Verify sources:** Check facts using trusted platforms and official statements before accepting or sharing information.
- **Question intent:** Asking who benefits from a given message can reveal hidden agendas behind it.
- **Diversify information:** Exploring multiple sources and perspectives helps avoid falling into echo chambers or biased narratives.

# Manipulation



## Why Is recognizing manipulation important for migrants?

Identifying manipulation is not just a media literacy exercise—it has direct consequences for migrants’ rights, safety, and integration. Being aware of manipulative strategies can help:

- **Counter misinformation:** False claims about migrants can influence policies that impact legal status, access to services, and public opinion.
- **Avoid scams and exploitation:** Fraudulent job offers or fake legal services often target migrants unfamiliar with local systems.
- **Make informed decisions:** Manipulative content can be used to push political agendas that don’t represent migrants’ interests.

Understanding how manipulation works empowers young migrants to defend themselves and make choices that reflect their values and goals.

## > This chapter: A practical Guide

This chapter presents tools to help young migrants recognize manipulation and build resilience against it. **Through practical activities, they will:**

- Learn to identify common manipulation strategies in everyday media.
- Develop habits of critical inquiry when consuming information.
- Explore how these skills contribute to their autonomy and inclusion.

By working on these skills, young people can assert control over their own stories and challenge narratives that misrepresent them. Strengthening awareness around manipulation empowers not only individuals but also communities—and supports the creation of a more just and informed society.

**“By working on these skills, young people can assert control over their own stories and challenge narratives that misrepresent them !”**



# ACTIVITIES

Understanding manipulation

LEVEL EASY 

LEVEL MEDIUM 

LEVEL EXPERT 

## CAPTION THIS! UNDERSTANDING IMAGE MANIPULATION



30–45 minutes

### Concept

This activity helps participants understand how images—especially when paired with misleading captions—can shape or distort meaning. By analyzing and re-captioning real social media images, participants develop awareness of how visual content can be used to manipulate opinions, evoke emotions, or spread misinformation. This is particularly relevant for young migrants who regularly access visual platforms such as Instagram, Facebook, or TikTok.

### Participant

- 15–20 participants

### Materials Needed

- 6–8 printed or digital images from news or social media, with captions removed
- Pre-written alternative captions (2–3 per image): one misleading, one emotional, one factual
- Envelopes or slides to organize captions
- Blank caption cards or sticky notes (20–30)
- Markers or pens (20–30)
- Whiteboard or flipchart for group reflections

### SET UP

- Select a mix of images that appear frequently online—neutral or controversial—such as protests, crowded streets, people receiving aid, or public celebrations.
- Prepare 2–3 captions per image:
- Misleading: Intended to misinform or push a false narrative
- Emotional: Designed to trigger a strong emotional response
- Factual: Descriptive and neutral, focused on context and truth
- Each small group will receive one image and the associated caption options.

### Why this works for young migrants?

- **Relatable Format:** Based on the visual tools they already use every day
- **Empowers with Insight:** Helps them identify manipulation—especially in topics related to migration, protest, or crisis
- **Promotes Safe Sharing:** Encourages them to be more mindful before forwarding powerful imagery
- **Engages Creatively:** The caption-making task brings a fun and accessible dimension to learning critical media skills

# CAPTION THIS!

## UNDERSTANDING IMAGE MANIPULATION



30–45 minutes

### Gameplay Instructions

#### 1. Introduction (5–10 minutes)

Open with a discussion on how powerful images can be in shaping opinions.

Ask:

- “Have you ever seen a photo online that turned out to be fake or misused?”
- “Can a caption change what you think is happening in an image?”
- Explain the aim: to analyze how captions influence interpretation and practice recognizing manipulation.

#### 2. Group Work – Match or Make Captions (15–20 minutes)

Divide participants into small groups and give each group:

- One image (printed or digital)
- Three pre-written captions (misleading, emotional, factual)

Tasks:

- Discuss and identify which caption is which
- Justify their reasoning
- Create their own accurate and truthful caption
- Optional: If internet access is available, invite them to look up the real context behind the image.

#### 3. Group Sharing (10–15 minutes)

Each group presents their image, the different caption effects, and the caption they created.

Facilitate a short discussion:

- How did the captions shift your perception of the image?
- Which captions felt most persuasive, and why?
- How can we protect ourselves from misinterpreting images online?

### Debriefing

#### Reflection Questions:

- How did different captions change the way you understood the image?
- What signs help you spot when an image is taken out of context?
- Have you seen real-life examples of misleading images online?
- What should we do before sharing powerful or emotional images?

#### Skills Developed:

- Visual literacy
- Emotional reasoning
- Fact-checking techniques
- Narrative awareness and critical interpretation

#### Real-World Application:

- Helps participants evaluate content on Instagram, TikTok, and other platforms more critically
- Promotes cautious and responsible sharing
- Strengthens the ability to detect manipulated or misleading visuals

# MANIPULATION IN ACTION

40–50 minutes

## Concept

This interactive activity helps participants recognize how media, advertising, and political messaging use psychological tricks to influence public opinion. By learning and acting out common manipulation techniques, participants become more aware of how emotions and biases can distort the truth—empowering them to critically analyze messages and resist being misled.

## Participant

- Around 15 participants

## Materials Needed

- Description cards or a slide explaining three manipulation techniques:
  - Emotional Triggers (e.g., fear, anger, guilt) - [Video](#)
  - Selective Omission (leaving out key facts or context)- [Video](#)
  - Repetition (“If you hear it enough, it must be true.”)-[Video1](#), [video2](#)
- Paper and pens (for groups to draft their skits)
- Optional: simple props or costume items (to make role-plays more engaging)

## Optional Additions:

- **Add More Techniques:** Include concepts like the bandwagon effect, false authority, or visual misdirection
- **Media Clip Analysis:** Show a short ad or news segment and ask participants to identify manipulation techniques
- **“Fix the Message” Challenge:** Groups rewrite their skit to present the message in a more honest, balanced way
- **Scoreboard or Voting:** Allow groups to vote on the most creative or convincing performance (for fun and engagement, not competition)

## Why this works for young migrants?

**1.Increases Awareness:** Makes manipulation tactics visible and understandable

**2.Connects to Biases:** Emotional triggers and repetition are tied to common cognitive biases like the availability heuristic and confirmation bias

**3.Encourages Reflection:** Helps participants examine their reactions and recognize when they’re being influenced

**4.Fosters Active Learning:** Role-playing transforms abstract ideas into direct experience

# MANIPULATION IN ACTION

40–50 minutes

## Activity Flow (Step-by-Step)

### 1. Introduction (5–10 minutes)

Start by explaining the goal of the activity: to uncover and understand how manipulation techniques are used in everyday messaging.

Briefly define the three main manipulation tactics, giving clear and simple examples:

- **Emotional Trigger:** *“Migrants are flooding our cities!”*
- **Selective Omission:** *“AI helps pick the best visa applicants.” (Without mentioning ethical concerns or bias)*
- **Repetition:** *“AI is always right, AI is always right...”*

### 2. Group Assignment (5 minutes)

Divide participants into small groups of 3–5 people.

Each group is randomly assigned one of the manipulation techniques.

### 3. Create the Role-Play (10–15 minutes)

Each group creates a short skit (1–2 minutes) that demonstrates their assigned technique in action.

They should:

- Be creative and exaggerated (but respectful)
- Show how their manipulation tactic could appear in media, politics, or advertising

### 4. Performance & Guessing (15–20 minutes)

Groups take turns presenting their skits.

After each performance:

- The other participants guess which manipulation technique was used
- They explain why they chose that answer
- The performing group confirms their tactic and explains how they designed their skit

### 5. Facilitated Discussion (5–10 minutes)

Wrap up the activity with a reflective discussion:

Ask participants:

- Have you seen these tactics in real-life media or online?
- Which of these tricks is hardest to recognize?
- How can we protect ourselves from being manipulated by such messages?



# BREAKING DOWN A SPEECH

45–60 minutes

## Concept

This advanced media literacy activity trains participants to critically analyze real-world political or media speeches—especially those related to migration—by identifying manipulation techniques such as emotional language, factual omissions, and repetition. It helps learners understand how public opinion can be shaped through strategic communication and equips them to respond with informed, independent thinking.

## Participants

- Around 15–20 participants

## Materials Needed

- A speech or video clip or movie related to migration (e.g., political speech, news editorial, social media video)
- [Watch Biden's full speech on immigration at the border](#)
- Transcript of the speech (printed or digital, with space for annotations)
- [Platform](#) (It is free for 10 minutes video)
- Highlighters or pens
- Evaluation worksheet or analysis checklist (optional)
- Projector or speakers (if using video/audio)

## SET UP

1. Select a speech or movie or video that is relevant, understandable, and includes some emotionally charged language or persuasive techniques.

It could support or oppose migration—what matters is that it has manipulable elements.

2. Prepare transcripts with wide margins for notes or highlighting. [Script of the video above](#)

3. Arrange seating for group work or whole-class discussion.

4. Provide participants with a list of manipulation techniques to look for:

- Emotional triggers
- Selective omission
- Repetition
- Overgeneralization
- Scapegoating

## Optional Additions

- **Compare Two Speeches:** Analyze two opposing speeches about migration and compare manipulation techniques.
- **Rewrite the Speech:** Ask participants to rewrite a paragraph of the speech in more neutral, fact-based language.
- **Fact-Checking Challenge:** Assign participants to research claims made in the speech to see if they are accurate.
- **Role-Play Debate:** Have participants act as journalists or experts critiquing the speech live, like a panel discussion.

*Examples of 2 speeches*

→ [Obama Immigration Speech Video](#)

→ [Trump immigration speech highlights](#)

# BREAKING DOWN A SPEECH



45–60 minutes

## Activity Flow (Step-by-Step)

### 1. Introduction (5–10 minutes)

- Introduce the idea that videos can subtly influence opinion by using specific techniques.
- Briefly review manipulation strategies to watch for.

### 2. Play or Read the Speech (5–10 minutes)

- Watch the movie or video or read the speech aloud.
- Ask participants to listen/watch carefully and take notes on tone, language, and repeated ideas.

### 3. Small Group Analysis (15–20 minutes)

- Distribute transcripts and ask each group to:
  - Highlight emotional language (e.g., fear, pride, anger)
  - Note where facts are missing or claims are unsupported
  - Underline repeated phrases or slogans
  - Identify any clear bias or scapegoating
- Optional: *groups complete a worksheet with specific questions (e.g., “What group is blamed or praised?” / “What emotions are being triggered?”)*

### 4. Group Discussion (15–20 minutes)

- Each group shares what they found.
- Facilitate a discussion:
  - *How might this speech affect different audiences?*
  - *Is it persuasive, and why?*
  - *What would a more balanced version sound like?*

## Why this works for young migrants?

- **Real-Life Relevance:** Connects directly to political messaging that participants may encounter in media, school, or online.
- **Critical Thinking Skills:** Builds advanced analysis by connecting language, intent, and bias.
- **Media Defense:** Helps young migrants resist negative messaging or scapegoating narratives.
- **Empowerment through Understanding:** Participants realize that persuasive language can be challenged and broken down with logic and evidence.
- **Promotes Empathy:** Encourages thinking about how language impacts different communities.

05

**FALLACIOUS  
ARGUMENT  
& AI**

# Fallacious Argument & AI



Artificial intelligence (AI) plays an increasingly central role in modern life, influencing access to housing, jobs, healthcare, and immigration procedures. For young migrants, AI **can offer valuable tools for integration**—but it can **also reinforce discrimination**. Understanding how AI systems function is essential to ensure fair treatment and informed decision-making.

## > Why migrants must recognize fallacious AI arguments?

AI is often surrounded by hype, fear, and misinformation. In some discussions, it is portrayed as a flawless solution that improves fairness and efficiency. In others, it is seen as a threat to privacy and autonomy. Neither extreme tells the full story. **The impact of AI depends on how it is designed, applied, and regulated.**

Developing critical thinking skills is key to **navigating these conflicting messages**. Migrants in particular benefit from recognizing misleading or fallacious claims about AI, as these arguments can influence the systems they interact with every day—from job applications to visa decisions.

- **Understanding how AI affects rights and opportunities:** Misconceptions about AI can lead to unrealistic expectations or unnecessary fears. A balanced and informed view helps migrants understand its true implications in areas like employment, immigration, and everyday digital services.
- **Challenging biased systems:** Flawed reasoning often hides unfair or discriminatory practices. By spotting these fallacies, migrants can advocate for more just policies and regulations surrounding AI in recruitment, social services, or legal decisions.
- **Making informed choices:** From using AI-powered translation apps to job-matching platforms, young migrants need to be aware of both the capabilities and the limitations of these tools. Critical thinking prevents them from being misled by overly optimistic or fear-driven narratives.

## > This Chapter: A Practical Guide

This chapter offers tools to help young people recognize fallacious arguments in debates about AI. Through engaging and accessible activities, participants will:

- **Learn to identify** common logical fallacies related to technology.
- **Analyze the role of AI** in shaping social systems and personal opportunities.
- **Reflect on how critical thinking can be used** to navigate the promises and risks of AI in daily life.

## > The Power of Critical Thinking

AI is not inherently good or bad—it **reflects the values and intentions of those who create and implement it**. Helping young migrants think critically about AI is crucial to avoiding blind trust or misplaced fear.

It empowers them to engage with technology thoughtfully and advocate for **digital systems that are fairer**, more transparent, and more accountable.

By developing these skills, young people take control of their interactions with AI—and ensure they are active participants in an increasingly tech-driven world.

# ACTIVITIES

Understanding manipulation

LEVEL EASY 

LEVEL MEDIUM 

LEVEL EXPERT 

## AI MYTH OR FACT?

20–30 minutes

### Concept

This is a simple, interactive quiz-style activity that helps participants identify and debunk common misconceptions about Artificial Intelligence (AI). It encourages critical thinking, media literacy, and informed awareness about how AI affects real-life decisions—especially important for young migrants navigating systems like education, employment, and immigration.

### Participant

- Around 15 participants

### Materials Needed

- A set of printed or digital statements about AI (can be on cards, a slide show, or read aloud)

Some examples

- "AI always makes fair and unbiased decisions."
- "AI can replace all human jobs in the near future."
- "AI systems learn from data, not human feelings or common sense."
- "You can use AI to create fake news, images, and even videos that look real."
- "AI is only used in big tech companies, not in everyday life."

- Two signs: "Myth" and "Fact" (or green/red cards, thumbs up/down, etc.)
- Optional: Projector or whiteboard to display statements and explanations

The Kahoot game is a nice and interesting choice.

Example: Kahoot

Right answers

## SET UP

1. Prepare a list of 8–12 statements related to AI (some true, some false).

2. Examples:

- "AI is never biased." → Myth
- "AI can help translate languages in real time." → Fact
- "AI knows who will be a good worker." → Myth
- "AI is just like a human brain." → Myth
- "AI is used in job interviews and visa processes." → Fact

3. Arrange the room so participants can respond physically (e.g., by moving to a side of the room, holding up signs, or raising hands or using their phones in case of kahoot).

# AI MYTH OR FACT?

20–30 minutes

## Gameplay Instructions

### 1.Explain the Game

Tell participants they will hear a series of statements about AI and must decide whether each is a myth or a fact.

### 2.Read a Statement

- Example: “AI is never biased.”

### 3.Participants Respond

- They choose "Myth" or "Fact"—by moving, voting, or holding up cards etc.

### 4.Reveal the Answer and Explain

- Give a brief explanation:
  - “AI can be biased because it learns from human data, which can include stereotypes or unfair patterns.”
  - “AI is never biased.” → Myth► Explanation:AI learns from data created by people. If that data has unfair stereotypes or mistakes, AI can make biased decisions too.
  - “AI can help translate languages in real time.” → Fact► Explanation:AI powers many translation apps and tools that help people understand each other instantly, which is very useful for communication.
  - “AI knows who will be a good worker.” → Myth► Explanation:AI can analyze some information, but it can’t fully understand a person’s skills, personality, or motivation. So, it can’t always pick the best worker.
  - “AI is just like a human brain.” → Myth► Explanation:AI can process data fast, but it doesn’t think or feel like a human. It doesn’t have emotions or common sense.
  - “AI is used in job interviews and visa processes.” → Fact► Explanation: Some companies and governments use AI tools to help review applications faster. But these tools need to be checked carefully to avoid mistakes or unfairness.

### 5.Repeat for All Statements

- Encourage discussion, especially if people disagree or seem surprised by the explanation.
- The participants can ask chatgpt about the statements and see if Chatgpt says something else.

### 6.(Optional) Group Score

- Keep a fun tally of correct answers to add a competitive element.

# AI MYTH OR FACT?

20–30 minutes

## Debriefing

### Encourage participants to reflect on:

- Which statements surprised you the most?
- Why do you think some myths about AI are so common?
- How can believing false things about AI be dangerous?
- Where do we usually hear about AI—in movies, news, or social media?

## Why this works for young migrants?

- **Empowers Informed Decision-Making:** Many systems (jobs, schools, visa applications) already use AI. Understanding how it works helps young migrants navigate these systems more confidently.
- **Builds Critical Media Skills:** Helps them question tech hype and misinformation.
- **Promotes Inclusion:** Provides language-accessible, low-pressure participation.
- **Reinforces Language and Conceptual Learning:** Combines vocabulary building (e.g., "bias," "data," "algorithm") with real-life relevance.
- **Creates Dialogue:** Offers space to share personal or cultural experiences with technology.



# FIND THE FALLACY

40–60 minutes

## Concept

This activity helps participants identify logical fallacies (mistakes in reasoning) often found in public discussions about Artificial Intelligence. By analyzing flawed arguments and correcting them, learners develop critical thinking skills and become better at spotting bias, manipulation, or emotional influence—especially important when navigating complex topics like AI in the media or public policy.

## Participant

- Around 15 participants

## Materials Needed

- Printed or projected examples of AI-related arguments containing logical fallacies

### Some examples:

-“If we use AI, all jobs will be lost.”

-“AI can’t be trusted because it’s made by companies that want to control us.”

-“Everyone says AI is dangerous, so it must be true.”

- A list or mini-poster of common fallacies explained in simple language (e.g., with examples)

### Examples:

-*Slippery slope*: Saying one action will cause a chain of negative events without proof.

-*Ad Hominem*: Attacking the person instead of the argument.

-*Bandwagon*: Assuming something is true because many people believe it.

- Paper and pens for group notes and rewrites
- (Optional) Color-coded cards with fallacy names for quick reference

## Optional Additions:

- **Fallacy Sorting Game:** Mix up argument cards and fallacy cards; groups must match each argument to the correct fallacy
- **AI Debate Challenge:** After identifying fallacies, groups create their own good vs. bad AI debate, trying to avoid fallacies in real time.
- **Fallacy Bingo:** Create a bingo sheet with fallacies and let students mark them off as they encounter them in media or peer debates.
- **Visual Aids:** Use memes or headlines with exaggerated AI claims as humorous but effective fallacy examples.

## Why this works for young migrants?

- **Reveals Flawed Thinking:** Shows how arguments can sound convincing but still be logically weak or manipulative.
- **Promotes Metacognition:** Learners become aware of their own biases and thought processes.
- **Builds Media Literacy:** Helps participants evaluate online content and public claims about AI with a critical eye.
- **Encourages Open-Mindedness:** Participants practice improving arguments rather than just dismissing them.

# FIND THE FALLACY

40–60 minutes

## Activity Flow (Step-by-Step)

### 1. Introduce the Goal (5–10 minutes)

- Explain what a fallacy is: a common mistake in how arguments are made.
- Video
- Briefly teach 3–5 common fallacies relevant to AI debates, using simple definitions and examples:
  - False Choice (e.g., “AI is either going to save us or destroy us”)
  - Appeal to Authority (e.g., “This AI must be right—an expert said so!”)
  - Scare Tactics (e.g., “If we let AI grow, it will destroy all jobs!”)
  - Straw Man (e.g., “People who want safe AI hate technology.”)
  - Bandwagon (e.g., “Everyone uses this AI app—it must be good.”)

### 2. Group Work – Identify the Fallacy (15–20 minutes)

- Divide participants into small groups.
- Give each group 2–3 AI-related arguments, each containing a fallacy.
- Ask them to:
  - *Identify the fallacy in each argument.*
  - *Explain why it’s a fallacy.*
  - *Rewrite the argument to make it stronger and more fair/logical.*

### 3. Share and Discuss (15–20 minutes)

- Each group shares one original argument, names the fallacy, and presents their improved version.
- Encourage peer feedback and discussion—Was the rewrite balanced? Did they explain the bias clearly?

### 4. Wrap-Up Reflection (5–10 minutes)

- Ask:
  - *Was it easy or hard to spot these mistakes?*
  - *Have you seen fallacies like this in real life (e.g., social media, news)?*
  - *Why is it important to question how people argue, especially about AI?*



# AI POLICY DEBATE



60–75 minutes

## Concept

This is a high-level role-based debate that encourages participants to think critically about **how Artificial Intelligence should or shouldn't be involved in life-changing decisions**—specifically, immigration and visa allocation. Participants step into roles with different interests and responsibilities, encouraging them to explore real-world tensions between ethics, technology, human rights, and governance.

## Participants

- Around 15-20 participants

## Materials Needed

Role cards or role descriptions (AI expert, Migrant rights activist, Government official, Employer)

### Role Cards :

- **AI Expert**

Believes AI can improve efficiency and reduce human error in visa processing.

Advocates for transparency in AI algorithms to ensure fairness.

Concerned about data privacy and potential biases in AI systems.

- **Migrant Rights Activist**

Focuses on protecting migrants from unfair treatment or discrimination by AI systems.

Highlights risks of bias and lack of accountability in automated decisions.

Pushes for human oversight and clear appeals processes.

- **Government Official**

Seeks to balance national security with fair immigration practices.

Interested in using AI to speed up application processing and reduce backlogs.

Concerned about public opinion and legal compliance.

- **Employer**

Wants quick and reliable visa decisions to hire needed talent.

Interested in AI tools that can help identify qualified candidates.

Worries about potential delays or errors that affect workforce planning.

- Printed or digital background information about AI in immigration (short summaries or news examples)
- **Use of AI:** Many governments explore AI tools to analyze visa applications, identify fraudulent documents, and speed up processing times. These systems often use pattern recognition and data analysis.
- **Benefits:** AI can handle large volumes of applications faster than humans, reduce clerical errors, and improve consistency.
- **Challenges:** AI can inherit biases present in historical data, potentially leading to unfair rejections based on nationality, ethnicity, or other factors. Transparency and accountability are often limited.
- **Ethical Concerns:** Automated decisions may impact fundamental rights; lack of human review can lead to errors or inability to appeal. Data privacy and security are critical issues.
- **Current Practices:** Some countries combine AI tools with human officers to make final decisions, aiming for efficiency while retaining oversight.
- Optional: name tags, microphones, timer, whiteboard or flipchart for key points
- Reflection worksheet or debrief questions (optional)

## SET UP

1. Prepare detailed yet accessible role descriptions for each participant.
  - Include motivations, concerns, and general stance on AI in immigration.
2. Prepare a short neutral summary of the topic: "Should AI decide who gets a visa?"
  - Provide some pros and cons, recent examples, or known real-world systems (e.g., Canada's or UK's points-based systems).
3. Arrange the space to simulate a panel or roundtable discussion, allowing all roles to interact equally.

## EXAMPLE

### EXAMPLE: "SHOULD AI DECIDE WHO GETS A VISA?"

As immigration systems face growing demand, some countries are exploring the use of Artificial Intelligence (AI) to assist in visa application reviews. AI can analyze large amounts of data quickly, potentially making the process more efficient and consistent. However, the question remains whether AI should have a deciding role in who receives a visa.

#### Pros:

- **Efficiency:** AI can process applications faster than humans, reducing backlogs and waiting times.
- **Consistency:** Automated systems apply the same criteria uniformly, potentially reducing human errors or bias.
- **Fraud Detection:** AI can help identify fraudulent documents or suspicious patterns more effectively.

#### Cons:

- **Bias Risk:** AI learns from historical data, which may include biases against certain nationalities or groups, leading to unfair outcomes.
- **Lack of Transparency:** AI decision-making processes are often complex and not easily explained, raising accountability concerns.
- **Limited Human Judgment:** Some decisions require understanding of personal circumstances and context that AI cannot fully grasp.

#### Real-World Examples:

Canada's Points-Based System: Uses automated scoring for eligibility based on factors like education, work experience, and language skills, combined with human review.

UK Visa Application: Employs AI tools to screen applications for fraud and risk, but final decisions are made by immigration officers.

### Optional Additions

- **Policy Drafting:** After debate, participants work in mixed-role groups to write a short "AI visa policy proposal" based on compromises.
- **Public Vote:** Audience members (or other teams) vote on which argument was most persuasive or ethical.
- **Hot Seat:** One role is questioned intensely by others to test the strength of their position.
- **Media Simulation:** Have a "journalist" summarize the debate or write a fictional news article about the policy outcome.

# AI POLICY DEBATE



60–75 minutes

## Activity Flow (Step-by-Step)

### 1. Introduction (5–10 minutes)

- Present the central debate question: Should AI decide who gets a visa?
- Provide background context about how AI is already used in some migration systems.

### 2. Assign Roles (5 minutes)

- Distribute role cards randomly or assign strategically.
- Roles may include:
  - **AI Expert:** Focuses on efficiency, data, and innovation.
  - **Migrant Rights Activist:** Advocates for fairness, transparency, and human dignity.
  - **Government Official:** Prioritizes national interests, budget, and control.
  - **Employer:** Wants access to skilled workers efficiently but ethically.
  - (Optional roles: Journalist, Asylum Seeker, Tech Company Rep)

### 3. Role Preparation (10–15 minutes)

- Participants read their roles and plan their arguments.
- Encourage them to anticipate other perspectives.

### 4. Structured Debate (20–25 minutes)

- Each participant presents their initial position (2–3 minutes each).
- Facilitator moderates a cross-discussion: participants respond to each other's concerns, challenge points, and try to find common ground.
- Allow time for rebuttals or spontaneous dialogue.
- \*In large groups of participants, they can make groups of participants and one participant will have the role of journalist and they will discuss on topic.

### 5. Reflection & Policy Discussion (15–20 minutes)

- Step out of role and debrief:
  - *How did your role shape your views?*
  - *What surprised you in the discussion?*
  - *What would a fair and balanced AI policy look like?*
  - *Should any decisions be left fully to machines?*

## Why this works for young migrants?

- **Real-World Relevance:** The topic connects abstract AI ethics with the deeply personal reality of migration decisions.
- **Multiple Perspectives:** Forces participants to empathize with and defend views they may not personally agree with.
- **Critical Engagement:** Learners must consider evidence, fairness, and bias—not just feelings or ideology.
- **Language + Reasoning Practice:** Builds advanced vocabulary and complex argumentation skills.
- **Empowerment:** Young migrants learn how technology can affect them—and how to advocate for fairer systems.

06

**CRITICAL  
THINKING IN  
EVERYDAY LIFE**

# Critical thinking in everyday life



Critical thinking is a vital skill for young migrants as they navigate the complexities of a new cultural and social environment. It supports them in **making thoughtful decisions, managing relationships, and overcoming emotional and cultural barriers** with greater clarity and confidence. In a context of constant change, critical thinking empowers them to question assumptions, evaluate options, and act in alignment with their values and personal goals.

## > *Why focus on critical thinking in everyday life?*

Young migrants face multiple challenges—from learning a new language and integrating socially, to maintaining connections with their cultural identity. Reflecting critically on how they manage their time allows them to **balance adaptation and personal development**. For instance, rather than using leisure time as an escape, they can create space to reflect on emotional and social experiences, fostering more intentional integration.

Making informed decisions is another key aspect of daily life. Migrants often face pressure to conform to new cultural norms, which can raise questions about identity. **Critical thinking helps them evaluate these influences** and identify which aspects support their growth without compromising core values. This enables a more balanced integration that respects both new and original cultural elements.

On an emotional level, critical thinking supports young migrants in managing feelings of isolation, confusion, or identity loss. It allows them to **examine the sources of these emotions and respond with constructive strategies**. It also fosters empathy, helping them interpret others' behavior more accurately and reduce potential misunderstandings linked to cultural differences.

In relationships, critical thinking helps **identify negative dynamics or power imbalances**. It supports the setting of healthy boundaries and the building of connections based on mutual respect and fairness.



Finally, critical thinking strengthens planning and organizational skills—essential tools for managing daily responsibilities. By setting priorities and defining goals, young migrants can balance studies, work, and personal life while adapting to their new environment. This capacity supports resilience and reduces stress in the face of change.

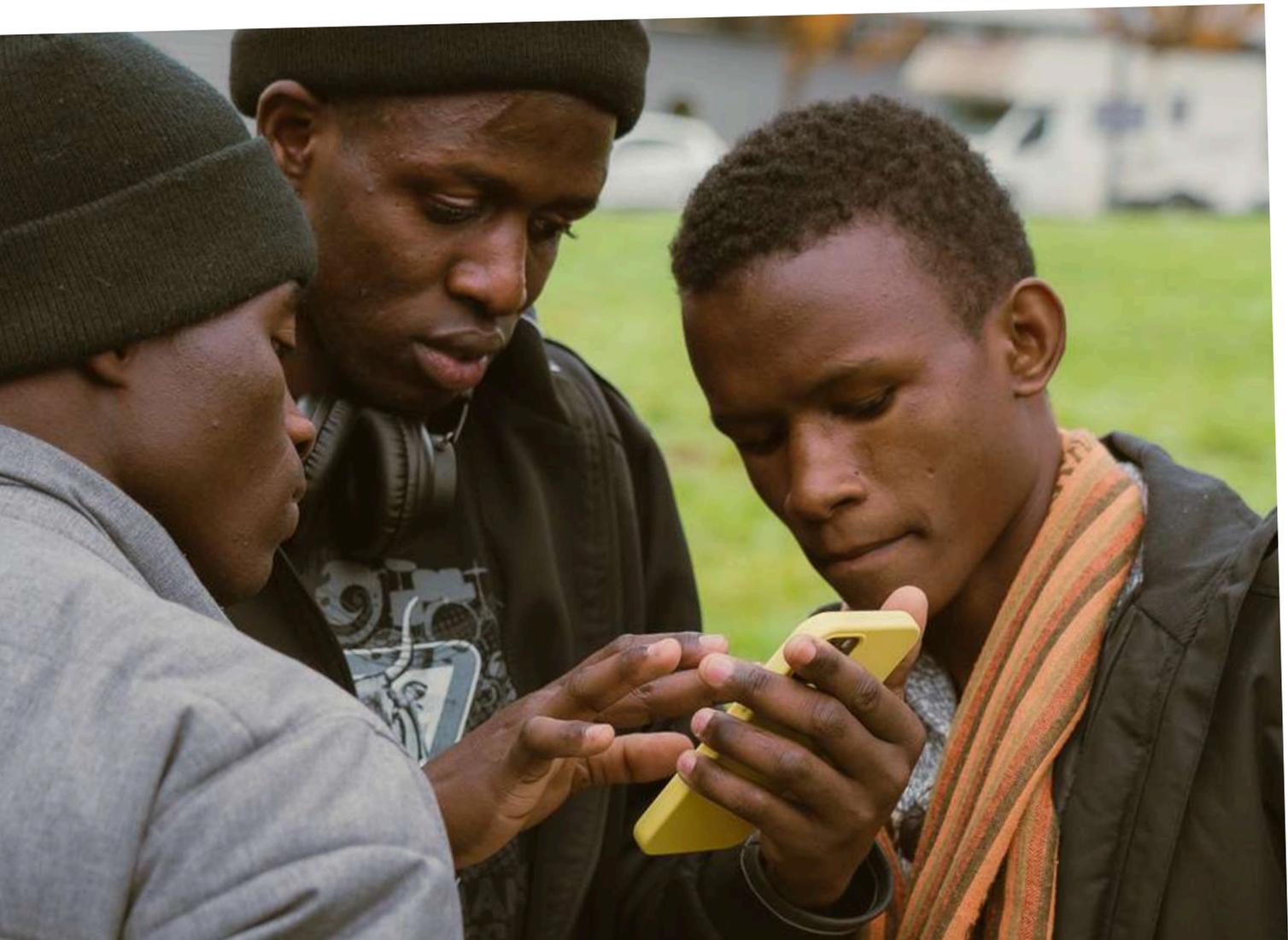
# Critical thinking in everyday life

## > This chapter – A practical guide

This chapter offers reflections and tools to help young people apply critical thinking in key areas of their daily lives:

- **Time management and emotional balance**
- **Cultural integration and personal identity**
- **Relationships and autonomy in decision-making**

*By integrating critical thinking into everyday situations, young migrants develop as more autonomous, resilient, and reflective individuals. This skill helps them build a meaningful bridge between cultures—one that supports integration while preserving their identity.*



# ACTIVITIES

Understanding manipulation

LEVEL EASY 

LEVEL MEDIUM 

LEVEL EXPERT 

## PRIORITISING THE DAY

30–40 minutes

### Concept

This activity helps participants reflect on **how they manage their time** and make everyday decisions. It introduces the concept of prioritisation and encourages young people to think critically about how they spend their time and energy. For young migrants navigating a new environment, balancing responsibilities and personal well-being can be especially challenging. **Learning to identify what matters most in a day can support their adaptation, emotional balance, and sense of control.**

### Participant

- 6 to 20 participants

### Materials Needed

- Templates with a fictional list of daily tasks (adapted to situations common for young migrants)
- Blank weekly schedules (printed or editable digital format)
- Pens, pencils or markers
- *Optional:* Whiteboard or projector for summarising ideas
- *Optional:* \*ANNEXE 01 & 02

### Example task list (to be printed or projected):

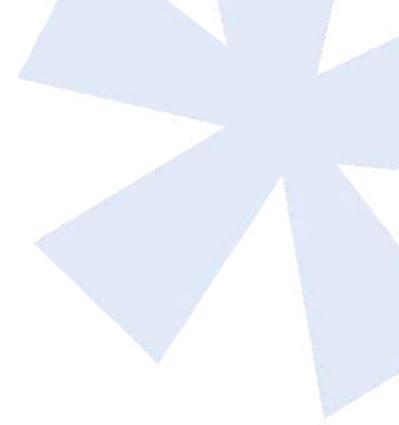
- Attending a 2-hour language class
- Doing 1 hour of homework for the language class
- Researching administrative procedures (e.g. bank, visa renewal) for 1 hour
- Meeting a new acquaintance or friend for coffee (1.5 hours)
- Video call with family back home (1 hour)
- Preparing and cooking a healthy meal (1 hour)
- 30 minutes of physical exercise
- Spending 1 hour on social media or online entertainment
- Searching for jobs or online skill-building courses (1.5 hours)
- Quiet time for hobbies, reflection, or rest (1 hour)
- Exploring a local resource (e.g. park, library) (2 hours)
- Volunteering or attending a community event (2 hours)
- Unexpected errands or appointments (1 hour)

### Why this works for young migrants?

This activity turns abstract ideas about time and decision-making into something concrete and personal. It gives young migrants **a chance to take control over their routines**, understand their choices, and practice critical thinking in an area that affects their everyday well-being. It's **easy to adapt for different ages** and cultural contexts, and works well as an introduction to more advanced critical thinking exercises.

# PRIORITISING THE DAY

30–40 minutes



## Gameplay Instructions

### 1. Introduction (5–10 minutes)

The facilitator begins with a short group conversation to introduce the topic of time management and prioritisation.

Ask open questions to invite reflection:

- “Have you ever felt like there’s not enough time in the day?”
- “What happens if we don’t choose our priorities carefully?”
- “How do you think our use of time can affect our stress or well-being?”
- “Can you think of a task that feels urgent but may not be that important?”

Use participants' responses to highlight concepts such as:

- The difference between urgent and important tasks
- The role of time management in well-being and integration
- The value of aligning daily actions with personal goals

### 2. Activity Development (15–20 minutes)

#### 1. Part 1 – Individual Work

- Each participant receives a fictional list of daily tasks and is asked to:
- Rank the tasks in order of priority (from most to least important)
- Fill in a blank weekly schedule based on how much time they would realistically dedicate to each activity

#### 2. Part 2 – Group Sharing

Participants form small groups (3–5 people) to compare and discuss their schedules. They reflect on:

- Why they ranked tasks the way they did
- Which tasks are essential vs. optional
- Whether their time distribution reflects their goals and well-being

### 3. Group Reflection (10 minutes)

The full group gathers for a debrief. The facilitator guides a discussion with reflection questions such as:

- “Was it hard to choose your top priorities?”
- “Were there any surprises in how you used your time?”
- “What would you like to change in your real daily routine?”
- “What tasks did you identify as important for integrating into a new environment?”

## Learning Outcomes:

### Knowledge Gained

- Understanding the concept of prioritisation
- Awareness of the difference between urgent and important tasks

### Skills Developed:

- Time management and planning
- Self-awareness and decision-making

### Impact on Participants

- Increased ability to reflect on personal habits
- Practical tools for creating balance between responsibilities and self-care
- A stronger foundation for adapting to daily life in a new cultural context

# SOLVING A DAILY DILEMMA

40–60 minutes

## Concept

This activity challenges participants to make informed decisions by analysing complex real-life situations from multiple perspectives. Instead of simple decision-making, it encourages deeper reflection, argumentation, and adaptability by introducing unpredictable factors and constraints. For young migrants, who often face dilemmas related to cultural integration, time management, and conflicting responsibilities, this activity is particularly relevant. Participants not only choose a course of action but also justify and defend their reasoning while considering the long-term impact of their decisions.

## Participant

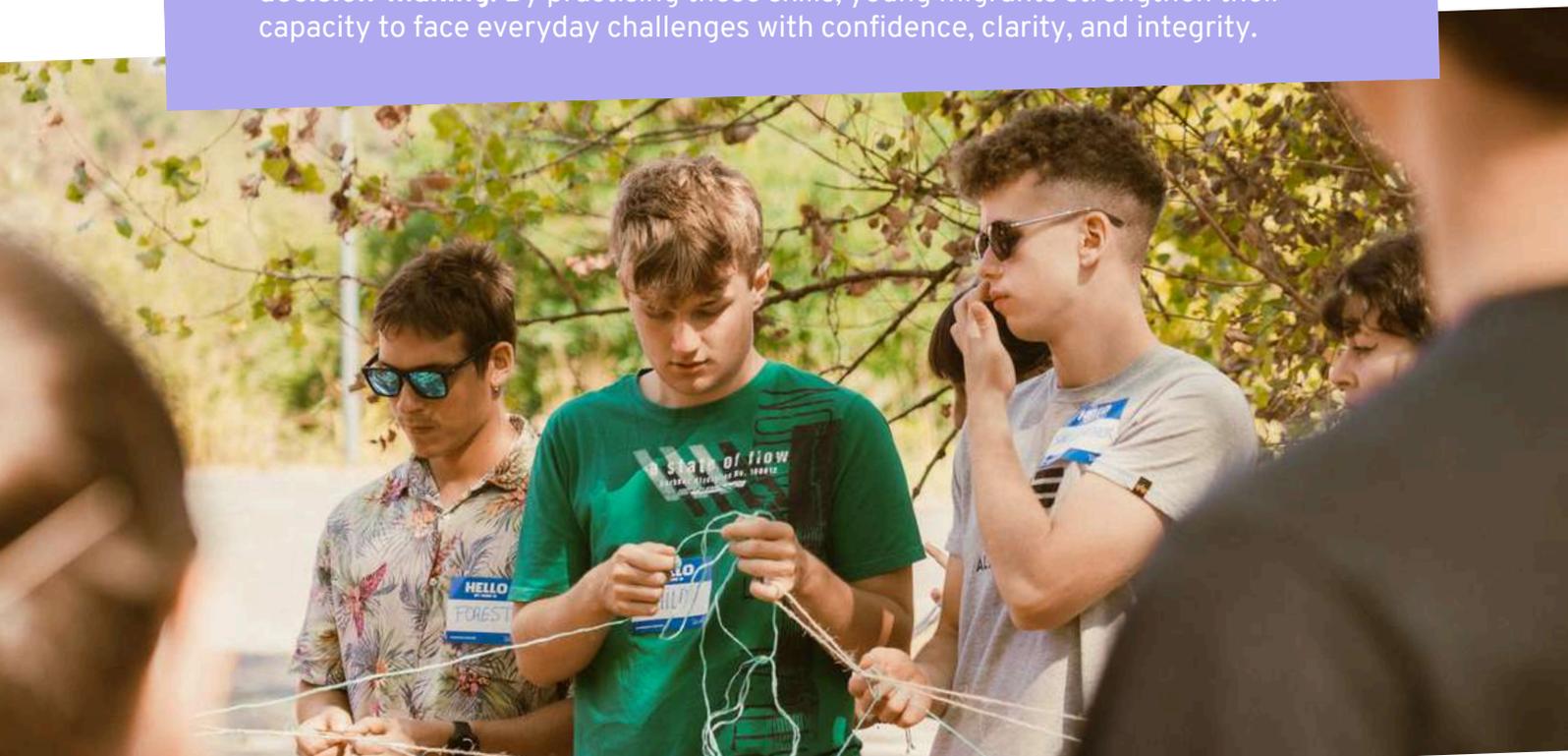
- 6 to 20 participants (working in small groups of 3–5 people)

## Materials Needed

- Cards with fictional but complex daily dilemmas (printed or digital)
- Decision-making guides with key questions (printed or digital)
- Paper and pens for taking notes
- *Optional:* Whiteboard or flipchart for group discussion
- *Optional:* \*ANNEXE 03, 04 & 05

## Why this works for young migrants?

This activity trains participants to **navigate real-life dilemmas thoughtfully and flexibly**. It develops their ability to balance competing demands, adapt to changing situations, and understand how **personal values and cultural factors influence decision-making**. By practising these skills, young migrants strengthen their capacity to face everyday challenges with confidence, clarity, and integrity.



# SOLVING A DAILY DILEMMA

40–60 minutes

## Examples of Dilemmas:

### WORK, FINANCES & FUTURE PLANNING

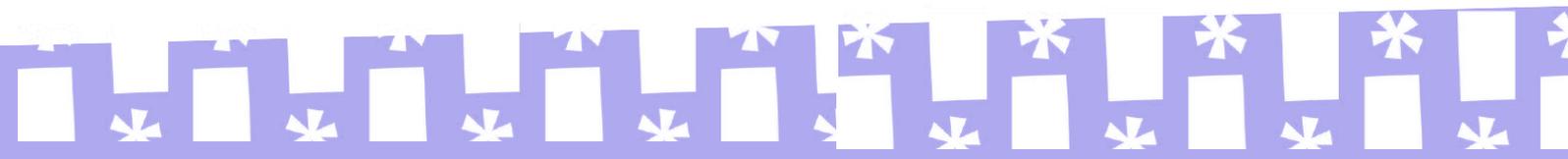
- “You have a chance for a short-term, informal job that pays cash immediately, but it would mean missing several sessions of a free language or skills training course that could help you get a better, more stable job in the future. What do you do?”
- “You’ve saved a small amount of money. You could use it to invest in a tool or certification for work, or you could send it to your family back home who are facing unexpected difficulties. How do you decide?”
- “At your new job, you’re often asked to stay late without prior notice, which conflicts with your language classes that are important for your long-term integration. You value the job and don’t want to seem uncooperative, but you also don’t want to sacrifice your studies. How do you approach this with your employer or manage the situation?”

### SOCIAL INTEGRATION, CULTURAL ADAPTATION & PERSONAL BOUNDARIES

- “You are invited to a social gathering by new acquaintances from the host country. At the event, people are engaging in activities (e.g., drinking heavily, making jokes you find offensive, discussing very personal topics openly) that make you uncomfortable or go against your values. You want to fit in and make connections, but also stay true to yourself. How do you navigate this situation?”
- “You are expected by your family or community members to follow certain cultural or religious traditions strictly, but these conflict with the lifestyle you are trying to adapt to or with opportunities for integration. How do you manage these expectations and your own desires?”
- “A new friend from your host country offers to help you with something important but in return subtly suggests you should do something for them that feels like a very big favour or makes you uneasy. How do you respond?”

### ETHICAL DILEMMAS & COMMUNITY RESPONSIBILITIES

- “You witness someone from your community doing something dishonest or slightly illegal. You know they are struggling, but you also worry about the consequences for them and for the perception of your community. Do you say something, to whom, or do you ignore it?”
- “You learn about a very limited opportunity (e.g., a special housing spot, a unique training program) through an informal contact before it’s publicly announced. You could apply immediately and have a good chance, but you know many others in your situation would also greatly benefit if they knew. Do you quickly secure it for yourself, or do you try to share the information more widely, even if it reduces your own chances?”



# SOLVING A DAILY DILEMMA

40–60 minutes

## EXAMPLE OF “UNEXPECTED SCENARIO” CARDS (PLOT TWISTS):

1. The informal job might last longer but pay stays low and clashes with any training.
2. A mentor says your certification is in high demand and could bring an immediate job offer.
3. Missing more than two language classes means being automatically dropped from the free course.
4. A key contact at the event personally invites you to join an activity that makes you uncomfortable.
5. A younger sibling openly questions the traditions you’re expected to follow.
6. You discover the “help” offered may have hidden downsides for you.
7. A crackdown on the dishonest act you witnessed is announced later that day.
8. A close friend or family member desperately needs the same opportunity you just discovered.
9. Facilitators can adapt these examples or create new ones that are more relevant to their group.

## Activity Flow (Step-by-Step)

### 1. Introduction (10–15 minutes)

The facilitator initiates a discussion to explore how decisions are made, especially when facing complex situations.

Guiding questions may include:

- “Think about a time you had to make a difficult choice. What made it difficult?”
- “Do your decisions affect only you, or also others around you?”
- “How do your values or beliefs shape your choices?”
- “What extra considerations might come up when facing a dilemma in a new country?”

Based on participants’ answers, the facilitator can summarise key elements of informed decision-making.

Introduce the decision-making guide as a tool to practise structured thinking:

- *What are my options?*
- *What are the potential short- and long-term consequences?*
- *How does this decision align with my personal values and goals?*
- *How might my choice affect my family, friends, or community?*
- *Are there external pressures or cultural factors influencing me?*

### 2. Activity Development (30–40 minutes)

#### 1. Part 1 – Small Group Analysis (20–25 minutes)

- Divide participants into small groups and assign each group a dilemma.
- Groups discuss their options, weigh pros and cons, and decide on a course of action.
- Challenge 1: Groups must defend their decision and explain why it is the best option.
- Challenge 2: Halfway through, introduce an “Unexpected Scenario” card to see if they adapt their decision.

#### 2. Part 2 – Group Debate (10–15 minutes)

- Groups present their chosen solution.
- Other groups challenge their reasoning and offer alternative perspectives.
- Facilitator asks probing questions to deepen analysis.

# SOLVING A DAILY DILEMMA

40–60 minutes

## 13. Closure and Reflection (10–15 minutes)

The facilitator leads a full-group discussion to reflect on the process:

- “Was it easy or difficult to make a decision as a group? Why?”
- “What strategies helped you the most?”
- “How did the ‘unexpected scenario’ affect your choice?”
- “Did personal values influence your decision? How?”
- “How can these skills—analysing dilemmas, adapting to new information—be applied in your daily life as a young migrant?”

Participants can also share if the dilemmas reminded them of real situations and what they learned about their own values

## Learning Outcomes:

### Knowledge Gained

- A structured approach to analysing dilemmas, including ethical, social, and long-term implications.

### Skills Developed:

- Advanced critical thinking
- Decision-making and argumentation
- Adaptability to changing circumstances
- Increased ability to reflect on and articulate personal values

### Impact on Participants

- Increased confidence in making complex decisions
- Ability to defend and explain choices with logical reasoning
- Understanding how external factors and cultural dynamics shape decisions
- Greater self-awareness of personal values and appreciation for diverse perspectives



# PERSONAL REFLECTION AND PLANNING

60–90 minutes

## Concept

This activity supports participants in developing their self-reflection skills to **better understand how they manage their time, set priorities, and make decisions**. By fostering awareness of habits and offering tools for strategic planning, the activity helps young people align their daily routines with their personal goals and values.

For young migrants, this process is especially valuable. As they navigate the demands of **adapting to a new cultural environment while maintaining their identity** and responsibilities, learning to manage time consciously becomes a key life skill. Reflecting on how they spend their time and planning intentionally supports a greater sense of agency, balance, and clarity.

Through a structured sequence of self-assessment, visioning, and action planning, participants build critical thinking skills that are applicable in their everyday life—particularly in making intentional, value-driven decisions.

## Participants

- 6 to 20 participants (working individually, with optional group sharing)

## Materials Needed

- Reflection journal templates with guiding questions (printed or digital)
- Blank weekly schedules or digital planning tools (e.g., Google Calendar, Trello)
- Examples of effective weekly plans (printed or projected)
- Paper and pens for note-taking
- Optionnal : \*ANNEXE 06 & 07

## Optional Additions

### Videos:

- SMART Goals: <https://www.youtube.com/watch?v=hj7Kw3fDNaw>
- Time Blocking: <https://www.youtube.com/watch?v=X-l2mKcs49s>
- Habits & Procrastination: [https://www.youtube.com/watch?v=U\\_nzqnXWvSo](https://www.youtube.com/watch?v=U_nzqnXWvSo)

### Apps and Platforms:

- Google Calendar, Trello, Asana, Todoist, Notion



# PERSONAL REFLECTION AND PLANNING



60–90 minutes

## Activity Flow (Step-by-Step)

### 1. Introduction (10–15 minutes)

The facilitator opens a group discussion around the importance of looking inward and planning ahead. Participants are invited to reflect on their current relationship with time, priorities, and personal goals.

Suggested guiding questions include:

- “When you think about your typical week, do you ever feel like time just slips away, or that you’re busy but not necessarily moving toward what’s most important to you?”
- “How might understanding our daily habits help us manage time more effectively?”
- “What does balance mean to you when it comes to responsibilities, personal growth, and cultural identity?”
- “How does what we do each day connect to our bigger goals or values?”

The facilitator then summarises how self-reflection and planning support better time management, personal clarity, and alignment between daily choices and long-term aspirations.

### 2. Activity Development (40–50 minutes)

Step 1 – Self-Assessment: Where Am I Now? (15–20 minutes)

Goal: Participants reflect on their current routines, habits, and challenges. Using the Reflection Journal Template, participants respond to prompts such as:

- *How do I currently spend most of my time?*
- *Which activities bring me energy or satisfaction?*
- *Which ones drain me or feel unproductive?*
- *What are the main obstacles to using my time the way I’d like?*
- *What triggers stress or procrastination for me?*

**Facilitator’s Tip:** Remind participants that this is a private exercise. There are no right or wrong answers—honesty is key, and the goal is self-awareness, not perfection.

Step 2 – Vision: Where Do I Want to Go? (15–20 minutes)

Goal: Participants define their priorities and imagine a more fulfilling routine. They reflect on questions like:

- *What would a productive and balanced week look like for me?*
- *If I had full control over my time, how would I spend it?*
- *What are my top 3 priorities right now?*
- *What specific changes do I want to make in how I manage my time?*
- *What new habits would I need to build—or unlearn—to support this vision?*

**Facilitator’s Tip:** Encourage participants to focus on short-term goals (e.g. the next month) that connect to longer-term aspirations.



# PERSONAL REFLECTION AND PLANNING



60–90 minutes

## Activity Flow (Step-by-Step)

### Step 3 – Action Plan: How Do I Get There? (30 minutes)

Goal: Participants design a concrete, personalized strategy to align their time with their goals.

The facilitator presents a few simple planning techniques. Participants choose and apply those that suit them best:

#### 1. Small Steps Toward Big Goals

- Break down priorities into small, achievable actions.
- Use SMART criteria: Specific, Measurable, Achievable, Relevant, Time-bound.

*Examples:*

- "Dedicate 30 minutes every Monday, Wednesday, Friday to review vocabulary."
- "Set a 15-minute timer for Instagram and put the phone away when it ends."

Participants identify 1–2 key goals and write 1–2 small steps for each.

#### 2. Time Blocking & Prioritisation

- Schedule blocks of time for important activities.
- Protect space for rest, self-care, learning, and integration.

*Examples:*

- "Monday 9–11 AM: Job searching."
- "Tuesday 6–7 PM: Language group."
- "Saturday morning: Park visit with family or personal hobby."

Participants block out at least 2–3 priorities in their schedule for the upcoming week.

#### 3. Obstacle Anticipation (If-Then Planning)

- Identify what might derail the plan.
- Create a response strategy in advance.

*Examples:*

- "If I feel too tired after work to attend language class, then I'll do 15 minutes at home."
- "If I get distracted by notifications, then I'll silence my phone and leave it in another room."

Participants write 1–2 obstacles and "If-Then" responses.

#### 4. Accountability Strategy

- Choose a method to stay on track (optional and personal).

Options include:

- End-of-day journaling
- Weekly checklists
- Informal accountability with a peer or friend

Participants pick at least one method to track their progress.

*Facilitator's Tip:* Emphasise that plans are meant to evolve. Encourage flexibility and self-compassion. The aim is progress, not perfection.



# PERSONAL REFLECTION AND PLANNING



60–90 minutes

## Activity Flow (Step-by-Step)

### Step 4 – Group Sharing & Reflection (15 minutes)

Goal: Strengthen motivation and learn from others.

Participants are invited to share:

- One key insight or realisation from the reflection
- One small step they plan to try this week

The facilitator supports the discussion, encouraging recognition of common challenges (e.g. distractions, motivation) and linking back to problem-solving strategies.

*Facilitator's Tip: Sharing is optional. Maintain a safe, respectful environment focused on general reflections—not personal detail.*

### **3. Closure and Reflection (10–15 minutes)**

The facilitator closes the session by highlighting the ongoing nature of self-reflection and planning as tools for growth and autonomy.

Final questions may include:

- *“What is one small change you feel ready to try this week?”*
- *“What benefits do you hope to experience from being more intentional with your time?”*
- *“How does this planning process strengthen your critical thinking in everyday life?”*
- *“How might these skills contribute to your well-being and sense of control as you adapt to life in a new country?”*

The session ends with an encouragement to revisit their plan, adjust it as needed, and see it as a living tool to support personal success and confidence.

## Learning Outcomes:

### **Knowledge Gained**

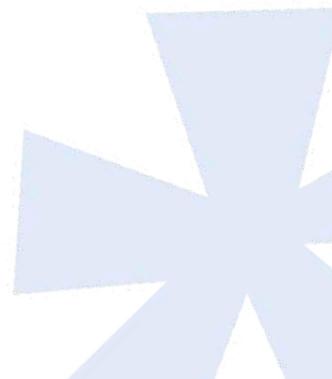
- Participants will understand how to assess their current routines, define meaningful priorities, and create a strategic plan to align their time with their goals. They will recognise planning and reflection as key practices in applied critical thinking

### **Skills Developed:**

- Self-assessment and goal setting
- Time management and prioritisation
- Strategic thinking and planning
- Obstacle anticipation and adaptation
- Value-based decision-making

### **Impact on Participants**

- Increased clarity around goals and time use
- Improved ability to create a balanced routine
- Greater confidence and reduced stress
- Stronger sense of autonomy and self-efficacy
- Enhanced critical thinking applied to personal and everyday life



**ANNEXE**



## ANNEX 1: DAILY TASK LIST (EXAMPLE)

For Basic Activity: "Prioritizing the Day"

**Note for the facilitator:** This list is an example. Feel free to adapt it, shorten it, or create a new one that is more relevant to your group's specific context.

### Instructions:

- Read the following list of tasks and their estimated duration.
- In the left column ("Priority"), rank the tasks according to their importance to you. Write 1 for the most important, 2 for the next, and so on, down to 14 for the least important. There are no right or wrong answers; this is about your personal perception.

| PRIORITY (1-14) | TASK  | ESTIMATED DURATION |
|-----------------|---|--------------------|
|                 | Attending a language class  | 2 HOURS            |
|                 | Doing homework for the language class   | 1 HOUR             |
|                 | Researching administrative procedures (e.g., bank account, visa renewal, local transport) | 1 HOUR             |
|                 | Meeting a new acquaintance or friend for coffee   | 1,5 HOUR           |
|                 | Video call with family back home  | 1 HOUR             |
|                 | Preparing and cooking a healthy meal  | 1 HOUR             |
|                 | Physical exercise (e.g., walking, home workout, playing a sport)                          | 30 MIN             |
|                 | social media, watching videos, or online entertainment                                    | 1 HOUR             |
|                 | Searching for job opportunities or skill-building courses online                          | 1,5 HOUR           |
|                 | Quiet time for reflection, a hobby (e.g., reading, drawing), or simply resting            | 1 HOUR             |
|                 | Exploring a new neighborhood or a local resource (e.g., library, community center, park)  | 2 HOURS            |
|                 | Volunteering or attending a local community event/workshop                                | 2 HOURS            |
|                 | Dealing with unexpected errands or appointments (e.g., doctor, official office)           | 1 HOUR             |
|                 | Time for personal care and getting ready for the day                                      | 1 HOUR             |

## ANNEX 2: WEEKLY SCHEDULE TEMPLATE

For Basic Activity: "Prioritizing the Day"

**Note for the facilitator:** This template is designed for hourly planning to align with the task list in Annex 1. Encourage participants to be flexible and not to overschedule themselves. The goal is to create a realistic plan that balances responsibilities and well-being, not a perfect, rigid schedule.

### Instructions:

- Use this schedule to plan your week. Look at the tasks you prioritized in the previous step and block out specific times for them. Be realistic and remember to also schedule time for rest, meals, and unexpected events!

| TIME SLOT       | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
|-----------------|--------|---------|-----------|----------|--------|----------|--------|
| 8H - 9H         |        |         |           |          |        |          |        |
| 9H - 10H        |        |         |           |          |        |          |        |
| 10H - 11H       |        |         |           |          |        |          |        |
| 11H - 12H       |        |         |           |          |        |          |        |
| 12H - 13H       |        |         |           |          |        |          |        |
| 13H - 14H       |        |         |           |          |        |          |        |
| 14H - 15H       |        |         |           |          |        |          |        |
| 15H - 16H       |        |         |           |          |        |          |        |
| 16H - 17H       |        |         |           |          |        |          |        |
| 17H - 18H       |        |         |           |          |        |          |        |
| 18H - 19H       |        |         |           |          |        |          |        |
| 19H - 20H       |        |         |           |          |        |          |        |
| 20H - 21H       |        |         |           |          |        |          |        |
| EVENING / NOTES |        |         |           |          |        |          |        |

# ANNEXE

# #03

**This annex will contain the dilemma cards, formatted so they are easy for a facilitator to print and cut out for small group work.**

## **ANNEX 3: DILEMMA CARDS**

For Intermediate Activity: "Solving a Daily Dilemma"

**Note for the facilitator:** Print this page and cut out the cards. Distribute one card to each small group for their discussion.

### **WORK, FINANCES & FUTURE PLANNING**

#### **Dilemma Card 1**

You have a chance for a short-term, informal job that pays cash immediately, but it would mean missing several sessions of a free language or skills training course that could help you get a better, more stable job in the future. What do you do?

#### **Dilemma Card 2**

You've saved a small amount of money. You could use it to invest in a tool or certification for work, or you could send it to your family back home who are facing unexpected difficulties. How do you decide?

#### **Dilemma Card 3**

At your new job, you're often asked to stay late without prior notice, which conflicts with your language classes that are important for your long-term integration. You value the job and don't want to seem uncooperative, but you also don't want to sacrifice your studies. How do you approach this with your employer or manage the situation?

### **ETHICAL DILEMMAS & COMMUNITY RESPONSIBILITIES**

#### **Dilemma Card 4**

You witness someone from your community doing something dishonest or slightly illegal (e.g., not paying for public transport). You know they are struggling, but you also worry about the consequences for them and for the perception of your community. Do you say something, to whom, or do you ignore it?

#### **Dilemma Card 5**

You learn about a very limited opportunity (e.g., a special housing spot, a unique training program) through an informal contact before it's publicly announced. You could apply immediately and have a good chance, but you know many others in your situation would also greatly benefit if they knew. Do you quickly secure it for yourself, or do you try to find a way to share the information more widely, even if it reduces your own chances?

### **SOCIAL INTEGRATION, CULTURAL ADAPTATION & PERSONAL BOUNDARIES**

#### **Dilemma Card 6**

You are invited to a social gathering by new acquaintances from the host country. At the event, people are engaging in activities (e.g., drinking heavily, making jokes you find offensive, discussing very personal topics openly) that make you uncomfortable or go against your values. You want to fit in and make connections, but also stay true to yourself. How do you navigate this situation?

#### **Dilemma Card 7**

You are expected by your family or community members to follow certain cultural or religious traditions strictly (e.g., regarding dress, food, social interactions), but these conflict with the lifestyle you are trying to adapt to or with opportunities for integration. How do you manage these expectations and your own desires?

#### **Dilemma Card 8**

A new friend from your host country offers to help you with something important (e.g., finding accommodation, understanding a bureaucratic process), but in return, they subtly suggest you should do something for them that feels like a very big favor or makes you uneasy. How do you respond?

This is the "Decision-Making Guide" designed as a practical handout for participants to use during the activity. It helps structure their thinking process.

## ANNEX 4: DECISION-MAKING GUIDE

For Intermediate Activity: "Solving a Daily Dilemma"

**Note for the facilitator:** This handout can be printed and given to each group along with their Dilemma Card. Encourage them to use it as a guide for their discussion, not as a rigid checklist they must complete.

### A GUIDE TO ANALYZING YOUR DILEMMA

Use these steps to help you think through your dilemma from all angles. This process can help you make a more confident and well-reasoned decision.

#### Step 1: Identify the Problem

- What is the main decision I need to make?
- Why is this decision difficult? What factors make it complicated?
- What emotions am I feeling about this situation?

#### Step 2: Explore the Options

- What are all the possible choices I have?
- Are there any alternatives I haven't considered yet?
- What are the pros and cons of each option?

#### Step 3: Evaluate the Consequences

- What are the immediate consequences of each option?
- What could be the long-term effects?
- How will this decision impact my personal goals, well-being, and future opportunities?
- How will this decision affect the people around me (family, friends, community)?

#### Step 4: Consider External Influences

- Are there cultural, social, or financial factors influencing my decision?
- How do my personal values and beliefs shape my thinking?
- Am I feeling pressured to choose a particular option? If so, by whom?

#### Step 5: Make the Decision

- Which option aligns best with my priorities and values?
- What would I advise a friend in the same situation?
- What steps do I need to take after making my decision?

#### Step 6: Reflect on the Outcome

(This can be done after the group discussion or as a personal reflection later)

- How do I feel about the decision I made (or the one my group leaned towards)?
- If I were in this situation again, would I make the same choice?
- What have I learned from this experience that I can apply in the future?

## ANNEX 5: UNEXPECTED SCENARIO CARDS (PLOT TWISTS)

For Intermediate Activity: "Solving a Daily Dilemma"

**Note for the facilitator:** Print and cut out these cards. Midway through the groups' discussions, give each group the appropriate plot twist card that corresponds to their dilemma. You can choose which twist (A or B) you think will generate the most interesting discussion.



### FOR DILEMMA CARD 1: (INFORMAL JOB VS. TRAINING COURSE)

#### Plot Twist 1.A

The skills training course announces they will offer a certificate recognized by local employers and might even have direct job placement help for those who complete it with good attendance.

#### Plot Twist 1.B

The person offering the informal job tells you it might last longer than expected, potentially becoming semi-permanent, but the pay won't increase, and it will definitely clash with any future training or language classes.



### FOR DILEMMA CARD 2: (PERSONAL INVESTMENT VS. FAMILY NEED)

#### Plot Twist 2.A

You receive news that the "unexpected difficulty" your family is facing is more serious than you initially thought, and the money is needed urgently to prevent a major problem (e.g., medical emergency, eviction).

#### Plot Twist 2.B

A mentor or trusted contact informs you that the specific "tool or certification" you were considering is currently in very high demand, and having it could lead to a significantly better job offer almost immediately.



### FOR DILEMMA CARD 3: (JOB DEMANDS VS. LANGUAGE CLASS)

#### Plot Twist 3.A

Your employer mentions that those who show extra dedication by staying late when needed are being considered for a small pay raise or more responsibilities (and potentially a more stable contract) soon.

#### Plot Twist 3.B

You find out that missing more than two language classes means you will be automatically dropped from the free course and will have to wait a long time for another spot, or pay for a similar course yourself.



### FOR DILEMMA CARD 4: (UNCOMFORTABLE SOCIAL GATHERING)

#### Plot Twist 4.A

One of the new acquaintances, who seems particularly influential or friendly (and could be a key contact for you), directly invites you to participate more actively in the activity that makes you uncomfortable, saying 'Come on, join in! It's how we bond here!'

#### Plot Twist 4.B

You discreetly overhear someone at the gathering making a negative comment about people who 'don't know how to have fun' or 'are too reserved,' and you feel it might be directed towards you or others who are not fully participating.

## ANNEX 5: UNEXPECTED SCENARIO CARDS (PLOT TWISTS)



### FOR DILEMMA CARD 5: (CULTURAL TRADITIONS VS. INTEGRATION)

#### Plot Twist 5.A

An important opportunity for your integration (e.g., an internship, a volunteer position with a local organization, an invitation to join a mixed social club) arises, but it explicitly requires you to participate in activities that would go against one of the traditions your family strongly expects you to uphold.

#### Plot Twist 5.B

A younger sibling or relative from your family, who also lives with you or nearby, starts to openly question these same traditions, looking to you for guidance or as an example.



### FOR DILEMMA CARD 6: (FRIEND'S HELP WITH STRINGS ATTACHED)

#### Plot Twist 6.A

The 'very big favor' your friend hints at is revealed: they ask you to lend them a significant amount of money that you can't really afford to lose, or to co-sign a loan/rental agreement for them.

#### Plot Twist 6.B

You find out from another source that the 'help' your friend offered you (e.g., with accommodation) might not be as straightforward or beneficial as they made it seem, and could even have some hidden downsides for you.



### FOR DILEMMA CARD 7: (WITNESSING A DISHONEST ACT)

#### Plot Twist 7.A

Just as the person commits the act, a transport inspector/authority figure appears and seems to be looking directly at them (and possibly you, as you are nearby).

#### Plot Twist 7.B

Later that day, you hear a news report or a community announcement about a recent crackdown on that specific dishonest act, with increased fines.



### FOR DILEMMA CARD 8: (LIMITED OPPORTUNITY - SHARE OR SEIZE?)

#### Plot Twist 8.A

Your informal contact tells you that if word gets out too widely about this opportunity before they are ready to announce it, the opportunity might be withdrawn or significantly changed due to too much premature demand.

#### Plot Twist 8.B

You find out that a close friend or family member, who is in a very similar situation to you and would greatly benefit, is desperately looking for exactly this kind of opportunity but doesn't know about this specific one.

## ANNEX 6: PERSONAL REFLECTION JOURNAL TEMPLATE

For Advanced Activity: "Personal Reflection and Planning"

**Note for the facilitator:** This is a multi-page handout for participants. Print one copy for each person. Encourage them to take their time and write freely, as this is a personal tool for self-discovery.

### MY PERSONAL REFLECTION JOURNAL

A Space for Honest Self-Discovery and Planning

*This journal is for your personal use. Be as honest and open with yourself as possible. There are no right or wrong answers – the goal is greater self-awareness to help you move forward.*

### PART 1: SELF-ASSESSMENT - WHERE AM I NOW?

(Understanding my current reality and habits)

#### 1. How do I currently spend most of my time on a typical day or week?

*(Be specific. Think about categories like: work/job searching, studies/learning, commute, household chores, childcare, family time, social media/internet, TV/entertainment, exercise, socializing with friends, community activities, appointments, rest/sleep, etc.)*

#### 2. Which of these activities genuinely bring me value, energy, or satisfaction?

*(Which ones make me feel good, accomplished, or connected?)*

#### 3. Which activities often feel like a waste of time, drain my energy, or lead to frustration?

*(Which ones do I often put off or dread?)*

#### 4. What are the biggest obstacles or interruptions that prevent me from using my time as I'd really like to?

*(Consider internal factors like procrastination or habits, and external factors like unexpected demands or environment.)*

#### 5. What are my common triggers for stress or procrastination?

*(When do I most often feel overwhelmed or avoid tasks?)*

#### Key Insights from my Self-Assessment:

*(After answering the questions on the previous page, what are 1-2 main things I've realized about my current situation?)*

1. \_\_\_\_\_

2. \_\_\_\_\_

## ANNEX 6: PERSONAL REFLECTION JOURNAL TEMPLATE

### PART 2: MY VISION - WHERE DO I WANT TO GO?

(Defining my ideal direction and priorities)

**1. If I could design a more ideal and balanced week (being realistic), what would it include...**

More of:

Less of:

---

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---

**2. What are my top 2-3 priorities in life at this current stage?**

*(What truly matters most to me right now? e.g., finding stable work, improving my language skills, making new friends, feeling healthier, supporting my family, etc.)*

Priority 1: \_\_\_\_\_

Priority 2: \_\_\_\_\_

Priority 3 (optional): \_\_\_\_\_

**3. What specific improvements do I want to make in how I manage my time or what I focus on, based on my priorities?**

---

---

**4. What new habits might I need to build, or old habits might I need to reduce, to move closer to my ideal week and my top priorities?**

Habits to Build: \_\_\_\_\_

Habits to Reduce: \_\_\_\_\_

**Key Insights from My Vision:**

*(What are 1-2 main things I've clarified about where I want to go?)*

1. \_\_\_\_\_

2. \_\_\_\_\_

**Bridge to Action:**

*(Thinking about what I've learned from my reflection...)*

**One small thing I feel inspired to focus on or change based on my reflections today is:**

# ANNEXE

# #07

## ANNEX 7: EXAMPLE OF A FILLED-IN WEEKLY PLAN (TIME BLOCKING)

For Advanced Activity : "Personal Reflection and Planning"

**Note for the facilitator:** This is a visual aid to show participants what a planned week can look like using the "Time Blocking" technique. Project this or provide it as a handout after they have completed their own reflection and are starting their action plan. Emphasize that this is just one example and everyone's ideal week will look different based on their unique priorities and circumstances.

### EXAMPLE PROFILE: "MARIA"

Before showing the schedule, you can introduce this fictional profile:

- **Situation:** Maria is a young migrant who works a part-time job at a restaurant in the evenings.
- **Her Top Priorities** (from her "Reflection Journal"):
  - a. Improve Language Skills: She attends a language class three times a week.
  - b. Find a Better Job: She wants to find a full-time, stable job in her field.
  - c. Stay Healthy & Manage Stress: She wants to make time for exercise and rest.
  - d. Build a Social Circle: She feels a bit lonely and wants to meet new people.
  - e. Connect with Family: She has a weekly call with her family back home.

| TIME SLOT  | MONDAY                  | TUESDAY                 | WEDNESDAY                  | THURSDAY                  | FRIDAY                    | SATURDAY                              | SUNDAY                           |
|------------|-------------------------|-------------------------|----------------------------|---------------------------|---------------------------|---------------------------------------|----------------------------------|
| 9H - 11H   | Language class          | Job Search (Deep work)  | Language class             | Job Searching             | Language class            | Household Chores & Groceries          | Video Call with family           |
| 11H - 13H  | Lunc/Break              | Lunc/Break              | Lunc/Break                 | Lunc/Break                | Lunc/Break                | Free time/ Relax                      | Relax / Hobby (reading)          |
| 13H0 - 17H | Language Homework       | Language Homework       | Language Homework          | Admin Tasks (Bank/Bills)  | Finalize Job Application  | Explore new neighborhood / Visit Park | Meal Prep for the week           |
| 17H - 19H  | Exercise (Walk/Run)     | Exercise (Home Workout) | Coffee with new friend Ana | Exercise (Walk/Run)       | Free time Buffer          | Explore new neighborhood / Visit Park | Relax / Hobby (reading)          |
| 19H - 21H  | Work Shift (restaurant) | Work Shift (restaurant) | Work Shift (restaurant)    | Evening Free (Rest/Hobby) | Social Event Meet friends | Work Shift (restaurant)               | Evening free/ Prepare for a week |

## ANNEX 7: EXAMPLE OF A FILLED-IN WEEKLY PLAN (TIME BLOCKING)

### KEY PRINCIPLES DEMONSTRATED IN THIS EXAMPLE:

- **Time Blocking for Priorities:** Maria has scheduled specific, non-negotiable blocks for her top priorities: "Job Searching" and "Language Homework." These are her "big rocks."
- **Balancing Different Life Areas:** The schedule includes blocks for work, study, health (exercise), social life (coffee, social event), family connection, and chores.
- **Scheduling Self-Care & Rest:** Notice the "Evening Free," "Relax," and "Hobby" blocks. This is crucial for avoiding burnout. "Buffer" time is also included for flexibility.
- **Being Proactive:** "Meal Prep" on Sunday is a strategic activity that makes the rest of her week less stressful and healthier.
- **Consistency:** She has a consistent routine for her classes and homework, which helps build habits.
- **Realistic Planning:** The schedule isn't filled every single minute. There are breaks and flexible periods.

07

# STEREOTYPES

# Stereotypes \*

Critical thinking is a powerful tool for young migrants facing the challenges of stereotypes, prejudice, and exclusionary narratives that hinder their integration. By developing this skill, **they learn to question assumptions, evaluate information objectively, and reshape both their own self-image and how others perceive them.** In a world marked by misinformation and simplistic representations, critical thinking helps dismantle barriers and promotes a more inclusive and equitable society.

## > Why Address Stereotypes and Prejudice through Critical Thinking?

Stereotypes reduce individuals to simplified and often negative traits, erasing the complexity and uniqueness of their identities. For young migrants, these generalizations are reinforced by biased media and misinformation, **making it harder to be recognized for their contributions and individuality.**

Prejudices, often rooted in fear or hostility, fuel discrimination and exclusion—impacting how young migrants are treated and how they see themselves.

Critical thinking equips young people to **recognize and challenge these narratives.** By analyzing the origins of stereotypes and prejudices, they can understand how misinformation, lack of interaction, and structural inequality sustain these views.

This understanding fosters **resilience and enables young migrants to assert a more accurate and respectful vision of themselves** and their communities. It also encourages reflection on their own beliefs and biases, supporting personal growth and a stronger self-image.

## > The Role of Education?

Inclusive educational spaces play a crucial role in **developing critical thinking.** When critical perspectives are integrated into curricula, young migrants gain the tools to examine media representations, question inequality, and **engage with complex topics** such as climate justice.

Activities like **debates, collaborative projects, and media analysis help strengthen analytical skills** while promoting empathy and mutual respect. These learning environments prepare young people to face social challenges with confidence and openness.



# Stereotypes \*

## > Beyond the Classroom: Advocating for Inclusion

Critical thinking also empowers young migrants to act beyond educational settings. By identifying biases such as confirmation bias or in-group bias, they can **confront the mechanisms that sustain exclusion**. It supports active participation in social dialogue and encourages efforts to counteract prejudice—through peer education, advocacy, and everyday interactions.

This capacity **strengthens their ability to adapt, speak up for themselves and their communities**, and work toward fairer and more inclusive policies.

## > This chapter: A practical Guide

This chapter explores how critical thinking can help young migrants:

- **Analyze** and **challenge** stereotypes and prejudices
- **Build** a stronger and more confident self-image
- **Engage** in inclusive educational and social environments
- **Advocate** for fairness and diversity in their communities

By focusing on their strengths and rejecting harmful narratives, young migrants can gain confidence, navigate obstacles, and participate fully in society. Critical thinking becomes not only a tool for reflection, but a foundation for integration, resilience, and social cohesion. It helps them build bridges between cultures and create a future where diversity is valued as a collective strength.

“By focusing on their strengths and rejecting harmful narratives, young migrants can gain confidence, navigate obstacles, and participate fully in society.”



# ACTIVITIES

Understanding manipulation

LEVEL EASY 

LEVEL MEDIUM 

LEVEL EXPERT 

## IDENTIFYING STEREOTYPES

30–45 minutes

### Concept

This foundational activity helps participants recognise **how stereotypes function in society**, how they affect individuals, and how they shape perceptions—often without us realising. **Stereotypes are generalisations that can influence decisions**, limit opportunities, and perpetuate inequality.

For young migrants, the ability to identify and critically examine stereotypes is essential. By developing this awareness, **they are better equipped to resist limiting narratives** and to define themselves based on their individuality, not on assumptions. The activity also encourages empathy and reflection, helping participants understand how stereotypes affect others and themselves, fostering a more inclusive mindset.

### Participant

- 6 to 20 participants (adaptable based on group size)

### Materials Needed

- Images showing diverse individuals (cultural, ethnic, gender, social backgrounds) – printed or digital
- Stereotypical phrases or commonly heard narratives – printed on cards or projected
- Paper and pens for participant note-taking
- Whiteboard or flip chart for facilitator notes
- Optionnal : \*ANNEXE 01

### Learning Outcomes:

#### Knowledge Gained

Participants will be able to define stereotypes, identify where they appear in everyday life, and reflect on their societal origins and impact.

#### Skills Developed:

- Critical thinking
- Awareness of social bias
- Empathy and reflection

#### Impact on Participants

- Increased sensitivity to diversity and individuality
- Greater awareness of how stereotypes affect integration and personal well-being
- Motivation to question and deconstruct stereotypes in daily life

#### Optional Additions

This activity can be complemented by:

- Short videos about stereotypes and their effects
- Role-playing exercises on how to respond constructively when faced with stereotypes

# IDENTIFYING STEREOTYPES

30–45 minutes

## Gameplay Instructions

### 1. Introduction (5–10 minutes): Understanding “Stereotype” Together

The facilitator begins by asking an open question to the group:

- “When you hear the word stereotype, what comes to your mind?”

Participants are encouraged to share words, feelings, or examples. The facilitator records ideas on a whiteboard or flip chart, creating a shared brainstorming space. To deepen the reflection, the facilitator can ask:

- “Where do you think these ideas or stereotypes come from?”
- “Do stereotypes describe individuals or whole groups?”
- “Are they usually accurate or fair for everyone?”

Together with participants, the facilitator then co-constructs a working definition. For example:

*“A stereotype is a simplified and widely accepted idea about a group of people that may not reflect the reality of individuals and is often learned from our surroundings.”*

The facilitator then invites the group to name a few stereotypes commonly heard in society, especially around youth or migrants. The aim is to surface examples without judgment.

#### Transition:

*“Now that we’ve clarified what a stereotype is, let’s explore how we can recognise them when they appear around us—and begin thinking about their impact.”*

### 2. Activity Development (20–25 minutes): Recognising Societal Stereotypes

#### Part 1 – Individual Reflection (10–15 minutes)

Each participant receives one or two images or stereotypical phrases (printed or projected).

They are invited to reflect and write:

- “Looking at this image or reading this phrase, what are some common stereotypes or generalisations that society might attach to this person or situation?”

Clarify that the task is not to express personal opinions, but to identify ideas they’ve heard in media, school, or daily life. The focus is on external narratives, not personal beliefs.

#### Facilitator’s Note:

Ensure a non-judgmental environment. Reiterate that the goal is to identify stereotypes as societal constructs, not to blame individuals for having encountered or internalised them.

# IDENTIFYING STEREOTYPES

30–45 minutes

## Gameplay Instructions

### Part 2 – Group Discussion (10–15 minutes)

Participants form small groups (3–5 people) and share their reflections.

Discussion questions may include:

- “Were there common stereotypes identified by your group?”
- “Where do you think these stereotypes come from (e.g. media, school, social media, family, cultural traditions)?”
- “How might people feel if others see them only through this stereotype?”
- “What impact do these ideas have on individuals and society as a whole?”

The facilitator circulates between groups to support the discussion and ensure a constructive tone.

## Closure and Reflection (10 minutes): Challenging Stereotypes

The whole group comes back together to reflect on insights from the activity.

Possible questions:

- “What were some of the most common sources of stereotypes your groups identified?”
- “Why do you think stereotypes are so common, even if they aren’t accurate?”
- “How can we challenge a stereotype when we hear one in a conversation or see it in media?”
- “How can being more aware of stereotypes improve our relationships and help create more respectful environments?”
- “What’s one thing you can do to avoid automatically applying a stereotype to someone?”



# ANALYZING NARRATIVES

45–60 minutes

## Concept

This activity invites participants to move beyond merely identifying stereotypes, empowering them to **critically examine how these ideas are shaped and reinforced through media and social narratives**. It deepens their understanding of bias and representation by analyzing real-life examples such as news articles, social media posts, or advertisements.

For young migrants, this practice is especially relevant. Media portrayals can deeply influence public perception and self-perception. Through this activity, **participants learn to detect bias, question dominant narratives, and imagine alternative ways of telling stories** – contributing to a more inclusive and empathetic society.

## Participant

- 6 to 20 participants (adaptable to group size)

## Materials Needed

- Printed or digital examples of news articles, ads, or social media posts showing both biased and balanced portrayals of migrants or other social groups
- “Media Analysis Worksheet” with guiding questions (see annex)
- Pens and paper
- Projector or screen (optional, for sharing materials as a group)
- Optionnal : \*ANNEXE 02 & 03

## Learning Outcomes:

### Knowledge Gained

Participants will understand how narratives in media shape perception and how bias can influence attitudes toward migrants and other groups

### Skills Developed:

- Media literacy
- Critical analysis
- Narrative reconstruction
- Empathy and perspective-taking

### Impact on Participants

- Increased ability to spot and question stereotypes in media
- Empowerment to challenge biased narratives
- Confidence to advocate for inclusive storytelling
- A more nuanced understanding of how media affects identity and integration

*\* This activity gives participants tangible tools to deconstruct harmful portrayals and encourages them to become active contributors to more accurate, fair, and diverse narratives.*

# ANALYZING NARRATIVES

45–60 minutes

## Activity Flow (Step-by-Step)

### Introduction (10–15 minutes): Exploring Media Influence and Bias

The facilitator begins by connecting to the group’s previous knowledge of stereotypes: “We’ve already discussed how stereotypes shape the way people are seen. Now, let’s think about how these ideas are shared and reinforced – especially through media.”

To open the topic, the facilitator invites reflection through questions such as:

- “Where do we usually get information about groups of people we don’t know personally?”
- “Do you think that media always presents stories in a neutral, objective way?”
- “Have you ever seen a news story, ad, or social media post that made you feel a certain way about a group of people?”

Participants are then introduced to the idea of bias – the tendency of media to present information from a particular angle or with selective emphasis. The facilitator clarifies:

- Bias can appear in the language used, the images chosen, the voices highlighted or omitted, and in what is emphasized or left out of a story.

Transition:

*“Today, we’ll practice spotting these patterns in real media content – and think together about how stories can be told differently.”*

### Activity Development (30–40 minutes): Deconstructing and Reimagining Narratives

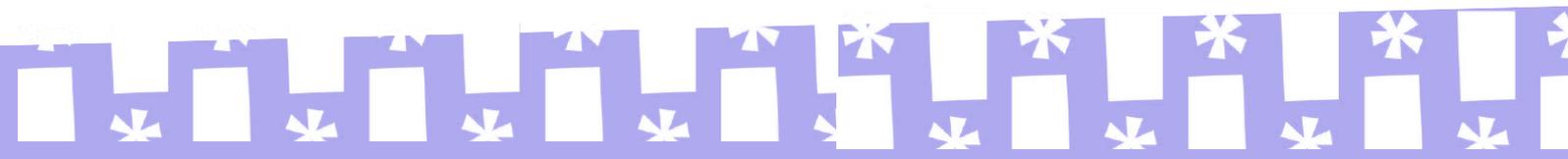
#### Part 1 – Individual Media Analysis (15–20 minutes)

Each participant (or pair) receives a media item: a news article, ad, or post. Materials include a mix of both stereotypical and more neutral portrayals.

Using the Media Analysis Worksheet, participants reflect on:

- *What message or image is being conveyed?*
- *Who is the target audience?*
- *Are stereotypes present or implied?*
- *What kind of language or visual elements are used?*
- *Which voices are included – and which are missing?*
- *Is the portrayal balanced or biased? What makes them think so?*
- *How might this portrayal influence public opinion?*

Participants take notes on their observations individually.



# ANALYZING NARRATIVES

45–60 minutes

## Activity Flow (Step-by-Step)

### Part 2 – Group Discussion & Creative Reimagining (15–20 minutes)

Participants form small groups (3–5 people) to share and compare their analyses.

Suggested discussion prompts:

- “What stereotypes or biased patterns did you notice?”
- “Which examples seemed more balanced, and why?”
- “What impact might these portrayals have on the public – or on the people represented?”

### **Creative Challenge:**

Each group selects one biased example and reimagines it using a more inclusive and accurate narrative. They can:

- Rewrite a headline or short paragraph
- Suggest alternative visuals
- Add missing perspectives or voices
- Sketch a revised version, a mock social media post, or collage

This exercise encourages critical thinking and creativity in media transformation.

### **Closure and Reflection (10 minutes): Empowering Critical Consumers**

The full group reconvenes. If time allows, groups briefly share their revised narratives.

To wrap up, the facilitator leads a reflection using questions like:

- “What were the most common patterns of bias you observed?”
- “Was it easy or difficult to reimagine the story in a more inclusive way?”
- “What habits can we develop to analyze the media we consume more critically?”
- “Why is media literacy important – especially for young migrants navigating multiple narratives about who they are?”
- “How can we contribute to fairer, more empathetic representations?”



# DEBATE ON INCLUSION

60–90 minutes



## Concept

This activity engages participants in a **structured debate to explore complex topics related to inclusion** – such as migrant integration, diversity in leadership, or representation in media. Through this process, participants develop their **ability to construct arguments, consider opposing viewpoints, and express their ideas** clearly and respectfully.

For young migrants, debating can be a powerful way to build confidence, question exclusionary narratives, and strengthen their voice in public conversations. The activity also creates **space for empathy and critical analysis** by encouraging participants to argue from multiple perspectives – including those they may not personally hold. While the debate format involves taking a stance, the broader aim is to reflect on the value of structured disagreement as a tool for learning, not just persuasion.

## Participants

- 8 to 20 participants (in teams of 4–6)

## Materials Needed

- Topic cards for the debate (e.g. “Should integration be a two-way process?”)
- Printed debate format and rules (see annex)
- Research materials (articles, stats, case studies)
- Pens and paper or digital devices for note-taking
- Stopwatch or timer
- Optional : \*ANNEXE 04 & 05

## Learning Outcomes:

### Knowledge Gained

Participants gain a deeper understanding of inclusion-related issues and the societal dynamics surrounding them.

### Skills Developed:

- Public speaking and structured communication
- Argument construction and evidence-based reasoning
- Critical listening and empathy
- Teamwork and collaboration

\* *This activity invites participants to use reason, empathy, and creativity to engage with challenging topics – and to become more active, critical contributors to inclusive dialogue in their communities.*

### Impact on Participants

- Increased confidence in expressing ideas clearly and respectfully
- Greater openness to diverse viewpoints
- Improved ability to navigate and discuss sensitive social topics
- Strengthened capacity to advocate for inclusion in personal and public contexts

## Activity Flow (Step-by-Step)

### Introduction (10–15 minutes): Framing the Debate

The facilitator explains the goal of the activity: to practice argumentation and critical reflection on themes linked to inclusion, by taking part in a formal debate. To open the discussion, the facilitator invites participants to explore what a debate means:

- “When you think of a debate, what comes to mind?”
- “How is debating different from a dialogue or an open conversation?”
- “Why might it be useful to argue for a point of view you don’t necessarily agree with?”

Participants are then introduced to the day’s debate topic(s) (see Annex) and the rules of the format to be followed.

The facilitator emphasizes key ground rules for respectful engagement:

- Focus on the arguments, not the people presenting them
- Listen actively and without interruption
- Stay on topic
- Maintain a constructive tone

*“Even though each team will defend one side, the goal isn’t to ‘win’ the debate. It’s to learn how to build arguments, challenge ideas thoughtfully, and expand our understanding.”*

### Preparation (15–20 minutes): Constructing Arguments

Participants are split into teams – one per stance – and assigned a position (e.g. “Pro” and “Con”).

Each team will:

- Define 2–3 main arguments for their position
- Find evidence or examples to support each point
- Anticipate potential counterarguments
- Assign speaking roles: opening, rebuttals, closing

Teams may use printed resources or online research (guided by the facilitator on using credible sources).

The facilitator supports as needed, encouraging clarity, logic, and respectful tone in argument building.



# DEBATE ON INCLUSION

60–90 minutes



## Activity Flow (Step-by-Step)

### **Debate (30–40 minutes): Engaging in Argumentation**

The debate proceeds according to the agreed structure (outlined in Annex B).

Common stages may include:

- Opening statements
- Argument rounds
- Rebuttals
- Optional cross-questioning
- Closing statements

The facilitator acts as moderator, ensuring timekeeping, balanced speaking time, and respectful behavior throughout.

“Remember, this is about practicing how to analyze, listen, and respond – not about attacking the opposing team.”

### **Closure and Reflection (10–15 minutes): From Winning to Understanding**

After the debate, the facilitator guides the group through a reflective discussion to shift focus from competition to learning.

Questions might include:

- “What was it like to argue a side you didn’t personally agree with?”
- “Did any arguments from the other team surprise or challenge your thinking?”
- “What did you learn about the topic – or about yourself – during the debate?”
- “How does debating differ from dialogue when it comes to understanding complex issues?”
- “In your daily life, how can the skills you practiced today help you promote inclusion and challenge stereotypes or exclusion?”

Participants are encouraged to see debating not only as a tool for persuasion but also as a method for strengthening critical thinking, communication, and openness.



**ANNEXE**



This annex provides the concrete examples of images and phrases for the "Identifying Stereotypes" activity. It's designed to be a practical, ready-to-use resource for the facilitator.

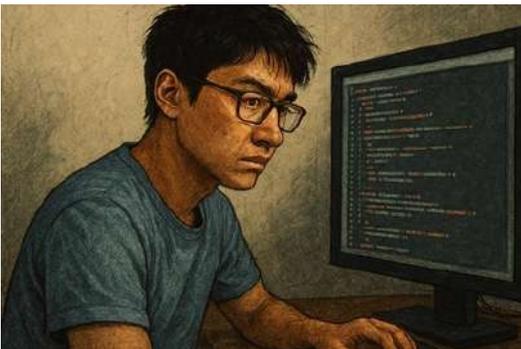
## ANNEX 1: IMAGE AND STEREOTYPICAL PHRASE CARDS

For Basic Activity: "Identifying Stereotypes"

**Note for the facilitator:** This annex contains sample materials. You can print and cut out these sets to use in the activity. Alternatively, you can find actual images that fit these descriptions. The goal is to present something that might trigger an immediate, often unconscious, stereotypical association. This allows participants to identify and discuss these societal constructs, not their personal beliefs.

### Set 1

Image Description: A young man (e.g., early 20s) of South Asian descent, wearing glasses, sitting in front of a computer with code on the screen, looking focused.



#### Associated Stereotypical Phrases:

- "He must be very good at maths and IT."
- "He probably doesn't have much of a social life outside of studying or working."

### Set 2

Image Description: A woman (e.g., late 30s) with blonde hair, dressed in a sharp business suit, speaking confidently into a microphone at a podium.

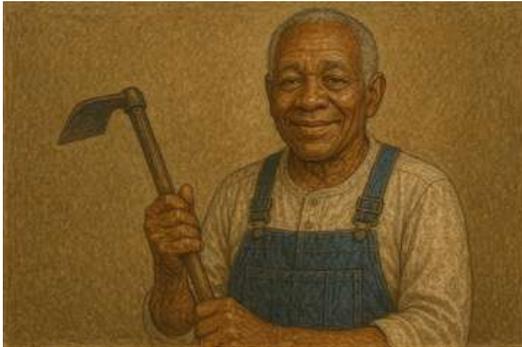


#### Associated Stereotypical Phrases:

- "She's probably very bossy and aggressive to have gotten that far."
- "I wonder if she has time for a family with a job like that."

## Set 3

Image Description: An older man (e.g., 60s+) of African descent, wearing overalls and holding a gardening tool, smiling kindly.



### Associated Stereotypical Phrases:

- "He must be a very simple, humble person."
- "People from his country are always so cheerful despite their hardships."

## Set 4

Image Description: A young woman (e.g., early 20s) wearing a hijab, laughing with a group of friends (who may or may not also be wearing hijabs) in a casual setting like a café.



### Associated Stereotypical Phrases:

- "She must be oppressed and not allowed to have her own opinions."
- "Her family probably forced her to wear that."

## Set 5

Image Description: A person (gender/age can vary, but perhaps visibly from a different cultural background than the host country) looking slightly lost or hesitant while trying to use a public transport ticket machine.



### Associated Stereotypical Phrases:

- "Migrants always struggle with basic technology and systems in a new country."
- "They probably came here just for the economic benefits and don't care to learn how things work."

This annex provides the concrete examples of images and phrases for the "Identifying Stereotypes" activity. It's designed to be a practical, ready-to-use resource for the facilitator.

## ANNEX 2: EXAMPLES OF MEDIA NARRATIVES & GUIDANCE FOR SELECTION

For Intermediate Activity: "Analyzing Narratives"

**Note for the Facilitator:** This annex provides both ready-to-use examples for the 'Analyzing Narratives' activity and guidance on how to find or create your own relevant materials. The goal is to help participants practice identifying bias and stereotypes in media.

### Section 1: Ready-to-Use Fictional Examples

Distribute one pair of examples (e.g., Pair 1) to each small group for analysis using the "Media Analysis Worksheet" (Annex C).

*Pair 1: Reporting on a Local Crime Incident*

**Example 1A: Biased Narrative  
(Sensationalist News Headline & Excerpt)**

**HEADLINE: MIGRANT WAVE SPARKS  
CRIME SURGE IN CITY CENTER**

*Excerpt:* "An uncontrolled wave of migrants is being blamed for a recent surge in crime that has left locals living in fear. Last night, a group of foreign nationals were involved in a violent brawl, forcing police to intervene. This latest incident highlights the growing tensions and the failure to control who is entering our city."

Image Used: *A grainy, dark photo of a group of unidentified men in hoodies, their faces obscured.*

**Example 1B: Balanced Narrative (Factual  
News Headline & Excerpt)**

**HEADLINE: POLICE INVESTIGATE  
DOWNTOWN ALTERCATION, SEEK  
WITNESSES**

*Excerpt:* "Police are investigating an altercation that occurred on Main Street last night involving several individuals. Two of the people involved have been identified as recently arrived residents. Authorities are calling for any witnesses to come forward. A local community leader stated, 'This is an isolated incident, and we must avoid generalizations. Our focus is on supporting the police in their investigation and ensuring our community remains safe and welcoming for everyone.'"

Image Used: *A clear, daytime photo of the street where the incident took place, or a photo of the official police spokesperson.*

This annex provides the concrete examples of images and phrases for the "Identifying Stereotypes" activity. It's designed to be a practical, ready-to-use resource for the facilitator.

## ANNEX 2: EXAMPLES OF MEDIA NARRATIVES & GUIDANCE FOR SELECTION

### Pair 2: Reporting on a Cultural Community Event

#### Example 2A: Biased Narrative (Social Media Post)

##### POST FROM "CITY EVENTS TODAY" PAGE:

"So much color at the park today! Our city's new migrant community is showcasing their exotic music and food. A great chance to see their unique traditions up close. What do you think of their costumes? Let us know in the comments! #ExoticCulture #CityEvents"

*Image Used: A tight shot of a traditional costume or an "exotic-looking" food dish, with people blurred in the background. The focus is on the object, not the people.*

#### Example 2B: Balanced Narrative (Social Media Post)

##### POST FROM "OUR COMMUNITY TOGETHER" PAGE:

"What a fantastic turnout for the Annual Neighborhood Festival! It was great to see so many neighbors, new and old, sharing food, music, and stories. Fatima, one of the event organizers, said, 'This festival is about building bridges.' Long-time resident David agreed, 'I tried some amazing food and learned so much. This is what community is all about.' #CommunityBuilding #AllTogetherNow"

*Image Used: A wide shot showing people from diverse backgrounds laughing, talking, and eating together. The focus is on interaction and shared experience.*

### Section 2: Guidance for Facilitators on selecting your own Real-World Examples

To make the activity even more impactful, you can find or create examples that are specific to your local context. Here are some guidelines to help you.

#### • PRACTICAL TIP:

Create a small "bank" of these examples over time. Ensure they are relatively current or timeless in their themes. It's good to have more examples than you need for one session to allow for variety. Provide a brief source/context for each example if possible (e.g., "Headline from X newspaper, Date" or "Mock social media post based on common online comments").

## ANNEX 2: EXAMPLES OF MEDIA NARRATIVES & GUIDANCE FOR SELECTION

### • SOURCE DIVERSE EXAMPLES:

\* **News Articles:** Look for headlines, excerpts from local or national news that discuss migration, cultural events, crime involving different groups, economic contributions, etc. Find some that use loaded language or focus on negative aspects, and others that are more nuanced or positive.

\* **Social Media Posts:** Screenshots of posts (e.g., from Twitter/X, Facebook, Instagram, TikTok comments) that express stereotypical views or, conversely, challenge them. Ensure anonymity if real user posts are used, or create mock-ups.

\* **Advertisements:** Print ads or descriptions of TV/online ads that use stereotypes (e.g., gender roles in household products, racial/ethnic stereotypes in food or tourism ads) or, alternatively, ads that promote diversity positively.

\* **Opinion Pieces/Blogs:** Short excerpts that clearly express a biased viewpoint or a well-reasoned counter-argument.

### • KEY CHARACTERISTICS TO LOOK FOR (FOR BIASED/STEREOTYPICAL EXAMPLES):

\* **Overgeneralizations:** Sweeping statements about an entire group.

\* **Loaded Language:** Emotionally charged or derogatory terms.

\* **Selective Representation:** Focusing only on negative (or sometimes overly positive and unrealistic) aspects.

\* **Lack of Context:** Presenting information without necessary background.

\* **Use of Sensational Images:** Images that evoke fear, pity, or confirm a stereotype.

\* **Absence of Diverse Voices:** Only one perspective is presented, often an "us vs. them" framing.

### • KEY CHARACTERISTICS TO LOOK FOR (FOR MORE BALANCED/UNBIASED EXAMPLES):

\* **Nuance and Complexity:** Acknowledges different facets of an issue or group.

\* **Neutral Language:** Uses objective and respectful terminology.

\* **Multiple Perspectives:** Includes voices from within the group being discussed, or different expert opinions.

\* **Contextual Information:** Provides background to help understanding.

\* **Humanizing Portrayals:** Shows individuals as complex beings, not just representatives of a group.

\* **Focus on Facts/Data (verifiable):** Relies on evidence rather than assertion.

## ANNEX 3: MEDIA ANALYSIS WORKSHEET

For Intermediate Activity: "Analyzing Narratives"

**Note for the facilitator :** Use the questions below to critically analyze the media example you have been given. Take your time to reflect and write down your thoughts in the spaces provided.

### MEDIA EXAMPLE BEING ANALYZED:

#### 1. Basic Information

- What is the main topic or event being presented?
- Who do you think is the target audience for this message?

#### 2. Message and Stereotypes

- What is the overall message or feeling the content seems to want to convey about the people or group involved?
- Are there any stereotypes (simplified, generalized ideas about a group) present or hinted at? If so, what are they?

#### 3. Language and Visuals

- What kind of language is used? (e.g., emotional, neutral, loaded with judgment, specific labels). Please provide examples.
- What kind of images or visual elements are used (if any)? How do they contribute to the message?

#### 4. Perspectives and Balance

- Whose voices or perspectives are included in the story? Whose voices or perspectives might be missing?
- Does the content seem balanced, or does it lean towards a particular viewpoint (bias)? What makes you say that?

#### 5. Impact and Influence

- How might this message influence someone's opinion or understanding of the group or situation portrayed?

## ANNEX 4: DEBATE TOPIC CARDS

For Advanced Activity : "Debate on Inclusion"

**Note for the facilitator :** These are example topics designed to spark a structured debate on complex issues related to inclusion. Choose one or two topics that you feel are most relevant to your group. You can print and cut these out to give to the teams. For each topic, one team will argue "PRO" (in favor of the statement) and the other will argue "CON" (against the statement).

### **Card 1: Cultural Adaptation**

Debate Motion:

*To achieve successful integration, migrants should prioritize adapting to the social norms and culture of the host country.*

### **Card 2: Workplace Diversity**

Debate Motion:

*Companies should be required to implement quotas to ensure the representation of ethnic and cultural minorities in their workforce.*

### **Card 3: Language Requirements**

Debate Motion:

*Learning the language of the host country should be a mandatory requirement before migrants are given access to long-term residency or social benefits.*

### **Card 4: Media Responsibility**

Debate Motion:

*The media has a social responsibility to actively portray migrant communities in a positive light to counteract negative stereotypes.*

### **Card 5: Education**

Debate Motion:

*Schools should dedicate specific resources and curriculum time to teaching the languages and cultures of their migrant students, even if it means less time for the standard curriculum.*

## ANNEX 5: DEBATE FORMAT AND RULES

For Advanced Activity: "Debate on Inclusion"

**Note for the facilitator :** This guide provides a structured format to ensure a fair and productive debate. You can display these rules and the debate structure on a whiteboard or projector. Feel free to adjust the time limits based on your group's size and the total time available. The key is to maintain a clear structure and a respectful environment.

### SECTION 1: GROUND RULES FOR CONSTRUCTIVE DIALOGUE

*To ensure a respectful and productive discussion, all participants agree to follow these rules:*

1. **Attack the argument, not the person.** Focus on the ideas being presented. No personal insults, name-calling, or disrespectful comments are allowed.
2. **Listen actively and respectfully.** Give your full attention to the person speaking, even when you disagree. The goal is to understand their perspective.
3. **Wait for your turn to speak.** Do not interrupt others. The moderator will ensure everyone has a chance to contribute.
4. **Focus on the topic at hand.** Keep your arguments relevant to the debate motion.
5. **Use evidence and examples.** Support your points with reasoning, examples, or evidence, not just personal opinions.
6. **Speak clearly and concisely.** Try to make your points easy for everyone to understand within the time limit.
7. **Be open to learning.** The goal is not just to "win," but to explore an issue deeply and learn from all perspectives.

### SECTION 2: DEBATE STRUCTURE AND TIMING

*Total Debate Time: Approx. 30 minutes*

*Facilitator's Role: As the moderator, your role is crucial. Keep time strictly but fairly to ensure both teams have equal opportunities to speak. Intervene only if the ground rules are broken or if a team strays too far from the topic.*

| PHASE                | SPEAKER / ACTION  | TIME LIMIT |
|----------------------|---|------------|
| 1. Opening Statement | Team PRO (States their team's main position and outlines the key arguments they will present.)  | 3 minutes  |
| 2. Opening Statement | Team CON (States their team's main position and outlines the key arguments they will present.)  | 3 minutes  |
| 3. Team Preparation  | Both Teams (Teams have a moment to discuss the opposing side's arguments and prepare their rebuttals.)  | 2 minutes  |
| 4. Rebuttal Round    | Team PRO (Responds directly to the arguments made by Team CON and reinforces their own key points.)   | 3 minutes  |
| 5. Rebuttal Round    | Team CON (Responds directly to the arguments made by Team PRO and reinforces their own key points.)   | 3 minutes  |
| 6. Moderated Q&A     | Facilitator & Teams (The facilitator poses questions to both teams or allows teams to ask one another a question, ensuring a focused exchange.) | 8 minutes  |
| 7. Closing Statement | Team CON (Summarizes their main arguments, highlights weaknesses in the opposing side's case, and makes a final appeal.)                        | 2 minutes  |
| 8. Closing Statement | Team PRO (Summarizes their main arguments, highlights weaknesses in the opposing side's case, and makes a final appeal.)                        | 2 minutes  |

08

**DIGITAL  
COMPETENCES**

# Digital Competences



## > The power of manipulation in a digital age

In today's digital age, the ability to navigate online platforms, use digital tools, and engage in virtual spaces is no longer optional—it is essential.

For young migrants, digital competencies play a key role in **overcoming integration barriers, improving access to education and employment, and building meaningful social connections**. Mastering digital tools is not just a technical skill—it's a gateway to autonomy, inclusion, and success in a new environment.

## > Why focus on digital competencies?

Young migrants often face challenges such as language barriers, limited access to opportunities, and social isolation. **Digital skills can help bridge these gaps.** Through online platforms, young people can learn a new language, search for jobs, connect with support networks, and access public services. As more aspects of everyday life—from job recruitment to education and healthcare—move online, the risk of exclusion increases for those without digital literacy.

Understanding how to use digital tools critically and effectively helps young migrants not only adapt but thrive.

**It strengthens their confidence, increases their independence, and opens doors to personal, academic, and professional development.**

## Toward Digital Inclusion

Digital literacy empowers young migrants to fully participate in today's society. The following sections will present practical activities, strategies, and policy recommendations to support the development of digital competencies and reduce the digital divide.

By strengthening these skills, **we help young people build confidence, connect across cultures,** and shape their future with greater autonomy.



# Digital Competences \*

## > This Chapter: From Theory to Practice

This chapter explores the foundations of digital competence, why it matters for migrant inclusion, and how digital skills can be nurtured through youth work and education. It is based on **key theoretical frameworks** that help explain how and why digital inclusion must be a priority:

- **The European Digital Competence Framework (DigComp)** defines five key areas: information and data literacy, communication and collaboration, digital content creation, safety, and problem-solving. These skills form the foundation for navigating the digital world with awareness and confidence.
- **The Technology Acceptance Model (TAM)** highlights how access alone is not enough—young people’s motivation to use technology depends on how useful and easy they perceive it to be. For young migrants, previous experiences, cultural attitudes, and the availability of digital infrastructure all influence digital inclusion.
- **Bourdieu’s theory of social capital** reminds us that digital skills are not just about technical know-how—they’re about building connections. Online tools can help young migrants expand their networks, find jobs or education opportunities, and access communities of support.

At the policy level, international and European institutions recognize the urgency of digital inclusion:

- **The United Nations Sustainable Development Goals (SDGs)**, especially Goal 4 (Quality Education) and Goal 8 (Decent Work), emphasize digital literacy as a key to equity.
- **The European Commission’s Digital Education Action Plan** calls for inclusive digital learning strategies to ensure vulnerable groups, including migrants, are not left behind.



# ACTIVITIES

Understanding manipulation

LEVEL EASY 

LEVEL MEDIUM 

LEVEL EXPERT 

## DIGITAL DIALOGUES

45–60 minutes

### Concept

This activity supports participants in **developing effective communication strategies** in digital spaces. Through practical examples, role-play, and brief reflection on AI tools, participants explore how tone, clarity, and platform context shape digital conversations.

For young migrants, **mastering digital communication can improve access to services, education, and community life**. Whether sending a message to a teacher, chatting with friends, or exploring AI-assisted writing tools, this activity helps participants become more aware of how language and tone function across different platforms and cultures.

The activity begins with participants' real communication habits and **introduces new tools in an accessible way**—no prior experience with AI or digital tools is needed.

### Participant

- 10 to 30 people (working in pairs or small groups)

### Materials Needed

- Printed message samples (see Appendix)
- Role cards
- Pens and highlighters
- Flipchart or whiteboard
- *Optional:* Devices with access to digital tools:  
> [ChatGPT](#), [DeepL](#), [Grammarly](#),  
[Tactiq](#), [YouGlish](#), [QuillBot](#)

## Learning Outcomes:

### Knowledge Gained

- Awareness of tone in digital communication
- Understanding of different platforms' expectations
- Introduction to basic AI tools

### Skills Developed:

- Ability to adapt tone and clarity depending on context
- Critical thinking about digital habits and communication choices

### Impact on Participants

- Increased confidence communicating in digital environments
- Better understanding of how to prevent misunderstandings
- More responsible and informed use of tools like email, messaging, and AI

# DIGITAL DIALOGUES

45-60 minutes

## Gameplay Instructions

### Introduction (10 minutes): Exploring Digital Etiquette

The facilitator opens the session by displaying two messages (one formal, one informal) and asking participants to reflect on tone and context. Example guiding questions:

- “How do you usually communicate with your teacher? And with your friends?”
- “Do you use the same language in WhatsApp as you do in an email?”
- “Have you ever been misunderstood because of emojis or tone?”

This warm-up encourages participants to reflect on their own digital habits and introduces the idea that digital communication is shaped by context.

### Mini Segment – AI Awareness (5 minutes): Exploring ChatGPT

The facilitator asks the group:

- “Do you know ChatGPT? Can it be trusted 100%?”

To illustrate, the facilitator asks ChatGPT a basic question (e.g., “What is the capital of Turkey?”), shows the answer, and highlights how to verify information from multiple sources.

This segment introduces AI literacy in simple terms, emphasizing both the usefulness and limits of these tools.

### Pair Work (15 minutes): Analyzing Messages

Each pair receives three message samples:

1. An overly casual email to a professor
2. A clear WhatsApp message
3. A screenshot with emojis and unclear grammar
4. Participants read and discuss each message, noting:
  - *Is it appropriate for the context?*
  - *Is the tone clear and respectful?*
  - *What would you improve?*

They write down suggestions for how the message could be rewritten or clarified.

### Presentation and Group Reflection (10 minutes)

Pairs are invited to present or role-play improved versions of the messages. The group discusses:

- What worked well in each revised message?
- Was the tone appropriate and understandable?
- Did any digital tools (AI or language support apps) help or confuse the process?

This moment encourages shared learning and shows how communication can be improved with small adjustments.

# DIGITAL DIALOGUES

45–60 minutes

## Gameplay Instructions

### Closure and Evaluation (5–10 minutes): Setting Personal Goals

Each participant writes down:

- One communication habit they want to improve
- One digital tool they could use more responsibly

They place their reflections on a “Digital Communication Wall” to visualise the group’s collective learning goals.

Meanwhile, the facilitator observes participation using a simple checklist to assess understanding and engagement.

## Accessibility and Inclusion

Participants with limited digital experience are paired with more experienced peers. All instructions are explained clearly and repeated when needed. The activity prioritizes visual support, concrete examples, and hands-on practice to ensure that all participants can follow.

### Appendix – Message Samples

#### 1. Overly casual email to a professor

Hey prof,  
I’m not coming to class tomorrow. Can u send me what we did? thx

#### 2. Clear WhatsApp message to a friend

Hey! Could you explain the homework we got today in class? I missed it.

#### 3. Confusing screenshot with emojis and bad grammar

LOL that vid idk wat u meant tho like do we go or nah??

# TRACK ME IF YOU CAN

60–75 minutes

## Concept

This activity introduces participants to the concept of digital footprints and **raises awareness about digital privacy and data security**. Through an engaging investigation of fictitious online profiles, participants explore how online behavior—likes, posts, check-ins, app permissions—creates a lasting digital trace that can affect personal safety, reputation, and access to opportunities.

For young people navigating digital environments, particularly migrants, understanding digital risks is **key to protecting their identity and acting responsibly online**. This activity promotes critical reflection and empowers participants with practical strategies for safer digital behavior.

## Participant

- 12–30 people (working in small groups or individually)

## Materials Needed

- Printed mock social media profiles (with varying privacy settings and behaviors)
- Digital Footprint Analysis Sheets
- Markers, pens, sticky notes
- Projector or whiteboard
- (Optional) Internet-enabled devices for real-time exploration

## Learning Outcomes:

### Knowledge Gained

- Understanding of digital footprints and privacy risks
- Awareness of how online behavior affects personal security

### Skills Developed:

- Ability to audit and adjust one's digital presence
- Critical thinking around digital identity management

### Impact on Participants

- Increased digital responsibility and self-protection
- Empowerment to navigate digital spaces with awareness
- Confidence in making safer choices about what they share online

# TRACK ME IF YOU CAN

60–75 minutes

## Activity Flow (Step-by-Step)

### Introduction (10 minutes): What Is a Digital Footprint?

The facilitator introduces the concept of digital footprints—traces we leave behind when we interact online.

Through short real-life examples (e.g., being rejected from a job interview due to old public posts), participants reflect on how even small online actions can have lasting consequences.

#### Key ideas introduced:

- Likes, comments, searches, and app permissions all contribute to a digital profile
- These traces can be used (or misused) by companies, institutions, or even strangers
- Managing your digital presence is part of responsible online citizenship

### Main Activity (30 minutes): Investigating Digital Profiles

Participants are divided into small groups. Each group receives a fictional online profile that includes:

- Public posts
- Photos
- Check-ins
- Likes
- Follower lists
- Visible privacy settings

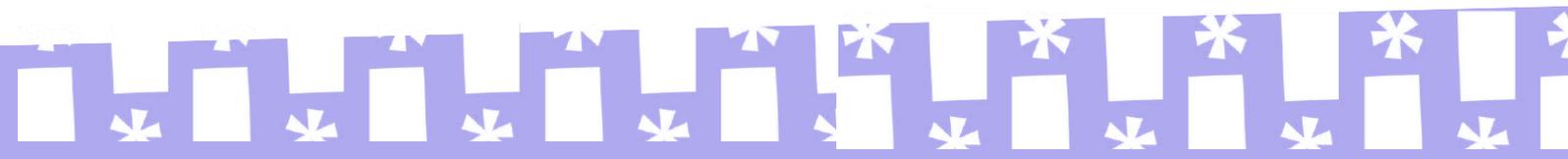
Each group analyzes their profile using the Digital Footprint Analysis Sheet, noting:

- Personal Information Exposure
- Location Data Leaks
- Digital Habits Observed
- Privacy Risk Level

#### Guiding questions:

- *What kind of information is shared publicly?*
- *What could be misused by someone with bad intentions?*
- *What could a stranger infer about this person?*
- *How would you improve this person's privacy settings?*

Groups write their analysis and prepare for a short presentation.



# TRACK ME IF YOU CAN

60–75 minutes

## Activity Flow (Step-by-Step)

### Discussion & Redesign (20 minutes): Making Profiles Safer

Each group presents their findings to the larger group. Then, using sticky notes or editable printed profiles, they redesign the digital identity to make it more private, professional, and secure.

#### Discussion prompts:

- *What surprised you the most during this analysis?*
- *Do you recognize similar behaviors in your own online habits?*
- *What small changes would you make to your accounts today?*

This part of the activity promotes critical thinking and offers creative, practical solutions.

### Closure and Evaluation (10 minutes): Reflection and Practical Tools

The facilitator leads a short group reflection and summarizes key strategies for protecting digital privacy:

#### Simple actions participants can take:

- Avoid oversharing
- Understand privacy settings on different platforms
- Regularly review app permissions

#### Critical thinking tools:

- Discuss how content can be taken out of context or manipulated
- Address misconceptions (e.g., "If my profile is private, no one can see anything")

#### Practical check-up tool:

Participants visit <https://haveibeenpwned.com> to check if their email has been part of a data breach.

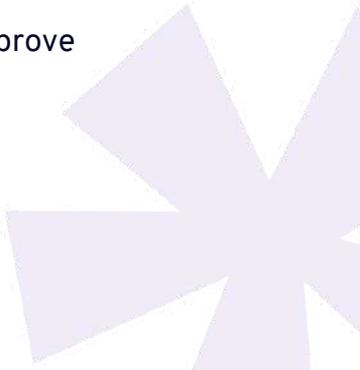
The facilitator briefly explains password reuse risks and how they increase vulnerability.

#### Final Reflection Questions:

- *What was the most surprising thing you learned about your digital habits?*
- *What changes will you make to your personal accounts?*
- *Do you think misconceptions about online safety are common among your peers?*

### Last task:

Each participant writes down one specific action they will take today to improve their digital safety, such as:

- Creating stronger passwords
  - Reviewing app permissions
  - Adjusting privacy settings
  - Avoiding oversharing
- 

# RECLAIM YOUR DIGITAL IDENTITY

90 minutes

## Concept

This activity invites participants to **reflect critically on how digital identities are constructed and perceived**. Rather than focusing on personal branding, the goal is to explore online self-representation with honesty, empathy, and awareness. Through collaborative analysis, creative rewriting, and role-play, participants **learn to identify bias, challenge stereotypes, and align their digital presence with their personal values**.

For young migrants navigating multiple cultural expectations, **this activity provides a safe, supportive space** to question social norms, strengthen their digital resilience, and reclaim their narrative.

## Participants

- 10–25 people (working in small groups of 3–5)

## Materials Needed

- Identity Cards: fictional social media profiles with subtle biases or problematic framings
- 'Rewrite It' Sheets: structured templates to reframe bios and captions using inclusive values
- Digital Mirror Cards: personal reflection prompts
- Colored stickers (●●●) for bias rating
- *Optional*: Smartphones or tablets for voluntary self-exploration

## Learning Outcomes:

### Knowledge Gained

- Deeper understanding of digital identity and social perception
- Recognition of bias, tone, and representation in online content

### Skills Developed:

- Critical thinking around digital narratives
- Ability to align online presence with authentic values
- Greater digital responsibility and media literacy

### Impact on Participants

- Increased self-awareness and confidence
- Empowerment to challenge biased representations
- Practical tools to reshape digital identity with intention and care



# RECLAIM YOUR DIGITAL IDENTITY

90 minutes

## Activity Flow (Step-by-Step)

### 1. Warm-Up (10 minutes): First Impressions Online

The facilitator shows two sample profiles—one with biased content, one with a more balanced tone. The group reflects on first impressions using questions such as:

- “What do you assume about this person based only on their bio or photo?”
- “Have you ever changed something on your own profile because of how others might see it?”

✦ Note: Personal sharing is welcome, but always voluntary.

### 2. Profile Analysis (25 minutes): Spot the Bias

Each group receives two Identity Cards and analyzes them using the 'Rewrite It' and Digital Mirror sheets.

Tasks include:

- Identifying tone, language, and what’s shown or hidden
- Using colored stickers to rate content:
  - problematic – ● neutral – ● positive
- Choosing one profile to fully rewrite using values of inclusion, dignity, and authenticity

This phase promotes awareness of how small details can reflect deeper values or biases.

### 3. Role Rotation (20 minutes): You’re Being Googled!

Participants take turns playing three roles within their groups:

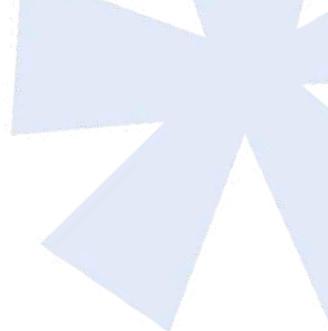
- Interviewer – evaluates the profile critically
- Profile Owner – explains choices and reactions
- Observer – watches for hidden biases, tone, or assumptions

🔄 After rotating roles, the group reflects together:

What was surprising? Did the way someone looked at a profile change depending on their role?

# RECLAIM YOUR DIGITAL IDENTITY

90 minutes



## Activity Flow (Step-by-Step)

### 4. Action Mapping (20 minutes): My Digital Roadmap

Each group draws a large sheet with three columns:

- What I'll Keep
- What I'll Change
- What I'll Create

Participants write a personal commitment on a sticky note and add it to the roadmap. Examples include:

- “I will rewrite my bio to reflect who I really am.”
- “I will speak up when I see digital bias.”

This stage bridges reflection and concrete action.

### Facilitator's Role

The facilitator holds space for respectful dialogue and encourages honest self-reflection. Key responsibilities include:

- Guiding with open questions like:
  - “What message does this content send beyond the words?”
  - “How might someone from another culture interpret this?”
- Promoting empathy and value-based rewriting
- Ensuring emotional safety and peer respect throughout

The aim is not to achieve perfection, but to grow in awareness.



thank you

**& NOW LET'S BEGIN !**