



HANDBOOK

# YOUTH CAN LEAD

*youth*



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# I. INTRODUCTION



## Empowering Youth for Impact : A Journey from Participation to leadership

Welcome to the "Youth Can Lead Youth" (YCLY) Methodology Guidebook, a comprehensive resource designed to empower young individuals to transition from active participants to influential leaders. At Hello Youth, we believe in the transformative power of youth engagement and active citizenship. Our mission is to foster an environment where young people can thrive, develop leadership skills, and make a significant impact on their communities and beyond.

# 1. PRESENTATION OF PARTNERS

## Collaborative Synergy

### Partners of the 'Youth Can Lead Youth' Project

The YCLY project is a collaborative effort, bringing together a diverse group of partners, each contributing unique expertise and perspectives to our shared mission.

**Hello Youth (HeY):** An NGO dedicated to promoting active citizenship and youth participation in society. With a rich history of involvement in European projects, HeY provides a platform for young people from various backgrounds to engage in meaningful activities, from cultural exchanges to creative workshops.

**Faal Derneği:** Based in Ankara, Faal Derneği focuses on empowering individuals to take active roles in society, combating discrimination, and promoting social inclusion. Their work spans awareness-raising activities, training, and workshops aimed at integrating disadvantaged groups into social life.

**KulturLife:** Specializing in intercultural communication, KulturLife facilitates global learning and social inclusion. Their projects range from international internships to supporting refugees and preventing radicalization, all aimed at fostering a peaceful and prosperous global community.

**InterAktion:** An organization committed to human rights, sustainability, and the inclusion of marginalized people. InterAktion's projects support vulnerable populations through education, training, and international cooperation, emphasizing the interconnectedness of social, economic, and environmental systems.

**Storie di Mondi Possibili:** This Italian association leverages autobiographical methods to collect and share stories of active citizenship and social change. By connecting people through shared narratives, they aim to inspire and drive community improvement.

## 2. PROJECT OVERVIEW

The YCLY project is designed to empower young people by providing them with the tools, knowledge, and confidence needed to become leaders in their communities. Through a series of carefully crafted activities and methodologies, we aim to nurture the next generation of change-makers.

### OBJECTIVES

Our project objectives are centered around fostering leadership and active citizenship among youth. We aim to :

1. Increase awareness of youth-related issues and opportunities.
2. Share and teach best practices from various countries.
3. Build self-confidence in young individuals.
4. Encourage effective communication across diverse backgrounds.
5. Develop and implement a robust methodology for youth engagement.
6. Raise awareness about the importance of active citizenship.
7. Inspire young people to initiate change within themselves and their communities.

## 3. ACTIVE CITIZENSHIP

An active young citizen is someone who is informed, engaged, and proactive in their community. Through the YCLY project, we aim to cultivate these qualities by :

- Providing educational resources and training.
- Encouraging participation in community and societal activities.
- Promoting intercultural dialogue and understanding.
- Supporting initiatives that drive social change and inclusion.

By following the YCLY methodology, young people will not only learn to lead but also inspire others to join them in creating a more inclusive, equitable, and vibrant society. This guidebook is your roadmap to becoming an empowered youth leader, ready to make a lasting impact.

## 4. THE IMPORTANCE OF THE YOUTH WORK

Youth work has always been a cornerstone in nurturing empowered, resilient, and socially aware individuals. In today's world, marked by cultural clashes, increased migration, the isolating effects of technology, and growing political polarization, the relevance of youth work has become even more pronounced.

This essential practice helps young people navigate a rapidly changing society, fostering their ability to think critically, connect meaningfully, and contribute actively to their communities.

This process not only empowers young people individually, but also helps society to become more inclusive, egalitarian and solidaristic. In particular, youth work plays a critical role in creating equal opportunities for young people in disadvantaged groups. In addition, youth workers create platforms where young people can make their voices heard, involve them in social decision-making processes and contribute to building a future shaped by their ideas. Thus, the foundations of a more just and egalitarian structure in society are laid. Youth work is a strong driving force for social change and shapes the future of society today.

In addition, young people today face an overwhelming flood of information that demands a strong capacity for critical thinking. Fake news, propaganda, and biased narratives can shape perceptions and beliefs. Through workshops, exchanges, and training, youth work equips young people with the skills to analyze information, question assumptions, and form independent opinions, laying the foundation for active and informed citizenship.

By instilling values of cooperation and mutual respect, youth work helps create communities where no one is left behind. Through youth work, young leaders also gain opportunities to rise to their potential. Leadership programs supported by youth organizations and Erasmus+ help young people refine their organizational, decision-making, and problem-solving skills. These experiences prepare them for success in both local and international settings. By encouraging leadership and initiative, youth work enables them to take on roles of greater responsibility, fostering confidence and adaptability that will serve them throughout their lives.

## 5. FROM SMALL CHANGES TO SOCIETAL CHANGES

Small changes can form the cornerstones of major social changes. Instead of taking massive steps to bring about a significant transformation in society, small but effective steps that individuals and groups can take in everyday life can transform social structures over time. For example, simple environmentally conscious shopping choices or the use of egalitarian language can have a collective impact. Sustainable diffusion of small changes can change social norms, values and behaviour. By inspiring each other and taking small steps, people can open the door to large-scale social transformation. It can be a slow but powerful evolution that requires the participation of the whole community, not just individuals.

Achieving big social changes through small changes is a process that reveals the collective power of individuals and societies. Each individual can contribute to the shaping of social values by making small choices in their own environment. Small changes raise people's consciousness, increase empathy and strengthen social awareness. Over time, these individual and local changes can have a wider impact and transform the social structure. This process can be accelerated by raising public awareness, strengthening social networks and increasing collective action. As a result, major changes become possible through the accumulation of small but sustained efforts, and this becomes the basis for social progress.

These small changes are not always so easy. People are not always brave enough to develop an argument against the words and rules that are customary in their culture and society. To create a change, to say something new, one needs self-confidence and courage. The competences, experiences and acquisitions required for this courage will be provided to young people through Youth Can Lead Youth project.

The example here is also intended to inspire young people.

# The Power of Dreams

By Andrea Ciantar

“Never doubt that a small group of thoughtful, committed citizens can change the world. In fact, it's the only thing that's ever happened.”

(Margaret Mead)

This phrase by Margaret Mead has always struck me, and comforted me in moments of greatest discouragement, in the face of the disasters that afflict our world. And in fact it is true, the action of change activated by small groups, and sometimes by single individuals, is something that has always happened. If you think about it, you will think of stories you have heard about, examples that concern this. In my personal list there are, as a top 4:

- The Mothers of Plaza de Mayo
- The Banker of the Poor, Yunus
- The Street Orchestras of Maestro Abreu
- The Garbatella Urban Gardens in Rome

I remember when I first heard one of the mothers of Plaza de Mayo, in Rome, speak at a public conference. To see her, you would have defined her as a normal housewife, with her foulard and her hairdo, completely ordinary. But then she began to talk about the struggles waged by the mothers against the dictatorship, of their commitment to justice and democracy in Argentina, against the powers of the military and the rich landowners.... It was astonishing how this woman could have such a clear political vision, how she could take a stand without mincing words against injustice. A clarity and limpidity of principles and objectives that none of the career politicians present in the room with her seemed to have.

They were a group of mothers in Argentina during the military dictatorship of Jorge Videla in the 1970s. Their children had disappeared, kidnapped and tortured. Around 30,000 disappeared. On April 30, 1977, fourteen women, mothers of desaparecidos, went to Plaza de Mayo, in front of the presidential palace in Buenos Aires, to loudly demand the truth about the fate of their children kidnapped by the regime. They were ordered to disperse. In response, the mothers, desperate for their children, began to walk around the Obelisk in the square, two by two, arm in arm, to circumvent the ban on gathering in groups of more than three people. And every Thursday they continued to gather in Plaza de Mayo, and they continued, even though some of them were kidnapped and disappeared.



In 1978, the World Cup was held in Argentina, despite the dictatorship. The Mothers then decided to chain themselves to the columns of the square. I think it was a Dutch photographer who, by chance, saw them and interviewed them. Their story went around the world and helped to make known the reality of the desaparecido. The Mothers continued to fight even when the dictatorship fell so that the government's assassins would be condemned, so that the truth would be revealed, and for the rights of the weakest. They created the University of the Mothers, in Buenos Aires, organizing training activities for young people, and carrying out many revolutionary projects. A few years ago I was passing through Buenos Aires, and I stopped by to visit the University. One of the mothers received me, and told me about a project they had underway at that time. Self-construction of houses, where the community contributed to the construction of housing units for their members.

It all started with 14 mothers on April 30, 1977.



Other stories, I was saying, come to mind, and if you think about them, some will come to mind too, small or large stories, perhaps people from your city or your neighborhood who were able to set a change in motion.

What do all these stories teach us? We live in a world still crossed by a thousand disparities, inequalities, wars, horrors, and it is easy to think, even without realizing it, that we cannot do anything, that we are powerless. Taking away the hope of change, especially for the younger generations, is a serious limitation, like eliminating an important part of the human being, trust in the future, the ability to dream and imagine a better world.

These stories remind us, instead, that there is the possibility of creating a change, starting from a problem, a difficulty. They teach us to continue to hope for the future.

## II. INCLUSIVE ENGAGEMENT

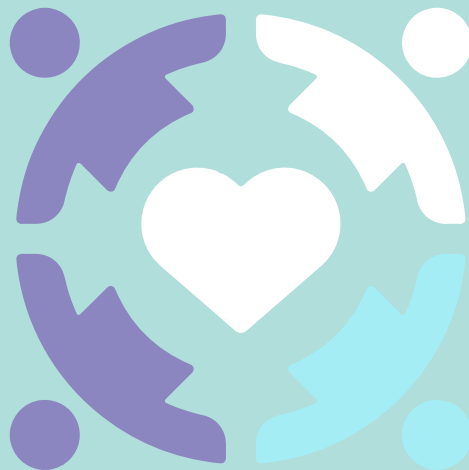


### RAISING AWARENESS FOR SOCIAL IMPACT

In an increasingly interconnected and diverse world, the importance of inclusive engagement cannot be overstated. This section, "Inclusive Engagement: Raising Awareness for Social Impact," delves into the transformative power of fostering inclusivity and awareness in various social contexts. By exploring the intricate processes of identity development, sensitization training, critical thinking, and strategies to break the cycle of discrimination, we aim to equip individuals and communities with the tools necessary to create a more equitable and empathetic society.

The chapters within this section provide a comprehensive roadmap for understanding and addressing the multifaceted nature of discrimination and prejudice. From nurturing self-discovery and cultural awareness in young people to promoting empathy and social awareness through sensitization training, each chapter offers valuable insights and practical strategies for fostering inclusive environments.

## II. INCLUSIVE ENGAGEMENT



# Chapter 1

## Identity Development

The chapter topic is "Identity Development: Nurturing Self-Discovery and Cultural Awareness." This chapter explores the intricate journey young people undertake in understanding themselves and their place in the world. It delves into the multifaceted process of identity formation, encompassing not only personal characteristics but also cultural backgrounds and social contexts.

### What is identity?

According to Erikson (Erikson E. H., 1968), identity is the core sense of self that integrates all of one's experiences, relationships, beliefs, values and memories into a coherent whole. It is a self-organizing system that continues to evolve throughout life, providing a sense of continuity within oneself (self-sameness) as well as distinguishing framework for oneself as a unique individual (uniqueness).

### GRAPH

Identity provides:

- **Self-sameness:** A sense of continuity within the self and in interaction with others
- **Uniqueness:** A frame to differentiate between self and interaction with others
- **Psychosocial development:** Mental and physical health for adolescents

## What is identity development ?

Identity development is the process of forming one's sense of self; the journey of self-discovery and self-actualization. It is the awareness of the consistency in self over time and the recognition of this consistency by others (Erikson E. , 1980). Throughout this journey individuals form, explore, and integrate various aspects of themselves, including their values, beliefs, interests, roles, and affiliations, over the course of their lives. This multifaceted process involves self-reflection, self-exploration, and interaction with social, cultural, and environmental influences.

When does identity development happen ?

Identity development begins in infancy, as individuals start to differentiate themselves from others and develop a rudimentary sense of self-awareness. During early and middle childhood, children continue to explore and internalize social and cultural norms, forming the foundation of their identity. However, it undergoes significant shifts and milestones during specific developmental stages, particularly during adolescence and young adulthood. Marcia's Identity status model (Marcia, 1966) emphasizes that identity formation is not a linear, one-time event, but rather a dynamic and flexible process. Individuals may move between these different statuses throughout their lives, as they continue to engage in self-discovery and make commitments to their evolving sense of self.

### What factors influence identity formation?

Identity formation is a complex and multifaceted process that is influenced by an intricate interplay of biological, social, and psychological factors.

- **Biological Factors:** Genetic predispositions and neurological wiring influence temperament, personality traits, and behavioral tendencies, providing the framework within which an individual's sense of self can be developed
- **Family and Interpersonal Relationships:** Early childhood attachments, parental relationships, and peer interactions during adolescence contribute to identity exploration (experimenting with different roles, values, and life paths) and commitment (firm decisions about who we are, what we believe in, what direction we want to take in life)
- **Sociocultural Influences:** Ethnic and cultural identity, socialization processes, and societal norms and values shape self-perception and one's place within the broader social context
- **Life Experiences and Societal Factors:** Significant life events, traumata, transitions, and societal discourses can lead to ongoing identity development and transformation

## Why is it important?

At the core of healthy identity formation is the ability to strike a balance between feeling a sense of belonging and connection to one's broader social and cultural context (sameness), while also maintaining a clear sense of one's own distinctive qualities and individuality (uniqueness).

### 1. Personal

At the individual level, a strong, stable, and cohesive sense of self allows people to have a clear understanding of their values, goals, and purpose in life, which supports their psychological well-being, self-esteem, and ability to make autonomous decisions. They have a clear understanding of their unique personality traits, talents, and life experiences. They are able to embrace what makes them distinct and different from those around them. This fulfills the fundamental human need to feel special, autonomous, and true to oneself.

This way, individuals with a well-formed identity, confident in their personal strengths, their distinctive qualities and the meaning in the life path they have chosen, are also better equipped to navigate challenges and transitions across this path more effectively.

### 2. Societal

Beyond the personal realm, healthy identity formation is crucial for the overall health and progress of society. Individuals with a strong identity are able to feel a sense of sameness and shared humanity with others. Their firmly established values, beliefs, and behavioral tendencies allow them to feel integrated into their social environment and connected to the larger collective. This satisfies the fundamental human need to feel a part of something greater than oneself and makes it more likely to become engaged, productive, and contributing members of their communities.

When young people successfully navigate the process of identity exploration and commitment, it helps them develop the self-awareness, confidence, courage to challenge the status quo and moral compass to become effective leaders. Healthy identity formation also supports social cohesion by helping individuals feel a sense of belonging and connection to their broader cultural and social context.

In conclusion, the development of a strong, well-integrated sense of self is essential both for individual thriving and for the overall advancement of society.

## What is the effect on personal development?

The successful formation of a stable identity equips individuals with the necessary knowledge, skills, and attitudes to develop a deep understanding of who they are and a confident commitment of who they want to be, and, in turn, to thrive, find fulfillment, and make a positive impact in their social surroundings.

On the other hand, if identity formation is not successful, individuals may struggle with a fragmented sense of self, lack of direction, emotional instability, and difficulty in forming meaningful connections with others. They may also be more susceptible to external validation, conformity, and the inability to make autonomous, values-driven decisions. Unresolved identity issues can hinder personal growth, limit one's potential, and increase the risk of mental health challenges.

Knowledge	Skills	Attitudes
Understanding of one's strengths, weaknesses, and areas for growth	Emotional intelligence and self-regulation	Self-acceptance and high self-esteem
Clarity on one's values, life purpose, goals, and aspirations	Adaptability and resilience in the face of change	Sense of purpose and intrinsic motivation
Awareness of the formative influences of one's family, life experiences, cultural, and social contexts on their identity	Autonomous and principled decision-making	Authenticity and appreciation for one's uniqueness
Familiarity with one's emotional tendencies and coping mechanisms	Courage to challenge the status quo and leadership skills	Empathy, compassion, and concern for others, stemming from a secure sense of self



## What is the impact on youth area?

When youth work professionals effectively support the process of successful identity formation in young people, it can have a profound and far-reaching impact on the youth sector.

The first significant impact is improved mental health and well-being among young people. The self-acceptance, self-regulation, and emotional intelligence fostered by identity development can lead to higher levels of overall well-being, and at the same time reduced risk of issues such as depression, anxiety, and substance abuse, as youth have the resources to manage their emotions and cope with life's stressors.

Successful identity formation also enhances educational and career outcomes for young people. With a clear sense of purpose and direction, they are more likely to excel academically, make informed educational and career choices, and transition smoothly into the workforce.

Another important impact is the cultivation of stronger interpersonal relationships among young people, as the empathy, compassion, and communication skills cultivated during this time enable them to build healthier, more meaningful connections with their peers, families, and the broader community.

These social skills combined with the increased self-confidence, adaptability, and problem-solving skills that an individual with a stable, and cohesive sense of self enjoys, also make excellent leaders by fuelling a consistent motivation for improvement, engagement and social change efforts. Thus, by prioritizing and supporting the identity formation process in young people, the youth sector can cultivate a generation of resilient, purpose-driven, and socially conscious individuals who are poised to thrive and make a lasting impact on their communities and the world around them.

## What will people gain from this method ?

The method employed within the YCLY project offers participants a multifaceted approach to supporting their identity development, equipping them with a rich set of tools to navigate the complexities of social identity formation and uncover the deeper dimensions of their personal values and authentic selves.

Through the "Sticky Identity" activity, we aim to immerse young people in a simulated social environment that challenges them to explore the fundamental questions of "who am I?" and "where do I belong?" without the aid of verbal communication, mirroring the real-world struggles inherent in identity development. This experiential learning opportunity shall enhance self-awareness and reflection on one's own responses to group dynamics, but also cultivate a deeper understanding of the complex interplay between individual and social identity.

The "Your Kind of Person" activity further empowers participants by addressing the role of assumptions and labels in shaping perceptions of identity, both from the perspective of how we view others and how we are perceived ourselves. This creates a fertile ground for a more profound, value-driven self-discovery, as participants will then be guided to uncover their core personal values, recognize the vital importance of aligning their actions with these guiding principles and translate their understanding of identity into actionable insights for leadership.

All in all our proposed method seeks to support integrated identity development by guiding participants to answer, through experiential learning tools, the following series of questions:

1. "What forces influence who I am?" (Sticky Identity)
2. "What influences how others perceive who I am?" (Your kind of Person – Part A)
3. "Who am I? What are my values, beliefs and purpose?" (Your kind of Person (Handouts) – Part B)
4. "What can I do to stay truthful to who I am, as an individual and as a member of my community?" (Your kind of Person (Vision Board) – Part B).



# Activity 1

## Sticky Identity

<p><b>Activity Title :</b> "Sticky Identity"</p>	<p><b>Organization Name/Country:</b> KulturLife/Germany</p>
<p><b>Duration :</b> 60 minutes</p>	<p><b>Author :</b> Elisavet Vasileiou (Adapted from "Included/Excluded" workshop by Education and Peace Training on Cultural Conflicts, a methodological toolkit for trainers, project co-financed from the German Federal Ministry of Foreign Affairs)</p>
<p><b>Nr. of People :</b> 15 – 25 people <b>Target group:</b> 15+</p>	<p><b>Materials :</b> Groups of stickers with different shapes and colours: 3-5 groups of "common" stickers (there are 4+ of them) 2 groups of "rare"stickers (there are 2 of them) and 1 "solitary" sticker</p>

### Main objectives

- To experience the process of inclusion and exclusion on the basis of identity characteristics one is "given"/cannot change
- To reflect on the formation of social identity
- To encourage self-awareness around one's individual and social identity
- To understand the needs underlying group behavior – majority and minority

### Instructions (step by step)

1. Start the game by setting the rules:
  - During the activity, participants are not allowed to speak; they can communicate only through non-verbal means
  - The game lasts until the moment the facilitator announces the end
2. Ask participants to close their eyes, and place one sticker on each on their forehead (in random order: all groups of stickers– see Materials)
3. Then ask participants to open their eyes and give the instruction "Now form groups!" without any further comment
4. Observe the process without interfering and take notes if necessary
5. After a while, when groups have formed and you feel that nothing constructive is happening, end the game
6. Proceed with the debriefing questions:
  - How did you feel when the game was over? (Start from the person who has the sticker different from others. Subsequently ask who else thought that the game was difficult).
  - What happened during the game? Remind them the instructions and ask them if they understood what they had to do and what have they done.
  - Depending on the way the groups formed, ask participants to explain the reasoning of how the group formation happened.
  - In case you showed other people what group to go, how did you determine where they belonged in? Why did you think they belonged there?

# Activity 1

## Sticky Identity

- How did you determine, which group you belonged to? Was it you, or the others who determined where you belonged?
- How would the groups look like, if the instruction were, instead of "Form the groups", "Form groups with the people you share the most interests with"? "Form groups with the people you share the most interests or experiences with"? If it were "Form groups with the people you like to spend time with"?
- In real life, who determines which group you belong to, and what "instructions" do people tend to follow?
- Have you remembered certain situations in life while you were playing; did the exercise cause certain memories/ emotions?
- How does it feel to be part of a minority/ majority group? What strategies are used to become part of the majority group?
- What strategies are applied to exclude minority group members?
- How we feel and how we behave when we are part of minority/ majority group?
- Why we try to get included in a particular circle and do not accept somebody else in our group?

### Impact

By creating a situation where participants must navigate group membership and belonging without the ability to verbally communicate, this activity simulates real-world challenges around social identity formation. Specifically, the miniature society simulated during this activity presents participants with the mission of discovering "where they belong." Instinctively, and without any explicit guidance, they try to decipher the sticker on their forehead, which in this simulated world corresponds to the question "who am I?" The only way to uncover this is through their interactions with others. During this process, participants may also observe their own actions and efforts to guide others in order to "find their groups," later reflecting on the rationale behind their decisions.

Overall, this activity provides a powerful experiential learning opportunity to explore the link between group membership and identity and the complex interplay between social and individual identity development. At the same time, it provides fertile ground for reflection and self-awareness around one's own responses to group dynamics and belonging.

### Evaluations

#### 1. Post-Activity Questionnaires

Gathering immediate feedback from the participants through a post-activity questionnaire is a crucial step. We will design a concise survey with a mix of rating scales and open-ended questions, to capture both quantitative and qualitative insights.

#### Sample questions:

*On a scale of 1-5, how engaging was the activity for you?*

*On a scale of 1-5, how effective was the activity in achieving learning goal a, b, c, ...?*

*What aspects of the activity did you find most valuable or impactful?*

*What aspects of the activity could be improved or modified?*

*How well did the activity align with your expectations?*

#### 2. Reflection Groups

An idea would be to facilitate small group discussions among the participants, in national groups, every second day (once at the end of the day for all activities of the day), to provide some variety in the way participants are asked for their input. The questions guiding the discussion should follow the same logic as the post-activity questionnaires, to secure consistency.

# Activity 1

## Sticky Identity

### 3. Participant Observation

Closely monitoring the participants' behaviors, interactions, and engagement levels during the activity > this way we can assess how "successful" an activity is in engaging young people. At the same time, we might identify patterns, challenges, or unexpected reactions/ dynamics that we will need then to take into consideration and adapt the activities accordingly, or enrich the risk management & tips for facilitators sections of each activity. Since there are 2 youth workers per partner country, one could be in charge of taking notes during their workshop.

### 4. Facilitators' Debriefing

Everyday we could hold a reflective discussion with the youth workers who facilitated the workshops of the day to explore potential improvements to the activity design, facilitation approach, or logistical aspects on the basis of the input received by the participants.

### Risk Management

**Emotional distress:** The activity could potentially elicit strong emotions, particularly for those who end up feeling excluded or isolated. This should be managed through monitoring participant reactions during the activity and being prepared to intervene if anyone appears to be in significant distress. Also, a thoughtful debrief process that allows participants to share their experiences and feelings in a safe and supportive environment is imperative.

**Participant familiarity with each other:** If participants already know each other well, existing relationships or group dynamics may shape the activity in ways that differ from a group of strangers. This risk can be managed at the level of the applications, or if not possible, during the debrief, the facilitator should explore how existing relationships may have influenced the group formation and dynamics.

**Participant familiarity with the activity:** In case one or more participants have experienced similar simulations before, they may try to "game the system" or manipulate the group formation process based on their prior knowledge. They may attempt to guide others or position themselves in certain groups, disrupting the natural dynamics. The facilitator should remain vigilant for signs of strategic behavior or uneven participation, and be prepared to intervene if necessary. Also, if this happens, the facilitator should explore during the debriefing how prior experience (or lack thereof) may have shaped individual and group dynamics.

### Tips for Facilitators

- Avoid mentioning the names of the participants, so as to prevent influencing the game
- When selecting the person who will receive the "solitary" sticker, be cautious. Choose someone who, in your opinion, can handle being different from the others, and also has the ability to constructively deal with the situation
- Use a short and clear statement. Saying "Now, form groups!" is very important. Avoid statements like "And now form groups with those people you would like to work with/you have common traits with etc". An instruction consisting of just two words, delivered in an authoritative tone, will put the participants in a situation that requires a prompt reaction, resulting in the group taking a spontaneous decisions.



# Activity 1

## Sticky Identity

- Once the groups are formed, maintain an air of indifference. This behavior will lead to an "tense atmosphere" within the group. The participants will then try to organize themselves in a different way. Allow the game to continue until you feel the participants have exhausted most of the possibilities for forming groups, or until nothing constructive happens.

### Further Readings; (link, references, examples etc.)

- Saul Mcleod's Overview of the Social Identity Theory (Tajfel & Turner, 1979)  
<https://www.simplypsychology.org/social-identity-theory.html>

Developed by Henri Tajfel and John Turner, the Social Identity Theory (SIT) provides a framework for understanding how individuals' sense of self and group memberships shape their perceptions, attitudes, and behaviors towards in-groups and out-groups.

We categorize objects to understand them and identify them (e.g. plants, animals, furniture, vehicles etc.).

The theory posits that, in a very similar manner, people classify themselves and others into various categories on the basis simple, easily identifiable characteristics (e.g., gender, age, occupation, etc.). This subconscious process is an effort to simplify and understand their social environment.

### This process involves three key elements:

1. Social Categorization: Classifying oneself and others into groups
2. Social Identification: Adopting the identity of the in-group as part of the self-concept
3. Social Comparison: Evaluating one's in-group more favorably than relevant out-groups

Individuals tend to positively differentiate their in-group (the group that the individual classifies themselves as being a part of) from relevant out-groups (social groups that are seen as distinct or different from the individual's in-group) to maintain a sense of positive self-esteem and social identity.

However, this can lead people to exhibit favoritism towards their in-group and, at the same time, show discrimination against relevant out-groups. This dynamic can contribute to the formation of prejudices, intergroup conflicts, and social tensions within society.

Implementation during the LTTA, Youth Can Lead Youth Project (June 2024) coordinated by the Hello Youth



## Activity 2 - Part A

### Your kind of person

<p><b>Activity Title :</b> "Your kind of person" – Part A</p>	<p><b>Organization Name/Country:</b> KulturLife/Germany</p>
<p><b>Duration :</b> 60 minutes</p>	<p><b>Author :</b> Elisavet Vasileiou</p>
<p><b>Nr. of People :</b> 15 – 30 <b>Target group:</b> 16+</p>	<p><b>Materials : A3 Papers, Pens</b></p> <p>Two sets of Photos of <u>Bayete Ross Smith's Series "Our Kind of People"</u> – each photo needs to be printed in a separate sheet of paper</p>

#### Main objectives

- to explore how external appearances and societal perceptions influence assumptions about identity
- to understand that perceptions of identity are subjective and can vary widely among different observers
- to appreciate the complexity and multifaceted nature of identity beyond surface-level appearances

#### Instructions (step by step)

##### Part A: Our kind of people

1. Divide participants into small groups (3–6 groups possible) and provide each group with different photograph from the same set (make sure they are unaware that all photos are of the same person) and an A3 paper.

2. Ask each group to brainstorm and write down assumptions about the person in their photograph. Use guiding questions, giving some time to participants to think and take notes after each one:

- *What words or phrases immediately come to mind when you see this person?*
- *What social or economic status might you assign to this person?*
- *What level of education do you think this person has achieved?*
- *What kind of job or profession do you think this person might have?*
- *What hobbies or activities do you think this person might enjoy?*
- *What assumptions might you make about this person's personality or character?*
- *What values or beliefs do you think this person might hold?* – Here you can already show the List of Core Values

3. Continue with a second round, using the photos from a the second set & a second A3 paper.

4. Then ask participants to place each photo on the respective paper with their notes/assumptions about that person and allow participants to walk around and view the other photographs. It will likely be a surprise to all the groups to see the same individual in different outfits and with different labels and assumptions assigned to him.

5. After participants return to their seats, conduct a debriefing discussion, using the following questions as prompts:



## Activity 2 - Part A

### Your kind of person

- How did it feel to realize that the person in each photograph was the same?
- How come each group had different labels for photos of the same person?
- All of the subject's clothing came from his own wardrobe. Is this surprising to you? Why or why not?
- How do labels help us make sense of others? Where do these labels come from?
- How do you think our personal experiences and backgrounds contribute to the way we interpret others' identities?
- These images are part of a larger work by an artist named Bayeté Ross Smith, titled "Our Kind of People." What message do you think the artist was trying to convey by creating this project?

6. Close the discussion by sharing the statement from Bayeté Ross Smith about the intent behind this project, on the screen:

*The "Our Kind Of People" series examines how clothing, ethnicity and gender affect our ideas about identity, personality and character. The subjects in this work are dressed in clothing from their own wardrobes. The outfits are worn in a style and fashion similar to how that person would wear them in daily life. I have kept the lighting and facial expressions the same in each photograph, changing only the clothing and race. Devoid of any context for assessing the personality of the individual in the photograph, the viewer projects her or his own cultural biases on each photograph. These images may be presented in a series, grouped together by the subject, or mixed together, with images of the various subjects next to each other.*

7. Then share the quote of Immanuel Kant on the screen: "You only know me as you see me, not as I actually am"

8. Then share the quote of Lao Tzu on the screen: "Knowing others is intelligence; Knowing yourself is true wisdom. Mastering others is strength; Mastering yourself is true power". Leave it there and proceed to a small break.

### Impact

The activity explores how we, as individuals, make assumptions and assign labels to others based on their outward appearance and presentation. The debriefing discussion allows participants to reflect on the origins of these labels and how our personal experiences (including cultural and social influences) shape the way we interpret others' identities.

Also, as the first part of the broader activity "Your Kind of Person" it builds the necessary awareness, critical thinking, and empathy required for the more introspective and values-based exploration in Part B. By first addressing how participants perceive others they will be better prepared on how they are themselves perceived by other and the stereotypes that arise from appearances. Through this process, participants will better equipped to reflect on their internal values and how they can authentically present their true selves to the world.

### Evaluations

#### 1. Post-Activity Questionnaires

Gathering immediate feedback from the participants through a post-activity questionnaire is a crucial step. We will design a concise survey with a mix of rating scales and open-ended questions, to capture both quantitative and qualitative insights.

# Activity 2- Part A

## Your kind of person

### Sample questions :

- On a scale of 1-5, how engaging was the activity for you?
- On a scale of 1-5, how effective was the activity in achieving learning goal a, b, c, ...?
- What aspects of the activity did you find most valuable or impactful?
- What aspects of the activity could be improved or modified?
- How well did the activity align with your expectations?

### 2. Reflection Groups

- An idea would be to facilitate small group discussions among the participants, in national groups, every second day (once at the end of the day for all activities of the day), to provide some variety in the way participants are asked for their input. The questions guiding the discussion should follow the same logic as the post-activity questionnaires, to secure consistency.

### 3. Participant Observation

- Closely monitoring the participants' behaviors, interactions, and engagement levels during the activity > this way we can assess how "successful" an activity is in engaging young people. At the same time, we might identify patterns, challenges, or unexpected reactions/ dynamics that we will need then to take into consideration and adapt the activities accordingly, or enrich the risk management & tips for facilitators sections of each activity. Since there are 2 youth workers per partner country, one could be in charge of taking notes during their workshop.

### 4. Facilitators' Debriefing

- Everyday we could hold a reflective discussion with the youth workers who facilitated the workshops of the day to explore potential improvements to the activity design, facilitation approach, or logistical aspects on the basis of the input received by the participants.

### Risk Management

Misunderstanding of purpose: Participants might misunderstand the purpose of the activity and feel that it promotes judgment based on appearance. After the assumptions part is over, clearly communicate the objective of the activity, which is to understand and deconstruct the ways in which appearances influence perceptions and to promote empathy and critical thinking.

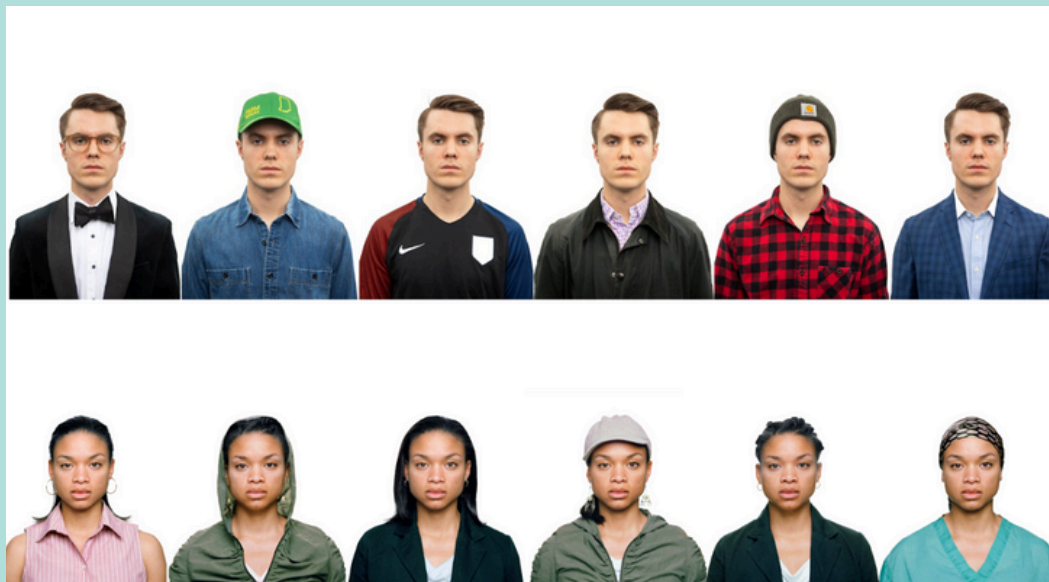
### Tips for Facilitators

- Arrange the room so that groups can work together comfortably and have space for the gallery walk, such as making sure there are enough tables or surfaces to display the photographs
- If the number of groups you form are less than 6, select those photos from each series that create stronger contrasting assumptions
- Instruct participants to give relevant titles before the note down their assumptions after each guiding question. This will help later in comparing the differences in labeling of the same person among the different groups
- Allow sufficient time for participants to view each photograph during the gallery walk. Encourage them to take notes on the differences in assumptions made by other groups or take photos

# Activity 2 - Part A

## Your kind of person

Further Readings; (link, references, examples etc.)



Two of the six sets of Photos of *Bayete Ross Smith's Series "Our Kind of People"*

accomplishment	accuracy	adventure
appreciation	beauty	collaboration
community	compassion	competence
connection	contribution	courage
creativity	discovery/learning	empathy
equality	exploration	family
freedom	friendship	fun
genuineness	growth	health
honesty	ideas	independence
inspiration	integrity	intelligence
introspection	intuition	leadership
loyalty	mastery	openness
order	passion	peace
persistence	purpose	recognition
reliability	responsibility	security
self-knowledge	service	solitude
spirituality	teaching	wisdom

List of core values – short version



## Activity 2 - Part B

### Your kind of person

<p><b>Activity Title :</b> "Your kind of person" – Part B</p>	<p><b>Organization Name/Country:</b> KulturLife/Germany</p>
<p><b>Duration :</b> 90 minutes</p>	<p><b>Author :</b> Elisavet Vasileiou</p>
<p><b>Nr. of People :</b> 15 – 30 <b>Target group:</b> 16+</p>	<p><b>Materials :</b></p> <ul style="list-style-type: none"> <li>• Different coloured sticky notes, papers, pens</li> <li>• A printed list of core values for each participant (or, preferably, a digital copy to be presented on a presentation panel)</li> <li>• For the vision board: magazines, scissors, glue, markers, and large sheets of paper or poster boards</li> </ul>

#### Main objectives

- to reflect on and identify their core personal values and understand how these values shape their identity and actions
- to examine how external perceptions and internal values interact to shape our overall identity
- to recognize the importance of aligning their actions and choices with our core values, as a means of living more authentically
- to translate understanding of identity into actionable insights for leadership, focusing on how we can inspire and influence others while staying true to our values

#### Instructions (step by step)

##### Your kind of person

1. Instruct participants to read the quote of Lao Tzu: "Knowing others is intelligence; Knowing yourself is true wisdom. Mastering others is strength; Mastering yourself is true power" and ponder over it for 1 minute
2. Explain briefly that understanding internal values is crucial for personal identity development and effective leadership
3. Share handouts to the participants
4. Show the core list of values on the screen and ask them to silently choose their top 10 values, then narrow it down to 3, trusting their instincts and without overthinking
5. Instruct participants that they will be asked a series of questions about themselves. They should reflect on each carefully and make notes. Also ask them to use a different coloured paper for each question, and create a "collage" with all their answers.
6. Ask the following questions, giving 4–5 minutes for reflection on each:
  - How would you like those closest to you to see you?
  - What qualities would you like your community to associate with you?

## Activity 2 - Part B

### Your kind of person

- How are these values reflected in your actions and choices?
- Are your values linked to the sort of change you would like to bring to the world?
- Can each of you recall a specific time when there was a conflict between what other people expected from you or demanded of you, and what you personally felt was right or important? How did you handle that situation?

7. Tell participants that their collages are their personal values maps and are theirs to keep. These maps will help them create their vision boards in the end.

#### 8. Discuss in plenary, using a flipchart :

- the importance of values in shaping behavior and identity
- how external perceptions (from Part A) and internal values (from Part B) interact to shape identity: explore scenarios where there might be a conflict between external perceptions and internal values
- how aligning actions with values can lead to more authentic living, a sense of being true to yourself

#### Vision Board

9. Divide the participants in groups of 3-4 people and provide them with some vision-board materials

10. Ask participants to find images, words, and phrases that represent their values and the changes they want to bring to the world

11. Instruct each group to create as a team a vision board that illustrates a world where they live authentically and lead effectively by aligning their actions with their values. Ask participants to write down or include symbols of specific actions they will take to align with their values.

12. Spend 20-30 minutes on the creative process

13. Once completed, have each share their vision boards with the plenary and explain their choices

#### Impact

By clarifying our values, we find our voice and are better able to connect our shared values with our actions in order to inspire positive change.

In the first part (self-reflection), participants will clarify their core personal values, gaining a deeper self-awareness and a stronger sense of their unique identity. This self-discovery is a crucial first step, as it lays the foundation for the subsequent stages.

In the second part (plenary discussion/brainstorming), participants will explore how external perceptions and internal values interact to form their overall identity and recognize the importance of aligning their actions and choices with their core values.

Finally, in the last part (vision board creation) participants will be challenged to translate their understanding of identity into actionable insights for leadership, by aligning their actions with their values.

This activity is thus set not only to empower participants to cultivate self-awareness and navigate the interplay between internal and external perceptions, but also recognize the critical role that values play in informing their decision-making and behaviors, both as individuals and as leaders.



## Activity 2 - Part B

### Your kind of person

#### Evaluations

##### • 1. Post-Activity Questionnaires

Gathering immediate feedback from the participants through a post-activity questionnaire is a crucial step. We will design a concise survey with a mix of rating scales and open-ended questions, to capture both quantitative and qualitative insights.

#### Sample questions :

- *On a scale of 1-5, how engaging was the activity for you?*
- *On a scale of 1-5, how effective was the activity in achieving learning goal a, b, c, ...?*
- *What aspects of the activity did you find most valuable or impactful?*
- *What aspects of the activity could be improved or modified?*
- *How well did the activity align with your expectations?*

##### 2. Reflection Groups

- An idea would be to facilitate small group discussions among the participants, in national groups, every second day (once at the end of the day for all activities of the day), to provide some variety in the way participants are asked for their input. The questions guiding the discussion should follow the same logic as the post-activity questionnaires, to secure consistency.

##### 3. Participant Observation

- Closely monitoring the participants' behaviors, interactions, and engagement levels during the activity > this way we can assess how "successful" an activity is in engaging young people. At the same time, we might identify patterns, challenges, or unexpected reactions/ dynamics that we will need then to take into consideration and adapt the activities accordingly, or enrich the risk management & tips for facilitators sections of each activity. Since there are 2 youth workers per partner country, one could be in charge of taking notes during their workshop.

##### 4. Facilitators' Debriefing

- Everyday we could hold a reflective discussion with the youth workers who facilitated the workshops of the day to explore potential improvements to the activity design, facilitation approach, or logistical aspects on the basis of the input received by the participants.

#### Risk Management

**Time Management :** The depth and complexity of the activity may make it challenging to cover all planned components within the available time frame.

Different engagement depending on participants personalities: Introverted participants may thrive during the self-reflection and introspective components but feel less comfortable or willing to actively participate in the plenary discussions and group sharing sessions. On the other hand, may thrive in the group discussion and collaborative aspects of the activity, but potentially feel restless or bored during the extended periods of individual reflection. The activity design has been made in an effort to cover "preferred modes" of everyone, with creative parts during both introspective and collaborative components. Facilitators should also encourage all participants to step outside their comfort zones and experiment with different modes of engagement, while respecting their individual preferences

## Activity 2 - Part B

### Your kind of person

#### Tips for Facilitators

• To facilitate the creation of the Vision Board, it would be really useful to show a “template” with guiding questions:

Personal Life: What actions will you take to live by your values in your personal life? (e.g., practicing honesty in relationships, prioritizing self-care)

Community: What steps will you take to reflect your values in your community involvement? (e.g., volunteering for causes you care about, promoting inclusivity)

Leadership: How will you embody your values as a leader to inspire and influence others? (e.g., leading by example, encouraging team members to identify and align with their own values, creating an inclusive and supportive team culture)

#### Further Readings; (link, references, examples etc.)

- Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being (Richard M. Ryan and Edward L. Deci, 2000)  
[https://selfdeterminationtheory.org/SDT/documents/2000\\_RyanDeci\\_SDT.pdf](https://selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_SDT.pdf)

Self-Determination Theory (SDT) is a theory of motivation that links personality, human motivation, and optimal functioning. It was developed by researchers Edward L. Deci and Richard M. Ryan in the 1970s and 1980s.

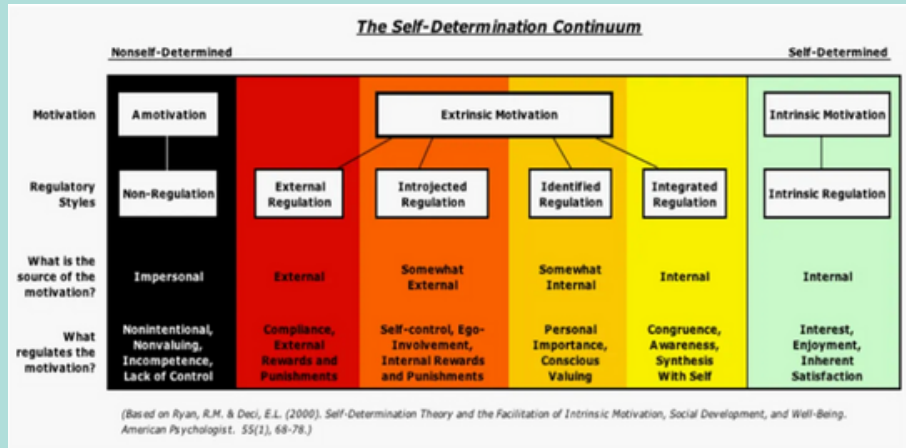
#### The basics of SDT

At its core, SDT proposes two main types of motivation – intrinsic and extrinsic. Intrinsic motivation arises from within, driven by personal values, interests, and a sense of morality. Extrinsic motivation, on the other hand, comes from external factors like compliance, rewards or punishments, evaluations, and the desire for approval.

#### The Self-Determination Continuum

SDT conceptualizes motivation on a continuum ranging from non-self-determined (amotivation) to fully self-determined (intrinsic regulation). In between are varying degrees of extrinsic motivation:

- Amotivation (no motivation)
- External regulation (motivation completely controlled by rewards/punishments)
- Introjected regulation (partially internalized, driven by efforts to protect the ego and self-control)
- Identified regulation (somewhat internalized, based on personal values)
- Integrated regulation (fully internalized, aligned with one's sense of self)
- Intrinsic regulation (inherently enjoyable, self-determined)



### The Three Basic Psychological Needs

When people feel they are the origin of their own behavior, rather than being coerced or controlled, they experience greater wellbeing, engagement, and persistence. Specifically, SDT posits that humans have three basic psychological needs that drive motivation and well-being:

1. Autonomy – the need to feel in control of one's life and behavior
2. Competence – the need to feel effective and masterful at important tasks
3. Relatedness – the need to feel connected and close to others

When these needs are met, young people are more likely to be intrinsically motivated and thrive.

Our role as youth workers is, thus, to help young people move along this continuum towards greater autonomy and self-determination, by empowering them to align their behaviour and decisions with their core values and live authentically.

accomplishment	accuracy	adventure
appreciation	beauty	collaboration
community	compassion	competence
connection	contribution	courage
creativity	discovery/learning	empathy
equality	exploration	family
freedom	friendship	fun
genuineness	growth	health
honesty	ideas	independence
inspiration	integrity	intelligence
introspection	intuition	leadership
loyalty	mastery	openness
order	passion	peace
persistence	purpose	recognition
reliability	responsibility	security
self-knowledge	service	solitude
spirituality	teaching	wisdom

List of core values – short version



## Chapter 2

# Sensitisation Training

### Promoting Empathy and Social Awareness

The chapter topic is "Sensitisation Training: Promoting Empathy and Social Awareness". This chapter explores the crucial role of sensitization training in priming for transformative learning, in cultivating social awareness, empathy and perspective-taking. The chapter also explores how this training develops the relational intelligence required for building high-performing, inclusive teams and empowering socially conscious and leaders.

#### ***What is Sensitization Training?***

Sensitization training is a type of educational or awareness-raising activity that aims to increase an individual's or group's sensitivity, understanding, and empathy towards marginalized, oppressed, or underrepresented populations (Kubokawa & Ottaway, 2009).

#### **The key goals of sensitization training are:**

- Increasing awareness and knowledge: Educating participants about the experiences, challenges, and perspectives of different social groups, and highlighting systemic inequalities, biases, and barriers faced by marginalized communities

- Fostering empathy and perspective-taking: Helping participants develop the ability to emotionally and cognitively "walk in the shoes" of others, considering diverse lived experiences beyond their own
- Challenging own assumptions and biases: Prompting critical self-reflection on personal prejudices, stereotypes, and preconceptions, disrupting dominant narratives and promoting more inclusive mindsets
- Motivating action and change: Inspiring participants to translate their learning into tangible ways of thought, behaviours, initiatives, and policies, as a way to become advocates and allies for marginalized groups

## Why do we need it?

Before starting to care about an issue, we first need to know that it exists. After that we need to fathom the issue more deeply, as well as understand why it is relevant for us. This is, in essence, the purpose that sensitization serves, when the issues at hand concern experiences of others to whom we have no or limited exposure. This is why a sensitization session is a precondition for training transformation activities (Sascha, Boulange, Roy, & Rivard, 2015).

### Personal

On a personal level, sensitization training helps individuals look within themselves and recognize their own biases, assumptions, and influences like a mirror reflecting the true self (self-awareness). When we are attuned to our feelings, we become more aware of how these emotions influence our thoughts and behaviors, which is the first step towards understanding others because it creates a framework for recognizing similar emotions in other people. Thus, by raising self-awareness sensitization training helps people develop empathy and better understand perspectives different from their own.

Sensitization also significantly enhances the ability to communicate effectively across cultures by enabling individuals to remain attentive & interpret non-verbal cues (active listening), respond empathetically while being sensitive to cultural differences (cultural sensitivity) and entertain different perspectives, communicate clearly and manage emotions in conflict situations (conflict resolution skills).

## Societal

- The impact of sensitization training extends beyond the confines of the individual. It plays a critical role in society by highlighting historical and contemporary challenges faced by marginalized groups, addressing systemic inequalities and discrimination, bringing different groups in connection to each other and motivating individuals to defend the rights of others, as if they were they own.
- All in all, sensitization training is a crucial precursor to transformative training activities, as it lays the groundwork for meaningful and lasting attitudinal changes at both the individual and societal levels.

## What is the effect on personal development?

The impact of sensitization training on personal development is transformative, equipping individuals with the cognitive, interpersonal, and attitudinal capacities to navigate an increasingly diverse and interconnected world.

At a foundational level, the training imparts a deep, nuanced understanding of the human experience – how our social identities, histories, and structural realities shape our perspectives and lived realities in profoundly different ways. This knowledge cultivates heightened self-awareness and a willingness to examine one's own biases, blind spots, and privileges.

Crucially, sensitization training also develops crucial skills for bridging divides and fostering meaningful connections across differences. By honing active listening, empathetic communication, and collaborative problem-solving, individuals become better equipped to engage in authentic cross-cultural dialogue, find common ground, and work in solidarity towards shared goals.

These effects support a fundamental attitudinal shift – a genuine valuing of diversity as a strength, a sense of personal responsibility for creating a more just and inclusive world, and a deep well of compassion for marginalized experiences.



Knowledge	Skills	Attitudes
<p>Awareness of historical and contemporary experiences of marginalized or underrepresented groups</p>	<p>Ability for self-reflection and bias awareness</p>	<p>Willingness to examine one's own biases</p>
<p>Intersectionality and how different social identities interact to shape lived experiences</p>	<p>Perspective-taking</p>	<p>Enhanced empathy and compassion towards diverse lived experiences</p>
<p>Understanding of root causes of inequality and discrimination</p>	<p>Active listening and efficient communication</p>	<p>Openness to challenging one's assumptions and expanding one's worldview</p>
<p>Awareness of common types of conscious and unconscious biases (e.g., in-group bias, confirmation bias, stereotyping)</p>	<p>Cross-cultural collaboration and negotiation</p>	<p>Valuing diversity as a strength</p>
<p>Familiarity with cultural norms, values, and communication styles of diverse communities</p>	<p>Collaborative Problem-Solving</p>	<p>Increased sense of personal responsibility and accountability</p>

## What is the impact on youth area?

### Sensitization Training of Youth Workers

Sensitivity-trained youth workers are better able to create safe, welcoming, and inclusive environments for all young people, regardless of their social identities, lived experiences, or backgrounds, and as a result, they are more effective to build trusting relationships and foster a sense of belonging and acceptance among their participants. Also, with a deeper understanding of the unique challenges and needs of marginalized youth, sensitivity-trained youth workers can design and deliver more responsive, culturally-relevant, and effective interventions. Finally, by directly speaking to the people's hearts, sensitivity-trained youth workers can better empower young people to become self-advocates, teaching them to recognize and speak up against unfair treatment, inequality, and systemic barriers.

### Sensitization Training of Young People

Sensitization training equips young people with the tools and cross-cultural competences they need to effectively collaborate, communicate, and build meaningful connections across diverse backgrounds and perspectives, preparing them to thrive in an increasingly diverse and interconnected world.

In general, by cultivating the key skills and attitudes analyzed on the table above, sensitization training holds the capacity to nurture a culture of allyship, where young people actively support and uplift their peers from underrepresented communities. That is, the holistic impact of sensitization training is the cultivation of culturally competent, socially conscious, and empathetic leaders and change-makers.

The sensitization training method employed in the YCLY project is designed to serve as a stepping stone for profound personal transformations within its participants. At the core of this approach is a commitment to fostering deep self-awareness, cross-societal understanding, and a moral commitment to taking actions for the promotion of equality and inclusion.

Through immersive case studies that challenge participants to adopt different perspectives when examining discriminatory discourse, the “Hearing with your ears” cultivates a heightened capacity for recognizing one's own biases and blind spots. This process of critical self-reflection lays the groundwork for developing greater empathy and compassion – as participants are forced to emotionally connect with the way marginalized communities are treated by the media, and by extension society.

The "Privilege Flowers" activity takes this a step further, leveraging experiential learning to vividly illustrate the unequal distribution of power, resources, and opportunities in society, through the use of powerful visual and material symbols. By embodying the realities of privilege and marginalization, participants are compelled to confront their preconceptions, expand their worldviews, strengthen their perspective-taking competencies and most importantly develop empathetic & proactive attitudes towards the suffering of others.

Ultimately, this sensitization training method is geared towards developing socially conscious leaders who possess the relational intelligence and moral courage to drive positive change.

# Activity 3

## Hearing with your ears

<p><b>Activity Title :</b> Hearing with your Ears</p>	<p><b>Organization Name/Country:</b> KulturLife/Germany</p>
<p><b>Duration :</b> 90 (3 cases) – 120 minutes (5 cases)</p>	<p><b>Author :</b> Elisavet Vasileiou</p>
<p><b>Nr. of People :</b> 10–25 people <b>Target group:</b> 16+</p>	<p><b>Materials :</b> post-its, pens, flipchart, projector, selected cases to project, “cases-to-edit” printed in papers for all participants</p>

### Main objectives

- to raise awareness about the prevalence and impact of discriminatory discourse
- to develop a nuanced understanding of the various forms that discriminatory discourse can take
- to cultivate the skill of perspective-taking, allowing participants to step into the shoes of individuals and communities impacted by hateful or biased speech
- to enhance participants’ sensitivity in discerning hateful or hurtful speech
- to foster empathy and understanding for the experiences of individuals and communities targeted by such discourse and, in general, discriminated against
- to help participants recognize one’s own biases, blindspots, and potential to engage in discriminatory speech, even unintentionally

### Instructions (step by step)

#### First steps (10’)

1. Begin with a small introduction about discriminatory discourse
2. Divide the participants into small groups of 3–4 people, each of which should have their own table as workspace
3. Explain that you will show some pieces of journalism from various media in the world (without the title), and you will have them to rate how discriminatory/ hurtful the statement is

#### Cases – First reading (10’ per case)

4. Begin by showing the cases on the screen one by one
5. After giving some time to participants to read each text excerpt ask them to discuss with their group, take notes and then share with the whole team :
  - Whose identity is targeted?
  - What are your feelings when reading this statement?
  - What are the feelings of the people targeted by discriminatory/ hurtful speech?
  - Is this really a case of discriminatory discourse? How do you rate the severity of this statement in being hurtful from a scale from 1 to 10? – Here ask them to think personally on a rating and write it on a post it. On your signal every participant has stick the post it with their rating on a flipchart with the excerpt’s title.

## Activity 3

# Hearing with your ears

### Cases – Second reading (10' per case)

6. Then hand out papers to each participant with the “Cases to be edited”. Ask them to fill in the gaps with their own identifiers.

7. Ask them to read the text again and reflect on it. Then have participants rate the severity again, recording their new ratings on post-it notes and displaying them on the flipchart.

Debriefing (15'–20')

### 8. Continue with the debriefing discussion:

- *How did you feel when trying to empathize with the perspectives of those impacted by the discriminatory language?*
- *What new insights did you gain about the experiences of marginalized groups facing discriminatory discourse?*
- *How would you describe the difference between your initial and final perceptions of the severity of the statements? How did imagining yourself or someone close to you in the position of the target group change your understanding of the situation? Did anything surprise you?*
- *Did you realize anything about your own biases, assumptions or blindspots during this activity?*
- *What specific actions could we take to be more mindful of our language and its potential impact on others ?*

### Impact :

This activity will immerse participants in a series of real cases of discriminatory discourse from international media that illustrate the prevalence and complexities of such language. They will be called to examine those cases adopting two different perspectives: that of the observer (witnessing discriminatory language without being the targeted groups) and that of the targeted group. This process of perspective-taking will empower participants to recognize their own biases and blindspots, ultimately leading to a heightened sensitivity in discerning hurtful speech, even in unintentional forms. Also, exploring their own emotional reactions to the edited excerpts containing their own identities is set to foster a stronger sense of compassion and solidarity.

Overall, the process of “hearing with someone else’s ears” can induce powerful revelations and heightened emotional awareness, which in turn can inspire participants to be more mindful and proactive in addressing hurtful language and behaviors in their communities.

### Evaluations

#### 1. Post-Activity Questionnaires

Gathering immediate feedback from the participants through a post-activity questionnaire is a crucial step. We will design a concise survey with a mix of rating scales and open-ended questions, to capture both quantitative and qualitative insights.

#### Sample questions:

*On a scale of 1-5, how engaging was the activity for you?*

*On a scale of 1-5, how effective was the activity in achieving learning goal a, b, c, ...?*

*What aspects of the activity did you find most valuable or impactful?*

*What aspects of the activity could be improved or modified?*

*How well did the activity align with your expectations?*

# Activity 3

## Hearing with your ears

### 2. Reflection Groups

An idea would be to facilitate small group discussions among the participants, in national groups, every second day (once at the end of the day for all activities of the day), to provide some variety in the way participants are asked for their input. The questions guiding the discussion should follow the same logic as the post-activity questionnaires, to secure consistency.

### 3. Participant Observation

Closely monitoring the participants' behaviors, interactions, and engagement levels during the activity > this way we can assess how "successful" an activity is in engaging young people. At the same time, we might identify patterns, challenges, or unexpected reactions/ dynamics that we will need then to take into consideration and adapt the activities accordingly, or enrich the risk management & tips for facilitators sections of each activity. Since there are 2 youth workers per partner country, one could be in charge of taking notes during their workshop.

### 4. Facilitators' Debriefing

Everyday we could hold a reflective discussion with the youth workers who facilitated the workshops of the day to explore potential improvements to the activity design, facilitation approach, or logistical aspects on the basis of the input received by the participants.

### Risk Management

Lack of Follow-Through: Participants may leave the workshop feeling motivated but uncertain about how to apply their learning. It is suggested to dedicate the next activity in the program to some focused action planning session (e.g. reflecting on personal commitments and behavioral changes they could adopt; planning advocacy or awareness-raising activities they could undertake when they return back home etc)

Rating comparison does not yield the desired insights: There is the potential challenge of not having an obvious or significant difference in the ratings between the two readings. Since the facilitator will be relying on the participants' post-it note ratings rather than calculating precise mean values, it's possible the difference may not be as clear-cut. In this case the facilitator can guide a group discussion to unpack the participants' thought processes, focusing less on the numerical ratings and more on the qualitative analysis. Here are some guiding questions for this case:

- How did you feel when reading the passage the first time, when the target group was different from you?
- What emotions or reactions did you experience the second time when the target group matched your own identity or background?
- Did you notice any differences in your emotional response between the two readings? If so, what do you think contributed to the change?
- How did your ability to relate to or understand the experience of the target group change when you read the passage the second time?
- What aspects of the language, framing, or portrayal in the second reading elicited a stronger emotional reaction from you?

## Activity 3

# Hearing with your ears

### Tips for Facilitators

- Decide on the number of cases you are going to examine through the double reading beforehand, according to the available time (having too many cases can rush the process, while too few may limit the learning opportunities)
- Place the flipcharts for the two ratings of each case next to each other to allow for an easy comparison
- The cases differ in how obvious the discrimination is or how hurtful the statements are. Start with the most obvious case (here: "Negative Other – derogatory labelling" case) to set a "high-standard" and allow for more nuanced ratings afterwards

### Further Readings (link, references, examples etc.)

- Boréus, K. (2006). Discursive Discrimination: A Typology. *European Journal of Social Theory*, 9(3), 405–424. <https://doi.org/10.1177/1368431006065721>

Flowerdew, John. (2012). Discriminatory Discourse Directed towards Mainlanders. In book: *Critical Discourse Analysis in Historiography* (pp.218–244), Doi: [10.1057/9780230336841\\_10](https://doi.org/10.1057/9780230336841_10)

### What is discriminative discourse?

Discriminative discourse refers to verbal or written statements that relay discriminative messages in an implicit or explicit way; discrimination that does not stand in the sphere of action but can be identified into linguistic means.

Discriminative discourse is not limited to direct talk to a member of a socially distinct group (T. van Dijk, 1984, 1987, 1993), neither to the mere choice of words and syntax (M. Sykes, 1985). "No Jews" in Nazi Germany has no grammatical bias, whereas it was a profound discriminatory speech act.

### Underlying processes

Discriminative discourse often relies on the creation of categorical distinctions between groups of people. A key prerequisite is the use of language that establishes an "us" versus "them" dynamic. This process of "othering" involves people who see themselves as part of a dominant in-group constructing one or more out-groups that are stigmatized as different or inferior.

The in-group, or "us," views itself as the normative standard, the "self," while the out-group, or "them," is cast as the "other" – people who are not truly part of the dominant group's identity and membership. This discursive separation creates a psychological distance, where the in-group members view the out-group as fundamentally distinct and separate from themselves.

By framing certain groups as "others" through language, discriminative discourse lays the groundwork for real-world prejudice and unequal treatment. The categorization of people into "us" and "them" is a prerequisite for many forms of biased and exclusionary behavior. Recognizing and challenging these linguistic patterns is an important step in promoting greater inclusivity and dismantling societal biases.

### Types of discriminative discourse

Discriminative discourse encompasses a range of linguistic strategies and rhetorical devices aimed at demeaning, marginalizing, or vilifying an out-group, in order to reinforce power imbalances or maintain discriminatory ideologies. Broadly divided into negative other-presentation, scare tactics, and blaming the victim, these categories encapsulate various forms of verbal discrimination (Flowerdew, J., 2012).

## Activity 3

# Hearing with your ears

Some common discriminatory strategies are:

- **Negative Other – Derogatory Labelling**

*Definition:* This involves assigning negative and pejorative labels to members of the out-group to demean or discredit them. It often includes using insults, slurs, or other derogatory terms to create a negative image of the out-group.

*Example:*

- **Negative Other – Dehumanization**

*Definition:* This strategy refers to describing or treating members of the out-group as less than human. It involves using language that strips away their humanity, portraying them as animals, objects, or subhuman entities.

- **Negative Other – Construction of Conspiracy Theories Against the In-Group**

*Definition:* This involves creating and promoting conspiracy theories that suggest the out-group is plotting against the in-group. Such theories often lack evidence and are used to stoke fear, mistrust, and hostility towards the out-group.

- **Negative Other – Objectification**

*Definition:* People discussed/ presented as if they lacked feelings, needs and wishes (denial of subjectivity) or as if they were things, for instance, tools (instrumentality)

- **Blaming the Victim – Distortion**

*Definition:* This strategy entails twisting the facts or misrepresenting the actions of the out-group to blame them for their own victimization. It involves presenting the out-group as responsible for the negative actions or circumstances they face, thereby justifying discriminatory attitudes or behaviors.

- **Scare Tactics – Use of Quasi Theory**

*Definition:* This refers to the use of pseudo-scientific or speculative theories to incite fear and justify discrimination. These quasi theories are often presented as legitimate but lack empirical support or scientific rigor, aiming to manipulate public perception and create a sense of threat from the out-group.

### Actor-observer-victim distinction

According to C. Grauman's actor-observer-victim distinction, the "target persons" are well aware of how and when they are discriminated against, and they are usually sensitive to such behavior. An unbiased observer would recognize an explicit discriminatory speech, or at least identify it, by the victim's affective reactions. On the contrary, discriminators are not always aware of their speech as such. Even when they are, they find it difficult to acknowledge it in most cases.

### Effects

The effects of discriminative discourse can be far-reaching. When language is used in a way that promotes discrimination, even if it's not direct or explicit, it can contribute to and reinforce other forms of discrimination in our communities. For example, the common ways we talk about certain groups of people in public discussions and media can shape how those groups are perceived and treated, even by people who may not realize they're being biased. This kind of "discriminative discourse" can lead to real-world discrimination, even if it starts in something as simple as the words we choose.



#### Annex – Cases

##### **Negative Other – derogatory labelling :**

*In the deaf-and-dumb school most deaf-mute children come to learn to understand the speech of other people by so called lip-reading (...) and also to speak themselves by making out the movements of their own organs of speech by their sense of touch. Lip-reading, however, is always more or less faulty and speech very monotonous and difficult to understand.*

Nordisk Familjebok 1927, 'Dövstumhet'

##### **Negative Other – dehumanization:**

"I saw an older homeless man ahead of me rummaging through a trashcan, and as I got closer he started to move away from the can and began to scratch his back, his clothes tattered and dirty, wearing navy sweatpants in August. I decided 'play it cool' and walk between the trashcan and this person, not wanting to appear as if I was walking 15 feet out of the way to purposely avoid him. Homeless people are everywhere in New York, so I've learned to carry about my business and not get so on edge when one wanders into the subway and sits across from me."

Article "Feelings of Pure Disgust." taken from a travel blog (2012)

##### **Negative Other – construction of conspiracy theories against the in-group:**

"It turns out that the New Zealander psycho killer is obsessed with Turks," [...], "Because some people among us agree with what this New Zealander psycho killer thinks about Turks." [...] "Herbert Gladstone [the person whom the murderer mentioned as his inspiration], who lived between 1809-98 and served as prime minister for 12 years, was a vicious enemy of Turks and also an Evangelist. He supported the Bulgarian revolt and Armenian terrorism, aided exiled opponents of Abdul Hamid and said in a speech 'Turks will continue their lives by smoking their water pipes on the Asian side of the Bosphorus'.

"Article Katilin takıntısı [The murderer's obsession], by Mehmet Barlas in the newspaper Sabah, 17.03.2019

##### **Blaming the victim – distortion:**

"And why is it that among Africans and people from the Middle East there are almost no Nobel Prize winners, no astrophysicists and no world-famous chemists?"

"Dnevno.hr, web portal, comment under the article Naprijed Hrvatska – u novi kaos! (Forward Croatia – to the new chaos!), 7th October 2015

##### **Scare tactics – use of quasi theory:**

*A serious problem that will occur during the next school year is the way and the system in which the foreigners who will ultimately stay on the island will be integrated into the classrooms of the primary schools and high schools [...] Consequently, the presence of foreign kids with a different mentality and religion in the same classroom with the regional students is very difficult. [...] How will foreign kids be able to follow along, what will they understand, and how will they keep up ?*

## Activity 3

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### Annex – Cases

It is very doubtful that they will understand the teaching and the school's functioning. [...] The residents of these areas are concerned, referring to the creation of blended classrooms, where foreigners will actually predominate.

Dimokratis (Greek local newspaper), 7/2/2016, opinion article

#### **Negative Other – negative attributions:**

Don't you find it strange that most Occupiers are young kids? Aren't adults smarter (more sophisticated) than you? Pursuing democracy is like worshiping pop stars for you. Only young people are like this.

[https://www.researchgate.net/publication/304683184\\_Discriminatory\\_Discourse\\_Directed\\_towards\\_Mainlanders](https://www.researchgate.net/publication/304683184_Discriminatory_Discourse_Directed_towards_Mainlanders)

## Annex – Cases

### Negative Other – derogatory labelling:

In the xxx (insert a mental/physical disability or learning difficulty that you or someone you know has) -and-dumb school most children come to learn to understand what other people learn easily by so called yyyy (insert a method used to communicate with or facilitate learning for people with xxx, such as sign language, visual aids, assistive technology etc). Yyyy (insert the method), however, is always more or less faulty and results not remarkable.

### Negative Other – dehumanization:

"I saw a(n) xxxx (insert your ethnicity / race) man/woman ahead of me and as I got closer he started to move away from the can and began to scratch his back, his clothes tattered and dirty, wearing yyyy (insert a piece of clothing you are now wearing) in August. I decided 'play it cool' and walk between the trashcan and this person, not wanting to appear as if I was walking 15 feet out of the way to purposely avoid him/her. xxx people are everywhere in New York, so I've learned to carry about my business and not get so on edge when one wanders into the subway and sits across from me."

### Negative Other - construction of conspiracy theories against the in-group:

"It turns out that the xxxx (insert your ethnicity) psycho killer is obsessed with yyyy (insert an ethnicity other than yours; of the country of your residence or a minority group in your country)," [...], "Because some people among us agree with what this xxx psycho killer thinks about yyyy." [...] "The person whom the murderer mentioned as his inspiration, and served as prime minister for 12 years, was a vicious enemy of yyyy and also a(n) zzzz (insert your religion/religious belief).."

### Blaming the victim – distortion:

"And why is it that among xxx (insert your ethnicity or social group) there are almost no Nobel Prize winners, no astrophysicists and no world-famous chemists?"

### Negative Other – negative attributions:

*Don't you find it strange that most xxxx (insert a social movement or cause you support, e.g. #MeToo/HeFor She, vegetarians) are young kids? Aren't adults smarter (more sophisticated) than you? Pursuing yyyy (insert the supported cause, such as democracy, sustainability, gender equality etc) is like worshiping pop stars for you. Only young people are like this.*

[https://www.researchgate.net/publication/304683184\\_Discriminatory\\_Discourse\\_Directed\\_towards\\_Mainlanders](https://www.researchgate.net/publication/304683184_Discriminatory_Discourse_Directed_towards_Mainlanders)

## Negative Other – objectification

Imagine this photo depicting someone who looks like you. Imagine you discover a shared notebook among the facilitators of this program with the label "participants" under this photo.

## Activity 4 Privilege Flowers

<p><b>Activity Title :</b> Privilege Flowers</p>	<p><b>Organization Name/Country:</b> KulturLife/Germany</p>
<p><b>Duration :</b> 75–90 minutes</p>	<p><b>Author :</b> Elisavet Vasileiou</p>
<p><b>Nr. of People :</b> 15 – 30 people <b>Target group:</b> 16+</p>	<p><b>Materials :</b> Markers, tape, printed “role cards” &amp; “privilege flowers” (as many as the participants), a carefully selected background song for the interactive part</p>

### Main objectives

- to enable participants to play the “role” of someone else in society and immerse themselves in another social reality or lived experience
- to help participants recognize the tangible advantages and disadvantages associated with different social identities and life circumstances
- to facilitate the ability to imagine and emotionally connect with the perspectives of individuals from diverse social identities and life circumstances (enhancing empathy and perspective taking)
- to prompt participants to critically examine their own biases, assumptions, and positions of privilege (enhancing sensitization to privilege and marginalization)

### Instructions (step by step)

#### Privilege Flowers – individual part

1. Each participant is given a role card that describes their character for the duration of the activity
2. Participants are then asked to think of a name for their character after reading their role
3. Each participant receives a “Privilege Flower”
4. Instruct them that they will be asked a series of questions – depending on whether the answer is “yes” or “no” they will receive either plus or minus points. If the answer is unclear and it could be sometimes “yes” and sometimes “no” they should note 0.

### Questions

1. Do you struggle to access public buildings and transportation or to access information/opportunities, because they are not offered in a format you can perceive with your senses? Yes: -2, No: +2, Uncertain: 0
2. Can you think of any jokes you have ever heard that involves an aspect of your identity? Yes: -1, No: +1, Uncertain: 0
3. Are you and your family free from chronic illness or disability that impairs your daily life? Yes: +2, No: -2, Uncertain: 0
4. Did you have a difficult childhood (emotional or physical abuse, neglect, dysfunctional family etc)? Yes: -3, No: +3, Uncertain: 0
5. Are you free from bullying or harassment in your school or workplace? Yes: +1, No: -2, Uncertain: 0
6. Are your basic needs (shelter, clothing, hygiene) consistently met? Yes: +1, No: -4, Uncertain: 0
7. Are you free from fear of deportation or forced migration? Yes: +1, No: -3, Uncertain: 0
8. Is your mother language the language spoken in your country? Yes: +1, No: -1, Uncertain: 0
9. Are people there for you? A network of support whom you can trust (family, friends,

## Activity 4

# Privilege Flowers

1. professionals?) Yes: +2, No: -2, Uncertain: 0
2. Do you have control over your own body (free from physical harm or abuse)? Yes: +3, No: -3, Uncertain: 0
3. Do you or your family earn enough to live comfortably? Yes: +2, No: -2, Uncertain: 0
4. Do you have the freedom to love and marry who you choose? Yes: +2, No: -2, Uncertain: 0
5. Do you feel that people are judging you or have preconceived ideas about you just on the basis of your appearance? Often: -2, Sometimes: -1, Rarely: 0, Not really: +1
6. Do you have good chances to land a well-paid, high skilled job that offers good working conditions? Yes: +1, No: -1, Uncertain: 0
7. Do you have the ability to make decisions about your own future? (+2 for yes, -2 for no, 0 for uncertain)

1. After you have asked all questions ask participants to calculate their total score and note it down in the centre of the flower
2. Hand to each participant a small gift bag. Then give to each participant as many pieces of chocolate/candy, as their total score.

### Privilege Flowers – interactive part

7. Ask participants to spread out in the room and let them know that they are about to play a game. Explain the rules clearly:

- Emphasize that participants should tape their role cards on their chest and keep the “Privilege Flowers” and continue to embody their roles throughout the activity
- Participants will move around the room, and when the music stops, they must find a partner
- Once paired, they should introduce themselves as their character and show their Privilege Flowers
- The person with the higher total score receives two pieces of chocolate/candy from the other person
- Repeat this process 7–8 times
- If a participant runs out of candy, they are out of the game and they should move to a corner of the room
- If participants have a minus total score in their flower, they’re automatically out of the game and have to move to the corner and watch

8. At the end of the activity ask participants to count how many candies they ended up with in their bags and sort themselves in a line from the highest to the lowest numbers (except for the participants who got out of the game; they should stay in their corner).

9. Each one should introduce their role character shortly

10. Continue with the debriefing discussion:

- How did you feel in your role?
- Did you feel privileged or excluded?
- Did the activity reflect real life in your opinion? How? What symbols did you recognize?
- What did the “sharing of the candies” from an external source symbolize after you completed your flowers? What did the transaction of candies in pairs symbolize?
- Some people had to step out of the game and move to the corner. What situation does this corner symbolize?
  - (For those who ran out of sweets and moved to the corner) Did you feel “stigmatized”?
- How did this activity challenge or shift your understanding of privilege, marginalization, and inequality? What are the most important factors for a person to be considered privileged vs. disadvantaged?
- How can you apply the lessons from this activity to real life? What changes are you motivated to make in your thinking, decisions and behaviour?

### Impact

The "Privilege Flowers" activity was designed to serve as a sensitivity training tool that leverages experiential learning to foster key underlying competencies: social awareness, perspective-taking, self-reflection and empathy.

After the activity, participants will be able to understand and emotionally connect with the challenges and advantages faced by their assigned characters, more deeply. The visual & material representation of the unequal distribution of power, resources, and opportunities (which contains some very emotionally charged elements, such as "the corner" shall also sensitize participants to the realities of privilege and marginalization in society. Additionally, the activity challenges participants to confront their own biases and assumptions, creating cognitive dissonance that prompts critical self-reflection. This process of questioning preconceptions and expanding understanding of diverse lived experiences is crucial for developing more inclusive and culturally-competent mindsets.

Importantly, the activity also lays a crucial groundwork for developing competent and socially responsible leaders, by fostering an empathetic leadership orientation, promoting inclusive mindsets, which are essential for building diverse, high-performing teams, and sensitizing participants to systemic inequities. Ultimately, the activity can motivate participants to translate their learning into purpose-driven initiatives, positioning them as leaders committed to creating positive social change.

### Evaluations

#### 1. Post-Activity Questionnaires

Gathering immediate feedback from the participants through a post-activity questionnaire is a crucial step. We will design a concise survey with a mix of rating scales and open-ended questions, to capture both quantitative and qualitative insights.

##### Sample questions:

*On a scale of 1-5, how engaging was the activity for you?*

*On a scale of 1-5, how effective was the activity in achieving learning goal a, b, c, ...?*

*What aspects of the activity did you find most valuable or impactful?*

*What aspects of the activity could be improved or modified?*

*How well did the activity align with your expectations?*

#### 2. Reflection Groups

An idea would be to facilitate small group discussions among the participants, in national groups, every second day (once at the end of the day for all activities of the day), to provide some variety in the way participants are asked for their input. The questions guiding the discussion should follow the same logic as the post-activity questionnaires, to secure consistency.

#### 3. Participant Observation

Closely monitoring the participants' behaviors, interactions, and engagement levels during the activity > this way we can assess how "successful" an activity is in engaging young people. At the same time, we might identify patterns, challenges, or unexpected reactions/ dynamics that we will need then to take into consideration and adapt the activities accordingly, or enrich the risk management & tips for facilitators sections of each activity. Since there are 2 youth workers per partner country, one could be in charge of taking notes during their workshop.

#### 4. Facilitators' Debriefing

Everyday we could hold a reflective discussion with the youth workers who facilitated the workshops of the day to explore potential improvements to the activity design, facilitation approach, or logistical aspects on the basis of the input received by the participants.

## Activity 4 Privilege Flowers

### Risk Management

**Strong Emotional Reactions:** Participants may experience strong emotional reactions, such as anger, sadness, feelings of unfairness or guilt, when embodying marginalized identities or confronting their own privilege. Therefore, we should give clear pre-activity instructions on the sensitive nature of the content and remind participants that this is a simulation.

Especially for the people who might end up “in the corner” the activity might trigger a strong feeling of exclusion. After the debriefing, we can order the team to give a group-hug with these people in the middle and “break the spell” of the simulation.

**Misunderstandings because of the weighing system among different questions:** The activity uses a weighing system to reflect that some life circumstances or social identity characteristics may pose greater barriers than others, which is predetermined and rather limited in resolution. The reason for this limited range is purely practical: if we had a scale from -10 to +10, there would be a higher probability that many people have negative total scores, and would be out of the game from the beginning. Also participants with rather privileged role cards could start with 60, 70, 90 pieces of candy, which is logistically impossible.

However, this limited weighing system can lead to misinterpretations, where certain experiences are perceived as “worse” than others, failing to capture the nuanced and subjective nature of these issues. The key issue with the weighing system is that it implies a hierarchy of oppression, where, for instance, being low-income is considered “worse” than experiencing bullying or harassment.

In case such objections or questions are raised make sure to validate the participants’ concerns and be open about the shortcomings of this activity’s design; explain the difficulty in trying to capture the nuances of these experiences on a limited numerical scale. Any attempt to quantify the “severity” of different forms of privilege and oppression is inherently subjective and prone to bias. What may feel like a deeply marginalizing experience for one person may be perceived differently by another, based on their own frame of reference, lived realities as well as coexistence of other marginalizing factors.

In case you sense the need for it, you may invite participants to give their own rating system to the questions as a starter for an open-ended discussion on the various factors they consider most potent in terms of privilege and marginalization. This would not only foster deeper engagement and critical reflection but also highlight the diversity of perspectives and the subjective nature of these assessments.

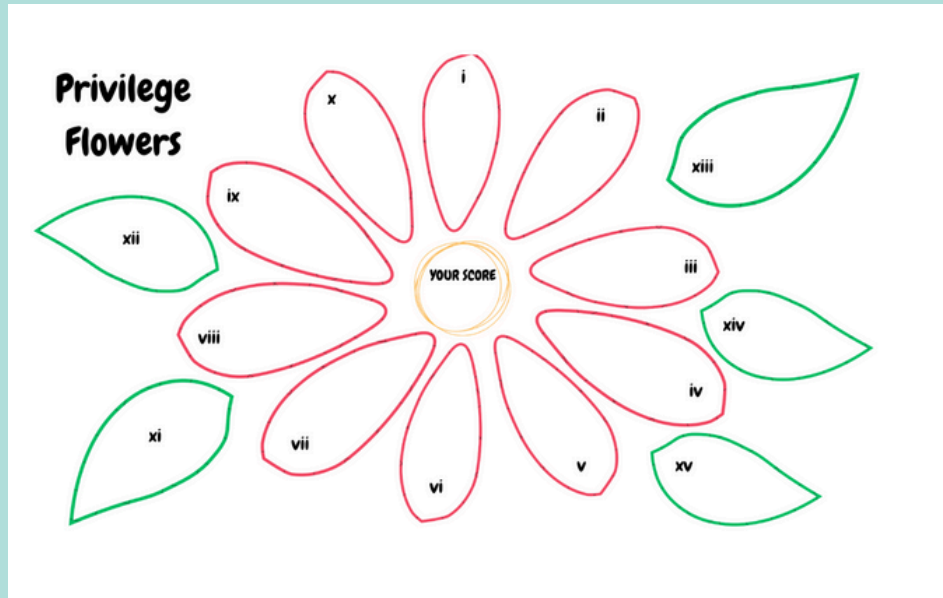
### Tips for Facilitators

- For the music background during the activity in pairs it is recommended to select a song with a relevant social message, that can inspire people to be empathetic and open-minded (e.g. “Imagine” by John Lennon or “Where is the love” by Black Eyed Peas)
- After the 2–3 first rounds in the pair-activity you can tell participants that they can just exchange cards and read the role of their partner, if they wish, to avoid participants having to repeat the same things too many times
- You may vary the activity by selecting pictures that might correspond to the available role cards. At the ranking activity you may show the “picture” behind each role card and ask participants if they could have guessed the ranking more or less based only on the picture. This can open up a discussion about how appearances can be deceptive and we cannot judge a person before knowing the full story

# Activity 4

## Privilege Flowers

### Annex – Privilege Flowers



### Annex – Role Cards

**1.** You are living at home with your mum. Your dad never really was around. You work in a supermarket, filling shelves, labelling goods etc. The house is old You wanted to work in a bank, but you need a maths qualification. You find even basic maths really difficult – they won't even let you work on the till in the supermarket. When you try to do arithmetic, the numbers seem to move around – it's so frustrating!!! Sometimes your boyfriend calls you stupid.

**2.** You use heroin. Your life revolves around heroin. It always had in some way; both your parents were abusing drugs. Most of your friends are users. It's getting very difficult to earn enough money to pay for your habit. It's even getting difficult to afford enough meals for the day. You work in a shoe shop, but you've been missing days off work in the last few weeks. One of your friends "sells her body" to get money – she suggested you could do the same.....

**3.** You are 30 and work as an insurance consultant. You have a 1-bedroom flat. You enjoy travelling to distant places twice a year. You have fallen in love with a woman – really fallen in love for the first time. So you decided to have an STD test to make sure everything was OK (you'd had unprotected sex a few times before meeting her). The results have come back – HIV positive.



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### Privilege Flowers

4. You are 17 and in a secure unit (a prison for juveniles). You have a 1-year sentence for repeated theft – you have been stealing (bicycles, mopeds, cars) for a long time. You don't have any qualifications. When you get out of prison, you want to find a job and your own place. You don't think your mum and dad will let you live with them again (maybe a few days?).

5. You are 26 years old – no brothers or sisters. You cannot use your legs because you were in a car accident ten years ago. You live with your mum (your mum and dad are divorced). You have done well at school, and you would like to go to university, but you don't think your mum has enough money to support you there. You have friends and you are quite sociable – you'd have a girlfriend.

6. You are 16 and came to this country alone 12 months ago. There was a lot of killing where you came from. You are now living with a really kind family, although they don't really understand you – your religious customs are very different. At school, you've learnt to speak the language of this country quite well, but you find it very difficult to write it. You don't know what will happen to you in the future (at 18, 20, 25 ?) – will they send you back to where you came from?

7. You are 17. You hate yourself. Well, sometimes. Yes, you cut yourself...cut your arms with razors...You live with your mum, but she doesn't know (?) her boyfriend abuses you. For two years now. School – you still attend but you can't work properly.

8. You are 23 and in your final year of studies – you are certain you will soon qualify as a doctor. You hope to be a surgeon. Your dad is proud of you – he has his own pharmacy business. When you finish your studies, you're going to go on a long holiday – you're not sure whether to go with your girlfriend or some of your student friends – but for sure it should be somewhere hot!

9. You are a 72-year-old jazz musician who has played in some of the most famous clubs around the country. You live in a cozy apartment filled with memorabilia from your career. Despite your fame, you struggle with severe arthritis, which makes moving around difficult. You have a small, but dedicated group of friends who support you, but many people only see you as a retired star and not the person you are now. You have noticed smirks when you mention you train hard with your saxophone with the goal to make an appearance in the local jazz festival next year.

10. You are a 42-year-old robotics engineer working on cutting-edge AI technology. You live in a smart city where everything is automated. You come from a family of engineers and have always been encouraged to innovate. However, you often feel immense pressure to succeed and worry about the ethical implications of your work. You do not find time to build a social circle or for romance.

11. You are an 18-year-old Roma female who has social anxiety. You live in a small village with your extended family. Your community has strong cultural traditions, and there are expectations for you to marry before you turn 20 and start a family soon after. While you love your culture and family deeply, your social anxiety makes it difficult for you to participate in community gatherings and meet new people. Despite your challenges, you find solace in painting and spend your free time creating art, which helps you manage your anxiety. You dream of one day sharing your art with others, but the fear of judgment holds you back.

## Activity 4

### Privilege Flowers

**12.** You are a woman of color who identifies as a lesbian. Two years ago, you moved to Northern Europe from your home country in search of better opportunities and a more accepting environment. You work as a care worker in a nursing home, where you provide support and companionship to the elderly residents. Many of your patients or their families look surprised when they first meet you. You hang out with some people, but still haven't found a community where you feel completely accepted.

**13.** At the age of 25, you have just qualified as a teacher in Information & Computer Technology. You are married and live in a rented apartment. Your wife owns a little flower shop. You enjoy your work and have many imaginative ideas about teaching young people. You are also involved in a community association (in fact, you're the chairperson). It does a lot of work around environmental projects, which you are passionate about.

**14.** You're doing postgraduate research on embryology. You're very interested in ethical issues such as IVF (in vitro fertilization), cloning, gene therapy etc. You have written three papers which you are trying to have published. You believe the public has a right to know what's going on and have a say in all these questions. You are satisfied with what you have achieved. However, you sometimes hear comments regarding their concerns about your weight from people whom you don't really know, like the cashier in the thrift shop the other day. Especially your partner, who does not miss a chance to mention all the things you "cannot" really do because of your weight. You are just trying to laugh together with the rest, when your colleagues make "harmless" jokes about you during lunch breaks.

**15.** You are a 50-year-old organic farmer living in a remote village. You left a high-stress corporate job ten years ago to pursue your passion for sustainable living. You own a small farm and sell your produce at local markets. You have a very supportive community, but access to healthcare is limited, and you worry about the physical demands of farming as you age. Your old circle of friends is gone now.

**16.** You are a 32-year-old single mother with three children. You live in a small apartment in a low-income neighborhood and work two jobs to make ends meet. Your eldest child has a learning disability that requires special education services, which adds to your financial strain. You often skip meals to ensure your children are fed and clothed. Despite your best efforts, you struggle with exhaustion. You have quit making plans about the future: you are just so concerned about what the next day will bring.

**17.** You are a 19-year-old who grew up in the foster care system. You aged out of the system and are now trying to navigate adulthood on your own. You struggle with finding stable housing and have been couch surfing at friends' places. You have started dating a person you really like, but it's very difficult to spend time alone together, without your own home. You and your partner are of the same sex. Although your friends say they fully support your choices, they have asked you to not bring your partner at home. It makes them feel uncomfortable.

**18.** You are a 41-year-old man with a severe visual impairment. You lost your sight in an accident five years ago and have been struggling to adapt to your new reality. You live alone in a small apartment and rely on disability benefits to get by. Your social circle has dwindled, and you feel isolated. You have faced numerous rejections when applying for jobs and have lost confidence in your abilities. Despite your challenges, you are eager to regain your independence and find meaningful work.

## Activity 4

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**19.** You are a 22-year-old who has been diagnosed with bipolar disorder. You live with your parents, who try their best to support you, but they do not fully understand your condition, saying things like, "You just need to snap out of it," or "Everyone feels down sometimes, you just need to try harder." You have had to drop out of college several times due to manic or depressive episodes. You are seeking therapy and medication management but always make sure to not mention these things to others. You just want to avoid this nervous laughter that you know so well...

**20.** You are a 30-year-old transgender woman living in a conservative town where tradition and conformity are deeply ingrained. Shortly after coming out, you lost your job as a beloved high school teacher due to "concerns from parents" and "community standards". Your students, who once looked up to you, now whisper about you in the hallways, their parents forbidding them from associating with you.

**21.** You are a 67-year-old retired coal miner living in a rural area. You suffer from chronic respiratory issues due to years of exposure to dust and chemicals. Your pension is barely enough to cover your medical expenses, and there are no nearby healthcare facilities. You feel abandoned by the industry that once thrived in your town and worry about the future as more of your peers face similar health issues. Your joy in life are the frequent visits of your daughters, and your three grandchildren, who luckily live in a nearby town. Once a month, you can forget about all your concerns and be their "favourite grandpa in the world!"

**22.** You are a 55-year-old factory worker who recently lost your job due to the company relocating overseas. You have limited savings and no other source of income. With minimal education and skills that are not easily transferable, finding a new job has been difficult. You have been forced to rely on food banks and worry about becoming homeless. Additionally, you suffer from chronic back pain due to years of manual labor, which limits your job prospects further.

**23.** You are a 21-year-old refugee who recently arrived in a new country after fleeing conflict in your homeland. You now live in a cramped temporary shelter provided by a local charity. The shelter is overcrowded, and you share a small room with several other refugees, which offers little privacy and comfort. The constant noise and lack of personal space make it difficult to sleep or find a moment of peace. They told you to go to the library and search on the internet for jobs, but you have no idea how to do that. A friend you met at the shelter, who speaks English well enough, promised to help you, but he was deported three days ago.

**24.** You are 16 and you live with your mum who has Parkinsons disease. Your dad died last year. Although you try to go to school regularly, some days you have to stay at home to help her. The doctor says that she won't get any better. Your neighbour, a young woman with a baby, is usually there in case of emergencies, but it's difficult for you to go out with friends, because you're always worried your mum might have an accident.

**25.** You are a 29-year-old woman living in a small apartment with your husband, John, who is an attorney. Your parents are successful entrepreneurs who own a chain of high-end boutiques. They ensured you received the best education, and you graduated with honors from a prestigious university. They really love John, as does everybody else! His colleagues admire him for his dedication and sharp mind, while your friends salute you for your luck to having found such a charming man.

However, they do not know all the details. John started exerting control over small aspects of your life, soon after you got married. He would insist on choosing your clothes, telling you that you didn't have a good fashion sense. He began to isolate you from your some friends and certain family members, claiming they were a bad influence or didn't truly care about you. Currently, he belittles you daily, calling you names and undermining your self-esteem. Last week during a fight, he through your phone on the wall and smashed it. You really don't know what to do. If you try to speak to someone he might find out... And leaving does not seem an option, since you abandoned your career to start a family with him and he controls all your finances.

**26.** You are a 34-year-old who lost everything in a natural disaster. You now live in a tent city with other displaced people. You queue for hours for a meal and have no access to proper sanitation. However, amidst this disaster you have found something that you have been missing a very long time: a community! You have formed strong bonds with your fellow survivors, sharing stories, offering support, and working together to improve your situation. There is a makeshift school where you volunteer, using your carpentry skills to build desks and chairs for the children. Teaching them basic woodworking has become a source of joy and purpose for you. You have seen also a job opening that fits your profile like a glove. The pay is good and the company seems great. You expect news from them soon and feel your hope has been reborn!

**Implementation during the LTTA,  
(Youth Can Lead Youth Project)  
June 2024 coordinated by the  
Hello Youth.**





## Chapter 3

# Critical Thinking

Critical thinking is the ability to interpret, evaluate, and analyze facts and information that are available, to form a judgment or decide if something is right or wrong.

More than just being curious about the world around you, critical thinkers make connections between logical ideas to see the bigger picture. Building your critical thinking skills means being able to advocate your ideas and opinions, present them in a logical fashion, and make decisions for improvement.

It entails the examination of those structures or elements of thought implicit in all reasoning: purpose, problem, or question-at-issue; assumptions; concepts; empirical grounding; reasoning leading to conclusions; implications and consequences; objections from alternative viewpoints; and frame of reference. Critical thinking — in being responsive to variable subject matter, issues, and purposes — is incorporated in a family of interwoven modes of thinking, among them: scientific thinking, mathematical thinking, historical thinking, anthropological thinking, economic thinking, moral thinking, and philosophical thinking.

The fact that people in society are critical thinkers will improve communication in the long run. People will use democracy more efficiently, freely defend different ideas and develop understanding towards each other. In this way, tension in society will decrease and social communication will increase.

## Why is it important ?

### Personal

Critical thinking is important in our everyday life because it allows us to first consider the consequences and then make a decision.

After all, how we spent our days is how we spent our lives. And the quality of your life is hugely dependent on the quality of the decisions you make.

Rarely a day goes by without the need to make decisions that will influence your life in the future.

On a daily basis, you are fighting with breaking bad habits. Staying committed to your good habits. Self-regulating yourself and ensuring that you're doing things in accordance with your long-term goal. On top of it all, constantly asking yourself things like, "Should I believe what I just heard or not?"

Without critical thinking, you'll be easily swayed by the news circulating. By the gossip on social media. By the new shopping trends online.

All of this, making you ever more... worried by what's happening around the world, depressed by all the awesomeness flowing in social media, and probably poorer – if you constantly buy things you don't really need.

With critical thinking, you can distill facts from the news and keep your cool. You can use social media to gather insights, not gather meaningless likes. Spot shopping trends to run a business, not shop endlessly to go out of business.

### Societal

The most important reason why critical thinking is necessary for society is to be able to see all the ideas in the world from different windows.

People can interpret, accept or reject an issue, idea or judgement based solely on their own experiences and feelings. This is quite normal and human. But what should be and what improves us is to be able to see and think from different perspectives. Thus, the way we perceive the world will change, our empathy ability will improve and our social relations will improve.

## What is the effect on personal development?

Critical thinkers become well-informed individuals who can navigate the sea of information with discernment, adeptly identifying misinformation and unreliable sources. Furthermore, this invaluable skill enables creative problem-solving, allowing thinkers to craft innovative solutions to intricate challenges.

### **Better decision making**

Critical thinkers excel at weighing pros and cons, considering alternatives, and anticipating potential consequences. This leads to more informed and effective decision-making processes, both in personal and professional realms.

### **Better self-reflection**

By fostering a habit of introspection, critical thinkers become more self-aware, recognizing their own biases and limitations. This heightened self-awareness allows them to continually improve and adapt their thinking patterns.

### **Being well-informed**

Critical thinkers actively seek out diverse sources of information, ensuring they have a comprehensive understanding of complex issues. This empowers them to engage in meaningful discussions and contribute constructively to their communities.

### **The ability to identify misinformation**

In a world filled with misinformation, critical thinkers possess the skills to discern fact from fiction. They scrutinize sources, verify information, and avoid being misled by deceptive content.

### **Building creative problem solving skills**

Critical thinking encourages innovative and outside-the-box problem-solving approaches. By considering multiple angles and challenging conventional ideas, critical thinkers arrive at inventive solutions to complex challenges.

Critical thinkers possess a remarkable set of skills that elevate their cognitive abilities and enable them to approach complex issues with acuity. Embracing these skills empowers them to tackle challenges, unravel complexities, and make meaningful insights and well-informed decisions. Some of the most valuable skills critical thinkers have include:

## Curiosity

Critical thinkers have a natural inclination to ask questions and explore topics in-depth. Their thirst for knowledge drives them to seek out answers and continually expand their understanding.

## Research

Proficient in conducting thorough research, critical thinkers gather information from reliable sources and assess its validity. They are skilled at distinguishing credible data from biased or unsubstantiated claims.

## Pattern recognition

Critical thinkers recognize recurring patterns and connections between seemingly unrelated pieces of information. This allows them to draw meaningful insights and make well-founded predictions.

## Bias identification

Having honed the ability to identify biases, critical thinkers remain open-minded and impartial in their assessments. They acknowledge their own biases and strive to approach each situation objectively.

<b>Knowledge</b>	<b>Skills</b>	<b>Attitudes</b>
Skepticism	Decision making	Discernment
Objectivity	Problem-solving	Self-Reflection
Critical-Thinking	Observation	Awareness



## What is the impact on youth area ?

The impact that a skilled youth worker can have on the development of critical thinking in people is hard to underestimate, especially in an informal learning environment. In school, young people are often restricted in the use of their mobile phones, depriving them of the natural environment of tools and technologies available to them to work with information. There may be different views on whether this is good or not, but the fact remains the same: while they are restricted in the use of their devices, they are not in the same environment where they should know how to use skills in real-time.

Teaching critical thinking has never been easy. But it has also never been more necessary than it is today. To meet this demand, youth workers should make sense of dialogic debate rather than getting students to agree to a predefined position on an issue. They should try to use key concepts to ask difficult questions of the media and also of themselves.

## What will people gain from this method ?

The characteristics gained by those who perform critical thinking are as follows ;

### **Observation**

Thanks to critical thinking methods, the person's desire and ability to observe increases. Our ability to perceive and understand the world around us is improving.

### **Curiosity**

A sense of curiosity develops, thus increasing the need to be interested in the world and the people around you.

### **Objectivity**

The ability to remain as objective as possible when looking at information or a situation develops.

### **Inference**

Critical thinkers need to evaluate information and draw conclusions based on raw data. Inference is the ability to make sense of data and explore potential outcomes when evaluating a scenario.

### **Open-mindedness**

Critical thinkers want to hear all points of view in an event or discussion. They do not jump to conclusions. They approach a question or situation with an open mind and embrace other views and opinions.

### **Creative thinking**

Effective critical thinkers are also highly creative thinkers. They are also open to trying different methods and considering different perspectives.

### **Awareness**

If your critical thinking skills improve, you will most likely be able to distinguish a real news story from a fake news story.

## Activity 5

### Critical Thinking Debate

<b>Activity Title :</b> Debate	<b>Organization Name/Country:</b> Faal Derneği/Türkiye
<b>Duration :</b> 30+45 mins	<b>Author :</b> Leyla Meletli
<b>Nr. of People :</b> 10-15 <b>Target group:</b> 18-40 age	<b>Materials :</b> Topics, Paper, Pen

#### Main objectives

- To provide participants with research skills
- To increase their self-confidence by giving them experience in critical thinking, problem-solving, written and oral self-expression
- Developing the ability to defend ideas and develop new arguments

#### Instructions (step by step);

1. At the beginning the group is divided into two equal numbers. The moderator gives two opposite judgments of a situation to the two groups. For example: 'Animal experiments should be completely banned' to one group. To the other group, 'Animal experiments cannot be completely banned.'
2. Both groups will then defend their views against the other side. Therefore, they are given 30 minutes for preliminary preparation. Both groups prepare for the debate both by discussing among themselves and by researching data (if necessary by collecting statistics, examples, and news). They should prepare questions to ask the other side. If they wish, the groups can also prepare written notes for their arguments.
3. When the time given for preparation is completed, the two groups sit at two separate tables facing each other so that everyone can see each other.
4. The moderator starts the discussion. First, the groups take turns to explain in the most general terms why they support the idea. Then the groups ask questions in response to the first defense and the other group responds.
5. In this way, both sides continue a discussion in the form of questions and answers.
6. The moderator has to guide the discussion at all times. He/she listens to the groups in turn and for equal time.
7. The session ends when the topic has been sufficiently explained to both sides.
8. There is no winner and loser, but the moderator can point out which group defended its opinion better and gave more explanatory answers to the questions.

#### Impact :

People research in order to defend a certain subject, therefore their research skills develop. They have to defend an issue that they have not thought about before by finding the right aspects of it. This develops the ability to look from different perspective.

Teamwork skills develop.

Speaking skills improve, people feel more confident in persuasion and self-explanation.

### Evaluations;

The moderator should evaluate this activity when the discussion is over. He/she should ask the people how they feel after this workshop, whether they had difficulties or not. This evaluation can be done individually or collectively with the whole group.

### Risk Management;

People may not want to defend the given topic, in this case the moderator should have different topic options.

There may be tension in the discussion, in order to prevent such situations, the moderator should warn people in possible situations.

### Tips for Facilitators;

-When choosing topics, the moderator should make sure that both judgements are open to defence. For example, topics such as 'Killing is bad' or 'Keys open or lock doors' should not be chosen as they are not open to discussion and have a high rate of agreement.

-In cases where people are not sufficiently prepared for the topics, there is a risk that the discussion will not be productive. Against this possibility, the moderator should have a minimum command of the topics and mobilise the discussion with his/her own questions.

### Further Readings; (link, references, examples etc.)



## Activity 6

### Why are you here?

<b>Activity Title :</b> 'Why are you here?'	<b>Organization Name/Country:</b> Faal Derneği/Türkiye
<b>Duration :</b> 30-60 mins	<b>Author :</b> Leyla Meletli
<b>Nr. of People:</b> 6-15 <b>Target group:</b> Mix group (can be changed according to the topic)	<b>Materials :</b> <ul style="list-style-type: none"> <li>• Topics (paper/presentation)</li> <li>• Paper tape/post-it</li> <li>• Pen</li> </ul>
<b>Main objectives</b> <ul style="list-style-type: none"> <li>• Provide experience in critical thinking about social issues</li> <li>• To gain the ability to discuss ideas and defend their ideas</li> <li>• To teach how to look at things from a different perspective</li> </ul>	
<b>Instructions (step by step);</b> <ol style="list-style-type: none"> <li>1.The moderator writes down the social topics open for discussion on a presentation (or paper) before the event. At least 3 topics are prepared in case the discussions are short. The topics should be written as positive or negative judgements. For example: 'Smoking should be banned.' 'Humour should have limits.' 'Artificial intelligence is dangerous for the future.</li> <li>2.In the room, a line of tape must be drawn parallel to the moderator and the stage. Numbers from 1 to 5 are written on this line with a distance of one step. They can write on tape or with Post-its</li> <li>3.Then the moderator announces the judgement that will be our first topic of discussion (if there is a presentation, it is shown on the screen at the same time). We ask the participants to rate whether they agree (5) or disagree (1) with this judgement and to place them according to the numbers on the line (e.g. people who strongly agree with the judgement '<b>Smoking should be banned completely</b>' will be standing at number 5, those who strongly disagree at number 1.) For numbers 2, 3 and 4 people will decide according to their closeness to the opinion).</li> <li>4.After everyone has decided and taken their places, the moderator starts the discussion. The discussion starts by giving the words to people in number 5 and then to people in number 1. As a starting question, the moderator should ask why people have made this decision. '<b>Why are you here?</b>'</li> <li>5.The discussion then continues according to the participant's answers and their defence. The moderator should listen to everyone, and people also ask and answer questions to each other.</li> <li>6.In this way, everyone, both agree and disagree with the topic, explains their own view and listens to the arguments of the other side.</li> <li>7.It is not necessary to reach a conclusion. The moderator changes the topic when he/she feels that the topic has been sufficiently discussed. Sometimes only one topic can be discussed in a session, sometimes topics are discussed briefly and several topics are discussed within the allotted time.</li> <li>8.For the next topic, people take their desired places in the numbers again and the discussion starts again for a new topic.</li> </ol>	

## Activity 6

### Why are you here?

#### Topic examples;

- Artificial intelligence studies should be stopped.
- Places selling pets should not be closed.
- Smoking should be banned completely.
- All team sports must be mixed male-female.
- Abortion should be banned.

#### Impact;

- Participants will have to defend their ideas thanks to this activity, which will increase their self-confidence.
- Participants will have to listen to an opposing opinion (maybe for the first time for many young) of an idea they defend, so they will develop an understanding of differences. They will learn that they need to look at things from different perspectives.

#### Evaluations;

-The evaluation for this workshop can be done verbally or in writing after the activity is completely finished. Participants should be asked how they felt during this workshop, whether they had difficulties or not. The impact of this workshop on them should also be evaluated.

#### Risk Management;

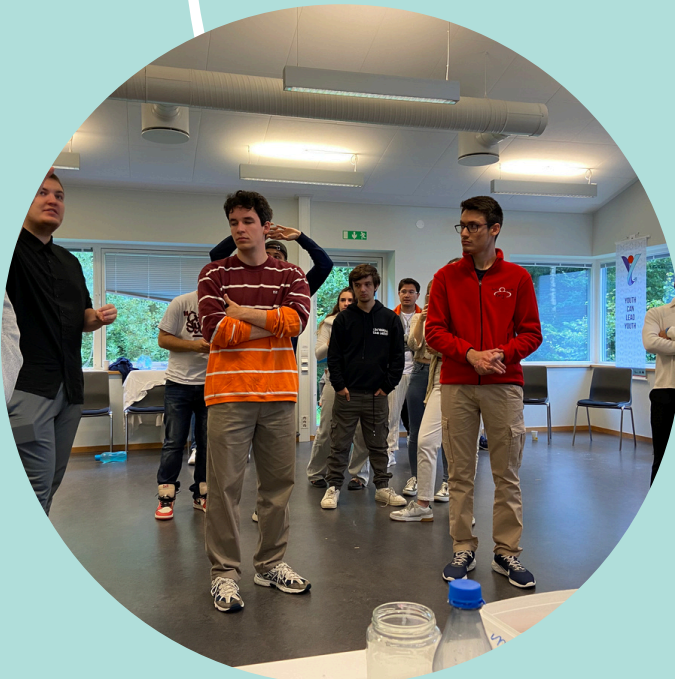
- There is a risk that the chosen topics may be sensitive and affect some participants.
- There is a risk that the participants will bring the discussion to a fierce level and exceed respect, or even worse, talk as if they were fighting.
- There is a risk that the participants do not express enough opinions and the dialogue ends in a very short time.
- There is a risk that the participants get out of context when discussing the topic and the discussion extends to different topics.

#### Tips for Facilitators;

- The moderator should know all the topics he/she will ask about in advance and should have a minimum idea.
- The moderator should be careful not to choose sensitive topics.
- The moderator should ask questions that people can explain themselves.
- The moderator should never show his/her own opinion, support anyone or disrespect their views.
- The moderator should listen to everyone who wants to speak.
- They should prevent conflicts that may arise and calm people down if tension increases.

#### Further readings; (link, references, examples etc.)

## Activity 6 Why are you here?



# Chapter 4

## Dealing with Discrimination Cycle

The chapter topic is "Dealing with Discrimination Cycle: Promoting Inclusivity and Tolerance." This chapter explores the mechanisms and strategies to break the cycle of discrimination and foster an environment of inclusivity and tolerance.

Discrimination and prejudice are deeply ingrained issues that have shaped human societies for centuries. These social injustices manifest in various forms, affecting individuals and communities worldwide. This chapter explores the roots, impacts, and ongoing efforts to combat discrimination and prejudice, providing a comprehensive understanding of these critical issues.

### *Types of Discrimination*

Discrimination can take many forms, each with its own unique characteristics and impacts. Some of the most prevalent types include:

- **Racial Discrimination:** Unjust treatment based on race or ethnicity. This can manifest in various ways, from racial slurs and hate crimes to systemic inequalities in education, employment, and the criminal justice system.
- **Gender Discrimination:** Prejudicial treatment based on gender. This includes wage gaps, underrepresentation in leadership roles, and societal expectations that limit opportunities for individuals based on their gender.
- **Age Discrimination:** Bias against individuals based on their age. This often affects both the young and the elderly, leading to stereotypes and unequal treatment in the workplace and other areas of life.
- **Religious Discrimination:** Unfair treatment based on religious beliefs. This can range from social exclusion and verbal harassment to violent attacks and institutional biases.
- **Disability Discrimination:** Prejudice against individuals with physical or mental disabilities. This includes barriers to accessibility, employment discrimination, and social stigmatization.
- **Sexual Orientation and Gender Identity Discrimination:** Bias against individuals based on their sexual orientation or gender identity. This can result in social ostracism, legal inequalities, and violence.



## ***Strategies for Combating Discrimination and Prejudice***

Addressing discrimination and prejudice requires a multifaceted approach. Some effective strategies include:

- 1. Education and Awareness** : Promoting understanding and empathy through education can challenge prejudiced attitudes and reduce ignorance.
- 2. Legal Measures** : Enacting and enforcing anti-discrimination laws and policies to protect individuals from unjust treatment.
- 3. Advocacy and Activism** : Grassroots movements and advocacy organizations play crucial roles in raising awareness and pushing for social change.
- 4. Inclusive Practices** : Encouraging diversity and inclusion in workplaces, schools, and communities to create environments where all individuals feel valued and respected.
- 5. Intergroup Contact** : Facilitating positive interactions between different groups can reduce prejudice and promote mutual understanding.

Discrimination and prejudice are complex and deeply rooted issues that require ongoing efforts to address. By understanding their historical context, recognizing their various forms, and implementing effective strategies, we can work towards a more just and inclusive society. This chapter serves as a call to action, urging readers to reflect on their own attitudes and behaviors and to contribute to the fight against discrimination and prejudice in their communities.

### ***Why is it important?***

#### **Personal**

On a personal level, dealing with discrimination is crucial for mental and emotional well-being. Discrimination can lead to feelings of isolation, low self-esteem, and mental health issues. By promoting inclusivity and tolerance, individuals can experience a sense of belonging and self-worth, improving their overall quality of life.

#### **Societal**

Societally, addressing discrimination is essential for creating a harmonious and equitable community. Discrimination can lead to social unrest, economic disparities, and a lack of social cohesion. Promoting inclusivity and tolerance helps build a more just and prosperous society where everyone has equal opportunities and rights.

### *What is the effect on personal development?*

Dealing with discrimination positively impacts personal development by fostering resilience, empathy, and a broader understanding of diverse perspectives. It encourages individuals to challenge their biases and grow into more compassionate and open-minded people, contributing to their personal growth and development.

Knowledge	Skills	Attitudes
Understanding the roots and forms of discrimination	Conflict resolution and communication skills	Empathy and open-mindedness
Awareness of personal biases and prejudices	Critical thinking and problem-solving	Respect for diversity
Knowledge of laws and policies against discrimination	Advocacy and leadership skills	Commitment to social justice

### *What is the impact on youth area?*

Addressing discrimination in youth can have a profound impact on shaping a more inclusive and tolerant future generation. Young people who learn to recognize and combat discrimination are more likely to become advocates for equality and social justice. This can result in a more cohesive and supportive community, reducing instances of bullying and social exclusion, and empowering youth to be agents of positive change.

**Enhanced Empathy and Understanding** : Youth participants gain a deeper understanding of cultural diversity and the complexities of discrimination. This fosters empathy and open-mindedness, making them more likely to respect and value differences.

**Improved Communication Skills** : Engaging in role-playing and group discussions enhances their ability to communicate effectively across cultural boundaries. This is crucial in a globalized world where cross-cultural interactions are common.

**Advocacy for Equality and Social Justice** : By recognizing and combating discrimination, young people are more likely to become advocates for equality and social justice. This can lead to a more cohesive and supportive community, reducing instances of bullying and social exclusion.

**Personal Growth** : These activities promote self-awareness, empathy, and resilience, contributing to personal growth. Youth learn to challenge their biases and grow into more compassionate and open-minded individuals.

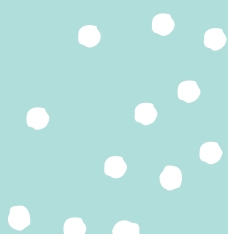
**Empowerment** : Youth feel empowered to stand up against discrimination and advocate for themselves and others, contributing to a more just and equitable society.

### ***What will people gain from this method ?***

By adopting methods to deal with the discrimination cycle, people will gain :

1. **Enhanced Social Harmony** : By promoting inclusivity and tolerance, we can create a society where diversity is celebrated and everyone feels valued and respected.
2. **Personal Growth** : Dealing with discrimination fosters self-awareness, empathy, and resilience, leading to personal growth and a deeper understanding of others.
3. **Better Mental Health** : Addressing discrimination reduces stress and anxiety associated with discrimination, promoting better mental well-being.
4. **Stronger Communities** : By breaking the cycle of discrimination, we can build stronger and more cohesive communities, where everyone has equal opportunities and rights.
5. **Empowerment** : Individuals feel empowered to stand up against discrimination and advocate for themselves and others, contributing to a more just and equitable society.

By understanding and implementing strategies or activities to break the discrimination cycle, we can create a world where everyone feels valued and respected, paving the way for a brighter and more inclusive future.



## Activity 7 Tribe Game

<p><b>Activity Title : Tribes</b></p>	<p><b>Organization Name/Country : HelloYouth SWEDEN</b></p>
<p><b>Duration :</b> 1 hour 15 minutes (30 minutes preparation, 30 minutes simulation, 15 minutes evaluation)</p>	<p><b>Author : Diarra Thiam</b></p>
<p><b>Nr. of People :</b></p> <ul style="list-style-type: none"> <li>• Target group:</li> <li>• Up to 16 participants (8 per tribe)</li> </ul>	<p><b>Materials :</b></p> <ul style="list-style-type: none"> <li>• Anything in the room</li> <li>• Paper</li> <li>• Pens/Pencils</li> </ul>
<p><b>Main objectives :</b></p> <ul style="list-style-type: none"> <li>• To explore and understand the values and behaviours of different cultures.</li> <li>• To enhance communication skills across cultural boundaries.</li> <li>• To reflect on the impact of cultural differences in today's society.</li> </ul>	
<p>Instructions (step by step);</p> <p><b>Preparation (30 minutes) :</b></p> <ol style="list-style-type: none"> <li>1.Divide participants into two groups: Ex: Tribe Rukavina and Tribe Kasac.</li> <li>1.Hand out role cards to each participant, explaining their tribe's language, culture, and values.</li> <li>2.Allow each group time to discuss their culture and invent their simple language based on the guidelines provided.</li> <li>3.Participants create tribe-specific attire or symbols using the materials provided.</li> </ol> <p><b>Simulation (30 minutes) :</b></p> <ol style="list-style-type: none"> <li>1.Start with an introduction where each tribe presents themselves using their invented language and cultural symbols.</li> <li>2.Facilitate interactions between the two tribes, prompting them to trade, communicate, and perform cultural rituals.</li> <li>3.Introduce scenarios where tribes must solve a problem together, highlighting their cultural differences and communication barriers.</li> </ol> <p><b>Evaluation (15 minutes) :</b></p> <ol style="list-style-type: none"> <li>1.Gather all participants and encourage them to share their experiences, focusing on the reflection questions provided: <ul style="list-style-type: none"> <li>◦ What were the values of the other culture? Typical behaviors? Social code?</li> <li>◦ How did you try to communicate? Did it work? Cultural shocks? Feelings?</li> <li>◦ How can we bring the simulation to today's society?</li> </ul> </li> <li>2.Discuss the learning outcomes and the impact of the game on participants' understanding of cultural diversity.</li> </ol>	

### Impact :

- Enhanced empathy and understanding of cultural differences.
- Improved communication skills in diverse settings.

### Evaluations :

- Participants' feedback on their experience and learning.
- Observations on interactions and communication challenges faced

### Risk Management :

- Ensure clear instructions are given to prevent misunderstandings.
- Monitor interactions to maintain respect and positivity

### Tips for Facilitators :

- Encourage creativity and engagement with the cultures.
- Be ready to mediate any misunderstandings or conflicts.
- Highlight the importance of respect for all cultures

### Further Readings : (link, references, examples etc.)



## Unveiling the Iceberg : Understanding and Combating Discrimination

<p><b>Activity Title:</b> “Unveiling the Iceberg: Understanding and Combating Discrimination”</p>	<p><b>Organization Name/Country:</b> Hello Youth</p>
<p><b>Duration:</b> 2h</p>	<p><b>Author :</b> Thiam Diarra</p>
<p><b>Nr. of People :</b> 10–20 participants Target group: Young people</p>	<p><b>Materials :</b> Paper, markers, printed case studies/scenarios, projector for presentations, feedback forms</p>

### Main objectives :

- To explore the visible and invisible aspects of culture using the Iceberg Theory.
- To understand how stereotypes, prejudice, and discrimination arise from misunderstanding these cultural aspects.
- To develop strategies for combating discrimination through empathy, awareness, and action.

### Instructions (step by step) :

#### Introduction (15 minutes):

1. Briefly introduce the Iceberg Theory of culture and its relevance to understanding discrimination.
2. Explain the objectives of the activity.

#### Drawing the Iceberg (20 minutes):

1. Participants draw their cultural icebergs, labeling visible and invisible aspects.
2. Share and discuss in small groups.

#### Presentation on Stereotypes, Prejudice & Discrimination (20 minutes):

1. Present definitions and examples, linking them to the invisible aspects of the iceberg.

#### Analyzing Case Studies (30 minutes):

1. In groups, participants analyze provided case studies of discrimination, identifying the cultural misunderstandings involved.
2. Share findings with the larger group.

#### Empathy Building Exercise (20 minutes):

1. Role-playing activity to explore the invisible aspects of another's cultural iceberg, fostering empathy and understanding.

#### Developing Strategies (15 minutes):

1. Group discussion on strategies to uncover cultural icebergs in daily life and combat discrimination.

#### Commitment to Change (10 minutes):

1. Participants write down one personal action they will take to combat discrimination, inspired by today's workshop.

### **Impact :**

Participants will leave with a deeper understanding of the complexities of culture and how discrimination can be combated through awareness, empathy, and proactive strategies.

### **Evaluations :**

Collect feedback through forms to assess the workshop's impact on participants' understanding and attitudes towards discrimination and cultural awareness.

### **Risk Management :**

Ensure a respectful and safe environment for all participants. Be prepared to address sensitive topics with care and provide support as needed.

### **Tips for Facilitators :**

- Encourage honest and respectful communication.
- Be aware of and sensitive to the diverse backgrounds of participants.
- Use real-life examples to illustrate abstract concepts.
- Be flexible and responsive to the needs and dynamics of the group.

Further Reading : (link, references, examples etc.).

The Iceberg Theory of Culture, proposed by Edward T. Hall in the 1970s, is a metaphor used to illustrate the complexity of culture. According to this theory, culture can be compared to an iceberg, where only a small portion is visible above the surface, while a much larger portion remains hidden below..

#### **Visible Part of the Iceberg :**

This represents the aspects of culture that are easily observable and tangible. These include:

- Language: The spoken and written forms of communication.
- Clothing: Traditional and contemporary attire.
- Food: Cuisine and dietary habits.
- Festivals: Celebrations and public holidays.
- Art and Music: Visual arts, music, dance, and other forms of artistic expression.

#### **Invisible Part of the Iceberg :**

This represents the deeper, less visible aspects of culture that significantly influence behavior and perceptions. These include:

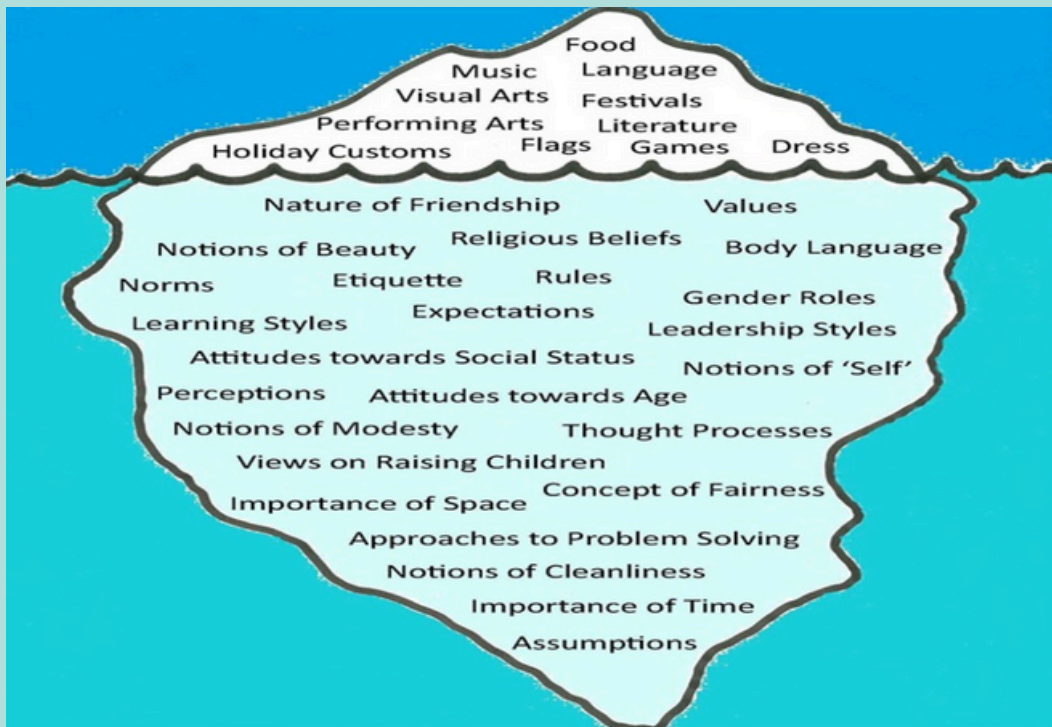
- Values: Core beliefs and principles that guide behavior and decision-making.
- Norms: Social rules and expectations that dictate acceptable behavior.
- Beliefs: Deep-seated convictions and worldviews.

- **Attitudes:** Predispositions towards people, objects, and ideas.
- **Perceptions:** Ways of interpreting and understanding the world.
- **Assumptions:** Unspoken, taken-for-granted ideas about how things should be.

### Importance of the Iceberg Theory :

- **Understanding Complexity :** It highlights that culture is not just about visible elements but also about underlying values and beliefs that shape behavior.
- **Avoiding Stereotypes :** By recognizing the hidden aspects of culture, we can avoid making superficial judgments based on visible traits alone.
- **Promoting Empathy :** It encourages us to look deeper and understand the reasons behind people's actions and attitudes, fostering empathy and reducing prejudice.
- **Effective Communication :** Awareness of the invisible aspects of culture can improve cross-cultural communication and interactions.

In summary, the Iceberg Theory of Culture emphasizes that to truly understand a culture, one must look beyond the visible surface and explore the deeper, hidden elements that influence behavior and social norms.







## Impact on Youth

Addressing discrimination and promoting inclusivity among youth is essential for shaping a more tolerant and equitable future generation. This section highlights the profound impact that skilled youth workers, sensitization training, and critical thinking can have on young people. By equipping them with the knowledge, skills, and attitudes necessary to recognize and combat discrimination, we can cultivate a generation of resilient, purpose-driven, and socially conscious individuals poised to make a lasting impact on their communities and the world.

Through the exploration of these chapters, "Inclusive Engagement: Raising Awareness for Social Impact" aims to inspire and empower individuals to actively contribute to a more just and inclusive society. By fostering empathy, understanding, critical thinking, and cultural awareness, we can collectively work towards creating environments where everyone has equal opportunities and rights.





# Chapter 5 : Storytelling

## Engaging and Inspiring through Storytelling

In this chapter we will discuss storytelling methodologies, and how they are important for engaging young people and inspiring them, in social and civic engagement activities.

First of all, it is important to answer a question: what do we mean by storytelling? It is important to specify that what we mean here are activities related to autobiographical storytelling and the collection of other people's stories, and not to fictional stories. We therefore use a specific meaning of this term, which usually also includes the telling of traditional stories, fairy tales, or invented stories.

We can include several methodologies and approaches in our definition of storytelling :

- Autobiographical writing, and in particular autobiographical writing workshops in groups;
- Video interview and video reporting; Self-telling through video, i.e. Autobiographical video stories; Digital storytelling;
- Self-telling through text and image as photostories;
- Autobiographical audio stories;
- Self-tales through comics, graphics and drawing, etc.

Self-narrative, in particular, is one of the types of narratives that help to create our view of reality and ourselves, and to orient our actions in the world. This particular type of narration refers to different contents:

- **Episodes, scattered memories of our history**, which emerge to our memory and 'inhabit' us continuously;
- **The plot of our story**, what we consider our life path, the sequence of facts and events that led us to be who we are;
- **The description of ourselves** is part of this ongoing narrative; our personality (who am I?), our dark sides and our abilities and qualities;
- A further element that goes to make up the narrative of ourselves is the **projection into the future**; what I imagine I will be or do in the future, the prefiguration of my story.

All this goes to constitute that self-narrative, by which we tell our story primarily to ourselves, to make sense of our reality, of our being in the world.

This is what Duccio Demetrio calls '**autobiographical thinking**', as a reminder of who we have been and who we are, without which we would not even have a sense of our identity.

Autobiographical methodologies start from this need of the human being to tell himself, to himself and to others, to make it an opportunity for self-care and self-knowledge.

## Writing or talking?

The act of writing about oneself, through written words, involves a different mental process. Capturing the mental experience in writing is like crystallising a constantly moving and elusive process. By stopping it, there is the opportunity to observe it, to dwell upon it (Goldberg 1987). The preference is given to handwriting, which, by engaging both hemispheres of our brain, promotes the functional integration of logical, rational processes and emotional ones.

In doing this, in observing the emergence of memories and giving shape to one's own story, that distancing is achieved, which is another characteristic of "autobiographical work." Like the artist-model who alternately poses and paints, "so the autobiographer becomes the biographer of that character who observes living, and who is alternately oneself and not oneself" (Demetrio Bolzoni, 1999).

## Stages of autobiographical methodologies

Autobiographical methodologies give life to educational moments, where the person is guided through paths of autobiographical writing and self-narrative.

We can identify some phases, or key moments, within these paths:

An initial phase of "autobiographical reconnaissance," of "memory surfacing," in which participants are stimulated to go on an introspective journey, of surfacing and exploring their memories; the person realises that he or she is "remembering what he or she did not remember," discovering a shelved world that instead emerges in all its vividness...

The phase of emergence, of "autobiographical reconnaissance," is followed by a phase of "recomposition," in which an attempt is made to "make order," to recompose scattered memories into plots, into a story.

Autobiographical work is a creative work of recomposition starting from the present in the search for a greater understanding of oneself and reality.

We realise at this stage that we can recognize moments of continuity and discontinuity, of rupture and change;

We can then observe what Demetrio calls the "apex points" of lived experience, meaning those moments in one's own history linked to key events that generally belong to human existence: love, play, work, death.

In our story, we see the interweaving with the stories of others, those from whom – for better or for worse – we have learned something fundamental.

**The reflective phase** of autobiographical work, which begins in the act of recomposing the story, is a moment of understanding. It is where perhaps some motives that have guided our life paths, and of which we had a certain confused sense, gain greater clarity.

We become more aware of the meaning of our story in relation to our family, our culture, and the broader history of which we are a part.

Through reflection on our own story perhaps, challenges that have been delivered to us by life, or aptitudes and vocations that we carry, will emerge more clearly.

Writing about oneself is a way of activating a process of '**self-knowledge**', rediscovering lost threads of one's own history, recovering important parts of ourselves, valuing life experiences.

## Why tell or write about oneself ?

- Writing about oneself is a way to activate a process of "self-knowledge," rediscovering lost threads of one's history, recovering important parts of ourselves, valuing life experiences.
- Self-writing can be, therefore, an engine of "change," of personal growth, precisely because it allows us to better understand ourselves and the world, and holds the possibility of creating "new narratives" of ourselves and reality.
- Thus, we can speak of autobiographical experience as "self-care," as stated by Duccio Demetrio.
- Autobiographical writing is also a "taking the floor," an act that can have political and social action value.
- Indeed, it can be a way to narrate overlooked or little-known realities, present different perspectives on reality, and support social change.
- **Every story, in fact, even the most intimate, always addresses both ourselves and the world. Every story, we can say, includes three levels of communication and dialogue**

- Dialogue with oneself
- Dialogue with the other
- Dialogue with the world



## Group based Autobiographical workshop: key steps

The stages of a typical autobiographical writing workshop in the group offer a facilitated path where each participant can experiment with writing and self-telling, following the 'natural' stages of self-writing.

**1 - Autobiographical warming-up** - Games and exercises designed to trigger our autobiographical memory, while building up confidence within the group, they are also an initial moment for participants to get to know each other.

**2 - Presentation of group working arrangements** - This phase is important to create the 'autobiographical pact' in the group, and thus establish the necessary conditions of respect and confidentiality. The facilitator may propose, for example: **Participants may write in their own native language; Respecting others, listening to them; Avoiding distractions such as smartphones in order to establish a climate of concentration and listening; Sharing stories will not be compulsory but advisable; ...** (we may ask the group if they want to suggest further points...)

3- **Writing** – This phase includes: Soliciting memories (e.g. patchwork, list memories, memories categories, pictures, incipits...); Writing an episode of life; Reflecting by writing.

4 – **Product development** – The production of the story is a further fundamental step. The result is the individual stories, as well as in some cases the creation of a collective story.

5 – **Sharing within the group** – Sharing can take place at the end, but also during the course; in any case, it is a fundamental moment, as it allows one to be recognised through respectful listening to others, to get to know and be reflected in the stories of others.

6 – **Wrapping-up ritual** – Saying goodbye and giving thanks

**The importance of Facilitating** – In all these different steps, the role of the facilitator is very important. For this reason, it is very important that those who perform this function acquire the necessary knowledge and skills; it is important, in particular, that the facilitator has first-hand experience of the storytelling process he or she is proposing to others.

## GENERAL ASPECTS OF THE STORYTELLING APPROACHES

The topical moments of autobiographical writing in the group, as we mentioned earlier, include :

A – An initial '**memory surfacing**' moment, the 'memory list', for example, is one of the easiest ways to bring out memories.

B – This is followed by the narration of an episode, which corresponds to the '**recomposition**' phase, in which an attempt is made to 'put things in order', to recompose scattered memories into plots, into a story.

C – The third part, '**Autobiographical Reflection**', allows us to develop a reflection on our own experience.

D – **The production of the story**; whether it is a written story, or a video, or in whatever media it is used is a subsequent fundamental moment. Producing a story is a creative act, and as such also an artistic one; the beauty of a story is not just an aesthetic question in itself, but relates to the author's need to reflect himself in the story, as well as to the function of communication, of sharing, that personal narratives preserve and include.

E – **The dissemination of the story**, its sharing, is a final key moment. The sharing of a self-narrative can take place at different levels :

- In the group, first of all, as in group writing workshops and activities, video storytelling workshops, etc.
- With a wider audience, as through social media and the web, or through story-sharing events. In particular, the events may include readings, projections of the stories, theatricalisation of the stories, etc.;
- Another element is the creation of installations, exhibitions, etc.

Sharing and dissemination is a particularly important action in relation to how stories can be used to foster awareness of specific social issues and the participation of young people and communities.

**We can find these fundamental stages in the different education and participation pathways based on different methodologies and approaches, albeit articulated in a specific way.**

### **Useful information on storytelling methodologies and tools**

There is no space here to delve into specific storytelling methodologies and approaches. The [StoryAP](#) portal offers much information on these aspects, through a constantly updated and evolving 'methodologies' section.

The portal is also a tool for :

- Upload and share personal stories related to the theme of change, creating your own free profile and personal space;
- Create a space dedicated to projects that use stories for social purposes;
- Launch 'Call for narration' on specific topics.

## Activity 9

### Stories that make a difference

<p><b>Activity Title :</b> Stories that make a difference</p>	<p><b>Organization Name/Country:</b> Storie di Mondi Possibili / Italy</p>
<p><b>Duration :</b> First phase – 60 min; Second phase – 135 min.</p>	<p><b>Author :</b> Jessica Eterno, Andrea Ciantar</p>
<p><b>Nr. of People :</b> From 5 to 14 participants.</p> <p><b>Target group :</b> Participants are young people who want to explore the tools of autobiographical narration and want to actively contribute to the construction of new narratives on active youth participation in issues related to: environmental sustainability, migration, racism, radicalization etc.</p> <p>They can also be people with a migration background or language students from another country, who can use the workshop as an experience of practicing the language and meeting new peers. They can be people engaged in activism and interested in storytelling or in developing specific skills in writing.</p>	<p><b>Materials :</b></p> <p>Each participant is asked to bring: 5 photos or objects related to the themes of Stories of change related to environment care, environmental education, activism, migration, racism, etc. This photos or objects can be related to people or social experiences that inspired social change, or to personal experiences of activism.</p> <p>Stationery such as pens and sheets of paper will also be needed.</p>
<p><b>Main objectives ;</b></p> <ul style="list-style-type: none"> <li>• The main objective of the workshop is the creation and collection of stories through the tools of autobiographical writing.</li> <li>• The participants, authors of the stories, will explore themes related to activism, and active participation and acquire skills in the use of autobiographical writing.</li> </ul>	
<p>Instructions (step by step)</p> <p>The workshop will take place in two phases:</p> <p style="text-align: center;"><b>FIRST PHASE</b></p> <p><b>1. Activity and project presentation. 15 min</b> The trainer will welcome the participants. He will present himself and the workshop, the objectives, and explain to the participants how it will be carried out and the different phases.</p> <p><b>2. Icebreaking exercise: Message in a bottle “The change I would like...” 30 min.</b></p>	



## Activity 9

### Stories that make a difference

The group forms a circle.

Each participant is given a small sheet.

In the center of the circle is an empty bottle.

**All the participants are asked to write a small message on the sheet, in response to the question :**

"The change I would like for a better future...."

Each participant will fold their sheet and insert it inside the bottle.

Once the messages inside the bottle have been mixed, the participants will randomly extract the sheets and share them as a group, reading the messages.

#### 3. Navigation rules. 15 min.

The facilitators propose some common rules for the group :

- No judgment and confidentiality;
- I do not use smart phones during the exercises;
- During sharing, listen without commenting, and read stories without adding comments;
- We can write in our mother tongue, and if the language of exchanges is another (eg English) we can make a summary for sharing in English, after reading the text in the language we used.
- (Participants can propose other rules ....)

### SECOND PHASE

#### 1. Memory list "*Stories for changes*" – 20 min.

Participants are led to the Memory List autobiographical writing exercise. The list of memories is one of the easiest ways to bring up memories.

The facilitator invites participants to take their 5 photos and objects related to sustainable social and environmental change, directly or indirectly experienced by them and to write a short description for each of them, indicating a suitable title for each.

After a few minutes, the facilitator asks participants to share the titles they have given to each of the experiences related to the object or photos without adding any comment.

At the end, the facilitator will ask everyone to choose and select one experience that they would like to recount in more depth.

## Activity 9

### Stories that make a difference

#### 2. Writing activity – 40 min.

Participants are asked to choose a memory from those previously written and to recount it in more detail.

"Tell the story: How it started? What happened? What's the end?"

**Some questions can help to deepen the meaning of the story for the narrator :**

"Why is this experience important to you today?"

"How does this experience represent social change for the community?"

"Who am I and what are my founding values in relation to a more sustainable life"

"My dream of a more sustainable world"

"What actions can make a difference?"

"What inspires change?"

This exercise is important for reflecting, remembering, talking about oneself and one's experience, creating a moment of sharing memories, making connections between personal values and desires regarding the future

#### 3. Sharing – 15 min.

The sharing will take place in a group, in a moment of listening without interruptions or comments. The facilitator proposes that participants imagine themselves as in a theatre and pretend to be actors whose purpose is to read the story aloud, without adding any commentary.

#### 4. Editing of the Story – 30 min.

After the sharing moment, the facilitator advises participants to work on editing the story, in order to personalize it also in appearance.

Personal stories, in fact, can also transfer emotions and information to the reader on the basis of how they present themselves.

The facilitator, therefore, recommends choosing a suitable font, working on the page layout, including title and author(s), inserting photos by arranging them organically on the page and adding any graphic details they prefer.

The facilitator may also recommend working with specific programmes or sites such as [Canva](#).

Here you are an example of edited story with Canva: [Into the woods](#)

#### 5. Sharing on StoryAp – 30 min.

The facilitator explains that writing the story involves three moments of sharing: the first with oneself, the second with the other and the third with the world.

To reach this third stage of sharing, the facilitator suggests publishing one's story, now edited, on the [StoryAP](#) digital portal or using the StoryAP app.

If participants do not have an active account, the facilitator assists them in creating their own profile and uploading the story.

### Impact :

The aim of the activity is to make participants reflect on the possibility of individual and collective action for social change. Through sharing, participants will be able to confront their own and others' experiences, and will be able to draw inspiration for new actions for change.

### Evaluations:

At the end of the reading, the facilitator asks participants how they felt about writing, sharing and listening to the stories, and asks everyone to share their impressions.

### Risk Management ;

Participants who choose to tell their personal stories can choose whether or not to share them with others. They can also choose to share just a part of their experiences. The facilitator must always be careful to make everyone feel comfortable in telling their autobiographical experiences, without ever forcing the sharing.

### Tips for Facilitators:

The facilitator can help participants in the writing phase by suggesting that they include thoughts in the text about the impact of their story on others and on their life experience and about future prospects.

Further Readings; (link, references, examples etc.)

#### StoryAP

<https://yomem.eu/it/toolkits/>

<https://memoriesacrosseurope.eu/toolkits/>

<https://www.storyap.eu/methodologies>



## Activity 10

### Shaping the Change

#### Telling experiences of Social change through video interview

<p><b>Activity Title :</b> Shaping the Change – Telling experiences of Social change through video interview</p>	<p><b>Organization Name/Country:</b> Storie di Mondi Possibili – Italy</p>
<p><b>Duration :</b> 9 h/12 hours + a day of practical training</p>	<p><b>Author :</b> Jessica Eterno, Benedetta Sanna, Andrea Ciantar</p>
<p><b>Nr. of People :</b> From 4 to 12 participants. At least 2 facilitators.</p> <p><b>Target group :</b> Workshop participants are people interested in video making and video interviewing as tools for narrating experiences of social change, they can be active volunteers in associations, activists, or students.</p>	<p><b>Materials :</b></p> <p>Each participant will need a camera, a tripod, a microphone, a PC or a Notebook, with an editing programme. It is also possible to use the smartphone.</p>
<p><b>Main objectives;</b></p> <p>The objective of the workshop is to reflect on the theme of social activism and tracing phenomena and experiences of change present in the area or directly experienced by participants and collecting testimonies and stories through video interview and video narration.</p>	
<p>Instructions (step by step);</p> <p><b>The workshop will take place in 4 phases :</b></p> <p style="text-align: center;"><b>FIRST PHASE - PREPARATION</b></p> <p><b>1. Preparation phase before the start</b> Participants will be notified of the equipment needed to conduct the workshop, with communication charged prior to the start of the activity.</p> <p>For the phases that will take place in the classroom, both theoretical and practical, participants will be provided - if in possession - with the necessary equipment (video cameras, microphones, tripods) or they will be asked to bring their own.</p> <p>For the practical part in the field, it will be necessary for the facilitators to organise/contact/intercept experiences, activities, events in the area where participants can get to know realities active in social change and practice video interviewing and filming.</p>	

## Telling experiences of Social change through video interview

### 2. Preparation of the workshop spaces

The spaces in which the workshop will take place will be spaces that will have to host different activities and it is preferable to work in places with multiple spaces and environments in which the teams can be distributed during the shooting moments. Even better if there are also outdoor spaces. Quiet spaces will be needed, with the possibility of arranging tables for the editing phase, and the possibility of projecting in the moment of sharing.

The ideal space for the realization of this workshop must be :

- well lit, possibly with external natural light
- spacious enough to allow tables to be placed
- a well reserved and non-passage space
- a space where you can project into a wall

Spaces that are too small, dark, too furnished, in which nearby activities take place in parallel, should therefore be avoided.

### 3. Equipment preparation

Make sure enough tools for different work teams are available: camera equipment, computers, video editing software, tripods.

## SECOND PHASE – FIRST MEETING

### 1. Introduction to the activity – 20 min.

The trainers will welcome the participants and will present themselves and the workshop, the objectives, and explaining to the participants how it will be carried out and the different phases. The presentation of the participants follows.

### 2. Icebreaking exercise: Message in a bottle “My actions for change ...” – 20 min.

The group forms a circle. Each participant is given a small sheet. In the center of the circle is an empty bottle. All the participants are asked to write a small message on the sheet, in response to the question: "What can I do for real change is .....".

Each participant will fold their sheet and insert it inside the bottle. Once the messages inside the bottle have been mixed, the participants will randomly extract the sheets and share them as a group, reading the messages.

### 3. Video interview introduction – 30 min.

The facilitators give a brief theoretical introduction of methodologies related to the video interview: in particular, the facilitator deal with these basic contents:

- 1) How and why to conduct an interview.
- 2) Technical indications about cameras.
- 3) The editing part.

These [didactic materials](#) can be used as an introduction to the video interview.

## Activity 10

### - Shaping the Change -

# Telling experiences of Social change through video interview

In this phase, the facilitators, after giving a basic background on the topic, ask the participants to write down on post-its what they think are the things to keep in mind when conducting an interview. For example:

- Choose a well-lit place;
- check that the camera batteries are charged;
- ask the interviewee for their contact details to whom the final product should be sent,
- etc.

While participants write their sentences on post-it notes, the facilitator divides a whiteboard into three columns:

- *before the interview;*
- *during the interview;*
- *after the interview.*

When everyone is ready, the facilitator invites the participants to add their post-it notes into one of the three columns, and in the meantime, together with the participants, he or she addresses point by point all the possible problems and all the precautions to be taken for the interview.

#### 4. Experimentation – 1h.

Facilitators hand out cameras, microphones, headphones and all necessary equipment to participants and ask those who already have equipment to take it.

After dividing the participants into groups, making sure that in each group there is at least one person who already has experience in using the equipment, the facilitators let the participants experiment with recording, audio etc.

Although participants are not familiar with the equipment, they learn how to use it with the help of the other members of their group, and begin to choose which role they prefer within the team.

After about 20 minutes of experimentation, the facilitators ask participants to simulate a video interview, with one person in the group being interviewed by the others in turn. To add a further difficulty, the facilitator has each of the groups choose a piece of paper from a box. On each piece of paper is written the place where that group has to conduct the interview. Each location will have a different difficulty that the participants will have to interface with:

the street will have more background noise, the closet and the toilet will have little light and space, the entrance to the building will be populated by people passing by, etc.

Participants will have to find the best way to deal with these issues.

Once the exercise is completed, the test videos will be displayed all together to gather feedback.

#### 4. Coffee Break – 15 min

#### 5. Let's create the Interview Script – 1 h.

Facilitators share with participants the information they have on the people or organizations they are going to meet and interview. Each participant will then be able to choose who they would like to meet and to interview. Groups of a minimum of 3 people will be formed.

## Activity 10

### - Shaping the Change -

# Telling experiences of Social change through video interview

The teams will work on the interview traces and will construct the interview together, choosing the structure, questions, themes.

The facilitator makes sure to give each group all the necessary references so that they can find out for themselves about the people to be interviewed, and produce questions as relevant as possible to the experiences they are going to collect.

The facilitator also makes sure to remind participants to ask introductory questions that allow the interviewee to introduce themselves.

#### Here some examples of questions :

- *Would you please introduce yourself, tell us your name, where you live, what you do in life?*
- *Would you like to tell us what sustainable social and environmental change is for you?*
- *Do you remember one or more important experiences of change you have known or are active in, and would you like to tell us about them?*
- *Does this experience represent an important step in your journey? Please explain why.*
- *How did this experience contribute to changing you?*
- *Can your experience be important on a collective level and in what way?*
- *If you think about social and environmental change, what would you like and why?*
- *What personal action can help build a better future?*

Further questions will emerge after the answers to be included in the interview. Thank again for the availability offered by the interviewee. Please provide/exchange contact details with the person who was interviewed.

Another important content concerns the **preparation of the interview**. Fundamental aspects are :

- share the aims of the interview with the people interviewed;
- explain that the path involves the creation of a photo story that is going to be shared with the interviewee;
- for this purpose, it may be useful to create a document to be given to the people interviewed, where this information can be inserted, and the interviewees are thanked for their availability.

Here is an example of such a document: *"This interview is carried out within the workshop/project ----- with the aim of -----. The story will be share with you to receive your feedback, and then published – if you agree – on the StoryAP portal. Before starting we would like to thank you again for your availability."*

#### 6. Final step: sharing and conclusions

In this last part before the next meeting, each team will share the prepared questions to the group oo collect feedback. The facilitator informs about the work programme for the next meeting and concludes the session.

### THIRD PHASE : II MEETING

#### Welcoming moment – 10 min.

Let's collect the stories: 2h.

In this practical part, participants will split in the teams created in the previous phase, and will interview the people whose story they want to tell. Interviews can take place either in the place where the previous sessions took place, or in other places, perhaps those where the interviewees are working.

### Telling experiences of Social change through video interview

Each group will have split up so that the participants cover these roles:

a) Interviewer (What the interviewer will do)

#### BEFORE THE INTERVIEW

The person in the role of interviewer will first have to welcome the interviewee together with the team, explain and remind them of the purpose and the topics to be addressed in the interview, renew their thanks. The interviewer will also put the interviewee at ease, share questions, show the location of the interview. It will be a good rule to ask for feedback from the person, if for example he or she feels comfortable in that specific, previously chosen location through an inspection with the people who will be filming. Agree with the person on the type of framing within the limits of the technical specifications necessary to ensure a good shot. For example, agree on whether the look is preferred in the camera or directed at the interviewer, but not the position of the subject in the frame or the choice of location. Remind the interviewee and the whole team and people present during the filming to switch off or mute mobile phones.

#### DURING THE INTERVIEW

During the interview the interviewer will be the point of reference for the person being interviewed. He will give the response times, will take care of making the questions clear and understandable, and will lead the dialogue in the directions useful for the purposes of the interview. It can often happen, especially if the person is being interviewed for the first time, that answering the question goes off topic.

*Things the interviewer has to remember*

- Do not comment, interrupt the interviewee with sounds or vocal noises while he/she is answering, unless you are conducting an interview with the interviewer also in the field of vision.
- Kindly interrupt or ask to repeat if the answer is possibly not given correctly or not good.

#### **b) First fixed camera + audio**

The first camera will be in a fixed position, lateral to the interviewer, at the height of the interviewed person following the line of sight, whether sitting or standing, guaranteeing a half-length or full-length shot. The person in the role of the first camera will be fixed on the person being interviewed, will take care of the shooting by keeping the audio and video parameters of the recording under control, after having set them at the beginning before recording. Together with the second camera, this person will take care of the framing and exposure, guaranteeing good quality and lighting of the shot, but also the necessary silence for a good audio shot free of echoes and disturbing noises.

#### **c) Second camera**

The person in this role will take care of filming close-ups of the interviewee usually positioning in a different angle position than the first fixed camera. In addition to the close-ups, the second camera will work on shooting further details.

#### **3. The other parts of the story: 1h. 30 min.**

At the end of the interview, together with the team and the person interviewed, participants will take care of shooting further images, the b-rolls. The interviewee will be asked for further availability to participate in these final shots. It will be important to take advantage of the person's presence for the filming of all the scenes in which their participation is important.



## Activity 10

### - Shaping the Change -

# Telling experiences of Social change through video interview

At a later time, he will still make further shots necessary in editing: shots of context for example, or shots of objects, actions, further movements.

#### 4. Coffee break – 15 min.

#### 5. Feedback and Conclusions: 30 min.

The facilitator gives some indications on things to do for the next meeting. The meeting ends with short feedback from the participants.

### FOURTH PHASE – Third Meeting

#### 1. Let's edit and share our stories – 2 h.

Together with the facilitator, the group will see how the chosen video editing software works, showing the basic tools used.

Specifically, you will see how:

- create projects;
- import videos;
- manage the timeline;
- additional functions;
- export videos and formats.

The group will work on editing the collected stories using video editing software, with the aim of contributing at least one story – narrative of each participant.

The same teams that worked on the video shooting will work on the editing, thus dividing the work:

- the interview will be viewed, the content to be kept and that to be cut will be selected;
- suitable images among the brolls will be selected;
- will eventually be corrected: stabilization, audio, other;
- a music track will eventually be inserted;
- subtitles can be inserted;
- additional text content will be inserted;
- any project logos, disclaimers, intros, and outros will be inserted.

#### 2. *The importance of sharing stories: Sharing the stories on StoryAP.* – 1 h.

The facilitator will show the group how the StoryAP portal works, and the appropriate accounts will be created, useful for the participants to upload the stories to the archive. Before uploading, the origin of the StoryAP portal and its purpose will be explained, and a collective discussion on the importance of sharing stories will be encouraged.

**This phase sees the realization of several actions :**

- Uploading the stories on youtube or Vimeo.
- Uploading the stories on StoryAP ([www.StoryAP.eu](http://www.StoryAP.eu)); the facilitator show the portal, and how to upload the stories; each participant will upload the Video on StoryAP creating a person account (or they can be uploaded by the StoryAP staff through the account of the organization).

<https://www.StoryAP.eu/>

- Share the final results with the interviewee.

## Activity 10

### - Shaping the Change -

# Telling experiences of Social change through video interview

#### **Involvement of participants within the StoryAP Story Volunteer Network.**

Sharing the Video created in the group; if possible, the best should be to organize a small event to share the stories also with others; or it can be done just for the group. The stories are shared one by one, without any comment. At the end the facilitators can ask participants to share what the stories have evocated.

#### **3. Conclusions – 30 min.**

The trainers facilitate a final moment of reflection. For this purpose, participants are asked to make a list of the things they have learned, starting from the input "I take away with me...". A sharing phase in the group follows.

A further reflection concerns the value of collected history as a contribution to knowledge and change.

#### **Impact;**

The aim of the activity is to make participants reflect on the possibility of individual and collective action for social change.

Through the collection of stories and life experiences of people active in the world of activism and social engagement, participants will be able to understand the importance of participation, the possibility of taking part in change. They will also come into contact with different realities operating on the territory and will be able to have a direct confrontation with those who are actively committed to change.

Moreover, in terms of practical impact, participants will acquire new skills in conducting video interviews, which they will be able to replicate at a later stage to collect other life stories.

#### **Evaluations;**

During the workshop different self-evaluation tools are used:

- icebreaking exercise: Message in a bottle "*The change I would like...*";
- writing;
- sharing.

To evaluate the progress of the workshop it is important that the facilitator pays attention to the writing and sharing phases, and above all to the practice phase.

The last phase is a phase of reflection and sharing. In the last phase, through a simple moment of collective writing on a billboard, participants are invited to answer 4 questions :

"What I learned from this experience.."

"What I liked..."

"What would I change..."

"How can we further develop this work?"

The debriefing part needs the highest concentration of all parts of the group. It is always helpful to explain basic feedback rules to participants in order to set ground rules for communication. You might encounter situations which are most challenging either because of the topics you tackle or the situations that might arise. That is why this part should never be delivered under time pressure.

## Activity 10 - Shaping the Change -

### Telling experiences of Social change through video interview

#### Risk Management ;

The facilitator must always be careful to make everyone feel comfortable in telling their autobiographical experiences, without ever forcing the sharing.

He will also have the task of explaining to the participants that they, too, should have this attention towards the interviewees.

No participant should be forced to tell or share what they do not want to, and it is important that this notion is also shared by those who will conduct the interviews.

In addition, the groups will be working with fragile and expensive equipment, which they should take care of. The facilitator should tell each group that they are fully responsible for the equipment and also explain how to take care of each piece of equipment in the correct way.

#### Tips for Facilitators;

The trainer has the first task of putting the participants and the interviewee at ease, presenting the space as a safe place and a space for sharing tools. For this reason, an open proposal of group rules will be shared that the trainer proposes to the group.

During this workshop participants commit to:

- avoid commenting or judging;
- avoid using smartphones unless requested in the workshop;
- ensure that the size of the group is maintained by avoiding intrusions or entry of outsiders

into the activities;

- actively listen to others.

#### Further Readings; (link, references, examples etc.)

Here are some examples of the final result of the workshop :

- [LA STORIA DI HATEM](#)
- [UTOPIA NUMBER 1 – INTERVIEW WITH GIULIO VULCANO ON THE ENVIRONMENTAL POLICIES OF THE EUROPEAN UNION](#)

For more information on the methodologies used, these two links can be consulted:

- [DIGITMID OUTPUTS](#)
- [YOMEM VIDEO TUTORIALS](#)





## Chapter 6 : Creative Drama

Creative drama is a form of theatre employed for educational purposes, helping in the development of social skills and academic knowledge through theatre games and improvisations, guided by a trained instructor. It provides a safe space for persons to explore behaviours, ideas, creativity, and academic topics. In essence, creative drama is an innovative approach to learning that stimulates imagination, focus, and sensory awareness within a theatrical setting (Oakwood University, 2021).

### Why is it important?

#### Personal

On an individual level, creative drama fosters emotional intelligence by allowing people to express and understand a wide range of emotions. Engaging in dramatic activities enables individuals to explore different feelings and perspectives, which enhances their ability to empathise with others and manage their own emotions effectively. This emotional literacy is crucial for personal well-being and interpersonal relationships (Teacher Academy, 2020).

Creative drama also significantly boosts confidence. By performing in front of others and taking on different roles, a person can build self-assurance and learn to trust their instincts. This increased confidence can transfer to other areas of life, helping individuals tackle new challenges with a positive mindset. ( ResearchGate, 2023)

Moreover, creative drama enhances creativity, imagination, and storytelling skills. It provides a platform for individuals to experiment with different narratives and characters, fostering critical thinking and problem-solving. This imaginative exploration is essential not only for artistic pursuits but also for developing flexible and inventive approaches to real-world issues (Teacher Academy, 2020).

In addition, participating in creative drama encourages linguistic and cognitive development. As persons engage in performing and improvisation, they improve their overall language skills. This linguistic growth is complemented by cognitive advancements, as drama activities often require quick thinking, memorization, and the ability to synthesize information (ResearchGate, 2023).

Finally, creative drama supports mental health by providing an outlet for stress relief and emotional expression. It offers a therapeutic space where individuals can process their thoughts and feelings, contributing to a healthier mental state ( ResearchGate,2015).

## **Societal**

On a societal level, creative drama encourages problem-solving skills that can help people to reflect on societal issues and devise creative, efficient, innovative solutions for real-world problems ( ResearchGate,2015).

Creative drama also plays a vital role in cultural and social awareness. By exploring diverse stories and characters, people gain a broader understanding and awareness of different cultures, their histories, and societal issues. This exposure fosters an appreciation for diversity and promotes inclusive attitudes ( Göteborg University, 2014).

## What is the effect on personal development?

Creative drama enhances a growth mindset, which refers to the belief that you can improve one's abilities and intelligence through dedication and learning. Additionally, a growth mindset involves seeing challenges as an opportunity for growth and embracing feedback as a means to improve and get better despite challenges or setbacks. This mindset encourages exploration, experimentation, and lifelong learning, thus fostering resilience and adaptability in the creative process (Merthyr School, 2020).

Knowledge	Skills	Attitudes
Acknowledge and put words to one's own emotions	Self-awareness, self-regulation	Emotional intelligence, willingness to be understood
Public speaking & performing in front of an audience	Empathy	Lifelong Learning
Expressing and communicating emotions	Flexibility, teamwork, relationship management	Self-improvement
Improvisation exercises	Creativity, time management	Understanding other people's perspectives, questioning one's beliefs, and respect
Learning a new artistic skill ( Creativity)	Self-confidence	Willingness to express oneself creatively

## What is the impact on the youth area?

Creative drama significantly impacts the younger generations by enhancing their self-awareness and emotional intelligence. Using different thematic activities, young people are able to become more attuned to their emotions and the emotions of others. This heightened emotional recognition helps them to understand different perspectives, diverse cultures and values while demonstrating curiosity, openness and tolerance (ResearchGate).

Additionally, creative drama equips youth to solve problems both on an individual and a collective level. This helps them to find and develop more innovative and effective solutions. This problem-solving ability is complemented by an increased sense of altruism and growth, thus contributing to a more resilient, united and positive society(ResearchGate).

Furthermore, creative drama builds confidence in youth. This confidence enhances their communication skills and encourages them to become more impactful change catalysts and facilitators. As a result, they are better able to lead, inspire and make more meaningful contributions to their communities and societies (ResearchGate).

## What will people gain from this method?

The method of creative drama allows individuals to benefit by, gaining more concentration and emotional intelligence (self-awareness, empathy, curiosity, flexibility, and tolerance). Additionally, skills such as critical skills (problem-solving, thinking on a macro level, outside-the-box thinking), verbal and non-verbal communication. Creative drama is a fun and enjoyable activity that fosters, emotional bonding and new friendships (Faust World, 2020).

# Activity 11

## Rock-Paper-Scissors

<p><b>Activity Title :</b> Rock-Paper-Scissors</p>	<p><b>Organization Name/Country:</b> Faal Derneği Türkiye</p>
<p><b>Duration :</b> 45+30+45 min.</p>	<p><b>Author :</b> Leyla Meletli</p>
<p><b>Nr. of People :</b> 15-25</p>	
<p><b>Main objectives;</b></p> <ul style="list-style-type: none"> <li>- To easily adapt people to be creative by producing drama with a game everyone knows.</li> <li>- To develop self-confidence by gaining experience in taking a role in drama.</li> <li>- Develop social skills (communication, teamwork)</li> <li>- To gain social awareness by processing social issues with drama.</li> </ul>	
<p>Instructions (step by step);</p> <p>Rock-Paper-Scissors Stage 1</p> <ul style="list-style-type: none"> <li>• First, the moderator asks everyone to play rock-paper-scissors with each other in a standing and shuffling position. Moving around the room, each person plays the game once and then continues to play with the next person without distinction between winners and losers.</li> <li>• The moderator stops everyone at once and announces the second stage. Everyone will start playing the game again, but that time there will be a winner and a loser. When two people play the game, the loser gets behind the winner and becomes his/her supporter. When that person is paired with another winner and plays, the loser, with all the supporters of the losing side, will also support the winner. This is played until there are 2 groups. Ultimately, only one person wins and everyone else is his/her supporter.</li> </ul>	
<p><b>Rock-Paper-Scissors Stage 2</b></p> <p>At this stage, everyone will again play rock-paper-scissors with each other. But this time there will be levels of winning and losing.</p> <p>-Everyone forms a circle and 3 animals are chosen for this stage (the number 3 means the number of the groups, so the number of animals can increase as the number of people increases). The animals must have power differences as they will symbolize the winning degrees. It is important that everyone can imitate the sounds and images of these animals. The group also decides on this imitation movement and sound. Animals of different sizes and levels, e.g. fish for the first stage, then monkeys, then horses for the last animal, are easier for the perception of the game.</p>	



## Activity 11

# Rock-Paper-Scissors

- People start again with a game of rock-paper-scissors. But everyone changes roles according to their score. All players are fish at the beginning of the game. They also meet and play with each other by doing the fish dance. Then the winner reaches the next level and is now a monkey. Players who move to the monkey level continue the rock-paper-scissors game by dancing the monkey dance and competing with other players of the same level who only dance the monkey dance. When they compete, the winner moves up to the next level, the horse, while the loser falls back to the lower level, the fish. This is how the game progresses and regresses. For about 3-4 minutes everyone plays the game without stopping, their levels go up or down, but everyone is one of the animals after all.
- The facilitator stops the game as soon as he/she observes that the numbers in the animal groups are approximate.

### Drama Stage

- The instructor stops the game and asks everyone to get together with the people in their level.
  - The groups are now divided according to animals. For example fish, monkeys and horses.
  - Although the group numbers are not equal, it is important that they are approximate.
  - At this stage, people now start group work and each group will prepare a drama or a dance choreography about their animal. Everyone in the group should take part in this drama or dance in some way.
- \*\*\* If you want to work on social issues in drama, you can ask the participants to use the animal method and in addition to this, you can ask them to make the subject you want to work on the theme of the drama. For example; fish can prepare a drama about environmental pollution, monkeys can prepare a drama about gender equality and horses can prepare a drama about the education system. (In this way, this method can be adapted to the subject by using this method in the training of projects on a certain subject).
- Approximately 20 minutes is given for people to prepare for the drama. The time can be increased according to the crowd of the groups.
  - When the time given for preparation is over and the groups are ready, each group, starting from the first level group (i.e. fish), presents its drama in front of the others.

### Impact;

With this activity, people gain self-confidence by making drama in front of the people. Participants develop creative thinking skills. Through drama, people get out of their comfort zones and discover the limits of their imagination and abilities.

### Evaluations;

After the end of each group's drama, comments and evaluations are received from the audience. If there is a social message in the drama, this is briefly discussed. These evaluations can be made after each drama, or they can be made collectively after all dramas have been presented according to the moderator's decision.

## Activity 11 - Rock-Paper-Scissors

### Risk Management;

There is a risk that some participants may be shy and not want to participate in the drama. In this case, the moderator should not force people but should make encouraging speeches. He/she should advise people to take part in the drama, even in small roles.

### Tips for Facilitators;

- The facilitator should ensure that everyone is active.
- The facilitator should control the preparation phase of each group. He/she should give ideas to those who have difficulties and give moral support to those who are embarrassed.
- Some groups may need materials or costumes for their drama or dance. In such cases, these deficiencies should be met with creative ideas according to the suitability of the conditions. Thus, the motivation of people to make a better drama should be supported.

### Further Readings; (link, references, examples etc.)



## Activity 12

### What object is this?

<p><b>Activity Title :</b> What object is this?</p>	<p><b>Organization Name/Country:</b> Faal Derneği Turkiye</p>
<p><b>Duration :</b> 30 mins.</p>	<p><b>Author :</b> Leyla Meletli</p>
<p><b>Main objectives;</b></p> <ul style="list-style-type: none"> <li>- Encouraging creative thinking</li> <li>- To give drama experience to people</li> <li>- Improving teamwork</li> <li>- Increasing self-confidence and imagination</li> </ul>	
<p><b>Instructions (step by step);</b></p> <ul style="list-style-type: none"> <li>- The group is divided into two. Then, one of the objects chosen by the trainer is placed on a table in the middle of the table in a way that both groups can see clearly. The groups are asked to think of this object in a different way and explain it by showing it in a short drama. (For example, the object is a notebook and people can think of it as a laptop and act it out, the next group can think of it as a roof and act it out).</li> <li>- Groups take turns using the same object in different ways. There is no need for a sequence within the group. The group acts together, so whoever comes up with an idea first in the group can show it when it is that group's turn.</li> </ul> <p>*People should not say directly what they think the object is. They explain it with role-playing. With short dramas of no more than 30 seconds, everyone should understand what the object is portrayed as.</p> <ul style="list-style-type: none"> <li>- The person who comes up with the idea can be alone or get support from his/her group mates in implementing the drama. The same object cannot be applied more than once with the same idea. For this reason, groups should watch each other carefully and should not repeat the same things. The turning should move very fast. Groups are not given too long time to think. When the groups can no longer produce something new, the facilitator changes the object and moves on to the next one.</li> </ul>	
<p><b>Impact;</b></p> <ul style="list-style-type: none"> <li>- Develops creative thinking skills</li> <li>- Gain team work skills</li> <li>- Fast decision making and implementation</li> <li>- Improvisation drama experience is gained</li> </ul>	
<p><b>Evaluations;</b></p> <p>After the activity is over, any method chosen by the moderator can be used for evaluation. People should be asked how they felt during this activity.</p>	

## Activity 12

### What object is this?

#### Risk Management;

There is a risk that people do not think creatively enough and do not develop different object ideas. In these cases, the facilitator can give ideas and encourage people.

#### Tips for Facilitators;

The objects the facilitators chooses are very important. They should choose objects are suitable for use in more than one way.

Facilitator should also have an idea about the different usage ideas of the objects he/she chooses.

In case the objects can be used in a very short time, it is necessary to have at least 3 different objects for a session.

#### Further Readings; (link, references, examples etc.)





## Chapter 7 : Peer-to-peer learning

*'Peer learning is not only a teaching method but also a learning method created by educationists based on the psychological and sociological theories: cognitive constructivism, social constructivism, cognitive distribution, social groups and peer groups.'* (Keerthirathne, W.K.D, Dr., 2020)

Peer-to-peer learning in youth work refers to a form of educational interaction where young people learn from and teach each other, often within a structured or facilitated setting. This approach emphasizes the value of peers sharing knowledge, skills, experiences, and perspectives among themselves. Young people often find it easier to learn from and connect with someone who is equal to them in abilities, qualifications, status, or age group. When knowledge is shared between peers, there is a relatability factor that can break down barriers and make learning more engaging and relevant. Peers can speak a common language and understand each other's perspectives and challenges. It is an effective and empowering approach in youth work that recognizes the value of young people's experiences and capabilities in shaping their learning journey. It promotes the culture of mutual respect, collaboration, and continuous growth within youth communities.

## What is the effect on personal development?

Peer-to-peer learning offers a dynamic and empowering educational model where young people can thrive and grow together.

The effectiveness of peer learning hinges on clear learning objectives, encouraging active engagement throughout the learning process. This method fosters an environment where learners are not passive but actively manage their learning experiences, reflecting on how to learn and sharing this with others in the group. In peer learning, participants have opportunities to both teach and learn from each other, promoting cooperation and a deep understanding of concepts. Psychologically, peer learning promotes social learning, according to the theories of Albert Bandura and Vygotsky. Learners feel more relaxed and comfortable without the pressure of a traditional classroom dominated by lectures. This relaxed nature makes learning more enjoyable and fosters critical inquiry and reflection, leading to increased accountability and motivation. Peer learning also emphasizes self and peer assessment, providing valuable feedback to participants. As learners engage in group work and evaluate each other's progress, they develop positive interdependence and communication skills. The productivity and positive characteristics of peer learning contribute to increased achievement and overall learning outcomes.

Based on research (Briggs, 2013) the primary advantages of peer teaching encompass several key benefits:

- Students benefit from personalized learning experiences and increased attention.
- Direct peer interaction fosters active engagement and participation among students.
- Peer teachers reinforce their own understanding and knowledge through teaching others.
- Students often feel more relaxed and communicative when interacting with their peers.
- Peers share a common language and perspective, facilitating deeper comprehension.

Moreover, research suggests that peer learning activities contribute to team-building, foster supportive relationships, and enhance psychological well-being, social competence, communication skills, and self-esteem for both tutors and tutees.

Additionally, peer learning is associated with higher achievement and productivity, leading to improved self-esteem, self-knowledge and empowerment.

Knowledge	Skills	Attitudes
Theories of cognitive and social constructivism	Effective communication	Commitment to continuous learning and community engagement
Methods of effective peer teaching	Leadership and facilitation skills	Confidence and self-esteem
Awareness of group dynamics and peer influence	Problem-solving and critical inquiry	Mutual respect and fairness
Understanding of how feedback works, giving and receiving	Self and peer assessment techniques	Openness and respect for diverse perspectives

### What is the impact on the youth area?

Participants involved in peer-to-peer knowledge sharing become familiar with new ways of actively engaging in the community and are inspired by the communal experience. The method stimulates youth social participation that is key for development for social change, economic growth and technological innovation, and it promotes inclusion and diversity. Peer-to-peer education can build on the needs articulated by young people (social activities, addressing social issues, community building, deeper commitment to their communities (school, sports, etc), civic and voluntary engagement, etc.).

It can represent a safe and inclusive bubble where participants can try themselves in new roles, where decisions are made democratically, respecting various perspectives and needs. Facilitators support the learning process of the participating young people to help develop their competencies. The method also promotes the development of critical thinking by working with information and evidence related to issues identified by young people.

Participants become closer to social, environmental, and other issues that interest them. Through community involvement, their sense of connection to their community is strengthened, and they may potentially serve as role models and sources of motivation for their peers. By demonstrating proactive involvement and dedication to community causes, they inspire others to take similar actions and contribute meaningfully to collective efforts. The experience of community involvement through peer-to-peer learning strengthens participants' sense of belonging and commitment to their community. This sense of connection fosters a greater sense of responsibility and accountability towards addressing local issues and contributing positively to community development. Their identity strengthens and the risk of psychological vulnerability and radicalisation decreases.

Participants gain confidence in their ability to make a difference and positively impact their community, fostering a culture of active citizenship and civic engagement among young individuals. They also serve as role models, motivating their friends, neighbors, and family members towards vertical social mobility and encouraging them to contribute to social equality and the creation of a more comfortable and sustainable environment in their surroundings.

In sum, peer-to-peer activities foster a sense of responsibility, community engagement, and empowerment among participants. This experience empowers young individuals to become informed, active, and influential members of their communities, contributing to positive social change and collective well-being.

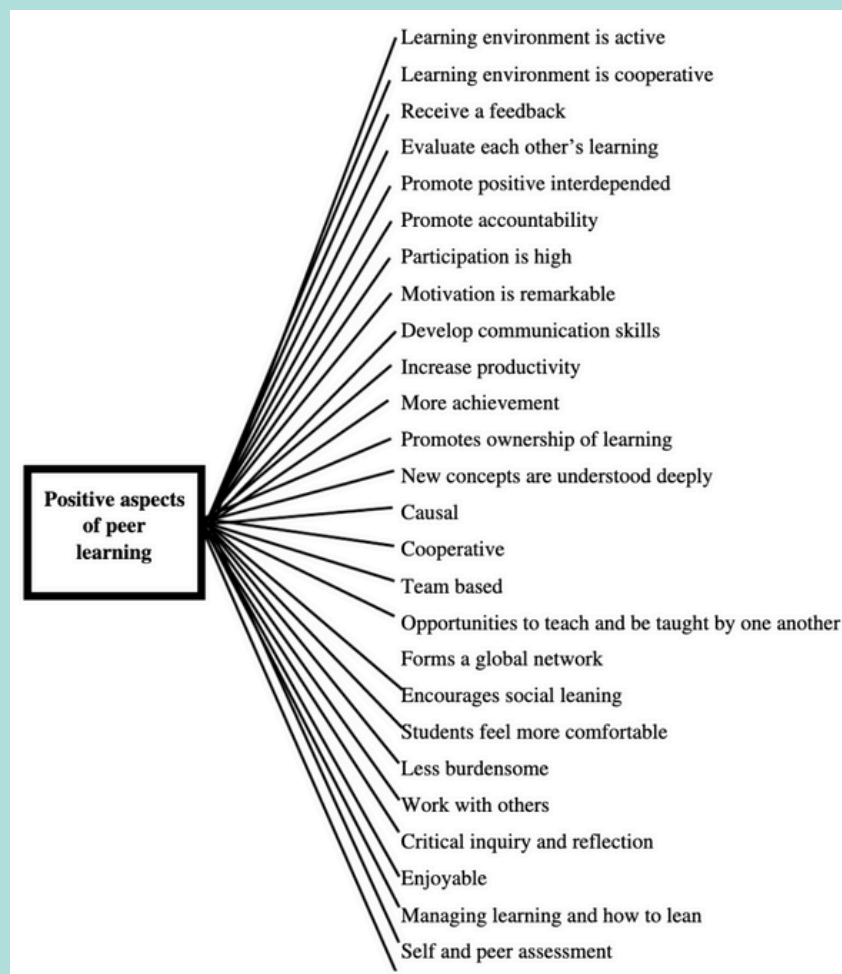
### **What will people gain from this method?**

Peer-to-peer learning offers a dynamic and cooperative environment where participants actively engage in the learning process.

This approach fosters collaboration and positive interdependence among learners, enhancing accountability and motivation within the group.



Participants benefit from receiving valuable feedback and evaluating each other's progress, which contributes to deeper understanding and increased productivity. Peer learning also promotes the development of essential communication skills and encourages critical inquiry and reflection, empowering participants to enhance their problem-solving abilities. The global networking potential of peer learning allows for connections beyond the immediate environment, fostering social learning in a comfortable and less burdensome atmosphere compared to traditional classrooms. Ultimately, peer-to-peer learning empowers individuals to take ownership of their learning journey through self and peer assessment, promoting continuous improvement and enjoyable, manageable learning experiences that support deep comprehension and collaborative knowledge exchange.



**Positive Aspects of Peer Learning**  
(Keerthirathne, W.K.D, Dr., 2020)

# Activity 13

## Workshop on Peer Mentoring

<b>Activity Title :</b> Peer Mentoring Workshop	<b>Organization Name/Country:</b> Verein InterAktion – Austria
<b>Duration :</b> 120 Min	<b>Author :</b> Goran Janevski / Anita Nagy
<b>Nr. of People :</b> 10 to 20 people	<b>Materials :</b> Notebooks, pens, name tags, flip charts, markers, sticky notes

Peer mentoring involves pairing individuals who are at similar levels of knowledge and experience to support each other's growth and development. Unlike traditional mentoring, the mentor-mentee roles may be interchangeable, or peers may mentor each other simultaneously. This creates a collaborative learning environment.

#### Benefits of Peer Mentoring :

- **Shared Learning:** Since peers often have relatable experiences, they can share insights and solutions that are highly applicable to each other's challenges.
- **Mutual Support:** The reciprocal nature of peer mentoring builds a support network where each person feels invested in the other's success.
- **Enhanced Communication Skills:** Regular interactions within a peer mentoring setup improve interpersonal communication skills.
- **Increased Confidence and Empowerment:** Both parties typically feel more empowered as they contribute to the development of their peer, reinforcing their own knowledge and skills.
- **Flexibility and Accessibility:** Peer mentoring can be more flexible and less formal than traditional mentoring, which often makes it more accessible and less intimidating for participants.

#### Main objectives ;

- Improve understanding of the peer mentoring process.
- Develop skills necessary for effective mentoring, such as active listening, feedback delivery, and goal setting.
- Create a supportive community of practice among participants.
- Empower participants with tools to mentor and support each other in achieving personal and professional growth

- **Instructions**

- **Introduction to Peer Mentoring (20 minutes)**

- Brief presentation on what peer mentoring is and its benefits.
- Discuss roles and responsibilities of mentors and mentees.

- **Role-Playing Scenarios (30 minutes)**

- Participants are paired and given scenarios to act out common mentoring situations.
- Focus on practicing active listening, giving constructive feedback, and setting goals.

- **Developing Mentoring Skills (30 minutes)**

# Activity 13

## Workshop on Peer Mentoring

- Interactive activities focusing on key mentoring skills: active listening, asking open-ended questions, and providing supportive feedback.
- Use flip charts for participants to write down key points and share with the group.
- **Creating a Mentoring Plan (20 minutes)**
  - In small groups, participants develop a simple mentoring plan outlining goals, expectations, and timelines.
  - Each group presents their plan to the workshop for feedback.
- **Debriefing and Reflection (20 minutes)**
  - Group discussion on what was learned, potential challenges, and how to overcome them.
  - Reflect on how these skills can be applied within their own contexts.

Instructions in detail :

Discuss Roles and Responsibilities of Mentors and Mentees

### Explanation:

- **Mentor Roles and Responsibilities:**

- **Guidance Provider** : Mentors share their knowledge, insights, and experience, providing guidance and advice tailored to the mentee's needs.
- **Skill Enhancer** : They help mentees develop specific skills and offer resources and strategies for personal and professional growth.
- **Feedback Giver** : Mentors provide constructive feedback to help mentees recognize areas for improvement and celebrate achievements.
- **Role Model** : By embodying the values and practices they discuss, mentors serve as role models for their mentees.

- **Mentee Roles and Responsibilities :**

- **Active Participant** : Mentees should be engaged and proactive in the mentoring relationship, expressing their needs and goals clearly.
- **Feedback Receiver**: They should be open to receiving feedback and willing to discuss and implement strategies for improvement.
- **Goal Setter** : Mentees should define clear personal and professional goals to guide the mentoring relationship.
- **Resource Explorer** : They should utilize resources provided by the mentor and seek additional opportunities to learn and grow.

Focus on Practicing Active Listening, Giving Constructive Feedback, and Setting Goals

### Explanation:

- **Active Listening:**

- **Skill Development**: Teach participants to listen actively by maintaining eye contact, nodding, and avoiding interruptions while the other person is speaking.
- **Empathy Building**: Encourage understanding by reflecting back what's been said and asking clarifying questions to ensure comprehension.

- **Giving Constructive Feedback:**

- **Positive Framing**: Show how to deliver feedback in a positive, supportive manner, focusing on specific behaviors rather than personal traits.
- **Actionable Suggestions**: Feedback should be specific and actionable, providing clear suggestions for how to improve.

# Activity 13

## Workshop on Peer Mentoring

- **Timeliness** : Teach the importance of giving feedback promptly, close to when the behavior occurs, to ensure it is relevant and easily contextualized.
- **Setting Goals** :
- **SMART Goals** : Instruct participants on setting SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals to ensure clarity and achievability.
- **Progress Tracking** : Discuss methods for tracking progress towards goals, such as regular check-ins or creating action plans.
- **Adaptability** : Encourage flexibility in goal setting, allowing goals to evolve based on ongoing learning and development.

- **Impact** :
  - Increased confidence among participants in their mentoring abilities.
  - Development of a toolkit for effective communication and leadership within a mentoring relationship.
  - Enhanced peer support network among participants, fostering ongoing development and community engagement.

### Evaluations :

- Participants provide feedback on the workshop through a structured discussion or written survey.
- Assess the clarity of the training, usefulness of the skills practiced, and readiness to implement peer mentoring.

### Risk Management :

- Ensure a safe and respectful environment where all participants feel valued and able to contribute.
- Be mindful of the diversity in the room and ensure all activities and discussions are inclusive.

### Additional tips for facilitators :

Encourage open communication and ensure that all participants have an opportunity to contribute.

Be prepared with examples and additional resources to support participants in their learning.

Monitor group dynamics and intervene if necessary to maintain a positive and productive learning environment.

## Workshop on Facilitation Techniques for Effective Peer Education

<p><b>Activity Title :</b> Mastering Facilitation Techniques for Effective Peer Education</p>	<p><b>Organization Name/Country:</b> Verein InterAktion – Austria</p>
<p><b>Duration :</b> 1 Day</p>	<p><b>Author :</b> Goran Janevski / Anita Nagy</p>
<p><b>Nr. of People :</b> 10 to 20 people</p>	<p><b>Materials :</b> Notebooks, pens, name tags, flip charts, markers, sticky notes, projector</p>

This one-day workshop is designed for new leaders who want to develop their skills as peer educators by mastering facilitation techniques. Participants will learn the key responsibilities of a facilitator and the impact of effective facilitation. The workshop covers core facilitation skills such as active listening, effective questioning, and managing group dynamics. Attendees will explore different facilitation styles, learn strategies to create an inclusive environment, and practice techniques to engage and motivate participants. Additionally, the workshop includes practical sessions on using visual aids and technology, managing conflicts, and providing constructive feedback. By the end of the day, participants will have a broad knowledge for effective facilitation, enabling them to lead peer education sessions with confidence and create supportive learning environments.

### Benefits of Peer Mentoring :

1. **Improved Facilitation Skills** : Participants will gain a deep understanding of essential facilitation techniques, including active listening, effective questioning, and conflict management, allowing them to lead sessions more effectively.
2. **Improved Confidence** : Through practice and feedback, participants will build confidence in their ability to facilitate discussions, manage group dynamics, and engage participants.
3. **Inclusive Leadership** : The workshop emphasizes creating inclusive environments, equipping participants with strategies to ensure all voices are heard and respected, fostering a sense of belonging among peers.
4. **Engagement and Motivation** : Attendees will learn and practice various methods to keep their audience engaged and motivated, making their sessions more interactive and impactful.
5. **Practical Application** : The hands-on activities and role-playing scenarios provide practical experience, helping participants apply what they learn immediately in their peer education roles.
6. **Constructive Feedback** : Participants will develop skills in giving and receiving feedback, an essential component for continuous improvement and effective communication.
7. **Effective Use of Visual Aids and Technology** : The workshop covers best practices for using visual aids and technology, enhancing the clarity and effectiveness of their presentations.
8. **Actionable Plans** : By the end of the workshop, participants will create personalized action plans, ensuring they can implement the facilitation techniques in their specific contexts.
9. **Network Building** : The workshop provides opportunities to connect with other new leaders, fostering a supportive peer network for ongoing development and collaboration.
10. **Comprehensive Toolkit** : Participants leave with a comprehensive toolkit of facilitation techniques and strategies, empowering them to lead peer education sessions with competence and ease.

## Activity 14:

# Workshop on Facilitation Techniques for Effective Peer Education

### Main objectives :

- Understand the role and importance of facilitation in peer education.
- Develop essential facilitation skills such as active listening, effective questioning, and managing group dynamics.
- Learn techniques to create an inclusive environment and engage participants.
- Practice using visual aids and technology in facilitation.
- Gain skills in providing and receiving constructive feedback.

### Instructions in detail :

#### Part 1 :

Introduction to Facilitation (30 minutes)

##### Explanation :

- Brief presentation on the role of a facilitator and the importance of facilitation in peer education.
- Discuss the key responsibilities of a facilitator.

#### Part 2 :

##### Activity :

- Icebreaker Activity: Participants introduce themselves and share their experiences with facilitation.
- Presentation: Overview of facilitation, including key responsibilities and the impact of effective facilitation.

#### Part 3 :

Core Facilitation Skills (60 minutes)

##### Explanation :

Introduce essential facilitation skills such as active listening, questioning techniques, and managing group dynamics.

##### Activity :

- Interactive Session: Participants practice active listening and effective questioning in small groups.
- Skill Practice: Small group activities to apply learned techniques.

#### Part 4 :

Creating an Inclusive Environment (60 minutes)

##### Explanation :

Discuss strategies for fostering inclusivity and managing diverse groups.

##### Activity :

- Group Discussion: Share experiences and strategies for creating an inclusive environment.
- Role-Playing: Scenarios to practice handling sensitive topics and ensuring every voice is heard.

#### Part 5 :

Facilitation Styles and Techniques (60 minutes)

##### Explanation :

Explore different facilitation styles (directive, facilitative, coaching, etc.) and when to use them.

##### Activity :

- Presentation: Overview of various facilitation styles.
- Group Activity: Identify personal facilitation styles and discuss their benefits and challenges.

## Activity 14: Workshop on Facilitation Techniques for Effective Peer Education

### Part 6 :

Engaging and Motivating Participants (60 minutes)

#### Explanation :

Learn techniques to keep participants engaged and motivated.

#### Activity :

- Interactive Workshop: Techniques such as storytelling, icebreakers, and interactive discussions.
- Practice Session: Facilitate a short engaging activity with peer feedback.

Managing Group Dynamics and Conflict (60 minutes)

#### Explanation :

Develop skills to manage group dynamics and resolve conflicts effectively.

#### Activity :

- Presentation : Understanding group dynamics and common sources of conflict.
- Role-Playing : Practice conflict resolution techniques in various scenarios.

### Part 7 :

Using Visual Aids and Technology (60 minutes)

#### Explanation :

Learn how to effectively use visual aids and technology in facilitation.

#### Activity:

- Workshop: Best practices for using slides, flipcharts, and digital tools.
- Hands-On Activity: Create and present a short segment using visual aids.

### Part 8 :

Providing Feedback and Facilitating Reflection (60 minutes)

#### Explanation :

Understand the importance of feedback and reflection in facilitation.

#### Activity :

- **Interactive Session: Techniques for giving and receiving feedback.**
- **Reflection Exercise: Guided reflection on personal facilitation experiences and lessons learned.**

### Part 9 (last part) :

Closing and Action Planning (30 minutes)

#### Explanation :

Consolidate learning and develop a personal action plan.

#### Activity :

- Group Discussion : Key takeaways from the workshop
- Action Plan Development: Participants create a plan to apply facilitation techniques in their roles.
- Closing Remarks: Summary and motivational closing statement.

### Impact :

- Increased confidence among participants in their facilitation abilities.
- Development of a toolkit for effective communication and leadership within peer education.
- Enhanced peer support network among participants fostering ongoing development and community engagement.

## Activity 14:

# Workshop on Facilitation Techniques for Effective Peer Education

### Evaluations :

- Participants provide feedback on the workshop through a structured discussion or written survey.
- Assess the clarity of the training, usefulness of the skills practiced, and readiness to implement peer mentoring.

### Risk Management :

- Ensure a safe and respectful environment where all participants feel valued and able to contribute.
- Be mindful of the diversity in the room and ensure all activities and discussions are inclusive.

### Additional tips for facilitators :

Encourage open communication and ensure that all participants have an opportunity to contribute.

Be prepared with examples and additional resources to support participants in their learning.

Monitor group dynamics and intervene if necessary to maintain a positive and productive learning environment.





## Impact on Youth

The chapters within this section collectively highlight the transformative potential of digital tools in youth engagement. By enhancing personal development, fostering creativity, and building supportive communities, digital tools can shape a more informed, connected, and proactive generation. Youth who are proficient in using technology are better equipped to participate in civic life, advocate for social issues, and contribute to their communities.

Digital tools provide platforms for self-expression, exploration of new interests, and development of essential skills, ultimately leading to a tech-savvy and innovative future generation. Peer-to-peer learning environments further empower youth to take ownership of their learning journey, promoting continuous improvement and deep comprehension. By embracing these tools, we can create a brighter, more inclusive future for all, where young people are empowered to drive positive change and build a cohesive and connected society.





## Chapter 8

# ADAPTATION DIGITAL TOOLS



<p><b>Activity Title :</b> Online Debate</p>	<p><b>Organization Name/Country:</b> Faal Derneği/Türkiye</p>
<p><b>Duration :</b> 60 mins</p>	<p><b>Author :</b> Leyla Meletli</p>
<p><b>Nr. of People :</b> 5-20 <b>Target group:</b> 17-35</p>	<p><b>Materials :</b></p> <ul style="list-style-type: none"> <li>• Zoom/Google Meet/Skype</li> <li>• Topic</li> <li>• Questions about topic</li> </ul>
<p><b>Main objectives</b></p> <ul style="list-style-type: none"> <li>• To encourage a critical approach to different subjects</li> <li>• To improve communication skills</li> <li>• To gain experience in defending their ideas and hearing new ideas</li> <li>• Improving speaking skills to an advanced level</li> </ul>	
<p><b>Instructions (step by step);</b></p> <ol style="list-style-type: none"> <li>1. People and the moderator come together on Zoom and a similar platform.</li> <li>2. A topic predetermined by the moderator will be discussed. This topic can be in any field such as 'Music', 'Films', 'Animals', 'Climate Change', 'Dreams'. A topic related to the agenda can be chosen, or it can be chosen as a big topic in areas that are always present in our lives.</li> <li>3. When the session starts, people first introduce themselves. Then, in line with the questions posed by the moderator, everyone starts by expressing their opinions on the subject.</li> <li>4. The questions that the moderator prepares in advance are very important here. At the beginning, there should be simple questions that require people to make a general introduction to the topic. For example, if the topic is 'Music', 'What kind of music do you listen to, what is your favourite song, or who is your singer? Then, depending on the information given by the people and the progress of the conversation, the moderator should ask questions that will lead people to discuss ideas. For example; 'What do you think about the healing power of music?'</li> <li>5. The aim here is to bring different views together and to ensure that people can easily express their own opinions on a subject before discussing it. It is also about seeing different perspectives and different lives.</li> <li>6. The moderator ends the session when he/she feels that all participants have spoken sufficiently and that the topic has been fully discussed.</li> </ol>	
<p><b>Impact :</b></p> <p>People share their ideas freely in a group. Hearing different ideas on the same subject broadens the perspectives of the participants. Speech and communication skills improve, self-confidence increases.</p>	

### **Risk Management;**

There is a risk that the participants are not very open to talk or do not find the topic interesting. In this case, the moderator should have more than one topic at hand.

### **Tips for Facilitators;**

The moderator should be prepared with more than one topic content. In order to ensure that the topics can be discussed by everyone, he/she should start by asking people easy questions where they can also express their individual opinions.

### **Further Readings; (link, references, examples etc.)**

# Activity 16

## Show me your bubble

<p><b>Activity Title:</b> Show me your bubble</p>	<p><b>Organization Name/Country:</b> KulturLife</p>
<p>Duration : 75 – 90 minutes</p>	<p><b>Author :</b> Elisavet Vasileiou</p>
<p><b>Nr. of People:</b> 16–30 <b>Target group:</b> 15+</p>	<p><b>Materials :</b> Papers, Pens, Participants should have their smartphones with them.</p>

• **Main objectives :**

- to deepen participants' awareness of how social media algorithms curate and present content
- to encourage participants to critically analyze the information they consume and its sources
- to highlight the existence of personalized information bubbles and their influence on individual worldviews
- to enable participants to learn from each other's social media habits and perspectives, fostering a broader understanding of diverse information environments.

### Instructions (step by step)

1. Provide each participant with a sheet of paper and instruct them to divide it into four columns. Ask them to check their newsfeed for 8' and write down the main news events happening this week. They should list the titles of the top 3 articles, as well as 5–6 different topics covered by mass media across various fields (keywords, hashtags). All these findings should be recorded in the first column.

2. Then ask them to do the same using incognito mode (8'). Their findings should be noted down in the 2nd column.

3. Ask participants to note down their personal topics of interest, typical searches on social media platforms, people they follow, hashtags they use, and the type of content they engage with (8'). This information should be recorded in the third column.

4. For the last step, ask participants to review their own social media accounts/feeds, and to write down the first topics of the content that appears in their own social media accounts, and note them in the 4th column (8'). After it, ask them to compare the lists:

- How many common things can they find among the lists?
- How does the newsfeed differ between normal and incognito mode?
- Is there a gap between the media topics/news, and their social media world ('personal information bubble')?

5. Once each participant completes their critical analysis of their own social media accounts, have them form pairs and exchange phones for a few minutes to examine each other's social media feeds. In the first round, participants will scroll through one person's feed for 2 minutes, and then switch to the other person's feed in the second round. This step is designed to help participants reflect on the differences in the information bubbles experienced by different individuals.

6. Instruct participants to exchange impressions from each others feed note observations about their partner's feed (5'), focusing on diversity of content, presence of echo chambers, and any surprising elements. They should note this observations down in a post-it and then stick it to a flipchart.

7. After everyone is ready, read out the post-its and discuss:

- Was it eye-opening to have someone external looking at your feed?
- How did your partner's feed differ from your own in terms of content diversity, viewpoints, and engagement?
- Did you observe any recurring themes or narratives in your feeds?
- What do these differences tell you about how social media algorithms customize content for individual users?

## Impact

This activity has several significant impacts that align closely with the broader goal of empowering youth to effectively use digital tools for engagement and communication.

Firstly, participants will become more aware of how social media algorithms work, helping them to understand the underlying mechanisms that influence their digital experiences. By recognizing these influences, they will be better able to navigate digital spaces more effectively and responsibly, making informed choices about the content they consume and share.

Secondly, by comparing different newsfeeds and reflecting on their personal interests, participants shall develop the ability to scrutinize the information they encounter, which is crucial for effective engagement in the digital age, in order to engage in meaningful, fact-based discussions.

The activity also highlights the existence of personalized information bubbles and their influence on individual worldviews. Recognizing these bubbles is vital to increase motivation to seek out diverse perspectives and avoid the pitfalls of echo chambers. If this becomes a habit, it will lead a more comprehensive understanding of global issues, which is essential for informed and nuanced discussions, a key component of effective youth engagement.

Moreover, the peer review component encourages participants to learn from each other's social media habits, gaining insights into different information environments and broadening horizons, which are crucial for effective communication and critical thinking.

## Evaluations

### 1. Post-Activity Questionnaires

Gathering immediate feedback from the participants through a post-activity questionnaire is a crucial step. We will design a concise survey with a mix of rating scales and open-ended questions, to capture both quantitative and qualitative insights.

#### Sample questions:

On a scale of 1-5, how engaging was the activity for you?

On a scale of 1-5, how effective was the activity in achieving learning goal a, b, c, ...?

What aspects of the activity did you find most valuable or impactful?

What aspects of the activity could be improved or modified?

How well did the activity align with your expectations?

## 2. Reflection Groups

An idea would be to facilitate small group discussions among the participants, in national groups, every second day (once at the end of the day for all activities of the day), to provide some variety in the way participants are asked for their input. The questions guiding the discussion should follow the same logic as the post-activity questionnaires, to secure consistency.

## 3. Participant Observation

Closely monitoring the participants' behaviors, interactions, and engagement levels during the activity > this way we can assess how "successful" an activity is in engaging young people. At the same time, we might identify patterns, challenges, or unexpected reactions/ dynamics that we will need then to take into consideration and adapt the activities accordingly, or enrich the risk management & tips for facilitators sections of each activity. Since there are 2 youth workers per partner country, one could be in charge of taking notes during their workshop.

## 4. Facilitators' Debriefing

Everyday we could hold a reflective discussion with the youth workers who facilitated the workshops of the day to explore potential improvements to the activity design, facilitation approach, or logistical aspects on the basis of the input received by the participants

### Risk Management :

**Privacy concerns:** Some participants might feel uncomfortable or find it intrusive to have their phones checked by others. This is why we should ensure that participants scroll through each other's feeds together. This way, the phone owner can monitor what is being viewed, maintaining control and comfort. It might also wise to introduce an opt-out option of the phone exchange part of the activity if they are uncomfortable, offering alternative ways to engage in the exercise.

**Search vagueness:** The search for topics and hashtags might be too broad, and the participants could end up identifying topics and hashtags that are too generic, irrelevant, or not insightful. For example, participants might list overly broad categories like "news," "sports," or "entertainment," or hashtags such as #love or #fun, which do not provide meaningful insights into the content being discussed or shared.

Therefore, we should give clear instructions on how to search for relevant topics and hashtags and provide examples (e.g. "climate change policies," "cryptocurrency regulations," or "mental health awareness" / #ClimateAction, #BitcoinNews, or #MentalHealthMatters)

**Technical difficulties,** such as poor internet connectivity or device malfunctions, could disrupt the activity so we should perform a quick tech check with participants before starting the activity

### Tips for facilitators :

- Be available to support participants during the topics/hashtags – search process. Walk around, observe their progress, and offer guidance or suggestions if they appear to be struggling or veering too broad.
- At the beginning it might be useful to introduce participants to tools and techniques for finding specific and relevant hashtags, such as using social media analytics tools, hashtag generators, or trending topic lists.

### Further Readings; (link, references, examples etc.)

- How algorithms and filter bubbles decide what we see on social media, BBC Bitesize  
<https://www.bbc.co.uk/bitesize/articles/zd9tt39>

In today's digital age, the news and content we see on social media are largely determined by computer algorithms rather than human editors.

### Algorithms and Personalization :

An algorithm is a set of instructions for how a computer should accomplish a particular task. Algorithms are used by many organizations to make decisions and allocate resources based on large datasets.

Algorithms are most often compared to recipes, which take a specific set of ingredients and transform them through a series of explainable steps into a predictable output.

Algorithms, also, decide which posts appear in your social media feed, using your personal information, such as:

- Search history
- Online shopping habits
- Platforms you use
- Details from online sign-ups
- Privacy settings

Because of this, each person's feed is tailored to their interests, meaning that the news and posts you see might be very different from what others see.

**Filter Bubbles :** A filter bubble occurs when algorithms and your online behaviors create a "bubble" around you, showing only content that aligns with your interests and viewpoints.

The creation of filter bubbles can lead to a narrow view of the world, as individuals are only exposed to content that aligns with their existing beliefs and interests, which means they miss out on diverse perspectives. Additionally, being surrounded by like-minded content can increase susceptibility to fake news, as it becomes easier to accept misinformation when it is continuously reinforced by others within the same bubble.

### Tips for facilitators :

- Be available to support participants during the topics/hashtags – search process. Walk around, observe their progress, and offer guidance or suggestions if they appear to be struggling or veering too broad.
- At the beginning it might be useful to introduce participants to tools and techniques for finding specific and relevant hashtags, such as using social media analytics tools, hashtag generators, or trending topic lists.



## Echo Chambers vs. Filter Bubbles

While often used interchangeably, there is a distinction:

*Echo Chamber:* An echo chamber is a **social environment** where individuals primarily encounter information or opinions that reflect and reinforce their own beliefs. This happens because people tend to surround themselves with like-minded individuals, **both online and offline**.

*Filter Bubble:* A filter bubble, on the other hand, is **created by algorithms** that personalize the content you see based on your previous online behavior. These algorithms are used by social media platforms and search engines to deliver content they predict you will engage with. Unlike an echo chamber, where the selective exposure is a result of **conscious social choices**, filter bubbles are created by **unseen algorithmic processes**, often without the user's explicit awareness.

## Bursting Your Filter Bubble

To ensure a well-rounded view of the world, it's important to break out of your filter bubble and echo-chamber. Here are three tips for youth workers to share with young people:

- *Diversify your followings:* Encourage following accounts with different viewpoints to get varied takes on news stories
- *Widen your pool of sources:* Don't rely solely on your usual social media and websites. Explore a range of reputable sources
- *Engage offline:* Have discussions with friends, family, and peers in real life to gain diverse perspectives beyond your online feed

- Article "Google just updated its algorithm. The Internet will never be the same", by Thomas Germain, on BBC, 25 May 2024

<https://www.bbc.com/future/article/20240524-how-googles-new-algorithm-will-shape-your-internet>

This article deals with the extensive changes brought about by Google's recent algorithm updates and their transformative effects on shaping our newsfeed. Over the past two years, a series of updates aimed at enhancing the quality of search results by promoting original, helpful content and reducing spammy, SEO-driven content were introduced. These updates included significant shifts in September 2023 and March 2024, with the last one being the rollout of AI-generated answers known as "AI Overviews"

While the position of Google is that these changes actually benefit users by providing more accurate and useful information, many independent publishers and small websites have suffered severe consequences. For instance, sites like HouseFresh, which once thrived by offering original content, have seen dramatic drops in traffic, leading to layoffs and potential shutdowns. Even well known websites have suffered substantial loss in their search traffic, including New York Magazine (32% loss in traffic last year), GQ (26% loss), Oprahdaily (58% loss) and Urban Dictionary (50%), due to these algorithm changes.

On the contrary, platforms with user-generated content like Reddit, Quora, Instagram, LinkedIn, and Wikipedia have seen sometimes jaw-dropping traffic increases. Reddit for instance saw a 126% growth in traffic from Google Search in the last year. Quora and Instagram saw similarly astronomical rises, and there were impressive spikes at LinkedIn and Wikipedia as well. These numbers reflect a growing trend where users seek authentic experiences and opinions from forums and community-driven sites.

According to critics, Google's updates disproportionately favor large, established brands and platforms, marginalizing smaller, independent sites regardless of content quality. The introduction of AI Overviews has further exacerbated these concerns, with many website owners fearing that AI-generated answers reduce the need for users to visit their sites, thus diminishing traffic and revenue.

## Learning from stories through the StoryAp archive

<p><b>Activity Title:</b> Learning from stories through the StoryAp archive</p>	<p><b>Organization Name/Country:</b> Storie di Mondi Possibili / Italy</p>
<p>Duration : About three hours.</p>	<p><b>Author :</b> Jessica Eterno, Andrea Ciantar</p>
<p><b>Nr. of People:</b> 15 participants <b>Target group:</b> 2 trainers</p>	<p><b>Materials :</b></p> <ul style="list-style-type: none"> <li>• PC and projector;</li> <li>• internet access;</li> <li>• reference photos of event creations;</li> <li>• stationery</li> </ul>
<p><b>Main objectives :</b> The aim of the activity is to engage participants in a process that uses storytelling as a form of participation and involvement on socially relevant issues. One of the objectives, therefore, is to make participants understand the potential of the narrative tool as a way of involving more and more people in sharing and reflecting on issues of great importance. Another objective is to introduce participants to a useful tool for collecting and disseminating life and participation stories, as well as to accompany them in creating moments of sharing and disseminating content of social and collective interest.</p>	
<p>Instructions (step by step);</p> <p>The activity will take place over four different phases.</p> <p><b>1.Exploring the StoryAp archive: 40 min.</b> Participants will be invited to explore the <u>StoryAp</u> archive, searching for meaningful stories in relation to issues such as migration, racism, radicalisation, but also experiences of active participation, engagement and social change. With the help of facilitators, participants will be introduced to the use of the StoryAP digital portal, which will first be presented and illustrated in all its functionalities with the help of a projector. After the presentation of the portal, the facilitators will ask participants to explore the various categories present on StoryAP, looking for stories related to the topics they are interested in, which they think could be a valuable dissemination tool with respect to a specific theme. Participants will therefore be able to choose stories that represent a valid and significant example of an experience of social change, or stories that manage to convey with particular emphasis the criticality and problematic nature of discrimination and social marginalisation. Each participant will make his or her own choice, aware of the fact that this story will have to be used to get other people interested in the topic and to open new constructive dialogues on the subject.</p> <p><b>1.Creating a content from the story - 1 hour</b> After choosing the story, participants will be asked by the facilitators to think about a content to create, which aims to spread the story beyond the StoryAP boundaries. For example, participants may decide to write their own story inspired by the one they have chosen, telling what they have learnt from that narration, or they may decide to create other types of content to convey the importance and value of that narrative such as photos that can be related to the theme, videos or audio recording</p>	

etc. They will also be able to create content that can be posted on social media, so as to effectively contribute to the sharing and dissemination of their chosen story.

#### 1.Designing the dissemination event - 40 min.

Once the content has been realised, the participants will be invited by the facilitators to think about and plan the realisation of an event that aims to enhance the stories collected in the StoryAP Archive as well as all the content that has been created starting from them.

Participants will then have to think, divided into different groups, to the definition of:

- the logistical issues related to the realisation of the event (name of the event, date, place, number of participants, necessary materials, etc. );
- the methods of communicating the event (social posts, email, posters, etc. )
- the methods of exploiting the stories (installations collecting all the stories, projections, audio recordings, etc.)
- creation of workshops and activities to be carried out during the event (readings, writing workshops, games, launch of call for narrations etc.).

#### 1.Sharing

At the end of the group work, the facilitators will ask the various groups to share their project in plenary and to listen carefully to that of the others.

During the sharing, the facilitator will ask participants to comment on what they appreciated and what they would like to implement in the work of others, thus opening a constructive conversation. Facilitators will also help by providing more technical advice.

At the end of the activity, the facilitators will invite the participants to actually realise the planned event, also with the help of the organisations supporting the participants.

#### **Impact:**

By the end of the workshop, participants will have experienced different functions of storytelling:

- Storytelling as a form of reflection on important social issues;
- Storytelling as a possibility to learn about reality;
- Storytelling as a form of communication;
- Storytelling as a form of engagement, participation and activation.

#### **Evaluations:**

At the end of the workshop, the facilitator asks participants how they felt about the activity and asks everyone to share their impressions.

### **Risk Management;**

Facilitators should be ready to assist participants who may have difficulty navigating the StoryAP portal.

The facilitator must always be careful to make everyone feel comfortable in telling their autobiographical experiences, without ever forcing the sharing.

The facilitator should be able to define the feasibility of the participants' proposals, contributing useful and technical advice.

### **Tips for Facilitators;**

Facilitators can show examples of communication content, events and products created to enhance the stories, in order to give participants concrete ideas from which to design their own activities and content.

### **Further Readings; (link, references, examples etc.)**

<https://www.storyap.eu/about-us/>

# Activity 18

## Social media campaign for inclusivity

<p><b>Activity Title :</b> Social media campaign for inclusivity</p>	<p><b>Organization Name/Country:</b> Hello Youth SWEDEN</p>
<p>Duration : 2h</p>	<p>Author : Thiam Diarra</p>
<p><b>Nr. of People :</b> 10–20 participants Target group: Youth ( ages 15 –25)</p>	<p><b>Materials :</b></p> <ul style="list-style-type: none"> <li>• Internet</li> <li>• Canva or any other graphic tool</li> <li>• Notebooks and pens for brainstorming</li> </ul>
<p><b>Main objectives :</b></p> <ul style="list-style-type: none"> <li>• To educate and raise awareness about different forms of discrimination</li> <li>• to empower youth to use social media as a platform for advocacy and change.</li> <li>• To create a collaborative and engaging campaign that promotes inclusivity and tolerance.</li> </ul>	
<p><b>Instructions (step by step) :</b></p> <p><b>Introduction (15 minutes)</b></p> <ol style="list-style-type: none"> <li>1.Welcome participants and introduce the topic of discrimination and the importance of inclusivity</li> <li>2.Explain the power of social media in raising awareness and driving social change</li> </ol> <p><b>Brainstorming Session (20 minutes)</b></p> <ol style="list-style-type: none"> <li>1.Divide participants into small groups</li> <li>2.Ask each group to choose a form of discrimination they want to address (e.g., racial, gender, age, religious, disability, sexual orientation).</li> <li>3.Encourage them to brainstorm ideas for social media campaign, including key messages, hashtags, and type of content (e.g., posts, stories, videos...)</li> </ol> <p><b>Campaign planning (30 minutes)</b></p> <ol style="list-style-type: none"> <li>1.Each group will outline their campaign strategy, including the target audience, platforms to be used, and content calendar.</li> <li>2.Provide guidance on creating engaging and impactful content that resonate with their audience.</li> </ol> <p><b>Content creation (40 minutes)</b></p> <ol style="list-style-type: none"> <li>1.Introduce participants to graphic design tools like Canva</li> <li>2.Allow each group to create their social media content, including graphics, caption, and videos.</li> <li>3.Facilitators should assist with technical aspects and provide feedback.</li> </ol> <p><b>Campaign launch and discussion (30 minutes)</b></p> <ol style="list-style-type: none"> <li>1.Each group presents their social media campaign to the entire group.</li> <li>2.After each presentation, facilitate a discussion on the potential impact of the campaign, the emotion it evokes, and the lesson learned.</li> <li>3.Encourage participants to reflect on how these campaigns can promote inclusivity and tolerance in their communities.</li> </ol>	

### Impact :

- Participants will gain a deeper understanding of different forms of discrimination.
- They will develop digital literacy and social media skills
- The activity will foster empathy and encourage participants to become advocates for inclusivity.

### Evaluations :

- Conduct a feedback session where participants share their thoughts on the activity.
- Use a survey to assess the impact of the social media campaigns on participants' attitudes toward discrimination

### Risk Management :

- Ensure a safe and respectful environment where participants feel comfortable sharing their ideas.
- Be prepared to provide support for participants who may feel emotional or triggered by the discussion.

### Tips for Facilitators :

- Encourage creativity and ensure that all voices are heard.
- Be sensitive to the diverse backgrounds and experiences of participants
- Provide technical support and be patient with participants who may be less familiar with social media tools.

### Further Readings : (link, references, examples etc.)

[The Power of Social Media for Advocacy and Social Change - Westbow Gives Back](#)

[Social Media for Social Change: 5 Ways Social Media Can Create Social Change - NNEDV](#)

[Social Media 101: Using Social Media to Advocate and Influence Policy | NASSP](#)

## 5 WAYS SOCIAL MEDIA CAN CREATE SOCIAL CHANGE

1. IT LETS US COMMUNICATE MORE MESSAGES TO MORE PEOPLE, MORE QUICKLY.

2. IT PROVIDES A PLATFORM TO SHARE NEWS AND CURRENT EVENTS WITH OTHERS IN A WAY THAT IS NOT GUIDED SOLELY BY MAINSTREAM MEDIA.

3. IT PROVIDES A SPACE FOR EVERYONE TO #BEAVOICE AND JOIN IN CRUCIAL CONVERSATIONS ALL ACROSS THE WORLD.

4. IT CREATES A SPACE TO FOSTER COLLABORATIVE CONVERSATIONS ACROSS MOVEMENTS.

5. IT GIVES US THE POWER TO CALL OUT INJUSTICES AND INACCURACIES BY PORTRAYING REALITIES.



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<p><b>Activity Title :</b> Digital story mapping for inclusivity</p>	<p><b>Organization Name/Country:</b> Hello Youth SWEDEN</p>
<p><b>Duration :</b> 2h</p>	<p><b>Author :</b> Thiam Diarra</p>
<p><b>Nr. of People :</b> 10–20 participants Target group: Youth ( ages 15 –25)</p>	<p><b>Materials :</b></p> <ul style="list-style-type: none"> <li>• Internet access</li> <li>• Access to a digital mapping tool (e.g., Google My Maps, StoryMapJS)</li> <li>• Projector and screen for presentations</li> <li>• Notebooks and pens</li> </ul>
<p><b>Main objectives :</b></p> <ul style="list-style-type: none"> <li>• To raise awareness about their local instances of discrimination and efforts to promote inclusivity.</li> <li>• To develop digital literacy and storytelling skills.</li> <li>• To foster empathy and encourage youth to become advocates for social change.</li> </ul>	
<p><b>Instructions (step by step) :</b></p> <p><b>Introduction (15 minutes)</b></p> <ol style="list-style-type: none"> <li>1.Begin with a brief discussion on the importance of inclusivity and the impact of discrimination.</li> <li>2.Introduce the concept of digital story mapping and how it can be used to highlight issues and promote positive change.</li> </ol> <p><b>Brainstorming Session (20 minutes):</b></p> <ol style="list-style-type: none"> <li>1.Divide participants into small groups.</li> <li>2.Ask each group to brainstorm and identify local instances of discrimination or stories of inclusivity and tolerance.</li> <li>3.Encourage them to think about different types of discrimination (e.g., racial, gender, age, religious, disability, sexual orientation).</li> </ol> <p><b>Research and Data Collection (30 minutes) :</b></p> <ol style="list-style-type: none"> <li>1.Provide participants with computers or tablets.</li> <li>2.Instruct each group to research their chosen topic, gather relevant data, and find locations related to their stories.</li> <li>3.Encourage them to use credible sources and include personal stories or interviews if possible.</li> </ol> <p><b>Creating the digital story Map (40 Minutes) :</b></p> <ol style="list-style-type: none"> <li>1.Guide participants in using a digital mapping tool to create their story maps.</li> <li>2.Each group should plot the locations on the map and add descriptions, photos, videos, or links to additional information.</li> <li>3.Ensure that each story map highlights both the challenges and the positive efforts to promote inclusivity.</li> </ol>	



**Presentation and Discussion (30 minutes) :**

1. Have each group present their digital story map to the rest of the participants.
2. Encourage questions and discussions after each presentation.
3. Facilitate a group discussion on the common themes and insights from the story maps.

**Reflection and Action Plan (15 minutes) :**

1. Ask participants to reflect on what they have learned from the activity.
2. Encourage them to think about how they can use digital tools to continue advocating for inclusivity in their communities.
3. Have each participant write down one action they will take to promote inclusivity.

**Impact :**

- Participants will gain a deeper understanding of local issues related to discrimination and inclusivity.
- They will develop digital literacy and storytelling skills.
- The activity will foster empathy and encourage participants to become advocates for social change.

**Evaluations :**

- Conduct a feedback session where participants share their thoughts on the activity.
- Use a survey to assess the impact of the digital story mapping on participants' attitudes towards discrimination.

**Risk Management :**

- Ensure a safe and respectful environment where participants feel comfortable sharing their ideas.
- Be prepared to provide support for participants who may feel emotional or triggered by the discussions.

**Tips for Facilitators :**

- Encourage creativity and ensure that all voices are heard.
- Be sensitive to the diverse backgrounds and experiences of participants.
- Provide technical support and be patient with participants who may be less familiar with digital mapping tools.

**Further Readings :** (link, references, examples etc.)

# Activity 20

## Online Drama

<b>Activity Title :</b> Online Drama	<b>Organization Name/Country:</b> Faal Derneği Turkiye
<b>Duration :</b> 15+20+20	<b>Author :</b> Leyla Meletli
<b>Nr. of People:</b> 15+ <b>Target group:</b> 15-30 ages	<b>Materials :</b> Pen-Paper, Zoom
<b>Main objectives;</b>  To encourage creative thinking and production To gain teamwork skills Developing self-confidence and creativity	
<b>Instructions (step by step);</b> <ol style="list-style-type: none"><li>1.The moderator and the participants meet on a 'Zoom' or similar platform.</li><li>2.The moderator asks all participants to introduce themselves. During this introduction everyone says their name and must say an object that starts with the initial letter of their name. For example, Charlotte-Cookie or Daniel-Donkey.</li><li>3.Then, after everyone has been introduced, the moderator divides the participants into small groups. They are divided into groups of 4-5 people.</li><li>4.The groups will go to a separate room where they will produce their own drama stories. This drama will include the group members objects they mention.</li></ol> <p>For example, the names of the group members are Charlotte, Daniel, Ali, Oscar and Karen. These people said cookie, donkey, apple, olive and knife while introducing themselves.</p> <p>In this case, these objects should be included in the story to be created by this group.</p> <ol style="list-style-type: none"><li>5. All groups create a drama story including the objects of the names in the group.</li><li>6. When the time given to the groups is over, all participants meet again in the same online room.</li><li>7. The moderator asks all groups to present their dramas in turn.</li><li>8. The groups can present their dramas in the form of a story told by one person if they wish, but it is preferable that people also take a role in the form of a drama and vocalise it.</li><li>9. In this way, all groups will have produced and performed a drama from scratch online, although not physically.</li></ol>	

### **Impact;**

Creative thinking and production skills are gained  
Gain experience in the effective use of digital tools  
Group work skills are gained

### **Evaluations;**

After the groups have presented their dramas, they are evaluated by the moderator and others.

### **Risk Management;**

There is a risk that the participants may not think creatively enough or remain shy and inactive in the group. In this case, the moderator should encourage them and give them ideas.

### **Tips for Facilitators;**

The moderator should not tell people the next step during the introduction. People should freely decide on the objects to choose. If they know in advance that they will use it in the drama, they may be conditioned to choose ordinary things that are easier to use in the story.

### **Further Readings; (link, references, examples etc.)**

## IV. NON-FORMAL METHODS



The main aim of the Youth Can Lead Youth project is to see young people as youth workers of the future and to develop their skills in this field. In this project, where young people learn training methods on various subjects, energizers, name games, group games, and evaluation methods, which are the cornerstones of non-formal training, are also included in this section of our handbook.

Non-formal education methods such as energizer, name games and team games are important tools in youth work to increase the motivation of participants, strengthen inter-group relations and make learning fun. These methods enable young people to interact with each other, creating a sense of trust and contributing to the development of social skills. Moreover, by promoting group dynamics and teamwork, they help young people acquire important skills such as problem-solving, communication and cooperation. Such methods ensure that learning is more effective and lasting because young people learn better through active participation and experience.

It also allows young people to develop skills such as leadership, responsibility and time management. Team games encourage healthy competition within the group, teaching the value of achieving success together and coping with failure. As a result, these methods contribute greatly to both the personal and social development of young people, helping them to become more aware, empathetic and cooperative individuals. Therefore, non-formal education methods are considered as one of the cornerstones of youth work.

# Chapter 1

## Energizers



**Aim;** To energise and motivate the participants.

**Duration;** 15–20 min.

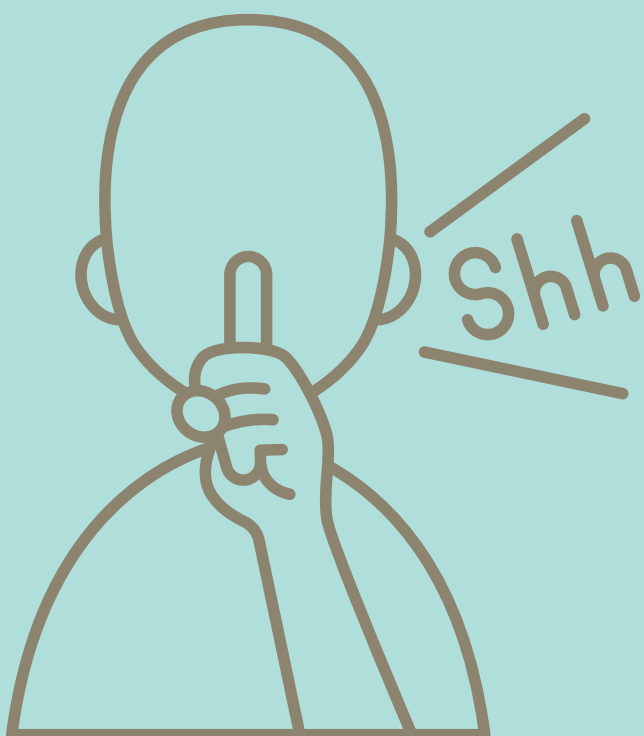
**When;** Before starting the day or after coffee and lunch breaks. The activities can be adapted, modified and new features added according to the age and number of people in the group and the environment in which the activities are carried out.

### 1. Eye-to-Eye Death

Participants stand in a large circle. Then everyone's head is bowed, looking at the ground in the middle of the circle. The instructor counts down from 3 and as soon as everyone raises their heads, everyone in the circle must look into each other's eyes. No time is given to make a decision. Participants should think with their heads down and look at someone the moment they raise their heads. Participants cannot change their gaze or look up and down. Everyone must be looking someone in the eye. If two people look at each other, they die screaming. More than one might die at the same time. Also, if no one comes eye to eye, they may not die. When the dead scream, the others know who dies. Because everyone must have fixed their gaze on one person at that time. The deceased will not be included in the circle next time. In this way, the people in the group are gradually coming to the end of the game. Depending on whether the total number of people is even or odd, there may be one or two winners at the end of the game.

## 2. Secret Dancer

A volunteer is selected among the participants and sent away from the group. Then all the remaining participants line up to form a large circle. One of them is chosen as a dancer. Music starts in the background and this dancer does some dance moves. Figures are made one at a time and everyone else must make each figure. Each figure must be done for at least 20 seconds. When the dancer changes their figure, everyone must change and follow him. When the first figure is made, the volunteer who is away from the group is called and stands in the middle of the circle. In this process, the dancer continues to make figures and repeats the same figures to the whole group. The volunteer is asked to find this dancer. The group must be very careful when changing figures. Obviously, if you look at the dancer, the volunteer will find the dancer right away. The dancer should also be careful and he should not change his figure while looking in the volunteer's direction. In this way, the game continues until the volunteer dancer is found. The volunteer has the right to point 3 times. If he can't find the real dancer in the 3rd, the game is over. The game continues in the same way with another volunteer and another dancer. If the volunteer finds the real dancer, this time he is voluntarily removed from the group because the dancer has been caught, and the game is repeated with a new dancer.



### 3. Change Your Chair

Everyone sits in a circle with chairs. The number of chairs must be one less than the number of players and someone must be standing. The standing person must steal a seat, making the players change places according to their characteristics. The standing person can sit on a chair while all the players who are eligible according to the sentence he/she utters stand up and quickly sit on another chair. Finally someone else is left in the middle and has to say another characteristic to get people to switch places again.

The only rule is that seated people cannot change places with the person sitting next to them.

The person in the middle might say something like;

- 'Everyone who wears white shoes, change places.'
- 'Anyone who wears glasses should change places.'
- 'Anyone who speaks more than three languages should change places.'
- 'Anyone who puts ketchup in pasta should be replaced.'
- 'All European citizens under 25, change places.'

### 4. Squat Down

Everyone stands in a circle with an object in the centre.

Everyone looks at the object in the centre of the circle and must squat one by one in no particular order, no more than one person can squat simultaneously. Otherwise, the game starts again. The game ends when the whole group squats one by one.

Material: Any object placed on the floor in the circle's centre. (Everyone in the group must look at this object. Thus, there will be no eye contact between people and squats will be unplanned).

## 5. A sword A heart

Participants start in a circle in an open area (or in a large area if it is closed) with free movement. Everyone has a sword and a life to protect. They use their right hand as a finger sword. They turn their left hand behind their back with their palms visible. As soon as the game starts, everyone tries to kill someone else by touching the life (palm) behind his/her back with the sword hand. At the same time, he/she has to protect his/her own life, i.e. the hand behind him/her. People can move by running without going out of the zone set for the game. Death is only possible by touching the back hand. If a person is dead, he/she is now a zombie. Zombies move very slowly with both arms outstretched, they cannot run or chase anyone. However, if it touches a living person while moving in this way, that person also dies and becomes a zombie. The game continues in this way until there is only one living person left.

\*If the game is played with a large crowd, it can be played without adding the zombie feature to use the space more comfortably. Dead people can be directly out of the game.

## 6. Ninja game

Participants form a circle. At the start, everyone must take up a ninja position, without breaking the order by shouting ninja. Since the turns go clockwise, it is important for participants to know who is in front of and behind them. Participants' arms are considered like swords, so everyone has two swords. And in order to stay in the game, no one should let their arm or sword be hit. The person whose turn it is has the right to hit the arm of the person in front of them or make a move to go to another place. The person who receives the move is also allowed to make a movement, such as moving his arm, to protect himself. Neither the person making the move nor the person receiving the move should leave his position as a result of the move because he has no other right to move. Each participant in turn must make his move without waiting too long. Those who lose both arms as a result of moves are out of the game. At the end of the ninja game, the last ninja standing holding their arms is the winner.



# Chapter 2

## Name Games

### (Get to know each other)



**Aim;** The purpose of name games is for people to meet easily in crowded groups. Thanks to the games, it is to make meetings fun.

**Duration;** It takes an average of 30 minutes.

**When;** On the first day of long programs and training.

#### 1. 2 Truths,1 Lie

Each participant writes his/her name on a piece of paper and 2 true and 1 lie facts about himself/herself. Everyone sticks these papers on their clothes. Then, in the room, participants talk to each other in a mixed way. They meet over the 3 sentences written on the papers and try to guess the wrong one. In this way, they learnt the correct ones and got to know each other by learning information. When 2 people are done meeting, they walk around the room again and start talking to other people separately. Thus, everyone gets to meet.

*Example of 3 sentences;*

I play the piano / I have 2 dogs / I study at the engineering faculty.

Only one of these statements must be a lie.

## 2. Name-Word-Movement

Everyone make a circle. The first person says his/her name and says an adjective or an object starting with the initial letter of his/her name. He/she also makes a gesture or movement appropriate to that word. For example; Sarah, Star and a gesture/movement describing it. The next person repeats the name, word and gesture of the person before him/her and then says his/her own. The next person repeats what both the first and the second person said and did and then says his/her own. The sequence continues in this way. By the end of the circle, everyone's name has been learnt in a fun way and is very memorable.

## 3. Say a number-Show your finger

Everyone sits in a circle. The facilitator asks everyone to choose a number between 3 and 10. One by one, each participant says the number he/she has chosen and shows it with his/her fingers. Then the meaning of these numbers is explained. Everyone will give information about themselves as much as the number they have chosen. And the meeting will become fun in this way. Since at least 3 numbers are chosen, everyone will give at least 3 information and at most 10 information. Everyone shares the information by showing their fingers.

# Chapter 3

## Team Building Games



**Aim;** It is used in crowded groups to make the time people spend together more effective and safe. The whole group feels the spirit of being a team through these games and in the following days, communication increases at every moment of the program and productivity increases.

**Duration;** 30-40 Min.

**When;** On the first day of long programs and training.

## 1. Spaghetti Tower

This activity, which is usually carried out in large groups, triggers team spirit and responsibility.

Firstly, participants are divided into several groups according to their numbers. Groups should form of at least 4 and at most 6 people. Each group should have its own table. If there is no table, people can also use a flat floor. Each table should be given enough materials (one packet of spaghetti and one packet of marshmallows).



The participants will create a building model using these pasta and marshmallows. These buildings, the design of which is entirely up to the group members, will be compared with the others at the end of the specified time. At the beginning of the game, the participants should be told that the length of the buildings will be measured and the tallest one will win. It should be as strong as it is tall. When the time is up, all participants should move away from their tables and the model buildings should be able to stand upright for a while. Buildings that collapse lose the game. At the end of the game, all buildings are measured with a tape measure and the group with the tallest building wins the prize and the game.

## 2. Who is this mask?

Persons take turns sitting on either side of a long table. They settle down in front of each other. Everyone at the table should have masks and paints. First of all, everyone writes the name of the person in front of them inside of the mask. Then, everyone paints a part of the face of the person opposite to the mask they have in their hands, for example; the right eyebrow. Everyone should draw the same area at the same time. Then, after everyone paints the right eyebrow of the other person on the empty mask in their hands, they give the mask to the person on their left. When everyone gives it to the person next to self, all the masks will have changed places. Then, participants are asked to draw the left eyebrow of the person sitting opposite them on the masks with the right eyebrow in their hands. Again, when the drawings are finished, the masks are given to the left side. In this way, drawings are made sequentially (right eye, left eye, ears, nose, mouth, hair, etc.), and the mask changes place each time. The drawing can be increased according to the number of people. Each mask should come to everyone and eventually reach the person who started first.

The masks reach the starting point and are now in the form of a mask painted in a very different way from the person whose name is written inside. In short, every mask has a trace from all participants. It has become both creative and entertaining. Then again, everyone should write some information about the person whose name is written on the mask and sitting in front of that person. Mutually, everyone gets together in pairs and asks three things each other likes and dislikes. They write the answers inside the mask. In other words, when this part is completed, there will be 6 information about the participant whose name is written inside each mask. But the masks are still with the other partner. Everyone wears a mask that belongs to their partner's name and information. In this way, they introduce the name and information on the mask to the others.

When this activity is over, all masks are hung on a wall at the place where the training will take place during the week, and an envelope with the name of the person it belongs to is hung under each mask. During the week, people can make nice notes and good wishes, and leave gifts in these envelopes. In this way, unity and sincerity in the group is ensured.

### 3. Trust Building

It is a game played to develop the spirit of trusting each other and being a team within the group. It is recommended to play in a large and safe open area.

Participants are divided into paired groups of two. The moderator tells one should be A and the other person should be B. People decide among themselves. Then person A closes own eyes and walks together, talking to person B in a way to direct him/her. People should not bump into each other. Person A, whose eyes are closed, should listen carefully to own partner, Person B, and according to his/her directions, he/she should make a left or right turn or stop.

After a few minutes of walking in this way, the moderator asks everyone to open their eyes. Now, person B closes eyes and person A will lead them. This time no one can speak. The A only guide the B with their hands when necessary. B walks eyes closed and when A makes a move or turn B's body in one direction, they obey and continue to move in that way.

After a few minutes of this, the moderator asks everyone to open their eyes. The roles change again and again the A close own eyes and the B takes charge. This time it is forbidden to interfere too much with the body. Talking is also forbidden. Person B will only be guided by fingertip touch. Before starting this stage, couples can talk briefly and decide on the directives. For example; turn right when I touch your right shoulder once, turn left when I touch your left, stop when I touch your neck, etc.

When everyone is ready, this process starts and people now have a strong communication among themselves. Although the whole team moves in the same area, clashes do not occur too much. After a few minutes of this phase, the moderator stops everyone again and everyone opens their eyes. At the final stage, again B closes eyes and A is in the leader position. This time talking is forbidden and touching is also forbidden. People determine a communication between themselves for 1 minute. This can be with finger sounds or clapping. Then the partners start walking. Without talking and touching each other, they walk their blindfolded partners safely in the field without bumping into others. This is how the game ends. In the end, everyone has had enough fun and has developed a strong bond.

# Chapter 4

## Evaluation Methods



**Aim;** Evaluation methods are used to measure the impact of all trainings, workshops and programmes on the participants.

**Duration;** 15–30 mins.

**When;** The evaluation methods can be used daily as end-of-day evaluations or at the end of the week as week evaluations, depending on the trainer's preference and needs. It can also be used for a single workshop.

### 1. Paper airplanes

All participants are given an A4 paper and a pencil. Afterward, participants are asked to write anonymously what kind of feedback they remember, the effect, likes, dislikes, and recommendations for that day. Those who write their thoughts fold the paper in their hands in the form of an airplane. After everyone turns their papers into airplanes, all participants randomly throw airplanes at each other. After all the planes have changed places a few times, everyone has to have a plane in their hands and the comment part begins. In turn, everyone opens the paper in their hand and reads the written comment aloud to the whole group. A short evaluation is made of each written idea. Participants can add and/or offer a counter-opinion. In this way, common discussions are held on the ideas of all participants on the subject.

\*This method is more suitable for use on the first day, as people will read anonymously written comments in a mixed way. Participants may hesitate to express their opinions openly on the first day, but in this way, they feel comfortable that it will not be known who made which comment.

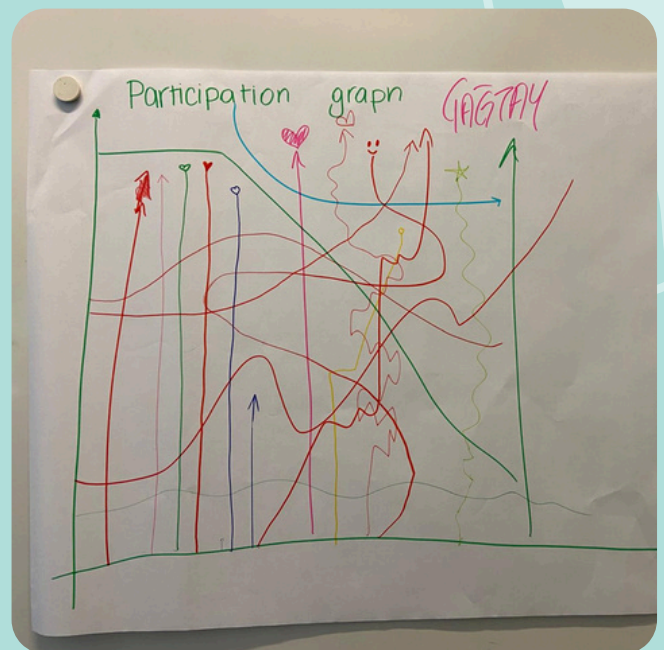
## 2. Toilet paper;

In this application, a roll of toilet paper is brought out. Participants are told that they can take as much toilet paper as they want. Everyone takes turns getting as much toilet paper as they want. Then the instructor explains the reason for taking the toilet paper. Everyone makes a comment as much as the number of papers they took. \* The assessment can take shape according to the evaluated situation and subject. The end-of-day evaluation assesses as much as the number of papers, or if it is to be applied for a certain activity, it can be changed accordingly. For example; People can say 'the usefulness of creative drama in understanding and examining social problems.' People are given time to think, and then everyone has to say the benefits based on the number they have.

\*The material used may vary according to the instructor's preference and resources. For example; anything that can be found in large numbers such as matches, or colored sticks can be used.

## 3. Activity Meter:

It is a method used at the end of the training to allow people to evaluate themselves. A blank graph line is drawn on white flipchart paper. Figures between 0 and 100 are added before the criterion. Then, all participants are asked to draw on this line how actively they have participated during the program. Lines can remain anonymous. People do not have to write their names. This way, they will be more honest with themselves.



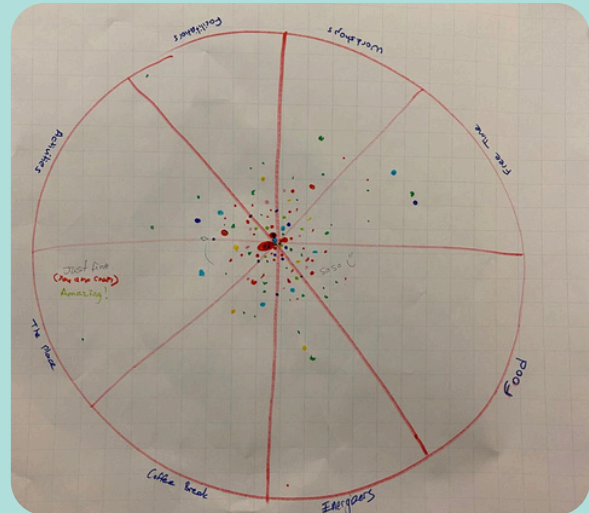
They can also make their lines in any colour and pattern they want. This will result in a cute chart. As a result, a chart in which all participants show their own activities will be obtained. Instructors can also evaluate the rate of participation through the lens of the participants themselves.

\*It can also be used to evaluate a certain workshop or day.



#### 4. Pizza Chart:

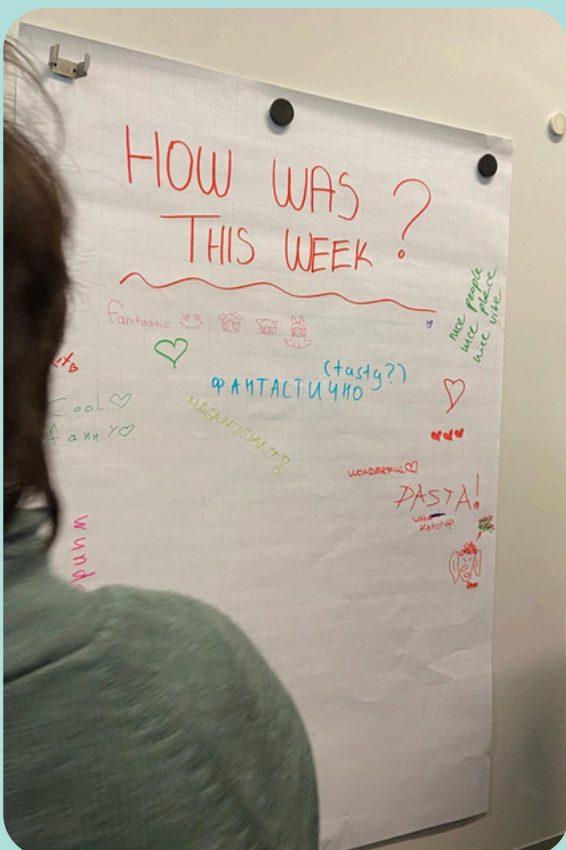
This method is a very entertaining method for the participants to evaluate many subjects at the end of the program. A large sliced pizza model is drawn on a large white presentation paper. For each of the slices, an area to be evaluated is written. For example; trainers, program content, break times, energy games, dramas, food.. etc.



After the number of slices and the titles to be evaluated are determined according to the instructor's decision, they are presented to the participants. The closer one gets to the narrowest part of the slices; the center of the pizza, the higher the score. The widest place is the lowest score. The participants evaluate all slices in this way according to the topic written. They can draw a point wherever they think fits, and they can draw any pattern. Colored pencils can also be used. It is productive as well as an entertaining activity for the participants as they make many evaluations at the same time.

#### 5. Narrate by drawing/delineation

Often the most boring part of a program and training is the final assessment sections. It is very important to use creative assessment methods to make this section more enjoyable. This process, however, is a fun method that directs participants to express their feelings and thoughts by drawing, not with words. All participants make a drawing for the overall evaluation of the training on a large white flipchart paper. These can also be ordinary figures. Depending on the number of participants and the size of the drawings, additional presentation paper may be required.

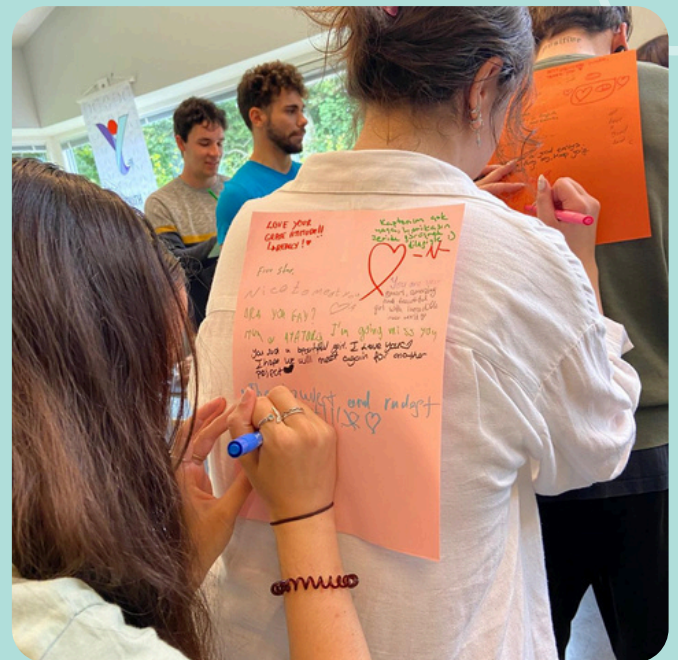


## 6. Who's got the ball?;

It is a method used in the evaluation of small groups. It is often used in end-of-day evaluations. People sit in a circle and the trainer has a small ball. First, the trainer tells the people what he wants to say, makes his own evaluations, and then throws the ball to whoever he wants to continue the evaluation. That person makes his own additions and then throws the ball to whomever he wants. In this way, everyone evaluates in a fun way without a specific order. In addition, participants pay attention so as to continue by adding something not previously said by the others.

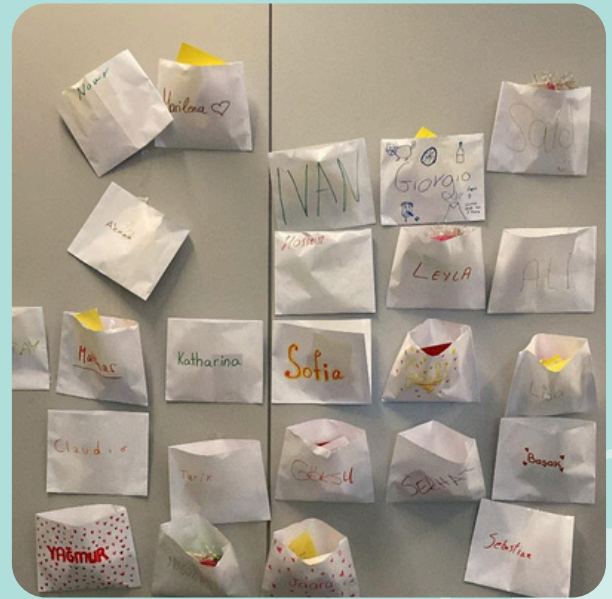
## 7. Back-to-back

This method is used for the last day's evaluations and farewell notes. An A4 paper is pasted on each participant's back and each has a pencil. Accompanied by a piece of music in the background, everyone in the room writes their feelings, thoughts, and good wishes about the person on the back of the person they want to write a note on. Names are not required. People will be comfortable and sincere because they know that what they are writing is not seen at that moment. It is a fun self-assessment method and can be used in small and large groups by allocating appropriate time.



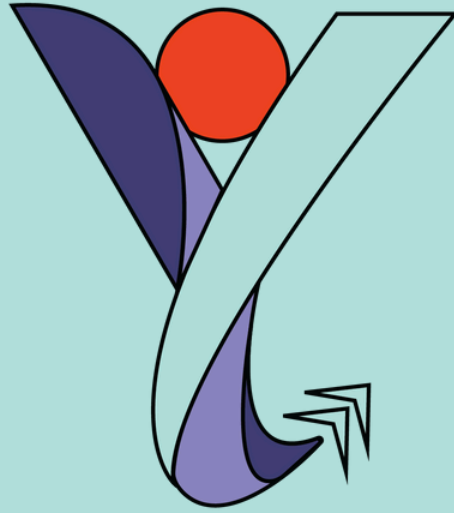
## 8. A Letter:

This method is also applied to reinforce and evaluate the communication and closeness among the participants. On the first day of the training, everyone is given an envelope and after the students write their names on the envelope and decorate it as they wish, it is hung on a wall determined by the instructor. During the training, people write down their feelings, thoughts, and good wishes about each other and put them in that person's envelope. Considering that there are those who cannot spare time for this during the training period, time can be set aside by the trainer for this activity on the last day or this situation can be reminded during the general evaluation of the week on the last day. At the end of the program, people can get their envelopes.





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