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New Horizons
for kids, youth and community

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METHODS FOR YOUTH LEADERS

ENGAGE: Empowering Next Generation Advocates for Global Education



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the European Union

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Module 1
EU in Action – Design Your Own EU Nation!
Short description: A game-like experience within the EU where teams become designers of exciting new EU member states. They will create values, institutions and functions - and they must work together to demonstrate continuing survival, value “citizen approval” and keep the EU from breaking down.
Duration - preparation: 30–45 min (before session)
Duration - implementation: 55–60 min (during session)
Number of participants: 5-15
Objectives: • Creating an engaging, game-like experience for teens to learn about the European Union's • Teaching participants about EU values, institutions, and functions through hands-on design.
Preparation/ Materials: • Prepare EU Starter Pack cards (laminated if possible) ○ 6 Value Cards: human dignity, freedom, democracy, equality, rule of law, respect for human rights ○ 4 Institution Cards: European Parliament, European Commission, European Council, Court of Justice ○ 4 Function Cards: peace, trade, climate, education • Prepare a short 2–3 min video about EU values and institutions. • Prepare “hot takes” board (paper or whiteboard) for brainstorming. • Set up materials (paper, markers, voting stickers/emojis or Mentimeter/Kahoot).

Implementation:

Step 1 - Kick-Off (10 min)

- Show EU flag and a short video about EU values and institutions.
- Ask: *“If I asked you to imagine a new country, and you were with your friends, what matters most?”*
- Let them jot down quick answers in groups on the “hot takes” board.

Step 2 - Main Challenge: Create Your Country (35 min)

- Split participants into teams of 2–3.
- Each team gets their EU Starter Pack cards.
- Mission:
 - Choose 3 values → What vibe will your nation have?
 - Choose 2 institutions → Who makes the decisions?
 - Choose 2 functions → How do you serve citizens?
 - Create: country name, flag/logo, and motto
- Teams prepare a short pitch for “EU membership approval.”

Step 3 - Showcase & Mini-Vote (10 min)

- Each team presents their nation (2 min each):
 - Share values, institutions, functions
 - Show motto and flag
 - Explain why they deserve EU membership
- Everyone votes (stickers or Mentimeter) on:
 - Most creative idea
 - Best teamwork
 - Most realistic EU-style system

Debrief (5 min):

Ask reflective questions:

- If your EU were a character, what personality would it have?
- What was harder: agreeing on values or choosing institutions?
- What surprised you most about designing together?

Evaluation:

Use Mentimeter / Kahoot / paper quiz with 3–4 quick questions:

- Tell me one value chosen by the group (discussion of EU values).
- What institution did the group find the hardest to agree on and why? (A chance to further discuss how the exercise could have been done differently).
- What is one thing you learnt about how the EU works?

Upload Documents:

- European Union. (n.d.). *The decision-making process under the second pillar largely takes place at intergovernmental level*. EUR-Lex. Retrieved July 28, 2025, from <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=legisum:l33245#:~:text=The%20decision%2Dmaking%20process%20under%20the%20second%20pillar%20largely%20takes,its%20implementation>
- European Commission. (n.d.). *European climate law*. Retrieved July 28, 2025, from https://climate.ec.europa.eu/eu-action/european-climate-law_en
- University of Portsmouth. (n.d.). *The institutional triangle*. European Studies Hub. Retrieved July 28, 2025, from <https://hum.port.ac.uk/europeanstudieshub/learning/module-1-understanding-eu-institutions/introduction-to-study-of-the-european-union-institutions/the-institutional-triangle/>
- European Union. (n.d.). *How EU policy is decided*. Retrieved July 28, 2025, from https://european-union.europa.eu/institutions-law-budget/law/how-eu-policy-decided_en

How to adapt to other target groups?

Older teens (16–18):

- Add a policy challenge: Each team proposes a law based on their values.
- Introduce a budget constraint (give points for priorities like education, environment, security).

Adults or advanced learners:

- Add real-world challenges:
 - Migration policy debate
 - Climate crisis response
- Each team is required to justify their decisions based on actual EU treaties or case studies.

Module 1
EU Values in Action - The Decision Lab
Short description: An interactive Adventure Game-style simulation, where participants will take on the roles of EU institutions in a real-time cooperative and independently moderated simulation in which they debate, negotiate, and ultimately agree how to address a pressing challenge (e.g. climate crisis, digital privacy issues, migration). It gets them to consider solutions within the context of EU core values and the role of various institutional acts and roles.
Duration - preparation: 30–45 min (before the session)
Duration - implementation: 90 min (can be shortened to 60 min)
Number of participants: 10–25 (ideally 3–5 groups)
Objectives: • To understand how much EU values influence decision-making. • To enable understanding of how various EU institutions act. • To build teamwork, negotiation, and critical thinking skills.
Preparation/ Materials: • Prepare EU Role Cards for 3 main institutions: ○ European Commission (proposes laws) ○ European Parliament (debates and votes) ○ European Council (represents member states, decides direction) • Prepare Scenario Sheets: ○ Climate crisis (Green Deal) ○ Digital privacy (GDPR) ○ Migration policy • Prepare materials for group work: flipcharts, post-its, markers (or online boards, (Miro, Jamboard)), flipchart pens and post-its • Prepare slides or a short 2–3 min video on EU values and institutions. • Organise space (or virtual breakout rooms) for 3–5 groups.

Implementation (80 min):**Step 1** - Introduction (10 mins)

- Brief outline of EU values & institutions (use slides or short video).
- Outline the activity instructions.

Step 2 - Role Selection and Outlining the Scenario (10 mins)

- Assign groups to roles (Commission, Parliament, Council).
- Provide scenario sheet.

Example: How should the EU respond to a climate emergency?

Step 3 - Group Work (30 mins) - Groups discuss and develop a mini policy proposal:

- What values guided your decision?
- What functions will be operating?
- What actions will you take?

Step 4 - Decision Making & Presentation (30 mins)

- Each group presents their solution.
- Debate which proposal was closest aligned to EU values.

Debrief (10 min):

Facilitator links activity to real EU process (co-decision and role of values in action).

Debrief Questions:

- What values were hardest to prioritise?
- What compromises did you make?
- How far is this from decision-making in the EU in reality?

Evaluation (5 min):

Use a quick Mentimeter poll or written feedback:

- *What is the key thing you have learnt about EU values?*
- *How did you feel about the group work?*

Upload Documents:

- European Union. (n.d.). *The decision-making process under the second pillar*

largely takes place at intergovernmental level. EUR-Lex. Retrieved July 28, 2025, from <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=legisum:l33245#:~:text=The%20decision%2Dmaking%20process%20under%20the%20second%20pillar%20largely%20takes,its%20implementation>

- European Commission. (n.d.). *European climate law*. Retrieved July 28, 2025, from https://climate.ec.europa.eu/eu-action/european-climate-law_en
- University of Portsmouth. (n.d.). *The institutional triangle*. European Studies Hub. Retrieved July 28, 2025, from <https://hum.port.ac.uk/europeanstudieshub/learning/module-1-understanding-eu-institutions/introduction-to-study-of-the-european-union-institutions/the-institutional-triangle/>
- European Union. (n.d.). *How EU policy is decided*. Retrieved July 28, 2025, from https://european-union.europa.eu/institutions-law-budget/law/how-eu-policy-decided_en

How to adapt to other target groups

- Younger teens (13–16) - use simpler scenarios with visual cues and shorten the response and number of roles.
- Adults - by using degree of difficulty in which more complexity could be involved (e.g., budget constraints, lobbyists and so on).

Module 2
The Art of Active Listening
Short description: This activity gives participants the chance to practice active listening - one of the most important skills for intercultural dialogue. Through paired storytelling and reflection, participants will learn how to listen without interrupting, paraphrase to check understanding, and show empathy.
Duration - preparation: 10 min
Duration - implementation: 35–50 min
Number of participants: 6–10 (best in pairs or small groups)
Objectives: • To experience the difference between hearing and truly listening. • To practice concrete active listening skills (pausing, paraphrasing, asking clarifying questions). • To build empathy and understanding across cultural differences.
Preparation/ Materials: • Arrange chairs in pairs, facing each other. • Ensure video playback equipment (screen/speakers/internet). • Prepare a handout or display with “Stop, Breathe, Listen, Respond” steps. • Prepare a handout or display a list of prompts for storytelling (see below).
Implementation: Step 1 (7 min): Watching the video • Introduce with: “Here’s a short video showing how active listening works in a fun, simple way.: https://www.youtube.com/watch?v=0nmJW_zExk0 • After watching, briefly ask: “What did you notice about active listening? What does it mean to really <i>listen</i>?” • Give them some time to answer the question

Step 2 (5 min): Explain the method

Show the display of the four steps, reinforcing that they should be applied for this activity.

Display or pass around the four steps:

S Stop: Pause what you're doing and give your full attention.

B Breathe: Take a mindful breath to centre yourself.

L Listen: With your whole body: eyes, posture, expressions.

R Respond: Paraphrase what you heard and ask a clarifying question.

Reinforce: This isn't just for drills—it's about transforming everyday interactions.

Step 3 (10–15 min): Paired practice

- Provide the storytelling prompts:
 - Share a tradition from your family or culture that is meaningful to you.
 - Describe a moment when someone made you feel truly heard.
 - Talk about a time you misunderstood someone, and what happened.
 - Describe a cultural experience that surprised or changed your perspective.
 - Share a situation where you felt like an outsider.
 - Describe a cultural habit or custom you first found strange but later came to understand.
 - Talk about a time you and a friend misunderstood each other — and how you solved it.
 - Share a proverb, song, or saying from your culture that carries wisdom.
 - Describe a moment when you were proud of your identity.
 - Talk about a person (family member, teacher, leader) who influenced your worldview.
- Partner A speaks for 2 minutes about one prompt; Partner B uses S-B-L-R to listen. Then switch roles. They can each pick a prompt; it doesn't need to be the same.

Step 4 (10 min): Group reflection

Bring everyone back together to discuss:

- How did it feel to listen and be listened to using S-B-L-R?

- Which step was easiest? Which was hardest?
- How can this change the way we engage as youth workers or volunteers?

Debrief (5–10 min):

Summarize key insights:

- Listening builds trust and mutual understanding.
- Paraphrasing and clarifying prevent miscommunication.
- In intercultural settings, listening opens space for diverse experiences and creativity.

Evaluation:

Ask the group the following questions:

- Did you notice your mind drifting or wanting to speak? How did you handle it?
- Which part of S-B-L-R helped you stay present?
- How will you bring active listening into your everyday group work or youth activities?
- What difference would active listening make in dialogues across cultures?

Module 2

Peeling My Layers

Short description: This activity helps participants explore the different “layers” of their cultural identity - from the visible to the invisible aspects. Using a playful metaphor of peeling an onion, participants reflect on what makes up their unique cultural identity and discover how everyone is multi-layered.

Duration - preparation: 10 min

Duration - implementation: 30–40 min

Number of participants: 6–15 (works best in small to medium groups)

Objectives:

- To raise awareness of the visible and invisible aspects of cultural identity.
- To encourage self-reflection and sharing in a safe environment.
- To show how cultural identity is multi-layered and complex, not defined by a single feature.
- To build empathy by listening to others’ experiences.

Preparation/ Materials:

- Print out copies of the onion picture for the number of participants you have (but it’s always good to have some extra!)
- On a flipchart or board, draw a big onion (just like the one given to the participants) with “outer layer = visible” and “inner layers = invisible.”
- Markers or pens for each participant.

Implementation:

Step 1 (5 min):

Introduce the metaphor: “Our cultural identity is like an onion with many layers. Some are easy to see (like language, clothing, or food), but others are hidden deeper inside (like values, beliefs, and ways of thinking). Today we’ll peel our layers to better understand ourselves and others.”

Step 2 (10–15 min):

Ask each participant to fill in their onion:

- **Outer layers:** visible aspects (language, traditions, favourite foods, music).
- **Middle layers:** less visible aspects (roles in family, hobbies, community ties).
- **Inner layers:** deeply personal aspects (values, beliefs, dreams, challenges).

Step 3 (10–15 min):

In small groups (3–4 people), participants share as much as they feel comfortable about their onion layers. Encourage respectful listening - no interruptions, only clarifying questions.

Note: Make sure to remind your group that they are not obliged to share everything; if they want to keep their inner layers to themselves, it's okay.

Debrief (10 min):

Back in the main group, discuss:

- How did it feel to peel your layers?
- Were you surprised by how many layers you have?
- Did you notice similarities or differences with others?

Evaluation:

Ask the group the following questions:

- Which layer felt easiest to share? Which was more difficult?
- Did you discover something new about yourself?
- How does recognising these layers help in intercultural dialogue?
- How can we respect the invisible layers of others' identities?

Module 3
Open Society?
Short description: This method is an experiential group exercise that explores how communication, group dynamics, and social positionalities shape interaction. Through staged encounters participants experience processes of exclusion and miscommunication. The exercise concludes with a structured reflection on exclusion, separation, integration and inclusion.
Duration - preparation: 10 minutes
Duration - implementation: 90 minutes
Number of participants: 12-20 participants
Objectives: • Increase awareness of social codes and their functions. • Reflect on group dynamics and strategies in communication. • Encourage critical thinking about inclusion and exclusion in everyday life.
Preparation/ Materials: • Colorful slips of paper (in red, green, yellow and blue) • Exclusion/separation/integration/inclusion chart • Flipchart and pen • One large room and three small rooms/corners of the seminar building (the groups must not be able to hear each other)
Implementation: Step 1: 5 minutes The instructor divides the participants into four groups (red, green, yellow, blue) using the following chart. Each participant receives a slip of paper indicating their group color.

Participants	12	13	14	15	16	17	18	19	20
Red	6	6	6	6	7	7	8	9	9
Yellow	2	3	3	3	3	4	4	4	5
Blue	2	2	3	3	3	3	3	3	3
Green	2	2	2	3	3	3	3	3	3

Step 2: 10 minutes

The instructor asks the red group to stay in the room. All the other groups leave the room and wait for further instructions. The instructor gives the following task to the red group: Think of a topic you would like to discuss. Then think of a normal code (a word, a gesture, a movement). You may only talk after all those taking part in the discussion have exchanged the code. The red group thinks of the code and practices communicating using the code for a few minutes.

Step 3: 5 minutes

The instructor then asks the other groups to come back into the room without issuing any other instructions. The instructor now stops intervening and observes the group process for 4–5 minutes. They do not respond to any questions from the participants.

Step 4: 5 minutes

After 4–5 minutes, the instructor then asks all the groups apart from the red group to leave the room and follows the groups. The instruction to the red group is: Continue as before.

Step 5: 10 minutes

If there are two instructors, one should remain with the red group. The other instructor then separates the yellow, blue and green groups into three different rooms and gives each group in turn the same instruction as the red group. The three groups also get some time to practice communicating using the codes.

Step 6: 20 minutes

Then, all three groups are brought back into the room with the red group. The instructor does not intervene and again does not answer any queries. Now there are two options:

- Without prompting from the instructor, the individual groups try to communicate with each other. In this case the instructor observes the process for approx. 10 minutes and then gives the group the task: “Think about how you would like to communicate within the whole group.”
- The groups remain separated in the room and do not come into contact with one another. In this case, the instructor asks the yellow, blue and green groups to go outside again and sets the following task: “Now try to get into conversation with everybody and think about your codes.” The instructor calls the groups back into the room and observes the process for about 10 minutes. Then they give everybody the task: “Think about how you would like to communicate within the whole group.”

Debrief: 35 minutes

The instructor concludes the process and asks the participants to set aside their roles by hopping, stretching, shaking, etc. The participants come back into the circle of chairs and evaluate the exercise using the following key questions.

- How did you feel as an individual?
- Did you feel like a group?
- Were you in agreement with everything that went on in your group?
- Did you develop strategies?
- What occurred to you in the various rounds?
- Were codes recognized? Why? Why not?

The instructor notes key aspects on the flipchart, where required and summarizes the evaluation. They then present the concepts of exclusion, separation, integration and inclusion using chart.

Evaluation:

- How did you feel during the activity/workshop?
- What was your favorite part. Why?
- Was there anything that made you feel uncomfortable or bored?

- Did this activity change the way you think about communication? How?
- Did you feel heard and included during the activities?
- Was it easy to share your ideas and opinions?
- How well did you work together as a group?

Observations:

This method was published by AWO International in the publication [“NEW PERSPECTIVES ON FLIGHT & MIGRATION. Methods and material for non-formal education”](#) in 2018.

Module 3

Understanding Equal Opportunities – A Sweet Life for Everyone

Short description: In this method, participants play a game using numbered cards laid out as a playing field. A chocolate bar is placed on the last card and serves as the prize, while some cards hold wafers as smaller rewards. Participants receive cards as their starting positions, roll dice, and move forward accordingly. When a participant reaches a special card, they receive the wafers and are allowed to create a new rule that becomes binding for all players. The facilitator does not intervene in the game's dynamics, even if rules are ignored or conflicts arise, except in extreme cases. After the game, participants reflect on their experiences, discuss fairness and justice, and relate the situation to unequal starting conditions in real life.

Duration - preparation: 15 minutes

Duration - implementation: 60 minutes

Number of participants: 5-30 participants

Objectives:

- Promote empathy by allowing participants to experience feelings of advantage and disadvantage.
- Foster critical thinking about rules, power, and decision-making in groups.
- Stimulate discussion on how individuals and communities can work toward more equitable conditions in real life.

Materials:

- 40 slips of paper numbered from 1 to 40 (e.g. from scrap paper)
- „tickets“ numbered from 1 to the number of participants
- 2 packs of wafers or similar sweets (fair trade)
- 1 bar of chocolate (fair trade)

Preparation:

The instructor places the cards with their numbers on the floor.

- The chocolate bar should be placed on card no. 40.
- The wafers should be placed on cards no. 15 and no. 32.

Implementation:

Step 1: 5 minutes

The instructor shuffles the numbered cards and distributes them to the participants without letting them see the numbers. Each participant chooses a card.

If there are many participants, the whole group can also be divided into groups of three. In this case, each group only takes one card, which serves as the playing piece for all three group members.

Step 2: duration can vary a lot, ca. 10-30 minutes

The instructor explains the goal and rules of the game:

- Goal of the game: to win the chocolate bar.
- The numbered card is the starting position.
- The player with the highest number starts.

Players roll a dice and move forward on the board by the number they rolled. The game ends as soon as the first player reaches the card with the chocolate bar. Whoever lands on the cards 15 and 32 receives the wafers placed on them and can invent a new rule that is binding for all players. But the players only find out they can create a new rule as the first person arrives at it.

The instructor should not comment on the newly invented rules and intervene in the reactions of the others to the new rule or to other players (even if the rule is not followed or if the chocolate bar is snatched away).

Many scenarios are possible during the game. The participants' numerous possible behaviors cannot be predicted. Possible situations:

- The player who gets the opportunity to change the rules decides that they get the chocolate. This ends the game.
- Only the person who gets the wafer also receives the chocolate.
- Everyone starts the game from the same starting point.
- The chocolate is shared fairly among everyone.
- The group can also react differently: they may silently accept the new rule, violently resist it, invent their own rules, etc.

Debrief: 25 minutes

After everyone has calmed down, the instructor can ask the following questions:

- How did the game go?
- Did you feel disadvantaged?
- When and why did you feel disadvantaged?
- Did the whole group do anything about it? If not, why not?
- Were you surprised by your own behaviour? Did you behave as you usually do?
- How did you feel when others decided how you should behave?
- Which rule was the most controversial for you, and why?
- Where in life do we find unequal starting conditions?
- Where do these come from? Are people responsible for them?
- Do you know people who have difficult starting conditions?
- Do all people in the world have the same starting conditions? Why or why not?
- Can people themselves do anything about it?

Evaluation:

- How did you feel during the activity/workshop?
- Was there anything that made you feel uncomfortable?
- Did this activity change the way you think about equal opportunities? How?
- Did you feel heard and included during the activities?
- Was it easy to share your ideas and opinions?
- How well did you work together as a group?

Observations:

This method comes from the exercise book “Mehr als eine Demokratie. Sieben verschiedene Demokratieformen verstehen und erleben – 73 Übungen nach der ‚Betzavta-Methode‘” (2015) by Uki Maroshek-Klarman and Saber Rabi, adapted by Susanne Ulrich, Silvia Simbeck, and Florian Wenzel.

Module 4

Workshop Activity: Allyship in Action

Short description: This experiential activity helps participants explore what it means to act as an **ally** in situations of discrimination and exclusion. Through interactive role-play and scenario-based exercises, participants experience how power, privilege, and perspective shape people's opportunities to speak up or stay silent. The activity encourages youth leaders to identify practical ways to support marginalized peers and promote inclusion.

Duration - preparation: 10 minutes

Duration - implementation: 60-90 minutes

Number of participants: 8 - 25

Objectives:

To help participants:

- explore what allyship looks like in real-life situations,
- understand barriers to acting as allies,
- build confidence in responding to discrimination or exclusion.

Preparation/ Materials:

- Scenario cards (realistic short stories about bias or discrimination)
- Flipcharts or whiteboard
- Markers and sticky notes
- "Ally Action" reflection sheets (optional - for individual notes)

Implementation:

Step 1: Warm-Up - What Is an Ally? (10-15 min)

- Ask participants to brainstorm words or phrases that come to mind when they hear "ally" or "allyship."
- Write responses on a flipchart.
- Briefly introduce key ideas:

- Allyship = active, ongoing practice of supporting marginalized people.
- It's about listening, learning, taking responsibility, and using one's privilege for justice.
- It's not a label, but a process.

Step 2: Scenario Work - Stepping Into the Role (30-40 min)

Divide the group into small teams (3-5 people). Give each group one **scenario card**, such as:

- A colleague makes a "joke" about someone's accent.
- A teacher consistently misgenders a student.
- A friend stays silent when racist comments are made in a group chat.
- A wheelchair user is excluded from a social event due to inaccessibility.

Each group discusses:

- What is happening in this situation? Who is affected?
- What barriers might prevent someone from speaking up or acting as an ally?
- What actions could an ally take - immediately, later, or structurally (e.g., policy change)?
- How might those actions make a difference?

Groups then **role-play or present** their scenario and response to the larger group.

Debrief (10 min):

Questions for Reflection:

- How did it feel to imagine acting as an ally?
- What fears or uncertainties came up?
- What support or knowledge might make it easier to act next time?
- How can allyship be sustained beyond individual actions - in policies, language, or culture?

Evaluation:

- Do you think you understood the concept of allyship as intended (not confusing it with charity or saviorism)?
- Did the activity create space for everyone to participate, including quieter or more marginalized voices?
- Did the activity effectively help you *experience* or *recognize* key elements of allyship (e.g., privilege, empathy, inclusion)?

Module 4

Workshop Activity: EURORAIL

Short description: Eurorail is a simulation game in which participants “travel in Europe”, experiencing inequality and social barriers, through which they develop awareness about equity, inclusion and empowerment. This will also help reflect on how advocacy and collective action can promote social justice.

Duration - preparation: 10-15 minutes

Duration - implementation: 60-75 minutes

Number of participants: 10 - 30

Objectives:

By the end of the activity, participants will be able to:

- Experience systemic inequality in a safe, reflective environment
- Recognize privilege, power, and access in social contexts
- Practice empathy, solidarity, and allyship
- Understand advocacy as a process for **collective empowerment and change**
- Connect personal experiences to broader **social justice movements**

Preparation/Materials:

Necessary materials:

- Paper **train tickets** (some marked as *restricted* or *special* to represent inequality)
- **Chairs or tape** to mark “stations” (representing European cities or countries)
- **Barrier cards** showing different forms of injustice or exclusion (examples below)
- Optional: **European map** for visualization
- Optional: **Advocacy tokens** (colored paper, coins, or cards to symbolize voice, agency, or resources)

Setup:

1. Arrange **4 - 6 stations** around the room (label them with European cities or regions).

2. Prepare **barrier cards** reflecting social justice issues and systemic inequalities, such as:
 - Discrimination or prejudice
 - Economic inequality
 - Accessibility challenges
 - Language or cultural barriers
 - Policy or visa restrictions
 - Lack of representation or voice
3. Prepare **train tickets** with unequal privileges to simulate structural inequality (e.g., first-class ticket = more mobility; restricted ticket = more barriers).
4. Give participants **1 - 2 advocacy tokens** each, to represent opportunities for **resistance, allyship, or organizing**.

Implementation:

1. Introduction (5 - 10 min)

Explain the simulation:

- Participants are **young people traveling across Europe** to attend a **Youth Social Justice Summit**, where their voices will contribute to shaping a fairer future.
- Not everyone has equal access - barriers along the way represent **real-world inequities**.
- Encourage participants to think about **privilege, access, and advocacy** throughout the activity.

Key framing messages:

- Social justice is about **fairness, equity, and rights** for all people.
- Advocacy means **speaking up and taking action** to remove barriers and create change.

2. Simulation - Journey Across Europe (40 - 45 min)

Round 1: Experiencing Barriers

- Participants start at one station and try to reach the final destination (the Youth Summit).
- The facilitator introduces **barrier cards** either randomly or based on ticket type.
- Participants face these barriers and must respond - individually or collaboratively.

Example Barrier Cards (Social Justice Focus):

- *Discrimination*: “Your identity doesn’t fit the majority culture. You are questioned and delayed - move back one station.”
- *Accessibility*: “This train is not accessible for your mobility needs. Skip one round.”
- *Economic Inequality*: “You cannot afford the ticket. You must find allies to share resources.”
- *Language Exclusion*: “You are misunderstood due to your accent or language. Wait for the next train.
- *Policy Barrier*: “Visa denied due to nationality. You need advocacy support to continue.”
- *Underrepresentation*: “Your voice isn’t being heard. Partner with another traveler to be noticed.”

Rules:

- Participants **cannot bypass** barriers without addressing them.
- They can **use advocacy tokens**, form **alliances**, or ask the facilitator (acting as a policymaker or system representative) for guidance.
- Emphasize creative, ethical, and collaborative problem-solving.

Round 2: Advocacy and Collective Action

- Pause for group discussion:
 - What patterns of inequality did you notice?
 - Who faced more barriers? Why?
- Then, allow participants to **strategize and advocate** together:
 - Can you share advocacy tokens or create collective solutions?
 - How can we make the “system” (the game) fairer for all?

The facilitator can adapt the environment - e.g., remove a barrier after participants propose an advocacy solution, showing how **change is possible through action**.

Debrief (15 min):

Questions for Reflection:

- How did it feel to face or witness barriers?
- Did you feel empowered or powerless at times?
- Which barriers in the game mirror real-world issues (migration, disability rights, racism, class, gender, etc.)?
- How does privilege shape who moves freely and who doesn't?
- What strategies helped overcome injustice?
- How can individuals and groups create change in real life?
- What can we do to promote equity and inclusion in our communities?

Evaluation:

- Which parts of the activity created the most insight or emotional impact?
- Were any barriers confusing or too abstract?
- What would you change to deepen understanding of social justice and advocacy next time?

Module 5

Putting It All Together – Action Planning

Short description: This activity helps participants move from **ideas to action** by practicing the basic steps of advocacy. In small groups, they choose a cause that matters to them, identify their motivation, and build a simple advocacy plan following Joseph R. Campbell’s five steps.

Duration - preparation: 10 min

Duration - implementation: 40–60 min

Number of participants: 8–20 (divide into small groups of 4–6)

Objectives:

- To understand the meaning of advocacy and why it matters.
- To practice Joseph Campbell’s five steps to becoming an advocate.
- To show that advocacy is possible for everyone, not only experts or politicians.
- To build confidence in speaking up for issues that matter to young people.

Preparation

- Write or project the five advocacy steps:
 - Lock down your motivations
 - Create role models or become one
 - Understand your history (and others’)
 - Focus all of that into action
 - Step in, step back, then step up
- Ensure video playback equipment (screen/speakers/internet).
- Set up space and materials: paper, pens, and markers for each group.

Implementation:

Step 1 (10 min): introduction

- Start by stating “Advocacy is more than making noise—it’s about making change. Anyone can do it.”
- Play the Campbell video: <https://www.youtube.com/watch?v=nlo31mMB4P8>
- Ask participants to form groups of 4–6.

- Give each group paper and markers.

Step 2 (30–35): Step-by-Step Activity:

- Lock down your motivations (5–7 min):
Each group chooses a cause they care about and discusses *why it matters* and *what keeps them passionate about it*.
- Role models & history (5–7 min):
Discuss who inspires them and what stories or experiences influence their advocacy.
- Focus into action (10–12 min):
On paper, groups sketch a simple action plan:
 - What's one thing they can do (e.g., social post, school petition, community talk)?
 - Who might support them?
 - How will they share their message?
- Step in, back, then up (5–7 min):
Reflect: Are they *stepping in* (learning), *stepping back* (observing), or *stepping up* (leading)? Then prepare to present.

Step 3 (10–15 min): Group Presentations:

- Each group shares their advocacy idea briefly (2–3 min).
- Encourage clarity and passion in their message.

Debrief (10 min):

Facilitator asks:

- How did dialogue help your group agree on the issue and the message?
- Was it easy or hard to include everyone's voice?
- How can listening and empathy make advocacy more powerful?

Evaluation:

Ask the group the following questions:

- Did you feel like your voice was heard in the group?
- How did your group decide on one issue to advocate for?
- What's one small step you could actually take after this workshop to advocate for your cause?

Module 5
Building Our Safe Space
Short description: This activity helps participants practice creating a respectful and inclusive environment by collaboratively defining group agreements. These agreements set expectations for how everyone communicates, listens, and supports each other, fostering a safe space for discussion and teamwork. Participants can use the group agreements they create in their youth work and group activities following this method.
Duration - preparation: 10 min
Duration - implementation: 35–45 min
Number of participants: 3–15 participants
Objectives: • Encourage participants to actively contribute to a respectful and safe group environment. • Practice listening, empathy, and collaboration skills. • Empower individuals to reflect on their role in creating safety and inclusivity. • Develop a shared set of guidelines for group interactions that everyone agrees to follow.
Preparation/ Materials: • Prepare a whiteboard, flipchart, or large paper and markers for group brainstorming (or a digital document if online). • Set up space and materials: paper, pens, and markers.
Implementation: Step 1 (15 min): Introduction & Warm-Up • Explain the purpose of group agreements: creating a safe space where everyone can speak freely and feel respected.

- Ask participants to think of one rule or behaviour that would make them feel safe and respected in the group.
(Give them paper and pens so they can write it down if they need)

Step 2 (20 min): Brainstorming & Discussion

- Participants share their ideas aloud, while you write them down in the board or flipchart.
- Facilitate discussion on each suggestion. Encourage clarification, examples, and reflections.
- Highlight common themes and merge overlapping ideas.

Step 3 (10 min): Agreement & Commitment

- Finalize 5–7 clear, actionable agreements as a group.
- Ask participants to “step in, step back, step up”: reflect on how they will follow the agreements and support others in doing so.

Debrief (5–10 min):

- Ask participants to share how they feel about the agreements.
- Discuss the challenges and benefits of maintaining a safe space.
- Reinforce the idea that agreements can evolve as the group grows.

Evaluation:

Ask the group the following questions:

- Which agreement resonates most with you, and why?
- Did you notice any challenges in discussing or agreeing on rules?
- Would you adjust any agreements after reflecting on your experience?

Module 6
My Digital Footprint: What Does the Internet Say About Me?
Short description: An interactive activity where participants discover how their online actions shape their digital identity. Through a game-like simulation, they learn about privacy, security, and responsible behaviour online.
Duration - preparation: 20–30 min (before session)
Duration - implementation: 45 min (during session)
Number of participants: Minimum: 6 - Maximum: 20
Objectives: • To understand the concept of a digital footprint. • To learn how online behaviour affects personal reputation and privacy. • To promote critical thinking about safe online practices.
Preparation/ Materials: • Create and print “Digital Actions” cards (10–15 different actions). • Prepare infographic or 2–3 min video about digital footprints. • Prepare large sheets of paper, markers, or online collaborative boards for group work. • Organise breakout rooms if online.
Implementation: Step 1 — Introduction (10 min) • Welcome participants and explain what a digital footprint is. • Show infographic or video illustrating how online actions are tracked and stored. • Ask a quick warm-up question: “<i>What do you think your footprint looks like today?</i>”

Step 2 — Group Activity (25 min)

- Divide participants into small groups (3–4).
- Give each group “Digital Actions” cards.
- Task 1: Sort each card into: Positive footprint; Risky footprint; Negative footprint
- Task 2: As a group, agree on their Top 5 Tips for a Positive Digital Footprint and write them on a poster or virtual whiteboard.

Step 3 — Sharing (10 min)

- Each group briefly presents their tips (1–2 min).
- Display all posters on the wall or online board.

Debrief (5 min):

Ask the group:

- Which actions surprised you the most?
- How can a bad digital footprint affect future opportunities (school, jobs)?
- What can you change today to improve your footprint?

Evaluation (5 min):

Ask the group the following questions:

- Quick quiz or poll (Kahoot, Mentimeter, or paper):
- True or False: Your digital footprint disappears after deleting a post.
- Ask each participant to share one new thing they learned.

Upload Documents:

- GDPR.eu. (n.d.). *General Data Protection Regulation (GDPR) – Official website*. Retrieved July 28, 2025, from <https://gdpr.eu/>
- Common Sense Education. (2021). *Digital citizenship curriculum*. Common Sense Media.
<https://www.commonsense.org/education/digital-citizenship>
- UNESCO. (2023). *Digital citizenship education: Overview and guidelines*. United Nations Educational, Scientific and Cultural Organization.
<https://unesdoc.unesco.org/ark:/48223/pf0000388812>

How to Adapt to Other Target Groups: Younger teens: Simplify to Yes/No questions with short discussions; Adults: Add case studies from current EU legislation.

Module 6
Digital Debate Lab – Online Ethics in Action
Short description: A debate-based activity where participants discuss real-life ethical dilemmas related to digital citizenship (e.g., free speech vs. hate speech, privacy vs. security) and propose balanced solutions.
Duration - preparation: 30 min (before session)
Duration - implementation: 60 min (during session)
Number of participants: 8–25
Objectives: • To analyse complex ethical issues in the digital world. • To practice argumentation and critical thinking skills. • To connect EU principles and digital citizenship concepts to real-life cases.
Preparation/ Materials: • Prepare 3–4 debate scenario cards based on digital ethics topics, for example: ○ Free speech vs. hate speech ○ Privacy vs. Security ○ Data ownership and AI ○ Influencers and responsibility for misinformation • Prepare a short 2–3 min intro presentation or video about EU digital rights (GDPR, hate speech regulations). • Organise room or breakout spaces and set up timer for debate rounds. • Prepare an online board (Padlet / Jamboard) or a flipchart for teams to post conclusions.
Implementation: Step 1 — Introduction (10 min) • Welcome and introduce the concept of online ethics.

- Present a short overview of EU digital rights (GDPR, privacy, anti-hate regulations).
- Explain debate rules, timing, and objectives.

Step 2 — Debate Rounds (30 min)

- Assign participants to **Pro** or **Con** teams for each scenario.
- Each team has 10 min to prepare arguments.
- Conduct the debate:
 - 5 min opening for Pro team
 - 5 min opening for Con team
 - 2 min rebuttal each side
- Optional: Rotate participants through multiple scenarios if time allows.

Step 3 — Reflection & Voting (10 min)

- Participants vote for:
 - Most convincing argument
 - Most respectful debate
- Then, each participant shares in 1–2 sentences if their opinion changed and why.

Step 4 — Wrap-Up (10 min)

- The facilitator links the debates to real EU policies and legal frameworks (GDPR, Digital Services Act, EU hate speech regulation).
- Highlight how EU tries to balance rights and responsibilities in the digital world.

Debrief (5 min):

Ask the group:

- What arguments were the strongest, and why?
- Did your perspective change during the debate?
- How does the EU balance free expression with protection from harm?

Evaluation (5 min):

- Mentimeter poll: *Which scenario was most challenging and why?*
- Short written reflection: *One takeaway you'll apply in your digital life.*

Upload Documents:

- GDPR.eu. (n.d.). *General Data Protection Regulation (GDPR) – Official website*. Retrieved July 28, 2025, from <https://gdpr.eu/>
- Common Sense Education. (2021). *Digital citizenship curriculum*. Common Sense Media.
<https://www.commonsense.org/education/digital-citizenship>
- UNESCO. (2023). *Digital citizenship education: Overview and guidelines*. United Nations Educational, Scientific and Cultural Organization.
<https://unesdoc.unesco.org/ark:/48223/pf0000388812>

How to Adapt to Other Target Groups

- **Younger teens (13–16):**
 - Use Yes/No questions instead of complex cases
 - Keep debates short (2 min per side) with guided prompts
- **Adults / advanced learners:**
 - Add real EU case studies or court rulings (e.g. GDPR fines, Digital Services Act examples)
 - Ask teams to reference specific EU legislation in their arguments

Module 7

Workshop Activity: Problem Tree → Solution Tree

Short description:

The Problem Tree shows the **current reality of challenges**, while the Solution Tree shows the **desired future and pathways to get there**. Together, they form a bridge between problem analysis and project planning.

Why use this method?

- **Clarity:** It helps teams understand the full picture of a problem.
- **Participation:** Involves stakeholders in identifying causes and solutions.
- **Strategy:** Shows which causes are *root causes* (where interventions are most effective).
- **Foundation for project design:** The Solution Tree directly informs project goals, objectives, and activities.

Duration - preparation: 5 minutes

Duration - implementation: 90–120 minutes

Number of participants: 10 – 30

Objectives:

By the end of the activity, participants will be able to:

- Identify and visualize key resources, strengths, and challenges in their community.
- Recognize how assets (people, places, organizations) can support service projects.
- Discuss and prioritize areas where action is needed.

Preparation/ Materials:

Prepare your materials: Flipcharts or large sheets of paper (A1); Post-its (two colors); Markers; Tape or sticky tack

Implementation:

Part 1 – Building the Problem Tree (45 - 60 min)

1. Introduction (max.10 min)

- Facilitator explains: *“The Problem Tree helps us understand the core problem, its causes (roots), and effects (branches).”*
- Choose a central theme (e.g., youth unemployment, lack of community participation, discrimination).

2. Identify the Core Problem (max.10 min)

- Ask participants: *“What is the main problem in our community on this theme?”*
- Write it in one sentence (neutral, not a solution). Place it in the center of the flipchart (the trunk).

3. Causes – The Roots (max.15 min)

- Ask: *“Why does this problem exist?”*
- Participants brainstorm causes on post-its (one idea per post-it).
- Arrange them below the trunk as roots, grouping related causes together.

4. Effects – The Branches (max.15 min)

- Ask: *“What happens because of this problem?”*
- Participants brainstorm effects on post-its.
- Place them above the trunk as branches.

Part 2 – Transforming into the Solution Tree (45–60 min)

1. Introduction (5 min)

- Facilitator explains: *“Now we turn problems into opportunities by reframing them as solutions.”*

2. Rewrite into Positive Statements (20 min)

- Core problem → **Main Objective** (trunk).
- Causes → **Means/Actions** (roots).
- Effects → **Results/Benefits** (branches).
- Example: “Lack of job skills” → “Provide youth with job skills training.”

3. Build the Solution Tree (15 min)

- Participants rearrange post-its into a new tree with positive statements.
- This becomes a map of possible solutions.

4. Discussion & Prioritization (15–20 min)

- Which solutions are most realistic?
- Which ones will have the greatest impact?
- These become **project objectives and activities**.

Debrief (10 min):

Facilitator leads a group discussion with questions like:

- What did you discover about the problem you hadn't thought of before?
- Which solutions seem most achievable for you?
- How can we use this tree to design a strong community project?

Variation (Digital Version):

- Use **Miro, MURAL, or Jam board** with sticky notes.
- Participants add virtual post-its for causes, problems, and effects.
- Then duplicate the board and turn it into the Solution Tree.

Module 7

Community Mapping

Short description:

Community Mapping (sometimes called *Asset Mapping*) is a participatory method used to analyze and visualize the resources, strengths, and challenges of a community. Instead of focusing only on problems, the method highlights **what the community already has**—such as people, organizations, services, traditions, and physical spaces—that can support development initiatives.

The process usually involves community members working together to **draw a map** of their area (on paper or digitally), marking important places (schools, parks, health centers, businesses, cultural spaces) and identifying areas where challenges exist (unsafe zones, lack of facilities, social issues). By making this information visible, community members gain a **shared understanding** of their environment.

Community Mapping is powerful because it:

- **Encourages participation** – everyone can contribute knowledge about their surroundings.
- **Reveals hidden assets** – skills, groups, and local networks that may not be obvious at first.
- **Promotes ownership** – when people help identify resources and needs, they feel more invested in solutions.
- **Guides action** – the map can serve as a foundation for planning service projects that are realistic, inclusive, and rooted in community strengths.

This method can be adapted for workshops with young people, town hall meetings, or online settings using tools like Google Maps, Jam board, or Miro.

Duration - preparation: 5 minutes

Duration - implementation: 60 – 90 minutes

Number of participants: 10 – 30

Objectives:

By the end of the activity, participants will be able to:

- Identify and visualize key resources, strengths, and challenges in their community.
- Recognize how assets (people, places, organizations) can support service projects.
- Discuss and prioritize areas where action is needed.

Preparation/ Materials:

- Large sheets of paper / flipchart paper (A1 if possible)
- Colored markers, stickers, post-its
- Optional: printed maps of the community, photos, or online mapping tools (Google Maps, Miro, Jam board)

Implementation:

Introduction (10 min)

- Facilitator explains: *“Community Mapping helps us see what we already have in our community (assets, strengths) and where we face challenges. This gives us a clearer picture before starting a project.”*
- Share examples: schools, youth groups, NGOs, public spaces, local leaders, natural resources, businesses, etc.

Group Work – Draw the Map (30–40 min)

- Divide participants into small groups (4–6 people).
- Each group draws a rough map of their community on large paper.
- They mark:
 - **Resources/Assets:** schools, parks, NGOs, health centers, sports facilities, youth groups, local businesses, etc.
 - **Challenges/Problems:** unsafe areas, lack of opportunities, pollution, poor transport.
- Use **symbols, colors, or stickers** to differentiate between assets and challenges.

Gallery Walk & Presentations (15–20 min)

- Each group hangs their map on the wall.
- Participants walk around, look at each map, and add post-its with comments or questions.
- Each group presents key findings (3–5 min per group).

Debrief (10 min):

Facilitator leads a group discussion with questions like:

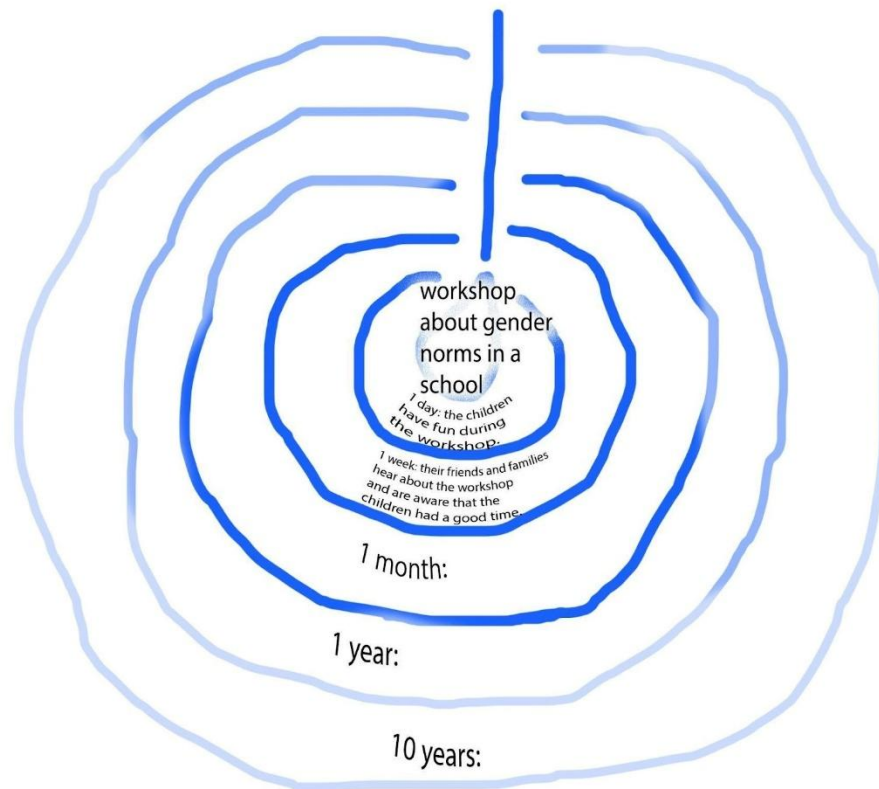
- What did you notice when comparing maps?
- Were there resources you did not realize existed before?
- How could we use these assets in planning a service project?
- Which challenges should we prioritize as a community?

Evaluation:

Discuss the method with the participants and ask them reflective questions.

Emphasize: *“A community is not just about problems – it’s full of resources and strengths. By mapping them, we can build projects that are realistic, inclusive, and impactful.”*

Module 8
Waterdrop / Interview
Short description: Reflection activity to assess the impact of an action over time and on different groups of people.
Duration - preparation: 30 min
Duration - implementation: 2 hours and 45 minutes
Number of participants: 8 - 28
Objectives: • Realise that an action can have an impact on different levels. • Go and meet the inhabitants of a place and realise the different implications this can have for civil society.
Preparation • Image of a drop of water with different circles. • Paper and pens for each group of participants • Method for dividing participants into groups (if participants do not know each other well, divide them randomly; otherwise, divide them according to affinities)
Implementation: Step 1 (15 min): Group discussion on the different circles of impact of an action carried out over time. Use either a concrete example from current events or something that happened during the trip. Use the water drop diagram.



Step 2 (15 min): Participants choose an action they have taken and draw their water drop with at least two circles of impact (include time references: the same day, after one week, after one month, after two years, etc., and the consequences in each time frame).

Step 3 (60 min): Participants will interview people in the city. Questions (to be adapted according to how they feel and their interactions with people):

- Have you ever organised or participated in an initiative aimed at improving things?
- What was the effect on the day itself?
- One month later?
- One year later?
- What was the effect on you personally / What lessons did you learn from this action?

Participants take notes in the form of keywords. Interview at least 3 different people. If somebody doesn't want to talk, leave them be.

Step 4 (x30 min): each group creates a flip chart with

- 2 interesting pieces of information learned from people in the city
- 1 piece of information that is 'problematic', that raises questions, something that was not fully understood
- 1 inspiring quote

Step 5 (x25 min): Mini exhibition/presentation where each group presents their poster.

Debrief (10min):

- Did anything surprise or astonish you about the activity? Or, on the contrary, did nothing surprise you at all?
- How did you feel when you had to approach someone in the street to ask them questions?

Evaluation:

Ask the group the following question: Do you think that the people you met today had an impact on their environment?

Adapt time and activity for short timeslots and location configuration: These are different steps if your time is shorter and you don't have the possibility to go to the city to interview strangers in the streets.

Step 1 (10 minutes)

Build 2-person-groups: they will interview each other about an action that has/had impact in their opinion. They can write all the effects on the different levels of the waterdrop diagram.

- Have you ever organised or participated in an initiative aimed at improving things?
- What was the effect on the day itself?
- One month later?
- One year later?
- What was the effect on you personally / What lessons did you learn from this action?

Step 2 (20 minutes)

Everyone go in groups of 6 or 7 people. Each person present his/her binome's waterdrop to the group

Step 3 (10 minutes)

each group creates a flip chart with

- 2 interesting pieces of information learned from people in the city
- 1 piece of information that is 'problematic', that raises questions, something that was not fully understood
- 1 inspiring quote

Step 4 (10 minutes)

Vernissage of the Flipcharts: the participants have the possibility to read each other's flipcharts

Step 5 Debrief (10 minutes)

Module 8
Ariadne's Net
Short description: an activity to reflect on what they have learned while participating in civic projects and build relationships between participants
Duration - preparation: 5mn
Duration - implementation: 45 - 60min + 30 min debrief
Number of participants: 5- 15
Objectives: • Reflect on the actions done. • Have feedback from a whole group.
Preparation/ Materials: • Form a circle. • Take a piece of string.
Implementation: Step 1 (5 min): In a circle, one person takes the thread and unrolls it a little: this person chooses a concrete civic action they have participated in (ex: organisation of food distributions) and explains it. They make eye contact with another person and send them the ball of thread, keeping one end in their hand. Step 2 (10 min): That person says one competence, skill, knowledge or attitude that can be learned by doing this action (ex: communication on social networks, logistics of a food distribution, negotiation...). Afterwards, they pass the thread on to the next person, to add a new competence and pass it again. Step 3 (10-30 min): Once there is no idea for new competences, the person holding the tread can choose a new topic and we start again with a new thread ideally from

another color. If there is little time, we can change the thread when everyone has said a competence.

Step 3 (15 min) We observe the spider's web that has been created and ask everyone to comment with one word on what it inspires in them in relation to their action.

(Step 4 - optional) (10 min): Each person cuts off a piece as a token to remember this moment.

Evaluation:

Ask the group the following questions:

- What did you notice about yourself and the group during this activity?
- What did our group learn/appreciate the most?
- If we had to name our spider web, what title would we give it?

Module 9
Theater of Engagement
Short description: Theatre activity with two groups or the whole group performing together
Duration - preparation: 15 minutes (prepare the flipchart and materials) - longer if you need to create a workspace in the room (move tables/chairs)
Duration - implementation: one day
Number of participants: 10-30
Objectives: • Build participants' self-confidence. • Teach participants to use their creativity in their engagement. • Provide them with concrete tools to make their engagement visible and give them the means to take action.
Preparation/ Materials: • Prepare a space: for theatre, you need one or more open spaces where you can potentially sit on the floor. For creative work, a space with protected tables or a floor protected with a tarpaulin. • Prepare the tools you need to work, markers to avoid going back and forth, create separate spaces for stage work and Stage Building work You will need: • A large room where we can also work on the floor • A4 paper • Pens • Flipchart paper • Markers • Marker tape • Protective covers for the floor/tables (for creative work)

- Creative materials for collage (scissors, glue, old newspapers, postcards) AND/OR for painting (acrylic paint in several colours, large cardboard boxes (upcycling), large white drawing paper, thread, wire)

Implementation:

Step 1 (10 min): Personal reflection on post-it notes/moderation cards: what themes motivate me/make me want to get involved?

Step 2 (20min): GROUP mind map on a flipchart based on the word 'Commitment/Engagement' - main and related themes... placing the post-it notes and moderation cards with related themes next to each other

Step 3 (10min): Pooling ideas, choosing together one or a maximum of three themes to pursue together.

Step 4: (5 min): Create two groups: one for '**Staging/Acting**' and another for '**Set Design/Scenery/Costumes/Props**'

Step 5 (45 min) (Staging Group): one or more groups of five working in small groups (minimum of three – any fewer than this makes it difficult to inspire each other):

Create 3 IMAGES (composed of statues) based on the chosen theme(s): decide where the audience is; the images must be as clear and understandable as possible.

IMPORTANT: Emphasise the importance of starting with the physical, trying out situations physically and not just staying in your head.

Step 5 (Set Design Group): In small groups of 3-5, think about and sketch an idea for sets/costumes based on the chosen theme: Think big: this could be background text, images that support the theme, or a specific atmosphere that reinforces the theme. If there are a lot of groups, each group can take charge of a specific element: sets, costumes, props, etc.

Step 6 (30 mins): The **staging group(s)** show their IMAGES, and the **Set Design Group(s)** show their SKETCHES: They discuss and share ideas.

Step 7 (60 min or more) (Staging Group): Connect the three IMAGES with a story that links them, adding dialogue, transitions, music if desired, and a clearly marked beginning and end. If there were several groups working on IMAGES, bring them together at this stage of the process. Once the storyline has been decided, rehearse it once or twice.

Step 7 (60 min or more) (Set Design Group): Begin constructing the sets. Consider how they will be arranged in the room, how they will be secured, and how they can be easily transported.

Step 8 (30 min or more): Set up the sets and rehearse with the sets/props. - The set design groups give feedback to the staging group and vice versa (30 min is the minimum, more time is better).

Step 9 (30-60 min): Performance (if possible, in front of an audience) - this can take place in the evening or on another day - if it is scheduled later in the week, allow at least 60 mins of rehearsal per day before that.

Evaluation:

Ask the group the following questions:

- What did I notice about myself and the group during this activity?
- Did I gain a better understanding of the issues that motivate me to get involved?
- What difficulties did I encounter during the process?
- What did I learn about myself and others during this process?

Module 9
Collage– My Engagement in Images
Short description: Participants create individual collages on the theme of their personal commitment, using old newspapers and books.
Duration - preparation: 45 minutes (+ collect old newspapers and books beforehand and bring them to the meeting place)
Duration - implementation: 1h55min
Number of participants: 10-30
Objectives • Encourage each participant to reflect on their personal commitment. • Explore different forms of commitment. • Encourage personal expression through visual arts.
Preparation/ Materials: • Have a table with stacks of newspapers and books, and as many different and varied materials as possible. • One A3 sheet per person. • One tube of glue and one pair of scissors per person.
Implementation: Introduction & instructions – 10 min Discussion in pairs – 15 mins: Participants use the poster (see attachment) to discuss which forms of engagement they have already tried/would like to try and which they find completely uninteresting. Participants discuss at least six forms of engagement from the list, but they are not required to cover all of them.

Collage creation – 60 min: The theme of the collage is ‘my commitment / My Engagement’. It can be interpreted as broadly as possible. Participants can tear, cut out words and images as they wish. It is important to allow participants to take breaks and listen to music during this activity so that they can relax and give free rein to their creativity.

Sharing & gallery – 20 mins: at the end, all the works are displayed and participants are invited to describe the theme of their work in one word. Be careful not to emphasise the quality of individual work, as this is not a competition. But at the end, applaud everyone and congratulate the group on their creativity.

Tidying up – 10 mins. The collages can remain on display in the room until the end of the stay

Evaluation:

- What images / words stand out to you the most?
- Are there multiple themes which appear in the different images?
- Are there Connections between them?
- What have you learned about yourself in the process?

Module 10

Identity Worm

Short description: In this activity, participants use colored modeling clay to represent different aspects of their identity. By creating an “identity worm” and reflecting on its composition, they explore how identity markers interact, shift in importance, and shape experiences of privilege and disadvantage. The exercise introduces the concept of intersectionality in a creative and accessible way.

Duration - preparation: 10 minutes

Duration - implementation: 60 minutes

Number of participants: variable

Objectives:

- Recognize that everyone has multiple identity markers.
- Reflect on how these markers interact (intersectionality).
- Explore how identities can bring privilege or disadvantage.
- Understand that the importance of identity markers can shift by context.
- Foster empathy and dialogue about diverse experiences.

Preparation/ Materials:

- Modelling clay in different colours (at least five colours, enough for all participants)
- Small note papers or cards for participants to secretly note their chosen identity markers
- Pens or pencils for each participant
- A clean table surface or workspace where participants can roll and shape the clay
- Optional: questionnaires if reflection is to be done individually instead of only in plenary

Implementation:**Step 1: 20 minutes**

Each person chooses five colours of modelling clay and shapes small balls from these pieces. The participants are asked to assign each colour to a personally preferred and important characteristic of themselves. The choice should be based on what is important to the person today or in general (e.g., gender, sexual orientation, education, hobby, age, place of residence, religion). The assignment is done in secret and should be noted down individually.

Step 2: 15 minutes

The participants then assemble the balls into a “worm” and decide which colors and how many balls of each colour they want to use, as well as how to arrange them.

Debrief: 25 minutes

Afterwards, the participants can present their “worm” to the group. The group can discuss the following questions or answer them individually through a questionnaire:

- How easy was it for you to select five characteristics? Was it harder to find five or to limit yourself to only five?
- What considerations guided you in arranging the balls?
- Do you feel that your “worm” is constant or variable?
- Think through your daily life: What would change if one of these categories were different (sexual orientation, gender, skin colour, etc.)?
- Would anything change if you arranged the worm according to how you think others perceive you (for example, as a friend, teacher, sibling)?

The evaluation can take place either in the plenary session or through a questionnaire that each person answers individually.

Additional step: 15 minutes

The participants are then asked to remove one of their five identity markers (take away one ball). Afterwards, they are asked to reflect on how it feels to give up this part of their identity. What does this show us about which aspects of our identity are changeable and which are assigned to us by society – sometimes bringing advantages, sometimes disadvantages?

Evaluation:

- How did you feel during the activity/workshop?
- Was there anything that made you feel uncomfortable or bored?
- Did this activity change the way you think about yourself and your position in society? How?

Observations:

This method was published by EPIZ e.V. and AWO International in their collaborative publication [“Sozialwesen. Mehr Globales Lernen für zukünftige Erzieher_innen“](#) from 2015.

Module 10

All The Same! – The Lemon Game

Short description: Participants explore perception and generalizations by describing and selecting a lemon, noting its characteristics, and later trying to find it in a mixed basket. The exercise highlights how first impressions and stereotypes can differ from individual realities, fostering reflection on diversity, individuality, and assumptions.

Duration - preparation: 10 minutes

Duration - implementation: 60 minutes

Number of participants: 10-20 participants

Objectives:

- Introduce participants to the topic of diversity, stereotyping, and prejudice
- Raise awareness of the heterogeneity within seemingly homogeneous groups
- Encourage appreciation of individual characteristics

Preparation/ Materials:

- Basket of lemons (half as many as participants)
- Poster/ flipchart
- Markers/pens
- Cards/paper sheets
- Push pins or tape

Implementation:

Step 1: 10 minutes

First, the instructor shows the group a single lemon. The instructor asks participants to describe the lemon and collects the descriptions and characteristics on a poster under the heading “Lemons are...” (examples: yellow, round, sour, etc.)

Only after that, the instructor brings out the basket with the remaining lemons. The instructor then asks participants to come to the front in pairs or small groups and choose a lemon and find a place in the room.

Step 2: 10 minutes

The participant groups are asked to examine their lemon carefully and note its characteristics and special features on cards. The instructor explains that it is not allowed to add additional characteristics to the lemon (by cutting, painting, carving, etc.).

Step 3: 10 minutes

The instructor asks the group to return to the plenary and place their lemon back in the basket in the centre. Everyone should have gotten to know their “personal lemon” by then. Then the instructor mixes the lemons in the basket thoroughly. After that, the groups or pairs return one by one to find their own lemon again.

Debrief: 30 minutes

In the plenary, the following questions can be discussed:

- Was it difficult or easy to find your own lemon again?
- How did you manage to recognize your lemon?
- Which specific characteristics stood out to you?

At this point, the cards with the individual lemon descriptions can be pinned up and then compared with the poster “Lemons are...”. The first poster can then be updated with “Not all lemons are...”.

- What does the comparison between these characteristics and the initial poster tell us?
- Why are the two posters so different, even though both are about collecting lemon characteristics?
- What else did you notice? What surprised you?
- Which themes are visible here?
- How does this relate to your daily life?
- Have you ever had a first impression of a person or group that turned out to be false or reductive after getting to know them better?

- Or have you ever been misjudged based on a first impression?

These impulses are usually helpful in enabling the participants to understand for themselves that a process of generalizations/categorizations is being demonstrated here. It should become clear in the discussion that we often rely on supposed general knowledge about certain groups of people in our everyday lives, but that this is not very conducive to understanding the actual characteristics, attitudes, or behaviours of individuals in specific situations.

Evaluation:

- How did you feel during the activity/workshop?
- What was your favourite part? Why?
- Did this activity change the way you think about groups? How?
- What should we do differently next time to make it better?

Observations:

This method was published by the [ANTI-BIAS Werkstatt](#).

