



WORKSHOPS CURRICULUM

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EURvoice workshops curriculum

Confronting Extremism: Narrative as a Method of Deradicalization	
THEME	The workshop is focused on young persons who have been radicalized or are vulnerable to radicalization, i.e. that they hold (or tend to accept) extreme political views and are possibly involved (or seriously tempted to be involved) in violent activity. The workshop will apply narrative-based approaches as a method of deradicalization.
STRUCTURE	The workshop structure is defined by its methodology. That is to say, it is based on the radicalized youngsters' narration of their personal "stories" with limited involvement of the youth workers who strictly act as facilitators and not as instructors. Thus, after a short introduction, each youngster, in his turn, speaks about his/her relevant life experiences and views. Youth workers make short questions (and, less frequently, short comments – but not judgments).
GROUP SIZE	4 radicalized youngsters, 1 youth worker
GROUP AGE	16-24
TIME	1 and ½ hours
OBJECTIVES	Deradicalization requires significant individual change regarding deep-rooted convictions and intense sentiments. It has repeatedly observed that it is a very demanding and fragile process. Therefore, it is unrealistic to expect a spectacular and rapid transformation. Moreover, it is not advisable to directly challenge the radicalized person's views using theoretical arguments, historical facts, empirical evidence etc. because it will most

	<p>probably lead to failure. Instead, a more subtle approach, based on empathy and active listening on behalf of the youth workers is recommended. In this spirit, the principal aim of the workshop is to create doubt. In other words, the objective is not to “explain” to the radicalized youngster why he/she is (or does) wrong, but to provoke his/her desire to question his/her beliefs (without feeling he/she is coerced to do so).</p>
PROGRAMME	<p>09:30-09:45 Introduction and short presentation of participants</p> <p>09:45-10:00 1st narrative</p> <p>10:00-10:15 2nd narrative</p> <p>10:15-10:30 3rd narrative</p> <p>10:30-10:45 4th narrative</p> <p>10:45-11:00 open discussion</p>
MATERIALS	<p>Kurt Braddock, “Narrative Persuasion and Violent Extremism: Foundations and Implications.” In <i>Propaganda und Prävention</i>, eds. Josephine B. Schmitt, Julian Ernst, Diana Rieger, and Hans-Joachim Roth. Wiesbaden: Springer, 527-538, 2020, https://link.springer.com/chapter/10.1007/978-3-658-28538-8_28</p> <p>Rachel Briggs and Sebastian Feve, <i>Review of programs to counter narratives of violent extremism</i>, Institute for Strategic Dialogue, 2013, https://www.dmeforpeace.org/peaceexchange/wp-content/uploads/2018/10/Review-of-Programs-to-Counter-Narratives-of-Violent-Extremism.pdf</p> <p>Donatella della Porta, “Radicalisation. A relational perspective”, <i>Annual Review of Political Science</i>, 21: 461-474, 2018</p> <p>Kruglanski, Arie, David Webber, and Daniel Koehler, <i>The radical's journey: How German neo-Nazis voyaged to the edge and back</i>, Oxford: Oxford University Press, 2019</p>

Ralf Melzer & Sebastian Serafin (eds), *Right-Wing extremism In Europe. Country analyses, counter-strategies And labor-market oriented exit strategies*, Berlin: Friedrich Ebert Stiftung, 2013, <https://library.fes.de/pdf-files/dialog/10031.pdf>

Radicalisation and how it is relevant to you: A manual for teachers and youth workers, 2014, <https://terratookit.eu/wp-content/uploads/2014/09/TERRATOOLKIT MANUAL TEACHERS web 26.pdf>

RAN Collection, *Preventing radicalisation to terrorism and violent extremism: Approaches and practices*, Radicalisation Awareness Network, 2019, https://ec.europa.eu/home-affairs/sites/default/files/what-we-do/networks/radicalisation_awareness_network/ran-best-practices/docs/ran_collection-approaches_and_practices_en.pdf

RAN Derad Working Group, *Proposed Policy Recommendations for the high level conference*, 2012,

https://ec.europa.eu/home-affairs/sites/default/files/what-we-do/networks/radicalisation_awareness_network/ran-high-level-conference/docs/proposed_policy_recommendations_ran_derad_en.pdf

Henry Tuck and Tanya Silverman, *The counter-narrative handbook*, Institute for Strategic Dialogue, 2016, https://www.isdglobal.org/wp-content/uploads/2016/06/Counter-narrative-Handbook_1.pdf

INSTRUCTIONS

The reading material will be distributed only to the youth workers among the participants one month before the workshop. They are expected to familiarize themselves with the narrative approach to deradicalization and their role as facilitators (instead of instructors). On the contrary, the radicalized youngsters will not be given any material in advance. It is crucial that they will participate on a voluntary basis. So far as youth workers' role is concerned, following the workshop's simple structure, and, most importantly, abstaining from judgmental comments and argumentative speech are key elements to success.

More specifically, the youth worker/ facilitator must:

1) Create an intimate atmosphere: choose a room/space which is quiet, pleasant and cosy (instead of a 'formal' one, like a conventional classroom or a professional workspace); use comfortable chairs or sofas (if possible) and arrange them in a way they form an open cycle; the facilitator should be dressed casually (but not overdo it) and seat among the youngsters and not separately.

2) Start the workshop in an informal way, by thanking the participants for attending the meeting (refer to "meeting" instead to "workshop"); avoid any long introduction and especially avoid any lecture-style talk on the benefits of democracy, tolerance etc. or on which are the expected outcomes of the workshop; give the floor to each participant who delivers a very short presentation of him/herself (such as occupation, age, and anything else he/she likes to refer to) without interrupting him/her.

3) Upon completion of the introductory phase, ask who would like to speak about his/hers experience related to the subject of the workshop; phrase the question in the most abstract and neutral way in order to convey the feeling that no one is coerced or manipulated (for example, "who would like to talk now a bit more about his/her experiences that brought him/her here"); give the floor to whom is more eager to speak; do the same with the rest of the participants in turn.

4) Although it is a good practice to try to give more or less equal time to each participant, feel free to violate the time limits set out by the programme either because a certain participant needs more time or because another one

does not want/need to speak for 15 minutes; in general, make clear that the time schedule is only indicative and each participant is free to express him/herself without complying with strict rules.

5) Avoid interrupting the youngster who has the floor even if he/she speaks on seemingly irrelevant issues; be equally prepared that other participants may stay silent or may wish to intervene; permit other participants to intervene unless you feel that this intervention may lead to some kind of tension or conflict; in such case give the floor to the youngster that was talking about him/herself (before being interrupted) by saying something like “perhaps it is a good idea to hear the whole story first and then we will have the opportunity to discuss it” – be temperate regarding the phrasing, but firm and decisive regarding the control of the discussion.

6) In general, make questions only when necessary, i.e. upon conclusion of a youngster’s narrative, when a relatively long pause arises, when you feel that it is imperative to make a clarification etc.; use almost exclusively how-questions, i.e. how a particular event mentioned in the youngster’s narrative evolved, how it was experienced personally by him/herself etc. (elaboration of the narrative), how similar events or experiences the youngster remembers can be related to what he/she already mentioned (expansion of the narrative).

7) If any of the participants does not want to give a full narrative try to give him a second chance, but do not be persistent – it is better for the participant not to feel under pressure, guidance etc. than for the youth worker to feel that the workshop was “completed”; proceed to the final phase of the workshop by opening a free discussion, once again, by posing questions instead of presenting your “conclusions”; if indeed there is no clear conclusion (which is very probable) try to exploit it by using it as (a) an indirect indication that there was indeed no intention on behalf of the facilitator to manipulate the participants and lead them to a certain direction, and (b) a pretext for a follow-up event, i.e. a new workshop; remember that gaining the trust of the participants is very important, and a precondition for continuation of this demanding and time-consuming process of deradicalization.



**DEBRIEFING
AND
EVALUATION**

The workshop will be concluded by an open discussion (instead of a conventional debriefing and evaluation session). This will give the opportunity to the young participants to exchange thoughts on their similar experiences without feeling that they are being guided, evaluated and/or criticized by the facilitator. The facilitator, however, can draw certain conclusions depending on the way the free discussion evolves.



EURvoice workshops curriculum

Exploring the EURVoice Online hub	
THEME	Raising awareness of active citizenship and civic responsibility among young people. Exploring the possibilities of the EURVoice Online hub and getting an overview of what it can offer for visitors and participants.
SAMPLE/STRUCTURE	Basic version <ol style="list-style-type: none">1. Energiser/icebreaker2. Introduction3. Self-exploring the EURVoice Online hub4. Presenting (skip this, if you go for extended version)5. Reflecting on the activity (if the workshop ends here) Extended version (option 1) <ol style="list-style-type: none">6. Working on Virtual Classrooms7. Discussion8. Presentations and evaluation9. Reflecting on the activity (if the workshop ends here) Extended version (option 2) <ol style="list-style-type: none">10. Preparation of presentations11. Presenting12. Evaluation13. Reflecting on the activity
GROUP SIZE	minimum 6 people
GROUP AGE	16 and above

<p>TIME</p>	<p>Depending on the group size</p> <p>The activity gives ideas for facilitators to prepare basic and extended workshops.</p> <p>The basic workshop lasts about 60-80 minutes, and the extended version is 60-90 minutes on top of it depending on which extended option the facilitator chooses to use.</p>
<p>OBJECTIVES</p>	<ul style="list-style-type: none"> ➤ to provide the participant with further knowledge on topics related to active citizenship and civic responsibility by self-exploring the possibilities of the EURVoice Online hub; ➤ to challenge the participants to practice public speaking and at the same time to accomplish a better understanding of the EURVoice Online hub's purposes; ➤ to motivate and encourage the participant to be active citizens and to use the EURVoice Online hub to facilitate their active citizenship; ➤ to convince and motivate them to be more confident when expressing their opinion and to learn to listen to the opinions of others; ➤ to prevent any kind of discrimination through teamwork and to reach youngsters from disadvantaged groups by adapting the activity to their needs;
<p>PREPARATION</p>	<p>Screen projecting equipment if the activity is held offline.</p> <p>Digital device if the activity is held online.</p> <p>Prepared energizers/icebreakers.</p> <p>The facilitator must be well-grounded in the EURVoice Online hub, also in topics related to the project's objectives.</p>
<p>TIPS/COMMENTS</p>	<ul style="list-style-type: none"> ● Consider including an ice breaker in order to bond the group (if this is the first activity in which they participate together) or an energizer in order to create a relaxing break between activities (up to 10min). Here are some examples: (online and offline) <u>Sketch your neighbor</u>: Make sure the

	<p>participants understand that this is only for fun. Ask them to quickly sketch the person next to them and then hold their handiwork up to the camera or just show them to the group.</p> <p><u>Quick quiz:</u> A quick quiz related to the topics of the project is a great idea to warm up the group. (for the online sessions, consider using Slido)</p> <ul style="list-style-type: none"> • If you decide to go for the extended version, you can review the two options offered together with the participants and decide which one of them will be more interesting to them. • There are no right and wrong answers or good and bad opinions. • It is most likely the participants will hear about the EURVoice Online hub for the first time during this activity. Also, they will have limited time to prepare their presentations. Take this into account when discussing their performance. • During each step of the activity try to stimulate discussion. • Finish the activity with another energizer (up to 10 minutes). Here are some examples but feel free to apply your own ideas: <p>(offline) Use a small ball or make one out of paper. Ask the group to throw the ball to each other. Whoever receives the ball has to share one thing that they learned during this activity.</p> <p>(online) In turn, the participants share what they managed to learn from this activity and how they feel.</p>
<p>TIPS ON HOW TO CONDUCT THE WORKSHOP WITH DISADVANTAGED GROUPS</p>	<ul style="list-style-type: none"> • Youngsters facing cultural differences or social obstacles → Since the group is most likely to be split into smaller teams, try each team to consist of people with as many cultural differences as possible. This will boost their bonding and thus prevent discrimination. • Youngsters facing economic obstacles → In this case, it's better to conduct the workshop offline since the participants may not all have access to a digital device. This way all their expenses can be covered so that they can enjoy the benefits from participating in

	<p>the workshop without facing any difficulties.</p> <ul style="list-style-type: none"> ● Youngsters facing geographical obstacles → In this case, it is preferable to conduct the workshop online.
<p>INSTRUCTIONS</p>	<p><u>Basic version</u></p> <p>Step 1 (10min): ice breaker/energizer (see the examples above)</p> <p>Step 2 (10-15min): Step into the activity with a short description of the project. Talk about the importance of active youth citizenship and civic responsibility. Present the Online hub by screen-sharing (if online) or be prepared with the necessary equipment to project your screen (if offline).</p> <p>Step 3 (30-35 min in total): Give the participants up to 15 minutes for self-exploring the Online hub. After that, encourage a discussion. Here is an example set of questions to ask them:</p> <ul style="list-style-type: none"> ● What do you think of the Online hub? Do you think it is useful? ● What caught your attention at first sight? ● Could you think of any improvements/ideas/suggestions that you would like to share? ● In what way could you benefit from using it in the future? ● Was it easy to browse through it or you faced some difficulties? <p>Step 4 (15-20 min in total): Invite each participant (or if the group is larger they can split into small groups) to present with a few sentences the EURVoice OnlineHub's further features and possibilities that they managed to find out during the self-exploring journey:</p> <ul style="list-style-type: none"> - Virtual Classrooms: how it works, what offers are available, tips and tricks - Interactive Map - Educational videos - Interactive Toolkit <p><u>Extended version</u></p> <p>Suggestions of activities when timeframe allows and participants are</p>

already well acquainted with the EURVoice OnlineHub:

Option 1

Step 1 (10 min for creating the classroom and 30-40 min for presenting and discussion): As part of the exploring stage of this activity, invite each participant (or if the group is larger, they can split into some smaller groups) to create virtual classrooms on topics of their choice but related to the project's objectives. Explain that in order for the classroom to be fully developed, they should add different sessions as part of it, they can upload files and can also register for the classrooms created by the other participants/groups.

Within a few minutes, each participant/group has to present their virtual classroom with an emphasis on:

- ❖ Why did they choose that specific topic?
- ❖ How can people benefit from joining in their VC?

The facilitators should encourage discussion between the participants urging each one of them to take part.

Option 2

Step 1 (15 minutes for preparing and minimum 1h for presenting): Invite each participant/group to get into the role of presenter/s. Make them imagine that they are the creators of the platform and now they have to present it in front of an audience in an attempt to engage and motivate them to use the platform. Give each participant/group 10 to 15 minutes to go through the website once again and to prepare a short presentation related to the Online hub.

Each presentation should last around 10 min and is supposed to include:

- 1) What is active citizenship and why is it important?
- 2) How can the Online hub contribute to promoting young people's active citizenship?
- 3) Website walkthrough with explanations for visitors and participants.
- 4) Emphasis on the Interactive Map - The presenters should explain

	<p>the purpose of the map and then choose one resource from it pointing out how young people can benefit from using it.</p> <p>Note! Presenters can also apply their own ideas!</p> <p>Those, who are not presenting, play the role of an audience.</p> <p>Step 2 (5-10 minutes after each presentation): After each presentation, discuss within the whole group the following questions:</p> <ul style="list-style-type: none"> ★ What impression did the presentation give? Was it engaging? ★ Did the presenters manage to include all key points of the Hub? ★ Was the presentation comprehensible and detailed enough? <p>Notes:</p> <ul style="list-style-type: none"> → Let the participants express their opinion/advice first. Encourage them to support their point of view mentioning what they did and did not like about the respective presentation and why. After everyone has their say, you can also join with some comments and advice. → Urge them to use their creativity and to be innovative. <p><u>The final step that should be included in both basic and extended version</u></p> <p>(10 min): Reflecting on the activity (use an energizer from those mentioned above or apply your own ideas) or encourage a discussion in order to gain feedback from the participants on how the activity went, what did they learn, will they use the online hub in the future, etc.</p>
<p>DEBRIEFING AND EVALUATION</p>	<p>The evaluation can happen in the form of an energizer (examples are mentioned above).</p> <p>Another option is for the facilitator to receive feedback on the activity by another set of discussion stimulating questions.</p>

EURvoice workshops curriculum

Coping with feelings of disenfranchisement: How to promote youth voting turnout	
THEME	The Workshop will examine disenfranchisement as young persons' feeling of having no power or opportunities, or of not being represented in the political system. This has consequences for voting turnout: Although participation in elections has been declining across the rich world, it has fallen fastest among the young.
STRUCTURE	<ol style="list-style-type: none"> 1. Gap in turnout between young and old: Demographic trends 2. Youth, democracy and the media: Political communication 3. Disillusionment and the generation gap 4. Promoting participation I: Compulsory voting 5. Promoting participation II: civic education 6. Promoting Participation III: Lowering the voting age 7. Promoting Participation IV: Innovative strategies
GROUP SIZE	5
GROUP AGE	18-24
TIME	90 Minutes
OBJECTIVES	The Workshop will examine the causes of youth disenfranchisement and the ways that can reverse the record-low youth turnout in democracies. The Workshop adopts a two-tier strategy: it provides solutions that are offered by the relevant academic literature and asks the participants for

	<p>feedback but also leaves space to participants to offer their own ideas.</p>
MATERIALS	<p>John B. Holbein, <i>Making Young Voters</i>, Cambridge: Cambridge University Press, 2020</p> <p>Martin P. Wattenberg, <i>Is Voting for Young People ?</i>. London: Routledge, 2015</p> <p>Bobbi Gentry, <i>Why Youth Vote</i>, London: Springer, 2017</p> <p>Alberto Alemanno, <i>Lobbying for Change: Find Your Voice to Create a Better Society</i>, London: Icon, 2017</p> <p>'Millennials across the rich world are failing to vote', <i>The Economist</i>, February 4, 2017</p> <p>IDEA, <i>Youth Voter Participation</i> https://www.idea.int/sites/default/files/publications/youth-voter-participation.PDF</p> <p>UNDP, <i>Enhancing Youth Political Participation Throughout the Electoral Cycle: A Good Practice Guide</i> (file:///C:/Users/aster/Downloads/ENG UN-Youth Guide-LR.pdf)</p>
INSTRUCTIONS	<p>Workshop facilitation is the act of providing unobtrusive, objective guidance to a group in order to collaboratively progress towards a goal. The role of the facilitator is to plan and lead activities and instruction in order to help the group do their best thinking together. In our case, a neutral Facilitator will lead the discussion through the agenda topics, guaranteeing that members of the group are comfortable in sharing productive and positive criticism.</p> <ul style="list-style-type: none"> • All participants need to be aware that they should not talk over one another, which means that there will need to be positive action from the Facilitator to ensure that they elicit the opinion of all attendees • Interventions should not last more than 3 minutes each.



**DEBRIEFING AND
EVALUATION**

The Debrief will address the important questions raised during the Workshop including the feedback from the group . Finally, the participants will evaluate the whole experience through anonymous post-its (sticky notes). Thus, all the members of the group could see - and discuss - the outcome of the activity.

EURvoice workshops curriculum

My own values	
THEME	Civic responsibility – The workshop aims to bring participants on the same level when talking about values. It also aims to bring the individual responsibility from a far perspective by first discussing values and experiencing being confronted with our own values.
SAMPLE	The workshop consists of three parts: <ol style="list-style-type: none"> 1. Introduction, getting started 2. Activity (concrete experience, individual and group tasks) 3. Evaluation/Debriefing
GROUP SIZE	min. 9- 25 max.
GROUP AGE	from age of 14 and up
TIME	80-100'
OBJECTIVES	<ul style="list-style-type: none"> • to get acquainted with values as concept and how that underlines one own's perceptions, beliefs, understanding of cultures, society etc. • to provide a space to introduce basic human rights and values behind it • realize concrete actions a young person can take to “internalize” values

PREPARATION AND MATERIALS	<p>You only need the set of words to be printed out on a hard paper. No other material is needed for the workshop.</p>
TIPS/COMMENTS	<p>This workshop can be easily adapted to offline and online environment as well. The plan originally is written for the offline setting, but for group work you can use a space that collectively all can contribute (like Jamboard) and for discussions any video call programs (Zoom, Teams etc.)</p> <p>After the activity part of the workshop you can have a short break before the debriefing if you have a large group.</p> <p>The set of words can be modified, edited according to your special focus with the activity.</p>
INSTRUCTIONS	<p>Introduction</p> <p>This activity will deal with the topic of values. To get started please form small buzz groups of maximum 3 and try to brainstorm about what values means to you. (10')</p> <p>In plenary collect the outcomes from group work, try to identify the group own's understanding on values. <i>We suggest avoiding define, definition as wording not to confuse the group that we are looking for proven definition.</i> (15-25')</p> <p>Activity</p> <p>Ask the group to form slightly a bigger group up to maximum 5 participants. Share with them the set of words (see in Annex) and explain the tasks:</p> <ul style="list-style-type: none"> ● Their aim is to create a pyramid out of the cards, based on how they prioritise them. ● They are encouraged to discuss the meaning of different values within their small group. ● As addition a small presentation (oral) should be prepared as well to explain the reasons of their prioritizing strategy.



	<p>Timing: Introduction 5', Activity 25-30', Presentation 3-5' per each group</p> <p>Debriefing</p> <p>In plenary after the presentations, we suggest having a closure at the end to debrief the activity. Suggestions for the debriefing:</p> <ul style="list-style-type: none"> ● How did you feel yourself during the activity? Was it easy for you or not? Why? ● What was surprising for you? ● Do you have a better understanding of values? Pls. explain ● How do you think in youth work these values are represented? <p>Timing: 20-25'</p>
<p>DEBRIEFING AND EVALUATION</p>	<p>See above!</p>
<p>HOW TO REACH DISADVANTAGED GROUPS</p>	<p>We suggest that if you want to involve young people with fewer opportunities before having this activity to start with icebreakers or energizers. It's important that the group feels comfortable and enjoy their time together.</p> <p>The activity could be divided to two parts with them, a general discussion on what they believe values are and what matters to them about values.</p>

Annex

Set of words:

Justice; Humble; Tolerance; Diversity; Equal; Grateful; Understanding; Involved; Honesty; Acceptance; Independence; Togetherness





EURvoice workshops curriculum

Organizing a Digital Campaign for a Local Cause	
THEME	The workshop presents a series of actions for successfully organizing a digital campaign for a good cause (e.g. planting trees, cleaning up a square, restoring an old municipal building) that will mobilize young people as well as local authorities to join forces.
STRUCTURE	<ol style="list-style-type: none">1. Working on the cause2. Mapping stakeholders3. Selecting target-audiences and communication channels4. Creating messages and Calls-to-Actions5. Examples of good practices including discussion points
GROUP SIZE	12-16
GROUP AGE	15-25
TIME	Circa 2 hours
OBJECTIVES	<p>Understand how you can connect with other stakeholders.</p> <p>Ideas on how to use social media and digital media in general for creating buzz.</p> <p>Understand how to mobilize young people for social/environmental causes.</p>
PROGRAMME	Welcoming 3'

	<p>Ice-breakers 7'</p> <p>Step 1: Identifying and specifying your cause – selection of causes and breaking into groups for a practical exercise 30'</p> <p>Step 2: Mapping who you need to bring along 20'</p> <p>5' Break</p> <p>Step 3: Best channels for reaching specific target audiences 25'</p> <p>Step 4: What do these examples teach us 25'</p> <p>Closing remarks 5'</p>
<p>MATERIALS</p>	<p>Projector, laptop, flipchart, flipchart papers and markers of different colors for the exercise.</p>
<p>INSTRUCTIONS</p>	<p>The reading material will be distributed to the participants one week before the Workshop.</p> <p>All participants will be asked to ideate on local causes for which they would like to mobilize people.</p> <p>When the pilot causes will be selected participants will be split into groups of 4 (up to 4 teams). When discussing theory each group will also apply it to their group/cause.</p> <p>Examples of issues include:</p> <ol style="list-style-type: none"> a. Public use (e.g. arts gallery) of a b. Provide access to local school(s) yard(s) during the afternoon/evening for extracurricular activities c. Increase of accessibility to a playground/plaza/court d. Dedicate a day/wall for graffiti e. Painting colourfully local stairs f. Planting trees in local garden/plaza for creating an “urban garden” <p>In general, issues proposed should be as much connected with local issues as possible.</p>



**DEBRIEFING AND
EVALUATION**

A short debrief on lessons learned will take place 10' before the end of the workshop.

Participants will be asked to complete electronic anonymous evaluation forms on levels of the workshop's relevance and usefulness as well as level of satisfaction by the workshop leader.

In the debriefing teams that implemented campaigns are providing a short presentation/report on their goals reached: (1) accuracy of stakeholders mapping, (b) no./type of channels used, (c) no. of recipients reached. A question to related the degree of achieving the core goal needs also to be addressed (it is proposed that the question is not "yes or no" but "how much was achieved").

EURvoice workshops curriculum

Thinking hats (Youth workers activity)	
THEME	Active participation, civic engagement, certain groups of young people when wearing a hat: marginalised young people, Roma young people, etc.
SAMPLE	<ul style="list-style-type: none"> • understanding different points of view • focusing on our thoughts • understanding how to address people with fewer opportunities
GROUP SIZE	30 people, who can be divided in smaller groups
GROUP AGE	15-30
TIME	60 minutes (10 minutes – presentation of the activity and each hat; 10 minutes – time for every group to collect and write down their solutions; 30 minutes - 5 minutes presentation for each team; 10 minutes – evaluation and group discussion.)
OBJECTIVES	To encourage youth workers to think about different ways on how to work with people with fewer opportunities and to empower them with knowledge about other people’s aspects and opinions. It is impossible to be creative, emotional, objective and logical all at the same time. The Thinking hats activity allows young people to focus on their thought process. By ‘wearing’ a specific coloured hat, they focus their thoughts on that specific mode of thinking.

PREPARATION	You can use the actual hats, which are made from paper or imaginary hats
MATERIALS	Blank poster or piece of paper on which the participants can write their solutions for each hat.
TIPS / COMMENTS	<p>In order to reach young people with fewer opportunities, we can connect to the organisations that have programs for them (associations of the disabled, organizations addressing Roma, foreigners, migrants, etc.) and maybe implement the workshop there or invite them to come to our organisation. We can also implement workshop in schools in rural areas, we can take into account the hours when young people can go on a bus or train.</p> <p>Give young people the time to process what every hat presents and give them time to write down their arguments.</p>
INSTRUCTIONS	<p>As a facilitator of a current activity might support you in conducting the session on finding possible solutions to the issue at hand. In the process of searching for a solution, the method of six thinking hats gives different forms of thinking and opinions, which allows for grasping different perspectives and at the end generates a full array of solutions. Participants are grouped in small teams representing metaphorically a coloured hat. When assigned with a hat, the group has to enter into the role of this hat and express opinion through the perspective and key characteristics of the hat, as described below:</p> <ul style="list-style-type: none"> • The white hat – objective thinking: neutral facts, numbers, and data. • The red hat – emotional thinking: emotions, feelings, intuition. • The black hat – critical thinking: caution, truth, judgement, second thoughts. • The yellow hat – positive thinking: benefits, savings, plus sides, why is this a good thing to do, discuss only the positive side of the problem. • The green hat – creative thinking: research, suggestions, new ideas,



	<p>alternative ideas, second options.</p> <ul style="list-style-type: none">• The blue hat – metacognition: thinking about an opinion, summary of what was done so far, deciding on what to do next. <p>Suggested sequence of work with the hats: blue, white, green, yellow, black, green, red and blue. After a suggested sequence is conducted, groups identify the problem, suggest solutions, advantages, and risks of suggested solutions, evaluate solutions and verify the adequacy of the suggested solution. The technique can be used individually but more often in a group, the participants can decide for themselves who will have which hat. The facilitator guides participants, encourages, motivates and helps them with questions.</p>
DEBRIEFING AND EVALUATION	<p>Evaluation questionnaire, with which you check what young people learned from this activity.</p>



EURvoice workshops curriculum

Active European Youth Citizenship	
THEME	Youth citizenship in Europe
SAMPLE	<ul style="list-style-type: none">• Learning about European citizenship• Learning about different mobilities• Participation
GROUP SIZE	30
GROUP AGE	15-30 years old
TIME	90 minutes
OBJECTIVES	Thinking about their own participation in society, young people learn more about different definitions of European citizenship and thus gain a more comprehensive picture of the concept, young people will get an overview of participation in various international mobility programs and local NGOs and initiatives, young people will think about their own readiness for greater participation and participation in society, young people will set one goal for participation in the next 3 months.
PREPARATION	PPT presentations
MATERIALS	Different PPT presentations that you prepare in advance, poster or board, video with stories of young people, worksheets.

<p>TIPS/COMMENTS</p>	<p>In order to reach young people with fewer opportunities, we can connect to the organisations that have programs for them (associations of the disabled, organizations addressing Roma, foreigners, migrants, etc.) and maybe implement the workshop there or invite them to come to our organisation. We can also implement the workshop in schools in rural areas, we can take into account the hours when young people can go on a bus or train.</p> <p>The facilitator needs to be well prepared with PPT presentations and video stories and questions.</p>
<p>INSTRUCTIONS</p>	<p>The introductory part is intended for the presentation and preparation of materials, we need to tell the young people as a facilitator that we have prepared some statements to read aloud, and we invite them to stand up if the statement is true, or if the statement is not true sit down. Examples:</p> <ul style="list-style-type: none"> ● Supporting and read the local paper is a way of active citizenship. ● Attending city council meetings is a way of active citizenship. ● Starting a blog about local issues is a way of active citizenship. <p>There is no need to comment on the answers during the exercise, neither on our part nor on the part of the young people. We just need to make sure that young people have enough time to get up, and if time allows, a young person can also comment if they want to. At the end of the exercise, we explain that we talked about active citizenship and participation, and now we are interested in whether European citizenship is any different from active citizenship as such. We move on to the second exercise, where we divide the young people into five people by counting them or dividing them quickly in some other way. Each group is then given the task of searching the Internet for some different definitions of European citizenship and answering the question of what is special about European citizenship.</p> <p>After completing the research, each group is invited to read and define the best definition. Then together with young people we look at some more definitions that are more institutional and we have them prepared in advance, especially to check if we have covered all possible definitions with the research. We then invite young people to list all the additional elements of European citizenship, and we write them on the board /</p>

poster. Let us conclude by emphasizing the main elements of European citizenship from the definitions presented.

In the next step, we show young people a short video with the stories of young people who have taken advantage of various opportunities for European mobility and programs and other forms of European citizenship.

Here are the examples of the videos:

- <https://www.youtube.com/watch?v=WEuE-P1zdgQ>
- <https://www.youtube.com/watch?v=SXdqTWuSnHs>
- <https://www.youtube.com/watch?v=M900EcV-xs>
- <https://www.youtube.com/watch?v=H3c8BdL-O34>
- <https://www.youtube.com/watch?v=LVJfU0-HZaE>

We then present to young people the opportunities of international mobility within the ERASMUS + program through visual presentations and handouts. Then we present to young people in an interactive way the possibilities for involvement at the local level - an overview of opportunities and handouts is prepared by each provider, depending on the local environment.

At the end, we invite young people to think briefly, about where and how they imagine themselves, so that they can get involved in the coming months. We invite each individual to write down on a worksheet one goal of what he or she will do in the next 3 months to actively express themselves as a European citizen. We can also invite them to share their goal achievement on social media – we can create a Facebook page with their successful stories, or simply invite them to use common hashtags.

If time allows, we invite some young people to share their goal and if time allows, participants should answer the following two more questions: what can I contribute to the community with active citizenship and what can active citizenship bring to me personally? In the end, we thank the youth for their cooperation and conclude the workshop.



**DEBRIEFING AND
EVALUATION**

As the last part of this workshop is the evaluation, you can, as a facilitator, ask the participants questions as:

- Were the topics discussed engaging?
- Did you learn something from this workshop?
- Did the content of the activity entail good discussion?
- Were the presented materials interesting?
- Were the presented materials useful?
- Did I have the chance to share my opinion?
- Did the facilitator encourage participation?
- Did you have enough time for discussion?
- Was facilitation of the workshop effective?

EURvoice workshops curriculum

Aquarium activity	
THEME	<p>- Barriers which hinder young citizens in active participation and how to reduce them</p> <p>The workshop offers a structure for discussion and provides space for participation in different ways.</p>
SAMPLE	<p>The workshop would have 4 parts:</p> <ol style="list-style-type: none"> 1. Creating the space (1 inner circle of 4 chairs; and all the rest in an outer circle) 2. Introduction of the activity 3. Aquarium discussion 4. Debriefing
GROUP SIZE	minimum 14 participants
GROUP AGE	from age of 14
TIME	45-60'
OBJECTIVES	<ul style="list-style-type: none"> ● to “provoke” participants with statements that are controversial, tough they need to come to an agreement together about their opinion ● creating a space to debate, argue and discussion
PREPARATION	The room must be prepared in advance, but also participants can help in this. The chairs are in a circle and in the middle of the circle there are four chairs maximum.

	<p>Statements should be also printed out and each is put in an envelope.</p> <p>Examples for statements:</p> <p><i>Young people are not ready to participate until they are eligible to vote.</i></p> <p><i>There is no need for specific mechanisms or structures for youth participation in decision making.</i></p> <p><i>Young people have a lack of motivation to participate although the opportunities are offered to them.</i></p> <p><i>Statements should relate to the objectives of the session, program. We recommend a tailor-made process!</i></p>
MATERIALS	<p>Prepared statements</p> <p>Chairs equal to the number of participants</p>
TIPS/COMMENTS	<p>The activity fits better to offline reality, but adaptation to online setting is possible: In Zoom the inner circle are put in spotlight, and by raising hand participants from the “outer circle” can show their move to intervene.</p>
INSTRUCTIONS	<p>Creating the space 5’</p> <p>See above! Participants can help, and once everyone are seated the facilitator explain the activity.</p> <p>Introduction of the activity 10’</p> <p>During the activity participants of the inner circle can discuss different statements one by one. Participants from the outer circle can sit in the inner circle if they wish to participate in the discussion. They can replace anyone. The task during the discussion is to find a conclusion that all participants who sit in the inner circle agree with. After the agreement they can take another statement. The activity ends when there’s no more statements left for discussion.</p> <p><i>The facilitator can encourage participants to take seats in the inner circle, and for sure if participants are not willing to participate the facilitator can</i></p>



also take a seat to show an example.

Aquarium discussion 25-30'

One by one the statements are discussed.

Debriefing 15-20'

During the debriefing the facilitator can freely choose to what to focus on: the content and discussion or the involvement and feelings. It is important to listen from both groups: the ones who took part in the discussion but also who observed/listened.

EURvoice workshops curriculum

Café of participation	
THEME	Youth participation, involvement of youths, dialogue, youth work.
SAMPLE	<p>“Café of participation” is a workshop based on an easy to use method for creating a collaborative participation and dialogue among youth workers.</p> <p>The workshop, in this case, is built on the assumption that the power of conversation is sometimes invisible; “Café of participation”, in fact, represents a strong metaphor enabling participants to see new ways and strategies to make the difference in daily activities.</p> <p>The activity, even if it follows the structure of the classic "World Cafe" is developed around the concept of youth work and intends to highlight positive and negative aspects, obstacles, strengths and weaknesses. At the same time, it aims to guarantee the same conditions of participation. Through dialogue and the creation of a relaxed environment, everyone will be able to participate and act, each one with their own ideas and points of view.</p>
GROUP SIZE	<p>Being an activity that foresees the implementation of discussion rounds the ideal group size should not be over 50 participants.</p> <p>The size of each small discussion group should be up to 10 participants in order to have 5 tables if you select 5 topics.</p>
GROUP AGE	20 – 30 is the range suggested. Youth workers can be over 30 in case of specific situations.

<p>TIME</p>	<p>The discussion is held in multiple rounds. Each round should last 20 minutes. Allow up to 30 minutes if you see that the participants really need more time to conclude the discussion and this is really bringing additional content. Make sure that all groups have the need to prolong the discussion. If a prolongation is needed only for one or 2 groups give them only a couple of additional minutes.</p> <p>A maximum duration of 50 minutes would be suggested in case of complex topics and participants that are not new to the topic.</p> <p>At the end of the conversational rounds, give the groups 10 - 15 minutes to summarize the results and the most important key outputs that they will have to present to the entire group.</p> <p>The presenter could be the table host or another member of the group. You could give them the option to choose.</p> <p>Set a time for the presentation - consider the complexity of the content and give them detailed instructions on how the presentation should be structured in order to give the same opportunity to everyone. Time suggested max 5 minutes per group.</p> <p>Variation: while the groups are presenting the facilitator could take notes of similarities or relevant points for further discussion.</p>
<p>OBJECTIVES</p>	<p>The general aim of the workshop is to provide an adequate space for discussion and reflection for youth workers about current and open issues, or interesting topics that could be transferred into daily activities' and reality.</p> <p>It also intends to:</p> <ul style="list-style-type: none"> ● Encourage youth participation and advocacy via practical application of digital youth work strategies; ● Reduce barriers which hinder young citizens in active participation.

<p>PREPARATION</p>	<p>The workshop preparation includes some steps and it is the result of the cooperation among different actors. 1. preparation of the materials, definition of the topics for discussion (trainers/facilitators)</p> <p>2. definition of the location, invitation of the participants, management of the promotion of the activity and communication. These first steps can also include the preparation of support's document if the host needs it (organizers and support team).</p>
<p>MATERIALS</p>	<p>Tables and chairs (based on the number of attendees). Enough flipchart paper to cover all foreseen rounds, colorful paper, pens, markers in a variety of colors, push pins, rolling white boards/flipchart tripods and post-its. A laptop can also be used in case of projection of guidelines or presentation of the discussion results through digital tools. Could be useful to have a laptop for each table.</p>
<p>TIPS/COMMENTS</p>	<p><i>To motivate participants it is essential to create an environment that evokes both informality and comfort where they should feel that it is no ordinary meeting.</i></p> <p><i>Another tip is related to the person in charge of the facilitation. The facilitator, in fact, has to be a person with experience in organizing and moderating workshops, dealing with different target groups and able to analyze the results of the activity.</i></p>
<p>INSTRUCTIONS</p>	<p>During the implementation phase different steps has to be reached:</p> <p>FIRST STEP – OPENING AND SETTING THE CONTEXT. The facilitator opens the activity with a welcome to the participants and an introduction to the activity. Then he/she asks for volunteers among the attendees for the role of “table hosts”. Table hosts make sure that the atmosphere is informal and friendly and stay in the standard version for all discourse rounds at their table and take leave of their guests when they change the table. The hosts also ensure that, during the conversation, everyone participates.</p> <p>SECOND PHASE – THE QUESTIONS. In this phase the facilitator poses the topic and the questions on each table. The topic is the one related to the youth work; questions can be different and based on different key points</p>

such as:

- Challengers that youth workers face;
- Obstacles and barriers;
- Quality assurance;
- Innovation and quality;
- Boundaries and parameters;
- Current trends;
- Other.

The way in which the question is posed can be crucial for the outcome of the discussion. Make sure to furnish each table with the materials needed (flipchart, laptop, pens, markers, etc.) The process starts with the debate within the group seated around a table.

THIRD PHASE – MOVING. At the end of each discourse round, each member of the group moves to a different new table until ideally they have visited all tables/topics.

In this way participants are informed of the ideas given by the previous groups, continue the discussion and add new elements, developing insights through multiple conversations with a diverse number of youth workers, and expanding the collective knowledge of the group. The results are reflected visually in a variety of ways.

FOURTH PHASE – REFLECTION AND EVALUATION. “Café of participation” finishes with a reflection phase. Reflection can be made by the group or individually.

FIFTH PHASE – CLUSTER OF IDEAS. The last phase is the creation of the cluster of ideas where the facilitator, supported by the “table hosts” collects the email addresses of the participants in order to create a virtual book of the participants.

At the same time the results will be collected virtually and made accessible to influence other youth workers or stimulate participation and debate by involving more civil society actors.



DEBRIEFING AND EVALUATION

The last 15 minutes of the activity are dedicated to the debriefing and evaluation.

Here the participants reflect, both individually and in groups, on different questions such as:

- Ideas/topics emerged from the discussion
- Issues and keys to solve them
- How to apply them in youth work
- What has come to light because of these discussions

Questions and key points can be adapted on the basis of the results.

EURvoice workshops curriculum

Carpet rolling activity	
THEME	Democracy, active citizenship – This workshop is more of an introductory workshop that can bring young people, decision makers to experience cooperation, active listening in a group setting. The activity has a main aim to confront each participant with their own ideas and opinions and to illustrate how representative democracy “operates”
SAMPLE	The workshop would have 4 parts: <ol style="list-style-type: none"> 1. Technical introduction and setting up the place (see the “template” attached) 2. Asking participants to take seat and starting the activity 3. Reaching common understanding 4. Debriefing
GROUP SIZE	18 or 21 or 24 participants (these are minimum numbers)
GROUP AGE	18 and above, this activity is designed for youth workers
TIME	60-90'
OBJECTIVES	<ul style="list-style-type: none"> ● to illustrate limitations of representative democratic election systems ● to experience the importance of “acting when possible” and “have your say” situations in participation
PREPARATION	This activity mostly works offline as in online platforms the settings will not allow to demonstrate the limitations of democratic participation

	<p>properly.</p> <p>demonstrating the activity takes place needs to be selected carefully. To demonstrate participation properly a schematic plan of how the room and the chairs should be positioned in the room. The room needs to be set before the activity starts.</p>
MATERIALS	<p>Chairs (equal to the number of participants)</p> <p>Papers</p> <p>Pens</p> <p>Flipchart table and paper</p> <p>Timer</p>
TIPS/COMMENTS	<p>This activity requires lots of attention and preparation, so it might be a good idea to involve co-facilitators. Another thing to consider is that if you have limited space where the activity would not fit well, either choose to do this outdoor (if the weather <i>allows</i> eg.: shadow is essential during summer, and also the position of chairs) or choose another activity.</p>
INSTRUCTIONS	<p>Setting up the room</p> <p><i>Please check the template. The drawing refers to a minimum of 18 participants. In addition to 21 and 24 participants, you can add extra seats to the middle and the outer circle. Please stay attentive to the distance between the circles. Yellow signs mark the spot for paper and pen (3-4 papers to middle and inner circle). Brown sign marks the position of the flipchart.</i></p> <p>Technical introduction 15'</p> <p>1. <i>If participants arrived in the room and were asked to take a seat without knowing the task. Once all seated the facilitator explains the task. They all participate in a democratic process where the task is to find a common understanding of a specific question. The question can be anything that is most relevant for the group: What is the role of</i></p>

youth work in fostering youth participation?

The idea is that it's an open question that can be provocative a bit.

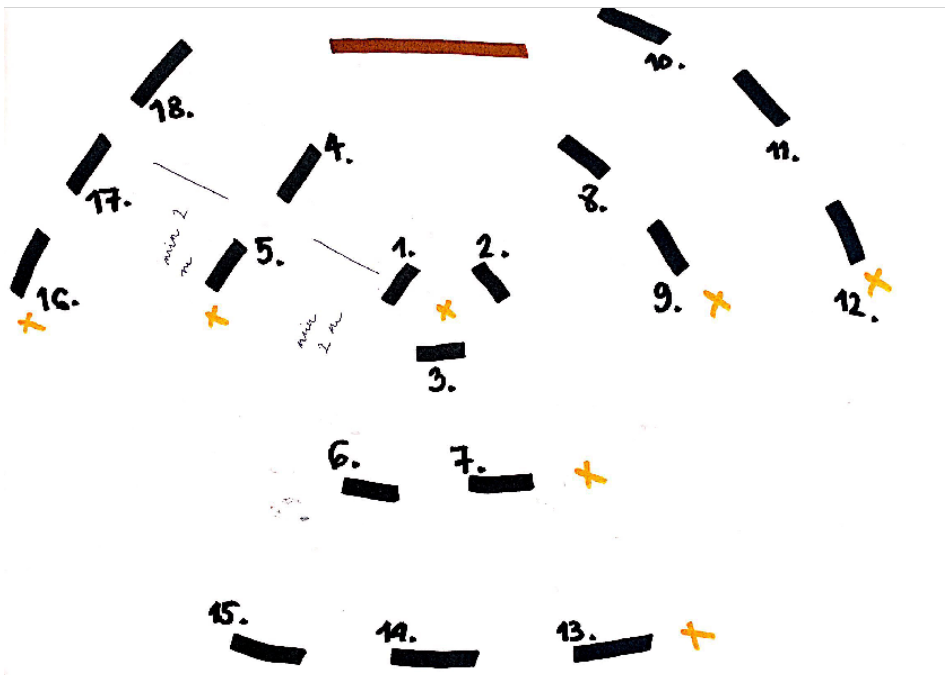
- 2. The way they can find common understanding is complex and certain rules apply. First is that every section works together, so in total there are 7 sections (the inner circle, 3 times the middle circle, and 3 times the outer circle). But they also connected with the people who sat in front of them.*
- 3. Instructions will be given during the activity continuously.*

Reaching common understanding 30-35'

- 1. First-round of 8- 10 minutes. Each section tries to come up with its own understanding regarding the open question. The main conclusions should be written on paper.*
- 2. After the first round, each section of the outer circle gives their paper to the group in front of them (from outer to middle). The outer circle can sit closer to the middle circle to observe but they no longer participate.*
- 3. The second round of 8-10 minutes. The middle and inner circle are working only. The inner circle is still alone without any input from the people behind them, but the middle circle has an input that they can use if they want.*
- 4. After the second round, the papers are given to the inner circle and the middle circle becomes observers, the room can be reorganized (like the podium of the inner circle and the audience the rest) to hear the inner circle properly.*
- 5. The third round of 8-10 minutes. The inner-circle needs to write the final outcomes on the flipchart paper.*
- 6. After the third round, the inner circle asked to read out loud the common understanding and the facilitator asks every participant to share if they agree or disagree with this. If the majority agrees with it "formally" they reached a common understanding, if not then they did not reach it. The activity finishes.*

	<p>Debriefing 25-45'</p> <ol style="list-style-type: none"> 1. General round of feelings, impressions about the activity. The facilitator keeps the conversation around this topic. Here it's important that everyone can share and it's encouraged to share about the feelings. 2. Specific questions: <p>What does common understanding mean to you?</p> <p>Do you think that you contributed to finding a common understanding?</p> <p>What obstacles have you seen in this activity?</p> <p>etc.</p> 3. The facilitator can bring up certain themes to be discussed or reflected. How can you compare this activity to how representative democracy works? In your practice to which extent you can involve young people to take action, initiatives?
<p>DEBRIEFING AND EVALUATION</p>	<p>See above</p>

Annex:



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EURvoice workshops curriculum

Community engagement and initiative starter kit	
THEME	The purpose of this workshop is to educate fellow youth workers on how to incentivize, orchestrate, facilitate, and present an initiative that youth groups can carry out.
STRUCTURE	Promoting active citizenship Community work and engagement Digital competencies Creativity Civic participation
GROUP SIZE	8-15
GROUP AGE	18 and above
TIME	10 minutes on the importance of community engagement 30 minutes on researching and brainstorming on relevant topics (Step 1) 30 minutes for brainstorming of ideas and writing them down (Step 2) 1 hour for Step 3



<p>OBJECTIVES</p>	<p>Improve digital literacy</p> <p>Promote active citizenship</p> <p>Raise awareness regarding local societal issues</p> <p>Educate youth workers</p>
<p>PREPARATION</p>	<p>Info provided in the instructions</p>
<p>MATERIALS</p>	<p>Links provided in the Instructions</p>
<p>TIPS/COMMENTS</p>	<p>Think of energizers before the session starts.</p> <p>Ask the participants if they are already part of a community project</p> <p>Youth workers can share their past experiences as well as encourage the participants to remember if they were ever in any community engagement project and perhaps they weren't aware.</p>
<p>INSTRUCTIONS</p>	<p>The purpose of the kit is to encourage youth workers to create youth groups that will tackle minor but impactful community challenges.</p> <p>We consider that an effective way of bringing change even on a small local level is to encourage and provide the tools and steps so that they can motivate youngsters to take action.</p> <p>This workshop will give guidance to youth workers on steps to take when organizing a youth group of their own, and will also have as a goal to create a sense of community between the participants, so that they can communicate between each other later, seek support and advice while implementing their groups. The workshop is intended to be voluntary, for youth workers working directly with youngsters, who either have already an established group of young people or want to start one.</p> <p>The workshop can be held with non-formal education tools. You can start with energizers and getting to know each other's activities to foster the sense of community between the participants. Going through the steps below, the discussion/presentation can be organized in group work activities planning each step, alternating with discussion and reflection,</p>

as well as exchanging and improving on each other's ideas.

At first, if the youth worker is a local , they may already suggest some issues that they have seen around their community. Otherwise, the first task will be to show how to identify issues regarding the community.

Step 1. Check local facebook pages of already existing or up-coming initiatives and events. Check with local community centers or youth centers.

Take a stroll in the city, check the parks, check where people are spending most of the time, check the conditions (is it runned down? would it be much better if people knew more about this place?) Take a stroll now through memory lane! When was the last time your town/city/neighborhood had a festival , cultural exchange, flea market sale, etc.

Step 2. Gather the ideas! The youth group now will have various ideas and observations and a list of initiatives and community actions can be created! Brainstorm, find solutions, discuss on matters of feasibility and practicality.

Use paper and markers/pens and scheme it out for everyone to see.

DIGITAL VERSION: If the workshop needs to be online or if the youth workers wish to incorporate digital means, we suggest you use:

- <https://jamboard.google.com>
- <https://padlet.com/>

Step 3. Now, the course of action can be very different , depending on what the youngsters and youth workers have identified. Here are some examples that maybe they can relate to and that might be similar.

- 1) If there is a need for funding (for instance someone's house got burned down, a need for accessibility in a building such as a ramp) a popular method is using online crowdfunding sites such as:

	<p>a) https://www.gofundme.com/ b) https://www.facebook.com/</p> <p>2) If there is a need to make a change or gather people in order to properly propose a change then there are these platforms you can use:</p> <p>a) https://secure.avaaz.org/community_petitions/en/ b) https://www.change.org/start-a-petition c) https://community.sumofus.org/</p> <p>3) Most initiatives gain awareness through a series of successful campaigning. In the majority of cases they are done online, especially via Instagram, TikTok, Youtube, Facebook. In order to create eye catching and visually appealing products to share on social media there are a number of free platforms they can use: (with paid content if wanted)</p> <p>a) https://www.canva.com/ b) https://crello.com/home/ c) https://getstencil.com/pricing d) https://www.visme.co/pricing/</p> <p>4) In order to delegate tasks and set order and priorities for objectives we suggest using platforms that make it easier for a team to project manage their initiative:</p> <p>a) https://trello.com/home b) https://asana.com/ c) https://www.google.com/sheets/about/</p> <p>5) In the case that the group of youngsters have to meet online (due to restrictions or extended longer projects) the following tools make it possible to meet and adjourn:</p> <p>a) https://discord.com/ b) https://zoom.us/ c) https://meet.google.com/ d) https://www.skype.com/en/ e) https://www.facebook.com/ f) https://www.facebook.com/</p>
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	<p>6) Last but not least, we include a list of tools that have been proven throughout the years quite handy when it comes to create online/offline projects such as community initiatives as well as major Erasmus projects. The main aspect is that they are free, easy to use for all people and most of them allow for co-creation and collaboration :</p> <ul style="list-style-type: none"> a) https://www.google.com/sheets/about/ (online Excel alternative, used for databases, calculations, Gantt charts, budgets) b) https://www.google.com/docs/about/ (online Word alternative, best for a team of youngsters that want to work together on a document online) c) https://www.google.com/forms/about/ (used for surveys and questionnaires, for instance if they want to ask the community , or a certain group of people, for views or gather general statistics) d) https://wordpress.com/ (an easy and free way to create a website. Think in terms of creating a website for schools or community clubs, etc.) e) https://www.twitch.tv/ (a free way of creating streams such as charity video streams or interviews, etc.)
<p>DEBRIEFING AND EVALUATION</p>	<p>The facilitator can evaluate on the project on the level of impact. How many did they help?</p> <p>Is this able to be continued after the workshop?</p> <p>Can they gather more people to help with this?</p> <p>What's next in their expansion strategy if there is any</p>



EURvoice workshops curriculum

Debating in terms of the European Youth Parliament	
THEME	The theme of this workshop is to “transport” the youth that are participating in the youth group in a mock parliament session. This will provide a lot of insight on how the EU Parliament actually functions, it will allow the participants to properly voice and express their ideas and opinions and engage in debate.
SAMPLE	<ul style="list-style-type: none">• Debating• Democratic processes• European Parliament• Simulation
GROUP SIZE	(Its best if they can evenly be split in two groups) 6,8,10.
GROUP AGE	18-30
TIME	3 hours
OBJECTIVES	Learning how to debate Preparing formal documents Argumentation Public Speaking Neutrality
PREPARATION	http://homepage.ntu.edu.tw/~karchung/debate1.htm - Rules on Debate

	<p>Conducting a Debate - Conducting a debate</p> <p>https://docs.google.com/spreadsheets/d/1R5LzStMAdg9E-pXuiRkX_2d0OvgoPrdd_j8Gr9WbKR0/edit?usp=sharing - Database of topics from EYP</p> <p>https://www.carthage.edu/model-united-nations/writing-resolutions/ - info on Resolutions.</p> <p>https://bestdelegate.com/model-un-made-easy-how-to-write-a-resolution/ - more info on Resolutions.</p> <p>https://eyp.org/what-we-do/</p> <p>https://eyp.org/</p>
MATERIALS	Phones/Tablets/Laptops
TIPS/COMMENTS	It is best if there are two youth workers.
INSTRUCTIONS	<p>In this activity, the youth worker can organize and conduct a “parliamentary debate” . The main purpose of this activity is to show young people how it is to be part of an democratic process and provide insights on how resolutions and EU decisions are drafted.</p> <p>A common issue is that young people are not taught in school how to formally voice their opinions, make suggestions that are realistic and motivate and/or convince a crowd of their peers.</p> <p>Step 1. The Youth Worker (Facilitator) Will give a brief introduction to the EYP (links provided above) will choose a topic from the EYP Topic Database. This step may be taken with the participants where they can choose the broader topic, or the youth worker can choose by themselves. It is best they research the topic beforehand in order to explain it the participants</p> <p>Step 2. In the material , there are two sources on conducting and rules on debating. The youth worker should use these and enforce them if necessary but it is <u>highly</u> recommended that they may ask the participants for rules they would like to have as well , in case something</p>

specific has not been covered.

Step 3. The Youth Worker splits the participants into two groups that will be debating against each other. They present the topic to the groups and the groups should start researching the topic.

Step 4. Drafting the resolution/proposal. The structure is simple but if the participants are willing to use other mediums (instead of writing - for instance if the majority are dyslexic or have other learning/physical disabilities) they may use videos and imagery as well. It is advised however that text is the easiest and closest to the reality of EU decisions. The structure is as follows :

- Introduction (Opening statements, talk about their position, give some info regarding the topic) - one or two persons take this role.
- Arguments in favor/opposing the main topic (what are they proposing, is it a EU programme? Is it an amendment to existing laws? Where would it take place? When would it take effect? Does something else have to happen before this?)
- Summary (More motivational, what impact would it have? Why is it so important)

At the end of the creation process, the youth worker will make copies of both resolutions and hand it to each team and let them review it for 10 minutes max.

Step 5. Debate time! The youth worker can use the resources in order to conduct the debate. However we propose the following structure:

1. Introduction Speech - Opening Statements of affirmative team - Explain your position
2. Present your arguments - Be concise and clear.
3. The *attack* speakers of the opposing team , counter the affirmative teams' arguments. Do not necessarily use arguments from your own resolution, focus on breaking down the arguments of the affirmative team.
4. The *support* speakers of the affirmative team lay their arguments for supporting their arguments - use sources, examples, etc.

5. The *attack* speakers of the opposing team counter the affirmative team once more.
6. The *support* speakers of the affirmative team lay again their arguments for supporting their arguments - use sources, examples, etc.
7. Closing statements by the delegated closing speakers.
8. Recess team to organize and prepare rebuttals. In this stage, both teams take their notes from the *attack/support* phase and start drafting recommendations and amendments. Noting down the key points they could agree on.
9. Introduction Speech - Opening Statements of opposing team - Explain your position
10. Present your arguments - Be concise and clear.
11. The *attack* speakers of the affirmative team , counter the opposing teams' arguments. Do not necessarily use arguments from your own resolution, focus on breaking down the arguments of the affirmative team.
12. The *support* speakers of the opposing team lay their arguments for supporting their arguments - use sources, examples, etc.
13. The *attack* speakers of the affirmative team counter the opposing once more.
14. The *support* speakers of the opposing team lay again their arguments for supporting their arguments - use sources, examples, etc.
15. Closing statements by the delegated closing speakers.
16. Recess team to organize and prepare rebuttals. In this stage, both teams take their notes from the *attack/support* phase and start drafting recommendations and amendments. Noting down the key points they could agree on.
17. Consolidation and presenting amendments and recommendations for a joint resolution that will ultimately be beneficial for the topic.

Step 6. Post Debate evaluation of topics, process, material, and learning outcomes



**DEBRIEFING AND
EVALUATION**

The facilitator will ask the participants in an open discussion the following questions: *Please note that the facilitator may ask any other additional question.*

1. How was the process?
2. Do you understand more about politics now and the importance of these roles in government?
3. Did you learn how to debate?
4. Do you think debating is something that should be taught in schools and formal educational institutions?
5. Would you like to re-do it?

EURvoice workshops curriculum

Digital citizenship Ideathon	
THEME	The number of digital tools and websites is growing every day and we have been facing a big challenge - to use ICT effectively - not only for entertainment, but also for finding and sharing information, engaging for a good cause and at the same time respecting the legal and ethical principles. Thus, with ITC, the individual as well as the whole society gradually changed. The digital age is thus slowly creating digital citizens living in a digital society. So, who can be considered a digital citizen by definition? The aim of the workshop is to name all of the elements of digital citizenship and then to find creative solutions on how problems the participants find in relation to these specific aspects of digital citizenship.
SAMPLE/STRUCTURE	<ol style="list-style-type: none"> 1. Phase: presentation and discussion – looking for the elements of digital citizenship 2. Phase: design thinking workshop 3. Presentation of prototypes and voting for the best solution
GROUP SIZE	Ideally bigger group 24-54 people, when you have a bigger group, it is necessary to have at least two facilitators
GROUP AGE	18-30
TIME	<p>2,5 – 3 hours (depending on number of participants)</p> <p>1 hour – presentation + discussion about the elements of digital citizenship</p>

	<p>1 hour design thinking workshop</p> <p>30/1 hour mins – group presentations and voting for the best solution</p>
OBJECTIVES	<p>The workshop’s objectives are:</p> <ul style="list-style-type: none"> - To acquire competencies and learn about what it means to be a digital citizen, which means what is the appropriate and responsible behavior when using technology. - To think creatively and come up with a feasible solution for different existing problems related to selected digital citizenship elements
PREPARATION	<p>In the preparation phase, it is important that the facilitator gets into the topic and prepares an interesting presentation for the beginning of the workshop.</p>
MATERIALS	<p>You will need:</p> <ul style="list-style-type: none"> - one computer and projector for the presentation; - flipchart papers and highlighters for the design thinking workshop; - papers and pens to take the notes. The participants will also need to have cell phones with WiFi or at least one laptop per group for the design thinking phase.
INSTRUCTIONS	<p>The first phase of the workshop:</p> <p>At the beginning of the workshop, the facilitator first discusses with the whole group of participants and they try to name the main elements and aspects of digital citizenship (basically the question is – who is the responsible digital citizen, what he/she needs to participate digitally and what rules he/she should follow). The facilitator will ideally prepare a short presentation in advance, which will supplement the discussion with the participants with important facts. Here are the most important facts that have to be discussed:</p> <p>Being the right digital citizen goes hand in hand with sufficient digital competences and media literacy. Such a citizen should be able to:</p>

- Use technology responsibly, appropriately and competently
- Understand, be able to evaluate the credibility and interpret digital content appropriately
- Be able to create, explore and communicate through appropriate tools
- Think critically about the various ethical opportunities and challenges that the digital space brings
- Behave decently in the online space and make safe, responsible and respectful decisions towards everyone else
- Help and guide others in building their positive digital experiences
- Realize that our actions usually have consequences for others
- Participate in a way that leads to the common good

Nine elements of digital citizenship:

1. Digital access

Even though we live in the digital age, not everyone has the same access to technology. Some families or individuals don't even have any devices. This fact was emphasized especially during the COVID-19 pandemic, when students stayed at home and had to switch to online classes. However, many of them do not have a computer or tablet at home, in which case the educator is obliged to provide alternatives. So if we work with a community and we have certain demands on them in the use of digital technologies, we must firstly get familiar with their situation at home or at school.

2. Digital commerce

It's about understanding how e-commerce works - it's essential for both potential sellers and customers. This is directly related to the solution of security when using money in the digital space.

3. Digital communication

Online communication has become such a common part of our lives that many people do not realize that they should follow the same rules as during offline communication. In the digital space,

there is much more bullying, mainly between children and teenagers, but inappropriate communication can also be observed among adults who started using online communication at an older age and no one prepared them for it.

4. Digital literacy

It is the ability to understand technologies and their uses. The more people are digitally literate, the more they are able to make good decisions and use digital technologies for personal or societal growth. Digital literacy is also closely linked to media literacy, like the ability to distinguish relevant information and various hoaxes and misinformation.

5. Digital ethics

Behavior in the online space should have its own rules. Online behavior of people of all ages is often out of control, conflicts arise, people spread anger and hatred through false profiles and so on. This can only be prevented by systematic learning and public discussion on this topic.

6. Digital law

It is related to the responsibility for our actions performed in the online space. No one can behave arbitrarily and with impunity on the Internet. Whether, as in real "offline" life, there are also legal rules in the online space that everyone should follow. Never before has crime been committed more easily than in online space. Digital law therefore deals with the rights and responsibilities governing the use of technology. However, many people are sometimes unaware of breaking the law. The most common offenses are identity theft, account hacking, cyberbullying and even downloading and publicly using copyrighted content (music, movies, pictures).

7. Digital rights and obligations

Digital law is directly linked to the rights and obligations of internet users. So these are specific responsibilities and freedoms that apply to everyone in the digital world. Young people and adults alike must be led to be aware of the possible consequences

of their actions online. If someone is fully aware of rights and responsibilities, he/she should educate other people accordingly.

8. Digital health and care

It concerns the physical and mental health of people related to their presence in the digital world. On the one hand, technology provides us with a number of positive experiences and good opportunities of all kinds, on the other hand, it can also cause us negative emotions, even depression or various types of loss. People should be aware of the dangers and seek the right balance between the online and offline world. They should also treat others online so as not to cause any harm to their physical or mental health.

9. Digital security

These are preventive digital measures to ensure safety for all users. Every day on the Internet, we are threatened by various viruses and worms that can infect the system and cause irreparable damage to our devices. Everyone should be able to take preventive measures to eliminate this possibility altogether or to prevent it as much as possible. People need to be aware of the consequences of possible attacks and protect themselves and their relatives or friends who are less technically skilled

You can find more information about these elements for example here:

- <https://blog.neolms.com/the-9-elements-of-digital-citizenship-your-students-need-to-know/>
- <https://www.digitalcitizenship.net/nine-elements.html>

The second phase of the workshop:

In the second part of the workshop, the design thinking method will be used. It was originally invented for the business world – despite this fact it is a very useful method for different fields and it supports the development of creativity and team spirit of the participants.

You will divide the participants into groups, where each group should

have at least four members. It is up to you how to divide them, but it is ideal to make the group diverse (in terms of nationality, age, target groups – like disadvantaged youth).

You will then select a minimum of 6 and a maximum of 9 elements of digital citizenship (depending on the total number of participants) and each group will work on one thematic area. Ideally they should pick the topic they would like to work on.

The task of each group will be to go through the five phases of the design thinking process, the essence of which is first to name the problem or need and then go through several steps to get to a feasible solution.

First, the facilitator explains the essence of all phases of this method. For example, he/she can show a video:

https://www.youtube.com/watch?v=r0VX-aU_T8

Step 1: Empathize – we need to empathize with the situation of people that face some problems related to the topic they have (one of the 9 elements). They will be looking for some real stories of the people that found themselves in a difficult situation related to the topic.

Step 2: Define the problem: The group will pick one problem or need based on the stories they found. The purpose of this step is to formulate the problem. Participants have to understand the affected entities as well as the causes and effects of the problem.

Step 3: Ideate: Participants will focus on finding the solution for this problem – the purpose is not to find the only and the best solution, but to come up with as many ideas as possible. 15-20 solutions per group.

Step 4: Prototype: Each group member will now take a few moments to think about the ideas they wrote down and will think of how it can fit to actual reality – the best solution can be basically the combination of something new and something that already exists. The group will brainstorm and sketch up the final solution. Participants should need to answer all practical details of their solution like: “why, when, how, stakeholders they want to involve, functionalities...”

	<p>Step 5: Test: Ideally the participants should test their prototype (solution) with the group which is it meant to be for. But as there won't be the possibility like this testing will be replaced by a group presentations and secret voting for the best idea.</p> <p>The third phase of the workshop:</p> <p><i>Pitching:</i> the participants will be presenting their prototypes – it is important to tell them in advance that they have to prepare the presentation in an interesting way and explain what pitching is and how it works. The best is to ask them to prepare a so-called “elevator speech”. You can find the information from this sources and many more:</p> <ul style="list-style-type: none"> - How To Give an Elevator Pitch (With Examples) https://www.indeed.com/career-advice/interviewing/how-to-give-an-elevator-pitch-examples - How to Write an Elevator Pitch (Examples & Speech Template): https://zety.com/blog/elevator-pitch - How To Create Your 30 Second Elevator Pitch!: https://www.youtube.com/watch?v=Lb0Yz_5ZYzI <p>They will receive the feedback from the mentors and other participants and one of the prototype will be selected as the best one – everybody including the mentors will secretly vote for the best solution. The winning team can for example get some gifts.</p>
<p>DEBRIEFING AND EVALUATION</p>	<p>In the end you can ask participants for feedback and find out if they enjoyed a team work and if they learnt something new or gained new competencies.</p> <p>The facilitator can divide the participant into groups or pairs to discuss and reflect on which of the nine elements is in their view the most important/related to them.</p>
<p>TIPS/COMMENTS</p>	<p>Visit each group in a while to give them some advice or answer their possible questions.</p> <p>It is of utmost importance to bring the topic of digital citizenship to young people that have a very limited or no access to needed IT and empower them to enjoy the opportunities for engagement this</p>



technology provides. During the time span of the preparations for this workshop, the youth workers (or their organisations) can get in contact with IT companies or foundations working in the field of education and ask them for donations of older computers (tablets/phones) which could be used during the activity. As an incentive to be more active and create the best ideas, young participants will have an opportunity to win those devices: one per person and the number of those who obtain them would depend on the number of participants and available devices. It may be possible to negotiate with an IT company or foundation a separate sponsoring for this contest.

EURvoice workshops curriculum

European Travels	
THEME	<p>Introduction of facts about selected European countries (in a funny and creative way).</p> <p>For example:</p> <ul style="list-style-type: none"> - Iceland doesn't have mosquitos. - More chocolate is bought at Brussels Airport than anywhere else in the world. - Norway knighted a penguin. - St. Peter's Basilica is the largest church in Europe. - The Kingdom of Denmark is the oldest monarchy in Europe.
SAMPLE	<ul style="list-style-type: none"> ● European awareness ● European citizenship ● Raising knowledge
GROUP SIZE	30
GROUP AGE	15-30 years old
TIME	50 minutes
OBJECTIVES	To raise knowledge about Europe among the participants. State of democracy, political system, election system of each country as a crucial point of the workshop.

PREPARATION	PPT presentation
MATERIALS	PPT presentation, projector, papers, rewards.
TIPS/COMMENTS	<p>In order to reach young people with fewer opportunities, we can connect to the organisations that have programs for them (associations of the disabled, organizations addressing Roma, foreigners, migrants, etc.) and maybe implement the workshop there or invite them to come to our organisation. We can also implement the workshop in schools in rural areas, we can take into account the hours when young people can go on a bus or train.</p> <p>NUMBER OF FACILITATORS: 3-4 (Clarify the instructions, be honest, be precise, pay attention, be aware if you have participant’s attention, be sure they understand all the tasks.)</p>
INSTRUCTIONS	<p>Introduction of ourselves. Hangman – name of the “imaginary airlines” (we are travellers!) – as an introduction! Blank map Presentations Languages Quiz</p> <p>POTENTIAL ADAPTATION: You are never over prepared! Make your PPT presentation more attractive than it is in school!</p> <p>You can find informations about EU here: https://europa.eu/learning-corner/top-publications_en and about European countries here:</p> <ul style="list-style-type: none"> • https://www.kids-world-travel-guide.com/europe-facts.html • https://www.farandwide.com/s/europe-facts-a71d7f0a5b164c56 • https://www.farandwide.com/s/facts-every-country-europe-9dcfe11348ac4fa7 <p>FOLLOW-UP Learn new things about the countries. Choose your favourite country from our presentation and look for new interesting information.</p>
DEBRIEFING AND EVALUATION	<p>DEBRIEF QUESTION: Have you learnt something new? What was the most interesting fact you have learned? Was it helpful? Did you enjoy it? If not, what could be improved? EVALUATION: At the end of the</p>



workshop ask them what was good and what was missing? Could we make it better? How did you feel during the workshop? Was the presentation clear enough from the beginning? Questions of evaluation were given to the participants to evaluate us, as peers, and to us, to evaluate ourselves.

EURvoice workshops curriculum

Inclusive participation	
THEME	The workshop is designed especially for youth workers, whose ambition is to work with disadvantaged youth. There are many forms of disadvantage and young people face many obstacles in society, which many times do not allow them to participate fully in several areas of social life. The aim of this workshop is to introduce participants to the problems faced by disadvantaged youth and to explore suitable tools for their easier participation. The workshop also includes a form of role-playing game, which will allow participants to empathize with disadvantaged people and find a solution to their situation.
SAMPLE/STRUCTURE	<p>1st Phase: Introduction into the topic of disadvantaged youth/youth with fewer opportunities</p> <p>2nd Phase: What tools can make participation easier for disadvantaged youth? Participant will discuss and look for the answer.</p> <p>3rd Phase: Role play – Solve Anna’s Muhammad's or Peter's situation! Participants will try to be in the situation of young person from disadvantaged environment.</p>
GROUP SIZE	Ideally 15-40, but if it is a bigger group(more than 15 people), two facilitators are recommended
GROUP AGE	18-no limit
TIME	<p>1st Phase: 40 minutes</p> <p>2nd Phase: 30 minutes</p>

	3 rd Phase: 50 minutes
OBJECTIVES	<p>The main objectives of the workshop are:</p> <ul style="list-style-type: none"> - To make participants aware of the diversity of obstacles that the disadvantaged youth/youth with fewer opportunities face in terms of participation. - To get participants familiar with the different types of online tools that make the participation easier, not just for the disadvantaged youth. <p>To support the sense of empathy in teamwork, creativity, and management skills.</p>
PREPARATION	The facilitator/s should get prepared in advance and get deeper into the topic, prepare the presentations.
MATERIALS	Facilitators need to prepare papers, flip-chart papers, pens, highlighters, and computer and projector for the presentation.
TIPS/COMMENTS	Session can be easily adapted for online environment. But you need to use the communication tools that have the option of creating a breakout rooms (for example Zoom or MS Teams, but there are more of them). When working in groups in breakout rooms, participant can use Jamboard, which is a free Google tool for making notes (replacement of flipchart paper).
INSTRUCTIONS	<p>1st Phase: Introduction into the topic of youth with fewer opportunities. First, the facilitator asks the participants to form pairs and discuss the following questions for 10 minutes: A) What types of youth with fewer opportunities do we know? B) What forms of obstacles do these groups face in terms of participation in your city?</p> <p>Tip for the facilitator:</p> <p>The question B could consider the “country” instead of the city. It depends which kind of scope you would like to give to the discussion. More focusing on local or national situation?</p> <p>Subsequently, the facilitator will discuss with the participants</p>

what they have come up with and show a prepared presentation, in which all types of disadvantages and especially how they affect the participation of young people will be explained. Specific examples from practice will be a good complement.

Suggestion on resources that the facilitator could use to prepare the presentation:

- YOUTH AND THE 2030 AGENDA FOR SUSTAINABLE DEVELOPMENT:

<https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2018/12/WorldYouthReport-2030Agenda.pdf>

- Young people with fewer opportunities: <https://www.salto-youth.net/rc/inclusion/archive/archive-resources/inclusiongroups/inclusionoffenders/InclusionOffendersWho/>

- Inclusion A-Z: <https://www.salto-youth.net/rc/inclusion/inclusionpublications/inclusionatoz/>

- How Mobility affects Inclusion Groups: <https://www.salto-youth.net/rc/inclusion/inclusionresearch/mobilityeffects/>

2nd Phase: The aim of this section is to show participants the different types of tools and methods that can help disadvantaged youth to participate in several ways. These young people usually have no idea about the opportunities they have, but if the youth workers are familiar with them, they can more easily target disadvantaged youth and make them aware of what they can benefit from. There are many innovative tools and approaches fostering participation, which can also be found on the EURvoice interactive resource map (<https://eurvoice.net/#/en/resources-map>). It is necessary for the facilitator to prepare a brief presentation, in which he/she will present examples of good practices of useful tools and different searchable databases. For example, they can get inspiration on this website: <https://www.worldsummitawards.org/wsa->

[awards/winners/?fbclid=IwAR2WaoGbufyxxosilspLssblt9cb-2ufljHRgEwz2sSVoeYApPSSu2S118#?category=2&](https://www.facebook.com/awards/winners/?fbclid=IwAR2WaoGbufyxxosilspLssblt9cb-2ufljHRgEwz2sSVoeYApPSSu2S118#?category=2&). There it is possible to find a number of participation tools under category “Government and Citizen Engagement”. Before showing the presentation, the facilitator invites participants to form a trio and discuss for 10 minutes what could make it easier for disadvantaged youth to participate. Then s/he invites them to share their views with the whole group and moderates the discussion.

3rd Phase: The last part of the workshop will be a role-playing game with the aim of getting into the shoes of a young person with fewer opportunities and helping her find a solution to her problem. The facilitator should divide the participants into groups so that each group has 4-6 people, and consider to balance the groups according to gender, nationality, age, etc. Each group will be given either the same or different assignment, the aim of which will be to try to solve the situation of young person with fewer opportunities.. The participants will be introduced to the following situations:

1. *“Anna is a 19-year-old girl who comes from a poor Roma settlement on the outskirts of a small town. She is very active and has been volunteering at the local leisure center since she was 16 years old. Anna meets many children from the community who do not have the necessary books and computers at home, especially for online study during a pandemic. Anna would like to help get a library and several laptops for the center, but she doesn't know how to do it and whom to contact. Try to design an achievable plan on how Anna can raise funds for her idea while raising awareness on this matter among the general public.”*
2. *“Peter, 18, comes from a small town in a remote region with high unemployment. He would very much like to find a part-time job with his friends, but he realizes that he has no experience and there is little work in the region. Unfortunately, there are not enough educational opportunities in the city to*

	<p><i>acquire new competencies that would make him more valuable for the labor market. All the courses and training he found cost a lot of money. He would like to help himself and his peers by helping to arrange such educational activities in the city. But he doesn't know how to do it and who to contact. Try to design an achievable plan on how Peter can bring such activities in town while raising awareness on this matter among the public."</i></p> <p>3. <i>"Muhammad is a 24-year-old Afghan immigrant who has lived in the EU for several years. He wanted to go to university, but he couldn't afford it because he his family needed the money, so he got a job at one of the local factory. Muhammad is sad that his community daily faces personal attacks as well as on social media, people often mislead about them and do not have the right information. He would very much like to run an awareness-raising campaign in the city, in which he would present his culture to the majority community and have a friendly dialogue with them through a series of educational activities. However, he does not know how to do that, where to get resources or who to contact. Try to design an achievable plan on how Muhammad can bring such activities in town while raising awareness on this matter among the public on social media."</i></p> <p><u>Each group will get the same questions to solve:</u></p> <ul style="list-style-type: none"> - Whom can she/he contact with a request for help? - How will she/he address the given people / institutions? What digital tools can she/he use? How will the issue become known to the general public? <p>Finally, all groups present their ideas.</p>
<p>DEBRIEFING AND EVALUATION</p>	<p>Facilitator will get feedback and evaluate the team work of each group. At the end of the workshop participants should evaluate what they learnt and if they are more familiar with the ways how to involve disadvantaged youth in participation process. Following questions can help to facilitate discussion:</p>



- | | |
|--|--|
| | <ol style="list-style-type: none">1) Who can be considered as young person with fewer opportunities?2) Were you surprised by some information that was discussed?3) How can we help to make the participation easier for youth with fewer opportunities?4) What is the most important information you are taking out of this session?5) Do you have any idea about the specific campaign or event that would help youngster with fewer opportunities?6) Why is inclusion important? |
|--|--|



EURvoice workshops curriculum

Make your community better!	
THEME	Young people are often unaware of how easily they can contribute to a positive change in their community and how easy it can be to take an initiative. In the beginning, the participants will get familiar with volunteering and its different forms. They will discuss why it is important to be proactive and interested in the community and society in which we live. Every individual has the power to contribute to a positive change, and every little thing counts. The participants will work on identifying the needs of their community and then designing their own project.
SAMPLE/STRUCTURE	<ol style="list-style-type: none">1. Discussion about the volunteering + Identifying what our communities need2. Presentation about the basic project schemes3. Workshop – create your own project that will help your community
GROUP SIZE	15-50, when the group is bigger than 15 people, there will be two facilitators needed
GROUP AGE	15-30
TIME	<ol style="list-style-type: none">1. Discussion about the volunteering + Identifying what our communities need: 45 minutes2. Presentation about the basic project schemes and project management: 30 minutes3. Workshop – create your own project that will help your community: 45 minutes

	4. Presentations and discussion: 30 minutes
OBJECTIVES	<p>The objectives of the workshop are:</p> <ul style="list-style-type: none"> • To make participants aware of the importance and forms of volunteering • To increase their ability to identify the needs of the community • To help them acquire the basic competences in the field of project management and fundraising and thus contribute to building positive change in the communities we live in.
PREPARATION	Facilitators should get deeper into the topic in advance and prepare presentations and examples of good practice.
MATERIALS	Facilitators will need to prepare a computer, projector, flip-chart papers, stationery, highlighters, small sticky papers
INSTRUCTIONS	<p>Phase 1: The aim of the first phase is to make participants familiar with the concept of volunteering. It can take many forms that people may not even be aware of. At the beginning, participants will receive a few small sticky papers and will have 5 minutes to write on one piece of paper what types of activities they imagine under volunteering, and on the other paper why volunteering is important. Subsequently, everyone will share their views with the whole group and the facilitator will moderate the discussion. The group discussion will be complemented by a facilitator's presentation explaining the main forms of volunteering, its importance for society and for sustainable development of our communities, as well as examples of good practices (i.e. various volunteering projects of young people around the world). A video of a successful young people's volunteering initiative can also be nice to show. The facilitator can take the information, for example, from the following publications dealing with this topic:</p> <ul style="list-style-type: none"> • <i>Volunteering Practices in the Twenty-First Century:</i> https://www.unv.org/publications/21st-century-volunteering-practices

- *Volunteering and its Surprising Benefits:*
<http://www.volunteercentre.info/wp-content/uploads/2019/05/Volunteering-and-its-Surprising-Benefits.pdf>
- *Understanding The Role of Volunteerism*
In Creating Social Inclusion: <http://swcrc.ca/wp-content/uploads/2013/09/Understanding-the-Role-of-Volunteerism-in-Creating-Social-Inclusion-Final-Report-for-SWCRC-September-2011.pdf>
- *5 types of volunteer work:*
<https://livelearn.ca/article/community-circles/5-types-of-volunteer-work/>
- *Volunteering Activities:*
<https://www.volunteer.ie/volunteers/volunteering-activities/>

Phase 2: In the next part, the participants will learn about the project formats that they would be able to write and implement themselves, because the purpose of those is to involve young people in all the projects phases to get new competences – specifically about the European Solidarity Corps Projects. The facilitator prepares a presentation that helps explain what the solidarity project is about, what the ideal outputs of the project are, and what the application form looks like. Subsequently, they go through the preparatory, implementation, and evaluation phases and their steps. Finally, the facilitator can show videos – examples of successful projects. The information can be taken from the following sources:

- European Solidarity Corps Guide 2021-
https://europa.eu/youth/sites/default/files/european_solidarity_corps_guide_2022.pdf

Phase 3: Workshop. Divide the participants by any method into groups of 4-6 people. Their first task is to think individually about the needs of their community – i.e. what

	<p>they see as shortcomings and space for improvement in their city, region or school, etc. Then they brainstorm together and decide as a group for one community need they will elaborate in the next step. In the last step they will try to design a draft of a solidarity project tailored to the needs of the chosen community.</p> <p>Phase 4: Presentation of projects – each group will present their proposal at the plenary and get feedback from facilitators and other participants.</p>
<p>DEBRIEFING AND EVALUATION</p>	<p>At the end, facilitator can divide the participants into small groups or pairs, and they can evaluate and talk for example about:</p> <ol style="list-style-type: none"> 1) How they enjoyed teamwork 2) What valuable they have learnt 3) Why is so important to do something for our community 4) What is the most important effect of volunteering
<p>TIPS/COMMENTS</p>	<p>If some of the presented projects will be very interesting, the facilitator can talk to those groups separately and support them in finding out how they can get grants for implementing it.</p> <p>Sessions can be easily adapted for online environment. But you need to use the communication tools that have the option of creating breakout rooms (for example Zoom or MS Teams, but there are more of them). When working in groups in breakout rooms, participants can use Jamboard, which is a free Google tool for making notes (replacement of flipchart paper).</p>

EURvoice workshops curriculum

Make your elders happy	
BACKGROUND	<p>Elderly care, or simply eldercare (also known in parts of the English-speaking world as aged care), serves the needs and requirements of senior citizens. It encompasses assisted living, adult daycare, long-term care, nursing homes (often called residential care), hospice care, and home care. Because of the wide variety of elderly care needs and cultural perspectives on the elderly, it includes a broad range of practices and institutions. For example, government-run elderly care is seldom used in many Asian countries, where younger generations often care for the elderly.</p> <p>Elderly care emphasizes the social and personal requirements of senior citizens who wish to age with dignity while needing assistance with daily activities and with healthcare. Much elderly care is unpaid.</p>
THEME	<p>The workshop is intended for minors and young adults.</p> <p>The aim of this workshop is to encourage young people to support their elders by organising entertaining activities in retirement homes and so offer them a pleasant moment.</p>
SAMPLE/STRUCTURE	<p>The workshop is divided in two parts: the first activity is a visit to a retirement home. In a second stage, a time for reflection and brainstorming is organised so that young people can give their ideas on what could be put in place to give some happiness to the elderly.</p>

GROUP SIZE	From 4 persons to 20 persons - there can be more facilitators or peer coach involved too
GROUP AGE	12-25
TIME	6 hours
OBJECTIVES	The definition of a community is "a social group whose members live together, or have common goods or interests". The very purpose of living together is to do everything possible to ensure that everyone finds its place and feels good. Unfortunately, it happens that some people in every community feel left out or forgotten, and these are most often the elderly. Therefore, the objective of this workshop will be to raise awareness and encourage young people to take action for their elders.
PROGRAMME	<p>09:00-09:30 Registration, presentation of participants and presentation of the workshop</p> <p>09:30-12:00 First activity (Visit of a retirement home)</p> <p><i>if needed for the transportation to get there please calculate the necessary extra time</i></p> <p>The visit should be planned well ahead - talk with the manager in the center for the details and make a prep-visit yourself before implementing the</p> <p>12:00-13:00 Lunch with the members of the retirement home</p> <p>13:00-14:00 Second activity (Debate and brainstorming)</p> <p>14:00-15:00 Debriefing and evaluation</p>
MATERIALS	Flipchart papers and markers of different colours
TIPS/COMMENTS	<p>All participants should be prepared to handle difficulties when visiting elderly people.</p> <ul style="list-style-type: none"> - Talk slowly and loudly - Be polite & calm

	<ul style="list-style-type: none"> - Listen carefully - Try to find similarities in your life with theirs
<p>INSTRUCTIONS</p>	<p><u>First activity</u> = The first activity is very special because it is a visit to a retirement home. The aim of this visit is to make people understand the harsh reality of what elderly people go through every day. They are very well taken care of medically speaking, but it is often difficult for these structures to organise activities due to lack of time and/or money.</p> <p><u>Second activity</u> = After the visit of the structure, a brainstorming and a discussion will be organised between the members of the workshop. The young people will be asked to think about what they would like to set up within the structure and what they think they could bring to it: propose the organisation of a weekly cooking class? Propose the organisation of a weekly board game competition? Offer to come in once a week just to spend time with them and talk? The instructor should make them understand that anything is possible and that even the smallest contribution can really change their lives!</p> <p>= The aim of this activity is to encourage young people to get involved with their elders.</p> <p>Here are some practical advices to support elderly people:</p> <p>1. Keep in touch</p> <p>Phone your older relatives and friends and ask if they need anything and let them know if they do, you can help out. And while you're on the phone, why don't you have a chat?</p> <p>You could set up a rota with other family and friends to make sure someone is regularly giving them a ring to see if they're OK.</p> <p>This might also be a useful time to introduce older relatives and friends to technology that might prove helpful during this period, such as Skype or FaceTime.</p>

	<p>2. Lend a hand</p> <p>If you're feeling well, why not offer to pick up shopping for an older neighbour or relative who might not be able to or is too worried to go to the shops? If you are helping someone who is self-isolating or shielding make sure you leave the shopping on their front doorstep, knock on their door and step back while you ensure they safely receive it. Make sure you stand 2 metres away from them at all times.</p> <p>You could help an older person who lives further away from you and isn't familiar with technology by doing an online shop for them. It's worth checking before you offer to do so, though, as some services have suspended deliveries due to overwhelming demand.</p> <p>3. Show you care</p> <p>Why not make homemade cards (which is a great project to do with the kids), send a postcard, even post small gifts to keep people's spirits up or just write a good old-fashioned letter to an older friend or relative?</p>
<p>DEBRIEFING AND EVALUATION</p>	<p>The aim of the debriefing is to see if the workshop has changed the mentality of young people towards their elders:</p> <ul style="list-style-type: none"> - Were you aware of the reality of their elders before the visit to the retirement home? - Did this visit make you want to act more concretely for them? - If so, why? And how? If not, why? - Do you want to add something to make the workshop even more complete and interesting? - Did you enjoy the experience? - If yes, why? If not, why not?

The EURvoice workshops curriculum

Media Literacy and Democracy	
THEME	Educating people on media literacy will allow them to become more careful engaging citizens. Demonstrating on how to identify hate speech, political and social propaganda and how to view media critically. European Values
SAMPLE	<ul style="list-style-type: none"> • Media literacy • Digital media literacy • Why is it important for democratic processes • Non-Formal Education • Digital competencies
GROUP SIZE	5-15 youngsters 1 facilitator
GROUP AGE	17-30
TIME	3 hours
OBJECTIVES	<ul style="list-style-type: none"> • Understand the fundamentals of Media literacy, how misinformation hinders proper democratic processes • Media literacy lenses • Research , find articles • presentation skills
PREPARATION	Introduction to Media Literacy: Crash Course Media Literacy #1

	<p>https://digitalcommons.uri.edu/jmle/vol10/iss2/1/</p> <p>https://en.unesco.org/sites/default/files/milweek17_irina_zhilavskaya.pdf</p> <p>https://www.getbadnews.com/#intro</p> <p>https://www.getbadnews.com/#intro</p>
MATERIALS	Laptop,projector, large papers,pens,paper
TIPS/COMMENTS	Make questions for the video , provoke them
INSTRUCTIONS	<p>At first, the facilitator can quickly educate themselves on media literacy using this site : https://www.common sense media.org/news-and-media-literacy/what-is-media-literacy-and-why-is-it-important</p> <p>Once the facilitator introduces the reasons media literacy is critical in order to make informed decisions and properly evaluating democratic processes, they may proceed by showing the video: Introduction to Media Literacy: Crash Course Media Literacy #1</p> <p>and pause at certain moments in the video to ask questions from the participants.</p> <p>Specifically:</p> <ol style="list-style-type: none"> 1. 0:22 . At this point, the facilitator can pause and ask the group how many hours they spent consuming media and follow up by asking which platform they spend most time on. 2. 3:39 . This is another skill that the participants will adopt. Media literacy lenses are something they will use every time they view media. Ask them to start using it as soon as possible even after leaving the workshops. While they walk or commute home. 3. 9:36. At this point , the facilitator asks the participants firstly, if they consider themselves creators of media (according to what the video has said so far - chances are they are-) and if they feel responsible for the media they create

The video will in most cases suffice as a crash course into Media literacy without having to read a lot on the topic. There is no need to view the other videos at the moment, but it is advised to follow these series if they wish to learn independently more.

In order to analyze and evaluate media , the facilitator will introduce the following checklist:

Table 1
Some Media Literacy Questions

- ✓ **Authorship:** Who made this message?
- ✓ **Purpose:** Why was this made? Who is the target audience (and how do you know)?
- ✓ **Economics:** Who paid for this?
- ✓ **Impact:** Who might benefit from this message? Who might be harmed by it? Why might this message matter to me?
- ✓ **Content:** What is this about (and what makes you think that)? What ideas, values, information, and/or points of view are overt? Implied? What is left out of this message that might be important to know?
- ✓ **Technique:** What techniques are used? Why are those techniques used? How do they communicate the message?
- ✓ **Credibility:** Is this fact, opinion, or something else? How credible is this (and what makes you think that)? What are the sources of the information, ideas or assertions?

Authorship: *Who is the author or group of authors? Is there an author? What are their credentials, what is their background (academic and or professional) ? Did they have very different views during some other political situation?*

Purpose: *What was the reason behind creating the media? Take into consideration the time, the situation, the media was created.*

Economics: *Where is the revenue coming from? If it is an online news agency, who is paying them? Are they relying on ads? Then which ads? If they are privately owned, then who is the owner (are they connected to a political party or of some influence) . The common scheme is follow the money to see who is pushing the messages they want to push.*

Impact: *Sometimes the purpose of a media might be different than the impact that it has. An article might be written defending for example Trans rights, but in doing so they misrepresent them and end up causing them to complain against it. Sometimes, the effect of the media cannot be forecasted beforehand however it is important to analyze the backlash*

once it is released.

Content: *Media creators encode their media with various ideas and opinions that can be subtle (in the background, sponsors or references) while others announce their intentions in a more forward manner. Focus also on what imagery they use and if they omit certain things.*

Technique: *What vocabulary do they use in their writing? What colors or themes are they using in their imagery, what pictures do they use in their articles? Is it made for more academics and intellectuals? Are they trying to communicate to a certain demographic? Are they using slang?*

Credibility: *Do they cite their sources? Are they using quotes? Are they taking quotes or statistics in the wrong context intentionally? Do the sources/citations in the media actually lead to the source? Do they not use sources? Is the author an expert? Is it posted in a reputable journal?*

Activity 1)

Ask the participants (individually if they are less than 6-7, or in groups for 8 or more participants) to find any media -make a reference to the Crash Course video 1:21 on all possible types of media - and apply the check list. Find all of the elements mentioned above , write them down on paper and present it to the rest. They can find media that is either good example (covers all checkpoints) or one that is a bad example (does not cover the checkpoints)

Time allocated: 30 minutes for research, 30 minutes for presentation, however this can be adjusted depending on the number of participants.

Optional Activity (highly encouraged) : Prompt the participants to create media (anything they want) that is a good example of all the points made above. For example , they can produce an article , a video, an infographic, a sample of advertisement , memes, podcasts, etc. The topics of the media they produce should be around Media literacy but this can be left up to the facilitator (youth worker) . Suggested topics but not limited to : Media Literacy and Democracy, Media literacy and Education, Digital Media Literacy, Media literacy and E-Safety.

	<p>In addition, they can create an article regarding the situation of Media literacy of their own country. The main point is to follow the checklist and make sure in their media all of the points are covered.</p> <p>Duration of activity : 45 minutes for research and creation, 30 minutes to present.</p> <p>Presentation can be done in many ways depending on the capabilities of the participants. Platforms such as prezi, powerpoint, pdf, canva. Participants that face any learning or physical disabilities can pair up with another person</p> <p>Activity 2: at this point the participants have understood the principles of creating media responsibly and what to look out for. To contrast and understand how easy it is to do the opposite !</p> <p>Ask the participants to use their phones or laptops and go to the website https://www.getbadnews.com/#intro . In this game they get to create clickbait titles and post news that is fake. It's made to de-escalate the workshop and end it with a light comical mood while also being competitive. At the end players get a score of how well they were at creating bad news!</p> <p>ONLY FOR ONLINE USE:</p> <p>An added benefit of this workshop is that you can conduct it entirely online. Please make use of Google Jamboard</p>
<p>DEBRIEFING AND EVALUATION</p>	<p>Questions for participants:</p> <ul style="list-style-type: none"> ● Was this a fun way of learning about Media Literacy? ● Will you “adopt” the digital media literacy lenses in your day life? Do you think you can influence others to use it? ● Do you understand the importance of questioning what we consume? ● Are you a producer of media without knowing it?

EURvoice workshops curriculum

Meeting the Institution!	
THEME	Dialogue and participation, simulation and non-formal education
SAMPLE	<p>“Meeting the Institution” is a non-formal education game based on two fundamental aims:</p> <ul style="list-style-type: none"> - To help the participants to learn about the different discussed topics (the importance of democracy, personally freedom, gender equality, social equity); - to enhance participants’ skills in working in groups and putting them in situations where they can negotiate, debate, to form positions individually and in groups. <p>Thanks to the participating methodology it encourages participants to organize themselves in groups where they can express their political opinions, and defend them by learning the importance of dialogue and the diversity of opinions and perspectives in daily life.</p>
GROUP SIZE	From 25 to 30. In this field it is highly recommended to build the group only with a minimum number fixed in 20 participants.
GROUP AGE	The participants has to be in the range 18 - 30
TIME	The duration of the workshop is about 60 minutes.

<p>OBJECTIVES</p>	<p>The general aim of the workshop is to introduce the participants to the real meaning of participation by a non-formal education game where they adopt different opinions and learn to respect the opposite ones and to dialogue.</p> <p>It also intends to:</p> <ul style="list-style-type: none"> • Foster mutual understanding between young people in different communities through inclusivity, constructive engagement and networking, resulting into reduction in prejudices, stereotyping, racism, xenophobia, conflict situations among participants and citizens of their respective communities; • Reduce barriers which hinder young citizens in active participation.
<p>PREPARATION</p>	<p>Preparing for the workshop requires setting up the room with tables and chairs. These fittings will be separated on two lines as they will represent two different currents and two different "visions".</p> <p>Each table should be equipped with stationery, a flipchart for each group and colored pens or markers.</p> <p>Prepare in advance the posters that will indicate the two currents and that will be placed on the two different lines.</p>
<p>MATERIALS</p>	<p>Materials useful for the implementation of the activity: some tables and in equal numbers chairs, post-its, flipcharts, small posters, posters or panels indicating the names of the groups: government and opposition.</p>
<p>TIPS/COMMENTS</p>	<p><i>Time management is crucial, to encourage the exchange of feedback at the end of the activity.</i></p> <p><i>The facilitator must ensure that everyone is actively participating in the simulation.</i></p> <p><i>Themes should be chosen based on topics that are current or strongly felt by youth.</i></p>

INSTRUCTIONS

A facilitator with an adequate know-how, with experience in non-formal activities and education for youngsters, leads the workshop and the groups. Before the official starting of the activity a detailed description of the workshops will be done. In fact, in this PRELIMINARY PHASE, the facilitator has to introduce the workshop, the activities planned in, role of the participants, rules and condition of participation, planned results.

After that, in a SECOND PHASE, the facilitator will divide the participants into four groups, two groups on the left will be the government groups, they adopt one position, and the others on the right adopt the opinion of the opposition.

In the IMPLEMENTATION PHASE (or THIRD PHASE) the facilitator asks a question on a specific topic.

Here some examples of topics:

- Sustainability policies (Climate Change),
- Gender equality and human rights,
- Euthanasia and freedom to decide when to die,
- Privacy online and fighting fake news
- Education reform
- Lowering the aging vote to 14
- Migration and reception of migrants, rights and duties of the States
- Accidents in the workplace and workers rights
- Rights to health and be cured
- What opportunities and tools do youths need to influence democratic and societal decision making?
- What changes in society are you concerned about and what do you need to be able to adapt to such changes?
- Do you think that democracy is a good political system?
- Do you think good youth policies should be developed at European level and adopted by the States?

The groups will have five minutes to think about the arguments to use, and each team will have to defend its position for four minutes.

It goes from one team of the government to one of the opposition, then to one of the second team of the government to the last team of the

	<p>opposition. During the defense of their positions, the next opposite team has always the possibility to intervene once and only for 30 seconds.</p> <p>LAST PHASE is the debriefing where participants analyze the results. This phase is immediately connected with the evaluation phase.</p>
<p>DEBRIEFING AND EVALUATION</p>	<p>The workshop finishes with a debriefing where the participants express their opinion about the activity and the general topic of the debate independently of their previous groups. To do so the participants will be asked to write on a post-it a word that expresses their opinion, put it on a flipchart and explain it to everyone.</p> <p>ALTERNATIVE METHOD OF EVALUATION</p> <p>“Digital reflection board” through a Padlet game tool.</p> <p>At the end of the workshop the facilitator creates a simple padlet which hosts a bunch of images, icons or photographs; then he drops into a projection board or a common chat group and every one of the attendees can access and view the screen. Then, the options are many but, in response to a specific question and related to this activity, he/she may pose, he/she asks each person to pick an image that captures the essence of their response or perhaps add a comment or ‘like’ it or not.</p>

EURvoice workshops curriculum

Participatory video!	
THEME	Dialogue and communication, active participation, sharing of ideas
SAMPLE	<p>“Participatory Video” is a participatory workshop aimed at involving young people in shaping and creating their own film. The general idea comes from the fact that making a video is easy and accessible, and is a great way of bringing people together to explore issues, voice concerns or simply to be creative and tell stories.</p> <p>In this way a video represents the tool with which youngsters can interact and communicate their needs and ideas to decision makers or other relevant stakeholders.</p>
GROUP SIZE	From 12 to 20 (divided in small groups of maximum 5 participants)
GROUP AGE	Under 30 years old
TIME	From 4 to 9 hours
OBJECTIVES	<ul style="list-style-type: none"> ● To have a safe space to talk about what matters to them in terms of their needs; ● To have a safe space to talk about what matters to them in terms of environmental justice; ● To learn more about youth involvement in politics and/or other social/political activities; ● To communicate easily with stakeholders by using innovative and creative tools;

	<ul style="list-style-type: none"> To empower and support youth with fewer opportunities to make their voices heard.
PREPARATION	<p>The preparation consists of different phases:</p> <ul style="list-style-type: none"> GROUPS: division of the participants in groups; DIAGNOSIS: identification of the topics, discussion of the narrative and storytelling; PLANNING AND TRAINING ON DIGITAL TOOLS: explanation of the PV technique and its objectives, elaboration of the storyboard and objectives of the videos; <p>After those phases the participants will start to work on the curation and production of the media elements.</p>
MATERIALS	<p>For the realization of the workshop, participants will need:</p> <ul style="list-style-type: none"> - paper and pens to take notes and work on the concept; - printed templates of scripts/storyboard to facilitate their work you can either download them for free from https://www.studiobinder.com/ which is also providing you the opportunity to work on your storyboard online with a mobile app ; - digital tools for shooting video (cameras, phones and any other equipment such as a stabilizer) and audio (microphones). - Each group should have at least one computer with a programme for editing in order to edit the content. In case you need a programme, one of the best free editing programs for laptops is https://www.blackmagicdesign.com/uk/products/davinciresolve/edit (Davinci Resolve) - The material produced will be collected in a hard disk.
TIPS/COMMENTS	<p>One facilitator per group will support participants in making the videos and he/she'll do it through a presentation aimed at presenting the technical details and procedures. This will give participants a clear idea of how to proceed.</p> <p>It is advisable to balance the groups and have at least one person with</p>

	<p>expertise on the topic in each group.</p> <p>Do not forget that values and narratives come before technical perfection!</p>
<p>INSTRUCTIONS</p>	<p>After the creation of the storyboard, participants record the video scenes, planning deadlines and timetable. Give them some instructions in order that each group has the same opportunities and you are going to have comparable products.</p> <p>They work divided in groups and will follow the guidelines and the goals planned on the first phase. During these preliminary moments participants will also take care of data protection and permits especially if they are working in a public space.</p> <p>After the checklist each group will establish tasks and responsibilities and they are ready for filming and saving shots.</p> <p>Division of tasks and responsibilities will be as follow:</p> <ul style="list-style-type: none"> - One participant will take care of clothes, accessories and materials appearing in the scene; - Two participants take care of camera, batteries (always charged!), tripod and, eventually, lights; - One participant film (operates equipment and dialogues with director about possibilities). He/she might have an assistant if needed; - One participant control the narrative and timing that is defined at the storyboard; <p>All groups will take care of the quality of the recording and they make sure that everything and everyone is ready for the filming and that all goals will be achieved in a proper way.</p> <p>The workshop continues with the review of the scenes and work on the editing and the group will decide how to share it.</p> <p>In this last phase the participants will keep in mind that the video, in this context, can be used as an advocacy tool to reach politicians and to encourage the debate. Participants, in fact, will select the most relevant</p>

	<p>stakeholders by targeting several social actors, like policy and decision-makers, public institutions, and the general public.</p> <p>The videos are ready to be shared. You can set up the room as a Gala of Oscars, moreover you can create a jury from the participants who will be evaluating different elements of the videos. At the end you will provide prizes to every group. This will create a fun and more stimulating environment within the group. You as facilitator can act as presenter of the Gala.</p>
<p>DEBRIEFING AND EVALUATION</p>	<p>To close the activity, a debriefing among the whole team will be run. Try to be sure to introduce different questions, for example:</p> <ol style="list-style-type: none"> 1) How was the process of making the movie? Difficult? Easy? Why? 2) What were the biggest obstacles you faced while working on it? 3) How did you come up with the storyboard? Was it a smooth process? 4) Do you think your video could be effective with stakeholders and other peers? 5) Why did you pick up that topic for the video? 6) Do you think storytelling could be a powerful tool to reach stakeholders? Yes/No, comment your answer 7) What were the highlights for you in the process of making the video? 8) What was your biggest learning achievement during this workshop? <p>Add any question you may consider good to stimulate the debate and the debriefing within the group.</p> <p>The evaluation will be done on the impact that the tool will have in the medium-long period and on its efficacy. A mix of techniques can be used: both formal (questionnaire with open and multiple choice questions) and non-formal (for example, pizza evaluation method, or asking participants to take position in different corners of the room according to set scales of like/dislike of the different elements that the facilitators/trainer will mentiond) .</p>

EURvoice workshops curriculum

Understand to help!	
THEME	<p>The workshop is intended for minors and young adults.</p> <p>The main theme of the workshop is mutual understanding. The aim of the workshop is to show that appearances can be deceiving and that it is therefore necessary to go beyond them. At the same time, the workshop aims to give people tools to help people who are faced with a judgment that was too quick and unfair.</p>
BACKGROUND	<p>Societies are social products inexplicable except in terms of their definitions. But these vary with time and place many men are aware of the possible real consequences of definitions alternative to those prevailing, which hence are associated with potential conflict and</p> <p>necessarily have evaluative aspects. Hence Weber asserts "The concept of culture is a value concept", This implies any social situation which</p> <p>is described has a value to those described and to the describer; any</p> <p>theory used to compare and explain social situations will also have evaluative implications as Sociology is concerned with investigating prevailing definitions with a view to providing "better" ones.</p> <p>(source: PRECOBIAS-Toolkit-for-social-workers)</p>
SAMPLE/STRUCTURE	<p>The workshop is divided into two exercises: the first exercise is about understanding others and overcoming prejudice. The second exercise will focus on how to support a person who is faced with a harsh and unjust</p>

	judgement.
GROUP SIZE	From 6 persons to 16 persons
GROUP AGE	14-25
TIME	3 hours
OBJECTIVES	<p>« Things are not always as they seem. »... This proverb has a lot of meaning today because we are living in a society where appearance is more than predominant. The objective of this workshop is to prove to young people that they should not rely on appearances and that they should learn to go further than what they see, whatever the subject.</p> <p>Things aren't always what they seem because the mind is a factory of assumptions. The human mind contains many assumptions, irrational schemes, preconceived ideas, and prejudices of which you're not aware. If you wonder who put them there, the answer is very simple: you did.</p> <p>The famous sociologist Peter Berger believed that society is made aware of what he referred to as the nomos, or the patterns a particular society wants its members to see as objectively right and to internalize. The nomos is all the society's knowledge about how things are, and all of its values and ways of living.</p> <p>The objective of this workshop is twofold:</p> <ol style="list-style-type: none"> 1. To raise awareness of in-group out-group bias and prejudice. 2. To understand and learn how to help a person who is confronted with a wrong, too quick and unfounded judgment.
PROGRAMME	<p>09:00-09:15 Registration and presentation of participants</p> <p>09:15-10:15 Presentation of the activity and first activity</p> <p>10:15-10:30 Coffee/Tea break</p> <p>10:30-11:30 Presentation of the activity and second activity</p>

	11:30-12:00 Debriefing and evaluation
MATERIALS	Flipchart and a paper for each participant
TIPS/COMMENTS	<p>Make sure you ask one question at a time in order not to confuse the participants.</p> <p>Encourage young people to use a positive tone and to not be really negative or have really mean comments.</p>
INSTRUCTIONS	<p><u>First activity</u> = The first activity therefore aims to show young people that appearances are very often deceiving. This activity is called "who am I". It is an activity presented in the PRECOBIAS toolkit. This game is more interesting when the group members don't know the activity instructor personally. The group is asked to sit in a semi-circle and have a pen and a sheet of paper in their hands. The instructor is sitting face to face with the group and asks the following questions: What is your first impression of me? What kind of internal attributes do you think I have? What is my family background like? What do I like and dislike? When they are finished, the sheets of paper are mixed and the participants have a minute to read aloud each other's written impressions. After everyone shares their answers to the questions, the group activity instructor introduces itself.</p> <p>= the aim of this activity is to show that to rely only on appearances is very reductive and everyone must always try to go beyond appearances.</p> <p>If participants do not know each other, they can be divided into groups or pairs and answer questions about each other.</p> <p><u>Second activity</u> = Once the first activity has been completed, the instructor will use the comments that were "negative" in the first activity to launch the second one. Starting with the negative and mean comments, the instructor will ask the young people to take a step back from these words: How would you feel if you were in my shoes? Would you be sad? Would you be angry? Disappointed?</p>

	<p>The activity will then end with a brainstorming of the things you would have liked to receive after receiving these attacks: a kind word? A listening ear? A new chance to show who you really are?</p> <p>= The aim of this activity is to encourage young people to put themselves in other people's shoes and to make them think about the impact of judging someone too quickly. By raising awareness, the aim is to encourage young people to go and help other young people who may be in difficulty, finally to encourage them to act as a responsible citizen.</p>
<p>DEBRIEFING AND EVALUATION</p>	<p>The aim of the debriefing is to understand whether these different activities made the young people aware of the effect of being too quick to judge.</p> <ul style="list-style-type: none"> - Did this workshop make you aware of more things? - Would you like to propose new activities on this theme? - Would you like to re-talk about a specific concept that was discussed during the workshop? - Did you enjoy the experience? - If yes, why? If not, why not?

EURvoice workshops curriculum

VLOG to show how your local community works!	
THEME	The theme of this workshop is the encouragement of youth workers in civic responsibility. Indeed, many young people have prejudices and finally little information about the functioning of their local communities. This workshop aims at enlightening them on the functioning of their local communities.
SAMPLE/STRUCTURE	The workshop will then be divided into two distinct parts: in the first part, a brainstorming session will be organised between the youth workers, concerning the functioning of their local communities. In the second stage, based on what was said during the brainstorming, each group will choose a theme that interests them and that seems unclear to them concerning the functioning of their local communities and will have to make a mini report on this subject, a VLOG that will shed light on this subject.
GROUP SIZE	From 5 persons to 15
GROUP AGE	16 to 25
TIME	4-6 hours

<p>OBJECTIVES</p>	<p>The aim of this workshop is to use the new modes of communication popular among youth to help them discover the functioning of their local communities. The medium that will be used for this purpose will be the VLOG, which is a mini reportage.</p>
<p>PROGRAMME</p>	<p>9:00-9:30 Registration and presentation of participants 9:30-10:30 Brainstorming and allocation of topics to different groups 10:30-12:00 Research, production and video time 12:00-13:00 Lunch Break 13:00-14:00 Presentation of the videos 14:00-14:30 Debriefing</p>
<p>MATERIALS</p>	<p>Projector, laptop, flipchart Camera for each group - preferably separate tripod, microphone and light system</p>
<p>TIPS/COMMENTS</p>	<p>This workshop can be an extended one - focusing more on the technical details and vlogging practices. In this scenario we presume that the participants are aware of these basics.</p> <p>In case you want to learn more about the basics, here are some suggested websites where you can find more info:</p> <p>https://www.wix.com/blog/photography/how-to-vlog</p> <p>https://www.bhphotovideo.com/explora/video/buying-guide/vlogging-beginners-essential-gear</p> <p>https://www.udemy.com/course/vlogging-for-beginners-learn-how-to-create-a-vlog/</p> <p>https://www.movavi.com/learning-portal/vlog-ideas-for-beginners.html</p>

INSTRUCTIONS

First activity: The first activity is very simple. It is a discussion between the participants and the instructor, a brainstorming of the different ideas: What do you know about the functioning of your community? Is there anything that is unclear to you? If so, what? About the elections? About the local council? About funding?

Once the topic is well discussed, each group should choose a topic that interests them and that they would like to clarify, to talk about.

A local community has been defined as a group of interacting people living in a common location. The word is often used to refer to a group that is organized around common values and is attributed with social cohesion within a shared geographical location, generally in social units larger than a household. The word can also refer to the national community or global community. The word "community" is derived from the Old French *communauté* which is derived from the Latin *communitas* (cum, "with/together" + munus, "gift"), a broad term for fellowship or organized society.

(Definition taken from Beck, U. 1992. Risk Society: Towards a New Modernity. London: Sage)

Second activity: Then, once the groups and topics have been assigned, each group has 1.5 hours to come up with ideas, with the organisation of the VLOG and then with the shoot. They are very free concerning the content. They can interview strangers but also employees etc...

A vlog is designed to share experiences, thoughts, and ideas with an audience. It is a form of communication which is used to engage an audience in a personal fashion.

For more tips you can visit different websites, such as:

<https://provlogging.com/vlogging-tips-beginners/>

If the participants are glad with the outcomes you can share them online, like at anchor.fm or on youtube.com

<p>DEBRIEFING AND EVALUATION</p>	<p>The aim of the debriefing is to understand whether these different activities made the young people more aware on the functioning of their local communities:</p> <ul style="list-style-type: none"> - Did this workshop make you aware of more things? - Would you like to propose new activities on this theme? - Did you enjoy the experience? - Do you think that the report you made today will allow some of your friends to know more about it? - If yes, why? If not, why not?
<p>INVOLVING YOUNG PEOPLE WITH FEWER OPPORTUNITIES</p>	<ul style="list-style-type: none"> - First you need to define your target group. Unfortunately there are more types of disadvantaged groups of youngsters. (Young people coming from state care, living in poverty, addicted ones, belonging to an ethnic or sexual minority etc.) - If you select your group - let say the youngsters coming from state care - you shall read materials about their special needs, interviews with experts who work with them - so educate yourself a bit, avoid being completely unaware of their situation. - Then you create a call for participants - don't forget to name your special target group, make it clear you want to involve them. - Start to distribute the call on as many channels as you can. The best if you can find such ways to target your audience directly (in this case groups for state care clients, mailing lists, shelters and other institutions). - Accept the participants, don't be afraid to ask questions if something is less clear with them (some of them for instance would need their official guardian's permission to participate). - Share your results - if you were successful, disseminate what you have achieved, so others can learn from your methodology too.

**TIPS FOR THE ONLINE
VERSION**

In this part we can discuss the details beside the technical ones. You can use almost any online meeting tool (Zoom, Google meet, Teams, FB Messenger etc.) to gather the participants. You shall be aware of the moderation techniques, don't let more people talk at the same time, ask participants to use their videos, so you can see them, if any of them would like to talk there should be a sign for it etc.

At the online version of this workshop you can use other tools to share ideas (Slack, Google documents, Evernote) so participants can make notes, can react on others' ideas in real time while you run the meeting in the video chat.

Using breakout rooms, small group discussions, paired work is also possible - try not to run the whole session in a main plenary. Participants can be divided then brought back together - always ask them to show their results to each other.

If discussing a local community or institution you might invite representatives - they can join in an easier way online - so approach them, tell them ahead what kind of activity you will with whom, so they can join even for a limited time to give their input. A local mayor can be very attractive for the participants as normally they don't have the chance to talk directly with such officials.

As in the online version everyone is present online you can use this as an advantage - push them to share and disseminate through their personal channels their results/products (the videos they have at the end).

EURvoice workshops curriculum

You can do it	
THEME	<p>The workshop is intended for young adults. It aims to show young people that it is affordable and achievable for everyone, regardless of their background, to be part of an electoral list.</p> <p>Knowing how to express your opinion in English is valuable whether you are speaking or writing. In today's program we will look at phrases you can use to share your point of view. Many phrases are suitable in everyday speech and some types of writing, such as on blogs and personal websites.</p>
BACKGROUND	<p>As Philips Davison writes about Public opinion:</p> <p>In his eponymous treatise on public opinion published in 1922, the American editorialist Walter Lippmann qualified his observation that democracies tend to make a mystery out of public opinion with the declaration that "there have been skilled organizers of opinion who understood the mystery well enough to create majorities on election day." Although the reality of public opinion is now almost universally accepted, there is much variation in the way it is defined, reflecting in large measure the different perspectives from which scholars have approached the subject. Contrasting understandings of public opinion have taken shape over the centuries, especially as new methods of measuring public opinion have been applied to politics, commerce, religion, and social activism.</p>

	(source: https://www.britannica.com/topic/public-opinion)
SAMPLE/STRUCTURE	The workshop structure is based on several exercises that will, as the day progresses, increase in requirement. The goal is to prove to these young people from very different cultures that they are all able to express themselves and have an opinion and so to be part of an electoral list.
GROUP SIZE	4-15 people
GROUP AGE	18-25
TIME	5-8 hours
OBJECTIVES	<p>The workshop aims to show to young people that they are all able to give their opinion and express themselves and that through several activities.</p> <p>These different activities aim to give them self-confidence and then encourage them to use these abilities within their municipality/department/region by running on an electoral list!</p>
PROGRAMME	<p>9:00-9:30 Registration and presentation of participants</p> <p>9:30-11:00 Presentation of the activity and first activity</p> <p>11:00-11:15 Coffee/Tea break</p> <p>11:15-12:30 Presentation of the activity and second activity</p> <p>12:30-13:30 Lunch Break</p> <p>13:30-15:00 Presentation of the activity and third activity</p> <p>15:00-15:30 Coffee/Tea break</p>

	15:30-16:30 Debriefing and evaluation
MATERIALS	<p>PRECOBIAS-Toolkit-for-social-workers</p> <p>Projector, laptop, flipchart and paper for each participant.</p>
TIPS/COMMENTS	<p>Being a facilitator is about enabling and supporting people through a process. This involves getting to know those people, their organization, their goals and figuring out the best methods and approaches to help them achieve those goals. Curiosity is an integral part of being a facilitator. Ask questions to help them clarify their ideas, listen carefully and don't disrupt the actual speakers.</p> <p>To create a great atmosphere you can follow these instructions:</p> <p>Positive behaviors to encourage:</p> <ul style="list-style-type: none"> • Active participation • Brainstorming • Unique ideas • Encouraging participation from other group members <p>Negative behaviors to discourage:</p> <ul style="list-style-type: none"> • Rejection of ideas • Put-downs • Conversation domination • Over-participation • Under-participation
INSTRUCTIONS	<p><u>First activity</u> = The first activity is very simple. The instructor will prepare a powerpoint beforehand which contains 2 opposite images on each slide like : Black or White ? Lion or tiger ? Cat or dog ? Sweet or salty ? Winter or Summer ? Breakfast or dinner?</p> <p>The participants will then be asked to choose between each 2 images and to go to the side of the image that they prefer. After that, the instructor will ask them to justify their choice very briefly.</p>

	<p>= The aim here is to show that we all have an opinion on everything, and that we have to realize when we are just “following the crowd”.</p> <p>If you’re going to “go beyond” in understanding your participants, you’ll need to make room for discussion and put some reflective listening to use. Leave time and space for meaningful conversations about people’s experiences and challenges in the topics which are coming up.</p> <p><i>(source: PRECOBIAS-Toolkit-for-social-workers)</i></p> <p><u>Second activity</u> = Each participant writes a theme on a piece of paper. No matter what the theme is! It can be about food, movies, current events... Once everyone has written its theme on a piece of paper, all the papers are mixed and then redistributed. Each person has then 5 minutes to think about this theme. After this, each participant in less than a minute must make the other participants guess what its theme was!</p> <p>= The aim here is to show that everybody can be persuasive and get messages across its audience.</p> <p><u>Third activity</u> = Everyone is given 5 additional minutes to think about what they would like to do in their community concerning this topic: an activity? A film? A newspaper? A concert? An exhibition? A food-truck?</p> <p>The instructor should explain to the young people that there are no "limits" to what they can or cannot do.</p> <p>= The aim here is to show that everybody has an opinion on everything, to show that everybody can be persuasive and finally to show that we all have creativity in us... Which finally gathers the various qualities that are expected from someone who runs on an electoral list!</p>
<p>DEBRIEFING AND EVALUATION</p>	<p>The debriefing aims to allow everyone to express their feelings:</p> <ul style="list-style-type: none"> - Do you feel more able to run on an electoral list from now on? - If yes, why? If not, why?



- Did you enjoy the experience?
- If yes, why? If not, why not?
- Do you have any suggestions for future workshops of this kind?
- Do you have any other comments?
- Do you want to talk again about a particular theme?

Or you can use the 5x5 Journal:

Journaling has been proven to be one of the best reflection tools around for learning. Have participants journal about the five most interesting ideas they discover during the session. Next, they identify five things that resonate with them about each one and explain why.



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