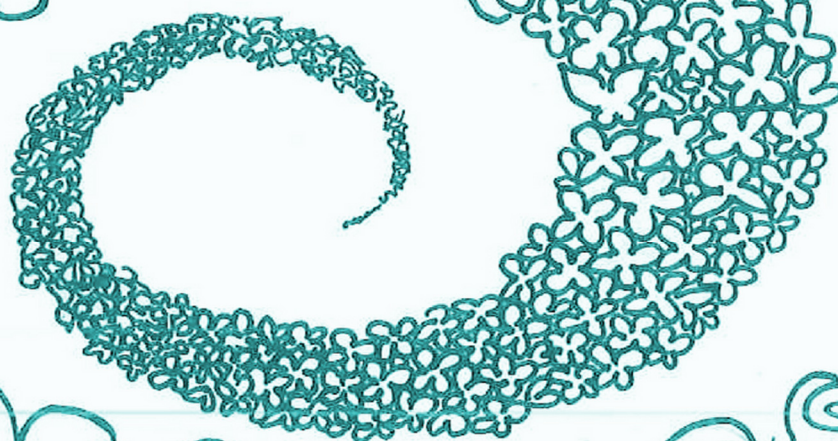# THE BUTTERFLY EFFECT

RAISING AWARENESS AMONG EUROPEAN YOUTH ON THE REFUGEES CRISIS

**09TH-15TH DECEMBER 2016
CASA LABORATORIO IL CERQUOSINO
MORRANO, ORVIETO, ITALY**

THE BUTTERFLY EFFECT

Raising Awareness Among European Youth on the Refugees Crisis

09th –15th December 2016

Casa Laboratorio il Cerquosino, Morrano, Orvieto (TR), ITALY

INDEX

GENERAL BACKGROUND

LUNARIA launched in 2012 a **medium term strategy** aimed to promote antiracism, through mobility and voluntary service activities and projects.

The **ACTORS**, target groups and beneficiaries of the actions are young people, youth-social workers, local organizations and NGOs.

Our **PRIORITIES** were and are:

- ✓ To raise **youth** awareness on the daily growth of racism and xenophobia and to share relevant tools to make sensitisation among other peers.
- ✓ To provide **youth workers** and **peer educators** with new tools to fight the racism wide-spread and to promote fair, intercultural approaches.
- ✓ To provide **local, international organizations** and **NGOs**, with new tools to conceive and implement anti-racism actions and projects.
- ✓ To share **good practices** and **working methods** to make more effective the anti-racism action both in Europe and world-wide.
- ✓ To create a **network** of different actors and organizations from the civil society, interested in anti-racism, human rights promotion and intercultural exchange.

Within this strategy, we have already implemented different projects in cooperation with European and partner countries' organizations:

- ✓ **SHARING IDENTITIES Open Mind for an Intercultural Europe**: training course on intercultural learning, individual and multiple identities.
- ✓ **MIGRANT TOOLS Social work to promote intercultural dialogue**: training course to raise awareness toward migration and to promote anti-racist behaves.
- ✓ **WORDSARESTONES Youth participation against racism: online and off line**: a training course on hate speech, on line and off line, toward migrants and refugees
- ✓ **UNVEILING STORIES Youth Work Against Racism**: a training course to develop non formal education and theatrical tools to raise youth awareness toward the racism widespread in Europe.
- ✓ **TAKE IT OUT! Shaping youth commitment against racism**: a training course to further develop the work about on and off line hate speech and to develop tools for youth workers to fight the widespread of the phenomenon.

PROJECT DESCRIPTION

The Butterfly Effect includes different actions, all **AIMED** to develop tools and methods to raise awareness, among young people and adults in Europe, on the daily growth of discriminations, racism and xenophobia towards migrants and refugees.

TRAINING COURSE December 2016	JOB SHADOWING April and May 2017	YOUTH EXCHANGE August 2017

to raise awareness on the current situation in EU concerning the racism widespread

to share good practices and pilot experiences in the anti-racist field

to develop tools and methodologies

to promote anti-racist actions and projects in the involved countries

to raise awareness on the racism widespread among local camp leaders and youth leaders

to provide them with tools to afterwards run thematic workshops focused on anti-racism during campleaders seminars and workcamps

to raise awareness among young people on the racism and xenophobia widespread

to share relevant information to promote an anti-racist youth culture

to develop tools to afterwards run local anti-racist activities with groups of peers

THE BUTTERFLY EFFECT

Global Action Task Force
Alliance of European Voluntary Service Organisations

Raising Peace Campaign
CCIVS

AIMS: to develop tools and methods to raise awareness, among young people and adults, on the daily growth of discrimination, racism and xenophobia toward migrants

AIMS:
- To raise awareness on the current situation concerning the racism widespread
- To share good practices
- to develop tools and methods to raise awareness

TRAINING COURSE
Casa Laboratorio il Cerquosino
9th - 15th December 2016

AIMS:
- to raise awareness on racism widespread among camp leaders
- to provide them with tools to run in their projects thematic workshops on anti-racism

JOB SHADOWING
April 2017
May 2017

- Lunaria → Concordia
- Xehange → Lunaria Scotland
- Lunaria → IBG
- Utilapu → Lunaria

AIMS:
- To raise awareness among young people on the racism widespread
- To experiment tools to run antiracist workshops/actions among their peers

YOUTH EXCHANGE
Genuta S.Antonio
4th - 11th August 2017

- Lunaria → 5+1
- Universitur → 5+1
- Youthfully Yours → 5+1
- GSM → 5+1
- Concordia → 5+1

The project is connected to the world-wide actions proposed within:

the **Global Action Task Force** of the **Alliance of European Voluntary Service Organizations network:** http://www.alliance-network.eu/

focused on migrants and refugees, **aimed** to raise awareness on the current situation, to develop tools and concrete actions within the IVS movement to address national and international challenge, and to promote anti-racist actions and projects in the involved countries

ALLIANCE
of European
Voluntary Service
Organisations

CCIVS

The **Raising Peace Campaign of the CCIVS:** http://www.ccivs.org/

aimed at strengthening and improving the visibility of the role of the International Voluntary Service movement in the construction of Peace and Human Rights, through raising awareness, training activists and making advocacy and networking

HOW TO USE THE TOOLKIT

The Toolkit aims to show the activities run during the Training Course held in December 2016.

ACTORS: the Toolkit is addressed to the participants involved in the training course, their sending organizations, other youth workers and associations interested to develop new actions to fight racism wide-spread, using non formal education methodologies.

Furthermore, it has been conceived as an extra tool for the organizations and participants involved in the Job Shadowing held in April and May 2017 and in the Youth Exchange in August 2017.

OPEN FORMAT: this project and the toolkit part of it, are conceived as an "open format" that can be replicated with different shapes and duration in the involved partner countries and not only, as long as to further enhance the fight against racism and xenophobia.

FLEXIBILITY: the Toolkit is conceived as a flexible tool, the idea is that the activities presented can be used and readapted accordingly to the needs of the different target groups and local backgrounds. It can be used to build up an entire training course, as well as smaller workshops or to propose a single activity during an action to raise awareness among young people on the racism and xenophobia diffusion.

For this reason, in case you will decide to pick up some of the activities to work with youth workers and/or people coming from different backgrounds and experiences, we recommend you, before to start the activity, to have a clear picture of the target group needs and profiles so to be able to bring adaptations, if needed.

INFORMATION ABOUT METHODS

The activities implemented during the training course are based on **non formal education**.

NON-FORMAL EDUCATION - NFE is any organized educational activity which takes place outside the formal educational system (schools-university) and outside the formal educational curriculum.

- ✓ NFE it's **flexible, learner-centred, contextualized** and based on the promotion of participatory approaches.
- ✓ NFE aims to create a **shared learning path**, encouraging the **exchange of knowledge** with and among the learners/experts.
- ✓ NFE has no teachers delivering the information to students who are receiving them, but **facilitators and experts.**
- ✓ NFE enhance the self-esteem raising, develop the self confidence and ensure the **personal empowerment.**
- ✓ NFE has a specific focus on transversal **competences** and soft **skills development.**

Non formal education is based on the **LEARNING BY DOING APPROACH**, where specific aims are well fixed and clearly defined in each activity proposed in order to ensure a coherent learning process.

Non formal education lies on the idea that human beings never stop learning and developing, that we all learn different things in different moments and in different spheres of our life. For this reason, it's important to propose a **LIFE-LONG-LEARNING APPROACH**, to encourage the acquirement of competences, knowledge and to develop new skills all along the life of each human being.

Non formal education promotes the possibility to **RE-ADAPT THE METHODS** during the process, taking into account the needs of participants and of the actors involved. It brings a great flexibility to the learning experience, encouraging the different learning approaches and the individual skills activation.

NFE IN YOUTH WORK

encourages the **exchange** of feelings, feedbacks, experiences and knowledge

facilitates the **testing and development** of innovative **methods**

creates a **horizontal interaction** among trainees and facilitators/trainers

sets the ground for the knowledge and methods' **transmission**

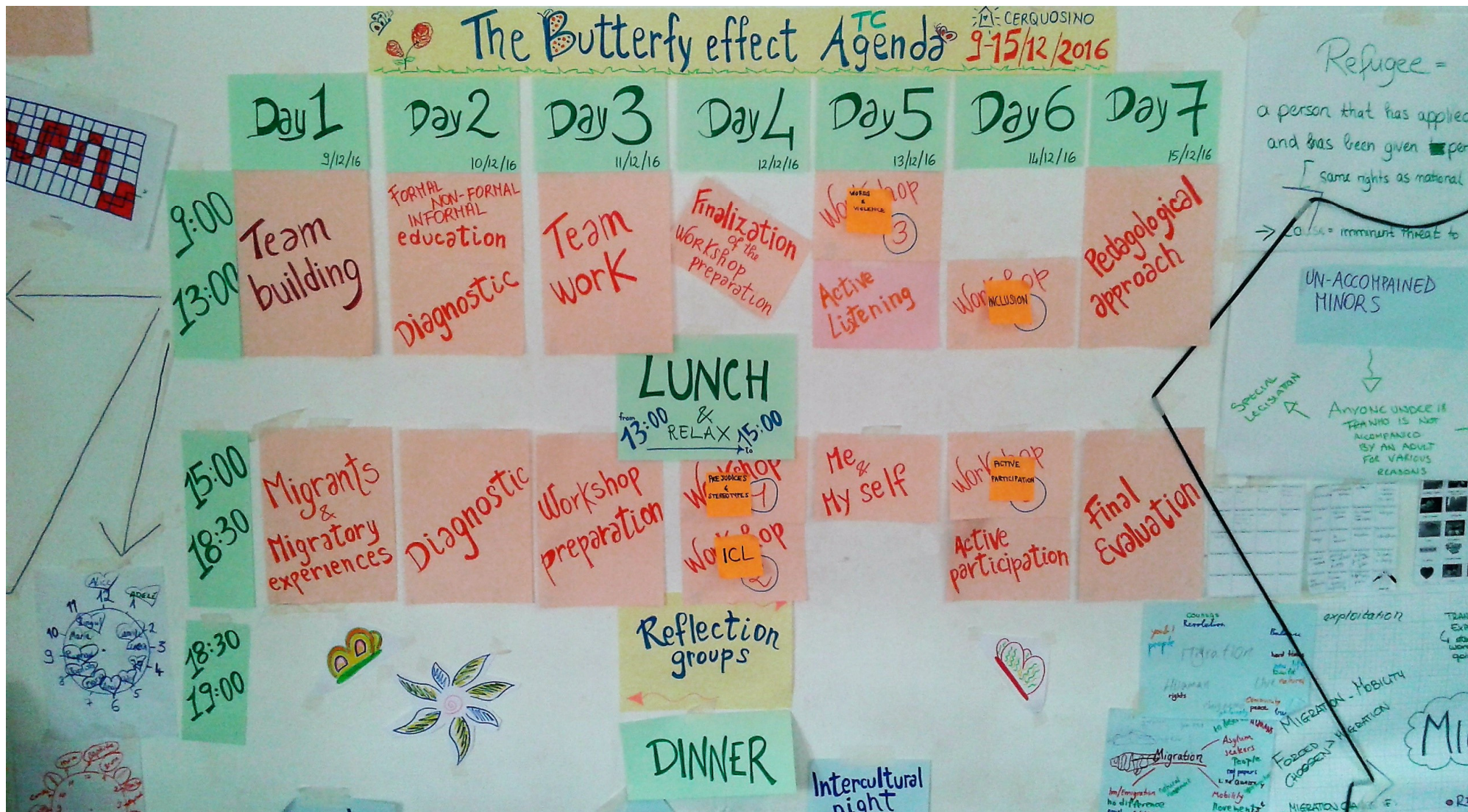enhances the individual and group **learning assessment**

gives value to **different competences and know-how**

stimulates the reflection and the assessment of **soft skills and key competences**

AGENDA OF THE TRAINING COURSE

DAY	MORNING	AFTERNOON
DAY 1 **09th December 2016**	**NAME GAMES** Round of Names - Name and Action **GETTING TO KNOW EACH OTHERS** Portrait **TEAM BUILDING** Minefield **EXPECTATIONS** Post it	**BUTTERFLY EFFECT** project presentation, training agenda **MIGRATION** Silent discussion Reasons to migrate Common background
DAY 2 **10th December 2016**	**F-NF-I** F-NF-I in three groups Moving debate **DIAGNOSTIC** Four frames	**DIAGNOSTIC** Cafeteria Strip Cartoons
DAY 3 **11th December 2016**	**TEAM WORK** The Boat Team radar	**TRAINING in ACTION –TiA PREPARATION** Common roots for the workshop Tools development – step 1
DAY 4 **12th December 2016**	**TRAINING in ACTION - TiA** Tools development – step 2	**TRAINING in ACTION – TiA IMPLEMENTATION** Workshop 1: Stereotypes and Prejudices Workshop 2: Intercultural Learning
DAY 5 **13th December 2016**	**TRAINING in ACTION – TiA IMPLEMENTATION** Workshop 3: Words and Violence **WORDS AND VIOLENCE** Active Listening	**WORKING AS A TRAINER** Me
DAY 6 **14th December 2016**	**TRAINING in ACTION – TiA IMPLEMENTATION** Workshop 4: Inclusion	**TRAINING in ACTION – TiA IMPLEMENTATION** Workshop 5: Active Participation **ACTIVE PARTICIPATION** Gincana in three stations
DAY 7 **15th December 2016**	**OPENING** Kolb Questionnaire Step forwards in methods Canadian Box	**FINAL EVALUATION** Evaluation in different stations Open Space

The Butterfy effect TC Agenda 🏠 CERQUOSINO 9-15/12/2016

	Day 1 9/12/16	Day 2 10/12/16	Day 3 11/12/16	Day 4 12/12/16	Day 5 13/12/16	Day 6 14/12/16	Day 7 15/12/16
9:00 – 13:00	Team building	FORMAL NON-FORMAL INFORMAL education / Diagnostic	Team work	Finalization of the Workshop preparation	Workshop WORDS & VIOLENCE 3 / Active Listening	Workshop INCLUSION	Pedagological approach
15:00 – 18:30	Migrants & Migratory experiences	Diagnostic	Workshop preparation	Workshop PREJUDICES & STEREOTYPES 1 / Workshop ICL	Me & My self	Workshop ACTIVE PARTICIPATION / Active participation	Final Evaluation
18:30 – 19:00				Reflection groups			

LUNCH & RELAX from 13:00 to 15:00

DINNER

Intercultural night

Refugee = a person that has applied and has been given permit

[same rights as national

→ cause = imminent threat to

UN-ACCOMPAINED MINORS

SPECIAL LEGISLATION → Anyone under 18 TRAVELLING WHO IS NOT ACCOMPANIED BY AN ADULT FOR VARIOUS REASONS

Migration

Migration – Mobility

FORCED → MIGRATION

MIGRATION

TOOLKIT of the TRAINING COURSE

NAME GAMES

TITLE	Round of Names - Name and Action
TOPIC/S	Learn the names/Getting to know each other/Group creation
AIM	To remember the names and to make participants interact
TOOL TYPE	Ice breaker/Name game
MATERIAL	/
DURATION	30 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.** participants are invited to stand in a circle, one by one saying their names, following the circle order. **Step 2.** participants are still standing in a circle, one is starting saying his/her name and adding one action. After the first person, the second has to repeat the name and the action of the previous one, and then adding his/her name and one action. The third person has to repeat the names and the actions of the two previous ones and then adding his/her name and one action. The activity continues in that way until the end with the last person, every time adding the names and the actions of the previous persons.

GETTING TO KNOW EACH OTHERS

TITLE	Portrait
TOPIC/S	Getting to know each other/Group cohesion
AIM	To remember the names and to make participants interact
TOOL TYPE	Ice breaker/Getting to know each other's
MATERIAL	A4 papers and markers
DURATION	20 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.** participants stand in a circle and receive an A4 paper and a pen. They have to write on their paper their name and throw the paper in the middle of the circle. **Step 2.** when the trainer says "go!" they have to go to the centre and pick up a paper with the name of another person, fold it and draw the forehead of this person. Then they have to throw the paper in the middle of the circle. **Step 3.** when the trainer says "go!" they have to go in the middle and pick up a paper with the name of another person, fold it and draw the eyes and nose of this person. Then they have to throw the paper in the middle of the circle. **Step 4.** when the trainer says "go!" they have to go in the middle and pick up a paper with the name of another person, fold it and draw the mouth and chin of this person. Then they have to throw the paper in the middle of the circle. **Step 5.** when the trainer says "go!" they have to go to in the middle and find the paper with their name and with the drawing realized by the other. At the end of the activity all the drawings are put on the wall.

TEAM BUILDING

TITLE	**Minefield**
TOPIC/S	Getting to know each other and group creation
AIM	To create the group and start the reflection on the internal group dynamics
TOOL TYPE	Groups creation/First steps in group dynamics/Nonverbal communication
MATERIAL	Scotch tape
DURATION	90 minutes
DESCRIPTION	**Setting:** before to start the activity the workshop rooms has to properly arranged in the following way: the scotch tape has to be put on the floor so to create a rectangular pattern (as a chessboard). Inside the rectangle, other strips in horizontal and vertical are added. The distance between the strips has to be the same. The activity is organized accordingly to the following steps: **Step 1.** participants are divided in 2 groups and they receive simultaneously the same task: they have to pass through the mine field and arrive to the opposite part of the rectangle. One group is starting from the right side and the other from the left side. **Step 2.** before to start the group is left 5 minutes in silence to study how to fulfil the task. Then the activity of the two groups starts simultaneously, both have to play in silence and each time they step on the wrong place, they start again since beginning. **Step 3.** both the groups are called back and left 3 minutes talking to study how to fulfil the task. Then the activity of the two groups starts again simultaneously, both have to play in silence and each time they step on the wrong place, they start again since the beginning. **Step 4.** it follows a debriefing focused on: relation within the group members, communication, competition with the other group, relation with the other group members, cooperation. **RULES FOR THE MINEFIELD:** ✓ it's not possible to talk. ✓ no more than one participant can be on the frame delimitated by the scotch tape. ✓ participants have to pass in chain hand in hand – the chain cannot be broken.

MIGRATION

TITLE	Post it
TOPIC/S	Getting to know each other and group creation
AIM	To share the expectations towards the training within the group
TOOL TYPE	Expectations and contributions sharing
MATERIAL	One post-it per participants, flipchart
DURATION	30 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.** each participant writes on the post-it 3 expectations he/she have towards the training. Each expectation written has to be simple (no more than one sentence), in capital letter and with a number (1, 2 or 3). **Step 2.** each participant sends the post-it to his/her left neighbour and the neighbour reads the three expectations. If the neighbour agrees with one or more he/she have to put a ☑ on the post-it, under the referenced expectation (it should be done agreed and in common). After this stage the post-it is moved to the left neighbour and the activity continues the same way. **Step 3.** when all the participants have their post-it back, they count how much ☑ they have for expectations. **Step 4.** the facilitator organises the restitution of the main outcomes starting from the expectations highly shared among the group (avoiding repetitions), then arriving to the less shared. **Step 5.** the activity is closed by the facilitator reflecting with the group on the reason behind running this type of activity, and reflecting on the learning objectives initially set.

TITLE	Silent discussion
TOPIC/S	Migration
AIM	To introduce the topic and to start the work on definitions
TOOL TYPE	Sharing different point of view
MATERIAL	one A4 paper for each participants
DURATION	45 minutes
DESCRIPTION	**Setting:** before to start the activity the workshop rooms has to be prepared. 3 tables are set on different parts of the room and in each table there is a flipchart. The activity is organized accordingly to the following steps: **Step 1.** the group is divided in sub-groups of 5 to 8 participants. The groups are assigned to different tables set in different spaces of the room. Each group has to write in the flipchart on the table the word they are going to discuss. **Step 2.** without thinking each participant has to write three things linked to this word popping up in their mind (it can be a word, a draw, a quote...), and then pass the paper to the left neighbour. The same exercise is repeated by the neighbour: he/she has to write three things that pop up in his/her mind by reading what is written in the paper. **NOTE:** it's important to create links, at the end you will have a kind of mind mapping. **Step 3.** when everyone has written something in the flipchart, the facilitator asks all the group members to carefully read their paper and to come out with a set of the main contents "fed by the exercise". **Step 4.** in each group it starts a debate/exchange concerning the main contents defined. **Step 5.** The activity is closed with a plenary session where the main outcomes of the group's work are shared and discussed the different point of views.

TITLE	**Reasons to migrate**
TOPIC/S	Migratory flows
AIM	To reflect on the reasons that move people to migrate, to analyse the different reasons to migrate, to reflect on "push" and "pull" factors
TOOL TYPE	Work in group
MATERIAL	Pens, paper, blank cards and reasons to migrate cards
DURATION	45 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.** each participant receives a set of blank cards and 5 minutes to mind map the reasons that might make someone to leave his/her home and also the reasons that may attract people to go in a new place. **Step 2**. groups are created (approximately 4-5 people each): participants of each group are asked to share the results of their answers and to create a common list. **Step 3**. each group receives a set of "reasons to migrate" cards and has to cut out and add any that they haven't thought to their own reasons. **Step 4.** it follows the debriefing in plenary. NOTE FOR THE DEBRIEFING: ✓ start comparing the outcomes of the groups work and ask if there are reasons left out. ✓ ask how was the list creation and if there was a general consensus. ✓ introduce the idea of "push factors" (things that push people away from a place) and "pull factors" (things that pull people towards a new place). ✓ reflect on the fact that sometimes under the same category e.g. migrant workers there are different groups: the very poor and unemployed that is searching for not qualified job and the student with a master degree, but unemployed who is searching for a qualified job abroad. **See Handout below.**

HANDOUT_THE BLANK CARDS: REASONS TO MIGRATE

Why do people migrate?	Why do people migrate?	Why do people migrate?	Why do people migrate?
Why do people migrate?	Why do people migrate?	Why do people migrate?	Why do people migrate?
Why do people migrate?	Why do people migrate?	Why do people migrate?	Why do people migrate?
Why do people migrate?	Why do people migrate?	Why do people migrate?	Why do people migrate?
Why do people migrate?	Why do people migrate?	Why do people migrate?	Why do people migrate?

HANDOUT_REASONS TO MIGRATE

WAR/ARMED CONFLICT	PERSECUTION (politic, religion, ethnic)	FAMINE/SHORTAGE OF FOOD	TO SEEK SAFETY
CLIMATE CHANGE	EARTHQUAKE	TO LOOK FOR A BETTER LIFE	UNEMPLOYMENT
FLOOD	DISPLACEMENT	DESERTION	POVERTY
JOB SEARCH	WORK REMITTANCE	GENDER PERSECUTION AND INEQUALITIES	FAMILY REUNION
LOVE	STUDY	TRAFFICKING	ADVENTURE /DISCOVERY

TITLE	**Common background**
TOPIC/S	Typologies of migration and migrants "status"
AIM	To identify different typologies (status) of migrants "status"
TOOL TYPE	Work in group and plenary
MATERIAL	Pens, paper, flipcharts, migrant cards – definitions
DURATION	45 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.** 5 groups of approximately 5 people are created and each group receives the task to give a definition of the 7 types (status) of migrants: refugee, asylum seeker, internally displaced person (IDP), victim of trafficking, labor migrant, migrant without the required documents, un-accompanied foreign minor. **NOTE:** at this stage, there will be groups taking two definitions. Trainers can also decide to create more groups, each one receiving only one definition. **Step 2.** each group has to briefly present the definitions in plenary. It's then left space for questions to clarify and comments. **Step 3.** (optional) are presented other "official" definitions and checked what are the similarities and the differences between the definitions. **NOTE for the facilitators:** if you want to include the step 3, while presenting the definitions you should not assume them as "the universal truth". On the contrary, present them with an "open" approach, asking the group to analyse similarities and differences and asking them if they feel represented by these definitions or not. **See Handout below.**

HANDOUT_DEFINITIONS

REFUGEE	A person who, owing to a well founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country. *The definition of "refugee" has been defined in 1951 in the Geneva Convention – United Nations Convention on the Status of refugee*
ASYLUM SEEKER	A person who has left their country of origin, since persecuted because of race, religion, nationality, membership of a particular group or political opinion, who has applied for recognition as a refugee in another country, and is awaiting a decision on their application. *The definition of "asylum seeker" has been defined in 1951 in the Geneva Convention*
INTERNALLY DISPLACED PERSON (IDP)	Someone who has been forced to leave their home because of armed conflict, violence, violations of human rights, or natural or human made disasters, and who has not crossed an international border *"Persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized State border"*
VICTIM OF TRAFFIKING	Is a person who has been transferred by use of force or other means against his/her will for the purpose of exploitation. -- Trafficking in persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs; The three key elements that must be present for a situation of trafficking in persons (adults) to exist are therefore: (i) action (recruitment, ...); (ii) means (threat, ...); and (iii) purpose (exploitation).

	International law provides a different definition for trafficking in children (i.e., per-sons under 18 years of age). The "means" element is not required in this case. It is necessary to show only: (i) an "action" such as recruitment, buying and selling; and (ii) that this action was for the specific purpose of exploitation. In other words, trafficking of a child will exist if the child was subjected to some act, such as recruitment or transport, the purpose of which is the exploitation of that child.
	The one above is the first-ever agreed definition of "trafficking" was incorporated into the 2000 Protocol to Prevent, Sup-press and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime (Trafficking Protocol). That definition has since been incorporated into many other legal and policy instruments as well as national laws
LABOR MIGRANT	Someone who migrates from one place to another for the purposes of employment
MIGRANT WITHOUT THE REQUIRED DOCUMENTS	Someone who migrates from one place to another who does not hold the required legal status or travel documents to enter or remain in a country
UN - ACCOMPANIED FOREIGN MINOR	A minor who has left his/her country of origin, without being accompanied by the family. The minor can be with or without documents. *Under the DECLARATION OF THE RIGHTS OF THE CHILD, Adopted by UN General Assembly Resolution 1386 (XIV) of 10 December 1959, they have to be protected by the new hosting country and cannot be expelled.*

DAY 2
10th December 2016

F – NF - I

TITLE	F-NF-I in three groups
TOPIC/S	Formal, Non Formal and Informal Education
AIM	To make participants define what Formal, Non Formal and Informal Education are, identifying the similarities and the differences among the three
TOOL TYPE	Work in group and plenary activity
MATERIAL	Flipcharts and markers
DURATION	45 minutes
DESCRIPTION	Participants are divided in three sub-groups, each one receiving the task to define what is Formal, Non Formal and Informal Education. Specifically: **GROUP 1**→ FORMAL EDUCATION **GROUP 2**→ NON FORMAL EDUCATION **GROUP 3**→ INFORMAL EDUCATION The groups are left 20 minutes to discuss and to provide their definitions. They can write, draw or use the way they prefer to afterwards present it. Each group presents in plenary the definition/s. It's opened the space for questions, doubts and clarifications.

TITLE	**Moving debate**
TOPIC/S	Formal, Non formal and Informal
AIM	To reflect on the differences among formal, non formal and informal and to go in depth on the links and the inter-relation among the three
TOOL TYPE	Moving Debate
MATERIAL	Scotch tape, paper
DURATION	60 minutes
DESCRIPTION	**Setting:** the facilitator has to draw on the floor with the scotch tape a big circle, divided in 3 parts. In each section has to put an A4, in one written "Formal", in one "Non formal" and in the last "Informal". The activity starts with participants standing in the middle of the circle. The facilitator starts reading the first statement (see Handout below) and ask participants to take position in one of the sections of the circle. The facilitator asks to people placed in different position to comment and to explain why they took the position in the space. At the end of the activity it's left space for a debriefing where the differences between formal, non formal and informal are clarified. In this moment it's important to underline the difference between: **setting of learning** and **methodology**. **IMPORTANT RULES:** ✓ participants cannot remain the middle of the circle, but have to take a position. ✓ they can choose a position in the space, according to the level of agreement and/or disagreement with the statement. ✓ the facilitator should read the statements as much clear as possible. ✓ before to ask the group to take a position, the facilitator has to be sure that everybody understood the statement. **NOTE:** the questions in the Handout are intentionally contradictory. Indeed, the aim is not just to reflect on formal, non formal and informal but to go in depth on the links and the inter-relation among the three. **See Handout below.**

HANDOUT_QUESTIONS MOVING DEBATE

I MET A FRIEND IN THE SWIMMING POOL AND HE/SHE TOUGHT ME HOW TO SWIM
I WILL MEET A FRIEND TO TELL HER ABOUT A WORKSHOP ON MIGRATION WHERE I PARTICIPATED
WE ARE ORGANIZING A PARTICIPATIVE WORKSHOP ABOUT ANTI-RACISM IN A SCHOOL
WE ARE FINALIZING A POWER POINT PRESENTATION THAT WILL BE DELIVERED IN A WORKSHOP IN A LOCAL COMMUNITY
THE INTERCULTURAL EVENING IS A TOOL OF …
A GROUP OF PEOPLE ORGANIZES THEMSELVES TO EXCHANGE GARDENING TECHNIQUES
YOU ARE FOLLOWING AN ON-LINE COURSE ON NON FORMAL EDUCATION

DIAGNOSTIC

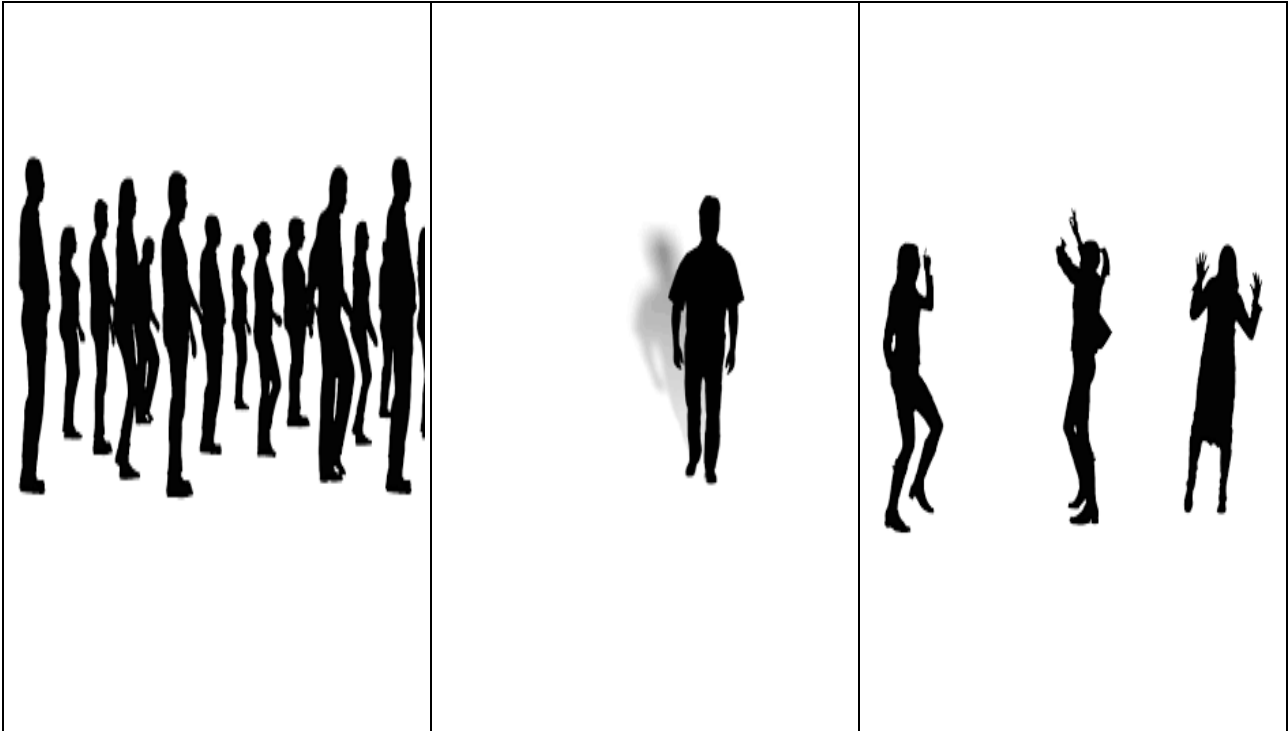|	
TITLE	**Four frames**
TOPIC/S	Individual work (personal)
AIM	To reflect how we acted in front of different racist events that took place in our life and what was our role (victim, perpetrator, bystander, interfering); to share with other people the result of the individual work done
TOOL TYPE	Our "relation" with racism and hate speech and on the different roles we might have taken in "potential" racist events
MATERIAL	Handout with the Quadrant (one each person), pens
DURATION	60 minutes
DESCRIPTION	**Setting:** plenary room without chairs and tables (we need free space to walk and move) and soft music. The activity is organized accordingly to the following steps: **Step 1.** participants are accompanied in front of the plenary room, trainers explain them that they have to enter one by one and walk in the room. When they have found a place where they are feeling comfortable, they can stop and sit there. **Step 2.** when everybody is inside, one of the trainer briefly explain that we might have found our self in different situations where racism and hate speech appeared and that each one of us might have acted in different way, as victim, perpetrator, bystander or interfering. It's important to underline that, when we are talking of "perpetrator" it doesn't mean we did an action with a clear racist bad intension, but in some cases it could happen that, even if we are with the best intentions, we might act in a way that is perceived racist or harmful from the other people. **Step 3.** each participant receives an A4 paper with 4 squares, each square representing different roles: victim, perpetrator, bystander, interfering. They have to take their time, think about possible events where they acted, having different roles, and they have to write them in the different squares. **Step 4.** when everybody finish, small groups (between 3 and 4 people maximum) are created and participants can share within their group their personal stories. **NOTE:** no restitution or sharing in plenary of the work done is needed. **See Handout below.**

HANDOUT_FOUR FRAMES

VICTIM	PERPETRATOR
BYSTANDER	**INTERFERING**

TITLE	**Cafeteria**
TOPIC/S	Migration in different spheres (systemic)
AIM	To share what is happening in the different countries concerning migration, with a specific focus on education, work, laws/institutions, media and to reflect on similarities and differences among the different countries
TOOL TYPE	Work in small groups
MATERIAL	Flipchart, markers, A4 papers, post-it, pens and in case it's decided to extra "decorate" the cafeteria, all the stuff that can evocate a cafeteria
DURATION	100 minutes (20 minutes for each table * 4 tables + 20 minutes for the final restitution)
DESCRIPTION	**Setting**: the room is organized as a cafeteria, there are 4 tables with chairs, nice tablecloths, one flipchart in the middle of each table, with post-it and markers. Trainers and facilitators are dressed up as waiters, possibly with aprons and note books where to take the customers' orders. **NOTE:** all the details, being a simulation, are important, so if we want to add flowers, candies or any other staff reminding a cafeteria it's fine. Waiters welcome participants in the cafeteria and explain them what table join. Once all the participants are sitting on their table, it's presented the activity: in each table there is a relevant question to discuss. The questions are not presented in the same time, but the group members discover the new question when they join the new table. While participants are discussing, waiters are joining the tables taking the customers' orders and bringing them coffee, tea, biscuit, candies and fruit. In the same time, there is a table host in each table, who is keeping track of the main points in the discussions. **NOTE**: after each slot of time, participants can decide what is the next table they want to join. They cannot stay two rounds on the same table. Below the **different spheres** to discuss: ✓ Education ✓ Work ✓ Laws/institutions ✓ Media In the end of the activity, participants are back in plenary and the table hosts run a small recap of the main points of the discussions.

TITLE	**Strip Cartoons**
TOPIC/S	Migration in the different countries (systemic)
AIM	To make participants run the detailed analysis of the different situations referred to migrations, taking place in the different countries
TOOL TYPE	Work in group/Work on the body
MATERIAL	/
DURATION	100 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.** participants are divided in four groups with the common task: each group member should present an event, that took place in his/her country, related to migration. After all, have shared the events, each group member receives a post it and has to put on it key words and date. **Step 2.** in each group one story has to be selected. It's important to underline that "no stories are the best or the worst", the story should be selected accordingly to the fact the group members think it is the most representative of migration. **Step 3.** it's provided a brief explanation of what living pictures are and how the representation through strip cartoons works. **NOTE:** for a clearer understanding of the technique, it's better to draw it on a flipchart. See Handout below. **Step 4.** participants are left some time to be back on the story they chose in each group and to find a way to represent it using the technique of the living pictures and strip cartoons. **Step 5.** on the stage each group represents the three frames. **Step 6**. after each representation the group remains on the stage and it's run the analysis of the situation with a specific focus on: setting of the event, what happened, actors involved. **Step 7.** after all the groups finished it's left some time in plenary to summarize the main elements appeared. **See Handout below.**

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SEQUENCE 1

  beginning of the action

SEQUENCE 2

    climax of the action

SEQUENCE 3

    explosion of the event

DAY 3
11th December 2016

TEAM WORK

TITLE	**The Boat**
TOPIC/S	Team work and decision making process
AIM	To introduce the team work and the collective decision making
TOOL TYPE	Collective decision making
MATERIAL	A flipchart with handout written on it, one A4 paper per participants
DURATION	60 minutes
DESCRIPTION	**Setting of the story**: you are on a cruise but your boat meets an Iceberg. Your boat starts to sink and you have just enough time to gather things to bring with you in the rack in order to survive. **Step 1.** participants are asked to make an individual list of three things they want to take with them and three things they don't want. **Step 2.** when time it's up (boat is completely submerged by water...) different sub-groups are created and they are asked to come out with a list of 3 things they want to keep and 3 things they don't want to keep. **Step 3.** when time it's over, each group presents in plenary the list. **Step 4.** it starts the debriefing on the decision making process within each group (how the list has been formed, the communication used, the feelings, the negotiation process, the difficulties, decision making process). **Step 5.** as closure, the facilitator can explain how the activity has been created and explaining the outcomes (and the final list) appeared at the end of the research. **See Handout below.**

HANDOUT_BOAT LIST

MOSQUITO NET
MIRROR
SHARK DEVICE
RADIO TRANSISTOR
4 mt BLACK PLASTIC PIECE
5 mt NYLON ROPE
BOX OF DRY FOOD
1 BOTTLE OF RHUM
25 lt OF WATER
CHOCOLATE
MAP OF THE OCEAN
FISHING MATERIAL
SEXTANE (COMPASS)
5 lt OF MIXED GAS
FLOATING MATERIALS
SOLAR CREAM
SOFT AND WARM BLANKET
CONDOMS

TITLE	**Team radar**
TOPIC/S	Group Dynamics
AIM	To make participants interact in a funny and stimulating way; to encourage the group dynamics analysis; to reflect about the different roles in the group
TOOL TYPE	Analysis of the group dynamics
MATERIAL	Blindfolds (one for each participant), 4 "totems", 4 flags
DURATION	45 minutes
DESCRIPTION	**Setting**: for this activity is needed big spaces outside, e.g. gardens or fields. In four different spaces are put the totems and on the top of each totem a flag. Participants are divided in four groups, each one is assigned to a trainer who is explaining the task. They have five minutes to look where the totem is and to find their strategy to arrive there, blindfolded, and to bring back the flag. At the end of the activity it follows a debriefing on what happened during "The boat" and "Team radar" activities. **NOTE:** the activity has a limited time at disposal (approximately 30 minutes). In the case groups will finish earlier, they can be switched, going in another position, with the same task. If the groups won't finish on time, the activity is stopped when the time it's over.

TRAINING IN ACTION – TiA PREPARATION

TITLE	**Common roots for the workshop**
TOPIC/S	How to work on migration through non formal education methods
AIM	To set the ground for the Training in Action part, where participants will work on migration, using non formal education methods
TOOL TYPE	Work in group
MATERIAL	Flipcharts, A4 paper, markers, pen
DURATION	60 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1. Group division** In plenary are identified the 5 topics of each workshop and the groups are created. Participants are asked to group themselves, accordingly to the topic/area they are mostly interested in working on and taking care of the country balance. **Step 2. Creation of the common roots for the workshop** Each group has to work on the identification of the following points: ✓ Setting of a common definition of the workshop topic ✓ Identification of the problematic to tackle through the workshop ✓ Utopia: the dream they would like to achieve through the workshop ✓ In between: what is realistic achievable though the workshop **See Handout below.**

DEFINITION
PROBLEMATIC
UTOPIA
IN BETWEEN

TITLE	**Tools development – step 1 and step 2**
TOPIC/S	How to work on migration, through non formal education methods
AIM	To start and finalize the preparation of the Training in Action part, where participants will work on migration, using non formal education methods
TOOL TYPE	Plenary and work in group
MATERIAL	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop
DURATION	240 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1. Preparatory work** Participants, divided in groups work on the preparation of a short workshop of 70 minutes, using non formal education working methods. During this phase they have to identify the following elements: ✓ Target ✓ Topic ✓ Sub-topics ✓ Methodology ✓ Timing ✓ Roles ✓ Materials **Step 2. Feedbacks** This part is shaped to make participants reflect on how to give a positive feedback to the others after the end of the workshop. Indeed, after realizing each workshop, extra 30 minutes will be allocated to give feedbacks to workshop. The Sandwich model (Handout below) is presented in plenary and it's left space for questions and clarifications. The main elements that have to be evaluated: ✓ **your feelings** ✓ **something to improve** ✓ **something good.** **NOTE**: the focus is centred on "giving positive feedback". Please bear in mind that all the questions are very personal and there is no intention to make anyone feel uncomfortable or hurt. On the contrary, the activity aims to give the chance to think how to find positive words for people we work with and encourage them to continue working and trying to improve all the time. Every time feedbacks are towards the activity, not personal feedbacks to individual participants. **See Handout below.**

HANDOUT_WORKSHOP TEMPLATE

TARGET	
TOPIC	
SUB-TOPIC	
METHODOLOGY **(include all the steps of the workshop)**	
TIMING	
ROLES **(role division among the group members)**	
MATERIALS	

TRAINING IN ACTION – TiA
IMPLEMENTATION

Workshop 1
STEREOTYPES AND PREJUDICES

Workshop realized by participants during the Training in Action

TOPIC	STEREOTYPES AND PREJUDICES
TARGET	Future camp leaders and volunteers in the workcamps Participants of the youth exchange
SUB-TOPIC	Self-awareness on our own prejudices and stereotypes
METHODOLOGY	**1. Introduction of the topic** **2. Miming game** **3. Debriefing** **Energizer** (10 minutes) 1. **Introduction of the topic** and division in four groups (4-5 minutes) 2. **Miming game**: each person from each group receives a word. They have to discuss in their group how to mime the word to the others and then to make the mime to the others **Structure of the game**: ✓ Introduction and explanation (10 minutes) ✓ Game (20 minutes/1 minutes for participant) ✓ "Evaluate and answer": in each group, 2 questions related to the miming activity and stereotypes and prejudices are used. (10 minutes) 3. **Debriefing**: in plenary it's run a debriefing concerning the definitions and the use of stereotypes and prejudices we might have

	in our everyday life. The activity concludes by putting the words used for the miming on the sheet where is written the definition of stereotypes and prejudices. (15 minutes)
TIMING	70 minutes
ROLES	1 person introduces the workshop 1 person divide participants in groups 1 person moderates the miming game 1 person moderates the debriefing 1 person is the time keeper
MATERIALS	pens and paper; post-it; flipchart; markers; colored paper

Workshop 2
INTERCULTURAL LEARNING

TOPIC	**INTERCULTURAL LEARNING**
TARGET	Future camp leaders and volunteers in the workcamps Participants of the youth exchange
SUB-TOPIC	/
METHODOLOGY	**1. Group division** **2. Activity presentation** **3. Role play** **4. Debriefing** **5. Presentation** 1. **Group division:** divide the participants in 4 groups, 5/4 people per group (5 minutes) 2. **Activity presentation:** quick introduction of the activity steps and rules: ✓ each group has to create its own culture, with traditional dishes, dance and language (basic code) (15 minutes) ✓ "ambassadors" have to travel around the islands to learn their specialties. At least three people have to stay in their own island to receive the others (10 minutes) ✓ get back to your island and share what you've learned by meeting the other cultures. Integrate what you have learned in your culture (10-15 minutes) 3. **Role play:** it's allocated some time to make the groups create and practice their culture and then to start the exchange 4. **Debriefing:** make a circle and start the debriefing following as a general track, the key questions below: ✓ What happened? ✓ How have you organized your group in your island? ✓ What did the "ambassadors" observed? ✓ Was the exchange of traditions easy for the "hosting islanders"? ✓ How did you manage it? ✓ How did you feel? ✓ What was the main goal of the activity? (20 minutes) 5. **Presentation** of one or more aspect/s of the different cultures before and after the exchange with other cultures (5 minutes)
TIMING	70 minutes

ROLES	2 people to divide the group in the 4 islands (giving them the "symbol" of the island)
	1 person collects everybody
	1 person explains the activity (+ 1 person to support)
	1 time master
	1 person observes all the island
	4 people, observes one island each
MATERIALS	1 flipchart; 12 A4 papers; markers, colors; bell (for the time master); material to mark the island area; disguise specific to the population for the island (hats, bandanas, clothes,...)

Workshop 3
WORDS AND VIOLENCE

Workshop realized by participants during the Training in Action

TOPIC	WORDS AND VIOLENCE
TARGET	Future camp leaders and volunteers in the workcamps Participants of the youth exchange
SUB-TOPIC	Freedom of speech and hate speech
METHODOLOGY	1. **Moving Map**: individual participation to form the group 2. **Diamond Scale**: group discussion, collaborative work, stimulating the discussion through controversial topics and asking groups to reach a consensus 3. **Debriefing:** share their feelings, findings, reasoning, and work dynamic. Then it's presented a definition of each term to round off the discussion 4. **Post workshop activity**: creation of letters of appreciation 1. **Moving Map:** place the four sheets with the compass positions on the floor spaced out, organize participants in the center of the room, ask them the questions for the world map activity. Then, organize them into 4 groups and place them in their respective corners (10 minutes) 2. **Diamond Scale**: begin explaining how the diamond activity works, and at the same time hand out the quote sheets. Begin the diamond step, during which give regular time updates, and ask the groups if they need extra help (30 minutes). Once time for the activity is finished, collect each groups diamond sheets, and stick them on a wall for the discussion 3. **Debriefing**: form a circle in plenary and start the discussion (25 minutes). To end the discussion, flip over the sheet with the definitions of hate speech/freedom of speech, explain it briefly. 4. **Post workshop activity**: introduce the further tools they could use if they wish to get involved with anti-hate speech campaigns, and also hand out the envelopes for the letters of appreciation, reminding them that the words can also be used for positivity

	NOTE: to indicate conclusion of the discussion, end with a group applause **Cold knowledge** (straight information): introduction to the **No Hate Speech Movement Campaign**(CoE), that fights against hate speech. This part can be adapted and included also at the end of the Debriefing.
TIMING	70 minutes
ROLES	1 person: moving map and time master 1 person: diamond poster introducer 2 persons: debriefing 1 person: conclusion
MATERIALS	4 diamond scale posters; 4 sheets with the quotes; 4 post-it note pads; pens; photos related to freedom of speech and protest; North/South/East/West position papers

WORDS AND VIOLENCE

TITLE	Active Listening
TOPIC/S	Active Listening – Worlds and Violence
AIM	To reflect (and practically experiment) active listening, and the relation between words and violence
TOOL TYPE	Individual work and work in couples
MATERIAL	/
DURATION	90 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.** participants are entering one by one in the workshop room: they are explained that when they are ready and feel comfortable, can sit and relax (better if they are lying on the ground than sitting). **Step 2.** participants are asked to close their eyes and when a trainer passes close to them, touching their head, they have to choose a sound, that has to be repeated continuously. It means that when everybody has his/her head touched, in the workshop room there will be an orchestra of different sounds and rhythms. **Step 3.** while one trainer is touching the participants 'heads, the others are spreading the photos, randomly, on the floor. **Step 4.** after a while the orchestra is running, the trainer passes close to participants and touching their head, they have to slowly stop the sound. **Step 5**. participants can open their eyes, choose a picture and create couples they are comfortable with. **Step 6.** 3 questions are asked. **NOTE:** the 3 questions have to be asked not simultaneously but one by one, to each couple composed by 2 people (A and B). ✓ **1st round**: 'A' has to describe ONLY what he/she **sees** on his/her picture (2 minutes), then the 'B' reformulates. Then change and 'B' has to describe ONLY what he/she sees on his/her picture (2 minutes) and 'A' reformulates. ✓ **2nd round: '**A' has to present what he/she **see/understand** from his/her picture (3 minutes), then 'B' reformulates not at the end but during the 3 minutes of presenting. 'A' should not react but he/she keeps talking (this is not a debate!)

Then change and 'B' is talking during 3 minutes while 'A' reformulates not at the end but during the 3 minutes of presenting.

- ✓ **3rd round:** 'A' explains why he/she **interpreted** the picture this way (5 minutes) then the 'B' reformulates not at the end but during the 5 minutes. BUT if 'A', while explaining, is not agree with the reformulation done by 'B', he/she has to repeat the sentence one more time.
  Then change and 'B' explains why he/she **interpreted** the picture this way (5 minutes) then the 'A' reformulates not at the end but during the 5 minutes. BUT if 'B', while explaining, is not agree with the reformulation done by 'A', he/she has to repeat the sentence one more time.

- ✓ **4th: silence to close** (1 minute)

GENERAL RULES FOR THE ACTIVITY:
- ✓ this is not a debate!
- ✓ this is not a discussion!

Step 7. debriefing about the activities following a "step by step" order in asking questions (from the 1st round to the last).

WORKING AS A TRAINER

TITLE	**Me**
TOPIC/S	Inner work – preparatory to further run the Training in Action Session
AIM	To work on: our body posture, our voice, active listening and trust
TOOL TYPE	Individual work, work in couples, work in small groups, plenary
MATERIAL	Soft music, sticks of wood (the one used for the broom are fine)
DURATION	180minutes

DESCRIPTION	The activity is organized accordingly to the following steps:
	
	Step 1. participants are entering the room one by one and they are asked to keep walking in the space. While walking, the trainer gives different indications as, e.g.:
	  ✓ walk in the space (life boat)
	  ✓ walk win the space with different rhythms
	  ✓ feel your feet when you walk
	  ✓ keep breathing
	  ✓ listen at how your body (and the different parts) are moving in the space
	
	Step 2. couples are created (couples should be with people approximately the same size) and participants stand in two lines on the opposite of the workshop room, being one line in front of the other one (and one couple's member in front of the other).
	  ✓ **choose a random sentence**
	  ✓ **both are moving** (simultaneously) to the centre, repeating the sentence. When the couple members are more distant the voice is very low, while more they are getting closer and more the voice is getting higher. While walking the eye contact has to be kept. Then repeat the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept.
	  ✓ **both are moving** (simultaneously) to the centre, repeating the sentence. When the couple members are more distant the voice is very strong, while more they are getting closer and more the voice is getting lower. While walking the eye contact has to be kept. Then repeat the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept.
	  ✓ **only one member** is moving to the centre, repeating the sentence, while the other is remaining on his/her position. When the couple member is more distant the voice is very low, while more he/she is getting closer and more the voice is getting higher. While walking the eye contact has to be kept. Then repeat the same but on the contrary,

coming back to the original point. While walking back the eye contact has to be kept.
- ✓ **only one member (the other)** is moving to the centre, repeating the sentence, while the other is remaining on his/her position. When the couple member is more distant the voice is very strong, while more he/she is getting closer and more the voice is getting lower. While walking the eye contact has to be kept. Then repeat the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept.
- ✓ **people from the two lines are now sitting** (still on the opposite of the workshop room), being one line in front of the other one (and one couple's member in front of the other). One couple can decide to repeat the exercise with the others watching. In this case the action is similar to one of the ones before and is the trainer explaining the task before to start.

Step 3. now the same couples are standing, one on front of the other (still eye contact has to be kept)
- ✓ each couple has to **choose a space** where they feel comfortable
- ✓ the couples have to **close their eyes**
- ✓ **music starts** (soft background)
- ✓ **open your eyes**
- ✓ trainers are passing around the couple and put, in a very soft and delicate way, **sticks on the diaphragm** of the couple members (so that the couples' members are connected only by the stick and the eye contact)
  NOTE: it's very important to create the proper atmosphere in this phase, participants should feel in a protected environment and all the movements/actions performed by the trainers have to be slow and soft!!!
- ✓ **keep the eye contacts**
- ✓ after a certain time, the **sticks are** removed (also in this case in a very delicate and soft way) and couple remains standing in the same position, keeping the eye contact

Step 4. groups are created, merging the different couples (never divide a couple members)
- ✓ groups are set in **circle**
- ✓ **soft music** as a background is kept
- ✓ **one member** of the group is standing in the middle of the circle and the others are around
- ✓ when the person is feeling comfortable, keeping the eyes closed, starts to fluctuate in the space with the feet in connection with the ground and the others have to take care of him/her, softly accompanying the movement of the person and protecting him/her from falling
  NOTE: more the trust is getting higher and more the person in the centre will move. It's very important that the other group members will take the maximum care of the person!!!
- ✓ after a while the person in the middle of the circle stops and is replaced by **another member of the group**
- ✓ the activity continues in this way till everybody finished
  NOTE: in each circle there should be a trainer – if one group member does not feel comfortable to go to the middle, he/she can stay just in the external part of the circle!!!

Step 5. back in plenary and debriefing.

**Workshop 4
INCLUSION**

Workshop realized by participants during the Training in Action

TOPIC	INCLUSION
TARGET	Future camp leaders and volunteers in the workcamps Participants of the youth exchange
SUB-TOPIC	Introductory work on the notion of inclusion/exclusion. Raising awareness on situations of daily life migrant exclusion in order to find more inclusive solutions
METHODOLOGY	1. **Welcome and introduction** 2. **Work in groups: discussion and creation** 3. **Performing** 4. **Debriefing** 5. **Sum up of the discussion** **Before the activity:** For each group prepare: 1 A4 "explanation ": a daily life migrant situation of exclusion", 1 A4 for with setting "work school, leisure activities and public space", 1 A4 divided in 4 with "who, where, how and what" 1. **Welcome and introduction** to the activity (2 minutes) 2. **Work in groups: discussion and creation:** different groups are created, each one with a different setting and a trainer in each group. The task is explained by the trainer in the group: to choose a situation of discrimination in the daily life of a migrant that can happen in your setting, focusing on the who, what, where and how (15 minutes). Then the same trainer gives the second task: to create a theatrical scene, using whichever technique they want. It should last no more than 2 minutes (10 minutes) 3. **Performing - Debriefing:** the group is sitting in semicircle facing the "stage". Each team has 2 minutes to act and after the performance a trainer runs the debriefing asking to the group where the action was located, what happened, who is who and what was the type of exclusion (2+3 minutes * 4 = 20 minutes) 4. **Sum up of the discussion:** the group seats in semicircle facing the charter on the wall. The trainer who's taking notes resume all it has

	been said. One or two trainers ask how to make this situation more inclusive. (20 minutes) Another trainer takes notes. Conclusion: remind the group the objectives and give them some keys to live in a more inclusive society (2 minutes)	
TIMING	70 minutes	
ROLES	1 person: welcome and introduction to the activity 1 person: dividing the group 4 persons: explaining the tasks in small groups (one in each group) 1 person: time management 1 person: managing the situations' acting and debriefing after each scene 1 person: taking notes during the debriefing 1 or 2 persons: ask questions about the solutions to be more inclusive 1 person: writing the solutions 1 person: conclusion	
MATERIALS	A room big enough to be able to divide the group into four smaller groups in each corner. Paper sheets: A2x3-A4x20. Pencils for every participant and trainer	

Workshop 5
ACTIVE PARTICIPATION

TOPIC	ACTIVE PARTICIPATION
TARGET	Future camp leaders and volunteers in the workcamps Participants of the youth exchange
SUB-TOPIC	Raising awareness towards the usefulness of active participation, focusing on migration
METHODOLOGY	1. **Energizer** 2. **Visual arts** 3. **Debriefing** 4. **Closing** 1. **Energizer:** start with walking randomly in the space. Keep the eye contact with people. Choose during walking two secret mates you are aware of their movements. Freeze. Now they have to take the same distance from this two mates. Start to move again and stop when you like. (10 minutes) 2. **Visual arts:** ✓ Introduction to the topic: Butterfly Effect theory and personal examples of active participation (5 minutes) ✓ Group division- four group, divided randomly by picking a paper from a hat. Each group will be followed by a facilitator (5 minutes) ✓ Participants can share their personal "butterfly effect experiences" by drawing and/or painting on a paper (5 minutes). Then they will share these experiences in small groups (15 minutes). Group by group, they can stick their drawing on a poster, creating the spiral shape of a hurricane (3 minutes). (tot 20 minutes) 3. **Debriefing:** in plenary, few questions about why we act and what makes us empowered. (20 minutes) 4. **Closing**: participants, standing in circle with closed eyes, will receive a seed, metaphor of the little changing we are making in this world. This links everybody together and creates emotional involvement. (3 minutes)
TIMING	70 minutes
ROLES	1 person: time keeper 1 person: energizer, closing, and take care of one group

	1 person: introduction, debriefing, and take care of one group 1 person: debriefing
MATERIALS	Plastic plates; paint water brushes; carpets or tatami; plastic sheets; markers in different colors; music; oak seeds; paper envelopes (for the seeds)

ACTIVE PARTICIPATION

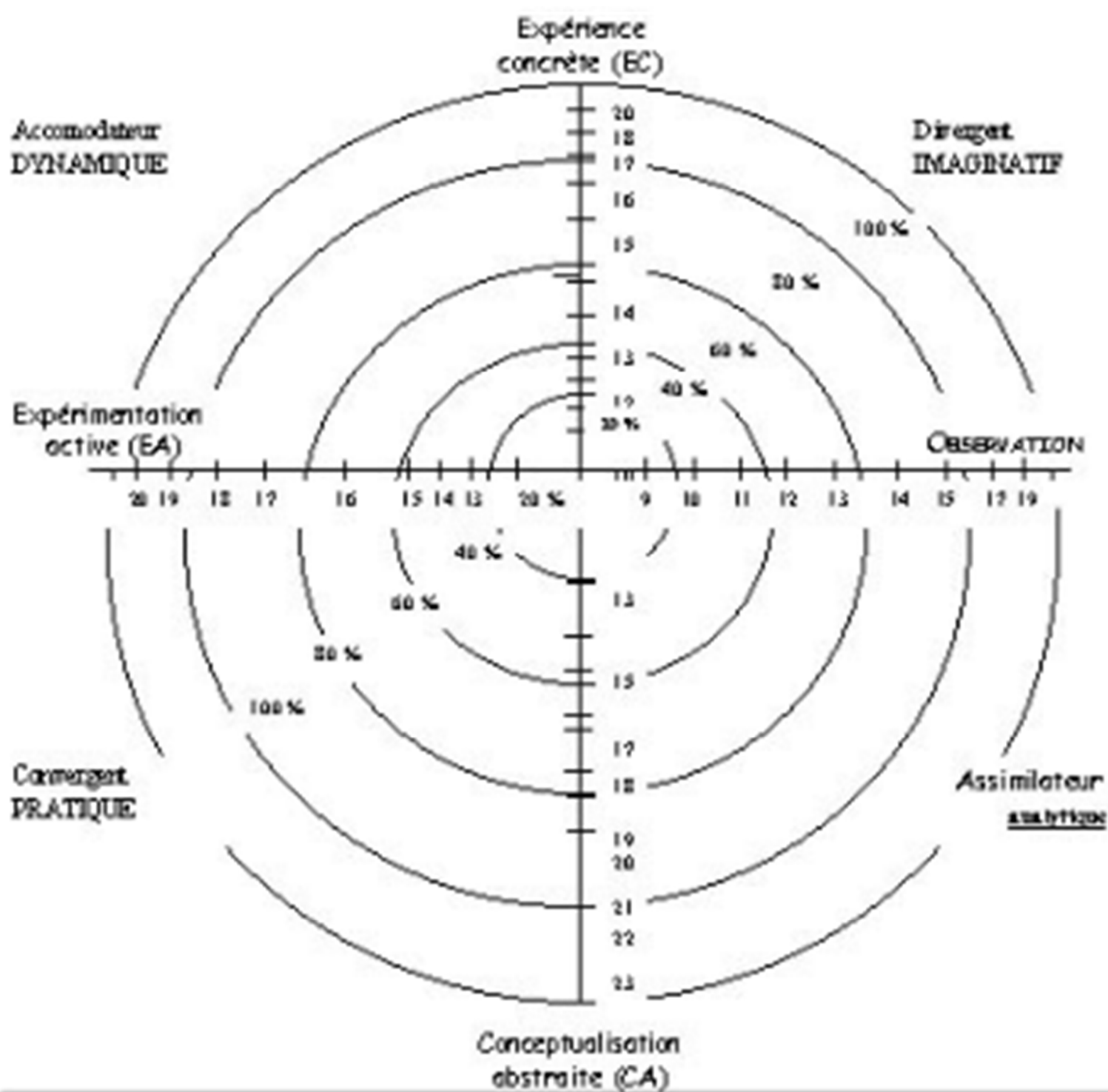| TITLE	**Gincana in three stations**
TOPIC/S	Active Participation
AIM	To experiment, in an interactive and dynamic way, different key elements in participation
TOOL TYPE	Work in small groups
MATERIAL	Flipcharts, paper, markers, post-it
DURATION	70 minutes in total = 10 minutes (for the explanation) + 60 minutes (for the activity), each round should last 20 minutes
DESCRIPTION	**Setting**: there should be created 3 different stations (each one with a different decoration) representing: ✓ **Ladder of participation** (positioning technique) ✓ **Bibliography** with relevant materials and information (map technique) ✓ **Future Actions** (brainstorming technique) The activity is organized accordingly to the following steps: **Step 1**. the activity is presented and "The Master of Time" divides participants in 3 groups, explaining the rules of the activity. **Step 2.** each team has to go from station to station, searching for the information about what the station is about (in each station they have to stay 20 minutes). The "The Master of Time" gives the time and the rotation. **NOTE**: in order to speed up a bit the activity the rotation can be different: each group remains in the same station (place) and are the facilitators, in charge of the topic, the ones rotating.

OPENING

TITLE	**Kolb Questionnaire**
TOPIC/S	Learning Styles
AIM	Open discussion about the different learning style among a group
TOOL TYPE	Questionnaire
MATERIAL	A flipchart with the Kolb questionnaire written on it for the explanation, one Kolb test for each participants and one "result" of the Test per participants.
DURATION	50 minutes
DESCRIPTION	**Setting:** it can be created a simulation, where the trainer is dressed up as a teacher and welcomes the participant on the class room, explaining them what is the Kolb test and how to fill it. When all the participants have finished the trainer can give them the results of the test and let them reflect about it individually first then in little group. The exercise can be closed in plenary with a debriefing in two step, first "you as a participant", and then "you as a facilitator". **See Handout below.**

HANDOUT_KOLB QUESTIONNAIRE

I MAKE CHOICES BY PRAGMATISM	I TRY	I INVOLVE MYSELF	I ADAPT MYSELF TO THE SITUATION
I'M A GOOD LISTENER	I'M PUSHING MYSELF TO TAKE POSITION	I ANALYSE	I AM FAIR
I PAY ATTENTION TO WHAT I FEEL	I OBSERVE	I THINK	I ACT
I ACCEPT THE SITUATION	I TAKE SOME RISKS	I EVALUATE THE SITUATION	I TAKE DISTANCES WHILE ANALYSING EVENTS
I'M ACTING BASED ON INTUITION	I AM RESULTS TARGETED	I'M ACTING GUIDED BY LOGIC	I'M ASKING QUESTIONS TO MYSELF
I PREFER ABSTRACT THINGS	I PREFER TO OBSERVE	I LIKE MORE CONCRETE THINGS	I'M ACTION ORIENTED
I'M FOCUS ON THE PRESENT (NOW)	I'M REFLECTIVE	I TRY TO PLAN	I TRY TO FIND A PRACTICAL WAY
I'M USING MY PREVIOUS EXPERIENCES	I FOCUS ON ALL THE DETAILS THAT I OBSERVE	I'M SETTING UP CONCEPTS	I EXPERIMENT
I'M CONCENTRATED	I TEND TO BE CAREFUL	I'M RATIONAL	I TAKE MY RESPONSIBILITY

CONCRETE EXPERIENCES (2 3 4 5 7 8)	OBSERVATION (1 3 6 7 8 9)	ABSTRACT CONCEPTUALIZATION (2 3 4 5 8 9)	ACTIVE EXPERIMENTATION (2 3 6 7 8 9)

IMAGINATIVE

His/her learning capacities are between concrete experimentation and reflective observation. His/her main resources are intuition and imagination. They allow him/her to see the situation accordingly different perspectives. He/she is very good in "brainstorming". He/she has interest towards social situations and the need to interact with the others.

ANALITIQUE

His/her strengths are set between the reflexive observation and the abstract conceptualization. He/she distinguishes him/herself by his/her big capacity of conception of theoretical models. He/she has an excellent inductive thinking. He/she has more interest towards concepts than people.

PRACTICAL

This style is between abstract conceptualization mods and active experimentation. Not as the imaginative, he/she prefers to work alone. His/her biggest resource is the concrete application of theoretical models used to solve real problematics.

TITLE	**Step forwards in methods**
TOPIC/S	Different methods from the non formal education
AIM	To sum up main methods within non formal education: this sessions is conceived to sum up some of the work previously done and to better highlight specific elements that could be useful for the upcoming steps of the project
TOOL TYPE	Work in groups and plenary presentation
MATERIAL	/
DURATION	30 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1**. participants are divided in 4 groups, each one receiving a macro-method: ✓ **Simulation** ✓ **Discussion** ✓ **Theatre/work on the body** ✓ **Visual/artistic** **Step 2.** the common task for all the groups is: discuss and define the basic elements of the method. After this stage each group has to organize an interactive presentation to sum up the main elements. **Step 3.** it follows the short presentation in plenary of each method. At the end it's left space for questions/clarifications.

TITLE	**Canadian Box**
TOPIC/S	Facilitator role
AIM	To reflect on the role of the facilitator
TOOL TYPE	Work in group/debate
MATERIAL	Handout with questions
DURATION	60 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.** two sub-groups are created and brought in different rooms (it's better to have no more than 14 people for group, otherwise it can be harder to manage the methodology and it can be less effective and participative. **Step 2.** to each group is assigned a facilitator/moderator. The group members are divided in other two smaller groups (with the same number of participants) and two lines are created. Participants are asked to stand in line, one in front of the other. **Step 3.** the first statement is read, the facilitator/moderator is saying in each round who is the group "agree" with the statement and the group "disagree" with the statement. Then the groups are left 60 seconds to find a common strategy in defending or contrasting the statement and different elements that can be expressed **Step 4.** back on line, other 120 seconds are allocated to defend or contrast the statement. One person is taking the floor from the "agree" group, making their comment, then it's following another person from the "disagree" group and so on (one per group). **NOTE:** the facilitator/moderator has a crucial role in this activity. Indeed, they can intervene in case someone from one of the two group's members is never taking the floor (giving them the flow). In the case someone is too much talkative, the facilitator/moderator can allocate a slot of seconds for each person to express. **Step 5.** the activity follows in this way till all the statements are asked and the two groups are back in plenary. It follows the debriefing. **See Handout below.**

HANDOUT_CANADIAN BOX

THE FACILITATOR CANNOT BE FRIEND WITH PARTICIPANTS
THE FACILITATOR CANNOT HAVE A RELATIONSHIP WITH A PARTICIPANT
THE FACILITATOR SHOULD DRIVE THE GROUP TO CONCLUSIONS
THE FACILITATOR CANNOT BRING HIS/HER EMOTIONS IN THE GROUP
THE FACILITATOR HAS TO FULFILL (ALL) THE PARTICIPANTS NEEDS
THE FACILITATOR IS RESPONSIBLE OF THE INCLUSION OF ALL PARTICIPANTS

FINAL EVALUATION

TITLE	Evaluation in different stations
TOPIC/S	Final, overall evaluation of the project
AIM	To run the final, overall evaluation of the project, running the analysis of the different main elements (learning, group dynamics, logistic, me, pool of trainers)
TOOL TYPE	Artistic and interactive session, individual work
MATERIAL	All the material needed to arrange the different spaces and settings (accordingly to the trainers fantasy ☺)
DURATION	90 minutes
DESCRIPTION	**Setting**: we need or a very big workshop room that can be divided in different spaces or different rooms or spaces outside (if there is a good weather. In case we are going outside, take care that the spaces are separated but not too much distant. Soft music and good decorations are welcome to create the atmosphere ☺ **Space 1 – Learning** *"What did I learn during these days?"* skills – attitudes – knowledge → competences methodology: letter to myself (laundry) **Space 2 – Group Dynamics** *"How do I felt the group dynamic?"* methodology: collective painting **Space 3 – Logistic** *"How all the logistic issues were organized?"* methodology: post-it for comments and feedbacks **Space 4 – Me** *"What to keep"* *"What to keep working on"* *"What to leave here"* methodology: "What to keep" – luggage; "What to keep working on" – night table; "What to leave here" - trash bin **Space 5 – Pool of Trainers** *"A message, feedback, comment, suggestion I would like to leave to the trainers"* methodology: post box Participants enter the different settings for the evaluation and are invited to discover the surrounding. They can stop as long as they want in each space

answering the questions and expressing themselves, they can move and then be back if they want to add something.

NOTE: normally the activity finish when everybody is almost done with the different spaces and stations.

TITLE	**Open Space**
TOPIC/S	Final evaluation of the project
AIM	The previous activity was conceived to leave space to participants to express themselves while evaluating the training but it was not left out space for sharing within the group. For this reason this activity aims to leave free and open space for all the participants who want to verbally express themselves
TOOL TYPE	Plenary activity
MATERIAL	/
DURATION	/minutes
DESCRIPTION	**Setting**: participants are sitting in the circle with a very low and soft music. This is a free space for sharing within the group, whatever participants wants: for this reason, is not foreseen a scheme to follow or a precise duration. Whenever someone wants, can take the floor and speak in front of the others.

A SPECIAL THANKS TO ALL THE ACTORS:

COORDINATION - TRAINING COURSE FOR YOUTH WORKERS: Lunaria

HOSTING ORGANIZATION: Artemide

POOL OF TRAINERS: Luca Elek, Sara Mandozzi, Bruna Serio, Yohann Vancassel

COOKING AND LOGISTIC SUPPORT: Elena Dojmi Di Delupis, Ettore Ismael Borghetto

PARTNER ORGANIZATIONS:
CCIVS: www.ccivs.org
CONCORDIA: www.concordia.fr
GSM: www.gsm.org.tr
IBG: www.ibg-workcamps.org/English
LUNARIA: www.lunaria.org
UNIVERSITUR: www.universitur.ro
UTILAPU: www.utilapu.hu
XCHANGE SCOTLAND: www.xchangescotland.org
Youthfully Yours SR: www.youthfullyyours.sk

A SPECIAL THANKS GOES TO ALL PARTICIPANTS, WITHOUT THEM THIS PROJECT WOULD NOT HAVE BEEN POSSIBLE!

Adele, Adina, Adrian, Alice, Alicia, Anais, Andras, Baptiste, Bingul, Camille, Carlotta, Coralie, Giulia, Katharina, Kyeron, Kurtulus, Ladislav, Mahdi, Maria, Marie, Merve, Monika, Peter, Raheel, Raphaël, Sabrina

TOOL KIT REALIZED BY: Sara Mandozzi

Lunaria is an "Association for Social Promotion", established in 1992, not-for-profit, nonreligious, and autonomous from any political party affiliation.

It promotes peace, social and economic justice, equality and the guarantee of citizenship rights, democracy and participation, social inclusion and intercultural dialogue.

At the local, national and international level, Lunaria performs and stimulates social change, carrying out advocacy initiatives, political and cultural events, non formal education and communication activities, and leading networking as well as information and raising awareness campaigns.

The core of Lunaria's work and commitment is made of international volunteering and mobility, youth programmes, migrations and the struggle against racism and inequalities, sustainable development, the analysis of economic, social, and public spending policies.

The project was Co-funded by the Erasmus+ programme of the European Union

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of the European Union

THE BUTTERFLY EFFECT

RAISING AWARENESS AMONG EUROPEAN YOUTH ON THE REFUGEES CRISIS

**09TH-15TH DECEMBER 2016
CASA LABORATORIO IL CERQUOSINO
MORRANO, ORVIETO, ITALY**