

BABEL

YOUTH WORK AND INNOVATIVE METHODS



VIRTUAL TRAINING COURSE

08TH – 16TH NOVEMBER 2021





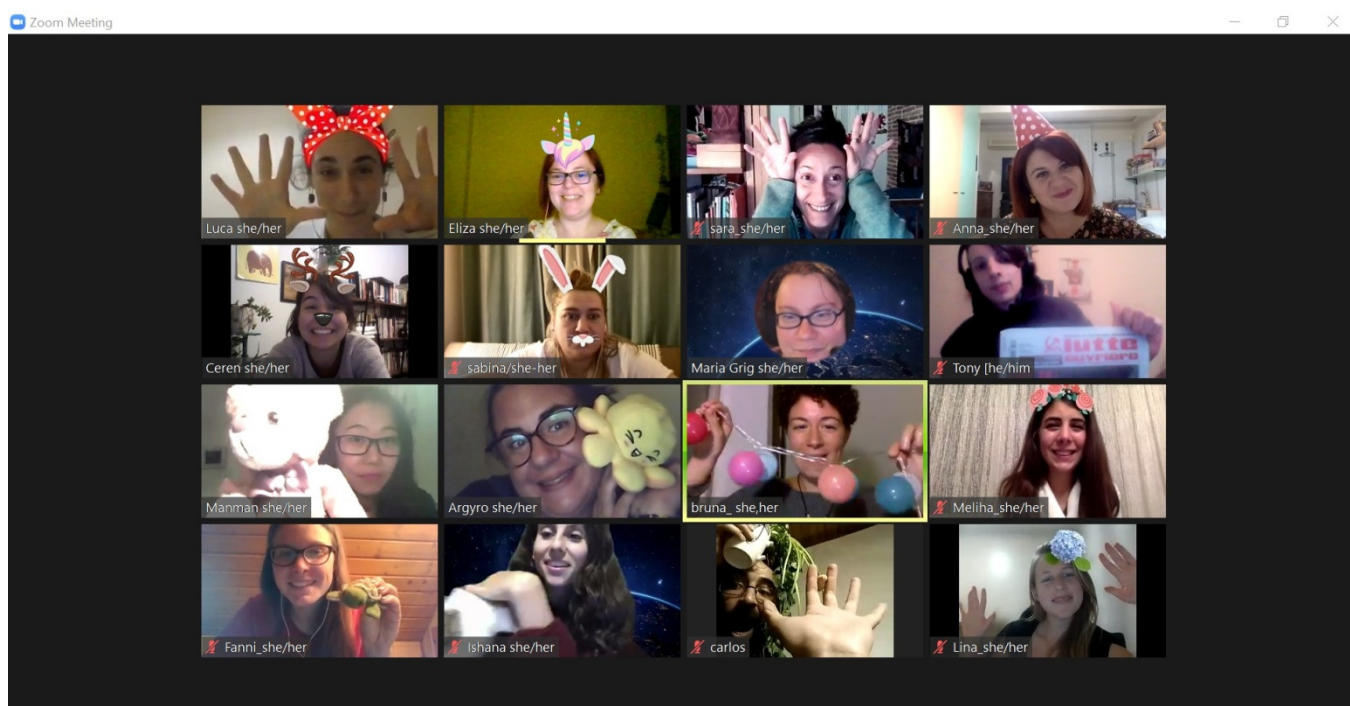
Key Action 1
Mobility project for young people and youth workers
Mobility of youth workers

BABEL

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PROJECT DESCRIPTION

BABEL aims to develop **tools and working methods**, among youth workers and trainers, to fight against discrimination, therefore promoting the active participation and inclusion of young people and young people with fewer opportunities, in Europe.

More specifically the project foreseen to facilitate the access to **youth work knowledge and resources**, to further support the exchange of youth work practices and peer learning

BABEL is a project realized within the Erasmus+ programs, including four actions:

TRAINING
COURSE

ADVANCED
PLANNING
VISIT

YOUTH
EXCHANGE 1

YOUTH
EXCHANGE 2

BABEL

Youth Work and Innovative Methods

BACKGROUND

**GENERAL
INFORMATION**

ACTIONS



MAIN TOPICS

TRAINING COURSE	YOUTH EXCHANGE 1	YOUTH EXCHANGE 2
Youth Work Methods Human Rights as tools to fight against discrimination	Intercultural Learning Human Rights and different mindsets/view points for participation and inclusion	Intercultural Learning Human Rights and different mindsets/view points for participation and inclusion

METHODOLOGIES USED

The activities implemented during the training course were set within the **non-formal education context**.

NON-FORMAL EDUCATION – NFE was defined in 1974 as any organized, systematic educational activity, carried on outside the framework of the formal system (schools-university). Thus NFE is the macro-umbrella including any organized educational activities both outside the formal educational system and outside the formal educational curriculum.

Accordingly to the **Council of Europe**, *“Non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places ... where young people meet, for example, to undertake projects together ... Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing.”*

From: <https://www.coe.int/en/web/european-youth-foundation/definitions>

Non-formal education should also be:

- voluntary based
- open and accessible to everyone
- participatory
- learner-oriented
- based on active participation and exchange
- based on experience and action
- holistic and process-oriented
- focused on skills and competences development
- connected to active citizenship


In the NFE, the learning process grounds on specific educational objectives, previously identified, then monitored during the process and eventually, modified according to the learners' needs

ONLINE

The training course was implemented in an online form. For this reason, the NFE activities have been conceived and specifically adapted for online learning.

Moreover, all along the educational process, we aimed to offer a variety of platforms to make the training more dynamic, introduce different tools and better meet the activities 'specific objectives.

PLATFORMS: while the meetings happened on Zoom, we used a Trello board to keep track of the outcomes of each activity. This way participants could also have an overview of where we were in the educational process as well, we could give transparency of each feedback, comment, preparatory work. Next to this we have decided to introduce two new platforms in average every day and to evaluate them with participants. See the list of platforms below:



Zoom
Trello
Jamboard
Padlet
Mentimeter
Miro
Wonder
Storyboard
Prezi
Canva

TIMING: due to the online form we have met the participants for 3,5-4 hours each day at the same time the training was longer (9 days), than the usual training courses in person to ensure that the objectives of the training could be met. Next to the 3-4 hours that we worked – mostly in smaller mixed groups, participants received preparation tasks each day. The tasks allowed them to go deeper in each topic and save time on certain tasks (like research of local realities, organizations, etc.)

GROUP DYNAMICS: we have found that, even if it was harder to keep the group together and work on group dynamics, it was possible to create a safe working environment and real connections between participants. To enhance this aspect, we introduced several rituals and outsourced several smaller tasks to participants.

One of these rituals was an introductory song we listened at the beginning of each day. Participants took responsibility to lead their own reflection groups and report back. For these discussions we offered them a different tool each day. Each of the groups had to prepare something for the next day: an energizer, a creative way to take a group picture, an idea to warm the heart of the others.

We have found that it was more challenging to keep the attention of the group specially in a plenary format than during an in-person activity. To balance this, we have aimed to sing, dance, draw, watched videos, use objects, paper and pen they had next to them. As well we played a lot with our voice during presentations, and we tried to keep them as short as possible. We believe that having a concrete active task with the training in action, as well as the future youth exchanges as a concreted next step also, helped build a stronger commitment from participants.

LEARNING

In the Non-Formal Education we used in the training, **Learning** is articulated accordingly to a set of specific pillars:

- **Learning by doing approach:** specific aims are well fixed and clearly defined in each activity proposed in order to ensure a coherent learning process
- **Learner centred:** pedagogical approach centred on the person who is learning and based on the promotion of participatory processes
- **Life-long-learning-LLL approach:** human beings never stop learning and developing, we all learn different things in different moments and in different spheres of our life. LLL encourages the acquirement of competences, knowledge and the development of new skills all along the life of each human being
- **Shared learning path:** among the learners and within the group, encouraging the horizontal exchange of knowledge within and among the learners/experts
- **Flexibility:** methods have to be re-adapted all along the process, taking into account the learning needs of the participants and of all the involved actors.

Personal empowerment
enhancement of the self-
esteem and of the self-
confidence

Horizontal interaction
among trainees and
facilitators/trainers

**Soft skills and key
competences**
analysis and recognition

LEARNING in KEY WORDS

Participative methods
permanent testing,
development and
upgrading

Exchange
of feelings, feedbacks,
experiences and
knowledge

Transmission
of knowledge and
methods to other
beneficiaries

Learning assessment
of individuals and groups

HOW TO USE THE TOOLKIT

The Toolkit aims to show the activities run during the Training Course held in November 2021.

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 within youth work framework, to promote understanding, intercultural learning and inclusion.

OPEN FORMAT: BABEL project and the Toolkit as part of it, are conceived as an “open format” that can be used with different shapes and duration and could be replicated in the involved partner countries and in new ones, not directly participating in the project.

Moreover, the Toolkit, thanks to its participative methodologies, can be used both for online and offline.

FLEXIBILITY: the Toolkit is conceived as a flexible tool, by this we mean 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 event or a project.

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

Moreover, the proposed activities have to be adapted for online or offline use.

TRAINING AGENDA

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	DAY 9
OPENING Welcome to the VTC TEAM BUILDING Guess it EXPECTATIONS The sky above Guidelines of working together	HRs APPETIZER What HRs are HUMAN RIGHTS FIRST STEPS Define HRs HRs subjects	HRs in DIFFERENT REALITIES Cafeteria HRs EDUCATION Canadian Box	LEARNING STYLES Tools against discrimination NON FORMAL EDUCATION What FACILITATOR The story of a facilitator	TRAINING IN ACTION (TiA) Presentation TRAINING IN ACTION (TiA) Preparation	TRAINING IN ACTION (TiA) Workshop 1	TRAINING IN ACTION (TiA) Workshop 2 TRAINING IN ACTION (TiA) Workshop 3	TRAINING IN ACTION (TiA) Workshop 4	NEXT STEPS Workshops fine-tuning FINAL EVALUATION Evaluation in spots Circle of words

ACTIVITIES INDEX

The **Index of Activities** is conceived to present the activities not in a chronological order, as in the Agenda at page **13**, but in alphabetic order, accordingly to the topic addressed, including the reference page number.

TOPIC ADDRESSED:

- Group Dynamic - indicated with: GD
- Human Rights: HR
- Methodologies Testing and Upgrading - indicated with: TiA
- Final Evaluation: FE

ACTIVITY	TOPIC ADDRESSED				PAGE
	GD	HR	TiA	FE	
Cafeteria		X			26
Canadian Box		X			27
Circle of words	X			X	49
Define HRs					23
Evaluation in spots	X	X	X	X	48
Guess it	X				19
Guidelines of working together	X				21
HRs subjects		X			25
Preparation			X		35
Presentation			X		34
The sky above	X	X			20
The story of a facilitator			X		33
Tools against discrimination		X			28
Welcome to the VTC	X	X			18
What			X		30
What HRs are		X			22
Workshop 1			X		37
Workshop 2			X		39
Workshop 3			X		41
Workshop 4					43
Workshops fine-tuning			X		45

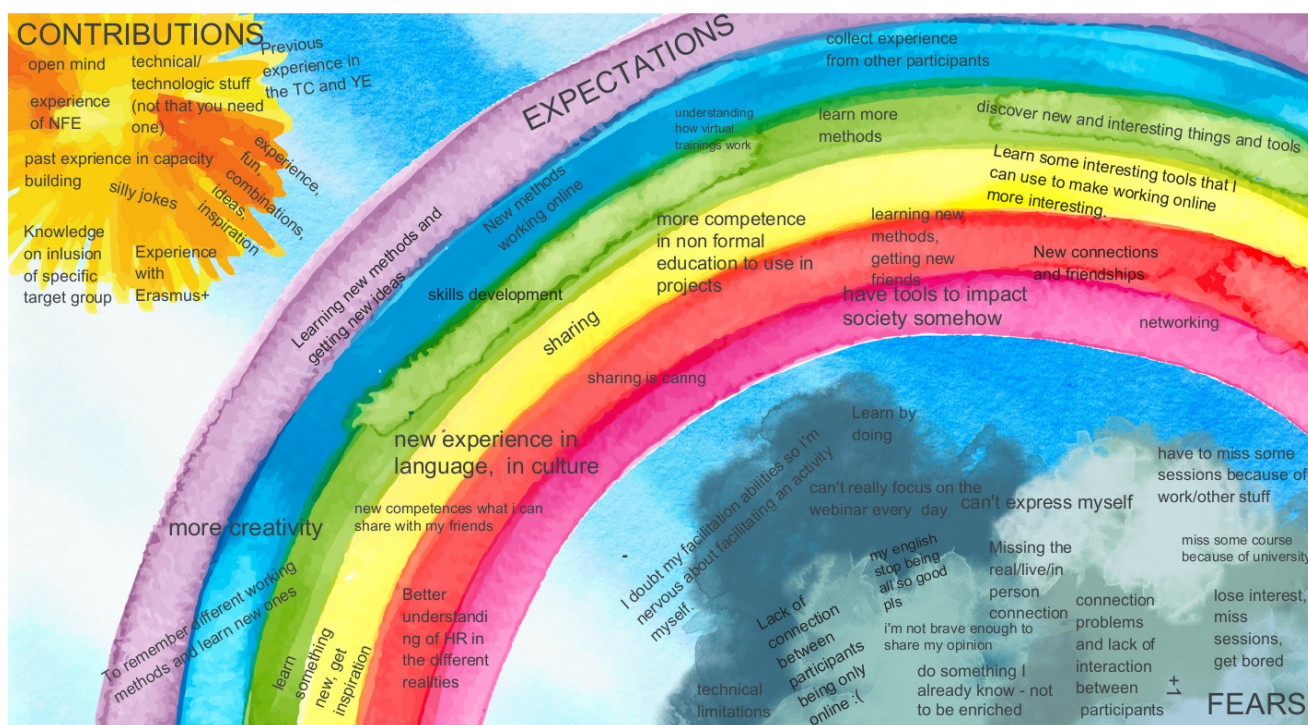


TITLE	Welcome to the VTC
TOPIC/S	Welcome ceremony
AIM	<ul style="list-style-type: none"> • To officially welcome the participants • To start the group creation
TOOL TYPE	Group building activity
DURATION	15 minutes
PLATFORM/S	Zoom, Youtube
DESCRIPTION	<p>Participants are gathered in the waiting room of Zoom.</p> <p>Facilitators share a background music and video to create a special atmosphere while participants are let in the meeting from the waiting room. Later this song can be used at several points of the training to create continuity and help group cohesion.</p> <p>After everybody is in facilitators share their official welcome to the Virtual Training Course and briefly introduce themselves.</p>

TITLE	Guess it
TOPIC/S	Getting to know each other and group creation
AIM	To start to create a safe working space and a good mood for working together
TOOL TYPE	Team building activity
DURATION	60 minutes
PLATFORM/S	Zoom
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Name and country The activity starts in plenary, in Zoom everyone says their name and a country that has the same first letter as their name</p> <p>Step 2. Work in group - guess Participants are divided in groups using different breakout rooms. The task of each group is to be back on the pictures uploaded in Trello as part of the preparatory work. The team member starts to check the pictures (one by one) of the first member while the person who uploaded the pictures has to remain in silence. The other members of the group have to guess:</p> <ul style="list-style-type: none"> • what they have in common with the person • what the person has in common with this VTC <p>Once the others are done guessing, the person who uploaded the pictures answers the guesses of the others. Once done the group checks the pictures of the next member. The activity follows in this way, till each team member has shared their pictures.</p> <p>Step 3. Work in group - prepare Based on what they have learned about each other, the group has to find something that all the team members have in common and connected to the topic of the VTC. Once the common element has been found, the team has to take a photo, representing the common element and then upload the picture on Trello.</p> <p>Step 4. Presentation The next step is a plenary presentation, where all the team, show the group photo and explain in brief the element in common.</p>

EXPECTATIONS

TITLE	The sky above
TOPIC/S	Getting to know each other and group creation
AIM	To let participants reflect on and share their expectations, fears, contributions
TOOL TYPE	Getting to know each other activity
DURATION	30 minutes
PLATFORM/S	Zoom, Jamboard
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Individual work on Jamboard Participants are briefly introduced to the Jamboard platform. Then each participant is asked to write on the board their fears and expectations toward the training explaining also how do they can t contribute. During this part, it's recommended to keep a soft and relaxing background music.</p> <p>Step 2. Plenary Facilitators sum up the main elements appeared within the fears, expectations and contributions. After this part, participants can add comments, possible extra ideas/reflection.</p> <p>See below the sample of the model used with the outcomes.</p>



TITLE	Guidelines of working together
TOPIC/S	Getting to know each other and group creation
AIM	To create a safe space in the group, discuss what do we need as a group to work together and find a group agreement
TOOL TYPE	Group building activity
DURATION	30 minutes
PLATFORM/S	Zoom, Jamboard
DESCRIPTION	<p>Participants are divided in 3 teams: each one is asked to read some suggestions from the facilitators (netiquette) about how efficiently work together online in a group.</p> <p>In each group the task is to point out, from the netiquette list, the 2 elements which are the most relevant for them and to add 2 new elements, which were not in the list.</p> <p>It follows by a restitution in plenary sharing the outcomes.</p> <p>Within the end of the activity, the group should have discussed and agreed (with a shared consensus), the list of common rules of working together which should be applied for the whole duration of the training.</p> <p>See below the outcomes of the session.</p>

Group Agreement

outcomes from the group...

DON'T JUDGE

PLEASE REFRAIN FROM MAKING ANY JUDGEMENTAL STATEMENTS. ALL DISCUSSION ARE CONFIDENTIAL. REMEMBER: NOT ALL OF US ARE NATIVE SPEAKERS AND SOME MAY EXPRESS THEIR OPINION HARSHER THAN THEY INTEND.

LISTEN & UNDERSTAND

MAKE SURE THOSE AROUND YOU HAVE THE OPPORTUNITY TO SPEAK, WHILE REMEMBERING THAT NO ONE SHOULD BE FORCED TO SHARE.

respect the flexibility and others responsibility

safety structure and inclusion

not many different platforms

Accept smokers during the sessions as long as the focus is not distracted.

DON'T JUDGE

PLEASE REFRAIN FROM MAKING ANY JUDGEMENTAL STATEMENTS. ALL DISCUSSION ARE CONFIDENTIAL. REMEMBER: NOT ALL OF US ARE NATIVE SPEAKERS AND SOME MAY EXPRESS THEIR OPINION HARSHER THAN THEY INTEND.

SPEAK UP

BE WILLING TO SPEAK UP IF YOU FEEL UNSAFE. CHANCES ARE THAT SOMEONE ELSE FEELS THE SAME.

take responsibility in group works

clear communication (needs, boundaries, thoughts, ideas)

DON'T JUDGE

PLEASE REFRAIN FROM MAKING ANY JUDGEMENTAL STATEMENTS. ALL DISCUSSION ARE CONFIDENTIAL. REMEMBER: NOT ALL OF US ARE NATIVE SPEAKERS AND SOME MAY EXPRESS THEIR OPINION HARSHER THAN THEY INTEND.

LISTEN & UNDERSTAND

MAKE SURE THOSE AROUND YOU HAVE THE OPPORTUNITY TO SPEAK, WHILE REMEMBERING THAT NO ONE SHOULD BE FORCED TO SHARE.

Consider that group conversations are private and keep them that way (do not have other people in the room during the meeting for example)

Staying muted and not judging helps a lot with making the listen and understand points happen better

Make sure the comments we make are not offending (we do not have same body language and face expressions or sense of humor online)

TITLE	What HRs are
TOPIC/S	Human Rights
AIM	To start to approach the topic of Human Rights and gather the key words related to the subject
TOOL TYPE	Brainstorming
DURATION	15 minutes
PLATFORM/S	Mentimeter
DESCRIPTION	<p>Participants are briefly introduced to the platform Mentimeter.</p> <p>Then they receive the following task: they have to write down 4 keywords related to HRs creating a word cloud.</p> <p>When everybody has finished, the facilitator presents in plenary the word cloud created and asks participants if there are extra feedbacks and comments.</p> <p>See below the outcomes of the session.</p>



TITLE	Define HRs
TOPIC/S	Human Rights
AIM	To define what Human Rights are, what are not, to share experiences and trigger questions
TOOL TYPE	Individual work, work in group and plenary presentation
DURATION	70 minutes
PLATFORM/S	Zoom and Miro
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Individual work Participants are briefly introduced to the Miro platform. They are asked to read and reflect upon the different questions on the platform 'board 1'</p> <ul style="list-style-type: none"> • What Human Rights are • What Human Rights are not • Subjects within Human Rights • My personal experience with Human Rights • More about Human Rights <p>Participants should answer each one of the questions, using a post-it, and adding it under the question they are answering. They can only add one answer per question.</p> <p>Step 2. Work in group Participants are divided in four groups: each group has to check one of the previous questions and the given answers. They should take some time to read the answers coming from the post-its and to further discuss the subject. The group should add the main outcomes of the discussion on a post-it on a new the 'board 2'. When the discussion it's over, you should prepare a brief presentation for the plenary.</p> <p>Step 3. Plenary Each group present in plenary the main outcomes. After the presentations there should be place for questions and comments.</p> <p>See below the outcomes of the session.</p>

please read and reflect upon the different questions. Then answer each one of the questions, using the post-it, adding them below (only one answer for question)
15 minutes

WHAT HRs ARE

please explain, here what HRs are not for you (you can use sentences or key-words)

WHAT HRs ARE NOT

please explain, here what HRs are not for you (you can use sentences or key-words)

SUBJECTS WHITIN HRs

please, list here subjects/topics included to that big umbrella of HRs

MY PERSONAL EXPERIENCE WITH HRs

please, write here your personal experiences with HRs (sentences and keywords that give a better picture, understand)

MORE ABOUT HRs

please, list here something you dare to better know about HRs

Equality

Social security

Basic standards to live a decent life

Ground Zero of all rights

diversity acquired

Fundamental Absolute Life sustaining

Universal: this are the same for everyone

rights that belong to everyone - equal without differences

WHAT HRs ARE NOT

discrimination, inequality, unfair

absolute, inflexible, unlimited, non-violating

no a privilege

using your rights and position to hurt or humiliate others

rejection

HRs are not optional nor personal.

SUBJECTS WHITIN HRs

education (also international and social partners) because HRs can learn from the individuals

freedom, equality, democracy, security, justice, rights, respect, non-discrimination, cooperation, safety

Right to life, security, political participation

safe community

Education/work

History

Life, liberty, security, safety, religion, environment, political associations

MY PERSONAL EXPERIENCE WITH HRs

my final project at middle school worked with migrant people

organizing a 10km run of law for "stop violence against women"

Seminare in the university

I meet a Turkish volunteer who has bad experiences with racism

Hundreds of activities taken and inspired by Compass

MORE ABOUT HRs

Norms and standards: ensuring their rights, respect towards customs and traditions, United Nations

Human rights vs. customs and traditions and interpretations in different context

more actions to grow the reach of education on HR

Compliance with the norms and laws in every country, not to enforce and implement them

more action and projects in Romania

BOOK: WHAT HRs ARE: what HRs are for you

now that you are divided in groups, please read your mind to share the project coming from the post-it and to further discuss the subject. The main purposes of your discussion can be fixed using some post-it (please add them to the board) within the discussion if it that you should briefly explain in sharing the main purposes.

sharing and discussion - 10 minutes
preparation, introduction - 10 minutes
preparation in planning - 5 minutes minimum for group

CHOCOLATE: WHAT HRs ARE NOT: what HRs are not for you

Standards that religion, protest and safeguard the dignity of all human beings

diversity acquired

I believe they are a tool, which ensure that everyone lives in harmony together and has a lot of the table

The rights we all have for only being a human being

Social security

Fundamental Absolute Life sustaining

Basic standards to live a decent life

rights that belong to everyone - equal without differences

Universal: this are the same for everyone

chance for people to be kind, fair with each other

Ground Zero of all rights

Equality

For whom: everybody, people, human being

How: inalienable, fundamental, absolute, life sustaining

Using and doing what you wish without being afraid or judged

PIZZA: SUBJECTS WHITIN HRs: subjects/topics related to and falling inside the big umbrella of HRs

Common themes:

- Freedom
- Equality
- Right to life
- Security
- Wellbeing
- safe community where there is no fear
- Gender equality
- right to marry whoever you want

Pizza Edition:

- Civil and political rights
- Economic Rights
- Food and Shelter
- Freedom of speech/opinion
- Freedom to make your own choices

Subjects:

- History
- Law
- Cultural Studies

FLOWER: MORE ABOUT HRs: something you dare to better know about HRs

Teaching children to protect their rights and try to fight for people in bad situation

what different countries do first hand experiences of people who have been in a bad situation

working projects on youth, human rights, law and justice, etc. that we can do together to understand experiences of other people

Norms and laws: ensuring their rights, respect towards customs and traditions, United Nations

Human rights vs. customs and traditions and interpretations in different context

more actions to grow the reach of education on HR

more action and projects in Romania

Dilemma: ensuring all he are applied fairly and equally individual actions

regarding non-basic rights, how do we ensure equality among non-equal without violating the advantaged ones' rights

Compliance with the norms and laws in every country, not to enforce and implement them

TITLE	HRs subjects
TOPIC/S	Human Rights
AIM	To share and discuss the main subjects within the macro-umbrella of Human Rights
TOOL TYPE	Individual work and snowball technique
DURATION	75 minutes
PLATFORM/S	Zoom, Padlet, Jamboard
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Individual work Participants are briefly introduced to the Padlet platform. They are asked to check the human rights gallery uploaded on the platform and to look for the pictures/quotes/articles that they find relevant for them, personally in their everyday life. Participants are also free to comment and add why they are relevant for them.</p> <p>Step 2. Snowball</p> <ul style="list-style-type: none"> • Participants have to write down, individually, which are the four topics within HRs that are the most important/relevant for their life • Groups of two participants are created. They have to present their four topics and discuss them, finding common aspects. They have to agree and create a new list of four topics based on their previous lists • Groups of four participants are created. They have to present their four topics and discuss them finding common aspects. They have to create a new list of four topics • The activity follows in this way until there are two bigger groups, each one with a list of four topics • The two list of four topics are presented in plenary. There should be space to find common elements, differences and to ask participants to further comment/discuss the subjects • The group should debrief together the process of the snowball. How did they make decisions? Was it difficult to find a common list? Why? Do they feel that the final list represents their opinion? Should we use this find consensus in other parts of our life? If yes why and if not why?

TITLE	Cafeteria
TOPIC/S	Human Rights in different countries
AIM	To reflect and discuss about different Human Rights sensitive issues in the participating countries, keeping a focus on cultural differences and ICL(intercultural learning)
TOOL TYPE	Work in group/group discussion
DURATION	90 minutes
PLATFORM/S	Wonder, Zoom
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Energizer and getting to know the platform- speed dating in wonder Participants are briefly introduced to the Wonder platform. They are asked to mingle in the virtual space of the platform and when they meet someone to create a small circle. The first question is launched "If you could live in any time period, what would it be?". The two members have three minutes to answer the question. Then the process repeats each time with different small groups discussing the second question: "If you could change one thing in world history what would that be, if you would find the magic lamp of Aladdin, what would be your 3 wishes".</p> <p>Step 2. Cafeteria Participants are back on Zoom and three thematic tables are created in three Zoom breakout rooms. The subjects of the tables are coming from the main elements of the discussion of the previous day, from the activity "Snowball":</p> <ul style="list-style-type: none"> • Human Rights - rights vs. responsibility - activism • Discrimination violating Human Rights • Freedom of being who you are <p>Participants are divided in three groups, each one assigned to one table. Thus, in each group participants should present and discuss the reality in regard to the topic and Human Rights. Every thematic discussion last 20 minutes and the group members should take note on a Jambord. When the time it's over each group has to join the next table (clockwise rotation), and the next discussion starts.</p> <p>Step 3. Plenary At the end of the activity participants are back in plenary and they are asked to share in brief the main impressions, highlighting and something that surprised them from the discussion.</p>

TITLE	Canadian Box
TOPIC/S	Critical approach towards Human Rights
AIM	<ul style="list-style-type: none"> To exchange different point of views and reflect on the different people's opinion To critically reflect on the subject
TOOL TYPE	Simulation
DURATION	45 minutes
PLATFORM/S	Zoom
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Group division Two sub-teams are created and each team is associated to a different colour (in this case we chose red and black). Team members are asked to wear something of that colour.</p> <p>Step 2. Discussion The rules of the activity are presented. Then different statements are read, with the facilitator/moderator saying in each round which is the group that "agrees" with the statement and which is the group that "disagrees" with the statement. After each statement, the members of each tem have one minute to find arguments to defend or oppose the statement. After this the group discuss the statement keeping in mind the given side they have to argue for. Three minutes are allocated for each round. The activity follows in this way till all the statements are read.</p> <p>Below you can find the list of the statements:</p> <ul style="list-style-type: none"> Equality is unfair Women, because of their vulnerability, should be more protected We should not speak politically correct all the time If rights cannot be guaranteed, there is no point in having them Freedom of speech is against human rights In order to live together, we have to tolerate every one Censorship is useful to protect human rights Education on human rights it's not needed if human rights are applied <p>NOTE: the facilitator/moderator has a crucial role in this activity. They can intervene in case someone from the groups is never taking the floor. In case someone is too much talkative, the facilitator can define for how long each person cans peak.</p> <p>Step 3. Debriefing It is followed by a debriefing where the following questions are asked:</p> <ul style="list-style-type: none"> How did you feel? 1 word from everybody Did you find something that surprised you? Why the Canadian box and Human Rights?

TITLE	Tools against discrimination
TOPIC/S	Discrimination combined with Learning Styles
AIM	<ul style="list-style-type: none"> To share tools used in the different countries to fight discrimination To reflect about the different learning styles to be taken into account while preparing a NFE activity
TOOL TYPE	Work in group, brainstorming and plenary
DURATION	90 minutes
PLATFORM/S	Zoom
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Introduction The facilitator invites participants to think back to the preparatory work, where they were asked to think about actions/projects/campaign etc. against discrimination where they participated in, or that they heard about.</p> <p>Step 2. Sharing Participants are divided in smaller group to briefly share their experience and the projects/actions against discrimination they know. Then as a second step they have to pick one among the presented actions, projects, campaign shared, which for them the most representative in the fight against discrimination.</p> <p>Step 3. Learning Styles: what? All the groups are back in plenary and the facilitator asks them to define, through a fast brainstorming, what a "Learning Style" is. Then group is receiving a different learning styles, they need to read the description carefully, discuss it among the group and add comments and feedbacks about the characteristics of this style.</p> <p>Step 4. Learning Styles: preparation Each group has to prepare an interactive presentation (maximum 3 minutes) of the actions/projects/campaign previously selected, using the learning style they have received. While organizing the presentation they have to imagine that all the audience is characterized only by this style.</p> <p>Step 4. Plenary and debriefing All the groups present in plenary the actions/projects/campaign previously selected in the given way. After each presentation, the group discusses the learning style proposed, analyzing the characteristics with a specific focus on the role of the facilitator. It followed by a debriefing where the following questions can be asked:</p> <ul style="list-style-type: none"> Do you know other learning styles (apart the ones presented)? Are you aware of your own learning style? Why is it important to reflect about learning styles?

NOTE: facilitators can close with a short conclusion, highlighting that:

- the categorization and definitions of the learning style might vary according to the different studies
- there is not only one learning style we need to take into consideration while we are preparing the activity, because every person is characterized by different learning style, even though there are some more preponderant than others.

See below the learning styles proposed and discussed during the session.

LEARNING STYLES

LEARNING STYLE: VISUAL

DESCRIPTION: participants who need visual support to acknowledge and understand the information and contents that are being presented to them.

METHODS TO USE: facilitators should use visual aids to convey the main learning messages. They can use pictures, images, symbols and, if possible, use the graphic facilitation as the main tool for visualization and learning.

LEARNING STYLE: AUDITORY/LISTENING

DESCRIPTION: participants who tend to be more listening-based, who understand and assimilate better by sounds and hearing.

METHODS TO USE: facilitators should use talks and discussions during the activities, change the voice tune and tone and use music when appropriate. They can use oral presentations and read aloud what is written on flipcharts.

LEARNING STYLE: ANALYTICAL

DESCRIPTION: participants who learn through reflection, analysis, problem solving and creating models.

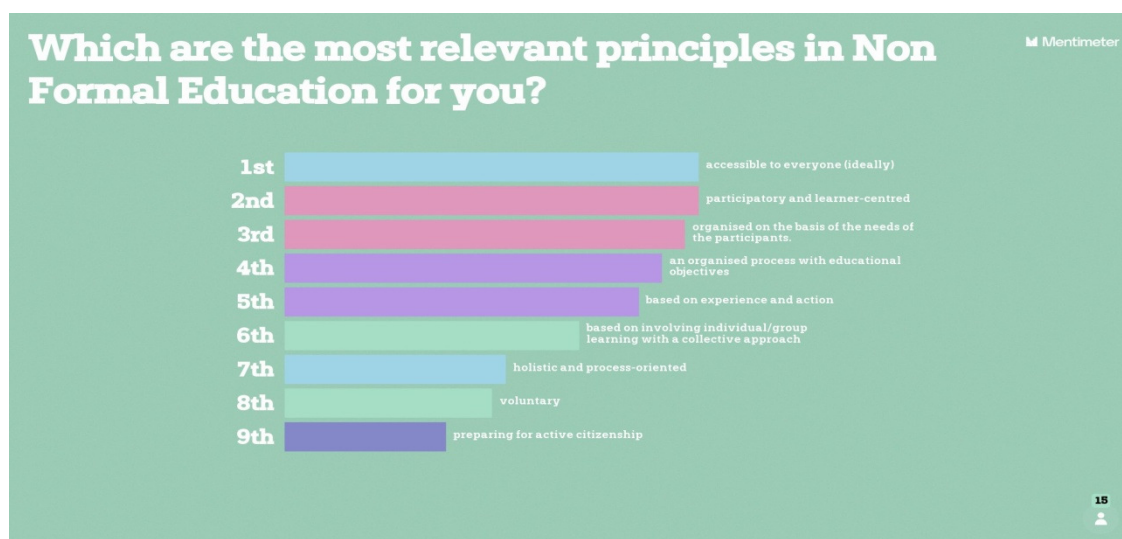
METHODS TO USE: facilitators should use case studies, mind maps, models and formulate the questions in the debriefing according to that preponderance.

LEARNING STYLE: KINETIC and SENSORIAL

DESCRIPTION: participants who learn most effectively through physical activities, sensory experience, touching and body contact.

METHODS TO USE: facilitators should use team building, trust building, simulation, role play games and activities. They can also use sculptural and three-dimensional materials.

TITLE	What
TOPIC/S	Non formal education
AIM	To reflect on key words and characteristics of non formal education
TOOL TYPE	Brainstorming and visual presentation
DURATION	45 minutes
PLATFORM/S	Mentimeter, Jamborad
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Introduction The facilitator explains that with this activity we would like to collectively answer the question “Non Formal Education: what is it?!” in order to be more equipped with tools and competences for the upcoming Training in Action.</p> <p>Step 2. Warm up Participants are asked to answer, using the platform Mentimeter, which are the most relevant principles of NFE for them. On the platform they need to rank the list of nine principles of NFE as they were defined by the Council of Europe (https://www.coe.int/en/web/european-youth-foundation/definitions). After the ranking the cloud is briefly presented in plenary and there is extra time for comments and feedbacks.</p> <p>Step 3. Definition Participants are divided into 4 groups: each group receives two among the nine principles and have to discuss them, try creating their own definition. The work should be done on Jambord so it can be presented in plenary.</p> <p>Step 4. Plenary and discussion It follows by the presentation in plenary of each definition. After the presentation participants are encouraged to give extra comments and to share ideas on the principles.</p> <p>See below the outcomes of the session.</p>



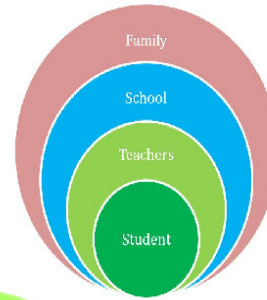
PARTICIPATORY AND LEARNER-CENTRED

Active learning

Linked to people's needs and interests

Flexible & dynamic

Include everyone in the learning process



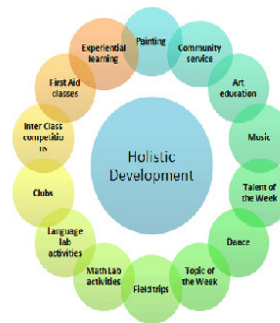
GROUP 1

HOLISTIC AND PROCESS-ORIENTED

The whole is greater than the sum of the parts.

Aristotle

The whole is more than just the sum of its parts!



It's not just the destination, it's also the journey.

LIFE IS A JOURNEY NOT A DESTINATION

ORGANISED ON THE BASIS OF THE NEEDS OF THE PARTICIPANTS

GROUP 2

research on target group

offer relevant projects

Need assesment

education

job opportunities

social integration

personal development

PREPARING FOR ACTIVE CITIZENSHIP

interest in civic actions

caring for needs and problems of the society and willing to take a stand/action on them

VOLUNTARY

no external pressure to join/apply

more motivation to participate in the activities

open call

specific pool of people

ACCESSIBLE TO EVERYONE (IDEALLY)

**GROUP
3**

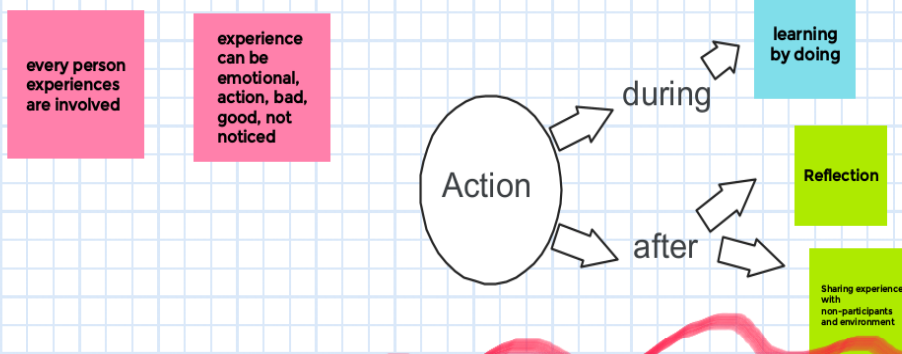
- inclusive (sex/gender, sexual orientation, nationality, disabilities, refugees, social class, elder people)
- intercultural
- people at social risks
- fewer opportunities
- parity

AN ORGANISED PROCESS WITH EDUCATIONAL OBJECTIVES

- schedule plans and structure
- constructive building
- clear set of objectives and goals
- designed to improve soft skills and key competences
- teambuilding/teamtrust
- peer to peer/horizontal

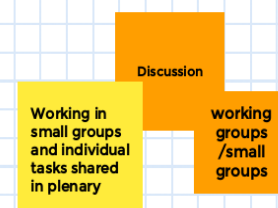
BASED ON EXPERIENCE AND ACTION

**GROUP
4**



BASED ON INVOLVING INDIVIDUAL/GROUP LEARNING WITH A COLLECTIVE APPROACH

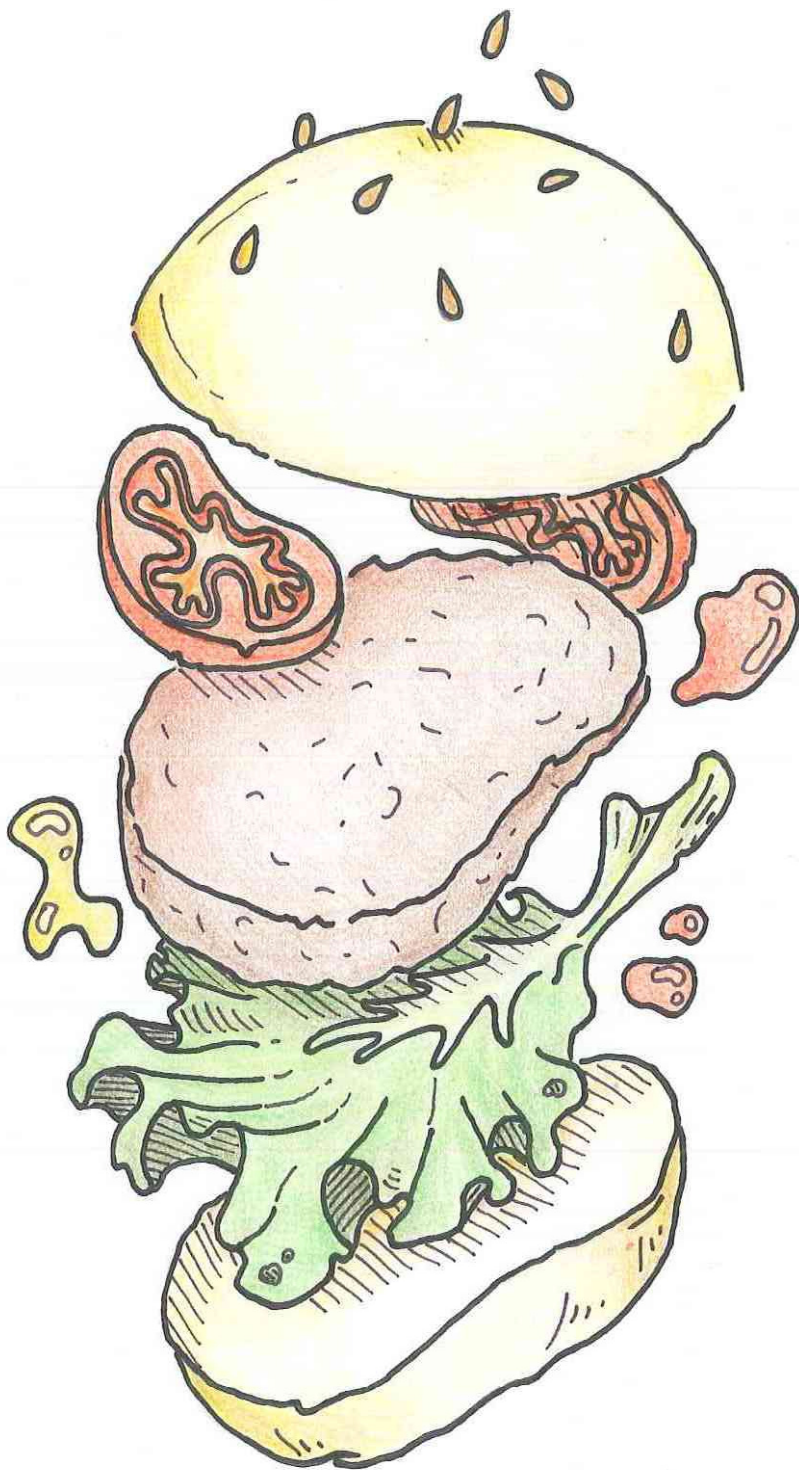
**learning
from each
other**



TITLE	The story of a facilitator
TOPIC/S	Non-formal education
AIM	To reflect on the idea characteristics of the facilitator, on what should and what should not be done while facilitating
TOOL TYPE	Work in group and plenary presentation
DURATION	60 minutes
PLATFORM/S	Storyboard That, Zoom
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Discussion Small groups are created and the following task is assigned: to reflect and discuss what a facilitator should do and what not, while facilitating. After the discussion each group should create a list with the three actions/behaves a facilitator should do/have and the thee should completely avoid while facilitating.</p> <p>Step 2. Storyboard Participants are briefly introduced to the Storyboard That platform. Back in their groups: they need to create a storyboard of three frames describing: 1. characteristics/actions of a good facilitator, 2. characteristics/actions of a bad facilitator, 3. process without a facilitator.</p> <p>Step 3. Plenary and discussion It follows the plenary presentation of each storyboard. After the presentation participants are encouraged to give comments and to share ideas on the actions/behaves/characteristics of a facilitator.</p>

TITLE	Presentation
TOPIC/S	To develop and test interactive methods within non-formal education to run an online workshop on Human Rights
AIM	To make participants practicing how to conceive, organize and implement an online workshop of 90 minutes. This session is extremely crucial, as participants will create, implement and asses some of the workshops that will be afterwards used during the youth exchanges
TOOL TYPE	Plenary and work in groups
DURATION	30 minutes
PLATFORM/S	Zoom
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. General presentation The Training in Action, its objectives, the timeline and structure is presented in plenary. Space for questions and answers.</p> <p>Step 2. Topics and group division Different sub-topics of Human Rights (the same as the ones we have been working on in the previous days) are presented to the participants. They have some time to choose the topic they want to work on.</p> <p>The sub-topics identified are based on the main outcomes of the discussions of the previous days:</p> <ul style="list-style-type: none"> • Rights vs responsibilities • Activism • Discrimination • Freedom of expression <p>The facilitator asks participants before the group creation, to create balanced group in terms of size and countries of origin trying to offer the biggest intercultural perspective during the work. Participants are asked to say the topic they want to work on. In the online space this happens on a Jamboard with a shared screen, so everyone can follow the process of the groups and adjust them to be balanced.</p> <p>Step 3. Toolkit outline The Toolkit outline (see below in the "Training in Action – Workshops) is presented in plenary and space is left for questions and clarifications.</p>

TITLE	Preparation
TOPIC/S	To develop and test interactive methods within non-formal education to run an online workshop on Human Rights
AIM	To make participants practicing how to conceive, organize and implement an online workshop of 90 minutes. This session is extremely crucial as participants will create, implement and asses some of the workshops that will be afterwards used during the youth exchanges
TOOL TYPE	Work in groups
DURATION	180 minutes
PLATFORM/S	Zoom
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Preparation Participants, divided in groups work on the preparation of an online workshop of 90 minutes, using non-formal education methods. A facilitator is assigned to each group, to follow and support the work of the group. The following tasks should be given in chronological order, during the workshop preparation:</p> <ul style="list-style-type: none"> • Group discussion: what to focus on within the subject • Objectives: definition of the workshop's specific learning objectives • Workshop preparation: definition of tools and methods, platforms, tasks and responsibilities, materials and logistics, rehearsal • Fill out the toolkit. <p>Step 2. Feedbacks At the end of the preparation, there should be a session about feedbacks. This part is shaped to make participants reflect on how to give a constructive feedback to the others after the end of the workshop. After implementing each workshop, extra time should be allocated to give feedbacks about the activity. We suggest to use the Sandwich Model presented below.</p> <p>The main elements of the Sandwich Model are:</p> <ul style="list-style-type: none"> • How did you feel • something to improve about the workshop • something good.



HOW I FEEL



SOMETHING
TO IMPROVE



SOMETHING I
LIKE



TITLE	RIGHTS VS RESPONSIBILITIES
AIM	To raise awareness, among young people, on Human Rights and some related sub-topics
TARGET	Young people, aged between 18 and 30
TOPIC	Concept of “responsibility” and ways to ensure it
LEARNING OBJECTIVES	<ul style="list-style-type: none"> To become aware of what are our responsibilities in light of human right To specify and reflect on challenges one might encounter following the responsibilities To change the perspective of personal responsibility towards the achievement of human rights To encourage reflection on how to take more responsibility
DURATION	90 minutes
MATERIALS	Computer with internet connection, Google spreadsheets, Youtube, Jamboard
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Energizer Participants start with the cameras off. Facilitator makes a question to the participants which is true for him (e.g. who slept more than 9 hours tonight?).</p> <ul style="list-style-type: none"> If participant did it, has to turn on his camera If participant didn't, has to remain with camera off <p>In each round, one of the participants who turned on the camera continues the question till there is no one left with the camera off.</p> <p>Step 2. Introduction The participants are invited to join a Spreadsheet – page 1 and to write as many human rights as they can think about. They have three minutes. Once the time is up, they have to write in the Spreadsheet – page 2 personal responsibilities to make sure these rights are followed and insured. They have three minutes. After this, the third page is opened where there is a sum of all the rights and all the responsibilities written in a pie chart.</p> <p>The following questions are asked to the group:</p> <ul style="list-style-type: none"> What do you see in the pie chart? How does it make you feel? Why do you think it is divided this way? <p>Step 3. Video A short video about the main subject of the workshop is projected. After the video it's given some time to gather the feedbacks and impressions from participants.</p>

Step 4. Case studies discussion

Participants are divided in three groups, each one receiving a different case study. Each group has to carefully read the case study and answer the following questions:

- What is the main problem/conflict?
- What are the human rights at stake?
- Who is responsible for taking action in this situation?

After this step, the group members should prepare a short presentation for the plenary, including the main elements of the discussion.

CASE STUDIES

1. Your neighbour thinks that the tuition fee of his children's school is too expensive. He decides that instead of paying for both, he is going to send just his son to school to get proper education while his daughter will be home schooled. After all she does not need qualifications like the son.

2. You live in a beautiful town. For the last two years the community has not been respecting the environment, throwing garbage everywhere and making vandalism. It is becoming a very dirty abandoned town.

3. You are a leader of a summer camp. One of the volunteers (B) is angry at another volunteer (A). Volunteer A keeps making jokes about B's gender. B feels uncomfortable and discriminated against, but A does not stop.

Step 5. Plenary

After the presentations in plenary, the group discuss each case with the focus on "how would they put their responsibilities into action?"

TITLE	#EFFECTIVE ONLINE ACTIVISM
AIM	To raise awareness, among young people, on Human Rights and some related sub-topics
TARGET	Young people, aged between 18 and 30
TOPIC	Effective online activism
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To raise awareness on what is ineffective and what is effective in online activism • To discuss what is effectiveness when we speak about online activism • To think critically about activism
DURATION	90 minutes
MATERIALS	<p>For Participants:</p> <ul style="list-style-type: none"> • a device that they can go online (phone, laptop.) <p>For Facilitators - account on the following platforms:</p> <ul style="list-style-type: none"> • Google (For Jamboard) • Mentimeter • Zoom
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Preparatory Work Participants, in plenary, are asked to search for examples of online activism, from different movements/campaigns. Images, quotes, slogans, screenshots, hash tags everything they find relevant. Participants add their examples on the Jamboard page.</p> <p>Step 2. Brainstorm on Mentimeter In order to introduce the topic and warm up the participants, facilitators introduce the Mentimeter/Padlet page where all participants can brainstorm on online activism, adding keywords.</p> <p>Step 3. Work in groups Three groups are created and each one receives one topic based on the words:</p> <ul style="list-style-type: none"> • Participation • Social media • Raising awareness. <p>Each group member should gather examples of online activism on Jamboard (about the different movements/campaigns they know) and then present/share them within the team. After each of them present their examples all groups meet in plenary for the second part of the workshop.</p> <p>Step 4. Meeting in plenary Facilitators introduce participants to the concepts of effectiveness and ineffectiveness related to online activism. They assign to the groups the next task, in which each group has to discuss the following question: "What do you think makes an act of activism effective/ineffective?". The group members should answer, by analyzing their online activism examples.</p>

Step 5. Group discussion

Back in groups, participants should think about the concepts of effectiveness and ineffectiveness and analyze their examples in relation to these two concepts. Building on the examples of activism and their experiences they should come up with their own version of a "Guideline for Effective Activism". Facilitators provide them a Jamboard page to sum up their work.

Step 6. Plenary and closure

Participants gather in plenary and each group presents the main outcomes of their work. After each presentation there is time left for questions and clarification.

At the end facilitators launch the last question: "How does any of this affect you as an activist?". Participants are invited to share comments, feedbacks and ideas.

TITLE	LABEL ME
AIM	To raise awareness, among young people, on Human Rights and some related sub-topics
TARGET	Young people, aged between 18 and 30
TOPIC	Discrimination and Stereotypes
LEARNING OBJECTIVES	To raise awareness and reflect on labelling, stereotypes and prejudices
DURATION	90 minutes
MATERIALS	<ul style="list-style-type: none"> • Intro game - What happened with the missing object? (Storytelling game) - Zoom • Main activity - Label me! (adaptation of Human Library) - different Zoom breakouts
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. What happened with the missing object? The storytelling activity warm up starts with one of the facilitators presenting the story. In the case of the current workshop the story was about Charlie's angels and the disappearance of his whip. Charlie, the storyteller, presents the activity asking his angels to divide the participants in 3 groups in order to find out what happened with a missing object.</p> <p>NOTE: each facilitator willing to propose the workshop, can create their own story about a missing object.</p> <p>Step 2. Work in groups Each group receives one random picture with a hint to create their part of the story. Therefore the overall story to be created includes: Beginning of the story (group 1), Middle of the story (group 2), End of the story (group 3). Once all the groups have finished their part of the story, they are back in plenary and they have to share their parts, to listen to the complete story.</p> <p>Step 3. Label Me 1. One facilitator introduces the activity. The same group from before are divided in different breakout room). Through the activity they will see/watch/hear/listen to one facilitator 'in disguise'. The group should pay attention to a story/performance/narration about stereotypes or prejudices. Immediately after the book's presentation, the group has to:</p> <ul style="list-style-type: none"> • agree on a title • put some labels (from a min. of 3 to a max. of 5) • decide about the section of the library where they think they can find this book. <p>During this group discussion the presence of the facilitator has to be invisible, meaning that they will keep the microphone and the camera off.</p> <p>After this part, the group members have the chance to ask some questions to the facilitator about the book, receiving this way answers and clarifications.</p>

2. Once the time is over, every group is shifted to the following breakout room, to hear the performance of another facilitator, defining the same elements as before and asking questions. The activity follows in this way, until the end of the rotation (there are three rounds) when every group of participants had the opportunity to meet all the characters/facilitators in the different rooms.

Step 4. Plenary and debriefing

When the whole groups are back in plenary, the facilitator asks the following questions:

- What happened?
- How did you choose to put labels?
- Are the labels connected to reality?

Participants are asked how did they feel during the activity: they can choose one adjective or go with a short description, to share insights and thoughts about what they experienced during the activity "Label Me".

NOTE: the workshop was developed for a group of 4 facilitators.

For the preparation: each one of the three facilitators is in charge of the materials they may need in order to present their book/ character (props or clothes for the performance, both in presence and for an online version of the activity). During this training one of the facilitator only used music, one only used pantomime, one voice and one a visual presentation.

TITLE	WHERE IS YOUR LIMIT?
AIM	To raise awareness, among young people, on Human Rights and some related sub-topics
TARGET	Young people, aged between 18 and 30
TOPIC	The Limits of Freedom of expression in social media „My right to punch the air ends where your nose begins.“ Where does freedom of expression end and bullying, harassment, and hate speech begin?
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Introduce the concept of freedom of expression. • Raise awareness about the limit of freedom of expression in social media. • Outline common threats to freedom of expression
DURATION	90 minutes
MATERIALS	Laptop, internet connection, something red and something blue for Step 3, Platforms: Zooms, Jamboard, Padlet
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Short Energizer Facilitators introduce participants to the video explaining that they have to follow the same choreography they see in the video. Then one of the facilitator starts with an example of how it works and then all the group continue following the music and the choreography.</p> <p>Step 2. Padlet gallery The facilitator explains that participants should join a Padlet page and create there a "social media post" that answers the question: "What is the first thing that comes to my mind when I think of Freedom of expression?"</p> <p>NOTE: during the activity, facilitators can put a soft background music.</p> <p>Step 3. Sharing the Jamboard Participants are now divided in smaller groups and join different break out rooms on Zoom. They are asked to do the following tasks:</p> <ul style="list-style-type: none"> • to share the social media post thy made on Padlet within the group • to answer the questions on their Jamboard page as a group, keeping in mind their thoughts on Freedom of Expression. Each group should make a 3 minutes presentation about it and present it in plenary. Below the list of questions: <ul style="list-style-type: none"> • Group 1: "How do you express yourself and your feelings on social media? (music, selfies, photos etc). Do you think what you post can affect others?" • Group 2: "Is it ok to limit freedom of expression? When is it ok to limit freedom of expression?" • Group 3: "Do you think social media posts can have an effect on a large scale? Can you give an example?" <p>Step 4. Plenary Participants are back in plenary and they are asked to present the main outcomes of the discussion and of their work. Extra time is then allocated for questions and extra comments.</p>

Step 5. Colours debate

The facilitator asks participants to search, in a couple of minutes maximum, around their house or office one red and one blue object/piece of clothing that they can quickly put on and take off (a hat, a scarf, gloves, a sweater you can wear as a scarf, etc.)

When all the participants are back in plenary the facilitator explains that some questions/statements will be read. Participants should put on the blue or red thing to indicate if their answer is:

- RED - no / i don't agree
- BLUE - yes / i agree

After each question/statement is read, and participants has to decide if they agree or disagree with the statement. Their answer has to be shown by the colour they wear. They are asked to share why they chose to answer in that way.

Not all the participants have to comment after each statement but the facilitator should live the space to everyone interested in sharing their answer/opinion.

Finally, the facilitator asks if anybody is considering changing their RED or BLUE after hearing the other people's explanations.

Below is the list of the General Freedom of Expression statements:

- Students who are dressed in shorts or pyjamas can be thrown out of a class by the teacher
- Your boss is entitled to ask you to take down the religious symbols you have displayed on your desk
- It's important to protect even unpopular or hurtful speech
- Universities should be able to prohibit controversial or "offensive" comedians from performing on campus

Below the list of the Social Media Freedom of Expression statements:

- Pupils cannot be punished at school for what they post on social media
- Influencers who speak against vaccination should be sanctioned
- Governments have responsibility for the environment on social media
- It's ok to fire someone who has called in sick to work, but you see on their social media feed that they were actually at a party
- Freedom of speech gives me the right to express whatever I want on social media.

Step 6. Debriefing

At the end of the last activity, the following questions can be asked for the debriefing:

- How did it feel to be in the minority/majority?
- Were you ever alone in your answer? How did you feel?
- Did you ever change your answer or change your mind about it?

Step 7. General reflection

At the end of the workshop the facilitator launches the last question, asking all the participants to briefly comment: "Would anyone like to share one thing that stuck with them from these activities?"

TITLE	Workshops fine-tuning
TOPIC/S	Human Rights
AIM	<ul style="list-style-type: none"> • To evaluate more in depth the strengths and weaknesses of an online workshop • To bring potential adaptation to the online workshop, based on the participants' feedback • To define the potential adjustments/changes to bring to the workshops for their offline version
TOOL TYPE	Work in group and plenary
DURATION	90 minutes
PLATFORM/S	Zoom
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Feedbacks Participants are divided in the same teams of facilitators of the Training in Action and they have to be back on the feedbacks received from the participants of their workshops (and based on the Sandwich Model' answers uploaded on Trello).</p> <p>Step 2. Fine tuning Each team has to go back to the Toolkit of their workshop previously filled out and, taking into account their own and the participants' feedback, they have to bring small adjustments to the workshop. Then they should include them in the Toolkit.</p> <p>Step 3. Adaptation offline Now all the teams are back in plenary and new four subgroup are created (with different people than before). They join different break out rooms. Each room corresponds to one of the workshops. The groups task is to think how to adjust the workshop to be delivered offline. Notes should be added to the bottom section of the Toolkit.</p> <p>Step 4. Plenary presentation When all the groups are back in plenary they have to present the main outcomes of the work explaining which were the adaptation for the offline setting. At the end of each presentation, the others can add questions and comments/suggestion.</p> <p>See below the outcomes of the session.</p>

RIGHTS VS RESPONSIBILITIES

Energizer

It could be done in a circle of chairs -one less than the number of participants.

People who answer yes have to change their chair. The last person remaining without a seat makes the question and try to take the chair of others.

Alternative energizer

Chairs in a circle, everybody has a chair and is seated. Somebody says something about themselves like: "This morning I ate chocolate" or "I once worked at McDonalds". All the people for whom the statement is true go and sit on that person's lap, then they go back to their seats and somebody else says something. Everybody takes turns.

Introduction

It could be done using pieces of paper, balloons positioning them in different parts of the room.

Rights and responsibilities could be written in two different colours of on to the wall, in this way the balance between rights and responsibilities could be possible to visualize, thanks to the colours.

Case studies

They can be done with flipchart and colours in little groups.

#EFFECTIVE ONLINE ACTIVISM

Preparatory Work for Participants

Participants search for examples of online activism, from different movements/campaigns: images, quotes, slogans, screenshots, hash tags everything you find relevant.

Brainstorm

Whole group brainstorms on "What is online activism for you?" and reflect on a common flipchart. Flipchart has to remain on the wall for the remaining time of the workshop. In this way they can add new items and make as creative as possible :).

Group Divisions

Done using the "Fruit Salad of 3 fruits"

Write down the examples (preparatory work) on Flipchart and discuss within the team

Group members share the examples of online activism that they found with their group members. After each of them present their examples, all the groups meet in plenary for the second part of the workshop

Give instructions for the next step

Discuss and come up with guidelines of effectiveness

Meet in plenary and group presentations

Present a single campaign in a nice form (made-up poster, play,, image theatre, sound machine, cantastoria ...)

LABEL ME

Intro game: What happened with the missing object?

The storytelling activity starts with one of the facilitators presenting the story. You can create your own story or choose this one.

" Charlie presents the activity asking his angels to use members of the group in order to create a story and explain what happened with a missing object."

Three groups

Each group receives one random picture with a hint in order to create their part of the story. The groups should act out their story. Once they finish, all the groups share their parts and complete the story.

Main activity: Label me

It could be done using three separate spaces for the three books. The three groups visit the different spaces in rotation and meet in plenary for debriefing. The plenary should be decorated with objects from books.

Then the facilitator should introduce the activity of the workshop.

1) In every room the group see/watch/hear/listen to one facilitator 'in disguise', paying attention to a story/performance/narration about stereotypes or prejudices.

2) Immediately after the book's presentation, the group should agree on a title, put some labels (from a min. of 3 to a max. of 5), and decide about the section of the library where they think they can find this book. During this group discussion the presence of the facilitator has to be invisible.

3) After this, the group members have the chance to ask some questions to the facilitator about the book, receiving this way answers and clarifications.

Once the time is over, every group has to move to the next spot where a new facilitator/book is waiting to tell the story, so to experience another perspective of the topic. The activity follows that way till the groups have meet all the facilitators/books.

Activity closure

Back in plenary, it should be run a debriefing asking the questions: "What happened? How did you choose to put labels? Are the labels connected to reality?"

Reflection/debriefing

At the end the participants should be asked how they felt during the activity, to collect insights and thoughts about what the participants experienced during the activity "Label me".

WHERE IS YOUR LIMIT?

Energizer w. counting

Keep it this way but ask people to stay still (otherwise it's too easy to succeed).

Padlet

Everyone should write on a big sheet, or use magazines for making collage.

Jamboard

It can be done in small groups using flipcharts instead of the Jamboard.

Red or Blue

It could be replaced with a Moving Debate with "agree zone" and "disagree zone" on opposite sides of the room. People step into the area they like and debate with each other, then giving time to change the sides if they change opinion.

TITLE	Evaluation in spots
TOPIC/S	Human Rights, Group dynamics
AIM	To reflect on the learning of the training and give feedback to the group and the organizers.
TOOL TYPE	Evaluation tool
DURATION	45 minutes
PLATFORM/S	Padlet is the main platform that gathers different links to other platforms (Jamboard, Mentimeter, Miro, Storyboard, Wonder)
DESCRIPTION	<p>Facilitators need to prepare in advance on Padlet different tabs. Each one is referred to an aspect of the VTC to evaluate: group dynamic, learning, feedback for facilitators etc. On each tab there is a specific task to do and a link to another platform where to fulfil it.</p> <p>Participants are invited to work individually to evaluate some relevant aspects of the VTC, clicking on the different links and doing the task.</p> <p>NOTE: a warming atmosphere could be created, inviting participants to create their comfortable space before starting the activity. Facilitators could also provide an extra tab on the Padlet with background music.</p> <p>Below the description of the different elements to evaluate, the platform and the task:</p> <p>Learning Platform: Jamboard Task: write on sticky notes what you have learnt from the VTC</p> <p>Group Dynamic Platform: Storyboard Task: draw in three frames how was the dynamic in the group</p> <p>Activities and Methods Platform: Miro Task: To write feedback about the tools and methods used during the VTC</p> <p>What you bring back home Platform: Mentimeter - Word cloud Task: write in three words what you bring back home from the VTC</p> <p>Feedback for facilitators Platform: Jamboard Task: write on sticky notes feedbacks for the facilitators</p> <p>Last Step: what is next? Platform: wonder Task: meet other participants and share what they are going to do after the VTC (projects, next steps of BABEL etc)</p> <p>Tip: specify that this should be the last step of the evaluation.</p>

TITLE	Circle of words
TOPIC/S	Collective evaluation
AIM	To run a collective evaluation in plenary
TOOL TYPE	Evaluation tool
DURATION	/ minutes (the time necessary for each person to share, freely, his/her feelings, impressions, comments and ideas)
PLATFORM/S	/
DESCRIPTION	<p>Setting: participants are in the plenary of Zoom and the facilitator is presenting the activity. Participants have to take the floor one by one and they have to say "something to themselves" and "something to the group".</p> <p>NOTE: when the turn to speak arrives, if the participant does not feel ready to express, can skip the first round, but then in the second round has to take the floor and express themselves.</p>





bruna_she/her



Luca she/her



sara_she/her



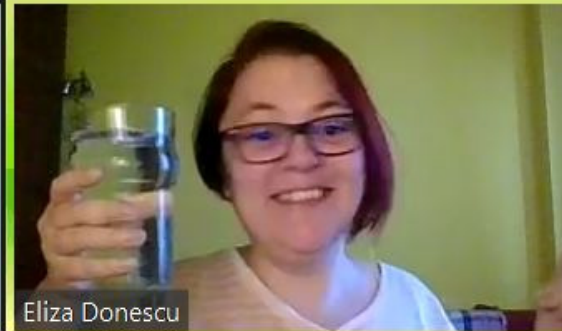
Lina_she/her



Ceren Kaval



Manman she/her



Eliza Donescu



Meliha Pehlivan Polat



Tony (he/him)



Argyro she/her



sabina she/her



Fanni_she/her



carlos



Maria Grig she/her





Lunaria is an "Association for Social Promotion", established in 1992, not-for-profit, non-religious, 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.

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