
EUROPEAN YOUTH GOALS

30 METHODOLOGIES
TO REACH THEM IN ACTIVITIES WITH YOUNG PEOPLE



Erasmus+



EUROPEAN
SOLIDARITY
CORPS



Joint

TABLE OF CONTENTS

ABOUT THE COLLECTION	3
GOAL 1: CONNECTING EU WITH YOUTH	4
• DOES EUROPE NEED MORE SOLIDARITY?.....	5
• LED BY PASSION.....	7
• COOPERATION GAME.....	8
GOAL 2: EQUALITY OF ALL GENDERS	10
• GENDER BASED VIOLENCE OR NOT?.....	11
• GENDER EQUALITY IN SPORT.....	12
• BODY AS A SEXUAL TOOL.....	13
GOAL 3: INCLUSIVE SOCIETIES	14
• UNFAIRGROUND.....	15
• WHY REPRESENTATION MATTERS?.....	17
• DANGER OF A SINGLE STORY.....	18
• THE MESS IN LUBLIN.....	19
GOAL 4: INFORMATION & CONSTRUCTIVE DIALOGUE	21
• RECOGNIZING FAKE NEWS FROM REAL NEWS.....	22
• STORYTELLING: TELL A STORY TO SOMEONE WHO WASN'T THERE.....	23
• HOW TALL IS MARGARET?.....	24
GOAL 5: MENTAL HEALTH & WELLBEING	26
• SENSORIAL PATH.....	27
• WORKSHOP ON EMPATHY.....	28
• THE IMPACT OF COVID-19 ON MY HABITS.....	29
GOAL 6: MOVING RURAL YOUTH FORWARD	31
• THE SITUATION OF RURAL AREAS IN OUR COUNTRIES.....	32
• SWOT ANALYSIS FOR SOCIAL ENTREPRISES IN RURAL AREAS.....	33
GOAL 7: QUALITY EMPLOYMENT FOR ALL	34
• ENTREPRE...WHAT?.....	35
• ENTREPRENEURS' DICTIONARY.....	37
• BUSINESS MODEL CANVAS.....	38
GOAL 8: QUALITY LEARNING	40
• CHALLENGE ME! - YOUTHPASS ACTIVITY.....	41
• YOUTHPASS ISLANDS - REVISED.....	42
GOAL 9: SPACE AND PARTICIPATION FOR ALL	45
• WORKSHOP ON POLARIZATION.....	46
• CREATIVE INTERVENTION - PERFORMANCE THEATRE WORKSHOP.....	48
GOAL 10: SUSTAINABLE GREEN EUROPE	49
• THE 3 SPHERES OF SUSTAINABILITY.....	50
• WASTE GOLD.....	51
GOAL 11: YOUTH ORGANISATIONS & EUROPEAN PROGRAMMES	53
• CHARTER OF FUNDAMENTAL RIGHTS OF EUROPEAN UNION.....	54
• EUROPEAN UNION TRIVIAL PURSUIT.....	55
• EUROPE IN IMAGES.....	56
CONTACTS	57

IN THIS TOOLKIT WE COLLECTED 30 NON-FORMAL EDUCATION METHODOLOGIES THAT, ACCORDING TO OUR EXPERIENCE, CAN HELP YOUTH WORKERS AND ORGANISATIONS TO ADDRESS AND TO REACH THE EUROPEAN YOUTH GOALS DURING THEIR LOCAL AND INTERNATIONAL ACTIVITIES WITH YOUNG PEOPLE.

THEREFORE, IN THIS COLLECTION IT IS POSSIBLE TO FIND ORIGINAL METHODOLOGIES DEVELOPED BY ASSOCIAZIONE JOINT IN 2022, ORIGINAL METHODOLOGIES DEVELOPED BY ORGANISATIONS OF OUR NATIONAL AND INTERNATIONAL NETWORKS, AS WELL AS WELL-KNOWN ORGANISATIONS THAT WE HAVE FOUND ON SALTO-YOUTH.

THE AIM OF THE COLLECTION, INDEED, IS TO PROVIDE ORGANISATIONS WORKING WITH YOUNG PEOPLE WITH A READY-MADE AND EASILY ACCESSIBLE GUIDE, WHERE THEY CAN FIND IDEAS AND HINTS ON HOW TO DEVELOP A WORKSHOP ADDRESSING A SPECIFIC YOUTH GOAL.

THE COLLECTION HAS BEEN STRUCTURED ACCORDING TO THE 11 YOUTH GOALS.

GOAL 1:
CONNECTING
EU WITH
YOUTH

GOAL 1: CONNECTING EU WITH YOUTH

Name	Does Europe need more solidarity?
Specific Objectives	<ul style="list-style-type: none">• Rising awareness about need of solidarity in Europe• Discussing how young people understand solidarity and what does it mean for them• Understanding issues that according to young people are distracting solidar approach• Promoting solidarity in daily-life situations
Duration	90 minutes
Space	Indoor or outdoor
Group size	20-30 people
Materials	Printed fraction objectives
Instructions step-by-step	<p>Preparation (15 minutes): Explain the task carefully. Divide participants into 6 groups and distribute fraction instructions to each group. Participants should have 8 minutes to analyze their instructions and create a strategy in their group.</p> <p>Exercise (60 minutes): The session consists of 3 parts: preparation, simulation game and debriefing. Main part of the session is a simulation game, where participants will get into the roles of members of European Parliament representing different fractions. They will receive instructions from their party and will negotiate accordingly. The topic of parliament debate is “Does Europe need more solidarity?” During 60 minutes of simulation participants will present their fraction statements, negotiate and search for solutions how to foster solidarity among Europeans. Simulation shall keep the formal character and should be moderated by a facilitator who will keep order in the discussion. At the end of the simulation fractions should find a compromise and draft recommendation on the topic.</p> <p>Instructions for the groups: <i>Conservatists</i> You are sent here by your state and first of all you need to protect your countries welfare. Solidarity is a nice concept, but it can happen only when your own interests are protected. Moreover, EU should persist the cultural heritage of its member states and therefore first of all we should be solidary with citizens of the EU, not with others.</p>

Instructions step-by-step

Liberals

People should support one another but it is a “free hand of the market” that defines economic situation of nations and we cannot influence it. You see solidarity as equipping others in tools to improve their situation rather than sharing what you have. Moreover, if we are those who are helping, we can also require them to improve their free market. We know how to develop, so we should tell it to others.

Socialists

Solidarity is a fundament of our society. We should support other human beings no matter of their nation or social status. Solidarity is not only redistribution of goods but every emphatic behavior that help others.

Eurosceptics

According to you European Union is a union of nations that have an economical aim. The “people aspect” should not be included in European politics. Politicians should cooperate together to rise our income, but solidarity of people is not necessary. You define “us” as national states not the EU. EU should give you benefits, but interests of your country is a priority.

British Deputies

Solidarity means helping the Great Britain. We will leave you, but please don't stop helping us.

Leftists

We need to be solidar. Everyone has a right to choose their living conditions and we need to create equal opportunities for everyone that want to come. People should get basic income that provides decent living conditions no matter if they work or not. We should share everything we have to live in a beautiful society where everyone is equal.

Debriefing (15 minutes):

Make sure all participants step out of their role. You can ask everyone in the circle to say their real name. Read out the recommendations created during the simulation and discuss with the group the process of creating it. Ask participants if it was difficult for them to look for arguments that are in line with the fraction instruction instead of presenting their personal points of view. Discuss how they, personally, feel about created recommendations. The session can be concluded with a question how participants see solidarity I their daily life.

GOAL 1: CONNECTING EU WITH YOUTH

Name	Led by passion
Specific Objectives	<ul style="list-style-type: none">• To form groups that will work together also in the following activities• To where the members complement each other• For the groups to find complementary social interests, strengths and weaknesses• To begin the process of forming the group identity
Duration	180 minutes
Space	Indoor or outdoor
Group size	8 - 40 people
Materials	White A4 papers, Coloured pencils and markers, A3 or flipchart papers, Post-its, Places to sit and write at, List of competences/ talents/ features, List of the Sustainable Development Goals.
Instructions step-by-step	<ol style="list-style-type: none">1. Each participant prepare a paper with 4 elements:<ol style="list-style-type: none">a- his/her country (and flag optional),b- 2 or 3 personal strengthsc- 2 or 3 weaknessesd- 2 or 3 topics of their interests chosen between the Sustainable Development Goals of United Nations SDG (link) – 15 or 20 min2- Everyone walk around the room presenting the paper (optional in silence). Participants should create groups of 2 or 3 people where they have different nationality and are complementary in terms of strengths, weaknesses and topics. The complementarity is important to create groups in which they can help each other during the following activities. It is important to have the same or similar topics of interest (SDG) so that they will be able to create project on topics of common interest. Once they have created the groups they share what each participant wrote and they have to define and write down the common strengths, weaknesses and topics pf the group - 30min3- Each group choose another group following the same complementarity criteria of the previous phase. In the group they just created the participants decide 2 or 3 common topics (SDG) of the group, its weaknesses and strengths. They represent all of this in a flipchart or A3 paper through drawing it or making a collage and create the name and slogan of the group - 60 min4- Each group has 5 minutes to present it5- Debriefing

<p>Name</p>	<p>Cooperation Game</p>
<p>Specific Objectives</p>	<ul style="list-style-type: none"> • Fostering cooperation inside the group, with the aim of team-building; • Reflecting on the elements that make cooperation effective; • Creating a list of principles to be followed to ensure a better cooperation during the following activities. • Develop soft skills such as: communication, problem solving, creativity, listening.
<p>Duration</p>	<p>90 minutes</p>
<p>Space</p>	<p>Indoor or outdoor. In our case, we used both.</p>
<p>Group size</p>	<p>Min. 18, Max. 60 people</p>
<p>Materials</p>	<ul style="list-style-type: none"> • for the first phase: flipchart, markers. • for "treasure box": ropes, wooden boxes • for "desert trail": ropes or ball of yarn, mask for the eyes, geometrical shapes printed on a paper • for "chair race": chairs or lemonade boxes (1 per participant), paper tape
<p>Instructions step-by-step</p>	<p>This activity is divided in 3 phases.</p> <p>During the first phase (15 minutes), the facilitator invites participants to list the elements that, in their opinion, make team-work effective. The facilitator writes the words on a flipchart. When the group is satisfied with the list, the facilitator introduces the next steps.</p> <p>The group is randomly divided in 3 groups, with approximately the same amount of participants. Participants are told that they will go through 3 activities, following a specific order. Each activity will last 20 minutes.</p> <p>Each station/activity will be managed by a responsible. Therefore, agree with the leaders on whom will take care of each activity and train them in advance about their task.</p> <p>During the second phase, participants will go through the 3 activities. Each activity takes 20 minutes. After that time, they will move to a new activity.</p> <p>Treasure box</p> <p>A wooden or plastic box will be placed in the middle of a fictional circle, that the participants will know as a frozen lake. They will be instructed to lift the box using 2 different ropes, without walking on the “frozen lake”, they will have to team up and find</p>

Instructions step-by-step

the best way to create leverage on the box and be able to lift it.

Desert trail

The groups will create a circle, and the facilitator will explain that the participants will have 20 minutes to create as many geometrical shapes as possible by holding a rope and using their bodies as angles. The facilitator will show the first one, then the group will be blindfolded and, only after that, they will be able to talk to each other. A discussion between the participants will follow and, when they think they are ready to present their shape, they will ask the facilitator to evaluate and they will decide whether to go on with the next shape or not.

Chair race

The facilitator will put as many chairs (or lemonade boxes) as the amount of participants in 2 parallel lines. Participants sit down on the chair. On the opposite side of the room, the facilitator puts a line of tape, that will be the end-line.

Participants are divided in 2 teams and are told that they have to compete and find a way to reach the end-line, without touching the floor. Each chair should always be touched by somebody (with whatever part of the body. If a chair is left empty, it will be lost by the team. The winning team is the one reaching the end-line first.

During the third phase (15-30 minutes), participants meet again all together. The facilitator will invite them to re-discuss the elements for an effective cooperation.

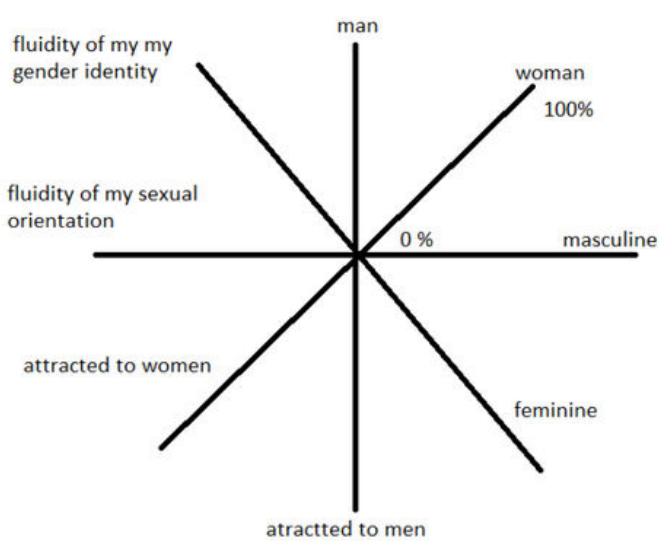
If they want, they can add new words. They will discuss about the activity and about how and if they managed to put in practice the elements for team-work.

The facilitator will lead the debriefing, asking questions also about how they managed the tasks and the role that each participants had in it.

**GOAL 2:
EQUALITY
OF ALL
GENDERS**

Name	Gender Based Violence or not?
<p>Specific Objectives</p>	<ul style="list-style-type: none"> • To build understanding on what is gender-based violence and what it is not; • To allow discussion on concrete cases of gender-based violence; • To stress the nuances in gender-based violence (gender bias).
<p>Duration</p>	<p>90 minutes</p>
<p>Space</p>	<p>Indoor or outdoor</p>
<p>Group size</p>	<p>min. 10 - max 40 people</p>
<p>Materials</p>	<p>Printed cases (see extra material below)</p>
<p>Instructions step-by-step</p>	<ul style="list-style-type: none"> • The exercise is appropriate to do after the participants have explored the definition of gender-based violence. • Divide the participants in small groups of 4-5 people and hand each group the list with the four cases. • Ask the participants to carefully read each case, discuss in the group, decide for each of them, if it represents gender-based violence or not, and build arguments why. • Ask each group to present one case and their finding. • Discuss each case in plenary. • For the Case 2, young people tend to decide there is no gender based violence. However, ask them if the damage from the nude photos being public would be the same for him as for her (disproportionate harm for girls). <p>Extra material (to be printed):</p> <p>Case 1: Marina has been in a relationship with a man for 3 years. He pushes her through the window from the 1st floor. A neighbour reports the case to the police. She told the doctors and the police that she was attacked by a stranger on the street because she didn't want her boyfriend to get in trouble.</p> <p>Case 2: A boy publishes nude photos of his ex-girlfriend online after she did that to him first.</p> <p>Case 3: A man and a woman have lived together for 3 years. The man uses the time when his girlfriend is not at home to break her passwords to e-mail and social media accounts. He reads all her communication on the internet.</p> <p>Case 4: A boy in the 9th grade is publicly bullied by his classmates because he came to school with a pink T-shirt.</p>

Name	Gender Equality in Sport
Specific Objectives	<ul style="list-style-type: none"> • To become aware of the social construction of representations, especially with regard to the female sports; • To Learn to decode the standards conveyed through the image.
Duration	90 minutes
Space	Indoor or outdoor
Group size	min. 10, max. 40 people
Materials	<ul style="list-style-type: none"> • Different posters / picture of women in sport • Paper version of the images (one for each group)
Instructions step-by-step	<ol style="list-style-type: none"> 1. Make a printed copy of the selected posters. 2. Arrange the set of images on a table (one table = one group), face up. 3. After reflection between them, each group has to choose two posters according to the following criteria: 4. The poster which corresponds most to their conception of the sportswoman. 5. The poster which corresponds least to their conception of the sportswoman. 6. Ask each group to present with a few key words their choice. <p>The coordinator has to initiate a debate: Is it possible to modify the representation of the sports woman? What can we do?</p> <p>Debriefing: The representation of women's sport is already integrated into us. It is the product of our education. So it can vary according to the population. The presence of the image participates in the construction of representations. The media disseminate information about a great responsibility in the construction of collective representation. The representation that one has of a social choice or a fact (like the female sport) is thus changed.</p>

<p>Name</p>	<p>Body as a sexual tool</p>
<p>Specific Objectives</p>	<p>-To understand the difference between sex, gender, gender expression, sexual orientation -To know that sex and gender are not binary -To be aware that there are many identities among LGBTQ+ people, not just gay men and lesbian women -To acquire a basic understanding of following queer identities: lesbian, gay, bisexual person, transgender person</p>
<p>Duration</p>	<p>90 minutes</p>
<p>Space</p>	<p>Indoor or outdoor</p>
<p>Group size</p>	<p>No limit</p>
<p>Materials</p>	<ul style="list-style-type: none"> • Flipchart papers • A lot of markers or pens or pencils (something to write with) • A4 sheet of paper for each participant
<p>Instructions step-by-step</p>	<p>1. What do the labels mean? (45 minutes) Discussion in small groups, using flipcharts on different labels in the LGBTQ+ acronym</p> <p>2. Genderbread person (15 minutes) It's a tool to explain the difference between gender, sex, gender expression and sexual/romantic orientation.</p> <p>3. Identity star (10 minutes) Participants will put various elements of their identities on a scale called identity star.</p>  <p>The diagram is an identity star with three axes. The top axis is labeled 'man' at the top and 'woman' at the bottom right, with '100%' at the far right end. The right axis is labeled 'masculine' at the right and 'feminine' at the bottom right. The bottom axis is labeled 'attracted to men' at the bottom and 'attracted to women' at the bottom left. The left axis is labeled 'fluidity of my my gender identity' at the top left. The top-left axis is labeled 'fluidity of my sexual orientation' at the top left. The center of the star is labeled '0%'.</p>

GOAL 3:
**INCLUSIVE
SOCIETIES**

Name	Unfairground
Specific Objectives	<ul style="list-style-type: none"> • Experiencing a situation of discrimination; • Reflecting on their own relationship with diversity and hate speech; • Learning more about the concept of hate speech and about the pyramid of hate.
Duration	90-120 minutes
Space	Indoor
Group size	Minimum 18, no maximum (but, if the group is larger than 30 people, consider a longer time for the debriefing).
Materials	Roles (printed), anything useful for the creation of the task, candies, flipcharts.
Instructions step-by-step	<p>Energizer (15') Participants stand up and form a very close group of people. The facilitator reads some criteria to divide them. Once they are divided from somebody, they cannot join that person anymore. The game ends when all the participants are alone.</p> <p><u>Criteria:</u></p> <ul style="list-style-type: none"> • Gender • Nationality • Age (under - over 20) • Brown eyes • Curly hair • Have siblings • Wear a jumper • Do not eat meat • Have an allergy <p>Facilitation suggestions: this energizer is quite helpful for the participant of understand how discrimination works and that everyone could be discriminated based on actually any given criteria. This game is useful to help the participants get in the right mindset for the workshop to follow.</p> <p>GAME “Unfairground” (90') 1st part (30') Participants go back in the circle and receive a paper with a role to play (roles are below). They should read the paper and keep it secret, while also trying to think how they can better act out the characteristics they were given. In the meantime, the facilitator will introduce the task to do e.g. building a structure with some given tools, but it could actually be any task that is feasible in that moment and in that location.</p>

Instructions step-by-step

The goal will be to complete the task while also complying to the given role. It will prove to be impossible since a toxic environment will most likely be created.

Debriefing (30')

Participants reveal their roles. The facilitator leads a discussion about how they felt and if/how they mediated conflicts. They will also discuss the energizer.

Theoretical part (30')

The concept of Hate Speech and the Pyramid of Hate will be introduced, examples and asking examples to the participants.

Roles (to be printed)

- No matter what happens, you just laugh and try to be funny.
- You stay on your own and observe without doing or saying anything.
- You always try to be on the side of the strongest.
- You get angry when something unfair happens and you try to help.
- You do not like vegetarian people. You don't talk and do not work with them.
- You are shy and usually do what others tell you to do.
- You tell everybody that they should discriminate against people with long hair.
- You do not like blonde people. You don't talk and do not work with them.
- You do not like people wearing glasses. You don't talk and do not work with them.
- You speak only in your native language and refuse to find any common language to speak with other people.
- You refuse to talk and to work with people from your own national group
- You stay on your own and observe without doing or saying anything.
- You get angry when something unfair happens and you try to help.
- You discriminate against people wearing jeans. You do not talk and do not work with them.
- You discriminate people of the sex opposite to yours. You do not talk and do not work with them.
- You discriminate against whoever is wearing something black. You do not talk and do not work with them.
- YOU ARE RESPONSIBLE FOR FOOD. Go to the staff and ask for candies. DO NOT GIVE CANDIES TO BOYS.
- You do not like people with brown eyes. You do not talk and do not work with them.
- You tell everybody that they should discriminate against people wearing something white.
- You always try to be on the side of the strongest.

Name	Why Representation Matters?
<p>Specific Objectives</p>	<ul style="list-style-type: none"> • Widening knowledge about the topic of representation • Sharing information about representation of minorities in different countries • Analysing the evolution of representation, comparing old and new media
<p>Duration</p>	<p>180 minutes</p>
<p>Space</p>	<p>Indoor or outdoor, but you need tables and chairs</p>
<p>Group size</p>	<p>20-40 people</p>
<p>Materials</p>	<p>Stationary, anything they can use to create their presentation, laptops and smartphones with a good internet connection.</p>
<p>Instructions step-by-step</p>	<p>This is a two-phase workshop that takes a full morning. The participants are divided into 4 smaller groups, focusing on an area of their interest. YOU CAN DECIDE IF TO DIVIDE THEM RANDOMLY OR TO LET THEM CHOOSE THE TOPIC. TRY TO HAVE GROUPS MORE OR LESS OF THE SAME SIZE.</p> <p>The areas are the following:</p> <ul style="list-style-type: none"> - GOOD REPRESENTATION of minorities in traditional media; - GOOD REPRESENTATION of minorities in new media; - BAD REPRESENTATION of minorities in traditional media; - BAD REPRESENTATION of minorities in new media. <p>NOTE: where to draw the line between traditional and new media? We applied this division: Movies, books, newspaper → traditional media TV shows, videogames, social media → new media</p> <p>In their groups, participants will have to research on their topic. They will create a presentation (they can decide on whatever method they deem appropriate to express the creativity of the whole group) and share it to the others after 2 hours.</p> <p>Each group will each have 10 minutes to present their ideas and will have extra time to answer questions from the audience.</p> <p>Facilitation suggestions: the timing (both for the research and for the presentations) can be adjusted according to the needs of the group.</p>

Name	The danger of single story
Specific Objectives	<ul style="list-style-type: none"> • Addressing the topic of single story and mis-representation of minorities • Debating about controversial topics inside the group • Going deeper into the topic of stereotypes and self-reflect on it
Duration	90-100 minutes
Space	Indoor
Group size	Minimum 16, no maximum (but, if the group is larger than 30 people, consider a longer time for the debriefing).
Materials	Paper, markers, paper tape, sticky notes, flipchart, projector and speakers.
Instructions step-by-step	<p>1- BAROMETER GAME (50-60 minutes): Participants will form a line. The facilitators will read a statement (listed below) and the participants will have to take a stand between AGREE - moving to the right of the line - and DISAGREE - moving left of the line. A discussion between participants may follow as to why they decided to move to that specific position. Then they go back in the initial line and take a stand according to the following statement.</p> <p><i>EXAMPLES of Statements:</i></p> <ul style="list-style-type: none"> - There are some useful prejudices - I have my right to have prejudices - I do not have prejudices - Prejudices always lead do discrimination - Africa is the poorest continent - LGBT are seeking attention - Romas are not fully educated - Muslim women MUST wear their hijab - Women do not need to find a job - Homosexual couples should not be able to adopt children <p>DEBRIEFING PART (20 MINUTES) It will begin with a cut of a TED talk and we will discuss why it is dangerous to know only one side of the story, as well as tackling the most sensitive topics. https://www.youtube.com/watch?v=Drj0cZTBhUI</p> <p>STEREOTYPES BOARD (15 MINUTES) On a FLIPCHART, use either sticky notes or write directly on the paper., give examples, and will leave free space for participants to write as well.</p>

Name	The mess in Lublin
Specific Objectives	<ul style="list-style-type: none"> • Rising awareness on diversity in modern society • Promoting tolerance, understanding and solidarity • Understanding the mechanisms of prejudices and radicalization • Discussing role of young people in preventing radicalization in their local environment
Duration	90 minutes
Space	Indoor
Group size	20 people
Materials	Printed character description for each person, 3 flipcharts hanged on the walls
Instructions step-by-step	<p>Preparation (15 minutes): Explain the task carefully. Readout the story to the group. Distribute character cards for each participant, they should remain secret. Participants should have 10 minutes to analyze their instructions and create their strategy for the game.</p> <p>Exercise (60 minutes): The game is divided into two parts. First part that last for 40 minutes are the free negotiations of all parties. Participants walk freely around the room (it makes sense to remove the chairs from the room, that the discussion doesn't get too static) and convince others to their point of view. They negotiate, search for arguments and build alliances that will benefit in the second part of the game. Journalist try to understand different opinions, interview people and search for some spicy facts that can be published. Two flipcharts hanging on the wall are our newspapers – journalists can publish there whatever they like. The third flipchart serves as a social medium – where everyone can write whatever they like (even anonymously). The second part of the activity is a municipality debate. Everyone is invited into more formal setting (chairs should be placed back). The official debate is moderated by the Mayor. The mayor chooses who speaks at a time. At the end the Mayor calls a voting from all municipality members to make a final decision, where the exercise ends.</p>

**Instructions
step-by-step**

Debriefing (15 minutes):

Make sure all participants step out of their role. You can ask everyone in the circle to say their real name. Discuss with the group the whole process. Analyze step by step what happened during the simulation. Which arguments did participants use? What was the impact of media on the decision-making process? Ask participants if it was difficult for them to look for arguments that are in line with their roles instead of presenting their personal points of view. At the end of the session ask if the group see any similarities between this simulation and their daily life. Would they behave differently in the daily life and why? To conclude the session discuss what participants can take from this simulation and apply to other situation they may encounter in the future.

**GOAL 4:
INFORMATION
AND
CONSTRUCTIVE
DIALOGUE**

GOAL 4: INFORMATION AND CONSTRUCTIVE DIALOGUE

Name	Recognizing fake news from real news
Specific Objectives	<ul style="list-style-type: none">• Becoming more aware about the features of fake news;• Discussing about the effects of fake news;• Fostering the creativity of young people.
Duration	90 minutes
Space	Indoor or outdoor space, in our case we used both
Group size	minimum 18 people
Materials	6 pictures of famous people, phones for shooting videos, projector
Instructions step-by-step	<p>The facilitators explain to the participants the main elements of digital storytelling and how to recognize fake news. The participants are divided into 6 groups. Each group gets one picture of a famous character and an assignment. The assignment is either “fake news” or “real news”.</p> <p>The group has 30 minutes to shoot a video in which they tell some facts about the character, lying or not according to their assignment. They can choose how to shoot the video, they can act pretending to be the character or they can just talk about him/her.</p> <p>Once the videos are ready, all the groups gather together to see the videos of the others and try to guess who told fake news and who told the truth.</p>

GOAL 4: INFORMATION AND CONSTRUCTIVE DIALOGUE

Name	Storytelling: tell a story to someone who had the same experience VS tell a story to someone who wasn't there
Specific Objectives	<ul style="list-style-type: none">• Reflecting on the roles of the speaker and of the listener when telling a story;• Discussing on how we change the reality, when communicating something to external people.
Duration	90 minutes
Space	Indoor or outdoor
Group size	There is not a minimum or maximum ideally, consider groups between 20 and 35 people
Materials	Sheets of paper, markers and any other material that participants could use for their story.
Instructions step-by-step	<ul style="list-style-type: none">• This activity can be done after another session in which the group did a workshop, a game or another group activity.• The aim is to show how different one can act when telling a story to someone who lived the same experience compared to when the story is told to someone who wasn't involved in the activity. In this last case people tend to modify (slightly or significantly) the plot in order to make the story more interesting.• Divide the participants in groups of 4 or 5 people. Each group has to agree on a way to tell the experience previously done. The way of telling it is totally free: it can be done through a performance, a drawing, a sculpture etc. Each group has 20 minutes to create the story and 3-5 minutes to present it. All the group present the final results to the others.• After sharing with the people who lived the same experience, the second step is to find a way to tell the same story to someone who doesn't know what happened. Dividing the participants in different groups of 4 or 5 people, ask them to shoot a video to share on their platforms to explain to some friends back home what they did.• Each group has 20 minute to prepare the story. All together participants can see the videos of the other groups.• At the end there is a short debriefing to reflect on what has changed in the two different approaches.

GOAL 4: INFORMATION AND CONSTRUCTIVE DIALOGUE

Name	How tall is Margaret?
Specific Objectives	<ul style="list-style-type: none"> Reflecting on and training group communication
Duration	60 minutes
Space	Indoor or outdoor
Group size	Each small group should be 5 to maximum 8 people. In case of less than 8 people, you can cut the "facultative" instructions, marked with the <i>Italics</i> .
Materials	Printed instructions, pieces of papers for the messages, pens, flipchart
Instructions step-by-step	<p>The game is set for a minimum of 5 and a maximum of 8 participants. To these must be added, in the case the game is set for a minimum of 5 and a maximum of 8 participants. the other will have to keep track of them on a scoreboard. The two postmen must agree so that each message delivered is recorded on the board. The display board must indicate on the vertical axis the sender and on the horizontal axis the addressee. The time available must be 5 minutes for 5 participants, while for a group of 6-8 participants 6 minutes must be made available. Keeping time is crucial so great care must be taken to respect the time scheduled time.</p> <p>Albert is 175 cm tall. Paul is 20 cm shorter than Peter.</p> <p>Peter is 15 cm taller than Viviane. Sarah is exactly the same height as Paul.</p> <p>Joe is exactly the same height as Peter. Peter is two inches taller than Albert.</p> <p><i>Frank is two inches shorter than Joe. Sarah is 20 cm shorter than Joe.</i></p> <p>Bruno is 10 cm shorter than Joe. Daniel is 5 cm shorter than Bruno.</p> <p><i>Daniel is exactly the same height as Viviane. Sarah is 2 inches shorter than Viviane.</i></p> <p><i>Luke is 10 cm taller than Jonathan. Jonathan is 5 cm shorter than Daniel.</i></p> <p>Bruno is 15 cm taller than Martina. Martina is 10 cm taller than Margaret.</p>

**Instructions
step-by-step**

Above are 'the solutions', i.e. all the information available to the group to trace Margaret's height.

The group's objective is precisely to find the height of Margaret. At the end of the allotted time, each group member must know Margaret's precise height. Group members are not allowed to talk to each other. The only form of permissible communication are messages, which can be exchanged via a postman.

For this reason, the sender and receiver must be clearly marked on each message, so that the postman knows to whom to deliver the message, and the receiver knows to whom to reply.

IMPORTANT: No more than one piece of information may be written in each message at a time.

There is no limit to the number of messages that can be written to the same person.

GOAL 5:
MENTAL
HEALTH &
WELLBEING

Name	Sensorial path
Specific Objectives	<ul style="list-style-type: none"> • Reflecting on senses and on their role in our lives; • Living an experience in the nature.
Duration	90 minutes
Space	Outdoor, a big space with trees
Group size	30-36 people
Materials	Empty glass bottles, essential oils, paper, pencils, something to blindfold the participants, bowls with different food pieces.
Instructions step-by-step	<p>Divide participants into 6 groups. Prepare 5 different stations. Each group will start from one station and move to the next one after 10 minutes:</p> <p>Smell: take some empty glass bottles and put in each one the fragrance of an essential oil. Each bottle has a different smell. Write a number on each bottle. Write on a piece of paper which smell is associated with each number on the bottles. Participants that will be in this station have to guess all the smells.</p> <p>Sight: place the participants in front of a landscape with some details. Give them 3 minutes to observe what's around them. After 3 minutes, ask them to turn around and not look at the landscape anymore. Give them a paper and some pencils and ask them to draw what they saw trying to remember as many details as possible.</p> <p>Touch: stay in an area in which there are some trees. Blindfold the participants and guide them one by one to a tree. Assign a different tree to each participant. Ask them to touch it for a while. After a few minutes bring them to the starting point, bringing them around a bit to not make clear which way they're walking. Ask them to recognize which tree they were touching.</p> <p>Hearing: place the participants in a comfortable position, most likely sitting down somewhere outdoors. Ask them to be quiet and listen to all the noises they can hear in 10 minutes trying to focus on where it comes from and counting how many noises they can hear.</p> <p>Taste: prepare 6 bowls with different pieces of food (eg. apple slices, nuts etc.). Blindfold participants and let them try different food. They have to guess what they're eating without looking at it.</p> <p>After the stations, gather all together for a debriefing, in which you can ask how it felt to stimulate some senses that usually we don't use much.</p>

Name	Workshop on Empathy
Specific Objectives	<ul style="list-style-type: none"> • Creating a deeper understanding among the participants. • Sharing their own difficulties. • Learning more about empathy.
Duration	90 minutes
Space	Indoor or outdoor
Group size	No real limits. ideally 25-35 participants.
Materials	1 ball, tissues
Instructions step-by-step	<p>This activity can be very emotional for some participants. Therefore, in case you decide to do it, consider the possibility to have private discussion with some participants after the activity, in case they need it.</p> <p>Energizer: Paper, Scissors, Rock train (15') Everyone starts in pairs in order to play RPS. Whoever loses has to get on the winner's back to imitate a train by putting their hands on the winner's shoulders. Only the first person in line plays RPS. This will continue until there are only two trains left to confront each other for a final round.</p> <p>The sharing game (50-60') The participants are gathered in a circle. Then, the facilitator will explain the activity and invite the participants to share their answers for the following:</p> <ul style="list-style-type: none"> · “What barriers/difficulties have you encountered in your life? Do you still struggle with them? If you managed to overcome them, how did you do it?” · A ball will be used in order to allow the holder to speak, and only the person holding the ball may speak. Once a person is done with the sharing, they can pass the ball to another person. <p>Debriefing (15-20') After the sharing game is done, participants will be asked to share how they are feeling at the moment. Then, a conversation about what empathy is, why it matters and what is its role in the topic of representation will follow.</p>

Name	The impact of Covid-19 on my habits
Specific Objectives	This workshop will help participants to reflect on the way in which Covid-19 has affected their habits and, in particular, the relationship with their own body and other people's body. They will develop a better understanding of the common impact of the pandemics. It will allow them to cooperate in a creative way with the other participants.
Duration	90-100 minutes
Space	Indoor or outdoor
Group size	no limits
Materials	<ul style="list-style-type: none"> • List of 5 statements for the moving debate • Flipchart • Markers • Simple props for the performance
Instructions step-by-step	<p>This workshop is divided into 4 parts: moving debate, discussion in small groups and preparation of the performances, the performances, and the debriefing.</p> <p>MOVING DEBATE [10'] Participants stand in a line. The facilitator will indicate 2 opposite sides of the room. One means "I completely agree", the other means "I completely disagree". They will have the possibility to place themselves freely, along this imaginary line, according to the degree they agree or disagree with the statements the facilitator makes. The facilitator will read up to 5 statements. After the participants will decide their position, the facilitator asks participants to look around the room, to see where the others are. No discussion is planned in this phase.</p> <p><u>DISCUSSION IN SMALL GROUPS AND PREPARATION OF THE PERFORMANCE [30']</u> The participants are divided into 6 small groups. They are asked to discuss the impact of the Covid on their habits, starting from the statements of the previous phase. Their task will be to find, as a group, an impact that they share. They have to create a 3-minutes performance (theatre, music, dance...) to describe this impact.</p> <p><u>PERFORMANCE [20 - 30']</u> Once everyone is ready, each group will perform. According to the performance, the facilitator can invite the other participants</p>

**Instructions
step-by-step**

to try to guess what was the described impact.

DEBRIEFING [15-25']

The focus of the debriefing will be:

- the experience of working in group (in the different phases of the game;
- how much the described impacts have been experienced also by the other participants
- strategies to cope with this kind of situation, especially under the point of view of the body

**GOAL 6:
MOVING
RURAL
YOUTH
FORWARD**

Name	The situation of rural areas in our countries
Specific Objectives	<ul style="list-style-type: none"> • Sharing knowledge about rural areas in different contexts; • Analysing specific issues regarding rural areas.
Duration	90 minutes.
Space	Indoor or Outdoor. You will need tables and chairs.
Group size	20-40 people (according to the number of people, you can either make bigger groups or make groups on more topics).
Materials	Flipcharts, sticky notes, markers, lap-tops for researching.
Instructions step-by-step	<ul style="list-style-type: none"> • Define the topics you want to address. In our case we chose, as topics: Criticalities of rural areas; Opportunities for young people in rural areas; Original solutions found to solve the issues of rural areas. • Divide participants in small groups, mixing the national teams, in order to have at least one person per country in each group. • Give to each group the task of creating a flipchart summarizing the topic, putting information about all the countries involved in the project. • Each group will present the results of the research and will discuss it with the other participants.

<p>Name</p>	<p>SWOT analysis for social enterprises in rural areas</p>
<p>Specific Objectives</p>	<ul style="list-style-type: none"> • Becoming familiar with the method of SWOT Analysis • Becoming able to deeply analyse the situation of enterprises in rural areas.
<p>Duration</p>	<p>90 minutes</p>
<p>Space</p>	<p>Indoor or Outdoor</p>
<p>Group size</p>	<p>20-35 people</p>
<p>Materials</p>	<p>A flipchart to introduce the model of SWOT Analysis; a white flipchart for each group.</p>
<p>Instructions step-by-step</p>	<p>1. This activity can be placed in projects in which you plan to visit 1 or more enterprises, where participants will have the opportunity to ask questions and have a clearer idea of the context.</p> <p>2. The facilitator introduces the SWOT analysis, making some examples. Here a model of SWOT analysis:</p> <div data-bbox="635 981 1300 1630" data-label="Diagram"> </div> <p>3. Participants are divided in groups of up to 6 people and each group is assigned one of the visited enterprises. In case you have more groups than enterprises, it is not a problem: it can actually be interesting to see how 2 different groups will develop the analysis of the same enterprise. Give participants 40 minutes to develop their analysis.</p> <p>4. Each group will present their analysis, getting questions and feedback from the facilitator and the other participants.</p> <p>5. In case it is possible, it can be interesting to share the analysis also with the responsables of the enterprises, in order to get feedbacks from them, as well.</p>

**GOAL 7:
QUALITY
EMPLOYMENT
FOR ALL**

Name	Entrepre...What?
<p>Specific Objectives</p>	<ul style="list-style-type: none"> • Introducing participants and learn differences to business entrepreneurship, social entrepreneurship and NGOs. • Getting participants familiar with the objectives and ideology behind social entrepreneurship.
<p>Duration</p>	<p>90 minutes</p>
<p>Space</p>	<p>Indoor or outdoor</p>
<p>Group size</p>	<p>10-35 people</p>
<p>Materials</p>	<ul style="list-style-type: none"> • Write on a flipchart the definitions of these three concepts: <ol style="list-style-type: none"> 1. A social enterprise is an organization that applies commercial strategies to maximize improvements in human and environmental well-being. The main objective is to have a social impact rather than make a profit. 2. A private enterprise is an organisation that aims to make profit as the main goal through products and services. 3. NGOs is an organisation that has been formed by a group of people in order to pursue a common not-for-profit goal, aiming to tackle a social or environmental issue. This kind of organisations can also run financial activities in order to finance their actions. • Prepare a diagram with the following circle: <div data-bbox="655 1317 1329 1765" data-label="Diagram"> <p>The diagram consists of two overlapping circles. The left circle is orange and labeled 'NGO'. The right circle is white with a black outline and labeled 'ENTERPRISE'. The overlapping area in the center is shaded light orange and labeled 'SOCIAL ENTERPRISE'.</p> </div> • Prepare a flipchart with the following keywords: profit oriented, non-profit oriented, social impact, volunteering, owner, employees, investors, funders, crowdfunding, strategic plan, environment, gender equality, reinvestment, vertical decision making, horizontal decision making, competitive, innovation, charity, philanthropy, sustainability, capital, risk, shares, based on charities and financements.

<p>Materials</p>	<ul style="list-style-type: none"> • Write on a flipchart the 7 principles of a social entrepreneurship by Muhammed Yunus for the debriefing part: <ol style="list-style-type: none"> 1. Business objective shall be tackling one or more of the social problems (such as poverty, education, health, technology access, environment, etc.); not profit maximization. 2. Financial and economic sustainability. 3. Investors get back their investment amount only. No dividend is given beyond investment money. 4. When investment amount is paid back, company profit stays with the company for expansion and improvement. 5. Gender sensitive and environmentally conscious. 6. Workforce gets market wage with better working conditions. do it with joy!
<p>Instructions step-by-step</p>	<ol style="list-style-type: none"> 1. Present the group the 3 categories (NGO, Enterprise and Social Enterprise): if needed present the basic meaning of each of this concepts. Present the k-words and explain the meaning – 5 min. 2. In little groups (between 3 and 6 people) the participants have to write down the keywords on a post-it and define to which of the 3 categories they belong – 30 min. 3. Each group will present and stick the post it in the correspondent area of the diagram. 4. The group with the help of the facilitator finds an agreement on the position of each k-word and on the main features of Social Entrepreneurship, Business Entrepreneurship and NGO. 5. In the debriefing the facilitators present the definitions of the 3 concepts and more information on a social enterprise referring to the 7 principles of Muhammed Yunus. <p>Debriefing:</p> <ul style="list-style-type: none"> • What did we learn from this activity? • What do you think when you look at the similarities and differences between a social enterprise and a business enterprise? • What are the differences between, social enterprise, NGO and enterprise that surprise you the most? • If the business model of an organization is based on funds from public authorities and foundations can be considered a social enterprise? • Did you expect that the 3 categories have so much in common • What is sustainability in the 3 categories?

Name	Entrepreneur's Dictionary
Specific Objectives	<ul style="list-style-type: none"> • Introducing participants to the different kinds of entrepreneurships; • Fostering the share of knowledge among them; • Making them more aware about themselves as customers and potential entrepreneurs
Duration	90 minutes
Space	Indoor or outdoor
Group size	10-35 people
Materials	<ul style="list-style-type: none"> • A flipchart with the features of a social entrepreneur • A copy of the definitions of entrepreneurships (each group will get only 1 definition). • A flipchart with a table to be filled with the examples and the features found by the participants • Pens • Markers • Papers
Instructions step-by-step	<ol style="list-style-type: none"> 1. The facilitator will shortly introduce the features of a social entrepreneur and will answer questions (if any). – 10 mins 2. The facilitator will introduce the activity and distribute one paper with 1 definition to each of the working groups – 5 mins 3. Participants will read the kind of entrepreneurship they got and will make think about enterprise that, in their opinion, is a good example of that kind of entrepreneurship. They will discuss about if and how that enterprise meets the features of a social entrepreneur, and will think about a way to present it to the other – 30 mins 4. Each group will have 5 minutes to present the example they found, highlighting if and how they meet the feature. The other participants will have the possibility to reply, if they do not agree with a feature. The facilitator will write everything on a flipchart – 30 mins 5. Debriefing – 15 mins <p>Questions for the debriefing:</p> <ul style="list-style-type: none"> • What did we learn from this activity? • How many of these enterprises are you a customer of? • Do they respect the features of social enterprise? • Which of the presented enterprises is a good example for you, in your opinion?

Name	Business Model Canvas
Specific Objectives	<ul style="list-style-type: none"> • Helping participants to reflect on how to develop a concrete business model from a business idea
Duration	180-270 minutes
Space	Indoor or outdoor. You will need tables and chairs
Group size	10-35 people
Materials	<p>Draw an avatar on a flipchart to help the participants reflect on their customer</p> <p>Write down the questions below that they shall answer during their presentation in form of a story</p> <p>1st part: What's the story of your customer? Who is your customer? -What is his/her age? -Where does he/she live? -What does he/she like? -What are his/her hobbies? -What is his/her life style like? (home, friends, etc.)</p> <p>2nd part: What's the story of your business idea? -Why did you choose this idea? What's your motivation behind? -What do you want to sell (goods, services)? -What will be the core resources needed? (finance, human resources, etc.) -What is your marketing and sales strategy? -What makes you different from your competitors? What is the innovative aspect of your business? -How will you assure sustainability? (financial, administrative) -What will be social or environmental impact of your business?</p> <p>Define a jury of min 3 - max 6 people. Ideally they shall have some experience on social entrepreneurship (you can also get support from external experts). Brief them in advance about the goal of activity and how to give their feedbacks (how to approach young people and what kind of questions they can ask).</p>
Instructions step-by-step	<ol style="list-style-type: none"> 1. Facilitators draw an avatar representing the customer and write down the questions in sections above. 2. Participants will be asked to make a presentation of the stories of their customer and their business. They will have 1hr

**Instructions
step-by-step**

to prepare the stories/presentations and 15 min to prepare the logistics. (power point presentation, music, etc.)

3. They will present the story of their customer in 3 minutes and the story of their business in 2 min.

4. The jury gives back their feedback in max. 3 minutes.

Questions for the debriefing:

- How was it to “pitch” your idea? (in such a short time?)
- How was it to create the story of your idea?
- How was it to think of all these different aspects of your business idea?

GOAL 8:
QUALITY
LEARNING

Name	Challenge me! - Youthpass Activity
Specific Objectives	<ul style="list-style-type: none"> • Putting into practice the 8 competences of the Youthpass • Learning about the 8 competences • Working as a team
Duration	90 minutes
Space	Indoor or Outdoor
Group size	20-35 people
Materials	A flipchart with an introduction to the Youthpass competences; A printed version of the competences, to be given to each group.
Instructions step-by-step	<ol style="list-style-type: none"> 1. The participants are divided into groups of 5-6 people (5') 2. Each group will receive a competence. According to the number of people and to the topic of the activity, you can decide to reduce the number of analysed competences (5') 3. Each group will have to create 1 challenge based on their competence. (15min) 4. The groups will challenge in couple, using the small game that they created. The activity ends when all the groups have challenged each other (about 10' per match).

Name	Youthpass Islands - Revised
Specific Objectives	<ul style="list-style-type: none"> • Introducing Youthpass and its competences as a tool for self-assessment of the learning process. • Introducing the key competences by means of a “learning-by-doing” activity. • Providing a tool to reflect and keep track of the ongoing learning process.
Duration	90 minutes
Space	Indoor or Outdoor. You need tables and chairs to create the islands
Group size	20-40 people
Materials	Flipchart with an introduction to the Youthpass. Printed tasks (annexed). Printed passports (1 per group, annexed).
Instructions step-by-step	<ol style="list-style-type: none"> 1. The facilitator introduces the game: divided in small international groups, the participants have 45 minutes to go in all the 6 islands and complete the foreseen tasks. Each island represents a key competence. Once they complete the tasks, the group gets a stamp on its passport. The game ends when all the groups get all the stamps. (10 minutes) 2. Participants are divided in 5 international groups of 4 people. (5 minutes) 3. We can either give a specific starting order, or let them choose where to start from. Anyway, the rule is that in each island there can be only one group per time. The responsible of the island, choose the task that the group has to complete, from the cards of “Youthpass islands tasks cards”. Once they complete, the responsible gives a stamp (45-50 minutes) 4. DEBRIEFING: the facilitator will reflect with participants about the game and the relevance of the analyzed competences during the project. Then, will introduce the Youthpass and the 8 key competences. Finally, will explain the Youthpass reflection process during the project. (25-30 minutes)

<p>Digital competence:</p> <ul style="list-style-type: none"> a. Take 3 photos of... (choose a topic) b. Name one app you've discovered recently c. Imagine a topic and title for a post on social medias 	<p>Literacy competence:</p> <ul style="list-style-type: none"> a. Say a riddle in your own language and explain it to the others. b. Teach each other daily greetings in your language c. Present yourself verbally to your partner in 1 minute in your own language
<p>Multilingual competence:</p> <ul style="list-style-type: none"> a. Translate a word in 3 different languages b. Tell a saying in your language and explain it c. Get 3 people to say "My name is... and I come from..." in a language different from your own and try to pronounce it. 	<p>Cultural awareness and expression:</p> <ul style="list-style-type: none"> a. Draw a representation of cultural awareness b. Make a list of the Italians artist you know b. List 4 foreign dishes, each from a different country
<p>STEM:</p> <ul style="list-style-type: none"> a. Create a simple Sudoku b. Calculate your approximate free time in a week c. Make a shopping list of products what you can buy for 5 EUROS in your own country 	<p>Entrepreneurship:</p> <ul style="list-style-type: none"> a. List one project and 3 actions you should take to achieve it b. As a team, suggest something we could do during free time. c. Explain what you would like to learn during this project and your contribution.
<p>Personal, social, and learning to learn:</p> <ul style="list-style-type: none"> a. Write down in 4 lines what was the last thing you learned about yourself? b. What is the best way for you to memorize something? (reading, listening, watching, writing) d. How and where do you prefer to learn? (places, with music, with tutorials...) 	<p>Citizenship competence:</p> <ul style="list-style-type: none"> a. What is the political regime of Italy and of your country? b. Name a cause you actively defend or would like to defend c. Inquiry about gender issues in other countries and how people deal with them.



Erasmus+



YOUTHPASS-PORT

1. Literacy competence



2. Multilingual competence



3. Mathematical competence and competence in science, technology and engineering (STEM)



4. Digital competence



5. Personal, social and learning to learn competence



6. Citizenship competence



7. Entrepreneurship competence



8. Cultural awareness and expression



**GOAL 9:
SPACE AND
PARTICIPATION
FOR ALL**

GOAL 9: SPACE AND PARTICIPATION FOR ALL

Name	Workshop on Polarization
Specific Objectives	<ul style="list-style-type: none">• Having a better understanding of the topic of polarization;• Making experience of analyzing things from opposite points of view.
Duration	90 minutes
Space	Indoor
Group size	20-35 people
Materials	Printed twitter posts or articles (see annex in the next page). Flipchart and graphics to introduce the topic of political polarization. We suggest studying the topic, before facilitating this session.
Instructions step-by-step	<p>The participants are divided into groups (5-7 people per group) and each group receives a tweet (or article) about a current polarizing issue [see annex]. The participants need to put themselves into the shoes of each side of the polarizing issue and imagine what leads to these opinions being formulated.</p> <ol style="list-style-type: none">1. Groups read the tweet and analyze it. (15min)<ul style="list-style-type: none">- what's the polarizing issue addressed? (phrase it)- what's the position of the author about this issue?- what are the argumentations of the author?- who is the author?2. The groups discuss and find 3 key points of each polar side. (15min)3. The groups introduce their article in plenary by summarizing the article, phrase the issue at hand and bring out the 3 key aspects of each side. (~3 min per group > 30min)

GOAL 9: SPACE AND PARTICIPATION FOR ALL



Greg Abbott
@GregAbbott_TX

No freedom is more precious than life itself.

Starting today, every unborn child with a heartbeat will be protected from the ravages of abortion.

Texas will always defend the right to life.

#ProLife



9:20 PM · Sep 1, 2021



Nadine Dorries
@NadineDorries

No one should be in any doubt about how it is that we can start rolling out the vaccine next week. A month ago, we changed the regulations to exempt us from requiring EU approval. We would still be waiting if we hadn't. Thanks to [#Brexit](#) we can now move ahead swiftly and safely

2:10 PM · Dec 2, 2020



4.3K See the latest COVID-19 information on Twitter



Donald J. Trump
@realDonaldTrump

Follow

Any deaths of children or others at the Border are strictly the fault of the Democrats and their pathetic immigration policies that allow people to make the long trek thinking they can enter our country illegally. They can't. If we had a Wall, they wouldn't even try! The two.....



J.K. Rowling
@jk_rowling

If sex isn't real, there's no same-sex attraction. If sex isn't real, the lived reality of women globally is erased. I know and love trans people, but erasing the concept of sex removes the ability of many to meaningfully discuss their lives. It isn't hate to speak the truth.

[Traduci il Tweet](#)

12:02 AM · 7 giu 2020 · [Twitter for iPhone](#)

89.510 Retweet **186.911** Mi piace



PeterSweden
@PeterSweden7

Without oil and coal, modern life as we know it wouldn't exist.

No electricity, no computers, no internet, no cars.

Removing oil would be a disaster for humanity and we would all go back to the middle ages.

Is this what climate change fanatics want?

[Traduci il Tweet](#)

10:05 PM · 12 nov 2021 · [Twitter for Android](#)

323 Retweet **27** Tweet di citazione **1.238** Mi piace

Name	Creative intervention - Performance theatre workshop
Specific Objectives	<ul style="list-style-type: none"> • Learning how to use performance theatre to express your ideas • Approaching social topics in an artistic way • Sending a message to our audience
Duration	90 minutes
Space	Indoor or outdoor, but you need a large space.
Group size	20-35 people
Materials	Whatever participants can find for their own performance.
Instructions step-by-step	<p>Theoretical part: Performance theatre: in this artistic discipline the actor becomes a performer and creator. It speaks from the truth and it's not a character anymore. This creator is doing and being present in the moment. Usually, there is no structure of beginning, conflict and solution. It is also connected to emotions. Sometimes you don't know what is going on but it makes you feel something. Some directors want to make the audience uncomfortable for example, with really annoying sounds in order to transmit better their message. Is a way to keep the audience alive, not expecting what is going to happen and also to put them out of their comfort zone. As well as for the performers in many cases.</p> <p>It is a manifest of topics and concepts like human, social, historical or philosophical content. Also, there are some elements from performance theatre like dance, dance-theatre, abstractness, audiovisuals(videos, projector), music, live instruments, and microphones.</p> <p>Practical part:</p> <ul style="list-style-type: none"> • The participants will be divided into groups (max 8 people). • They will receive a paper with a social topic as environment, social media, LGBT community and violence. • They will have to agree on what they want to express, what moves them and what they want the audience to feel. • They will perform it.

**GOAL 10:
SUSTAINABLE
GREEN
EUROPE**

Name	The 3 spheres of sustainability
Specific Objectives	<ul style="list-style-type: none"> • Becoming more familiar with the concept of sustainability: • Becoming able to recognise the theoretical spheres in concrete entrepreneurial examples.
Duration	90 minutes
Space	Indoor or Outdoor
Group size	20-40 minutes
Materials	A flipchart with the definition of sustainability; Printed examples of enterprises (see annex)
Instructions step-by-step	<p>PART 1:</p> <ul style="list-style-type: none"> • Introduce the concept of sustainability, explaining the 3 spheres: social, ecological, economical. • Introduce the principles of Sustainable Entrepreneurship: <ol style="list-style-type: none"> 1. Use resources parsimoniously 2. Minimize consumption and waste 3. Long term outcomes as important as short term 4. Economic wealth is not only based on material wealth 5. Knowledge is more valuable than money • Discuss these principles with the participants, making examples, to be sure that everything is clear. <p>PART 2:</p> <ul style="list-style-type: none"> • Divide participants in groups of up to 5 people and give to each group an example of a sustainable enterprise (see annex) • Ask each team to read about their enterprise and to prepare a presentation, focusing on how this enterprise is sustainable, taking into account the 3 spheres. They should be as creative as possible, creating a performance, using artistic tools... (about 30 minutes). • Each group will introduce their enterprise. After each presentation, the rest of the group can ask questions. After the questions, the facilitator will ask to vote the enterprise, according to how sustainable it is, in their opinion. The facilitator can decide what method to use for voting (raising hands, giving a vote from 1 to 5...) and the items to vote (the enterprise as a whole or each sphere of sustainability?) <p>ANNEX:</p> <p>You can find the presentation of the enterprises from page 24 of the manual "Non formal education for sustainable entrepreneurship": https://bit.ly/3HZa6Mq.</p> <p>In the manual you will also find theoretical information that you can use while building the workshop.</p>

Name	Waste gold
Specific Objectives	<ul style="list-style-type: none"> • Making the participants reflect upon the endless numbers of potential business models that is in the waist. • Enhance innovation and creativity among the participants • Giving inspiration to new businesses that uses waist products
Duration	90 minutes
Space	Indoor or outdoor
Group size	20-35 people
Materials	Pens and prints of printouts
Instructions step-by-step	<p>The participants are divided into groups of 2-4 people. Each group randomly chooses a card. The card describes one waste product from an industry.</p> <p>Brainstorm phase Ask the participants to brainstorm on how the waste product can be used as a resource/input for a business. Make it very clear to the participants that there are no bad business ideas. Some of the most profitable businesses was ones considered as stupid or utopic ideas. The idea with the brainstorm is to generate as many ideas as possible. Depending on the profile of participants you can consider making it as a competition and give a small prize to the group that generate the most ideas. .</p> <p>Business model phase Ask the groups to choose one subject. If you feel that they have difficulties choosing one you can give them a time limit or split the group into two. It is important that the participants are not using too much time to decide upon an idea. Give the participants the printout and ask them to use it to descript their business idea.</p> <p>Pitching phase Ask the groups to pitch their ideas. Give them no more that 3-5 minutes per group plus questions. Be aware not to judge the idea, ask questions but be aware that if you knew what were good and bad ideas, you would today be very rich.</p> <p>Debriefing: Conduct a debrief in plenary. You can ask:</p> <ul style="list-style-type: none"> • Would you like to do the business in reality? • What keeps you from doing it? • Why did nobody do it before? • What help/support would you like to have?

Cards

BigBags

In construction sector eg. Sand or stones are sold in big bags. After using, companies are throwing them out. The bags are very strong and water resistant. One big construction company will be able to supply you with 20-50 bags per week.

Do you see a business potential?



Coffee grounds

Every day the cafés in the center is throwing out kilos of coffee ground.

Could we use it for something?



Old tires

The auto mechanic workshops are especially in the spring and in the winter changing a lot of tires. The tires might be too old and not safe to reuse on another car.

How can this become input in a business?



Pallets

Some pallets can be recycled (Europallets), whereas others are one time use only. Companies are not recycling those, and the wood is just send to garbage.

Do you see other options?



Bedding

Hospitals are allowed to wash the bedding 200 times, after that it may not be used at the hospital anymore.

Could you use it?



Bottle caps and corks

Bars, hotels and restaurants are weekly opening a lot of bottles. Recycling systems for bottles might be in place but the bottle caps and corks are just ending in the bin.

Let's find a way to give them new life.



**GOAL 11:
YOUTH
ORGANISATIONS
& EUROPEAN
PROGRAMMES**

Name	Charter of Fundamental Rights of European Union
Specific Objectives	<ul style="list-style-type: none"> • Learning more about the Charter of Fundamental Rights of European Union; • Improving European citizenship and the knowledge about European Union.
Duration	About 2 or 3 hours depending on the number of teams and participants' knowledge about European Union.
Space	Indoor or outdoor
Group size	20-35 people
Materials	<ul style="list-style-type: none"> • Charter of Fundamental Rights of European Union; • Cards with images/fundamental rights; • Board/wall to put each pair: image-fundamental right.
Instructions step-by-step	<ul style="list-style-type: none"> • Facilitator must start the game by explaining what Charter of Fundamental Rights of European Union is and how is divided; • Facilitator must give 1 image / 1 fundamental right per each participant; • In 5 minutes participants must find their pair. If they have an image must find the correct fundamental right and vice-versa; • Put each correct pair in the board/wall and start the discussion about each fundamental right: what it means?, is it important in nowadays EU?, is it accomplished in EU?... • In the end divide the fundamental rights by 5 pillars of the Charter (dignity, freedoms, equality, solidarity, justice and citizen's rights). <p>NOTE: You can find the printable cards from page 16 of this manual: https://bit.ly/3lsZAWo</p>

GOAL 11: YOUTH ORGANISATIONS AND EUROPEAN PROGRAMMES

Name	European Union Travel Pursuit
Specific Objectives	<ul style="list-style-type: none">• Learning more about the 28 EU countries and to learn more about EU;• Improving European citizenship and the knowledge about European Union;
Duration	60 minutes
Space	Indoor or outdoor
Group size	10-35 minutes
Materials	Prepare questions about the EU countries, following the categories listed below in the instructions.
Instructions step-by-step	<p>Divide the group in teams. Every team must have between 4-5 members depending on the total number of participants;</p> <p>Choose which team starts first;</p> <p>The team that starts must choose a country and a question category to answer. There are 5 categories, which are:</p> <ul style="list-style-type: none">• <i>General issues;</i>• <i>Gastronomy/cuisine;</i>• <i>Surprise;</i>• <i>What word is it? Scrabble</i>• <i>Political issues</i> <p>If the answer is correct, facilitator should put a mark from that team in the country in order that team not answer a question from the same country again. The team choose another country and question and do the same;</p> <p>If the answer is wrong another team should choose a country and question. They can not choose same question already answered correctly by other group.</p> <p>The first team that answers correctly a question about each 27 EU countries, must answer a final question about European Union. If the answer is correct they win the game.</p> <p>The game ends when a team answers correctly one question about each 27 EU countries and a final question about European Union.</p> <p>There is a help category. This category can only be used 2 times by each team in the whole game.</p>

Name	Europe in images
Specific Objectives	<ul style="list-style-type: none"> • Reflecting about the importance of Europe in our daily life; • Improving European citizenship and the knowledge about European Union.
Duration	About 60 minutes
Space	Indoor or outdoor
Group size	20-35 people
Materials	<ul style="list-style-type: none"> • One photo device per each group; • Computer/laptop to collect all photos; • Projector to show all photos.
Instructions step-by-step	<ul style="list-style-type: none"> • Divide the group in small groups, about 3 or 4 people per each group; • Give them a sentence to think about it for 5 minutes: <i>“What Europe/European Union means to me?”</i>; • After 5 minutes each group must go outside and take 3 photos of what Europe/European Union means to them. They have 30 minutes to take photos; • Each group must name each photo they took; • Collect all photos and show them to the big group; • The group who took the photo must explain to all participants in which way that photo represents Europe/European Union; • End the activity by asking about the difficulties of the game.

CONTACTS



ASSOCIAZIONE DI PROMOZIONE SOCIALE JOINT

VENUE:

**VIA ANTONIO GIOVANOLA, 25/C
MILAN, ITALY**

TEL: +39 02 56 56 87 79

EMAIL: INFO@ASSOCIAZIONEJOINT.ORG

WWW.ASSOCIAZIONEJOINT.ORG

WWW.SCAMBIINTERNAZIONALI.IT

WWW.YOUTHFOREUROPE.EU

WWW.VOLONTARIATOINTERNAZIONALE.ORG