Youth Activist Toolkit

European Network of Regional and Local Youth Platform
FRG UMBRIA FORUM REGIONALE GIOVANI
CASCAIS
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Introduction to ENRYP II

The ENRYP II project builds on the findings and outcomes of the Erasmus+ ENRYP project led by Umbria Youth Forum in Italy and developed between 2017 and 2019. A key finding was the need for establishing a different kind of network, one more flexible and including several stakeholders. The concept of the network was to be different from the existing traditional ones, such as umbrella organisations composed only of youth organisations or youth representative structures; instead, it should have a multi-stakeholder approach by including not only youth organisations, but also municipalities, Civil Society Organisations CSO, youth workers, youth academics and informal groups of young people.

Current debates and developments in youth participation include the growing importance of self-expression, diversity and social inclusion, how young people learn about participation, and the understanding the concept of new and innovative forms of participation (Crowley, Moxon 2017). The last Commission Staff Working Document (169, 2018) "Situation of young people in the European Union" states that while young people are described as being more disenchanted with politics, especially regarding traditional modes of participation (i.e. those related to the representative democracy), increasing numbers of young Europeans are exploring new routes to political engagement and expression, in particular, those made available by the Internet and the social media. The document also shows how youth participation has become more individualised, ad-hoc and issue-specific. Young people have come to favour more flexible and issue-based forms of participation, being more active in non-governmental organisations rather than in political parties.
The main goal of the ENRYP II is to increase youth social and political

participation in Portugal, Italy, UK, Hungary and Romania in order to achieve positive changes in young people's lives and to build better societies.

The specific objectives of the project are:

- to establish a European network as a common space where young people and also relevant stakeholders exchange practices and explore topics such as youth participation, active citizenship and EU awareness and identity together
- to broaden and deepen the political and social participation and understanding of at least 175 young people at the local and regional level in the 5 countries of the partner organisation
- to enable at least 175 young people to connect with, express their opinions to and influence elected policy-makers, public administrators, interest groups and CSOs within any of the political or social processes affecting their lives.

TARGET GROUPS

The activities will target young people from 18to 30 years of age, both organised and unorganised.

In addition, the following will be involved:

- youth (representative) organisations
- informal groups of young people
- youth workers and experts (researchers, academics)
- decision-makers at the local and regional level
- public authorities and educational institutions
- interest groups on issue-specific topics

The main activities will include the realisation of 3 Intellectual Outputs namely:

IO1 – European Network of Regional and local Youth Platforms – to offer young people a concrete space where they can express themselves and engage in meaningful dialogue with elected policy-makers, public administrators, interest groups, CSOs or individual citizens within any of the political or social processes affecting their lives

IO2 – Good Practices Compendium - a collection of practices that were developed at the local and regional level with a two-fold aim: to develop an active participatory culture among young people and to explore new forms of political and social participation at the local and regional level.
IO3 – Youth Activist Kit – to support young people in acquiring knowledge and understanding of their position in a certain community, to develop social and civic competences such as active listening, learning to learn, a more positive attitude towards active participation, as well as skills to motivate and empower other young people to play a meaningful part in the life of their communities 1 short-term staff training, 3 blended

mobility activities and 6 multiplier events.

The overall impact and expected results during and especially after the project lifetime are:

- increased understanding of young people in the importance of participation in its various forms and of the diversity of contexts in Europe
- more connected young people with their peers at local and transnational level and with policy-makers, public administrators, interest groups within any of the political or social processes affecting their lives
- increased capacity of stakeholders to engage in meaningful dialogue with young people
- more responsible and autonomous young people that are able to take the lead and empower their peers.

[1] *European Commission (2018), Situation of young people in the European Union. Commission Staff Working. Document (SWD (2018) 169 final). URL: https://op.europa.eu/en/publication-detail/-/publication/b6985c0c743f-11e8-9483-01aa75ed71a1 (accessed 26 April 2022).*

Introduction to the kit

“The active participation of young people in decision making and actions at the local and regional level is essential if we are to build more democratic, inclusive and prosperous societies. [...] Participation and active citizenship is about having the right, the means, space and the opportunity and where necessary the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society” – Preamble of the Revised Charter on the Participation of Young People in Local and Regional Life.
In line with the EU Youth Strategy 2019-2027, the Youth Activist Toolkit an output of the ENRYP II project, which focuses on the priority: “promoting projects aiming at engaging, connecting and empowering young people, by strengthening cross-sectoral cooperation, allowing greater synergies across all fields of actions concerning young people, with a special focus on access to rights, autonomy, participation and the active citizenship of young people, including those of risk of social exclusion.”
The Youth Activist Toolkit provides the guidelines and materials for carrying out a Peer training process that aims to provide Youth Activists and future Youth Activists with useful tools and resources help them be active and to participate in society.
The Youth Activist Kit explores the practical side of youth participation not only as a process but especially as a means for young people to acquire knowledge and competencies useful for their personal development and growth in the society. It includes the training content for becoming a Peer trainer, information on how to reach other young people, support on how to organise peer-to-peer sessions at local level based on the experience of partners and young people in the 5 partner

countries of the ENRYP II project. This kit is devised to support young people to acquire an understanding of their position in the community, develop social and civic competences, as well as skills to motivate and empower other young people, leading to a more active participation in the life of their communities.

The Youth Activist Toolkit is divided in two sections:

1. The first section is for peer trainers, to give them the tools to help them understand the peer training process, how to plan and run training, how to engage peers from their community, and, finally, how to evaluate the whole process;
2. The second section consists of a collection of tools/ activities that have been devised by ENRYP II project partners, or that have been developed through European projects in the youth sector. These tools/ activities can be used and adapted for the peer training sessions, so as to achieve the goals of the process.

The Youth Activist Toolkit was developed following input from Focus Groups run with young people in Portugal, Romania, Hungary, United Kingdom and Italy.

Defining the Youth Activist

A Youth Activist is a young person willing to engage in social and political activities, to play a role in change that influences their everyday life. Engagement may take many forms: participating in a youth group, in a CSO at community or wider level, attending and expressing their opinion in public events or on public platforms, taking direct action, and so on. Engagement can be through voluntary activities – be the one off actions or long term. A single action by an Activist cannot change the world, but change comes when people are willing to take small steps to achieve a better world. So, the Youth Activist should always ask themselves: what small steps can I take, and what results can I/ my group achieve?

What drives the Young Activist to take social and political action? It may be because there is a specific cause near to their heart, a local, national or international matter; it may be out of a desire to play a role in the change that surrounds them; to get to know new people and understand their point of view. There are many reasons behind why Activists engage and many ways it can be done. The Toolkit aims to give to young people that are starting in engagement, or who want to begin to engage in society and politics, some key tools for doing so.

What are the qualities of a Youth Activist? Every Youth Activist is different and chooses to take action and engage according to their own hopes and ambitions. Nevertheless, usual characteristics are:

- To be an active listener and voice your own opinion
- To be politically active and aware of the issues affected their community

- To be dedicated and committed
- To have courage
- To care about the wellbeing of other people (altruistic) and be empathetic
- To be informed
- To be open-minded and open to change
- To be creative and dynamic
- To be understanding to other point of views and opinions
- To able to establish constructive conversations and be open to compromise
- To be curious and passionate
- To be tolerant to other people's point of view;
- To not be afraid to ask for help;
- To care about their mental health and the mental health of others;
- To be able to identify the vulnerabilities in people, and be ready to protect them;
- To be resilient

DOs and DON'Ts of the Activist

As in the characteristics of the Youth Activist, the DOs and DON'Ts vary from case to case. Nevertheless, here are a few general DOs and DON'Ts that are advisable for being a successful Youth Activist.

DON'Ts	DOs
• believe your opinion is the only correct one • reduce your activism to liking an idea/ person/ opinion/etc. • be scared of taking action alone • underestimate the power of small actions • take any information for granted • believe in what everybody believes/says • try to achieve change alone	• stay open to listen to other opinions and keep a flexible mindset • show your activism by getting informed and further investigating a cause or topic, and take action • take yourself out of your comfort zone • adopt small daily actions that have a positive impact on your family, friends, community • pay attention to the source of information, and analyse different points of view on a specific topic

• underestimate the power of your opinion • be afraid to make mistakes, or quit activism after making a mistake • get discouraged when your activism seems useless • be fixated with power and boss around your peers • discriminate and leave people behind	• form your own opinions based on facts, and don't be afraid to see things differently • establish relationships with existing groups, and create synergies to achieve common cause • engage with decision makers at all levels to give your opinion • learn from mistakes and improve your actions • adapt your activism and continue believing in your cause, change takes time • believe as strongly as possible in your cause, otherwise, how can you convince others? • empower others, especially those who are most marginalized

Learning Outcomes

The Peer Trainer(s)

To be able to:
- define a Youth Activist
- define and apply peer training;
- identify trainees/ potential young activists among their community
- select the appropriate training material from the Toolkit
- use the training materials included in the Toolkit, to deliver peer to peer sessions
- evaluate the outcomes of peer sessions

The Peer Trainer(s)

To be able to:	Training Material
• define the Youth Activist	TM 2.1
• identify their interests and define their objectives for the training	TM 2.1
• explore their identity	TM 2.1
• select a cause to promote	TM 2.2
• plan an action	TM 2.2
• describe the structures of democratic processes	TM 2.3
• identify the spaces for intervention in their community	TM 2.3
• identify the stakeholders in the community – that are relevant for the action they want to lead	TM 2.3
• establish a dialogue with the identified stakeholders	TM 2.3
• structure an advocacy campaign	TM 2.3
• establish a positive relation with others	TM 2.4
• adapt a communication and relationship strategy according to the context	TM 2.4
• identify the characteristics of the questioner(s)	TM 2.4
• adapt communication according to the questioner (s)	TM 2.4
• be flexible and open to compromise	TM 2.4
• speak in public	TM 2.4
• manage conflict with co-activists	TM 2.4

The Peer Trainer(s)

• manage conflict with community representatives	TM 2.4
• identify different communication formats	TM 2.5
• define and identify the main forms of social media	TM 2.5
• select trusted information	TM 2.5
• identify fake news (online and offline)	TM 2.5
• define a stereotype	TM 2.5
• identify stereotyping in online communication and public action	TM 2.5
• identify and counter-act hate speech	TM 2.5
• take online action	TM 2.5
• promote human rights, democracy and freedom of expression	TM 2.5

1. A Guide for Peer Training

1.1 Peer training and the learning environment

What is a peer?

A peer is a person who is equal to others. In the context of a peer training activity, the peer is both an educator and a learner, because they have something to teach to others, and also something to learn from others. Peer training is, therefore, a process where a group of peers – in our case, young people – gather to share and build ideas, practices, explore opportunities and come up with practical responses. The process aims to foster dialogue and develop innovative ideas among the group, so that they can improve their skills, knowledge and competences, to inspire each other and maximize each other's potential.
Peer training is based on non-formal learning and informal learning. It is a process that happens outside of a formal school or university setting, and is based on experiential learning that foster competences and experience among the learners.

Table 1 - Learning methods

Formal learning follows a syllabus and is intentional in the sense that learning is the goal of all the activities learners engage in. Learning outcomes are measured by tests and other forms of assessment.

Non-formal learning takes place outside formal learning environments but within some kind of organisational framework. It arises from the learner's conscious decision to master a particular activity, skill or area of knowledge and is thus the result of intentional effort. But it need not follow a formal syllabus or be governed by external accreditation and assessment. Non-formal learning typically takes place in community settings

Informal learning takes place outside schools and colleges and arises from the learner's involvement in activities that are not undertaken with a learning purpose in mind. Informal learning is involuntary and an inescapable part of daily life; for that reason, it is sometimes called experiential learning. Learning that is formal or non-formal is partly intentional and partly incidental: when we consciously pursue any learning target we cannot help learning things that are not part of that target. Informal learning, however, is exclusively incidental.

To learn more visit Europe Goes Local

Source: Council of Europe

The peer trainer

In this context, one of the members of the group takes on the role of facilitating the peer training activity. They are in charge of delivering a positive session, ensuring the personal growth of the participants, and achieving the learning objectives.

The Peer trainer is:

- Sensitive to their peers' learning and growth needs;
- Able to support their peers to identify their own strengths, to learn from their experience and to take actions;
- Able to support the development of new learning in their peers;
- Able to nurture shared knowledge and increased independency.

[2] *This section has been adapted from SE-HUB – Empowering Change-makers: Youth Social Entrepreneurship and Social Innovation in the Citizens Sector Erasmus+ project result Peer Coaching Session Guide.*

Peer training in practice

Peer training is designed to be delivered in sessions: it may be necessary to organise several sessions, or it may be enough to have just 1-2 sessions. This depends on the group, on the objective of the learning activity, and on the outcome of each session.
The peer trainer should make use interaction with and between their peers, to provoke active participation and personal commitment. The sessions are aimed at mobilizing the resources of the participants (including experience, personal qualities and skills) towards reaching shared goals.

Organizing a peer training session - Recommendations:

- The session should not be longer than 2-3 hours. Make sure that some of the time is dedicated to share concepts and knowledge, and the remainder of the time is dedicated to activities and development of ideas;
- Divide sessions into several blocks (approx. 45 min. each) with 5 minutes breaks for refreshments and informal conversations;
- Room setting: think in advance about the room size (at least 2 sq. per person), equipment (multimedia, supplies, whiteboard or flip chart etc.), technical equipment (internet connection, video-conference facilities) and others (such as print-outs, snacks, tea and coffee for the breaks etc.)
- Take into account the importance of the first training session. It is pivotal to set the general atmosphere of the whole process, to allow all peers to know each other, and to define common goals. The Toolkit suggests several ice-breaking and setting goals activities, that are meant to help you plan the first session adopting a participative approach.

Develop listening skills:

- Give each peer your whole attention while they speak: look at him/her directly, avoid being distracted by outside factors or inner thoughts
- Show them that you are listening: give both verbal and non-verbal signs (smiling, nodding, and other facial expressions), mind your body language, encourage speaker to continue
- Provide feedback: try to paraphrase or clarify the statement
- Don't judge: avoid hurtful comments, don't interrupt with counter arguments
- Respond appropriately: Be candid, open and honest in your response
- Use: clarifying, paraphrasing, summarizing and empathy

Know how to ask:

Asking the right questions is a key element for the success of the peer training session. Try to avoid vague, generic or "yes or no" questions that don't allow the development of discussion. Make sure that your questions engage all participants and inspire greater creativity and commitment. Examples of "power" questions:

1. Question for evaluation:
    - What do you think about this situation?
    - What are the challenges?
    - What are the opportunities?
    - What additional information do we need?
2. Questions for taking actions:
    - What actions could be taken (rather than what is wrong and who is to blame)?
    - What are the next steps?
    - What challenges do you anticipate and how they can be addressed?
    - What support will you need? Where can you get it from?

Table 2 can support you to structure the Peer Training Process.

Table 2 - The Peer Trainer’s checklist

- How often will we meet?
- How we will communicate? (in person, conference call, Skype, WhatsApp etc.)
- How long will our peer training session be?
- For how long (approximately) will we meet (few weeks or few months)?
- What are our goals?
- How will we monitor to see whether our outcomes align with our goals?
- How we reschedule meetings (if unforeseen circumstances prevent to meet as per plan)?
- How will we provide feedback?
- How will progress be tracked and evaluated?
- How do we determine success?

Source: adapted from the Peer Coaching Session Guide – SE-HUB – Empowering Change-makers: Youth Social Entrepreneurship and Social Innovation in the Citizens Sector Erasmus+ project

1.2 Engaging peers [3]

Who are the peers?

Now that you know better what peer training is... how to engage your peers in the process?
We gave a general definition of peers in general, but let's now get more concrete. The peers that take part in the process should be young people who wish to engage in youth activism, to contribute to making their community better, but lack the support and the tools to do so. You may know them in your everyday life: they may be classmates or university colleagues, they may be neighbours, they may be friends, or belong to your same association or youth group.
The overarching goal of the peer training process is to bring together young people who want to bring change in their community: as peer trainer, your goal is to support them in doing so.
Recruiting peers to take part in the training entails presenting the opportunities that the process will offer to them, and to do so, you first and foremost need to be clear what the general achievements that you would like to obtain through the peer training. In Table 3 you can find a set of questions to help you define such goals.
Please bear in mind that there may be, among the peers that you identify/ involve in the process, young people with vulnerabilities of different kinds: a form of disability, belonging to a minority group, socio-economic vulnerability (NEET or family reasons), etc. For effective inclusion of such peers, it is important to let them express their opinion on the training process, and allow them to make constructive criticism if they feel the activities are being developed in a way could exclude them. A good practice is to create a shared moment of assessment on the session at the end of each training where each participant expresses their opinion. In this way, if some peers feel excluded or under motivated, the issue can be addressed collectively in a positive way. Please refer to the next section concerning the assessment process.

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[3] *This section has been adapted from CIVCIL – Competent in Volunteering, Competent In Life Erasmus+ project Erasmus+ project result Volunteer Management of Vulnerable Youth.*

Tips

(1) Start to create a group of peers that you know well, that can then outreach to a wider group;
(2) If you have difficulties in reaching out to peers, ask your youth association or reference association to support you;
(3) The suggested numbers for your peer group is minimum 5 and maximum 15. If the group exceeds such number, you can:
a. Split the group in two;
b. Find a second or third (no more) peer trainer to work alongside you
(4) Once the first session ends, keeping the engagement high may be a challenge. For this reason, it is important to end each training session with some very simple task for each participant, so that they will be motivated to come to the next session. Adjust sessions to the specific needs of the group, making sure they don't overwhelm peers with too much work, or bore them with too few achievements.

Table 3 provides a few questions that help you define the profile of the potential peers that can take part in the Peer Training Process.

Table 3 - Identifying the Peers

What are the expectations from the peer training process?

What groups of young people are in the community where I live/ work?

What do I know about them?

What are their characteristics? Are there young people that belong to a vulnerable group (e.g. have a disability, belong to a minority, NEET etc.)?

If the peers belong to a youth organization, what are the needs of the organization?

If the peers do not belong to a youth organization, what do you think are the needs of the peers that you aim to involve and their communities?

What do you think the peers will expect from the training process?

What kind of opportunities and benefits can the training process offer to the young peers involved?

Source: adapted from the Volunteer Management of Vulnerable Youth booklet – CIVCIL – Competent in Volunteering, Competent In Life Erasmus+ project. Adapted from FITT - Presentation FITT - ANOSR

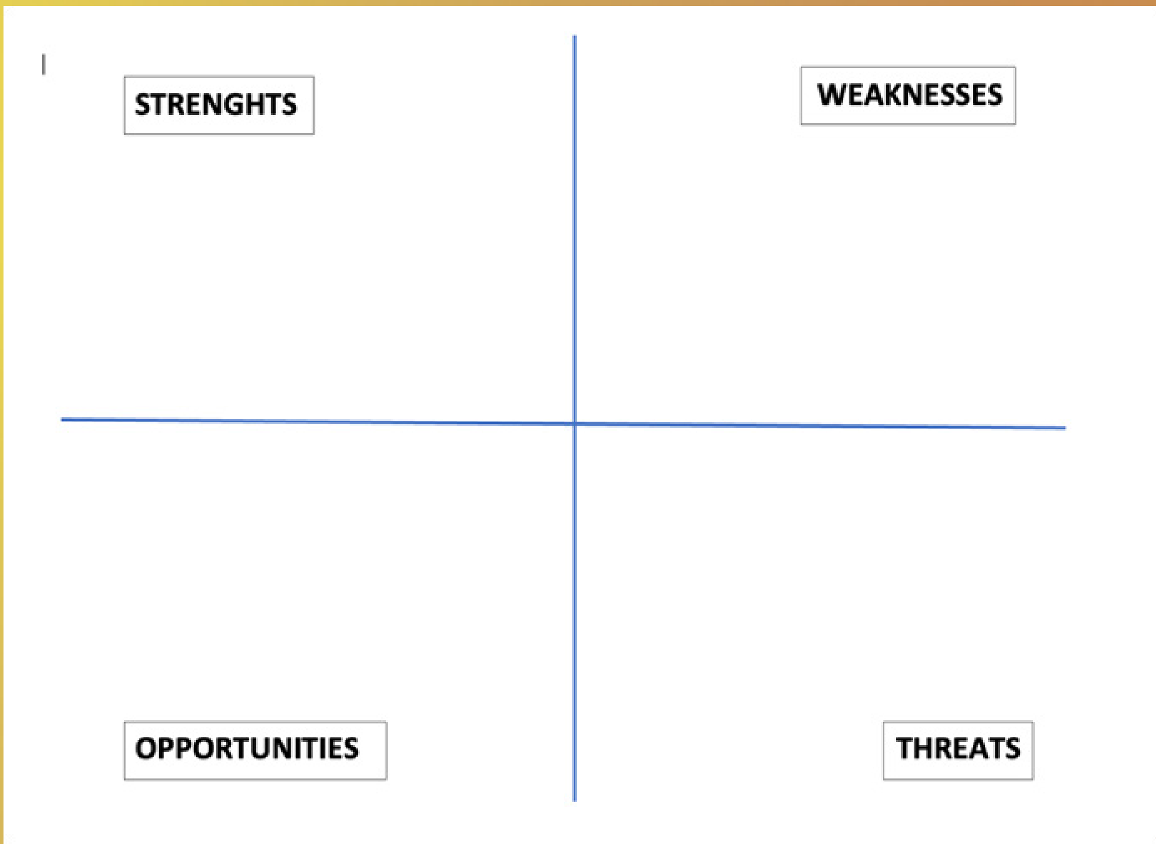
1.3 Evaluation

Why to evaluate?

Any activity should end with some form of evaluation, especially when it comes to a learning activity.
Each peer training session should end with a reflection that allows all participants to become more aware of their learning process. This moment is also useful to collect feedback on the training process, to see if the common goals are being achieved, and if there are areas of improvement for the coming sessions. Table 4 and 5 propose two simple activities to run a brief group evaluation process.

Table 4 - SWOT Analysis

The peer trainer can run a simple SWOT analysis at the end of the peer training process, or at the end of each session, to collect feedback on the validity of the session(s), and understand what needs to be improved for the next process or session. A SWOT analysis means collecting feedback from the peers. To do this the peers can work in group on one single section, or collectively on the 4 sections.



Strengths represent the aspects of the training that have been positive and/ or successful.
Weaknesses represent the areas on which there needs to be more improvement, and further work.
Opportunities are very important: they give open space for further improvement, or for addressing issues/ topics that haven't been yet addressed. Opportunities can also represent aspects of the peer training process that can be adapted in new forms in the future, and can ensure a continuity to what has been learnt.
Finally, Threats represent aspects that may negatively affect the training process, or the implementation of what has been learnt through it.

Table 5 - Assessment questionnaire

A simple way to assess the results of the peer training process or a single training session is through a questionnaire. The questionnaire can be answered in group, opening a constructive debate among the peers; it can be answered singularly by each peer; it can be answered in small groups, so that there still is a debate among the different participants. The peer trainer should be able to structure the questionnaire according to the training session. Nevertheless, in preparing the questionnaire make sure to address the following points:

- Learning outcome of the training process/ training session: have the peers learnt new things during the training? – make sure they specify what
- Was the training interesting for the peers? – make sure they specify why
- Has the training been effective? – make sure the peers have gained new knowledge and developed new points of view
- How will the peers apply their new knowledge beyond the training process? – make sure to ask for examples, and see if there can be collaboration among the peers in the future
- Was the setting of the training ideal for the peers – this question concerns the method of delivery, for example, an online or face to face training, the location, the tools and technology used, etc.
- What was the preferred tool/ new knowledge for each of the peers? – in this way the peer trainer can also collect feedback on the validity of the tools included in the Toolkit.

If it becomes clear that there are some areas of improvement, it is important to develop a brief strategy together on how to address it. Peers can also develop and share ideas in the time between one session and the next, and the peer trainer should be able to combine and represent the suggestions from their peers into a strategy to propose and adopt in the following sessions.

Assessing the Activist

At the end of the peer training process, the newly developed competences of the Youth Activists should be assessed through a self-assessment and/ or group assessment process. Specifically, Table 6 provides a scheme that peers can use at the end of the Peer training process. The Learning outcomes of the Peer training process are organised in areas of competence. The peer(s) should be able to assess the extent to which they have developed the new competence (from 1 to 10) and explain their answer. For each area of competence, if they rated their new level of competence over 5, they receive a badge that "certifies" their new abilities and knowledge. The competences can be selected or modified according to the focus of the specific Peer Training process.

Table 6 - Self-assessment of the Activist's competences

1. Self-awareness
   Grade: ____________
   Explain your grade:

____

____

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____

2. Participation
   Grade: ____________
   Explain your grade:

____

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3. Teamwork
   Grade: ____________
   Explain your grade:

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4. Action-taking
   Grade: ____________
   Explain your grade:

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5. Planning (an action)

Grade: ___________

Explain your grade:

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6. Communication

Grade: ___________

Explain your grade:

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7. Community engagement

Grade: ___________

Explain your grade:

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8. Media and Information Literacy

Grade: ___________

Explain your grade:

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2. Materials for the Peer Training sessions

The activities and tools contained in this chapter are meant for two purposes:

- To provide the Peer trainer with relevant and useful material to structure their Peer training process;
- To provide the Youth Activist with important reading resources for further information.

Most activities provided are meant to be applied to a peer learning setting with a group of Youth Activists. A few activities can also be carried out individually, and each section contains also informative material that can be studied and analysed both in a group or individually.

It is possible to use all the tools, or just to select the most useful ones according to the goals of the peer training process. They can be selected during the first peer training session, after the peers have set their goals for the training.

2.1 Introduction

Introducing the peers [4]

It is very important, when running this introductory session, to keep a balance between the personal interests and objectives of each peer, and the general objective of the peer training process. Indeed, this session is intended for peers to present themselves, and to set common goals for the sessions. Nevertheless, the Youth Activists should be guided towards expressing personal interests and needs that are in line with the common goal of the ENRYP II project, which is fostering youth participation and civic engagement actions. Therefore, if peers tend to be too individual when assessing their goals, it is important to guide them back to the main purpose and topics of the sessions.

- Step 1: Greeting from the peer trainer, brief summary of what is planned for the day, and outline the learning goals of the session;
- Step 2: Encourage peers to introduce themselves: what are their names and some basic facts about themselves. You may use several icebreaking games from Table 7.

[4] *This activity has been adapted from the SE-HUB – Empowering Change-makers: Youth Social Entrepreneurship and Social Innovation in the Citizens Sector Erasmus+ project result Peer Coaching Session Guide*

Table 7 - Icebreakers

a. Double Letter

1. Ask participants to sit in a circle.
2. Ask participants to think of an adjective that begins with the first letter of their name, e.g. "Devilish Deidre" or "Awesome Anthony". Use last names if the participants are familiar with first names.
3. Ask them to keep the adjective a secret until it is their turn to share their name with the group.
4. Introduce yourself with your double-letter name and then ask the person to your right to introduce themselves, using their double- letter name. The person to your right then introduces you, themselves, and then asks the person to the right, etc.
5. This process continues until the last person in the circle re-introduces all the rest of the participants to their left and themselves.
6. The game is over when all participants have been introduced by their double-letter names.

b. 2 truths and 1 lie

Peers are given 5 minutes to write two truths and one lie about themselves. Then two circles are created so that all peers can interview each other for 2 minutes each. All participants must say what they wrote and defend their lie as if it were the truth so that the other participants cannot discover the lie. At the end of the interviews, each young person says aloud to the others what they wrote and the rest of the group try to identify the lie and the truth. The participant at the end reveals what their lie is.

c. Presentation | active listening

In a circle, each peer tells the group a quality/talent and something they enjoy doing. When every peer has told the group of a quality and an activity they enjoy go round the circle again. Every peer is asked to re-tell the quality/ talent and the enjoyed activity of the person to their left (or other location). In this way, the focus is on the importance of actively listening to the other.

- Step 3: Brief explanation of the principles of Peer training, stressing how important it is that all peers give their contributions for reaching common learning goals;
- Step 4: Encourage peers to perform a quick assessment of their skills, competences and personal learning objectives

Table 8 - Introduce Yourself

DURATION: 10-15 mins. For individual work + 10 min. for debriefing

Using a flipchart/ whiteboard, create 4 sections, one for each of the following questions:

- What can I do better than most others? Competences of any kind!
- What part of my study career or job I like and what not so much? What is my favourite routine/ activity? What is my least favourite?
- What are the qualities, skills and competences that I don't have, but would like to have?
- Is there something that I absolutely refuse to do?

Distribute some post-its, on which peers should write the reply to the questions, and have them attach the post-it on the flipchart/ board.

For debriefing, try to summarise the competences and skills of the group, and the learning objectives expressed. Thinking about the planned activities for the day, highlight what you are going to work on, and what you are going to leave to another session.

- Step 5: Make a mapping of the qualities, competences and skills of the whole group, based on each individual assessment. Analyse what are your strengths and weaknesses as a group, what are your most common competences and skills and where you may need external help.
- Step 6: As a final step, discuss and formulate personal and group goals for your peer training process, considering the insights that you gathered about each participants' skills, competences and interests. Analyse the feasibility of those goals and what you may need to achieve them. If you find it useful, you can refer to Table 9.

Table 9 - The GOALs Table

The table below is intended to support the peer trainer in organising the personal interests and goals of peers, in concrete objectives for the peer training sessions. The last column can be filled at the end of the first session, in a participative manner, by presenting to the peers the activities included in the Youth Activist Toolkit. The participative approach will ensure the achievement of common goals and a better awareness of the learning process in peers.

GOAL	SPECIFICS	TARGET	IMPACT - MEASURABILITY	SELECTED TOOLS FROM THE TOOLKIT
What do you want to achieve?	What? Why? Where? When?	- Who/what should your objective address? - Who will benefit from it (beneficiaries)? - Who should you involve to support/ make your goal attainable?	- What a would you like to see change, and how? - How will changes be measured?	

Our identities [5]

For a young person, it is very important to understand their identity, and how it changes through experience and time. This sub-section can be adopted in the peer training sections, so that each peer becomes more aware of their position and role in their community, of how they can contribute, of the support they can count on, and, most importantly, of the identity of the other peers.In this section, you find three Tables:

- In Table 10 you can find a group and self-reflection set of questions, to facilitate the introduction of the concept of identity and give a definition of personal identity;
- In Table 11 you will find some key words to help you clarify and define certain concepts pertaining identity;
- In Table 12 you will find practical definition of identity and identity levels: you can use these definitions during the session.

[5] *This section makes use of part of the document IDENTITY RESOURCE PACK, developed by Youth Focus North West*

Table 10 - Working on Identity

DURATION: 30 mins.

To start up the conversation on Identity, you can ask to the group questions such as:

- How often do you get involved in talking about identity?
- What is your identity made up of?
- Do you see yourself represented in the media?
- How does your identity effect your daily life?
- When did you first start thinking about who you are? When did you first start noticing race/ gender etc.?
- What challenges have you faced because of your identity?

How to develop your identity

Now give a moment to each member of the group to assess their own identity, by posing these questions:

1. Do I say yes to make others happy?
2. What are my strengths?
3. What brings me happiness?
4. What are my values? Do I live my life accordingly?
5. Do my choices reflect my own interests or someone else's?

Table 11 - Identity Key words

Non-normative Something that usually goes against what is considered to be normal. For example, a non-normative approach to dressing children could be boys only wearing pink and girls only wearing blue.
Heteronormative The belief that male and female gender identities and heterosexual attractions to one another are considered the ‘norm’.
LGBTQ+ Lesbian, Gay, Bisexual, Transgender, Queer or Questioning. The ‘+’ communicates that the community expands to other gender and sexual identities.
Binary/Non-Binary With regards to gender, it is used to describe either being male or female. Non-binary genders are those who do not feel that either male or female assignments express who they are.
Equality Fair treatment for all.
Stereotyping The characterising or labelling of an entire group of people because of the sharing of the same behaviour and features.
Nationality The status of belonging to a particular nation.
Race The idea that the human species is divided into distinct groups on the basis of inherited physical and behavioural differences.
Ability/Disability Ability shows you have the resources to perform well at something, while Disability demonstrates the limits or challenges a person faces.

Table 12 - Defining identity

What is identity?

Identity is what makes us US. It is how we see ourselves, our sense of belonging and our place in the world. Everyone has multiple identities that often overlap and intersect to form who you are. People's identities are similar in some ways and different in others.

Why is identity important?

Identity is important because it makes up our sense of self. It also can create a sense of belonging when we find people with similar identities or have things in common with someone. Your identity is what you make of it. There are stereotypes and assumptions about people based on a single characteristic. For instance, being a girl doesn't necessarily mean you like to play with dolls.

Social identity

KINSHIP

Most people realise that kinship is central to social identity. Your relatives are your "kin" and most people get their last name from their family of origin.

ETHNICITY AND NATIONALITY

Defined as a classification of belonging to a particular group based on a similar cultural tradition.

SELF ESTEEM

A person's overall sense of self-worth or personal value. In other words, how much you appreciate and like yourself.

RELIGION – ABILITY/ PERFORMANCE – POWER - MORALITY

Public Identity

APPEARANCE

Being aware of your appearance. This is not a uniquely western perspective. Cultures all over the world engage in different attempts to improve appearances and enhance personal beauty.

STYLE

Everyone has a particular way of speaking and moving. These things make up a person's style. Your style can be ever-changing and it makes you YOU.

PERSONALITY

Personality theories attempt to account for individuality based on differences among personalities. Personalities are enduring and they don't change easily.

Private Identity

THOUGHTS

Most of our thoughts stay private unless we choose to share them. We will have thousands of thoughts a day, most of them passing us by and not realised unless we act on them.

FEELINGS

What you feel is unique to you. Your pain and feelings are always valid because they are yours. People will feel the same thing differently.

DAYDREAMS

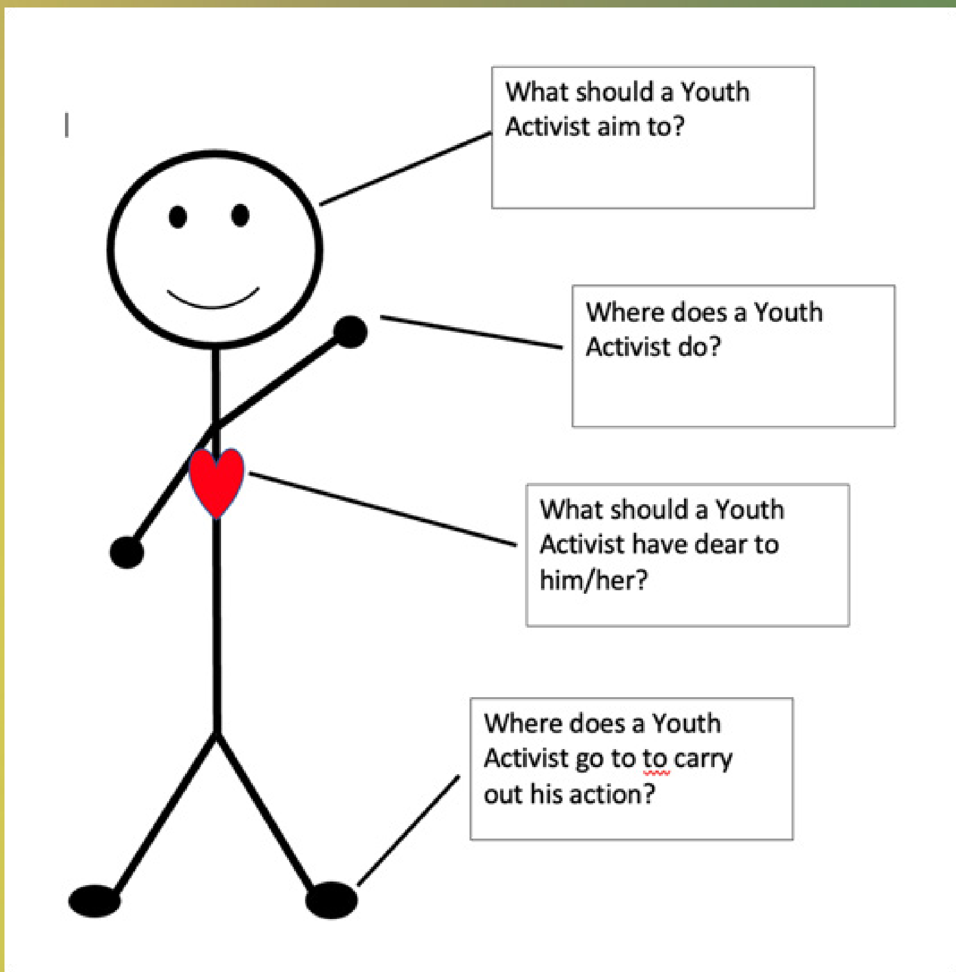
Personality theories ask who would you be without your daydreams and fantasies. Fantasies are typically private.

What does a Youth Activist look like?

It is now time to introduce to the peers the Youth Activist, as described in the introduction to this Toolkit. Before explaining his/her characteristics, goals, DOs and DON'Ts, though, the peer trainer can ask to the peer Youth Activists to brainstorm their own definition, using the activities in Table 13.

Table 13 - Defining the Youth Activist

Ask the peers to answer to each of the questions for giving shape to what a Youth Activist should look like. You can draw this figure on a board/ fli-pchart – just make sure it is gender neutral, and allow all peers to come up to the board/ flipchart to give their contribution.



2.2 Taking action and promoting action taking

Now that all peers know each other, it is important to define how they can become Youth Activists. This section includes contents and tools that will support them in planning their actions for civic engagement and activism in their community, at regional/ national level, and European level.

Choosing a cause

First of all, in order for young people to take action, they need to have clear in mind what social change they aim to promote.

What does promoting change mean? Why should young people take action to bring about change? First of all, young people should be more aware, and be able, to influence the societal development around them. They should be able to take part in the policy making debates that directly concern them. They should be able to work towards a fairer society, and contribute to creating a future where everyone can flourish – regardless of their background, race, religion, gender, class or disability.

Where to start to bring about change? A good way to begin is to think about where the action for change should end, where is the destination. The Youth Activist should map out how they want to bring about change, by imagining their vision of the future.

Let's begin with an exercise on... taking a position! The activity in Table 14 is aimed at this precisely.

Following, in Table 15 and 16, you will find useful resources to discuss about change, how it comes about and what can be the role of the individual in promoting it.

In Table 17 you will find an activity to help the group of Youth Activists sorting out the cause or causes that they will take action on!

Table 14 - Where do you stand?

DURATION: 40-50 mins.

MATERIALS:

- Role cards
- An open space (a corridor, large room or outdoors)
- Tape or CD player and soft/relaxing music
- A hat

LEARNING OBJECTIVES: To use and develop skills of discussion and argument; To foster respect and open mindedness

PREPARATION (for Peer trainer):

- Read the instructions carefully. Review the list of "situations and events" and adapt it to the group that you are working with.
- Make the role cards, one per participant. Copy the (adapted) sheet either by hand or on a photocopier; cut out the strips, fold them over and put them in a hat.

Source: *Compass – the Human Rights Education manual*

Where do you stand?

INSTRUCTIONS:

1. Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence.
2. Ask participants to take a role card out of the hat. Tell them to keep it to themselves and not to show it to anyone else.
3. Invite them to sit down (preferably on the floor) and to read carefully what is on their role card.
4. Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:

a. What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?

b. What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?

c. What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays?

d. What excites you and what are you afraid of?

5. Now ask people to remain absolutely silent as they line up beside each other (like on a starting line)
6. Tell the participants that you are going to read out a list of situations or events. Every time that they can answer “yes” to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.
7. Read out the situations one at a time. Pause for a while between each statement to allow people time to step forward and to look around to take note of their positions relative to each other.
8. At the end invite everyone to take note of their final positions. Then give them a couple of minutes to come out of role before debriefing in plenary.

DEBRIEFING:

Start by asking participants about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

- How did people feel stepping forward - or not?
- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- Did anyone feel that there were moments when their basic human rights were being ignored?
- Can people guess each other’s roles? (Let people reveal their roles during this part of the discussion)
- How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?
- Does the exercise mirror society in some way? How?
- Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
- What first steps could be taken to address the inequalities in society?

Source: Compass – the Human Rights Education manual

Where do you stand?

TIPS FOR FACILITATOR:

If you do this activity outdoors, make sure that the participants can hear you, especially if you are doing it with a large group! You may need to use your co-facilitators to relay the statements.

In the imagining phase at the beginning, it is possible that some participants may say that they know little about the life of the person they have to role-play. Tell them, this does not matter especially, and that they should use their imagination and to do it as best they can.

The power of this activity lies in the impact of actually seeing the distance increasing between the participants, especially at the end when there should be a big distance between those that stepped forward often and those who did not. To enhance the impact, it is important that you adjust the roles to reflect the realities of the participants' own lives. As you do so, be sure you adapt the roles so that only a minimum of people can take steps forward (i.e. can answer "yes"). This also applies if you have a large group and have to devise more roles.

During the debriefing and evaluation, it is important to explore how participants knew about the character whose role they had to play. Was it through personal experience or through other sources of information (news, books, and jokes?) Are they sure the information and the images they have of the characters are reliable? In this way you can introduce how stereotypes and prejudice work.

This activity is particularly relevant to making links between the different generations of rights (civil/political and social/economic/cultural rights) and the access to them. The problems of poverty and social exclusion are not only a problem of formal rights – although the latter also exists for refugees and asylum-seekers for example. The problem is very often a matter of effective access to those rights.

ROLE CARDS

SITUATIONS AND EVENTS

Source: Compass – the Human Rights Education manual

Table 15 - Theories of change: Government policy vs. wider change

There are two main routes to achieve change and your vision for a better world. The first is through government policy, which can be influenced through advocacy and representation. The second is through wider cultural change. Both use different theories of change to transform society.

Changing Government policy

Campaigning to change government policy is a way of planning and implementing work that can lead to changes in laws, institutions and governance at a local, national or European level. This theory of change works with the mechanisms of state or political institutions – including politicians and government officials – to achieve positive changes for society. It is commonly known as an insider approach to change. I.e: Through ongoing collective action, women's movements in Europe worked with the state and political institutions to achieve their right to vote. While there are women who still don't enjoy this right in Europe, including migrant and undocumented women, overall this is a policy that has been achieved by women's movements through an insider approach.

Advocacy

Individual citizens and organised civil society can express their needs and preferences to policy makers. By giving governments information on our situation and by suggesting policies that can solve their problems, we can influence decisions.

Representation

Ensuring minorities and disadvantaged groups are represented in institutional decision-making bodies is very important. Minority voices can speak on behalf of their population and ensure issues impacting on that group are heard and taken seriously

For young people, representation in legislative bodies (e.g. younger Members of Parliaments) or mechanisms of co-decision (e.g. the advisory council on youth of the Council of Europe, where a panel of young people participates in decision-making in youth policy) are very important.

Changing culture

The world is a complicated mechanism. It is governed by the state and political institutions. But it is also powered by people making their own choices outside these official structures.

Taking action for change at the cultural level involves building the power of people to raise the standards of what we believe is possible – not through formal structures like the law, but through our own personal choices and the changes we can make in our collective consciousness. This is commonly known as an outsider approach. I.e: If we look at the history of the women's movements again, we will find that before voting became a right legislated by governments, women's movements popularised the idea and vision of an equal society where everyone could take part in the government of their country, directly or through freely chosen representatives.

Women's right to vote has not only been legislated for but, it is understood as a moral obligation by most people in society.

Most often, achieving our visions for a transformed society involves taking a combination of insider and outsider approaches. If you do not have much power to make a change when you begin your campaigning, you need to build your power first. This is the stage when you take an outsider approach to win hearts and minds to your cause and change the discourse on the issue you're fighting for.

When you have enough power, you can take an insider approach to influence government policy knowing you have built enough collective power to hold the decision-makers account and ensure the legislation has the effect you are looking for. Over time, movements alternate between these approaches to make progress.

Some questions for reflection:

- Think about the changes that have happened in the past on your issue. What have been the role of insider and outsider approaches in making those changes? You may need to do some research!
- What approach do you think is needed now to make progress on your issue?

Source: A Guide to Change, developed in the framework of The 25 percent project

Table 16 - How can change happen?

TOTAL DURATION OF ACTIVITY:
20-30 mins. Can last less or more, depending on the adaptation by the group.

Throughout history, people just like you who have seen injustice in society have taken action to change the world. Understanding and remembering the stories and struggles of those who came before us can help us learn from their mistakes and successes, as well as inspire us to build on what they have already achieved.

Below are some examples of recent struggles for liberation from across Europe: can the group think of other ones? Maybe coming from your own community?

Les Gilets Noirs – France
Calling themselves the 'largest collective of undocumented migrants', Les Gilets Noir organises peaceful, large-scale direct actions to raise awareness of the French immigration system, including how it detains more people than anywhere else in Europe.
The group makes demands on the French government to change its policies and fights for migrants' rights and racial justice.

Disabled People Against the Cuts – UK
DPAC was created in 2010 to protest cuts to social security enacted by the Conservative-led government after the financial crash of 2008. The group organises against government cuts, austerity and erosion of human rights, and demands full rights and equality for disabled people. According to the campaign's website: 'It is for everyone who refuses to stay silent about the injustices delivered by wealthy politicians on ordinary people and their lives.'

Zlarin, a plastic-free island – Croatia

In 2018, a group of young citizens on the Croatian island of Zlarin decided to take action to reduce the use of single-use plastic in their community. They got their local authority on board and started talking to supermarkets, restaurants and bars, convincing them to sign up to the Zlarin Without Plastic Charter. Today all businesses on the island are following the Charter.

Right2Water ECI – Europe

A European Citizens' Initiative (ECI) is an instrument that gives citizens the chance to put a topic on the political agenda of the EU by collecting one million signatures in seven EU Member States. In May 2012, the Right2Water campaign was the first to achieve this goal. Its campaign brought the human right to water and sanitation to the attention of the Commission. In December 2020 the revised Drinking Water Directive of the EU ensured higher quality standards for water intended for human consumption.

Pro-Choice Campaigns – Poland

In response to the Polish constitutional tribunal ruling that would result in a near total ban on abortion, campaigners came together to organise mass protests across the country. The women and their allies blockaded major roads, disrupted church services, as well as organised advice and funding for international travel for women to receive abortions in other countries.

Ban Unpaid Internships – Belgium and Europe

The European Youth Forum lodged a legal complaint on the issue of unpaid internships in Belgium. The complaint sought to challenge and ultimately change Belgian legislation, seeking a legal decision that will set a precedent across Europe and beyond to make this unfair and discriminatory practice illegal.

Source: A Guide to Change, developed in the framework of The 25 percent project

How can change happen?

#MeToo movement – worldwide

In 2017, women responded to the news that movie mogul Harvey Weinstein had been accused of multiple counts of sexual abuse by sharing their own stories using the hashtag #MeToo. It became a global movement and sparked significant change on the policy level. In November 2018, the General Assembly of the United Nations adopted its first resolution exclusively dedicated to the fight against sexual harassment. Two years later, the International Labour Organisation (ILO) approved the Violence and Harassment Convention and Recommendation. This established the right of everyone to a world of work free from violence and harassment. The #MeToo movement shows how digital activism can drive change in society.

Source: A Guide to Change, developed in the framework of The 25 percent project

Table 17 - Sorting out a cause

For sorting out the cause you want to act upon, you can go through a brainstorming group activity.
DURATION: 30 to 40 minutes
MATERIALS: flipchart/ A3 papers; coloured markers, post-its
Distribute the post-its to the peers. On the flipchart/ A3 papers dedicate a paper to each of the points below, and ask participants to write their answers on their post-it. They should write maximum 3 answers per question:

a. What does an issue look like?

- What are the aspects of your daily life you would like to change the most?
- If you believe these aspects also affect negatively other people's lives, keep them on the flipchart/ A3 paper.
- Can you identify the social issues behind these aspects?
- Are they issues that you have the power to contribute to change?

b. What is the group interested in?

- What are you most passionate about?
- What is the biggest obstacle to your vision of the future?

c. Mapping out the territory

- What organizations (associations, advocating groups, NGOs, etc.) are there in my area that tackle causes of social interest?
- What opportunities are there for me to work with other people and organisations to make the change I would like to see?

Find common points among the replies of all participants: does the group point towards a few relevant causes to be active for? Whatever issue the group chooses to focus on, it should be something that makes them feel emotional and inspires them. These feelings will help drive their engagement and make their actions more effective.

Try to find a cause that is coherent with your area, and try to identify other groups that work for the same or similar causes. In this way, your activism and engagement will benefit also from synergies and cooperation, become more long-lasting and impactful.

Source: A Guide to Change, developed in the framework of The 25 percent project

Table 18 - Change Makers Story Canvas

The Changemaker Story Canvas is a powerful tool to empower young people in their decision making. As all youth workers probably know, young people can be very indecisive sometimes. In one moment they know what they want and in the next moment they don't know what they want anymore. This tool can help them decide better by painting a clearer and more structured picture

GOALS

- To structure ideas and define objectives
- To empower informed decision making

STEPS

You can start by downloading the Canvas from the link on the next page.

1. The first part of the Canvas focuses on a retrospective approach (by answering to a series of question about the participant's past) to help define their identity and answer the question "Who am I?"

2. On a second step they move on to think about their present and focus more on the problems they would like to solve (once again by asking a series of questions) but also identifying their motivation, the available resources and the opportunities they have to be able to solve those problems.

3. The last step is the most important as it focuses on the future. The participant can project himself in a time frame that can vary depending on the complexity of the problem and what are the things they can do in the future.

4. You can complement this canvas by asking additional questions such as "What would be next once the initial project has been solved?". "What new problems might popup and you might be interested to work with?".

TIPS FOR FACILITATOR/ PEER TRAINER

The Changemaker Story Canvas is mainly an individual tool but you can easily adapt it to group work by including some different questions. The immediate benefit a method like this brings is the development of a structured thought and eventually clearer ideas.

Download the template here
Watch a video tutorial here

Source: Get Involved Shape your Community Manual, developed in the framework of the Get Involved Shape Your Community project

Planning your action

In order to actively participate and engage, and to achieve the change he/she wants to see, the Youth Activist(s) should be able to plan the way in which they want to promote their change. It may be through a campaigning action, through a short-term project/ activity, through a long-term continuous activity, etc.
This section aims to present a few tools for setting goals for and planning the action. Specifically, it presents two methodologies:

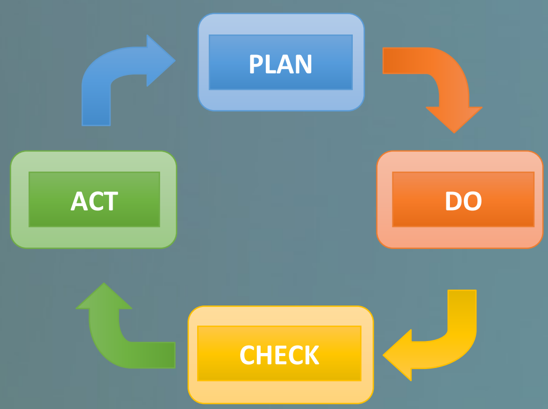
- Setting SMART goals
- The PDCA Cycle

SMART Goals are a framework of references to support the identification and setting of clear, achievable goals. Indeed, SMART stands for:

S pecific
M easurable
A ttainable
R ealistic / relevant
T ime bounded

The purpose of using the SMART goals methodology – described in Table 19 – is for the Youth Activist(s) to define the objectives of their action, by taking into consideration the 5 points listed above. These points link the goals with the action the Activist(s) want to carry out, related to the change they want to promote, and at the same time possible to attain – so tailored on the capacities and means of the activist or group of activists.
The PDCA Cycle is a four-step model for carrying out change. PDCA stands for:

P lan
D o
C heck
A ct



The purpose of this tool – described in Table 20 – is for the Youth Activist(s) to be able to design their plan of action, stick to it, and, especially, monitor it throughout the implementation of activities, to be consistent with the set goals.
In the context of the peer training, these tools can be presented to the peers, and in group they can be used for planning your action.
The two methodologies can be used together, where the SMART Goals become part of PLAN – the first phase of the PDCA cycle. They can also be used alternatively, and adapted to the needs of the Youth Activist(s).
Table 18 presents the SMART Goals, while Table 19 the PDCA cycle.

Table 19 - Setting SMART Goals

DURATION: 1 - 1.30 hours

MATERIALS: pens, paper, flipchart/ board

The activity is carried out as a team, it needs a coordinator/facilitator, who is able to synthetize reflections and to lead the group decision towards setting clear objectives that are coherent with the change the group is aiming for.

According to the change that the Youth Activists aim to contribute to, the facilitator invites the Youth Activists to write their topic/goal to be improved, on a piece of paper.

Then they explains what SMART goals setting is:

Specific – target a specific topic/ social issue

Measurable – quantify or at least suggest one or more measurable indicators

Attainable – define how the goal can be achieved

Realistic – state what results can realistically be achieved, given available resources

(Relevant – state the consistency of the goal to the activities)

Time-bounded – specify when the result(s) can be achieved

To support the explanation of these definition, the facilitator can use the table below, and present the questions it contains to the Activists.

Now everyone gets time to improve one aspect of the goal by rewriting it, including the improvement from a SMART perspective. When everyone has made their improvement, they read their improved goal and make any further final improvements, with the help of the facilitator and the other Activists.
Finally, compare the goals defined by each Activist, and decide which are the ones that you want to keep for your action!

TIP: For some inspiration, conduct a research on the SDGs – Sustainable Development Goals of the United Nations: you can structure your SMART goals in a similar way!

Source: adapted from the SEQUENCES Toolkit for the Self and External Evaluation of Early Childhood Education and Care provision, developed in the framework of the SEQUENCES project

Setting SMART Goals

SPECIFIC	What do we want to achieve? What exactly are we going to do? What do we need to do beforehand?
MEASURABLE	How will we know we're on the way to our goal? What visible difference will there be after achieving the goal? How will others know we have achieved our goal?
ATTAINABLE	Is the goal realistically in our power to achieve? What other changes are needed to make the goal achievable? How can we impact those changes? Is anyone else involved? How? Is this realistic? Who can support us?
RELEVANT	Why do we need this goal? If we don't achieve the goal, can there be negative impact on the community/ society? Is the goal linked to our vision, mission and values?
TIME BOUND	When exactly are we going to achieve this goal? How much time do we need to achieve our goal? What's our roadmap to get there? What are our resources? Is the roadmap realistic?

Source: adapted from the SEQUENCES Toolkit for the Self and External Evaluation of Early Childhood Education and Care provision, developed in the framework of the SEQUENCES project

Table 19 - The PDCA Cycle

The PDCA method serves to put into practice an effective decision-making process, based on a continuous analysis of the action(s) the Youth Activists are carrying out.

- **PLAN by:**

1. think about the issue you want to address, and the SMART goals you set for achieving the change you want to see;
2. reflect on the root cause(s) for the issue you are focusing on: on which of these causes can take an action on?;
3. brainstorming what needs to be done (actions) in order to reach the goals you set for your action, and tackle the root causes of the issue you want to tackle;
4. select the actions you can actually tackle, and try to transform them into specific activities;
5. create an action roadmap by giving a logical order to the activities (remember, they can also happen at the same time, if you can manage it). Try to define a calendar/ timeline for your activities, so that you can be time-consistent.

- **DO by:**

1. Putting into practice of your roadmap of activities;
2. Making sure that you respect your timeline. In order to do this, it can be very useful to attach a deadline to each activity, or smaller task for implementing an activity. If the deadline isn't met, be prompt in rescheduling it;
3. If you work in group, it is a good solution to divide the tasks among the Youth Activists, with one or more people in charge to coordinate and supervise the actions. This role can be also exchanged among Youth Activists throughout the action.

- **CHECK by:**

1. Making sure that all Youth Activists provide feedback on their tasks/activities every so often (e.g. once a week, once a month, once every three months, etc.);
2. Creating a report template where Youth Activists can tell the story of the implementation of the activity half-way through implementation and at the end. See Table 21 for an example;
3. Compare the results achieved with the objectives (and indicators if you set any), to see if your goal is being achieved through your actions or not;
4. If the goal isn't being achieved, write a list of the reasons why it isn't being achieved: what can you do to improve this aspect?

- **ACT by:**

1. Giving value to the actions that have given good results – they can be used as a model for the other actions!;
2. Identifying the actions that haven't had the expected impact: why didn't they? What could have been done better?
3. Make a list of the lessons you learnt implementing your actions so far, and remember to look at it when planning new actions!

Source: adapted from the SEQUENCES Toolkit for the Self and External Evaluation of Early Childhood Education and Care provision, developed in the framework of the SEQUENCES project

Table 20 - Example for Reporting Template

Name: ____

Surname: ____

Task/ Activity developed: ________________________________

Please described what you have been doing precisely to implement this task/ activity: ______________________________________

____

____

Who did you involve to carry out your action/ task? Please provide a brief description: ______________________________________

____

____

Did you develop your activity according to the timeline? If no, explain why: ____

____

____

Did you reach the set goals for your action? / Did you contribute to achieving the set goals for the action? ___________________________

____

____

If you haven't yet reached the goals, how will you proceed to achieve them? ____

____

____

Are you satisfied with how you implemented your task/ activity? Why?

____

____

____

What could be done for improving the action?

____

____

____

2.3 Community engagement

Democracy and how the Youth Activist(s) can navigate it [6]

What is Democracy? How can it work for us? And how do we achieve a meaningful Democracy that creates change for a better world?
Democracy isn't limited to casting your vote every few years so your MPs can represent you in local, national or international governments. It can be so much more. It's protest, petitions, letter-writing, individual and collective action.

This is the kind of democracy that reflects what the word really means: **people power.** That power can be achieved at many levels.
How do you see society? Is it something fixed and immutable? Or is it something humans have the power to change through questioning, challenging norms, democratic participation? Civil society has the power to change our communities, structures and world. **The way we do it is through democracy.**

Activists and people working for change can often end up feeling demotivated and burnt out when they don't understand who makes decisions and so keep working with no results. To address this Youth Activist(s) can find here what the distribution of power looks like in the European Union.

How do national governments work?
To create change we need to understand how to interact and influence institutions where power is held – and that understanding begins with learning how those institutions work.

Democracy and legislation
All European Union member states are representative democracies. This means that a country's citizens have the legal right to vote representatives into and out of government. The majority vote decides who is prime minister and creates the government.
Democratic systems work differently in different countries. Some, like Cyprus, elect a President directly to run the country. Others vote for representatives from different political parties and the party with the

most votes itself elects its leader.
Whatever your government looks like, their primary responsibility is to apply the laws and enforce them. The Parliament instead can make and amend laws in your country, and hold the government accountable.

Centralised and decentralised power

Most European countries concentrate power in the central Government (unitary states). But Austria, Belgium and Germany are federations, divided into states which share power between them. And other countries devolve a fair bit of power to different regions - for example the 20 regions across Italy.

Your representatives

Whatever system you have, your country will hold national elections every few years.
Elections present a great opportunity to push your campaign forwards.

The limits of the ballot and law

Many people think democracy starts and ends with voting. It doesn't. Politicians need to be held to account outside electoral cycles and that requires action and vigilance from campaigners like you.
Of course, convincing your government to change the law in favour of your campaign is a huge win. But getting the law changed is often only the first step. More action is needed to ensure law changes are enforced and to make sure politicians aren't simply saying they want change, while failing to make change happen.

How does local governments work?

Local governments sit underneath the national government and take devolved responsibility for the region where you live.
As with national governments, every country in Europe has a slightly different system. But all of them have local democratically elected representatives – some even have a regional level of government above that.

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[6] *This section has been taken and adapted from A Guide to Change, developed in the framework of The 25 percent project*

Your local government may also have directly elected mayors who are elected by the local citizens, as well as local leaders elected by the political party they belong to.

Just like at a national level, your local area will have representatives you can vote for every few years. Your local council or municipality may be controlled by a party different to those in national government, or by a coalition of parties.

Every country will have a slightly different definition of what local governments are responsible for. Most look after activities like town planning, social welfare, social services and education.

Understanding what your local government does can help you with your campaigning. For example, if you want to protest a new building development on a local beauty site, you will want to target your local government by writing to your local elected representatives and the people responsible for local planning, rather than targeting the national government – at least in the first instance.

If they share your interest and concerns on a specific issue, your local representatives can be great allies in targeting the national government too.

Much that is true for the national government is also true at the local level.

Representatives can sit on committees or have responsibilities for particular departments, like housing or policing. However, remember that local governments cannot make laws and are therefore less powerful than national governments. They are often beholden to national governments when it comes to policy and funding. While they are free to make some of their own decisions, that freedom has limits.

How does the European Union work?

After the Second World War, the European States agreed that another war in Europe must never happen again. They put in common the management of carbon and steel (the main raw materials needed to make a war) and to use jointly the funds coming from the Marshall Plan (a package of financial help for reconstruction given by the United States).
The idea of a United Europe was not new in Europe. Many people at the time were federalists and wanted to create the United States of Europe. For others, the idea of a single market without barriers to movement or trade was very appealing.
You are probably familiar with how local and national government works. The European Union system is different, because the division between "government" and "legislative bodies" is more blurred.
There are four main institutions:

The European Council
The European Council is composed of the heads of state and government of European Union members. The prime minister or president of your state will sit on the Council. The Council meets every three to four months, although they can also call emergency meetings outside of that cycle. Members work together to reach agreements on issues where the maximum political legitimacy is needed – for example, investing in new initiatives, or responding when a member of the Union is acting in a problematic manner. The European Council also plays an important role in showing the direction the Union should take in situations of crisis.

The Council of the EU
This second body is composed of ministries from your own government. They are grouped into 11 configurations and each one has a specific responsibility. For example, one group is responsible for agriculture, one for finances, one for youth and education etc.
The President of the Council of the EU is given every six months to a different member state and is responsible for coordinating the Council's work. Together with the Parliament, the Council can discuss, amend and approve the European laws. For some pieces of law, the Council alone can decide without the Parliament.

The European Parliament

There are 705 MEPs (Members of the European Parliament) from all 28 EU member states. They are directly elected by people in their own countries every five years in the European elections. You can find the MEPs of your country here. They discuss, amend and approve the European laws together with the Council of the EU and keep the Commission accountable.

The European Commission

The European Commission is led by the President of the European Commission, together with a group of Commissioners. Each member state has one commissioner who is independent from a political party and is in charge of a portfolio of policies.

The Commission's President is elected by the European Parliament following a proposal put forward by the European Council after having had regard to the results of the European elections. The whole Commission needs to be approved by the European Parliament.

The European Commission puts together the proposals for legislation which are then discussed by the Council of the EU and the European Parliament. It implements EU policies by executing the budget of the European Union.

Political Parties

All the parties in your country belong to a European political family. These are groups which bring a range of parties from different member states together who all share a certain political inspiration. For example, the centre right parties tend to belong to the European People's Party (EPP). The centre left political parties are often members of the Party of European Socialists (S&D). Meanwhile, liberal parties tend to belong to the Renew Europe group.

Members of the European Parliament are also divided into groups according to their affiliation with their political family. For example, MEPs affiliated with a centre-right party belong to the EPP group, the MEPs affiliated with a centre-left party belong to the S&D group, the MEPs affiliated with a liberal party are part of the group Renew Europe.

Some notes on the European Political System

When watching the news or reading a newspaper it is not uncommon to hear sentences like “Brussels has done this and that” or “The European Union has imposed this on us.” It’s almost presented to us as if “Brussels” and the “European Union” are far away obscure entities who hold all the power.

This is simply not the case. The actions and decisions taken by the European Union involve member states, MEPs, civil society, parties and, of course, voters like you. Let’s unpack the European Union and see who holds the power.

There are two main things that are to be understood about the European Union:

- It is a system based on consensus.
- It has limited competences.

What does it mean that the EU is a system based on consensus?

Think about the country where you live. When there is a decision to be taken, the responsible people cast a vote, and the position which is supported by the majority of votes wins. This is a system based on “majoritarian vote.” The European Union has, beside majority voting, something that is known as a “unanimity” and “qualified” majority.

- Unanimity means that a decision cannot be taken unless all the people involved are in favour
- Qualified majority means that a position wins and can be taken only when that majority represents 55% of Member States and 65% of the European population.

To pass a law, the EU needs...

- A majority of votes at the European Parliament: A majority is represented by at least 353 votes. Political groups therefore need to agree on a common position, even if they come from different positions and different understandings of the problems, to pass a law.
- Unanimity or Qualified Majority at the Council of the EU: Either every minister of all Member States has to agree to pass a law, or 55% of Council members (including minimum 15 of them) representing at least 65% of the European population needs to agree.

What's more, if four Council members representing 35% of the European population vote against a measure, it cannot be adopted. This means that representatives of different governments, different political families, need to agree on a common position. As a result, if a measure does not have broad support across the political spectrum, or if a few states are strongly against it, a measure cannot be adopted.
The European Union is a political system where consensus is key. If Member States do not play along, the European Union cannot act as fast or as strongly as it wishes.

The competences of the European Union

- Exclusive competence: This means Member States cannot legislate on their own, but only within the European framework. This includes legislating on the customs union, competition rules, common commercial policy, international agreements, fisheries, and monetary policy, among other things.
- Shared competence: This is when Member States can legislate on an issue, but only if the EU has not already done so. This can include issues such as cohesion policy, environment, transport, agriculture, internal market, humanitarian aid, certain aspects of social and health policies.
- Supporting competences: This is when the European institutions can support member states at the EU level - on: culture, youth, education, industry, tourism, civil protection, administrative cooperation.

It is very easy to blame the EU if things do not work fine. But in reality, the EU can only do what its Member States allow it to do. Never forget that when watching a TV show or reading a newspaper.

Table 20 - YOUR INVOLVEMENT IN DEMOCRACY!

By caring about democracy you can make a real difference. There is democracy in everything we do. Here are 4 reasons why the youth activist(s) should care about democracy.

1. YOUR LIFE - your life is shaped by democracy, whether you know it or not
2. POLICIES - from education to healthcare to services, government decide on policies that affect us all
3. VOTING - by learning about democracy you have the knowledge you need to be able to vote effectively
4. LEGISLATION - our laws reflect our culture, it is important that legislation is created to be inclusive and by learning about democracy you can make education decisions on your stance of legislations

YOUR TURN!

How are you going to get involved to make a difference?

Source: Youth Focus North West

Table 22 - Leadership Training

The activity is divided in 2 sessions, that can be run together or separately.
DURATION: 3 hours for 2 session/ approx. 1 and a half hours each session
MATERIALS: flipchart/ board

Session 1 - VALUES AND CHARACTERISTICS OF A LEADER

To introduce the topic, open a discussion on which characteristics a leader could have. You can use the following suggestions as a guideline:

- What is a leader?
- Characteristics that define them/ key words
- Rate the characteristics by priority
- Individual reflection about a good leader that inspired you + final debriefing

JUSTICE: Being fair does not mean being equal for everyone, but being treated equally for everyone in similar situations.

HONESTY: The Leader must be considered a person who keeps its word, who, by promising and delivering. Whenever expectations are created in the group, everything must be done to fulfil them. This means it will be important, before creating any type of expectations, the Leader makes sure that they have a realistic possibility of satisfying them.

MOTIVATION: The Leader must know how to motivate his volunteers. For this, a leader must have the ability to create a vision that can become reality and that encourages people to change. It will then be important to define what the leader intends to do. They should interact with people in order to build a project with which the group identifies, encouraging them to work in this direction.

TRUST: Trust is the foundation of empathy. Generating empathy requires an effort to listen to others by showing genuine interest. For this, empathy can be demonstrated through the reactions to the Volunteers' proposals, the restating the team's speech (in order to ensure the content of the message issued), completing the suggestions with own ideas and understanding the point of view of the team members.

SELF-KNOWLEDGE: It is important to identify your strengths as well as limitations. For this, one can resort to strategies such as: self-reflection (reflecting on their experiences, analysing successes and failures, as well as the causes and consequences), interaction (interacting with others in order to understand how they perceive us), availability for learning (being open to new learning, reassessing beliefs, without losing sight of one's goals and priorities) and consistency.

ASSERTIVENESS: The solving of conflicts and problems with the people that you lead must be done in an assertive way. Assertiveness is being honest about what you feel, without being aggressive. Even if there is a situation in which a Volunteer is verbally aggressive with the Leader, the Leader must respond assertively, centered on the premise that communication generates communication. It is important not to forget the power of communication and that the way you communicate generates, in the receiver, a response consonant with that of the sender. If the tone of the message is assertive, the response is unlikely to be aggressive. The Leader must be prepared to be questioned and to deal with it in a non-emotional way.

EMOTION MANAGEMENT: The Leader's personal enthusiasm is important, as they must express their emotions, especially the positive ones, and the demonstration of negative feelings must be more thoughtful and prepared. It is necessary to express emotions in a measured way, without allowing excessive emotion to happen as that could harm the team's effectiveness and good atmosphere.

FEEDBACK: One of the Leader's functions is to praise and challenge. The challenge should not be done in public, as there is always the risk that criticism will be interpreted by the receiver as humiliation. However, this is a rule that can have exceptions and that each Leader must adapt to the circumstances of the context.

Source: Jovem Cascais – Cascais Municipality

MERIT: Even if the initial idea is from the Leader, it will always be important to share the merits with those who made the effort. It is important to recognize the effort and work of each one, leading to an increase in group cohesion and motivation for future projects. However, if something goes wrong it will be important that as a Leader you take responsibility for yourself. In crisis there is no shared leadership. Again, this is not a rule without exception and there may be situations where you feel the need to make it more flexible.
ACTIONS: The action is preceded by an intention. The Leader must clearly define what he intends to do and analyse the capacity for achieving it. Difficulties must be anticipated and realistic projects created that can be implemented.

GOOD MANAGEMENT IN LEADERSHIP
Ability to organize in detail. A good Leader must be concerned with both the main action and the small details. You should always carefully organize your tasks.
LEAD BY EXAMPLE. When delegating less motivating tasks to others, you must be available to do them too. Leading by example is essential to inspiring volunteers. When the Volunteer sees the Leader accomplishing something that will later be their responsibility, they will learn more easily. It emphasizes the importance of the activities, as the Leader also performs them. The Leader is available to their team, maintaining a strong and cohesive interpersonal relationship with them.
Recognize the development of activity rather than knowledge. It is necessary to demonstrate that knowing, by itself, is not a sufficient it also needs action in order to deliver.
Creativity can aid Volunteers find new solutions to problems. “Think outside the box”.
Always use the pronoun “we” instead of “I”. It is demotivating, for a team, to have a Leader who constantly uses the “I” instead of the “we”. The Leader must always pay attention to the fact that they are working in a collective of which they are a member.
A Leader must be loyal to their group.

Session 2 – Analysing the efficiency of a team

MEMORY SESSION
Show a drawing with some elements for 2min. Divided into 2 groups, they will have to recreate the design with as many elements as possible.

A team consisting of a group of two or more people with a common goal. People interact with each other for a period of time and there is a relationship of interdependence/communication. There is also, or should be, synergy.
Synergy is the effect that results from the combination of energies and that is different and greater than the sum of its parts.

CAR RACING SESSION
2 groups are created. Legos pieces are given to each group, but not wheels. A stand is created where the groups will have to go and buy more parts and wheels. To buy, they will have to exchange with the parts they have. The objective is for the facilitators to make it almost impossible for them to buy the wheels, closing the shop, increasing the price... At the end, they put the car on the car track and it must cross the finish line without touching it (they can blow...shake the table...)

Source: Jovem Cascais – Cascais Municipality

CAR RACING SESSION

When analysing the degree of efficiency of a team, a series of variables must be taken into account:

- **Independent (or not easily controlled) variables**
  - Dimension of the group and characteristics of the elements;
  - Location;
  - Nature and degree of difficulty of the task;
  - Available resources;
  - Type of leadership, cohesion, friendly relationships (intermediate variables).
- **Dependent variables (or that we manage to control and we have this duty as a leader)**: productivity and the level of satisfaction of the group.

Task vs Relationship

- Roles in a Team;
- Group problem solving

There are a number of tasks to complete to be able to solve problems in a group:

1. Setting goals;
2. "Choice"/adoption of roles among the group;
3. Establishing an action plan
4. Information sharing
5. Effort coordination
6. Achievement of objectives

In all teamwork, it is essential to establish goals and these are framed as follows:

FEEDBACK SESSION

Feedback consists of communicating the performance of a person on the team. Positive or negative should always be done, regardless of whether it was a primary objective or whether the peer in the group simply did a good deed. We must always pay attention to how we give feedback and also if it is done equally for everyone.

Feedback is important for a number of reasons:

To improve communication (if a volunteer needs to improve their performance and the leader does not give feedback, they will probably repeat themselves);

To improve the relationship (the atmosphere in the group is lighter; it increases honesty and self-confidence)

To overcome barriers (trust with other members also increases)

To improve performance

To fulfil the goals! (In the last instance)

The work of a team involves overcoming obstacles, all together. Support, feedback, praise and recognition are part of the journey.

Source: Jovem Cascais – Cascais Municipality

Table 23 - Young people part of the community

DURATION: 70 minutes

MATERIALS: Zoom and Jamboard/ flipchart – depending if the activity is taking place online or face to face

Participants are introduced to the activity that analyses the role of different "actors" in society and how they interact with each other.

At the stage of preparation of the exercise, prepare a Jamboard/ flipchart papers with 2 pages, as in this example: https://bit.ly/community-activity

1. Facilitators introduce the activity by saying that the purpose of the activity is to draw a "map" of the relations between the four "actors" within the (ideal) of a democratic society.

2. Participants are divided into four groups of equal size to represent four "actors" in a democracy: town hall (public authority), NGOs, local media, young people.

3. Each group will access Jamboard/ be given a flipchart paper and will receive a colour (yellow, green, blue, pink or orange). On Zoom, the facilitator will make breakout rooms for each group, or assign a space in the case of a face to face setting. The groups will spend about ten minutes brainstorming about the role their "actor" plays in a democratic society, that is, what are their main functions. At the end of the 10 minutes, the group will have to agree on the five most important functions of their "actor".

4. Then they will write on the Jamboard/ flipchart paper in the area of the actor they represent on 2 sticky notes having the colour they have chosen at the beginning, the six most important basic functions identified.

5. Back in the plenary, the groups present what they wrote on the sticky notes. The groups will be allowed to share their reactions. Ask them if they agree on the main identified functions of these four "actors". If they wish, groups can change their lists according to the feedback received.

6. Now, the four groups will separate again in breakout rooms/ assigned spaces. It will take 15 minutes for groups to think about what they need from each other to perform their own functions. If the time is too short, ask the groups to prioritize the two most important requests they have from each of the other "actors" and list them in the second frame on Jamboard/ second flipchart paper.

7. It will be explained that the groups will enter into rounds of negotiations between them:

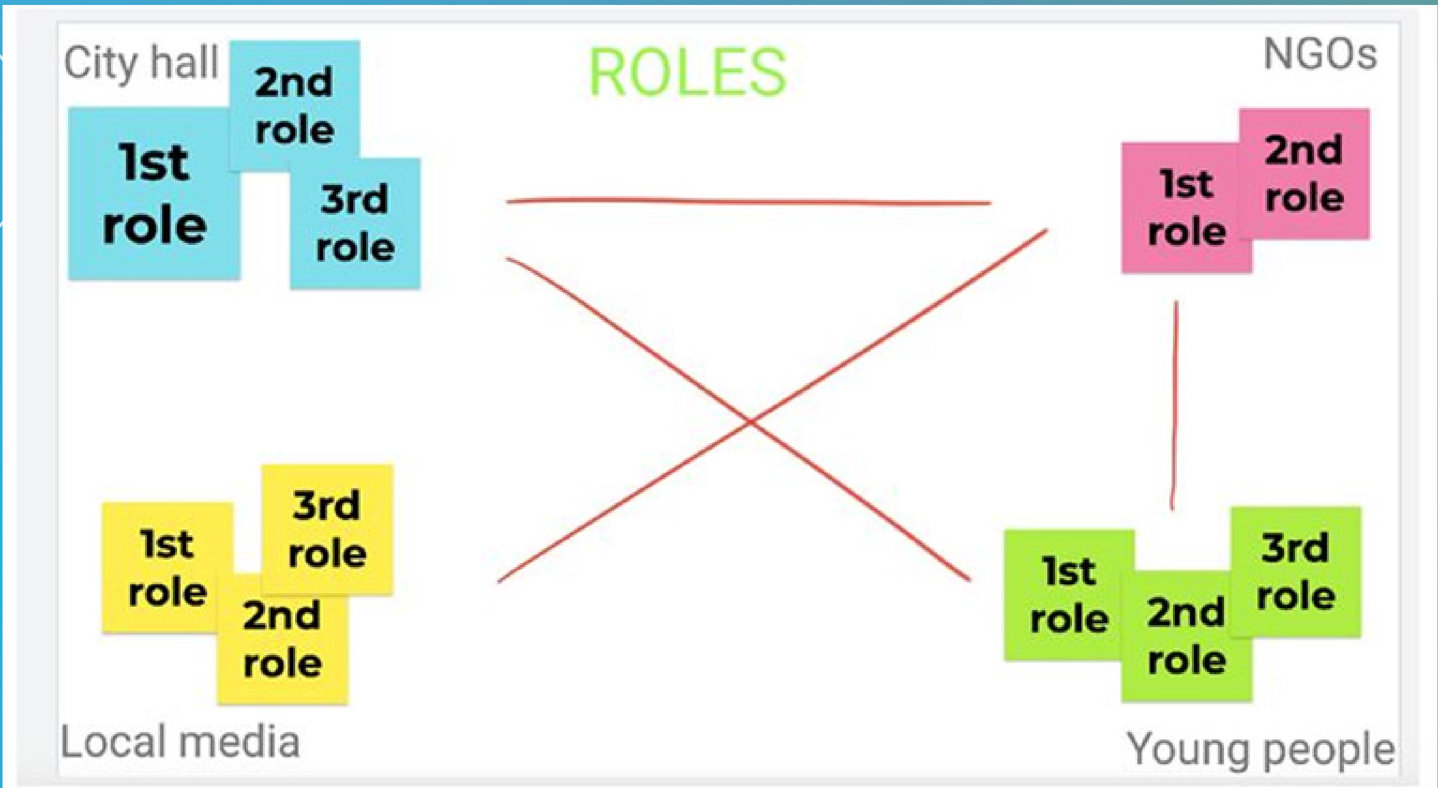
- Round 1: Young people with NGOs and Media with the City Hall
- Round 2: Youth with the Media and NGOs with the City Hall
- Round 3: Youth with the City Hall and Media with NGOs

The content of the negotiations depends on the needs of each group and their way of presenting their arguments in order to get what they want from the negotiating partner.
Each round of negotiations lasts 10 minutes.

The purpose of the negotiation exercise is to outline the relationships between the different "actors". Once a partnership request is accepted, a red line should be drawn between the two partners to signify acceptance of responsibility. The final result may look like the scheme in the next page.

Source:FITT

Young people part of the community



Source:FITT

Creating a dialogue with stakeholders

When taking action, it is important for Youth Activists to create a dialogue and collaborate with the relevant groups that are part of their community. Creating a dialogue with stakeholders is important for:

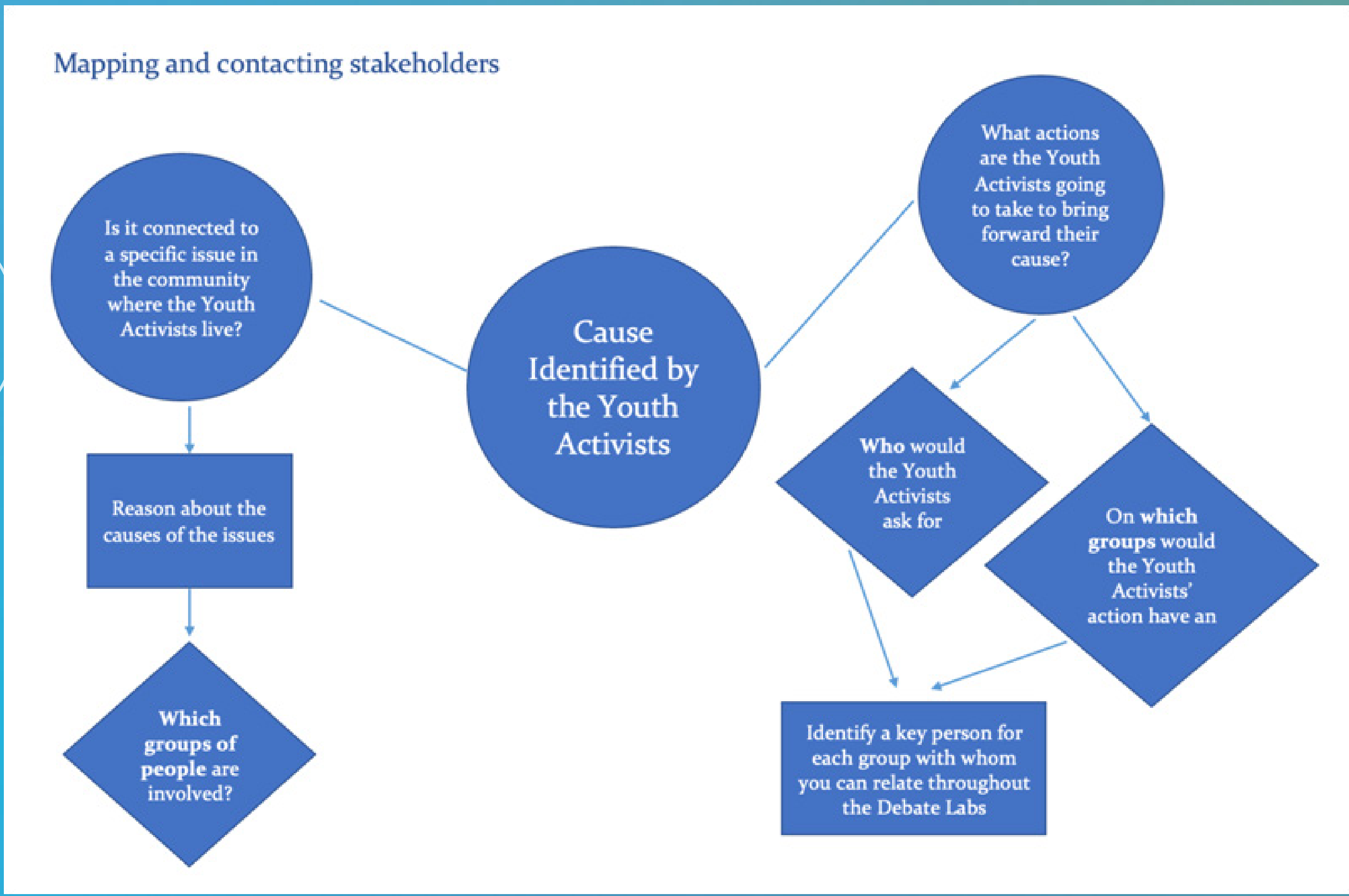
- **Setting concrete and coherent goals** – are the needs and issues perceived by the Youth Activists among the priorities of other groups? Can these needs and issues be analysed more in depth, taking into account different points of views not yet explored? What can be the common goals to reach?
- **Developing an action plan with an impact** – can the Youth Activists' actions have an impact on larger groups of people? Could they have a negative impact on someone? Should the YA perfect their action plan?
- **Collaborating** – can Youth Activists create a synergy with different groups? Can these groups help YA to reach their goals? Can the YA support these groups in reaching other goals?

The Debate Labs

In the framework of the ENRYP II project, a specific activity is planned for fostering dialogue with stakeholders: the Debate Labs. The features that the **Debate Labs** should have, were discussed with the young people taking part in the Blended Mobility organised in Kecskemét in July 2022. The suggestions that follow reflect the young people's suggestions.

The main steps for organising the Debate Labs, in collaboration with the Youth Activists, are:

- Mapping and contacting the stakeholders to be involved – N.B. engagement is a challenge that the Youth Activist should confront with the support of the partners;
- Choosing the topic(s) for the Labs;
- Setting one or more objectives for the Labs;
- Selecting the activities to run during the Debates;
- Logistical preparation of the Labs (selecting venue, defining date, etc.)
- Supporting the Young People in preparing the activities for the Debate Labs.



The scheme above is meant to support the identification of stakeholders that are match with the action/s that the Youth Activists would like to carry out (as part of the ENRYP project and beyond). Here are a few tips on stakeholder initial engagement suggested by the Young People in Kecskemét:

- **Identify and get in contact with a representative** of the stakeholder groups identified – in this way it will be easier to build a significant relationship with a spoke person who can report to the rest of the group. This person can be the one representing the stakeholder also in the Labs, or can easily identify the representative who will be able to join and contribute. Moreover, building a meaningful relation with single people will help the Youth Activists maintain the collaboration beyond ENRYP;
- If possible, **organise meetings** with the stakeholder/ representative of a stakeholder group **before the DLs –** in this way it will be possible to present ENRYP and the objectives of the Labs more clearly, and to ensure a better engagement in present and future actions;

- Take advantage of informal and formal events that involve potential stakeholders to engage them in the Labs – social situations that offer the opportunity for direct interaction may represent a precious occasion for bringing the attention on the project and the Labs;
- Distribute and hang flyers in significant areas of your community, to give visibility to the Labs.

Choosing the topic(s)

The Youth Activist Toolkit includes many activities on how to find a cause or a set of issues on which the Youth Activists would like to become proactive on. The Labs should be connected to those activities, or just reflect a cause that the group of Youth Activists already aimed to tackle.

Setting the Objective(s)

The objective of the Labs should be first and foremost, to create a connection with the stakeholders, to inform them on the issues that are relevant for the Youth Activists, on the actions they would like to carry out, and to collect significant feedback from their side. All of this with the purpose to engage stakeholders in the future activities of the group, and to maintain continuous collaboration and exchange of points of view.
Given such general objectives, each group will define the specific objectives of each Lab, taking into consideration:
- The specific topic(s) of the Lab;
- The kind of collaboration that the group aims to establish with each stakeholder;
- The kind of outcomes expected from the Lab (e.g. collection of feedback, call to action, information, forming a new opinion, etc.);
- The background context of each stakeholder involved.

Setting the mood – Planning the activities

The activities of the Dialogue Labs should be as interactive as possible: they have to be the occasion for the Youth Activists to give visibility to their cause and needs, but they also need to be a space for open dialogue, whereby stakeholders should be able to intervene and have their saying too. For this reason, when structuring the agenda of activities for the Labs, Youth Activists should identify when to allow stakeholders to intervene, and possibly even have some questions or points they aim to discuss together.

Warming up the Labs. To begin the Labs, it is advisable to use ice-breakers and short activities (15 min. max) that allow all the people involved – both Youth Activists and stakeholder representatives – to introduce themselves, presenting their name and a little bit about themselves. Icebreakers/ activities can be found in the MOODLE. Below with suggest a few.

Running the activities of the Labs. Here are some tips for running activities successfully:

Have your key point of discussion clear and ready to be presented in mind. You will have to convince the participants of the importance of your cause/ issues/ needs, why they are important to the Youth Activists and the community. Make sure to clarify:

- **the cause/ issue / need in detail** – every aspect that is relevant needs to be explained, even if just briefly;
- what are your **objectives** in relation to the topic;
- **what needs to be done** to reach the objectives – if you already have a strategy. Otherwise this point can be discussed with the stakeholders themselves;
  - what the stakeholder can do to **support the group of Youth Activists.**

If necessary, do some research on your topics and explore the various points of view on the issue, so that your presentation will be better informed and argued, thus more effective on the stakeholders. Also, stakeholder may know more then you about the topic: this is totally fine, they are there to support you with knowledge as well. Just make sure to know what their position is, and be open to taking more information and details in.

- You can present your points in many ways: just listing them verbally; writing them while speaking; prepare a presentation; enact them (see suggested activities below). Whatever the method you chose, make sure to be interactive! Ask questions, use Mentimeter to collect input, engage the audience, leave space for questions! **Don't get too involved in presenting, forgetting that someone is listening to you!**

- **Choose significant spokesperson or spokespeople.** All Youth Activists in your group should have space to express themselves in the Labs, but it is important that a selected person or a few people are the ones to steer the meeting: **delivering the presentation**; **facilitating interventions**; **preventing overlapping of voices**; **bringing the discussion towards the objectives of the meeting**.

- **Create a safe and inclusive environment.** Remember that your participants may have a different point of view or values from you and the rest of the Youth Activists. Therefore, when talking to them, express your opinions but make sure that you are not offending someone else. Don't be judgy, so that you won't be judged!
Make sure to use inclusive language for males, females and non-binary people, and to allow everyone to express their opinion.
You can set a brief code of conduct at the beginning of the Labs, to make sure that all participants respect a few simple inclusive and respectful rules for the wellbeing of all! You can prepare this beforehand, and allow stakeholder representatives to enrich it.

- Remember to adopt **positive talking**: don't judge opinions or points of view and remember to be respectful of others'; when presenting an issue or a need, present the aspects that are open for solution, and not only condemning what is lacking; always be constructive and oriented towards finding the best compromise for all.

- If needed, you can also **split in smaller groups** to dig deeper in specific topics, and explore possible actions/ develop a strategy/ reach agreements/ etc.

Below you will find some suggestions of possible activities to run during the Labs.

Taking stock of the Labs. To finalise the Labs, it is advisable that everyone takes something home, even if it is just an idea or an image. Therefore, make sure to end the Lab with a collecting brainstorming or pinning relevant points of the agreements you have reached, or on the steps that you agreed to take together. Co-create a Memorandum/ document/ map/ picture/ Padlet... whatever it feels best to you! Just don't leave words and promises in the air and take some time to allow the group conclude the day.

Idea: if you have the opportunity, have someone take instant pictures or regular pictures (if you have access to a printer) during the Labs, and give a picture to everyone before going home.

Setting the mood – logistical preparation of the DL

It is very important that all participants in the Lab are at ease during the activities, and the physical place where the group meets plays an important role in this. Here are a few tips to prepare and run the Labs in a welcoming and comfortable environment.

- **Venue**. The venue for the Labs may be the headquarters of your association, or a different place. What is important is that it is easy to reach – possibly even with public transport – and not too remote. Make sure the temperature of the venue is not too cold or too warm: you don't want to participants to be uncomfortable, or have them distracted by an unpleasant temperature. Make sure that the decor of the venue is not offensive to anyone. It would be advisable that the place has easy access for people with a physical disability, and also has a dedicated bathroom.
- Make the **space inclusive and flexible** for the activities. The way you set the space – the position of the chair, the availability of surfaces that people can use to work, etc. – is very important. Having people sitting in a circle of chairs promoted equality among participants, and promotes equal engagement and participation. At the same time, depending on the activities you chose to organise, having the speakers talking from the front position may be more suitable. Just make sure to re-arrange the space afterwards, so that everyone is included in the conversation.

If you plan activities that entail writing or working in groups, remember to have surfaces ready for people to gather and work. Flex the space according to your needs.

Finally, remember that walls are a resource: if you plan to use flipcharts, or produce pictures/ signs etc., walls are a space where you can hang material for everybody to see and interact with.

- **Bonding over food**. Food is a great way for people to get to know each other and relax. If you have the possibility, create a corner with some refreshments: food, coffee and/or tea, water and other beverages. Remember about food preferences and allergies: make sure to put a tag on the food you are offering and to keep allergens (e.g. nuts) separated! While beverages should be available at all times, keep the food for strategic moments: you don't want people to get up in the middle of discussion to go and get something to eat, or finish some of the plates before others have access to them.

Table 24 - Double Letter

Group size: Maximum 25
Time: 10 to 20 minutes
Materials: None

Objective: To learn the names of the other participants.

When to use: To facilitate introductions at the beginning of a group event.

Steps:
1. Ask participants to sit in a circle.

2. Ask participants to think of an adjective that begins with the first letter of their name, e.g."Devilish Deidre" or "Awesome Anthony". Use last names if the participants are familiar with first names.

3. Ask them to keep the adjective a secret until it is their turn to share their name with the group.

4. Introduce yourself with your double-letter name and then ask the person to your right to introduce themselves, using their double letter name. The person to your right then introduces you, themselves, and then asks the person to the right, etc.

5. This process continues until the last person in the circle re-introduces all the rest of the participants to their left and themselves.

6. The game is over when all participants have been introduced by their double-letter names.

Source: GAMES AND EXERCISES. A MANUAL FOR FACILITATORS AND TRAINERS INVOLVED IN PARTICIPATORY GROUP EVENTS. UNICEF, 1998.

Table 25 - Mistaken Identities

Group size: 20 to 50
Time: 10 to 15 minutes
Materials: Name tags

Objective: To enable people to make new acquaintances.

When to use: At the beginning of a group event.

Steps:
1. Make name tags with large letters for all participants. Use first or familiar names only.

2. As the session begins, hand out name tags to each person. Ask participants to circulate around the room and find the person who matches the name tag they have. (Be sure that participants do not get their own name.)

3. Continue until all group members have the correct name tag.

NOTE: *You can prepare formal, printed name tags or hand written name tags with VIPP cards which are fastened with masking tape. Whatever you do, make the name of the person large and easy to read from eight metres. Small letters on name tags inhibit group interaction and communication.*

Source: GAMES AND EXERCISES. A MANUAL FOR FACILITATORS AND TRAINERS INVOLVED IN PARTICIPATORY GROUP EVENTS. UNICEF, 1998.

Table 26 - I am

Group size: 10 to 30

Time: 15 to 20 minutes

Materials: Paper, markers, masking tape

Objective: To facilitate group introductions.

When to use: At the beginning of a group event, particularly in long-term, group-building situations.

Steps:

1. Give each participant a piece of paper and a marker and ask them to write their names on the top and to finish the statement, "I am ...," using six different endings.

2. Ask the participants to attach their papers to their chests with masking tape and then walk around the room and read each other's statements.

3. Suggest that people spend at least thirty seconds talking with one another.

4. When the exercise has been completed, the "I am" sheets can be taped to the wall as a "Group Gallery". If you have photos of participants these can also be added.

VARIATION: Ask each participant to begin their sentence with "I am a re-source for/to ..."

Source: GAMES AND EXERCISES. A MANUAL FOR FACILITATORS AND TRAINERS INVOLVED IN PARTICIPATORY GROUP EVENTS. UNICEF, 1998.

Table 27 - Portrait of my Job

Group size: 10 to 30
Time: 45 to 60 minute
Materials: Flip-chart paper and markers

Objective: To gain an understanding, individually or collectively, of how people see their jobs or their place in an organization.
When to use: At the beginning of an event.

Steps:
1. Ask the participants to draw themselves and their place in an organization.
2. Then ask them to form small groups and describe the drawings to one another.
3. Encourage discussion in the small groups by using the following questions:
- How do you see your job?
- How do you fit in?
- Has this understanding changed recently? How? Why?
- How do you think your clients or colleagues see your organization?

4. Ask the small groups to bring the results to plenary and present their findings.

VARIATIONS: Relationship mapping: ask participants to draw their relationships with other people in their work environment.
NOTE: *Useful for stakeholder representatives to introduce their role in their organization. Lasts longer, but can be coherent depending on how you want to structure your Labs.*

Source: GAMES AND EXERCISES. A MANUAL FOR FACILITATORS AND TRAINERS INVOLVED IN PARTICIPATORY GROUP EVENTS. UNICEF, 1998.

Table 28 - Different folks, different hopes

Group size: 10 to 30
Time: 45 to 60 minutes
Materials: Flip-chart paper, masking tape and markers

Objectives: To help participants define and clarify their expectations for the group event.
When to use: As an opening exercise.

Steps:
1. Ask each member of the group to write on a piece of paper one thing they expect to gain from the workshop.
2. Ask participants to form groups of four or five people and discuss their expectations, noting the similarities and differences and explaining the reasons for these.
3. Ask each group to list their similar and different expectations in two columns.
4. Display the large sheets on a wall or board and ask these questions:
- How realistic are the expectations?
- Can all of the expectations be met during the workshop? What factors determine this?
- Is there a need for compromise?

VARIATIONS: Remaining in plenary, have participants move around and find a group of thirty people with similar expectations. While standing, have them formulate a common statement.
NOTE: *useful to understand the expectations that the group has from the Labs (lasts longer).*

Source: GAMES AND EXERCISES. A MANUAL FOR FACILITATORS AND TRAINERS INVOLVED IN PARTICIPATORY GROUP EVENTS. UNICEF, 1998.

Table 29 - Living Library

Purpose

The Living Library is to be used as a tool against prejudice and discrimination. The process is simple: it works just like a normal library, where you register, borrow books to read, return them and take others. The main twist is that these books are living people and reading is actually having a conversation. It has been included in the Council of Europe's Programme in 2003, due to the "realisation that human rights cannot be defended and promoted by legal texts alone". This, more than present, need for raising awareness to the importance of human rights is to be implemented with concrete, on the field, actions. For being such a simple and flexible method, it has widely spread around the world. However, its original aims of challenging stereotypes, stigma, prejudice, and discrimination remain.

How does it work?

The method is simple: Readers visiting the library can take a look at the catalogue of Books and choose which book they wish to read. This Book is an actual living person who has chosen a topic or story to talk about. Readers will then read the Book, in an interactive way by entering dialogue with them. After reading they return the book to the library and if they wish they borrow another.

When to use it and what for?

The Living Library is a method intended to challenge stereotypes, stigma, prejudice, or discrimination. Therefore, the Books should be volunteers who have either been subject to discrimination themselves or represent groups or individuals who have. Often the Books have personal experiences of discrimination they are willing to share with Readers.

Most importantly, the main idea behind Living Library is that Books allow Readers to dialogue with them, hoping that their experiences will be a challenge of common perceptions and stereotypes, and that this experience will affect the attitudes and behaviour of a wider society.
One of the greatest strengths of this method is the fact it can be applied almost anywhere as long as there are people. It can be very short in duration (2 hours) as well as it can last longer in time (for 2 weeks). It can have as short as 10 books and as many as 100 books. Provided you have space, anything can happen.
However, the setting you choose can largely influence its success, it will affect the duration of the Living Library, the number of books you can recruit and accommodate, as well as the amount and type of promotion it will need and most importantly the composition of your audience. It is important that you choose a setting that fits with your objectives, but also your possibilities. For example: imagine you are to organize a Living Library in a large scale music festival like SZIGET. The opportunity of organizing a very large library and reaching a very wide and diverse audience is real, however the competition for attention will be increased by a large amount of events and activities the Readers can take part in. On the other hand, if you organize a Library in a smaller environment, like a school or a conference you can target a more specific audience, but the levels of promotion might have to be higher to ensure a minimum number of visitors. It is important you realize that whatever which one you choose, organizing a Living Library will be a demanding task either way.

Books

Not everyone who wants to be a Book can be a Book. First of all, Books should consciously represent a groups who are potential victims of stereotype, prejudice and discrimination. Books must be informed and trained how to be a book. They should be ready and able to talk about themselves. They need to be prepared, both mentally and physically to be part of the Living Library.

Books must have mature and stable personalities and be prepared to communicate with a wide variety of Readers. Most importantly they need to be authentic, have meaningful and personal experiences within their subjects and be ready to commit fully to the expectations and objectives of the Living Library.

Librarians

Librarians are the key point of a Living Library, their task being the loaning of the Books. They connect the Readers and the Books, they are the first people the Readers come in contact with and must have the competence to communicate and work with both Books and Readers and make decisions, even in situations that might get complicated and delicate. Sometimes it might be useful to recruit real-life librarians as they will possess most of the skills and experience necessary to run a Library, in tasks such as issuing books, filling Library cards, updating the available list of books, handing out and collecting evaluation questionnaires, among other administrative functions.

Librarians run the Central Desk where all the records and loans are made as well as evaluations. More than often their main task will be an explanatory one, helping Readers understand the concept and explaining the concept to press members.

In general, it is recommended to have a minimum of 2 Librarians and they should be easily recognisable (via t-shirt or badge).

USEFUL HINTS FOR POTENTIAL BOOKS

- Prepare yourself for your role of being a Book. You have to be convinced about the title you are representing.
- It can be useful to prepare some factual information (statistics, research, etc) in order to evaluate the relevance of information some readers might confront you with.
- Be yourself: be honest and open to talk. Listen carefully.
- Do not act another role or invent characteristics for yourself. The reader will eventually realise and you will lose credibility.
- Be ready to share your reflected personal experience. If questions become too intimate, feel free to say that you do not want to answer.

• Accept and remember that your Reader has borrowed your title and is interested mainly in that aspect of your personality. While it may feel limiting, this is normal in the context of the Living Library.
• While you might have to repeat yourself over and over to different Readers, try to treat each of your Readers as if he or she was the first one.
• Readers will be interested in your title for a variety of reasons. A good question to start the conversation is 'Why did you choose my book?'
• It may turn out that a reader is ignorant or for some reason becomes verbally aggressive and/or attempts to hold you responsible for a variety of social problems. Try to remain calm and show understanding, while expressing your disagreement where necessary.
• It may happen that you are borrowed by two or more people. While this can be very interesting, try to avoid being used to sort out differences of opinion between your Readers.
• If you work with a Dictionary, pause after every two-three sentences to ensure that everything you say is translated.
• If you feel uneasy or humiliated by a Reader, recall the rules of the Living Library:
• You have the right to end the discussion if you feel insulted.
• And above all, enjoy being a Book! It can be a very enriching and interesting experience.

Source: "GET INVOLVED. Shape your community. Manual. A guide for facilitators with non-formal methods for youth engagement and promotion of active citizenship", Erasmus+ project "GET INVOLVED SHAPE YOUR COMMUNITY 2019-1-HU01-KA205-060630"

Table 30 - World Café

The World Cafe Method pulls from seven integrated design principles. It is a simple, flexible, yet effective method to host dialogue in large groups.

World Café can easily be modified to fit different needs. You can get specific with many aspects, such as the context, the numbers, purpose, location and other aspects are woven into its implementation such as the event invitation, its design and choice of questions.

However, we can identify five main components in this model:

THE SETTING
It is very important to create a special environment around your event. Most often it is modelled after a café i.e. a set of small round café tables with traditional tablecloths, some flowers, papers to write on, coloured pens, optionally a "talking stick" to act as a microphone. Ideally, each table should have four chairs, never more than five.

WELCOME AND INTRODUCTION
The event's host starts by welcoming everyone, explaining the concept of World Café, sharing a Code of Conduct and putting the participants at ease.

SMALL GROUP ROUNDS
At first you will have three or more rounds of conversation for each group at the table, each for twenty minutes. At the end of twenty minutes, each member of the table moves to a new table. A "table host" may be left behind, to welcome the next group and fill them in on the previous round.

QUESTIONS
Each round revolves around a specially crafted question, linked to the context and specific purpose of the World Café. You can repeat the questions in more than one round or you can create a progressive set of questions building on each other, aiming to guide and focus the conversation.

HARVEST
Once the set amount of rounds is finished, it is time for participants to share their insight and the results of their conversations. In a large open circle, or keeping the café environment, what fits best your group, the host should ask participants to share some of their thoughts.

Most often, these thoughts are represented visually and it would benefit your event to have someone graphically recording it in a flipchart or digital whiteboard.

As you can see, it is a very simple process and it is up to you to define its level of complexity (the context, number of people, questions and purpose). If you plan a big event or a very specific topic, it is advisable to include an experienced host.

Source: "GET INVOLVED. Shape your community. Manual. A guide for facilitators with non-formal methods for youth engagement and promotion of active citizenship", Erasmus+ project "GET INVOLVED SHAPE YOUR COMMUNITY 2019-1-HU01-KA205-060630"

Table 31 - Walk and Talk

This simple method enables us to leave the training room and create an environment that relaxes participants and potentiates meaningful conversations.

HOW TO ORGANIZE IT?

Divide participants in small groups and give them a certain theme for conversation. They go out for a certain amount of time (often 30 minutes to one hour) and they can share their experiences, discuss issues and through meaningful conversations.

This method can be used for example at the mid-point of a training to be a short break from the session room and when you need participants to discuss certain issues in greater depth. However, it can be used at different times of the training, as an introduction or even as a wrap-up reflection time to come up with conclusions.

Moreover, this method is a wonderful opportunity to vary the setting, a somewhat forgotten but very important step in non-formal learning. It can be used with smaller or bigger groups and for a shorter or longer time, making it a very flexible method.

Its outcomes include:

- communication skills
- conversation skills
- critical thinking skills
- openness
- collaboration
- curiosity for the other

Watch the video-tutorial!

Source: "GET INVOLVED. Shape your community. Manual. A guide for facilitators with non-formal methods for youth engagement and promotion of active citizenship", Erasmus+ project "GET INVOLVED SHAPE YOUR COMMUNITY 2019-1-HU01-KA205-060630"

Table 32 - Street Wisdom

TIME: 20 minutes to 2 hours
GROUP SIZE: any size

This method is extremely simple to implement. It allows us to explore concepts and to filter the concepts through our own thinking. It builds on the idea that wisdom is available everywhere and all the time and all it takes is knowing how to look for it.

GOALS

- To promote reflection in a certain topic.
- Better understanding of certain concepts.
- Engage participants in open discussions.

STEPS

As we said before this process is extremely simple:
- It always starts with a question. You either ask the participants a pre-determined question or you ask them to find their own questions. These can approach many different topics but should always be open questions. As an example we can consider topics such as:

- "What is diversity?"
- "What is multiculturalism?"
- "What is inclusion?"

or topics more directly related to the participant's life such as:

- "What is my inspiration for the future? Or future job?

- You then give participants some time (20 minutes to 2 hours) to go around and try to find the answer in their surroundings. They simply walk, either in a predetermined route or freely, and when they believe they have found an answer they should take a picture and capture that moment.
- The last step is to gather in the large group and share their findings.

DEBRIEFING

- Start by asking participants how they felt during the activity.
- What do they think they have learned?
- Did the walk make their thinking clearer?

TIPS FOR THE FACILITATOR

This is a very simple method to implement in Youth Exchanges and an opportunity to escape the conference room as well as engage participants in some physical activity.

Watch the video tutorial!

Source: "GET INVOLVED. Shape your community. Manual. A guide for facilitators with non-formal methods for youth engagement and promotion of active citizenship", Erasmus+ project "GET INVOLVED SHAPE YOUR COMMUNITY 2019-1-HU01-KA205-060630"

Campaigning to stakeholders

Engagement of stakeholders can also be approached by increasing the public voice and visibility of the Youth Activists group, especially if it is a new relationship. It aims to reach out to the stakeholders, or to try and extend the outreach to stakeholders.

Table 33 - Creating an Advocacy Campaign

DURATION: 1 hours
MATERIAL: board/ flipchart, A3 papers

The Youth Activists are randomly divided into several groups, and the facilitator/ peer trainer shows the phases of planning a campaign in a random order. The groups have to find the correct order of the steps to plan an advocacy campaign (10 min)

The stages of strategic planning of an advocacy campaign:

a. Internal diagnosis of the organisation/working group
b. Macro analysis (identification of needs and assessment of trends)
c. Vision formulation
d. Setting objectives (general and specific)
e. Formulation of strategy
f. Operational plan
g. Gantt chart
h. Strategy implementation

Each team is assigned one or more of the stages of planning an advocacy campaign and reads the helpful explanations, and has to find more information about it. They should report briefly what they find on an A3 paper. (15 min)
Afterwards each member of each team should go to one of the other teams to find out more about the other stages of planning a campaign (15 min)
Finally, the original teams regroup and should be able to piece together the whole process of organizing an advocacy campaign (10 min)

Source: FITT

Participatory Budgeting

Participatory budgeting is a form of democratic participation, that enables the active role of citizens in deciding the allocation of a public budget. In this way, citizens themselves are in charge of prioritising spending and investment on specific aspects/ issues/ topics in their area or institution.

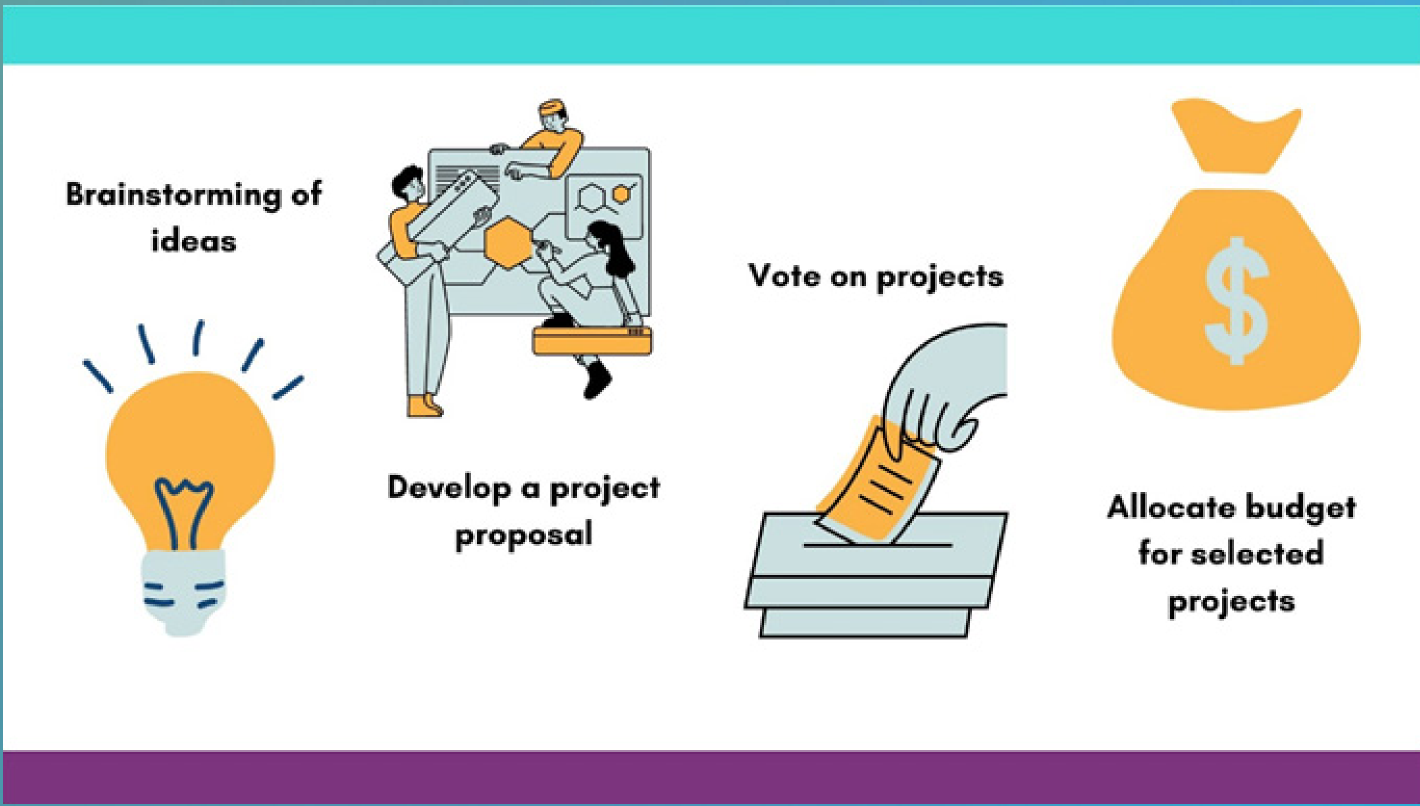
Having young people joining participatory budgeting processes means allowing them to have a positive influence on the decision making happening for their community, and to give visibility to their point of view and priorities.

What is it?

Participatory budgeting is not new, it was adopted in 1989 in Brazil, and for the last fifteen years it has been expanding in Europe. In the Brazilian city of Porto Alegre, participatory budgeting was implemented precisely at the moment when the city was on the verge of bankruptcy, and the City Hall asked the citizens to decide on the expenditure they considered to be indispensable. Currently, in South American cities, decisions are made this way even on basic urban services and, therefore, often it is tens of percent of the total budget.
The Participatory Budget is an open, inclusive and transparent management tool, that allows the real participation of citizens in the governance of the city as they can directly decide how a clearly defined amount of the local budget will be spent. Through this tool, citizens can submit project proposals and decide by vote which projects will be implemented.

Participatory Budgeting involves citizen consultation and the transfer of decision-making responsibility of part of the budget to the citizens. The purpose of participatory budgeting is to involve the residents in dialogue regarding the running of the place where they live, to show the people the possibilities of the locality and how they can contribute to its development, as well as to promote a better dialogue and constructive discussion between citizens and Municipalities.

How does it work?



1. **Brainstorming of ideas**: the local administration/ municipality organises one or more consultations with the local community, to analyse the needs of the community and brainstorm ideas on how to allocate the budget available. This is an important aspect of participatory budgeting, also because new relationships can come about between neighbours contributing to a constructive and pleasant atmosphere in the locality. This phase result in a better understanding of the possible projects that can address the needs identified, and to create groups who can bring forward project ideas;

2. **Develop a project proposal:** after the brainstorming phase, groups of community members develop a concrete project proposal, that address the needs/ part of the needs analysed, the objectives and expected results and impact on the community, the actions needed to achieve such objectives and results, and the budget required. Expert facilitators should support this process;

3. **Vote on projects:** after all projects are presented, all community members are invited and welcomed to vote on their preferred project.

The results of the vote will determine which projects will be funded, in line with the budget amount allocated;

4. **Allocate budget for selected projects:** this is the final stage, where the budget is used to fund the winning projects. The local administration/ municipality will be in charge of implementing the projects in consultation with the community members to decide how to best proceed.

See an example from the US!

N.B. *The form of the process and the percentage of the amount distributed in the participatory budget differ from one locality to another.*

How can participatory budgeting contribute to the participation of young people?

If participatory budgeting is a way to allow the community to be more engaged and proactive in the decision making concerning the allocation of public funding and the priorities that are important at local level, this is true also for young people. In this way, not only can young people present their own perspectives and priorities, but they can also learn about the relevant issues of their community – even those that do not necessarily concern them directly, they may be of interest in different ways.
By suggesting their own ideas and contributing to the creation of project proposals, young people can both develop new skills and knowledge and, have a real active role in decision making in their local area. This is a process through which young people can be empowered and encouraged to identify the needs of the community, but especially to develop their spirit of initiative and to identify the solutions that can meet these needs.

Where to begin?
First of all, the Youth Activists should find out if their local administrations plan participatory budgeting activity. If yes, then the Youth Activists should join in from phase 1!
If the local administration doesn't put in practice the methodology, the Youth Activists can engage in a dialogue about the practice and promote

its adoption. As for any action, the Youth Activists should identify the right stakeholders to work with, and key local administration/ municipality representatives to open a dialogue with, to ensure a fruitful discussion leading to meaningful results.

2.4 Relationship skills for being an activist

Communicating [7]

For a Youth Activist, whose starting point for bringing change forward is expressing and defending his/ her opinion, being able to communicate with others is fundamental.

A 'linguistic model' of interpersonal communication identifies six fundamental elements that are necessary for a communication to occur: the sender who transmits a message; the message: or object of the communication; the receiver: who receives and decode the message; the context: the situation in which the message is sent, the frame of reference that allows understanding the message, which is also set by receiver's level of knowledge; the code: the system of rules that allows a message to be formulated, for example, the language that the sender chooses to use to communicate. The code of communication must be understood both by the sender and by the receiver of the message to be interpreted correctly; the channel: it connects the sender and the receiver physically and psychologically allowing the communication to take place.

When engaged in interpersonal interaction, each behavior has a meaning. It is impossible for individuals not to communicate (even the decision not to speak is conveying a message). Therefore, what differentiates one communicative act from another is its effectiveness or its clarity.

Individuals need to learn adapt their messages, taking into account the audience, the kind of relationship with the speaker, the context in which the communication takes place, its purpose, and the tools that will convey the message. Furthermore, effective listening underpins positive human relationships. It entails listening to the whole message, respecting people's right to have space to speak, especially when the topic causes strong opinions. These two aspects of communication are very important for a Youth Activist, who needs to be able to formulate their message in a way that respects their point of view, but is also effective for their interlocutor. Additionally, it is very important for the Youth Activist to be able to listen and understand to other people's opinion, so as to have a constructive dialogue, and be able to grow and develop their opinion in a critical, significant way.

Active listening is one of the most important tools in communication. It consists in attentively listening to the interlocutor, not only with your ears, but with all senses in alert.

While listening to a speech about some issue, the Youth Activist should attentively focus on the interlocutor and seek to really understand what is being said, what are the intentions, preoccupations and desires. Also, they should pay attention to everyone, not just what they say, so to understand communication that body language might bring.

Active listening is one of the most important skills of emotional intelligence and it connects directly with the empathy of looking each other in the eyes and not letting past experiences lead to any kind of judgement of the interlocutor during their speech. Active listening means to behave with respect and listen with every sense focused on the speech.

This section is dedicated to give to the Youth Activist tools for improving their interpersonal and communication competences and abilities, to be more effective in participating in public dialogue.

[7] *This section has been elaborated from LifeComp: the European Framework of Personal, Social and Learning to learn Key Competence of the European Commission*

Table 34 - What do we know about interpersonal relations?

Our life experience teaches us that Behavior generates Behavior.

- Aggressiveness begets aggressiveness
- Anxiety begets Anxiety
- Sympathy begets Sympathy
- Friendliness begets Friendliness
- Tolerance begets Tolerance
- Understanding begets understanding

WHAT IS ASSERTIVE COMMUNICATION?

Assertive communication is a communication tool that favors effective communication between participants. By putting it into practice, self-respect is fostered and in turn others are respected. Assertive communication techniques are tools that can be applied both in professional and personal life. In this sense, knowing which characteristics underlie it and which resources can be used in our favor will give us favorable results in each of our interactions. Communication is the way in which a message is transmitted between a sender and a receiver, but in Assertive Communication or Assertiveness, we include the manner of that communication, since it is the way in which the person is expressing their opinions, in a respectful, clear and calm way.

ACTIVE LISTENING

Active listening is one of the most used techniques during mediation and one of the most important tools in communication. It consists in listening attentively to the other, not only with the ears, but with all the senses. When listening to a speech about a problem, focus carefully on the person and try to really understand what is being said, what their intentions are, the concerns and anxieties contained in the speech. During speech, we must also pay attention to expressions and reactions that body language can manifest. Active listening is one of the most important skills of emotional intelligence, as it is directly linked to empathy. It allows us to look into the eyes of the other and not let our experiences and life stories lead to judgments about the speech of the other. Active listening, in short, means listening with respect to another person, listening with all our senses.

VERBAL AND NON VERBAL COMMUNICATION

Verbal communication is the most common type of communication and refers to the spoken words and sounds that we use to communicate.

VOICE is an important element, as it expresses the speaker's personality and state of mind, making it easily understood. Changes in this element can cause auditory discomfort for the participants, damaging the way the message is transmitted **DICTION** is the pronunciation of the sounds of words, that is, how they are articulated. Well-defined articulation conveys to the listener frankness, a desire to be understood and clarity of ideas. When this is poorly defined, it can indicate difficulties in mental organization, lack of concern to be understood or unwillingness to communicate. **VOCABULARY** are the words we use to translate our idea to others, so our vocabulary should be broad. If it is "deficient", this process will be hampered. It is important to emphasize that, more important than having a broad vocabulary, is knowing how to use it.

Written communication is the recording of observations, ideas, doubts, information, feelings, etc.

BODY LANGUAGE is an integral part of communication, called non-verbal communication. This is intended to complement the message. **NON-VERBAL COMMUNICATION** is influenced by gestures, facial expressions, posture, appearance and all behavior manifestations not expressed in words.

The main aspects we identify during communication are: voice, diction, vocabulary, and body expression.
It is necessary to pay attention to non-verbal communication, as it is through it that personality, emotional state and security are expressed, effectively contributing to the transmission of the message and verbal expression. It must convey credibility, motivation, involvement, dynamism, security and friendliness.

Source: Jovem Cascais – Cascais Municipality

Table 35 - Interpersonal relationships and communication

DURATION:
MATERIALS: a mat/ carpet, blindfolds and duct tape.
During the crossing, participants cannot step off the mat if they do not want to go back to the beginning.

MUTE: The mute group cannot speak, only make gestures and receive instructions for the activity.
INJURED: The injured cannot cross alone, only accompanied by a blind person.
BLIND: the blind must accompany the injured. Only this group can move and position the mat.

De-briefing: Focusing on teamwork, interpersonal relationships, support and motivation

1st Session | CROSSING

De-briefing: Focus in the teamwork, interpersonal relationships, support and motivation
WHAT DO WE KNOW ABOUT INTERPERSONAL RELATIONSHIPS?
Our life experience teaches us that **Behavior generates Behavior**
Aggressiveness generates **Aggressiveness**
Anxiety generates **Anxiety**
Empathy generates **Empathy**
Cordiality generates **Cordiality**
Tolerance generates **Tolerance**
Understanding generates **Understanding**

TIPS "HOW TO SOLVE CONFLICTS": Understand the reason of the problem; Speak at the right time; Keep focused and behave; Assertiveness is not Aggressiveness; Demonstrate that you're interested; Listen to the other person;
Assertive Communication
Assertive Communication is one of the tools of communication that fosters efficient communication between speakers.

The techniques of assertive communication are tools that can be applied at a personal or professional level. In this sense, to know its characteristics and what resources can be used in our favour, will provide us with favorable results in each of our interactions. Communication is the way in which we transmit a message between an issuer and receiver, but when we speak of Assertive Communication, we are including the attitude of that communication, meaning, it's the way how one expresses its opinions, by respecting the others in a clear and smooth way.

Source: Jovem Cascais – Cascais Municipality

Table 35 - Interpersonal relationships and communication

2nd Session: POSITIVE PHRASES

The next statements are expressed negatively. Formulate them in a positive way

1 - I don't understand what you're saying.	
2 - Your idea is not bad.	
3 - Today we cannot give you this information.	
4 - Interrupting me like that, I can't think.	
5 – That's impossible.	
6 – You will have to come back another day.	
7 – You'll have to wait, I'm busy.	
8 - Didn't you read the sign?	
9 - You must confirm it by writing.	
10 - Your complaint is completely inappropriate.	
11 - This is Not With Me.	
12 - Goodbye... good morning!	
13 - You didn't understand anything I just told you.	
14 – Is that all?	

GOOD COMMUNICATOR VERSUS BAD COMMUNICATOR

Verbal and Non-verbal Communication
Oral verbal communication is the most common and refers to the emission of words and sounds that we use to communicate.
Written verbal communication is the registry of observations, ideas, doubts, information, sentiments, etc.
Non-verbal communication involves every manifestation of behavior that is not expressed through words, such as: gestures, facial expressions, posture and appearance.
The main aspects that naturally appear during verbal communication are: the voice, diction (articulation), vocabulary and body expression.

The voice is an important element, because it expresses personality and the state of mind of who's speaking, interfering in a decisive way the efficacy of communication in a social or professional environment. Any change in this element, can cause auditory discomfort for the interlocutors, damaging the transmission of the message.

Diction is the pronunciation of the sounds of words, that is, articulation. The well-defined articulation transmits to the listener frankness, desire to be understood, and clarity of ideas. When this is poorly defined, it can indicate difficulties in mental organization, lack of concern to be understood or unwillingness to communicate.

Vocabulary is the element that translates ideas, so it must be broad in the communication process, because if it is "deficient", this process will be harmed. But it is noteworthy that more important than having a broad vocabulary is knowing how to use it.

Body language is an integral part of communication, as such, it manifests itself through the body. This aims to complement the message, presenting itself as non-verbal communication.

Non-verbal communication is influenced by gestures, facial expression, posture and appearance. It is necessary to take care of non-verbal communication, because through it the personality, emotional state and confidence are expressed, effectively contributing to the transmission of the message and verbal expression, it must convey credibility, motivation, involvement, dynamism, confidence and sympathy. Whether through verbal or non-verbal communication, information is essential to a participant as a basis for achieving goals.

Source: Jovem Cascais – Cascais Municipality

Table 36 - The 10 commandments of the Good Communicator

1. Have an open mindset

A good communicator strengthens and enriches their ideas when they propose to debate with those who have dissenting opinions and opposing positions, with the aim not of convincing them to change their minds, but of understanding their arguments. So, be open to dialogue with those who confront and challenge you. The most important thing is not the opinion itself, but the openness and willingness to debate, open-minded, and learn.

2. Know how to listen

All great communicators know when to speak and when to be silent. Repeating your message to exhaustion will not have the same result as a conversation, in which you engage the other, listening and accepting their point of view, explaining later why you don't agree, if that's the case. The best way to communicate is through dialogue and not monologue.

3. Read in-between the lines

In an age of instant communication, where there seems to be an unbridled rush to say what you think, without stopping to think about how the message will be perceived, the ability to perceive what is beyond the spoken word may be what will differentiate it and make it extraordinary. Keeping your eyes and ears open and your "mouth" closed will increase your awareness of the issues.

4. Keep your focus on the others

The best communicators are adept at not only learning and compiling information as they communicate, but also proposing ideas, aligning expectations, spreading your vision and inspiring action. It may seem counter-intuitive, but if you focus more on what others want and their interests, you will learn more and more easily achieve your main objective – getting your message across.

5. Replace ego with empathy

Being frank in your communication, with empathy and zeal, rather than showing arrogance, pride and a disproportionate ego, will bring immediate results to your communication. An image that is too elaborate and complicated will detract from the authenticity of your message. If you are transparent and empathetic, you will be able to turn doubt into trust.

6. Avoid ambiguous speeches

A transparent speech will be able to transform doubt into trust. When a leader is trustworthy, people tend to defend their cause, something they would hardly do for a person they perceive as lacking integrity. But you cannot ask for confidence; trust is gained with the right actions.

7. Be specific

Following on from the previous point, in order to avoid a speech that can have several interpretations, it is best to be specific. Learn to communicate clearly. A simple and concise speech is always better than a complicated and confused speech. It's important to learn to be direct, avoiding distractions and distractions before getting to the point. Time is money, and never before has time been such a scarce commodity, so eliminate the superfluous. Focus on the core message and make every word count.

8. Personalize

In order for your message to be effective and achieve its objective – so others perceive it the way you want it –, bet on more "personal" communication and not corporate. The more engaging the communication, the more effective and persuasive it will be. It is often said that "people don't care how much you know if they don't know how much you care." If you don't build meaningful relationships with people, you won't realize what they have in mind until it's too late to do anything about it.

9. Be informed
Be an expert on the subjects you talk about. Master the themes. If you don't demonstrate experience in the subject, you won't be heard, much less taken seriously. People look for and value those who add value to them. Certainly you have heard the statement that "more important than what is said, is how it is said", but don't neglect the content.

Good communicators are concerned with both the “what” and the “how”, not overlapping form with substance.

10. Speaking to groups as if to one person

Knowing how to work a room full of people and establishing credibility and trust are keys to successful interactions. You have to be able to speak to a room with 10 people and an auditorium with 10,000, as if you were talking to each one individually.

Source: Jovem Cascais – Cascais Municipality

Public speaking

Active listening is one of the most important tools in communication. It consists in attentively listening to the interlocutor, not only with your ears, but with all senses in alert.

While listening to a speech about some issue, the Youth Activist should attentively focus on the interlocutor and seek to really understand what is being said, what are the intentions, preoccupations and desires. Also, they should pay attention to everyone, not just what they say, so to understand communication that body language might bring.

Active listening is one of the most important skills of emotional intelligence and it connects directly with the empathy of looking each other in the eyes and not letting past experiences lead to any kind of judgement of the interlocutor during their speech. Active listening means to behave with respect and listen with every sense focused on the speech.

This section is dedicated to give to the Youth Activist tools for improving their interpersonal and communication competences and abilities, to be more effective in participating in public dialogue.

Table 37 - Public Speaking workshop

DURATION: up to 7 hours
MATERIALS: Flipchart; paper and pens/ pencils; tape; something to drink and snack on

1. **Introduction to Public Speaking** – 30 minutes
   - Get to know each other:
     a. Ask each participant to write their name in large letters on a card and tape it to their clothing in a visible place. Ask the group to form a circle.
     b. Give them an appropriate amount of time to memorize the names of the other people in their circle.
     c. When the allotted time is up, ask everyone to take off their name cards and pass them clockwise around the circle until the facilitator asks them to stop.
     d. Participants are left with name cards belonging to other people. Give them ten seconds to find the correct owner of the name tag.
     e. After ten seconds, those left with someone else's name card are chased and caught or pushed into the centre. They are asked to look around and find the correct person. (At this point the group may help.)
     f. Repeat the exercise until all participants know each other's names.
   - Present the training expectations vs reality
     o We are going to get you out of your comfort zone
     o We are people with different levels of experience in public speaking and we need to share our experience between us, I want to be just a moderator of the conversation, and just add thing s after all of you speak
     o About the trainers: No professionals, English level is not the best, it is a learning experience from both of us
   - Present the schedule

2. **Handle your emotions** – 30 minutes
   - From fear to confidence is a long way
   - How to manage stage fright:
     o Start with friends
     o Start with topics you enjoy speaking about
   - How to look more confident

3. **Dos and Don'ts** (body language, preparation and presentation) – 30 minutes
   - see table 31

4. **Feedback** – 30 minutes
- Giving feedback
1. Let people know you will give them feedback
2. Data point, what you identified
3. In what way were you impacted by the above element
4. The piece of advice +Ask them: Know what you know, what are you going to do differently?
- Receiving feedback
1. Write it down
2. Ask if you did not understand
3. Value the positive stuff too

5. **Preparation of the speech** – 1 hour
6. **Presentation of the speech** – 1 hour
7. **Create your own style** (how to use your voice and body) – 30 minutes
- In addition to imitating good speakers, work on developing your own personal style as a public speaker
- Talk about yourself and show your authenticity
- Make people laugh, but don't tell jokes to do it
- Voice: Do not be monotonic/use variety and accept your voice and use it in your advantage:
- Tone/pitch (high versus low)
- Volume (loud versus soft)
- Speed (fast versus slow)

8. Topic 5 - **Interactive speech** – 30 minutes
- Decide what the "take-home" message is for your audience.
- Questions:

o Do answer questions as succinctly and briefly as possible. Remember, there may be only one person in the audience interested in a specific answer.

o Do remember that "I don't know" is a perfectly good answer. You needn't go into a five-minute explanation of why you don't know. If you're working on answering the question, just say that.

o Don't hold "private conversations" with questioners in the front rows. Make sure everyone in the audience knows what the question is (repeat it if necessary) and can hear and understand the answer.

9. Feedback to us and how to make it better in the future (create your own workshop)

Source: FITT

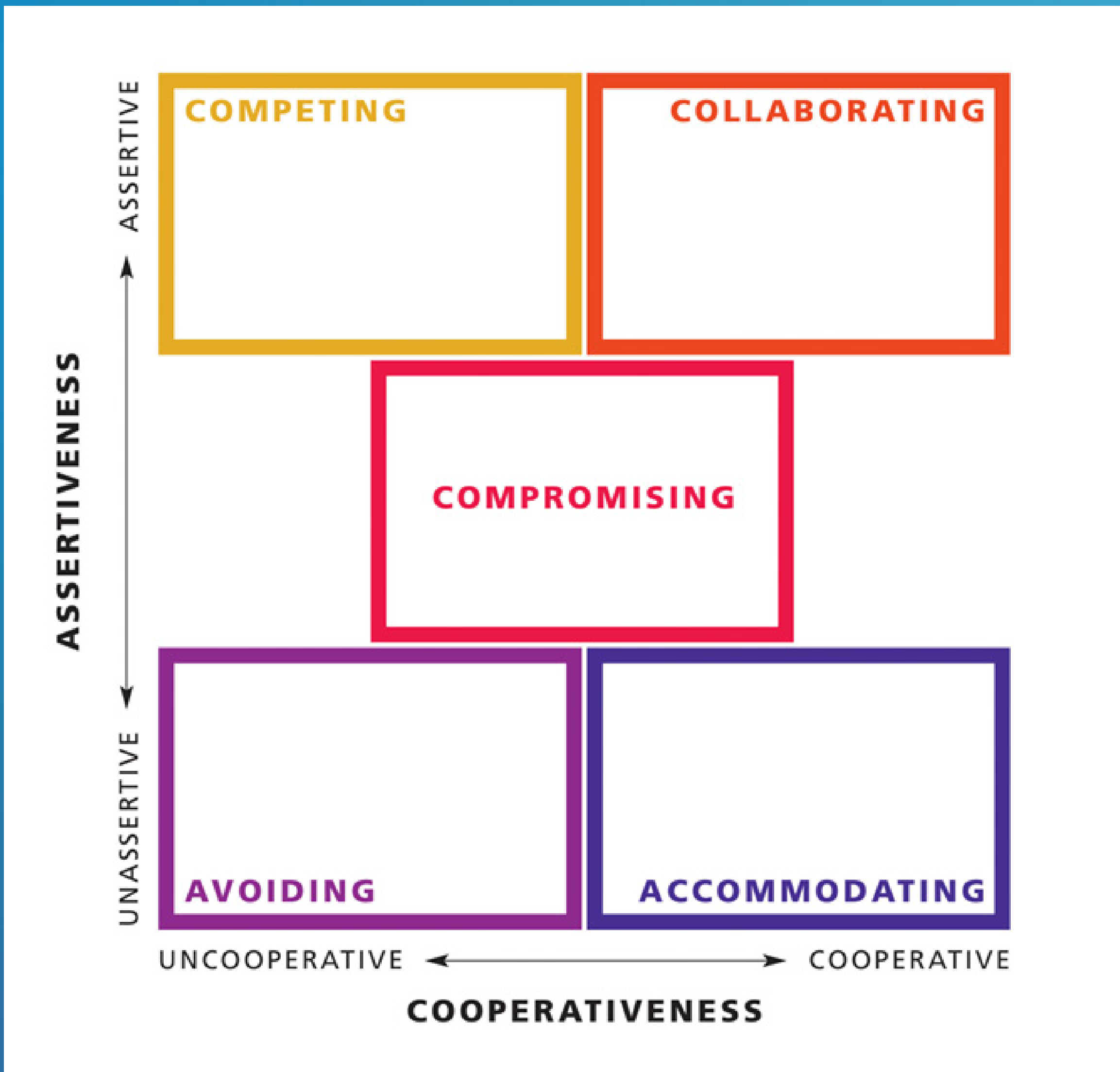
Table 38 - Dos and DON'Ts of Public Speaking

DOs	DON'Ts
• **Visualize confidence**: Visualize yourself confidently delivering your speech. Imagine feeling free of anxiety and engaging the public. Although this may seem like a stretch for you now, visualization is a powerful tool for changing the way that you feel. • Create a solid draft of your speech so you can rehearse it — including any physical movements you want to make — before presenting it for the first time • Research your audience • Make eye contact • Grab your audience's attention starting with your first sentence • Practice your speech • Do decide what the purpose of your talk really is • Do show some enthusiasm and energy. If you're not excited about your topic, why should the audience be? • Do clearly define any terms that may not be familiar to your audience. Remember, they're probably not all from the same specialty as you!	• **Avoid filler words**: Words such as "basically", "well", and "um" don't add anything to your speech. Practice being silent when you feel the urge to use one of these words. **Strategic Pauses** • Don't force your message/beliefs/ideas onto your audience • Read from your slide/notes. • Don't use fancy words just to be more interesting, be precise and simple. • Don't stick your hands in your pockets, hook your thumbs under your belt, or engage in other diversions. • Don't start sentences with "So." • Don't end sentences with "right?" or "OK?" • Don't apologetically introduce a topic with "Just real quick," "Briefly," or similar words. What that tells your audience is that "this isn't really important or relevant, but I'm going to inflict it on you anyway." • Don't talk around the subject because you want to have a long speech. It will become exhausting and pointless • Don't talk about a subject because it`s very interesting for you. You have to be aware that people may not be as interested as you are and they can become bored. • Don't talk like you want to sell something • Don't make an inspirational speech with no message

Source: FITT

Conflict management [8]

Authors Kenneth W. Thomas and Ralph H. Kilmann have identified five methods that people may adopt to react to a conflict situation. In conflict situations, we can describe a person's behaviour along two basic dimensions: (1) assertiveness, the extent to which the individual attempts to satisfy his or her own concerns, and (2) cooperativeness, the extent to which the individual attempts to satisfy the other person's concerns. These two dimensions of behaviour can be used to define five methods of dealing with conflict. These five conflict-handling modes are shown below:



[8] *This section is taken from the Report Thomas Killman Conflict Mode Instrument, by Pat Sample, March 2010*

COMPETING

Competing is assertive and uncooperative, a power-oriented mode. When competing, an individual pursues their own concerns at the other person's expense, using whatever power seems appropriate to win their position. Competing might mean standing up for your rights, defending a position you believe is correct, or simply trying to win.

COLLABORATING

Collaborating is both assertive and cooperative. When collaborating, an individual attempts to work with the other person to find a solution that fully satisfies the concerns of both. It involves digging into an issue to identify the underlying concerns of the two individuals and to find an alternative that meets both sets of concerns. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights, resolving some condition that would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.

COMPROMISING

Compromising is intermediate in both assertiveness and cooperativeness. When compromising, an individual has the objective of finding an expedient, mutually acceptable solution that partially satisfies both parties. Compromising falls on a middle ground between competing and accommodating, giving up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.

AVOIDING

Avoiding is unassertive and uncooperative. When avoiding, an individual does not immediately pursue his or her own concerns or those of the other person. He or she does not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

ACCOMODATING

Accommodating is unassertive and cooperative—the opposite of competing. When accommodating, an individual neglects his or her own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer not to, or yielding to another's point of view.

For a Youth Activist, it is important to be able to act in a conflict situation, trying to manage his/her reaction with the final purpose of achieving his/her aim for change, or try to find a compromise that makes him/her and his/her co-Activists satisfied. The five-handling modes described above may help the Youth activist to understand how they can react to conflict situations, and set goals for improving their ability.

In Tables 32 to 34, the Peer Trainer can find a simple activity to promote a better approach to conflict among the Youth Activists, and work towards their goal for conflict handling.

Table 39 - Positive Spin

DURATION: 20 to 40 minutes

MATERIALS: Flip-chart paper, markers, pens, one copy of the Team Debriefing Discussion Questions handout (provided) for each team.

Split large groups into smaller teams of four to seven (having at least three teams is desirable). Have each team send a member up to collect their supplies, which consist of a sheet of flip-chart paper, some assorted markers, pens, and the handout.

Tell the teams that they are to write their definition of conflict. Their challenge is to define conflict without using negative terms. Once team members agree on a definition, have them write it on their flip-chart paper along with an illustration. Before the group presentations and discussion, have each team answer the debriefing questions on the handout.

After all teams are finished, have the teams present their ideas to the group. Hang up the flip-chart pages on the wall of the room for the duration of the training day.

TIP: Whenever possible, refer to the teams' definitions during the debriefing discussions.

Discussion Questions

1. How does the definition of conflict affect the way we think about conflict?
2. What are some negative consequences of conflict?
3. What are some positive outcomes of conflict?
4. List four potential positive outcomes of conflict in an organization.

Source: The Big Book of Conflict Resolution Games, by Mary Scannel, The McGraw-Hill Companies, 2010

Table 40 - Take a walk

DURATION: 10 to 15 minutes

Have the Youth Activists pair up. Each couple stands face to face and a comfortable distance (about three feet) apart to begin. Tell them they will be discussing the ways in which they are different from, and similar to, their partner. As they discover a difference, they must move a step away from each other. As they discover a similarity, have them move a step closer.

TIP: The differences are usually things we can see, such as hair colour, height, age, and so on. The similarities are often things that have to do with characteristics, preferences, and personality, which require more conversation and questions to discover.

Discussion Questions

1. How far apart did you get before you looked for some similarities?
2. How close did you get before you looked for more differences?
3. Why is it important to balance the two?
4. How does a team benefit from a balance of the two?
5. What did you notice about your differences?
6. When do differences in people in a group prevent reaching certain objectives?
7. How do these differences strengthen the group as a whole?
8. What would this group be like if there were very few differences in people?
9. How would you feel if this were so?
10. What did you notice about your similarities?
11. How do our similarities help build trust within our team?

Source: The Big Book of Conflict Resolution Games, by Mary Scannel, The McGraw-Hill Companies, 2010

Table 41 - Speed Pass

DURATION: 30 to 40 minutes

MATERIALS: Tennis ball and stop watch

Start with the Youth Activists standing in a circle. Begin tossing the tennis ball around, establishing a pattern. Each Activist gets the ball only once. It starts and ends with the peer trainer. Once the pattern is established, the facilitator steps out of the circle to become the official timekeeper. The person the peer trainer originally threw the ball to starts and finishes the sequence. Give the team one practice round to make sure the adjustment is made.

Now the team is ready to play. Ask the team to toss the ball through the sequence while you time them to get a base time. The ball starts and ends with the same person. Make sure they know what the base time is. Next, give them their goal and challenge.

Goal: The team needs to see how fast they can move the ball through the sequence.

Challenge: The team needs to find at least four solutions to the problem.

Rules: The ball has to follow the established pattern and each player must have sole possession for a brief moment in time (this eliminates one person taking control of the ball and simply swiping it across everyone's hands).
For each solution, have the team make a timed attempt. Examples of solutions a team may find: standing in the original circle and passing the ball as fast as they can; switching places so they are standing next to the person they pass to; keeping the ball stationary while everyone touches it in order; or rolling the ball down everyone's hands.

Hint: The team does not have to remain in a circle, although it's best to let them figure this out on their own.

TIP: This is a great activity to get the Youth Activists to consider different perspectives, to listen, and to be open to others' ideas. Because these skills contribute to conflict resolution, it benefits a team to see the results of these skills early so they can use and build upon them.

Discussion Questions

1. What skills or characteristics did you use to discover additional solutions?
2. Were all ideas heard? Why or why not?
3. Do you usually take the time to discover additional solutions in conflict situations? Why or why not?
4. Of your solutions, which one gave you the best time? What can we learn from that?
5. How would a conflict benefit from this multi-solution technique?
6. What would you have to do that you usually don't do in those types of situations?
7. What kind of resolution would you come to?
8. What is the likelihood the resolution would be a win-win resolution?

Table 42 - In our block

DURATION: 1 and a half – 2 hours

With this method, participants will address issues such as conflict management, the way we look at conflict depends on our social and cultural background and that our own interests might distort our perception of the problem and escalate it.

GOALS:
- Make an analysis of our reactions towards people from different social groups.
- Explore and consider strategies in problem solving.
- Have a reflection on how we relate discrimination and conflicts of interest.
- Have a reflection on what are the limits of tolerance.

THINGS YOU WILL NEED
- Role cards (copies)
- Observers' Notes (copies)
- Clue sheets - for clues in helping finding a solution
- Pens and paper for observers.

Find additional material at the links to the source at the bottom of page 135

STEPS
- Start by telling the group that they will engage in a role-play situation that could easily happen to any of us in everyday life.
- Read them the situation:

"In your neighbourhood there is an apartment block. One of the apartments is currently being rented to a group of foreigner Erasmus+ Students. They regularly receive visits of friends from back home who stay at the apartment and frequently they organize parties. The neighbours, especially the closest ones, complain that the students and friends make a lot of noise, not letting them sleep properly as well as they don't take of the building. They have decided to organize a meeting to discuss and resolve the problem."

- Find volunteers in the roles of neighbours (minimum 6, maximum 9). The rest of the participants will act as observers.
- Distribute the role cards between the volunteers and the Observer's Notes to the rest of the participants. Allow participants to read their instructions and realize what they have to do.
- Remind the group that the aim of the activity is to find an actual solution for the problem and then start the role-play.
- Allow the discussion to go on freely for about 10 minutes and then start handing out Clue Sheets. Allow 10 more minutes of the role-play, but feel free to interrupt it or allow it to be prolonged.

DEBRIEFING

Gather all participants in a large circle and start a discussion, focusing on two different parts.

THE ROLEPLAY

Start a discussion about the role-play itself using questions such as:

- "What were the Observer's findings? What do they think happened during the role-play?"
- "And the actors? What are your feelings? Was it hard to get into the role? What exactly was hard and what was easy?"
- "What arguments were used and were they based on facts, reason or emotion?"

IN REAL LIFE

Proceed to a broader discussion to analyse and reflect on the issues involved. Use questions such as:

- "Do you think the role-play represented a possible episode in real life? What are the differences and similarities between them? Did you find anything to be exaggerated?"
- "Which character do you feel was the most genuine and reflects most common attitudes in our societies?
- "Do you believe that when we engage in a conflict with someone from different cultural background, we look for a solution that pleases all sides, or we try to impose our point of view and ignore those who feel differently from us?"

You can find more questions as well as the rest of the materials in the link below.

TIPS FOR THE FACILITATOR

- Be aware of how the role-play is evolving as this is will influence if you need to give out the clue sheets for example.
- Keep in mind that are 2 different clue cards, 1 for the "chair" person and 1 for the other players. Who is the "chair" depends of how the role-play will play out. If no chair has been appointed, you should give the "chair card to the "Leader of the Resident's Committee"

Source: Get Involved Shape your Community Manual, developed in the framework of the Get Involved Shape Your Community project

2.5 Finding and selecting information (Media and Information Literacy)

If the Youth Activist are to be informed, it is fundamental for them to know how to look for information, analyze it, and develop their own opinion on what they encounter in their search. This last section is dedicated to activities, that help the Youth Activist to develop a critical eye towards the wealth of information they are exposed through every day, through the web, social media, television etc. The following activity also aim to give to the Youth Activist the necessary tools they need to select their preferred source of information.

Table 45 - Social Media can shape our Identity

DURATION: 30 to 40 minutes

MATERIALS: flipchart/ white board (not mandatory)

Lots of things can shape our identity and social media is one of them. Social media enables identity expression, exploration and experimentation, something natural for the human experience. We can find online communities and people with a shared and different identity than us.

How to approach social media responsibly, so that your identity can be transformed in a positive way? Here are a few tips:

1. DIVERSIFY YOUR FEED

If you are only ever seeing pictures of people who look like you or who you aspire to look like or are reading about people with similar backgrounds and stories to you — you are never going to evolve, grow and learn. Follow and learn about others' identity.

2. TOXIC POSITIVITY

Toxic positivity is the assumption, either by one's self or others, that despite a person's emotional pain or difficult situation, they should only have a positive mindset.

3. ONLINE COMMUNITY

There are communities online where we can find people with shared identities and interests. From activism to politics, finding people with a shared identity is very powerful.

4. SUPPORT

Finding different identities online can be really powerful. So, support and uplift others. Amplify voices of all kinds from all different identities.

YOUR TURN!

How can you curate your space on social media to help with yours and others' identities?

Create a discussion session in small groups (3-4 people), and then share in a bigger group and draw conclusion. Finally, reflect on how the Youth Activist group can improve their communication through social media.

Source: Identity Resource Pack, developed by Youth Focus North West

Getting informed [9]

When the Youth Activist finds information, it is important for them to be aware of how it is produced. First of all, information – especially before the advent of the internet and social media – has at its core the information contract between the producer of the information and its audience, which happens when a professional journalist tells a "story", according to 4 phases, through investigation and using "neutrality" or "objectivity" (based on fact, not opinion):

Figure 1. information contract
Source: Divina Frau-Meigs, 2019/Savoir*Devenir

The key criteria for assessing the quality of information: reliability; accuracy; authority; timeliness; presence or not of bias; transparency of editorial line; pluralism of points of view.
Social media converges with mass media:

1. Observation (filter, select, set the agenda, editorialize and curate news...)
2. Correlation (frame, compare, build audiences and communities...)
3. Transmission (convey values, build history...)
4. Participation (profile, share, mix, navigate, ...)

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[9] *This section is taken from Information factory and new information formats, developed in the context of the IN-EDU project*

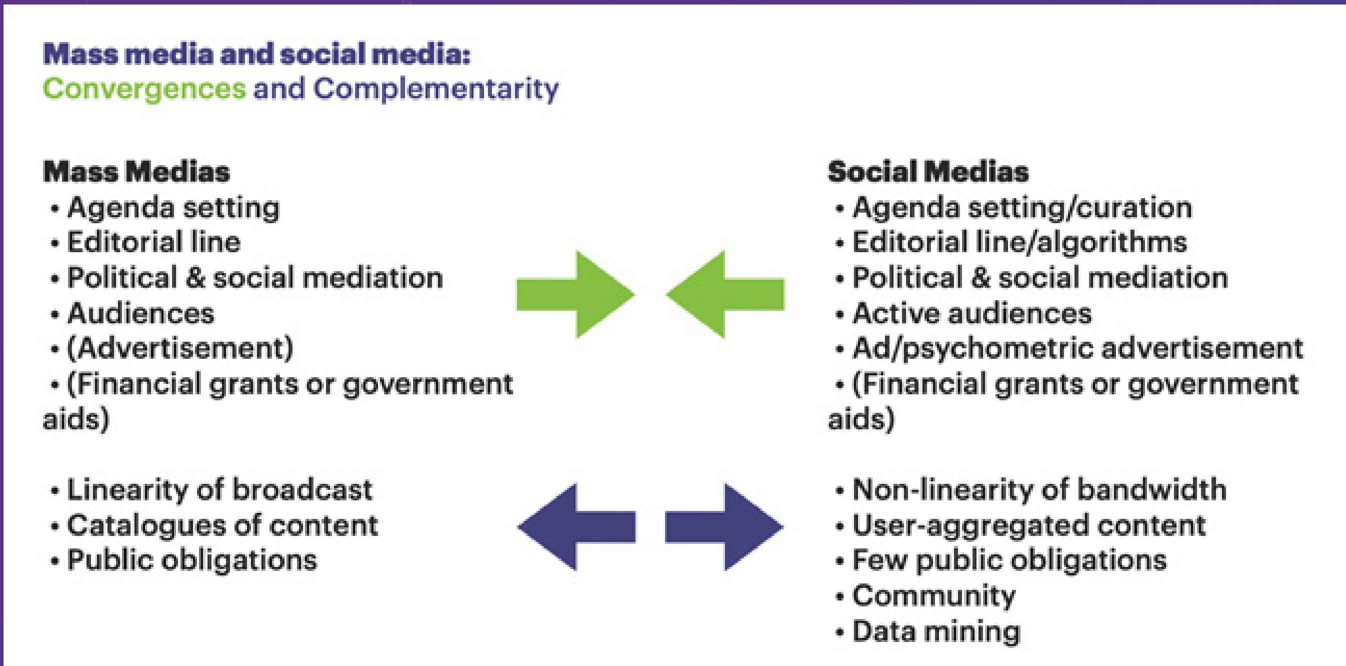

Figure 3. Mass media/social media: Convergence and Complementarity
Source: Divina Frau-Meigs, 2018

But they still have some specificities, which ends up in two complementarity systems:

- Mass media are consumed in a programmed, scheduled, linear manner whereas social media are not linear and content can be consumed without media chronology (ex: series are seasonal and episodic on TV, but all seasons and episodes are accessible online).
- Mass media have built catalogues of contents over time (stock programmes) that constitutes a financial boon (they can broadcast several times) whereas social media do not have catalogues and rely on user-aggregated content (ex: business model of Netflix showing series from major networks and building its own catalogue only recently)
- Mass media, even commercial ones, obey some public service obligations (paying attention to minorities, showing news programmes, giving equal time to candidates during elections...) whereas social media have none of these (except “take-down” in some cases).
- Mass media don’t have online communities (except their followers once they go online) and have limited access to data mining. Consequently, they have less access to the sharing contract, that is specific of social media, originally.

Therefore, the advent of social media brought about a new kind of pact between information producer and user: the sharing contract. It happens when a non-professional or an amateur tells a “story”, according to 4 phases, through a personal and authentic experience:

Figure 4. Sharing contract
Source: Frau-Meigs 2019/Savoir*Devenir

Table 46 - Map your favourite social media

DURATION: 45 minutes

MATERIALS: flipchart/ white board

The Youth Activists should brainstorm in group what participation online entails. The Peer trainer can use the following questions as guidelines:

- Is it about self-expression? About online presence at all cost?
- Is it about trolling and influencing?
- How can it contribute to democracy?
- Do you prefer a minimalist form of **participation** (just browsing or clicking)? Or do you prefer to be involved in online communities, **collaborating** with others and **contributing** to developing content (publishing, contribution, discussing)? How many? How often?
- How do you go from a minimalist form of involvement to a more active stance?

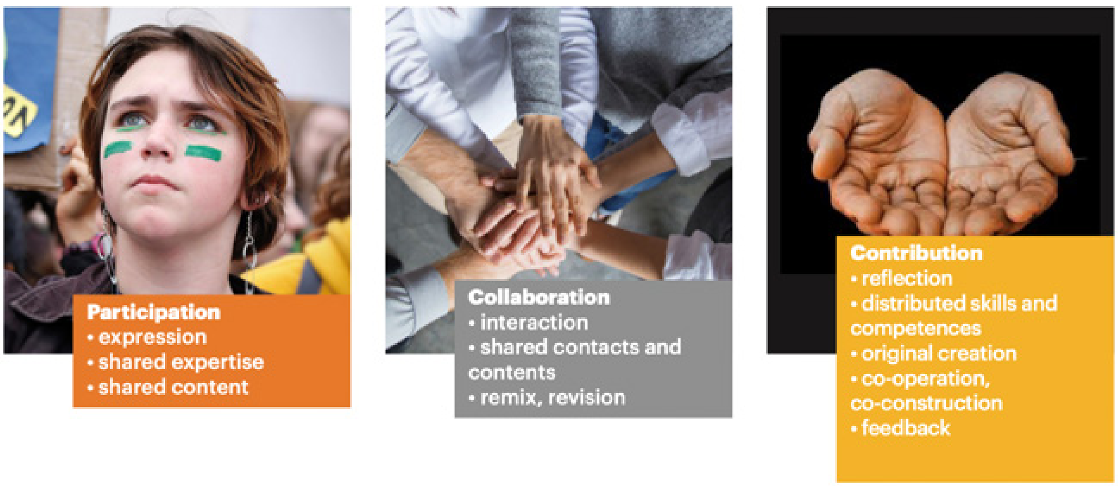

Figure 3: From participation to contribution
Source: Savoir*Devenir

The Peer trainer should visually summaries the responses of the Youth Activists according to the following table:

Type	missions	Examples	Characteristics of participation
General public	Connecting friends	Facebook, Twitter, Snapchat	Mostly participation Little collaboration No contribution
Content sharing	Publishing user-generated contents, stocking, mix, remix	YouTube, Pinterest, Instagram, SlideShare	Mostly participation Little collaboration No contribution
Messenging	Communication	Skype, Facebook Messenger, WhatsApp	Mostly participation
Professional links	Networking	LinkedIn	Mostly participation
Social bookmarking	Organizing bookmarks	Pearltrees, diligo, delicious	Mostly participation
Pedadogical tools	Creating content	Izi Travel, Padlet	Mostly participation
Wikis	Sharing open source contents	Wikipedia, wikio, wikidia	Mostly participation

Figure 5: The type of participation according to the social media used
Source: Savoir*Devenir

Source: Social Media (e-presence, e-reputation), developed in the context of the IN-EDU project

Table 47 - Master the information factory

DURATION: approx. 1 hour

MATERIALS: flipchart/ white board; digital device to search online (phone/ tablet/ PC)

Present the Youth Activists with a disaster scenario from current news. An example could be: a car is set on fire during a suburb protest/riot

Ask the Youth Activists to search online for newspaper or TV reports of such an event (at national level or international), and give them the following questions as guidelines:

- Who are the people involved?
- How is the audience being targeted?
- Do you agree with message (negative view, propaganda, bias...)?

Ask the Youth Activist(s) to identify the quality criteria according to which they assess each single news, and write them on a flipchart paper. Ask the Youth Activist(s) to pick three news pieces, write them down on the flipchart and briefly present their evaluations.

Source: Information factory and new information formats, developed in the context of the IN-EDU project

Addressing Stereotypes and Hate Speech online [10]

Stereotypes are socially and culturally produced conceptions – and often misconceptions – of someone or something. They are the result two processes: simplifying characteristics, so as to lose all the nuances and complexity of someone or something; and generalizing to all things or persons that share those characteristics. In many cases, stereotypes are applied to groups of people or young people. For example, negative stereotypes may afflict people based on their nationality, gender, political or religious beliefs, etc.

Social media, as a mainstream cultural phenomenon, amplifies stereotypes and creates echo chambers on topics about women, minorities, migrants... Anonymity and the urge for e-reputation and recognition (likes, comments, clicks...) may push for stereotypical exaggerations.

Social media can foster hate speech and spread it virally. The sharing contract on social media can amplify stereotyping: sharing images, creating emotional visuals, pushing comments that try to influence opinion... Tracing online stereotypes can also show who has an interest in reinforcing them. Stereotyping can be signaled and can be exposed by producing counter-narratives.

[10] *This section is taken from Stereotypes and Hate Speech, developed in the context of the IN-*

Table 48 - Discourse analysis

DURATION: approx. 1 hour and a half

MATERIALS: Universal Declaration of Human Rights; flipchart/ white board; digital device to search online (phone/ tablet/ PC)

Before the activity, the Peer trainer identifies a few countries that have a different take on the concept of Human Rights. One country may be from Asia (e.g., Turkey, Iran or Saudi Arabia), one from America (e.g., Guatemala, the USA or Argentina), one from the European Union (e.g., France, Germany, the Netherlands), one from Africa (e.g., Tunisia, the Democratic Republic of Congo, South Africa), etc.

During the session, the Peer trainer presents Article 1 (dignity) and Article 19 (freedom of expression) of the Universal Declaration of Human Rights (1948).

In the plenary, Youth Activists should discuss the following questions:

- Are they compatible?
- Can everything be said, about anybody?

(approx. 30 minutes)

The Youth Activists are divided in small groups (3-4 people), and each group should be assigned a country. They will develop a brief online search on the history between their assigned country and human rights, and especially the topics of dignity and freedom of expression.

The Youth Activists should then discuss the following questions:

- What does the law say in your country?

(approx. 30 minutes)

At the end, the groups confront their findings in plenary, to verify also the different approaches that different cultures and political/ social systems have on certain topics (approx. 20 minutes).

Source: Stereotypes and Hate Speech, developed in the context of the IN-EDU project

Table 49 - Creating a counter narrative

DURATION: approx. 1 hour and a half

MATERIALS: flipchart/ white board; digital device to search online (phone/ tablet/ PC)

In group, the Youth Activists analyse the following statement:

"We have 1 million jobless people. We have 1 million migrants. If we send the migrants back to their country, the unemployment problem will be solved".

What do you think of the rhetoric used? How do you go about debunking this type of statement?

(approx. 20 minutes)

In small groups (2-3 people), Youth Activists should carry out the following tasks:

- Doing research on statistics about unemployment, about migrants
- Checking data about migrants' jobs and migrants' inclusion
- Writing a piece on "core" facts about migrants and jobs in your country, with integrated rebuttal formulation
- Find a platform (newspaper, social media account/ page, website, etc.) that is in line with the opinion they present in their piece

(approx. 45 minutes)

In plenary, each group presents their work.

(approx. 20 minutes)

Source: Stereotypes and Hate Speech, developed in the context of the IN-EDU project

Taking Action online [11]

What does participation online look like?

<u>On the positive side:</u>

- Belonging to an online community offers insights into other people's behaviors.
- Easier way to make a difference in one's community (build self-esteem by contributing)
- Contributing knowledge and resources (influence, reputation...) to like-minded people
- Social advocacy and discussion threads for causes, ideas, petitions, mobilisation
- Personal development (taking online courses, tutorials...)
- Easier way to join together to express discontent and dissent

<u>On the negative side:</u>

- Obligation to participate via terms of service (the conditions of access to the service), profile requirements (necessity to provide personal data or a photo...)
- Participation that is merchandised and monetised and fuels marketing strategies

The activities in this section help the Youth Activist to develop a better awareness of how participation online can be assessed for its impact and outreach, so that he/she can improve his/her own ability to be active and participative online.

[11] *This section is taken from Participation and Communities, developed in the context of the IN-EDU project*

Table 50 - Mastering participation for citizenship

DURATION: approx. 1 hour and a half

MATERIALS: flipchart/ white board; digital device to search online (phone/ tablet/ PC); paper and pens/ pencils

Youth Activists should work in small groups (3-4 people). The Peer trainer asks them to follow the campaign of a political movement of their choice such as:

- MeToo
- Save the Planet
- How I will change
- Black lives matter

The Youth Activists should analyze the campaign answering these questions:

- What are the arguments exchanged?
- How are they communicated (text vs image ratio)?

and analysing awareness and engagement noting down the metrics they collect, filling out the table below:

Name of campaign	Brief analysis of	Awareness metrics	Engagement metrics
		• Impressions • Views • Clicks	• Likes • Shares • Comments

What conclusions can the Youth Activists draw in terms of effectiveness? of online presence? of offline results and consequences?
In small groups, Youth Activists should suggest different ways of participating in social media to defend specific values through social media. Pick the social media and organize the different levels of participation.

Source: Participation and Communities, developed in the context of the IN-EDU project