

TOOLBOX

ACTIVE

CITIZENSHIP

FOR YOUTH



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1

INTRODUCTION



INTRODUCTORY CHAPTER

WORLDVIEW: TO WHAT KIND OF WORLD WOULD WE LIKE TO CONTRIBUTE?

This toolbox provides facilitators with tools to encourage youth to become active citizens. Active citizenship promotes an inclusive and resilient society in which individuals have the opportunity to be engaged and feel responsible for their own environment. Active citizenship goes beyond voting in elections, it includes volunteering, participating in community initiatives, and involvement in policymaking. We aim for youth to actively participate in civic life, use their voices for positive change, and be ambassadors of their rights and those of others. Many youth want to contribute to a better society but lack the knowledge, confidence or support to do so. When given opportunities, youth can become agents of innovative and creative solutions to longstanding societal challenges like inequality, superdiversity and sustainable development. Active citizenship creates a sense of responsibility and therefore belonging to your environment, motivating youth to stay engaged.

To take up the role of active citizen, many different competencies are needed. We want youth to make conscious choices when navigating our world. Therefore, we ask ourselves what kind of world we want them to contribute to, using these competences. That is why we are putting forward a specific world view. This world view encompasses a just and sustainable world and society in which competent youth engage themselves to bring about positive change.

This world view is nicely described in the vision on global citizenship, by UNESCO:

“Global citizenship means a sense of belonging to a broader community, beyond national boundaries, that emphasizes our common humanity and draws on the interconnectedness between peoples as well as between the local and the global. Global citizenship is based on the universal values of human rights, democracy, non-discrimination and diversity. It is about civic actions that promote a better world and future.”

The European Declaration on Global Education to 2050, the European strategy framework published by the Global Education Network Europe applies a different definition and speaks about global education to achieve global citizenship:

“Global Education is education that enables people to reflect critically on the world and their place in it; to open their eyes, hearts and minds to the reality of the world at local and global level. It empowers people to understand, imagine, hope and act to bring about a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding. It involves respect for human rights and diversity, inclusion, and a decent life for all, now and into the future.”

Both definitions give a clear direction of where-to we as humans want to move. With this toolbox, we hope to contribute to the development of youth who engage themselves for this world-view.



HOW DO WE WORK?

HOW DO WE SEE YOUTH?

From a vision of active citizenship, we see youth as actors with a lot of relevant knowledge, skills and experiences. We want them to be able to make their voices heard loudly and shape the world around them. Therefore, this toolkit provides tools that invite youth to learn from each other (peer-learning), by experimenting with both successful and frustrating challenges (experience-based).

The learning process is a two-way street, the facilitator and the youth are able to learn together and from each other. Curiosity about the position of the other is what makes this process fun! We do not underestimate the youth, we reflect on challenges together and look ahead for possible solutions (**solution focused**). In this way, youth gain insight into the real world, how it affects them and how they can help shape it.

As cited, the tools deploy three types of learning (peer-learning, experience-based and solution-focused) that we try to bring into them as much as possible. Hereunder, we give some examples of tools in which the link is obvious.

PEER LEARNING:

We see peer learning as an interactive teaching and learning method where youth are actively involved in the learning process and responsible for their own learning. During their learning process, they engage with each other as equals:

- Youth are responsible for holding a safe(r) space
- Youth share real life stories and challenges, and ask questions
- Youth are open to different perspectives and opinions of others
- Youth show authentic curiosity and motivation to learn

Examples of tools:

- 3.4 Talent interview
- 4.2 Statements
- 4.5 Rights in different contexts

EXPERIENCE-BASED LEARNING:

The learner is actively engaged in being curious, asking questions, investigating, experimenting, solving problems, being creative, constructing meaning and assuming responsibility, and is challenged to take initiative, make decisions and be accountable for results. Reflection on learning during and after one's experiences is an integral component of the learning process.

Examples of tools:

- 3.5 Marshmallow challenge
- 4.6 Prioritize-Pitch-Vote
- 6.1 Global Citizens

SOLUTION-FOCUSED LEARNING:

We have the basic assumption that people are resilient and have the strength, wisdom and experience to bring about positive change.

- Our thinking and interaction is future proof: we focus on the desired outcome to not get stuck in what is not there (yet)
- We are progress-oriented: we focus on what is possible & already there
- We are power-oriented: we focus on strengths (not on weaknesses)
- We collaborate: we focus on learning together (link with peer learning)

Examples of tools:

- 6.2 Identify a challenge
- 6.4 Sailboat
- 6.12 Visioning

DEFINITION OF COMPETENCES

With this toolbox we want to foster some skills youth need to become active citizens. Based on research and our experiences, we composed a list of competences and linked each tool with a selection of these (see 14). This list is not exhaustive and does not exclude other important competences, as learning is a life-long process.

Working with youth and facilitating activities for them is grounded in a specific set of values. The values we want to pass on to the youth contribute to an enabling environment and include (among others) empathy, solidarity, respect, integrity, openness, and responsibility. Through our activities, we aim to embed these values alongside skills development, creating a coherent and holistic approach to youth empowerment.

RELATIONAL SKILLS

DEALING WITH DIVERSITY IN YOUR

ENCOUNTERS: this competence promotes the ability to deal constructively with differences in physical appearance, social backgrounds, gender identities, cultures, economic conditions, talents and opinions. It means being open, tolerant and non-judgemental. Active citizens recognise the positive value of diversity and strive for inclusiveness by being aware of and responding to structural inequalities and discrimination in society.

COLLABORATING THROUGH ACTIVE

PARTICIPATION: means that everyone contributes, takes responsibility and stays involved in a common goal, carefully balancing their own ideas, beliefs and contributions with those of other participants.

DEMOCRATIC DECISION-MAKING: is about engaging with each other in a constructive way, where different opinions are exchanged and considered, and are used to reach rich compromises.

CONFLICT MANAGEMENT: this competence includes recognising the causes and the opportunities of conflict, ways to manage conflict, and finding peaceful solutions.

DIALOGUE: youth exchange opinions and experiences respectfully, listen to each other and try to understand each other's points of view.

STANDING UP FOR YOUR OPINION: the competence to express ideas and opinions clearly and confidently, even if they differ from those of others.

PUBLIC SPEAKING: being able to speak in front of an audience clearly and with conviction. Knowing how to get a message across in a good way.

LEARNING TO LISTEN: listening actively and attentively to what others are saying, without interrupting them. Asking questions to get more clarity, rephrasing to check if it is understood correctly.

CRITICAL THINKING

SHAPING YOUR OWN OPINION: the competence to form your own opinion based on different sources and critical reflection.

CURIOSITY TOWARDS OTHERS AND THE WORLD: the ability to show interest in other people, cultures (hi)stories and the world. This includes identifying topics that interest you and being eager to learn.

RESEARCH SKILLS: means asking good critical questions and to be able to find correct information (sources) to base your opinion or take a decision on.

SYSTEM THINKING: is about understanding global dependence between challenges, power relations, and inequalities; the ability to analyse, deconstruct and question these, and applying a critical view towards the dominant models of our world and development.

SELF-REFLECTION, KNOWLEDGE AND INSIGHT: observing and evaluating your own thoughts, feelings and behaviour to gain deeper self-knowledge. Deconstruction of your beliefs, including stereotypes. Using these insights to better cooperate with others and to choose your own ways of contributing to a better society.

REFLECTION ABOUT ONE'S OWN POSITION IN THE SYSTEM: being aware of your own role, position and privileges within social and economic systems, how this affects your worldview, your beliefs and values, and how it limits you to see the world as others experience it.

INSIGHT INTO OTHER CONTEXTS AND REFERENCE FRAMEWORKS: the ability to understand and appreciate different cultural and social contexts.

ACTION AND COMMITMENT

SOLUTION ORIENTED: being focused on finding effective and practical solutions and improvements.

WILLINGNESS TO CHANGE (BY SENSE OF INDIGNATION): take action when injustice is perceived, turning values and beliefs into actions.

AWARE ABOUT ONE'S OWN ROLE AND RESPONSIBILITY IN THE SYSTEM: awareness of your own influence and responsibility within social and economic systems.

PROJECT-MANAGEMENT: the understanding to plan, organise and lead projects to achieve specific goals.

INNOVATIVE / CREATIVE SKILLS: the ability to come up with and apply new and original ideas and solutions.

VISUALIZE A POSITIVE FUTURE: being able to imagine a hopeful and positive future that is more just, inclusive and sustainable.

LEADERSHIP / ROLE MODEL / INSPIRE: the competence to inspire and guide others by acting as a role model and leading by example.

ENABLING ENVIRONMENT

In the accompaniment of youth to become an active (global) citizen, the creation of an enabling environment is key, defined as a learning space that:

- 1. raises awareness among youth,**
- 2. provides them protection,**
- 3. encourages their participation and**
- 4. strengthens their skills.**

An environment that invites them to develop their relational and critical thinking skills as well as their competencies to take action, engage and commit themselves.

In practice this refers to an environment which allows youth, among others, to:

- Be conscious about their own rights and those of others;
- Be aware of their position and role in the group and in the world;
- Be conscious about their capacity as an actor of change;
- Feel physically, socially and emotionally safe to be themselves;
- Raise a concern, ask support if needed and be knowledgeable about who to turn to;
- Take their own responsibility in creating and maintaining a safe space for themselves and others;
- Stand up for what they believe as being just for themselves as well as for others;
- Actively participate in decision-making processes;
- Take up an active role in their own learning process; to make their own choices on how and what they want to learn.

However, it is also about creating a space where youth can have fun, connect with others, make mistakes, question themselves and learn new things without being judged or judging others. In chapter 2 'Facilitation' we suggest some short activities that help create this kind of space and atmosphere.

A learning environment can be perceived in terms of physical and non-physical qualities.

The **physical** refers to the actual place where learning is happening. The following elements are important to be considered beforehand in relation to the objective of your activity.

- Accessibility (for example by foot, bike or public transport, distance for furthest participant);
- Sanitary facilities (for example separate or non-gendered);
- Size of the room (for example not too cramped, but not too spacious as to be able to create a space where everybody can be seen and heard, possibility to stand or sit in a circle);
- Set up of the room (for example formal or informal setting);
- Facilities of the room (for example audio-visual conditions, availability of digital installations, fixed or mobile furniture);
- Availability of clean air, natural light (+shades if needed) and outside space.

The **non-physical** qualities of your learning environment are even more important and refer to among others:

- Role, knowledge and attitude of the facilitator;
- Methodology (for example interactive, participative, visual, practical, reflective, solution focused, peer learning and experience based);
- Learning objectives.

Furthermore, the following elements should be considered:

- Timing (day, hour and duration, take annual happenings into account for example fasting periods);
- Number and profile of the participants (for instance mixed groups or not);
- Language used (for example need for translation, use of verbal and non-verbal facilitation tools);
- "Ambiance" created (for example inclusive, respectful, joyful).

ROLE OF THE FACILITATOR

The facilitator is the person who is in direct contact with the youth guiding the (learning) activities.

As such, the facilitator has a crucial role to play in the creation of an enabling environment. This is as much related to the “how” activities are facilitated as to the “what” activities are on the agenda. The manner in which you carry out an activity or lead a meeting (such as employing top-down or participatory methods, promoting debate or dialogue) has an immediate effect on the learning of the youth.

A facilitator keeps the following in mind to enable a safe learning environment:

- Set clear guidelines for respectful communication and behaviour together.
- Invite participants to step outside of their comfort zone and take responsibility for their own learning.
- Invite youth to express themselves honestly and to embrace discomfort and disagreement as natural parts of growth and learning.
- Encourage youth to not just accept everything you say, but also to question and critically reflect on the topics discussed.
- Create a “micro society” to allow youth to experience and practice democratic principles.
- Promote dialogue rather than debate with a focus on understanding and learning from each other instead of trying to win arguments.
- Be mindful of group dynamics, including power relations. Work on a playing field where everyone’s voice is valued and respected. Actively listen to marginalized voices and opinions, and create space for less vocal individuals to fully participate.
- Provide support for participants who may find certain topics challenging and help them navigate difficult exercises and conversations.

A facilitator leads by example; model the behaviour you want to see in others. Be open, honest, and vulnerable in your communication, show empathy, demonstrate active listening and a willingness to engage with diverse perspectives. Describe what you notice within the group without judging. Show that you do not have all the answers. Demonstrate your willingness for mutual learning and overall: trust the process!

Apart from the facilitator’s role, the methods and tools you choose to address a certain topic, play a crucial role in creating an enabling environment for youth to strengthen their skill set as active global citizens.

This toolbox follows a specific logic and offers a distinct set of tools based on our experience of working with youth, but we invite you to find your own way.





WHAT DO WE DO: TOOLS

WHAT DO WE DO: TOOLS

This toolbox is structured around the following themes: talents, rights, sustainable development goals and action. Each of these themes presents an entry point to strengthen skills, while at the same time addressing crucial topics that youth need to know, understand and act upon as active and engaged citizens.

First, we believe that by identifying, naming and consciously addressing the **talents** of youth, they will be strengthened and motivated to bring about positive change. Especially, since talents are universal, but opportunities are not!

Secondly, in making youth more aware of their **rights** as well as those of others, we believe that they are better equipped to claim and realise them.

Thirdly, in having a more profound understanding of global challenges as addressed by the **sustainable development goals**, we are convinced that youth will be more willing to

commit and engage themselves for a more just and sustainable world.

Finally, for youth to feel confident and capable of **taking action**, we believe they need to be offered a playground for practice.

Furthermore, the first chapter also presents a selection of short (fun) exercises to work on group dynamics which allow the facilitator to strengthen the enabling environment.

During a two-day interactive workshop in Belgium on 19 and 20 September 2024, 23 different practitioners from 7 different European countries (Croatia, Turkey, Czech Republic, Denmark, Estonia, Belgium and France) were brought together to experience, reflect on and enrich this Toolbox to work with youth on Active Citizenship.



LEVEL OF LEARNING

In the description of the tools, reference is made to the following levels of learning: informing, understanding and taking action.

INFORMING

How:

- Providing information from different sources and being transparent about them
- Presenting different points of view
- Providing mutual language to speak about certain topics

Why:

- To invite questioning
- To stimulate critical analysis
- To provide new insights
- To prickle curiosity or outrage

UNDERSTANDING

How:

- Using system thinking to stimulate reflection processes
- Visualising reflection processes
- Analysing cause and effect relations

Why:

- To create understanding on how different factors impact each other, that everything is connected and that challenges do not exist in a vacuum
- To generate awareness that complex (global) challenges ask for innovative solutions

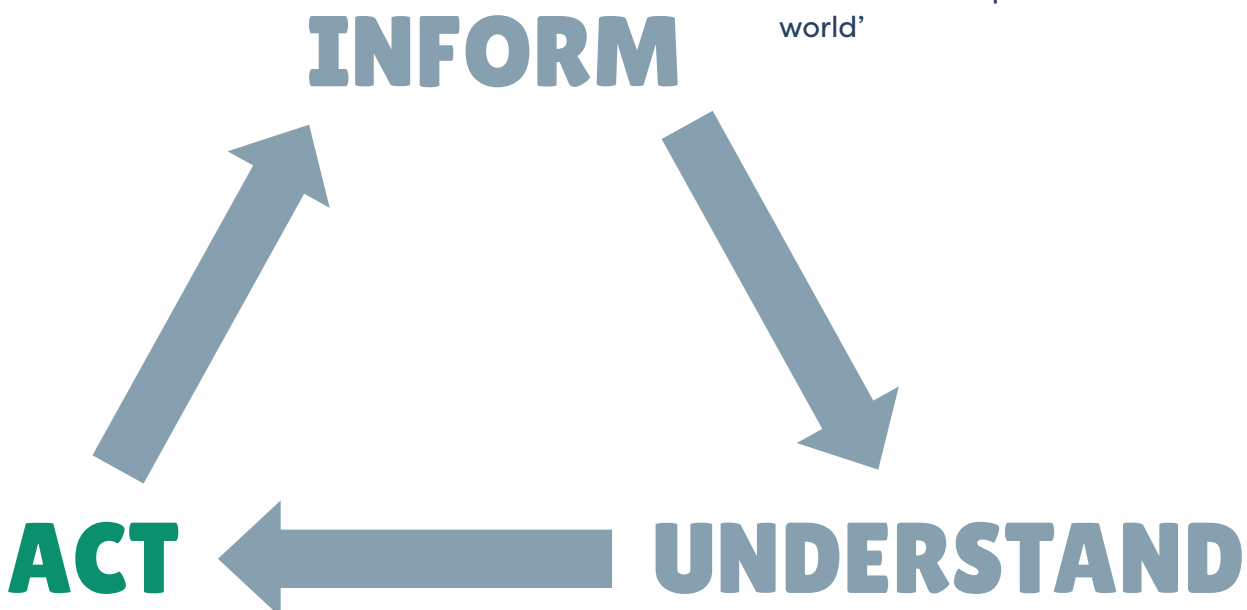
ACTING

How:

- Stimulating active engagement on an individual and collective level
- Learning about and experimenting with different possible ways of active engagement

Why:

- To create awareness that everyone has an active role to play in striving for a more just and sustainable world
- To allow youth to experiment with different forms of engagement
- To give them the opportunity to reflect on their place in the system and on how they can use their position 'to create a better world'



LEVEL OF REFLECTION

An active citizen excels at reflecting. Engaging in critical thinking without judgement is essential.

The following levels help us to keep focus:

- Personal level to enhance self-awareness and reflection on your role in the world.
- Community level: to understand the need for and different forms of community engagement.
- Out of context level: to understand the linkage between local and global.

Active citizens reflect on their experiences and examine the lessons learned, exploring their values, strengths and weaknesses in order to translate these personal attributes into tangible assets for themselves and society.



MIX AND MATCH WHAT FITS YOUR GROUP AND THE LEARNING PROCESS:

As the name of the toolbox suggests, it contains a variety of tools for different learning purposes. It offers a range of activities and resources that facilitators can use to work with youth around active citizenship.

The different tools can be used individually as a onetime exercise, however, they can also be used in a more structured learning process. From our experience, the tools are more effective if you use them in a certain order and on a more regular basis.

For instance:

If youth are aware of their talents, you can use this in working around rights or on how they can use these talents to address certain challenges. Based on your talents, what could your contribution be?

If youth are more aware of their rights, how to realise and defend them, it will be easier to analyse societal issues from a rights-based perspective and plan for an action.

Furthermore, do not hesitate to customize the tools to your reality and possibilities. The materials we use, for instance the talents cards or the questions of the SDG quiz, can be adapted based on your own practices, context or materials available.

The overview on the following page shows the tools available per chapter, the skills addressed per tool as well as the level of learning and reflection. It might help you to keep this overview close in mixing and matching your tools.

OVERVIEW OF THE TOOLS

OVERVIEW
OF THE
TOOLS

		RELATIONAL SKILLS							CRITICAL THINKING							ACTION FOCUS / COMMITMENT							HOW								
		Dealing with diversity in your encounters	Collaborating through active participation	Democratic decision-making	Conflict management	Dialogue	Standing up for your opinion	Public speaking	Learning to listen	Shaping your own opinion	Curiosity towards others and the world	Research skills	System thinking	Self-reflection, -knowledge and -insight	Reflection about ones own position in the system	Insight into other contexts and reference frameworks	Solution oriented	Willingness to change	Aware about own role / responsibility in the system	Project-management	Innovative / creative skills	Visualize positive future, hopeful	Leadership / role model / inspire	Inform	Understand	Act	Personal	Community	Out of context		
2	FACILITATION TOOLS																														
2.1	Energizers / Check in Check out																														
2.2	Safe space, brave space																														
2.3	Active listening																														
2.4	Gestures to manage the conversation																														
2.5	Greetings game																														
2.6	Better than the clichés																														
2.7	Debriefing																														
3	TALENTS																														
3.1	Getting to know the talent cards																														
3.2	Inclusive vision on talent																														
3.3	Talent reception																														
3.4	Talent interview																														
3.5	Marshmallow challenge																														
3.6	Talent in group																														
3.7	Talent in another context																														
4	RIGHTS																														
4.1	The UN convention and the 9 categories																														
4.2	Statements																														
4.3	Rights based approach																														
4.4	Youth as a right holder																														
4.5	Rights in different contexts																														
4.6	Prioritize Pitch Vote																														
5	SDGs																														
5.1	Getting to know the SDGs																														
5.2	SDG Quiz																														
5.3	Solidarity project																														
6	ACTION																														
6.1	Global citizens																														
6.2	Identify a challenge																														
6.3	Plan an action																														
6.4	Speedboat																														
6.5	Mandala of roles																														
6.6	Partnership puzzel																														
6.7	Project phases																														
6.8	Right to participation																														
6.9	Citizen campaigns																														
6.10	Once upon a time																														
6.11	Promise to yourself																														
6.12	Visioning																														

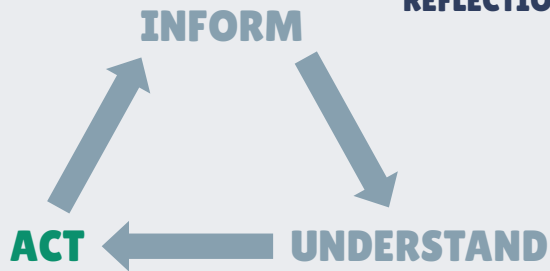
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FACILITATION TOOLS

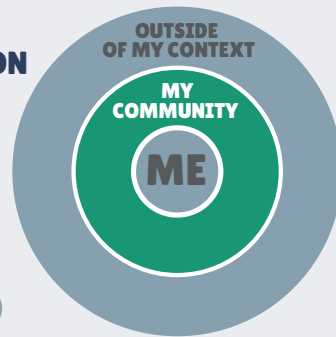
For more info on facilitation:
see p8 Enabling environment
and p9 Role of the Facilitator.



LEVEL OF LEARNING



LEVEL OF REFLECTION



TIME

- 5 to 20 minutes (depending on the exercise and group size)



RESOURCES

- Here are some interesting links: Find what fits your group and needs.
 - <https://frontlineaids.org/resources/100-ways-to-energise-groups/>
 - <https://gamestorming.com/>
 - <https://www.sessionlab.com/library/energiser>

OBJECTIVES

- Youth ...
- Feel relaxed
- Feel welcomed, give recognition to all
- Have the opportunity to come loose from the daily rush and be present in the activity
- Get to present themselves and know other participants in a different way
- Create connection
- Have fun
- ...

1 ENERGIZERS

ENERGIZERS CAN HELP YOU ESTABLISH AND MAINTAIN A SAFE LEARNING ENVIRONMENT. THEY CAN BE USED AT THE BEGINNING OF A SESSION TO WELCOME EVERYONE AND GET COMFORTABLE WITH ONE ANOTHER. THEY ARE ALSO USEFUL DURING SESSIONS WHEN THE FACILITATOR FEELS THAT THE ENERGY IS LOW (FOR EXAMPLE RIGHT AFTER LUNCH, AFTER A MORE THEORETICAL PART, ...). HERE WE BRIEFLY DESCRIBE A SELECTION OF ENERGIZERS.

IT IS DIVIDED INTO DIFFERENT CATEGORIES:

- GETTING TO KNOW EACH OTHER
- BUILDING TRUST
- WARMING UP
- LISTENING, OBSERVING AND TELLING STORIES
- ENERGIZING–RELAXING
- EXPRESSING FEELINGS

GETTING TO KNOW EACH OTHER

WHAT WE HAVE IN COMMON



TIME

5 to 10 minutes



MATERIAL

None

The facilitator calls out a characteristic that applies to some people in the group, such as “having the colour blue in their t-shirt.” Every person who has blue in their t-shirt should move to one corner of the room. The others stay put.

Then the facilitator calls out another characteristic, such as “likes football,” all people who like football move to the indicated space. Again the facilitator changes the characteristic, for instance, those participants who have lived and worked abroad will gather again people change place. Etc.

BALL GAME



TIME
5 to 15 minutes



MATERIAL
3 balls preferably with different looks (big, small, coloured, ...)

Everyone stands in a circle. The facilitator starts by throwing the ball to someone in the circle, saying the person's name as they throw. Continue catching and throwing the ball, establishing a pattern for the group. Each person must remember who they received the ball from and who they have thrown it to. Once everyone has received the ball and a pattern has been established, introduce one or two more balls. Now there are always several balls in the air at the same time.

Tip:
Split up the group when it is too big.

KNOTS



TIME
5 to 10 minutes



MATERIAL
None

Participants stand in a circle and join hands with 2 people next to them. Keeping their hands joined, they move in any way that they want, twisting and turning and creating a "knot." They must then unravel this knot without letting go of one another's hands.

Tip: You can make it more complicated if people cannot talk in unravelling the knot!

1 ENERGIZERS

THREE TRUTHS AND A LIE



TIME
5 to 15 minutes



MATERIAL
Paper, pens

Everyone writes their name, along with four pieces of information about themselves, of which one is a lie, on a sheet of paper. For example, "Alfonse likes singing, loves football, has five wives and loves eating cookies." Participants then walk around with their sheets of paper. They meet in pairs, show their papers to each other, and try to guess which of the "facts" is a lie.

CONNECTING EYES



TIME
5 to 10 minutes



MATERIAL
None

Participants stand in a circle. Each person makes eye contact with another person across the circle. The two walk across the circle and exchange positions, while maintaining eye contact. Many pairs can exchange at the same time, and the group should try to make sure that everyone in the circle is included in the exchange. Begin by trying this in silence, level up by exchanging greetings in the middle of the circle.

NAMES AND ADJECTIVES



TIME
5 to 10 minutes



MATERIAL
None

Participants think of an adjective to describe how they are feeling or who they are. The adjective must start with the same letter as their name, for instance, "I'm Henri, and I'm happy" or, "I'm Alice, and I'm amazing." As they say this, they can also mime an action that describes the adjective.

BUILDING TRUST

PASS THE PERSON



TIME
5 to 10 minutes



MATERIAL
None

Participants stand in two rows facing each other. Each person tightly grasps the arms of the person opposite of them. A volunteer lies face up across the arms of the pairs at the beginning of the line. Pairs lift their arms up and down to move the volunteer gently towards the other end of the line. The game continues until the volunteer has been “bumped” all the way to the end of the line.

LEADING AND GUIDING



TIME
5 to 10 minutes



MATERIAL
As many blindfolds as
you have pairs

Participants split into pairs. One member of each pair puts on a blindfold. Their partner then leads them carefully around the area, making sure they don't trip or bump into anything. After some time, the facilitator asks the pairs to swap roles. At the end, participants discuss how they felt when they had to trust someone else to keep them safe.

Tip: You can give different instructions on how the ‘leading’ is supposed to happen: take the blindfolded person by the hand, tap on their shoulders to indicate left and right, give only verbal instructions, ...

1 ENERGIZERS

WARMING UP

GROUP STATUES



TIME
5 to 10 minutes



MATERIAL
None

Ask the group to move around the room, loosely swinging their arms and gently relaxing their heads and necks. After a short while, shout out a word. The participants individually freeze into statues that describe that word.

For example, if the facilitator shouts “peace”, all the participants have to instantly adopt poses, that show what “peace,” means to them. Participants cannot talk during the activity. Repeat the exercise several times.

Variation: When you shout out a word, the group has to form 1 statue all together as a whole.

“PRRR” AND “PUKUTU”



TIME
5 to 10 minutes



MATERIAL
As many blindfolds as
you have pairs

Ask everyone to imagine two birds. The first bird makes the sound “prrr” and the other bird calls out “pukutu.”

If the facilitator calls out “prrr”, all the participants need to stand on their toes and move their elbows out sideways, as if they were a bird ruffling its features.

If the facilitator calls out “pukutu”, everyone has to stand still and not move a feather.

MOVE TO THE SPOT



TIME
5 to 10 minutes



MATERIAL
None

Ask the participants to each choose a particular spot in the room. The game starts with them standing on “their spot”. The facilitator instructs the group to walk around the room and carry out a particular action, for example, hopping, saying hello to everyone wearing blue or walking backwards. When the facilitator says “Stop,” everyone must run to their original spot. The person who reaches their place first is the next leader and can instruct the group what to do next.

LISTENING, OBSERVING AND TELLING STORIES

TIDE'S IN! TIDE'S OUT!



TIME
5 to 10 minutes



MATERIAL
None

Draw a line representing the seashore and ask participants to stand behind the line. When the facilitator shouts “Tide’s out!” everyone jumps forward over the line. When the facilitator shouts “Tide’s in!” everyone jumps backwards over the line. If the facilitator shouts “Tide’s out!” twice in a row, participants who move have to drop out of the game. After one try, a participant can take over.

FIND SOMEONE WEARING ...



TIME
5 to 10 minutes



MATERIAL
None

Ask participants to walk around loosely, shaking their limbs and generally relaxing. After a short while, the facilitator shouts out “Find someone who...” and names an article of clothing. The participants have to rush to stand close to the person described. Repeat this exercise several times using different types of clothing.

Alternative: Touch something blue and ask participants to stand up. Explain that everyone now has to find something blue and touch it. It could be a blue shirt, pen, shoe or whatever. Continue the game in this way, asking participants to call out their own suggestions for things to touch.

WHAT HAS CHANGED?



TIME
5 to 10 minutes



MATERIAL
As many blindfolds as
you have pairs

Participants break into pairs. Partners observe each other and memorize each other's appearance. Then one turns their back while the other makes three changes to their appearance, for example, putting their watch on the other wrist, removing their glasses and rolling up their sleeves. The other player then turns around and has to spot the three changes. The players then switch roles.

Alternative: this energizer can also be played in a group. One person leaves while the group changes 5 things in the room; the person then tries to guess what has changed.

MIRROR IMAGE



TIME
5 to 10 minutes



MATERIAL
None

Participants sort themselves into pairs. Each pair decides which one will be the "mirror." This person then copies (mirrors) the actions of their partner. After some time, ask the pair to swap roles so that the other person can be the "mirror". Challenge them to make it difficult for you to see who is guiding and who is following.

THE KING IS DEAD



TIME
5 to 10 minutes



MATERIAL
None

The first player turns to their neighbour and says, "The King is dead!" The neighbour asks, "How did he die?", and the first player responds, "He died doing this..." and starts a simple gesture or movement. All participants repeat this gesture continuously. The second player repeats the statement (The King is dead!) to their other neighbour, and the third player asks, "How did he die?" The second player adds another gesture or movement. The whole group then copies these two movements. The process continues around the circle until there are too many movements to remember.

DRAW YOUR PERSONAL STORY



TIME
20 minutes



MATERIAL
None

All participants answer the following three questions, creating a drawing (this may for example also be a symbol).

- 1) How do you want other people to see you?
- 2) What is your ambition in life?
- 3) What do you want to know about the person on your left? Do you have a specific question? This might also be something funny.

After this, the drawings are being collected and shown one by one and everyone guesses which drawing belongs to which person. The person left of the 'artist' will answer the question. Additional explanations can be given.

ENERGIZING–RELAXING

DANCING ON PAPER



TIME
5 to 10 minutes



MATERIAL
Newspaper or cloths of the same size (as many as you have pairs)

The facilitator prepares sheets of newspaper or cloth that are the same size. Participants split into pairs. Each pair is given either a piece of newspaper or cloth. They dance while the facilitator plays music or claps. When the music or clapping stops, each pair must stand on their sheet. The next time the music or clapping stops, the pair has to fold their paper or cloth in half before standing on it. After several rounds, the paper or cloth will be very small by being folded again and again. It will be increasingly difficult for two people to stand on. Pairs that have any part of their body on the floor are out of the game. The game continues until there is a winning pair.

PASS THE ENERGY



TIME
5 to 10 minutes



MATERIAL
None

Participants stand or sit in a circle, hold hands and silently concentrate. The facilitator sends a series of “pulses” both ways round the group by discreetly squeezing the hands of those next to them. Participants pass these pulses around the circle, as in an electric current, by squeezing the hand of the person next to them and literally “energizing” the group.

DRAGON’S TAIL



TIME
5 to 10 minutes



MATERIAL
Two bright scarfs

Ask the group to divide into two groups and to form two lines. Then ask the members of both groups to put their hands on the waist of the person in front of them to form a dragon. Tuck a bright scarf into the last person’s trousers, skirt or belt to form the dragon’s tail. The teams will move around and try to catch the other dragon’s tail without losing theirs.

CLAP EXCHANGE



TIME
5 to 10 minutes



MATERIAL
None

Participants sit or stand in a circle. They send a clap around the circle by facing and clapping in unison with the person on their right, who repeats the clap with the person on their right and so on. Do this as fast as possible. Send many claps, with different rhythms, around the circle at the same time.

EXPRESSING FEELINGS

WHAT AM I FEELING?



TIME
5 to 10 minutes



MATERIAL
None

Participants sit in a circle. Each person takes a turn to act an emotion. The others try to guess what feeling the person is acting out. The person who guesses correctly can act out the next emotion.

Tip: as facilitator you can prepare small cards with different emotions on them. The participants can pick a card, to act out the emotion written on the card for inspiration if needed.

LEGO-ARCHITECTS



TIME
20 to 30 minutes



MATERIAL
An identical set of lego bricks for each group + 1 for the facilitator (preferably different colours and sizes).
Enough space for installing several base camps and to be able to move around.

Divide your group in small teams of 3 or 4 members each. Ask every team to build a base camp where they can build something the others can't see (with chairs, tables, pieces of clothing, ...). The facilitator should also build a base camp, and put an example construction with lego bricks in it.

Ask each team to assign 1 builder and 3 architects. The builder stays in the base camp. The architects can run towards the facilitators' example construction and come back to give instructions to the builder. Important: the architects should not be able to see the construction of their builder (if this happens, it is considered cheating and they will get penalty points)! If needed, you can indicate where the 'architects' should stand so they cannot see the construction.

The goal is to reconstruct the example as correctly as possible. After some minutes, when you feel they are almost done, start counting down and call stop. Everyone raises their hands. All constructions are brought to the middle to evaluate the construction.

If it works well and is fun, it can be nice to do the same activity another time. The teams might have learnt a lot and might want to try a new strategy.

Debrief the experience well. Here are some questions, use the ones you like and/or add your own.

- How was it to play this? What was difficult? What was frustrating? What went well? What worked to succeed better? What did you learn?
- Did you put the right people in the right role? What would you have done differently if you were in the other role? Who was more responsible for the result, the builder or the architects?
- How can we link this game with reality and the challenges we face in everyday life?

THE BROOMSTICK



TIME
15 minutes



MATERIAL
A (broom)stick per 8 participants

Give each team a broom stick and explain that they should put the stick on the side of their index fingers – not holding it but always touching it, so the stick leans on the 8 fingers. If someone loses contact with the stick, the team should restart the exercise.

The challenge is to put the stick on the ground as quickly as possible, starting at shoulders height. Insight: normally the stick tends to go up instead of down, but with good concentration and coordination, it is possible.

How was this for you to do? Was it difficult? What helped? What did you do well?

COLOUR–FEELING



TIME
5 to 10 minutes



MATERIAL
None

Everyone takes a turn to say how they are feeling and associates a colour with the feeling.

ME–YOU–WE



TIME
10 minutes



MATERIAL
None

Ask the participants to make pairs and find 1 thing they have in common with their partner. We suggest not giving any examples, with some creativity, this should not be too difficult. If it goes quickly, they can try to find more similarities – until all groups are ready.

As a next step, invite the couples to join another couple, so they become a group of four. Give the same challenge: find something you have in common (preferably something new that you didn't find yet within your pair.) Merge the groups again, so they become a group of 8 – and repeat the challenge. Go on like this until they are all in 1 group.

Debrief:

- Was it easy or difficult to find things you have in common?
- What categories of things worked well?
- Did it become more difficult or easier when the group became bigger?
- Did the things you have in common change?

No matter with how many people you are, if you search long enough, you'll always find something in common. How does this knowledge help you in your day-to-day interactions with people you already know or with those you meet for the first time?

MAKING GROUPS



TIME
20 to 30
minutes



MATERIAL
Small stickers in minimum 3 different
colours, numbers depending on your
group size

Ask the participants to form a circle. Give the following instructions: 'We are going to start an exercise. As from now on, it is absolutely forbidden to speak. 'First I will ask you to close your eyes and shortly afterwards I will invite you to open them again. It is essential that you do not speak at all during the entire exercise.'

When the eyes are closed, silently stick the small coloured stickers on the participants' foreheads according to a certain distribution. For example for a group of 15 participants:

- Majority = blue stickers (8 participants)
- Second majority = green stickers (5 participants)
- First minority = yellow stickers (2 participants)
- One participant does not get a sticker

The number of stickers of each colour is meant to depict social inequality. Often, participants in the majority groups will feel more confident than the others.

Then give the following instruction to the group:

'When I give the permission, you will open your eyes, but as you know: NO speaking! The goal of the exercise is to divide the big group into smaller groups. (Say this twice very clearly). Now you may open your eyes and make groups'

Due to people's habit of classifying everything around them, the group will probably divide into subgroups per colour and the participant without a sticker will be left alone and isolated. The participants have to rely on each other to accomplish the task, since they do not know the colour of the sticker on their own foreheads.

As facilitator, observe the behaviour and attitudes of the participants and take notes to use in the debriefing.

Debrief:

- What was your first reaction when you opened your eyes?
- How did it feel to not be able to speak?
- When did you realize you were part of a majority or minority? How did that feel?
- What strategies did you use to perform the task? Are there other possible outcomes?

(If this doesn't rise from the discussion: remind the participants that they could have chosen alternative ways of forming groups, and that nothing in the instructions by the facilitator pointed them towards a division per colour. They could have formed 3 equal groups of 5 people, rainbow groups in which they accept differences within the group ...

- What do you think about when you compare this to situations in the real world?

CHECK IN – CHECK OUT



TIME
5 to 10 minutes



MATERIAL
None

Small rituals are worth a lot. A pleasant environment with good relationships contributes to effective learning. Depending on the time and resources available, think of a simple activity to open and close the session.

A check-in is mainly a matter of relational focus: we pay attention to the human behind every participant and invite them to connect to themselves and each other. Ask them, for example, to share how they feel today, how they woke up this morning, what they bring to the room, what they left behind before entering the room, ...

It can also be interesting to connect to the tasks or topics of the day during a check in: what do the participants hope to find, what do they remember from a precious meeting or session, what they can contribute to the session, ...

You can go around the table quickly (to set the tone generally) or work in small groups (to share deeper reflections with their neighbours, more confidentially).

Metaphors, images and symbols work well: ask everyone to present their internal weather-forecast, what animal, vegetable or cartoon figure they feel like today, what superpower they would like to have today, where they would go to if they had a timespace-travel-machine, ...

Other ideas: invite everyone to share something they are proud of, guide a short meditation, breathing or body activation exercise, ...

The same goes for closing your session: a quick evaluation question, a circle of thanks, a meditation or a cultural closing can do magic for the group-dynamics and learning process.

1 ENERGIZERS

COUNT TO 10



TIME
5 to 10 minutes



MATERIAL
None

This is a short game to bring calm and practice some focus and concentration in a group.

Ask the participants to form a circle. Explain that the goal of the game is to count to 10 together, with all eyes closed. There should be no logic in who says what number (so it's forbidden that 1 person starts – and the next person next to him/her/they says 2 etc), there should be no signs or signals. If 2 people speak at the same time, the group has to start from 0 again.

KIYO EMPOWERMENT CARDS



TIME
15 to 30 minutes



MATERIAL
KIYO empowerment cards
(<https://www.kiyo-ngo.be/cards>)

The KIYO empowerment cards are a set of pictures. They can be used in multiple ways as a source of inspiration.

1. Spread out all cards with the pictures facing up.
2. Ask the participants a question and let them choose a picture that best suits them or which they associate the most with their answer.
3. Make a round of all the participants, let them show or describe the card clearly to the others and explain why they have chosen that particular card.

Icebreaker questions: Choose a card that represents:

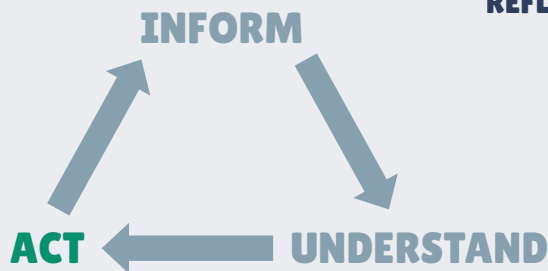
- how are you feeling today
- how do you feel about (a particular task, topic, ...)
- something that nobody here knows about you
- something about you as a person (for example hobby, passion, colour, character, ...)
- ...

Reflection questions: Choose a card that represents:

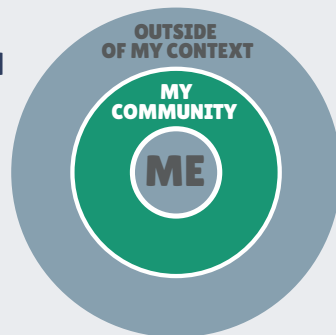
- something you learned as a result of the activity
- how the group was doing during the activity
- your experience of today
- something you would like to provide feedback on
- something you are taking away from this experience
- something you are going to put into practice in your daily or in your professional life
- your comprehension of the subject at this stage
- ...



LEVEL OF LEARNING



LEVEL OF REFLECTION



TIME

- 15 minutes



MATERIAL

- Newspaper
- Markers

USED METHODS

- Brainstorm
- Presentation

OBJECTIVE

- Youth learn to express their needs to feel safe and comfortable expressing themselves in the group.

2 SAFE SPACE, BRAVE SPACE

THIS TOOL AIMS TO ESTABLISH COMMON RULES TO FACILITATE PARTICIPATION, COOPERATION AND CREATIVITY OF EVERYONE WITHIN A GROUP.

SKILLS

Relational skills

- Dealing with diversity in your encounters
- Collaborating through active participation
- Democratic decision-making
- Conflict management
- Dialogue
- Standing up for your opinion
- Public speaking
- Learning to listen

Critical Thinking

- Shaping your own opinion
- Reflection about one's own position in the system
- Insight into other contexts and reference frameworks

Action and commitment

- Aware about one's own role and responsibility in the system

DESCRIPTION OF THE PROCESS

1 ESTABLISH A "SAFE" FRAMEWORK OR TRUST FRAMEWORK

Explain that, to make room for individual participation, cooperation and creativity within a group, it is first necessary to nurture trust, f.e. a minimum of security for oneself and the group.

Invite the youth to reflect on and propose rules that will enable them to feel safe and comfortable expressing themselves in the group. To help them come up with common rules, ask them the following questions:

- In your personal experience, what has made you feel comfortable and want to get involved in a group?
- What are the aspects that have hindered your confidence?
- What is challenging for you and what could this group do to support you?

OPTIONALLY

- Speak on your own behalf, use “I” to express yourself
- Be kind and respectful, without judging yourself or others
- Zero tolerance for racist, sexist, xenophobic or any other hate speech
- Do not interrupt
- Privacy: share the message not the messenger
- Respect schedules and commitments
- Take responsibility for enforcing the trust framework
- Dare to express your knowledge, your skills, your experiences, all towards common construction

Write the principles on a sheet of paper. Check to see if the group agrees with each new proposal, or if there is any opposition.

You’ll need to call on everyone’s co-responsibility in order to ensure that everyone’s voice is heard. Let the group know that the framework is not set in stone, and that once it has been put into practice, it can be enriched and modified if necessary.

ALTERNATIVES

Place the list in an area of the room where everyone can see it.

Tip: to facilitate the consensus-building process, invite participants to use the sign language described in tool 2.4 “Gestures to manage the conversation”.

If you are short of time, suggest a framework with essential rules. Ask the youth if they wish to add other rules and have them adopted by the group by show of hands.

2 ESTABLISH THE “BRAVE” FRAMEWORK

Explain that it was the LGBTQIA+ movements that introduced and promoted the notion of “**safe spaces**”, emphasizing inclusion and, in particular, welcoming the feelings and experiences of those first affected. The aim is to develop critical dialogue within the group, which is necessary if active citizenship is to be fostered. Later, North American Afrofeminist Bell Hooks introduced the concept of a “brave space” or “space of encouragement.” This approach invites everyone to have the courage to raise their own voice, to express themselves on sensitive subjects that may generate discomfort, by seeking broader coherence. In other words: to have coherence between what I think, what I say and what I do.

A critical dialogue can then integrate the framework of trust mentioned above, emphasizing that it takes place without personal attacks, but is based on the internal coherence of the argument. In this way, we can incorporate principles that invite participants to take risks, participate and face up to argumentative criticism.

Here are a few examples of rules, taken from the Aware-La communication guide, published on the website of the Institute for Research and Education on Social Movements (IRESMO):

- Be open to different points of view and ask questions to understand sources of disagreement
- Respect the experiences and feelings of others by taking responsibility for the effects of your words
- Use this space to recognize and examine each other’s privileges.
- Take risks: accept discomfort, challenge with care. We are all part of a process
- Share speaking time
- Use simple language and provide background information where necessary

It is worth revisiting these rules from time to time, for example at the end of a workshop or at the start of a subsequent activity.

Check with participants if they think the rules are being followed, what they can do as a group to better follow the rules, and what the effects of this framework are.

TIPS FOR THE FACILITATOR

Don't improvise! Prepare your own proposal of principles (rules) that you can use to complete the group's proposals.

Caution: As facilitators, we are the guarantors of respect for the common gesture and the framework of trust, so don't hesitate to interrupt if it isn't respected. At the same time, our role is to make sure that the flow of ideas is not monopolized by some, or never taken up by others. To go further on this point, we invite you to consult the Colibris association's practical sheet (see sources).

Adapt your vocabulary to your audience : ask the group if they need clarification on a concept, notion or word.

In environments where people are used to a top-down pedagogical framework, proposing principles for a trust framework can be challenging. Therefore, we encourage you to spend time discussing it with the group. As the meetings progress, we learn to collaborate, to make our voices and wishes heard, while listening to those of others.

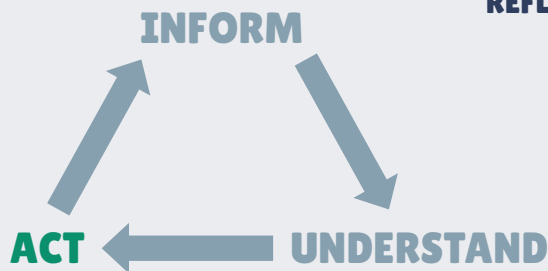
Depending on the group, the purpose of the meeting and the context, you can ask yourself which trust framework might be more appropriate, starting with a "safe space" or a "brave space" approach.

Don't hesitate to use graphic facilitation to demonstrate the principles of the trust framework (use the talents in your group).

SOURCES

There are many great collectives who have worked on understanding participatory democracy, and who can give you a good starting point for the trust framework based on the principles of collective intelligence.

- *Principles of collective intelligence:*
Diot-Labuset. C. (2015). Participatory democracy: guide to tools for action. Foundation for Nature and Man.
<https://www.fnh.org/guide-democratie-participative/>
- *The brave spaces*
Communication Guidelines for a Brave Space", Aware-la.
<https://static1.squarespace.com/static/581e9e06ff7c509a5ca2fe32/t/58f25fa937c58130853337df/1492279209799/04+AWARE-LA+Brave+Space+Guidelines+and+History.pdf>

LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 20 minutes with the extended version

**MATERIAL**

- 2.3.1 Scale, to project or print
- Paper to take notes

USED METHOD

- Presentation

OBJECTIVE

- Youth practice active listening.

3 ACTIVE LISTENING

THIS TOOL ALLOWS YOU TO PRACTICE AND DEFINE ACTIVE LISTENING.

SKILLS**Relational skills**

- Dealing with diversity in your encounters
- Collaborating through active participation
- Dialogue
- Public speaking
- Learning to listen

Critical Thinking

- Curiosity towards others and the world
- Self-reflection
- Self-knowledge
- Self-insight

Action and commitment

- Aware about own role and responsibility in the system

DESCRIPTION OF THE PROCESS**1ST PART : PRACTICE ACTIVE LISTENING**

Invite the group to pair up to practice active listening: Start by proposing a knowledge exchange. Here are some ideas:

- If there was anything you could change immediately in the world, what would it be?
- What is the last news you received that surprised you?
- A testimony about a significant event in your life

Don't hesitate to ask a question related to the subject and objective of your event or activity!

Each pair has 10 minutes to discuss the chosen topic. It is necessary to distribute speaking time equally among participants. During this time, ask participants to listen without interrupting their partner, and to pay particular attention to 3 elements and write them down if necessary:

- Points of astonishment, surprise, questioning
- Points that echo their own experience
- Points that give them ideas to test out

If the participant speaking has finished their story, the pair remains silent until the end of the time unless the narrator wishes to speak again. Finally, in plenary, each participant must present their partner and a part of their story or arguments in a brief manner (no more than a minute).

2ND PART : DEFINE ACTIVE LISTENING

Present to the group a scale of different levels of active listening which will allow them to understand by example (see diagram below).

Invite youth to imagine the consequences of interventions at different levels of active listening. Do they know any examples? What is their own experience? What promotes a safe space and active participation of everyone? What promotes the feeling of having a useful and focused conversation?



DEBRIEFING

At the end of the meeting, propose a reflection in plenary using the following questions:

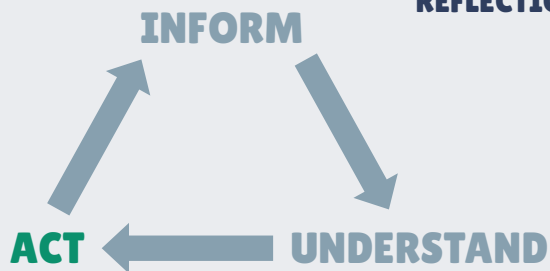
- What makes us feel heard?
- How do you rank yourself today on the active listening scale? Ask some participants to explain their position.

TIPS FOR THE FACILITATOR

- We advise you to complement this practice with the tool “2.4 Gestures to manage the conversation”. It works well to hang both the gestures and the different levels of active listening in a visible place in the room, and refer to them whenever you deem it necessary. (Especially when they're not respected.)
- This animation is part of a whole set of strategies to prepare groups for collaboration and collective intelligence. You can further complete to it with the tools “2.2 Safe space, brave space”, “2.4 Gestures to manage the conversation” and “6.5 The mandala of roles”.

3 ACTIVE LISTENING



LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 10 minutes

**MATERIAL**

- 2.4.1 Gestures, to project or print

USED METHODS

- Presentation

OBJECTIVE

- Youth learn to establish a common sign language, which allows each participant in the group to express themselves and communicate easily without interrupting the flow of the conversation or debate in progress.

4 GESTURES TO MANAGE THE CONVERSATION

TOOL FOR MANAGING DIALOGUE AND DEBATE IN A GROUP AND PROMOTING EFFECTIVE PARTICIPATION

SKILLS**Relational skills**

- Dealing with diversity in your encounters
- Collaborating through active participation
- Dialogue
- Public speaking
- Learning to listen

Critical Thinking

- Curiosity towards others and the world
- Self-reflection, -knowledge and -insight

Action and commitment

- Aware about own role and responsibility in the system

DESCRIPTION OF THE PROCESS

- Firstly, wherever possible, favour a horizontal arrangement of space; for example the circle is the ancient form of communal gathering, where all people can see and feel each other in the space with equal importance.
- Propose to the group that they adopt a set of non-verbal gestures, each time explaining the goal and the significance of each one. Here are some basic examples:



Agree



Ask The Floor



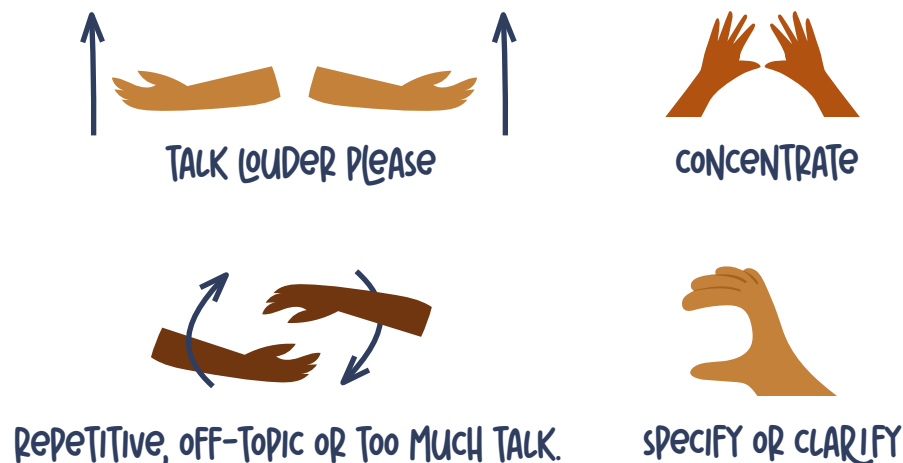
Disagree



Direct Reaction

The first gestures are for when a participant wants to react to something. For example when a participant wants to respond quickly to something that has just been said, they can indicate this by moving their index finger back and forth. This sign is used for short and precise interventions, for example when a participant wishes to correct something that has been said, provide additional information or clarify something about which there is doubt.

The other gestures are for facilitating a high quality interaction within the group, for example: by moving their hand up and down, a participant can ask a speaker to speak louder so they can be heard better.



Take some time to practice the gestures:

- Name one of the concepts and let the group do the gesture
- Do one of the gestures and let the group shout the concept

Also emphasize the importance of practising active listening during the session.

DEBRIEFING

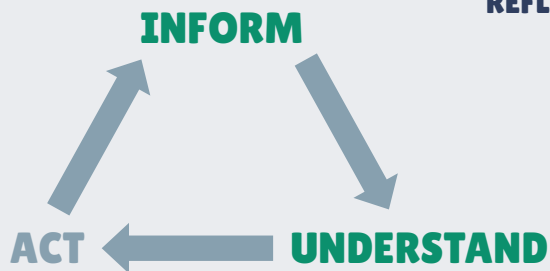
At the end of the meeting, propose a reflection in plenary using the following questions:

- Were speech gestures respected? Did they allow us to communicate better in this space?
- Were there any actions that made you uncomfortable? What are the easiest or difficult things to do?

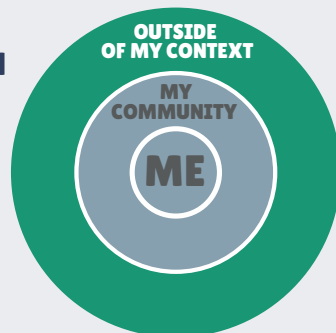
TIPS FOR THE FACILITATOR

- Allow people to modify, propose or invent other actions that they consider necessary. Be as creative as possible! It is okay if using the gestures feels a bit silly and creates a funny atmosphere. Humor helps to accept each others feedback.
- We advise you to complete this practice with the tool “2.3 practicing active listening” and to display both the gestures and the different levels of active listening in a visible place in the room. Refer to it each time as you deem it necessary, especially when they are not respected.
- The golden rule: adapt your content according to the audience. Consider the needs of the group, particularly those with diverse abilities. Do not hesitate to ask for them before any intervention or even beforehand, from people who know the group. If, for example, there is a blind person in the group, it is necessary to provide descriptions of frequently used gestures or images.
- This animation sequence is part of a whole set of strategies to prepare groups for collaboration and collective intelligence. Don’t hesitate to complete it with tool “2.2 Safe space, brave space” and “6.5 The mandala of roles”.

LEVELS OF LEARNING



LEVEL OF REFLECTION



TIME

- 20 minutes with the extended version



MATERIAL

- 2.5.1 Greetings game, to print and cut out

USED METHOD

- Group work

OBJECTIVE

- Youth discover cultural diversity and analyze its impact on themselves and others.

5 GREETINGS GAME

THIS GAME IS USEFUL FOR STARTING AN (INTERCULTURAL) MEETING.

SKILLS

Relational skills

- Dealing with diversity in your encounters

Critical Thinking

- Curiosity towards others and the world
- Reflection about one's own position in the system
- Insight into other contexts and reference frameworks

DESCRIPTION OF THE PROCESS

Explain that, when meeting someone it is important to discover who they are and learn about their culture, their environment, and their history. Everything starts by greeting someone properly!

Invite each participant to draw a small card on which a way of greeting is written. Ask them to read its content without revealing it to the others.

At the signal of the facilitator, the participants must walk around and greet each other in the manner described on their paper. After meeting and greeting one person, they continue to the next.

DEBRIEFING

Discuss some of the following questions with the group:

- What did you feel?
- Was it easy or difficult to perform your greeting?
- How did the greetings from other participants make you feel?
- How did you start greeting others early in the game?
- Has your way of greeting changed over the course of the game?
- Did you take more time to observe others as the game progressed?
- Which country, community or culture do you think corresponds to which greeting?
- From your experience, is there any greeting in the game you think is different in everyday life?
- What is your way of saying hello in your culture?
- Is there any other way of saying hello you have already experienced?
- Have you ever been surprised by ways of saying hello that you didn't understand?
- More generally, have you ever experienced surprising situations in the context of intercultural encounters?
- How does this experience reflect our society?

When you visit somewhere it can be nice to make the effort of looking up some basic sentences and gestures used within the country, community or culture. It is important to keep in mind that people are used to generalizing information and behavior. The information you find online, or you hear from one person, is not necessarily true for another person.

Try to be curiously informed: be informed about the basics of a certain culture and stay curious about the individuals you meet.

Ask the group if anyone has experienced misinterpretation of cultural behavior. Did they attribute cultural behavior to someone else or did someone else attribute certain behavior to them based on the assumptions?

- How did you feel in this situation?
- How did the interaction continue?

ALTERNATIVES

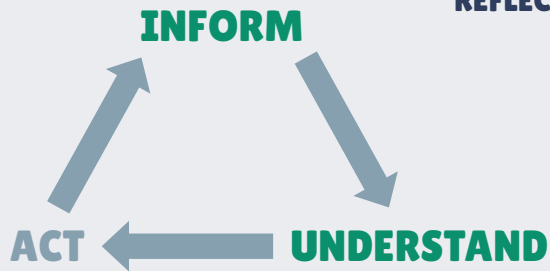
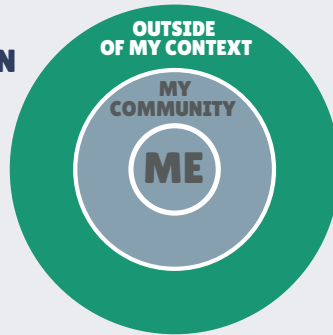
There are 18 different greeting cards. If the group is large, you can suggest forming subgroups to discuss the questions.

TIPS FOR THE FACILITATOR

- If the group is larger, simply print out the greetings several times.
- You are very welcome to add greeting cards. Please be mindful of stereotypes. It can be very interesting to discuss these with the youth.
- Always read the description of the greetings before using them and filter out the ones you feel are not appropriate to use in your group.

SOURCE

The original tool was created by the French organisation CCFD (le Comité Catholique contre la faim et pour le développement) and has been slightly adapted for this toolbox. More tools (in French) on Nos outils d'animation - CCFD-Terre Solidaire • <https://ccfd-terresolidaire.org/nos-outils-danimation/>). Do not hesitate to contact the CCFD to inform them that you are using the tool at this address bougetaplan-ete@ccfd-terresolidaire.org.

LEVELS OF LEARNING**LEVEL OF REFLECTION****TIME**

- 20 minutes

**MATERIAL**

- 2.6.1 Posters, to project or print
- Provide some pieces of paper to cover the sentences on the posters

USED METHOD

- Plenary discussion

OBJECTIVES

- Youth are challenged to investigate stereotypical communication.
- Youth learn to consider partnership while respecting differences.

6 BETTER THAN THE CLICHÉS

THIS TOOL AIMS TO CHALLENGE GENERALIZATIONS AND STEREOTYPES ABOUT THE GLOBAL SOUTH.

SKILLS**Relational skills**

- Dealing with diversity in your encounters
- Dialogue

Critical Thinking

- Shaping your own opinion
- Curiosity towards others and the world

System thinking

- Reflection about one's own position in the system
- Self-reflection, knowledge and insight
- Insight into other contexts and reference frameworks

Action and commitment

- Aware about own role and responsibility in the system

DESCRIPTION OF THE PROCESS

Print the posters or display them on a screen. Only show the characters and not the text yet. You can hide the text with pieces of paper. Ask participants to describe the characters and imagine their status in society.

Then reveal the slogans. For example, “this is not a woman from Africa who is hungry. This is the manager of an agricultural cooperative in Ethiopia that ensures food security possible for Ethiopian farmers.” Or “This young boy is not dreaming of a football career as a way out of poverty. This young man is a farmer looking for solutions to water insecurity for small farmers in Brazil.”

Facilitate a discussion on the importance of language. Highlight the harmful and racist clichés that are reproduced by the media and the humanitarian aid sector. A lot of messages created by the West, about the Global South portray dependency and need for help.

Explain that this campaign places these men and women as key players in the development of their countries. While poverty is indeed part of the reality in the Global South, the fact remains that people are resilient and take their future into their own hands. They bring forth innovative and sustainable economic, political and social projects: an agricultural seed bank, a self-managed crèche, micro-financing, fair trade, energy production from cattle dung, village mutual societies, organic farming...

ALTERNATIVES

You can use other photos or images, or adapt the slogans to suit the purpose of the exercise.

DEBRIEFING

Discuss (some of) the following questions:

- What did you learn?
- What surprised you?
- Do you think “stereotyping” happens often? Why?
- How could you contribute to fewer stereotypes?
- How can you challenge your own (unconscious) stereotypes and prejudices and those of others?
- Is there something you would do differently after this session?

TIPS FOR THE FACILITATOR

This game is a way out of the confusion that associates poverty with a lack of ideas, skills, strength or courage. International solidarity starts with the recognition of the capability and expertise of our partners in the Global South in creating their own future with dignity.

This campaign borrows the codes of surrealism and draws inspiration from the works of René Magritte to contrast reality with the way we represent it.

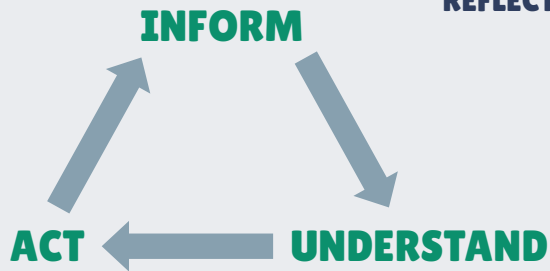
6 BETTER THAN THE CLICHÉS

SOURCE

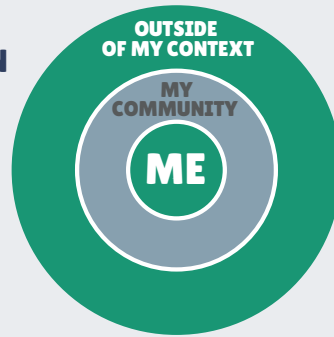
The original tool was created by the French organisation CCFD (le Comité Catholique contre la faim et pour le développement) for the campaign « Le sud mérite mieux que nos clichés ». More tools (in French) on Nos outils d’animation - CCFD-Terre Solidaire • <https://ccfd-terresolidaire.org/nos-outils-danimation/>. Do not hesitate to contact the CCFD to inform them that you are using the tool at this address bougetaplanete@ccfd-terresolidaire.org



LEVELS OF LEARNING



LEVEL OF REFLECTION



TIME

- Half the time of the activity

USED METHOD

- Plenary discussion

OBJECTIVES

- Youth learn to express their feelings and opinions.
- Youth learn to take a step back from the activity, link their experiences with a bigger context and anchor their learnings in systemic realities.

MATERIAL

- Big papers

7 DEBRIEFING

THE DEBRIEFING IS AN ESSENTIAL STEP IN ANY LEARNING EXPERIENCE, IT ALLOWS TAKING A STEP BACK FROM THE ACTIVITY AND BRINGS OUT CRITICAL REFLECTION.

SKILLS

Relational skills

- Dialogue
- Public speaking
- Learning to listen

Critical Thinking

- Shaping your own opinion
- System thinking
- Reflection about one's own position in the system
- Self-reflection, knowledge and insight
- Insight into other contexts and frames of reference

Action and commitment

- Willingness to change
- Aware about own role and responsibility in the system
- Visualize a positive future

DESCRIPTION OF THE PROCESS

At the end of any activity related to active- and global citizenship, a debriefing is fundamental. It allows us to make the link between the experiences and feelings of participants and the systemic realities that surround them. The debriefing is often reduced or sometimes even skipped – however we believe its duration should be equivalent to minimum half the duration of the activity.

Above all, the debriefing is done to bring out critical reflections and find ways for collective action in the face of the studied challenge, problem or phenomenon. To achieve this, there are several methods. This tool presents the RADAR method: from the French Ritimo-network. It is based on 5 steps: Retreat, Analysis, Debate, Alternatives, Resources.

Below you will find a series of standard questions that can guide you in implementing this method.

Especially for the more playful activities where competition intensifies the mood and youth act more intuitively – there is not much room for reflection during the activity.

For example, in this toolbox: 2.1 Energizers, 2.5 Greetings Game, 3.5 Marshmallow challenge, 5.1 Getting to know the SDGs, 5.2 SDG Quiz, 6.1 Global citizens.

1ST PART: RETREAT

This step aims to present the results of the proposed activity and to question the feelings and feedback it generates in the group. Sit in a circle and let everyone in their turn respond to some of the following questions:

- How do you feel after the activity and why? The facilitator can give some examples of feelings such as “joyful”, “frustrated”, “inspired” etc.
- What went well?
- What was difficult?
- What would you do differently if we were to repeat the activity?
- Who played an important role in the outcome?
- What did you personally contribute?

Tip: You can limit the number of words or speaking time per participant to make it challenging and keep the dynamics.

Tip: In some activities we assign the specific role of observer. If this is the case, now is the ideal time for them to share their reflections.

Alternatives:

Let the youth choose an image that matches their feelings – using for example the KIYO empowerment Cards, Dixit cards or other images. Ask them to explain why they chose this picture, what it reflects for them.

2ND PART : ANALYSIS

Invite the youth to reflect on things that happened during the activity and connect them to things that happen in the real world – related to a bigger change. It helps to give examples as this is a difficult assignment. As a facilitator you can think about this beforehand.

Also, you can refer to the things mentioned in the previous phase. If someone said they found it a frustrating experience, ask if they can imagine a person or a group of people in our worldwide society that might have a similar experience and feeling. If someone was really happy about winning a game, ask them who in the ‘real world’ might feel the same way.

In this phase, you can also bring in new information and insights to analyse (and deconstruct) our ideas about reality. This is also the time for the intervention of an expert (live or via videos, articles or quotes) that brings in new perspectives.

3RD PART : DEBATE

The debriefing time must allow everyone to express themselves. Invite the youth to share their opinions and their own ideas for a better society.

- What do they think of the theoretical contributions made?
- Did it change their opinions or approach?
- How did this experience influence the way they look at the world?
- Could this experience change their personal way of doing, the way they relate to others or their motivation to contribute to change?

4TH PART : ALTERNATIVES

In this phase, we invite the youth to imagine a better, more fair and united world. Reflect together on how we can address the experiences and feelings that came up. What can we do to overcome and change the studied societal issues and realities?

List all ideas on a flipchart, without thinking too much about if they are realistic or how to execute them. It is important to bring out hopeful alternatives that make people want to act. For instance, this could involve, presenting a famous actor or actress involved in fair trade, the fight against discrimination, the environment, etc.

5TH PART : RESOURCES

Each person is invited to share tools and resources related to the subject(s) covered on a “Resources flipchart”.

TIPS FOR THE FACILITATOR

Sometimes certain stages may have already been experienced during the activity, then simply remind the participants of the insights and go on. Of course, this impacts the total timing of your debriefing.

Facilitating a good debriefing is a challenge. It aims to give everyone the opportunity to speak and express their emotions, which might feel uncomfortable. Give the emotions and tensions time to be there, acknowledging them is important. It is essential that the facilitator suspends judgment to allow the free expression of opinions and feelings.

A facilitator must know a minimum of the subject covered but will not necessarily have the answers to all the participants’ questions. It is good to prepare some theoretical contributions, but it is important to avoid an expert position, in order to allow horizontal exchanges. If needed, reframe the debate by questioning the reliability of resources to which the participants’ opinions relate when they seem less than credible.

SOURCES

The RADAR methodology is a tool offered by the French network Ritimo, who collect, select and disseminate critical, plural and diversified information, in a current of alter-globalization action. This methodology is part of their WECSI training offer.

Website : <https://www.ritimo.org/La-Ritimotheque>

Another tool is developed within the THOR (The Heart of Reflection) project to support the reflection processes of the learners, through a structured and organized debriefing.

Website : <http://theheartofreflection.com/debriefing-tool/>

3

TALENT TOOLS



INTRODUCTION

TALENT TOOLS

This chapter presents various tools that help in identifying, naming, and consciously addressing the talents of youth. If youth are more conscious about their talents, and those of others, it will strengthen their self-confidence as well as belief in their capacity to contribute to change.

For our approach to talent, we build on the inclusive vision of talent promoted by Luk Dewulf (more info on <https://www.mytalentbuilder.com>). Mr. Dewulf is an educator, talent coach, and author of several books on talents. From the inclusive vision of talent, he asserts that talent is universal: no matter where you are or who you are, everyone has talents. We all possess a unique combination of talents. However, we are not always aware of them, and it

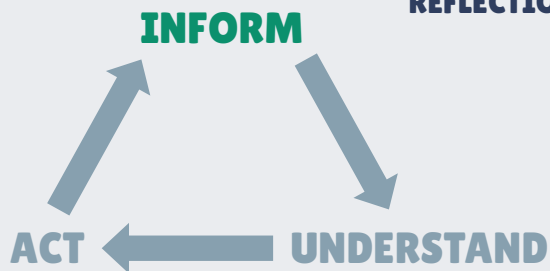
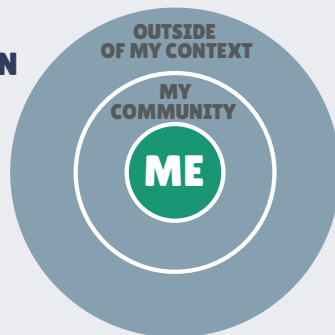
takes good circumstances and opportunities to be able to develop and use them. The tools described here guide facilitators in working in an active and inclusive manner with the talents of youth.

In the tools, we use the Talent Cards designed by Luk Dewulf. You can order them in English for €19.99 at <https://www.lannoo.be/nl/go-your-talent-O>.

In addition to the group work we suggest here, Luk Dewulf developed an individual screening tool to discover one's own unique talent profile: www.mytalentbuilder.com/en-gb

You are welcome to use any other talent methodology and adapt the tools accordingly.



LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 15 minutes

**MATERIAL**

- Talent Cards
Luk Dewulf
(see p42)

USED METHODS

- Plenary conversation
- Presenting

OBJECTIVES

- Youth get to know the structure of the Talent Cards.
- Youth can connect the talent words to their own personality and recognise the talent words in others.
- Youth can explain the talents to others.
- Youth understand how everyone has a different set of talents that define the activities they are good at.

1 GETTING TO KNOW THE TALENT CARDS

A SHORT EXERCISE TO GET TO KNOW THE TALENT CARDS MADE BY LUK DEWULF

SKILLS**Relational skills**

- Dealing with diversity in your encounters
- Collaborating through active participation
- Learning to listen

Critical Thinking

- Curiosity towards others and the world
- Self-reflection, knowledge and insight

DESCRIPTION OF THE PROCESS

Start by asking the group:

- What is Talent?
- What does it make you think of?
- Do you think everyone has (a) talent(s)?
- What are famous talents?
- Who are famous talented people?

Lay the Talent Cards out on the table with the drawing facing up. Explain that these cards are designed based on research. They choose not to focus on activities, but on identified qualities that are common for a diverse set of people.

Some words sound logical, they make sense immediately. Other words are more abstract. We will take some time to get to know them.

Give the youth the following instructions. Each time briefly discuss the cards they have chosen.

1. Find a card that starts with the first letter of your first name (or if that is not possible: your last name). Present yourself using this word (for example: I am Simon, the Solid Rock – I am Prinka, a Visual Organizer).
2. Find a card that you think is clear-at-first-sight, where the talent word explains itself.
3. Find a very vague card – one that you do not understand by the title.

Each time, invite the youth to share their chosen card and ask:

- Does this really suit you or not?
- Does it perhaps fit someone else in this group?
- Do you know anyone who might have this talent?

DEBRIEFING

If you continue with another activity on talent, you can keep the debriefing short.

1. Ask if the cards were useful to describe talents in a new way. What is the impact of looking at talent like this (not as an activity but as a personality trait)?
2. Ask what the youth think of the cards:
 - Do they agree these words are ‘universal talents’ (meaning several people worldwide have the same quality)?
 - Do the words help to explain themselves to others?
 - Does it help to better understand others and their way of thinking or their behavior?

TIPS FOR THE FACILITATOR

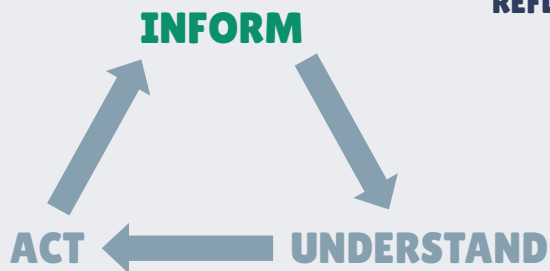
Take some time to get to know the cards yourself before doing this activity. It helps if you can give some extra information or examples with the more difficult words.

If you have identified your own talents, use these examples to show what insights it can bring:

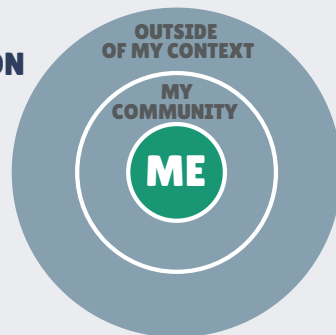
- Explain how you knew the talent in one context, but that this word helps to see it can maybe also be useful in other contexts (see tool ‘3.7 Talent in another context’).
- Explain how insights in different talents can help you to better cooperate with colleagues.
- ...



LEVEL OF LEARNING



LEVEL OF REFLECTION



TIME

- 20 minutes



MATERIAL

- Talent Cards Luk Dewulf (see p42)
- 3.2.1 PowerPoint to project (<https://kiyo-ngo.be/tool-box-active-citizenship>)

USED METHODS

- Working in pairs or small groups
- Plenary conversation

OBJECTIVES

- Youth understand what 'talent' means
- Youth are informed and understand how everyone has talents and why it is important to be aware of your talents
- Youth understand how everyone has a different set of talents that can define an activity
- Youth know what the difference is between talents & skills

2 INCLUSIVE VISION ON TALENTS

"NO MATTER WHERE YOU ARE OR WHO YOU ARE, EVERYONE HAS TALENTS". THIS TOOL EXPLAINS THE INCLUSIVE VISION ON TALENTS AND WHY IT IS IMPORTANT FOR YOUTH TO BE AWARE OF THEIR TALENTS.

SKILLS

Relational skills

- Dealing with diversity in your encounters
- Collaborating through active participation
- Learning to listen

Critical Thinking

- Curiosity towards others and the world
- Self-reflection, knowledge and insight

NEEDS FOR PRIOR KNOWLEDGE

This tool will work best if the participants are already familiar with the Talent Cards. We suggest using the tool '3.1 Getting to know the Talent Cards' or '3.3 Talent reception'.

DESCRIPTION OF THE PROCESS

1ST PART: EXCLUSIVE AND INCLUSIVE VISION ON TALENT

- Some have talent, some don't
- Talent is about excellence, about being able to do something super well, the word is only used for the very best
- Being a virtuoso musician, a record-breaking sportswoman, an inspiring leader, ...

By contrast, an inclusive vision states that :

- Talent is universal, no matter where you are or who you are: everyone has talents
- We all have a unique combination of talents
- However, we are not always aware of them
- It takes good circumstances and opportunities to be able to develop and use them

Talent shows itself in any activity that:

- Goes very easily, without effort.
- It is highly satisfying, gives you energy, recharges your batteries.
- Makes time fly by (flow)
- Talent is about having a unique gift. (Often you are not aware of it because it goes so effortless and has always been this way for you)
- Talent is about who you are, about your identity.

Talent is not the activity!

2ND PART: RECOGNISING TALENTS IN OTHERS

It is significant for the youth to understand that the ‘activity’ is not equivalent to the ‘talent’. Talent is what makes you thrive in an activity.

Show pictures of 2 (or more) famous people in the same category (for example music, sports, politics, chefs,...). Ask the youth who they are: “This is (name), their famous talent is ...”

For example: In Belgium, we use a picture of 2 football players in the national team: Kevin De Bruyne and Romelu Lukaku. Many people would say “football” is their talent.

Explain that when we look at talent in an inclusive way, we see a difference between the activity and the talent. We do use our talents to become good at activities. And: based on our talents, some activities might go more easily than others.

Lay out the Talent Cards and challenge the youth to choose some talents for the 2 people in the pictures, reflect on what makes both of them good at the activity?

For example: Kevin De Bruyne and Romelu Lukaku are both Mindful movers (“you feel better and focus more easily when you move”), but they also have some very different talents, that make them professional football players.

Kevin De Bruyne is a

- Growth nurturer (“you see what others are good at and help them even get better”)
- Intuitive thinker (“you intuitively understand things”, “you find an environment that allows for people to think and act intuitively”)
- ...

Romelu Lukaku is a

- Boundary pusher (“you want to outperform yourself”, “you thrive in an environment where your achievement can make a difference”)
- People Connector (“you connect people because you intuitively know who will get along”)
- Visible achiever (“you like it when people appreciate your work and talent”)
- ...

Discuss with the youth why it could be useful to discover the talent behind an activity.

- If you know what makes you good at something, you might also see what other things you still have to learn to become even better.
- It's good to identify your talents because they are also useful in other context or activities as well (see tool '3.7 Talent in another context')
- Knowing the talents of others, might make it easier to collaborate with them, because you understand the differences and see how you can complement each other.
- Finally, explain to the youth that they have the RIGHT to develop their talents, according to the UNCRC: Article 29.

DEBRIEFING

- What did you learn?
- What does it change for you, knowing that everybody, everywhere, has talents?
- How could you use this inclusive vision on talent in your daily life?

TIPS FOR THE FACILITATOR

Being aware of your talents and being able to use them well is obviously incredible for getting 'in flow' and having positive energy. However, there might also be a downside. People can also use their talents 'in overdrive', which can involve a risk.

We can look at talents like a river: when you use your talent in action, you are 'in flow' and you can even continue doing that without losing much energy. But this river can also go too fast, and can expand. If the banks are not strong enough, everything around it becomes a swamp. It is important to be able to set your own boundaries ("build your own dykes").

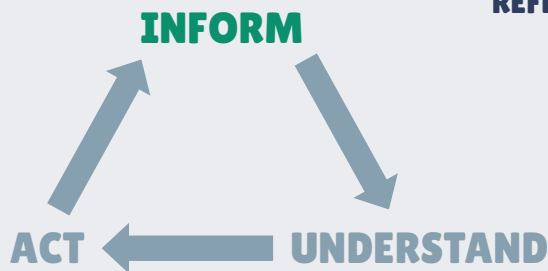
For example:

- The talent 'Busy Bee' can be perceived or feel as 'running around without structure or purpose'
- To-Do planner: you may come across as 'bossy'
- Here and now champion: the risk exists that you often come too late
- Source of unique ideas: you may get stuck in only giving ideas but not making them concrete
- Balance seeker: you might not be able to come to a decision
- ...

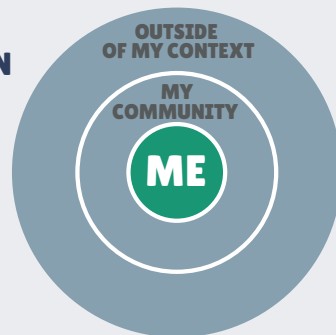
As a facilitator, it is good to recognise these 'pitfalls' with youth and guide them in setting boundaries. For example, a yes trooper is not helped with the statement 'just say no more often'. This will frustrate the yes trooper. What might help is reflecting together in a qualitative way.

As an extra exercise, you can invite the youth to think of their talents and how they could get 'in overdrive'.

LEVEL OF LEARNING



LEVEL OF REFLECTION



TIME

- 20 minutes



MATERIAL

- Talent Cards Luk Dewulf (see p42)
- 3.3.1 Questions, to project or print (1/pair)

USED METHOD

- Plenary conversation

OBJECTIVES

- Youth can connect the talent words to their own personality
- Youth realize that every talent has its advantages and challenges
- Youth understand how everyone has a different set of talents that define the activities they are good at

3 TALENT RECEPTION

YOUTH PRESENT THEMSELVES AND THEIR TALENTS. THEY DISCUSS IF THEY RECOGNIZE THE DESCRIPTIONS ON THE TALENT CARDS

SKILLS

Relational skills

- Dealing with diversity in your encounters
- Dialogue
- Learning to listen

Critical Thinking

- Curiosity towards others and the world
- Self-reflection, knowledge and insight

DESCRIPTION OF THE PROCESS

Lay out the Talent Cards on tables or on the floor, visible to everyone. Invite the youth to walk around for some minutes and read several cards, to get used to the language and set up.

1ST PART: REFLECTION

Invite the youth to choose 1 (or 2) Talent Card(s) that really resonate with them or makes them happy because they think it applies to them. Give them time to read the back carefully (who, where and advice). Let them think of examples of a situation in which they used the talent.

2ND PART: RECEPTION

Invite the group to imagine they are at a 'reception'. Challenge them to speak to at least 2 different people.

Walk around and tell each other about the talent you have selected. First person 1 explains their talent. Give examples of situations or activities in which you used the talent to make it specific. The other person listens actively, asks questions, and really tries to understand their partner's ideas and feelings about this talent. When you're done, you switch: person 2 explains their talent, person 1 asks questions.

Consider to project or print the following questions in annex 3.3.1 to help guide the conversation.

- Explain why you chose this talent.
- Describe a situation or context where you use this talent.
In these situations: what do you feel?
- What descriptions on the talent card do you recognize?
- What do you disagree with or does not apply?
- What other ideas or insights does this card bring you?

ALTERNATIVES

Depending on the available time, you can deepen the reflection on the chosen Talent Card. Inviting the youth to write down their answers.

- When did you show this talent? Explain the situation and your (re)action.
- Did you ever get remarks about it from someone else? What did they say? How did it make you feel?
- What aspects of the description on the card do you recognize? •
Can you give examples of situations where you cannot use or show your talent at all?
- What do you think of the advices? Do you recognise these challenges? Would you try out the tips? What would be different?

DEBRIEFING

Individual reflection

- How did it make you feel to explain this?
- How did other people react to your talent?
- Does this way of 'presenting ourselves' work well? Does it give you confidence?
- What do you feel after the reception?
- Did you read or learn anything that makes you happy?

Group reflection

- Did you learn something new about the other person?
- How does it feel to look at each other with these 'glasses'?
- Did you learn anything that can improve the way you work together in the future?

Reflection on our environment

How was it to read the explanation of a 'good environment for you'? Can you give examples of talents that are very useful in schoolwork (or other serious focused contexts) and others that might actually be a burden there? For instance being a Mindful mover might help you in sports, but might be annoying in class, Think things through might be useful when you have time – but might be annoying when you have to make quick decisions with a group.

Explain that every talent has its advantages and challenges, and that it is good to look for an environment that supports the talent and minimizes the challenges.

TIPS FOR THE FACILITATOR

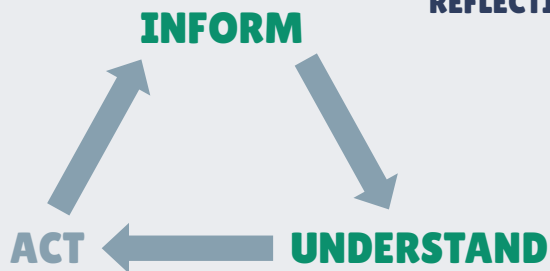
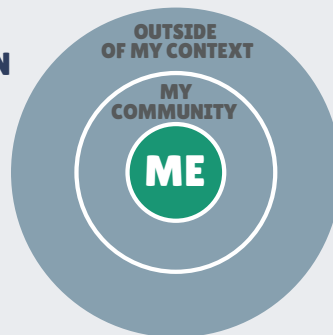
Some words on the Talent Cards are abstract. It can be useful to use tool '3.1 Getting to know the Talent Cards' before this one.

We suggest that everyone speaks to at least 2 other people, it is up to you as a facilitator to decide how long this exercise should go on.

Walk around and listen in, show the youth how to listen actively and how to ask questions that make the other person reflect and talk. If needed, remind the youth to switch partners after some minutes.

Good to know: it is normal that people don't see their own talents as talents. They do and use it every day, often they don't see how life would be without it or how others do it differently. The conversations might bring out new insights and even new talents, that's great!



LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 50 min

**MATERIAL**

- Talent Cards
- Luk Dewulf (see p42)
- To print (1/pair) :
 - 3.4.1 Interview questions
 - 3.4.2 All talents

USED METHOD

- Interview

OBJECTIVES

- Youth can connect the talent words to their own personality and explain this to others
- Youth can identify talents in others
- Youth can give and receive compliments
- Youth understand how everyone has a different set of talents

4 TALENT INTERVIEW

YOUTH INTERVIEW EACH OTHER ABOUT A HAPPY MEMORY AND IDENTIFY TALENTS THAT ARE HIDDEN IN OR CONNECTED TO THE STORY

SKILLS**Relational skills**

- Dealing with diversity in your encounters
- Collaborating through active participation
- Dialogue
- Learning to listen

Critical Thinking

- Curiosity towards others and the world
- Self-reflection, knowledge and insight

NEEDS FOR PRIOR KNOWLEDGE

This activity will work better if the youth are already familiar with the Talent Cards. Consider using tool 3.1 'Getting to know the Talent Cards'.

DESCRIPTION OF THE PROCESS**1ST PART: GIVING AND RECEIVING A COMPLIMENT:**

Put the Talent Cards on the table and gather around. Invite the youth to find a Talent Card that they believe fits the person on their right and share it with them. Take some time to explain why many people find it difficult to receive compliments without giving or saying something back. Challenge the youth to receive the message gracefully and just say thank you.

Explain that normally, if you identified a talent that really matches this person, you will see a smile in their eyes and they will recognize it.

If A B C D E are standing next to each other, first A explains their choice to B and C to D. When this is done, the youth turn around to exchange with their other neighbour. (So B explains to C and D to E and 'X' to A)

2ND PART: TALENT INTERVIEW

It is important that every youth selects a very specific memory where they felt happy or when the time passed by quickly. Not 'I'm always happy when I go to the beach with my friends', but 'this one time when we were at the beach with person X, Y and Z, and we were singing this song and decided to ...'. Everyone first takes 5 minutes to think about an activity.

We suggest to use about 20 minutes per story. One person starts to talk, the other asks the questions (see annex 3.4.1).

- Why did you get so happy during this activity?
- How exactly did it go? What happened?
- Who was involved?
- Whose idea was it?
- What made it so special or different?
- Where was this? Can you describe the setting?

Give every pair a full list of the talent words (see annex 3.4.2), so the interviewer can search for a word that fits the story during the interview.

Invite the interviewers to imagine themselves as private detectives: keep asking extra questions to really understand the story and your partner's role in it. When you connect the story to a Talent Card ask if your partner recognizes it.

Explain why we are doing this: It often happens that people don't see their own talents as talents. They do and use them every day. They don't see how life would be without it or how others do it differently.

4 TALENT INTERVIEW

DEBRIEFING

Questions you can ask:

- How was it to do this exercise?
- How was it to receive suggestion of talents?
- What did you think?
- What did you feel?
- How can you use this new information in your daily life?
- Do you recognize this talent in other happy memories?
- How was it to look for questions in your partners story?
- Was it difficult?
- What happened if you found a talent?

TIPS FOR THE FACILITATOR

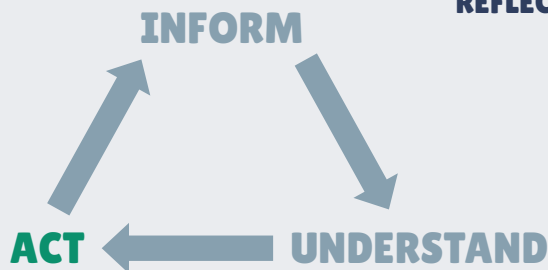
It is important that the youth pick a very specific memory! If a duo gets stuck, invite the speaker to choose another memory.

Tip: some of the more vague Talents Cards are very useful in this exercise, since they are easier to connect to a story for example:

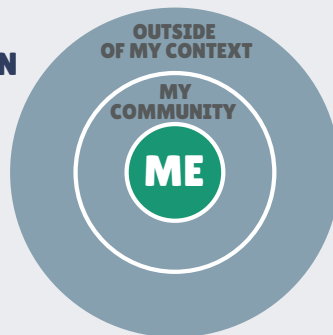
- Here and now champion
- Ignition key
- Boundary pusher
- Community member



LEVEL OF LEARNING



LEVEL OF REFLECTION



TIME

- 40 min



MATERIAL

- Annex 3.4.2 All talents (to print 1 per group)
- Post-its and pens (1 per person)
- Per group:
 - 20 sticks of spaghetti
 - 1 meter of masking tape
 - 1 meter of string
 - 1 pair of scissors
 - 1 marshmallow
 - 1 measuring tool
- A timer
- (Optional: music)

USED METHOD

- Working in groups

OBJECTIVES

- Youth reflect on how they used their talents in an activity
- Youth realize that every talent has its advantages and challenges, and that you can look for the right environment
- Youth can identify talents in others

5 MARSHMALLOW CHALLENGE

THE YOUTH BUILD THE HIGHEST POSSIBLE SPAGHETTI TOWER WITH A MARSHMALLOW ON TOP. BEFORE, DURING AND AFTER THIS CHALLENGE, THEY REFLECT ON THEIR OWN AND EACH OTHER'S TALENTS.

SKILLS

Relational skills

- Dealing with diversity in your encounters
- Collaborating through active participation
- Dialogue

Critical Thinking

- Curiosity towards others and the world
- Self-reflection, knowledge and insight

Action and commitment

- Solution oriented
- Aware about own role and responsibility in the system
- Innovative and creative skills
- Leadership and role model

NEEDS FOR PRIOR KNOWLEDGE

This is an experience based exercise to practice the new insights about talents. To facilitate it as described below, the youth should be familiar with the Talents Cards and have identified their own main talents before starting (see tools 3.3 'Talent reception' and 3.4 'Talent Interview').

DESCRIPTION OF THE PROCESS

Put the Talent Cards on the table.

Explain that in 5 minutes, you'll present an internationally famous challenge, to be executed in small groups. The first goal is to win the challenge. But there is a second goal: to reflect on your own and other people's talents while doing so.

Ask the youth to write their 3 most important talents on a post-it. Don't show it to others.

Define your group size and number of groups based on the total number of youth. We suggest between 3 and 5 three and five

1ST PART: SELECT THE CAPTAIN

The groups will be formed based on their talents, the facilitator chooses the captains and the captains choose their teams, according to the talents available (see 3th part).

To choose the captains, ask who wrote down the following talents:

- Inspiring captain
- Ignition key
- Architect of strengths
- Fair-play promotor
- Boundary pusher

2ND PART: EXPLAIN THE CHALLENGE

- The goal of the challenge is to build the highest structure.
- Each group will receive the following material: 20 sticks of spaghetti, 1 meter of masking tape, 1 meter of string, 1 pair of scissors, 1 marshmallow. You're free to use only what you need. The masking tape, string, and spaghetti can be cut in pieces.
- The top of your structure should be the marshmallow, in 1 piece. (Cutting or eating it will disqualify your team)
- You will have 12 minutes. (The official challenge is 18 minutes, but you are a strong group, you can do it faster!)
- When the time is up, the structure should stand on its own. No hanging, leaning, or supporting it!
- Measure the height from the tabletop to the top of the marshmallow.

3TH PART: FORM THE GROUPS

Tell the captains to stand with their backs to the group and give them the list with the overview of all the different talents. Give them some time to reflect on the talents they are looking for to build a strong team.

One by one, they name a talent – whoever has this written on their paper can go stand behind this captain. The talent can be repeated by the next captain (maybe several youths wrote it down). If no one has this talent, the captain chooses another talent word.

If there are only a few people or talents left it might get harder for the captains to select a talent that is on the post-its of the remaining group. The facilitator can read the talents of the remaining participants out loud and the captains can select from this list.

4TH PART: START THE CHALLENGE

When the groups are formed, allow the captains 3 minutes to discuss the talents in their teams: why did they choose these talents, how do they think they will be useful, how do they see the team working together, maybe they have an idea on how to divide the roles, ...

Start the clock. It can be nice to put on some music.

Walk around to observe what happens (useful in the debriefing). If you can, name the talents you observe, or the talents you think they need more (for example: "Nice comment Error eagle / Source of unique ideas", or : "Where is the Handcrafter / Beauty seeker in this team?")

Remind the groups of the timing at 8, 10 and 11:30 minutes and count down from 20 seconds to 0. All hands should be in the air now and all teams should step away from their structure.

5 MARSHMALLOW CHALLENGE

ALTERNATIVES

The official challenge is 18 minutes, we proposed 12 minutes to save time.

After the first experience, the teams have learnt a lot. It can be nice to give a second challenge, where you give the teams 3 criteria that will be evaluated:

- The height of the structure
- The stability of the structure (can it take a blowpush, can it carry weight).
- The visual aesthetics of the structure

This exercise also works with other building challenges, like building a paperbridge .

DEBRIEFING

- How was it to do this exercise?
Invite every group to explain shortly what happened.
Invite everyone to share their thoughts or feelings in 1 word.
Ask the youth to show on a scale from 0 tot 5 how much they used their talents during the exercise. 0 = hand on hip level = I didn't use my talent at all, 5 = hand above your head = if we succeeded, it was thanks to my talent!
- Ask everyone to think of one idea or comment from someone in their team, they wish they would have listened to. Share these thoughts within your team.
- Ask the groups to reflect on the talents of the team captains. What did they do? Did it work? What could they have done more or less for a better result?

- Ask every group what they think are the 5 most useful talents for this challenge. Who has these talents? Was it possible to use them or did the circumstances make it difficult (for example time pressure, group dynamics, ...)? Take time to briefly share the conclusions with the big group.
- Share your own observations.

To wrap up, give some background on the international results of the challenge. Apparently, toddlers and young kids score better than business students and CEO's. Probably because they build more intuitively, they apply trial and error instead of theory (so they discover the marshmallow is actually quite heavy before the time is over).

TIPS FOR THE FACILITATOR

Remember or write down differences you observe between the groups.

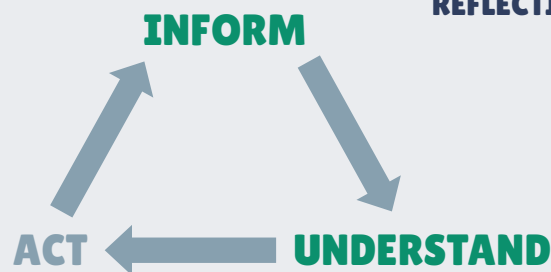
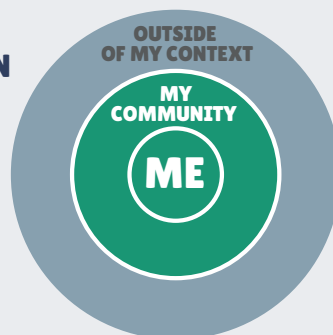
Often, there are groups that start very late (for example: when they have a 'Thinks things through' or 'Thought rewinder' in their team) and groups that finish early and doubt if they should stop touching it or keep going (they will if they have a 'Boundary pusher' or 'Source of unique ideas' in the group – but they might risk breaking it and ending up with nothing). This is great, it shows the differences we want them to experience.

Resist the need to give advice or extra material. This is experience-based learning, and a frustrating experience is as interesting to learn from as a success!

Watch this TEDTalk on the Marshmellow challenge for more information: https://www.youtube.com/watch?v=HO_yKBitO8M

(We do think planning and reflecting are important parts of a learning process and especially a process of creating one's own project – but as with everything, it should be in balance.)

5 MARSHMALLOW CHALLENGE

LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 10 min

**MATERIAL**

- Talent Cards Luk Dewulf (see p42)
- 3.6.1 Talent categories (to project or print)
- 3.6.2 Categories titles (to print)

USED METHOD

- Plenary conversation

OBJECTIVES

- Youth understand what 'talent' means
- Youth find out what talents are present in their group
- Youth learn why their peers might react differently
- The facilitator learns what talents are present in their group and how they could react differently to the youth, according to their talents

6 TALENT IN GROUP

EVERY PERSON HAS TALENTS. A GROUP EXISTS OF DIFFERENT PERSONS WITH DIFFERENT TALENTS. AS A GROUP MEMBER AND AS A FACILITATOR, IT'S INTERESTING TO KNOW WHAT TALENTS ARE PRESENT IN THE GROUP.

SKILLS**Relational skills**

- Dealing with diversity
- Collaboration
- Dialogue
- Learning to listen

Critical Thinking

- Curiosity
- Self-reflection, knowledge and insight
- Reflection about one's own position in the system

Action and commitment

- Aware about own role and responsibility

NEEDS FOR PRIOR KNOWLEDGE

As a prerequisite: youth are already introduced to the 'inclusive vision' on talents and are aware of one or more of their talents.

DESCRIPTION OF THE PROCESS

Youth need to have their talents listed or are holding one or more of the Talent Cards.

Explain that there are five talent categories, each regrouping some of the 39 talents:

- 1 Where do I get my drive from?
- 2 How do I interact with others and the environment?
- 3 How do I get others to move?
- 4 How do I organise and create?
- 5 How do I build knowledge and solve problems?

Make sure the 5 categories are visible. Invite youth to place their Talent Card in one of the categories, or to can stand close to the right category. They can check the answer via the overview sheet.

DEBRIEFING

Afterwards, the facilitator asks the youth some questions:

- What did you learn?
- What is standing out?
- Did you expect there to be more talents in one category, why?
- What categories of talents are strong in this group? How do you notice this in the group?
- Did you expect there to be fewer talents in one category, why?
- Which categories of talents are less present in this group? How do you notice this in the group?
- Do you think it is interesting to know the talents in a group? Why?
- In these categorisations, do you recognise how you function as a group?
- How does knowing these categories help you in collaborating with others?
- Do you look at yourself or others differently? Or at the group?
- Can you take what you have learned with you in your personal life (with family, friends, ...)?

TIPS FOR THE FACILITATOR

Now that you know the talents of your youth, as well as the general overview of talents in your group, you might better understand the dynamics. You can create a context in which talents can shine.

For example: do you have a silent group? That does not necessarily mean they are not interested. It could also mean that this group wants to deal mainly with knowledge and problems, and is less focused on 'interacting with others'. Now that you know this, you can anticipate and adjust your offer to the youth (for example work with specific cases on which the youth can reflect individually).

Knowing the talents of your group can be interesting in creating groups for a specific project. You can try to compose groups with optimal compatibility.

WHERE DO I GET MY DRIVE FROM

Yes trooper
Error eagle
Busy bee
Solid rock
Visable achiever
Ignition key
Novelty seeker
Boundary pusher

HOW DO I ORGANISE AND CREATE?

To-do planner
Persistent doer
Mindful mover
Source of unique ideas
Visual organiser
Beauty seeker
Here and now champion

HOW DO I BUILD KNOWLEDGE AND SOLVE PROBLEMS?

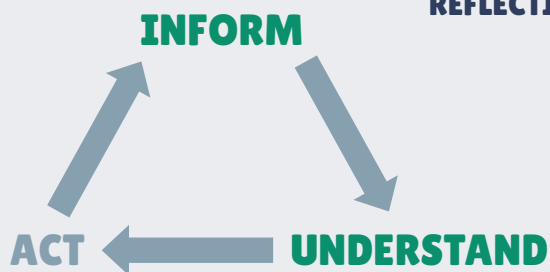
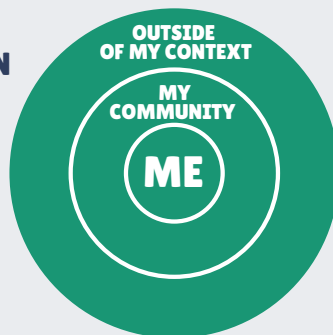
Balance seeker
Knowledge sponge
Think things through
Structure finder
Past-present connector
Thought rewinder
Future user

HOW DO I INTERACT WITH OTHERS AND THE ENVIRONMENT?

Mood reader
Engaged listener
Fair-play promotor
Wordsmith
Quiet assistant
Loyal friend

HOW DO I GET OTHERS TO MOVE?

Selective perfectionnist
Growth nurturer
Inspiring captain
Bridge builder
Architects of strenghts
Silver-lining catcher
People connector

LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 20 min

**MATERIAL**

- Talent Cards
Luk Dewulf
(see p42)

USED METHOD

- Working in pairs or small groups

OBJECTIVES

- Youth see the importance of using talents
- Youth reflect on how their talents can be used to realise rights in other contexts

7 TALENT IN ANOTHER CONTEXT

WITH THIS TOOL YOUTH PUT NEW INFORMATION ON TALENTS IN PRACTICE AND DEEPEN SELF-REFLECTION.

SKILLS**Critical Thinking**

- Self-reflection, knowledge and insight
- Insight into other context and reference frameworks

Action focus and commitment

- Solution oriented
- Willingness to change
- Aware about own role and responsibility in the system
- Innovative and creative skills
- Visualize positive future

NEEDS FOR PRIOR KNOWLEDGE :

Make sure the youth are familiar with the Talent Cards and have already identified some of their own talents.

DESCRIPTION OF THE PROCESS**1ST PART: WARM UP**

Lay out the Talent Cards and ask the youth to write down three to five talents they identify with. Ask them to reflect on the context where they use this talent easily (eg. school, family, friends, sport or hobby club, ...).

For example: Being a Mindful Mover might help you in sports, but might be annoying in class, Think things through is useful when you have time but might be annoying when you have to make quick decisions with a group.

2ND PART: FICTIONAL SITUATION

Present some situations and ask the youth to think about how their talents could be helpful (individually or in pairs).

Ask 'How could using your talent(s) help to (partially) resolve this situation?

'How could using your talent make you feel stronger?'

Examples of situations:

- Looking for a student job
- Looking for an internship
- Organising a trip
- Resolving a conflict with your parents
- Determining your study choice
- ...

For example if you have 'Community member' as a talent, you can use this to discuss the challenge with others around you, and come to a solution together.

3RD PART: REAL LIFE SITUATION

Ask youth to pair up and share their talents with the each other. Next, ask the youth to think about a conflict or difficult situation they experienced recently. First person A explains their situation to person B. Person B helps to check if person A's talents can be useful in this situation. When this is done, switch roles: person B explains their situation and person A helps to find solutions based on person B's talents.

ALTERNATIVES

As a follow-up, after this session you could ask the youth to be mindful of their talents next time they face a difficult situation.

In a subsequent session, you can then discuss which talent they used and how it contributed to a solution.

To further push the reflection of the youth, you could also ask them to reflect on the use of their talents in contributing to or in creating an impact at a community or societal level.

Ask the youth to reflect on how they could use their talents for making a positive change regarding one of these situations:

- Creating an advocacy campaign for more green in your city, addressed to both the city council and the city population.
- Building a school in a remote village where there is none yet.
- Highlighting the situation of children who are refugees and are being held in detention centres (including their difficult living conditions, lack of education, and exposure to violence) on the current government's political agenda.
- Raise awareness on a specific conflict situation in the world for a specific target group.
- Organising the care of street dogs in Greece.
- Saving the sea turtle from plastic pollution in ...
- Cleaning the beach in ...
- ...

The youth can work in groups of 3 or 4 and discuss their talents. What do they have to offer and in what way are they similar or complementary to each other.

DEBRIEFING

This reflection could ensure that youth deal with challenges more consciously. They can rely on their strengths and talents to find solutions, and show resilience in doing so.

Questions you can ask:

- How do you feel?
- How do you appreciate your talent(s) after this exercise?
- Do you think that being more aware of your talent will help you to more consciously use it in the future?
- How do you feel about your talent(s) in relation to the talents of others?
- Could you use your talent(s) to defend your rights and those of others? Could you give an example?

4

RIGHTS TOOLS



INTRODUCTION

RIGHTS TOOLS

Since the Convention on the Rights of the Child was signed and ratified by almost all countries in the world, children and youth should enjoy specific rights that impact all aspects of their lives: political (f.e. the right to freedom of expression), economic (f.e. the right to protection against exploitation), social (f.e. the right to education), cultural (f.e. the right to rest and leisure), and civil (f.e. the right to nationality).

From a rights-based perspective, duty bearers play a crucial role in safeguarding rights. However, it is also essential for children and youth, as rights holders, to be aware of their own rights and those of others. This awareness better equips them to realize, protect, and claim their rights.

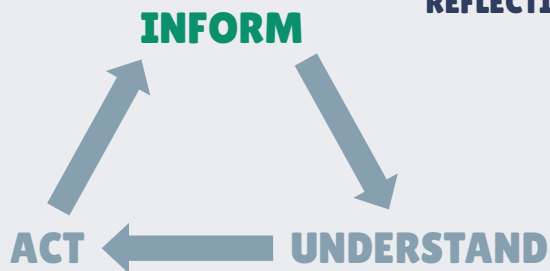
The Convention on the Rights of the Child contains 54 rights. To make this more manageable for youth and enable them to engage with these rights, the following tools will use a simpler framework of 9 categories that accommodate all 54 articles: identity – family – quality education – privacy – culture and recreation – healthy environment – safety and protection – non-discrimination – participation.

For a comprehensive overview and background information about the Convention on the Rights of the Child, we refer to UNICEF's website: <https://www.unicef.org/child-rights-convention/convention-text-childrens-version>

The official text of the Universal Declaration of Human Rights can be found here: https://www.ohchr.org/sites/default/files/UDHR/Documents/UDHR_Translations/eng.pdf

A simplified version is available via this link: <https://www.amnestyusa.org/wp-content/uploads/2017/11/Simplified-UDHR.pdf>



LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 20 minutes

**MATERIAL**

- 4.1.1 Photo UN, (to project or print)
- 4.1.2 The 9 categories, (to print)
- 4.1.3 The UNCRC Articles, (to print and cut out)
- 4.1.4 Background info

USED METHODS

- Working in pairs or small groups
- Plenary discussion

OBJECTIVES

- Youth know the articles in the UNCRC, when and by whom it was written.
- Youth know who signed the convention and who did not.
- Youth can reflect on the different categories of the convention and what they mean for their reality.

1 THE UN CONVENTION AND THE 9 CATEGORIES

THIS TOOL CONSISTS OF BASIC INFORMATION ON THE UN AND THE UNCRC. YOUTH GET FAMILIAR WITH THE 54 ARTICLES IN AN INTERACTIVE WAY.

SKILLS**Relational skills**

- Collaborating through active participation

Critical Thinking

- Curiosity towards others and the world

DESCRIPTION OF THE PROCESS**1ST PART: WHAT IS 'THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD' (UNCRC)**

Show the picture (annex 4.1.1): ask if anyone knows what's going on and if they recognize the logo. Use the following information to give some background.

The United Nations was founded in 1945. "It remains the one place on Earth where all the world's nations can gather, discuss common problems, and find shared solutions that benefit all of humanity." (Source: <https://www.un.org/en/about-us>)

The UN's Membership has grown from the original 51 Member States in 1945 to the current 193 Member States.



The UN convention

As World War II was about to end in 1945, nations were in ruins, and the world wanted peace. Representatives of 50 countries gathered at the United Nations Conference on International Organization in San Francisco, California, from 25 April to 26 June 1945.

For the next two months, they drafted and then signed the UN Charter. This created a new international organization, the United Nations. It was hoped that the UN would prevent another world war like the one they had just lived through.

Four months after the San Francisco Conference ended, the United Nations officially began, on 24 October 1945, when it came into existence after its Charter had been ratified by China, France, the

Soviet Union, the United Kingdom, the United States and by a majority of other signatories. (Source: <https://www.un.org/en/about-us/history-of-the-un>).

After designing the Universal Declaration of Human Rights (UDHR) on 10 December 1948, the UN designed the UNCRC. It was recognized that children and youth have special needs to help them survive and develop their full potential. They also have the right to special protection because of their vulnerability to exploitation and abuse.

- Of the 58 members of the United Nations at the time, 48 voted in favour, none against, eight abstained, and two did not vote.
- UNCRC: 20 November 1989
- More countries have ratified the Convention than any other human rights treaty in history – 196 countries have become State Parties to the Convention as of October 2015. Only the United States of America has not ratified the Convention. By signing the Convention, the United States has signalled its intention to ratify, but has yet to do so.

2ND PART: GETTING TO KNOW YOUR RIGHTS

Preparation:

- Print the images of the 9 categories on A4 (annex 4.1.2). Spread them over 9 tables.
- Print the articles (7 to 40 – annex 4.1.3) on small cards. Spread them around the room.

Activity:

Ask the youth to walk around and sort the articles to the categories on the 9 tables. When all articles are sorted, ask the participants to sit

down with one category. Go over each category, ask the youth what they think it means. Give the right information if they miss something (see annex 4.1.4 for more information on every right). When all categories are talked over, ask the youth to check the articles that are on their table. If they think an article belongs to a different category, ask them to place it there.

3 REFLECTION ON THIS CONVENTION

Questions you can ask:

- Does every right fit strictly under one category?
- Are there any rights that surprise you?
- What rights are not always met in your country according to the youth? Can you give an example?
- Are there youth for whom some rights are harder to obtain? (for example youth who live in poverty, youth with disability, members of queer community, youth with migration background, ...)

Extra: the facilitator can challenge the group with a critical reflection and conversation on the UN and their conventions.

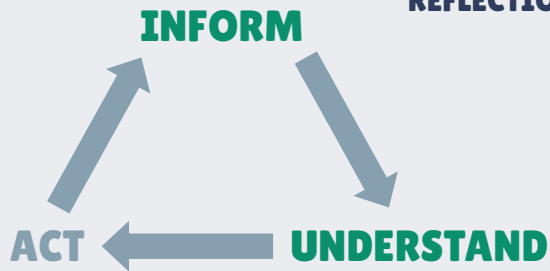
- Do you think the UN succeeded in their goal for peace around the world and a special status of protection for all children?

The reality is that still the rights of a lot of children are still not met due to various reasons for example, conflicts, war, the consequences of climate changes, ... This does not mean that the convention is not valuable. A lot of young people and adults are in the position to bring change and advocate for the rights of all children and adults. A rights framework is important to hold others accountable.

TIPS FOR THE FACILITATOR

- Ask open questions.
- Keep the introduction short and reserve enough time for reflection.



LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 30 minutes

**MATERIAL**

- 4.2.1 Statements
- 4.4.2 Power-Point statements (<https://kiyo-ngo.be/toolbox-active-citizenship>)

USED METHOD

- Plenary discussion

OBJECTIVES

- Youth can express why they agree or disagree with strong arguments.
- Youth gain insight in what different rights can mean for themselves and others
- Youth learn to form an opinion and to revisit their opinions when new information becomes available.

2 STATEMENTS

IN THIS TOOL, YOUTH ARE PRESENTED WITH SOME STATEMENTS REGARDING THEIR RIGHTS. THEY TRY TO FORM THEIR OPINION ON A CONTINUUM AND CHALLENGE EACH OTHERS POSITIONS IN A RESPECT-FULL MANER.

SKILLS**Relational skills**

- Dealing with diversity in your encounters
- Dialogue
- Standing up for your opinion
- Learning to listen

Critical Thinking

- Curiosity towards others
- Self-reflection, knowledge and insight
- Reflection about one's own position in the system
- Insight into other contexts and reference frameworks

NEEDS FOR PRIOR KNOWLEDGE

We suggest using this tool after the youth are introduced to the UN convention on the rights of the child (fe with tool 4.1. The Un convention and the 9 categories), but it can also be used separately. In that case, it can be interesting to shortly refer to the convention and the rights connected to the 9 categories (see background information in annex 4.1.4) before or after the exercise.

DESCRIPTION OF THE PROCESS**1ST PART: PRESENT THE GROUP WITH A STATEMENT**

The facilitator reads a statement. The youth can indicate wether they agree or disagree by taking their position in the room. You can find a list with statements in annex 4.2.1. It might be useful to project or print the statements so the group can review them at their own pase (annex 4.2.2 PowerPoint).

The youth spread out across the space, with one side being 'AGREED' and the other side being 'NOT AGREED'. The youth can also place themselves somewhere between these two extremes since it is a continuum. Mention that afterwards, they can share with the group why they positioned themselves on that spot.

Examples of statements:

Quality education:

- "I feel that I am learning the necessary things at school to be ready for the future."

Identity:

- "In our society, everyone can be themselves."
- "The way I express myself is different depending on the context."

Non-Discrimination:

- "In my country, all youth have the same opportunities, regardless of their background."

Culture & recreation:

- "My environment offers me opportunities to participate in sports, cultural and leisure activities."

Participation:

- "In my family my opinion is very much taken into account."

Safety & protection:

- "I dare to walk/cycle/drive home alone at any hour of the day/night."

A healthy environment:

- "The big companies have to change their habits, not me."

Privacy:

- "I wouldn't mind if my parents have full access to my phone and spent one hour a day checking everything. I have nothing to hide."

2ND PART: DISCUSS THEIR POSITIONS

After the youth have taken their positions, ask additional questions to find out how they have come to their position. Questions you can ask:

- Why are you convinced of this opinion?
- What made you come to this opinion?
- Do you think everyone thinks this way?
- How would others feel about your opinion?
- Have you experienced this yourself?
- What changes are needed (in society, school...) to make you change your position?
- How would you change the statement, so you can agree?
- ...

Extra: ask the group if someone wants to change their position after hearing the argumentation of their peers.

DEBRIEFING

After the discussion, you reflect with the youth on the exercise by asking these questions:

- Did you like the exercise? Why (not)?
- Overall, did you expect these answers of the group?
- Did this exercise show or teach you new things about your own opinions and those of others?
- How did you come to your opinions?
- Where did you learn about a subject?
- Who or what influences your opinions?
- Did you sometimes change your opinion because of the position or explanation of someone else?
- How does it feel to have to take position?
- How does it feel to stand alone or have a different opinion than the majority?
- How does it feel when your opinion is shared with a lot of other people?
- ...

TIPS FOR THE FACILITATOR

In this tool, it is important for the youth to listen to each other. Check out tool 2.2. Safe space, brave space, 2.3 Active listening, and 2.4 Gestures to manage the conversation or use the simple tips below. This allows different perspectives to be addressed in the group.

- Don't interrupt each other
- Use the 'I-message' (I think, I believe, I feel) so that it is clear you are expressing an opinion and not an absolute truth
- Give examples to accompany your arguments. Say: 'I think.....because....'
- Be honest.
- Try to be open-minded about everyone's opinion
- Pay attention to your body language and tone of voice

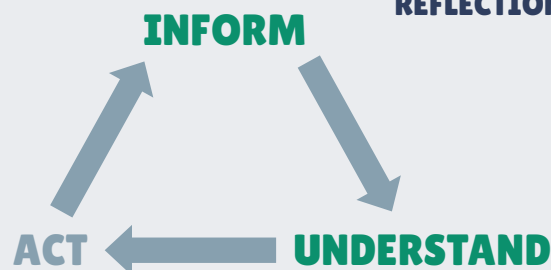
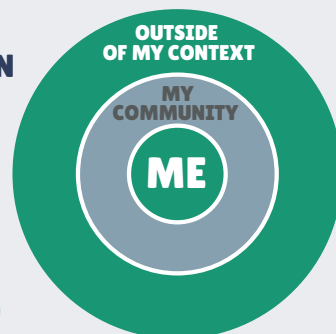
As a facilitator, make sure everyone has the opportunity, and is challenged to share their thoughts. Limit the number of arguments for or against each statement and move to the next one, so you don't lose the dynamics of moving around.

Choosing a position alone, far away from the group, can be challenging and will probably only happen in a safe group. Keep this in mind when asking questions and congratulate the youth for being brave.

You can use this tool with the whole group, but you can also decide to discuss the statements in pairs.



2 STATEMENTS

LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 90 minutes

**MATERIAL**

- 4.3.1 Quiz
- 4.3.2 Needs/Rights (to print and cut out + to project)
- 4.3.3 Respect-protect-fulfill (to project or print)
- 4.3.4 Image (to project or print)
- 4.3.5 Quiz
- 4.3.6 Vision text (<https://kiyo-ngo.be/tool-box-active-citizenship>)
- 4.3.7 Video (<https://kiyo-ngo.be/tool-box-active-citizenship>)

USED METHODS

- Presentation
- Quiz
- Statements
- Video

OBJECTIVES

- Youth understand sustainable development as the realisation of (human and children's) rights
- Youth know the difference between a needs- (charity) and a rights-based approach.
- Youth understand who is responsible for respecting, protecting and fulfilling rights.
- Youth are aware of them being right holders and the often unequal power relations between duty bearers and rights holders.
- Youth are aware of their responsibilities as a right holder.

3 RIGHTS BASED APPROACH

THIS TOOL EXPLAINS THE VISION OF SUSTAINABLE DEVELOPMENT AS THE REALISATION OF (HUMAN AND CHILDREN'S) RIGHTS AND THOSE RESPONSIBLE FOR PROTECTING THEM.

SKILLS**Relational skills**

- System thinking
- Reflection about one's own position in the system
- Insight in other contexts and reference frameworks

Critical Thinking

- Aware about own role and responsibility in the system

NEEDS FOR PRIOR KNOWLEDGE

We suggest using this tool after the youth are introduced to the UN Convention on the rights of the child (tool 4.1 The UN Convention and the 9 categories) or another introduction to human rights, but it is not a strict necessity.

DESCRIPTION OF THE PROCESS

1ST PART: QUIZ

Introduction through a quiz (annex 4.3.1) on the state of the world's children and youth (showing injustice between contexts and between different groups).

- In plenary, ask participants to choose an answer and invite some of them to explain their choice.
- Exchange about the right answer and what it tells us from a human's or children's rights perspective.

2ND PART: INTRODUCTION NEEDS- AND RIGHTS-BASED APPROACH

Introduce the fact that you can respond to the needs of people in different ways through a needs-based approach (charity) and a rights-based approach. Do the following exercise to understand the difference.

- Distribute the cut out papers with elements of the two approaches and discuss to which one they belong (annex 4.3.2).
- Present the “correct overview” and add information where necessary.
- Explain more in depth the rights-based approach using the following elements:

We believe that every development in society is based on the fulfilment of rights. This belief is rooted in the normative, internationally accepted framework of treaties on human and children's rights and additional protocols. When rights are fulfilled, individuals

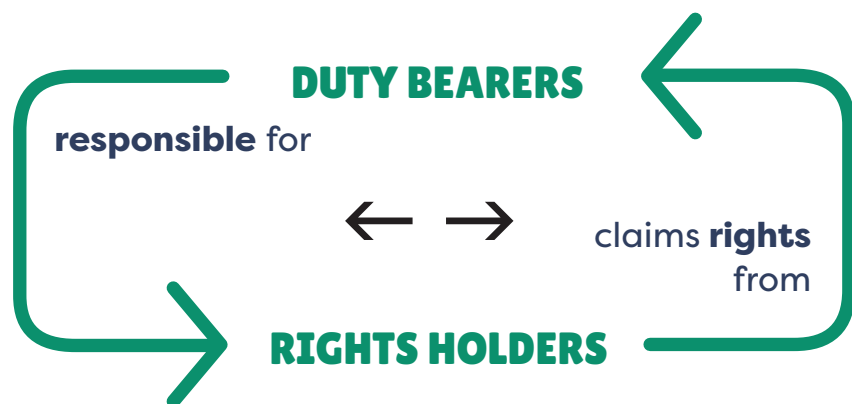
can realize their full potential in relation to others. Development can only take place if children and youth can realise their rights:

- Inequality and various other forms of injustice in the world, such as no access to education, food or unhealthy living conditions, are therefore the result of unimplemented, infringed or violated human and children's rights.
- Discuss who is responsible for respecting, protecting and fulfilling Children Rights and Human Rights? Start by explaining what respect, protect and fulfil mean in this context:
 - **Respect** – you do not limit the rights of a specific group or you do not interfere unnecessarily
 - **Protect** – you actively act when an individual or groups (threatens to) violate an individual or groups' rights
 - **Fulfil** – you take measures so that people can exercise their rights
- Ask the participants for an example of each of these elements. Show the below example (annex 4.3.3) or work it out together.

3 RIGHTS BASED APPROACH

ASPECT OF RIGHT	OBLIGATION TO RESPECT	OBLIGATION TO PROTECT	OBLIGATION TO FULFIL
Accessibility of food	Keep people's existing access to food.	Keep others from infringing on this enjoyment (for example, developers who take over farmland).	Enact programs to ensure greater access to food.
The nutritional content of food	Keep existing nutritional levels.	Protect purity of nutritional quality of food away from contamination (for example, by use of toxic fertilizers).	Take steps to increase nutritional intake and nutritional quality of food.
Access to education	Refrain from actions that limit access to education.	Keep third parties, such as companies or individuals, from obstructing access to education (for example adopting laws that prohibit child labour so that children are not forced to work instead of going to school).	Take proactive steps to ensure that education is accessible and available to all children. (for example building schools, training teachers, ...).
Possibility for children to participate	Respect laws that already provide for the participation of children.	Keep other institutions from violating existing laws by not involving the children or not taking their opinions into account.	Create more opportunities for young people to express their views both in their private lives and in different policy areas.

- Human rights are concerned with the development of human beings, as in how they are able to realise their full potential in relation to other human beings. Moreover, human and children's rights frameworks also define the responsibilities of “nation states governments” to individuals’ part of their state/country.
- Introduce the fact that in talking about rights, there are always two parties involved, the so-called duty bearers and right holders. Ask the group if someone can explain what this means?
- Show the below figure (annex 4.3.4) and explain.



- **Duty bearers** have an obligation or a responsibility to respect, protect, promote and implement (human and children's) rights. They are primarily, but not exclusively, the government. You can also think of parents, teachers, youth workers and in general every person must respect the rights of other human beings.

- **Rights holders** are those who need to know their rights, who are able to claim and realise their rights. The rights-based approach assigns an active role to rights holders. They are considered agents of change and not merely passive recipients of help as in a needs-based approach.

Ask youth if they think they are right holders or duty bearers? Explore together with the youth the relationship between right holders and duty bearers and ask them to give some examples (for instance : facilitator vs participant, minister vs citizen, employer vs employee, school director teacher vs student, Belgium company based in Congo vs Congolese government or Congolese people)

Some questions, the facilitator can ask:

- Could we consider these as power relations?
- How equal are these power relationships?
- How do the youth feel this relation between right holders and duty bearers works out in reality? This can be linked back to the state of situation of children and youth from the beginning (quiz).

Explain that every human being is a right holder. They themselves are also right holders. Every human being also has duties. (For more info about this, we refer to the tool 4.4 'Youth as a right holder')

Ask if someone can give an example related to themselves or others from their daily lives when:

- They are realising their rights
- They are claiming or defending their rights (or those of others)

Ask who is actively defending their rights (or those of others), and in what way?

Reflect together on why it is important to claim and defend, and in what ways you can do that as an individual. What do you need to be able to do so?

The session can be wrapped up by watching a video about the rights-based approach, see some suggestions below.

3 RIGHTS BASED APPROACH

ALTERNATIVE

For the sequence after the quiz : the facilitator can use a video (annex 4.3.7) on what a rights based approach in the context of international solidarity (development cooperation) means.

You can use these questions to reflect with the youth on the content of the video:

- Had you already heard about the development cooperation? What does it mean for you?
- What does development cooperation encompass according to the right-based approach in the light of this video?
- What precisely are “human rights spectacles”?
- Who precisely are the right-holders and the duty-bearers? What is the relationship between them?
- Do you consider yourself as a right-holder or a duty-bearer?
- How would you describe “actor of change”?
- Could you also be an “actor of change”?
- Do you know any “actors of change” (through the media,...)?
- Why is it important to identify the structural causes of problems? Do you think it is easy? What obstacles are there?

The video is related to the vision text Rights Based Approach (annex 4.3.6).

Here are some other interesting video’s to introduce Human Rights and the Rights Based Approach. You can develop some specific questions to discuss their content.

<https://www.youtube.com/watch?v=DchjpiHOaE> (Danish institute for Human Rights)

<https://www.youtube.com/watch?v=ew993WdcOzo> (Amnesty Switzerland)

<https://www.youtube.com/watch?v=tVPvzvTROLQ> (Pacific Community)

DEBRIEFING

Discuss (some of) the following questions:

- How do you feel now?
- What have you learned?
- Were you already aware of a needs-based vs a rights-based approach?
- Thinking of examples of international solidarity; of which approach were you most aware?
- Which approach, needs- or rights-based is more easy to implement?
- What might be obstacles in using a rights-based approach?
- What would you share with others about this session?

TIPS FOR THE FACILITATOR

Make the session as interactive as possible: challenge the youth to share what they know already and to come up with examples from their own reality. Instead of doing all the parts at the same time you can also divide them up in different sessions.

SOURCES

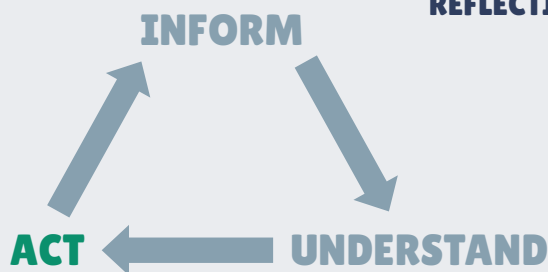
- Difference between needs-based (charity) approach and a rights-based approach: <https://advocacy.knowledgesouk.org/>
- Table respect, protect and fulfil: <https://advocacy.knowledgesouk.org/right-holders-and-duty-bearers/>

OTHER SOURCES OF INFORMATION

More info on the Universal Declaration of Human Rights:

- The official text with all articles <https://www.ohchr.org/en/human-rights/universal-declaration/translations/english>
- A simplified version: <https://www.amnestyusa.org/wp-content/uploads/2017/11/Simplified-UDHR.pdf>
- <https://www.un.org/en/global-issues/human-rights>

3 RIGHTS BASED APPROACH

LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 60 minutes

**MATERIAL**

- White sheets of paper
- 4.4.1 Worksheet, to print 1/pair
- 4.1.3 The UNCRC Articles'

USED METHODS

- Working in pairs or small groups
- Plenary discussion

OBJECTIVES

- Youth understand that human and children's rights are connected to responsibilities (those of government state and other institutions, and their own moral responsibilities)
- Youth understand how they can contribute to realising and protecting human rights

4 YOUTH AS A RIGHT HOLDER

THROUGH THE TOOL, YOUTH WILL REFLECT ON AND IDENTIFY DIFFERENT RESPONSIBILITIES TO PROTECT (CHILDREN'S AND HUMAN) RIGHTS, INCLUDING THEIR OWN PERSONAL RESPONSIBILITY.

SKILLS**Relational skills**

- Conflict management
- Standing up for your opinion

Critical Thinking

- System thinking
- Reflection about one's own position in the system
- Insight into other contexts and reference frameworks

Action and commitment

- Aware about own role and responsibility in the system

DESCRIPTION OF THE PROCESS**1ST PART : REFLECTION ON RIGHTS**

- Divide the group in pairs
- Distribute to each pair a blank sheet of paper
- Each pair to discuss and write down:
 - Three important rights that they think they should have at home
 - Three important rights they think they should have at school (Examples: right not to be overloaded with homework, right to sit in the grass at school, right to have some pocket money, right to choose your own hobbies or clothes, right to dress as you feel like, right to demonstrate,...)
- Once this has been completed, distribute the following documents to each pair:
 - The children's rights articles (annex 4.1.3)
 - Worksheet rights and responsibilities (annex: 4.4.1)

2ND PART: RIGHTS AND RESPONSIBILITIES

- In pairs, the participants read the different children's rights and discuss which ones correspond best to the six rights they have written down. Once decided, they write the corresponding rights (of the children's rights list) in the left column of table on the worksheet 'rights and responsibilities'. Ask if any clarification is needed on the different rights they have listed.

- To explain after the first column is complete:
Having rights also means having responsibilities. For instance, while we have the freedom of speech, we shouldn't spread lies or hurt someone's reputation. This shows that our rights have limits. The balance of a person's rights and their responsibilities to respect the rights of other people means that we must exercise our rights within certain boundaries.

There are many situations in which the rights and responsibilities of different people conflict; for example: in the classroom; the right to education can conflict with the right to leisure, when some students are eager to learn while others prefer just to have fun. Moreover, schools have the responsibility to teach and to educate the students and to ensure that the right of teachers to decent working conditions is being fulfilled.

- **Optional:** Participants to swap their list with another pair. This will allow them to think about different rights and situations.

3TH PART : RESPONSIBILITIES AT DIFFERENT LEVELS

- Facilitator should explain that responsibility can be situated at different levels, both individual and related to authorities, and that they will do an exercise around this. Each pair will discuss examples of two levels of responsibility that correspond with each right listed by the other pair in the following table.

- First level: responsibilities that individuals have to ensure that others can enjoy the right (second column)
- Second level: responsibility (if existing) for authorities to ensure that right (third column)

Example:

In plenary, each pair can give an example of one right and the corresponding responsibilities.

CHILDREN'S / HUMAN RIGHTS	INDIVIDUAL RESPONSIBILITY TO ENSURE OTHERS CAN ENJOY THE RIGHT	RESPONSIBILITY OF AUTHORITIES (GOVERNMENT, SCHOOL, ...) TO ENSURE THE RIGHT
Freedom of speech	Duty to listen to and consider viewpoints that may differ from their own.	Creating an environment where different viewpoints can be expressed safely and respectfully.
Right to education	Not disrupting the classroom environment.	Schools have a responsibility to provide high-quality education that meets certain standards and prepares students for future success
The right to privacy	Not to look in someone's diary	Not reading a student's diary when searching individual belongings in case of theft

4 YOUTH AS A RIGHT HOLDER

4TH PART: POSITIVE AND NEGATIVE RIGHTS

This step will allow the youth to deepen their understanding of rights and responsibilities but will ask a bit of time.

- To explain: children's and humans rights can be divided in positive and negative rights.

Negative rights: rights that ban or forbid something unpleasant (such as the ban on torture). People should not carry out specific actions.

Positive rights: rights that explicitly ask one to do something or to have something done (such as the right to food: everyone is entitled to have adequate food). Individuals and authorities should carry out certain activities to provide for those rights.

- Most of children's and human rights have a negative and positive side. For instance:
 - (-) The right not to be tortured means that authorities must not mistreat people who have been detained:
But also
 - (+) The authorities need to give clear instructions about this to their police forces.
- Participants should now choose three rights of their children's right list and look for examples of:
 - positive (+) or negative action (-) in their lives to illustrate their own moral responsibility.
 - Positive (+) or negative action (-) of the school or the local or national authorities

It is okay if the participants don't find examples for each category.

Example:

CHILDREN'S HUMAN RIGHT (AT HOME, IN SCHOOL)	(MORAL) RESPONSIBILITY OF THE INDIVIDUAL	RESPONSIBILITY OF THE SCHOOL, TEACHER, PARENT, YOUTH WORKER ETC.
The right to privacy	(+) Be mindful of what you share online. For example If you want to send a suggestive picture to someone, be sure that you cannot be identified. (-) Not to look into someone's diary without being invited to do so	(+) (school) To take care that the students' school file cannot be looked into by visitors (+) (state) To provide legislation protecting the privacy of individuals (-) (school) Not to search someone's belongings if not strictly necessary
The right to be protected from being hurt and mistreatment (physically and mentally)	(+) Standing up to a bully or report the bullying to a supervisor when you witness someone being bullied. (-) Refrain yourself from bullying or mistreating other people.	(+) (school) To have clear policies on physical and verbal violence in teacher-pupil relationships and in pupil-pupil relationships. (+) (state) To have legislation that adequately protects victims by providing severe penalties in case of violations. (-) (school/state) Refrain itself by harming children through their functioning.

4 YOUTH AS A RIGHT HOLDER

DEBRIEFING

Discuss (some of) the following questions:

- What have you learned?
- How do you feel about your own responsibility?
- Were you already aware of that responsibility?
- Would you do things differently now?
- Could you influence, as an individual, the responsibility of an authority?
In what way?

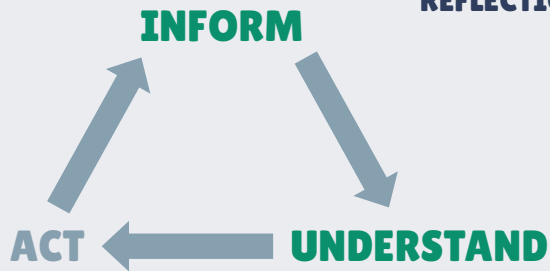
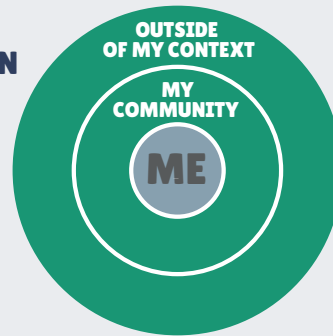
TIPS FOR THE FACILITATOR

The reflection on positive and negative rights is not an easy one, make sure that youth understand through practical and day to day examples.

SOURCES

Inspired by: <https://www.living-democracy.com/>

This website is a very rich educational resource aiming to promote democracy and human rights. This tool is inspired by a resource on rights and responsibilities.

LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 30 minutes

**MATERIAL**

- 4.5.1 Cases, to print 3x and cut out
- 4.5.2 Cases with background
- 4.1.3 The UNCRC Articles

USED METHODS

- Working in pairs or small groups
- Plenary discussion

OBJECTIVES

- Youth understand children's and human rights
- Youth understand rights violations
- Youth are aware that different factors play a role in situations of rights violations

5 RIGHTS IN DIFFERENT CONTEXTS

INFRINGEMENTS AND VIOLATIONS OF CHILDREN'S AND HUMAN RIGHTS HAPPEN DAILY, WORLD-WIDE. BY LOOKING AT REAL CASES, PARTICIPANTS GET A CLEARER AND MORE PRECISE PICTURE OF WHAT CHILDREN'S RIGHTS ARE ABOUT AND HOW THEY MIGHT TAKE FORM IN DIFFERENT CONTEXTS.

SKILLS**Relational skills**

- Dialogue
- Standing up for your opinion
- Public speaking

Critical Thinking

- Shaping your own opinion
- Insight into other contexts and reference frameworksem

NEEDS FOR PRIOR KNOWLEDGE

We suggest using this tool after the youth are introduced to the UN Convention on the rights of the child (tool 4.1. The UN Convention and the 9 categories). They need the knowledge to link the cases to the children's rights.

DESCRIPTION OF THE PROCESS (STEPS TO TAKE)**1ST PART: LINK CASES WITH RIGHTS**

Divide the participants in pairs (or small groups). Each pair gets a list with different cases. Print the 19 cases in annex 4.5.1 minimum two times and cut them out. Some of the cases are stated below. Distribute the cases to the pairs, so each case will be discussed by at least two pairs.

- X is 14 years old. A while ago, their parents decided to divorce. They now live permanently with their mom and have not seen their dad for 2 years. Their mom does not want them to have any contact with their dad.

- The children living in a smaller village are unable to attend a primary school, as there is no such school available within reasonable distance.
- X's mom has access to all of X's social media; she checks every day if X is not receiving suspicious text messages or if he is not doing anything wrong.
- If O does something wrong, she gets a physical punishment.
- Since the death of their mom and dad, Q and his sisters have been living on the streets.
- At school Y, students are not consulted when school rules are decided on.
- Due to a war raging in his country, X (8 years old) was taken out of school and is now undergoing military training.

Give each group a copy of the convention of the children's rights.

Challenge the youth to discuss their cases and identify which right is being violated.

2ND PART : DISCUSS THE CASES

Discuss the different cases and answers in plenary:

If pairs having the same cases but different answers, use the following question to guide the discussion:

- How did you arrive at your opinion?
- Have you heard anything from the other group which might want you to change your opinion? What and why?

You can find suggested answers in annex 4.5.2. There is not necessarily one right answer, the discussion is more valuable than 'the right answer'.

The pairs can discuss for some of the cases what could be done to change the situation, and who should be involved, also looking at the responsibilities (see also tool 4.4 Youth as a right holder).

DEBRIEFING

Back in pairs or in plenary: reflect on the following

- Which case strikes you the most? Explain why.
- How would you feel if it happened to you or somebody in your context?
- Do you think this could happen in your context? Explain your answer?
- What are factors which might lead to some of these cases?
- How would you react?
- How do you hope that others might react?
- Who has a role to play in making sure that this does not happen?

ALTERNATIVES

In part 1, give each pair the 9 categories (with title, see annex 6.2.2) and challenge the participants to link the case with a category instead of a specific article.

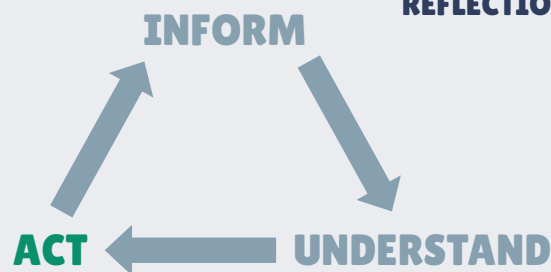
TIPS FOR THE FACILITATOR

- The cases can be adapted to the context of your organisation, country, or the background of the youth.
- It is important to closely monitor the reactions of the youth to the different cases.

OTHER SOURCES OF INFORMATION

Inspired by: <https://www.living-democracy.com/>

This website is a very rich educational resource aiming to promote democracy and human rights. This tool is inspired by a resource on rights violations

LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 60 minutes

**MATERIAL**

- 4.6.1 Ranking form, to print 1 per person
- 4.6.2. Voting form, to print and cut 1 per person
- 4.6.3. Group work, to print 1 per group

USED METHODS

- Working in small groups
- Plenary discussion
- Democratic decision making process

OBJECTIVES

- Youth are aware of their rights.
- Youth can connect the text with their own reality.
- Youth can choose priorities in their context and form and voice their opinion.
- Youth practice inclusive decision making.
- Youth experience democratic decision making.

6 PRIORITIZE > PITCH > VOTE

IN THIS TOOL, YOUTH REFLECT ON THE UNCRC RELATED TO THEIR OWN ENVIRONMENT. YOUTH PRACTICE A DEMOCRATIC DECISION MAKING AND VOTING PROCESS.

SKILLS**Relational skills**

- Dealing with diversity in your encounters
- Collaborating through active participation
- Democratic decision making
- Public speaking

Critical Thinking

- Shaping your own opinion

Action and commitment

- Willingness to change
- Visualize positive future
- Leadership role model

NEEDS FOR PRIOR KNOWLEDGE

Make sure youth know what children's rights are and what the 9 categories entail. (You can use tool 4.1 'The UN convention and the 9 categories').

DESCRIPTION OF THE PROCESS (STEPS TO TAKE)**1ST PART: PRIORITIZE – INDIVIDUAL RANKING AND REFLECTION**

Hand out the ranking forms (see annex 4.6.1)

Invite the youth to reflect individually on the different categories and rank them from 1. "I see a lot of challenges regarding this right in my direct environment" (neighbourhood, school, organization, ...) to 9. "I see almost no challenges regarding this right in my direct environment".

Write down your argumentation for number 1, 2 and 3. What is the reason that you've put the right on this position? Why do you think this is important and urgent?

***Background information:** Explain that the convention stresses that all children's rights are equal, inalienable and indivisible. The latter meaning that all rights must be recognized and respected in their entirety because they complement and reinforce each other. Selectively respecting or enforcing some rights at the expense of others would harm the integrity of the rights and the welfare of the child.*

This means we cannot choose the 'most important' right. In this exercise, we will prioritize certain rights that we consider more urgent or challenging in our direct environment – but they are all equally important.

2ND PART: PRIORITIZE – GROUP RANKING AND REFLECTION

In the next step, youth form groups of three to five people, depending on the group size. The goal of this step is to come to one collective priority per group.

We are used to solving these kinds of choices arithmetically: which rights get the most votes. Invite the youth to share their ranking with their group and to make an overview in the table in annex 4.6.3.

Then, invite everyone to share their argumentation with their group. The other members should listen without interrupting. Does anyone want to change their priority or vote after hearing the arguments of the others? Invite the groups to vote again (using the table in step 2 of annex 4.6.3).

Visit the groups to hear how the process is going and motivate them if needed.

Take some minutes to list the arguments in favor of the most popular right.

Also invite every group member to react shortly: what do you think or feel about this choice? Give everyone the opportunity to share arguments against the choice. Challenge the youth to explain why they think this is a problem, what could be the consequences – and to suggest solutions.

Challenge the group to see concerns and objections as gifts. It is extra knowledge, insight, perspective to enrich the groups' decision and reach the common goal (improving children rights in the direct environment of the group).

Discuss the concern and suggestions, and objections or new proposals and see if you can integrate them in the arguments for your number 1. Challenge the youth to try to reach a decision with 'consent': it is 'good enough safe enough for now' for all participants.

For example, one person chooses quality education because they think school does not prepare you enough for the adult life, and another chooses leisure time because they feel like 8 hours at school + homework prevents them from taking on hobbies. When you land on quality education, try to include the argument for having hobbies; when you land on free time, try to include the argument for getting ready for adulthood.

3RD PART: PITCH – CONVINCING OTHERS OF YOUR CHOICE

Explain the concept of an elevator pitch: imagine you want to convince someone of your opinion in an elevator – you can talk as long as it takes to reach the top floor of a skyscraper (2 min).

Invite every group to prepare their pitch to convince the other youth of their priority. The pitch should be short and powerful.

These guiding questions in annex 4.6.3 part 4 can help.

- What right did you choose and why?
- What arguments were mentioned?
- What would the ideal situation look like, what would be different if this right was guaranteed for everyone in your environment?
- Make it specific, use examples.

Make sure every group decides who will say what and practices their pitch (to feel how long or short 2 minutes are). Start the presentations and use an alarm to indicate when 2 min have passed.

4TH PART: VOTE – DEMOCRATIC VOTING

After every group has shared their elevator pitch, it is time to vote! Every participant receives a voting form (see annex 4.6.2). Youth cross the right of their choice, fold the paper and give it back to the facilitator.

Votes are counted and the winning right is announced.

ALTERNATIVES

Change the scale of the ranking from to one of these options:

- “I absolutely did not know I had this right” to 9. “I’ve always known that I had this right”.
- “Me and most of my peers know that this is our right” to 9. “I didn’t know this was my right and I think my peers don’t know either”
- “I think the situation of children would be very different when this was not a right” to 9. “I don’t think it would make any difference if this right was not a right”
- ...

TIPS FOR THE FACILITATOR

Depending on your group, it might be beneficial to divide up annex 4.6.3 so the youth get their instructions step by step.

DEBRIEFING

Some questions to ask:

- Who got the right of their choice? How does this make you feel?
- Who voted for a right that was not chosen? How does this make you feel?
- Did the priority in your group change between the first and second vote (before and after hearing the arguments of the others)? How can we explain this? What can we learn here?
- What could help you to see the importance of the winning right and feel motivated to fight for it?
- Can you give examples of situations or decisions in ‘real life’ where we use this method as well? What are the advantages? What are the pitfalls? Do you have any suggestions to improve the system?

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INTRODUCTION

SDG TOOLS

In the 2030 Agenda for Sustainable Development, all United Nations member countries have committed to achieving 17 goals by 2030 to create a more sustainable planet and society; the so-called sustainable development goals (SDGs). This global action plan requires cooperation among all countries to succeed. The achievement of the SDGs is based on the respect and promotion of human and children's rights, and these rights in turn promote sustainable, equitable and inclusive development for all.

Although the 2030 Agenda does not explicitly reference the International Convention on the Rights of the Child, there are significant connections between the SDGs and the framework of children's rights. Many of the goals include specific indicators focusing on children and youth. Furthermore, children and youth play a crucial role in contributing to the achievement of the SDGs. They raise awareness about climate issues, question prevailing norms, and develop innovative solutions to societal challenges.

Therefore, this chapter includes several tools to help youth better understand the global challenges addressed by the SDGs. We believe this will motivate them to commit and engage in creating a more just and sustainable world, and develop related projects and actions.

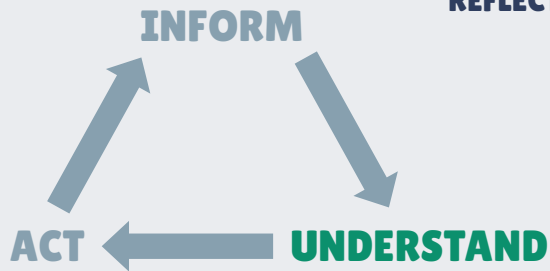
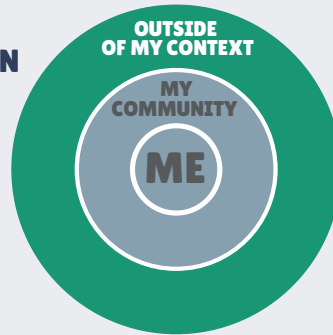
This is also concretely reflected in SDG 4.7 on quality education: "By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture

of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development".

For learning more about the SDGs, we recommend these sites:

- This website is dedicated entirely to explaining the SDGs: <https://sdgs.un.org/goals>
- This article on the United Nations <https://www.un.org/en/exhibits/page/sdgs-17-goals-transform-world>
- This dashboard gives an overview of the progress of each country: <https://dashboards.sdgindex.org/profiles>



LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 30 minutes

**MATERIAL**

- 5.1.1 17 SDGs, to project or print
- 5.1.2 Link SDG Puzzle, to print (<https://www.liane-scooperation.org/boite-a-outils/>)

USED METHODS

- Group work

OBJECTIVES

- Youth discover or strengthen their knowledge of the Sustainable Development Goals (SDGs)
- Youth identify “good practices” to achieve the SDGs

1 GETTING TO KNOW THE SDGS

THIS TOOL IS INTENDED TO RAISE AWARENESS AND UNDERSTANDING ABOUT THE SUSTAINABLE DEVELOPMENT GOALS (SDGS).

SKILLS**Relational skills**

- Collaborating through active participation
- Democratic decision-making
- Dialogue
- Standing up for your opinion

Critical Thinking

- Curiosity towards others and the world
- Research skills
- Self-reflection, knowledge and insight
- Insight into other contexts and reference frameworks

DESCRIPTION OF THE PROCESS

Project or print the sheet representing the 17 SDGs and present it to the group.

Give some background information: In 2015, UN members defined 17 SDGs to be achieved by 2030. They cover all development issues in all countries such as climate, biodiversity, energy, water, poverty, gender equality, economic prosperity and peace, agriculture, education, etc.

Download the SDG puzzle. Each set consists of the following 6 elements:

- an example of an international project
- an example of actions that can be carried out
- an SDG pictogram
- a photo
- a target
- numbers

Decide if you want to include all 17 SDGs or choose some specific titles. Select the sets of cards associated with these SDGs. Shuffle all the cards and spread them in the room so that everyone can see them.

Invite participants to circulate around the tables and match the sets of 6 cards associated with 1 specific SDG.

ALTERNATIVES

You can choose to do this workshop with the 17 SDGs or select only a certain number depending on the time you have and the number of participants.

A reflection layer can be added to the exercise; you can introduce an object, for instance a water bottle and discuss how this is linked to the different SDGs.

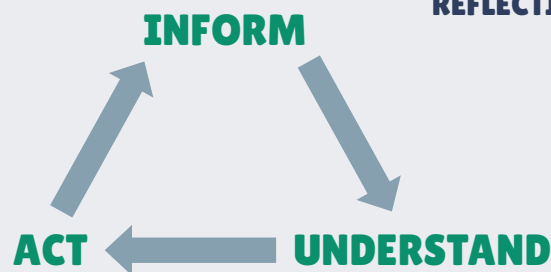
DEBRIEFING

- Was it a difficult exercise?
- What was new information?
- What did you learn?
- What aspects of an SDG did you not think of yourself when you read the title?
- Do you think this is a useful framework for international cooperation?
- Do you think it is a useful framework to better understand the challenges you see around them or in the world?
- Why? Why not?

TIPS FOR THE FACILITATOR

Make sure you know the 17 SDGs to guide the choices of the youth. Also, read the examples to help illustrate the SDGs when needed.

Please keep in mind: the cards are quite wordy, so you'll need to be a strong reader to make the matches.

LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 45 minutes

**MATERIAL**

- 5.2.1 Rules of the game (<https://www.lianescooperation.org/boite-a-outils/>)
- 5.2.2 Wheel + arrow, to print, cut and assemble (<https://www.lianescooperation.org/boite-a-outils/>)
- 5.1.1 17 SDGs
- A board or paper and markers to note and display scores
- A stopwatch
- 2 objects that make noise (bells, spoons to tap on an object or a table etc.).

USED METHOD

- Quiz

OBJECTIVE

- Youth discover the Sustainable Development Goals (SDGs) in a fun way.

2 SDG QUIZ

INSPIRED BY A FAMOUS FRENCH GAME SHOW, TWO TEAMS COMPETE ON THE THEME OF THE SDGS, AS ON TV. SOME FUN QUESTIONS ACCENTUATE THE GAME'S PLAYFUL NATURE. THIS TOOL IS IDEAL TO PROVIDE YOUTH WITH AN INITIAL INTRODUCTION TO THE SDGS.

SKILLS**Relational skills**

- Collaborating through active participation
- Public speaking
- Learning to listen

Critical Thinking

- Curiosity towards others and the world
- Systems thinking
- Self-reflection, knowledge and insight
- Reflection about one's own position in the system
- Insight into other contexts and reference frameworks

DESCRIPTION OF THE PROCESS**Logistics preparation:**

Print the SDG wheel and arrow (annex 5.2.2). Glue the two elements onto fairly thick cardboard. Drill the centre of the two wheels and overlap them; secure the two wheels with a thumbtack or a light metal wire (a paper clip).

The rules of the game, the questions, their answers as well as the themes can be found in annex 5.2.1 Rules of the games. To ensure an easy facilitation of the game, the facilitator should get acquainted with the questions and rules before starting the game.

The questions can be adapted to your context.

Before playing, contextualize the SDGs: In 2015, UN members defined 17 SDGs to be achieved by 2030. They cover all development issues in all countries, such as climate, biodiversity, energy, water, poverty, gender equality, economic prosperity and peace, agriculture, education, etc.

Project or print to hand out annex 5.1.1 for an overview of the SDGs.

The group is divided into two teams and one participant is designated to be the leader of the game. The quiz is played in 4 rounds, with the highest scoring team having a 4th round. There is 1 point to win per correct answer.

Introduce each round as the game progresses by presenting the rules.

1ST PART: THE SDG WHEEL – 5 PTS (15 MIN)

Each team spins the wheel twice:

- The first time, they answer 2 questions about the SDG they landed on.
- The second time, they answer 3 questions. (Spin again if it is the same SDG).
- The team gets 1 point per correct answer.

2ND PART: SDG SPEED – 5 PTS (5 MIN)

- The teams take turns playing.
- The team that earned the most points during the first part chooses one of the proposed themes and answers 5 questions.
- 1 point per correct answer.

3RD PART: THE WOMAN, THE MAN OR BOTH – 5 PTS (5 MIN)

- The teams compete in a speed test.
- The first one to grab the object gets the chance to answer the question.
- The teams get 1 point per correct answer. If the answer is not correct: the point goes to the other team!

4TH PART : THE ODD MEMORY QUIZ – 10 PTS (5/10 MIN)

- The team with the most points chooses 1 participant from their team to attempt the “SDG Memory Quiz” (Hint: pick someone with a good memory!)
- The facilitator will ask 10 questions in succession. The player must wait for the end of the questionnaire to give all the answers in the correct order.
- Allow 5 to 10 seconds between each question to memorize.
- Each correct answer is 1 point.

In total, a team can score a maximum of 5 + 5 + 5 + 10 = 25 points.

In case of a tie, the host is free to decide who wins (speed, kindness, etc.)!

The details for each test can be found in the rules of the game.

DEBRIEFING

At the end of the meeting, suggest a reflection in plenary or small groups using the following questions:

- What have you learned about the SDGs?
- What were the most important discoveries for you?
- Are the SDGs achievable in your local context?

TIPS FOR THE FACILITATOR

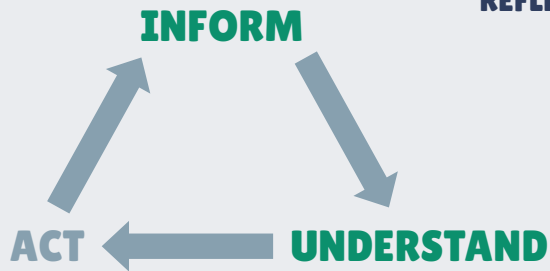
This quiz works best with 4 to 10 participants, divided into 2 groups (of 2 to 5 members). If you are more, consider adding another team.

If your participants understand French, you can watch a broadcast of the Burger Quiz Show to understand the concept of the game as it has been inspired by this quiz.

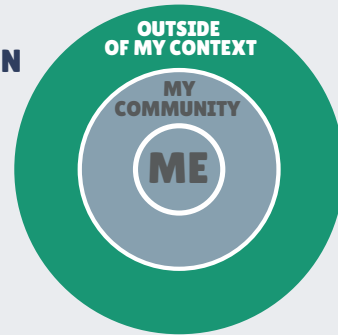
SOURCE

Quiz originally created by Centraider from the AFD quiz (Agence Française de Développement).

LEVEL OF LEARNING



LEVEL OF REFLECTION



TIME

- 35 minutes



MATERIAL

- 5.3.1 Checklist, to print 1 per person

USED METHOD

- Group work

OBJECTIVES

- Youth discover or strengthen their knowledge of the Sustainable Development Goals (SDGs)
- Youth make connections between participants' projects and the SDGs
- Youth think about concrete examples of actions

3 SOLIDARITY PROJECT

THIS TOOL IS INTENDED TO RAISE AWARENESS AND UNDERSTANDING ABOUT THE SUSTAINABLE DEVELOPMENT GOALS (SDGS).

SKILLS

Relational skills

- Dialogue
- Standing up for your opinion
- Learning to listen

Critical Thinking

- Research skills
- System thinking
- Self-reflection, knowledge and insight

Action and commitment

- Willingness to change
- Project management
- Innovative and creative skills

NEEDS FOR PRIOR KNOWLEDGE

This tool works best if the youth are already familiar with the SDGs (see tool 5.1 'Getting to know the SDGs' and 5.2 'SDG Quiz').

This tool is meant for groups that are working on or in a specific solidarity project. The project set up should already be clear, with defined goals.

DESCRIPTION OF THE PROCESS

Make groups of maximum five, put youth together that work in or on the same project.

Invite everyone to complete the checklist (annex 5.3.1) individually, indicating what SDGs they link to their project.

Then, invite the youth to discuss their answers and challenge them to find all possible links between their project and the different SDGs.

Challenge the youth to think about ways to improve the impact of their project by including new goals.

The different groups return to the collective to learn from each other (see debriefing questions).

ALTERNATIVES

You can choose to do this workshop with the 17 SDGs or select only a certain number depending on the time you have and the number of participants.

DEBRIEFING

- Take some time to let the youth share their feelings and discuss what they have learned and/or understood about the SDGs, in order to strengthen the place of the SDGs in their projects.
- What do you think of this reflection?
- Was it hard to find the link with your project?
- What were new insights you gained on the objectives of your project?
- How are the different SDG's connected to each other?

TIPS FOR THE FACILITATOR

Make sure you know the 17 SDGs to guide the choices of the youth. Also, read the examples from the SDG puzzle (tool 5.1) to help illustrate the SDGs when needed.



6

ACTION TOOLS



INTRODUCTION

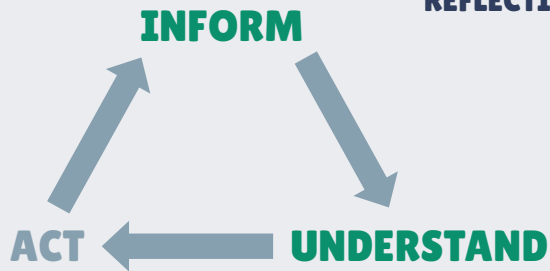
ACTION TOOLS

The final chapter lists several tools that encourage the active engagement of youth in addressing challenges in their communities and the world. With these tools, we aim to inspire youth to become active citizens and contribute to “a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding” (The European Declaration on Global Education to 2050).

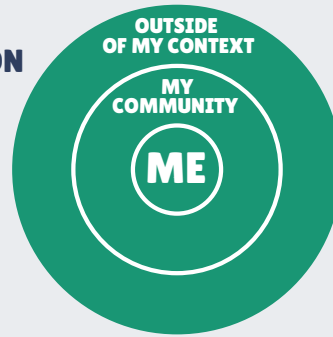
We find it important to emphasize that the process youth go through while planning and executing their own actions is just as important as the results they achieve. In the tools, we offer a playground for practice to feel confident and capable of taking action and committing.



LEVEL OF LEARNING



LEVEL OF REFLECTION



TIME

- 60 minutes

MATERIAL

- 6.1.1 Definition, to project or print
- 6.1.2 Global challenges, to print and cut out
- Post-its
- Long thick rope

USED METHODS

- Working in small groups
- Brainstorm

OBJECTIVES

- Youth know what 'global citizenship' means and can position themselves towards this concept.
- Youth think about global challenges, how these are interconnected.
- Youth realise they can have a role to play in addressing global challenges.

1 GLOBAL CITIZENS

THIS TOOL HELPS PARTICIPANTS TO REFLECT ON THE CONCEPT OF 'GLOBAL CITIZENSHIP'. THROUGH A COLLABORATIVE METHOD. THEY WILL GET MORE INSIGHTS IN HOW BEING A GLOBAL CITIZEN CAN CONTRIBUTE TO A MORE JUST AND SUSTAINABLE WORLD.

SKILLS

Relational skills

- Collaborating through active participation
- Dialogue
- Standing up for your opinion
- Learning to listen

Critical Thinking

- Shaping your own opinion
- Curiosity towards others and the world around you
- System thinking
- Self-reflection, knowledge and insight
- Reflection about one's own position in the system
- Insight into other contexts and reference frameworks

Action and commitment

- Aware about own role and responsibility in the system

DESCRIPTION OF THE PROCESS

1ST PART : GROUP CHALLENGE

This group exercise is a fun way of introducing the topic of global citizenship.

Give these instructions to the youth: "Take a position on the rope and hold the rope with 2 hands side by side, fists up. From the moment you grab the rope, you are glued and cannot let go or move your hands. Your objective as a group is to remove the knots from the rope, without lifting the hands." (Participants may open their hands to use their fingers, but the position of their hands on the rope can not change.)



Discuss whether the youth were able to manage the challenge or not, and why.

If some youth were not very participative because they were too far away of the action (in this exercise: the knot), you can say this to them: I understand you are losing interest when it happens far away and it seems like you have nothing to do with it. But I specifically said: “Your objective as a group is to ...” So your responsibility was not over! Your challenge was not met! What could you have done to continue helping the group forward? (Fe: provide oversight, give tips, view it calmly from a distance, explain what worked for you, ...).

You can mention that it might also be that some youth felt frustrated, as they wanted to participate but felt ignored or left out because the others in the group forgot about them or did not let them participate.

Also ask the group that was struggling with the last knot how they felt. Was it comfortable for them to be observed by the others? Did they feel helped or not? What did they need to find the solution (faster or easier)?

2ND PART : DEFINE GLOBAL CITIZEN

Ask the group what the word **global** means to them?

Global refers to the entire world or the whole earth. It is often used to describe something that is worldwide in scope or impact. It implies a broad, inclusive perspective that transcends local or national boundaries.

Afterwards, define the word **citizen** together.

A citizen is a legally recognized member of a state or nation who has specific rights and duties. Citizenship can be acquired by birth, descent, marriage, or naturalization. Being a citizen can also be a part of one's identity, involving a sense of belonging and loyalty. Citizenship can be contrasted with other statuses, such as residents or foreigners, who may live in a country but do not have the same rights and obligations as citizens.

Invite the youth to have a brainstorm per three about the question ‘What is a Global citizen’? Ask them to write each idea on a separate post-it.

Collect all the post-its and discuss them in plenary:

- What do you mean with this answer?
- Does everyone agree?
- Why did you write this down? Can you explain it a bit more?
- What is it not?
- ...

3RD PART : INTRODUCE THE DEFINITION OF GLOBAL CITIZENSHIP BY UNESCO

“Global citizenship means a sense of belonging to a broader community, beyond national boundaries, that emphasizes our **common humanity** and draws on the **interconnectedness** between peoples as well as between the local and the global. Global citizenship is based on the universal values of **human rights**, **democracy**, **non-discrimination** and **diversity**.”

Explain that it is also about sharing the principles of equality and solidarity across national, cultural, religious, ethnic, gender, age and other divides.

4TH PART: REFLECT ON "ME AS A GLOBAL CITIZEN"

Invite the youth to reflect individually on how they relate to the concept of global citizen.

Draw an imaginary line in the room; the youth can position themselves on the left side if they feel very much like a global citizen and on the right side if they don't feel like a global citizen at all. Everything in between is a scale from more to less.

To elaborate more on the concept of global citizenship, you can ask the next questions:

- Why do you position yourself here? Why more right, middle or left?
- What does it mean for you?
- When do you feel like a global citizen? Can you give examples of specific moments or activities? What activity that you connect to global citizenship would you like to try?
- When do you not feel like a global citizen at all? Why is that?
- What could help to position yourself more to the left?
- What aspects of 'global citizenship' can you relate with?

5TH PART: REFLECT ON GLOBAL CHALLENGES

Per two or three: ask the youth what are, according to them, big global challenges in the world. They can write their answers on a post-it.

Collect their answers and try to connect them to the following categories or titles:

- Climate change
- Extremist violence
- Health crises
- Violent conflicts
- Migration

- Poverty
- Inequality world trade
- ...

The youth might come up with more categories, this is perfect! If any categories are forgotten, add them to the table.

Discuss their answers in plenary. To get to know their concerns, you can ask these questions:

- How are we aware of this? Where does your information come from?
- Through which channels did you learn about it?
- Who is very concerned about it?
- Are you lying awake because of it?
- What effect does it have on you?
- Do you consider it important to be concerned about it? Why yes or no?
- What do you do with your concern? In what ways can you engage with it? (Welcome all ideas from the group, here are some examples:
 - Conversations in class with friends or family
 - Following, sharing and/or writing posts about it on (social) media
 - Join a march or demonstration (EU march for Palestine, Pride, climate march, ..)
 - Sign a petition
 - Support a good cause financially
 - Hang a flag, wear a pin
 - Look at what products you do or don't buy
 - Mind your carbon footprint
 - Support a certain political party (with your vote or otherwise)
 - Help as a volunteer

6TH PART : REFLECTION KNOTS IN THE ROPE

Do you see a link between the game and global challenges?

- We are connected and need each other. Everyone has to do their part to get the knot out. It's a shared responsibility.
- Even if you are far from the knot, your attention has to stay with it. If you no longer participate, it won't work. The choice not to participate or the fact that you lose interest, has an impact on the process and the outcome.
- So it is with global challenges, all challenges are connected to each other and everyone has a role to play in this because you are human. Deciding not to participate or not to pay attention to something also impacts the challenge and the solution.
- Maybe the action was further away from you and you really wanted to participate. Did you ask how you could participate? Were you heard or ignored? Often people want to help but don't know how and don't get the right directions from others. The ones close to the action might be so busy they forget to include or listen to others.

7TH PART : CONCLUDING REMARKS

Explain the following points, and use the experience with the group challenge (rope exercise) to underline some of them.

- Various trends and crises (Covid-crisis, pollution of oceans, global warming,...) in the world **cannot be understood only from a national and local perspective or within specific cultural boundaries**. They have **an impact on the planet** and each of its inhabitants.
- Different issues are **interconnected** and show that there is a **strong global interdependence** between social, economic, cultural, environmental and political aspects.
- There are complex social issues, different and even conflicting questions and **no simple solutions**.
- Through **communication and technology**, they are part of our daily lives.

- Their interdependence also makes them a source of **shared responsibility**, as the challenges are global. (See the knots in the rope).
- **Everyone has a responsibility** to act at their own level, to address these challenges **together**, and to strive for greater global justice. (See the knots in the rope).
- **Countries** must also take this responsibility!

ALTERNATIVES

In step 5, the youth are asked to identify some big global challenges in the world. If you believe this is too difficult or vague, you can give each group a challenge to reflect on. Print out annex 6.1.2 and hand them out to the groups. When discussing their answers, leave room for them to add extra challenges.

DEBRIEFING

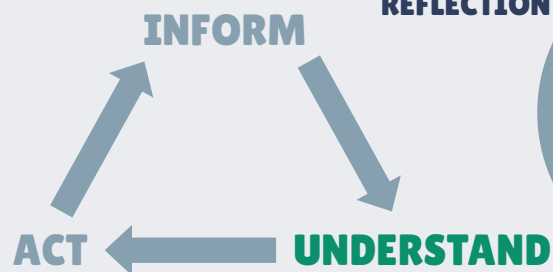
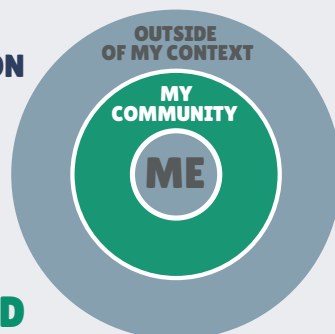
At the end of the session, ask the youth what they have learned and if this resonates with them.

TIPS FOR THE FACILITATOR

- Feeling a global citizen is very dependent on personal feelings or experiences. We would rather not convince the youth to be or become a global citizen or to be engaged in global challenges. We want them to discover these concepts and reflect about it.
- We would like to refer to the introduction (p 3) for more info on global citizenship and global citizenship education.

SOURCE

Definition Global citizenship UNESCO <https://www.unesco.de/sites/default/files/2019-03>

LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 60 minutes

**MATERIAL**

To print 1/group:

- 6.2.1. Questions

For inspiration:

- 6.2.2 The 9 categories
- 4.1.3 The UNCRC Articles
- 5.1.1 17 SDGs
- Papers (A3 or bigger),
- Optional: scissors, glue sticks, old magazines and papers, other inspiring images

GROUP SIZE

25

USED METHODS

- Working in groups
- Plenary discussion

OBJECTIVES

- Youth identify a challenge in their living environment
- Youth link the challenge to the UNCRC.
- Youth get a clear picture of the challenge.
- Youth explain the challenge to others.
- Youth reflect on how to transform a situation from challenge to opportunity.

2 IDENTIFY A CHALLENGE

YOUTH WILL EVALUATE THEIR LIVING ENVIRONMENT ON A CHOSEN TOPIC AND IDENTIFY A CHALLENGE THEY WANT TO WORK ON. THEY PREPARE TO EXPLAIN THIS CHALLENGE TO OTHERS INSIDE AND OUTSIDE THEIR CONTEXT.

SKILLS**Relational skills**

- Collaborating through active participation
- Standing up for your opinion
- Public speaking

Critical Thinking

- Shaping your own opinion
- System thinking

Action and commitment

- Visualize positive future
- Aware about own role and responsibility in the system

NEEDS FOR PRIOR KNOWLEDGE

Before starting this tool, youth should be divided into small teams and have identified a topic they want to work on (fe with tool 4.6 Prioritise – pitch – vote).

Under the step identification of a challenge there are some questions cited to get the challenge sharper, we ask the youth to link their topic to the children rights' and the SDGs. We refer to tool 4.1 The UN convention and the 9 categories and tool 5.1 Getting to know the SDGs or tool 5.2 SDG Quiz to introduce them, but you can also choose to drop these 2 questions.

DESCRIPTION OF THE PROCESS

1ST PART : BROADEN THE SCOPE

People often get stuck in a tunnel vision. The first step in this tool is to get a broad impression of the theme, for example “the right to a healthy environment”, and connect it to many possible sub-themes, causes, solutions, or other rights' rights, ...

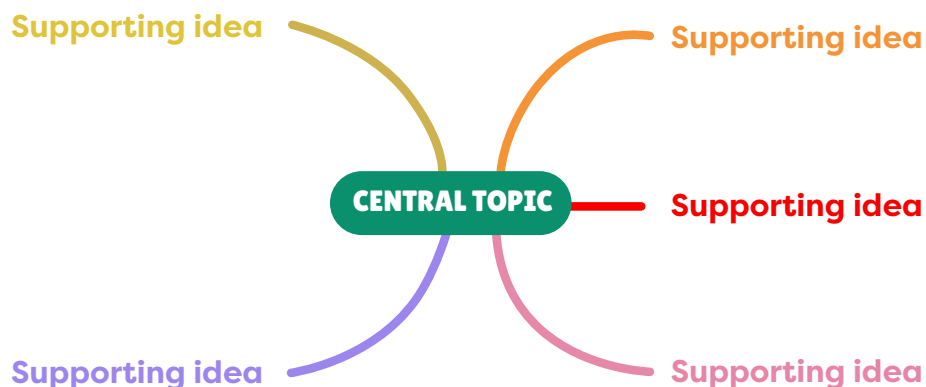
Provide youth with a paper (A3 or bigger) to map out their theme. There are 2 options to do this:

Option a: Making a mind map

Let every group make a mind map:

Mind mapping is a powerful technique to help you visually develop and organize ideas and information. Mind maps can help to understand concepts by breaking them down into their components. It is used to develop new ideas, or to break down and better understand existing information. Start with writing the central topic in the middle of the paper, for example, the right to a healthy environment. Start working from there by dividing the central topic in different subtopics or ideas. For example, clean water and air, safer streets, social cohesion, ... Remember to use keywords, short sentences and symbols.

Have a look at the example below:



2 IDENTIFY A CHALLENGE

You can find plenty of online tools to create mind maps, it might be interesting to experiment with these depending on the context you are working in. (<https://miro.com/nl/mind-map/>; <https://www.canva.com/graphs/mind-maps/>)

Option b: Making a collage

Let every group create a collage with images and words they find in old magazines and papers. The collage gives an impression of what the challenge is about.

For example, a collage on a healthy environment can show the topics of clean water, green energy, more space for bikers and pedestrians, green areas, good waste management, ...

Then let youth present their visual work to the other groups. Invite others to ask questions and add anything that may be forgotten.

2ND PART: IDENTIFY A CHALLENGE

Now invite the youth to narrow down their topic and find a specific challenge they want to work on. Explain that the challenge should:

- be **authentic**, in other words: a real issue from the local context in which the participants live and/or work.
- be **relevant**, meaning a topic the participants have experienced with, and that impacts them directly or indirectly in some way.
- **trigger** the participants' interests and even invite an emotional response.
- be **interesting**, allowing the youth to learn from it - without the pressure of being able to solve it.

Ask the youth to describe the challenge as concrete as possible. It can help to imagine they have to explain it to someone from another country or even another planet, who does not know anything about their living environment.

The following questions may help to get the challenge sharper:

- What children's rights' is the challenge linked to? (see 4.1.3. for an overview of the articles or annex 6.2.2 for the 9 categories)
- What SDGs is the challenge linked to? (see 5.1.1. for an overview)
- Describe the challenge in maximum 5 words.
- Describe the challenge in maximum 1 sentence.

The following questions may help to get the challenge clearer:

- Who is (more) affected? (directly and indirectly) (For example: young or old people, people living in difficult circumstances, people with a migrant or refugee background, people without diploma, men, women, queer community, ...)
- When is the challenge the most prevalent? (in summer or winter, day or night, holidays or exams, during what age in a person's life, ...)
- Who is part of the problem? (youth, teachers, adults, politicians, board, ...)
- Who is part of the solution right now? Who can be part of the solution in the future?

Annexe 6.2.1 Questions can be printed as a hand-out for the youth.

The youth can now:

- Pitch their challenge to the rest of the group.
- Record a video in which they pitch the challenge
- Pitch the challenge to other stakeholders (teachers, school direction, parents, board or members of the organization, local politicians, ...).

Choose an option that fits your context. Try to make it feel important and real to the youth.

2 IDENTIFY A CHALLENGE

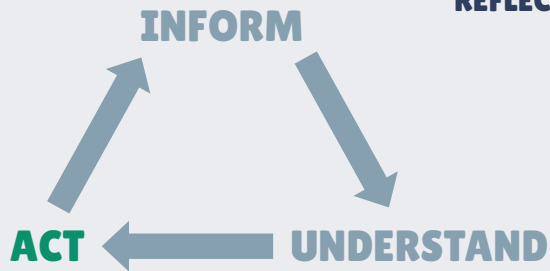
DEBRIEFING

Ask (some of) the following questions:

- Who took the lead in your group? Who followed? Was this an automatic process or a conscious decision?
- Are you satisfied with the work that you did this session?
- Is there anything you would do differently if we would start over?
- Does the challenge motivate you? Do you care enough to put some time and effort in it? What do you need to care even more?



LEVEL OF LEARNING



LEVEL OF REFLECTION



TIME

- 90 min



MATERIAL

- 6.3.1 Questions, to print 1/group
- 6.3.2 Placemats, to print based on the choices of the youth

USED METHOD

- Group work

OBJECTIVES

- Youth think of different ways to approach a challenge (identified in a previous session).
- Youth select an action that fits the challenge.
- Youth write a plan of action with clear responsibilities and tasks.

3 PLAN AN ACTION

IN THIS TOOL, THE YOUTH WILL CHOOSE AND START PLANNING AND ORGANISING REALISTIC ACTIONS TO RESPOND TO A SPECIFIC CHALLENGE.

SKILLS

Relational skills

- Collaborating through active participation
- Standing up for your opinion
- Critical thinking:

System thinking

- Reflection about one's own position in the system

Action and commitment:

- Solution oriented
- Willingness to change
- Aware about own role
- Project-management

NEEDS FOR PRIOR KNOWLEDGE

Before using this tool, youth in small teams should have identified a specific challenge (that motivates and affects them) (see tool 6.2 Identify a challenge).

If you don't have time to do both tools, you can formulate a challenge for them – but make sure it is authentic and relevant, that it triggers the participants' interests and that it is an interesting learning opportunity (more info in tool 6.2 Identify a challenge).

DESCRIPTION OF THE PROCESS

Youth will work in small groups and reflect on different steps to identify and develop an action.

1ST PART: WARM UP – THE REVERSED BRAINSTORM (5MIN)

Let the youth reflect in their groups on the question: What could we do to make the situation even worse? What elements or actions could we add to the problem to make the situation escalate completely?

This can become a funny discussion, but there are interesting learnings in it: how to avoid adding to the problem? What difficulties and threats to take into consideration? Invite the youth to write down their most important insights and attention points, to check them later in the process.

2ND PART: IDENTIFY THE DESIRED CHANGE (10MIN)

Explain that we will now focus on the goal of our action. Invite every group to activate their imagination by answering the following questions (see annex 6.3.1). The objective is to get the desired change as clear as possible:

- Describe the ideal situation in 1 to 3 sentences. What would it look like? How can we notice the change? What difference would it make for you and for others? How would you (or the target group) feel in the ideal situation?
- On a scale of 1 (worse possible situation) to 10 (ideal situation), where do you stand today regarding the challenge?
- If it's not zero: Why not lower? What is already going well? How did you manage to get here? Who or what contributed to that?
- What could be a small next step to move 1 point closer to 10? What small things could you do or say, tomorrow: to make this change reality? What would be the first signs to show that you are evolving in the right direction?

With all these questions, the magical bonus-question is “**What else?**”. The first answer is rarely the most interesting one: invite the youth to challenge each other to think deep and out-of-the-box. Tell the youth they can ask “What else?” as often as they want.

3 PLAN AN ACTION

3RD PART : IDENTIFY DIFFERENT TYPE OF ACTIONS (10MIN):

Explain that many actions have one of the following goals:

- Raising awareness about an issue (fe writing an article, publishing an interview, making a movie, setting up a poster campaign, organizing an event, ...)
- Demonstrating the importance of an issue (fe a strike, a petition, ...)
- Creating a dialogue to ask for change (fe a meeting with a person in a powerful position)
- A concrete activity to actually change the situation (add something that was missing, take something away that was causing a problem, ...)

All of these are powerful and necessary and can foster change. It's important to choose the right action at the right time, and to plan realistically.

Obviously, different actions can accommodate the same challenge depending on the message or goal of the action.

In annex 6.3.2 you'll find placemats to help structure 6 specific types of actions for the youth to choose from. When filling these in, the youth will get a more clear idea of what their action will look like.

- 1 Interview & article
- 2 Making a (short) movie
- 3 Poster campaign
- 4 Bring your concern to X (the person who is in power, fe the school-board, city, head of the organisation, ..)
- 5 Petition
- 6 Plan an activity
- 7 (Free ... engagement: empty template for own ideas)

(We welcome you to make new templates that fit your actions according to these examples!)

4TH PART: DEVELOP AN ACTION

It might help to give an example:

Youth have chosen to work on the challenge “we have the right to a healthy living environment”. Their challenge is that the neighbourhood they live in is too focused on cars and thus not safe for children and youth. The messages they could bring are ‘it is dangerous here because of the cars!’ or ‘we want more place for bikes and pedestrians!’ or ‘we want less busy streets and more green areas to chill!’, ...

a. What are different actions you could take to bring this message?

- 1 Interview & article: deepen your information about the challenge and/or possible solutions. Talk to people who have personal or relevant experiences.

For example someone who rides their bike everywhere, someone who has been in a car crash, a city planner specialized in circulation plans, ...

- 2 Making a (short)-movie: make others aware of the challenge or the solution.

For example stage a car crash, stage a utopian city without cars, stage the transformation from a car centered city to a people centered city, ...

- 3 Poster campaign: make others aware of the challenge or the solution.

For example diagrams of how many cars pass through your neighbourhood every day, ideas for the use of public space if cars won't take it up, ...

- 4 Bring your concern to X (the person who is in power, for example the schoolboard, city, head of the organization, ...): make the people in power aware of your concerns; feed them ideas to do better and get information on why it is not better yet.

For example: You think making your neighborhood street a biking street and installing a speed limit would be part of the solution. You bring this concern to the Mayor. The Mayor now knows this is your concern. They can either inform you that they were not aware of the problem or update you on the actions they are already taking to make the streets more people-friendly.

- 5 Petition: find support for your message

For example get as many autographs as possible from the neighbourhood in favour of making your street a biking street.

- 6 Plan an activity: social cohesion

For example inviting all the people of the neighbourhood to come out for lunch or drinks in your street. In this way, blocking the cars and celebrating your street.

Before we develop the action further, invite the youth to look at some **practical implications**:

- How much time do you have?
- What resources are available?
- What talents do you have in your group?
- What can YOU do without depending too much on others' authorisation or help...?
- What other aspects, limitations or challenges do you have to take into account to prepare for a successful experience?
- ...

Finally, the youth can answer these summary questions:

- What kind of action do you choose?
 - Interview & article
 - Making a (short) movie
 - Poster campaign
 - Bring your concern to X (the person who is in power, fe the school board, city, head of the organisation, ..)
 - Petition
 - Plan an activity
 - (Free engagement: empty template for your own ideas)
- What is your goal? What will have changed when your action has been successful?

3 PLAN AN ACTION

Youth will be provided with a format for the action they have chosen (in the form of placemats, annex 6.3.2).

They contain lists of critical questions. Both the youth and facilitator will get a clear idea of what the action will look like. Tasks are clear, roles are divided, deadlines are set, and everyone feels motivated and responsible.

When the youth have finished filling in their placemat, invite them to take a critical look at their project.

- 1 Is the action really contributing to the desired change they identified before? What adaptations can be made to make it more effective?
- 2 As a last step, let's make sure we don't create new problems or exclude certain groups with our actions. In the groups, invite the youth to think of the following questions:
 - Is there any negative impact of our action?
 - Who benefits from this action? Who might lose something?
 - Who cannot participate or is left out?
 - Did we take into account all our attention points from the reversed brainstorm?

DEBRIEFING (15MIN)

Reflect with the youth in their group on the process of planning their action.

- Who took the lead? Who followed? Was this an automatic process or a conscious decision?
- How did you identify and divide the roles? Is everyone happy with their role(s)? Does it connect with your talents? Does it motivate you?
- Do you think the roles are divided evenly?

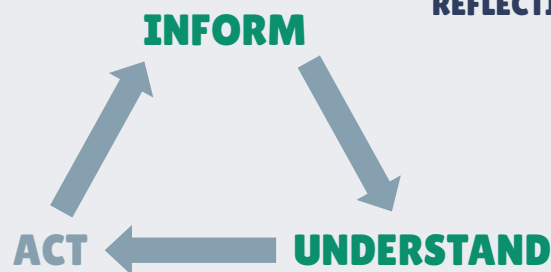
- How will you follow up on these roles? Who will check if everything is done? Is there a 'leader' or coordinator? Is that necessary?
- Why did you choose this action? Were there other options? Are you happy with the choice? Do you think it is realistic? If not: what can we do to make it more realistic?
- What were difficult questions or topics to complete? Why do you think that is the case? Who could you ask for help to finalize your plan?
- Are you satisfied with the work that you did this session?
- Is there anything you would do differently if we would start over?

TIPS FOR THE FACILITATOR

- In the questions to describe the challenge, we're using insights from the theory about Solution Focused working. It's important to value what is already there and to vision small steps toward improvement. We can't change the world in 1 step.
- Youth dream big, and we love them for it. But we want them to have a successful experience, inspiring them to take action more often. As a facilitator, it is your role to help them make a realistic plan, based on their skills and the available resources (time, budget, ...). Help them to narrow it down and make choices!
- The better this plan is filled in, the more chance for a successful experience. But please stress that follow up is also important. Invite the youth to put the deadlines in their calendars, plan meetings to get together, etc.
- Please remember to celebrate their effort - regardless of whether the action was a success or not. And remember: a learning experience is only considered 'experiential learning' if you add a thorough reflection/debriefing afterwards!

3 PLAN AN ACTION

LEVEL OF LEARNING



LEVEL OF REFLECTION



TIME

- 30 minutes

USED METHODS

- Group work
- Brainstorm

MATERIAL

- Piece of paper (preferably A3)
- Markers
- Post-it
- 6.4.1 Image to project

OBJECTIVES

- Youth know to formulate an objective for an action
- Youth are able to identify facilitating factors and obstacles in achieving a goal

4 SAILBOAT

THIS TOOL ASSISTS IN VISUALISING A THINKING PROCESS. IT HELPS PARTICIPANTS IDENTIFY A CONCRETE GOAL, SHOWS WHAT IS ALREADY HELPING THEM TO ACHIEVE IT AND WHAT IS CURRENTLY HOLDING THEM BACK. FROM THESE INSIGHTS, NEW ACTIONS CAN EMERGE.

NB: This tool can be used in support of others tools, such as 6.3 'Plan an action', 6.2 'Identify a challenge' or the set-up of your own 6.9 'Citizen campaigns'.

SKILLS

Relational skills

- Collaborating through active participation
- Dialogue
- Learning to listen

Critical Thinking

- Research skills
- System thinking

Action and commitment

- Solution oriented
- Willingness to change
- Aware about own role and responsibility in the system
- Project management
- Visualise positive future

DESCRIPTION OF THE PROCESS

This tool will support youth in further developing an action related to a challenge they identified.

1ST PART: DRAW THE SAILBOAT

Invite the youth to draw a sailboat on the left side of a large sheet of paper. Explain that this boat visualises their team, project, or product so ask them to make something beautiful!

2ND PART : IDENTIFY THE DESTINATION

Ask them to think about what their destination is (the end goal), and the 'in-between' goals, and let them write these on post-its in the same colour.

Ask these questions:

- Where do you want to go?
- What do you want to achieve?

- Why do you want to achieve this objective?
- What is your dream?

Invite the youth to draw a port or island on the right side of the paper. This is the final goal and make them stick the destination in it. Let them add the 'in-between' goals somewhere on the way (this can be a buoy, a small boat or island, the back of a whale or turtle, ... - they have to use their imagination).

3RD PART: IDENTIFY THE WIND IN THE SAILS

Ask them now to consider what the accelerating factors might be in using the following questions:

- “Who or what will help you reach the destination and ‘in-between’ goals? Who or what will give wind in your sails?”

Ask them to write these on post-its with a different colour. They have to stick these behind or around the sailboat visualizing the wind.

4TH PART: IDENTIFY THE ANCHORS

Next, ask them to think about what the anchors are.

Ask the following questions

- Who or what is currently holding you back or thwarting you? Who or what do you miss?”

Ask them to write these also on post-its, again in a different colour. and to stick these on or below the sailboat, as an anchor.

The visual created could look something like this (annex 6.4.1 image).

What gives wind in the sails, what is already there?

What are the first steps you can take?



DEBRIEFING

After the drawing is finished, ask the youth to present their sailboat.

Next questions can be asked to reflect on the exercise:

- What things in the drawing surprised you?
- How do you see this in reality? What can you do with it?
- What is already going very well? What gives wind in the sails?
- What new insights or information does this overview bring?
- Are there post-it's that you can connect, that could 'cancel each other out'?
- Which anchors can be easily retrieved?
- Which anchors are difficult to raise?
- What (actions) could help to raise the anchors? What are the first steps?
- Think broadly out of the box: can you move your island? Can you make it bigger? Does everyone of your school or organisation... fit on this island?

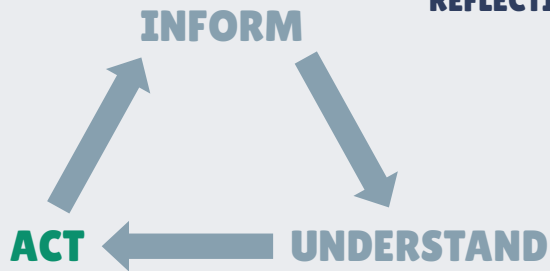
ALTERNATIVES

If you have time you can add an extra step: Invite the youth to draw “the navigators” to find out who would be the different players in the project (a captain, a technician, a cook, cleaning staff, someone determining the best route, ...).

TIPS FOR THE FACILITATOR

- The sailboat is a tool for visual thinking; it makes your thought process clear by showing it visually. When you make your reflection visible, you stimulate your thinking and make it possible for others to think along with you. This will enhance the reflection process in a group, invite exchange as well ownership of the action process.
- Through this method, you quickly discover what your goals are and what it costs to achieve them. In addition, things come up that you can take into account from the start, instead of running into them later. You also force your fellow brainstormers to look at the approach to a project in a different way. The sailboat can also be used perfectly well for other brainstorming topics.
- After the sailboat is designed, you can ask the youth to come up with a first ‘plan of action’ where they show the different steps that could help to ‘raise the anchors’.

LEVEL OF LEARNING



LEVEL OF REFLECTION



TIME

- 50 minutes



MATERIAL

- 6.5.1 Image, to project or print
- 6.5.2 Background roles
- 6.5.3 Questions, to project or print
- Paper
- Markers

USED METHODS

- Presentation
- Working in pairs or small groups

OBJECTIVES

- Young people become aware of informal roles within a group and strategies for accessing them.
- Young people learn to vary roles to enable horizontal functioning.

5 MANDALA OF ROLES

USING STARHAWK'S MANDALA OF ROLES, THIS TOOL IDENTIFIES THE DIFFERENT ROLES IN A GROUP AND ROTATES THEM.

SKILLS

Relational skills

- Dealing with diversity in your encounters
- Collaborating through active participation
- Dialogue
- Learning to listen

Critical Thinking

- Curiosity towards others and the world
- Self-reflection, knowledge and insight
- Reflection about one's own position in the system
- Insight into other contexts and reference frameworks

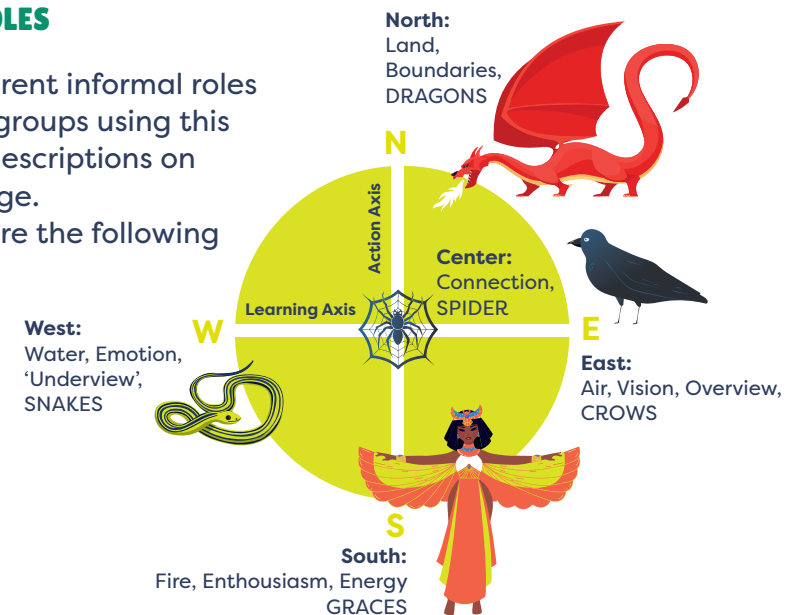
Action and commitment

- Solution oriented
- Aware about own role and responsibility in the system

DESCRIPTION OF THE PROCESS

1ST PART : PRESENTATION OF THE MANDALA OF ROLES

Present the different informal roles in collaborative groups using this image and the descriptions on the following page. You can also share the following definition of a "group": a set of individuals gathered for the same purpose.



ROLES WITHIN A GROUP

LEARNING AREA

SOUTH-FIRE-GRACES

“The Graces represent the enthusiasm and passion that we associate with fire (...) through their benevolence, they attract people into the group and make them feel good there. They are the hosts who welcome the new arrivals. Towards the oldest, they are kind and show respect because of their social status.



NORTH-LAND-DRAGONS

“They constitute the concrete anchor of the group, they assume responsibility for the general functioning of the group, asking thorny questions such as: “do we have the means to finance this project?”. The Dragons also play a protective and defensive role for the group. They ensure that the group does not suffer intrusion and does not break up due to internal pressures. They guard the boundaries of the group and manage what happens at the margins, these dynamic zones where the culture of the group intersects with the broader forces at work around it.



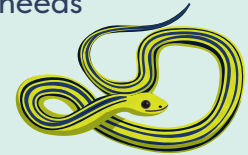
AREA OF ACTION

EAST-AIR-CROWS

They keep an overview (what are our objectives, how are we going to achieve them?; What changes does the future hold for us? Who keeps their commitments and who tends to give up?). Crows keep us on the



right path by looking forward. They summarize what has been achieved and determine what still needs to be done to achieve our objectives.”



WEST-WATER-SNAKES

Snakes see things from below. They are in direct contact with the group's operating methods and help it adopt practices and projects that strengthen ties. They are attentive to emotional and communication patterns in the group and bring latent conflicts to light. Furthermore, they question the group's habits of thought, are attentive to gossip and anything that is not expressed directly or openly. Snakes tend to be disruptive, which is why it is not an easy role to play. But, by nature, snakes are destined to change their skin and renew themselves. Groups also sometimes need to change to get rid of bad practices and old sterile patterns. Ultimately, snakes help build trust in the group by bringing latent conflicts to the surface.

CENTER-CONNECTION-SPIDERS

Spiders stand in the center of their web, and this position allows them to perceive the slightest movement from any point. In groups, Spiders play the role of liaison agents, attentive to all exchanges in the group. They can set up communication channels – a discussion list, an efficient website, telephone call chains. They ask questions such as: “Who needs to be informed about this decision?” Who is involved?



2ND PART: REFLECTION

Once the mandala is presented, propose to the group the following sequence, which includes 3 reflection moments plus a restitution. The first reflection is done individually, the second in pairs and the final reflection in 2 groups.

1 Individual reflection (5 min):

In this first phase, the objective is for everyone to become aware of their own role and their tendencies in the different group experiences. Hand out or project the following questions, as recommended by Starhawk:

- What roles do you tend to take on? In your life? In the group?
- Which roles do you identify with most?
- What roles are you least comfortable with? Which ones do you avoid?

2 Pair discussion (10 min):

In pairs, compare ideas and evaluate roles in the current group, with these questions:

- What roles can we identify in this group?
- What roles are clearly assigned? And on the contrary: which roles are not assigned?
- In this group, what roles confer social power?
- You can explain the concept of social power before starting the pair discussions (see under tips)..

3 Group work (15 min): :

Divide the participants in two groups, one group will work on the action roles and the other on the learning roles. Focus on the following questions:

- What are the advantages and disadvantages of each role?
- What roles are more likely to generate resistance or conflict?
- What are the roles that confer most social power?

4 Restitution:

in plenary, each group chooses a spokesperson who will present the main results of the reflection to the whole group related to the last group discussion..

DEBRIEFING

- Ask the youth how knowing each other's roles can help them to collaborate and work together?
- How can they use this knowledge to their advantage?

ALTERNATIVES

- When presenting the content, you can be as creative as you want without forgetting that the most important thing is to convey the information in a way that is suitable for the participants. For example, you can use a slideshow or information sheets for each role, which you can then ask a participant to read aloud.
- In terms of restitution and depending on the time available, you can suggest that the two groups present their reflections in a different way. For example, they could use a small scene, a documentary format, a television program, or a match commentator style.
- You can also let the youth discover the mandala in a different way. Firstly, you explain the symbols and the roles attached. Then the youth choose the symbol they identify with the most and explain to the others why. Afterwards, they do the same for the role they identify with the least. In the second step, participants work in pairs to reflect on the advantages and disadvantages of the different roles and share their thoughts with the group in a plenary session. The facilitator can add theoretical insights. At the end, the facilitator may invite the group to define the roles for an ongoing project.

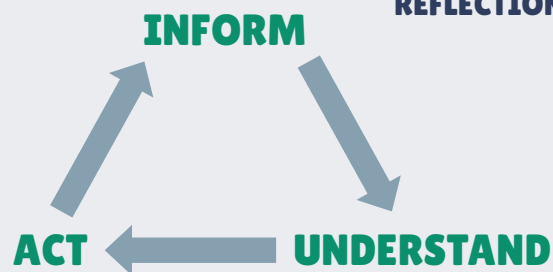
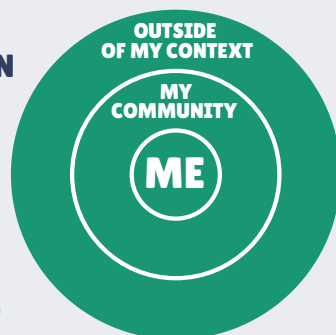
TIPS FOR THE FACILITATOR

- As background information, social power as used by Starwhak can be explained as follows: "Social power is connected to power with, the influence we have among equals." Power-with sees the world as a web of relationships. It focuses on how these relationships can be shaped, changed, and influenced. It values people and actions based on their impact on others and their past experiences. Power-with is built on respect, influence, and empowerment. It means: The strength of a person in a group of equals comes from suggesting ideas and being listened to, not from commanding. Power-with happens when others are willing to listen to our ideas. This willingness shows respect for each person as an individual.
- Follow up: If the group already knows the roles, during the next meetings, ask people to consciously adopt them during the session. You can make this decision visible using a role grid on a piece of paper installed in the space.
- The mandala of roles is a reflection tool, especially for already established groups.

SOURCE

The mandala of roles in the group :

- Starhawk. (2021). How to get organized? Handbook for collective action. Cambourakis Editions.
- Starhawk. (1987). Truth or Dare. Encounters with power, authority and mystery, op. cit., p.277.

LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 60 minutes

**MATERIAL**

- To print 1 per group:
 - 6.6.1 Partnership puzzle
 - 6.6.2 Questions
- Post-its

USED METHODS

- Group work
- Brainstorm

OBJECTIVES

- Youth are asking themselves the right questions when searching for a partner
- Youth project themselves into a partnership relationship and question the issues and constraints of their partner
- Youth learn to talk about their relationship with their partner.
- Youth reflect on their own role and capacities as a partner.

6 PARTNERSHIP PUZZLE

THIS TOOL IS USED TO REFLECT ON PARTNERSHIP RELATIONS IN A LOCAL OR INTERNATIONAL SOLIDARITY PROJECT.

SKILLS**Relational skills**

- Dealing with diversity in your encounters
- Collaborating through active participation
- Conflict management
- Dialogue
- Learning to listen

Critical Thinking

- Shaping your own opinion
- Curiosity towards others and the world
- Self-reflection, knowledge and insight
- Reflection about one's own position in the system
- Insight into other contexts and reference frameworks

Action and commitment

- Solution oriented
- Project-management

NEEDS FOR PRIOR KNOWLEDGE

This tool helps youth reflect on the relationship with their (local or international) partners in a solidarity project. Therefore, it is important that the youth already have a specific project or action plan in mind with a clearly defined objective.

DESCRIPTION OF THE PROCESS

Explain to the group that it's important to ask questions about your solidarity project partner to better understand who you'll be working with. This limits misunderstandings and encourages communication during the first meetings.

1ST PART : DESCRIBE YOUR POTENTIAL PARTNER (30 MINUTES)

For this exercise, the youth work with their project team, preferably max 6 people per group. Each group needs a full set of annex 6.6.1.

Cut out the icons for clothes, objects, tools, symbols and facial expressions. Place 2 silhouettes of the characters on the table, with the various printed elements (clothes, objects, etc.) and some post-it notes around it. Explain to the group that one character represents themselves, the group taking part in this activity, and the other character is the partner of the solidarity project.

As a first step, ask the group to reflect on how they imagine the partner, using the available clothes and accessories and writing post-it notes for those elements which are not represented by an icon.

Then, in the same way, ask participants to imagine how the partner would perceive their team.

In a second step, ask participants to define the objectives of the partnership, then identify the qualities the partner needs to achieve these objectives. Invite them to again use the accessories, draw extra ones and write the qualities on post-it notes to stick around the partner-silhouette.

Then ask the group to identify their own real qualities needed to achieve the project objectives, and write them around their own silhouette.

Compare the two partners to see how they complement each other and discuss on the different skills and opportunities represented by the visuals if you would work together.

If the youth have difficulties reflecting on how they perceive their partner, you can also start with the second step.

2ND PART: PITCH FOR PARTNERSHIP (30 MINUTES)

Depending in what stage of finalization their project already is, ask the youth to prepare a pitch to interest or convince a potential partner to collaborate. Ask the group to prepare 4-5 sentences to present their project and solicit the partner's participation.

To prepare their presentation, the group can reflect on the following questions (see also annex 6.6.2):

- How do you find your partner?
- What will be the relationship with your partner (financial, technical, loan of equipment, exchange of experience and knowledge, communication, support, etc.)?
- What is the complementarity or reciprocity between you and your partners? Think about the needs of each partner, how does the project enrich each actor in the partnership?
- What are the cultural or intercultural assets and risks of the partnership?
- List the potential strengths and weaknesses of the partnership, then answer the questions: How can the strengths be reinforced? How can the weaknesses be overcome?

Each group presents its pitch in plenary.

ALTERNATIVES

Depending on how defined the project is already, instead of a pitch you can also ask the youth to:

- Prepare a first meeting with the partner to get to know each other.
- Prepare an evaluation meeting with the partner to evaluate and improve the cooperation.
- This tool can also be used to make youth reflect in-depth on their role and capacities in being a partner. What can they offer and what should they work on?
- If you want youth to think about partnership in general but when they do not have a specific solidarity project to work on, you can also use a fictional project to reflect on.

6 PARTNERSHIP PUZZLE

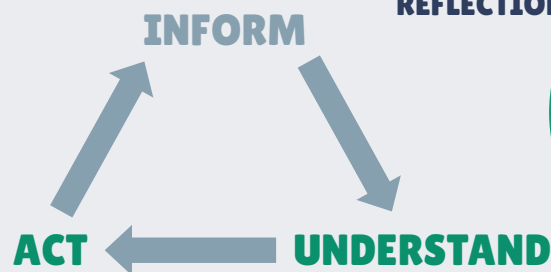
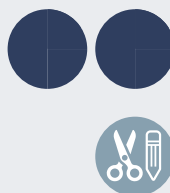
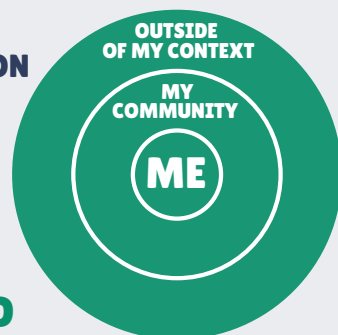
DEBRIEFING

We suggest the following questions to discuss with the participants:

- What did you learn? What surprised you?
- Have you noticed that you started with expectations, stereotype ideas or biases about the partners in different contexts? What changed? How can you deal with these?
- How important is it to consciously think about your ideal partner?
- Is there an ideal partner?
- Are you an ideal partner?
- What should you change about yourself to become an attractive and interesting partner?
- How well should you know your potential partner to convince them to work with you?...
- Can you find all the qualities you need in one partner? Or do you sometimes need more than one?
- Can you think of different types of partners (e.g. financial, technical, representing a specific target group? Do you all need them at the same moment?
- What will you do differently?
- What's your next step?

SOURCE

Inspired by the game 'Mr Potato Head'.

LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- Approximately 2 hours

MATERIAL

- 6.7.1 Completed mindmap, for inspiration
- 6.7.2 Titles mindmap, print 1 per group
- 6.7.3 Tracking chart, print 1 per group
- Per group:
 - Markers, preferably in the colour of clouds
 - Small post-it notes

USED METHOD

- Group work

OBJECTIVES

- Youth think about the main stages of a project, from its creation to its completion.
- Youth identify themselves in the progress of their project and define the next tasks to undertake.
- Youth distribute tasks fairly, and have more visibility regarding the next tasks to undertake.

7 PROJECT PHASES

THIS TOOL SUPPORTS YOUTH IN IDENTIFYING, PLANNING AND MONITORING (LOCAL OR INTERNATIONAL) SOLIDARITY PROJECTS.

SKILLS**Relational skills**

- Dealing with diversity in your encounters
- Collaborating through active participation
- Democratic decision-making
- Dialogue
- Standing up for your opinion
- Public speaking
- Learn to listen

Critical thinking

- Self-reflection, knowledge and insight

Action and commitment

- Solution oriented
- Aware of own role and responsibility in the system
- Project-management
- Innovative and creative skills

NEEDS FOR PRIOR KNOWLEDGE

This tool helps youth reflect on the different stages of a (local or international) solidarity project. Therefore, it is important that the groups already have a specific project or action plan in mind.

DESCRIPTION OF THE PROCESS

For this exercise, the youth collaborate within their project team, of preferably 5 to max 10 members. They need a full set of printed annexes per group.

Before the activity, familiarize yourself with the completed mind map (annex 6.7.1., which gives an overview of what is expected in the construction of a solidarity project).

The facilitation takes place in two phases:

1ST PART: TO UNDERSTAND THE STAGES OF A PROJECT (1H30)

As a preparation, create a blank mind map for each group (or guide them to create it) with the 5 key stages (annex 6.7.2) of the project: identification, preparation, implementation, restitution, reinvestment. Place markers, preferably in the color of each step, available on the tables.

This activity aims to understand the different stages of a project in order to anticipate the actions to be carried out throughout the project.

State the 5 steps and explain them to the youth:

- Identification of the project (we lay the first stones)
- The preparation of the project (we build the project as a whole)
- The execution of the project (we execute it on site)
- The restitution (when it's done, it's not finished...)
- The reinvestment (how to make the most of what you've learned and become an ambassador for solidarity, by engaging in other initiatives)

Invite each group to identify actions connected to each of the 5 stages. The groups write down their ideas for each stage, starting with a verb. The facilitator can help the groups get started by giving an example or two from the completed mind map (which can be distributed at the end of the activity).

For example, for the identification stage: "list the group's individual and collective skills". Reassure participants that there are no right or wrong answers. Above all, it's a question of reflecting together on the project approach, and identifying collectively what needs to be done.

Once the mind maps are completed, each group presents their map to the other participants in order to inspire each other and build one common mind map, as complete as possible.

ALTERNATIVES

If there's not enough time, instead of all groups presenting their mind maps, the facilitator can present the completed mind map (annex 6.7.1). Remind the youth that it is only a support document, to be modified, adapted...

TIPS FOR THE FACILITATOR

For a better overview, ask the youth to use felt-tip pens in the same color as the corresponding cloud.

2ND PART: ASSES A PROJECTS' PROGRESS AND PLAN THE NEXT STEPS (30 MINUTES)

Prepare the following :

- Distribute 1 tracking chart (annex 6.7.3) to every group
- Provide small post-it notes
- Use the mind map that has been created and validated by the group in part 1.

Invite the participants to copy all the actions noted on the mind map onto post-its.

For each stage indicated on the tracking chart, youth collectively identify whether the actions on the post-its are "to do", "in progress" or "done" and this in relation to their own project.

The overview of actions provides insight about the progress of the project and offers greater visibility of the next tasks to be undertaken. It also facilitates better task allocation and time management.

Participants are encouraged to keep this project tracking chart alive, and to consult it regularly to complete and update their actions.

ALTERNATIVES

If you have time left, you can continue the planning process together, based on the chart. Invite the youth to:

- Write names on the post-it's to indicate who will follow up on these card.
- Write deadlines on each post-it.
- Optionally: split up the big tasks in smaller specific actions with their own responsible and deadline.
- ...

DEBRIEFING

Ask (some of) the following questions:

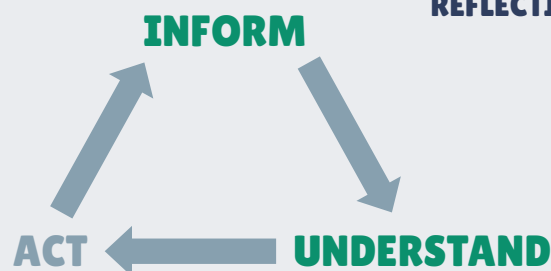
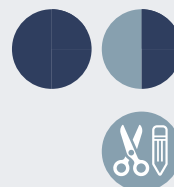
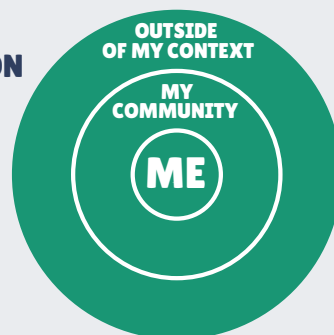
- What did you learn?
- What surprises you about setting up a project?
- Is it possible to be in 2 phases at once?
- What is your priority now?
- Is there anything you haven't planned for?

TIPS FOR THE FACILITATOR

We recommend completing this process with tool 6.6 Partnership puzzle to reflect on the relationship with the project partner(s).

SOURCE

LES ETAPES DE PROJET are tools created as part of the Cooplab project, Lianes Coopération's international project space.

LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 90 minutes

MATERIAL

- Post-it
- Flip charts
- Markers
- 6.8.1 Pictures, to print and cut 1 per person
- 6.8.2 Background
- 6.8.3 Questions, to print 1 per pair
- 4.1.2 The 9 categories, print or project the picture for 'Right to participation'

USED METHODS

- Brainstorming
- Exchange dialogue

OBJECTIVES

- Youth are aware of their right to participation.
- Youth see right holders as active agents of change.
- Youth are aware of different forms of participation in society.
- Youth are aware of the different contexts globally that impact the right to participation.

8 RIGHT TO PARTICIPATION

THIS TOOL WILL ALLOW YOUTH TO HAVE A BETTER UNDERSTANDING OF THE RIGHT TO PARTICIPATION AND DIFFERENT WAYS ON HOW THIS CAN TAKE FORM IN THEIR OWN LIVE AND AT GLOBAL LEVEL.

SKILLS**Relational skills**

- Learning to listen

Critical Thinking

- Curiosity towards others and the world
- System thinking
- Reflection about one's own position in the system
- Insight into other contexts and reference frameworks

Action and commitment

- Willingness to change
- Aware about own role and responsibility in the system
- Visualize positive future

NEED FOR PRIOR KNOWLEDGE

An introduction to the overall children's rights framework and the rights-based approach might be an added value before introducing the right to participation (fe tool 4.1 The UN convention and the 9 categories, 4.3. Rights based approach and 4.4. Youth as a right holder).

DESCRIPTION OF THE PROCESS

Note : depending on the time you have and the knowledge of the youth, the steps below present different entry points to start working with youth around the right to participation.

1ST PART : REFLECT ON RIGHT TO PARTICIPATION

- Brainstorm on what the right to participation means. Ask the youth for the first words that come to their mind when hearing "the right to participate / participation".

- The facilitator writes the different words on a flip chart or school-white board, regrouping related concepts (or the facilitator can invite a youth to do so).
- To probe further reflection, the facilitator can use the words "**what else, what more**".
- Reflect together with the group if there are different dimensions of participation mentioned.
- Then present the following:
Children and youth have the right:
 - to be heard
 - to express their opinion
 - to organise themselves
 - to access information
 - to hold decision makers accountable
 - to influence decisions
- Compare the different elements with the brainstorming of the group. Ask if there are any surprises, if there are things they did not expect?
- Engage in a conversation on **why** the right to participation is so important in our society.
 - Everyone has skills and insights to help face the challenges
 - The people with power don't always represent or understand some minority groups, still it is important to take their voices and needs into account
 - ...

We refer to the world view and definition of active global citizens in the introductory chapter for more inspiration or you can take a look at tool 6.1 Global citizens.

- This can be followed by an introduction of the Salto's definition of youth participation:
"Youth participation in democratic life is about individual youth and groups of youth having the right, the means, the space, the opportunity and, where necessary, the support to freely express their views, contribute to and influence societal decision-making on matters affecting them, and be active within the democratic and civic life of our communities".

On the one hand it is about **voice** (youth expressing their views to decision makers such as politicians, policymakers, teachers, or community leaders). The aim is to encourage decision makers to take into account youths' views and make changes based on their needs and wishes.

On the other hand, it is about **action** (youth taking individual or collective action to make a change to the world around them. Rather than asking decision makers to make the change, youth can lead the change themselves).

In between those two there are many varieties, it can be considered a continuum.

2ND PART : REFLECT ON RIGHT TO PARTICIPATION IN PRACTICE

- Invite the youth in pairs to identify a situation in which they exercise their right to participation, for instance at school, in a sport or youth club, their family, their neighbourhood,
- Some of the pairs can share their example in plenary. These questions could be asked:
 - Was it easy to find an example?
 - Can you explain if there was a concrete result because of your participation? (For the situation as a whole and for you personally?)
 - How did it make you feel?
 - What was difficult?

- Form groups of 3-4 people. Ask them to identify different ways you can participate in society and write their answers on post-its (one idea per post-it). Challenge them to find minimum three ideas per group.
- To get them started, the facilitator can probe them with the following; think of examples of how citizens come up for their own rights or the rights of others, ways in which people give their opinion or engage for change, ways to exercise an active role as a citizen, ...

Or you can show the following picture and ask what they observe:



8 RIGHT TO PARTICIPATION

- In plenary, the groups can share each one idea. Make several rounds until all ideas are exhausted. The facilitator can try to regroup the post its on a flip chart for instance according to:
 - More traditional ways of citizen participation based on the principle of representative democracy: voting during elections, being a member of a trade union or political party or youth / school council, joins forums between youth and policy makers, signing of a petition, publishing an open letter in newspaper or online forum, ...
 - Other such as campaign movements, youth activism, demonstrations, participating in projects or digital spaces communities with the objective of information sharing or awareness raising, solidarity actions, ...

3RD PART: DISCUSS DIFFERENT TYPE OF ACTIONS

Hand out the pictures in annex 6.8.1, give each participant 1 picture. Give the youth some time to analyse the images and think about the following questions (annex 6.8.3). If they want, they can discuss their reflections in pairs.

- What do you see? What do you think is happening here?
- What could be the story of the main characters?
- What could be the goal of the action? Can you guess what topic they want to address or what change they want to see?
- What do you think about it? Do you like the action? Do you think it will be effective?
- Do you know other examples of similar actions?

After some minutes, invite every participant to present their picture to the group and discuss together. (See annex Annex 6.8.2 for some background information if needed.)



- Based on these different examples, reflect together on the following aspects:

- **Who is taking initiative?**

Is it an **individual** action (taking a rubbish bag when you go hiking to clean the beach or forest...) OR an organised (**collective**) action (participating in a sit in to raise awareness)?

- **Who is organizing it?**

An **informal** group of people (some students, neighbours, ...) OR a **formal** group like an NGO, school, political party, government,... (Notice that this can evolve: often actions start as an individual initiative, then become an informal group of people and later an organisation)

- **What is the objective of the action?**

- Raising **awareness** about an issue (for instance through a poster campaign, a video to share on social media, but also blocking a road or airport to get media attention, share experiences and opinions by creating graffiti, poetry or other forms of art, ...),
- Showing the **support** for a certain change (for example a strike, a petition, a demonstration, sharing a post on social media, ...),
- Contributing to a **change** (for instance, engaging in community activities, such as organizing events to bring the neighbours together or to clean up the neighbourhood or make it more beautiful or green).

- **What methods are used?**

- Discuss the difference between violent and non-violent actions, legal and illegal actions.
- Explain that there is sometimes a thin line by introducing the concept of civil disobedience. (**Civil disobedience** is the act of intentionally and non-violently breaking certain laws and regulations to protest policies or actions that are considered unjust. These actions are often performed openly in public space

(blocking a highway for instance) to draw attention and garner public support.)

- Another interesting ‘method’ to discuss is lawyers and citizens **building legal cases** to help condemn rights violations or protect certain cases or people (for example condemning Shell for their impact on the environment or protecting land of indigenous people against exploitation).
- **Art** is often considered a powerful way to raise awareness and stimulate reflection

Make sure the youth can see all the pictures, and use the following questions to deepen the reflection.

- Choose the action you consider most impactful. Why? Can you imagine what actions came before to make this possible? What could still happen after this action to make the impact even stronger?

Explain that a strong action rarely stands alone, but is part of a process over several years and by several people groups.

- What actions can you imagine yourself participating in? Why?
- Now choose an action you think is dangerous. Why? What could be the consequences? For whom? Do you understand that they are willing to take the risk? What can they do to make it as safer? What can we, the public, do to make it safer?

Explain that, for civil disobedience actions, it is important to work in a public place, with an audience, press, witnesses close by. Also they try to be many people, so it’s not clear who took the initiative, they act as a group, there is not 1 organizer they could blame. This ensures that the government, police or owner of the place... cannot violate their right to participate and must respond non-violently. This also applies to activists and journalists in conflict zones and countries with little freedom of speech.

The fact that the international community is following what is happening can protect people. This is why sharing messages (on social and ordinary media) can be very important. (But be careful with fake news!). Another way to build in some extra protection is when famous people with a lot of followers are present or report about an action.

ALTERNATIVES

Instead of using the pictures, you can also show video's (see inspiring weblinks below) or movies to show different types of citizen participation. We recommend: Three Billboards Outside Ebbing, Missouri (2017), Cesar Chavez (2014), Erin Brockovitch (2000), Made in Dagenham (2010), Selma (2015), Harriet (2018).

DEBRIEFING

Ask (some of) the following questions:

- Do you see ways in which you could realise your right to participation after this discussion?
- Do you feel a need for more active participation? Related to what topic?
- Do you feel invited by society to exercise your right to participation?
- What do you need to more actively participate in society?
- Does the cause sometimes justify the means?
- Ask the youth what insight strikes them most from this session. Encourage them to speak about it with others in their community.
- Do you think that the context you live and work in will have an influence on the way you choose to participate in society? In what contexts would you find it more difficult or scary to participate?
- Do you think that who you are, your identity, will have an influence on the way you can participate in society?

TIPS FOR THE FACILITATOR

- This tool will work better if you create (or add) your own list of examples and link them to recent events commented on in the media - so youth can relate to them easily.
- It could be interesting to use tool "6.9 Citizen campaigns" or "6.11 Promise to yourself" after this tool.

SOURCES

The mentioned definition of youth participation comes from the Salto toolkit: <https://participationpool.eu/toolkit/>

Other sources of information

More info about global activism

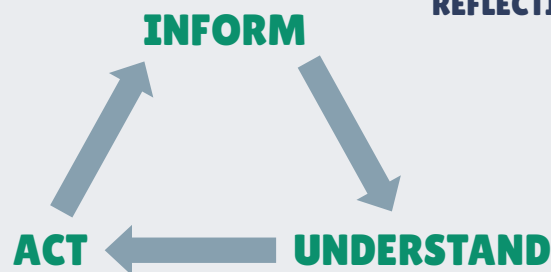
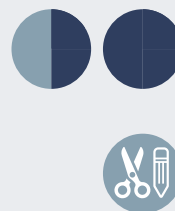
- <https://activisthandbook.org/resources/websites>
- <https://activistswithoutborders.org.uk/>
- <https://thehumaneleague.org/article/famous-animal-activists>
- <https://www.filmsforaction.org/library/?category=documentaries>

Tips for staying safe during civil disobedience:

- <https://extinctionrebellion.uk/the-big-one/safety/> (video)
- <https://commonslibrary.org/staying-safe-protective-strategies-for-activists/>
- <https://uvaemergency.virginia.edu/10-tips-stay-safe-demonstration>

More info about protest art activism:

- <https://www.myartbroker.com/collecting/articles/art-as-activism>
- <https://www.globalcitizen.org/en/content/artists-activists-using-creativity-for-change/>

LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 90 minutes

MATERIAL

- 6.9.1 Festivals

USED METHODS

- Presentation
- Brainstorm

OBJECTIVES

- Youth discover different local, national and/or international citizen campaigns.
- Youth get involved by observing and then actively participating in a solidarity campaign.

9 CITIZEN CAMPAIGNS

THE IDEA IS TO INVOLVE YOUTH IN LOCAL EVENTS, FIRST AS GUESTS - BUT WE HOPE TO INSPIRE THEM TO BECOME ACTIVE VOLUNTEERS IN THE FUTURE. IN THIS TOOL WE PRESENT SOME FRENCH INITIATIVES, BUT IT'S GOOD TO LOOK FOR EXAMPLES IN YOUR OWN ENVIRONMENT.

SKILLS**Relational skills**

- Collaborating through active participation
- Democratic decision-making
- Dialogue
- Standing up for your opinion
- Public speaking
- Learning to listen

Critical Thinking

- Shaping your own opinion
- Curiosity towards others and the world
- Self-reflection, knowledge and insight

Action and commitment

- Willingness to change
- Aware about own role and responsibility in the system
- Project management
- Visualize a positive future

DESCRIPTION OF THE PROCESS**1ST PART: INTRODUCTION (20 MIN)**

Invite the group to move around the space in different directions, looking different people in the eyes. At a sound signal, each person connects to another participant. Read out one of the following questions and give them 3 to 4 minutes for an initial peer discussion. Do as many laps as you want depending on the time you have.

- What brings you joy, energy, in life?
- What outrages you or what do you consider unfair?
- What would you change in the world right now?
- What people / collectives / struggles or social movements inspire you? In your neighborhood or worldwide?

Then, in a circle, propose a free sharing round of the points of astonishment from the exchanges. The group will be prepared to make a transition to theoretical contributions.

2ND PART: INTRODUCE THE CONCEPT OF "CITIZEN CAMPAIGNS"

Reflect together on what is meant by the word citizen campaign, before giving the following explanation.

A **citizen campaign** is an opportunity to meet, discuss and seek collective solutions to contemporary social and ecological challenges. Participating in a campaign is an opportunity to learn, to defend your principles, and to act for a fairer and more united world. Through these events and projects, we highlight the festive and committed face of local and international solidarity, and we provide different ways and levels of commitment to get involved.

Present some examples of local, national and/or international citizen campaigns. Here are some which have a national scope in France.

FESTISOL

November - December International

Festisol is an international meeting to promote and celebrate solidarity open to the world and to others. Each year, associations, communities, educational establishments, socio-cultural structures, social economy players, citizen groups, etc. participate and organise more than 4,400 friendly and committed events to give citizens of all ages the desire to act for a just, united and sustainable world. An educational festival: at the heart of the action, global citizenship education.

www.festivaldessolidarites.org



FOOD FESTIVAL

October - November International

The ALIMENTERRE Festival is an unmissable event on sustainable and inclusive food. Around a selection of documentaries, it encourages citizens to learn about and understand agricultural and food issues in France and around the world, so that they participate in the co-construction of sustainable and supportive food systems and related laws.

www.alimenterre.org



MIGRANT SCÈNE FESTIVAL

November - December National - France

It is a committed festival, supported by the French association Cimade, which aims to fight against stereotypes and prejudices against foreigners, to bring together and build a fairer and more humane society. Awareness is raised through live shows, debate screenings, art, culture, etc.

www.migrantscene.org



THE FESTIVAL OF POSSIBILITIES

September - October National – France and Belgium

The Collective for a Citizen Transition (CTC) offers everyone who wishes to take part in the Festival of Possibilities: a festive time to amplify our actions. The collective equips and supports all those who wish, in order to help them organize events that promote concrete actions that everyone can take ownership of, and initiatives that everyone can join. The objective: together, act in favor of a more sustainable, just and united world.

fete-des-possibles.org



Reflect together on the following questions:

- Did anyone know about these festivals?
- What festivals attract you? Why?
- What topics interest you? Why?

3RD PART : CONNECT WITH THE ORGANIZERS

Check the websites of events and campaigns nearby and identify the activities they offer.

Depending on the proximity, time and available resources, suggest to make a desired itinerary of visits and an agenda to contact the organizers (this can be done live or online).

Visiting them will be an opportunity to observe how the activities are organized and take place in front of the public.

Help the youth to construct a question grid for an observation exercise. Some components to take into account when visiting the projects:

- What is the origin of the organizing collective and its initiatives?
- What are their demands, values, commitments, themes worked on, strategy?
- What are the main missions and the distribution of roles within the group?
- How do they find human, technical and financial resources?
- What are their communication and dissemination strategies?

4TH PART : GO INTO PRACTICE – CREATE A LOCAL COLLECTIVE

Help the youth to actively participate in a citizen campaign and ask them to work on a "campaign idea".

What ideas do they have for putting an issue on the agenda?

- What would their campaign look like? Making a poster, a petition, a workshop.
- What help could they offer?

For example, as part of the Food festival, youth can organize a film debate session on the right to sustainable and inclusive food.

What would this film debate session look like? Who could they interview? What questions do they want to ask? How can they raise public awareness?

The objective of these campaigns is to raise awareness among a wide audience and promote solidarity on both local and international levels. Therefore, festivals like Festisol or Food festival are decentralized. They offer comprehensive online platforms to facilitate event organization by groups. These platforms include educational tools, communication materials, argumentation, and territorial coordination contacts.

- Prepare your FESTISOL event: <https://www.festivaldessolidarites.org/preparer-votre-evenement>
- Organize an event as part of ALIMENTERRE: <https://www.alimenterre.org/la-plateforme>

DEBRIEFING

To conclude the session, propose a moving debate to question the scope of citizen mobilization campaigns. Ask the youth to position themselves for or against the following 3 statements. Then ask them to share their arguments back and forth.

- 1 You have to go abroad to really get involved and show solidarity.
- 2 The current social and ecological crisis requires that we first change our behaviour.
- 3 A committed festival ? It's not serious!

Some background for the moving debate:

Statement 1 : “One of the roles of the active citizen education is to show that one doesn’t need to go far to be in solidarity with the world. It is also about being informed, remaining curious to overcome one's prejudices, changing one's consumption, raising awareness around you, campaigning to influence French or European political decisions which directly or indirectly impact the Global South, acting in solidarity with the migrants who live down the road from us: there is already a lot to do!” (ECSI E&D Guide)

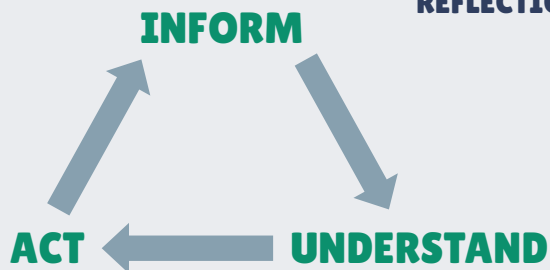
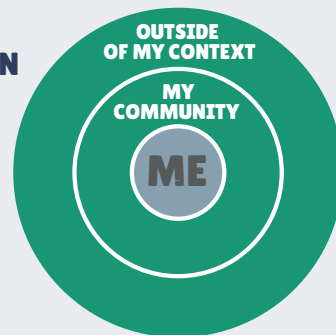
Statement 2 : “The idea is to identify roads to change and implement them at all levels. Individually: by informing oneself, opening up to others, developing a critical outlook and making personal choices. Collectively: by engaging in international solidarity issues within more informal organizations or movements promoting solidarity and cooperation, by carrying out concrete actions in one's living environment, within one's territory and/or abroad. 'Internationally: By getting involved in democratic spaces or promoting their urgency, by challenging decision-makers and participating in the co-construction and implementation of public policies on societal issues.” (Consultation group on ECSI)

Statement 3 : "Just because our subject is serious doesn't mean we have to take ourselves seriously... On the contrary, we are convinced that it is by presenting a friendly face that we will make those who are not convinced yet want to join us. We are outraged, committed, informed, but we do not have the answers to everything, and collective action is also a source of happiness for us." (Festisol)

TIPS FOR THE FACILITATOR

- Do not hesitate to complement or substitute the information with campaigns likely to be known in your own region. Consult different collectives or local associations defending rights, social and ecological causes. Normally, the festivals take place on the same dates each year, which allows you to organize in advance. Mark the annual meetings carefully in your calendars!
- There is a clear link between this tool and tool 6.8 Right to participation, so you might consider doing them both.



LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 30 minutes

**MATERIAL**

- 6.10.1 Card Game, to be printed and cut out (9 cards/A4) (<https://kiyo-ngo.be/toolbox-active-citizenship>)

USED METHOD

- Group work

OBJECTIVES

- Youth structure a discourse around their (local or international) solidarity project.
- Youth learn to speak in group (collectively) to present their project in a coherent way.
- Youth learn how to evaluate and report on a project.

10 ONCE UPON A TIME

THROUGH THIS CARD GAME YOUTH ARE INVITED TO PITCH A PROJECT. THEY TELL THE STORY (OF A REAL OR FICTIONAL LOCAL OR INTERNATIONAL) SOLIDARITY PROJECT.

SKILLS**Relational skills**

- Collaborating through active participation
- Standing up for your opinion
- Public speaking
- Learning to listen

Critical Thinking

- Self-reflection, knowledge and insight
- Reflection about one's own position in the system
- Insight into other contexts and reference frameworks

Action and commitment

- Aware about own role and responsibility in the system
- Project management
- Innovative and creative skills
- Visualize positive future

DESCRIPTION OF THE PROCESS**GAME ELEMENTS**

The game consists of 149 cards: 122 story cards and 21 outcomes (+ 6 to complete).

We have 6 categories of story cards:

- 20 characters including 6 interruption cards
- 19 objects including 6 interruption cards
- 15 locations including 3 interruption cards
- 26 aspects including 8 interruption cards
- 25 events including 7 interruption cards
- 17 SDGs

The cards are divided as follows, depending on the number of players:

2 players	10 story cards each
3 players	8 Story cards each
4 players	7 story cards each
5 players	6 story cards each
6 players	5 story cards each

As a facilitator you ensure the smooth running of the game and goodwill around the table. You are responsible for keeping the game on schedule, arbitrating on the rules if necessary and leading the debriefing.

DESCRIPTION OF THE PROCESS

Objective of the game: use (lay down) all your cards to tell the story of your project.

- The youngest participant begins the game, starting the story with "Once upon a time..."
- The participant then tries to tell the story of the project, using the elements of their story cards (such as character, object, place, aspect, event, Sustainable Development Goal (SDG)), until they reach the conclusion on their outcome card.
- If the proposal on the outcome card does not correspond to the actual project, the participant can propose their own ending.
- The participant who has the floor tells the project story as they wish. They are in no way limited by the cards in their hand. Each time they mention an element on one of their story cards, they can play it. At that moment, they place the story card face-up on the table.
- Please note: it is forbidden to play several cards at once if the elements they represent have been stated in a single sentence. What's more, when an element is mentioned, it must be of real importance in the story for the card to be played.
- The participant who has the floor continues their story, until they are interrupted or decide to hand over to their neighbour. If they decide to hand over, the participant must discard one of their story cards, and draw a new one. The story is taken over by the participant to their left.
- The other participants try to interrupt the story with interruption cards from the same family as the card played (for example, by adding a character, a place, an aspect, etc., to what is being told by the storyteller). They draw it from their own set of cards.
- In the event of an interruption, the interrupted participant immediately draws 1 additional story card. The participant who interrupted becomes the storyteller, and must continue the interrupted story in a logical and credible manner.
- If a participant makes an interruption and it is judged to be incorrect, they must discard the card played and draw 2 new ones.
- If two participants make an interruption at the same time, the first to play their card takes over and becomes the new storyteller. The other participant discards his card and draws a new one.
- It is forbidden to make an interruption by "anticipating" the storyteller's words.
- Warning: if the participant with the right to speak pauses in their story for more than 10 seconds, or if their story no longer makes sense, they lose their turn and the participant on their left takes over. In their case, the participant who loses the floor draws an additional story card.
- As the game progresses, the cards used by each participant are placed face-up on the table, one after the other. This allows each participant to see the story at a glance.
- The first participant to play all their story cards and conclude their story with the outcome card wins the game. Once this card has been played, the game is over.

REMINDER OF MOMENTS THE STORYTELLER CHANGES

SITUATION	RULE
The participant voluntarily passes the floor	They discard 1 STORY card and draws 1 new one.
The participant stops their story for more than 10 seconds	They draw 1 STORY card
The participant makes the story incoherent and is stopped by the others	They draw 1 STORY card
The participant is interrupted	They draw 1 STORY card
The participant makes an interruption, deemed incorrect by others	They discard the played card and draw 2 STORY cards
The participant plays an END deemed incorrect by others	They discard the played Outcome card, then draws 2 STORY cards and 1 new Outcome

ALTERNATIVES

- This game can be played with random cards, or by selecting the cards in advance according to the participants' project.
- It is possible to play several rounds with the group. For example, start with a game in which the objective is to evoke the ideal project, followed by a second game in which the players talk about their actual project.
- The game can also be played in a collective format. The group selects twenty or so cards and presents their project story to the facilitator. Each member of the group is asked to speak. The group is given time to prepare for the presentation. The facilitator or audience can then ask questions and offer advice on how to improve the presentation.

DEBRIEFING

Take the time to discuss each card placed to reflect on the different points mentioned with the group, but also those that were not discussed during the game.

Propose to discuss the following points:

- What is still missing in my project?
- What is my next step?
- What do I still need to improve or think more deeply about?
- What am I proud of?
- What surprised me?
- What did I learn from other projects?

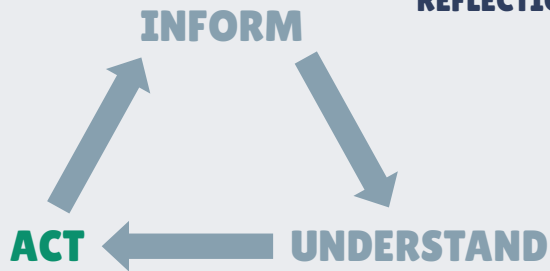
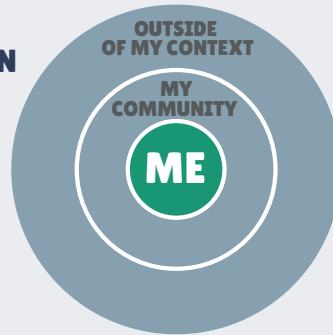
TIPS FOR THE FACILITATOR

- The cards can be changed, for instance the titles of places or characters, so that they correspond more closely to the projects and subjects discussed.
- In the case of a double game (for instance ideal project VS reality) take the time to measure the differences with the group.
- To save time, if the animator knows the project, pre-select the cards beforehand.
- Ensure that everyone has the opportunity to speak during the debriefing.

SOURCE

This tool is inspired by the board game with the same name “Once Upon a Time”.



LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 15 minutes

**MATERIAL**

- 6.11.1 Promise, to print 1 per person
- To project or print as inspiration:
 - 4.1.3 The UNCRC Articles
 - 6.2.2 The 9 categories
 - 5.1.17 SDGs

GROUP SIZE

Minimum 6 Maximum 20

USED METHOD

- Individual work

OBJECTIVES

- Youth are aware that everyone can take responsibility to bring about change, and better realisation of rights for all.
- Youth formulate a concrete change that they want to realise in their personal life.
- Youth take responsibility to take up the commitment.

11 PROMISE TO YOURSELF

THIS TOOL HELPS

PARTICIPANTS IDENTIFY AND EXECUTE A (SMALL) CHANGE THEY WANT TO REALISE IN THEIR PERSONAL LIFE.

SKILLS**Relational skills**

- Standing up for your opinion

Critical thinking

- Self-reflection, knowledge and insight

Action and commitment

- Willingness to change

NEEDS FOR PRIOR KNOWLEDGE

This tool works best after getting some insights about the global challenges in our world. This can be done by:

- Introducing the UN convention on the Rights of the child (for example tool 4.1 The UN convention and the 9 categories or 4.2 Statements or 4.5 Rights in different contexts).
- Introducing the SDGs (see tool 5.1 Getting to know the SDGs or 5.2 SDG Quiz).
- Introducing the concept 'Global Citizen', where we also look into some main global challenges (tool 6.1 Global citizen).

DESCRIPTION OF THE PROCESS

This tool offers a way to help youth take responsibility as an active part of this world – and invites them to choose a small, specific, realistic commitment in their personal lives.

- 1 Explain that everyone can take a responsibility to bring about change.

We can help fight for a better realisation of rights or we can contribute to the challenges described in the Sustainable Development Goals.

- 2 Ask to formulate a ‘promise to themselves’ in which they describe a ‘positive commitment’, however small, that they can link to a specific right or SDG.

Stress that this is very individual, and therefore does not require consultation with anyone else. Invite them to be realistic! Explain that every positive commitment counts, because every little step in the right direction can contribute to a better world.

- 3 Use the hand-outs (annex 6.11.1) to let the youth write down and sign their commitment.

On the paper, they are asked to link their promise to a children's right or SDG.

If needed, print or project the overviews to remind them (4.1.3 The CRC articles, 5.1.1 17 SDGs).

11 PROMISE TO YOURSELF

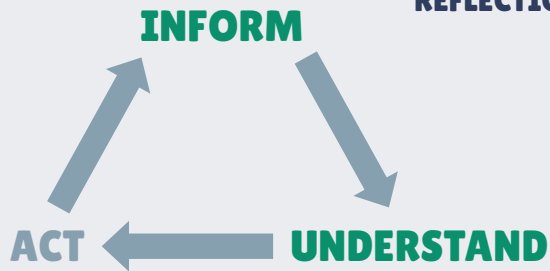
DEBRIEFING

In a subsequent session, you might ask who has kept the promise to themselves and in what way. Everyone decides individually whether they answer it or not. You don't have to insist, because it is an individual and personal commitment.

If someone is willing to share, the following questions can be asked:

- What exactly did you do, for what right or SDG?
- Did it go easily? Was it difficult?
- Will you do it again in the future?
- How did others react?
- How do you feel about it?
- Does this experience stimulate you to encourage other people to also take up a positive commitment? Why (not)?
- ...



LEVEL OF LEARNING**LEVEL OF REFLECTION****TIME**

- 60 minutes

**MATERIAL**

- 6.12.1 Questions, to print 1 per pair

USED METHODS

- Working in pairs or small groups
- Plenary discussion

OBJECTIVES

- Youth are able to imagine a desired future.
- Youth are aware of the active role they can take on in creating a more desired future.
- Youth are able to identify necessary steps to achieve desired future..

12 VISIONING

WITH THIS TOOL, WE WANT YOUTH TO DREAM OF A SOCIETY THEY WANT TO LIVE IN THE FUTURE.

SKILLS**Relational skills**

- Learning to listen
- Dialogue

Action and commitment

- Solution oriented
- Aware about own role and responsibility in the system
- Visualize positive future

DESCRIPTION OF THE PROCESS**1ST PART: VISIONING EXERCISE – PERSON A**

Divide the group in pairs. The youth will work in these small groups to think of the society they want to live in. For this, they will do a ‘visioning’ exercise. Because we want youth to move away from something negative (=problems) and move forward to something positive (= vision).

Make sure the pairs can work in a ‘quite environment’ where they can relax and focus on themselves. Give each group the paper with questions they have to ask each other. One person in the group is person A. The other is person B.

- Person A closes their eyes and reflects on how the situation is today.
- Person B asks some questions (see annex 6.12.1) to person A. They do this from a ‘wonderment’: Imagine that from now on, all person A describes is true, as if you are in their imagined future.

The questions are as follows:

- I want you to imagine how our society is organised today. What do you see, what do you think, what do you hear, what do you feel? What is going well, what is not going well in our society? Who is affected by this?
- Now take a step forward, into the future, to a time where you live in the society of your dreams. How does this society look like? Where would people live? Where would they work? How would they get to their schools and workplaces? On their days off, where would they go and what would they do? What kind of a house would you live in? What kind of energy would be used for heating? For transportation? For travel? Where would it come from? How would the air, water, and environment be kept clean? (these questions can be adapted to the context or challenge youth want to discuss).
- You are the one that contributed to this better society. What do you see, what do you hear and feel? Do you see anything special? What is different? What was the first step to achieve this improvement? What challenges did you go through? Who did you meet? Who helped you?
- Thank you

2ND PART : VISIONING EXERCISE – PERSON B

Now person A and B switch positions and it's up to the other person to close their eyes and be guided by the new person B with the same questions.

3RD PART : EXCHANGE BETWEEN PERSON A EN B

After the exercise is done, the two persons exchange on their feelings and impressions.

- What did they notice?
- How does their society look like?
- What will be different in this society?
- Who will benefit?

4TH PART: DISCUSS DREAM SOCIETY IN GROUP

Next, two or three pairs will sit together and discuss their 'dream society'. Let them brainstorm what an ideal society would be like. Let the pairs present the main points they had in common or those that were very different to start discussing in this larger group. Encourage the youth to be specific in this discussion. As a guide, the groups might use categories to describe change in their society. The categories might be people, housing, schools, job or businesses, health care, transportation, environment, public involvement... the categories can be very wide, or very specific and linked to the context (eg. rights challenge) the youth have chosen.

5TH PART: DEVELOP A VISION STATEMENT

Ask the groups to prepare a 'common vision statement' on how their society would look like. The youth can use pictures from magazine, or from the internet as a way to present their vision.

Return to the big group and ask each group to present their vision. The other groups can ask questions for clarification.

6TH PART: IDENTIFY FIRST STEPS

Ask the groups now to identify some 'first steps' to realise this ideal society. This can be small steps or actions that contribute to this.

They can think of their own role, and look for collaboration with other actors. The youth could:

- Present their ideas to the city council,
- Organise a small awareness-raising event,
- Write an opinion piece to be published in the school's journal.
- Draw up a manifesto inspired by their shared vision (A manifesto could include: 1 what they see today, 2 what they want to live, 3 what they are committed to do at their own level, and finally 4 what they are asking of other players, their demands)

ALTERNATIVE

Instead of doing the exercises in pairs, the facilitator could also lead the visioning exercise for all youth at the same time. This is a nice way to connect as a group since they are all closing their eyes at the same time.

Afterwards, they can go in pairs to deepen their idea with the questions.

DEBRIEFING

Discuss (some of) the following questions

- What did you think of this exercise?
- How do you feel after this exercise?
- How different is your desired future from today's reality?
- Were you surprised at any time?
- What do you take away from the other groups?
- What have you learned about yourself?
- What will you do differently from now onwards?

TIPS FOR THE FACILITATOR

Try to compose the groups as diverse as possible. In that way, you can gather different perspectives on this 'ideal society'. The vision will be more inclusive when everyone gives their ideas from their own perspective. For example it is important for women and men to dare to go home alone at night, but this might only be indicated by women. As a facilitator, you can pay attention to this by going around the groups and, if necessary, indicate these perspectives yourself.

COLOFON

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KIYO ngo

<https://kiyo-ngo.be/node/1>

info@kiyo-ngo.be

Lianes Cooperation

<https://www.lianescoperation.org/>

contact@lianescoperation.org

Graphic design and illustration: Gunter Segers www.guntersegers.be



Belgium

partner in development



AFD



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