young people in action

PROMOTING ACTIVE CITIZENSHIP AND PARTICIPATION
methods, activities and project ideas

INTERNATIONAL UNION OF SOCIALIST YOUTH
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This tool-kit is a collection of the methods, activities and project ideas of the international activity “Young people in action: promoting active citizenship and democracy” organized by the International Union of Socialist Youth (IUSY) with the support of Young European Socialists (YES).

The activity took place in June 2017 in Berlin and was hosted by SJD – Die Falken with financial support of the European Youth Foundation (EYF). The activity gathered together 24 participants from 16 countries who worked together on the themes of democracy, active citizenship and youth participation.

After the activity, the team gathered the implemented methods as well as the ideas produced during the activity in this tool-kit in order to share them with young people and youth organizations who work actively in the field.

The tool-kit presents selected methods implemented during the activity as well as ideas that have been created and developed by the participants. It also includes a short overview on non-formal education, active citizenship and youth participation. In this way, the tool-kit introduces the main concepts of the activity and offers methods that can support exploring them while working with a group of young people. In the tool-kit you will also find the daily flow of the activity and several useful resources that will support you exploring the theme more in depth.

Team and participants hope the reader enjoys the tool-kit and finds its content applicable to her*him context.
CONTENTS

Keywords
Non-Formal Education 6
Active Citizenship 7
Youth Participation 7

Methods
Alien Invasion 8
Offline Social Media Profile 10
Count To Ten 11
Elephant And The Blind Men 12
Think Pair Share 13
Rain Making 14
Tree Of Expectation 15
Parallel Citizenship
Autobiography 16
Secret Wellbeing Mission 17
Pair 18
Introductions 18
Code Of Conduct 19
Thought 20
Parking Lot 20
Attribute Line 21
Graphic Recording 22
Ma-Zinga! 22
Flash Light 23
Visit At The Zoo 24
Puking Kangaroo 25
Civil Society And We 26
Privilege Walk 27
Zip-Zap-Boing 27
Point 28
Voting 28
Speed Dating 28
All Bananas Of The World Unite! 29
Museum Walk 30
Ninja 31
Brainstorming 32
Guided Journey
Through Time 32
Creative Self-Reflection 33
Appreciative Back-Writing 34
Certificate Ceremony 34

Daily Flow 36

Follow-Up Activity 46
Youth Participation And Active Citizenship 46

(Method)
Toilet Paper Introduction 47
Flash Light 48
Latter Of Youth Policies 49

Project Ideas 50

Useful Resources 56

Participants 57

The Team 58
Non-formal education is an organized educational process that gives young people the possibility to develop their values, skills and competences other than the ones gained in the framework of formal education. Those skills include a wide range of competences such as interpersonal, team, organizational and conflict management, intercultural awareness, leadership, planning, organizing, co-ordination and practical problem solving skills, teamwork, self-confidence, discipline and responsibility.

Non-formal does not imply unstructured, rather it refers to the fact that the process of non-formal learning is shared and designed in such a way the learner is the architect of the skills development.

The methods used in non-formal education are often playful and aim for a holistic approach to learning. All learner types shall be addressed and recognized during a session. The pre-planned session outlines need to re-evaluated and adjusted to the needs and expectations of the participants. Non-formal education approach includes the needs and abilities of all types of learners.

Participation in the democratic life of any community is about more than voting or standing for election, although these are important elements. Participation and active citizenship is about having the right, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engaging in actions and activities so as to contribute to building a better society.

revised European Charter on the participation of Young People in Local and Regional Life
Congress of Local and Regional Authorities (Council of Europe, 2003)
Active Citizenship

is a term used to describe the involvement of individuals in public life which can take place at local, regional, national and international levels. Youth organisations should support young people, for them to explore and understand the concept of active citizenship and develop skills and competences in order to address and analyse issues concerning the theme as well as be empowered to come up with solutions.

Youth participation

is a process of achieving positive changes in young people's lives and of building a better community and society. Means to achieve it are different: initiatives, activities, projects that promote youth involvement at very different levels—local, regional, national and international. There are diverse theories dealing with youth participation and it can be approached from different perspectives depending on the context, background, etc. It is important to keep in mind the motivation of different actors such as civil society, political organizations, youth organizations might vary as well.
Category: Team Building / Time: 45 minutes - 1 hour
Participants, out of their comfort zone, need to work together to reach a result, because everyone has only part of the necessary abilities.

Learning outcomes:
• Participants are experiencing a different role within the group.
• The group learns to work together.
• They start to trust and rely on each other.
• They are given space to reflect on their role within the group and the working within it.

Materials
• Blindfolds
• One egg per group
• Straws, cotton swaps and other wrapping material
• Scissors and tape

Source

Preparation
1. Decide based on the training setting if you want to facilitate it in form of a competition between two groups or more.
2. Evaluate the participants and decide who is more outspoken and who is quieter.
3. Separate your group into 3 categories in a ration of 4:4:2 (louder: quieter: others)
4. The more outspoken participants will be not allowed to speak or physically help with the egg. They are also placed the furthest away from the egg. Even so they are speechless they are tasked to communicate their ideas via body languages.
5. The quietest ones will not be allowed to move and physically help with the eggs. They are challenged to speak and guide the blindfolded participant. Therefore, they are placed opposite of the speechless ones so that the workstation is in between these two groups.
6. The remaining participants will be blindfolded but they can speak and move. They are supposed to work on the table and wrap the egg.
**Approach**

Explains that everybody has been captured by aliens and they will be released if they help the aliens to drop their eggs on Mars without breaking them. The aliens have made some of their group members speechless, while the others are either totally paralysed or blind - just in case they try to escape or call for help. Plan 10 to 15 minutes for the briefing.

**GAME PLAY:**
- The blindfolded participants are challenged to prepare the eggs for the falling test.
- The paralysed stand closest to the blindfolded ones and can give them oral instructions.
- The speechless participants are the furthest away from the egg wrapping procedure. Their task is to advise the paralysed one through body language.

The group gets 30 to 35 minutes to wrap the egg. Then drop them from a high spot (ladder, window, etc.)

**Debrief**

In the debrief help the participants to reflect on why they had success or not, what went well and what was difficult. Also speak with them about they felt in their assigned role, if they would have liked to have another role and why.

**Notes**

The more outspoken participants will most likely have the most ideas. They might get frustrated because they are not heard as they are used to. To prevent this, remind the quieter ones to actively consider them in their solution finding.

They more quiet ones might feel overwhelmed because they have to speak a lot and to come up with ideas. Also, here helps to encourage the cooperation with the louder ones.

Ensure that the blindfolded participants work lower and carefully even so there is a sense of competition to lower the risk of accidents. Extend the working time if the time pressure gets too risky.
Category: Get-to-know-each-other Exercise / Icebreaker
Time: 20 - 30 minutes
The group creates a profile of each participant, moving around and starting first conversations.

Learning outcomes
- Participants are able to have first interactions with each other.
- They create a visual library of all participants.
- They develop a feeling for the other people in the group.

Materials
- One pen and paper per participant.

Preparation:
1. Prepare prompts to fill in the profiles

Approach
Hand papers and pens out to the participants. Instruct them to draw a box in the top right corner of the page and write their name next to it like in a social media profile. Put on some music and let the participants walk through the room handing over and receiving a profile whenever they meet another participant. When the music stops, they shall find the participant whose profile they have in that moment. Propose a prompt they shall capture on the profile of their partner. Then they walk around to music again and repeat the procedure until all prompts are finished. Put on music a last time. When it stops, the participants shall draw a profile picture of the person whose sheet they have into the box from the beginning.

Call the participants back into the circle and let the participants introduce each other based on the profiles they have. After this exercise hang the profile up on the wall so the participants can have a look at them during the whole training.

Debrief
In the debrief look with participants at the facts they heard about during this exercise.
Did they have something in common with someone they did not know?
What was the most interesting/surprising/... fact?

Notes
It’s a good exercise if the group never met before or you have a lot of participants that came alone and do not know anyone.
If you have participants from significantly different backgrounds work in the debrief on similarities/differences across these a sense of competition to lower the risk of accidents. Extend the working time if the time pressure gets too risky.
Count to Ten

Category: Energiser

Time: 10 - 15 minutes

Inclusive quiet energiser that works with simple counting, working on building or improve a group culture.

Learning outcomes

- Focuses group
- Establishes a cooperative culture within the group
- Helps group to identify disruptive factors
- Emphasises cooperation over aiming to win

Materials

none

Preparation

none

Source


Approach

Call the participants into a standing circle and invites them to get as close to each other as it is comfortable for them and their neighbour. Explains that in this exercise the group will count together up to ten, but there are some rules:

1. Only one person can speak at a time.
2. When two or more speak simultaneously the group has to start over from the number 1.
3. One person cannot say two or more number in succession.
4. The participants cannot communicate in any way with each other besides saying the numbers.

Debrief

In the debrief the trainer can raise the following points:

What make the group struggle?
What were strategies they tried to employ?
What made them success?
What were things they learned about themselves and the group?

Notes

As a variation to facilitate the method in a more inclusive manner is to let the group count up to the number of participants. This way everyone counts at least once.

If the group gets to ten too fast the trainer can modify the challenge

- Forbid hand gestures
- Neighbours cannot say the next number
- Raise target number
- Count with closed eyes
ELEPHANT AND THE BLIND MEN

Category: Storytelling / Reflection
Time: 20 minutes

We have limited views of a bigger picture. The activity invites us to celebrate the diversity in which we see the world.

Learning outcomes
• The story introduces the idea that all of us have a piece of the puzzle and there is value in the many different ways we view the world.

Materials / Preparation
none

Source
„Active Citizens – Globally connected, locally engaged; Active Citizens – Facilitator’s Toolkit“ by The British Council (2011)

Approach
Shares the following story with the participants.

Once upon a time, there lived six blind men in a small village in India. One day they heard that a friendly elephant had entered the village. They had never before met an elephant, so they had no idea what an elephant was. Although they would not be able to see it, they decided to go and to learn more about this animal. When they came across the elephant they all touched it to explore it.

“The elephant is a pillar”, said the first man, who touched its leg.

“Oh, no! It is like a rope," said the second man, who touched the tail.

“Oh, no! It is like a thick branch of a tree”, said the third man, who touched the trunk of the elephant.

“It is like a big hand fan”, said the fourth man, who touched the ear of the elephant.

“It is like a huge wall”, said the fifth man, who touched its belly.

“No, you are all wrong! It is like a solid pipe”, said the sixth men, who touched the elephant’s tusk.

They began to argue about what the elephant was like and every one of them insisted that he was right. Each one began to shout out louder, convinced his perspective was the right one.

Debrief
In the debrief ask the participants who they think is right and what was happening in the story. If they have not come up with it, introduce the concept of perspective and work out that each of the men had just his own perspective and therefore was the only one right. Speak with the group about the values of having multiple perspectives at the table and how the training’s topic could benefit from it.

Closes the exercise by requesting the participants to be open for the perspective of others and value what they could learn from it by thinking back to the elephant whenever a topic gets discussed.
Notes
To help participants to visualise the story, facilitate it with the help of a drawing of the scenery on a Flipchart and the statements on moderation cards, that you put up while you tell the story.

The ideas behind the story could also be transported in a more playful approach. For this place, an object in the centre of your circle and let blindfolded participants touch it to identify it on similarities/differences across these. A sense of competition to lower the risk of accidents. Extend the working time if the time pressure gets too risky.

Learning outcomes
- Participants learn to formulate their own definition/solutions and present them to others.
- Participants learn to agree with others on a common definition/solution.

Materials
Cards/paper

Preparation
none

Source

Approach
1. Ask participants to come up with their own definition or solution and to write it down on a card/paper. As soon as two participants are finished, pair them up. They each have to present their own cards and then agree on a common definition/solution. The pairs then form groups of four and continue the process until the whole group is split up in only big ones.

2. Call everyone

3. Let the participants present each group’s definition/solution in plenary discussion, each of the groups presents its definition, followed by time for comments and explanations.

Debrief
In the debrief work with the participants on how the process felt, what they are happy about regarding the result and what they are missing from their own thoughts.

Notes
- The group can also agree on a final common definition for the whole group.
- Present official definitions at the end and let the participants work on commonalities and differences with their own.
Rain Making

Category: Energiser / Time: 5 minutes
It aims to bring the group closer together and is fun. It illustrates the power of a group working in symbiosis through its cooperative and playful character.

Learning outcomes
- The participants experience the power of collective creation.

Materials
Preparation
none

Source

Approach
Gather everyone around you in a tight semi-circle. Divide the several people deep semi-circle into three groups and explain that the group going to create a rainstorm. Therefore, introduce four simple sounds.

Drizzle - rub your palms together for a whispering sound

Light rain - move your hands up and down in opposite directions, with palms brushing against each other, as if you are brushing sand off the palms

Heavy rain - clap your hands together

Hail - cup your palms and clap them against your thighs and stamp with your feet on the ground

Start with group one making drizzle. Then join the drizzle with the remaining groups successively. Go back to group one and switch with them to light rain, whilst the other maintain their drizzle. Let the other groups follow as before. Keep the round alive until all groups are making hail. Now start to work backwards with group one returns to heavy rain and let the other groups follow. Work through all sounds until one group after the other turns silent.

Debrief
In the debrief reflect with participants one the feeling to create something as group.

Notes
If you have participants with mobility impairments, find ways to create the sounds in a way that is possible for everyone.

Do not use this exercise with participants with noise sensibility or traumata that could be triggered by the louder sounds.
Category: General Facilitation  
Expectation Collection  
Time: 20 - 30 minutes  
More in depth method to gather participants’ expectations, interest and skills. It offers an opportunity to adjust the upcoming sessions according to the outcomes.

Learning outcomes  
The participants reflect on the things they want to achieve in this workshop and consider what they are bringing to support this.  
- They participants get an opportunity to hear more about the interest and experiences of other participants.

Materials  
Flipchart or another big sheet  
Four different stacks of moderation cards or post-its

Preparation  
Draw a tree on a big sheet of paper.

Source  
Variation of Tree of Expectation in „Active Citizens – Globally connected, locally engaged; Active Citizens – Facilitator’s Toolkit“ by The British Council (2011)

Approach  
Invited the participants to share their expectations for the programme, along with some of the skills they can contribute. Encouraged them to think about the long-term outcomes and effects of this training. Give them post-its or moderation cards to write them down one. Invite them to post everything on the prepared tree with the following meanings.  
- Yellow post-its - Root & trunk: Skills, attitudes, connections we are bringing  
- Green post-its - Leaves: Things we want to have achieved by the end of this training  
- Flowers post-its: Long-term outcomes that we want

Debrief  
In the debrief link the outcomes to the upcoming programme.

Notes  
You can cluster the post-its/moderation cards (with volunteers) into groups to make the Tree of Expectation more legible.  
Introduce more categories to gather more specific information.
We have limited views of a bigger picture. The activity invites us to celebrate the diversity in which we see the world.

**Learning outcomes**
- The participants reflect on their own life and understanding of their citizenship.
- The participants draw parallels between their lives and history.
- The participants discover commonalities and differences between their life and those of the other group members.

**Materials**
Pens and paper for each participant
Flipchart papers

**Preparation**
Draw out your own biography on a big sheet of paper.
- Black arrow in the centre: birthday and place -> current age and place of residence
- Blue arrow on the top: personal key events that influenced your understanding on your role as citizen in chronological order
- Red arrow one the bottom: political/societal events that influenced your understanding of your role as citizen

**Source**

**Approach**
Presents your personal citizenship autobiography on a Flipchart and hang it up at an accessible space. Hand out paper and pens to the participants and gives them 25 minutes to come up with their own citizenship autobiography. Call the participants back into the circle and invites some of the participants to share their citizenship autobiographies with the group. Hang up the results on an accessible place to be discovered by the participants during the whole training.

**Debrief**
In the debrief create with the participants on a common citizenship autobiography on another Flipchart by working out commonalities and differences throughout the groups outcome.

**Notes**
This exercise can be used for any identity related topic (e.g. membership, profession or sexual identity).
If you have a large group from significantly different areas, split the group up based on its geography and let them create more than one common biography.
SECRET WELLBEING MISSION

Category: General Facilitation
Time: 5 minutes
Great method to positively impact a group’s environment and strengthen the bonding within it.

Learning outcomes
• The participants experience taking care of someone else and being taken care of.
• The participants create a positive and comfortable environment for everyone.

Materials
Pens and paper for each participant
Flipchart papers

Preparation
• Create a poster to introduce the method to the participants.
• Create a small card with the name of each participant.

Source

Approach
Hang up the poster before the training starts. It explains that each participant is assigned another one. During the time of the training he/she is responsible for the other wellbeing and development process. Small gestures shall facilitate this. Important is that they keep their assignment secret. When the participants enter the training room for the first time let everyone draw a card with a name on.

Debrief
Disclose in the closing of the training who was assigned to whom, by letting each participant guess. Let the participants share what they did to fulfil their mission.

Notes
To make the disclosure more private, let the wellbeing agents write a note to their assignment or something similar.

The disclosure is important to ensure the participants feel held accountable.

During a more than one day long training, remind the participants of the mission in your morning opening.
Learning outcomes
The participants learn to interview and introduce another person.

Materials / Preparation
None

Source

Approach
Ask people to pair up with a person they do not know (well) and task them to interview the other one for three minutes each. After this time call them back into the circle and invite the pairs to introduce each other to the group.

Debrief
In the debrief speak with the participants about how they felt getting interviewed and introduced by someone else and if there is something else they want to share with the group that was left out before.

Notes
To give the interviews a more specific direction, introduce a theme or question the participants should work along.
**Learning outcomes**
Participants understand why and which rules exist during the training.
Participant learn to formulate their needs in form of rules.

**Materials**
Flipchart for collecting rules

**Source**
Variation of Group Agreement in bit.ly/YPiA-SeedsForChange

**Approach**
Explain the group that you want to formulate the rules for the training together with them to create a clear understanding of the ways we interact with each other. Collect suggestions from the group on a prepared Flipchart after the group agrees on it. Inform the participants that everyone at any time can evoke the Code of Conduct also against the trainer. Hang it up so everyone can see it during your sessions.

**Debrief**
Use the debrief to ensure that everyone agrees on and understands the Code of Conduct.

**Notes**
If you work in several rooms copy the Code of Conduct for each.
If you have a session over more than one day, go through the Code of Conduct in the beginning of each day.
Learning outcomes

- Participants experienced that each of their thoughts are appreciated.
- Participants practice to focus in a discussion.
- Participants learn to separate significant from ancillary information.

Materials / Preparation

Flipchart to collect statements, thoughts...

Source


Approach

Introduce the concept behind the Thought Parking Lot to the group and invite the participants to also raise points during discussions that are meant for the Thought Parking Lot.

Debrief

Use the debrief to ensure that everyone understands the Thought Parking Lot.

Notes

You can also invite participants to write thoughts for the Thought Parking Lot on moderation cards and pin them on it themselves.

To be seen reliable and to ensure the functionality of this tool, make sure you actually come back to the collected thought. Maybe include a time slot for it into your agenda.
**Attribute Line**

**Category:** Get-to-know-each-other exercise; Icebreaker

**Time:** 10 minutes

Amusing and short exercise to break the ice within a group and gives ground to get to know each other.

**Learning outcomes**
- Participants learn first facts about each other
- Participants start first conversation with each other.
- Group establishes first common ground.

**Preparation**
Create enough space so that all the participants can line up next to each other.

**Source**


**Approach**
Invite the participants to stand up and explain that in this exercise they shall line up next to each other in an order regarding an attribute. Remind them to respect the personal space of the persons standing next to them and that the left end of the room is the smallest and the right end the biggest. Now state the first attribute. After the participants found their space, let one after the other name their position. Invite the participants to correct the order during this.

**Debrief**
In the debrief speak with participants about interesting things they learned.

**Notes**
Possible attributes are:
- Distance to home place
- Time of travel
- Time of membership
- Names
- Height

If you have participants with mobility impairments, adjust the exercise to their needs.

You can make it a bit trickier by only allowing non-verbal communication.
Category: General Facilitation; Visualisation; Information Recording

Time: Based on information input; no extra time

Method to record information in a visual format and addressing the visual learning ability of the participant.

Learning outcomes
- Participants experienced that each of their thoughts are appreciated.
- Participants practice to focus in a discussion.
- Participants learn to separate significant from ancillary information.

Materials
- Flipchart or another big sheet of paper
- Black and colourful markers

Preparation
Gather symbols and visuals regarding the topic

Approach
During an information input (e.g. from an expert) summarise the spoken word in a visual format with writings, symbols, arrows and other visual items. Use colour to emphasise.

Debrief
Use the graphic recording as aid when recapping inputs.

Notes
Task participants to create their own graphic recordings in a smaller format (so called Sketchnotes) to intensify learning and introduce it as a new tool for them.

The recordings can also be used in follow up publications to illustrate the processes during the training.

Category: Energiser

Time: < 5 minutes

Short, high-energy energiser, that has the potential to become the slogan of every training.
Learning outcomes
The participants experience a feeling of togetherness.

Materials / Preparation
none

Approach
Bring your participants together in a close standing circle. Start the call by stretching your arm into the centre of the circle and loudly saying „ma“. Let one participant after the other join you until all your hands are in the centre and you all say „ma“ together. Then suddenly you all pull back your hands calling „zinga!“.

Notes
Do not use this exercise with participants with sound sensibility.

Category: Feedback
Time: 5 minutes

Quick feedback tool that give you a brief overview over the group’s mood.
Learning outcomes
Participants experience to work in groups that they did not choose themselves.

Materials / Preparation
Equal number of cards for each animal (name or picture) based on number of smaller groups and participants.

Source

Approach
Hand out one card to each participant and explain to keep their animal identity secret. Whenever you need to them split up into smaller group, sort them by their animal identity.

Debrief
Include into the daily debrief how the participants felt in the groups they got paired into by this method.

Notes
With younger or participants really open towards non-formal education, you could let them find their group members by walking around the room and greeting each other with their animals’ sounds until they find all of their group mates.

You can vary the groups by calling different combinations.
- All of the same animals
- One of each kind
- All of animal 1 and 2 and in the other all of 3 and 4

Learning outcomes
- The participants are losing up.
- The participants are experiencing collective embarrassment in a positive sense.

Materials / Preparation
None

Source

Approach
Call you participants into a standing circle and introduce the figure you want to use with the help of your neighbours. Then step into the circle and start the game. Point at one participants and call one of the figures. The participant you point at is the centre of the figure and his*her two neighbours the outer parts. Does one of them react to slow or plays the figure incorrectly, she*he has to swatch place with you and move t the centre of the circle.

Debrief
In the debrief reflect with the participants on how the felt acting out figure that might feel stupid for some of them.
Notes

The most common figures you can find below. Nevertheless, there is an endless number of figures to choose from and you can also invent your own.

- **Puking Kangaroo**: The player in the middle resembles the Kangaroo's pouch by creating a circle with his/her arms in front of her/his belly. The players next to him/her pretend to puke into the pouch, making the corresponding sound.

- **Toaster**: The player in the middle jumps up and down to resemble the toast jumping out to the toaster. The players next to her/him create the toaster by stretching their arms around her/him in a box shape.

- **Washing Machine**: The player in the middle moves is upper body around in circle like the laundry in a washing machine. The player next to him/her create the washing machine by stretching their arms out into a frame.

- **Mixer**: The player on the centre represents the mixer by holding both arms up next to him/her and pointing one finger downwards. The players next to him/her start spinning around themselves while positioning their heads under the centre player's fingers.

When choosing the figure make sure they represent something that everyone knows. This is a widely-known energiser. Invite participants to show figures they know. Do not choose too many figures to avoid confusing your participants. If you have a trading over more than one day, introduce more figures each day.
Category: Role-play; Reflection / Time: 90 minutes
Role play to reflect on different kinds of civil society organisations and to practice cooperation in a guided environment.

Learning outcomes
- Participants experienced that each of their thoughts are appreciated.
- Participants practice to focus in a discussion.
- Participants learn to separate significant from ancillary information.

Materials
- Printouts of the profiles
- Flipchart papers and markers for each group

Source
Developed for this training

Preparation
Design different civil society organisation profiles.

Approach
Break your participants up into groups and assign each of them a profile. Give them 45 minutes to make a need and aims analysis and plan organisational roadmap for their civil society organisation.

Debrief
In the debrief discuss with the participants on how the outcomes resonate with their home organisation and/or societies.

Notes
This exercise is great for political party organisation to reflect on if and how they themselves belong to the civil society or not.

Learning outcomes
The participants reflect on their own privilege.
The participants put themselves into perspectives with the other members of the group.

Source

Preparation
Choose the statements according to your topic and session objectives.
Create enough space for all the participants to line up next to each other and to take a number of steps forwards and backwards.

Debrief
The debrief of this exercise is really important and needs to be facilitated in a careful and sensitive way. Reflect with the participants on their feelings.
**Privilege Walk**

**Category:** Reflection  
**Time:** > 1 hour

Powerful exercise that facilitates a reflection on privilege and can be adjusted to every topic.

- How did it feel to be in the front/back of the group?  
- How did it feel to see many before/behind themselves?  
- How do they feel about their own/another person’s privilege?

Also work with them on privilege itself and how it relates to the topic.

**Notes**

Even if the exercise originates from speaking about race, gender and class in the USA, it can be adjusted to every topic by changing the statements. For the classic approach see the link below.

You could touch a participant’s sensitive spot and cause an emotional reaction. Make sure to only use this method in a safe environment and to give the participants the possibility to leave the exercise or to stop it.

To intensify the experience of the participants, invite the participants to take each other’s hand after receiving content from their neighbours. This way they might have to let each other go if there is too much distance between them.

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**Zip-Zap-Boing**

**Category:** Energiser  
**Time:** 10 - 15 minutes

Fun and fast past energiser that has a competitive character and trains the participants’ focus and reflexes.

- Zip: Say zip and clap to your right.
- Zap: Say zap and clap to your left
- Boing: Say boing and make a bounce hand gesture with both arms to another participant across the room. Cannot be used to give the impulse to your neighbours.

The group now aims to give an impulse as fast as possibly around the circle by using the three directions. If somebody reacts to slow or makes a mistake, they have to leave the circle and become the referees of the game.

**Notes**

If you have participants with mobility or cognitive impairments, make sure to facilitate this method in an inclusive way.

If your group is too good, introduce a second impulse.

If you work with a bigger group, split them up into two or more circles.
**Learning outcomes**
- Participants learn to choose priorities.
- Participants experience to state their opinion without explaining it.

**Materials**
Point or dot sticker

**Source**

**Approach**
At the end of a discussion or brainstorming, hand out a certain number of stickers to each participant. Invite them to stick their point next to what they favour. They can also stick more than one on to the same item.

**Debrief**
In the debrief speak about the outcome of the voting and evaluate the happiness regarding it within the group.

**Notes**
If you have participants with visual or mobility impairments, facilitate this method in an inclusive way.

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**Point Voting**

**Category:** Voting  
**Time:** 5 - 10 minutes  
Quick and easy way to facilitate a group vote or ranking.

**Learning outcomes**
The participants learn to present information in a short and fast matter.

**Source**

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**SPEED DATING**

**Category:** Knowledge exchange; Get-to-know-each other exercise  
**Time:** Depends on number of participants; 4 minutes per rotation.  
Versatile method to facilitate an information exchange with a large number of participants.

**Preparation**
Set an inner circle with chairs facing outside and an outer circle with each chair facing inwards and opposite of one chair of the inner circle.

**Approach**
Give the participants 5 to 10 minutes to prepare the information they want to share during the speed dating. Split them up into two groups and let them take a sit on the prepared chairs. The facing pairs now get 2 minutes each to present their information one after the other. After both presentations, the participants in the outer circle rotate one seat to the left. The new pairs present to each other again. Repeat this until the outer participants are back to their first chair.
ALL BANANAS OF THE WORLD UNITE!

Category: Energiser;  
Warm-up Time: 5 minutes  
Fun and energising dance and singing method that is short and create a feeling of togetherness and team spirit.

Learning outcomes:  
- The participants loosen up.  
- The participants experience shard embarrassment in a positive way and environment.

Materials:  
Point or dot sticker

Source:  

Approach:  
Gather the participants in a standing circle and introduce the dance steps (see this video for instructions: https://youtu.be/JGTBi-3mOKGU) to the group. Dance and sing together with the participants.

Notes:  
If you have participants to mobility impairments, facilitate it in an inclusive way.

Debrief:  
In the debrief discuss with participants their experience and possible difficulties during this exercise. Also speak about interesting information they received.

Notes:  
If you have big group consider making to separate circle.  
If you have participants with sound sensitivity facilitate this methods in a quieter approach or consider to choose a different one (for example Market of Opportunity).  
Shorting the intervals without telling the participants to train their skill to reduce their presentation to the necessary. Disclose and discus this during the debrief.
MUSEUM WALK

Category: Presentation; Reflection; Feedback
Time: 20 - 30 minutes
In depth method to give feedback on group work outcomes. It is inclusive for more quieter participants or those who do not feel comfortable speaking up in the big group.

Learning outcomes

• Participants experienced that each of their thoughts are appreciated.
• Participants practice to focus in a discussion.
• Participants learn to separate significant from ancillary information.

Approach

Instruct the groups to hang up their posters. Introduce the method of Museum Walk by telling the participants that they are in a museum now and are not allowed to speak. Explain the different kinds of post-its and invite the participants to give feedback by writing on the corresponding post-its and sticking it next to the posters. Give them 15 minutes. After this break, the participants up back into their smaller groups and let them work and reflect on the feedback they received.

Debrief

In the debrief discuss with the participants about how the method and the feedback they received felt for them. Reflect with them on what and why they changed parts of their results.

Notes

Use this method also to present individual work.

Materials

• Pens
• Post-its in three different colours
• Green: Things I like
• Yellow: Questions or Comments I have
• Red: Things I want to critique
• Tape

Preparation

Free enough wall space or setup pin boards to hang up all the posters the groups create

Source

**Category:** Energiser; Warm-Up / **Time:** 10 - 15 minutes
**Playful and competitive energiser.**

**Learning outcomes**
The participants exercise in a playful way.

**Materials / Preparation**
none

**Source**

**Approach**
Gather your participants in a standing circle. Explain them that you are all ninjas and you want to fight out who is the ultimate ninja. Each of you have two weapons represented by your arms. To kick someone out of the competition you have to destroy their weapon by touching their arms. As soon as an arm is touch the participants has to hide it behind her*his back.

To start the competition, you put your hands together in the centre and then jump back into a ninja pose. Now one after the other the participants can make one move to attack another’s weapons and then freeze in the end pose. The attacked can make one move to protect their weapons and then freeze in this pose as well. The game continues clockwise until just one ninja remains.

**Notes**
- Do not use this method if you have participants with mobility impairments.
- Remind your participants that this game is not about violence but about speed, balance and focus. If someone uses excessive force, interrupt the game and debrief the behaviour.
BRAIN-STORMING

Category: Brainstorming; Knowledge Exchange / Time: 10 - 15 minutes
Widely common facilitation tool and has diverse range of approaches how to facilitate it. Here you find described the most simplified way.

Learning outcomes
- Teach participants to freely gather and formulate ideas.

Materials
- Flipchart paper
- Markers

Approach
Confront your participants with a question/statement/... and invite them to freely think and associate. Gather the thing they come up on the Flipchart. Try to cluster for higher legibility.

Debrief
In the debrief discover patterns and possible follow ups from the brainstorming together with the participants.

GUIDED JOURNEY THROUGH TIME

Category: Reflection; Visualisation Exercise / Time: 45 minutes / It helps participants reflect on their experiences during the training. You can also emphasise certain parts to manifest a more solid memory.

Learning outcomes
- The participants reflect on the training.
- The participants practice envisioning experiences.

Preparation
Set up the seminar room in a comfy way.

Approach
Invite the participants to gather around you and find a comfortable position. Instruct them to close their eyes and slowly start to focus on themselves and your voice. Speak in a calm and quite matter. Give the participants time for each step of the journey.

Begin the exercise in the very moment you are in. Slowly retell the seminar backwards in time until the moment your participants decided to join your activity. Invite them to think about their feeling and expectations, about what interested them.

Then proceed to their travel to the location, the moment they first met the other participants. Work slowly through the whole training and enrich your story with anecdotes and results. Give everything a positive and joyful perspective.

Continue until you are back in the present moment. Invite the participants to slowly come back into the room and open their eyes whenever they are ready. Offer them to take the time to stretch and yawn.

Debrief
In the debrief reflect together with the participants how they were feeling during this exercise and what where their highlights during the training.

Notes
If participants are more energetic and lively start off with a relaxation exercise to open them for the journey.
CREATIVE SELF-REFLECTION

Category: Reflection
Time: 60 - 90 minutes
Joyful and creative way to reflect on a training. Each participant can work in his*her own way.

Learning outcomes
Participants experience to work in groups that they did not choose themselves.

Materials
Creative supplies like paint, paper, scissors, glue and so on.

Approach
Invite the participants to take some time for themselves to reflect on their experience during the training and to create an “object” that represents the times here. Play some silent, relaxing music during the working time. After this time is over gather the participants back together. Invite volunteers to present their creation and explain its meaning.

Notes
• Keep what they can create as open as possible. They can make a drawing, write a poem, develop a play or whatever they want.
• If a participant has a hard time to come up with something, sit with this participant and help her*him to come with something.
• Do not force someone to present his*her creation. This process is more private and self-focussed.
APPRECIATIVE BACK-WRITING

Category: Feedback; Reflection
Time: 10 - 30 minutes depending on the group size
It gives the group a possibility to “say” another group member something nice before they depart. They can take their individual result back home as a memory piece.

Learning outcomes
• The participants practice giving positive feedback.
• The participants experience being appreciated.

Materials
Paper
Pens
Tape

Approach
Hand out paper and pens to each of the participants. Invite them to help each other sticking the paper onto their backs with tape. Instruct the participants to walk around in the room and write a positive message to the person’s paper on his*her back. Play some joyful music.

Notes
If you have analphabetical participants or some with mental or visual impairments, facilitate it in a more inclusive way.

CERTIFICATE CEREMONY

Category: Closing
Time: 15 minutes depending on the group size
Festive way to close a training.

Learning outcomes
• The participants practice giving positive feedback.
• The participants experience being appreciated.

Preparation
Create a personal certificate for each participant.

Approach
Call one participant after the other to the front of the seminar room. Hand them the certificate and take pictures similar as on a graduation ceremony. Make sure that each participant gets a huge round of applause!

Notes
You can personalise the certificate with a personal remark regarding each individual participant.
Space requirements
Enough space to allow participants to be seated in a circle; no tables!

Session objectives
• Welcome participants to the activity
• Get to know each other
• Develop and agree a code of conduct
• Understand potential fears and expectations and define learning objectives
• To present the training objectives and program
• To start team building team cohesion

Step by Step
1. Secret Wellbeing Mission
Before the participants can enter the seminar room, they are introduced to the Secret Wellbeing Mission by a prepared and positioned flip-chart and draw another participant’s name from a bag.

2. Welcome & Icebreaker
Participants are welcomed to Youth in Action by the trainers and team member. To introduce everyone to each other the trainer facilitates Pair Introduction. He*she presents the following focus questions on a prepared flip-chart:
1) Name, 2) Organization 3) Biggest Dream, 4) Preferred pronoun 5) Why did you get involved?

3. Technical Detail
The Project Manager gives technical details to the group.

4. Code of Conduct
The trainer explains the group why she*he wants the group to create and agree on their own Code of Conduct.

Suggestions for the Code of Conduct:
1) Limited use of mobile devices, 2) Critique on content not on people 3) Gendered speaker list

The trainer introduces the Thought Parking Lot to the group.

5. Tree of Expectation
To collect the group’s expectations, the trainer facilitates the Tree of Expectations.

6. Programme agenda
Trainer introduces the objectives. The daily program of the course is introduced, session by session, by sticking papers with session names on a prepared chart on the wall. The flow and logic of the course is explained, allowing participants to understand the objectives and outcomes. The trainer shows connections to the participants’ expectations by referring back to the Tree of Expectations.

7. Team building exercise
Based on the group the trainer either chooses either Alien Invasion or Offline Social Media Profile as team building exercise.
Space requirements
Enough space for the group, like the main seminar room.

Session objectives
- Introduce the IUSY and YES team and explain the purpose of the seminar, within a wider political and organisational framework
- Introduce the concept and practice of non-formal education (NFE)
- Team build to prepare the group for ongoing group and pair activity across the training
- Understand the experience of participants in democracy and what has led them to where they are today

Step by Step
1. Energizer
The trainer facilitates Attribute Line as an energizer to combine getting to know each with physical movements.

2. IUSY & YES introduction and welcome
The IUSY and YES speakers will be introduced. Each gives a small input (5 minutes) about their organisation and what is their organisation’s standpoint in active citizenship and youth participation. Subsequent the EYF and CoE get presented. The trainer conducts a Graphic Recording as summary on a flip-chart.

3. Introduction to non-formal education
Trainer will put up three different flip charts: formal, non-formal and informal. The trainer will ask participants, based on their experience, their understanding of the differences between these.

Formal = school/structured education
Non-formal = structured, participant-driven education, different methods
Informal = learning through experience, without structure

NFEd is:
- Intentionally and voluntarily participated
- Participant-centered (both in preparation based on expectations and in the delivery)
- Based on participants’ experiences, with a lot of peer to peer learning
- Holistic (addresses knowledge, skills, attitudes)
- Organised
- An environment where participants are not judged or graded
- Based on equality between trainers and participants
- Trainers as facilitators of the learning process, not teachers
- Fun!

4. Introduction to Topic
To get the participants out of listening mode the trainer starts this block with Mazinga!.

As an introduction to the concept of citizenship the trainer lets the participants reflect on themselves via the method Parallel Citizenship Autobiography.
Space requirements
Seminar room for the all participants

Session objectives
• Introduce the concepts of democracy, citizenship, participation, social change
• Create a space to reflect on the personal experience and knowledge on the concepts
• Create a common understanding on the key themes

Step by Step
1. Energiser - Exercise on Perspectives
The trainer facilitates the storytelling exercise The Elephant and the Blind Men to raise a sensibility for the diversity of perspectives within the group.

2. What do the Big Four mean to us?
Trainer will introduce the four major concepts of the workshop: democracy, citizenship, participation and social change on four separate flip-charts (visual aids), and introduce the idea that each of these ideas have different perspectives for different people and can be highly contested. He/she facilitated Think-Pair-Share to develop common definitions within the group.

3. Understanding the synergy between these for achieving social change
• In the debrief, the trainer will ask different questions:
  • To what extent are the definitions of different groups similar?
  • What are the main differences, based on the experience of different participants?
  • How difficult was it to come up with the common definitions? Why?
  • What extent were you ready to make concessions or to abandon parts of your definition in order to come up with a common agreement?

Time: 14:30 - 16:00
Space requirements
Main seminar room

Session objectives
- Reflect on personal/community/society
- Share experiences on youth participation in the contexts related to participants’ communities and organisations

Step by Step
1. Energiser
The trainer starts the session with Count to 10 as energizer

2. Individual vs. Community - The four dimension of citizenship
The trainer splits up the group in two smaller ones. One group gets assign Community, the other will work on Individual. Each group receives a prepared flip-chart. They are given 15 minutes’ time to agree on a description for their topic and discuss needs and responsibilities. They keep their results.

After the time, the two groups quickly present their results to each other. The trainer now moves the two flip-charts next to each other and hands the participants long strings. The task now is to connect needs and responsibilities on both boards (10 min).

This aims to create a awareness for the interconnection and mutual responsibility of these to fundamental parts of human cohabitation. In the debrief the trainer picks example from the flip-charts to introduce the concept of the four dimension of citizenship (social, economic, cultural and political) and presents a prepared flip-chart.

3. Who makes up civil society and what role do they play?
The trainer then introduces the concept of ‘Civil Society’ and poses the question: What does ‘Civil Society’ mean to you?

The trainer then facilitates a discussion, recording the key themes. The trainer then presents a common definition from Schmitter (Sociologist).

Linking to the four dimensions, the trainer poses the question: who makes up civil society in your community?

The trainer then tasks participants to create a visual map of their community across the four dimensions, and to capture where they see their organizations sitting alongside other civil society actors.

The trainer will ask participants to create their visual map guided by the following questions: Who makes up civil society in your world view, where does your organisation sit across the four dimensions, and what role do you play?

Participants will then present their visual map back in the big group.

4. Closing of the day
The trainer facilitates a debrief of the day in form of a Flashlight for the whole group.
<table>
<thead>
<tr>
<th>D2/S1</th>
<th>From individuum to society: Youth participation in democracy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Space requirements</strong></td>
<td>Main seminar room</td>
</tr>
<tr>
<td><strong>Session objectives</strong></td>
<td>Learn about representation and input from different perspectives and levels (political organizations, civil society organizations etc.)</td>
</tr>
<tr>
<td></td>
<td>Reflect on the role of engagement of different agents in fair policy and decision making processes focusing on civil society and political youth organisations.</td>
</tr>
<tr>
<td><strong>Step by Step</strong></td>
<td></td>
</tr>
<tr>
<td>1. Method for building groups</td>
<td>The trainer kickstarts the day with Puking Kangaroo as energizer</td>
</tr>
<tr>
<td>2. Energiser</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D2/S3</th>
<th>Stepping into change: Exploring our common struggles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Space requirements</strong></td>
<td>Main seminar room</td>
</tr>
<tr>
<td><strong>Session objectives</strong></td>
<td>Identify issues that create obstacles and challenges for youth participation in different realities</td>
</tr>
<tr>
<td></td>
<td>Explore the roots and impact of those obstacles/issues</td>
</tr>
<tr>
<td></td>
<td>Raise awareness about different situations (discrimination, structural/cultural violence etc.)</td>
</tr>
</tbody>
</table>

**Step by Step**

1. Youth participation in democracy today

The trainer invites the participants to line up in a long row next to each other in the middle of the room and to take hands of their neighbors if they consent. She/he facilitates a modified version of the Privilege Walk to help the participants to reflect on their own experience of participation with in their mother organisation.

In the debrief the trainer invites the participants to share how they felt during the exercise. She/he also invites them to think of reasons why they were not all at the same place in the room.

2. Barriers to youth participation

The trainer facilitates a discussion on barrier to youth participation and looks with the participants on individual cases in their home countries. Participants share cases from their realities and discuss the reasons behind the issue.
**Space requirements**

**Main seminar room**

**Session objectives**

- Reflect on the internal and external factors affecting youth engagement
- Analyze how factors affecting young people can be transformed into action for change
- Formulate responses to the challenges discussed in previous sessions

**Step by Step**

The trainer repeats the exercise Counting to 10.

1. **Building out to our communities**
   - Building allies

   This is the session looking at external factors (societal/political) and internal (organisational/political) which place barriers in the way of engaging young people to take action.

2. **Overcoming barriers**

   In smaller groups participants reflect on the barriers for youth participation having in mind the inputs from previous discussion and create an action proposal. The results are presented to the group.

**Space**

**Main seminar room**

**Objectives**

- Reflect on personal and group struggles that young people face
- Create understanding on common struggle as youth
- Discuss and share the ways young people can be actively involved in making change

**Step by Step**

The trainer facilitates Zip-Zap-Boing as energiser

1. **Identifying the issues faced by young people**

   The group sits in the big circle and the trainer handout moderation cards and marker to the participant. He/she invites the participants to think about struggles their personal and other young people in their home countries face and to write one down per card. They have about twenty minutes.

2. **Identifying overarching themes and common struggles**

   The trainer invites one participant after the other to the front to present their cards and cluster them on prepared pin boards. After everyone present he/she goes over the cards once more to define the clusters further. Then he/she hands out point sticker to the participants and facilitates Point Voting to rank the clusters to define the most common struggles.

3. **Closing of the day**

   The trainer breaks the group up into four smaller group using the animals from. Each group goes with one team member in a separate area of the venue and debrief the days as a whole.
**Space requirements**
Main seminar room

**Session objectives**
- Learn about different approaches and cases on building youth participation
- Learn new methods and develop skills on fostering youth participation
- Exchange ideas on how different platforms provide space for young people for cooperation and empowerment

**Step by Step**

1. Exploring best practice

   The trainer hands moderation cards out to the participation and invited them to think about their most successful action within their youth organisation. Then she*he facilitates an exchange of this best practice methods in form of a Speed Dating.

   In the debrief she*he reflects with group about what were new approaches and what they would like to try out.

**Step by Step**

The trainer breaks up the participants into three smaller groups using the animals from. Each group receives one of the Top 3 Common Struggles from the day before. They are challenged to discuss the root causes of their issues within their group and to think about possible solutions. They collect their results in a poster format.

2. **Museum Walk**

   The trainer invites the group to hang the result posters on the walls in the main room. She*he explain the method Museum Walk and tasks participants to give feedback over the lunch break.
**Space requirements**
Main seminar room

**Session objectives**
- Develop the ideas discussed previously on youth participation and citizenship
- Start planning certain activities/action plans by developing the ideas

**Step by Step**
1. **Project plan for winning on common issues which engage young people, allies and decision makers**

   The participants meet back in their small groups and work through the feedback they received. The trainers invite them to think of different approaches to tackle the issue and plan a concrete action. They also open the opportunity to split the group further.

   According to pace of the groups the trainers introduce further steps:
   - The subgroup defines aims and needs of their action and developed a step by step action plan
   - Each subgroup presents their action, audience gives feedback and together they developed deficits
   - The smaller group as a whole discusses their topic and planned action in the triangular concept of decision maker, allies and community
   - Group discusses ways to engage (other) young people in triangular concept and to raise youth participation for their issue

**Objectives**
- Continue planning activities/action plans
- Share the results of the work
- Uncover the actions that resemble what we want to create/achieve

**Step by Step**
The trainer repeats the exercise Counting to 10.

1. **Presentation of the group work**

   All participants meet back in the main room and one group after the other takes the stage and presents their results. The trainer invites the audience to give feedback and ask question. He/she closes with a debrief of the group work sessions.

1. **Closing of the day**

   The participants split up again the debrief groups of the day before and debrief with their team member.
Building momentum, cascading and multiplying

D4/S1
9 - 10:30

Space requirements
Main seminar room

Session objectives
• Focus on specific actions either in groups or individually
• Plan step by step the “next”

Step by Step
The trainer facilitates Ninja as energiser.

1. Brainstorming: where to next?
The trainer introduces the concept of a follow up activity to this training and facilitates a Brainstorming about possible option.

2. Youth in Action projects
The trainer invites the participants to break up in smaller group or even work individually. Each working unit heads of to find a space and is tasked to develop an action on Youth Participation that they want execute or implement in the home countries and organisations. The trainers go around to support and challenge reflections.

D4/S2
11 - 12:30

‘Youth in Action’ projects

Space requirements
Main seminar room

Session objectives
• Continue planning for the “next”

Step by Step
1. Youth in Action project plans
The participants continue their small group or individual work on specific Youth in Action projects. The trainers check in with them to help if needed and challenge reflection.
Next steps

**Space**
Main seminar room

**Objectives**
1. Present planned activities/actions
2. Reflect on how realistic is the implementation of the activities planned
3. Share feedbacks on the presented activities

**Step by Step**
The trainer repeats the exercise Counting to 10.

1. **Presentation of Youth in Action plans**

   The trainer gives the participants the stage to present each of their Youth in Action plans. He*she challenge the audience to give really in depth feedback. When wished he*she agrees with individual participants to check in with them on their project on a certain date to create a feeling of accountability.

2. **Seminar closing**

   The seminar closing is celebrated with a Certificate Ceremony to appreciates every participant’s presence in the training and to give them something physical to take home.
**Trainers**
Anuschka Ruge & Gohar Ghandilyan

**Space requirements**
Circle of chairs

**Session objectives**
1. Introduce the concepts of active citizenship and youth participation
2. Present the training in Berlin

**Step by Step**

1. **Energiser (10 Minutes)**
The trainer facilitates Toilet paper Introduction as energiser and get to know each other.

2. **Active Citizenship (20 minutes)**
The project manager briefly presents the training in Berlin. The trainer facilitates Parallel Citizenship Autobiography to reflect with participants on the meaning of citizenship.

3. **Youth Participation (25 minutes)**
The trainer uses Latter of Youth Policies to facilitate a discussion about the problem for young people within the political decision making process.

4. **Feedback and Closing (5 minutes)**
Using Flash Light the trainer receives feedback and closes the session.

**Materials required**
1. Toilet paper
2. Papers
3. Pens
4. Moderation cards with items for Latter of Youth Policies
TOILET PAPER INTRODUCTION

Category: Get-to-know-each-other Exercise
Time: 10 minutes

A quick and interesting method to facilitate the get to know each other for a group. It can lay surprising facts about participants open.

Learning outcomes
1. The participants get to know each other.
2. The participants learn to select facts about themselves they want to share.

Materials
Roll of toilet paper

Source

Approach
Give a roll of toilet paper around in the circle of a participants. Instruct them to each take a various amount of paper piece. After everyone has some toilet paper, explain that each person shall now introduce themselves and tell one surprising fact about themselves for each piece of toilet paper they have.

Notes
It is also common to facilitate this method with candies or pens.
A quick feedback tool that give you a brief overview over the group’s mood.

**Learning outcomes**
- The participants practi-ce to give feedback in a short form.

**Materials**
- None

**Approach**
Task your participants to give you feedback in ONE sentence. Start clockwise.

**Notes**
If the group is bigger or the participants are not expe-rienced in giving feedback, the answer can get repetiti-ve.

**Learning outcomes**
- The participants learn about the prioritisation process within policy making
- The participants reflect on what is most important for young people.

**Preparation**
Create sets of cards with the following policies for each group
- Policy for sport, leisure and associative life
- Specific policy for rural regions
- Policy for sustainable development and for the envi-ronment
- Transport policy
- Policy for mobility and exchanges
- Policy promoting youth em-ployment
- Education policy promoting youth participation
- Anti-discrimination policy
- Health policy.

**Approach**
Split the participants up into smaller groups and hand each group a set of cards. The groups have 10 to 15 minutes to priori-tise based on the needs of young people and create a top to bot-tom latter of the policies. After this time let the groups present their results and explain their decision making process and the focuses they had within it.
Debrief
In the debrief work with participants on why they had different results and if there is a more correct approach to policy prioritisation. Speak with them about how they experienced this process as young political activist and how it affects youth participation in general.

Source

Notes
Adjust the proposed policies to your topic to make the exercise fit several policy fields.
**PROJECT IDEAS**

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**Sthlm Pride**

**Goal:** Better representation and more international aid for LGBTI+ people.

1st meeting:
- Pronoun+name+club+role model
- Discuss issues + list barriers
- Individually, list 3 main issues
- Use stickers to vote - settle for 3
- Discuss resources, list what to do
- Divide into groups, tasks + meet next meeting

2nd meeting:
- To do:
  - Submit texts
  - Prepare meetings
  - How to organise more
  - Divide up experts fields
- All write fields of expertise
- Short lecture on activism
- Individually, list priorities

3rd meeting:
- Divide into groups
  - Paint
  - Call around
  - Hype on media
- Write
- Discuss parade
  - Time/place meeting
  - Discuss strategy + details
  - Set roles/schedule
  - Strategies
- Evaluation

---

**At all times**
- Post on media once a week/day
- Set up roles, divide labour
- Update schedule on FB

**Pride!**
- Meeting on Sunday
  - Schedule week
  - FB schedule
  - Phone on FB
  - Buying together flags, pins, flyers, banners
  - Parade:
    - Meet in morning, give posters
    - Flags, sign meeting spot
    - Sangfärjan list
    - Music list
Root Causes

4 Social Exclusion & Inequality
4 Colonialism & Intervention
4 Issues of Identity
4 Political & Religious Ideology
4 Economic Issues
4 Societal Pathology
4 Street Crime Debate
4 Freedom of Expression
4 Media Manipulation/Refusal
4 Lack of Justice

Issues:

× State Actors
  State oppression (especially by Governments), political violence prevalent in Kashmir - leading people to distrust, oppression of civil and human rights etc.

× Non-State Actors
  Networks of terrorists including al-Qaeda, far right, reactionary/criminal groups. Limited through new technologies use of social media and online spaces to spread ideology and gain resources.
  Some acts are often inspired by abuses, but not directly co-ordinated.

Solutions

Easy Solution - Global Socialism

Until then:

† Normalise relations between different communities
† Government investment into education, spaces for youth, social security
† Build trust with state institutions and communities they serve
† Proper processes for intervention from international community - UN, NATO etc.
† Regulatory framework for press for public to hold to account - accountability.
† International support for grass-roots civil society organisations.

Practical Actions

1. Lobby for observance commissions on violence against women
2. International exchange of ideals with the communities that need it, not people who need it 
3. Anti-terrorism campaign in media, social media etc
4. International support for grass-roots civil society organisations
5. Government investment into education, spaces for youth, social security
6. Build trust with state institutions and communities they serve
7. Proper processes for intervention from international community - UN, NATO etc.
8. Regulatory framework for press for public to hold to account - accountability.
9. International support for grass-roots civil society organisations
10. Lobby for observance commissions on violence against women
11. International exchange of ideals with the communities that need it, not people who need it 
12. Anti-terrorism campaign in media, social media etc
13. Government investment into education, spaces for youth, social security
14. Build trust with state institutions and communities they serve
15. Proper processes for intervention from international community - UN, NATO etc.
17. International support for grass-roots civil society organisations
18. Lobby for observance commissions on violence against women
19. International exchange of ideals with the communities that need it, not people who need it 
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41. International support for grass-roots civil society organisations
Connections
Strategic planning
Resource sharing
Mass campaignings
Victory
Declaration
Repeat

DIVERSITY IS OUR STRENGTH
**SOCIAL MEDIA**

**AIM:** Get media/public attention for campaign

**RESOURCES:** Twitter, Facebook, Instagram

**CONTACT:** Student journalists, activists, mainstream media

**APPROACH:** Whiteboard/paper messages of personal experiences

T-shirts & banners

FB/twitter picture filter

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**BILLBOARDS**

- Secure revenue from t-shirts and donations
- Contact billboard company
- Have billboards started in all major cities
- State regarding discrimination + powerful paragraphs
- Create a website + featuring link on advertisement
- Feature petition on website

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**PETITION**

- Collect signatures on petition
- Celebrity endorsements
- Collaborate with relevant NGOs
- Meet with political representatives
- Pass bill in parliament & aim

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**DIRECT ACTION**

- Organise for activists to coordinate an action in a specific/potent place/city (e.g. parliament)
- Use social media
- Contact journalists

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**DEMANDS**

- Workplace quotas
- Anonymous list
- Reporting incident anonymously

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*Once momentum has been created, proceed towards localised campaigning + petition.*
Aim: More democracy in Classrooms

Requirements:
* Flyers - with aim to motivate
  + Info about organisation
  + Show where we stand
  + Clear goal
  + Cause of campaign.

* People
  + Course in drafting/selling

* Finance to finance:
  + Material - Flyers, shirts, posters
  + Transport

* Technology and communication
  + Computer
  + Wi-Fi

* Administrator/organizer

Directions:
1. Meeting to decide/invent aim
2. Reach out to schools to schedule visits
3. Do means of media - flyers, social media
4. Organize volunteers
5. Find money - local, parties, sponsor
6. Invite selling expert - asks cause
7. Go to schools
8. Organize new members - gather support

Issue: Poor adaptation to changing society (education)
HOW TO ORGANIZE A SUCCESSFUL SOCIAL-DEMOCRATIC YOUTH MOVEMENT IN 10 EASY STEPS?

1. Socialism
   - IDEA

2. Get People
   - Collect Ideas, Issues, Content

3. Make it official, media campaign, be open for people,
   - Get socially engaged supporters

4. Educate and motivate your members!
   - Create int. network

5. Make a manifesto
   - Convince the people

6. Win elections!

SALTO-YOUTH Training and Cooperation Resource Centre 2009: Youthpass Guide: Making the most of your learning

Study on the Impact of Non-formal Education in youth organisations on Young People’s Employability, European Youth Forum 2012

SALTO-YOUTH Training and Cooperation Resources, Tools for Learning in Non-formal Education


Revised European Charter on The Participation of Young People in Local and Regional Life CoE, 2013

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Daniele Reano (GD, Italy)
Zarah Sultana (Young Labour UK)
Armin Colic (SDY, Bosnia and Hercegovina)
Ana Abdi (FRESSH, Albania)
Charlotte Nikols (Young Labour, UK)
Jovana Majstorovic (Democratic Youth, Serbia)
Maxim Starnov (JS, Belgium)
Igor Girlea (Democratic Youth, Moldova)
Emma Erikson (SSU, Sweden)
Adnan Sobo (SDY, Bosnia and Hercegovina)
Mariam Zarkua (DDA, Georgia)
Nives Bozic (SDY, Croatia)
Tamari Khardziani (GDYO, Georgia)
Fabio Pinto (JS, Portugal)
Bruno Goncalves (JS, Portugal)
Bulányi Gergely Istvan (Societas, Hungary)
Anita Geiszlinger (Societas, Hungary)
Ference Camara-Bereczki (Societas, Hungary)
Nina Kos (Youth Forum SD, Slovenia)
Joao Albuquerque- (YES )
Lars Nichterlein (JUSOS, Germany)
Oliver Pohl ( SJD- Die Falken, Germany)
Nikola Pesic (DPSMYC, Montenegro)
Gohar Ghandilyan (Armenia/Austria)
Anuschka Ruge (Germany/Belgium)
James Sleep (New Zealand/France)
Ana Pirtskhalava (Georgia)
Matteo Cervi (Italy/Austria)