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SHINE

SHAPING THE FUTURE OF EUROPE
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TRAINING TOOLKIT ON CITIZENSHIP COMPETENCE



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Produced by FECE, KulturLife, EAAD,
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Introduction

This toolkit equips youth workers with accessible methods to introduce young people to active citizen participation in a democratic society. Through engaging role-playing games and methods that stimulate critical thinking and problem-solving, trainees develop a deeper understanding of democratic institutions, become more aware of social, political, and environmental issues, and learn how to apply these skills in practical situations.

The main objective is to build skills for leading discussions, fostering dialogue, and contributing to democratic processes. This supports social cohesion, peace, and EU values, and also equips youth workers to address global challenges, including climate change and inequality. The toolkit focuses on developing leadership skills and fostering ethical attitudes toward societal issues.

Why was this toolkit developed?
Young people have unique perspectives, experiences, and needs that must be acknowledged and respected in any decision-making process that affects them. To effectively support youth, it is essential to create safe, inclusive, and empowering spaces where they feel heard, valued, and capable of influencing change. Encouraging youth to express their opinions helps build their confidence, critical thinking, and active citizenship. Adults, educators, and community leaders must actively listen, provide mentorship, and ensure that youth voices are not only welcomed but also acted upon. Meaningful youth participation is not just a right — it is a vital component of building more just, responsive, and democratic societies.

This toolkit and moral challenges facing their societies. Their growing involvement in activism and community initiatives reflects a strong desire to contribute to positive change. However, transforming this awareness into responsible and sustained civic action requires guidance, experience, and supportive learning environments. Non-formal and informal learning (NFIL) tools provide flexible, participatory, and experiential methods that help young people develop critical thinking, collaboration, and communication skills. Through NFIL, youth are empowered to express their views, understand their rights and responsibilities, and become active contributors and opinion leaders within their communities.

The design of this toolkit aims to guide young people in becoming opinion leaders and participants in democratic processes. The included units are directly related to citizenship competence and improve the knowledge and skills necessary for training young people in this direction. In this way, by offering ideas and methods for developing these qualities and skills, the work of young workers and trainers will be organised in a comprehensive process of acquiring professional skills.

This toolkit draws on the experience of partner organisations from six countries to give a step-by-step guide for being an informed, responsible, and engaged community member at local, national, or global levels.

How is this toolkit organised?

The toolkit is divided into three main topics, each supported by corresponding podcast episodes. These topics include active citizenship and democratic participation, media and information in democracy, and diversity, peace, and sustainable development.

Each topic includes several training tools, designed as teamwork-focused role-playing games, which build knowledge and skills related to each topic. Each tool comes with step-by-step instructions for trainers, detailing preparation, materials, and implementation. The following items are presented for each of the tools:

- Skills and concepts targeted
- Objectives
- Materials needed
- Tools, sources
- Duration
- Number of participants
- Description
- Debriefing questions
- Handouts

Active citizenship and democratic participation

In this topic, the theoretical framework is presented, and the main concepts related to EU values, human rights, and active participation in decision-making are pointed out. Through role-playing games and interactive methods, participants in the training master the most important terms and their applications. The selected tools provide practical guidance on key essentials for building inclusive, democratic, and rights-based communities.

The various tools offer strategies and exercises to encourage meaningful and respectful involvement in group and community decisions. The section introduces tools and digital platforms to enhance civic engagement, deepen knowledge of democratic processes, and help foster equal opportunities and stronger community bonds.

1. In or Out?: Understanding Youth Participation through Learning Zones

Skills and concepts targeted	• Emotional literacy around participation, inclusion, and recognition • Understanding civic structures and youth access/exclusion • Civic identity and agency: identifying one's place and voice in public life • Peer dialogue and group empathy • Youth-driven problem solving and democratic action planning
Objectives	• To raise awareness about emotional and structural barriers that shape youth experiences of democracy • To support youth in identifying their current relationship to civic and political life • To co-develop inclusive, practical ideas for shifting toward more meaningful youth participation • To encourage ownership of personal and collective action in schools, communities, or civic spaces
Materials needed	Flipchart papers, markers, sticky notes in 3 distinct colours (at least 3 per participant)
Tools, sources	Learning Zones diagram, printed or drawn large enough for group interaction (paper, flipchart, or whiteboard)
Duration	60 minutes
Number of participants	Up to 30 people, age 16+
Handout	Where Am I? – Youth Participation and Learning Zones Our Youth Participation Charter

Description

The facilitator begins by creating an emotionally safe space, reminding participants that sharing is voluntary and encouraging active listening and respect. This initial stage should take around 10 minutes.

Using the Comfort–Stretch–Panic model, participants reflect on their feelings about political spaces. With sticky notes, they note how they feel in these spaces, one factor that discouraged their participation, and one that encouraged it. These are placed on a shared wall and discussed as a group.

Participants then reflect on times when they felt excluded from decisions and, in small groups, identify key barriers to youth participation such as adultism, tokenism, or lack of access. The discussion continues with a focus on the emotions connected to civic engagement — whether it brings recognition, shame, or indifference — and whose voices are considered valid in political spaces. The facilitator highlights the connection between recognition and meaningful participation.

Finally, groups develop practical strategies to help more young people feel confident and included in democratic life. Their proposals may take the form of a "Youth Participation Charter", a mural.

Debriefing questions

- What surprised or resonated most with you today?
- What zone do you want to be in — and what would help you move or stay there?
- What kind of recognition do you need to feel truly included in decisions?
- How do you think your experience of participation has changed today?
- What small step could we take as a group this month — and what's one step you might take yourself?

Source: Developed by EAAD in the context of the SHINE project.

Handout

Where Am I? – Youth Participation and Learning Zones

This tool helps you reflect on how you feel in civic, political, or participation spaces. It's based on the Comfort–Stretch–Panic model of learning. Use the diagram below to think about where you are now—and where you want to be.

LEARNING ZONES

- Comfort Zone: "I know this. I feel safe but maybe passive."
- Stretch Zone: "I'm learning. This challenges me but I can handle it."
- Panic Zone: "This feels too much. I shut down or withdraw."



Reflect on the following:

- Where are you today when it comes to civic or political spaces?
- What helps you move from Comfort to Stretch?
- What throws you into Panic—and how could we avoid that?
- Mark yourself on the diagram with a dot, emoji, or sticker.

Handout

Our Youth Participation Charter

This template helps you express your group's shared vision of meaningful participation. Fill in the prompts below individually or as a team, and use it to create a group mural, poster, or digital pledge.

🟢 We need:

_____
_____
_____

🔵 Youth deserve:

_____
_____
_____

🟣 We commit to:

_____
_____
_____

(Optional) Add your name, signature, drawing, or symbol below to represent your commitment:

_____
_____
_____

2. Climbing Participation: Youth Power and Democratic Space

Skills and concepts targeted	• Understanding models of youth participation • Analysing levels of influence and decision-making in civic contexts • Recognising tokenism vs. meaningful participation • Designing action plans and civic engagement projects • Applying participation models to evaluate and improve real scenarios • Strategizing steps for moving toward more empowered participation
Objectives	• To enable participants to critically understand and apply models of youth participation, with a focus on recognising and challenging tokenistic practices. • To empower participants to design and simulate meaningful civic action • To foster self-awareness and reflection on the role of youth in participatory democracy, encouraging participants to evaluate their own civic environments and identify pathways toward more inclusive and impactful engagement
Materials needed	Flipchart paper or large sheets for each team (for project planning and presentations), Markers, pens, sticky notes. Projector or printed poster of the Ladder of Participation Optional: printed project planning templates (for teams that prefer structured formats)
Tools, sources	Printed handouts. Roger Hart's Ladder of Children's (Youth) Participation: PDF version: "Hart's Ladder of Participation" (Roger Hart, 1992)
Duration	60–120 minutes
Number of participants	12–30 participants, age 18+
Handout	Evaluating Youth Participation Using the Ladder Youth Civic Action Plan Worksheet

Description

The activity is divided into two main parts.

PART I

1. **Warm-up: Defining participation (10 minutes)**

Participants are asked to describe what participation means to them, and some examples of how young people can have a say and have their voices heard are provided (e.g., student council, community service, protests, online campaigns). The ideas are then recorded on the flipchart.

Tip for facilitator: The facilitator can skip the Warm-up if the activity from the SHINE toolkit *"In or Out?: Understanding Youth Participation through Learning Zones"* was previously used.

2. **Introducing the Participation Ladder (35 minutes, flexible)**

The facilitator introduces the ladder using HANDOUT 1: Evaluating Youth Participation Using the Ladder, explaining to the participants that it's not about labelling people as 'bad' or 'good,' but about recognising levels of youth power in decision-making. For each rung, the facilitator presents a real or realistic example of youth involvement in a community or school context. These are short descriptions (e.g., "A student council gives feedback to the principal, but decisions are already made" or "Young people create a petition, get signatures, and the city council changes policy"). The emphasis is on connecting rungs with real-life power dynamics.

3. **Small Group Analysis (15–20 minutes)**

The facilitator divides the participants into small groups and gives each group three short, real-world scenarios (printed on cards or sheets) that describe youth participation in different settings, such as schools, youth centres, and local government. These should include a mix of tokenism, partnership, and genuine youth-led initiatives.

The task for each group:

- Read and discuss the three scenarios.
- For each, identify what rung it most closely represents and explain why (what power dynamics are present? Who makes decisions? Is it symbolic or real influence?).
- Finally, ask: 'What would need to change in this scenario for young people to move up the ladder?' This fosters strategic thinking about how to demand or design more effective participation.

PART II

4. **Civic Project Simulation (60 minutes)**

The group is divided into teams of 4 to 6. Each team has the task of identifying a community or school issue they care about and developing a concrete action plan to address it. This part should be seen as an immersive simulation where trainees 'do civics' in a safe environment".

Each group receives a print of HANDOUT 2: Youth Civic Action Plan to create their own action plan and address it. The aim is for each team to produce a tangible outline of a project they could actually carry out in real life, thereby practicing real-world problem-solving.

5. **Preparation for Presenting (5 minutes)**

Once the plans are drafted, each team distils their idea into a quick pitch or summary. They might prepare a poster or a few key points to speak on. This mimics a scenario where they'd have to advocate for their project – an important civic skill.

6. **Group presentations (15 minutes)**

Each team has the opportunity to share its action plan with the entire group. To keep it engaging, frame this as a mini "civic pitch" session. For example, imagine they are pitching to a community panel or a youth grants committee. Give each team 3 minutes to present their idea (the Elevator Pitch style encourages them to be concise and persuasive).

Debriefing questions

- What did you learn about working together to create change?
- What was the purpose of the ladder we used? How does it help us understand youth participation?
- Which level of the ladder do you think your project reached — and why?
- What surprised you about how participation works in real life compared to how it is usually talked about?
- Is there such a thing as too much participation — or the wrong kind of participation?
- Can the ladder become a tool for controlling youth, rather than empowering them?

Source: Developed by EAAD in the context of the SHINE project.

Handout

Evaluating Youth Participation Using the Ladder

Understanding the Ladder of Participation (Adapted from Hart/Arnstein)

This model helps you assess how meaningful or superficial youth participation is in any situation. Each "rung" represents a level of youth power and influence:

LEVEL	DESCRIPTION
1. Manipulation	Youth are used to support a cause in a misleading way. No real understanding or agency.
2. Decoration	Youth are present, maybe even visible, but their role is merely symbolic.
3. Tokenism	Youth appear to be given a voice, but have little or no choice about the way they participate.
4. Assigned but informed	Adults assign roles to youth, but youth understand and agree with the purpose.
5. Consulted and informed	Youth give input and are listened to, but adults still make decisions.
6. Adult-initiated, shared decisions	Adults lead, but young people share decision-making power.
7. Youth-initiated and directed	Young people initiate and lead projects themselves.
8. Youth-initiated, shared with adults	Youth initiate and share leadership with adults as equal partners.

Group Task
Step 1: Read each of the following 6 scenarios.
Step 2: For each, discuss and decide:

- Which rung of the ladder it fits best?
- Why you chose that rung (look at who holds power and makes decisions)?
- How it could be moved higher on the ladder?

Use the table below to guide your discussion.

Scenarios for Analysis

Scenario A – "School Clean-Up Day"
The school principal announces a Clean-Up Day. Students are required to attend. Some are chosen to appear in photos with city officials. No student input was asked beforehand.

Scenario B – "Youth Culture Survey"
The local youth office asks teenagers to fill out a survey about cultural activities. Results are collected, but no feedback is shared and no actions follow.

Scenario C – "Climate Poster Contest"
Students are invited to submit posters about climate change. The best ones are displayed at city hall. No follow-up actions are planned and students aren't involved in event planning.

Scenario D – "Student Committee on Cafeteria Food"
A group of students is selected to join a food committee. They meet monthly with staff, propose menu changes, and some suggestions are actually implemented.

Scenario E – "Youth Climate Assembly"
A youth-led group organizes a climate forum. They set the agenda, invite experts, and present their demands to decision-makers. The mayor agrees to co-host the next event with them.

Scenario F – "NGO-led Mental Health Project"
An NGO designs a youth mental health project and invites students to help promote it. Students are informed of their tasks but don't participate in planning or decision-making.

Scenario	Rung (1-8)	Why? (Short explanation)	How to improve/ move higher?

Handout

Youth Civic Action Plan Worksheet

This worksheet will help your team plan a civic project that addresses a real issue in your community or school. Fill in each section clearly. Be ready to present your idea at the end.

Project Title	Name your project
Problem/ issue	Whiat is the problem? Why is it important?
Goal	What change do you want to achieve?
Proposed solution	Describe your idea or approach
Key steps	What are the main actions you will take?
Stakeholders	Who needs to be involved?
Resources needed	What materials, people, tools, or funds are needed?
Youth participation	How will young people be meaningfully involved?
Challenges and risks	What difficulties might arise? How can you handle them?
Presentation points	What key points will you represent?
Team members	Names and roles of each team member

3. “WE” the E-Citizens!

Skills and concepts targeted	• E-participation and e-governance • Digital skills • Problem-solving and analytical skills • Active citizenship
Objectives	• To facilitate and enhance citizens involvement in government related processes through e-participation • To leverage digital skills and e-tools to make participation more accessible, efficient and inclusive
Materials needed	Flipchart, colour marker pens, A4 sheets
Tools, sources	Printed Three role-play cards
Duration	60 minutes
Number of participants	20-30 people in two groups, age 16-30
Handout	Three role-play cards

Description

The facilitator randomly divides the participants into two groups: E-Citizens and E-Government and picks one domain to work with (based on the training themes).

Policy domains include urban planning and development, environmental and climate policy, healthcare, education, transportation, agriculture, youth, e-government and public budgeting, and social policies.

The groups receive the three role-play cards, and depending on their role (E-Citizens or E-Government), they have 20 minutes to list their actions. For instance, the E-Citizens group writes its demands considering e-information, e-consultations, and e-decision-making; and the E-Government lists its planned actions in the three areas related to the chosen policy domain.

After they complete their tasks, each group assigns a speaker and meets to find common ground between the demands of E-Citizens and the actions planned by the E-Government. The discussion continues until the two groups find an agreement.

Tips for the facilitator: Depending on the size of the group, the facilitator can divide the participants into two groups working on one domain or into four groups working on two domains.

Debriefing questions

- Was it difficult to assume what are the main functions of the Government and Citizens?
- Was it difficult to come up with e-participation instruments when identifying the role play cars?
- To what extent did you understand the concept of e-participation?

Source: Developed by FECE in the context of the SHINE project.

Handout

Three role-play cards

E-Information: *Access to governmental Data and Policy Information*	**Special roles**: Government: To inform citizens and improve transparency Citizens: Receiving information (passive role) **Features**: • Government websites with open data (e.g. laws, reports, budgets). • Online databases of legislation, public services, and policy documents • Live Streaming sessions of parliamentary debates and public meetings
E-Consultation: *Two-way communication between citizens and government*	**Special roles**: Government: Passive role to gather input from citizens before or during policy development Citizens: Active participants (giving opinions, feedback and recommendations). **Features**: • Online surveys and feedback forms on proposed policies or laws • Online discussion forums, focus groups, round tables moderated by public institutions • Online platforms for draft legislation and suggestions from citizens
E-Decision-making: *Direct participation in policy and decision processes*	**Special roles**: Government: Allows citizens to influence or make decisions Citizens: Decision-maker or co-creator **Features**: • E-voting and online referenda • Digital platforms for proposing and voting on policy areas • Participatory budgeting platforms

4. EU values tree

Skills and concepts targeted	• EU values and EU institutions • History and achievements of the European Union
Objectives	• To get young people acquainted with EU values • To get acquainted with EU treaties and legislation • To bring a deeper understanding of how the EU works
Materials needed	Flipchart, colour marker pens
Tools, sources	Printed EU values tree
Duration	30-60 minutes
Number of participants	20-30 people, age 18-30
Handout	EU values tree

Description

This activity is divided into three parts.

PART I
The facilitator launches the session with an engaging experiment, challenging participants to name the year the European Union was established. Once someone answers correctly (1951), the facilitator sparks curiosity by asking if anyone knows who Jean Monnet and Robert Schuman are. If not, the facilitator briefly reveals their significance.

Then, the facilitator tells the participants to imagine that during one of the sessions of the European Economic Community (later the European Union), Monnet and Schuman fall asleep and wake up nowadays. The facilitator then asks the participants what the founding fathers of the EU (Monnet and Schuman) found about the achievements and symbols of the EU.

List of emblematic symbols:

- EU Flag
- EU motto: United in diversity
- Its own currency - the EURO
- Its own anthem: The Ode of Joy
- Its own holiday – the Day of Europe (9 May)
- Its institutions, including the European Central Bank
- Its own court - the European Court of Justice
- 2012 Nobel prizes for peace

PART II

The facilitator asks participants to brainstorm EU values and lists these on flipchart paper. Participants then select one value to create their unique EU values tree.

Participants must create an "EU Value Tree" to represent a value that promotes a non-discriminatory and inclusive society.

PART III:

Each participant shares why they chose their value and what it means to them. At the close, the facilitator leads a lively discussion about which EU value the group values most and why.

Debriefing questions

- Was it difficult to understand the experiment?
- Was it difficult to come up with the symbols of the EU?
- How do you think EU values impact your daily lives?

Source: Developed by FECE in the context of the SHINE project.

Handout

EU VALUE TREE

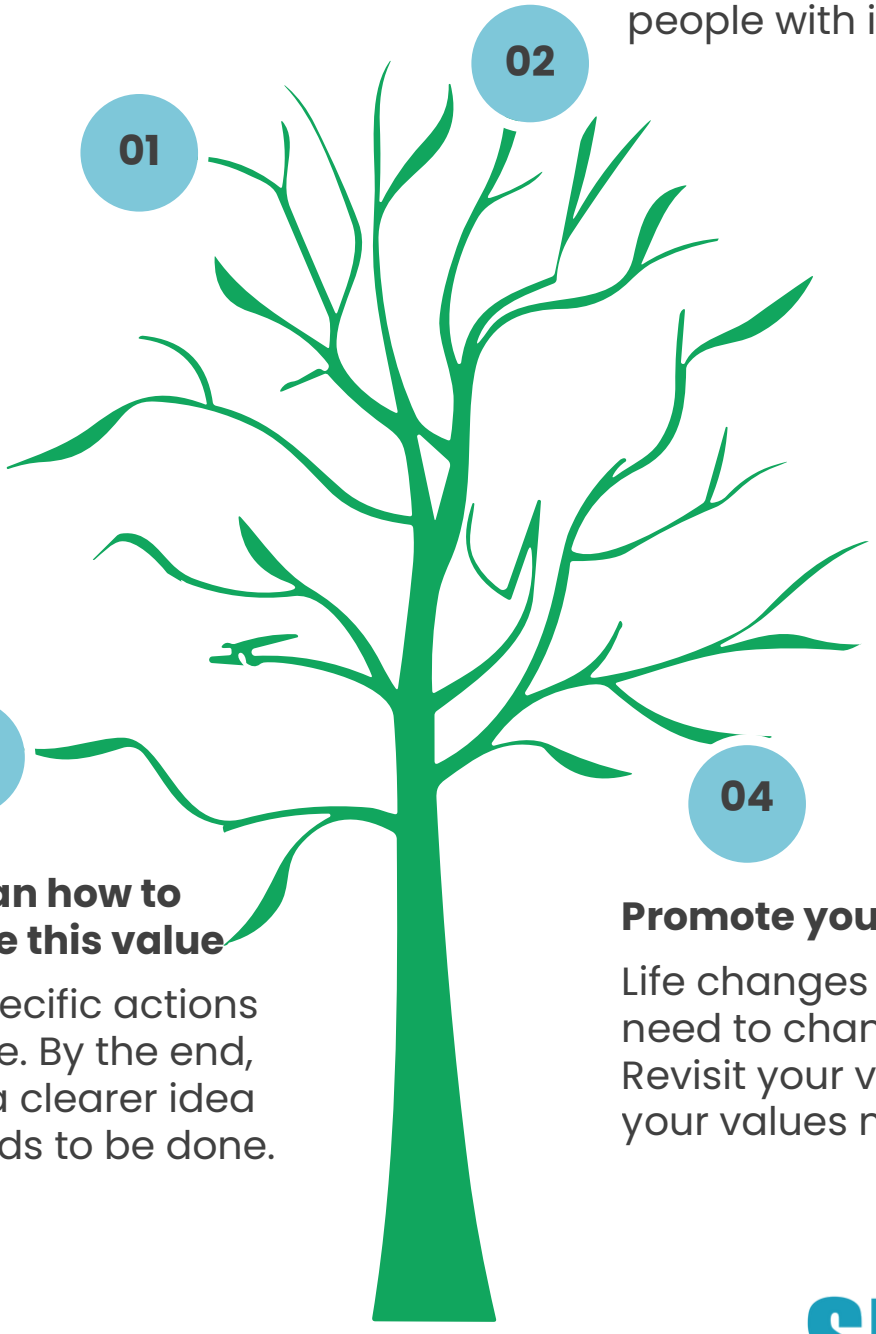
Which EU value is your tree?

Identify why this value is important for society

By assessing your chosen value, explain how society will benefit by promoting this value?

How can I advocate for this value?

Think how to support and promote the value; how to engage other young people with it?



Create a plan how to disseminate this value

Focus on specific actions for the future. By the end, you'll have a clearer idea of what needs to be done.

Promote your value

Life changes fast, so we need to change with it. Revisit your vision, review your values map.

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5. Human Rights Law Firm

Skills and concepts targeted	• General Human Rights • Violations of human rights • European Court for Human Rights (ECHR) and legislation
Objectives	• To provide knowledge of general human rights • To get participants acquainted with real cases from the ECHR and the European Charter of Fundamental Rights • To raise analytical, research and negotiation skills • To develop skills to review information critically and relate it to everyday experience • To stimulate feelings of responsibility, empathy, justice and equality
Materials needed	Flipchart papers, A4 papers, pens and markers
Tools, sources	Printed ECHR court cases
Duration	60 minutes
Number of participants	20-30 people, age 18+
Handout	ECHR court cases

Description

The participants are divided into three groups, representing the three main actors in a law case before the ECHR:

1. **Applicant**: Individuals, groups of individuals, or legal entities (such as companies or NGOs) who claim to be victims of a violation of the rights set out in the **European Convention on Human Rights**. **Role**: *Initiate the case by lodging an application against a state.*

2. **Respondent state**: A member state of the Council of Europe is alleged to have violated the applicant's rights under the Convention. **Role**: *Defends against the allegations, responds to the application, and participates in proceedings.*

3. **ECHR**: An international court based in Strasbourg, composed of judges from each member state of the Council of Europe. **Role**: *Examines the application, considers admissibility and merits, and issues a binding judgment.*

Then, each group must find the grounds (through online research) on which to base their case from the three cases in the handouts.

*Real case from the European Court for Human Rights will be discussed. The European Court of Human Rights is an international court set up in 1959. It rules on individual or State applications alleging violations of the civil and political rights set out in the European Convention on Human Rights. Since 1998, it has sat as a full-time court, and individuals can apply to it directly.

Each group will have 30 minutes to prepare its position, and then all three groups will meet in the Courtroom. Based on their individual perspective, each group has to define:

- The claim
- The ruling of the ECHR
- The violated article(s)
- The significance of the case

The claim, the ruling of the ECHR, and the articles violated must be written on flipchart paper and presented in the Courtroom.

A session (or hearing) before the European Court of Human Rights (ECHR) is a formal stage in a case where the main actors — the applicant(s), the respondent state, and the Court — come together, usually in oral proceedings. These are rare and typically occur only in complex or significant cases, as most cases are decided based on written submissions.

Here's how a typical session unfolds when all three key parties are involved:

1. **Opening Hearing**: One of the participants representing the ECHR group is nominated to serve as the President of the Chamber (one of the judges) and opens the session.

- The **composition of the Court** is announced (the other participants from the ECHR group).
- The **subject matter of the case** is introduced briefly.

2**. Applicant's Submissions**

- The applicant and/or their legal representative (often a lawyer) presents their argument (the group representing the defendant).
- The group representing the defendant explains the facts of the case, the rights under the **European Convention on Human Rights**, which they believe were violated.

- Why the state's actions or omissions constitute a breach. The group representing the defendant should state their claim, the rights violated (in Articles), and provide evidence, along with prior case law and the broader implications (significance) of the case.

3.**Respondent State's Submissions**: The Government Agent (the state's official representative, often from the Ministry of Justice or Foreign Affairs) presents their defence.

The group representing the Government argues:
- That there was no violation of the Convention
- That the facts are disputed or misunderstood
- That the state acted within its margin of appreciation
- That domestic remedies were not exhausted (if relevant).

4. **Questions from the Judges (group ECHR)**
Judges may question both parties on:
- Legal issues
- Factual disputes
- The scope of the Convention rights involved
- The domestic legal framework

Both sides (the defendant and the Government) must respond directly to these inquiries.

5. **Reply and Rebuttal**
- Both parties may briefly respond to each other's submissions.
- The applicant may rebut government arguments.
- The state may offer clarification or counter-rebuttals.

6. **Closing of hearing:**
- The group representing the ECHR has 15 minutes to make a decision.

Debriefing questions

- Was it difficult to find the most proper articles to defend the defendant and the article(s) that were violated?
- How well were you acquainted with the ECHR?
- Was it difficult to formulate your claim (depending on each of the three groups)?

Source: Developed by FECE in the context of the SHINE project.

Handout

ECHR court cases

Case 1: E.S. v. Austria

The case of E.S. v. Austria involved Elisabeth Sabaditsch-Wolff, an Austrian woman convicted by Austrian courts for publicly disparaging religious doctrines after she described the Islamic prophet Muhammad as a paedophile during seminars she held in 2009. The applicant, E.S., was convicted by Austrian courts for disparaging religious doctrines after making comments about the Prophet Muhammad during seminars, specifically implying he was a paedophile. The ECHR ultimately upheld the Austrian conviction, finding that the interference with E.S.'s freedom of expression was justified to protect religious peace and the rights of believers.

Who is right in this case?

Case 2: Verein KlimaSeniorinnen Schweiz v Switzerland

The case of Verein KlimaSeniorinnen Schweiz v. Switzerland (2024) is a landmark judgment by the European Court of Human Rights (ECHR) concerning climate change and human rights. The Swiss association KlimaSeniorinnen, representing mostly elderly women, brought the case after exhausting national remedies, arguing that Switzerland's inadequate climate policies violated their rights.

Which rights were violated?

Case 3: Refah Partisi v Turkey

The case of Refah Partisi (The Welfare Party) and Others v. Turkey involved the dissolution of the Refah Partisi (Welfare Party) by the Turkish Constitutional Court. The European Court of Human Rights (ECHR) ultimately ruled that the dissolution did not violate which article? The ECtHR found that the party's activities and statements, including those advocating for the implementation of Sharia law and potentially using violence, were incompatible with the concept of a democratic society.

Who is right here?

6. The Future We All Want to Live in

Skills and concepts targeted	• Critical and creative thinking • Optimism and hope • Solutions-based and futures thinking • Resilience and problem-solving • Media creation and storytelling
Objectives	• To encourage participants to adopt a positive, solutions-based outlook on current global problems • To develop imaginative, utopian visions of the future rooted in participants' values, with a focus on gender equality and the equal treatment of all • To practice articulating these visions through collaborative storytelling • To enhance emotional resilience by exploring alternative approaches to crisis and uncertainty • To promote civic engagement through reflective evaluation and future-oriented thinking • To set up more practically oriented follow-up sessions that can connect to the themes and ideas developed by the participants in this session
Materials needed	Markers, flipchart paper (3–4 per group), pens Tables or flexible working spaces (1 per 3–5 participants) Devices for video/audio recording (optional)
Duration	3 hours (including breaks and video recordings)
Number of participants	Flexible; recommended minimum 4 participants, 1 facilitator per 10–15 participants; young people aged 16+

Description

This approach encourages participants to envision a future defined by equality and inclusion. It can be adapted to offer different levels of guidance on specific themes. The core objective is to empower participants to create their own visions, fostering purpose and direction for future sessions.

Introduction (10-15 minutes)
The facilitator outlines the exercise goals and structure. To preserve the time-jump element, the facilitator should focus on detailing current equality challenges.

Participants are then divided into groups of 3 to 5. Groups should be large enough for brief presentations, yet small enough to ensure active participation from all members.

Part 1 – Our Life, Here and Now (45 minutes)
The facilitator asks groups to identify challenges to equality in home life, work life, and popular culture. Groups should list the current status quo and challenges to gender equality in each area (25 minutes). Participants are encouraged to collect a wide range of challenges; there are no wrong answers.

Tip: A brief (5-minute) individual brainstorming session before group discussions often yields a wider range of answers, though it may slow the process. This step is part of the overall identification task. The facilitator provides A4 paper for note-taking.

Next, groups deepen their analysis by describing the identified challenges in detail (20 minutes). This step aims to clarify and make each challenge more concrete. The facilitator provides A4 paper as needed.

Break (10–15 minutes)

Part 2 – Living in the Future (90 minutes)
Time warp introduction: "Imagine a world 30 years from now where today's problems have been solved – Welcome to Utopia!"

The facilitator briefly introduces the time-jump thought experiment. The 30-year timeframe is chosen to allow for significant change while remaining within participants' lifetimes.

The groups are tasked with describing their utopian, equal, and inclusive world in as much detail as possible (30 minutes). At this stage, participants remain in their previous groups, using their existing definitions and thoughts about challenges to inform their ideas on how to address them in the future. This task does not have a pre-defined outcome, except for notes on the future they envision, which will be explored in the next task.

The facilitator should reiterate that participants should not focus on the most likely scenarios, but on the best possible ones they can imagine. The question is not if the challenges to equality have been overcome, but how. For solutions, the focus should also be on the best possible, not the most likely ones. The facilitator hands out A4 paper for note-taking as needed.

Then, the groups should create and record a short (2–5 minutes) future news segment (60 minutes).

Alternatively, they can create the cover page of a newspaper with headlines, announcements, and advertisements from the world of the future you created (30 minutes). The facilitator hands out one sheet of flipchart paper per group for this task. Here, participants take their previously theoretical ideas about challenges and solutions and reframe them creatively. This gives them the opportunity to show their work so far and be creative after mostly theoretical exercises.

Part 3 – The Future Show (30 minutes)
The facilitator asks the groups to present their news segments or cover pages in plenary. Each group first introduces the utopian future they developed and their thoughts behind it, then shows the films or cover pages to the group.

Group evaluation and reflection
The main task for facilitators here is to connect this session to previous and future sessions of the event, highlight the importance of utopias and positive ideas for the future, and start the process of finding ways to reach those idealised futures in the following sessions.

Debriefing questions

- Do you feel closer to understanding and creating change towards gender equality?
- Do you feel optimistic or pessimistic about a future with true gender equality?
- How do you feel about combining your utopian ideas with others' visions? Do you think a shared Utopia is possible?
- How did the act of imagining a better future affect how you view today's problems?
- Which solutions felt realistic or inspiring?
- When you go home after this event, how will you move towards Utopia? Can you identify an action that connects your home reality with the Utopia you envisioned here?

Source: Developed by KulturLIfe in the context of the SHINE project.

Media and information in democracy

This section focuses on media in democratic societies, providing tools to raise knowledge and skills for engaging the audience's attention by identifying information needs and discovering appropriate sources of information. Special attention is paid to understanding which sources of information people trust and how to utilise this knowledge.

Today’s digital age requires not only an understanding of rights and responsibilities within a democratic society but also the critical engagement with media and information. In democratic systems, the media serve a vital role in informing the public, holding power to account, and enabling civic participation. However, with the rise of fake news, disinformation, and hate speech, citizens must develop the skills to discern credible sources, challenge discriminatory narratives, and uphold inclusive values. These competencies empower individuals to contribute meaningfully to democratic life while promoting a more informed, respectful, and equitable public discourse.

7. Media Mirror: Seeing Ourselves in the News

Skills and concepts targeted	• Critical media literacy • Representation awareness • Identity reflection • Civic engagement through media
Objectives	• To help participants critically assess how media represents or misrepresents different communities, especially across identity factors (gender, race, disability, class, etc.) • To promote self-awareness of how media influence identity and belonging • To equip participants with tools to identify media bias and co-create inclusive narratives
Materials needed	Projector and screen, Sticky notes and markers, large paper sheets or digital whiteboards (Jamboard, Miro) Mobile phones or tablets (internet access) Video/audio recording tools (optional)
Tools, sources	Printed news articles and headlines (positive and problematic portrayals) Printed Media Representation
Duration	75 minutes
Number of participants	12-30 people, age 16-26
Handout	Media Representation

Description

Step 1: Icebreaker - "Stereotype Drop" (10 minutes)

The facilitator distributes small slips of paper and asks participants to anonymously write down one stereotype they've seen in the media (related to age, gender, ethnicity, etc.). Slips are collected, shuffled, and read aloud. Remind the participants to engage with empathy and respect to ensure a safe and inclusive environment.

Facilitator prompts group reflection:

- Why do these stereotypes persist in the media?

- Who benefits or suffers from them?

This helps surface shared experiences and introduce media bias gently.

Step 2: Media Reflection Gallery (25 minutes)
Preparation (before the session): The Facilitator prepares 6–10 printed media examples that portray youth from different communities both positively and negatively.

Group Task: Participants are divided into groups of 3 to 4. Each group receives:
- 2–3 media samples
- *Handout*: *Media Representation Reflection Sheet*

Facilitator instructs them to:
- Analyse the portrayal of identity groups.
- Evaluate tone and representation (positive/negative/stereotyped).
- Write captions or media critiques to display with the samples.

Groups then present their analysis and add their samples to a collective "Media Gallery Wall."

Step 3: Representation Mapping & Group Discussion (20 minutes)
Each group receives an identity category (e.g., Roma youth, girls in STEM, LGBTQ+ youth). They reflect on questions like:
- How is this group usually portrayed in mainstream media?
- Are they shown as contributors or as problems?
- What perspectives are missing?

Small teams share 2–3 key insights with the entire group. The facilitator maps repeated patterns or missing voices on a flipchart.

Step 4: Creative Reflection - "Mirror the Missing" (20 minutes)
Participants write one imagined media headline or social media caption that reflects their personal identity or community as they would like it to be seen. Formats allowed:
- Headline (e.g., "Roma Students Lead Climate Movement")
- Short paragraph, quote, or caption

Participants place their reflections on a wall or create a group "Zine" or digital poster if time allows.

Debriefing questions

- How did it feel to see or hear how your identity/community is portrayed in the media?
- Were there any stereotypes that surprised or challenged you?
- Why are certain voices missing from mainstream narratives?
- What can young people do to tell more accurate or inclusive stories?
- Do you feel more confident now in spotting bias in the media?

Source: Developed by PIF in the context of the SHINE project.

Handout

Media Representation

Reflection Sheet Section 1:

Tips to the facilitator: This handout can be printed or adapted digitally (e.g., Google Forms or collaborative whiteboards)

Basic Information

- Title/headline of the news story
- Source/platform (TV, website, social media)
- Main subject(s) of the story
- General tone (positive / neutral / negative)
- Was the story balanced and factual? (Yes / No)

Section 2: Representation Checklist
Mark or describe which groups were represented and how:

- **Women**
  □ Yes □ No
  Portrayal: Positive / Neutral / Negative / Stereotyped
- **Ethnic minorities**
  □ Yes □ No
  Portrayal: Positive / Neutral / Negative / Stereotyped
- **LGBTQ+ individuals**
  □ Yes □ No
  Portrayal: Positive / Neutral / Negative / Stereotyped
- **Youth**
  □ Yes □ No
  Portrayal: Positive / Neutral / Negative / Stereotyped
- **People with disabilities**
  □ Yes □ No
  Portrayal: Positive / Neutral / Negative / Stereotyped
- **Other (please specify):**
  □ Yes □ No
  Portrayal: Positive / Neutral / Negative / Stereotyped

Did you notice any stereotypes?
.....

Whose voices were missing or excluded?
.....

Section 3: Group Reflection Questions

- Did this article reflect the diversity of your community?
- How would you feel if this story were about your group?
- What would improve its fairness or inclusiveness?

Optional Homework

- Bring a media article showing a positive representation of a marginalised group.
- Write a post or caption reflecting your lived experience.

8. Fake Me Not: Surviving the AI Illusion

Skills and concepts targeted	• AI video literacy • Critical viewing • Digital verification • Ethical media engagement • Empathy and impact awareness
Objectives	• To raise awareness among youth workers and young people about the growing risks of AI-generated disinformation • To educate participants on the ethical use of media and dangers of manipulation through AI • To equip youth with practical tools to detect and respond to deepfakes • To foster digital responsibility when engaging with and sharing media content • To explore the emotional and societal impacts of deepfakes, using real-life examples
Materials needed	Projector and speakers, laptop with internet access, smartphones/tablets (optional). Flipchart or whiteboard with markers. Pre-downloaded deepfake video examples. Access to tools: Fact Check Tools (google.com), Deepware Scanner, Snopes. Quiz sheets and pens
Tools, sources	Case study printouts (real-life examples of deepfake-related harm); Printed: How to Spot a Deepfake Checklist; Tool Quick Reference; Responsible Sharing Prompts
Duration	85 minutes
Number of participants	10-35 people, age 18+
Handout	Handout 1: How to Spot a Deepfake Checklist Handout 2: Tool Quick Reference Handout 3: Responsible Sharing Prompts Handout 4: Icebreaker Quiz - Do You Know Deepfakes? Handout 5: Role Play Scenarios – “What Would You Do?”

Description

Step 1: Icebreaker Quiz (10 minutes)
The facilitator begins the session with a short interactive quiz (Handout 4) to assess participants' initial knowledge about AI-generated videos and disinformation.

Tips for the facilitator: This can also be done with an online quiz platform, such as Kahoot or Mentimeter, to make it more dynamic and competitive.

Participants complete the quiz individually. Afterward, the facilitator briefly reviews each question with the group for 5 minutes, prompting discussion on surprising answers or any misunderstandings. The aim is to activate critical thinking and curiosity, while gauging participants' awareness of deepfakes and manipulated content.

Step 2: Real vs. Fake Video Comparison (15 minutes)
The facilitator shows 3–4 short video clips (real and AI-generated).

- After each video, participants vote on whether it is 'Real' or 'Fake'
- The facilitator reveals the correct answer and explains the manipulation technique used.
- Brief open discussion on what raised suspicion or seemed believable.

Step 3: Group Discussion on Ethics & Social Impact (15 minutes)
The facilitator leads a discussion guided by these prompts:

- *What happens if people believe fake videos of public figures?*
- *How do deepfakes affect trust in journalism and institutions?*
- *Why do people share fake content? Participants reflect on the civic consequences and psychological impact.*

Step 4: Tool Exploration in Groups (30 minutes)
The facilitator divides participants into 3 groups. Each explores a tool with a practical task.

Group 1: Deepware Scanner

- Analyse a sample deepfake video
- Identify manipulation clues
- Conclude: Is it trustworthy?

Group 2: Fact Check Tools (google.com)

- Find fact-check articles from verified and reputable fact-checking organisations
- Use it by typing keywords, a quote, or even a person's name
- Discuss found inconsistencies

Group 3: Snopes

- Analyse a viral video story
- Use fact-checking to check credibility
- Discuss how the story spread

Each group appoints a spokesperson to summarize findings.

Step 5: Reflection & Youth Media Charter (10 minutes)
The facilitator invites each participant to reflect and write one personal commitment on a post-it (e.g., "I will verify before sharing"). The commitments are displayed on a flipchart or wall to form a shared "Youth Charter for Truthful Media". A few participants may share theirs aloud. This reflection helps anchor values before moving to role-play.

Step 6: Role Play – Enacting Our Commitments (5 minutes)
The facilitator distributes 2 short scenarios (Handout 5) involving AI disinformation. In small groups, participants choose or are assigned a scenario. Each group role-plays a short, ethical response based on their earlier commitments. Performances are brief (1 minute per group), followed by a 1–2-minute open debrief.

Debriefing questions

- What surprised you the most during this activity?
- Were you able to identify the fake videos easily? Why or why not?
- What social risks do deepfake videos pose?
- Which tools were most helpful to you?
- What action will you take to be a more responsible media consumer?

Source: Developed by PIF in the context of the SHINE project.

Handout

Handout 1: How to Spot a Deepfake

Checklist for video analysis:

- Unnatural blinking or blurred facial features?
- Inconsistent lighting/shadowing?
- Audio syncing mismatched with lips?
- Robotic voice tone or glitches?
- Static/mismatched background?
- Is reverse image search possible?
- Detection tools used?

Handout 2: Tool Quick Reference

- Deepware.ai – Scan AI videos
- Fact Check Tools (google.com) – Understand and track deepfake content
- Snopes.com – Fact-check viral content

Handout 3: Responsible Sharing Prompts

Before you share, ask:

- Who created this?
- What is its purpose?
- Could this harm someone?
- Have I verified it?

Handout 4: Icebreaker Quiz - Do You Know Deepfakes?

Instructions:

Circle the correct answer for each of the following questions. You will discuss your responses with the group after the quiz.

1. **What is a deepfake video?**
   a) A video modified with sound effects
   b) A video created or altered using artificial intelligence
   c) A video recorded with a hidden camera

2. **Can AI generate a video where someone appears to say something they never actually said?**
   a) No, that's impossible
   b) Only in movies
   c) Yes, using deepfake technology

3. **What is a common sign of a manipulated video?x**
   a) A dark setting
   b) Odd facial movements or lip-sync issues
   c) Text on the screen

4. **Have you ever verified a video before sharing it?**
   a) Yes
   b) No
   c) I'm not sure

5. **How does the idea of AI-generated videos make you feel?**
   a) Curious
   b) Worried or uncertain
   c) I've never thought about it

Handout 5: Role Play Scenarios – "What Would You Do?"

Purpose: In small groups, participants will read one of the scenarios below and discuss how to respond ethically and responsibly. Then, prepare a 3-minute role play to demonstrate your reaction based on your earlier personal commitment.

Read your scenario and answer the questions as a group.

Prepare a short role-play (1 minute maximum) in which your group responds to the situation ethically and responsibly.

Appoint someone to introduce the scenario before acting it out.

Scenario A: The Fake Activist
A video goes viral showing a well-known youth activist making hateful remarks about another ethnic group. It spreads quickly on social media and causes widespread outrage. Later, digital experts confirm the video is a deepfake—but many people continue to believe it's real.

Discuss:
- How should the activist respond?
- What can you do as a responsible media user?
- What is the ethical thing to do when others around you keep sharing the video?

Scenario B: Classmate in Trouble

In your group chat, someone shares a video that appears to show a classmate cheating during a test. People laugh and forward it. Your classmate is upset and insists it's fake. You suspect it might be AI-generated.

Discuss:

- How would you react in the moment?
- What can you do to support your classmate?
- How do you verify the authenticity of the video before making a judgment?

9. Escape the Echo: Breaking Out of Digital Bubbles

Skills and concepts targeted	• Media literacy • Algorithmic awareness • Critical thinking • Digital citizenship
Objectives	• To understand the influence of algorithms and echo chambers in shaping perception and reinforcing bias • To promote media diversity and critical reflection on one's own digital habits • To empower young people to become active, ethical contributors to the digital public sphere
Materials needed	Projector or Smartboard (for short video and simulation tools). Internet-connected laptops/tablets, markers, sticky notes, flip charts. News articles (digital or printed) from different outlets (left/centre/right). AI-powered content feed simulator (optional: e.g. TheirTube). Timer/stopwatch. Speakers or headphones (optional).
Tools, sources	Printed Echo Chamber Reflection Sheet, and Escape Plan Summary
Duration	90 minutes
Number of participants	8-20 people, age 18+
Handout	Handout 1: Echo Chamber Reflection Sheet Handout 2: Escape Plan Summary – Breaking Out of the Bubble

Description

Step 1: Icebreaker Quiz & Introduction to Echo Chambers (10 minutes)

The facilitator conducts a live poll or quiz (via Kahoot or Mentimeter) with questions such as:

- *What social media platforms do you use most?*
- *Have you ever shared something that turned out to be false?*
- *How confident are you in spotting fake news?*

Then, introduces core concepts: echo chambers, filter bubbles, and disinformation.

The facilitator should use 1–2 concrete examples (e.g., TikTok video or headline manipulation) and be mindful to approach sensitive opinions with respect and care. The facilitator can handle Handout 1 to the participants for self-reflection.

Step 2: Fake News Comparison (25 minutes)
The facilitator divides participants into small groups. Each group receives 2 contrasting news items on the same topic (one neutral/factual, one misleading).

Participants have to analyse:

- *Is this factual or misleading? Why?*
- *Are emotions used to manipulate?*
- *Are the headlines/images exaggerating or distorting the message?*
- *How would this reinforce someone's pre-existing beliefs?*

The facilitator guides a short report-back and emphasises how echo chambers allow such content to spread unchallenged.

Step 3: Media Mirror Mapping (20 minutes)
Each participant creates their personal "media bubble map" listing:

- Favourite news sources or influencers
- The platforms they use
- Types of content that attract their attention (factual, emotional, sensational)

Then, they pair up or join groups (same group as step 2) to compare patterns:

- *Are their sources diverse?*
- *Do they follow voices that challenge their views?*
- *What content do they avoid or unfollow?*

Optional: Visualise ideological clustering on a shared flipchart.

During the media comparison group activity, participants can choose a current event (e.g., migration, protests, climate change) and compare how it is covered by 3 different media outlets.

For each outlet, participants discuss and write down:

1. Name of the Media Outlet
2. Tone Used: Neutral / Emotional
3. Framing: Who is shown as "right" or "wrong"?
4. Images or headlines used
5. What was left out or ignored?

Group Discussion Prompt: How do different outlets influence how we understand the same event?

Step 4: Guided Discussion & Group Strategy Planning (20 minutes)
The facilitator leads discussion:

- *How does disinformation thrive in polarised environments?*
- *What risks does emotionally persuasive but false content pose?*
- *Are platforms doing enough to prevent fake news?*
- *What can you do to prevent its spread?*

Then, asks each group (the same groups as in steps 2 and 3) to brainstorm 2–3 strategies for "breaking the bubble" and diversifying content.

Step 5: Personal Reflection & Escape Plan (15 minutes)
Distribute Handout 2: Escape Plan Summary.

Each participant reflects on:

- One false narrative they've seen recently
- Three actions they commit to take to diversify their media
- One new source or voice they plan to follow

Participants share their commitments voluntarily in a circle or post them on a "Media Pledge Wall".

Debriefing questions

- How did it feel to compare different media perspectives?
- Did you notice bias or emotional manipulation?
- What patterns did you discover in your media bubble?
- Do you believe your digital habits limit your worldview?
- How can young people promote respectful and informed dialogue?
- What one action will you commit to after this session?

Source: Developed by PIF in the context of the SHINE project.

Handout

Handout 1: Echo Chamber Reflection Sheet

- What are your 3 main sources of news and information?
  _____
  _____
  _____
- How often do you engage with content that challenges your views?
  ☐ Very often ☐ Sometimes ☐ Rarely ☐ Never
- Do you follow accounts or pages with different political or social views?
  ☐ Yes ☐ No ☐ I'm not sure
- Have you ever unfollowed or blocked someone because of their opinion?
  ☐ Yes ☐ No
- If yes, why? _____

Handout 2: Escape Plan Summary – Breaking Out of the Bubble

- List three actions you will take to diversify your media consumption and reduce echo chamber effects:
  a. _____
  b. _____
  c. _____

Optional Prompt:

- Name one new media outlet or voice you plan to explore:
  _____

10. Decode & Dismantle: Tackling Hate Speech Together

Skills and concepts targeted	• Awareness of the forms, channels, and impacts of hate speech (online and offline) • Human rights principles, freedom of expression, and civic responsibility • Collaborative problem-solving and team-based critical thinking • Media literacy: decoding messages, detecting bias, emotional manipulation, and stereotypes • Creativity and civic engagement • Strengthening empathy and youth leadership
Objectives	• To help young people identify and critically analyse different forms of hate speech • To foster understanding of the legal, social, and emotional consequences of hate speech • To develop youth capacity to work collaboratively to interpret, evaluate, and respond to real-world examples • To empower youth to co-create positive, rights-based alternatives and peer-to-peer action messages • To promote solidarity, active listening, and inclusive dialogue within peer groups
Materials needed	A3 sheets or flipchart paper, coloured markers, sticky notes, Internet access, phones/tablets/laptops for research, projector (optional) to display youth-created counter messages.
Tools, sources	Large printed "Scenario Cards" (realistic, anonymised examples from social media, school, public spaces) Reflection & action sheets for each group
Duration	90 minutes
Number of participants	20-30 people, age 18+
Handout	Hate Speech Decoder Guide Scenario cards

Description

Introduction (10 minutes)
The facilitator welcomes participants, co-creates ground rules for respect and safety, and introduces the theme by explaining that hate speech is not always obvious. Accessibility and inclusion are supported by adapting language, offering visual/written supports, giving content warnings, and allowing opt-out options.

Decoding Phase (25 minutes)
Participants are divided into small groups and receive scenario cards with fictional but realistic examples of online/offline hate speech. Their task is to interpret the messages by identifying the target, intention, and impact, evaluating whether they constitute hate speech, offensive speech, or free speech, and checking for stereotypes or misinformation. Responses are recorded on flipchart sheets.

Gallery Walk & Feedback (15 minutes)
Groups display their analysis in a gallery walk where participants read, comment, or react with stickers. The facilitator highlights differences in interpretation and invites short reflections.

Creative Counter-Speech Response (20 minutes)
Each group selects one example and develops a creative counter-speech response (e.g., a meme, slogan, poster, video script, or caption) that focuses on solidarity and empathy.

Group Presentations & Discussion (10 minutes)
Groups present or display their products, followed by a discussion on what surprised them, what their messages aim to change, and what impact they envision in their communities.

Reflection & Action Planning (10 minutes)
The session closes with a reflection on emotions, disagreements, and transferable skills for respectful digital and social spaces. As an optional extension, groups may share their counter-speech beyond the session (e.g., on social media with a project hashtag or in schools/youth clubs) to connect learning with real-world change.

Debriefing questions

- What makes it hard to define hate speech in real life?
- How did your group navigate disagreements about the messages?
- What emotions came up when analysing real-world content?
- How do we respond to hate speech without silencing others?
- What role can we play in creating more respectful digital spaces?

Source: Developed by EAAD in the context of the SHINE project.

Handout

Handout: Hate Speech Decoder Guide

Definitions

HATE SPEECH

Hate speech covers all forms of expression that spread, incite, promote, or justify racial hatred, xenophobia, antisemitism, or other forms of hatred based on intolerance, including intolerance expressed by aggressive nationalism and ethnocentrism, discrimination, and hostility against minorities, migrants, and people of immigrant origin. Council of Europe (Committee of Ministers Recommendation R(97)20).

OFFENSIVE SPEECH

Offensive speech refers to expressions that may insult, provoke, or upset individuals or groups, often due to strong opinions, satire, or controversial views. While such speech may be socially harmful or divisive, it does not cross the legal threshold of inciting hatred, discrimination, or violence, and is typically protected under freedom of expression. Matches key principles from the ECHR and UN frameworks.

PROTECTED SPEECH

Protected speech is an expression that is legally safeguarded under international and national laws guaranteeing freedom of expression, including opinions or ideas that may be critical, unpopular, or offensive. It remains protected as long as it does not incite violence, hatred, or discrimination, or infringe upon the rights and safety of others.

INCITEMENT

Incitement to violence refers to any form of expression — spoken, written, visual, or digital — that actively encourages, promotes, or urges others to commit acts of violence, hatred, or discrimination against individuals or groups based on identity traits (such as race, religion, gender, sexual orientation, or nationality). It crosses

the legal threshold of protected speech and may constitute a criminal offense under international and national law.

COUNTER-SPEECH

Counter-speech is a non-violent, rights-based response to hate speech that uses words, images, stories, or facts to challenge hateful ideas, defend targeted communities, and promote positive values like respect, empathy, and inclusion. It does not aim to censor, but to push back with truth, creativity, and solidarity — showing that hate can be answered with humanity.

Hate Speech Decoder – 4-Step Analysis Tool

Use these four lenses to guide your group work:

1. **TARGET**

- Who is being spoken about or attacked?
- Is it an individual or a group?
- Are they a marginalised or protected group?

2. **INTENTION**

- Is the message trying to provoke, exclude, or harm?
- Is it meant to be funny, political, shocking, or hateful?
- Could it be read differently by different people?

3. **IMPACT**

- How might this message affect someone who sees it?
- Does it reinforce harmful stereotypes or fear?
- Could it lead to real-world harm or discrimination?

4. **CONTEXT**

- Who said it, and where? (Anonymous? Influencer? School? Public?)
- Is this person in a position of power over the targeted group?
- What's the social or political context of the message?

Handout: Scenario cards

"You People Never Learn"

"You people never learn how to follow rules. No wonder the country is falling apart."

Context: Facebook comment under a news story about a protest organised by a refugee advocacy group.

TikTok Comment – "Just Joking"
"Chill, it's just a joke. If you can't take it, maybe you don't belong on the internet."
Context: Response to a user calling out a transphobic meme in the comments.

YouTube Comment on Disability Activist
"Why are we supposed to treat them like heroes just for existing?"
Context: Comment under a TED Talk from a speaker with a physical disability.

News Article Comment Section
"If you don't like our traditions, go back to your country."
Context: Comment under a local news article about religious accommodations in public schools.

YouTube Comment
"People with mental health issues shouldn't be allowed to teach. They're unstable."
Context: Comment on a teacher's TED Talk video about anxiety. The commenter identifies as a parent.

Tweet by a Comedian
"I identify as a billionaire — where's my money, snowflakes?"
Context: Public figure mocking identity politics. Some laugh; some call it transphobic and dismissive.

YouTube Reaction Video Comment
"Women these days cry about everything. Being a man is harder — no one gives us a break."
Context: Comment under a video about women facing workplace harassment.

Classroom Discussion Quote
"I'm not racist — I just think people should stay in their own countries. That's not hate, it's common sense."
Context: Said during a group discussion on migration policies.

Reddit Thread on Housing
"Funny how the neighbourhood started falling apart right after certain people moved in."
Context: Comment on a Reddit thread about rising crime and noise complaints in an urban area.

Diversity, peace and sustainable development

This section of the training toolkit is specially designed to support youth workers and educators in guiding young people toward a deeper understanding and active engagement with the principles of diversity, peace, and sustainable development. It offers practical tools, activities, and resources focused on embracing social and cultural diversity, promoting a culture of peace and non-violence, encouraging sustainable lifestyles, and fostering a strong sense of responsibility toward the environment. By integrating these vital themes into youth education and development, this section aims to equip facilitators with the means to inspire critical thinking, empathy, and responsible action in the next generation of global citizens.

Main attention is paid to developing skills to participate in debates, discover and communicate arguments, and defend one's own position. In this part, the focus is on developing basic communication skills and using them to build a community around specific social and ethical issues.

11. Bridging the gap: youth & community in dialogue

Skills and concepts targeted	• Critical thinking • Empathy and intercultural awareness • Conflict resolution and peacebuilding • Communication and teamwork • Understanding of social inclusion and participation in democratic processes
Objectives	• To encourage youth and local decision-makers to co-reflect on community needs and aspirations • Create space for open dialogue between different societal groups • Strengthen mutual understanding and collaborative decision-making • Promote inclusion and representation in public discourse • Support the practical application of values like respect for diversity, equality
Materials needed	Flipcharts or large paper sheets, markers, pens, sticky notes. Visual collaboration tools (optional: Canva, Miro) Projector or whiteboard (if available)
Tools, sources	Printed Vision to Action Worksheet
Duration	120 minutes
Number of participants	20-30 people
Handout	Vision to Action Worksheet

Description

"Youth and Community in Dialogue" is a dialogue-based simulation activity where youth, presented as local authorities, collaboratively explore visions for a more inclusive future. Participants co-create solutions through storytelling, perspective-sharing, and visual thinking.

Step 1: Introduction (10 minutes)
The facilitator explains the session's purpose and core values (participation, diversity, inclusion).

Quick icebreaker: "Two Truths and a Future" – each participant shares two facts about their community and one hope for the future.

Step 2: Present Current Realities (40 minutes)
The facilitator splits the participants into two groups: youth and community leaders.

Each group identifies and discusses:

- Major challenges the community faces
- What inclusion means in their daily lives
- What's missing in terms of participation or representation

Each group presents key points briefly (5 minutes per group). The facilitator creates a shared flipchart.

Step 3: Envisioning Futures (40 minutes)
Mixed small groups are formed (3–5 people, combining both backgrounds).

Each group is asked to imagine:

- What would an ideal, inclusive community look like?
- What would make everyone feel safe, heard, and involved?

Using drawing materials or online tools, participants have to visually represent their future vision (e.g., a mind map, symbol tree, or mini poster).

Step 4: Solution Co-Creation (30 minutes)
Still in mixed groups, participants now identify:

- One small and one bold action that could move toward their envisioned future
- Who should be involved in this change?
- How to make sure no one is left out

Groups pitch their actions like a "community TED Talk".

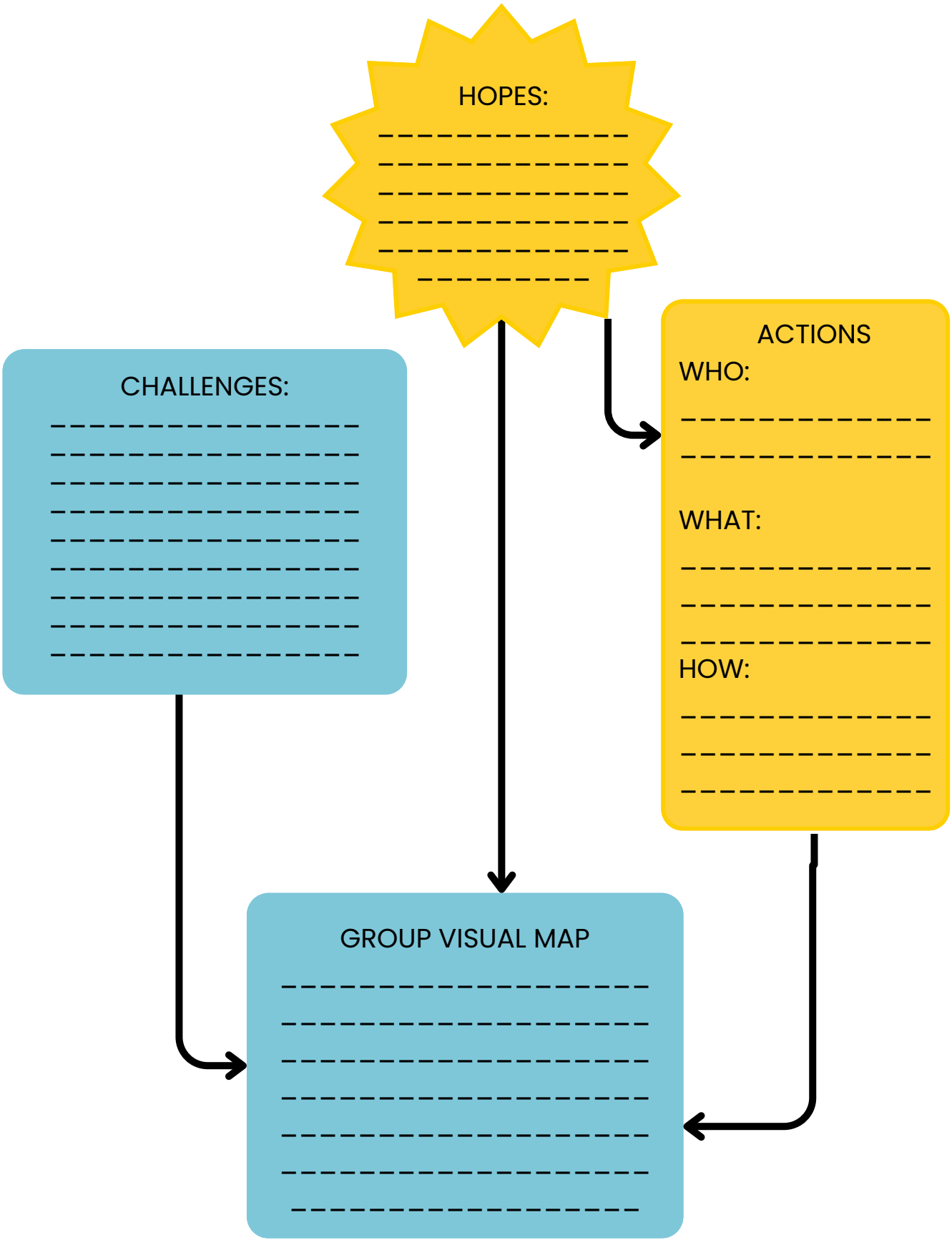
Debriefing questions

- What surprised you during today's discussions?
- Did you hear any perspectives you hadn't considered before?
- What role can young people play in shaping more inclusive communities?
- How can local leaders stay accountable to the visions you shared?
- What one action can you commit to after this session?

Source: Developed by NH in the context of the SHINE project.

Handout

VISION TO ACTION WORKSHEET



12. Mission Improbable: VOICES IN THE CIRCLE

Skills and concepts targeted	• Active listening • Empathy and reflection • Respect for different perspectives • Collaboration • Inclusive communication • Group cohesion and trust-building
Objectives	• Encourage creative expression and spontaneous collaboration • Foster group trust, cohesion, and mutual support • Develop active listening and adaptability • Introduce key European values in a light and engaging way
Materials needed	Chairs arranged in a circle; Quiet, comfortable space Optional: flipchart or post-its for group agreements or story themes
Tools, sources	Twist cards (template) A one-page reflection sheet: "What did I learn about myself and others during the story circle?" Suggested themes and story starters for future sessions
Duration	60 minutes
Number of participants	Up to 30 people, age 16+
Handout	Twist cards

Description

This activity is all about letting creativity and chaos do the talking. Through storytelling, young people will step into an imaginary scenario, one that begins in a very real and familiar setting: *arriving at a project or exchange, meeting new people from all over Europe, and trying to make sense of it all.*

But here's the twist: it won't stay realistic for long.

As the story unfolds, unexpected events will unfold. It's fun, fast, and totally unpredictable. But beneath the humour, participants are learning something deeper: how to listen, collaborate, stay open, and embrace the unexpected when working across cultures.

No one has to be a "storyteller" to join — just bring a bit of imagination and a sense of humour.

Step 1 – Warm-up (10 minutes)
The facilitator kicks things off by setting the scene:
"This is a storytelling challenge. Together, we're going to create a ridiculous but somehow familiar adventure. It starts in a situation you might know — arriving in a new country for a project, meeting a team from different countries, and then… things start getting strange."

Then, the facilitator asks the group some warm-up questions to spark ideas:

- *"What's something funny or unexpected that's happened to you during a trip or exchange?"*
- "What's something every project seems to have — or always forgets? (e.g., late buses, awkward icebreakers, no Wi-Fi, endless flipcharts…)"

A few ground rules are set to keep the group feeling safe and supported:

- Build on what others say — "yes, and…"
- Be kind and inclusive — all ideas are welcome.
- It's okay to be silly — weird is part of the fun.

Step 2 – Start the Story (45 minutes)
Invite one participant to start the story with a simple, realistic sentence. Something that feels like the first line of a very average exchange or training experience… that may or may not spiral into chaos.

Some example starters:

- *"We arrived at the project centre, but no one else was there…"*
- *"It was the first day of our training, and the team included 16 people from 12 countries."*
- *"We thought it was just a normal cultural night…"*

Each person adds a sentence, going clockwise around the circle, continuing the story.

The facilitator introduces the Twist cards.

Now the fun part. As the story moves along, the facilitator plays the role of "chaos generator," pulling out a Twist card every few turns — or whenever the group needs a creative boost.

Each twist introduces a new, unexpected development that must be incorporated into the story from that point forward.

Examples of Twist cards:

- *"You've been mistaken for official delegates at a European summit. Security is looking for you."*
- *"A goat in an Erasmus+ hoodie has taken over the situation."*
- *"You boarded the wrong train. Now you're headed somewhere mysterious — and no one has internet."*
- *"To move forward, your team must perform a song from at least three member states."*
- *"Customs won't let you pass unless you explain your project… through interpretive dance."*

Tip for the facilitator: You can make your own cards, or ask participants to come up with a few before the story begins. The more playful and unexpected, the better.

Step 3 – Conclude the Adventure (5 minutes)
Help the group bring the story to a close. This can happen after everyone has spoken at least once, or when the story naturally reaches a bizarre yet satisfying conclusion.

You can guide this part by saying something like:
"Let's try to find a good closing point — how does it all end? Do they make it to the final presentation? Save the day?…"

The goal here isn't a perfect story — it's about ending with a smile and a sense of shared accomplishment.

Debriefing questions

- How did the story take shape? Did it surprise you?
- What helped it work — or made it harder?
- Did any of it remind you of real experiences?
- What does this kind of group creativity tell us about working with people from different backgrounds?

Source: Developed by NH in the context of the SHINE project.

Handout

Twisted cards

Mission Improbable: Twist Cards
Twist 1: You've been mistaken for official delegates at a European summit. Security is looking for you.
Twist 2: A goat in an Erasmus+ hoodie has taken over the situation.
Twist 3: You boarded the wrong train. Now you're headed somewhere mysterious – and no one has internet.
Twist 4: To move forward, your team must perform a song from at least three member states.
Twist 5: Customs won't let you pass unless you explain your project… through interactive dance.
Twist 6: Aliens have just landed. They want to join your community project – what role do they get?
Twist 7: You discover your budget has been replaced entirely with chocolate coins.
Twist 8: Everyone suddenly speaks only in rhymes – how do you continue the discussion?
Twist 9: The electricity goes out. Now your idea must work without any technology.
Twist 10: You must present your project … as a cooking recipe.
Twist ??: Space for your own twist.
Twist ??: Space for your own twist.

13. Can we predict the future challenges?

Skills and concepts targeted	• Critical thinking and problem-solving • Active listening • Teamwork and empathy • Intercultural dialogue
Objectives	• To raise awareness about shared challenges and possible social solutions • To promote social inclusion through collective reflection • To connect young people's personal perspectives with core European values: peace, non-violence, diversity • To use creative methods to show how social change can be shaped through collective action
Materials needed	Flipchart papers, A4 papers, colour pens and markers, laptops/ tablets or smartphones, access to Canva (or similar visual tools).
Duration	120 minutes
Number of participants	20 people, age 18+

Description

In this creative activity, participants step into the role of journalists from the year 2040. Their task is to report on how today's social challenges—such as discrimination, inequality, or digital exclusion—were successfully addressed through inclusive, peaceful, and innovative solutions.

For example, a group might choose "youth unemployment" as their topic. Their future news story could describe how, by 2040, young people across Europe gained access to work through digital education programs, youth-led enterprises, and community investment—leading to more empowered, equal, and connected societies.

By creating mock news headlines, articles, or podcast episodes, young people explore future thinking, critical reflection, and the values of diversity, peace, and social justice in a playful and imaginative way.

Step 1: Warm-up – "Future snapshots" (5 minutes)
The facilitator asks participants to close their eyes and, guided by prompts, visualise their 2040 community:

- What challenges have you solved?
- What new opportunities exist?

Participants share one word or phrase that represents their imagined future.

Example: A participant says, "Opportunity" – imagining a future where all young people have access to jobs, regardless of their background.

Step 2: Group formation and selection of the challenge (10 minutes)
The facilitator divides participants into small groups (3–5 people). Each group selects one social issue that they want to address and "solve" by 2040.

Example: One group focuses on "youth unemployment," particularly among marginalised communities.

The facilitator provides prompt cards on topics such as "Social and cultural challenges", "Economic and digital challenges", and "Peace, safety and mental health", or encourages brainstorming to help groups make their choices.

Step 3: Design the "Future story" (75 minutes)
Groups imagine they are in 2040 and their issue has been successfully addressed. They discuss:

- What was the solution?
- Who led or contributed to it?
- What is different now in society?

Groups develop a headline and a short article or podcast script describing the success story, using tools such as flipcharts, Canva, drawing tools, voice memos, or fictional quotes.

Example headline: "Europe's youth take the lead: 98% employment rate achieved through digital inclusion and social innovation".

Example content: The group creates a mock article about a Europe-wide initiative launched in 2025 that offered free coding and entrepreneurship programs to underserved youth. By 2040, the program resulted in thousands of youth-run social enterprises, drastically reducing unemployment and empowering communities.

Step 4: Presenting their news (30 minutes)
Each group presents its future news story to the whole group. This can be:

- A live performance (news anchor-style)
- A reading of their article
- A short audio podcast playback
- A visual presentation or sketch

Example: The youth unemployment group performs a "breaking news" segment with two anchors and one guest "interview"—a fictional 2040 youth entrepreneur explaining how inclusive education transformed their life.

Debriefing questions

- What values were reflected in your story?
- What would need to happen today to make your imagined future possible?
- How can young people be part of that change now?
- How did your solution include peace, diversity, or inclusion?

Source: Developed by NH in the context of the SHINE project.

14. The Gender Gap Walk

Skills and concepts targeted	• Critical reflection • Perspective-taking and emotional intelligence • Self-awareness about equality and inclusion
Objectives	• To enable participants to step into the lived experiences of people of different genders and immerse themselves in gendered social realities and challenges • To help participants recognise the tangible advantages and disadvantages associated with gender roles, expectations and systemic inequalities • To facilitate perspective-taking by allowing participants to emotionally connect with how gender influences opportunities, safety, freedom of choice and social perception • To encourage participants to critically examine their own gender-related assumptions, biases and positions • To encourage reflection on everyday behaviours and attitudes that can promote or hinder gender equality in different contexts
Materials needed	Markers, tape A carefully selected background song for the interactive part Candies / Chocolate pieces (or anything that can be used as a physical representation of "points")
Tools, sources	Printed "Role cards" & "Privilege flowers" (as many as the participants)
Duration	75–90 minutes
Number of participants	15–30 young people, facilitators, educators
Handout	Privilege Flowers Role cards

Description

Phase 1: Gender Gap Walk – individual part
Each participant receives a role card that describes their character for the duration of the activity. Participants are then asked to think of a name for their character after reading their role.

Each participant receives a Privilege Flower Handout. The facilitator instructs them that they will be asked a series of questions – depending on whether the answer is Yes or No, they will receive either plus or minus points. If the answer is unclear and could be either "yes" or "no", they should note 0.

1. Can you safely walk alone at night without being afraid? *Yes: +3, No: -3, Uncertain: 0*
2. Can you openly express sadness, fear, or vulnerability without being judged as weak? *Yes: +2, No: -2, Uncertain: 0*
3. Do people expect you to take on household or care responsibilities more than others because of your gender? *Yes: -1, No: +1, Uncertain: 0*
4. Have you ever been asked questions about your family plans during a job interview? *Yes: -2, No: +2, Uncertain: 0*
5. Do media, entertainment, and leaders represent people of your gender fairly and respectfully? *Yes: +2, No: -2, Uncertain: 0*
6. Is your gender identity correctly represented in official documents and public spaces (e.g., bathrooms, forms)? *Yes: +2, No: -2, Uncertain: 0*
7. Can you spend time around children (e.g. at playgrounds or schools) without fearing you'll be viewed suspiciously? *Yes: +2, No: -2, Uncertain: 0*
8. Are you free from fear of domestic or intimate-partner violence? *Yes: +3, No: -3, Uncertain: 0*
9. Can you talk casually with someone you've just met without worrying they'll "get the wrong idea"? *Yes: +1, No: -1, Uncertain: 0*
10. Can you discuss your gender identity with family, colleagues, or teachers without fear of rejection or ridicule? *Yes: +3, No: -3, Uncertain: 0*
11. When you describe pain or discomfort, do people take it seriously rather than assuming you're exaggerating or imagining it? *Yes: -2, No: +2, Uncertain: 0*
12. Do you feel confident that your worth / desirability isn't tied to your financial success or career status? *Yes: +2, No: -2, Uncertain: 0*
13. Do social expectations make you feel that parts of your natural body / normal bodily functions should be hidden, shaved, or "fixed"? *Yes: -2, No: +2, Uncertain: 0*
14. Can you live in your body without feeling that some of its features or functions conflict with your sense of self? *Yes: +3, No: -3, Uncertain: 0*

15. Can you make personal choices or behave in ways that don't match traditional gender expectations without being seen as "less" because of it? *Yes: +2, No: -2, Uncertain: 0*

After all questions are asked, the participants calculate their total score and note it down in the centre of the flower. Each participant receives a small gift bag. Then, the facilitator gives each participant as many pieces of chocolate/candy as their total score.

Phase 2: The Gender Gap Walk – interactive part

The facilitator asks participants to spread out in the room, informing them that they are about to play a game. The facilitator explains the rules clearly:

- *Emphasise that participants should tape their role cards on their chest, keep the Privilege Flowers, and continue to embody their roles throughout the activity.*
- *Participants will move around the room, and when the music stops, they must find a partner.*
- *Once paired, they should introduce themselves as their character and show their Privilege Flowers.*
- *The person with the higher total score receives two pieces of chocolate/candy from the other person.*
- *Repeat this process 7-8 times.*
- *If a participant runs out of candy, they are out of the game, and they should move to a corner of the room.*
- *If participants have a minus total score in their flower, they're automatically out of the game and have to move to the corner and watch*

At the end of the activity, the facilitator asks participants to count how many candies (points) they ended up with in their bags and sort themselves in a line from the highest to the lowest numbers (except for the participants who got out of the game; they should stay in their corner). Each one should introduce their role character shortly. The activity finishes with a debriefing discussion.

Tips to the facilitator: For the music background during the activity in pairs, it is recommended to select a song with a relevant social message that can inspire people to be empathetic and open-minded (e.g., "Imagine" by John Lennon or "Where Is the Love" by Black Eyed Peas).

After the first 2-3 rounds in the pair activity, you can tell participants that they can exchange cards and read their partner's role if they wish, to avoid repetition.

Notes on the weighing system of “privilege” vs. “disadvantage” points:
The Gender Gap Walk employs a weighing system to illustrate how specific gender-related experiences or social circumstances can create greater barriers or privileges than others, a process that is predetermined and somewhat limited in resolution (max 3 points, min. 1 point).

The reason for this limited range is purely practical: if we had a scale from -10 to +10, there would be a higher probability that many people would have negative total scores, and would be out of the game from the beginning. Also, participants with rather privileged role cards could start with 60, 70, or 90 pieces of candy, which is logistically impossible.

However, this limited weighing system can lead to misinterpretations, where certain experiences are perceived as "worse" than others, failing to capture the nuanced and subjective nature of these issues. The key issue with the weighing system is that it implies a hierarchy of oppression, where, for instance, being afraid to walk home alone at night is considered “worse” than being judged when showing vulnerability.

In case such objections or questions are raised, make sure to validate the participants’ concerns and be open about the shortcomings of this activity’s design; explain the difficulty in trying to capture the nuances of these experiences on a limited numerical scale. Any attempt to quantify the "severity" of different forms of privilege and oppression is inherently subjective and prone to bias. What may feel like a deeply marginalizing experience for one person may be perceived differently by another, based on their own frame of reference, lived realities, and the coexistence of other marginalising factors.

In case you sense the need for it, you may invite participants to give their own rating system to the questions as a starter for an open-ended discussion on the various factors they consider most potent in terms of privilege and marginalization. This would foster deeper engagement and critical reflection, but also highlight the diversity of perspectives and the subjective nature of these assessments.

Debriefing questions

Emotional reflection

- How did you feel in your role?
- Did you feel safe, confident, or limited/excluded in any way? What moments created these feelings?

Understanding the experience – connecting symbols with real life

- Did the activity reflect real life in your opinion? How? What symbols did you recognise?
- What did the "sharing of the candies" from an external source symbolise after you completed your flowers? What did the transaction of candies in pairs symbolise?
- Some people had to step out of the game and move to the corner. What situation does this corner symbolise?
- (For those who ran out of sweets and moved to the corner) Did you feel "stigmatised"?

Awareness of gendered experiences

- What kinds of barriers or advantages emerged for your character based on gender expectations?
- How did gender influence freedom, safety, or opportunity in your character's life?

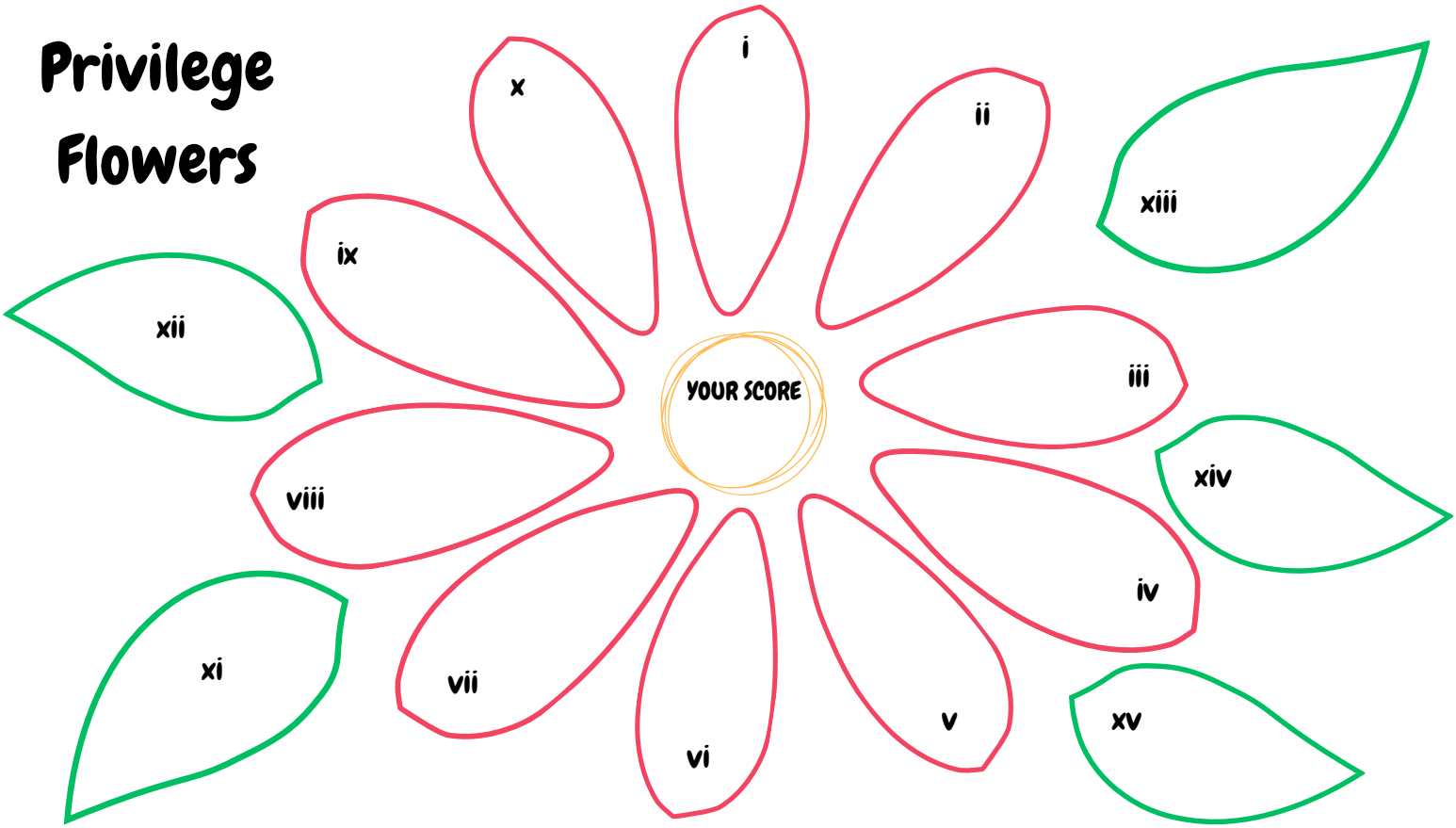
Connection to real life

- Which questions reflected real issues you've seen or experienced in everyday life? In what ways do gender stereotypes or social norms still affect daily choices and opportunities?
- What privileges might go unnoticed by people of certain genders?
- What changes could you make in your everyday behaviour, communication, or decision-making to promote gender equality?

Source: Developed by KulturLife in the context of the SHINE project.

Handout

Privilege Flowers



Role cards

1. You are a 28-year-old journalist working for a national newspaper. You love your job, but you often receive online messages commenting on your looks instead of your work. When you attend evening events, colleagues suggest you shouldn't "go alone". You dream of becoming an editor-in-chief, yet you are already being asked when you plan to "settle down".
2. You are a 35-year-old nurse and a mother of two. Your job gives you purpose and your hospital team is like a second family. Still, at home, everyone assumes you'll handle cooking, cleaning, and school duties. You're grateful for your steady income and supportive husband, but exhaustion has
3. You are a 64-year-old retired factory worker. You own your home and have loyal friends from work. Still, without your job identity, you feel lost. You rarely talk about loneliness...It's easier to say everything's fine.
4. You are a 28-year-old touring musician. You have a growing fan base and supportive bandmates. Still, some venues lack gender-neutral spaces. You thrive on stage but feel unsafe in some backstage areas.
5. You are a 24-year-old early childhood educator. You love working with children, but parents sometimes hesitate to leave their toddlers with you. You can handle crying and chaos calmly, yet you're painfully aware of the sideways glances. You have supportive female colleagues, but being "the only guy" makes you constantly prove you're safe, not suspicious.
6. You are a 58-year-old teacher. Your students adore you, and you're respected for your long career. Still, the promotion to the principal's position went to a much younger male colleague of yours. You've built strong friendships and are financially stable, but you feel invisible when discussions turn to "fresh talent".
7. You are a 25-year-old civil engineer just starting your career. You're the only woman on your construction site, and some coworkers still call you "princess" jokingly. At your first performance review, you were asked when you plan to "start a family". You're passionate about your field, supported by a mentor and determined to stay, but you feel constantly observed for mistakes your peers freely make.

8. You are a 39-year-old sales representative, recently separated. You adore your two children, but your ex-partner has filed for sole custody, claiming you're too focused on work. You've never missed a weekend with them, yet the court process feels stacked against you. You earn a steady income and own your home, but you're learning how fragile fatherhood feels when care responsibilities are seen by most as belonging to mothers first.
9. You are a 19-year-old non-binary person living in a small rural town. After coming out last year, your parents try to be supportive, but they often tell you it's better "not to talk about it" and to try to dress according to your assigned gender. Online spaces give you comfort and connection, but daily life still feels like walking on eggshells. You long to go study somewhere far away… in a big city where you can simply be yourself.
10. You are a 37-year-old project manager, recently separated after eight years of marriage, because your ex-husbands anger issues became all the more unpredictable. He, however, has trouble accepting the breakup and still shows up near your home "just to talk". You've started taking different routes to work and avoid posting your location online. You have a stable income and supportive friends, but the fear of being followed never fully leaves you. You keep your phone charged and your curtains closed at night.
11. You are a 44-year-old teacher struggling with depression. You haven't told anyone -not even your wife- because you fear being seen as fragile. You maintain a cheerful front and your students adore you, but the energy it takes to pretend is slowly running out. Sleep is difficult, and even small tasks feel heavy lately. You've thought about seeing a therapist, but admitting you need help feels like an even greater failure.
12. You are a 45-year-old architect leading a successful firm. You've earned awards and clients' trust, yet in meetings men still interrupt your mid-sentence. Younger colleagues call you "inspiring", but you notice they repeat your ideas and get the credit. You have status, wealth, and experience, but you must constantly assert the authority that should already be assumed.
13. You are a 41-year-old artist. You've always had a gentle manner and a naturally high-pitched voice, which sometimes draws teasing comments from acquaintances. You've built a solid reputation in local galleries and can live comfortably from your art. Still, people call you "sensitive" as if it's an insult. You value emotional openness, but some friends question your masculinity for it.

14. You are a 26-year-old influencer and fitness instructor. You love promoting health, but the internet's obsession with perfection eats away at you. Comments dissect your body daily. You know your online success gives financial freedom and visibility, but it also chains your confidence to likes and filters. You wax, tone, and polish, even when exhausted, because "natural"
15. You are a 39-year-old marketing specialist and proud father. You requested part-time hours to spend more time with your newborn, but your boss called it "career suicide". You adore your family and want to be present, yet you feel judged for not being the "provider". You have financial stability, but your colleagues' jokes about "babysitting your own kid" annoy you more than you like to admit.
16. You are a 29-year-old freelance photographer with a small frame and a big camera bag that sometimes feels heavier than you do. You thrive on urban exploration, often out late capturing city lights. You've learned to carry your keys like a weapon and send your location to friends before shoots. You love your independence and creative freedom, but every step in the dark feels calculated. Safety is a privilege you don't fully have.
17. You are a 41-year-old transgender woman working as a graphic designer in a mid-sized city. You've been living openly for 4 years and finally feel comfortable in your own skin. Your colleagues are generally supportive, but you still tense up each time someone new is about to join the team - unsure how they'll react when they first see you or when they realize you are trans. Everyday routines can still be complicated: choosing which restroom to use, updating documents that list your old name, or facing stares when your ID doesn't match your appearance.
18. You are a 15-year-old high school student. You hide a pad in your sleeve every time you go to the bathroom because your classmates giggle about "girl stuff". Once, a boy found a pad in a shared desk and waved it around, laughing. Since then, you've started skipping gym class during your period, pretending to have a cold. You wish teachers would talk about menstruation without whispering.
19. You are a 20-year-old non-binary person. You get your period every month, and it's the hardest week emotionally. The cramps are painful, but what hurts more is the sense that your body betrays your identity. You avoid buying menstrual products at the store because you don't want the cashier to call you "miss." You wish something as normal as bleeding didn't make you feel so alien in your own skin.

20. You are a 67-year-old mother of three grown children who are now happy and successful adults. For decades, you managed the home, organized school events and quietly edited your husband's articles late at night while raising the kids. He became a respected journalist, well known at a national level and admired for his insights and dedication. At gatherings, people still praise his "brilliant career" and comment how "lucky your are!" to have such an
21. You are a 31-year-old woman visiting a doctor for severe menstrual pain. He smiles and says, "That's normal, dear. Many women just have to live with it". You nod, though you can barely stand upright. You've always trusted doctors and followed every recommendation, but you leave the clinic feeling dismissed and unseen.
22. You are a 56-year-old woman working in advertising. Your creativity is as sharp as ever, but recently younger clients have started calling you "ma'am". You notice that your male colleagues of the same age are described as "experienced" and "distinguished," while you are called "sweet" or "well-preserved". You still love your work and mentor younger women, but you've begun dyeing your hair again, not for vanity, but for credibility. You tell yourself it's just part of the job, but deep down you know age has a gender.
23. You are a 23-year-old graduate who has always dreamed of becoming a mechanic. Your father, proud but traditional, begged you to "choose something cleaner". You finally enrolled in an automotive program, where teachers still introduce the class with "gentlemen". During job interviews, managers ask if you're "strong enough for the work" and comment that "customers might feel uncomfortable". You're good at your job and love solving problems with your hands, yet you wonder how long it will take before your skills speak louder than your gender.
24. You are a 21-year-old student who has never had a serious relationship. Your friends joke that you're "too nice" and should "man up". You enjoy talking to women but worry they see you as harmless, not attractive. When you reject locker-room talk, people call you naive. You know respect matters more than reputation, but you're tired of proving that decency isn't weakness.
25. You are a 42-year-old person who left a corporate job to become a chef. Cooking has always been your joy, but your old colleagues treat it as a midlife crisis. You make less money, but you finally sleep well at night. At family gatherings, relatives ask if you're "taking a break" before returning to a real career. When you tell people you're happier now, they nod politely but you can tell they mostly feel sorry for you.

15. Tiny Habits

Skills and concepts targeted	• Critical Thinking • Behavioural change • Habit formation • Self-reflection
Objectives	• To introduce the Tiny Habits method as a tool for behavioural change • To facilitate reflection on routines and motivation • To develop personalised tiny habits for critical thinking • To increase awareness of privacy online and offline
Materials needed	Flipcharts, markers, post-its or index cards Prepared online document in which all groups can copy-paste/write their final set of Tiny Habits
Tools, sources	Printed habit templates (optional)
Duration	3 hours
Number of participants	Flexible; recommended minimum 4 participants, 1 facilitator per 10–15 participants; young people aged 16+
Handout	Tiny Habits Template

Description

This method immerses participants in the principles of Tiny Habits and their capacity to initiate individual and collective change. The session progresses from grasping habit formation and motivation to hands-on application, then to reflecting on how minor, intentional behaviours can generate broader cultural transformation—particularly in privacy, respect, and data security.

The approach guides participants to link personal actions to community wellbeing and to purposefully craft sustainable habits that foster safer and more respectful digital and physical environments.

Facilitators are encouraged to familiarise themselves with the basic concept of Tiny Habits by B.J Fogg, i.e., via his TED Talk.

Phase 1: Introduction to Tiny Habits (60 minutes)
The facilitator begins by introducing the session's goals and structure. Participants are informed that they will explore how small, consistent actions—Tiny Habits—can influence both personal routines and collective culture.

Understanding Motivation, Routines, and Habits (30 minutes)

- Input (10 minutes): The facilitator defines the terms *motivation*, *routines*, and *habits*, clarifying their differences.
- Plenary discussion (10 minutes): Participants share examples of good and bad habits, identifying what makes some habits easier to sustain and share tips on how to do so.
- Input (10 minutes): Introduction to the concept of *Tiny Habits* (developed by BJ Fogg). The facilitator explains how small, well-anchored actions can grow into meaningful behavioural change.

Developing Personal Tiny Habits (30 minutes)
The main objective of this block is to familiarise participants with the vocabulary and structure of Tiny Habits, enabling them to experience both creating and evaluating simple behavioural changes.

Individual work (15 minutes): Participants design five or more Tiny Habits for their personal context, using the formula *"After I [trigger], I will [new behaviour], and celebrate by [positive reinforcement]."*

Group sharing and feedback (15 minutes): The facilitator assigns participants to groups of 2–4. Participants present their habits in these small groups and provide feedback using three evaluation criteria:

- How easy is each habit to perform? (Doing a handstand while flossing your teeth might not always be feasible)
- Do the components connect naturally? (Combining behaviours that can be done in the same room would be a start)
- Would others be motivated to adopt this habit? (Is this habit addressing a general need or something very personal to the person who developed it?)

Tip for the facilitator: Urge participants to specify their triggers and celebrations to make each habit more concrete and lasting.

Break (5–10 minutes)

Phase 2: Reflection: From Individual to Collective Action (45 minutes)
This phase of the method helps participants shift from an individual focus toward community-minded thinking. It also deepens their understanding of respect, consent, and digital ethics, preparing them for the creative group work that follows.

The facilitator introduces the second part by explaining that Tiny Habits can also address complex *social and ethical challenges*. Participants are invited to reflect on how small actions can contribute to collective wellbeing.

The participants return to the groups they worked in before the break. Alternatively, new groups can be formed or assigned at this point.

Group work (20 minutes): Groups explore how Tiny Habits can tackle issues such as:

- Online and offline privacy
- Data security and digital boundaries
- Respect and safe spaces for others
- Gossip and ethical communication
- (other, related topics can also be used/added)

Plenary discussion (10 minutes): Groups share their reflections and identify key insights into the power and limitations of Tiny Habits in addressing broader challenges, as well as their findings on the feasibility of Tiny Habits for each subject.

Input and discussion (15 minutes): The facilitator introduces the idea of reframing Tiny Habits for *collective action*. Participants are encouraged to formulate community-oriented habits using the adapted structure:
"After X, I will do Y, and celebrate by Z,"
where Y is a *community-oriented action.*

Example:
"After I take a picture with friends, I will ask their permission before posting it, add a note: 'All involved gave permission to share this image,' to the post, and celebrate by high-fiving my friends."

Break (10 minutes)

Phase 3 – Developing Tiny Habits of Safety and Community (60 minutes)
The participants return to the groups they worked in before the break. Alternatively, new groups can be formed or assigned at this point.

Group brainstorming (15 minutes): Groups identify ways to enhance privacy, respect, and safety through Tiny Habits. They are encouraged to note potential *obstacles, target audiences* (e.g., general public, specific stakeholder groups), and *opportunities for change*.

Habit development (15–20 minutes): Using their brainstorming outcomes, groups design new Tiny Habits to foster digital safety and respectful behaviour.

Presentations and feedback (15 minutes): Each group presents its proposed habits to the plenary. The facilitator guides constructive feedback, emphasising clarity, feasibility, and community relevance.

Collection and closing reflection (remaining time): All developed habits are gathered into a shared document accessible to participants and organisers. Each participant then selects one habit to personally commit to practicing over the next week.

This final phase transforms collective insights into tangible outcomes. By committing to one Tiny Habit, participants link their personal growth to the broader themes of respect, privacy, and digital responsibility. The shared document serves as both a record and a future resource for continued engagement.

The facilitator closes the session by:

- Linking this exercise to broader event themes such as wellbeing, inclusion, and responsible digital behaviour.
- Highlighting how small, consistent actions can scale into cultural change.
- Encouraging participants to share progress or reflections on their chosen habits in future sessions.

Debriefing questions

- What surprised you about your own habits? What was easy or hard about creating your own Tiny Habits?
- How can small actions lead to meaningful change?
- How can we see/measure the impact of individual action on the community?
- What are the limits of this method in your personal context or for the causes you care about?

Source: Developed by KulturLife in the context of the SHINE project. Tiny Habits original concept developed by B.J Fogg.

Handout

Tiny Habits template

After I _____, I _____
and celebrate by _____.
[trigger] [new behaviour] [pos. reinforcement]

Definitions and examples:

Motivation
Motivation is a process that initiates, guides, and maintains goal-oriented behaviours.

Example: I want to organise an event because I like talking with people about the things I care about.

Routine
A routine is a series of behaviours frequently repeated.

Example: Before home office days and on Fridays, I take my sports bag to work and go to the fitness studio after work.

Habit
A habit is the impulse to do a behaviour with little or no conscious thought.

Example: When I get home from work, I sit down at my desk, switch on the radio and paint a picture.

16. REUSE – Smarter with Waste

Skills and concepts targeted	• Critical thinking • Creative reuse of resources • Environmental literacy • Developing ecological empathy and responsibility
Objectives	• Understanding the recycling process and the impact of the textile industry • To raise awareness about the importance of recycling and a sustainable approach to waste • To introduce participants to the four basic waste categories (recycling, reuse, composting, non-recyclable waste) • To explore the negative environmental impacts of the textile industry • Encourage creative thinking through upcycling tasks • Develop practical skills for everyday ecological action
Materials needed	A basket with various items/Photos of different items in a PowerPoint presentation (toothbrush, old t-shirt, can, plastic bag, banana, newspaper, wet wipes…) Projector or tablet for showing a short video about textile pollution and the presentation
Tools, sources	Recycling manuals (local/national guides specific for each country), or recycling guidelines from national waste management services, etc.) Weghmann, V. (2023, February). Waste Management in Europe. EPSU. Chang, A. (2025, January 1). The life cycle of a t-shirt [Video]. YouTube. Printed Eco Quiz
Duration	60 minutes
Number of participants	15-30 people, age 16+
Handout	Eco Quiz

Description

Trainer Preparation: ask participants to bring one small item from the waste (e.g., plastic wrapper, old sock, banana peel, etc.)

Activity Structure (60 minutes)
Part 1 - Icebreaker: "What's My Waste?" (10–15 minutes)
Participants swap items and try to guess which category the item belongs to: Recyclable, Reusable, Compostable or Non-recyclable.

Participants must ask one another questions and engage with others to find the best match. Then, the facilitator wraps up by elaborating why some items are hard to classify.

Part 2 – Eco Quiz (10 – 15 minutes)
In small groups, participants estimate decomposition times of 5–6 selected items. Trainer shares correct answers and leads a brief reflection.

Tip to the facilitators: Ask the participants questions such as: *What surprised you? How does this change your thinking? Why do some items stay in nature for hundreds of years? How does this change your attitude toward daily habits?*

The facilitator shows the participants the short film "*The Life of a T-Shirt*".

Part 3 – Creative Mini – Challenge: Second Life (25 – 30 minutes)
Each team chooses one item (preferably textile) and have the task to come up with a practical and sustainable way to reuse it.

They should resent idea with:
- A short story of the item's new life
- A slogan
- A simple visual (drawing or sketch)

Tips to the facilitators: Focus on functionality, waste reduction, and impact.

Learning outcomes Recap (2-3 minutes)
Trainer summarises key takeaways:
- We all produce waste — but we can also create change.
- Creativity and awareness are tools for sustainability.
- Small actions matter!

Debriefing questions

- What information surprised you the most today?
- Do you now see the things you throw away differently?
- How can you apply what you learned today in your everyday life?
- What motivated you to take part in creating a new item?
- Can you imagine making a gift for someone using upcycling?
- What surprised you? How does this change your thinking? Why do some items stay in nature for hundreds of years? How does this change your attitude toward daily habits?

Source: Developed by UGNV in the context of the SHINE project.

Handout

Eco Quiz

1.Colored cardboard! Decomposition time: _____ years
2.Single-use plastic cups! Decomposition time: _____ years
3.Disposable baby diapers! Decomposition time: _____ years
4.Rubber work boots! Decomposition time: _____ years
5.Cotton T-shirt! Decomposition time: _____ years
6.Wool hat! Decomposition time: _____ years
7.Regular paper! Decomposition time: _____ years
8.Brown cardboard! Decomposition time: _____ years
9.Aluminium can! Decomposition time: _____ years
10. Flip-flops! Decomposition time: _____ years
11. Plastic canister! Decomposition time: _____ years
12. Car tires! Decomposition time: _____ years
13. Plastic straw! Decomposition time: _____ years
14. Glass! Decomposition time: _____ years
15. Plastic sticks! Decomposition time: _____ years
16. Plastic toothbrush! Decomposition time: _____ years
17. Leather shoes! Decomposition time: _____ years

Correct answers:
1.13 years
2.50 years
3.200-500 years
4.50-80 years
5.2-5 months
6.1-5 years
7.2-6 weeks
8.2 months
9.80-250 years
10. 50-80 years
11. 400+ years
12. 50-80 years
13. 200+ years
14. 1,000,000 or never years
15. 450+ years
16. 500 years
17. 25-40 years

17. Eco Traffic Light – Eco Shopper

Skills and concepts targeted	• Self-reflection and self-awareness • Critical and analytical thinking • Informed decision-making • Active listening and communication • Practical skills and problem-solving • Collective learning
Objectives	• To enable young people to critically read and understand labels on food and other products • To allow visual assessment of their own habits using a colour system • To increase awareness of the ecological and health impacts of different products • To create a dynamic, engaging, and interactive learning environment about sustainable consumption • To empower young people to make responsible and informed consumer decisions
Materials needed	Flipchart papers, A4 papers, pens and markers
Tools, sources	Presentation slides with information on: Ecological certifications (EU Ecolabel, Fairtrade, Vegan, etc.), adapted per country Label samples (originals, copies, or cutouts) Recommended video: Everything You Need to Know About Greenwashing. (2025, May 5). YouTube. Backup: Fall in love with the EU Ecolabel – EN 1. (2023, Aug 21). YouTube. Fall in love with the EU Ecolabel – EN 2. (2023, Aug 21). YouTube.
Duration	60 - 90 minutes
Number of participants	12 – 24 people, aged 15 – 30
Handout	Ecological certifications

Description

Phase 1: Preparation (40 minutes)
The facilitator introduces participants to the topic through a short presentation on what product labels and ecological certifications represent. Examples to be used: **EU Ecolabel, Fairtrade, FSC, Vegan, Cruelty-Free, Organic**, etc. (10 minutes). After that, the facilitator plays a short video about greenwashing and asks the participants to elaborate on the following questions (10 minutes):

- What's the first thing that comes to your mind when you hear the word greenwashing?
- Have you ever been misled by marketing tricks?
- Can you recall any personal example?

The facilitator presents several real examples of local products with labels (or uses printed photos/cards of products). Participants work in pairs or small groups to analyse and discuss the labels. Participants receive images of barcodes and try to identify the country of origin. (10 minutes).

Tips to the facilitators: Explain how barcodes can indicate the country of origin of the product, e.g., 385 = Croatia; 387 = Bosnia and Herzegovina; 860 = Serbia; 400–440 = Germany. Prepare at least 4–5 examples of products or printed cards from local stores, with a variety of labels and logos.

In the next 10 minutes, the facilitator asks the participants to reflect individually for 2–3 minutes and then opens a brief group discussion:

- *Do you read the labels before buying a product?*
- *If it says "ECO" or "BIO," do you continue reading the rest of the label?*
- *Do you trust the accuracy of the information on the label?*
- *Do you think labels are used just as a marketing trick?*

Phase 2: Eco Traffic Light Game (30 minutes)
Participants are divided into teams, each receiving a set of product labels or real product packaging. Based on specific criteria, the task is to classify products into the following categories:

- **Red**: ecologically unacceptable
- **Yellow**: average products
- **Green**: ecologically acceptable

The facilitator stands in front of the participants, symbolising a traffic light. Their **right hand (right side)** represents the red and orange zones (unacceptable/questionable), while the **left hand (left side)** represents the green zone (acceptable).

Teams line up one behind the other, like vehicles at a traffic light. One by one, team members approach the facilitator, present a product, briefly explain their reasoning, and place it on the right or left side depending on the evaluation. If participants are unsure about classification, the facilitator can assist by offering additional facts, as they have already researched the materials beforehand.

When all teams finish, participants remain split to the right and left, which visually sets the stage for a follow-up group discussion.

Evaluation criteria to guide classification:

- Packaging (recyclable, reusable, plastic, etc.)
- Origin (local/imported)
- Certifications and labels
- Product composition (harmful ingredients, sugars, additives, vegan, organic)

Phase 3: Problem Solving (45 minutes)

Each team draws a problem related to eco-conscious consumer behaviour. Example challenges may include:

- Excessive use of plastic in food packaging
- Lack of knowledge about reading product labels
- Children are eating unhealthy/processed foods at school.
- Lack of healthy or local food options in stores

Teams collaborate to develop a concrete and realistic solution. Their plan should include:

- Collective actions they can initiate (e.g., campaigns, educational activities)
- Potential collaborators or support (schools, companies, local communities)
- Estimated time needed for implementation
- Long-term sustainability of their idea

After the brainstorming session, each team presents its solution in a pitch (5 minutes).

Debriefing questions

- What did you find most interesting, and what new things did you learn?
- Which products will you pay more attention to from now on (food, cosmetics, clothing, etc.)?
- Will you read labels more carefully in the future?
- Would you give up buying an environmentally harmful product, even if it's not harmful to your health?
- Can you now recognise ecological labels? Can you name at least one?

Source: Developed by UGNV in the context of the SHINE project.

Handout

Ecological certifications

EU Ecolabel
- Official EU certification
- Products and services with reduced environmental impact
- Covers entire life cycle: production → use → disposal

Fairtrade
- Ensures fair wages and ethical working conditions
- Supports small-scale farmers and workers
- Promotes sustainable farming practices

FSC – Forest Stewardship Council
- Wood, paper, and forest products from responsibly managed forests
- Protects biodiversity and local communities
- Prevents illegal logging

Vegan label
- Guarantees no animal ingredients or by-products
- Focus on plant-based alternatives
- Popular in cosmetics, food, and lifestyle products

Cruelty-Free
- Product and ingredients not tested on animals
- Common in cosmetics and household products

Organic Certification
- Food and agriculture without synthetic pesticides, fertilizers, or GMOs
- Promotes soil health and biodiversity
- EU Organic label + other national standards

18. Ecological Footprint

Skills and concepts targeted	• Ecological literacy • Critical thinking • Self-reflection • Sustainable planning and action • Active citizenship
Objectives	• To raise young people's awareness of daily habits that affect the environment • To identify opportunities for more sustainable behaviour • To encourage concrete local actions that promote environmental responsibility
Materials needed	Flipchart, colour marker pens, A4 papers
Tools, sources	Printed Sustainable Bingo
Duration	60-90 minutes
Number of participants	15-30 people, aged 16+
Handout	Sustainable Bingo

Description

The facilitator hands out the Sustainable Bingo Handout to each participant and gives them 10 minutes to complete it.

After completing the task, participants should turn to the person next to them, identify similarities in their daily healthy habits, and mark these similarities with a circle (5 minutes). After that, each newly formed pair joins with another pair, and they form a group of four.

The formed groups then identify common daily habits and reflect on their daily behaviours. Through group discussion (15 minutes), they identify patterns that contribute to a larger ecological footprint and explore areas where change is possible

In the next part of the activity, the groups have to create a project for an eco-friendly action in their community (30 minutes) and then present it before the other groups (15 minutes).

Examples include:

- A clothes swap or flea market (selling or exchanging second-hand clothing)
- A mini campaign against food waste in restaurants (e.g., donating leftovers to homeless people or stray animals)
- A small charity event (possibly as part of the flea market) to raise funds for tree planting or greening public areas
- A campaign against plastic packaging, such as making reusable shopping bags to replace plastic ones

Sewing small mesh produce bags to replace single-use plastic bags for fruits and vegetables

Debriefing questions

- Which changes felt the easiest for you to make?
- Which were the most difficult?
- What surprised you most about your own behaviour while keeping your diary?
- Which long-term changes could help us live more sustainably?
- How do we become drivers of change in our communities?

Source: Developed by UGNV in the context of the SHINE project.

Handout

SUSTAINABLE BINGO

Colour in each activity as you complete it.
Gift yourself a reward when you complete the board!

My Reward: .....

Eat a fruit or vegetable	Go for a walk	Complete a 21 day challenge	Tried a new healthy recipe	Prepared a breakfast ahead of time
Keep a consistent food diary for a week	Gave leftovers to reduce food waste	Have a screen-free meal time	Choose a high on protein and fiber snack	Meditate/ Excersice
Skip dessert	Plant a tree	FREE SPACE	Watch a documentar y	Donate old clothing
Give to charity	Listen to a podcast	Make a meal plan for a week	Collect garbage separately	Practice yoga
Don't eat sugar for one day	Recycle	Save energy	Treat yourself	Go on a hike

Conclusion

The topics included in this toolkit cover various aspects of the citizenship competence framework of the European Commission. They are grouped in a way that allows the transmission of knowledge and skills, attitudes, and values that individuals need to actively participate in society as responsible, informed, and engaged citizens. It is about understanding societal issues, respecting others' rights, making responsible decisions, and contributing positively to democratic life.

The training toolkit has been designed to empower educators, facilitators, and community leaders with the tools, strategies, and insights needed to develop citizenship competence in diverse learning environments. By focusing on knowledge, skills, attitudes, and values, the toolkit aims to foster a generation of individuals who are informed, responsible, and actively engaged in their communities and democratic life. Trainers who use the proposed methods, techniques, and games in this toolkit have a difficult task. Namely, to select those elements included here that correspond to the fullest extent to the needs of young people who want to learn life skills and become ethical and engaged members of society.

Through interactive activities, discussions, and real-world scenarios, the toolkit offers practical and adaptable resources that foster critical thinking, participation, empathy, and respect for diversity. It encourages learners not only to understand their rights and responsibilities but also to practice active citizenship in meaningful and constructive ways. Therefore, many of the tools offered here include methods that develop skills important to every young person, opinion leader, and activist – critical thinking, creativity, and problem solving. As you implement these tools, remember that building citizenship competence is an ongoing process—one that grows through dialogue, reflection, and real-life application.

SHINE Training Toolkit on Citizenship Competence



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