

Solidarity and Resilience Workshop



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Schwarzkopf ★
Foundation
YOUNG EUROPE ★



WORKSHOP

Solidarity and Resilience

AIMS

Introduce the concepts of solidarity and resilience in simple and accessible ways, making sure participants understand the difference and connection between them through relatable examples.

Encourage participants to reflect on how these values appear in their own lives, communities, and contexts, and to share personal or observed experiences that illustrate them.

Support group learning by creating visual tools, such as flipcharts, that summarize the discussion and can be used in future group activities or workshops to continue exploring these topics.

MATERIALS NEEDED

- › Printed example stories (2–3 short ones)
- › 3 simplified real-life situations (as text or just facilitator prompts)
- › 3 case study cards
- › Flipchart paper + markers or coloured pens
- › Optional: Sticky notes for key words

(Materials can also include extra items the facilitator believes will encourage more creativity among participants.)

DURATION

60 – 85 minutes

ROOM

The workshop works best in a space with enough room for group discussions and movement. Ideally, there should be wall or floor space for placing flipcharts and working in small groups (pairs/trios). Chairs in a circle or semi-circle help for reflection and sharing parts of the activity.

INTRODUCTION

This self-guided workshop introduces young people to the ideas of **solidarity and resilience** through reflection, real-life examples, and simple group activities. The goal is not to fully define or understand these broad concepts, but to **spark curiosity, encourage questions**, and help participants relate these values to their own lives.

By working together and exploring everyday situations, the group will consider how people and communities support one another during difficult times – and how even small actions can make a difference. The session connects local experiences to wider social and European challenges, encouraging participants to reflect on what solidarity and resilience might look like in their own context.

(It is helpful if the facilitator prints or writes all the examples before the session begins.)



GENERAL OVERVIEW OF THE WORKSHOP

DURATION		MODULE	OVERVIEW
SHORT	LONG		
5 min	5 min	Welcome and warm-up exercise	Welcome participants and explain the workshop briefly. Ask each person to say one word or short phrase about “solidarity” and “resilience” to start the conversation.
35 min	35 min	Exploring solidarity and resilience	Participants share their own ideas, read simple examples, discuss real-life inspired cases, and create flipchart visuals. Facilitator minimally guides, group works independently.
<i>Leave out for short version</i>	15 min	Case studies	Group work on 3 real-life scenarios exploring individual, community, institutional roles; participants write / draw learnings and questions on flipcharts. Facilitator observes / supports.
<i>Leave out for short version</i>	15 min	Reflection and sharing	Groups finalize flipcharts with learnings / questions to prepare for sharing insights with others.
<i>If time allows or as part of the crash course; leave out for short version</i>	15 min	Presentation	The groups present their findings and learnings to each other.



It is recommended that the facilitator also prepares explanations of key words in the local language ahead of time.

The facilitator is expected to prepare the examples beforehand – either by printing them or writing them on flipcharts.

STEP BY STEP

Welcome and Warm-up Exercise

Goal: Set a friendly tone, introduce the workshop, and warm up participants.

Facilitator's Role:

- Welcome participants warmly.
- Briefly explain the purpose: exploring solidarity and resilience through group work and reflection.
- Introduce the quick round to get everyone thinking:
 - Ask each participant to say one word or short phrase that comes to mind when they hear “solidarity” and “resilience.”
- This starts the conversation and energizes the group.

Exploring Solidarity and Resilience (35 minutes)

Goal: Help participants reflect on the meaning of solidarity and resilience using simple real-life examples and create a visual summary.

Facilitator's Role:

- Briefly introduce the module and explain that participants will work together independently after instructions.
- Show or hand out flipcharts with these two questions:
 - What does solidarity mean to you?
 - What does resilience mean to you?
- Provide printed simple examples of solidarity and resilience (see below).

Step-by-step:

1. Reflecting on Examples (15 minutes)

Facilitator instructions:

Print the following examples on the following page. Each participant reads one example aloud (or in pairs). After each reading, the group discusses:

What is happening in the story?

Has something like this happened in your life or community?

These examples are simplified to help younger students understand key ideas, even if they do not have much life experience yet.



Solidarity Examples

A student helps a new classmate who does not speak the language.

The student takes time to explain how things work at school and invites the new classmate to join activities. This makes the new student feel included and supported.

This shows solidarity because it is about helping others to belong and feel safe.

Neighbors shovel snow from each other's driveways.

Even if they do not know each other well, neighbors decide to help clear the snow so everyone can get around safely. They do this because they care about their community's well-being.

This is solidarity – people helping each other without expecting anything in return.

People from one region raise money to support another region affected by conflict or crisis.

Even though they are far away, these people show they care by collecting donations, sending supplies, or raising awareness about the difficult situation others face.

This is solidarity crossing borders – standing together with people who need help, even if they are strangers.

A government provides services like healthcare and education paid for by taxes.

The money collected from citizens is used to support everyone's needs, such as schools, hospitals, and safety. Though the government organizes this, it is a collective effort of the people through their contributions.

This is solidarity at the institutional level – people supporting each other through shared systems and responsibilities.

Resilience Examples

A child learns how to ride a bicycle.

The child falls several times but does not give up. With practice, they get better and eventually ride confidently.

This shows resilience – the ability to keep trying, learn from mistakes, and grow stronger.

A youth group loses its usual meeting place.

Instead of stopping their activities, the group decides to meet in a local park and keeps doing what they enjoy together.

This is resilience – adapting to changes and continuing despite difficulties.

A family faces hard times but supports each other every day.

They may have fewer resources but they stay positive, help one another, and find ways to move forward together.

This is resilience – staying connected and strong through tough moments.



The facilitator is expected to prepare the examples beforehand – either by printing them or writing them on flipcharts.

2. Real-Life Inspired Examples (10 minutes)

- Participants read additional real-life scenarios and decide together whether they reflect solidarity or resilience.
- They can share similar experiences if they want.

Real-Life Inspired Examples

People show support for regions affected by conflict by wearing symbols or holding peaceful protests.

Wearing a specific color, a ribbon, or holding signs helps raise awareness and shows care for those going through difficult times.

Young people keep their cultural traditions alive despite difficulties or discrimination.

Even when faced with challenges, they continue celebrating their culture, language, or customs to maintain identity and pride.

Communities organize food or clothing drives after disasters.

When floods, fires, or other emergencies happen, local people gather supplies and distribute them to those affected.

Local groups work to keep public spaces safe and welcoming, even if official support is limited.

They organize cleanups, events, or support networks to make their community better.

The facilitator should provide a flipchart and colouring pens to support the activity.

3. Group Creation on Flipchart (10 minutes)

- Using words, drawings, or symbols, the group fills a flipchart visually representing solidarity and resilience based on their discussions and learnings.
- Encourage all ideas and respect diverse contributions.



The case studies will not be included in the short version of the workshop.

The facilitator is expected to prepare the examples beforehand – either by printing them or writing them on flipcharts.

Case Studies (15 minutes)

Goal: Deepen understanding by analyzing real-life inspired cases focusing on roles of individuals, communities, and institutions.

Facilitator's Role:

- Provide printed sheets or flipcharts with the 3 case studies and guiding questions.
- Provide pens and space for writing or drawing.
- Remind participants all ideas are welcome and to work as one group.
- Observe quietly and support only if necessary.

Process:

Briefly present the 3 case studies.

Participants discuss and record their ideas collaboratively.

1. A newcomer struggles to join the community.

- Who should show solidarity here?
- How can individuals, community, and institutions help?

2. Fear and conflict divide the community.

- What does resilience look like here?
- What roles can people, community groups, and institutions play?

3. Public service does not meet people's needs (focus on public transport for marginalized groups).

- Who is responsible for solidarity and resilience?
- How can all work together to improve the situation?



The last part will also not be part of the short workshop.

Reflection and Sharing (5 minutes)

Goal: Consolidate learning and encourage ongoing curiosity.

Facilitator's Role:

- Ask participants to think back on the case studies.
- Together on flipcharts or large paper, write or draw:
 1. One or two things learned about helping others or being strong.
 2. Any questions they still have about solidarity or resilience.
- Encourage any format – drawings, words, or short sentences.
- Collect flipcharts and prepare for group sharing if time permits.

Presentation

The presentation can be structured as the group prefers and be enriched with creative elements. Invite the participants to find a fun and engaging way to share their learnings, not just by reading the cards. It can be drawing a poster, writing a text in rhyme, or staging a drama skit.

The purpose of the presentation is to briefly share what has been learned, without inevitably being able to go into detail. A presentation that is just read aloud could be boring and difficult for the class to follow, whereas something more engaging would hold their attention, ignite curiosity, and avoid an overly academic environment created during the workshop activity.

→ **Find the materials for this workshop [here](#)**



GLOSSARY

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EUROPEAN UNION (EU)

A political and economic union of 27 European countries that work together on shared policies, laws, and institutions.

MEMBER STATE

A country that is part of the European Union.

TREATY

A formal agreement between EU member states that outlines the rules and principles governing the EU's functioning.

EUROPEAN COAL AND STEEL COMMUNITY (ECSC)

Formed in 1951 by six founding members (Belgium, France, Germany, Italy, Luxembourg, and the Netherlands), the ECSC aimed to create a single market for coal and steel, crucial industries for post-war reconstruction. It laid the foundation for European integration.

TREATY OF ROME (1957)

This treaty established the European Economic Community (EEC), which aimed to create a common market among its member states and promote economic integration. It is one of the foundational treaties of the EU.

SCHENGEN AGREEMENT (1985)

Although not an EU treaty, this agreement paved the way for the establishment of the Schengen Area, where internal border controls are largely abolished, allowing for passport-free travel between participating countries.

SINGLE EUROPEAN ACT (1986)

This act aimed to further integrate the European Community by completing the internal market by 1992. It introduced qualified majority voting in certain policy areas and expanded the power of the European Parliament.

MAASTRICHT TREATY (1992)

This treaty established the European Union as we know it today. It introduced the EU's pillars structure, created the framework for the Economic and Monetary Union (EMU), and laid the foundation for the Euro currency.

COPENHAGEN CRITERIA

They are a set of conditions that a country must meet to be eligible for membership in the European Union (EU). These criteria were established during the European Council meeting held in Copenhagen in June 1993. The criteria serve as a benchmark to assess whether a candidate country has achieved a sufficient level of political stability, democracy, human rights protection, and the rule of law to join the EU. Meeting the Copenhagen Criteria is a key requirement for any country seeking EU membership.

The Copenhagen Criteria consist of three main components:

– **Stability of Institutions**

Guaranteeing Democracy: A candidate country must have stable democratic institutions that ensure the rule of law, human rights protection, and the proper functioning of democratic processes. This includes having

independent and effective judicial systems, transparent governance, and respect for the rights of minorities.

- **Rule of Law:** The candidate country should demonstrate a clear commitment to the rule of law, including the protection of human rights, property rights, and the effective functioning of legal systems. It must also ensure the independence of the judiciary and effective law enforcement.
- **Respect for Human Rights and Protection of Minorities:** The candidate country must respect and protect fundamental human rights and freedoms, as well as demonstrate a commitment to equality and non-discrimination. This includes the protection of minorities and their rights.

The Copenhagen Criteria play a vital role in the EU's enlargement process. Any country aspiring to become an EU member must show that it meets these criteria both in law and in practice. The European Commission assesses the candidate country's progress towards meeting the criteria and provides regular reports to the European Council and the European Parliament. If a candidate country successfully fulfils the Copenhagen Criteria, it can move forward in the accession negotiations with the EU. It's important to note that meeting the Copenhagen Criteria is just the first step in the accession process. Candidate countries are also required to implement a wide range of EU laws and regulations, adapt their institutions, and demonstrate their ability to effectively participate in

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the EU's political and economic framework before becoming full EU members.

EURO (€) AND ECONOMIC AND MONETARY UNION (EMU):

The Maastricht Treaty laid the groundwork for a common currency, the euro, introduced in 1999. Some EU countries, the Eurozone, adopted the euro, sharing a common monetary policy.

ENLARGEMENT

The EU expanded its membership over time, incorporating several Eastern European countries after the fall of the Iron Curtain in 1989. Notable enlargements include the 2004 "Big Bang" enlargement and the 2007 accession of Bulgaria and Romania.

LISBON TREATY (2007)

This treaty aimed to streamline the EU's decision-making processes, enhance the role of the European Parliament, and provide the EU with a more coherent and visible presence on the international stage. It also introduced the roles of President of the European Council and High Representative for Foreign Affairs and Security Policy.

BREXIT

The United Kingdom's decision to leave the EU (as contemplated by Art. 50 TUE) after a referendum in 2016 resulted in a complex process of negotiations and discussions that concluded with the UK officially leaving the EU on January 31, 2020. It was the first case of a country leaving the EU.

MIGRATION CRISIS

The EU faced a significant influx of migrants and refugees, especially in 2015-2016, leading to debates on border controls, burden-sharing, and a common approach to asylum.

CONFERENCE ON THE FUTURE OF EUROPE

Launched in 2021, this initiative involves citizens in discussions about the EU's future direction, including institutional reforms and policy priorities.

Sources

- https://european-union.europa.eu/principles-countries-history/history-eu_en
- <https://youtu.be/9KAVzsaql1U>

WORKSHOP MATERIAL

Resilience and Solidarity – Example Cards

These example cards are designed to help participants explore the concepts of resilience and solidarity through simple, relatable stories. Facilitators are encouraged to either print these examples before the session or display them on slides during the activity. Participants can read them aloud and reflect on their meanings as a group. This step sets the foundation for deeper discussions and creative group work later in the workshop.

Solidarity Examples

A student helps a new classmate who does not speak the language.

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They organize cleanups, events, or support networks to make their community better.

Case Studies

(Only for long version)

This part is included only in the long version of the workshop. The group can be divided into three smaller groups, each working on one case, or all participants can go through each case together with around 5 minutes per case.

1. A newcomer struggles to join the community.

- Who should show solidarity here?
- How can individuals, community, and institutions help?

2. Fear and conflict divide the community.

- What does resilience look like here?
- What roles can people, community groups, and institutions play?

3. Public service does not meet people's needs (focus on public transport for marginalized groups).

- Who is responsible for solidarity and resilience?
- How can all work together to improve the situation?

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