



Crash Course Manuals

EUROPE
PARTICIPATION
SOCIAL JUSTICE
CLIMATE JUSTICE
MEDIA

Alfred
Herrhausen
Gesellschaft

Schwarzkopf 
Foundation 
YOUNG EUROPE 



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BRIEFING

Part I Our Peer Approach

The *Understanding Europe Network* is led by the idea of Peer to Peer Education. The Peer-group at the heart of our work as a foundation are young people between aged 16 to 27. We are convinced that pupils feel more addressed to be open to the learning process when it is led by people closer to their age, finding it easier to ask questions, voice criticism and raise concerns.

Despite – or even because – you are a similar age to the pupils; awareness of your role is a crucial part of your work. That role varies, depending on who you interact with (Trainer/pupil, Trainer/Trainer, Trainer/teacher, Trainer/NGO or foundation), the course situation and also personal factors (such as your own values or aims). The following manual is intended merely as a guideline; authenticity and spontaneity take priority.

One central aim of Peer Education is to strengthen participation and self-determination. This also means that you can take ownership of the project and the courses you provide, and co-design the format of your courses. This means that you are free to use the different materials provided to you in a flexible and self-determined way: feel free to decide yourself what you want to include, how you want to combine the different modules, and whether you want to adapt some of the material, so that it fits your context and the group of pupils you are working with.

Part II Didactic Principles

The following didactical principles shape the work of the Understanding Europe network and are a central framing of the educational approach. These principles make the workshops of the Understanding Europe network unique and are a guidance for your work as a Peer Trainer.

LEARNING FROM EXAMPLES

„Learning materials should be selected and structured using concrete political examples to illustrate more general lessons about politics”

(Sander 2007:193)

The aim of the course is to make the content as relatable as possible. This can be achieved by including concrete examples in the learning process wherever possible. Ideally, the examples used should offer a connection to **the pupils' own lives**, for example by using themes from their daily lives or questions from the Question Pool. This method follows the didactical principle of building on examples. The idea is that examples are not just used to illustrate or reinforce a general principle, but rather form the basis from which more general processes can be introduced and explained. Examples serve as a concrete introduction to help understand and relate to more general ideas. Valuing the pupils and their **self-efficacy**, it is particularly exciting to use examples that came from the pupils themselves (Hölzer/Jugel 2016).

Focusing on an institutional understanding of the EU often makes accessibility more difficult, which is why departing from topics/policy areas is more advisable.



USING LIFE STORIES AS POSSIBLE ACCESS POINTS

More specifically, it makes sense to connect complex processes – even legal ones – to individuals’ life stories. Successful learning processes also allow pupils a chance for emotional involvement with the topics discussed. This is easier when processes are not just described in general terms but also illustrated using the story of concrete people. These stories should be chosen in a way that offers the pupils a chance to identify with them. The examples chosen should ideally come from people who share the pupils’ age and way of interacting, to reinforce the peer-to-peer approach.

PROBLEM-ORIENTED LEARNING

“Learning materials should be constructed in such a way that political problems are easy to recognise.”

(Sander 2007:194)

This principle is applied throughout our courses and is put into practice using the Question Pool. The pupils write down both questions about issues they want to understand and topics they are interested in discussing because they find them problematic. The deciding factor in choosing the questions to refer to as Trainer should be the urgency of the addressed problem and its openness. An open question is one that cannot be answered with a “yes” or “no” response. Problems brought up by the pupils should correspond to both criteria. Keeping in mind the aims of offering pupils recognition and reinforcing their self-efficacy, their questions should become a central point of the course. In order to include current topics, you can work with media snippets (video, photos) or smartphones for spontaneous research.

CONTROVERSY

“Learning materials should be created and chosen so that the controversial nature of politics is made visible.”
(Beutelsbach Consensus 1976)

To make participants excited about the European idea, it is important to be able to openly discuss controversial points and problems in European integration with them. Addressing problems can be particularly fruitful learning experiences because participants aren’t just presented with answers but rather are left with space for further speculation, analysis, and discussion with their peers.

- › Negative experiences must also find space, e.g. if pupils are personally restricted in their mobility within the EU or were restricted when entering the EU.
- › Similarly, post-colonial perspectives and critiques of power can be introduced and contrasted with Eurocentric narratives.¹

INCLUSIVE AND LOW-THRESHOLD COMMUNICATION AND METHODS

Inclusive civic education enables extensive access, self-determination, and participation for all. Relating to the life realities of the participants helps to make the course more relatable, but language also plays an important role. To make exchanges successful, the language used and the ways in which you as a peer-Trainer communicate should fit the needs of the participants. Avoid the use of too technical expressions and abbreviations if this is not fitting your context. Moreover, by using diverse methods, you can make sure that different types of learners feel included and addressed.

¹ Eurocentrism: “The term ‘Eurocentrism’ denotes a world-view which, implicitly or explicitly, posits European history and values as “normal” and superior to others, thereby helping to produce and justify Europe’s dominant position (...). At the heart of Eurocentrism lies a binary way of thinking which constructs a white, progressive, modern and civilised European identity and juxtaposes it to a black/indigenous, underdeveloped, traditional and barbarian Other in the colonies.”



Part III

Preparing the Course

1

GETTING STARTED: THE LEARNING ENVIRONMENT

Creating a learning environment in “unfamiliar” rooms will always be a challenge. In most cases, you will conduct your courses in rooms that you did not know in advance. Please plan enough time to create your learning environment because this could be crucial for the success of the learning process and the course itself.

- › Build a circle of chairs that allows eye contact between all the participants and enough room to move around. Can all the participants see the presentation from their seat?
- › Give all the pupils tape to write their names on
- › Place the “A”, “B”, “C” and “D” signs on each of the corners of the room
- › Anything else that you might need for the creation of the learning environment should be put in place.
- › It is advisable to make clear at the beginning of the class that the following hours are not part of a regular school lesson. There is no assessment.

2

STARTING WITH HELLO!

Begin the course by briefly introducing yourselves. Interesting information to give about yourselves is your educational and professional background and what motivates you to give these courses. Present the foundation and its partners and the structure of the course (address that this will not be a normal school day, discuss breaks (which may not necessarily be the normal times pupils are used to) etc.). Information about the foundation and the structure of the course is also on the Presentation.

3

CHOOSING THE WORKSHOPS

When two Trainers are present, you should ideally only carry out two workshops at the same time. This allows the Trainer to start a dialogue with the pupils and to refer to questions they bring in. The choice of the workshops should be oriented towards the pupils’ interests.

NOTE

It can be helpful to also mention that all the debates are based on the framework of human rights and that the violation of human dignity through derogatory statements and insults will not be tolerated.

4

SUPPORT FOR DIFFICULT STATEMENTS

If you find yourself in a difficult situation and confronted with derogatory statements by a participant you can keep the following steps in mind.

It can also be helpful to discuss these steps beforehand with your Peer Trainer, that you are doing the workshop with, so that in case you encounter such a situation both of you know what is important to the other person and how you can react.



POTENTIAL STRATEGIES FOR (DIFFICULT) SITUATIONS IN THE CLASSROOM

- 01 Position yourself clearly against racism, discrimination and hate speech.** Your personal attitude, based on respect and a recognition of human rights, should be made visible and transparent.
- 02 Take up degrading and anti-democratic statements and talk about them.** Breakup generalisations/“othering”/homogenisation by making underlying assumptions visible and by pointing to contradictory facts. By questioning, for example, the racist assumption that there is an “us” and a “them” or “others,” and that these groups stand in a hierarchical relationship, processes of reflection can be initiated.
- 03 Accept that some statements and topics might be too complex to be discussed in-depth in the course.** This is especially true if participants may be affected by the statement themselves. In such a case, an offer should be made to interested participants to discuss the topic another day (e.g. with an expert or with a teacher).
- 04 Watch your body language and try to stay calm.**
- 05 Stay authentic** – make it clear to the participants that Trainers are also people who have emotions and may be affected by the statements in the workshop. If a Trainer is affected by what is said, it is okay and important to express this.
- 06 Help each other** – if one of the Trainers finds it difficult to cope with a certain situation, he or she should be able to rely on the other Trainer in the team to take over and help. Other participants and teachers can also jump in and help.
- 07 Try not to be judgmental, moralising or arrogant.** Do not blame participants for their statements – they might just be repeating what they have heard somewhere else. But challenge the degrading statement, without questioning or attacking the person, who state the phrase with a derogatory statement.
- 08 Take the participants seriously and challenge statements with follow-up questions.**

The following example statement uses common prejudices to illustrate how you can challenge a statement: “Women cannot play soccer.”

 - › “That would mean that...”
 - › “And do you think that is fair to say?”
 - › “How could that be unfair?”
- 09 Try to speak from a personal point of view and state how the statement makes you feel:**
 - › “That made me angry because the statement seems to portray that all women are the same and cannot play soccer.”
 - › “I am hurt / I am sad / I feel offended / I am sorry that you feel this way / ...”
- 10 You can make a proposal for a more differentiated statement** and state, that we do not generalise assumptions of an associated group. You can then offer a different statement.
 - › “What I wish for is that we do not state general assumptions about groups, e.g. Women cannot play soccer.”
 - › “I would like to see that we differentiate between assumptions about groups and the characteristics that we assign them, like skills. For example, women do play soccer on a very professional level. But not all women want to play or are good or skilled at playing soccer and not all men are capable or skilled to play soccer either.”



Part IV

During the Course

During the course it is important that you get a feeling for the atmosphere of the group in the room or in an online setting.

Take short breaks! That can help you to check-in with your Peer Trainer, to check the remaining time and to re-set the agenda, if necessary. It can also be a good way after an intense discussion, to get ready for a new phase or method afterwards.

CLOSING THE COURSE & OUTLOOK

For closing the course it is always helpful to take at least 10 minutes at the end for a feedback with the group. You can also point out that this was an introduction to a topic, which can be deepened through other resources. You can also mention that some topics could not be discussed but are also important and could be addressed in a different way next time.

As an outlook you can also point out to the next elections on a local, national or European level and encourage students to follow the topics discussed e.g. in the news or in different other ways.

You can also point out that Understanding Europe is a project by young people for you people. In case your team is looking for new volunteers or other kind of support you can also mention this at the end of the workshop. Thank the group for their participation, the teacher for the invitation (if present) and your Peer Trainer for the Workshop as a final closing word. This can help you to end the workshop on a positive note and helps to close the workshop.

Part V

After the Course

The “After-Care” of a course as a facilitator can be an important aspect. It can help you in your development as a Peer Trainer and can make you feel more confident over time in your role. Furthermore, it helps you to reflect on specific aspects that went very well and some aspects that you might want to improve and get more confident with.

FEEDBACK WITH YOUR PEER TRAINER

Take a moment after the Crash Course to do a little feedback with your Peer Trainer. You can talk about the following aspects:

- › How was the Crash Course for you over all?
- › How was the atmosphere of the CC and how was the group?
- › What went well? What methods did work well for the group?
- › What would you like to do differently next time? Why?
- › Is there something specific that you learned from your Peer Trainer?

If your Peer Trainer asks for your feedback then you can also tell them, what you liked about their way of facilitating the Crash Course or also what they can keep in mind for the next time. **Please only give this kind of feedback, if the other person has asked you for this.**



REFLECTION ON YOUR TRAINER ROLE

The reflection on your Trainer role and how you felt during your CC can help you to understand yourself better and can give you an idea of what might be important to you in your role. These aspects can also be helpful to communicate with your Peer Trainer. The reflection on your role can be done together in the feedback talk with your Peer Trainer or you can take a moment on your own.

- › What worked well for you?
- › What was difficult for you and why? Would you like to get support for this?
- › What made you feel confident in your Trainer role?
- › What are insecurities that you encountered? Do you want to talk about them with other peer Trainers?

You can also check-in with your Peer Trainer and discuss specific situations or insecurities with them. For the moment you can take notes on difficult situations or statements that you encountered and discuss them, when you have more energy and an open mind for the feedback of others.

If you like to get feedback from other Trainers of your team you can check out the [Case-based Peer Coaching chapter 11 the Understanding Europe publication on our website](#).

You can check out the self-reflection tool for your practice as a Trainer and/or propose to your UE team to discuss the [Competences for Democratic Cultures of the Council of Europe](#) and [Competences in the Understanding Europe network](#) together during a team meeting or the next T4T.



The Schwarzkopf Foundation Young Europe

SCHWARZKOPF FOUNDATION YOUNG EUROPE

Schwarzkopf Foundation Young Europe was founded in 1971 by Pauline Schwarzkopf. The Schwarzkopf Foundation, a non-partisan organization, strives to empower young people from all backgrounds to be active European citizens who contribute to a pluralistic, democratic society of mutual understanding, solidarity and peaceful collaboration across Europe.

With our work to empower young people, we seek to promote a pan-European understanding and combat right-wing extremism, anti-Semitism and racism.

Young people contribute to European cohesion and play a crucial role in shaping pluralistic societies. That is why we create spaces for young people to develop political awareness and visions for the society they want to live in. We offer young people opportunities to meet, exchange knowledge, grow and actively participate.

With a wide range of programs and projects, we advocate for an open, solidarity-based and democratic Europe, and we aim to strengthen young and pluralistic voices – in Europe and beyond.

Our partners

Understanding Europe is currently either present or being established in more than 10 European countries, inside and outside the EU's borders, thanks to a close cooperation with the European Youth Parliament.

THE EUROPEAN YOUTH PARLIAMENT

Understanding Europe is currently either present or being established in more than 10 European countries, inside and outside the EU's borders, thanks to a close cooperation with the European Youth Parliament. The European Youth Parliament (EYP) is a peer-to-peer educational program that brings together young people from across Europe to debate the pressing issues of our time. Through simulations of parliamentary sessions and specific training events the European Youth parliament forms a network led by young people for young people across Europe to form their opinions on political issues and to get involved in politics.

STIFTUNG MERCATOR

Stiftung Mercator is a private and independent foundation. Through its work, it strives for a society characterised by openness to the world, solidarity and equal opportunities.

In this context it concentrates on strengthening Europe; increasing the educational success of disadvantaged children and young people, especially those of migrant origin; driving forward climate change mitigation and promoting science and the humanities. As a foundation, they want to develop and make available ideas for a discussion of a democratic Europe that is capable of action, and to ensure that people understand why European cohesion is necessary. Their objective is to strengthen Europe's cohesion and ability to act.

Stiftung Mercator symbolizes the connection between academic expertise and practical project experience. One of Germany's leading foundations, it is active both nationally and internationally. Stiftung Mercator feels a strong sense of loyalty to the Ruhr region, the home of the founding family and the foundation's headquarters.

TOOLBOX APPROACH AND STRUCTURE

The initial idea for the Toolbox concept was born in 2021. The aim of the toolbox is to enable Understanding Europe Trainers to create the manual for their next Crash Course, tailor-made for each participant.

This tool has already been implemented and is available in English on our website with internal access for our European network of peer Trainers. The goal is that they can compile many different modules into courses up to 2 or 4 hours long for diverse settings, according to our four focus topics: Europe, participation, climate justice and social justice.

In the past, the EU Crash Course has been the course that schools have requested the most due to its structure and good integration into the educational curriculum. The idea behind the toolbox approach and its structure is to achieve that same success with our other focus topics. By providing the individual workshops with a structure and an overall message, the goal is to spread our Crash Course (CC) offer.

It is important to also mention that this new approach offers two different course lengths to participants in comparison to the usual up to 4-hour CC. Courses up to 2 hours are now a possibility across all topics in order to offer schools a course that can better adapt to their schedule.

This year, the Fellowship program “Thinking of Europe in times of Transformation” has focused on looking at the existing materials that we use in our Crash Courses, including the workshops developed by the Fellowships in 2021 and 2022. Based on the toolbox structure that will be explained shortly, the Fellows have managed to collect and organize all the different workshops and activities into the four topics mentioned above.



The toolbox structure consists of five different phases:



PHASE 1

Welcome and getting to know each other

- OBJECTIVE •

To set the tone of the course and create a peer-learning atmosphere

- CONTENT •

Basic information of Understanding Europe's mission and approach to learning through courses; getting to know each other; including one or two icebreakers.



PHASE 2

Who's here? Introduction to the topic

- OBJECTIVE •

To understand who is in the room and what is their relation to the topic; to ensure there is shared understanding of the topic and to determine interest of participants in relation to the topic.

- CONTENT •

To get into the topic; to make positionings and interests in the room visible; to get into first discussions.



PHASE 4

Debriefing

- OBJECTIVE •

To clarify doubts and allow participants to talk and debate about the different ideas that have been introduced during the course.

- CONTENT •

When delivering the up to 2-hour course, the Trainers will focus only on clarifying general doubts or questions after the workshop presentations with their workshop group. However, within the up to 4-hour course, it is possible to return to the questions collected in the Question Pool and initiate a discussion around the doubts and questions that the participants have.



PHASE 3

Deep dive and group presentations

- OBJECTIVE •

To enable participants to explore and learn about the subtopics through specific workshops; to enable participants to reflect on their learnings and insights gained; to allow for plurality of opinions/experiences to be shared and open questions to be formulated.

- CONTENT •

To work on focus topics and present their learnings in groups.



PHASE 5

Wrap up and feedback

- OBJECTIVE •

To enable participants to reflect on learning experience and needs for future learnings.

- CONTENT •

Bring the Crash Course to an end and share the feedback form with them.



Europe Crash Course



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PHASE 3: DEEP DIVE AND GROUP PRESENTATIONS PRESENTING THE THREE WORKSHOPS INDIVIDUALLY

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PHASE 4: DEBRIEFING



PHASE 5: WRAP UP & FEEDBACK



The aim of the Europe Crash Course is to discuss and gain knowledge about the milestones of European Integration, the most important European actors and the competences of the European Union, in an interactive way.



PHASE 1

WELCOME AND GETTING TO KNOW EACH OTHER

PRESENTING THE ICEBREAKERS

Self-reflection line

AIMS

The participants reflect on their starting knowledge about the topic of Europe.

MATERIAL NEEDED

“Line” on a poster/flipchart/boards
Dot stickers in two colours

TIME

5 minutes

NOTE

icebreakers can be delivered on both durations of the course; however, due to time constraints, only one will be delivered if the short version of the course is being delivered. For the long version, two to three could be delivered depending on the group and its dynamic.

INSTRUCTIONS

The “Self-reflection line” activity provides a visual representation of participants’ knowledge on the topic of Europe, allowing for a deeper understanding and discussion. It encourages active participation, self-reflection, and the recognition of diverse interest/knowledge level existing individually and within the group.

The Trainer creates a line on a whiteboard, flip chart, or large piece of paper. This line represents a spectrum of individual knowledge on the topic of the CC, ranging from negative (i.e., I know nothing about it) to positive (i.e., I am an expert).

Participants are provided with stickers of the same colour to be placed at a point along the line that represents their answer to the question “How much do you know about the EU?”.

Once participants have placed their stickers, the line is set aside until the end of the Crash Course. Then at the end of the class, before collecting feedback forms, the class is again asked to redo the exercise using stickers of a different colour this time. This way they can see the difference between the before and after.



Imaginary map of Europe

GOAL

An icebreaker can be used as a playful introduction to the subject of the course and as a first chance to get to know the participants. This activity in particular aims to challenge participants on their knowledge of European geography and reflect on their idea of the European continent.

MATERIAL NEEDED

PowerPoint

DURATION

10/15 minutes

INSTRUCTIONS

Participants are asked to form from scratch the map of Europe with every participant representing a state (if there are less than 27 participants, as they probably will be, they can choose which countries to represent). This phase can be also timed, so the challenge consists of being as quick as possible.

At the end their answer is checked by looking at the map in the PowerPoint presentation.

When checking, the Trainer can make the class reflect on the criterion by which they chose which countries to include and which not to include. Most likely they will have included their home country while excluding lesser-known countries (such as Eastern European countries from a Western European perspective).

Let this serve as a stimulus for the Trainer to open up the topic of the existence of multiple viewpoints within the EU that is also reflected in a different historical narrative and political perception and thus the importance of moving beyond one's individual beliefs to also understand the reasons and experiences of others.

Non-stop debate

GOAL

An icebreaker can be used as a playful introduction to the subject of the course and as a first chance to get to know the participants. This activity in particular aims to make participants talk, breaking the initial silence that the class may adopt when approaching a new speaker such as the Trainer or tackling a new topic.

MATERIAL NEEDED

None

DURATION

10/15 minutes

INSTRUCTIONS

Divide participants in two teams and place them in two lines, one facing the other.

The Trainer explains the rules: the Trainer will give a topic to discuss and the participants at the front of the line have to start talking about it, until the Trainer calls stop. If the participant stops speaking before the Trainer says stop, he/she is out of the game and the point is assigned to the other team. If both players manage to keep talking, they both win a point and after the round they move to the end of the line.

Start choosing daily topics like last movie seen, best meal ever, favourite book, etc. and give each pair about a minute to talk about the topic.

After a few rounds start asking more topic-tailored questions/topics such as:

- suggest a new design for the European flag
- argue why Madagascar should join the EU
- explain the importance of Erasmus+
- talk about which is the most important monument in Europe
- discuss what the best dish in Europe is
- advocate for Harry Styles being the next President of the European Commission



Race of Europe

GOAL

This activity in particular aims to make participants mention and reflect on things that, for them, are related to Europe and that directly involve them in the first place.

MATERIAL NEEDED

None

DURATION

10/15 minutes

DISCLAIMER

The role of the Trainer is also to moderate the game so as to make it as inclusive and non-discriminatory as possible. Surely the game can highlight situations of privilege (and not only knowledge of the topic) but it is the Trainer's task to introduce questions adapted to the context and to monitor the progress of the activity so that it results in a constructive food for thought and not in an event of exclusion of certain students.

INSTRUCTIONS

- Participants form a line or stand in a designated area.
- The Trainer asks a series of questions or presents statements on the topic of Europe and encourages participants to also ask their own. They can be related to experiences, opinions, or facts and curiosities, the most creative the better! Here are some suggestions:
 - Step forward if you have ever travelled outside of your home country
 - Step forward if you ever tried an Italian traditional food
 - Step forward if you speak more than 2 languages
 - Step forward if you have a non-EU passport
 - Step forward if you have seen the Eiffel tower
- Participants who can relate to the question or statement take a step forward.
 - It's important to ensure that participants take only one step at a time to maintain order and safety.
- For each question or statement, the Trainer can provide a moment for participants to reflect on their experiences or thoughts related to the question.
- The game progresses with each new question or statement, creating opportunities for participants to move forward and potentially discover commonalities with others. The game finishes when someone reaches the finish line and as a conclusion the Trainer wraps up by summarising the connections made and highlighting any interesting insights on European topics.

Toilet paper

GOAL

This activity in particular aims to make participants express their existing knowledge by thinking of Europe-related things they know, sharing them with the rest of the class.

MATERIAL NEEDED

Roll of toilet paper

DURATION

10/15 minutes

INSTRUCTIONS

- Participants form a circle.
- Each participant is instructed to take as many sheets of toilet paper as they like, without knowing the reason behind that.
- Only after everyone has his or her sheets of paper does the Trainer explain the meaning: for each sheet the participants must say one thing he or she knows about the European Union (member states, capitals, historical or political figures, typical dishes, sports teams, artists... anything!).
- Obviously, the activity is meant to introduce the topic in a fun way and not to put the participants in difficulty. So, if a participant has no ideas the Trainer can help him or her and encourage the rest of the class to do the same.





PHASE 2

WHO'S HERE? INTRODUCTION TO THE TOPIC

PRESENTING EUROPE IN 4 CORNERS

4-corner-method

GOAL

The module “Europe in 4 corners” should be used to create an atmosphere of mutual recognition. It should also offer room for the discussion of controversies. The method is helpful for identifying topics, questions and “hot discussions” for the following parts. The method should also serve to confront participants with opinions that are different to their own.

MATERIAL NEEDED

Four corners’ signs: write the letters “A”, “B”, “C” and “D” on four different papers to assign one to each corner, PowerPoint

ROOM

Move desks and chairs in order to have room to move around

DURATION

- › Short version 20 minutes
- › Long version 45 minutes

INSTRUCTIONS

The participants stand in the middle of the room. The room should be organised so that the participants have plenty of room to move around. The Trainers present the questions and the four possible answers with the PPT slides (feel free to add questions to the PPT if you want!). Each possible answer will be allocated a corner of the room (A, B, C, and D).

The participants position themselves according to their answers and are interviewed by the Trainers. The participants should be presented with the option of placing themselves in the middle of the room if they don’t find an answer that fits their opinion or if he or she wants to discuss an option that is not mentioned in the four answers. The “middle” position shouldn’t be used by participants to avoid no choice.

NOTE

On one hand try and create discussions with authentic follow-up questions. Try to hold back on explanations and create a discussion between the different corners. Try not to present yourselves as experts but as facilitators of the discussion. On the other hand, however, bear in mind that each question has the objective of sparking interest on a subtopic or give specific information. This means the Trainer can guide the discussion in a certain direction and if needed intervene by sharing certain knowledge.



Here is a check list of each question and the topic it is intended to highlight:

QUESTIONS / ANSWERS

INPUTS

“Europe“ makes me think of...

- A A geographical continent
- B Many different countries and languages
- C The EU
- D An event like the European Championship or the Euro-
vision Song Contest

- Difference between Europe and EU
- Relevance of “diversity” in the EU: is it an added value or an obstacle?
- Motto of the EU: United in diversity
- Value of cultural/sport events to create sense of belonging

What is most important to you about the EU?

- A Freedom to travel
- B Maintaining peace
- C Economic support
- D Democracy

- Travelling → Schengen Agreement
- Peace → first goal of the EU, since its foundation
- Wars in Europe and the role of the EU in them
- What is democracy to you? do you think the EU is democratic?

What bothers you most about the EU?

- A That I don’t get informed enough about the decisions made by the EU
- B That the EU lays down too many rules and regulations
- C The lack of unity among the EU Member States
- D That my country pays so much money to the EU

- How do you get informed? (news, social media, other people, etc.)
- Do you know the institution’s websites where they share content on the EU?
- What are some of rules of the EU? regulations, directives, decisions, recommendations and opinions

The most important elections for me are...

- A National elections
- B Regional elections
- C Local/communal/municipal elections
- D European elections

- Reflection on pros and cons of different levels of decision
- Input to introduce the concept of different levels of decision making and competences (Workshop 3)

According to you, what is the biggest problem in the EU currently?

- A Migration and asylum
- B Climate change
- C Economic and financial welfare
- D Unemployment

- What does asylum mean?
- What is European policy on migration? (e.g., Dublin agreement)
- What can the EU do against climate change? Look at the Workshop on competences
- Where does the EU budget come from?
- The EU budget is funded primarily through three sources:

Where will the borders of the EU be in 2040?

- A EU 27
- B More countries will leave the EU
- C + Balkan countries
- D + Turkey

- Brexit: what is that? art. 50 TEU
- Possible consequences of leaving the EU
- Accession criteria (Copenhagen criteria): They are: Stability of institutions guaranteeing democracy, the rule of law, human rights and respect for and protection of minorities
- Current situation in Turkey: existing relationship between Turkey and EU





Question Pool

MATERIAL NEEDED

- › Moderation cards or post-it notes
- › Pens

ROOM

Circle of chairs

TIME

Approx. 5 minutes

This activity will only happen when delivering the long version of the course. To optimize the time on the short version of the course, this activity won't be delivered.

INSTRUCTIONS

The Trainers hand out moderation cards or post-its and ask the participants to write down questions that they have on the topics of politics and Europe. The Trainers collect the questions or ask participants to stick them on a chosen wall/blackboard.

Later the Trainers will display and cluster them around the main topics. This gesture can help to show participants that their questions are taken seriously. This can include:

- Giving participants stickers to show which questions are particularly important to them
- Using some of the questions to lead to the workshop
- Answering some of the questions straight away.





PHASE 3

DEEP DIVE AND GROUP PRESENTATIONS

PRESENTING THE THREE WORKSHOPS INDIVIDUALLY

WORKSHOP I – HISTORY

Why does the EU exist?

AIMS

- › The participants get to know different historical events that occurred in Europe.
- › The participants reflect on different historical events and what these events might mean to them.
- › The participants see that historical events mean different things to different people.
- › The participants encounter a diverse view of European history.

MATERIAL NEEDED

- › Tape
- › One set of 25 event cards with the years covered up with tape
- › Blank pages/post-it notes for adaptations

DURATION

- › Short version 40 minutes
- › Long version 60 minutes

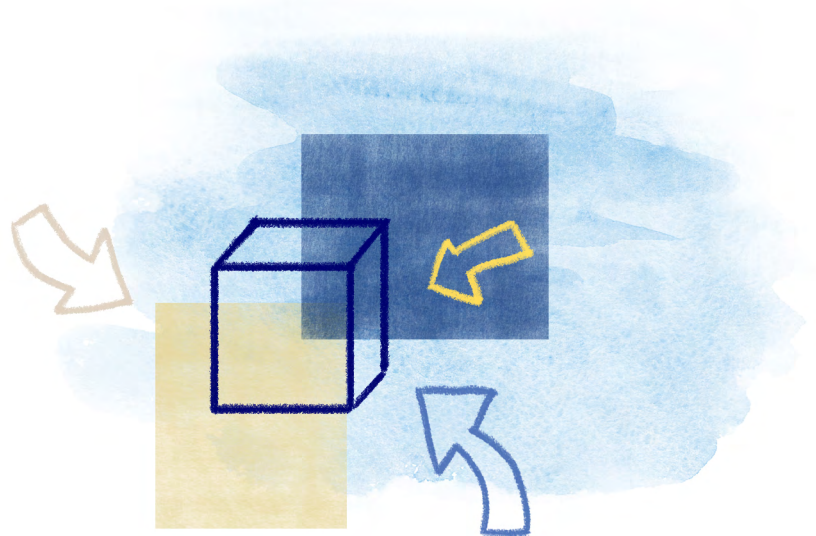
ROOM

It is preferable for the group conducting this workshop to have adequate space to place the info cards in a line. This can be a row of desks placed one after the other, or the floor of a corridor/classroom long enough to display the material and visualise it.

INTRODUCTION

In this workshop, participants put together the history of the EU in order to understand how it developed over time and how much it has changed from its foundation.

In addition to that, the workshop wants to encourage participants to also include their own history. You as a Trainer will help the participants understand that historical perception is subjective and constructed and will assist the participant in getting to know their teammates and their own historical perceptions. You will also help the participants get to know additional historical perspectives on the EU. Having a multi-perspective of European history acknowledges that historical events mean different things to different people and gives room to voices often unheard in the traditional narrative of European integration, such as those of Eastern Europeans, migrants, LGBTQIA+ communities, or non-EU neighbour countries.



DISCLAIMER ON THE WORKSHOP IN THIS SHORTER VERSION OF CC

The abbreviated version of the activity outlined here requires a heightened level of engagement and participation from the Trainer. While the shorter format may offer convenience and efficiency, it also needs a more active role on the part of the Trainer. The condensed nature of this activity may necessitate quicker transitions, more concise instruction, and rapid adjustments based on participants' progress and feedback. Trainers should be prepared to provide clear and precise guidance, answer questions promptly, and sometimes even address topics in a direct manner as there is not enough time for a complete brainstorming process that leads participants to arrive at answers independently through shared reasoning with the other peers. Timing is crucial and while not wishing to abruptly interrupt the conversations that emerge, it is the Trainer's job to stick to the schedule to complete the crash course phases.

GENERAL OVERVIEW OF THE WORKSHOP

The activity of the workshop is to recompose the chronological order of events illustrated in the cards and to reflect on the evolution of the European Union but also on the different narratives and perspectives of history.

DURATION		MODULE	DESCRIPTION
SHORT	LONG		
5 min	5min	Welcome	Welcome participants to the workshop and repeat the task first introduced in the video
20 min	30 min	History timeline	The participants read the cards given, reflect on them as a group and put them in chronological order
5 min	10 min	Double check	The participants reveal the dates together with the Trainer
10 min	15 min	Closure	Participants share their opinions on the events and organise the presentation they will deliver to the rest of the class

DIFFERENT STEPS OF THE WORKSHOP

Welcome

As a first step, the set of 25 history info cards is given to the participants. They will read them and try guessing the dates (that are covered by tape, except for cards indicating only the integration of a state in which dates are left visible).

History timeline

Ask the participants to look at all the events and to arrange the cards in chronological order (either on the floor or on a string hanging across the classroom).

Suggest starting by placing the events they are familiar with. Individual participants then briefly explain what they recognise and, if necessary for the other participants, explain the significance of the event, from their point of view. In case there are other perspectives or possible controversies over the event, you may ask for clarifications or other opinions from the group.

Then ask the group to try to place the remaining events in relation to the known ones, reasoning logically about the possible chronology of events.



Double check

When the group has placed all the cards, the Trainer can guide them in finding out the dates and see if the order was correct. After challenging themselves, they will then discover the true historical development and can learn from the mistakes made or congratulate each other on the guessed dates.

Closure

Ask them to point out where an important or characterising event in the history of European integration/EU history lies, or if one of the Timeline Cards tackles a topic that is personally important to them. The participants can also choose to add an event and can also be encouraged to do further research (e.g., on Europe-related events that took place in the year they were born)

In addition: Next to this set of cards on European History your National Team may suggest adding to the material relevant national events. Moreover, there are extra cards introducing important personalities, histories of disintegration, etc. available on the Network Drive. They can help to give more input into the group discussion.

POSSIBLE INPUT FOR THE DISCUSSION

- **Going back to the Question Pool:** e.g., someone has asked why the EU was established: there are different perspectives on why the EU was created. One of the reasons was to create peace. But the EU also began as an economic project. Several economic areas growing together is an important reason for peace in Europe. Problem: peace through economic entanglement.
- **Going back to the Question Pool:** At the beginning of the course, someone asked what would happen if the EU ceased to exist. What do you think would happen?
- **Questions about motives:** Why did this event happen? What was the aim behind it? Was it successful?
- **Questions about consequences:** what impact did this event have? How did this event change rights, politics, and debate in the EU?
- **Questions about crises:** Which crises arose during the establishment and development of the EU? Was the EU able to fix the problem? How?
- **Questions to help with the chronological order:** What do you see in the picture that can help you determine what time it refers to? For example, from when did the Euro come into existence?



- **Reflecting on perspectives:** Is there any event that was equally important for all Europeans? Is there an event that was particularly important for the citizens of your country? Did certain events affect other countries more? How do you think this event was perceived and discussed in other EU/non-EU countries?
- **Using your own history:** Is there an event that influenced you/your parents/your grandparents? Is there another event not listed which had that kind of impact? Which event did you choose before? Did you change your mind?
- **Guiding question on multi-perspective history:**
 - Is there a genuine interest in the stories, justifications and approaches that young people have on the topic?
 - Reflect on your own historical knowledge: where does your knowledge come from? Has your family history been discussed in textbooks and lectures?
 - What other perspectives on historical or current events have broadened or limited your own existing knowledge? Do you know people personally who have experienced completely different histories and have different points of connection with, or disconnection from, Europe?
 - Do you have any knowledge of the group's composition and their interest – to adapt the material to them?
- **If you have additional time left, you can also reflect on the workshop:**
 - How was the workshop for you?
 - What was new or exciting? Did something bother you or surprise you?
 - What was the reason for you to add, choose, or turn down certain events?
 - How easy was it to come to a common history?
 - What perspectives are missing when we talk about history in general?

Based on the existing material of Understanding Europe the workshop has been updated by Daniela Cappuccio as part of the Fellowship “Thinking of Europe in Times of Transformation” in cooperation with Alfred Herrhausen Gesellschaft.



Who is the EU?

AIMS

- › The participants gather information on the different EU and European institutions.
- › The participants understand the relation between the different EU institutions.
- › The participants reflect on EU decision-making structures.
- › The participants reflect upon their own ability to influence the EU decision-making process.

MATERIAL NEEDED

- › Information cards
- › Puzzle of Institutions
- › Graphic legislative procedure (PPT or handout)
- › Post-it notes

DURATION

- › Short version 40 minutes
- › Long version 60 minutes

ROOM

No specific needs for the workshop itself (for the “Path of Law” a bit of empty space is requested for participants and Trainers to move around).

INTRODUCTION

This workshop equips participants with a comprehensive grasp of the EU's inner workings.

In addition to that, the workshop is an opportunity to cultivate teamwork, critical thinking, research skills, and the ability to synthesize complex information—skills that are invaluable for active citizens. You as a Trainer will not only help the participants understand the characteristic of each body of the EU but also encourage them to think about the complexity of the system and the delicate balance of interests involved and to question themselves on how to reach out to the institutions and have a say in the legislative process.

GENERAL OVERVIEW OF THE WORKSHOP

The goal of the workshop is to find out key the main information about the institutions of the EU by reading the info cards and then assemble the so-called Puzzle of Institutions, a graph formed by different pieces that refer to the content of the info cards and show the interaction of the different institutions in the legislative process.

DURATION		MODULE	DESCRIPTION
SHORT	LONG		
5 min	5min	Welcome	Welcoming participants to the workshop and repeating the task
15 min	20 min	Reading the info cards	The participants read the cards given getting to know each EU institution
10 min	20 min	Solving the Puzzle of Institutions	Participants approach the pieces of the puzzle and assemble it according to the information read
5 min	5 min	Double check	The participants together with the Trainer look at the result
5 min	10 min	Closure	Participants ask final questions and organise the presentation they will deliver to the rest of the class



DIFFERENT STEPS OF THE WORKSHOP

- The participants will get to know the institutions of the EU with the help of the information cards. Let participants choose either to explore these cards as a united group or break into smaller teams for a collaborative experience. When reading they can take notes for themselves about how the institutions are built, their main tasks, the selection or nomination of its members, and so on. Also, the cards pose some questions related to the presidents of each institution: participants are asked to research and answer by finding out the names of the different heads of the institutions.
- Then it is time for the Puzzle of Institutions: the participants should find out together (without your help, if possible) how the institutions are composed, what their functions are, and what their relationship to one another is.
- Have a discussion afterward about the different parts of the puzzle and their relationship. Did they know how to put them together? How do they relate? Also use the questions from the Question Pool.
- Summing up what the group learned, ask participants to think about a way to present the Institutions of the European Union to the rest of the class, e.g., role playing institutions.

FOLLOW-UP QUESTIONS THAT CAN BE USED DURING THE DISCUSSION

- **Who does what in the legislative process?**
 - The initiator: European Council
 - Legislative proposal: the Commission
 - Passing a law: Council of Ministers and the European Parliament
 - Control: the Commission as the Guardian of the Treaties, European Parliament having control elements over the Commission.
- **Who represents what interests?**
 - Council of Ministers: the member states
 - the European Commission: the EU
 - European Parliament: the citizens
 - Which actor is the strongest?
 - Power is divided between the institutions. The Commission can propose a law but is not allowed to decide on it. The European Parliament and the Council of Ministers can decide on laws.
- **Who sits in the European Parliament?**
 - Political parties that are elected to the European Parliament via their national parties. They create a parliamentary group according to their political views and not according to their country's interests.



- **Do the parliamentarians vote on everything?**

No, most of the work of the European Parliament is done in thematic committees. Each member of parliament belongs to one or more committees and takes part in the vote in their field of expertise (e.g., environment, social issues, justice)

- How are the positions in these institutions appointed? How long do they stay in office? Why are their terms limited?

- **Debating the influence of citizens on the institutions**

By voting at the local, national and European level, European citizens impact the decision-making processes in the European Union, as their voting influences the representation of different interests on the level of the European Union. Citizens can also influence institutions through the media, civic engagement or concrete measures like the European Citizen Initiative or consultation procedures of the Commission citizens. To make the link between the institutions and citizens clearer for the participants, you can add this a speed-dating exercise. You can also let them visualize the extent to which they believe citizens can influence the respective institutions by drawing different sized circles on the institutions, indicating how likely it is to influence this institution.

Source: material on the European Elections, developed by Janis Fifka, 2019.

Graphics and Illustration: Christoph J Kellner and Daniela Cappuccio

Sources

https://european-union.europa.eu/institutions-law-budget/institutions-and-bodies/types-institutions-and-bodies_en

How can you get up to speed on the current status of the decision-making process when you hear that “the EU has decided” something in the media?

<http://eur-lex.europa.eu/collection/legislative-procedures.html>



What does the EU do?

AIMS

- › The participants gather information on the competences of the EU.
- › The participants comprehend the multi-lever power structure existing between Member States and the European Union
- › The participants reflect on responsibilities of different stakeholders
- › The participants reflect upon the impact EU policies have on their daily life

MATERIAL NEEDED

- › Info cards
- › Post-it notes

ROOM

No specific need

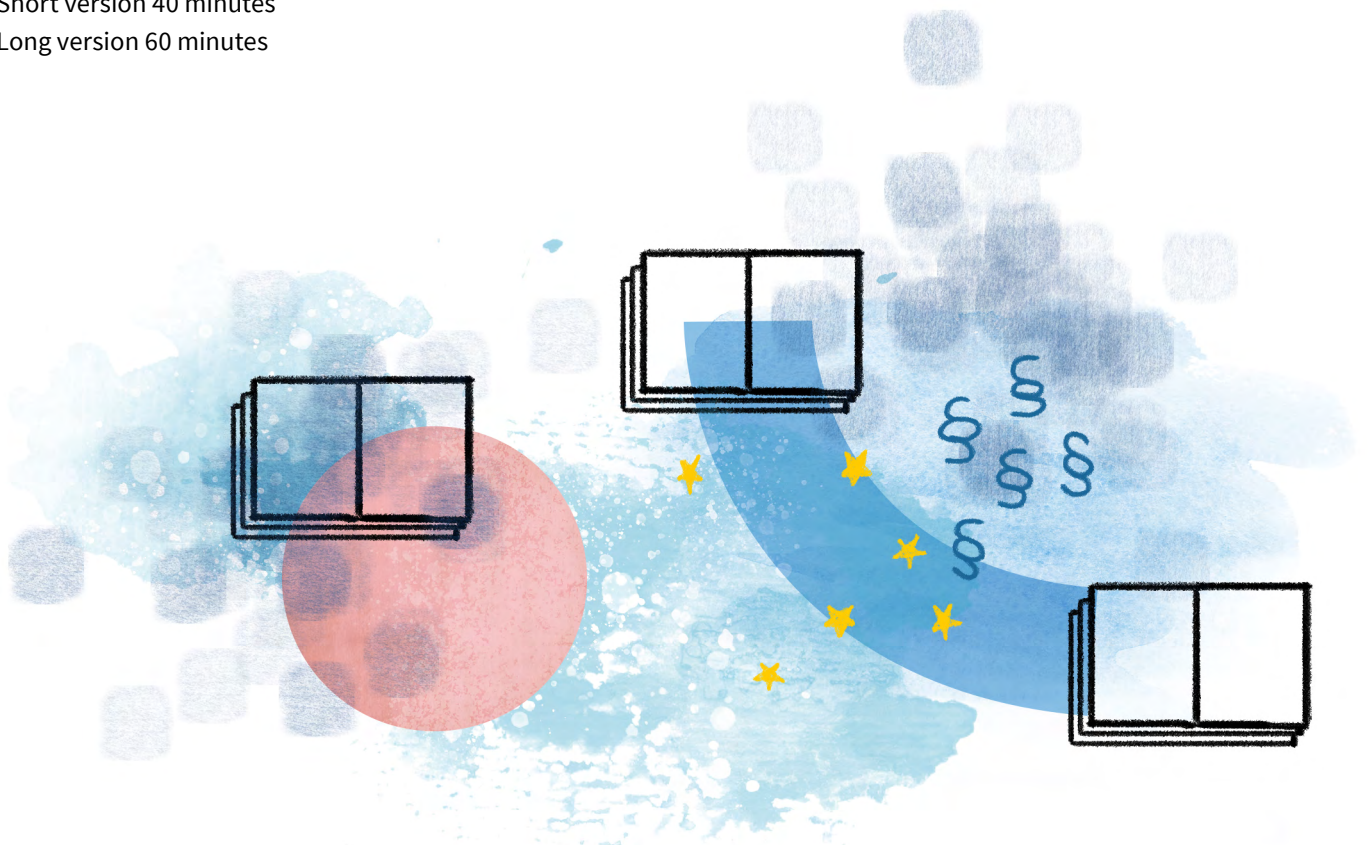
DURATION

- › Short version 40 minutes
- › Long version 60 minutes

INTRODUCTION

With this workshop, participants embark on a journey to delve into the intricate web of powers and responsibilities that define the European Union's role on the global stage. Peeling back the layers of EU competences, exploring the division of powers between the Union and its member states, the spheres of exclusive, shared, and supporting competences, participants will get a clear understanding of the legal framework that makes the European Union a unique and complex entity able to shape the lives of over 440 million people across its member states.

From trade agreements to environmental regulations, and human rights protection to economic policies, the competences of the European Union are at the heart of its ability to address contemporary challenges and drive positive change. The Trainer will guide the group through different subjects to match them with the level of responsibility they belong to and shed light on how they impact daily life, influence regional and global dynamics, and contribute to the pursuit of common goals.



GENERAL OVERVIEW OF THE WORKSHOP

The goal of the workshop is to discover these different subjects and the concept of competence through some examples from everyday life (so called case studies) to be placed correctly in three columns according to the level of competence: European Union, State and both.

DURATION		MODULE	DESCRIPTION
SHORT	LONG		
5 min	5min	Welcome	Welcome participants to the workshop and repeat the task as introduced in the video
10 min	15 min	Reading the article of the TEU and the principles	The participants read the cards given getting to know the different types of competences and the principles behind them
10 min	15 min	Getting to know the study cases	Participants read the study cases and understand EU impact on daily situations
10 min	10 min	Mapping	The participants now match each study case with a subject and the correspondent category of competence
5 min	5 min	Double check	The participants together with the Trainer look at the result
5 min	10 min	Closure	Participants ask final questions and organise the presentation they will deliver to the rest of the class



DIFFERENT STEPS OF THE WORKSHOP

Welcome

Introduce the concept of the workshop to the participants and give a general introduction on what the activity will look like.

Reading the article of the TEU and the principles

First, participants are provided with some informative cards that cover the basics of EU competences, explain the distribution of powers between the EU and member states the different categories of competences (exclusive, shared, and supporting) and quotes from relevant articles on treaties to give an idea of the legal framework that defines these competences.

Getting to know the case studies

Secondly, the group will read the “case studies”: these are colourful cards that narrate different scenarios related to EU competences in daily life.

Ask the group to analyse the case study, identify the relevant competences at play, and discuss the potential impact on member states and citizens.

Mapping

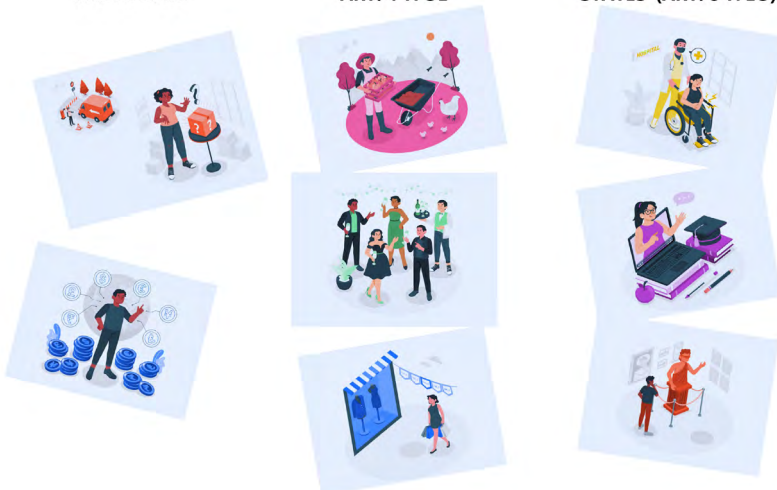
The last step is mapping the case studies into the categories of competences: provide participants with a large poster or a space to display the cards and collaboratively map out the various competences of the EU.

Participants will have to label each case with the subject they belong to. Then, they will have to follow the given scheme of the subjects divided in exclusive, shared, and supporting competences as defined by the EU Treaties, and place the cards in three different columns.

**EXCLUSIVE
COMPETENCES
ART. 3 TFEU**

**SHARED
COMPETENCES
ART. 4 TFEU**

**ACTIONS TO SUPPORT;
COORDINATE OR
SUPPLEMENT THE MEMBER
STATES (ART. 6 TFEU)**



Double check

This activity encourages visual learning and group engagement, allowing participants to see the depth and width of EU competences. Moreover, it gives them a tool to reflect on powers and responsibilities: as citizens, understanding the distribution of competences and responsibilities helps to navigate the intricate EU framework in a conscious way and to acknowledge which stakeholders can have an impact on our lives and how, instilling in them the responsibility to act as a competent actor. Ultimately, comprehending these concepts contributes to informed citizenship and effective participation in the European project.

NOTE

If possible, always relate to the questions from the Question Pool during this workshop.

Closure

Follow-up questions that can be used during the discussion:

- **Who decides the division of competences between the EU and member states?**

The division of competences between the European Union (EU) and its member states is determined by the EU treaties, which are negotiated and agreed upon by the member states themselves. These treaties outline the specific areas in which the EU has the authority to legislate and make decisions (competences) and those areas where member states retain their sovereignty. The distribution of competences is a fundamental aspect of the EU's constitutional framework.

- **What are the competences?**

Competences are the specific areas of policy or jurisdiction in which the EU has the authority to take action. They determine the extent to which the EU can make laws and decisions that bind its member states. The three main categories of competences are exclusive, shared and supporting.

- **What are the consequences of “being competent”?**

When the EU is competent in a specific area, it has the authority and responsibility to:

- Develop and propose legislation and policies in that area.
- Implement and enforce its laws and policies.
- Monitor compliance with EU rules and standards.
- Coordinate efforts among member states for efficient and harmonized action.
- Represent member states' collective interests on the international stage.



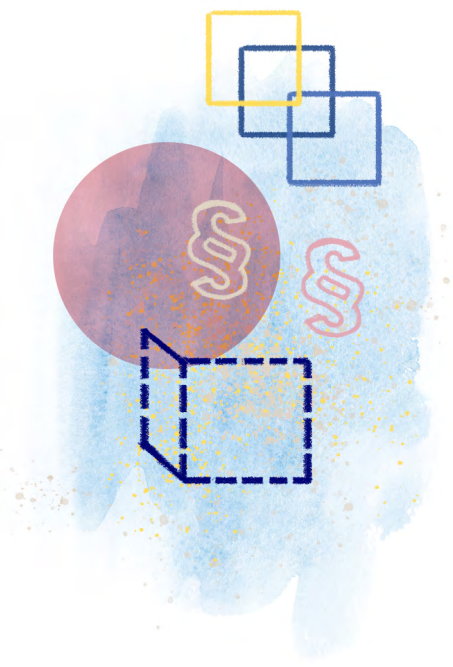
- **How can the EU have more powers?**

The expansion of EU powers would typically require changes to the EU treaties. These changes can occur through a treaty revision process, which involves negotiations and agreements among member states. The process of conferring additional powers to the EU or modifying existing ones is a complex and politically sensitive one, as it requires the consent of all member states and often involves lengthy negotiations to find common ground.

- **How is a conflict of competence between member state and EU solved?**

Conflicts of competence between a member state and the European Union (EU) can arise when there is uncertainty or disagreement over whether a certain policy or action falls within the jurisdiction of the member state or the EU. Such conflicts are addressed through a legal and procedural framework designed to maintain the balance between EU powers and national sovereignty. Here's how conflicts of competence are typically solved:

- *Principle of Primacy of EU Law:* The EU operates on the principle of the primacy of EU law. This means that when there is a conflict between national law and EU law, EU law prevails. Member states are bound by EU law and are expected to ensure its consistent application.
- *European Court of Justice (ECJ):* The primary authority for resolving conflicts of competence is the European Court of Justice, which is the highest court of the EU. Member states and individuals can bring cases before the ECJ to seek clarification on the interpretation and application of EU law in relation to national law. The ECJ's rulings establish legal precedents and provide guidance on how to reconcile conflicts.
- *Preliminary Rulings:* National courts can refer questions regarding the interpretation or validity of EU law to the ECJ for a preliminary ruling. This process ensures consistent interpretation of EU law across all member states and helps resolve conflicts between national and EU competences.
- *Direct Actions Against Member States:* The European Commission can initiate legal proceedings against a member state if it believes that the member state is not fulfilling its obligations under EU law. This can include cases where a member state has overstepped its competence and taken actions that conflict with EU law.



- *Cooperation and Negotiation:* In some cases, conflicts of competence can be resolved through negotiation and cooperation between the EU institutions and the member state. Member states can engage in discussions with the European Commission or the Council of the EU to find common ground and prevent disputes from escalating to legal proceedings.
- *Treaty Amendments:* If conflicts of competence become recurrent and systemic, member states can consider treaty amendments to redefine or clarify competences. Treaty revisions require unanimous agreement among member states, making this process a significant step that addresses the underlying issues.
- *Principle of Subsidiarity:* The principle of subsidiarity states that decisions should be made at the most appropriate level, which often means that decisions should be taken at the EU level when they cannot be effectively addressed by member states alone. This principle helps prevent conflicts by ensuring that decisions are made where they can have the greatest impact.

Based on the existing material of Understanding Europe the workshop has been updated by Daniela Cappuccio as part of the Fellowship “Thinking of Europe in Times of Transformation” in cooperation with Alfred Herrhausen Gesellschaft.

Graphics and Illustration Daniela Cappuccio and People illustrations by Storyset (Amico) from storyset.com

Sources https://europa.eu/citizens-initiative/how-it-works/how-start-initiative-step-step/faq-eu-competences-and-commission-powers_en
<https://eur-lex.europa.eu/EN/legal-content/summary/division-of-competences-within-the-european-union.html>



Presentations

DURATION

- › Short version 5 minutes per group
- › Long version 15 minutes per group

The group presentations following the workshops allow the participants to get insight into what the other group has been working on.

WORKSHOP I

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 of telling the story of the Union, 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.

WORKSHOP II

The activity path of law could be used as a way to present the learnings. The following questions could also be suitable for preparing the presentations of each institution.

- Members: how are members elected? how many? who are they?
- Location: where is the institution located?
- Function: what does the institution do? what powers does it have?
- President or relevant personalities
- What interests it pursues?

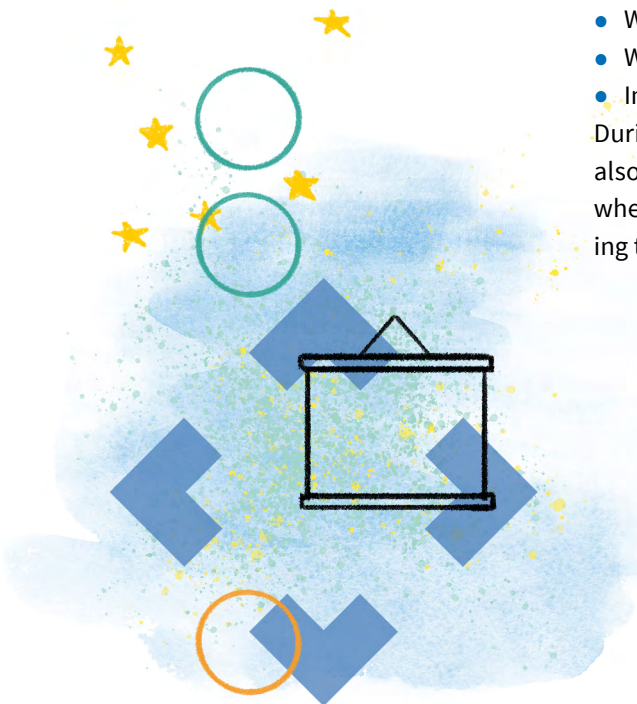
WORKSHOP III

The group presentations following the workshops allow the participants to get insight into what the other group has been working on.

The following questions could be suitable for preparing the presentations:

- What are the categories of competences defined in the Treaties?
- Which principles lay behind the division of powers?
- In which other daily cases can you see the impact of the EU?

During the presentation, participants will explain the topic, but they can also make it more interactive by creating a quiz for the co-participants where each case study card should go, as they previously did as well during the workshop.





PHASE 4

DEBRIEFING

According to the length of the course being delivered, the debriefing phase is different

Short version

Debriefing

GOAL

Debriefing has the aim of asking the participants to identify one thing they have learned from the workshop, and one thing they would like to implement in their lives. This would be a more realistic exercise for a 10-minute activity.

ROOM

Circle of chairs

TIME

10 minutes

MATERIAL

Post-it notes (takeaway)

INSTRUCTIONS

- As a Trainer your role is to moderate the discussion.
- The Trainer gives post-it notes to each participant and splits them into smaller groups.
- The Trainer asks the participants to write down what they took away from the crash course. Thus, one thing they have learned and one thing they would like to implement in their lives.
- Then, ask them to share it with the group they are part of.

Long version

Discussion

GOAL

Discussion is an integral part of the course, inviting participants to dive deeper into the topic. Skills that should be developed along the way include forming an opinion, communicating one's own opinion to others, as well as tolerating and appreciating opinions that might differ from one's own point of view.

ROOM

Circle of chairs

TIME

40 minutes

MATERIAL

Post-it notes from the Question Pool to refer back to (discussion)

INSTRUCTIONS

- As a Trainer your role is to moderate the discussion.
- Having separated and sorted out the different questions and inputs from the "Question Pool" activity, the Trainer will refer back to those points in order to begin a discussion amongst the participants around said topics.
- The Trainer will then lead the discussion and act as a moderator. It is also important to cut certain discussions that are taking too long in order to tackle more than one topic/question.





PHASE 5

WRAP-UP & FEEDBACK

GOAL

For the final phase of the course, Trainers are meant to bring the course to an end by asking about participants' impressions and to fill in the course feedback form. In addition, Trainers can give more information about Understanding Europe and how to join if they would be interested.

GUIDANCE QUESTIONS

The following guidance questions are the foundation for exchange and discussion and provide the Trainers and educators with a variety of opportunities to further design the course. The Trainer can decide which questions are best for the course at the right moment. These guidance questions enable participants to evaluate the course from their own perspective.

- What would you like to know more about? What is it?
- What did you enjoy about the course?
- What conclusion can be made from your experience?
- How do you feel at the end of this course? What was your experience with it?

FEEDBACK

Feedback should be...

- Constructive, meaning that it creates perspectives for the future.
- Descriptive, meaning that it should leave out judgment and interpretation. Criticism should be stated in a factual manner.
- Concrete. Generalizations do not help the person concerned to solve the problem. Additionally, it is easier to understand feedback if it is described with the help of concrete situations.
- Subjectively formulated. It is easier to accept feedback if it is based on impressions and observations from others.
- Not just negative. One should keep in mind that it is difficult to accept criticism. It is, therefore, easier for the recipient to accept suggestions for improvement if they can see that you are not trying to attack them and can also see the positive side of their work.

Accepting feedback

- Listen first! You do not have to accept everything, just take feedback that you find convincing and that you can work with.
- Say 'thank you!'

ABOUT UNDERSTANDING EUROPE

For this last part of the course, the supporting PowerPoint contains a slide at the end that presents some facts and figures about Understanding Europe. It is advised to have a look at the slide before the course and memorize the most important details. You are encouraged to share personal experiences and bring your own approach to the slide.



Participation Crash Course



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PHASE 4: DEBRIEFING



PHASE 5: WRAP UP & FEEDBACK



The Participation Crash Course gives participants the tools to become active citizens at a local, national, and European level. To achieve this goal, the course will serve as a space for reflection on topics such as democracy and youth participation.



PHASE 1

WELCOME AND GETTING TO KNOW EACH OTHER

PRESENTING THE ICEBREAKERS

Passing the Ball

AIMS

An icebreaker can be used as a playful introduction to the subject of the course and as a first chance to get to know the participants. Icebreakers and introductory activities already encourage participant participation to set the scene for later discussions. Methods might be name games or other engaging activities. You are very welcome to be creative and think about your own icebreakers, but the manual also offers pre-designed topic-tailored icebreakers to choose from.

MATERIAL NEEDED

A ball or any object that can be passed on

TIME 5–15 minutes

NOTE

preferably to be delivered during the long version of the course

INSTRUCTIONS

Version 1

The Trainer will throw the ball to any of the participants, who will have to share his or her name as well as one story or experience related to the topic of democracy/active citizenship/youth participation. In case any of the participants cannot think of anything, clarify that it is alright to share something that he or she would like to do in the future.

Examples

- Join a political party
- Participate in a demonstration
- Sign a petition
- Go vote

Then, the participant has to throw the ball to another person, who will have to answer the same questions. The exercise will last until everyone has been introduced.



NOTE

Version 2 is more fit for a 5-minute-long icebreaker, and participants are not asked to repeat the answers of the other participants.

Version 2

The Trainer will throw the ball to any of the participants, who will have to share his or her name as well as a word that describes democracy in his or her opinion.

Every participant that follows needs to repeat all of the previous names and associated words before saying their own. This way the Trainers learn the participants names at the same time the participants form a first impression of each other's understanding of democracy.

Example

- 'My name is Mariana and I associate democracy with having freedom of choice and of expression'.
- 'My name is Mariana and I associate democracy with having the right to elect my representatives'.

The exercise will last until everyone has been introduced.

Big wind blows

GOAL

An icebreaker can be used as a playful introduction to the subject of the course and as a first chance to get to know the participants. Icebreakers and introductory activities already encourage participant participation to set the scene for later discussions. Methods might be name games or other engaging activities. You are very welcome to be creative and think about your own icebreakers, but the manual also offers pre-designed topic-tailored icebreakers to choose from.

MATERIALS NEEDED

Circle of chairs

DURATION

5–10 minutes

NOTE

Preferably to be delivered during the short version of the course

INSTRUCTIONS

- The Trainer sets up a circle of chairs, which need to be enough for all but one participant.
- The person without a chair will stand in the centre of the circle and will say the phrase "Big wind blows to all who _____", completed by an affirmation related to the topic of the crash course.

Note: The Trainer should give clear examples beforehand, so that the game does not become a discussion about their support for a certain politician, for example. Good examples could be:

- "Big wind blows to all who have participated in a demonstration".
- "Big wind blows to all those who value the freedom of speech".
- "Big wind blows to all those who feel like civic education should be taught at schools".

If it is not clear, the Trainer can also start with a simpler example, such as "The wind blows to all who have siblings", so they understand how it works.

- All those who agree with the statement and can relate to it stand up and, together with the participants standing up in the centre, try to find another seat before it is taken by another person.
- The last person standing will come up with a new statement.





PHASE 2

WHO'S HERE? INTRODUCTION TO THE TOPIC

PRESENTING PARTICIPATION IN 4 CORNERS

4-corner-method

GOAL

The module “Participation in 4 corners” should be used to create an atmosphere of mutual recognition. It should also offer room for the discussion of controversies. The method is helpful for identifying topics, questions and “hot discussions” for the following parts. The method should also serve to confront participants with opinions that are different to theirs.

MATERIAL NEEDED

- › PowerPoint
- › Four corners’ signs: write the letters “A”, “B”, “C” and “D” on four different papers to assign one to each corner

ROOM

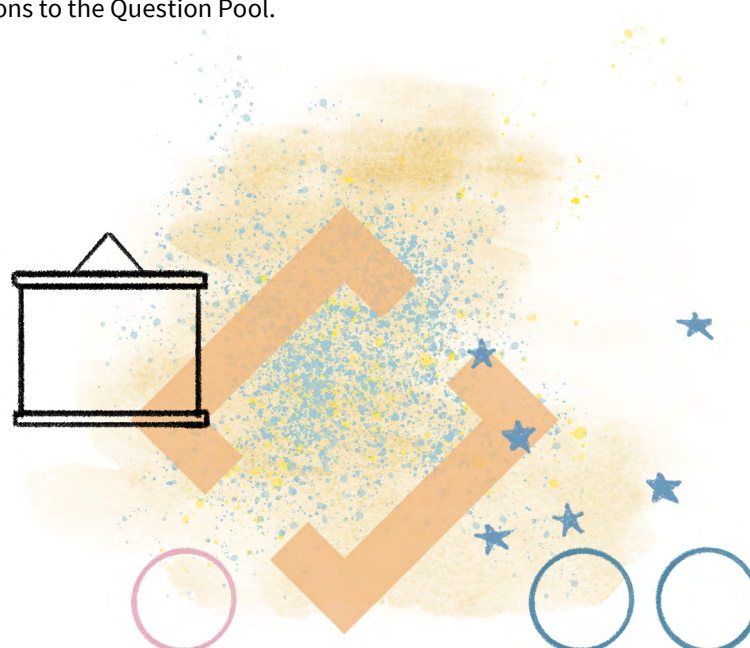
Circle of chairs, a lot of room to move around

DURATION

- › Short version 20 minutes
- › Long version 40 minutes

INSTRUCTIONS

The participants stand in the middle of the room. The room should be organized so that the participants have plenty of room to move around. The Trainers present the questions and the four possible answers with the PPT slides (feel free to add questions to the PPT if you want!). Each possible answer will be allocated to a corner of the room (A, B, C, and D). The participants position themselves according to their answers and are interviewed by the Trainers. The participants should be presented with the option of placing themselves in the middle of the room if they don’t find an answer that fits their opinion or if they want to discuss an option that is not mentioned in the four answers. The last question of the method could be a speculative one because it could inspire the participants to add some questions to the Question Pool.



Statements and questions:

QUESTIONS / ANSWERS

1. What is the most valuable right you have?

- A Right to vote
- B Freedom of expression
- C Right to free movement
- D Right to education

2. What is in your opinion the biggest factor leading to lack of trust in the political system?

- A Corruption
- B What we hear in the media
- C Feeling distant from our representatives
- D Feeling like our opinion is irrelevant

3. The most impactful level of participation is done at ...

- A Local level
- B Regional level
- C National level
- D European level

4. Which type of participation could you imagine yourself doing most passionately?

- A Going to vote
- B Going to demonstrations
- C Starting or signing a petition
- D Joining a party or an NGO

5. Which of the following topics or problems should be higher on the political agenda in your country?

- A Affordable education
- B Free public transport
- C Unemployment
- D Climate change

QUESTIONS / ANSWERS

6. What do you believe challenges democracy the most?

- A Populism
- B Discrimination on the grounds of sex, ethnic origin, sexual orientation, etc.
- C Fake news
- D Financial crisis

7. The most important elections for me are ...

- A Local/communal/municipal elections
- B Regional elections
- C National elections
- D European elections

8. By 2040, the European Parliament will ...

- A No longer exist
- B Have lost importance (and so the national parliaments would have more power again)
- C Have the same importance/“power” as today
- D Have gained importance and will be more important than national parliaments

9. What is the most pressing problem in the EU?

- A Migration and asylum
- B Climate change
- C Economic and financial welfare
- D Unemployment



FOLLOW-UP QUESTIONS – EXAMPLE FOR QUESTION 8

Corner A

- **Follow-up questions that relate to the participants**
 - You chose this position; can you explain to us why you think this is the most likely scenario?
 - Can you give us an example of what this would look like?
- **Follow-up questions concerning the content**
 - What do you think the EU is currently doing to make this scenario possible?
 - What role does your country play in this result? Would your country have wanted this to happen?
- **Questions that create a connection to other opinions/corners**
 - What is the difference between position A and D?

Corner B

- **Follow-up questions that relate to the participants**
 - Please explain why you think this position is most likely to happen.
 - Please give a concrete example of what this might look like.
- **Follow-up questions concerning the content**
 - If you say a gain or loss of power is not an option – do you believe the European Parliament has sufficient power nowadays?
- **Questions that create a connection to other opinions/corners**
 - Positions A, C and D believe that a change is possible, why do you think otherwise?

Corner C

- **Follow-up questions that relate to the participants**
 - You chose this position, could you explain to us why you went to this side?
 - Can you name concrete examples or things happening today which might be the first signs of a loss of power of the European Parliament and an increase of power of Member States?
- **Follow-up questions concerning the content**
 - What role will the EU and your country play in the result?
 - What do you think the EU already does to make this happen?
- **Questions that create a connection to other opinions/corners**
 - What do the others who chose this corner think? Why are you here?
 - Why does this scenario seem more likely to you than B?

Corner D

- **Follow-up questions that relate to the participants**
 - You've chosen to stand here; can you tell us why you think this is the most likely scenario?
 - Please give a concrete example of how this might look.
- **Follow-up questions concerning the content**
 - What made turning the European Union into a federation possible?
 - What do you think European countries are already doing to make this happen?



- **Questions that create a connection to other opinions/corners**
 - Why aren't you standing at A?

Questions for everyone

- Do you believe increased power of the European Parliament or of the national parliaments would have benefits for citizens? Which ones?

THE PARTICIPANTS WANT TO HEAR MY OPINION. WHAT SHOULD I DO?

Can you tell the participants your opinion about a certain political topic? We would say yes, if you state that it is your personal opinion and refer to other opinions as well. We share the view of Prof. Anja Besand (2016). She claims that you should take a position in educational contexts and not be afraid of passionate controversies. If you do share your opinion with participants, be especially conscious of your role. Do opposing opinions to your own have enough space? Do not introduce opposing opinions as if the "others" are abstract – make their views tangible. "Maybe a friend of yours thinks differently from you?" In this way you can also share emotional and personal experiences.

POSSIBLE INPUT FOR MODERATION

Currently, the PowerPoint presentation consists of a given number of slides. Depending on the time that is available to you and the dynamics of the discussions, you can choose to do **all the slides or make a selection**. Feel free to also adapt the slides to your needs and country-context or even come up with new slides if necessary.

Try and create discussions with **authentic follow-up questions**. Try to hold back on explanations and create a discussion between the different corners. Try not to present yourselves as experts but as facilitators of the discussion.

If you come across **prejudicial or stereotyped statements**, use your judgement to decide whether to react by following up on the statement (what do you mean exactly?), involving the others (what do others think about this?) or directly responding and countering the statements (as in the case of clearly racist statements) or maybe deciding to come back to the subject later. If you want to reflect upon this more, you can use the exercise of the red-line (explained amongst in the → [following publication](#), p.65).

A possible input for the moderation

The most important things are authenticity and flexibility, and useful guidelines are best adapted to suit your own style. The following question ideas are a flexible guideline:

- Reflecting and summarizing: "Did I understand you correctly that...?"
- Reinforcing: "And you think we should take action against/for this?"
- Encouraging taking a stand: "And do you think that's right/necessary/unfair/illogical?"
- Connecting: "Do you think that's similar to...?" "So, would you disagree with...?"
- Questioning: "That's a bold theory" "For every anecdote, there's a counter-anecdote"
- Intensifying a point: "The consequence of that would be..."
- Deliberately misunderstanding: "What I think you're saying is..."
- Personalising "I have a friend who..." "this would also apply to your classmates" "imagine this were affecting..."



Question Pool

MATERIAL NEEDED

- › Moderation cards or post-it notes
- › Pens

ROOM

Circle of chairs

TIME

Approx. 5 minutes

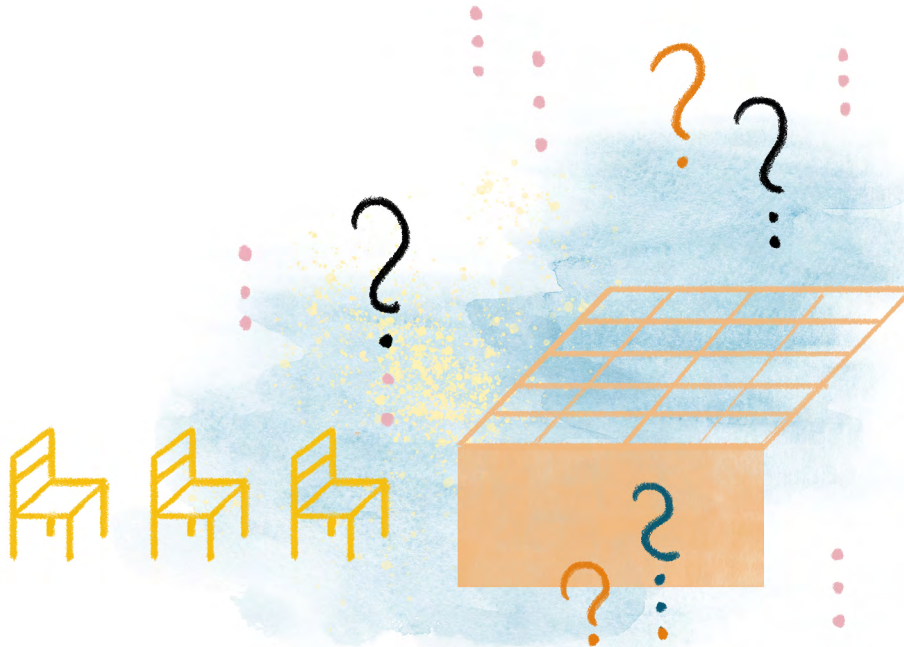
This activity will only happen when delivering the long version of the course. To optimize the time on the short version of the course, this activity won't be delivered.

INSTRUCTIONS

The Trainers hand out moderation cards or post-it notes and ask the participants to write down questions that they have around the course topic and participation. The Trainers collect the questions or ask participants to stick them on a chosen wall/blackboard.

Later the Trainers will display and cluster them around the main topics. This gesture can help to show participants that their questions are taken seriously. This can include:

- Giving the participants stickers to show which questions are particularly important to them
- Using some of the questions to lead to the workshops
- Answering some of the questions straight away.



Workshop Introductions

GOAL

Before getting into the workshops themselves, a short introduction of each of them will be given so participants have a say into which topics they would like to dive deeper. By doing this, we hope to empower participants to reflect their own interests to make an informed decision.

ROOM

Circle of chairs

DURATION:

- › Short version 5 minutes
- › Long version 20 minutes

Both workshops resemble a game with levels. The levels are visualised with a drawing of an active citizen, which is not visible at the beginning of the game. After completing each level, a part of the drawing is added as a reward. At the end, once the participants have successfully passed all of the levels, the drawing of an active citizen is complete.



INSTRUCTIONS

Depending on your time constraints, we suggest offering workshops in parallel. For this, you first need to introduce the participants to the workshops on offer. For example, you are delivering a course on participation, participants can then **choose between** two of the existing workshops, **‘How can I become an active citizen in my local community?’** or **‘How can I have a say in national and European politics?’**. Thus, the Trainers should spend 5 minutes presenting both workshops.

For an engaging presentation we recommend you already deliver an **introductory module**. The activity “identifying key stakeholders” would be very beneficial, as learning about local, national, and European stakeholders is important for acquiring basic knowledge that would allow the participants to better participate and learn in the workshops. Moreover, it might be useful to tell them to think about topics they would like to explore in the workshops (e.g., any of those discussed in Participation in 4 Corners). If the participants have no ideas yet, then the activity should help them decide about the level of participation they would be the most interested in learning about.

IDENTIFYING KEY STAKEHOLDERS

Materials

Cards

Instructions

- Participants are divided into smaller groups, and they are given cards, each one having a key institutional actor (who has decision-making power and impact on matters affecting citizens) on it.
- Each participant takes a card and describes the stakeholder to everyone else in the group without saying the name or any synonyms. The cards only include the name of the stakeholder, but there is also a sheet with information on each stakeholder in case the participant doesn’t know them. Trainers may add or change the cards of the key stakeholders to adapt to their national context.

If time allows, ask follow-up questions – examples:

- Which stakeholder is closest to me?
- Did you know this stakeholder existed beforehand?
- In your opinion, which stakeholder has the most impact?
- Do you think this stakeholder’s role should be better promoted, so all citizens know of its existence?

→ Once successfully finished, you draw the body of the figure (but not the head).





PHASE 3

DEEP DIVE AND GROUP PRESENTATIONS

PRESENTING THE TWO WORKSHOPS INDIVIDUALLY

WORKSHOP I – ACTIVE CITIZEN

How can I become an active citizen in my local community?

AIMS

The aim of this workshop is to provide participants with the tools needed to become active in their communities and to create campaigns to fight for what they stand for. To achieve this goal, they will first learn about ideas of active citizenship, so they are empowered to participate. Then, participants will be challenged to come up with their own campaign following four steps: key campaign message, target audience, medium and impact.

MATERIAL NEEDED

PowerPoint presentation

ROOM

Ideally a separate room/corner of the room (if workshops are held in parallel)

TIME

- › Short version → 40 minutes
- › Long version → 60 minutes

INSTRUCTIONS

DURATION		MODULE	DESCRIPTION
SHORT	LONG		
1 min	1 min	Welcome	Welcoming participants to the workshop
10 min	15 min	Ideas for Active Citizenship	The participants learn about small-scale ideas of what they could do to make their voice heard and become more active in society
30 min	45 min	How to: campaign	The participants learn the elements of a campaign and then create a first sketch of a campaign



IDEAS FOR ACTIVE CITIZENSHIP

Materials

Information cards (see next page)

Instructions

- Ask each participant to choose a card. Each contains an example on how to voice your opinion or exercise active citizenship. They could choose the card they relate to the most, but they could also choose a specific card because they believe it is not a feasible idea and they would like to share their thoughts with their colleagues. If there are more participants than cards, then some will have to work in pairs.
- The Trainers can add further information to fit the context of their country. Similarly, the Trainers should feel free to remove cards that don't fit their national reality.
- Each participant will reflect on the idea on the card and then present it to the peers. The idea is that they share their thoughts on it and explain why they chose that card. They should share whether they think it is a good idea and if they are already doing it or would like to, or if they believe it is a bad idea and why.

Example:

- Participants choose the card on volunteering because they believe it is an effective way to become more active in the community.
- Participants choose the card on the school council due to the belief that the activities conducted there do not turn participants into active citizens.

Example of follow-up questions:

- Did you know of this idea beforehand?
- Do you think it is a good idea? Why? Or why not?
- Do you see yourself implementing this idea in your life?
- Do you know anyone who has made use of that idea?
- Do you think these activities alone will make you a more active citizen?



→ Once successfully finished, the Trainer draws the head of the figure on a flip chart.



Materials: Information cards (for those who are too young to vote)¹

Join your class
or school council

Volunteer²

Open a social media
channel to advocate for change

Talk to your peers,
friends, or family³

Join a youth organisation⁴

Stay informed
and think critically⁵

Vote in school elections

Explore your local culture⁶

Watch your ecological footprint

Try mock elections
or model simulations

Organise a fundraiser
or donations campaign

Start a small-scale petition

¹ Based on <https://www.thefootprintsinitiative.com/16-things-to-become-an-active-citizen/>.

² There are volunteering opportunities supporting the most diverse causes, from supporting animal shelters to planting trees.-

³ Talking with your friends about your ideas on politics and causes that you stand for also requires courage and it is a small step towards engaging in active citizenship.

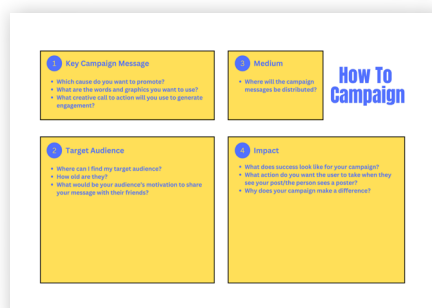
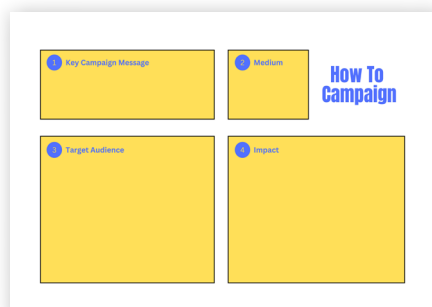
⁴ By means of example, youth political unions, and youth clubs focused on topics such as ecology, equality, democracy, or politics.

⁵ Being well informed about your local community, country, and the world in general and knowing your rights and responsibilities are important traits of active citizens. Reading newspapers and watching the news are good ways of keeping yourself up to date.

⁶ By visiting museums and art galleries, following independent art initiatives and cultural organisations, you support the development of culture in your community.



HOW TO: CAMPAIGN (CREATION OF CAMPAIGNS WITH FOUR STEPS)



Materials

- › The “First European Moment” kit (printed templates for exercise four, which includes question cards and canvases)
- › Sticky notes (these will be put on the printed canvas by participants after they answer the questions from the cards)

Instructions

- The participants will be divided into two groups (or more, if necessary). There will be a canvas for each group with the recommended questions and activities. The Trainer will introduce the exercise.
- Each group will choose a cause and start creating a campaign following the four steps on the canvas. For each part, a Trainer will read the questions and help the participants to come up with answers.

Examples of campaigns:

- You have noticed that recycling and waste are not being separated correctly in your building/neighbourhood and you want to act on it.
- There is a zebra crossing with faded paint and you are worried for the safety of the citizens in your neighbourhood.
- You start seeing more and more abandoned animals in your neighbourhood and you want to raise awareness on the issue.

Step 1: Key campaign message

- This section provides participants with information and tips on key messages, explaining why they are important for campaigns. The Trainer will give an introduction with the following rules and recommendations on key messages:
 - It should be short and simple and use short sentences
 - It should have a strong call-to-action that the target audience can render easily after they have read the story
 - It should include the problem that is addressed in the campaign in a way that shows why it is important
 - The Trainer then asks the participants to answer these important questions to get a clear idea of where they are going with their campaign (all the questions should be made visible at all times):
- Which cause do you want to promote?
- What creative call to action will you use to generate engagement?



Step 2: Target audience

- The participants should learn about picking the right audience. They need to have an idea of who their audience is going to be. The Trainer, therefore, asks the participants to reflect on the cause to better understand the people they want to reach through their campaign idea. The following three questions can support the process of defining target audiences (all the questions should be made visible at all times):
 - What/who is my target audience and why?
 - Where can I find my target audience? Can any social media channel help me?
 - What would be your audience's motivation to share your message with their friends or act upon it?
 - How old are they?

Step 3: Medium

- The next step is for participants to learn how to choose the platforms (online and physical) on which they would like to run their campaign. The Trainer should present the next step, which is adapting their message on a dedicated platform and medium. Campaign messages can be distributed through:
 - Videos: vlogs, TikToks, animations
 - Audios: podcasts, audio notes
 - Visuals: photos, posters, charts
 - Texts: blogs, articles
- The next step aims to pick the platform the target audience feels most comfortable with. If they, for example, target a young audience, it makes sense to reach the target audience through Snapchat, Discord, TikTok, or Instagram.



Step 4: Impact

- As part of step four, participants should learn that before starting a campaign, they should write down a clear definition of success. This is important as the definition should then be used as an indicator for ensuring that their campaign is on track. The Trainer asks the participants these important questions (all the questions should be made visible at all times):
 - What does success look like for your campaign?
 - What action do you want the user to take when they see your post/the person sees a poster?
 - Why does your campaign make a difference?
- At the end, they come back to the main group and reflect as a group on the steps to create a campaign and how it can be used to advocate for a relevant occasion in their community. This includes what they'd like say, its usefulness, relevance, effectiveness, innovativeness, and its involvement of target groups.
- Follow-up questions:
 - Which step did you find the most effective?
 - What are the benefits of knowing the steps of a campaign?
 - How can you use what you have learnt in your daily lives?
 - Which other topic would you introduce in your next campaign?



→ Once successfully finished, you draw the megaphone in the hands of the figure and finish the drawing of the active citizen.

Work initiated by Mariana Baptista and taken up by Davit Manukyan. Mariana and Davit have created the Participation Crash Course from existing materials by the following contributors of the 2021 workshops: Davit Manukyan is the author of the 2021 workshop: “Digital Active Citizenship in Local Communities”



How can I have a say in national and European politics?

AIMS

This workshop aims to help participants understand their power to change politics at a national and European level. In order to do this, they will first reflect on the importance of citizens’ voice and on political movements. Then, they will look at a poster with 14 ideas to change Europe to discuss and come up with their own poster showing how they can change their country.

ROOM

Ideally a separate room/corner of the room (if workshops are held in parallel)

DURATION

- › Short version 40 minutes
- › Long version 60 minutes

MATERIAL NEEDED

- › PowerPoint presentation
- › Poster

INTRODUCTION

DURATION		MODULE	DESCRIPTION
SHORT	LONG		
1 min	1 min	Welcome	Welcoming participants to the workshop
15 min	20 min	My voice in political participation	The participants reflect on the role of citizens’ voice in European and national politics, on whether all are equal and able to participate. Moreover, they discuss political movements.
25 min	40 min	How can I influence national and European politics?	The participants discuss the “14 ideas, how to change Europe” poster and come up with their own for their national context.



MY VOICE IN POLITICAL PARTICIPATION

Materials

- › Flipchart
- › Stickers
- › Pens

Instructions

- Before starting the discussion, assess whether the group is small enough, so everyone feels comfortable to talk and, if not, divide them into smaller groups (five to ten people). Challenge them with questions that will require reflection and provide materials where they can capture their thoughts.
- Start a discussion about whether they feel (in their national context) people are allowed/enabled to participate in politics. If they are, do they feel like their voice matters? Moreover, is everyone included in political participation? Can they think of any example of excluded groups?
- What is the power of political participation on social media? Can they identify the advantages and disadvantages when compared to political participation “on-site”?
- And do participants feel like they have a say in Europe? Can they think of any examples?
- Can participants think of challenges that go beyond borders? And of any political movements that were created to face them? What do participants think of them?

If they cannot think of something, allow them to do some research and present their findings. If there is no time, the Trainer should offer examples:

- BLACK LIVES MATTER → Black Lives Matter movement is a decentralized political and social movement protesting incidents of police brutality and all racially motivated violence against black people.
- FRIDAYS FOR FUTURE → Fridays for Future is an international movement of school participants who skip Friday classes to participate in demonstrations to demand action from political leaders on climate change and for the fossil fuel industry to transition to renewable energy.
- Another example could be the fight for gender equality and the feminist waves.⁷

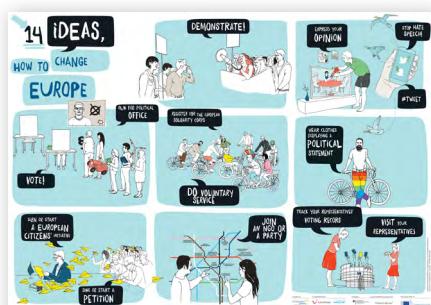


→ Once successfully finished, the Trainer draws the head of the figure on a flip chart.

⁷ For further information, see <https://www.coe.int/en/web/gender-matters/feminism-and-women-s-rights-movements>.



HOW CAN I INFLUENCE NATIONAL POLITICS?



Materials

- › Participation poster
- › Printed cards explaining some of the ideas
- › Sticky notes or printed cards with additional ideas
- › Flipchart
- › Pens

Instructions

- Present the poster “14 ideas, how to change Europe” and printed cards and give participants time to read them. Present them with ideas or opportunities that are not included⁸. For this task, the Trainer can use post-it notes or printed cards.
- Ask the participants questions about their thoughts on it, whether they knew about or have done any of the ideas suggested, such as demonstrations, and if they can relate to all of those possibilities.

Examples of follow-up questions:

- Did you know all the ideas suggested in the poster?
- Have you ever made use of any of these ideas?
- Do you believe these ideas are realistic for young people?
- Give them freedom to add ideas that are not included.
- Divide the participants into smaller groups and ask them to think about topics they deem relevant and that they would like to take political action on. Once decided on the topic, ask them to come up with steps they could take to make change, inspired from the “14 ideas how to change Europe” poster. Give them a flipchart and offer sufficient time to let them engage in discussion and come to an agreement.

Examples of follow-up questions:

- Which ideas did you maintain from the poster on Europe? Why?
- Which ideas have you added?
- Why are these ideas important?
- Are these ideas effective?
- Can any of those ideas be implemented by citizens alone? What external help would be needed if not?



→ Once successfully finished, you draw the megaphone in the hands of the figure and finish the drawing of the active citizen.

⁸ Erasmus+: Add links to Facebook groups/Instagram accounts for each country; National contact points; European Youth Event; mention European elections 2024.



Materials: Explanatory cards

European Solidarity Corps⁹

The European Solidarity Corps is an EU funding programme for young people wishing to engage in solidary activities in a variety of areas. These range from helping the disadvantaged through humanitarian aid, as well as contributing to health and environmental action across the EU and beyond. It is open to individuals aged 18 to 30 (35 for humanitarian aid) and to organisations in EU and partner countries.

European Citizen's Initiative

The European Citizens' Initiative (ECI) is an important instrument of participatory democracy in the EU, allowing one million citizens residing in one quarter (thus, at least seven) So far, ten initiatives have been successfully submitted to the Commission.^{10, 11}

Track your representatives voting record

Explore the websites

<https://www.consilium.europa.eu/en/general-secretariat/corporate-policies/transparency/open-data/voting-results/>

<https://www.europarl.europa.eu/plenary/en/votes.html?tab=votes>

<https://trackmyeu.org/>

<https://howtheyvote.eu/>

Work initiated by Mariana Baptista and taken up by Davit Manukyan. Mariana and Davit have created the Participation Crash Course from existing materials by the following contributors of the 2021 workshops: Elena Popescu author of the 2021 workshop: "First European Moment". Farah Abdi author of the 2021 workshop: "Democracy, inclusion and participation in the age of social media"

⁹ For more information, see https://commission.europa.eu/funding-tenders/find-funding/eu-funding-programmes/european-solidarity-corps_en.

¹⁰ For further information: <https://www.europarl.europa.eu/factsheets/en/sheet/149/european-citizens-initiative>.

¹¹ https://europa.eu/citizens-initiative/_en



Presentations

GOAL

It is important to reserve some time for a summary of the findings to present to the other group to make sure everyone is on the same page in the end. Participants are encouraged to decide for themselves how to present the results to the other half of the class. This is meant to empower participants by giving them a say in the presentation method and invites self-initiative.

ROOM

Circle of chairs/open space

DURATION

- › Short version 5 minutes each group
- › Long version 15 min each group

MATERIAL

Dependent on the participants' chosen presentation method

INSTRUCTIONS

After documenting their findings, participants should have prepared a presentation, deciding what will be said and who the speakers will be. The participants are supposed to not only present their research findings on the questions mentioned in the module but also explain the ideas and thought processes along the way. As a Trainer during the workshop, you need to be strict with timekeeping to make sure the participants reserve some time towards the end to prepare for the group presentations.





PHASE 4

DEBRIEFING

According to the length of the course being delivered, the debriefing phase is different

Short version

Debriefing

GOAL

The debriefing has the aim of asking participants to identify one thing they have learned from the workshop, and one thing they would like to implement in their lives. This would be a more realistic exercise for a 10-minute activity.

ROOM

Circle of chairs

TIME

10 minutes

MATERIAL

Post-it notes (takeaway)

INSTRUCTIONS

- As a Trainer your role is to moderate the discussion.
- The Trainer gives post-it notes to each participant and splits them into smaller groups.
- The Trainer asks the participants to write down what they took away from the crash course. Thus, one thing they have learned and one thing they would like to implement in their lives.
- Then, ask them to share it with the group they are part of.

Long version

Discussion

GOAL

The discussion is an integral part of the course as it invites participants to dive deeper into the topic. Skills that should be developed along the way include: forming an opinion, communicating one's own opinion to others, as well as tolerating and appreciating opinions that might differ from one's own point of view.

ROOM

Circle of chairs

TIME

40 minutes

MATERIAL

Post-it notes from the Question Pool to refer back to (discussion)

INSTRUCTIONS

- As a Trainer your role is to moderate the discussion.
- Having separated and sorted out the different questions and inputs from the "Question Pool" activity, the Trainer will refer back to those points in order to begin a discussion amongst the participants around said topics.
- The Trainer will then lead the discussion and act as a moderator. It is also important to cut certain discussions that are taking too long in order to tackle more than one topic/question.





PHASE 5

WRAP-UP & FEEDBACK

GOAL

For the final phase of the course, Trainers are meant to bring the course to an end by asking about participants' impressions and to fill in the course feedback form. In addition, Trainers can give more information about Understanding Europe and how to join if they would be interested.

GUIDANCE QUESTIONS

The following guidance questions are the foundation for exchange and discussion and provide the Trainers and educators with a variety of opportunities to further design the course. The Trainer can decide which questions are best for the course at the right moment. These guidance questions enable participants to evaluate the course from their own perspective.

- What would you like to know more about? What is it?
- What did you enjoy about the course?
- What conclusion can be made from your experience?
- How do you feel at the end of this course? What was your experience with it?

FEEDBACK

Feedback should be...

- Constructive, meaning that it creates perspectives for the future.
- Descriptive, meaning that it should leave out judgment and interpretation. Criticism should be stated in a factual manner.
- Concrete. Generalizations do not help the person concerned to solve the problem. Additionally, it is easier to understand feedback if it is described with the help of concrete situations.
- Subjectively formulated. It is easier to accept feedback if it is based on impressions and observations from others.
- Not just negative. One should keep in mind that it is difficult to accept criticism. It is, therefore, easier for the recipient to accept suggestions for improvement if they can see that you are not trying to attack them and can also see the positive side of their work.

Accepting feedback

- Listen first! You do not have to accept everything, just take feedback that you find convincing and that you can work with.
- Say 'thank you!'

ABOUT UNDERSTANDING EUROPE

For this last part of the course, the supporting PowerPoint contains a slide at the end that presents some facts and figures about Understanding Europe. It is advised to have a look at the slide before the course and memorize the most important details. You are encouraged to share personal experiences and bring your own approach to the slide.



Social Justice Crash Course



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PHASE 4: DEBRIEFING



PHASE 5: WRAP UP & FEEDBACK



The Social Justice Crash Course is designed to talk about the importance of recognizing privileges, understanding responsibilities, and telling the difference between how others see us and how we see ourselves, all in a fun and engaging way.



PHASE 1

WELCOME AND GETTING TO KNOW EACH OTHER

PRESENTING THE ICEBREAKERS

Privilege Walk

AIMS

Participants put themselves in the position of other people facing discrimination and reflect on their own ascribed fictional role in the big picture.

MATERIAL NEEDED

- › Open space to move around
- › Small cards on which fictional personalities are described

DURATION

15 minutes

This activity will only happen when delivering the long version of the course. To optimize the time on the short version of the course, this activity won't be delivered.

INSTRUCTIONS

The facilitator asks the participants to stand in a line and are each given a card on which a fictitious person is described. During this exercise, they are asked to put themselves in the position of the person. The Trainer will have to download and print the following document, hand out the last two pages of the document and cut out paper pieces for the participants.

You will assign one role per participant and they are not allowed to tell anyone what the role is. After the participants have received their roles, you read the following situations aloud. Allow time after reading out each situation for participants to step forward and see how far they have moved relative to each other.

DISCLAIMER

Bear in mind that this can be a sensitive exercise for some participants. Make sure participants are aware about the possibility of showing or sharing their feelings. However, it should be respected if they do not feel comfortable sharing.



SUGGESTION

As mentioned above, this Icebreaker is usually meant for the up to 4-hour format as it requires more time. Be mindful of participants' feelings and emotions throughout this Icebreaker and if needed, discuss their impressions in the Debriefing phase or open discussion if time restrictions do not allow you to ask them right after the Icebreaker. In the end you should mention that these fictitious characters are real people in our society, facing oppression and discrimination, and that it is important to acknowledge social positions.

Privileges in the world

GOAL

The Icebreaker is an introduction to “privilege”. The participants become aware of positions of power in society and mechanisms of oppression. Participants should reflect on their own life and how they are positioned in society, as well as where majorities and minorities exist. They become aware of who holds power, the responsibility that comes with it and how action can spark change. The intention is not to make them feel guilty. Rather, this method is about taking responsibility for and reflecting on personal privilege. They learn about different levels of discrimination and how they are intertwined.

MATERIAL NEEDED:

- › Papers for participants
- › Pens and permanent markers
- › Flip charts
- › Handout; “Check your privileges quotes”

DURATION

15–20 minutes

This activity will only happen when delivering the long version of the course. To optimize the time on the short version of the course, this activity won't be delivered.

INSTRUCTIONS

Prepare 7-10 quotes (choose those that you can easily adapt to your national context) that deal with privilege and put them on the floor, on a flip chart or on a wall. The following document provides a list of quotes that you can use. You are of course invited to add more quotes and even adapt them to your national context.

Let the participants answer the questions, acknowledge different opinions and summarise what the class feels about the quotes including both similarities and differences.

On the flip chart you can write questions like:

- Which quote do you like?
- Which quote surprised you?
- Which is, in your opinion, a quote from a person who talks about the subject from a privileged position, and who does not?
- If there is time: What are privileges? (discussion)



Imaginary Social World

GOAL

Participants should understand the issue of social (in)justice as a global phenomenon by making associations or connections to it on an imaginary world map. The goal is to introduce the participants to the term and help them find examples they are familiar with to help them understand the concept better. In the up to 4-hour format, the ability to justify or discuss a specific country associated with social (in)justice is also partly included.

MATERIAL NEEDED

- › A big room with enough space to move around
- › Moderation card

DURATION

- › Short version 5–10 minutes
- › Long version 15 minutes

INSTRUCTIONS

Ask participants to place themselves on an imaginary map of the world on the floor. Visualisation can be done with a map of Europe or the version in the presentation.

The following list provides guiding questions. The first three questions should be prioritised since they do not require in-depth knowledge about social justice and allow every participant to express their opinion. The Trainer can partly facilitate discussions and ideally ask every participant to participate. For example, when the Trainer asks anyone why they are standing in a particular country, they can then include the rest of the group and ask for their perspectives or knowledge of social (in)justice in that country to ignite a fruitful discussion. It is important to keep bringing up different questions and to not get stuck in one question. It is recommended to switch questions every two to four minutes. If you run out of time, the discussion can be continued during the debriefing.

ADVICE

Trainers should inform participants about the intensity of the exercise and the possibility of evoking emotions. Make clear that participation is not compulsory and if you have at least 5-7 willing people you may proceed with the activity. Remind participants that the room is a safe space (mentally and emotionally) and that this conversation can be had at any point. If any problematic or discriminatory opinions or remarks take place, make use of the red line and intervene if needed. For more information on red lines, take a look at the red line guideline.

List of guiding questions:

- What country comes to mind when thinking of social justice?
- What country comes to mind when thinking of social injustice?
- Which country is most affected by social injustice?
- Have you personally experienced social injustice in a country?
- Have you ever noticed while in another country that your home country is much more advanced in terms of social justice? If so, how did you recognize it?
- Can you think of a country that has experienced a positive development in terms of social justice?
- Which country in Europe do you have a connection to?
- Which country in Europe has made the most progress with social justice?
- Can you think of an example of social justice in this country?
- Can you think of an example of social injustice in this country?
- Do you know of a country in Europe that has experienced a negative development in terms of social justice?



When moving the discussion to the debriefing, ask participants to write down their feelings or questions. Some guiding questions for the debriefing could be:

- How did you feel after the exercise?
- What do you conclude from this exercise?
- Would you recommend doing this exercise to others? If yes, why?

You can also use this exercise and link it to concrete examples, for example the Black Lives Matter movement, Fridays for Future, Indigenous land rights movement or #MeToo, and its effects on other social movements. Let the participants give hints or insights on how a particular country is connected to the topic of social (in)justice. In case there is very little time left, an alternative to that could be to ask every participants to give a word associated with the country and not initiate a long discussion.

In the debriefing or discussion, the single words can be explained further, and discussions can be facilitated by the Trainer. In case participants cannot come up with any examples or structures of social (in)justice, you can refer to existing social movements or ask about social inequalities in their lived experience to make it less abstract and without requesting pre-existing knowledge. You can also name local or national social movements in your country to use examples that participants can rely on.





PHASE 2

WHO'S HERE? INTRODUCTION TO THE TOPIC

PRESENTING SOCIAL JUSTICE IN 4 CORNERS

4-corner-method

GOAL

The module “Social Justice in 4 corners” should be used to create an atmosphere of mutual recognition. It should also offer space for the discussion of controversies. This method is helpful for identifying topics, questions and “hot discussions” for the upcoming phases of the course. The method should also serve to confront participants with opinions that are different to their own.

MATERIAL NEEDED

- › PowerPoint
- › Four corners signs: write the letters “A”, “B”, “C” and “D” on four different papers to assign one to each corner

ROOM

Circle of chairs, a lot of room to move around

DURATION

- › Short version 15 minutes
- › Long version 40 minutes

INSTRUCTIONS

In the up to 2-hour format, there is not enough time to have a discussion for every slide. Rather, let participants choose the corner according to the answer they identify most with and ask a few to justify their decision. It is important to decide the number of slides that will be presented according to time constraints. Further remarks, comments and contributions can be made during the debriefing phase to summarise the results and articulate missing points.

Participants stand in the middle of the room. The room should be organised so that the participants have plenty of room to move around. The Trainer presents the questions and the four possible answers from the PPT slides (feel free to add questions to the PPT if you want!).

Each possible answer will be allocated a corner of the room (A, B, C, and D). The participants position themselves according to their answers and are interviewed by the Trainers. The participants should be presented with the option of placing themselves in the middle of the room if they don't find an answer that fits their opinion or if he or she wants to discuss an option that is not mentioned in the four answers. The last question of the method could be a speculative one because it could inspire the participants to add some questions to the Question Pool.

As a starter for both time formats, use the **first slide** with the following question: “**Injustice or justice?**” **How would you describe the current state of social (in)justice?** This question does not presuppose any prior knowledge, allows a position within a line and participation by all. Alternatively, you can use the same question with four given categories for the participants to choose from.



To reduce the abstractness of the topic, the **second slide** can refer to interpersonal actions as well as various actors: “Examples of social justice on different levels”. Here, the participants will be confronted with different spheres where social justice can take place (individual, collective, organisational, state level).

The **third slide** is more demanding and in need of discussion compared to the previous ones, moreover it creates space for controversy: Who is responsible for social justice? Through this question, participants can bring in their own perspective and knowledge while gaining insight through collaborative discussion.

The **fourth slide** asks participants to assign a picture to a term: “What does this picture stand for”. The four options are Liberation, Equality, Equity and Reality. This slide invites participants to find the right term for each scenario and discuss why it’s the right one.

The **fifth slide** refers to social justice in the future: “If we do not change our social behaviours and actions, in 2050...”. Advice: For the up to 4-hour format, five slides with possible discussions are sufficient. The above order is recommended because the slides build on each other. To experience fruitful discussion, the Trainer should ask participants questions or suggest to them to indicate if they have any experience or heard, listened about this.

NOTE

If you come across prejudicial or stereotyped statements, use your judgement to decide whether to react by following up on the statement (what do you mean exactly?), involving the others (what do the others think about this?), directly responding and countering the statements (as in the case of clearly racist statements) or maybe deciding to come back to the subject later. If you want to reflect upon this more, you can use the red-line exercise (explained in the → [following Educational Publication](#)).

STATEMENTS AND QUESTIONS

In the up to 4-hour format, there is enough time for discussion on each slide. Hence, let participants position themselves and justify their positioning by asking specific questions. Ideally, there is no need for you to moderate much when participants themselves interact by asking questions, contradicting previous remarks, formulating new aspects and thinking about whether to change their position when someone is making a convincing argument or to defend their position by adding further arguments. In essence, it shows that through the confrontation an opinion is formed – either completely from scratch, by reinforcing it, or even by changing it. If more time is needed, the discussion can be continued in the debriefing.

Variation

An optional variation could be to take a moment after each round to give participants the opportunity to change positions and choose to stand in a different corner. Changing positions within the classroom can visualise the opinion-forming process and make participants understand that opinions are not fixed, but should remain open to constructive and respectful arguments throughout.



THE PARTICIPANTS WANT TO HEAR MY OPINION. WHAT SHOULD I DO?

Can you tell the participants your opinion about a certain political topic? We would say yes, if you state that it is your personal opinion and refer to other opinions as well. We share the view of Prof. Anja Besand (2016). She claims that you should take a position in educational contexts and not be afraid of passionate controversies. If you do share your opinion with participants, be especially conscious of your role. Do opposing opinions to your own have enough space? Do not introduce opposing opinions as if the “others” are abstract – make their views tangible. “Maybe a friend of yours thinks differently from you?” In this way you can also share emotional and personal experiences.

Question Pool

MATERIAL NEEDED

- › Moderation cards or post-it notes
- › Pens

ROOM

Circle of chairs

TIME

Approx. 5 minutes

This activity will only happen when delivering the long version of the course. To optimize the time on the short version of the course, this activity won't be delivered.

POSSIBLE INPUT FOR MODERATION

The most important things are authenticity and flexibility; useful guidelines are best adapted to suit your own style. The following question ideas are a flexible guideline:

- Reflecting and summarising: “Did I understand correctly that you...?”
- Reinforcing: “And you think we should take action against/for this?”
- Encouraging taking a stand: “And do you think that’s right/necessary/unfair/illogical?”
- Connecting: “Do you think that’s similar to...?” “So, you would disagree with...?”
- Questioning: “That’s a bold theory” “For every anecdote, there’s a counter-anecdote”
- Intensifying a point: “The consequence of that would be...”
- Deliberately misunderstanding: “What I think you’re saying is...”
- Personalising “I have a friend who...” “this would also apply to your classmates” “imagine this were affecting...”

INSTRUCTIONS

The Trainers hand out moderation cards or post-it notes and ask the participants to write down questions that they have around the course topic and Europe. The Trainers collect the questions or ask participants stick them to a wall/blackboard.

Later the Trainers will display and cluster them around the main topics. This gesture can show participants that their questions are taken seriously. This can include:

- Giving the participants stickers to indicate which questions are particularly important to them
- Using some of the questions as a way to introduce the workshops
- Answering some of the questions straight away.





PHASE 3

DEEP DIVE AND GROUP PRESENTATIONS

PRESENTING THE TWO WORKSHOPS INDIVIDUALLY

WORKSHOP I – NARRATIVES AND LANGUAGE

European Muslim women's identity – Unveiling new narratives and language input on the perception of Muslim people

AIMS

This workshop focuses on the impact of diverse narratives on a specific minority in Europe: Muslim women. For decades, Muslim women have been generalised by a single and passive narrative, with no real space to stand for themselves. Over four modules, the participants will approach and understand the concept of narrative and will then deconstruct this single and passive narrative into diverse, active, and complex narratives. This deconstruction is facilitated using different methods including the blackout poetry technique, a creative tool used to analyse texts.

MATERIAL NEEDED

PowerPoint presentation

ROOM

Ideally a separate room or if that is not possible, a corner of the room (if workshops are held in parallel)

TIME

- › Short version 40 minutes
- › Long version 60 minutes

GENERAL OVERVIEW OF THE WORKSHOP

DURATION

SHORT	LONG	MODULE	DESCRIPTION
1 min	1 min	Welcome	Welcoming participants to the workshop
5 min	10 min	Understanding the term narrative	The Trainer will ask the participants if they know what the term “narrative” means. The Trainer will explain it by using examples and analogies. There will be a short open debate with the participants
15 min	15 min	Muslim Women narratives	The Trainer will present different examples of Muslim women narratives.
25 min	35 min	Blackout poetry: Create your artwork	The Trainer will explain blackout poetry. The participants will create a blackout poetry artwork on the text given to them. The participants will share their artworks and their feedback.



WORKSHOP I – NARRATIVES AND LANGUAGE

WELCOME AND SAFE SPACE

Quickly welcome the participants who participate in this workshop and explain that they are allowed to ask any questions, but that this is not a space to discuss whether Muslim people are “worthy” of living as equal individuals in society. Remind the participants of the concept of “safe space” and mention that if things get overwhelming for anyone at any point, they are free to step out of the room for some air, no questions asked.

► SAFE SPACE

A place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm.

DISCLAIMER

Knowing what narrative means, requires pre-existing knowledge and maybe is too abstract for younger participants but feasible for older participants. Younger participants do not have to know the word “narrative”. You can easily replace “narrative” with “storytelling” to make it sound less complex or academic. Most people will have a broad idea of what “storytelling” means.

UNDERSTANDING THE TERM NARRATIVE

Before introducing the meaning of the term narrative, you will ask the participants some questions once again to see if they have understood the term correctly. It is essential for this workshop to make sure that every participant knows what the concept behind the word is. Ask questions like:

- Have you ever heard of the term narrative?
- What is a narrative?
- Can you explain the concept in your own words?

After some discussion, the Trainer will introduce the meaning of the term narrative by using some examples and some analogies as shown in the presentation of the workshop.

Again, here you can see a definition of the term which is crucial for the whole workshop:

► **NARRATIVE:** way of presenting or understanding a situation, a series of events, persons or a group that reflects and promotes a particular point of view.

Analogies to help explain the action of choosing specific information from a wider context can be:

- a filter, just part of what the filter contains passes through
- binoculars, instead of having the view of the whole
- horizon, you are focusing your sight on a specific area
- glasses: wearing sunglasses or eyeglasses give you different information of what you can see



WORKSHOP I – NARRATIVES AND LANGUAGE

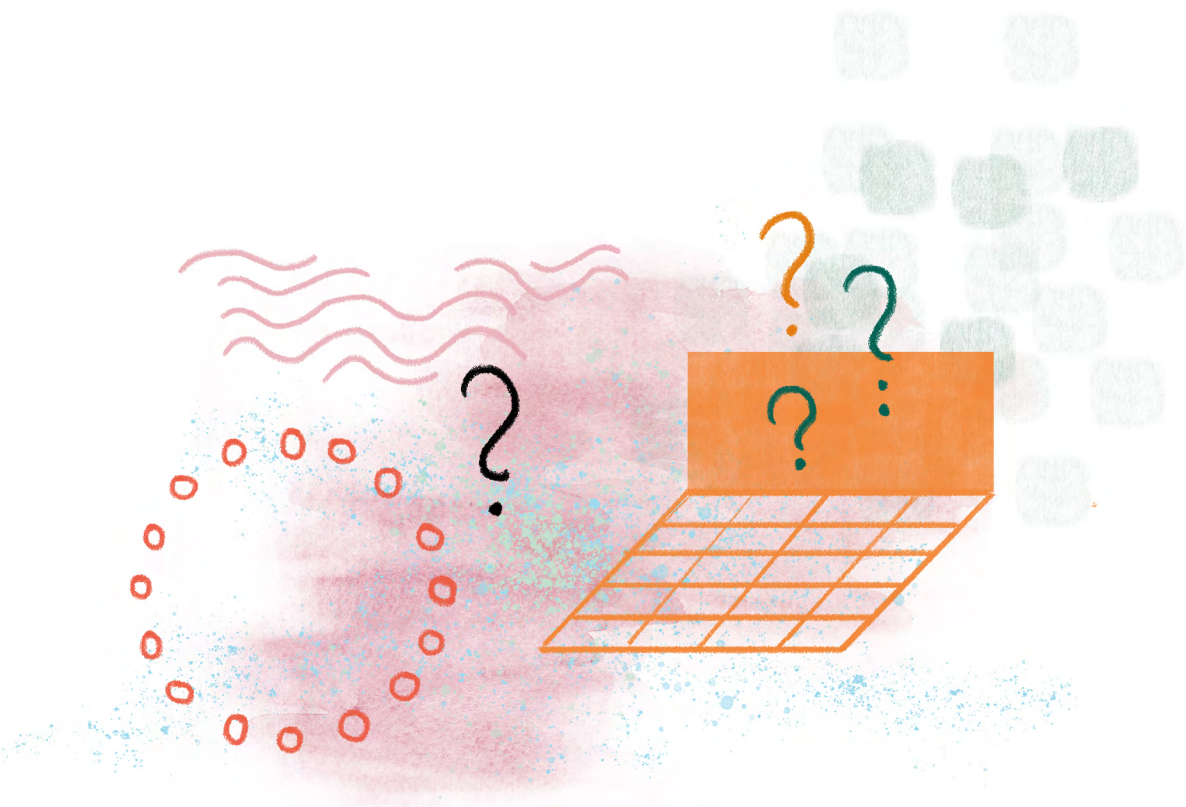
After introducing this term, the Trainer should ask the participants to share the recurrent narratives they have dealt with in their experience. This is fundamental to see if the participants have understood the meaning of this term. The Trainer should be careful when moderating the discussion in order to ensure the participants have understood of the term rather than a broad conversation about a specific topic (e.g., from sharing examples of narratives about young people to talk generally about youth struggles).

Examples

After the explanation of the term, you will then explain more terms, such as **anti-Muslim racism** and **Othering** to provide participants with suitable words for their experience and opinions. These terms do not only empower participants to find the right words for their thoughts and experience but also prevent participants from using inappropriate words that can be misleading or even discriminatory.

DISCLAIMER IN CASE OF PARTICIPANTS WITH PRE-EXISTING KNOWLEDGE

If you feel that the participants already understood the term, you can easily reduce or leave out the explanation of the term and ask them about recurrent narratives they have dealt with in their experience. The Trainer should be careful when moderating the discussion in order to ensure participants have understood the term rather than a broad discussion about youth struggles.



DISCLAIMERS FOR THE TRAINER

Most of the Muslim women mentioned in the presentation are wearing hijab. The intention of this presentation is to spotlight that some Muslim women wear hijab and others don't but those who are visually recognizable as Muslim are more subject to the mainstream narratives. Mainstream narratives also affect Muslim women who don't wear hijab but are outspoken about their religious orientation.

The Trainer should be able to prevent debates about the hijab that are guided by prejudices and anti-Muslim stereotypes. You are not asked to start a theological debate, hence you as a Trainer can react to such attempts by reminding participants of the workshop's aim: not to question or discuss Muslim identity, but to give space to this identity, to listen to it and to acknowledge it.

MUSLIM WOMEN NARRATIVES

Introduction

In childhood, two of the first competences we learn are reading and writing. Yet only long afterwards do we discover that words carry significant cultural, social and historical interpretations by the writer and the reader. To be aware of the effect of different narratives is fundamental in understanding, exploring, and embracing diversity in our European context.

This workshop focuses on the impact of diverse narratives on a specific minority in Europe: Muslim women. For many years thousands of diverse women have been generalised by a single and passive narrative, with no real space to stand for themselves. Throughout the workshop, participants will deconstruct the single and passive narrative into diverse, active, and complex narratives on European Muslim Women. This deconstruction is facilitated using different methods including the blackout poetry technique, a creative tool used to analyse texts.

Instructions

The Trainer will present examples of Muslim women highly active in different fields by using newspaper/magazine headlines, pictures, short videos and links to their social media displayed on the Power Point presentation. Using different sources to present these women is fundamental to illustrate their diversity: using different tools to represent multiple layers of their identity.

Aims

In this module, the aim is to spotlight less dominant narratives about Muslim women. Presenting a diverse group of Muslim women is the first step in fighting discrimination and Islamophobia. This module is helpful for people who are not familiar or close to female Muslim identities as it raises awareness about different Muslim women narratives. And therefore, it's providing an opportunity to get in touch with them. To those persons who feel represented by these identities or feel somehow connected to them, it can give a sense of empowerment.



DISCLAIMERS FOR THE TRAINER

The Trainer should not introduce the text. The participants should approach the text with no information about the text to make the analysis process autonomous and unbiased. The text is a translated abstract from “Per noi il velo è una scelta, non un’imposizione. La libertà non finisce ai confini dell’Occidente” (The veil is a choice, not an imposition for us. Freedom doesn’t end at the borders of the West) written by Fatima El Mouh in “The Vision”.

Be careful in translating the adjective Muslim into your respective language: ensure the translated term is not stigmatising by referring to only religious fundamentalists or extremists. In this part of the workshop, reading and understanding the language used in the text is even more crucial. The Trainer should be careful in checking if someone is facing language barriers. In some instances, language barriers can be overcome by working on a shorter version of the text. The Trainer can choose two out of the three contributions to lower the comprehension threshold.

BLACKOUT POETRY: CREATE YOUR ARTWORK

Instructions

In the next stage, the participants will analyse a text using the blackout poetry technique. The blackout poetry technique requires you to black out text with the aim of composing new sentences, changing the text meaning, or being creative. Creating a visual artwork with this method visualises the analytic process that goes hand in hand with reading. The Trainer will explain this method using the visual examples below. Showing diverse applications of this method (highlighting, blackening, drawing, connecting words) are essential to make the participants comfortable with this technique and to offer them different options for the next module.

The Trainer will give the following instructions: participants are free to change their seat to a more quiet or comfortable area of the room to work better. After reading the text and having a first impression of the content, every participant can blacken/highlight most of the text, or just some words based on the following considerations:

- the participants can blacken words or sentences that are triggering or unnecessary according to their sensibility
- the participants can change the meaning of the text completely by leaving just a few words that compose new sentences
- the participants can highlight part of the text that is significant for some reason
- the participants can draw on the text. The participants can work on their own or in small groups (2 or 3 people).

(Guiding questions) for the reflection and conclusion

- How did you feel during the whole process? Did working with the text make you feel different about how you see Muslim women?
- How do you feel differently about it? Did you change the meaning of the text intentionally and why? Or was it more of an intuitive process for you?



WORKSHOP I – NARRATIVES AND LANGUAGE

The workshop was created by Samira Brahimí as part of the “Thinking of Europe”-Fellowship of 2022 run by Schwarzkopf Foundation and Alfred Herrhausen Gesellschaft. David Yildirim has adapted the workshop as part of the “Thinking of Europe in Times of Transformation”-Fellowship in 2023 in cooperation with Alfred Herrhausen Gesellschaft.

Sources

- Here you can find the original and complete article used in the workshop: <https://thevision.com/attualita/hijab-donne/?sez=author&ix-=2&authid=421>
- We Belong podcast and online platform can be useful to find other Muslim women active within the European context: <https://www.webelongeurope.com/>
 - “Look beyond prejudice”: a short, animated video directed by Takoua Ben Mohamed: <https://www.youtube.com/watch?v=I5QRSBs0324>
 - On the AfrobySara platform you can find examples of content that speaks beyond language barriers.
 - Muslim women talk hijab: https://www.youtube.com/watch?v=5_BapO1SsMw
 - Two Muslim Women in France Discuss Islamophobia and Wearing a Hijab: <https://www.youtube.com/watch?v=ykcAqJIRDNo>
 - Muslim woman at the Jordan Football Association Final Women's League game: <https://www.youtube.com/watch?v=cLe2p5KWaRQ>
 - ENAR report on Gendered Islamophobia (2016) https://www.enar-eu.org/wp-content/uploads/factsheet9-eu-ropean_lr_1_.pdf (short version)
 - more detailed information about the term “Othering”:
<https://www.oxfordreference.com/display/10.1093/acref/9780191834837.001.0001/acref-9780191834837-e-283;jsessionid=04DE9E36B7680FA0849A53D886261643>
 - https://www.enar-eu.org/wp-content/uploads/forgottenwom-enpublication_lr_final_with_latest_corrections.pdf (long version)



Breaking down disability: Removing barriers

AIMS

This workshop is aimed at de-stigmatising ideas connected to disability and empowering young people to advocate for Disability Justice. At the end of the workshop, participants should be more comfortable and knowledgeable regarding the concept of disability. The idea is that, through exercises that expand and explore their current ideas and preconceptions about disability, those participating in the workshop can challenge themselves and experience collective growth, to create understanding beyond pity. The participants will then be introduced to the idea of disability as socially constructed, meaning it is lived and built through interactions with other people and one’s culture, and not purely medical experience.

MATERIAL NEEDED

- › PowerPoint Presentation
- › Markers
- › Flipcharts

ROOM

Ideally a separate room/corner of the room (if workshops are held in parallel)

DURATION

- › Short version 40 minutes
- › Long version 60 minutes

INTRODUCTION

The workshop is aimed at all participants, including non-disabled, pre-disabled, and disabled participants between the ages of 14 and 18. It will encourage non-disabled participants to advocate for their disabled counterparts in school, and throughout their lives, including in their future employment, relationships, and communities. Furthermore, it will allow participants who will go on to develop a disability to hopefully find resources and feel more at peace in their bodies. Lastly, this workshop will allow the burden of education on disability to be partially removed from disabled participants.

DURATION

SHORT	LONG	MODULE	DESCRIPTION
1 min	1 min	Disclaimer and Safe Space	Telling participants that it is a sensitive topic and that ableist language will not be tolerated and that every participant needs to be respected.
15 min	25 min	Animal Match (only in the long version) + Duck Ramps	Each participant is given a piece of paper with an animal name on it. They are then challenged to design a product that would be useful to the animal but useless to humans.
10 min	10 min	Meet our Stars	Participants are given a card with a disabled person talking about their day to day lives and access needs.
15 min	25 min	Redesign your life	Participants are asked to rethink and redesign any aspect from their daily routine to make it more accessible to the disabled person they have just been introduced to.





Different steps of the workshop

DISCLAIMER AND SAFE SPACE

Quickly welcome the participants who participate in this workshop and explain that they are allowed to ask any questions, but that this is not a space to discuss whether disabled people are “worthy” of participating in society. Remind participants of the concept of a “safe space” (which was explained in the beginning of the Crash Course) and mention that if things get overwhelming for anyone at any point, they are free to step out of the room for some air, no questions asked.

Preparatory measures for Trainers: You should bring up the willingness to reflect upon your own internalised ableism. At a minimum, learn about disability and deconstruct previous misconceptions. It is important to not speak for them, but rather to highlight the issue. When addressing the lived realities of disabled people for example, do not speak representatively for all disabled people but rather refer to the disabled people from the cards and shed light to their experienced injustice.

In this way, we avoid a generalisation of the realities of life for disabled people and we do not centre our own evaluation, but rather report on and point out the realities of life for disabled people.

ANIMAL MATCH (GAME IN THE 60 MIN WORKSHOP)

- **For the 60-minute workshop**, there will be enough time to conduct the “Animal Match” playfully.
 - When conducting the Animal Match playfully, you distribute the pieces of paper and ask the participants to find other participants with the same animal by imitating the animal’s sound and shape.
 - When not conducting the Animal Match playfully, you can just distribute the pieces of paper, ask the participants to team up with the participants who have the same animal and then instruct the next module “duck ramps”.
- **For the 40-minute workshop**, there will probably not be enough time to conduct the “Animal Match” playfully due to time capacities.
 - When not conducting the Animal Match playfully, you can just distribute the animal cards, ask the participants to team up with the participants who have the same animal and then instruct the next module “duck ramps”.



WORKSHOP II – REMOVING BARRIERS

DUCK RAMPS

After every participant has been assigned an animal, the participants will be presented with the picture of a duck ramp and will learn about how most things around us are designed to make human lives easier but note that there are few designs aimed at animals that are useless to humans. Then, the Trainer will challenge the participants to design their own product for the animal they were assigned. Let them quickly present their findings to the rest of the group.

DISCLAIMER

Once the participants find their peers, you can introduce the following task. Show the picture of a duck ramp and talk about how most things around us are designed to make human lives easier but note that there are a few designs aimed at animals that are useless to humans. Then, challenge the participants to design their own product for the animal they were assigned.

Give them 15–20 minutes to create the product and have them present it to the rest of the group after they are finished. Each group decides how they can present their findings (one person, several people, etc.). Instead of flipcharts, the participants can also use PowerPoint, drawings, or other tools at hand to make their design as creative as possible.

MEET OUR STARS

Each group gets assigned to one disabled person. They are given the card corresponding to this person. The content is the disabled people talking about their day-to-day life and access needs.

DISCLAIMER

Here, you can easily choose examples from your national context if the cards in English are too difficult to understand. Also, be aware that the participants and you should refer to the disabled person by name when speaking about their experience of living in an ableist society instead of generalising the experience of disabled people as a whole. With that, you avoid speaking for disabled people and provide visibility for marginalised people by addressing their lived realities.



WORKSHOP II – REMOVING BARRIERS

REDESIGN YOUR LIFE

Afterwards, they are challenged to think of a space, an event, or object that is a part of their lives but not accessible to the respective person. Provide plenty of examples: their school, the public transport network in their area, their favourite park, a club they are a part of, etc.

The participants are then challenged to re-think the identified space and suggest changes to make it more accessible to the disabled person they were assigned and introduced to. They have 25 minutes to complete this task and decide how they will present it to the larger group. They can create a poster, a PowerPoint presentation or present their results orally.

Some discussion questions:

- Have these activities changed the way you see the space you chose?
- Can you think of simple ways you can support the disabled community in your present and future lives?
- What have you learnt in this workshop that you wish more people knew about?
- Do you see disability differently now? In what way?
- Think of careers you would like to follow.
- How could you be a good ally to the disabled community in that profession?



Recommendations

- Have a few flipcharts and markers with you (if this is not possible and the participants have access to a computer, they can use the computer instead of the flipchart)
- Bring tape
- Assess whether you will have access to a projector
- Inform yourself of the number of participants you will be working with
- Prepare small pieces of paper for the Animal Match
- Make sure you have all workshop materials at hand

Books about disability

- Capitalism & Disability by Marta Russel [Book]
- Care Work: Dreaming Disability Justice by Leah Lakshmi Piepzna-Samarasinha [Book]
- Claiming Disability: Knowledge & Identity by Simi Linton [Book]
- Crippled by Frances Ryan [Book]

Shows, Videos & documentaries

- Crip Camp: A Disability Revolution (Documentary, available on Netflix and Youtube)
- Special (Netflix Show)
- Social Model of Disability (YouTube video)
- Our fight for disability rights and why we're not done yet (Ted Talk by Judith Heumann)

Recommended (English speaking) creators

- Imani Barbarin @Crutches_and_Spice on Instagram and TikTok
- Eliza @Disabled_Eliza on Instagram and TikTok
- Jess @thechroniconic on Instagram
- Melissa Blake @MelissaBlake81 on Instagram
- Cathy Reay @CathyReayWrites on Instagram

The workshop was created by Leonor Albuquerque Amaral as part of the “Thinking of Europe”-Fellowship of 2022 run by Schwarzkopf Foundation and Alfred Herrhause Gesellschaft. David Yildirim has adapted the workshop as part of the “Thinking of Europe in Times of Transformation”-Fellowship in 2023 in cooperation with Alfred Herrhausen Gesellschaft.



Presentations

GOAL

As the different workshops are usually run in parallel, the group presentations following the workshops allow participants to get an insight into what the other group has been working on. Each group is given ten minutes to present their results, which serves as a summary of their findings and takeaways.

DURATION

- › Short version 5 minutes per group
- › Long version 15 minutes per group

INSTRUCTIONS

During the presentation, participants will explain the topic and share their impressions on the activity.





PHASE 4

DEBRIEFING

According to the length of the course being delivered, the debriefing phase is different

Short version

Debriefing

GOAL

The debriefing has the aim of asking participants to identify one thing they have learned from the workshop, and one thing they would like to implement in their lives. This would be a more realistic exercise for a 10-minute activity.

ROOM

Circle of chairs

TIME

10 minutes

MATERIAL

Post-it notes (takeaway)

INSTRUCTIONS

- As a Trainer your role is to moderate the discussion.
- The Trainer gives post-it notes to each participant and splits them into smaller groups.
- The Trainer asks the participants to write down what they took away from the crash course. Thus, one thing they have learned and one thing they would like to implement in their lives.
- Then, ask them to share it with the group they are part of.

Long version

Discussion

GOAL

The discussion is an integral part of the course as it invites participants to dive deeper into the topic. Skills that should be developed along the way include: forming an opinion, communicating one's own opinion to others, as well as tolerating and appreciating opinions that might differ from one's own point of view.

ROOM

Circle of chairs

TIME

40 minutes

MATERIAL

Post-it notes from the Question Pool to refer back to (discussion)

INSTRUCTIONS

- As a Trainer your role is to moderate the discussion.
- Having separated and sorted out the different questions and comments from the "Question Pool" activity, the Trainer will refer back to these points in order to begin a discussion amongst the participants around said topics.
- The Trainer will then lead the discussion and act as a moderator. It is also important to wrap up discussions that are taking too long, in order to be able to tackle more than one topic/question.





PHASE 5

WRAP-UP & FEEDBACK

GOAL

For the final phase of the course, Trainers are meant to bring the course to an end by asking about participants' impressions and to fill in the course feedback form. In addition, Trainers can give more information about Understanding Europe and how to join if they would be interested.

GUIDANCE QUESTIONS

The following guidance questions are the foundation for exchange and discussion and provide the Trainers and educators with a variety of opportunities to further design the course. The Trainer can decide which questions are best for the course at the right moment. These guidance questions enable participants to evaluate the course from their own perspective.

- What would you like to know more about? What is it?
- What did you enjoy about the course?
- What conclusion can be made from your experience?
- How do you feel at the end of this course? What was your experience with it?

FEEDBACK

Feedback should be...

- Constructive, meaning that it creates perspectives for the future.
- Descriptive, meaning that it should leave out judgment and interpretation. Criticism should be stated in a factual manner.
- Concrete. Generalizations do not help the person concerned to solve the problem. Additionally, it is easier to understand feedback if it is described with the help of concrete situations.
- Subjectively formulated. It is easier to accept feedback if it is based on impressions and observations from others.
- Not just negative. One should keep in mind that it is difficult to accept criticism. It is, therefore, easier for the recipient to accept suggestions for improvement if they can see that you are not trying to attack them and can also see the positive side of their work.

Accepting feedback

- Listen first! You do not have to accept everything, just take feedback that you find convincing and that you can work with.
- Say 'thank you!'

ABOUT UNDERSTANDING EUROPE

For this last part of the course, the supporting PowerPoint contains a slide at the end that presents some facts and figures about Understanding Europe. It is advised to have a look at the slide before the course and memorize the most important details. You are encouraged to share personal experiences and bring your own approach to the slide.



Climate Justice Crash Course



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PHASE 4: DEBRIEFING



PHASE 5: WRAP UP & FEEDBACK



The Climate Justice Crash Course aims at opening a discussion around climate crisis through the lens of intersectionality beyond its environmental consequences. Participants will be able to reflect on their own role and involvement in the future of the climate crisis.



PHASE 1

WELCOME AND GETTING TO KNOW EACH OTHER

PRESENTING THE ICEBREAKERS

Pantomime game: It's time to act

AIMS

An icebreaker can be used as a playful introduction to the subject of the course and as a first chance to get to know the participants. The educational purpose of this game is to introduce participants to the 17 Sustainable Development Goals (SDGs): (1) What are the SDGs? (2) How many SDGs are there? (3) Which goals belong to the SDGs? More importantly, this icebreaker encourages creativity and participation to create a welcoming atmosphere.

MATERIAL NEEDED

- › PowerPoint
- › 17 cards labelled with numbers from 1 to 17, each representing one of the 17 SDGs

DURATION

- › Short version 5 minutes
- › Long version 15 minutes

INSTRUCTIONS

As a Trainer, you divide the class into groups of four to five participants. Once all the groups have been formed, one participant from each group is assigned to draw one of the 17 cards at random. The Trainer then explains that each card represents one of the 17 Sustainable Development Goals (SDGs) and briefly explains what the SDGs are. The participants are given a moment to look at the SDG poster included in the PowerPoint slides. Each group is then asked to think of a way to act out their SDG without speaking. For this, the participants are allowed to have a discussion during the preparation, but must not speak during the final presentation. However, they are allowed to use props during the presentations, such as tables, chairs, books, pens, or other objects that can be found in the classroom. After each presentation, the other groups have to guess which SDG has been acted out.

RECOMMENDATION

This icebreaker is topic-tailored to the workshop “Be part of the solution, not pollution – Europe’s responsibility to fight for climate justice”. As the SDGs are at the heart of this workshop, this icebreaker is ideal to introduce participants to the SDGs before diving deeper into the topic.



Classroom examples



The pictures have been taken during the European Summer School 2023 by Stefanie Loos.



Jobs name game: Jobs, jobs, jobs

GOAL

An icebreaker can be used as a playful introduction to the subject of the course and as a first chance to get to know the participants. The educational purpose of this game is to list a number of jobs and to reflect on the type of jobs that come spontaneously to mind. More importantly, this icebreaker allows Trainers to get to know the participants by name to create a welcoming atmosphere.

MATERIAL NEEDED

PowerPoint for instructions (optional)

DURATION

15 minutes

This activity will only happen when delivering the long version of the course. To optimize the time during the short version of the course, this activity won't be delivered.

RECOMMENDATION

This icebreaker is topic-tailored to the workshop “Your job orientation in the time of climate change”. If teachers or participants have expressed a particular interest in the topic of job orientation when booking the course, this icebreaker is ideal to cater to their individual interests.

INSTRUCTIONS

Ask the participants to say their name and name a job that starts with the same letter as their own first name.

Examples: Tobias – teacher; Sarah – software engineer

Variation

Alternatively, to make it more challenging, the participants can also be asked to name a job that starts with the same initial letter as the previous name. Example: Tobias; Sarah – techician

After everyone has shared their names and jobs, take a moment to reflect. Your role as a Trainer is to guide the reflection by asking follow-up questions:

- What types of professions have been named?
- Why have the participants chosen their specific job out of all jobs?
Try to identify patterns.
- Are some of the jobs that were named typical childhood jobs?
(e.g., astronaut, firefighter, nurse, vet)
- Are some of the jobs frequently encountered jobs in everyday life?
(e.g., shop assistant, teacher, pharmacist, waiter/waitress, construction worker)
- Were some of the jobs mentioned jobs the participants themselves were interested in? (e.g., film maker, psychologist, doctor)



Class competition: Causes and consequences of climate change

GOAL

An icebreaker can be used as a playful introduction to the subject of the course and as a first chance to get to know the participants. The educational purpose of this competition is to brainstorm causes and consequences of climate change. Most importantly, this icebreaker encourages interactive learning and participation to create a welcoming atmosphere.

RECOMMENDATION

This icebreaker is less topic-tailored than the other icebreakers and is therefore a general introduction to the topic of climate change, regardless of the workshops chosen. However, as it is more time-consuming, this icebreaker is more suitable for smaller class sizes.

MATERIAL NEEDED

PowerPoint for instructions (optional)

DURATION

15 minutes

This activity will only happen when delivering the long version of the course. To optimize the time during the short version of the course, this activity won't be delivered.

INSTRUCTIONS

Ask the participants to form two teams or divide the class randomly into two teams. As a Trainer or pair of Trainers, you will each look after one of the two teams. Next, explain how the competition works. One team must list as many causes of climate change as possible without running out of ideas. The other team has to list as many consequences of climate change as possible without running out of ideas. At the beginning, ask the participants to stand up. One group starts and then the participants take turns to list either causes or consequences of climate change, depending on which team they belong to.

If a participant runs out of ideas or repeats a cause/consequence that has already been mentioned, they are out of the game and have to sit down. The game continues until: (1) there is only one winner, or until (2) there is only one competitor from each team left. In this case, the winner is determined by a quick game of rock-paper-scissors.

Alternatively, if the game is taking too long, you can also end the game yourself and count the remaining competitors who are still standing. (3) The team with the most players still standing wins. As a Trainer, it is important to explain the rules of the competition clearly and to be strict. The participants should come up with new ideas each turn, they are not allowed to rephrase the same idea in different words.

EXAMPLES OF CAUSES	EXAMPLES OF CONSEQUENCES
traffic/transportation <ul style="list-style-type: none"> ● car fumes ● ship exhaust ● kerosine emissions ● ... 	natural catastrophes <ul style="list-style-type: none"> ● floods ● tsunamis ● avalanches ● ...
emission of greenhouse gases <ul style="list-style-type: none"> ● carbon dioxide (CO₂) ● methane (CH₄) ● ... 	melting glaciers, melting permafrost melting polar ice caps rising sea levels disruption to the Gulf Stream
depletion of raw materials	less precipitation, droughts
release of toxic pollutants by factories	acid rain
marine pollution	microplastics in food
deforestation of rainforests	animal extinction
urbanisation/urban lifestyles (e.g., fast fashion)	climate migration





PHASE 2

WHO'S HERE? INTRODUCTION TO THE TOPIC

PRESENTING CLIMATE JUSTICE IN 4 CORNERS

4-corner-method

GOAL

The module “Climate Justice in 4 corners” should be used to create an atmosphere of mutual recognition. It should also offer room for the discussion of controversies. The method is helpful for identifying topics, questions, and “hot discussions” for the following parts. The method should also serve to confront participants with opinions that are different to their own.

MATERIAL NEEDED

- › PowerPoint
- › Four corners signs: write the letters “A”, “B”, “C” and “D” on four different papers to assign one to each corner

ROOM

- › Circle of chairs
- › A lot of room to move around

DURATION

- › Short version 15 minutes
- › Long version 40 minutes

INSTRUCTIONS

The participants stand in the middle of the room. The room should be arranged so that the participants have plenty of room to move around. The Trainers present the questions and the four possible answers in the PPT slides (feel free to add questions to the PPT if you want). Each possible answer is assigned to a corner of the room (A, B, C, and D). The participants position themselves according to their answers and are asked follow-up questions by the Trainers.

The participants should be presented with the option of standing in the middle of the room if they do not find an answer that fits their opinion or if they would like to discuss an option that is not mentioned in the four answers. The last question of this method could be a speculative one, as it could inspire the participants to add some questions to the Question Pool.

Variation

An optional variation could be to take a moment after each round of discussion to give the participants the opportunity to change positions and stand in a different corner. Changing positions in the classroom can visualise the opinion-forming process and help participants to understand that opinions are not fixed but should remain open to constructive and respectful discussions throughout.





INFORMATION ON THE SLIDES

To help you present the slides to the participants and facilitate the discussion, here are some examples that can help illustrate each slide for participants and give them a better understanding of what the slide is about:

1. Slide on climate injustice or justice

Participants are encouraged to share their feelings and thoughts. Through this exercise, participants practise forming opinions and providing reasoning.

2. Slide on climate responsibility

The following advice is a Trainer's aid to illustrate the questions with examples.

Examples of accepting individual responsibility include:

- cycling to school/using public transport instead of going by car
- buying local and ideally organically grown foods
- getting engaged in environmental protection, such as picking up litter.

Examples of factories or companies accepting responsibility include:

- installing filters to reduce emissions.
- tapping into environmentally friendly energy sources such as solar power

Examples of municipalities and city councils accepting responsibility include:

- providing infrastructure such as bike rental stations and cycle lanes
- paying subsidies for eco-friendly building to promote the uptake of new technologies
- introducing charges such as congestion charges to reduce traffic and car emissions

Examples governments accepting responsibility include:

- signing international agreements such as the Paris Climate Agreement
- introducing charges such as carbon taxes to discourage greenhouse gas emissions

3. Slide on climate players and their effectiveness

As Trainers, have participants compare and contrast the role and success of different climate players. What makes some climate players more effective than others in combating climate change? What cooperation would be needed for a collective response to climate change?

4. Slide on the 2050 scenario

This speculative question asks participants to reflect on their/our current environmental behaviour and what consequences could be expected if we continued with our current behaviour unchanged. Which environmental trends can be expected by 2050? Now is also the time, as a Trainer, to tell the participants more about the Paris Agreement. Have the participants heard about the Paris Agreement before? Do the participants know about any other climate agreements such as the European Green Deal?



THE PARTICIPANTS WANT TO HEAR MY OPINION. WHAT SHOULD I DO?

Can you tell the participants your opinion about a certain political topic? We would say yes, if you state that it is your personal opinion and refer to other opinions as well. We share the view of Prof. Anja Besand (2016). She claims that you should take a position in educational contexts and not be afraid of passionate controversies. If you do share your opinion with participants, be especially conscious of your role. Do opposing opinions to your own have enough space? Do not introduce opposing opinions as if the “others” are abstract – make their views tangible. “Maybe a friend of yours thinks differently from you?” In this way you can also share emotional and personal experiences. experiences.

Question Pool

MATERIAL NEEDED

- › Moderation cards or post-it notes
- › Pens

ROOM

Circle of chairs

TIME

Approx. 5 minutes

This activity will only happen when delivering the long version of the course. To optimize the time on the short version of the course, this activity won't be delivered.

5. Slide on the most relevant SDG

This slide is an optional slide that can be used as a transition to the workshop on Europe's responsibility in the fight for climate justice. This slide has more than four corners. The participants are asked to stand in a place in the room that roughly matches the position of the SDG on the poster. For example, SDG 1 would be on the far left of the room.

ADVICE ON HOW TO PREPARE

At present, the PowerPoint presentation consists of a certain number of slides. Depending on the time available and the dynamics of the discussion, you can choose to go through all of the slides or make a selection. Feel encouraged to also adapt the slides to your needs and country context, or even to create new slides.

Try to create discussions with authentic follow-up questions. Try to hold back on explanations and instead encourage participants who are standing in different corners of the room to share, compare and contrast their opinions. Try not to present yourself as an expert but as a facilitator of the discussion.

If you come across prejudicial or stereotyped statements, use your judgement to decide whether to react by following up the statement (what do you mean exactly?), involve the others (what do the others think about this?) or directly respond to and counter the statements (as in the case of clearly racist statements) or perhaps decide to come back to the subject later. If you would like to reflect on this further, you can use the red-line exercise (explained amongst others in the → [following publication, p.65](#)).

INSTRUCTIONS

The Trainers hand out moderation cards or post-it notes and ask the participants to write down questions that they have around the course topic and Europe. The Trainers collect the questions or ask participants to stick them on a wall/blackboard.

Later the Trainers will display and cluster them around the main topics. This gesture can help to show participants that their questions are taken seriously. This can include:

- Giving the participants stickers to indicate which questions are particularly important to them
- Using some of the questions as a link to introduce the different workshops
- Answering some of the questions straight away.





PHASE 3

DEEP DIVE AND GROUP PRESENTATIONS

PRESENTING THE TWO WORKSHOPS INDIVIDUALLY

WORKSHOP I – FIGHT FOR CLIMATE JUSTICE

Be part of the solution, not pollution – Europe’s responsibility to fight for climate justice

AIMS

The scope of the longer version goes beyond sparking initial interest to encourage participants to form their own opinions and articulate their ideas in a constructive and respectful manner. The course aims to provide a platform for discussion so that participants can learn to build on the arguments of other classmates. Participants are encouraged to explore the topic in depth and engage in discussions about climate justice and intersectionality. By the end of the workshop, the participant should have learned to reflect on how our multiple identities, such as nationality, class, race, or gender, determine our individual experiences of climate change.

INTRODUCTION

In our youth, young people are frequently told “you have your whole life to live”, “don’t be so impatient”, but do we really have our whole life to live? This workshop recounts the story of Ella Kissi-Debrah, a nine-year-old girl, who passed away from exposure to exhaust fumes in her neighbourhood. After her death, her mother spoke out against the City of London for failing to prevent the high levels of pollution in the area where Ella had been living. Sadly, less economically stable families can often only afford to live in poorer neighbourhoods with lower environmental standards. Such disparities are the focus of this workshop. The greatest burden of climate change often falls on those who are responsible for only a small share of the overall environmental damage. Participants are encouraged to engage in discussions about climate justice and intersectionality to explore how climate change intersects with different forms of injustice.

At the same time, participants reflect on their own privileges by learning about the realities of different people. As the climate is changing, our attitudes towards this crisis need to change as well. Climate change does not discriminate between race, age, gender, etc. – We are all affected by its consequences, and we all need to look after each other and our planet.



WORKSHOP I – FIGHT FOR CLIMATE JUSTICE

MATERIAL NEEDED

- › PowerPoint
- › Newspaper article (printed/online)
- › Shortened version of the newspaper article (alternatively)
- › Online resources:
 - [UN Sustainable Development Goals – Overview](#)
 - [170 daily actions to transform our world](#)
 or
 - [170 actions to combat climate change](#)
 - [170 actions to combat climate change online version](#) (for digital use)
- › Phone / tablet / laptop (for Internet research purposes)
- › Flipcharts
- › Craft supplies e.g., watercolour paint sets, brushes, crayons, etc.

ROOM

- › Plenty of room to move around
- › Space for group work (e.g., separate corners with tables and chairs) *optional*
- › Projector (for the PowerPoint presentation)

TIME

- › Short version 40 minutes
- › Long version 60 minutes *excluding the workshop transition + 10 minutes*

GENERAL OVERVIEW OF THE WORKSHOP

DURATION		MODULE	DESCRIPTION
SHORT	LONG		
–	10 min	Story time <i>(only in the long version)</i>	Transition activity to introduce the participants to the newspaper article on air pollution that forms the basis of the workshop.
5 min	5 min	Who is Ella Kissi-Debrah?	Participants are given time to read the newspaper article individually, followed by a brief summary.
5 min	5 min	The role of intersectionality	The Trainer explains to the participants the meaning of the term “intersectionality” and why it is relevant in the context of Ella’s story.
10 min	10 min	Shared goals	The participants draw parallels between Ella’s story and the Sustainable Development Goals (SDGs), and further explore SDG actions.
–	15 min	Ella’s story in today’s world <i>(only in the long version)</i>	In groups, the participants try to answer a given (research) question and document their findings.
20 min	25 min	Channelling your inner activist	Poster design where the participants collaborate in groups to decide on a format and create posters.



WORKSHOP I – FIGHT FOR CLIMATE JUSTICE

Different steps of the workshop

STORY TIME – TRANSITION

Goal

For an engaging start to the workshop, we recommend starting with an introductory activity to mark the **transition to the workshop phase**. The aim of the transition is to **introduce the story of the newspaper article** that will form the basis of the following workshop. Participants are encouraged to guess what the newspaper article might be about, which will already stimulate their thinking.

Recommendation

Even in the long version of the course, this activity can easily be skipped in case of time-constraints. This will not compromise the flow of the workshop.

Material needed

PowerPoint

Instructions

Show the PowerPoint slide with the quotes from the article. Read out the quotes to your audience or ask if any participants would like to volunteer to do so. Once all the quotes have been presented, engage the participants in a short discussion.

The following questions should be discussed:

- What do the participants think the article is all about?
- Can the participants guess who is behind the quotes?
- What is the underlying story?

As a Trainer, it is important to ask follow-up questions to help the participants guess the underlying story.

Here are the three quotes and possible follow-up questions:

“Unlike most people with asthma, Ella’s attacks were not triggered by pollen or respiratory infections but something else...”

- What might cause “Ella’s attacks”?
- Do you think these attacks are a common condition or a rare disease?

“I knew about car fumes, the phrase, but nothing else”

- Who might have said this? Who claims to have only known about car fumes?
- Where do you think the story is set?
- What do you think the outcome of the story might be?

“... for the first time air pollution was recorded as a cause in an individual death in the UK” (the last quote is supposed to reveal the case)

- Are you surprised/shocked?
- Have you heard a similar story before?



WORKSHOP I – FIGHT FOR CLIMATE JUSTICE

WHO IS ELLA KISSI-DEBRAH? – NEWSPAPER ARTICLE

Goal

This module is a **reading activity** where the participants **learn more about Ella's story** and her untimely death due to health problems caused by high levels of air pollution. This activity should end with a brief recap so that all the participants are on the same page.

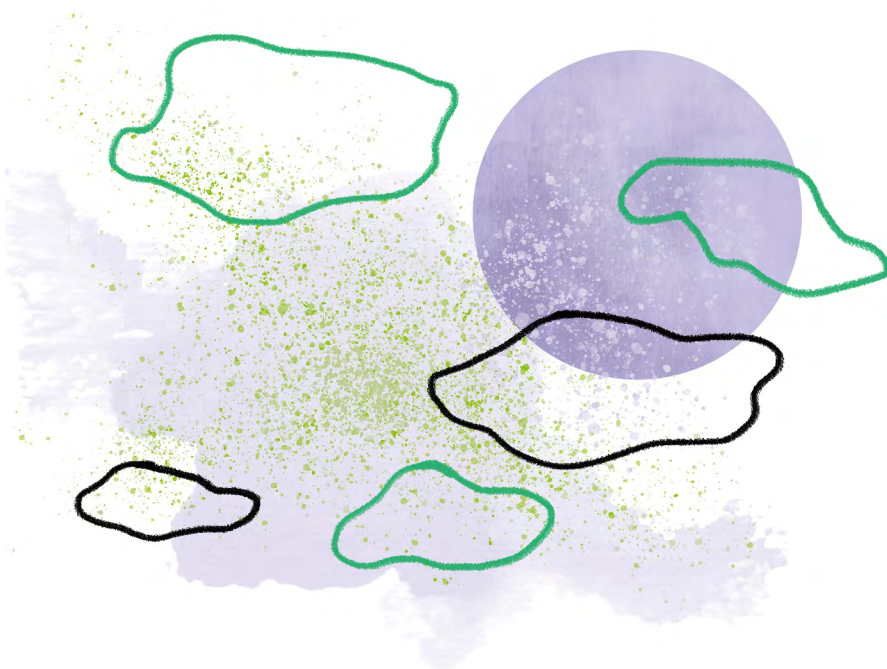
Material needed

- › Newspaper article (printed/online)
- › Shortened version of the newspaper article (alternatively)
- › PowerPoint for the recap (optional)

Instructions

After the transition, the participants will now be given a more detailed insight into Ella's case. As a Trainer, you can either print out the newspaper article beforehand and hand out the sheets or share the article digitally. The participants should then read the article about Ella Adoo Kissi Debrah in silence, either alone or in pairs.

If the participants are reading the article in a language other than their native tongue, let them know that they can ask you to translate or explain any words they do not understand. Afterwards, either ask a volunteer to briefly summarise the article, or summarise it yourself. Feel free to make use of the prepared PowerPoint slide with the heading "Recap" to help you cover all the important points. The summary at the end is very important to make sure that everyone has understood the article and is on the same page.



WORKSHOP I – FIGHT FOR CLIMATE JUSTICE

THE ROLE OF INTERSECTIONALITY – EXPLANATION OF THE TERM

Goal

The role of the Trainer is to present and **explain the term “intersectionality”**. The goal is for the participants to understand the meaning of this term, and what intersectionality has to do with Ella’s story. The **use of visuals** should enable **multimodal learning** to enhance understanding.

Material needed

PowerPoint

Instructions

Before diving deeper into the topic, it is necessary to explain to the participants the basic terminology behind the workshop: climate justice and intersectionality. This is particularly important as these terms are relatively new terms and are not common everywhere. Feel free to make use of the prepared slides, which include visuals and a quote to help you explain the terms. Below are two academic definitions to learn more about climate justice and intersectionality.

► CLIMATE JUSTICE

refers to the growing awareness of the impact of climate change on low-income households and communities of colour, the populations least responsible for the environmental problems that are occurring. What is more, it also seeks to identify the root causes of the climate crisis from a social, racial, and environmental justice approach.

Source: University of California

► INTERSECTIONALITY

refers to the analysis of the interdependence (mutual conditionality) and the combined effects of various categories of difference with dimensions and social inequality and exclusion. In order to develop a thorough understanding of discrimination, its individual forms (such as racism, sexism, or heterosexism) may not be considered as independent of one another.



WORKSHOP I – FIGHT FOR CLIMATE JUSTICE

SHARED GOALS – CONNECTION BETWEEN SDGS AND ELLA'S STORY

Goal

During this exercise, the participants practise making comparisons and identifying similarities. Through this, the participants develop their transfer skills by **applying theoretical input** (What are SDGs? Which SDGs exist?) to a **real-life story** (Which of the 17 SDGs are relevant to Ella's story?). In their groups, the participants **learn more about the actions to achieve the SDGs**. Learning about concrete actions for achieving the SDGs is intended to make the SDGs less abstract and more tangible.

Material needed

- › PowerPoint
- › Online resources:
 - [UN Sustainable Development Goals – Overview](#)
 - [170 daily actions to transform our world or 170 actions to combat climate change](#)
 - [170 actions to combat climate change online version](#) (for digital use)

Instructions

Introduce the participants to the 17 SDGs with an explanatory video on the SDGs (preferably in their native language). After the video, switch back to the PowerPoint slides and project the SDG poster. This poster provides an additional overview of all the SDGs and can also be used to clarify open questions. The poster should be visible to the participants at all times so that they can take a look at it whenever needed. Next, the participants should identify goals from the SDGs that apply to Ella's story. Remember that there is more than one correct answer.

The SDGs that are relevant to Ella's story include, but are not limited to, SDGs 3, 11, and 13. Once a certain number of SDGs have been identified as relevant to Ella's case, the participants are divided into smaller groups. The number of SDGs identified determines the number of groups. Each group then focuses on one of the identified SDGs. Within the smaller groups, the participants should look at examples of actions for the one SDG they have been assigned. For this, provide participants with either one of the following resources:

- [170 daily actions to transform our world](#)
- [170 actions to combat climate change](#)



WORKSHOP I – FIGHT FOR CLIMATE JUSTICE

During this exercise, the participants should explore one specific SDG in more detail to learn more about what daily actions can contribute to achieving these goals.

Additional information

It is very important to emphasise the link between the SDGs and the case of Ella Adoo-Kissi-Debrah. To do this, the Trainer should pay particular attention to SDGs 3, 11, 13 (but also take a look at the others):

- SDG 3 stands for “good health and well-being”, which is related to Ella’s worsening state of health.
- SDG 11 stands for “sustainable cities and communities”, which addresses the demand for sustainable cities and communities that meet the needs of today’s society by offering sustainable solutions, such as expanding public transport within cities.
- SDG 13 stands for “Climate Action”, which means raising awareness of climate change by speaking out about the climate crisis and advocating for possible solutions.



WORKSHOP I – FIGHT FOR CLIMATE JUSTICE

ELLA'S STORY IN TODAY'S WORLD – RESEARCH ACTIVITY

Goal

The aim of this research activity is to explore the (political) relevance of Ella's case. The overall focus is on a **deeper engagement with the content** of the workshop to **identify the underlying structural problems** that need to be addressed. The participants are encouraged to reflect on how the structural challenges described in the newspaper article **apply to their own context**.

Material needed

- › PowerPoint
- › Phone/tablet/laptop (for Internet research purposes)

Instructions

The participants are divided into three groups and are asked to answer one of the three questions below. Please encourage participants to take notes to document their findings. It is suggested that each group focuses on one question in more detail rather than covering all of the questions. The questions should be answered with the help of the SDG poster, the article on Ella, and possibly additional online research.

- What initiatives and projects does the City of London/your city offer to address air pollution?
- What barriers might there be to implementing the SDG(s) in your community/area?
- What actions would the city have taken if Ella had not been part of a marginalised group?

During their research and group discussion, the participants will reflect on climate justice from a multi-perspective. Learning from an example should help the participants to better understand vague and abstract concepts such as climate justice. At the same time, as a Trainer, you should emphasise that Ella's story is not a single case, but rather part of persistent structural problems.

NOTE

Some of the questions require an intersectional approach, i.e., pointing out the different facets that make up Ella's identity. Ella is a black (race) girl (gender) who comes from a low socio-economic household (social status). The participants are asked to think about how all these characteristics have influenced Ella's story. This exercise encourages the participants to reflect on a case that is outside the reality of their own lives.



WORKSHOP I – FIGHT FOR CLIMATE JUSTICE

CHANNELLING YOUR INNER ACTIVIST – POSTER DESIGN

Goal

The focus of the poster design is on a creative and interactive approach to learning. The aim is for participants to learn to **visualise their findings**. The choice of formats offers different forms of creative expression, depending on the participants' preferences for either using language (e.g., speech to the mayor) or drawing/painting (e.g., art competition). By choosing a format, the participants also practise **group decision making** and agreement, which develops and trains their teamwork skills.

Material needed

- › PowerPoint
- › Flipcharts
- › Craft supplies e.g., watercolour paint sets, brushes, crayons, etc.

Instructions

In small groups of four to five people, the participants design a poster to illustrate their findings from the previous group activity. To give some context to the poster designs, the story in which the poster designs are set is as follows:

Scenario:

Imagine that the air pollution in Ella's neighbourhood had been less severe and that, with the help of doctors, Ella had recovered from her respiratory illness. As a teenager, Ella would still remember the long hospital stay and the turning point in her life. Ella would know that she could have died from air pollution, and so she would dedicate herself to climate activism.

In honour of the tragic loss of their dear friend Ella, some of her closest friends have decided to get involved in the fight for climate justice themselves to call attention to environmental problems.

After presenting the poster design scenario, give detailed instructions. During the poster design, the participants will remain in the same groups as before. As a group, they then need to decide on a format. Present the following four options to the participants for them to choose from:

- A** a leaflet for a demonstration
- B** a speech to the mayor
- C** an artwork for an art exhibition
- D** a social media post

NOTE

Decisions about format, selection of craft materials, and content should be made as a group. While one participant is drawing, another may be writing a poem, a catchy phrase, etc. The purpose of presenting the participants with a choice of format is to empower them to make decisions. As it is a group setting, it also trains the participants to arrive at group decisions. Start handing out materials only after you have explained what the participants are supposed to do. Otherwise, you may lose their attention. The presentation of the posters will take place during the group presentations.



WORKSHOP I – FIGHT FOR CLIMATE JUSTICE

The workshop was created by Sefa Adzua as part of the “Thinking of Europe”-Fellowship of 2022 run by Schwarzkopf Foundation and Alfred Herrhause Gesellschaft.

Julia Kikel has adapted the workshop as part of the “Thinking of Europe in Times of Transformation”-Fellowship in 2023 in cooperation with Alfred Herrhausen Gesellschaft.

Sources

About Ella Kissi-Debrah:

Ella Kissi-Debrah: how a mother’s fight for justice may help prevent other air pollution deaths | Air pollution | The Guardian
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About Sustainable Development Goals:

- United Nations Regional Information Centre: un.org/esa/socdev/unpfii/documents/5session_factsheet1.pdf
- UNICEF Georgia: https://www.youtube.com/watch?v=M-iJM02m_Hg
- United Nations Saudi Arabia: <https://saudi-arabia.un.org/en/132340-170-daily-actions-transform-our-world>
- United Nations Geneva: https://sites.ungeneva.org/170actions/climate/documents/PCP170_actions5.pdf
<https://sites.ungeneva.org/170actions/climate/>



Your job orientation in the time of climate change

AIMS

The scope of the longer version goes beyond sparking initial interest to encouraging participants to form their own opinions and articulate their ideas in a constructive and respectful manner. The course aims to provide a platform for discussion so that participants can learn to build on the arguments of other classmates. By the end of the workshop, the participants should have gained in-depth insight into how to identify jobs of interest that reflect their qualities and interests, and how to analyse jobs based on their climate impact.

MATERIAL NEEDED

- › PowerPoint
- › Flipchart, marker/blackboard, chalk
- › Mirror
- › Phone camera/laptop camera with selfie-function
- › Phone/tablet/laptop (for Internet research purposes)
- › Post-it notes/pieces of paper
- › Large Post-its/sheets of paper
- › Pens
- › Two videos
- › Tape (for name badges or sticking post-it notes on the wall/blackboard) (optional)

INTRODUCTION

The aim of this workshop is to reflect on the role of young people on the path towards a more sustainable future. According to the European Green Deal, we are striving to become the first climate-neutral continent by 2050. To achieve this goal, we need solutions for all generations, especially future generations. In the long term, the responsibility for climate action will lie with future generations, but the path towards sustainability starts now.

By the year 2030, many of today's young people aged 14 to 18 years will be entering their first full-time jobs. The years between 2022 to 2030 will consequently be crucial in guiding today's youth towards sustainable career paths. Right from the start of their job orientation, participants are therefore encouraged to think about the climate impacts of jobs. This workshop is not a career workshop in the classical sense but shines a light on the topic of job orientation from a climate perspective. More specifically, this workshop aims to provide participants with the tools to evaluate the climate impact of jobs they are interested in.



ROOM

- › Plenty of room to move around
- › Space for group work (e.g., separate corners with tables and chairs) (optional)
- › Projector (for the PowerPoint presentation)

DURATION

- › Short version 40 minutes
- › Long version 60 minutes

GENERAL OVERVIEW OF THE WORKSHOP

DURATION		MODULE	DESCRIPTION
SHORT	LONG		
-	10 min	Option 1 Age in 2030 & 2050 <i>(only in the long version)</i>	Telling participants that it is a sensitive topic and that ableist language will not be tolerated and that every participant needs to be respected.
-	10 min	Option 2 Positive affirmation <i>(only in the long version)</i>	Transition activity to engage the participants in light self-reflection, in preparation for deeper self-reflection later on.
-	10 min	Why does climate change matter to you? <i>(only in the long version)</i>	Research activity to find out how climate change affects the participants' own country/city.
15 min	25 min	Identifying opinion makers of job orientation	Group activity to brainstorm opinion makers in everyday life who influence participants' opinion.
15 min	15 min	Understanding myself	Self-reflection on the participants' qualities and interests in order to identify a job field/job interest.
25 min	25 min	Discussing jobs and their climate impact	Group activity to evaluate the climate impact of a chosen job with the help of video clips.



Different steps of the workshop

AGE IN 2030 & 2050 – OPTION 1 – TRANSITION

Goal

For an engaging start to the workshop, we recommend starting with an introductory activity to mark the **transition to the workshop phase**. The aim of this transition is to highlight the **important role that today's young people play in society**, as it will not be long before the participants will move from participants life to working life. This activity visualises the time horizon between now, 2030 and 2050 which can be used to draw parallels to the climate targets for 2030 and 2050.

Recommendation

Even in the long version of the course, this activity can easily be skipped in case of time-constraints. This will not compromise the flow of the workshop.

Material needed

- › PowerPoint
- › Flipchart, marker/blackboard, chalk

Instructions

Prepare a flipchart or a blackboard in the classroom by drawing three columns right next to each other. Leave a margin on the left to write the participants' names next to the columns. Ask each participant to share their name and current age. Write down the current age in the first column, then calculate the future age for 2030 and 2050 and move on to the next participant. After a complete round, you should be able to identify different age groups, e.g. 14, 15, and 16, which you can mark.

Example:

2022	2030 (+8 YEARS)	2050 (+28 YEARS)
14 years old	22	42
16 years old	24	44
18 years old	26	46
30 years old	38	58
50 years old	58	78

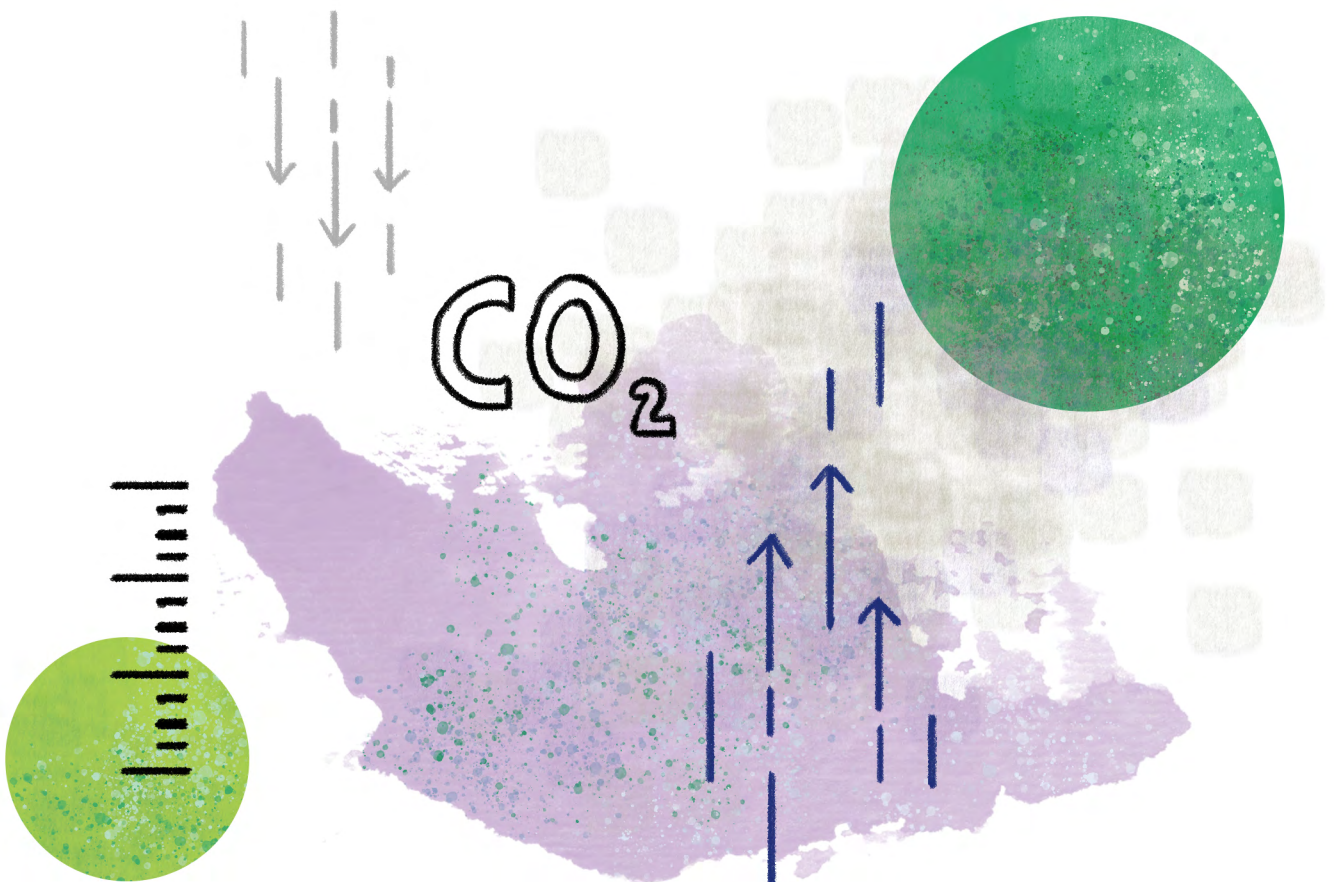


WORKSHOP II – JOB ORIENTATION

Time permitting, you can open up a more in-depth reflection on the parallel to the climate targets for 2030 and 2050:

- At least a 55 per cent reduction in net greenhouse gas emissions by 2030, compared to 1990 levels.
- Climate neutrality by 2050 for Europe to become the first climate-neutral continent.

During the reflection, it is important to help the participants understand that achieving long-term goals requires an early orientation towards sustainable development. This is why considering the climate impact of jobs at an early stage of job orientation will be crucial to achieving these goals.



POSITIVE AFFIRMATION – OPTION 2 – TRANSITION

Goal

For an engaging start to the workshop, we recommend starting with an introductory activity to mark the **transition to the workshop phase**. The aim of the transition is to start with light self-reflection to **prepare the participants for more in-depth self-reflection** during the actual workshop. This exercise also aims to generate **positive and empowering thoughts**.

Recommendation

Even in the long version of the course, this activity can easily be skipped in case of time-constraints. This will not compromise the flow of the workshop.

Material needed

- › PowerPoint
- › Mirror
- › Phone camera / laptop camera with selfie-function

Instructions

The mirror can be placed in the middle of the room, either on a chair or a table, or on the wall. As the Trainer, briefly explain the activity with the help of the PowerPoint slide. After the instructions, ask the participants to line up in front of the mirror, look into the mirror and repeat the sentence: “I am ...” [adjective]. As a Trainer, you are not only responsible for setting up the mirror, but also for making sure that everyone feels comfortable, as this activity could be a sensitive topic in the context of social media nowadays.

Example: I am... kind, valued, confident, joyful, optimistic, generous, creative, unique, etc.



WHY DOES CLIMATE CHANGE MATTER TO YOU?

RESEARCH ACTIVITY

Goal

This activity is designed to highlight the **relevance of climate change to the participants' own national contexts**. It is important to understand that climate change comes in many forms. While one country may be experiencing the consequences of climate change in the form of a flood, another may be experiencing prolonged drought, yet both cases are rooted in the same problem.

Recommendation

Although this activity is a scheduled element of the long version of the course, it can be skipped in case of time-constraints, unlike the following parts: “Opinion makers”, “Understanding myself”, and “Discussing jobs and their climate impact”. These three parts form an integral part of the workshop and should not be skipped without careful consideration.

Material needed

- › PowerPoint
- › Phone/tablet/laptop (for Internet research purposes)

Instructions

Give the participants a moment to look at the headlines in silence, then ask volunteers to explain what they think the headline is all about. To emphasise the global nature of climate change, the headlines are international and are therefore written in different languages. Consequently, it may take some guessing to understand the meaning of the headlines, but in combination with the photos, the participants should be able to get the gist. Next, the participants should follow the instructions on the following slide and briefly research how climate change affects their own country or city. The use of keywords can help with the research.

NOTE

The use of an online translator is also allowed if needed

What the participants should take away from this activity is an understanding of the local impacts of climate change. It is important to understand that despite the big headlines about the deforestation of the Amazon rainforest, for example, climate change is not exclusively deforestation; climate change comes in many different, even opposing, forms. Climate change can come in the form of floods and droughts at the same time, which is what the selection of photos is trying to show.



IDENTIFYING OPINION MAKERS OF JOB ORIENTATION REFLECTION

Goal

The aim of this activity is to **reflect on opinion shaping** in order to become more aware of external influences on our own opinions.

Participants should **develop a better understanding of who influences our opinions** and how being aware of these influences can help us to make more informed and independent career choices that reflect our own personal interests.

Material needed

- › PowerPoint
- › Post-it notes/pieces of paper
- › Pens

Instructions

Young people are surrounded by many opinion makers in their daily lives. Through this activity, participants should think individually about who influences them - their interests, their lifestyle, and ultimately their job orientation. In smaller groups, the participants are asked to brainstorm and write down opinion makers who influence them. It is helpful to make use of the guiding questions in the PowerPoint:

- Where do you meet opinion makers?
- Who are these opinion makers?
- How do they share their view?
- Why do they share it?
- What kind of background/experiences do these opinion makers have?

Another interesting, more in-depth follow-up question is the following:

- In what way do opinion makers influence you? (e.g., factual information, appealing to your emotions, putting pressure on you?)

As a Trainer, you can give one or two examples, but you should not give away too much. After about 5 minutes, the results are shared together, and each group briefly presents their findings. (Optional: The findings can be documented by collecting the post-it notes on a flipchart or by pinning them on a board.)

Classroom examples

Parents, older siblings, grandparents, friends, peer groups, sports teams, colleagues, teachers, YouTubers, Instagrammers, influencers, celebrities, politicians, media, religion, capitalism, etc.



UNDERSTANDING MYSELF – SELF-REFLECTION

Goal

The aim is for participants to **reflect on their own qualities and interests** in order to learn how to make informed career choices that reflect their personality. Through this activity, participants also **practise identifying job fields/ concrete jobs** based on their self-reflection.

Material needed

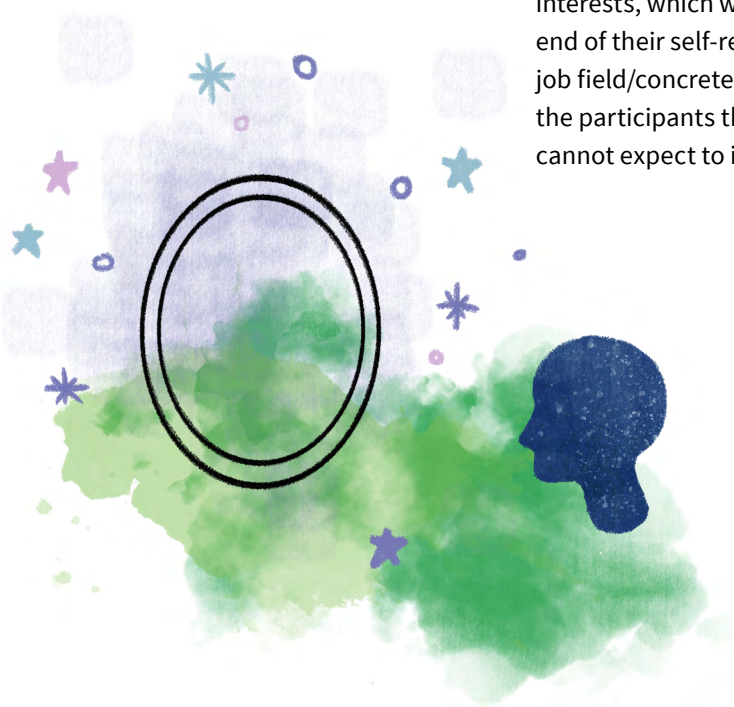
- › PowerPoint for instructions (optional)
- › Large Post-it notes/sheets of paper
- › Pens

Instructions

This is a moment of self-reflection where participants are given 10 minutes to reflect individually on the following bullet points:

- Strengths
- Weaknesses
- Interests
- Not interested in
- Teamwork
- Creativity
- Which qualities do I have according to my friends/family?

The bullet points serve as input and guidance, but the participants do not have to find answers to each one of the points. The participants are each given a large post-it note/sheet of paper to write their answers on. By the end, the participants should have reflected on their own qualities and interests, which will form the basis of the following activity. Ideally, by the end of their self-reflection, participants will also have identified a specific job field/concrete job. However, as a Trainer, it is important to explain to the participants that this is an exercise to train their skills, but that they cannot expect to identify their dream job after a 10-minute exercise.



DISCUSSION JOBS AND THEIR CLIMATE IMPACT

SUSTAINABILITY FILTER

Goal

The aim of this module is to provide young people with a **tool to evaluate the climate impact of jobs** they are interested in. The participants will be **introduced to the “Sustainability filter”** which is a set of questions that can be applied to any job to evaluate its climate impact. This module adopts a **“Learning by Examples” approach** to bring the topic of sustainable career choices closer to participants’ lives.

Material needed

- › PowerPoint
- › Videos
- › Large post-it notes / sheets of paper¹²
- › Pens

Instructions

This module is divided into three parts: (1) video input, (2) group work, (3) final video. To begin with, play the first video, which describes an example and explains the “Sustainability filter”. The example tells the story of Noah’s job orientation to bring together what the participants have learned in the previous exercises in a fictional story. Noah, who is the main character of the video, has a very similar background to the participants to help them relate to Noah’s situation.

In the video, Noah starts his job orientation journey. In the beginning, Noah reflects on his qualities and interests (his strengths, weaknesses, interests, what he is not interested in, etc.) as well as on his opinion makers who influence him and who he can ask for career advice (e.g., family and friends). Reflecting on all these questions leads Noah to identify a job field, in his case, education. Next, Noah decides on a specific job in the education field.

Once Noah has decided on a job, that of a secondary school teacher, we turn to the core of this activity: the sustainability filter. The video introduces a tool to help participants to analyse the climate impact of a particular job. By trying to answer a series of three questions, the participants can evaluate the climate impact of a job. After showing the video, go back to the PowerPoint slides and show the three questions:

- How can everyday job routines become more sustainable?
- How can workers shape their workplace to be more sustainable?
- How can workers promote sustainability outside the workplace?

NOTE

If you run out of time, you could possibly also share the second video with the teacher and ask them if they would be willing to show it to the participants as a follow-up lesson.

¹² Note: To save paper, you can use the backs of the Post-it notes the pupils used in the previous exercise.



In smaller groups, the participants first have to decide on a particular job. To do this, the participants can either a) stick with one of the jobs they have identified as a result of the “Understanding myself” reflection, or b) they can choose from a selection of job description cards provided by the Trainers. The job description cards have been developed because many participants may only be at a very early stage of their personal job orientation. In this case, they may only have a vague idea of what job they are interested in and what it is all about.

However, a lack of knowledge about the job profile makes evaluating the climate impact even harder. This is why the participants can choose from prepared cards with more detailed job descriptions. The results of the climate impact evaluations are then shared during the group presentations. After the group work, the Trainers show the final part of the video, which gives advice on how workers can find out about the climate impact of their work. The second video explains what resources are available to workers to inform themselves and what steps they can follow.

Checklist

How can workers become more informed about the climate impact of their job?

- Educate yourself on the climate challenges worldwide and especially in your region.
- Inform yourself about the job requirements
 - Read the job advertisement carefully.
 - Look up the job description on employment service websites.
 - Talk to professionals who are already working in the field of interest.
- Find out about the sustainability procedures followed by the company/organisation before you apply.
- Inquire about sustainability goals during the job interview.
- Reflect on how the job field and particular job might develop in the future.



The workshop was created by Thanh Nguyen Van as part of the “Thinking of Europe”-Fellowship of 2022 run by Schwarzkopf Foundation and Alfred Herrhause Gesellschaft.

Julia Kikel has adapted the workshop as part of the “Thinking of Europe in Times of Transformation”-Fellowship in 2023 in cooperation with Alfred Herrhausen Gesellschaft.

Sources

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About climate agreements:

→ European Commision: https://commission.europa.eu/strategy-and-policy/priorities-2019-2024/european-green-deal_en

About Understanding Europe:

→ <https://understanding-europe.org/en/education/publications/>



Presentations

GOAL

As the different workshops are usually run in parallel, the group presentations following the workshops allow the participants to get insight into what the other group has been working on. Each group is given ten minutes to present their results, which serves as a summary of their findings and takeaways.

MATERIAL NEEDED

Not specified

DURATION

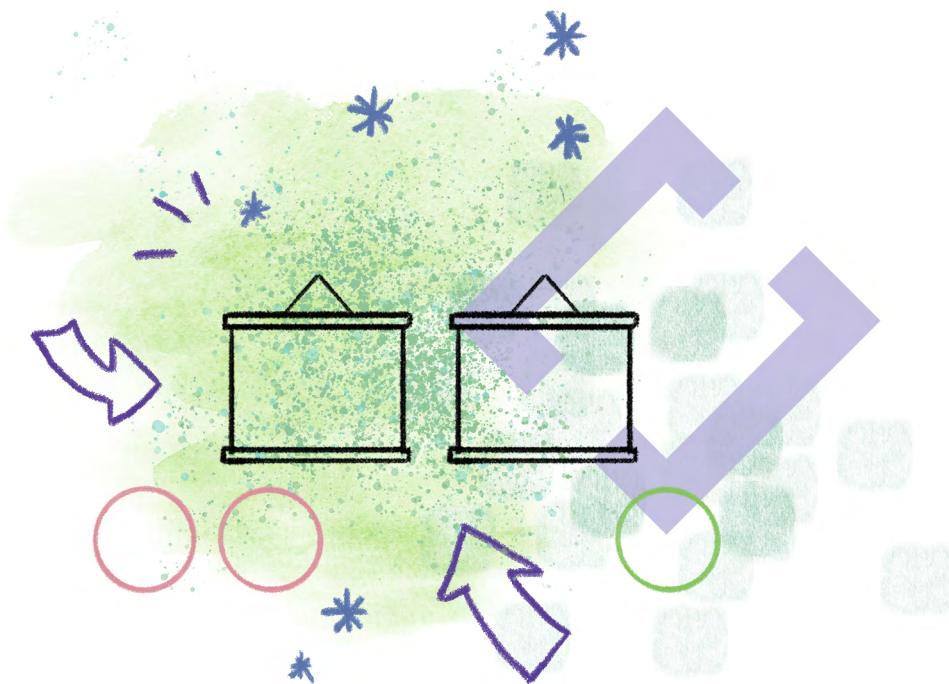
- › Short version 5 minutes each group
- › Long version 10 minutes each group

INSTRUCTIONS

The participants are given 5/10 minutes to present their workshop results to the other group. The format of the presentation is up to the participants and can be decided within their groups. The group can choose one speaker to present, or some/all group members can take turns presenting their results together. As a Trainer, it is important to announce the presentations during the workshop and tell the participants to reserve the last five minutes of the workshop phase to decide on a presentation format and speaker(s). During the presentations, the Trainers need to be strict with the time so that there is enough time for both groups.

Variation

Alternatively, you could introduce the participants to the so-called “Silent Gallery” method of presentation. At a Silent Gallery, the results are visualised in the form of posters or large post-it notes, similar to works of art in an art gallery. The presenting group can also designate one or a few group members to stand next to the “artworks” to answer any questions the others may have. The other group members are given time to look at the visualised results. The strengths of this presentation format are many. Firstly, Silent Galleries present an innovative, less conventional presentation format that can replace standard presentations. Secondly, Silent Galleries are good for timekeeping, as presenters do not run the risk of running over time and there is no need for Trainers to interrupt presentations, for example.





PHASE 4

DEBRIEFING

According to the length of the course being delivered, the debriefing phase is different

Short version

Debriefing

GOAL

The debriefing has the aim of asking participants to identify one thing they have learned from the workshop, and one thing they would like to implement in their lives. This would be a more realistic exercise for a 10-minute activity.

ROOM

Circle of chairs

TIME

10 minutes

MATERIAL

Post-it notes (takeaway)

INSTRUCTIONS

- As a Trainer your role is to moderate the discussion.
- The Trainer gives post-it notes to each participant and splits them into smaller groups.
- The Trainer asks the participants to write down what they took away from the crash course. Thus, one thing they have learned and one thing they would like to implement in their lives.
- Then, ask them to share it with the group they are part of.

Long version

Discussion

GOAL

The discussion is an integral part of the course as it invites participants to dive deeper into the topic. Skills that should be developed along the way include: forming an opinion, communicating one's own opinion to others, as well as tolerating and appreciating opinions that might differ from one's own point of view.

ROOM

Circle of chairs

TIME

40 minutes

MATERIAL

Post-it notes from the Question Pool to refer back to (discussion)

INSTRUCTIONS

- As a Trainer your role is to moderate the discussion.
- Having separated and sorted out the different questions and comments from the "Question Pool" activity, the Trainer will refer back to these points in order to begin a discussion amongst the participants around said topics.
- The Trainer will then lead the discussion and act as a moderator. It is also important to wrap up discussions that are taking too long, in order to be able to tackle more than one topic/question.





PHASE 5

WRAP-UP & FEEDBACK

GOAL

For the final phase of the course, Trainers are meant to bring the course to an end by asking about participants' impressions and to fill in the course feedback form. In addition, Trainers can give more information about Understanding Europe and how to join if they would be interested.

GUIDANCE QUESTIONS

The following guidance questions are the foundation for exchange and discussion and provide the Trainers and educators with a variety of opportunities to further design the course. The Trainer can decide which questions are best for the course at the right moment. These guidance questions enable participants to evaluate the course from their own perspective.

- What would you like to know more about? What is it?
- What did you enjoy about the course?
- What conclusion can be made from your experience?
- How do you feel at the end of this course? What was your experience with it?

FEEDBACK

Feedback should be...

- Constructive, meaning that it creates perspectives for the future.
- Descriptive, meaning that it should leave out judgment and interpretation. Criticism should be stated in a factual manner.
- Concrete. Generalizations do not help the person concerned to solve the problem. Additionally, it is easier to understand feedback if it is described with the help of concrete situations.
- Subjectively formulated. It is easier to accept feedback if it is based on impressions and observations from others.
- Not just negative. One should keep in mind that it is difficult to accept criticism. It is, therefore, easier for the recipient to accept suggestions for improvement if they can see that you are not trying to attack them and can also see the positive side of their work.

Accepting feedback

- Listen first! You do not have to accept everything, just take feedback that you find convincing and that you can work with.
- Say 'thank you!'

ABOUT UNDERSTANDING EUROPE

For this last part of the course, the supporting PowerPoint contains a slide at the end that presents some facts and figures about Understanding Europe. It is advised to have a look at the slide before the course and memorize the most important details. You are encouraged to share personal experiences and bring your own approach to the slide.



Media Crash Course



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PHASE 1: WELCOME AND GETTING TO KNOW EACH OTHER ICEBREAKER

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The Media Crash Course enables participants to critically engage with different kinds of media and its productions. It also takes a closer look at the relation between media and democratic participation.



PHASE 1

WELCOME AND GETTING TO KNOW EACH OTHER

PRESENTING THE ICEBREAKERS

Imaginary Map of Europe & News

AIMS

An icebreaker can be used as a playful introduction to the subject of the course and as a first chance to get to know the participants. This activity enables an interactive introduction to the topic of Europe and news that concern the participants. The exercise invites participants to think about the European continent, its geography, and personal connections. Additionally, it aims to identify individual news items and addresses initial associations with representations of, among others, current events in Europe.

MATERIAL NEEDED PowerPoint

DURATION 20 minutes

NOTE

The moderation indicates that non-political news can also be mentioned, e.g., travel blogs, news with pictures from friends, etc.

INSTRUCTIONS

Participants stand in the room and position themselves in relation to each other on the imaginary map of Europe (see: Icebreaker: Imaginary Map of Europe, p. 15). The Trainers mark the outlines of Europe on the floor in the room so that participants can roughly locate directions and countries geographically. Participants are asked which country they spontaneously feel connected to (due to vacations, school trips, nationality, future travel destinations, etc.).

Introducing News to the map

Once all participants have stated their names and explained why they are standing where they are, the following question can be asked:

- What was the last thing you heard/read/seen about this country (in “the” media)?
- For a new positioning of participants in the room, the following question can also be asked: Which country have you last heard something about in “the media”? Position yourselves geographically in that country.

ADVICE – WORKING DEFINITION OF NEWS

The moderation can state the following definition of news during the conversation with the participants:

“Information or reports about recent events”

Source: Cambridge Dictionary





PHASE 2

WHO'S HERE? INTRODUCTION TO THE TOPIC

PRESENTING MEDIA IN 4 CORNERS

4-corner-method

AIM

The “Media in 4 Corners” method provides space to share thoughts and associations on various topics with the group. The method aims to identify questions and “hot discussion topics” for the subsequent workshops and can offer initial insights into the positions and thoughts of other participants.

MATERIAL NEEDED

- › Powerpoint slides with questions
- › Moderation cards with large letters: A, B, C, D

ROOM

Sufficient space to move around

DURATION

40–50 minutes

INSTRUCTIONS

The moderation cards with the 4 letters (A–D) are attached to the four corners of the room. Participants position themselves in the four corners according to their opinion on the statements and questions on the PowerPoint presentation. The Trainers then ask the participants about their positioning.

Additionally, the middle of the room or a position between two corners can be chosen if it is not possible to assign a single answer. Participants position themselves in the room, and the moderation asks the group who would like to share their opinion and positioning. The moderation attempts to present different positions and, if necessary, controversies in the room.

KEEP IN MIND

Ideally, different people will share their opinions and provide insight into their positioning. It is important not to evaluate opinions and positions. Statements that devalue people are identified as such.

In some groups and moments, individual people can also be addressed directly. However, this carries the risk of exposing participants who do not feel comfortable in the group and do not want to speak.

The questions and statements can be divided into the following categories. All categories should be covered as much as possible:

U → Use of Media

I → Interest of Students

F → Functionality of Media

The questions in italics and blue can be asked additionally. You will find the possible answers in the PowerPoint presentation.



Questions and statements

QUESTION/ANSWERS

1. What are you using social media for? (U)

- A Information/News
- B Contacting and chatting with friends
- C Events
- D Newest trends

2. Where do you get your information about politics?

- A News programs/newspapers
- B YouTube channels
- C friends and/or family
- D Democracy

GENERAL

Do you use different channels/media for different things/info? (especially for people standing in the middle)

FOLLOW-UP QUESTIONS

for the answer option: "Information/News"

- *Which channels do you use for this? Why do you use these channels?*
- *What do you like about it? Do you know how the channel checks its sources?*
- *Do you get information directly (through subscribed news channels) or indirectly (through forwards from friends)?*

3. What is the biggest threat on social media?

- A Hate-speech and Cyberbullying
- B Creation of internet bubbles
- C Bots and algorithms that shape discussions
- D Fake news are hard to differentiate from real news

4. How often do you read news that are not fact-based (fake news)?

- A Almost never
 - B Once per week
 - C two to three times a week
 - D daily
-

NOTE

Following individual questions, current statistics and research findings can be discussed and contextualized. The questions should be tailored to the target group and current discourses. Individual slides can also be hidden.



Additional Questions

QUESTIONS

5. Which media do you use to get information about politics? (U, F)

- *How is the reporting done through these channels?*
- *How high is the informational content of the different channels?*

6. Which news interest you the most? (U, I)

- *Why are these news the most important to you?*
- *Which topics come to your mind? (Does it have anything to do with the EU?), Where did you learn about it?*

NOTE

If possible, address the seriousness and multi-perspectivity of sources.

7. Which news do you share? (U, F, I)

- *Why is it important for you to share these news?*
- *What responsibility do you have when sharing news?*

NOTE

“Fake News only become dangerous when they are spread.”, Dr. Gerret von Nordheim,
Source: www.fakefilter.de

8. How far do you read (most) articles? (U, F)

- *What could be problematic about it?*

NOTE

Titles and pictures of articles can be highly emotional.

- *Why do you only read titles / titles & abstracts etc.?*

NOTE FOR FURTHER READING

[How people read online: Why you won't finish this article. \(slate.com\)](http://www.slate.com)

9. Which medium do you trust the most? (U, F)

- *What makes this medium trustworthy for you?*
 - *What opportunities / risks do YouTube and Instagram offer?*
 - *What are the differences between private media and public media?
(Financing, Independence to report)*
-



Question Pool

AIM

The Question Pool is a method to gather the questions and topics that have been raised and came up during the 4-corner method. It can set the basis for the Crash Course to adapt to student's topics and interest. It serves to prepare the discussion in Phase 4.

NOTE

This activity can also serve to prepare the discussion (in Phase 4) with an editor or journalist.

MATERIAL NEEDED

- › Moderation cards or post-it notes
- › Pens

ROOM SETUP

Circle of chairs

DURATION

Approx. 5–10min

This activity will only happen when delivering the long version of the course.

INSTRUCTIONS

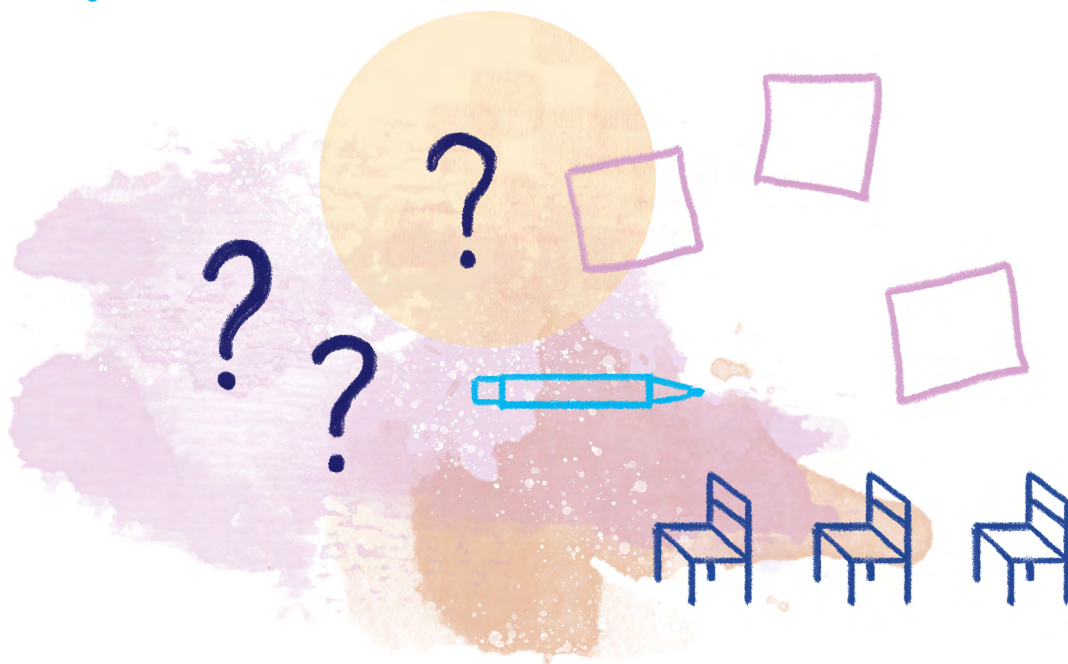
The Trainers hand out moderation cards or post-its and ask the participants to write down questions that they have on the topics of politics and Europe. The Trainers collect the questions or ask participants to stick them on a chosen wall/blackboard.

Later the Trainers will display and cluster them around the main topics. This gesture can help to show participants that their questions are taken seriously. This can include:

- Giving participants stickers to show which questions are particularly important to them
- Using some of the questions to lead to the Deep Dive workshops
- Answering some of the questions straight away.

NOTE

The Question Pool can also be an ongoing practice for participants to add the questions and topics, while the Course is running.





PHASE 3

DEEP DIVE AND GROUP PRESENTATIONS

PRESENTING THE SIX WORKSHOPS INDIVIDUALLY

WORKSHOP I – FAKE NEWS & HATE SPEECH

Fake News and Hate Speech

AIM

The aim of the workshop is to strengthen participants' media competence and digital awareness. The workshop will examine the various challenges (e.g., newsworthiness, fake news) and forms of discrimination that arise when dealing with the media, and how the latter can influence us (e.g. hate speech); we will also look at how we can achieve a good, mindful way of dealing with media and even use it for our own purposes (e.g., democracy, activism, human dignity).

REQUIRED MATERIAL

- › PowerPoint
- › Technical device with access to apps (TikTok, Instagram, X, or other): Smartphone, computer or iPad

DURATION 90 min

ROOM Circle of chairs

NOTE – SENSITIVITY

In this workshop, experiences of discrimination will be discussed and debated, among other topics. We want to give the participants the space to talk about their own experiences. At the same time, we want to respect that some participants may not wish to do so.

GENERAL OVERVIEW OF THE WORKSHOP INSTRUCTIONS:

DURATION	METHOD	DESCRIPTION
PART 1 FAKE NEWS		
20 min	Positioning line	The participants are introduced to the topic through looking at different news and decide why these are Fake News or not
OPTIONAL	Video	Watch the video as a summary of the collected characteristics to identify Fake News
10 min	Summary	Individual aspects from the group discussion can be collected in plenary.
PART 2 HATE SPEECH		
5 min	Introduction	Short introduction to Part 2 and its connection to Part 1
30 min	Research: Examples of Hate Speech	Recognizing and Naming Hate Speech: By going through Social Media accounts the participants discover different examples of Hate Speech.
10 min	Summary	A summary of the characteristics of Hate Speech and its functions will be gathered.
10–15 min	Hands On: How to counter Hate Speech?	The participants gather ideas on how to respond to Hate Speech and on ways to prevent it.





PART 1: FAKE NEWS

Positioning Line

Critical analysis of media and news will be developed in this workshop by taking a closer look at examples. All articles (as examples) will be analysed one at a time. Each article is discussed and resolved separately.

NOTE

Select news items to fit the target group and the local context.

After each example, participants will be asked “Why is this fake? Why not?” Call for one participant who has said “yes” and one who has said “no” to explain their view. If no participants come forward on their own, a participant can be asked directly.

NOTE

During the exchange Trainers can take notes. This will show the participants that what they are saying is relevant. Additionally the notes might also be helpful for participants to follow the exchange more easily, when they are also visually guided through the notes.

Summary : criteria / characteristics of Fake News

OPTIONAL

A video can be watched for a short and precise summary of the acquired knowledge in the discussion and to put together the mentioned characteristics, functions and way to counter Fake News.

NOTE

There are different short explanation videos to be found online (e.g. YouTube). Choose one video that has a reliable source (e.g. academic and/or by an official institution) to be shown to the participants. That way you can adapt the video to your local context.

Trainers will summarize the mentioned criteria with a slide (see PPP). The slide is listing criteria for recognising fake news. It can be supplemented with input from the participants. Together the group will discuss how fake news can be recognised and develop way to counter it.

Trainers will equip participants with tools for recognising fake news. Strategies might be: Fact-checking, trustworthiness of sources, check who originated the story, image search.



PART 2: RECOGNISING AND NAMING HATE SPEECH

Introduction

The second part will highlight the relation between fake news and hate speech and emphasise the social power dynamics that are relevant in this connection. Point out the intersectionality between the two topics: fake news about xyz leads to more hate speech directed at xyz. Use current examples of politicians.

Research: Examples of Hate Speech

The participants name their favourite celebrities or people with many followers, that they know of. Participants will be invited to search the social media accounts of these celebrities on their smart phones and to search for comments which could contain hate speech. After a few minutes, participants will finish the search and share the comments they found. Possible follow-up questions might be:

- Why is this comment critical?
- How do I recognise hate speech?
- Who do you think is affected most by hate speech?

The aim is to sensitise the participants to the fact that hate speech happens everywhere and that there are some groups that are especially affected by it. This is because hate speech does not affect everyone equally, and reflects social power dynamics like racism, sexism and homophobia.

NOTE

It can be pointed out that women and LGBTI people are particularly impacted by Hate Speech.*

Hate Speech and Gender

Questions from the previous module will create a transition to the next module, in which the gendered dimensions of hate speech will be examined. Using PowerPoint, the Trainers will show examples of hate speech (either taking examples from a prepared PowerPoint, or – ideally – using the hate speech against celebrities that the participants collected).

OPTIONAL

A video summarizing hate speech and its consequences can be watched with participants. Please prepare a video beforehand, making sure to use a reliable source and to adapt it to your local context.

Learning Summary and Hands-On: How to counter Hate Speech?

The participants will collect the points that were new to them, and focus in particular on ways they can defend themselves against hate speech.

The workshop “Fake News & Hate Speech” was developed by Maja Bogojević und Clara S. Thompson as part of the Media & Democracy Fellowship in cooperation with SPIEGEL Ed in 2020.



Styles in Journalistic Work

GOAL

The workshop illustrates different journalistic formats that use different stylistic elements. The workshop raises awareness of different styles of writing and presenting journalistic work and their effects.

MATERIAL NEEDED

- › PowerPoint
- › Video

MATERIAL PREPARATION

- › Create a new example of a headline and text modules
- › Create a QR-Code for the video

ROOM

The work is conducted in small groups (approx. 4 people per group). It is advisable to set up tables for the groups around the room.

DURATION

60 minutes

GENERAL OVERVIEW

DURATION	MODULE	OVERVIEW
10–15 min	Introduction: journalistic styles in language	Watch the video (4:27 min) and discuss the aspects mentioned in plenary
30 min	Group work with examples	Consolidation of the styles presented and text work
15 min	Group presentation	Presenting the text work
<i>OPTIONAL</i> 20 min	Topic mass media	Discussion of the additional slides and discussion in plenary

IMPLEMENTATION OF THE WORKSHOP

The course starts with a joint viewing of the video about the different styles of journalistic writing and presenting. The Peer Trainers refer to the questions:

- What has stuck in your mind?
- What are the special features of each style?

Afterwards, the Peer Trainers briefly summarizes what the participants noticed.

NOTE

It is not a problem if not all styles receive the same amount of attention, as this will be dealt with in more depth during the group work.



NOTE

If necessary, the Trainers can walk around the room and provide assistance for the working process of each group.

GROUP WORK

Now the group work starts. Each group chooses on style, that was presented in the video.

Brief summary of the different styles for the Trainers

- Tabloid: lurid, emotional, wants to generate attention
- Daily news: informative, factual, often answers the W questions
- Subjective journalism: personal, up close, own thoughts and feelings are shared
- Culture magazine: references to culture (literature, film, music, etc.), refers to major topics/issues, (many) technical terms
- Service magazine: links topic with advertising/products, various treatments of the topic

The entire group can then choose between three text modules/ topics, which they should rewrite in their chosen style. It is important that everyone has the same topic for better comparability.

GROUP PRESENTATION

In the group presentation, each group presents its rewritten text, also in the manner of the moderation style. Then the characteristic of the style can be discussed.

OPTIONAL

Group Discussion

A group discussion can be held after the presentations. The following questions could be asked:

- Which style do you perceive most often (on social media)?
- Do you think the styles can also be mixed? Do you have examples of this?
- Do you have any questions or comments?

Important takeaways from the Module

- The styles are deliberately separated in the video; however, the boundaries are often blurred (especially on social media); seemingly factual news is mixed with lurid and/or personal opinions, sometimes also with product placements (product placements for advertising)
- It is important to question what representations of facts are and to what extent personal opinions and assessments are included in the presentation as “neutral”
- Lurid titles and thumbnails are used a lot, especially on social media, as this generates more reach



OPTIONAL

INPUT ON MASS MEDIA

Goal

The digression on mass media aims to highlight the role of mass media, such as newspapers, in democratic societies. The information, opinion-forming and control functions are discussed and the press code for basic journalistic ethical rules in journalism are presented.

Required material

PowerPoint

Duration

20 min

Instructions

- The participants are asked the following question in plenary: In their opinion, **what is the role of the (mass) media in Germany?** This can be done verbally or by writing it down on moderation cards.
- Next, the Trainers explain the function of information, opinion-forming and control and the **European Charter on Freedom of the Press** (see Glossary).
- Participants are then asked about the dangers of one-sided reporting: What happens when journalism reports in a one-sided way?

NOTE

This can again be done verbally or using moderation cards.

- The Trainers can then address the gender distribution and the representation demanded by journalists to address the lack in representation:
“Regarding media as a profession, although women are increasingly present in newsrooms, significant gender-based differences and inequalities persist. Women made up 41% of reporters and presenters in Europe in 2015, but with notable differences between different media types (48% women in television, 40% in radio and 34% in print media) and roles (37% of reporters as opposed to 47% of presenters): a pattern unchanged since 2000.”

Source: [Gender Equality and Media – Analytical Report by the Council Of Europe](#)

NOTE

According to each national context the guidelines and regulations to guarantee the Freedom of the Press and Media can differ. Please do research on the national regulations and guidelines provided e.g. by the government or NGOs fighting for the Freedom of Press, Information and Media in democratic societies.

The workshop “Styles in journalistic work” was developed by David Atef, Julika Dieterle, Katharina Ruland and Gerold Stabel as part of the “Gute Nachrichten!”-Working Group in cooperation with SPIEGEL and SPIEGEL Ed in 2024.



Discriminatory Language in Media

AIM

This workshop raises awareness of discriminatory language in the media and provides a critical perspective on dominant narratives in the media.

REQUIRED MATERIAL

- › PowerPoint Presentation
- › Mobile devices (smartphones or tablets)

ROOM SETUP

U-shaped seating (open circle of chairs)

DURATION

60 minutes

GENERAL OVERVIEW

DURATION	MODULE	OVERVIEW
15 min	Introduction: Positioning Lines	Interactive introduction to the topic and opportunity to generate opinions
10 min	Interactive Input: Role of Media and Problematisation	Exchange in the plenary on media as a source of information for citizens, the fourth estate in democracy, press code
25 min	In-depth: Critical Media Analysis	Small group work on examples of language and representations in the media
10 min	Input: Discrimination and its functionality	Input on processes of othering and its social functions (Goal: Sensitization)
<i>OPTIONAL</i>	Meme Generator	Reflection and participatory, creative conclusion of the in-depth workshop



POSITIONING LINE

The Positioning line is an introductory exercise to enable participation and to gather different perspectives of the participants (see PPP slides). The participants position themselves in the room according to a line (imaginary or marked on the floor with tape), to indicate possible opposing positions. The statements can be found on the slides of the PowerPoint.

- “I still often experience that in the media, women are held responsible for childcare.”
- “I think that the perspectives of BIPOC are missing in the media.”
- ...

Interactive Input on the Topic

The Peer Trainer offers a space for discussion about the freedom of the press in democratic societies (see also PowerPoint). The Trainer can name the following points for the discussion:

- **Role of Media:** Media should inform citizens, contribute to opinion formation, criticize, and enable participation.
- Media plays a significant role, see e.g. the Fourth Estate (or the fourth power) in a democracy (cf. separation of powers).
- Certain media content becomes problematic when it has real consequences for the following two aspects: how members of social groups perceive society and how society, in turn, treats members of these social groups.
- The European Charter on Freedom of the Press (click for link to charter) is a non-binding guideline on press freedom, signed on 25 May 2009 in Hamburg, Germany by 48 editors-in-chief and leading journalists from 19 European countries. It provides a guideline for e.g. the prohibition of censorship, free access to national and foreign media sources and freedom to gather and disseminate information.



IN-DEPTH: CRITICAL MEDIA ANALYSIS

Critical engagement with media reports means checking whether media reports truthfully and balanced reflect the described situations. Attention should also be paid to the language used, whether it promotes discriminatory structures.

Participants work on examples in groups based on the following questions:

- Who or what is being addressed?
- How is the affected person/(social) group described?
- What are the consequences for the affected persons or group?

How does discrimination work?

Trainers give input, which attempts to explain discrimination, its function and impact logic using images and graphics. There is an in-depth look at the concept of Othering and the role of language (see PowerPoint).

OPTIONAL

CONTENT CREATION – MEME GENERATOR

Goal

The meme generator as a method can be used as a participatory and fun conclusion to the in-depth workshop.

Participants become content creators themselves and independently create their own diversity-sensitive counter-narratives. Using the Meme Generator (click link for website), they create positive memes on socially relevant topics for them. Topics and content from the previous modules can be included in the creation of a meme. Participants then have the opportunity to share their memes with the group.



Faster than the Algorithm

GOAL

The workshop provides a deeper understanding of how algorithms work in social media and their impact on democratic decision-making processes. Our everyday experiences on the internet are shaped by algorithms. The workshop shows what algorithms are, how they work and how they can influence political positioning.

REQUIRED MATERIAL

- › PowerPoint
- › Exercise cards: Persona data set
- › Exercise cards: Statements module

PREPARATION

- › Create a copy of the Mentimeter-file
- › Presentation cards and pens
- › Stable Internet connection (WLAN access)
- › At least three smartphones with the app “Instagram” installed
- › Access data for 3 Instagram-Accounts
- › Download of additional material:
 - › Persona Data set
 - › Statement cards (cards with Key terms)

DURATION

Approx. 60-85 min

ROOM

Circle of chairs

GENERAL OVERVIEW OF THE WORKSHOP

DURATION	METHOD	DESCRIPTION
MODULE 1 DEMOCRACY		
15 min	Positioning line	Associative introduction to the topic of “Democracy” and what it means for the participants.
10 min	Summary	Individual aspects from the group discussion can be collected in plenary.
MODULE 2 ALGORITHMS		
15 min	Positioning method	Like Module 1, the participants are introduced to the topic through their own positioning.
30 min	Content-Creating	Working as a group, the participants are asked to create an Instagram profile based on provided data.
10–15 min	Presentation of results	The results of the Content-Creating-Task are evaluated to illustrate how algorithms work.
MODULE 3 OPTIONAL		
20 min	Interlinking of the two topics (debriefing) by the Trainer.	The findings of the two modules are brought together. The connection between democracy and algorithms is discussed.



MODULE 1: DEMOCRACY

Positioning Method

The participants are introduced to the topic with the help of the questions listed below. The Trainers pose the questions one after the other and ask the participants to physically position themselves in the room in relation to the individual questions (in a digital workshop, the Mentimeter survey replaces the method). With this method, it is helpful to address the participants individually, especially if they are students. In general, the Trainers should observe the group dynamics carefully and thoughtfully to make sure quieter people also get the chance to communicate.

- **What does democracy mean to you?**

This question helps to gather ideas and current associations of participants. The participants sit in a circle of chairs or stand around the room.

- **Which elections are most important to you?**

For this question, there is a suitable illustration in the presentation. The participants should now position themselves accordingly in the four corners of the room (Federal elections, State elections, etc.).

- **Do you feel that you and your opinion are being represented?**

The Trainers define two marked points in the room, one of which should mean “I feel very strongly represented” and the other one should mean “I don’t feel represented at all”. The participants are here asked to position themselves accordingly again.

While the positioning takes place, there is an opportunity to ask the participants individually why they have positioned themselves in a certain place (See “4 Corner Method”).



OPTIONAL

Group work

The plenum is divided into two groups, who will focus on the chronicle of democracies. For this purpose, each group will be handed 8 cards with key terms that address different aspects of the debate on democracies.

The statement cards could contain the following keywords:

- dēmos and kratíe – The rule of the mob.
- The Haitian Revolution
- Representation and parliaments
- Elections
- Rights and liberties
- Monitoring
- Democracies in danger
- Political communication

The aim is to understand democracy primarily as a political system that organizes the coexistence of a certain population in a certain way. Democracies are multifaceted. Depending on the history of a state or region, its understanding of democracy also differs. Using the statement cards, the important characteristics which are necessary for democracies to have are discussed. The Trainers take on a moderating role by providing additional information or explaining certain terms when necessary. With reference to the previous positioning method, the statement cards relating to representation and elections in particular are to be discussed critically. In this phase of the workshop, it is important to focus on the historical relevance of political participation in democratic systems and to discuss which mechanisms make political participation more difficult. Statement cards including short descriptions can be found in the additional materials (download).

Summary

Back in plenary, the participants can present the cards with key terms that they find particularly relevant. Questions and ambiguities can also be clarified in the final round.



MODULE 2: ALGORITHMS

This module is intended to give participants an introduction to the functioning and role of algorithms. At the end, the two modules are linked together by addressing the influence of algorithms on democratic processes.

Positioning method

With the help of the questions listed below, the participants are introduced to the topic. The questions should tie in as closely as possible with the reality of their lives.

- **“I have the impression that my cell phone listens to my conversations “**
- **“Algorithms ensure that I am using my phone for too long”**
- **“I have the impression that I am shown one-sided and extreme posts on social media.”**
- **“I pay close attention to who receives my data on the internet”**

The Trainers define two spots in the room, one of which means “I agree” and the other one means “I disagree”.

OPTIONAL AND DEPENDING ON TIME, THE LAST TWO QUESTIONS CAN BE DISCUSSED IN A CIRCLE OF CHAIRS:

- **How important is data protection to you?**
- **Who is allowed to collect your data?**

These two questions are posed again in the circle of chairs. It is a good way of asking participants about their attitudes and personal experiences regarding data protection, cookies, etc.



Content Creator

The plenum is divided into three groups, each of which receives a data set. The participants in the three groups are each given access to an Understanding Europe Instagram account. At least three devices with access to internet (e.g. smartphones) should be available.

The data sets relate to the persona* of three fictitious people. A persona is a fictitious person who is intended to represent the prototype for a group of users. This method is often used to analyze target groups in marketing or product development.

The data records that are provided include various attributes, such as education or age. The data records are almost identical and only differ in terms of name and supposed gender. The groups also receive different amounts of information: Group 1, for example, receives less information, i.e. less data than Group 3. The illustrated data sets can be found in the appendix (see download).

NOTE

It is possible to log in to an account via several devices, so that more than three devices can be used simultaneously. If the course does not take place within the Understanding Europe network, empty accounts should be created in advance.

The participants' task is to fill the empty Instagram accounts with content. They should start a thought process together by using data to create an Instagram account for the fictitious, virtual person, which suits them. The groups must be placed separately so that they do not find out during the work process that they are dealing with almost identical data sets. The Trainers will carefully observe the group activities during this task. They should also be available in case questions or uncertainties came up. Participants can create the following content:

- Create an Instagram-Description/"Bio"
- Posts
- Stories
- Story Highlights
- Follow other profiles
- Get followers, if possible.



Presentation of the created accounts

After 30 minutes, one person from each group should present the accounts and express their thoughts on the respective content. Specific questions can be used to move on to the next topic. For example, the following questions can be asked:

- “How come have you decided to post these posts, do these subscriptions, etc.?”

The participants explain what conclusions they have drawn from the data sets.

- “What are the similarities and differences between the accounts presented?”

The participants reflect on the fact that the data is identical and that only the quantity of the data and the name differ. Here, for example, attention can be drawn to the fact that the supposed gender and origin had led to different outputs in the accounts.

ADDITIONAL INFORMATION

In addition to the task, a note is added reminding participants to treat the data with care and respect. The given categories are intended to create a simplified profile of a person without reproducing prejudices or stereotypes.

NOTE

For representational purposes, names were chosen that are read as non-white by the majority society. Since we cannot assume that German schools address racism-critical sensitization and this is not the standard, it is important to be attentive and to address and, if necessary, prevent possible problems.

IMPORTANT

Participants are requested to log out of the account independently after completing the task.

The goal of the task is to give participants an awareness of how to collect and analyze data. They can use the data to get a fairly accurate picture of the fictitious people and create a suitable Instagram account. The aim is to raise awareness of how accurately a persona can be created based on a data set with just a few attributes of a real person. The more data there is, the more precisely users can be reached online with a personalized approach, for example. Algorithms can also calculate probabilities more accurately if sufficient data and a certain data quality are available.

Background Knowledge: In practice, data experts develop such personas from socio-demographic information to calculate the potential of markets, optimize online marketing with more specific targeting or make better product recommendations. This exercise provides an important reference to the everyday use of data in companies and organizations.



Presentation of the results /input

The “Content Creator” task provides a creative insight into how algorithms work. While the participants initially worked with data themselves, the following input explains how algorithms work with this data.

This part of the module is an input accompanied by the PowerPoint presentation. The Trainers can use the following text as a guide:

At traffic lights, when using a dating app, on the “For You” page of your TikTok app: we encounter algorithms everywhere. But where do they come from and how do they work?

The algorithm principle has been around for a long time: It has its origins in mathematics. The origin of the term is the Latinized name of the Persian arithmetic master and astronomer Abu Ja'far Muhammad ibn Musa al-Charizmi from Baghdad. In his work, he concentrated on adhering to the rules of arithmetic using the Indo-Arabic numerals. The term algorithm is considered an abstract view of problem-solving methods - not only in mathematics, but also in logic and philosophy.

Task-solving methods – that's where algorithms come in: Generally speaking, **an algorithm is a series of instructions that are executed step by step to solve a task or problem.** An algorithm is therefore a formally defined procedure. The procedure of algorithms can be illustrated using a cooking recipe.

At this point, algorithms are explained using the illustration of the Bolani recipe (see presentation / illustration). The processes of the algorithm and the individual decision and action steps are explained.

The “ingredients” or input are the data, while the “dish” or output are the calculations of probabilities –

be it the correct classification of an object in a picture, the sales forecast of a company or the weather forecast.

It is important to understand what artificial intelligence (AI for short) and machine learning (ML) are and what the difference is between classic programming and ML. These and other terms are briefly introduced in the glossary.

Both classic algorithms and special forms such as machine learning are summarized under the term artificial intelligence (AI). AI is generally understood to mean technologies that were created by humans and are capable of analyzing large amounts of information in the form of data and making decisions based on this data.

The most common form of algorithm we encounter today no longer requires traditional programming (instructions) as they are self-learning. One example of how this works is machine learning. If a historical data set is large enough, an algorithm can recognize patterns without an explicit instruction. Such an algorithm is self-learning: the more data it has at its disposal, the more precise its output, i.e. its predictions, become. The self-learning algorithm therefore finds structures in repetitions or other patterns and can derive logical consequences itself.



OPTIONAL

MODULE 3: INTERLINKING OF TOPICS (SHORT DEBRIEFING)

Input


Democratic participation is directly linked to the provision of relevant information. The communication of those present (statement card 1: political communication) has become the communication of the anonymous, as social media increasingly take on the role of media houses and inform users about current political, economic and social issues (statement card 8: dēmos and kratie).

Algorithms therefore play a key role in political communication, which in turn can influence political positioning and voting decisions. In social media, information is organized by algorithms, but also selected. The criteria used by algorithms to display posts and news is not always transparent. However, it is assumed that algorithms in social media, similar to online shopping, try to achieve a high dwell time and chances of interaction. This means that we are shown posts that not only interest us, but also reinforce our opinion or position. This logic means that we are shown an above-average number of “one-sided” to “extreme” posts and rarely posts that contradict our position.

In practice, this means that vegans who have often searched social media for inspiration for vegan dishes are highly unlikely to see posts about how to prepare a steak. This creates information dependencies that can lead to filter bubbles. Algorithms thus fundamentally change and structure the democratic public sphere and have a major influence on opinion-forming and decision-making processes.

FOLLOW-UP

Immediately after the end of the workshop, the registered devices must be removed from the Instagram accounts and the password must be changed. In addition, all added content (posts, highlights, etc.) should be removed.



The workshop ‘Faster than the Algorithm’ was developed by Fanus Gorjan and Naz Al-Windi as part of the Understanding Europe Fellowship Media and Democracy in cooperation with SPIEGEL Ed in 2021.



Newsfluencer – on Personal Journalism, News and Democracy

AIM

The workshop raises awareness of the phenomenon that news are increasingly consumed through so-called Newsfluencers. It highlights the fact that this type of news production is often heavily influenced by the opinion of the person (influencer) and does not (necessarily) meet journalistic standards.

MATERIAL NEEDED

- › PowerPoint Slides
- › Mobile device (smartphone, tablet or other) with internet access

ROOM SETUP

- › Desks and chairs for the participants
- › Sufficient space for group work

DURATION

60 minutes

GENERAL OVERVIEW OF THE WORKSHOP

DURATION	METHOD	DESCRIPTION
5–10 min	Who is a newsfluencer? What does a newsfluencer do?	Associative introduction to the topic
5 min	Newsfluencers and Influencers!?	In plenary: establish together a definition of newsfluencers
30 min	How do newsfluencers work?	In small groups: do research on different profiles of newsfluencers
10 min	Presentation of the research findings	Short presentation of the small groups' findings in plenary
5–10min	The role of newsfluencers for democracy	In plenary: discuss the dangers of newsfluencers' content
<i>OPTIONAL</i>	Concluding discussion	

IMPLEMENTATION

Who is a newsfluencer? What does a newsfluencer do?

First, the participants are asked: Who is a “newsfluencer”? What does a “newsfluencer” do? The results can be collected on moderation cards or verbally and then clustered.

Newsfluencers and Influencers!?

The Trainers then present the work definition of influencers (max. 5 min):

- Influencers are people who spread news and information via social media.
- They build up a large outreach through the number of followers, clicks or views.
- Compared to journalists or news agencies, newsfluencers often rely on their personality and opinion to present their content.
- Newsfluencers are NOT necessarily trained journalists. Sometimes they have become known as influencers for other topics or formats and then they have established themselves as newsfluencers.
- It should be emphasized that they generally do not present information objectively, but include their opinions, emotions and own perspectives in the presentation.



How do newsfluencers work?

This is followed by a work phase in small groups (4–6 participants per group, approx. 30 min). The groups should each collect information about one of the newsfluencers. To do so, they should look at the posts posted on Instagram, Tiktok, YouTube, etc. and make a note of special features regarding the topics discussed, the length of the videos and posts, the writing/speaking style and the age of the target group.

Examples (English speaking)

- Glenn Greenwald (Youtube @GlennGreenwald)
- Camila DeChalus (TikTok @camiladechalus)
- Brianna Tucker (TikTok @briannaatucker)
- Philip DeFranco (Instagram @PhillyDeFranco)
- Siobhán O’Grady (Instagram @siobhanwashposts)

NOTE

According to each local context, where the workshop takes place, please update and adapt the accounts on Instagram, TikTok, Youtube or other platforms to the group of participants.

Presentation of the research findings

After the group work, the results are presented to the group.

The role of newsfluencers for democracy

In the next step, the participants are asked to answer the question of what dangers they think newsfluencing poses. The results can be collected on moderation cards or verbally and then clustered.

The Trainers summarize the results below – raised point might be:

- Newsfluencers influence opinion-making through their reporting
- The lack of verification of sources can lead to the spread of fake news and false information.
- It can also lead to the spread of right-wing extremist content.
- There is a risk of discrimination, as newsfluencers sometimes do not present information in a diversity-sensitive way.
- There might be hate speech in comments and/or general hatred online.
- Since newsfluencers have a commercial interest in their work, they may only present content in a one-sided way, insert advertising or product placement, ...

OPTIONAL

Concluding discussion

This part can be followed with a concluding discussion (see phase 4).

The workshop “Newsfluencer – on personal journalism, news and democracy” was developed by David Atef, Julika Dieterle, Katharina Ruland and Gerold Stabel as part of the “Gute Nachrichten!”-Working Group in cooperation with SPIEGEL and SPIEGEL Ed in 2024.



Under Pressure Game

GOAL

The “Under Pressure Game” is a multi-player online game providing an introduction to the topic of disinformation and dissemination. It demonstrates the mechanisms of spreading fake news by playing the “Under Pressure Game”.

NOTE

The Under Pressure Game is an online game, which can be played with an online access (link). To request the link, please send an e-mail to info@understanding-europe.org or requesting access via the form on the website here.

MATERIAL

- › Access to the Under Pressure Game (online – prior request needed)
- › Smartphone with internet access for each tandem team

DURATION

60–90 min (20 min per Level)

NOTE

For your preparation, please check the glossary for definitions of key terms and for further resources.

The Under Pressure Game was developed as part of an Erasmus+ project titled “Peer education and gamification against polarisation” (PEGAP). The Schwarzkopf Foundation was a consortium partner in the developing process.

IMPLEMENTATION

- The Trainers introduce the game and form tandem teams among the students
- Each level is played first, then the mechanisms of spreading disinformation are analyzed in a group discussion.

Overview of the 6 different levels

Level 1: Identity fraud

Level 2: Emotions

Level 3: Polarisation

Level 4: Conspiracy narratives

Level 5: Discrediting

Level 6: Trolling

At the end of each level, participants are shown their follower numbers. This simulates how dynamics in social media can develop due to fake news and targeted disinformation. Participants lose followers if they make the “wrong” decisions (e.g. posting a meme about a topic that is not highly polarizing). These changes can be commented on by the Trainers.

The following key questions can be asked after each level played:

- What happened in the level? Who can summarize what just happened?
- What decisions were you able to make?
- What decisions have made you gain or lose followers?
- What surprised you?

Evaluation

- How can we apply what we experienced in the game to everyday life or reality?
 - Intentions and Tricks to expose must be recognized
 - What impressed you?
- What have we learned?
 - What methods were used to spread fake news and Disinformation during the game?
 - How do I recognize fake news and Disinformation?

FURTHER SOURCES

- European Commission “identifying conspiracy theories” (2020): https://commission.europa.eu/strategy-and-policy/coronavirus-response/fighting-disinformation/identifying-conspiracy-theories_en#what-are-conspiracy-theories-why-do-they-flourish
- A guide to Conspiracy Theories by COMPACT Research Project (2020): https://conspiracytheories.eu/_wp-content/uploads/2020/03/COMPACT_Guide-2.pdf





PHASE 4

DEBRIEFING

According to the length of the course being delivered, the debriefing phase is different

Short version

Debriefing

GOAL

The debriefing has the aim of asking participants to identify one thing they have learned from the workshop, and one thing they would like to implement in their lives. This would be a more realistic exercise for a 10-minute activity.

ROOM

Circle of chairs

TIME

10 minutes

MATERIAL

Post-it notes (takeaway)

INSTRUCTIONS

- As a Trainer your role is to moderate the discussion.
- The Trainer gives post-it notes to each participant and splits them into smaller groups.
- The Trainer asks the participants to write down what they took away from the crash course. Thus, one thing they have learned and one thing they would like to implement in their lives.
- Then, ask them to share it with the group they are part of.

Long version

Discussion

GOAL

The discussion is an integral part of the course as it invites participants to dive deeper into the topic. Skills that should be developed along the way include: forming an opinion, communicating one's own opinion to others, as well as tolerating and appreciating opinions that might differ from one's own point of view.

ROOM

Circle of chairs

TIME

40 minutes

MATERIAL

Post-it notes from the Question Pool to refer back to (discussion)

INSTRUCTIONS

- As a Trainer your role is to moderate the discussion.
- Having separated and sorted out the different questions and comments from the "Question Pool" activity, the Trainer will refer back to these points in order to begin a discussion amongst the participants around said topics.
- The Trainer will then lead the discussion and act as a moderator. It is also important to wrap up discussions that are taking too long, in order to be able to tackle more than one topic/question.



Debriefing: Interview with an editor

GOAL

The participants exchange ideas with an editor. The aim is to give space to the participants' personal questions about journalistic work. The focus of the questions during the discussion is on the personal interests of the participants and the topics covered during the workshop.

ROOM

Circle of chairs

DURATION

60 minutes

MATERIAL

Presentation cards, pens

INSTRUCTIONS

The participants are given time in advance and write down questions that they would like to ask the editor (see: Phase 2 Question memory method). These can also be discussion questions or questions about the job description. Two moderators from the group are appointed to lead the discussion.



GENERAL OVERVIEW

Carrying out the interview with the editor

- The Trainers welcome the editor and introduce the person to the group. The moderation team is then introduced and handed over to the two people.
- Discussion between the participants and the editor.
- At the end of the discussion, there is a moderation by the Trainers: with a short summary of the discussion and any unanswered questions are addressed. The Trainers thank the editor and the group says goodbye.

Preparation

- Collect and cluster questions in the question memory (see method: question memory). New questions that arise during the course can be added.
 - After the participants have written down their questions, they put them directly on the board with the task of forming a thematic cluster out of them
 - When all the questions are on the board, they can be sorted again in plenary
- Determine the moderator for the discussion round, discuss the procedure and time frame with the group
 - Discuss with the group that you, as Trainers, will hold back and keep an eye on the clock and the time frame. You can only step in, for example with additional questions, if the designated moderator gets stuck.

Moderation aids

- Introduction and getting to know the editor
 - NOTE:** You can ask the editor to introduce themselves. This allows the person to name topics themselves or address certain experiences and they can set the direction for the discussion themselves.
- Discussion with the participants
 - NOTE:** The topics discussed in “Media in four corners” can be used here: e.g. What bothers you? What would you write about?
 - What would you like to know about working in a newsroom?
 - What social responsibility do journalists have?





PHASE 5

WRAP-UP & FEEDBACK

GOAL

For the final phase of the course, Trainers are meant to bring the course to an end by asking about participants' impressions and to fill in the course feedback form. In addition, Trainers can give more information about Understanding Europe and how to join if they would be interested.

GUIDANCE QUESTIONS

The following guidance questions are the foundation for exchange and discussion and provide the Trainers and educators with a variety of opportunities to further design the course. The Trainer can decide which questions are best for the course at the right moment. These guidance questions enable participants to evaluate the course from their own perspective.

- What would you like to know more about? What is it?
- What did you enjoy about the course?
- What conclusion can be made from your experience?
- How do you feel at the end of this course? What was your experience with it?

FEEDBACK

Feedback should be...

- Constructive, meaning that it creates perspectives for the future.
- Descriptive, meaning that it should leave out judgment and interpretation. Criticism should be stated in a factual manner.
- Concrete. Generalizations do not help the person concerned to solve the problem. Additionally, it is easier to understand feedback if it is described with the help of concrete situations.
- Subjectively formulated. It is easier to accept feedback if it is based on impressions and observations from others.
- Not just negative. One should keep in mind that it is difficult to accept criticism. It is, therefore, easier for the recipient to accept suggestions for improvement if they can see that you are not trying to attack them and can also see the positive side of their work.

Accepting feedback

- Listen first! You do not have to accept everything, just take feedback that you find convincing and that you can work with.
- Say 'thank you!'

ABOUT UNDERSTANDING EUROPE

For this last part of the course, the supporting PowerPoint contains a slide at the end that presents some facts and figures about Understanding Europe. It is advised to have a look at the slide before the course and memorize the most important details. You are encouraged to share personal experiences and bring your own approach to the slide.



GLOSSARY

EUROPE CRASH COURSE . WORKSHOP I

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.

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.

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.

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.

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.

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.

EUROPEAN UNION (EU)

A political and economic union of 27 European countries that work together on shared policies, laws, and institutions. 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 the EU's political and economic framework before becoming full EU members.

ON 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.

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.

MEMBER STATE

A country that is part of the European Union.

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. The term is also very subjective, see e.g., Boston Review “There is no “Migrant Crisis””

- 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.

- **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.

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.

- **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.

The Copenhagen Criteria consist of three main components:

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.

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.

TREATY

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

COMMITTEE OF THE REGIONS (COR)

The CoR represents regional and local authorities across the EU. It provides input on legislation that impacts regional and local interests, ensuring that their perspectives are considered in the EU's decision-making process.

COUNCIL OF EUROPE

The Council of Europe is an international organization founded to promote and protect democracy, human rights, and the rule of law in Europe. It is distinct from the European Union (EU) and has a broader membership that includes both EU and non-EU countries. The Council of Europe was established in 1949 through the Treaty of London and is headquartered in Strasbourg, France. It's important to note that the Council of Europe and the European Union are separate entities with distinct purposes, even though they share similar geographical boundaries and some member states are part of both organizations.

COUNCIL OF THE EUROPEAN UNION

Also known as the Council of Ministers, this institution represents the member states' governments. It is responsible for negotiating and adopting EU laws, coordinating policies, and making important policy decisions. The Council's composition and presidency rotate among member states.

COURT OF JUSTICE OF THE EUROPEAN UNION (CJEU)

The CJEU ensures the interpretation and application of EU law. It consists of two main courts: the Court of Justice and the General Court. The Court of Justice interprets EU law and ensures its uniform application, while the General Court deals with disputes involving individuals, companies, and some organizations against EU institutions.

EUROPEAN CENTRAL BANK (ECB)

Responsible for monetary policy within the Eurozone, the ECB's main goal is to maintain price stability and safeguard the euro's value. It issues the euro banknotes and manages the euro currency.

EUROPEAN COMMISSION

The executive branch of the European Union. It is responsible for proposing new legislation, implementing policies and decisions, and managing the day-to-day operations of the EU. The Commission is headed by a President and consists of Commissioners from each member state.

EUROPEAN COUNCIL

Composed of the heads of state or government of the EU member states and the President of the European Commission, the European Council sets the strategic direction and priorities for the EU. It meets several times a year to address key issues and provide political guidance.

EUROPEAN COURT OF AUDITORS

This institution checks the legality and regularity of EU revenue and spending. It provides independent external oversight over the EU's financial management and reports to the European Parliament and the Council.

EUROPEAN ECONOMIC AND SOCIAL COMMITTEE (EESC)

The EESC is a consultative body representing various economic and social interest groups. It provides opinions on EU legislation and policies, offering a platform for civil society to contribute to the decision-making process.

EUROPEAN INVESTMENT BANK (EIB)

The EIB is the EU's financial institution responsible for promoting sustainable economic development and investment within the EU and beyond. It provides financing for various projects that align with EU policy objectives.

EUROPEAN OMBUDSMAN

This independent institution investigates complaints from citizens, residents, and entities concerning maladministration by EU institutions or bodies. It aims to ensure transparency, fairness, and accountability in the EU administration.

EUROPEAN PARLIAMENT (EP)

The directly elected legislative body of the European Union. It represents the citizens of the EU member states and shares legislative power with the Council of the European Union. The EP debates and votes on proposed legislation and exercises oversight over the other EU institutions. Members of the EP are often referred to as MEPs.

COMPETENCES

The areas in which the European Union (EU) has the legal authority to make decisions, establish policies, and enact laws. Competences determine the scope of the EU's powers in various policy domains.

– Types of Competences:

Exclusive Competence: In certain areas, the EU holds exclusive authority to legislate and make decisions. Member states cannot enact laws in these areas that contradict EU law. Examples include the customs union, competition rules for the functioning of the internal market, and monetary policy for the Eurozone.

Shared (or concurred) Competence: In many policy domains, both the EU and member states share authority. This means that the EU can enact laws, but member states can also legislate as long as their actions do not conflict with EU law. Examples include consumer protection, environment, and transport. In these areas where both the EU and member states have the ability to legislate, the EU law prevails in case of conflict.

Supporting Competence: In some areas, the EU can complement or support the actions of member states, but it cannot legislate unless it has been granted explicit authority. Examples include public health and industry.

CONSEQUENTIAL RESPONSIBILITIES

- **Policy Formulation:** When the EU possesses competence in a certain area, it is responsible for developing policies, directives, and regulations that govern that domain. These policies are meant to harmonize laws across member states, facilitate cooperation, and eliminate barriers.
- **Implementation:** The EU is responsible for implementing the policies it formulates. This includes monitoring compliance with EU law, enforcing regulations, and taking action against member states that fail to meet their obligations.
- **Enforcement:** The EU has a responsibility to ensure that its laws are enforced uniformly across member states. This often involves mechanisms such as the European Court of Justice, which can hold member states accountable for non-compliance.
- **Cooperation and Diplomacy:** In areas of shared competence, the EU is responsible for facilitating cooperation among member states and representing their collective interests on the international stage. This could involve negotiating trade agreements, environmental treaties, and other international arrangements.

PROTECTION OF RIGHTS

An important responsibility of the EU is to protect the rights and freedoms of its citizens, ensuring that member states adhere to common standards in areas like human rights, non-discrimination, and consumer protection.

– Subsidiarity Principle:

A principle that guides the allocation of competences, stating that decisions should be made at the most appropriate level, closer to the citizens, unless a higher level (EU) is more effective.

– Proportionality Principle:

This principle requires that actions taken by the EU should not exceed what is necessary to achieve the objectives of EU treaties.

– Treaty on European Union (TEU)

The TEU outlines the general principles, objectives, and competences of the EU. It has been amended by various treaties, including the Lisbon Treaty.

– Lisbon Treaty

The Treaty of Lisbon, in force since 2009, amended the TEU and the Treaty on the Functioning of the European Union (TFEU), influencing the distribution of competences and decision-making processes.

PRESIDENT

The leader of the country.

PRIME MINISTER – GOVERNMENT

The head of the government. Government is the group of people with the authority to govern a country or state.

Minister – Ministry: a government department headed by a minister.

**MEMBER OF PARLIAMENT /
PARLIAMENT**

Country's legislative (law-making) body. Mayor/local government/municipal council: the local government/parliament of a town. Mayor is the head of the municipality.

POLITICAL PARTY

An organised group of people with similar political aims and opinions, that seeks to influence public policy by getting its candidates elected to public office.

**REGIONAL GOVERNOR /
REGIONAL GOVERNMENT**

The authority that governs a region/state inside a country. Regional governor is the head of the regional government.

OMBUDSMAN

An official, usually appointed by the government or parliament, who investigates complaints of citizens against businesses, financial institutions, universities, government departments, or other public entities.

INTERNATIONAL ORGANISATION

An interstate or non-state union established on the basis of an international treaty or agreement.

MEDIA/JOURNALIST

A person who writes for newspapers, magazines, or news websites or prepares news to be broadcast. Media is the main means of mass communication.

SOCIAL MEDIA INFLUENCER

People who have large audiences of followers on their social media accounts.

CIVIL SOCIETY/NGOS

non-profit organization that operates independently of any government/public authority, typically one whose purpose is to address a social or political issue.

EU STAKEHOLDERS

European Parliament: represents the citizens of EU countries and is directly elected by them. It takes decisions on European laws jointly with the Council of the European Union. It also approves the EU budget.

Source based on https://european-union.europa.eu/institutions-law-budget/institutions-and-bodies/types-institutions-and-bodies_en

EUROPEAN COUNCIL

The heads of state or government of the EU countries meet to define the general political direction and priorities of the European Union. It does not adopt laws except for possible EU Treaty amendments.

COUNCIL OF THE EUROPEAN UNION

represents the governments of EU countries. The Council of the EU is where national ministers from each government meet to adopt laws and coordinate policies. Ministers meet in different configurations depending on the topic to be discussed. The Council of the EU takes decisions on European laws jointly with the European Parliament.

EUROPEAN COMMISSION

represents the common interests of the EU and is the EU's main executive body. It uses its 'right of initiative' to put forward proposals for new laws, which are scrutinised and adopted by the European Parliament and the Council of the European Union. It also manages EU policies, and the EU's budget and ensures that countries apply EU law correctly.

NARRATIVE

Way of presenting or understanding a situation or series of events, persons or a group that reflects and promotes a particular point of view or set of values.

Source: Defined by the author

EMPOWERMENT

The term has been characterised by the U.S Civil Rights and Disability Rights and Independent Living Rights movement and stands for the self-empowering or self-enablement of people. This means a process in which marginalised, discriminated and disadvantaged people develop their own strengths and use their skills to participate in political and societal decision-making processes and do so to improve their living circumstances and opportunities to develop independent of the benevolence of the majority class.

Source: Understanding Europe Glossary

ANTI-MUSLIM RACISM

“Anti-Muslim racism (AMR) is a culturally based form of racism that targets Muslims and people who are marked as Muslim, regardless of whether they actually practice Islam or how religious they are. The AMR is based on the assumption of a fundamental and irreconcilable otherness of (supposed) Muslims. The marking is done by external characteristics such as religious clothes, appearance, name or nationality. They become an “ethnically” defined origin [...], an “ancestry” and a religious and cultural affiliation.”

Source: Mediendienst Integration

OTHERING

Othering is a process whereby individuals and groups are treated and marked as different and inferior from the dominant social group. Disenfranchised groups such as women, people of divergent ethnic backgrounds, working-class people, homosexuals, or migrants may all be othered and, in consequence, suffer discrimination.

Source: Oxford Reference

ESSENTIALIZATION

Essentialization refers to the (over) emphasis on physiognomic features (e.g., skin colour, physical disability, gender, and religious or sexual orientation). Essentialization goes hand in hand with a reduction of the respective person to this one characteristic, thus hiding other identity characteristics of the person. Essentialization also involves the assumption that people can be objectively and unambiguously assigned to certain groups on the basis of certain characteristics.

These groups and their (supposed) members are thus assumed to have a determined nature. Essentializations can function on the part of an individual or group as external attributions. Then they are often accompanied by exclusionary practices. There is also the danger of updating existing prejudices and discriminations since the emphasis on the respective characteristic confirms the societal dichotomization (division into two) into “us” and “them”.

Source: Informations- und Dokumentationszentrum für Antirassismuarbeit e.V

ADVICE

→ [This link](#) provides a module on the topic of anti-Muslim racism. You can find a general overview, definitions, historic context and exercises for acquiring more in-depth knowledge.

ABLEISM

The structural marginalisation of disabled people, through the centring of non-disabled needs and experiences in mainstream society.

DESTIGMATISATION

The removal of stigma; making dialogue around a certain topic more accessible, as to change social perception around it (generally to make it less negative).

DISABILITY JUSTICE

The radical transformation not only of laws, but also of other practices, such as cultural norms and economic policy, towards a future of true equality for all disabled people.

DISABLED PEOPLE (IDENTITY-FIRST LANGUAGE) OVER PEOPLE WITH DISABILITIES (PERSON-FIRST LANGUAGE)

The term “disabled people” highlights disability as an identity marker, and a collective experience, rather than an isolated individual one, to which “persons” strongly alludes. The term “disabled people” also presents disability as something that is external to disabled people, meaning they are disabled by their surrounding environment, rather than something intrinsic to each individual.

IMPAIRMENT

A physical difference or medical condition, such as a limb difference or diabetes.

NONDISABLED

The portion of the population that is not currently disabled.

PRE-DISABLED

Individuals who will become disabled later in life, but who are not yet disabled. This covers almost the entire population, since, as humans age, most become disabled.

POSITIONALITY

The relationship one has to a certain topic, recognising that humans are not capable of complete impartiality. How a person’s background connects (or fails to connect) to a certain topic, how the topic has affected them throughout their lives, and what impact it currently has on them.

CLIMATE JUSTICE refers to the growing awareness of the impact of climate change on low-income households and communities of colour, the populations least responsible for the environmental problems that are occurring. What is more, it also seeks to identify the root causes of the climate crisis from a social, racial, and environmental justice approach.

Source: University of California

INTERSECTIONALITY

refers to the analysis of the interdependence (mutual conditionality) and the combined effects of various categories of difference with dimensions and social inequality and exclusion. In order to develop a thorough understanding of discrimination, its individual forms (such as racism, sexism, or heterosexism) may not be considered as independent of one another.

Source: Understanding Europe Glossary

PEOPLE OF COLOUR (POC) serves as an analytical and political term, which is used for all people and communities which are racialised as “other” and were and continue to be oppressed. Meanwhile the term BPoC (Black and People of Colour) is used more frequently to expressly include black people. Somewhat less frequently, the term is extended to BIPoC (Black and Indigenous People of Colour) which includes indigenous people like the Lakota in the USA, the Mayas in Guatemala or the Aymaras in Bolivia.

Source: Understanding Europe Glossary

RACIAL CLIMATE justice is a term used to encourage People of Colour to fight against racism happening in the realm of climate justice. Even though the Global South produces fewer emissions, people living in the Global South are more directly affected by the consequences of climate change. An example for unjust treatment are phenomena such as land grabbing, deterrence from land and waste settlements close to PoC communities.

Source: Definition by Sefa Adzua

SUSTAINABILITY describes the attempt to consume responsibly by taking into consideration that the excessive extraction of resources does not have a positive impact on our well-being. Sustainability is thoughtful of the generations to come by implementing a more eco-friendly approach to trade, production, consumption, lifestyle choices, etc. Nowadays more companies are trying to integrate sustainable attitudes by reusing and recycling materials. Being sustainable means reconsidering one’s actions and deconstructing one’s idea of a “normal” life(style)/way of living.

Source: Definition by Sefa Adzua

THE SUSTAINABLE DEVELOPMENT GOALS are a set of 17 goals to fight the consequences of climate change. The goals were developed by the United Nations Member States in 2015 to enable peace and prosperity for people on our planet, now and in the future. The global partnership between these countries is continuously evolving. All Member States recognize that the fight against hunger, poverty and related challenges is of great importance.

Source: United Nations

CLIMATE CHANGE refers to the change of climate which is attributed directly or indirectly to human activities that alter the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods. The long-term fluctuations in temperature, precipitation, wind, and all other aspects of the Earth's climate.

External processes such as variations in solar-irradiance, variations in the Earth's orbital parameters (eccentricity, precession, and inclination), lithosphere motions, and volcanic activity, are factors in climatic variation. Internal variations of the climate system, such as changes in the abundance of greenhouse gases, also may produce fluctuations of sufficient magnitude and variability to explain observed climate change through the feedback processes interrelating the components of the climate system.

Source: United Nations Environment Programme

CLIMATE JUSTICE is a term used for framing global warming as an ethical and political issue, rather than one that is purely environmental or physical in nature. This is done by relating the effects of climate change to concepts of justice, particularly environmental justice and social justice and by examining issues such as equality, human rights, collective rights, and the historical responsibilities for climate.

Source: United Nations Environment Programme

ALGORITHMS

To explain algorithms, the standard definition of Cormen et al. is used: “Informally, an algorithm is any well-defined computational procedure that takes some value, or set of values, as input and produces some value, or set of values, as output. An algorithm is thus a sequence of computational steps that transform the input into the output. We can also view an algorithm as a tool for solving a well-specified computational problem. The statement of the problem specifies in general terms the desired input/output relationship. The algorithm describes a specific computational procedure for achieving that input/output relationship.”

Cormen, Thomas H., et al. Introduction to algorithms. MIT press, 2009.
<http://139.59.56.236/bitstream/123456789/106/1/Introduction%20to%20Algorithms%20by%20Thomas%20H%20Cormen.pdf>

ARTIFICIAL INTELLIGENCE

There is no single definition of what Artificial Intelligent (AI) is. Artificial Intelligence can be understood as a program or a programming, which has the ability to navigate in an arbitrary world similar to humans. This means that under Artificial Intelligence systems (machines, softwares, robots etc.) are summarized, which are able to work on and solve abstract tasks and problems without further human support.

Dobrev, Dimiter. „A definition of artificial intelligence.“
<https://arxiv.org/pdf/1210.1568.pdf>

BIPOC

Black Indigenous People of Color is a political term and refers to the collective life experiences of people affected by racism.

CLASSISM

structural discrimination and stereotyping with reference to socio-economic group membership of people from the working class, poor people, rich people, intellectuals, etc.

CONSPIRACY NARRATIVES (ALSO CONSPIRACY THEORIES, -MYTHS, -IDEOLOGIES)

“Conspiracy theories try to explain particular events in the world with conspiracies. They offer unambiguous answers, which stands in contrast to an official version of the ‘truth’. Thereby conspiracy theories are usually based on a division of the world into ‘good’ and ‘evil’ or also ‘above’ and ‘below’. Conspiracy theories are usually not coherent and contradict proven data or even natural laws.”

Source Pia Lamberty via Klicksafe “Conspiracy Theories” (last accessed; 25.07.2024)

DISINFORMATION

Fraudulent, manipulative, misleading message that has been partially or completely distorted

FAKE NEWS

False reports that were deliberately falsified or invented

INTERSECTIONALITY refers to:

- Thinking about different forms of oppression and discrimination as interwoven structural relations of domination.
- Recognizing the individual, institutional and cultural mechanisms and actions that have the conscious and unconscious aim of degrading, devaluing and excluding people.
- Highlighting the interweaving of individual, institutional and cultural levels of discrimination.
- Addressing the complexity of discrimination and the consequence of considering each form of discrimination as horizontal and vertical connections to each other.
- Highlighting intersections where people are affected by several forms of discrimination and where they are interconnected.
- Acknowledging the possibility that people experience exclusion and at the same time have discrimination mechanisms by which they themselves participate in exclusion.

LEVELS OF DISCRIMINATION

Individual level

Personal attitudes, actions; actions that demonstrate prejudice against people and socially constructed groups.

Institutional level

Policies, laws, rules, norms, and customs enforced and implemented by organizations and social institutions (governments and administrative systems, school systems, judiciary, church, health care systems...) that disadvantage certain socially constructed groups and favor others.

Symbolic-discursive and structural levels

Social roles, norms, music, art, literature, rituals, and language in which it is expressed that one social group is above another.

DISCRIMINATED GROUPS	PRIVILEGED GROUP	FORMS OF OPPRESSION
Cis-women; trans*people; transgender; intersex people, queer people.	Cis- heterosexual men Cis straight men	Sexism
Middle class; Poor people; workers; people without paid labour	owning class	Classism
LGBTIQ+ → lesbians; gays; bisexual people; intersex people; transgender people	Heterosexuals Straight people	Heterosexism
People of Color; Black people; people with (visible) immigrant backgrounds, Muslims and Muslimas, Roma and Sinti,...	White people, white Christian socialized majority people	Racism

MISINFORMATION

A factually false message.

MACHINE LEARNING (CLASSIFICATION MODEL)

In machine learning, algorithms can learn to make predictions by recognizing patterns in the data without being explicitly programmed. The machine learning thereby relies on different mathematic formulas and is thus considered to be self-learning.

„Paraphrasing Arthur Samuel (1959), the question is: How can computers learn to solve problems without being explicit programmed?“ in Koza, John R.; Bennett, Forrest H.; Andre, David; Keane, Martin A. (1996).

<https://www.kdnuggets.com/2018/12/different-conventional-programming-machine-learning.html>

DIFFERENTIATION BETWEEN TRADITIONAL PROGRAMMING VS. MACHINE LEARNING

In traditional programming, in addition to the required data, the system is also given an instruction as to which different possibilities or scenarios can result from the data set. In machine learning, on the other hand, this instruction is not needed, since the system is capable of filtering out patterns, possibilities and scenarios from the given data set itself and is thus also capable of creating its own programs on the basis of these insights and patterns.

Sharma, Avneesh: „How Different are Conventional Programming and Machine Learning.“, 2018.

<https://www.kdnuggets.com/2018/12/different-conventional-programming-machine-learning.html>

PROPAGANDA

Dissemination of information – facts, arguments, rumours, half-truths, or lies – to influence public opinion. It is often conveyed through mass media.

Definition Britannica (last accessed; 25.07.2024)

RACISM

Structural discrimination of people with reference to race, ethnicities, cultures and religion.

SEXISM / HETEROSEXISM

Structural discrimination against people based on their gender as well as the ideology underlying these phenomena. Heterosexism is a system of thought and behavior that establishes heterosexuality as the only “normal” form of sexual orientation and relationship.

TARGETING

In online marketing, targeting is the process of addressing specific customer groups.

www.onlinemarketing-praxis.de/glossar/targeting

BIO OF AUTHORS

Europe Crash Course

DANIELA CAPPUCCIO

Half Italian, half Colombian, Daniela has always had a great passion for law and the international dimension. That is why she graduated in law, later becoming a lawyer, and has been a volunteer of the European Youth Parliament and Understanding Europe, holding the roles of Trainer, Peer Educator, Coordinator and finally Fellow. The European Union represents for her a safe place to grow and to value diversity through a common future that, like all important things, is fundamental to discover at school. Recently Daniela joined the Understanding Europe team at the Schwarzkopf Stiftung as Project Manager.

Participation Crash Course

MARIANA BAPTISTA

Mariana became a Trainer for Understanding Europe Portugal in 2018 and a Coordinator in 2019. After taking part in many initiatives around the Network she embarked on this Fellowship, focusing on the topic of Participation. Given the skills gained by delivering online workshops during the pandemic and her internship in a start-up where she crafted media content for a legal technology company, Mariana values the importance of digital participation and hopes that through her Understanding Europe crash course more and more participants will understand the tools and power they have as citizens of a democratic society.

DAVIT MANUKYAN

Davit Manukyan is a youth worker and communications specialist from Yerevan, Armenia. He has been actively involved in the European Youth Parliament (EYP) for eight years and has served as a board member in the national committee of EYP in Armenia. Davit has been involved in many youth projects including the Understanding Europe network as a Coordinator and Peer Educator. He is the co-founder of the youth NGO BIL: Armenia and a member of the advisory council on youth affairs to the Mayor of Yerevan.

Social Justice Crash Course

LEONOR ALBUQUERQUE AMARAL

Leonor Albuquerque Amaral Leonor (she/her) is a young disabled woman, an educator, and a disabled rights advocate. She is originally from Portugal and moved to The Netherlands at the age of 18 to pursue higher education. She is a humanities student and focuses on Disability Studies in her academic and non-academic work. She is active in her participants community, forming groups and spaces for her disabled and chronically ill peers. She has been involved with the Understanding Europe project for five years, adopting different roles over time. She is also an active member of the European Youth Parliament, where she is chair of the Safe Core Team, the body tasked with all matters connected to participant safety, welfare, and wellbeing in the network.

SAMIRA BRAHIMI

Samira Brahimi is a fourth-year master's participants in Dentistry and Dental Prosthetics at the University of Verona. She is the course representative and the Local Exchange Officer for AISO (Italian Association of Dentistry participants). In 2021, she participated in the programme "Future of Post migrant Europe" run by the Schwarzkopf Foundation Young Europe. In 2022, she was selected to be part of the "Thinking of Europe" fellowship run by the Schwarzkopf Foundation and Alfred Herrhausen Gesellschaft. Samira has recently joined Understanding Europe Italy as Peer Educator.

DAVID YILDIRIM

Dawud is a student of Political Science at the University of Göttingen. He is extensively involved in social activities, not only in the Understanding Europe Network but also as a tutor for refugee children and young people in the Migration Centre Göttingen, as a journalist and value-ambassador for GermanDream. His motivation as a Fellow is to communicate and deepen social issues in order to reach wider groups of young people. To do this, an age-appropriate and goal-oriented conception of learning content is of central importance. Through his crash course, Dawud wants to offer a safe and open-minded educational experience based on inclusive and respectful language and mutual understanding.

Climate Justice Crash Course

SEFA ADZUA

Sefa Adzua is a Political Science student at the University of Vienna. She is specifically interested in post-colonial studies, sustainability, and intersectionality. Sefa is a "Thinking of Europe Fellow 2022" and keen on educating her peers about unspoken atrocities that happened in the past, are happening in the present and will happen in the future as well. Shining a light on issues close to her heart is of great value to the young activist.

JULIA KIKEL

Julia discovered her passion for volunteering through the European Youth Parliament. In 2019, Julia joined the Understanding Europe network and has since worked in various capacities as a Trainer, Peer Educator and Coordinator. For Julia, volunteering is a platform for personal growth and youth empowerment, to encourage young people to educate themselves, dispel existing misconceptions and to talk about injustices. As a Fellow, the topic of climate justice appealed to Julia because it reflects her interests in environmental psychology as a psychology participants and social policy, which she discovered during her semester abroad in Wales.

THANH NGUYEN VAN

Thanh Nguyen Van is 26 years old and based in Munich (Germany). He works in the field of Digitalization for an international manufacturing company. Previously, he studied industrial engineering and had the opportunity to broaden his horizon during semesters abroad in South Korea as well as in the United Kingdom. As a "Thinking of Europe" Fellow (2022), he seeks to share ideas with young adults, empowering them to deal with the biggest challenges of our lifetime: climate change.

Media Crash Course

DAVID ATEF

David has studied Global Studies in Leipzig and Ghent. He is involved in the regional coordination for Berlin/Brandenburg for Understanding Europe Germany e.V. His primary interest is enhancing political participation among youth. David Atef was a member of the SPIEGEL Working Group of 2023–2024 to update and develop new material for the Media Crash Course.

JULIKA DIETERLE

In 2015, at only 17 years, Julika started getting involved in politics as a founding member of the youth initiatives “Jugend für Asyl” and “Jugendforum Falkensee”. Since 2020, she has been a member of Understanding Europe Germany e.V. Her aim is to show young people the possibilities of political participation and to encourage them to actively stand up for their own interests. Right now, Julika is studying in a master’s program in Berlin to become an upper secondary teacher. Julika was a member of the SPIEGEL Working Group of 2023–2024 to update and develop new material for the Media Crash Course.

KATHARINA RULAND

Because of her great interest in political education and different educational concepts, Katharina Ruland became an active member of the Understanding Europe network in 2023. In addition to her studies in philosophy and educational science, she advocates for more accessibility to education. She designs and holds workshops on relevant political topics in Easy Read as part of the project JIPA. Katharina strongly believes that education and media literacy are an important aspect of participation. She hopes that her work in the Understanding Europe network and at JIPA will give more people access to accessible education. Katharina was a member of the SPIEGEL Working Group of 2023–2024 to update and develop new material for the Media Crash Course.

GEROLD STABEL

(he/him) has been involved with Understanding Europe Germany e.V. since 2020 and is still enthusiastic about organising workshops with and for young people. He is particularly interested in teaching the reflective use of social media and recognising conspiracy narratives. Gerold was a member of the SPIEGEL Working Group of 2023–2024 to update and develop new material for the Media Crash Course.

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