Towards more Inclusion in Non-Formal Education - 12 Peer-Reviewed Methods

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About the Project

The Covid-19 pandemic has highlighted and exacerbated pre-existing inequalities in educational opportunities for young people across Europe. The impact of this crisis goes beyond individual prospects and threatens the cohesion and stability of European society.

In response to these challenges, a project consortium, comprising youth work and educational organisations deeply committed to the welfare of our communities, has embarked on a mission to develop sustainable educational inclusion for Europe's youth.

The project was implemented jointly by DENK GLOBAL! (DG!) from Germany, Sunrise Project from France (SPF), Cilento Youth Union (CYU) from Italy and Balkans, let's get up! (BLGU) from Serbia.

For two years (from May 2022 to May 2024), the partners have collaborated, exchanged good practices, and worked together for the benefit of the youngsters in their communities.

During the project implementation, the four partners were enabled to learn from each other with the main aim to improve their European, national and regional impact. The partners identified gaps and opportunities in their organisational structure and explored approaches to work on them. This led to an improvement in the impact of activities, projects, funding applications and political lobbying through organisational learning.

As a next step, the consortium has developed a standardized set of methods (toolbox) and a harmonised approach for the development of future methods (how-to guidance).

The partners have focused their work and methods on the needs of young people with fewer opportunities, with a particular focus on young people with neurodiverse capabilities. The methods include tips and tricks for working with diverse young people from disadvantaged backgrounds.

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The consortium has built on the foundation of the overall work in the project to create the present document, which the reader can explore as an interactive toolbox. It's designed to be user-friendly and engaging for the wider public, incorporating interactive elements that bring the content to life. Among these features, you'll find short videos that provide a visual and auditory introduction to each kind of method, making complex ideas easier to grasp for implementation. Additionally, we've included an **interactive feedback form** that invites you to share your thoughts, participate in peer reviews, and contribute to the ongoing enhancement of each method. This isn't just a static collection of information; it's a dynamic platform that grows and improves through valuable input of youth workers and educational experts all over Europe.

INTRODUCTION
Youth all inclusive

In the following pages you will find:

Diverse Minds, Inclusive Learning: General Guidance for Educational Trainers – provides general support and adaptable strategies for fostering inclusivity and neurodiversity awareness in educational settings, emphasizing the unique contributions and needs of each participant.

Non-formal Education for Every Learner: Adaptive Strategies for Different Kinds of Methods – this section describes various kinds of education methods tailored for inclusive learning, specifically addressing neurodiverse participants: "Warm-Up" activities to reduce anxiety, "Simulation Games" to approach complex topics, "Human Barometer/Position Line" for visualizing opinions, "Gallery Walk" for collaborative learning, "Game-Based Learning" to foster engagement, "Self-Reflection" to encourage introspection, "Guided Imagery" for stress management, and "Role Play" to practice and discuss realistic scenarios. Each method includes adaptations to ensure accessibility and inclusivity for all participants.

The **Exemplary Insights into the Methods of the Project Partners** section presents examples of non-formal education methods curated by the four partners implementing the project. Each method, distinct in format and structure, is designed to meet specific learning objectives and to adapt to different learning environments. The variety in approaches not only enriches the learning experience but also highlights the advantages of adaptability and targeted outcomes. These methods demonstrate that educational effectiveness often stems from embracing diverse educational structures tailored to specific needs and goals. Readers are encouraged to explore these varied techniques to enhance their understanding and application of non-formal education, learning from each method's unique application and the strategic purpose it serves.

Each of the non-formal education methods included in this tool-kit is tailored to specific learning objectives, highlighting their different formats and structures.

GUIDANCE
Diverse Minds, Inclusive Learning.

General Guidance for Educational Trainers

Disclaimer: The following tips are based on an online workshop with Ada Andrea Zsigmond, MA Psychology, and the resulting discussions and experiences of partners within the YAI (Youth all Inclusive) project. Given the diverse target audience, these guidelines should be considered general support. They should be individually adapted to the specific audience's needs, the topic, and the workshop format.

Neurodivergent vs. Neurotypical

All individuals, including those identified as 'neurotypical' or 'neurodivergent', share both commonalities and unique characteristics within their brains. A combination of genetic and environmental influences shapes every person. The term 'neurotypical' describes individuals whose brain functions align with what is commonly perceived as typical.
On the other hand, 'neurodivergent' refers to individuals whose brain functions diverge from this typical pattern. Neurodivergent individuals may engage in distinctive socialisation and perceive social norms uniquely.

Wording

Developmental differences, neurotypical, neurodivergent

➕ **Hint**

The terms Neurological Disability, Neurologically Disabled, Disorder, and Special Education Needs are stigmatising and marginalising individuals with neurodiverse conditions and can be offensive and perpetuate negative biases.

GUIDANCE
Diverse Minds, Inclusive Learning.

◗ Organise an all-inclusive event

Let's embrace and internalise this key idea: Every participant contributes uniquely to the event. By sharing and learning from each other's strengths, we can collectively enrich our experience. How can we achieve this together?

• Allow participants to choose activities that align with their strengths or interests, promoting a sense of ownership;

• Encourage activities that tap into the creative thinking strengths of participants.

In preparation for the event

• Asking the participants: 'Are there specific needs we should be aware of, or are there any triggers or topics you'd prefer to avoid as we plan this event?';

• Allocate extra time to manage potential disruptions;

• Present content in multiple formats: visualise information and involve technology (audio) for those who benefit from visual or audial aids. Include interaction and collaboration where participants can benefit from each other's strengths;

• Plan various activities that cater to different interests and preferences. Include options for both social and individual activities. Be mindful of sensory sensitivities and offer quiet spaces for those who may need a break;

• Establish an organised learning environment and clearly outline schedules and expectations.

During the event, create an environment prepared for neurodiversity

• Offer participants the option to opt out when needed, provide support for relaxation;

• Avoid sensory overload and long inputs;

• As a trainer, stay calm, patient and non-judgmental, and ask what you can do to decrease the stress of participants;

• Mirror behaviours empathically (For example, if someone communicates best through visual aids, this

GUIDANCE
Diverse Minds, Inclusive Learning.

behaviour might involve incorporating visual elements into communication. If a participant needs a quiet space to decompress, providing such a space would be an empathic response);

• Be adaptable and responsive to the needs of participants and prepare Plan A, Plan B and maybe Plan C;

• Facilitate clear communication through verbal instructions and written materials, including visuals, diagrams and charts;

• Explore the idea of skill-share sessions, allowing participants to showcase and teach others about their unique strengths;

• Collaborative activities and interac-

tive breaks: During joint free time, organise collaborative activities that encourage peer support (puzzles, visual mapping exercises).

After the event

• Engage in team reflection or supervision to evaluate the event's successes and areas for improvement;

• Seek participant feedback to gather valuable insights into their experiences and suggestions for future events.

NON-FORMAL EDUCATION FOR EVERY LEARNER
Adaptive Strategies for Different Method Types.

Warm-Up

Short description: A warm-up is an activity that helps get participants in a learning frame of mind. Warm-ups, or warmers, are any activity completed at the beginning of a workshop specifically intended to prepare participants for learning. Warm-ups should be short yet dynamic activities. Warm-ups should also involve participation, as the goal is to boost participants' confidence in their learning. Another benefit of warm-ups is that they help ease participant anxiety.[1]

⊕ Tips for implementation with neurodiverse people

- General note for all method types:
  Set up a corner for participants in case they need to take a 5-minute break in case they become overwhelmed.
- Invite the participants to use the space you are working in and the materials you provide for working with if they feel the need to move around or fidget with them.

Concrete examples: Feel the Rain – Have Some Rain – Let it Rain.

Simulation Game

Short description: A simulation game is a methodically structured, interactive learning method in which the participants act in predefined roles, scenarios and/or situations. The main objective is to represent multi-layered political processes, complex social issues, decision-making processes or procedures in a simulated environment and thus to understand better and assess them.[2]
For more information see here.

⊕ Tips for implementation with neurodiverse people

- Use visualizations to explain the complexity of situations or the fast chances of phases.
- Ensure your communication is clear and direct using different channels (auditory, visual, sign language).
- Give your participants enough time to reflect on the content and position of the statement.

Concrete examples: Small Fish on a Big Hook, The World in Numbers, Cutting Down Trees.

1 Team, P. (2020, March 9). Lesson Warm-Up: Tips for getting students ready to learn. Planbook Blog. https://blog.planbook.com/lesson-warm-up/).
2 Thatcher, D.C. (1990): Promoting Learning Through Games and Simulations. Simulation & Games for Learning, 16 (4), 144-154.

NON-FORMAL EDUCATION FOR EVERY LEARNER
Adaptive Strategies for Different Method Types.

Human Barometer

Short description: The human barometer can be used to visualise an opinion on a specific controversial question or topic and to promote dialogue among the participants. Positioning can be realised on a position line or through different corners in the room. This method can be used as an introductory activity (the basis for more intensive discussions) or as a closure activity (visualising a well-founded opinion).[3]

➕ Tips for implementation with neurodiverse people
- Give your participants enough time to reflect on the statement.
- Offer the position "I don't know" or "I'm undecided" to minimise the pressure to make a decision.

General note for all method types:
- In case you have participants who have difficulty walking or with visual impairments, assign another participant to be their assistant.
- If you have participants with hearing impairments, visualise your statements and put them on the presentation that could be projected.

Concrete examples: Social Media and Mental Health.

Gallery Walk

Short description: A gallery walk is used to encourage interaction, discussion and collaborative learning. During a gallery walk, information works or projects are presented at various stations in the room and participants have the opportunity to move freely through the room to view and discuss the various presentations.

➕ Tips for implementation with neurodiverse people
- Use visualisations to explain too complicated terms.
- Facilitators to create groups to avoid some participants being left out or unable to decide which group to join.

General note for all method types:
- If you have participants who use wheelchairs, prepare and set up a gallery on the level that will be accessible to them.
- If you have participants with visual impairments, assign another participant or secure an assistant to walk them through the gallery and ensure they understand the presented content.

Concrete examples: Social Media and Mental Health.

[3] Brian, P. (2019): Take a Stand: Gauguin where students are on controversial issues. https://civiceducator.org/take-a-stand-method-controversial-issues/

NON-FORMAL EDUCATION FOR EVERY LEARNER
Adaptive Strategies for Different Method Types.

Game-Based Learning

Short description: Game-based learning is an active learning technique that uses games to improve learning. In this case, the learning comes from playing the game, which promotes critical thinking and problem-solving skills. Game-based learning can be achieved through digital or non-digital games and simulations that allow participants to experience the learning firsthand.[4]

➕ Tips for implementation with neurodiverse people

- Video games can trigger epilepsy crises. Think about the variety of games (video games, board games, adventure games) in terms of your target group and the learning outcome.

- Ensure that the goal of the game is clear and what the reward is in return. Also, use different strategies (text on a screen, a character that talks to the gamer, etc.).

Concrete examples: Foster Active Participation Using Video Games.

Self-Reflection Method

Short description: Self-reflection or introspection means self-observation and reporting one's thoughts, desires, and feelings. It is a conscious mental process relying on thinking, reasoning and examining one's own thoughts, feelings and ideas. It is contrasted with extrospection, the observation of things external to one's self. By reflecting on [a] puzzling experience, learners integrate their new experiences with their prior knowledge about the world, or they establish goals for what they need to learn to make sense out of what they observe.[5]

➕ Tips for implementation with neurodiverse people

- Set up a corner for participants in case they need to take a 5-minute break in case they become overwhelmed.

- Emphasize clearly that there are no "wrong answers".

Concrete examples: Manage Anxiety in Public Speaking – Self-Reflection and Sharing.

[4]Tamosevicius, R. (2022, November 21). Why is Game-Based learning important? eLearning Industry. https://elearningindustry.com/why-is-game-based-learning-important)
[5]Brownhill, S. (2021, October 1). Self-reflection: the what, the why, and the how. The Research Centre for Teaching, Learning and Curriculum (TLC). https://ctlc.blogs.bristol.ac.uk/2021/10/01/self-reflection-the-what-the-why-and-the-how-by-simon-brownhill/
Gläser-Zikuda, M. (2012). Self-Reflecting Methods of Learning Research. In Springer eBooks (pp. 3011–3015). https://doi.org/10.1007/978-1-4419-1428-6_821)

NON-FORMAL EDUCATION FOR EVERY LEARNER
Adaptive Strategies for Different Method Types.

Guided Imagery

Short description: Guided imagery is a method for managing your stress. It's a relaxation technique that involves visualising positive, peaceful settings like a beautiful beach or a peaceful meadow. This technique is also known as visualisation or guided meditation. According to research, guided imagery may help reduce stress and anxiety, promote relaxation and ease various symptoms related to stress.[6]

Note: The guided imagery is not an educational method per se, but a method adapted from the medical and psychological field and adjusted to the needs of our topic.

➕ **Tips for implementation with neurodiverse people**

- Invite the participants to use the space you are working in and the materials you provide for working with if they feel the need to move around or fidget with them.

Concrete examples: Manage Anxiety in Public Speaking – Manage Stress before Speech.

Role Play

Short description: Role-play is a method that allows us to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial different strategies in a supported environment. Participants are given particular roles to play in a conversation or other interaction; also, they may be given specific instructions on how to act or what to say. After acting out the scenario, there will be a reflection and discussion about the interactions that allow alternative ways of dealing with the situation.[7]

➕ **Tips for implementation with neurodiverse people**

- Set up a corner for participants in case they need to take a 5-minute break in case they become overwhelmed.
- Use visualisations and other channels to explain the different roles.

Concrete examples: Simulation Speech.

[6] Nunez, K. (2020, September 10). The benefits of guided imagery and how to do it. Healthline. https://www.healthline.com/health/guided-imagery)
[7] Glover, I. (2014): Role-play: An approach to teaching and learning. https://blogs.shu.ac.uk/shutel/2014/07/04/role-play-an-approach-to-teaching-and-learning/

EXEMPLARY INSIGHTS
into the Methods of the Project Partners.

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Social Media and Mental Health:
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01

Social Media and Mental Health:

Brainstorming and Human Barometer.

Explore the impact of social media on mental health, foster an understanding of its dual influence (positive and negative), and equip participants with strategies for healthier social media usage.

01. SOCIAL MEDIA AND MENTAL HEALTH:
Brainstorming and Human Barometer.

Theme:	Social Media and Mental Health
Methodology type:	Brainstorming, Human Barometer
Age:	18+
Group size:	15–20
Requirements:	Enough space
Time required:	90 minutes
Overview:	Impact of social media on mental health
Goals:	Foster mental health awareness and resilience within the influence of social media. Equip participants with strategies for positive mental well-being online.
⊕ **Notes on inclusion:**	Set up a corner for participants in case they need to take a 5-minute break in case they become overwhelmed.

Materials

(all the materials are prepared in a separate document):

- Flipchart and sticky notes for brainstorming or [Mentimeter app](#)[1]

- Laptop, beamer and internet connection

- Cards with photos and texts for Gallery Walk

- Card with statements for Human Barometer exercise

- Signs with I AGREE and I DISAGREE

Preparation

Before the very start, prepare and set up the Gallery. All the materials should be ready and posted on the designed corners/places. If you use Mentimeter, prepare a slide with the question, "Three words that come to your mind when you hear MENTAL HEALTH". If you use a flipchart and sticky notes, prepare a flipchart or whiteboard and write MENTAL HEALTH in the middle. Prepare enough sticky notes (3 per participant). Prepare 3-5 statements about mental health and social media for the Barometer exercise and two signs (I AGREE, I DISAGREE).

Implementation

Part 1: 15 minutes

Start the session with a short energiser to get participants into the working mood. If you need inspiration, we recommend visiting [this site](#), where you can find plenty of energisers. After the energiser, introduce the **brainstorming** exercise to participants. Ask them to think of 3 words that come to their mind when they hear MENTAL HEALTH. After participants finish, briefly discuss their inputs, make a connection between mental health and social media and explain to them that we will be able to discuss this connection on a deeper level in the next part of the session.

01. SOCIAL MEDIA AND MENTAL HEALTH:
Brainstorming and Human Barometer.

Part 2: 25 minutes

Ask participants to stand up and explain that they will play a human barometer game. Introduce to them the rules and tell them there will be a line across the room; at one end of the line, there is a sign I AGREE, and on the other end, there is a sign I DISAGREE. Tell them you will read five statements to them, one by one, and they will line up according to their opinion. They can agree or disagree with the statement or stand somewhere in between; they can position themselves wherever they want. After each statement, you will ask a few participants to comment on their position, i.e. why they positioned themselves the way they did. After reading all the statements and hearing from participants, conclude the exercise by reflecting on their inputs and connect this with the 3rd part of the session.

Part 3: 50 minutes

In the 3rd and last part of the session, participants will be asked to stand up and walk around the room in the groups. They will visit different corners of the room with already prepared contents. This part of the exercise will be done using **a gallery walk** strategy. One of the exhibits will contain images, infographics and texts related to how social media affects our mental health (positively and negatively). The second one will contain two different case studies related to the connection between social media and mental health (cyberbullying and unrealistic standards and expectations). The third one will contain tips and tricks on using social media wisely and improving our mental health. They will stay at each exhibit for 10 minutes and then rotate. After participants finish the gallery walk, they will sit in the circle together and reflect on what they saw and read shortly. The facilitator will wrap up the discussion, briefly reflecting on participants' inputs and highlighting the general positive and negative effects of social media and digitalisation. One of the things that can be connected to this is pointing out that thanks to technology and digitalisation, we could do our brainstorming via Mentimeter, which is easier, funnier, and more ecologically friendly than flipcharts and sticky notes.

Human barometer statements

1. Social media sets completely unachievable and unrealistic standards and expectations;

2. Our mental health is mostly negatively impacted by social media;

3. Social media has changed the way we communicate negatively, i.e. our relationships suffer because we have forgotten how to communicate face-to-face healthily;

4. Social media promotes narcissistic behaviour and makes us less sensitive towards others and their feelings;

5. The solution to preserving our mental health would be to quit using social media and limit our time on the internet and our phones.

02

Social Media and Mental Health:

Gallery Walk.

Provide a deeper understanding of specific issues like cyberbullying, the pressure of unrealistic standards, and strategies for healthy social media use.

02. SOCIAL MEDIA AND MENTAL HEALTH:
Gallery Walk.

Theme:	Social Media and Mental Health
Methodology type:	Gallery Walk
Age:	18+
Group size:	15–20
Requirements:	Enough space
Time required:	90 minutes
Overview:	Impact of social media on mental health
Goals:	Foster mental health awareness and resilience within the influence of social media. Equip participants with strategies for positive mental well-being online.
➕ Notes on inclusion:	If you have participants who use wheelchairs, prepare and set up a gallery on the level that will be accessible to them.

Exhibit I

How social media affects our mental health

Social media has a reinforcing nature. It activates the brain's reward centre by releasing dopamine, a "feel-good chemical" linked to pleasurable activities such as eating food and social interaction. The platforms are designed to be addictive and are associated with anxiety, depression and even physical ailments.

When reviewing others' social activity, people tend to make comparisons such as, "Did I get as many likes as someone else?" or "Why didn't this person like my post, but this other person did?" They're searching for validation on the internet that serves as a replacement for meaningful connections they might otherwise make in real life.

Indicators that social media may be adversely affecting your mental health include:

- Spending more time on social media than with real-world friends – Using social media has become a substitute for a lot of your offline social interaction;

- Comparing yourself unfavourably with others on social media – You have low self-esteem or a negative body image. You may even have patterns of disordered eating;

- Experiencing cyberbullying – Or you worry that you have no control over the things people post about you;

- Being distracted at school or work – You feel pressure to post regular content about yourself, get comments or likes on your posts;

- Having no time for self-reflection – Every spare moment is filled by engaging with social media, leaving you little or no time for reflecting on your life;

- Engaging in risky behaviour to gain likes, shares, or positive reactions

on social media. You play dangerous pranks, post embarrassing material or cyberbully others;

- <u>Suffering from sleep problems</u> – The light from phones and other devices can disrupt your sleep, which in turn can have a severe impact on your mental health;

- <u>Worsening symptoms of anxiety or depression</u> – Rather than helping to alleviate negative feelings and boost your mood, you feel more anxious, depressed or lonely after using social media.

However, it's essential to acknowledge that social media can also be a force for good. It can be a tool for building and nurturing relationships, promoting causes and creating meaningful connections with others. It's all about finding the right balance and using social media in a healthy way that supports mental health.

<u>Sources:</u>

1. Here's how social media affects your mental health. (2023, January 18). McLean Hospital.

https://www.mcleanhospital.org/essential/it-or-not-social-medias-affecting-your-mental-health

2. Ortiz, G. (2023, April 1). The dark side of social media: Unreal expectations and their impact on mental health. Medium.

https://medium.com/@Georgeo90/the-dark-side-of-social-media-unreal-expectations-and-their-impact-on-mental-health-4ff44cb37e8b

3. Robinson, L. (2020, January 16). Social media and mental health. HelpGuide.org.

https://www.helpguide.org/articles/mental-health/social-media-and-mental-health.htm

Exhibit 2

Case studies – Social Media and Mental Health

1. Anxiety and imposter syndrome (unrealistic standards and expectations)

When Michelle was initially treated for anxiety, her therapist asked her if she was active on social media, and she said yes. "It turns out that a lot of my anxiety and impostor syndrome is made worse when I'm online."

A person experiences impostor syndrome when feeling chronic self-doubt and a sense of being exposed as 'a fraud' in terms of success and intellect. "Whether it's another pretty vacation or someone's bouquet of flowers, my mind went from 'Why not me?' to 'I don't deserve those things, and I don't know why,' and it made me feel awful."

She and her therapist decided to set ground rules. "If I was to continue using social media, I had to learn what would trigger my anxiety and how using different platforms made me feel," says Michelle. The result was her deleting Snapchat for good, and after five years, she still doesn't miss it. She's still active on several other platforms, though. "I'd love to say that my use is totally healthy, but I find that I'm still comparing myself to others," Michelle says.

"Now I can recognise what will help or hurt my mental well-being. My therapist and I agreed

that I'd limit my app usage to two hours a day across all platforms. Now I know when it's time to log off and take care of myself."

<u>Source:</u>

Here's how social media affects your mental health.

[2023, January 18). McLean Hospital. https://www.mcleanhospital.org/essential/ it-or-not-social-medias-affecting-your-mental-health](https://www.mcleanhospital.org/essential/it-or-not-social-medias-affecting-your-mental-health)

2. Cyberbullying

A 16-year-old high school student, Emily was an avid social media user. She enjoyed connecting with friends and sharing her life online. However, things took a drastic turn when she became a victim of cyberbullying. It started innocently with a few hurtful comments on her posts but soon escalated into relentless harassment, public shaming and the spread of malicious rumours.

As the cyberbullying intensified, Emily experienced a range of negative emotions, including sadness, anxiety and anger. The constant barrage of hurtful messages eroded her self-esteem and sense of self-worth. Feeling ostracised and humiliated, she withdrew from her friends, fearing further ridicule.

The online world that was once her refuge became a source of isolation. She developed symptoms of depression, such as persistent sadness, loss of interest in activities and changes in appetite and sleep patterns; the constant stress and emotional turmoil caused by cyberbullying affected Emily's academic performance. Concentration difficulties, decreased motivation and absenteeism led to a decline in her grades and overall educational experience.

Schools, parents, and online platforms should provide education on responsible internet use and foster a culture of digital empathy and respect. Friends, family and school counsellors can provide emotional support and help victims seek appropriate intervention and professional help. Implementing stricter guidelines, prompt reporting mechanisms and effective moderation can help curb cyberbullying and protect users from harm.

<u>Source:</u>

Expose, K. (2023, August 16). The dark side of social media: A case study on cyberbullying and its impact on mental health. Medium.

https://ericnwankwo.medium.com/the-dark-side-of-social-media-impact-on-mental-health-56b0259b20d2

Exhibit 3

Tips and tricks on how to wisely use social media

1. Reduce time online

- Use an app to track how much time you spend on social media each day;

- Turn off your phone at certain times of the day, such as when you're driving or having dinner;

- Don't bring your phone or tablet to bed. Turn devices off and leave them in another room;

- Disable social media notifications. It's hard

to resist the constant buzzing of your phone;

- Limit checks. If you compulsively check your phone, wean yourself off by limiting your checks;

- Try removing SM apps from your phone so you can only check them from your computer.

2. Chance your focus

- Invite a friend out for coffee instead, take a walk, go to the gym or take up a new hobby;

- Don't be a passive scroller, but an active participant. That will offer you more engagement with others;

- Counter symptoms of FOMO (fear of missing out) by focusing on what you have rather than what you lack. List all the positive aspects of your life and read it back when you feel you're missing out on something better.

3. Spend more time with offline friends

- Set aside time each week to interact offline with friends and family;

- If you've neglected face-to-face friendships, reach out to an old friend (or an online friend) and arrange to meet up;

- Join a club. Find a hobby, creative endeavour, or fitness activity you enjoy;

- Don't let social awkwardness stand in the way. Even if you're shy, there are proven techniques to overcome insecurity and build friendships;

- If you don't feel that you have anyone to spend time with, reach out to acquaintances;

- Interact with strangers. Look up from your screen and connect with people you cross paths with on public transport, at the coffee shop, etc..

4. Express gratitude

- Take time for reflection. Try keeping a gratitude journal or using a gratitude app. Keep track of all the great memories and positives in your life;

- Practice mindfulness. By practising mindfulness, you can learn to live more in the present moment, lessen the impact of FOMO, and improve your overall mental well-being;

- Volunteer. Just as humans are hard-wired to seek social connection, we're also hard-wired to give to others. Helping others makes you feel happier and more protect users from harm.

Source:

Robinson, L. (2020, January 16). Social media and mental health. HelpGuide.org.

https://www.helpguide.org/articles/mental-health/social-media-and-mental-health.htm

03

Anxiety Management:

Feel the Rain – Have Some Rain – Let it Rain.

Help with anxiety management by focusing on tangible elements and using of grounding techniques.

03. ANXIETY MANAGEMENT:
Feel the Rain - Have Some Rain - Let it Rain.

Theme:	Anxiety Management
Methodology type:	Warming up / Cooling down
Age:	From 16 years on
Group size:	8–16
Requirements:	None
Time required:	40 minutes
Overview:	Warming up or cooling down for young adults
Goals:	Managing anxiety and refocusing on the positive and tangible through focus and grounding

➕ Notes on inclusion: Though it's a calm and reflective activity, it might be challenging to remain still. Invite participants to use the space you are working in and the materials you provide for working with if they feel the need to move around or fidget with them.

Materials

An empty glass for every participant, bowls of water to be shared, straws and/or spoons.

Preparation

- As facilitator, try to know your group before introducing this activity. That way you can adjust the set of statements that we are suggesting for refocusing. As each of the statements is inviting one of the senses to be activated, mind the diversity of the group in this regard. Consider preparing the statements in writing.

- Give some thoughts to the setting that might be best suited for your group and the space you are working in.

- Make yourself familiar with the concept of the Patronus from the Harry Potter books. We suggest reading the chapter stated in the sources.

- Make yourself familiar with the short story offered in Step 3. Prepare yourself to assume the role of a story teller. You might want to read the story. Consider preparing the short story in writing for your participants as well.

Implementation

Step 1: Feel the Rain - Warming up / Cooling down (5 minutes)

When dealing with anxiety, it is suggested as helpful to focus your thoughts on tangibles around oneself. Most of the time, it is one's own body. With this warming up activity, we want to invite a few of our senses to simultaneously activate through performing with our bodies. Do tell your participants in advance that the warming up activity is called Feel the Rain with all your senses. It might be helpful to imagine what each of the movements is trying to imitate, and some can perhaps even smell the rain in their mind's eye.

03. ANXIETY MANAGEMENT:
Feel the Rain - Have Some Rain - Let It Rain.

1. The participants are standing or sitting in a circle.

2. You as a moderator are a part of the circle. You will be introducing movements, and the participants are invited to join you clockwise successively. Every movement is to be done until the next one arrives. These are the movements:

   a. Rub the palms of your hands together
   b. Snap with your fingers, both hands simultaneously or in your own rhythm
   c. Use the palms of your hands to clap against your knees
   d. Use both of your feet to stamp against the floor
   e. Repeat in the reverse order: Clap palms against the knees
   f. Snap with the fingers
   g. Rub the palms of the hands together

3. Thank everyone for participating and invite them to the next step.

Step 2: Have some Rain - Grounding (25 minutes)

As suggested in the title, this set of activities is aiming at managing anxiety that might be present in young adults with fewer opportunities. The aim is to refocus the thoughts toward the positive and build the feeling that anything might be achievable from where the person is standing at the moment in their life.

Each participant is given a transparent glass, straw, spoon and a bowl of water. Bowls of water might as well be shared between more participants, depending on your spatial conditions.

You as moderator will introduce one statement after another. Do both: Have them prepared in written form and read them out loud. Give your participants enough time to reflect on the statement for themselves. If they find a statement aligned with their own situation, a drop of rain (from the bowl of water) will fall into their glass, meaning they will use a straw, a spoon, or even a finger and put it in their glass. Do tell your participants in advance that the activity is called Have some Rain. It might be helpful to imagine how rain is good for the growth of things and beings.

<u>This is our suggested set of statements:</u>

- I am perceiving at least one thing around me with my eyes.
- I am counting.
- I am perceiving at least one thing around me with my hands.
- I am touching my surroundings.
- I am perceiving a sound around me with my ears or my body.
- I am naming a sound.
- I am using my nose. For smelling or for breathing or for both.
- I am wrinkling my nose.
- I am using my mouth, my tongue, my teeth. For tasting or for making noise.
- I am breathing in through my nose.
- I am counting backwards.
- I am breathing out through my mouth.
- I am laughing inside or outside myself.

03. ANXIETY MANAGEMENT:
Feel the Rain - Have Some Rain - Let It Rain.

- I am moving my head and other parts of my body.
- I am aware of my surroundings.
- I am aware of myself in my surroundings.
- I am aware of myself within myself.
- I am naming myself something powerful.
- I am feeling myself.
- I am here.
- I am.

As mentioned, try to know your group before introducing this activity. That way you can adjust the set of statements that we are suggesting for refocusing. As each of the statements is inviting one of the senses to be activated, mind the diversity of the group in this regard. However, the goal is not necessarily to enable each participant to feel aligned with every statement, but to have statements inviting more senses to feel aligned with them.

After introducing all of the statements that you wanted, invite your participants to acknowledge their glasses with rain.

Step 3: Let it rain - Focus (10 Minutes)

Ask your participants if they know how many drops of rain they might have in their glasses. Is it the same amount that they had throughout the previous step? Is it more? Is it less? Does it even matter? Invite your participants to try to imagine how many drops of rain they might have in themselves. Now, tell them this story.

Maybe you do not believe in magic. Yet there is "a kind of positive force, a projection of hope, happiness" and your strength. It is the rain within you. Each and every drop of your rain is growing you, both when you know it and you don't, both when you feel it and you don't. You can activate this force, this magic, by focusing yourself on a single very strong, very valuable drop of rain. Focus as intensely as you can on what strength this drop of rain is growing in you. And, as you might know from another realm, there is always an incantation that will help. For our case it is: Habeo pluvia, habeo vires! I have the rain, I have the strength. In order for it to work properly, you need to say it three, five or seven times in a row. It works best when said firmly in one's head.

Now, invite your participants to realize their own rain force with the incantation given above. Tell them now that this activity is called Let it rain, and that it is an offer they can try to use in situations when they might feel anxious: Counting/Acknowledging the rain they have in themselves and letting it transform into the positive force they might need to refocus on the positive.

End the round by inviting everyone to chant the incantation jointly.

Sources (adapted):

https://www.sessionlab.com/methods/rain-ice-breaker

https://www.mondaycampaigns.org/de-stress-monday/unwind-monday-5-4-3-2-1-grounding-technique

J.K.Rowling: Harry Potter and the Prisoner of Azkaban, Chapter 12 – The Patronus

04

Manage Anxiety in Public Speaking:

Self Reflection.

Help to identify personal anxieties related to public speaking and introduce effective stress management techniques such as diaphragmatic breathing.

04. MANAGE ANXIETY IN PUBLIC SPEAKING:
Self Reflection.

Theme:	Managing Emotions before Public Speaking
Methodology type:	Guided imagery and self-reflective practice
Age:	From 14 years
Group size:	10–20 participants
Requirements:	A quiet, comfortable room
Time required:	1 hour
Overview:	Introduction of effective stress management techniques to manage public speaking
Goals:	Identify personal anxieties related to public speaking, Learn and practice diaphragmatic breathing for stress managemen
✚ Notes on inclusion:	Ensure the environment is welcoming and accessible to all participants, including neurodiverse persons.

Materials

- Quiet Room with comfortable seating (chairs or cushions)
- Writing and drawing materials (paper, pens, markers, colored pencils)
- A device to play background music softly during relaxation exercises

Preparation

- Welcome participants and briefly introduce the session's theme and objectives.
- Establish ground rules for respect, confidentiality and non-judgmental participation.
- Explain the importance of active listening and empathy during the sharing phase.

Implementation

Part 1: Self-Reflection and Sharing (30 min)

Self-Reflection Exercise (15 minutes):

- Turn on music.
- Participants are invited to reflect silently on what causes them anxiety.
- They can choose to write or draw their reflections.
- They can make a list, write a short paragraph or create a drawing that represents their anxieties.
- They are invited to find a way to share their reflection

It is important to emphasize that there are no "wrong answers" and that the exercise is completely personal.

Voluntary Sharing Session (15 minutes):

- After the first part, the facilitator invites the participants to share their reflections in the most comfortable way (theater, explanation, poetry).
- The facilitator guides the discussion with open-ended questions to deepen understanding of the shared experiences.

04. MANAGE ANXIETY IN PUBLIC SPEAKING:
Self Reflection.

Exemplary Questions

- "How do you feel when you think about these situations that cause anxiety?"

- "Are there specific emotions or physical sensations that you associate with these experiences?"

- "Can you tell us in a little more detail about this situation? What do you think triggers those feelings?"

- "Have you noticed if there are specific times or environments where these anxieties are more likely to occur?"

- "Have you found particular strategies or techniques that help you manage these feelings of anxiety?"

- "How do you think others can support you in these moments?"

- "How do you feel when you hear about the experiences of other participants?"

- "As you listen to others, are there aspects of their stories that resonate with your own experience?"

Part 2: Manage Stress Before Speech (30 minutes)

Discussion on Stress and Relaxation (10 minutes)

- Initiate a brainstorming session about the body's reactions to stress and the importance of relaxation.

Diaphragmatic Breathing Exercise (20 minutes):

- Play soft, relaxing music to enhance the experience.

- Participants can sit or lie down in comfortable positions, and it is important to create a comfortable environment with relaxing music.

- The facilitator explains how to practice diaphragmatic breathing: inhale slowly through the nose, causing the abdomen to swell, and then exhale slowly through the mouth.

- Participants practice this technique, focusing their attention on the movement of their diaphragm.

- Participants close their eyes and relax in a comfortable position.

- The facilitator invites them to imagine a peaceful and relaxing place, emphasizing the sounds, colors and sensations of that place.

Evaluation/Debriefing:

- Conclude the session with a brief group discussion, asking participants to share: how they felt about the exercises and any insights they gained.

- Encourage participants to reflect on how they can apply what they've learned in their daily lives and in future public speaking opportunities.
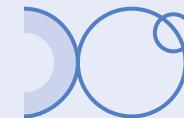
05

The Tragedy of Commons:

Small Fish on a Big Hook.

Illustrating of the concept of the tragedy of the commons using over-fishing as a scenario. Participants act as fishing boat crews competing to catch the maximum amount of fish from a shared stock, learning about sustainable resource management and the impact of collective actions on environmental sustainability.

05. THE TRAGEDY OF COMMONS:
Small Fish on a Big Hook.

Theme:	Resources and Conflicts
Methodology type:	Simulation game
Age:	14 years and older
Group size:	10–30 people
Requirements:	Ideally two workshop leaders
Time required:	2 hours
Overview:	Simulation game on the tragedy of the commons, or more specifically on overfishing.
Goals:	Experience and discuss the tragedy of the commons using the example of overfishing.
⊕ Notes on inclusion:	Nominate an expert to manage the calculation via Excel sheet; implement the simulation in a large room.

Materials

- Per group 1 game description, 1 paper folding boat (preferably in different colors for each team) and 2 spreadsheets with a pen

- packets of snacks / sweets for the profit and a bowl

- 1 projector and 1 computer / laptop for editing the Excel spreadsheet and adapting the presentation (download additional materials [here](#))

    - 1 printout sign "Fishery Office" (see additional materials) and tape
    - 1 calculator
    - 1 stopwatch
    - 1 game instruction

Preparation

The group is divided into 5 boat crews. Accordingly, 5 groups of tables are set up in the game room, on each of which are placed: a folded paper boat, a game description and a spreadsheet.

There is another table for the representatives of the fishery office (moderators), to which the sign "Fishery Office" is attached with adhesive tape. On this table is the computer / laptop with the presentation (PowerPoint) and excel spreadsheet, as well as a calculator, stopwatch, and another 5 spreadsheets.

A bowl (representing the sea) is filled with snacks and placed on the fishery office's table.

Implementation

Round 1

1. The participants are divided into 5 boat crews. The group allocation can be done by counting from 1 to 5 or any other Warm-Up dividing people into teams.

2. Now the moderators in the role of fishery office employees explain the initial situation, the rules and the

05. THE TRAGEDY OF COMMONS:
Small Fish on a Big Hook.
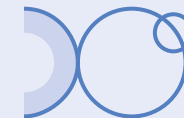
further course of the game. The moderators read out the instructions for the game and the PowerPoint visualises the contents in the appropriate order.

3. Participants should be given the opportunity to ask questions.

4. The boat crews give their boat a name, determine the first catch quota within 3 minutes and communicate this to the fishery office. In doing so, the facilitators again refer to the goal: "Catch as many fish as you can!"

5. The fishery office enters the catch quotas of the boats into the Excel spreadsheet. The new total amount of fish as well as the new minimum catch quota are automatically determined (highlighted in orange). The maximum amount of fish in the sea is 1 500 t, but this usually does not matter.

6. The remaining total amount of fish and the new minimum catch quota are published. It is a good idea to "freeze" or "blacken" the projector image for this purpose, enter the values and update the image again.

7. It is determined each round who has given the highest quota. Only this boat crew gets after announcement of the new numbers the quantity of fish, which is indicated in the excel table. The amount of the catch quota remains secret.

8. A new round starts.

9. Depending on the course of the game, the facilitators can insert events into the game to extend or shorten the duration of the game (adjust and move slides at the end of the PowerPoint accordingly).

For example:

1. Subsidy due to investment in boat XY: 1 year to 25% for boat XY
2. Storm damages on the boat: 1 year no fishing for boat XY
3. Penalty for damage by trawl nets: boat XY is only allowed to catch 25 t
4. Piracy: boat XY needs to wait one round for rescue
5. Too much bycatch: all boats are allowed to catch a maximum of 13 t

6. Algae plague: all boats catch 2% less than specified.

The game leader decides after how many rounds until to stop, depending on the progress. It takes several rounds until the development of the fish stocks is predictable.

The game can proceed as follows:

1. The fish stock declines rapidly until the minimum catch of 25 tons can no longer be caught because it would exceed the maximum quota of 15%. The boat crews go bankrupt.

1. In rare cases, the group develops a strategy where the fish stock remains relatively stable. In this case, the game leader can stop the game after a few rounds.

Round 2

If possible, the game should be played in a second variation, which differs from round 1 only in that communication and agreement between boats is now allowed. If desired, the catch quotas given can also be made transparent.

05. THE TRAGEDY OF COMMONS:
Small Fish on a Big Hook.
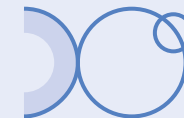
End of the game

The crews tear up the paper boat on their table together to discard the role of the fishermen. If necessary, a short energiser can also help with the release from the role.

Evaluation

Finally, a detailed game evaluation should take place in a circle of chairs. The following questions should be discussed:

First level, based on the game, e.g.:

- What happened? / How did the game go?
- What was the most successful strategy and were mistakes made? If yes, which ones?
- On what did you base your decision about catches?
  - Expectations about the behavior of others?
  - On the amount of fish needed to survive?
  - On the rewards to be obtained?

- On expectations about future stock development?
- New laws and natural disasters?
- Could you have worked together?
- What would make more sense in the long run and for everyone to catch "as many fish as possible"?

Meta-Level:

- What parallels do you see to reality and what differences, also in global terms? Did you all have the same preconditions?
- On which levels do you have to act? (citizens, civil society (NGOs), state/politics, business enterprises) What is already being done?

Afterwards, the subject can be deepened by means of short reports and the tragedy of the commons in general can be highlighted.

Sources (adapted):

Ziefle, Wolfgang (1995): "Das Fischerspiel", in: Politik und Unterricht – Zeitschrift zur Gestal-tung politischen Unterrichts 1/1995, p. 7–36.

Ziefle, Wolfgang (2000): "Das Fischerspiel – Die Allmendeklemme. Ein Beitrag zur politischen Bildung und zur Werteerziehung", in: Breit, Gotthard & Schiele, Siegfried: Werte in der politischen Bildung.

Spreadsheet calculation (and explanation) after submission of: Mühlhäusler, Claudius (1998).

Published by "Umwelt im Unterricht" (www.umwelt-im-unterricht.de), Version: 5/2017

Editor: Bundesministerium für Umwelt, Natur-schutz, Bau und Reaktorsicherheit (Creative Commons license)

Graphic suggestions:

Marine Atlas Heinrich Böll Foundation:

https://www.boell.de/sites/default/files/web_170607_meeresatlas_vektor_v102_1.pdf?dimension1=ds_meeresatlas

06

Limited Resources:

Cutting Down Trees.

Experience the limited availability of renewable resources through a matchstick simulation that represents the cutting down of trees.

06. LIMITED RESOURCES:
Cutting Down Trees.

Theme:	Resources and Conflicts
Methodology type:	Exercise
Age:	10 years and older
Group size:	Minimum of 4 people
Requirements:	None
Time required:	30 min
Overview:	Exercise on dealing with natural resources.
Goals:	Experiencing the limited availability of renewable resources.
➕ Notes on inclusion:	Benefit: The exercise is conducted in several small groups and objects (matchsticks) are handy/ haptic;
	Relevant: Visualize the objectives of the game (on flipchart, blackboard, in PowerPoint).

Materials
Per group of 4

- 2 boxes of matchboxes
- pen
- sheet (download additional materials here)
- table

Preparation

The participants come together in groups of 4 and take a seat at a table or on the floor. The initial stock of 12 matches is distributed to the groups. In addition, each group receives a pen and paper and 2 boxes of matches.

Implementation

The rules of the game will be presented and it is useful to visualise them. The matches represent trees in a forest. No talking is allowed during the game.

Goal of the game

Harvest as many trees as possible by removing one match.

- The initial number of trees is 12.
- The game is played over 5 rounds, each round represents one year.
- The person whose birthday is next begins each round. The others follow in a clockwise direction.
- Each person must cut down at least one tree per round, which means take away one match.
- Each person can cut down as many trees as they want.
- At the end of each round, the number of trees remaining in the forest is doubled.
- The maximum number of trees the forest has space for is 20.
- As soon as the forest is completely deforested, the game ends.

06. LIMITED RESOURCES:
Cutting Down Trees.

- After each round, both the harvest and the remaining trees are noted down by the observer (see sheet no.1).

The participants should now select one person in the small group to be an observer, the other three are players and therefore have the status of forest guardians. Alternatively, the roles can be randomly chosen.

The game begins according to the rules, while the observer notes how many matches the participants take away. The workshop leader ensures that the rules are followed and reforests the forest after each round.

The game is played for a maximum of 5 rounds, the game ends earlier for one group when there are no more trees in the forest.

After all groups have completed their game, the individual results are visualised in the large group. The number of people who harvested 1–8, 9–12, 13–16 and 17–20 trees is summarized on a flip-chart using a tick list, see here:

Number of trees cut down:

1–8:	9–12:	13–16:	17–20:
II	III	…	…

This is followed by the second round, without much consideration of these results. It is different from the first round in that the players now play with each other instead of against each other.

So now their goal is to cut down as many trees as possible together and use them together. In this round, the participants are also allowed to agree on a strategy. To make these changes clear, the workshop leader should cross out the first two rules. In addition, each group receives a new sheet with an adapted pre-prepared table (see sheet no. 2).

At the end of the game, the number of trees cut down by all participants is collected again (1–8, 9–12, 13–16 and 17–20 trees). In addition, the groups are asked to calculate how many trees were felled by each group in total during round 1 and round 2 of the game.

Number of trees cut down in round 2:

1–8:	9–12:	13–16:	17–20:
II	III	…	…

The results of both rounds can now be compared and the individual strategies of the people and groups can be discussed.

Evaluation

All participants come together, the following questions can be discussed during this evaluation phase:

- How did you feel in the first round, how did you feel in the second round?

- Which game has achieved the better results (individually and in terms of the group result), and how can this be explained? (Here it is interesting to know whether the group cut down all the trees in the end or not.)

- How did the unequal access to the resource (the fact that the same person always started) affect you personally? How did it affect your playing behavior?

- What experiences from the game can be transferred to situations in your life?

- How can the experiences of the game be transferred to the use of natural resources?

- Where are there situations in which competition prevents us from acting sustainably? What could be done about this?

06. LIMITED RESOURCES:
Cutting Down Trees.

Sources (adapted):

"Das Streichholzspiel", according to an idea by FairBindung e.V. and Konzeptwerk Neue Ökonomie.

https://www.endlich-wachstum.de/kapitel/die-oekologische-dimension/methode/das-streichholzspiel/

07

The World in Numbers:

Simulation Game.

Overview and comparison between world regions and the global distribution of resources based on selected criteria such as population, wealth, CO_2 emissions, and military expenditure using a large world map.

07. THE WORLD IN NUMBERS:
Simulation Game.

Theme:	Resources and Conflicts
Methodology type:	Simulation
Age:	13 years and older
Group size:	Any
Requirements:	Enough space
Time required:	30 min
Overview:	Simulation game on inequalities between the world's regions.
Goals:	Overview and comparison between world regions based on selected criteria.
➕ Notes on inclusion:	The simulation may be conducted in several small groups; Objects (cars etc.) should be handy/haptic; Visualize the assumptions, e.g. one chair represents X people.

Materials

- 20 chairs
- 20 banknotes (large print)
- 20 toy cars
- 20 game chips
- Strings, tape and chalk to draw a world map on the floor (or use a really large world map)
- Signs for the continents / world regions
- Download additional materials here

Preparation

All the necessary materials are prepared before starting. Other objects (e.g. balloons, matches) can also be used. In addition, a world map is drawn on the floor using string, tape or chalk. It is enough if the outlines of the continents or regions are roughly recognisable. The world map should be large enough to ensure that there is enough space for the objects to be distributed.

Implementation

In the first step, the participants gather around the world map and discuss what is shown here. Once the continents and world regions have been named correctly, the signs are distributed on the world map.

Next, the participants have the task of distributing the 20 chairs on the continents in such a way that they represent the distribution of the world's population. To help with this, the group can be told that with a world population of around 7.9 billion people (as of 2022), each chair represents around 395 million people. Once the group has reached an agreement and distributed the chairs accordingly, the actual distribution is broken down and the distribution of the chairs is corrected if necessary.

Next, the group should allocate the banknotes to the continents and world regions in relation to the distribution

of world income. One banknote represents around 4 trillion. Here, too, the correct distribution is resolved at the end. The participants are then asked to distribute the toy cars according to the proportions of CO_2 emissions. One toy car corresponds to around 1,764 megatonnes of CO_2 equivalents. At the end, the correct result is also solved here.

In the final step, the participants distribute the 20 chips according to the regions' shares of global military expenditure. After the group has distributed the chips, the correct result for military expenditure is also resolved. The participants then look at the global distribution and allocation in the four example categories.

Evaluation

The group gathers around the world map. The following questions can be discussed in the evaluation discussion:

- How can the distribution of resources and consumption be described using the four examples?

- Which results surprised you? Why?

- What reasons can there be for this (unequal) distribution?

- Why are CO_2 emissions so high in Asia?

- What conclusions do you draw for yourself personally from this (unequal) distribution?

Alternatives

The exercise can also be conducted in several small groups if sufficient space and materials are available. The results can then be discussed in more detail.

If working in small groups, smaller objects such as game pieces, cent coins or small stones can also be used.

The exercise can also be supplemented with other examples (e.g. number of refugees, economic output, exports, water consumption).

Recommendation: Very impressive visualisations of the world are provided by the graphics of "The World of 100".

https://www.toby-ng.com/works/the-world-of-100/

Sources (adapted):

"Das Weltverteilungsspiel", edited by Engagement Global gGmbH, online via:

https://www.bildung-trifft-entwicklung.de/de/didaktische-materialien.html

08

Engagement of Online Volunteers:

Comprehensive management strategy.

Streamline the process of recruiting, training, and managing online volunteers while ensuring effective communication, task allocation, and feedback.

08. ENGAGEMENT OF ONLINE VOLUNTEERS:
Comprehensive management strategy.

Theme: Effective management and engagement of online volunteers.

Methodology type: Comprehensive management strategy.

Objective: Streamline the process of recruiting, training, and managing online volunteers while ensuring effective communication, task allocation, and feedback.

Structure: The method includes a series of structured steps starting from targeted recruitment and digital onboarding to detailed training via e-learning platforms. It extends to precise task allocation according to the volunteers' skills, regular performance monitoring, and adaptive feedback mechanisms.

Structured Approach

1. Volunteer Recruitment and Onboarding

- Target Audience Identification: Define the specific skills and profiles needed for online volunteers.

- Recruitment Strategy: Develop online recruitment strategies, utilizing social media, volunteer platforms, and digital networks.

- Selection Process: Outline criteria and processes for selecting volunteers, including application forms, interviews, and reference checks.

- Onboarding and Orientation: Create a digital onboarding program that introduces volunteers to the organization, its mission, and their roles.

2. Training and Capacity Building

- Skill Assessment: Assess the skills and capabilities of each volunteer.

- Training Programmes: Develop digital training materials and programs to enhance volunteers' skills specific to their roles.

- E-Learning Platforms: Utilise e-learning platforms for training delivery, ensuring accessibility and flexibility.

3. Task Allocation and Management

- Role Definition: Clearly define the roles and responsibilities of online volunteers.

- Task Allocation System: Implement a digital system for task allocation that matches volunteers' skills with appropriate tasks.

- Performance Tracking: Use digital tools to track the progress and performance of tasks assigned to volunteers.

4. Communication and Engagement

- Digital Communication Tools: Establish efficient online communication channels (e.g., email, chat platforms, video calls).

08. ENGAGEMENT OF ONLINE VOLUNTEERS:
Comprehensive management strategy.

- Regular Check-ins and Meetings: Schedule regular virtual meetings for updates, feedback, and team building.
- Volunteer Community: Foster an online community for volunteers to interact, share experiences, and support each other.

5. Feedback and Recognition

- Feedback Mechanisms: Implement mechanisms for volunteers to provide feedback on their experiences and suggestions for improvement.
- Recognition Programs: Develop recognition programs to appreciate and acknowledge the contributions of online volunteers.

6. Monitoring and Evaluation

- Performance Metrics: Set clear metrics to evaluate the effectiveness of volunteers' work.
- Regular Reviews: Conduct regular reviews of the volunteer program, assessing achievements against objectives.

- Adjustment and Adaptation: Be prepared to adjust strategies and roles based on feedback and the evolving needs of the organisation.

7. Ethical and Legal Considerations

- Data Protection and Privacy: Ensure compliance with data protection laws and maintain volunteers' privacy.
- Inclusivity and Diversity: Promote an inclusive environment that respects diversity among online volunteers.

8. Sustainability and Scalability

- Long-term Engagement Strategies: Develop strategies to maintain long-term engagement of online volunteers.
- Scalability Plans: Plan for the scalability of the volunteer programme to accommodate growth and changing needs.

9. Documentation and Knowledge Sharing

- Documentation of Processes: Maintain thorough documentation of all processes, training materials, and volunteer interactions.
- Knowledge Sharing: Encourage sharing of best practices and learning among volunteers.

09

Motivation through Gamification:

Method for Gamifying Participation.

Enhance engagement and learning outcomes by incorporating elements of gamification such as points systems, levels, challenges, and rewards into activities.

09. MOTIVATION THROUGH GAMIFICATION:
Method for Gamifying Participation.
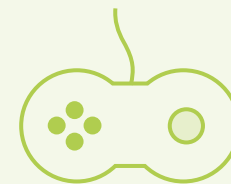
Theme:
Engagement and motivation through gamification.

Methodology type:
Integration of game mechanics into participation strategies.

Objective:
Enhance engagement and learning outcomes by incorporating elements of gamification such as points systems, levels, challenges, and rewards into activities.

Structure:
This method employs a systematic approach to gamification, starting with clear goal setting, audience analysis, and then implementing various game dynamics like points, levels, and quests. It includes the use of digital platforms to support these features and ensures interaction and community building through social features and collaborative challenges.

Systematic Steps

1. Goal Setting and Objectives

- Define Clear Objectives: Identify what you aim to achieve through gamification (e.g., increased engagement, learning outcomes).

- Target Audience Analysis: Understand your audience's demographics, interests, and motivation factors.

2. Game Mechanics and Dynamics

- Points System: Implement a points system for tracking participation and achievements.

- Levels and Progression: Design levels or stages participants can progress through as they achieve certain milestones.

- Challenges and Quests: Create tasks or challenges that are fun and align with the objectives of the project.

- Rewards and Incentives: Establish a system of rewards, which could be symbolic (badges, certificates) or tangible (gifts, privileges).

3. Interactive and Engaging Content

- Storytelling Elements: Use narratives or themes to make activities more engaging and relatable.

- Visual and Interactive Design: Ensure the gamified experience is visually appealing and interactive.

- Variety and Novelty: Regularly introduce new challenges or elements to maintain interest.

4. Technology and Platform Integration

- Digital Platform Selection: Choose or develop a digital platform that supports gamification features (websites, apps).

- Integration with Existing Tools: Seamlessly integrate gamification elements into existing platforms or tools used by participants.

09. MOTIVATION THROUGH GAMIFICATION:
Method for Gamifying Participation.
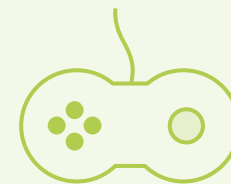
5. Community and Social Interaction

- Social Features: Include features for social interaction, such as leaderboards, forums, or team challenges.

- Collaborative Challenges: Encourage collaboration among participants through group tasks or competitions.

6. Feedback and Adaptation

- Real-time Feedback: Provide immediate feedback to participants on their progress and achievements.

- Adaptation and Flexibility: Be prepared to adapt game elements based on participant feedback and engagement levels.

7. Monitoring and Evaluation

- Data Tracking and Analysis: Implement tools to track participation, progress, and engagement metrics.

- Regular Review and Improvement: Regularly assess the effectiveness of the gamified approach and make necessary adjustments.

8. Ethical Considerations

- Fairness and Accessibility: Ensure the gamification approach is fair and accessible to all participants.

- Privacy and Data Security: Respect participants' privacy and ensure data collected through the platform is secure.

9. Sustainability and Long-term Engagement

- Sustainable Design: Design the gamification elements to be sustainable and low-maintenance in the long run.

- Ongoing Engagement Strategies: Develop strategies to keep participants engaged over an extended period.

10. Documentation and Training

- Comprehensive Documentation: Provide clear documentation on how the gamification system works.

- Training for Facilitators: Offer training for staff or facilitators who will be implementing or overseeing the gamified activities.

10

Public speaking and societal issues:

Simulation Speech.

Development of public speaking skills and fostering of understanding diverse perspectives by simulating real-world scenarios in which participants must advocate and debate different viewpoints.

10. PUBLIC SPEAKING AND SOCIETAL ISSUES:
Simulation Speech.

Theme:	Public Speaking and Societal Issues
Methodology type:	Role play
Age:	From 16 years
Group size:	20–30 participants
Requirements:	Large room with flexible seating
Time required:	2 hours
Overview:	Exploring societal issues through public speaking.
Goals:	Develop public speaking and presentation skills, encourage empathy through understanding diverse perspectives, foster critical thinking about complex issues.
➕ Notes on inclusion:	Sensitively handle the topics discussed, ensuring a safe space for all participants to express their views.

Materials

- Scenario handouts with role descriptions and objectives
- Writing material for speech preparation (paper, pens, markers, colored pencils)
- Equipment for presentations
- (Optional): Projector, Microphone, and Speakers.

Preparation

- Welcome participants and explain the session's purpose and structure.
- Divide participants into small groups of 4–5 people using an engaging energiser to facilitate interaction.
- Distribute scenario handouts to each group and explain the roles and objectives.

Implementation

Part 1: Group Formation (10/15 minutes)

- The participants are divided into small groups
- Each group receives a different scenario to work on to write a speech and identify one or two persons to give the speech

Part 2: Preparation for Simulation (45 minutes)

- The groups work together to prepare their speeches, discuss their scenarios and assign speaking roles
- The facilitators offer support, advice, and feedback to the groups as they prepare

Part 3: Simulation and Role Play (60 minutes)

- The groups take turns presenting their scenarios in front of the other participants.
- Each presentation is followed by a

10. PUBLIC SPEAKING AND SOCIETAL ISSUES:
Simulation Speech.

Q&A session that allows for interaction and deeper exploration of the issues presented.

Evaluation/Debriefing

The role play concludes with a group discussion, reflecting on the experience, the public speaking skills developed, and the insights gained from engaging with different perspectives.

- "What was the most challenging aspect of preparing and delivering your speech, and how did you overcome it?"

- "Which public speaking skills do you feel you have improved upon during this exercise? Are there areas that you still find challenging?"

- "How can you apply the public speaking and critical thinking skills you've practiced here in your personal, educational, or professional life?"

- "Based on your experience today, how important do you think communication skills are in addressing and understanding complex societal issues?"

- "What did you think of the format of the activity (role play and simulation)? How could it be improved for future sessions?"

- "Are there other societal issues you would like to explore through a similar format?"

- "What is a public speaking goal you want to set for yourself after this activity?"

Hand out Scenario

Scenario 1: "The Climate Crisis"

Theme: Climate change and environmental policies.

Pick one role to give to the participants:

- environmental activist
- government representative
- oil company CEO
- journalist

Some objectives: To discuss strategies to combat climate change. The activist proposes drastic measures, the government representative must balance economic and environmental interests, the CEO defends his company's interests, and the journalist asks critical questions.

Scenario 2: "Immigration and Integration"

Theme: Immigration and integration policies.

Pick one role to give to the participants:

- right-wing politician
- immigrant rights activist
- immigrant
- local citizen

Some objectives: To explore different perspectives on immigration management. The politician discusses restrictive policies, the activist defends immigrants' rights, the immigrant shares his or her personal experiences, and the citizen expresses the concerns of the local community.
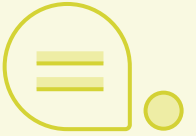
Scenario 3: "Economic Inequality"

Theme: Fight against economic inequality.

Pick one role to give to the participants:

- economist
- trade union representative
- entrepreneur
- unemployed person

10. PUBLIC SPEAKING AND SOCIETAL ISSUES:
Simulation Speech.

Some objectives: to discuss the causes and solutions to economic inequality. The economist presents data and theories, the trade union representative discusses workers' rights, the entrepreneur speaks from the perspective of the private sector, and the unemployed person shares personal experiences.
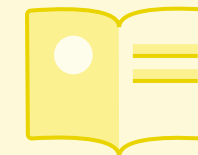
Vocal Training and Reading Practice:

Exercise.

Enhancement of vocal flexibility, clarity, and expressiveness through targeted vocal exercises and reading practices.

II. VOCAL TRAINING AND READING PRACTICE:
Exercise.

Theme: Vocal Skills and Reading Practice

Methodology type: Exercise

Age: 12 years and older

Group size: Flexible

Requirements: A quiet, comfortable space

Time required: 1 hour

Overview: Vocal warm-ups and reading aloud exercises to improve vocal flexibility, clarity, and expressiveness.

Goals: Increase confidence in public speaking

➕ Notes on inclusion: Particularly important for people with dyslexia is to allow extra time and reduce pressure; Provide diverse text options, including audio books; Give time to familiarize with chosen texts.

Materials

- Texts, excerpts or books for reading aloud (potentially in English)

- A collection of tongue twisters

Preparation

- Introduce the session by emphasising the importance of vocal exercises for effective public speaking

- Explain each exercise clearly before beginning to ensure that all participants understand the purpose and method

- Place a selection of books in the center of the circle, ensuring there are enough books for each participant; alternatively, request participants to bring a book that is special or meaningful to them

- Explain the objectives of this activity: Participants will engage in vocalizations, lip trills, and siren sounds to prepare their voices for speaking. They practice reading aloud with clarity, emotion, and expression, and to engage in reflective discussion about the texts

Implementation

Part 1: Vocal Warm-Up Energizer (15 minutes)

- Vocalizations on Scales: Guide participants through ascending and descending vocal scales using various vowel sounds.

- Lip Trills: Demonstrate and practice lip trills to relax the lips and voice, ensuring even vibration and air pressure.
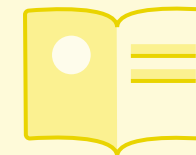
Part 2: Voice Aloud (45 minutes)

Choosing Books

- Invite participants to sit in a circle.

- One by one, each participant selects a book from the center or presents the book they brought.

II. VOCAL TRAINING AND READING PRACTICE:
Exercise.

If comfortable, participants briefly share why they chose or brought this particular book.

Reading Aloud

- Participants take turns to randomly open their chosen book and select a short passage to read aloud. Encourage them to read the passage twice if necessary, to improve their fluency and confidence.

- Encourage the rest of the group to listen attentively, fostering a respectful and supportive atmosphere.

Reflection and Discussion:

- After reading, the participant shares something they liked or didn't like about the passage and tries to explain why. This step encourages critical thinking and personal expression to talk in front of other people

- Encourage a brief, open discussion that allows for different perspectives, enhancing the session's interactive and reflective qualities. (not mandatory)

Next Phase:

- Invite participants to practice reading their selected passage once more, this time focusing on incorporating the feedback received and emphasising clarity, emotion, and expression. Give the participants more time, like 15 minutes, to work on their passage.

- Each participant reads their passage in front of the whole group, providing a more formal practice setting that simulates public speaking.

Debriefing

Encourage participants to reflect on their experience and how they can apply the skills they practiced to their public speaking endeavors.

### Some suggestions for the debriefing:

- How did you feel while selecting and reading your passage aloud in front of the group? Did your feelings change from the first to the second reading?

- What challenges did you face during this

activity, and how did you overcome them?

- Did you notice any improvements in your reading aloud from the first to the second attempt? What specific aspects improved?

- How did listening to the diverse range of passages and reflections from other participants enrich your understanding of effective reading and speaking?

- What have you learned about your own public speaking strengths and areas for improvement through this activity?

- Is there a strategy or practice from this activity that you plan to incorporate into your own public speaking preparation routine?

- How do you plan to address any anxieties or challenges related to public speaking that you might have identified during this session?

- How did the supportive environment of the group affect your experience and performance during the activity?

II. VOCAL TRAINING AND READING PRACTICE:
Exercise.
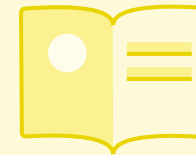
Part 3: Tongue Twisters (45 minutes)

• Each participant is invited to write down a tongue twister on a piece of paper. If participants are multilingual or if the activity takes place in a non-English speaking country, encourage them to bring tongue twisters in their native language to add cultural diversity and inclusivity to the activity.

• Once all tongue twisters are collected, they are mixed and redistributed randomly, ensuring that participants receive a tongue twister different from their own. This exchange not only adds an element of surprise, but also exposes participants to a variety of linguistic challenges.

• Participants first read their received tongue twister silently to familiarize themselves with it. Then, they practice reciting it aloud in a supportive group setting, starting at a slow pace.

• After a few practice rounds, the group is encouraged to gradually increase their recitation speed, making it a fun and engaging challenge. This exercise tests and improves their articulation and speech fluidity, as participants strive to maintain clarity and accuracy at higher speeds.

Debriefing

After the activity, participants reflect on the experience and share their perspectives on the tongue twister. This sharing session promotes a collaborative learning environment and allows participants to learn from each other's experiences.

Some suggestions for the debriefing:

• How did you feel before and after trying the tongue twisters? Were there any noticeable changes in your confidence or approach?

• What was the most challenging part of the tongue twister activity for you, and how did you overcome this challenge?

• How can the skills practiced in this activity – such as clarity, precision, and adaptability – be applied to your future public speaking endeavors?

• Can you think of a situation in your public speaking experience when improved diction and articulation could have made a difference in your delivery?
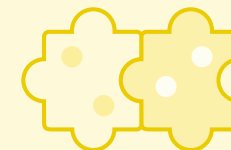
Foster active participation:

Use of interactive Video Games.

Engaging young people in civic issues and promoting active participation through the use of video games that stimulate real-world challenges and foster decision-making skills.

12. FOSTER ACTIVE PARTICIPATION:
Use of interactive Video Games.

Theme: Civic engagement and social participation

Methodology type: Interactive video games

Age: Depending on video game

Group size: 2–15, at least 1 Facilitator

Requirements: Post-2015 PCs

Time required: Depending on video game

Overview: Use video games spanning history to modern scenarios. Discuss decisions and their civic responsibility implications.

Goals: Promote civic engagement among youth through decision-making video games.

➕ **Notes on inclusion:** Enable subtitles for auditory impairments, offer language options for non-native speakers, Provide board games for participants prone to epilepsy, as video games can trigger seizures

I. Introduction

Purpose and Objectives:

Video games are a great way to gather young people and ignite their interest in joining youth organisations and events. As youth workers are using sometimes obsolete or old methods to encourage young people to be more active citizens, it meant a lot to support the sector into adopting more innovative methods. Using Video Games in your activities will deepen the understanding of civic issues, it will develop young participants' skills, and it will promote active involvement in social and political life.

Game(s) you can use to implement the method:

Medal of Honor: Allied Assault, Civilization 4, "Papers, Please", "Phoenix Wright: Ace Attorney", Keep Talking and Nobody Explodes, Plague Inc, Life is Strange

Background:

Using video games to foster active participation among young people is as innovative as video game is, which means very innovative! Video game as an interactive entertainment, creates strong emotions and long term connections between the user and the game. It can change peoples' lives much faster and more effectively than other form of entertainment such as books, movies or music.

Scope:

This Method is very interesting because it can easily cover in few days multiple topics with low efforts and a great impact on individuals involved, including the facilitators. Most of the video games selected are for all audiences, but **Medal of Honor: Allied Assault** is suitable for persons aged 12 years and over only.

12. FOSTER ACTIVE PARTICIPATION:
Use of interactive Video Games.
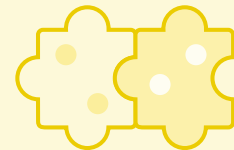
2. Overview of few selected Games you can use

Medal of Honor: Allied Assault is a first-person shooter set during World War II. The game places players in the role of Lieutenant Mike Powell, a member of the U.S. Army. The game's narrative takes players through various missions that replicate real WWII operations and battles, such as the D-Day landings at Omaha Beach, infiltration missions in Nazi-occupied territories, and sabotage operations.

1. The game provides a visceral understanding of the sacrifices and challenges faced during WWII. This can foster a deeper sense of empathy and a more nuanced understanding of the complexities of global conflicts.

2. The player experiences a virtual representation of war helps in comprehending the scale and impact of global conflicts.

3. The game can initiate discussions about the responsibilities of soldiers and leaders in war, as well as the broader consequences of these conflicts on nations and individuals.

4. By portraying the fight against totalitarian regimes during WWII, the game highlights the importance of defending democratic values and peace.

5. It emphasises how individual actions, both in military and civilian roles, contribute to larger historical outcomes, underlining the importance of participation and vigilance in a democratic society.

Civilization 4 is a turn-based strategy game. In this game, players select a historical civilization and lead it from the dawn of humanity into the space age. Players manage various aspects of their civilization, including economic development, technological research, military expansion, and diplomatic relations. The game combines historical elements with strategic gameplay, where decisions made by the player can significantly alter the course of their civilization's development. It offers a variety of paths to victory, including military conquest, cultural dominance, technological supremacy, or diplomatic alliances.

1. Players make decisions on governance, resource allocation, and policy directions, similar to real-world leadership and management. This can help in understanding the complexities and consequences of political and economic decisions.

2. The game introduces concepts like taxation, public welfare, and infrastructure development, offering a practical understanding of how these policies impact a society.

3. Players experience the unique attributes and contributions of different civilizations, fostering an appreciation for cultural diversity and historical context.

4. The game requires players to engage in diplomacy with other civilizations, teaching negotiation, alliance-building, and conflict resolution skills.

5. Choices in the game often come with ethical implications, prompting players to consider the moral aspects of leadership and governance.

6. Players must think strategically and plan for the long term, balancing immediate needs with future goals, mirroring the foresight

12. FOSTER ACTIVE PARTICIPATION:
Use of interactive Video Games.
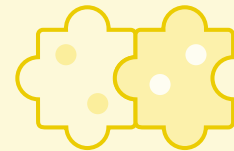
needed in real-life civic planning and personal life.

Papers, Please is an indie puzzle simulation game. Set in the fictional dystopian country of Arstotzka, players take on the role of an immigration officer stationed at a border checkpoint. The primary task is to review and process the documents of individuals seeking to enter the country, deciding who gets to enter and who is turned away or arrested. The game is set in a tense, post-war period, and the decisions made by the player can affect the storyline, leading to various possible endings. As the game progresses, the rules and requirements for entry become increasingly complex, and players must balance the needs of the entrants, the demands of the government, and the well-being of their own family.

1. Players see firsthand how government policies affect individuals, fostering an understanding of the human impact of policy decisions.

2. Players are frequently faced with moral dilemmas, such as choosing between following strict immigration laws and showing compassion to individuals in difficult situations.

3. By processing various characters with diverse backgrounds and stories, players develop empathy for people in situations of migration and displacement.

4. Set in a fictional totalitarian state, the game prompts discussions about political oppression, surveillance, and the balance between security and freedom.

Phoenix Wright: Ace Attorney is an adventure visual novel game. The game revolves around Phoenix Wright, a rookie defense attorney, who takes on various cases to prove his clients' innocence in a fictional courtroom setting. Gameplay primarily involves investigating crime scenes, gathering evidence, cross-examining witnesses, and finding contradictions in testimonies to uncover the truth. The game combines elements of legal drama with puzzle-solving and has a strong narrative focus, featuring engaging storylines and character development. The courtroom proceedings,

though dramatised, are inspired by real legal practices, providing players with a basic understanding of how the judicial system operates.

1. The game introduces players to basic legal concepts, courtroom procedures, and the importance of evidence and testimony in trials, offering insights into the workings of the judicial system. It emphasises the principles of justice, the importance of a fair trial, and the role of defense attorneys in ensuring the rights of the accused.

2. The game encourages meticulous attention to evidence and witness statements, fostering analytical skills that are valuable in civic engagement.

3. Players often face moral and ethical decisions, such as balancing the pursuit of truth with the interests of their clients, which can prompt discussions about ethics in law and personal morality.

4. Phoenix Wright's role as a defense attorney underscores the importance of advocacy and standing up for others, particularly in a legal context.

12. FOSTER ACTIVE PARTICIPATION:
Use of interactive Video Games.
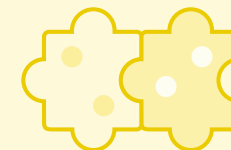
5. The various cases and characters presented in the game offer a range of social, cultural, and ethical perspectives, encouraging empathy and a deeper understanding of societal issues.

Keep Talking and Nobody Explodes is a cooperative game. In this game, one player takes on the role of the "Defuser," tasked with disarming a virtual bomb, while the other players are the "Experts" who must give instructions on how to disarm it. The catch is that the Defuser cannot see the manual which contains the bomb defusal instructions, and the Experts cannot see the bomb itself. Communication is key as players must describe and interpret the bomb's modules, which include a variety of puzzles and challenges, within a tight time limit before the bomb explodes. The game requires effective communication, teamwork, and problem-solving under pressure.

1. It emphasises the importance of working together, distributing tasks, and trusting team members, skills that are essential in community and civic participation.

2. The game requires players to analyse complex information, recognize patterns, and solve problems, mirroring the analytical skills needed in civic decision-making.

3. As the game simulates a high-stress scenario, it teaches players how to remain calm and make rational decisions under pressure.

4. Players often naturally fall into leadership roles, either as the Defuser directing the team or as an Expert guiding the Defuser, fostering leadership qualities. It also demonstrates the concept of shared responsibility and accountability in a team setting.

Plague Inc is a real-time strategy simulation game. In this game, players create and evolve a pathogen with the goal of infecting and eventually wiping out Humanity. Players must strategise how to evolve the disease, overcome various environmental factors, and adapt to efforts by human governments and scientists to develop a cure. The game is notable for its realistic simulation of disease spread and containment, incorporating factors such as transmission methods, symptoms, and

societal responses. While the premise is dark, the game provides insightful lessons on epidemiology, public health, and global disease management.

1. Players learn about how diseases spread, the importance of early detection, and methods of prevention, which are crucial in understanding public health issues.

2. Players must think strategically about how to allocate resources for disease development and spread, mirroring decision-making processes in resource management and public policy.

3. The game can lead to conversations about societal responsibility during health crises and the importance of collective action in the face of global threats.

4. The game shows how interconnected the modern world is and how quickly diseases can spread globally, emphasising the need for international cooperation. It provides a platform to discuss how nations can and should work together in response to global challenges like pandemics.

12. FOSTER ACTIVE PARTICIPATION:
Use of interactive Video Games.
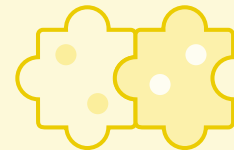
Life is Strange is an episodic, narrative-driven adventure game. The game focuses on Max Caulfield, a photography student who discovers she has the ability to rewind time. Set in the fictional town of Arcadia Bay, the story revolves around Max's reunion with her estranged friend Chloe Price and their efforts to uncover the truth behind the disappearance of a fellow student. As players navigate through the game, they make choices that impact the narrative's direction and outcome. The game explores themes such as friendship, destiny, and the consequences of one's actions, all set against the backdrop of contemporary social issues.

1. Players face complex decisions that challenge their moral and ethical beliefs, encouraging reflection on personal values and their role in society. The game illustrates how even small choices can have significant, sometimes unforeseen, consequences, mirroring real-life decision-making in civic participation.

2. "Life is Strange" touches on a variety of contemporary issues, such as bullying, mental health, and environmental concerns, fostering awareness and empathy towards these topics.

3. The narrative explores themes of growth, resilience, and the ability to face and overcome challenges, essential qualities for active civic engagement.

4. The game's portrayal of young individuals making a difference in their community can inspire players to become more active in civic life and community issues.

3. Implementation Strategies

Preparation:

This phase should take place few days before the implementation as you will need a bit of time to find solutions in case you face issues. Firstly, make sure to have access to adequate computers. If you don't have a youth center with computers, maybe it's time to develop a partnership with local library, yout centers, NEET agencies.

The number of computers depend on the game. For instance, Medal of Honor will require each player to have its own computer while Civilization 4, as it is turn based, can be played in "hotseat" mode with 12 players using the same computer. Keep Talking and Nobody Explodes will require one computer for 2 players, one manipulating the bomb on the computer while the other is exploring the Bomb Defusal Manual on paper or mobile phone.

The games can be bought on multiple websites in dematerialized edition and most of them should be cheap and run on low or mid end computers. In case your computers are very old and you do not have any money to purchase the games, you can try to find free alternatives or older versions such as Civilisation 1,2 or 3 instad of 4. These older versions are usually for free on "abandonware" websites. You should be able to install without restriction the games and they should play smoothly. Try the game(s) as soon as you installed them to make sure the computer meets the requirements to run them. If the game is not running well on your computers, you can be refunded on platforms such as Steam. Once everything is working as expected, it's time to send a reminder to the young people joining your activity!

12. FOSTER ACTIVE PARTICIPATION:
Use of interactive Video Games.
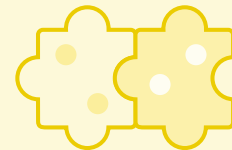
Playing:

Invite the young people to sit at a computer. For games involving playing in team such as Keep Talking and Nobody Explodes, you can create yourself the duos. It would be nice to actually put in teams people who are not used to work together and break already made groups.

While young people are playing, try to observe them without looking intrusive, take notes, try to avoid making comments but be also available in case the ones who are not used to computers or video games are facing issues. Solve conflicts in case some young people are angry at each others, separate them when possible if it's going too far. Stay present at all time as video games can create very strong emotions between participants.

After 55 minutes, tell participants that they have 5 minutes to finish their playing session and save the game.

After 1 hour, ask all participants to turn off the computers. And to sit in circles with their chairs. Then proceed to start the Discussion phase.

Discussion:

To ignite reactions and discussion, it's always best to ask questions and avoid group effects and this awkward silence by asking the questions to actual participants by naming them. Allow participants to express themselves freely without judgement. If other participants want to react and also answer the questions give them space and peace of mind to it to full extent.

Remember that you are only moderating and animating the conversation, not trying to influence other young people's minds, so prevent participants from speaking over others and make sure everyone has time to express themselves. If some participants are not interested or don't feel comfortable to answer a question, switch to another question or another participants.

Build your own set of questions according to the game you want to implement, as well as according to the profile of young people and how advanced is their already existing civic participation experience. Take notes of the discussion, a second facilitator could be useful for this purpose, or you can also audio record the participants to write down notes later.

Here are few examples of questions that could inspire you to come up with your own in order to facilitate a meaningful discussion:

1. What were the most challenging decisions you had to make during the game, and why?

2. Why do you think it's important to fight for democracy and freedom?

3. What strategies did you use to balance resources, diplomacy, and military? How do these strategies relate to real-world governance?

4. How did playing the role of an immigration officer affect your views on immigration and border control?

5. Were there any moments in the game where you struggled with the choice between following orders and doing what you felt was right? How did you resolve this conflict?

6. What did this game teach you about the challenges and responsibilities faced by government officials?

7. What did you learn about the importance of evidence, argumentation, and the pursuit of truth from this game?

12. FOSTER ACTIVE PARTICIPATION:
Use of interactive Video Games.
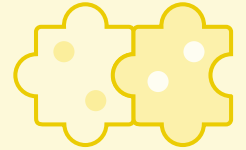
8. How do the skills and strategies you used in the game apply to real-life situations, especially in civic participation and community involvement?

9. What did these games teach you about teamwork, leadership, and communication?

10. Discuss how the themes of the game (like democracy, justice, ethical dilemmas) are relevant in today's world. Can you draw parallels with current events or historical situations?

Denk Global

DENK GLOBAL! (DG!) is a non-profit organisation, based in Mannheim (Germany), dedicated to promoting social dialogues on global issues. It contributes to the understanding of current challenges and participates in the development of good solutions for a better future. Human rights, democracy and diversity are at the heart of all its activities.

DG! consists of an interdisciplinary, German-wide team that brings a wide range of expertise in areas such as migration, economics, ecology, and educational methods. The team is composed according to the needs of each project, so that members can best contribute their talents and skills.

It develops and implements a variety of participatory methods. Following an inclusive approach, DG! adapts them to the specifics of each target group.

These methods contribute to will-building, awareness-raising, empowerment and knowledge transfer. DG! is committed to the three core principles of political education work according to the Beutelsbach Consensus (prohibition of overpowering, controversiality and learning group orientation).

The organisation has many years of experience and expertise in the areas of participatory education, project design and implementation, event organisation (offline/online) and budget management. It has expertise in third-party funding at local, national and European levels, and the ability and experience to identify and work with relevant stakeholders according to specific situational and content needs. DG! has extensive educational networks and uses them to act flexibly and to scale necessary resources according to demand.

Discover more at:
https://denkglobal.org/en/

PARTNERS PRESENTATIONS

Cilento

Cilento Youth Union (CYU) is a non-profit organization established in 2015 in Rofrano (SA) with a focus on supporting Italian youth with fewer opportunities (social, economic and geographical obstacle), particularly those from the southern regions of Italy and specifically the Cilento area.

CYU promote and operate in the field of mobility for young people and adults abroad through projects funded by European Programs, such as Erasmus+ and the European Solidarity Corps. Its aim is to provide new opportunities and perspectives to young people living in Cilento and other rural areas of Europe, with the goal of contributing to the development and protection of marginalized territories, combating climate change, and fostering youth entrepreneurship.

The CYU vision is "Leaving to Stay," which means providing young people and adults, as well as companies and public or private organizations, with the opportunity to access an international space, both real and virtual, to share and disseminate professional experiences. The aim to promote European transnational mobility and the European Solidarity Service, leveraging the opportunities provided by the structural and European planning funds, particularly the Erasmus Plus program. Additionally, we strive to increase awareness and sensitivity towards European citizenship.

The CYU mission is to transform the land of immigration into a land of integration by contributing to the development of rural areas through the implementation of a diversified, experiential, and eco-sustainable tourism strategy. We support the growth process of the internal areas of Europe, starting with the model we have applied in Cilento. The organization encourages international training activities, discussions, the exchange of good practices, and a sense of European community.

In recent years, the main goal of CYU has been to create training opportunities for young people in rural areas, using various tools such as art, dance, sports, dialogue, and exchange of good practices. Measured indicators have shown that over 20% of local young people who participated in our initiatives have decided to volunteer, take part in NGO, or participate in international projects abroad. This is why the establishment and presence of a strong youth NGO such as CYU is crucial to stimulate and approach young people in democratic and social life for the benefit of rural areas and European values.

Discover more at: https://cilentoyouth.it/

PARTNERS PRESENTATIONS

Balkans, let´s get up!

BLGU

Balkans, let's get up! Organisation is a capacity building organisation by young people and for young people from Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Greece, Kosovo, North Macedonia, Montenegro, Romania, Serbia and Slovenia. Registered in Serbia, it operates its events in all the countries of the Balkan region, connecting young adults to qualify and network for social change. The organisation's activities are delivered by the qualified professionals, coming from the organisation's pools of 15 trained facilitators and 30 experienced mentors able to support the learning processes.

In the past 10+ years, Balkans, let's get up! gathered over 250 participants to implement 95 local initiatives. The organisation brings young people from all over the Balkans together, to embrace their diversity and approach differences constructively. Occasional conflicts are addressed in proper manner in safe and moderated spaces. Intense peer supervision brings our fellows to develop new skills and to empower and motivate them.

Balkans, let's get up! Organisation has received several awards for its work:

- the Lifelong Learning Award for its creative and inclusive practices, from the Lifelong Learning Platform in 2016;
- the Award for the best contribution to active youth participation through international exchange, from the Serbian National Youth Council (KOMS) in 2016;
- Youth Democracy Award from The German Federal Agency for Civic Education in 2010.

The main activity of the organisation, Balkans, let's get up! Programme, consists of a set of training sessions as well as the support for micro-projects of the programme's participants, in the form of small financial grants and mentorship. Launched in 2010 as a youth initiative, 2013 it became the trademark civic education programme of Balkans, let's get up! Organisation, empowering young individuals from 11 programme countries in the Balkans to become active citizens and co-shape their communities through positive change. The programme also builds the participants' capacity for critical dispute on challenges in their respective societies.

In the period from 2018–2020, under the name "Balkan Drivers of Change", the organisation was hosting a yearly platform, created by a group of activists based in different Balkan countries. Since 2020, Balkans, let's get up! is mainly active through project work committed to community management.

Discover more at:
https://balkansletsgetup.org/

PARTNERS PRESENTATIONS

Sunrise Project France

Sunrise Project France, a non-governmental association based in Villeneuve d'Ascq, France, undertakes initiatives at both local and international levels. The mission of Sunrise Project is to inspire and empower young people and adults to discover their inner selves, unlock their full potential and achieve long-term joy and happiness.

The organisation actions aim to ensure the long-term fulfillment of youngsters and adults, inspire lifelong learning, and promote tolerance and integration in a globalised world. It firmly believes that young people play a crucial role in shaping the future of the world. Recognizing that education cannot be entirely provided in schools, Sunrise Project implements various non-formal activities involving young people. The NGO develops different methods to combat some of society's biggest challenges: stereotypes, unemployment, racism, social exclusion and lack of personal awareness. Through its actions, it helps its beneficiaries reach personal fulfillment and the joy of living.

Sunrise Project also addresses the challenge of education. It believes that young people who only acquire knowledge in the formal education system cannot compete with the challenges that the future will bring. Youngsters should be taught something unique so that a machine can never catch up with them. They should acquire soft skills like values, creativity, belief, independent thinking, teamwork, care for others and kindness.

The NGO tackles the issue of employment for young people. It organises educational activities that focus on improving youngsters' chances of getting a job. It believes youngsters should develop a set of essential skills that will help them get and maintain a job, regardless of the field of work. These essential skills are related to communication, teamwork, self-management, emotions and leadership.

At the heart of all its actions is the belief that achieving true potential for everyone is a right. Sunrise Project has a team of nine members who regularly join the activities and also work on a project basis as paid/unpaid staff. It also has a group of 36 youngsters who form a close community and participate in the workshops organised, as well as join international projects on behalf of the team. Decisions regarding the actions involved and work plan are made within the general assembly formed by the five founding members, including the president, the finances keeper, general secretary and two administrators.

Discover more at: https://sunriseproject.eu/