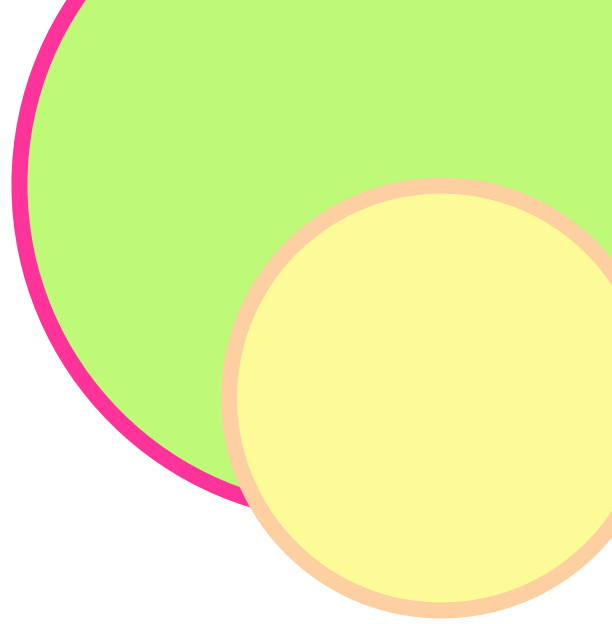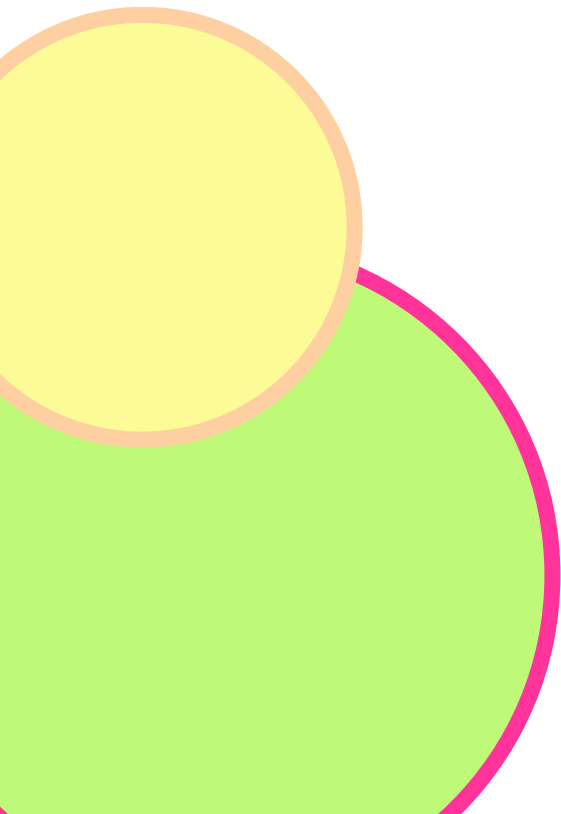# P.E.A.C.E.

PROMOTING EUROPEAN AWARENESS TO CONTRAST EXTREMISM

TOOLKIT OF THE TRAINING COURSE

12TH-18TH NOVEMBER 2019

CASA LABORATORIO IL CERQUOSINO
MORRANO, ORVIETO, ITALY

Erasmus+

Key Action 1

Mobility project for young people and youth workers
Mobility of youth workers

P.E.A.C.E.

PROMOTING EUROPEAN AWARENESS TO CONTRAST EXTREMISM

12TH – 18TH NOVEMBER 2019

Casa Laboratorio il Cerquosino, Morrano, Orvieto (TR), ITALY

INDEX

GENERAL BACKGROUND

Lunaria launched in 2012 a **medium term strategy** aimed to promote **anti-racism.**

Within this strategy, the actors, target groups and beneficiaries of the process were and are young people, youth-social workers, local organizations and NGOs.

AIM
OF THE
STRATEGY

- to raise **youth awareness** on the daily growth of racism and xenophobia and to share relevant tools to make sensitization among young people

- to provide youth workers and peer educators with new **tools to fight the racism widespread** and to promote fair, intercultural approaches and human rights

- to provide local, international organizations and NGOs, with new tools to conceive and implement **anti-racism actions and projects**

PROJECT DESCRIPTION

P.E.A.C.E. **aims** to raise awareness, among youth workers and young people, on the widespread of different forms of populism in the nowadays societies using propaganda and rhetoric to incite racism and xenophobia and then consequently promote anti-racist approaches in Europe.

P.E.A.C.E is a pilot project, within the Erasmus+ programs, including four actions:

| TRAINING COURSE | ADVANCE PLANNING VISIT | YOUTH EXCHANGE 1 | YOUTH EXCHANGE 2 |

P.E.A.C.E.

AIM: TO RAISE AWARENESS ON POPULISM, RACISM AND XENOPHOBIA, AND THEN CONSEQUENTLY PROMOTE ANTI-RACIST ACTIONS

Promoting European Awareness to Contrast Extremism

TRAINING COURSE
12-18 November 2019
Morrano, Orvieto

- TO TACKLE THE ISSUES OF POPULISM AND EXTREMISM
- TO GET EMPOWERED (TOOLS) TO FACILITATE NFE ACTIVITIES

ADVANCE PLANNING VISIT
14-15 February 2020
Poggio Mirteto

- TO PREPARE THE YOUTH EXCHANGES

YOUTH EXCHANGE
22-29 April 2020
Poggio Mirteto

- TO RAISE AWARENESS ON POPULISM AND RACISM WIDE-SPREAD
- TO EXPERIMENT TOOLS TO RAISE AWARENESS ON... ONCE BACK HOME

ITALY
ROMANIA
ESTONIA
GREECE

YOUTH EXCHANGE
18-25 June 2020
Poggio Mirteto

- TO RAISE AWARENESS ON POPULISM AND RACISM WIDE-SPREAD
- TO EXPERIMENT TOOLS TO RAISE AWARENESS ON... ONCE BACK HOME

ITALY
FINLAND
BULGARIA
FRANCE
TURKEY

METHODOLOGIES USED

The activities implemented during the training course are set within the **non-formal education context and are based on participative and interactive techniques**.

NON-FORMAL EDUCATION – NFE was defined in 1974 as any organized, systematic educational activity, carried on outside the framework of the formal system (schools-university). Thus NFE is the macro-umbrella including any organized educational activities both outside the formal educational system and outside the formal educational curriculum.

Accordingly to the **Council of Europe**, *non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non-formal education is what happens in places such as youth organisations, … where young people meet … to undertake projects together … Non-formal education should also be*:

- voluntary based
- open and accessible to everyone
- learning process organised with educational objectives
- based on experience and action
- participatory
- learner-oriented to acquire life skills and knowledge
- based on active participation and exchange, both for individual and group
- holistic and process-oriented
- based on the promotion of active citizenship

LEARNING

In the Non-Formal Education **Learning** is articulated accordingly to a set of specific pillars:

- **Learning by doing approach**: specific aims are well fixed and clearly defined in each activity proposed in order to ensure a coherent learning process
- **Learner centred**: pedagogical approach centred on the person who is learning and based on the promotion of participatory processes
- **Life Long Learning - LLL approach**: human beings never stop learning and developing, we all learn different things in different moments and in different spheres of our life. LLL encourages the acquirement of competences, knowledge and the development of new skills all along the life of each human being
- **Shared learning path**: among the learners and within the group, encouraging the horizontal exchange of knowledge within and among the learners/experts
- **Flexibility**: methods have to be readapted all along the process, taking into account the learning needs of the participants and of all the involved actors.

LEARNING in key words

Horizontal interaction
among trainees and
facilitators/trainers

**Soft skills and key
competences**
analysis and recognition

Personal empowerment
enhancement of the self-
esteem and of the self-
confidence

Participative methods
permanent testing,
development and
upgrading

Learning assessment
of individuals and groups

Transmission
of knowledge and
methods to other
beneficiaries

Exchange
of feelings, feedbacks,
experiences and
knowledge

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HOW TO USE THE TOOLKIT

The Toolkit aims to show the activities run during the Training Course held in October 2019.

ACTORS: the Toolkit is addressed to the participants involved in the training course, their sending organizations, other youth workers and associations interested in developing new actions within youth work to promote understanding, intercultural learning and anti-racism, using participative methodologies.

OPEN FORMAT: P.E.A.C.E. project, and the Toolkit part of it, are conceived as an "open format" that can be replicated with different shapes and duration in the involved partner countries and in new ones, not directly participating in the project.

FLEXIBILITY: the Toolkit is conceived as a flexible tool, the idea is that the activities presented can be used and readapted accordingly to the needs of the different target groups and local backgrounds. It can be used to build up an entire training course, as well as smaller workshops or to propose a single activity during an event or a project.
For this reason, in case you will decide to pick up some of the activities to work with youth workers and/or people coming from different backgrounds and experiences, we recommend you to have a clear picture of the target group needs and profiles to be able to bring adaptations, when and where needed.

TRAINING AGENDA

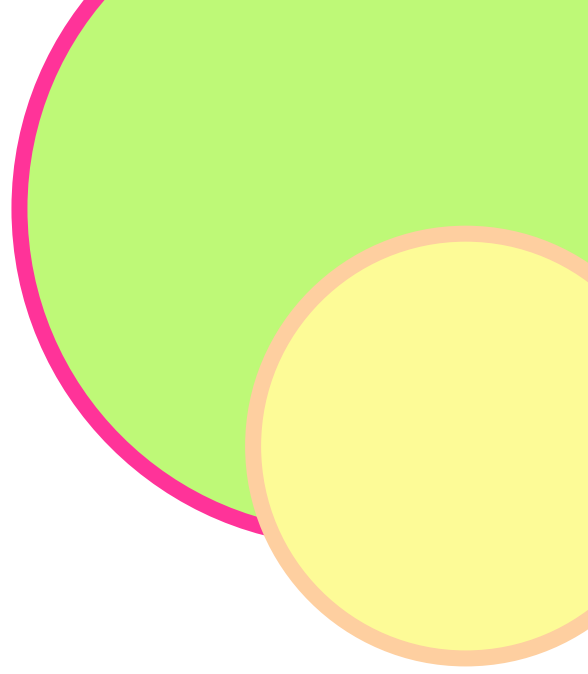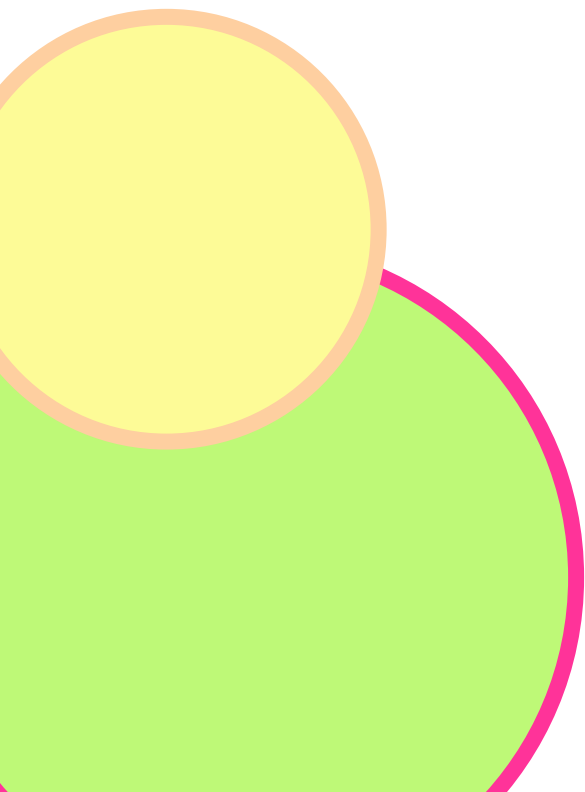|	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
MORNING	**NAME GAMES** Name and gesture Red socks **GETTING TO KNOW** Act it out! **TEAM BUILDING1** Flying pencils Flower field	**POPULISM** Gallery **FEELING OF BELONING** In my community	**INFORMATION - INTRO** Write on my back **DELIVERING INFORMATIONS** The three stories? Discussion in steps	**CREATING LINKS** Moving debate Mind Map	**FACILITATION** Blind Snake 5 does – 5 doesn't TiA presentation	**TiA – PRACTICAL PHASE** Workshop 1 Workshop 2	**ONCE BACK** Needs Actions
AFTERNOON	**TEAM BUILDING2** Chocolate river **EXPECTATIONS** The garden	**STEREOTYPES AND PREJUDICES** Euro Rail	**POWER** Experimenting power	**MORE STEPS IN POPULISM** Why ...? Cafeteria	**TiA - PREPARATION** Preparation	**TiA – PRACTICAL PHASE** Workshop 3 Workshop 4	**FINAL EVALUATION** Stations Messages

ACTIVITIES INDEX

The **Index of Activities** is conceived to present the activities not in a chronological order, as in the Agenda at page 12, but in alphabetic order, accordingly to the topic addressed, including the reference page number.

TOPIC ADDRESSED:
- Group Dynamic - indicated with: GD
- Intercultural Learning - indicated with: ICL
- Populism - indicated with: PO
- Methodologies Testing and Upgrading - indicated with: TiA

ACTIVITY	TOPIC ADDRESSED				PAGE
	GD	ICL	PO	TiA	
5 does – 5 doesn't		X		X	49
Act it out!	X	X			18
Actions			X		62
Blind Snake	X			X	48
Cafeteria		X	X		47
Chocolate river	X	X			22
Discussion in steps			X		38
Euro Rail		X	X		30
Experimenting power		X	X		41
Flower field	X	X			20
Flying pencils	X	X			19
Gallery		X	X		26
In my community		X	X		28
Messages	X				64
Mind Map			X		45
Moving debate			X		43
Name and gesture	X				16
Needs			X		61
Preparation			X	X	51
Red socks	X				16
Stations	X	X	X	X	63
The garden	X				24
The three stories?		X	X		36
TiA presentation				X	50
Why …?			X		46
Workshop 1			X	X	53
Workshop 2			X	X	55
Workshop 3			X	X	57
Workshop 4			X	X	59
Write on my back		X	X		35

TOOLKIT

of the
TRAINING COURSE

NAME GAMES

TITLE	Name and gesture
TOPIC/S	Getting to know each other's and group creation
AIM	To facilitate the participants interaction
TOOL TYPE	Ice breaker/Name game/Mimic
DURATION	15 minutes
MATERIAL	/
DESCRIPTION	Participants are standing in circle and the task is the following: one person starts saying their name and adding a movement to represent themselves. Then all the group, in a choral way, repeats the name and the movement. The rotation goes clock-wise so the second person says their name and makes a movement. The group repeats the name and the movement. The activity follows in that way, till everybody has said their name, adding their movement.

TITLE	Red socks
TOPIC/S	Getting to know each other's and group creation
AIM	To facilitate the participants interaction
TOOL TYPE	Ice breaker/Name game/Mimic
DURATION	15 minutes
MATERIAL	/
DESCRIPTION	Participants are freely walking in the space. Then a facilitator asks to clearly look at each others, observing also the smallest details. Then the first

	question is launched: "Who is wearing red socks?". In that moment participants stop walking and should gather around the person with the red socks accordingly to what they remember. Then the activity continues in the same way and the questions can be more based on similarities (like hair colours, cloths …). Then the activity continues in the same way, but this time the questions became statements and they are more referred to the project (e.g. "gather with all the people at their first experience", "gather with people with past experiences on voluntary service" ….). In this case, participants need to ask the others, before to create the group. After all the gathering we ask participants to have a look at the position taken by the others. At the end the activity is closed in circle thanking participants for their involvement.

GETTING TO KNOW

TITLE	**Act it out!**
TOPIC/S	Getting to know each other's and group creation
AIM	To facilitate and encourage the participants interaction
TOOL TYPE	Getting to know each other
DURATION	60 minutes
MATERIAL	Adhesive tape or rope
DESCRIPTION	The activity is organized according to the following steps: **Step 1.** The facilitator asks the participants to create pairs, then 15 minutes are allocated to introduce themselves to the partners (where are they from?, what they like?, etc …). The facilitator explains that during the presentation it's important to be active listeners (also because they will need to remember the partner's story for the 2nd step!). **Step 2.** The facilitator asks everyone to imagine how to represent – using mime technique (only gestures) - the partner's story in order to share it with the rest of the group. 3 minutes are allocated to give each person the chance to think how to represent the partner's story. **Step 3.** Participants are gathered all together in circle and each pair's member has 90 seconds to present, with a mime, their partner to the group. Thus 3 minutes per couple are allocated. **NOTE:** at the end of each representation, the facilitator can ask the group members observing, what they understood from the mime.

TEAM BUILDING 1

TITLE	**Flying pencils**
TOPIC/S	Team building and group interaction
AIM	To make participants interact in a funny and stimulating way; to encourage the group dynamics analysis; to reflect about the different roles in the group and the importance of communication and cooperation
TOOL TYPE	Team building
DURATION	15 minutes
MATERIAL	Pencils, music
DESCRIPTION	Participants stand in the circle and the facilitator groups them in couple and gives to each couple a pencil. The activity is organized according to the following steps: **Step 1.** Each couple should maintain in equilibrium the pencil, touching it with the index finger, while moving in the space. The facilitator can add different challenges, e.g. speed up the rhythm, stop, slow down the rhythm, jump, freeze in the space as a statue. To add extra challenges we suggest also to add music with different speeds and to ask participants to follow the rhythms while moving in the space. **Step 2.** Two couples are merged, so to form a unity of 4 people. The activity proceeds in the same way. **Step 3.** The facilitator can decide to add an extra challenge (depending on the group size), which consists in creating one unique circle and to ask participants to move in the space keeping the pencils in equilibrium.

TITLE	Flower field
TOPIC/S	Getting to know each other and group creation
AIM	To create the group and start the reflection on the internal group dynamics
TOOL TYPE	Groups creation/First steps in group dynamics/Non verbal communication
DURATION	Scotch tape
MATERIAL	90 minutes
DESCRIPTION	**Setting:** before to start the activity the workshop room has to properly arranged in the following way: the scotch tape has to be put on the floor so to create a rectangular pattern (as a chessboard). Inside the rectangle, other strips in horizontal and vertical are added. The distance between the strips has to be the same. The activity is organized according to the following steps: **Step 1.** Participants are divided in 2 groups and they receive simultaneously the same task: they have to pass through the flower field and arrive to the opposite part of the rectangle. One group is starting from the right side and the other from the left side. One of the facilitators explain the rules. **RULES FOR THE FLOWER FIELD:** • All the group members need to be connected • No empty space can be left between the square • No voice and talking is allowed while crossing • If you step on the wrong square all the group has to be back and the first person of the line becomes the last **Step 2.** Before to start the group is left 5 minutes in silence to study how to fulfil the task. Then the activity of the two groups starts simultaneously, both have to play in silence and each time they step on the wrong place, they start again since beginning. **Step 3.** Both the groups are called back and left 3 minutes talking to study how to fulfil the task. Then the two groups starts again simultaneously and with the same task (they have to cross the flower field), both have to play in silence and each time they step on the wrong place, they start again since the beginning. **Step 4.**

	It follows a debriefing in plenary focused on strategy, interaction and cooperation. Key questions for the debriefing: • What did you feel? • What did you observe in your group? (ask the group members of one group and then of the other group) • Which strategy did you find? • How did you arrive to find the strategy? • How do you consider your level of involvement in the activity? • How was the meeting between the two groups? What happened?

TITLE	Chocolate river
TOPIC/S	Cooperation, communication, active listening
AIM	Team building activity
TOOL TYPE	To make participants experiment group cooperation, active listening and different ways to communicate
DURATION	Sheets of paper A4, ropes
MATERIAL	90 minutes
DESCRIPTION	**Setting**: before to start the activity the workshop room has to properly arranged in the following way: there should be two ropes on the ground parallel to each other, about 20 feet apart. The activity is organized according to the following steps: **Step 1.** • Participants have to line up on one side of the rope, and they are informed that they are looking at a giant hot chocolate river. They must get their entire team across the hot chocolate river, but it is too hot to swim across, and too deep to walk across. • Obviously, they cannot walk around the river, since it does not end just because the ropes do. The only way to get across is by using the stones that will be provided by the facilitators (such as carpet squares, poly spots, paper plates or an A4 paper). • Participants will receive about eight or nine pieces of paper, so that they have enough to get across with one or two left over. • Unfortunately, the stream in the river is so strong that it actually sweeps the stones away if someone is not holding them down (with a hand, foot, or other safe appendage). Also, the stones swell up once they are placed in the river, and they become too heavy to move again, so they must remain where they are placed. **Step 2**. Participants, in a whole group, have to start to play immediately and they have to find their way to arrive on the other side of the river. Voice can be used while crossing. **Step 3.** After all the participants manage to pass to the other side, the activity starts again. But this time the group will have five minutes to think and discuss about a strategy to cross. After that, they start to play in silence, trying once

again to cross the river and to pass to other side.

Step 3.
It follows a debriefing in plenary, focused on observation, team responsibility and communication among the group members.
Key questions for the debriefing:
- What did you feel?
- First round: what happened?
- First round: did you manage to find a way/strategy? And if yes, which one?
- First round: do you feel everybody was included?
- Second round: what happened?
- Second round: did you manage to find a way/strategy? And if yes, which one?
- Second round: do you feel everybody was included?
- Second round: when you were in silence, did you manage to communicate? If yes, how?

TITLE	**The garden**
TOPIC/S	Expectations and contributions sharing
AIM	To share within the group the expectations, the fears toward the training and the contributions that participants are thinking to bring
TOOL TYPE	Getting to know each other's and group creation
DURATION	Flipchart, post-it, pens, markers
MATERIAL	20 minutes: presentation of the activity and first step in filling up the garden **NOTE:** this activity can be run only as an introductive one or it can be also further played each training day in order to evaluate the development of the expectation and contributions of participants. In this case, we recommend to allocate a slot of 5 – 10 minutes at the end of each day where participants are asked to be back on the garden drawing and filling it. At the end of the project, the Garden Model can be also used as evaluation tool to analyse the individual learning process of participants and their level of satisfaction.
DESCRIPTION	**Setting:** the facilitators should have prepared in advance a flipchart where is drawn a garden, with grass, the sky and the sun. The activity is organized accordingly to the following steps: **Step 1.** the first day Participants receive three post-it with different shapes: - one (with the shape of a seed) representing the expectations: they have to put it under/on the level of the grass - one (with the shape of a cloud) representing the fears: they have to put it in on a corner of the sky - one (with the shape of a sun ray) the contributions toward the training: they have to put it on the sun. Then the activity is presented: each person will receive the post-it in different colours and is given time to fill the post-it and then to stick them on the flipchart. **Step 2.** Once all the post-it are placed in the garden, the facilitators take couple of minutes to cluster them accordingly to the similarities. Then the garden model is put on the floor where everyone can see and participants are asked to contribute, reading some of the post-it from the three different sections. **Step 3. – in case the activity will be also run at the end of every day** At the end of every day and before the reflection groups, participants have

	to be back on the Garden Model and, starting from the seeds, they have to develop the drawing (e.g. roots, flowers, plants ...) accordingly to the personal development of their expectations and their level of satisfaction concerning their own contributions.

POPULISM

TITLE	**Gallery**
TOPIC/S	Populism
AIM	To encourage participant to think and to define, in a cooperative way, what populism is for them
TOOL TYPE	Visual tool, work in group and plenary
DURATION	90 minutes
MATERIAL	Printed photos, post-it, pens, A4 papers, flipcharts, markers
DESCRIPTION	**Setting:** the room is set as a museum hosting an exhibition (with many photos). Soft music on the background. The activity is organized according to the following steps: **Step 1.** Participants are entering the room, they are invited to move freely in the space, having a look at the different pictures and definitions. Then they have to pick up one photo, the one that is for them more representative of the word "populism". **Step 2.** Each participant has to write alone, on the post-it, what "populism" is. There are five minutes at disposal. **Step 3.** Groups of two participants are created. They have to present their two definitions and discuss them, finding common aspects, then they have to create one new definition. They have seven minutes at disposal. **Step 4.** Groups of four participants are created (a group of two is mixed with another group of two). They have to present their two definitions and discuss them, finding common aspects, then they have to create one new definition. They have ten minutes at disposal. **Step 5.** Groups of eight participants are created (a groups of four is mixed with another group of four). They have to present their two definitions and discuss them, finding common aspects, then they have to create one new definition. They have fifteen minutes at disposal.

	Step 6.
	Back in plenary each group has a maximum of three minutes each, to present their definitions. After the presentations are over, a facilitator, with the support of participants, highlights the most recurrent words, the similarities and difference appeared. Then the last question about the challenges in creating a common definition, is launched and it's left some space for comments and contributions.

FEELING OF BELONGING

TITLE	**In my community**
TOPIC/S	Feeling of belonging
AIM	To have the group practically experimenting, and then reflecting about the feeling of belonging (how it is structured, causes and effects, different manifestation)
TOOL TYPE	Simulation
DURATION	120 minutes
MATERIAL	/
DESCRIPTION	The activity is organized according to the following steps: **Step 1. - Community building** Participants are divided in three different groups and they receive their task: they need to design their imaginary new community, defining within each group, the following elements: • Name of the community • Language • Greetings • Flag • Habits • Social structure • Taboo • Sanctions if the taboo is not respected **Step 2. - Visitors** Once the community is built, each group is left ten minutes to practically rehearse their community (trying out the language, the way of greetings, the habits, and to represent the social structure, the taboos and the sanctions). • **First round of visitors**: from each community a person should be identified, he/she should join another community and, spending there three minutes, should try to get as many elements as possible from the hosting community • **Visitors reporting:** once the time it's over the visitor has to be back home to his/her own community and report to the community's members what was understood from the other community visited • **Second round of visitors:** from each community a person should be identified (not the same visitor as before), he/she should join another community (not the one already visited) and, spending there three minutes, should try to get as many elements as possible from the hosting community

- **Visitors reporting:** once the time it's over the visitor has to be back home to his/her own community and report to the community's members what was understood from the other community visited.

Step 3. - Debriefing
Then all the three communities are invited to be back in plenary and the facilitators are encouraged all the group's members to run a de-rolling. It follows a debriefing.

DE-ROLLING TECHNIQUE: in simulations and role play games, the de-rolling it's a very important technique. In fact it is conceived to have the participants getting out of the role, relaxing, steaming out and calming down.
It can be run with simple techniques but also having the facilitators simply informing participants that the first part of the activity is finished and asking them, with a calmed and relaxing voice, to step out from the simulation, taking a profound breathing.
The de-rolling will allow to avoid confusion, to have the participants answering as him/her selves, not as the assigned character that was performing and, indeed, to have more objective and targeted debriefing.

Key questions for the debriefing:
- One word to describe your feelings (from all the participants, possibly)
- Visitors from the first round: what did you notice about the hosting community?
- Visitors from the second round: what did you notice about the hosting community?
- Three community members: please now present the elements of your community
- How did you build up your community?
- Did you face challenges to build it?
- Did you feel to belong to your community?
- How was to receive visitors?
- How was to visit the other community as visitor?

STEREOTYPES AND PREJUDICES

TITLE	**Euro Rail**
TOPIC/S	Stereotypes and prejudices
AIM	To make participants define what they are and to reflect on the stereotypes and prejudices we might have towards the others (possibly adding also a reflection about the causes and effects)
TOOL TYPE	Work in couple and plenary
DURATION	90 minutes
MATERIAL	Handouts with the characters
DESCRIPTION	The activity is organized according to the following steps: **Step 1.** Facilitators should hand out a copy of the activity sheet, including the different characters, to each person. Then, briefly, the scenario is described. **SCENARIO:** you are boarding the "Euro-Rail Express" train for a week-long ride from Lisbon to Moscow. You are travelling in a couchette compartment, which you have to share with three other people. With which of the following passengers would you prefer to share? (characters in the activity sheet). **Step 2.** Participants are now asked, individually, to carefully read the profile of the people travelling on the train and to choose the three people they would most like to travel with and the three they would least like to travel with. **Step 3.** Once everybody has made their individual choices, ask them to form into groups of four to five and to: • share their individual choices and the reasons for them • compare their choices and reasons and check where there are similarities • come up with a common list (the three pluses and the three minuses) by consensus. **Step 4.** Back in plenary, each group has to present their list including the reasons for their common choices. They could also say in which "cases" there was most agreement and disagreement within the group. Key questions for the debriefing: • How did you create the list? (accordingly to what criteria)

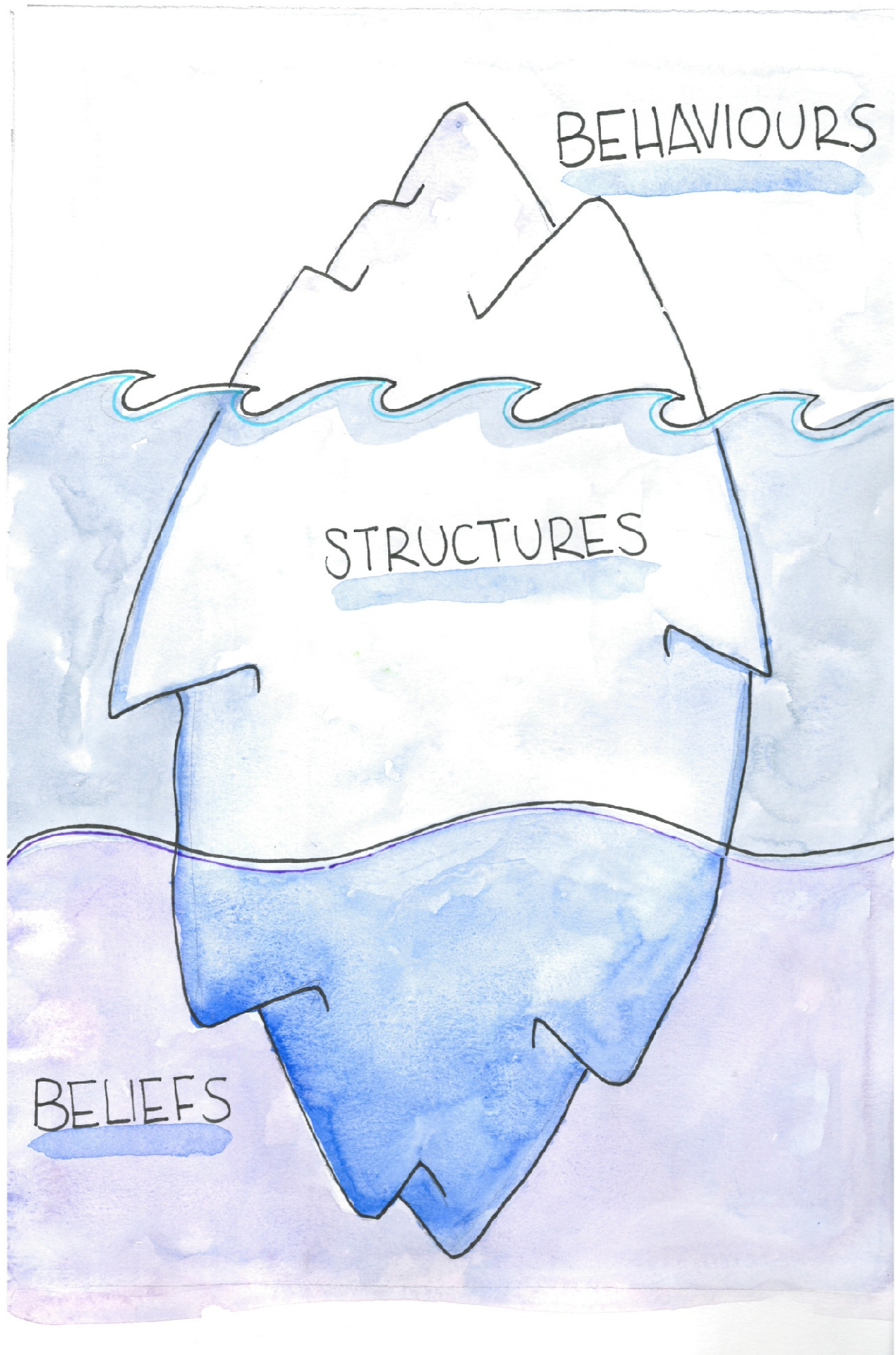|	
	• How was to create a common list? • Did you notice similarities and differences within the four lists? • Has anyone in the groups experienced a similar situation in real life? • How did you imagine the people in the list? • Do you see any stereotypes appearing through your lists? • If yes, how are the build? **Step 5.** After the debriefing, it follows a session in plenary, with the final conclusion, including the definition, built collectively, of stereotypes and prejudices and the Iceberg model. **See Handouts below.**

1.	A PEACEKEEPER SOLDIER COMING BACK FROM AFGHANISTAN
2.	AN OVERWEIGHT SWISS FINANCIAL BROKER
3.	AN ITALIAN DJ WHO SEEMS TO BE RICH
4.	AN AFRICAN WOMAN SELLING LEATHER PRODUCTS
5.	A YOUNG ARTIST WHO IS HIV POSITIVE
6.	A GIPSY FROM HUNGARY JUST RELEASED FROM JAIL
7.	A BASQUE NATIONALIST WHO TRAVELS REGULARY TO RUSSIA
8.	A GERMAN RAPPER FROM LGBTQI+ COMMUNITY
9.	A BLIND ACCORDION PLAYER FROM GREECE
10.	A DRUG ADDICTED STUDENT
11.	A MIDDLE-AGE WOMAN FROM GEORGIA WHO HAS NO VISA AND WITH A ONE YEARS OLD CHILD IN HER ARMS
12.	A DUTCH AGGRESSIVE FEMINIST
13.	A SKINHEAD FROM IRELAND UNDER THE INFLUENCE OF ALCOHOL
14.	A WRESTLER FROM USA

15.	A POLISH PROSTITUE FROM BERLIN
16.	A FRENCH FARMER WHO SPEAKS ONLY FRENCH AND A BASKET FULL OF STRONG CHEESE
17.	A KURDISH MIGRANT TRAVELLING TO GERMANY

TITLE	**Write on my back**
TOPIC/S	Non verbal communication, with a focus on how the information are changing while passing from a person to another
AIM	To reflect, in a funny and interactive way, on the non verbal communication and on how messages can be transformed and deformed, while passing from one person to another
TOOL TYPE	Energizer/group activity
DURATION	20 minutes
MATERIAL	A4 paper, markers in different colours
DESCRIPTION	The activity is organized according to the following steps: **Step 1.** Participants are divided in four groups and each group is asked to create a line (where we have the back of one person in front of us). At the end of the line, on the floor, there are the A4 papers and markers in different colours. Then participants receive the following instruction: the last person in the line will receive a key word, then the person should transmit the word to the person in front, drawing the word on their back (thus no letters or alphabet have to be used but only drawings). The last person receiving the word has to draw it on the paper in front. When all the drawings are done, the facilitator takes them and store on a side. **Step 2.** When this round it's over, the person who made the final drawing, pass at the end of the line and is the one receiving the key word and passing it to the person in front. The activity follows in this way for a while (between 4 and 6 key works can be drawn, thus the same amount of rounds, depending on the time allocated for this activity). **Step 3.** At the end participants are back in circle and the different drawings realized by the four groups are shown in plenary. Participants (the ones not initially receiving the key words) are asked to guess the key word corresponding to the drawing (in this moment, those who had listened the key words should remain in silence).

DELIVERING INFORMATION

TITLE	**The three stories?**
TOPIC/S	How the information might change, accordingly to the tool and the language used
AIM	To have participants practically experiment and then reflect, on how the information are changing accordingly to the tools, the words and the language used
TOOL TYPE	Work in group and simulation
DURATION	120 minutes
MATERIAL	Handout with the story

DESCRIPTION	The activity is organized according to the following steps:
	
	Step 1.
	The group is divided in three sub-groups and they all receive the same Handout with a story. The task of each group is to read in detail the story, discussing and understanding the situation and the actors.
	
	Step 2.
	Each group receive a different stakeholder they have to represent through the story (**See Handout below**). The task is now to re-write on paper the story accordingly to the type of stakeholder, also re-organizing the information and the language used accordingly to that.
	The different stakeholders are:
	   • government
	   • opposition party
	   • independent group
	
	Step 3.
	Each group has to prepare a sketch with the news re-written, having as a common setting the news presented in a TG. Some time is left to define how to act it out and to rehearse.
	
	Step 4.
	All the groups, one by one, go on the stage and perform their sketch (they have maximum, five minutes at disposal). Then it follows in plenary the debriefing.
	Key questions for the debriefing:
	   • What were the information highlighted?
	   • What changed in the words and terms (language) used?
	   • What changed in the message transmitted?
	   • Border between manipulation and presentation of the point of view of the different stakeholders.

YESTERDAY, 12TH OF NOVEMBER 2019, THE GOVERNAMENT RATIFIED THE PROTOCOL WITH FRONTEX AGENCY IN ORDER TO REGULATE THE TRANSIT OF PEOPLE IN THE MEDITERRANEAN SEA AND THE BORDERS.

THE AGREEMENT FORESEENS THE SUPPORT OF THE COUNTRY OF ORIGIN OF MIGRANTS TO ENFORCE THE PATROLLING SYSTEM TO ENSURE THE SECURITY OF THE POPULATION.

TITLE	Discussion in steps
TOPIC/S	Media, power and populism
AIM	To reflect in depth, and using different techniques, upon the links and connections between media, power and populism
TOOL TYPE	Silence debate, simulation, individual work, collective restitution
DURATION	120 minutes
MATERIAL	Flipcharts, markers, pieces of A4 paper, pens, blanket, soft music and all the material needed to build up the tunnel, short videos included
DESCRIPTION	**Setting:** the facilitators should have prepared in advance the three spots for the activity, each one with a different setting and decoration and located in a different space. Below the list of the three main spots to be prepared: **Media and power** **Media and populism** *Technique used*: silent debate. There are two tables with a big flipchart in each table, where is written the subject to be discussed "Media and power" in one and "Media and populism" in the other. Around the flipcharts, in random order, it's possible to have written extra sentences to support participants in the reflection. For the extra, inspiring sentences, **see Handout below**. *Functioning*: participants have to take their time to reflect on the subject and the extra sentences, then they can take a marker and write down their comments, ideas, feedbacks and reflection. They can read what the others wrote and if finding connections, link different elements with arrows. **Me and media** *Technique used*: a corner in the workshop room is decorated as a tunnel covered with blanked and curtains. Inside the tunnel there are, on the tunnel sides, hanged out many contradictory photos. Minimum three computers are hidden behind the curtains, all of them with a different video in loop (maximum duration is one minute and possibly should evocate the idea of the zapping). *Functioning*: participants, one by one, are accompanied in front of the entrance of the workshop room. Here there is a trainer waiting for them. Once they enter they receive a piece of chocolate and in a very fast way are brought inside the tunnel. Each person has a couple of minutes maximum to pass through the tunnel (so in case they will go slow, the trainer should hurry up them), then is brought outside the room and accompanied in the next space. **Island to reflect**

Technique used: a spot with blankets and pillows on the ground, with very soft and relaxing music. In the middle of the blankets there are A4 papers and pens.

Functioning: participants are invited to sit on the blanket where they feel more comfortable, to take paper and pen and to reflect on the tunnel experience. They have to write down what they felt passing through the tunnel, what where the information they really managed to catch and add extra feedbacks and impressions about the spot.

The activity is organized according to the following steps:

Step 1.
The group is starting from the first spot, where, using the technique of the silent debate, participants are invited to reflect upon the connections between **media and power** and **media and populism**.

Step 2.
Then one by one, participants are taken from the silent debate and accompanied to the tunnel, which is the second spot. Once arrived, they have to pass, in a very fast way, through the tunnel, representing **me and media,** trying to observe as many elements as possible and to catch as many information they can.

Step 3.
Then on the exit of the tunnel there is a trainer waiting for them, who is accompanying one by one in the third spot, which is the **individual reflection** about what they felt and understood during the tunnel. Here participants have to write down on a piece of paper what they felt while crossing the tunnel and what they have understood from the many pictures, video, photos, message and information.

Step 4.
When all the participants have finished, they are back on the same table where they run the silent debate and some volunteers are asked to make a summing up of the main elements appeared and a restitution for the others.

Step 5.
It follows a debriefing in plenary accordingly to the different elements worked out in the spots and with a specific focus on connections between **media and populism**:
- Me and power: what are the links between media and power, who is exercising power, on who and how?
- Me and media: my own connection with media and my own way to receive/absorb the information, where I take them?
- Media and populism: what are the connections, how they can be detected and where they can be found out?

MEDIA AND POWER

Do you see any connection between media and power?

What is the border between freedom of expression and control?

Does power controls media? And if yes, how?

How is censorship used?

What are the media mostly used to exercise power?

MEDIA AND POPULISM

Do you see any connection between media and populism?

What are the medias mostly used to deliver populist messages?

Does politics use media? And if yes, how?

How medias are used to deliver populist messages?

Media and hate speech …

POWER

TITLE	Experimenting power
TOPIC/S	Power, leadership, barriers
AIM	To practically experiment, and then reflect upon, the following elements: • How it is for us to follow someone guiding us? • How do we feel and act when we lead and when we are led by someone? • How do we perceive power and oppression? • How we do overcome the limits set by power?
TOOL TYPE	Work on the body, individual and group reflection
DURATION	150 minutes
MATERIAL	A big workshop room
DESCRIPTION	The activity is organized according to the following steps: **Step 1. - Introduction** *Aim of this session:* to warm up and get ready for the next steps Participants are entering the workshop room, one by one, and are asked to keep walking in the space. Inside there is a trainer explaining the different steps in the warm up. Thus participants will be asked to follow the upcoming steps, with a graduation: • free walking in the space • perception of different parts of the body while walking • focus on the space (our space and the space of the others) • contact with the others keeping the eye contact when we meet someone • walk with different speeds and rhythms **Step 2. - The hand** *Aim of this session:* to reflect on the following question *"how do we feel when we follow a leader?"* Then couples are created and they have to be in contact through their hands. In each couple, there will be someone guiding, using his/her hand to transmit the movement to the partner, while the other person will follow. After some minutes, the roles are switched inside the couple. **Step 3. – Penguins walking** *Aim of this session:* to reflect on the following question *"how do we feel and act as a leader and when we lead and when we follow someone else?"* Then couples are merged and one big group is created. Among the group one person is chosen to guide the action, so the person should decide how to move in the space and all the other group members should repeat the

movement in the same way. While doing that, the group members are not randomly in the space, but they are physically close to each other in a physical contact, following the guiding person. After some minutes the person is changed and the activity continues the same way.

NOTE: the person guiding can change for "x" amount of time, depending on the time available for this part and the participants reactions.

Step 4. – Experimenting power
Aim of this session: *to reflect on the following question "how we pass through power and oppression"? and to practically experiment "how to overcome the barriers and the limits posed by power"*
Now four groups are created. Four lines are set on the workshop room's floor using scotch tape (also ropes are fine).
Each group has to create "human moving barriers", using different parts of the person' bodies and moving in the space within the line. While moving in the space they have to keep a physical contact between their bodies. One person of the group, starting at the end of the "human moving barriers", should try to pass through and overcome them, arriving at the end of the line. When the person finishes, another one is chosen to pass through the "human moving barriers". The activity continues this way till all the group members have passed through.

NOTE: for all the steps of the activity, being a work on the body, on the personal emotions and about very sensitive subjects, it's extremely important to transmit the feeling we are working in a safe space. For this reason, trainers leading the activity should take a great care on the way they use their voice, they transmit the tasks and have a strong attention on the participants feelings and reactions. Moreover it should be underlined that it's important to push our limits, but if in one moment or parts of the activity we do not feel comfortable, we can take a small break and step out, re-entering when we feel it's time.

Step 5. – Debriefing
At the end of the sessions, it's run in plenary the debriefing. Key questions:
- round of feelings: one body posture and one word from each participant to represent what felt during the activity
- re-cup of all the steps of the activity
- introduction: what happened?
- the hand: how did you feel when you follow?
- the hand: how did you feel when you lead?
- penguins walking: how was to follow and to lead (for those who did) in a group with more people?
- experimenting power: how was to prevent someone from moving freely in the space?
- experimenting power: how was to be prevented in our movements?
- experimenting power: how was the process of overcoming the barriers?
- connections between power and populism

CREATING LINKS

TITLE	**Moving debate**
TOPIC/S	Populism and all the interconnected issues covered in the previous sessions
AIM	To reflect more in depth on populism and to detect the connections between the interconnected issues covered in the previous sessions
TOOL TYPE	Group discussion
DURATION	60 minutes
MATERIAL	Scotch tape, paper, marker
DESCRIPTION	**Setting:** the facilitator has to draw on the floor with the scotch tape a big line, dividing the workshops room in two parts. In each side there is an A4 paper, in one written "Agree", in one "Not agree". The activity is organized according to the following steps: **Step 1.** The activity starts with participants standing in the middle of the line. The facilitator starts reading the first statement (**see Handout below**) and asks participants to take position in one of the parts of the workshop room. The facilitator asks to people placed in different position to comment and to explain why they took the position in the space. **IMPORTANT RULES:** • participants cannot remain the middle of the line, but they have to take a position • they can choose a position in the space, accordingly to the level of agreement and/or disagreement with the statement • the facilitator should read the statements as much clearly as possible. Before to ask the group to take a position, the facilitator has to be sure that everybody has understood the statement. Also, it can be useful to have the statements written on paper, to show them to the group. **NOTE:** the questions in the Handout are intentionally contradictory, because the goal is to go in depth on the links and the inter-relation among the subjects **Step 2.** At the end of the activity is not forecasted any debriefing, because this session is linked with the upcoming one "Mind Map", which aims to be used as conclusion and a wrap up of this session.

WHATEVER FORM OF DISCRIMINATION, HAS TO BE PUNISHED
THE BEST WAY TO CONTRAST POPULISM IS TO SELECT THE SOURCES OF INFORMATION
COUNTRIES SHOULD RECEIVE UP TO A SPECIFIC AMOUNT OF MIGRANTS
POWER IS A TOOL TO ENSURE STABILITY
THE LACK OF EDUCATION LEADS TO POPULISM
THE AIM OF MEDIAS IS TO MANIPULATE
CENSHORSHIP IS A TOOL TO PROTECT FREEDOM
I DON'T FEEL BELONGING TO THE SOCIETY

TITLE	Mind Map
TOPIC/S	Actions we can undertake to contrast populism
AIM	To reflect and design possible actions we can realize, once back home, to contrast the negative effects of populism
TOOL TYPE	Work in group, Mind Map technique and plenary presentation
DURATION	60 minutes
MATERIAL	Flipcharts, markers, post-it, pens, ropes, glues
DESCRIPTION	The activity is organized according to the following steps: **Step 1.** Three groups are created each one receiving the following task: each group member has to individually brainstorm about possible actions they can realize, once back home, to contrast the negative effects of populism. Then the group members have to share and discuss the actions they thought about and write them down on the flipchart. Then, using the ropes and the glue, they should link the actions they think more similar and connected, they should discuss how to practically implement them and they have to create an interactive presentation of the work done. **Step 2.** All the groups run in plenary their interactive presentations and the flipcharts with the Mind Maps are put on the wall. After each presentation is left some space for questions and clarification concerning the different actions. **Step 3.** The three flipcharts are analysed and further connections among the three Mind Maps, linking the actions designed, are proposed.

TITLE	**Why …?**
TOPIC/S	Populism
AIM	To reflect on the following question: "Why do we talk about populism?"
TOOL TYPE	Silent discussion
DURATION	40 minutes
MATERIAL	Flipcharts, markers, pens, post-it, colours
DESCRIPTION	**Setting:** facilitator should have prepared in advance two tables, in each one a flipchart with a key question in the middle, some markers, pens, colours and post-it. The key questions are: • "Why do we talk about populism?" • "Why a training about populism?" The activity is organized according to the following steps: **Step 1.** Participants are invited to move among the two tables, to read the question on the flipchart and give their answer/feedback/comment on the subject. While they are answering they should also read the answers of the others and, in case, create some links and draw connections between them. When they finish with one flipchart, they can move to the next one. **NOTE:** there is not a precise order to follow in filling in the flipcharts: participants can mingle in the space, passing from one to another, and then back to the first one filled, if other elements popped up in their brain. **Step 2.** At the end the two flipcharts are put on the wall and participants are asked to give a final look at the contents. If there is still time at disposal, it's possible to close the session with a last plenary, where in brief, participants can highlight some element that touched their interest or comment on the technique used.

TITLE	Cafeteria
TOPIC/S	Populism analysed within different spheres: media, education, actions/projects
AIM	To share what is happening in the different countries, for what concerns populism, in the following spheres: media, education, actions/projects
TOOL TYPE	Work in small groups
DURATION	80 minutes (5 minutes for the presentation + 20 minutes for each table * 3 tables = 60 + 15 minutes for the final restitution)
MATERIAL	Flipchart, markers, A4 papers, post-it, pens and in case it's decided to extra "decorate" the cafeteria, all the stuff that can evocate a cafeteria
DESCRIPTION	**Setting:** the room is organized as a cafeteria, there are three tables with chairs, nice tablecloths, one flipchart in the middle of each table, with post-it and markers. Some of the trainers are dressed up as waiters, possibly with aprons and note books where to take the customers' orders. **NOTE:** all the details, being a simulation, are important, so if we want to add flowers, candies or any other staff reminding a cafeteria it's fine. Waiters welcome participants in the cafeteria and ask them to join a table. In order to encourage the active participation, it's important to have groups of equal size per each table. Once all the participants are sitting on their table, it's presented the activity: in each table there is a relevant topic to discuss. The topics are not presented before in plenary, but the group members discover the new topic when they join the new table. While participants are discussing, waiters are joining the tables taking the customers' orders and bringing them coffee, tea, biscuit, candies and fruit. In the same time, there is a table host in each table, who is keeping track of the main points in the discussions. **NOTE:** after each slot of time, participants can decide what is the next table they want to join. They cannot stay two rounds on the same table. It can be also kept the same group for the rotation to the next table. Below the different spheres/topics to discuss: • Media • Education • Actions/projects At the end of the activity participants are back in plenary and the table hosts run a small recap of the main elements appeared in the discussion, maximum 5 minutes each.

TITLE	**Blind Snake**
TOPIC/S	Team work, cooperation
AIM	To develop the team work, the interaction and the cooperation and set ground for the upcoming step (Training in Action)
TOOL TYPE	Team work activity
DURATION	60 minutes
MATERIAL	Blindfolds (one for each participant)
DESCRIPTION	**Setting:** for this activity is needed big spaces outside, e.g. gardens or fields. Facilitators should have prepared in advance the path with some obstacles and materials in between (e.g. a chair …). The activity is organized according to the following steps: **Step 1.** Participants are divided in four groups, each one is assigned to a trainer who is explaining the task. They have five minutes to find their way to communicate and to pass the instruction to the person in front of them (the activity will be then performed in silence). **Step 2.** Participants of each group have to create a line (each person should have in front the shoulders of the other person and with the harms should touch his/her shoulders). Then all the group members are blindfolded, apart from the last in the line that is following the mute instructions of the trainer who explains which is the path to follow. The activity starts. **NOTE:** for all the steps of the activity, being participants blindfolded, it's extremely important to transmit the feeling we are working in a safe space and to keep a great care on the personal emotion of each person. For this reason, trainers leading the activity should take a great care on the way they use their voice, they transmit the tasks and have a strong attention on the participants feelings and reactions. Moreover it should be underlined that it's important to push our limits, but if in one moment or parts of the activity we do not feel comfortable, we can take a small break and step out. **Step 3.** After some minutes the last person in the line changes (and is then blindfolded). Thus the first person in the line passes at the end, without blindfold and will be the one guiding the group and following the mute

instructions of the trainer showing the path.
The activity has a limited time at disposal (approximately 30 minutes), thus the trainers should check the timing, in order to allow all the group members to guide and to be guided.

Step 4.
At the end of the activity is foreseen a debriefing with a specific focus on:
- how it was to follow
- how it was to lead
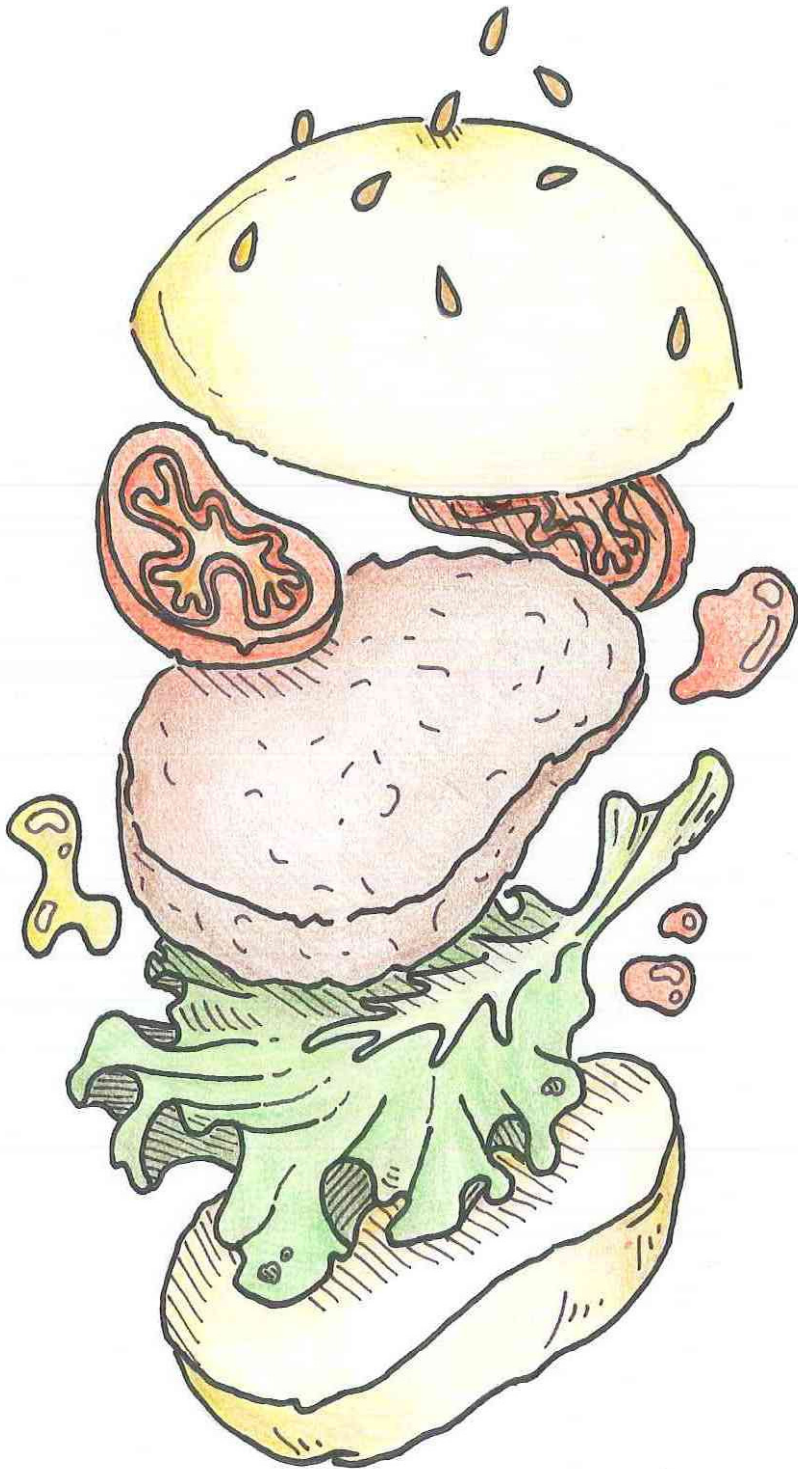- team work
- leadership
- cooperation within a group.

TITLE	**5 does – 5 doesn't**
TOPIC/S	Facilitator role, does and doesn't
AIM	To discuss what facilitators should and should not do during the sessions they facilitate
TOOL TYPE	Group discussions, theatre
DURATION	90 minutes
MATERIAL	Flipchart, board marker, paper/notebooks and pen
DESCRIPTION	The activity is organized according to the following steps: **Step 1.** Participants are divided into four groups and are asked to discuss what facilitators should or should not do during the sessions they facilitate and note 5 of each elements for both the "to do" and the "not to do" list. Following the discussions, they are asked to prepare a presentation using theatre techniques. **Step 2.** Each group represents the five does and five doesn't. As the presentations are done, the groups are asked which qualities are represented and notes are taken on a flipchart for further reference. The activity is wrapped up with reference to the upcoming Training in Action sessions to be prepared and carried out by the participants themselves, who will "wear the shoes of facilitators".

TITLE	**TiA presentation**
TOPIC/S	Interactive methods within non-formal education to run a workshop on the subject
AIM	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes. This session it's extremely crucial, because participants will create, implement and asses some of the workshops that will be afterwards used during the youth exchanges
TOOL TYPE	Plenary and work in groups
DURATION	60 minutes
MATERIAL	Flipcharts, markers, pen, paper A4
DESCRIPTION	The activity is organized according to the following steps: **Step 1. Group division** Four groups are created and participants receive in plenary a short presentation about the *ratio* that brought to the groups' composition: • need to mix different countries to provide an intercultural perspective in each group work • need to give value to the different experiences and knowledge • need to insure the heterogeneity in terms of topic coverage • need to insure the heterogeneity in terms of tools and methods Than all the groups receive the following task: they have to create a workshop 90 minutes long, to raise awareness on Populism. **Step 2. Sub-topic selection** Different sub-topics related to Populism are presented to the groups that will have some minutes to discuss and pick up the topic they are interested to work on. Once a topic is chosen, it cannot be picked up again, so it's important to discuss and agree within the group, but also to be fast to pick up the topic. Below the list of the proposed topics: • STEREOTYPES and PREJUDICES • POWER and POPULISM • MEDIA • FEELING OF BELONGING TO A GROUP **Step 3. Toolkit outline** The Toolkit outline (see below the sessions "Training in Action – Practical Phase - Workshops") is presented in plenary and it's left space for questions and clarifications.

TiA - PREPARATION

TITLE	**Preparation**
TOPIC/S	Interactive methods within non-formal education to run a workshop
AIM	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes. This session it's extremely crucial, because participants will create, implement and asses some of the workshops that will be afterwards used during the youth exchanges
TOOL TYPE	Work in groups
DURATION	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop
MATERIAL	180 minutes
DESCRIPTION	The activity is organized according to the following steps: **Step 1. - Preparation** Participants, divided in groups will work on the preparation of a short workshop of 90 minutes, using non-formal education working methods. To each group will be assigned a facilitator, that will join the group and will give the following tasks to be run in chronological order, during the workshop preparation: • Internal sharing: who we are and how do we feel comfortable to work in team • Role and responsibilities: appointment of different group members that will be more focused on time management, learning objectives, group dynamics/atmosphere • Group discussion: how to cover the subject • Definition of the workshop specific learning objectives • Workshop preparation: definition of tools and methods for each part and answering the specific learning objectives set • Logistic and practice: space identification, tasks and responsibilities division, materials, rehearsal of the workshop before to deliver it • Fill in the toolkit **Step 2. - Feedbacks** At the end of the preparation it's run a session about feedbacks: this part is shaped to make participants reflect about how to give a positive feedback to the others after the end of the workshop. Indeed, after realizing each workshop, extra 30 minutes will be allocated to give feedbacks about the activity organized. The Sandwich model (**see Handout below**) is presented in plenary and participants can ask questions and clarifications. The main elements that have to be analysed are: your feelings, something to improve, something good.

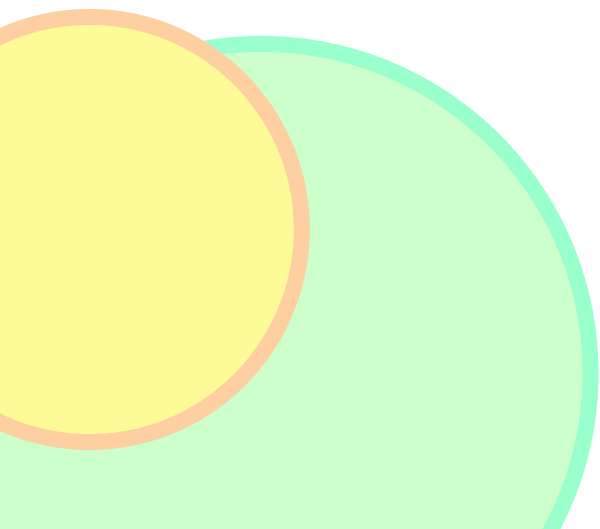HOW I FEEL

SOMETHING TO IMPROVE

SOMETHING I LIKE

TARGET GROUP	Young people, aged between 18 and 30 years old, that will participate in the youth exchange
AIM	To raise awareness on populism
MACROTOPIC	STEREOTYPES AND PREJUDICES
SPECIFIC LEARNING OBJECTIVES *include here the specific learning objectives (what do you want the participants will learn during your workshop)*	• to make participants reflect about the fact that we all have stereotypes and prejudices • to practically experiment what does it means to be stereotyped and to receive prejudices
TITLE *include here the workshop title*	BLIND DATE
DURATION *include here the timing of your workshop (for each tool/activity you have, explain in detail the duration)*	• Energizer: 10 minutes • First activity: 25 minutes • Second activity: 25 minutes • Debriefing: 30 minutes
DESCRIPTION *include here the detailed description of all the tools/activities you are performing during your workshop, explaining also, for each tool/activity, what are the steps to follow to implement it*	**ENERGIZER** Participants are standing in circle and they have to pass their energy through the circle, moving their hands and screaming "eee-ha!". It has to be done one by one and sending the energy to the right side. **FIRST ACTIVITY** Each participant will receive a piece of paper with four questions about a character they have to create (name, age and origin are already given in the paper). After all the participants have answered the questions, the facilitator will gather all the pieces of paper and put all the answers on a flipchart. **SECOND ACTIVITY**

	Participants will be divided in small groups of three/four people each. Each participant will receive a sticky note, to be put on the forehead, with the previous characters. Every group will have five minutes to think individually about the questions to be answered to the other members of the group. Then extra fifteen minutes are allocated for a conversation among the group members (with questions and answers). During the conversation, the group members cannot reveal the character written on the forehead of the person, thus the questions and answers should make the person understand the character, without explaining it explicitly. **DEBRIEFING** At the end of the activity a debriefing is forecasted. Key questions: • How did you feel when you were answering the questions? • How did you feel during the blind date? • Which differences did you notice between the first and the second activity? • What is for you the difference between stereotypes and prejudices?
MATERIALS *list here all the materials you need and reflect also on the space you will use*	A4 papers, pens, sticky notes, flipcharts, markers

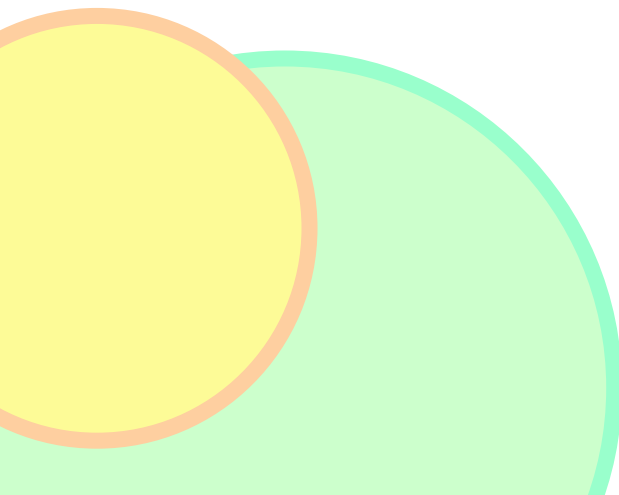|	
TARGET GROUP	Young people, aged between 18 and 30 years old, that will participate in the youth exchange
AIM	To raise awareness on populism
MACROTOPIC	MEDIA
SPECIFIC LEARNING OBJECTIVES *include here the specific learning objectives (what do you want the participants will learn during your workshop)*	• to analyse the information we receive from media • to reflect on how media can be used in populism • to generally raise awareness on the subject
TITLE *include here the workshop title*	MEDIA AND US
DURATION *include here the timing of your workshop (for each tool/activity you have, explain in detail the duration)*	• Moving Debate: 40 minutes • Different countries: 50 minutes
DESCRIPTION *include here the detailed description of all the tools/activities you are performing during your workshop, explaining also, for each tool/activity, what are the steps to follow to implement it*	**MOVING DEBATE** Participants are divided in two sub-groups and each group should be accompanied in a different space/room for the activity. In each room there is a line (done with rope or scotch tape) in the middle of the room, dividing the space in two parts. Participants are asked to stand up on the line and the first statement is read. Then participants are asked to take position on the two sides (one representing the "agree" and one representing the "disagree") and who wants, one by one, can explain the reason of taking such a position in the space. Then, when everybody expressed, participants are asked to be back on line and the second statement is read. The activity continues the same way till the time it's over. **NOTE:** all the statements should be focused on media, our way of receiving the information, the idea of freedom of expression and on the

	tools that can be used for manipulation.
	DIFFERENT COUNTRIES Then the same two groups are taken and each receives a flipchart with a different title, in one "idealistic society" and in the other "dictatorial society". The flipcharts contain also a list of questions to be answered and conceived to stimulate the reflection. These questions are structured in a way to activate the reflection on the two different types of societies, their structure, way of functioning and role of individuals. Each group has a certain amount of time to discuss and to answer the questions. The answers have to be put on the flipchart but with the structure of a Mind Map, including links and connections. Then extra time is left in plenary to have the two groups presenting their work and at the end it's left extra time for a discussion concerning the two types of societies proposed, on the role medias play there and the responsibilities of the different individuals leaving in such a contexts.
MATERIALS *list here all the materials you need and reflect also on the space you will use*	Statements for the Moving Debate, flipcharts, markers, post-it, pens

TARGET GROUP	Young people, aged between 18 and 30 years old, that will participate in the youth exchange
AIM	To raise awareness on populism
MACROTOPIC	FEELING OF BELONGING
SPECIFIC LEARNING OBJECTIVES *include here the specific learning objectives (what do you want the participants will learn during your workshop)*	• to stimulate confidence, empathy • to reflect about the influence of masses on individuals • to understand the connection between mass influence, populism and feeling of belonging
TITLE *include here the workshop title*	G.R.I.E.F. WORKSHOP
DURATION *include here the timing of your workshop (for each tool/activity you have, explain in detail the duration)*	Energizer: 10 minutes Mass influence activity: 30 minutes Energy shower: 10 minutes Silent debate: 25 minutes Debriefing: 15 minutes
DESCRIPTION *include here the detailed description of all the tools/activities you are performing during your workshop, explaining also, for each tool/activity, what are the steps to follow to implement it*	**ENERGIZER "ANIMAL SHAPE"** Participants are asked to stand in a circle and the facilitator asks them to make a mimic of the animal that will be called. In the next step, participants are asked to repeat the same mimic but this time in couples, then I groups of three, then in groups of four and at the end in two big groups. **MASS INFLUENCE ACTIVITY** Participants are split into two sub-groups, each one assigned to a different room where they will be accompanied by one of the facilitators. But to enter the room they cannot do it all together and in the same time, but they have to enter one by one and every 45 seconds. The first six of them, when entered will be asked to walk in lines. All the others entering

	later are not receiving any input and the activity has to be played in silence. In the room, in the same time, there is music (possibly chilled) as a background. **ENERGY SHOWER** Participants are divided in four/five groups and, in turn in each group, there will be one person standing in the middle, while the others will stand around the circle. The person on the centre will be given a fast and soft massage from head to toes (it should evocate the feeling of being inside the shower). At the end of the first two activities it's run the first part of the debriefing asking participants of each room what they have seen going on in the room and what is their idea about what happened. **NOTE:** the idea is to start up the reflection about how we do react in front of the mass doing something. **SILENT DEBATE** The facilitators should have prepared in advance three tables, in each one a flipchart with a key question in the middle, some markers, pens, colours and post-it. The key questions are: • "How can populism be related to the feeling of belonging?" • "How is populism connected to mass influence?" • "How do masses influence your feelings of belonging?" Then participants are invited to move among the three tables, to read the question on the flipchart and give their answer/feedback/comment on the subject. While they are answering they should also read the answers of the others and, in case, create some links and draw connections between them. When they finish with one flipchart, they can move to the next one (there is not a right order to visit the three tables and it's also possible to be back on a table, after it was given a first round of answers and feedbacks). **DEBRIEFING** At the end of the activity a debriefing is forecasted. Key questions: • Did you feel related to the questions? • What do you think about the activity?
MATERIALS *list here all the materials you need and reflect also on the space you will use*	Flipcharts, A4 papers, scotch tape, markers, 2 cameras, chilled music

TARGET GROUP	Young people, aged between 18 and 30 years old, that will participate in the youth exchange
AIM	To raise awareness on populism
MACROTOPIC	POWER AND POPULISM
SPECIFIC LEARNING OBJECTIVES *include here the specific learning objectives (what do you want the participants will learn during your workshop)*	• to reflect about how does it feel to have power and how it is linked with sharing responsibility
TITLE *include here the workshop title*	SHORTAGE
DURATION *include here the timing of your workshop (for each tool/activity you have, explain in detail the duration)*	• Presentation of the activity: 10 minutes • Work in groups: 50 minutes • Debriefing: 30 minutes
DESCRIPTION *include here the detailed description of all the tools/activities you are performing during your workshop, explaining also, for each tool/activity, what are the steps to follow to implement it*	**PRESENTATION OF THE ACTIVITY** The back-story is that all the groups are on a island and they have limited amount of water (20 litres). In order to survive each of them needs water. It is uncertain when somebody will come to save them. They need to decide how they are going to split the water among them. Then participants are divided into 4 groups. Each group consists of 5 people with certain roles. The roles are written on a piece of paper which they receive randomly in the beginning of the activity. The roles are: a politician, a cook, a doctor, a poor person and an immigrant. Some of the roles have special perks. The politician is the one that takes the final decision and he is the one that writes the distribution on the list and gives

	it to the facilitator at the end of the activity. The poor person has limited amount of words that he can use (10 words, same word repeated twice counts as 2 words) and cannot use gestures. The immigrant can use only gestures and cannot speak in any way.
	WORK IN GROUPS
	Then the simulation starts and in the first part participants of each group act it out for 5 minutes, after that the list with the distribution should be handled by the politician to the facilitator. Then, the 4 groups are joined into 2. The same thing repeats for 15-20 minutes. The teams should not share information on their decisions when they're joined.
	DEBRIEFING
	In the end the groups make a circle and debrief how the communication went on and how they felt in the different roles. The sharing should be focused on their feeling of power or not having it. Did they had it or not.
	Before passing to the questions, it should be asked to the participants to make a de-rolling, leaving behind the roles that they had during the game and trying to look at them objectively.
	Key questions for the debriefing: • How did you feel in your role? • How did you feel in the first phase, when you had less time and less people in the group? • How did you feel in the second phase, when you had more people in the group and more time to discuss? • Do you think there is relation between the game and real life? If yes what?
MATERIALS *list here all the materials you need and reflect also on the space you will use*	Paper for the roles, one piece of paper and a pen for each team

| TITLE	**Needs**
TOPIC/S	Needs of the different local backgrounds the participants are coming from
AIM	To reflect, before individually and then in groups, on the needs of the local background/s the participants come from and to identify possible actions to be implemented in order to meet this needs
TOOL TYPE	Individual work, preparatory for the upcoming steps
DURATION	40 minutes
MATERIAL	A4 papers, pens
DESCRIPTION	Participants are running this activity at individual level. It's very important to underline to keep the focus and the concentration because this activity is preparatory for the upcoming one "Actions". The activity is organito the following steps: **Step 1. – Needs Individual** The facilitator gather the participants in the workshop room, ask them to chose a place where they feel more comfortable and to sit down. Each person receives an A4 paper with a pen. Then the task is presented: each person has to think about the needs of the local background/s where they come from. They have to list them on the paper, in the most clear and detailed way as possible. **Step 2. – Actions Individual** Then each person, still at individual level and taking into account the needs listed, should think about potential actions that could be implemented to meet the above listed needs. Also in this case, more each action is written in depth and details, and better is it.

TITLE	Actions
TOPIC/S	Actions that could be implemented, in each local background, to answer the above identified needs
AIM	To reflect, before individually and then in groups, on the needs of the local background/s we come from and to identify possible actions we could implement in order to meet this needs
TOOL TYPE	Individual work, preparatory for the upcoming steps
DURATION	120 minutes
MATERIAL	A4 papers, pens
DESCRIPTION	The activity is organized according to the following steps:

Step 1. – Actions Group
Participants are gathered in three or four groups. The common task is to share the actions each person thought about, to find links and similarities and to create a common and detailed list of the potential actions to meet the different local backgrounds' needs.

Step 2. – Sketches Group
Then each group should pick one action, among the list they created and it's left some time to prepare a short sketch to represent it. Then all the groups go in the stage, one by one, and representing the action. After each representation it's left some time to better specify what are the needs and what is the action about.

Step 3. – Plenary discussion
At the end it follows a discussion in plenary, to underline similarities and differences among the proposed actions, and trying to link them accordingly to similarities.

NOTE: it could be very useful to run this part with the support of a graphic facilitation.

FINAL EVALUATION

TITLE	**Stations**
TOPIC/S	Final, overall evaluation of the project
AIM	To run the final, overall evaluation of the project, deepening the analysis on the different main elements (food and lodgement, learning, group dynamics, logistic, pool of trainers)
TOOL TYPE	Artistic and interactive session, individual work
DURATION	90 minutes
MATERIAL	All the material needed to arrange the different spaces and settings (accordingly to the trainers fantasy 😊)
DESCRIPTION	**Setting:** we need a very big workshop room that can be divided in different spaces or different rooms or spaces outside (if there is a good weather). In case we are going outside, we need to take care that the spaces are separated but not too much distant. Soft music and good decorations are welcomed to create the atmosphere 😊

Beginning: one of the facilitator makes a short introduction on the activity' tasks, participants enter the different settings for the evaluation and are invited to discover the surrounding. They can stay as long as they want in each space answering the questions and expressing themselves, they can move and then be back if they want to add something.

Space 1 – food and lodgement
Instruction: *comment with post-it and messages how the accommodation and food was*
Methodology: drawings representing food and accommodation and post-it to leave comments and feedbacks

Space 2 – topics/contents
Instruction: *draw a face on each section, representing the training specific topics. More you are satisfied and more the face is with a smile and is closer to the target centre. Less you are satisfied and more the face is serious and closer to the external part of the target*
Methodology: on a board there is a big flipchart with a target. The target is divided in different areas, accordingly to the specific objectives of the training. On the floor, there are pens and coloured markers to comment

Space 3 – tools and methods
Instruction: *leave comments on the methods in the agenda, using the pieces of paper, to share what you have learnt and you would like to bring back home*

<table>
<tr>
<td></td>
<td>Methodology: a chair under the agenda represented with the graphic facilitation, with pens and post-it

Space 4 – group dynamics
Instructions: *tell it with a drawing! You can paint, use colours, drawings and all your creativity to comment the group dynamics*
Methodology: on the floor there is the big flipchart with colours and markers

Space 5 – Training in Action
Instruction: *write a letter to yourselves to comment your participation during the training. When you finish, please hung the letter on the rope, using a cloth peg*
Methodology: a rope is in tension between two sides of the room. There are cloth pegs on the rope (as in a laundry) and on a chair, many pieces of paper (A4 cut in half) with pens, to write the letter

Space 6 – pool of trainers
Instruction: *write a feedback, comment, suggestion you would like to leave to the pool of trainers*
Methodology: post boxes on the ground with pieces of paper and pens to write down the comments/feedbacks.</td>
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<table>
<tr>
<td>**TITLE**</td>
<td>**Messages**</td>
</tr>
<tr>
<td>**TOPIC/S**</td>
<td>Collective evaluation</td>
</tr>
<tr>
<td>**AIM**</td>
<td>To run a collective evaluation in plenary</td>
</tr>
<tr>
<td>**TOOL TYPE**</td>
<td>Evaluation tool</td>
</tr>
<tr>
<td>**DURATION**</td>
<td>/ minutes (the time necessary for each person to share, freely, his/her feelings, impressions, comments and ideas)</td>
</tr>
<tr>
<td>**MATERIAL**</td>
<td>Pieces of paper, pens</td>
</tr>
<tr>
<td>**DESCRIPTION**</td>
<td>**Setting:** participants are sitting in circle in the workshop room and the facilitator is presenting the activity.
Participants have to write down on the piece of paper a nice message they would like to share with the group. Then all the messages are gathered in a bowl that is placed on the centre of the circle.

Then the first person who wants, will join the bowl, taking a message from inside. The person will read the message to the rest of the group, with the loud voice. Then someone will continue the same way. The activity follows till all the messages are shared among the group.</td>
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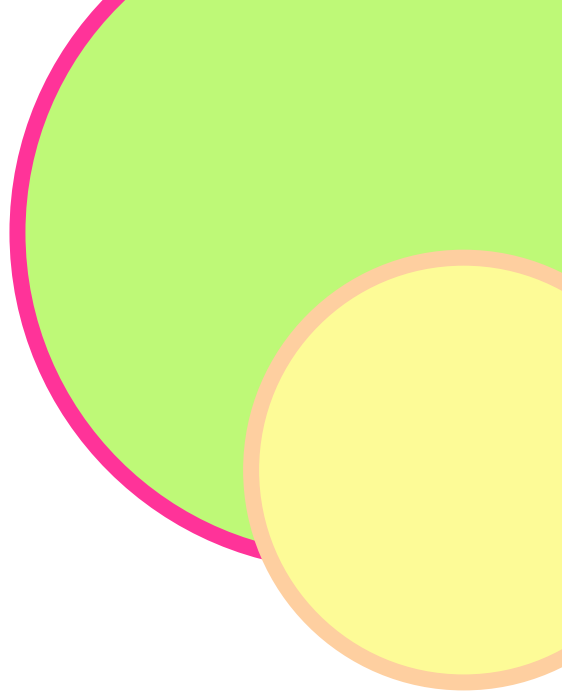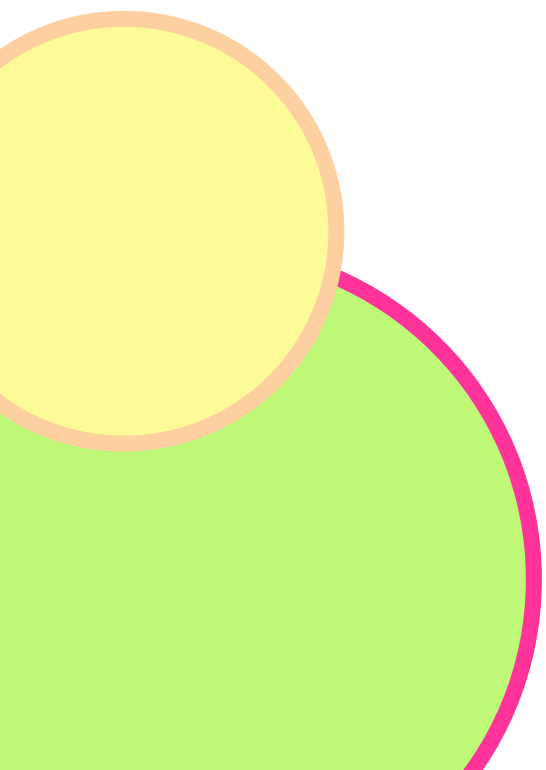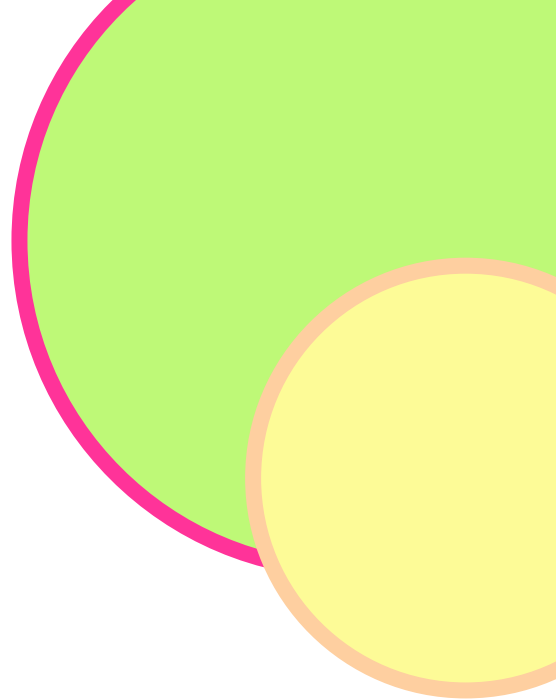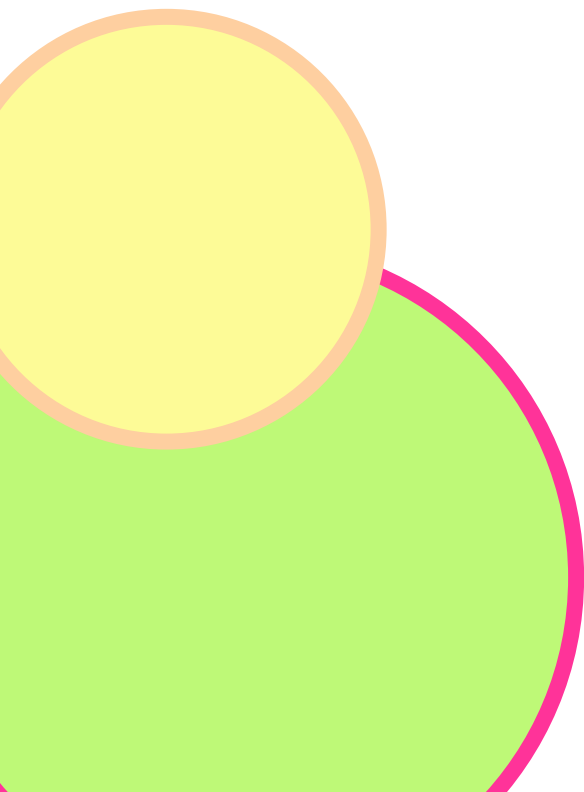
Lunaria is an "Association for Social Promotion", established in 1992, not-for-profit, non-religious, and autonomous from any political party affiliation.

It promotes peace, social and economic justice, equality and the guarantee of citizenship rights, democracy and participation, social inclusion and intercultural dialogue.

At the local, national and international level, Lunaria performs and stimulates social change, carrying out advocacy initiatives, political and cultural events, non-formal education and communication activities, and leading networking as well as information and raising awareness campaigns.

The core of Lunaria's work and commitment is made of international volunteering and mobility, youth programmes, migrations and the struggle against racism and inequalities, sustainable development, the analysis of economic, social, and public spending policies.

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P.E.A.C.E.

PROMOTING EUROPEAN AWARENESS TO CONTRAST EXTREMISM

TOOLKIT OF THE TRAINING COURSE

12TH-18TH NOVEMBER 2019

CASA LABORATORIO IL CERQUOSINO
MORRANO, ORVIETO, ITALY