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Guide-Toolkit for Civic Engagement

INTRODUCTION



Project Number: 2021-2-PT02-KA220-YOU-000049028



Partners

Rightchallenge – Associação (Portugal)

The Rural Hub CLG (Ireland)

CENTRE FOR ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY LTD-
CARDET (Cyprus)

KENTRO MERIMNAS OIKOGENEIAS KAI PAIDIOU – KMOP (Greece)

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INTRODUCTION

The Guide Toolkit has been developed in the framework of the YOULead Erasmus+ project 2021-2-PT02-KA220-YOU-000049028

YOULead's main goal is to provide youth with knowledge and skills necessary to understand social and political issues and empower them to become agents of change, promoting their active involvement and civic participation.

For more information see the [project website](#).

The Toolkit is aimed to provide youth with the necessary tools to actively participate in public life. It gives a practical support to promote key skills for active citizenship.

It puts an emphasis on the participation of young people from disadvantaged social groups and their role in public engagement.

The training tools and interventions will enable young people to cultivate and/or acquire invaluable capacities that will help them to communicate their perspectives and take actions to make the difference in society. They will gain a deeper understanding of the importance of becoming an active citizen and foster civic participation.

The target groups of the guide toolkit are NGOs operators, trainers and youth workers. Indeed, the activities and methodologies developed will be used by trainers, youth workers and NGOs experts with young people.

The resource is based on the [research and need analysis carried out](#) in each partner country at the beginning of the project.

The didactic approach is based on non-formal education methodology with interactive methods, combining a variety of training methods: working groups & small groups, problem & solution focused sessions, group dynamic exercises, brainstorming processes and presentations.

The content and activities within the Toolkit have been organised and structured in six sections. The duration of each module is around 3 hours, for a total of 12 hours for the whole curriculum. In detail, the Toolkit has been divided into the following sections:

- **Project/Action Development and Management section;**
- **Conflict Mediation section;**
- **Media Relations and Public speaking section;**
- **Critical thinking section;**
- **Media literacy and Digital skills section;**
- **Campaign Design and Advocacy section.**

Each section contains two different non-formal education activities. The activities can be implemented face to face, but they can be adapted for an online version, with the suggestions for the trainers and facilitators.

In each section good practices and resources have been included in order to facilitate the implementation of the activities with young people.

Module 1. Project/Action Development and Management

RightChallenge – Portugal



Project Number: 2021-2-PT02-KA220-YOU-000049028

Project Development and Management	
Title	<ul style="list-style-type: none"> Project/Action Development and Management
General information and topics	<ul style="list-style-type: none"> Over the lifetime of a project, the project development and management activities contribute to reaching the project's objectives. Project management activities are necessary to guarantee the adequate planning, implementation, and follow-up of the project. Development and Management activities include organisational and administrative tasks, meetings, preparation of communication materials, preparation and follow-up of participants. To learn more about the Project Management Phases and Tasks watch this video by Google Career: https://youtu.be/8unOyycCpFs To learn more about Project Management applied to social intervention and participation watch this webinar by Global Changemakers & UNESCO WHEC: https://youtu.be/jBvrlI5XPml
Competence, skills, ability	<ul style="list-style-type: none"> Understanding of project management main tasks, approaches, and methodologies. Project initiation competences – being able to set achievable and specific goals, picking a team, determining resources, and holding a kick-off meeting. Risk management competences – critical thinking and problem-solving skills. Project management digital skills (Knowledge of collaboration, Work management, Scheduling and Communication tools). Key skills for active citizenship and project management as communication, organisation, flexibility, and leadership.

<p>Goal</p>	<ul style="list-style-type: none"> Provide Youth workers/Trainers with tools to train young people in methodologies and, technical and behavioural skills to develop and manage a project successfully.
<p>Section Plan</p>	
<p>Activity with Non-Formal Education 1 – “New Town”</p>	<ul style="list-style-type: none"> This exercise is a hands-on learning experience for young people. Throughout the activities the participants will play through each project management phase – from envisioning to planning to execution, until they reach the end result – building a town from scratch: <ol style="list-style-type: none"> <u>Planning</u> – participants will bring their team together for an initial meeting where they identify a shared purpose, milestones and needed roles, materials, and implementation activities. Participants are invited to share the results of this meeting with the rest of the people present in the training room as if they are sharing the new town idea with relevant stakeholders. <u>Preparation</u> – After defining a purpose and needed power, the participants will prepare a timeline to track progress and what needs to be done to prep for each step. During this phase the team will also develop SMART goals. On a sticky note, the participants will write a goal and place it where that goal is supposed to materialise on the A2 white office paper that represents the area where the town will be built. <u>Risk management</u> – participants will be prepared to potential risks and plan strategies to face those risks. Each participant team will brainstorm and document their answer to the following questions: <ul style="list-style-type: none"> What could go wrong with this project? What could cause us to miss our deadline? What does this project need that we don’t have? What does the team need to learn or research about to manage this project? What are you worried about?

After, the team will discuss the threats identified and vote on what are the most relevant topics. The topics chosen as the most relevant will be discussed. At the end, the team needs to be able to identify at least one action to mitigate each risk.

4. Implementation – Following the timeline and goals established each participant team will build their town using Legos. During this process the facilitator will ask questions to guide the quality and impact assessment of their project. The facilitator needs to document the questions asked and the answers given. This document will be used in the follow up activity (6. Retrospective).
5. Communication plan – Firstly, the participant team will need to brainstorm and choose an audience (who they want to show their town to, who they want to move in, etc.). After identifying the target audience, the team will need to define their communication methods and create a communication timeline. This activity wraps up with a presentation of their communication plan and the town they built to the remaining people in the training room.
6. Retrospective – This last activity will have a double function. The participant team will overview their projects impact and quality and at the same time the facilitator using the questions and answers of the Implementation activity will debrief and evaluate their performance on the exercise. Each participant team will brainstorm and document their answer to the following questions:
 - What we did well and what will we keep doing (Impact)?
 - What we can do better and what can you do to improve future towns built by the team?

Objective

- Familiarise the participants with the project management phases.

	<ul style="list-style-type: none"> ▪ Build technical knowledge about the process of project development and management. <p><i>Materials:</i></p> <ul style="list-style-type: none"> ▪ A2 white office paper, ▪ Legos, ▪ Sticky notes. <p><i>Duration:</i> 1 hour and 30 minutes.</p>
<p>Activity with Non-Formal Education 2 – “My turn”</p>	<ul style="list-style-type: none"> ▪ Firstly, the facilitator plays the YouTube video: <u>How to Start a Community Project in 10 Steps</u> to the group and on PowerPoint prepare a presentation where each slide is for one of the following steps: <ol style="list-style-type: none"> 1. <u>Idea</u> – What issue or priority do you want to address? 2. <u>Research</u> – What gap in the community does this idea fill? 3. <u>Recruit your team</u> – What type of professional or participants will be a valuable for the project and what responsibilities will they have. 4. <u>A few details</u> – What will you need to run your project? 5. <u>Location or venue</u> – Where the activities take place and when, how will people get there, how will you make sure the venue is accessible for everyone? 6. <u>Risk assessment</u> – Identify what can go wrong and what can you do to make sure your project is a success. 7. <u>Promotion and marketing</u> – What are the best options to get the word out about your project? 8. <u>Training</u> – What will your team need to learn and know to run this project? 9. <u>Evaluation</u> – Measure your success (who will you ask for feedback and what will you ask them?) 10. <u>More information</u> – Find a video, article, online publication, or link that has important information about project management in the topic the team chose.

- After, using an online randomized name picker, (e.g Random Name Picker - Draw a random name from a list) a participant will be drawn to be the “project manager” of one of the steps and will lead the participants as a team to “answer” to the respective slide. The team has 5 min to develop each step and the chosen “project manager” will be the one writing the ideas developed by participants in the PPT slide. The presentation will be shared with all so every participant will be able to see it during the entirety of the activity.
- The result of the activity will be a PowerPoint presentation created by the participants about their project.

Objectives

- Build creative and critical thinking skills regarding project management and development.
- Build knowledge regarding what type of actions young people can develop and how can they become agents of change in their community.
- Foster young people’s understanding of project development and management as a team effort.
- Promote communication skills, flexibility, and leadership.

Materials:

- Computer,
- Internet connection,
- MS PowerPoint
- Randomized name picker,
- Projector.

Duration: 1 hour.

Debriefing, evaluation, and tips for facilitators

	<ul style="list-style-type: none"> In activity the participants use knowledge they already have, to develop a project management plan. The facilitator needs to assess each step developed by the participant team and utilize the results of the activity to resolve misconceptions and build more knowledge about project development and management.
<p>Good Practice</p>	<ul style="list-style-type: none"> SIMRA is a European Project developed to enhance social innovation in marginalized rural areas. SIMRA has drawn a practical guide with steps that need to be taken to manage a project for the community to come together and come up with innovative solutions: Social Innovation: A Practice Guide can be found here: http://www.simra-h2020.eu/wp-content/uploads/2020/02/SIMRA_SI_Practice_Guide_interactive.pdf
<p>Digital Media Resources</p>	<ul style="list-style-type: none"> How to Start a Community Project in 10 Steps - YouTube UNESCO Project Planner Top Tips for Youth Action: https://en.unesco.org/youth/toptips Next-level Project Management Activities Atlassian Team Playbook Youth Participation Toolkit - SALTO (participationpool.eu) Using youth social action to support careers education YSA Toolkit (careersandenterprise.co.uk) Key Project Management Skills and different online courses to promote those skills: https://www.coursera.org/articles/project-management-skills DD Academy

	<ul style="list-style-type: none"> Project Management Best Practices: https://www.fool.com/the-ascent/small-business/project-management/articles/project-management-best-practices/
References	<p>Boyle, G. (2017). <i>Design project management</i>. Routledge.</p> <p>Cook, L. S., & Olson, J. R. (2006). The sky's the limit: An activity for teaching project management. <i>Journal of Management Education</i>, 30(3), 404-420.</p> <p>Goel, A., Ganesh, L. S., & Kaur, A. (2020). Project management for social good: A conceptual framework and research agenda for socially sustainable construction project management. <i>International journal of managing projects in business</i></p> <p>Prati, G., Mazzoni, D., Guarino, A., Albanesi, C., & Cicognani, E. (2020). Evaluation of an active citizenship intervention based on youth-led participatory action research. <i>Health Education & Behavior</i>, 47(6), 894-904.</p>



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Module 2. Conflict Mediation

The Rural Hub, Ireland



Project Number: 2021-2-PT02-KA220-YOU-000049028

Conflict Mediation	
Title	Conflict Mediation
General information and topics	<p>Conflict resolution skills are some of the most important skills that every person should have. Conflict is a normal part of everyday life, and the key for being good at conflict resolution is to not fear or avoid conflict but rather to learn how to resolve it in a healthy way for all parties involved (Segal et al., 2022). There are many methods used when settling conflict - management, resolution, and mediation. These three methods can be used as steps when attempting to settle conflict, or as three separate techniques.</p> <p>Learning conflict resolution skills are a vital part of learning how to engage in the civic world. These skills are especially important for young people who wish to participate in the political or activism world. By building upon these skills, young people can afford themselves greater opportunities to participate in larger spaces where their voices or input might not always be heard. In particular, mediation is a great skill for every young person to have as it allows young people to observe tense situations or circumstances and offer objective solutions and advice. Young people with such skills will be able to offer an invaluable benefit to the projects and potential committees and organisations they participate in.</p> <p>Building the mediation skills of disadvantaged youth is especially important. As disadvantaged young people are disproportionately affected by conflict, they can be powerful agents for change in their communities. By providing them with the skills and tools to mediate conflicts, they can play a critical role in resolving conflicts and building peace in their communities. This also empowers them to advocate for themselves and their communities. This can help to promote greater social and economic justice, and reduce the marginalisation and exclusion that many disadvantaged youth experiences.</p> <p>The key component to healthy conflict resolution techniques is learning to properly communicate. Effective communication combines active listening with body language and an intuitive choice of words. Learning how to communicate properly allows young people to examine and understand how conflict can occur between two people, and how to resolve it.</p> <p>Mediation is a form of conflict resolution that involves a third party. Mediating conflict means helping the parties involved to come to an agreed solution. It is very beneficial as a conflict resolution technique as it gives both parties the chance to feel like their voice is being heard while working to preserve and protect pre-existing relationships between parties. Mediation can seem like an overly idealistic approach to resolving conflict, however negotiation and mediation have long been used by people as a way to relieve tension and settle conflict between groups (Benjamin, 2010).</p> <p>There are many ways to teach mediation skills to young people such as role-play exercises, simulation games, training workshops, online resources, mentoring, and group discussions. The most effective form of teaching young people mediation skills should consider their age, cultural background, context and individual needs. Role-play exercises are the most effective educational tool for mediation skills as they get learners to actively participate</p>

	<p>in conflict resolution scenarios, and allow them to learn from others around them as the situation progresses.</p> <p>Conflict can be mediated by following a simple set of three steps:</p> <ol style="list-style-type: none"> 1. <i>Encouraging the right mentality</i>: when mediating conflict, it is important that all participants consider everybody’s perspective, taking the time to reflect on how conflict affects all parties, and searching for the true underlying issue. 2. <i>Have a healthy discussion</i>: mediators should establish ground rules for the discussion, making sure that everybody has the opportunity to speak their mind, and sharing a summary at the end of what every participant has shared to make sure that all parties are understood. 3. <i>Find a way to move forward</i>: the mediator works together with the participants to help heal the relationship and present a decision that is agreed upon by all parties. <p>The purpose of mediation is to come to the most ideal solution for all parties involved. In conflict, a win-win solution is the ultimate goal, but is not always achievable. In cases where a win-win solution is impossible, a compromise should be reached. This means that all parties involved get what they need out of the situation, while some minor sacrifices are made.</p> <p>There are 7 types of mediation that can be used to help resolve conflicts, however only two are most important in a non-legal context: facilitative mediation, and transformative mediation (Spangler, 2003). Facilitative mediation focuses on resolving the conflict with the mediator making the ultimate decision that the parties must agree upon. Transformative mediation focuses on empowering the parties to resolve their own conflict and to come to their own decision with the support of the mediator.</p> <p>Both forms of mediation are successful but are better suited to different circumstances. Facilitative mediation is best suited in situations where the relationship between the parties is more formal such as business or legal disputes, whereas transformative mediation is used traditionally where the relationship is more personal or involves more intricacy such as personal or moral situations.</p>
<p>Competence, skills, ability</p>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> ● Basic knowledge of how mediation works in conflict resolution ● Practical knowledge of how to build conflict mediation through role-play activities ● Theoretical knowledge of how to use mediation to resolve conflicts <p><u>Skills and Abilities:</u></p> <ul style="list-style-type: none"> ● Outline different conflict mediation strategies and approaches ● Participate in role-play exercises to engage in conflict mediation ● Willingness to engage in mediation when resolving conflict between parties

<p>Goal</p>	<p>The overall goal of this section is to provide educators and trainers with the tools to teach young people conflict mediation skills that are applicable in nearly all areas of everyday life including personal and professional settings.</p>
<p>Section Plan</p>	
<p>Activity with Non Formal Education 1</p>	<p>The purpose of this activity is to get participants to engage in conflict mediation and resolution through role-play scenarios. In this activity, facilitator(s) will split participants into groups of 4 and ask them to engage in a role-play scenario where participants will have to negotiate themselves into a win-win scenario. There is a win-win solution to the presented scenario.</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. The facilitator(s) splits participants into groups of 4. Each group will consist of two pairs. Assign each pair as either Team A or Team B. 2. The facilitator(s) provides each participant pair with the handout linked below (either Team A or Team B). 3. Facilitator(s) should set a timer for 30 minutes and remind participants of time remaining every 10 minutes. Each group has 30 minutes to begin to mediate the conflict presented in the scenario. They must come to a win-win scenario. 4. After the time has elapsed, the facilitator(s) should give participants time to complete the assessment at the back of their handouts. 5. Once the assessment has been completed, the facilitator(s) should encourage participants to explain what solution they came to, and how they came to that solution. 6. Once each group has presented their solution, the facilitator should explain the win-win solution of the scenario to the participants. The win-win solution is as follows: Team A only needed 100 tonnes of paradium which can be extracted from flowerium being compounded, Team B needed 100 tonnes of flowerium powder which is a cast off powder created during the compounding process. Therefore both teams can get what they need from the mineral being compounded. <p>Once this activity is complete, the facilitator can encourage participants to discuss what they learned about the importance of communication in conflict resolution. The facilitator(s) should guide the participants' conversation around whether the issue could have been resolved easier by the participation of a mediator who was independent to the discussion.</p>
<p>Activity with Non Formal Education 2</p>	<p><u>Activity #2 - What Would You Do? (45 minutes)</u></p> <p>The purpose of this activity is to encourage learners to participate in conflict mediation using questions that ask participants to imagine themselves in tough situations. The activity involves participants working together in groups to mediate three difficult situations as prompted by the facilitator.</p> <p><u>Instructions:</u></p> <ol style="list-style-type: none"> 1. The facilitator(s) splits participants into groups of 3. Each group will consist of both parties in the scenarios, and a mediator. The role of mediator will switch between the three participants every 10 minutes so that all participants have the opportunity to work as the mediator.

	<ol style="list-style-type: none"> 2. Once the participants have been split into their groups, the facilitator(s) introduce(s) the first scenario (as found in the handouts). The participants decide amongst themselves who will act as the mediator and the parties in each scenario. 3. The facilitator sets a timer for 10 minutes for the participants to resolve the situation. 4. Once the timer has elapsed, the facilitator introduces the second topic and the roles switch, and repeat step 3. 5. After 10 minutes have elapsed, the facilitator introduces the final topic and the roles switch for the final time, repeating step 3. 6. After the final situation has been resolved, the facilitator should ask each group to explain how they mediated the situations presented. 7. Once each group has had the opportunity to explain their mediations, the facilitator leads the participants in a group discussion about conflict mediation: <ol style="list-style-type: none"> 1. How difficult do you think it would be to find a win-win scenario in all situations? 2. Reaching a compromise is often the solution for mediations. Are there any circumstances where you believe a compromise is not possible? 3. What kind of civic situations do you think that mediation can be used for? <p>The ultimate goal of the activity is to encourage participants to get actively involved in conflict mediation. By presenting participants with selected scenarios, they are able to understand how mediation works in various circumstances including personal, professional and civic environments.</p>
<p>Good Practice(s)</p>	<p>Search for Common Ground (SFCG) is the world’s largest peace-building organisation. The organisation’s mission is to end violent conflict across the globe and one of the core ways they aim to achieve this is by engaging people in conflict resolution from a ground level (SFCG, 2023). One of the ways that SFCG promotes conflict resolution in communities across the globe is by promoting civic engagement amongst young people. The organisation promotes conflict resolution techniques, in particular mediation, to young people as they believe that young people have the energy, creativity, and idealism to play a critical role in resolving conflicts and building peace.</p> <p>To promote youth engagement, SFCG provides training and mentoring to young people, as well as opportunities for them to participate in conflict resolution initiatives and peace-building activities. The organisation also provides many resources and toolkits for educators to utilise when teaching and building the mediation skills of young people. SFCG also works with schools, community organisations, and youth groups across the globe to raise awareness about the importance of youth engagement in peacebuilding.</p> <p>The work done by SFCG is vital as the organisation recognises the importance of engaging youth as mediators in peacebuilding efforts as they are often disproportionately affected by conflict (SFCG, 2022). Young people can also be powerful agents of change and play a critical role in resolving conflicts and building peace in their communities. The organisation also believes that by involving youth in peace-building initiatives, it can help to ensure that the perspectives and needs of young people are taken into consideration in the</p>

	<p>peace-building process. This helps to create more inclusive and sustainable solutions to conflict.</p> <p>The organisation recognises that it is important to empower and build leadership and negotiation skills among the young people of today as it has a positive impact on both their personal and professional development. It helps to foster a culture of active citizenship, particularly where young people are not just recipients of peace but are actively working towards it. Through this, young people develop a sense of ownership and investment in the peace-building process which increases the likelihood that the solutions developed will be sustainable in the long-term.</p> <p>You can learn more about the work that SCFG do here: https://www.sfcg.org/</p>
<p>Digital Media Resources</p>	<p><i>The Art of Effective Communication</i> by Marcus Alexander Velazquez for TEDx Talks, found here: https://www.youtube.com/watch?v=2Yw6dFQBkIA</p> <p><i>The Power of Listening</i> by William Ury for TEDx Talks, found here: https://www.youtube.com/watch?v=saXfavo1OQo</p> <p><i>Conflict Resolution Skills</i> by Jeanne Segal and others, found here: https://www.helpguide.org/articles/relationships-communication/conflict-resolution-skills.htm</p> <p><i>Mediation in Politics and the Politics of Mediation</i>, found here: https://mediate.com/mediation-in-politics-and-the-politics-of-mediation/</p>
<p>References</p>	<p>Benjamin, R. (2010, July 5). <i>Mediation In Politics And The Politics Of Mediation</i>. Mediate. Retrieved January 25, 2023, from https://mediate.com/mediation-in-politics-and-the-politics-of-mediation/</p> <p>Segal, J., Ph. D., Robinson, L., & Smith, M., M. A. (2022, December 5). <i>Conflict Resolution Skills</i>. HelpGuide. Retrieved January 24, 2023, from https://www.helpguide.org/articles/relationships-communication/conflict-resolution-skills.htm</p> <p>SFCG. (2022, February). <i>Engaging Youth as Mediators: A guide for practitioners</i>. Search for Common Ground (SFCG). Retrieved January 26, 2023, from https://www.sfcg.org/wp-content/uploads/2022/02/SFCG_PowerHoldersGuidanceDocument_v4.pdf</p> <p>SFCG. (2023). <i>Civic Engagement</i>. Search for Common Ground (SFCG). Retrieved January 26, 2023, from https://www.sfcg.org/civic-engagement/</p>
<p>Templates</p>	<p>Handouts for activities</p>



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Conflict Mediation Handouts

The Rural Hub, Ireland



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TEAM A

Do not show this sheet to the other team

Since 2021, there has been a global shortage of the mineral 'flowerium'. Flowerium is a mineral from which the valuable 'paradium' can be extracted. To extract paradium, flowerium is broken down which produces flowerium powder that is usually discarded, and the small metal shards of paradium which are then used in many electronics such as solar panels and batteries. For every tonne of flowerium broken down, it produces 500kgs of paradium.

Flowerium is found in various mines across Europe, however after several hot summers which have caused major forest fires across Europe, many mining operations have been closed due to concerns about fires. This has made flowerium very valuable because paradium is used in many electronics and technologies. There is currently 200 tonnes of flowerium available until the mining operations resume in the wet season in October 2023.

You work for a renewable energy producer in your home country. For the past six years you have been campaigning for safer use of fossil fuels in your area. Your area is heavily dependent on fossil fuels because of the mining operations of flowerium. Recently, evidence has shown that these operations will become more efficient if mining operations switched to a more renewable form of power.

There is much evidence to support that solar panels are the best form of renewable energy in your area due to weather conditions and if mining operations could convert to renewable energy, this will allow mining operations to reopen much quicker due to the lack of flammable fossil fuels. If you can assemble and provide the solar panels to the mining operations within the next 5 months, the mines will be able to reopen and give back nearly 2000 jobs in your area.

To get enough paradium to produce all the solar panels necessary, you need 200 tonnes of flowerium. You are aware that the mining authority will be auctioning off the remaining supply of flowerium next week.

Conflict Management Analysis

To be completed after your negotiation has finished.

<p><i>What was your agreement?</i></p>	
<p><i>How did you come to that agreement?</i></p>	
<p><i>Did everybody win?</i></p>	
<p><i>What did this teach you about the importance of communication during conflict?</i></p>	

TEAM B

Do not show this sheet to the other team

Since 2021, there has been a global shortage of the mineral 'flowerium'. Flowerium is a mineral from which the valuable 'paradium' can be extracted. To extract paradium, flowerium is broken down which produces flowerium powder that is usually discarded, and the small metal shards of paradium which are then used in many electronics such as solar panels and batteries. For every tonne of flowerium broken down, it produces 500kgs of paradium.

Flowerium is found in various mines across Europe, however after several hot summers which have caused major forest fires across Europe, many mining operations have been closed due to concerns about fires. This has made flowerium very valuable because paradium is used in many electronics and technologies. There is currently 200 tonnes of flowerium available until the mining operations resume in the wet season in October 2023.

You are a politician in your home country. You are responsible for the upkeep of the infrastructure of your country. Recently, due to climate change, there has been heavy rainfall which has caused significant flooding. Metrologists theorise that there will be a dramatic increase in flooding from the wet season starting in October and that without significant action now, the damage from the flooding will be catastrophic.

You are tasked with building a large levee wall around the coast which will help to protect against flooding. From your consultations with contractors, you have discovered that the levee can be built much more efficiently and be more defensive against flooding if built with flowerium powder. This will cut down the construction time by nearly 3 years!

To get enough flowerium powder to build the wall within the next 6 months in time for the wet season beginning in October 2023, you need approximately 200 tonnes of flowerium. You are aware that the mining authority will be auctioning off the remaining supply of flowerium next week.

Conflict Management Analysis

To be completed after your negotiation has finished

<p><i>What was your agreement?</i></p>	
<p><i>How did you come to that agreement?</i></p>	
<p><i>Did everybody win?</i></p>	
<p><i>What did this teach you about the importance of communication during conflict?</i></p>	

ACTIVITY #2

Scenarios to Mediate

Scenario 1

The local community centre can be used by groups between 14:00-19:00 every weekday as long as the space is booked in advance. All slots have been booked for months in advance however, 16:00-18:00 has become available. Both Tamsin and Michael want to use the space. Tamsin wishes to use the space for her language classes where she teaches English to migrants, whereas Michael wishes to use the space for a local youth group he runs for single parents after school to keep children occupied. The community leader is to mediate the conflict and come to a solution.

Scenario 2

Carl and Janet both go to the local college. Janet studies mathematics and plays hockey after college. Carl studies history and runs a chess club after college. Recently a change in college policies states that only three after-college activities can run at the same time because of lack of funding. The policy states that sports clubs take priority over others and that non-sports clubs can apply to be held on the weekends. Carl thinks that this policy is unfair and disproportionately affects non-athletic students, Janet thinks that this policy is fair because many of the students in sports clubs are attending college on full scholarships. The college administration is to mediate the conflict and come to a solution.

Scenario 3

Hannah lives in a suburb outside the capital city. The only form of public transport into the city is a bus that runs hourly. Many people take this bus to work because a lot of people in the area do not own cars. Recently, the city government has announced plans to reduce the number of bus services on this route, and to extend the route to include more stops. The city government has chosen this option to extend services to other local areas that currently have no form of public transport. This means the 45-minute bus journey will now take 1.5 hours, and that it will run every 2 hours. Hannah has been chosen as the community representative in discussions with the city government. The transport regulator is to mediate the conflict and come to a solution.



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Module 3. Media Relations and Public Speaking

CARDET, Cyprus



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Media Relations and Public Speaking	
Title	Media Relations and Public Speaking
General information and topics	<p>Our society is built on communication. It enables us to connect, have an impact on choices, and inspire change. Without effective communication abilities, it would be challenging to advance professionally or in daily life. One of the most crucial and feared kinds of communication is public speaking. Public speaking, however, is a crucial ability to acquire and develop in the workplace and daily life. It has a huge impact on your career path and level of success in your field, and it affects routine, everyday interactions between co-workers, managers and staff, marketing professionals etc.</p> <p>The capacity to talk in front of an audience is not only vital, but also necessary to move things along. For instance, one must use powerful, persuasive language to arouse excitement and curiosity in an editor of a newspaper while explaining why a certain product or concept would be a fascinating topic. A compelling pitch will convince the reader or editor to want to learn more. Public speaking enables you to present your case compellingly and eloquently to any audience while presenting an idea or argument for or against anything (Impulse, D. (2021, April 19). 3 Reasons Why Public Speaking is Important. PAN Communications). On the other hand, media relations help in connecting businesses and people with the entities in charge of informing the public about news and information.</p> <p>Media relations is about developing a relationship with media outlets, newsrooms, or news outlets, while public relations are about developing and strengthening the relationship between the company and the general public. Media relations is the precursor of public relations (Media relations in PR: How does it work? (n.d.). Mynewdesk.).</p>
Competence, skills, ability	<ul style="list-style-type: none"> ▪ The participants will be able to: <ul style="list-style-type: none"> - Gain understanding of media relations and Public speaking - Create and deliver a speech - Gain knowledge on how to expand upon a subject when public speaking, even when you do not have a great deal of knowledge on it. - Gain knowledge on some public speaking speech frameworks you can use during impromptu speaking - Build thought leadership - Become more confident in decision-making
Goal	<ul style="list-style-type: none"> ▪ The overall goal is to improve participant’s practical skills and knowledge in designing and delivering public speeches, presentations etc. but also, to practise and improve their public speaking and communication skills in a positive and supportive environment.



Section Plan

Activity with Non-Formal Education 1 -
CONFRONTING OUR PUBLIC SPEAKING FEARS)

▪ Overview, Debriefing and Evaluation

Firstly, have a brief discussion with participants about the common fear of public speaking. Ask them how they feel about it when they have to speak publicly.

The facilitator should mention that for many people, the notion of speaking in public has the effect of rendering one speechless. Some studies show that many people consider public speaking as their number one fear.

Yet, so many professions and careers require us to address an audience of some kind and size at one time or another. For example, teachers, business people and politicians all speak in public. Some circumstances may require a more formal delivery of information and may be more nerve-wracking than others that are more casual and generally presented to smaller audiences. Many people with a fear of public speaking do not realise that whether at work, at home or at school, we all speak in public on a daily basis at one level or another.

Remind participants that sooner or later, we all will be called upon to get up in front of a group of people and speak. This experience can be either harrowing or pleasant depending on our preparation.

Go around the room and ask each participant to name the one thing that she fears most about speaking in public. Then write a summarised version of each answer on a flipchart.

If the same answer comes up again, put a check mark next to it each time it is mentioned. Once everyone has had a chance to acknowledge their fears, count up the number of times each answer was mentioned.

Then, lead a brainstorming session on the top three fears and ways to reduce them. At the end of this session, distribute the handout on 'How to Manage Your Fear and Speak with Confidence' and review it with the participants. Highlight any strategies that they did not consider.

So much of what goes into public speaking happens way before you step up to the front of the room. Preparation and practice are key. Shift the focus towards what you are going to say in front of the target audience rather than how you are saying the words since that will help.

▪ Objectives

- To learn and practise effective public speaking techniques
- To reduce anxiety related to public speaking



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	<ul style="list-style-type: none"> ▪ <u>Materials</u> <ul style="list-style-type: none"> ✓ Copies of the handouts ✓ Flipchart paper ✓ Markers ✓ Pens ✓ Laptop computer ✓ Projector ✓ Screen ▪ <u>Duration</u> 1h ▪ <u>Further Information</u> <p>Fear of public speaking is a common form of anxiety. It can range from slight nervousness to paralysing fear and panic. Many people with this fear avoid public speaking situations altogether, or they suffer through them with shaking hands and a quavering voice. But with preparation and persistence, you can overcome your fear.</p> <p>The facilitator at the end of the session can show to the participants this video on how to be a more confident public speaker.</p>
<p>Activity with Non-Formal Education 2 – Practice Speech</p>	<ul style="list-style-type: none"> ▪ <u>Overview</u> <p>Give participants 15 minutes to prepare a short speech with an introduction, conclusion, and one story or quote for a specific topic that they would like to offer their opinion. The speech should be a maximum of three minutes long. Tell participants that you will time them and cut them off when they have reached their time limit. Remind participants to think about what they have learned as they prepare for and deliver their speech – things like body language, gestures, eye contact, the tone of their voice, etc.</p> <p>Pass out two copies of the Presentation Feedback Form to each participant and assign them two other people to whom they will provide feedback. Briefly review the form so participants understand what they should be looking and listening for during the speeches.</p> <p>Have each participant come to the front of the room and deliver their speech to the whole group. Do not forget to provide each participant with feedback immediately after their speech. Remind participants to provide both positive feedback and constructive criticism on what can be improved. Focus feedback on things that the speaker can change and control.</p>



	<p>If possible, videotape each speech and play it back, in part or in whole, for each participant so she can see and hear herself. This may be the most effective way for people to quickly get a sense of their strengths and weaknesses.</p> <ul style="list-style-type: none"> ▪ <u>Objectives</u> <ul style="list-style-type: none"> ● Determine the best speaking style for different types of speaking occasions ● Identify and utilise voice aspects of speaking ● Plan the speech in preparation for delivery/performance of a speech. ▪ <u>Materials</u> <ul style="list-style-type: none"> ✓ Copies of the handouts ✓ Flipchart paper ✓ Markers ✓ Pens ✓ Laptop computer ✓ Projector ✓ Screen ▪ <u>Duration</u> (1 hour) ▪ <u>Debriefing and evaluation</u> What were some of the most common challenges that participants faced? Were participants surprised by what they did well and by what they could improve? ▪ <u>Tips for facilitators</u> Encourage the participants to express their voices so they can actively participate in public life.
Good Practice(s)	<ul style="list-style-type: none"> ▪ <u>Ideas for action</u> In Media Relations, public speaking is still necessary, they both intertwine. Public speaking is a useful tool in media relations and a great way to communicate your key messages while connecting with your target audience. Due to the increasing competition in our markets and the exponential development in media dispersion, public and media relations have recently acquired relevance and exposure. A strategic public relations effort has never been more crucial. This entails cultivating meaningful relationships with



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	<p>consumers, clients, business partners, employees, stakeholders and the general public in addition to producing coverage and awareness.</p> <p>Develop Key Messages that differentiate and strengthen the company/organisation etc.</p> <p>A good public relations strategy revolves around positioning, which provides answers to four key questions: what a company does, who it serves, how it fills unmet requirements, and how it outperforms competitors. Companies that follow best practices concentrate on identifying through key messaging what makes their company distinctive rather than on the quantity of articles released. These messages influence public perception and help the target audiences comprehend the mission and objectives of an organisation. Additionally, a position-driven program develops a clear and consistent point of view that strengthens all forms of communication and aids an organisation in securing its desired distinctive position (Knowledge Leader, P. (n.d.). Best Practices for Developing Strong Public Relations).</p>
Digital Media Resources	<ul style="list-style-type: none"> ● How to improve your media relations ● 10 Tips for Improving Your Public Speaking Skills
References	<ul style="list-style-type: none"> ● Impulse, D. (2021, April 19). 3 Reasons Why Public Speaking is Important. PAN Communications ● Media relations in PR: How does it work? (n.d.) Mynewdesk. ● Knowledge Leader, P. (n.d.). Best Practices for Developing Strong Public Relations ● Ziv, S. (2020, June 19). 17 Public Speaking Tips That'll Help You Crush Your Next Presentation. The Muse. https://www.themuse.com/advice/public-speaking-tips



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Module 4. Critical Thinking for Active Citizenship

KMOP, Greece



Project Number: 2021-2-PT02-KA220-YOU-000049028



Democratic Attitudes and Values	
Title	ical Thinking for active citizenship
General information and topics	<p>Critical thinking constitutes an essential part of civic and democratic education. It is defined as the ability to independently make informed and reasoned decisions concerning important issues and being able to communicate the respective findings (Hubert, 2020). Through the process of critical thinking, people are able to pave their way through complex situations by developing problem solving skills and sharpening their critical mind.</p> <p>According to Aristotle, “It is the mark of an uneducated mind to be able to entertain a thought without accepting it”. It is evident that developing a socially and politically critical consciousness is an essential asset for citizens nowadays, as critical thinking is considered to be vital for the proper functioning of democracy and the development of a more tolerant society (University of Bedfordshire and Centre for Learning Excellence, n.d.).</p> <p>Thus, keeping in mind that critical thinking can be a powerful vehicle for the construction, acceptance and promotion of active citizenship, the importance of transmitting and providing young citizens with such abilities is highlighted. Young citizens, who aim to participate actively in democratic and societal processes need to be equipped with the ability to think for themselves and thus make conscious decisions independent of other people's thoughts and opinions, avoiding the risk of being a part of the unknowing masses. For young people to form the ability of critical thinking and consciousness, is to partake effectively and actively in civic engagement (Dam and Volman, 2004). In addition with this, critical thinking supports the development of competences such as leadership, thinking out of the box, decisiveness, self-</p>

	<p>confidence and belief in one's opinions and thoughts. Those competencies are vital for the multilateral development of young people's characters and personal beliefs.</p> <p>Some <i>key characteristics</i> of critical thinking are: independent and informed judgment, ability to evaluate different circumstances, distinguish the true worth of something, distinguish lies from the truth, free and deliberate thinking.</p> <p>The purpose of the following activities is to introduce participants into the concept of critical thinking, highlight its importance and showcase how critical thinking can be an active vehicle for civic engagement and participation of young people.</p> <p>Main Topics: Critical thinking, civic engagement, democracy, democratic society, multilateral development of young citizens, critical consciousness, Fake News, social media.</p>
<p>Competence, skills, ability</p>	<p>After the completion of the following exercises, participants should be able to:</p> <ul style="list-style-type: none"> • Understand the importance of critical thinking for their personal and professional growth, • Demonstrate an understanding of the significance of critical thinking for engagement in civic and societal activities, • Develop the ability of critical thinking through problem solving, • Be able to separate truth from fiction, • Demonstrate the ability to express independent thinking.
<p>Goal</p>	<p>The main goal is to provide youth with knowledge on citizens' rights and responsibilities and to promote active citizenship and show how young people can become socially and politically active</p>

	by realising the importance of critical thinking and critical consciousness.
Section Plan	
<p>Activity with Non Formal Education 1 – Fake News</p>	<p>Activity 1</p> <p>The purpose of the following activities is to portray how critical thinking can be used in situations such as social media manipulation and advertisement in order to protect one’s identity and free thinking and avoid being influenced by social media platforms that are untruthful and fabricated.</p> <p><u>Duration:</u> 55 minutes <u>Materials Needed:</u> pen and paper</p> <p><u>Instructions</u></p> <p>Part 1 - “One truth two lies” Game</p> <ul style="list-style-type: none"> • After dividing the participants into groups of 2-3, the facilitator should begin by introducing the game of “one truth and two lies”. Each group needs to write down three statements overall, one of which will be truthful while the other two will be false. After deciding on the statements, one representative of each group will present them as if all were true and let participants from the other groups guess which statement is true by making critical questions. To get to the truth participants need to make smart questions that could identify a gap in someone’s story and use their critical mind in order to distinguish truth from fiction. • After the completion of the games, ask the following questions referring to each participant individually: <ul style="list-style-type: none"> → How difficult was it to identify the true statement? → Which criteria did you use when trying to decide if the person was lying or not?

→ Is it difficult to identify lies in everyday life instances such as in someone's post on social media?

- The facilitators should ask participants to mention some key aspects of critical thinking in the form of an open discussion. They can start the conversation by posing the following questions:

→ Do you understand the meaning of critical thinking?

→ Do you think using critical thinking in everyday life situations is a powerful tool to avoid misguidance?

→ Do you try to think critically when making an important decision, or do you depend heavily on others' thoughts and opinions?

- Provide an explanation of the concept of critical thinking. (Suggested definition: the ability to independently make informed and reasoned decisions concerning important issues and being able to communicate the respective findings.)

Duration of part 1: 30 minutes

Part 2 - Critical Thinking in Social Media

- Ask participants in the form of an open discussion:
 - Have you ever felt that social media users frequently present a different image on their social media platforms that is not consistent with reality?

→ Could you give some examples of people that you have caught lying on social media?

→ Which are the reasons that social media users frequently present themselves differently on social media and in real life?

	<p>→ Have you ever felt less important or worthy when you watch the extravagant lives that social media users sometimes portray through their posts?</p> <p>→ What do you think you can do to avoid feeling this way and identify the truth?</p> <ul style="list-style-type: none"> • The facilitators should make the connection between critical thinking and social media. Social media users create extravagant images of themselves on their platforms in order to attract attention from more people and especially young people, while trying to manipulate them into purchasing an item or service. It is important for young people to use their critical thinking in order to identify that the fabricated and photoshopped pictures that social media profiles sometimes use are false and nothing near reality. This way they don't feel excluded, less worthy or they try to change themselves in order to fit into false standards and stereotypes by creating extra psychological pressure and stress. • After having explained the concept, direct participants in their groups to write down 3 tips for a critical thinker. Have them present their tips and encourage other groups to provide feedback or express objections. <p><i>Duration of part 2: 25 minutes</i></p>
<p>Activity with Non Formal Education 2</p>	<p>Activity 2 - Fake News</p> <p>The purpose of the following activity is to make participants realize that they are in need of critical thinking abilities even when dealing with everyday matters. Using the concept of Fake News, the activity highlights how people should utilize their critical consciousness in order to separate lies from truth, something that</p>

ultimately renders them more capable of making reasoned decisions and of becoming informed citizens.

Duration: 45 minutes

Materials needed: whiteboard, pen

Instructions:

- Pose the following questions in the form of an open discussion in order to introduce the concept of fake news, referring to all participants individually:
 - Have you heard of the term “Fake News”?
 - Do you understand the meaning of this term?
 - Can you present one or two examples of Fake News in your country?
- During the discussion facilitators should note down on the whiteboard some of the main points that were brought up by the participants concerning Fake News.
- Use the words that were noted to the whiteboard in order to collectively create a definition for the term “Fake News”.
(Suggested Definition: “Fake News is fabricated information that is intentionally and verifiably false”).
- Divide participants into groups consisting of 2-3 people.
- Present to participants the following statements:
 - A flag given to U.S. House Speaker Pelosi and Vice President Harris by Ukrainian President Volodymyr Zelenskyy during a joint session of Congress in December 2022 contained Nazi "SS" runes. (F)
 - An advertising flyer for a Russian "dementia care facility" featured a photograph of Joe Biden. (F)
 - Pope Francis said, “Being homosexual is not a crime. It’s not a crime. Yes, it’s a sin. Well, yes, but

	<p>let's make the distinction first between sin and crime." (T)</p> <ul style="list-style-type: none"> - The Pfizer COVID-19 vaccine contains cells from an aborted fetus. (F) - Russia guaranteed Joe Biden's safety before his surprise visit to Kyiv on Feb. 20, 2023. (F) - "The Simpsons" TV show predicted the 2020 new coronavirus outbreak in a 1993 episode. (F) <ul style="list-style-type: none"> • Give participants approximately 10-15 minutes to discuss the liability of the aforementioned statements and determine into groups whether it is a case of Fake News or not. Encourage them to justify their answers. • After the participants have presented and justified their choices, reveal to them which statement was true and which were false. • Lastly, pinpoint how this activity has helped participants understand the importance of critical thinking when trying to distinguish whether the statement was true or false.
<p>Good Practice(s)</p>	<p>Euro Advance Association (Bulgaria) has launched an initiative called "Read Twice" in order to counter the issue of the spread of misinformation because of high levels of media illiteracy and at the same time strengthen the competences of critical thinking and problem solving in young people. It is an initiative under the umbrella of the Citizens, Equality, Rights and Values Programme (CERV) of the European Commission.</p> <p>The European Commission has identified the great risks and threats that the widespread of disinformation can pose to European societies and democracy in general, especially nowadays with the enormous use of new technologies for communication and information about everyday news. The only way to counteract this dangerous phenomenon is to effectively equip European citizens with the right competencies for them to</p>

	<p>be able to recognize falsehoods and avoid propaganda and misinformation. So, the initiative aims to enhance media literacy by highlighting the importance of critical thinking and by strengthening citizens' abilities to strategically assess information. Under the umbrella of the Read Twice project, media literacy trainings will take place in several countries educating more than one thousand young people. The project is followed by a social media campaign called “Read twice, don't repeat lies!”.</p> <p>Another initiative funded by the Erasmus+ European program is called CRITIDE and aims to introduce critical thinking and participation as a foundation of Democracy in Europe. It is an initiative coordinated by Youth Power Germany EV.</p> <p>According to the initiative, the project aims to increase the level of political and social participation of young people in Europe by strengthening their media and political literacy. This is something that can be achieved through the implementation of trainings about democracy, European values and laws, and volunteerism by highlighting the importance of critical and creative thinking. The project involves the engagement of several NGOs and youth workers and the development of the respective educational platforms, workshops and handbooks.</p>
<p>Digital Resources</p> <p>Media</p>	<p>University of North Dakota. n.d. “Tips for Students on How to Identify Fake News.” University of North Dakota Online. https://onlinedegrees.und.edu/masters-cyber-security/tips-for-students-on-how-to-identify-fake-news/.</p> <p>Center for information technology and society. 2016. “What Is Fake News Center for Information Technology and Society - UC Santa Barbara.” Ucsb.edu. 2016. https://www.cits.ucsb.edu/fake-news/what-is-fake-news.</p>

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Module 5. Media Literacy and Digital Skills

dieBerater, Austria



Project Number: 2021-2-PT02-KA220-YOU-000049028

Media literacy and Digital skills	
Title	
General information and topics	<ul style="list-style-type: none"> The tool kit aims to provide a comprehensive overview of media as an information source. It also explores how information can qualify as disinformation. It provides a tool to evaluate information and uses that to analyse a text.
Competence, skills, ability	<ul style="list-style-type: none"> To be able to fact check information To differentiate and evaluate information To create their own media content according to what they have learned
Goal	<ul style="list-style-type: none"> This tool kit aims to inform learners about the importance and relevance of critical interaction with any media format. It provides them with a necessary tool to analyse and understand information they are provided. One main focus is the reflection of their own understanding of information and media. The learner is meant to reflect on their own knowledge, critically interact with any type of media, and gain the tools necessary to improve their media literacy skills.
Section Plan	
Activity with Non-Formal Education 1	<ul style="list-style-type: none"> <u>Overview</u> Learners work on a comparative analysis of news (in its broadest sense - not only classical media). Learners choose a major topic on social or classical media and check other sources for the same story. Each outlet will have different details in varying levels of depth. Learners then create a mind map listing different kinds of sources, including which ones are reliable and which ones are not. If the mind map is created digitally it is highly recommended to allow for the learner to publish it somewhere. <u>Objectives</u>

	<p>Learners will gain a fuller, more accurate perspective on the difference between fact and opinion as well as the strengths and weaknesses of different outlets and media models.</p> <ul style="list-style-type: none"> ▪ <u>Materials</u> <u>Device for research</u> Either pen and paper or digital mind mapping tool (mindmeister). ▪ <u>Duration</u> 1h ▪ <u>Tips for facilitators</u> It would be useful for learners to be able to present their results to others and discuss them.
<p>Activity with Non-Formal Education 2</p>	<ul style="list-style-type: none"> ▪ <u>Overview</u> Learners will reflect on and test the boundaries and rules governing news and media. They are split into groups and assigned to create an entirely new set of laws and rules around media in society. Learners are free to either recreate or create an utopian or dystopian world they like. Once they have agreed on laws and rules they can create a poster which they will then present to others. Each media system can then be discussed among all learners. ▪ <u>Objectives</u> Learners will reflect on their ideas about media and see how rules governing information might also affect other parts of society. ▪ <u>Materials</u> Pen and paper ▪ <u>Duration</u>

	<p>45min</p> <ul style="list-style-type: none"> ▪ <u>Tips for facilitators</u> <p>It would also help to provide some base models of how media and media use is governed in different countries and or historically was governed.</p>
Good Practice(s)	<p>http://mediainaction.eu/</p>
Digital Media Resources	<p>mindmeister.com</p>
References	<p>Jeff Share, Elizabeth Thoman: Teaching Democracy: A Media Literacy Approach; A Media Literacy Educators' Guide for Dilemmas Decisions; 2007; online: < https://www.medialit.org/sites/default/files/D%2BDweb_educators_guide.pdf ></p>



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Module 6. Campaign Design and Advocacy

CESIE, Italy



Project Number: 2021-2-PT02-KA220-YOU-000049028

Campaign Design and Advocacy	
Title	Campaign Design and Advocacy
General information and topics	<p><u>Campaign</u></p> <p>The Campaign is the mobilization of different kinds of forces (organizations or individuals) capable of influencing people in order to implement an identified and desired social, economic, environmental or political change.</p> <p>CAMPAIGN is defined as a form of communication/ action through which a series of messages that aim to achieve a specific goal: raising public awareness of social issues, putting pressure on institutions to obtain a decision or to revoke it, etc.</p> <ul style="list-style-type: none"> • <u>Organizing a campaign</u>: Projects and campaigns usually start because we feel inspired by an idea or passionate about a particular problem. Our first impulse is to take immediate action. But if we take some time to analyze the situation and develop an action plan, we can increase our effectiveness and our chances of success, avoid burn out, enhance more energy and skills of the people involved. • <u>Planning</u>: Planning your campaign will help you. Choose the right strategy at the right time. All actions have a positive and negative impact. Getting the right balance can be crucial. You can see what strategy will be useful and at what stage of the campaign can be used, looking at the medium and long term. Once you've prepared a

plan, be prepared to change it if necessary. Situations can change quickly and require flexibility

- The strategy is a long-term plan, designed to achieve a particular goal. It is formed by actions selected to achieve specific goals such as getting media coverage or raising awareness. When the actions occur in a logical and high-impact sequence, you have a Strategy.

Strategy building is one of the most important parts of the campaign because it focuses on 3 questions.

In particular:

- What do you want to get concretely from the campaign?
- How do you plan to do it?
- What will be the indicators of campaign effectiveness? This approach helps to focus resources and be accountable to the groups you work with, ensuring effective use of time spent planning.

Advocacy

There are many types of advocacy, each with different objectives and goals. Below there are three common types of advocacy.

- Self-advocacy: when you stand up for yourself, defend your rights, or represent your own views and interests, you are being a self-advocate.
- Individual advocacy: this type of advocacy involves acting on behalf of others (a client, an individual, or a group) to advance their goals. A parent might advocate on behalf of their child, or a lawyer may advocate for the legal rights of their client in court.

	<ul style="list-style-type: none"> ○ <u>Systems advocacy</u>: the goal of systems advocacy is to change policy, rules, or laws on a particular issue. This can happen at the local, state, or national level. Both individuals and organizations engage in systems advocacy. <p>These types of advocacy are like tools. They can be used separately or in conjunction with each other. The type of advocacy best suited for your situation depends on the goals you want to achieve and the resources you have.</p>
<p>Competence, skills, ability</p>	<ul style="list-style-type: none"> ● Understanding of the campaign design process; ● Being able to set the different step of the campaign design; ● Critical thinking and problem-solving skills – Being able to set a common goal with the own community; ● Project skills (team building, set up goals, steps and time table);
<p>Goal</p>	<ul style="list-style-type: none"> ▪ The overall goal is to provide Youth workers/Trainers with tools to train young people in methodologies, technical and behavioral skills to design their own campaign and develop an advocacy strategy.
<p>Section Plan</p>	
<p>Activity with Non Formal Education 1 Action Brainstorming</p>	<ul style="list-style-type: none"> ▪ <u>Objectives</u> <u>ACTION BRAINSTORMING</u> This tool helps the group to quickly collect a large number of ideas for actions to do. The idea is to encourage creativity and free energy. This methodology helps people be inspired by each other. ▪ <u>Materials</u> <ul style="list-style-type: none"> ○ Flipchart paper ○ Post-it

- Highlighters
- Pens

▪ Duration: 1 hour

▪ Overview and debriefing

STEP 1 – 30 MINUTES

-Start by affirming the problem to be addressed. Ask people to tell what comes to mind as quickly as possible without censoring it.

-Ask one or two note makers to write all the ideas where everyone can see them.

-Make sure there are no discussions or comments about others' ideas. Structured thinking and organization can come later.

-After people run out of ideas, check the list of actions that have been generated and get brief explanations for those that are unclear.

-Now you can move on to discuss the advantages and disadvantages of different ideas. Make sure you don't dismiss the craziest ideas. Sometimes they have the greatest potential.

STEP 2 – 30 MINUTES

-Take post-it notes or pieces of paper. Ask participants to write down what skills, equipment, or other resources they have.

-When everyone has finished writing, attach the sheets to the wall.

-Move the pieces of paper to create groups and find out how many actions you didn't think you could do!

▪ Evaluation

	<p>The group can present the list of actions and the list of skills they found. In addition, they can tell how they felt during the activity.</p> <ul style="list-style-type: none"> ▪ <u>Tips for facilitators</u> Making the most of skills! Analyzing different types of actions and tactics helps you understand what kind of skills people have and what they like to do. People work better if they appreciate what they are doing, and so the best way to run a project or campaign is to make it fun!
<p>Activity with Non Formal Education 2 Create you campaign !</p>	<ul style="list-style-type: none"> ▪ <u>Objectives</u> <u>CREATE YOUR CAMPAIGN</u> This activity helps the group to start to develop their campaign with the ideas, actions and skills they have found during the previous excersice. This activity will present all the steps to create a complete campaign. ▪ <u>Materials</u> <ul style="list-style-type: none"> ○ Flipchart paper ○ Post-it ○ Highlighters ○ Pens ▪ <u>Duration: 1 hour</u> ▪ <u>Overview and debriefing</u> Based on the ideas and topics of the previous activity, the facilitator has to divide two or more groups to start to create two or more campiagns. Each group need the precence of one facilitator throughout the activity.

Each group has to receive the following phases template to create the campaign. The facilitator can present the phases on the screen or can prepare some papers.

1 - IDENTIFYING THE OBJECTIVES: The objectives of the Campaign must be AS CONCRETE AS POSSIBLE MEASURABLE. Each member of the group has to write their own goals. Compare these: what are the similarities, where are the differences? Use it to develop your group's goal.

The facilitator can use the question « What do you want to achieve?» to carry on the discussion :
You should be able to summarize the answer in a single sentence: "Create an organic school garden", "Stop the concrete project x" etc.
The important thing is to agree on an immediate common goal to be able to work together.

2 - BUILDING THE ALLIANCE : Identify individuals, associations, other bodies etc. It is important to identify the alliance to work out the strategy together, to pool resources and skills to build the agenda of actions.

3 - IDENTIFY THE TARGET AREAS : Based on the identified objectives, the collected information and the identified alliance, focus the target audience. This facilitates the identification of specific actions suitable for the targets. Ex. Public opinion, institutions, companies etc.
This phase assumes that the group is analyzing the information they have already collected: starting from the different subjects and institutions that are interested in the problem.

Who are the subjects you need to bring to your side? What are the people you need to talk to / convince / pressure to achieve your goal?

4 – ORGANISING: On the basis of the alliances and expertise identified, organise the operational group that can cope with the activities. If necessary, divide the activities into sub-groups (e.g. social media management, press office, agenda etc. setting periodic meetings).

5 ACTION PLAN/MOBILISATION : Identify specific actions and prepare the agenda with all events and activities related to the campaign. Set timelines and deadlines. Ex. Launch, actions etc. The purpose of a time line is important to give an idea of how many different things you might have to do and when. If the target audience is an institutional contact, it is appropriate to imagine specific actions of pressure and/or meetings with identified interlocutors.

6 EVALUATION : It is useful to plan interim evaluation moments (during the campaign) as well as at the end. The mid-term evaluation is useful to identify critical issues and emerging needs in the course of work and to adjust the strategy.

To evaluate the campaign it is possible to use the following questions :

- Have the campaign goals been achieved?
- What were the campaign's strengths and weaknesses?
- Were the resources available to the campaign sufficient?

	<ul style="list-style-type: none"> ○ Was the network of allies enough to support the campaign? What tactics were used and what were left aside? ○ What could have been done to make the campaign even more effective? ○ What missed opportunities could have been seized? <ul style="list-style-type: none"> ▪ <u>Evaluation</u> The groups can describe their campaign strategy and what they have planned. They can explain why they chose this type of activities and how they want to put in practice the strategies in their community. ▪ <u>Tips for facilitators</u> It is possible to use the evaluation step of the campaign as a follow up of the activity, to help them in practice with the preparation of the campaign.
<p>Good Practice(s)</p>	<ul style="list-style-type: none"> ▪ <u>Giudizio Universale campaign.</u> They are citizens who, every day, carry out small and big battles for protection of the environment, the climate and people’s rights. They created a lawsuit, the first climate action brought against the Italian state, started on 5 June 2021, on behalf of more than 200 plaintiffs, including citizens, minors and associations. The legal action is addressed to the Italian State through a writ of summons filed with the Civil Court of Rome. The plaintiffs are seeking a ruling ordering the State to achieve a drastic reduction in greenhouse gas emissions by 2030, in order to meet the long-term temperature goal of the Paris Agreement (aiming at limiting global warming to 1.5°C).

	<p>The lawsuit is not a symbolic act. It aims to achieve a radical change in the State’s climate policies, through a decisive improvement in GHG reduction ambitions and the guarantee of full protection of human rights, in compliance with the climate obligations that the State is required to observe under the Constitution, international agreements and national legislation.</p>
<p>Digital Media Resources</p>	<ul style="list-style-type: none"> ▪ https://www.weareecs.co.uk/faq-advocacy#:~:text=To%20do%20this%20the%20principles,empowerment%20must%20be%20adhered%20too.&text=Question.,-What%20does%20advocacy ▪ https://theconsumervoice.org/uploads/files/issues/Crafting an Effective Advocacy Message han.pdf ▪ https://www.ncbi.nlm.nih.gov/books/NBK195431/#:~:text=Generally%20speaking%2C%20there%20are%20two,and%20cost%2Deffective%20advocacy%20tool. ▪ https://www.iup.edu/mcsle/files/student_leadership_and_greek_life/resources/activism-and-advocacy.pdf ▪ https://courtneyharriscoaching.com/20-ways-to-be-an-advocate/ ▪ https://nbacl.nb.ca/module-pages/tips-for-being-an-effective-advocate/ ▪ https://ctb.ku.edu/en/advocating-change
<p>References</p>	<ul style="list-style-type: none"> ▪ https://asud.net/ ▪ https://commonslibrary.org/campaigning-for-social-change-beyond-just-protesting-for-it/ ▪ https://www.lobbyists4good.org/advocacy#:~:text=Individual%20advocacy%3A%20this%20type%20of,of%20their%20client%20in%20court



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