



**PROJECT TITLE: MEET OUR NEIGHBOURS 2**

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# TOOLKIT WITH INFORMAL EXERCISES

**ERASMUS+ PROGRAMME**

**KEY ACTION: KA220-YOU – COOPERATION PARTNERSHIPS IN YOUTH**

[WWW.MEET-OUR-NEIGHBOURS.EU](http://WWW.MEET-OUR-NEIGHBOURS.EU)



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Project partners:

- Center for Educational Initiatives (CEI) - Republic of Bulgaria
- Asociația “Tinerii 3D” (The Association of 3D Youngsters) - Romania
- EGECED (Institute for Educational and Youth Studies) - Türkiye
- EMinS-Leskovac - Republic of Serbia
- INNOVA Lab Bitola - Republic of North Macedonia
- The Youth Center of Epirus (YC Epirus) - Republic of Greece

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# INTRODUCTION

The **Toolkit with informal exercises** is created on the bases on the synthesis report of IO1 from the “**Meet Our Neighbors 2**”, project which it gives a real idea of where the problems and conflicts between the participating Balkan countries may come from and thus find a real solution to overcome them.

The main objective of this toolkit was to build the capacities of youth workers and youth leaders in using and shaping non-formal tools to promote intercultural understanding and acceptance of diversity, providing them with guidance, development of a set of informal exercises aimed at overcoming stereotypes and prejudices at the Balkan level and application of non-formal tools (workshops, simulations, role-playing games, discussions, etc.) to promote intercultural understanding and acceptance of diversity aimed at creating young people enable them to build strong, sustainable, respectful and peaceful communities.

During the creation of the exercises, some important and mandatory approaches, aspects and frameworks were used.

When developing the set of exercises, workshops, simulations, role-playing games, discussions, etc. were followed and combined the following approaches:

1. **Experiential learning:** This approach involves learning by doing, reflecting, and applying knowledge to real-life situations. The youth workers can be engaged in

workshops, simulations, and role-playing games that reflect the diversity of cultures, languages, and traditions in the Balkans.

2. **Participatory learning:** This approach involves active participation and collaboration among the youth workers. The youth workers can engage in discussions, debates, and group activities that promote understanding and cooperation among different communities in the region.
3. **Multimedia learning:** This approach involves the use of multimedia tools such as videos, podcasts, and social media to promote learning and engagement among the youth workers. The youth workers can create multimedia content that reflects their hopes and aspirations for the future of the Balkans within the larger European community.
4. **Humorous learning:** This approach involves using humour and satire to promote learning and engagement among the youth workers. The youth workers can engage in activities that showcase humorous or unusual traditions or customs that are unique to the Balkans.

Generally, the pedagogical approach is designed to promote unity in diversity, building bridges, democracy in action, tolerance and understanding, good Neighbourliness, and funny Balkans. The toolkit provides a set of informal exercises that are culturally sensitive, engaging, and interactive, and that promote learning and reflection among the youth workers.

The exercises and informal tools created in the Toolkit belong to specific topics, as follows:

- Unity in Diversity
- Building Bridges
- Democracy in Action
- My European Future
- Tolerance and Understanding
- Good Neighbourliness
- Funny Balkans.

These exercises are aimed at creating young people who will enable them to build strong, sustainable, respectful and peaceful communities.

“Strength lies in differences,  
not in similarities”

Stephen R. Covey

# PROJECT SUMMARY

The Balkan Peninsula is an area characterized by a special dynamic of neighborly relations. Different ethnic and religious groups often coexist in a relatively small area. They share common traditions, history, cuisine, folklore, and even everyday problems of a domestic nature. Unfortunately, this same population has repeatedly been the target of policies that incite extreme hatred, tolerate violence, and promote disunity, all serving various political interests.

Countries in the Balkans have a long history of fragmentation and their nations are often marked by prejudices and stereotypes, which can be defined as generalisations about members of a certain social group as a result of natural cognitive reduction. Such labeling is common because as we ascribe various personality traits to others (and consequently to ourselves), others also do the same to us. Group identity is always defined by the relationship towards other groups or group identities - a group that threatens us, our interests, or even our survival. The others, often minorities in society, are labeled as “different”, “unadjusted”, or “privileged”, and generally speaking, perceived as intruders, if not even invaders, in relation to the majority population. In times of crisis, their mere existence may even be portrayed as a threat.

Therefore, one of the tasks of this project was, firstly, to try to find out the reasons for the emergence of stereotypes in the Balkans, their characteristics, to determine when they arose, and whether they exist today. It is important to understand the circumstances that led to the development of stereotypes. This understanding can help prevent possible future conflicts and deterioration of relations between the various ethnic groups in the Balkans. This can only be achieved by actively involving young people in this process because they are the generation that will determine what life will be like tomorrow. It will be accomplished through the development of a set of instruments aimed at enriching their knowledge on the project's topic, fostering civic activism, enhancing tolerance, raising their awareness of conflict aspects, overcoming stereotypes and improving mutual understanding.

The project focused on young people who were born and raised in the previous period between the two epochs – one characterized by division, differentiation, and defamation of neighbors, and the other marked by the embrace of shared European values such as tolerance, respect, freedom, and human rights. Given this historical and cultural context, where the Balkan countries are interconnected not only politically, strategically, and economically but also from a cultural standpoint, it becomes crucial to establish enduring foundations for future peace and a renewed context in the Balkans.

# PROJECT PARTNERS



**CENTER FOR EDUCATIONAL INITIATIVES (CEI)**



**THE ASSOCIATION OF 3D YOUNGSTERS**



**INSTITUTE FOR EDUCATIONAL AND**

**YOUTH STUDIES**



**EMINS-LESKOVAC**



**INNOVA LAB**



**THE YOUTH CENTER OF EPIRUS (YC EPIRUS)**





# TOPIC 1

UNITY IN  
DIVERSITY



## INTRODUCTION

**Unity in Diversity** showcases the diversity of cultures, languages, and traditions in the Balkans while also highlighting how these differences can bring people together.

Unity in Diversity is a concept that emphasizes the coexistence of different cultures, ethnicities, religions, and other diverse elements within a society or community while promoting a sense of unity and harmony. This phrase is often used to celebrate the richness that arises from embracing and respecting the variety of backgrounds and perspectives that individuals bring to a collective group.

The idea of Unity in Diversity is commonly associated with multiculturalism and the recognition that a diverse society can thrive through understanding, tolerance, and cooperation among its members. It suggests that despite the differences, there is a shared sense of belonging and a common humanity that binds people together. This concept is not only applied to cultural diversity but can also extend to various aspects such as language, traditions, beliefs, and values. Many countries and organizations use "Unity in Diversity" as a guiding principle to foster inclusivity and build a strong, cohesive community that values differences rather than viewing them as sources of division.

The phrase has been adopted in various contexts globally and serves as a reminder that acknowledging and appreciating diversity can lead to stronger, more vibrant communities where individuals of different backgrounds work together for common goals.

In this Toolkit are presented the following activities related with "Unity in diversity":

- - Magical Balkan Box
  - United States of Balkans
  - Balkan Festival

These activities are designed to encourage interaction, understanding, and collaboration among the diverse communities in the Balkans, promoting the idea of unity through the celebration of their differences. They also provide opportunities for cultural exchange and appreciation, fostering a sense of shared identity and community among the people of the region. These activities aim to create a sense of shared identity and connection among diverse communities in the Balkans.

<b>TOPIC “UNITY IN DIVERSITY” #1</b>	
<b>Title of the Activity</b>	<i>Magical Balkan Box</i>
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc.)  Provide concise statement of the activity's objective.	Theatric energizer and an exercise.  Main objective: to explore diversity within people of Balkan cultures.
<b>Learning objectives of the activity</b>  Define the specific learning objectives or outcomes that activity is designed to achieve.  These objectives should be measurable and aligned with the training's overall goals.	<ul style="list-style-type: none"> <li>• To discover differences of Balkan cultures.</li> <li>• To increase participants’ ability and willingness to relate to differences of Balkan cultures.</li> </ul>
<b>Duration of the Activity (in minutes)</b>	Approx. 1,5 hours – 2 hours.
<b>Materials and Resources</b>  (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>• Space where participants can form a comfortable circle.</li> <li>• A carton or plastic box which is lightweight and approximately 30x30cm big. It is advised that the box is colorful or decorated.</li> </ul>
<b>Target group</b>  Define the target audience or participants for the activity including their age, number, group size, prior knowledge, experience  Specify any prerequisites or qualifications required.	<ul style="list-style-type: none"> <li>• 10-25 participants</li> <li>• Aged 15+</li> <li>• Basic knowledge of spoken English language</li> <li>• Coming from various Balkan countries</li> </ul>
<b>Learning Outcomes</b>  List the expected learning outcomes or skills that participants should gain from	<ul style="list-style-type: none"> <li>• Discovered differences of Balkan cultures.</li> <li>• Increased participants’ ability and willingness to relate to differences of Balkan cultures.</li> <li>• Increased sensitivity towards active implementation of</li> </ul>

<p>the activity.</p>	<p>cultural diversity in daily lives.</p> <ul style="list-style-type: none"> <li>• Increased curiosity of other Balkan cultures.</li> <li>• Improved theatric expression ability.</li> <li>• Improved verbal and non-verbal communication.</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<ul style="list-style-type: none"> <li>• Theatric exercise - individual simulation or role play exercises – depends on each participant’s specific decision to complete the task of the activity.</li> <li>• Observation</li> <li>• Debriefing in a form of open discussion</li> </ul> <p>These methods are appropriate for achieving the objectives of the activity because they will allow each individual participant to use various forms of self-expression in order to demonstrate a unique aspect of their culture. Other participants will have an opportunity to observe every individual and later to discuss their observations and share their learning outcomes.</p>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section;</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<ol style="list-style-type: none"> <li>1. <b>Theatric energizer/ warm-up.</b> The facilitator invites participants to walk around the space in a peaceful, slow manner. The facilitator explains to the participants that he/she is going to name a thing or an action once in a while, and participants should imitate the thing or action at that time, before returning to the slow pace walking and waiting to hear the next thing/action. As participants slowly walk for about 10 seconds, facilitator names a thing or an action and participants imitate the thing or an action for about 5-10 seconds (the facilitator should try to feel the group and see how many seconds feel the most appropriate for the group). Then facilitator invites participants to return to walking for about 10-15 seconds before naming the next thing or action. Suggested things and actions for the facilitator to name: flying, a cat, jumping, the wind, a chair, a small child, a banana, a train, a clown, sleeping. The energizer should take less than 10 minutes to complete.</li> <li>2. <b>The Magical Balkan Box activity.</b> The facilitator invites participants to form a circle and optionally sit down on chairs, cushions or clean floor. The facilitator then introduces the participants to the Magical Balkan Box – a colorful or decorated box, and explains the idea / tasks of the activity as follows: The Magical Balkan Box can turn into anything unique of cultures of the Balkan countries. It can ONLY turn into a unique cultural thing/symbol that a participant believes belongs to only the culture of their</li> </ol>	

country and it won't be common in other Balkan countries. One by one, each participant will receive the box and with a bit of magic turn the box into the cultural thing. (examples: a glass of frappe for Greece, the Blue Mosque for Turkey, an icon of St. Sava for Serbia, etc.) Participants should not discuss with others about the cultural things/symbols they will chose. When participant receives the Magical Box and "uses a bit of magic", he or she can perform a very short theatrical act with the box (approx. 1 minute long), where he or she uses the box as the cultural thing/symbol. After the short theatrical act, participants coming from other Balkan countries are invited to guess what the box represents, for no more than 10-20 seconds. Whether there is or there is not a correct guess, the participant who performed the theatrical act is asked to explain what the box represented and why he or she believes it is a somewhat significant and unique thing/aspect/symbol of their culture. Then, the next participant is invited to perform the task, until all participants have done so.

3. **Debriefing.** Participants are asked to briefly reflect on the exercise and whoever feels like sharing with the group, to answer the following questions: Were all demonstrated things unique only to the culture the participant comes from, or are there any uses/similarities of the represented thing/symbol also in other Balkan cultures? What were the most interesting cultural aspects that you learned about other Balkan countries? How do you feel about the new things you learned about other cultures? How would you feel and react in your daily life if you witnessed a cultural aspect that is new to you? Do you believe there are more differences or similarities among Balkan countries?

**Assessment and Evaluation:**

Discuss feedback mechanisms and post-training assessments.

Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.

- Participants are asked to form pairs and discuss about their general learning outcomes and satisfaction with the activity, for approximately 5-7 minutes.
- Participants are asked to form a whole circle again and one person per pair is asked to shortly share about what they discussed – shortly to define their overall satisfaction and main learning outcomes.

**Facilitators notes**

Mention any variations or modifications that can be made based on feedback or

- Participants can be suggested to continue conversations about their unique cultural aspects after the activity – during the free time spent together.
- The facilitator can adapt the timing of each activity stage according to the size and needs of the group.

<p>changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	<p>Depending on the environment and available space and equipment, very silent background music can be played throughout the activity.</p> <p>The activity can be held both outdoors or indoors, depending on the possibilities and the weather.</p>
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design</p>	

**TOPIC “UNITY IN DIVERSITY” #2**

<b>Title of the Activity</b>	<i>United States of Balkans</i>
<p><b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc) Provide concise statement of the activity's objective.</p>	<p>Simulation exercise Main objective: to how both existing differences and similarities between Balkan countries and people could be uniting.</p>
<p><b>Learning objectives of the activity</b> Define the specific learning objectives or outcomes that activity is designed to achieve. These objectives should be measurable and aligned with the training's overall goals.</p>	<p>Specific learning objectives of the activity:</p> <ul style="list-style-type: none"> <li>• To find common grounds between Balkan countries and people regarding their cultures, policies, societal aspects.</li> <li>• To define what a common future for the Balkan countries could be – what could be the uniting factors.</li> <li>• Improved sense of Balkan identity.</li> </ul>
<p><b>Duration of the Activity (in minutes)</b></p>	<p>Approx. 2 - 2,5 hours.</p>
<p><b>Materials and Resources</b> (list of the materials, tools and resources needed for the activity)</p>	<ul style="list-style-type: none"> <li>• Space where participants can form a comfortable half circle and a group could present their work, several tables and chairs for group work stage.</li> <li>• Whiteboard or a flipchart.</li> <li>• Internet connection and devices for research (smartphones, laptops).</li> <li>• Large carton posters and markers.</li> <li>• Printed questionnaires for evaluation.</li> <li>• Pens.</li> </ul>
<p><b>Target group</b> Define the target audience or participants for the activity including their age, number, group size, prior knowledge, experience Specify any prerequisites or</p>	<ul style="list-style-type: none"> <li>• 18-36 participants</li> <li>• Aged 18+</li> <li>• Good knowledge of English language</li> <li>• Coming from various Balkan countries</li> </ul>

<p>qualifications required.</p>	
<p><b>Learning Outcomes</b></p> <p>List the expected learning outcomes or skills that participants should gain from the activity.</p>	<ul style="list-style-type: none"> <li>• To find common grounds between Balkan countries and people regarding their cultures, policies, societal aspects.</li> <li>• To define what a common future for the Balkan countries could be – what could be the uniting factors.</li> <li>• Improved sense Balkan identity.</li> <li>• To improve group working skills, basic online research skills, communication skills, presentation skills, critical and strategic thinking abilities.</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<p>Group work – discussions in subgroups and main groups, online research, decision making within each group, creating a poster with gathered decisions and information, presentations of group work outcomes, debriefing.</p>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section;</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<p><b>1. The United States of Balkans activity.</b> Participants are introduced with the idea of the activity: they will be separated in groups and work on a task to imagine what the United States of Balkans would look like. Subtopics and tasks will be provided (written on a board), as well as materials and basic resources for completing the task and creating a presentation about the group work outcomes. Then, participants are randomly separated in groups, it is strongly advised that each group consists of 6 or more participants. Once the groups are formed and materials distributed, each group can start to discuss on the overall ideas regarding of what the United States of Balkans could look like, for 10 minutes. The subtopics of the main task are written on the whiteboard/flipchart: Culture (how people will celebrate the uniting cultural aspects and still preserve their unique culture, etc.), Politics (regarding market, environment,</p>	



movement, social welfare, etc.), Inclusion (how will general inclusion be ensured or promoted for minorities, how will diversity be celebrated, etc.). Each group is asked to divide in subgroups of at least 2 people and work on one subtopic each for 20 minutes. Then, subgroups are asked to rejoin their main groups and share their visions with their groups. They are given 30 minutes to discuss and adjust their overall image of their United States of Balkans proposals and create presentations on large posters. Then, groups are asked to form a half circle and each group one by one would present their group work outcome. The viewers can ask questions/clarifications to the presenting group by the end of each presentation.

2. **Debriefing.** The facilitator asks participants to form a full circle and sit down on chairs or cushions. The facilitator asks the following questions and gives time to participants that would like to share and answer these questions: What were the uniting factors or decisions that you noticed in all or most presentations? Do you believe that there could be an official political/cultural union of the Balkan countries, why yes or no? What existing issues do you see within Balkan countries when it comes to the diversity of Balkan people? Could this diversity be celebrated instead of seen as an issue?

<p><b>Assessment and Evaluation:</b></p> <p>Discuss feedback mechanisms and post-training assessments.</p> <p>Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.</p>	<ul style="list-style-type: none"> <li>• Participants are asked to change seats in the circle they are sitting before starting the evaluation. They receive evaluation questionnaires where they will answer by writing several questions: What is your overall satisfaction with the activity? What are your main learning points from this activity? Has your perception of increased or stabilized union among Balkan countries changes after this activity, and if so, then how?</li> </ul>
<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've</p>	<ul style="list-style-type: none"> <li>• Participants can be suggested to continue conversations around their feelings and observations regarding their group work outcomes and the group reflection, during the free time spent together.</li> <li>• The facilitator can adapt the timing of each activity stage according to the size and needs of the group.</li> </ul>

<p>learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	<p>Depending on the environment and available space and equipment, very silent background music can be played throughout the activity.</p> <p>Participants can be suggested to start their research using the following websites:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.iemed.org/publication/the-balkans-past-and-present-of-cultural-pluralism/">https://www.iemed.org/publication/the-balkans-past-and-present-of-cultural-pluralism/</a> <a href="https://www.britannica.com/place/Balkans/The-Ottomans">https://www.britannica.com/place/Balkans/The-Ottomans</a>,</li> <li>• <a href="https://www.researchgate.net/publication/341453463_Impact_of_Cultural_Diversity_on_Western_Balkan_Countries%27_Performance">https://www.researchgate.net/publication/341453463_Impact_of_Cultural_Diversity_on_Western_Balkan_Countries%27_Performance</a></li> </ul>
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design</p>	

**TOPIC “UNITY IN DIVERSITY” #3**

<b>Title of the Activity</b>	Balkan Festival
<p><b>Type of the Activity</b></p> <p>(exercise, workshop, simulation, role-playing game, discussion, etc.)</p> <p>Provide concise statement of the activity's objective.</p>	<p>Creative exercise.</p> <p>Main objective: to absorb various aspects of Balkan cultures into a unique fusion of Balkan costumes and music.</p>
<p><b>Learning objectives of the activity</b></p> <p>Define the specific learning objectives or outcomes that activity is designed to achieve.</p> <p>These objectives should be measurable and aligned with the training's overall goals.</p>	<p>Specific learning objectives of the activity:</p> <ul style="list-style-type: none"> <li>• To discover unique Balkan costume and musical traits that can be united in a creative fusion of Balkan cultures and people.</li> <li>• Improved sense of Balkan identity and unity</li> </ul>
<p><b>Duration of the Activity (in minutes)</b></p>	<p>Approx. 3-4 hours with a suggested coffee break in the middle.</p>
<p><b>Materials and Resources</b></p> <p>(list of the materials, tools and resources needed for the activity)</p>	<ul style="list-style-type: none"> <li>• Space where participants can form a comfortable circle and a group could present their work</li> <li>• Several tables and chairs for group work stage</li> <li>• Various types and colors of fabrics, classic threads and needles, thick threads and thick needles, yarns, any other material that can be used in basic handmade creation of clothing, such as fabric glue tapes and irons, elastics, buttons, decors, etc.</li> <li>• Various types of small music instruments and objects that can produce sound (small drums, metal sticks, pots, wooden instruments, etc.)</li> <li>• Papers and pens</li> <li>• Scissors</li> </ul>
<p><b>Target group</b></p> <p>Define the target audience or participants for the activity including their age, number, group size, prior knowledge,</p>	<ul style="list-style-type: none"> <li>• 15-30 participants</li> <li>• Aged 18+</li> <li>• Basic knowledge of English language</li> <li>• Coming from various Balkan countries</li> </ul>

<p>experience</p> <p>Specify any prerequisites or qualifications required.</p>	
<p><b>Learning Outcomes</b></p> <p>List the expected learning outcomes or skills that participants should gain from the activity.</p>	<ul style="list-style-type: none"> <li>• To discover unique Balkan costume and musical traits that can be united in a creative fusion of Balkan cultures and people.</li> <li>• Improved sense of Balkan identity and unity.</li> <li>• Improved creativity and creative thinking.</li> <li>• Acquired musical and material creation skills.</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<ul style="list-style-type: none"> <li>• Group work, basic online research, clothing design, hand sewing and assembling an outfit, creating a musical piece and performance, presentations of the group work outcomes, debriefing.</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section;</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<p><b>1. Balkan Festival activity.</b> Facilitator gathers participants in a circle and explains the main tasks of this creative exercise. Participants will work in groups in order to create a unique Balkan Festival – a fusion of Balkan cultural expressions, mainly through clothing, music, dance, and other means that participants would like to use. Participants are introduced with the available materials (fabrics, decors, instruments, etc.) and told that they can also use anything else they would like to include – anything traditional belonging to them, any natural resources from the local environment, any tools they might find, etc. Participants are then separated in equal groups of 4-6 people in each group, where various Balkan countries are represented. Each group will be given around 2 hours to prepare a performance of combination of various traditional aspects and arts, such as clothing, music, dance, and any other means (theatric act, poetry, etc.),</p>	

where every element of their performance (each outfit, each song, etc.) should incorporate aspects of each Balkan country represented within the group. For example, if one group consists of participants from Turkey, Serbia, Greece, and North Macedonia, then an outfit and a song the participants would create for their performance should include elements from all 4 countries/cultures. Each group should find a comfortable space for their work, they can separate in subgroups if necessary, they can also take space and time for practicing their performance. Since it is not easy to estimate the time needed for all groups to have their work on performance finished, the facilitator should check in with the groups time to time, in order to see if they need any assistance and how their progress is going. The Facilitator should encourage the groups to finish within the 2 hours, or, to decide on prolonging the given time if several groups need extra time. It is advised to have a break between preparation of the performances and the beginning of the Balkan Festival. Ideally, if there is enough time, the venue of the Festival where the performances will take place could be decorated during the break, such as with available local natural resources or decors. Each performance could last from a few minutes up to 10 minutes, so that within 1 hour all groups could perform, and if the mood allows, right after the last performance the facilitator could ask all participants to join an improvised performance/dance and an improvised music played during the performances.

- 2. Debriefing.** The facilitator asks participants to form a full circle and sit down on chairs or cushions. The facilitator asks the following questions and gives time to participants that would like to share and answer these questions: How do you feel right now after the performances? How did you enjoy the process of preparation? How did you find the tasks of the activity – easy or challenging? Do you feel your cultures were celebrated or lost in the fusion process? Would you like to see the Balkan cultures to mix and fuse in general, or to remain and even increase the distinction between the Balkan cultures and people, and why?

<p><b>Assessment and Evaluation:</b></p> <p>Discuss feedback mechanisms and post-training assessments.</p> <p>Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.</p>	<p>Right after the debriefing, participants will be presented with a poster of evaluation where 4 circles with a marked center point in each circle are drawn. Over each circle are written aspects of the activity to be evaluated – Enjoyment of the activity, Learning outcomes, Feeling of the Balkan identity, Celebration of Unity in Diversity. Participants are asked to park a point within each circle, marking their feeling towards each aspect to be evaluated, The closer to the marked center of each circle they place the point, the better they feel about the certain aspect. The further away from the center of each circle and closer to the outline of the circle they place their point, the less satisfied they feel about this aspect of the activity/outcomes. When every participant has marked their points, participants are invited to observe the overall group evaluation and asked to share any comments.</p>
<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	<ul style="list-style-type: none"> <li>• Participants can be suggested to continue conversations on fusion versus distinction of Balkan cultures, the benefits and disadvantages of both, during the free time spent together.</li> <li>• The facilitator can adapt the timing of each activity stage according to the size and needs of the group.</li> </ul>
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	<p>Depending on the environment and available space and equipment, very silent background music can be played throughout the preparation part of the activity.</p> <p>If the weather and location allow, the activity can take place outdoors.</p> <p>For convenience, the stage / Balkan Festival venue could be prepared in advance by the facilitator and by any group that finishes their preparation early, during the time when other groups are still preparing and practicing.</p>
<p><b>References and Sources:</b></p> <p>If the methodology is based</p>	

on established educational theories or research, cite relevant sources or references that support its design.	
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# TOPIC 2

## BUILDING BRIDGES





# INTRODUCTION

**Building Bridges** represent efforts to promote understanding and cooperation among different communities in the region. It suggests an initiative or effort aimed at fostering connections, understanding, and cooperation among the diverse communities in the Balkan region. This concept often implies overcoming historical, cultural, or political divides that may exist within the region.

"Building Bridges" is a specific topic in the toolkit, the exercises and informal tools under this theme likely focus on fostering connections, understanding, and collaboration specifically within the Balkan region.

The overarching goal of "Building Bridges" is to create a more united and harmonious region by breaking down barriers and promoting connections among the diverse communities. It emphasizes the importance of dialogue, cooperation, and shared efforts to overcome historical tensions and build a more integrated and interconnected Balkan community.

In this Toolkit are presented the following activities related with "Building Bridges":

- Dealing with cultural differences
- Dreams
- The History Line

These activities collectively suggest a holistic approach to "Building Bridges" by addressing cultural differences, exploring shared dreams and aspirations, and understanding the historical context that shapes the identities of different communities in the region. The goal is likely to promote unity, mutual understanding, and collaboration among youth from diverse backgrounds within the Balkans.

Dealing with cultural differences emphasizes practical skills for navigating diversity, the "Dreams" activity focuses on personal connections and shared aspirations, while "The

History Line" provides a means to explore and appreciate the historical context that shapes perspectives.

In the context of the Balkans, where historical events have sometimes led to tensions, these activities seem to be designed to address the challenges of building bridges across diverse communities. By acknowledging and understanding cultural differences, sharing aspirations and dreams, and exploring a shared historical narrative, these activities aim to promote unity and cooperation among the people of the Balkans.

The activities outlined in the toolkit under the topic of "Building Bridges" are geared towards helping youth workers facilitate interactions and understanding among young people from diverse backgrounds.

<b>TOPIC “BUILDING BRIDGES” #1</b>	
<b>Title of the Activity</b>	<i>Dealing with cultural differences</i>
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc.)  Provide concise statement of the activity's objective.	Exercise
<b>Learning objectives of the activity</b>  Define the specific learning objectives or outcomes that activity is designed to achieve.  These objectives should be measurable and aligned with the training's overall goals.	<ul style="list-style-type: none"> <li>• Developing cultural awareness</li> <li>• Development of successful communication strategies in dealing with different cultures.</li> </ul>
<b>Duration of the Activity (in minutes)</b>	60 minutes
<b>Materials and Resources</b>  (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>• Handout Bridgebuilding Role Cards</li> <li>• Ideally 2 rooms</li> <li>• Paper</li> <li>• 3 Scissors</li> <li>• 3 pens</li> <li>• 3 rulers</li> </ul>
<b>Target group</b>  Define the target audience or participants for the activity including their age, number, group size, prior knowledge, experience  Specify any	Balkan youth aged 18-30, 25 participants (5 participants per country). No prior knowledge or experience is required.

prerequisites or qualifications required.	
<p><b>Learning Outcomes</b></p> <p>List the expected learning outcomes or skills that participants should gain from the activity.</p>	<ul style="list-style-type: none"> <li>• To describe the basic concepts of “culture”.</li> <li>• To recognize and identify the key cultural elements that contribute to the richness of Balkan cultures.</li> <li>• To describe the essence of cultural diversity.</li> <li>• To emphasize the importance of an open-minded approach as a fundamental aspect of tolerance.</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<ul style="list-style-type: none"> <li>• Group work, presentations of the group work outcomes, debriefing.</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section;</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<p><b>PREPARATION PHASE:</b> The group is divided equally into three groups</p> <ul style="list-style-type: none"> <li>• A group of engineers/experts in bridge building from your home country</li> <li>• A group of members of the people of Veram</li> <li>• A group of observers</li> </ul> <p>Introduce the scenario to the learners, distributing the role cards to the observers, the experts and the Veram people and give them 20 minutes time for the preparation phase. After the 20 minutes preparation phase, ask the group to meet and start the bridge building session. The groups prepare themselves separated from each other by means of their role instructions (Worksheets for engineers and worksheet for Veram people). The aim is for the members of the Ver am culture to learn a particular bridge building technique from the experts. However, both groups speak the same language but the members of the Veram culture have different communication habits (explained in the role instruction), which are not known to t he experts.</p>	

The group of people from Veram needs to study their communication habits. The group of experts needs to study the bridge building technique described in the role instructions during the preparation phase.

**PLAYING PHASE:** the groups will have 30 minutes to show the bridge building technique to the people of Veram. After 30 minutes the game will be stopped even if the goal has not been achieved. If the goal is achieved earlier, you can stop it earlier. Hint for the facilitator: In order to achieve the common goal (to build the bridge) successfully, both sides have to make adjustments. The cultural “codes” must first be understood before communication is even possible. Do not help to find this out but make the culture clash happen!

**DEBRIEFING PHASE:** Each group is asked to describe their feelings in the game from the respective position. The observer group can give feedback from an outside perspective. The trainer works together with the group to extract the most important findings from the game, such as:

- especially in an intercultural context it is important not only to concentrate on the pure factual level (task orientation), but also to deal with the “how” of communication
- in order for communication to succeed in an intercultural context, adaptation is necessary in the form of mutual “negotiation” of the rules of communication
- less successful is a strategy where both groups insist on one’s own habits, this can even lead to breaking up the interaction (ethnocentric approach).
- if communication in an intercultural context does not succeed, this often leads to the degradation of the other group (e.g. “they are rude / limited”) The exercise helps to reflect on the own way of dealing with cultural differences.
- it can be highlighted that intercultural conflicts arise most of the time from the way we interpret “the other” (interpretation as motivated by bad faith? or just different but without being evil/rude/ignorant etc.?) than from the differences themselves.

## **ROLE CARD FOR THE EXPERT TEAM**

### **Your role and your mission:**

You are a European expert in bridge building. You will soon travel to Veram to teach the people there what you know, so they will then be able to build their own bridge. The culture of the people of Veram is very different from yours. The success of your mission will depend strongly on how empathetic you will be with considering their cultural identity when working together with them. The people in Veram though speak the same language.

### **Preparation phase for the bridge building session:**

You have 20 minutes to prepare your visit in Veram. You are an expert about using this special technique for building bridges. You will have to practice it before you go to Veram as you will need to make the people of Veram learn this technique. In Veram the material that is needed for the bridge will be available. But the people there do not know how to use it. You have to make them use the material in order to teach them the bridge building technique.

## **ROLE CARD FOR VERAM PEOPLE**

### **Your role and mission:**

You are a member of the people of Veram who will soon meet a European team of experts in bridge building. They are supposed to teach you about bridge building techniques so you will then be able to build a bridge on your own in Veram. Your culture differs a lot from the one of the European experts. Though you speak the same language.

**Preparation phase:**

Before you meet the European experts please practice your communication habits. You will have 20 minutes time for this.

**Communication rules in Veram:**

Greeting: You greet each other by making a bow. Other forms of greeting are offensive in your view and you will react by saying “Why don’t you greet me?”. Touching while speaking: The most important rule in Veram is: The people in Veram always touch the shoulder of the person they talk to while speaking with somebody. If the shoulder is not touched this shows disrespect. If you are not touched by the experts you will put your hands on your ears and stop cooperating. When working together you always touch the shoulder of your cooperation partner as well. Saying No/yes: In Veram everybody is very friendly and you never use the word “no”. If you want to say “no”, you say “yes” instead and shake your head at the same time. Talking about behaviour: In Veram it is very impolite to ask somebody about his/her behaviour. In case the European experts ask you about your behaviour you say: “Why? I do not understand.” in order to avoid an unpleasant situation. In general you avoid to explain your behaviour for the same reason. Division of work: In Veram tasks are very clearly distributed and you are very strict about this. There is one (or more according to your group size) person who cuts and uses the scissors, another one who paints and uses the pencil and another one who measures and uses a ruler. Everybody has only one task and one tool for this task. In no case you will overtake the task of somebody else. Paper can be used by all persons in Veram.

**Bridge building session:**

After the 20 minutes preparation phase you will meet the European experts who will teach you their bridge building technique.

**ROLE CARD FOR THE OBSERVERS**

You can develop your own concept for the observation or focus on the following aspects:

- Distribute roles: which observers will observe which group or which aspects, e.g. one half of your group can get the task to observe the people of Veram, the other half can be responsible for the experts
- You can also focus on certain aspects of communication and distribute tasks accordingly (body language, spoken language, tone of communication etc.)
- Watch closely which actions are followed by which reactions?
- What can be recognized as an obstacle, what can be a solution?
- Who is dominant in the interaction?
- How are goals communicated?
- How do the interaction partners negotiate?

<p><b>Assessment and Evaluation:</b></p> <p>Discuss feedback mechanisms and post-training assessments.</p> <p>Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.</p>	<p>Measuring the quality of exercise is one of the most important metrics of the exercise and something we ask our participants for feedback on. Questions asked include the following:</p> <ul style="list-style-type: none"> <li>• Did your w exercise leader run the exercise smoothly and on time?</li> <li>• On a scale of 1 – 10, with 10 being excellent, how would you rate the skills of your facilitator to make the exercise engaging and interesting?</li> <li>• What advice would you like to share with your facilitator to make the exercise run better?</li> <li>• What did you like most during the exercise?</li> </ul> <p>Feedback from participants, i.e. their answers to these questions are usually obtained through a survey.</p>
<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	<p>In order to achieve the common goal (to build the bridge) successfully, both sides have to make adjustments. The cultural “codes” must first be understood before communication is even possible. Do not help to find this out but make the culture clash happen!</p> <p>Suggestions for the debriefing questions can be:</p> <ol style="list-style-type: none"> <li>1) How did you feel during the game? (Start with the experts and then go on with the How did you feel during the game? (Start with the experts and then go on with the Veram people) Veram people)</li> <li>2) Why was the communication difficult? Why was the communication difficult?</li> <li>3) Who caused the difficulties? Who caused the difficulties?</li> <li>4) What did the observers perceive? What did the observers perceive?</li> <li>5) What kind of real What kind of real--life situations are similar to the situation in the game? life situations are similar to the situation in the game?</li> <li>6) How could frustration have been avoided? How could frustration have been avoided?</li> </ol> <p>Usually the groups tend to stick to their own rules and have a lot of difficulties to be flexible. They often focus on the tasks instead of on the “how” of communication. When the other group does not “function” and does not do what they expect, there comes up a lot of frustration and sometimes participants also give comments like “They are so stupid” or “They are impolite”. You as a trainer can work on where these feelings come from and how they could have</p>

	been avoided.
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design</p>	<ul style="list-style-type: none"> <li>• The game is based on the publication by Kriz &amp; Nöbauer (2002) “Teamkompetenz – Konzepte Trainingsmethoden, Praxis”. <a href="https://listen.bupnet.eu/wp-content/uploads/2019/02/LISTEN_IO3_Training_Manual_EN.pdf">https://listen.bupnet.eu/wp-content/uploads/2019/02/LISTEN_IO3_Training_Manual_EN.pdf</a></li> </ul>



<b>TOPIC “BUILDING BRIDGES” #2</b>	
<b>Title of the Activity</b>	<i>Dreams</i>
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc)  Provide concise statement of the activity's objective.	Exercise
<b>Learning objectives of the activity</b>  Define the specific learning objectives or outcomes that activity is designed to achieve.  These objectives should be measurable and aligned with the training's overall goals.	<b>Issues addressed</b> <ul style="list-style-type: none"> <li>• Equality beyond cultural or ethnic origin</li> <li>• Solidarity and empathy between members of the group</li> </ul> <b>Objectives</b> <ul style="list-style-type: none"> <li>• To stress equality within the group</li> <li>• To generate solidarity and empathy and to create a positive atmosphere in the group</li> <li>• To encourage co-operation</li> <li>• To get to know each other</li> </ul>
<b>Duration of the Activity (in minutes)</b>	60 minutes
<b>Materials and Resources</b>  (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>• Flip chart and markers - one set per working group</li> </ul>
<b>Target group</b>  Define the target audience or participants for the activity including their age, number, group size, prior knowledge, experience  Specify any prerequisites or qualifications required.	<ul style="list-style-type: none"> <li>• Balkan youth aged 18-30, 25 participants (5 participants per country). No prior knowledge or experience is required.</li> </ul>
<b>Learning Outcomes</b>  List the expected learning outcomes or skills that	<ul style="list-style-type: none"> <li>• To acquire the skills necessary to independently explore and engage with various aspects of Balkan cultures, including customs, and traditions.</li> </ul>

<p>participants should gain from the activity.</p>	<ul style="list-style-type: none"> <li>• To develop an understanding of the cultural diversity within the Balkan region.</li> <li>• To identify and illustrate shared values that are prevalent across different Balkan cultures.</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<ul style="list-style-type: none"> <li>• Communication, presentation, creative thinking</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section.</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<p><b>Preparation</b></p> <p>Flip chart and markers - one set per working group</p> <p><b>Instructions</b></p> <ol style="list-style-type: none"> <li>1. How you organise this activity will depend on the size of your group. If it is a medium-size group (10 people) do it as a whole group brainstorm. If the group is large, divide people up into small groups of 5-6.</li> <li>2. Tell them to spend the first five minutes reflecting on their own, how they would like things to be the future - in terms of family, job, hobbies, housing, personal development, civil rights, etc.</li> <li>3. Then ask people to share their dreams and aspirations saying what they are and giving reasons. They should write down, or preferably draw, any common features on a flip chart e.g. having a job, travelling, having children, their own house, etc.</li> <li>4. Ask each group to present their drawings or conclusions to the plenary.</li> <li>5. Continue by asking people individually or in the groups to identify 3 concrete things that prevent them from pursuing their aspirations and 3 concrete things that, they as a group (or an organisation) can do together to get a bit nearer to seeing their dreams come true.</li> </ol> <p><b>Debriefing and evaluation</b></p>	

<p>Start by asking people to share the feelings they experienced while doing this activity and then to say what they enjoyed about the exercise.</p> <p>Follow with other questions:</p> <ul style="list-style-type: none"> <li>• Was there anything that surprised you?</li> <li>• Do you think that everybody should have the right to pursue his/her own aspirations?</li> <li>• Do you feel that some people may have more chances than others? Who and why and is it fair?</li> <li>• How can you support each other in practical ways to overcome the barriers and make your dreams come true?</li> </ul>	
<p><b>Assessment and Evaluation:</b></p> <p>Discuss feedback mechanisms and post-training assessments.</p> <p>Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.</p>	<p>Measuring the quality of exercise is one of the most important metrics of the exercise and something we ask our participants for feedback on. Questions asked include the following:</p> <ul style="list-style-type: none"> <li>• Did your w exercise leader run the exercise smoothly and on time?</li> <li>• On a scale of 1 – 10, with 10 being excellent, how would you rate the skills of your facilitator to make the exercise engaging and interesting?</li> <li>• What advice would you like to share with your facilitator to make the exercise run better?</li> <li>• What did you like most during the exercise?</li> <li>• Feedback from participants, i.e. their answers to these questions are usually obtained through a survey.</li> </ul>
<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	<p>This activity can be a good stimulus to the group and to individuals providing they manage to be specific about their dreams and to identify practical things which they can do together. It is important to stress this collective approach in order to overcome individual shortcomings e.g. “I do not know how to do this or that”.... ‘I don't have the tools..’</p> <p>The activity works better if the visions are put together in a creative way. If the group has difficulties in drawing, you can make use of collage techniques with old colour magazines, scissors and glue. Alternatively, you can invite people to present their vision as a short drama (sketch). Any method which facilitates creative and spontaneous expression is preferable to using only written or verbal communication.</p> <p>It is easier to make the links with racism, xenophobia and anti-semitism if the group is multi-cultural. Otherwise, the question “Do you think everybody has the right to pursue their dreams” should help lead the discussion and reflection in this direction.</p>
<p><b>Additional notes, handouts or special</b></p>	<p>Work on the concrete ideas for practical action that people thought of during the activity or plan another session to think</p>

<p><b>considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	<p>again of what practical steps they can take.</p>
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design</p>	<p>Pat Brander, Carmen Cardenas, Juan de Vicente Abad, Rui Gomes, Mark Taylor, “Education pack”, Ideas, resources, methods and activities for informal intercultural education with young people and adults, Updated and reprinted in 2016. Council of Europe, 1995-2016</p>

<b>TOPIC “BUILDING BRIDGES” #3</b>	
<b>Title of the Activity</b>	<i>The History Line</i>
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc)  Provide concise statement of the activity's objective.	Exercise
<b>Learning objectives of the activity</b>  Define the specific learning objectives or outcomes that activity is designed to achieve.  These objectives should be measurable and aligned with the training's overall goals.	<b>Issues addressed</b> <ul style="list-style-type: none"> <li>• Different readings of history and different interpretations of historical events.</li> <li>• Ethnocentrism and nationalism.</li> <li>• Empathy and promoting a broader vision of the world.</li> </ul> <b>Objectives</b> <ul style="list-style-type: none"> <li>• To explore different perceptions of history and history teaching.</li> <li>• To look for similarities in our education systems.</li> <li>• To raise curiosity about and empathy with other peoples' cultures and histories.</li> <li>• To generate a critical approach to our own history.</li> </ul>
<b>Duration of the Activity (in minutes)</b>	30 minutes - 1 hour.
<b>Materials and Resources</b> (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>• A drawn calendar from 1500 to the present day on a large board or on several sheets of paper.</li> <li>• Pins or tape</li> </ul>
<b>Target group</b>  Define the target audience or participants for the activity including their age, number, group size, prior knowledge, experience  Specify any prerequisites or qualifications required.	Balkan youth aged 18-25 representing diverse countries in the region.

<p><b>Learning Outcomes</b></p> <p>List the expected learning outcomes or skills that participants should gain from the activity.</p>	<ul style="list-style-type: none"> <li>• To understand the difference between "deep" and "surface" culture.</li> <li>• To explain the concept of cultural continuity.</li> <li>• To develop cultural awareness by observing and analyzing the similarities and differences between Balkan cultures.</li> <li>• To actively engage in collaborative efforts to recognize the unique strengths and positive aspects of Balkan cultures, fostering a cooperative and inclusive approach.</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<ul style="list-style-type: none"> <li>• Discussions (dialogue), communication, presentation, critical thinking.</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section;</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>• Draw a calendar dating from 1500 to the present on a large board or on several sheets of paper.</li> <li>• Pins or tape</li> </ul> <p><b>Instructions</b></p> <ol style="list-style-type: none"> <li>1. Invite each participant to think of 5 historical dates which are very important for their country or culture and to write their name on the calendar against each of the years.</li> <li>2. When everyone has done this, ask them to say why those dates are important, what they stand for and why they have chosen them.</li> </ol>	

<p><b>Debriefing and evaluation</b></p> <p>Invite participants to say if they found any dates or events surprising or if they were familiar with all of them. If any events are unfamiliar to some participants ask those who recorded them to explain. Discuss how and why we learn about certain events in our history and not others.</p>	
<p><b>Assessment and Evaluation:</b></p> <p>Discuss feedback mechanisms and post-training assessments.</p> <p>Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.</p>	<p>Measuring the quality of exercise is one of the most important metrics of the exercise and something we ask our participants for feedback on. Questions asked include the following:</p> <ul style="list-style-type: none"> <li>• Did your w exercise leader run the exercise smoothly and on time?</li> <li>• On a scale of 1 – 10, with 10 being excellent, how would you rate the skills of your facilitator to make the exercise engaging and interesting?</li> <li>• What advice would you like to share with your facilitator to make the exercise run better?</li> <li>• What did you like most during the exercise?</li> <li>• Feedback from participants, i.e. their answers to these questions are usually obtained through a survey.</li> </ul>
<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	<p>This exercise is likely to work better with younger groups than with older ones. It is particularly suited for multi-cultural groups although it can also work well with monocultural ones. In this case, it may be interesting to reflect upon what makes us remember some dates instead of others and what influences us.</p> <p>You may prefer to write the names on the calendar yourself rather than inviting each person in turn to write their own.</p> <p>The activity can adapt and used with a one-year calendar. Ask people to mark on the most important holidays celebrated by different countries, cultures, religions, etc.</p>
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended</p>	<p>Always be aware that what people tell you may not be the whole story. Work on developing a critical approach to what you hear and read. Keep on asking questions!</p> <p>We learn attitudes towards others not only from what we are taught formally, for example in history lessons, but also informally by picking up bits of information from what people do and say and especially from the jokes they tell.</p>

<p>reading materials, websites, or resources for further learning.</p>	
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design</p>	<p>Pat Brander, Carmen Cardenas, Juan de Vicente Abad, Rui Gomes, Mark Taylor, “Education pack”, Ideas, resources, methods and activities for informal intercultural education with young people and adults, Updated and reprinted in 2016. Council of Europe, 1995-2016.</p>





# TOPIC 3

# DEMOCRACY IN ACTION



# INTRODUCTION

**Democracy in Action** documents democratic processes and institutions in their communities, such as voting, public meetings, or protests.

"Democracy in Action" is a specific topic in the Toolkit, and the activities and informal tools created under this theme likely revolve around promoting and understanding democratic processes within communities. Youth workers could design interactive workshops that focus on civic education. Topics could include the principles of democracy, the importance of civic engagement, and the role of individuals in shaping local governance. Here are the activities that are included under this topic:

- Youth participation in democratic life
- Democracy Power
- Digital Democracy - We Build Democracy Together

The activities under the "Democracy in Action" topic focus on various aspects of engaging and empowering individuals, particularly youth, in democratic processes.

The effectiveness of these exercises depends on the specific goals that youth workers want to achieve and the characteristics of the community it aims to serve. Each exercise or tool should contribute to a deeper understanding of democratic processes and inspire active participation within the community.

Each activity contributes to building a more informed, active, and participatory citizenry, aligning with the broader goal of strengthening democratic values and practices. These initiatives aim to empower youth to play an active role in shaping their communities and societies through democratic means.

These activities collectively suggest a commitment to promoting democracy by targeting specific groups, particularly youth, and by harnessing the power of digital tools. The focus on youth participation recognizes the importance of engaging the next generation in democratic

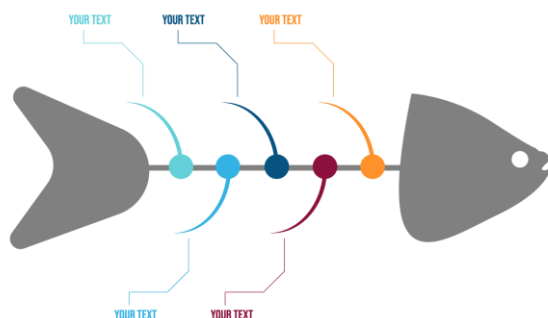
processes, while the emphasis on digital democracy acknowledges the impact of technology on shaping contemporary civic engagement.

Through these activities, youth workers can play a vital role in educating and empowering young individuals to actively participate in democratic processes, both offline and online, fostering a sense of agency and civic responsibility.

**TOPIC “DEMOCRACY IN ACTION” #1**

<b>Title of the Activity</b>	<i>Youth participation in democratic life</i>
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc.) Provide concise statement of the activity's objective.	<b>Discussion</b> The aim of the activity is participants to freely express their personal views regarding their democratic rights in their own country.
<b>Learning objectives of the activity</b> Define the specific learning objectives or outcomes that activity is designed to achieve. These objectives should be measurable and aligned with the training's overall goals.	<ul style="list-style-type: none"> <li>• To learn about the situation of young people in terms of their democratic rights in the country.</li> <li>• To understand key concepts such as democracy, dictatorship, justice, peace, equality, freedom.</li> <li>• To develop critical thinking and creativity.</li> </ul>
<b>Duration of the Activity (in minutes)</b>	110 min
<b>Materials and Resources</b> (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>• Flipcharts, papers, markers, pens</li> </ul>
<b>Target group</b> Define the target audience or participants for the activity including their age, number, group size, prior knowledge, experience Specify any prerequisites or qualifications required.	<ul style="list-style-type: none"> <li>• 16-30 years old</li> <li>• 18 + (youth workers, youth leaders and young people with a strong interest in youth participation and democratization)</li> </ul>
<b>Learning Outcomes</b> List the expected learning	<ul style="list-style-type: none"> <li>• To make a comparison of the situation by country in relation to democratic life among young people</li> <li>• To detect the problems and find a solution for them</li> </ul>

<p>outcomes or skills that participants should gain from the activity.</p>	<ul style="list-style-type: none"> <li>• To develop teamwork</li> <li>• To learn how to listen, present and debate</li> <li>• To be open-minded</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<p>Brainstorming, Group discussion, diagram presentation</p> <p>These methods are appropriate for achieving the objectives for following reasons:</p> <ul style="list-style-type: none"> <li>• A type of discussion involves people sharing ideas or activities</li> <li>• People are connected with one basic idea</li> <li>• Everyone in the group represents his/her perspective</li> <li>• It helps increase participants' attention and help maintain their focus by involving them in the learning process.</li> <li>• Visually educate participants on a specific topic.</li> <li>• Teach participants more thoroughly and generally come with more details and directions.</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section;</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<p><b>1. Introduction and Ice Breaker (10minutes):</b> Divide the participants into 6 groups by country. Participants from each group have a task to write down the following beginning sentence Democracy is... and to try to complete it and share it in the group and discuss it</p> <p><b>2. Group work –The concept of democratic life. (40 min):</b> Each group is going to draw a fish bone on a flipchart in order to answer the following two questions:</p> <ul style="list-style-type: none"> <li>• How do they understand youth participation in democratic life?</li> <li>• Is there are a partnership between young people and adults in your country? If not, what should you do?</li> </ul> <p>These questions will form the head of the fish, the upper bones are answers for the first question, while the lower bones for the second one.</p>	



3. **Democratic life, Partnership between young people and adults. (40min)** Participants from each group are going to make a presentation through the techniques fishbone with aim to discuss more deeply about the situation, problems, solution regarding the above-mentioned questions.
4. **Open Discussion and Reflection (15 minutes):** Participants are sharing their reflections in relation to the topic.
5. **Closing (5 minutes):** Summarizing participants' beliefs and impressions from the activity and sharing new ideas.

<p><b>Assessment and Evaluation:</b></p> <p>Discuss feedback mechanisms and post-training assessments.</p> <p>Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.</p>	<ul style="list-style-type: none"> <li>• Participants feedback and group reflection</li> </ul>
<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

<p>changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design</p>	<ul style="list-style-type: none"> <li>• <a href="https://www.lucidchart.com/pages/fishbone/free-fishbone-diagram-template-powerpoint">https://www.lucidchart.com/pages/fishbone/free-fishbone-diagram-template-powerpoint</a></li> <li>• <a href="https://ec.europa.eu/assets/eac/youth/library/reports/flash375_en.pdf">https://ec.europa.eu/assets/eac/youth/library/reports/flash375_en.pdf</a></li> <li>• <a href="https://link.springer.com/book/10.1057/9781137540218">https://link.springer.com/book/10.1057/9781137540218</a></li> <li>• <a href="https://www.coe.int/en/web/compass/democracy#:~:text=What%20is%20Democracy%3F,the%20will%20of%20the%20people.">https://www.coe.int/en/web/compass/democracy#:~:text=What%20is%20Democracy%3F,the%20will%20of%20the%20people.</a></li> </ul>

**TOPIC “DEMOCRACY IN ACTION” #2**

<b>Title of the Activity</b>	<i>Democracy Power</i>
<b>Type of the Activity</b> (Exercise, workshop, simulation, role-playing game, discussion, etc.) Provide concise statement of the activity's objective.	Workshop
<b>Learning objectives of the activity</b> Define the specific learning objectives or outcomes that activity is designed to achieve. These objectives should be measurable and aligned with the training's overall goals.	The workshop aims to increase the participants' awareness of their power as citizens to influence on democratic processes.
<b>Duration of the Activity (in minutes)</b>	210 min
<b>Materials and Resources</b> (list of the materials, tools and resources needed for the activity)	Presentation equipment, flip-chart paper, markers, writing materials for participants.
<b>Target group</b> Define the target audience or participants for the activity including their age, number, group size, prior knowledge, experience Specify any prerequisites or qualifications required.	16-30 years old 18 + (youth workers, youth leaders and young people with a strong interest in youth participation and democratization)
<b>Learning Outcomes</b> List the expected learning	<ul style="list-style-type: none"> <li>• Empowerment of participants to take action and participate in democratic process.</li> </ul>



<p>outcomes or skills that participants should gain from the activity.</p>	<ul style="list-style-type: none"> <li>• Increased knowledge about the elements of democracy.</li> <li>• Enhanced communication and collaboration skills to work effectively in diverse teams, ensuring inclusive and participatory approaches.</li> <li>• Identified different ways to participate in democratic process.</li> <li>• Increased awareness of one's own power of action as a citizen.</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<p>Ice breaker, Group work, Brainstorming, Mind Mapping, Group presentations, Open discussions, Personal reflections.</p>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section;</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<p><b>Agenda with instructions:</b></p> <ol style="list-style-type: none"> <li>1. <b>Introduction and Ice Breaker (15 minutes):</b> Start an introductory conversation with participants, introduce them to the elements of democracy and give them opportunities to share their initial thoughts on democracy principles and citizens' role.</li> <li>2. <b>Group work –Challenges in Democracy (90 minutes):</b> Divide participants into several small groups from different partner countries. The participants will get a task to discuss and share experiences on given topics (key elements of democracy) for their country. For each given element of democracy, participants should identify how they are implemented in their country and what problems they face in relation to them.</li> </ol> <p>Each group should discuss, analysis and write the main challenges according to following elements of democracy:</p>	

- Government
- Election systems
- Human rights
- Political Parties
- Rule of Law
- Free Press
- Freedom
- Civic participation

At the end, each group should choose three major challenges in democracy (in some partner country or common for all or most of the partner countries in the project) that should be improved or solved as a priority.

Then, each group is going to present a summary of their discussion and analysis to the wider group.

3. **Power of Citizen (60 minutes):** Each participant will work in the same group and through the Mind Mapping method, each group will discuss how they can have an impact on solving the challenges/influences in democracy by using the power as a citizen.

Task for participants: As a citizen you have a POWER. What can you do, what actions can you take? Develop a Mind Map about the quote:

“In a democracy, the most important office is the office of the citizen.” — Louis D. Brandeis.

Each group will present a Mind Map solution to the wider group.

4. **Open Discussion and Reflection (30 minutes):**

- Each participant will have an opportunity to share their reflections on the key competences they have acquired during this workshop.

Question for discussion:

- Did anyone end up with more power as a citizen than they started with? How did they get it and feel about it?
- Did anyone get new ideas on how you act and be an active stakeholder in democratic processes?

5. **Closing (5 minutes):**

Finally, many thanks to participants for their participation and openness, summarizing key leanings, and providing details of any upcoming related events or opportunities for further interaction.

**Assessment and Evaluation:**

Discuss feedback mechanisms and post-

Participant feedback and group reflection.

<p>training assessments.</p> <p>Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.</p>	
<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	<p>Through a video/presentation and questions, the facilitator/trainer will introduce the participants with elements of democracy.</p>
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design</p>	<ul style="list-style-type: none"> <li>• <a href="https://www.concernedhistorians.org/content_files/file/to/333.pdf">https://www.concernedhistorians.org/content_files/file/to/333.pdf</a></li> <li>• <a href="https://www.coe.int/en/web/good-governance/12-principles">https://www.coe.int/en/web/good-governance/12-principles</a></li> <li>• <a href="https://candiice.com/wp-content/uploads/2022/03/CANDIICE-All-Units-combined.pdf">https://candiice.com/wp-content/uploads/2022/03/CANDIICE-All-Units-combined.pdf</a></li> <li>• <a href="https://www.elections.org.za/pw/Documents/Outreach/Factsheets/Becoming%20a%20Good%20Citizen%20-%20Electoral%20Democracy%20Toolkit%20FET%20Facilitator%20Guide.pdf">https://www.elections.org.za/pw/Documents/Outreach/Factsheets/Becoming%20a%20Good%20Citizen%20-%20Electoral%20Democracy%20Toolkit%20FET%20Facilitator%20Guide.pdf</a></li> <li>• <a href="https://assets.publishing.service.gov.uk/media/5ef5b1b786650c129b9af06b/Youth_Count_Democracy_Challenge_Nov_2015.pdf">https://assets.publishing.service.gov.uk/media/5ef5b1b786650c129b9af06b/Youth_Count_Democracy_Challenge_Nov_2015.pdf</a></li> <li>• <a href="https://pjp-eu.coe.int/documents/42128013/47261431/2.4.pdf/64ce8034-440c-4ebc-b325-2fe3be0190f5">https://pjp-eu.coe.int/documents/42128013/47261431/2.4.pdf/64ce8034-440c-4ebc-b325-2fe3be0190f5</a></li> <li>• <a href="https://deliberative-democracy.net/about/">https://deliberative-democracy.net/about/</a></li> <li>• <a href="https://www.liberties.eu/en/stories/principles-of-democracy/44151">https://www.liberties.eu/en/stories/principles-of-democracy/44151</a></li> </ul>
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<b>TOPIC “DEMOCRACY IN ACTION” #3</b>	
<b>Title of the Activity</b>	<i>Digital Democracy - We Build Democracy Together</i>
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc.)  Provide concise statement of the activity's objective.	Workshop
<b>Learning objectives of the activity</b>  Define the specific learning objectives or outcomes that activity is designed to achieve.  These objectives should be measurable and aligned with the training's overall goals.	<ul style="list-style-type: none"> <li>The workshop aims to raise awareness of the opportunities for contributing to democracy through joint online actions of all partners/participants.</li> </ul>
<b>Duration of the Activity (in minutes)</b>	360 min
<b>Materials and Resources</b>  (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>Presentation equipment, flip-chart paper, markers, writing materials for participants, mobile phones, internet access.</li> </ul>
<b>Target group</b>  Define the target audience or participants for the activity including their age, number, group size, prior knowledge, experience  Specify any prerequisites or qualifications required.	<ul style="list-style-type: none"> <li>16-30 years old</li> <li>18 + (youth workers, youth leaders and young people with a strong interest in youth participation and democratization)</li> </ul>
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>Increased knowledge to identify the opportunities and</li> </ul>

<p>List the expected learning outcomes or skills that participants should gain from the activity.</p>	<p>challenges that come from the integration of digital technology into democratic process.</p> <ul style="list-style-type: none"> <li>• Increased awareness of the importance of mutual action for democracy.</li> <li>• Empowerment of participants to take action and participate in the democratic process.</li> <li>• Developed skills to design and plan online events that promote digital democracy and civic engagement.</li> <li>• Enhanced communication and collaboration skills to work effectively in diverse teams, ensuring inclusive and participatory approaches.</li> <li>• Created opportunities for youth to network and collaborate with each other.</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<ul style="list-style-type: none"> <li>• Ice breaker, Group work, Brainstorming, Group presentations, Open discussions, Personal reflections.</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section;</p> <p>(For The discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	

### Agenda with instructions:

1. **Introduction and Icebreaker (45 minutes):** Start an introductory conversation with participants, introduce them to the term digital democracy, and share their initial thoughts on it.
2. **Group work -Digital era - positive and negative impacts on democracy (90 minutes):** Divide participants into several small groups from different countries. Participants will get a task to share their knowledge and/or to identify positive and negative influences from digital technology on democratic processes. They can use their experiences from their own country, their insights from other countries, some good or bad practices. The analysis can be on various segments, namely: political mobilization, campaign strategies, political opinion formation, forms of power and domination, active citizenship, e-voting, e-petitions, e-events etc. Then, each group will present a summary of their discussion and analysis to the wider group.
3. **Together, we build democracy (180 minutes):** Participants will work in the same divided group. They will get a task of designing an online joint event on the following topic: democratic citizenship - youth participation and youth civil society, on the occasion of September 15 - the International Day of Democracy<sup>1</sup>. First, the facilitator/trainer will introduce them to the task in more details as well as the term democratic citizenship. Each group through a brainstorming session should choose an online event, and to develop a plan for organizing a joint online event (including all partner countries in this project). The online event can be a forum, a conference, promotion of an online platform, a one-day campaign, a workshop, panel, webinar, video, quiz or game, petition etc. - the group has creativity and freedom in decision.

Through group work it is necessary to determine - name and form of the event, content (activities) of the event, target group, method of implementation and necessary tools (platform, tool, etc.) and other stakeholders. Each group will then present a design of the online event to the wider group.

#### 4. Open Discussion and Reflection (30 minutes):

- o Each participant will have an opportunity to share their reflections on the key competences they have acquired during this workshop. Then, they will take part in a group discussion on the impact of the digital era on democracy citizenship and how they plan to apply their newfound knowledge and skills to promote youth participation in society.

**5. Closing (15 minutes):** Finally, many thanks to participants for their participation and openness, summarizing key leanings, and providing details of any upcoming related events or opportunities for further interaction.

<b>Assessment and Evaluation:</b>	
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Discuss feedback	
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<sup>1</sup>The International Day of Democracy is celebrated annually on September 15th to promote and celebrate democratic values, principles, and practices around the world. It's an opportunity to reflect on the importance of democracy, assess its progress, and address the challenges it faces.

<p>mechanisms and post-training assessments.</p> <p>Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.</p>	<ul style="list-style-type: none"> <li>• Participant feedback and group reflection.</li> </ul>
<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	<ul style="list-style-type: none"> <li>• Through a video/presentation and questions, the facilitator will introduce the elements of digital democracy and digital citizenship to participants. Then, participants will work in a team to identify the impact of digital technology on democratic processes and use digital technologies to create an online event for democracy with the aim of mutual integration and future cooperation of partners and participants.</li> </ul>
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	<ul style="list-style-type: none"> <li>• <a href="https://www.un.org/en/observances/democracy-day">https://www.un.org/en/observances/democracy-day</a></li> <li>• <a href="https://ec.europa.eu/commission/presscorner/detail/en/statement_23_4434">https://ec.europa.eu/commission/presscorner/detail/en/statement_23_4434</a></li> </ul>
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite</p>	<ul style="list-style-type: none"> <li>• <a href="https://international-partnerships.ec.europa.eu/news-and-events/news/promoting-inclusive-democracy-digital-age-eu-and-denmark-launch-digital-democracy-initiative-">https://international-partnerships.ec.europa.eu/news-and-events/news/promoting-inclusive-democracy-digital-age-eu-and-denmark-launch-digital-democracy-initiative-</a></li> </ul>



<p>relevant sources or references that support its design</p>	<p>2023-03-29_en</p> <ul style="list-style-type: none"> <li>• <a href="https://www.frontiersin.org/articles/10.3389/fpos.2023.972802/full">https://www.frontiersin.org/articles/10.3389/fpos.2023.972802/full</a></li> <li>• <a href="https://policyreview.info/articles/analysis/digital-democracy">https://policyreview.info/articles/analysis/digital-democracy</a></li> <li>• <a href="https://www.europarl.europa.eu/RegData/etudes/BRIE/2020/646161/EPRS_BRI(2020)646161_EN.pdf">https://www.europarl.europa.eu/RegData/etudes/BRIE/2020/646161/EPRS_BRI(2020)646161_EN.pdf</a></li> <li>• <a href="https://www.researchgate.net/publication/231382330_What_Is_Digital_Democracy">https://www.researchgate.net/publication/231382330_What_Is_Digital_Democracy</a></li> <li>• <a href="https://www.un.org/en/observances/democracy-day">https://www.un.org/en/observances/democracy-day</a></li> <li>• <a href="https://ec.europa.eu/commission/presscorner/detail/en/statement_23_4434">https://ec.europa.eu/commission/presscorner/detail/en/statement_23_4434</a></li> <li>• <a href="https://rm.coe.int/study-on-the-impact-of-digital-transformation-on-democracy-and-good-go/1680a3b9f9">https://rm.coe.int/study-on-the-impact-of-digital-transformation-on-democracy-and-good-go/1680a3b9f9</a></li> </ul>
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# TOPIC 4

MY  
EUROPEAN  
FUTURE



# INTRODUCTION

**My European Future** expresses their hopes and aspirations for the future of the Balkans within the larger European community.

The exercises and informal tools aim to empower young people by helping them explore and shape their perspectives on their future within the context of Europe. Here are activities that are included in the "My European Future" topic:

- Breaking Stereotypes Through Storytelling
- EU Challenges and Solidarity Game
- EU Future Vision Board

These activities align with the overarching topic "My European Future" by engaging young people in creative, interactive, and reflective experiences. Storytelling helps to humanize experiences, the game adds an element of fun and education, and the vision board provides a tangible and visual expression of individual and collective aspirations for the future within the European context.

Through these activities, youth workers can play a crucial role in empowering young individuals to shape their European future by promoting understanding, breaking stereotypes, fostering solidarity, and encouraging a positive vision for a shared future.



<b>TOPIC “MY EUROPEAN FUTURE #1</b>	
<b>Title of the Activity</b>	<i>Breaking Stereotypes Through Storytelling</i>
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc)  Provide concise statement of the activity's objective.	<ul style="list-style-type: none"> <li>• Workshop</li> </ul>
<b>Learning objectives of the activity</b>  Define the specific learning objectives or outcomes that activity is designed to achieve.  These objectives should be measurable and aligned with the training's overall goals.	<ul style="list-style-type: none"> <li>• Participants will challenge stereotypes and prejudices by sharing personal stories.</li> <li>• Develop empathy and understanding for diverse perspectives.</li> </ul>
<b>Duration of the Activity (in minutes)</b>	60 minutes
<b>Materials and Resources</b>  (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>• Paper, markers, a large sheet for drawing and a projector for displaying visual aids.</li> </ul>
<b>Target group</b>  Define the target audience or participants for the activity including their age, number, group size, prior knowledge, experience  Specify any prerequisites or qualifications required.	<ul style="list-style-type: none"> <li>• 13-30 years old</li> </ul>
<b>Learning Outcomes</b>  List the expected learning outcomes or skills that	<ul style="list-style-type: none"> <li>• Increased awareness of stereotypes and their impact.</li> <li>• Improved listening and empathy skills.</li> </ul>

<p>participants should gain from the activity.</p>	
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<ul style="list-style-type: none"> <li>• Group discussion, storytelling and visual representation.</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section;</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<ul style="list-style-type: none"> <li>• Participants share personal stories about experiences related to stereotypes.</li> <li>• Create visual representations of their stories.</li> <li>• Engage in group discussions about the stories and the impact of stereotypes.</li> </ul>	
<p><b>Assessment and Evaluation:</b></p> <p>Discuss feedback mechanisms and post-training assessments.</p> <p>Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.</p>	<ul style="list-style-type: none"> <li>• Peer feedback and group reflection</li> </ul>

<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	<ul style="list-style-type: none"> <li>• Encourage participants to be open and respectful when sharing stories</li> </ul>
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	<ul style="list-style-type: none"> <li>• Encourage participants to reflect on how storytelling can lead to greater understanding</li> </ul>
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

<b>TOPIC “MY EUROPEAN FUTURE” #2</b>	
<b>Title of the Activity</b>	<i>EU Challenges and Solidarity Game</i>
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc)  Provide concise statement of the activity's objective.	Role-Playing Game
<b>Learning objectives of the activity</b>  Define the specific learning objectives or outcomes that activity is designed to achieve.  These objectives should be measurable and aligned with the training's overall goals.	<ul style="list-style-type: none"> <li>• Explore the concept of solidarity within the European Union.</li> <li>• Understand how EU member states work together to address common challenges.</li> </ul>
<b>Duration of the Activity (in minutes)</b>	90 minutes
<b>Materials and Resources</b> (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>• Scenario descriptions of various EU member states, representing different challenges.</li> </ul>
<b>Target group</b>  Define the target audience or participants for the activity including their age, number, group size, prior knowledge, experience  Specify any prerequisites or	<ul style="list-style-type: none"> <li>• 13-30 years old</li> </ul>

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qualifications required.	
<p><b>Learning Outcomes</b></p> <p>List the expected learning outcomes or skills that participants should gain from the activity.</p>	<ul style="list-style-type: none"> <li>• Enhanced understanding of EU solidarity and cooperation.</li> <li>• Improved problem-solving and negotiation skills.</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<ul style="list-style-type: none"> <li>• Role-playing, negotiation, and group discussion</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section;</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<ul style="list-style-type: none"> <li>• Assign participants roles as different EU member states facing specific challenges.</li> <li>• Engage in negotiations and decision-making to address these challenges.</li> <li>• Reflect on the experience and discuss the importance of EU solidarity.</li> </ul>	
<p><b>Assessment and Evaluation:</b></p> <p>Discuss feedback mechanisms and post-training assessments.</p> <p>Describe how the methodology incorporates assessment and evaluation of participant learning. This</p>	<ul style="list-style-type: none"> <li>• Participant feedback and group reflection.</li> </ul>

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<p>could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.</p>	
<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	<ul style="list-style-type: none"> <li>• Encourage participants to find common ground and solutions.</li> </ul>
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	<ul style="list-style-type: none"> <li>• Provide resources on EU cooperation and challenges.</li> </ul>
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design</p>	<ul style="list-style-type: none"> <li>• EU official websites and reports</li> </ul>

<b>TOPIC “MY EUROPEAN FUTURE“ #3</b>	
<b>Title of the Activity</b>	<i>EU Future Vision Board</i>
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc)  Provide concise statement of the activity's objective.	<ul style="list-style-type: none"> <li>• Creative Workshop</li> </ul>
<b>Learning objectives of the activity</b>  Define the specific learning objectives or outcomes that activity is designed to achieve.  These objectives should be measurable and aligned with the training's overall goals.	<ul style="list-style-type: none"> <li>• Encourage participants to envision their ideal future within the European Union.</li> <li>• Promote creative thinking and reflection on personal aspirations.</li> </ul>
<b>Duration of the Activity (in minutes)</b>	60 minutes
<b>Materials and Resources</b>  (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>• Magazines, scissors, glue, poster boards or paper.</li> </ul>
<b>Target group</b>	<ul style="list-style-type: none"> <li>• 13-25 years old</li> </ul>

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<p>Define the target audience or participants for the activity including their age, number, group size, prior knowledge, experience</p> <p>Specify any prerequisites or qualifications required.</p>	
<p><b>Learning Outcomes</b></p> <p>List the expected learning outcomes or skills that participants should gain from the activity.</p>	<ul style="list-style-type: none"> <li>• Creation of a visual representation of one's vision for a future within the EU.</li> <li>• Enhanced reflection on personal aspirations within the EU.</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<ul style="list-style-type: none"> <li>• Creative collage, group discussion, and personal reflection</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section;</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<ul style="list-style-type: none"> <li>• Participants create vision boards depicting their ideal future in the EU.</li> <li>• Share their vision boards with the group and explain the symbolism behind their choices.</li> </ul>	
<p><b>Assessment and Evaluation:</b></p> <p>Discuss feedback</p>	<ul style="list-style-type: none"> <li>• Group discussion and self-reflection.</li> </ul>

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<p>mechanisms and post-training assessments.</p> <p>Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.</p>	
<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	<ul style="list-style-type: none"> <li>• Encourage participants to think imaginatively and share their dreams.</li> </ul>
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	<p>Provide inspiration and EU-related imagery for the vision boards.</p>
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational</p>	<p>N/A</p>

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theories or research, cite relevant sources or references that support its design	
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# TOPIC 5

# TOLERANCE, ACCEPTANCE AND UNDERSTANDING



# INTRODUCTION

**Tolerance, Acceptance and Understanding** promotes tolerance, respect, and understanding of different people and cultures. This topic is designed to provide exercises and informal tools aimed at promoting tolerance, respect, and understanding of different people and cultures. The focus on specific topics within this theme suggests a structured approach to addressing various aspects of tolerance and understanding.

Tolerance involves recognizing and respecting others' opinions, practices, and differences even if they differ from one's own. It implies the ability to accept the existence of diverse perspectives without necessarily agreeing with them.

Acceptance goes beyond tolerance. It involves embracing and acknowledging the existence of differences, whether they be cultural, religious, or personal. Acceptance means recognizing the inherent value of each individual, regardless of their differences.

Understanding involves gaining insight into the perspectives, experiences, and backgrounds of others. It goes beyond surface-level acknowledgment, aiming for a deeper comprehension of the factors that shape people's beliefs and behaviors.

Promoting tolerance, acceptance, and understanding is crucial for fostering inclusive communities and preventing discrimination or prejudice. In this Toolkit are presented the following activities that are included in the "Tolerance, Acceptance and Understanding" topic:

- A Balkan Vision
- Building Bridges of Understanding with Appreciative Inquiry
- Cultural Connections café: A World Cafe Experience.

These activities are designed to promote cultural understanding and tolerance among young people and their aim is to create spaces for dialogue, mutual understanding, and appreciation of diverse cultures. They provide youth workers with tools and methodologies to address issues related to tolerance and acceptance in a creative and interactive manner.

Keep in mind that the success of these activities often depends on the facilitators; skills and the willingness of participants to engage openly with each other.

<b>TOPIC “TOLERANCE, ACCEPTANCE AND UNDERSTANDING” #1</b>	
<b>Title of the Activity</b>	<i>A Balkan Vision</i>
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc)  Provide concise statement of the activity's objective.	Appreciative Inquiry Workshop
<b>Learning objectives of the activity</b>  Define the specific learning objectives or outcomes that activity is designed to achieve.  These objectives should be measurable and aligned with the training's overall goals.	<b>Objective:</b>  To foster tolerance and understanding among Balkan youth by exploring and appreciating the positive aspects of their diverse cultures through the Appreciative Inquiry approach.  <b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Identify and appreciate the unique strengths and positive aspects of Balkan cultures.</li> <li>• Foster a sense of tolerance by focusing on shared values and positive experiences.</li> <li>• Enhance communication and collaboration skills within a diverse Balkan group.</li> </ul>
<b>Duration of the Activity (in minutes)</b>	180 minutes (3 hours)
<b>Materials and Resources</b>  (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>• Flip charts or whiteboards</li> <li>• Markers and sticky notes</li> <li>• Large paper sheets or posters</li> <li>• Name tags with country flags</li> <li>• Timer</li> </ul>
<b>Target group</b>  Define the target audience or	<ul style="list-style-type: none"> <li>• Balkan youth aged 18-30, 25 participants (5 participants per country). No prior knowledge or experience is</li> </ul>

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<p>participants for the activity including their age, number, group size, prior knowledge, experience</p> <p>Specify any prerequisites or qualifications required.</p>	<p>required.</p>
<p><b>Learning Outcomes</b></p> <p>List the expected learning outcomes or skills that participants should gain from the activity.</p>	<ul style="list-style-type: none"> <li>• Increased awareness and appreciation of positive aspects of Balkan cultural diversity.</li> <li>• Improved communication and collaboration skills among Balkan youth.</li> <li>• Strengthened a sense of connection and understanding within the Balkan community.</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<ul style="list-style-type: none"> <li>• Appreciative Inquiry process</li> <li>• Small group discussions</li> <li>• Creative expression</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section;</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<p><b>1. Introduction (20 minutes):</b></p> <ul style="list-style-type: none"> <li>• Welcome participants and introduce the concept of Appreciative Inquiry.</li> <li>• Show video clips highlighting the cultural richness of the Balkans.</li> <li>• Briefly discuss key points from the articles, setting the context for the workshop.</li> </ul> <p><b>2. Diversity within Groups (5 minutes):</b></p> <ul style="list-style-type: none"> <li>• Emphasize the importance of diverse perspectives within each group, considering factors such as nationality, gender, interests, and backgrounds.</li> </ul> <p><b>3. Discovery Phase (45 minutes):</b></p>	

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<ul style="list-style-type: none"> <li>• Break participants into small groups of five, ensuring a mix of nationalities in each group.</li> <li>• Prompt each group to share positive experiences related to Balkan cultural diversity. What strengths and qualities do they appreciate about each other's cultures?</li> <li>• Groups use flip charts or large paper sheets to record their discussions, emphasizing the strengths and positive contributions.</li> <li>• Rotate groups to ensure a diverse mix of perspectives.</li> </ul>	<p><b>4. Dream Phase (45 minutes):</b></p> <ul style="list-style-type: none"> <li>• Show another short video or present case study that emphasize the positive outcomes of collaboration among Balkan youth.</li> <li>• Each group envisions an ideal future where Balkan cultural diversity is celebrated and understood.</li> <li>• Participants discuss and visualize what actions and attitudes contribute to this positive future.</li> <li>• Encourage creativity, such as drawing or visual representation of their vision.</li> <li>• Rotate groups to cross-pollinate ideas and perspectives.</li> </ul> <p><b>5. Design Phase (40 minutes):</b></p> <ul style="list-style-type: none"> <li>• Groups distil their visions into concrete ideas and action steps.</li> <li>• Present additional case studies highlighting successful initiatives that promote tolerance and understanding among Balkan youth.</li> <li>• Each group prepares a brief presentation to share their vision and proposed actions with the larger group.</li> <li>• Include time for groups to refine their ideas based on feedback from other groups.</li> </ul> <p><b>6. Interactive Elements (10 minutes):</b></p> <ul style="list-style-type: none"> <li>• Include interactive elements during presentations, such as Q&amp;A sessions, to encourage active engagement and deeper understanding.</li> </ul> <p><b>7. Sharing and Reflection (30 minutes):</b></p> <ul style="list-style-type: none"> <li>• Each group presents their vision and action steps to the entire group.</li> <li>• Facilitate a detailed discussion on the common themes and shared values identified during the activity.</li> <li>• Discuss insights from the case studies and how they can be applied to real-world situations.</li> <li>• Encourage participants to reflect on how the positive aspects discussed can contribute to tolerance and understanding.</li> </ul> <p><b>8. Integration and Closing (20 minutes):</b></p> <ul style="list-style-type: none"> <li>• Facilitators summarize vital takeaways from the workshop.</li> <li>• Emphasize the importance of incorporating the positive aspects of Balkan cultural diversity into daily interactions.</li> <li>• Provide resources for further exploration and ongoing learning.</li> <li>• Encourage participants to explore the recommended articles and readings.</li> </ul>
<p><b>Assessment and</b></p>	<ul style="list-style-type: none"> <li>• Collect feedback from participants through a structured reflection session.</li> </ul>

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<p><b>Evaluation:</b></p> <p>Discuss feedback mechanisms and post-training assessments.</p> <p>Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.</p>	<ul style="list-style-type: none"> <li>• Evaluate the richness and creativity of the visions presented by each group.</li> <li>• Sociometric line technique.</li> </ul>
<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	<ul style="list-style-type: none"> <li>• Encourage facilitators to actively participate in the discussions while ensuring they do not dominate the conversation. They guide and facilitate, allowing participants to lead the discussions.</li> <li>• Foster an open and inclusive atmosphere where all voices are valued.</li> </ul>
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	<ul style="list-style-type: none"> <li>• Consider creating a visual representation of the shared visions to display during and after the workshop.</li> <li>• Explore possibilities for follow-up activities, such as collaborative projects or ongoing dialogues.</li> </ul>

<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design</p>	<ul style="list-style-type: none"> <li>• Cooperrider, D. L., &amp; Whitney, D. (2005). <i>Appreciative Inquiry: A Positive Revolution in Change</i>. Berrett-Koehler Publishers.</li> <li>• Cox, T. (1994). <i>Cultural Diversity in Organizations: Theory, Research, and Practice</i>. Berrett-Koehler Publishers.</li> <li>• Chua, E. G. (1987). Conflict resolution styles in low- and high-context cultures. <i>Communication Research Reports</i>, 4(1), 32-37.</li> <li>• Hofstede, G. (1980). <i>Culture's Consequences: International Differences in Work-Related Values</i>. Sage Publications.</li> <li>• Berry, J. W. (2005). Acculturation: Living successfully in two cultures. <i>International Journal of Intercultural Relations</i>, 29(6), 697-712.</li> <li>• United Nations Educational, Scientific and Cultural Organization (UNESCO). (2015). <i>Global Education Monitoring Report: Education for All 2000-2015: Achievements and Challenges</i>.</li> <li>• <i>Journal of Cross-Cultural Psychology</i>.</li> <li>• <i>International Journal of Intercultural Relations</i>.</li> <li>• The Hofstede Centre. (<a href="https://www.hofstede-insights.com/">https://www.hofstede-insights.com/</a>)</li> <li>• Cultural Intelligence Center. <a href="https://www.culturalq.com/">https://www.culturalq.com/</a></li> <li>• Gudykunst, W. B., &amp; Nishida, T. (2001). Anxiety, uncertainty, and perceived effectiveness of communication across relationships and cultures, <i>International Journal of Intercultural Relations</i>, 25 (1), 2001, p. 55-71.</li> <li>• Hammond, S. A., &amp; Royal, C. (1998). <i>Lessons from the field: Applying Appreciative Inquiry (Revised Edition)</i>. Thin Book Publishing.</li> <li>• Srivastava, S., Cooperrider, D. L., &amp; Associates. (1990). <i>Appreciative Management and Leadership: The Power of Positive Thought and Action in Organizations</i>. Jossey-Bass.</li> <li>• Seligman, M. E. P., &amp; Csikszentmihalyi, M. (2000). Positive psychology: An introduction. <i>American Psychologist</i>, 55(1), 5-14.</li> </ul>
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<b>TOPIC “TOLERANCE, ACCEPTANCE AND UNDERSTANDING” #2</b>	
<b>Title of the Activity</b>	<i>Building Bridges of Understanding with Appreciative Inquiry</i>
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc)  Provide concise statement of the activity's objective.	Appreciative Inquiry Workshop
<b>Learning objectives of the activity</b>  Define the specific learning objectives or outcomes that activity is designed to achieve.  These objectives should be measurable and aligned with the training's overall goals.	<b>Objective:</b> <ul style="list-style-type: none"> <li>• To cultivate tolerance and understanding by exploring and appreciating the positive aspects of cultural diversity through the Appreciative Inquiry approach.</li> </ul> <b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• To identify and appreciate the strengths and positive aspects of diverse cultures, demonstrated through group presentations.</li> <li>• To foster a sense of tolerance by focusing on shared values and experiences in small group discussions.</li> <li>• To enhance communication and collaboration skills within a multicultural group, showcased during the activity's interactive elements.</li> </ul>
<b>Duration of the Activity (in minutes)</b>	180 minutes (3 hours)
<b>Materials and Resources</b>  (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>• Flip charts or whiteboards</li> <li>• Markers and sticky notes</li> <li>• Large paper sheets or posters</li> <li>• Name tags with country flags</li> <li>• Timer</li> </ul>
<b>Target group</b>  Define the target audience or participants for the activity including their age, number, group size, prior knowledge,	<ul style="list-style-type: none"> <li>• Youth aged 18-30, group size 20-40. No prior knowledge or experience is required.</li> </ul>

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<p>experience</p> <p>Specify any prerequisites or qualifications required.</p>	
<p><b>Learning Outcomes</b></p> <p>List the expected learning outcomes or skills that participants should gain from the activity.</p>	<ul style="list-style-type: none"> <li>• Increased awareness and appreciation of positive aspects of cultural diversity.</li> <li>• Improved communication and collaboration skills.</li> <li>• Strengthened sense of connection and understanding among participants.</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<ul style="list-style-type: none"> <li>• Methods and Techniques:</li> <li>• Appreciative Inquiry process</li> <li>• Small group discussions</li> <li>• Creative expression</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section;</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<p><b>1. Introduction (20 minutes):</b></p> <ul style="list-style-type: none"> <li>• Welcome participants and introduce the concept of Appreciative Inquiry.</li> <li>• Showcase a brief video clip illustrating successful cross-cultural collaboration.</li> <li>• Briefly discuss key points from the reading materials to set the context for the workshop.</li> </ul> <p><b>2. Discovery Phase (45 minutes):</b></p> <ul style="list-style-type: none"> <li>• Break participants into small groups, ensuring a mix of nationalities in each group.</li> <li>• Prompt each group to share positive experiences related to cultural diversity. What aspects do they appreciate about each other's cultures?</li> <li>• Groups use flip charts or large paper sheets to record their discussions, emphasizing the</li> </ul>	

strengths and positive contributions.

- Rotate groups to ensure a diverse mix of perspectives.

**3. Dream Phase (40 minutes):**

- Show another video clip or present a case study that emphasizes the positive outcomes of cross-cultural understanding.
- Each group envisions an ideal future where cultural diversity is celebrated and understood.
- Participants discuss and visualize what actions and attitudes contribute to this positive future.
- Encourage creativity, such as drawing a visual representation of their vision.
- Rotate groups to cross-pollinate ideas and perspectives.

**4. Design Phase (30 minutes):**

- Groups distil their visions into concrete ideas and action steps.
- Present additional case studies highlighting successful initiatives that promote tolerance and understanding.
- Each group prepares a brief presentation to share their vision and proposed actions with the larger group.
- Include time for groups to refine their ideas based on feedback from other groups.

**5. Sharing and Reflection (30 minutes):**

- Each group presents their vision and action steps to the entire group.
- Facilitate a detailed discussion on the common themes and shared values identified during the activity.
- Discuss insights from the case studies and how they can be applied to real-world situations.
- Encourage participants to reflect on how the positive aspects discussed can contribute to tolerance and understanding.
- Allow time for open questions and sharing personal insights.

**6. Integration and Closing (15 minutes):**

- Facilitators summarize key takeaways from the workshop.
- Emphasize the importance of incorporating the positive aspects of cultural diversity into daily interactions.
- Provide resources for further exploration and ongoing learning.
- Encourage participants to explore the recommended articles and readings.

<p><b>Assessment and Evaluation:</b></p> <p>Discuss feedback mechanisms and post-training assessments.</p> <p>Describe how the methodology incorporates assessment and evaluation of participant learning. This</p>	<ul style="list-style-type: none"><li>• Collect feedback from participants through a structured reflection session.</li><li>• Evaluate the richness and creativity of the visions presented by each group.</li></ul>
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<p>could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.</p>	
<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	<ul style="list-style-type: none"> <li>• Facilitators should encourage positive language and constructive discussions.</li> <li>• Ensure that all participants have an opportunity to contribute to the discussions.</li> <li>• Be flexible and allow for creative expressions during the visioning process.</li> </ul>
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	<ul style="list-style-type: none"> <li>• Consider creating a visual representation of the shared visions to display during and after the workshop.</li> <li>• Explore possibilities for follow-up activities, such as collaborative projects or ongoing dialogues.</li> </ul>
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design</p>	<ul style="list-style-type: none"> <li>• Cooperrider, D. L., &amp; Whitney, D. (2005). <i>Appreciative Inquiry: A Positive Revolution in Change</i>. Berrett-Koehler Publishers.</li> <li>• Cox, T. (1994). <i>Cultural Diversity in Organizations: Theory, Research, and Practice</i>. Berrett-Koehler Publishers.</li> <li>• Chua, E. G. (1987). Conflict resolution styles in low- and high-context cultures. <i>Communication Research Reports</i>, 4(1), 32-37.</li> <li>• Hofstede, G. (1980). <i>Culture's Consequences: International Differences in Work-Related Values</i>. Sage Publications.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Berry, J. W. (2005). Acculturation: Living successfully in two cultures. <i>International Journal of Intercultural Relations</i>, 29(6), 697-712.</li> <li>• United Nations Educational, Scientific and Cultural Organization (UNESCO). (2015). <i>Global Education Monitoring Report: Education for All 2000-2015: Achievements and Challenges</i>.</li> <li>• <i>Journal of Cross-Cultural Psychology</i>.</li> <li>• <i>International Journal of Intercultural Relations</i>.</li> <li>• The Hofstede Centre. (<a href="https://www.hofstede-insights.com/">https://www.hofstede-insights.com/</a>)</li> <li>• Cultural Intelligence Center. <a href="https://www.culturalq.com/">https://www.culturalq.com/</a></li> <li>• Gudykunst, W. B., &amp; Nishida, T. (2001). Anxiety, uncertainty, and perceived effectiveness of communication across relationships and cultures, <i>International Journal of Intercultural Relations</i>, 25 (1), 2001, p. 55-71.</li> <li>• Hammond, S. A., &amp; Royal, C. (1998). <i>Lessons from the field: Applying Appreciative Inquiry</i> (Revised Edition). Thin Book Publishing.</li> <li>• Srivastava, S., Cooperrider, D. L., &amp; Associates. (1990). <i>Appreciative Management and Leadership: The Power of Positive Thought and Action in Organizations</i>. Jossey-Bass.</li> </ul>
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<b>TOPIC “TOLERANCE, ACCEPTANCE AND UNDERSTANDING” #3</b>	
<b>Title of the Activity</b>	<i>Cultural Connections café: A World Cafe Experience</i>
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc)  Provide concise statement of the activity's objective.	World Cafe
<b>Learning objectives of the activity</b>  Define the specific learning objectives or outcomes that activity is designed to achieve.  These objectives should be measurable and aligned with the training's overall goals.	<b>Objective:</b> <ul style="list-style-type: none"> <li>• To promote tolerance, acceptance, and understanding among youth from Turkey, Romania, Bulgaria, Serbia, Greece, and Macedonia through open and constructive dialogue.</li> </ul> <b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Develop a deeper understanding of each other's cultural backgrounds through guided discussions.</li> <li>• Foster a sense of acceptance and tolerance for diverse perspectives.</li> <li>• Enhance communication and collaboration skills in a multicultural setting.</li> </ul>
<b>Duration of the Activity (in minutes)</b>	120 min
<b>Materials and Resources</b>  (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>• Tables and chairs are arranged cafe-style with flags or symbols representing each country.</li> <li>• Paper tablecloths with a designated space for each country's discussion and markers for participants to write and draw.</li> <li>• Flip charts or whiteboards for facilitators to capture key points.</li> <li>• Sticky notes for participants to jot down thoughts during rotations.</li> <li>• Use a timer or bell to signal when to rotate.</li> <li>• Name tags with country flags to help participants identify</li> </ul>

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	each other's nationality.
<p><b>Target group</b></p> <p>Define the target audience or participants for the activity, including their age, number, group size, prior knowledge, experience</p> <p>Specify any prerequisites or qualifications required.</p>	<ul style="list-style-type: none"> <li>Youth aged 18-25, group size 20-40. No prior knowledge or experience is required.</li> </ul>
<p><b>Learning Outcomes</b></p> <p>List the expected learning outcomes or skills that participants should gain from the activity.</p>	<ul style="list-style-type: none"> <li>Increased awareness and appreciation of cultural diversity.</li> <li>Improved communication and active listening skills.</li> <li>Strengthened connections and relationships among participants.</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies.</p> <p>Explain why these methods are appropriate for achieving the objectives.</p>	<ul style="list-style-type: none"> <li>World Cafe format</li> <li>Open and guided discussions</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section;</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<p><b>Setting Up (15 minutes):</b></p> <ul style="list-style-type: none"> <li>Create a warm and welcoming atmosphere with cafe-style tables and chairs.</li> <li>Place flags or symbols representing each country on the tables.</li> <li>Briefly introduce the World Cafe concept, emphasizing the importance of respectful</li> </ul>	

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dialogue.

**Round 1 - Tolerance (30 minutes):**

- Participants rotate to different tables representing various countries.
- Each table has a facilitator and a specific theme related to tolerance.
- Facilitators might guide discussions on cultural practices requiring tolerance or share personal stories about tolerance.
- Participants write and draw their insights on the paper tablecloths.

**Round 2 - Acceptance (30 minutes):**

- Participants rotate to new tables.
- Facilitators at each table guide discussions on acceptance, exploring cultural practices that promote acceptance.
- Participants share personal stories or examples related to acceptance.
- Encourage participants to consider how acceptance can be fostered in diverse communities.

**Round 3 - Understanding (30 minutes):**

- Participants rotate to new tables once again.
- Facilitators lead discussions on understanding, focusing on the importance of cultural understanding and the challenges faced.
- Participants share ways they can contribute to better understanding.
- Encourage reflections on how understanding can lead to stronger connections.

**Harvesting and Reflection (15 minutes):**

- Reconvene as a large group.
- Facilitators summarize key insights and observations from each theme on a flip chart or whiteboard.
- Open the floor for participants to share reflections on what they've learned.
- Conclude with a collective commitment to promoting tolerance, acceptance, and understanding.

**Assessment and Evaluation:**

Discuss feedback mechanisms and post-training assessments.

Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other

- Distribute a brief survey to collect participants' feedback on the World Cafe experience.
- Encourage participants to share their personal takeaways during the reflection session.

<p>feedback mechanisms.</p>	
<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	<ul style="list-style-type: none"> <li>• Be mindful of language differences and ensure clear communication.</li> <li>• Foster an inclusive and respectful atmosphere throughout the discussions.</li> <li>• Facilitators should actively listen and guide discussions without imposing their own perspectives.</li> </ul>
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	<ul style="list-style-type: none"> <li>• Provide resources for further exploration of tolerance, acceptance, and understanding.</li> <li>• Consider organizing follow-up activities, such as a collaborative project or cultural exchange, continuing the dialogue among participants.</li> </ul>
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design</p>	<ul style="list-style-type: none"> <li>• Brown, J., &amp; Isaacs, D. (2005). <i>The World Cafe: Shaping Our Futures Through Conversations That Matter</i>, Berrett-Koehler Publishers.</li> <li>• Gudykunst, W. B. (2012). <i>Bridging Differences: Effective Intergroup Communication (Interpersonal Communication Texts)</i>. Sage Publications.</li> </ul>



# TOPIC 6

GOOD

NEIGHBOURLINESS



# INTRODUCTION

**Good Neighbourliness** showcase examples of good neighbourliness, such as acts of kindness, volunteer work or community events that bring people together. “Good Neighbourliness” showcase examples of good neighbourliness, such as acts of kindness, volunteer work or community events that bring people together. “Good Neighbourliness”; refers to the positive relationships and interactions between neighbors, fostering a sense of community and mutual support. Good Neighbourliness often includes acts of kindness, volunteer work, and community events that bring people together. Activities for youth workers under this topic in the Toolkit include:

- Demolishing Invisible Facades: An Inter-Cultural Dialogue Workshop
- Walk a Mile in My Shoes
- Historical Events and Their Perception
- Accession to the EU: Perspectives and Challenges

The activities listed under this topic are designed to promote understanding, dialogue, and cooperation among young people, with a focus on fostering positive relationships and good neighborliness.

These activities collectively provide a platform for youth workers to engage with young people in discussions and experiences that promote empathy, cultural understanding, and awareness of historical and contemporary issues. The overarching theme appears to be creating a space for dialogue and learning that contributes to building positive relationships and fostering good neighborliness among diverse communities.





<b>TOPIC “GOOD NEIGHBOURLINESS” #1</b>	
<b>Title of the Activity</b>	<i>Demolishing Invisible Facades: An Inter-Cultural Dialogue Workshop</i>
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc)  Provide concise statement of the activity's objective.	Workshop
<b>Learning objectives of the activity</b>  Define the specific learning objectives or outcomes that activity is designed to achieve.  These objectives should be measurable and aligned with the training's overall goals.	<ul style="list-style-type: none"> <li>This workshop aims to build trust and understanding among participants from different <b>ethnic/national/cultural</b> backgrounds.</li> </ul>
<b>Duration of the Activity (in minutes)</b>	1 day
<b>Materials and Resources</b>  (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>Presentation equipment (if available), flip-chart paper, markers, writing materials for participants.</li> </ul>
<b>Target group</b>  Define the target audience or participants for the activity including their age, number, group size, prior knowledge, experience  Specify any prerequisites or qualifications required.	<ul style="list-style-type: none"> <li>16-30 years old</li> </ul>
<b>Learning Outcomes</b>  List the expected learning	<ul style="list-style-type: none"> <li>To foster openness, communication and understanding among different <b>ethnic/national/cultural</b> backgrounds in the Balkans.</li> </ul>

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<p>outcomes or skills that participants should gain from the activity.</p>	<ul style="list-style-type: none"> <li>• Improved problem-solving and negotiation skills.</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<ul style="list-style-type: none"> <li>• Ice braker, group presentations, open discussions, personal reflections.</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section;</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<p><b>Agenda with instructions:</b></p> <ol style="list-style-type: none"> <li>1. <b>Introduction and Ice Breaker (60-90 minutes):</b> Start with a round of introductions and a group ice-breaker that requires team cooperation. This sets a positive tone and helps participants feel more comfortable with each other.</li> <li>2. <b>Cultural Sharing (90-120 minutes):</b> Divide participants into groups based on their ethnic/national/cultural background. In their groups, participants will discuss key aspects of their culture and traditions, including music, food, stories, holidays, customs, etc. Each group will then present a summary of their discussion to the wider group.</li> <li>3. <b>"Invisible Facades" Exercise (120-180 minutes):</b> <ul style="list-style-type: none"> <li>• <b>Misconception list (60 minutes):</b> Participants will remain in their ethnic/national/cultural groups and brainstorm common misconceptions or stereotypes that other ethnicities may have about them. These will be written on a board/or a flip-chart sheet that is concealed from view.</li> <li>• <b>Unveiling and Debunking (60-120 minutes):</b> One by one, each group will reveal their list and debunk each misconception, providing factual counterpoints and personal anecdotes where possible. The group presenting should also engage with questions and comments from participants outside their group.</li> </ul> </li> <li>4. <b>Open Discussion and Reflection (90-120 minutes):</b></li> </ol>	

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<ul style="list-style-type: none"> <li>• <b>Group Discussion:</b> Following the exercise, facilitate a conversation about the experience. Questions can include: How did it feel to share misconceptions about your group? Did any of the misconceptions or debunking surprise you? How can we apply what we've learned today in our everyday lives?</li> <li>• <b>Personal Reflection:</b> Lastly, ask each participant to share one thing they plan to change in their behaviour or one thing they've learnt about a different culture from the workshop, summarizing their take-away from the session.</li> </ul> <p><b>5. Closing (15-30 minutes):</b> End by thanking everyone for their openness and participation, summarize key learnings, and provide details of any upcoming related events or opportunities for further interaction.</p>	
<p><b>Assessment and Evaluation:</b></p> <p>Discuss feedback mechanisms and post-training assessments.</p> <p>Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.</p>	<ul style="list-style-type: none"> <li>• Participant feedback and group reflection.</li> </ul>
<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	<ul style="list-style-type: none"> <li>• Facilitators may start by asking participants to share about their culture and traditions. Then, they can involve participants in exercises that demonstrate the negative effects of stereotypes, for example, the "Invisible Facades" exercise in which participants share common misconceptions about their group and then reality, to correct the false beliefs.</li> </ul>
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

<p>or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design</p>	<ul style="list-style-type: none"> <li>• The complexities of intercultural communication can be studied in literature such as "Intercultural communication: Where we've been, where we're going...". Here, you can find useful perspectives on the discipline's history and key research areas:  <a href="https://www.tandfonline.com/doi/full/10.1080/22041451.2015.1042422">https://www.tandfonline.com/doi/full/10.1080/22041451.2015.1042422</a></li> </ul>

<b>TOPIC “GOOD NEIGHBOURLINESS” #2</b>	
<b>Title of the Activity</b>	<i>Walk a Mile in My Shoes</i>
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc)  Provide concise statement of the activity's objective.	<b>Role-play game</b> The overarching aim of this role-play is to foster understanding, culturally diverse dialogue, and empathy among participants, enabling them to actively confront stereotypes and misconceptions about different cultures.  This role-play exercise would place participants in an everyday scenario that represents common issues or misconceptions faced by different ethnicities in the Balkans.
<b>Learning objectives of the activity</b>  Define the specific learning objectives or outcomes that activity is designed to achieve.  These objectives should be measurable and aligned with the training's overall goals.	<ul style="list-style-type: none"> <li>• To build an understanding of various Balkan cultures through immersive and interactive engagement.</li> <li>• To provide a first-hand experience of the challenges and complexities of ethnicities in the Balkans.</li> <li>• To debunk stereotypes and misconceptions about different ethnic cultures.</li> <li>• To encourage a respectful and open dialogue, fostering improved inter-cultural relations.</li> </ul>
<b>Duration of the Activity (in minutes)</b>	240 min/half day
<b>Materials and Resources</b>  (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>• Scenarios description for each group</li> </ul>
<b>Target group</b>  Define the target audience or participants for the activity including their age, number, group size, prior knowledge, experience  Specify any prerequisites or qualifications required.	<ul style="list-style-type: none"> <li>• 16-30 years old</li> </ul>
<b>Learning Outcomes</b>  List the expected learning	<ul style="list-style-type: none"> <li>• The outcomes from this activity are to encourages empathy, research skills, and in-depth understanding of different</li> </ul>

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<p>outcomes or skills that participants should gain from the activity.</p>	<p>cultures, enabling participants to confront their own stereotypes or misconceptions.</p>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<ul style="list-style-type: none"> <li>• Role-playing, negotiation, and group discussion, debrief</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section;</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<p><b>Agenda and Instructions:</b></p> <ol style="list-style-type: none"> <li>1. Divide participants into several small groups. Assign each group a different ethnic/national/cultural identity from the Balkans. Participants will then be given time to research about their assigned culture, including social, political, and economic aspects. Each group is provided with a scenario typical for the assigned culture. <b>(90 min)</b> Example: <i>A group of friends must navigate their way around a sensitive topic (such as a recent political event) during a get-together.</i></li> </ol> <p><b>Scenarios for Each National Group:</b></p> <ul style="list-style-type: none"> <li>• <b>Bulgarian:</b> A family reunion where older and younger generations discuss the transition from communism to today's democratic Bulgaria.</li> <li>• <b>Serbian:</b> A group of friends getting together for a sports event and discussing the challenges of holding onto traditional values while adapting to modern European norms.</li> <li>• <b>Romanian:</b> A dinner conversation about Romania's unique culture as both a Latin-based language speaker in a Slavic linguistic landscape and Romania's experiences and struggles in integrating with the EU.</li> <li>• <b>Greek:</b> A coffee shop scenario where youth and elderly locals discuss the effects of the economic crises and the impact on cultural and societal aspects of life in Greece.</li> </ul>	

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- **Turkish:** A town hall meeting where citizens debate Turkey's unique position straddling Europe and Asia, discussing cultural identity issues and perceptions.
- **North Macedonian:** A classroom situation involving both ethnic Albanian and Macedonian students discussing their shared history, recent name-change controversy, and the way forward.

**Roles:**

Participants within each group are given individual roles:

- **Speaker:** The speaker takes the leading role in starting and leading the conversation/discussion.
  - **Listener:** The listener encourages the discussion, makes comments, and reacts to the conversation.
  - **Observer:** The observer watches the interactions and gives feedback at the end, both on the interaction itself and how well they felt their team represented their assigned culture.
2. **Role-Play:** (90 min)
- Each group enacts their scenario in front of the others. It's a 'real-life' enactment so encourage appropriate decor, clothes, and props to make it more engaging and closer to reality.
3. **Debrief:** (60 min)
- During the debrief sessions, it is essential to guide participants through a process of self-reflection, giving them the chance to express their feelings, perceptions, and learning. Ask them if/how real-life situations influenced their roles and if they were forced to re-examine any stereotypes or misconceptions they held earlier. This approach helps create an environment for honest dialogue and empathy.

Questions to be discussed can include:

- How well do you think your group represented the assigned culture?
- What prejudices or stereotypes did you encounter during your research or the role-play?
- How did it feel to take on this role and engage with a potentially sensitive topic?
- Did the role-play alter your perception of the people from the culture you represented?

**Assessment and Evaluation:**

Discuss feedback mechanisms and post-training assessments.

Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other

- Participant feedback and group reflection.

<p>feedback mechanisms.</p>	
<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design</p>	<ul style="list-style-type: none"> <li>• <a href="https://karlkapp.com/walk-mile-in-my-shoes-games-let-you-do/">https://karlkapp.com/walk-mile-in-my-shoes-games-let-you-do/</a></li> <li>• <a href="https://medium.com/walk-a-mile-in-her-shoes/tagged/roleplaying-game">https://medium.com/walk-a-mile-in-her-shoes/tagged/roleplaying-game</a></li> <li>• <a href="https://www.educatemagis.org/blogs/lesson-plans-for-walk-a-mile-in-my-shoes-refugee-simulation/">https://www.educatemagis.org/blogs/lesson-plans-for-walk-a-mile-in-my-shoes-refugee-simulation/</a></li> <li>• <a href="https://d2s3n99uw51hng.cloudfront.net/static/CIC_L3_Empathy_Walk%20a%20Mile%20in%20My%20Shoes_Activity%20Handout.pdf">https://d2s3n99uw51hng.cloudfront.net/static/CIC_L3_Empathy_Walk%20a%20Mile%20in%20My%20Shoes_Activity%20Handout.pdf</a></li> <li>• <a href="https://www.salto-youth.net/tools/toolbox/tool/walk-a-mile-in-my-shoes.1862/">https://www.salto-youth.net/tools/toolbox/tool/walk-a-mile-in-my-shoes.1862/</a></li> </ul>

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	<ul style="list-style-type: none"><li>• <a href="https://www.lessonplanet.com/search?keywords=walk+a+mile+in+my+shoes">https://www.lessonplanet.com/search?keywords=walk+a+mile+in+my+shoes</a></li></ul>
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<b>TOPIC “GOOD NEIGHBOURLINESS” #3</b>	
<b>Title of the Activity</b>	<i>Historical Events and Their Perception</i>
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc)  Provide concise statement of the activity's objective.	<b>Role-play game:</b> In this topic, the scenario revolves around a discussion where friends from different Balkan origin meet up for a reunion dinner after years of not seeing each other. Discussing the historical events that impacted each other's communities and how it shapes their current living circumstances can be both a sensitive yet enlightening topic for all participants. The overarching aim of this role-play is to foster a deepening dialogue about historical events and generate a broader understanding of how events have shaped different Balkan communities and their current living circumstances.
<b>Learning objectives of the activity</b>  Define the specific learning objectives or outcomes that activity is designed to achieve.  These objectives should be measurable and aligned with the training's overall goals.	<ul style="list-style-type: none"> <li>• To encourage a candid dialogue about the history of the Balkan region and its effects on current lives.</li> <li>• To understand the diverse historical experiences and perspectives of different Balkan communities.</li> <li>• To foster empathy and understanding among participants from different cultural backgrounds.</li> <li>• To confront and challenge historical misconceptions or misunderstandings.</li> </ul>
<b>Duration of the Activity (in minutes)</b>	240 min/half day
<b>Materials and Resources</b>  (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Target group</b>  Define the target audience or participants for the activity including their age, number, group size, prior knowledge, experience  Specify any prerequisites or	<ul style="list-style-type: none"> <li>• 16-30 years old</li> </ul>

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qualifications required.	
<p><b>Learning Outcomes</b></p> <p>List the expected learning outcomes or skills that participants should gain from the activity.</p>	<ul style="list-style-type: none"> <li>• This scenario enables participants to explore their historical biases, provides historical education, and can build empathy among the diverse cultures of the Balkans.</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<ul style="list-style-type: none"> <li>• Role-playing, negotiation, and group discussion, debrief</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section;</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<p><b>Agenda and Instructions:</b></p> <ol style="list-style-type: none"> <li>1. <b>Introduction (15 minutes):</b> Start with a brief about the purpose and objectives of the role-play. Emphasize the need for respect and understanding as participants will be discussing sensitive historical issues.</li> <li>2. <b>Assignment of Roles (15 minutes):</b> Divide participants into different identity groups (Bulgarian, Serbian, Romanian, Greek, Turkish, North Macedonian) and delegate roles.</li> <li>3. <b>Preparation Time (60 minutes):</b> Give participant groups time to research their assigned cultural history, major events, and their impact.</li> <li>4. <b>Role-Play (90 min):</b> Each group portrays their historical conversation during a reunion dinner scenario. Encourage the use of props or attire to enhance the realism and engagement in the scenario.</li> <li>5. <b>Debrief (60 minutes):</b> Facilitate a group discussion and reflection following the role-</li> </ol>	

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play.

**Roles in each group:**

- **Speaker:** This person takes the leading role in starting the conversation about the historical events and their impact on their ethnic community. Participant has to exhibit the emotions, knowledge, and perspectives reflective of their assigned identity, making the conversation as realistic as possible
- **Listener:** This person will respond to the speaker's recounting with their perspective from their different Balkan origin, providing counter-narratives or similarities found within their own history.
- **Observer:** Documents the action, reactions, dialogue, and body language of the speaker and will provide insights during the debriefing about the interaction and historical perspectives presented.

**Role-Play:** Each group enacts their scenario in front of the others. It's a 'real-life' enactment so encourage appropriate decor, clothes, and props to make it more engaging and closer to reality.

**Debrief:** Ask groups to share their views on the experience. Discuss whether the role-play changed pre-existing perceptions about other cultures, their historical struggles, and overall, about the complexity of Balkan history. Encourage candor and sharing of emotions experienced during the role-play.

**Assessment and Evaluation:**

Discuss feedback mechanisms and post-training assessments.

Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.

- Participant feedback and group reflection.

**Facilitators notes**

Mention any variations or modifications that can be

- N/A

<p>made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design</p>	<ul style="list-style-type: none"> <li>• <a href="http://www.historicalroleplay.com/">http://www.historicalroleplay.com/</a></li> <li>• <a href="https://en.wikipedia.org/wiki/Category:Historical_role-playing_games">https://en.wikipedia.org/wiki/Category:Historical_role-playing_games</a></li> <li>• <a href="https://www.gametracker.rs/server_info/45.140.143.106:777/">https://www.gametracker.rs/server_info/45.140.143.106:777/</a></li> </ul>

<b>TOPIC “GOOD NEIGHBOURLINESS” #4</b>	
<b>Title of the Activity</b>	<i>Accession to the EU: Perspectives and Challenges</i>
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc)  Provide concise statement of the activity's objective.	<b>Role-play game</b> This topic focuses on discussions between friends from different backgrounds - some from EU member countries, and others from Balkan countries that are aspiring to join the EU. Guided by the aim and objectives of the scenario, this role-play is designed to provide an encompassing perspective on the EU, fostering mutual respect and understanding among the participants.
<b>Learning objectives of the activity</b>  Define the specific learning objectives or outcomes that activity is designed to achieve.  These objectives should be measurable and aligned with the training's overall goals.	<ul style="list-style-type: none"> <li>• To encourage candid communication about the realities, advantages, and obligations of being an EU member.</li> <li>• To understand and empathize with the hopes, concerns, and hurdles of countries striving to join the EU.</li> <li>• To facilitate an exchange of ideas and experiences that could lead to greater understanding and cooperation among individuals from different European countries.</li> </ul>
<b>Duration of the Activity (in minutes)</b>	240 min/half day
<b>Materials and Resources</b>  (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Target group</b>  Define the target audience or participants for the activity including their age, number, group size, prior knowledge, experience  Specify any prerequisites or qualifications required.	<ul style="list-style-type: none"> <li>• 16-30 years old</li> </ul>

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<p><b>Learning Outcomes</b></p> <p>List the expected learning outcomes or skills that participants should gain from the activity.</p>	<ul style="list-style-type: none"> <li>• The main outcomes of this role-play is to stimulate a dialogue on the diverse perspectives and unique difficulties associated with EU accession, fostering mutual understanding and empathy among participants from EU member countries and prospective states.</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<ul style="list-style-type: none"> <li>• Role-playing, negotiation, and group discussion, debrief</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section;</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<p><b>Agenda and Instructions:</b></p> <ol style="list-style-type: none"> <li>1. <b>Introduction (15 minutes):</b> Start with a brief introduction of the primary objective and ground rules of the role-play. Stress the importance of respect and openness, given the sensitivity of this topic.</li> <li>2. <b>Assignment of Roles (15 minutes):</b> Assign each participant their respective roles.</li> <li>3. <b>Preparation Time (60 minutes):</b> Allow the participants time to research their assigned roles and prepare for the role-play.</li> <li>4. <b>Role-Play (90 minutes):</b> Participants enact the scenario under their assigned roles.</li> <li>5. <b>Debrief (60 minutes):</b> Participants reflect on their actions, the conversation, and its outcomes.</li> </ol> <p><b>Roles:</b></p> <ul style="list-style-type: none"> <li>• <b>Speaker:</b> Participant from an earlier EU member country, sharing experiences about the EU membership.</li> </ul>	

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<ul style="list-style-type: none"> <li>• <b>Listener:</b> Participant from a Balkan country aspiring to join the EU, reacts to the experiences shared, and presents their perspective of the accession process.</li> <li>• <b>Observer:</b> Monitors the dialogue and participant behavior, and promotes further discussion through probing questions.</li> </ul> <p><b>Role-Play:</b> Each participant performs their respective roles. The speaker shares experiences while the listener presents their perspective. The Observer records interactions and prepares probing questions for the debriefing session.</p> <p><b>Debrief:</b> Encourage participants to share their feelings about the role-play. Discuss what they learned about the EU, the aspirations and challenges of prospective member states. Ask them if their perceptions have altered or if they gained new insights about the European Union and the accession process.</p>	
<p><b>Assessment and Evaluation:</b></p> <p>Discuss feedback mechanisms and post-training assessments.</p> <p>Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.</p>	<ul style="list-style-type: none"> <li>• Participant feedback and group reflection.</li> </ul>
<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>



<p>facilitators and participants.</p>	
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design</p>	<ul style="list-style-type: none"> <li>• <a href="https://europa.eu/european-union/about-eu/countries_en">https://europa.eu/european-union/about-eu/countries_en</a></li> <li>• <a href="https://biepag.eu/">https://biepag.eu/</a></li> <li>• <a href="http://europa.ba/?lang=en">http://europa.ba/?lang=en</a></li> <li>• <a href="https://www.springer.com/gp/book/9783319895141">https://www.springer.com/gp/book/9783319895141</a></li> <li>• <a href="https://onlinelibrary.wiley.com/doi/abs/10.1111/jcms.12473">https://onlinelibrary.wiley.com/doi/abs/10.1111/jcms.12473</a></li> <li>• <a href="https://www.ceps.eu/">https://www.ceps.eu/</a></li> </ul>



# TOPIC 7

# FUNNY BALKANS



# INTRODUCTION

**Funny Balkans** shows humorous or unusual traditions or customs that are unique to the Balkans. While it's important to approach cultural humor with sensitivity and respect, there are indeed some traditions and customs in the Balkans that might be perceived as humorous or unique. Keep in mind that humor is subjective, and what may be funny to one person could be interpreted differently by another. Here are some activities of Balkan culture that youth workers could use that might be seen as amusing or distinctive:

- Bridging the Balkans Festival
- Presenting humor through traditional costumes of Balkan countries
- Balkan Humor Night
- Laughing Together: Comedy and Connection in the Balkans
- Balkans' Comic Night
- Balkan Joke Contest

Those are creative and engaging ideas for activities that youth workers could incorporate into their toolkit to promote a sense of humor and cultural understanding in the Balkans.

These activities not only promote humor and laughter but also serve as effective tools for cultural exchange and understanding. They encourage participants to explore and appreciate the lighter side of Balkan culture while fostering connections among youth from diverse backgrounds.



<b>TOPIC “FUNNY BALKANS” #1</b>	
<b>Title of the Activity</b>	<i>Bridging the Balkans Festival</i>
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc.)  Provide concise statement of the activity's objective.	<b>Event</b> The Bridging the Balkans Festival is a one-day event that aims to celebrate the unique cultures, traditions, and talents of the Balkan countries, while fostering a sense of unity, understanding, and friendship among their diverse populations. The festival includes various activities, workshops, food stalls, and performances that highlight the best each country has to offer, allowing people to connect and learn about each other's cultures.
<b>Learning objectives of the activity</b>  Define the specific learning objectives or outcomes that activity is designed to achieve.  These objectives should be measurable and aligned with the training's overall goals.	<ul style="list-style-type: none"> <li>• To promote understanding and appreciation of diverse cultures, traditions, and talents of the Balkan countries.</li> <li>• To foster a sense of friendship, unity, and mutual respect among the populations.</li> <li>• To offer a platform to showcase the uniqueness of each country.</li> <li>• To facilitate cross-cultural learning by engaging in various activities and workshops.</li> </ul>
<b>Duration of the Activity (in minutes)</b>	1 day
<b>Materials and Resources</b>  (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>• Props and resources for various cultural performances and workshops.</li> <li>• Spaces allocated for different activities, workshops, performance stages, and food stalls.</li> <li>• Cultural artifacts, crafts, or display items from different countries to showcase their uniqueness.</li> <li>• Food ingredients for preparing traditional dishes from the Balkan countries.</li> <li>• Audio, lighting, and visual equipment for presentations, speeches and performances.</li> </ul>
<b>Target group</b>  Define the target audience or participants for the activity including their age, number, group size, prior knowledge,	<ul style="list-style-type: none"> <li>• 16-30 years old</li> </ul>

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<p>experience</p> <p>Specify any prerequisites or qualifications required.</p>	
<p><b>Learning Outcomes</b></p> <p>List the expected learning outcomes or skills that participants should gain from the activity.</p>	<ul style="list-style-type: none"> <li>• Improved knowledge and appreciation of the diverse cultures present in the Balkans.</li> <li>• Enhanced communication skills and cultural competencies due to the interaction with people from different backgrounds.</li> <li>• Increased understanding of the importance of unity and respect in multicultural societies.</li> <li>• Practical experience in engaging in activities and traditions of different Balkans cultures.</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<ul style="list-style-type: none"> <li>• Workshops and Interactive Sessions</li> <li>• Storytelling and Narration - traditional stories, history, and folklore to educate and enlighten attendees.</li> <li>• Live Performances - dance, music, drama, and other live artistic presentations to convey cultural information.</li> <li>• Food and Craft Exhibits - food stalls and craft showcase to highlight the culinary and artisanal skills common in the Balkan countries.</li> <li>• Visual Displays: Leverage visual artifacts, traditional clothing, and symbols to emphasize the uniqueness of each culture.</li> <li>• Panel Discussions and Debates: Organize talks and discussions to foster dialogue on commonalities and differences among Balkan cultures.</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section.</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.).</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<p><b>Agenda:</b></p> <p><b>1. Opening Ceremony (9:00 AM - 9:30 AM):</b> Kick off the event with a vibrant and colorful parade, featuring traditional costumes, music, and dance from each</p>	

<p>participating Balkan country, showcasing unity in diversity.</p> <ol style="list-style-type: none"> <li>2. <b>Cultural Workshops (10:00 AM - 12:00 PM):</b> Offer multiple parallel workshops, allowing participants to learn and experience different aspects of Balkan culture (e.g., traditional dances, crafts, cooking, folktales, and history). Encourage everyone to attend at least one workshop from another Balkan country.</li> <li>3. <b>Balkan Bazaar (12:00 PM - 2:00 PM):</b> Set up stalls from each country with traditional foods, handicrafts, and souvenirs, allowing participants to taste and purchase items that showcase the rich cultural heritage of each Balkan nation.</li> <li>4. <b>Bridge Building Session (2:30 PM - 4:00 PM):</b> Organize an interactive group activity that fosters teamwork and collaboration among participants from different countries, such as a collaborative art project symbolizing unity or a team building game. The goal is to create bonds between participants while emphasizing the importance of working together despite differences.</li> <li>5. <b>Diverse Performances (4:30 PM - 6:30 PM):</b> Invite performers from each participating country to display their talents, including traditional music, dance, poetry readings, or short theatrical acts, showcasing the rich cultural heritage of the Balkans.</li> <li>6. <b>Closing Ceremony (7:00 PM - 8:00 PM):</b> End the event with a joint performance involving all countries, symbolizing the unity and harmony of the Balkan nations. This could be a specially composed song, a collaborative dance fusion, or a ceremony combining elements from each country's traditions.</li> </ol>	
<p><b>Assessment and Evaluation:</b></p> <p>Discuss feedback mechanisms and post-training assessments.</p> <p>Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.</p>	<ul style="list-style-type: none"> <li>• Participants feedback: After the event, gather feedback from attendees and participants. This will help judge the effectiveness of different methods and their impact, leading to continuous improvement in future events.</li> </ul>
<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

<p>changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	<ul style="list-style-type: none"> <li>• Cultural Exchange Activities: Encourage attendees to share elements of their own culture.</li> <li>• Networking and Integration: Provide spaces and opportunities for attendees to mingle, network, and form connections, enhancing the sense of community and unity.</li> <li>• Use of Digital Platforms: Use online platforms and social media to reach wider audiences. Livestreaming of performances, online submissions for a virtual art gallery, or promotion on social media channels can help to create a more inclusive festival.</li> </ul>
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design</p>	<ul style="list-style-type: none"> <li>• <a href="https://thebalkandanceproject.com/">https://thebalkandanceproject.com/</a></li> <li>• <a href="http://www.etnofilm.org/?language=eng">http://www.etnofilm.org/?language=eng</a></li> <li>• <a href="https://www.thespruceeats.com/cuisine-of-the-balkans-4125941">https://www.thespruceeats.com/cuisine-of-the-balkans-4125941</a></li> <li>• <a href="https://www.amazon.com/Balkan-Traditional-Witchcraft-Radomir-Ristic/dp/097961685X">https://www.amazon.com/Balkan-Traditional-Witchcraft-Radomir-Ristic/dp/097961685X</a></li> <li>• <a href="https://www.cambridge.org/core/books/balkans-in-travel-writing/2D75C9EB6A5B05E3FE9711690B907FE1">https://www.cambridge.org/core/books/balkans-in-travel-writing/2D75C9EB6A5B05E3FE9711690B907FE1</a></li> </ul>

<b>TOPIC “FUNNY BALKANS” #2</b>	
<b>Title of the Activity</b>	<i>Presenting humor through traditional costumes of Balkan countries</i>
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc) Provide concise statement of the activity's objective.	<b>Workshop:</b> The aim of the activity is to develop cultural exchanges between the Balkan countries through humor and to encourage the creativity of the that will allow to bring together young people through learning about different traditions and cultures.
<b>Learning objectives of the activity</b> Define the specific learning objectives or outcomes that activity is designed to achieve. These objectives should be measurable and aligned with the training's overall goals.	<ul style="list-style-type: none"> <li>• To display the key points or messages and information with humor that is more likely to be remembered.</li> <li>• To increase the interest in what the others are saying</li> <li>• To keep the participants’ attention throughout unusual and creative such as making the costumes in the direction of bringing people together presentations.</li> </ul>
<b>Duration of the Activity (in minutes)</b>	120 min
<b>Materials and Resources</b> (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>• Flipcharts, papers, markers, pens, glue and scissors.</li> </ul>
<b>Target group</b> Define the target audience or participants for the activity including their age, number, group size, prior knowledge, experience Specify any prerequisites or qualifications required.	<ul style="list-style-type: none"> <li>• 16-30 years old</li> <li>• 18 + (youth workers, youth leaders and young people with a strong interest in youth participation and democratization)</li> </ul>

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<p><b>Learning Outcomes</b></p> <p>List the expected learning outcomes or skills that participants should gain from the activity.</p>	<ul style="list-style-type: none"> <li>• To be familiar with the culture and tradition of the Balkan countries</li> <li>• To learn what the traditional costumes looks like</li> <li>• To put a smile on their face</li> <li>• To connect each other</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<p>Group work, traditional fashion model presentation such as traditional costumes</p> <p>These methods are appropriate for achieving the objectives for following reasons:</p> <ul style="list-style-type: none"> <li>• Learning experiences in which participants work together on the same task.</li> <li>• Building a positive and engaging learning community through peer learning and teaching.</li> <li>• It exposes participants to diverse ideas and approaches through funny way.</li> <li>• Becoming active and creative participants in order to respect every culture and tradition.</li> <li>• Respect and acceptance of differences.</li> <li>• Improving communication skills.</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section;</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<p>1. <b>Introduction and Ice Breaker (10 minutes):</b> Start the introductory part by asking the facilitators about their understanding of the concept Funny Balkans.</p> <p>2. <b>Group work –Funny Balkans in your country (40 min):</b> Divide the participants into 6 groups by country. Participants from each group have a task to create their national costume using a flipchart.</p> <p>3. <b>Creating a costume (50 min):</b> Each group is going to choose one person who will be a model with aim to present the typical costume. While he/she is moving around as a model, the rest of the group will present the most important funny facts such as:</p> <ul style="list-style-type: none"> <li>• Touching, kissing when people will meet.</li> </ul>	

<ul style="list-style-type: none"> <li>• Do they lean very close in when talking each other?</li> <li>• How people play with their hair and beard to show something to present the human interaction.</li> </ul> <p><b>4. Open Discussion and Reflection (15 min):</b> Participants will discuss about the characteristics of each costume, and display similarities or differences of all typical costumes.</p> <p><b>5. Closing (5 minutes):</b> Summarizing participants' beliefs and impressions from the activity and sharing new ideas.</p>	
<p><b>Assessment and Evaluation:</b></p> <p>Discuss feedback mechanisms and post-training assessments.</p> <p>Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.</p>	<ul style="list-style-type: none"> <li>• Participants feedback and group reflection</li> </ul>
<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<p><b>Additional notes, handouts</b></p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

<p><b>or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design</p>	

<b>TOPIC “FUNNY BALKANS” #3</b>	
<b>Title of the Activity</b>	<i>Balkan Humor Night</i>
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc.)  Provide concise statement of the activity's objective.	Entertainment and Comedy Show
<b>Learning objectives of the activity</b>  Define the specific learning objectives or outcomes that activity is designed to achieve.  These objectives should be measurable and aligned with the training's overall goals.	<ul style="list-style-type: none"> <li>• To promote humor and laughter as a means of building connections.</li> <li>• To celebrate the rich comedic traditions of the Balkans.</li> </ul>
<b>Duration of the Activity (in minutes)</b>	90 minutes (it can be less or more)
<b>Materials and Resources</b>  (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>• A stage or performance area, local comedians or participants willing to perform, and an audience.</li> </ul>
<b>Target group</b>  Define the target audience or participants for the activity including their age, number, group size, prior knowledge, experience  Specify any prerequisites or qualifications required.	<ul style="list-style-type: none"> <li>• No age limit, with an interest in humor and comedy.</li> </ul>
<b>Learning Outcomes</b>  List the expected learning	<ul style="list-style-type: none"> <li>• Shared laughter and a sense of unity through humor.</li> <li>• Exposure to the diversity of comedic styles in the</li> </ul>

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<p>outcomes or skills that participants should gain from the activity.</p>	<p>Balkans.</p>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<ul style="list-style-type: none"> <li>• Stand-up comedy, humorous storytelling, and skits.</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section.</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.).</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<ul style="list-style-type: none"> <li>• Invite local comedians or participants to perform funny acts, stand-up comedy, humorous storytelling, or skits.</li> <li>• Encourage laughter and positive interactions among the audience.</li> </ul>	
<p><b>Assessment and Evaluation:</b></p> <p>Discuss feedback mechanisms and post-training assessments.</p> <p>Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.</p>	<ul style="list-style-type: none"> <li>• Audience feedback and post-show discussions.</li> </ul>

<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	<ul style="list-style-type: none"> <li>• Ensure a welcoming and light-hearted atmosphere for the event.</li> </ul>
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	<ul style="list-style-type: none"> <li>• Showcase various comedic styles from different Balkan countries.</li> </ul>
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design,</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

<b>TOPIC “FUNNY BALKANS” #4</b>	
<b>Title of the Activity</b>	<i>Laughing Together: Comedy and Connection in the Balkans</i>
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc.)  Provide concise statement of the activity's objective.	Workshop
<b>Learning objectives of the activity</b>  Define the specific learning objectives or outcomes that activity is designed to achieve.  These objectives should be measurable and aligned with the training's overall goals.	<b>Objective:</b> <ul style="list-style-type: none"> <li>• To promote cultural understanding and connection among Balkan youth through humor and comedy.</li> </ul> <b>Learning Objectives:</b> <ul style="list-style-type: none"> <li>• Through humorous expressions, participants will recognize and identify cultural nuances, customs, and traditions from various Balkan countries.</li> <li>• Develop Cross-Cultural Empathy: Participants will develop empathy by understanding and appreciating different cultural perspectives.</li> </ul>
<b>Duration of the Activity (in minutes)</b>	90 Minutes
<b>Materials and Resources</b>  (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>• Whiteboard or flip chart</li> <li>• Markers</li> <li>• Timer</li> <li>• Small prizes or tokens for participants (optional)</li> </ul>
<b>Target group</b>  Define the target audience or participants for the activity including their age, number, group size, prior knowledge, experience  Specify any prerequisites or qualifications required.	<ul style="list-style-type: none"> <li>• Balkan youth aged 18-25 representing diverse countries in the region.</li> </ul>

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<p><b>Learning Outcomes</b></p> <p>List the expected learning outcomes or skills that participants should gain from the activity.</p>	<ul style="list-style-type: none"> <li>• Participants will demonstrate a heightened awareness of cultural diversity in the Balkans, recognizing unique customs, traditions, and humor styles.</li> <li>• Participants will improve their ability to communicate effectively with peers from different Balkan countries, using humor to connect and understand.</li> <li>• Participants will experience strengthened connections with their peers, fostering community and shared laughter across cultural boundaries.</li> <li>• Participants will develop a positive attitude towards cultural differences, recognizing the value of humor as a bridge that connects rather than divides.</li> <li>• Participants will showcase improved collaboration skills within a multicultural group, applying humor to facilitate teamwork and cooperation.</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<ul style="list-style-type: none"> <li>• Role-playing</li> <li>• Stand-Up Comedy Workshop</li> <li>• Open-Mic</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section;</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<p><b>Icebreaker - Balkan Comedy Simulations (15 minutes):</b></p> <ul style="list-style-type: none"> <li>• Prepare a list of humorous actions, gestures, or cultural references specific to the Balkans.</li> <li>• Participants take turns acting out the charades while others guess.</li> <li>• Encourage participants to bring their cultural humor to the game.</li> </ul> <p><b>Interactive Comedy Mapping (20 minutes):</b></p>	

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- Divide the group into smaller teams or pairs.
- Provide each team with a large map of the Balkans.
- Ask them to identify and mark funny anecdotes, jokes, or humorous stereotypes about each country.
- Teams present their findings, promoting laughter and understanding.

**Stand-Up Comedy Workshop (30 minutes):**

- Introduce the basics of stand-up comedy.
- Encourage participants to share funny anecdotes or observations from their own cultures.
- Conduct a mini-workshop on joke delivery, timing, and the importance of cultural sensitivity in humor.

**Comedy Showcase (15 minutes):**

- Invite participants to perform their stand-up comedy routines in a supportive, lighthearted environment.
- Alternatively, participants can share humorous stories or jokes they appreciate from their cultures.

**Reflection and Sharing (10 minutes):**

- Facilitate a reflection session on the role of humor in building connections.
- Discuss any cultural insights gained through the activity.
- Open the floor for participants to share their favorite funny moments from the session.

**Assessment and Evaluation:**

Discuss feedback mechanisms and post-training assessments.

Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.

- Collect feedback on the effectiveness of the icebreaker, mapping, and stand-up comedy workshop.
- Assess the level of engagement and participation during the comedy showcase.
- Gauge participants' reflections on the role of humor in cross-cultural understanding.

**Facilitators notes**

Mention any variations or modifications that can be

- Emphasize the importance of respectful and inclusive humor.
- Create a positive and supportive atmosphere for

<p>made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	<p>participants to share their comedic talents.</p> <ul style="list-style-type: none"> <li>• Be mindful of cultural sensitivities; encourage humor that fosters unity and understanding.</li> </ul>
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	<ul style="list-style-type: none"> <li>• Consider incorporating local comedians or comedy clips from different Balkan countries.</li> <li>• Provide opportunities for participants to continue sharing humor and jokes beyond the session.</li> <li>• Capture memorable moments through photos or short video clips for a fun recap.</li> <li>• This <i>Laughing Together</i> activity uses humor to bridge cultural understanding, fostering connections among Balkan youth playfully and interactively. Adjust the content and structure based on the participants' specific cultural dynamics and preferences.</li> </ul>
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design.</p>	<ul style="list-style-type: none"> <li>• Abel, M. H. 2002. Humor, stress, and coping strategies. <i>Humor</i>, 15: 365–381.</li> <li>• Crawford, C. B. 1994. Theory and implications regarding the utilization of strategic humor by leaders. <i>The Journal of Leadership Studies</i>, 1(4): 53–68.</li> <li>• Kaplan, D. (2006). <i>Balkan Ghosts: A Journey Through History</i>. Vintage.</li> <li>• Romero, E. J. &amp; Cruthirds, K. W. (2006). The Use of Humor in the Workplace, <i>Academy on Management Perspective</i>, p.58-69.</li> </ul>

<b>TOPIC “FUNNY BALKANS” #5</b>	
<b>Title of the Activity</b>	Balkans’ Comic Night
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc)  Provide concise statement of the activity's objective.	<b>Workshop</b>  The objective of the activity is to increase participant’s understanding of satire and cultural awareness through the ability to see own culture through a lens of a healthy humor.
<b>Learning objectives of the activity</b>  Define the specific learning objectives or outcomes that activity is designed to achieve.  These objectives should be measurable and aligned with the training's overall goals.	<ul style="list-style-type: none"> <li>• The main learning objective for participants is to increase their understanding of satire and cultural awareness through their ability to see their own culture through a lens of a healthy humor (to explore the element satire – to integrate moral learning in comedy).</li> <li>• Other learning objectives are to increase participants’ competences of team work, communication, basic research, sketching, planning, decision making, and visual presentation.</li> </ul>
<b>Duration of the Activity (in minutes)</b>	<ul style="list-style-type: none"> <li>• Approx. 3 hours for the session + a coffee break + 30 min or 1h for exhibition, + 45 minutes for a reflection after the exhibition. Total: approx. 4 – 4,5 hours.</li> </ul>
<b>Materials and Resources</b>  (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>• A4 papers, A2 papers, pencils, erasers, markers, pens, rulers, smartphones, and internet connection.</li> <li>• A space for each group to work on is necessary – a table, chairs, and a space for exhibition of the final comix (A2 size, one or several per group) is needed – it can be a wall where the posters can be sticked on.</li> </ul>
<b>Target group</b>  Define the target audience or participants for the activity including their age, number, group size, prior knowledge, experience  Specify any prerequisites or	<ul style="list-style-type: none"> <li>• Youth or young adults coming from various Balkan countries, minimum 15 people coming from 3-4 different countries, and maximum 40 people coming from up to 10 countries. Each national group of participants should consist of approximately the same about of people! No prior experience or knowledge is needed.</li> </ul>

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<p>qualifications required.</p>	
<p><b>Learning Outcomes</b></p> <p>List the expected learning outcomes or skills that participants should gain from the activity.</p>	<ul style="list-style-type: none"> <li>• Understanding of the elements of satire</li> <li>• Understanding and practice of a healthy (non-harming) humor</li> <li>• Cultural awareness – of own’s culture and of other Balkan cultures</li> <li>• Increased competences regarding team work, basic research, communication, sketching, planning, decision making, and visual presentation.</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies.</p> <p>Explain why these methods are appropriate for achieving the objectives.</p>	<ul style="list-style-type: none"> <li>• Introduction – a visual and verbal presentation from the facilitator, about satire and about the flow of the planned session</li> <li>• Workshop in national teams – research, planning, sketching, preparing the final large sized comix posters</li> <li>• Exhibition of the created posters</li> <li>• Debriefing – peer and plenary reflections</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section.</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.).</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<p>Facilitator presents the main steps of the activity to the participants, as pointed out in the section above, max 5 minutes.</p> <p>The facilitator invites everyone to sit down and presents a visual material (in-advance prepared digital presentation, or on-spot created flipchart) about the elements of satire and point out the main difference between comedy and satire, which is that satire includes moral learning or a lesson, which can be obvious or not too obvious but visible when reflected upon. 15 minutes max.</p> <p>Then, the facilitator presents (in-advance prepared) visual material of comix, which can serve for an inspiration and reference for participants. Various classic and modern styles can be represented; however, it is important to present examples that are easier achievable within the</p>	

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given time and no previous experience (basic, simplified styles). 15 minutes max.

Facilitator invites participants to separate in national groups and find a table with chairs to work on, provides each group with materials – several pages of A4 and A2 papers, pencils, erasers, rulers, pens, markers. Then, facilitator invites participants to research on their themes that they would like to address with the art of comix. Participants can first discuss in groups and use their existing knowledge on their culture’s funny aspects, such as habits, behaviors, common perceptions, their view on their neighboring countries, common beliefs (not religious), etc., and then participants can also use online research to gain more ideas. This part should last around 20-30 minutes.

Then, facilitator invites participants to start working on the draft comixes on A4 size paper – to create a comix story idea regarding the theme/-s they chose, and start drafting on paper the main visual points of the story. Then, the groups should start drafting additional points (images) that will complement the main image story, in order to build a fuller picture of the story and make the story clearly connected and understandable for the audience. Text should be added within or under the comix images. 1 hour.

A coffee break should follow.

Participants should now be invited to continue drafting their comix and start planning the overall presentation on the large size posters – how many paper sheets they will use, how they will size and separate the images to create a logical flow and overall spacing and best visual presentation of the poster/-s, finalize the text, etc. When participants feel ready, they can start drawing their final work on the large size posters (A2), and finalize their work. Approx 1 hour, depending on the group process and needs the time can be slightly extended.

When finalized and after a break, participants are invited to put their posters in the exhibition place, and the exhibition can start. The titles of their comix should be visible, and the works can be shortly introduced by a member of each group. It is suggested that the whole story and the moral lesson is not explained to the audience, since it should be understood by the audience individually or can be discussed by the audience. Depending on the number of posters, the exhibition can last from 30 minutes up to 1h or more.

Methods and questions for debriefing – reflection is described in the next chapter, approx. 30-45 minutes, depending on the group size and process.

**Assessment and Evaluation:**

Discuss feedback mechanisms and post-training assessments.

Describe how the

A debriefing should be held after the exhibition of the large size comix posters. During the first part of the debriefing, participants can be separated in peers if the whole group of participants is small, or in small groups of 3-4 people if the whole group of participants is large. The questions to be asked

<p>methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.</p>	<p>are:</p> <ul style="list-style-type: none"> <li>• How do you feel after this activity?</li> <li>• What were the most challenging parts for you during the whole activity?</li> <li>• What were the most joyful parts for you of the whole activity?</li> </ul> <p>The pairs or small groups can be asked to sit down in a comfortable place, the list of questions in a written way can be given to each group or peer for a reference, and they should be given time of 10-15 minutes to discuss their personal answers in detail.</p> <p>Later, the peers or small groups are invited to a plenary reflection session, where the facilitator will ask the following questions:</p> <ul style="list-style-type: none"> <li>• Did you enjoy the activity and the outcomes?</li> <li>• What were the learning points for you regarding other Balkan cultures?</li> <li>• What were the learning points for you regarding your own culture?</li> <li>• How did you approach the satire element of moral lesson in your work – was it easy to incorporate it and did you find it useful?</li> <li>• What would be the difference in your work and outcomes if you had only used humor, and not satire with the additional element of moral learning/lesson? With what sentence/ word would you like to close this session, regarding your personal experience or learning outcome?</li> </ul>
<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or</p>	<ul style="list-style-type: none"> <li>• Mention any variations or modifications that can be made based on feedback or changing circumstances.</li> <li>• Suggest what participants can do next to further apply or reinforce what they've learned.</li> <li>• Share any tips or best practices for both facilitators and participants.</li> </ul>

<p>reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	<ul style="list-style-type: none"> <li>• If the activity is led for a younger group of participants, a prior list of cultural aspects can be provided, in order to activate creating thinking, provision of examples, and reduction of the time that will be dedicated for the research. When facilitating the activity for older group of participants, a more serious aspect of the moral principle within the satire can be required.</li> </ul>
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design</p>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

<b>TOPIC “FUNNY BALKANS” #6</b>	
<b>Title of the Activity</b>	<i>Balkan Joke Contest</i>
<b>Type of the Activity</b> (exercise, workshop, simulation, role-playing game, discussion, etc)  Provide concise statement of the activity's objective.	Exercise
<b>Learning objectives of the activity</b>  Define the specific learning objectives or outcomes that activity is designed to achieve.  These objectives should be measurable and aligned with the training's overall goals.	<b>Issues addressed:</b> <ul style="list-style-type: none"> <li>• Stereotypes and prejudice.</li> <li>• How humour is often used to maintain or fuel prejudice.</li> <li>• Personal responsibility to respond to situations we disagree with.</li> </ul> <b>Objectives:</b> <ul style="list-style-type: none"> <li>• To explore the basis of our humour.</li> <li>• To be aware of the effects of jokes both on us and on those against whom the jokes are told.</li> <li>• To start discussion about the fears which are hidden in the jokes we tell.</li> </ul>
<b>Duration of the Activity (in minutes)</b>	45 minutes
<b>Materials and Resources</b>  (list of the materials, tools and resources needed for the activity)	<ul style="list-style-type: none"> <li>• Jokes</li> <li>• Cartoons</li> <li>• Hat</li> <li>• A large sheet of paper or flipchart and pen to mark up the scores.</li> </ul>
<b>Target group</b>  Define the target audience or participants for the activity including their age, number, group size, prior knowledge, experience	<ul style="list-style-type: none"> <li>• Balkan youth aged 18-25 representing diverse countries in the region.</li> </ul>

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Specify any prerequisites or qualifications required.	
<p><b>Learning Outcomes</b></p> <p>List the expected learning outcomes or skills that participants should gain from the activity.</p>	<ul style="list-style-type: none"> <li>• To identify and understand the common values of the Balkan cultures.</li> <li>• To gain an in-depth understanding of the customs and traditions prevalent in Balkan cultures.</li> <li>• To identify and list the unique strengths and positive aspects embedded in the various Balkan cultures.</li> </ul>
<p><b>Methods and Techniques:</b></p> <p>Detail the methods and techniques used in the training, including any exercises, simulations, role-playing, discussions, or other instructional strategies. Explain why these methods are appropriate for achieving the objectives.</p>	<ul style="list-style-type: none"> <li>• Discussions, Valuation, Analysis, Synthesis, Communication skills.</li> </ul>
<p><b>Description of the Activity and Instructions</b></p> <p>Step-by-step instructions on how to conduct the activity; an outline of the activity's flow, including timing for each section;</p> <p>(For the discussions - list of discussion points or questions to guide conversations or reflections; for simulations or role-playing games, provide scenarios, characters, or cases etc.)</p> <p>Clarify the role of the facilitator or instructor in implementing the methodology.</p>	
<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>• gather a variety of jokes appropriate to your group including those:</li> <li>• against people such as vegetarians, rich people</li> <li>• disabled people,</li> <li>• politicians, pop stars, foreigners, homosexuals...</li> </ul>	

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- about taboo subjects,
- puns and word plays
- tricks and practical jokes to be played against a member of the group
- cartoons
- You will also need a hat
- A large sheet of paper or flipchart and pen to mark up the scores.

### Instructions

1. Write the jokes on slips of paper and put them in a hat.
2. Get everyone to sit in a circle and the pass round the hat and ask players in turn to take out one piece of paper, and then to read or act out the joke to the rest of the group.
3. The rest of the group rate the joke by giving it a score out of ten.
4. On a command from you or on at a count of three ask the players to vote by a show of fingers.
5. Mark up the scores on a flipchart.

### Debriefing and evaluation

Talk about how people felt while playing the game and then go on to ask:

- Which joke won and why?
- Which joke got the least votes and why?
- How do you feel when the joke is against you or about something you feel strongly about?
- What sort of jokes are the best jokes?
- What makes a joke unacceptable?
- What's the harm in telling sexist/racist jokes?
- What do you do when someone tells an offensive joke: smile politely, laugh because your friends do, tell the person you think they are out of order, leave the group but don't say anything?

### Assessment and Evaluation:

Discuss feedback mechanisms and post-training assessments. Describe how the methodology incorporates assessment and evaluation of participant learning. This could include quizzes, surveys, self-assessments, peer evaluations, or other feedback mechanisms.

Measuring the quality of exercise is one of the most important metrics of the exercise and something we ask our participants for feedback on. Questions asked include the following:

- Did your w exercise leader run the exercise smoothly and on time?
- On a scale of 1 – 10, with 10 being excellent, how would you rate the skills of your facilitator to make the exercise engaging and interesting?
- What advice would you like to share with your facilitator to make the exercise run better?

	<ul style="list-style-type: none"> <li>• What did you like most during the exercise?</li> </ul> <p>Feedback from participants, i.e. their answers to these questions are usually obtained through a survey.</p>
<p><b>Facilitators notes</b></p> <p>Mention any variations or modifications that can be made based on feedback or changing circumstances.</p> <p>Suggest what participants can do next to further apply or reinforce what they've learned.</p> <p>Share any tips or best practices for both facilitators and participants.</p>	<ul style="list-style-type: none"> <li>• The choice of jokes is important because it enables you keep control of an activity which could easily get out of hand.</li> <li>• Include both destructive and constructive jokes in your selection. Cartoons may be the best source of jokes, which help us learn something positive about ourselves and the world.</li> <li>• Beware of jokes which might deeply offend some members of the group. It may be instructive to include some jokes, especially practical jokes against some members of the group.</li> </ul>
<p><b>Additional notes, handouts or special considerations</b></p> <p>Suggest any variations or adaptations for different groups or learning goals;</p> <p>Include any recommended reading materials, websites, or resources for further learning.</p>	<ul style="list-style-type: none"> <li>• Start a collection of cartoons and jokes to share with each other. Make a permanent space on a pin board to display them. Or make up your own jokes or cartoons to share with other groups and organisations. Try to get them published in your local paper or organization's newsletter.</li> </ul>
<p><b>References and Sources:</b></p> <p>If the methodology is based on established educational theories or research, cite relevant sources or references that support its design,</p>	<ul style="list-style-type: none"> <li>• Pat Brander, Carmen Cardenas, Juan de Vicente Abad, Rui Gomes, Mark Taylor, "<i>Education pack</i>", Ideas, resources, methods and activities for informal intercultural education with young people and adults, Updated and reprinted in 2016.</li> <li>• Council of Europe, 1995-2016</li> </ul>

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