HERE TO STAY

Claiming Youth-led Civic Spaces

TOOLKIT

How to turn our local community into a youth civic space

Contents

Introduction

Dear **youth workers**, **youth NGO's**, **youth informal groups** and **young people**, we encourage you not only to apply our methods, but also to develop your own, according to the needs of the young people in your communities.

"How to turn our local community into a youth space" will help you to understand better what a civic space is and to get acquainted with the different perception that people have, in general, and young people, in particular.

Since many toolkits for youth workers tackle the specific elements of civic spaces, our goal is to have a holistic approach and to develop an innovative toolkit for you, about *How to Turn Your Local Community into a Youth Civic Space*, based on:

- our previous findings[1] (which served as the building block for this toolkit),
- the main question addressed: *How to turn our local community into a youth civic space?*
- the "ingredients" that our communities should have, to be youth civic spaces: media, education, associative context, dialogue with the public authorities, infrastructure for young people, online activity.

Through this toolkit, we have tried to underline why civic space is important and, through the methods developed, to support you in discovering how to identify, create (if there is none), claim (if is lost) and keep (once has been developed) the civic space.

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[1] Digital open-source research report. Success factors for claiming youth-led civic spaces by European youth work - https://ourcivicspace.org/wp-content/uploads/2021/02/Research-report-HTS-opmaak.pdf

CURRENT DISCOURSE ABOUT

THE CIVIC SPACE

Basic consideration in youth

When we refer to youth, sociologically speaking, we tackle it as **social fact**, either as **component of the social structure**. But we can't ignore that each science (Psychology, Anthropology, Demography, Sociology) analyses youth and has made a certain 'portrait' of the young person.

In this toolkit we will not dig deep into the scientific analyses of young people, but we must note that many papers have been dedicated to answering some questions, such as: What are the most important changes during youth? What kind of changes are taking place during youth and how long is the process? When does youth starts and when does it end? How is the transition to adulthood? At the same time, we can divide some works between those which **analyzed young persons as individuals** (focusing on the personal development) and those which **analyzed them as groups** (as generations).

In a nutshell, youth is a stage in human development, a transition period to adulthood. Age is a variable usually used by the specialists in order to stratify the changes that take place in the life of a young person. But, we all must be aware that there is no clear cut of this delimitation (it varies according to schools of thoughts, cultures and research timeframe). Many times, the superior limit of youth is 30 years of age (even though some papers develop the importance of a final transition between 25 and 30 years of age). Other opinions use as reference either the division of the education stages either teenage period (the end of this stage – 18 years of age – becomes the starting point of youth).

In the EU countries, for example, the age of young people is different, e.g.: Austria (14-24-30 y.o.a), Bulgaria (15-29 y.o.a.), Croatia (15-30 y.o.a.), Czech Republic (13-30 y.o.a.), Finland (under 29 y.o.a.), Hungary (15-29 y.o.a.)[2], Italy (15-28/35 y.o.a.), Netherlands (under 25 y.o.a.), Romania (14-35 y.o.a), Spain (15-29 y.o.a.).

During the journey to gain autonomy, the challenges that young people face are both individual and societal. Therefore, the process, in this modern time, is longer than before and characterized by critical points, ups and downs, successes and failures. Usually (but

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[2] There is no age definition, but the large-scale quantitative research applied every 5 years targets this age group: https://national-policies.eacea.ec.europa.eu/national-policies/en/content/youthwiki/11-target-population-youth-policy-hungary-0

not always), up to 18 years of age, young people go to school. After that, they start searching for a job. Others continue their studies. Some get married (many times young women get married earlier that young men) and there are young people who become parents, as well. Many of the decisions young people take in life depend not only of their personal needs, but are also according to the cultural, economic and social environment, as well. Therefore, the development of a country influences the mechanisms of supporting young people to gain autonomy at an earlier age.

Basic consideration in the youth civic spaces

When analyzing the social and political participation of young people and especially young people's trust in the social and political environment, there are a few key elements that we must focus on, such as:

→ young people's trust in the society's institutions,

→ university students' attitude regarding the social and political processes,

→ young people's perception on public justice, in terms of fairness and corruption,

→ attitude of society towards young people,

→ youth satisfaction in terms of life fields (family life, the relation with parents, emotions, professional activity, spare time, career),

→ young people's permissiveness regarding rules violations,

→ perceptions of the future,

→ self-projection of young people in the social environment,

→ young people's potential and intention of migrating,

It is true that youth is a transversal field, since it tackles all the challenges and opportunities, issues and solutions, in a nutshell – all the social affairs concerning the population aged between certain age limits. But, this should not be an argument for communities not to have special policies and programs, special infrastructure and human resource dedicated to youth. Any community which invokes the "inclusive approach of young people in all policies and programs" by not dedicating special attention, is actually a community which does not pay enough attention to its present and future generations,

to the needs and aspiration of young people and to their vision with regard to the future of their communities.

Therefore, each community should give room to its youth in order to contribute to the development of youth and of the community. And, for this to happen, at least six "ingredients" should be present in any community in order to be a large youth civic space: media, education, associative context, dialogue with the public authorities, infrastructure for young people, online activity.

MEDIA is important in order to present all the aspects of youth, but also to give voice to youth to express itself and, in this way, to link them to the whole community.

EDUCATION has the role to shape the personal and professional development of young people but, is important that young people to be active part of this process that concerns them directly and, last but not least, their feedback should be considered in ordered to develop education.

The ASSOCIATIVE CONTEXT should be present and developed in any democratic communities. Youth is one of the most important resources of civic engagement, activism and social support when mapping the non-for-profit structures. Students' unions, youth NGO's and informal groups of young people are relevant cradles of active citizens who, later, become important figures at community level.

The PUBLIC AUTHORITIES are the ones who develop and apply the youth policies and other policies relevant for young people. As one of the principles of the Revised European Charter of the participation of young people in local and regional life stated, "local and regional authorities should ensure that all areas in which they have a role should consider the needs and views of young people. This should be done in co-operation and consultation with young people".

It is not important only what are the affairs concerning young people and who they should relate to in the community but is equally important for young people to have SAFE STATIONARY AND VIRTUAL FACILITIES in order to gather, to run activities that they design, to experiment and to learn from these experiences. Not only the principles and methods should be inclusive, but the infrastructure, as well. Either we speak about youth centres or their virtual alternatives, either we refer to public square, young people should know they can access these places and not feel guests, but owners of the public spaces, which means not only to benefit from their existence, but to take care of them, as well.

The pandemic context taught us the importance of safe virtual spaces and showed us the importance of the ONLINE ACTIVITY. Working from home, going to online classes or family networking put us in the situation of adapting most of our activities to online group connections. Therefore, social activism transformed itself and young people had to adapt to contribute remotely to the resilience and development of their own communities. In this way, we must consider online civic spaces even more important than before, and the outcome of online activism should weight more than it did before Covid-19.

HOW TO USE
THIS TOOLKIT

Working with young people when turning local communities into youth civic spaces

For this toolkit to be as useful as possible, during a training course specially dedicated to improving it, we have collected suggestions from other youth workers on what steps should be taken in the development of youth work activities. So, in the following, you will find their tips & tricks.

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Non-formal learning as key factor of youth work has the advantage of its communication-based methods: interaction, dialogue, mediation. Other important feature is the fact that it is close to real life concerns, experiential and oriented to learning by doing, using intercultural exchanges and encounters as learning tools and it aims to convey and practice the values and skills of democratic life. The fact that its activities are based on experience, practice, experimentation, its methods are socially-focused (partnership, teamwork, networking) and self-directed (creativity, discovery, responsibility), equips non-formal education to become a very tenacious tool in shaping communities.

Therefore, in order to choose the most appropriate activities when turning a local community into a youth civic space, we also need to make a need assessment, establish the objectives, plan the expected results and establish the learning outcomes. And, for this to happen, we need to think of what's the problem, set a target group that we ask about the problem, check if the problem is real and we do that by either asking them personally, or through public questionnaire, consultations, research/ statistics or interviews. In this way, we find out what causes the problem, and which are the possible solutions. From there on, we set our target, our goals and the expected results.

When designing an activity for youth civic spaces, we must choose **the methodology (how we will reach our objectives) and the methods (the tools through which we will do that),** according to aims, target group, time, space, experience, preferences,

individuals, topic. Therefore, we must ask ourselves a big question - "How do I reach my objectives?", followed by set of other small questions:

→ What is our objective?

→ What are the results we would like to achieve? (For example: informing, participation, engagement, educating)

→ Who is our target group? What is the age, background, number of people?

→ How much time do we need/ have? (for preparation, organizing the event, for reflection, evaluation and reporting)

→ What kind of space do we have/ need? (how many people/ size of the space, what materials do we need/ are available (including the technical support), location/ what is the distance from the target group, the atmosphere/ general feeling of the room – the space should fit the aim/ target group)

→ What kind of experience do we have/ need? (as a host, youth worker, (external) speaker/ facilitator, seen experience elsewhere)

→ What is the topic of the event? (is the topic sensitive or not, is the topic abstract or concrete)

Is good to have in mind that there are infinite examples of methods and toolkits of methods, therefore we can search for them online, but we also create our own methods. But, when doing so, we must consider also methods preferred by the target group, therefore we should ask them.

When we design activities for young people, what we must take into consideration is funds and evaluate if our activity needs funding or not.

Then we need to choose our target group. The characteristics that we may think about when making the profile are age, gender, educational level, physical & mental health, special needs, sexual orientation, family situation, religion, ethnicity, migration background, financial situation, or other aspects of the social status. But, when we promote our activities, is important to be aware of the effects of using these criteria as labels and of the reason behind using these criteria (e.g. is because there is a priority for financed initiatives, is because your activity or your experience is useful only for those specific young people), therefore, we must explain why we are choosing a certain profile that come with certain labels. And, nevertheless, we must pay attention to how we secure the safe space of the target group. This means that when choosing the profile, we need to be aware those young people feel safe first, among each other, as a group. Sometimes, if we create layers of target groups when we intend to connect two target groups that when put together could arise challenges, we need to be able to create both the "safe space" for each target group and the "brave space" for when both groups interact.

Another aspect that we must think about is the space where the activities will take place. This can be either stationary virtual or outdoor space.

But what is important is that is accessible for everybody and to be safe for young people, this means we must build trust with the youth. Building trust involves a set of skills needed, such as open mind, being a good listener, being assertive, and know how to relate with the youth. All of these are important to create a safe space where to make the activities. For these activities, you need to know your goal, they must be created together with young people, to be based on their interest and needs, but also must be developed with young people, so give them tasks to do, opportunities to help.

When you think to the space, you also must take into consideration that they have to be accessible in terms of transportation, so young people can reach easily the space of the activity, or you can reach easily the space when choosing to implement the activity in the communities, where young people are.

Nevertheless, we also must consider how and where we promote our activities, to pay attention that everybody who is in our target group finds out about them, so make them known not only in online, but also in the communities where youth with fewer opportunities are.

Depending on our target group we also select the participants that must fit this target group. But a question arises all the time when organizing activities especially in the communities – "*Do we exclude young people from our activity if they don't fit our target group?*" To answer to this question, we really need to think to all aspects, but, in a nutshell, we must be realistic in analyzing our resources in order to give efficiency to our efforts put in the activity. Therefore, when selecting the participants, we need to take into consideration first, young people's willingness to participate. Non-formal youth activities are based on voluntary participation and after this we think about the age of young people, the location of the activity and its accessibility, the availability of the young, their abilities (also for traveling, if needed). Last, but not least, when selecting the participants, we need to pay attention to when we start doing it, in order to give enough time for young people to find out about the opportunity we give, to organize their plan and be able to make all the necessary arrangements for taking part to our activity, which is supposed to bring benefits to young people and not additional challenges.

When promoting the activity for young people to take part in it, we also need to let them know what competences they will develop through that activity, competences that will help them later.

Therefore, when developing the **multilingual competence**, we give to young people the opportunities to communicate easier on social media, to meet different people and learn from each other, to participate in international projects, to create different settings of communication. This competence helps them to learn in interactive ways and use different forms of communication (writing, speaking, listening). In a youth civic space, especially a multicultural one, this competence is essential for building bridges between its members.

When we want to develop young people's **personal, social, learning to learn competence**, we need to encourage them to set individual learning goals and to reflect on these goals and the achievements, to create awareness of social interaction, on the role and impact on group. At the same time, we should consider different learning methods (because of in individual preferences) and team building activities, to get them to know their role in the group. This helps young people to open their eyes and to learn from all their surroundings.

The **digital competence** of young people that we develop through our activities is important for providing information, keep in touch with trends, stay in touch or work with each other, but also for education and doing research.

The **mathematical competence** is important for young people because it supports them in solving problems, recognize difficult situations and support their prosperity in life, learn how to think logical and critical and how to be creative.

The **entrepreneurship competence** helps young people to investigate for opportunities, be innovative and create new ideas, share responsibilities and working together to co-create (therefore, to give everybody a part of the project and everybody feels included) - all these leading also to talent development of young people. Last, but not least, this competence helps young people anticipate and handle risks.

In a youth civic space, especially a multicultural one, the **cultural awareness and expression competence** is essential for building bridges between its members and turn the community from a multicultural one in an intercultural one. This competence supports young people to think outside the box and to create interesting and appealing activities in a youth civic space and prepares them to try new things.

The **literacy competence** creates the base for young people of understanding other and being able to express themselves (especially when expanding the vocabulary), understanding the information, rules, guides, reach more people through written content, to create content and share their experience, sign up for opportunities, assume responsibility (coordinating, distributing tasks, working with partner), express and adapt the information in the most efficient way.

The **citizenship competence**, which is so relevant for building youth civic spaces, help young people to develop a better and more complex image of the reality – to get "the bigger picture", to understand cultures, the society and its needs, to become an active actor in their community, to shape their values and lean about laws, human rights, challenges, to identify similarities and differences between cultures, to see the world through more perspectives (and this can change their own world), to became a voice through expressing their opinions (e.g.: going to vote) and to be aware of the environment and help it.

Therefore, the literacy competence helps young people to express, and opinion and the citizenship competence help young people to become a voice.

When we design the program of non-formal activity, the frame and the program flow, but also the sessions, we have to focus on what we want to give to the target group at the end of the program, the time frame with space for breaks, non-formal interaction and room for reflection, diversity of activities, opportunity to work individually, in small groups or big groups, different set-ups (being active, sitting, changing the rooms).

But we don't have to put all our efforts only during the activity, but also before and after. Therefore, there are some steps we must consider prior, such as establishing the goals (mapping target group, learning goals) and practicalities (session outline, location, materials, catering, invitations, role division). During the activity, we must focus on 3 main pillars (introduction, core activity and conclusion) and after the activity we will go through 4 steps (evaluation, reporting, sharing results and follow-up):

DURING	**INTRODUCTION**	- present ourselves - give room to the group members to introduce themselves - establish, in common agreement, the ground rules - make energizers - present the purpose/ goals of the activity - creating safe space - make teambuilding exercises
	CORE ACTIVITY	- set the learning goals - create the group management - encourage active participation - secure the time management - give support - answer the questions - keep minutes
	CONCLUSION	- introduce the debriefing session - reflect on the goals' reaching level, on the activity, on ourselves - take home the messages from the participants - make agreements regarding the follow-up stage - check the attendance lists are filled

AFTER	EVALUATION	• of the process (e.g.: feed-back forms) • of the participants (e.g.: certificates)
	REPORTING	• the entire activity (for administrative purpose)
	SHARING RESULTS	• externally (e.g.: • internally
	FOLLOW-UP	• planning new session • developing new ideas • processing feedback

When planning, but especially when running the activity, we must pay attention **time management**, as well. Working with groups, sometimes, may be challenging in both giving room for expression to everybody and going through all the stages that we have planned. Therefore, we need some tools and strategies to overcome these challenges, but the key for success is to communicate with the participants and involve them not only in designing, but also in managing these tools and strategies, which may be:

• provide the agenda
• use a white board
• make a timetable
• keep a timer
• encourage volunteers from the participants to be responsible of some tasks
• common agreement about sanctions
• make a priority list
• remove distraction

An important pillar of an activity is the **monitoring and evaluation stage (M & E)**, which can be completed on 4 different layers: 1) M&E of the activity; 2) M&E of the outputs; 3) M&E of the outcomes; 4) M&E of the impact. Some of the tools for monitoring and evaluation that we can use are questionnaire, observation sheets, feedback, sessions, daily evaluation, tailored, qualitative and quantitative evaluation. Monitoring is useful for collecting information about the process and analyzing issues, gaps or success factors. Evaluation is useful because it helps us understand how well the program has achieved its goals and how the participants have experienced the program. Evaluation can be both qualitative and quantitative (we can collect and analyze in depth the information we consider relevant, or we can use numerical and statistical data, through interviewing, observations, questionnaire, focus groups, feedback session, surveys).

When **developing the non-formal activity report**, first, we must decide why we should write the report: for dissemination, tracking record or just because is helpful. Next, we will choose who is our target group (the ones that we will present the report to): our team, the authority that co-finances the project, others. According to our target group, we will choose how we develop and present the report: written report, video, PowerPoint or a non-formal report in a creative way: video, art, event, photo etc.

Once the activity is finished, most of the times is useful to **ensure sustainability and transfer**. But how shall we do that? The most appropriate way is to have the youth perspective. Therefore, we must co-create this stage together with the young people, but, at the same time, let's be open and not afraid of training new trainers and, finally, add the most important "ingredient": believe in our activities and in our target groups.

When it comes to practicalities, we recommend having a timetable, a program outline (in detail), organize dissemination sessions and last but not least, searching for new opportunities to fund our future activities for ensuring the sustainability and transfer, in case our plans are more complex, such as: art/ expression (exhibitions; street performances), campaigns (online; stationary in the school; youth/ community centres), references (participants: face to face), digital platforms (social media, forms, news/ website).

METHODS

&

ACTIVITIES

Any youth worker should be prepared to address the needs and aspirations of young people and, for this to happen, we should, first understand the social context of young people's lives. That is why we mentioned the needs analysis and its importance. From the very first interaction, we, as youth workers, should build positive and non-judgmental relationships with young people, relate to them as equals and demonstrate openness in discussing young people's personal and emotional issues when raised in the youth work context.

We have a vital role in providing learning contexts and opportunities for young people and should not only to support them in identifying their learning needs, wishes and styles, but involve them in the planning, delivery and evaluation of the activity, as well. One of our missions is to create safe, motivating and inclusive learning environments for our participants.

We should promote interaction between young people who come from diverse backgrounds at home and abroad so they can learn about other countries, cultural contexts, political beliefs, religions, etc., should support young people to develop their critical thinking and understanding about society and power, how social and political systems work, and how they can have an influence on them. We should assist young people to identify and take responsibility for the role they want to have in our community and society. In other words, we have the role to support and empower young people in understanding the society they live in and engage with it and, nevertheless, to shape the policies and programmes that concerns them.

Having all these in mind, we, as youth workers, should identify the resources that could contribute to develop the youth civic spaces in our community. Therefore, we recommend seeing the whole town or neighborhood (in big cities) as a single big youth civic space. The strongest argument is the purpose of developing the feeling of belonging to the community that we should support young people to grow. Young people should not have access only to spaces specially dedicated to certain activities that concerns them (schools, universities, youth centres, libraries etc.). At the same time, not all communities have all these facilities. Therefore, our purpose is to help young people to transform all the "key"-spaces in our communities in youth civic spaces and, in the communities without all these resources, to support young people to develop them. The outcome is to multiply a pattern of youth civic spaces in as many communities as possible.

In those communities where are only few resources for young people to express and to develop themselves and contribute to the development of the communities they belong to, our role as youth workers is to support them in developing and in transforming the already-existing spaces in youth civic spaces. This means we have the role to gather young people, to propose them these objectives and to design together with young people activities meant to develop youth civic spaces. We may also get involve in supporting the creation and/or the activity of informal groups of young people or youth organizations.

In case the communities already transformed their spaces into youth civic spaces, we have the role to engage and empower young people through these civic spaces. Not only these spaces keep fulfil their purpose, in this way, but youth work activities help preserving youth civic engagement.

There might be situations when, for any reasons, the youth civic space is shrinking and our role is to support young people to identify the symptoms of these effects and to develop activities to fight that cause, in order to regain the youth access to civic spaces.

In the following chapter, we will introduce to you activities suited for each situation and for each type of youth civic space. But is very important to underline these activities can be run not only by youth workers with young people, but also by youth NGO's, by teachers and other relevant stakeholders that wish to support young people and their active citizenship.

"How to turn our local community into a youth space" has methods that can be applied in various cultural / social background and with different fields of work, is applicable for youth workers all around the world, gives easy to use examples on **how to create civic spaces** and on **how to empower & engage** and takes **different civic spaces** into consideration.

This toolkit is a compendium of methods, tools and instruments that could help all of us to create youth spaces in our communities.

In this toolkit, we have identified six "ingredients" that a community must have in order to be a youth civic space (media, education, associative context, dialogue with the public authorities, infrastructure for young people, online activity) and 3 types of methods:
1. Methods for creating youth civic spaces (if there is none)
2. Methods for engaging & empowering young people through civic spaces (once they are developed)
3. Methods for claiming lost civic spaces

Therefore, we have designed activities for each "ingredient" according to each of the three methods.
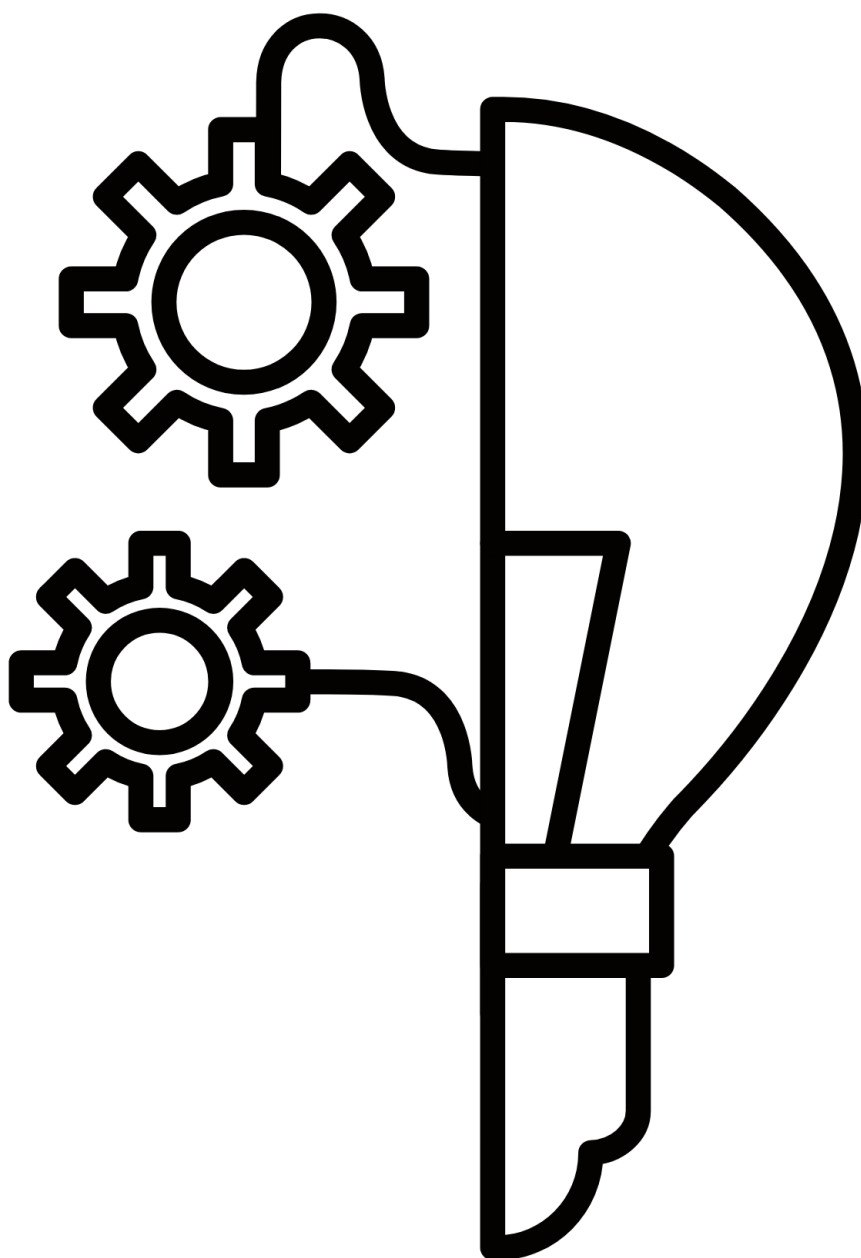
METHODS FOR CREATING YOUTH CIVIC SPACES (if there is none)

The Youth Newspaper

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Independent, objective, active and accurate MEDIA that promotes and supports youth participation.

Duration: 3,5 hours

Size of the group: 15-20 young people

Materials: Flipchart, Markers, Projector, Laptop

Suggested technology: Presentation tool (PowerPoint, Prezi, Padlet etc.)

Competences developed: Digital competence, Personal, social and learning to learn competence, Cultural awareness and expression competences.

Goals: Develop the structure of a youth newspaper.
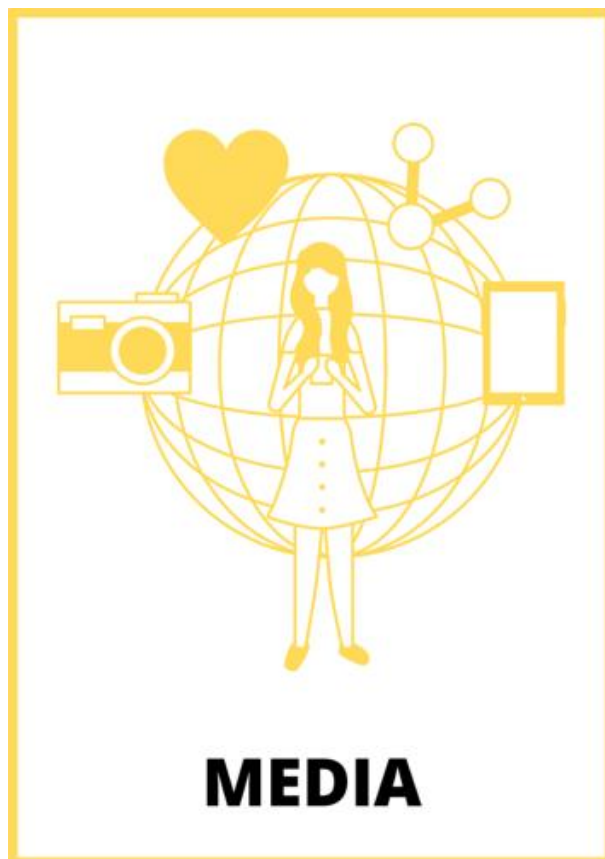
Detailed description of the activity: The activity targets the process of organizing and helping young people to self-organize as a newspaper/ online newspaper structure. We, as facilitators, will present how a basic newspaper could function – how to decide the target group (readers), what kind of value the newspaper will promote (mission), how will be structured the content of the newspaper, how the newspaper editorial office must be organized etc. We must remember that an online newspaper is not only sending information, but it facilitates interactive relations with the readers, as well.

First session (1,5h)

● We will have a short introduction session (10-20 minutes – using projector / presentation) in which we present examples of small but also big newspapers who have influenced small communities or the society in general. The presentation will be focused on examples who have inspired social movements (according to the area/ country where the activity is happening).

● "Mission statement" (30-35 minutes) – the group will be divided in 3-4 smaller groups in which they have to come with a mission statement. In a plenary meeting, the participants will debate to find a mission that covers all their needs.

● "Content structure" – (30-40 minutes) in small teams, the participants will develop a proposal of newspaper content structure and who will be targeted. In plenary, they will debate and come to a decision.

Second session (1,5h)

Starting from the results of the preview session, the participants must develop the structure of the editorial office, how the newspaper will be promoted etc.

● "Editorial structure" (20-30 min) – split into smaller teams, the participants will decide how they will cover the necessary positions. Their decision must be taken according to the human resources at their disposal; therefore, they will consider only the group that is taking part in the activity. The participants must give a role to each group member. In a plenary meeting, the final structure will be decided (no one will work alone, each "department" must consist of at least 2 people).

● "Issue No.1" – (40-50 minutes) using the structure created in the previous section they will make the first issue of the newspaper. All together must contribute with topics for their first edition. We will help them to simulate the decision-making process.

● "Guerilla campaign" (20-25 minutes) – in small teams, the participants will propose ideas for how the newspaper can be promoted in their community.

Online / remote adapted version of the activity: The activity can be adapted to an online version by using the Zoom facility of breakout rooms. Also, we can use it as whiteboard or paddled where the participants can write their ideas.

Questions for debriefing (30 min):
• *What is your feedback about the process?*
• *Do you think you have designed a good structure?*
• *How do you think you can create an interactive co-creating way to engage with other youth?*

Let's Run the School Together

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Open and accessible to civic engagement of young people EDUCATION, that embraces organizing and/ or hosting democratic contexts of youth participation, that encourages co-management between teachers and school students.

Duration: 2 hours

Size of the group: 10-20 young people

Materials: Flipchart, Markers, Projector, Laptop, Post-it

Suggested technology: Presentation tool (PowerPoint, Prezi etc.)

Competences developed: Citizenship competence, Literacy competence, Personal, social and learning to learn competence

EDUCATION

ACTIVITY 2

Goals: Endorse young people to take active roles in their communities, starting with the school.

Detailed description of the activity: Educational system represents the environment where young people are spending a big part of their lives and more than that, is an environment that should be shaped according to their needs. All educational systems in Europe are offering different tools for pupils to express their opinion, have an active role or get involved. To understand better how much their school is open for pupil participation, we will present them the principle of the ladder of participation.

First part (45 min): We ask the participants what they understand by the term "youth participation" and then we hand out the diagram of the ladder of participation[3] and explain this is one model for

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[3] https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=0900001680089ac4

thinking about different ways of participation. Later, we briefly discuss the different levels of participation. Next, we divide the group into 4 small groups, allocate one level of participation to each group and ask them to prepare a short 2–3-minute role play to illustrate the level of participation to which they have been assigned. When the groups are ready, we invite them to present their role plays in turn. In agreement with the participants, we must give room for questions or time for comments between the different role plays.

<u>Second part – "School review" (45 min):</u> We ask the participants to work individually for 5 minutes, trying to find examples in their schools for as many of the 8 levels as they can. We must encourage them to think about what they do in all aspects at school. According to how many levels they covered, using the *World Café* method[4], we prepare 3-5 tables (for each table they will have one or two "stairs"). At each table, the participants review their school and contribute with ideas/ solution on how each of them could act individually. When they are ready (after the participants go to all tables) – they present their solution, in plenary.

Online / remote adapted version of the activity: The activity can be adapted to an online version by using the Zoom facility of breakout rooms. Also, we can use it as whiteboard or paddled where the participants can write their ideas.

Questions for debriefing (30 min):
● *Does it matter or not whether young people participate actively?*
● *Do you think that youth participation in general is high or low in your school? What are the reasons?*
● *Did the activity help you think more clearly about the ways you can participate at school/ university? What surprised you the most?*
● *Do you think your solution can be implemented in your school? What are the necessary tools?*

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[4] http://theworldcafe.com/key-concepts-resources/world-cafe-method/

All Youth's Hands on Deck

The "ingredient" the local community must have in order to be a youth civic space: Independent, community-oriented, not for profit ASSOCIATIVE ENVIRONMENT supported to run programmes, actions, events, campaigns.

Duration (Time allocated): 1,5 h

Size of the group: 15-20 young people

Materials (resources needed to put the activity into practice): Flipchart, Markers, Projector, Laptop

Suggested technology: Presentation tool (PowerPoint, Prezi etc.)

Competences developed:
Entrepreneurship competence, Personal, social and learning competence, mathematical competence, Cultural awareness and expression competence, Citizenship competence, Multilingual competence, Literacy competence, Digital competence.
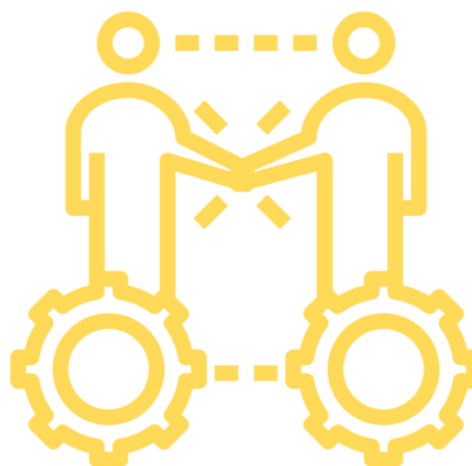
ASSOCIATIVE CONTEXT

ACTIVITY 3

Goals: Stimulate young people to take common action.

Detailed description of the activity:

First part (30 min): We present to the participants what is an informal group[5], how it can act and what brings together the group members. The participants have time to think about topics, issues in their community that they would like change. Each idea/ proposal is written on a different post-it and the participants, supported by us, create several "big topics". According to the topics identified, we make teams (gather 3-5 young people for each topic). These teams become "informal groups" created according to common interest.

Second part (1 hour): The new informal groups discuss and develop a community "intervention" on

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[5] https://erasmus-plus.ec.europa.eu/programme-guide/part-d/glossary-youth

a specific issue agreed at group level (e.g.: information campaign, flash mob, online campaign, small research, sending letters to local authorities etc.)

<u>Third part (30 min)</u>: Each group presents their idea of "intervention" and receives feedback from the other participants.

Online / remote adapted version of the activity: The activity can be adapted to an online version by using the Zoom facility of breakout rooms. Also, we can use it as whiteboard or paddled where the participants can write their ideas.

Questions for debriefing (30 min):
- *Did the activity help you out to find other people who are interested in similar topics?*
- *Should we expect that someone else will do something or should get involved to make a change?*
- *Do you think that acting together you could make a change?*
- *Which stakeholders do you think can tackle these issues, so your ideas can be implemented and your plans work out?*

Our Community Advisory Council on Youth Affairs

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Ethic, efficient, recurrent DIALOGUE WITH THE PUBLIC AUTHORITIES, through debates, consultations, referendums etc.

Duration: 2,5 hours

Size of the group: 15-20 young people

Materials: Flipchart, Markers

Suggested technology: Presentation tool (PowerPoint, Prezi etc.)

Competences developed: Citizenship competence, Personal social and learning to learn competence, Literacy competence

Goals: Prepare young people for a face-to-face meeting with representatives of the public authorities.

Detailed description of the activity:

First part (30 min): We organize a brainstorming session regarding important topics that concerns youth, in the local community. The participants decide 2 topics for the simulation of a Community Advisory Council on Youth Affairs meeting, between youth representatives and representatives of the local public authorities, about which the media representatives will write a piece of news.

Second part (40 min): We randomly divide the participants in 3 categories for the role play: 1) youth representatives, 2) representatives of the local public authorities, 3) media representatives. According to their roles, the first 2 groups develop demands, defences, negotiation tactics and plans related to the 2 topics (e.g.: the youth representatives will try to convince the authorities to build a new facility while the representatives of the local public authorities will try to convince them the current situation is ok or, even more, that youth representatives should do it by themselves). The media representatives write the

first part of their news - the context of the topic (they can be inspired by the process in the first part), the place and time of the negotiations, presentation of each delegation that will take part in the negotiations. In this way, all three groups prepare for "the meeting".

Third part (30 min): The two groups negotiate for 15 minutes/ each topic. During this time, the 3rd group – media representatives, is writing the second part of their news on both topics: how the negotiations took place, the demands of the youth representatives and the position of the representatives of the local public authorities, as well as the conclusions of the meeting.

Fourth part (15 min): Once both parties leave the negotiations, the media representatives split and take interviews both to the youth representatives and to the representatives of the local public authorities (5 min). After that, they gather and write the final part of the news, with quotes from both groups (10 min).

Fifth part (5 min): At the end of the negotiation process, the media group presents "the news" about the negotiation during the Community Advisory Council on Youth Affairs meeting.

Online / remote adapted version of the activity: The activity can be adapted to an online version by using the Zoom facility of breakout rooms. Also, we can use it as whiteboard or paddled where the participants can write their ideas.

Questions for debriefing (30 min):
● *How did you feel in your roles?*
● *Why do you think about the "news"? Do you think the media outlook on the meeting is different from yours? If so, in what sense and what do you think are the reasons behind these differences?*
● *What will you take from this activity in case of a real Community Advisory Council on Youth Affairs meeting, face-to-face with the representatives of the local public authorities?*

Creating Youth Civic Spaces

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Flexible, accessible, visible, youth friendly INFRASTRUCTURE FOR YOUNG PEOPLE (ex. sports club, youth centre, community centre, theatre, schools), for building bridges and facilitating dialogue through music, sports, arts etc.

Duration: Series of 2,5h sessions

Size of the group: 15-20 young people

Materials: Flipchart, Markers, Projector, Laptop

Suggested technology: Presentation tool (PowerPoint, Prezi etc.), video, YouTube

Competences developed: Personal, social and learning to learn competence, Entrepreneurship competence, Competence in cultural awareness and expression, Citizenship competence

INFRASTRUCTURE FOR YOUNG PEOPLE

Goals: Identify alternative infrastructure for young people.

ACTIVITY 5

Detailed description of the activity (this activity can be about any time of youth civic space that our community needs; therefore, we may just replace "stationary civic space" with any other type of space – sports club, youth centre, football field etc.):

First session – "Dreaming of your own stationary civic space" (2,5h): using the *World Café* method[6], we prepare 4 tables with 2 reflection topics for each group, as follows:

1st table: A) *The stationary civic space is ... (we are not looking for the general definition, but the one that best projects the needs of the participants).* B) *Should there be a link between the stationary civic space and the community? What is this community? How does this link materialize (if it should exist)?*

2nd table: A) *Who is the team that coordinates the activity of the stationary civic space? Specifically, what do you think this team needs to*

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do? B) *What kind of activities should be carried out in the stationary civic space? Who owns their initiative and responsibility?*

3ʳᵈ table: A) *How can we connect the stationary civic space to other activities in the local community?* B) *How can we connect the stationary civic space to activities in other EU countries?*

4ᵗʰ table: A) *What values should the stationary civic space promote?* B) *Do you find a stationary civic space useful? If so, why?*

At each table one of the participants becomes a "host", and the others move to another table every 25 minutes. So, each group contributes with ideas to each topic. The role of the hosts is to present to each new group the ideas generated by the previous groups. (Total time allocated to this stage – 1,5h)

Next, all participants receive a number from 1 to 4. Thus, all participants with no.1 are directed to the table with topic no.1, those with no.2 to the table with topic no.2 and so on. Once at the tables, we encourage them to formulate an answer from all the ideas generated in each topic, in the previous session - a coherent 2-3 paragraph conclusion for each of the 8 subtopics. (Time allocated to this stage - 45 min).

In plenary, one representative of each group presents to the other participants the summary of the ideas found at his table (the coherent 2-3 paragraph conclusion), without reading the subtopics. Therefore, the results of the 8 topics are read in order, by handing over the baton without interruption. The final outcome is actually the complete common image of the stationary civic space. (Time allocated for this topic - 15 min)

<u>Second session – "Example of stationary civic spaces" (2,5h)</u>: We present to the participants videos and pictures with 5 good practice examples of how stationary spaces (that are not specially designed to be youth centres/ clubs) are used by and for young people, around the world. After each example, we must encourage the participants to comment, express their opinions about the advantages and disadvantages of each space, and share what they liked & disliked. Next, we encourage them to reflect on the following topics:

- What we mean by "spaces accessible to EVERYONE"?
- What do we mean by "AUTONOMOUS stationary civic spaces"?
- What do we mean by " stationary civic spaces OPEN to all young people"?
- How can stationary civic spaces ensure YOUTH PARTICIPATION?

We write on the flipchart their input, since it will be useful for the next sessions.

<u>Third session – "How to make a management plan" (1,5h)</u>: In the first 30 minutes we introduce to the participants what is a management plan and begin a dialogue about why is important to develop one[7]. We must encourage them to express their opinions on this topic. In the next hour, we present them how to develop a management plan[8]. For each

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[7] https://ctb.ku.edu/en/table-of-contents/leadership/effective-manager/management-plan/main

[8] https://www.northeastern.edu/graduate/blog/developing-project-management-plan/

step organize small Q&A sessions, to be sure they are prepared to receive more information.

Fourth session – "Make your own youth space management plan" (2,5h): Divided in 3-4 smaller groups. Each group identifies one option of youth infrastructure in their community (school, cultural venue, public space, sports field, industrial space, unused privately owned space etc.). Next, each group chooses one space and based on the input from the first two sessions, develops a general program for turning the space into an active youth space – what it should look like, how it should function, what kind of youth services should provide etc., based on the learning from the 3rd session.

Fifth session – "Our common youth space project" (2,5h): In the first 1,5 hour, each group presents to the participants the plan developed in the previous session and advocate for its advantages (15 min/ presentation). After each presentation, we organize small Q&A sessions – the group answers the questions asked by the other participants related to their plan (15 min/ each Q&A session). Next, we post the plans on the walls. Under each plan, we will divide the space into two columns – for *pros* (advantages) and for *cons* (disadvantages). In the last 30 minutes, the participants write on post-it, for each column under each plan, and, at the end, vote their favorite. The plan that gathers the most votes, enters the next session.

Sixth session – "Advocate for our dreams" (2,5h): The participants brainstorm about the possible challenges of promoting to the community to transform the common project they envisioned into a real youth space. Next, they develop a community engagement campaign to advocate about the benefits of having that particular youth space (including the division of responsibilities within the group – who does what in order to run the campaign).

Seventh session – "Dreams may come true" (2,5h): We encourage the participants to divide according to the plan agreed in the previous session and start running the campaign, both online and offline). We must support them during the entire process.

Online / remote adapted version of the activity: The activity can be adapted to an online version by using the Zoom facility of breakout rooms. Also, we can use it as whiteboard or paddled where the participants can write their ideas.

Questions for debriefing (2,5h):
● *Do you think that young people need stationary space for gathering and activities?*
● *How often do you think you will go in such a space?*
● *Would you like to be more than a participant for activities in a space for young people? Would you like to get involved as a volunteer in managing such a space? But in its coordination?*
● *What do you think about the campaign? What do you think can be improved?*

Art about us in the community

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Independent, community-oriented, not for profit ASSOCIATIVE ENVIRONMENT supported to run programmes, actions, events, campaigns.

**Duration**: 5 months, with weekly sessions of 2-4 hours

Size of the group: 2 groups of 10-20 young people

Age: 14-18; 19-25

Materials: projector, laptop, screening textile, flipchart or whiteboard, pens and papers

Suggested technology: Presentation tools, video, YouTube

Competences developed: Personal, social and learning to learn competences, Competence in cultural awareness and expression, Digital competences
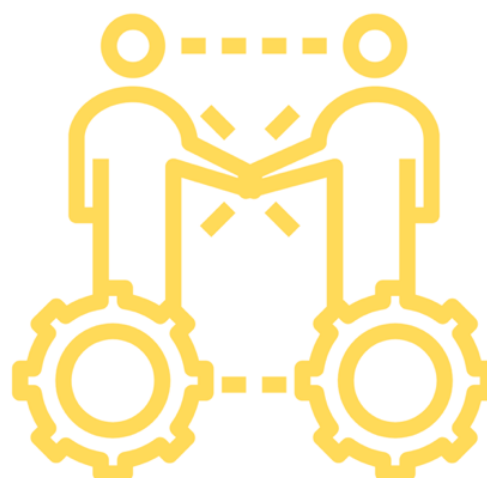
ASSOCIATIVE CONTEXT

ACTIVITY 6

Goals: empower youth to identify and express their emotions, challenges and fear; encourage peer-to-peer support; put on the adults' agendas the mental health of young people and their personal development.

Detailed description of the activities (this type of activity can be applied to any topic of interest for young people): But since the topic we chose to tackle now is a sensitive one, we must run the activities separately according to the age of the participants; therefore, we recommend organizing the same sessions, but for 2 groups – one with participants aged between 14 years old and 18 years old and one with participants aged between 19 years old and 25 years old.

First session – "Get acquainted with your emotions" (4 parts of 2 hours). Specially for this session, we,

as facilitators, must have some experience or be trained in activities focused on mental health, since we have to do with emotion and eventual tense situations.

Every week, we organize 2 hour reading circles. We encourage the participants to choose to read their poems, novels, short stories through which they share their emotions, their current state of mind. In case some of the participants don't have their own compositions, invite them to choose other authors' materials with stories that match their current emotions, that they identify themselves with (1 hour). Next, we encourage the participants to speak about the topics raised through the readings (1 hour). This is a slow process and at the same time, a building trust process; therefore, we must not be disappointed if not all the participants open, and we must not force them. In the end, until the next activity, encourage the participants to prepare more materials.

Second session – "We are not alone" (4 parts of 2 hours): After 4 weeks of sharing their own emotions and concerns, we must encourage the participants to search for other stories from young people who go through situations like them or different. Therefore, in the first hour, split in small groups, they start searching on internet and take notes, in the second hour, we organize plenary session where they can share their findings and discuss about them.

Third session – "Bring it to the public" (8 parts of 4 hours): After 4 weeks of writing, reading and sharing their own emotions & concerns and after other 4 weeks of doing research about their peers' similar challenges, we encourage them to prepare a public cultural event consisting of launching a book of poems & stories (written by them) and staging a short theatre play (written by them), both based on the most common current challenges of young people (resulting from the previous 2 sessions). The flow of this session is:

1. We support them in organizing the topics identified in the previous 2 sessions and encourage them to discuss, debate and choose which ones the participants write poems & stories about. They will also identify the topics they will approach in the theatre play (Week 1)

2. The participants develop the action plan (Week 2):
- **Content** (who is in the group of poems & stories writers and what is the target & calendar, who is in the group of the short theatre play writers and what is the target & calendar)
- **Rehearsal** (who is in the group of actors, of production and of PR)
- **Book Design** (who is in the media group and what is the target & calendar)
- **Public Event** & *Apres* **Event** (target & calendar, who is in the group responsible of the preparations, what is the list of necessary materials, where is taking place the event, who is in the welcoming group during the event, who is organizing the *Apres* Event conferences etc.)

3. The participants work on the content: the group of poems & stories writers and the group of the theatre play writers. At the end, they send it to the entire team (Week 3 & 4)

4. The participants gather to give feedback on the poems, stories and the theatre play (1,5 hours) and the authors make the improvements (2,5 hours). The others start preparing for the next tasks (e.g.: booking the venue) (Week 5)

5. The participants who are actors in the play start learning the text and rehears twice/meeting. The PR group take pictures and film short videos for promoting the event (Week 6, 7)

6. The media group designs & prints the BOOK of poems & stories (Week 6, 7)

7. The group responsible for preparations work on promoting the event, make & send the invitations, start preparing the props and all the necessary for the big event and all the necessary details for the *Apres* Event conferences (Week 6, 7)

8. We support the participant during the day of the big public event. First, it will start with the launching of the BOOK, followed by the short theatre play. The welcoming group is all hands on deck (Week 8)

Forth session – "Share the common challenges" (4 parts of 2 hours): After the big event, we support the participants in organizing public conferences. Each week, the participants will host a public conference about the topics tackled in the book and the theatre play. The guests will be young people, youth NGOs, but also (and very necessary) parents, members of the local community, teachers and representatives of other public authorities.

Online / remote adapted version of the activity: The first 2 sessions can take place via Zoom or other similar platforms. The objective of the 3rd session may be modified – launching an online book of poems and editing an animation, instead of staging a theatre play. The 4th session could be transformed in online conferences.

Questions for debriefing (2 hours):
- *How did you feel during this process?*
- *How was the teamwork?*
- *What was the impact of these months' experiences on each of you?*
- *How did you perceive the audience? Do you think that we have achieved our goal of putting in the spotlight the importance of young people' state of mind?*
- *What went wrong and what could we improve?*
- *Do you consider it necessary to continue this approach? What activities could we carry out in the future?*

Your Youth Info Point is One Click Away

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Safe, visible, reliable, accurate DIGITAL INFRASTRUCTURE to facilitate young people's access to useful information, forums, analyses, petitions etc.

Duration: 2 hours

Size of the group: 15-20 young people

Materials: Flipchart, Markers, Projector, Laptop

Suggested technology: Presentation tool (PowerPoint, Prezi etc.), video

Competences developed: Citizenship competence, Digital competence, Literacy competence

ONLINE ACTIVITY

Goals: Identify proper digital tools and create the proper environment for young people to access information.

ACTIVITY 7

Detailed description of the activity:

First part (30 min): We start this activity with an open dialogue with the participants on the following topics:

• Let's give examples of "VIRTUAL spaces for youth"

• What do we mean by "SECURE virtual spaces"?

• What do we mean by "virtual spaces accessible to EVERYONE"?

• Please give examples of ENVIRONMENTS from which young people can come

• How can we ENSURE young people's access to secure virtual spaces?

• Let's give examples of INFORMATION and SERVICES to which a virtual space can provide access.

- Let's give examples of information that may increase young people's participation in the community development process

Second part (30 min): We organize a facilitated brainstorming session where the participants give ideas for how information could be presented to young people. We write on the flipchart several questions that will help us to collect the input on feature categories:
● Which platform should be used?
● What makes information interesting for young people?
● Which information does the youth want to read?
● What kind of "language" should be used?
● How often young people are accessing new information?
● How do we ensure fair access to day-to-day information for all young people from different backgrounds?
● Which information does the youth want to read?
● How do we ensure fair access to day-to-day information for all young people from different backgrounds?
● How do we make sure that the digital tool is also for underage youth (e.g. promotion, access)?
● How can we provide information to increase young people's participation?
The participants will write on post-it their input for each question.

Third part (30 min): We divide the participants in 4-5 groups and encourage them to identify 4 topics to inform young people about. Each group create materials for the young receivers of the information related to the topic which was assigned to them by lot. Using this method, they create examples of how the youth community information process should be conducted. In this second part, the participants must use the outcomes of the first and second part.

Fourth part (30 min): Each group shares the results and receives feedback from the other participants.

Online / remote adapted version of the activity: The activity can be adapted to an online version by using the Zoom facility of breakout rooms. Also, we can use it as whiteboard or paddled where the participants can write their ideas.

Questions for debriefing (30 min):
- *In this multitude of information, how can we manage to take OUR information to young people?*
- *What do you think should be the next steps?*
- *What is necessary to continue developing a real Youth Online Info Point?*

Youth interview team

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: using accessible MEDIA to create awareness among young people about the subjects that are relevant to them.

Duration: sessions of 2,5 h

Size of the group: 3-12 young people

Materials: Camera, microphone, computer with video-editing software. Interview guide, channel to publish the interviews, can be independent or through another organization

Suggested technology: video maker, YouTube,

Competences developed: Digital competence, Personal, social and learning to learn competence, Entrepreneurship competence, Literacy competence, Cultural and expression competence

MEDIA

Goals: give young people a voice in topics that are relevant for them to create awareness, and also develop their media and communication skills.
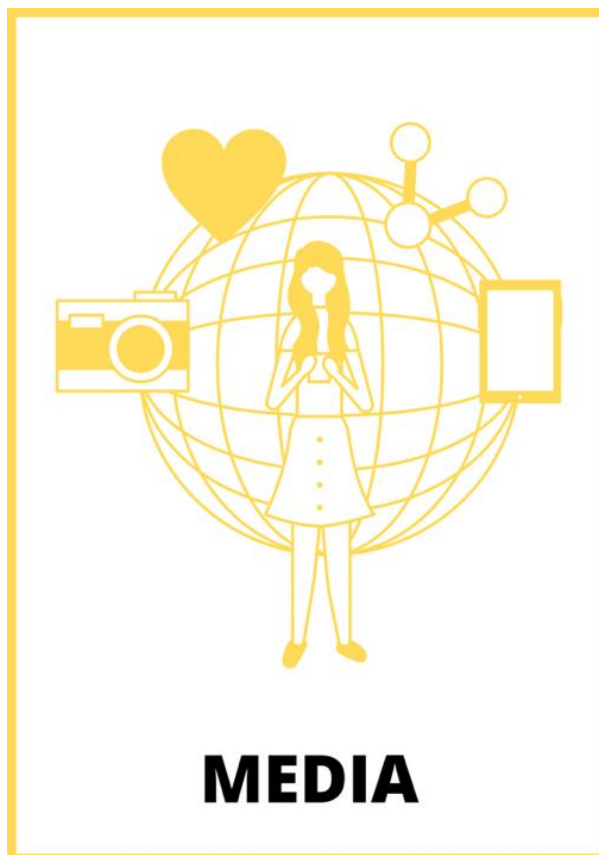
ACTIVITY

8

Detailed description of the activity:

First session (2,5h): We encourage the participants to search for interesting topics for young people, that are on the public agenda (30 min).

The team comes together, present the options and debates (*pros* & *cons*) on which topics they want to collect opinions (30 min).

In the next hour, they develop a small plan regarding:

- the event where they want to go
- who they want to interview (make the profile of the respondents)
- what questions they want to ask

Then, they share responsibilities between who is doing the interviews, who is filming and who is editing afterwards.

In the last part of the session (30 min), they make a list with all the necessary tools they need to implement the activity and get ready for action (e.g.: camera, microphone, consent form for the interviewees etc.).

Second session (2,5 h): The participants go on the field and approach other young people (the potential respondents). First, they ask the interviewees if they agree to be interviewed & to have the interview published online (they should sign the consent form). Then, our participants hold the interview by asking the questions developed in the preparation. This needs to be repeated for the number of interviewees that was decided upfront.

Third session (2,5h): Back in the activity room, the participants organize all the video materials and begin editing it in a way that it will engage other young people. If needed, we must remember to include the logos and partners (1,5h). Once the video is finished, the participants start watching it and give share their opinions whether additional edits must be made (45 min). When the final cut is approved, they publish it on the media platform of their choice (15 min).

Online / remote adapted version of the activity: this activity is able in person or through online tools (Zoom); the only difference is that the target group should be selected and invited beforehand.

Questions for debriefing (2,5h):
- *Was the material diverse in terms of people and points of view, so multiple perspectives to be shared?*
- *Were the questions not too biased?*
- *Did we use the right media platform?*
- *Was the promotion of the videos sufficient?*
- *What was the feedback from our audience about the video (regarding the topic, the content, the quality of the image, sound etc.)? What do we need to improve?*

Let's Clean the Water!

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Independent, community-oriented, not for profit ASSOCIATIVE ENVIRONMENT supported to run programmes, actions, events, campaigns.
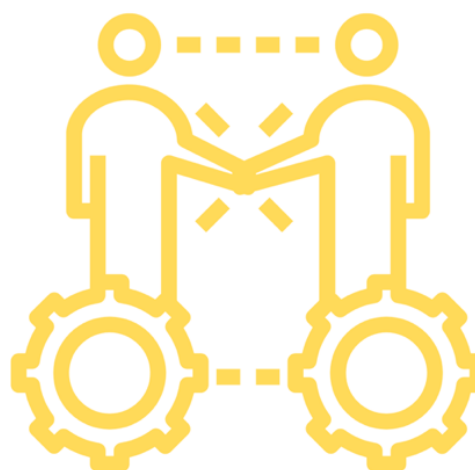
Duration: Series of 2 hour sessions

Size of the group: 10-20 young people

Materials: canoes, nets, paddles, safety vests

Suggested technology: Zoom

Competences developed: Entrepreneurship competence, Personal, social and learning competence, Mathematical competence, Cultural awareness and expression competence,

ACTIVITY

9

Citizenship competence, Multilingual competence, Literacy competence, Digital competence.

Goals: Stimulate young people to participate as active members of the community they live in.

Detailed description of the activity: This activity should be implemented in an area where there is a river or a lake.

First session (2 hours): We develop a dialogue with the participants about global warming & climate change[9], recycling[10] and the importance of cleaning the water[11] for the good of the ecosystem[12]. When needed, we must provide them the basic information on this topic.

Second session (1,5 hours): This activity is taking place by the water. First, we introduce the activity and give the necessary instructions. Then, we divide

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[9] https://climate.nasa.gov/resources/global-warming-vs-climate-change/

[10] https://www.youtube.com/watch?v=eSeXWk3UTWQ

[11] https://www.youtube.com/watch?v=LCKsU4bPFOQ

[12] http://www.aidforum.org/topics/health-and-wash/5-reasons-why-everyone-needs-clean-drinking-water/

the participants in groups of 2-3 people. One of them will drive the canoe and two of them will collect the waste in the water by using a net.

Online / remote adapted version of the activity: This activity can be adapted online via Zoom and transform it into an open discussion about recycling, importance of clean water, and how young people can get involved in taking care of the nature.

Questions for debriefing:
- *How was this activity for you? Did it help you discover something new?*
- *What difficulties did you meet and how you suggest the activity should be organised to improve your experience?*
- *Do you think others could be interested in this kind of activity?*
- *Do you think this activity helped the community?*
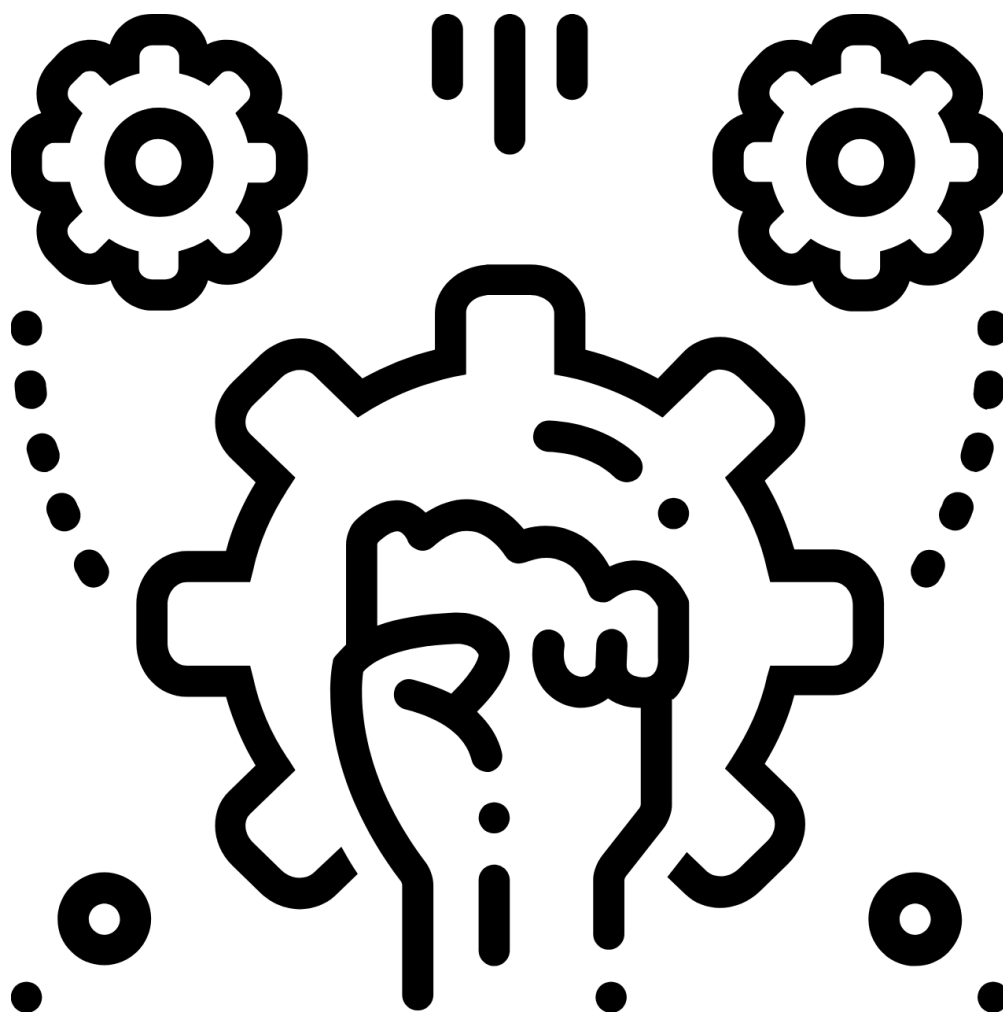
METHODS FOR ENGAGING & EMPOWERING YOUNG PEOPLE THROUGH CIVIC SPACES (once they are developed)

Create News for All Youth

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Independent, objective, active and accurate MEDIA that promotes and supports youth participation.

Duration: 2,5 hours

Size of the group: 15-20 young people

Materials/ Human resources: Flipchart, Markers, Projector; 2-3 local media representatives.

Suggested technology: Presentation tool (PowerPoint, Prezi etc.), video

Competences developed: Personal, social and learning to learn competences, Competence in cultural awareness and expression competences, Digital competences.

Goals: Create a common space for communication between young people and media representatives.
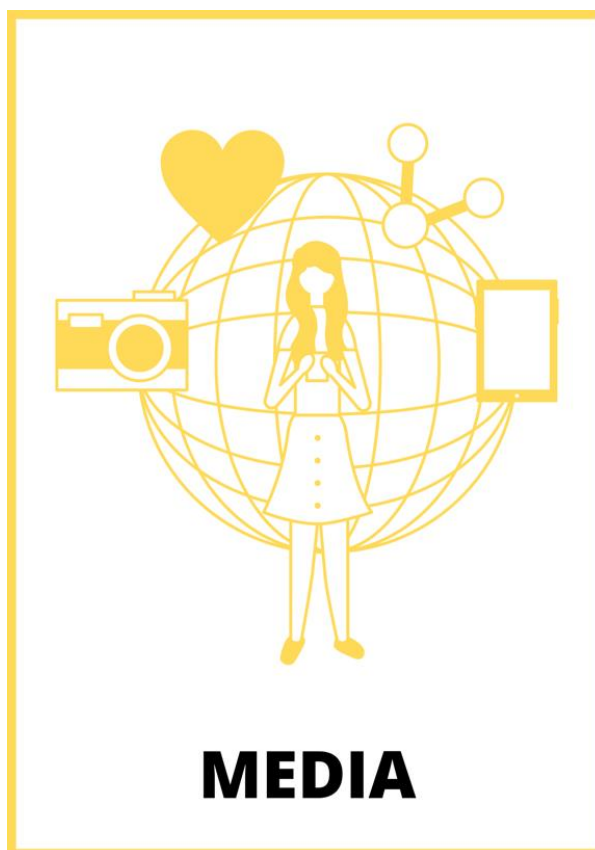
MEDIA

Detailed description of the activity: Before this activity, we get in contact with several media representatives (reporters, coordinators of local media etc.) and invite them to the activity.

ACTIVITY 10

First part (30 min): we conduct a brainstorming session with the participants to identify what kind of news motivates young people to be active in the community and get involved in the participation process. We write on the flipchart the opinions of the participants.

Second part (30 min): we offer 10-15 minutes for each guest to present:

• how they choose some news to be presented;
• what makes a piece of news attractive;
• how they ensure an objective and independent perspective;
• how fake news is avoided.

The speakers may use presentation tools.

Third part (1 hour): based on the results collected in the first session, we facilitate a dialogue between local media representatives and the participants about:

- what does "news for youth" mean;
- what do each of the groups understand by "news for ALL youth";
- whether media invests in creating news for all youth;
- how the process of creating news for all youth can be improved.

Online / remote adapted version of the activity: The activity can be adapted to an online version by using the Zoom facility of breakout rooms. Also, we can use it as whiteboard or paddled where the participants can write their ideas.

Questions for debriefing (30 min):
- *What do you think about the outcomes of the first 2 sessions?*
- *Did you find this dialogue useful?*
- *How did you feel during this session?*
- *What did go wrong and how can we improve this activity?*

Volunteering Opens Your Heart and Your Eyes

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Independent, community-oriented, not for profit ASSOCIATIVE ENVIRONMENT supported to run programmes, actions, events, campaigns.

Duration: 2 hours

Size of the group: 15-20 young people

Materials/ Human resources: Projector; 2-4 representatives of local NGOs and/or community-oriented initiative groups, that work with volunteers.

**Suggested technology**: Presentation tool (PowerPoint, Prezi etc.), video

Competences developed: Personal, social and learning to learn competences, Mathematical competences, Cultural awareness and expression competences.

Goals: Stimulate volunteering among youth.

Detailed description of the activity: In the first 30 minutes, we invite the guest to present what it means for them to be a volunteer (they will tackle general aspects without going into details about volunteers' task and roles or anything similar). Each guest is being allocated 5-10 minutes and may use presentation tools. Later, we encourage the participants to share what could motivate them to become volunteers (30 min). In the last part, the guests will present opportunities for the participants to get involved in their activities/ projects as volunteers (30 min)

Online / remote adapted version of the activity: The activity can be adapted to an online version by using the Zoom facility of breakout rooms. Also, we can use it as whiteboard or paddled where the participants can write their ideas.

Questions for debriefing (30 min):
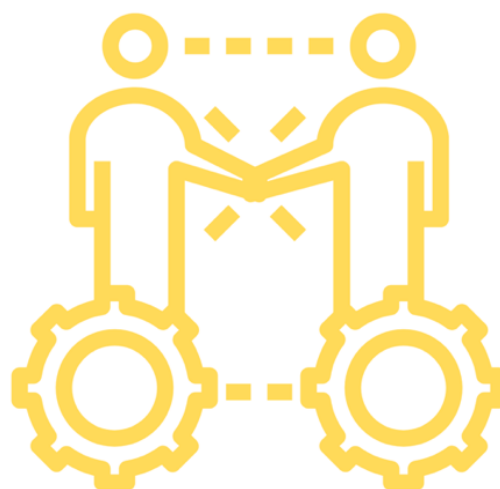
- *Did this activity inspire you to get involved in volunteering activities?*
- *What is the first step you will make?*
- *What other opportunities would you like to discover?*
- *How did you feel during this session? What did go wrong and how can we improve this activity?*

Baby Steps in the Cradle of Active Citizenship

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Open and accessible to civic engagement of young people, EDUCATION that embraces organizing and/ or hosting democratic contexts of youth participation, that encourages co-management between teachers and school students.

Duration: 2 hours

Size of the group: 15-20 young people

Materials/ Human resources: Flipchart, Markers, Projector, 2-3 teachers/ responsible from schools/ university

Suggested technology: Padlet, video

Competences developed: Personal, social and learning to learn competences, Mathematical competences, Cultural awareness and expression competences, Entrepreneurship competences.

Goals: Create a common space for communication between young people and schools/ university representatives.

EDUCATION

ACTIVITY 12

Detailed description of the activity:

First part (30 min): We conduct a brainstorming session with the participants and invite them first, to identify:

• what motivates young people to become active in their school/ university, to get involved in the participation process;

• what are the main obstacles that prevent young people from taking part in the process.

Second part (30 min): we allocate 10-15 minutes for each guest to present how they engage with young people in their institution, and how they motivate them. The guests may use presentation tools.

Third part (30 min): We facilitate a dialogue between young people and the guests about how to overcome the obstacles that prevent the

participants from getting involved in the participation process in their schools/ universities. We use Padlet for keeping record of the correspondence between the problem and the solution.

Online / remote adapted version of the activity: The activity can be adapted to an online version by using the Zoom facility of breakout rooms. Also, we can use it as whiteboard or paddled where the participants can write their ideas.

Questions for debriefing (30 min):
- *What do you think about the outcomes of the first 2 sessions?*
- *Did you find this dialogue useful?*
- *How did you feel being an active part of this dialogue?*
- *How do you think this experience will impact your future activities? What is the first step you will make?*
- *What did go wrong and how can we improve this activity?*

Bike and Help

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Independent, community-oriented, not for profit ASSOCIATIVE ENVIRONMENT supported to run programmes, actions, events, campaigns.

**Duration**: 2h sessions

Size of the group: 15-20 young people

Materials: bikes, tote bags, paper, pens, paint, cardboard, markers, rope etc.

Suggested technology: Google Forms, Google Maps

Competences developed: Personal, social and learning to learn competences, Mathematical competences, Cultural awareness and expression competences.

Goals: Develop young people's awareness about the needs of the community.

Detailed description of the activity:
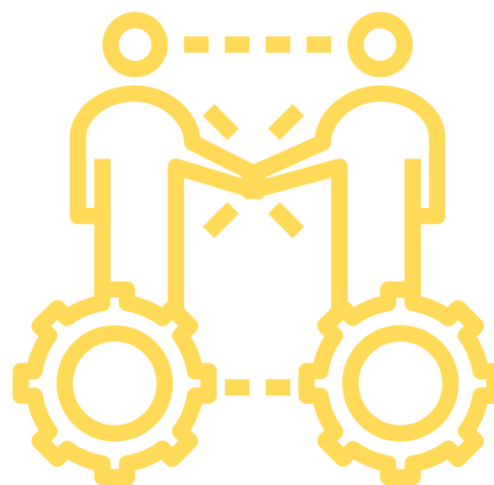
ASSOCIATIVE CONTEXT

ACTIVITY 13

First session (2h): We encourage the participant to develop a survey in order to find out how they can help the elderly people in their community with doing their shopping, helping in the garden or do some other small diligence in their place. Next, the participants, using Google forms, prepare the survey they will fill when approaching their senior neighbors. Then, they map the aria and decide who is going where, using Google Maps. In small groups, they develop a strategy of promoting their action (they make information stand, panels, flags etc.). We give them tips & tricks on how to approach and behave with elderly people.

Second session (2h): The participants go in their neighborhood and place their headquarter (info stand). Some of them remain there, some go by bike

according to the areas planned in the previous session and for offer their help.

<u>Third session (2 hours)</u>: Once they collected the request for help, each participant goes by bike and fulfill the promised diligences.

Online / remote adapted version of the activity: The first session can be adapted to an online version by using the Zoom facility of breakout rooms. Also, we can use it as whiteboard or paddled where the participants can write their ideas. For the second session, the participants can run an online info campaign about their help and collaborate with their acquaintances to share this opportunity and vouch for them to the beneficiaries. The 3rd session may be fulfilled as it is, in case the diligences cannot be made online. Also, the participants may continue helping their elderly neighbours by checking on them, daily or twice a week.

Questions for debriefing (30 min):
● *How did your elderly people neighbours behave with you? What was their opinion about this initiative?*
● *How did you feel after helping someone in need?*
● *Do you find this kind of activities useful or helpful?*
● *Do you think this activity changed anything in your community?*
● *How did you feel during this session? What did go wrong and how can we improve this activity?*

Shape Your Community

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Ethic, efficient, recurrent DIALOGUE WITH THE PUBLIC AUTHORITIES, through debates, consultations, referendums etc.

Duration: One session of 1,5h

Size of the group: 15-20 young people

Materials: Projector

Suggested technology: Presentation tool (PowerPoint, Prezi etc.), video

Competences developed: Citizenship competence, Personal social and learning to learn competence, Literacy competence.

Goals: Introduce to the participants 2-4 local elected people (from municipality, regional government etc.) or representatives of the political parties (ideally mayor, vice-mayor), to get acquainted to what their activities imply.

Detailed description of the activity:

First session: We conduct a brainstorming session with the participants and invite them first, to identify:

- What are the ELECTED ORGANISMS in our community.
- What are the DECISION-MAKING STRUCTURES in our community.
- What do we mean by "DAILY DECISIONS"?
- What do we mean by "FAIR access" in decision making?
- How do we ensure fair access to day-to-day decision-making for ALL young people from different backgrounds?
- What do we mean by "EQUITABLE representation of young people in the ELECTORAL processes"?

- How to INCREASE the participation of young people to become decision makers at ALL levels of society
- examples of information that may increase young people's participation in DECISION-MAKING.
- How can we provide information to increase young people's participation in the decision-making process?

We apply the *Living Library* method[13] to challenge prejudices related to public authorities' representatives. – each guest will receive a corner where she/he will share their experience with the focus on how they collect opinions from citizens

Online / remote adapted version of the activity: The activity can be adapted for online use by using the Zoom facility of breakout rooms. Also, it will function as a whiteboard or paddled where participants could write their ideas.

Questions for debriefing:
- *How do you think you can contribute to the community development and what are the challenges you foresee?*
- *How did you feel during this session? What did go wrong and how can we improve this activity?*

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[13] https://www.coe.int/en/web/youth/living-library

Community BINGO

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Independent, community-oriented, not for profit ASSOCIATIVE ENVIRONMENT supported to run programmes, actions, events, campaigns.
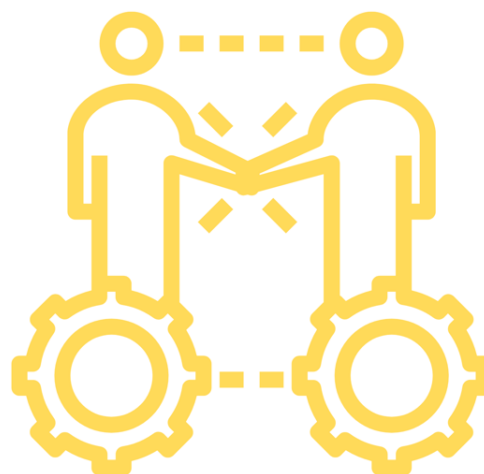
Duration: one session of 1,5h

Size of the group: 15-20 young people

Materials: printed papers, pens

Suggested technology: none

Competences developed: Personal, social and learning to learn competences, Mathematical competences, Cultural awareness and expression competences.

Goals: Stimulate young people to be active and to act.

ASSOCIATIVE CONTEXT

Detailed description of the activity: We will tell the participants they must go in their local community and talk with the youth. The participants will have to split into teams and to do a bingo with the locals. Each team will receive 2 different paper sheets of bingos. On the first paper sheet is written the tasks that involve the face-to-face activities which must be done with the locals.

ACTIVITY 15

Examples of tasks:

- *Challenge a person to do a push up contest*;
- *Play a game of tag with a group of young people*;
- *Do 15 squats with a local*;
- *Find a group a people playing football and play with them*;
- *Find a person with a bike, and ask if you can ride it* etc.

For each task there should be a different local or group of people involved. On the second paper sheet is written the tasks that suggest finding what are the needs of the local youth.

Examples of task for the bingo sheet:

- *What would you like to see in your neighbourhood?*;
- *What youth activities would you like to try if you had the chance?*;
- *Do you have access to a place where you can learn and participate? Which one?* etc.

For this bingo can be the same people approached as the first bingo, but it is preferably to find new people.

For both parts, the time limit is 45-60 min depending on how many tasks there are on the bingo sheets. After completing the tasks, the team must mark that task on the paper. If all the tasks are done, the team shouts "Bingo!" and returns to us. When all the teams return, the debriefing part can start.

Online / remote adapted version of the activity: The activity can be adapted for online by using Zoom facility of breakout rooms. The local community can be invited to the online activity and each task can be done as an individually challenge.

Questions for debriefing:
- *How was these experience for you?*
- *How did you feel when meeting the local community?*
- *What challenges did you have when you meet the locals?*
- *How do you think that the second bingo can help us discover the needs of the community?*
- *After this activity, what do you think we can do to bring youth activities closer to locals?*
- *How did you feel during this session? What did go wrong and how can we improve this activity?*

Put Youth in the Spotlight

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Flexible, accessible, visible, youth friendly INFRASTRUCTURE FOR YOUNG PEOPLE (ex. sports club, youth centres, community centre, theatre, schools), for building bridges and facilitating dialogue through music, sports, arts etc.

Duration: One session of 2,5h

Size of the group: 15-20 young people

Materials: 4 representatives from sport clubs, theatre, school, youth centre, community centre; flipchart sheets; markers.

Suggested technology: Presentation tool (PowerPoint, Prezi etc.), video

Competences developed: Citizenship competence, Personal social and learning to learn competence, Literacy competence.

INFRASTRUCTURE FOR YOUNG PEOPLE

ACTIVITY 16

Goals: Facilitate dialogue between owners of stationary space and young people.

Detailed description of the activity: In the beginning, we will invite each guest to present, in the plenary, the facility they own/ administrate (sports club, youth centre, community centre, theatre etc.), and the specific programs for young people. They can use different presentation tools. Next, using the *World Café* method[14], we prepare 4 tables. Each table has as topic one type of facility, for example:

1st table: *How should THE SPORTS CLUB be improved to facilitate your participation and involvement. What ACTIVITIES should run there?*

2nd table: *How should THE YOUTH CENTRE be improved to facilitate your participation and involvement. What ACTIVITIES should run there?*

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[14] http://theworldcafe.com/key-concepts-resources/world-cafe-method/

3rd table: *How should THE COMMUNITY CENTRE be improved to facilitate your participation and involvement. What ACTIVITIES should run there?*

4th table: *How should THE THEATRE be improved to facilitate your participation and involvement. What ACTIVITIES should run there?*

At each table one of the participants becomes a "host", and the others move to another table every 25 minutes. So, each group contributes with ideas to each topic. The role of the hosts is to present to each new group the ideas generated by the previous groups. We will invite the guests (the owners/ administrators) to participate at the dialogue related to their facility.

Next, in plenary, the "host" of each table presents to the other participants the summary of the ideas found at his/her table (Time allocated for this topic - 15 min)

Online / remote adapted version of the activity: The activity can be adapted for online use by using the Zoom facility of breakout rooms. Also, it will function as a whiteboard or paddled where participants could write their ideas.

Questions for debriefing:
- *Do you think you will go to these "renewed" facilities? Why?*
- *How do you think you will contribute to transforming these facilities?*
- *How can you convince the owners/ administrators is important to transform their facilities?*
- *How did you feel during this session? What did go wrong and how can we improve this activity?*

Youth Olympics

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Independent, community-oriented, not for profit ASSOCIATIVE ENVIRONMENT supported to run programmes, actions, events, campaigns.

Duration: 3-4h

Size of the group: 30 young people or more

Materials: papers, pens, rope, water bottle etc.

Suggested technology: none

Competences developed: Personal, social and learning to learn competences, Mathematical competences, Cultural awareness and expression competences.

Goals: Develop group cohesion and strengthen the relations of the group members.

ASSOCIATIVE CONTEXT

Detailed description of the activity: The activity should take place in a park, somewhere in nature or a large area. We will split the participants in groups of 5-6 members each.

ACTIVITY 17

The teams will have common challenges to solve. In the first hour, we will develop together with them the tasks, instructions, the rules and the points system. After that, we provide the necessary objects for the tasks and set the premises. Next, we start the Youth Olympics, that will last for 2,5 hours.

Example of common games:
- We invite the teams to create envelops using recycled paper to give messages and flower seeds to the local community. The team who gives most envelopes win the most points.
- We invite the teams to clean an area of the park; The team who has most garbage bags, win the most points.
- We invite the teams to tie themselves using rope or shoelaces and walk a short route without falling. If
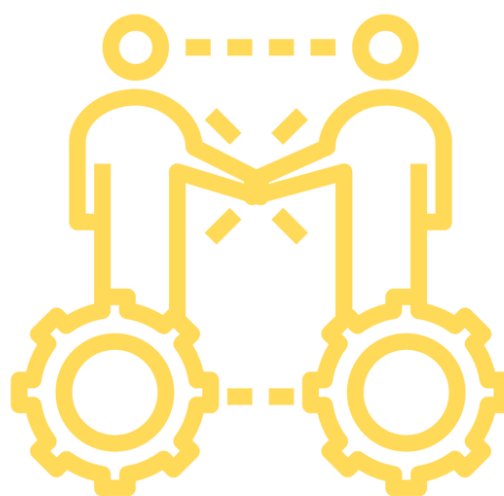
someone falls the whole team needs to start over. The fastest team win the most points.

- We invite the teams to do an obstacle course blindfolded and use the guidance from their teammates. The fastest team win the most points.

- We invite the teams to place themselves at equal distances. In the middle should be a water bottle. Each person in the teams has assigned a number. If there are 5 members in a team, then the members have assigned numbers from 1-5. When we shout a number, the people assigned with that number must run at the water bottle, grab it, run to bring it to their team base and win a point. If the opponent touches the person with the bottle, they must stop running and the other team gets the point, then the game starts from the beginning. There can be 3-5 rounds of the game to designate the winning team.

At the end of the Youth Olympics, the team with the most points wins.

Online / remote adapted version of the activity: The activity can be adapted for online by using Zoom facility of breakout rooms. Each task can partially be done as individual challenge and partially in groups.

Questions for debriefing:
- *Did you feel this activity had any impact? Describe it.*
- *What did you discover about your team?*
- *How did you feel during this session? What went good during the Olympics and what did not?*
- *How can we improve this activity?*

Give a Helping Hand to Your Peers

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Safe, visible, reliable, accurate DIGITAL INFRASTRUCTURE to facilitate young people's access to useful information, forums, analyses, petitions etc.

Duration: 3,5h

Size of the group: 20-30 young people

Materials: 1-2 local vloggers/ influencers, Video projector, Laptop, flipchart

Suggested technology: YouTube, PowerPoint/ Prezi

Competences developed: Citizenship competence, Digital competence, Literacy competence

Goals: Offer a professional perspective to young people regarding social media.

ONLINE ACTIVITY

Detailed description of the activity: Before the activity, we will identify and invite 1-2 local influencers (or from national level). Their role is to explain to young people how they

ACTIVITY

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could create a viral statement online: what techniques to use, how to promote etc.

Fist session (1 hour): The guests do their presentation, using different tools and the participants ask questions.

Second session (15 min): We will encourage the participants to propose different topics for developing the campaigns. Using a flipchart, we will gather pros and cons. The first 5 topics with most pros, will be the topics they will use in the following session. Then, we will form 5 groups (we can count from 1 to 5 the participants and the ones with the same number will for a group).

Third session (2 hours): Each group will prepare a structure for an online campaign to raise awareness, based on the information received in the first session. They will also do research about the topic

develop the content. Each group can use different presentation tools. During this time, we will invite the guest to visit each group and give them tips & trick.

Forth session (1 hour): Each group will choose a representant that will present, in the plenary, their campaign. The other participants and the guests ask questions give their feedback.

Online / remote adapted version of the activity: The activity can be adapted for online use by using the Zoom facility of breakout rooms. Also, it will function as a whiteboard or paddled where participants could write their ideas.

Questions for debriefing:
● *How did you feel while developing this campaign?*
● *Did you discover anything new?*
● *Do you find this kind of activities useful or helpful?*
● *Do you think this activity could change anything in your community?*
● *What should be done to improve this activity?*

Treasure Hunt in Our Community

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Independent, community-oriented, not for profit ASSOCIATIVE ENVIRONMENT supported to run programmes, actions, events, campaigns.

Duration: 3h

Size of the group: 15-20 young

Materials: printed papers with the challenges, riddles and clues

**Suggested technology**: Google Maps

Competences developed: Personal, social and learning to learn competences, Mathematical competences, Cultural awareness and expression competences.

Goals: Stimulate young people to discover more about and promote volunteering, and to get to know more about the community they are living in.

ASSOCIATIVE CONTEXT

Detailed description of the activity: Our role in this activity is being the main facilitator and we will be helped by check points responsibles. We will split the participants in 3-4 teams since the beginning of the activity, at the starting point. The second step is to present the rules to the participants, these rules being:

ACTIVITY 19

- At the starting point each team will receive a paper with all the information they may need on the route (containing the contact info of the organisers and the rules).
- For each checkpoint, there will be a responsible person, waiting for the participants and giving them the challenges and the clues for the next checkpoint.
- The participants do the challenges on their way to the next location and when they arrive at each checkpoint, they must show a proof (photo, video) to the checkpoint responsible. After this, they will receive the next clue or riddle, and when they got the correct answer, the participants can go to the next checkpoint.
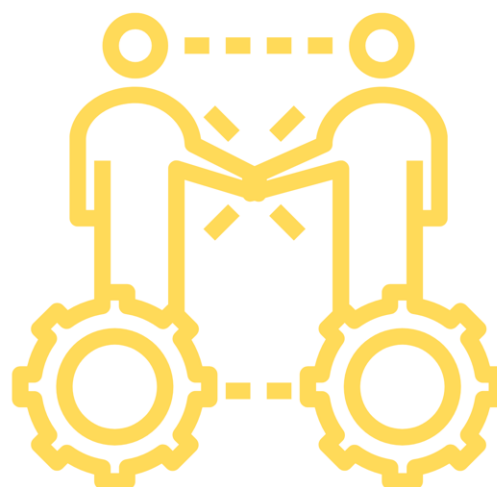
- The phones should not be used to solve the clues or the riddles.
- The same participant can't do two challenges in a row.
- No money should be spent for the challenges.

The rules can be changed, and the participants should also have the space to come up with rules they think that might help them during the activity. After getting informed about the rules, the teams receive the first clue, and they can start the treasure hunt and go to the first checkpoint. At each checkpoint, the teams will receive a challenge, a riddle and after finding out the answer for the riddle, the clue for the next checkpoint. The challenges are:

- *Write a short song with the following words: volunteering, participation, youth. You must record a video singing all together*.
- *Make a human figure (using their bodies) to represent what means "Solidarity" for them and take a picture/video of it*;
- *The team has to dance together*;
- *The team members have to make different yoga poses and take photos of them*;
- *In order to get to the next checkpoint, you have to run*;
- *Make a list with 10 reasons to volunteer*;
- *Make a top 3 challenges and some possible solutions for each of them, that you think your community is facing*.

The riddles could be established by us, together with the checkpoints responsibles, and the clues could be established based on the locations of the checkpoints, and they will have to offer a relevant and interesting information about these locations.

Online / remote adapted version of the activity: The activity can be adapted for online by using actionbound.com, a platform that can host digitally interactive treasure hunts.

Questions for debriefing:
- *Did you discover new things in your community that you did not know so much about? Either challenges or places that you have visited through the activity*.
- *Did the activity help you out to find new perspectives about volunteering and solidarity?*
- *Do you think that acting together you could easier find solutions for all the challenges, riddles and clues?*
- *Do you think that acting together in relation with the top 3 challenges of the community, that you identified during the activity, can bring a change?*
- *How did you feel during this session? What did go wrong and how can we improve this activity?*

METHODS FOR CLAIMING LOST CIVIC SPACES

If They Don't Write About, Doesn't Mean It Doesn't Exist!

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Independent, objective, active and accurate MEDIA that promotes and supports youth participation.

Duration: Two session of 1-1,5h with one week between them

Size of the group: 5-15 young people

Materials: Flipchart, Markers, Projector, Laptop

Suggested technology: Presentation tool (PowerPoint, Prezi etc.), video

Competences developed: Citizenship competence, Personal social and learning to learn competence, Literacy competence, Digital competences.

MEDIA

Goals: Stimulate young people to be active in their community

Detailed description of the activity: In the first week, we will present examples of young people's issues that are not presented in the media.

ACTIVITY 20

After the presentation, we will split the participants 3-4 groups and invite them to brainstorm about the reasons why such information are not presented by media and how this situation could be changed. Each group will present their results.

At the end of the activity participants will create small teams who will have as "homework" identifying the problems that youth NGOs or young people are facing in their community but are not visible in the media. In the second week, the groups will present their findings and, helped by us, they will find out how they could take (online guerrilla campaign, letters to local newspapers etc.)

Online / remote adapted version of the activity: The activity can be adapted for online by using the Zoom facility of breakout rooms.

Also, it will be used as a whiteboard or paddled where participants could write their ideas.

Questions for debriefing:

● *How do you think you can contribute to the fight against shrinking civic space and help community development? What are the challenges you foresee?*

● *How did you feel during this session? What did go wrong and how can we improve this activity?*

OUR CIVIC SPACE

Don't Discourage Youth to Help Us!

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Independent, community-oriented, not for profit ASSOCIATIVE ENVIRONMENT supported to run programmes, actions, events, campaigns.

**Duration**: 2 h

Size of the group: 10-20 young people

Materials: 2-3 representatives from different local NGOs, Flipchart, Markers, Video projector

Suggested technology: YouTube, Prezi

Competences developed: Citizenship competence, Personal social and learning to learn competence, Literacy competence.

ASSOCIATIVE CONTEXT

Goals: Problem solving orientation for young people.

Detailed description of the activity: Before this activity, we will invite the representatives of different NGOs to present some of the problems these NGOs are facing.
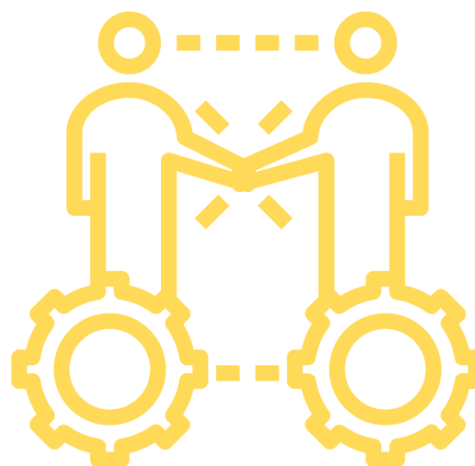
ACTIVITY 21

First session (30 min): We will invite the guest to present, in the plenary, their activity and their challenges. They cand use different tools for presentation.

Second session (45 minutes): We will divide the participants in 3-4 groups and offer them to choose one of the challenges presented by the guests, to:

• identify and argument solutions that can be implemented with the help of the youth;

• identify the reasons why young people would not get involve;

• how to encourage the involvement of young people in helping the NGOs.

Third session (30 min): the groups will present their solutions to the guests, in the plenary, and receive feedback and ideas for improvement from all the participants.

Online / remote adapted version of the activity: The activity can be adapted for online by using the Zoom facility of breakout rooms. Also, it will be used function as whiteboard or paddled where participants could write their ideas

Questions for debriefing:
- *How do you think you can contribute to the fight shrinking civic space and help community development?*
- *What are the risks and challenges you foresee if young people don't get involve in supporting NGOs?*
- *What do you think should be the follow-up activity?*
- *How did you feel during this session? What did go wrong and how can we improve this activity?*

Listen to Youth Voices Before Deciding Its Future

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Ethic, efficient, recurrent DIALOGUE WITH THE PUBLIC AUTHORITIES, through debates, consultations, referendum etc.

Duration: 2h

Size of the group: 10-20 young people

Materials: flipchart, markers, video projector, laptop

Suggested technology: PowerPoint, YouTube

Competences developed: Citizenship competence, Personal social and learning to learn competence, Literacy competence.

DIALOGUE WITH THE PUBLIC AUTHORITIES

Goals: Stimulating young people to take participative action in their community – preparing young people to react when their rights are in jeopardy.

Detailed description of the activity: The method we will use is the role play. First, we will present the context, e.g.: *a community where the municipality wants to withdraw the*

ACTIVITY

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50% compensation for public transport for young people (we can choose a context closer to the reality of our own communities). We will divide the participants in two groups, one group representing the public authorities, the other the youth representatives. Each team will have 1 hour to create their arguments and actions. We will create the setup for debate but also for other forms of participation (from writing an article to organizing a protest). Next, the participants will play their role for 45 minutes.

Online / remote adapted version of the activity: The activity can be adapted for online by using the Zoom facility of breakout rooms. Also, it will be used as a whiteboard or paddled where participants could write their ideas.

Questions for debriefing:
- *How did you feel during this activity?*
- *How do you think you can contribute to the fight against shrinking civic space and help community development?*
- *How do you think we can improve this activity?*
- *Do you think we can implement this activity in front of an audience? What do you think we need for that? What will be the public opinion?*

No Fences for the Youth

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Flexible, accessible, visible, youth friendly INFRASTRUCTURE FOR YOUNG PEOPLE (ex. sports club, youth centres, community centre, theatre, schools), for building bridges and facilitating dialogue through music, sports, arts etc.

Duration: 1,5h

Size of the group: 10-20 young people

Materials: flipchart, markers, video projector, laptop

Suggested technology: PowerPoint, YouTube

Competences developed: Literacy competence, Personal, social, Learning to learn competences, Cultural awareness and expression competences.

INFRASTRUCTURE FOR YOUNG PEOPLE

Goals: Stimulating young people to take participative action in their community – preparing young people to react when their rights are in jeopardy.

ACTIVITY

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Detailed description of the activity: We will present the context: *the public administration wants to close our youth centre/ sports club/ theatre*. We divide the participants in 2-3 groups. Each team will have 1 hour to create write an open letter for the public administration with arguments against that decision and youth follow-up steps if is not changed. Each team will present in the plenary their letter and receive feedback from the participants.

Online / remote adapted version of the activity: The activity can be adapted for online by using the Zoom facility of breakout rooms. Also, it will be used as a whiteboard or paddled where participants could write their ideas.

Questions for debriefing:
- *What did you learn new during this activity?*

- *How did you feel working in groups?*
- *How much impact do you think this kind of diligence might have on the public authorities' decisions?*
- *How can we improve this activity?*

Give to Young People Access to Quality Information

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Safe, visible, reliable, accurate DIGITAL INFRASTRUCTURE to facilitate young people's access to useful information, forums, analyses, petitions etc.

Duration: 2 h

Size of the group: 10-20 young people

Materials: flipchart, markers, video projector, laptop

Suggested technology: YouTube, Prezi

Competences developed: Citizenship competence, Digital competence, Literacy competence, Entrepreneurship competences, Cultural awareness and expression competences

Goals: Give to young people tools for access quality information.

Detailed description of the activity: Prior to the activity, we will select 3-4 news websites with questionable content.

First session (40 min): We will create 3-4 groups and allocate a website from the ones that we analysed. Each group will have the challenge to identify as much fake news as possible from that specific website.

Second session (40 min): Each group will present its results, the methods used to verify the information and ideas on how to prevent the fake news. During this time, we will write on a flipchart their ideas, so, in the end, the result will be a list of methods used to prevent fake news.

Online / remote adapted version of the activity: The activity can be adapted for online by using the Zoom facility of breakout rooms. Also, it will be used as a whiteboard or paddled where participants could write their ideas.

Questions for debriefing:
- *Why do you think fake news is dangerous for civic space?*
- *How does fake news contribute to loosing civic space?*
- *Do you think young people are prepared enough to identify fake news?*
- *How can we help young people to access quality information?*
- *What did you learn new during this activity?*
- *How did you feel working in groups?*
- *How can we improve this activity?*

All Youth's Hands on the Ball

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Independent, community-oriented, not for profit ASSOCIATIVE ENVIRONMENT supported to run programmes, actions, events, campaigns.

Duration: 2 h

Size of the group: 15-20 young people

Materials: balls, flipchart, markers

Competences developed: Citizenship competence, Literacy competence, Entrepreneurship competences, Cultural awareness and expression competences.

Goals: Stimulate young people to identify challenges and solutions to them.

Detailed description of the activity:

ASSOCIATIVE CONTEXT

ACTIVITY 25

First session (15 min): The participants stand forming a circle. One of them volunteers to stand in the centre and throws the ball up, introduces him/herself and identifies a problem or a challenge (s)he thinks young people in community have with regard to lost civic spaces. The game continues until 5 challenges are mentioned. While throwing the ball and mentioning challenges, the other participants in the circle can follow the person who mentioned a challenge they would like to address and discuss more about. In this way, 5 teams will be formed.

Second session (30 min): Once everyone is part of a team, we will invite the participants to analyse in the team that specific challenge and look for solutions.

Third session (30 min): At the end, all the teams will present their process and the solutions they found.

Online / remote adapted version of the activity: The activity can be adapted for online by using Zoom and Jamboard.

Questions for debriefing:

• *Was it difficult to choose only one challenge? Why did you choose one instead of another?*
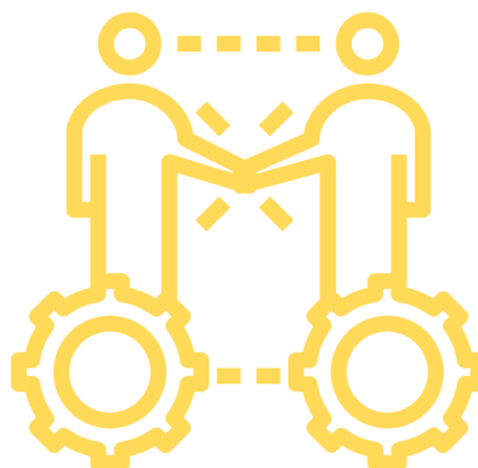
- *What did you find out new?*
- *Did everyone in the team understand the same thing when heard the challenge or, while working together, happened to realize not all of you had common understanding? did you realized*
- *Did this activity help you find solutions to the challenges you identified?*
- *Do you think that working as a team on specific topics that each of you are interested in can develop solutions easier?*
- *How do you think this activity could help claiming lost civic spaces?*
- *How did you feel during this sessions? What did go wrong and how can we improve this activity?*

Talk show with the public authorities

The "ingredient" the local community needs to be a youth civic space, which is targeted by this activity: Ethic, efficient, recurrent DIALOGUE WITH THE PUBLIC AUTHORITIES, through debates, consultations, referendum etc.

Duration: one day activity

Size of the group: 15-20 young people + someone from the public authorities/mayor

Materials: mobile phone, indoor civic space, Instagram/ Facebook account with a huge reach of youngsters (for example a youth worker's account).

Suggested technology: Instagram live (mobile phone), microphones.

Competences developed: Digital competence, Literacy competence, Personal, social, Learning to learn competences, Cultural awareness and expression competences

DIALOGUE WITH THE PUBLIC AUTHORITIES

Goals: Stimulating young people to take participative action in their community – preparing young people to react when their rights are in jeopardy.

ACTIVITY

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Detailed description of the activity:
Before the activity, we will select a group of young people who find interesting talking with public authorities and invite a representant of a public authority to answer to the questions asked by young people.

First session (2,5 hours): the participants write an open call and create question sticker in Instagram story. The purpose is to collect questions from young people to be asked to the public authorities regarding lost civic spaces. They will promote it on their accounts, and we will do the same.

Second session (1,5 hours): The group will analyse the questions (and rephrase them, if needed) and decide a set of 5-10 final questions. Next, we will

form 2 groups: the technical group (video, audio, photo, content writing, promotion) and the group of "journalists".

<u>Third session (1 hour)</u>: We will invite the group of "journalists" to interview the representant of the public authority in a livestreamed talk-show. Each of them will master a question (and other subsequent smaller/ detailed questions). The technical group will fulfil their specific tasks.

<u>Fourth session (30 min)</u>: the result will be brought to the public (photos, promotion, conclusions/ opinions etc.)

Online / remote adapted version of the activity: Others can participate online and sent questions in the livestream.

Questions for debriefing:
● *How did young people react to this activity? Where they eager to contribute with questions?*
● *What was the topic that interest them the most?*
● *How open was the representant of the public authority to answering the questions? What was the most difficult for him/her? Why do you think was the most difficult?*
● *How do you think this talk show helps in the claiming lost civic spaces?*
● *How did you feel during this activity?*
● *How was working in groups?*
● *How do you think we should improve this activity?*

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