Interactive educational program on inclusion, non-discrimination, and democratic participation

4 modules x 9 1.5-hour sessions each

Andreana Baeva Motusic
Romana Petrusic
Tatiana Levceva
Aida Pana

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This course curriculum on 'Inclusion, Non-Discrimination, and Democratic Participation' is the product of a collaborative effort involving 4 mentors and 30 young people (18 to 25 years of age) from Belgium and Croatia meeting weekly over a period of 10 months (between October 2023 and July 2023). The young people enrolled in and engaged with the course on their own initiative and did not know each other prior to the course. The group was highly heterogeneous, encompassing people from various social and economic backgrounds, genders, places of residence, abilities, levels of education, ethnicities, nationalities, and value systems.

The course comprised a total of 36 sessions during which through lectures, discussions, debates, sharing of experiences, improvisation, and immersive activities, participants reflected on what social inclusion is and how individuals and societies could develop to become more tolerant and equitable. Most of the sessions were held in person, however, the Croatian and Belgian groups also met regularly online to build rapport and to introduce an additional layer of diversity to the course.

The methodology employed in working with the young people was multidisciplinary developing their ability to communicate and debate, their critical thinking, their improvisation and artistic expression skills, and their emotional intelligence.

The 4 mentors and authors behind the course curriculum are:

Andreana Baeva-Motusic, a political economist and project developer active in the areas of education, digitalisation, and democratisation,

Romana Petrusic, an actor, director, and trainer, passionate about releasing people's creativity through visual and performing arts,

Tatiana Levceva, a former diplomat turned trainer in the arts of communication and persuasion,

Aida Pana, a trainer and accredited ICF Associate Certified Coach specialised in supporting transformative processes aimed at personal growth and societal change.

Course Curriculum

COURSE TITLE: Interactive educational program on inclusion, non-discrimination, and democratic participation

TIMELINE: 4 modules x 9 1.5-hour sessions each

TARGET GROUP: 18-25 years old, 2 different EU countries (Croatia and Belgium), university students, employees, NEETs

MODE OF DELIVERY: blended, in-person and online

TYPE OF EDUCATION: non-formal

DESCRIPTION: The course explores through lectures and creative reflection the meaning and importance of inclusion, non-discrimination and democratic participation for individuals and democratic societies. Democracy is supportive of the emergence of diverse opinions and lifestyles, which can sometimes polarise societies and pose a threat to the stability of the social contracts governing them. The growing diversity of modern democratic societies creates new challenges for the social, economic, and political inclusion of minority groups. The inability to communicate non-violently with those different from us and to tolerate differences of opinion may lead to the gradual formation of divided, non-inclusive societies, and undermine democracy. Is the traditional democratic principle of 'majority rule, minority rights' still adequate to satisfy the needs of all citizens? How can the schisms along ideological lines be reconciled, and societies healed? Is there a need for a new social contract? Starting with the introduction of the fundamental features of democratic regimes, the course builds on the personal experiences and perspectives of participants and guest speakers to analyse the state of democracy and minority rights in Croatia/Belgium and explore innovative responses to the questions posed above. The course is split into four interconnected modules covering different themes and utilising various teaching methodologies. The 1st module explores the importance of diversity for democratic processes. The 2nd - social exclusion and its impact on individual and societal levels, in particular on young people. The 3rd module equips participants with the skills to build arguments and improve communication with people who have different backgrounds and viewpoints from their own. The 4th module stresses the importance of activism and democratic participation for social inclusion and non-discrimination, providing examples of peaceful forms of activism and protest, and stressing the importance of art and creative expression as tools for social change.

METHOD: Interactive lectures, debate (in-person, public), drama and improvisation, creative writing, immersive experiences, written discussion (dedicated WhatsApp channel), visual expression, and peer learning.

PREREQUISITES: There are no educational prerequisites for this course.

LEARNING OUTCOMES:

- Enable young people with different viewpoints, interests, backgrounds, and lifestyles to get together in a safe environment and engage in discussions on inclusion, non-discrimination, and democratic participation,
- Empower participants by providing them with a forum for free expression,
- Build a community,
- Develop leadership,
- Promote respect and acceptance of diversity of opinions and life choices,
- Explain the features of democratic societies and the Enlightenment philosophical theories,
- Compare and contrast different political systems and regimes,
- Discuss and recognize the importance of social inclusion for democratic societies,
- Analyse the state of modern democracy and minority rights in Europe and the USA,
- Practice collaboration and communication in diverse teams,
- Practice debating in a structured manner recognizing and respecting the right of diverse opinions,
- Demonstrate ideas related to inclusion and non-discrimination by the creation of monologues and dialogues,
- Explore social circumstances and contexts by improvising different situations,
- Engage participants in independent research and learning,
- Encourage engagement in creative forms of democratic protest and participation,
- Evaluate personal development and achievement.

LEARNING OUTCOMES ASSESSMENT: The learning outcomes assessment is foreseen as a self-evaluation of the learner through guiding questions for self-evaluation (within the framework of the EU Youthpass).

The importance of diversity for democratic processes

LESSON 1: Course introduction

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Introduce the main topics of the course (inclusion and non-discrimination),
- Build a common Code of Conduct defining expected and desirable behaviour and ways of communication among participants,
- Encourage participants to introduce themselves and meet each other,
- Help participants to overcome initial reservations about speaking up and sharing personal experiences,
- Build trust and collaboration.

NEEDS ANALYSIS AND DESCRIPTION:

The young people participating in the course do not know each other. They come from very different backgrounds and have different expectations from the course. In order to make all participants feel comfortable, a common Code of Conduct will be agreed on by the participants themselves which will define how they would like to communicate with and treat each other. The Code will be used to ensure a safe environment for everyone. The course's mentors will ascertain that all young people have a clear understanding of the topics which will be covered by the course and about the methods which will be used during the course. Active participation is important for the successful carrying out of the course, and the mentors need to start building an understanding about individual participants' strengths/weaknesses.

ACTIVITIES:

- Introducing each other (saying 3 things about oneself),
- Creating a common Code of Conduct,
- Recreating different parts of the Code of Conduct through short drama sketches.

RESOURCES:
An example of a Code of Conduct

- I will talk to other people with respect, without screaming at them or insulting them intentionally,
- I will never use any physical or verbal violence to resolve a conflict,
- I am aware that teasing is not welcome by everyone and will be considerate of other people's feelings,
- I will work towards establishing a friendly and trustful atmosphere among participants, and understand that what happens or is shared during classes may be confidential and should not be discussed with other people,
- I will use my mobile phone only for emergencies or for project-related research and tasks,
- I will not post any information, such as photos, videos, or personal information of other people participating in the project without their permission,
- I will engage with others on project tasks, will not leave anyone alone, but would also like to have the opportunity to work and be by myself, if I choose to do so,
- I will be open to differences of opinion and personal choices, will respect these, and will not judge people or their lifestyles,
- If something bothers me during classes, I will say so clearly and explain what I find offending,
- I will dress as I find fit, and will not question other people's style choices,
- I will ask lots of questions to try and understand other people's way of thinking.

METHOD: Drama and games, discussion, mentoring

LEARNING OUTCOMES:

- Familiarise oneself with other participants,
- Confirm course expectations and decision to participate in course,
- Practice collaboration and communication in diverse teams,
- Demonstrate ideas related to inclusion and non-discrimination through the creation of short sketches.

LESSON 2: An introduction to human rights

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: Online (Zoom)

GOALS:

- Introduce the module's topics: human rights, functioning of a state, democracy, key tenets of democratic processes, equality. Explain their link to diversity,
- Introduce the topic of human rights and their importance for recognizing, respecting, and valuing diversity,
- Introduce the peer groups in Croatia and Belgium to each other,
- Lay the grounds for building a group dynamic.

ACTIVITIES:

- Short online lecture with a PowerPoint presentation which helps participants build a body of key concepts and prepares them for engaging in a discussion,
- Advice/suggestion of a model for constructive and efficient group discussion. Presentation of a memo-card "5 tips to argue constructively",
- Brainstorming in small groups of 3-4 people without a mentor/trainer. Topic suggestion: Which rights are more important: positive or negative?,
- Presentation of each small group's conclusions to the other participants; all participants together, moderated by a mentor.

NEEDS ANALYSIS AND DESCRIPTION:

The respect for human rights is at the core of the value system of the EU countries where our participants have either been born in or have moved into and where they hope to build their future. Respect for human rights is fundamental for them being able to understand and thrive in the societies they are living in. On a personal level, a comprehension of how human rights apply specifically to them, in particular the fundamental human right to equality and non-discrimination, will allow each participant to learn to protect their own rights but also to respect and value others', and to successfully build the skills and knowledge needed to engage proactively in the community.

As the first online session of the course, and thus the first session including both the Belgian and the Croatian participants, it was used to introduce the two groups to each other: a logical step after the introduction in person of the members of each group in each country during the opening session. An online quiz of fun, non-engaging questions was used to help the participants learn something about each other but also see how even simple questions can create very diverging opinions and split people. The initial introductions were followed by a lecture on universal human rights, and then participants were divided in groups to discuss positive and negative rights. In order to stimulate a constructive and more efficient discussion in an online environment, the groups were kept small (3-4 people) and the time for discussion was limited to 15 minutes. The participants were introduced briefly to some fundamental principles for establishing effective communication. Only an occasional intervention by a mentor and a peer-moderator chosen among the small-group participants was made to ensure a fast build-up of group dynamic and a quick dive into the content.

RESOURCES:

- Designed by the project's trainers:
  - fun online quiz, answering "either or" questions,
  - a PowerPoint presentation on human rights,
  - mind-jogger "5 tips to argue effectively":
    1. Listen,
    2. Prepare,

3. Speak shortly and simply (max 1 minute),
4. Have structure,
5. Seek connection.
- Quick introduction to the concept of human rights:
  - https://youtu.be/nDgIVseTkuE
- About positive and negative rights:
  - https://www.youtube.com/watch?v=gXOEkj6Jz44
  - https://www.youtube.com/watch?v=k-DnN6FCnro
- Philosophers and theories of human rights:
  - https://youtu.be/nsgAsw4XGvU
  - https://youtu.be/-a739VjqdSI
- Positive and zero-sum game:
  - https://youtu.be/jeASPXeIxQQ
- On the intersection of inclusion and design:
  - https://www.youtube.com/watch?v=SYu6wnZhrBU

METHOD: Videoconference, lecturing, cognitive monitoring of self and others, discussion in small groups, public speaking (presentation in front of a large group).

LEARNING OUTCOMES:

- Meet the participants from the partner country,
- Understand the specifics of Module 1, get informed about the topics to be presented,
- Get introduced to the basics of human rights,
- Understand how respect for human rights enables social inclusion in democratic societies,
- Practice collaboration and communication in diverse teams through online blitz-debate and presentation of the discussed points.

LESSON 3: What is democracy?

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Introduce the concept of democracy in a way understandable for non-politics/social science students,
- Refresh participants' basic knowledge about the features of a democratic state,
- Compare democracy to other political systems,
- Connect the concepts of democracy and social inclusion,
- Focus on voting as a means of expression of one's own will, including for minority groups.

ACTIVITIES:

- Interactive lecture with a Power Point presentation. Participants are allowed to interrupt and ask questions, and are encouraged to regularly express an opinion on the topics discussed,
- Brainstorming in small groups of 3-4 persons, without a mentor/trainer. Topic: 3 take away concepts about democracy and me as a citizen.
- Presentation of each small group's work to the other participants; all participants together, moderated by a mentor.

NEEDS ANALYSIS AND DESCRIPTION:

Even though social and governance studies are part of the formal curricula of school systems across the European Union, these subjects tend to remain mostly of interest to school graduates who continue to political and social undergraduate programs. A (re)introduction of the basic concepts of democracy and citizens' rights and responsibilities provides a foundation for everyone participating in the course to join discussions and engage in further intellectual and personal exploration. After the introduction of the module's theme during the previous (online) session, participants will be enabled to build deeper knowledge and awareness of issues related to democracy, diversity, and minority rights. They will be able to recognize the major characteristics of basic political and economic systems (communism, capitalism, authoritarianism, totalitarianism, monarchy, democracy) and how these regulate minority rights. This session will also connect theoretical topics to the daily reality of participants' lives which is done through an interactive lecture, an exploration of examples of how different democratic states function nowadays, and the studying of specific cases and events from contemporary political life, for example, the application of Article 49 of the French Constitution and its (limiting) impact on democracy.

RESOURCES:

- Introduction to democracy: Democracy - A short introduction available at https://www.youtube.com/watch?v=u6jgWxkbR7A
- A ranking of democracies: https://worldpopulationreview.com/country-rankings/democracy-countries
- Books about democracy:
    - Basic info and emergence of democracy:
        - Luciano Ganfora, *Democracy in Europe. A History of an Ideology.*
    - About the challenges to contemporary democracy:
        - Anne Applebaum, *Twilight of Democracy*
        - Marcel Gauchet, *La Démocratie Contre Elle-Meme*
        - Marcel Gauchet, *The Crisis of Democratic Politics*
    - About what comes next (the future of democracy, or what may come after it):
        - Ivan Krastev, Stephen Holmes, *The Light That Failed*
        - Rebecca Solnit, *Hope in the Dark*

METHOD: Interactive lecture, exploring examples of the daily life of a society in specific historical moments, case analysis of an example of a democratic deficit, discussion in small groups and public speaking (presentation in front of a larger group).

LEARNING OUTCOMES:

- Deepen understanding of the key stages of state-building in Europe: from ancient Greece, through the nation-states, to supra-state European Union,
- Acquire/refresh knowledge about the key features of democratic regimes,
- Build understanding of the importance of voting as a fundamental form of civic engagement/democratic participation,
- Acquire basic understanding of how to debate on controversial (political) topics.

LESSON 4: Film viewing related to inclusion, diversity & non-discrimination

DURATION: Depending on the length of the film, it could be from 2 to 3 hours, and could count for one or two sessions

MODE OF DELIVERY: In-person

GOALS:

- Learn about inclusion, diversity, equality, and non-discrimination in an indirect way (through art),
- Motivate participants to think about modern challenges related to inclusion, diversity, and non-discrimination,
- Recognize the differences in people's perspectives and in their understanding of social situations,
- Stress the importance of dialogue,
- Inspire participants to express themselves and contribute to positive social change through art.

NEEDS ANALYSIS AND DESCRIPTION:

The course places a big importance on art as a form of self-expression and social criticism. Participants have typically little experience with performing arts, and before they learn how to express themselves through art, they need to observe how others do it, in this case through the eyes of a movie director. Furthermore, films are a relevant medium to approach young generations as they understand well messages which are transmitted through visualisation and storytelling. Movies can also inspire reflection, creativity, and self-expression, which are qualities needed in modern workplaces.

Lastly, it is very hard for people to understand other people's perspectives and to even realise the span of differences in understanding and processing of information. Discussing a film together helps participants to see how each person finds different parts of the firm important, understands events and dialogues in a different way, and even makes different conclusions about their meaning.

ACTIVITIES:

- Watching a film: We have chosen to watch Triangle of Sadness as it has recently won Palme d'Or, takes place in our time, and presents a world which is very understandable by the young people participating in the course.
- Thinking of different possible endings for the film.

RESOURCES:

Examples of films which are dealing with the topics of inclusion, diversity and non-discrimination are:
- Triangle of Sadness,
- Parasite,
- 12 Years A Slave,
- The Theory of Everything,
- The Untouchables,
- Forrest Gump,
- Milk.

METHOD: Watching and analysing, critical thinking

LEARNING OUTCOMES:

- Recognize different cases of exclusion, discrimination, and inequality,
- Become aware of the impact exclusion, discrimination and inequality have on individual people and on society,
- Analyse critically the relations between various social classes/groups, and the major characteristics of different political and economic systems (communism, capitalism, democracy),
- Analyse critically a work of art,
- Acknowledge and accept the wide range of differences in interpretation and perspectives of each spectator.

LESSON 5: Discussion and personal exploration of social exclusion

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Define social exclusion from a personal perspective and identify the role of privilege in social exclusion,
- Define and identify the spectrum of privileges and their social consequences among the group of participants,
- Recognize the presence or lack of privileges,
- Recognize the presence or lack of power and how it shifts according to context,
- Identify the personal characteristics of people who have managed to play important social roles despite lacking privileges,
- Build appreciation for what we are and have.

NEEDS ANALYSIS AND DESCRIPTION:

Young people are in a transitional period of their lives, where they are starting to become more independent and form their own opinions and beliefs. They certainly have at least limited exposure to the concepts of social exclusion and privilege and are likely to be interested in social justice issues and willing to learn about them.

The lesson is designed to be interactive and practical, with opportunities for group discussions, self-reflection, and real-life examples. It is also important to acknowledge the personal experiences and perspectives of the participants and offer a safe and inclusive environment that encourages them to share their views and opinions. The lesson focuses on the impact of social exclusion and (lack of) privilege on their daily lives, highlighting how these issues affect their relationships, opportunities and well-being. During the group debriefing time, the mentor/trainer will provide participants with strategies and resources that they can use to challenge social exclusion and promote equality and inclusion in their communities.

ACTIVITIES:

Activity 1: 'Take a step forward'
Each participant receives 3/4 role cards and some paper figurines of people, such as 'an unemployed single mother', 'an owner of a successful company', 'a refugee'. Participants are asked to move each of their people according to their status or life story, and to listen to some situations and events. Some examples of situations and events are:

- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.

Group debriefing: How did you feel about each of your people? How could you help them? What advice would you give to each of them?

Activity 2: Power and exclusion – 'If Statements'
All participants are lined up in the middle of a big room. They listen to different statements and are told that their purpose is to reach the furthest moving forward. As they listen to the statements, they analyse their situation and move through the room accordingly. They are invited either to answer on their behalf or on the behalf of an imaginary character they can create if that suits them better.
Some sample statements are:

- If you are a citizen of the country you live in, take a step forward.
- If you were brought up in the working class, take a step backward.
- If you graduated from or are enrolled in college or university, take a step forward.
- If you are female, take a step backward.

- If you are not Caucasian, take a step backward.
- If the breadwinner in your family was ever unemployed while you were a child, take a step backward.
- If you are able-bodied, take a step forward.
- If you identify with the LGBTQA+ community or are sometimes perceived to be a part of it, take a step backward.
- If you have ever travelled for tourism outside of your country of residence, take a step forward.

Group debriefing: How fair was the process? How did it feel? What can you do to help yourself?

Activity 3: Privilege spectrum activity
Participants are placed in 3 rows. Each participant is given a piece of scrap paper to crumple up into a ball. A bin is placed in the front of the room. Participants are explained that they represent the country's population, and that everyone in the country has a chance to become wealthy and move into the upper class. To move into the upper class, participants must throw their wadded-up paper into the bin while sitting in their seat.

Participants in the back row are at a disadvantage (which is the point of this game) and they are also more likely to complain about the fairness of the game. Those in the front have clearly a better chance at making it in than the ones toward the back. The closer you are to the bin, the better your odds. This is what privilege looks like. People in the front of the room tend to be also unaware of the privilege they have as the rest of the participants are behind them and cannot be seen.

Group debriefing: How can one change the odds in their favour? What type of resources would one sitting in the back rely on to progress faster? How can one compensate for a disadvantageous position? What are the characteristics of the people that start with a disadvantage and end up successful?

RESOURCES: A spacious room, paper figurines, plain sheets of paper, a bin, and the activities' statements.

METHOD: Games & debriefing

LEARNING OUTCOMES:

- Develop leadership skills,
- Develop critical and analytical thinking.
- Improve self-awareness.

LESSON 6: Museum visit related to equality, social justice and human rights

DURATION: 1.5 - 2 hours

MODE OF DELIVERY: In-person

GOALS:

- Enrich participants' knowledge about human rights, equality, and social justice in Europe,
- Showcase real-life cases of societal malfunction related to diversity and human rights,
- Explain the evolution of equal and equitable treatment.

NEEDS ANALYSIS AND DESCRIPTION:

The program encourages critical thinking and the ability to build one's own opinion about social phenomena. Gathering reliable information and understanding the processes that have led to the current situation is instrumental to that end. A historical museum or any place that collects and presents the collective memory of societies is a good place to visually explore history. The immersive nature of museums is well matched with the informal learning approach of our programme and can diversify a sequence of in-house and more theoretical sessions. Furthermore, museums are sources of authentic information and artefacts (artworks, political documents, everyday items of the past and present) and can indirectly help build a resilience to misinformation and develop participants' ability to identify fake news.

Project participants are beginning to develop interest in social justice and have a need to understand "how Europe works". In Brussels, the House of European History (online collection available too at https://historia-europa.ep.eu/en/welcome-house-european-history) is a relevant place to visit. The museum offers guided themed tours about the development of human rights in Europe with emphasis on workers' rights and the rights of women and children. Cases of violations of human rights throughout European history are showcased too, e.g., children working without pay in the early industrial era, the Holocaust, the Stalinism/Gulag-type camps. In Zagreb, the Croatian History Museum (www.hismus.hr/en/), the Museum of Contemporary Art (www.msu.hr), and the Archaeological Museum (www.amz.hr/en/home/) are also good places of reference.

ACTIVITIES:

- A guided themed tour,
- Independent exploration of artefacts,
- Group analysis/discussion.

RESOURCES:

- The House of European History in Brussels and its online collection:
  - https://historia-europa.ep.eu/en/mission-vision
  - https://historia-europa-ep.zetcom.net/en/collection/?f=Fake-For-Real&v=2
- Equality - the basics:
  - What is equality? - CBBC Newsround - https://www.bbc.co.uk/newsround/av/42925824
  - https://canadianequality.ca/equity-or-equality/
- A critical view on equality in Europe:
  - Qu'est-ce que l'égalité? Comment y parvenir? | Investig'Action available at https://www.investigaction.net/fr/quest-ce-que-legalite-comment-y-parvenir/

METHOD: Active learning, visual and immersive learning, personal research, group discussions.

LEARNING OUTCOMES:

- Link theoretical notions of human rights, democratic values, and equality to real-life (historical) cases,
- Deepen understanding of the role of individuals and movements in the fight for civil rights,
- Build deeper understanding of the European Union,
- Develop the ability to distinguish between equal and equitable treatment.

LESSON 7: Creative reflection

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Learn about each other through exercises and improvisation,
- Understand different social positions,
- Explore status and play with different status behaviours,
- Let go of personal inhibitions and insecurities,
- Learn to accept others without judgement and to support each other,
- Enhance the feelings of acceptance and comfort in the group.

NEEDS ANALYSIS AND DESCRIPTION:

Young people nowadays live somewhat isolated lives. They particularly do not have much experience with social groups different from their own. In order to develop tolerance, young people need to pay attention to and have direct contact with people from different social groups and in different social positions, try to understand the issues they face on a daily basis, and understand their way of thinking. Another important aspect of acceptance and tolerance is letting go of fears, accepting ourselves as we are, and accepting others without judgement.

To better understand each other, feel closer to each other, and let go of personal inhibitions, participants are involved in exercises and games which bring to surface the inhibitions each of them has, make them face their own insecurities, and help them learn more about their partners, thus building better understanding of them on a deeper, subconscious level.

ACTIVITIES: Improvisations, games and exercises targeting personal inhibitions, learning to let go of prejudices and judgement, learning to accept the opinions and actions of others, practicing acceptance.

Example of an activity: Participants are split in groups of 2. In each group, one of the participants is using body language, posture and voice which are typically attributed to people with power (leaning forward, sitting up, looking straight at the other person's eyes, speaking loudly and confidently), while the other uses body language and voice typically attributed to people with low self-esteem (slouching, folding arms, shrinking into the chair, shaking their legs, avoiding eye contact). The pairs gradually intensify their behaviour emphasising further the position of power from which they speak. Finally, they are asked to switch places and exchange their roles.
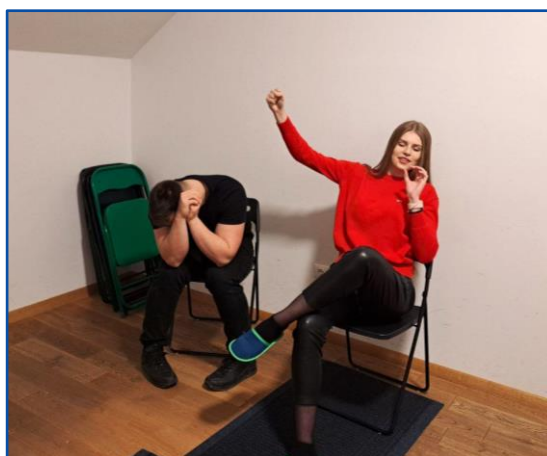
Group debriefing: Participants are asked to describe how they have felt when they played both roles? Was the body language of their partners making them feel in the expected way? In what situation did they feel like they had more/less control over the other person?

METHOD: Game-based learning, active learning, improvisation, group debriefing

LEARNING OUTCOMES:

- Learn to recognize one's own inhibitions and fears in relation to others,
- Learn to recognize the power of body language and non-verbal communication,
- Become more comfortable with oneself within the group,
- Learn to accept others without judgement,
- Allow oneself to "be silly" and act spontaneously,
- Develop tolerance towards others and learn how to support each other.

LESSON 8: The importance of diversity and inclusion for democratic societies

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Learn about different types of diversity,
- Present historical examples of competition and collaboration between different minority groups,
- Recognize and list challenges related to diversity and inclusion faced by young people nowadays,
- Get participants closer and build trust and rapport among them.

NEEDS ANALYSIS AND DESCRIPTION:

Since the course participants are very diverse and some of them are members of more than one group with a minority status, it is very easy for them to focus on their own needs and challenges. Such a personal introspection is important for knowing and asserting oneself, yet it may stay on the way of their inclusion in society. It is very common for different minority groups and for the majority to see human rights as a zero-sum game, in which one group's or a person's gain is another group's or a person's loss. In reality, inclusion and equality should be viewed as a positive-sum game, where everyone benefits from the existence of universal human rights. Additionally, placing oneself in a rigid category can be limiting and can reinforce both positive and negative stereotypes (such as entitlement, discrimination, stigma, overconfidence, lack of confidence) and how we think of ourselves. In other words, it can block fluidity and advancement. The session's objective is to try to educate young people that the goal of inclusion is to get people closer to one another and enable them to empathise with each other. That is not to say that there are no structural obstacles on the way to social inclusion which need to be addressed, but rather that focus should be placed on promoting equal opportunities, access, inclusion, and fairness by getting people together rather than separating them into groups and categories.

ACTIVITIES:

- Interactive lecture with a Power Point presentation. Participants are allowed to interrupt and ask questions, and are encouraged to regularly express an opinion on the topics discussed,

- Structured discussion on a topic chosen by the participants. The topics have been selected from a survey of young people in Europe on the most challenging issues their generation faces. The identified topics for 2022 were: youth unemployment, climate change, environmental degradation, economic inequality and low voter turnout. Each is related to social inclusion, non-discrimination and equality. Identified challenges change regularly and need to reflect the shift in young people's priorities triggered by societal and world developments.

RESOURCES:

On social exclusion through the prism of free will and personal responsibility, the following videos provide the two contrasting extreme perspectives:

https://www.youtube.com/watch?v=HCVnydB3bj0 and

https://www.youtube.com/watch?v=p4_CJ7MwsOU

https://www.youtube.com/watch?v=e2zUC9ktHjk

METHOD: Lecturing, discussion and sharing of personal experiences

LEARNING OUTCOMES:

- Recognize different types of diversity,
- Acknowledge that inclusion and equality should not be viewed as a zero-sum game,
- Learn to discuss persuasively yet objectively topics of interest to young people (youth unemployment, climate change, environmental degradation, economic inequality, low voter turnout),
- Recognize and understand social theories based on free will and moral responsibility scepticism,
- Be able to convince peers that social inclusion is important on an individual and societal level.

LESSON 9 (module conclusion): Creative reflection

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: Online (Zoom)

GOALS:

- Summarise what was learned during module 1 on human rights, democracy, diversity, inclusion, and tolerance,
- Provide participants with time to self-evaluate their progress and what they have learned/how they have changed since the beginning of the programme (Youthpass is one of the tools used for self-evaluation),
- Catch up with the "other" group and get briefed about their progress.

NEEDS ANALYSIS AND DESCRIPTION:

During the previous eight sessions, the participants have covered an array of theoretical topics, have participated in outside activities, and have engaged in discussion and improvisation. At the 1st module's closing session, it is important for the trainers to get feedback about the value of the materials and topics which have been explored. This provides direct input into how the participants understand the program, what progress they have made, and in what way the programme can be improved, in particular in relation to the methodologies used. Each group has a different dynamic and preferences, and not all used methods would suit all people. Online sessions also ensure that a liaison is built not among the participants within each country only but also transnationally. This brings additional perspectives to the discussed topics and reveals similarities on EU level.

The participants are also reminded of their Youthpass and given the opportunity to ask any questions about it, especially if they need help filling it in.

ACTIVITIES:

- Discussion about the module,
- Sharing of participants' opinions about the value of the covered materials and methodologies,
- Introduction of new participants to the group,
- Group work - creating characters and setting up of an improvisation "Expert Interview",
- Group work - performing Expert Interviews in pairs, groups consist of two participants, one from each country,
- Discussion about Youthpass,
- Q&A session.

METHOD: Online game playing, group work, discussion

RESOURCES: *Improv for Actors* by Dan Diggles, Youthpass

LEARNING OUTCOMES:

- Strengthen trust and tolerance among participants,
- Revise the acquired knowledge on democracy, human rights, diversity, inclusion, and tolerance,
- Confirm the effectiveness of the used methods,
- Carry out self-evaluation through reflection, discussion, and the use of Youthpass.

Social exclusion from
a psychological perspective

LESSON 1: Introduction to the module

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: Online (Zoom)

GOALS:

- Review the values of inclusion and accepting diversity,
- Understand how the brain works and the psychological reasons for excluding others (Maslow's Needs Pyramid, Triune Brain Theory - Paul McLean, Thinking, Fast & Slow, Daniel Kahneman, NLP Communication Model),
- Learn about unconscious biases,
- Learn about the dynamic process model of social exclusion,
- Learn about practical tools for improving self-regulation (Inside Out Method) and interpersonal skills.

NEEDS ANALYSIS AND DESCRIPTION:

18–25-year-olds are experiencing many changes and challenges in their lives related to becoming more independent and self-sufficient, and finding their place in society. A better understanding of the psychology of exclusion will provide them with a useful explanation of social situations they may have encountered. They are likely to have personal experiences with social exclusion or to know someone who has experienced it, which makes this topic particularly relevant to them.

The lesson presents psychological theories and is designed to be interactive and engaging, with opportunities for group discussion and activities. It focuses on the psychological impact of social exclusion, highlighting the emotional and cognitive responses which individuals might experience and how these could impact their mental health and well-being.

ACTIVITIES:

- Interactive lecture with a PowerPoint presentation. Participants are allowed to interrupt and ask questions and are encouraged to regularly express an opinion on the topics discussed.

- Group activities followed by full house debriefing:

    - 'Should I stay, or should I go',
    - 'Knowledge is power'.

RESOURCES: PowerPoint, copies of statements for the facilitator of 'Should I stay, or should I go', copies of Myths/Facts sheet for the 'Knowledge is power' activity

METHOD: Lecturing, discussion and sharing of personal experiences

LEARNING OUTCOMES:

- Recognize the three main parts of the brain - Triune Brain Theory,
- Become aware of the unconscious life scripts/metaprograms through which the brain filters the information about the world,
- Acknowledge that if you have a brain, you have a bias (perception, affinity, confirmation, attribution, conformity, contrast biases) and understand the value of self-awareness,
- Understand the process of detecting, appraising, and regulating social pain during social exclusion (smoke alarm).

LESSON 2: Watching a play related to exclusion and minority rights

DURATION: 1.5 to 2.5 hours, depending on the duration of the play

MODE OF DELIVERY: In-person, no breaks

GOALS:

- Learn through performing arts about exclusion and its impact on people,
- Examine one's own experiences, feelings, and opinions about the topics of inclusion and exclusion,
- Make participants aware of different people's life situations, choices, and views on life.

NEEDS ANALYSIS AND DESCRIPTION:

Young people do not frequent theatres to the extent the generation of their parents and grandparents did, and in their visits to the theatre, they prefer to see popular performances or classics. It is useful to expose them to modern writers and performances which deal with questions close to their generation. Theatre helps young people develop empathy, tolerance and social awareness, cooperation and collaboration with fellow participants, and communication and concentration skills. Theatre also offers a personal connection and engagement for viewers unlike any other educational method as it is entertaining, immersive, and subtle.

ACTIVITIES:

- Watching a theatre play: We have chosen to watch the play 'Amniotic Fluid' by Croatian writer Marina Vujčić because it is created by a fully Croatian crew consisting of mostly women. The script writer, the director and the scenographer are all women which is rare in performing arts. The play tackles different women's choices and ideas in relation to pregnancy and motherhood, their personal understanding of intimacy, happiness, and the meaning of life.

RESOURCES:

Examples of modern plays which deal with inclusion and minority rights are:

- The Collaboration,
- Vita and Virginia,
- We Are Neighbours,
- Without Rule of Law,
- Indecent,
- Unholy,
- Beautiful Man & Other Short Plays,
- À coups de poing sur le cœur,
- Hedda Gabler & Sirens: Elektra in Bosnia,
- Driving Miss Daisy,
- To Kill a Mockingbird,
- Fairview,
- Ragtime,
- FOB,
- Letters From Cuba,
- The Year of the Dragon,
- A Majority of One

METHOD: Watching and analysing, critical thinking, performing arts

LEARNING OUTCOMES:

- Develop awareness and recognition of the differences in people's opinions and lifestyle choices,
- Improve acceptance of diverging opinions and of members of other social groups,
- Develop ability to critically analyse a work of art,
- Develop acknowledgement and acceptance of the major differences in the interpretation of works of art.

LESSON 3: Women's rights and position in society: A personal point of view

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Explore women's position in society, the societal perception of the role of women, and the right of women to make their own choices when it comes to making decisions about their own body,
- Find /clarify/explore/challenge/explain one's own opinions and experiences related to the given themes,
- Help participants overcome initial reservations about speaking up and sharing personal experiences.

NEEDS ANALYSIS AND DESCRIPTION:

The activity will provide participants with the opportunity to share personal opinions and experiences in a safe environment, without being judged or dismissed. The mentors will encourage young people to express and defend their opinions related to women's position in society, while also helping them discuss and communicate with people expressing opposite opinions from them.

ACTIVITIES:

- Analyse the theatre script and play 'Amniotic Fluid',
- Carry out a semi-structured discussion about the characters and themes / issues in the play. Some of the questions that can be asked are: Does being a woman/man/gender non-conforming/transgender/genderfluid etc. make you feel included or excluded from society? In which situations do you feel excluded/included? What are the situations/conditions/perceptions you would like to change?
- Engage in short drama activities – perform spontaneous improvisations on given situations in pairs.

RESOURCES: The play "Amniotic Fluid" and reading excerpts from the play's script – scenes and monologues.

Activity 1: Situational improv
Participants walk on the grid, when a stop is called, they pick the nearest person as a partner and have a conversation – one is pregnant or has a pregnant girlfriend. The conversations take place at:
- an underground train station,
- a party, late night when everyone is tipsy,
- the doctor's waiting room,
- a Safe House for women – a new woman in,
- an interview as part of a natality show on TV.

Activity 2: Character monologues and questions by the audience.
Participants are assigned a character (e.g., Nora, Eva, Flora, Bruno, Toma, Antonio, Vilma, Gašpar) and asked to put themselves in the characters' shoes, stand in front of the class and perform a short monologue. The remaining participants/audience members are prompted to ask questions.

Activity 3: Frozen pictures
Participants are asked to position themselves according to the status of a character.

Activity 4: Discussion about the exercises and the feelings and thoughts they evoked in participants.

METHOD: Drama and games, mentoring

LEARNING OUTCOMES:

- Improve ability to formulate and justify personal opinions,
- Improve understanding of the importance of standing by life choices and preserving integrity,
- Advance communication between people with diverging views,
- Build tolerance towards people with opposing views when it comes to very emotional issues and issues involving personal freedoms or choice.

LESSON 4: History of feminism: A theoretical retrospective

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Provide a historical overview of feminism starting in the 18th century to nowadays,
- Discuss the different waves and theories of feminism,
- Raise awareness about the different issues affecting gender,
- Empower participants by providing them with a forum for free expression,
- Develop participants' leadership skills,
- Build a community,
- Promote respect and acceptance of diversity of opinions and life choices.

NEEDS ANALYSIS AND DESCRIPTION:

The proliferation of feminist theories and forms of activism has led to the existence of more 'individual' forms of feminism. Young people do not necessarily possess knowledge of the historical events which have led to the acquisition of the rights which they enjoy nowadays and even take for granted, nor are they acquainted with feminist theories. They are thus typically lacking the theoretical foundation and historical context needed to place personal challenges in a wider perspective. This session can be structured to be highly theoretical in nature. It can also be more interactive with participants being invited to contribute actively to the discussion of historical events and feminist theories, or even to make presentations. In the case of our course, the lecture has been conceived as theoretical, yet it was very emotionally and passionately presented, because it was delivered by one of the young people participating in the course. It is desirable to make the course about participants rather than mentors, and providing everyone with a forum to present, share and discuss contributes to creating an atmosphere of trust, and facilitates the bonding between participants.

ACTIVITIES:
- Lecture,
- Reading theoretical texts,
- Poetry reading,
- Discussion.

RESOURCES:

- 'The Subjection of Women' by John Stuart Mill,
- *A Vindication of the Rights of Woman* by Mary Wollstonecraft,
- *The Second Sex* by Simone de Beauvoir,
- *Sister Outsider* by Audre Lorde,
- *Women, Culture and Politics* by Angela Davis,
- *Gender Trouble: Feminism and the Subversion of Identity* by Judith Butler.
- *Race, Class and Gender: An Anthology* by Margaret L. Andersen,
- *Bad Feminist* by Roxane Gay,
- *Feminism is for Everybody* by Bell Hooks.

METHOD: Lecturing, literature analysis, discussion

LEARNING OUTCOMES:
- Develop understanding of historical events and theories which have shaped modern-day feminism,
- Build higher awareness of issues affecting gender and position in society,
- Enable participants to strive for equality, freedom and control over their own lives and ways of living,
- Develop leadership skills,
- Build respect and advance the acceptance of diversity of opinions and life choices.

LESSON 5: Why is exclusion harmful for society?: A debate with a refugee

DURATION: 1.5 - 2 hours, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Understand the large-scale impact and the challenges created by exclusion for democratic societies,
- Emphasise the benefits for governments and democratic societies to support social inclusion,
- Explore cultural differences and the added value of acceptance and equality among people,
- Explore social exclusion and the way out of it on the personal example of a peer (a young refugee).

NEEDS ANALYSIS AND DESCRIPTION:

The session is designed to serve a threefold purpose:

1. A personal perspective and account of exclusion and a broader analysis of its impact on society (on social care, healthcare, economy, and security) are combined. It is also useful to juxtapose worst-case and best-case scenarios and demonstrate how social exclusion of specific groups and even individuals may snowball into large-scale negative consequences for entire communities and societies. In this session, we have invited a guest speaker, a 24-year-old migrant from Afghanistan, who was both studying and working in his host country. We relied specifically on his account of his search for inclusion, and on his academic background (cultural anthropology), to start a discussion on racial differences from a culturological and biological perspective leading to conclusions about the added value of diversity and of the natural right to equality of all races. Space for contemplation and discussion was made regarding the personal position of each participant and the potential reaction/line of action they would take in real-life situations.

2. The participants have expressed a desire to encounter examples of the successful inclusion of diverse/excluded persons in society. Many of the project participants are young people in a socially challenging situation (migrants, refugees, NEET) or foreign students who have recently arrived in the EU. They are frequently feeling isolated and marginalised and have the need to address their feelings and (perceived) social status. The encounter and exchange of experiences with a peer provides information about practical steps to be taken and, equally importantly, hope and emotional support. In this case, the invited guest speaker was external to the project. However, one can also consider opening the floor to a project participant, a refugee or an expat who would be ready to share their personal experience.

3. The presence of a guest speaker is used to practise the ability to lead a formal and cordial debate, in particular about races and racism, and about the political and security situation in Afghanistan (reasons for emigrating).

ACTIVITIES:

- Debate with a guest speaker in free format. A very short presentation by the guest and an extensive, spontaneous Q&A part.

RESOURCES:

- https://www.liberties.eu/fr/stories/social-exclusion/43579
- chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.oecd.org/fr/education/scolaire/1855793.pdf
- https://www.washingtonpost.com/science/2018/11/01/psychology-how-someone-becomes-radicalized/
- https://www.brookings.edu/articles/how-do-education-and-unemployment-affect-support-for-violent-extremism/

METHOD:

- Interactive lecture,
- Peer learning,
- Sharing personal experiences,
- Socialising,

- Structured debate.

LEARNING OUTCOMES:

- Understand the negative impacts of social exclusion on societies and states,
- Conduct group analysis of political and social challenges stemming from social exclusion,
- Identify personal positions and potential lines of social behaviour,
- Receive practical advice for integration in a specific (EU) host country.

LESSON 6: Immigration: Individual and societal perspectives (continued)

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Share personal experiences related to living in a foreign country/being an immigrant,
- Identify and discuss the different reasons for emigrating,
- Identify and discuss the positive and negative aspects of immigration for the host country,
- Identify and discuss the reasons there is a strong opposition to immigration among certain segments of society,
- Empower participants to talk about their feelings,
- Explore the social construction of personal and collective identities, in particular in opposition to an outside "other,"
- Place the foundations for exploring and learning how to communicate on challenging topics,
- Promote respect and acceptance of diversity of opinions and life choices.

NEEDS ANALYSIS AND DESCRIPTION:

The group of young people participating in the project is very diverse and consists of a significant number of foreigners. Some of them are from cultures similar to that of their host countries while some are sharing very different value systems and ways of living. Some of them have left their home countries looking for better education or for new experiences, while others have escaped war or violence and discrimination. For some of them the topic was very upsetting, and they chose not to speak about themselves, or even to attend the session, despite a high level of trust being already established among participants. Depending on the dynamics in the group, the session can be founded on the participants' personal experiences, or guest speakers who are older and more established in the host country (see Lesson 5 of this module) can be invited to make a retrospective of the road they have walked.

Regardless of the format, the session needs to view immigration from both an objective and subjective perspective, providing personal accounts and incorporating them in a synthesis of the arguments given for and against immigration. It is also important to start preparing participants for the next module which would be on communication. In addition to providing everyone with a forum to present, share and discuss challenging issues in an atmosphere of trust, it is also important to make participants aware that their opinions are not always shared by others, and that engaging in a discussion on societal level requires preparation and time. The topic is very broad, and it is hard to cover it in one session, so we have devoted two sessions to it. It would be also useful to carry out creative expression and improv exercises in subsequent sessions on this topic.

ACTIVITIES:

- Sharing of personal experiences related to immigration,
- Identification of reasons for emigration, and the positive and negative aspects of immigration,
- Discussion.

METHOD: Peer learning, personal accounts, discussion

LEARNING OUTCOMES:

- Develop understanding of the reasons for which people leave their home countries,
- Develop understanding of the positive and negative aspects of immigration,
- Create a feeling of empathy among participants, and provide support to participants who are having a hard time,
- Enable participants to strive for equality, freedom and control over their own lives and ways of living,
- Build respect and advance the acceptance of diversity of opinions,
- Develop understanding of the challenges associated with engaging in a public debate on sensitive topics.

LESSON 7: The unplanned journey: Caring for children with special needs

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Provide young people with different types of autism and their carers/families with the opportunity to talk about their lives, experiences, and aspirations,
- Raise awareness about the challenges people with special needs, in particular young people, face nowadays in their communities, schools, families, and on the labour market,
- Explore ideas on how to facilitate the successful community integration and inclusion of people with special needs,
- Develop better understanding of and empathy for people with special needs,
- Provide young people with special needs with a direct channel to socialise with their peers.

NEEDS ANALYSIS AND DESCRIPTION:

Although the course is open to young people with special needs, because of the lack of trained staff to assist them during sessions, it was established that a special format of cooperation needs to be established specifically for them. In partnership with an NGO working with autistic young people, we have invited two mothers and two young people (18 to 25 years old) to talk to the group about their experiences. This session is conceived as being less interactive than the previous ones as the guest speakers have set up a format which works for them. The topics to be discussed revolve around the challenges and discrimination people with special needs continue to face nowadays, but also about their personal victories in overcoming hardship and personal and societal limitations, in particular such related to educational and work opportunities and integration. The session combines the subjective with the objective, building understanding about the exclusion people with special needs face, and the steps that would improve their status in society and their quality of living. After the formal session, participants are encouraged to continue socialising in smaller groups with the guest speakers.

ACTIVITIES:

- Sharing of personal experiences,
- Peer learning,
- Singing,
- Socialising.

METHOD: Listening, asking questions, socialising

LEARNING OUTCOMES:

- Develop understanding of the lives of people with special needs and of those who care for them,
- Learn about the different types of autism,
- Learn how to interact with people with special needs and how to include people with special needs, in particular autism, in social activities,
- Come up with ideas for empowering people with special needs and contributing to their better inclusion in society.

LESSON 8: Social inclusion and changes in our relational brain

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: Online (Zoom)

GOALS:

- Develop empathy and sharing of emotions by communicating similar experiences,
- Become familiarised with the Evolutionary Theory of Motivation as a possible explanation of the inclusion-exclusion dynamic,
- Review the relationship between automatic responses (flight, fight, freeze) and the need for predictability and the rejection of the unfamiliar as a potential threat,
- Understand the role of the brain's reward system in driving us to alter behaviours ('carrot is better than a stick'),
- Understand the crucial role of the brain's neurotransmitters: dopamine, oxytocin, dopamine, cortisol, testosterone in regulating emotional responses to social inclusion and exclusion,
- Understand the impact of social inclusion/exclusion on mental health and well-being.

NEEDS ANALYSIS AND DESCRIPTION:

Our work with young people demonstrates an interest in topics related to personal growth and development, as well as to the social and emotional aspects of their lives. If they have experienced challenges with social inclusion, this topic might be particularly relevant to them. The lesson is designed to be interactive, practical, creating opportunities for group discussions and self-reflection. It presents the changes that occur in our relational brain when we experience both social inclusion and exclusion, highlighting the psychological and neurological processes that support positive social relationships. By addressing the social and emotional aspects of inclusion and the changes that occur in our relational brain, this lesson can help equip students with the knowledge and skills needed to promote mental health and well-being.

ACTIVITIES:

The session is relying on an interactive lecture with a PowerPoint presentation. Participants are allowed to interrupt and ask questions and are encouraged to regularly express an opinion on the topics discussed. The lecture is followed by group work and games.

Examples of related activities include:

Activity 1:
This is a group activity taking place in teams of three people (working in breakout rooms and supervised occasionally by a mentor). Participants are asked to identify themselves using max 6 words; share an impactful social exclusion story and identify the emotions of everyone involved and potential coping mechanisms for the person who is being excluded; create a proverb/advice/slogan based on three shared stories.

Activity 2:
Participants are brought together, and their work is assisted by a mentor. One or few of the participants are asked to present a story shared by someone else during the previous activity, and the group shares their advice/advice/slogan with everyone.

RESOURCES: PowerPoint presentation

METHOD: lecturing, discussion and sharing of personal experiences

LEARNING OUTCOMES:

- Practise the ability to work in teams, by openly sharing social exclusion stories with the other participants,
- Connect emotionally through empathy with the other participants,
- Exercise group creativity by co-creating a proverb/advice/slogan,
- Develop understanding of the role of the reward system of the brain in the dynamic of social inclusion/exclusion,
- Understand the crucial role of social inclusion for mental health and well-being.
- Come up with practical ways to promote social inclusion.

LESSON 9 (module conclusion): Creative reflection

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Explore through improvisation different types of exclusion in society,
- Practise being non-judgemental,
- Develop tolerance towards others' points of view and acceptance of others' ideas,
- Practise showing support for your partner,
- Summarise what was learned during module 2 on diversity and inclusion,
- Provide participants with time to self-evaluate their progress and what they have learned/how they have changed since the beginning of the programme (Youthpass is one of the tools used for self-evaluation).

NEEDS ANALYSIS AND DESCRIPTION:

People have strong and rigid value systems and beliefs, and are frequently and to a certain extent, subconsciously, intolerant towards those who are different from them or who express different opinions from their own. This session comprises activities targeted at bringing awareness of personal biases and prejudices. Participants are placed in situations where the game they are playing can only continue if they accept and expand the ideas their partner suggests. The exercise helps build trust and support and allows participants to share their emotions and thoughts and to develop techniques for working with others in a safe and positive environment. The developed behavioural and communication techniques would also come handy in real-life situations.

As this is the 2nd module's closing session, it is also used for self-evaluation and for carrying out a retrospection on personal progress and the quality of the module's materials and content. The participants are also reminded to fill in their Youthasses and given the opportunity to ask any questions about them, and to receive help filling them in.

ACTIVITIES:

- Warmup, focus: sound ball, simple counting, and 'What are you doing?',
- Focus, trust: blind cars, giving gifts,
- Teamwork, spontaneity, letting go: telling a story together - five sentences per group - one word at a time,
- Acceptance, support: telling a story with your partner/ acting it out,
- Tolerance, support, being non-judgemental: expert interviews,
- Debriefing after the games.

METHOD:

- Creativity, imagination, discussion,
- Drama games and exercises,
- Improvisation for stage.

RESOURCES: Improv Encyclopaedia, *Games for Actors and Non-Actors* by Augusto Boal, drama exercises, personal experiences

LEARNING OUTCOMES:

- Improve awareness of different types of exclusion in society,
- Revise the acquired knowledge on diversity and inclusion,
- Promote and practise acceptance and tolerance, understand complexity, and expand one's way of thinking,
- Carry out self-evaluation through reflection, discussion, and the use of Youthpass,
- Confirm effectiveness of the used teaching methods.

Building arguments
and communicating clearly

LESSON 1: Introduction to the module

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: Online (Zoom)

GOALS:
- Review the objectives and the content of the module,
- Practise selected communication and critical thinking skills,
- Reinforce the group dynamic.

NEEDS ANALYSIS AND DESCRIPTION:

Issues related to social exclusion are sensitive and difficult to talk about, both at a personal level (due to privacy and vulnerability) and at a community/social level (related to politics). However, dealing with diversity and the need to include or be included are part of the daily life of each person and of every community. Therefore, individuals and communities need to overcome the propensity to avoid unpleasant topics and conversations, and to address them. Module 3 of our programme provides participants with communication tools which can be used in daily life to lead difficult conversations, in situations when one is personally excluded or is attempting to defend the cause of social inclusion. The majority of the young people in our project have never been trained in presentation or persuasion skills. However, practically all of them have declared, and have demonstrated throughout the previous two modules, a willingness to engage in public debate and a need to do so in a constructive way.

Methodology-wise, the module relies on a mix of theoretical premises and personal experiences. For example, an introduction to particular rhetorical devices or principles of analysis can be followed by structured/moderated mini-interviews with guest speakers or with selected participants. Theoretical concepts are to be introduced in a dynamic way through brief introductions followed by educational games and drama/improv exercises. Further theoretical explanations can be provided as the games evolve. After or during each debate, 2-3 minutes can be taken for a group debrief to analyse the use of communication tools. The topics for the debates and mini-interviews should be connected to inclusion, diversity and activism. They should build on the knowledge acquired during the previous modules. During the 1st session, the course's mentors will explain the above logic. They will ascertain that participants have a clear understanding of the topics which will be covered and the methods which will be used during this module.

Lastly, further bonding activities need to be used to reinforce the dynamic between participants in Belgium and Croatia.

ACTIVITIES:
- Intro game: "What I know about the other". Invite each participant to say one thing they have learned about a participant from the other country. If they have not learned anything, they are allowed to ask a question. If they cannot still think of anything, and to save time, they can be referred to the 'List of silly questions' from the Intro presentation of Module 1 of the project,
- Presentation with PowerPoint,
- Critical thinking game - with DiARC cards,
- Diction - introducing a technique and comparative analysis of real-life cases: view interviews with professionally trained and untrained public personalities,
- Debrief, including Youthpass update.

RESOURCES:
- Designed by the iACT trainers: PowerPoint presentation, list of silly questions, collection of video-reels.
- Digital DiARC cards: https://nmct.eu/creativecards/

METHOD: Metacognition, direct instruction, use of educational technology, gaming

LEARNING OUTCOMES:
- Understand the practical use of effective communication skills in daily life,
- Reconnect with group participants.

LESSON 2: Preparing for a discussion

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Understand how to prepare for a difficult conversation,
- Introduce brainstorming techniques,
- Make an attempt to have a structured debate with a guest-speaker.

NEEDS ANALYSIS AND DESCRIPTION:

The programme aims at empowering participants to speak up in favour of their own social inclusion and the inclusion of others, and to be able to defend themselves constructively. These tend to be difficult conversations and potentially, situations filled with tension. It is necessary to prepare for them. The programme provides a safe space where the participants can get tools and techniques, and practice preparing for difficult conversations.

People have the habit of preparing for formal situations, such as job interviews and business negotiations, however, rarely plan how to handle arguments and discussions in every-day life. This session introduces techniques borrowed from diplomacy, business, and drama to help participants prepare for daily situations. A message should be sent that taking even a few minutes to contemplate, gather oneself, and collect relevant information can assist significantly overcoming anxiety and improving one's ability to persuade others. Drama/improv exercises are used, such as breathing and physical action, self-reflection, brainstorming, research (incl. speed research online) and note-taking.

The second half of the session takes the shape of a debate/mini-interview with a guest speaker - an occasion to practise the skills worked on in the first part of the class. If regularly practised, these techniques become a habit and require less and less effort. During this lecture, we have invited a professional of Indian descent who has built a successful career in the corporate world in a large EU city as a human resources expert. The invited guest has experience in negotiations, handling personal conversations and difficult personal cases for a living, and a good grasp of diversity and inclusion issues from his personal and professional experience.

ACTIVITIES:

- Interactive presentation,
- Breathing and warm-up,
- Brainstorming exercise and note-taking - in small groups,
- Moderated debate with a guest speaker. Participants are asked not to interrupt the speaker but to jot down their comments and present them during the Q&A time announced by the moderator. After each section of the guest's presentation, the participants are invited to ask questions or make comments. Each person has the right to ask one question/make one comment.

METHOD: Metacognition/self-observation, group work, debate

LEARNING OUTCOMES:

- Build the habit to create a to-do list as a preparation for a difficult conversation,
- Understand and practise preparing for a challenging discussion,
- Understand and practise participating in a structured debate: plan your own statement, respect the speaking order.

LESSON 3: Misinformation, fake news, and their impact on social inclusion

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: Online (Zoom)

GOALS:

- Build a deeper understanding of fake news and misinformation,
- Facilitate the understanding of the impact of fake news and misinformation on social inclusion and the weakening of political processes,
- Acquire strategies to identify and challenge fake news and misinformation,
- Introduce resources and tools for fact-checking and news-debunk,
- Build self-awareness of your own role in the public information space.

NEEDS ANALYSIS AND DESCRIPTION:

Fake news and misinformation can have significant negative impacts on social inclusion and diversity. The spread of false information can exacerbate polarisation, perpetuate harmful stereotypes and prejudices, and undermine democratic processes. These may lead to a lack of representation and unequal access of certain social groups to political power.

The project participants belong to a generation which encounters consistently fake news and misinformation. The ongoing conflict in Ukraine exposes them additionally to war propaganda and disinformation. While being aware of the phenomenon, the impact of misinformation on political/democratic processes and on personal lives is not necessarily evident to everyone. It is therefore helpful to go beyond the definitions and the mere display of the phenomenon, and to equip young people with strategies and tools to evaluate and eliminate the faulty information they encounter. Specific ways of gaining media literacy and critical thinking skills are promoted during the session. Fact-checking and following diverse voices and perspectives in the media are encouraged.

ACTIVITIES:

- Participants are invited to present cases of fake news which they have encountered (they are asked to prepare these prior to the session),
- The trainer/mentor also presents some examples of fake news,
- An interactive lecture,
- Brainstorming on one's own responsibility as a contributor to online content,
- Exploring fact-checking online platforms,
- Case studies:
    - Explore the complexities of identifying and debunking fake news and conspiracy theories,
    - Explore where and how disinformation happens. How to conduct unbiased/balanced debunking?

METHOD: Interactive lecture, analysis, debate

RESOURCES:

- MasterClass online classes,
- Masterclass and online classes - learn from the best | MentorShow,
- Fake News | Oxford Research Encyclopaedia of Communication,
- 'Misinformation' vs. 'Disinformation': Get Informed on the Difference - Dictionary.com,
- 6 tips to debunk fake news stories by yourself – https://www.poynter.org/fact-checking/2015/6-tips-to-debunk-fake-news-stories-by-yourself/

LEARNING OUTCOMES:

- Develop understanding of fake news and manipulative information, their rationale and manifestations,
- Establish a correlation between fake news/misinformation and social exclusion,
- Build awareness of approaches to counter-argue false/misrepresented information,
- Build familiarity with available (online) tools for fact-checking and news debunking,
- Raise awareness of personal responsibility in the exchange of information in public space.

LESSON 4: Visit to a session of a debate club

DURATION: 1.5-2.0 hours, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Acquire techniques to control one's own behaviour during a conversation,
- Acquire techniques and experience to analyse and respond to others' speech and behaviour constructively 'on the go',
- Practise speaking in public in a clear and persuasive way,
- Improve critical thinking,
- Develop leadership skills.

NEEDS ANALYSIS AND DESCRIPTION:

The activity is an external event organised by a local debate club for its own members. We have asked the club to join at one of their sessions and have suggested the topic for the debate to be inclusion. Participating in structured debates provides participants with an improved perspective on selected issues, enables them to understand and become more tolerant towards diverging opinions, and teaches them how to communicate in a polite, well-reasoned way.

ACTIVITIES:

- Prepare for a presentation on inclusion,
- Present one's perspective on inclusion within a set time and structure,
- Listen to others' perspectives and answer questions,
- Engage in a moderated discussion.

METHOD: Debate

RESOURCES:

- In Brussels: Toastmasters International at https://toastmasters.be/find-a-club/brussels/
- In Zagreb: The Croatian Debate Society at https://hdd.hr/

LEARNING OUTCOMES:

- Learn how to speak in public in a polite, assertive, and well-reasoned manner,
- Grasp the array of different opinions and perspectives on any topic, in particular, inclusion,
- Develop tolerance and respect for the right of others to express their opinions,
- Develop critical thinking and leadership skills by serving as a personal example to others.

LESSON 5: Watching a film on the subjectivity of relational communication

DURATION: 2 hours for the cinema visit and 1 hour for the discussion, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Understand the importance of communication for the construction of personal and group identities,
- Understand what relational communication is,
- Demonstrate how each person perceives the same situation differently based on their unique life experiences,
- Advance the idea that personal perspectives are subjective, based on their experiences, and one does not have the right to assume whether the other person's feelings, thoughts, or actions are appropriate or not,
- Extract the most important messages of the watched movie,
- Understand the social challenges faced by minority groups.

NEEDS ANALYSIS AND DESCRIPTION:

In personal communication, it is common for people to find it difficult to understand other people's point of view, or even to express their own opinions and stands clearly. Because we do not have perfect knowledge of and the same experiences as other people, their perspectives and way of thinking may appear illogical and incorrect. We often assume that our perspective is the correct one, and even the only one, and this makes interpersonal communication difficult and confusing. On a societal level, differences of opinion and value systems might lead to voluntary or involuntary segregation and division. Additionally, the way people communicate could also be subjective, as different cultures, backgrounds, and experiences could lead to different communication styles and preferences, which makes intercultural communication even more difficult. The first step towards improved communication is understanding the subjectivity of sending and receiving a message. By recognizing that, we can learn the importance of actively and openly listening to what others have to say.

ACTIVITIES:

- Watching a film: We have chosen to watch 'Everything Everywhere All at Once' as it came out at the time the module was taking place and we had a few participants who identified with the film's message,
- Discussion about the film, the characters and the film's message.

RESOURCES:

- 'Everything Everywhere All at Once',
- 'Merry Christmas, Mr. Lawrence',
- 'In the Loop',
- 'Minari',
- 'Dead Poets Society',
- 'Babel',
- 'Lost in Translation'.

METHOD: Watching and analysis, critical thinking

LEARNING OUTCOMES:

- Understand how complex and difficult communication is, and how subjective is the sending and receiving of a message,
- Participate actively in both formal and informal communication by listening, considering alternative perspectives and opinions, and reflecting before speaking up,
- Develop tolerance towards different opinions and ways of thinking/living,
- Evaluate a modern work of art.

LESSON 6: What is wrong with Europe: A conversation with a public servant

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: Online (Zoom)

GOALS:

- Learn more about the European Union, in particular its decision-making processes and organisational structure,
- Meet a decision-maker whose decisions and work have influenced many people,
- Discuss contemporary issues of interest to young people.

NEEDS ANALYSIS AND DESCRIPTION:

Young people rarely talk directly to decision makers, whether because of lack of interest or opportunity. In general, young people express less interest in politics than previous generations, and election turnout in the 18-25 age group is very low. The reasons for this have been studied by researchers, but rather than focus on them, the purpose of this session is to create interest in decision-making processes on EU level by introducing participants to an interesting public official/politician who can answer their questions and incite interest in issues related to the future of the EU.

ACTIVITIES:

- Listen to a lecture by a decision-maker (politician, executive officer, corporate manager),
- Q&A session.

RESOURCES: A guest speaker who is interested in youth policy and in working with young people

METHOD: Listening, asking questions, expressing opinions

LEARNING OUTCOMES:

- Learn about EU institutions and decision-making processes,
- Analyse critically several contemporary issues,
- Practise speaking in person with decision-makers.

LESSON 7: How to talk to the media: A conversation with a journalist

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: Online (Zoom)

GOALS:

- Learn about the current state of the media in the EU,
- Meet an established foreign affairs journalist with experience in Brussels,
- Learn how to get something published/covered in the media,
- Learn how to give an interview for the media.

NEEDS ANALYSIS AND DESCRIPTION:

On the one hand, social, and to a lesser extent, traditional media strongly influence young people's attitudes and behaviour. On the other hand, because of the nature of modern life, young people are rarely exposed directly to journalists, mostly communicating with the media from the anonymity of their homes and computers. The opportunity to directly interact with a journalist will help them to: better understand the profession and its challenges, understand how a message can be picked and transmitted by media channels, and preserve control over their message. The session will teach participants how to prepare for a media interview, write a press release, establish contact, and maintain useful relationships with journalists, and achieve planned results. After the previous session, providing the point of view of a public official, it will enable young people to also hear the perspective of an established Brussels journalist on current EU affairs.

ACTIVITIES:

- Listen to a lecture by a journalist,
- Q&A session.

RESOURCES: A guest speaker who is an established journalist with experience covering political and foreign affairs issues

METHOD: Listening, asking questions, expressing opinions

LEARNING OUTCOMES:

- Learn how to talk to and cooperate with the media,
- Get your public release/ campaign published in the media,
- Prepare for a media interview,
- Get tips for writing a public release or a media article.

LESSON 8: An external event: Visit to a political decision-making institution

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Learn about decision-making processes on national/EU level,
- Feel more confident approaching decision-makers,
- See how parliamentary debates look like in person.

NEEDS ANALYSIS AND DESCRIPTION:

Visiting decision-making institutions is not on the agenda of most people, and most young people are not even aware about open days and the possibility of visiting national parliaments or EU institutions. Furthermore, unfortunately, young people rarely meet the politicians representing them in person, which is indicative of the growing distance between the electorate and politicians. This session provides participants with the opportunity to visit the Croatian Parliament and the EU Council, and to meet and talk to some of the politicians representing them.

ACTIVITIES:

- Have an organised tour in a decision-making institution open to the public,
- Listen to a parliamentary debate,
- Meet young politicians/decision-makers.

RESOURCES: A guided organised tour

METHOD: Listening, asking questions, direct first-hand experience

LEARNING OUTCOMES:

- Increase interest in politics,
- Create interest in establishing contact with politicians and decision-makers,
- Build confidence and curiosity,
- Learn how the visited institutions contribute to shaping the state/EU policies on social inclusion.

Co-funded by the European Union

LESSON 9 (module conclusion): Creative reflection

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Enhance observation skills and study the behaviour of people in given situations,
- Put oneself in a character's shoes and react with empathy,
- Summarise what was learned during module 3 on peaceful communication and argument building,
- Provide participants with time to self-evaluate their progress and what they have learned/how they have changed since the beginning of the programme; update Youthpass.

NEEDS ANALYSIS AND DESCRIPTION:

In our daily life we often enter a routine and stop paying close attention to our own behaviour or to the behaviour of others. To learn more about ourselves and others, to be able to recognise certain patterns of behaviour and improve our ability to accept and tolerate differences, we need to slow down and enhance our observational skills. In this session, we focus on observing our own behaviour and the behaviour of others, recognising familiar patterns and rhetoric, and demonstrating these in a drama improvisation created on the spot by the participants.

This is the 3rd module's closing session, and it summarises everything covered in the module. Participants are asked to revise by engaging in exercises, games and improvisations. This provides trainers with input regarding the progress the participants have made. Participants are also encouraged to self-evaluate their own development. They are reminded of updating their Youthass and given the opportunity to ask any questions about it.

ACTIVITIES:

- Relaxation, warm-ups (Mirrors, Blind Cars), simple improvs (Freeze, What are you doing?),
- Group work - "Who am I?" improvisational game,
- Discussion about the module,
- Discussion about Youthpass.

Examples of warm-up exercises:
Mirrors: Participants are split into groups of 2, facing each other. One of the people in the group makes slowly different movements while the other copies/mirrors them. Each participant should take a turn leading and following. The movements need to be kept slow, and each participant should have equal responsibility for the successful realization of the activity. The leader needs to support the follower and adjust the speed to the partner's abilities. With time, the partners should synchronise their movements to such an extent that it would be impossible to say who leads and who follows. A spectator should not be able to tell who the leader is. The game teaches respect for others, restraint from forcing our own opinions onto others, and support and non-judgement of others. These skills, learned through a game, can be useful in real-life situations, and help develop tolerance and acceptance.

Blind Cars: Participants are split into groups of 2. One of the people is a car and the other a driver. To drive the car, the driver uses their fingers positioned on the back of the participant acting as the car. A tap on the right means turn right, a tap on the left, turn left, a tap on the upper part of the back, means go forward, a tap on the lower part of the back means go back, and removing your fingers from the back means make a stop. The 'cars' need to follow the 'drivers'' instructions and keep their eyes closed throughout the game. Participants are not allowed to speak, and they are limited to communicating solely through one sense - touch. As in the Mirrors exercise, the success of the game is shared between partners and the game teaches them to be tolerant, non-judgemental, and observant of the other person's abilities. It demonstrates the importance of tolerance and acceptance.

Both exercises develop (mutual) trust and knowledge of one's self and of others. Participants are asked whether they prefer to lead or to follow.

METHOD: Theatre of the Oppressed, improvisation for stage, learning by communicating, imagination, discussion

RESOURCES: Improv Encyclopaedia and *Games for Actors and Non-Actors* by Augusto Boal.

LEARNING OUTCOMES:

- Strengthen trust and tolerance among participants,
- Recognize behavioural and emotional similarities across cultures and people,
- Practise communicating with consideration and empathy,
- Confirm the effectiveness of the used learning methods,
- Carry out self-evaluation through reflection, discussion, and the use of Youthpass.

Activism and democratic participation

iACT-ers participating in the Brussels Marathon to raise awareness for young people with special needs.

LESSON 1: Introduction to the module

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: Online (Zoom)

GOALS:

- Introduce Module 4 and its activities,
- Familiarise participants with the methods to be used during the module (performing and visual art, improvisation),
- Introduce participants to the most prominent figures of politically engaged theatre in the early 20th century and to the history of performing and visual arts as a tool for initiating change in society,
- Explain the beginnings of epic theatre and the Theatre of the Oppressed.

NEEDS ANALYSIS AND DESCRIPTION:

The arts are an important element of every society and culture, not only for their decorative or entertainment value but also for their capacity to influence people's way of thinking and feeling, and to initiate change on societal level. Art has helped societies advance by mirroring people and situations and pointing out the problems that need to be addressed, and by serving as a source of inspiration and a means to influence others. For this module, it is possible to focus on a single form of art and lead participants to explore it as a means of self-expression and representation of social issues or explore different art forms to accommodate participants' personal preferences. Because of the expertise of our trainers, we have focused on performing arts, engaging in character studies, scene recreation and improvisation.

In modern 'western culture', one of the most important social movements in the performing arts field was epic theatre initiated by the director Bertolt Brecht, which later inspired other theatre practitioners such as Augusto Boal and his 'Theatre of the Oppressed'. This session introduces participants to Brecht and Boal's work and methods, building understanding of 'silent' activism through theatre and improvisation.

ACTIVITIES: Interactive lecture

METHOD: Lecture and discussion

RESOURCES:

- Digital Theatre resources - 'Political Theatre',
- Digital Theatre resources - 'Betolt Brecht',
- *Theatre of the Oppressed* by Augusto Boal,
- *Games for Actors and Non-Actors* by Augusto Boal,
- *Augusto Boal* by Frances Babbage,
- YouTube,
- Wikipedia.

LEARNING OUTCOMES:

- Understand how art can change societies and lives,
- Build familiarity with the history of politically engaged art and the history of performing arts in the early 20th century,
- Think of ways to express oneself through performing arts and improvisation.

LESSON 2: Creative reflection: An image of oppression

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Strengthen teamwork skills within the group,
- Continue developing trust and spontaneity,
- Initiate the development of abstract thinking skills,
- Bring out memories of emotional events and spark imagination,
- Provoke empathy and understanding.

NEEDS ANALYSIS AND DESCRIPTION:

Drama games and exercises provide a safe platform for exploring different forms of oppression in an empirical way. They enable participants to express emotions felt by an imaginary character in a given situation but also to share personal experiences, enact them and see them through the eyes of their peers. By putting themselves in the shoes of an imaginary character, participants feel more comfortable talking about controversial issues and learn to see other people's perspectives in situations related to oppression and violence. Such a process evokes empathy and understanding, a (positive) comparison of others' experiences to our own (recognition of similar emotions) and strengthens cohesion. This is an empirical session during which participants rely on improvisation and scene creation to evoke and reflect on instances in which they have felt powerless or oppressed. The scenes can be enacted through their own eyes or through the eyes of others.

ACTIVITIES:

- Warm-ups: walking around the room, breaking patterns (making simultaneously a cross with one hand and a circle with another),
- Focus exercises (juggling paper balls),
- Teamwork games (gravity, leading through space),
- Image of the word, image of oppression, dynamization of images (participants are split in groups and asked to create a still picture/an image of a moment in their lives when they felt powerless),
- Creation of a scene displaying a form of oppression (can use the image from the previous activity).

Activity example

Image of oppression: Participants are split into groups of 3 or 4 and asked to silently 'sculpt' each other into frozen pictures which communicate an experience of an oppression they struggle with. The images are then 'dynamized' to explore their ramifications, and to physically find ways of moving forward. For example, a first, 'real' image of a particular oppression may be followed by a second, 'ideal' image in order to arrive at a third transitional image between the two.

METHOD: Acting games and exercises, teamwork building games, improvisation for theatre.

RESOURCES:

- *Games for Actors and Non-Actors* by Augusto Boal,
- *Augusto Boal* by Frances Babbage.

LEARNING OUTCOMES:

- Enhance trust and bonding among the group,
- Increase tolerance and ability to feel empathy among participants,
- Recognize familiar experiences related to feelings of powerlessness and situations of violence.

LESSON 3: Creative reflection: An image of oppression (cont'd)

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Strengthen teamwork skills within the group,
- Continue developing trust and spontaneity,
- Build on the previous session and continue working on scenes of oppression,
- Make a distinction between different forms of oppression,
- Understand the motives and characteristics of the oppressor and the oppressed,
- Introduce the roles of the bystanders and enablers.

NEEDS ANALYSIS AND DESCRIPTION:

Another empirical session during which participants explore the topic of oppression through improvisation and scene creation. They develop further last session's examples and short scenes continuing to build upon them and evoking their own feelings and reactions.

The trainers draw participants' attention to the different nature of the recreated scenes (examples of exploitation, marginalisation, powerlessness, cultural imperialism, and violence), and to the different actors involved in them (oppressor, oppressed, bystander, enabler). The roles of the bystander and enabler are studied to explore their role in oppression taking place/being prevented.

ACTIVITIES:

- Warm-ups: silly walks, animal walk,
- Teamwork games (taking turns to tell a story, with each person contributing one word at a time),
- Group work (complete an image, develop a more detailed scene based on the short one done during the last session),
- Acting out scenes.

METHOD: Acting games and exercises, teamwork building games, Theatre of the Oppressed, Forum Theatre, de-briefing

RESOURCES:

- *Games for Actors and Non-Actors* by Augusto Boal,
- *Augusto Boal* by Frances Babbage.

LEARNING OUTCOMES:

- Enhance trust and bonding among the group,
- Increase tolerance and ability to feel empathy among participants,
- Recognize familiar experiences, in particular such related to feelings of powerlessness and situations of violence,
- Recognize different types of oppression and different actors in a situation of oppression,
- Start thinking of ways to react when observing or being in situations of oppression.

LESSON 4: Creative reflection: Inclusion and tolerance

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Find personal associations and search for the meanings of the words 'inclusion' and 'tolerance',
- Look critically at everyday instances of inclusion/exclusion and tolerance/non-tolerance,
- Focus on the subjective aspects of these terms and our everyday behaviour,
- Focus on the specific while moving away from generalisations,
- Recognize instances of intolerance in personal behaviour.

NEEDS ANALYSIS AND DESCRIPTION:

In everyday communication we tend to use the terms inclusion and tolerance without really understanding what these mean, and without understanding the meaning of these terms, we cannot practise them in our personal or professional lives. Frequently, we think we are doing enough by just being 'nice' to people or justify our intolerance towards others with the 'wrongness' of their stances and opinions. Differences of opinion lead to contempt and intolerance which leads to further intolerance, and the splitting of democratic societies along value systems. Even when intolerance is not overt, being nice to people does not need to mean that they are being treated as equal and provided with opportunities to thrive in a society. There are two major ways to ensure inclusion and that is firstly, by building an equal playing field for everyone through legislation and the provision of opportunities, and secondly, by building just and open societies through education and upbringing.

The purpose of this session is to explore the terms 'inclusion' and 'tolerance' in detail, especially on a personal level, and discover what they mean to each of us personally, how they influence our behaviour, and what each person can change in order to become more tolerant towards others. Each participant is encouraged to look at their behaviour and practices and see how these can be improved.

ACTIVITIES:

- Warm-ups and trust building: walking through a room and saying hello, 'trust' positions and fall,
- Group work (complete an image related to exclusion and intolerance),
- Discussion about the terms 'inclusion' and 'tolerance' (what are their formal definitions and what they mean to participants personally).
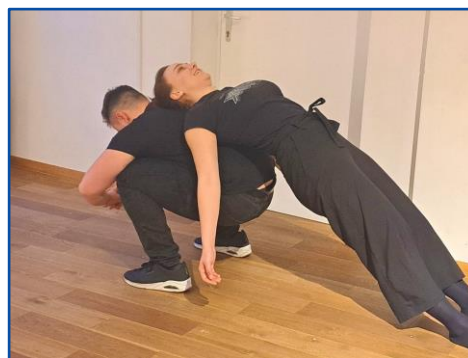
METHOD: Acting games and exercises, teamwork building games, Theatre of the Oppressed, Forum Theatre, discussion

RESOURCES:

- *Games for Actors and Non-Actors* by Augusto Boal,
- *Augusto Boal* by Frances Babbage.

LEARNING OUTCOMES:

- Generate definitions of what 'inclusion' and 'tolerance' should mean,
- Understand that although a completely tolerant and inclusive society is unlikely to be achieved, a change in legislature and regulations, and in people's way of thinking could lead to a significant positive social change,
- Reflect on and question personal behaviour and way of thinking,
- Practise accepting differences of opinion.

LESSON 5: Creative reflection: Inclusion and tolerance (cont'd)

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Find personal associations and search for the meanings of the words 'inclusion' and 'tolerance',
- Look critically at everyday instances of inclusion/exclusion and tolerance/non-tolerance,
- Focus on the subjective aspects of these terms and our everyday behaviour,
- Focus on the specific while moving away from generalisations,
- Practise being more tolerant and accepting of people with different opinions and lifestyles.

NEEDS ANALYSIS AND DESCRIPTION:

During this session, the empirical exploration of the terms 'tolerance' and 'inclusion' continues, as does participants' reflection on their personal behaviour and attitudes towards people who express different opinions or have different value systems. It is challenging for participants to understand that tolerance is a two-way process, and that the fastest way to initiate change is by altering one's own behaviour by becoming more open and accepting of different perspectives.

ACTIVITIES:

- Physical warm-ups and trust exercises (play ball, blind cars),
- Association game

Participants are asked to write on a sheet of paper the first word they associate with: 1. exclusion, 2. a group in society which is excluded, 3. a behaviour connected to exclusion, and 4. a theme connected to tolerance and inclusion. The answers are placed in a box,

- Group work

Participants are split into groups. Each group pulls one sheet from the box created during the association game. Each group is then asked to create a scene based on the words drawn from the box, writing down the situation and dialogue, rehearsing it and acting it out in front of the others. Once all scenes are played, they are analysed jointly, and the scenes are replayed with interventions by audience members (participants not included in the group which has created the scene). Another set of discussions takes place analysing whether the interventions were helpful and what positive developments have taken place,

- Homework - collect stories about tolerance/non-tolerance and inclusion/exclusion from people around you and tell them to the class during the next session.

METHOD: Acting games and exercises, teamwork building games, Theatre of the Oppressed, Forum Theatre, discussion

RESOURCES:

- *Games for Actors and Non-Actors* by Augusto Boal,
- *Augusto Boal* by Frances Babbage.

LEARNING OUTCOMES:

- Reflect on instances of exclusion and intolerance from everyday life,
- Brainstorm ways to improve the situation of excluded persons or groups of people,
- Practise helping others and being an active voice for inclusion and tolerance in society.

LESSON 6: Forms of peaceful protest

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: Online (Zoom)

GOALS:

- Learn about the types of civil resistance and protest,
- Analyse historical causes of unrest and protest,
- Discuss examples of art movements and works of art which have changed the world.

NEEDS ANALYSIS AND DESCRIPTION:

This is a theoretical session which prepares participants for civic participation and community work. It presents historical examples of civil unrest explaining the reasons behind them and the forms of peaceful protest which have been proven effective in changing life for the better. The session discusses in particular some great works of art (such as 'Liberty Leading the People', 'Bella Ciao' and 'Another Brick in the Wall') which have mobilised and united thousands of people to work together. The connection between political systems and art is also made clear, so that participants become aware of how different ideologies shape our habitats and change the way we feel (for example, the way a city is built can assist or prevent public gatherings).

ACTIVITIES:

- Interactive lecture and discussion.

METHOD: lecturing, discussing, asking questions

RESOURCES:

- https://www.smithsonianmag.com/history/geography-protest-how-urban-design-can-make-or-break-people-power-180975189/
- https://www.nonviolent-conflict.org/blog_post/alternative-institution-building-civil-resistance/#:~:text=Some%20examples%20include%20alternative%20schools,practices%20within%20these%20institutions%20that
- https://artsandculture.google.com/asset/marat-assassinated/7QGjl9R141MCBw?hl=en-GB
- https://smarthistory.org/edouard-manet-olympia/
- https://journals.sagepub.com/doi/full/10.1177/13678779221145374

LEARNING OUTCOMES:

- Develop familiarity with historical causes of civil unrest,
- Understand what means for civil resistance and protest are available,
- Grasp the significance of important pieces of art (literature, music, painting) and how these have shaped the world,
- Understand how art /constructive work can be used to influence people (propaganda, quality of living, democracy as a spatial practice).

LESSON 7: Creative reflection: Inclusion and tolerance (cont'd)

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Share and explore other people's personal experiences related to intolerance and exclusion,
- Understand the importance of building an inclusive society,
- Understand the effects of non-tolerant behaviour on individuals and on society.

NEEDS ANALYSIS AND DESCRIPTION:

This is the continuation of sessions 4 and 5. Participants will present their own empirical research carried out over a period of two weeks. They have been asked to talk to their friends and acquaintances and ask them for stories and experiences, both positive or negative, which people have gone through, and which demonstrate tolerance/intolerance or inclusion/exclusion. Looking at the experiences of people outside of an already diverse group expands understanding of these topics by bringing in new perspectives and new voices.

ACTIVITIES:

- Warm-up games (Push to win),
- Sharing stories related to (in)tolerance and (in)exclusion collected from people not participating in the project,
- Discussion,
- Acting out some of the stories in groups.

Example of a warm-up exercise

Push to win: Participants are divided into pairs. They are asked to imagine there is an invisible line drawn between them which they cannot cross. The pairs put their hands against each other's shoulders and begin to push. The objective is not to cross the invisible line and not to fall. To achieve that, each participant should give in to their partner's strength and rely on his/her support. The exercise demonstrates how successful partnerships rely on collaboration. To 'win' in this game, partners need to help each other apply their strength. Even the strongest participant, acting alone, without the support of their partner, can never 'win' alone.

Variations: Back-to-back (from sitting to standing), seesaw

METHOD: Forum Theatre, discussion, improvisation for theatre

RESOURCES:

- *Games for Actors and Non-Actors* by Augusto Boal,
- Interviews with people outside the group.

LEARNING OUTCOMES:

- Reflect on instances of exclusion and intolerance from everyday life by talking to people and collecting different stories and perspectives,
- Brainstorm ways to improve the situation of excluded persons or groups of people,
- Practise helping others and being an active voice for inclusion and tolerance in society,
- Develop empathy and ability to think outside of personal needs.

LESSON 8: Creative reflection: 'If I had the power, …'

DURATION: 1.5 hours, no breaks

MODE OF DELIVERY: In-person

GOALS:

- Focus on positive examples of acceptance, inclusion, and tolerance,
- Imagine a world in which everyone is accepted and respected,
- Learn by developing strategies for dealing with negative situations and adopting positive practices.

NEEDS ANALYSIS AND DESCRIPTION:

When talking about inclusion and tolerance, most people tend to recall negative experiences and situations in which they felt excluded and wronged against. Even young people rarely mention positive examples. Positive examples do, however, exist and they need to be brought forward so that people can learn from them and strive to recreate them. Coming up with ways to turn negative into positive experiences through the use of imagination and drama helps participants prepare for real-life situations by having a 'ready plan for action'. Additionally, participants are asked to picture and describe an ideal world and society in which everyone is accepted and enabled to thrive.

ACTIVITIES:

- Warm up (walks, machine, city machine),
  City machine: each participant makes a single movement or a sound representing a movement or a sound in a busy city. These movements and sounds are acted out always in the same 2-second succession, until a scene of city life is recreated.
- Improvisations (acting out negative situations from everyday life and coming up with ideas how to turn them into positive situations),
- Drama game: participants are asked to prepare and deliver a short speech to accept a 'Golden Goose' award for best world leader,
- Brainstorming on what all forms of discrimination and exclusion have in common,
- Reflection: each participant is asked to share what their biggest social fear is.

METHOD: Forum Theatre, discussion, improvisation for theatre, brainstorming, recording (biggest social fear)

RESOURCES:

- *Games for Actors and Non-Actors* by Augusto Boal,
- Improvisation Encyclopaedia

LEARNING OUTCOMES:

- Understand the connection between fear, anger, and intolerance,
- Demonstrate the similarities between young people by asking them to express their biggest fear (for most, it was being subjected to aggression),
- Understand the importance of early education and upbringing for building a tolerant and inclusive society,
- Recognise the role of structural solutions for eliminating discrimination.

LESSON 9 (program conclusion): Creative reflection: 'If I had the power, …' (cont'd)

DURATION: 2.5 hours, of which 1 hour for social mixing

MODE OF DELIVERY: In-person

GOALS:

- Summarise and wrap up the programme,
- Ask participants to share the most important thing they have learned during the programme,
- Provide participants with time to self-evaluate their progress and what they have learned/how they have changed since the beginning of the programme,
- Update Youthpass,
- Present artwork by a participant dealing with the themes of exclusion and violence.

NEEDS ANALYSIS AND DESCRIPTION:

This session is devoted to discussing personal experiences and growth and connecting with others. It is envisioned as a positive session devoted to talking, socialising, sharing personal interests and artwork, and discussing social activism and community involvement. Participants find that the programme has provided them with the opportunity to talk about controversial topics in a safe environment, to meet people from different backgrounds and with different perspectives, to become a part of a community, and to make friends. By remembering and retelling their best social moment, the participants remember that all of them have one thing in common and that is the need to be accepted by others.

ACTIVITIES: Review, discussion, reflection, recording (my best social moment), small art exhibition on exclusion, joint social activity

METHOD: Discussion and evaluation, self-evaluation

RESOURCES: Personal experiences, iACT course materials

LEARNING OUTCOMES:

- Self-evaluate progress,
- Strengthen participants' positive outlook for the future,
- Encourage activism and community work.