

“AWARE and ACTIVE”

Toolkit for Trainings and Idea Labs

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„Aware and Active“

The project AAA („Aware and Active“) is a three-year action supported by the European Commission in the context of the Erasmus+ Programme: Initiatives for policy innovation – Social Inclusion through education, training and youth. It started on December 1st 2016 and will end on December 31st 2019.

The main objectives of the project are preventing violent radicalization and promoting democratic values, fundamental rights, intercultural understanding and active citizenship of young people; and enhance critical thinking and media literacy among young people.

Seven National Agencies of Erasmus+: Youth in Action programme from Austria, Estonia, Finland, France, Italy, Macedonia and Slovenia are directly involved into the project implementation. The project is also supported by National Agencies from Germany, Belgium-Flanders, the Netherlands, Croatia, Slovakia and Latvia as well as POYWE - Professional Open Youth Work in Europe.

The main activities of the project will be:

- **3 training activities and Idea Labs in each participating country** – the first activity will bring together young people in three different settings per country and offer a creative process to design their own awareness raising activities and agree on their main messages in the frame of the main topic “Respect for European Values and living together in a diverse, open minded “Each Idea Lab will produce their own messages and how to get them across on local/national level.
- **European Ideas Lab** – the main messages and the concrete ideas will be brought together at European level. Each local/national Idea Lab will send two representatives to meet with their peers from other countries and exchange their ideas and methods, find synergies and links between their activities and develop under a joint roof a European Campaign. There will be the support of a professional campaigner at this event, taking the ideas of the young people and co-creating with them a common European Campaign.
- **European Campaign and Awareness Raising Activities** – though local and national awareness raising activities and a common campaign a larger audience will be reached and made aware of the positive aspects of a diverse society and respecting European Values. The campaign and its activities will use multiple methods and channels (online, residential activities, public interventions, arts and culture, media, etc.)
- **DEOR Fair “Aware and Active!”** - after the implementation of the European Campaign comprising of all the awareness raising activities and events, the so called DEOR Fair “Aware and Active!”, will take place where the outputs and outcomes of the different activities will be presented aimed at up scaling, disseminating and exploiting the project results at a European level for different sectors. Among the participants will be young people, youth workers, and decision makers on local, regional, national and European levels.

Trainings and Idea Labs

The Trainings and Idea Labs are the first activities in all partner countries and will take place in autumn/winter 2017/2018. Each country will organise at least 3 Trainings/Idea Labs inviting 25 participants each – so in the end 75 people will have participated in this step in each country. The target group of the trainings/idea labs are young people themselves – most probably young people that are already rather aware and active in one way or another.

The project wishes to include young refugees, asylum seekers and in general young people with a migration experience in all activities – therefore it is an explicit aim to reach out to those groups and recruit at least 20% of participants from those groups. The responsible National Agencies have reached out to various organisations working with these groups and are planning to involve them – please check with your NA about the specific situation in your country.

The training will focus on information literacy, critical thinking and creating ideas for awareness raising. The overall idea is that the activities in each country, and later on also the campaign at European level, should target the “in between”-population – those that are not having yet strong opinions on migration, democracy, diverse societies, that are confused by the contradictory messages broadcasted by media and might turn to one or the other side of the debate.

This training tool kit (and the training for trainers in September 2017) mean to strengthen the coherence and red thread for the “Aware and Active” - Campaign(s), ensure that issues like critical thinking or campaigning basics are covered in all trainings within the project and create also a supportive community among involved trainers.

The tool kit describes a possible set up for the 2,5 days of activities structured in 4 blocks and 12 sessions.

A session usually is meant to last 1,5 hours. Each session is described through its expected learning outcomes, the possible exercises and key notes for the trainers. As a trainer you are free to cherry pick from those exercises or use your own methods as long as the expected learning outcomes and overall time frame are respected.

After some basic capacity building on information literacy, critical thinking and awareness raising activities during the first two days, you will facilitate a creative process – the Idea Lab. The result of this process is a number of main messages and ideas for the “Aware and Active” Project and Campaign.

In the project there is some budget for supporting the implementation of ideas after this Idea Lab. Each National Agency will decide how to use this budget in detail, but all National Agencies ask you to facilitate a process with the Lab that enables the participating young people to voice their preferences and create a priority list. This might influence the sessions of the Idea Lab and the group dynamics. Make sure that you know BEFORE the training how this will be done, so that you can clearly explain it to participants and encourage them to remain involved in the follow-up activities.

After the national training and idea labs

There will be financial support to implement all or some of the ideas generated in the Idea Labs at national level. Try to ensure that at the end of the training all participants are well informed about the decision making process for that support. Beyond that, agree on ways for future cooperation and for keeping each other updated on all the campaign activities.

There will be a European Idea Lab. The most relevant ideas of each country will be presented there. So, here will be a chance for two of the young people from each Idea Lab at national level to participate in the European Idea Lab. Clarify with the NA BEFORE the training how this will be decided and organised (who chooses, how, modalities of participation,...) and inform your participants accordingly.

In some countries there might be possibilities to apply for additional funding of the ideas – e.g. in Austria there is a micro-funding scheme of the youth ministry for projects of young people "Eure Projekte" - as part of the Idea Lab young people should also be supported in e.g. applying for this or similar programs.

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PROPOSED TIMETABLE FOR THE TRAINING AND THE IDEA LAB

Morning 1	Arrival of Participants	<u>BLOCK 3: CAMPAIGNING</u> 3.6 – Awareness Raising: Intro	4.10 - Creativity impulse and creating ideas
Break		Coffee Break	Coffee Break
Morning 2		3.7 – Awareness Raising: Messages	4.10 - Creativity impulse and creating ideas (continued)
Lunch	Lunch	Lunch	Lunch
Afternoon 1	<u>BLOCK 1: INTRO</u> 1.1 - Getting to know each other 1.2 - Getting to know the project	3.8 – Awareness Raising: Tools	4.11 - Presentation of ideas and first selection of common favourites
Break	Coffee Break	Coffee Break	Coffee Break
Afternoon 2	<u>BLOCK 2: INFORMATION LITERACY/CRITICAL THINKING</u> 2.3 - Information literacy 2.4 - Critical thinking	3.8 - Awareness Raising: Tools (continued)	4.12 - Networking, synergies & future cooperation (short) Departure of participants
Dinner	Dinner	Dinner	
Evening	2.5 - Fake movie evening	<u>BLOCK 4: IDEA LAB</u> 4.9 - Creativity games evening	

BLOCK 1: INTRO

Session 1.1 - Getting to know each other

Learning outcomes:

- To get to know personally and professionally the participants
- To become aware of the richness of the group as a source of peer learning

Possible exercises:

- Round of names
- Carrousel
- Go into the middle
- Self-representation Symbols

Material needed:

- A chair per participant

Key training points:

Due to the time limitations it will not be possible that everybody interacts with everybody in the same depth but the most important is to create (through the exercises) an atmosphere of openness, mutual trust and meaningful exchange. If this is achieved, this level of exchange will continue during the informal time.

Exercise 1.1.a – Round of names

In a circle invite participants to briefly introduce themselves (name, country-city, organization...). It is important to break the ice of taking in English to the whole group and to make clear that participants/peer learning is at the centre of the course. The round finishes with the brief introduction of the team.

Duration: 10 min

Exercise 1.1.b – Carrousel

Participants, in two concentric circles sit in front of each other. The trainer invites participant to exchange on several questions. For each question the trainer invites the outer or the inner circle stands up and moves several positions (clockwise or counter clockwise) so that participants meet a new colleague. The questions proposed should combine personal and professional aspects going progressively deeper in accordance to the growing openness and mutual trust among participants.

List of possible questions:

- How was your trip to the training?
- Something funny that happened to you in the last 6 months
- To whom do you have to buy a souvenir?
- Why would you recommend visiting your town?
- Title of the auto-biography in your life
- What do you like the most about working with young people?
- What are the main challenges?

Duration: 25 min (3 min per question – 1,5 min per question and per participant)

Exercise 1.1.c - Go into the middle

This exercise aims to get a picture of the group, as a whole and as resource of learning. Participants stand in a circle and the trainer through questions invite to go into the middle the ones whom answer would be yes. Funny or symbolic questions can be intercalated but meaningful and relevant questions will help to know the group.

List of possible questions: 1) The ones who do not live in their country of birth 2) Have experience in campaigning 3) Feel you are well informed 4) Have participated in similar trainings before...

Duration: 10 min

Exercise 1.1.d - Self-representation symbols

Participants are told to prepare before the training symbols (ex. on paper, from paper, from play dough) representing them. If some forget it, they could do them during the first dinner.

With these symbols a space for getting to know each other at the end of this getting to know each other session. In the seminar this space can be used every day. Participants place their symbols in constellations so that they represent the group life and the learning process.

Session 1.2 - Getting to know the project

Learning outcomes:

- To be aware of the overall context of the project „Aware and Active“
- To understand the frame for the proposed activities/campaign
- To be able to relate the aims and objectives to one’s own context

Possible exercises:

- Presentation of the project
- Collection of images, expectations and key words by participants...

Material needed:

- Laptop and beamer
- Presentation of project
- Magazines/Newspapers to cut out

Key training points:

Give an overview of the project and make sure that its purpose but also its limits are clear to everyone. Ensure that participants are aware of their possible range of activities and the overall theme as well as existing limits such as budget, time...

Exercise 1.2.a – Presentation of project

Give a short overview presentation of the project – using the prepared material from the project management (e.g. power point) and explain the background, motivation and ideas behind the project.

Duration: 15 Min.

Exercise 1.2.b – Collection of images and key words by participants

After having given the overall framework of the project, invite participants to fill “aware and active” with their own first impressions. Put participants in smaller groups of 4-5 people and ask them to create a poster/flipchart with images (cut outs of magazines/newspapers you provide) and key words that describe best what they understood or wish to be aware of and active about. Present results to each other and look for common ground – does it fit in the project frame?

Duration: 30 Min.

BLOCK 2: INFORMATION LITERACY/CRITICAL THINKING

Session 2.3 – Information literacy

Learning outcomes:

- To experience and learn to identify the difference between facts and opinion
- To critically reflect on the channels and mechanisms through which opinions are presented as facts
- To learn how to identify reliable information

Possible exercises:

- Check your source

Material needed:

- Standard facilitation material

Key training points:

The first learning point is the difference between facts and opinions. At first sight this might look obvious in some statements of the exercise but it is not so obvious in others and certainly not in the media. Underline to need of being always attentive to it.

The second learning point is to reveal the mechanisms and channels used for presenting opinion as facts. An example would be the “generalisations” or the use of “biased terminology” or the use of graphics apparently very factual but very partial and therefore imprecise. In to go beyond the typical Trump – Fake News examples, focus on the participants’ context and pay particular attention to examples related to migration and refugees.

Give them some concrete ideas/measures how to check what may be the intentions behind a certain piece of information and/or the source of the information.

Further resources:

Insafe – Network of Internet Awareness (Safer internet) Centres:
<https://www.betterinternetforkids.eu/web/portal/policy/insafe-inhope>

Mimikama – a service for checking fake news and such (in German and starting to work also in Dutch):
<http://www.mimikama.at/>

Exercise 2.3.a – Check your source

Divide participants in groups and give them the assignment to create information material on one flipchart each, following the instructions below:

Group A

You are doing your apprenticeship in a big company and some trade unionists are asking you to join them and become the youth representative in the council. You are allowed to create a website for your fellow young workers – how does it look like?

Group B

You are activists of a belief based youth organisation and you are running for elections to the National Youth Council. You are having an action day at the fair for education and training, where hundreds of pupils between 14 – 20 years gather. Create a leaflet for that event.

Group C

You are a group of friends meeting every week in the local youth centre, close there is a park and you would like to use it more for your activities including skating. Some older people are not very happy with that, but you want to convince the community that they allow you to build a skate ramp there. You create a poster to inform the neighbours and campaign for your wish.

Group D

You are a group of young people that are active in a buddy-project for young refugees. You are spending a lot of time with various activities together with the young people you met at the refugee home and you create an Instagram account for your group – how will that look?

Group E

....

Debriefing in plenary:

Are those results objective information? What are they displaying? What influence has the source of the information you find on the content?

Duration 30 Minutes

After the debriefing collect with the group how a person looking for information can check if what he/she finds is correct/biased...

Make sure that the collection includes:

- Checking the "Impressum" or "About" sections of websites/social media accounts – who is behind this?
- Questioning the motivation of the author: is the author an expert on the subject? Trying to sell me something? Campaigning for something? Is the author a public authority or similar...

- Double-check the subject with another source
- Double-check especially any “hot news/memes” found online e.g. via Google reverse image search:
<https://support.google.com/websearch/answer/1325808?hl=en>
- Double-check with specialised services e.g. a youth information centre, a Safer Internet Centre

Round this session up with a plenary debriefing on the importance of knowing who is behind any information for being able to assess possible motivation, propaganda, believes and hand out existing helpful material from your national Safer Internet Centre (find the link under further resources).

Duration: 15 Minutes

Session 2.4 – Critical thinking

Learning outcomes:

- To develop critical thinking
- To question social and political assumptions without taking things for granted

Possible exercises:

- Fact or opinion
- Tour guide for an alien

Material needed:

- Standard training material

Key training points:

As for the information literacy session, after the exercise focus the discussion on the context of participants and on the themes of the training. And then beyond the examples the most important is to underline the critical thinking attitude, this means the questioning of assumptions and values, the importance of not taking things for granted.

• **2.4.a - Fact or opinion**

Do you always know fact from opinion? It's not so easy to tell sometimes. Recent developments in the media have made it easy for groups with political agendas to masquerade as impartial sources and for fake web sites to offer fake information-and that makes it more important than ever for young people to develop critical thinking.

If they *don't* learn the difference between fact and opinion, they will get stuck reading and watching things that only reinforce beliefs and assumptions they already own. And that is the opposite of learning!

In groups ask participants to determine whether each statement sounds like a fact or an opinion, and discuss them.

- My mom is the best mom on earth.
- My dad is taller than your dad.
- My telephone number is difficult to memorize.
- The deepest part of the ocean is 35,813 feet deep.
- Dogs make better pets than turtles.
- Smoking is bad for your health.
- 85% of all cases of lung cancer in the U.S. are caused by smoking.
- If you flatten and stretch out a Slinky toy it will be 87 feet long.
- Slinky toys are fun.
- One out of every one hundred American citizens is colouring blind.
- Two out of ten American citizens are boring.

Debriefing in plenary:

Participants will probably find some of the statements easy to judge, but other statements more difficult. If we can debate the truthfulness of a statement then it's probably an opinion!

Ask participants to identify, in their context (city, web sites, social media, mass media they follow...) statements or messages which are an opinion but a presented as facts (i.e. insecurity linked to migration).

After collecting them, discuss how can we identify and reveal opinions presented as facts

Duration: 45 min

• **2.4.b - Tour guide for an alien**

This exercise provides an opportunity to think outside the normal way of thinking. Ask participants to imagine that in groups they have been assigned the task of conducting a tour for aliens who are visiting earth and observing human life. You're riding along in a blimp, viewing the landscape below, and you float over a professional football stadium. One of your aliens looks down and becomes very confused, so you tell him that there is a game going on.

In groups try to answer the following questions for him.

- What is a game?
- Why are there no female players?
- Why do people get so passionate watching other people play games?
- What is a team?
- Why can't the people in the seats just go down on the field and join in?

Debriefing in plenary:

While answering these questions fully, it will quickly become apparent that we carry around certain assumptions and values. We support a certain team, for instance, because it makes us feel like we're a part of a community. This sense of community is a value that matters to some people more than others. Furthermore, when trying to explain team sports to an alien, you have to explain the value we put on winning and losing. When you think like an alien tour guide, you are forced to take a deeper look at the things we do and things we value. They don't always sound so logical and true from the outside looking in!

After this first part of the debriefing directly linked to the exercise, ask participants to identify assumptions and values that we take for granted and need to be critically explored. Focus on examples which are linked to the themes of the training. Some examples of assumptions to be questioned could be: young people are not motivated, migration is a big challenge/problem...

Duration: 45 min

Session 2.5 – Fake movie evening

Learning outcomes:

- To experience and become aware of the fake news mechanisms
- To informally exchange and discuss how to identify and react to them

Possible exercises:

- Projection of fake movies and/or movies about fake news
- Informal discussion

Material needed:

- Laptop, internet, beamer, big screen and sound system

Key training points:

Prepare the setting of the room so that it can take place in a relaxed atmosphere: sofas, nice room, some drinks... After showing some examples of fake movies, involve participants, invite them to share examples they know from their context (not from USA or Trump!!!). Then, beyond the examples, in the discussion, keep the focus on learning to identify fake news/movies/messages.

2.5.a - Projection of fake movies

Some examples from English- and German speaking contexts – a quick look on YouTube will give you a lot of examples from your own national/language background (don't forget to check the sources though (-;))

Spiel mit dem Tod - Krieg als Freizeitsport

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

How fake news does real harm:

https://www.ted.com/talks/stephanie_busari_how_fake_news_does_real_harm

How to Spot Fake News – FactCheck.org

<https://youtu.be/AkwWcHekMdo>

The problem with fake news (and how our students can solve it) – John Spencer Videos

<https://youtu.be/xf8mjbVRqao>

„The rise of fake news, manipulation and alternative facts“ BBC NewsNight

<https://youtu.be/1aTApGWVGoI>

How NOT to spot fake news (PBS Idea Channel)

<https://youtu.be/OCsp31ISQ2A>

2.5.b - Informal discussion

Invite participants to share other examples of fake news/movies/messages from their context (not from USA or Trump!!!) and launch a discussion on how to identify them.

BLOCK 3: AWARENESS RAISING ACTIVITIES

Session 3.6 – Awareness Raising Intro

Learning outcomes:

- To get to know more deeply the main topic of the campaign
- to understand the European Values we mean
- to understand the role and key characteristics of the awareness raising in the overall AAA project
- To get familiarised with the main elements and characteristics of awareness raising activities.

Possible exercises:

- Silent brain storming on the values
- Presentation
- Plenary discussion

Material needed:

- Big pieces of paper (flip chart size)
- Markers
- Flipchart holder or masking tape
- Laptop and beamer
- Value Paper of the project

Key training points:

The focus of this session is to get participants into the thinking of what awareness raising activities in the AAA framework could be – for that it is important to get a good understanding of the underlying values, the overall campaign and awareness raising campaigns as such. Depending on the support the young people will get for implementation they might need also some project management – the focus of this session will depend a lot on the group.

Further resources:

Some input on project management can also be useful (depending also on the group and on the support they will have for implementing their activity)

Possible source: <http://pjp-eu.coe.int/en/web/youth-partnership/t-kit-3-project-management?desktop=true>

Depending on the group it might also be useful to give some examples for what awareness raising campaigns/tool could be. You can find some examples here:

<https://www.salto-youth.net/tools/toolbox/tool/share-your-colors-a-toolkit-on-social-media-multimedia-campaigning-for-raising-awareness-in-the-lgbtqia-context.1904/>

3.6a – Silent brainstorming on the values

Spread big pieces of paper (flip chart f.e.) with a value (Human dignity, freedom, democracy, equality, the rule of law and respect for human rights) on it in the working space and ask the participants to go around in silence and write spontaneous what first comes up in their mind. They have to go to all papers but do have very limited time (f.e. maximum 5 minutes)

In this exercise the participants need to be spontaneous and should not go too deep in reflection first. It aims to open a general understanding of the concepts people have now on the values... Some might be right, some might be wrong. It helps the participants to go for a personal reflection during the following presentation.

Duration: 20 min

3.6.a - Presentation

The presentation should clarify the role and key characteristics of the activity within the AAA project it should follow the project presentation (see Session 1.2 Getting to know the project). This should be followed, if needed by a round of questions for clarification.

The presentation should also present the key elements of an activity in the total frame of the AAA project (objectives, target group, key message, tools-products, communication strategy, local-national and European levels...) this in order to bring a good understanding of the target group in order to make it more concrete and manageable. It will support and raise the motivation.

Duration: 25 min

3.6.b - Plenary discussion

In the plenary discussion it is important include participants with their previous experiences with activities based on the European values. It will be important that the participants will have a common understanding about the meaning but at the same time also are capable to translate these values into their regional situation. The group discussion therefor should be open and also supportive for each other. It can be already become a first step towards ideas and sharing of experiences.

At the beginning or during this plenary discussion it is good to come back to the pieces of paper of the intro and to use what is written, as a starting point and can give a space for personal self-reflection and raising the personal awareness – this can lead to a better explanation of the different regional situations.

Duration: 45 min

EU/European Values as we use them in „Aware and Active“

EU Motto „United in diversity“

Core Values of the EU

Human dignity,
Freedom,
Democracy,
Equality,
The rule of law
and Respect for human rights: these are the core values of the EU.

Quoted from here: https://europa.eu/european-union/about-eu/eu-in-brief_en#human_rights_and_equality

EU Charter of Fundamental Rights

The Charter of Fundamental Rights contains a preamble and 54 articles, grouped in 7 chapters:

- **chapter I: dignity** (human dignity, the right to life, the right to the integrity of the person, prohibition of torture and inhuman or degrading treatment or punishment, prohibition of slavery and forced labour);
- **chapter II: freedoms** (the right to liberty and security, respect for private and family life, [protection of personal data](#), the right to marry and found a family, freedom of thought, conscience and religion, freedom of expression and information, freedom of assembly and association, freedom of the arts and sciences, the right to education, freedom to choose an occupation and the right to engage in work, freedom to conduct a business, the right to property, the [right to asylum](#), protection in the event of removal, expulsion or extradition);
- **chapter III: equality** (equality before the law, [non-discrimination](#), cultural, religious and linguistic diversity, [equality between men and women](#), the [rights of the child](#), the rights of the elderly, integration of persons with disabilities);
- **chapter IV: solidarity** ([workers' right to information and consultation within the undertaking](#), the right of collective bargaining and action, the right of access to placement services, protection in the event of unjustified dismissal, fair and just working conditions, prohibition of child labour and protection of young people at work, family and professional life, social security and social assistance, health care, access to [services of general economic interest](#), environmental protection, consumer protection);
- **chapter V: citizens' rights** (the right to vote and stand as a candidate at elections to the [European Parliament](#) and at [municipal elections](#), the right to good administration, the [right of access to documents](#), [European Ombudsman](#), the [right to petition](#), freedom of movement and residence, [diplomatic and consular protection](#));
- **chapter VI: justice** (the right to an effective remedy and a [fair trial](#), presumption of innocence and the right of defence, principles of legality and proportionality of criminal offences and penalties, the right not to be tried or punished twice in criminal proceedings for the same criminal offence);
- **chapter VII: general provisions.**

Quote from: <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM:I33501>

Session 3.7 - Awareness Raising: Messages

Learning outcomes:

- To realise that their (!) key messages are very important for the project
- To understand that awareness raising activities are more than giving information and need to include empathy, emotion, experiences...
- To get a feeling for how strong and powerful messages are build

Possible exercises:

- Marketing examples
- Create message for a fantasy product

Material needed:

- Standard training material
- Some professional marketing campaigns

Key training points:

In this session it is important that the participants understand that they not only need to have a message, but that they need to package it in a good way to get it across to other people.

Marketing of products is of course something different, but it can be eye opening if you look into the fact that e.g. Coca Cola never says "We have a drink that tastes great", but they rather sell you the feeling of "friendship, love, fun".

Exercise 3.7.a – Marketing Examples

Collect some professional marketing examples that illustrate that selling a product can be more about selling a feeling or a good message than getting the focus on the product directly at once. An example can be the Coca Cola "friends-commercials".

Show the examples to the participants and discuss:

- What is the selling?
- What are they actually saying in the image/video?
- What feeling/human need (friendship, relax, fun,..) are they addressing?
- How do they do that?
- What is the target group of the product?
- ...

At the end ask the participants if they have any examples in mind of marketing posters or TV/radio spots, that appealed to them personally – collect examples and ask them why/what they liked about it

Duration: 30 Min

Exercise 3.7.b – Create a message for a fantasy product

Give an A4 sheet of paper to every participant and ask them to think of a random product that comes to their mind – can be anything: drink event, notebook, laptop... and write it down on the top of the paper. Then fold the paper from the top so what they wrote is not visible and pass the paper on to their neighbour on the right.

Now ask them to write on the paper received from their left neighbour (without looking) again on the top a gender (female, male, other, unisex), fold it again that it is not visible and hand it on to the right.

Writing, folding and handing on continues with:

- age group
- a key word describing the target group (e.g. students, lazy, sportive,...)
- a key word describing the product (e.g. fluffy, stylish, shiny,..)

After this let them all open the paper and read out what they have.

Now ask always three people to go together in one group, decide on one of the products and create a message for selling that product.

Present messages to each other in plenary

Duration: 60 Minutes

Session 3.8 - Awareness Raising: Tools

Learning outcomes:

- To get a first idea of possible tools for awareness raising
- to get an idea of what "activity" can mean in this context
- To get acquainted with some technical possibilities
- To start thinking which tool might be useful for what

Possible exercises:

- Collecting tools
- Creating a campaign plan
- Tool Testing Fair

Material needed:

- 1) Standard Training Material
- 2) Campaign Planning Grid
- 3) Computers
- 4) Mobile Phones (for photos, videos,...)
- 5) Printer

Key training points:

Make sure that participants understand that there is a wide range of activities that they can use for awareness raising – but that not all tools fit all purposes. Emphasize that it is important to first be clear about WHAT I want to get across (message) and WHO I want to reach (target group) and that all planning of activities starts from there.

Exercise 3.8.a – Collection of tools

Ask the participants what awareness raising tools they know (have seen) and collect them on a flipchart. Make sure the list includes details for different media:

- Social Media:
 - o different social media channels (Facebook, Instagram, musica.ly, YouTube,...)
 - o concrete tools needed: photos, videos, pages, text messages,
- Website:
 - o texts, photos, videos, links,..
- Press:
 - o press releases, contacts, testimonials,..
- Actions:
 - o flash mob, events, parties, manifestations in front of xy, be creative...
- Networks/Alliances:
 - o who could we collaborate with

Find examples of campaigns and show them. Discuss with participants what they would feel attracted by and why

Duration: 30 Minutes

Exercise 3.8.b – Awareness Raising Activities Plan

Give to participants a grid for planning their awareness raising activities – it should include parts for thinking about Message, Target Group, Timing, Alliances/Networks, Media,..., Distribute them in groups and ask them to think of a fun fantasy campaign and fill it in. Explain that this is for getting a first overview and it does not have to be complete – but it should give an impression of possibilities and things we need to think about.

Give the groups time to fill it in and ask them to create a flipchart grid of this so that they then can present it to each other.

Duration: 60 Minutes

Exercise 3.8.c – Tool testing fair

This whole session should be dedicated to testing and having fun with tools. Let people choose one or two things they would like to try: e.g. making short videos with their phones, taking pictures with the phones trying to illustrate a word or sentence, planning an event/flash mob/action on the street, writing a press release.

Give them time and room to try things, put equipment like computer and printer in place and be there for coaching in case of questions.

Get everyone together half an hour before dinner to share experiences (and if they wish to show some of their results).

Duration: 90 Minutes+

BLOCK 4: IDEA LAB

Session 4.9 – Creativity games

Learning outcomes:

- To experience and develop creativity
- To identify the mechanisms for fostering creativity

Possible exercises:

- Words grouping
- Prediction
- Murder mystery
- Human mirrors
- Ways of walk
- DIXIT game

Material needed:

- A4 paper, ball pens and small tables for group work

Key training points:

The proposed games combine verbal and non-verbal creativity; using words and the body. You can change the sequence and intercalate others. The exercises using the body are not particularly challenges but take into account the eventual personal and/or cultural differences.

It is possible to find many other creativity games in internet. There are others using music, improvisation and drama for example. We have not included examples of those because they can be quite challenging for some participants.

After each game give some time to the groups or couples to discuss in a very simple way how did they feel, what contributes and/or prevents creativity.

Further resources:

4.9.a - Words grouping

There are six words listed below. The first post gets it easy. All they have to do is separate the words into two groups of three and state why they are grouped that way. Every other reply must modify the groupings. What you must do is take one word from the first group of the previous reply and switch it with a word from their second group to make a new set of groups that still makes sense. Then you must state what the new relationship is.

- haystack
- gutter
- monster
- queen
- toothpick
- vote

4.9.b - Prediction

There are 5 random words below. Use one or more of them as inspiration for a prediction about the year 2018. You don't have to use the words directly. It could be something related to the words. Try and be as positive as possible with your predictions.

- shape
- zip
- curtain
- relative
- composer

4.9.c - Murder mystery

There are 4 random words below. They are clues found at the scene of the murder. Your aim is to state why the previous commenter's hypothesis on the murder cannot be so, followed by your own hypothesis.

- butcher
- sea
- jet
- photograph

4.9.d - Human mirrors

In couples, using their bodies and in turns participants create a symmetric posse that the colleague has to copy-follow.

Then the same exercise with non-symmetric possess.

4.9.e - Ways of walk

In couples participants develop and perform as many ways of walking together as they can imagine. Put a time limit (3 minutes for example) or ask them to walk around and improvise a new way of walking following an acoustic signal every 15 seconds for example.

4.9.f - Dixit game

Dixit is a [card game](#). Using a deck of cards illustrated with dreamlike images, participants select cards that match a title suggested by the "storyteller", and attempt to guess which card the "storyteller" selected.

4.10 - Creativity impulse and creating ideas

Learning outcomes:

- To understand the focus and idea of "Aware and Active"
- To create concrete ideas for "Aware and Active" activities

Possible exercises:

- Introduction: Clarifying what is "Aware and Active"
- Brainstorm Lab
- Idea Diamonds
- Find your partners/ideas
- Start creating

Material needed:

- Space and tables
- Flipcharts
- Standard Training Material

Key training points:

Make sure that participants have a clear idea of what "Aware and Active" is about before they get started.

4.10.a – Introduction: Reminder what is "Aware and Active"

Take up the results of the first sessions on the AAA project (Values, Frame and Messages) and remind people of the main topic, the focus and the aims of this project. Make sure that everyone is clear on this.

Duration: 15 min

4.10.b - Brainstorm Lab

Create a "circle" with tables that is big enough that all people can stand around it. Put flipcharts with headings and enough pens on the tables. Headlines should include:

- Values
- Messages
- Target Groups
- Media Channels
- Tools
- Activities/Events

Every participant should start writing on the flipchart where they are (that will mean more than one person per flipchart) standing as long as the music plays. When the music stops everybody moves on to the next flipchart. Repeat until everyone had the chance to write on every flipchart.

After this display the flipcharts on walls and ask participants to walk around like in a gallery and read what is collected there.

Duration: 30 Minutes

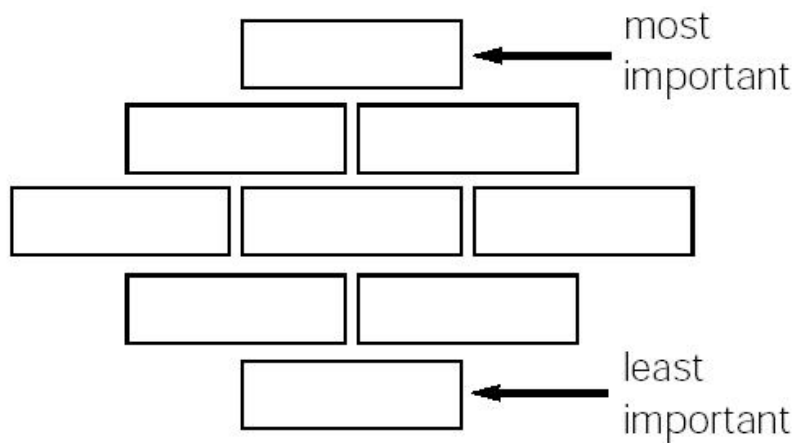
4.10.c - Idea Diamonds

(For deciding on common main messages)

Starting with the "Messages" flipchart of the previous exercise "Brainstorm Lab", in groups of 5 participants brainstorm 9 main messages for the campaign and prioritise them following the diamond ranking. – 20 min

Then 2 groups meet together and merge 2 diamonds – 10 min

Then the whole group meet and merge all diamonds in a unique one for the whole group.



Duration: 45 min

Exercise 4.10.d - Find your partners/ideas for activities

Starting by the by the "Activities/Events" flipchart of the Brainstorm Lab, participants choose and further develop their favourite ideas for activities that they want to work on

Find out what groups still need to get started, what equipment they will need (paper, computers, printers...) and give them each a template to fill for describing their idea. Also make clear that the template is one thing that will be needed for collecting all ideas, but that they are also invited to create a short video, photos, drawings ... anything that they feel would promote their idea.

Duration: 30 Min.

Exercise 4.10.e - Start creating

The groups/individual participants are now free to create their ideas – make sure that everyone is comfortable and has the equipment they need. Give them a time frame when they can have coffee and later lunch and when everybody meets back in the plenary. Then just be there to support in case of questions, equipment needs...

Duration: 120 – 180 Minutes (incl. coffee and lunch)

Session 4.11 - Presentation of ideas and first selection of common favourites

Learning outcomes:

- To get an overview of existing ideas
- To have a first round of feedback on the ideas and produced material

Possible exercises:

- Presentation of Ideas

Material needed:

- Spaces to display ideas
- Equipment to show videos, photos, etc.

Key training points:

Make sure that all ideas are getting their moment of presentation and are appreciated. Check if everyone has prepared the necessary idea summary for future assessment by the NA and possible involvement in the European Idea Lab.

4.11.a – Presentation of Ideas

Every group/idea gets an appropriate time for presentation of their results – make sure that it is more or less equal and other participants have time for questions and comments.

Display all idea summaries on a wall – so that people can have a gallery walk and later also express their priorities.

Session 4.12 - Networking, synergies and future cooperation

Learning outcomes:

- To create a first common image of those ideas that are interesting for most participants
- To find possibilities for synergies and cooperation
- To know what happens after this event
- to know national arrangements and opportunities (e.g. funding schemes)

Possible exercises:

- I want to be involved
- Peer-expert-advise
- Debriefing, Evaluation and next steps

Material needed:

- Wall to display all ideas incl. flipcharts beside them
- Standard Training Material
- Points or pens for making points

Key training points:

Make sure that at the end of this everyone is aware of what will happen next. Take a decision (or if organised differently inform how that will happen) who will go to the European Lab. Check if we have 1) main messages, 2) short description of all developed ideas and 3) priority list of young people on the ideas. Give some room for national arrangements and collect feedback to feed back to the responsible NA.

4.12.a – I want to be involved

After having listened to all ideas and having visited them in a gallery walk hand every participant three points and ask them to put them to those ideas in which they would like to be involved in. They are free to distribute them on two or three ideas or put them all on one.

Have a short round of exchange of impressions after this exercise.

4.12.b – Peer-expert-advise

After this first prioritising ask them to visit all ideas again and give their peer-expert-advise on the flipcharts beside each idea – they should add:

- synergies they see with other presented ideas
- support and cooperation they could offer – e.g. we could meet in our youth centre for planning, we can do copies for free in our organisation etc.
- allies/networks: you should talk to xy, we have a video nerd in our group and can ask him/her to help with editing, etc.

4.12.c – Debriefing , Evaluation and next steps

After this give a short overview of the agreed following process in your country incl. budgets available (how they will be allocated), support available, timeframe of the overall campaign and the European Idea Lab. Close with feedback and evaluation by all participants and collect next steps they will take personally.