Project "ADULATION- Adult Education for Social Change"

2020-1-CY01-KA204-065947

"ADULATION Training toolkit to enhance citizenship of adult and senior learners"

Intellectual Output 3

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INTRODUCTION

The "ADULATION- Adult Education for Social Change" project addresses the need for the continuous professional development of adult educators, focusing on the necessary competences required to support the active participation of adult learners in society. Today, traditional education methods are not attractive to all adult learners, especially those with fewer opportunities, who often feel uncomfortable in formal settings. ADULATION promotes active citizenship through adult education by creating training opportunities and developing the competences of adult educators.

Adult education professionals will be introduced to innovative tools and methodologies that will support their ability to involve and motivate adult and senior learners with fewer opportunities to become active citizens and volunteers. Greater civic engagement is the foundation for social change and can impact countries and regions throughout Europe.

Additionally, the ADULATION project aims at motivating more European organisations to conduct further research on the adult education sector and implement improvements in the existing systems. The main aim of the "ADULATION Training toolkit to enhance citizenship of adult and senior learners" is to enhance civic engagement with the methods of:

    a. Photovoice;

    b. Educational Animation (Video);

    c. Storytelling;

    d. Kahoot! Quizzes.

The idea to create this Toolkit was inspired by the need to go beyond the traditional methods used in Adult Education and enrich the current practices with innovative, more effective approaches. The development of the Toolkit will take into account the results of the Research Study of the Intellectual Output 1.

Through these resources, we wish to develop educational tools based on creative methods that will attract adult and senior learners with fewer opportunities. For this category of society, formal education proved ineffective in helping them acquire the necessary knowledge and skills for living in today's society. The proposed methods' higher appeal is due to the use of creativeness, which facilitates the process of learning and helps the process of acquiring basic and transversal skills in the fields of social and civic competence and critical thinking.

We started by distributing a questionnaire among adult and senior learners in our countries (including learners in our educational activities and members of our organisations) to identify the issues that concern them the most. We have chosen the four more popular topics of interest in which the target group would like to develop social actions:

a. Human Rights and Climate Change (focus on understanding the Green Deal campaign of the EU).

b. The right of the EU Citizens to Data protection and online privacy (focus on preventing violations of the GDPR- the General Data Protection Regulation).

c. Immigration and tolerance to difference.

d. Euroscepticism (focus on voting in the EU elections).

OVERVIEW OF METHODS

We believe that the alternative teaching methods endorsed in this toolkit are underutilised in adult education. During the research phase for this project's proposal, we could not identify any project implementing the methods of Educational Animation (Video), Storytelling, or Kahoot! Quizzes addressing the topics mentioned above. We located two projects using the Photovoice method, but only one of these was related to the subject of active citizenship.

Photovoice

Photovoice is a qualitative method used for community-based participatory research to document and reflect reality. It is an empowering and flexible process that combines photography with grassroots social action. It will empower the learners regardless of status, including those categories of people who face discrimination based on their language, gender, race, class, disability, etc.

Participants will have the opportunity to express their perspectives by photographing scenes highlighting their life experiences concerning the research themes. In the following phase, the participants will meet to display their photographs. They will be divided into groups and asked to discuss how the shots relate to the research themes.

The method will produce a considerable amount of visual material, and the partners will hold photo exhibitions, creating an even more significant impact through the implementation of this project.

Educational Animation (Video)

The term "Educational Animation" indicates animated images used to teach and instruct. Information can be conveyed in the form of traditional cartoons, animated graphs and line charts to help show relationships between concepts. The method has limitless potential when it comes to creativity and originality.

Benefits of Animation for Adult Learners:

- Brain power is reserved for understanding – as concepts are explained through moving parts, the viewer doesn't have to mentally visualize words like with traditional teaching methods

- The learner can fully concentrate on understanding the concept

- Varied content improves retention – studies have shown that animation helps learners retain information more easily

- It inspires conversation, as it can be used for post-viewing discussions.

Storytelling

Storytelling is a tool to challenge prejudice and discrimination by working on skills, knowledge, and attitudes.

Situated (or Situational) Learning is a powerful and effective form of learning based on narrative structures. From an early age, humans contextualize experiences by attributing a meaning through storytelling. Adult learners are exceptionally good at using logic to piece together different elements of a story.

Kahoot! Quizzes

This simple tool can be used on every computer or smartphone. Decades of research have shown that testing learners on their knowledge is not just a way to assess but also a powerful way for improving learning (testing effect) that often yields more significant benefits than spending the same amount of time on study.

Providing learners with live quizzes during group meetings or workshops is a popular way to create more impact on the learners. Within this intellectual output, we will guide Adult Educators to utilise this powerful tool and create quizzes. The Quizzes aim to tackle Euroscepticism and include data about the European Institutions and Foundations, the common European values etc.

PHOTOVOICE

Photovoice methodology is a participatory action research strategy that can motivate youth mobilisation for community change[1]. It is a visual research methodology that intends to promote social change. Photovoice has been used to examine change in empowerment in vulnerable communities[2].

Photovoice was created in the early 90s by Caroline C Wang and Mary Ann Burris to bring attention to the daily life experiences of women living in Yunnan Province, China, regarding decision-making for regional development[3]. In other words, photovoice is a method by which people can recognise, represent and improve their community through a photographic procedure. Therefore, one should look into the goals that need to be fulfilled for Photovoice to succeed in the proposed social matters. The three goals are as follows[4]:

- Empower people to record and review their community's strengths and concerns

- Encourage critical dialogue and understanding of crucial concerns through substantial and small-scale groups discussion of photographs

- Reach policymakers.

The history of Photovoice builds upon Freier's methods, in which the terms *photo novella, foto novella*, and *photonovel* are used to illustrate the process of using photographs or pictures to tell a story or to teach language and literacy[5].

Through ethnographic techniques that merge photography, critical dialogue and experiential knowledge, the participants exhibit their society's concerns to characterise their culture, reveal social issues and promote social change. The proposed methodology has been effectively implemented in education, public health, disability studies and refugees[6].

Photovoice is one of the numerous qualitative methods developed in *Community-based participatory research* (CBPR). The participants use photography and stories about their photos to recognise and

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[1] C Wang, '*Youth Participation in Photovoice as a Strategy for Community Change*', Journal of Community Practice, 147 – 161, 2008

[2] K Budig, J Diez, P Conde, M Sastre, M Hernan, M Franco, '*Photovoice and empowerment: evaluating the transformative potential of a participatory action research project*', BMC Public Health, 2018

[3] C Wang, M A Burris, '*Photovoice: Concept, Methodology, and Use of Participatory Needs Assessment*', Health and Education Behaviour Vol. 24, Issue 3, 1997, published by SAGE.

[4] *Ibid.*

[5] P Freire '*Pedagogy of the Oppressed: 30th Anniversary Edition*', p 192, 3rd Ed. , 2015

[6] C A Sutton-Brown '*Photovoice: A methodological Guide*', Photography and Culture, 169 – 185, 2014

represent issues that are vital to them, which could facilitate researchers in having a greater understanding of the issue[7].

Photovoice Methodology can be divided into the following phases[8]:

Phase 1: Identification of participants. The communication with the participants should not last more than one hour. An initial semi-structured interview at this phase should be carried out to build rapport with each one of the participants. It should be utilised to recognise and realise the participant's perceptions of the community and to achieve awareness and gratitude for the individual's ideas. Participants should be shown how to use a camera and provided with a '*photography mission*'.

Phase 2: Taking the Photographs. Participants should be given some time (from 3 days to 2 weeks, depending on the activities proposed) to take photographs around their community. Participants should be advised to select a limited number of photographs. This would allow a deep and detailed group discussion about each of them.

Phase 3: Follow-up (interview). The follow-up interview should not last more than 90 minutes, during which the participants should be guided into telling a story about the photographs. The facilitator should identify which of the pictures is the most important for each participant and encourage a deep analysis of that picture and what the participant wants to communicate through it.

Phase 4: The top 5 photographs are to be presented in a community presentation or display. All of the photos and associated descriptions that will be published should be written and reviewed by the participants themselves. The reviewal procedure assists the participants in ensuring that the summary precisely reflects what they intended to convey.

Phase 5: Presentation or Display of the Photographs. The results of the projects should be shared with communities at local events, presentations at local gathering places, community websites and municipal councils.

Facilitators should keep in mind that the final goal of Photovoice projects is to empower the participants. Future research should be able to evaluate and assess the impact it has had on participants' empowerment alterations and how to maintain these individual and social changes[9].

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[7] C Nykiforuk, H Vallianatos, LM Nieeuwendyk, '*Photovoice as a Method for Revealing Community Perceptions of the Built and Social Environment*' 103-124, International journal of qualitative methods Vol 10, 2011
[8] *Ibid.*
[9] K Budig, J Diez, P Conde, M Sastre, M Hernan, M Franco, '*Photovoice and empowerment: evaluating the transformative potential of a participatory action research project*', BMC Public Health, 2018

TOPIC 1: HUMAN RIGHTS AND CLIMATE CHANGE - PHOTOVOICE

Tool 1 – Introduction to Photovoice

Aim & Objectives

The overall aim of this session is to gain an understanding of the Photovoice method and how to implement a Photovoice Project.

Moreover, this session aims towards providing adult educators with an understanding of how this method can be used to address the topic of "Human Rights and Climate Change", as well as other important issues.

Time

60 minutes

Materials Needed

For the implementation of this introductory session, standard workshop materials will be needed, such as flip charts, paper and markers.

Methodology and Techniques

Participants will use video and/or photo images to capture aspects of their personal environment and experiences and eventually share their perspectives through them. The purpose of these pictures being captured, displayed and narrated is to draw the attention of the public and the policymakers to specific issues in the hope that they will spur change.

Photovoice consists of five main concepts:

- Teaching images

- Pictures have the power to influence policy

- The act of creating and defining the images that shape healthful public policy should involve all community members

- The process entails bringing an audience of policy makers and other influential people to the table

- Photovoice highlights individual and community action

The Photovoice technique operates on the foundation of the following key principles:

- Helping those without a voice be heard by enabling them to record and reflect on their experiences and their communities' positive or negative conditions.

- Promoting critical consciousness by providing the opportunity to choose, discuss, and reflect on the subjects of each photograph. This allows for a better understanding of the participants' circumstances and the economic, social, psychological, and political forces that shape them.

- Achieving changes that improve conditions and enhance lives by reaching and influencing policy makers.

In order to achieve the aforementioned goals, it is vital to understand that Photovoice intends much more than just giving participants cameras and asking them to capture pictures and videos. The method followed by the facilitator is to start by guiding participants on using a camera and then discuss safe and ethical documentary practices. It is crucial to meet the facilitated group regularly, to show and discuss the images taken, and to be able to state opinions and feelings in a safe and supportive environment.

A Photovoice project can be an inexpensive and powerful tool for social and personal change and impact. Still, it needs to be thoroughly planned and carefully executed, with clear set goals.

The current session explores the method from a theoretical standpoint and does not implement it directly. However, it is essential for the successful implementation of the following Photovoice sessions included in the current Toolkit.

Preparation

The facilitator needs to be thoroughly informed and acquainted with the method of Photovoice.

Instructions & schedule of the session

This session focuses on training the participants on how to implement a Photovoice Project and represents a crucial step in attaining successful results.

1. The facilitator starts with technical training. This part includes providing guidelines on the basic use of the camera equipment and the fundamental photography techniques. During this discussion, the facilitator touches upon specific subjects such as operating the camera, composition, adjusting the light conditions using film and shutter speed and other techniques, using a flash, editing (digitally or otherwise), and how to shoot moving subjects, etc.

2. The second step is providing guidelines in ethical and safe photography. During this discussion, the facilitator should highlight the fact that, while photographing subjects, participants should keep in mind that they may find themselves in unpleasant situations (such as capturing private, embarrassing, or illegal behaviour).

3. When working in a group setting, it is essential to set ground rules and clarify why they are necessary. As mentioned earlier, Photovoice is a collaborative process, so the facilitator should highlight this. Also, the facilitator should establish a safe space and a mutually supportive team, explaining the importance of active listening skills. Moreover, engaging in group-building exercises can serve the scope of this session.

Debriefing

Pose the following questions to the participants:

- When is it ethical to take photos?

- How do you ask permission to take a photo?

- Should you ask subjects to sign a release form?

- How do you react if the subject refuses to be photographed?

Expected Outcomes

Knowledge

○ Understand the main principles of the Photovoice method

o Know the key concepts of the Photovoice technique

o Acquire a thorough understanding of ethical photography

Skills

o Ability to use a camera

o Practice safe and ethical photography

o Develop teamworking skills

o Develop active listening skills

Attitudes

o Implement safe and ethical photography

Tips for Facilitators/ Trainers/ Mentors

There are some general guidelines that a facilitator should take into consideration when planning a Photovoice activity.

- By nature, Photovoice requires the participation and collaboration of the participants, who should participate in the project's planning and implementation. Additionally, the learners' needs and unique characteristics should always be considered when planning a training session.

- Participants will need training, no matter their background. It is essential to consider that some adult learners might never have used a camera before, while others might be familiar with one. In either case, basic training on the fundamental techniques of documentary photography and the use of the equipment should be provided to them.

- Guidelines regarding photography ethics and how to keep themselves safe should be provided to the learners.

- Participants of any Photovoice activity need support and the opportunity to express themselves. Participants must have the chance to show and discuss their photos. Creating a safe and supportive environment where they can learn a new skill and gain confidence in their ability to express opinions and ideas is crucial to the process.

- Each Photovoice project should have a more significant meaning besides completing a training session. Participants should have the chance to see their photos used positively and significantly. One way to achieve this is by hosting an exhibition with the pictures taken.

Tool 2 – Addressing climate change: an issue of human rights

Aim & Objectives

- Learning about climate change from a primary scientific point of view

- Learn what are the main human activities that endanger the planet

- Understand how the effects of climate change affect our environment

- Understand the connection between human rights and climate change; identify them

- Learn about the categories that are most vulnerable to the alteration of the environment

- Reflect on how each of us can be directly affected by climate change

Time

150 min

Materials Needed

- Internet access
- Computer
- Markers, pens, paper
- Camera

Methodology and Techniques

The learners are first introduced to the topic and are given enough information to understand climate change and its connection with human rights. Learning occurs through frontal teaching, reflection, mutual listening and group research. Before starting the practical work for the activity (Photovoice), they will be asked to reflect on how they are and will directly be affected by the environmental changes, bringing their own experience from their countries.

The practical work includes the use of Photovoice methodology. The aim is to empower the participants to use photography to tell a unique story. The theme examined through this project is „Climate change and human rights"; therefore, the story that the photos will tell needs to be related.

Photovoice is a method of reflection and reporting that aims to transmit a message/story/experience using a photograph and a short description of it. Participants are asked to show a direct experience of the effects of climate change. Their answer will begin with a picture taken by them and will be followed by a story explaining the context. Responses to the research theme should reflect their personal perspective and experience.

After all the phases are completed, participants will have the opportunity to present, listen to the other's stories, and reflect on their own.

Preparation

Learn about the topic. Bring the participants' attention to stories of people/groups of people who were/are/will be affected by climate change. Remember to include a wide diversity of people, covering categories across different countries, geographical areas, social and economic classes. While it is essential to make people empathize with the most vulnerable categories of the global society, they should also understand that climate change affects everyone. Read and research examples of daily everyday activities and needs dependent on the wellbeing of the environment. (food security, quality of water, quality of air, fires, etc.)

Instructions & schedule of the session

- Provide the participants with a digital/physical version of Handout 1, which gives them basic information about the topic.

  Have a general discussion about the content, and ask participants if they are already familiar with the presented topics. Let them ask questions that can stimulate reflections and provide the correct information when asked/needed.

- The trainer presents stories of people and populations affected by climate change.

  Divide the participants into groups and start a conversation about how their area/country are, or will be, affected by climate change.

A presentation of the results of their reflection/research follows.

- Divide the participants into groups of two categories:

  o Half of the groups should look for information about the negative effect of Corporations' activity on the environment and human populations

  o Half of the groups should research State solutions on how to reduce the negative impact of corporations on the national territory

  Let the participants present the results and exchange ideas

- Introduce the participants to the Photovoice method and explain the task.

  "Climate change in front of my eyes" - Capture in a photograph an effect of climate change that affected you directly and share the story

Debriefing

1. How can environmental change affect human life? Mention the fundamental human rights to life, health, food, water, housing, and livelihood.

2. Do you think individual actions matter could make any change? If yes, what kind of actions and how much?

3. Does climate change affect everyone with the same intensity?

4. Which countries pollute the most (past and present)? In the case of companies, who are they owned by?

5. What activities can cause/influence/accelerate extreme natural events?

6. Why is climate change a human rights issue?

Expected Outcomes

Knowledge

  o Definition of climate change

  o Understanding of basic human rights

- o   Connection between climate change and human rights

- o   Effects climate change on the future generations

Skills

- o   Recognize the effect of human activities on human lives

- o   Form an opinion that is based on facts - scientific data and official reports

Attitudes

- o   Recognize situations of injustice and discrimination of individuals and groups of individuals related to climate change

- o   Feel empathy

- o   Be open to learn more and teach other people about the matter

Handouts

Handout – Basic Information on Climate Change

Further Reading

AMNESTY INTERNATIONAL. (2022). Retrieved August 2, 2022, from CLIMATE CHANGE: https://www.amnesty.org/en/what-we-do/climate-change/

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Timperley, J. (2021, November 9). *BBC.* Retrieved from The world's fight for 'climate justice': https://www.bbc.com/future/article/20211103-the-countries-calling-for-climate-justice

Verkooijen, P., & Abdul. M, A. (2021, September 30). The climate crisis is destroying the human rights of those least responsible for it. *The Guardian: International Edition*. Retrieved from https://www.theguardian.com/global-development/2021/sep/30/the-climate-crisis-is-destroying-the-human-rights-of-those-least-responsible-for-it

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Tool 3 - Impact on Ecosystems and Natural Resources

Aim & Objectives

The session's main objective is to explore the implications of climate change on ecosystems and natural resources, which directly correlate to a significant impact on Human Rights while using the Photovoice method.

Time

90 minutes for the training.

Allocate one day for the photo exhibition.

Materials Needed

For the implementation of this session, standard workshop materials will be needed, such as flip charts, paper and markers.

Additionally, since the session is based on the Photovoice method, more materials will be needed, specifically digital cameras, batteries or chargers, and photographic paper.

A photo printer and laptop are needed at a later stage for the selection and printing of photos.

Methodology and Techniques

Photovoice is a process in which the participants use video and/or photo images to capture aspects of their environment and experiences and share them with others. The captured images, accompanied by captions, are then used to present a message to the public and the policymakers to spur change.

Photovoice consists of five main concepts:

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- The act of creating and defining the images that shape healthful public policy should involve all community members

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- Promoting critical consciousness by providing the opportunity to choose, discuss, and reflect on the subjects of each photograph. This allows for a better understanding of the participants' circumstances and the economic, social, psychological, and political forces that shape them.

- Achieving changes that improve conditions and enhance lives by reaching and influencing policy makers.

In order to achieve the aforementioned goals, it is vital to understand that Photovoice intends much more than just giving participants cameras and asking them to capture pictures and videos. The method followed by the facilitator is to start by guiding participants on using a camera and then discuss safe and ethical documentary practices. It is crucial to meet the facilitated group regularly, to show and discuss the images taken, and to be able to state opinions and feelings in a safe and supportive environment.

A Photovoice project can be an inexpensive and powerful tool for social and personal change and impact. Still, it needs to be thoroughly planned and carefully executed, with clear set goals.

The current session explores the method from a theoretical standpoint and does not implement it directly. However, it is essential for the successful implementation of the following Photovoice sessions included in the current Toolkit.

Instructions & schedule of the session

1. Welcome participants and introduce the theme of the session.

2. Ask the participants to complete the Discussion Questions Handout, where they will indicate their personal experiences on various topics regarding Climate Change.

3. Explain that this activity will act as a starting point to cultivate discussion.

4. Facilitate the discussion and guide it towards the session's topic. Specifically, refer to the following implications of climate change on ecosystems and natural resources, which directly correlate to a significant impact on Human Rights:

   a. **Impact on fresh water resources:** Climate change significantly reduces surface water and groundwater resources in most dry subtropical regions, thus intensifying competition for water among agriculture, ecosystems, settlements, industry, and energy production, and affecting regional water, energy, and food security. Droughts are also increased, especially in dry areas. The primary drivers of these projected water shortages and droughts include: (i) reduced rainfall, (ii) reduced snowpack, resulting in less snowmelt supplying rivers and streams; (iii) higher temperatures, which increase evaporation from surface water and soils; and (iv) sea level rise, which contributes to saltwater inundation of freshwater resources. In addition, variations in the timing, magnitude, and type of precipitation, temperature increases, and sea level rise can harm freshwater ecosystems by changing stream flow and water quality. This also has a negative impact on the availability of water supplies for human consumption and other uses.

   Affected rights: right to water and sanitation, right to health, right to life, right to food, right to an adequate standard of living.

   b. **Terrestrial Ecosystems:** It has been observed that many plant and animal species have already moved their ranges and changed their behaviour in response to climate change over recent decades, but many others will likely be unable to adapt to the rapidly changing climactic conditions. Thus, climate change harms the populations and viability of many species. Most affected will be the species that currently are at risk of extinction. Moreover, an increase in the phenomenon known as "Forest dieback" was observed. This phenomenon constitutes a dire environmental risk, impacting climate, biodiversity, water quality, wood production, and livelihoods. High temperatures, drought, and changes in species abundance and viability are all linked to climate change.

   Affected rights: right to food, right to an adequate standard of living, right to health.

5. After discussing the points above, explain to the participants that they will have to take photos expressing their views on the above topics.

6. Provide participants with the necessary equipment, and appoint a specific date and time to meet again to discuss their photos and the caption that goes along with them. This step depends on how much flexibility of time is available to the facilitator. During this step, the selection of the photos that will be exhibited will also take place.

    a. Appoint a date and time to exhibit the selected photos. This step depends on how much flexibility of time is available to the facilitator.

Debriefing

Use the Reflection Questions Handout to gain insight on participants' views on the session and the topic discussed.

Expected Outcomes

Knowledge

- o Know the human rights impacted by climate change
- o Gain an understanding of the implementation of a Photovoice session

Skills

- o Cultivate active listening skills.
- o Develop photography skills.
- o Develop teamworking skills.

Attitudes

- o Increased awareness by participants of the relationship between human rights and climate change.
- o Appreciation of the Photovoice method as an efficient tool in approaching complex topics.

Handouts

- ● Discussion Questions Handout
- ● Reflection Handout

Tool 4 - Fresh air, clean water, healthy soil and biodiversity

Aim & Objectives

The overall objective is for participants to become aware of the importance of biodiversity and soil in enjoying a healthy life. Furthermore, participants should build their knowledge in regards to heatwaves and droughts, which have an impact on fresh air as well as clean water.

Time

120 – 140 minutes overall.

Materials Needed

For the implementation of this session, standard workshop materials will be needed, such as flip charts, paper, markers, and the Facts and Figures from the UN website regarding the relative SDGs.

Additionally, since the session is based on the Photovoice method, more materials will be needed, specifically digital cameras, batteries or chargers, and photographic paper.

A photo printer and laptop are needed at a later stage for the selection and printing of photos.

Methodology and Techniques

The methodological background of the particular session derives from Photovoice. By using photographs taken and selected by participants, respondents can reflect upon and explore the reasons, emotions and experiences that have guided participants in choosing the images. By using ethnographic techniques which merge photography, critical dialogue and experiential knowledge, participants reflect on and convey their community's concerns for the genuine representation of their culture, to reveal social problems and provoke social change.

The facilitator(s) should be aware of the SDGs that the EU family has ratified for results to become a reality in 2030.

Print Facts and Figures from the UN website in regards to the following SDGs as well as their targets:

- Goal 6: Ensure access to water and sanitation for all

- Goal 7: Ensure access to affordable, reliable, sustainable and modern energy

- Goal 12: Ensure sustainable consumption and production patterns

- Goal 13: Take urgent action to combat climate change and its impacts

Indoor spaces are preferable for the workshop for training facilitators, conducting the process, and downloading photos during Photovoice. For the day of the exhibition (the date is to be decided by the group), a space with walls where pictures can be hung would be ideal, but facilitators should devise creative alternatives when that is not possible.

Instructions & schedule of the session

1. Welcome participants and do a round of introductions for all participants (facilitator(s) included).

2. Introduce them to the theme of the session.

3. Divide the participants into two groups and provide them with 2 of the SDGs listed above to discuss in groups about the given information – i.e. experiences from everyday life, reflecting in memories etc. (approximately 30 minutes)

4. Exchange the given handouts of SDGs between the groups (approximately 30 minutes)

5. The facilitator(s) should enable and assist in discussing the SDGs by guiding the participants through the topic. Attention should be drawn to the effects and aftermath of climate change affecting fresh air, clean water, healthy soil and biodiversity. Additionally, heatwaves can be included in the discussion for countries like Cyprus and Italy. (approximately 30 minutes)

6. The question the participants need to respond to through their pictures is: what are the effects you can identify around you regarding soil, water, air and biodiversity? (i.e. in Cyprus, the Salt Lakes have a vital impact on the biodiversity of the environment that attracts migratory birds).

7.   Participants should be provided with all the necessary equipment to take pictures.

8.   The group of participants and the facilitator(s) should decide upon a date and time for the selected photos to be exhibited.

Debriefing

Questions that the facilitator could use to initiate discussion:

- What differences can you see around you (in the fresh air, clean water, healthy soil and biodiversity) in comparison to your teenage years?

- How are these differences identifiable in your everyday life? (i.e. is it colder/hotter now than in your childhood?)

- Do you think it restrains your quality of life?

- What do you think will happen if we don't change our actions to stop the rapid contamination of climate change?

- Do you use renewable energy resources at home? Has it upgraded your quality of life and benefited the environment?

Expected Outcomes

Knowledge

- Understand the importance of resilient and sustainable soils for the health (of people and organisms in the soil.

- Understand the effect of soil biodiversity and the provision of ecosystem services to succeed in the SDGs – food production, water quality, air quality, and climate change mitigation.

Skills

- Learn about climate change and the way it affects healthy living.

- Identification of actions that individuals could do.

- o Increase awareness on climate change.

- o Critical thinking concerning actions that individuals could do for a healthier living in regards to climate change.

Tips for Facilitators/ Trainers/ Mentors

The facilitator(s) should be aware of the SDGs that the EU family has ratified for results to become a reality in 2030.

Handouts

SDGs - Goal 6 https://www.un.org/sustainabledevelopment/water-and-sanitation/

SDGs - Goal 7 https://www.un.org/sustainabledevelopment/energy/

SDGs - Goal 12 https://www.un.org/sustainabledevelopment/sustainable-consumption-production/

SDGs - Goal 13 https://www.un.org/sustainabledevelopment/climate-change/

EDUCATIONAL ANIMATION

Animation refers to a simulated motion picture depicting the movement of drawn or simulated objects able to visually represent conceptual changes, processes and dynamics. Its use in education is gaining status and momentum day by day, to the point where most educational designs and instructional courses are incomplete without it. In addition, the use of animation is not just limited to the young audience to attract them with bright visuals, shapes, and colours, but it is also used as a learning tool just as widespread on a higher studies level with highly competent and skilled teachers and instructors.

The use of animations has been strongly encouraged as an innovative, constructivist and students-centred alternative to the traditional learning approaches. Studies from many countries have demonstrated the positive effects of using different and innovative methodologies and visualisation technologies on students' understanding of concepts from various fields.

What are the benefits of educational animation videos?

- Animation makes learning more accessible – visual aids help understand abstract and invisible processes, as they illustrate phenomena or concepts that might be difficult to visualise

- Animation is clear - the visual illustrations make it possible to prevent the formation of students' misconceptions and to guide them to the new knowledge

- Animation is engaging – listening to a lecture with visual aid keeps learners engaged. In fact, 90% of the information absorbed by the brain is visual

- Animation increases motivation - studies have pointed out that using animation during lessons affects learning motivation and increases the desire to learn

- Animation is flexible – compared to plain old textual material, animation covers visuals, audio and motion spheres, offering a uniquely flexible approach to learning. The learning materials can be adapted for many categories of learners.

Benefits to learning

Animation can help students and learners of all ages immensely since the standard 2D animation videos rely more on visual and audio teaching methods than textual phrases. This saves them plenty of time, effort, and mental strain.

In the case of low-performing youth, research reported that the use of animation for learning tackles distraction, which is more likely to take over when the tasks are tedious or extremely difficult. The inclusion of captions adds additional visual stimuli that may help hold a person's attention to the content at hand.

TOPIC 2: THE RIGHT OF THE EU CITIZENS TO DATA PROTECTION AND ONLINE PRIVACY – EDUCATIONAL ANIMATION

Tool 1 – The right to privacy

Aim & Objectives

- To illustrate the origin of the notion of privacy and how it became one of the most pivotal issues of the age of big data.
- To introduce the GDPR as an international milestone for privacy and data protection.

Time

45 minutes

Materials Needed

Electronic devices (PC, tablet, smartphone) and Internet connection to support the online learning activities (videos, online quizzes, multiple choice, questionnaires, games, etc.)

Methodology and Techniques

The techniques used by the facilitator/ trainer/ mentor will be focused on providing basic notions and information about the GDPR origin and importance while relying on activities related to real-life situations (i.e. How to read and understand the GDPR while browsing an e-commerce site). The overall approach is experiential learning for the learners.

Educational videos represent one of the most direct teaching methods for learners of every age and subject because, as with photos/images, animation lets them visualize concepts immediately. This can be very helpful when dealing with complex topics. In this sense, animation-based learning fits well with this tool (the GDPR origins) and allows its key concepts to take root in the learner's memory. Our brain has a strong affinity with video because it is trained to retain image-based content better than

plainly reading a page of only words. An average viewer recalls a message almost 100% when it is watched than when it is read. Moreover, animation-based learning can be considered part of a more comprehensive set of skills that adult and senior learners need to acquire. The non-digital natives can explore different digital devices, starting with their own smartphones. Social inclusion and active citizenship can't exclude digital literacy. All the videos created for the sessions of Topic 2 and related activities will use different e-learning tools to foster digital and social inclusion skills in adult and senior learners.

The main benefits of this method are:

- The content is more understandable.

- It fosters deep thinking in learners and allows them to process concepts interactively.

- Strengthening of the attention span

- Videos enhance learners' creativity

- They provide exceptional stimulation and tips for conversation

Experiential learning is another fundamental principle to be adopted when dealing with adult and senior learners. Education involves refining and modifying old ideas and implanting new ones, and experience is the vehicle through which this process can take place. The response to new ideas depends on those currently held (i.e. the awareness of adult/senior learners of the digital world and their personal data being online). The facilitator's responsibility is to sculpt the experience and the surrounding discussion in a way that maximises its value (i.e. be fully aware of your rights when browsing a website).

Preparation

1. Prior Learning: How much do you already know about this topic?
2. Learn more about the GDPR and privacy by browsing the following websites:
   a. Complete guide to GDPR compliance https://gdpr.eu/

   b. NIS directive

   c. Information security management https://www.iso.org/isoiec-27001-information-security.html

3. Prepare some illustrations of the key concepts of GDPR and its importance among privacy regulations. (es. Use a timeline to help learners understand the steps)

4. Make the participants interact with the content through individual (simulations, research, case studies and other problem-solving activities) and collaborative activities (discussions, role-playing, cooperative games).

   This can be done by designing online activities with different web-based learning tools. For example, the facilitator can use:

   Mentimeter: an interactive presentation tool which allows you to build presentations, interactive Polls, Quizzes, and Word Clouds. In this case, the facilitator can start the session by asking the participants what privacy is for them.

   Quizlet: a digital learning tool which includes digital flash cards, matching games, e-assessments, and live quizzes.

   Socrative: a cloud-based student response system which allows facilitators to create simple quizzes that learners can take quickly on PC or, more often, via classroom tablet computers or their smartphones.

   These are only some examples of the vast world of e-learning. Everyone can decide whether to use them or not.

5. Prepare a self-assessment activity: quizzes, multiple choice, fill in the blanks and the like for the learners to fill in.

Instructions & schedule of the session

1. Ask the participants if they have ever thought about their personal data being used unlawfully. Let the learners talk about their personal experiences and explore their expectations on the GDPR affecting their daily lives.

2. Explain why a good regulation of personal data is essential by bringing famous examples of data breaches, nationally and internationally speaking.

3. Use the educational animation video to illustrate the main principles of GDPR. Every video will be divided into two parts to lighten the cognitive load of the session.

4. Ask participants to carry out the exercise or activity foreseen. This activity can be alternated during this session depending on the part of the video the facilitator is explaining.

5. Carry out a short debriefing session and ask participants to take the self-assessment quiz.

Debriefing

To debrief, ask the following questions:

- When did the concept of privacy first appear?

- Has the notion of privacy developed in the last decade or not?

- Why are the concepts of privacy and data protection interrelated?

- Why is it important to protect our personal data?

- What is the GDPR, and who are its subjects?

Expected Outcomes

Knowledge

o Sequence the main steps of the evolution of the notion of privacy

Skills

o Explain the two key concepts of the notion of privacy

o Identify the main improvements of the European legislation concerning privacy.

Attitudes

o Differentiate the main aspects in the field of the protection of privacy and personal data

Further Reading

CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION. (2012, October 26). Retrieved August 2, 2022, from EUR-Lex: Official website of EU: https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:12012P/TXT&from=EN

Complete guide to GDPR compliance. (n.d.). Retrieved August 2, 2022, from GDPR.EU: https://gdpr.eu/?cn-reloaded=1

Data protection and online privacy. (2022, January 7). Retrieved August 2, 2022, from Your Europe: https://europa.eu/youreurope/citizens/consumers/internet-telecoms/data-protection-online-privacy/index_en.htm

Tool 2 – The General Data Protection Regulation (GDPR)

Aim & Objectives

- To define the GDPR and its scope of application by giving a set of key terms and definitions which will foster civic education and strengthen the participation of adult and senior learners in the digital era.
- To illustrate the six privacy principles of the GDPR as fundamental pillars of the relationship between data controllers and data subjects.
- To illustrate the 8 data subjects' rights to be exercised whenever our personal data are collected as a way to empower digital immigrants, not only making them digitally fit but also civically engaged.
- To provide guidance through a pivotal European directive for data protection which supplies data subjects with specific procedures in case of violations.

Time

50 minutes

Materials Needed

Electronic devices (PC, tablet, smartphone) and Internet connection to support the animation and related learning activities (online quizzes, multiple choice, questionnaire, etc.)

Methodology and Techniques

Educational videos will be at the core of the animation-based learning methodology. Its benefits relate to visualization of concepts, better content retention thanks to visual stimuli and cognitive energy-saving. The facilitator should also keep the learning-by-doing approach in mind as adult/senior learners are more focused on practical, meaningful and self-directed activities to acquire new knowledge.

The techniques used by the facilitator/ trainer/ mentor will be focused on providing the vocabulary necessary to delve into the GDPR and its main features and principles. The methodology for this tool will mix self-directed learning (i.e peer tutoring, individual research about the topic) and sharing life experiences as digital immigrants and data subjects. The overall environment should support and stimulate feedback and practice as pillars of adult learning.

Preparation

1. Prior Learning: based on the mentioned Complete guide to GDPR compliance https://gdpr.eu/, how can you summarise this European Directive's main points?

2. Search the best schemes, videos, tutorials and other learning tools applied to the GDPR for your target learners. Or create your own video.

3. Illustrate the GDPR using clear and concise language, providing learners with the vocabulary needed. Always refer to the source Article of the Regulation to foster self-discovery and further studies.

4. Make the participants interact with the content through individual (simulations, research, case studies and other problem-solving activities) and collaborative activities (discussions, cooperative games).

5. Prepare self-assessment activities: quizzes, multiple choice, fill in the blanks and the like.

Instructions & schedule of the session

- Ask the participants if they are aware of their rights as Internet users. Do you know the amount of personal data you share on the Internet daily? Take an inventory of and list all the devices that could be carrying personal data. Do you know your rights as a European Internet user? This first part of the session is dedicated to brainstorming and experience sharing. Different digital tools can foster collaboration among participants (see Tool 1- Preparation)

- Use the educational animation video to illustrate the GDPR: its subjects and scope of application, the EU monitoring bodies and the main fines in case of infringement.

- Ask participants to carry out the exercise or activity foreseen. These activities can be alternated during this session depending on the part of the video the facilitator is explaining.

- Try to make significant examples linked to real-life situations to make learners better understand the scope of application of the GDPR. i.e. Let's read Facebook's privacy policy or search for the highest fines for GDPR violations.

- Carry out a short debriefing session and ask participants to take the self-assessment quiz.

Debriefing

To debrief, ask the following questions:

- What are the six documents constituting the legal basis upon which an organization can collect your personal data?

- What do personal data include?

- What are sensitive personal data?

- What activities are included in data processing?

- What is the difference between a data controller and a data processor?

- What is the function of DPAs?

- What is the EDPB, and what is its function?

- List the six main privacy principles of the GDPR.

- Why is the concept of accountability important for the GDPR?

- What is the right of erasure?

- What are the three types of GDPR breaches?

- What are the penalties for being GDPR-not compliant? Do the penalties have the same weight as violations?

- What are the ten criteria followed by the DPAs for infringements?

Expected Outcomes

Knowledge

  o List the six privacy principles of the GDPR

o List the eight rights of data subjects

o List the ten criteria upon which GDPR penalties are determined

Skills

o Evaluate an organization's reliability according to the GDPR compliancy of its privacy notice, whatever format it assumes.

o Explain and be able to apply the eight rights of data subjects as part of an active citizenship in the digital era.

o Judge the severity of a GDPR infringement

Attitudes

o Be responsible for your personal data when surfing the Internet in general and relating to organizations in particular.

o Manage your personal data, even exercising the right of erasure if necessary.

o Differentiate between a well-structured GDPR-compliant privacy notice and an ambiguous one, thus actively guiding the other members of the community (being digital immigrants or not) if necessary

Handouts

GDPR privacy policy template

Further Reading

(n.d.). Retrieved August 2, 2022, from European Data Protection Board: https://edpb.europa.eu/edpb_en

Accountability. (n.d.). Retrieved August 2, 2022, from EUROPEAN DATA PROTECTION SUPERVISOR: https://edps.europa.eu/data-protection/our-work/subjects/accountability_en

Data Protection: Rules for the protection of personal data inside and outside the EU. (n.d.). Retrieved August 2, 2022, from European Commission: https://ec.europa.eu/info/law/law-topic/data-protection_en

Three years of GDPR: the biggest fines so far. (2021, May 24). *BBC*. Retrieved August 2, 2022, from https://www.bbc.com/news/technology-57011639

What are the GDPR Fines? (n.d.). Retrieved August 2, 2022, from GDPR.EU: https://gdpr.eu/fines/

What are the main aspects of the General Data Protection Regulation (GDPR) that a public administration should be aware of? (n.d.). Retrieved August 2, 2022, from European Commission: https://ec.europa.eu/info/law/law-topic/data-protection/reform/rules-business-and-organisations/public-administrations-and-data-protection/what-are-main-aspects-general-data-protection-regulation-gdpr-public-administration-should-be-aware_en

Tool 3 – Writing a GDPR-compliant privacy notice

Aim & Objectives

- To illustrate the writing procedure of a GDPR-compliant privacy notice to strengthen the user's trust towards the European privacy policy and acceptance of emerging technology.
- To promote the creation of a short privacy notice for websites and other online media.

Time

45 minutes

Materials Needed

Electronic devices (PC, tablet, smartphone) and Internet connection to support the animation and related learning activities (online quizzes, multiple choice, questionnaires, etc.).

Methodology and Techniques

What is the methodological background on which this session has been built?

The techniques used by the facilitator/ trainer/ mentor will be focused on providing basic notions and information about the process behind a GDPR-compliant privacy notice. As a natural continuation of the previous units, knowing the topics and structure of this document will facilitate the participants' empowerment as Internet users.

As usual, the activities are related to real-life situations, so they will be asked to imagine their own website and write a short GDPR-compliant privacy notice thanks to the support of the GDPR.eu template or WordPress privacy features.

1.   Prior Learning: Do you know how a privacy notice is structured?

2.   Learn   more   about   the   GDPR   document   structure   by   browsing   this   websites:
        Writing a GDPR-compliant privacy notice (template included): https://gdpr.eu/privacy-notice/

        o   For personal websites and blogs, look at these privacy policy generators:
            https://www.privacypolicies.com/blog/wordpress-privacy-policy/   (multiple
            languages)

        o   https://termly.io/en/ (only EN)

3.   Illustrate the structure of a GDPR-compliant privacy notice. (ex. Using the h5p lesson to show
        every part of the structure in detail step by step).

4.   Make the participants interact with the content with different quizzes (i.e. Put the other parts
        of the GDPR document in order, and link the content to the parts of the structure)

5.   The main self-assessment activity will be writing a short GDPR document by answering to the
        classic "Who, What, Why, and How" questions:

        o   Who is the site or app owner.

        o   What data is being collected, why it's being used, and how. Also, you'll want to note
            who can access the collected data.

        o   What the 'legal basis' is for collection. For example, does the user need to consent, or
            is it a legal requirement?

        o   What rights the user has to access and delete their data.

        o   How safe and compliant cross-border or overseas data transfers are.

Instructions & schedule of the session

1.   Ask the participants if they can orient themselves when opening a Privacy policy and Terms
        and conditions when they give their consent. This first part of the session is dedicated to
        brainstorming and experience sharing.

2.   Explain how a good GDPR-compliant document is written by delving into its parts using the template offered by the GDPR.eu website.

3.   Use the educational animation video to allow participants to visualise the structure of a GDPR-compliant privacy note. It means providing an animated template of the privacy note facilitating the learning by doing methodology.

4.   Ask participants to carry out the exercise or activity foreseen. This activity can be alternated during this session depending on the part of the video the facilitator is explaining.

5.   Try to make significant examples linked to real-life situations to make learners better understand the GDPR structure. i.e. Let's read the privacy policy of different websites, the ones they surf the most.

6.   Explain how to exercise the right to erasure as a fundamental right introduced by the GDPR

7.   Carry out a short debriefing session and ask participants to take the self-assessment quiz.

Debriefing

- Which are the main parts of a GDPR-compliant privacy notice?

- Why is it important to write a good GDPR-compliant privacy notice?

- How can you properly inform your visitors if you run a blog which collects personal data (i.e. emails)?

- Can you decide what style to adopt when writing your own privacy notice?

- You want to unsubscribe from a company website which previously collected your data. What should you do?

- When

- doesn't the Right of erasure apply?

Expected Outcomes

Knowledge

- Sequence the main parts of the structure of a GDPR-compliant privacy notice.

Skills

- Explain the content of every part of the privacy policy.

- Identify the missing parts of a privacy notice as an Internet user and a possible content provider (ex. As a blogger).

Attitudes

- Differentiate the main banners and policies appearing or not appearing while browsing a website.

- Comply with the GDPR if you run or plan to run a blog which collects other internet users' data.

Tips for Facilitators/ Trainers/ Mentors

Try to support learning by mixing iconic memory through visual stimuli (colourful template, structure and images) in a digital environment (creating a blog, website) to support and stimulate adult and senior learners to become digitally literate.

Handouts

GDPR.eu template to analyse its structure and guide the learners to write their own privacy notice.

Right to Erasure Request form template to show the participants how to exercise their own rights as envisioned by this valuable EU regulation.

Further Reading

Complete guide to GDPR compliance. (n.d.). Retrieved August 2, 2022, from GDPR.EU: https://gdpr.eu/

Data protection and online privacy. (n.d.). Retrieved August 2, 2022, from Your Europe: https://europa.eu/youreurope/citizens/consumers/internet-telecoms/data-protection-online-privacy/index_en.htm

Everything you need to know about the "Right to be forgotten". (n.d.). Retrieved August 2, 2022, from GDPR.EU: https://gdpr.eu/right-to-be-forgotten/

Right to Erasure Request Form (Template). (n.d.). Retrieved August 2, 2022, from GDPR.EU: https://gdpr.eu/right-to-erasure-request-form/

Tool 4 – The basics of cyber security

Aim & Objectives

- To introduce the concept of online security and related risks to avoid while navigating

- To gain insights into preventing fraud, identity theft and cyber confidentiality attacks

- To implement successful actions to avoid breaches in the digital environment

Time

45 minutes

Materials Needed

Electronic devices (PC, tablet, smartphone) and Internet connection to support the animation and related learning activities (online quizzes, multiple-choice, questionnaires, etc.).

Methodology and Techniques

The mix of animation-based and experiential learning will facilitate adult/senior learners to comprehend the topic better and stimulate their participation in the communities, both face-to-face and online.

The techniques used by the facilitator/ trainer/ mentor will be focused on providing basic notions and information about cyber security or the practice of protecting systems, networks, and programs from digital attacks.

Preparation

1. Prior Learning: How much do you already know about this topic?

- Learn more about cyber attacks by browsing these websites:

- o   EU cyber security policies:

https://digital-strategy.ec.europa.eu/en/policies/cybersecurity-policies

- o   ENISA – the EU cyber security agency: https://www.enisa.europa.eu/

- o   The EU cyber security act:

https://digital-strategy.ec.europa.eu/en/policies/cybersecurity-act

2. Illustrate the key concepts of cyber security, related risks, and good practices to protect personal data.

3. Make the participants interact with the content through individual (simulations, research, case studies and other problem-solving activities) and collaborative activities (discussions, cooperative games). Use the web-based learning tools.

4. Prepare self-assessment activities: quizzes, multiple choice, fill in the blanks and the like.

Instructions & schedule of the session

1.   Ask the participants if they have an antivirus installed on their pc, have ever received phishing emails, or have ever been under cyber attack. Sharing experiences is key to starting a deeper connection with the topic. Furthermore, cyber security is a central issue for everyone, and the EU put in place different strategies to tackle this problem.

2.   Illustrate and explain the types of digital threats they may encounter, how to eliminate them, and which are the best practices (dos and dont's) when navigating the internet. You can also use the education animation prepared for Adulation.

3.   Ask participants to carry out the exercise or activity foreseen. This activity can be alternated during this session depending on the part of the video the facilitator is explaining.

4.   Carry out a short debriefing session and ask participants to take the self-assessment quiz.

Debriefing

To debrief, ask the following questions:

- What does cyber security mean and what are the cyber security habits we should develop?

- How many types of digital threats are there online? Can you list the most famous/common ones?

- Your email account is under cyberattack. How can you detect it? What are the main actions to implement? Who should you turn to?

Expected Outcomes

Knowledge

- ○ List the digital threats you can find online

- ○ Sequence the steps to follow when undergoing a cyber attack/ after one

- ○ Describe the leading cyber security measures to implement every day

Skills

- ○ Explain what cyber security is and its main threats in our everyday life

- ○ Identify the main procedures of data protection (strong password, avoid pop-ups, antivirus, spot fake emails/forms)

- ○ Evaluate the level of risks/damage a cyber attack can have and act accordingly

Attitudes

- ○ Differentiate the main digital threats in terms of type, dangerousness, and solutions.

- ○ Practice smart cyber security habits.

- ○ Be responsible for the personal data you upload online and manage to protect them effectively, even when attacked

Tips for Facilitators/ Trainers/ Mentors

- Integrate Their Experience.

- Let Them Explore On Their Own.

- Always Open for Feedback.

Further Reading

Cyber First Aid. (n.d.). Retrieved August 2, 2022, from EUROPEAN CYBER SECURITY MONTH: https://cybersecuritymonth.eu/cyber-first-aid

Cybersecurity: how the EU tackles cyber threats. (n.d.). Retrieved August 2, 2022, from European Council - Council of the European Union: https://www.consilium.europa.eu/en/policies/cybersecurity/

Data Protection. (n.d.). Retrieved August 2, 2022, from EUROPEAN UNION AGENCY FOR CYBERSECURITY: https://www.enisa.europa.eu/about-enisa/data-protection

ENISA Mandate and Regulatory Framework. (n.d.). Retrieved August 2, 2022, from EUROPEAN UNION AGENCY FOR CYBERSECURITY: https://www.enisa.europa.eu/about-enisa/regulatory-framework

European Cybercrime Centre - EC3: Combating crime in a digital age. (2022, March 1). Retrieved August 2, 2022, from EUROPOL: https://www.europol.europa.eu/about-europol/european-cybercrime-centre-ec3

Shaping Europe's digital future: The Cybersecurity Strategy. (n.d.). Retrieved August 2, 2022, from European Commission: https://digital-strategy.ec.europa.eu/en/policies/cybersecurity-strategy

The EU's fight against organised crime. (n.d.). Retrieved August 2, 2022, from European Council - Council of the European Union: https://www.consilium.europa.eu/en/policies/eu-fight-against-crime/

STORYTELLING

Through time, human beings have been engaging in conversations using stories for long, which has helped them understand each other and the world around them. Storytelling is defined as *'an ancient art form* and *a valuable form of human expression'* by the National Storytelling Network[10].

However, a story can be presented in many forms, and different methods are used for different purposes.[11] Thus, when it comes to the practice of telling the story, the focus is on the different forms of telling the story and not on the story itself.[12] As M. Carolyn Clark and Marsha Rossiter argue, learning through stories is based on three elements: hearing, telling and recognizing stories.[13] While according to Horea and Vrecer (2016), storytelling engages interaction between the storyteller and the listeners, therefore, it connects the individuals.[14]

There are many different ways and different purposes of storytelling, and one of them is for education purposes. Storytelling has been used as a method of education to 'create awareness, foster understanding, invite for reflection and discussion, spark curiosity etc.'[15] Storytelling has been used as a method of non-formal education, where the main aim is to enhance the learning and creativity of students.[16]

Based on the literature review[17], it is certain that storytelling offers a flexible and creative study option, which can contribute to the special needs of adult learners as they have more stories and experience to share than the youth.[18] Moreover, Tilkin et al. (2011) concluded that storytelling as a

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[10] National Storytelling Network (2022). What is Storytelling?. https://storynet.org/what-is-storytelling/.

[11] Horea, S., & Vrecer, M. (2016). *STORYTELLING cookbook - a practical guide for teachers, youth workers and educators on how to use storytelling to enhance creativity and learning.* Retrieved from SALTO-YOUTH: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1431/S-cookbook-web.pdf

[12] Moezzi, M., Janda, K. B., & Rotmann, S. (2017). Using stories, narratives, and storytelling in energy and climate change research. *Energy Research & Social Science*, 31, 1-10. https://doi.org/10.1016/j.erss.2017.06.034

[13] Clark, M.C. & Rossiter, M. (2008), Narrative learning in adulthood. New Directions for Adult and Continuing Education, 2008: 61-70. https://doi.org/10.1002/ace.306 p. 65.

[14] Horea, S., & Vrecer, M. (2016). *STORYTELLING cookbook - a practical guide for teachers, youth workers and educators on how to use storytelling to enhance creativity and learning.* Retrieved from SALTO-YOUTH: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1431/S-cookbook-web.pdf

[15] Ibid p.8.

[16] Ibid p.5.

[17] Enzo Caminotti Jeremy Gray, (2012),"The effectiveness of storytelling on adult learning", Journal of Workplace Learning, Vol. 24 Iss 6 pp. 430 – 438 Permanent link to this document: http://dx.doi.org/10.1108/13665621211250333.

[18] Tilkin, G & Paulus M. &, Biesen A. L, Land J. (2011). 1001 Stories for Adult Learning (Sheherazade project) *ISBN 9789081794114. Lies Kerkhofs, Landcommanderij Alden Biesen, Kasteelstraat 6, B-3740 Bilzen.* https://issuu.com/aldenbieseneu/docs/sheherazade-manual pp.13-14.

pedagogical tool helps learners conceptualise the learning process, empowers adult learners, facilitates communication, inspires personal growth and engages the adult learner.[19]

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[19] Ibid. pp.14-16.

TOPIC 3: IMMIGRATION AND TOLERANCE TO DIFFERENCE – STORYTELLING

Tool 1 – How to form your own opinion and understanding towards migration and tolerance

Aim & Objectives

- Learn about issues regarding immigration/emigration and tolerance to difference

- Understand what tolerance to difference entails

- Develop critical thinking on the topic of immigration/emigration and tolerance to difference

- Understand and improve attitudes towards immigration/emigration and tolerance

Time

120 minutes.

Materials Needed

Short summary on migration. See attached handout.

Methodology and Techniques

What is the methodological background on which this session has been built?

What are the techniques to be used by the facilitator/trainer/mentor?

The methodological background of this session is situated or situational learning. The facilitator/trainer/mentor will build on the storytelling method, a non-formal method of education. Storytelling in education creates awareness, fosters understanding, invites reflection and discussion,

sparks curiosity, and establishes identity and rituals.[20] Stories are a source of knowledge and inspiration, and by telling or listening to them, young people also develop the capacity for acceptance, they learn to accept and let go of their prejudices.[21] *"Storytelling can be used to enhance the learning and creativity of pupils or young people in schools or youth centres. Its three stages allow the beneficiaries to be prepared for the story, to listen carefully and reflect upon its events and to draw conclusions by developing a proactive attitude where the young people are involved in the post-telling of the story."[22]*

The facilitator/trainer/mentor will use the above-mentioned technique to enhance and improve the students' attitudes and perceptions of migration and tolerance.

Preparation

Build a common understanding of the following topics: migration, including immigration and emigration. Define the pull and push factors of migration. Explore the different aspects of integration and assimilation and the interaction between migrants and the host society.

Think of the aims you would like to achieve with this session. Educate yourself on migration (for example, see the attached summary on migration). Always use reliable sources, such as International Organization for Migration (United Nations – IOM).

Tolerance: Think about tolerance from a different point of view. Tolerance towards the culture of the host society and tolerance towards the migrating people.

Instructions & schedule of the session

1. Explore the topic of migration. *Ask the participants:* What words come to your mind when you hear the word: ‚MIGRATION'. Write down the words/ideas mentioned by participants.

    a. Necessary tools: blackboard and pen

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[20] Horea, S., & Vrecer, M. (2016). *STORYTELLING cookbook - a practical guide for teachers, youth workers and educators on how to use storytelling to enhance creativity and learning.* Retrieved from SALTO-YOUTH: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1431/S-cookbook-web.pdf

[21] Ibid. p.16.
[22] Ibid. p.12.

2. Divide the participant into two groups: one group will identify the possible PUSH factors, and the other will identify the possible PULL factors of migration from the above-mentioned excercise. What other factors can be pull and push factors of migration? What kind of migration patterns (emmigration/immigration) are there? Why do people migrate?[23]

   a. Necessary tools: paper sheets and pen

3. Ask someone from each group to share their ideas on PUSH and PULL factors. You can ask questions similar to these from participants during the activity:

   - What is migration?

   - What is the difference between emigration and immigration?

   - What are the pull and the push factors of migration?

   - What are your experiences with people from a migration background? Do you know their stories?

   - Share your thoughts on the reasons for migration.

   - What can be the biggest issue for these people entering/leaving a country?

4. After discussing migration's push and pull factors with the groups, introduce a story to each group. The trainer/facilitator should choose one emigration/immigration story from their region/country. Some examples can be found here. For stories, the trainer/facilitator can think about their personal experiences or conduct an interview with someone who immigrated/emigrated to/from their /country.

5. The stories should be handed out in a printed document. The trainer chooses one person per group who will be the storyteller. After the storytellers overview their stories, they present them to their group in the first person singular.

   After, the trainer/facilitator can ask the following questions to the participants:

   - What could be the reason for migration?

   - What kind of difficulties did they encounter when migrating?

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[23] See handout.

- What helped them during their journey?

- What kind of attitudes did they encounter?

6. After discussing the trainer's questions, the two groups will share the outcomes of their discussion with the other group.

7. Participants should work together this time: explore the topic of migration again. Create *a word cloud on the word of migration and compare it with the results of the first exercise* [*Miro or a similar application might be useful for this exercise to create some visual interest as well*](#).

Debriefing

They are guiding questions to be included at the end of the session and for further discussion.

- Did your attitude change during this exercise? If yes, why, how; if not, why, how?

- Do you think your society is tolerant toward immigrants? Do you think that other countries are more tolerant towards emigrants? What could we learn from other countries about tolerance?

- What is your opinion on multiculturalism? What are its positive and negative effects? What does the motto of the European Union „united in diversity", mean to you?

- How can we work together even though we have different languages, traditions/behaviours, and how can we overcome our difficulties?

Expected Outcomes

Knowledge

o Definition and concept of migration (emigration/immigration);

o Concept of push and pull factors of migration;

o Concept of multiculturalism, assimilation, integration.

o Storytelling method

Skills

- o   Critical thinking;

- o   Creativity;

- o   Storytelling;

- o   Debating skills;

- o   Distinguish your attitudes from the attitude of others/the society.

Attitudes

- o   Positive, negative and neutral attitudes towards migration;

- o   Understanding the notion of tolerance.

Handouts

Migration - Background material for trainers

Further Reading

(2021). Retrieved from International Organization for Migration: https://www.iom.int/

Annual Report 2020. (2021, August 12). Retrieved from International Organization for Migration: https://publications.iom.int/books/annual-report-2020

EU migration policy. (2022, March 25). Retrieved August 2, 2022, from European Council - Coucil of European Union: https://www.consilium.europa.eu/en/policies/eu-migration-policy/

Funding shortfall forces UNHCR to cut vital programmes in DR Congo. (2021). Retrieved from United Nations High Commissioner for Refugees: https://www.unhcr.org/

GLOSSARY ON MIGRATION. (2019). Retrieved from International Organization for Migration: https://www.iom.int/glossary-migration-2019#:~text=The%20IOM%20%22Glossary%20on%20Migration%22%20is%20as%20an,at%20creating%20a%20common%20understanding%20of%20migration%20terms.

Horea, S., & Vrecer, M. (2016). *STORYTELLING cookbook - a practical guide for teachers, youth workers and educators on how to use storytelling to enhance creativity and learning.* Retrieved from SALTO-YOUTH: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1431/S-cookbook-web.pdf

Migration. (2021). Retrieved August 2, 2022, from BBC: https://www.bbc.co.uk/bitesize/guides/z3p4b82/revision/1

Personal stories. (2021). Retrieved from United Nations High Commissioner for Refugees (UNHCR): Magyarorszag: https://www.unhcr.org/hu/szemelyes-tortenetek-2

Tool 2 – Tolerance and acceptance

Aim & Objectives

- Learn about issues regarding tolerance to difference

- Understand what tolerance to difference entails

- Develop critical thinking on the topic of diversity, tolerance and acceptance

Time

90 minutes

Methodology and Techniques

The methodological background of this session is situated or situational learning. The facilitator/trainer/mentor will build on the storytelling method as a non-formal method of education. Storytelling in education creates awareness, fosters understanding, invites reflection and discussion, sparks curiosity, and establishes identity and rituals.[24] Stories are a source of knowledge and inspiration, and by telling or listening to them, young people also develop the capacity for acceptance, they learn to accept and let go of their own prejudices.[25] *"Storytelling can be used to enhance the learning and creativity of pupils or young people in schools or youth centres. Its three stages allow the beneficiaries to be prepared for the story, to listen carefully and reflect upon its events and to draw conclusions by developing a proactive attitude where the young people are involved in the post-telling of the story."[26]*

The facilitator/trainer/mentor will use the above-mentioned technique to enhance and improve the students' attitude and perception of tolerance and difference.

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[24] Horea, S., & Vrecer, M. (2016). *STORYTELLING cookbook - a practical guide for teachers, youth workers and educators on how to use storytelling to enhance creativity and learning.* Retrieved from SALTO-YOUTH: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1431/S-cookbook-web.pdf

[25] Ibid. p.16.

[26] Ibid. p.12.

Think of the aims you would like to achieve with this session. Learn more about the topic of diversity, tolerance and acceptance. The main aim is to build a common understanding on tolerance and acceptance, including the relationship and difference between these two definitions. Explore the different aspects of tolerance and acceptance. See the *Further Reading* part.

Build your own story. You can use your own experiences, or you can find some instructions and examples on the website of the UN.

Instructions & schedule of the session

1. Group exercise: Start the session with a short exercise. Divide the participants into two groups and ask them to match the following sentences to the right definition ('TOLERANCE' or 'ACCEPTANCE')
     i. Individual's willingness to tolerate the existence of opinions or behaviours they dislike or disagree with
     ii. Individual's assent to the reality of a situation, recognizing a process or condition (usually a negative or unpleasant one) without protesting it or trying to change it
     iii. A kind of passive resignation
     iv. We might tolerate a person we dislike
     v. When we accept someone, we actively try to get rid of negative feelings
     vi. We want to change but do not have the power
     vii. We embrace things and show no resistance
2. Discuss the results with the participants.
     o What should be tolerated and what should be accepted in their view?

3. Present your story. The story should be selected with the aim of leading the participants to the topic of tolerance and acceptance. You can use a story of your own, or other elements, such as audio and visual elements. It should create opportunities for the development of tolerance and a change of behaviour towards diversity and for finding different perspectives. The story will provide a good start to a common discussion with the participants on the topic.

4. Invite the participants to share their stories and experiences connected to tolerance or acceptance.

   a. What kind of differences do you perceive with other people? Can you divide them into categories (behaviour, language, culture, food, religion, etc.)?

   b. What makes or does not make you tolerate or accept something?

Questions:

   o What are the relationship and the difference between tolerance and acceptance?

   o How did you react? What was your perception of the difference?

   o Can you recall any stories regarding diversity issues? From abroad or maybe in your own region/country?

Debriefing

Ask the participants to discuss these issues with each other.

Expected Outcomes

Knowledge

   o Definition of tolerance and acceptance

   o Relationship between tolerance and acceptance

   o Differences between tolerance and acceptance

Skills

   o Storytelling

   o Debating skills

   o Presentation skills

Attitudes

   o Understanding the notion of tolerance and acceptance

   o Differentiate between the main aspects of tolerance and acceptance

Further Reading

#StandUp4Migrants. (2022). Retrieved from UNITED NATIONS HUMAN RIGHTS OFFICE OF THE HIGH COMMISSIONER: STAND UP FOR HUMAN RIGHTS: https://www.standup4humanrights.org/migration/en/step3.html

Hasa, B. (2020, March 12). *What is the Difference Between Tolerance and Acceptance.* Retrieved August 2022, from PEDIAA: https://pediaa.com/what-is-the-difference-between-tolerance-and-acceptance/#Tolerance%20vs%20Acceptance%C2%A0-%20Comparison%20of%20Key%20Differences

Horea, S., & Vrecer, M. (2016). *STORYTELLING cookbook - a practical guide for teachers, youth workers and educators on how to use storytelling to enhance creativity and learning.* Retrieved from SALTO-YOUTH: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1431/S-cookbook-web.pdf

Human interest stories. (2021). Retrieved from COUNCIL OF EUROPE: https://www.coe.int/en/web/i-choose-equality/human-stories1

Wienand, P. (2020, July 20). *Power Tool: Acceptance vs. Tolerance.* Retrieved from International Coach Academy (ICA): https://coachcampus.com/coach-portfolios/power-tools/petya-wienand-acceptance-vs-tolerance/

Tool 3 -Multiculturalism, interculturalism, integration, assimilation

Aim & Objectives

- Raising awareness on multiculturalism

- Introducing the concepts of multiculturalism, interculturalism, integration, assimilation, and diversity.

Time

90 minutes

Methodology and Techniques

This tool is based on the method of storytelling.

„The method has three main elements that make up the storytelling session: the Story, the Storyteller and the Audience. When talking about the Story, one can notice that we have many types of stories: for example, personal stories, well-known stories and unwritten stories, the ones that are created on the spot, etc. Storytelling has no age limit, with regards to both Storyteller and the Audience. When we speak about a good Storyteller, we do not refer only to their artistry, to the skills that can be developed with time, but also to the relationship created with the Audience. Storytelling represents a safe and inspiring environment for those who take part, a place where they can reflect, discover, communicate, find solutions, get involved – all of this depending on how open they are willing to be. The communication between these three elements is what maintains a storytelling session, by giving power to both the people and messages involved."[27]

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[27] Horea, S., & Vrecer, M. (2016). *STORYTELLING cookbook - a practical guide for teachers, youth workers and educators on how to use storytelling to enhance creativity and learning.* Retrieved from SALTO-YOUTH: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1431/S-cookbook-web.pdf

Think of the aims you would like to achieve with this session. Learn more about the topic of multiculturalism, interculturalism, integration, assimilation, and diversity. The main objective is to build a shared understanding of these concepts.

Instructions & schedule of the session

1. Group exercise in one group: What comes to your mind about the word „diversity"? Create a word cloud as a group.

   a. Necessary tools: post-its, paper sheets, pens

2. Individual exercise: the trainer asks the participants to create a story about what cultural diversity means to them.

   a. Ask the participants to tell a personal story about when they experienced cultural diversity.

      i. Necessary tools: paper sheets and pens

   b. Sharing circle: the participants tell their stories to the group

      i. 3-5 minutes per story

3. Multiculturalism, interculturalism, integration, assimilation – awareness-raising exercise

   a. The trainer puts up the above-mentioned four words/concepts (a projector, blackboard, etc.)

   b. The trainer divides the participants into four groups, giving each group a definition of the above-mentioned concepts. The definition should not include the given concept, so the participants themselves should identify which definition belongs to which concept.

   c. Sharing circle: how did you identify the concept in your definition? How did you pair the definition with its title? Was it easy/hard? Why?

4. „Yes and…" group exercise

   a. The group create a story together about living together in diversity.

b. The trainer starts the exercise with the first sentence: Let's tell a story about a world that celebrates diversity. In this world, people have different cultural backgrounds, and speak different languages.

c. The next participant starts with „Yes, and…" and adds their idea.

d. When everyone told their addition to the story, the trainer ends with „ And this is the end of the story".

Debriefing

The group reflects on the exercises with the following questions:

- How do you define your own culture? Is it based on language, geography, identity or else? Which is the most important element for you?

- Did your opinion change about multiculturalism and diversity? If yes, how? If not, why?

- In which situations do you experience different cultures in your daily life?

- Do you have a favourite culture which is different from your own?

- What did you experience during the „Yes and…" exercise?

Examples: you can catalogue questions for the facilitator to ask the participants. You can give instructions on how to close the activity.

Expected Outcomes

Knowledge

o Definition of multiculturalism, interculturalism, integration, assimilation (See Glossary of IOM)

Skills

o Identifying the different concepts and can form their own opinion

o Storytelling

Attitudes

   o A wider understanding of how different cultures can exist together

   o More positive attitude toward different cultures

   o A deeper understanding of their own culture and its elements

Further Reading

EMN Asylum and Migration Glossary. (2021). Retrieved from European Commission: Migration and Home Affairs: https://home-affairs.ec.europa.eu/networks/european-migration-network-emn/emn-asylum-and-migration-glossary_en

European Website on Integration. (2022). Retrieved from European Commission: https://ec.europa.eu/migrant-integration/home_en

Magyarország kulturális sokszínűségéről. Multikulturalizmus értelmezések Magyarországon 1990 után. (2017). Retrieved from Kisebbségkutató Intézet: https://kisebbsegkutato.tk.hu/multikulturalizmus-magyarorszagon

Tool 4 – Linguistic diversity

Aim & Objectives

- Learn about issues related to tolerance to difference, more precisely to language diversity

- Understand language diversity

- Develop critical thinking on the topic of tolerance to difference; language diversity

- Raise awareness on language diversity

Time

120 minutes.

Methodology and Techniques

The methodological background of this session is the storytelling method; the facilitator/trainer/mentor will build on this. Storytelling in education is used to create awareness, foster understanding, invite to reflection and discussion, spark curiosity, and establish identity and rituals.[28] Stories are a source of knowledge and inspiration, and by telling or listening to them, young people also develop the capacity of acceptance, they learn to accept and let go of their prejudices.[29] *"Storytelling can be used to enhance the learning and creativity of pupils or young people in schools or youth centres. Its three stages allow the beneficiaries to be prepared for the story, to listen carefully and reflect upon its events and to draw conclusions by developing a proactive attitude where the young people are involved in the post-telling of the story."[30]*

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[28] Horea, S., & Vrecer, M. (2016). *STORYTELLING cookbook - a practical guide for teachers, youth workers and educators on how to use storytelling to enhance creativity and learning.* Retrieved from SALTO-YOUTH: https://www.salto-youth.net/downloads/toolbox_tool_download-file-1431/S-cookbook-web.pdf

[29] Ibid. p.16.

[30]Ibid.p12.

Preparation

Think of the aims you would like to achieve with this session. Learn about linguistic diversity and think about the different aspects of language diversity in your country/region. Do you know what is the origin of language diversity? The non-scientific origin is the Babel Tower myth from the Bible, that you can use it as a story in this session.

Instructions & schedule of the session

1. Put the chairs in a big circle and ask the participants the following questions:

   a. *Which languages do they speak?*

   b. *Which languages do their parents speak?[31]*

   c. *What are your experiences with language learning?*

Ask them to write it down on paper, and then ask a few participants to share their answers. Discuss it with the participants:

   - Necessary tools: paper sheets and pens.

Questions:

   - *What does it mean that you speak the same language with your family, neighbours, etc.?*

   - *Does your language define your culture? Does your culture define your language?*

   - *What about non-native speakers? Should they learn the official language(s) of a country? Should they preserve their language of origin?*

2. Tell or show the story of the Babel Tower to your group. (Bible, Genesis 11:1-9)

3. Discuss it with the participants:

   a. *What did you learn from the story?*

   b. *What were the consequences of creating different cultures with different languages?*

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[31] They can list their native language but their non-native language as well.

c. *Have you experienced any judgement based on your accent or language?*

d. *Why is language diversity important? Should we create a universal, global language?*

e. *What are the advantages and disadvantages of using a global lingua franca?*

f. *What are the advantages and disadvantages of language diversity?*

Debriefing

You can catalogue questions for the facilitator to ask the participants. You can give instructions on how to **close the activity.**

- What about migrants or refugees? How can they preserve their native language? Does it important? How does it contribute to multiculturalism?

- What to do with your accent? What does it mean that you have an accent?

- Do you identify yourself with the language and culture of your country or residence?

Expected Outcomes

Knowledge

o   Origin of language diversity

o   Advantages and disadvantages of language diversity

Skills

o   Critical thinking;

o   Debating skills;

Attitudes

o   Understanding the importance of language diversity

o   Learn how to be more tolerant regarding different languages

Further Reading

Cauldwell, R. (2014, June 9). *What does your accent say about you?* Retrieved from BRITISH COUNCIL:
https://www.britishcouncil.org/voices-magazine/what-does-your-accent-say-about-you

European Education Area: Quality education and training for all. (2021, January 19). Retrieved from
European Commission: https://education.ec.europa.eu/node/13_ka

Horea, S., & Vrecer, M. (2016). *STORYTELLING cookbook - a practical guide for teachers, youth workers
and educators on how to use storytelling to enhance creativity and learning.* Retrieved from
SALTO-YOUTH: https://www.salto-youth.net/downloads/toolbox_tool_download-file-
1431/S-cookbook-web.pdf

Linguistic Integration of Adult Migrants (LIAM). (2021(b)). Retrieved from COUNCIL OF EUROPE:
https://www.coe.int/en/web/lang-migrants

Ro, C. (2021, June 3). The pervasive problem of 'linguistic racism'. *BBC*. Retrieved from
https://www.bbc.com/worklife/article/20210528-the-pervasive-problem-of-linguistic-racism

Tower of Babel: Story, Summary, Meaning, & Facts. (2021). Retrieved from Encyclopaedia Britannica:
https://www.britannica.com/topic/Tower-of-Babel

KAHOOT! QUIZZES

Kahoot quizzes are an easy-to-develop tool. Originally conceived to be used in classrooms as a game-based learning platform, Kahoot has a variety of uses and potential applications and has fast evolved into one of the most relied upon online tools for skill development or assessment.

The core assumption behind this instrument, and any kind of quizzes-based learning approach, is that people like to be engaged and learn more quickly and better when they are.

Therefore, we adopted a methodology which relied upon the maximum engagement possible through quizzes and competition. Contests are another very powerful tool for engaging persons, especially when they are young; joining both games and contests maximises the learning population's impact.

Considering the game and contest combination, the methodology relies upon several quizzes with EU as a topic. Competitors/learners must find out which answer is correct among multiple choices and on a true/false ground.

Since the training has the objective of addressing Eurosceptics, all competitions are preceded by a short explanation of the topics from the point of view of the theme; the idea is to frame the discussion to push competitors to understand the EU workings and address their prejudices by the effort required to win the competition.

Videography

Kahoot quizzes: https://www.youtube.com/watch?v=V4FQ-j91waA

Competition: https://www.youtube.com/watch?v=rA3c3AKOF1k

Euroscepticism: https://www.youtube.com/watch?v=_83jk_Eo_us

The EU: https://www.youtube.com/watch?v=idlCpZl9hQ4

TOPIC 4: EUROSCEPTICISM – KAHOOT! QUIZZES

Tool 1 – European Elections 2024: The European Parliament

Aim & Objectives

The purpose of the kit is to frontally attack the idea that the EU is not democratic. Showing to the participants that European elections are a moment of true democracy, even when compared to elections in Member states (e.g., in Italy there is no preference vote when voting for the government, but there is one when voting for the EU Parliament), will reach the objective of refusing the common claim of lack of bottom-up involvement in the formation of decisional organ at European level.

Time

The entire tool is going to last about 1 hour and 45 minutes, according to the following general schedule:

10 minutes – preparation and explanations to participants

20 minutes – presentation of Euroscepticism with a focus on the specific accusation of lack of democracy

About 60 minutes – Kahoot quizzes

About last 10 minutes – debriefing

Materials Needed

Materials will be distributed at the beginning of the preparation phase. They will be composed of a list of internet links to websites and other online resources where participants will be able to find answers to the questions put in the Kahoot quizzes.

Methodology and Techniques

We based this tool (and the other three) on a learning-by-doing methodology. The overall idea is that each tool is the answer to a specific accusation addressed to the EU; the participants will have to work out answers to why the accusation is false/wrong/misplaced in the first place. By finding out for themselves what the EU really is, and the reasons behind the fundamental flaws of the Eurosceptics' arguing, participants will build their own answers rather than relying on assumptions and common knowledge, which are often ill-received by Eurosceptics themselves.

The task of the facilitator is to present the accusation to the EU in the best concise and exact way possible. Summing up the position of the adversaries accurately enough is key to developing the right way to counter it. Knowing the answers to the quizzes from the beginning, facilitators should also try from the start to present Eurosceptics opinions so that questions (and especially their answers) are a direct rebuttal of those opinions.

Preparation

Preparation should not last more than 10 minutes. The facilitator will explain to the participants how the training will take place, listing in order:

A.   The concept of the training: how it is going to work and why

B.   Kahoot quizzes: how the software works

C.   Group division: how participants are going to be divided into groups

D.   Resources: where and how to access resources useful to answer Kahoot quizzes

After this initial step, there will be a short presentation (not more than 20 minutes) of what Euroscepticism is, highlighting four big issues that are usually important to Eurosceptics, that is, four accusations commonly addressed to the EU: lack of democracy; too much importance of lobbies; lack of decisional transparency; useless complication of citizens' lives.

Instructions & schedule of the session

1.   Explain to participants how the following points will be developed during the training.

2.   Display the Euroscepticism presentation on a screen visible to all participants.

3. Present Euroscepticism to all participants through the slides, putting much emphasis on the four traditional accusations usually addressed to the EU.

4. Divide all participants into groups; each group should be composed of 3-5 persons, so the number of groups will be proportional to the number of participants. Try to separate people who are usually part of previously established groups, so to mix people and force them to create new links in order to solve the puzzles.

5. Give participants all materials; this is mostly a list of links which are topic-related, and the participants should scrutinize during the next steps, but some printed material can also be distributed in order to facilitate information retrieving for people who are a bit more "analogic" or less acquainted with internet surfing.

6. Give participants access to the internet. They should be able to navigate on Kahoot (through a QR code or any other method made available by the software)

7. Start the training. The full Kahoot-based training is composed of 15+5 questions; 15 are multiple-choice questions, and 5 are true or false questions.

8. Each group has 4 minutes to answer the multiple-choice questions (total: 60 minutes). In order to do so, they have to go through the links provided by the facilitator; all answers are there or can be reached starting from there. They could be quicker than that, but the purpose of the training is to assimilate information; that is why after the 15 questions, there are other 5 (see below point 9). Each correct answer gives 1 point to the participating group.

9. After the 15 multiple-choice questions, there are five right or false questions. These questions, when correctly answered, give 3 points each. The whole matter of these questions is to compensate for participants who could have found the answers to the first 15 questions a bit too quickly, so they did not assimilate information properly. Therefore, all these questions are more complicated to understand and require more notions. The time for answering will be much shorter (30 seconds) so that participants already know the answers or won't probably be able to answer on time. So, they need to go through the link provided at the beginning with much care during those 4 minutes available for the 15 multiple-choice questions. As explained above, this happens to prevent too easy answers to the questions and encourage assimilation of information.

10. At the end of the session, points are collected, and the group with more points win the session. The entire session should not last longer than about 1 hour and 40 minutes.

Debriefing

During the last minutes of the session, the participants will have the opportunity to comment on the training, for instance, presenting facilitators with observations and other personal opinions useful to improve the tool. The facilitator will duly note down all observations to rely on them for an internal evaluation once the session is over.

Examples: you can catalogue questions for the facilitator to ask the participants. You can give instructions on how to close the activity.

Expected Outcomes

Knowledge

- Electoral system of the EU and formation of the Parliament; confidence vote to the European Commission and Parliament powers

Skills

- Navigating EU institutional sites to retrieve information

- Following a legislative procedure of the EU

- Spotting weaknesses in Eurosceptics discourse and debating against it

- Getting information for participating in EU elections in an informed and aware manner

Attitudes

- Commitment

- Sense of initiative

- Adaptability

- Accountability

- Life-long learning

- Leadership

- Sociability

- Availability

Tips for Facilitators/ Trainers/ Mentors

There are no tips for facilitators and/or trainers. The work is based on the capacity of trainees to share the amount of information between members of groups and cooperate in order to retrieve the information they need, absorbing them in the meantime.

However, facilitators should always keep in mind the three c's: to be clear, concise and consistent.

Handouts

There will be only one handout listing all online resources for all tools. The handout will be a list of links where trainees will have to look for information to answer questions. Those links must be interpreted as a starting point and not just an omni-comprehensive text.

TOOL 2 – THE EUROPEAN COMMISSION AND ITS WORKINGS

Aim & Objectives

The kit intends to confront the idea that the EU favours lobbies. By showing people how lobbies enter in contact with institutions and how institutions work with lobbies, trainees will be led to better understand how the point is not that lobbies influence the EU, but that the EU needs to manage interests so that they are not free to do whatever they want.

Time

The entire tool is going to last about 1 hour and 45 minutes, according to the following general schedule:

10 minutes – preparation and explanations to participants

20 minutes – presentation of Euroscepticism with a focus on the specific accusation of favouring lobbies

About 60 minutes – Kahoot quizzes

About last 10 minutes – debriefing

Materials Needed

Materials will be distributed at the beginning of the preparation phase. They will be composed of a list of internet links to websites and other online resources where participants will be able to find answers to the questions put in the Kahoot quizzes.

Methodology and Techniques

What is the methodological background on which this session has been built?

What are the techniques to be used by the facilitator/ trainer/ mentor?

We based this tool (and the other three) on a learning-by-doing methodology. The overall idea is that each tool is the answer to a specific accusation addressed to the EU; the participants will have to work out answers to why the accusation is false/wrong/misplaced in the first place. By finding out for themselves what the EU really is, and the reasons behind the fundamental flaws of the Eurosceptics' arguing, participants will build their own answers rather than relying on assumptions and common knowledge, which are often ill-received by Eurosceptics themselves.

The task of the facilitator is to present the accusation to the EU in the best concise and exact way possible. Summing up the position of the adversaries accurately enough is key to developing the right way to counter it. Knowing the answers to the quizzes from the beginning, facilitators should also try from the start to present Eurosceptics opinions so that questions (and especially their answers) are a direct rebuttal of those opinions.

Preparation

Preparation should not last more than 10 minutes. The facilitator will explain to the participants how the training will take place, listing in order:

A. The concept of the training: how it is going to work and why

B. Kahoot quizzes: how the software works

C. Group division: how participants are going to be divided into groups

D. Resources: where and how to access resources useful to answer Kahoot quizzes

After this initial step, there will be a short presentation (not more than 20 minutes) of what Euroscepticism is, highlighting four big issues that are usually important to Eurosceptics, that is, four accusations commonly addressed to the EU: lack of democracy; too much importance of lobbies; lack of decisional transparency; useless complication of citizens' lives.

Instructions & schedule of the session

1. Explain to participants how the following points will be developed during the training.

2. Display the Euroscepticism presentation on a screen visible to all participants.

3. Present Euroscepticism to all participants through the slides, emphasising the four traditional accusations usually addressed to the EU.

4. Divide all participants into groups; each group should be composed of 3-5 persons, so the number of groups will be proportional to the number of participants. Try to separate people who are usually part of previously established groups to mix people and force them to create new links to solve the puzzles.

5. Give participants all materials; this is mostly a list of topic-related links, which the participants should scrutinize during the following steps, but some printed material can also be distributed to facilitate information retrieving for people who are a bit more "analogic" or less acquainted with internet surfing.

6. Give participants access to the internet. They should be able to navigate on Kahoot (through a QR code or any other method made available by the software)

7. Start the training. The full Kahoot-based training comprises 15+5 questions; 15 are multiple-choice, and 5 are true or false questions.

8. Each group has 4 minutes to answer the multiple-choice questions (total: 60 minutes). To do so, they must go through the links provided by the facilitator; all answers are there or can be reached starting from there. They could be quicker than that, but the purpose of the training is to assimilate information; that is why after the 15 questions, there are other 5 (see below point 9). Each correct answer gives 1 point to the participating group.

9. After the 15 multiple-choice questions, there are five right or false questions. These questions, when correctly answered, give 3 points each. The whole matter of these questions is to compensate for participants who could have found the answers to the first 15 questions too quickly, not assimilating information properly. Therefore, all these questions are more complicated to understand and require more notions. The time for answering will be much shorter (30 seconds) so that participants already know the answers or won't probably be able to answer on time. So, they need to go through the link provided at the beginning with much care during those 4 minutes available for the 15 multiple-choice questions. As explained above, this prevents too easy answers to the questions and encourages the assimilation of information.

10. At the end of the session, points are collected, and the group with more points win the session. The entire session should not last longer than 1 hour and 40 minutes.

Debriefing

During the last minutes of the session, the participants will have the opportunity to comment on the training, for instance, presenting facilitators with observations and other personal opinions useful to improve the tool. The facilitator will duly note down all observations to rely on them for an internal evaluation once the session is over.

Expected Outcomes

Knowledge

- Legislative process and other decisional procedures inside the EU; codecision; powers of the European Council

Skills

- List Paragraph- bullet points Navigating EU institutional sites to retrieve information

- Finding calls for proposals/tenders on the official EU websites

- Spotting weaknesses in Eurosceptics discourse and debating against it

Attitudes

- Commitment

- Sense of initiative

- Adaptability

- Accountability

- Life-long learning

- Leadership

- Sociability

- Availability

Tips for Facilitators/ Trainers/ Mentors

There are no tips for facilitators and trainers. The work is based on the capacity of trainees to share information between members of groups and cooperate to retrieve the information they need, absorbing it in the meantime.

However, facilitators should always keep in mind the three c's: to be clear, concise and consistent.

Handouts

There will be only one handout listing all online resources for all tools. The handout will be a list of links where trainees will have to look for information to answer questions. Those links must be interpreted as a starting point, not just an omni-comprehensive text.

Tool 3 – Powers and responsibilities of the Council

Aim & Objectives

The kit intends to confront the idea that the EU favours lobbies. By showing people how lobbies enter in contact with institutions and how institutions work with lobbies, trainees will be led to better understand how the point is not that lobbies influence the EU, but that the EU needs to manage interests so that they are not free to do whatever they want.

Time

The entire tool is going to last about 1 hour and 45 minutes, according to the following general schedule:

10 minutes – preparation and explanations to participants

20 minutes – presentation of Euroscepticism with focus on the specific accusation of lack of decisional transparency

About 60 minutes – Kahoot quizzes

About last 10 minutes – debriefing

Materials Needed

Materials will be distributed at the beginning of the preparation phase. They will be composed of a list of internet links to websites and other online resources where participants will be able to find answers to the questions put in the Kahoot quizzes.

Methodology and Techniques

We based this tool (and the other three) on a learning-by-doing methodology. The overall idea is that each tool is the answer to a specific accusation addressed to the EU; the participants will have to work out answers to why the accusation is false/wrong/misplaced in the first place. By finding out for themselves what the EU is, and the reasons behind the fundamental flaws of the Eurosceptics' arguing,

participants will build their answers rather than relying on assumptions and shared knowledge, which are often ill-received by Eurosceptics themselves.

The facilitator's task is to present the accusation to the EU in the best concise and exact way possible. Summing up the position of the adversaries accurately enough is key to developing the right way to counter it. Knowing the answers to the quizzes from the beginning, facilitators should also try from the start to present Eurosceptics opinions so that questions (and especially their answers) are a direct rebuttal of those opinions.

Preparation

Preparation should not last more than 10 minutes. The facilitator will explain to the participants how the training will take place, listing in order:

A. The concept of the training: how it is going to work and why

B. Kahoot quizzes: how the software works

C. Group division: how participants are going to be divided into groups

D. Resources: where and how to access resources valuable to answer Kahoot quizzes

After this initial step, there will be a short presentation (not more than 20 minutes) of what Euroscepticism is, highlighting four significant issues that are usually important to Eurosceptics, that is, four accusations commonly addressed to the EU: lack of democracy; too much importance of lobbies; lack of decisional transparency; useless complication of citizens' lives.

Instructions & schedule of the session

1. Explain to participants how the following points will be developed during the training.

2. Display the Euroscepticism presentation on a screen visible to all participants.

3. Present Euroscepticism to all participants through the slides, emphasising the four traditional accusations usually addressed to the EU.

4. Divide all participants in groups; each group should be composed of 3-5 persons, so the number of groups will be proportional to the number of participants. Try to separate people

who are usually part of previously established groups to mix people and force them to create new links to solve the puzzles.

5. Give participants all materials; this is mostly a list of topic-related links, and the participants should scrutinize during the following steps. Some printed material can also be distributed to facilitate information retrieving for people who are more "analogic" or less acquainted with internet surfing.

6. Give participants internet access. They should be able to navigate on Kahoot (through a QR code or any other method made available by the software)

7. Start the training. The full Kahoot-based training comprises 15+5 questions; 15 are multiple-choice, and 5 are true or false questions.

8. Each group has 4 minutes to answer the multiple-choice questions (total: 60 minutes). To do so, they must go through the links provided by the facilitator; all answers are there or can be reached starting from there. They could be quicker than that, but the purpose of the training is to assimilate information; that is why after the 15 questions, there are other 5 (see below point 9). Each correct answer gives 1 point to the participating group.

9. After the 15 multiple-choice questions, there are five right or false questions. These questions, when correctly answered, give 3 points each. The whole matter of these questions is to compensate for participants who could have found the answers to the first 15 questions too quickly, so not assimilating correct information. Therefore, all these questions are more complicated to understand and require more notions. The time for answering will be much shorter (30 seconds) so that participants already know the answers or won't probably be able to answer on time. So, they need to go through the link provided at the beginning with much care during those 4 minutes available for the 15 multiple-choice questions. As explained above, this prevents too easy answers to the questions and encourages the assimilation of information.

10. At the end of the session, points are collected, and the group with more points win the session. The entire session should not last longer than about 1 hour and 40 minutes.

Debriefing

During the last minutes of the session, the participants will have the opportunity to comment on the training, for instance, presenting facilitators with observations and other personal opinions useful to improve the tool. The facilitator will duly note down all observations to rely on them for an internal evaluation once the session is over.

Expected Outcomes

Knowledge

- Legislative process and other decisional procedures inside the EU; codecision; powers of the European Council

Skills

- List Paragraph- bullet points Navigating EU institutional sites to retrieve information

- Following a legislative procedure of the EU

- Spotting weaknesses in Eurosceptics discourse and debating against it

Attitudes

- Commitment

- Sense of initiative

- Adaptability

- Accountability

- Life-long learning

- Leadership

- Sociability

- Availability

Tips for Facilitators/ Trainers/ Mentors

There are no tips for facilitators and trainers. The work is based on the capacity of trainees to share the amount of information between group members and cooperate to retrieve the information they need, absorbing them in the meantime.

However, facilitators should always keep in mind the three c's: to be clear, concise and consistent.

Handouts

There will be only one handout listing all online resources for all tools. The handout will be a list of links where trainees will have to look for information to answer questions. Those links must be interpreted as a starting point, not just an omni-comprehensive text.

Tool 4 – What the EU can do for you

Aim & Objectives

The kit's purpose is to frontally attack the idea that the EU is just complicating citizens' lives. By displaying a list of evident facilitations, helps, and subsidies, the facilitators will increase the knowledge of the many opportunities that the EU is offering to people, both in terms of policy and funding, also dispelling many "dark legends" on the EU which are just a variation of fake news.

Time

The entire tool is going to last about 1 hour and 45 minutes, according to the following general schedule:

10 minutes – preparation and explanations to participants

20 minutes – presentation of Euroscepticism with a focus on the specific accusation of complicating our lives instead of bettering them

About 60 minutes – Kahoot quizzes

About last 10 minutes – debriefing

Materials Needed

Materials will be distributed at the beginning of the preparation phase. They will be composed of a list of internet links to websites and other online resources where participants will be able to find answers to the questions put in the Kahoot quizzes.

Methodology and Techniques

We based this tool (and the other three) on a learning-by-doing methodology. The overall idea is that each tool is the answer to a specific accusation addressed to the EU; the participants will have to work out answers to why the accusation is false/wrong/misplaced in the first place. By finding out for themselves what the EU is, and the reasons behind the fundamental flaws of the Eurosceptics' arguing,

participants will build their answers rather than relying on assumptions and shared knowledge, which are often ill-received by Eurosceptics themselves.

The facilitator's task is to present the accusation to the EU in the best concise and exact way possible. Summing up the position of the adversaries accurately enough is key to developing the right way to counter it. Knowing the answers to the quizzes from the beginning, facilitators should also try from the start to present Eurosceptics opinions so that questions (and especially their answers) are a direct rebuttal of those opinions.

Preparation

Preparation should not last more than 10 minutes. The facilitator will explain to the participants how the training will take place, listing in order:

- A. The concept of the training: how it is going to work and why

- B. Kahoot quizzes: how the software works

- C. Group division: how participants are going to be divided into groups

- D. Resources: where and how to access resources helpful to answer Kahoot quizzes

After this initial step, there will be a short presentation (not more than 20 minutes) of what Euroscepticism is, highlighting four significant issues that are usually important to Eurosceptics, that is, four accusations commonly addressed to the EU: lack of democracy; too much importance of lobbies; lack of decisional transparency; useless complication of citizens' lives.

Instructions & schedule of the session

1. Explain to participants how the following points will be developed during the training.

2. Display the Euroscepticism presentation on a screen visible to all participants.

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6. Give participants access to the internet. They should be able to navigate on Kahoot (through a QR code or any other method made available by the software)

7. Start the training. The full Kahoot-based training comprises 15+5 questions; 15 are multiple-choice, and 5 are true or false questions.

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10. At the end of the session, points are collected, and the group with more points win the session. The entire session should not last longer than about 1 hour and 40 minutes.

Debriefing

During the last minutes of the session, the participants will have the opportunity to comment on the training, for instance, presenting facilitators with observations and other personal opinions useful to improve the tool. The facilitator will duly note down all observations to rely on them for an internal evaluation once the session is over.

Expected Outcomes

Knowledge

- Funding programmes of the EU; citizens initiative; other policy instruments and measures intended for EU residents

Skills

- Navigating EU institutional sites to retrieve information

- Finding calls for proposals/tenders on the official EU websites

- Spotting weaknesses in Eurosceptics discourse and debating against it

Attitudes

- Commitment

- Sense of initiative

- Adaptability

- Accountability

- Life-long learning

- Leadership

- Sociability

- Availability

Tips for Facilitators/ Trainers/ Mentors

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