



METHODOLOGICAL MANUAL

“EyoUth-Day” – comprehensive non-formal learning for the future’s European youth citizens.

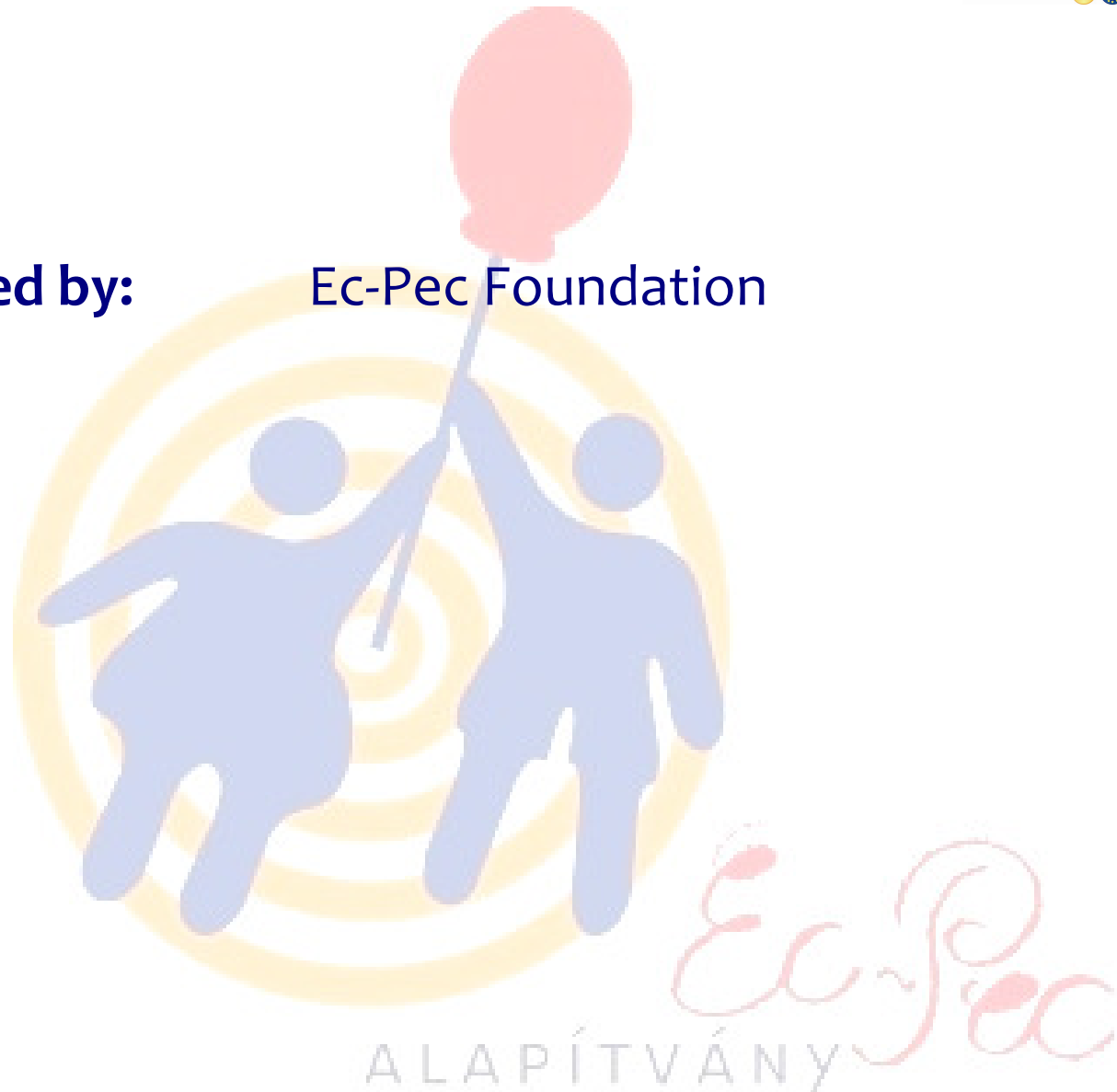
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Activities are developed by: Ec-Pec Foundation

Tolerance

European Citizenship





'Youth in Action' Programme

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Youth in Action Programme 4.5
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Connections

Name of the parts	Description	Instruction of the trainer	Message	Details of the group - headcount, environment	Tools	Time
Main activity	The music is on. Every participant walks around the room and greets each other in a way the trainer says (with a smile, with waveing, with conneting left elbows, connecting left shoulders...). When the music stops everybody freez and the trainer says the next way of greetings.	During the music is on walk around the room, use all the space we have. When the music stops we freez and listen to the instruction how do we greet each other than.	Have a nice atmosphere in the group.	5-100	music, CD-player/ laptop	5-10 min (depends on the atmosphere of the group)
Evaluation (and questions for the processing)	Talk about the activity, about the experience.	Questions: Could you greet everyone? What did/didn't you like in this game? Why?				5 min

Additional comments for the trainers:

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European Convention of Human Rights

Name of the parts	Description	Instruction of the trainer	Message	Details of the group - headcount, environment	Tools	Time
Warm up for the activity	Relaxation – Build the background of this activity in their fantasy.	Close your eyes and sit cozily. Imagine that you are the captain of a zeppelin which delivers the human rights to all the people in the Earth. It's your responsibility, your mission to do.	Warm up	25 person	-	5 min
Main activity	<p>At this part of the activity the zeppelin stars to sink.</p> <p>At first every captain has to throw out 5 rights to save the mission. Than two captains have to throw out 5 more together. Than 4-5 capatins work together and they can keep only 5 rights.</p> <p>At the end of the game from each group 1 Captain says their choice and finally the whole group has to agree which are the 5 rights they</p>	<p>You can read through the 30 rights now what you are carrng.</p> <p>But suddenly a storm comes and the zeppelin starts to sink. So you have to throw out 5 rights to save the other 25.</p> <p>Finally when you think the storm is over a hurrican comes and all the zeppelins has to find an other, so 2 captains can decide together about the next 5 rights – if you want to save the mission.</p> <p>The hurrican is getting bigger and bigger so 4 or 5 zeppelin has to</p>	Get in touch with the feeling when somebody throw out some rights.		the declaration of the human rights - printed version to all the participants, flipchart, colour pens	50 min

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	would like to keep.	<p>cooperate to not to sink. Now Captains you can only keep 5 rights in each group.</p> <p>It seems like the storm is going to stop soon. By the end of the storm all the groups has to agree about which are the 5 rights you want to keep.</p>				
Evaluation (and questions for the processing)	At the end of the activity the trainer asks some questions helping to undersand the aim of the task.	<p>Questions:</p> <ul style="list-style-type: none"> • Did you like the activity? • What did you learn from it? • Dow e know any country where they don't appriciate all the human rights? • Is there anything else you would mention as a human right? • How the people usually can fight for their rights? 	If we would like to have the right the first thing we can do is to participate in democratic al process.		-	5 min

Additional comments for the trainers:

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Take a step forward

Name of the parts	Description	Instruction of the trainer	Message	Details of the group (headcount, environment)	Tools	Time
Warm up for the activity	This game is about cooperation and concentration. The participants always has to use the space in the room in a ways the trainer sais.	<p>Everybody walks around the room. It's important to use all the space we have and always be sure that the distance between each other is approximatly the same.</p> <p>When you hear a clap you freez on your own like you were a very sad statue of a soldier. When you hear a clap and number 2 you find a pair and freez together like you were the statue of curiosity.</p> <p>When you hear a clap and number 3 you have to make the statue of happiness out of 3 person.</p> <p>(That can go on with different numbers and different tipes of statues. Each number can be said more times so that the participants has to remember where and whith whom they exactly were in the room.)</p>	To 'prepare' the room for the main activity.	min. 10 person	music	10 min



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Main activity	start	Everybody gets a role play card. Reads it and tries to imagine that he is the person who is written on the card.	Please keep your role play card and don't show it to anyone. Please stand in a line next to each other.	To have personal experience about inequality.		Role play cards to every participants, Statement nets, List of a question helping to understand the activity	
	the game	When somebody can take a step forward. At some point everybody looks around.	I will read out some situations and questions. Every time when you feel like a statement is valid for your role please take a step forward. If it's not valid for you just stay where you were.				
	questions getting back the real personalities	Here the participants get to know each other's roles. By the end of the activity everybody has to get back his own personality.	Now look around. How do you feel? What do you think how does it feel to be in the first/last row? Please read out your characters and if you feel like give some characters an 'inside voice' what can be in his mind right now?				
Evaluation (and questions for the processing)	Now the participants work in groups. They make statues of: solidarity, power, fear, equality...		Now we work in groups. Please choose a notion and each group makes a statue of their notion. You can use all the things what we got here in this room			notions, chairs and tables and whatever which they can find in the room...	



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At the reception

Name of the parts	Description	Instruction of the trainer	Message	Details of the group (headcount, environment)	Tools	Time
Main activity	This game is about 4 stars hotel where the receptionist never can speak in the same language as the guests.	Someone please go out from the room – you will be the receptionist first. The others discuss a problem and a language (numbers, fruits, letters...) and than someone has to 'explain' the problem to the receptionist with that language.	This game is for having a rest, cheer up	More than 2 person	-	10 min
Evaluation (and questions for the processing)	Discussion	Question: How did it feel when you weren't understood? Why was it easy/difficult? Is there anything you think could have helped to you?	Intercultural communication			

Additional comments for the trainers:

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Who is the conductor?

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Name of the parts	Description	Instruction of the trainer	Message	Details of the group (headcount, environment)	Tools	Time
Main activity	1 person goes out from the room. The others choose a conductor and than everybody will follow his moves. The person comes back and has to find out who is the leader of the group.	Now your task is to choose a leader for the group who will be the conductor. Then try to follow all his moves as quick as you can.	Cooperation	min. 10 person	-	10 min
Evaluation (and questions for the processing)	Discussion about the activity.	Questions: What was your strategy? How was it to be the conductor? How was it to follow the conductor?				5 min

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How do you wake up?

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Name of the parts	Description	Instruction of the trainer	Message	Details of the group (headcount, environment)	Tools	Time
Main activity	Everybody can have a little chat with each other and they have to find out who has similar 'wake up' strategy in the morning. At the end of the activity the pairs or groups can introduce themselves.	The trainer says an example from his life and tells the group. What makes you fresh in the morning? How do you wake up? Walk around and have a little chat with everyone, try to find common things, try to find the person who has similar strategy for the 'wake up ceremony' like you.	Getting to know each other, wakeing up...	Min. 10 person	-	10 min.

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Activities are developed by:

**Centre of Creative Training
Association**

**Media Literacy
Sustainable Development**



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Eco sistem in our school yard.
Out door activity.

Name of the parts	Description	Instruction of the trainer	Message	Details of the group (headcount, environment)	Tools	Time
1.Introducing the Problem /diagnosis of students Experience /	<p>We ask the students if they know that the nature is living and non-living. We show pictures and students say which is living and which is non-living. We ask if the living matters and if the non-living matters.</p> <p>Do we think that biologists exaggerate when they protest against big cities and make campaigns for preserving the living and non-living nature?</p> <p>A task: To see how biologists study the nature and why they are worried</p>	<p>Show pictures of animals and landscape, which are not too exotical and are close to the animals and landscape in your country. Students point which is which.</p> <p>3-4 examples are enough and are put on the whiteboard. There should be insects, birds, carnivorous, etc. The plants should include: grass, moss, a tree, a flower. There should be also a stone, cliff, sand.</p>	<p>What if..? interpret, To point out</p> <p>To guide the discussion</p> <p>To give proper instructions. Not to exceed the time limit</p>	<p>In the beginning – as a whole group.</p> <p>Devide of the groups of four-five students</p>	<p>Pictures of living and non-living nature. On A computer or on paper.</p> <p>Pictures of Green Peace protests and such</p>	5 min



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<p>2.Science content</p> <p>3.Exploration/students</p> <p>Main activity</p> <p>Data collection</p> <p>Learning by doing</p> <p>Jigsaw sessions</p>	Gr.1. Describe/draw, take a model of the plant species, which can be found in your area. Count how many specimen there are on the selected area. Put down.	Work step by step, Organize work spaces in the school yard. 2 of them should be with plants. The other two – with asphalted path or pavement. Give the students working checkered sheets.	Measures the time. Supports decisions without pressure; approves If there is a preliminary discussion of ideas or preliminary plan. Comments with the groups on why they plan or build a certain elements. Asks questions; what betters a suggestion.	Students should carefully observe, count and put down numbers. You should consult with the biology teacher in advance to identify the species and choose locations.	Working sheets with squares. Can be done with a table.	20 min
	Gr 2. The same but for animals and insects.					
	Gr. 3 Same as group 1					
	Gr 4. Same as group 2.					
				Everyone should be included. Everyone should be motivated to point which species they find – plants or animals. If they can, they should define them according to their outer marks. .		

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<p>4.Connection with the real world problems /Interactive methods/</p> <p>5.Motivation for deeper thinking and self reflection</p> <p>Evaluation (and questions for the processing)</p>	<p>The group discusses and presents their observations. They make a graphics of the most widespread animals and plants. Group 1 and 3 compare with each other. It turns out that where there is not afforested /but has infrastructure – asphalt, pavement/ there is no biodiversity. Nature moves away.</p>	<p>Suggest more decisions – To enrich the thinking about real threats of urbanizations. To illustrate the disappearance of species as a result of human interference.</p>	<p>Listens, keeps the discussion going.</p> <p>To guide the discussion and make the conclusions: ecologists do not exaggerate! You should encourage groups to think of measures for positive behaviour, as they share experience and knowledge. They can make a poster, promoting biodiversity in the school yard..</p>	<p>Team work should be encouraged.</p>	<p>Every groups should present their model and map</p>	10 min
						5 min
						5 min

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Intelligent city environment

Name of the parts	Description	Instruction of the trainer	Message	Details of the group (headcount, environment)	Tools	Time
1.Introducing the Problem /diagnosis of students Experience /	<p>Everyone has the same large-scale city maps. /can be drawn/. Is it easy to be an engineer?</p> <p>A task: Let's try to be the best engineers of the City of the FUTURE!</p>	<p>Explain</p> <p>Do you like living in the city? Why YES, why NO? mind mapping</p> <p>Is it expensive to live in the city ?</p> <p>Is it healthy to live in the city?</p>	<p>What if..? interpret, You should put down what students like and don't like. What are the electricity expenses, water, garbage, etc. Put down the disadvantages: noise, stress, pollution.</p>	<p>In the beginning as a whole group.</p> <p>Devide of the groups of five students</p>	<p>Students are shown pictures of urban and natural landscape. Everyone looks and comments are not too much – just to help the associations and active participation.</p> <p>Flipchart. Markers</p>	5 min



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<p>2.Science content</p> <p>3.Exploration/students</p> <p>Main activity</p> <p>Learning by doing</p> <p>Jigsaw sessions</p>	<p>Gr.1. Make a map of the energy network of the city of the future.</p> <p>Gr 2. Make a map of energy efficient School building</p> <p>Gr 3.. Make a plan for the green spaces.</p> <p>Gr.4. Make a plan for the city's waste /includes water outlets./</p> <p>How the combination of the different plans will affect the health of the people? And what about the "health" of the city Factors: clean water, fresh air, clean energy. – better living environment.</p>	<p>Brainstorming session,</p> <p>Work step by step,</p> <p>Support the students ideas and decisions</p> <p>Organize</p> <p>Analyze in groups</p>	<p>Measures the time. Supports decisions without pressure; approves If there is a preliminary discussion of ideas or preliminary plan. Comments with the groups on why they plan or build a certain elements. Asks questions; what betters a suggestion, oriented towards what is written on the board</p>	<p>Everyone should take part in the task. If there is someone unwilling to take part, you should motivate them to choose their contribution. You should distribute tasks. There should be more than one idea for discussion.</p>	<p>Cardboard, plasticine, straws, plastic cups, thumb-tacks, paper, scissors, glue, crayons.</p>	<p>30 min</p>
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<p>4.Connection with the real world problems /Interactive methods/</p> <p>5.Motivation for deeper thinking and selfreflection</p> <p>Evaluation (and questions for the processing)</p>	<p>Show pictures of interesting engineering items. Eco-houses, for example.</p>	<p>Suggest more decisions – to enrich the thinking about the opportunities, to feel the challenge of the technology and health way of life.</p>	<p>Listens, keeps the discussion going.</p>	<p>To encourage the groups to work in a team. The main engineers from each group discuss the “hot points”. The aim is to make one whole urban environment.</p>	<p>Each group can present their model and map</p>	10 min
		<p>To write down suggestions for the city of the future</p>	<p>Suggests that the group should make a common presentation of the city of the future and should point out what makes the life in it better and healthier.</p>			5 min
		<p>Write them down</p>				5 min

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Maja terraces. The ancient techniques for efficient water using.
Out door activity

Name of the parts	Description	Instruction of the trainer	Message	Details of the group - headcount, environment	Tools	Time
1.Introducing the Problem /diagnosis of students Experience /	<p>Introduction: many people from the ancient times had knowledge, which we as a developed civilization do not know or do not find as a surprise. Mayans' ancient culture still surprises us, no matter the constant science developments.</p> <p>A task: Let's see why Mayans made each tilted slopping land as a terrace?</p>	<p>Explain</p> <p>We show that mayans made a calendar and interwoven it in their temples. They made the first astronomical maps. Extremely precise, without using a computer for the calculations. They were extraordinary good builders and mathematicians. But do we know something about their farms? /show terraces/ Are these traditions? Everything is in the shape of a pyramid. Temples, houses, calendar.</p>	<p>What if...? interpret,</p> <p>To find out that great ancient civilizations understood the problem with erosive soils and took into consideration the importance of water. Since ancient times people had the task to use water efficiently and to keep the environment and more precisely – the upper layer of the soils, which is an important agricultural factor. The trainer should point the change in the filter's colour and the quantity of used water. The trainer should comment on the experiment.</p> <p>Guide the discussion; give proper instruction; measure time.</p>	<p>In the beginning to the group as a whole.</p> <p>Devide - groups of five students.</p>	We show Mayans' calendar, written language, terraces.	5 min

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			<p>In the first box the filter is very dirty, the water is a lot. If we do nothing we have erosion and we do not use water efficiently. Second box – the filter is cleaner, the water is less – we have afforestation, erosion is lessened and water is kept because of the plants. Third box – cleanest filter, no water in the cup. The water is completely saved and the soil is without erosion. Everything beneficial stays on the upper layer of the soils and is for the plants.</p>			
<p>2.Science content</p> <p>3.Exploration/students</p> <p>Main activity</p> <p>Data collection</p> <p>Learning by doing</p> <p>Jigsaw sessions</p>	<p>Instructions.</p> <p>Group 1:</p> <p>Mix the soil with sand and pebbles.</p> <p>Group 2.</p> <p>Cover the soil with grass and leaves</p> <p>Gr.3. make terraces /approximately 3 equal in width terraces/</p> <p>You put filter paper in three cups. Then pour slowly 1 cup of water into each box. The water</p>	<p>Let's check!</p> <p>1.give 3 boxes with the same amount and type of soil.</p> <p>2. after the preparation pour slowly the water .</p> <p>3.Measure the liquid.</p> <p>4.Take into consideration the colour of the filter.</p> <p>5.comment on erosion and efficient</p>	<p>Comment with the group; ask guiding questions.</p>	<p>Students should observe carefully. They should make hypothesis, make conclusions for the importance of knowing cultures and trying different practices for solving ecological problems.</p>	<p>Boxes with holes – from milk or juice, soil, pebbles, sand, leaves, grass</p> <p>3 plastic cups with equal amount of water. 3 filters – one for each cup. A ruler.</p>	<p>20 min</p>

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	drains into the cup with filter. You should measure the quantity of the liquid and the colour of the filter paper.	water usage as irrigation source .				
4.Connection with the real world problems /Interactive methods/	The group discusses and presents their observations.	Suggest more decisions – To enrich the thinking and the perception of real threats of urbanizations. To illustrate the disappearance of the species after human interference.	Listens, keeps the discussion going.	To encourage the groups to work in a team.	Each group should have the opportunity to present their observations	10 min
5.Motivation for deeper thinking and selfreflection	Show pictures of soil endangered regions; landslides		To guide the discussion, to make the conclusions. The groups can think of measures for environment-friendly behavior, to share their own experience.			5 min
Evaluation (and questions for the processing)	Conclusion: now you are acquainted with oldest methods for fighting erosion.					5 min

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Seed Scale

Basic principles of Seed Scale

Use success	Each community has previous or more distant success that can be the basis and inspiration for its collaboration / Commonwealth of primitive people, a community of feudal rulers, community cultural workers, a community of farmers and other communities / Encourage the group to enter a role and to imagine for why it is unified.
Engaging in a tripartite partnership	Partnership requires communities, the government and market participants, as well as individuals / brokers and distributors of knowledge and doers of change / work together. / let both groups have this as a good practice and to know that they will be taken away points if they do not meet the Partnership
Making decisions based on the obvious	Objective facts can support decisions and help in the measurement of progress. Learning basic research techniques can help people better understand their environment and their opportunities to gather information

Measuring the performance through change in the behavior of individuals and communities.

Change of behavior occurs when people see that something works and is in their interest to support it.

Comment with the groups at the end of the game.



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Roles		Comments
Group 1:	You are a group that successfully opposes the polluting industries near the community. You are blamed for fighting as an end in itself and have self-serving personal financial interest against the creation of revenue for local industry. You are about to plan your manifestation in the media where you have to prove that your motifs are based on knowledge, on local priorities and looking to the future - a clean environment and health. You need to force a group of civil servants to support you with new laws and regulations in the long term. And engage the industry to change their approach to long-term investments to improve the ecological environment and sustainable development, rather than instantaneous profit.	
Group 2:	You are managers who had been providing for years jobs in the community. Production, which you deal with, is sound and based on time-tested processes. For some time you have been attacked by local activists that the way of production is outdated and harmful to the environment and human health and do not want to upgrade processes, because you do not want to invest the profits of the enterprise. You should oppose the activists with arguments about your investments, arguing that the costs of change are too great and that change itself will not lead to great positive consequences. Justify your choice with arguments about legal document, missing help from the government .Take joint actions only if they are reasonable and justified in economic terms. Do not take investment for your account. Require a partnership.	
Expert group 1	You are a group of experts who are employed by both sides. You are colleagues, but you work for opposing parties. Divide your group roles: who will collect data on the welfare of the community. / Interviews with survey participants living in the community. /Bingo card – see attached at the end of this module/ Who will collect data on health, on economic and environmental issues. / Table and map to search for hidden sheets prepared data. For trainers / hidden for the groups/ . Let the expert group to group 1 to collect data in different units or different time intervals than group 2. They should present the data graphically. / You can give them a table, which shows what they should collect and where to take it, find the treasure. / And finally to summarize collected in the schedule .	A group of experts to the Group 2 also provides a table of the collected data.
Expert group 2	Your group will claim that there is no money to invest in protecting the environment, it is essential to preserve jobs, that clean industry is a problem of the Industrialists themselves. That the problems are exaggerated by activists because for years there was no damage from production? You will say that this needs a separate bill that takes time. And any change must be voted. Once the other two parties have agreed to joint action, you will have to vote and to display in on a poster.	

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Then one group claims that it is time to move to alternative energy and this is the future.
The other group argues that in this crisis is risky investment and will be detrimental to jobs and the salary rates.
One group argues that life will become cheaper because of pure energy, and wages will be maintained, because the companies will save from health insurances due to pollution and diseases early.

Additional comments for trainers:

Trainers will be the jury of the debate. They have to prepare journalistic questions for the press conference. E.g. how did you come to this decision? Are the data accurate? Etc.

This activity works well if it is seen through a local problem. Or through the prices of fuel /a global issue/, or nuclear energetics.

Trainers can hide data in various places in the yard or outdoors / e.g. Data Table for CO in the air, giving the panel card with instructions where to look. / find the treasure? / for interviews can be prepared bingo cards with questions that can be taken from diff. participants.

Finally, the community and industry should sign a Petition to give a press conference, where they will highlight the difficulties in front of them but to suggest solutions.



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Role play based on SEED scale
Out door/ in door activity

Name of the parts	Description	Instruction of the trainer	Message	Details of the group (headcount, environment)	Tools	Time
1.Introducing the Problem	Introduce the Method.	Explain Devide into 4 groups.	What if...? interpret, To point out To guide the discussion. To give proper instructions/ to keep the time	In the beginning to the group as a whole Divide the groups into of four-five students	-	10 min.
2.Science content 3.Exploration/students Main activity Data collection Learning by doing Jigsaw sesions		Work step by step Organize	Measures the time. Supports decisions without pressure; approves If there is a preliminary discussion of ideas or preliminary plan. Comments with the groups on why they plan or build a certain elements. Asks questions; what better a suggestion		-	20 min

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Youth in Action Programme 4.5
Contract number: 2010-4957/001-001



4.Connection with the real world problems /Interactive methods/ 5.Motivation for deeper thinking and selfreflection Evaluation (and questions for the processing)					Each group can present their model and map	
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Additional comments for the trainers:

The art – not only beauty, but message for life. Statistics, sculpture and engineering
In door/out door activity

Name of the parts	Description	Instruction of the trainer	Message	Details of the group (headcount, environment)	Tools	Time
10 Introduce the creativity process :The diversity of ideas	Describe the process of creation in different tools of creation / self recognition through words, dance, mimicry, dialog, drawing etc. sculpture..	Tell me what the ART is? Not only.../Brainstorming/	Art is not just beauty, it has a message, it is a tool for change and contemplation. Art brings in itself and conveys information. It conveys messages without hurt. Suggests contemplation.		http://www.chrisjordan.com/gallery/rtn/#cans-seurat	10 min
Exchange ; -Mimicry, --symbiosis, -collaboration, -competition	Use creative approach, make a sculpture, a dance, a piece of clothing, to convey your message for sustainable development and environmental preservation.			Divided the students into groups of 3-4 people.	Materials: Waste materials. Old fabrics, used paper, tape, plastic cups, bottles, treads, wire, cardboxes and everything else which you have. Music.	30 min
Learning process		By all means demand that the piece of art should have informative features. For example – statistics, to	It is important for the		http://www.youtube.com/watch?v=F7dsQ9sb_9	



Education and Culture DG

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Adaptation to the new idea	Try to guess the message of the art piece. Art speaks without words.	illustrate a problem or to educate. To aim at change in the behavior.	students to realize that art is an instrument for achieving public attitudes. It creates attitudes for a change without pressure and because of its way of expression it is understood by all nationalities.	A&feature=watch_response	20 min
	Show that art can illustrate the laws of nature, used in many renewable energy source	Discuss if the message is valid and a question of interest for a wider circle of people. This is the case when art is good.		http://www.youtube.com/watch?v=odT8pdvoLVY&feature=related	10 min
	End the activity as you explain that the final example/film is used for tourist walk, showing the peculiarities of the environment and illustrates the policy of the community to use only clear energy. This is why the sculpture moves only with Laws of the Nature as gravity, air stream, etc.	Add that it is the artist's achievement that he/she used the movement of the balls to lead the audience's sight and to make the sculpture even more fun and easier to understand.			

Additional comments for the trainers:

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Attachements

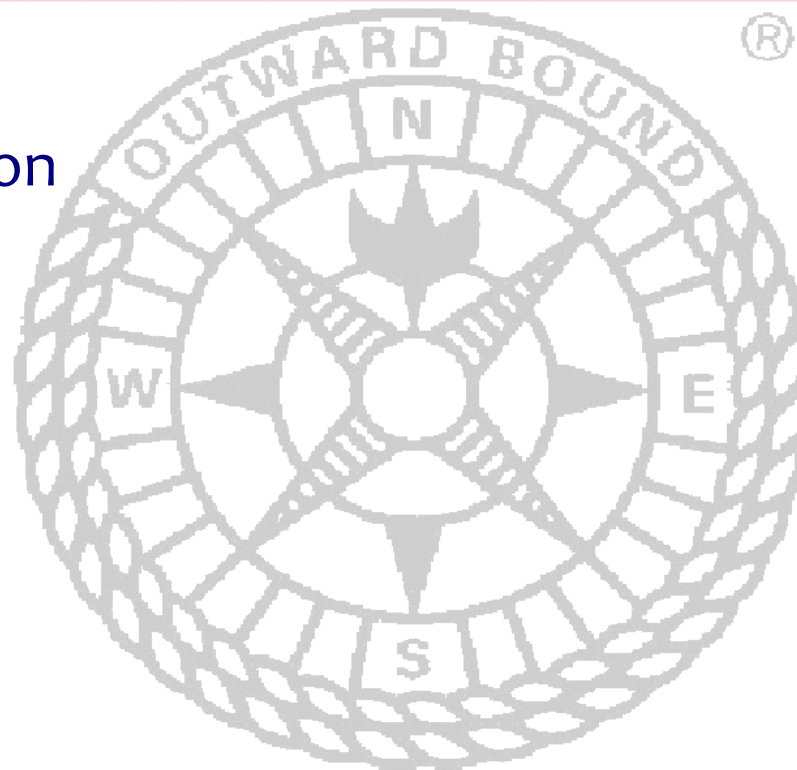
BINGO

Which gases keep the Earth warm?	How do we release CO₂?	What do we need to do to stop climate change?
What does WWF stands for?	What the burning of fossil fuels does to our environment?	Why cutting down forest is a huge problem?
What are the consequences of climate change?	What do unrestrained greenhouse gas emissions cause?	What changes in in the climate?



These are sample questions, you can change them so that they correspond to the need of the activity




Outward Bound Romania
Activities are developed by: Outward Bound Romania
 540015 Târgu Mureş, str. Gheorghe Doja nr. 9/89, tel / fax: 0265-250 939, mob: 0769 224 300
 540015 Marosvásárhely, Dózsa György u. 9/89 sz., tel / fax: 0265-250 939, mob: 0769 224 300
office@outwardbound.ro, www.outwardbound.ro



Experiential Education







Experimental activities

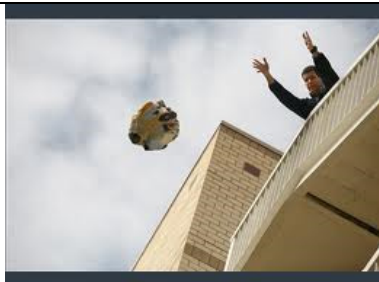

Name of the activity	Description	Instruction of the trainer	Picture	Details of the group (headcount, environment)	Tools	Time
Magic carpet of Aladdin	The group stands on a tarp or a blanket which is spread out flat on the ground. The tarp has to be flipped without any of the participants touching the ground.	If anybody touches the ground the group has to start over again. Storyline: the group flies with the magic carpet of Aladdin which has to be repaired in the air.		Up to 15 people on one tarp	A blanket or a tarp approximately (1,80x1,80) m. It is possible to use a larger tarp/blanket. In this case they should fold it in two first.	30 min
Heart transportation	Participants have to lift a ball with the help of a special designed tool and to transport it over some obstacles to a certain destination.	If you have a larger group, you have to make two or three tools and to divide the big group in two or three, up to the number of participants		7-8 people by tool	A tool made from a wooden ring and 7-8 strings of 1 m attached to the ring	30 min


The swamp	Teams have to cross an imaginary swamp together without touching the mud or getting bitten by the invisible alligators and piranhas.			7-8 people for one kit		30 min
Passing through the mine field	<p>Passing through the mine field</p> <p>The group has to pass the mine field from the start line to the finish line without stepping down from the planks or touching the ground. If the plank is left without supervision, it floats away. (the instructor takes it)</p>			Group up to 15 persons	Tools as many as participants. They can be made from woodplanks, plastic, carpet pieces or A4 sheets	30 min

The cup tower	The team has to build a tower from cups without touching the cups with hands. They can use only given objects. The tower has to be as high is possible.			7-8 people for one kit	15-25 plastic cups, rubber ring with 7-8 1m strings on it	30 min
Gas Pipeline	Each group must transport an object from start to finish points by means of a "gas line". It is forbidden to change position while the ball is in the tube.	If there are less tubes than persons, after the ball passing by a person, the person has to hand the tube to a person without tube.		Large groups	Tubes or half tubes, one golf or other ping pong ball	30 min

Birds and eggs	<p>The group works in different small groups. Each group has a territory which is marked by a circle rope.</p> <p>The task is to go out from the territory and to collect the eggs which are spread outside. Anyone who steps out of the territory is blindfolded. No verbal communication is allowed between birds.</p>	<p>The groups can get 5 minutes preparation time in order to establish a special bird language which will help them to guide to birds which are outside of the nest.</p>		7-8 people for one nest	Ropes, many ball or apples which represent the eggs, blindfolds or scarves	30 min
Car building	<p>One large building company is charged with a very difficult task. It has to build a car prototype in its two different plants which have to be identical. The representants of the two companies are allowed to talk about the project, but they may only meet in a third place.</p>	<p>Additional task: -to create promotion material for the car</p>		7-8 people to build one car	Materials can be planks, beer cases, ropes, tapes, strings, sticks, chairs, up to your fantasy, paper and pencils for drawing.	1h 30 min

Find the tree	The group has to find blindfolded a tree which is marked.	Before starting the activity the facilitator shows the participants the tree and gives 10 minutes time to make a strategy for the tree search. By larger number of students two groups can search in the same time for the tree.		Groups up to 15 people	Park with many trees	30 min
Skis	The teams must travel a certain distance on a pair of skis on the grass. In order to move they have to coordinate their movements.	The participants get on the planks and hold the plank by the strings		6-7 people for one kit	The skis are made of two planks of 2 meters. The planks have 6 wholes in which there are strings	30 min

Egg drop	Small groups design an egg package to save an egg from breaking when dropped. Plus a 30 second spot to sell their package.	The egg can be thrown over an electric line, or dropped from the second floor.		7-8 people for one kit	If there is a natural environment students can use natural materials (not allowed to break branches or harm living nature) for the egg drop, or they can be given strohs, A4 paper sheets and tapes.	30 min
Toxic waste	Equipped with a ball of string the group must work out how to transport a bucket of "Toxic Waste" and tip it into the neutralization bucket.	The pot has to be in the middle of the field and can be touched only by the string.		Groups up to 15 people	A ball of string, a cup/plastic pot of water, rope for marking the field	30 min

Name of the parts	Description	Instruction of the trainer	Picture	Details of the group (headcount, environment)	Tools	Time
Team Snail	To conduct a skipole in a field having the shape of a snail. If the pole touches the snail, the team has to start over again.	It can be made also with a marker attached to a skipole or to a stick. In this case the group gets the task to copy a given image		7-8 people for one kit	Skipole or stick, 1 m long strings, rope for making the snail	30 min

General debriefing questions

What went well?

This allows people to start off feeling acknowledged, safe and valid. It is just as important to recognise the things that have been done well as those that are weak. Deal with all the positives before moving to the things that did not go so well.

What didn't go well?

Once the "What went well?" section is dealt with you need to move onto those things that did not go as well as they could, or should have. This does not mean things were done wrong, although this may be the case, it means things that could have been done differently. It is important in this section to **avoid people attacking other individuals**. Any comments should be made in a constructive and objective manner. This potentially will be the facilitators greatest challenge. For each of the two points above ask the following questions for each.

Why did things happen? This elicits reflection and interpretation of the experience. It is in effect looking for the contributing factor to what went or didn't go well. Again it is important to not allow things to degenerate into a blame session. The facilitator must listen and if need be reword the comment to identify the contributing factor in a none personal way.

For example someone might say the contributor to a bad design was "James gave me a pathetic brief that he came back and changed three times". A better way of putting that would be to say "The initial brief was incomplete and there were a number of what appeared ad hoc changes. This is more effective as it allows us to pick up on the ad hoc issue which may lead to another issue. **Blaming people will not lead to anything constructive.**

What will we do differently and better next time?

This helps them learn what improvements need to be made. It is looking for ways that things can be improved. It is important to try and get all ideas regardless of how general they may be. Even if someone suggests something that may appear very odd, dramatic or totally wild, still record it.

How can we use this?

This helps people deliberately apply their learning to their work. It may be something that can be applied at an organisational level or something that would work at a team or individual level. It is about recognising leverage and suggesting at a general level where that can be applied.

Additional comments for the trainers:

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Activities are developed by: Eesti People to People

Media Literacy



Front page

Name of the activity	Description	Instruction of the trainer	Objectives/ Message	Tools	Time
Preparation	<p>This is a simulation of a group of journalists working to get the front page of their paper ready to go to press. People work in small groups as they explore issues about:</p> <p>Bias, stereotyping and objectivity in the media.</p> <p>Images and the role of media in addressing human rights issues.</p> <p>The right to freedom of thought, opinion and expression</p> <p>The right to privacy</p> <p>The rights to development, life and health</p>	<p>Select forty to forty-five pictures from a magazine or national newspapers. Note: you need copies of the same 40 pictures for each small working group. You will therefore either have to buy several copies of each newspaper from which you select photographs, or have access to a photocopier.</p> <p>Display one set of photographs on a table</p>	To stimulate interest in human rights issues through working with images	<p>A large room with enough space for two or three small working groups and plenary.</p> <p>40 photographs from newspapers</p> <p>Paper and pens for making notes</p> <p>Large sheets of paper (A3) size or flipchart paper and markers</p> <p>Scissors and glue for each small group</p> <p>Tables with a working surface large enough for the working groups to spread all their papers out</p>	180 min

Main activity	<p>Introduce the activity. Explain that this is a simulation of an evening in a newspaper office where a group of journalists are working on the front page of their paper. Although these are local papers serving the community, each has a policy to keep its readership informed about current global issues, including human rights.</p> <p>Divide the participants into small working groups of eight people. Each group is to imagine that it is an editorial group working on a different newspaper. Their task is to design and layout the front page of tomorrow morning's edition.</p> <p>Ask each group to choose a name for their newspaper.</p> <p>In plenary, briefly discuss the features and layout of a typical front page.</p> <p>Show people the display of photographs. Ask them to walk around the table in silence and not to make any comments at this stage. Explain that these are the images that they have to work with; they may use them and interpret them as they wish.</p> <p>Now set the editorial teams to work. Hand out the paper and pencils, glue and scissors to each group - but not the photographs yet.</p> <p>Go over the instructions. They have one hour to select four or five news stories that they wish to present, to write the headlines, choose the photos and design the layout. Explain that they do not have to write long articles: the headlines and bi-lines are really sufficient. They should focus on the impact the front page makes, rather than actually telling the full stories. Suggest they start by discussing the themes or issues they want to include in their reports. Tell them that after ten minutes they will receive the photographs from the "print department".</p> <p>When the groups have been working for about ten minutes, make the sets of newspaper photographs available to them.</p> <p>When the teams have completed their front pages, they should lay them out for everyone to read. Then go on to the debriefing and evaluation.</p>	<p>To reflect on the media and their approach to human rights issues</p> <p>To develop the skills to communicate and co-operate</p>
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<p>Evaluation, debriefing</p>	<p>Start with a review of the activity itself and then go on to discuss the media, human rights issues and commitment.</p>	<p>How did the groups organise the work? How did they make decisions about how to do the work and about which stories to cover? Did everyone feel they could participate and contribute?</p> <p>How did people choose the themes or issues to work with? Which came first, the issue or the picture? That is, did they first identify an issue and then find a suitable picture to illustrate it or were they inspired by a certain picture and then create a story around it?</p> <p>What themes or issues were presented? Did any relate to human rights issues? Were there issues that anyone would have liked to have used, but which they had to drop?</p> <p>How do the different front pages of the different papers compare? Have the same themes or photographs been used?</p> <p>Have different groups used the same image, but in different ways?</p> <p>How do people follow the news? In newspapers, on the television, radio or the Internet? Why do - or don't - they follow the news?</p> <p>In this simulation did they try to imitate a real front page? Or did they want to do it differently? What were the differences?</p> <p>What sort of news dominates the media in real life?</p> <p>Is there generally good coverage of human rights issues in the news?</p> <p>One of the major points of discussion regarding the media is its "objectivity". Do participants think it is possible to present news objectively?</p>	
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		<p>Which human rights themes were included in their front pages?</p> <p>What image do participants have of young people in other parts of the world?</p> <p>Are there important themes missing from the set of pictures?</p>	
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Additional comments for trainers:

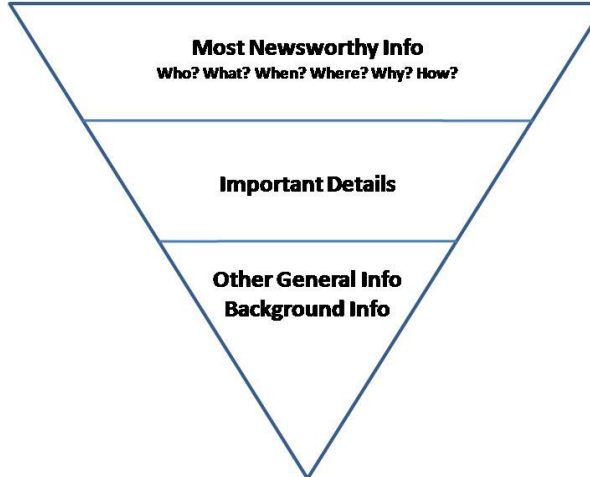
When choosing the pictures to use in this activity, make sure that you have a good variety of images and that you avoid stereotypes. The news are often full of murders, wars and other disasters and more rarely contains positive messages. (There is more that happens in Africa than war and famine!)

Let the pictures you select give the participants an opportunity to pick images of "good" news as well as the "bad" news. There should be a good geographical spread, gender balance, images of young people, and things relevant to the everyday lives of young people, including positive images of how they can make a difference. Include images relating to hot news events and personalities, as well as images relating to issues of living in a multicultural society and a global world.

The following list will give you some ideas. (It is based on the list of images used in the activity, "The news factory", described below under "variations".)

Underground Television

Name of the activity	Description	Planning			
		What do you want to say and who is the target?	What will your campaign look like?	Where do you plan to show your video?	How can you evaluate your impact?
General infos, questions	Open Channels are public access television channels which give everybody the chance to voice their opinion without being a professional media producer. Some cities in Europe (and in other parts of the world) have an open channel but there may be no similar channel in the place where you live. Voicing your opinion through video does nevertheless not only rely on an open channel. You might find other creative solutions for example in your school or in your local neighbourhood (a school entrance hall, youth centre, town hall, shopping centre, be bold and creative, find a good team and start your own 'underground television'!	Define your message Write down your main message in a few sentences Who is your desired audience?	Brainstorm, write and revise your video script or outline Plan, record and edit your video Think of additional materials to advertise your video screening event (leaflets, posters, email messages, ...)	Think of a possible place where you could show your video to reach a maximum amount of viewers (matching your desired audience) Think of possibilities to be able to repeat your program a few times	Roughly how many people have seen your video? What overall comments were there from the people who have seen your video? Has your intended message come across to the viewers?

Name of the activity	Analizing and writing a news article		
	Explaining the 5Ws	Choosing an article	Analysis
Main Activity Part 1	<p>Before doing practical work, explain the importance of the 5W and what they stand for (who, what, where, when, why. Sometimes also how).</p> <p>You can also make the students guess the Ws themselves.</p>	<p>Choose a news article that would be interesting for the children to read (or perhaps connected to one of the other training topics).</p> <p>Make sure it has the 5W and follows the pyramid structure.</p> <p>Make copies of it or use the projector to show it to the class.</p>	<p>Ask the students to find the 5W in the article and the move on to explain the general structure of the article using the pyramid.</p> 

Name of the activity	Analizing and writing a news article	
	Description	Questions
Main Activity Part 2	<p>Ask the students to write a news article following the structure of the example provided earlier.</p>	<ol style="list-style-type: none"> 1. Think of something or someone interesting to write about at your school. (They can also write about the training day.) 2. Get all of your facts: Who, What, Where, When, Why (How) 3. Organize your thoughts: title, author, improtant facts, purpose of article, what is happening, when it takes place, where it takes place, who the people are. Use the pyramid to figure out which information should go where. 4. Write a short news article. 5. Revise it and edit it. 6. Present your story to the rest of the class!

Gender equality in the media

Title of the activity	General rules	Tasks
Part1: Single work	The aim of this task is to give a quick overview of gender equality in your country’s media. You need at least 3 different local or national newspapers (or as many as you can get). Divide the students into groups so that each group has one newspaper.	<ol style="list-style-type: none"> 1. Look through the daily or weekly newspapers. How many images of women do you find? What roles do the women pictured appear in? How many images of men do you find? In what roles are they seen? 2. Look at the bylines (reporters' names) on political and economic stories in your national newspapers. Can you identify how many of the writers and reporters on these issues are male, and how many are female?
Part 2: Compare	Compare your results with other groups. Follow it with a discussion.	<ol style="list-style-type: none"> 3. Which women, and men, are rarely seen in your national media? Which women, and men, are seen most often in your national media, in print, on television, on the radio? (social groups, income levels, cultural backgrounds etc) 4. Think of the adverts on television and in the newspapers. Which adverts have women in them? Which adverts have men in them? How are the women portrayed? How are the men portrayed?