

Doc 1: Communalities and Differences – Collection of statements

(Module A, Activity 1 [insert active link to handbook page])

The instructor chooses and reads out one statement at a time. If a sentence applies to one of the participants, they stand up (offline activity) or switch on their camera (online activity). This task helps the participants get to know each other.

<p>I was born and grew up in “country of course’s implementation”.</p> <p>My parents speak weak or no “national language of the country of course’s implementation”.</p> <p>I am mentally and physically healthy.</p> <p>Pronouncing and writing down my name correctly is easy for people in my school.</p> <p>I have nothing that restricts me from learning – it is generally easy for me to follow classes.</p> <p>I can rely on the fact that my family has enough money.</p> <p>My parents did not adopt me.</p> <p>I have never thought about how long I am allowed to stay in this country.</p> <p>I have friends in school.</p> <p>I have 2 or less siblings.</p> <p>My parents have a university degree.</p>	<p>I am a good sportsperson.</p> <p>I have unrestricted access to medical treatment.</p> <p>My parents are mentally and physically abled.</p> <p>My parents are mentally and physically abled.</p> <p>My parents rely on state support.</p> <p>My family is Christian.</p> <p>I am white.</p> <p>My family is Muslim.</p> <p>I have Muslims in my group of friends.</p> <p>I know someone who is in love with someone of their own gender.</p> <p>I can easily express myself in “national language of the country of course’s implementation”.</p> <p>I can speak and write in more than one language.</p>
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Source:

Youth MIND Education; SPI Forschung GmbH Berlin (Eds.): Diversity-Training in Schulen. Übung 1. Available online at http://youth-mind.eu/wp-content/uploads/2020/05/Good-Practice-I_Diversitytraining-at-school_Method_Handpout_German.pdf, checked on 10/29/2021.





What is Netiquette?

Module A, Activity 2, Doc 2



Promoting active citizenship through civic education and active online participation of youth role models

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What is Etiquette?

Etiquette:

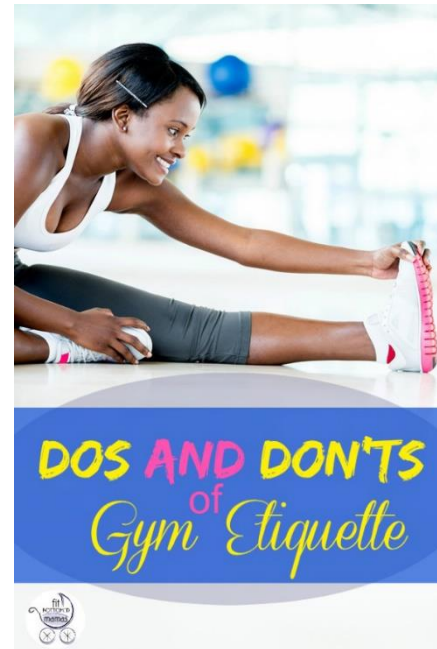
“the rules indicating the proper and polite way to behave”

Source:

Etiquette (2021). Merriam-Webster Dictionary. Online; <https://www.merriam-webster.com/dictionary/etiquette>. Checked on 12/11/2021.

Types of Etiquette

Different rules – **different types of etiquette** – exist for different situations.



Sources:

The Astrix Blog (2017). Business Etiquette. Online: <https://astrixinc.com/workplace-etiquette-modern-trends-avoid-wanting-make-good-first-impression/>. Checked on 30/11/2021.

Fit Bottomed Girls (2015). Gym Etiquette: 10 Dos and Don'ts. Online: <https://fitbottomedgirls.com/2015/02/gym-etiquette-10-dos-and-donts/>. Checked on 30/11/2021.

California Globetrotter (2020). Afternoon tea etiquette. Online: <https://www.caliglobetrotter.com/afternoon-tea-etiquette-top-15-dos-donts-of-afternoon-tea/>. Checked on 30/11/2021.

Chandra's Collection (2016). Top 10 wedding etiquette rules for guests. Online: <https://chandracollection.com/tuesdays-tip/wedding-etiquette-rules-for-guests/>. Checked on 30/11/2021.

What is Netiquette?

(inter)net + etiquette = netiquette!



Netiquette:

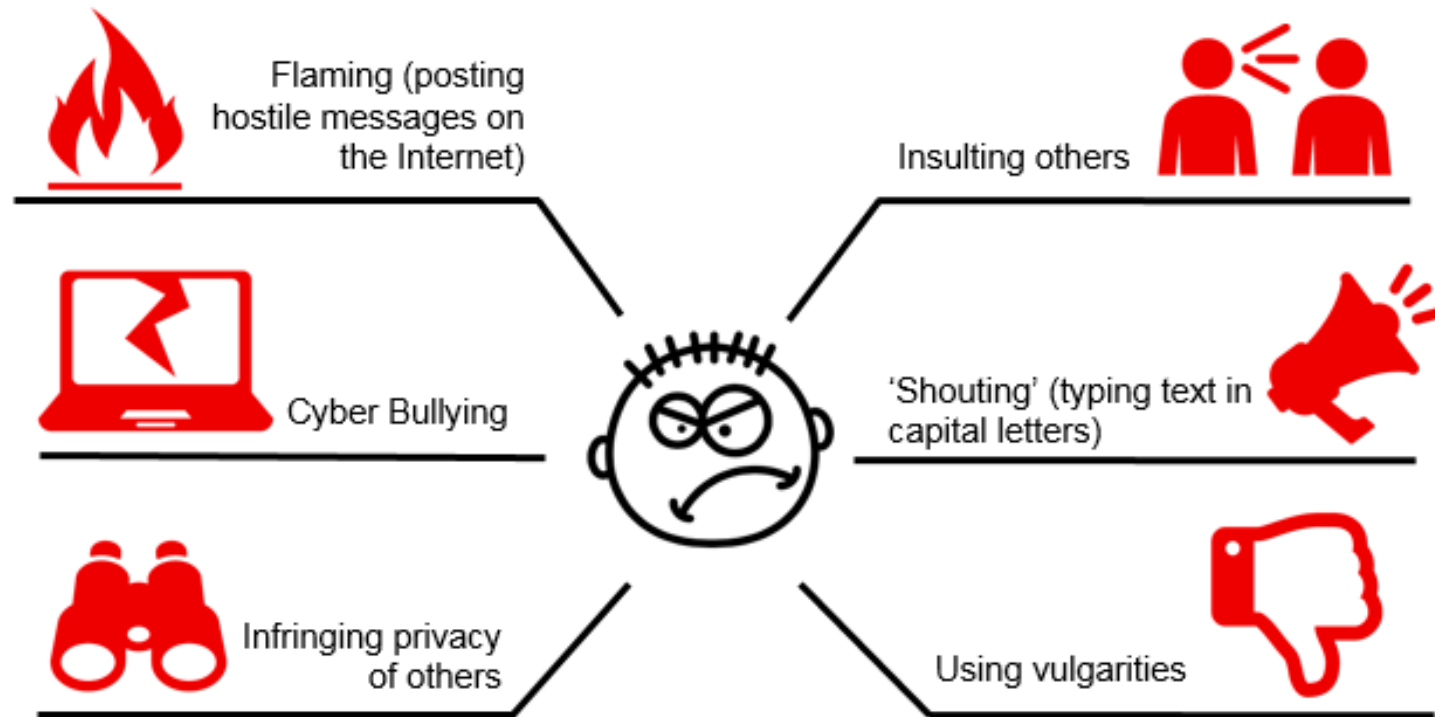
“the rules of correct or polite behavior among people using the internet”

Sources:

“Netiquette” (2021). Oxford Learner’s Dictionary. Online: <https://www.oxfordlearnersdictionaries.com/definition/english/netiquette?q=netiquette>. Checked on 12/11/2021.
Vecteezy.com (2021). Online: <https://www.vecteezy.com/vector-art/1019691-freelancers-working-and-discussing-in-coworking-space>. Checked on 30/11/2021.



What ISN'T Netiquette?



Source:

Punggol Green Primary School (2021). Netiquette. Online: <https://punggolgreenpri.moe.edu.sg/experiences/information-and-communications-technology-ict/cyber-wellness/netiquette>. Checked on 30/11/2021.

Group work:

***What is important to keep in mind when being online?
Please consider the following questions:***

Do interaction / behaviour rules differ offline vs online? If so, how?

What forms of digital interaction are there? How do they differ?

What makes good digital interaction?

What are “no goes” of digital interaction?



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Doc 3: Linking Concepts and Definitions

(Module A, Activity 3 [insert active link to handbook page])

Connect the concepts to their correct definitions:

Concept	Definition
Inclusion	Government by the people; a form of government in which the supreme power is vested in the people and exercised directly by them or by their elected agents under a free electoral system.
Respect	Unwillingness or refusal to tolerate or respect persons of a different social group, especially members of a minority group.
Democracy	The psychological identification with or vicarious experiencing of the feelings, thoughts, or attitudes of another.
Tolerance	Speech, writing, or nonverbal communication that attacks, threatens, or insults a person or group on the basis of national origin, ethnicity, colour, religion, gender, gender identity, sexual orientation, or disability.
Intolerance	The state or fact of being answerable or accountable for something within one's power, control, or management.
Empathy	Esteem for or a sense of the worth or excellence of a person, a personal quality or ability, or something considered as a manifestation of a personal quality or ability.
Rights	A fair, objective, and permissive attitude toward opinions, beliefs, and practices that differ from one's own.
Responsibility	The practice or policy of including and integrating all people and groups in activities, organizations, political processes, etc., especially those who are disadvantaged, have suffered discrimination, or are living with disabilities
Hate Speech	Something to which one has a just claim, such as the power or privilege to which one is justly entitled or the interest that one has in a piece of property.
Discrimination	Treatment or consideration of, or making a distinction in favour of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit.

Sources:

Erasmus+ Project DETECT (2020) (Ed.): Detect: Enhancing digital citizenship – method manual for teachers. Exercise 1. Available online at <https://www.detect-erasmus.eu/de/resultate/begleitmaterial-fuer-detect-studios-o2/>, checked on 10/29/2021.

Dictionary.com (2021). Online: <https://www.dictionary.com/>, checked on 12/14/2021.

Merriam Webster (2021). Online: <https://www.merriam-webster.com/>, checked on 12/14/2021.





Associations – concepts of media literacy

Module A, Activity 3, Doc 4



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Associations

What do you think of when you hear the term ...



... there are no right or wrong answers!

Associations

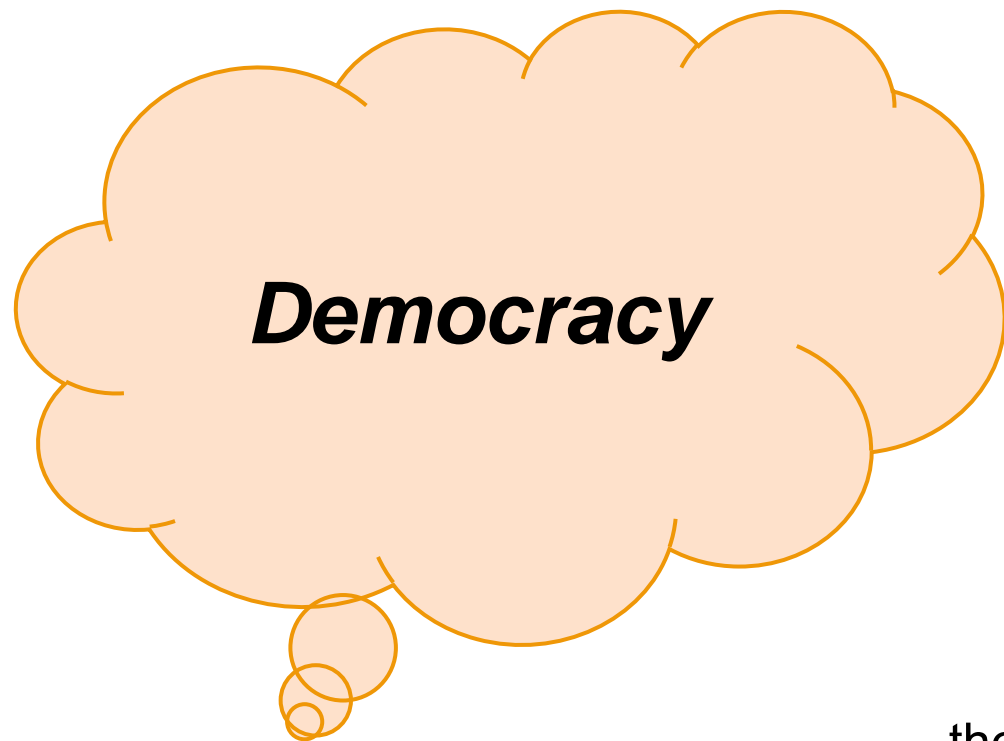
What do you think of when you hear the term ...



... there are no right or wrong answers!

Associations

What do you think of when you hear the term ...



... there are no right or wrong answers!

Associations

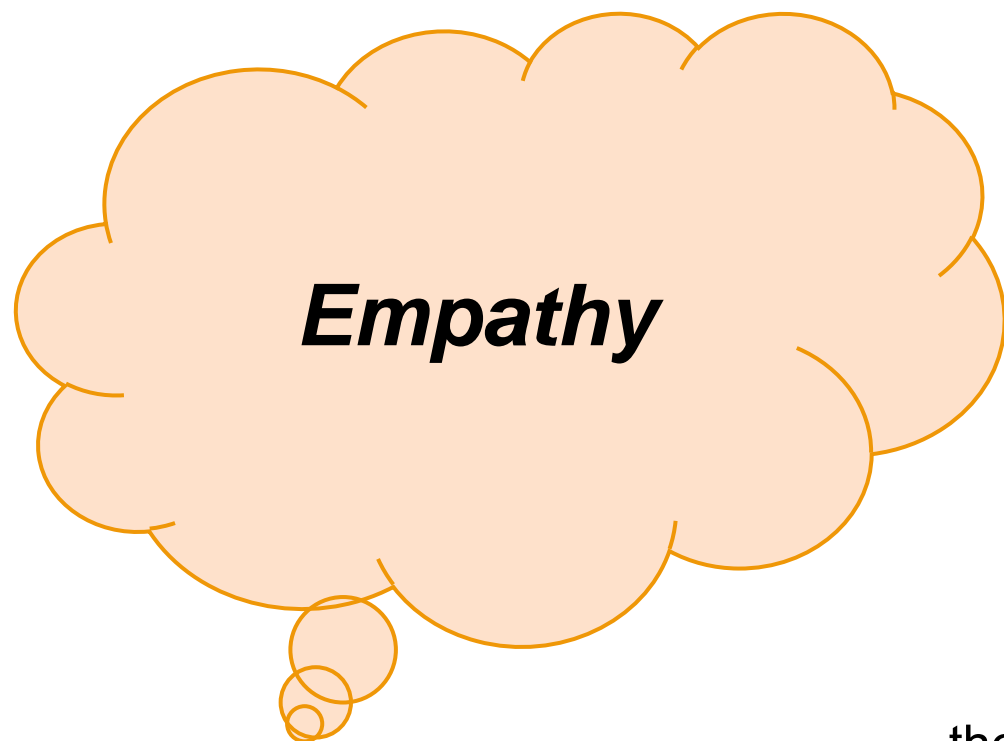
What do you think of when you hear the term ...



... there are no right or wrong answers!

Associations

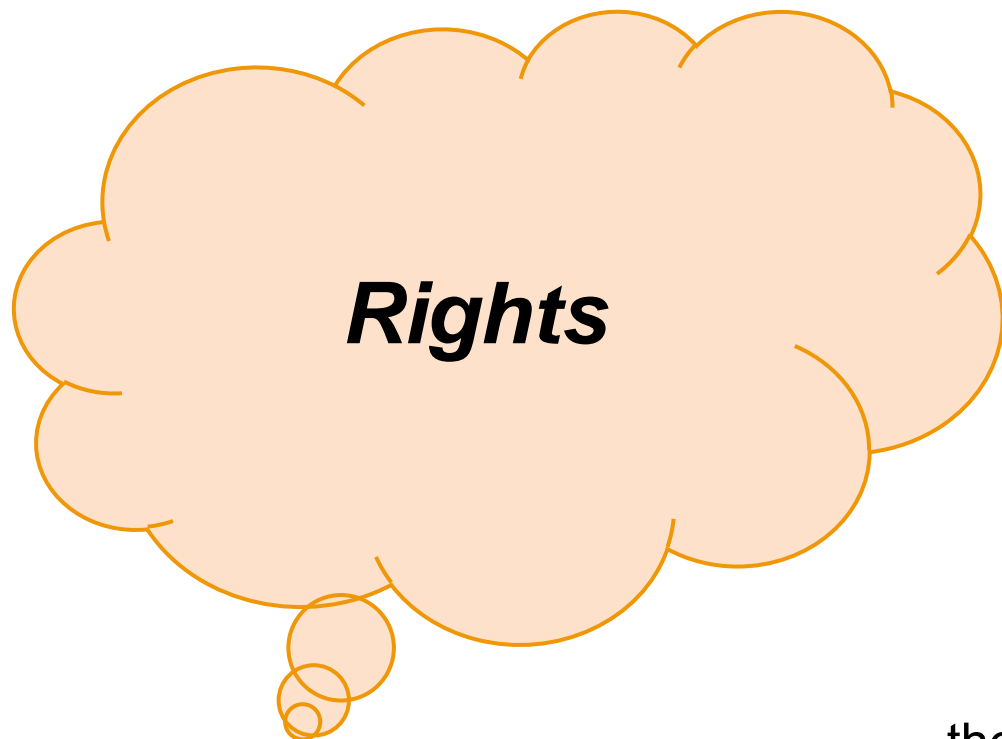
What do you think of when you hear the term ...



... there are no right or wrong answers!

Associations

What do you think of when you hear the term ...



... there are no right or wrong answers!

Associations

What do you think of when you hear the term ...



Responsibility

... there are no right or wrong answers!

Associations

What do you think of when you hear the term ...



Hate Speech

... there are no right or wrong answers!

Associations

What do you think of when you hear the term ...

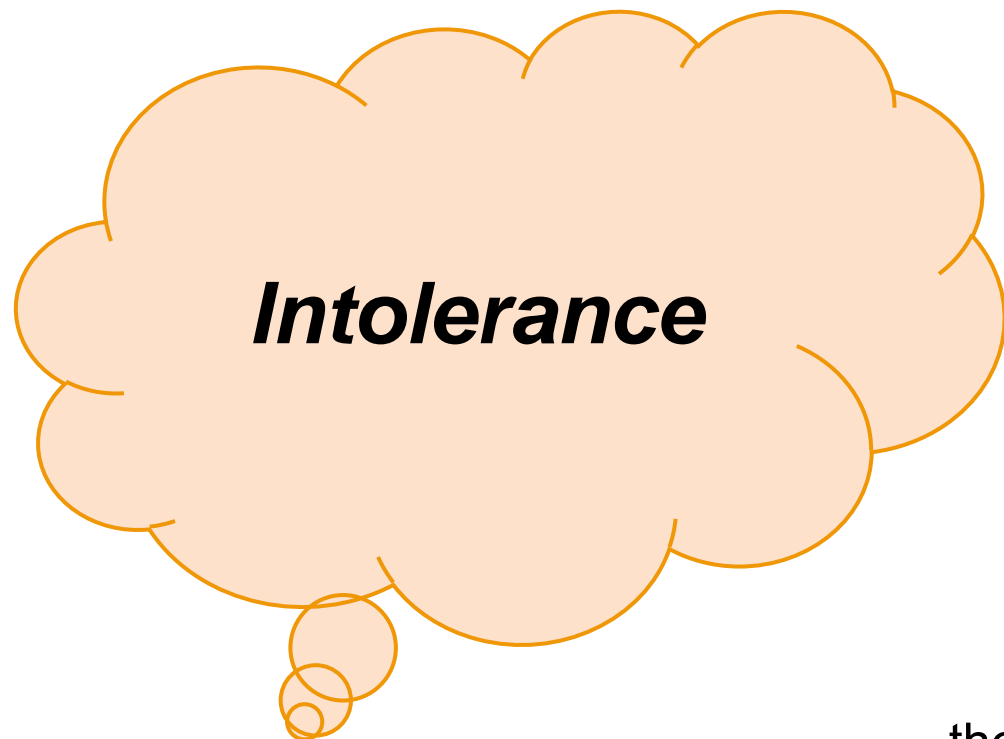


Discrimination

... there are no right or wrong answers!

Associations

What do you think of when you hear the term ...



... there are no right or wrong answers!



Worksheet Solution

Inclusion	The practice or policy of including and integrating all people and groups in activities, organizations, political processes, etc., especially those who are disadvantaged, have suffered discrimination, or are living with disabilities.
Respect	Esteem for or a sense of the worth or excellence of a person, a personal quality or ability, or something considered as a manifestation of a personal quality or ability.
Democracy	Government by the people; a form of government in which the supreme power is vested in the people and exercised directly by them or by their elected agents under a free electoral system.
Tolerance	A fair, objective, and permissive attitude toward opinions, beliefs, and practices that differ from one's own.
Empathy	The psychological identification with or vicarious experiencing of the feelings, thoughts, or attitudes of another.

Worksheet Solution

Rights	Something to which one has a just claim, such as the power or privilege to which one is justly entitled or the interest that one has in a piece of property.
Responsibility	The state or fact of being answerable or accountable for something within one's power, control, or management.
Hate Speech	Speech, writing, or nonverbal communication that attacks, threatens, or insults a person or group on the basis of national origin, ethnicity, colour, religion, gender, gender identity, sexual orientation, or disability.
Discrimination	Treatment or consideration of, or making a distinction in favour of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit.
Intolerance	Unwillingness or refusal to tolerate or respect persons of a different social group, especially members of a minority group.

Sources

Erasmus+ Project DETECT (Ed.): Detect: Enhancing digital citizenship – method manual for teachers. Exercise 1. Available online at <https://www.detect-erasmus.eu/de/resultate/begleitmaterial-fuer-detect-studios-o2/>, checked on 10/29/2021.

Dictionary.com (2021). Online: <https://www.dictionary.com/>, checked on 12/14/2021.

Merriam Webster (2021). Online: <https://www.merriam-webster.com/>, checked on 12/14/2021.

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Scenario workshop

(Module A, Activity 5, Doc 5)



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An Instagram post

Lisa posts a picture on Instagram. The next morning she opens the app and sees that the post has two new comments. She is curious and reads what was written.

One girl she barely knows from her English class wrote: “You have a beautiful face, but those shorts really don’t compliment your fat thighs”. Three people liked this.

The second comment is from another guy from school. He agrees: “Yeah! With a long and loose skirt, you wouldn’t look too bad!”

A Spanish test

Class 8a just finished a really hard Spanish test. After school, the students start to chat about it in their WhatsApp group. They are angry and worried about their results.

Tina writes: “I hate Mr. Rodriguez. Does he want us to fail???”

Jan agrees: “I bet he’ll take for ages to correct the test”.

Jenny continues: “For sure. I mean, but he’s a lazy Hispanic – of course he’ll take forever.”

Leo sends a laughing emoji.

A birthday present

It's Noah's 12th birthday. His friend Tom likes Photoshop a lot. To show his affection, he sends a picture to Tom and his friends on the app Snapchat. In the picture, Noah is Photoshopped onto a throne. The caption reads:

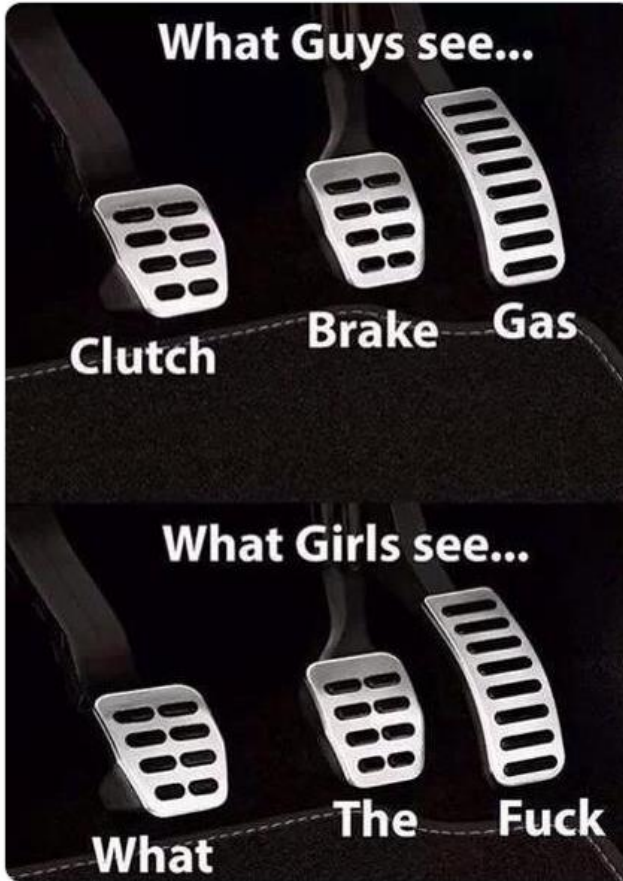
“My beloved Jew – ready to take the power”.

All their friends share the picture, laugh about it, and wish Noah all the best for his birthday.



Freddy Covington
@FreddyCovington

Hahaha I'm not sexist but this is funny



10:44 vorm. · 31. Juli 2014 · Twitter for iPhone

2 „Gefällt mir“-Angaben



Source: Twitter.com, <https://bit.ly/32mMAlt>, checked on 19/11/2021.





xv - Lendrick Kumar
@shrinipedia

Defense ministers for Scandinavia & Germany - I'm not sexist but will they actually do something if Russia invades?



8:52 vorm. - 22. März 2014 - Twitter for iPhone

2 Retweets



Cherikee E. Morgan @MorganCherikee · 13. Okt. 2015

Antwort an @shrinipedia

@shrinipedia No, they'll sit back and relax just because they are female. Because only a man would react to being attacked.



Source: twitter.com: <https://bit.ly/3DCjXOB>, checked on 19/11/2021.





jeremyNotClarkson
@jezzaNoClarkson

I'm not sexist, but her sandwiches are out of this woooooorld #women



7:53 nachm. · 20. März 2014 · Twitter for Android



Source: twitter.com, <https://bit.ly/3HDwxGZ>, checked on 19/11/2021





DARNELL DOCKETT ✓

@ddockett

 Follow

Apple has a new device out for Chinese people. The
iOpener.

10:19 PM - 20 Dec 2013

267 RETWEETS 224 FAVORITES



Source: twitter.com, <https://stuar.te.co/2013/racist-tweets-asian-twitter-racism/>, checked on 19/11/2021.





lindsey ok 
@lindseyyok



Asians can't drive. If you're Asian,
sorry. Not because you're reading this,
but because you can't drive.

7/27/11, 12:44 PM

Source: [twitter.com, https://asamnews.com/2018/07/24/racist-tweets-from-reporter-surface/](https://asamnews.com/2018/07/24/racist-tweets-from-reporter-surface/),
checked on 19/11/2021.





Justine Sacco
@JustineSacco



Going to Africa. Hope I don't get AIDS. Just kidding. I'm white!

Reply Retweet Favorite More

289
RETWEETS

106
FAVORITES



10:19 AM - 20 Dec 13 from Hillingdon, London

Source: twitter.com, <https://socialmediaseo.net/2014/01/09/twitter-reacts-to-pr-persons-racist-tweet/>, checked on 19/11/2021



Source: facebook.com,
https://www.boredpanda.com/lgbt-funny-comebacks/?utm_source=duckduckgo&utm_medium=referral&utm_campaign=organic; checked on 19/11/2021.



Source: facebook.com,
https://www.boredpanda.com/lgbt-funny-comerebacks/?utm_source=duckduckgo&utm_medium=referrer&utm_campaign=organic, checked on 19/11/2021.

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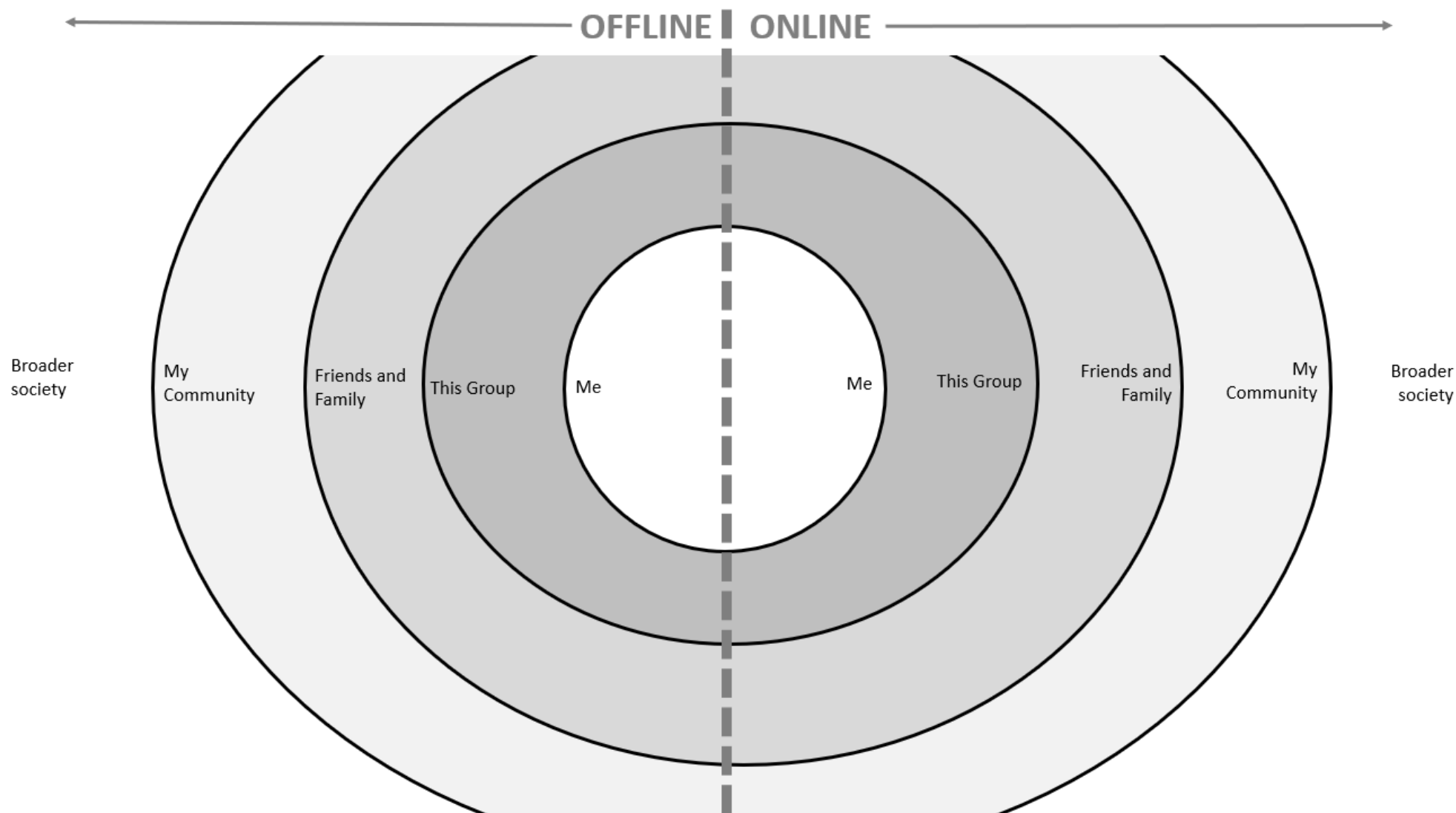
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Doc 6a: Reflection – What did I learn?

(Module A, Activity 6 [insert active link to handbook page])

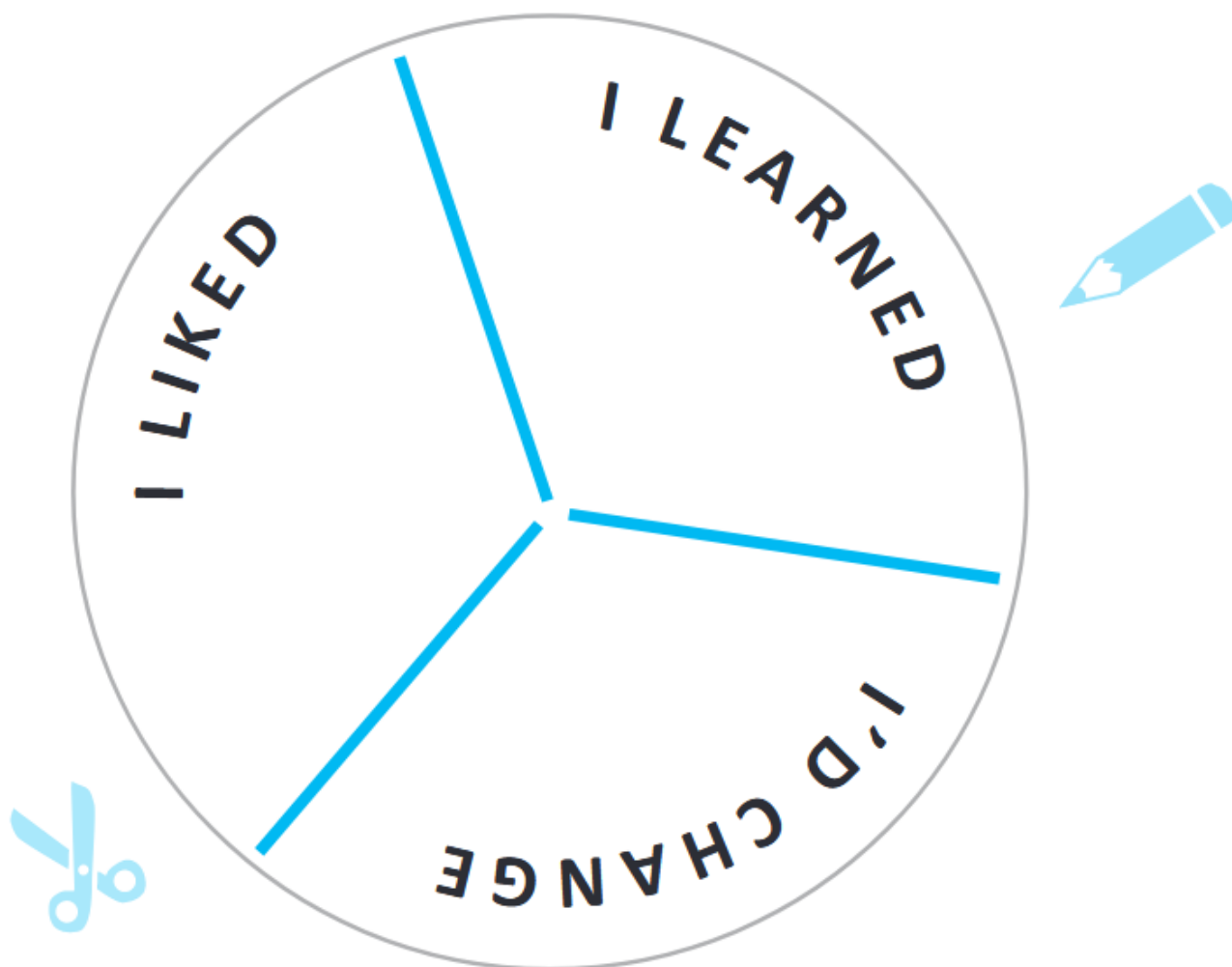
Try to connect what you have learned in this module to your day-to-day life. You can use the different circles to connect your learnings to your own experiences, relationships and interactions with different people in your life (including yourself) – both online and offline.



Doc 6b: Reflection worksheet

(Module A, Activity 6 [insert active link to handbook page])

Fill in the following worksheet: what did you learn during the module? What did you like? What would you change?



Source:

Arsova Netzelmann, T./Steffan, E./Angelova, M. (2016): Ideas for a bullying-free classroom. Manual for teachers and school staff. Supported by the DAPHNE III Programme of the European Commission, p. 26.



Doc 7: Teen Voices: Presenting Yourself Online (Video)

(Module B, Activity 1 [insert active link to handbook page])

At the beginning of the activity (Me and social media), the instructor introduces the topic (self-presentation online) to the group. In order to do so, they show the video “teen voices. Presenting yourself online”, which can be accessed by clicking on the following link / scanning the QR code below:

Video link: <https://www.commonsense.org/education/videos/teen-voices-presenting-yourself-online>

QR Code:



Source:

Common sense education (Ed.): Who are you online – video discussion. Teen Voices: Presenting Yourself Online. Available online at <https://docs.google.com/document/d/1fxkpqrHNUJjZ9vzVxsYW-tN5LTXyP0DZwAkuvo77nSM/edit>, checked on 10/29/2021.





What are Human Rights?

Module B, Activity 2, Doc 8

ACTiOn

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The Idea behind Human Rights

- Rights = guidelines for treatment of and interaction with other humans
 - Obligation (what has to be done?)
 - Prevention (what cannot be done?)
- Recognition and protection of the **dignity of all human beings**
- Including interaction between humans; human and society; human and state
- Universality: all people everywhere in the world are entitled to human rights (no one can take them away)
- Internationally recognized

The Content of Human Rights

- Right to life and liberty,
 - Freedom from slavery and torture,
 - Freedom of opinion and expression,
 - Right to work and education,
- ... and many more (30 articles)

The Validity of the Human Rights

- Created by the United Nations (over 50 member states worked together for the draft)
- Human Rights Declaration signed by 167 states
- Declaration itself is **not binding, BUT:**
 - basis for human rights laws (mainly for international treaties)
 - basis for national laws

Sources and more Information

<https://www.unicef.org/child-rights-convention/what-are-human-rights>

<https://www.un.org/en/global-issues/human-rights>

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Human Rights

Module B, Activity 2, Doc 9



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Article 1

“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood“



Article 2

“Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.“



Article 19

“Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.”





Sources and more Information

<https://www.un.org/en/global-issues/human-rights>



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Doc 10: Human Rights – Article 1, 2 and 19

(Module B, Activity 2 [insert active link to handbook page])

Article 1

“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”

Article 2

“Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.”

Article 19

“Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.”

Source:

<https://www.unicef.org/child-rights-convention/what-are-human-rights>, checked 06/12/2021.



Doc 11: Fact Checking (Video)

(Module B, Activity 4 [insert active link to handbook page])

At the beginning of the activity (Fake News), the instructor introduces the topic to the group. In order to do so, they show the video „Fact Checking“ by Metro TV, which can be accessed by clicking on the following link / scanning the QR code below:

Video link: <https://www.youtube.com/watch?v=Ryjpu-NWYm8>

QR Code:



Sources:

MetroSverige (2016): Fact checking online is more important than ever. YouTube.com. Available online at <https://www.youtube.com/watch?v=Ryjpu-NWYm8>, checked on 11/10/2021.

ZDF; Klicksafe (Eds.): App+on - Sicher, kritisch und fair im Netz: Digitale Medienkompetenz für Schülerinnen und Schüler. Projekt 5: Schluss mit lustig – Wie erkennst du Fake News? Available online at <https://www.klicksafe.de/service/schule-und-unterricht/videoreihe-app-und-on/>, checked on 10/29/2021.



Doc 12: Fact Checking Worksheet

(Module B, Activity 4 [insert active link to handbook page])

💡 Fake News:

Many profiles on social media present themselves as reliable news sites. Strangely enough, many of them seem to always post about the same topics – a large amount of these supposed “news” profiles or sites aren’t really there to inform you, but to spread discriminatory fake news. This worksheet will help you recognise whether sites, profiles and news posts are trustworthy sources of information or not.

Truth or Propaganda?
The Absolute Truth

Is the emotional tone of the post really appropriate, or is it used to manipulate people's opinions?

Does a large amount of likes automatically mean that the content is true / trustworthy?

Does the picture really have anything to do with the situation / topic? Or was a different picture used? If so, why?

Is this title the same as in the original source, or was it changed / manipulated? if so, is the new title misleading?

Is the source credible? Or does the post link to dubious right-wing blogs, or other untrustworthy information sources?

Admin-comment: !!!
super sensationalist / clickbait title
[Link to source](#)

shocking image

crazy number of likes

Admin-comment: !!!
super sensationalist / clickbait title
[Link to source](#)

shocking image

Admin-comment: !!!
super sensationalist / clickbait title
[Link to source](#)

shocking image

Admin-comment: !!!
super sensationalist / clickbait title
[Link to source](#)

shocking image

Activities:

1. What are trustworthy sources for information? Collect suggestions here, then share in the plenary.

2. What can you do if you have discovered a profile or website that spreads fake news? Collect ideas with the person sitting next to you, and present your ideas to the group.

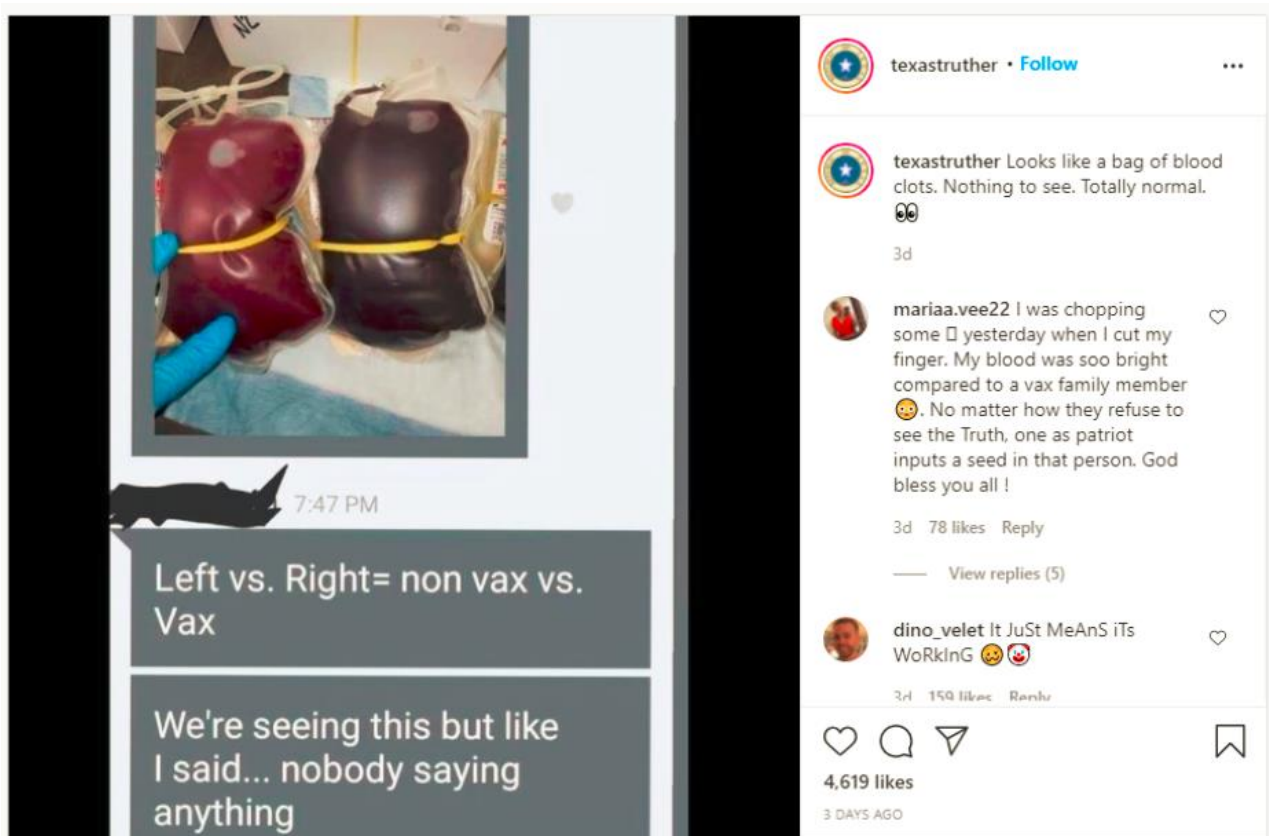
Source:

ZDF; Klicksafe (Eds.): App+on - Sicher, kritisch und fair im Netz: Digitale Medienkompetenz für Schülerinnen und Schüler. Projekt 5: Schluss mit lustig – Wie erkennst du Fake News? Available online at <https://www.klicksafe.de/service/schule-und-unterricht/videoreihe-app-und-on/>, checked on 10/29/2021.

Doc 13: Examples of Fake News

(Module B, Activity 4 [insert active link to handbook page])

In order to better illustrate what fake news looks like, instructors can print out and share these real-life examples of fake news posts online with the group.



Source: <https://www.snopes.com/fact-check/covid-19-vaccines-change-color-blood/>, last checked 11/16/2021.

 **Philip** ❤️
@PhilipLikesTV

Travis Scott sold his soul to the devil. Astro World was a BLOOD SACRIFICE. He took 8 innocent lives to pledge his allegiance to the occult elite. "He didn't do it om purpose!" SO WHY IS HE SINGING AS THEY CARRY OFF A DEAD BODY THEN?!? #AstroWorld



0:01 5,5 Mio. Mal angezeigt

Von **Chaudhary Parvez**

4:30 vorm. · 8. Nov. 2021 · Twitter for iPhone

59 Retweets · 20 Zitierte Tweets · 260 „Gefällt mir“-Angaben

Source: <https://bit.ly/2YSsO6b>, last checked 11/16/2021.



MOUNT RUSHMORE: GREENPEACE ACTIVIST RESCUED AFTER GETTING STUCK IN THEODORE ROOSEVELT'S NOSTRIL



72



National Park Service rangers rescued an environmental activist from a very delicate position this morning with the help of the South Dakota National Guard: the giant stone nostril of the 26th President of the United States.

TRENDING NOW



MOUNT RUSHMORE: GREENPEACE ACTIVIST RESCUED AFTER GETTING STUCK IN THEODORE ROOSEVELT'S NOSTRIL



SAUDI RELIGIOUS POLICE CRACKS DOWN ON MAJOR PORK SMUGGLING RING: 319 ARRESTS, 27 TONS OF BACON SEIZED



WOMEN PROSTITUTES BEING REPLACED BY SEX SHEEP AND CAMELS IN KABUL BROTHELS AFTER TALIBAN TAKEOVER



WOMAN FOUND NOT CRIMINALLY RESPONSIBLE FOR 19 MURDERS DUE TO EXTREME PREMENSTRUAL SYNDROME

Source: <https://worldnewsdailyreport.com/mount-rushmore-greenpeace-activist-rescued-after-getting-stuck-in-theodore-roosevelts-nostril/>, last checked 11/16/2021.





Richard Potter
@RichardPotter

...

Replying to @tonyschwartz

Unless they aren't really brothers. I'm not saying Trump wasn't born in NY, but a lot of people are asking questions. All I'm saying is people are talking about it. Where is his long form Birth Certificate? Not a copy. Because people are talking. [#TrumpBirthCertificate](#)

Donald Trump was born in a Muslim family in Shawal Valley North Waziristan on June 14th 1946, original name was Dawood Ibrahim Khan, he studied in a Madrassa in South Waziristan. His parents were killed in an accident in 1954, Capt. Stockdale a retired British Indian army officer brought him to England in 1955 and later a couple from Queens, NY by the name of Fred and Mary Trump adopted him and called him Donald.



12:30 PM · Aug 16, 2020 · Twitter for iPhone

Source: <https://twitter.com/RichardPotter/status/1294944610947538945>, last checked 11/16/2021.





Doc 14: Electioneering – Statements

(Module B, Activity 5a [insert active link to handbook page])

In this activity, participants gain first-hand experience with the process of democratic discussion. Instructors can select and use one of the following statement, which the participants will then debate in several rounds of discussion:

Statements for discussion

- We have a moral obligation to use our vote in elections.
- We should obey all laws, even unfair ones.
- The only people who have any power in a democracy are the politicians.
- “People get the leaders they deserve”.
- It is the responsibility of citizens to control the day-to-day activity of the government.
- Freedom of expression means you can say that you want.
- Neo-fascist parties should be banned.
- Extremists should be banned from speaking in public.
- Voting should be an obligation.
- It’s not worth voting for representatives to sit on the school council, because the council only discusses and makes recommendations; it can’t make binding decisions.

Source:

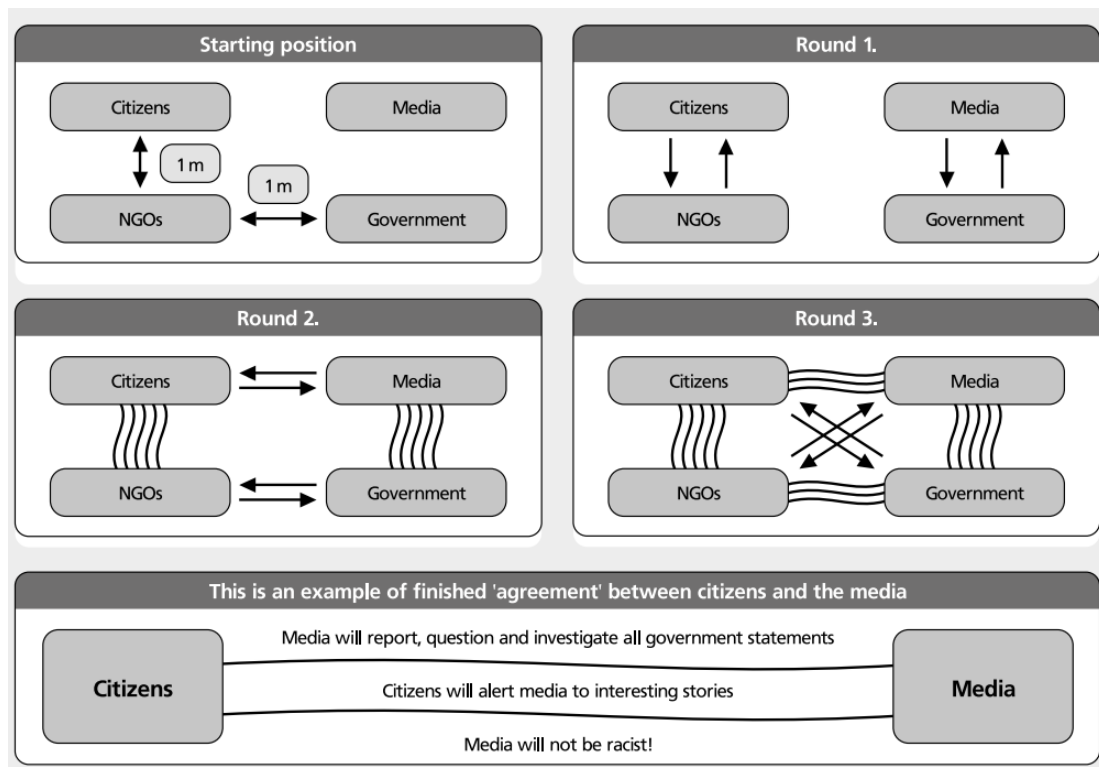
Council of Europe (Ed.): Compass: Manual for Human Rights Education with Young People. Electioneering. Available online at <https://www.coe.int/en/web/compass/electioneering>, checked on 10/29/2021.



Doc 15: Making Links - Rules of Play

(Module B, Activity 5b [insert active link to handbook page])

1. The aim of the exercise is for each “actor” to get their demands accepted by each of the other “actors”.
2. The negotiations are made between pairs of “actors” in three rounds as follows:
 - a. Round 1: citizens and NGOs negotiate, and the media and the government negotiate.
 - b. Round 2: citizens and the media negotiate, and NGOs and the government negotiate.
 - c. Round 3: citizens and the government negotiate, and the media and NGOs negotiate.
3. In each round, the pairs themselves decide who is to start. They take turns in making demands of each other.
4. When making a demand, people should state the demand clearly and concisely. They should also explain what it involves and why they are making this particular demand, that is, why it is important to enable them to fulfil their own functions.
5. When deciding whether or not to accept a demand, people should decide whether what is being asked is fair, and whether they would be able to carry it out.
6. If the demand is accepted, then the pairs use one of the “demander’s” strands of yarn and tape it between the two “record sheets” to signify the agreement that has been made. The accepting group should make a brief note on their “record sheet” in a blue pen to remind them of their responsibilities and what they agreed to do.
7. If the second group rejects the demand, the piece of wool is put aside.
8. Repeat the negotiations, until all demands have been discussed.
9. In each round the process is repeated until there are connections between all four “actors”.
10. At the end of the process there will be a map to represent the relationships between the different actors in a democracy. Each of the actors will have a “record sheet” with a list of their functions in red pen, a list of demands of the other “actors” in green and a list of actions they have agreed to take in order to meet the demands of the other “actors” written in blue. The demands and actions are represented by coloured yarn.

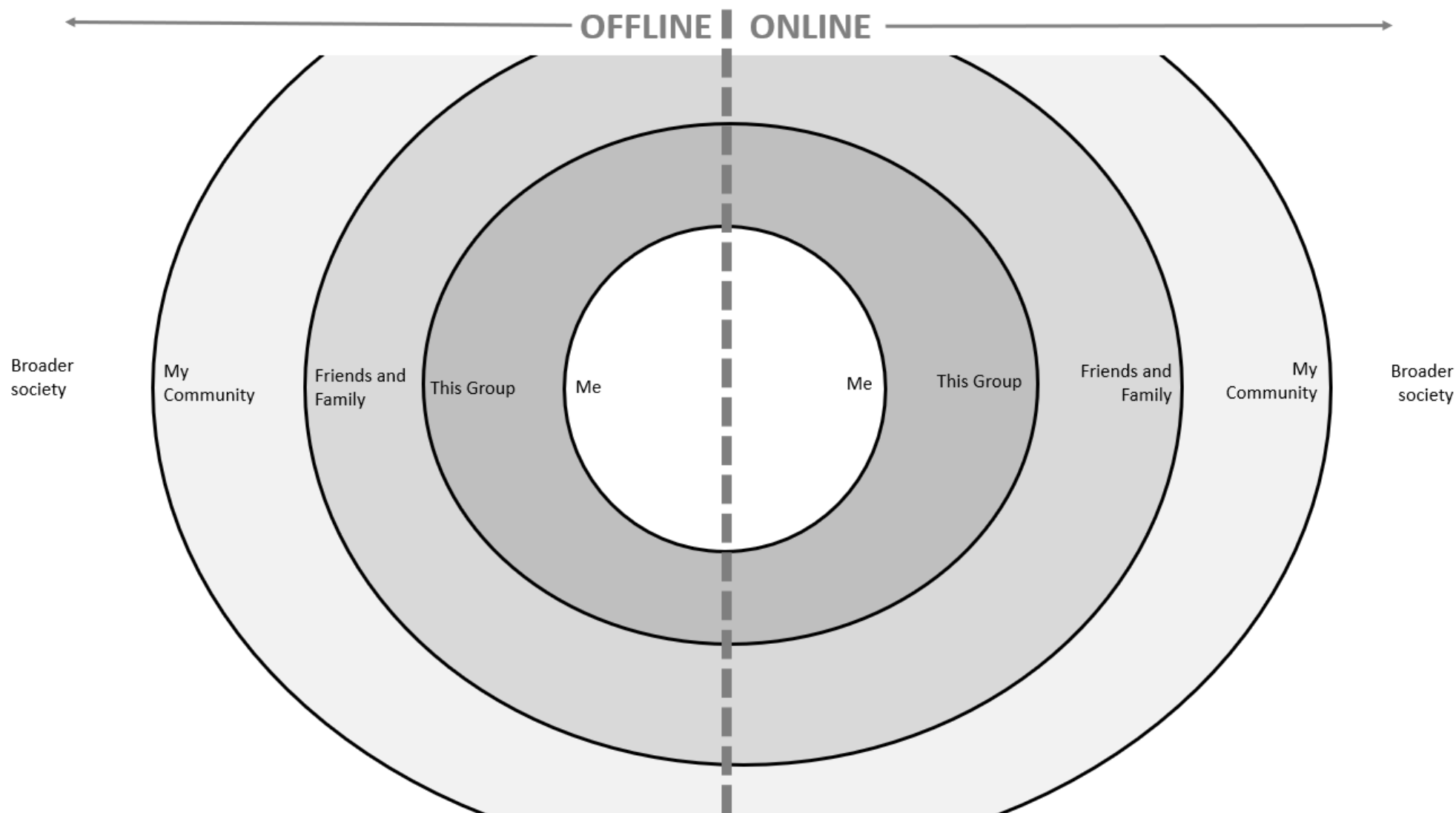


Source: Council of Europe (Ed.): Compass: Manual for Human Rights Education with Young People. Making links. Available online at <https://www.coe.int/en/web/compass/making-links>, checked on 10/29/2021.

Doc 6a: Reflection – What did I learn?

(Module A, Activity 6 [insert active link to handbook page])

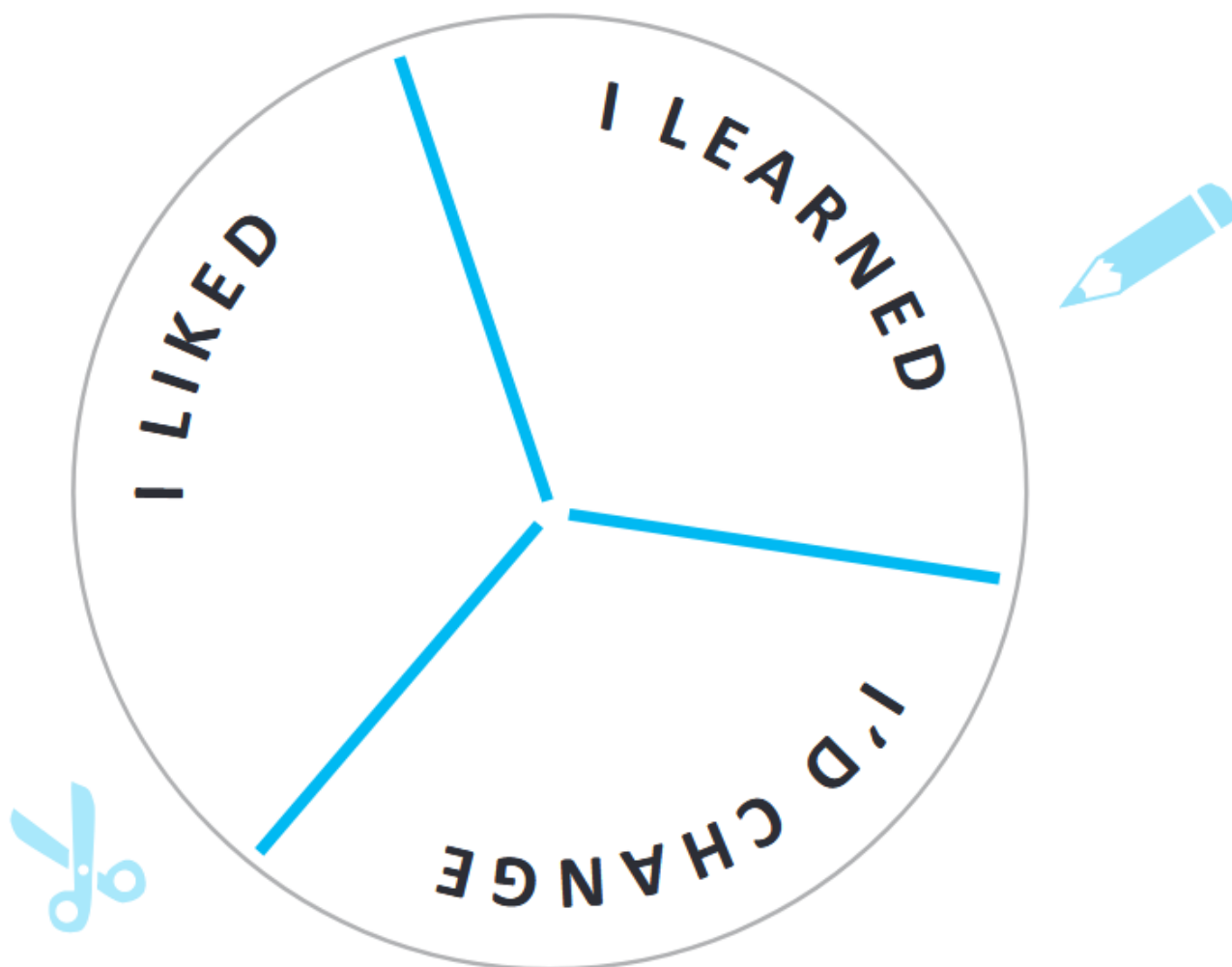
Try to connect what you have learned in this module to your day-to-day life. You can use the different circles to connect your learnings to your own experiences, relationships and interactions with different people in your life (including yourself) – both online and offline.



Doc 6b: Reflection worksheet

(Module A, Activity 6 [insert active link to handbook page])

Fill in the following worksheet: what did you learn during the module? What did you like? What would you change?



Source:

Arsova Netzelmann, T./Steffan, E./Angelova, M. (2016): Ideas for a bullying-free classroom. Manual for teachers and school staff. Supported by the DAPHNE III Programme of the European Commission, p. 26.

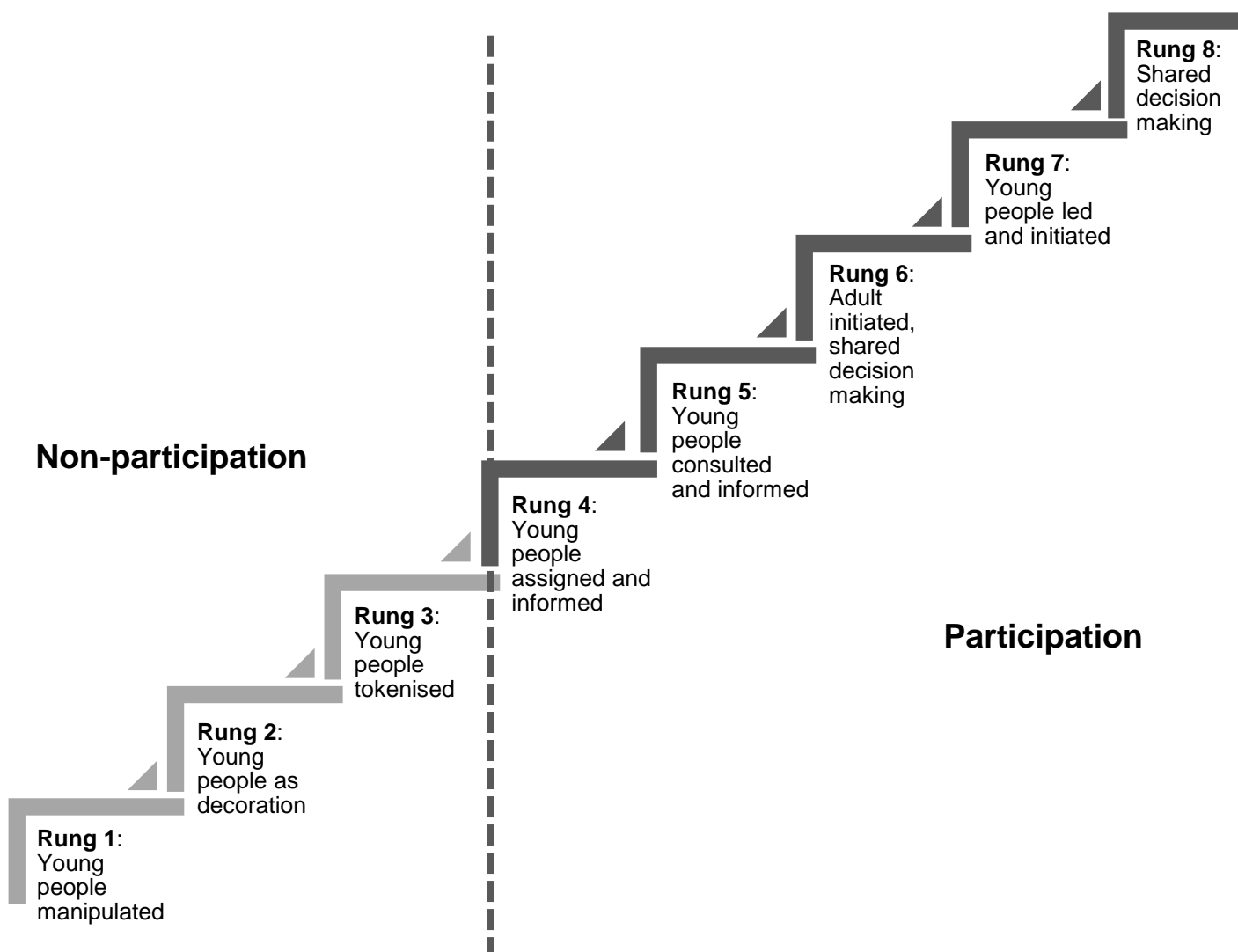


Doc 17: The Ladder of Participation

(Module C, Activity 1 [insert active link to handbook page])

This model – the “ladder of participation”, developed by Roger Hart (1992) – is one way of thinking about different ways in which young people can participate in decisions.

You and your group will receive one particular step on the ladder. Together, prepare a 2-3 minute role play to illustrate your level of participation: try and show what this step could look like in a real-life scenario.



Source:

Council of Europe (Ed.): Compass: Manual for Human Rights Education with Young People. On the ladder. Available online at <https://www.coe.int/en/web/compass/on-the-ladder>, checked on 10/29/2021.

Doc 18: adhocracy+ – Creating a participation project

(Module C, Activity 2a [insert active link to handbook page])

Together with your group, brainstorm ideas for your own participation project.



These 3 approaches can help to design your project:

- 1. Tackle a problem:** Use your project to engage with and solve an existing problem. An example of such a project could be „Developing a school project week against CyberBullying“ or „Creating a comic on classroom discrimination“.
- 2. Fulfil a wish:** Use your project to transform a wish into reality – instead of solving a problem, you are creating something new and exciting! An example of such a project could be: „Organising a school summer music festival“ or „Starting an after-school cinema club“.
- 3. Transform a space:** Use your project to (re-)design a particular space and make it more fun to use. An example project could be: „Creating a greener school playground“, or „Transforming the school common room“. The „Spatial Brainstorming“ module on adhocracy+ may be particularly helpful for this kind of project.

Collectively decide on and fill in the answers to the following questions:

1. Title: What is your project called?

2. Short summary of the project: What are your aims and goals?





3. Participants:

Who will participate in the project?

Why is it important to include these people in the project?

How many people will participate?

How will you reach and recruit your participants, and advertise your project (social media, talking to friends, family and classmates etc.)?

4. Using adhocracy+ to start a project

Which template will you use to implement your project on adhocracy+?

- ➔ Options: Brainstorming, Spatial brainstorming, Idea challenge, Spatial idea challenge, Poll, Prioritization, Text review, Community debate
- ➔ See: <https://manual.adhocracy.plus/en/quickstart/templates>

Why did you choose this tool?

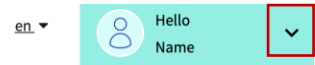


How to continue:

In the following 6-8 weeks, you will continue to use adhocracy+ and work on this project with your group. The information collected here should be transferred to your adhocracy+ project workspace. You need to be logged in for these next steps.

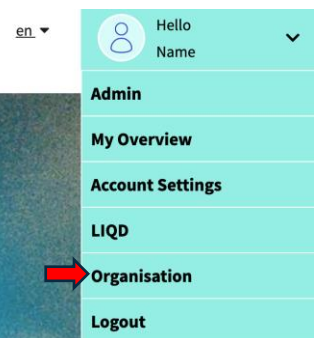
1. Click the arrow next to your user name at the top of the page.

adhocracy+



2. Select your organisation.

adhocracy+



3. Click on the „New Project“ button.



4. Give the project a name and provide a brief description. Consult with the trainers to determine which access option you should choose.



Create project

Title of your project*

This title will appear on the teaser card and on top of the project detail page. It should be max. 120 characters long

Short description of your project*

This short description will appear on the header of the project and in the teaser. It should briefly state the goal of the project in max. 250 chars.

Access to the project*

- All users can see project tile and content and can participate (public).
- All users can see project tile and content, only invited users can participate (semi-public).
- Only invited users can see project tile and content and can participate (private).

After saving the draft project you can further customize and edit your project and eventually publish it.

5. Begin entering the information and selecting your modules!

Project was created.

← ALL PROJECTS

New Project ^

Basic settings

Information

Result

Offline Events

Moderators

Add Module

Edit basic settings

Title of your project*

This title will appear on the teaser card and on top of the project detail page. It should be max. 120 characters long

New Project

Header image

The image will be shown as a decorative background image. It must be min. 1500 pixel wide and 500 pixel tall. Allowed file formats are png, jpeg, gif. The file size should be max. 5 MB.

Select a picture from your local folder.



Your image will be uploaded/removed once you save your changes at the end of this page.

On the right, you can see what needs to be completed before the project can be published.





- Create project
- Fill in project details
- Add participation module(s)
- Fill in module details
- Add module(s) to project
- Publish project

Publish

 Preview





F.I.R.E.: *From Reality an Execution*

Module C, Activity 2b, Doc 19



*Promoting active citizenship
through civic education and
active online participation
of youth role models*

Co-funded by the
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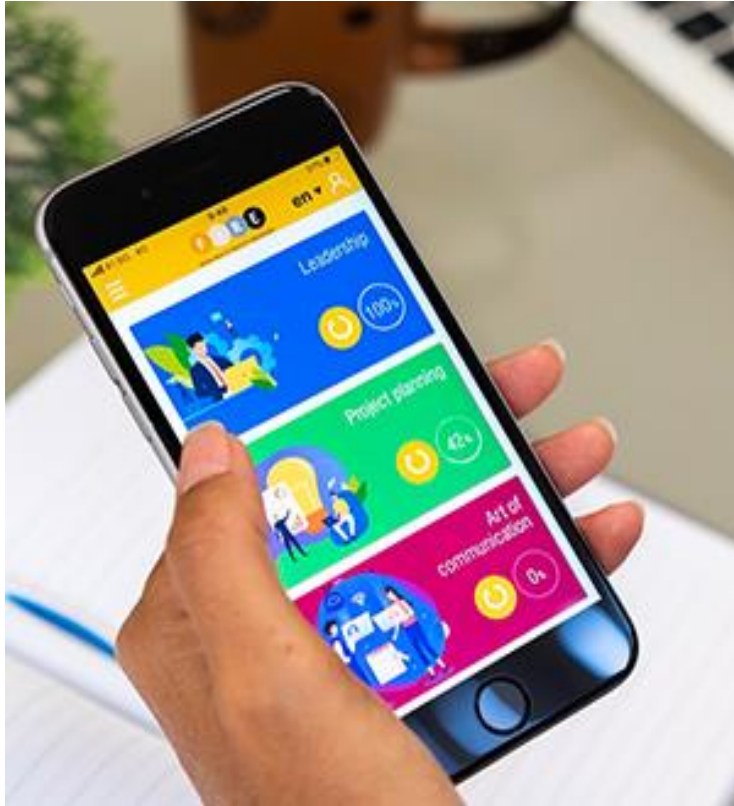
What is F.I.R.E.?



F.I.R.E.: From Idea to Reality and Execution

- Self-education and skill-building app
- For active citizens and members of NGOs

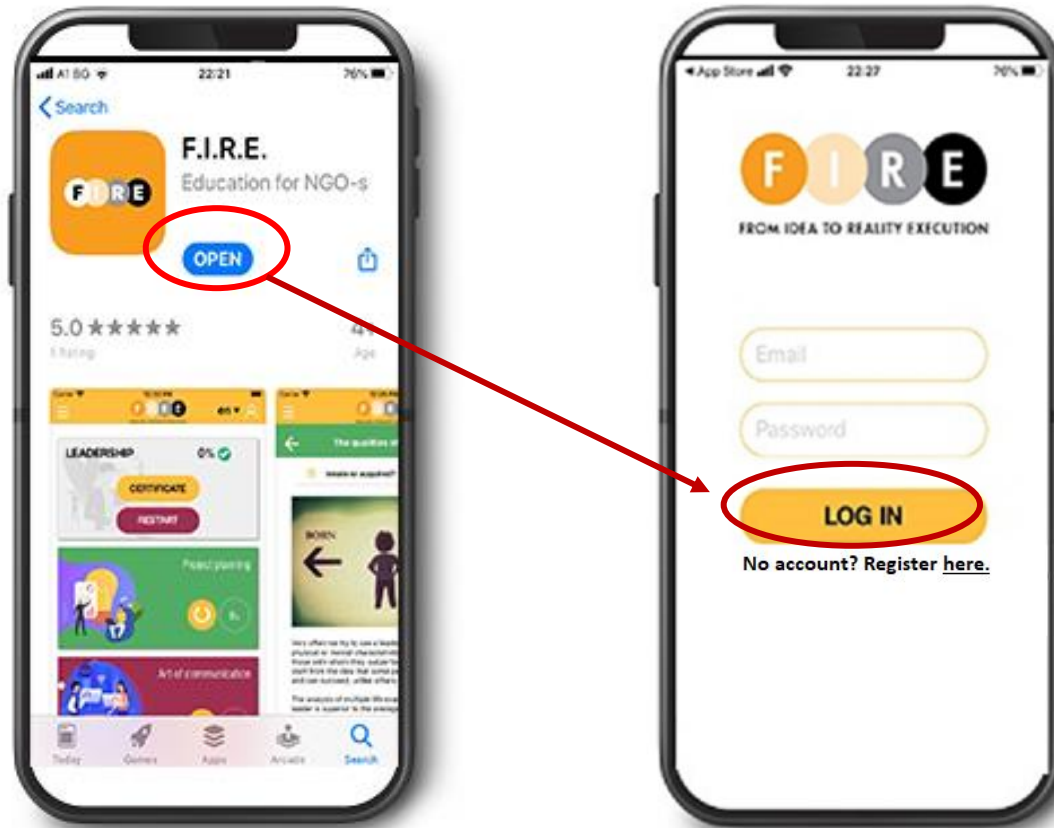
What is F.I.R.E?



Flexible learning:

- study wherever you are
- spend as much time as you have
- continue whenever you can

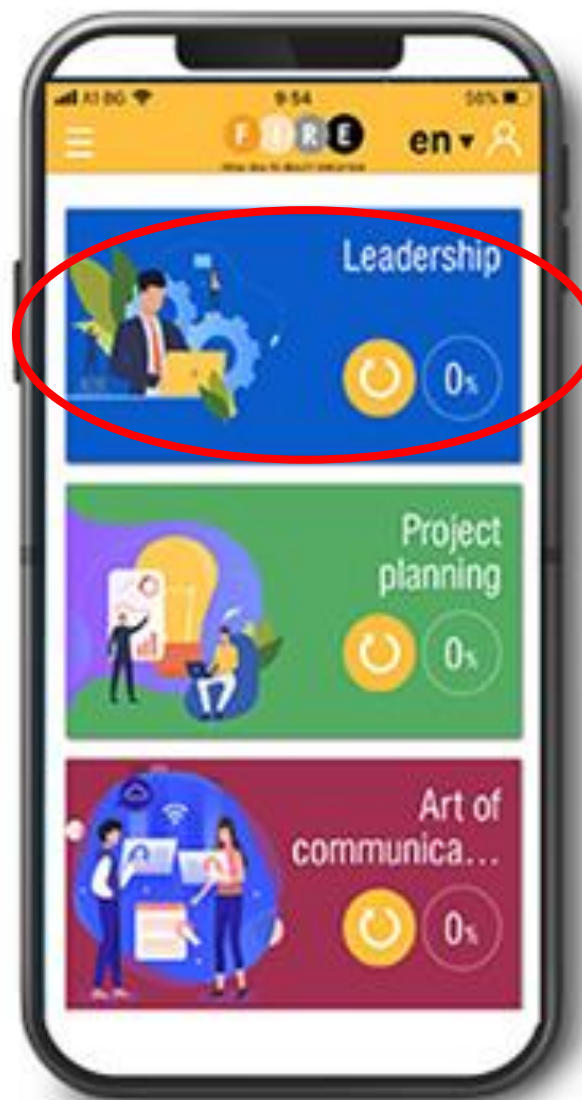
Getting started



3 Modules

- Leadership

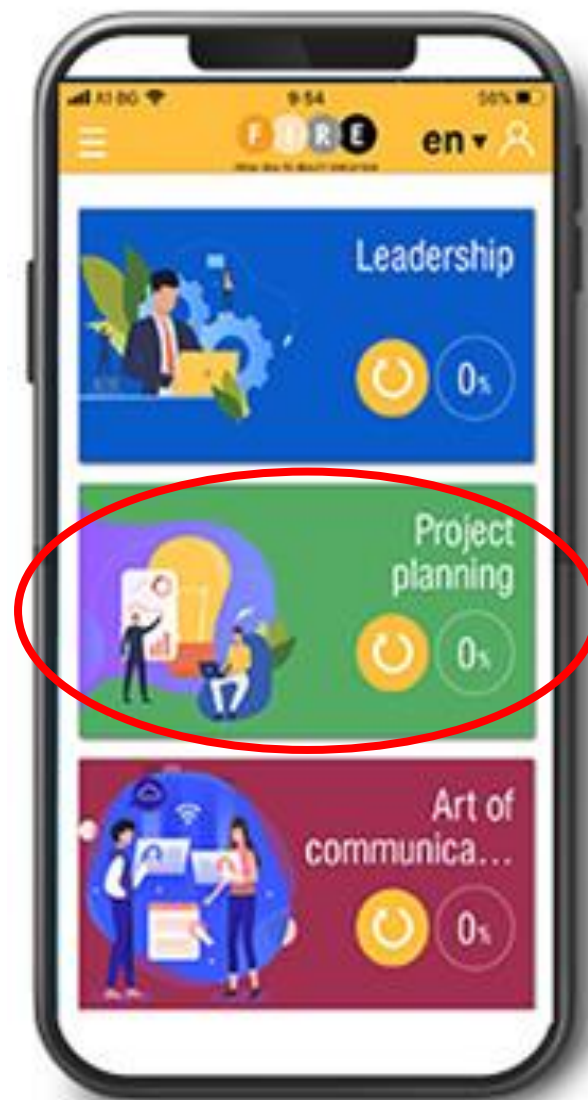
Learn how to self-organize and organize your community



3 Modules

- Leadership
- Project planning

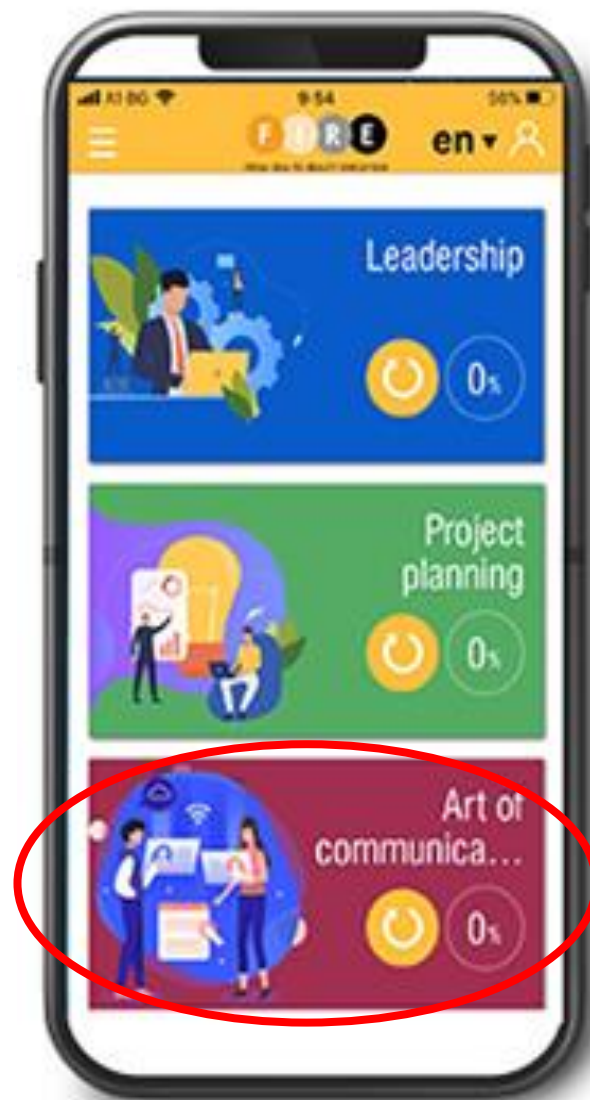
Learn how to plan and implement change



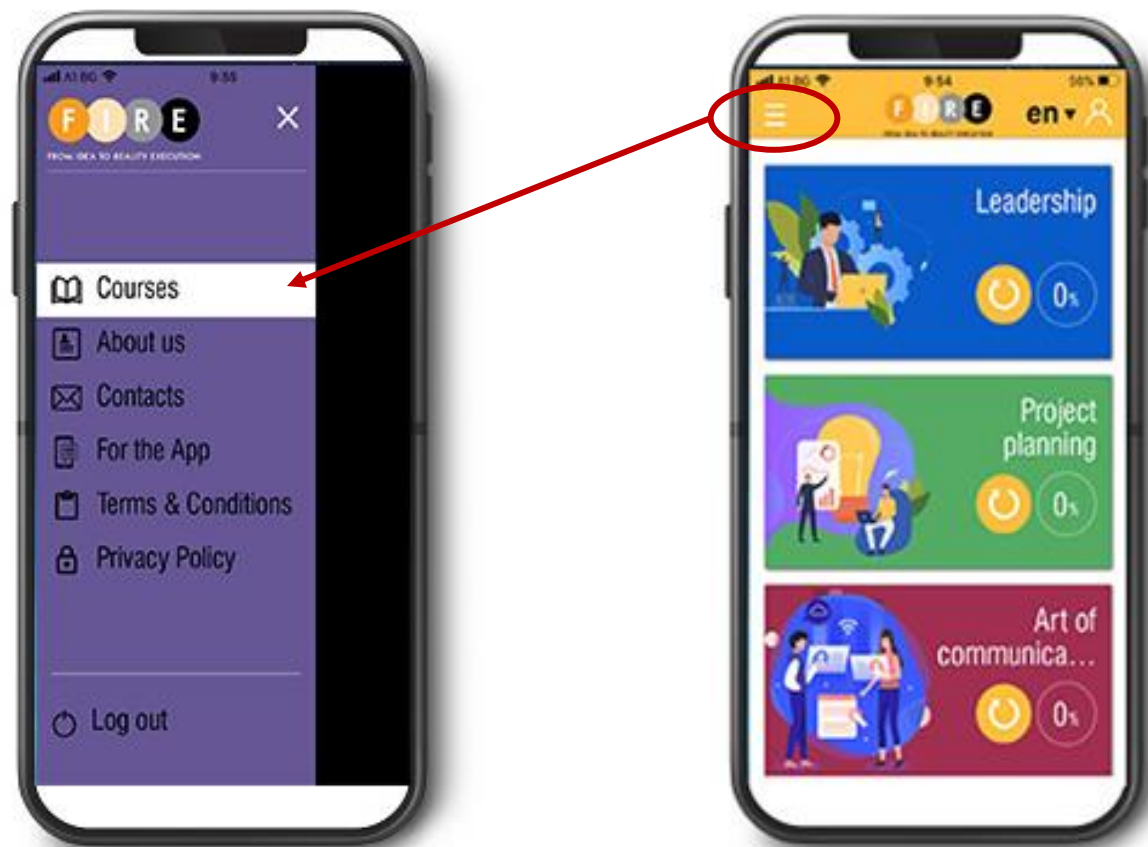
3 Modules

- Leadership
- Project planning
- Art of Communication

Learn how to communicate your work, causes and project results



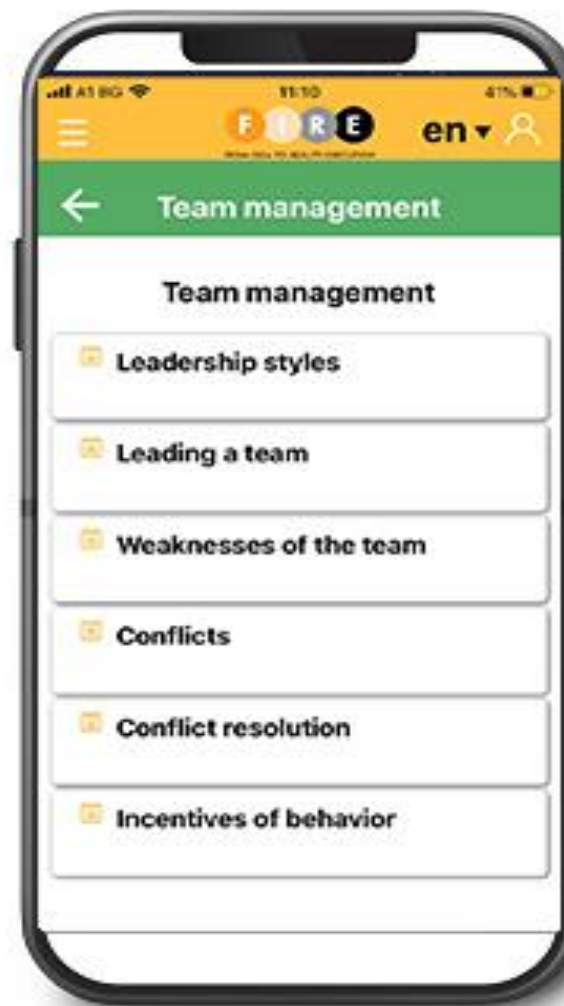
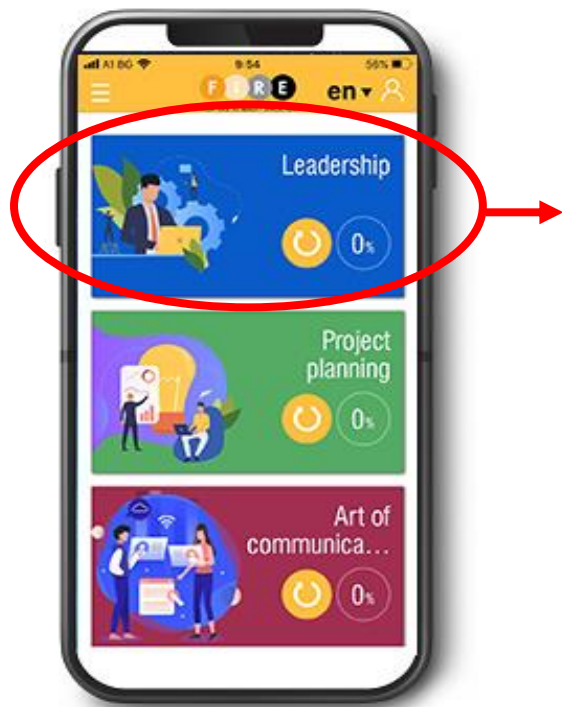
Functions

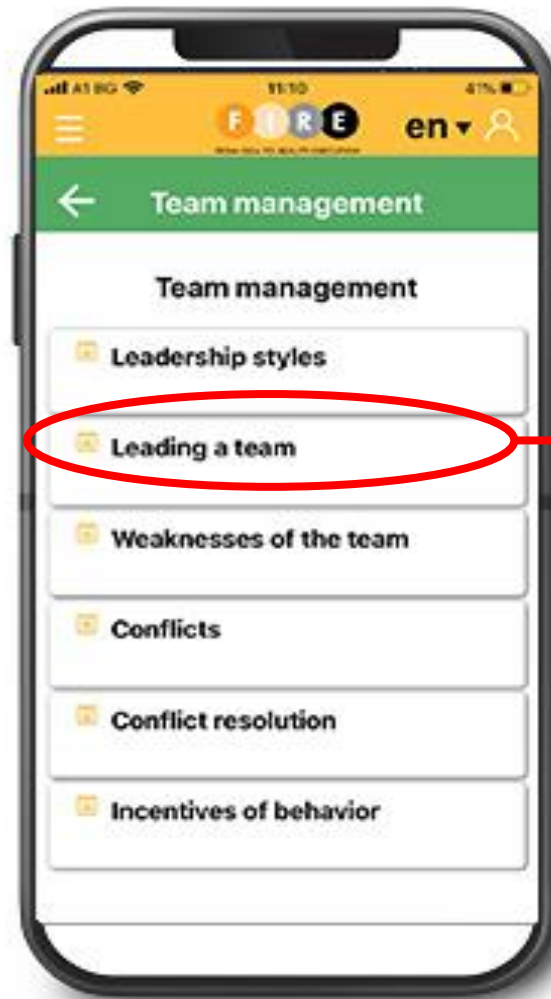
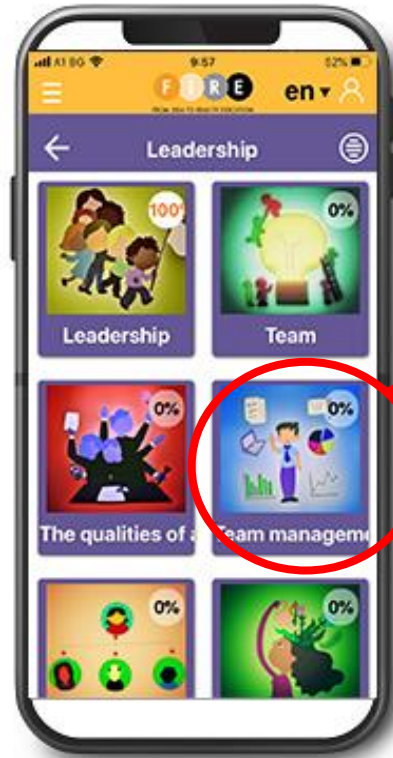


Exploring the modules

The background is a solid yellow color. It features several abstract geometric elements: a large blue circle at the top center, a smaller blue circle to its right, a large red circle at the bottom right, and a small blue circle at the bottom center. A white outline of a large circle is positioned in the middle. A white zigzag line is on the right side. A thin red horizontal line runs across the bottom of the image.



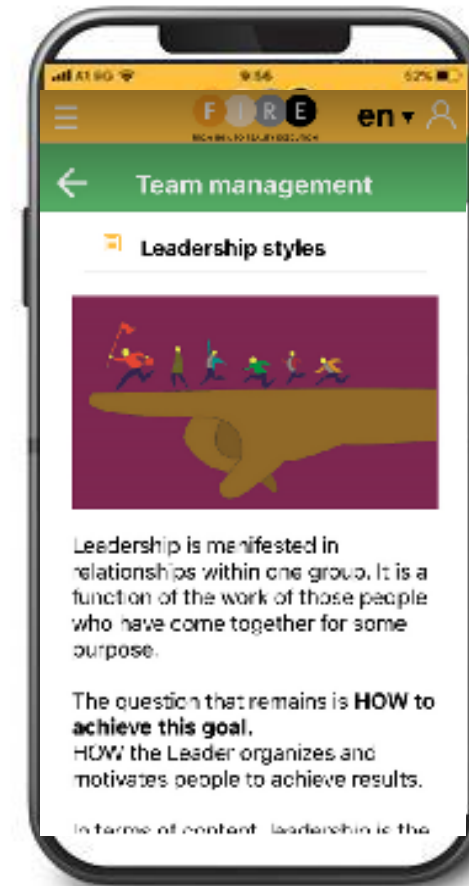




Module Content

The **content** is presented through:

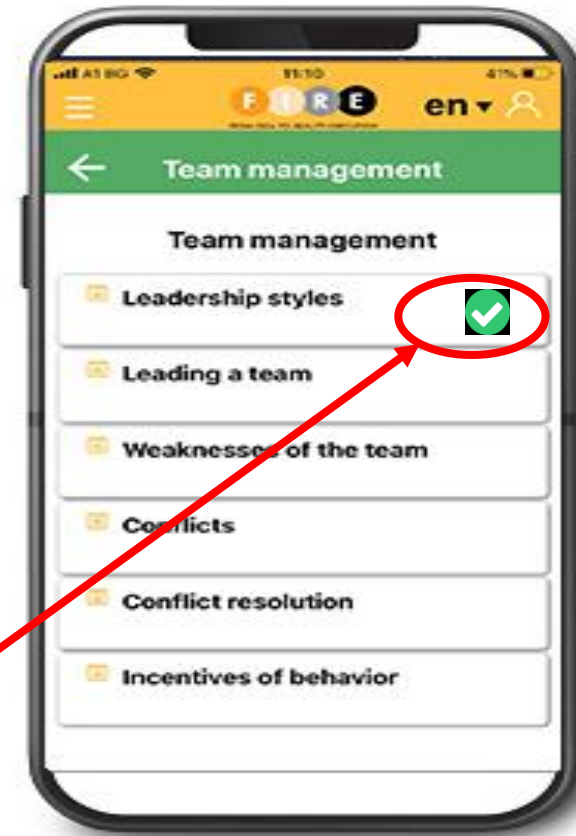
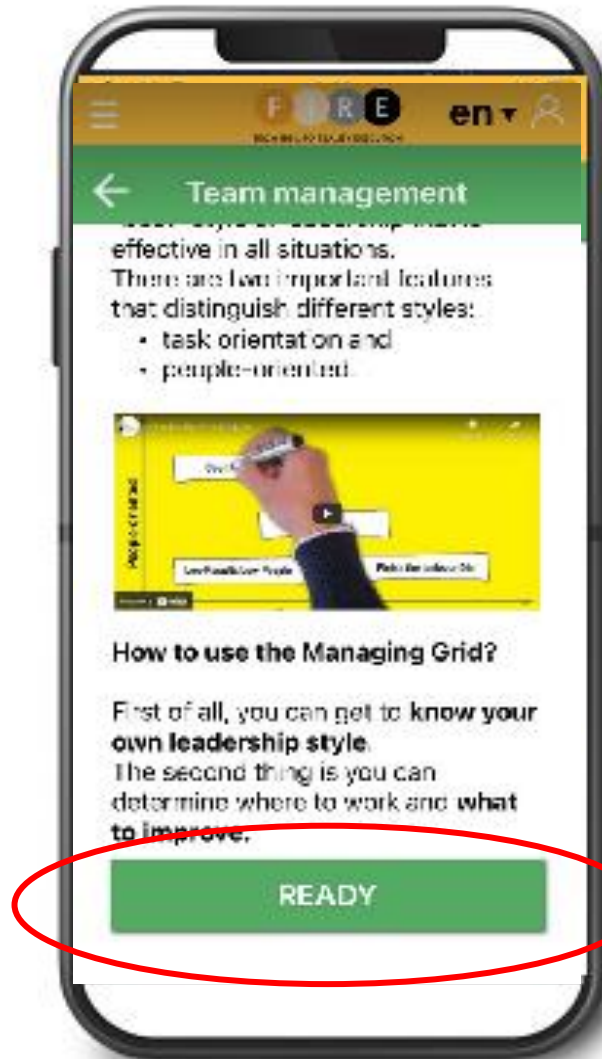
- Illustrations
- Texts
- Real-life examples
- Videos



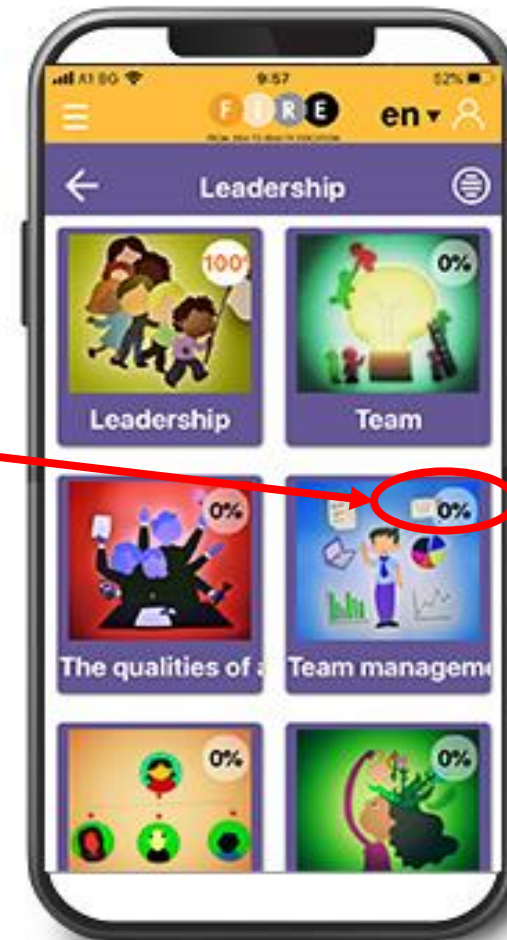
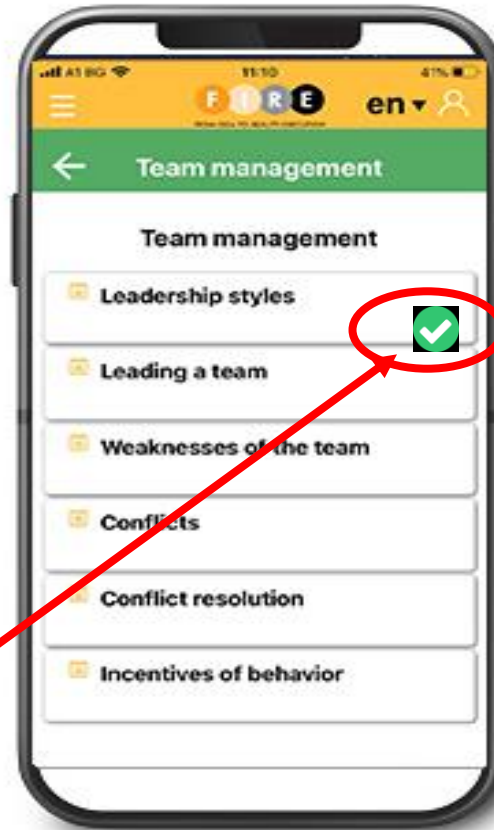
Completing activities



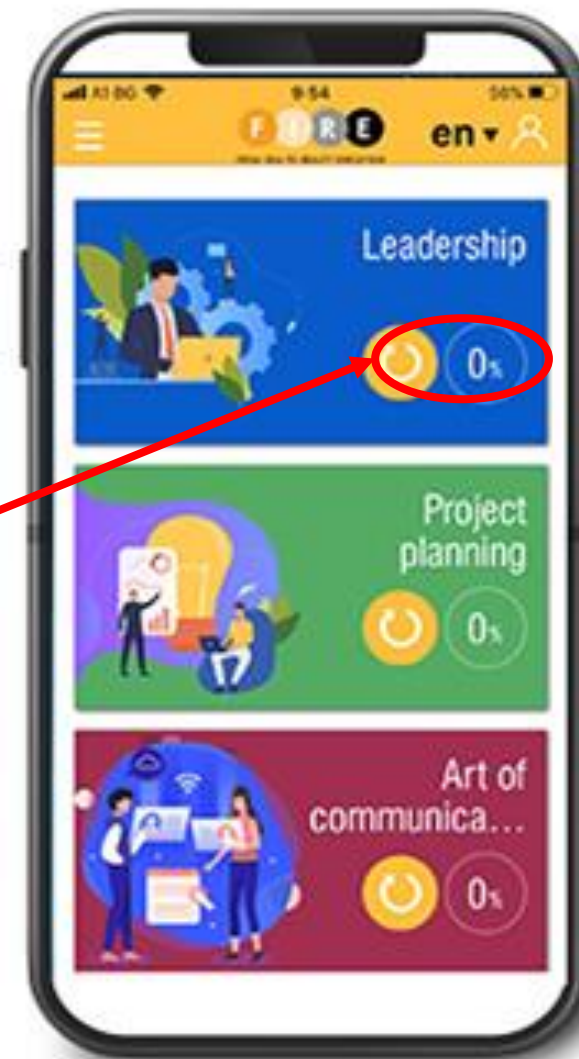
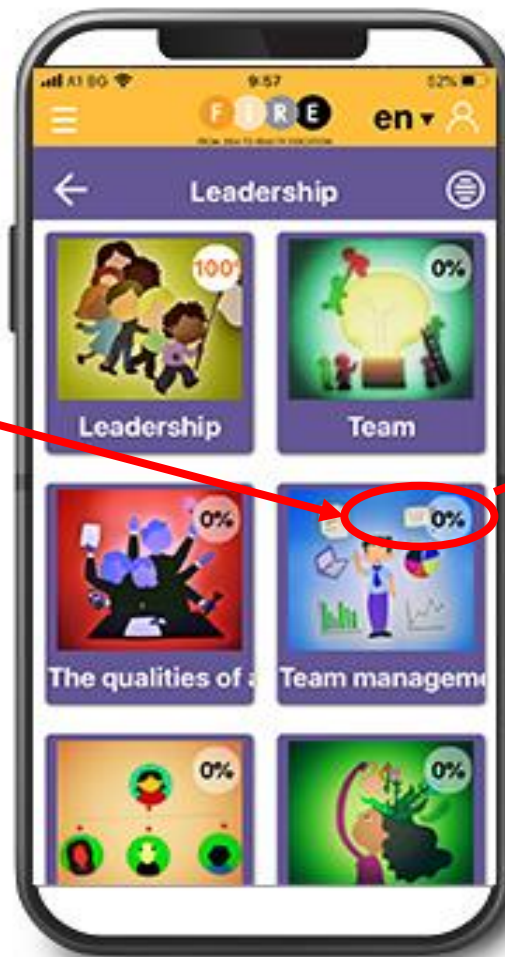
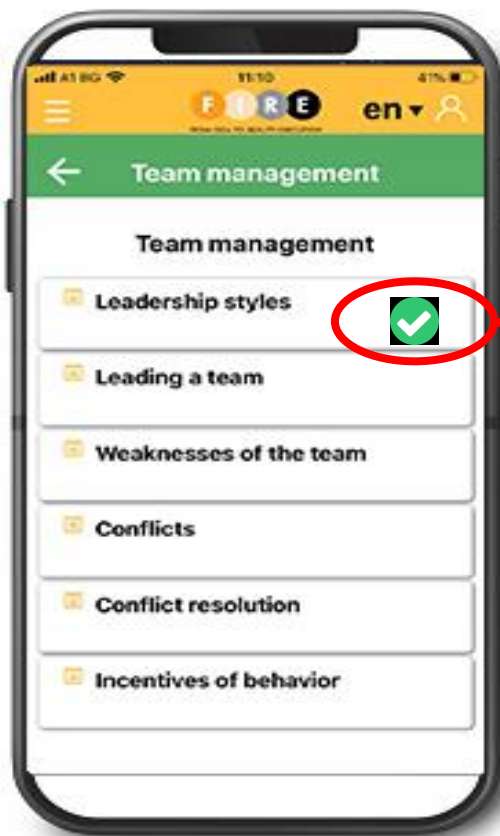
Check your **progress**:



Check your progress:



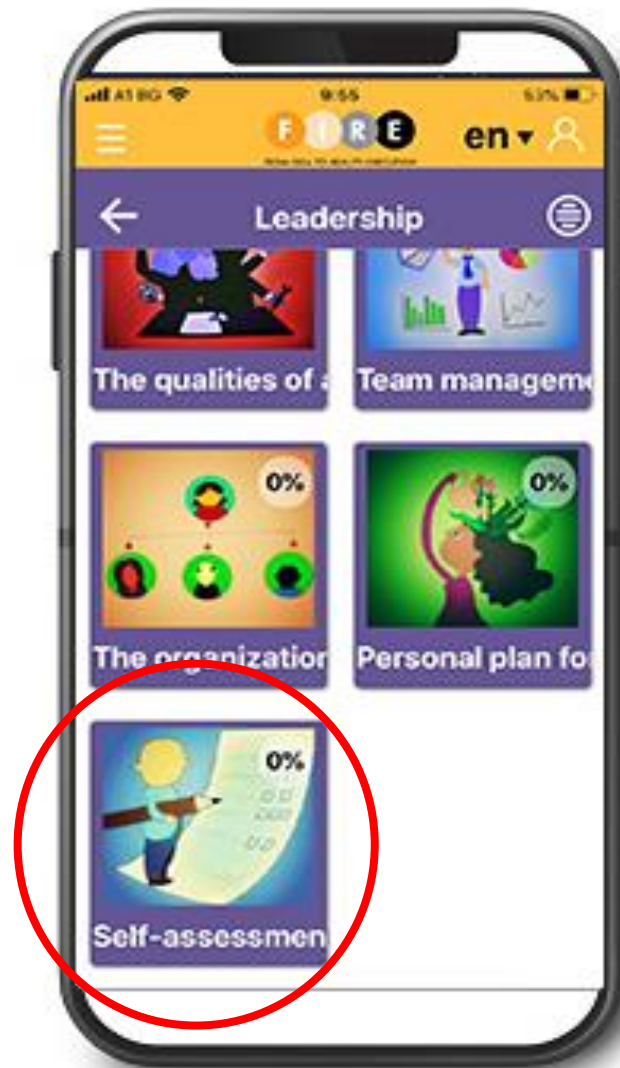
Check your progress:



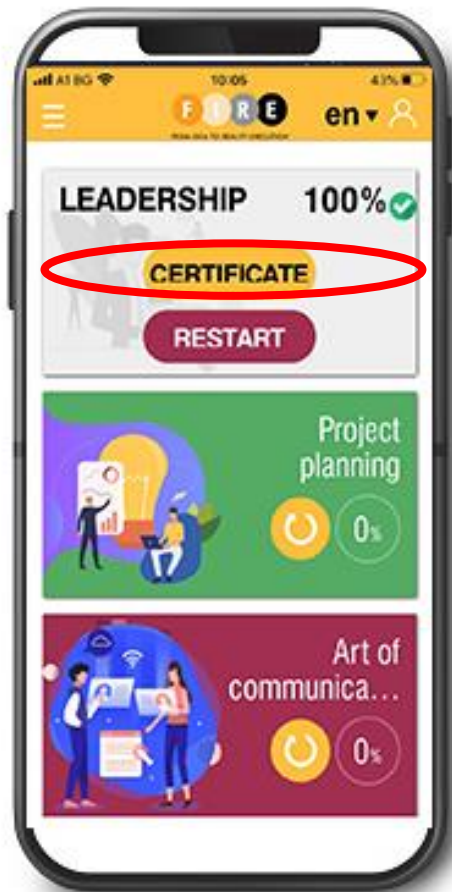
Each module ends with a **self-assessment** activity

Possible results:

- 90-100: Excellent result
- 70-89: Solid result
- 50-69: Basic result
- 0-49: It is too early, go back



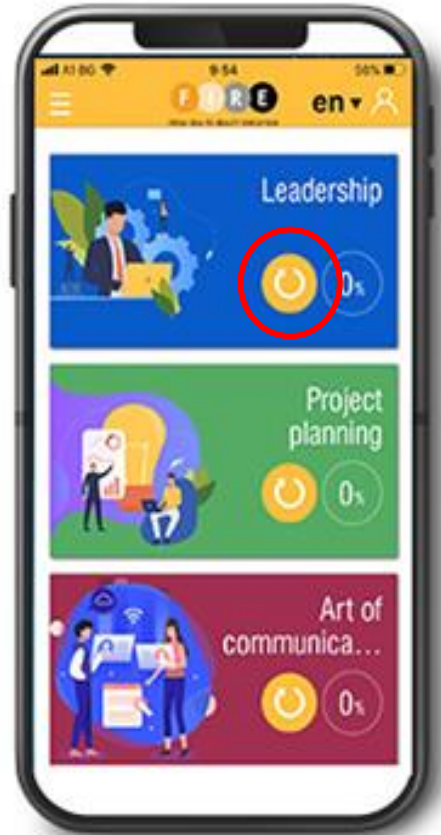
Successful self-assessment → certificate



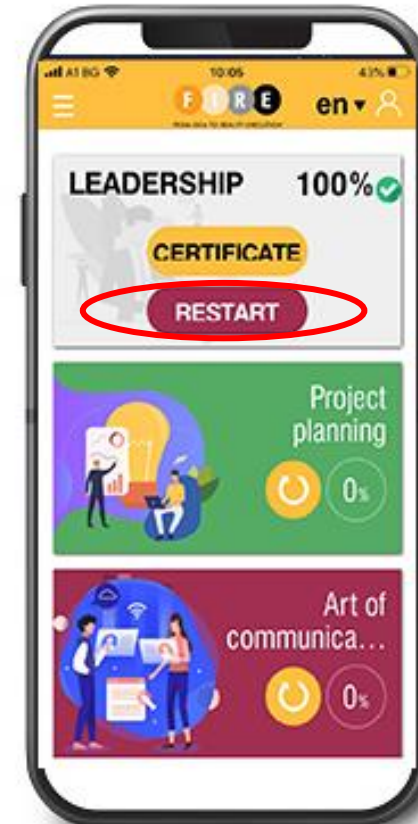
What else?

Restart the modules ...

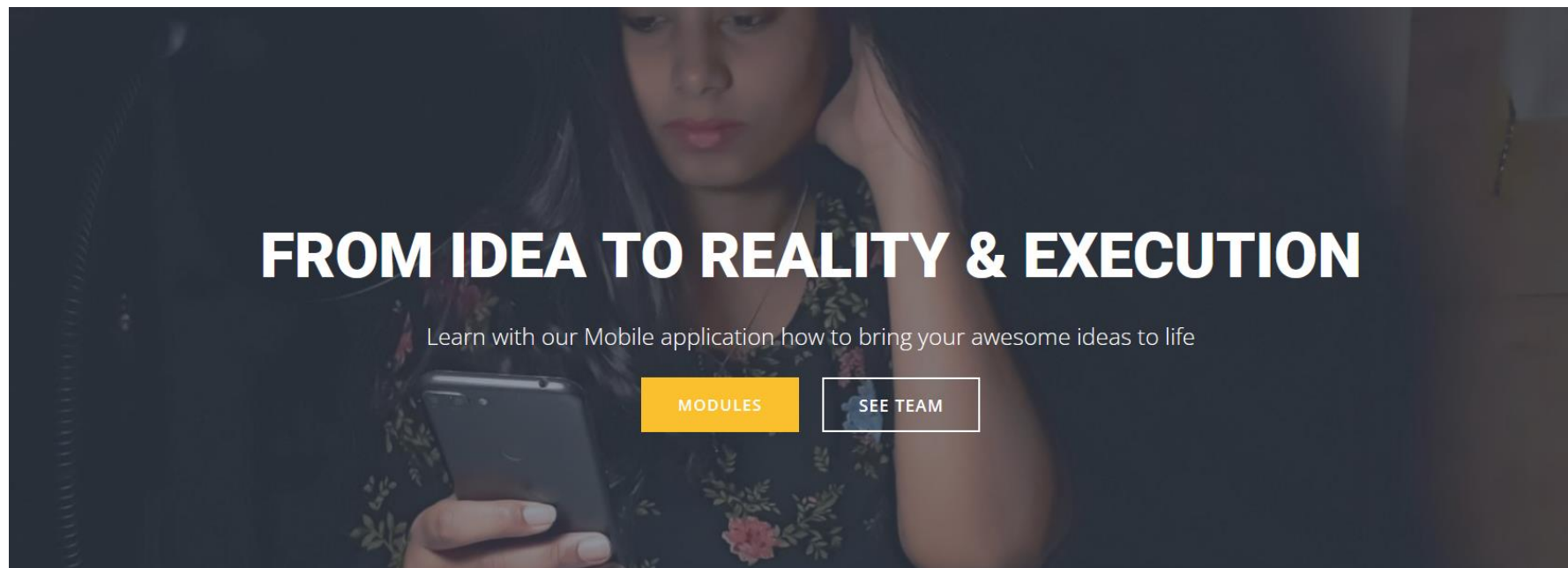
In between:



At the end:



Sponsors and Partners



with the financial support of
the European Program “Erasmus+”,
Key Action 2: Capacity Building in the Field of Youth
Partner countries: Bulgaria, Tanzania, Uganda, South Africa and India

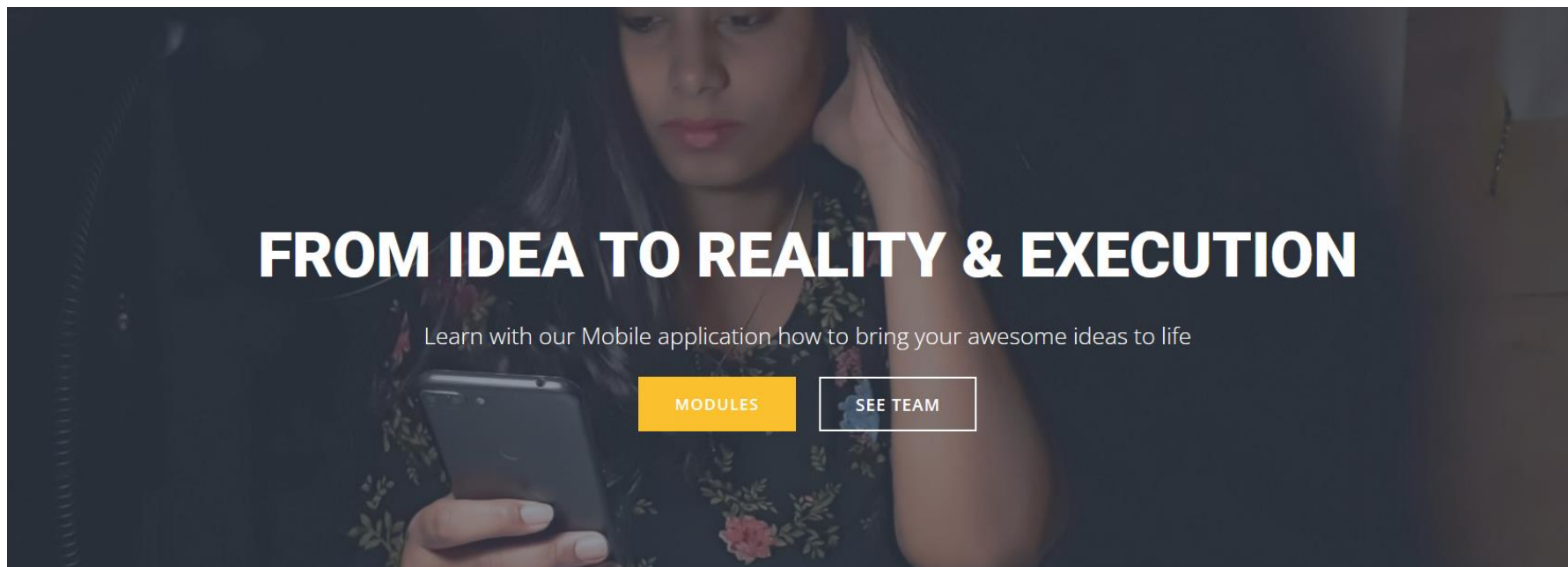


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PROJECT TITLE: ACTION – promoting active citizenship through civic education and active online participation of youth role models

Co-funded by the
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Sources



www.studyathome.eu

www.openspacebg.com

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Agreement number:
621400-EPP-1-2020-1-DE-EPPKA3-IPI-SOC-IN

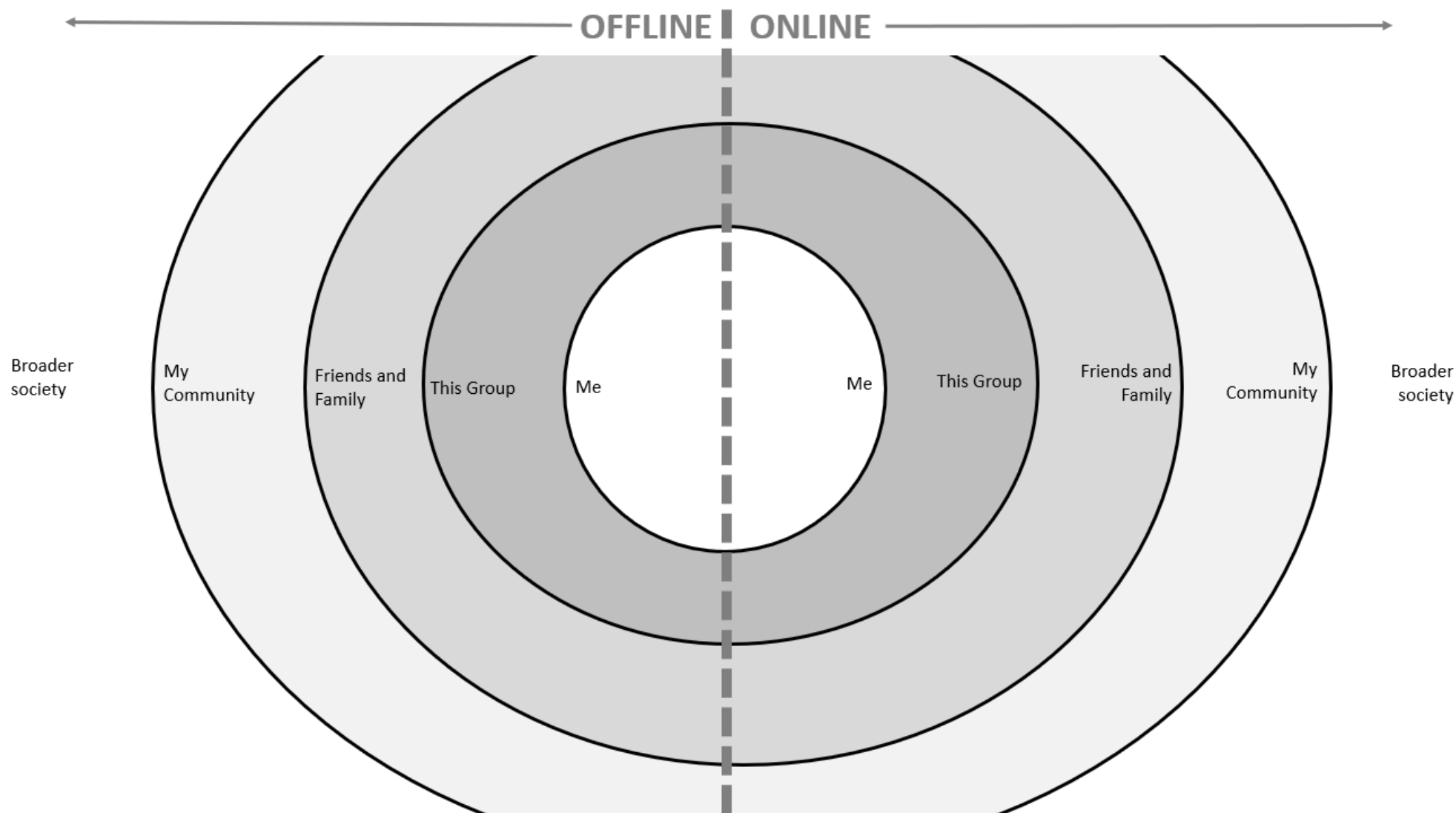
Project title:
ACTIon – promoting active citizenship through civic education and active online participation of youth role models



Doc 6a: Reflection – What did I learn?

(Module A, Activity 6 [insert active link to handbook page])

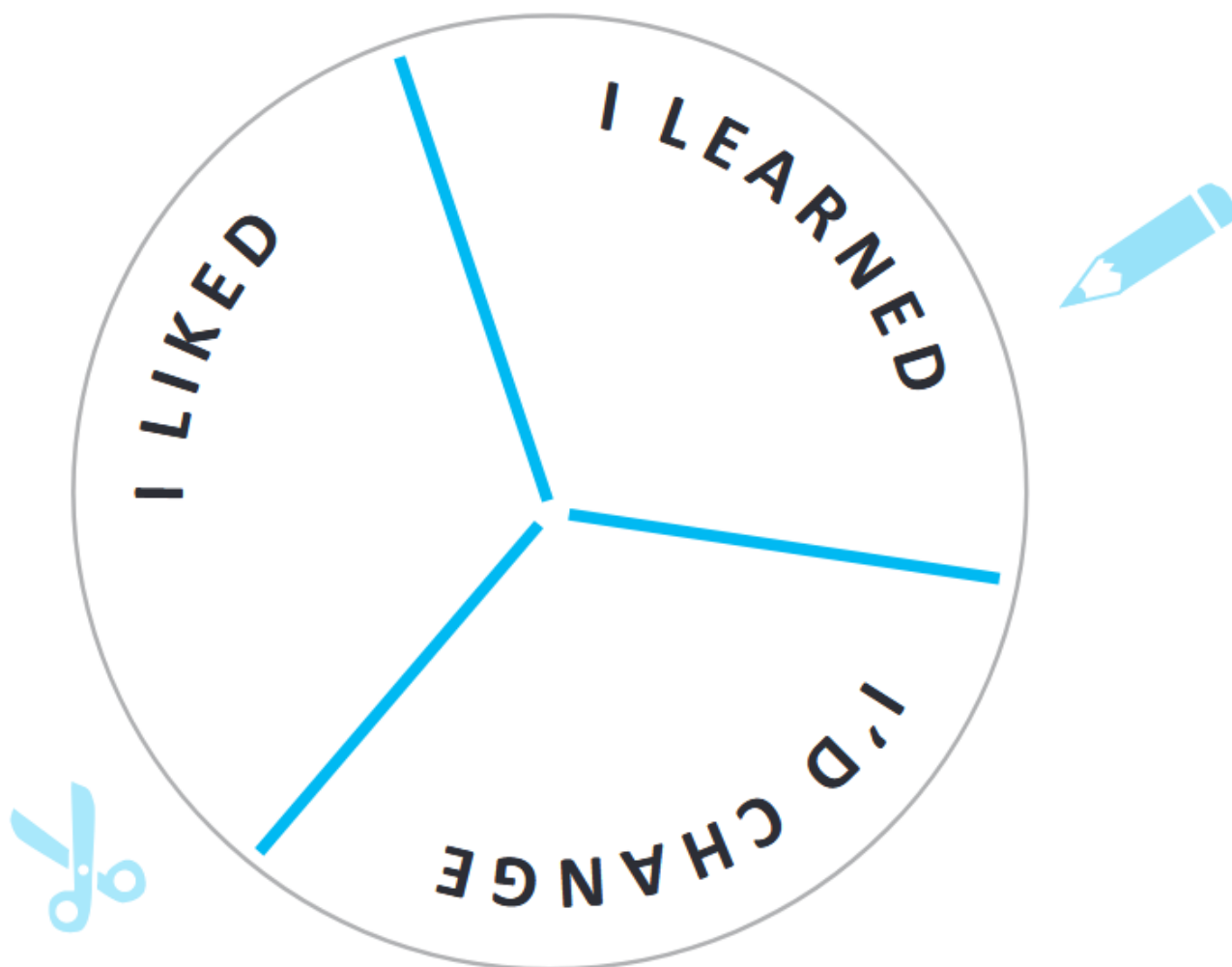
Try to connect what you have learned in this module to your day-to-day life. You can use the different circles to connect your learnings to your own experiences, relationships and interactions with different people in your life (including yourself) – both online and offline.



Doc 6b: Reflection worksheet

(Module A, Activity 6 [insert active link to handbook page])

Fill in the following worksheet: what did you learn during the module? What did you like? What would you change?



Source:

Arsova Netzelmann, T./Steffan, E./Angelova, M. (2016): Ideas for a bullying-free classroom. Manual for teachers and school staff. Supported by the DAPHNE III Programme of the European Commission, p. 26.





Doc 21: Experiences with adhocracy+

(Module C, Activity 4a [insert active link to handbook page])

You have just finished 4-8 weeks of designing and implementing a group participation project, with the help the online toolbox adhocracy+. Use this worksheet to reflect on your experiences – think about and write down your personal answers to the following questions:

1. What did you like about adhocracy+ and your experience using it?

2. What did you not like about adhocracy+ and your experience using it?

3. What would you change about adhocracy+, or about your experience using it with your group?



4. What were the biggest highlights and the biggest challenges of developing and implementing your group's project?

4a. Highlights:

4b. Challenges:

5. Do you think you will continue to actively participate in your community / politics / broader society? If yes – where and how? With adhocracy+, other online tools, or offline?



Doc 22: Experiences with F.I.R.E.

(Module C, Activity 4b [insert active link to handbook page])

You have just finished 4-8 weeks of self-training with the app F.I.R.E.. Use this worksheet to reflect on your experiences and the app itself – think about and write down your personal answers to the following questions:

1. What did you like about the app F.I.R.E. and your experience using it?

2. What did you not like about F.I.R.E. and your experience using it?

3. What would you change about F.I.R.E. and your experience using it?



4. Did using the app help you strengthen old or learn new skills? If so, which skills exactly? Be specific!

5. Do you think you will be able to apply the skills you trained or learned through F.I.R.E. in the future? If so, where and how? Be specific!

6. Do you think F.I.R.E. is a suitable tool to help people become politically active online? If yes or no, why?
