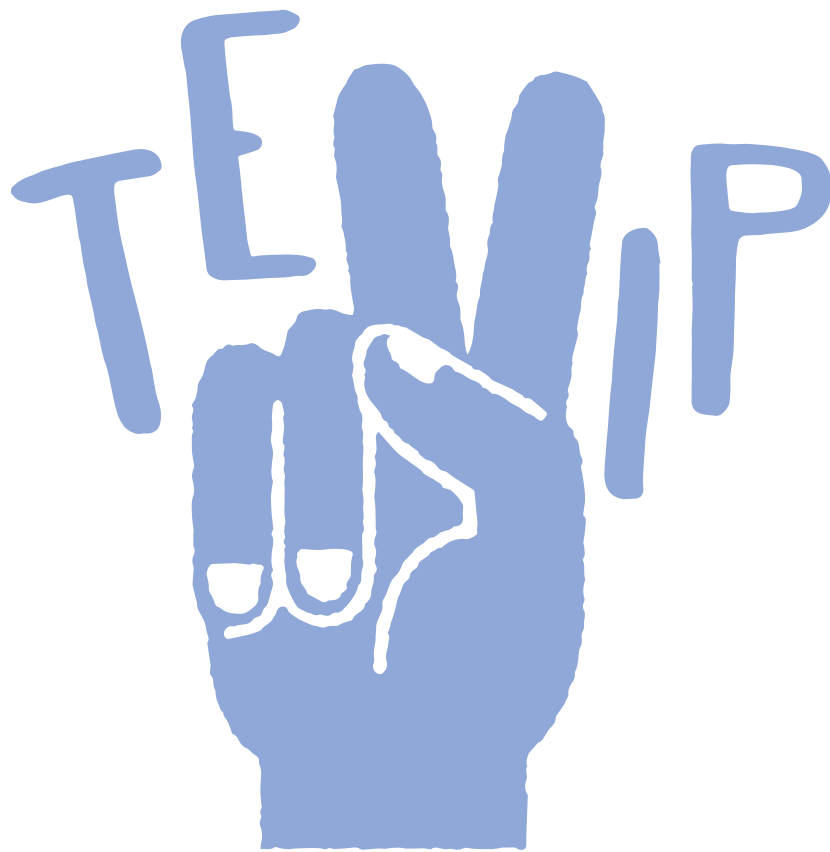




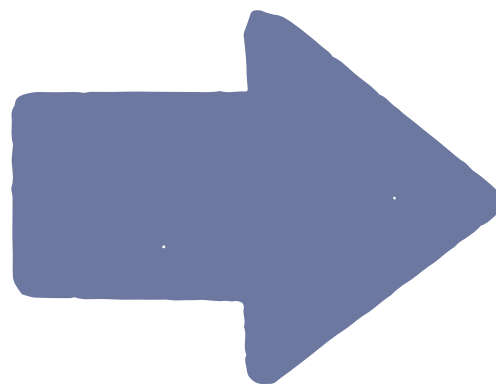
TRANSLATING EUROPEAN VALUES INTO PRACTICE



TRANSLATING
EUROPEAN VALUES
INTO PRACTICE

CONTENT

A brief introduction.....	1
How did we come to design the manual?.....	3
TEVIP consortium	4
TEVIP manual	6
Position paper	9
Educational activities	16
Methodology.....	18
Glossary.....	21
Summary of activities.....	23
Values and Myself	29
Values and Europe	41
Translating European Values into Practice	56
Designing and conducting educational activities on values.....	66
Youth Exchange	68
Training course for Trainers.....	70



INTRODUCTION

A BRIEF INTRODUCTION

The project “**Translating European Values Into Practice -TEVIP**” is co-financed by the Erasmus + programme and talks about values because:

- » **They are a democratic tool** - every person has values;
- » **They are a guiding tool** - they guide personal action and responsibility;
- » **They are an underused tool** that could be used more when addressing the manipulations, populist tendencies and social clashes of our time.

Our framework of reference considers European values.

“Europe was born with a fantastic history: a community that decides to live in peace, to recognize a common identity after centuries in which the different States have slaughtered themselves with obstinacy, cruelty and madness. Then suddenly, perhaps even under the pressure of the fear linked to the horrors of wars, in a very short time, they decided to become a common organism.”¹

In this way “The peoples of Europe, in creating a closer union among them, are resolved to share a peaceful future based on common values.”²

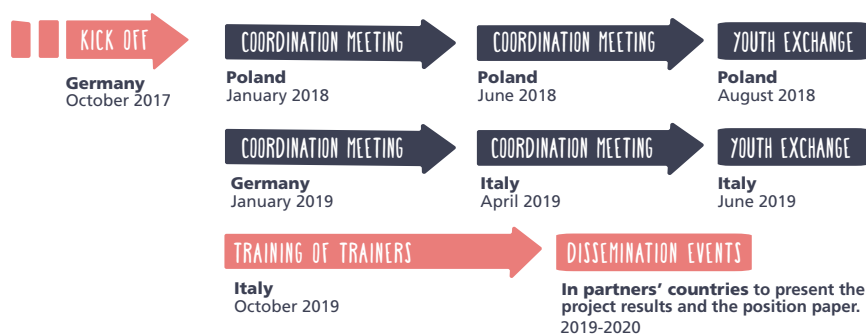
But what are these values? Do they actually still exist? We cannot take for granted that what is enshrined in the International Treaties is still valid today. The social, economic, political and cultural context has changed considerably. Therefore, we have decided to start from the beginning. And by “beginning”, we mean here and now.

The “here and now” shows us a growing sense of urgency to understand the complexity of contemporary society, to act as responsible citizens in the interest of the Common Good and to direct our efforts particularly at situations of marginality, exploitation and injury to personal dignity.

The “we” requires us to act in first person, starting from the rediscovery of the moral values that count in our daily lives, and that, therefore, guide our actions.

The manual presents educational activities aimed at young Europeans. The activities will guide us in a process of re-appropriation - also through a new definition or a new narrative – of European values, with the aim of acquiring tools to cultivate them, support them and implement them in everyday life. The materials developed aim to provide us with a more in-depth understanding of the conflicts at a value level relevant for Europe.

TEVIP PROJECT TIMELINE



1 Alessandro Baricco, 2015: https://video.corriere.it/alessandro-baricco-all-europa-manca-narrazione-scriviamo-sequel-sua-storia-l/3f07f7cc-8934-11e5-9216-e8e41772d34a?refresh_ce-cp

2 CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION, Preamble. Integral version here: <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:12012P/TXT&from=IT>

BUT HOW DID WE COME TO DESIGN THE MANUAL?

A STEP-BY-STEP BACKGROUND



1. IDENTIFYING OUR VALUES

What are the values that reflect me? Personal reflection as a starting point for working within the partnership

2. IDENTIFYING EUROPEAN VALUES

An introspective analysis: What are European values and what do they mean to/for me?

3. DEVELOPING EDUCATIONAL ACTIVITIES

How do we want to approach values?

4. TESTING AND UPDATING EDUCATIONAL ACTIVITIES

How effective are the activities? How can we reformulate them and bring them to a wide audience?

5. CREATING A MANUAL AND A POSITION PAPER

How can we systematise everything and make our small contribution to change?

THE PARTNERS

planpolitik (DE)

is an organisation based in Berlin. It's TEVIP's leading partner. planpolitik has developed a competence in designing methods and activities in the field of civic education. The main competence is related to the design, development and facilitation of role-playing games and simulations. planpolitik has been working for more than 10 years on formats and themes relating to the European sphere.

Team: Helen Böhmle, Annegret Menden, Simon Raiser, Charlotte Wiesenthal and Alexander Wildhagen.



DARE Network for democracy and human rights in Europe (BE/EU)

is a network that deals with research, analysis, development and evaluation of educational content. DARE organizes, conducts and tests training activities and carries out international dissemination activities.

Exchange: Carries out European and international EDC/HRE advocacy activities connecting practical evidence with research and policy making.

Team: Matia Losego, Georg Pirker, Ramon Martinez.



Rete educare diritti umani (REDU) (IT)

is a cultural association that promotes human rights in Italy and abroad. REDU organizes training activities for people involved in educational and training paths and disseminates tools for education in Human Rights and responsible citizenship. They have translated several Council of Europe manuals, as Compass and Compasito.

Team: Silvia Volpi, Stefania Zamparelli, Francesca Rinaldi, Laura Nanna (English Proof reader).



Agape Centro Ecumenico (IT)

organises events, training courses and summer camps for all ages on socio-political and theological issues. Their specific competence is to work in large groups interactively.

AGAPE has a wide national and international network.

Team: Malte Dahme, Sara Marta Rostagno, Alice Servi, Francesca Gatto
Volunteers: Dominik Ocsofszki, Kadri Orumaa, Jacob Zucchi



Centre for Citizenship Education CEO (PL)

actively collaborates with schools, teachers and educational and institutional organizations.

CEO works in particular on educational materials and innovative learning methods (school curriculum and textbooks, workshop scenarios, online teaching). Sylwia Zmijewska-Kwireg and CEO Team



Youth of Europe (PL)

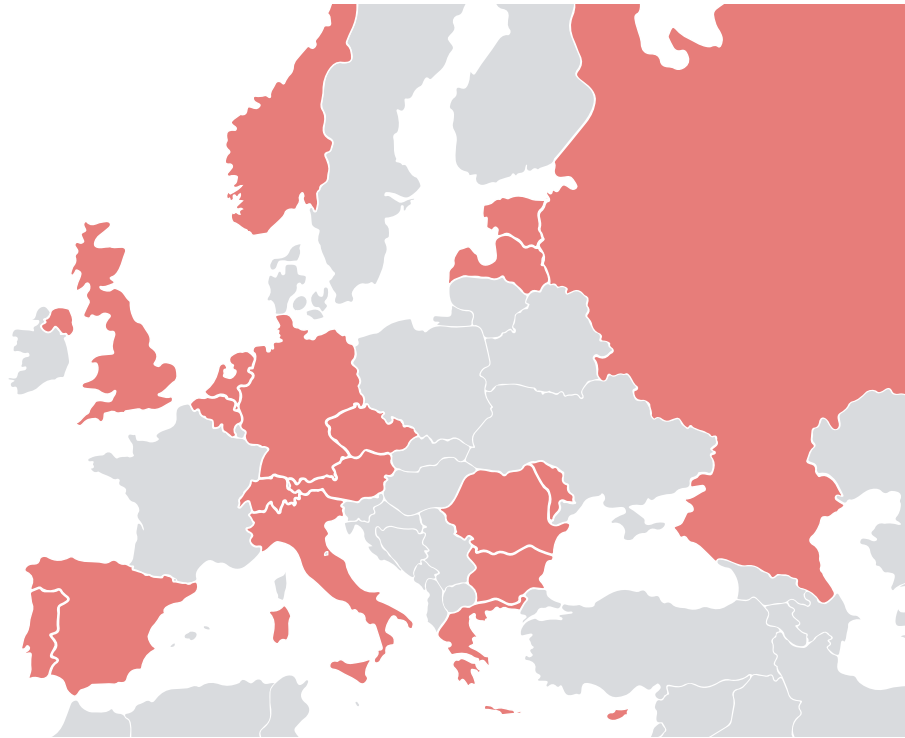
is a youth organization that deals in particular with Erasmus+ projects. Youth of Europe's particular expertise is in youth work and educational methods.



DARE NETWORK

Membership Statistics:

- » **40 Organizations**
from 19 Countries
- » **2 European level**
organizations



Austria

- » Zentrum polis - Austrian Centre for Citizenship Education in Schools
- » ETC Graz (European Training and Research Centre for Human Rights and Democracy)
- » Demokratiezentrum Wien
- » Verein Sozialprofil e.V.

Belgium

- » Mediel asbl

Bulgaria

- » Partners Bulgaria Foundation

Cyprus

- » CNTI (Cyprus Neuroscience and Technology Institute)
- » Kıbrıslı Türk İnsan Hakları Vakfı - Turkish Cypriot Human Rights Foundation

Czech Republic

- » Multikulturní Centrum Praha

Estonia

- » Jaan Tõnisson Institute

Europe

- » Euroclio. European Association of History Educators
- » EduNET

Germany

- » Arbeitskreis deutscher Bildungsstätten (AdB)
- » Sonnenberg-Kreis e.V.
- » Humanity in Action Deutschland e.V.
- » MitOst e.V.
- » Culture Goes Europe e.V.
- » Right now - Human Rights consultancy & training
- » Bund für Soziale Verteidigung e. V.

Greece

- » University of the Peloponnese - Department of Social and Education Policy
- » EN.O Greece
- » EUphoria.

Italy

- » ONG Scuola Strumento di Pace - E I P Italia
- » Centro per la Cooperazione Internazionale (CCI)
- » Rete educare ai diritti umani (REDU)

Latvia

- » Baltic Human Rights Society
- » Izglitības attīstības centrs (IAC)
Education Development Centre (EDC)

Moldova

- » Terra-1530

Netherlands

- » Human Rights Campus

Norway

- » Norwegian Helsinki Committee
- » MENNESKERETTIGHETSAKADEMIET - Human Rights Academy

Portugal

- » dinamo
- » Rede Inducar

Romania

- » EUROED Association Adult education
- » Friendship Ambassadors Association
- » Gutenberg Association
- » Intercultural Institute Timisoara

Russian Federation

- » Saint-Petersburg Institute of Law

Spain

- » Fundación Educativa y Asistencial Cives

Switzerland

- » Demokrative – initiative for civic education

United Kingdom

- » UCL - International Centre for Education for Democratic Citizenship
- » Young Citizens

THE METHODOLOGICAL APPROACH OF TEVIP EDUCATIONAL ACTIVITIES³

Educational activities in TEVIP follow the approach of non-formal and experiential learning. As we are speaking about values, attitudes and behaviours, we believe it is important to use interactive methods that focus directly on participants and their experience.

Non-formal and experiential learning methods allow us to open different communication channels (verbal, non-verbal and paraverbal), to provide space for focusing on and communicating feelings and emotions, and to create interaction and exchange between participants. The activities take place on a voluntary basis and are centred on the person with the aim of fostering personal growth. Learning takes place through the interaction between participants and the actual situations they experience. Learning by doing facilitates direct exploration of the themes and values addressed by the educational activity, putting them into practice. Then, from practice it is possible to derive and share lines of thought, action strategies and common reference structures.

The methods and activities reported in this manual were designed and developed and tested by the project partners. They were then evaluated and revised on the basis of what emerged from testing them.

TARGET GROUPS

Young people



Teachers, educators, trainers



Youth workers from amongst TEVIP partners



Decision makers at local and European level



**Activists, educators, teachers, trainers,
youth workers**



³ Details of the methodology will be specified on page 18

WHY IS THE TEVIP MANUAL SPECIAL?



Explicit approach

The approach, used in the educational activities, does not start by clarifying the meanings of different values in order to then put them into practice and implement them in real situations. On the contrary, starting from everyday situations and conflicts, mass media controversies, clichés, stereotypes and cultural and symbolic contradictions, the activities allow us to identify the values that are currently discussed, debated and sometimes even threatened.



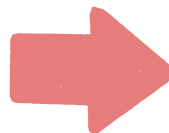
Multiplicity of meanings

The educational activities allow us to adopt different points of view on the values taken into consideration in each session. Moreover, they also enable us to discover the ambiguities that lie within. Finally, they allow an explicit reflection on this ambiguity of meanings and on how different meanings can be attributed by each person to what appears to be one value.



Focus on the individual

Thanks to the non-formal learning approach, the activities enable us to internalise, experience and embrace the values without the need to start from their abstract definition.



Changing direction

Activities allow us to understand how daily conflicts and controversies bring values into play, and how values can be a tool for changing direction.

HOW TO READ THE MANUAL

Inside the manual you will find:

1. A POSITION PAPER

Aimed at political and European decision makers, activists and all those working in the education sector. First, it provides some context from the partners' point of view, highlighting the cultural and political issues and developments that are profoundly affecting democracy and social interrelations across Europe.

The position paper tries to offer and explore some possible development paths to overcome present critical issues, such as: personal rediscovery, a new narrative and the implementation of European values in daily life.

2. A GLOSSARY

That collects frequently used words in the manual and their meanings. The glossary was designed to accompany the reading and understanding of both the activities and the position paper. On the one hand, the glossary has the aim to highlight the connotations of the issues and values at hand, thus preventing misunderstandings; on the other hand, it aims to emphasise the nuances in meanings that are the cause of frequent misunderstanding.

3. A COLLECTION OF EDUCATIONAL ACTIVITIES

Aimed at all educators, teachers, trainers and young people who want to work proactively on European values. The activities, which use methodologies and approaches that derive from non-formal and experiential learning, deal with the following topics: – Values and me – Values and Europe – Translating European values into practice.

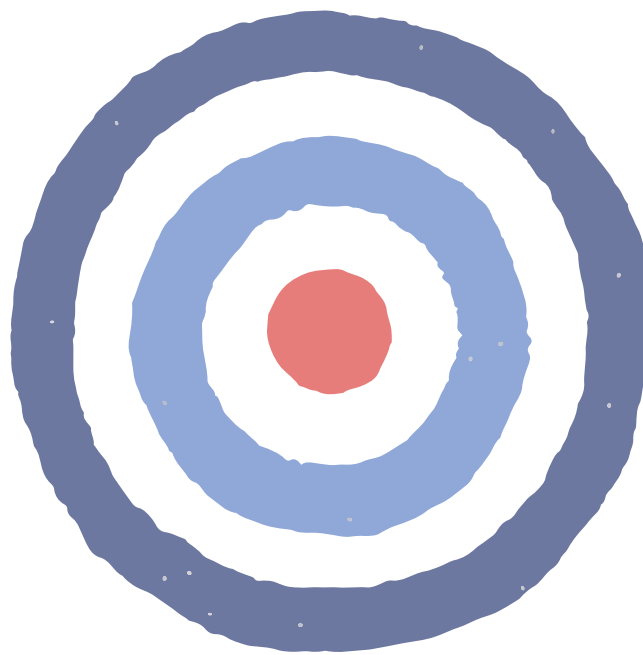
The inclusion of partners from different geographical areas of Europe (central, southern and eastern) in the project allowed us to consider different historical developments, value-related sensitivities and contemporary criticalities in the activities.

However, the educational activities, to be effective, must be modelled and adapted according to the national and cultural context of reference.

4. AN EXAMPLE OF DESIGN OF SEMINARS BASED ON VALUES

For educational practitioners who want to build trainings or youth exchanges on European values.

The examples shown highlight the flow of activities and represent concrete implementations of the activities proposed in the manual as a base for designing and conducting your own educational activities.



POSITION PAPER

WHY TEVIP?

The project aims at promoting an open and peaceful European society. TEVIP differs from other approaches by focusing its attention on the values that regulate the behaviour of each individual and of the community.

The partnership, which involves German, Polish and Italian organisations, and a European network, considers it essential to investigate this particular aspect, which has yet to feature widely in the political debate and in educational activities for young people.

The project concerns itself with learning about values and debating them. Particular emphasis is placed on European values as a key feature for understanding complex, and sometimes conflicting, realities both on the European and the local level.

Debating values can lead participants to a more profound acknowledgement of different points of view, to dialogue and mutual understanding and to the development of critical thinking. Therefore, it can create a society in which diversity becomes the “glue” of a community and not a cause of polarisation and conflict.

Values, in our opinion, constitute an important tool for the construction of a more equitable and peaceful society that is respectful of human rights and human dignity.

WHY A POSITION PAPER?

This document aims at spreading the main reflections that have emerged in the context of the project, so that local and European decision makers, activists, educators, teachers and trainers will be able, from these brief pages, to draw inspiration for further considerations both at a political and at a socio-educational level. We hope to contribute to understanding the role that values play in society and in everyone’s lives.

THE CURRENT CONTEXT:

THE COMPLEXITY OF EUROPE TODAY

Europe today shows a complex reality that is very difficult to read both for young people as well as for adults. There are many “challenging situations” that often leave us with a bitter view of the present and little hope for the future. However, alongside these fractures, there are new scenarios and paradigms that help to restore some confidence and serenity.

TEVIP considers it important not to ignore either one of those two aspects, aiming to analyse the complex overall situation without being overwhelmed by a partial, distorted and altered perception of the facts. We feel that these days there is a tendency to mostly focus on the weaknesses, the problems and the dangers in Europe, depicting a fragmented and partial reality.

Instead, TEVIP has the objective of contributing to spreading a view of Europe as a positive, multifaceted and complex reality that is based on values. We believe that taking a positive approach to contemporary reality is not a way to hide problems but the first real step to dealing with them.

Below there are the most salient aspects that inspired us to create TEVIP as a project on values in general and on European values in particular.

- » **We know that the rise of Eurosceptic**, anti-democratic and populist parties and movements is a risk both to the trust of citizens in the European project and to the maintaining of liberal and democratic systems. However, if we look beyond these ruptures and dig into complexity, we can see several movements, associations and individuals (and not just “protestors”) who still believe in and fight for democracy and European integration. These people promote credible political answers both at a local, national and European level. Student movements and civil society are among the many examples of this “part of society” that is often not very visible, but that we believe to be crucial in this debate.
- » **We feel a strong culture and a rhetoric of fear** – the fear of the unknown, the fear of the other, the fear of the future – within society. This culture contributes to creating a growing sense of precariousness and anxiety. Fear is often a product of and a response to the current era characterized by rapid changes. On the other hand, fear is also exploited by politicians, parties and movements in order to manipulate public opinion. Alongside this, however, there are a number of contexts in which people choose to respond to fear through a culture of encounter, closeness, dialogue and acceptance. For example, young people involved in volunteering, youth workers and educators work every day at school and outside school to fight for the right to study for those from difficult social and economic backgrounds. Moreover, the various campaigns carried out by individuals and groups to create awareness about this issue are a good example of this.

» **We think that political decisions are often driven by a loud authoritarian minority that has manipulated the popular democratic discourse** with a rhetoric of exclusion and aggressive ideologies; this has indirectly caused an increase of extremism and violence. Despite this, there is a “silent majority” of people who decide not to pursue a culture of violence and who, in their families, at the workplace and in peer groups, act in a non-humiliating and edifying way every day. In recent years, there have also been many campaigns worldwide against all forms of violence (psychological, physical or verbal) inspiring thousands of activists and supporters to get involved. TEVIP wants to give voice to this silent majority and to provide young people with a space and an environment in which they can develop their democratic competencies.

Our partnership aims at considering the different aspects of our societies, in all their complexity and nuances, rather than fostering the polarisation of point of views. Regarding the complexity of contemporary reality, in which opposing and antithetical phenomena coexist, TEVIP wants to emphasize the importance of openness and dialogue. We believe that retreating behind one’s own point of view and positions, be they right or wrong, creates stagnation, crystallises differences, polarises opinions and movements that are theoretically fighting for the same values. Only an approach based on openness, on listening to each other’s points of view, can foster dialogue and therefore a mutual understanding, leading to the development of critical thinking.

WHY WORK ON EUROPEAN VALUES TODAY?

TEVIP AND YOUNG PEOPLE POSITIONS AND POINTS OF VIEWS

With the developments described above in mind, TEVIP considers it essential to pursue an open and shared reflection on values.

Acting according to values means being aware of the principles to be followed and respected, and it means knowing the limits that must not be overstepped in order to avoid trampling on the rights, values and liberties of others. Acting according to values means creating relationships and ties instead of differences and divisions. Moreover, acting according to values is what constitutes a society.

This idea is confirmed by TEVIP surveys conducted in the first months of the project. Young people have, in fact, stressed the importance of working on values in order to prevent conflicts, promote mutual respect and acceptance and reinforce the European identity.

While we believe it is important to work on values, we also see that our societies are facing a sense of value-related confusion. Sometimes, European values are not truly understood, sometimes they are taken for granted. In addition, European values are frequently subject to a tendentious re-construction through an altered or partial presentation of data, news and contents. People in power use values in order to influence the goals, interests and/or moral orientation of a population, or at least of parts of it. Values can be distorted, read through different lenses, and interpreted with contradictory and partial meaning.

So, if on the one hand there is a lack of knowledge of European history and its moral and ethical foundations, on the other hand we find the following three trends useful in order to read and analyse the issue of European values:

» **Problems related to the definition of meanings**

Without a common ground of shared meanings, social misunderstandings arise easily. Do values have the same meaning for all people, or do they acquire different meanings?

» **Problems related to action**

There is sometimes an inconsistency between principles and conduct. Even where meaning is shared, behaviour may be in contrast with the principles. Can there really be a dichotomy between principles and conduct?

» **Problems related to manipulation**

Frequently we see a tendency to invoke and exploit European values in order to validate actions that harm those very same values.

CURRENT CHALLENGES

FOR EDUCATORS, YOUTH WORKERS, TEACHERS AND TRAINERS

In this historical moment of epoch-making change, the situations in which we live pose new challenges that are sometimes difficult to understand. TEVIP has identified the following challenges for young people and for those who work actively with young people (youth workers, teachers, trainers) as priorities:

Challenges for young people

- » Getting to the roots of issues and developing critical thinking.
- » Becoming more conscious of relationships and emotions, allowing us to overcome many divisions, to reduce fear, and to meet diversity in a spirit of curiosity.
- » Identifying reliable sources of information in the multitude of media input.
- » Cultivating values as a tool for investigation, in order to understand each other in a multicultural society.
- » Conceive instability, precariousness, the unknown and the unusual as an opportunity and not as a limit.

Challenges for educators, youth workers, teachers and trainers

- » Reaching out to young people and motivating them, finding common ground for relationships.
 - » Overcoming mistrust regarding change.
 - » Cultivating the idea of values as a tool for making choices and taking decisions.
 - » Being able to refer to current events in a critical and clear way.
-

HOW TO TRANSLATE EUROPEAN VALUES INTO PRACTICE

TEVIP PROPOSALS

How to overcome these challenges? How to respond to the complexity of contemporary society? The main TEVIP proposals are the following:

1. **Building a narrative that connects us as Europeans by keeping a dialogue going.**

This narrative cannot be based on a shared language, on historical events, cultural characteristics, or religious identity, as these are subject to different interpretations.

However, the fact that we all share values and want to open ourselves to dialogue can become the starting point from which to promote our European identity which will not replace but complement the other multiple identities of each of us.

2. **Overcoming an exclusive interpretation of European values.**

The fact that all EU Member States share these values and that the EU refers to shared values gives the different stakeholders a European dimension. However, these values should not be of an exclusive nature (defining who is outside and who is inside), but be inclusive.

3. **Building an open debate and a learning space.**

We must accept that there are different ways of interpreting and putting European values into practice. Starting from a shared and basic idea of values, we must open up our mind, engage ourselves in respecting others' points of view, and have the desire to create a common ground as a source of growth and learning.

4. **Supporting the development of critical thinking,** in the context of formal and non-formal education, this must not only consider the contents but rather aim at the acquisition of key competences of citizenship.

The latter are essential for living in a complex and multicultural society and for assuring a free development of one's identity.

5. **Using interactive methods that promote an open debate, as an appropriate means to raise awareness about the topic and to develop empathy for the other side.**

On the basis of these five proposals, TEVIP's concrete contribution to responding to the complexity of contemporary reality and to building a peaceful and inclusive society is to promote new methods and new educational tools based on values.

The tools designed and promoted in the context of the project are educational activities tested with young people and adults and then collected in a manual. The manual aims at providing both inspiration to those who work in the youth sector and practical tools to all those involved in educational processes with young people.

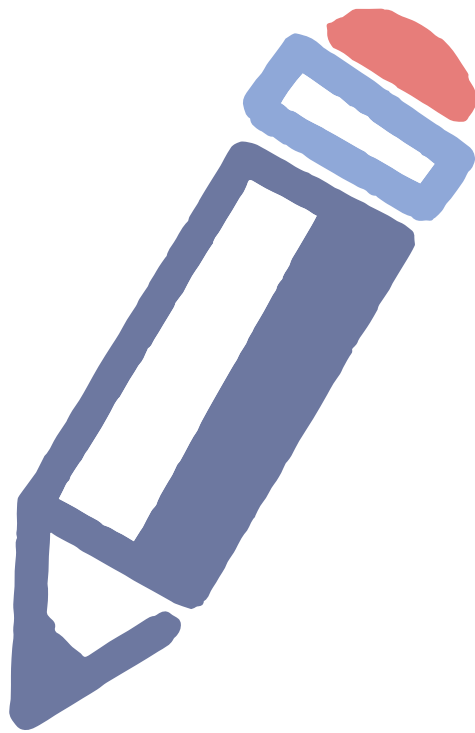
These new tools allow to:



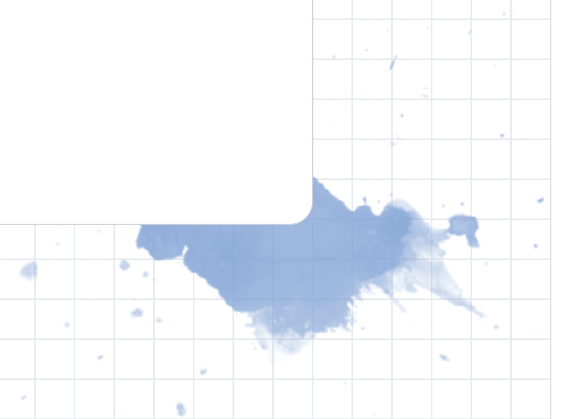
- » respond to complexity through dialogue
 - » bring opinions together rather than polarising them
 - » create inclusive narratives
-

Thanks to these new tools and materials, TEVIP aims to build an environment of mutual respect, mutual honesty and authenticity: an environment in which differences are perceived constructively and explored through the lens of values that characterize our being and our actions. As a matter of fact, values are what makes the development critical thinking possible in the first place, opening spaces for dialogue and allowing different people to listen to each other even starting from very distant positions. Values are the basic factors that motivate our actions. If we want to aim for positive changes within our communities, we must first understand the language of change.

That language is represented exactly by the values we share as tools for understanding each other.



EDUCATIONAL ACTIVITIES



EDUCATIONAL ACTIVITIES

This chapter is dedicated to the methodology and to the methods that TEVIP partners developed in order to address “values” within the educational context.

Hereinafter you will find:

TEVIP METHODOLOGY:

A short introduction about non-formal learning as a solid basis for TEVIP educational activities;

TEVIP GOLDEN RULES:

For planning and running educational activities on “values”;

A GLOSSARY

briefly explaining frequently used words;

TEVIP SYNOPTIC TABLE

in which facilitators can easily identify TEVIP educational activities clustered in key areas;

TEVIP EDUCATIONAL ACTIVITIES,

as designed by partners and tested within the project implementation;

TEVIP EXAMPLES

of a one-day workshop and one-week training course on “values”.

TEVIP METHODOLOGY

Across the following pages we will briefly outline the methodological framework within which the proposed educational activities were developed.

The educational activities were designed by the project partners, and subsequently tested and evaluated. They were revised on the basis of feedback given after training courses and workshops run as part of the project. While conceiving of the activities, each partner used whichever methodologies were most suited to the context and the chosen topics. You will, therefore, find a variety of activities that teachers, policy makers, youth workers and educators can use in their own contexts.

Beyond specificities, which we will present later in this chapter, all the activities and tools proposed are based on non-formal learning methodology.

Speaking of values, attitudes, behaviours, it is essential to use non-transmission methods but, on the contrary, focus on the participants and their experience.

WHAT IS NON-FORMAL LEARNING?

Unlike formal learning (which takes place in formal and structured environments like schools) and informal learning (i.e. spontaneous learning that takes place in everyday life), non-formal learning is a typology of educational intervention planned and devised by an educator, youth worker or trainer, who acts as a facilitator in a learning process. Non-formal learning is characterized by “learning by doing”, as learners learn first and foremost from the concrete situations they experience. The learner and the facilitator develop knowledge and skills together in a horizontal relationship.

Some of the main features that distinguish non-formal learning are:

- » **Centrality of the participant**, which is the point of departure and arrival of every activity;
- » **Voluntary participation**, based on the free choice of the learner;
- » **Activities are process-oriented** and not result-oriented;
- » **Global learning**, which affects not only the cognitive aspects but also the emotional and relational ones;
- » **Learning develops in interaction** between participants - who are guided by the facilitators in a “horizontal” relationship;
- » **Experiential learning** is what characterizes the group work- emotions, ideas and results emerge out of experience, and encourage debate.

Experience passes through various communication channels. The interactive methods offer the possibility to ask questions, challenge certainties, re-read the obvious and deconstruct stereotype. When talking about values, which are the main object of this manual, some “golden rules” were considered essential by partners for the conduction of the activities, as stated below:

TEVIP GOLDEN RULES

From a general point of view, TEVIP partners believe that the four fundamental precautions to keep in mind when planning non-formal learning activities are the following:

-
- 1.** Placing importance on the creation of the group – and leaving enough time for it. A good learning atmosphere is relaxed and non-judgmental and puts the participants at ease. It is important to create the right conditions so that everyone feels a protagonist, ready to make his/her own contribution.

 - 2.** Proposing activities that refer to reality and that allow participants to gain practical experience, experiment and re-read their own experience.

 - 3.** If the participant is the centre of the educational / training intervention, it is necessary to know how to keep in mind their needs, expectations and times. It is important to reshape the activities without losing the previously set objectives.

 - 4.** Giving a lot of attention and enough time to debriefing. A discussion at the end of each activity can allow each participant to express their opinions and emotions, collectively reworking what they have experienced and drawing some lessons for their lives and everyday realities.

When talking about values, which are the main object of this manual, some “golden rules” were considered essential by partners for the conduction of the activities, as stated below:

The facilitator

- » is the reference point and guide for the participants. This means that to be credible and to lead participants to make a serious reflection on the values it is essential that s/he first asks him/herself the same questions (What are the values that guide my actions? When do I act by breaking my own values? Why? Am I willing to listen to those who think differently from me? Etc.)
- » must know how to read everyday conflicts, controversies drawn from the mass media, clichés and stereotypes that bring with them questions related to values. Within these situations it is important that the facilitator understands the different positions, the reasons behind the dispute, the differences in the meanings that are attributed to single words/sentences. Only by referring to actual situations will participants better understand the case and the activity, reflect seriously on values and give their best to find links with their own realities.
- » must be able to adapt the activities to the context (nation, city, school, youth centre) and to make proposals that speak to the participants’ reality.
- » must have an open mind. TEVIP is based on the idea that the only way to create a space for mutual understanding and peace is through acceptance and active listening.
- » must demonstrate that acceptance and active listening are possible while conducting the activities and facilitating the exchanges of opinions. S/he must guarantee space for dialogue to all, involve and value those who tend to remain on the side lines and create a space for disagreement, while guaranteeing that everyone feels respected and heard.
- » must have the tools to manage the conflicts that may arise from different points of view. Where sensitivities and personal experiences are brought into play, conflict is part of the relationship and as such must be welcomed and channelled towards a productive end.
- » must not look for the good/bad points of views among those expressed by participants or try to present him/her own values as the best ones to be followed. However, s/he must be authentic and, when asked, s/he can show and express his/her opinion, stressing that it is his/her own opinion and not the only true answer.
- » must create a relaxed and non-judgmental atmosphere, also valorising all the networking and informal moments outside the structured activities.
- » must know the history of European values and the treaties that are the main reference when running activities on European values. However, the facilitator must guarantee an open interpretation as well as negotiate new meanings and shared values.

GLOSSARY

This section contains words that are frequently used in the text and the educational activities. Besides explaining their meaning, we provide a precise connotation to what we are dealing with. We underline the contradictory aspects of the terms themselves and the different points of view that can lead to everyday misunderstandings. Therefore, the glossary is characterised by some open issues on the nuances of literal and applicative meaning: this represents a stimulus for reflection as educators, teachers, decision makers and youth workers.

DEMOCRACY

The term democracy has distant origins, and the Western world has claimed democracy as the best form of government experienced by Europeans for a long time.

Etymologically, democracy means “a system of government by the whole population”, in which sovereignty is exercised, directly or indirectly, by the people (identifying people as all citizens with the right to vote). Having said that, the historical expression of democracy has found different applications all characterized by the search for a suitable method to give the people the effective power to govern and express its voice.

By extension, “democratic” is the behaviour of the person prone to dialogue, the ability to listen to different points of view, recognising the other and the other's rights; it is the person who looks for common solutions and who believes in democracy and in its underlying values (dialogue, listening, freedom, peace etc.).

TEVIP underlines that these days “undemocratic” behaviour from people and institutions are evident to everyone, even in long-standing democracies. Injustice and oppression are often unopposed. In the name of democracy, undemocratic actions are promoted, and discriminatory behaviour is legitimised. Representative democracy is under threat from the restrictive laws on granting citizenship existing in many European countries.

EQUALITY - EQUITY

By equality, we mean the condition that every individual (or community) must be considered in the same way as all others, especially regarding their rights. In these terms, the concept of “equality” is very similar to the mathematical meaning: equality indicates the fact of having the same properties - equality is a binary relationship represented with the equal symbol that binds two entities.

Hence, it is important to distinguish formal equality (in front of the law), for which all men/women are given equal legal capacity and equal enjoyment of rights, and substantial equality (bring everyone to the same level).

The latter makes the concept of equity come into play, as a principle that best connotes equality.

Equal treatment (which is linked to the concept of equality in front of the law) differs substantially from equality of opportunity, which has a closer connotation to equity. Having the same rights and duties does not mean having the same opportunities.

FREEDOM

The concept of freedom can be understood in both an absolute sense and a relative and bound sense. As a matter of fact, the implementation of the concept of freedom has very specific limits in itself.

Freedom cannot be exercised just in the interest of the person who exercises it, and it has always had the freedom of others as a limit. With regard to the latter aspect, freedom has a social meaning. Only a freedom that involves rights and duties is a freedom that has a content and can be lived.⁴

If it is widely agreed that freedom is something limited in its practical implementation, the most questionable aspect is understanding who sets and who applies these limits.

- » Is this done on a personal level or on a collective level (therefore, through legal rules)?
- » Do we have to respect the limits imposed by the rules even if do not share them or even consider them discriminatory?

Moreover, freedom can be considered in a proactive way or in a restrictive and passive way.

These two meanings can be summarized in the expressions “free for” and “free from”.

4 Albert Camus, *Il futuro della civiltà europea*, 1955

HUMAN RIGHTS⁵

Human rights are recognized as fundamental to the human being whose fulfilment cannot be hindered by anyone (individual or State). Human rights are stated internationally by treaties.

These include the Universal Declaration of Human Rights (UDHR) -1948, as well as the European Convention on Human Rights - 1950 and the Convention on the Rights of the Child (CRC) – 1990. Human rights are a reflection of basic human needs and consequently establish the indispensable standards for living in a dignified manner. This is why they are universal (i.e. held by all people in the same way), inalienable (they cannot be taken away and denied under any circumstances), indivisible and interdependent (all rights are equally important and complementary). Examples of rights include freedom from discrimination, the right to life, freedom of speech, the right to marriage and family and the right to education.

POPULISM⁶

The word populism refers to a range of approaches which emphasise the role of “the people” and often juxtapose this group against “the elite”. Few politicians or political groups describe themselves as “populist” and in political discourse the term is often applied to others pejoratively. There are several dimensions of political populism covering the full range from the left, the centre to the right-wing political spectrum. All of them are currently present in Europe and have entered some vital spheres of political discourse in all countries. What joins all these currents is the tendency to over-simplify complex issues, which would instead need an important deepening in order to be understood. This tendency to simplistic and easy slogans does not help to solve today’s problems that are complex by nature.

SOLIDARITY

On an ethical and social level, solidarity means a relationship of brotherhood and mutual support that connects the members of a community. However, universal solidarity, which characterizes members belonging to the same humanity, clashes with the partial solidarity that binds small communities in their respective common interests (class solidarity, national solidarity, etc.) that are often conflicting.

Furthermore, solidarity can be demonstrated or requested. These two meanings have completely different bases: giving and demonstrating solidarity presupposes a disinterested bond: whereas requiring solidarity presupposes an expectation by virtue of an assumed communion of intent (not always to be taken for granted).

TOLERANCE

Having a spirit of tolerance means having an attitude of respect for the beliefs of others, even if profoundly different from those a person believes in. It means respecting a behaviour that is different or is contrasting with one’s own principles and needs.

However, tolerance does not lead to a true exchange of opinions and views or a “peaceful negotiation” through an equal dialogue. Tolerance does not require dialogue and an exchange of ideas that may lead to one changing one’s initial point of view. Tolerance only presupposes an acceptance of those who have a different thought / behaviour from their own without asking for any exchange. Tolerance is very different from “acceptance” which presupposes an exchange with and an acceptance of the other on an equal basis.

VALUE

The term “value” comes from the semantic context of the economic sphere where it indicates the price of a thing (exchange value) or its usefulness (use value). From there, it goes into ethics, where it indicates ideal meanings that function as benchmarks on which to base action while assessing their correspondence with the norms viewed as valid within society. Values, orienting the behaviour of the individual and of the community that shares them, allow the improvement of the human condition; if it were not so, they would not be so useful and indispensable as they are.

TEVIP does not take into consideration the “regulatory aspect of values” which concerns the rights (and duties) codified as principles and aimed to provide members of a community with objective rules of behaviour for peaceful coexistence. If only the legal and regulatory aspect prevails in the rights, the moral and ethical aspect, which is universal, remains in the “value”.

VIOLENT EXTREMISM

It refers to the beliefs and actions of people who support or use ideologically motivated violence to achieve radical ideological, religious or political objectives.

5 Compass – A manual for human rights education with young people
– Council of Europe

6 “Step – survival toolkit for EDC in Post factual societies” - DARE

SUMMARY OF ACTIVITIES

DEBATING PERSPECTIVES

page
30



Up to 30 people
Up to 15 years old



Identify one's own values
Express and reflect upon one's own values
Reflect upon the others' values



90 minutes



Expressing one's own position and then debate:
statement exercise



The activity allows participants to collectively reflect on conflicting values, in particular on freedom, order, equality and excellence, which are embodied in a football match. The activity highlights how even positive values, if taken to the extreme, can be harmful to society.

FOUND AND LOST

page
31



Up to 38 people
16-25 years old



Identify and express one's values
Explore the concept of solidarity and privilege
Support the action related to values in everyday life



80 minutes



Classification exercise



This activity allows participants to identify and classify personal values, and the role they can play in different contexts and scenarios. Furthermore, the activity promotes a meta-reflection on the concept of value, thus abstracting from the specificity of the cases.

HAVE I FELT IT

page
33



Up to 38 people
16-26 years old



Explore different points of view on the same value
Listen to the others' values references
Appreciate the complexity of values and the emotional sphere associated with them



90 minutes



Classification exercise



This activity allows participants to dwell on the emotional aspects of values through the narration of personal episodes in which values are protagonists.

ORBITING VALUES

page
34



Up to 30 people
Up to 15 years old



Identify and express one's own values
Reflect on one's own values
Reflect on the others' values



45 minutes



Concentric circles



The activity will allow participants to have a discussion space for talking, first in pairs and then all together, about values and the role they play in society and people's everyday lives. Through targeted questions, the activity will allow the group to create a common background on the topic and to discover the others' points of views.



GROUP SIZE / MINIMUM AGE



LEARNING OBJECTIVES



DURATION



MATERIALS AND RESOURCES



OVERVIEW

SUMMARY OF ACTIVITIES

SO NATURAL!

page
35



30/50 people
From 11 years old upwards



Explore and identify one's own values
Experience and understand values within the natural environment
Develop a critical approach to reality and its complexity



120 minutes



Outdoor activity in stations



The activity allows participants to explore their values as well as their relationship with the natural environment, bringing into play the values of cooperation, inclusion, participation, among others.

TOP 5 VALUES

page
38



Up to 30 people
Up to 15 years old



Identify and express your own values
Think about your values
Reflect on the others' values



75 minutes



Classification exercise



The activity facilitates individual and group reflection on values by giving voice to each participant.

VALUE ACTION

page
39



Up to 30 people
Up to 15 years old



Identify and express your own values
Think about your values
Reflect on the others' values



45 minutes



Simulation



A simulation of an auction in which values, rather than objects, go to the highest bidder.



GROUP SIZE / MINIMUM AGE



LEARNING OBJECTIVES



DURATION



MATERIALS AND RESOURCES



OVERVIEW

SUMMARY OF ACTIVITIES

BUILD ME UP

page
42



30 people
From 14 years old upwards



Visualise values in a creative experiential context
Understand fundamental values in Europe
Learn to cooperate and carry out teamwork



60 minutes



Miming



The activity will allow European values such as human rights, democracy, freedom, equality and the rule of law to emerge in a creative and experiential way.

CONFLICT IN THE INOTICAN UNION

page
43



Between 10 and 19 people
16-30 years old



Identify European values
Evaluate value conflicts/conflicting interpretations of values
Improve soft skills (argumentation, negotiation, ability to compromise)



180 minutes



Simulation game



The game allows participants to analyse the issue of the contrast between different values, both on a personal level and between national governments and civil society.

GOTTA PLAY BALL!

page
45



Up to 20 people
No age limit



Understand and impersonate conflicting values



60 minutes



Role play



The activity allows participants to reflect on conflicting values on a collective scale, in particular on freedom, order, equality and excellence, all of which will be embodied in a football match. The activity highlights that even positive values, if taken to an extreme, can be harmful to society.

OPEN TABLES

page
47



Up to 80 people
Up to 25 years old



Reflect on the others' values
Connect one's own values with the EU context



60 minutes



World-Café



The activity allows participants to reflect on personal and European values. Through a participatory process of content construction participants are able to discover how values are interconnected and how many interpretational nuances they can invite.



GROUP SIZE / MINIMUM AGE



LEARNING OBJECTIVES



DURATION



MATERIALS AND RESOURCES



OVERVIEW

SUMMARY OF ACTIVITIES

SPACESHIPS

page
49



Up to 70 people
Between 16 and 25 years old



300 minutes



Role play



Identify European values
Critically analyse the concept of belonging and the legislative system
Develop mediation skills
Identify and express one's values
Work cooperatively
Connect one's values with those of the EU



This activity requires participants to identify and choose a set of values and a group to belong to. It involves moments of narration by the facilitator and moments of action. The values directly involved in the activities are: democracy, equality, freedom, solidarity, belonging to the community.

VALUES EROSION AT SEA

page
51



Up to 14 people per game
From 16 years old upwards



120 minutes



Simulation game



Get familiar with the different shades of meaning of European values
Experience the interdependencies between European values
Analyse conflicts between different values



The activity focuses on conflicts regarding values in the context of EU migration policy. The activity allows participants to learn that values are very often used to support different opinions / positions. The activity will deal, among others, with the concepts of human rights, freedom and security.

VALUES: OUR COMMONS

page
53



Up to 30 people
Up to 15 years old



40 minutes



Identify and express one's own values
Reflect on one's own values
Connect personal values with European ones



Creative drawing



By exploiting the lightness of a creative methodology, the activity allows to identify and explore one's own personal values, to get to know those of others and to connect them with European values.

VALUES UNDER STRESS

page
54



Up to 17-24 people per game
Between 16 and 30 years old



90 minutes



Simulation game



Understand the differences between personal and collective values
Analyse value conflicts
Experience the interdependencies between European values



The activity aims to simulate value conflicts, particularly conflicts between individual and collective values, and to reflect on the role that European values can play in this context.



GROUP SIZE / MINIMUM AGE



LEARNING OBJECTIVES



DURATION



MATERIALS AND RESOURCES



OVERVIEW

SUMMARY OF ACTIVITIES

BATTLE OF VALUES

page
57



Up to 20-25 people
Up to 16 years old



Understand possible value conflicts
Take value-based decisions
Develop critical thinking



90 minutes



Groupwork and skits



The activity allows participants to reflect critically on the values underlying our actions. Starting from the experience of the participants, the activity allows some "moral dilemmas" to be brought to light. Participants reread them through the value point of view.

LET'S BE SQUARE

page
59



Up to 38 people
Up to 26 years old



Increase awareness of value conflicts and techniques to solve them
Learn to listen and discuss with respect
Reflect on historical and cultural perspectives related to values
Act according to values in everyday life



180 minutes



Statement exercise,
groupwork and storytelling



The activity is structured in two parts. In the first part, the participants have the opportunity to analyse and take a position on real, everyday situations as well as fictional ones and explore contrasting values and conflicts on a social level. In the second part, the participants are asked to critically analyse and reread the values and stereotypes towards Europe present in their societies.

MOMENTO TIME

page
62



Up 100 people
Up to 30 years old



Identify and express one's own values
Reflect on one's own values
Put values into practice



From 3 to 8 hours



Groupwork



Once back home the activity allows participants to reflect on what they have learnt during the training course. Together with local youth workers, participants can think about how to make a concrete change at the local level, through a "community action".



GROUP SIZE / MINIMUM AGE



LEARNING OBJECTIVES



DURATION



MATERIALS AND RESOURCES



OVERVIEW

SUMMARY OF ACTIVITIES

PARTY TIME

page
63



Up to 100 people
No age limits



Put European values into practice



One whole afternoon, evening
and 60 minutes next day



Groupwork



The activity consists of preparing (designing, organising and running) an evening party based on values. Participants are able to put into practice the values considered the most significant in a direct and creative way and reflect on what emerged.

REL-ACTIONS

page
64



Up to 100 people
Up to 30 years old



Explore the neighbourhood
Identify concrete cases of values put into practice
in the territory



From 3 to 8 hours



Outdoor groupwork activity



The activity has participants go out into the neighbourhood to identify positive and negative examples of values put into practice. The activity allows them to better understand the practical and concrete meanings behind the words.



GROUP SIZE / MINIMUM AGE



LEARNING OBJECTIVES



DURATION



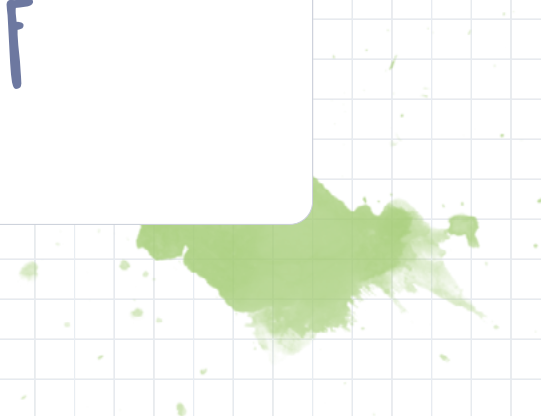
MATERIALS AND RESOURCES



OVERVIEW



VALUES
AND MYSELF





LEARNING OBJECTIVES

Identify one's own values
Express and reflect upon one's own values
Reflect upon the others' values



GROUP SIZE / MINIMUM AGE

Up to 30 people
Up to 15 years old



DURATION

90 minutes



KIND OF ACTIVITY

Expressing one's own position and then
debate: statement exercise



MATERIALS AND RESOURCES

Adhesive tape
Copy of the handout, with the list of
value-based statements
1x A3 paper on which it says
"Strongly agree"
1x A3 paper on which it says
"Strongly disagree"

OVERVIEW

The activity allows participants to identify and explore their personal values and to get to know those of the others. Participants reflect and discuss values, learn about the others' point of view, decentralise their perspective and, perhaps, change their ideas after listening to others' positions.

PREPARATION

Prepare a large, empty room or space. If you work in a classroom, move the tables and chairs to the sides so that you have a central space large enough to move around. Divide the space into two equal parts with adhesive tape. At the extreme side of a part place the sheet with the words "Strongly agree"; on the opposite side, place "Strongly disagree".

IMPLEMENTATION

Explain to the participants that you will read some statements. After each statement, participants must position themselves in the part of the room that represents their point of view (how much they agree/disagree with the statement). After each participant has chosen his or her position, everyone will explain to the others their own point of view and the reason for their choice. After listening to the point of view of others, each participant can change position. Before reading a new statement, ask the participants to look around and see who is positioned closer.

DEBRIEFING AND EVALUATION

After the activity, ask the participants to arrange themselves in a circle and initiate a discussion using these questions as a starting point:

- » How do you feel?
- » Was it easy or difficult to take a position?
- » Have you ever changed position after listening to other's people positions? If so, why? If not, why?

- » Among the issues posed by the different statements, which were the ones you considered the most important?
- » Were the issues raised related to personal values? If so, how? If not, why?
- » Can the values of a person be determined on the basis of a single characteristic / element (for example, -nationality, gender, religion ..)?
- » If you had been asked to take a position on the same statements 5 years ago, would you have responded in the same way?
- » What influences your values?
- » Does this activity have a connection with reality? What does this activity tell us about of everyday life?

TIPS FOR FACILITATORS

Before starting the activity, look at the proposed statements and adapt them to the group in relation to the age, background and context in which the participants live. You can decide to add or remove statements depending on your needs. During the debriefing it is important that everyone participates and gives their own opinion (you can, for example, give each participant a number, and then draw the numbers for answers). If you are a teacher and you want to propose this activity to children, make sure that the statements are understandable and accessible, in accord with everybody's skills and knowledge.

Handout: Value-based statements 



LEARNING OBJECTIVES

Identify and express one's values
Explore the concept of solidarity and privilege
Support the action related to values in every-day life



GROUP SIZE / MINIMUM AGE

Up to 38 people
16-25 years old



DURATION

80 minutes



KIND OF ACTIVITY

Classification exercise



MATERIALS AND RESOURCES

Small pieces of paper to write values on and pens
Flip charts paper/boards
Markers
Music and loud speakers

OVERVIEW

This activity allows participants to identify and classify personal values, and the role they can play in different contexts and scenarios. Furthermore, the activity promotes a meta-reflection on the concept of value, thus abstracting from the specificity of the cases.

The activity is divided into two parts. A first part of personal reflection, in which the participants are asked to identify the values that move their actions. A second and dynamic part, in which values are put to the test by relating them to concrete situations.

PREPARATION

Prepare a room so that the participants can sit and write comfortably.
Play relaxing music in the background.

IMPLEMENTATION

Part 1 - FINDING VALUES [20 minutes]

The first part of the activity is carried out individually by the participants. Ask participants to think about their lives, their relationships, their daily lives and to write down all those values that move their actions and to which they want to aspire.

Tell them to rank the list of values in order of importance and to explain why they consider the first classified the most important value indicating two reasons. Finally, ask to write each identified value on a different sheet of paper up to a maximum of 10 values each.

Part 2 - LOSING VALUES [20 minutes]

Explain to the participants that you will read a list of painful/dramatic/unlucky events (see Handout) and that, after each read event, the participants will have to "throw away" the value that allows them to avoid or manage the event.

For example, a classmate of mine is bullied and I decide to help him using the solidarity card: in this case I throw the card with the solidarity value out of my deck of cards.

Whoever runs out of values stops playing. At each round you randomly choose some participants (for example, participants wearing glasses, participants born in May, participants with a piercing and so on) and exempt them from making a choice (they will not therefore be forced, for that round, to eliminate a value).

To avoid making a choice and to avoid finishing their own values, participants can ask other participants for help by having them choose instead. Each participant has two jokers to use twice in the request for help. When the time is up, gather the group for a debriefing in plenary.

DEBRIEFING AND EVALUATION

After the activity, ask the participants to arrange themselves in a circle and initiate a discussion using these questions as a starting point:

- » How do you feel?
- » Was it easy or difficult to take a position?
- » Have you ever changed position after listening to other's people positions? If so, why? If not, why?
- » Among the issues posed by the different statements, which were the ones you considered the most important?
- » Were the issues raised related to personal values? If so, how? If not, why?
- » Can the values of a person be determined on the basis of a single characteristic / element (for example, -nationality, gender, religion ...)?
- » If you had been asked to take a position on the same statements 5 years ago, would you have responded in the same way?
- » What influences your values?
- » Does this activity have a connection with reality? What does this activity tell us about of everyday life?

TIPS FOR FACILITATORS

Before starting the activity, look at the proposed statements and adapt them to the group in relation to the age, background and context in which the participants live. You can decide to add or remove statements depending on your needs. During the debriefing it is important that everyone participates and gives their own opinion (you can, for example, give each participant a number, and then draw the numbers for answers). If you are a teacher and you want to propose this activity to children, make sure that the statements are understandable and accessible, in accord with everybody's skills and knowledge.

Handout: Example of calamities 



LEARNING OBJECTIVES

Explore different points of view on the same value
Listen to the others' values references
Appreciate the complexity of values and the emotional sphere associated with them



GROUP SIZE / MINIMUM AGE

Up to 38 people
16-26 years old



DURATION

90 minutes



KIND OF ACTIVITY

Classification exercise



MATERIALS AND RESOURCES

A4 paper sheets
Markers
Pens
Stopwatch
Music

OVERVIEW

This activity allows participants to dwell on the emotional aspects of values through the narration of personal episodes in which values are protagonists.

The first part of the activity is dedicated to personal reflection and the focus of the narration; the second part is dedicated to sharing the results. Listening to different stories related to the same value will allow the participants to reflect on the different facets and interpretations that can come from the same "term", which can therefore acquire, for each one, a partially different meaning.

PREPARATION

The room must be large enough to allow participants to move around freely. You can put on some relaxing music in the background to ease participants into "listening mode". Welcome the participants and arrange them in a circle, comfortably seated.

IMPLEMENTATION

Start by telling the participants a story linked to values: it can be a personal story, or one heard from others. Choose the story that you think is best suited to the group you are dealing with (an example is in the Handout section).

When the story is over, explain to the participants that the activity will be divided into two parts: the first dedicated to a personal reflection, the second dedicated to sharing with the other participants.

Ask participants to pick four stories that happened in their lives or that they have heard that talk about values. Give participants at least ten minutes to collect ideas, write them down or draw them.

When all participants have picked their stories, ask them to mix and interview each other. They can move around the space and stop in front of the participant with whom they want to share the story. At the beginning of each meeting, each participant must explicitly declare the value of which their story is based on. Pairs change every seven minutes. Use a bell to signal when time is up.

DEBRIEFING AND EVALUATION

After the activity ask the participants to arrange themselves in a circle and begin a discussion using these questions as a starting point:

- » How do you feel?
- » During the first part of the activity, when you had to identify stories/events to tell others, how was it to relate experiences, emotions and values?
- » How did you feel about listening to others' stories? Do you share their values?
- » Were the stories relevant to you and your community?
- » Did the emotions behind the stories make the values clearer or more confusing?
- » Did you identify different points of view on the same values?
- » How does this activity relate to everyday life?

TIPS FOR FACILITATORS

During the activity let the participants mix so that they can freely share the stories. Have at least four rounds of meetings in pairs, so that the participants can tell the four stories. If you have more time, you can ask participants to think of more than four stories or let them tell the same story over and over, but with different people. The activity can also be adapted to groups of up to 80 people. In this case, at the time of debriefing, divide the participants into small groups, so that there is more chance of discussion.

Handout: Exemple of a story related to values





LEARNING OBJECTIVES

Identify and express one's own values
Reflect on one's own values
Reflect on the others' values



GROUP SIZE / MINIMUM AGE

Up to 30 people
Up to 15 years old



DURATION

45 minutes



KIND OF ACTIVITY

Concentric circles



MATERIALS AND RESOURCES

List of questions to read to participants

OVERVIEW

The activity gives participants a space for talking to each other, first in pairs and then all together, about values and the role they play in the lives of people and society. Through targeted questions, the activity allows the group to create a common background on the topic and to discover the others' points of views.

PREPARATION

Prepare a large empty room or space. If you work in a classroom, move the tables and chairs to the sides so that you have a central space large enough for participants to move around in.

IMPLEMENTATION

Divide the participants into two groups of the same size. Ask them to create two concentric circles (one group will form an outer circle and the other the inner circle). Those placed in the inner circle will face those in the outer circle. You can either stand or sit.

Tell participants that you will read some questions, which they will have five minutes to discuss with the person they are dealing with. Every five minutes you clap your hands and rotate the participants in the inner circle so that they are facing a new partner (the participants in the outer circle remain still). Continue reading the questions and leave the participants 5 minutes to exchange opinions. Repeat this process until there are no more questions.

DEBRIEFING AND EVALUATION

After the activity, discuss with the participants starting from these questions:

- » How do you feel?
- » How did you feel during the activity?
- » Was it simple or difficult? Why?
- » Did you discover people who'd had similar experiences to you?
- » Did you hear about new/surprising experiences?

- » What do you think of this activity? What did you learn?
- » What do you think values are? What meaning do you attribute to this word?
- » How can this activity be related to everyday life? What does it tell us about reality?

TIPS FOR FACILITATORS

The list of questions can be modified, but it is important that they are relevant both to specific and to more general and broader issues.

If the group is small, prepare as many questions as the number of people in the circle, so that participants can talk to all the members of the group. If you are a teacher, adapt the questions to the school context. For example, personal values may be introduced first and the values as members of the class group, school etc.

Handout: List of questions to read to participants 



LEARNING OBJECTIVES

Explore and identify one's own values
Experience and understand values within
the natural environment
Develop a critical approach to reality
and its complexity



GROUP SIZE / MINIMUM AGE

Up 30–50 people
From 11 years upwards



DURATION

120 minutes



KIND OF ACTIVITY

Outdoor activity in stations



MATERIALS AND RESOURCES

Tickets to enter the "museum"
A diary + a pen per participant
Pillows and blankets
A measuring tape
One copy of instructions for each step
PC with internet connection
Pictures of Fibonacci flowers, animals
etc...Markers
A4 and A5 sheets of paper
Calculator
Relaxing music and speakers

OVERVIEW

The activity allows participants to explore their values as well as their relationship with the natural environment, bringing into play the values of cooperation, inclusion, participation, among others. The activity takes place in the open air and features different stations, each representing an intelligence as defined by Gardner (multiple intelligences). Participants can freely move between the stations, choosing the activities to be carried out. Activities include individual, pair or small group work.

PREPARATION

Prepare the environment and materials to carry out the activities carefully. Many of the activities, in fact, require an autonomous involvement of the participants, and for this reason the environment must be very pleasant and "easy to read".

Choose a large natural space outdoors and position the stations quite far apart so that the activities that take place there do not disturb each other. Mark the stations with a sign, so that they are clearly visible.

Below are the instructions to create the setting for each station:

First station

Create a welcoming and relaxing environment in the middle of the green, placing blankets and pillows directly on the grass so that the participants can relax. The activity is led by a facilitator. Print the instructions to guide the activity (see handout).

Second station

Indicate activity with a sign. Prepare a copy of the instructions (see handout) so that they are clearly visible.

Third station

Prepare a copy of the instructions (see handout) so that they are clearly visible.

Fourth station

Prepare a copy of the instructions (see handout) so that they are clearly visible.

Fifth station

Prepare the following material: markers, measuring tape, A4 sheets, calculator. The activity is led by a facilitator. Print out the instructions to guide the activity (see handout).

Sixth station

Prepare a copy of the instructions (see handout) so that they are clearly visible. prepare the following material: sweet music, audio speakers, A5 sheets and pens.

IMPLEMENTATION

In plenary explain to the participants that they are going on a tour in an open-air museum. During the tour they will have the opportunity to discover something new about themselves, their identities and their values. Tell the participants that each station is meant to be lived with a different “intelligence”, that is, a different way of feeling and learning. Tell the participants to write down the values they will gradually explore in their diary, as well as any comments and reflections.

Give participants a diary, a pen and a museum ticket. Show the museum area to the participants. Guide the participants to the first station.

First station [20 min]:

Intrapersonal intelligence - SOUND MEDITATION. Listen and travel!

As soon as they arrive at the first station, participants will find an area where there are pillows and blankets and a facilitator who will guide a meditation. Directions for guiding meditation can be found in the handout section. After the meditation, invite the participants to write down the values that emerged during the meditation in the diary. Tell participants that they can continue exploring the open-air museum freely: alone, in pairs or in small groups.

Second station [30 min]:

Interpersonal Intelligence – INTERPERSONAL WALK!

Participants will find an open area and instructions for carrying out the activity: a walk during which they can share values both through non-verbal and verbal communication.

The instructions for conducting the activity are in the handout section.

Third station [25 min]:

Kinaesthetic and spatial intelligence - LET'S DANCE!

Participants will find an open area and there will be a facilitator who will help them carry out the activity guiding them in the movement. Instructions for the facilitator are in the handout section.

Fourth station [25 min]:

Musical intelligence – MUSIC IN THE AIR

Participants will find an open area and instructions for carrying out the activity in small groups. Instructions for conducting the activity are in the handout section.

Fifth station [15 min]: Logical intelligence – mathematics – A MATTER OF PROPORTIONS!

This station requires the presence of a facilitator to guide the activity which will take place in pairs.

» Materials:

Instructions, markers, measuring tape, A4 sheets, calculator. The Instructions for the facilitator are in the handout section.

Sixth station [20 min]: Linguistic Intelligence YOU ARE WORTH YOUR WEIGHT IN GOLD!

Participants will find an open area and instructions for carrying out the activity in pairs.

» Materials:

printed instructions, sweet music, audio speakers, A5 sheets and pens. The instructions for carrying out the activities are in the handout section.

DEBRIEFING AND EVALUATION

Ask participants to work in pairs and to share their opinions on the relationship they have established over time with nature, with machines and the media. Has this activity somehow changed this relationship? Has it made us understand something new? After a ten-minute discussion, ask the participants to sit in a circle. Guide the debriefing starting from the following questions:

- » How do you feel?
- » Which station did you like most? What was the most challenging one? Why?
- » Was it easy to explore and identify your values? If so, why? If not, why?
- » What are the values that emerged after exploring all the stations of the activity?
- » Do you ever find time in your daily life to reflect on values? Have you ever thought about the values that influence your life?
- » Has this activity given you any input that you can use in your daily life?
- » Being aware of your own values, how can we face the challenges posed by a complex reality?
- » Let us return to station 5, and to the numbers 0, 1, 2, 3, 5, 8, 13, 21, 34, 55, 89, 144, 233, 377, 610. You know that in nature we find this sequence very often, for example, in the structure of the crystals and in the petals of the flowers? Show the picture of Fibonacci flowers.
- » What is the number you get when you divide your height by your ground-navel distance? The number should be very close to 1.6180339887... right? How does it feel to be naturally proportionate, unique but similar?
- » If you think about the proportion that exists between your studies/job and your personal life, between emails at work and personal messages, or the proportion between Facebook/Instagram, friends/followers and the people who really know you as you are, how can a change in these proportions change your life?
- » Just like your body, a lot of other things are just a matter of proportions. What are the values and proportions that make you feel good?
- » If the participants are interested, you can better explain Gardner's concept of multiple intelligences.

TIPS FOR FACILITATORS

An activity structured in stations, its duration depends on the number of stations you choose to activate.

The activity involves a very free and “self-directed” learning approach. If you want to give more structure, it can be useful to provide participants with specific input reflections at the conclusion of the activities. For example, the diary may already contain some questions and suggestions for each activity that will lead the participants to reflect on the connection between what has been experienced in the value area.

If participants are not used to managing the activities independently it could be worthwhile to provide a facilitator for each station.

Possible follow up: If the participants are interested in deepening the relationship between nature and values, you can show them this TED talk:

» https://www.ted.com/talks/suzanne_simard_how_trees_talk_to_each_other

The TED conference tells us about the underground world of mycorrhizae.

The actions of mycorrhizas include the exchange of nutrients, resistance to disease and toxicity, and they activate various types of diversified solidarity. How does it feel to share (or not) values, actions and needs with ecological processes?

For more information on this topic, see the links in the handout section.

Handout: Instructions for all stations 



LEARNING OBJECTIVES

Identify and express one's own values
Reflect on one's own values
Reflect on the others' values



GROUP SIZE / MINIMUM AGE

Up to 30 people / Up to 15 years old



DURATION

75 minutes



KIND OF ACTIVITY

Classification exercise



MATERIALS AND RESOURCES

Paper
Pens
Markers
Flipcharts
List of values (see handout)

OVERVIEW

Participants are asked to draw up a list of the ten values they consider essential. To the difficulty of having to choose the most important values on a personal level (which implies having to select, analyse, exclude), the difficulty of having to negotiate these values with the other participants is added, at a later time, in order to draw up a comprehensive list of those values that are recognized by the whole group.

The activity facilitates an individual and group reflection on values by giving voice to each participant. The activity allows participants to experience the difficulty of choosing, negotiating and finding compromises, which are necessary steps to reach a decision (in the form of a declaration of common values) that is satisfactory for everyone.

PREPARATION

Prepare a room with chairs (one for each participant) arranged in a circle. Give each participant paper and pen. Prepare the list of values that you will find in the handout section. You can write it on a flip chart, or give a copy to each participant. Alternatively, if you prefer, you can create a cloud tag to be projected. Make sure that the space makes it possible to both work individually and in small groups.

IMPLEMENTATION

Give participants a list of values, or write the list on a flip chart. Ask the participants to each choose the ten values they consider the most important and to write them down on a sheet of paper.

After everyone has compiled their own top-ten, ask the participants to form groups of five, and choose the five values that represent the group.

Once each group has its own top five, ask the participants to divide into groups of ten. Each group will have to choose the five values considered by the group to be the most important and representative.

Once each group has concluded, ask the participants to divide into groups of fifteen. Once again, the five values shared by all must be chosen. The next step will be the sharing in plenary and the choice of the five most important values for the whole group of participants.

DEBRIEFING AND EVALUATION

After the activity ask the participants to sit in a circle and begin a discussion using the following series of questions:

- » How do you feel?
- » How did you feel during the activity?
- » Are you satisfied with the final result?
- » Does the final list match the initial one?
- » Was it easy / difficult to identify personal values? Were they similar to those chosen by others?
- » Was it easy / difficult to create a common final list for everyone?
- » What are the most common values?
- » What strategies did you choose to shorten the list at different stages?
- » Was it difficult to make one's voice heard?
- » What is the link between the activity and daily life?

TIPS FOR FACILITATORS

Depending on the number of participants, create more or less intermediate groups. Let the participants within the group also discuss the meaning of the values without forcing any definition on them beforehand.

If you are a teacher, with regard to the age of the group and the objectives to be achieved, you can consider shortening the list of values or choosing those closest to the world of the young people.

If the participants are very young, each group should have a moderator to facilitate the discussion.

Handout: List of values 



LEARNING OBJECTIVES¹

Identify and express one's values
Reflect on one's values
Reflect on the others' values



GROUP SIZE / MINIMUM AGE

Up to 30 people
Up to 15 years old



DURATION

45 minutes



KIND OF ACTIVITY

Simulation



MATERIALS AND RESOURCES

A copy of the "Auction Flyer"
(containing the list of values that will be
banned - see Handout) for each partici-
pant.

Fake banknotes or candies
Pens (one per participant)
Auction hammer

OVERVIEW

The activity consists in the simulation of an auction in which values, not objects, are under auction. The activity, which will require you to bid on the auctioned values, allows participants, in a very light and fun way, to reflect on which values are considered the most important, those towards which to gravitate, those which are worth investing in.

PREPARATION

Prepare a table with an auction hammer. Arrange the chairs for the participants in line in front of the table in order to recreate the environment of an auction.

For each participant prepare a pen, an auction leaflet and a set of banknotes or candies to play with.

IMPLEMENTATION

Ask participants if they know what an auction is and how it works. If the answer is yes, ask them to describe it. Otherwise, briefly explain what it is like: during an auction some items are sold to the bidder who offers the highest amount of money.

Tell participants that one way to find out how much an object is appreciated is to try and assign it a monetary value.

Tell participants that the activity will consist of an auction of values. Hand out the notes, the auction flyer and a pen to the participants. Explain that a series of values will be auctioned and that the participants will have to buy the values considered the most important, making offers that exceed those of the other contenders.

Explain to the participants how you will conduct the auction:

- » Each participant has a set of banknotes or candies to spend (previously distributed in equal parts).
- » Each participant can bet up to a maximum of X for a value. You can bet in amounts of Z or even more. This means you can bet Z or X or Y and so on.
- » The participant who makes the highest bid wins the value, and for this he/she gives the corresponding amount in cash to the auctioneer.
- » If participants run out of money, they will no longer be able to bid for other values.
- » For each value that is sold, participants must note down the amount of the final offer in the first column of the auction flyer. In the second column, instead, the participants must report the amount they would have been willing to spend for that value.

Before starting, ask the participants to tick off the values they are interested in purchasing on the flyer.

Conduct the auction like an auctioneer, in a lively and fun way. "The first value is: beauty. Offers start at ... ". Use humour to keep the attention of the participants and to get some offers. Continue the auction until all the values have been sold.

¹ The activity is based on <https://advocateforyouth.org>

DEBRIEFING AND EVALUATION

After the activity ask the participants to arrange themselves in a circle and begin a discussion using these questions as a starting point:

- » Considering the offers, what is the most precious value? Why?
- » What is the value that was the least precious? Why?
- » To assess the importance of a value, do you think it is better to take into consideration the number of offers that are made or the amount it goes for? Or both? Why?
- » Was there a value that you really wanted to buy but didn't win? How can you make this value part of your life? (Say that winning or losing at the auction is not important. What matters in this moment in life, the values on which offers are made because they show what the participants appreciate and what they aspire to).
- » Are you satisfied with your bidding? Does it reflect what you value in life?
- » Were there values in the auction that nobody was interested in buying? If so, why?
- » How would yourr parents have bidded in this auction? Why?

TIPS FOR FACILITATORS

Before starting the activity decide whether to use fake banknotes or candies, and how much to give to each participant. If the participants are children, it is suggested to use candies (distributing no more than 20 each).

If you have enough time, and you think it may be useful for the participants, you can add a "preparatory" phase to the activity which will lead to the identification of the values to be auctioned. These, instead of being decided a priori by the facilitator can be chosen through an activity with the participants.

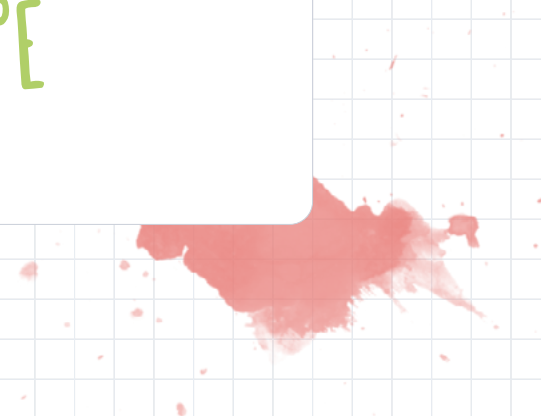
Divide the participants into small groups and ask them to discuss the question: "What makes you happy? List the most important values of your life". The proposals that emerge in the group (for example, fun, family, friendship, love, creativity) are written on paper cards (one value for each card), which will then be used by the auctioneer in the later stages of the game. Participants will receive an empty "flyer", on which they will be able to note down the values at the auction.

The activity can be adapted for group work. You can divide the participants into pairs or threes and ask them to agree on how much money / many candies to bid.

Handout: Auction flyer 



VALUES
AND EUROPE





LEARNING OBJECTIVES

Visualise values in a creative experimental context
Understand fundamental values in Europe
Learn to cooperate and carry out teamwork



GROUP SIZE / MINIMUM AGE

30 people
From 14 years old upwards



DURATION

60 minutes



KIND OF ACTIVITY

Miming



MATERIALS AND RESOURCES

Flipcharts
Markers

OVERVIEW

The activity allows European values such as human rights, democracy, freedom, equality and the rule of law to emerge in a creative and experiential way. Participants create still “tableaux vivants” of European values, using the other participants to embody and represent this value. The values come to life in a concrete and easily accessible way through teamwork.

PREPARATION

Prepare the setting in which you will welcome the participants and carry out the activity: a large space with enough room to move around in. For the initial phase, arrange the chairs in a circle in the centre of the room. Set up the PowerPoint presentation (you can find it in “Useful materials”).

IMPLEMENTATION

Present the topic of European values to the group and kick off a brainstorming session by asking the question: “What values do you think represent Europe most?”. Write the answers on a flip chart.

Remember to consider the fundamental values of the EU at the end of the brainstorming session – as defined by the LISBON Treaty: respect for human dignity, freedom of democracy, equality and the rule of law.

Once a sufficient number of values have been collected, you and the participants try to narrow down the field, identifying 5 (aggregating similar ones or choosing the most important ones). Divide the group into five teams and assign each one a different value.

Ask each team to create a human statue (tableau vivant) of the assigned value. The only material that can be used is the participants’ bodies.

Give the teams 20 minutes to discuss and prepare to perform the creative representation of value.

When everyone is ready, call the teams one by one.

Each team creates their own collective statue and then explains how the resulting still life represents the chosen value and why.

DEBRIEFING AND EVALUATION

After the activity, gather in a circle with all the participants for discussion, using the following questions as a starting point:

- » How do you feel?
- » Was it difficult to give a visual representation to values? Why?
- » Were the still life images created literal or abstract? Why?
- » Where did you get the idea for your visual representation?
- » What role do these values play in society?

TIPS FOR FACILITATORS

If you had time, it could be useful to link the activity to the “ORBITING VALUES” activity to continue the discussion about European values in the family and in the community.



LEARNING OBJECTIVES

Identify European values
Evaluate value conflicts/conflicting interpretations of values
Improve soft skills (argumentation, negotiation, ability to compromise)



GROUP SIZE / MINIMUM AGE

Between 10 and 19 people
16-30 years old



DURATION

180 minutes



KIND OF ACTIVITY

Simulation game



MATERIALS AND RESOURCES

Scenario (one per participant)
Placeholders (one per participant)
Role profiles (one per participant)
PC and projector
Pens (one per participant)

OVERVIEW

The simulation game allows participants to analyse the contrast between different values, both on a personal level, and between national governments and civil society.

The activity allows us to understand the institutional architecture of an association of national states (such as the European Union) whose values can be the basis both of the union and of a potential source of conflict.

During the activity the concepts of democracy, the rule of law and freedom of the press will be put into practice.

PREPARATION

Prepare the room so that its layout resembles that of a courtroom; the judges are seated in front while the other tables are arranged in a U-shape opposite.

Prepare all the materials for the game so that they are ready to be distributed.

Set up the PowerPoint presentation (you can find it in "Useful materials").

IMPLEMENTATION

Introduction (20 minutes):

Explain to the participants what a simulation game is and what it means to play a role.

Using PowerPoint, introduce the context / scenario of the game, the issue at the heart of the litigation and the aim of the game.

» Scenario

The Inotican Union is composed of 26 Member States. A few years ago, the Member States ratified a constitution which includes the common fundamental rights and values for the Union. The Inotican Union Court of Justice monitors Member States to ensure compliance with the rules. It has the power to sanction if one of the states does not respect the values of the Union.

» Litigation

Following complaints made by various civil society actors, the Inotican Union Commission instituted legal proceedings against the Member State of Suavia. Suavia is accused of violating EU values.

The Suavia government has put a nationwide ban on the online magazine "Radical Ecologist" after it denounced plans for the construction of new nuclear power plants and verbally attacked the Government and the Prime Minister.

» Aim of the game

The aim of the game is to reach a decision by the Court regarding the litigation. The decision must be taken unanimously by the judges, after hearing the positions of each actor.

Assign each participant a role and hand out the materials (scenario, role profile, placeholder). Each role corresponds to a position to be taken during the debate that will follow.

Explain how the game will proceed:

- » Opening by the judges (5 minutes)
- » Statement of the prosecution by the Commission (5 minutes)
- » Opening statement by each party (15 minutes)
- » Open discussion between the parties, chaired by the judges (30 minutes)
- » Informal talks (10 minutes)
- » Closing statement by each party (10 minutes)
- » Judges' decision behind closed doors (10 minutes)
- » Judges' verdict (5 minutes)
- » Reading of materials and preparation of interventions (20 minutes):

Allow 20 minutes for participants to read the scenario and the role profiles and become familiar with their role.

At this time, the judges will have to think about how to chair the hearing and the discussion and how to make a final decision. The prosecution and the different actors will have to prepare the opening declaration following the indications relating to their role.

Answer any questions that are not clear.

Simulation game (90 minutes):

Once all the parties are ready, ask the participants to take a seat and kick off the game by giving the floor to the judges. The different phases of the game are indicated above.

DEBRIEFING AND EVALUATION

After the activity, gather in a circle with all the participants for discussion, using the following questions as a starting point:

- » How do you feel?
- » Was it difficult to give a visual representation to values? Why?
- » Were the still life images created literal or abstract? Why?
- » Where did you get the idea for your visual representation?
- » What role do these values play in society?

TIPS FOR FACILITATORS

Follow the instructions given in the PowerPoint presentation.

Handout: Power Point, Role profiles, Scenario 



LEARNING OBJECTIVES

Understand and impersonate conflicting values



GROUP SIZE / MINIMUM AGE

Up to 20 people
No age limit



DURATION

60 minutes



KIND OF ACTIVITY

Role play



MATERIALS AND RESOURCES

Football
Flipchart
Image of Lady Justice
(American Supreme Court)
Whistle

OVERVIEW

The simulation game allows participants to analyse the contrast between different values, both on a personal level, and between national governments and civil society.

The activity allows us to understand the institutional architecture of an association of national states (such as the European Union) whose values can be the basis both of the union and of a potential source of conflict.

During the activity the concepts of democracy, the rule of law and freedom of the press will be put into practice.

PREPARATION

The activity takes place outdoors. Mark a playground to turn it into a football pitch. Nearby, prepare a circle of chairs for discussions with the participants.

IMPLEMENTATION

Introduce the theme of European values by asking: "Can anybody think of competing values, that is to say, two values that oppose each other?" To kick off the discussion, use the example of Justice and Mercy and show the image of the statue of Lady Justice outside the Supreme Court of the United States (which balances justice and mercy). Together, you will find other examples of conflicting values, which you can write down on the flipchart.

After a brief discussion tell the participants that they are about to take part in a football match in which values as well as players are competing.

Split the participants into two teams and assign each one a value they have to embody. Explain to them that they have to represent the assigned value by playing.

Two games will be played. In the first game the competing values will be: freedom – order. In the second game the competing values will be: equality – excellence.

Before kick-off, give both teams ten minutes to decide how to embody the value (or rather, how to play while embodying the value).

As an example, for freedom, the team could break all the rules.

Tell them that there is no right or wrong way to interpret the value and that the important thing is to be as creative as possible.

Start the game. The referee does not have to follow the rules, but only note down the score. Observe the behaviour of the two teams. The general rules of football do not apply. End the game when 5 goals have been scored.

DEBRIEFING AND EVALUATION

After the match, get back into the circle with all the participants and moderate a discussion using these questions as a starting point:

- » How do you feel?
- » What did we learn about values by seeing them in competition?
- » Do you believe that some values are better than others?
- » Was it difficult to interpret the values?
- » Ask the group to list the positive and negative aspects of freedom

Repeat for the other values. Explain that often when value-based conflicts emerge, groups tend to contrast the positivity of their own point of view with the negativity of the others' point of view.

This does not help to create a peaceful environment for a discussion based on listening. Ask participants to think of examples that can represent situations of conflicting values within society and/or new stories.

TIPS FOR FACILITATORS

The duration of the activity depends on the number of values chosen and the duration of the matches. If useful, you can decide to work on different values which you can freely choose depending on what the group brought out. You can also decide to set a duration to each game instead of waiting for 5 goals to be scored.



LEARNING OBJECTIVES

Reflect on the others' values
Connect one's own values with the EU context



GROUP SIZE / MINIMUM AGE

Up to 80 people
Up to 25 years old



DURATION

60 minutes



KIND OF ACTIVITY

World Café



MATERIALS AND RESOURCES

5 Flipcharts
Coloured markers
Cards with stimulus questions
(see Handout)

OVERVIEW

The activity allows participants to reflect on personal and European values. Through a participatory process of content construction participants will be able to discover how the values are interconnected and how many nuances they can take.

Through informal conversations and discussions on values, reflections on different aspects of the "values" topic will be stimulated in a creative way so as to deepen their knowledge and understanding and to create space for new ideas.

PREPARATION

Prepare a room with five tables and as many chairs as there are participants. Make the environment pleasant. You can also put drinks or snacks on the table.

Each table represents a value. You can choose the values according to the specific objectives you set yourself. Write each value on an A4 sheet and place it on a table so that it is easily identifiable. On each table you have a poster and coloured markers.

Let the participants sit down at the tables.

IMPLEMENTATION

Once seated, explain the purpose of the activity to the participants: find a connection between the chosen values displayed on the 5 tables and the European values. Ask the participants to choose a representative ("journalist") for each table. The journalist must report to all the groups and in plenary what emerged in the discussion.

Tell the participants that they will have 20 minutes to write down on the poster all the connections with the European values that will emerge from the discussion.

To support table discussions, you can give each group a list of questions to help them reflect (see "Useful materials").

After 10 minutes, rotate the groups clockwise (or allow them to freely choose a new place); only the "journalists" will remain at the same table.

The groups listen to the journalist who will present the work done by the previous group. They then offer their own contributions and reflections, adding / removing connections, and inserting different nuances.

After 10 minutes, rotate the groups around again until all the participants have worked on all the tables.

At the end of the activity, all the journalists report the results of the five tables in plenary.

DEBRIEFING AND EVALUATION

After the activity, get back into the circle with all the participants and begin a discussion using these questions as a starting point:

- » How do you feel?
- » How did you feel during the activity?
- » Was it easy or difficult to link European values to the given values?
- » What impact do EU values have on your life?

TIPS FOR FACILITATORS

During the debriefing you can use the posters prepared by the groups. If the group is large, double the number of tables (so the same value will be discussed in two tables) so that each group is made up of no more than 6 people: this will facilitate the active participation of all.

Handout: Stimulus questions cards 



LEARNING OBJECTIVES

Identify European values
Make a critical analysis of belonging
and of the legislative system
Develop mediation skills
Identify and express one's values
Work cooperatively
Connect one's values with those
of the European Union



GROUP SIZE / MINIMUM AGE

Up to 70 people
Between 16 and 25 years old



DURATION

300 minutes



KIND OF ACTIVITY

Role play



MATERIALS AND RESOURCES

Flipcharts
Coloured markers
Pens

OVERVIEW

This activity requires participants to identify and choose a set of values and a group to belong to.

It involves moments of narration by the facilitator and moments of action. The values directly involved in the activities are democracy, equality, freedom, solidarity and being part of the community.

PREPARATION

Work out how many small groups (spaceships) you want to form based on the total number of participants. The minimum is 4 groups, the maximum 7. Each group must have a minimum of 5 and a maximum of 10–12 participants. Name each group with the name of a moon of Jupiter: Io, Ganymede, Callisto, Metis,Adrastea, Amalthea, Thebe (the moon named Europe must remain unmentioned).

Prepare a poster for each spaceship with the name of the group and a list of 3–5 sentences taken from the Treaties of the European Union (see “Handout” for examples of posters).

The source from which the sentences are taken must remain hidden until the debriefing phase. The greater the number of sentences in each poster, the greater the difficulty of the activities.

At the bottom of each poster write the maximum number of eligible participants (for example, for a group of 42 participants, each of the 5 spaceships will be able to accommodate a maximum of 9 participants). Hang up the posters in the room where the activity will take place. Make sure there is sufficient distance between them. participants will sit in a group next to the poster. Give each spaceship group some large sheets of paper, pens and markers. Print out the story, which you will read during the activity (see “Handout”).

IMPLEMENTATION

Call all the participants, let them all sit together in a circle and ask them to listen carefully to the beginning of the story. In this activity, narration alternates with action by the participants, as defined in “Handout”.

DEBRIEFING AND EVALUATION

Once the activity is finished, ask the participants to sit in a circle for the debriefing.

The plenary discussion can be introduced by a brief presentation of the work of each group. There are 3 main topics to be addressed in the debriefing.

1) The source of the initial sentences

- » Ask the participants to guess the source of the initial sentences before revealing that they all come from the European Union treaties.
- » Have participants compare the sentences of the initial posters with the constitutions they wrote.
- » Was it easy to include EU principles in the constitutions?
- » What similarities can you find between the constitutions you have written and the idea of the European Union that you have?
- » What difficulties have you encountered in writing your constitutions? And what are the difficulties that the European institutions face in trying to develop standards that represent shared values?

2) Mediation within the group

- » Was it necessary to find great compromises with the opinions of others while writing the constitutions?
- » To what extent did the group influence individual points of view especially in the writing of constitutions?
- » Is the final Constitution still close to the interpretation that you initially attributed to the sentences?

3) Belonging and values

- » Did you choose the spaceship in agreement with what was written or also with regard to the people who had already boarded it?
- » Did the sense of belonging to the group influence the final decision to stay or change the spacecraft?
- » In the groups where some people decided to leave, what was the reaction? What was the reaction towards the newcomers?
- » What is the role played by other people when we choose our values in everyday life?

TIPS FOR FACILITATORS

If the participants are very young, you can give them a summary of the different forms of government so as to make the activity even more educational.

When preparing posters and choosing sentences keep in mind that:

- » The list of sentences provided in the “Useful Materials” can be supplemented by other sources (see: https://europa.eu/european-union/law/treaties_en).
- » The more sentences are inserted, the more difficult it will be to find a synthesis within the Constitutions. If the participants are young (under 20) three sentences for each poster may be sufficient.
- » The sentences can be chosen by similarity in order to make the activity easier; in the same way, sentences that differ greatly from each other can be chosen to make the activity more complex. The choice depends on the composition of the group.
- » The sentences can be chosen on a “thematic” basis. For example, one spaceship can focus on economy while another explores freedom etc.

The structure of the Constitutions can be simplified: for example, it is possible to skip the division into four chapters and simply ask the group to write 10-15 articles in total; in this case, also the times are reduced (30 to 45 minutes should be sufficient).

The debriefing phase can be very long if you decide to touch all three points indicated. You can then choose to focus only on one of the topics.

If the group is large, it is preferable for it to be divided into smaller groups during the debriefing so that everyone has a chance to talk.

If useful, it is possible to skip the narrative phase, thus carrying out a simplified activity in which the groups are formed on the basis of personal beliefs and in which the focus becomes the writing of the constitution. In this case, debriefing should only touch the first of the topics listed.

Handout: Instructions for facilitators





LEARNING OBJECTIVES

Learn the different shades of meaning of European values
Experience the interdependencies between European values
Analyse conflicts between different values



GROUP SIZE / MINIMUM AGE

Up to 14 people per game
From 16 years old upwards



DURATION

120 minutes



KIND OF ACTIVITY

Simulation game



MATERIALS AND RESOURCES

Power Point presentation
Role profiles
Placeholders
Name tags
Scenario

OVERVIEW

The activity focuses on conflicts regarding values in the context of EU migration policies. The activity allows participants to learn that values are very often used to support different opinions / positions. The activity will deal, among others, with the concepts of human rights, freedom and security.

PREPARATION

The game is designed for up to 14 players, for a total of 7 teams consisting of 1 or 2 participants (you can set up more than one game if the number of participants is higher).

For each game prepare a table where six teams can sit. The seventh ("Value Watchers") will not sit at the table but will observe the other participants.

On the table prepare the placeholders of the different actors, and the name tags (to be handed out later).

IMPLEMENTATION

Introduction (20 minutes)

Welcome the participants and ask them to sit at the table.

Explain to the participants what a simulation game is and what it means to play a role. Using PowerPoint, introduce the game scenario.

Scenario

To reorganize the Mediterranean Sea rescue policy, the European Commission proposes to conclude an agreement on landings with the Libyan government. The agreement is strongly contested because Libya is accused of violating human rights in the refugee camps that already exist there. To gather opinions on the proposal, the European Commission has invited various civil society actors

(NGOs, think tanks, etc.) to consult. Some actors are in favour of the agreement, others are against it. Everyone's arguments, however, are based on values. Explain to the participants that they will be assigned different roles and that, during the activity, they will have to simulate the Consultations.

Game phase (60 minutes)

Distribute roles among the participants. Give each of them both a role profile a and a name tag.

The roles are as follows:

- » European Commission
- » Seahelp (Private organization)
- » Refugees 4 Justice (NGO)
- » Academy of the Occident (Popular Movement)
- » European Security Forum (Think tank)
- » Responsibility for Europe (Pan-European Association)
- » Value Watch

The observers of the values do not participate in negotiations. They observe the discussion. Tell those who hold this role to note down the value-related arguments and statements expressed by the different actors during the consultation. When consultations start, do not introduce the observers: it is important that the parties at the table do not know exactly what their role is.

Give participants ten minutes to read the role profile and assume the role, to fully adopt the attitude and positions that come with the role for the consultations with their partners.

At the end of the ten minutes, start the consultations which will take place in the form of a round table. Participants will have thirty minutes to express their opinion on the Commission's decision and assert their point of view.

In the end, leave the Commission five minutes to summarise what has emerged.

DEBRIEFING AND EVALUATION

After the game ask the participants to arrange themselves in a circle and start a discussion using the following three points as a basis for reflection:

First part:

General reflection on the game (10 minutes)

- » How did you feel about playing the role?
- » What were the particularly controversial aspects?
- » Were you able to find a common ground for discussion?
If so, why? If not, why?

Second part:

Report by Value Watcher and discussion (15 minutes)

- » Did you ever use values to support stakeholders' arguments on purpose? If so, why? If not, why?
- » Did you ever observe conflicting interpretations of the same value? (for example, the use of the word "freedom" by different actors in different contexts and meanings?)
- » Did you notice any values that may be interdependent and / or conflicting?

Third part:

Personal reflection (15 minutes)

- » Do you agree with what the Commission proposed?
- » In your opinion, is the European Union's border policy compatible with European values?
- » Do you think the agreement is consistent with Article 2 of the Treaty on European Union?

TIPS FOR FACILITATORS

Several round tables can take place at the same time. In this case make sure, you position the game tables at an adequate distance, so that the participants do not disturb each other during consultations. If you have more than seven but less than fourteen participants, make sure that the roles of European Commission and Value Watch are interpreted by different people.

Handout: Game materials



**LEARNING OBJECTIVES**

Identify and express one's own values
 Reflect on one's own values
 Connect personal values with European ones

**GROUP SIZE / MINIMUM AGE**

Up to 30 people / Up to 15 years old

**DURATION**

40 minutes

**KIND OF ACTIVITY**

Creative drawing

**MATERIALS AND RESOURCES**

A4 paper
 Adhesive tape
 Markers
 Pencils

OVERVIEW

By exploiting the lightness of a creative methodology, the activity allows one to identify and explore one's own personal values, to get to know those of others and to connect them with European values. This activity can be proposed immediately when the group is created to show how the participants see themselves and how they imagine others, or at the end of the process, to see what is important for each individual and for the group.

PREPARATION

Prepare the room where the activity will take place. It is preferable that the participants have a support on which to draw (possibly tables and chairs). Prepare paper (A4), markers, pencils for each participant.

IMPLEMENTATION

Tell participants that the purpose of the activity is to each draw their own personal emblem. The symbol must be divided into four parts. The parts must represent:

- » An important value for me
- » An important European value for me
- » A value that I believe is important for this group
- » What I can do to cultivate the three previous values in this group

Give participants fifteen minutes to complete their emblem. When everyone has finished their emblem, ask the participants to stand in a circle and let the participants illustrate the work done in front of the other participants. Alternatively, you can ask them to share the work in pairs. Hang up all the emblems on the wall, or on a string, to form a small gallery.

DEBRIEFING AND EVALUATION

Once the activity is completed, kick off a discussion using the following questions as a starting point:

- » How do you feel?
- » Was it easy to choose the values to illustrate?
- » Was it easy, once chosen, to illustrate the values clearly?
- » Which part was more complex to define and represent? Why?
- » What additional information did you acquire by seeing the others' emblems?
- » Are you satisfied with the work?
- » Is there anything that surprised you?
- » Were the values that you thought could belong to the group confirmed?
- » Seeing all the emblems, what are the values to keep in mind to share the experience with the group in the following days?

TIPS FOR FACILITATORS

The activity is suggested as an initial step forgetting to know and teambuilding.

To encourage participants to make their drawings interesting, you can present them some examples. As a follow up, you can encourage participants to create a link between the different emblems.



LEARNING OBJECTIVES

Understand the differences between personal and collective values
Analyse value conflicts
Experience the interdependencies between European values



GROUP SIZE / MINIMUM AGE

Up to 17 - 24 people per game
Between 16 and 30 years old



DURATION

90 minutes



KIND OF ACTIVITY

Simulation game



MATERIALS AND RESOURCES

PC and projector
3 game boards
3 place holders (one for each table)
Playing pieces (one per participant)
3 country profiles
24 role profiles
18 event cards
Personal cards (one per participant)
Pens (one per participant)

OVERVIEW

Many young people do not have the opportunity to experience value conflicts in everyday life, and for this reason they are not aware of the consequences that such conflicts can bring to a personal and collective level. The game aims to simulate value conflicts, in particular conflicts between individual values and collective values and to reflect on the role that European values can play in this context.

PREPARATION

Prepare three tables in the room where the game is to take place, large enough to accommodate the participants. A maximum of eight participants should sit at each table. Each table represents a different country. On each table, prepare the materials for the game:

- » A game board
- » A place holder with the name of the country
- » One playing piece for each participant (maximum 8)
- » The country profile card
- » The role cards
- » 6 Event cards
- » Personal cards (one per participant)
- » Pens (one per participant)

Set the attached PowerPoint presentation

IMPLEMENTATION

Introduction (10 minutes)

Let the participants sit at the tables. Explain to the participants what a simulation game is and what it means to play a role. With the help of PowerPoint, introduce the context of the game and its objective.

Scenario

In three imaginary states (Gagonia, Fontania, Lingland) some laws are discussed and passed. Each participant plays a different role and must discuss legislative changes and reflect, together with the

others, if the decisions taken by the state can be considered good or bad for the characters played and for the community.

Objective

The objective of the game is to discuss some of the laws passed in the three imaginary states. These laws are strongly value-related and can therefore conflict with people's feelings, goals and personal ethics.

Explain how the game will proceed:

- » Round 1 at the first table (20 minutes)
- » Round 2 at the second table (20 minutes)
- » Round 3 at the third table (20 minutes)
- » Debriefing (20 minutes)

Within each state let the participants choose the roles they want to interpret out of the eight proposed.

Once the roles are assigned in each state, the youngest person reads the country's profile aloud, so that everyone can understand the context in which the action takes place.

The oldest person, on the other hand, reads out what it says on the event card. For example: "From this month on, abortions are allowed until the 16th week of pregnancy. "Now every woman and every girl have the right to decide for herself whether, when and how often to have a child," says a supporter of the new regulation. "

The group debates if the decisions taken by the state can be considered good or bad for the characters they play. At the conclusion of the discussion, each player moves his/her playing piece up or down on the board according to whether the decision taken by the state is advantageous or disadvantageous for their character.

Depending on the time available, up to six events can be read out (for a maximum of twenty minutes total). Once you have read all the events, ask the participants to fill in the personal form, writing down their feelings and thoughts related to how they experienced the reference state. Once everyone has completed their form, the group moves to another state where it will repeat the same procedure. The game ends when all the participants have passed through the three States.

DEBRIEFING AND EVALUATION

After the game, form a circle and begin a discussion with the participants, starting from these questions:

- » How do you feel?
- » How did you feel during the activity?
- » What were the important values for the three states?
- » In which state did you feel particularly uncomfortable?
- » Did you ever find yourself in conflict with the values of a community?
- » What role do European values play in situations where values conflict?
- » What did you learn from this activity that can be useful in your personal life and in your community?

TIPS FOR FACILITATORS

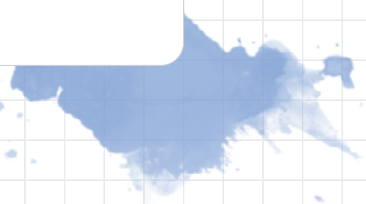
Try to divide up the participants as follows:

- » 24 participants:
8 participants in each of the three tables
- » From 23 to 17 participants:
6 - 7 participants for each of the three tables
- » Up to 16 participants:
Form only 2 groups and leave an empty table for each round
- » More than 24 participants:
Use two games (creating 6 game tables)

Handout: Game materials 



TRANSLATING
EUROPEAN VALUES
INTO PRACTICE





LEARNING OBJECTIVES

Understand possible value conflicts
Make value-based decisions
Develop critical thinking



GROUP SIZE / MINIMUM AGE

Up to 20–25 people
Up to 16 years old



DURATION

90 minutes



KIND OF ACTIVITY

Groupwork and skits



MATERIALS AND RESOURCES

Flipcharts
Pens
Coloured paper
Projector

OVERVIEW

The activity allows participants to reflect critically on the values underlying our actions. Starting from the experience of the participants, the activity helps bring “moral dilemmas” into focus and reexamine them through the “value lens”. The activity helps participants to understand the role of values, and how they can conflict in the context of moral / ethical dilemmas.

PREPARATION

Set up the computer, projector and flipchart in the room where the activity will take place. Arrange five chairs in the front of the room, facing the group of participants.

IMPLEMENTATION

Introduce the question of moral dilemmas by asking the group this question:

“You see a train speeding down the railway unable to stop. Tied to the track are 5 people about to be hit. You run to change tracks but realise that by changing the tracks you will instead kill a child tied to the other track. Do you make the switch and kill a child to save 5 people?”

Initiate a discussion, listen and collect the participants’ ideas.

Ask participants to watch the “Inside Out” clip (<https://www.youtube.com/watch?v=fIMJHyrUI4M&t=89s>) which shows emotions at play when decisions are made. Once the clip is finished, ask the group to re-read the train scenario while focussing on the possible interior dialogue of a person faced with that decision. Facilitate discussion by listening to and collecting participants’ ideas.

Trying to replace emotions with values: what could be the values at stake (and in contrast) in making the decision? After this introduction, tell the group that the activity has the objective of exploring the concept of “the battle of values”.

Divide the participants into three groups (consisting of no more than eight participants each) and give them 4 different coloured A4 cards and a marker.

In each group the participants will have to share some values-related dilemmas that they have encountered during their life. Once the dilemmas have been identified, the group will have to choose one and identify the four conflicting values called into question. The four conflicting values will have to be written on the four cards (one on each card).

Once everyone is done, have the participants sit in a circle again.

Explain to them that the next phase will proceed as follows:

One by one each group presents their dilemma. To this end, they choose 5 volunteers from among the participants: one represents the actor faced with having to make a decision in the scenario/dilemma presented, the remaining four must “interpret” the conflicting values. The five sit on the chairs in front of the audience. The decision maker poses questions to the values asking them how to act (similar to the emotions of the video), for as long as he feels unable to make a decision.



DEBRIEFING AND EVALUATION

After the activity, ask the participants to arrange themselves in a circle and initiate a discussion using the following questions as a starting point:

- » How do you feel?
- » Was it easy or difficult to identify a moral dilemma?
- » Was it easy or difficult to interpret the values?
- » Are you satisfied with the decisions made?
- » For the actors: was it difficult to make the decision?
- » In real life, were you aware of the values at stake before making the decision?
- » Does anyone want to share the way he/she actually acted in the scenario presented?

TIPS FOR FACILITATORS

Before starting the activity, go through the proposals of “value-based statements” and adapt them to your group in relation to their age, background, context. You may decide to adapt them or to set completely new statements. The activity – in the debriefing – needs you find a way to make everyone talk (maybe by giving each person a number and the number being called out to speak).

TIPS FOR TEACHERS

If the groups need support in choosing the dilemma, you can present them with some possible examples.

If the group is large, reduce the introductory phase to make more time for the central one. Create more than three work groups.

If needed, the activity can be followed by “ORBITING VALUES” to deepen the topic.

Handout: Dilemma sample



LEARNING OBJECTIVES

Increase awareness of value conflicts and techniques to solve them
Learn to listen and discuss with respect
Reflect on historical and cultural perspectives related to values
Act according to values in everyday life



GROUP SIZE / MINIMUM AGE

0 to 80 people / Up to 26 years old



DURATION

180 minutes



KIND OF ACTIVITY

Statement exercise, groupwork and storytelling



MATERIALS AND RESOURCES

2 A3 sheets with the words "Strongly agree" and "Strongly disagree"
List of statements for the position-taking activity with debate (see "Handout")
1 copy of 3 short stories (see "Handout")
Pens, markers, colours, sheets of paper
Flip charts or posters

OVERVIEW

The activity is divided into two parts. In the first part, the participants have the opportunity to analyse and take a position on everyday situations or narratives that involve conflicting values on a social level. In the second part, the participants are asked to critically analyse and reread the values and stereotypes towards Europe as encountered in their societies.

PREPARATION

Prepare a large, empty space. On one side place a sheet with the words "Strongly agree". "Strongly disagree" goes on the opposite side. Put the chairs along the walls of the room, so that they do not disturb the activity, but that they can be easily moved to work in small groups and for the debriefing. While carrying out the activity keep the following approach in mind: the opposite of a value is not a 'non-value', but a different value. While it is not possible to find an agreement between a value and a non-value, two values are not only not necessarily conflicting, but can also be complementary.

IMPLEMENTATION

Part 1 - Stories and words

The first part of the activity consists of a debate (Part 1.A) and an activity in small groups (Part 1.B).

1.A) Words: Behind every action there is a value [Position-taking with debate – 40 minutes]

Read the statements below and ask the participants to stand up for or against what has been said. It is important to note that the statement itself does not have a "right" or "wrong" answer. This activity allows us to detect the values underlying public discussions/debates/media statements. (For more details on facilitating this activity, see "Debating Perspectives").

Exemplary Statements:

- » Public health insurance should not cover the costs of smoking-related cancer therapies.
- » Tax evasion should not be fined if the evader decides to declare the amount earned.
- » Those who do not come from a family with an academic background should have privileged access to university.

After each statement let the participants explain assumed positions. After the last statement ask the participants to think about the conflicting values that each statement brought with it, namely:

- » Responsibility/solidarity
- » Efficiency/justice
- » Merit/equality

1.B) Stories: Behind every action there is a value [Work in small groups – 80 minutes]

Divide the participants into three small groups and explain to them that the activity will take place in three rounds. In each round the groups read a story with some stimulus questions to think about and discuss within the group. Each group will have to make notes of the results and then report back to the plenary session at the end of the activity.



First round (10 minutes):

Give each group one of the three stories you have previously chosen (see table) and ask them to answer the following question:

Can you immerse yourself in history? Is the story acceptable today? Why? Which of your personal values have been violated?

Second round (10 minutes):

After ten minutes give each group a different story (see table) and ask them to answer the following question:

- » What do you think was the narrator's intention? What were the values he/she wanted to communicate?

Third round (15 minutes):

After fifteen minutes, give each group the third story (see table) and ask them to answer the following question:

- » Do the two values conflict or can they be reconciled?

Groups	1st round [10 min]	2nd round [10 min]	3rd round [15 min]
A	Story 1	Story 3	Answers on story 2
B	Story 2	Story 1	Answers on story 3
C	Story 3	Story 2	Answers on story 1

DEBRIEFING AND EVALUATION: PART 1 [45 MINUTES]

When everyone is done, ask each group to present the results for each story in the plenary [15 minutes].

Begin the debriefing [30 minutes], starting with these questions:

- » Was it easy or difficult to uncover the underlying values within the stories?
- » Are there any elements that disturbed you? Why?
- » Do you think the stories could be written in the same way today? Why?
- » Why do you think they were written in this way?
- » Do you think a value can be "timeless"? Can it take on the same meaning in every historical moment?

IMPLEMENTATION: PART 2 – MODELS

Divide the participants into groups according to their geographical origin (nationality or region). Give them five minutes to reflect on the stereotypes (and conflicting visions) of the European Union recurring in their country/region.

When all the groups have concluded, present the participants with the model you have chosen (from the two options below) to investigate/represent conflicting opinions.

- » "The square of values" model
- » "Iceberg" model

Keep in mind that the first focuses on values and the second on emotions/fears.

Model 1 – The square of values

Using values in conflict with each other is usually a way to show differences rather than an attempt to overcome them. A tries to address the position of B with the assumption that B's position represents a non-value $b-$, from which A's position differs and it is based on a positive value $a+$.

In this way, $b-$ always turns out to be a distorted projection of A, using $a+$, while $a-$ is always a distorted projection of B using $b+$.

To resolve this type of conflict, the distorted projections $a-$ and $b-$ should be analysed in order to verify that only the mitigation of positive values to $a+$ and $b+$ can help overcome the differences.

The **square of values** is a tool that can help identify distorted projections.

Me (A)	Connection	Other/ Stereotype (B)
VALUE ($a+$)		
(i.e. thrift)	A uses $b-$ not to overcome differences to B but to underline them B can use $a+$ to find a possible moderation to $b+$	NON-VALUE ($b-$) (i.e. wastefulness)
$a-$ is a distorted projection of $a+$, normally used by B	A and B can overcome differences only by moderating their positive values ($a+ > b+$)	$b-$ is a distorted projection of $b+$, normally used by A
NON-VALUE ($a-$) (i.e. meanness)	B uses $a-$ not to overcome differences to A but to underline them A can use $b+$ to find a possible moderation to $a+$	VALUE ($b+$) (i.e. generosity)



Model 2 – Iceberg

The (negative) stereotype is often only the result of a deeper layer of fear and/or emotions.

Layer 1 (visible)	Stereotype
Layer 2 (invisible)	Fear/emotion: What is the stereotype's threat?
Layer 3 (invisible)	Value: what are the positive values I would like to preserve?

After presenting the model [20 minutes], ask the participants to analyse the stereotype following the directions below [20 minutes]

For model 1:

When I refer to a stereotype (B), especially if in a negative way, I (A) give the meaning of non-value (b-) to the stereotype to show how it contradicts my (positive) value a+.

- » **Step 1:** Try to understand what positive value a+ (A) you are referring to, when you use the stereotype (B) and what you do not value b- you use to emphasize how different you are from the stereotype B.
- » **Step 2:** If you wanted to find a compromise between you (A) and the stereotype (B), could you think of some positive value b+ for the stereotype? How could this positive value b+ be reconciled with the positive value a+?
- » **Extra Step:** Can you understand how the other could turn your positive value a+ into a non-value a-? How can you transform your (positive) idea into a (negative) stereotype?

For model 2:

- » For the stereotype you identified (level 1), what do you think the corresponding threat (level 2) is?
- » What are the risk values (level 3)?
- » Can you imagine how the stereotype might not pose a threat to the values identified in level 3?

DEBRIEFING AND EVALUATION: PART 2 [45 MINUTES]

When everyone has finished, ask each group to present the results in plenary [15 minutes]. Then continue with a debriefing of the experience:

- » How are you feeling?
- » Was it easy or difficult to use the proposed models?
- » Was it easy or difficult to reason about values, risks and threats?
- » How much do our stereotypes count in our daily life?
- » What does this activity tell us about our behavior?
- » What did I learn from this activity that could be useful to me in my personal life?

TIPS FOR FACILITATORS

Tips for the first part:

For the facilitation of the position-taking activity with debate see the "Debating perspective" activity. The statements for the position-taking activity with debate must be calibrated and designed for the group in front of you. It is important to know their social

background and the most hotly debated political issues in their respective home countries.

Stories should be drawn from the national/local traditions/literature of the participants. It is also possible to use comics or video/film extracts, provided that the values at stake are clearly identifiable.

The following are some sources from which to draw stories:

- » <http://www.taleswithmorals.com;>
- » [https://en.wikisource.org/wiki/Gesta_Romanorum_Vol._I_\(1871\);](https://en.wikisource.org/wiki/Gesta_Romanorum_Vol._I_(1871);)
- » <https://www.pitt.edu/~dash/grimm;>
- » <https://germanstories.vcu.edu/struwwel;>
- » <http://gutenberg.spiegel.de/buch/>

Tips for the second part:

The two models presented (the square of values and Iceberg) must be accurately known and prepared by the facilitator.

The second part can be replaced with a creative workshop activity, structured as follows:

- » You can divide the group into small groups of 6–9 people: they can stage, write or draw the story they saw or read. You can divide the participants into the groups you want, trying to make sure that even the "digital" participants feel at ease during the proposed activities.
- » Step 1 (20 minutes): Initiate group discussions to choose the main values on which the group wants to work.
- » Step 2 (50–70 minutes): Groups (supervised but not facilitated) reinvent, elaborate, create
- » Step 3 (15–40 minutes, depending on the number and duration of each presentation): Presentations of the work.

Handout: Statements for the statement exercise and stories





LEARNING OBJECTIVES

Identify and express one's own values
Reflect on one's own values
Put values into practice



GROUP SIZE / MINIMUM AGE

Up to 100 people
Up to 30 years old



DURATION

From 3 to 8 hours



KIND OF ACTIVITY

Groupwork



MATERIALS AND RESOURCES

Images
Programme of the training course
Flipchart

OVERVIEW

Once back home the activity allows participants to reflect on what they have learnt during the training course. Together with local youth workers, participants will be able to think about how to make a concrete change at the local level, through a "community action".

PREPARATION

Pick up the thread of the programme of the training course by combining it with some images of the event in order to support the participants in remembering what they experienced and what they learnt. Invite participants to complete their self-assessment following the Youthpass model.

IMPLEMENTATION

Welcome the participants and ask them to sit in a circle. Ask everyone to share some anecdotes from the training course they attended. Continue reviewing the day-to-day or session-by-session course program with the participants. Ask participants to describe the activities performed and / or what was learnt.

Divide the participants into groups of 4–5 people. Give each group 15–20 minutes to share more of the most interesting and educational points they learnt.

Back in plenary, ask each group to report what they shared. On a flipchart, write down what the groups reported through keywords or short sentences.

Among the topics that have emerged, guide the participants through choosing those they considered the most "important" in order to gather a set of topics on which to base a "community action".

Divide the participants into groups based on the topic they consider the most important. Leave the group half an hour to reflect on how the topic can be put into practice locally. "What can be done to make a change locally?" Tell participants that "change" can mean giving more visibility to a certain topic, giving information, or performing education actions, etc.

Ask each group to present a possible change action by defining:

- » The aim of the action
- » What the action consists of
- » The desired changes
- » The contributions that other participants and youth workers could make

When all the groups have finished, ask them to report their hypotheses in plenary. Let the other participants express comments and ideas for each submitted action. Support and motivate the group to implement the devised action, following it step by step.

TIPS FOR FACILITATORS

Share examples of simple but impressive community activities and actions that have been carried out in real life.

For example, the "#Trashtag challenge" initiative, during which some urban areas requiring cleaning and maintenance were identified. The participants took and shared a photo before and after the intervention.



LEARNING OBJECTIVES

Put European values into practice



GROUP SIZE / MINIMUM AGE

Up to 100 people

No age limit



DURATION

One whole afternoon, evening and 60 minutes the next day



KIND OF ACTIVITY

Groupwork



MATERIALS AND RESOURCES

Music and speakers

Decorations

Coloured sheets of paper

Scissors

OVERVIEW

The activity consists of organising and having an evening party based on values. Participants will be able to put into practice the values considered the most significant in a direct and creative way and reflect on the results.

PREPARATION

During the week you relate to the participants that they will be in charge of organising an evening party that will have “values” as theme. The participants will therefore be intrigued and motivated.

IMPLEMENTATION

Afternoon

Welcome the participants and tell them that they have the afternoon to organise an evening party. The only requirement is that the party be based on values. Tell the participants that the day after the party you will analyse the work done together.

Initiate a brainstorming session with the participants, focusing on what “celebration based on values” could mean. Remind participants that there is no right answer: Whatever they decide is fine, as long as everyone agrees upon it. When the participants start sharing ideas, tell them to keep working and come back 30 minutes later to see how the brainstorming has proceeded and then collect the ideas. Before leaving, pick somebody to keep an eye on the timetable.

Once you have returned, ask the group to present the collective ideas and start identifying the next steps needed to throw the party. If the group seem stuck, help them organize the party; otherwise, let them organize it themselves (you can leave or stand by the side lines).

Once the preparation steps have been completed, let the participants divide into groups and appoint managers of the different activities.

Leave the groups at least two hours to make the preparations. It is important that the groups facilitate themselves during the preparation.

Evening

Let the participants present the evening party. You can intervene by facilitating/moderating only if the participants ask you to, and if it seems to you that some support is needed. If not, enjoy the party prepared by the participants.

DEBRIEFING AND EVALUATION

The debriefing takes place the next morning. You can start the day by showing participants the photos of the party and sharing anecdotes and comments.

Moderate a debriefing, explaining to the participants that both the planning phase and, subsequently, the implementation phase are set to be analysed. Here are some questions to start with:

- » Was it easy or difficult to come up with ideas for a party based on values?
- » How did you choose what to do?
- » Was it easy to find an agreement in the big group?
- » Was the brainstorming useful? Was it complicated?
- » How did you assign the different tasks? (ask the different groups to share their action plan)
- » Did sharing the organization of the party help you explore the theme of ‘values’?
- » Is the party you threw different from those you usually go to / organize?
- » Are you satisfied with the final result?

**LEARNING OBJECTIVES**

Explore the neighbourhood
Identify concrete cases of values put into
practice in the territory

**GROUP SIZE / MINIMUM AGE**

Up to 100 people
Up to 30 years old

**DURATION**

From 3 to 8 hours

**KIND OF ACTIVITY**

Outdoor groupwork activity

**MATERIALS AND RESOURCES**

Map of the neighbourhood
Paper
Pen
Camera

OVERVIEW

The activity allows participants to go out in the neighborhood to identify positive and negative examples of values put into practice. The activity allows a better understanding of the practical and concrete meanings behind the words.

PREPARATION

Identify a series of values on which to concentrate the on-site exploration and research activity. Prepare a map of the neighbourhood and hand it out to the participants. If necessary, mark some areas to focus on. The activity will take place in the open air. Gather participants in a quiet place, even outdoors, so you can explain the objectives of the activity.

IMPLEMENTATION

Starting from a list of values (already discussed in previous activities or chosen by you a priori), the activity begins with a brief discussion in which the 3–5 values considered the most relevant by the group of participants are identified.

Ask participants to brainstorm keywords and phrases that define / describe the identified values (about 10-15 minutes).

Tell participants that the activity will continue with a direct exploration of the local neighbourhood in small groups. Each group will have to look for practical and concrete examples of the values taken into consideration, be they positive or negative.

Divide the participants into small groups (from 2 to 8 people) and assign each group one of the identified values. Groups can also choose the value independently. If more than one group chooses the same value, it is not a problem. At the end of the activity it will be interesting to compare the final products identifying differences and similarities.

Leave each group 15–20 minutes to share the meaning of the chosen value and to deepen what was already said in the plenary. After the first 5 minutes, ask the groups to reflect on this question: "How/where is it possible to see in society the value you have chosen?" Give each group the map of the neighborhood (paper or online), pens, sheets, camera. Ask participants to explore the neighborhood looking for positive or negative experiences of practical application of the chosen value to document the identified experiences.

Set the time and meeting point.

Let the group define an operating mode for exploring the territory and, once ready, after a maximum of 15 minutes, let the activity begin. Once all the groups have returned, give each group 10 minutes to organise a presentation in plenary using the photos and videos made. After one/two groups have presented their experience, guide the debriefing by starting from the questions below. Continue with the presentations until all groups have showed their own work. Altogether, map out the best and worst practices encountered.



DEBRIEFING AND EVALUATION

At the end of the activity conduct the debriefing starting from the following questions:

- » What was the most interesting thing you discovered?
- » Did you find anything unexpected?
- » Did you interact with other people? How was it?
- » Was it easier to find positive or negative examples? Why?
- » After exploring the area, did your idea of values change?
- » How did the work in the group go?
- » Would you change something in your preparation?

TIPS FOR FACILITATORS

It is advisable to carry out this activity after having already worked a little on values. Values auction can be a good activity to map out the values considered relevant to the action.

It is important that the participants understand the different meanings and forms of expression of values in society before starting the exploration.

As a follow-up, you could select the most interesting and significant values on the basis of which you can develop real “community actions” to bring a small, real change within the context.



DESIGNING AND CONDUCTING
EDUCATIONAL
ACTIVITIES ON VALUES

DESIGNING AND CONDUCTING EDUCATIONAL ACTIVITIES ON VALUES

TWO EXAMPLES TAKEN FROM #TEVIP PROJECT

After presenting the project, TEVIP's point of view on values and their importance in our contemporary context, the methodology and TEVIP methods, in this last paragraph we provide you with two examples of educational activities. We believe that these two educational activities can be useful guidelines to structure and to plan long-lasting training events which deal with TEVIP issues and which make use of some of the methods proposed in the manual.

The methods proposed in the manual, as a matter of fact, are designed to be used, combined and included in a training path, be it a youth exchange or a training course for trainers, or more. The selection of the methods to be proposed must be based on the context and needs of the group and, above all, must follow a flow that facilitates learning: the moments of "thinking" must be balanced with moments of "relaxing"; more demanding activities must be followed by lighter activities, and so on.

The success of the educational activity, whether aimed at young people or teachers, youth workers or educators, depends, to a large extent, on the ability of the team of facilitators to tailor and balance the proposal well through the careful choice and the adaptation of the methods, and on the educational flow.

In the next pages you will find two training paths developed and tested during the implementation of the TEVIP project:

- » **A youth exchange** held in Poland from 1 to 6 June 2019
- » **A training course** for trainers carried out in Italy from 4 to 7 November 2019

The two experiences are only examples of a workflow! This means that they must not influence the work and creativity of each trainer / educator, who, when planning his/her own educational activity, will be free to do it by following his/her own objectives according to the participants' needs and interests.

Although aimed at different target groups, the global process of each of the two training initiatives is based on the following logic:



This logic is applied to each of the "phases" in which the two examples are structured.

To start off the work on values, a moment of introspection and personal reflection is proposed, which, moving from activities that stimulate direct experience, leads to reflection on individual values, "My values and I" (possibly shared within of the group). Only after this phase, activities related to "European values and I" are proposed, which, also starting from experience, can have, according to the previously set goals, the objective of discovering European values, of rethinking them or of giving them a personal meaning. The last phase is that of "Translating European values into practice": participants are stimulated to bring a change in their own territory and reality and to devise small actions to be taken in their daily lives in order to combat hatred, racism and to promote values as an engine of conscious choices.



PARTICIPANTS

34 participants from six countries aged
18/26 with different background
and experiences



TIME FRAME

Start: Saturday, June 1, 2019, 4 pm
End: Thursday, June 6, 2019, 3 pm

OVERALL AIMS

- » Enable young participants to explore their values, their approach to European values and engage with other perspectives through meaningful discussions and activities
- » Stimulate a debate among young people by challenging stereotypes, promoting critical thinking and active participation.
- » Enhance participants' awareness of their learning processes through peer exchange
- » Test TEVIP methods and evaluate their corresponding learning outcomes

GENERAL APPROACH

- » **Learner centred and flexibility:**
Focusing on the people involved in the process, their needs and expectations and adapting the programme, the activities and the contents to the group.
- » **Safe space for learning:**
Creating a supporting and challenging space for discussion and learning, where differences are valorised and each one opinion is recognised.
- » **Participation and reflection:**
Promoting participation in the activities and in the informal moments, as well as proposing tools for individual and group reflection.

WORKSHOP FLOW

1. Setting the scene

The structure of the TEVIP manual was maintained for the youth exchange, starting from the personal approach to values followed by the reflection on European values and their practice. The logic behind it is that personal experiences shape our value system and that identification is paramount to engage in constructive discourses of shared practices.

Preparing the group for the youth exchange was done throughout several activities, including ice-breakers, name games, a station-based introduction to the programme, an individual and group reflection on expectations and starting points and the set-up of monitoring tools such as a mood-map and the learning buddies, which happened in the end of each day. This block of the programme included also a team building exercise, followed by a debriefing on cooperation and communication.

2. Values and myself

Following the Learning Experience Design approach, the activity in station So Natural! was explored by the participants in order to open the box and the discussion about values. The activity included different proposals and the participants were invited to share their reflections and questions afterwards.

In order to connect individual identities to values the activity Have I ever felt it? was introduced where, using personal stories, participants share and reflect on how values are present in their life.

In the next day a snowball exercise was used to finally build a common ground on what we mean by values.

Following the need of finding different ways to explore and express our own values the exercises Debating perspectives, Build me up and Gotta play ball! were proposed to the group.

3. Values in Europe

This block of the programme was opened with a Walk and Talk exercise, followed by a plenary discussion.

In the next day the simulation Value-erosion at sea offered the opportunity to reflect on a concrete value-based dilemma in European policies and practices.

The programme continued by analyzing different national newspapers and their coverage of values. The activity was done in international groups and presented in a plenary.

4. TEVIP

The Translating European Values into Practices was designed considering different levels where participants can act based on the European Values.

The first one was the group itself, explored with the invitation to prepare a self-organised value party. The group divided into teams with different roles. The morning after, the process, including the preparation, was debriefed in order to understand which are the main challenges in translating our values into practice, together with other people.

Later, with a theatre based exercise, concrete dilemmas from participants' realities were explored.

Before closing the content part of the programme, the group was invited to think about TEVIP messages for other young people, as well as to design and share an action plan to implement once back home.

5. Collecting feedback

After each content block of the programme a feedback moment was organised, using a silent floor approach on each method used. At the end of the youth exchange, following also its objectives, a plenary discussion collected further feedback from the participants

6. Overall evaluation of the workshop

The evaluation of the workshop was carried out by closing the learning buddies and mapping out learning outcomes, by an individual evaluation form and a plenary exercise. The results were then further analysed by the team.



PARTICIPANTS

25 trainers, teachers and youth workers from more than eight countries
Diverse regarding the level of experience
Working in formal and informal learning schemes



TIME FRAME

Start: Monday, November 4, 2019, 4 pm
End: Thursday, November 7, 2019, 3 pm

OVERALL AIMS

- » Enable participants to conduct workshops on the topic of European values by themselves, using TEVIP approaches and methods
 - » Enhance participants methodological competencies in active learning and esp. in guiding simulation games or handling large groups.
 - » Exchange of experiences and views regarding non-formal learning, teaching European values and the role of the trainer
-

GENERAL APPROACH

- » **Practice and competence-oriented learning:** Testing of methods in the role of participants and reflecting on their facilitation as trainers
- » **Building an open debate on European values,** their meaning for our societies in general and for our role as trainers in a learning space
- » **Use of activating methods,** preferably those developed in the project
- » **Active role of participants** to enable fruitful exchange of views and experiences
- » **To certain extent flexible workshop plan** to be able to react on the participants' needs and expectations

WORKSHOP FLOW

1. Exchange of experiences, backgrounds and approaches to non-formal education

The participants positioned themselves towards theses on non-formal learning formats, the role of the trainer and on European values as an educational subject. For this, TEVIP method “Debating Perspectives” was adapted. The aim was to get an impression on the differences and similarities within the group.

To sum up, TEVIP approaches (e. g. use of non-formal methods, our motivation to address European values, role of the trainer) were introduced and the TEVIP method “Debating Perspectives” was explained.

2. Reflecting on participants’ individual values

The workshop “Mapping identities” (provided by Sheri Dorn and Paola Mongelli) focused on the participants’ individual values and self-image. The aim was to reveal often unconsciously determined value-sets and concepts and to open the participants’ minds for further discourses. At the same time, the experimental design of the workshop was a stimulation to think out of the box.

3. Reflecting on the groups’ values

By using TEVIP method “TOP-5-values” a line from individual to collective or shared values was drawn. Firstly, each participant picked values that he or she considers as most important.

After this, they formed small groups and agreed on a set of shared values. Finally, the whole group decided on five values they all can agree on. By this, the sense of community within the group was strengthened.

After, the method and its use in workshops with young people was evaluated on a meta level.

4. Introduction of TEVIP manual

After having used already two TEVIP methods and the respective activity descriptions the overall logic of the manual was introduced. Chapters 1 and 2 including the positioning paper were distributed and discussed.

5. Testing of TEVIP method “Values under stress”

A more complex as well as a newly developed method, “Values under stress” was facilitated with the group in order to gain a deeper understanding of the flow and the discussion points of the simulation game.

The debrief passed into a group discussion of the term “European values”. Potentially excluding implications and misunderstandings were pointed out and our purpose to focus on European values was explained. To this end, the TEVIP position paper was presented and discussed with the group.

6. Testing of TEVIP method “Conflict in the Inotican Union”

The simulation game was the second method that was thoroughly tested.

The extract of the game was followed by some input on the definition of the term simulation game in general, methodological specifics on simulation games in political education and advice on how to facilitate a simulation game.

The session ended with practical advice on how to run “Conflict in the Inotican Union” and answering participants questions.

7. Workshop planning session

Having already gained a good overview on TEVIP aims and methods, the participants planned their own TEVIP event. For this, they adapted TEVIP methods to their professional backgrounds and needs.

The results were presented and discussed in the plenary, giving feedback and further ideas to each other.

8. Testing of TEVIP method “Spaceships”

In groups, the participants developed fundamental principles and core values a political community should be constituted on.

This method was facilitated by a select group of participants. Therefore, the respective TEVIP activity description went through its baptism of fire. In addition to the debrief of the method itself, the facilitators’ group gave feedback on the usability of the TEVIP manual.

9. Overall evaluation of the workshop

The participants were asked to give feedback on five questions:

1. What did you like?;
2. What is your key message?;
3. What could have been better?;
4. What do you take home?;
5. What came up short?

© 2017-2020 planpolitik, #TEVIP - Translating European Values into Practice
© 2020 DARE Democracy and Human Rights Education in Europe, DARE Blue Lines

Sharing is caring: if you copy or further distribute this publication, please always refer to www.tevip.eu and www.dare-network.eu websites as source and acknowledge the “#TEVIP” project as authors

For contact information for each language of #TEVIP:

English: europa@planpolitik.de office@dare-network.eu

German: europa@planpolitik.de

Italian: educaredirittiumani@gmail.com

Polish: sylvia.zmijewska-kwireg@ceo.org.pl

Project coordination: Helen Böhmler and Annegret Menden / planpolitik

Editor in chief: Silvia Volpi / Rete Educare ai Diritti Umani

Editor DARE Blue Lines: Ramón Martínez / DARE Network

Graphic design: Lucía Armiño



Co-funded by the
Erasmus+ Programme
of the European Union

The project #TEVIP has been funded with support from the EU-ERASMUS+ programme [2017-1-DE04-KA205-015011]. This publication reflects the views of the authors only and the European Commission cannot be held responsible for any use which may be made of the information contained therein.