



# PROJECT GUIDEBOOK

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**2017**  
**Limassol, Cyprus**



Dear Youth worker,

During 2017-2018 Erasmus+ KA1 Youth work mobility project “No More Whispers: Spreading EU Goodness” was implemented. With this guide we would like to share moments of training course that was implemented in 19-25 April 2017 in Limassol (Cyprus). During which 36 youth workers from Cyprus, Spain, Italy, Serbia, Romania, Georgia, The Netherlands, Montenegro, Czech Republic, Poland and United Kingdom were trained, shared their ideas, knowledge, get to know each other. Here you will find some useful tool to use in work with young people and increase their skills on teamwork, understanding critical thinking, differences and similarities, negotiation. You will find the outputs of group work that was done by creative participants.

Whole “No More Whispers” team would like to wish to encourage more discussion on EU, to be united in our differences and increase support.

EU4U team

2017





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## ABOUT PROJECT

Project dates: 01/04/2017 – 31/12/2017

Project number: 2016-3-CY02-KA105-000913

Website: <http://dorea.org/dorea-erasmus-projects/no-more-whispers/>

## SUMMARY

Today's Europe is being challenged by a growing mistrust between communities and institutions, and an inability to act together effectively. The ideology of European integration has succeeded in raising a generation of "European youth", yet Europe's real diversity is not understood by its citizens. We believe that together in partnership and inviting Europe on Track initiative can encourage active citizenry as well as establish direct contact between young people and decision-makers and a bidirectional communication channel where not only young people's voice will be heard, but also the European youth can get a better understanding of the European construction.

This project focused on bringing partners from different parts of Europe (EU and non-EU) who are taking role as ambassadors of Europe and informing and interviewing young people about their vision of the Europe of tomorrow through videos, who are raising awareness on positive impact of EU, opportunities for young and elder. What is important, bringing views from simple people to wide audience, to European Commission that voice of the citizens would be heard as well.

The objectives of the project are to:

- Inform young Europeans about the evolution of the European community and facilitate critical reflections on Europe's present state;
- Bring a new understanding to the diversity of Europe and beyond - societal acceptance towards other cultures outside Europe (the migration wave being a challenge for our future together);
- Grasp the wishes and aspirations of young Europeans by conducting interviews in both written and video-formats and turning them into recommendations for decision-makers;
- Train active youth workers how to interpret information sources about EU, how to approach and present this information to youth, how to become better voice of EU to citizens.





## THE PARTNERSHIP



Cyprus (Limassol)

[DOREA Educational Institute WTF](#)



Spain (Valladolid)

[Asociacion DESES-3](#)



Italy (Puglia)

[Associazione Culturale PAN](#)



Serbia (Belgrade)

[Centre for International Public Policy](#)



Romania (Iasi)

[ASOCIATIA Zig Zag prin Romania](#)



Georgia (Tbilissi)

[Caucasus International University](#)



The Netherlands (Utrecht)

[VERENIGING Nationale Jeugd Raad](#)



Montenegro (Podgorica)

[Education and Training Centre/Centar za obuku i obrazovanje](#)



The Netherlands (Amsterdam)

[Stichting Diversiteitsland \(DL\)](#)



Czech Republic (Lázně Bohdaneč)

[Young Leaders CZ, z.s.](#)



Poland (Krakow)

[Stowarzyszenie MŁODZI.EU](#)



United Kingdom (Worcester Park)

[Hanta Associates Ltd](#)





DOREA would like to thank all “No More Whispers: Spreading EU Godness” project TC participants who took part in the training acourse and became more aware on how they function, how they are as persons and professionals, in a way that they can improve themselves when working with youngsters.

We wish all youth workers to do not hesitate and create possible project ideas among partners (programme and partner countries) and implement their own created ideas at their local community!





## TRAINING TOOLS & SESSIONS

Project team would like to share some training sessions & tools that youth workers can use in their work while designing new inclusive educational programme as well as during their work with young people.

### Derdians & Engineers

This game is a simulation of a meeting of two cultures. Find the key to foreign cultural behaviour, analyse the effects of meeting with a foreign culture. A team of engineers goes to another country in order to teach the people there how to build a bridge.

*Resources needed:* Strong paper (cardboard), glue, scissors, ruler, pencil, game descriptions for Derdians and engineers, two rooms.

*Group Size Minimum:* 12 people, who are divided into two groups.

*Time:* 11 /2 - 2 hours, including debriefing.

#### *Step-by-step*

1 Depending on the size of your group, have 4-8 people play a team of engineers, who will teach the Derdians how to build the bridge. They receive the instructions for the engineers and are brought to a separate room.

2 The rest of the group will be Derdians. They receive the Derdian instructions. If you have too many people, you can also make a team of observers, who just watch and take notes. These observers should not be introduced to the Derdian culture beforehand, so keep them with the engineers in the beginning.

#### *Reflection and evaluation (Debriefing):*

After the game the two groups of participants take a piece of flipchart and note their comments to the following three points:

1.) Facts 2.) Feelings 3.) Interpretations





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- The following points should be discussed in plenary:
- We have a tendency to think that others think the way we do.
- We often interpret things right away, without being aware of the differences in cultural behaviour.
- How were the roles distributed/What role did I take? What does that reveal of my identity? Did I feel comfortable with my role?
- Is that image I have the same that was perceived by the others?
- What influence did my cultural background have on the role I took on?

Instructions for Derdians and engineers can be found [here](#).

## Communication Styles

*Overview:* The purpose of this specific workshop is to increase the quality of the connection with other people, by improving the effectiveness and the efficiency of the act of giving and receiving information. This goal is achieved through a focus on how each communication style gives information and prefers to receive it. All throughout this workshop the trainer performs in a way that connects with all different communication styles (when giving and receiving information). The purpose is that the trainer matches the group when interacting in a general and/or an individual way. The main method used on this workshop is experiential learning or “learning by doing”. Upon receiving the necessary input participants will go through exercises and assignments (individually, in pairs or in small groups), so that they assimilate this new input through practice.

*Time:* 3 – 4 hours (including the presentation about different communication styles and features and the communication style test)

*Number of people:* up to 40

*Tools needed:* Presentation, handouts, markers, flipchart, projector, spacious training room with enough space to have people working in pairs.

*Directions and set up:* The workshop is divided into 5 main parts: 1) Introduction; 2) Main input on communication and communication styles; 3) Practice; 4) Reflections & closing of the workshop.

### 1) Introduction Personal introduction





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The trainer presents himself in a way that includes elements appealing for all the four communication styles. During this presentation he should bring a story illustrating his personal connection with this workshop: what makes him deliver it, what is his motivation. As well as general overview of the workshop - the goal, the method used, the structure and the contents of the workshop are presented to the participants.

## 2) *Main input*

### Communication

A definition of communication is offered along with input on how communication takes place.

### Communication styles

Short introduction on what are communication styles – the features, characteristics, etc. Introduction to the test.

### Communication styles test

The participants fill the test in order to get their communication style. First, they fill out the first two pages with the list of words. Only when everyone finished they are given the results page with the grid. The way to fill the grid is explained by the trainer by drawing on the flipchart. After finishing the test they will be given handouts to read in the order that they were given. For this they will have a break.

### Input on communication styles

The main focus is on how each of the styles gives information and likes to receive it. In order to create a personal reflection the trainer has to make a connection between the result suggested by the text, the inputs in the given handouts and the personal context of the participants.

## 3) *Practice*

There are different exercises for this. We introduce few on them:

### STYLES AROUND ME – INDIVIDUAL EXERCISE

Trainer asks participants:

- To think about your daily back home, about the people they usually communicate with. Of these people make a list of five people that they communicate the most with







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- To identify those 5 people communication styles
- To think which are the elements that work in the way they communicate with them? (Trainer gives personal examples)
- To think what are the elements that are most appealing for you in the way they communicate with them?

Debriefing: Ask participants to share examples.

## THE STORY OF MY LIFE

Trainer ask participants to:

- Choose a pair who does not understand their native language.
- Stand up facing each other. Choose who's A and B.
- A starts by telling the story of his/her life in native language during 2 minutes. B has match A's body language
- (2 minutes later) "Now A choose another communication style to tell the story of his/her life. Be attentive to the non-verbal and vocal communication characteristics of that style when you tell the story. B once again has match A's body language"
- (2 minutes later) "Now A and B swaps. B will tell the story of his/her life in his/her own style"
- (2 minutes later) "Now B choose another communication style to tell the story of his/her life. Be attentive to the non-verbal and vocal communication characteristics of that style when you tell the story. A once again tries to match B's body language"

Debriefing: Trainer ask participants to reflect in pairs:

- How did you experience it? (optional)
- In which style was your pair communicating at the first? What leads you to that conclusion?
- In which style was your pair communicating secondly? What leads you to that conclusion?





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## Introduction to debates

The simulation of a debate aims to give the participants to look to various issues EU countries and non-EU countries are facing nowadays, showing the similarities and differences the countries have due to their approaches towards these issues.

This activity also aimed to give the participants the opportunity to experience a formal debate, develop skills in expressing complex opinions and ideas in their own words and build confidence in public speaking.

For this activity, no specific tools are needed. This activity requires only big room and one moderator of discussion. You can choose/write the statements you would like participants to discuss depending on current events in Europe/world context.

For this specific “No More Whispers” training, we have chosen several topics, of course not all of them were discussed due to the time limits. The topics were:

1. Racism is a huge problem in the world, which can never be solved;
2. I believe that European Union lacks opportunities for youth development;
3. I believe that European Union shall reinforce border control again;
4. I think that my education gave me enough knowledge about EU and its functions;
5. I can imagine myself working in one of the EU institutions in the future;
6. It is possible to fully solve the youth unemployment issue in Europe;
7. Belonging to European Union slowly demolishes unique national traits of each individual country;
8. I would rather take unpaid job, which I like and which gives me benefits, than get paid a lot, but do something that won't give me joy;
9. It is possible nowadays for EU to ensure cyber-security and the protection of personal data;
10. There should be financial aid provided for those countries that border other non-European Union countries;
11. European Union will be better after Brexit;
12. I believe that European Union does a lot for its citizens;





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13. I believe a better surveillance system is required in European Union, regarding recent terrorist attacks in Europe;
14. I believe European Union is making a progress regarding its digital future;
15. I think European Union needs more reforms;
16. I think EU membership should be geographically limited to only European countries;
17. I believe that European Union helped in bringing peace to the continent;
18. I feel European;
19. I believe Immigrants and refugees will divide Europe;
20. I believe Eurozone is good for the economy.

### Simulation of parliamentary debate (by Marcelo Yamada)

The simulation of a parliamentary debate aims to give the participants to look to a social, economic or environmental issue in political perspective, once they have to get their ideas. Thus they will have to figure out a way to get their law proposals approved by the other participants (Members of Parliament – MP). The MPs will organise themselves into different parties, discuss their ideas between them so that they can write their law proposals and try to have it approved.

This activity aims to give the participants the opportunity to experience a formal political debate in order to empower them with some rhetorical skills and to solidify their critical spirit towards political matters.

#### *Before the debate:*

1. Choose a theme around which the participants will discuss as Members of Parliament.

(Examples: youth unemployment; gentrification; high rates of illiteracy; sea pollution)

2. Split the participants into different political parties according to their point of view.

- The themes chosen to this activity tends to be very controversial. Knowing that, the participants should be given some time for them to gather with others with similar ideas to solve the issue to be discussed.
- The other option and also the simplest way to have the participants split into parties is organising them into different groups following the self-counting method. Although, this is





not the best way to have to parties created, once it could create some clashes between MPs of the same party.

3. The participants, being at this time split into groups, will start working as politicians inside their party.

3.1. The members of each party will be given 30 minutes for them to discuss their ideas of how they, as law-makers, could solve the issue.

3.2. Afterwards, they will be given another 30 minutes to write a law with two articles with three sub-articles each.

\*Example:

#### Article 1 (Safeguards in criminal procedure)

1. Criminal procedure shall ensure all the safeguards of the defence, including the right to appeal.

2. Every accused person is presumed innocent until the sentence in which he was convicted has transited in rem judicatam, and must be tried as quickly as is compatible with the safeguards of the defence.

3. Accused persons have the right to choose counsel and to be assisted by him in relation to every procedural act. The law shall specify those cases and phases of procedure in which the assistance of a lawyer is mandatory.

#### Article 2 (Habeas corpus)

1. Habeas corpus is available to counter misuse of power in the form of illegal arrest, imprisonment or detention. Application for it must be made to the competent court.

2. Application for a habeas corpus order may be made by the person so arrested, imprisoned or detained, or by any citizen in possession of his political rights.

3. Within a time limit of eight days of an application for habeas corpus, the judge shall rule thereon in a hearing that shall be subject to the adversarial principle.

3.3. After having the laws written, each group will be given 10 minutes to design a logo and to name the party they are member of. Each party should have its own colour so that they can be distinguishable.





*Organising the debate:*

After having their law proposals written, each party will present them and try to have it approved by the votes of the other MPs.

1. The order of the parties to present their law proposals should be chosen randomly.
2. Each party has to choose a MP to stand and read their law proposal.
  - After that, other MP of the same party will be given 2 minutes to explain their plan to get the issue solved in order to try to convince the other participants why is it worth it voting their law through.
  - Each of the other parties will be given 2 minutes to make questions, to dispute or simply to make their statement towards the law being discussed at the moment.
  - The party proposing the law will have one minute to answer each of the other parties.
  - The discussion comes to an end when every party will already have direct their opinion to the party proposing a law at the moment.
3. After the discussion has ended, the voting process starts.
  - For each round the party should decide if they will be voting per MP or per party, depending of the internal disparities of ideas inside each party.
  - The counting of the voting will be done per head and not per party. So, if a party choose to vote as a party (and not by MPs), the votes will be counted according to the number of MPs this party has.
  - It should be given one minute for all the parties to decide how they will vote.
  - The voting starts when the moderator asks: “Who approve it”, “Who vote against it”, “Who abstain”.
  - After the votes have been counted the moderator comes to the conclusion if the law proposal of the current party has been approved or not.
4. The next party presents its law proposal and the debate and following voting process restart.





## Fake news Workshop

The work needed to effectively filter information in our media-saturated environment takes time and skill. A recent study showed that the more content we consume, the more our ability to make decisions about its veracity becomes impaired. With 80% of Europeans now regularly going online, it is vital for the sustainable and effective functioning of democracy for citizens to be able to curate their media diets with a healthy critical eye. The workshop aims to increase participant media literacy and critical thinking skills by asking participants to spot “fake news” and describe the possible characteristics of such news.

*Resources needed:* Flipchart paper, magazines, glue, scissors, ruler, markers.

*Group Size:* 36 people, who are divided into 6 groups.

### *How it works*

Every group gets the assignment to create a news article on a flipchart, as if it is the front page of a newspaper. In their assignment, they all get a different grade of reliability (\*Correct order: most reliable - 4 - 2 - 1 - 3 - least reliable\*). BUT: they have to try to seem as reliable as possible, while meeting the criteria in the assignment. They also get one of the subjects, which they should use for their article (if they have a better idea themselves, they can also use it with approval of a trainer). Every group only gets to see their own assignment. After the presentations of the articles, the groups have to judge each other and make a ranking of reliability of the 4 articles. The group who guesses this most accurately, receives a prize.

Subject A. The company Apple has gone bankrupt

Subject B. An airplane of AEGEAN Airlines has gone missing in the Bermuda triangle

Subject C. There is a new cure for AIDS, based on treatment with marijuana

Subject D. The Brazilian team of athletes has used doping during the Olympics

Subject E. Turkey has been accepted as a new member of the European Union

Subject F. Mexico accepted to pay for the wall on the Mexico – USA border





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#### Group 4

Create a news article on a flipchart, as if it is the front page of a newspaper. Try to be as convincing as possible, BUT: you have to meet the following criteria:

- Mention a reliable source (unbiased, first-hand, research-based, etc.)
- Don't mention your own opinions
- Mention facts that have been checked
- You can choose an interesting title, but it is not your goal to attract attention. You are no 'click-bait'!

The flipchart has to contain:

- The name of the newspaper (you can make it up yourself)
- The title of the article
- A drawing (as a picture)
- A few key sentences

#### Group 2 - 5

Create a news article on a flipchart, as if it is the front page of a newspaper. Try to be as convincing as possible, BUT: you have to meet the following criteria:

- Mention another newspaper as source
- Make your article slightly biased/opinionated
- Mention facts that are generally known by the public (but not necessarily have been checked)
- Choose an interesting title, but don't make it too sensational (you are no 'click-bait')

The flipchart has to contain:

- The name of the newspaper (you can make it up yourself)
- The title of the article
- A drawing (as a picture)
- A few key sentences





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### Group 1 - 6

Create a news article on a flipchart, as if it is the front page of a newspaper. Try to be as convincing as possible, BUT: you have to meet the following criteria:

- Mention a source, which has not been verified
- Show a clear bias/opinion
- Mention 'facts' that might or might not be true
- Choose a title that attracts attention ('click-bait')

The flipchart has to contain:

- The name of the newspaper (you can make it up yourself)
- The title of the article
- A drawing (as a picture)
- A few key sentences

### Group 3

Create a news article on a flipchart, as if it is the front page of a newspaper. Try to be as convincing as possible, BUT: you have to meet the following criteria:

- Don't mention any source
- Give opinions, which are not based on arguments
- Mention 'facts' that are not true (or deny facts that are true)
- Make it as sensational as possible, 'click-bait'
  
- You can even make it into a conspiracy theory if you want!

The flipchart has to contain:

- The name of the newspaper (you can make it up yourself)
- The title of the article
- A drawing (as a picture)
- A few key sentences







## MOMENTS

DOREA Team invites you to take a look at the videos created by training course participants to show the possibilities created by EU. With these videos, we aimed to promote EU as a whole mechanism in EU and non-EU countries.



*1. No more whispers: promoting EU "Mobility"*

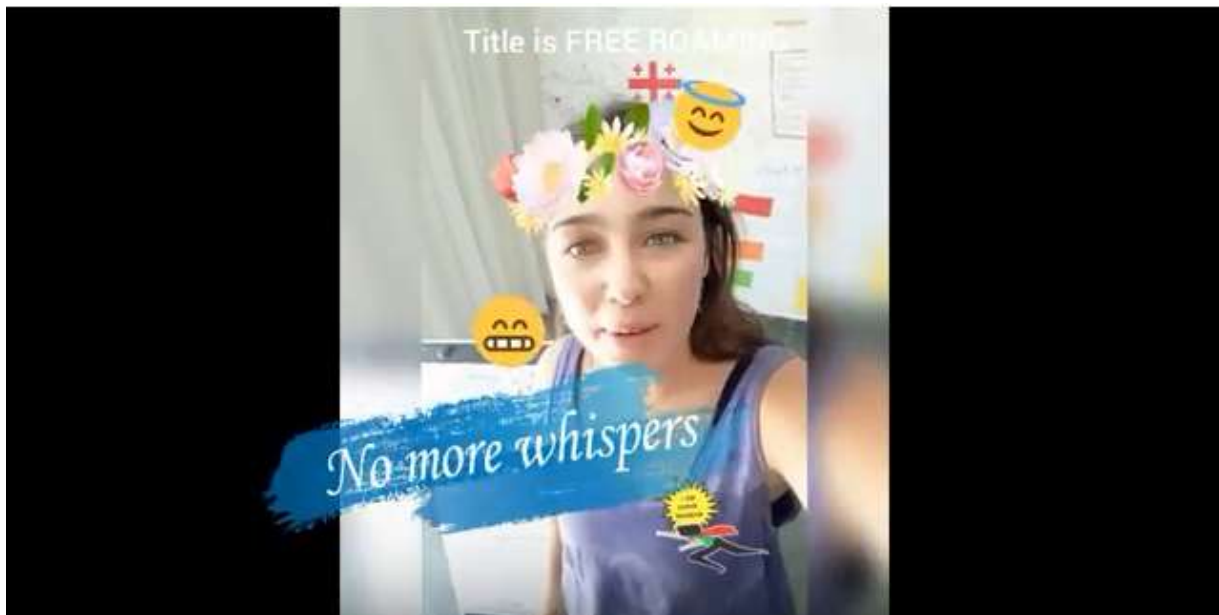




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*2. No more whispers: promoting EU "Expectations vs. Reality"*



*3.No more whispers: promoting EU "Free roaming"*





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*4. No more whispers: promoting EU "One more step to education"*



*5.No more whispers: promoting EU "Europe is making progress"*





You can see more moments from the training course here.



Erasmus+ KA1: No More Whispers



Erasmus+ KA1: Social City



Erasmus+ KA1: Open Education



Erasmus+ KA1: Great team needs a great coach



Erasmus+ KA1: Enter Unity - EU4U



Erasmus+ KA1: Working in Europe!!

**Thank you** all participants and partners  
for making this project memorable and inspiring!

