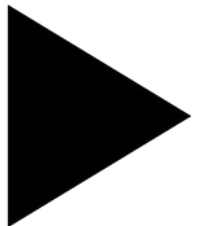




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OWAR FUTURE



**GLOBAL CITIZENSHIP
EDUCATION
LEARNING UNIT**

FEELING THE FUTURE



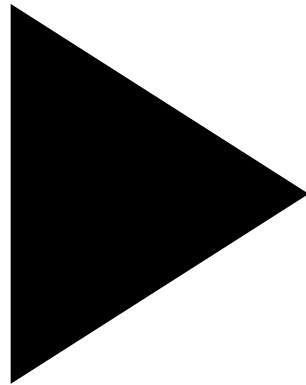
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FEELING THE FUTURE



GLOBAL EDUCATION

Global Education (GCE – Global Citizenship Education), as defined by UNESCO, is a form of education that is essential in today's interconnected and culturally diverse societies.

It is an educational approach that aims to develop young people's awareness of living in an interconnected world, where local and global challenges are closely linked.

It is not just a matter of acquiring information, but of promoting a critical, supportive and responsible attitude towards the issues of our time, such as inequality, climate change, social justice and peace.

Global Education invites us to look at the planet with a sense of belonging and responsibility, promoting citizenship as an ethical and participatory dimension, which recalls the idea of being “citizens of the world”.



The aim of global education is to educate citizens who are not only able to understand the ever-changing world, but also to contribute to transforming it positively.

Thanks to “Our Future” project, we developed a GCE programme co-designed and tested in Italy, Morocco and Tunisia, on the issue of the future built on 3 steps:

- Thinking the future to promote knowledge and awareness about the global future(s),
- Feeling the Future to explore feelings and emotions of young people about the future, and
- Acting the Future to foster active citizenship to promote personal and community change.

The activities offer young people the opportunity to reflect on their identity and the role they can play in an increasingly interconnected future, where challenges cannot be tackled alone. Through targeted activities and tools, the young people are able to link their personal experiences to global issues, imagine sustainable and inclusive futures, stimulate creativity and imagination to think about alternative scenarios, and at the same time strengthen transversal skills such as collaboration, intercultural communication and critical thinking.

INTRODUCTION

In recent years, youth have increasingly faced complex and globally interconnected challenges such as climate change, migration, international conflicts, strained international relations, and weakening of democratic values. This complexity makes it challenging for young people to envision possible solutions, fostering anxiety and undermining confidence along with their sense of self-efficacy.

This Global Learning Unit focuses on **socio-emotional development** as a key foundation for shaping a positive relationship with the future. It supports young people in **expressing and understanding their emotions** about what lies ahead, while helping them build an emotional vocabulary and strengthen nonverbal communication and empathy. Through guided reflection and experiential activities, participants will **recognize and manage their emotions** connected to global and personal events, learning tools for emotional regulation and acceptance. Most importantly, this unit encourages awareness of **shared human values**, nurturing the emotional readiness and motivation needed to take meaningful action in protecting global well-being and creating a hopeful, responsible future.

Feeling the Future consists of three sessions, each lasting two hours. Beginning with an exploration of how people experience and respond to different life situations (session 1), the learning unit introduces participants to emotional vocabulary, nonverbal communication, and empathy. Session 2 guides participants in transforming personal emotions into motivation for social change. Finally, session 3 encourages them to take small, concrete steps toward building a future they consider more desirable for themselves and their communities.



STRUCTURE

DURATION	SESSION TITLE	CORE OF THE SESSION
2h	<i>1. Reading emotions</i>	Participants learn to recognize emotions, develop empathy and non-verbal communication.
2h	<i>2. A day in the future: from emotions to actions</i>	Participants connect with their own emotions about the possible futures and learn to transform emotions into motivation for social change.
2h	<i>3. A message to future me</i>	Participants are inspired to use their emotions to identify small steps and commitments towards creating a desirable future for all.

IMPORTANT FACILITATION NOTES

Know your group

Before starting, gather as much information as possible about your group. Young people facing structural barriers or living in highly disadvantaged conditions may feel increased frustration if the discussion reinforces a sense that their future is beyond their control or too daunting to navigate with the resources they have. Carefully assess whether these activities are appropriate for the group. If you decide to proceed, ensure you have a support network in place to manage any difficulties that may arise.

Consider diversity

Language barriers and cognitive barriers, may require additional time and alternative communication strategies. Plan accordingly and remain flexible. If relevant, consider prioritizing hands-on and visual activities. These formats allow meaningful participation without relying heavily on abstract language. As a reverse, consider physical-disabilities and make sure to create engaging activities accessible to all.

Adapt for group size

Larger groups naturally affect dynamics and timing. Before each session, adjust exercise durations accordingly. As a general rule, allow approximately one or two minutes per participant for each round of sharing or discussion.

Monitor energy levels

Stay attuned to your group's attention span. Incorporate breaks or brief energizers as needed to maintain engagement, or to decompress from tensions. A well-timed pause can restore focus and emotional balance.

Create a safe space

Some activities may touch on sensitive issues, especially for young people who have experienced vulnerability. Pay close attention to participants' levels of engagement, and recognize both emotional expression and withdrawal as valid responses. The primary goal is to nurture visions of inclusive and humane societies. Adjust the pace and depth of activities so that everyone can participate positively and meaningfully. Be ready to offer guidance or refer participants to specialized professionals if needed. If serious distress arises (panic, tears, or breakdowns), calmly pause the session and create a diversion (e.g., a short break, a game, switching to a practical task). Return to the situation later to offer reassurance and help make sense of what happened. Remember: your role is not to follow the program rigidly, but to guide young people through a meaningful and safe learning process.

Be prepared and flexible

Prepare materials and display, settings, and timing in advance, but leave room for adaptation. If an activity doesn't go as planned, don't force it—slow down, change approach, or ask participants how they would like to proceed.

Take care of the learning setting

Whenever possible, prepare the space in advance — arrange chairs in a circle, organize materials, and display them visibly. Welcome your group into a warm, well-prepared environment that invites participation and learning. Co-create the group's rules of participation with your participants, ensuring everyone feels ownership and clarity.

Refer back to these shared agreements whenever needed to support positive group dynamics and respectful interaction.

SESSION 1

READING EMOTIONS

OBJECTIVES

- Foster socio-emotional development
- Building emotional vocabulary, nonverbal communication skills, and empathy
- Help participants express their emotions related to the future
- Provide tools for accepting and managing their emotions

TIMING AND PROGRAMME

TOTAL TIME: 2 HOURS	
5 MIN	WELCOMING AND INTRODUCTION OF THE LEARNING UNIT
30 MIN	EMOTIONS AND DISPLAY ENERGIZER
30 MIN	EMOTIONS CHARADE
30 MIN	FOUR QUADRANTS
25 MIN	CLOSURE

ACTIVITIES DESCRIPTION

WELCOMING AND INTRODUCTION OF THE LEARNING UNIT - 5 min

Start by greeting the participants and thanking them for joining the session. Present yourself and why it is important to you to spend this time to collectively explore the emotions related to the future with them. Ask participants to make a round of introduction by saying their name, the pronouns they want to be used to address them and how they feel about being there, in that moment. Once the introduction is over, thank them again and emphasize how important each participant's contribution is for the richness of this time together.

Ask participants to propose and discuss the rules of the group for a respectful, inclusive discussion. Write them on a board/poster and ask participants make a pledge to respect them.

Explain to the participants how the Units is composed, how many times you will meet and give a general idea of what you will do in this time together.

EMOTIONS AND DISPLAY ENERGIZER -30 min

Ask participants to walk randomly around the room/space and to listen for your instructions. Explain that once you give an instruction, each person should stop and carry out the instruction in a pair with the first person they encounter.

Once the pairs have completed the instruction, clap your hands to signal that participants should move on again and find another person when the next handclap comes. Continue this pattern throughout all the different instructions.

SESSION 1

Give these four separate instructions in a row:

1. "Find a person and tell each other a compliment." Remind participants to create pairs and give each other a very brief compliment. Once you clap, they carry on to do the same with another person. This continues for 4-5 compliments given and received by each participant.
2. "Find a person and tell them something good that happened or is happening to you (e.g., 'I had ice cream for lunch'), but with a sad, crying expression." Let them repeat for 2-3 encounters.
3. "Find a person and tell them something a bit negative that happened or is happening to you (e.g., 'it is extremely hot outside'), but with a happy, cheerful expression." Let them repeat for 2-3 encounters.
4. "Find a person and tell each other something fantastic that is going to happen or is planned very soon in your future (e.g., 'I am going to graduate next month')." Then add: "When I clap, find another person and tell the happy story that you were just told, but as if it was your story—taking the other person's story as your own, speaking in first person." Let the keep exchanging stories, each time taking the new story as their own. Let them repeat for 4-5 exchanges.

Ask participants to form a circle. Invite anyone who wants to share the story that left an impression on them, telling it in first person. If someone in the group wants, they may also share some feelings about the exercise and how they felt in being represented or potentially misrepresented by others.

EMOTIONS CHARADE - 30 min

Place a bag with the situations at the center of the circle and the wheel of emotions (Annex 1 and Annex 2). Ask participants if they are familiar with the wheel of emotions. If not, ask them to look at it and explain that during the exercise they can look at it, if they find it hard to name the emotion they need to portray/guess.

Ask each participant to pick one situation from the bag and to keep it secret. Invite participants to portray through facial expressions and body language the emotion they would feel in that situation, one at a time. The rest of the group should try and guess the emotion. Once they've identified it, briefly discuss what physical cues helped them recognize it—was it the posture, facial expression, hand gestures, or something else? Ask participants if they would have chosen to portray a different emotion. Let the group discuss on the fact that similar situations can be experienced with different emotions and that the same emotions can be expressed in opposite ways.

Make sure everyone gets a turn both expressing and guessing emotions. Keep rounds to about 3 minutes maximum per rotation to maintain energy and focus throughout the group.

If energy lags, introduce variations such as:

- Guess the emotion based only on vocal tone (no words, just sounds)
- Multiple people acting on the same situation

SESSION 1

Use your judgment to read the room and adapt as needed.

Ask participants how recognizing these emotional cues can help in real-life interactions. Encourage participants to think about how understanding body language can improve communication and how this awareness builds empathy.

FOUR QUADRANTS - 30 min

Distribute one A4 sheet to each participant.

Ask them to fold the sheet two times to create four quadrants.

Ask participants to draw something in the 1st quadrant, that answers the question “How do you feel about your future?”. Participants have 3 minutes to draw.

Then tell them to draw in the 2nd quadrant something to show the answer to “How does this emotion affect you?”. Participants have 3 minutes to draw.

When they are done, ask to draw in the 3rd quadrant “one emotion you want to change”. Participants have 3 minutes to draw.

Lastly, instruct them to draw in the 4th quadrant “one step you can take to change that emotion”. Participants have 3 minutes to draw.

When participants are done drawing, they can share what they drew. Each participant has 1 minute to tell about it. Sharing is not mandatory.

Close this exercise by thanking the participants and stressing the importance of small steps and consistency for giving direction to one’s life and making change, both on a personal and broader community level.

CLOSURE - 15 min

Ask participants to share if they felt particularly connected to something someone else shared.

Allow for questions from participants and open comments. Encourage them to share their opinions, both positive and negative, and to express any doubts that they may have.

Ask participants to share one thing that surprised them during the session, and to express with one word how they found the exercises.

If this is your first meeting with the group, gather feedbacks from participants on the session in terms of time, activities, rhythm, by asking them if they would like something to be different the next session. Adjust future sessions accordingly, if possible, to maximize engagement.

SESSION 1

TIPS FOR THE YOUTH WORKER

Remind participants that exploring emotions may feel uncomfortable for some. While humor can be a natural way to express discomfort, it's important to stay mindful and respectful—allowing space for others to be vulnerable without judgment.

MATERIALS

- Annex 1 - Situations cards
- Annex 2 - Wheel of emotions
- Papers and markers, pens



SESSION 2

A DAY IN THE FUTURE: FROM EMOTIONS TO ACTION

OBJECTIVES

- Help participants expressing and acknowledging their emotions related to the possible futures
- Provide tools for turning their emotions into motivation for change towards desirable futures and positive community action

TIMING AND PROGRAMME

TOTAL TIME: 2 HOURS	
5 MIN	INTRODUCTION
45 MIN	NEWS GLOBAL
10 MIN	THE LINE OF HOPE AND FEAR
55 MIN	FROM EMOTIONS TO ACTION
5 MIN	CLOSURE

ACTIVITIES DESCRIPTION

INTRODUCTION - 5 min

Ask participants what they remember from the previous workshop and give them a brief summary of what happened. Remind them the rules chosen during the previous session and ask if they want to add something.

NEWSGLOBAL - 45 min

Welcome the participants to the newsroom of the future! Start the role play by telling the group that they will impersonate journalists working for 3 different newspapers. They will need to create the front page of a newspaper dated exactly 10 years from now (Annex 3). They need to imagine what is happening in the world in 10 years. Tell the group they will have 15 minutes to create their front page.

Participants can use cut pictures from magazines and newspapers, markers, and post-it to make a front page that includes:

- Titles and subtitles
- A couple of lines of text to describe the main news
- Images or drawings
- A future advertisement

Remind participants to make sure their front page includes all the elements needed to catch the attention of readers: text, images, big titles. Suggest they start by identifying the news they want to tell and then proceed with creating the news, choosing the images, etc. Help the group with time management by telling them when 5 minutes are left so they can finalize their work.

SESSION 2

After 15 minutes, ask each newsroom to present their newspaper to the other groups. Give each group 3 minutes to talk, then place their newspaper on the wall (or on the floor at the center).

You can use an alarm clock or an hourglass to keep the time and ensure everyone gets equal presentation time.

After the presentations are over, put some emoji icons on the ground (see Annex 4).

Ask participants to imagine that they are really living in that future. Ask them to identify the emotions they would feel while reading the future newspapers and place emoji icons on each page to represent those feelings.

When participants are done placing their emotions, ask them to comment why they chose each emotion.

Listen carefully to their responses and close the exercise by underlining how important is to connect imagined futures with their emotional responses, building deeper awareness of how different futures would make them feel and what futures they would prefer.

THE LINE OF HOPE AND FEAR - 10 min

Ask young people to start thinking of their own future. Stick a paper tape line on the ground, crossing the room. Place two “hope” and “fear” signs (Annex 5a and 5b). Ask participants to choose their position on the line answering to the question: How do you feel about your future?

When all have taken their place, he asks them to look at each other. Who wants can comment (but the youth worker allows only limited contributions). The youth worker also asks to focus on whether they feel different about their own future and humanity’s future itself.

FROM EMOTIONS TO ACTION - 55 min

Divide participants in groups of 4/5 participants each and ask them to individually think of a moment in their community where they felt a strong emotion (ex, frustration, hope, anger, pride) in the face of a challenge, a change or an opportunity.

The group is then invited to choose the most relevant situation for all from the ones that have been shared. Ask participants to also identify, as a group:

- The situation chosen
- The emotions they felt
- Why it mattered to them
- Then give each group annex 6 table and ask them to write:
- What skills or strength did they use or could they individually have used in this situation?
- What change did they want to achieve for their community?
- What could they do differently if this happened again?

When they are all done, ask someone from the group to volunteer and share with the other groups.

CLOSURE - 5 min

Ask participants to share one thing that surprised them during the session, and to express with one word how they found the exercises.

SESSION 2

TIPS FOR THE YOUTH WORKER

- Some participants might share difficult emotions. Bring tissues and be prepared to receive all types of sharing with empathy. Thank participants for their courage and acknowledge the group for creating a genuinely safe, caring, and supportive space.
- Never pressure anyone to share if they don't feel ready.
- If you think music could help your group focus or set the right tone for self-reflection, prepare a playlist to play softly in the background. Make sure to download it in advance to avoid interruptions or advertisements.

MATERIALS

- Pencils, markers, paper, post-it, tape, glue, scissors, paper tape
- Annex 3 - Newspaper front page
- Annex 4 - Emojis printed and cut out
- Magazines and newspapers, with pictures
- Annex 5a and 5b - Hope and fear sign printed out
- Annex 6 – Skills, Change, To do



SESSION 3

A MESSAGE TO FUTURE ME

OBJECTIVES

- Strengthen the ability to envision desirable personal and collective futures
- Identify practical steps toward achieving desirable futures
- Foster self-awareness, mutual appreciation, and a sense of collective responsibility for shaping a shared desirable future.

TIMING AND PROGRAMME

TOTAL TIME: 2 HOURS	
10 MIN	INTRODUCTION
40 MIN	SMALL ACTION FOR BIG STEPS
30 MIN	WORD-CLOUD: OUR DESIRABLE FUTURE
10 MIN	A MESSAGE TO FUTURE ME
20 MIN	COMPLIMENT HOT SEAT
10 MIN	CLOSURE

ACTIVITIES DESCRIPTION

INTRODUCTION - 10 min

Ask participants what they remember from the previous workshop and give them a brief summary of what happened. Remind them the rules chosen during the previous session and ask if they want to add something.

SMALL ACTIONS FOR BIG STEPS - 40 min

Ask the participants to divide themselves in the same working groups of the last session. Give back to each group their work on Annex 6 and ask them to read it together and briefly discuss any changes they would like to propose.

When they are ready to move forward, ask them to propose and discuss what concrete, small action each group could take to positively influence the selected situation. To support them, you can share some examples: organize a listening circle, create a peer-support group, post positive messages in the community, propose a small awareness campaign, propose to organize an awareness raising event or even a small service to the community, etc.

After they have discussed it for a while, ask each group to fill in a simple Action Map (Annex 7): Emotion – Challenge – Strengths – Small Action – Impact

Once they are ready ask each group to present their work.

SESSION 3

WORD CLOUD - 30 min

Back to the circle, ask participants in light of what they explored so far, what they would like their personal future to look like in 15 years. Let them share.

Ask participants to imagine how they would like their community to be like in that same future, 15 years ahead. Let them share.

Place a big poster at the center and some markers, ask them to create a word cloud with the keywords of their desirable futures. Ask them to write in bigger characters and at the center the most common desires, but allow to also write down very important individual ambitions in smaller characters.

Provide post-its and ask them to write down what they think is important that they start doing today to make sure that the future looks like what they desire. Cluster ideas and read aloud. Ask for opinions.

A MESSAGE TO FUTURE ME - 10 min

Provide a postcard (Annex 8) and ask participants to write a brief message for their future self, they can either write an encouragement or a small commitment to motivate self-accountability. Ask participants to hide it somewhere they know they will find it later in time.

COMPLIMENT HOT SEAT - 20 min

Create a safe and positive space where participants can practice giving and receiving genuine compliments to strengthen self-esteem and group connection.

Arrange chairs in a close circle. Explain the "hot seat" activity and set clear guidelines:

- Each participant takes 1-2 minutes in the center (according to the number of participants and the time left).

- The others offer specific and meaningful compliments or words of thanks, focusing on how that person has participated and interacted during the session and how they contributed to the shared experience of the learning units.
- The person in the center only responds with "thank you" (no self-deprecating comments).

You, as the facilitator, should be the last to speak. Make sure that every participant receives at least one compliment or word of appreciation. If they don't receive feedbacks from other participants, be ready to underline each participants' strengths and positive contributions to the group dynamic.

CLOSURE - 10 min

Display three posters at the center of the circle, labeled "Treasure," "Trash," and "Stirring Pot." Hand out post-its and invite participants to reflect on their experience in this Learning Unit. Ask them to write one thing they will treasure for the future, one thought or feeling they are ready to leave behind, and one thing they need more time to fully understand or elaborate. Once they have written their reflections, they should place their post-its on the corresponding posters. Encourage participants to share their thoughts aloud if they wish—whether positive or critical—and to express any doubts or questions they may still have.

If time allows, ask everyone to complete the sentence: "When I think about the future, I feel..."

Conclude the activity by gathering feedback and thanking participants for their openness, contributions, and the meaningful experience shared together.

SESSION 3

TIPS FOR THE YOUTH WORKER

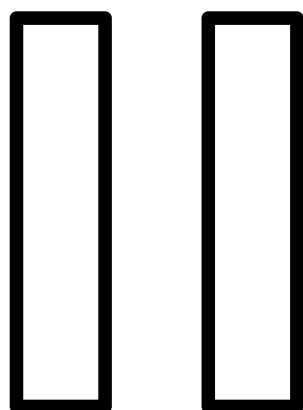
- Throughout the session take note of positive contributions to groups dynamics for each participants to prepare meaningful feedbacks for the “compliment hot seat” exercise. If you want, you can write them on small papers and give each participant his/her own at the end of the session, as a gift/reminder of their value to the group.

MATERIALS

- Pencils, markers, paper, post-it, posters
- Annex 7 - Small Action – Impact
- Annex 8 - Postcard



ANNEXES

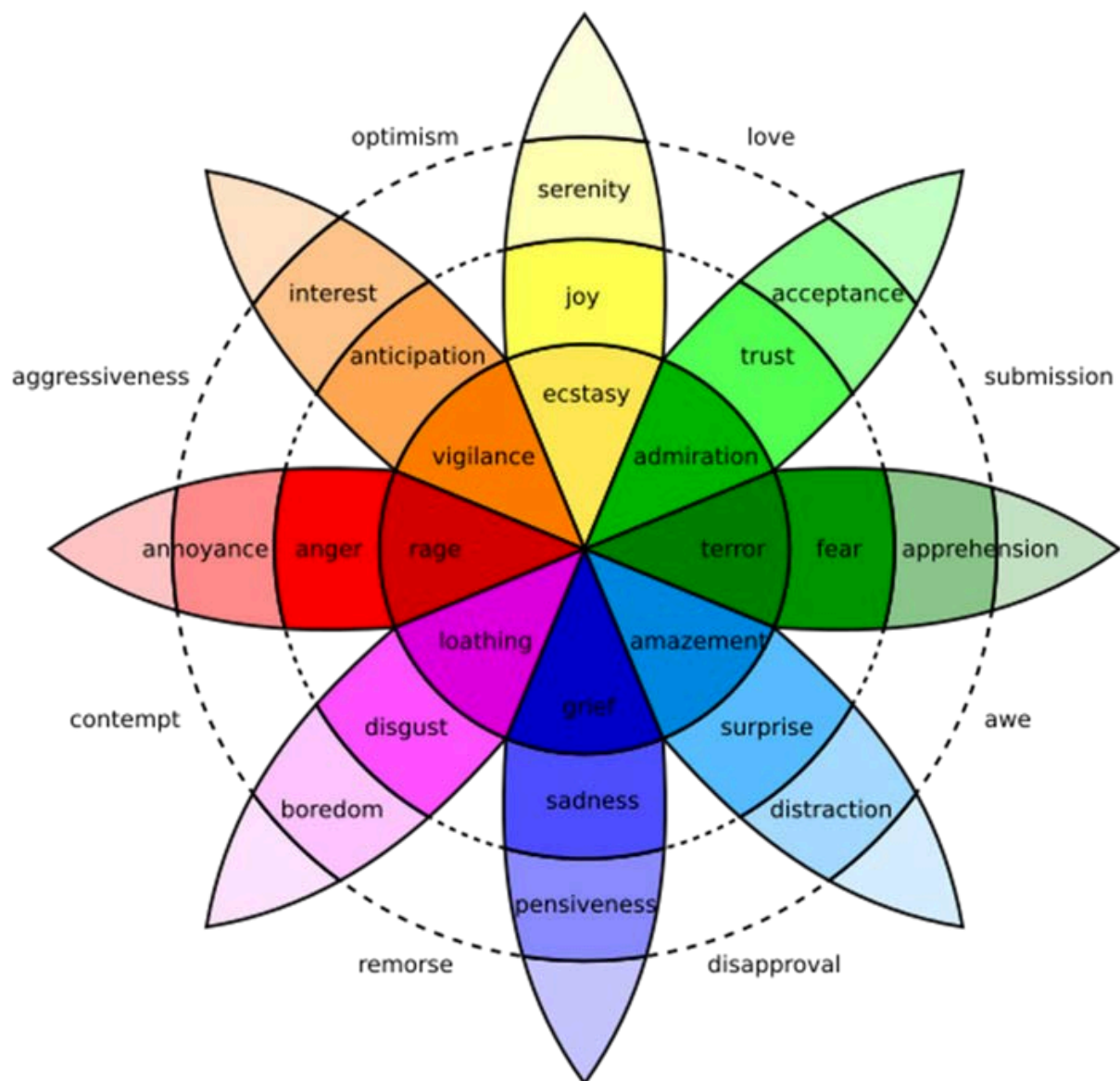


Annex 1 - Situations cards

Print and cut out all questions in advance. Fold them individually and put them in a box.

How did you feel the first time you met your best friend? How did you act?	How did you feel on the first day of school? How did you act?	How did you act the first time you felt injustice?	How did you feel on your first trip without your parents? How did you act?
How did you feel the first time you remember helping someone?	How did you feel when you received your favorite gift as a child? How did you act?	How did you feel when you accomplished something difficult for the first time?	How did you feel the first time you performed in front of an audience?
How did you feel when you had to say goodbye to someone important? How did you act?	How did you feel when you tried a food you disliked as a child? How did you act?	How did you feel when you got lost in a public place as a child? How did you act?	How did you feel when someone stood up for you? How did you act?
How did you feel when you failed at something you really wanted to succeed at? How did you act?	How did you feel when you had to apologize for something you did wrong? How did you act?	How did you feel when someone surprised you with something special? How did you act?	How did you feel when you had to share something you didn't want to share? How did you act?
How did you feel when you overcame a fear? How did you act?	How did you feel when you made a new friend in an unfamiliar place? How did you act?	How did you feel when you witnessed someone else being treated unfairly? How did you act?	How did you feel when you accomplished something you worked hard for? How did you act?

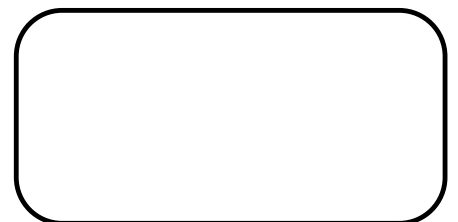
Annex 2 - Wheel of emotions



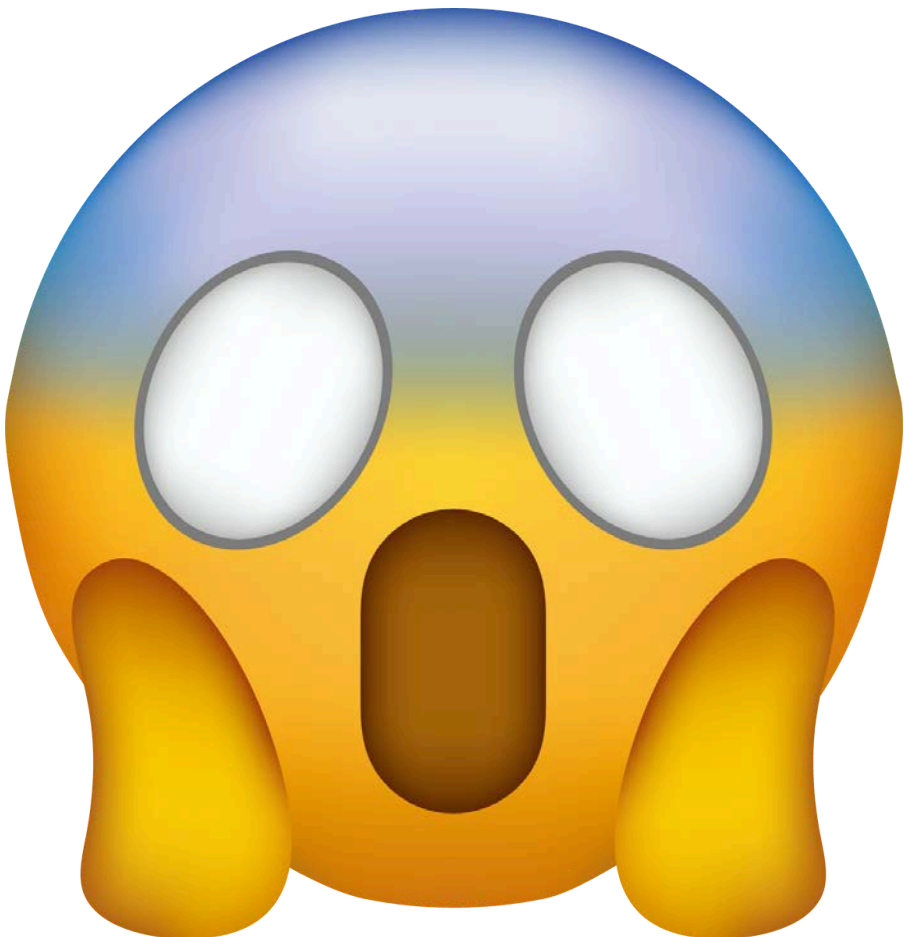
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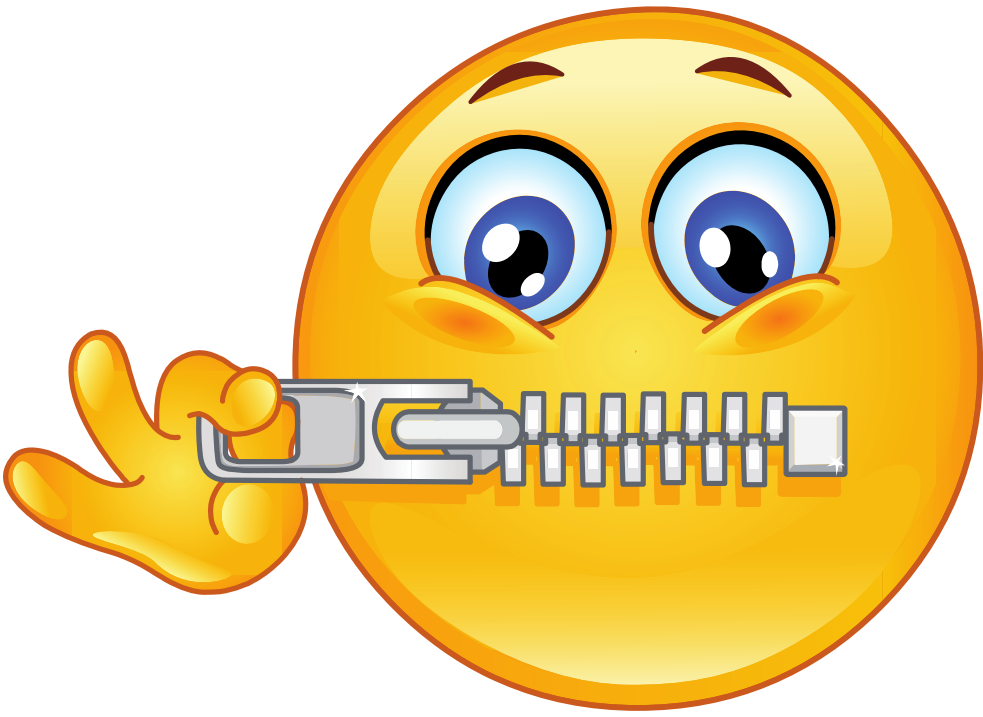
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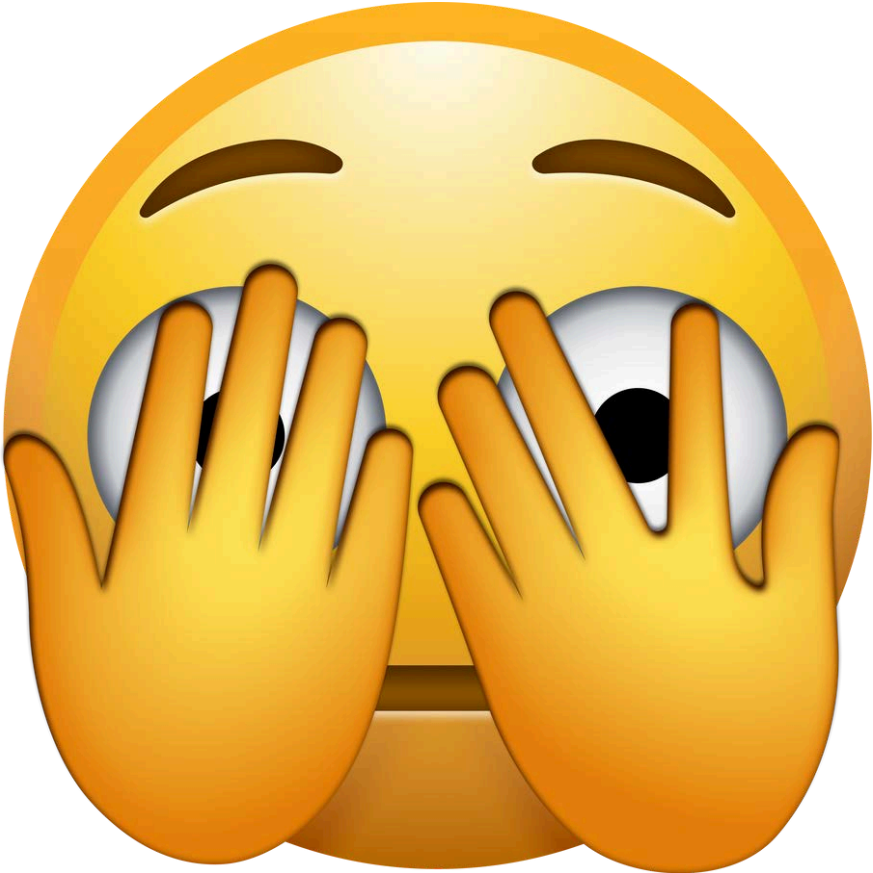
NEWSGLOBAL

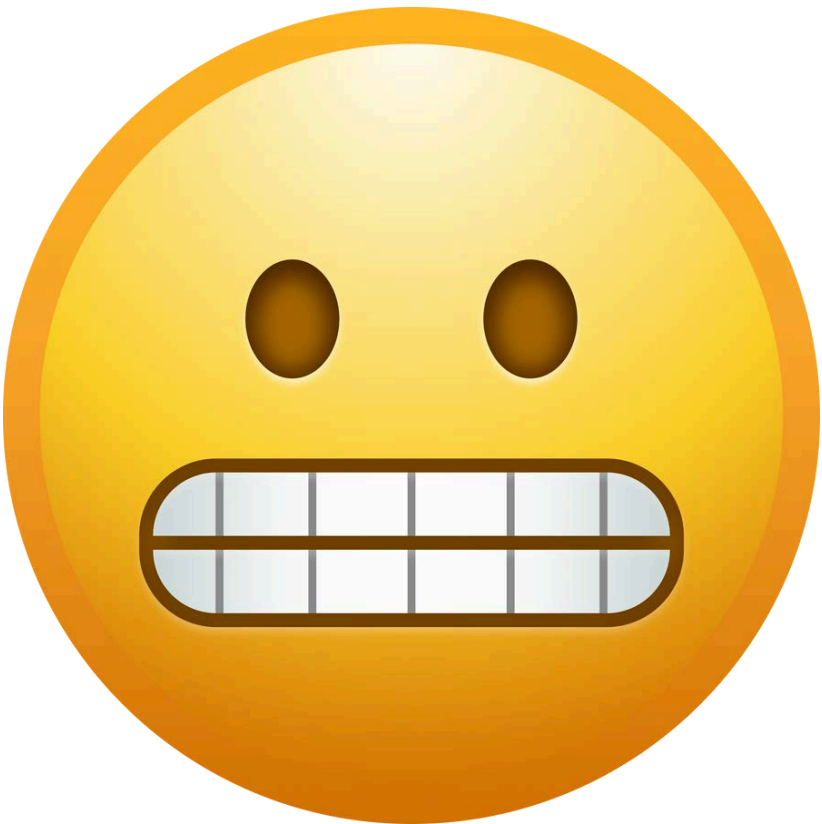












FEAR



HOPE



What skills or strenght did you use/could you have used?	What change did you want to achieve for your community?	What could you do differently if it happened again?

Annex 7 - Small Action – Impact

CHALLENGE	EMOTION	STRENGTH	SMALL ACTION	IMPACT

