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**GLOBAL CITIZENSHIP
EDUCATION
LEARNING UNIT**

ACTING THE FUTURE

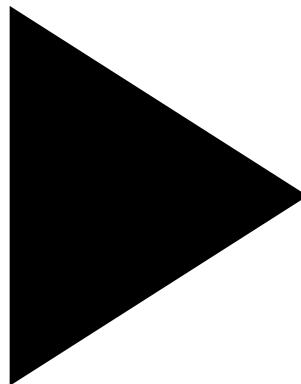


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ACTING THE FUTURE



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

Acting the Future is the third step of the Global Citizenship Education (GCE) programme developed through the *Our Future* project. After *Thinking the Future*, which builds awareness and understanding of global trends, and *Feeling the Future*, which explores emotions, hopes and fears connected to what lies ahead, this module focuses on **action**—on giving young people the tools, confidence and motivation to actively shape the future they want to see.

In an increasingly **complex and interconnected world**, where global challenges require collective responses, it is essential that young people see themselves not only as observers, but as **active citizens** capable of **driving change**. *Acting the Future* invites participants to move **from reflection to engagement, from imagining to creating**. Through role play, discussion, and teamwork, they will identify areas where they can **make a real impact** and **learn how to plan and carry out actions** that amplify their voices, to initiate change in their own life and in their community.

This module offers young people the opportunity to explore the values that guide their actions, strengthen their sense of agency, and connect personal aspirations with global responsibilities. By fostering creativity, critical thinking, and cooperation, *Acting the Future* supports participants in becoming proactive changemakers—capable of transforming awareness into action and contributing to building sustainable, inclusive and peaceful futures for all.

Acting the Future consists of three sessions, each lasting two hours. Beginning with an exploration of global inequalities and everyone's citizenship role (Session 1), the learning unit move forward the values which can transform our societies (Session 2). The Session 3 offer a space to plan a concrete step for change.



STRUCTURE

DURATION	SESSION TITLE	CORE OF THE SESSION
2h	1. Step Up!	Participants discover personal and collective power, understand inequalities, and recognize everyone's role in creating fairer futures
2h	2. Values in Action	Participants learn to identify core values, imagine desired futures, and transform ideas into realistic actions.
2h	3. Future in Our Hands	Participants plan concrete steps toward change, strengthen personal commitment, and reflect on confidence and progress.

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

STEP UP!

OBJECTIVES

- Increase awareness of inequalities and privileges in society
- Develop empathy and understanding of different life situations
- Encourage reflection on equity, justice, and collective responsibility
- Promote active engagement for more inclusive and fair communities

TIMING AND PROGRAMME

TOTAL TIME: 2 HOURS	
15 MIN	WELCOMING AND ICE-BREAKER
50 MIN	TAKE A STEP FORWARD
40 MIN	OVERCOMING BARRIERS TOGETHER
15 MIN	CLOSURE

ACTIVITIES DESCRIPTION

WELCOMING AND ICE-BREAKER - 15 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 discuss about the future with them. Present the session and the its objective.

To kick off the session in an engaging and light-hearted way, begin with a fun icebreaker that encourages cooperation. Ask participants to sit in a circle and explain that together you will create a sound storm — using only your bodies and listening carefully to each other. Begin by gently rubbing your palms together, making a soft wind-like sound. The person next to you should copy your sound and continue doing it. Each participant, one by one, joins in as the sound travels around the circle. When about two-thirds of the circle are making the sound, introduce a new sound: lightly tap one finger on the palm of your other hand (imitating the first raindrops). Continue in this sequence, waiting for the sound to travel around the circle each time before changing: two fingers tapping – rain gets stronger; hands on thighs – heavier rain; stomping on the floor – thunderstorm! Encourage participants to keep their rhythm and energy, listening to each other so the sounds overlap naturally. Once the “storm” has reached its peak, slowly reverse the sequence: stomping, hands on thighs, two fingers, one finger, rubbing hands, silence.

This will make the storm fade and the wind return, ending in calm.

SESSION 1

Let the group sit quietly for a moment in the silence after the storm. Then invite a few reflections:

- How did it feel to create something together without speaking?
- What helped you stay connected to the group?

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.

TAKE A STEP FORWARD - 50 min

Distribute one character card to each participant (see Annex 1). Explain that each card represents a different person in society. Ask participants to take a few minutes to imagine themselves as that person. In a calm, low voice, guide their imagination with reflective questions such as:

- What was your childhood like?
- What sort of house did you live in?
- What did your parents do for work?
- What kind of lifestyle do you have?
- Where do you live?
- How much money do you earn each month?
- What do you do in your free time?
- What excites you?
- What are you afraid of?

Ask participants to stand in the middle of the room, behind a line you mark on the floor. Explain that you will read a series of statements describing situations or events (annex 2). Instruct them on how to move: "If your character can answer yes to the statement, take one step forward. If not, stay where you are."

Read each statement slowly and clearly, pausing between them so participants have time to move and observe their positions.

Continue until all statements are read.

Invite participants to look around and notice where they are standing in relation to others. Give them a couple of minutes to step out of character before starting the debrief.

Guide a discussion using questions such as:

- How easy or difficult was it to play your character?
- How did you imagine what the person you were playing was like?
- Does this exercise mirror society in some way? How?
- Which human rights were at stake for your character?
- What first steps could be taken to address these inequalities in society?

Before moving to the next activity, remind participants that each character's situation represents only one moment in their life journey. One moment in their life journey does not define who they are and who they will become.

OVERCOMING BARRIERS TOGETHER - 40min

Ask the group which profiles took fewer steps forward. Discuss why those characters were unable to move as much. Explore which situations were most challenging. Ask how the chosen country or context influenced the opportunities their character had.

Arrange two tables. Provide markers and large sheets of paper or tablecloths for notes.

Display on each table an image showing the difference between equity and equality (Annex 3).

SESSION 1

Assign a table host to each table. The host remains at the same table throughout and summarizes previous discussions for new participants. Assign each table one of the following questions:

1. What strategies can be implemented on a personal level (daily life)? How could you support a friend with that profile?
2. What can we do as communities to ensure equal opportunities for everyone?

Divide participants into three groups and assign each group to a table. Allow 15 minutes for discussion at each table before rotating. When groups move, the table host summarizes previous points and guides the new discussion. The hosts of the two tables quickly cluster ideas and tell the whole group what came up in each discussion.

CLOSURE - 15 min

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

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.

TIPS FOR THE YOUTH WORKER

- Highlight participants' contribution, and appreciate honesty and vulnerability, without forcing it
- Make sure to perceive and convey the positive elements
- If you are working with teenagers from disadvantaged backgrounds who might strongly identify with marginalized characters, adapt the characters and the debrief to focus on empowerment and positive action. Acknowledge emotions such as anger or frustration and guide the conversation toward strength, resilience, and agency (use Annex 4 for an alternative debriefing. Apply it flexibly, selecting only the most relevant questions).

MATERIALS

- Poster for rules
- Annex 1 - Characters card step forward
- Annex 2 - Situations
- Annex 3 - Inequality, equity, justice
- Annex 4 - Alternative debriefing
- Pencils, markers, papers/posters, post-it (etc.)

SESSION 2

VALUES IN ACTION

OBJECTIVES

- Identify and share core personal and collective values
- Stimulate creativity and collaborative imagination
- Encourage critical and strategic thinking
- Develop teamwork and consensus-building skills
- Promote active citizenship through concrete actions

TIMING AND PROGRAMME

TOTAL TIME: 2 HOURS	
10 MIN	INTRODUCTION
20 MIN	VALUES MATTER
30 MIN	BEST AND WORST SOCIETIES WE CAN BUILD
50 MIN	MY POWER, OUR ACTION
10 MIN	OPEN FEEDBACK AND 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.

VALUES MATTER - 20 min

Show participants a list of values (that is, the fundamental beliefs and principles guiding an individual's or group's behavior, decisions, and attitudes – see Annex 5a and 5b). Provide each participant with two post-its and ask them to write one value on each. Invite them to reflect on the question: "Which value must not be missing from the future society you would like to live in?" and to place their post-its at the bottom of a poster. Once everyone has contributed, ask participants to read all the post-its and select the one value they consider most important. They should then move that post-it to the top of the poster and explain their choice. If a participant moves up a post-it that already reflects their own choice, they should add a "+" symbol to it. Afterward, ask: "Among the values that reached the top of the poster, which one would you be willing to fight for?" Each participant has one vote. Finally, facilitate a group discussion to reach a shared decision on the final value. If the group remains divided between two strong values, allow them to continue working on both.

SESSION 2

BEST AND WORST SOCIETIES WE CAN BUILD - 30 min

If the group selected two values, ask participants to choose and join the group that will work on the value that is more important to him/her.

Each of the two groups is then invited to split in two smaller groups. The youth worker tells participants that they are now living in the future. In 10 years from now:

- Group 1 will need to imagine a society where their chosen value is the most important thing. Everything revolves around it. How does this society work? Who are the most esteemed people in this society? How do people treat each other's? How could daily situations develop, such as going out for a coffee or having a walk outside, work there?
- Group 2, on the contrary, will need to imagine a society where the chosen value is totally ignored, irrelevant to people. How does this society work? Who are the most esteemed people there? How do people treat each other's? How could daily situations develop, such as going out for a coffee or having a walk outside, work there?

Give a short time for brainstorming to create their imaginary society, keeping in mind also the megatrends challenges and opportunities they learned about.

If the group has access to the internet and mobile phones, the youth worker can invite participants to create a prompt with their ideas and use AI (such as ChatGPT or another tool) to generate a short text—no longer than ten lines—describing their future society. They should choose a specific fictional writing style (for example, in the style of The Lord of the Rings, as a short drama, or as a news report). If the group does not have internet access, or if it is a particularly creative group, they can carry out the same activity using only their imagination and collective creativity.

Afterward, invite the young people to briefly share their scenarios—either in two larger groups (if they have been working on two values) or in plenary (if they have been focusing on one).

After scenarios have been shared, ask participants to think about how they would feel living in a world without their most important value. If time allows it, they can share it in pairs.

Remind them how important it is to live in a society that organizes around values we hold dear because this allows us to thrive authentically, to feel a sense of belonging, and to contribute meaningfully to a shared future.



SESSION 2

MY POWER, OUR ACTION - 50 min

Invite participants who wish to do so to share how they felt during the previous activity. Then, distribute Annex 6: Worksheet – Skill, Small Thing, Action-, and give the young people a few minutes to individually respond to the first two questions, each on a separate post-it:

- One skill they possess that could help bring their chosen value to life in society and make it more central ten years from now.
- One small thing they could do to restore, protect, or strengthen that value in their community.

After this moment of individual reflection, divide participants into the two main groups (if they are working on two values) or keep them in plenary (if working on one).

Ask participants to form pairs. Each person should propose one action idea to make their chosen value more central in today's society to their partner, and together they must agree on which of the two they would prefer to organize. Then, invite each pair to join another pair and share their chosen idea. The new group of four must once again agree on a single proposal. Next, groups of four should merge into groups of eight and repeat the same process until they reach one final proposal that everyone agrees on.

Now, ask participants to collaboratively complete the third question on the worksheet. Starting from the idea they have chosen, invite them to consider a three-month time frame for organizing it. Encourage them to reflect on whether the idea is feasible within this period.

If it seems too ambitious, guide the group to narrow the focus and identify a version of the idea that can realistically be achieved given their available time, resources, and people. The final, feasible idea should be written in the third column of Annex 6, describing one small group action they can carry out within the next three months to make their chosen value more central in today's society. Examples might include watching and discussing a film, organizing a school event, or starting a petition.

OPEN FEEDBACK AND CLOSURE - 10 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 exercise.

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.

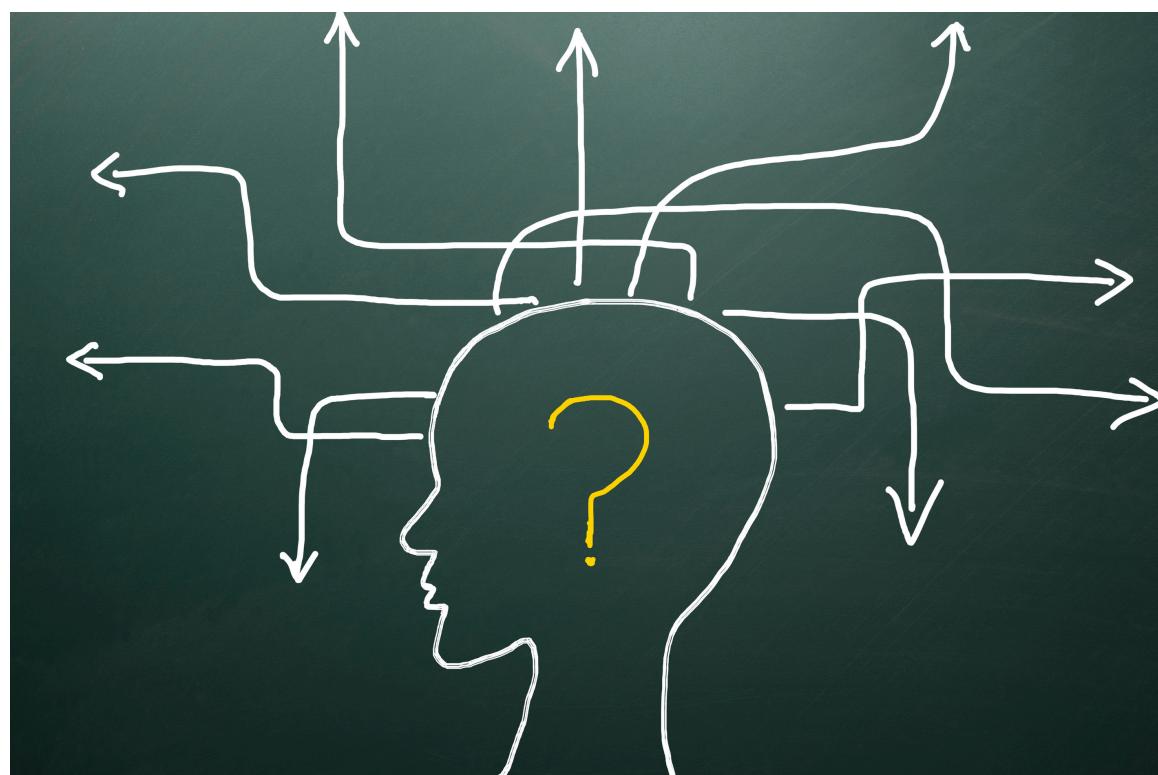
SESSION 2

TIPS FOR THE YOUTH WORKER

- Ensure that everyone remains actively engaged throughout the process. Remind participants that collective decision-making often requires letting go of part of their initial ideas. Support them in reaching a compromise that feels meaningful to all, so the group can move forward with shared motivation and commitment. While some people are more able to achieve this on their own, quieter voices might need help in not giving up on something that is too important for them due to group dynamics.

MATERIALS

- Pencils, markers, paper, post-it, posters
- Annex 5a and 5b - Values
- Annex 6 - Skill, Small Thing, Action
- Devices connected to internet, if you want to allow the use of AI



SESSION 3

FUTURE IN OUR HANDS

OBJECTIVES

- Strengthen future-thinking and strategic planning skills
- Foster collaboration and collective problem-solving
- Recognize diverse roles and responsibilities in teamwork
- Develop agency and commitment toward positive change

TIMING AND PROGRAMME

TOTAL TIME: 2 HOURS	
10 MIN	INTRODUCTION
50 MIN	BACKCASTING
25 MIN	DISCOVERING ROLES
15 MIN	A PROMISE TO FUTURE US
20 MIN	OPEN FEEDBACK AND 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.

BACKCASTING-50 min

Work in plenary or divide into two groups, depending on the number of values chosen. Distribute Annex 7- Timeline- and give each group some post-its.

Participants will use the timeline to carry out backward planning, helping them understand what steps are needed to successfully organize their chosen action. Ask them to place the action they want to achieve at the end of the timeline writing its title. Then, encourage them to think backwards by repeatedly asking themselves: "What needs to happen before the action, for the action to have the conditions to take place? What should you organize/do, for it to happen?" They should continue asking this question for each previous step until they reach the present moment.

To guide their planning, ask participants to reflect on the 5Ws and How:

- What needs to be done?
- Who is responsible?
- Where will it happen?
- When will it happen?
- Why is it important?
- How will it be carried out?

SESSION 3

By the end of the activity, each group should have a clear and detailed timeline showing all the key steps, roles, and milestones required to make their action possible. Explain that this exercise is meant to help them learn how to plan an event, activity, or campaign as a team. They will not be required to organize it in real life (unless they wish to), but the goal is to develop a useful skill that can help them take action and influence the future.

After they have done, ask participants to add one “evaluation and celebration date” after the action on their timeline. Explain that when trying to create change, it is essential to take time to look back and assess what worked well and what didn’t, in order to learn and improve for the next time. Most importantly, remind them to celebrate their successes and actions — because change needs motivation fuel! Celebrating progress helps keep the energy, enthusiasm, and commitment alive for the next challenge.

To conclude, invite the two groups to share their reflections. They should explain what would be at stake if their chosen value disappeared, what humanity could gain if that value became central in societies ten years from now, and what they decided to organize and how.

DISCOVERING ROLES - 25 min

Ask participants to think about the different roles people can have in a group and show them the list of examples:

- The Leader – Takes charge, helps organize the group, and makes sure things move forward.
- The Creative One – Comes up with new and original ideas, often thinking “outside the box.”
- The Doer – Likes to plan things out, keep track of tasks, and make sure ideas actually happen.
- The Cheerleader – Encourages others, keeps the mood positive, and makes sure everyone feels included.
- The Thinker – Asks good questions, looks at problems from different angles, and helps the group make smart choices.
- The Peacemaker – Helps solve conflicts and keeps everyone working well together.
- The Quiet One – Doesn’t talk much, but when they do, their ideas are often very thoughtful and helpful.
- The Energizer – Brings excitement and motivation, helping the group stay enthusiastic.
- The Expert – Knows a lot about a specific topic or skill and helps the group with their knowledge.
- The Realist – Keeps the group grounded, reminding everyone of what’s possible with the time and resources they have.



SESSION 3

Invite them to take a few minutes to think about a time when they worked in a team — at school, in a project, or during another activity — and to reflect on what role they usually take, which role they enjoy the most, and if there is a role they tend to avoid or find difficult. Give them some paper or post-its to write short notes or keywords.

After this short moment of individual reflection, ask participants to form pairs and share what they wrote with each other.

Encourage them to give positive and supportive feedback, for example: “I see you as a Creative One because you always bring new ideas.”

Once everyone has had the chance to talk in pairs, bring the group back together for a collective reflection. Ask guiding questions such as: why is it important to have different roles in a team? What happens if one of these roles is missing? Which roles do we already have strongly represented in our group, and which ones could we strengthen?

Ask participants to go back to their filled-in Annex 6 and look at the skills they identified. Invite them to reflect on how these skills connect to the different roles in a group.

Encourage them to think about which role best matches their strengths and how they can use those abilities to support the group’s shared goals.

If you wish, create a poster with all the roles and ask participants to place their names or initials next to the one that fits them best. One role can be played by more participants. This visual helps the group see its balance and diversity, and it promotes appreciation for the variety of personalities and contributions that make teamwork effective. Remind participants that roles can change depending on the group and situation. A role does not define who they are—it simply shows how they choose to interact and collaborate toward a common goal. Emphasize that more visible or popular roles are not more important than those who work quietly behind the scenes; every contribution is essential to the success of the group.

A PROMISE TO FUTURE US - 15 min

Each participant writes on a piece of paper a promise to him/herself, writing “A small action I promise myself I will do in the next two months, to make this situation better (or to make sure we organize our action, if they decided to really do it)”. Remind the group to choose small, achievable, smart actions (Specific, Measurable, Achievable, Relevant, and Time-bound). Participants exchange their promises with another member of the group. Ask young people to take out their phones and save in the calendar in two months’ time a reminder with the text “Hi, have you kept your promise? Have you done your smart action? Time is not up! There is always a chance for change!”.

SESSION 3

OPEN DISCUSSION AND CLOSURE - 20 min

Ask participants to stand along an imaginary line in the middle of the room. This line represents their starting point — how much they know about the future and how they feel about it right now.

Invite them to take up to five steps in any direction to show their level of awareness and engagement with the future. They can move:

- forward, if they feel confident or hopeful,
- backward, if they feel uncertain or disconnected,
- sideways, if their feelings are mixed or changing.

Once everyone has moved, ask them to briefly explain their position — why they chose to move that way and how they feel about it. Encourage open sharing, including both positive and negative views, as well as doubts or concerns.

Listen carefully to each contribution. Then, before closing, invite everyone to complete the sentence aloud so all can hear:

“The future, to me, looks...”

Finally, thank them for their participation and for the insights they shared, emphasizing how much you’ve learned from their perspectives — both personally and as a youth worker. Say goodbye warmly and wish them good luck on their journey toward the future.

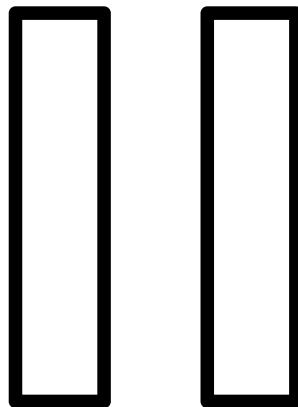
TIPS FOR THE YOUTH WORKER

- Express appreciation for individual effort and group’s achievements
- Make sure that the distribution of roles is fair and values everyone’s contribution. No one should feel stuck in a role that doesn’t suit them or that they don’t find meaningful. Encourage participants to step slightly outside their comfort zone by trying roles they wouldn’t usually take, so they can explore new ways of contributing and developing their potential. At the same time, ensure that each person also takes on a role in which they feel confident, capable, and genuinely able to contribute. The goal is to create a balanced team where everyone feels both challenged and appreciated, and where all roles are recognized as equally important for the group’s success.

MATERIALS

- Pencils, markers, paper, post-it, tape
- Annex 7 - Timeline

ANNEXES



Annex 1 - Characters card step forward

You are an unemployed single mother	You are the president of a party-political youth organisation (whose “mother” party is now in power).
You are the daughter of the local bank manager. You study economics at university.	You are the son of an immigrant who runs a fast food business.
You are a teenaged girl living with your parents who are devoutly religious people.	You are the daughter of the American ambassador to the country where you are now living.
You are a soldier in army, doing compulsory military service, against your will.	You are the owner of a successful import-export company.
You are a disabled young man who can only move in a wheelchair.	You are a retired worker from a factory that makes shoes.
You are a 17-year-old Roma (Gypsy) girl who never finished primary school.	You are the girlfriend of a young artist who is addicted to heroin.
You are a young unemployed man still living with your parents.	You are a fashion model of European origin.
You are an unemployed university graduate waiting for the first opportunity to work.	You are a fashion model of African origin.
You are a 24-year-old refugee from Afghanistan.	You are a homeless young man, 27 years old.
You are an illegal immigrant from Mali.	You are the 19-year-old son of a farmer in a remote village in the mountains.



This activity has been taken from “Compass – Manual for human rights education with young people - Council of Europe”. With respect to the original activity, a few role cards have been changed.

“Compass – Manual for human rights education with young people - Council of Europe”. MODIFIED.

Annex 2 - *Situations*

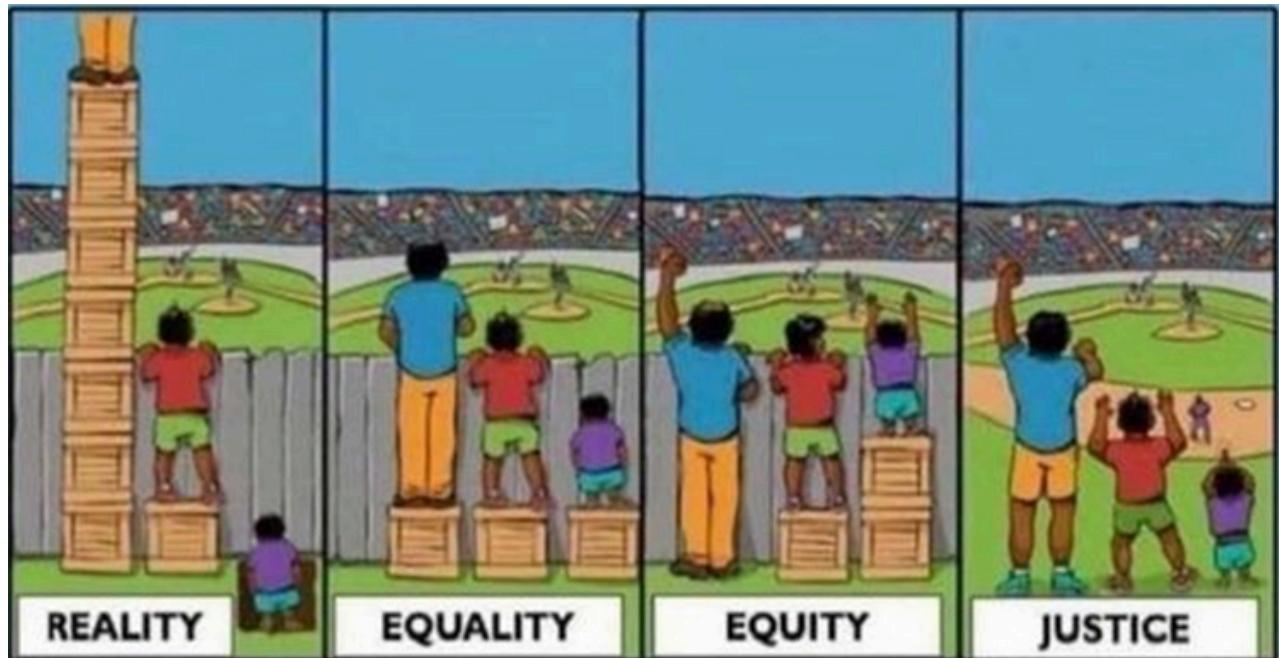
- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone and television.
- You feel your language, religion and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.
- You are free to use any site on the Internet without fear of censorship.
- You are not afraid of the consequences of climate change
- You feel that your voice and participation can influence decisions that shape the future of your community.
- You are confident that you will have decent housing in the future.
- You are confident that your family will be safe in the future.
- You are confident that it will be possible for you to choose to live in your country.
- You believe that people will continue to cooperate globally to solve shared challenges.
- You feel prepared to adapt to future changes in the world of work.
- You believe technological progress will create more opportunities than problems in your life.

Annex 2 - Situations

This is a list of human rights contained in the Universal Declaration of Human Rights (UDHR), the International Convention on Civil and Political Rights (ICCPR), the International Convention on Economic, Social and Cultural Rights, the European Convention on Human Rights (ECHR) and the revised European Social Charter (ESC).

1. *Right to life.*
2. *Freedom from torture.*
3. *Freedom from slavery.*
4. *Right to liberty and security.*
5. *Right to a fair trial.*
6. *Right to an effective remedy if a human right is violated.*
7. *Freedom from discrimination; right to equality.*
8. *Right to be recognised as a person; right to nationality.*
9. *Right to privacy and family life.*
10. *Right to marry.*
11. *Right to own property.*
12. *Right to movement of persons.*
13. *Right to asylum.*
14. *Freedom of thought, conscience and religion.*
15. *Freedom of expression.*
16. *Freedom of assembly and association.*
17. *Right to food, drink and housing.*
18. *Right to health care.*
19. *Right to education.*
20. *Right to employment.*
21. *Right to rest and leisure.*
22. *Right to social protection.*
23. *Right to political participation.*
24. *Right to take part in cultural life.*
25. *Prohibition of destruction of human rights.*
26. *Right to a social order that recognises human rights.*
27. *Responsibilities and duties of the individual.*

Annex 3 - Inequality, equity, justice



This image by @restoringracialjustice explains the difference between reality, equality, equity, and justice

Equality, equity, and justice are related concepts that describe how to treat people fairly.

- **Equality:** Treating everyone the same, regardless of their circumstances.
- **Equity:** Providing people with what they need to be successful, based on their individual circumstances.
- **Justice:** Removing barriers and creating systems that are fair to all.

Annex 4 - Alternative debriefing

This activity was originally designed for European youth and aims to uncover inequalities that participants may not be fully aware of.

If you are working with teenagers from disadvantaged backgrounds who might strongly identify with marginalized characters, adapt the debrief to focus on empowerment and positive action. Acknowledge emotions such as anger or frustration and guide the conversation toward strength, resilience, and agency.

You can use some of the following reflection questions (choose those most appropriate and do not push for answers):

- How did you feel when you had to take steps forward or stay behind?
- At what moment did you notice others moving faster or slower than you?
- How did it feel to be in your character's position?
- The situations we saw reflect real systems, but systems are made — and changed — by people. How has change happened before in your country?
- Were there barriers your character faced that felt familiar to you? What strategies have you used in your own life to overcome similar challenges?
- Even characters who couldn't move forward much still had strengths and abilities. What were your character's strengths? What could they do with them?
- What strengths do you recognize in yourself that help you in your own journey?

For example:

- Did your character speak more than one language? How could that help them in everyday life?
- Was your character raised in economic hardship? How could they use their budgeting or problem-solving skills to their advantage?
- If your character met others in similar situations, what could they do together that they couldn't do alone?
- What communities or groups could they connect with for support?
- Can you think of real people who started with limited opportunities but created positive change? Who inspires you?
- What's one small action your character could take this week to move forward, even just one step?
- Our past and present influence our future, but they don't define it. What possibilities exist for your character beyond what we saw today?
- If we played this activity again in ten years, what would you want to be different — for your character and for others?

SOLIDARITY

HUMAN DIGNITY

EQUITY

JUSTICE

INCLUSION

RESPONSIBILITY

**FREEDOM
ENVIRONMENTAL
SUSTAINABILITY**

**INTERCULTURAL
DIALOGUE**

**HUMAN AND MINORITY
RIGHTS**

**PEACE AND
NON VIOLENCE**

DEMOCRACY

**One skill you have to make your chosen value still exist
and be more central**

**One small thing you could do to restore, protect
or enhance the chosen value**

**One small action you can do AS A GROUP to make this value
more central?**

Annex 7 - Timeline

