

Activities	Non-formal and informal learning methods used
Getting to know each other Participants and team presenting them selves, learning each others names and knowing more about each other in interactive way.	Two Truths and Lie is a fun icebreaker that participants can get creative with. Each member lists two facts about themselves (these are your truths) and one lie. Everyone else tries to decide which is the lie out of the three given statements
Introduction to the training Presentation of aim and objectives of the training, Youthpass and Portfolio, expectations and fears of participant, setting up group rules, media teams, competence factory.	Open space: There will be several points around the seminar room. Participants from will circulate from point to point and at each point get theoretical input or small tasks that will help them to get the general idea about the training course.
Team building Activities to support group cohesion, decision making in the group, team work and make participants feel comfortable in the group.	Escape island: Participants are divided in 3 groups - one group is imprisoned at the deserted island from which they have to escape, they are blindfolded and cannot see. Second group is in the island in the middle of the sea, they can speak and they can see. They need to help to people on deserted island to escape it by giving them instructions and helping them to build the path over the sea. Third group is on safe mainland and they need to give the instruction to second group how to build the path over the sea and escape the island together with the group on the deserted island. They cannot talk. The aim is to find effective way of communication and collaboration in limited time and with limited resources with obstacles in order to save everyone. Mission impossible: The group gets 10 tasks which they need to fulfill together in limited period of time. Tasks support getting to know each other and development of collaboration skills, but also to know more about participants experience in the field.
ALL EQUAL – ALL DIFFERENT (Compass)	Tell the participants that the following activity is a sort of quiz, but that the purpose is not to see who has got it right and who has got it wrong; it is just a starting point. 2. Hand out or display the two quotations. Allow five minutes for the participants to read them. 3. Then ask them individually to decide: a) The source of the first text; which book or document is it an extract from? b) Which country/region of the world the author of the second text comes from? 4. When everyone is ready, ask participants to get into small groups of about three people. Give them 20 minutes to discuss and analyse their individual choices. They should think about the following questions and if possible come up with a collective answer: • Why did they choose one answer in preference to others? • What do the texts say about the authors? • Why did the authors write these texts? • What comments do they have about the texts? 5. When the groups have finished, go round collecting the answers to question a) from each group. Invite the groups to state the reasons that led them to their choices. Then repeat the round collecting answers to question b). Record the answers on the flip chart. 6. Reveal the author Said Al Andalusí (from Spain) and proceed to the debriefing and evaluation
Evaluation of the day	1. Daily reflection groups: done in 3 groups, each group led by 1 trainer. Participants will get the questions that will lead them to reflect on activities, to write down their impressions, feelings, learning points, critics, suggestions etc. 2. Competence factory: participants selfreflection as described in the application form 3. Daily team meeting: trainers discuss participant's feedback, draw the conclusions of the day, check how to respond to the participant's expectations and suggestions, discuss the planned activities for the next day
Radical vs. Extrem	Case study: Participants will be divided in 3 groups, each group will receive several images and short article to analyse and they will have to decide is it the shown case radical or extremist. After group work we will come to plenary to present and discuss results and make conclusions.
Why is violent extremism appealing to young people?	Group work: Analysis of influence of social context, economic situation, cultural/religious background and ideology on which extremism is based - 4 groups, each group is analysing one context. At the end presentation, discussion and conclusions. Presentatio of Utoya crime as an example of violent extremism since it is related to the topic of the project (this was the cause for starting No Hate Speech Movement Campaign)
Hate speech, islamophobia and radicalization: role of internet	6 thinking hats: analysing role of internet on spreading HS, islamophobia and supporting radicalization but also its relevance in combating HS, islamophobia and preventing radicalization from 6 different angles (what are the facts, what are the benefits, proces and feeling involved etc.). In the end presentation, discussion and conclusions.
Prevention and actions against radicalization and violent extremism: the role of youth work and non-formal education	Sharing good practices and tools and methods: participants will be asked in advance to prepare examples of good practices, same as tools and methods which can be used for this purpose in work with young people. Individual work: self reflection on what is my position towards this topic and what can I do as a youth worker, leader or trainer.

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Introduction to Storytelling instruments and best practices	<p>Trainers will deliver a presentation in the plenary, introducing them to the specific creative instruments of Storytelling which will represent the focus of the Training Course: Theatre, Comics, Music, Photography, and digital contents. The presentation will feature several sessions, each of which will be dedicated to presenting a specific Storytelling tool, with a particular focus on presenting best practices about its use for conveying positive social messages against discrimination of migrants and refugees.</p>
Comics in Storytelling	<p>NFE workshop wherein participants will be divided in groups. Each group will work separately on the production of a comic strip promoting an inclusive attitude towards migrants and refugees.</p>
Photography in Storytelling	<p>NFE Workshop aimed at providing participants with knowledge, skills and competences about using the power of photography as a tool to eliciting attitudes of empathy and understanding towards migrants and refugees in an immediate fashion. Participants will be divided in groups, with each group being assigned a number of pictures related to the present challenge of migrants/refugee flows, racism, discrimination and social exclusion of migrants and refugees. Each group will work in combining these pictures into a coherent story, also with the aid of Youtube videos and music. Each story will be reported on a flipchart, with the different picture put in a coherent succession, with explicative text explaining the succession of the pictures. Each presentation can be supported by Youtube videos and background music.</p>
Web Doc: Story Telling	<p>A practical session of the method of digital Story Telling (the most famous website: Bubblr, Cartoonist, Generator, etc.) digital tools and how to use them effectively in countering xenophobia and racism.</p>
Creation of a Blog	<p>Participants will create the architecture of project Blog. The Blog will be designed as a Storytelling hub containing information about the project, the partner organizations, the Erasmus Plus programme, a profile of each participant produced as a Storytelling excerpt and the stories about migrants and refugees collected by participants in the phase of preparation.</p>
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The Hero's Journey	<p>As a first step of introduction to the programme, participants will be proposed this interactive role/play based on the archetype identified by the American Scholar Joseph Campbell in the field of narrative (drama, fairy-tales etc.). The model describes the development of the experience of the typical "Hero", meaning the main character of a story. The tool is adapted so as to place the vicissitudes of a migrant/refugee in his/her search of a better life in another country at the center of the narrative. Participants will be divided in smaller groups and brainstorm on the plot of the journey according to the key points identified in the Hero's Journey scheme, as follows:</p> <ul style="list-style-type: none"> - Call to adventure: Presentation of the character and the ordinary set of relationship which make up his/her normal life. An event unsettles the equilibrium in the character's life, leading him/her to embark on a journey out of his known sphere. - Allies and Guides: The "hero" meets allies and guides providing him/her with instruments of power empowering him for the trials to come. - Threshold and confrontation: the "hero" reaches a first confrontation with the challenges of a new context. - Road of Trials: After overcoming the first challenges, the "hero" has to open his path in a world governed by rules different than his/her own, facing a succession of trials and challenges which he has to meet through the instruments acquired in the earlier steps of his experience. - Ordeal: The "hero" is faced with the most crucial, initiatory confrontation, in which his/her entire self is staked. - Return: the "hero" is faced with the choice of either staying in the new reality forever or going back to his/her own. <p>After each group of participants will have elaborated its own story, the different groups will act their plots in the plenary.</p>

<p>Simulation Exercise - The Refugee (Education Pack Intercultural Dialogue)</p>	<p>Aims</p> <ul style="list-style-type: none"> <input type="checkbox"/> To understand the reality faced by refugees and immigrants. <input type="checkbox"/> To generate awareness of the problems they face in the host countries. <input type="checkbox"/> To promote empathy and solidarity towards the situation of refugees and immigrants. <input type="checkbox"/> To look into the issues of exclusion and integration and our perceptions about different people and countries. <input type="checkbox"/> To introduce discussion about North/South imbalances and their relation to people's daily <p>Problems. Instructions</p> <ol style="list-style-type: none"> 1. Read out aloud, or hand round copies of the following story:« Miriam is a refugee in our town. She arrived two months ago from her country where she was in fear of her life because of her economic circumstances (or political beliefs). » 2. Ask people to form groups of four to six people to discuss and then to write a short story or news article about how Miriam left her country and what it is like for her living here. <p>Think about:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What Miriam's life here is like. <input type="checkbox"/> What difficulties she faces. <input type="checkbox"/> How is she being supported (or not)? <input type="checkbox"/> How does she learn the language? <input type="checkbox"/> Can she work and in what kind of job? <input type="checkbox"/> Do you think she is having an easy time? <input type="checkbox"/> How does she feel about us? <input type="checkbox"/> What do you think Miriam had to do to get to our town? <input type="checkbox"/> How did she travel? <input type="checkbox"/> Where did she find the money? <input type="checkbox"/> What were the administrative procedures? <input type="checkbox"/> What did she leave behind?
<p>Problem and Solution Trees (Youth refugee and immigration situation in each country)</p>	<p>According to a previous research, participants will present the migrant situation in their countries especially regarding the most important problems which they are facing; Discrimination, Racism, Xenophobia. The the trainer will lead a session with problem and solution tree where the participants will get to analyse the current situation and find solutions.</p>
<p>Theater Storytelling Exercise</p>	<p>Participants will recreate a standard negative example of treatment of migrants/refugees within their community. Through this theater, while presenting the negative situation, they will have to solve it through peaceful means. Presenting their idea of a peaceful resolution. Not only will this offer the facilitating staff with a better overview of the mentality of participants and their conflict resolution, but also present to other participants different ways of peaceful conflict resolution. Work will be conducted in country groups.</p>
<p>Focus Session: Mass Media role in migrants and refugees chronicle (Education Pack Intercultural Dialogue)</p>	<p>Activity 1- Every Picture tells a story: Instructions</p> <ol style="list-style-type: none"> 1. Tell the group that you are going to give each of them a picture and that, individually, they must write down what they think the picture is about, who the characters are, what is happening, where the action is taking place, etc. 2. Give each participant a copy of the first half of the picture and 5 minutes to think and write their story. 3. Now ask the participants to share what they wrote. If the group is big, this can be done in small groups of 6 to 8 people. 4. Now give out the second half of the picture and ask people to review their impressions of what they have seen. <p>Activity 2 – What do you see? : Instructions</p> <ul style="list-style-type: none"> - Pin or tape the pictures on a wall. - Give participants strips of plain paper and ask them to look at each picture in turn and then to write two alternative headlines, one positive and one negative, on separate slips of paper. - When everyone is ready stick the headlines under the pictures. - Compare the headlines. <p>Debriefing and evaluation</p> <ol style="list-style-type: none"> 1. Talk about what happened in the activity and what people learned. 2. How many different interpretations were there of each picture? 3. Did different people see different things in the same picture? When you read the papers or magazines, which do you look at first the captions or pictures? 4. To what extent do pictures show the truth of what happened in a situation? 5. How do editors use pictures to convey information, arouse emotions, provoke sympathy <p>Etc.</p>

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NFE, FE and IF and what are the main elements of the NFE?	discussing the NFE methods and the impact it has as an alternative tool for formal education now since it is the main use through the civil education, examples on using the NFE in formal context and what are the differences between NFE, FE and IF and what are their true elements focusing on education cycles, digital storytelling and inclusion.
Practical Exercise: How to counter discrimination against migrants and refugees among young people through creative Storytelling tools	Participants will be divided in to groups. Each group will work on producing original NFE tools based on Storytelling to be used by youth operators to spread attitudes of empathy, inclusion and non discrimination against migrants and refugees among young people.
Testing the NFE tools	All the group will test the NFE tool created in the previous session
Project Outcome in the Making: working on Handbook on fostering Intercultural Dialogue among youngsters through Storytelling	Participants will work on developing a Handbook on fostering Intercultural Dialogue between local youngsters through Storytelling., as a means to counter prejudice and discrimination against migrants and refugees among the youth.
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Developing project ideas and networking	Theoretical input and group work: Before starting to develop their project ideas, trainers will give theoretical input about project management cycle and how to set logical frame (needs assessment, aim, objectives, matching the E+ priorities). After that, participants will go back to groups formed on the expressed project idea topics and will start to develop narrative part of the application.
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Final evaluation	Reflection, open space, questionnaire: before starting evaluation of the whole training, we will shortly remind ourselves what was everything what we were doing in last 1 week and what are the results. After that, participants will relect on each of the element (topics discussed, methods used, competences and accessibility of trainers, food, accommodation etc) done in a form of open space - around the seminar room will be placed flipcharts with 1 element and questions to reflect upon: was it good, what could have been done different, what was missing.... We will also check expectations and possible contributions that participants wrote at the beginning of the training, to see to what extent training was successful. Participants will have separate time to work over "Competence factory", to reflect on developed and improved competences during the week. In the end, participants will also fill in online questionnaire individually in order to give numeric evaluation to training and recommendations for trainers and express what they further need in terms of the support after the main activity.