



EU365 TOOLKIT FOR VET/WBL MENTORS

Project Title:	EU365 - Enhancing participation, diversity, and environmental awareness in VET to increase active European citizenship, inclusivity and climate friendly lifestyles all year long
Acronym:	EU365
Project Number:	2021-1-AT01-KA210-VET-000034603



**Co-funded by
the European Union**

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.
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EU VALUES AND PARTICIPATION IN DEMOCRATIC LIFE

Activity 1: DEMOCRACY RULES

Democracy has the power to quickly spread. But its erosion can happen just as fast. Democracy is freedom. We need to stand up for it.

Key Learning Outcome:

Learners will be able...

... to work together on a collective objective in a democratic way.

You need:

- 30 minutes
- Tutor with the whole class
- Flip chart or board for tutor to write and display suggested rules.

Instructions (Step-by-Step)

- The tutor will ask learners to propose classroom rules, for discussion and approval by the whole group.
- The tutor will ensure the rules are appropriate for the learner group. For young people, the rules could include:
 - No shouting in the classroom
 - Tidying up after each activity
 - Keeping the classroom clean and free of papers on the floor
 - Saying please, thank you etc.
 - Taking good care of classroom materials and equipment.
 - Turn taking
 - Helping the tutor when asked to do so
 - Paying attention during activities.
- For every rule put forward, for example "Keep the classroom clean...", the tutor will ask the other classmates for their opinion on what the rule means to ensure it is properly understood.



- After a rule has been explained, the tutor will ask for a show of hands from the group. If there is a majority in favour of the rule, it will become a classroom rule. The tutor should point out that once the majority of the class approve the rule, they will have to commit to abide by it.
- The tutor should review the activity and explain how learners have used democracy to come to set of common rules for the whole group.

Activity 2: THE MOVING CHALLENGE

The EU Charter of Fundamental Rights ensures the freedom of movement and gives citizens the right to move and reside freely within the Union.

Key Learning Outcome:

Learners will be able...

... to discover and reflect on the journey immigrants take when taking the decision to move to a new country.

You need:

- 30 minutes
- Tutor with the whole class
- Cards, pens and wastepaper basket

Instructions (Step-by-Step)

- The tutor will hand out cards and pens to all participants before starting the activity.
- The tutor will then read aloud to the whole class the following challenges that occur at the time of immigration to a new country:
 - Leaving behind loved ones.
 - Leaving behind career, studies.
 - Leaving home and community.
 - Moving away from familiar places.



- The tutor will then ask learners to silently reflect on how an immigrant might feel about moving abroad. Those who have immigrated might consider their own situation.
- Learners will then be asked to write down the most important thing that they left behind or that they could imagine leaving behind when immigrating.
- After everyone has finished writing, the tutor will ask learners one by one to read out the contents of their card.
- Once everyone has discussed their ideas or experiences, learners will throw the cards in the waste bin.
- The tutor will open a discussion to conclude, covering the following questions:
 - What process do people who emigrate go through to rebuild their lives in the host society?
 - Is it difficult to leave everything they have lived through behind?
 - What role can educational institutions play in welcoming people into the area?
 - What are the first difficulties people go through when they emigrate?
 - Is it possible to adapt to the place, the culture, the language, etc.?

Activity 3: RESPECTING THE IDEAS OF OTHERS

The EU Charter of Fundamental Rights protects individual freedoms such as respect for private life, freedom of thought, religion, assembly, expression, and information.

Key Learning Outcome:

Learners will be able...

... to get to know their peers and value and respect them as part of a group.

You need:

- 40 minutes
- Tutor and at least 12 learners
- Papers and pencils

Instructions (Step-by-Step)

- First of all, the educator will hand out a sheet of paper listing different traits /likes / culture that another learner might have (list can be modified to suit learners).
 - likes to read a lot
 - does not like to eat sweet things
 - wants to be a teacher when he/she grows up.
 - who is their favourite singer
 - wears a bracelet or a necklace that means something to them
 - has more than four siblings
 - was not born in the town/city/area they are learning in
 - is not afraid of the dark
 - has a different religion
 - has older siblings
 - has a different culture
- Once all learners have received their handout, the tutor will give 25 minutes for everyone to move freely around the group looking for people who have the characteristic listed in each phrase and to write at least one name for each.
- When everyone has completed their list, the tutor will invite everyone to think about each of their peers and what they have associated them with on the list.
- One learner will be chosen and, taking it in turns, the other people in the group will say what they value and like the most about him/her.
- Educator will continue until each learner has heard what the others think of him/her.
- At the end, the educator will ask to the learners to write on their papers answering and reflecting the following questions:
 - How did you feel getting to know your peers?
 - Did you learn about how the other people in the group see you?
 - Have you learned things about how other people in the group see you?
 - Did what they said help you to get to know each other better?
 - What aspects do you like about your peers?
 - What aspects did you like about your peers?
 - What do you appreciate about yourselves?
 - What do you appreciate about your peers?
 - What do your class has in common
 - What makes you different from your colleagues?

Activity 4: **YOU'RE WELCOME!**

Human dignity is inviolable. It must be respected, protected and constitutes the real basis of fundamental rights.

Key Learning Outcome:

Learners will be able...

... to respect and value each other's differences and the power of inclusion.

You need:

- 60 minutes
- Tutor and at least 15 learners
- Computers, papers and pencils

Instructions (Step-by-Step)

- The activity will begin by explaining to the group that they are going to talk about forced mobility:
 - Children and families being displaced from their homes and countries of birth. The tutor will explain that throughout history, people have moved from their places of birth for different reasons. Today, situations such as natural disasters or armed conflicts are forcing millions of people to leave their homes to survive. This situation particularly affects women and girls, who are exposed to situations of violence and inequality. The tutor can also show learners relevant videos.
- The tutor will then open a class discussion:
 - Can you imagine having to leave your home? How do you think you would feel?
 - How would you like to be received and welcomed in the place you are moving to?
- Then, in order to reflect on how people feel in places of refuge, the tutor will carry out an empathy exercise. The tutor will randomly select 3 members of the group, who will leave the class for a few minutes.
- The tutor will then divide the rest of the class into three groups, each of which will be asked to do an activity, which will be joined by one of the 3 "outsiders", the learners who are outside the class.



- a) Group 1 will be instructed to actively exclude the outsider who arrives for the activity, without explaining it to them or allowing them to participate.
 - b) Group 2 will ignore their outsider and do as if they weren't there at all.
 - c) Group 3 will make their outsider feel welcome by stopping to explain the activity and inviting them to actively participate in it.
- The outsiders will rotate between the groups, spending two minutes in each group.
 - At the end of this exercise, the tutor will lead a group discussion...
 - How did the volunteers feel and how did the different groups feel?
 - What is the difference between welcoming and not welcoming?
 - Given the situation of forced mobility we are discussing today, which of the three models would we like to promote as a group?
 - How would we like to welcome and be welcomed?
 - How can we promote a culture of welcome in our environment?

Activity 5: **POLITICAL RIGHTS**

A European citizen automatically enjoys political rights. Every adult EU citizen has the right to stand as a candidate and to vote in elections to the European Parliament.

Key Learning Outcome:

Learners will be able...

- ... to immerse themselves in the political rights within the EU.
- ... to develop awareness of their political rights.
- ... to understand the importance of political rights.

You need:

- 35-45 minutes
- 2-25 people (no limit)
- Computer or mobile devices with internet access
- Access to website to create games or quizzes (e.g. Genially, Kahoot)



Instructions (Step-by-Step)

- Use the calendar with the current quote as focus point.
- What does political rights mean within the EU? Who is responsible for it? What guidelines are there? What is the Parliament anyway? Etc.
- Ask your learners to write down a few questions about the EU and the political rights they have for living in this Union.
- Now let them do a little research to find the answers to their questions.
- For the next step, let them get together in small groups from 2 to 5 members and let them create a little online game or quiz where they put their questions and answers together. You can choose every website you want, but genially or Kahoot would be a good tool for this.
- At the end, everyone should come back to the large group and compete against each other or try out the games, so they can start to gain different new information on the topic.

Activity 6: **SOLIDARITY GROUP DISCUSSION**

Europe was founded as a community bound together by solidarity.

Key Learning Outcome:

Learners will be able...

- ... to define solidarity.
- ... to recall how solidarity works in everyday life.
- ... to adopt more solidaric behaviours.

You need:

- 15-25 minutes
- 2-25 people (no limit)
- Cards or sticky notes (optional, but recommended for big groups)
- You can print the PDF that includes the questions/prompts, but you can also have a completely informal discussion with your learners.



Instructions (Step-by-Step)

- Use the calendar with the current quote as focus point.
- **“WHAT DOES SOLIDARITY MEAN TO YOU?”**
Ask your learners to write down what solidarity means to them. If you have a small group of up to 6 persons, they can share their thoughts verbally only.
- If their statements are close to the original definition, approve their statements. If not, share the real definition with them:
“Solidarity means support by one person or group of people for another because they share feelings, opinions, aims, etc.” (Oxford Learner's Dictionary 2022)
- **“WHY IS SOLIDARITY IMPORTANT? DO WE NEED IT?”**
Ask them to talk about the importance of solidarity and let them define the reasons why this state of mind is important for society and individuals.
- **“NAME AN INSTANCE WHERE YOU HAVE BEEN SOLIDARIC OR WHERE YOU WISHED YOU WOULD HAVE BEEN MORE SOLIDARIC.”**
Ask the learners to name one instance in the past where they behaved solidaric – or alternatively, where they wished have shown more solidarity with someone.
- **“WHY DO YOU THINK, SOLIDARITY IS SOMETIMES DIFFICULT? OR DO YOU THINK IT IS EASY?”**
Ask them if they feel like showing solidarity is a challenge or if it is something that comes naturally to them.
- **“HOW CAN WE FOSTER SOLIDARIC BEHAVIOURS? WHAT NEEDS TO HAPPEN?”**
Ask the learners how solidarity can be improved. What would they need? How can they support other people and motivate them to be more solidaric?
- The questions are provided as written prompts, you can download the PDF below for easy printing if wished.

WHAT DOES SOLIDARITY MEAN TO YOU?



**WHY IS SOLIDARITY IMPORTANT?
DO WE NEED IT?**

**NAME AN INSTANCE WHERE YOU HAVE
BEEN SOLIDARIC OR WHERE YOU WISHED
YOU WOULD HAVE BEEN MORE SOLIDARIC.**

**WHY DO YOU THINK, SOLIDARITY IS
SOMETIMES DIFFICULT?
OR DO YOU THINK IT IS EASY?**

**HOW CAN WE FOSTER
SOLIDARIC BEHAVIOURS?
WHAT NEEDS TO HAPPEN?**



Activity 7: EU PRIVILEGE WALK

The EU Charter of Fundamental Rights protects human rights; the right to be free from discrimination, the right to the protection of your personal data, and the right to access justice.

Key Learning Outcome:

Learners will be able...
... to recall benefits the EU provides.

You need:

- 25 minutes
- 2-25 people (no limit)
- Room for the participants to line up next to each other and take 10 steps forward or backward
- A starting point (e.g. marked with coloured tape)
- A reference item that provides a direct comparison of a non-EU situation

Instructions (Step-by-Step)

- Ask your learners to stand in one line next to each other in the middle of the room.
- You will read 10 statements out loud and if the statement applied to someone, they have to take a step forward.
- Statements:
 1. I have a right to vote for my political representatives on local, regional and national level.
 2. I can freely express my opinions without fearing that the government will punish me.
 3. If I need emergency medical treatment, my European Health Insurance Card will assure that I get the treatment I need.
 4. When I buy or consume food in a restaurant, I can rely on EU-wide sanitary and health standards that assure my safety.



5. I have the opportunity to holiday, work and travel across borders of the EU member states without the need of a visa.
 6. My country and I can rely on the support of other EU states in times of crises.
 7. I can rely on 70 years of lasting peace within the EU.
 8. My currency is accepted in 18 other EU countries beside my own.
 9. I can use my mobile phone and online services with no extra costs in other EU countries.
 10. My rights as an employee are secured – I get at least 4 weeks of paid leave and there is a limit to my weekly working hours.
- After this activity, ask the learners what they take away from this exercise and if there are any examples that come to their minds.

Activity 8: **PEACEFUL EUROPE**

The European Union is the world's most successful invention for advancing peace.

Key Learning Outcome:

Learners will be able...

- ... to look at the meaning of peace from different perspectives.
- ... to develop their own definition of peace.
- ... to build awareness about the importance of peace.

You need:

- 25-30 minutes
- 2-25 people (no limit)
- Pictures of peace signs, symbols and gestures around the world
- A blank piece of paper and pencils

Instructions (Step-by-Step)

- Use the calendar with the current quote as focus point.

- What is peace? Ask your learners to think about the meaning of peace and collect their own definitions.
- Now tell them the official definition of peace.
- After that show the a few pictures of different peace signs and gestures from around the world and discuss them with them.
- In the next step, hand the learners a piece of paper and a few pencils and let them design their own peace sign.
- In the last step, let the learners show the rest of the group their creations and ask them to explain their design.

Copyright free peace symbol pictures:



Activity 9: IMPROVISE, ADAPT, OVERCOME

Only the people can change and enrich things in the institutions and transmit them to future generations.

Key Learning Outcome:

Learners will be able...

... to recognise and define (elements of) institutional change in terms of rules and expectations governing human interactions.

... to understand ways in which institutional change brings change to our society, and vice versa.

... to reflect on the importance of social equilibrium and its delicacy.

You need:

- 40 minutes
- At least 6 people
- A soft unbreakable item (ball; alternatively a sheet of paper crumpled into a ball)
- Enough space to move around

Instructions (Step-by-Step)

- Divide the students into 3 groups. Each group must have a representative (the person who will be actively moving around).
- Give instructions to each of the groups separately. Give each of the representatives a distinct starting point in the room and a distinct rule/pattern of movement (for example, one representative might only be able to move 3 steps forward, 1 step back, 3 steps forward, 1 step back; another might only be able to move putting one foot directly in front of the other, ... be as creative as you would like to be with setting up the rules!)
- Have the representatives take their place in the room. Tell them the objective of the activity is for them to pass the item (ball) from representative of group A to group B then group C and back to group A again at least 3 times in as short of time as possible.

- While they are trying to complete the task, pull aside another team member from group A and give them a new, different rule on movement. After the representatives are done with their task, have the new representative of group A take place of the previous representative and ask them to repeat the task. The other learners should not know that there is a different set of rules representative of group A needs to follow. Have them try to repeat the task, once again, as quickly as possible.
- While they are trying to complete the task, repeat the previous steps of new rules on movement for a new representative of group B and group C. In the next task, change two representatives.
- Depending on how much time you have on hand, you can try to repeat these steps, in variation, to include all learners.
- After this exercise, discuss with the learners:
 - How did they find the task? Were they able to complete it? Did they have any issues in performing together? How did they tackle those? Did they communicate with other team members? Did they communicate between the groups?
 - How did they respond to the change of representative/rules of movement? Was the change difficult to incorporate into the existing way of collaborating (e.g., if they had a plan on how and where one moves)? How did they perform in times of relative stability (e.g., second or third round of passing the item between themselves) in comparison to the process of change (when new movement was introduced)?
- Slowly guide the learners to a discussion on institutional change. Institutional change explains the change of institutions considered as rules and expectations that govern human interactions and paths of development in society. Any particular set of institutions are embedded in a variety of other institutions; therefore, institutional change means increased uncertainty – long term consequences of even small changes are difficult to accurately predict due to this interconnectedness. Ask the learners about their experience with institutional change during the course of their lives.
 - How did they experience it?
 - How did they adapt to it?
 - Did they have ideas on how to make the transition easier?

Activity 10: FUTURE OF EU

Europe's destiny and the future of the free world are entirely in our hands.

Key Learning Outcome:

Learners will be able...

- ... to identify various challenges the EU is facing and understand the way they correlate to one another.
- ... to understand the historical background that has shaped the image of the EU.
- ... to recognize the interconnectedness of EU citizens and EU states.
- ... to reflect on the importance of and possibilities of active participation of all EU citizens.

You need:

- 20 minutes
- 2-25 people (no limit)
- Pen and paper (optional)

Instructions (Step-by-Step)

- Divide the learners into small groups. Give them 10 minutes to brainstorm ideas on the future of the European Union. Possible things to consider:
 - How has EU evolved over time? How do they view further changes?
 - What do they believe are some of the major challenges facing the EU? What do they find is the best way to tackle these issues?
 - How do they feel about some of the long-term EU plans? What would they like to add to them, or change about them? Do they believe the current plan is taking into consideration the needs and wants of all EU members?
 - What are their thoughts on how the EU is tackling some of its challenges (e.g., COVID crisis, migration crisis, energy and inflation, climate, digitalisation, security, defence, ...)
 - How do they view potential enlargement of EU (new countries becoming part of the EU)?
 - What do they believe are some ways citizens of the EU can actively contribute to the change they want to see in the EU? How active are the learners themselves? What kind of measures can be taken to increase active participation?



- Discuss and reflect upon their ideas with the whole class.

Activity 11: WHAT DOES IT MEAN BEING AN EU CITIZEN?

Europe. The art of the possible.

Key Learning Outcome:

Learners will be able...

... to recognise and reflect what it is that shapes EU citizen identity.

... to recognise and reflect the upsides and downsides to EU citizenship.

You need:

- 15 minutes
- 2-25 people (no limit)
- Whiteboard/flipchart and markers

Instructions (Step-by-Step)

- Ask the learners about their thoughts on what being an EU citizen means. Write down their answers on the whiteboard.
- Discuss the answers individually. Do the learners identify as EU citizens? If yes, how important is it to their identity?
- Draw a simple 2x2 table to perform a quick SWOT analysis. Together with the learners try to find (or sort their previous answers into):
 - Strengths
 - Weaknesses
 - Opportunities
 - Threats
- Based on the SWOT analysis, what opportunities are there for EU to improve? What should be done differently or has potential to become a problem in the future? How can we dissolve the threats the EU faces? How can we exploit the strengths we have?



- What are your EU citizen rights? Do you think those are not available to citizens of other countries/unions? How would one country leaving the EU influence its' people (nationals) as well as the union as a whole?

Activity 12: THE ADVOCATE

The future will not be built through force, nor the desire to conquer, but by the patient application of the democratic method, the constructive spirit of agreement, and by respect for freedom.

Key Learning Outcome:

Learners will be able...

- ... to identify strong arguments of someone with an opposing view to their own.
- ... to examine reasons for and against a certain argument.
- ... to get acquainted with justifying a certain aspect, find arguments to support a view different than theirs.
- ... to reflect how this is connected to the democratic method.

You need:

- 40 minutes
- At least 6 people
- Pen and paper (optional)

Instructions (Step-by-Step)

- Divide the learners into two groups. Present the learners with a current relevant controversial topic. Group A is going to argue for and group B argue against this topic.
- Give the groups 10 minutes to prepare their arguments and non-negotiable points on the subject. Group A presents their arguments first (3 minutes), then group B (3 minutes). After that group A gets to counter-argue (5 minutes), as well as group B (5 minutes). Group A presents their closing argument with 3 non-negotiable points (2 minutes), followed by group B (2 minutes).



- Now switch groups (therefore, all learners in group A now argue against the topic and all learners in group B now argue for the topic). The whole class must then come to an agreement and find common ground.
- Discuss the experience.
 - Did they manage to agree in the end?
 - Which arguments did they find more compelling and why?
 - Did the end decision skew into one side or the other?
 - What do they attribute that to?



GREEN AND ENVIRONMENTALLY-FRIENDLY LIFESTYLES

Activity 1: SUSTAINABLE MOBILITY

The EU goal is to reconcile the economy with our planet, to reconcile the way we produce and the way we consume with our planet and to make it work for our people.

Key Learning Outcome:

Learners will be able...

... to recall the benefits of mobility and sustainable transport.

You need:

- 45 minutes
- Tutor with the whole class
- Big Balloons

Instructions (Step-by-Step)

- The tutor will give each learner the opportunity to answer one of the multiple-choice questions below (correct answers are highlighted)
 1. What are the benefits of sustainable mobility?
 - a) Environmental
 - b) Health benefits
 - c) None of the above
 - d) Both environmental and health benefits**
 2. Why public transport is recommended?
 - a) Because it is safer than cars
 - b) It emits 70% less carbon dioxide than cars.**
 - c) It is the fastest means of transport
 - d) Because you can meet interesting people
 3. Who should act on SUSTAINABLE MOBILITY?



- a) Adults
 - b) City councils
 - c) Politicians
 - d) Everyone**
4. The best way to get to school when considering sustainability is...
- a) Walking, by bike or scooter**
 - b) By private car
 - c) By bus
 - d) By motorbike
5. Which do you think is the most beneficial means of transport for sustainable mobility?
- a) Electric car
 - b) Bicycle**
 - c) Bus
 - d) Electric scooter
6. What does the increase in the number of cars cause?
- a) More air pollution
 - b) A negative aesthetic effect on towns and cities
 - c) Global warming
 - d) Both air pollution and global warming**
7. What does "sustainable mobility" include?
- a) Set of processes to achieve a rational use of means of transport
 - b) Reduction of the number of vehicles on the roads
 - c) Reduction of noise and atmospheric pollution
 - d) All of the above are true**
8. We can encourage walking...
- a) By giving free walking sticks to those who walk
 - b) Making pavements narrower
 - c) Increasing the number of pedestrian crossings**
 - d) Both making pavements narrower and increasing the number of pedestrian crossings.
- In pairs, 1 learner will be the person who gets the balloon, and the other will be the person who answers the questions.
 - Once they are ready to start, the tutor will ask the questions and list the possible answers. In their pairs, one learner will start blowing up the balloon while the other tries to answer the question that is given.



- The aim is to answer all the questions before the balloon bursts. If they answer all the questions before the balloon pops, they will win. The tutor will allow 20 minutes to complete this activity.
- Once the class has completed this activity, the teacher will review the above questions with the class, providing them with the correct answers, along with a brief explanation.

Activity 2: **UNSUSTAINABLE I SPY...!**

The European Green Deal is our new growth strategy – for a growth that gives back more than it takes away.

Key Learning Outcome:

Learners will be able...

... to establish good habits for their daily lives and identify what harms the environment.

You need:

- 35 minutes
- Tutor with the whole class

Instructions (Step-by-Step)

- The tutor will proceed to explain to the game "I Spy..." but with a twist... Learners will each in turn have to come up with an unsustainable habit/action/inaction. And say "I spy with my little eye, something beginning with 'x'"
 - For example: "I spy with my little eye something beginning with LO" (Lights on)
- Each learner will have a turn at coming up with something and the rest of the group will try to guess the unsustainable practice based on the first letter(s) of the word(s).



- The tutor will allow a maximum of 3 guesses for each turn before the unsustainable practice has to be revealed.
- After each learner has had a turn at "I Spy", the tutor will discuss the unsustainable habits that came up with the class, and how they would change what they are seeing to a more sustainable solution.

Activity 3: DOING MY LITTLE BIT

The Sustainable Development Goals are a call for action by all countries – poor, rich and middle-income – to promote prosperity while protecting the planet.

Key Learning Outcome:

Learners will be able...

... to understand more about the UN's sustainable development goals and small changes they can make personally to help achieve them and improve the prospects of the planet.

You need:

- 40 minutes
- Tutor with at least 8 learners
- Pencils, colouring pens, paper and computer/internet access

Instructions (Step-by-Step)

- Firstly, the tutor will briefly explain what the UN's [17 Sustainable Development Goals](#) are and very briefly outline/list each one.
- Learners will work in pairs or small group and pick one SDG to profile. They should pick an SDG that they identify with as a group, but the tutor should also ensure the same SDG is not picked by more than one group. If preferred, the tutor could decide which group will profile which SDG or use a random system.
- Once each group has chosen/been allocated an SDG, they will need to spend 10-15 minutes researching that SDG and thinking about which practical steps they can take personally to help enact it.



- Learners will then need to create a poster based on their chosen/allocated SDG with their suggested steps for how classmates can do their bit to help the planet.
- Once posters are finished, each small group will in turn report back to the whole class what they have found out and the key messages outlined by their poster.

Activity 4: FUTURE-PROOF YOUR CLASSROOM

By using the European Green Deal as our compass, we can turn the crisis into an opportunity to rebuild our economies differently and make them more resilient.

Key Learning Outcome:

Learners will be able...

... to gain knowledge on how to increase sustainability and help future-proof their education institution.

You need:

- 30 minutes
- Tutor with at least 8 learners
- Pens, sticky notes

Instructions (Step-by-Step)

- The tutor will briefly explain how the European Green Deal aims to rebuild economies and make organisations more resilient to future shocks and disturbances following the COVID '19 pandemic.
- Learners will work in pairs or small groups and come up with at least 3 ideas for how the educational institution they are learning in can become more resilient to future change or shocks. They will write their ideas down on post-it notes.
- After 10 minutes, the tutor will gather all the post-it notes and put them together on a board or flipchart.
- The tutor will call out each unique idea and get the class to discuss the idea and reflect on how learners and the institution could make them work.

- Ideally once the class is over, the tutor should then also consider talking to management about ideas that came up that they think could be realistically implemented going forwards.

Activity 5: ENVIRONMENTAL STORIES

Vocational Education and Training is an enabler of innovation and an essential foundation for green, digital, and sustainable growth.

Key Learning Outcome:

Learners will be able...

... to apply green and environmentally friendly actions in everyday life.

You need:

- 30 minutes
- 1-25 people (no limit)
- PC/Smartphone/Tablet and internet connection

Instructions (Step-by-Step)

- Together with your learners, go to <https://www.chellis.eu/platform> - you can register or play as guest, all free of charge.
- The platform offers six stories that relate to the following environmentally relevant topics: food waste, green transportation, waste management, fast fashion, protection of the ocean and energy.
- Choose a topic, a language (English, German, French, Portuguese, Italian, Greek) and a language level (A2, B1, B2) and play the story.
- Each story offers choices along the way that enable the player to decide how the main characters behave (eco-friendly, eco-neutral, eco-harmful) – and depending on the choices, the readers will experience different endings.
- After the story is completed, engage your learners in a group discussion. What is their take away? Can they apply the behaviours in their own everyday life? Why yes or why no?



Activity 6: **WHAT IS MY CO2 FOOTPRINT?**

We can make our society and our planet healthier by investing in renewable energy, by buying sustainable food, reusing materials and producing low carbon steel.

Key Learning Outcome:

Learners will be able...

... to recognise behaviours that result in a high CO2 footprint.

... to counteract their CO2 footprint through environmentally friendly actions.

You need:

- 15 minutes
- 1-25 people (no limit)
- PC/Smartphone/Tablet and internet connection

Instructions (Step-by-Step)

- Go to <https://imprintplus.org/app>
- Go to the converter. This web tool helps you and your learners to understand your environmental impact in seven categories: travelling, clothing, showering, paper, electronic entertainment, fast food and waste.
- Answer the question provided – it is completely anonymous!
- A recommendation how to offset your CO2 footprint pops up as well as an interesting fact about the respective topic.
- Discuss the results with your learners and make a pact to implement some of the actions together!

Activity 7: MY GREEN ORGANISATION

Business has a role to play in delivering on the goals and targets of the SDGs, leveraging their resources, innovation ability, scale and reach to do so.

Key Learning Outcome:

Learners will be able...

- ... to define the meaning of green professions.
- ... to assess how green the professions or institutions they attend are.
- ... to understand the importance of green jobs.

You need:

- 25-35 minutes
- 2-25 people (no limit)
- Pencils in green, orange and red for each participant
- One piece of paper in green, orange and red

Instructions (Step-by-Step)

- Use the calendar with the current quote as focus point.
- What green actions does my organisation already implement?
- Ask your learners to think about the actions their organisation/institution/ employer does to help the environment.
- Now hand them a green, an orange and a red pencil and ask them to write down, all by themselves, which things they think are important to do as an organisation/institution/employer to help the environment, in orange which actions could be good but also bad for the environment and in red the actions which would be very negative for the environmental development.
- In the next step, let them come back together and let them discuss the different definitions.
- Finally, they should collect the most important actions on one green, one yellow and one red paper and create an environmental traffic light together.

Activity 8: HOW GREEN IS MY CAREER CHOICE?

The green sector offers enormous potential for job creation and we have to make sure Europe can harvest its benefits in full.

Key Learning Outcome:

Learners will be able...

- ... to see how their decisions and actions can impact the world around them.
- ... to define their own meaning of green careers.
- ... to understand the impact their career choices can have on the environment.

You need:

- 15-20 minutes
- 2-25 people (no limit)
- Piece of paper

Instructions (Step-by-Step)

- Use the calendar with the current quote as focus point.
- Ask your learners if they think career choices can have an impact on the environment. Is there any influence or not?
- Now take a blank piece of paper and hand it to the first participant. Ask her or him to bend or rip the paper or do anything else they want with the paper and then hand it to the next one who should do the same. Now continue until the piece is completely ripped.
- In the next step take it back and unfold everything again. Now show them the wrecked paper. Talk with them how that clean piece of paper is now crumpled and destroyed.
- Let them discuss how their actions changed the first form of the paper and if they like it that way. Then ask them how they can put this metaphor over their career choices.

Activity 9: NO ACT TO SMALL

Do not wait for extraordinary circumstances to do good action; try to use ordinary situations.

Key Learning Outcome:

Learners will be able...

- ... to identify the ways small acts effect people/environment within their ecosystem.
- ... understand significant change can be brought upon by a vast number of small but consistent steps in a certain direction.
- ... to reflect on their own contribution to change within different aspects of life.
- ... to identify different ways an individual can contribute to and is responsible for co-determining social reality.

You need:

- 15 minutes
- At least 2 people

Instructions (Step-by-Step)

- Ask the learners to think about a time they experienced an act of kindness. When sharing their story, ask them about the details of the event.
 - What happened?
 - Who was involved?
 - What was the outcome?
 - How did that make them feel?
- Have them try to imagine that event had never taken place.
 - What difference would it bring to them (or a third party)?
 - In comparison, what difference would not having done the act of kindness mean to the person involved in the act?
 - What do they believe was the person's motivation?
 - How do they imagine they felt about, before, during and after the event?
- Set a daily/weekly challenge for the learners – have them actively choose to identify potential opportunities to help/bring about a positive change in another.
- Ask them to write it down and share with the rest of the learners in the next lesson.

- Discuss their experience. Are they inspired by others' acts? Talk about the snowball effect (perhaps, if you and the learners are familiar with it, you can share the experience in the movie "Pay It Forward").

Activity 10: LIFE IN PLASTIC

The fight to contain climate change should be our priority, and this requires a commitment from everyone.

Key Learning Outcome:

Learners will be able...

... to examine detrimental effects of plastic (over)usage.

... to identify and critically assess possible ways of reducing use of plastic and exploiting alternative sources.

You need:

- 15 minutes
- 2-25 people (no limit)
- Whiteboard/board/flipchart

Instructions (Step-by-Step)

- Ask the learners to list examples of everyday items and activities where plastic is used. Write down their answers on the whiteboard.
- Analyse together with the students:
 - Are the items concerned intended for single or multiple uses?
 - What is the reason these items are/contain plastic (e.g., ease of production, convenience of use, cost of production, item durability, item design, ...)? Could a similar purpose and/or effect be obtained from using a different material? What could that material be?
 - What happens to the item after its (intended) lifecycle? Can it (and is it typically) recycled? What options do consumers have in influencing the way the item is disposed of and processed after its' intended use?
- Discuss possible ways the learners could use alternative sources/items.

Activity 11: WHAT HAS SCIENCE DONE FOR YOU?

You must unite behind the science. You must take action. You must do the impossible. Because giving up can never be an option.

Key Learning Outcome:

Learners will be able...

- ... to identify ways in which science is transforming our world.
- ... to understand the role science has played in the shaping of (human) lives.
- ... to describe connections between scientific discovery, development, cooperation, everyday life, social and cultural change, value systems, environment.
- ... to understand the importance of science and the responsibility of the individual for the collective endeavour of co-shaping our future.

You need:

- 25 minutes
- Whole class

Instructions (Step-by-Step)

- Work with the whole group. Ask the learners to think of and share some of the multiple fields and industries, where scientific advancements have been significant. Challenge them to find an aspect of their daily lives that has not been shaped by science.
- Read this quote by Sir Isaac Newton: "If I have seen further, it is by standing on the shoulders of giants." Ask learners to interpretate the quote.
- Work with an example given by the learners and discuss:
 - Which scientific discoveries were needed to get to the current version of their example? How have all of these helped develop other non-related fields and industries?
 - Has the use of this knowledge influenced the daily lives of people or other beings? If yes, in which way? Has it brought upon any social or cultural change? If yes, name a few.
 - Have any of the changes been negative or have lead to (perhaps unexpected) detrimental effects? What was the reason for it? How can these unwanted changes be dealt with?

- Some scientific theories were once considered to be correct but were later proven to be false or only partially correct. What consequence does that have? In our day and age, scientific advancement is very quick, re-shaping our lives faster than in previous times. Ask the students on their thoughts of the role of science in these fast-paced changes.
- Is science unbiased? What potential difficulties could that bias bring? Who finances scientific research and for what purpose? Do the learners believe that might have an impact on the scientific advancement?

Activity 12: **EVERYDAY CARBON FOOTPRINT**

Emission reduction and green recovery cannot be further postponed. The time for climate action is now. The way forward is together.

Key Learning Outcome:

Learners will be able...

... to better understand how everyday choices and changes in lifestyle can impact the planet.

... to understand how everyday actions, especially in accumulation, relate to power and resource consumption, emissions, waste; and identify potential areas of improvement in their everyday choices in pollution reduction.

... to assess how change in food consumption could help save the environment on a societal level.

... to compare carbon footprint of various sources of food and search for alternatives to make informed choices in food consumption.

You need:

- 40 minutes (in various sessions = 30 minutes + 10 minutes)
- At least 2 people
- Pen and paper/spread sheet
- PC/smartphone/tablet and internet access

Instructions (Step-by-Step)

- Ask the learners to write down all the meals they had in the previous day. Make sure they include snacks and beverages if they have had any.



- Ask the learners to write down all the ingredients of all the meals. For each of them, ask them to analyse where it was produced, how it was produced, how it was transported, ... try to guide them through the whole process of food production – for example from cultivation, plant management, crop production, harvesting, processing, storing, transportation, cleaning, sorting, packaging, trading, preparation, ... Each of these processes requires its' share of resources and energy – what changes can be introduced to help minimise waste, energy loss, reduce emissions, ...?
- Ask the students to use an online food carbon footprint calculator and try to gauge their footprint from the previous day. Compare and discuss the results within group. What changes could they implement to lower their number?
- Challenge the students to keep a food footprint log for a week. Discuss the results in the group mid-through the challenge. Have them calculate the average and try to extrapolate from their data to the school/city/country food carbon footprint. What potential changes could help lower this number?
- Repeat previous step after the whole week has passed. Discuss potential differences.

DIVERSITY AND INCLUSION

Activity 1: ANTI-STEREOTYPES

Equality is about equal rights for all citizens before the law. The principle of equality between women and men underpins all European policies and is the basis for European integration. It applies in all areas.

Key Learning Outcome:

Learners will be able...

...to understanding of how gender inequality has become the norm over time and will be able to self-reflect on their own subconscious gender stereotypes.

You need:

- 30 minutes
- Tutor with at least 6 learners
- Pencils, colouring pens

Instructions (Step-by-Step)

- The tutor will briefly introduce the topic of gender inequality and stereotypes.
- Learners will work individually and draw a picture of an anti-stereotype, that is to say of a woman doing an action or activity that would traditionally be associated with a man or vice-versa e.g. a female body builder or a male nurse.
- After 15 minutes, each learner will present their drawing back to the whole group, explaining what they have drawn and allowing for all to reflect and discuss.
- Finally, the tutor will wrap up the activity by asking learners to discuss what they found whilst carrying out the activity, trying to steer the conversation towards the subconscious gender stereotypes that are naturally made and how we can avoid gender bias.

Activity 2: VIRTUAL DEBATE

Engage with your own prejudices. Learn how to stand up and say things that won't make you popular and be an ally to other people. Empathy is important.

Key Learning Outcome:

Learners will be able...

... to take on board and sympathise with people who have the opposite point of view from their own.

... to reflect on their own position and how their own belief may not fully stand up.

You need:

- 40 minutes
- Tutor with at least 6 learners
- Pens and paper

Instructions (Step-by-Step)

- The tutor will briefly introduce the situation and explain that there will be a debate.
 - **The situation:** Virtual learning and working became the norm during the height of the COVID'19 pandemic but is it more or less productive than learning and working in a building/office?
- Tutors will present the following 2 positions and ask learners whether they agree with A or B (hopefully there will be a mixture of both).
 - **Position A:** Virtual learning/working is far more productive than being in a physical environment. You can manage your time more effectively and better balance/separate your home/social life with a flexible learning/working environment.
 - **Position B:** Virtual learning/working is far less productive than being in a physical environment. The separate location for work/learning is important to keep learning/working separate from home/social life
- Where possible, tutors will allocate the opposite scenario to the one that learners agree with personally, so that they are forced to argue a position they do not actually agree with.



- Learners will then have 15 minutes to research and construct the argument for the scenario they have been given. They can work in teams of 3-4 who have the same scenario.
- Learners will then come back together as a whole group and have 15 minutes to debate the topic based on the argument they have prepared.
- Finally, tutors will get learners to reflect on and discuss how they found it and felt about representing the position they disagreed with and what they learnt in the process.

Activity 3: GENDER EQUALITY QUIZ

I want Europe to be at the side of women with protection and support. The time for justice and equality is now.

Key Learning Outcome:

Learners will be able...

- ... to find out how much they do know about gender equality.
- ... to reflect on what they did not know before.

You need:

- 25 minutes
- Tutor with at least 10 learners
- Pens and paper

Instructions (Step-by-Step)

- The tutor will briefly introduce the topic and explain that there will now be a quiz on gender equality.
- The tutor will call out the following quiz questions, allowing for a pause after each question where the learners can write down their answers. This can be put into digital form (i.e. Google Forms) if learners prefer. Correct answers are highlighted.
 1. What is gender equality?
 - a) Where all women are treated the same



- b) Where people of all genders are treated equally**
- c) Where all men are treated the same
- d) Where men and women are treated the same unless under special circumstances
2. Q2. Discrimination means...
- a) Treating people differently
- b) Not playing by the rules
- c) Treating people unfairly**
- d) Mistreating women
3. Q3. The EU employment rate for men of working age was 11% higher for men than women in 2020
- a) True**
- b) False
4. The gender pay gap is....
- a) The gap in time between equal wages for women and men
- b) The difference between the earnings of men and women**
- c) The average sum of money earned by women
- d) The percentage of women who earn more than men
5. At 5.5%, Italy had the highest gender pay gap in the EU in 2020
- a) True
- b) False**
- Estonia had the highest gender pay gap in the EU in 2020 at 21.8%*
- The tutor will summarise correct answers of the quiz and explain why/clarify

Activity 4: INCLUSION CHARADES

We are all citizens of one world, we are all of one blood. To hate people because they were born in another country, because they speak a different language, or because they take a different view on this subject or that, is a great folly.

Key Learning Outcome:

Learners will be able...
... to raise their cultural awareness.



... share unique cultural aspects with their peers.

You need:

- 30 minutes
- Tutor with at least 10 learners
- Flipchart/board, pens, board pens

Instructions (Step-by-Step)

- The tutor will briefly introduce the topic of inclusion and diversity.
- Each learner will in turn be asked to think about something unique about them they do not share with anyone else in the class. This might be specific to their culture but should be something that sets them apart from the other learners.
- Each learner will then act out the unique thing about their culture in front of the class without speaking (Charades style)
- The rest of the class must guess what is being acted out. After 5 guesses, if no one has guessed correctly, the learner acting has to explain what they were acting out and why it is unique to them.
- Finally, the tutor will conclude about the importance diversity and the importance of inclusion.

Activity 5: **EVERYDAY LIFE INCLUSION**

For the European Union to become a true Union of Equality we need to ensure that all people are treated equally, socially included and able to participate in social and political life without exception.

Key Learning Outcome:

Learners will be able...

... reflect their own actions in relation to other people.

... be more sensitive about other's needs.

... understand the importance of "proper" inclusion in everyday life.

You need:

- 15-20 minutes
- 2-25 persons (no limit)
- A blind fold

Instructions (Step-by-Step)

- Ask one of the participants to shortly leave the room with you. When you are alone, you give him or her a task which the person needs to solve. (Like go to the other side of the room take something and bring it back to the door). But the person is not allowed to talk and he or she must be blindfolded as soon as they enter the room again.
- The other participants now have the assignment to help the blind person without knowing what he or she needs/wants to do. They need to watch the actions of the person and react as they think they should to help to solve the task.
- After a while or as soon as the assignment is solved, the blindfolded person is allowed to speak and see again. Now ask them to reflect as a group the situation.
 - What were the difficulties?
 - Did the rest of the group understand what the blindfolded person needed/wanted?
 - How did the blindfolded one feel in this situation?
 - Which parts of the help were right which needs were completely misunderstood?
- Now, let the group discuss what they can learn from this experience for their everyday life. Show them, that helping others is always important but sometimes the ones in need cannot tell or show you exactly what they want from you, so you need to be attentive and respectful to find the right approach.

Activity 6: SOCIAL MEDIA INPUT REFLECTION

Pride events symbolise the freedom to love and to be who we are, united in our diversity. But to build a true #UnionOfEquality, we must support and keep on fighting for LGBTIQ equality 24 hours a day, 7 days a week, 365 days a year!

Key Learning Outcome:

Learners will be able...

... reflect the representation of equality and integration in a medial context.

...see how their own medial presence can have an impact on the people around them.

You need:

- 15-20 minutes
- 1-25 persons (no limit)

Instructions (Step-by-Step)

- This task is an individual exercise – each learner should do it by themselves.
- Ask your learners to take a seat and think about equality and how they face it in everyday life. Ask them the following questions and pause after each, so that they have time to reflect.
 - Think about how equality is presented in the (social) media.
 - How do influencers or television represent integration, equality and tolerance?
 - Can you think of any positive examples?
 - Why do you think, they are positive examples or maybe even role models?
 - Do you think it is important to represent topics around equality in a medial context?
 - What impact has the representations on the people?
 - How does your medial presence influence the people around you and how could you make a change?
- If the learners want to, you can discuss their opinions after the exercise. Be careful to guide the learners towards a tolerant and empathic outcome of the discussion. It is also absolutely okay to not share opinions and keep the take-away of the reflection exercise to oneself.

Activity 7: INCLUSIVENESS AND TOLERANCE

Europe itself is an embodiment of this diversity.
There is no place for racial discrimination and racism of any kind in democratic societies. We must all strive for our societies to be inclusive and tolerant.

Key Learning Outcome:

Learners will be able...

... define inclusiveness and tolerance.

... recall concrete examples of inclusiveness and tolerance in everyday life.

You need:

- 20 minutes
- 2-25 persons (no limit)
- Cards or sticky notes (optional, but recommended for big groups)
- You can print the PDF that includes the questions/prompts, but you can also have a completely informal discussion with your learners

Instructions (Step-by-Step)

- Use the calendar with the current quote as focus point.
- **"WHAT DOES INCLUSIVENESS MEAN TO YOU?"**
Ask your learners to write down what inclusiveness means to them. If you have a small group of up to 6 persons, they can share their thoughts verbally only.
- If their statements are close to the original definition, approve their statements. If not, share the real definition with them:
"Inclusiveness is the fact of deliberately including people, things, ideas, etc. from all sections or society, points of view, etc." (Oxford Learner's Dictionary 2022)
- **"WHAT DOES TOLERANCE MEAN TO YOU?"**
Ask your learners to write down what tolerance means to them. If you have a small group of up to 6 persons, they can share their thoughts verbally only.
- If their statements are close to the original definition, approve their statements. If not, share the real definition with them:
"Tolerance means the quality of being willing to accept or tolerate"

somebody/something, especially opinions or behaviour that you may not agree with, or people who are not like you." (Oxford Learner's Dictionary 2022)

- **"IS THERE A DIFFERENCE BETWEEN TOLERANCE AND INCLUSIVENESS?"**

Ask them if they can see a difference or common ground between these two concepts. Where does one end and the other start?

- **"NAME AN EXAMPLE OF TOLERANCE AND AN EXAMPLE OF INCLUSIVENESS."**

Ask your learners to name an example in which they experienced tolerant and inclusive behaviours by others or showed them themselves.

- **"HOW CAN WE BE MORE INCLUSIVE AND TOLERANT – AS INDIVIDUALS, AS INSTITUTION AND AS SOCIETY?"**

Ask them to brainstorm their wishes for a more tolerant and more inclusive world.

**WHAT DOES INCLUSIVENESS
MEAN TO YOU?**

**WHAT DOES TOLERANCE
MEAN TO YOU?**

**IS THERE A DIFFERENCE BETWEEN
TOLERANCE AND INCLUSIVENESS?**

**NAME AN EXAMPLE OF TOLERANCE
AND
AN EXAMPLE OF INCLUSIVENESS.**

**HOW CAN WE BE MORE INCLUSIVE AND
TOLERANT – AS INDIVIDUALS, AS
INSTITUTION AND AS SOCIETY?**

Activity 8: **ACCEPTANCE MEDITATION**

When employees are valued for who they are, they are committed to their job and fully employ their talents and creativity.

Key Learning Outcome:

Learners will be able...
... calm down and gain acceptance for themselves.

You need:

- 15 minutes
- 1-25 persons (no limit)
- A room without distractions that provides some quiet time

Instructions (Step-by-Step)

- Ask your learners to take a seat, to make themselves comfortable and to close their eyes.

- Now, read the following sentences out loud for them and after each prompt, give them some time to feel and reflect (ca. 3-5 seconds).
 1. Take a breath through your nose and exhale.
 2. Feel the ground beneath you.
 3. Feel how your feet are resting on the ground.
 4. Your feet are connecting you with the ground.
 5. Feel how the soles of your feet are strong and powerful.
 6. Feel how heavy your feet rest on the ground.
 7. Now, concentrate on your ankles – your calves – your knees.
 8. Concentrate on your thighs.
 9. Feel your whole legs.
 10. Feel how heavy your legs are.
 11. Feel how warm your legs are.
 12. Your legs are heavy and warm.
 13. Take a deep breath.
 14. Feel your right arm.
 15. Your right arm is heavy.
 16. Your right arm is warm.
 17. Your right arm is heavy and warm.
 18. The weight and warmth of your right arm feel relaxing.
 19. Your right arm is heavy, warm and relaxed.
 20. Now, feel your left arm.
 21. Your left arm is heavy.
 22. Your left arm is warm.
 23. Your left arm is heavy and warm.
 24. The weight and warmth of your left arm feel relaxing.
 25. Your left arm is heavy, warm and relaxed.
 26. Your whole body feels heavy, warm and relaxed.
 27. Notice how your breath is steady and calm.
 28. Your breath comes and goes like calm ocean waves.
 29. No need to control, your breath does everything on its own.
 30. Now say the following quietly to yourself:
 31. "I am proud of my feet that connect me to the ground."
 32. "I am proud of my legs that carry me through the day."
 33. "I am proud of my arms that clear every obstacle in my way."
 34. "I am proud of my breath that gives me the strength to prevail."
 35. "I am proud of me."
 36. "My needs are important."
 37. "I am great the way I am."
 38. "I am talented."
 39. "I am creative."
 40. "I am valued."
 41. "I am me."

42. "I am ready to take on whatever comes next."
43. Now, take a deep breath and slowly start to move.
44. Move your arms, your legs, your feet.
45. Open your eyes and stretch.

- Give your learner some time to adjust. Ask them how they feel.
- If you and your learners enjoyed this autogenic training, make it a ritual to find some peace and calmness in stressful times. There are many autogenic training videos/audios available free of charge.

Activity 9: LOST IN TRANSLATION

Cultural heritage brings us together. It helps strengthen social cohesion, foster tolerance and mutual understanding.

The cultural and linguistic diversity of Europe, and the languages spoken are an essential part of its cultural heritage.

Key Learning Outcome:

Learners will be able...

- ... to observe the way different languages co-create our social reality.
- ... to identify potential obstacles when trying to convey a message in a multi-linguistic setting.
- ... to discuss benefits of linguistic diversity.

You need:

- 10-15 minutes
- At least 4 people

Instructions (Step-by-Step)

- Divide the learners into groups of at least four people. You can also choose to engage the whole group at once, but this might make the duration of the activity significantly longer.



- Within each group, ask one person to choose a sentence or two. The sentence should be short enough for the learners to be able to remember it by heart and should ideally not contain any terms that might be very difficult for them to translate.
 - Hint: You can choose phrases from your learning materials as a source for the sentences.
- Working within groups, the first person whispers the chosen sentence to the next person in the language typically used in class. The second person translates this sentence into a different language (potentially their mother language if it differs from the language used in class, or (one of the) language(s) the learners are being taught as part of their curriculum) and whispers the translated sentence to the third person, and so on. The last learner translates the sentence back into the originally used language and shares it with the whole group. The first person then shares the original message with the group.
- Within group, discuss:
 - Is the original message the same as the one delivered by the last learner?
 - If yes, discuss how/if it might have transformed in-between the activity. If not, discuss the transformation – what changes have you noticed? What do you attribute the changes to? Were there any difficulties the learners might have encountered while translating the sentence?
 - How does this simple exercise reflect in the greater society? You can discuss with the learners, what they believe is the effect linguistic diversity has on society/their country/region, what they believe needs to be considered when trying to convey a message in a multi-linguistic setting. Discuss how they feel about their mother language – what meaning does it bear to them?

Activity 10: **SMALL PIECES OF A PUZZLE MAKE A BIG PICTURE**

Diversity is a value and belief that each of us as a person has unique gifts and skills and are able to build and change the world. Each of us is a very important part of the world's puzzle.

Key Learning Outcome:

Learners will be able...

... to compare and contrast their characteristics and abilities in relation to others.

... to identify their unique strengths/qualities.

... to recognize and assess different ways in which various characteristics of different people relate to one another to form a functioning whole (e.g., society).

You need:

- 20 minutes
- At least 3 people
- Pens and sticky notes (ideally, puzzle-shaped)
- Whiteboard or other large surface all participants will be able to see clearly

Instructions (Step-by-Step)

- Give the learners 3-5 minutes to reflect on their biggest strength, very good quality, ability, or positive characteristic – something they believe defines them, something they do well or something that is important to them. This can be something very simple. To help them start the thinking process, give them an example (bonus: include your own positive characteristic and participate actively in this exercise).
- Hand out the sticky notes to the learners and have them write their answers. Collect their notes and post them on the whiteboard.
- Discuss the characteristics one-by-one. What positive does this specific characteristic contribute to a greater whole (for example, the class)?
- Together with the group, try to find potential connections between different characteristics. How do they relate to one another? Together with the learners, physically move the post-its and draw connections between them or put together the puzzles.
- (For example: One student is full of interesting ideas and might be very good with coming up with various different solutions to a given task. Another might be good at identifying potential problems/issues, but not be able to find potential solutions. Another might be a good problem-solver. Together, they will form a good team where they will be able to come up with fresh ideas, identify potential issues with the idea, and find good solutions to potential issues, therefore tweaking the idea until it becomes a very solid plan. Therefore, their puzzle pieces/sticky notes could be connected to one another).
- Once all of the sticky notes have connections, discuss the experience with the group. What did they discover during this exercise?

Activity 11: INNOVATION BUBBLES

To be successful in a global society we must meet the need for diversity. Innovation is created by bringing together diverse people, with each actively participating.

Key Learning Outcome:

Learners will be able...

- ... to reflect on their own creative thinking.
- ... to compare their own solutions to others' and find (dis)similarities.
- ... to observe the way others' solutions affect their own thinking process.

You need:

- 15 minutes
- At least 3 people
- Pens and paper

Instructions (Step-by-Step)

- Give the handouts to the learners. Instruct them to draw on the papers, using as many circles as they can in any creative way they can think of. Let them know they will only have 3 minutes time.
- After these 3 minutes, have the learners pass their handout to another learner. Give them a minute to observe their new handout, then repeat the above instructions.
- Repeat step 2 once again.
- Discuss with the learners:
 - How did they tackle the problem at hand when they got a clean sheet of paper? Was it difficult for them to begin? Did they plan their final outcome or did they decide on how to use each of the circles individually?
 - What about when they got the handout of the co-learner? In which way was their new handout different than the one they started with? Did they tackle the problem differently the second time around? Or the third? (E.g. Did they

continue with the way they used up the circles in their original design or did the way the other people started influence their choices? Did they continue or add to their new design?)

- Let the learners share their designs among themselves. Do they like their final outcome? Are they happy with how their original handout turned out?
- Discuss how this might reflect in real life environments.

Activity 12: DIVERSITY JOURNEY

I strongly believe diversity is a journey, even if it's a long one. It's crucial for a modern Europe.

Key Learning Outcome:

Learners will be able...

... to identify ways in which gender might play a role in various professional settings.

... to name and critically think of various reasons behind existence of gendered professions and identify potential ways of challenging gender perception, gender role and supporting inclusion and diversity.

... to examine and analyse their own views on gender and diversity and their impact on society as a whole.

You need:

- 30 minutes
- At least 2 people
- Pens and paper

Instructions (Step-by-Step)

- Together with the learners, choose a gendered profession. Ask the learners what would happen if we reversed the dominant gender in the chosen profession (e.g. if the majority of employees in nursing were male or majority of employees in firefighting were female). Give the learners 10 minutes to think about and list various consequence/outcomes of this gender reversal.



- Discuss the answers with the whole group. What kind of consequence did they list and why? Did they focus on potentially positive or negative change? What was the basis of their reasoning?
- What do they believe to be the cause for the chosen (or any) profession to be gendered? Is this a recent development or an on-going trend? What might contribute to it? What are their views on the current state of that profession in terms of gender? Discuss the historical, societal, biological, psychological and other reasons that might have contributed to a profession being gendered.
- Based on their perceived causes of gender imbalance within the chosen profession, have the learners think of everything that would need to be changed in order to have the profession become more gender balanced. Have them write down their answers and discuss them with the whole group. Is that something they find viable in the future?