

## **Workshop scenarios for international youth exchanges**

### **Using elements of Stories that Move and creative methods**

**Developed by the Foundation Krzyżowa for Mutual Understanding in Europe in cooperation with the Anne Frank House, 2023**

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## **Introduction**

### ***The idea behind the scenarios and how to use them?***

Stories that Move was launched online in seven languages in 2018. During the first years that these online teaching materials against discrimination were available the partners involved in the project had the pleasure to work with many educators (formal and non-formal) who are engaged in international youth programmes. <sup>1</sup> They shared their first experiences in working with Stories that Move in international groups and were the inspiration to develop this brochure.

In the project Upscaling Stories that Move 2.1 (2021-2024) we included an expert meeting on Stories that Move in international exchanges and were lucky to be able to bring together experienced educators to help us devise these scenarios. Fittingly, the Foundation Krzyżowa for Mutual Understanding in Europe, the Polish partner in this project, an organisation dedicated to youth exchanges, hosted this meeting (November 2022) and took the lead in developing the scenarios.

During this meeting we discussed ways the online toolbox can enrich international youth exchanges and that can easily be incorporated into existing programmes. This brochure aims to provide inspirational 'easy to use' and 'easy to adapt' scenarios. We will look forward to receiving feedback from you so that we can continue, as a community of educators, to share good practice. We regularly share short reports from educators on social media and in articles. <sup>2</sup>

Exchange programmes take place in many formats. We have chosen to work with the vocabulary of non-formal education. For example, we speak of (national or international) groups, rather than of classes. And the educator/teacher is called the facilitator of the workshop. The scenarios presented here can be used in many settings and adapted to the needs of your group.

<sup>1</sup> Organisations engaged in youth exchange programmes that we worked with include eTwinning, the German-Polish Youth Office (GPYO), House for Polish-German Cooperation, the Anne Frank Youth Network and TolerSpace Ukraine.

<sup>2</sup> One example, a seminar with GPYO.

The four scenarios can be used one by one at different stages of the exchange. You can choose which and how many to use.

**1. What do I see?** *On identity and diversity – preparation before the exchange starts. 50 min*

The first step in preparing for an international exchange is a preparatory meeting in the national group before meeting the group from the other country. This workshop ensures that the groups have a shared starting point regarding the concepts of identity and diversity.

**2. Who am I?** *Getting to know each other – first online meeting of the young participants from two or more countries. 2 hrs*

The second stage of preparation for the exchange is an online meeting where the young people have the opportunity to get to know each other for the first time. This workshop includes a further introduction about diversity and anti-discrimination.

**3. Life Stories.** *Using historical biographies – workshop during the exchange meeting. 3 hrs*

During the youth exchange, pupils and students will learn about ten lives from the past using Visible Thinking methods. They will have the opportunity to reflect on how discrimination affects people's lives and, in small groups will prepare a presentation about one of the ten to the rest of the group.

**4. Express Yourself.** *Workshop during the exchange meeting and post-exchange action. 5 hrs*

During the exchange, students prepare a detailed action plan that they will carry out in their communities after the exchange.

For each scenario we have included the following:

**Brief description** – What is the workshop about?

**Target group** – Who is the workshop for?

**Language** – Which language version of the online materials will be used?

**Time** – When should the workshop take place and how long will it last?

**Aims** – What can be achieved?

**Preparation** – How does the person running the workshop need to prepare?

**Scenario** – How to facilitate the workshop step by step?

## **Scenario 1 – 50 min** **Preparation with the group / class before the international meeting**

### **Brief description**

The first step in the preparation of an international exchange focused on the topic of diversity and anti-discrimination is a preparatory meeting in the national group before meeting a group from another country. Thanks to the workshop, the groups will have an equal basis regarding the concepts of identity and diversity.

The workshop using Learning Path 1 Seeing and being encourages critical thinking in relation to diversity and discrimination, and reflection on our own attitudes and choices.

### **Target group**

- International youth exchange participants
- by country
- Young people aged 16 and older

### **Language**

- Stories that Move is available in nine languages. You can use the version that is easiest for the participants (if available their national language) or the language that will be used during the exchange.

### **Time**

- 50 min
- Four weeks before the exchange

### **Aims**

- Reflecting on how we perceive ourselves and others
- Acquiring knowledge about how assumptions are made, and thinking about identity and diversity
- Strengthening young people's capacity for dialogue

### **Preparation**

- Register and log in to the Stories that Move platform as a teacher to use the toolbox: Stories that Move
- Download and read the Educators' Guide – Learning Path 1 Seeing and being:

- If you are using Stories that Move for the first time watch the explainer and practise using the tool. There are technical tips to help you learn how to use the tool effectively:

### **Workshop scenario**

Use the online tool Learning Path 1 Seeing and being – Lesson 1.1 What do I see?

Explain to students that this workshop is preparation for the exchange and that before the international groups meet face to face, there will be an online meeting with a group from another country. During this meeting all participants will use the online toolbox. They will use 1.2 Who am I? to explore deeper together into the topic started today.

### **Scenario 2 – 2 hrs** **A first international online workshop for participants in the exchange**

#### **Brief description**

The second stage of preparation for the exchange is an online meeting, where young people can get to know each other for the first time. This workshop includes a further introduction about diversity and anti-discrimination. It is an opportunity to introduce the young people to the project and get to know their expectations and ideas before they meet in person.

In society, we all belong to various groups and have different roles within them. Some groups or roles change over time and others do not. Let's explore this!

This online meeting scenario uses scenarios created by the Polish-German Youth Cooperation (available in Polish and German: Publikacja: Scenariusze wymiany online – PNWM )

*Be aware of privacy regulations when you record students and share imaging or videos! You need consent from every student and also from parents or legal guardians if a student is under 18.*

#### **Target group**

- International youth exchange participants
- Young people aged 16 and older

#### **Language**

- The language that will be used during the exchange.

#### **Time**

- 125 min (including 20 min break)
- Two weeks before the exchange

#### **Aims**

- Learning about different aspects of our own and others' identity
- Realising that diversity is a natural part of the world around us
- Promoting and strengthening dialogue, openness and tolerance
- Developing communication skills

#### **Preparation**

- Familiarise yourself with the scenario presented below. Pay special attention to the 'Preparation' column and the 'Director's notes' to prepare to lead the meeting step by step.
- Together with your partner and/or teachers, divide up the tasks for preparation and leading.

## Online workshop scenario

Time	Aims	Step by step	Facilitator's role	Preparation
2 min		Some people may be late for the meeting or may have technical difficulties with the connection. It is therefore worth preparing for the fact that the start of the meeting may slip, allow time for this.	Start the meeting online.  Let all people in.	Log in to the chosen platform (i.e. Zoom, Teams) beforehand and test it with your partner.
<b>1. Welcome and introduction</b>				
2 min	Official start of the meeting  Welcoming participants  Introducing the facilitators	<b>Welcome and introductions</b> – Welcome all participants – Briefly introduce yourself to the group and ask your project partner to do the same.	Ask all participants to turn on the camera in the app and to choose the GALLERY VIEW (so that everybody is visible).	Ask your partner(s) from other countries to be prepared to briefly introduce themselves.
3 min	Introduction to the project  Briefing of participants and basic organisational information	<b>Introduction to the exchange and the meeting</b> Provide basic information about the project: – Purpose of the exchange – Topics of the meetings – Number of meetings and timescale – Online tools the groups will be using	Show the participants your screen (SHARE SCREEN) with graphics or POWER POINT slides with introductory information.	Prepare the graphic in advance, e.g. in CANVA (canva.com) or as a POWER POINT slide. .
<b>2. Brief introduction to online work</b>				
7 min	Creating a sense of security in participants about the use of the online platform and the language(s) of exchange	<b>How to use the online platform</b>  <b>Collaborative testing.</b> Answer questions about or demonstrate a feature, then have each person: – Switch the camera and microphone on and off	Practise the individual elements with the group:  SHARE SCREEN POWER POINT presentation.	Prepare the POWER POINT presentation in advance and open it on your computer before the meeting.  Example of presentation: ZOOM Ustawienia Einstellungen [ template_PL_DE]

Time	Aims	Step by step	Facilitator's role	Preparation
		<ul style="list-style-type: none"> <li>- Enter/change their name</li> <li>- Switch on the gallery view - GALLERY VIEW</li> <li>- Use CHAT (you can ask the group a question, e.g. How are you? and wait for the answers)</li> <li>- Use REACTION: thumbs up, heart, surprise, etc. (You can ask the group a question e.g. Who likes chocolate? and wait for everyone's reactions)</li> </ul> <p>Talk briefly about how to solve technical problems using the attached POWER POINT presentation.</p> <p><b>About the language</b> Briefly introduce the language of the exchange. Raise the following questions:</p> <ul style="list-style-type: none"> <li>- What language the programme will be conducted in (if there will be translation, explain that meetings may take a little longer).</li> <li>- In what situations English (or another language that all, or at least most, of the people involved know) might be used.</li> <li>- Which translators can be used when working (such as GOOGLE Translate, DEEPL, others).</li> </ul>		
<b>3. Energiser</b>				
10 min	Introducing energy to the group	<p>Suggestion for a smaller group (<b>up to 25 people</b>): <b>Throwing a ball or passing an object (miming the movements but using a real 'ball'</b>.</p> <ol style="list-style-type: none"> <li>1. Ask each person to take a piece of paper or tear a page out of a newspaper. Perhaps use scrap paper that would be thrown away anyway.</li> <li>2. Ask each person to screw the paper up into a ball.</li> <li>3. Explain that the exercise is to pretend to throw the paper ball to the next person, calling out their name.</li> </ol> <p>The idea is that the first person throws the ball to someone. The second person's job is to pretend to catch the ball in front of the camera and throw it to the next person – and so on until each person has thrown the ball at least once.</p>		

Time	Aims	Step by step	Facilitator's role	Preparation
		<p><b>Suggestion for larger groups (more than 25 people):</b> Repeat my move</p> <ol style="list-style-type: none"> <li>1. Ask everyone to stand in front of their cameras.</li> <li>2. The first person willing to do so proposes a very short exercise/ movement, which everyone in the group repeats. With such a large group, we only invite a few people (5-6) to suggest a movement.</li> </ol>		
16 min	<p>Breaking down barriers</p> <p>Looking for similarities between languages</p> <p>Introducing energy into the group</p> <p>Integrating the group</p> <p>Motivating to learn another language</p>	<p><b>Banana, sport and democracy, or looking for similarities in languages</b></p> <ol style="list-style-type: none"> <li>1. Introduce the game and explain that the objective is: <ul style="list-style-type: none"> <li>- to <b>find as many words as possible that sound the same</b> or similar in both languages. Examples include banana, sport, democracy.</li> <li>- Groups will have 10 minutes to 15 think up words.</li> <li>- Each word should be written on a piece of paper or on a WHITEBOARD. The more, the better.</li> </ul> </li> <li>2. Divide everyone into smaller groups of 4-5 people who will work in BREAKOUT ROOMS. Make sure they are from different countries.</li> <li>3. When the groups return to the main room, ask each group to count up the words they have found. Congratulate the group that managed to find the most.</li> <li>4. Then ask each group, starting with the winners, to take turns reading out five words. Subsequent groups do the same, but only read new words that have not yet appeared.</li> </ol> <p><b>Summary:</b> Although the languages are different, there are many similarities in them, because in Europe most languages originate from related Indo-European languages.</p> <p>Finally, show a trick for learning Polish and German: by changing a German word ending in '-tion' to '-cja', a Polish word is formed. E.g. Animation – animacja. You can check a few words with the group.</p>	<p>Open BREAKOUT ROOMS (3-4 people)</p> <p>Make sure that participants in BREAKOUT ROOMS are mixed from different countries</p> <p>Close BREAKOUT ROOMS</p>	



Time	Aims	Step by step	Facilitator's role	Preparation
<b>Break: 20 min.</b>				
<b>4. Working with the Stories that Move platform</b>				
50 min	<p>Exploring different aspects of our own identity – who are we and what groups do we belong to?</p> <p>Realising that diversity is a natural part of the world around us</p> <p>Promoting and enhancing dialogue, openness and tolerance</p>	<p><b>Outline</b> The students' tasks will focus on their own identity. They will be asked to consider which elements of their identity are chosen, which are a given, and which may change over time. Questions and exercises allow students to look at themselves in relation to others.</p> <p><b>Tip</b> If students have already completed Lesson 1.1, you may wish to start with a reminder of Step 9 – Looking back – and then move on to Lesson 1.2.</p> <p><b>Important</b> This option requires students to share information about their personal life. It is therefore key that all students can trust that they will be treated with respect, both in relation to what they share and what they do not want to share. None of your students should be prompted about who they 'are' and asked to add this to their self-image.</p>	<p>Using the platform and Educators' Guide, go to <b>Learning Path 1 Seeing and being – Lesson 1.2 Who am I?</b> with the students.</p> <p>At the point where the participants/ students are to discuss their 'Identity Stars' open <b>BREAKOUT ROOMS</b> (2-3 people).</p> <p>Make sure the <b>BREAKOUT ROOMS</b> are mixed.</p> <p>Close <b>BREAKOUT ROOMS</b>.</p>	<p>Register and log in to the Stories that Move platform as a teacher to use the toolkit: Stories that Move</p> <p>Download and read the Educators' Guide – <b>Learning Path 1 Seeing and being:</b> Educators' guides – Stories that Move</p>
<b>5. Summary and conclusion</b>				
15 min	Summing up and joint reflection on the main topic	<p><b>Final reflection</b> 1. After the scenarios, suggest working in new groups (in <b>BREAKOUT ROOMS</b> of 3-4 people) and have a short talk: - What did I learn?</p>	<p>Open <b>JAMBOARD</b> with the questions and share it on <b>CHAT</b>.</p> <p>Open <b>BREAKOUT ROOMS</b> (3-4 people).</p> <p>Close <b>BREAKOUT ROOMS</b>.</p>	Prepare questions for the <b>JAMBOARD</b> conversation.

Time	Aims	Step by step	Facilitator's role	Preparation
		<ul style="list-style-type: none"> <li>- What did I understand?</li> <li>- What did I enjoy most?</li> <li>- What surprised me most?</li> </ul> <p>Also ask each group to <b>write down on JAMBOARD</b> the single most important observation or conclusion they have come to after this module.</p> <p>2. When the rooms are finished, have each group present their reflection.</p>		
3 min	Closing and farewell	<p>Thank everyone for their involvement and work together. Inform <b>the group about the next meeting</b></p>		

## **Scenario 3 – 3 hrs**

### **Workshop Life stories – held during the international meeting**

#### **Brief description**

Participants will encounter ten biographies in Life stories, Learning Path 3 from Stories that Move. They will have the opportunity to reflect on how discrimination affects people's lives and after choosing one story in small groups will present their chosen person to the other participants.

The biographies have been chosen to provide intercultural historical education; the amount of contextual information is limited. Care has been taken to present the people not only as victims but also as people with their own lives and identities.

This scenario is based on limited access to tablets or laptops and/or internet. If each group can work on a laptop then the materials do not need to be printed out. Each step described below can also be done online. The facilitator makes an account and a 'class' and shares the class PIN with the participants. Each student also makes an account and then has full access to the stories.

If you are using Stories that Move for the first time watch the explainer [\[link\]](#) and practise using the tool. If necessary, read the technical tips to learn how to use the tool effectively:

#### **Target group**

- People participating in an international youth exchange
- Young people aged 16 and older

#### **Language**

- The language chosen for the international exchange. The biographical information on the ten people can also be accessed in the nine Stories that Move languages. Some countries have included new stories (the Netherlands, Ukraine and Spain).

#### **Time**

- 180 min
- During the exchange programme (2nd exchange day)

#### **Aims**

- Learning about the stories of several people who have experienced anti-Gypsyism, antisemitism, racism and discrimination against LGBTIQ+.
- Reflecting on what has and what has not changed in regard to discrimination.
- Acquiring skills related to working with historical sources and learning about people living in different historical periods.
- Preparing a presentation for a larger group.

## Preparation

- Register and log in to the Stories that Move platform as a teacher to use the toolbox: Stories that Move
- If you are using Stories that Move for the first time, read the technical tips on how to use the tool effectively: Help – Stories that Move
- Consider whether the participants will also (partly) work online and, if yes, have them set up an account on Stories that Move.
- The topics discussed are sensitive. Before you start, consider whether the atmosphere in the group feels safe and whether you can be sure that students will approach each other with respect. If you feel it is necessary, discuss this with the group.
- The collection of documents to print can be found [here](#). The document contains:
  - 1.1 Ten portraits – enlarged and (preferably) laminated
  - 1.2 Handout Your choice – form to fill in – one for each participant
  - 1.3 Prints of ten objects
  - 1.4 Prints of ten biographies
- Students will need guidance on how much time to allocate to each step. In doing so, take into account both the educational level of the students and the available time. Ensure that the first steps do not take up so much time that there is no time to prepare the presentations. Be clear about how much time each group will have to make their presentation and make sure there is time for each group.

## Workshop scenario

<b>Time</b>	<b>Step by step – instructions for participants</b>	<b>Facilitator's role</b>	<b>Preparation and materials needed</b>
7 min	Write down three words that describe how discrimination affects people's lives. Facilitator's role	Tell the students that they will return to their answers at the end of the path. Remind them to add their own name to the form. Stress that there are no right or wrong answers.	<b>Print:</b> - Multiple copies of Your choice Handout 1.2 (one for each participant). - One or more copies of the other materials.
3 min	Choose someone you would like to know more about.	Present the ten people by showing the portraits and reading out the captions. No further information is given. After a brief glance at the ten portraits, each student chooses one person. They should make their own individual choice. The portraits can be shown online or by spreading out enlarged copies on the floor.  More material will be given in the course of the workshop. <b>Do not hand out everything at once.</b>	<b>Materials needed:</b> 1.1.Collection of ten portraits  <b>Tip:</b> The portraits can be enlarged and laminated for future use.
4 min	Your choice Why did you choose this person?	Ask participants to think about why they chose this particular person and write it on their form.  Stress that there are no right or wrong answers. Students will choose a story for a variety of reasons. Articulating whether they chose this person because of their appearance, their name or, for example, because of the short caption, will help them realise that what they associate with a particular person can have many sources.	<b>Materials needed:</b> Your choice 1.2 handout. One per person.
6 min	See-Think-Wonder Look carefully at the photo and answer each of the three questions in a few words.  What do you see? I think ... What questions do you have?	Students familiarise themselves with a historical source using the 'visible thinking' method. This technique taps into students' natural curiosity.  Encourage the participant to take time to look carefully and think about the questions.	<b>Materials needed:</b> 1.3.Photos of ten objects  Prepare several copies of each object so that each participant who has chosen a person can work individually and can look closely at the object.

<b>Time</b>	<b>Step by step – instructions for participants</b>	<b>Facilitator's role</b>	<b>Preparation and materials needed</b>
		For more information, see Visible thinking on <a href="http://storiesthatmove.org">storiesthatmove.org</a>	
10 min	Life story Read the life story. Choose three events from the life story that you think are important.	Students are given a short text with basic information about the person they have chosen.	The texts are available in the file <a href="#">Collection of all ten life stories</a> . The biographies begin on pages 3, 16, 29, 42, 54, 64, 76, 87, 100 and 111.
20 min	Form small groups Share the life story you have chosen with the group, considering the three events you selected in the previous task. Take two minutes to tell the group about the person you chose and explain why you chose that person.	Divide the group into max 10 teams (4-5 people).	
40 min	As a small group, pick one of the life stories chosen. Then present it to the whole group. Once you have agreed on your choice, write down your reasons for choosing that character. Look carefully at the sources. Working as a group, choose a few sources to use in your presentation. Create a presentation of up to 5 minutes by answering the questions: - Who is this person? - When did this person live? And what is the historical context? - What elements of this person's life are of particular interest to you? - What is the relevance of this biography today? Be creative!	Each group prepares a presentation in a free format – they can use a flipchart, conduct an interview or act out a scene.  Distribute the materials about each biography – one set for each group. Students can also access the materials online: <a href="https://www.storiesthatmove.org/en/teaching-materials/five-learning-paths/life-stories/">https://www.storiesthatmove.org/en/teaching-materials/five-learning-paths/life-stories/</a> Make sure everyone understands what information to include in their presentations.	Print out all the biographies and resource materials available in <a href="#">Collection of all ten life stories</a> .  Write down on a flipchart the questions to be considered when creating presentations.
<b>Break – 20 min.</b>			
5 min	Every voice matters	Before the presentations, briefly discuss who was not chosen and why, as all life stories are important.	
20-30 min	Time for the presentations. Ready? Time for your presentation! Depending on		

<b>Time</b>	<b>Step by step – instructions for participants</b>	<b>Facilitator's role</b>	<b>Preparation and materials needed</b>
	the number of groups, max. 5 min. for each presentation		
10 min	<p>Reflection</p> <p>Look at the key words in your answer to the first question. Add new ones and explain why you have added them. Write down three new words related to how discrimination affects people's lives.</p>	<p>At the end, participants should <b>return to their answer sheets</b> from the beginning of the workshop.</p> <p>Thank everyone for their involvement and for working together.</p>	

## **Scenario 4 – 5 hrs**

### **Workshop Taking action - Express yourself**

During the international meeting and action plan implementation after the exchange.

#### **Short description**

The goal is to share the outcome of the learning experience through a collaborative artistic activity and show other people how you can speak out against discrimination and for equal rights. Art is used to help facilitate conversations and to process natural emotional reactions. Sometimes students find it easier to express themselves without words, practise using the tool. If necessary, read the technical tips to learn how to use the tool effectively:

If you are using Stories that Move for the first time watch the explainer and practise using the tool. If necessary, read the technical tips to learn how to use the tool effectively:

#### **Target group**

- People participating in an international youth exchange
- Young people aged 16 and older

#### **Language**

- An agreed language of communication during the international meeting, but in participants' local language when preparing the action.

#### **Time**

- During the exchange programme (day 4)
  - preparation (a-d)
  - a) Brainstorming session 1 hr
  - b) Preparatory session 1.5 hrs
  - c) Develop creativity 1.5 hrs
  - d) Present ideas 1 hr
- After the exchange – implementing ideas together or in parallel in their local communities.

#### **Aims**

- Engage students in summarising what they learned during the exchange and how it impacts them.
- Disseminate what students learned to a wider audience in a public space.
- Raise public awareness about the

importance of standing up against discrimination.

- Planning an action (during the international meeting) to act against discrimination.
- After the meeting (back in school or in the local community) preparing and performing an action against discrimination.
- Building confidence; expressing emotions, thoughts and ideas in verbal and non-verbal ways.

#### **Preparation**

Where the group is independent, eager to join in and work together, the role of the facilitator, and in the later stages of the educator/teacher, will be to guide and assist as needed, while allowing the students to lead their own learning process. In the case of a group that finds it more difficult to engage or is less motivated, the role of the facilitator will be to guide the students through the creative process and support them in organising the planned actions.

In each of the creative action scenarios (Handouts 2.1, 2.2, 2.3, 2.4, 2.5), preparatory tips for the facilitators are included directly in the scenarios.



## **Scenario of the workshop**

Your everyday actions can have an impact on those around you, on society as a whole. How do people counteract discrimination? What can you do?

See how other young people act. Find out how to take action yourself!

## **During the exchange**

### **Brainstorming session – 30 min.**

1. Participants listen to five examples of actions taken by their peers – Five stories on taking action | Stories that Move
2. Participants select or are assigned by the facilitator to teams up to five people.
3. Each group chooses the type of activity they want to work on (they can also propose another creative activity.) Dedicate time to brainstorm in groups (according to the creative activity students choose).
  - General guidelines – handout 2.1
  - Songwriting – handout 2.2
  - Mural graffiti – handout 2.3
  - Choreograph a dance – handout 2.4
  - Direct a play – handout 2.5
  - Other medium, such as social media posts, making a short film (for TikTok) spoken word, vlog

### **Preparatory Session – 1.5 hrs**

#### **Develop creativity – 2 hrs**

#### **Present your ideas – model SMART (see next page) – 1 hr**

## **Creative action implementation – after the exchange**

Practise: have the action team organise and try out the plan.  
Showcase/performance of the creative activity.

## **Handout 2.1 – General guidelines for students to prepare a creative action**

### **Brainstorming session**

- Talk about the topic you want to highlight. How does it connect to issues that you worry about?
- Talk about each person's hopes and expectations for the action project.

### **Preparatory session**

- Look for examples of creative actions that inspire you. Within your group, share your opinions; discuss what you like or do not like.
- Research the topic you want to address. Find news items, articles and data about it. You can do this individually or in small groups.

### **Develop your creative action plan**

Check the suggestions in the handout specific to your type of action.

### **Presenting your ideas**

Prepare a poster for presenting your ideas to the rest of the exchange group.

Explain what you will be doing, when and where and for whom.

Analyse your action plan based on the SMART method.

#### **SMART criteria:**

S – Specific – What will you achieve? What will you do?

M – Measurable – What data will you use to decide whether you've met the goal?

A – Achievable – Are you sure you can do this? Do you have the right skills and resources?

R – Relevant – Does the goal align with those of your team or organisation? How will the result matter?

T – Time-bound – What is the deadline for accomplishing the goal?

### **Implementation**

- If you are performing, practise with an audience of friends.
- Choose and organise (if needed) the right place for your action.
- Advertise the performance through social media, word of mouth, school networks, and community boards, etc.
- Make sure someone will take photos and think about post-event (social) media coverage.
- Agree to meet to evaluate the experience.

## **Handout 2.2 – Songwriting**

### **Develop your creative action plan**

Here are some examples of songs you might find inspiring:

- Music to promote human rights and analysis of the song/lyrics
- YEPP Europe's training programme on Children's Rights Education through Music
- Songs for Rights – YEPP EUROPE

### **Towards writing a song**

Individually or in pairs make a small poem on the topic you have all agreed on as a group.

Share the poems with the group.

Don't judge the poems or discuss whether you like them or not. Instead, have a conversation about the topic and which elements in the poems might be a start for the song you are going to make and perform.

Individually or in pairs choose the favourite parts of the poem, every person/pair makes a small paragraph for the song.

Share the paragraphs, make changes and add information from your research.

Choose who will play an instrument or sing, who will make announcements, etc.

Rehearse the song, preferably with a small audience.

Record the song and listen to the recording together. Decide if changes need to be made.

Discuss if someone will announce the song and if you want to have a dress code.

**Check Handout 2.1 - General guidelines for students to prepare a creative action. Have you discussed and decided who oversees each part of the preparation?**

### **Implementation**

All ready? The audience is invited, you're ready to perform!

Make sure to record the performance.

But be aware of privacy regulations when you make a recording that you want to share.

You need consent from every student and if the student is not yet 18 years old, also from the parents/legal guardian(s).

Celebrate at the end!

## **Handout 2.3 – Mural graffiti**

### **Develop your creative action plan**

It is important to check whether you will need permits to paint a mural. Discuss the possibilities with your local council or city hall.

Here are some examples of artists working toward social transformation through art/murals/graffiti.

- A town in Colombia recognised for its origins, diversity and cultural heritage as a community descended from enslaved Africans. They used street art to safeguard this heritage.
- Wall of contemplation: Graffiti creates positive human rights narratives in Lebanon; rights, ideas and graffiti – EU neighbours.
- Youth exchange: Intercanvi juvenil sobre la crisi migratòria 'Walking with Refugees', in Sabadell, Catalonia.

Consider inviting an artist to tell you about the different aspects of creating murals/graffiti. If it is not possible to invite an artist, have a look at these videos:

How I Paint Murals – mural tutorial video

How to Paint a Street Art Mural! The Top 10 Tips & Tools (From an expert!) – Episode No. 6

### **Steps toward making a mural**

Each make a drawing about your chosen topic. You don't need to be skilled! It can be an abstract drawing or something that represents a feeling too.

Get together In pairs: See-Think-Wonder

- Look at your partner's drawing and write down everything you see.
- Write down some thoughts about the image.
- Write down questions about the image.

Discuss what you have written with your partner. Then share all the drawings on the floor/wall with the whole group.

Don't judge the drawing skills or discuss whether you like the drawings or not. Instead, have a conversation about the topic and which elements in the drawings might be a start for the graffiti painting.

Choose the favourite parts of the drawings. In groups, make a small drawing together for the mural. Share the new drawings, make changes if necessary and add information about the research.

Make a collage with all the drawings and design what you want the mural to look like. Choose the colours and tools you want to use.  
Make a draft version of the mural.

***Check Handout 2.1 - General guidelines for students to prepare a creative action. Have you discussed and decided who oversees each part of the preparation?***

### **Implementation**

- Go to the location and start work on the mural.
- When people in the street come to see the mural, explain the reasoning behind it.
- Take videos and pictures of the process.  
But be aware of privacy regulations when you record anything you want to share. You need consent from every student and if a student is under 18 years old also from their parents/legal guardian(s).
- Celebrate at the end!

## **Handout 2.4 – Choreograph a dance**

### **Develop your creative action plan**

Look at examples of artists who work toward social transformation through dance.

One example: Jordi Cortés uses dance workshops to work through inclusion with people with functional diversity (Taller de danza integrada impartida por Jordi Cortés – Universitat Autònoma de Barcelona)

Consider inviting a dancer to give a workshop on how to choreograph a dance.

### **Steps toward creating a dance performance**

- You don't need to have dancing skills to be part of this! Find music for some initial improvised dancing.
- Share reflections about what movement can express – different situations and emotions.
- Decide on your 'story'. Together, choose the main ideas for what you want to represent through dancing. Try to include information from your research.
- Choose the music fitting to your topic. Create a scenario of the movements. Discuss the possible roles in the team and organisational aspects.
- Rehearse the dance (with costumes, if appropriate).

**Check Handout 2.1 - General guidelines for students to prepare a creative action. Have you discussed and decided who oversees each part of the preparation?**

### **Implementation**

All ready? The audience is invited, you're ready to perform!

Make sure to record the performance.

But be aware of privacy regulations when you make a recording that you want to share.

You need consent from every student and if a student is under 18 years old also from the parents/legal guardian(s).

**Celebrate at the end!**

## **Handout 2.5 – Direct a scripted play or role play**

### **Develop your creative action plan**

- Have a look at some examples of plays that contribute to social transformation. For instance: Equality: A Role Play About Discrimination
- Consider inviting an actor or a director to give a workshop on how to create a theatre play.
- If that is not possible, perhaps read other plays for inspiration

### **Steps toward creating a dance performance**

- Individually or in pairs create a draft story. Think about the message you want to communicate. Decide on the central conflict that will underline what it is you want to say.
- Share the stories within the group and give each other feedback. This shouldn't become a judging of each other's writing skills or whether you like the stories or not. Instead, have a conversation about the topic and consider what might be a good start for the writing of the play.
- Next, determine the story you will work on together. As a group, choose the main idea from individual creations.
- Everything in your narrative will happen live on stage, so think about available space and special effects.
- Decide on the main character. A credible fictional character must be unique and relatable. Their motivations are the drivers for their actions and decisions. What is the main character (the protagonist) like? What are her/his/x goals, traits and backstory?
- Create an antagonist who brings in the conflict to the main character(s).
- Choose the form. It can be a short, one-act play, or include several acts.
- Begin outlining your story/play by separating it into acts.
- Write down your play's beginning, middle and end, including major story lines and plot points around the main 'conflict'. The acts lead up to a climax and finally to the resolution of the conflict, but they could also leave an 'open ending', giving the audience 'food for thought'.
- Add stage directions. When drafting the script, consider all the movements on stage. Include stage directions for the actors (such as entering and leaving the stage) and any physical actions necessary to the storyline or character development.
- Consider elements about set design, decor, attributes, costumes and lighting, perhaps also props. Include time between scenes for scene changes or costume changes.
- Decide who is going to take which role.
- Write the acts. The easiest way might be to start with writing the climax or end of the play and then write 'backward', but that is up to you. Bear in mind that each act should contribute to the larger narrative: the play's theme and message.

- Make sure your play and the script are clear and easy for the actors to read.
- When the draft of the play is ready, read the script again with the whole group. If necessary, fine-tune the dialogue and the action. You could invite someone not involved in the play to read the script and provide honest feedback.

**Check Handout 2.1 - General guidelines for students to prepare a creative action. Have you discussed and decided who oversees each part of the preparation?**

### **Implementation**

- Consider doing a 'read-through'. Everyone involved gathers and reads through a script out loud.
- You could invite some volunteers (friends and family) for your read-through. Read out the dialogue, stage directions and scene headings of your play, and pay attention to each line of dialogue and how the action flows. Adapt your script if necessary.
- Distribute the final text among the actors. The actors learn their texts, the scenery/ costumes are ready, and your team promotes the event.
- Schedule a try-out
- All ready? The audience is invited, you're ready to perform!
- Make sure to record the performance.
- But be aware of privacy regulations when you make a recording that you want to share.
- You need consent from every student and if a student is under 18 years old also from the parents/legal guardian(s).

**Celebrate at the end!**



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