a better fEUture

HOW TO PUT VALUES INTO VISIONS AND VISIONS INTO REALITY

An educational toolkit to empower **active European citizenship** in youth groups

EINE WELT NETZ NRW

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kultur weiter

A BETTER FEUTURE

HOW TO PUT VALUES INTO VISIONS AND VISIONS INTO REALITY

The future of democracy and the European Union is threatened, by forces from outside, but also from the inside. More and more politicians question the core values of the European Union – democracy, freedom, human rights and solidarity. At the same time, outside of the member states, youth take the streets to promote a future in the European Union, for example in Georgia. Their protests are a powerful reminder that for many, the EU isn't just a political bloc; it's a beacon of hope and a vision worth fighting for. But what is it what makes the European Union unique?

The EU is built on a foundation of shared values that peacefully hold our societies together. It is the largest peace project in human history, offering tangible benefits that touch our daily lives.

This workshop invites you to dive into the European values and exploring how these values connect to your personal beliefs. Using the example of Georgia, we'll explore the unique relationships between the EU and its Eastern partners. By jumping into a role play, you uncover the arguments and the logic of Anti-EU-Propaganda. Focusing back on your own role in the European society, you are then invited to take a closer look on your own impact. By envisioning a better *fEUture*, you'll experience what it means to be an active European citizen.

This unique educational framework was developed in close cooperation between German and Georgian youth workers and successfully tested with two pilot groups in each country. During its creation, the team exchanged ideas with politicians, educators, and civil society leaders to ensure a well-rounded and engaging experience.

We thank the government of the Federal State of North Rhine-Westphalia for funding our project through the *Europa-Schecks* program as well as all people involved in the development of the project.

We now wish you a good workshop and many enriching exchanges.

ABOUT THE ORGANIZATIONS

EINE WELT NETZ NRW E.V.

The Eine Welt Netz NRW e.V. (One World Network) is the umbrella association of the development organizations, associations and interested individuals in the federal state of North Rhine-Westphalia. Our registered NGO is headquartered in Münster but also holds an office in Düsseldorf, which is the region's capital. We currently include

around 1.700 groups and individuals. About 35 people work full- or part-time for the Eine Welt Netz NRW plus many volunteers.

The tasks of the Eine Welt Netz NRW are, among other things: consulting in the field of One World civic engagement, education and outreach projects on One World topics, networking and training on all aspects of One World work and civic engagement in North Rhine-Westphalia. The Eine Welt Netz NRW further organizes events and conferences, also with international guests. We establish contacts between actors in the fields of Global Education, youth exchange programs, Fair Trade, international campaigns, etc.

Since 2022, Eine Welt Netz NRW holds a strategic partnership with Sunny House Tbilisi, focusing on democracy engagement and youth resilience. In this scope, the organizations have already successfully led a youth exchange on activism and resilience as well as on LGBTQ* activism.

KULTURWEITER E.V.

The non-profit association kulturweiter was founded by alumni of the international voluntary service kulturweit, a project of the German Commission for UNESCO, funded by the Federal Foreign Office.

The goal is to strengthen and connect the social engagement of returnees even after their service period has ended. We see ourselves as an organization of volunteers for volunteers and are also open to anyone interested in global issues, cultural exchange, sustainable development, and peaceful coexistence.

In recognition of the goals of kulturweit and UNESCO, we are committed to peace, international understanding, cultural work, and, above all, education for sustainable development.

> **Educate**: Share knowledge, promote sustainable action, and impart skills for shaping the future.
>
> **Connect**: Bring together experiences and ideas, and build partnerships.
>
> **Engage**: Motivate young people to actively work for an open-minded and sustainable future.

The project "a better fEUture" showed how this can work in practice: The young German-Georgian team exchanged ideas with each other as well as with NGOs and political actors. The educational materials were created based on these insights and the knowledge and experiences of the participants—including a kulturweiter alumna who completed a voluntary social year in Tbilisi in 2015/16.

NON FORMAL EDUCATION YOUTH CENTER “SUNNY HOUSE”.

Non formal education youth center "Sunny House" is a value-based organization, founded in Tbilisi in 2003, and its main activity remains in the field of non-formal education. Since 2003, Sunny House has implemented numerous projects. Its activities are divided into several areas: team building, trainings for corporations on various topics, international exchange projects, youth clubs and youth camps, where the main goal is the development of soft skills and personal development of young people.

Sunny House, together with international and local partners, is trying to create diverse opportunities for Georgian youth. A good example of international partnership is the cooperation with the organization Eine Welt Netz NRW, which has been going on for 3 years. Within the framework of the partnership, youth exchange programs have been held, and now the creation of a workshop provides an opportunity to move this partnership to a new stage.

ABOUT THE MODULES

Our concept is based on three modules surrounded by the framework of visions and values. For a successful implementation of the singular modules, we strongly recommend to start with the "Values" component and end with the "visions" component. The three modules stand alone and can be used also without the other modules.

Some modules need additional material. You can find all materials here: https://www.eine-welt-netz-nrw.de/a-better-feuture

VALUES

The Values-module gives the participants and facilitators an introduction into the session. It is an essential part of the workshop-program and should be done before every other module. After reflecting their own values, participants get to hear the story of how the EU was also founded on values, very similar to personal values. After comparing their personal values to the EU values, participants reflect on the implementation of the EU values.

M1: HISTORY OF EU-GEORGIAN RELATIONS

The module "History of EU-Georgian relations" gives an introduction to the friendship between the European Union and Georgia since the breakdown of the USSR. The session is based on the example of Georgia, but with some research is also adaptable to other countries of the Eastern partnership. Based on the communitive timeline, the participants then get an insight into the current political situation in Georgia.

M2: ANTI-EU-PROPAGANDA

On- and offline, youth is confronted with negative, populistic and not always true publicity about the European Union. Especially governments that lean towards an autocratic system spread fake news about the European Union with the objective of delegitimizing the biggest peace project in world's history.

In the module participants learn, how this anti-EU-propaganda works and what they can do if they are confronted with it in their real lives. The module can be implemented in two versions based on the group's interests, one focusing more on the functioning of propaganda and the other more on what to do against it.

M3: DEMOCRATIC PARTICIPATION AND EMPOWERMENT OF YOUTH

This module invites young people to explore what it means to be politically active and to see themselves as active participants in democratic life. Using creative methods like the Dream Journey, participants reflect on the world as it is—and imagine how it could be different. They explore current activism in the EU and Georgia, connect it to their own experiences, and discover the values that guide their actions and relationships.

Through personal storytelling, group exchange, and the metaphor of growing a forest of resources, participants build awareness of their own strengths and the role of resilience in driving change. The message is clear: your voice matters, and even small actions make a difference. By the end, each participant sets one concrete goal to address an issue they care about—turning imagination into real-world action.

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VALUES

IDEA OF THE MODULE

The Values-module gives the participants and facilitators an introduction into the session. It is an essential part of the workshop-program and should be done before every other module.

OBJECTIVES

- Participants understand the (concept of) values of the European Union
- Participants reflect on the implementation of the values of the EU

REQUIREMENTS FOR IMPLEMENTATION

- Spacious room and a circle of chairs
- A speaker for music
- Sticky notes or other small papers (if possible star-shaped sticky notes)
- Material print-outs: story

ADVICE FOR FACILITATORS

- There's two options for the warm-up, depending on the mood and activity level of the group. Go with the flow and adjust depending on their needs.
- It makes sense to be a bit familiar with the history of the EU just in case of questions. You don't need to be an expert though.

PREPARATION

- Depending on the warm-up you chose, you'll need some music.
- Prepare a circle of chairs with enough space in the middle.
- Make sure you have space on the walls or pinboards.

TIME FRAME

Time	Topic	Methodology	Objective	Material
3-5'	Warm-Up	Two options, see below	Arrival	-
5'	Your own Values	Single work - drawing	Reflecting	Sticky notes or small papers (1-2 per person), pens
10'	Key Values	Small group	Reflecting	Sticky notes or small papers (1-2 per person), pens
15-20'	Story of the EU's values	Storytelling	Get familiar with values of the EU	Print-out of story of EU values; wall or pinboard Definition of values

10’	Current implementation of EU values	Line-up	Connecting to reality	
		Fac. guides group to the next module.		

STEP BY STEP

Step 1: Warm Up

Warm-Up Option 1 (for very active groups in need of a calm start)

Instructions:

Time: 5-10 minutes | **Topic**: Mindful movement and group connection | **Methodology**: Guided visualization and bodily awareness | **Objective**: To transition from a high-energy state to a calm, focused one, and to build a sense of collective presence. | **Materials:** Background music, open space.

- The facilitator asks everyone to step out of the circle (behind the chairs) and puts on some soft background music.
- Participants walk around the room.
- The facilitator gives different tasks: "Walk slowly," "Walk fast," "Pay attention to your steps," "Look everyone you pass in the eyes," "Smile at each other," etc.
- The facilitator then asks everyone to stop and breathe together, with coordinated movements (e.g., arms up while breathing in, hands down while breathing out)
- Finally, participants step back into the circle to begin the session.

Warm-Up Option 2 (for rather tired groups in need of activation)

Time: 5-10 minutes | **Topic:** Association and energetic activation | **Methodology:** Word association game | **Objective:** To energize a tired group and foster quick, creative thinking.

Instructions:

- The facilitator asks everyone to step out of the circle (behind the chairs).
- The facilitator gives a starting word (e.g., 'democracy') and "shoots" the word with a dramatic gesture to someone else.
- That person says the first word that comes to their mind and "shoots" it to someone else.
- That person has to "dramatically leave" the circle (e.g., "die," "pack a suitcase," "storm out").
- This association chain continues until someone takes too long to react.
- When everyone is out, the facilitator asks them to jump back into the circle and take a seat.

Step 2: Your Own Values

Time: 5-10 minutes | **Topic:** Personal reflection on values | **Methodology:** Individual illustration | **Objective:** To encourage individual reflection on the values that make people feel safe and motivated in a group. | **Materials:** Sticky notes or small papers (1-2 per person), pens.

Instructions:

- Ask participants to draw or illustrate the principles or qualities that help them feel safe, respected, and motivated in a group.

Step 3: Key values

Instructions:

- Participants discuss their drawings in groups of three.
- Together, they agree on **6 key values** from their discussion

Time: 10 minutes | **Topic:** Collaborative value identification | **Methodology:** Small group discussion | **Objective:** To synthesize individual values into a set of shared key values for the group. | **Materials**: Sticky notes or small papers (1-2 per person), pens.

Step 4: Story of EU-Values

Time: 15 minutes | **Topic:** Connecting personal and group values to EU values | **Methodology:** Group reflection and interactive reading | **Objective:** To understand how personal and group values relate to the official values of the EU.

Instructions:

- Participants return to the big circle.
- The facilitator reads out the story of the EU's values.
- If a participant recognizes one of their values in the story, they get up and put it on the wall.
- The facilitator pauses the reading when someone gets up so no attention is lost.
- At the end, the facilitator asks reflecting questions: "What did we come up with and what was missing?" and "What's the difference between values in a group setting and values as the base for the group of states?"

Step 5: Implementation of EU-values

Time: 10 minutes | **Topic**: Reflection on implementation of the EU values | **Methodology**: Line-Up-activity| **Objective**: to connect the theoretical EU values to actual political happenings in the current European Union

Instructions:

- Participants get up and stand in a line.
- The facilitator asks participants to position themselves on an imaginary line.

- Ask the participants: “How well are these values lived out in reality – today? How well do you think the EU currently implements these values?”
- Participants are invited to mumble two minutes with the person next to them about what their thoughts are.
- Facilitator asks participants if they want to share anything.

M1: HISTORY OF GEORGIA AND THE EUROPEAN UNION

IDEA OF THE MODULE

The core of the project "a better fEUture" are the flourishing relationships between the European Union and the countries of the Eastern partnership, especially Georgia. This module will highlight key aspects of the growth of the friendship between the EU and Georgia as well as give insight into the current political situation in the country.

To adapt the module for the other countries of the Eastern Partnership, some further research will be needed.

OBJECTIVES

- participants understand the relations of the EU and Georgia
- participants understand the current challenges on Georgia's path to the EU

REQUIREMENTS FOR IMPLEMENTATION

- Spacious room and a circle of chairs
- Material print-outs: timeline dates + cards (download), correct timeline order (download), stakeholder cards (download)

ADVICE FOR FACILITATORS

- It makes sense to be a bit familiar with the history of the EU and Georgia, just in case of questions. You find some more detailed information in the annex.
- Be aware that parts of the module contain bits of role playing. This can, in some cases, go overboard. Beforehand, familiarize with the role cards and the material to ensure that you can react to irritation.
- The timeline is quite detailed. If you feel that this might overwhelm your group, you can of course leave parts of the timeline out. You can of course also add EU-specific dates to the timeline.

TIME FRAME

Time	Topic	Methodology	Objective	Material
5	introduction	introducing the topic briefly and goal of session		
25	activity timeline	Time line	Learn about history	Time line print outs
35	Result presentation	Group presentations		
10	get to know stakeholder	Sole / partner work	Get to know stakeholders in Georgian politics	Stakeholder cards

15	"stakeholder meeting"	exchange	Get to know other stakeholders	
15	stakeholder map	Visualization	Connect the different stakeholders	
15-20	debrief	reflection of the session		

STEP BY STEP

Step 1: Introduction

Time: 5 minutes | **Topic**: Sessions goals and welcome | **Methodology**: facilitator-led | **Objective**: to briefly introduce the topic and the goal of the session

Instructions

- Welcome the participants back to the session
- To start off, ask participants what they know about Georgia. You can also just show the Georgian flag and ask them about their associations.
- Briefly present the goals of the session.
- "Today we want to talk about a friendship that has begun in 1990 – the friendship between Georgia and the European Union. The united path for Georgia to become a European Union member state has developed since the independence of Georgia in 1990. Today, the country is facing a political crisis."

Step 2: Timeline of the friendship

Time: 25 minutes | **Topic**: the EU and Georgia over time | **Methodology**: group work | **Objective**: to gather first knowledge about the common history | **material**: sets of time line cards

Instructions

- Divide the participants into groups of 3-4 people.
- Explain the task: The participants will get a line of dates and a series of events.
  Their task is to connect the events to the dates and to bring everything in order.
- Make clear, that there is no wrong or right, but the participants should follow their own logic thoughts.

Step 3: Timeline of friendship - solution

Time: 20 minutes | **Topic**: presenting and justifying timelines | **Methodology**: group presentation | **Objective**: to explore different versions of the timeline and hear the reasoning behind it | **Materials**: timelines created by the micro-group; final time line

Instructions

- Invite participants back to the full group.
- Ask for a volunteer group to start presenting their timeline. Also invite them to share their thoughts behind it.

- Now, ask for the next group to present their timeline, focusing on what they did different and why.
- Ask everyone how they felt. What was difficult? What was surprising?
- In the end, present the real time-line to the group. You can use a prepared visual or you can re-arrange one group's set.
- Ask participants again what they found surprising and if they have questions.

Step 4: Get to know the stakeholders

Instructions:

- Give each participants a stakeholder card.
- If you have more participants than cards, you can also pair them up and give each pair one card.
- Ask the participants to read their stakeholder description. They can also google them for more background information.

Time: 10 minutes | **Topic**: Georgian stakeholders | **Methodology**: individual discovery | **Objective**: to introduce participants to their stakeholder role | **Materials**: stakeholder cards

Step 5: Stakeholder Meeting

Time: 15 minutes | **Topic**: Stakeholder networking | **Methodology**: role-played networking | **Objective**: to find stakeholders with similar interests, sides or goals

Instructions

- Invite participants to wander around the room and get to know as many other stakeholders as they can.
- Ask the participants to act in their role. They can introduce themselves with their name and also react accordingly to other stakeholders.
- The objective is to find connections between the stakeholders.

Step 6: Stakeholder Map

Time: 20 minutes | **Topic**: stakeholder dynamics | **Methodology**: group visualization | **Objective**: to create a visual representation of the dynamics and relationships between stakeholders

Instructions

- Encourage participants to see the room as a map.
- The participants now shall position themselves according to the relationships between the stakeholders. The relationships can be symbolized not only by distance but also by facial expressions, gestures, etc.
- The process is supposed to be interactive. The participants can discuss their positioning. If the discussion gets overboard, you can set them a time limit.
- After the participants took their final position ask them about the reasons.
    - You can point to specific participants and ask about why they are so close or so distant to one another.

Step 7: Debrief

Time: 15 minutes | **Topic**: finalzation | **Methodology**: group discussion | **Objective**: to reflect on the entire sessions and its outcomes

Instructions

- Invite participants back to the circle.
- First of all, ask them to shake off their role by doing a physical movement.
- To initiate the process of finalizing the session, ask every participant on what they learned today. Encourage them to limit their answer to one learning.
  If participants are hesitating, invite them to go through the session step by step.
  Questions can be:
  - What did you learn new about the country of Georgia?
  - What did you find surprising, unexpected, etc.?
  - Did you already know the stakeholders?
  - Which stakeholder would you like to learn more about?
- After letting everyone share, invite the participants to give a one-word final word. You can also end the session with a round of applause for the group.

BACKGROUND INFORMATION

To effectively guide this session, you should be well-versed in the EU-Georgia relations timeline. The relationship is a long and complex journey, not a single event. It's a progressive, step-by-step process of increasing cooperation, driven by shared values and mutual interests.

The relationship officially began shortly after Georgia regained its sovereignty in the early 1990s, when the USSR dissolved. The first steps were primarily economic, focusing on financial, humanitarian, and technical assistance. A crucial early milestone was the 1996 Partnership and Cooperation Agreement (PCA), which established a formal framework for dialogue and cooperation. This was a foundational step that laid the groundwork for future integration.

The partnership deepened significantly with Georgia's inclusion in the European Neighborhood Policy (ENP) in 2004. This initiative was designed to bring the EU and its neighbors closer, offering a framework for political and economic reforms.

A critical turning point was the 2008 Russia-Georgia War. In response to the conflict, the EU established the European Union Monitoring Mission (EUMM), a tangible sign of its commitment to peace and stability in the region. This event also spurred a more comprehensive approach to relations, leading to the Eastern Partnership initiative in 2009. This initiative provided a new platform for political association and economic integration.

In the years that followed, the relationship accelerated with several key agreements. The Association Agreement (AA), including a Deep and Comprehensive Free Trade Area (DCFTA), was signed in 2014. This agreement aimed to align Georgia's laws and

economy with EU standards, fostering deeper political and economic ties. One of the most tangible benefits for Georgian citizens was the implementation of visa-free travel in 2017, which symbolized closer ties and increased mobility.

The culmination of this long journey came with Georgia's official application for EU membership in 2022. This was a historic step that demonstrated Georgia's commitment to its European path. The final, most recent milestone for your timeline activity is the granting of EU candidate status in December 2023. This is a significant political signal and a clear endorsement of Georgia's reform efforts.

When facilitating, emphasize that each of these events, from the PCA to candidate status, represents a building block in this evolving relationship. Encourage participants to see the interconnectedness of these events rather than just a list of dates.

M2.1: DECODING ANTI-EU-PROPAGANDA

IDEA OF THE MODULE

The module "Decoding anti-EU-propaganda" uses an adapted methodology from the German TV show "13 Fragen" to provide participants with an interactive learning experience.

To detach from personal beliefs and really dive into the mechanisms of Anti-EU-propaganda, the participants will take on a role that is either anti-EU, undecided or pro-EU. The roles come from EU member states as well as candidate countries or partner countries. Throughout the game, participants will hear different statements ranging from fake news to actual facts and are asked to adapt their position accordingly. This exercise demands an advanced level of insight into European Union contexts. Also, participants should be ready to step into a role, that might differ entirely from their personal beliefs and values.

If you feel that this methodology is not appropriate for your group, you can use the alternative module "M2.2: Countering Anti-EU-speech".

OBJECTIVES:

- Participants can better identify and understand the function of anti-EU-propaganda.
- Participants know what to do against anti-EU-propaganda.

REQUIREMENTS FOR IMPLEMENTATION

Room: Big enough to put up the playing field.

Materials:

- Role cards (download)+ statement cards (download)
- Tape or rope to create the playing field
- Tape for name tags
- Flipchart/ blackboard

ADVICE FOR FACILITATORS

- Be clear about what you say and make sure that participants are aware that some arguments are not factual or true.
- Ensure that participants differentiate between their role and their own opinion. Even though it can be difficult in some parts of the module, try to always circle back to the roles in the role game and to the personal opinions in the group discussions.

- If you are unsure about the topic of propaganda you should read the provided background information.

PREPARATION

To prepare the session, you need to build up the playing field, using tape or rope. The playing field should be split into nine columns representing degrees of agreement /disagreement.

Feel free to use the entire area available as participants will all have to fit.

TIME FRAME

Time	Topic	Methodology	Objective	Material
5'	Introduction to the session	Presentation	Understanding the background of the game.	
10'	Role Assignment and initial positioning	Simulation game	Getting to know the role and its beliefs	Role cards, tape for name tags, playing field
45'	Statement phase	Simulation game	Understand how propaganda can influence opinions based on individual backgrounds.	
10'	Personal reflection	Flash light	Reflect on the own experience made during the game	
30'	Group reflection	Facilitated discussion	Connect experience to the current situation	
10'	Wrap-Up	Round	Conclude the learnings of the session	

STEP BY STEP

Step 1: Introduction

Time: 5-10 minutes | **Topic:** Setting the space | **Methodology:** group presentation | **Objective:** Participants understand the background of the activity

Instructions:

- Explain the main topic of the workshop:

    - *The goal is to understand the functioning of Anti-EU-propaganda as well as the mechanisms behind it. As well, we will try to build resilience when encountering Anti-EU-sentiments in our political actions.*
- Invite participants to the game:
    - *To dive into the world of Anti-EU-Propaganda, you are invited to take up another role. We will then play a game, based on a German TV-Show. The main goal is not to have deep debates on the posed topics, but rather reflect on Pro- and Anti-EU-argumentation as well as reflecting the importance of the live circumstances of people in political spheres. For that, we want to encourage you, to dive into a role that does not necessarily reflect your own opinion. Our aim isn't to tell you what to think, but to help you understand how certain messages work, particularly those designed to spread 'anti-EU propaganda,' and what you can do to think critically about any information you encounter.*

Step 2: Role Assignment and Initial positioning

Time: 10 minutes | **Topic:** Propaganda simulation | **Methodology:** simulation game | **Objective:** Participants understand their role and its beliefs | **Materials**: Role cards and playing field

Instructions:

- Hand out the prepared role cards to the participants and give them time to read and understand their cards. To better identify with their role, invite them to come up with a name for their role and put it on a name tag.
- Introduce participants to the playing field and invite them to position themselves:
    - *Based on your character's initial feeling towards their country's EU aspirations or membership, please position yourselves on the playing ground ranging from Pro-EU to Anti-EU.*
- Ask one person in each area, why their role is positioned like this.

Step 3: Statement Phase

Time: 45 minutes | **Topic:** spontaneous role play | **Methodology:** simulation game | **Objective:** Understand how propaganda can influence opinions based on individual backgrounds. | **Material**: Statements (see M2.2), playing field

Instructions

- Read out the statements and ask participants to rethink their positioning within the playing field.
- Give the participants time to move their role.

- After each statement, ask one or two persons why they moved or did not move in their role.
- After two or three statements, focus on the propaganda:
    - *Looking at the statements we've just discussed, what common themes or tactics did you notice in those that seemed designed to provoke a strong Anti-EU reaction in your characters?*
    - **Note**: Don't let the discussion go overboard. Just gather a few insights, as you will later discuss it more thoroughly. If you have an assistant or are with two facilitators, already take notes on a flipchart.
- After all statements: Thank the participants for the activity and invite them to de-role themselves by jumping out of the role, shaking the role of, ripping apart their name tags, etc.

Step 4: Personal Reflection

Time: 10 minutes | **Topic:** Reflecting the own role | **Methodology:** flash light round | **Objective:** Participants reflect on their own experience during the game

Instructions

- Gather participants back into a circle and ask them to talk to their neighbor about the following question: How did you feel embodying the role, especially if it differed from someone's own opinion?
- Additional question (if time): Were the movements you made or wanted to make really based on the statements or on personal feelings towards the statements?
- Back to the full group, gather some impressions.

Step 5: Group Reflection and Wrap-Up

Time: 40 minutes | **Topic:** What was this? | **Methodology:** guided group discussion | **Objective:** Participants connect the learnings of the activity to the current political situation | **Materials**: Flipchart/blackboard for results

Instructions:

- In the big group, ask participants different questions:
    - *Based on the statements and reactions, what did you learn about how anti-EU propaganda works in our context? What tactics did you recognize?*
- Guide toward specific tactics relevant to the statements used: blaming "Brussels" for internal problems, fear of losing identity/sovereignty, exploiting economic anxieties, discrediting civil society, using "what-about-ism", pushing narratives of external control (Russia vs. West)
- *Why are these tactics effective here?*
    - *Connect to local context, historical grievances, current political climate*
- *What's the function of this propaganda? What does it want people to do or believe?*
    - *Distrust Western institutions, fear of change, accept authoritarian narratives, turn away from EU integration*
- Brainstorm practical steps: Now for the most important part: If you encounter these types of messages in real life, what can you do? (See additional material)

- Invite participants to name their learnings. What did they take away? What will leave them thinking? What will they leave here?
- Thank participants for participating in the journey and invite them to all applaud for the successful session.

For more background information see M2.2 (below).

M2.2: COUNTERING ANTI-EU-SPEECH

IDEA OF THE MODULE

The Module "Countering Anti-EU-speech" focusses on recognizing and countering against Anti-EU-narratives in everyday life. On the dinner table, at school or online, youth are faced with fake news and anti-EU-sentiments in various situations. Often, the inconsistent logic of these narratives makes it hard to hold a proper conversation about the topic itself. In this module, participants can practice in a safer space what they can bring up to delegitimize Anti-EU-speech. Before starting, they get an overview on what defines Propaganda and what different kinds of information there are.

If you feel that your group needs a more interactive, yet advanced session, you should use the module "M2.1: Decoding Anti-EU-propaganda".

OBJECTIVES

- Participants can better identify and understand the function of anti-EU-propaganda.
- Participants know what to do against anti-EU-propaganda.

REQUIREMENTS FOR IMPLEMENTATION

- Room: opportunity for working alone/in pairs as well as sharing with the whole group
- Materials: pen, paper, printed statements (download).

ADVICE FOR FACILITATORS

- Even though the statements are not actual quotes, participants might have already faced them in their everyday lives. Especially if they experienced it in the family context, be aware that it might be a sensitive topic for them.
- Be clear about what you say and make sure that participants are aware that some statements are not factual or true.

TIME FRAME

Time	Topic	Methodology	Objective	Material
10'	Introduction	Flash Light	Pax get an introduction into the topic of the session and reflect their experiences on propaganda	

10'	What is propaganda?	Presentation	Pax get a brief idea on what propaganda is	Presentation / flipcharts with definitions
15'	Mis-, Dis-, Malinformation	Group work	Participants get a feeling for the differentiation of three types of wrong information.	Pen and paper
20'	Presentation	Sharing	Participants share their examples.	
10'	What works?	Flash light	Pax share what they consider helpful in countering propaganda	
30'	Countering	Work alone or in pairs	Pax try out countering propaganda in a creative way	
15'	Presentation			
10'	Wrap-up			

Step 1: Introduction

Time: 5-10 minutes | **Topic:** Setting the space | **Methodology:** flash light round | **Objective:** Participants reflect their existing knowledge on Anti-EU-propaganda

- Welcome the participants to the session. Invite them to sit in a circle.
- In the group, ask the participants on their thoughts when they hear "Anti-EU-propaganda". They can share a short experience, a sentiment or an association. Make sure all participants get the chance to say something.

Step 2: What is propaganda?

Time: 10 minutes | **Topic:** definition of propaganda | **Methodology:** presentation | **Objective:** Participants get a common understanding of the term propaganda

- Introduce this short part of the session. To set the right expectations, you can point out, that this will be the only theoretical part of the workshop.
- Show the definition of Propaganda and let participants briefly know when it is used.
- Now, show the three definitions of Mis-, Dis- and Malinformation (see below). You can mention one or two examples, but do not mention more, as the participants should come up with their own examples.

Step 3: Mis-, Dis-, Malinformation

Time: 15 minutes | **Topic:** different kinds of fake news | **Methodology:** group work | **Objective:** participants learn to differentiate between different kinds of wrong information | **Material**: small papers

- Divide participants into groups of three to four people.
- Invite them to find one example for each three. The examples can have the same thematical bases. Already instruct them that afterwards, other participants have to find out which statement is which category.
- The participants should write their statements on a piece of paper.

Step 4: Fake news quiz

Time: 20 minutes | **Topic:** different kinds of fake news | **Methodology:** quiz | **Objective:** participants learn to differentiate between different kinds of wrong information | **Material**: small papers

- Invite the groups, one after another, to present their statements. If your group is to big, you can ask for volunteers and leave some groups out.
- After reading out the three statements, ask the rest of the group to point out, which statement belongs to which category.

Step 5: What works?

- Invite participants back to the full group. In a short flash light round, let participants give their one sentence what works against propaganda. If your group is younger or needs a bit more inspiration, you can also ask for their personal "propaganda mass destruction weapon".

Time: 10 minutes | **Topic:** techniques to counter propaganda | **Methodology:** flash light round | **Objective:** participants reflect on counter techniques against propaganda

Step 6: Let's work!

Time: 30 minutes | **Topic:** countering propaganda | **Methodology:** creative work | **Objective:** participants practice to counter anti-EU-propaganda | **Material**: printed statements

- Depending on the group, your participants will now work alone or in pairs. Have in mind, that work in pairs might take a bit longer.
- Read out the statements provided below. Ask each participant/pair to choose one statement.
- Now, the participants are invited to imagine, they receive this statement via text message, hear it on the family table, read it on a social media platform or see it as stickers in the streets. The participants can choose where they received it, as they have to find a reaction depending on that.
- The participants now have time to find an appropriate, convincing answer to the statement. They are encouraged to reply in the manner they received it. If they received a text/voice message, they can reply in that manner. If they saw it on

social media, ask them to reply in the same form, e.g. an info graphic or a Tweet. They can also design a sticker to put over the propaganda sticker. Make sure that in your explanation you find the right balance between creativity and content.

Step 7: Presentation of the results & wrap up

Time: 25 minutes | **Topic:** rounding up the session | **Methodology:** group discussion | **Objective:** participants reflect on their work and learnings | **Material**: answers elaborated by participants

- Ask participants to come back to the circle.
- Voluntarily, participants can now present their answer. Not everyone has to present, as the content can also be personal.
- Ask the other participants to not give feedback on the reaction, but rather give an applause.
- After you heard some presentations, you slowly initiate the ending of the session. First of all, ask participants on how they felt during the last activity. Do not comment on their feelings but reflect acceptance.
- Now, ask the participants for their take-aways. What did they learn? What will they share? What did they unlearn?
- After hearing the take-aways and ensuring that there is nothing else to share, end the session with a round of applause for everyone.

STATEMENTS (ALSO FOR M2.1)

Here you can find the statements to give to the participants. You can find a template for the statements in the Annex. Below most of the statements you find a note on the intent of the statements.

- "The EU is just a tool to control our country and dictate our policies, undermining our true independence and sovereignty."
    - foreign influence narrative, fear of losing sovereignty

- "Being an EU member means losing our unique culture, traditions, and national identity, which have been preserved for centuries."
    - Fear of cultural erosion, identity threat, often tied to conservative values
- "The EU demands too many reforms that are impossible for our economy and lead to job losses, not prosperity, making life harder for ordinary people."
    - fear of economic disruption
- "Being an EU member means that hard working people and countries have to give away their money to failed economies."
    - nationalism, austerity, argument of "communism"
- "Open borders within the EU lead to uncontrolled migration, putting a strain on our social services and national identity."
    - nationalism, racism, fear of losing identity

- “The EU is run by unelected bureaucrats in Brussels who are out of touch with the common person and make decisions without real democratic accountability.”
    - distrust in political elites, framing the EU as anti-democratic
- “While the EU talks about democracy, they often turn a blind eye to corruption or human rights issues in their own member states, or even in our region.”
    - selective criticism, argument of hypocrisy
- “Being in the EU leads to further isolation from Russia and China, which is economically devastating and dangerous for our security.”
    - Economic blackmail, security threat from alternative alliances
- “Brussels is trying to dictate a way of living and working that is contrary to the traditions within my country.”
    - Anti-Elite, Anti-Brussels
- “The EU's so-called 'unity' is just a facade; really, it's about powerful countries dominating smaller ones.”
- “We don't need the EU's environmental rules; our country can protect its own nature perfectly well without outside interference.”
- “The EU is too slow and inefficient to deal with real crises. We'd be better off tackling global challenges on our own.”
- “Since there are no tariffs or trade barriers between EU countries, businesses can sell their products and services across borders without extra costs, leading to more competitive pricing.”
- “The EUs collaborative efforts to help the refugees coming from war zones leads to a diverse and integrative society.”
- “EU citizens enjoy many freedoms and protections, including personal, civil, political, economic and social rights, personal data protection, anti-discrimination laws, and borderless travel through most EU countries.”
- “Taken together, the EU institutions and national governments are the world’s leading donor of development assistance and work collectively to promote good governance, fight hunger and preserve natural resources.”
- “Financial accession assistance provided by the European Union helps vitalise economies in Central and Eastern Europe. Demand for imports rises, especially demand for imports of capital goods from neighbouring states in the west.”
- “Asylum and refugee policies are standardised. Alongside equal reception conditions, common standards apply to asylum procedures and refugee status.”

BACKGROUND INFORMATION

What is propaganda?

The British Encyclopedia defines Propaganda as “the more or less systematic effort to manipulate other people’s beliefs, attitudes, or actions by means of symbols (words, gestures, banners, monuments, music, clothing, insignia, hairstyles, designs on coins and postage stamps, and so forth).” Propaganda involves fake news, misinformation, disinformation and mal-information. By spreading false or inconsistent arguments against a certain topic, propaganda is a tool of political communication, especially used by

anti-democratic forces. Nevertheless, propaganda is not only used by politicians or politically active people, but also by (mass) media, often referring to public statements or happenings in the political atmosphere.

Concerning Anti-EU-propaganda, the European Parliament goes even further, stating: “The EU is under growing pressure from disinformation by countries, non-state actors and terrorist groups which promote violence and use pseudo-news agencies and internet trolls to challenge democratic values and divide Europe.” (https://multimedia.europarl.europa.eu/en/topic/anti-eu-propaganda_13107). By that, the EU clearly defines Propaganda as only fake news and highlights the anti-democratic intentions behind Propaganda.

Anti-EU propaganda refers to the systematic dissemination of biased or misleading information with the intention of promoting a negative view of the European Union and European integration. It aims to influence public opinion, undermine trust in EU institutions and policies, and ultimately challenge democratic values and divide Europe.

When talking about fake news and misleading information, it is important to differ between mis-information, dis-information and mal-information.

Misinformation is defined as false, incomplete, inaccurate/misleading information or content which is generally shared by people who do not realize that it is false or misleading. This term is often used as a catch-all for all types of false or inaccurate information, regardless of whether referring to or sharing it was intentionally misleading.

> *Example: An individual shares a graphic showing a large figure for a country's contribution to the EU budget, genuinely unaware that the graphic doesn't account for the funds returned to that country through EU programs, or that it represents a gross contribution rather than a net one. Their intent isn't malicious, but the incomplete information misleads.*

Disinformation is false or inaccurate information that is intentionally spread to mislead and manipulate people, often to make money, cause trouble or gain influence.

> *Example: An individual spreads an entirely fabricated story about mass criminal acts committed by migrants, enabled by EU policies and the EU intentionally “opening their borders” without control and underlines it with fake statistics and artificial images or videos.*

Mal-information refers to information that is based on truth (though it may be exaggerated or presented out of context) but is shared with the intent to attack an idea, individual, organization, group, country or other entity.

> *Example: An individual blames the EU for the national problem of unemployment rate, using a true economic statistic, but omitting other significant domestic or global factors that contribute to those figures.*

Tactics to Encounter propaganda

- **Stay calm and confident.** You should always remain calm in a discussion and try not to interrupt the other person. You want the other person to listen when you express your opinion. To achieve this, you should not allow yourself to be provoked, but instead calmly and confidently put forward your point of view with arguments. Don't let the other person provoke you - this is often exactly what they are trying to do. Remain calm and patient and speak in a calm voice. Avoid getting loud, abusive or insulting in a discussion.
- **Check the Source**. Who is publishing this? Is it a credible news outlet or a less transparent source? What's their agenda? Especially in an environment with state-controlled media or foreign influence, media information is not always as credible as it seems. Also, private media outlets follow an own political agenda. By asking for the concrete source of the information, you can check if the argument is based on facts or if it is based on mis-information.
- **Look for evidence and facts**. Are there concrete numbers, studies or quotes? Or is it just vague claims and strong emotions? By questioning the evidence for claims, you can dismantle propaganda and come back with actual facts that disprove the claims.
- **Consider the full picture.** In many cases, propaganda is created by leaving out certain pieces of information. For example, if someone blames the EU on the economic hardships in their country, they might leave out other factors, such as environmental factors, external influences, international economic crises, etc.
- **Recognize emotional manipulation.** In many cases, propaganda uses emotions to strengthen their agenda. Messages often intent to provoke anger, fear or patriotism without providing solid reasons.
- **Distinguish legitimate criticism from Propaganda.** Of course, like every political system, there is legitimate criticism on the European Union. The main difference is the intent. Meanwhile legitimate criticism tries to improve an existing system, the main intent of propaganda is to destroy existing structures and incite fear and distrust.
- **Ask precise questions.** In a discussion, the other person might use alternative facts or generalize certain assumptions. Always ask questions on the arguments the other person states. By this, you can not only gain a deeper understanding of their point of view, but can also provoke the other person to rethink what they said and to recognize contradictions or argumentative weak spots.
- **Set boundaries.** Although being polite increases your credibility, you have to keep in mind your own boundaries. Make clear if the other person is overstepping your boundaries and explain clearly but calmly why you set your boundary there. Also try to respect the other person's boundary. This includes the style of talking (Don't let yourself be yelled at or insulted), but also the content (Clear boundary against discrimination, racism, sexism, etc.). If the other person does repetitively not respect your boundaries, you can also end the discussion.

M3: DEMOCRATIC PARTICIPATION OF YOUTH/ EMPOWERMENT

IDEA OF THE MODULE

This module invites young people to explore what it means to be politically active and to see themselves as active participants in democratic life. Using creative methods like the Dream Journey, participants reflect on the world as it is—and imagine how it could be different. They explore current activism in the EU and Georgia, connect it to their own experiences, and discover the values that guide their actions and relationships.

Through personal storytelling, group exchange, and the metaphor of growing a forest of resources, participants build awareness of their own strengths and the role of resilience in driving change. The message is clear: your voice matters, and even small actions make a difference. By the end, each participant sets one concrete goal to address an issue they care about—turning imagination into real-world action.

REQUIREMENTS FOR IMPLEMENTATION

Room Requirements:

Spacious and flexible setup; Comfortable seating or mats for visualization; Wall or board space for the forest; Quiet corner if someone needs space; Good lighting with possibility to dim for reflection (optional)

Materials Checklist:

- Printed Dream Journey script (download)
- Chairs or mats
- Colored paper
- pens, markers, scissors, glue/tape
- A4 or A3 paper for tree drawings
- Tape or pins for wall display
- Optional: pre-drawn tree templates, forest decorations
- Post-its or cards for goal setting

TIME FRAME

Time	Topic	Methodology	Objective	Material
15'	Dream Journey	Guided visualization	Open participants' imagination, introduce injustice in a reflective way, spark curiosity and	printed dream journey script, comfortable seating or floor space

			emotional engagement	
8'	Mini Group Discussion	Small group exchange (4–5 people)	Reflect on imagined world and personal reactions, share ideas and feelings	Chairs or sitting space, discussion questions (projected or printed)
5'	Big Circle Sharing	Plenary circle	Share highlights from small groups, build connection and awareness	
10'	Jump to Reality	Short energizer	Physically and mentally transition from reflection to action	
30'	Resources Tree	Individual creative drawing	Identify personal strengths and resources for action	Paper, colored pens, markers, optional tree templates
20'	Resources Forest	Sharing & wall installation	Share and visualize collective strengths in a group "forest"	Wall/board space, tape or pins
20'	My Activism: What Grows?	Creative interaction and peer exchange	Explore what actions or change can grow from resources	Colored paper, scissors, glue/tape, pens
20'	Debrief & Goal Setting	Group reflection and individual goal setting	Connect experience to real life, define one personal goal for action	Post-its or cards, pens, discussion questions

STEP BY STEP

Step 1: Dream Journey

Time: 15 minutes | **Topic:** a different world | **Methodology:** guided visualization | **Objective:** open the session with a reflective, emotional experience | **Material**: Printed script of the Dream Journey, optional soft background music, quiet and comfortable space for sitting or lying down.

Instructions:

- Ask participants to sit or lie down in a comfortable position.
- Create a quiet, calm atmosphere. Dim lights and soft instrumental background music can support the mood.
- The facilitator reads the provided *Dream Journey: A World Reimagined* text slowly and clearly, allowing space for imagination.
- Participants are encouraged to close their eyes and visualize the story.

Dream Journey: A World Reimagined

Close your eyes. Take a deep breath, breathe. Let yourself drift, slowly, into another place—not far, not unfamiliar, but… different.

You arrive in a town, or perhaps a city. Life moves at a steady pace. People go to work, come home, check their phones, repeat. The streets are clean, the lights are green, everything works—more or less.

But something feels quiet here. Not peaceful quiet—more like a quiet that sits behind people's eyes. Conversations stay surface-level. Smiles are polite, not warm. In public spaces, people mostly keep to themselves. You sense a hesitation, like everyone's waiting for permission to speak up, but no one knows who from.

You notice that most decisions are made elsewhere—in offices no one can access, by people no one really knows. Some seem to have more say than others. Certain voices—those with the right connections, the right background—are heard more often, given more weight. Others are left out, again and again. You see posters that say *Have your say!*, but most don't bother anymore. They say nothing changes. Some don't remember the last time they felt they could make a real impact.

You visit a school. The students are clever, full of questions—but the lessons stick to what's been approved. Time for open discussion is short. Creativity fits between tests. Passion is something for after school—if there's time. Some students have more resources, more support, better chances. Others are told to be realistic. Their futures are mapped before they've had a chance to choose.

You walk through a neighborhood where new buildings rise, but longtime residents are being quietly pushed out. Services disappear from some areas, while others get shiny upgrades. You overhear someone saying, "That's just how things are now." Others nod, but no one seems sure what to do.

There's no crisis. No flames or alarms. But there's a slow erosion of connection, and a quiet kind of unfairness that seeps into daily life. People care—but often alone. Many feel tired. Many feel unheard.

And still—here and there—you notice signs of something else.

A group of neighbors planting a community garden. poster made by a young person for a meetup that dated last year. A young person organizing a local meet-up, hoping someone will come. A mural painted on a wall that says: *We Belong to Each Other*. It hasn't been removed yet. (in a negative way and dramatic)

You begin to feel a quiet question rise in you: What if things could be different?

And now… imagine this: **You** have everything you need to make change. You have **time, energy, courage, money and anything else you need. you never get tired, you never get afraid and overwhelmed.** You are **connected to others** who want something more. You don't need to wait. You don't need to ask for permission.

What do you do first?

Do you bring people together—to talk, to plan, to act? Do you start small, with one street, one school, one story? Do you push for a new policy, or build something entirely outside the system?

Do you listen deeply? Do you reach across differences? Do you hold space for people who never felt invited in?

Now take a breath. Imagine it clearly.
What does your more just, more open, more hopeful city look like?
Who is part of it?
How do people participate?
What are you changing?
What are you protecting?

Let the answers rise. They don't have to be perfect.

Slowly, gently, bring your attention back to this moment. Hold onto what you imagined.

Because the world doesn't change all at once—but it *does* begin with someone imagining that it can.

Step 2: Mini group exchanges

Time: 8 minutes | **Topic:** reflecting on the dream journey | **Methodology:** small group discussion | **Objective:** reflect imagined world and connect to reality | **Material**: Chairs or floor seating for small group circles; visible or printed discussion prompts.

Instructions:

- Divide participants into small groups.
- Ask them to share what they imagined and discuss the following questions:
    - What stood out to you?
    - What would be the first thing you'd direct your energy toward?
    - Was anything similar to your world today?
    - What signs of hope or change did you see in the dream?
    - What's stopping people from getting involved in real life?

Step 3: Big Circle Sharing and jump to reality

Time: 5 minutes | **Topic:** group sharing | **Methodology:** plenary reflection | **Objective:** sharing diverse experiences to foster a sense of connection

Instructions:

- Invite participants to sit in a large circle.
- Ask 2–3 volunteers to briefly share a takeaway from their group.
- Emphasize that sharing is voluntary and there are no right or wrong answers.
- After sharing some answers, invite participants to stand, stretch, shake off their reflections, or jump in place.
    - *Let's shake off the dream and come back into the real world—ready to act.*

Step 5: Resources Tree

Time: 30 minutes | **Topic:** identifiying personal resources | **Methodology:** individual creative activity | **Objective:** To help participants reflect on what gives them strength, power, and inspiration for action. | Material: Paper (A4 or A3), colored pens or markers, optional pre-printed tree outlines, example resource list

Instructions

- Explain the tree metaphor:
    - Roots = support systems, values
    - Trunk = strengths, skills
    - Branches/leaves = dreams, direction
- Ask participants: *"What gives you strength and energy to work for change?"*
- Give examples from the resource list (e.g., creativity, resilience, education, supportive friends).
- Participants draw their own "resource trees" on paper.

Step 6: Resources Forest

Time: 20 minutes | **Topic:** collective sharing | **Methodology:** group sharing and symbolic installation | **Objective:** create a collective visual of the group's resources and validate individual contributions | **Materials**: wall or board space, tape or pins

Instructions:

- Invite each participant to share one resource from their tree with the group.
- As they share, they "plant" their tree on a wall or board, creating a collective forest.
- Encourage participants to listen attentively and celebrate each contribution.

Step 7: My activism – what grows?

Time: 20 minutes | **Topic:** what grows from resources | **Methodology:** peer interaction and creative action | **Objective:** explore how personal resources lead to real actions | **Materials**: Colored paper, scissors, glue or tape, pens. Use visual examples for inspiration, e.g., leaves with campaign ideas, hearts for empathy, fruits for outcomes

Instructions:

- Tell participants: "Now that we've planted our trees, think about what could grow from them."
- Ask them to walk around, look at other trees, and talk to others about what could grow from those resources.
- They then use colored paper to cut out or draw leaves, fruit, flowers, or symbols that represent possible actions or impacts.
- These are added to the forest.

Step 8: Debrief – From Roots to Action

Time: 20 minutes | **Topic:** reflection and goal setting | **Methodology:** group reflection, pair discussion, individual goal setting | **Objective:** To connect the experience to real life, reflect on political engagement, and define one specific goal for change | **Materials**: Goal cards or post-its, pens, wall space (optional)

Part 1: Opening Reflection (3 minutes)
Ask: "Looking at our forest, what does it tell us about the power we already have as individuals and as a group?"

Part 2: Small Group Discussion (8 minutes)
In pairs or trios, participants reflect on:

- *What values are important in your relationships and society?*
- *What do you already do—big or small—to make society better?*
- *What does being politically active mean to you?*

Part 3: Goal Setting (7 minutes)
Ask each participant to:

- *Choose one issue they care about.*
- *Write down one small, realistic goal they want to act on in the next days or weeks.*

Examples:

- *"I will post about an issue I care about."*
- *"I will talk to 3 friends about getting involved."*
- *"I will reach out to a local organization."*

Participants can keep their goal card or add it to the forest wall.

Part 4: Final Check-Out (2 minutes)
Invite everyone to share:

- *One word for how they feel now, or*
- *One thing they're taking with them*

VISIONS

IDEA OF THE MODULE

The Visions module is designed to wrap up the workshop session. Its main objective is to help participants translate what they've learned into a positive vision for the future and empower them to be agents of change.

By defining their own utopias and dystopias, participants will be encouraged to envision their wishes and desires for what the European future should—and shouldn't—look like. This exercise moves from abstract concepts to a personal commitment.

In the end, the utopia is celebrated as a shared goal, while the dystopia is symbolically destroyed. This brief excursion into future envisioning is designed to give participants a clear objective, helping them develop resilience against the challenges of today's world.

OBJECTIVES

- Reflect collectively on desirable and undesirable societal developments.
- Encourage political imagination and critical engagement with current trends.
- End the seminar with emotional closure and shared motivation.

REQUIREMENTS FOR IMPLEMENTATION

Room Requirements:

Spacious and flexible setup; Comfortable seating or mats for visualization; Wall or board space for the utopias; Quiet corner if someone needs space

Materials Checklist:

- Chairs or mats
- Colored paper
- pens, markers, scissors, glue/tape
- Small papers or sticky notes for individual activities, as well as larger flip charts or poster boards for group work.
- Tape or pins for wall display
- Small star stickers to symbolize agreement / support
- Printed motivational quotes for participants to receive at the end of the session (download).

ADVICE FOR FACILITATORS

- Be prepared with a mix of thought-provoking "What if..." questions for the warm-up.
- Be ready to adapt the discussion flow based on the group's input, ensuring the conversation stays on track without getting lost in a single topic.

- You should be prepared to lead the group in the final symbolic act of celebrating the utopia and destroying the dystopia. This requires a strong, confident presence.

TIME FRAME

Time	Topic	Methodology	Objective	Material
5'	Warm-Up	Quiet imagination	Begin to engage imagination and emotional responses	
10'	Personal Utopias and Dystopias	Personal visualization	Identify individual visions for the future	Pens, papers (e.g. sticky notes)
10'	Collective Utopias and Dystopias	Co-Creation	co-create a visual representation of collective hopes (utopias) and concerns (dystopias), recognizing shared and divergent perspectives.	Flipcharts, little stickers for agreement
15'	Utopias and Dystopias discussion	Guided discussion	Pax explore the link between imagination and action	
10'	Rounding-up	Symbolic actions	celebrating the utopia and letting go of the dystopia	Basic craft materials

STEP BY STEP

Step 1: Warm-up

Instructions:

Time: 5 minutes | **Topic:** start engaging | **Methodology:** quiet reflection | **Objective:** Begin to engage imagination and emotional responses

- Ask participants to walk slowly around the room without communicating, focusing only on themselves.
- Read out up to five of the provided "What if..." questions, prompting participants to quietly imagine each scenario. Mix positive and negative visions.
    - "What if everyone was always happy?"
    - "What if there were no nation states anymore?"
    - "What if everyone spoke English in the EU?"
    - "What if everyone spoke every language?"
    - "What if everyone had the same level of education in the EU?"
    - "What if Georgia became an EU member state immediately?"
    - "What if big tech companies like meta/alphabet were less influential?"
    - "What if Tiktok was banned in the EU/Georgia tomorrow?"
    - "What if everyone had 3h per week off for democratic participation?"
    - "What if everyone had to become a member of a political party?"
    - "What if everyone had the same income?"

- After the questions, ask for a quick reflection: "How did some of these visions make you feel? Surprised? Excited? Uneasy?"

Step 2: Envisioning

Time: 10 minutes | **Topic:** individual visions | **Methodology:** quiet reflection | **Objective:** to identify and express individual visions for the future | **material**: small papers and pencils

Instructions

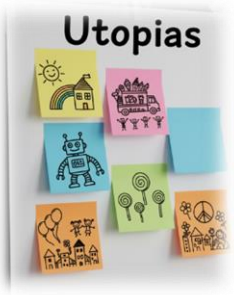
- Hand out some small pieces of paper, e.g. sticky notes, to all participants. Provide participants with pencils.
- After they started reflecting envisioned futures, invite them to draw at least one thing they want to reach for society and one thing they want to avoid.
- Remind them, if necessary, that is does not have to be an artistic masterpiece, but rather a reflection of their own visions.

Step 3: Common Utopia and Dystopia

Time: 10 minutes | **Topic:** common visions | **Methodology:** group sharing | **Objective:** to co-create a visual representations of shared and divergent hopes (Utopias) and concerns (dystopias) | **Material**: Flipcharts, little stickers

Instructions

- Invite participants to sort their drawings onto two provided flipcharts: one for the positive visions (Utopias) and one for the negative visions (dystopias).
- After participants put up all their papers, you encourage them to take a look at the others' visions. Provide them with little stickers to show approval, e.g. little stars. They can put a sticker onto the visions they share.
- It is important to make clear that it is not a competition but rather a visualization of common beliefs.



Step 4: Discussion our Utopias and Dystopias

Time: 15 minutes | **Topic:** discussing visions | **Methodology:** group discussion | **Objective:** to explore the link between imagination and action

Instructions

- Invite participants back to sit in the group. Invite them to share their impressions of the flipchart.
- Guide the group as far as necessary to not get lost. Otherwise, just let them go with the flow.

- There is no expected result of discussion, but it rather should focus on the impressions the participants get. However, pose them some guiding questions, if necessary:
    - What differences and similarities do you see between your sticky notes? Are there any doubles?
    - Is there something that does not match?
    - How (un)realistic are your ideas?
    - How long would it take to reach them?
    - What needs to happen to reach them?

Step 5: Rounding-Up

Time: 10 minutes | **Topic:** symbolic finalization of the session | **Methodology:** celebratory, symbolic action | **Objective:** sharing commitment by celebrating the Utopia and destroying the dystopia | **material**: crafting goods, motivational quotes

Instructions

- You have now reached the end of the session.
- To end the session on a positive note, you solemnly put up the Utopia chart in the middle.
- To celebrate the commitment to following a common utopia, you invite participants to decorate the chart festively. You can provide them with stickers, washi tape, colored pencils. You can also let them sign the Utopia for common commitment. Important: Make sure to have a celebratory act.
- To get rid of the negative visions, you ask all participants to put a hand on the dystopia chart. On the count of three, the participants are invited to destroy the dystopia. They can rip it apart, stomp on it, cut it apart. Important: The Dystopia should not be recognizable in the end.
- After that, invite participants to applaud themselves for their shared commitment to create a better fEUture.
- Before the participants leave, hand them one motivational quote to keep as a reminder of the shared utopia. They can also take home one of their Utopia-drawings.
- After the session, take a photo of the Utopia and upload it on this board: https://padlet.com/eineweltnetznrwev/abetterfeuture
  Title: A better fEUture] → that way everyone who ever does this workshop can see the Utopias + you can share the link to the board with your groups

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