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GUIDE BOOK

Citizenship Education Toolkit

Be
ACTIVE 



Empower
Plus

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- The role of an individual in society**
- Ethical behavior and civic responsibility**

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- Youth councils, initiative groups, petitions, etc.**
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1.Introduction

1.1. WHAT IS CITIZENSHIP EDUCATION?

Citizenship education refers to the process of educating individuals about their rights, responsibilities, and roles as members of a democratic society.

It encompasses the knowledge, skills, and values necessary to actively participate in civic and political life, understand and uphold human rights, and contribute to the well-being of their communities.

According to the Council of Europe, *"Education for democratic citizenship means education, training, awareness-raising, information, practices, and activities which aim, by equipping learners with knowledge, skills, and understanding and developing their attitudes and behavior, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity, and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law."*

KEY COMPONENTS OF CITIZENSHIP EDUCATION:

KNO WLE DGE

Understanding of democratic principles, human rights, governance structures, and legal systems.

SKI LLS

Critical thinking, communication, collaboration, and problem-solving abilities essential for active participation.

VAL UES & ATTIT UDES

Commitment to democratic values, respect for diversity, empathy, and a sense of justice.

Also incorporating **digital citizenship education** is increasingly vital in today's interconnected world. Digital citizenship refers to the ability to navigate digital environments responsibly, ethically, and safely. The Council of Europe defines it as empowering learners to "exercise and defend their democratic rights and responsibilities online, and to promote and protect human rights, democracy, and the rule of law in cyberspace." Integrating digital citizenship into the toolkit ensures that young people are equipped to handle the complexities of the digital age.

1.2 WHY DOES IT MATTER FOR YOUNG PEOPLE?

For young individuals, citizenship education serves as a cornerstone for personal development and societal engagement. It empowers them to:

-  **UNDERSTAND THEIR RIGHTS AND RESPONSIBILITIES**
Knowledge of one's rights and duties fosters a sense of agency and accountability.
-  **ENGAGE IN DEMOCRATIC PROCESSES**
Equips them with the tools to participate effectively in voting, advocacy, and public discourse.
-  **PROMOTE SOCIAL COHESION**
Encourages appreciation for diversity and fosters inclusive attitudes, reducing prejudices and discrimination.
-  **ADDRESS CONTEMPORARY CHALLENGES**
Prepares them to tackle issues such as climate change, inequality, and digital transformation through informed action.

The European Commission emphasizes that "*citizenship education is essential for equipping young people with the knowledge and skills to participate fully in society and to foster a sense of belonging and commitment to democratic values.*"

1.3. AIMS AND OBJECTIVES OF THE TOOLKIT

The **Citizenship Education Toolkit** is designed to provide educators, facilitators, and youth leaders with comprehensive resources to effectively deliver citizenship education. Its primary objectives include:



PROVIDING STRUCTURED EDUCATIONAL MATERIALS

Offering well-organized content that covers theoretical foundations, practical exercises, and real-world case studies.



ENHANCING CRITICAL ENGAGEMENT

Encouraging learners to critically analyze societal structures, question injustices, and develop informed opinions.



FACILITATING ACTIVE PARTICIPATION

Equipping young people with the skills and confidence to initiate and participate in community projects and democratic processes.



PROMOTING LIFELONG LEARNING

Instilling a continuous desire for learning about civic matters and staying informed about societal developments.

1.4. HOW TO USE THE TOOLKIT

This toolkit is structured to be flexible and adaptable, catering to various educational settings and learning styles. Here's how different stakeholders can utilize it:

FACILITATORS & TRAINERS

Can employ the modules as standalone sessions or as part of a comprehensive curriculum. Each module includes detailed guides, activities, and discussion points to aid delivery.

EDUCATORS

May integrate components into existing subjects such as history, social studies, or ethics to enrich the curriculum with citizenship themes.

YOUNG LEADERS

Can use the toolkit for self-directed learning or to facilitate peer-to-peer sessions, fostering a collaborative learning environment.

GUIDELINES FOR EFFECTIVE USE:

01

Assess learner needs:

Understand the background, interests, and existing knowledge of participants to tailor the content appropriately.

02

Encourage interactive learning:

Utilize the exercises and case studies to promote active engagement rather than passive consumption of information.

03

Foster an inclusive environment:

Ensure that all participants feel valued and respected, encouraging diverse perspectives and open dialogue.

04

Adapt to local contexts:

While the toolkit provides a general framework, modify examples and discussions to reflect local realities and issues.

05

Promote reflection and action:

Encourage learners to reflect on their roles within their communities and to develop actionable plans for civic engagement.

By adhering to these guidelines, users of the toolkit can create meaningful and impactful learning experiences that empower young people to become active, informed, and responsible citizens.



2. Foundations of citizenship education

2.1. HUMAN RIGHTS AND DEMOCRATIC VALUES

Human Rights are the fundamental rights and freedoms that belong to every person, regardless of nationality, sex, ethnic origin, race, religion, language, or any other status. They are inherent, inalienable, and universal. The Council of Europe defines human rights as rights that "are about equality and fairness. They are about justice, freedom, and the inherent dignity of all human beings."

Democratic values are the principles that uphold the functioning of a democratic society. These include:



RESPECT FOR THE RULE OF LAW

Ensuring that laws apply equally to all individuals and that no one is above the law.



PLURALISM

Recognizing and respecting diverse opinions, cultures, and beliefs within a society.



PARTICIPATION

Encouraging active involvement of citizens in political and civic life.



ACCOUNTABILITY

Holding elected officials and public institutions responsible for their actions.



TRANSPARENCY

Promoting openness in governance and decision-making processes.

Understanding the interplay between human rights and democratic values is crucial. Democracies thrive when human rights are protected, and conversely, the safeguarding of human rights is most effective within democratic systems.

2.2. YOUTH PARTICIPATION IN SOCIETY

Youth participation refers to the active engagement of young people in the decision-making processes that affect their lives and communities. It encompasses involvement in political, social, economic, and cultural spheres.

The Council of Europe emphasizes that youth participation is not only about influencing decisions but also about being actively involved in the implementation of these decisions. Effective youth participation leads to more democratic societies and empowers young individuals to become active citizens.

FORMS OF YOUTH PARTICIPATION:

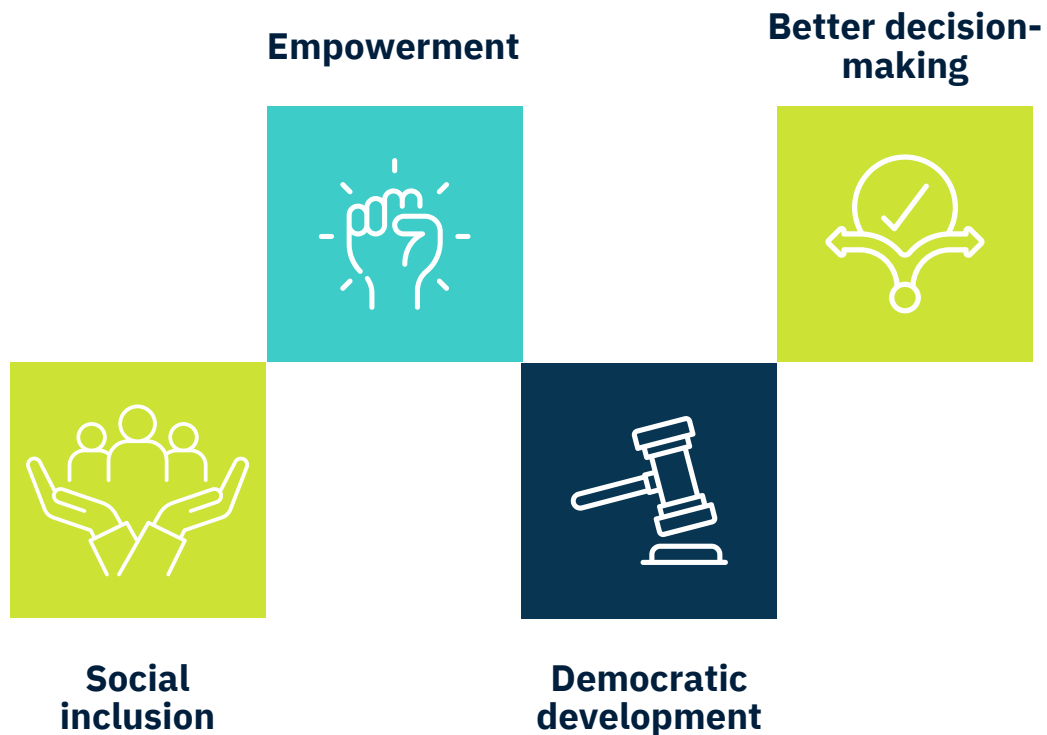
- **Consultative participation:** Young people provide input or feedback on policies and decisions, often through surveys, focus groups, or public consultations.
- **Collaborative participation:** Youth work in partnership with adults and organizations to co-create solutions and initiatives.
- **Youth-Led participation:** Initiatives and projects are conceived, designed, and implemented by young individuals or youth organizations.

BARRIERS TO YOUTH PARTICIPATION:

- **Lack of information:** Young people may be unaware of opportunities to engage or the processes involved.
- **Tokenism:** Involvement that is superficial, where youth input is sought but not genuinely considered.
- **Structural challenges:** Institutional and societal structures that may limit or discourage youth involvement.

Overcoming these barriers requires intentional efforts to create inclusive platforms, provide education on civic processes, and ensure that youth voices are genuinely valued and acted upon.

WHY YOUTH PARTICIPATION MATTERS



- **Empowerment:** Participation fosters a sense of ownership, agency, and confidence.
- **Better decision-making:** Policies and actions become more relevant and effective when informed by young people's perspectives.
- **Social inclusion:** It ensures that diverse voices are represented, particularly those from marginalized or vulnerable groups.
- **Democratic development:** Engaged youth are more likely to remain active, responsible citizens throughout life.

FORMS AND LEVELS OF PARTICIPATION

Youth participation can happen at multiple levels:

LOCAL

School councils,
municipal youth
forums, local
community
initiatives.

NATIONAL

Youth
parliaments,
advisory boards,
government
consultations.

INTERNATIONAL

EU Youth
Dialogue, Council
of Europe youth
activities, global
youth movements.

Participation also takes many forms:

FORMAL

(e.g., voting, youth
representation in
official bodies)

INFORMAL

(e.g., social
activism,
community
volunteering)

DIGITAL

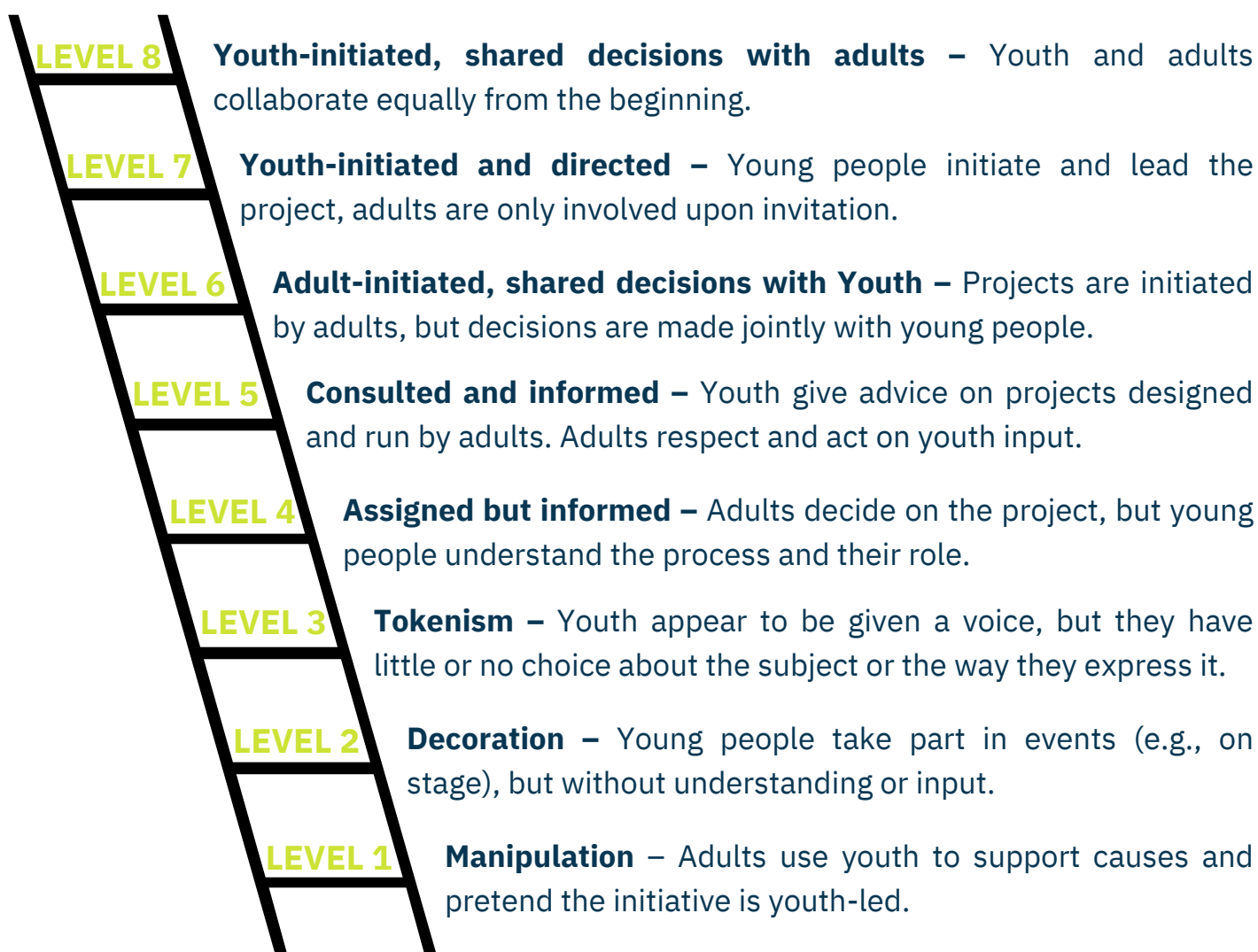
(e.g., online
campaigns,
participatory
media creation)

ROGER HART'S LADDER OF YOUTH PARTICIPATION

To understand the quality of youth participation, it's useful to explore **Roger Hart's "Ladder of Participation"** (1992). This model describes eight levels of participation, divided between **non-participation** and **genuine participation**.

Levels 1–3: Non-participation

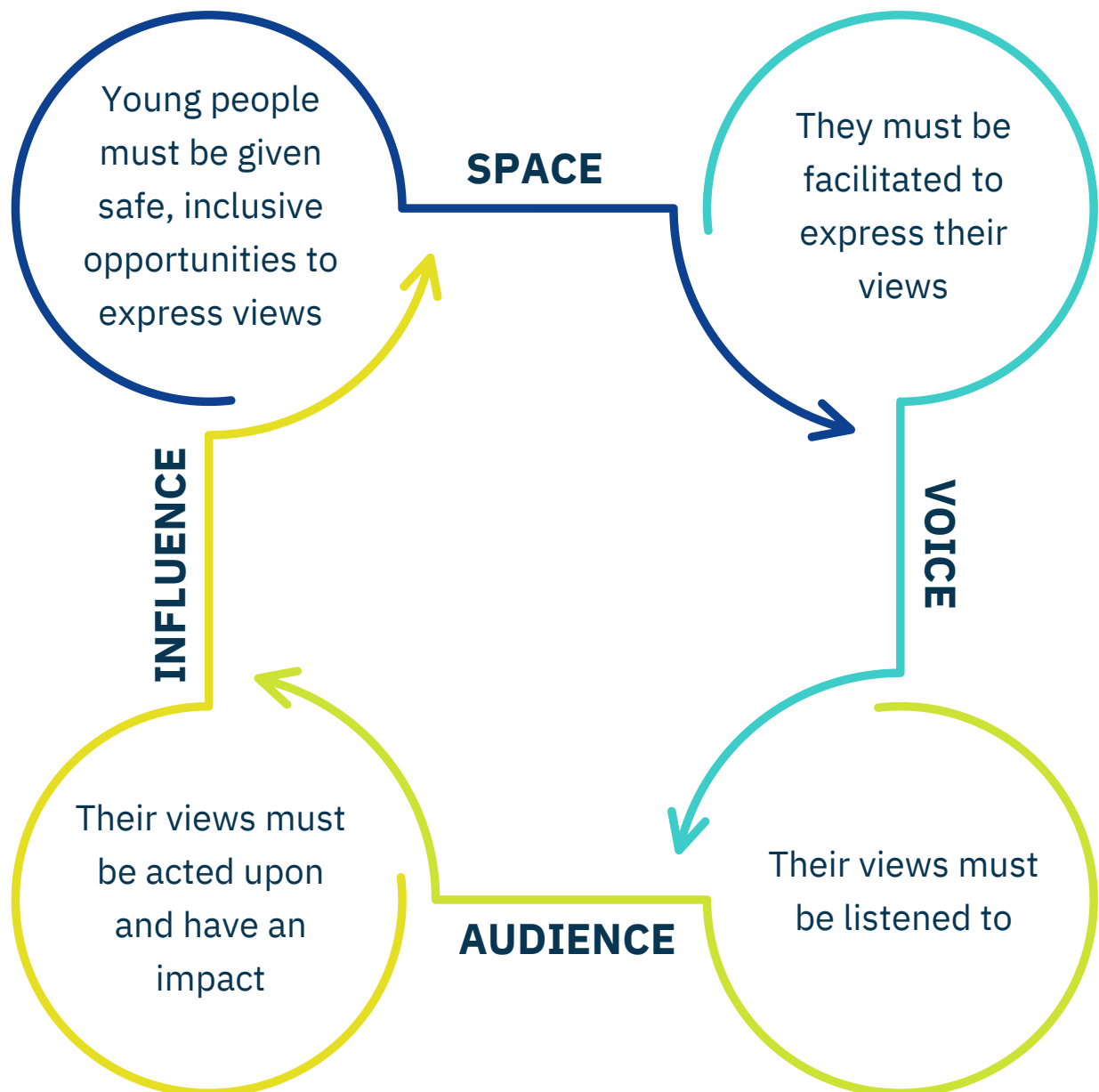
Levels 4–8: Genuine participation



Note: The ladder is not a rigid hierarchy — not every situation needs to reach level 8. The goal is meaningful, context-sensitive participation.

THE LUNDY MODEL OF PARTICIPATION

Developed by Laura Lundy (Queen's University Belfast), the **Lundy Model** is used especially in children's rights education but is highly relevant for youth participation. It highlights four elements:



This model has been referenced by the Council of Europe and the British Council in youth rights and participation frameworks.

Practical barriers to youth participation:



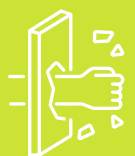
Lack of awareness or education: Many youth are unaware of their rights or the mechanisms for participation.



Institutional culture: Organizations and governments may not be youth-friendly or open to new approaches.



Adultism: Adults may unconsciously undermine youth ideas or perceive them as inexperienced.



Inequality of access: Marginalized youth (e.g., migrants, rural communities) often face more barriers to engagement.

Supporting meaningful participation

To create enabling environments for youth engagement, it is essential to:

Build capacities: Provide education and training on participation, rights, democratic processes.



Create opportunities: Establish youth councils, consultative bodies, and grant youth access to policy spaces.



Foster trust and dialogue: Ensure youth and adults engage in mutual learning and respect.



Ensure feedback loops: Youth should see how their contributions are used and valued.



Questions for Reflection (for youth or facilitators):

- In what ways do I currently participate in my community or society?
- Do I feel that my opinions are valued by adults or decision-makers?
- Have I ever led a project or initiative? What support did I receive?
- What could be improved in the way youth participation happens around me?

2.3. ACTIVE CITIZENSHIP VS. FORMAL INVOLVEMENT

Active citizenship involves individuals taking responsibility for their communities and acting to improve societal well-being. It goes beyond merely understanding civic rights and duties; it embodies proactive engagement in societal issues.

Formal involvement, on the other hand, pertains to participation through established institutional channels, such as voting in elections or joining political parties.

Distinguishing features:

- **Scope of engagement:**
 - *Active citizenship:* Can include grassroots initiatives, volunteering, and advocacy campaigns.
 - *Formal involvement:* Typically involves participation in structured political processes.
- **Initiative:**
 - *Active citizenship:* Often self-initiated or community-driven.
 - *Formal involvement:* Usually involves participation in pre-existing systems and structures.

Both forms are vital for a healthy democracy. While formal involvement ensures representation within governmental systems, active citizenship fosters a vibrant civil society where individuals contribute directly to societal development.

2.4. VALUES OF INCLUSION, EQUALITY, AND SOLIDARITY

- ✓ **Inclusion** refers to the practice of ensuring that all individuals, regardless of their background or circumstances, have the opportunity to participate fully in societal activities. It involves removing barriers and creating environments where everyone feels valued and respected.
- ✓ **Equality** is the state of being equal, especially in status, rights, and opportunities. It implies that no individual or group should face discrimination or bias, and everyone should have access to the same opportunities.
- ✓ **Solidarity** is the unity and mutual support within a group, especially among individuals with a common interest. It reflects a commitment to the common good and a recognition of our interdependence.

Importance in citizenship education:

Promotes social cohesion: Emphasizing these values helps build societies where diversity is celebrated, and individuals work collaboratively towards common goals.

Empowers marginalized groups: Focusing on inclusion and equality ensures that marginalized or disadvantaged groups have a voice and representation.

Fosters mutual respect: Solidarity encourages understanding and empathy among diverse populations, leading to more harmonious communities.

The European Youth Portal highlights the significance of social inclusion, stating that it "is about ensuring that all young people have the opportunities and resources necessary to participate fully in economic, social, and cultural life."

Practical considerations for educators and facilitators:

01 Curriculum integration



Embed discussions and activities related to human rights, democratic values, and the aforementioned principles into various subjects, not limiting them to civics or social studies.

02 Experiential learning



Encourage projects that allow students to engage directly with their communities, fostering real-world understanding of active citizenship.

03 Safe spaces for dialogue



Create environments where young people feel comfortable discussing sensitive topics, ensuring diverse perspectives are heard and respected.

04 Role models and mentorship



Introduce learners to individuals and organizations exemplifying active citizenship, providing tangible examples and potential mentorship opportunities.

05 Continuous reflection

Incorporate regular reflection sessions where students can contemplate their roles in society, the impact of their actions, and areas for personal growth in the context of citizenship.

Questions for reflection:

- In what ways do I currently participate in my community or society?
- Do I feel that my opinions are valued by adults or decision-makers?
- Have I ever led a project or initiative? What support did I receive?
- What could be improved in the way youth participation happens around me?

3. Modular blocks

WHY WE USE EXPERIENTIAL LEARNING IN THIS TOOLKIT

Experiential Learning is a methodology that helps learners actively engage in a process of doing, reflecting, understanding, and applying knowledge. Rather than focusing on passive absorption of information, experiential learning encourages participants to build meaning through action, real-life relevance, and personal reflection.

This approach is particularly effective in **citizenship education and youth participation**, where values, attitudes, and critical thinking are just as important as facts and concepts. Young people do not become active citizens by memorising democratic structures — they develop citizenship by exploring real experiences, dilemmas, identities, and actions in a safe and engaging space.

Experiential learning makes abstract ideas **tangible**, encourages **empathy**, and supports the development of **competencies** such as critical thinking, communication, collaboration, and reflection. It helps transform awareness into action.

THE KOLB EXPERIENTIAL LEARNING CYCLE

We base our module structure on **David Kolb's Experiential Learning Cycle**, a model that reflects how people learn best when they can connect theory to action and self-awareness.



Each activity is built around the following four stages:



CONCRETE EXPERIENCE – “DOING”

This is where learning begins. Participants engage in a direct experience: a roleplay, a group activity, a scenario, or a challenge. This phase helps break the ice, spark curiosity, and create emotional or intellectual engagement.

Purpose: To immerse participants in a situation they can feel, observe, or connect to.



REFLECTIVE OBSERVATION – “WHAT HAPPENED?”

Participants look back on what they experienced. They describe what they did, how they felt, what they noticed, and what stood out. Reflection may be done alone, in pairs, or as a group.

Purpose: To make sense of the experience — noticing thoughts, behaviours, emotions, and patterns.



ABSTRACT CONCEPTUALIZATION – “SO WHAT?”

Facilitators help participants connect the experience to key concepts, values, or frameworks. This stage introduces ideas like civic responsibility, democracy, human rights, ethics, or identity. It's a moment for naming and understanding.

Purpose: To extract meaning, generalise, and build bridges between the experience and the real world.



ACTIVE EXPERIMENTATION – “NOW WHAT?”

Participants explore how they can apply their learning in real life. They imagine alternative actions, plan next steps, or make commitments. This can include intention setting, mini action plans, or peer feedback.

Purpose: To build ownership, prepare for civic action, and connect learning to participants’ own lives.

This toolkit is not only about gaining knowledge — it is about **shaping active, responsible, and reflective young citizens**.

Experiential learning ensures that:

- Participants engage **emotionally, socially, and intellectually**
- Learning is **learner-centred** and relevant to participants’ lived realities
- Activities are **adaptable** to different cultures, needs, and local contexts
- Young people develop **confidence, self-awareness, and practical skills**
- Ideas turn into **personal insights** and **meaningful action**

That is why every module in this toolkit follows the structure of experiential learning. This model helps create **learning that lasts**, and citizenship that is **lived, not only learned**.

Module 1: I am a Citizen

Focus: Identity, civic roles, and responsibility

Total session duration (if run together): ~3.5–4 hours

Group size: 8–30 participants

Format: In-person or adaptable for online

OVERALL LEARNING OBJECTIVES

By the end of this module, participants will be able to:

- Explore and articulate their **personal identity** in relation to being a citizen
- Understand how identity, culture, values, and experiences influence **civic engagement**
- Reflect on their **role and responsibilities** as members of a community and society
- Recognize the connection between **ethical behaviour and active citizenship**
- Learn from real-world **examples of youth civic action**
- Set personal **intentions and goals** for how they want to act as citizens in daily life

SUMMARY TABLE

Activity	Time	Main outcome
Identity mapping	60–75 min	Participants connect personal identity with civic identity
Ethical dilemmas	75–90 min	Participants practise civic decision-making through real-life examples
Case studies	45–60 min	Participants learn from real examples of youth civic action and envision their own engagement

Module 1: I am a Citizen

ACTIVITY 1: IDENTITY MAPPING

Theme:	Who am I as a citizen?
Duration:	60–75 minutes
Concrete experience (20–25 min)	<p>Participants create personal identity maps (individually). They draw themselves in the centre of a large sheet, then add branches like:</p> <ul style="list-style-type: none">• Cultural background• Language(s)• Beliefs and values• Social roles (e.g. sister, athlete, volunteer)• Group memberships (youth groups, school)• Skills, passions, dreams• Encourage use of colours, symbols, or metaphors.
Reflective observation (15–20 min)	<p>In pairs or small groups, participants share and compare maps.</p> <p>Suggested reflection questions:</p> <ul style="list-style-type: none">• Which identity aspects are most important to you right now?• Were there elements you hadn't thought of before?• How do these influence your sense of belonging or role in society?

Module 1: I am a Citizen

Abstract conceptualization (10–15 min)	<p>Facilitator introduces the concept of civic identity and optionally intersectionality (how overlapping identities affect participation).</p> <p>Mini-input or guided discussion:</p> <ul style="list-style-type: none">• What is identity in civic terms?• What influences how we see ourselves as citizens?• How might our identities open or limit participation?
Active experimentation (10–15 min)	<p>Each participant sets a small "identity-based intention" for the future.</p> <p>They can write it in their Civic Journal, such as:</p> <ul style="list-style-type: none">• "I will explore how my language shapes my views on justice."• "I'll talk with my grandma about our family's history and how it shaped our values."• Optional sharing circle or wall of intentions.



Module 1: I am a Citizen

ACTIVITY 2: ETHICAL DILEMMAS IN CIVIC LIFE

Theme:	Making responsible choices
Duration:	75–90 minutes
Concrete experience (20–30 min)	<p>In small groups, participants receive scenario cards with civic ethical dilemmas. Each group reads and discusses one scenario. Example dilemmas:</p> <ul style="list-style-type: none">• Your friend posts harmful fake news — do you comment or stay silent?• You disagree with a school decision that affects minorities — speak up or let it go?• You notice money is misused in your student group — do you report it?• Groups role-play or create a freeze-frame of “what happens next.”
Reflective observation (15–20 min)	<p>Each group shares their scenario and response. Class or circle reflection:</p> <ul style="list-style-type: none">• What made the situation difficult?• What values were at stake?• What would you do differently?
Abstract conceptualization (15–20 min)	<p>Facilitator provides input on:</p> <ul style="list-style-type: none">• Civic ethics (fairness, rights, accountability, courage)• The link between personal and public values• How laws, human rights, and morals intersect <p>Mini-group task: identify 4 core civic values you want in your community.</p>

Module 1: I am a Citizen

Active experimentation (15–20 min)	<p>Participants write a personal commitment:</p> <ul style="list-style-type: none">• “Next time I hear someone make a racist joke, I’ll speak up calmly.”• “I’ll suggest a code of ethics in my youth group.” Share commitments in pairs or post anonymously on a “responsibility tree.”
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ACTIVITY 3: CASE STUDY – YOUNG ACTIVE CITIZENS

Theme:	Real stories, real impact
Duration:	45–60 minutes
Concrete experience (10–15 min)	<p>Facilitator presents real-life youth-led civic projects using printed stories, videos, or slides.</p> <p>Examples:</p> <ul style="list-style-type: none">• A local youth initiative that built a community garden• A group of teens creating an anti-bullying campaign• Migrant youth developing a podcast about belonging <p>Each group gets one story or chooses one that resonates.</p>

Module 1: I am a Citizen

Reflective observation (15–20 min)	<p>Group analysis of their story using guided questions:</p> <ul style="list-style-type: none">• What issue did they address?• What inspired them?• What values guided them?• What challenges did they face?• What was the outcome? <p>Groups can create a creative presentation — a drawing, mini skit, or symbol of the project.</p>
Abstract conceptualization (10 min)	<p>Facilitator introduces the concept of active citizenship:</p> <ul style="list-style-type: none">• What is the difference between participation and leadership?• What motivates people to act?• What do these stories show us about youth power?
Active experimentation (10–15 min)	<p>Participants reflect and write in their Civic Journals:</p> <ul style="list-style-type: none">• “If I could change one thing in my school/community, it would be...”• “A skill I have that I could use for change is...”• “I want to talk with ___ about starting an idea I have...” <p>Optional: use an “Action plan lite” template (simple 3-column worksheet: idea – first step – who to involve).</p>

Module 1: I am a Citizen

Optional: Civic identity journal (Ongoing)

At the end of each activity or module, participants write personal reflections. Prompts based on Kolb's cycle:

- What did I experience today?
- What did I feel or realise?
- What do I now understand about being a citizen?
- What is one thing I will try as a result?

This can be done digitally or on paper — some groups even create zines or posters from their journals.



Module 2: Youth participation

Focus: Youth participation

Total session duration (if run together): Approx. 3.5 to 4 hours

Group size: 10–25 participants

Format: In-person or adaptable for online

OVERALL LEARNING OBJECTIVES

By the end of this module, participants will be able to:

- Understand the different levels and forms of youth participation
- Reflect on their personal experiences of participation or exclusion
- Recognize the value of youth participation in democratic society
- Develop ideas for their own engagement in their community or society

SUMMARY TABLE

Activity	Time	Main outcome
Climbing the Ladder	60–75 min	Participants understand levels of youth participation using Hart’s Ladder
My participation story	60–75 min	Participants reflect on their own experiences and connect them to participation theory
Design your participation plan	60–90 min	Participants create their personal or group participation action plan

Module 2: Youth participation

ACTIVITY 1: CLIMBING THE LADDER – EXPLORING LEVELS OF PARTICIPATION

Theme:	Understanding participation through Roger Hart's Ladder
Duration:	60–75 minutes
Concrete experience (20 min)	<p>Task: Participants are introduced to Roger Hart's Ladder of Youth Participation – a visual model with 8 rungs that illustrate varying degrees of youth involvement:</p> <ol style="list-style-type: none">1. Manipulation2. Decoration3. Tokenism4. Assigned but informed5. Consulted and informed6. Adult-initiated, shared decisions7. Youth-initiated and directed8. Youth-initiated, shared decisions with adults <p>They work in small groups, each with 3–4 real or fictional youth participation scenarios. They must decide which rung of the ladder the scenario fits - and justify why.</p> <p>Example scenarios:</p> <ul style="list-style-type: none">• A youth group is asked to speak at a conference but not consulted on what to say.• Students co-design an anti-bullying campaign with teachers.• Young people start a local art project on inclusion.

Module 2: Youth participation

Reflective observation (15 min)	<p>Each group shares their analysis and the logic behind where they placed each case.</p> <p>Facilitator notes differences in interpretation and encourages open dialogue:</p> <ul style="list-style-type: none">• How did you feel when you realised what type of participation it was?• Have you ever experienced tokenism?
Abstract conceptualization (10 - 15 min)	<p>Facilitator explains:</p> <ul style="list-style-type: none">• The difference between genuine and non-genuine participation• Why shared decision-making matters• Links to democratic citizenship and empowerment <p>Optional link to Lundy's Model of Participation (Voice – Space – Audience – Influence)</p>
Active experimentation (10–15 min)	<p>Participants reflect individually:</p> <ul style="list-style-type: none">• On which “rung” most of their current experiences fall• What would help them move up the ladder• What kind of participation they'd like to experience next <p>Optional: write a Ladder reflection page in their Civic Journal.</p>
Materials:	<ul style="list-style-type: none">• Large printed Roger Hart's Ladder• Scenarios on cards• Sticky notes / pens / flipcharts

Module 2: Youth participation

ACTIVITY 2: MY PARTICIPATION STORY

Theme:	Connecting personal experiences to participation models
Duration:	60–75 minutes
Concrete experience (10–15 min)	<p>Task: Silent individual journaling using prompts:</p> <ul style="list-style-type: none">• A time I felt truly heard as a young person was...• A time I felt ignored or tokenised was...• What did I feel in those moments?• What supported or limited my voice? <p>Participants then pair up and voluntarily share one story with a partner.</p>
Reflective observation (15–20 min)	<p>Back in a circle, participants (only those who wish) can share:</p> <ul style="list-style-type: none">• What made participation meaningful or meaningless?• What power dynamics did they observe? <p>Facilitator records key themes on a flipchart: <i>trust, listening, co-creation, power, barriers</i>.</p>
Abstract conceptualization (10–15 min)	<p>Mini input/discussion on:</p> <ul style="list-style-type: none">• Why genuine youth participation is a right (UNCRC Article 12, CoE Charter)• How participation links to self-esteem, competence, and democracy• Barriers and enablers in institutions, schools, NGOs, politics <p>Quote wall: everyone adds a sticky note with a phrase from the discussion that inspired them.</p>

Module 2: Youth participation

Active experimentation (10–15 min)	<p>Participants draw a personal "Participation landscape":</p> <ul style="list-style-type: none">• Circles for school, family, online, community, organisations• Mark where they currently participate <p>Use symbols to show where they want to have more voice</p> <p>Optional: pair sharing or hang the drawings in the room</p>
Materials:	<ul style="list-style-type: none">• Journals or worksheets• Markers / stickers / flipcharts• Sample quote wall paper



Module 2: Youth participation

ACTIVITY 3: DESIGN YOUR PARTICIPATION PLAN

Theme:	Turning ideas into action
Duration:	60–75 minutes
Concrete experience (15 min)	<p>Gallery walk: Participants move around the room reviewing posters or short stories of youth participation projects (e.g. youth councils, advocacy campaigns, local actions).</p> <p>They place sticky notes:</p> <ul style="list-style-type: none">• “Inspired me”• “I want to know more”• “Something similar I’d like to do”
Reflective observation (15–20 min)	<p>In small groups, participants reflect:</p> <ul style="list-style-type: none">• What kind of actions speak to me?• What roles would I like to take on: organizer, volunteer, communicator? <p>Facilitator links insights to themes of motivation, self-efficacy, and support networks.</p>
Abstract conceptualization (10–15 min)	<p>Facilitator introduces basic principles of project planning:</p> <ul style="list-style-type: none">• Identifying a problem or opportunity• Setting a realistic goal• Defining who is involved• Mapping resources• Taking a first step <p>Link to youth empowerment and the belief: small steps matter.</p>

Module 2: Youth participation

Active experimentation (30-40 min)	Participants create their Mini participation plan , using a simple template:				
	What I care about	Where I can act	My first step	Who can support me	Time line
	Optional: they form small action groups or “ participation buddies ” to support each other in real life.				

Materials:	<ul style="list-style-type: none">• Youth project case posters• Mini action plan templates• Markers, flipchart paper• Stickers / motivation quotes
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Civic journal prompts for Module 2

- When have I felt my voice mattered?
- What stops me from participating more?
- What space do I want to step into now?
- How can I encourage others to speak up?



Module 3: Democracy in practice

Focus: Youth participation

Total session duration (if run together): Approx. 3.5 to 4 hours

Group size: 10–30 participants

Format: In-person

OVERALL LEARNING OBJECTIVES

By the end of this module, participants will:

- Understand what democracy means in theory and in daily life
- Recognize the structures and principles of democratic decision-making
- Explore how democratic values (e.g. fairness, inclusion, transparency) apply to their communities
- Practice participating in democratic processes through simulations or group decisions

SUMMARY TABLE

Activity	Time	Main outcome
Democracy in the Room	75-90 min	Participants practice decision-making through a group simulation and reflect on fairness and inclusion
The Values Behind Democracy	60–75 min	Participants explore the values that underpin democratic societies and reflect on their personal significance
Micro-Parliament: Youth Voices in Debate	75–90 min	Participants engage in structured youth debates, practicing democratic dialogue and perspective-taking

Module 3: Democracy in practice

ACTIVITY 1: DEMOCRACY IN THE ROOM – A MINI SIMULATION

Theme:	Practicing democratic decision-making in a group
Duration:	75-90 minutes
Concrete experience (30 min)	<p>Task: Run a mini democratic decision-making simulation in the group.</p> <p>Example setup:</p> <p>The group must choose how to spend a fictional youth budget of €500 for a local community project. Options include organizing a concert, creating an art wall, starting a recycling initiative, or launching a podcast series.</p> <p>Facilitator divides the group into “interest groups” or “citizen committees”. Each group advocates for their option. Then, the group holds:</p> <ul style="list-style-type: none">• A discussion round• A voting round (majority/plurality or proportional system)• A final decision
Reflective observation (15–20 min)	<p>In small groups or pairs, participants reflect:</p> <ul style="list-style-type: none">• Was the process fair?• Did all voices get heard?• Did some people dominate the conversation?• Did I feel represented? <p>Each group writes 2–3 key reflections on a flipchart.</p>

Module 3: Democracy in practice

Abstract conceptualization (15 min)	<p>Facilitator gives a short input:</p> <ul style="list-style-type: none">• Basic elements of democracy (participation, representation, accountability, rule of law)• Types of decision-making: majority vs consensus• Why participation without equity is not real democracy <p>Discussion: How does this activity relate to real-world systems?</p>
Active experimentation (15–20 min)	<p>Participants imagine:</p> <ul style="list-style-type: none">• How decisions are made in their school, club, or city council• One thing they would change to make it more democratic. They write or sketch a proposal and can share it in pairs or small groups.
Materials:	<ul style="list-style-type: none">• Budget scenario sheet• Role cards (optional)• Voting slips or stickers• Flipcharts, markers



Module 3: Democracy in practice

ACTIVITY 2: THE VALUES BEHIND DEMOCRACY

Theme:	Connecting values to democratic practices
Duration:	60–75 minutes
Concrete experience (15–20 min)	<p>Task: Participants receive a series of value cards (e.g. justice, tolerance, honesty, equality, transparency, empathy).</p> <p>They move around the room completing this prompt on post-its or in groups:</p> <ul style="list-style-type: none">• “In a democracy, this value matters because...”• Then, they form small groups and sort values into:• Essential for democracy• Optional but nice• Not sure
Reflective observation (15–20 min)	<p>Each group explains why they placed each value where they did.</p> <p>Facilitator poses questions:</p> <ul style="list-style-type: none">• Are there cultural differences in how we understand democracy?• Which values feel under threat today? <p>Discussion connects personal experience to democratic culture.</p>
Abstract conceptualization (15 min)	<p>Facilitator links the group’s ideas to:</p> <ul style="list-style-type: none">• Council of Europe’s core democratic values• The relationship between rights, values, and law• Why values must be lived, not just named <p>Optional: watch a short video or show quote slides.</p>

Module 3: Democracy in practice

Active experimentation (10–15 min)

In pairs, participants discuss:

- Which democratic value they most want to promote
- A symbolic or small action they could take (e.g. starting a fairness board at school, launching a truth-posting campaign)

They write these on “value cards” and post them on a Democracy Tree.

Materials:

- Value cards
- Flipcharts / sticky notes
- Democracy Tree poster
- Markers, glue dots



Module 3: Democracy in practice

ACTIVITY 3: MICRO-PARLIAMENT – YOUTH VOICES IN DEBATE

Theme:	Exploring perspectives and practicing structured dialogue
Duration:	75-90 minutes
Concrete experience (30 min)	<p>Task: Run a youth debate simulation on a topic relevant to the participants (e.g. Should voting be mandatory? Should school uniforms be banned? Should TikTok be regulated for teens?).</p> <p>Assign roles:</p> <ul style="list-style-type: none">• For, Against, Neutral Observer• Optional: Parliamentarians, Press, Citizens <p>Each side prepares arguments. Rules are set (e.g., 3 minutes speaking time, 1-minute rebuttal).</p> <p>The debate is conducted formally with respectful dialogue and a short feedback round.</p>
Reflective observation (15min)	<p>Ask participants:</p> <ul style="list-style-type: none">• Did you enjoy representing your side?• What helped/hindered your communication?• What was difficult about listening or being respectful? <p>They write 2–3 reflections on sticky notes to put on a “Parliament Wall.”</p>
Abstract conceptualization (15-20 min)	<p>Facilitator input:</p> <ul style="list-style-type: none">• The role of deliberation in democracy• The importance of freedom of expression AND responsible dialogue• What distinguishes democratic debate from online comment wars

Module 3: Democracy in practice

Active experimentation (15-20 min)	<p>Participants brainstorm:</p> <ul style="list-style-type: none">• Where can youth express opinions constructively in real life?• What rules would make youth spaces more democratic?• Write a “Youth Dialogue Charter” in groups
Materials:	<ul style="list-style-type: none">• Debate topic cards• Role cards (optional)• “Parliament Wall” board• Charter poster template

Civic journal prompts for Module 3

- What does democracy look like in everyday life?
- When did I last experience a democratic process?
- What value do I think is missing in my community?
- Where would I like to have more voice?



Module 4: Creating and running initiatives

Focus: Turning ideas into action - guiding young people to identify, plan, and prepare to implement civic initiatives based on real community needs.

Total session duration (if run together): approx. 3.5–4 hours

Group size: 10–30 participants

Format: Offline, in-person delivery using experiential learning. Includes individual work, small group collaboration, visual planning, and peer feedback.

OVERALL LEARNING OBJECTIVES

By the end of this module, participants will be able to:

- Identify a real issue in their environment and develop a civic initiative idea
- Understand and apply the basic structure of project planning
- Collaborate with others to design, present, and refine an action plan
- Receive and respond to constructive feedback
- Define a personal commitment for civic engagement

SUMMARY TABLE

Activity	Time	Main outcome
From Idea to Action	60 min	Participants select a meaningful and feasible civic initiative idea
Planning the Initiative	90 min	Participants co-create a detailed project plan and reflect on challenges
Present & Improve	60 min	Participants present their plan, receive feedback, and define next steps

Module 4: Creating and running initiatives

ACTIVITY 1: FROM IDEA TO ACTION

Theme:	Identifying and choosing a civic initiative idea
Duration:	60 minutes
Concrete experience (10 min)	Individual idea generation Ask participants to silently reflect and write down 2–3 real issues or needs in their community they care about. Prompt: “What change would you like to see in your neighbourhood, school, or youth space?”
Reflective observation (10 min)	Sharing and clustering ideas Participants place their ideas on a board. As a group, the facilitator helps cluster them into broad themes (e.g. environment, mental health, equality).
Concrete Experience(5 min)	Group formation Participants choose the topic that resonates most with them and form small initiative teams (3–5 participants)
Reflective Observation → Abstract Conceptualization (20 min)	Group discussion and idea selection Each group discusses: <ul style="list-style-type: none">• Why is this idea important?• Is it realistic with limited time and resources?• Who will benefit from it? They select one initiative idea for planning.

Module 4: Creating and running initiatives

Active experimentation (15 min)	<p>Group pitch</p> <p>Each group presents:</p> <ul style="list-style-type: none">• The issue they want to address• Their initiative idea• Why they believe it matters• Facilitator encourages 1–2 audience questions per group.
Materials:	<ul style="list-style-type: none">• Sticky notes or cards• Flipcharts, markers• Board/wall for clustering



Module 4: Creating and running initiatives

ACTIVITY 2: PLANNING THE INITIATIVE

Theme:	Structuring and planning a civic project
Duration:	90 minutes
Abstract conceptualization (10 min)	<p>Introduction to project planning Facilitator presents key planning elements:</p> <ul style="list-style-type: none">• Problem → Goal• Target group, activities, timeline• Roles, resources, risks. Use a simple slide or poster.
Concrete experience (40 min)	<p>Group work: Fill in the planning template Each group receives a Project Plan Template. They fill it out step-by-step:</p> <ul style="list-style-type: none">• Title, goal, target group• Timeline of activities• Roles and responsibilities• Materials and support needed
Reflective observation (15 min)	<p>Risk and resource mapping Groups discuss:</p> <ul style="list-style-type: none">• What could go wrong?• Who/what can help us succeed? <p>They make a “Risk–Support” chart.</p>

Module 4: Creating and running initiatives

Active experimentation (15–20 min)

Prepare visual presentation
Each group creates a poster or flipchart to present their plan in the next session.
Encourage creative visuals, division of roles, and practice runs.

Materials:

- Printed project plan templates
- Flipcharts, markers
- Sticky notes for risk mapping



Module 4: Creating and running initiatives

ACTIVITY 3: PRESENT & IMPROVE

Theme:	Presenting, receiving feedback, refining ideas
Duration:	60 minutes
Concrete experience (30 min)	Group presentations Each group presents their initiative (3–5 minutes). Encourage confident, clear delivery and multiple speakers.
Reflective observation (15min)	Peer feedback Facilitator invites short responses from the audience: <ul style="list-style-type: none">• “One thing I liked...”• “One suggestion for improvement...” Option: use feedback cards or colour-coded post-its.
Abstract conceptualization (10 min)	Group refinement Groups return to their flipcharts and: <ul style="list-style-type: none">• Note down ideas from feedback• Discuss how they could strengthen their initiative
Active experimentation (5 min)	Commitment to action Each participant writes one concrete follow-up step: “What will I do to move this initiative forward — or apply what I learned?” These are shared in a final group round or written in Civic Journals.
Materials:	<ul style="list-style-type: none">• Flipcharts / project posters• Feedback sticky notes or emoji cards• Civic Journals or "Next Step" cards

Module 5: Communication and Advocacy

Focus: Equipping young people with the communication tools and advocacy strategies needed to express their ideas, raise awareness, and influence change through civic action.

Total session duration (if run together): approx. 3.5–4 hours

Group size: 10–25 participants

Format: Offline, in-person workshop

OVERALL LEARNING OBJECTIVES

By the end of this module, participants will be able to:

- Understand the difference between communication and advocacy
- Reflect on the messages they want to share with the public or decision-makers
- Develop clear communication goals and choose the right formats or channels
- Practice delivering advocacy messages and receive constructive feedback
- Recognise the importance of storytelling, visuals, and emotional connection in public messaging

SUMMARY TABLE

Activity	Time	Main outcome
What's your message?	60-75 min	Participants define their personal message and communication goals
Visual tools & Social media	75-90 min	Participants design a visual mini-campaign and understand communication formats
Advocacy in action	60-75 min	Participants prepare and deliver a persuasive pitch with feedback

Module 5: Communication and Advocacy

ACTIVITY 1: WHAT'S YOUR MESSAGE?

Theme:	Defining your core message for change
Duration:	60-75 minutes
Concrete experience (10-15 min)	<p>Personal reflection</p> <p>Participants individually write down an issue they care about and answer:</p> <ul style="list-style-type: none">• What change do I want to see?• Who do I want to reach or influence?
Reflective observation (15-20 min)	<p>Message triangle</p> <p>In pairs or small groups, participants create a “Message Triangle”:</p> <ul style="list-style-type: none">• What is the issue?• Why does it matter?• What action do I want people to take? <p>They then share and receive input from peers.</p>
Abstract conceptualization (10-15 min)	<p>Input on advocacy communication</p> <p>Facilitator presents core principles of advocacy communication:</p> <ul style="list-style-type: none">• Keep it clear, relevant, emotional, and actionable• Focus on audience: tailor message to who you speak to• Keep it short: people remember what's simple <p>Optional: Show examples of successful youth campaigns or slogans.</p>

Module 5: Communication and Advocacy

Active experimentation (15–20 min)

Create a personal message
Participants write or record (audio/video) a short personal message of advocacy (e.g., “I believe...” or “We need...” statements).
Option: Use stickers/posters to build a “Wall of Messages”

Materials:

- Message triangle template
- Index cards or message posters
- Pens, markers, flipcharts
- Sample visuals from youth advocacy (optional)



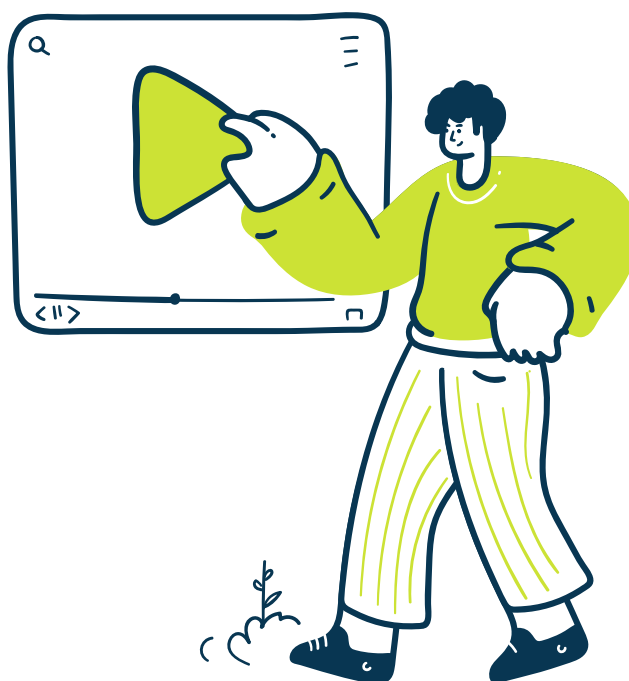
Module 5: Communication and Advocacy

ACTIVITY 2: VISUAL TOOLS & SOCIAL MEDIA

Theme:	Using storytelling, visuals, and platforms effectively
Duration:	75-90 minutes
Concrete experience (15–20 min)	<p>Campaign gallery walk</p> <p>Facilitator displays posters, screenshots, or printouts of real-life youth campaigns (from social media, billboards, protests, etc.).</p> <p>Participants walk around, then group up and answer:</p> <ul style="list-style-type: none">• Which one caught your attention and why?
Reflective observation (15–20 min)	<p>Group analysis</p> <p>Groups analyse their favourite campaign:</p> <ul style="list-style-type: none">• What made it work (message, visuals, platform)?• What values or emotions did it activate?
Abstract conceptualization (15–20 min)	<p>Mini-input</p> <p>Facilitator explains:</p> <ul style="list-style-type: none">• Storytelling structure (problem – action – hope)• Power of simple visuals and slogans• Choosing the right tool: post, video, poster, reel, petition <p>Optional: Overview of Canva, Instagram, or other youth-friendly tools</p>

Module 5: Communication and Advocacy

Active experimentation (30 min)	<p>Group creation</p> <p>Groups create a mini campaign concept using:</p> <ul style="list-style-type: none">• A slogan or hashtag• A visual (poster, digital sketch, or storyboard)• Who they want to reach and how <p>They then share their concept with others</p>
Materials:	<ul style="list-style-type: none">• Printed examples of campaigns• Blank posters / storyboards• Markers, glue, stickers, photos• Optional access to tablets/laptops for digital sketching



Module 5: Communication and Advocacy

ACTIVITY 3: ADVOCACY IN ACTION – PRESENT, PERSUADE, INSPIRE

Theme:	Practicing real-time advocacy and persuasive communication
Duration:	60–75 minutes
Concrete experience (15–20 min)	<p>Preparation of short advocacy pitch</p> <p>Participants prepare a 1–2 minute advocacy speech:</p> <ul style="list-style-type: none">• Introduce the problem• Share a personal angle or story• Call for action (to peers, public, decision-makers)
Reflective observation (15–20 min)	<p>Pair practice and coaching</p> <p>Participants deliver their pitch to a partner, who gives feedback using:</p> <ul style="list-style-type: none">• What was clear?• What could be stronger?• What stayed with me? <p>Facilitator encourages rotation to 2 partners</p>
Abstract conceptualization (10–15 min)	<p>Group tips and discussion</p> <p>Facilitator collects group insights:</p> <ul style="list-style-type: none">• What makes a message persuasive?• What body language or tone works well? <p>Can include tips on nerves, presence, and clarity.</p>

Module 5: Communication and Advocacy

Active experimentation (15-20 min)	Final round: Speak to the Circle Volunteers give their pitch to the full group. Peers give a round of applause and optional short feedback.
Materials:	<ul style="list-style-type: none">• “Advocacy Pitch” outline cards• Feedback cards or checklist• Flipchart for key tips• Circle space or speaker’s platform



Module 6: Resources and inspiration

Focus: Empowering participants to connect with real stories, practical tools, and support networks to sustain their civic journey after the workshop.

Total session duration (if run together): approx. 2–3 hours

(This module is shorter and flexible – can be extended depending on context or merged with closing/reflection sessions)

Group size: 10–30 participants

Format: Offline, in-person. Includes reflective, interactive, and creative elements. Ideal as a closing module or as follow-up inspiration

OVERALL LEARNING OBJECTIVES

By the end of this module, participants will:

- Learn from real-life youth initiatives from different countries and contexts
- Discover networks, platforms, and tools that support youth-led civic work
- Reflect on what inspired them and what kind of changemaker they want to be
- Create a personal or collective roadmap for how to stay active and connected after the training

SUMMARY TABLE

Activity	Time	Main outcome
Stories that inspire	60 min	Participants reflect on real examples of youth-led action and take inspiration
My civic toolbox	45-60 min	Participants discover useful resources and define tools for their own journey
Me as a changemaker	45 min	Participants reflect on identity, motivation, and define a civic commitment

Module 6: Resources and inspiration

ACTIVITY 1: STORIES THAT INSPIRE

Theme:	Learning from the experiences of other young changemakers
Duration:	60 minutes
Concrete Experience (15–20 min)	<p>Participants walk through printed or visual displays of 3–5 real youth initiatives (can be local or international). Each story includes:</p> <ul style="list-style-type: none">• What they did• What challenge they addressed• What change happened• One quote from the youth leader(s)
Reflective observation (15 min)	<p>Small group analysis</p> <p>Groups pick one story they connected with and discuss:</p> <ul style="list-style-type: none">• What inspired you?• What was surprising or bold?• What skills or values made the initiative work?
Abstract conceptualization (10–15 min)	<p>Big group sharing</p> <p>Groups share their insights with the full circle.</p> <p>Facilitator links stories to civic values, youth agency, and practical action.</p>
Active experimentation (10 min)	<p>Inspiration wall</p> <p>Participants each write one key learning or idea they want to carry forward, and post it on the “Inspiration wall”.</p>

Module 6: Resources and inspiration

Materials:

- Printed success stories (A4 or posters)
- Flipcharts or an “Inspiration Wall”
- Sticky notes and markers



Module 6: Resources and inspiration

ACTIVITY 2: MY CIVIC TOOLBOX

Theme:	Mapping useful platforms, resources, and support for future actions
Duration:	45–60 minutes
Concrete experience (15–20 min)	<p>Resource stations</p> <p>Facilitator prepares 3–4 “toolbox stations” with cards, websites, QR codes, or printed handouts on:</p> <ul style="list-style-type: none">• Platforms for funding (Erasmus+, YouthBank, local grants)• Toolkits (e.g. Compass, Active Citizens, SALTO)• Mentorship and training opportunities• Local organisations or youth networks <p>Participants rotate and explore freely.</p>
Reflective observation (15 min)	<p>Resource reflection map</p> <p>Each participant draws or fills in a “Civic toolbox map” with:</p> <ul style="list-style-type: none">• What they already use• What they want to explore• One question they still have <p>Optional pair sharing.</p>
Abstract conceptualization (10 min)	<p>Group input</p> <p>Facilitator gathers input:</p> <ul style="list-style-type: none">• What’s missing in our environments to support youth initiatives?• How can we help each other stay informed?

Module 6: Resources and inspiration

Active experimentation (5–10 min)	Resource action step Each participant writes a short goal: “One resource or platform I’ll follow up on is...”
Materials:	<ul style="list-style-type: none">• Printed/QR resource cards• Civic Toolbox Map templates• Pens, stickers, optional Wi-Fi/tablets for links



Module 6: Resources and inspiration

ACTIVITY 3: ME AS A CHANGEMAKER

Theme:	Closing reflection on identity, purpose, and motivation
Duration:	45 minutes
Concrete experience (10 min)	<p>Personal reflection</p> <p>Each participant completes a creative sheet:</p> <ul style="list-style-type: none">• “I am a changemaker because...”• “I bring these strengths...”• “One challenge I accept...”• “My message to the world is...”
Reflective observation (10min)	<p>Sharing in pairs</p> <p>Participants read or show their changemaker sheet to a partner.</p>
Abstract conceptualization (10 min)	<p>Group affirmation circle</p> <p>Everyone stands in a circle. One by one, they say ONE word that reflects who they are or want to be (e.g. “hopeful,” “brave,” “curious,” “involved”).</p>
Active experimentation (10-15 min)	<p>Optional civic pledge</p> <p>Participants write their Civic Pledge or Letter to Future Self, with one commitment for the next 6 months. These can be mailed later, posted on a board, or included in a shared e-book.</p>
Materials:	<ul style="list-style-type: none">• “I am a Changemaker” template• Flipchart for the circle• Envelopes or cards for pledges• Soft background music (optional)

4. Tools and templates

This section includes ready-to-use tools and templates to help young people and facilitators design, plan, and implement civic initiatives effectively. These tools also support self-reflection, personal growth, and preparation for real-life civic engagement.

All templates are flexible, printable, and adaptable for various levels of experience.

4.1 INITIATIVE DESIGN CANVAS

My civic initiative plan

Element	Description
Problem or issue I want to address	
Our goal	
Who is this for? (Target group)	
Main activities	
Who is involved? (Team, partners)	
Timeline	
What resources do we need?	
How will we measure success?	

4.2 PROJECT PLANNING TEMPLATES & CALENDARS

Simple action plan table

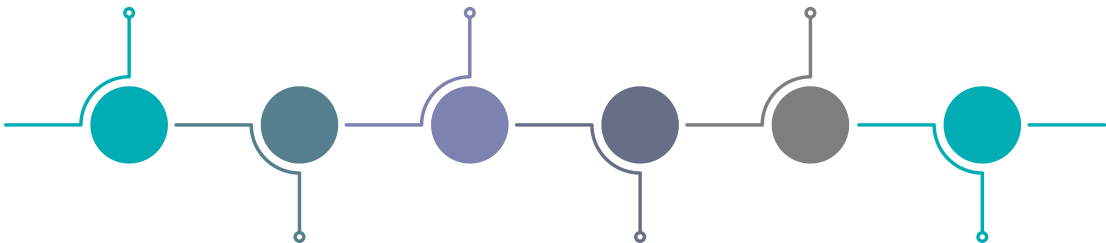
Responsible person	Deadline	Resources needed
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Weekly Planner


Day	Main tasks & Notes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Timeline grid (1–3 months)

Key Milestones / Deliverables




4.3 EVENT PREPARATION CHECKLIST




Before the event:

- Define purpose and expected outcome
- Choose date, venue, and format
- Create a task list and assign roles
- Promote the event (flyers, social media, word of mouth)
- Register participants (if needed)
- Prepare materials and printouts



During the event:

- Welcome participants and explain the agenda
- Facilitate clearly and keep time
- Monitor participation and energy
- Collect feedback forms or notes



After the event:

- Thank participants and partners
- Evaluate what went well / what to improve
- Share outcomes (e.g. photos, social media, report)
- Store materials and update team

4.4 COMPETENCE MAPS / SELF-ASSESSMENT TOOLS

Civic competence self-assessment

Based on RFCDC (Council of Europe)

Participants reflect on how confident they feel (scale of 1–5):

Competence Area	1 (low) – 5 (high)	Notes / Examples
Respect for human dignity & rights		
Openness to cultural diversity		
Responsibility and accountability		
Co-operation skills		
Critical thinking		
Empathy		
Civic-mindedness		

"My learning path" Reflection sheet

1. One thing I discovered about myself:

2. A skill I developed:

3. A challenge I faced and overcame:

4. I want to learn more about:

5. One way I will use what I've learned:

4.5 PRINTABLE TEMPLATES & RESOURCES FOR FACILITATORS

PRINTABLE TEMPLATES & RESOURCES FOR FACILITATORS – MODULE 1: I AM A CITIZEN

1. Identity & Citizenship Reflection Sheet

Who am I as a citizen?

Complete the following prompts

- I belong to
- I feel responsible for
- I want to contribute to
- I believe in
- One value I want to protect is
- A place where I feel like a citizen is

Optional: add drawings, symbols, or keywords to personalise.

2. Group Value Mapping Template

Instructions for facilitators:

- Prepare a large flipchart sheet with the heading: “What Values Unite Us?”
- Ask participants to add post-its or write directly:
 - A value I care about
 - A civic responsibility I believe in
- After contributions, group similar values together and discuss.

This can be used to co-create a shared values poster for the group.

3. Ethical Dilemmas Discussion Cards

Use: For small group discussions or reflection exercises.

Prepare cards with short scenarios such as:

- You witness someone being unfairly treated in your school – do you intervene?
- A friend posts a politically offensive meme online – how do you respond?
- You have an idea to improve your community but no one supports it – what do you do?

Facilitator instructions:

- Let groups discuss one scenario at a time.
- Ask them to share: What would you do? Why? What values are in conflict?

4. “Citizen Statement” Card

At the end of the module, invite participants to complete the following:

I am a citizen because _____

Being a citizen means to me _____

One small action I will take in my community is _____

Optional: collect these and hang them on a “Wall of Civic Voices.”

Facilitator Checklist

- Print Identity & Citizenship Reflection Sheets (A4, 1 per person)
- Prepare flipchart and markers for Group Value Mapping
- Print or write 4–6 Ethical Dilemma Cards for each small group
- Print Citizen Statement Cards (half-page A5 size)
- Create space for a closing wall/poster with statements

PRINTABLE TEMPLATES AND VISUAL TOOLS FOR MODULE 2: YOUTH PARTICIPATION

This set includes ready-to-use printable templates and facilitation aids to accompany the activities in Module 2 of the Citizenship Education Toolkit. All materials are designed for offline, in-person use.

1. Mini participation plan template

My participation plan

What issue do I care about?	Where can I participate?	My first action step	Who can support me?	Timeline for my action

Optional add-ons:

- What skills will I use or develop?
- What challenges might I face, and how can I overcome them?

2. Participation landscape template

Map your spaces of participation

Instructions: Draw yourself in the centre of the page. Around you, draw bubbles representing different parts of your life:

- School / Education
- Family
- Friends & Peers
- Local Community
- Online Spaces
- Organisations / Clubs

Inside each bubble, note:

- Where you currently participate
- Where you feel your voice is heard
- Where you want to have more say

Use stickers, colours, and symbols to make it expressive.

3. Visual: Roger Hart's Ladder of youth participation (Printable poster)

Levels of Youth Participation

A4/A3 Printable Layout:

1. Manipulation
2. Decoration
3. Tokenism
4. Assigned but Informed
5. Consulted and Informed
6. Adult-Initiated, Shared Decisions
7. Youth-Initiated and Directed
8. Youth-Initiated, Shared Decisions with Adults

Include icons or simple stick figures for each level to make it more engaging. Leave space beside each rung for sticky notes or examples.

4. Quote wall poster template

"Voices that inspired Me"

Instructions: Hang a large poster where participants can stick handwritten or printed quotes, phrases, or keywords from the session that stood out to them.

Sections:

- What I heard that empowered me...
- What challenged my thinking...
- What I want to remember...

5. Module debrief guide (for facilitators)

Timing: 15–20 minutes at the end of the session

Suggested flow:

1.Circle check-in (5 min)

Ask each participant to share one word about how they feel after the session.

2.Reflection prompts (10 min)

Use any of the following questions:

- What is one insight I'm taking with me?
- What challenged or surprised me?
- Where do I want to speak up more?

3.Closing (5 min)

Invite participants to write a one-sentence reflection in their Civic Journal or say out loud:

- "From today, I want to..."

These tools can be printed, adjusted for group size, or adapted to other creative formats like zines, booklets, or reflection walls.

PRINTABLE TEMPLATES AND MATERIALS FOR MODULE 3: DEMOCRACY IN PRACTICE

1. Democracy tree template

Instructions: Participants write a value they want to promote (e.g. fairness, transparency, inclusion) on a leaf-shaped cutout and stick it on a large tree poster titled "Values That Keep Democracy Alive".

2. Democratic value cards

Create a set of cards with one democratic value per card:

- Justice
- Equality
- Transparency
- Rule of Law
- Respect
- Freedom
- Solidarity
- Participation
- Dialogue
- Accountability

Use: For sorting activities, reflection walls, or small group discussions.

3. Parliament wall poster template

Title: "Reflections from the Debate"

After the Micro-Parliament activity, participants write on sticky notes:

- What challenged me?
- What perspective surprised me?
- What did I learn about listening or expressing ideas?

Hang the notes on a poster shaped like a parliament building or speech bubble.

4. Debate role cards (optional)

Print cards to assign roles in the debate:

- For / Against / Undecided
- Speaker / Timekeeper / Observer
- Journalist / Social Media Reporter

Each card includes a short description of the role.

5. Youth dialogue charter template

Instructions: Small groups co-create a charter answering:

- What makes a space truly democratic?
- What rules help us listen, disagree, and grow together?
- What responsibilities do we have in dialogue?

Print or provide a simple template with space to draw or add group names and signatures.

PRINTABLE TEMPLATES & RESOURCES FOR FACILITATORS – MODULE 4: CREATING AND RUNNING INITIATIVES

This document includes practical tools and reference materials to support the delivery of Module 4. These are ideal for use during in-person workshops and can be adapted for local contexts.

1. Project planning template (Printable worksheet)

Project Title:

Group Members:

What is the issue/problem?

What is your main goal?

Who is your target group?

Who is your target group?

- Activity 1: _____

- Activity 2: _____

What is your timeline? (With estimated dates)

What resources do you need?

- People: _____

- Materials: _____

- Support/Partners: _____

Who does what? (Roles and responsibilities)

How will you measure success or impact?

2. Feedback cards (for peer evaluation)

Prepare colour-coded or symbol-based cards:

- "This inspired me because..."
- "One idea to improve this would be..."
- "I'd love to be part of this project!"

Participants can write short, positive and constructive comments anonymously or share aloud.

3. Commitment Card (Reflection & Action)

My Next Step

What will I do with what I learned today?

My first action step will be:

Who can support me or join me?

When will I take this step?

PRINTABLE TEMPLATES & RESOURCES FOR FACILITATORS – MODULE 5: COMMUNICATION AND ADVOCACY

This document includes all supporting tools and facilitation materials for delivering Module 5. All templates are designed for in-person workshops and can be printed or adapted to local languages and needs.

1. Message triangle template

Define your advocacy message

Draw a triangle. In each corner, write:

- **What** is the issue?
- **Why** is it important to you and your community?
- **What** action do you want your audience to take?

Use the space inside the triangle to connect your key words, phrases, and emotional hooks.

2. Advocacy pitch planner

1. Opening sentence (hook or emotion):

2. The problem I care about is:

3. My personal story / connection to the issue:

4. What I want people to do / change / support:

5. Closing call-to-action:

3. Campaign canvas (Group work template)

Mini campaign design sheet

Element	Notes
Title or Hashtag	
Main message	
Target audience	
Key values / emotions	
Format (poster, reel, story, event, etc.)	
Visual sketch (optional space to draw)	

4. Wall of messages (Poster layout)

Instructions: Use an A2 or large flipchart poster titled: "**Young voices for change**"

Participants add their:

- Personal slogans or messages of advocacy
- Short quotes or one-liners
- Drawings or sticker symbols

This becomes a visual testimony to what matters to the group.

5. Youth campaign gallery poster template

Create a visual campaign display

Poster title: **"Youth Advocacy Campaigns That Inspire"** Sections:

- What caught your attention?
- What was the message?
- What strategy or tool did they use?
- Would you share it? Why or why not?

Participants fill in sticky notes or use printed cards to add input.

6. Facilitator checklist for Module 5

- Prepare printed Message Triangle templates (A4)
- Print or copy Pitch Planners for each participant
- Collect or print 5–8 youth campaign examples (visuals or links)
- Prepare materials for posters: flipcharts, markers, glue, stickers
- Set up a "Wall of Messages" and/or "Campaign Gallery" area
- Bring timers or a bell for pitch practice
- Print feedback cards (optional)
- Ensure space for presentations (seating or circle setup)

PRINTABLE TEMPLATES & RESOURCES FOR FACILITATORS – MODULE 6: RESOURCES AND INSPIRATION

This document includes all supporting tools and references for delivering Module 6. These printable materials support reflection, planning, and connection beyond the workshop.

1. Civic toolbox map template

My civic toolbox

What I already use	What I want to explore	What I still need or don't know yet
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Encourage participants to add tools like:

- Platforms (e.g. Erasmus+, YouthBank)
- Organisations or clubs
- Learning resources
- Networks, mentors, or peer groups

2. Changemaker identity sheet

I am a Changemaker because...

- I care about: _____
- My strengths are: _____
- One challenge I accept is: _____
- My message to the world is: _____

Optional: leave space for illustrations, stickers, and personal colour/design.

3. Civic pledge / Letter to Future Self

Civic pledge

My commitment for the next 6 months:

I, _____, promise to take the following civic action: _____

Because I believe: _____

Signed: _____ Date: _____

Optional: Place the pledge in an envelope and mail it in 6 months OR take a photo and send a reminder.

4. Facilitator checklist – Module 6

- Prepare 3–5 printed youth success stories (poster or A4) for gallery walk
- Set up Inspiration Wall with flipchart or poster and sticky notes
- Print Civic Toolbox Map for each participant
- Print Changemaker Sheets and Pledge Cards
- Prepare a few resource stations with real websites, QR codes, brochures
- Provide markers, tape, coloured paper, stickers for creative reflection
- Optional: Envelopes for pledges or music for closing circle

5. Practice and inspiration

5.1 SUCCESS STORIES OF YOUTH INITIATIVES FROM DIFFERENT COUNTRIES

5.2 REFLECTION EXERCISES AND CREATIVE ASSIGNMENTS

Purpose of this section:

Reflection is a key part of experiential learning. It transforms experiences into deeper understanding and personal growth. Creative methods help young people express what they've learned in more emotional, visual, and personal ways. This section offers a range of flexible exercises that facilitators and youth can use to reflect on:

- What they've learned
- What challenges they've faced
- What kind of changemakers they are becoming
- How they want to continue their civic journey

These activities can be used at the end of a module, training, or civic action — or as part of youth-led follow-up and storytelling.

When to use these activities

- End of each module
- After a local youth initiative or campaign
- During mentoring / peer review sessions
- In documentation and reporting of results
- For emotional closure and team bonding

Creative reflection exercises

MY CIVIC JOURNEY MAP



30–40 minutes



Individual or small group

Participants draw a “map” of their civic journey — from the beginning of the training/project to the present moment. The journey can be literal (a path, mountain, road) or symbolic (a river, constellation, staircase).

Prompts to include on the map:

- Where did I start?
- What challenges did I face?
- What helped me move forward?
- What did I learn or discover about myself?
- Where do I want to go next?



Tip: Provide coloured markers, stickers, or cut-out shapes. Allow personal metaphors and free expression.

REFLECTION DICE



15–20 minutes



Pairs or small groups

Print or create a cardboard cube with six reflection prompts. Participants roll the dice and answer the prompt that lands face-up.

Suggested sides of the dice:

- A moment I felt proud
- A value I reconnected with
- Something I would do differently
- A skill I developed
- One thing I want to remember
- A question I’m still thinking about



Tip: Tip: Great for light yet deep conversations after intense modules.

POSTCARD TO MY FUTURE SELF



15–30 minutes



Individual, closing activity

Participants write or design a postcard to themselves, dated 3–6 months in the future. This can include:

- A reminder of what mattered during the training
- A goal they want to stay committed to
- Words of encouragement to their future self



The postcards can be:

- Collected and mailed by the facilitator later
 - Put in sealed envelopes to open at a future meeting
 - Shared as a group circle reading (voluntary)
-

GROUP SHOWCASE: VISUAL OR PERFORMING EXPRESSION



45–60 minutes



Small teams or full group

Participants choose a format to creatively express their collective learning or message for the world.

Possible formats:

- Poster collage
- Illustrated timeline
- Short theatre sketch or freeze frame
- Slam poetry or rap
- Video message
- Mural or art wall



Tip: Give basic structure (time, themes, audience), but leave room for imagination. This is ideal for group ownership and celebration.

THE MIRROR AND THE WINDOW



20–30 minutes



Pairs or small group

Each participant receives a sheet split into two sections:

- “The Mirror” – What I learned about myself
- “The Window” – What I learned about others or the world

Participants draw or write inside each frame. Then they can:

- Share in pairs
- Present to the group
- Pin to a gallery wall



Tip: Combines self-reflection with perspective-taking. Builds empathy and group connection.

CIVIC METAPHOR CARDS



30–45 minutes



Small group or whole group sharing

Facilitator presents 10–15 images (objects, scenes, nature, actions — printed or digital). Each image represents a possible metaphor for civic engagement (e.g. bridge, tree, megaphone, toolbox, compass, river).

Participants choose the image that best answers:

“For me, being an active citizen is like...”

They explain their choice and connect it to their experience.



Tip: Allows metaphorical, symbolic thinking. Great for mixed-language or intercultural groups.

THE SOUNDTRACK OF MY LEARNING



20–30 minutes



Individual or group, optional digital tools

Participants choose (or invent) a song, lyric, or sound that represents their civic journey.

Prompt questions:

- What would be the soundtrack to your learning?
- What song would play when you felt most powerful or most challenged?
- What lyric describes your mindset now?

Can be done as:

- Audio playlist (Spotify, YouTube, etc.)
- Illustrated lyric posters
- “Soundtrack sharing circle”



Tip: Engages emotions and creativity. Appeals to music-loving youth. Creates a vibrant, fun energy.

Learning benefits

Reflection and creative assignments help participants to:

- Deepen their emotional connection to learning
- Identify key personal insights and changes
- Strengthen communication and storytelling skills
- Foster empathy and peer support
- Transition from experience to future action

6. Resources

This section provides reliable, high-quality resources to support youth-led civic action, learning, and collaboration. It includes educational platforms, toolkits, funding opportunities, networking spaces, and support contacts to help young changemakers stay active after the training.

All resources listed are from trusted institutions (Council of Europe, European Commission, SALTO, British Council, etc.) and are free to access online.

KEY EDUCATIONAL PLATFORMS

Name	Description	Link
Compass – Manual for Human Rights Education with Young People	A practical guide full of activities and methods for civic and human rights education	coe.int/compass
Bookmarks – Combating Hate Speech through Human Rights Education	A toolkit from the No Hate Speech Movement	coe.int/bookmarks
Active Citizens Toolkit (British Council)	A global toolkit for youth-led social action	britishcouncil.org/active-citizens
SALTO Participation Pool	A resource pool for youth workers and organisations on participation, inclusion, and digital engagement	participationpool.eu
RFDCDC – Reference Framework of Competences for Democratic Culture	Council of Europe framework for civic competences	coe.int/rfcdc

PROJECT TOOLS AND FUNDING SUPPORT

Name	Description	Link
Erasmus+ Youth	EU funding programme supporting youth projects, mobility, and training	erasmus-plus.ec.europa.eu
European Youth Portal	Information on youth policies, volunteering, exchanges, and participation across Europe	youth.europa.eu
Youth Bank International	Local mini-grant platforms managed by young people	youthbank.org
Democracy Reloading Toolkit	Tools for local governments and youth workers to involve young people in decision-making	democracy-reloading.eu
Eurodesk	A platform to get guidance on mobility, exchanges, and opportunities across Europe	eurodesk.eu

PLATFORMS FOR YOUTH NETWORKING AND SHARING

Name	Description	Link
Voices of Youth (UNICEF)	A global youth blogging and storytelling platform	voicesofyouth.org
Youth Wiki	An EU encyclopedia of national youth policies in 30+ countries	youthwiki.eu
European Youth Foundation (EYF)	Council of Europe's funding and support body for youth-led NGOs	eyf.coe.int

SUPPORT NETWORKS & CONTACT POINTS

Name	Focus Area	Link
Council of Europe Youth Department	Human rights, youth participation, inclusion	coe.int/youth
SALTO Resource Centres	Inclusion, diversity, digital youth work	salto-youth.net
National Agencies Erasmus+ Youth	Project support and application help in your country	erasmus-plus.ec.europa.eu
Local youth councils / NGOs	Project partnerships, mentoring, co-creation	Ask in your city, school, or local youth spaces

FULL LIST OF REFERENCES & BIBLIOGRAPHY FOR THE CITIZENSHIP EDUCATION TOOLKIT

This bibliography includes all publications, platforms, and official resources cited or used in the development of the modules and sections of the Toolkit.

COUNCIL OF EUROPE RESOURCES

1. Compass: Manual for Human Rights Education with Young People

Council of Europe, 2020 Edition

<https://www.coe.int/en/web/compass>

2. Bookmarks: Combating Hate Speech through Human Rights Education

Council of Europe, 2016

<https://www.coe.int/en/web/no-hate-campaign/bookmarks>

3. Reference Framework of Competences for Democratic Culture (RFCDC)

Council of Europe, 2018–2020

<https://www.coe.int/en/web/education/competences-for-democratic-culture>

4. Youth Work Portfolio & Youth Participation Resources

Council of Europe Youth Department

<https://www.coe.int/en/web/youth>

5. European Youth Foundation (EYF)

<https://www.coe.int/en/web/european-youth-foundation>

EUROPEAN UNION & SALTO RESOURCES

6. Erasmus+ Programme Guide (Youth Sector)

European Commission, updated annually

<https://erasmus-plus.ec.europa.eu>

7. SALTO Participation Resource Pool

SALTO-YOUTH Network

<https://participationpool.eu>

8. Democracy Reloading Toolkit

SALTO Participation & Information Resource Centre

<https://www.democracy-reloading.eu>

9.Youth Wiki – National Youth Policies Overview (European Commission)

<https://national-policies.eacea.ec.europa.eu/youthwiki>

10.European Youth Portal

<https://youth.europa.eu>

11.Eurodesk – Youth mobility and information support platform

<https://eurodesk.eu>

BRITISH COUNCIL RESOURCES

12.Active Citizens Toolkit

British Council, Global Social Action Programme

<https://www.britishcouncil.org/active-citizens>

UNITED NATIONS & GLOBAL YOUTH PLATFORMS

13.UNICEF Voices of Youth

Youth advocacy and blogging platform

<https://www.voicesofyouth.org>

14.UN Sustainable Development Goals (SDGs)

Especially SDG 4 (Quality Education), SDG 10 (Reduced Inequalities), SDG 16 (Peace, Justice and Strong Institutions)

<https://sdgs.un.org/goals>

FUNDING AND SUPPORT PLATFORMS

15.Youth Bank International

Youth-led local microgrant model

<https://www.youthbank.org>

16.National Agencies Erasmus+ (per country)

<https://erasmus-plus.ec.europa.eu/contact>

ADDITIONAL TOOLS & LEARNING MATERIALS

17.Civic Education through Non-formal Learning
SALTO Training and Cooperation RC, 2021

18.Toolbox for Youth Participation
Partnership between Council of Europe and European Commission

19.Youth Sector Strategy 2030
Council of Europe Youth Department

20.Competence Models for Youth Work
Developed by SALTO, Council of Europe, and National Agencies