

# **moveurope!**

# **TOOLKIT**



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## **CHAPTER 1**

# **ABOUT THE MANUAL**

**1.1 Introduction**

**1.2 What is moveurope!?**

**1.3 Using the manual**



## 1.1 Introduction

The purpose of this manual is to provide youth workers or people working with young refugees in the mobility area with a valid instrument, containing different NFE tools and target group appropriate info material on how to familiarize young refugees with the mobility topic and how to inform them. The tools target young refugees in Europe who have the desire/need to move and/ or simply want to know about their mobility options and rights.

In the manual, it is possible to find different types of tools like:

- Non-formal education methods to familiarize young refugees in group sessions with the topic- online and offline
- Non-formal education methods to familiarize single refugees in a playful way with the topic, such as board games- online and offline
- Explanatory videos, as additional resources, explaining the most important concepts of the project moveurope!
- Success stories videos of refugees documenting and sharing their mobility experience, also as additional resources.

The main focus of this toolkit, content-wise, is to provide youth workers with useful tools that can be implemented to inform young refugees about their rights, the moveurope! project and other mobility opportunities in the EU. This entails, for the time being, that most of the information provided is specific to the German legal framework of mobility opportunities.

As our project and our network grows, in the future, we

plan and anticipate updating our tools and materials with information about many other countries and mobility opportunities within the EU, as we have already started to work and research about the existing mobility opportunities in our moveurope! mobility guide .

## 1.2 What is moveurope!?



The association migration\_miteinander, together with the Italian organisation Associazione Interculturale Universo, started the moveurope! pilot project in 2017. The main objectives for this project are to enhance European mobility, not only for Europeans but also for young people with refugee backgrounds in Europe, and to prepare young people to become active (European) citizens. This project is unlike any other within Europe. Not only does it promote alternative legal secondary migra-

tion for education and training purposes, but refugees are being successfully accompanied in these alternative opportunities of legal migration. The project took its first steps focusing on mobility programmes between Italy and Germany, namely supporting the movement from the first country of arrival to another with the opportunity for young refugees to establish a long-term, sustainable perspective and a self-determined life in Europe.

01 To get out mobility guide, please answer the form at this link:

[https://docs.google.com/forms/d/e/1FAIpQLSdvQ-ZfogHBBtAwtk1Bm2KY8XltEwsV4jIFiGZolWpkDGxDfg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdvQ-ZfogHBBtAwtk1Bm2KY8XltEwsV4jIFiGZolWpkDGxDfg/viewform?usp=sf_link)

The project has been created because we believe in empowering young people, in particular young refugees. The aim is to give young refugees in Europe equal access to opportunities in education and work as all young people in Europe have. We want our European society to perceive young refugees as the talented and motivated young people they are, each having their own ambitions and dreams and thus capable of being an important contribution when actively included in the society as an active citizen rather than as a passive victim.

Looking at the moveurope! pilot project, it is possible to see that legal secondary migration for educational or training purposes has a positive impact both on the individual and the society they move to. Using this purpose increases the accessibility for refugees, who can then be equated with young European citizens in regards to learning, training and employment, new

perspectives, a chance to become more of an active European citizen, faster integration, ability to join a motivated workforce, etc.

From the success of the pilot project, moveurope! continues to support mobility and solidarity within Europe. In 2020 the two-year project 'moveurope! Promotion of mobility for refugees in the European context', co-funded by Erasmus+, has started. This project aims to further promote and facilitate young refugees' access to mobility programmes through a strengthened youth work framework. To do so, migration\_miteinander, Associazi-one Interculturale Universo, Y-PEER Development and Humacoop-Amel France, with the help of the trainers of Ticket2Europe, created tools such as a handbook and this manual on how to introduce information through non-formal education.



## moveurope! approach

moveurope! uses existing tools shaped by the current visa procedures to present legal alternatives to irregular secondary movements, using mobility programmes available for refugees to legally move within Europe, such as:

- short-term mobility programmes lasting less than 90 days (i.e. 3 months) and, therefore, not requiring a visa: youth exchanges, internships, short-term volunteering.
- long-term mobility programmes lasting more than 3 months which require a visa for educational or training purposes: long-term European or national voluntary services, apprenticeships, internships.

To do this, moveurope! organises mobility opportunities and also accompanies young people with and without refugee background onto mobility programmes (such as youth exchanges, voluntary or civic services, internships, apprenticeships).

We also provide information with the aim to:

- raise awareness of the European society on the mobility tools accessible to young people with and without refugee background,
- empower young people with and without refugee backgrounds,

- and raise mutual understanding in the European society.

We are carrying out ongoing research into mobility programmes within other EU member states.

### Information and trainings are available for:

- Anyone interested in participating in a mobility programme: asylum seekers, refugee status holders, subsidiary protection holders, EU citizens. Regarding the age, most but not all programmes focus on young people up to 30 years of age.
- Anyone supporting asylum seekers and/or refugees (professionals, youth workers, family, friends, etc) and needing more information and training on the moveurope! approach.

### Practical accompaniment for short- and long-term mobilities is available for:

Beneficiaries of a national or international protection status, holding a valid residence permit and a valid travel document.

**N.B.:** For asylum seekers who have only recently arrived in Europe and are still in the asylum request process and have the desire to move and to learn about their rights, taking part in a mobility programme is not yet possible, as the visa procedure is only possible once the persons' asylum application has been approved, thus once the persons have a valid residence permit and a valid travel document. However, moveurope! can support them by providing information on their rights and anticipating future mobility opportunities.

## 1.3 Using the manual

The manual has been written for youth workers or people working with young refugees or in the mobility area. For this reason, it is important to know that the manual has been shaped taking into account that they are NOT trainers or facilitators and so that the youth workers are able to use the tools in their daily work with young refugees. The tools have been put together in a way that they can be used separately and the manual is as flexible as possible.

There is no particular starting point. Each tool can be used on its own, but we recommend that you put two or more together as part of a programme to explore the issues. In every tool outline, it is possible to find extensive support on how to run the activities and on how to adapt and develop them following the needs of the participants and the practical circumstances. It should be noted that these are only guidelines and anyone using the manual is free to adapt and use the material to suit their own needs.

Before starting we strongly advise you to look through the whole manual to have a complete picture of what is in it and familiarize yourself with its general structure and content. Also while implementing the tools, keep in mind the possible language difficulties and starting position of the participants regarding the participation in non-formal education tools and the mobility topic.

In case the information given is not enough and more info material/explanations are needed it is possible to find the contacts of the authors in every tool.

Last but not least, while working with young refugees, one of the aims will be to strengthen and promote a good atmosphere between the members of the group and, as far as possible, to stimulate and encourage their own creativity and aspirations. This will help them to feel that their work is worthwhile and productive and lead to valid and interesting experiences and conclusions.



## **CHAPTER 2**

# **NON-FORMAL EDUCATION TOOLS**

- 2.1. QuizEurope! with Kahoot**
- 2.2. From Dream to Reality to Reality**
- 2.3. “Yes man”**
- 2.4. Debate and role play**
- 2.5. Letter to self**
- 2.6. Mind Map**
- 2.7. Walt Disney method**
- 2.8. Unlock Your Values**
- 2.9. Hypnosis**
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- 2.14. Role play about moveurope!**
- 2.15. Once upon a time...**
- 2.16. Roll a Die & Embody Someone**





## 2.1. QuizEurope! with Kahoot



Type of activity	Kahoot
<b>Concrete target group and their needs</b>	<ul style="list-style-type: none"><li>• Target group: young refugees (18–30 years of age), who have already participated in a presentation about the European legal framework. The participants should be able to read and write in English</li><li>• Needs: know about European law, know their rights, intercultural communication</li></ul>
<b>Learning objectives</b>	<ol style="list-style-type: none"><li>1. Educating young migrants on how they can legally move within European countries to widen not only their horizons but also their future perspectives and possibilities</li><li>2. Being aware and understanding the European and national legal framework, like the Dublin Regulation or the Common European Asylum System</li><li>3. Feeling included in the European society, being able to integrate into different European countries</li></ol>
<b>Duration</b>	<ul style="list-style-type: none"><li>• Introductory game: 20 minutes</li><li>• Presentation: 30 minutes</li><li>• Kahoot: 20 minutes</li><li>• Closing game: 20 minutes</li></ul> <p><b>In total: 1 hour 30 minutes</b></p>
<b>Number of participants</b>	15–30 participants
<b>Needed material</b>	<ul style="list-style-type: none"><li>• Projector</li><li>• Computer</li><li>• Sticky notes</li><li>• Blackboard</li><li>• Internet connection</li><li>• All the participants will need a phone</li><li>• Access to Kahoot</li></ul>

01 Feel free to use another tool that you know to make quizzes online. You can also find in Appendix 2 a list of alternative online quiz tools.



<p><b>Preparation</b></p>	<ul style="list-style-type: none"> <li>• Read through all the important information about the European legal framework (Dublin Regulation, Schengen Agreement, EU laws for refugees, Geneva Convention etc.), which can be found in the flyer</li> <li>• Create the quiz on Kahoot (you can use the questions presented below)</li> <li>• If you feel more comfortable creating your own questions, think about 10-12 questions</li> <li>• While creating the quiz, leave out unnecessary information and use an easy language</li> <li>• Search for suitable photos to put into the Kahoot to create an appealing design</li> <li>• Think of an appropriate timeframe for each question</li> <li>• Come up with a catchy name and description of your quiz</li> </ul> <p>NB: to create the quiz, you can find the description of all the technical steps in the section “Additional resources below”.</p> <p>A possible name could be: “moveurope!: European legal framework.”</p> <p>A possible description could be: “This quiz is about the European legal framework concerning inner European movements for migrants. It can be used after a presentation of the information to make sure everyone understood the main aspects.”</p> <p>If your participants don’t speak English, make sure to provide a translation of all the given material and questions.</p> <p><b>For the introductory and closing game:</b> Adjust the given questions keeping in mind your users and their interests.</p>
<p><b>Step-by-step description</b> (content elements, methods,...)</p>	<p><b>Introductory Game:</b></p> <p>This game has the aim of introducing the session. Every participant gets some sticky notes. The facilitators ask some questions about the knowledge they already have.</p> <ul style="list-style-type: none"> <li>• What’s the first thing that comes to your mind when you hear the word “moveurope!”? What do you think it means/is?</li> <li>• What do you know about some of the rules concerning the European legal framework for refugees like the Dublin Regulation, Common European Asylum System or the Schengen Agreement?</li> <li>• What are your rights and opportunities regarding mobility within Europe?</li> <li>• What kind of concerns do you have when it comes to moving to another country?</li> </ul> <p>After thinking about the questions, everyone can write down their answers anonymously on the sticky notes and add them on the blackboard. Everyone has the option to read through the thoughts of others.</p> <p><b>Main part: Kahoot</b></p> <ul style="list-style-type: none"> <li>• Show and explain the presentation about moveurope! to the participants (you can find the link to the presentation below, in the section “Additional resources”)</li> <li>• Send the link to your Kahoot quiz to the participants, so that they can connect from their phones. Give them the code to enter the sessions</li> <li>• Once everyone entered the session, you can start the quiz</li> <li>• After each question, the right answer will be shown; take the time to explain the answer if the participants don’t understand it</li> <li>• After ending the Kahoot, you can give the participants the handout about moveurope!</li> </ul> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p><b>In the following part, you can find our questions and the suitable answers:</b></p> <ol style="list-style-type: none"> <li>1. What does the Schengen Agreement regulate?           <ol style="list-style-type: none"> <li>a. Free passing of EU citizens within EU countries (right)</li> <li>b. People from outside the EU can enter without a visa (wrong)</li> <li>c. It introduced the Euro (wrong)</li> </ol> </li> <li>2. What are the most well-known criteria of the Dublin Regulation?           <ol style="list-style-type: none"> <li>a. People have to do the asylum request in the first EU country they enter (right)</li> <li>b. People have to give their fingerprints in every country (wrong)</li> <li>c. Refugees receive the same amount of money in every EU country (wrong)</li> <li>d. Every EU country has to host the same amount of migrants (wrong)</li> </ol> </li> </ol> </div>

**Preparation**  
**Step-by-step de-**  
**scription**  
(content elements,  
methods,...)

3. Only asylum seekers are part of the Eurodac fingerprint database
  - a. yes (right)
  - b. no (wrong)
4. What is the name of the regulation that prohibits the EU to send you back to your country of origin if your life is threatened there?
  - a. Non-refoulement (right)
  - b. Subsidiary Protection (wrong)
  - c. Complementary Protection (wrong)
  - d. Dublin Regulation (wrong)
5. How long is an asylum seeker with a residence permit allowed to stay in another EU country as a tourist?
  - a. up to 3 months (right)
  - b. up to 3 weeks (wrong)
  - c. up to 5 months (wrong)
  - d. up to a year (wrong)
6. For what does the acronym "CEAS" stand?
  - a. Common European Asylum System (right)
  - b. Common European Aid System (wrong)
  - c. Council of European Asylum Seekers (wrong)
7. The CEAS includes the Dublin Regulation, EU Directives and Eurodac.
  - a. True (right)
  - b. False (wrong)
8. How is a person who has a well-founded fear of being persecuted called?
  - a. economic migrant (wrong)
  - b. refugee (right)
  - c. immigrant (wrong)
9. Migrants are people who...
  - a. ... are persecuted because of their religion (wrong)
  - b. ... leave their country voluntarily to improve their living conditions (right)
  - c. ... are persecuted because of their race (wrong)
10. The Subsidiary protection is granted to those that do not satisfy the refugee criteria within the ....
  - a. Geneva Convention (right)
  - b. Dublin Regulation (wrong)
  - c. Eurodac Regulation (wrong)
11. Asylum seekers are people who have applied for asylum and are still waiting for a decision. Who should be granted asylum?
  - a. Everyone who has experienced political persecution in their home country (right)
  - b. Everyone who flees from poverty (wrong)
  - c. Everyone who flees from homelessness (wrong)
12. Which regulation introduced only border checks at the external European borders instead of internal border checks?
  - a. Schengen Agreement (right)
  - b. Common European Asylum System (wrong)
  - c. Dublin Regulation (wrong)

**Closing game:**

The participants have to write a letter to their future self to be read one or two years from now with "FutureMe" (link to be found in the section "Additional resources"). The facilitator can suggest these questions to the participants to help them think about what they want to write:

- Are you abroad living your best life?
- Does this experience live up to your expectations before leaving?
- What are your fears and hopes?
- What challenges did you overcome?
- Is there anything you would like to change and if yes, what is it?



<b>Preparation</b> <b>Step-by-step description</b> (content elements, methods,...)	<ul style="list-style-type: none"> <li>• What are your objectives and goals for next year?</li> <li>• Which advice would you give your future self?</li> </ul> <p>The facilitator puts on some slow music to create a cozy environment in which the participants feel safe and comfortable.</p>
<b>Instructions provided to participants</b>	<p><b>Introductory game:</b>          Every one of you gets some sticky notes. I will ask you some questions and you can do a little brainstorming on the sticky notes. Afterwards, you will be provided with some materials and a brief presentation about moveurope!</p> <p>Kahoot:</p> <ol style="list-style-type: none"> <li>1. Go to the Website: kahoot.com</li> <li>2. Click “Play” on top of the website between “Contact sales” and “Sign up”</li> <li>3. Enter the PIN given by the facilitator</li> <li>4. Start the quiz and good luck!</li> </ol> <p><b>Closing game:</b>          You can now take your time and think about all the information you just received. You now have time to write a letter to your future self to be read in one or two years. For this, you can use the Website “FutureMe”. You can write your thoughts into the box and you also have to enter your email address and the date when you want to receive it.          I will give you some questions that you can think about.          You can write the letter in the language you feel most comfortable with since it’s only for yourself.</p>
<b>Instructions provided to participants</b>	<ul style="list-style-type: none"> <li>• What do you know now that you didn’t know before?</li> <li>• What would you like to do in the future?</li> <li>• Would you like to get more information about moveurope!?</li> <li>• How do you feel? Are you overwhelmed, hopeful, tired?</li> </ul>
<b>Instructions provided to participants</b>	<p><b>Link to Kahoot website:</b>  <a href="https://kahoot.com">https://kahoot.com</a></p> <p>Find our Kahoot here:  <a href="https://create.kahoot.it/details/0f2cf192-e90b-4d26-b13f-591ade1cf495">https://create.kahoot.it/details/0f2cf192-e90b-4d26-b13f-591ade1cf495</a></p> <p>Steps to create a quiz on Kahoot:</p> <ul style="list-style-type: none"> <li>• Go to Kahoot.com and sign up for free as a “teacher” for “other schools”</li> <li>• Choose the basic version of Kahoot, which is free</li> <li>• Click on the blue “create” button on top on the right and create a new Kahoot</li> <li>• Type your question into the blank space on top</li> <li>• Afterwards, give the options for the answers into one of the four spaces under the photo. You can leave out some answer options by just not filling them out, they will disappear</li> <li>• Add an appealing photo</li> <li>• To add another question, click on the blue button on the left which says “add question”</li> <li>• On the right, you can choose the type of question (quiz, true or false), the time frame for this question and the amount of points you would like to give for this question</li> <li>• If it’s a harder question, you can decide to let the users earn more points by answering correctly</li> </ul> <p>The presentation about moveurope!:  <a href="https://drive.google.com/file/d/115fnSSEmwce4k6ht49uRvVqYpSm-lbaH/view?usp=sharing">https://drive.google.com/file/d/115fnSSEmwce4k6ht49uRvVqYpSm-lbaH/view?usp=sharing</a></p> <p>The flyer about moveurope!:  <a href="https://drive.google.com/file/d/19wht_au2qy_mt2or_80P8DZQhC8ZgDwh/view?usp=sharing">https://drive.google.com/file/d/19wht_au2qy_mt2or_80P8DZQhC8ZgDwh/view?usp=sharing</a></p> <p>The link to the FutureMe Website:  <a href="https://www.futureme.org/">https://www.futureme.org/</a></p>
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## 2.2. From Dream to Reality

It's recommended that the facilitators should have a good understanding and knowledge of the moveurope! project and legal framework before implementing this tool. Different kinds of informational materials can be found in the Appendices.



Type of activity	Walt Disney method
<b>Concrete target group and their needs</b>	<ul style="list-style-type: none"><li>• Target group: young refugees (18–30 years of age) interested in knowing the different steps of moveurope!</li><li>• Their needs: get closer to realizing their dreams</li></ul>
<b>Learning objectives</b>	<ol style="list-style-type: none"><li>1. How to go from dreaming to making realistic plans</li><li>2. moveurope! framework: learn more about the project through the analysis of fictional characters</li><li>3. Learn the requirements to be a participant of moveurope! activities and/or mobilities (documents, age, visa, language skills, etc)</li></ol>
<b>Duration</b>	2 hours 30 minutes
<b>Number of participants</b>	6–15 participants
<b>Needed material</b>	<ul style="list-style-type: none"><li>• Sticky notes</li><li>• Pens</li><li>• Markers</li><li>• Tape</li><li>• Projector</li><li>• Chairs for participants and facilitators</li><li>• Flip chart papers (at least three)</li><li>• Two to five cards with fictional characters (you can use the ones of the game “Move in my shoes”, see the section “Additional resources”)</li><li>• Three different spaces (you can use 3 walls if the room is big enough to host the participants or even 3 different rooms or spaces)</li></ul>

<p><b>Preparation</b></p>	<ul style="list-style-type: none"> <li>• Check out the info materials and the explanatory videos about moveurope! before showing them to the participants. It's important that the facilitators are aware of the material in case the participants have some questions. The material can be found in the section "Additional resources". If you find it necessary, you can also print it and make it available to the participants during the activity.</li> <li>• Print out the role cards based on the number of participants who will be present.</li> <li>• Divide the space into three zones, clearly marking the different phases of the tool: dreamer, realist and critic; if possible, write it down on the flip chart papers and hang them on three different walls. One wall/space will be used to reflect about dreams, one will be used to show the explanatory videos, discuss and reflect about the different steps of the mobilities and the project, and one wall/space will be used to reflect about impediments and requirements.</li> </ul>
<p><b>Step-by-step description</b> (content elements, methods,...)</p>	<p><b>Energizer/ ice-breaking game (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Show the participants the first wall/space that will be used both for the energizer and the first step.</li> <li>• Using the chairs you set up for the participants, you can play "Musical Chairs": place the chairs in a circle, taking one out from the first round. Put on some music and ask them to walk around the circle of chairs, then when you stop the music, everyone should sit; the person who's unable to find a seat is out of the game. At every round one more chair is taken out and the game goes on like this until only one person is left.</li> <li>• You can also implement a different ice-breaker of your choosing.</li> </ul> <p><b>Step 1: The Dreamer (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Let each participant choose a role card with a fictional character.</li> <li>• Based on the card they chose, divide the group into 3 or 4 smaller groups (participants with the same role card will be together).</li> <li>• Ask every group to reflect about the characters that they chose, what could be this person's dream? What would they like to achieve in their life? Remind them that there is no limit to the imagination in this part.</li> <li>• Give the participants 10 minutes to reflect in groups and write down the dreams on sticky notes.</li> <li>• At the end of the reflection, every group should put their sticky notes on the flipchart paper.</li> <li>• Return all together to discuss the dreams they came up with and the things they reflected on during the process and how they imagine their characters (10 minutes).</li> </ul> <p><b>Step 2: The Realist and What is moveurope! (55 minutes)</b></p> <ul style="list-style-type: none"> <li>• Show the participants the second wall/space, ask them to move from the first wall/space to the second to represent the change of phase.</li> <li>• Introduce to them the word "moveurope!" and ask them the first thing that comes into their mind.</li> <li>• Use the projector to show them the explanatory videos of moveurope! to present the project (15 minutes).</li> <li>• You can have a brief discussion to understand what they think about the project and what they understood from the videos.</li> <li>• Ask each group to select one or two dreams from the first phase to reflect on moving forward.</li> <li>• Guide them to think about what path fits better to realize the one or two dreams of their characters through the moveurope! project and/or including the project in the path (20/25 minutes).</li> <li>• Make sure that they have moveurope! materials to consult during this phase, you can print out some and distribute it to them or you can leave a computer available to consult the explanatory videos.</li> <li>• It's important to keep in mind that the participants don't have to think about what prevents them from realizing their dreams yet, but only come up with concrete steps to achieve their goals.</li> <li>• Ask them to write down the steps on the sticky notes and put them on the second flipchart paper.</li> <li>• Ask one person from each group to present the path their group has chosen to everyone (10 minutes).</li> </ul> <p><b>Break 15 minutes</b></p>



<b>Step-by-step description</b> (content elements, methods,...)	<p><b>Step 3: The Critic (40 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask the whole group to move to the third wall/space, representing the last phase of the tool.</li><li>• Discuss all together the different stories of the characters, focusing on the impediments that hold their characters back from making their dreams come true through the path chosen in the realist phase, write them down on the sticky notes and put them on the third flip chart paper (25/30 minutes).</li><li>•</li><li>• You can use these questions:</li><li>• What could be wrong with the idea?</li><li>• What is missing?</li><li>• Why can't we apply it?</li><li>• What are the weaknesses of the plan?</li><li>•</li><li>• In this phase it is important to keep a positive attitude and highlight that focusing on the impediments does not result in the impossibility of realizing the dreams; it's a useful phase to understand how a person who wants to migrate will actually experience the path chosen and a chance to reflect on improvements that can be made to the plan.</li><li>• <b>Highlight that the objective of this phase is not to criticize the dreams or the plan developed, but to look at it in an objective way, filtering out all the possible mistakes, moving forward with other solutions or bringing to light aspects that were not seen before.</b></li></ul> <p>If you have the possibility, at the end distribute to everyone a copy of the moveurope! flyers.</p>
<b>Instructions provided to participants</b>	<ol style="list-style-type: none"><li>1. For any questions or doubts, you can ask the facilitators for clarification.</li><li>2. Try not to touch personal and sensible aspects of the other participants.</li><li>3. Let the other participants express their opinions and ideas.</li><li>4. Try to respect the timing as much as possible.</li></ol>
<b>Debriefing questions</b>	<p>At the end of the tool, you can all form a circle where to discuss for 10 or 15 minutes about these questions, or you can write the questions down on a flip chart paper and ask the participants to write down the answers anonymously on sticky notes and place them under the questions.</p> <ol style="list-style-type: none"><li>1. How do you feel?</li><li>2. What were the main difficulties for you?</li><li>3. What did you enjoy about this tool?</li><li>4. What do you know now that you didn't know before?</li><li>5. Would you like to get more information about moveurope!? Do you think you will participate in it one day?</li></ol>
<b>Additional resources</b>	<p>moveurope! brochures: <a href="https://drive.google.com/drive/folders/1pfKJuET3EkjpFAPdMMehs53iczK7bGW?usp=sharing">https://drive.google.com/drive/folders/1pfKJuET3EkjpFAPdMMehs53iczK7bGW?usp=sharing</a></p> <p>Explanatory videos (you can also find them on the moveurope! YouTube channel):</p> <ul style="list-style-type: none"><li>• <a href="#">What is moveurope!</a></li><li>• <a href="#">Who Can Participate in moveurope!</a></li><li>• Benefits and challenges of participating in moveurope! <a href="https://www.youtube.com/watch?v=-0nOPxPDvk">https://www.youtube.com/watch?v=-0nOPxPDvk</a></li><li>• <a href="#">Explained: The Visa Procedure for a Voluntary Service in Germany</a></li></ul> <p>Move in my shoes - role cards: <a href="https://drive.google.com/drive/folders/1pfKJuET3EkjpFAPdMMehs53iczK7bGW?usp=sharing">https://drive.google.com/drive/folders/1pfKJuET3EkjpFAPdMMehs53iczK7bGW?usp=sharing</a></p>
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## 2.3. “Yes man”



Type of activity	Theatre and Roleplay
<b>Concrete target group and their needs</b>	<ul style="list-style-type: none"> <li>• Young refugees (18-30 years old)</li> <li>• Operators involved in youth work with migrants, in migration centers and services of hospitality</li> </ul>
<b>Learning objectives</b>	<p>moveurope! mobilities and their process:</p> <ol style="list-style-type: none"> <li>1. Youth exchanges</li> <li>2. Long term volunteering</li> <li>3. Short term volunteering</li> <li>4. Apprenticeships</li> </ol>
<b>Duration</b>	<b>1 hour 35 minutes</b>
<b>Number of participants</b>	5-15 participants
<b>Needed materials</b>	<ul style="list-style-type: none"> <li>• Flip chart paper</li> <li>• Computer</li> <li>• Projector</li> </ul>
<b>Preparation</b>	Get familiar with the moveurope! process and the different types of mobilities and volunteering opportunities used in moveurope!. You can use the explanatory videos and the brochure to understand better what moveurope! is. The links to these materials are in the section Additional resources of this tool.
<b>Step-by-step description</b> (content elements, methods,...)	<p><b>Ice-Breaking game:</b></p> <p>Everyone stands up. The facilitator asks the participants to walk around at a certain speed, chosen by the facilitator on a scale of 1 to 10, changing it a few times. At a certain point, the facilitator will simply ask the group to walk all at the same speed without a specific indication, leaving the group to coordinate autonomously in order to walk at the same pace. When they reach this goal, the game is over (10 minutes).</p>



<b>Step-by-step description</b> (content elements, methods,...)	<b>Roleplay:</b> <ol style="list-style-type: none"><li>1. Divide the participants into two groups.</li><li>2. Assign a country (France or Germany) to each group.</li><li>3. Give them 30 minutes to imagine a migrant's trip to reach the country assigned to them, imagining each step of the trip.</li><li>4. The participants have to prepare an act about it, which can be up to 5 minutes long, but with a condition: their characters can say only yes to every single thing that happens during the trip.</li><li>5. After 30 minutes have passed, the participants play out the act. The two groups will give evaluations to each other (10/15 minutes).</li><li>6. After playing out the acts, the participants will sit down and the facilitators will explain to them how to really move within Europe using moveurope! mobility opportunities. The facilitators can show the explanatory videos to the participants (30 minutes).</li><li>7. The participants and facilitators can then have a discussion together about the acts and the facilitator will help find solutions to doubts and questions and give feedback (15 minutes). In order to give the participants the time to absorb all the information, the facilitators could use a board or a big paper to draw a mind map.</li></ol>
<b>Instructions provided to participants</b>	<ol style="list-style-type: none"><li>1. Be creative with your act</li><li>2. Respect your fellow participants and listen to their ideas</li><li>3. Work together as a group</li><li>4. Listen actively to others and to the facilitators</li></ol>
<b>Debriefing questions</b>	<ul style="list-style-type: none"><li>• When the tool is concluded, the facilitators can ask for feedback about the tool, for example:<ul style="list-style-type: none"><li>• "How do you feel to imagine a trip to Europe?"</li><li>• "How did you feel while you were acting?"</li><li>• "What do you think about moveurope!?"</li></ul></li></ul>
<b>Additional resources</b> (materials/links)	<p>moveurope! brochures: <a href="https://drive.google.com/drive/folders/1pfKJuET3EkjpFAPdMMehs53iczck7bGW?usp=sharing">https://drive.google.com/drive/folders/1pfKJuET3EkjpFAPdMMehs53iczck7bGW?usp=sharing</a></p> <p>Explanatory videos (you can also find them on the moveurope! YouTube channel):</p> <ul style="list-style-type: none"><li>• <a href="#">What is moveurope!</a></li><li>• <a href="#">Who Can Participate in moveurope!</a></li><li>• Benefits and challenges of participating in moveurope! <a href="https://www.youtube.com/watch?v=-0nOPxPDvk">https://www.youtube.com/watch?v=-0nOPxPDvk</a></li><li>• <a href="#">Explained: The Visa Procedure for a Voluntary Service in Germany</a></li></ul> <p>Move in my shoes - role cards: <a href="https://drive.google.com/drive/folders/1pfKJuET3EkjpFAPdMMehs53iczck7bGW?usp=sharing">https://drive.google.com/drive/folders/1pfKJuET3EkjpFAPdMMehs53iczck7bGW?usp=sharing</a></p>
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## 2.4. Debate and role play



Type of activity	Debate facilitation: “The cube” “Press conference”
<b>Concrete target group and their needs</b>	Young refugees (18-30 years of age) or social workers or youth workers, interested in exchanging ideas and points of view in a non-formal way, in order to understand the cultural differences and to learn more about mobility.
<b>Learning objectives</b>	<ol style="list-style-type: none"> <li>1. <b>Oration power:</b> express an idea or a point of view in front of an audience in a clear and understandable way</li> <li>2. <b>Active listening:</b> being open-minded, respectful and without being prejudiced against others</li> <li>3. <b>Share/Discover/Develop testimonies and opinions</b> in order to understand the European mobility rights better</li> </ol>
<b>Duration</b>	<b>2 hours 45 minutes</b>
<b>Number of participants</b>	6-10 participants (or more)
<b>Needed material</b>	<ul style="list-style-type: none"> <li>• A common language (or translation will be required)</li> <li>• A space big enough to host all the participants and to have the possibility to divide them into small groups all around the room</li> <li>• 6 Tables</li> <li>• 12 chairs for the participants and the facilitators</li> <li>• Paper board</li> <li>• Sticky notes</li> <li>• Papers or notebooks</li> <li>• Markers</li> <li>• Pen</li> <li>• 1 box representing “the cube”</li> <li>• Questions with arguments already prepared</li> <li>• 3 - 5 fictional characters (press conference)</li> </ul>

<p><b>Preparation</b></p>	<p><b>“The Cube”:</b></p> <ul style="list-style-type: none"> <li>• Set up the room with the tables and the chairs disposed in a U form (report to the 1st plan in additional material), install the box in front of the U (on a chair or a table), plus the paper board to take notes.</li> <li>• Prepare the question and arguments in advance.</li> <li>• Set pens and sticky notes on the tables.</li> </ul> <p><b>“Press conference”:</b></p> <ul style="list-style-type: none"> <li>• Have the fictional characters written down on papers with different arguments and questions. Various ending scenarios have to be considered.</li> <li>• Set up the room with 2 tables in front of each other (where the principal actors will be) and the chairs on the side (report to the 2nd plan in additional material)</li> </ul>
<p><b>Step-by-step description</b> (content elements, methods,...)</p>	<p><b>1st phase: The Cube</b> (time: ~45 minute – presentation, rules / Reflexion time / Debate)</p> <p><b>1st step: Rules and Presentation ~5’</b></p> <p>a) Respect, no judgment, no interruption of the people speaking, no personal attack, support and encourage the other participants, for any questions or doubts, talk with the facilitators.</p> <p>b) The Cube is the Question... Based on the fact that a cube has different sides, or faces (6), in this game we will imagine that the Cube is the Question, or the topic, with different points of view depending on the vision of the participants.</p> <p><b>2nd step: Question and reflexion time ~10’</b></p> <p>a) The facilitators ask for a testimony. Example: «Have you already travelled out of Europe? What do you feel about the people that are facing many issues entering Europe? ».</p> <p>b) The participants have to write down their own experiences and their feelings, without specifying their names, and put the filled paper in the “cube”.</p> <p>If someone doesn’t know how to write, ask the person to think about the experience to share it orally in the next step. The facilitators could help the participant write down their feelings based on the experience.</p> <p><b>Questions: report to the additional material</b></p> <p><b>3rd step: Sharing and debate ~30’</b></p> <p>a) The facilitators collect all the testimonies from the box, reading them one by one while writing some keywords on the paper board.</p> <p>b) The facilitators ask the participants if they want to talk about their testimonies in order to develop an opinion.</p> <p>c) Start the debate, exchange of experiences, share testimony...</p> <p>The facilitators shouldn’t hesitate to bounce/rebound and ask questions about the different opinions to have a dynamic debate.</p> <p><b>Break of 10’ the time to change the set-up</b></p> <p><b>2nd phase: The press conference</b> (time: ~1:30 hour – presentation / Reflexion time / Press conference / Feedback videos)</p> <p><b>1st step: Presentation ~10’</b></p> <p>a) A press conference is a speech done by someone (usually a public personality) about a specific topic (ex: political conference, sports conference...) and where the public (journalists) can ask questions based on the topic and the speech.</p> <p>b) In this role-playing game, some of the participants will act as the public personalities and the others will take the role of the journalists. Based on the number of participants and their capacities and desires, the game might be individual or in small groups. It can be for example 1 on 1 (personality/journalist) or 2 on 2 (personality + councilor/ 2 journalists).</p> <p>c) All the participants will have a role and some reflexion time to take notes.</p> <p>d) The room will be set as in the previous description (Preparation), with players facing each other and the “public” on the side to avoid putting the players in an uncomfortable situation.</p> <p><b>2nd step: Roles distribution and reflexion time ~20’</b></p> <p>a) The facilitators will ask the participants which role they would like to play and then have to assign one fictional character to every participant. The fictional character will be written on a piece of paper and distributed to the participants.</p> <p><b>Fictional characters: report to the additional material</b></p>



<b>Step-by-step description</b> (content elements, methods,...)	<p>b) The participants will have 15 minutes to write down some notes (arguments or questions) based on their characters. They are invited to use their resources and the internet in order to find real arguments.</p> <p><b>3rd step: Press conference ~60'</b></p> <p>a) The participants are ready, each conference might last 10 minutes maximum. Each part (the speaker and the journalist) might have 5 minutes to express their views. This time can be kept and managed by the facilitators or the participants.</p> <p>b) The public can take notes if they have questions about a topic or arguments; the facilitators have to take note of the wrong arguments to explain the mistakes and to deliver the right explanation.</p> <p>c) In case the journalists don't have that many questions or get stuck, the "public" can intervene.</p> <p>d) At the end of each conference, the participants can ask questions; to answer correctly, the facilitators should prepare by using the info materials provided in Appendices of this toolkit.</p>
<b>Instructions provided to participants</b>	<ol style="list-style-type: none"> <li>1. Respect, no judgment, no interruption of people speaking, no personal attack</li> <li>2. Support and encourage the participants step-by-step</li> <li>3. Let the participants express themselves and their opinions, ideas, testimonies</li> <li>4. Don't push them into the "panic zone", respect anyone who doesn't want to answer a question, trying to find another participative and collaborative way forward</li> <li>5. Try not to touch personal and sensible aspects of the participants</li> <li>6. For any questions or doubts, talk with the facilitators.</li> </ol>
<b>Debriefing questions</b>	<p>Feedbacks:</p> <ul style="list-style-type: none"> <li>• What did you think about the activity? Were the instructions understandable?</li> <li>• What were your expectations before the activity and did we reach your objectives?</li> <li>• What are your suggestions to ameliorate the activity?</li> <li>• What is your opinion about the facilitation?</li> <li>• What did you learn thanks to this activity?</li> </ul>
<b>Additional resources</b> (materials/links)	<p><b>1st plan: set up of the Cube - 2nd plan: set up a press conference</b></p> <div data-bbox="676 1160 916 1424"> </div> <div data-bbox="1059 1160 1299 1424"> </div> <p><b>Questions for the Cube:</b></p> <ul style="list-style-type: none"> <li>• "Have you already taken part in a European mobility project (Erasmus, volunteering...)? What do you feel about people who are facing a lot of issues while moving within/towards Europe?"</li> <li>• "Have you already travelled out of Europe? How do you feel about those people who are struggling a lot to enter Europe?"</li> <li>• "Have you already been a victim of "administrative" discrimination? How do you feel about people who are facing a lot of administrative issues?"</li> <li>• Fictional characters for the press conference:</li> <li>• The speaker is the minister of immigration who has to hold a press conference to announce the closure of the borders.</li> <li>• The speaker is the President of the European Commission who has to hold a press conference about the abolition of the Dublin regulation.</li> <li>• The speaker is a director of an accommodation centre who denounces the conditions in the centre and asks publicly for more budget from the government.</li> </ul> <p>Arguments and resources about moveurope!: report to the Appendices</p>
<b>Authors and contact</b>	<p>Maxime Ratel  <a href="mailto:maximeratel1@gmail.com">maximeratel1@gmail.com</a></p>

## 2.5. Letter to self



Type of activity	Self-reflection
<b>Concrete target group and their needs</b>	Young refugees (18-30) who need support and guidance for personal and professional goals * and who have already been introduced to the moveurope! framework and the mobility opportunities within Europe
<b>Learning objectives</b>	<ol style="list-style-type: none"> <li>1. To envision the participation in a mobility programme</li> <li>2. To specify personal goals and aspirations</li> <li>3. To identify possible challenges and solutions</li> </ol>
<b>Duration</b>	<b>1 hour</b>
<b>Number of participants</b>	2-30 participants
<b>Needed material</b>	<ul style="list-style-type: none"> <li>• Papers</li> <li>• Pens/ Jamboard application in case of online setting</li> <li>• Guiding questions</li> </ul>
<b>Preparation</b>	<p>This activity is suitable for closing a session.</p> <p><b>Before</b> this activity, participants need to be made familiar with all the essential information on the moveurope! framework and the mobility opportunities within the EU. Participants might choose their own mobility.</p>
<b>Step-by-step description</b> (content elements, methods,...)	<ol style="list-style-type: none"> <li>1. Give instructions to the participants</li> <li>2. Distribute pens and paper</li> <li>3. Make participants familiar with impulse questions</li> <li>4. Make participants write a letter</li> <li>5. Let someone read their letter out loud (if they want to)</li> <li>6. Debriefing - short discussion based on the proposed questions</li> </ol>

<b>Instructions provided to participants</b>	<p>Imagine yourself at the end of your chosen mobility. Write a letter to your present self describing the process of application, the experience during your mobility and the outcomes it had for you. Please try to answer the following questions in your letter:</p> <ul style="list-style-type: none"> <li>• What was your situation before your mobility? Why did you want to take part in it?</li> <li>• What was your legal situation at the beginning? (e.g. residence permit, Visa) Which mobility opportunities did it open for you?</li> <li>• Which documents did you need in order to participate in a mobility programme? Which ones did you already have? Did you have to apply for any further documentation, in order to broaden your possibilities?</li> <li>• What were your expectations and aspirations before your mobility? Did they differ from the real opportunities? How?</li> <li>• What experience did you have during your mobility (e.g. adaptation process, your daily tasks during the mobility, the learning outcomes etc.)?</li> <li>• What were your feelings at different stages of the process?</li> <li>• What challenges did you face? How did you deal with them?</li> <li>• What did you learn (e.g. about yourself, about the EU, the country you moved to)?</li> <li>• Do you plan to stay in the country of your mobility? Why? If yes, how can you do that?</li> </ul>
<b>Debriefing questions</b>	<ul style="list-style-type: none"> <li>• How did you feel writing this letter?</li> <li>• How and why did you choose this particular mobility and the country?</li> <li>• What were the mobility topics of your interest?</li> <li>• What opportunities and challenges do you think your mobility holds for you?</li> <li>• Did you discover/realize anything while writing the letter?</li> </ul>
<b>Authors and contact</b>	Irina, Maria, Karen, Yuliya and Anmar, anmar@y-peer.org

## 2.6. Mind map

Type of activity	Interactive presentation and Creative workshop
<b>Concrete target group and their needs</b>	Young refugees (18-30) who need support and guidance for personal and professional goals
<b>Learning objectives</b>	<ol style="list-style-type: none"> <li>1. To generate, express and connect ideas in a creative and structured way</li> <li>2. To assess what are one's personal and professional goals and to envision different ways of achieving them through moveurope!</li> </ol>
<b>Duration</b>	<b>45 minutes</b>
<b>Number of participants</b>	2-30 participants
<b>Needed material</b>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Pen</li> <li>• Colorful markers/pencils or <a href="https://app.mindmup.com/">https://app.mindmup.com/</a>;</li> <li>• <a href="https://www.mindomo.com/it/">https://www.mindomo.com/it/</a></li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Before this exercise, the participants should have seen a presentation or video(s) about moveurope! and should have a general idea about the different opportunities for mobilities in Europe, such as the European Solidarity Corps or youth exchanges under the Erasmus+ programme, etc.</li> <li>• After being introduced to this content, they can try to envision what their priorities are, their personal and professional goals, and what they would like to achieve in the short term. This can help them see what kind of opportunities from the ones they learned about could be useful for the achievement of these results.</li> </ul>

<b>Preparation</b>	In order to prepare for the activity, provide some paper, pens and colorful markers/ pencils and create a comfortable atmosphere. If you are in an online setting, the participants can create a mind map through the website <a href="https://app.mindmap.com/">https://app.mindmap.com/</a> or <a href="https://www.mindomo.com/it/">https://www.mindomo.com/it/</a> . If you go for this option, check out how this is done in advance, so that you can assist them if needed.
<b>Step-by-step description</b> (content elements, methods,...)	<ol style="list-style-type: none"> <li>1. Give instructions to participants</li> <li>2. Distribute paper, pens, colorful markers</li> <li>3. Give the participants individual time for work (20 minutes)</li> <li>5. Give the participants time to share their mind map in couples (10 minutes)</li> <li>6. Debriefing - questions and feedback</li> </ol>
<b>Instructions provided to participants</b>	<ol style="list-style-type: none"> <li>1. Based on what you saw about the different opportunities that exist in Europe - Erasmus+, European Solidarity Corps, apprenticeships, etc. - think about your own personal and professional goals. What do you want to achieve? What path do you want to follow? Where do you want to be at the end and what do you want to do? How do you think these mobility projects and programmes can help you reach your goals?</li> <li>2. Now we will explore a creative tool that will give you the chance to generate and express your ideas through writing keywords, drawing and exploring the connections between different aspects of what you want and what you are good at.</li> <li>3. For the facilitators: if you want you can show the participants an example of a mind map underlining the fact that: "it shows what someone likes doing and what they are good at".</li> <li>4. You can do something similar, but think not only about what you enjoy and are good at, but also about what you want to achieve and how it could be done. Try to imagine what kind of mobility opportunities would help you on the way to your goals. Some additional instructions: <ul style="list-style-type: none"> <li>• Use keywords, or wherever possible images. Start from the centre of the page and work out.</li> <li>• Create sub-centres for sub-themes.</li> <li>• Put keywords on lines. This reinforces the structure of notes.</li> <li>• Print rather than write in script. It makes everything more readable and memorable.</li> <li>• Use colors to depict themes, associations and to make things stand out: anything that stands out on the page will stand out in one's mind.</li> <li>• Use arrows, icons or other visual aids to show links between different elements.</li> <li>• Don't get stuck in one area. If you dry up in one area, go to another branch. If you run out of space, don't start a new sheet; paste more paper onto the map.</li> </ul> </li> </ol>
<b>Debriefing questions</b>	<p>After the participants are ready with their mind maps, they can share their work in couples and discuss it for 10 minutes. At the end of the session, you should ask everyone to go back in the circle and share their feelings. You can ask the following questions for debriefing:</p> <ol style="list-style-type: none"> <li>1. How did you feel during this activity?</li> <li>2. What was the most useful aspect for you in structuring and visualizing your goals, the connection between them and the mobility opportunities in Europe?</li> <li>3. What do you think you need to be able to follow your mind map and reach your goals?</li> </ol>
<b>Additional resources</b> (materials/links)	<p>moveurope! explanatory videos (you can also find them on the moveurope! YouTube channel):</p> <ul style="list-style-type: none"> <li>• <a href="#">What is moveurope!</a></li> <li>• <a href="#">Who Can Participate in moveurope!</a></li> <li>• Benefits and challenges of participating in moveurope! <a href="https://www.youtube.com/watch?v=-0nOPxPDvk">https://www.youtube.com/watch?v=-0nOPxPDvk</a></li> <li>• <a href="#">Explained: The Visa Procedure for a Voluntary Service in Germany</a></li> </ul>
<b>Authors and contact</b>	Irina, Maria, Karen, Yuliya and Anmar, <a href="mailto:anmar@y-peer.org">anmar@y-peer.org</a>



## 2.7. Walt Disney method



Type of activity	Self-assessment
<b>Concrete target group and their needs</b>	Young refugees (18-30) who need support and guidance for personal and professional goals
<b>Learning objectives</b>	<ol style="list-style-type: none"> <li>1. To make the participants focus on what they would like to do in their lives.</li> <li>2. To encourage them to focus on the steps they need to follow in order to achieve their goals.</li> <li>3. To assess what kind of obstacles or issues they could face in the process.</li> </ol>
<b>Duration</b>	<b>40 minutes</b>
<b>Number of participants</b>	1-30 participants
<b>Needed material</b>	<ul style="list-style-type: none"> <li>• Paper and pens</li> <li>• Flip chart</li> <li>• Completed example/ model</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Before this exercise, the participants should have seen a presentation or video(s) about moveurope! and should have a general idea about the different opportunities for mobilities in Europe, such as the European Solidarity Corps or youth exchanges under the Erasmus+ programme, etc.</li> <li>• After being introduced to this content, they can try to envision what their priorities are, their personal and professional goals, and what they would like to achieve in the short term. This can help them see what kind of opportunities from the ones they learned about can be useful for the achievement of these results.</li> <li>• Before the activity starts, you can check online an example of a flip chart of the Walt Disney method given and draw something similar, so that the participants have something to refer to as guidance.</li> <li>• Participants may choose their own comfortable spot to work on this activity, for them to be able to focus on their own thoughts.</li> <li>• Facilitators can play gentle/calming music in the background to ease participants into the atmosphere of self-reflection.</li> </ul>

<b>Step-by-step description</b> (content elements, methods,...)	<ol style="list-style-type: none"> <li>1. Introduce and explain the activity flow</li> <li>2. Show an example in a simple and clear diagram with some questions to answer in each section (check for some ideas online or the example provided in the additional resources section, but the most important thing is to divide the flip chart into 3 sections: section 1=dreamer; section 2=realist; section 3=critic)</li> <li>3. Make sure that everyone has pen and paper</li> <li>4. Give the participants 20 minutes to answer the questions</li> <li>5. Ask the participants to present their diagrams to each other in couples for 10 minutes</li> <li>6. Debriefing – 10 minutes discussion to finalize the activity and draw conclusions</li> </ol>
<b>Instructions provided to participants</b>	<p>Think about your goals. What could you do to achieve them? Could you use any opportunity for mobility in Europe - a youth exchange, volunteering, apprenticeship, etc.? How could you do that?</p> <p>In order to answer these questions, focus on 3 different roles:</p> <ul style="list-style-type: none"> <li>• First, you will be the Dreamer - in this first phase, all that counts is the idea: all the dreamers let their creativity run free. It is important to remember that at this stage every idea is a good idea.</li> <li>• Then, step in the shoes of the Realist - analyze your dreams and how you are going to fulfil them. In this second phase, the ideas are put to the test. It's time for the realists: what do we need to implement it? Are there still gaps in the idea? And can it really be implemented? The questions filter out initial ideas and develop others further.</li> <li>• Lastly, become a Critic and think about what could go wrong and what are your challenges</li> </ul>
<b>Debriefing questions</b>	<ul style="list-style-type: none"> <li>• How did you feel during this activity?</li> <li>• Was it easy or difficult to assume the different roles? Which one was the easiest/hardest?</li> <li>• What challenges did you imagine you would face in order to achieve your goals?</li> <li>• What actions could you take to overcome them and succeed?</li> </ul>
<b>Additional resources</b> (materials/links)	<p>Example: <a href="https://images.squarespace-cdn.com/content/v1/5304e376e4b0ef33e63003df/1580752106586-80K9GBHXWTLHLC5I80W/ke17ZwdGBToddI8pDm-48kC2Ou1MO9kamcKms_rlnXOx7gQa3H78H3Y0txjaiv_0fDoOvxcdMmMKkDsyUqMS-sMWxHk725yiiHCCLfrh8O1z4YTzHvnKhyp6Da-NYroOW3ZGjoBKky3azqku80C789lOpT-KqSDRwmMK43IUI3HojJWvxET3ZsoHLF25q9M0jMXigr6IB5A8OQ1JN_TuoaZPoQ/Session%2B2%2BDisney%2BMethod.jpg?format=1500w">https://images.squarespace-cdn.com/content/v1/5304e376e4b0ef33e63003df/1580752106586-80K9GBHXWTLHLC5I80W/ke17ZwdGBToddI8pDm-48kC2Ou1MO9kamcKms_rlnXOx7gQa3H78H3Y0txjaiv_0fDoOvxcdMmMKkDsyUqMS-sMWxHk725yiiHCCLfrh8O1z4YTzHvnKhyp6Da-NYroOW3ZGjoBKky3azqku80C789lOpT-KqSDRwmMK43IUI3HojJWvxET3ZsoHLF25q9M0jMXigr6IB5A8OQ1JN_TuoaZPoQ/Session%2B2%2BDisney%2BMethod.jpg?format=1500w</a></p> <p>moveurope! explanatory videos (you can find them also on the moveurope youtube channel):</p> <ul style="list-style-type: none"> <li>• <a href="#">What is moveurope!</a></li> <li>• <a href="#">Who Can Participate in moveurope!</a></li> <li>• Benefits and challenges of participating in moveurope! <a href="https://www.youtube.com/watch?v=-0nOPxPDvk">https://www.youtube.com/watch?v=-0nOPxPDvk</a></li> <li>• <a href="#">Explained: The Visa Procedure for a Voluntary Service in Germany</a></li> </ul>
<b>Authors and contact</b>	<p>Irina, Maria, Karen, Yuliya and Anmar, <a href="mailto:anmar@y-peer.org">anmar@y-peer.org</a></p>

## 2.8. Unlock Your Values



Type of activity	Self-assessment, pairs work, exercise, discussion
Concrete target group and their needs	Young refugees (18-30) who need support and guidance for personal and professional goals
Learning objectives	<p>Participants will be able to:</p> <ol style="list-style-type: none"><li>1. discover their beliefs and govern their lives</li><li>2. be aware of the values they carry</li><li>3. seek to understand themselves more</li><li>4. continuously review and evaluate themselves</li></ol> <p>This tool can be used also at the beginning of another one related to moveurope! to allow the participants to explore themselves, their values and beliefs before taking any decision in the future. The experience gained thanks to this tool will accompany them during the use of other tools.</p>
Duration	1 hour 15 minutes
Number of participants	2-30 participants
Needed material	<ul style="list-style-type: none"><li>• Flip chart paper</li><li>• Markers</li><li>• Pens</li><li>• Exercise sheets 1 and 2</li></ul>
Preparation	<p>You could use the list of values provided in the annexe in order to give some examples to the participants.</p> <ul style="list-style-type: none"><li>• Print also a copy of the two exercise sheets for the participants. It may be helpful.</li></ul>

<p><b>Step-by-step description</b> (content elements, methods,...)</p>	<ul style="list-style-type: none"> <li>• As a first step, the facilitator should start brainstorming around the word “values” (15 minutes)</li> <li>• The facilitator asks the participants to select 10 of the following values/behaviours that most reflect who they are, not who they desire to become. The example below (Exercise sheet 1) can be printed by the number of participants or presented through the data show (<b>10 minutes</b>)</li> <li>• After all the participants selected their values, ask them to be in pairs and start to share with each other the 10 values and how these values affected their life (<b>10 minutes</b>)</li> <li>• The next step for the participants is to work individually to identify the 3 most important values in their life and answer the question in exercise sheet 2 (10 minutes)</li> <li>• Share with each other in the same pairs: <b>10 minutes</b> <ul style="list-style-type: none"> <li>• Your top 3 values</li> <li>• Your beliefs about those values</li> <li>• The behaviours you exhibit</li> </ul> </li> <li>• As a last step before the reflection and closing, the facilitator asks the participants to share their feelings and thoughts about the experience. If anyone would like to share their top 3 values, please invite them to do so (10 minutes)</li> </ul>
<p><b>Instructions provided to participants</b></p>	<p>1. The facilitator will start brainstorming about the word values, saying: <b>Values are the beliefs, ideas, and principles that the individual appreciates most and believes in. They determine the course of their life, being different from one person to another. A value can be assigned to specific feelings and emotions. These may differ depending on experiences.</b> <b>Examples:</b></p> <ul style="list-style-type: none"> <li>• <b>A goal we seek: It may be a goal we seek to achieve; if happiness is our goal, then happiness is a value to us.</b></li> <li>• <b>An act we do: Value is also achieved with the actions we do and practice; if we practice honesty, then honesty is a value.</b></li> <li>• <b>A sense we feel: Value can be a sense we feel; if we sense beauty in something, so then beauty is a value to us.</b></li> </ul> <p>2. Please select 10 of the following values that most reflect who you are, not who you desire to become.</p> <p>3. Now form a pair and start sharing with each other the selected values and how these values affect your lives.</p> <p>4. For this step we want you to work individually to identify the 3 most important values in your life and answer the question in exercise sheet 2.</p> <p>5. Share with each other in the same pairs again:</p> <ul style="list-style-type: none"> <li>• Your top 3 values</li> <li>• Your beliefs about those values</li> <li>• The behaviours you exhibit.</li> </ul> <p>6. As a last step before the reflection and closing, now we are going to share our feelings and thoughts about the experience. Anyone could share their top 3 values.</p>
<p><b>Debriefing questions</b></p>	<p>Create a calm and quiet space for the session to take place. Introduce the following reflection questions. Write them on a flip chart or provide a printed handout, so the questions are easily visible (20 minutes)</p> <ul style="list-style-type: none"> <li>• What happened during the experience?</li> <li>• How did I feel and what were my reactions?</li> <li>• What insights or conclusions can I draw from the experience?</li> <li>• What did I learn?</li> <li>• How can I apply what I learned to improve my future experiences?</li> <li>• What actions can I take based on what I learned?</li> </ul> <p>Ask the participants to reflect on the questions, individually and in silence, writing in their notebooks for about 5-10 minutes. Put some calm music on if appropriate. Invite team members to share their reflections one by one (only if they want to do it), either by going around the circle or randomly. Encourage them to connect with how they're feeling, and not only what they're thinking. When the time is up or it feels like the right time to end, close the session. Thank the participants for their engagement and participation.</p>





<b>Additional resources</b> (materials/links)	<p>Presentation to support the tool, including the exemplary sheets: <a href="https://drive.google.com/drive/folders/1VLHCTIDoqDLGdZx5VoCki2GiaUZcZCts?usp=sharing">https://drive.google.com/drive/folders/1VLHCTIDoqDLGdZx5VoCki2GiaUZcZCts?usp=sharing</a></p> <p>Examples of Values: Ambition, competency, individuality, equality, integrity, service, responsibility, accuracy, respect, dedication, diversity, improvement, enjoyment/fun, loyalty, credibility, honesty, innovativeness, teamwork, excellence, accountability, empowerment, quality, efficiency, dignity, collaboration, stewardship, empathy, accomplishment, courage, wisdom, independence, security, challenge, influence, learning, compassion, friendliness, discipline/order, generosity, persistency, optimism, dependability, flexibility...</p>
<b>Authors and contact</b>	Irina, Maria, Karen, Yuliya and Anmar, anmar@y-peer.org

### Exercise sheet 1

<b>Achievement</b>	<b>Clarity</b>	<b>Efficiency</b>	<b>Friendship</b>	<b>Listening</b>	<b>Respect</b>
<b>Adaptability</b>	<b>Coaching/ mentoring</b>	<b>Enthusiasm / Positive Attitude</b>	<b>Future Gener- ations</b>	<b>Making a difference</b>	<b>Reward</b>
<b>Ambition</b>	<b>Caution</b>	<b>Entrepreneurial</b>	<b>Generosity</b>	<b>Openness</b>	<b>Risk-taking</b>
<b>Balance work-life</b>	<b>Competence</b>	<b>Environmental awareness</b>	<b>Health</b>	<b>Patience</b>	<b>Safety</b>
<b>Being liked</b>	<b>Conflict resolution</b>	<b>Ethics</b>	<b>Humility</b>	<b>Perseverance</b>	<b>Self- discipline</b>
<b>Being the best</b>	<b>Constant learning</b>	<b>Excellence</b>	<b>Humor / fun</b>	<b>Personal fulfilment</b>	<b>Teamwork</b>
<b>Caring</b>	<b>Peace</b>	<b>Fairness</b>	<b>Independence</b>	<b>Personal</b>	<b>Trust</b>
<b>Compassion</b>	<b>Creativity</b>	<b>Financial stability</b>	<b>Integrity</b>	<b>Professional growth</b>	<b>Wealth</b>
<b>Community involvement</b>	<b>Dialogue</b>	<b>Forgiveness</b>	<b>Job security</b>	<b>Recognition</b>	<b>Wellbeing</b>
<b>Commitment</b>	<b>Ease with uncertainty</b>	<b>Freedom</b>	<b>Leadership</b>	<b>Reliability</b>	<b>Wisdom</b>

### Exercise sheet 1

<b>My top 3 values</b>	<b>My beliefs about those values</b>	<b>The behaviours I exhibit</b>



## 2.9. Hypnosis



Type of activity	Group Building and Loosing Up Activity
<b>Concrete target group and their needs</b>	Young refugees (18-30) who need support and guidance for personal and professional goals
<b>Learning objectives</b>	<ol style="list-style-type: none"> <li>1. Reconnecting to the body</li> <li>2. Bringing all participants together and building trust</li> <li>3. Understanding that we are the thought, feeling and the body - altogether</li> </ol> <p>This tool can be used also at the beginning of another one related to moveurope! to strengthen the bond of the group.</p>
<b>Duration</b>	<b>30 minutes</b>
<b>Number of participants</b>	2-30 participants
<b>Needed material</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>Preparation</b>	<p>Divide the group into pairs:</p> <ul style="list-style-type: none"> <li>• Ask them to spread out in the space and walk.</li> <li>• After a couple of moments, ask them to stop.</li> <li>• Stand in the middle of the room. Divide the room into two halves in order to have a roughly equal number of people in each half.</li> <li>• Then, ask the participants to stand in two lines on either side of the room facing each other.</li> <li>• Then, they proceed towards the person standing directly opposite to them, forming random pairs.</li> </ul>

<b>Step-by-step description</b> (content elements, methods,...)	<p>Once the pairs are formed:</p> <ul style="list-style-type: none"> <li>• Ask each pair to decide which one of the participants would play the Hypnotized. The other participant in the pair shall be the Lead.</li> <li>• Now the Lead holds one hand straight up - palm forward. This is the hypnotizing hand. Ask the other partner to be totally hypnotized by this hand and start following the hand.</li> <li>• The Lead now slowly moves the palm the way they feel.</li> <li>• Let the Lead participants move around the room and the Hypnotized ones follow in different body positions, thus loosening up the joints.</li> <li>• Ask the Hypnotized to be aware of their bodies.</li> <li>• Do this for 5 minutes. Swap roles and do this for another 5 minutes.</li> </ul> <p>Closure:</p> <ul style="list-style-type: none"> <li>• Everyone stands in a circle - holding hands.</li> <li>• They make a buzzing sound.</li> <li>• While they do so, you talk about what was done during the session and thank everyone for participating fully in the session.</li> <li>• Give encouragement and stress the team spirit.</li> </ul>
<b>Instructions provided to participants</b>	<p>We're going to move in this space now, spread out and walk. Find the empty space in the room and fill it.</p> <p>Stop walking, (Counting the participants/ right and left side), this is group 1 and this is group 2. I would like you to stand directly opposite to the person facing you and all of you form one long line. After you find your partner, choose who will be the hypnotized and the other will be the leader.</p> <p>Now for the hypnotized, close your eyes and offer your hand to your partner with palms forward. You will follow the palm of your hand keeping a constant distance from it.</p> <p>The lead will now move the hand up, down, left, right or at any angle. You can experience it at different levels. You can be slow, fast, smooth, and even stay still. You can move around the room. But it's important to be responsible for your partner.</p> <p>The hypnotized may relax, discover different body positions and let their joints loosen with the movement. Be aware of how your bodies are responding and listen to your own instinct and your partner.</p> <p>Now we will switch roles, the leader will be hypnotized and vice versa.</p> <p><b>Closure:</b></p> <p>Let us form a circle and hold each other's hands with the left palm facing up and the right palm facing down. While holding hands, we're going to make a buzzing sound, similar to the bee sound. It's like we are charging them up and sharing the energy with the person on the right through their right hand.</p> <p>I would like to thank everyone for participating in this session. This session gets us closer to our body, feelings and thoughts. As we understand ourselves, we are building a way to communicate with others. This communication has good roots when we are open to others and when we give trust. I hope you had fun with this activity. You are a great team.</p> <p>Now, I will count to three, and we will release powerful energy, free our hands and throw them up. After I count to three, we say "ZAP" all together. 1...2...3... ZAP!</p>
<b>Debriefing questions</b>	<ul style="list-style-type: none"> <li>• What did this activity evoke?</li> <li>• Was it easy to do? Why? Why not?</li> <li>• What did you notice about yourself while doing this?</li> <li>• How did you feel when you were the leader?</li> <li>• How did you feel when you were hypnotized?</li> </ul>
<b>Additional resources</b>	<p>The tool has been inspired by Augusto Boal and the theatre of the oppressed</p>
<b>Authors and contact</b>	<p>Irina, Maria, Karen, Yuliya and Anmar, anmar@y-peer.org</p>

## 2.10. Look What I've Got!

Type of activity	Personal Items
<b>Concrete target group and their needs</b>	Young refugees (18-30) who need support and guidance for personal and professional goals
<b>Learning objectives</b>	<ol style="list-style-type: none"> <li>1. Encouraging participants to express themselves</li> <li>2. Bring participants together in a process of reflection, dialogue and mutual sharing of stories to help in building long-lasting relationships</li> </ol> <p>This tool can be used also at the beginning of another one related to moveurope! to strengthen the bond of the group.</p>
<b>Duration</b>	<b>30 minutes</b>
<b>Number of participants</b>	2-30 participants
<b>Needed material</b>	<ul style="list-style-type: none"> <li>• Each participant brings 1 or 2 personal items</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• This activity requires preparation before the participants meet for the first time. So, you might need to request everyone to bring 2 items which they relate to – for the first session. Anything is fine. Some people may bring movies which have influenced</li> </ul>
<b>Step-by-step description</b> (content elements, methods,...)	<ol style="list-style-type: none"> <li>1. Everyone including the facilitator gets into a big circle, sits down, shows their items one-by-one and talks about them to the whole group. If possible, the facilitator can show their own items first so that people feel more comfortable.</li> <li>2. Applaud after each person shares and describes their items.</li> <li>3. Once everyone has shared their short narratives, everyone stands up.</li> <li>4. Now, they rub their own palms while the facilitator is talking.</li> <li>5. The facilitator can also rub their own palms.</li> </ol>
<b>Instructions provided to participants</b>	<p>Let's form a circle, everyone must see the whole group. Now, let's sit down in the place we chose and let's share our items. I'll start with mine and the next one to me will proceed and so on until everyone has the chance to share their story.</p> <p>Let us stand up and rub our palms. We are rubbing the husk of a seed of very focused, attentive, enthusiastic creative energy. Once the husk is off, stop rubbing, let the seed of energy grow between your palms. Then lift that energy above your head and let it wash over your body, making sure the energy wakes up your eyes, ears, your expressive face, and your whole body because we will use it a lot today.</p>
<b>Debriefing questions</b>	<p>How does sharing personal items/ stories make you feel?</p> <p>Do you feel more connected to the group and their backstories?</p> <p>Do you feel engaged in the group?</p>
<b>Additional resources</b>	The tool has been inspired by Augusto Boal and the theatre of the oppressed
<b>Authors and contact</b>	Irina, Maria, Karen, Yuliya and Anmar, <a href="mailto:anmar@y-peer.org">anmar@y-peer.org</a>

## 2.11. moveurope! world café

Type of activity	World Café
<b>Concrete target group and their needs</b>	<p>Young people:</p> <ul style="list-style-type: none"> <li>• with diverse backgrounds, with or without refugee or migration background</li> <li>• interested in the EU framework for mobility opportunities</li> <li>• 18-30 years of age</li> </ul>
<b>Learning objectives</b>	<ol style="list-style-type: none"> <li>1. Facilitate small group debates for self-learning and exchanges</li> <li>2. understand the concept of mobility in Europe and related mobility opportunities</li> <li>3. learn how to use the mobility opportunities in Europe</li> <li>4. exchange opinions on certain topics around mobility and get to know as many opinions as possible</li> </ol>
<b>Duration</b>	<p><b>Total: 1 hour 10 minutes</b></p> <ul style="list-style-type: none"> <li>• 10 minutes explanation</li> <li>• 40 minutes discussions in small groups (10 minutes per question)</li> <li>• 15 - 20 minutes of feedback</li> </ul>
<b>Number of participants</b>	12-16 participants
<b>Needed material</b>	<p>List of questions:</p> <ol style="list-style-type: none"> <li>1. Do you know how many steps there are to apply for a visa in Europe? How many kinds of visas are there in Europe?</li> <li>2. Do you know why asylum seekers have difficulties moving from one member state to the other? And why do you think it's difficult?</li> <li>3. Why in your opinion can voluntary service enrich the persons volunteering? Do you know the requirements for a refugee to participate in a voluntary service?</li> <li>4. What does "mobility in the EU" mean for you? What kind of mobility opportunities do you know? Which one(s) are you interested in or did you already have experience with one of them?</li> </ol> <p>Offline:</p> <ul style="list-style-type: none"> <li>• A room / open space big enough for the number of participants</li> <li>• Chairs</li> <li>• 4 tables</li> <li>• 4 flip charts with the questions written on them</li> <li>• Pens for the participants to write on the flip charts</li> <li>• Informative material for the youth workers (links, mobility guide, slides, videos, etc.) to be able to answer eventual questions</li> <li>• An appendix on where to find each information/argument</li> </ul> <p>Online:</p> <ul style="list-style-type: none"> <li>• Computers/telephones with a working camera and a microphone</li> <li>• Good internet connection</li> <li>• Whiteboard online with the questions written on it, and on which the participants can write collaboratively</li> <li>• An online tool with breakout rooms (Zoom, <a href="https://spatial.chat/">https://spatial.chat/</a>, ...)</li> <li>• Informative material for the youth workers (links, mobility guide, slides, videos, etc.) to feel more comfortable answering the eventual questions</li> <li>• An appendix for the youth</li> </ul>
<b>Preparation</b>	<p>Offline:</p> <ol style="list-style-type: none"> <li>1. Distribute the tables and chairs in different places in the room (or in different rooms)</li> <li>2. Write the questions on flip charts and put them on tables with pens</li> <li>3. Place the informative material</li> </ol> <p>Online:</p> <ol style="list-style-type: none"> <li>1. Be sure every participant has an internet connection and an appropriate device</li> <li>2. Prepare a whiteboard (google jam board, padlet, Miro, etc.) with the questions and allow the participants to edit</li> <li>3. Send the participants to time-limited breakout rooms (10 minutes)</li> </ol>



<b>Step-by-step description</b> (content elements, methods,...)	<p><b>Opening (10 minutes):</b></p> <ul style="list-style-type: none"> <li>Explain the aim: share opinions on mobility and discuss the topic of mobility in small groups. After the discussions, we will come again in the big group and share about the small groups' discussions together.</li> <li>Introduce the boards with the questions and instructions (have to change groups with each question to not stay in the same groups, can sum up their answers on the boards, time for each question).</li> </ul> <p><b>Development phase (40 minutes):</b></p> <ul style="list-style-type: none"> <li>Form 4 groups of 3-5 participants. There are 4 questions, with 10 minutes per question. Invite the participants to approach the first question and inform them every 10 minutes that they should change the question and group. The small groups last in total 40 minutes (10 minutes per question).</li> </ul> <p><b>Closing (15-20 minutes):</b></p> <ul style="list-style-type: none"> <li>feedback/brainstorming session at the end of 15 - 20 minutes.</li> </ul>
<b>Instructions provided to participants</b>	<ol style="list-style-type: none"> <li>The participants can decide where to start and should cover equally all the rooms/tables.</li> <li>They have 10 minutes for every question to discuss and write down all answers/conclusions.</li> <li>After each question, they change the room/table as well as the group. So they always work with new people.</li> </ol>
<b>Debriefing questions</b>	<p>In the plenary, everyone can share their "wow-moment" during these discussions.</p> <ul style="list-style-type: none"> <li>Did you learn something new during the activity?</li> <li>Did you agree/disagree with some aspects during the discussion? why?</li> <li>What surprised you the most?</li> </ul>
<b>Additional resources</b>	<ul style="list-style-type: none"> <li>Information Schengen visa (related to question 1): <a href="https://www.schengenvisainfo.com/">https://www.schengenvisainfo.com/</a></li> <li>Description of different visas (Schengen vs national visas) (related to question 1): <a href="https://www.schengenvisainfo.com/schengen-visa-types/">https://www.schengenvisainfo.com/schengen-visa-types/</a></li> <li>Asylum seekers and irregular secondary movements within the EU (related to question 2): <a href="https://www.europarl.europa.eu/thinktank/en/document.html?reference=EPRS_BRI(2017)608728">https://www.europarl.europa.eu/thinktank/en/document.html?reference=EPRS_BRI(2017)608728</a></li> <li>Volunteering in the EU (related to question 3): <a href="https://europa.eu/youth/go-abroad/volunteering_en">https://europa.eu/youth/go-abroad/volunteering_en</a></li> <li>More information in the moveurope! brochure: <a href="https://drive.google.com/drive/folders/1xQm1y90icq_1q2kRXkAK0ydsAe7ZQg LZ?usp=sharing">https://drive.google.com/drive/folders/1xQm1y90icq_1q2kRXkAK0ydsAe7ZQg LZ?usp=sharing</a></li> </ul>
<b>Authors and contact</b>	<p>Rachele, Nour, Lara  <a href="mailto:moveurope@migrationmiteminander.de">moveurope@migrationmiteminander.de</a></p>



## 2.12. Mobility Salad

Type of activity	Language exchange energizer
<b>Concrete target group and their needs</b>	<p>International youth groups:</p> <ul style="list-style-type: none"> <li>• mixed group (people with diverse backgrounds and experience of migration or not) of people speaking different languages besides English</li> <li>• need to connect with the other participants</li> </ul>
<b>Learning objectives</b>	<p>At the end of the activity, the participants will be able to:</p> <ol style="list-style-type: none"> <li>1. Feel comfortable in the group</li> <li>2. Appreciate and discover new languages and cultures</li> <li>3. Build social integration</li> </ol>
<b>Duration</b>	<b>30 minutes</b>
<b>Number of participants</b>	<ul style="list-style-type: none"> <li>• minimum 10, maximum 25 (offline) or 20 (online)</li> <li>• good English knowledge, as the explanation of the game and interactions, will be in English as a common language for everyone</li> </ul>
<b>Needed material</b>	<p>Offline:</p> <ul style="list-style-type: none"> <li>• Flip charts to write the words</li> <li>• Markers in different colors</li> <li>• Chairs (same number as the participants minus 1)</li> <li>• List of words for the participants: <ul style="list-style-type: none"> <li>• volunteering</li> <li>• refugee</li> <li>• mobility</li> <li>• migration</li> </ul> </li> <li>• Prepared flip charts with the words written in English</li> </ul> <p>Online:</p> <ul style="list-style-type: none"> <li>• Whiteboard to write down the words in the different languages</li> <li>• Online meeting tool in which you can see the people participating well (Zoom, ...)</li> <li>• Good internet connection and cameras on the device</li> <li>• Wireless headphones or no headphones</li> <li>• Enough space around the chairs</li> <li>• Prepared whiteboard (like Jamboard) with the words written in English</li> </ul>
<b>Preparation</b>	<p>Offline</p> <p>Put the chairs in a circle. The room should be big enough to enable the participants to move in the circle (offline setting). You can put some music in the background.</p> <ul style="list-style-type: none"> <li>• Introduce the tool to the participants by explaining that we are going to play a fun game during which we are going to learn some words in new languages and play with words. Explain that this will be active and participants will need to move, to make them energetic at the same time and ready for the next activities.</li> <li>• The facilitator gives the list of the words in English and asks a participant to translate and write them on the whiteboard/ flip chart in their own language (or language they prefer). If there are limited words in one language, you can ask a second participant and play with two languages.</li> <li>• You will then play only with this other language(s) introduced by the participant(s).</li> <li>• Before you start the participant(s) teach(es) the words in their language(s) to the others.</li> <li>• The facilitator assigns one word of the list to each participant (randomly).</li> </ul> <p>Online:</p> <p>Send the list of the words with their translation in the main chat</p>

<b>Step-by-step description</b> (content elements, methods,...)	<p>Offline:</p> <ul style="list-style-type: none"> <li>• The participants are sitting in a circle (ex: 10 participants 9 chairs).</li> <li>• Each participant knows their word. A person stands in the middle and calls one of the words.</li> <li>• The participants who have this word have to stand up and try to change chairs with another person who got the same word.</li> <li>• The person in the middle tries to sit as well on one of the chairs as quickly as possible.</li> <li>• The last person who doesn't have a chair stands in the middle and says another word.</li> </ul> <p>Online:</p> <ul style="list-style-type: none"> <li>• Participants turn their cameras on.</li> <li>• Someone starts and says one of the words; the people who have this word should stand up turn around their chair and sit again and the last one who does that will be the one calling the next word.</li> </ul>
<b>Instructions provided to participants</b>	<p>General instructions:</p> <ul style="list-style-type: none"> <li>• You will get a list of words and one participant will translate them into another language. Remember how to say all of the words in this language.</li> <li>• You will get assigned a word that you will keep for the entire game.</li> </ul> <p>Offline:</p> <ul style="list-style-type: none"> <li>• Sit down on one of the chairs in the circle. The person in the middle will choose to call one word in the language defined before.</li> <li>• If it's not your word, stay on your chair.</li> <li>• If it is your word, stand up and try to switch chairs with one of the other people standing. If you cannot find a chair before the others, go in the middle of the circle and call one of the words of the list (yours or another one) in the language defined before. While the people who got assigned this word are standing and changing chairs, try to sit on one of the freed chairs.</li> </ul> <p>IMPORTANT: Don't push yourself and respect each other while trying to sit down on another chair.</p> <p>Online:</p> <p>Digital instructions: you will need a stable internet connection, a camera, a microphone and a quiet environment.</p> <p>Sit on your chair with your camera on. The person chosen stands up and calls one word in the language defined before.</p> <ul style="list-style-type: none"> <li>• If it's not your word, stay on your chair.</li> <li>• If it is your word, stand up, turn around and sit again as fast as possible. The last person not sitting will be the one standing and calling the next word.</li> </ul>
<b>Debriefing questions</b>	<p>Closing round:</p> <p>Each participant can share a word that they particularly liked/want to remember in the other language.</p> <ul style="list-style-type: none"> <li>• How did the participants feel about using another language?</li> <li>• How did it feel for the translator to hear the words said by others?</li> </ul>
<b>Authors and contact</b>	<p>Nour, Rachele, Mohamed, Lara  <a href="mailto:moveurope@migrationmiteinander.de">moveurope@migrationmiteinander.de</a></p>





## 2.13. Learning residence permits in Germany

This tool's content focuses on legal aspects of mobility, and therefore contains legal terms and language that might be complicated for participants who are not fluent in English.

Type of activity	Presentation + Quiz
<b>Concrete target group and their needs</b>	Youth (with or without refugee background) between 18-30 with the aim to go to Germany or that are already based in Germany
<b>Learning objectives</b>	<ol style="list-style-type: none"> <li>1. Knowing a specific aspect of the moveurope! Mobility guide: residence permits in Germany</li> <li>2. Knowing about mobility rights for refugees in Germany</li> <li>3. Raising awareness about mobility rights for refugees in Germany</li> </ol>
<b>Duration</b>	<b>30 minutes</b>
<b>Number of participants</b>	20 participants
<b>Needed material</b>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Mobility guide (you can get it by writing to <a href="mailto:moveurope@migrationmiteinander.de">moveurope@migrationmiteinander.de</a>)</li> <li>• Access to Kahoot: <a href="https://kahoot.com/">https://kahoot.com/</a></li> <li>• Internet connection</li> <li>• Laptop/Mobile phone</li> <li>• Access to Zoom</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Prepare the presentation</li> <li>• Look for the info in the mobility guide</li> <li>• Design the questions on Kahoot (preferably multiple-choice and true or false questions).</li> <li>• Test round</li> </ul> <div> <p><b>Quiz questions:</b></p> <ol style="list-style-type: none"> <li>1. How many years of residence permit do you have, if you have refugee protection?               <ol style="list-style-type: none"> <li>A. 3 (correct answer)</li> <li>B. 1</li> <li>C. 5</li> <li>D. 6 months</li> </ol> </li> <li>2. With which permit are you not able to work?               <ol style="list-style-type: none"> <li>A. Subsidiary protection</li> <li>B. Duldung</li> <li>C. Aufenthaltsgestattung (correct answer)</li> <li>D. You can never work</li> </ol> </li> <li>3. If you have a temporary residence permit, you are able to leave the area where you live.               <p>True</p> <p>False (correct answer)</p> </li> <li>4. How many months can you travel outside of Germany if you have refugee protection?               <ol style="list-style-type: none"> <li>A. 3</li> <li>B. 6 (correct answer)</li> <li>C. 12</li> <li>D. 9</li> </ol> </li> <li>5. You can have family reunification with the Duldung permit.               <p>True</p> <p>False (correct answer)</p> </li> </ol> </div>



<b>Preparation</b>	<p>6. If you have subsidiary protection, is it possible to have family reunification?</p> <p>A. Yes B. Limited (correct answer) C. Not at all D. If you work in Germany for at least 5 years</p> <p>7. You need a visa to travel for 90 consecutive days in the Schengen area when you have refugee protection.</p> <p>True False (correct answer)</p> <p>8. If you have a ban on deportation, how long does the residence permit last?</p> <p>A. You get no residence permit B. 3 years C. 3 months D. 1 year (correct answer)</p> <p>9. If you have subsidiary protection, you can apply for travel documents.</p> <p>True (correct answer) False</p> <p>10. How many years can you extend the residence permit for if you have subsidiary protection?</p> <p>A. 2 (correct answer) B. 1 C. No extension possible D. 4</p>
<b>Step-by-step description</b> (content elements, methods,...)	<ul style="list-style-type: none"><li>• Welcome the participants, explain the structure of the session and provide an overview of the tool: mention that a presentation is going to be shown with the information about residence permits in Germany, after which there will be an activity to remember what was just shown in the presentation through a Kahoot quiz.</li><li>• Show the presentation and answer eventual questions.</li><li>• Explain how Kahoot works: everyone will connect on their phones to kahoot.com and type the code given by the facilitator. The facilitator shows the questions on their screen and the participants can answer in real-time on their phones. There is a limit of time to answer each question (decided by the facilitator beforehand, while preparing the quiz on Kahoot). For each correct answer, the participants get points and see their results after each question.</li><li>• Give the code to participants.</li><li>• Start the quiz.</li><li>• Debriefing.</li></ul>
<b>Instructions provided to participants</b>	<p>Explain what the tool is about and what will be done during this session. Explain that the presentation will give them the answers for the quiz afterwards, so they should be active during the presentation and ask questions if they have some. Then explain how the quiz will be done and how to connect to Kahoot.</p>
<b>Debriefing questions</b>	<p>Did you learn something new with this tool? If yes, what?</p> <p>Did some information surprise you? If yes, why?</p> <p>Why do you think it is important to know and understand this information?</p>
<b>Additional resources</b> (materials/links)	<ul style="list-style-type: none"><li>• Presentation of residence permits in Germany: <a href="https://drive.google.com/file/d/13lutXAaTE5A-c-GBci2ED9U-TMoqdxyl/view?usp=sharing">https://drive.google.com/file/d/13lutXAaTE5A-c-GBci2ED9U-TMoqdxyl/view?usp=sharing</a></li><li>• For more information about moveurope!, check out the moveurope! mobility guide (send an email to <a href="mailto:moveurope@migrationmiteinander.de">moveurope@migrationmiteinander.de</a> to get it) or the moveurope! brochure: <a href="https://drive.google.com/drive/folders/1iy8ibqmqJ5Hz-8WA5lqPt5loh3h4a-L?usp=sharing">https://drive.google.com/drive/folders/1iy8ibqmqJ5Hz-8WA5lqPt5loh3h4a-L?usp=sharing</a></li><li>• How to use Kahoot: <a href="https://www.youtube.com/watch?v=pAfnia7-rMk">https://www.youtube.com/watch?v=pAfnia7-rMk</a></li></ul>
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## 2.14. Role play about moveurope!

Type of activity	Role play
<b>Concrete target group and their needs</b>	Youth (with or without refugee background) between 18-30 with the aim to go to Germany or that are already based in Germany Young people:
<b>Learning objectives</b>	<ol style="list-style-type: none"> <li>1. Knowing moveurope!</li> <li>2. Knowing about mobility rights for refugees in Europe</li> <li>3. Raising awareness</li> </ol>
<b>Duration</b>	<b>45 minutes</b>
<b>Number of participants</b>	20 participants
<b>Needed material</b>	<p>Offline and online</p> <ul style="list-style-type: none"> <li>• Presentation of the German residence permit introduced in the tool 13 (in case this tool is used autonomously)</li> <li>• List of statements</li> </ul> <p>Offline:</p> <ul style="list-style-type: none"> <li>• Laptop and projector for the presentation on the German residence permits if this tool is used autonomously</li> <li>• Pieces of paper with the roles for the participants written on it</li> <li>• Big enough room for the participants to stand in line and move forward step-by-step</li> </ul> <p>Online</p> <ul style="list-style-type: none"> <li>• Internet connection</li> <li>• Laptop/Mobile phone</li> <li>• Access to Miro with a designed Miro board prepared for the role play</li> <li>• Access to Zoom</li> <li>• List of roles to be sent one by one by private message on Zoom to the participants</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Get to know the statements and roles</li> <li>• Understand the statements and roles by looking for the information in the mobility guide and/or brochure</li> <li>•</li> <li>• This role play can be implemented: <ul style="list-style-type: none"> <li>• In the continuity of the Kahoot quiz on the German residence permits presented above: get to know the presentation and information provided in it</li> <li>• Separately. In that case, use first the presentation of the residence permits provided in the quiz tool above with the participants; get to know the presentation and information provided in it</li> </ul> </li> <li>•</li> <li>• Prepare the room so the participants have enough space to stand in line and move forward step-by-step (offline setting)</li> <li>• Create the design of the roleplay in Miro (online setting)</li> <li>• Make sure that everyone can access Miro (online setting)</li> </ul>
<b>Step-by-step description</b> (content elements, methods,...)	<ul style="list-style-type: none"> <li>• Explain the structure of the tool (2 steps if you use this tool autonomously and need to make the presentation first, and then implement the role play, or just one step if it's just about the role play, after the quiz presented in the tool above)</li> <li>• Explain that this activity is about understanding the rights while standing behind each residence permits in Germany</li> <li>• Deliver the presentation (if this tool is used autonomously)</li> <li>• Let the participants ask questions if they have some</li> <li>• Explain the rules of the role play (see below in the instructions provided to participants)</li> </ul>



<b>Step-by-step description</b> (content elements, methods,...)	<ul style="list-style-type: none"><li>• Send out / give the roles to the participants</li><li>• Give access to the Miro board (online setting)</li><li>• Implement the role play</li><li>• Debriefing (presenting own role and discussion)</li></ul>
<b>Instructions provided to participants</b>	<p>After the presentation (if this tool is used autonomously):</p> <p>Offline:</p> <ol style="list-style-type: none"><li>1. Each one of you will be assigned a role that you will have to keep secret from the other participants for the whole game. You will have to fully embrace this role. Each role represents a person in Germany that has different residence permits.</li><li>2. The facilitator will then make statements.</li><li>3. If you agree with the statement (or if your role enables you to agree with the statement), move one step forward. If not, stay where you are.</li></ol> <p>Online:</p> <ol style="list-style-type: none"><li>1. Choose a person/sign on the Miro board and put it on the starting line in the Miro board. Explain how to use Miro for those who might not know how to move things in Miro.</li><li>2. Each one of you will be assigned a role that you will have to keep secret from the other participants for the whole game. You will have to fully embrace this role. Each role represents a person in Germany that has different residence permits.</li><li>3. The facilitator will then make statements.</li><li>4. If you agree with the statement (or if your role enables you to agree with the statement), move the person/sign you chose in Miro one step forward, in the following box. If not, leave it where it is.</li></ol> <p>After the last statement, tell the participants to look around them/look at the Miro board, and see where the other participants are. Then tell them that it's time to go out of their role and come back to their own lives, as participants. Go to the debriefing phase.</p>
<b>Debriefing questions</b>	<ol style="list-style-type: none"><li>1. How do you feel after this session? What was your feeling while playing? Explain why.</li><li>2. Share with the other what was the role of your character.</li><li>3. What are the effects of this role for real people, in reality?</li></ol>
<b>Additional resources</b> (materials/links)	<ul style="list-style-type: none"><li>• Information on the residence permits in Germany: moveurope! mobility guide (write to <a href="mailto:moveurope@migrationmiteinander.de">moveurope@migrationmiteinander.de</a> to get it) or moveurope! brochure: <a href="https://drive.google.com/drive/folders/1eeAeyr2RLOk9JgwKihEKHHYEBdsorzY?usp=sharing">https://drive.google.com/drive/folders/1eeAeyr2RLOk9JgwKihEKHHYEBdsorzY?usp=sharing</a></li><li>• This role play structure is based on the concept of the One Step Forward exercise, or Privilege Walk exercise, on which you can find more details in the Compass manual of the Council of Europe, available in PDF on the internet (you can use also this link: <a "="" href="https://www.google.com/url?q=https://rm.coe.int/compass-eng-rev-2020-web/1680a08e40&amp;sa=D&amp;source=editors&amp;ust=1624945566284000&amp;usg=AOvVaw1lFJKYKYOfuTa8R7oW47_e, at page 283)&lt;/a&gt;&lt;/li&gt;&lt;li&gt;• For the online version of this game, you can design the Miro board taking inspiration from the example on this link: &lt;a href=" https:="" miro.com="" miroverse="" the-privilege-walk-game="">https://miro.com/miroverse/the-privilege-walk-game/</a>. Be creative, you can also use persons of fiction or comics instead of signs to represent the roles.</li><li>• For the statements to use during the facilitation: <a href="https://drive.google.com/drive/folders/1eeAeyr2RLOk9JgwKihEKHHYEBdsorzY?usp=sharing">https://drive.google.com/drive/folders/1eeAeyr2RLOk9JgwKihEKHHYEBdsorzY?usp=sharing</a></li></ul>
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## 2.15. Once upon a time...

Type of activity	Storytelling through drawing and writing
<b>Concrete target group and their needs</b>	<ul style="list-style-type: none"> <li>Target group: young refugees (18-30 years of age)</li> <li>Their needs: knowledge about moving legally within Europe</li> </ul>
<b>Learning objectives</b>	<ol style="list-style-type: none"> <li>Educating young migrants on how they can move between European countries to widen not only their horizons but also their future perspectives and possibilities</li> <li>Learning about different dreams and visions of other young refugees</li> <li>Create their own story out of general information</li> </ol>
<b>Duration</b>	<ul style="list-style-type: none"> <li>Introductory game: 30 minutes</li> <li>Videos: 15 minutes</li> <li>Drawing/ Storytelling: 60 minutes</li> <li>Closing game/ Reflection time: 30 minutes</li> </ul> <p><b>All together: 2 hours 15 minutes</b></p>
<b>Number of participants</b>	5-10 participants
<b>Needed material</b>	<ul style="list-style-type: none"> <li>moveurope! videos</li> <li>Projector</li> <li>Speaker</li> <li>Laptop</li> <li>Paper (A4 &amp; A3)</li> <li>Blackboard</li> <li>Pencils</li> <li>Internet connection</li> </ul>
<b>Preparation</b>	<p>Buy enough paper and pens for all of the participants. Every participant needs one A4 and one A3 paper. Make sure to have some extra pieces of paper if someone makes a mistake or wants to restart.</p> <p>For the first game, the participants can sit together at one big table. Make sure to adjust the given question to the interests of your participants.</p> <p>For storytelling, it's better if everyone has their own small table. Make sure that you connect your laptop to the projector beforehand to avoid difficulties while showing the videos to the participants.</p> <p>Create a nice atmosphere with maybe some light music.</p> <p>Be prepared if someone cannot write - they can just do the comics with drawings and can eliminate the little description.</p>
<b>Step-by-step description</b> (content elements, methods,...)	<p><b>Introductory Game:</b></p> <ul style="list-style-type: none"> <li>The Introductory Game is an Ice-Breaking game where the participants can draw their view on something. They should draw a cross on a piece of paper (A4) so that four different parts can be seen. For each part, there is a different question that has to be answered by drawing.</li> <li>1. What do you think when you hear the word freedom?</li> <li>2. What is a refugee?</li> <li>3. What does the EU mean to you?</li> <li>4. What are your dreams moving into the future?</li> <li>After posing the questions, the facilitator puts all the drawings on a blackboard and lets the participants look at what the others have drawn. Give the participants a chance to elaborate on their own and each other's drawings.</li> </ul> <p><b>Main part: Storytelling</b></p> <ul style="list-style-type: none"> <li>Present the moveurope! videos to the participants, give them 5-10 minutes to ask questions after the video.</li> <li>The participants then get a piece of paper (A3) and different-colored pencils.</li> <li>They should imagine the story of a migrant/ refugee (or also their future story), who lives in Europe and wants to move to a different European country with the help of moveurope!.</li> </ul>





<b>Step-by-step description</b> (content elements, methods,...)	<p>They should draw the story of their imaginary person (themselves) in different steps and also write a little description of each picture they have drawn. How they want to fulfil this task (which drawing style, length) is the choice of the participant. The participants have about one hour to complete the story on their own.</p> <p><b>Closing game:</b> Everyone gets a partner and the newly-formed pairs go outside for a walk. For 30 minutes, the participants ask each other questions about their drawings. Everyone can explain their thoughts and ideas in an intimate environment and not in front of everyone. While being outside, you can concentrate more and have a clearer focus on what the other person is telling you.</p>
<b>Instructions provided to participants</b>	<p><b>Introductory game:</b> Every one of you gets a piece of paper. I will ask you to draw a cross on it so that four different sections are created. Afterwards, I will ask you four different questions that you have to answer through drawing. Express your feelings about your paper or one of the others, after you have seen them all.</p> <p><b>Storytelling:</b> 1. Watch the videos with great focus! 2. Imagine the story of a migrant/ refugee (yourself) in Europe wanting to move to another European country through the moveurope! programme 3. Draw the story of your imaginary person (yourself) in different steps and write a little part to each drawn step</p> <p><b>Closing game:</b> Everyone chooses a partner. You now have 30 minutes to go for a walk outside together. While walking, everyone can explain what they have drawn to the other person. You can also ask questions</p>
<b>Debriefing questions</b>	<ol style="list-style-type: none"><li>1. What do you know now that you didn't know before?</li><li>2. How did you feel during the activity? Did anyone else feel like that or maybe completely different?</li><li>3. What reactions did you get when you presented your way of moving to your partner?</li><li>4. What would you like to do in the future? Would you like to get more information about moveurope!?</li><li>5. How do you feel? Are you overwhelmed, hopeful, tired?</li></ol>
<b>Additional resources</b> (materials/links)	<p>moveurope! explanatory videos (you can also find them on the moveurope! YouTube channel):</p> <ul style="list-style-type: none"><li>• What is moveurope!</li><li>• Who Can Participate in moveurope!</li><li>• Benefits and challenges of participating in moveurope! <a href="https://www.youtube.com/watch?v=-OnOPxPDvk">https://www.youtube.com/watch?v=-OnOPxPDvk</a></li><li>• Explained: The Visa Procedure for a Voluntary Service in Germany</li></ul>
<b>Authors and contact</b>	<p>Maren, Anna-Karima (Associazione Interculturale Universo), Phone: +4917693262364</p>

Notes: What is “non-formal” about this session: The participants get their information from videos. Before watching the videos, they can focus a lot on their thoughts and their own ideas. While drawing the experience of a migrant participating in moveurope!, the participant internalizes what they have just learned in a non-formal way. After the drawing session, the participants are encouraged to listen to different stories and to explain their own stories in their own words.

## 2.16. Roll a Die & Embody Someone

This tool contains role cards with stories of fictional characters with different migration stories. The facilitators need to keep in mind that for some participants it might be triggering to embody these roles. We suggest asking and checking with them first if they feel comfortable with it. It's also recommended that the facilitators should have

Type of activity	Role play on volunteering.
	<p>“Roll a die” means to take a risk with the hope of gaining something positive from it. With this meaning, the tool wants to encourage the participants to find possible opportunities to allow their fictional characters to achieve their objectives (in this case volunteering service) despite the obstacles they may encounter.</p>
<b>Concrete target group and their needs</b>	Target group: young refugees (18-30 years of age)
<b>Learning objectives</b>	<ol style="list-style-type: none"> <li>1. Comprehension regarding the mobility of refugees in Europe</li> <li>2. The role of moveurope! in mobility matters and opportunities the project gives</li> <li>3. Help young refugees to better integrate into other societies and cultures</li> </ol>
<b>Duration</b>	<b>1 hour 45 minutes</b>
<b>Number of participants</b>	6-10 participants
<b>Needed material</b>	<ul style="list-style-type: none"> <li>• Video projector</li> <li>• Microphone</li> <li>• Flyers</li> <li>• Pens</li> <li>• Answer sheet</li> <li>• One die</li> <li>• Cards</li> </ul>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Set up the video projector and link it to a computer to show the video to the participants.</li> <li>• Prepare the cards with the roles to be given to the participants; you can find them in the additional material.</li> </ul>
<b>Step-by-step description</b> (content elements, methods,...)	<p><b>Introductory game: Coffee Debate</b></p> <p>Show the participants an introductory video.</p> <p>When the video ends, divide the participants in pairs, encouraging everyone to discuss the following questions for 15 minutes:</p> <ul style="list-style-type: none"> <li>• In your opinion, what is integration?</li> <li>• How many of you have already experienced volunteering?</li> <li>• Can anybody explain what volunteering is?</li> <li>• How did you feel about the video shown at the beginning?</li> </ul> <p>After 15 minutes, all the participants come back together and one reporter from each pair can present to the whole group what was discussed in their pair. The whole group can debate on the questions above for 20 to 30 minutes.</p> <p><b>Role play:</b></p> <p>Give the participants the cards with roles.</p> <p>The participants will have to try to embody the character assigned and understand how they could deal with their problems and goals. They will have to say something they wish to do depending on their roles related to volunteering. They will then roll one die, and according to the score they will get, the game master will tell the participants whether or not they can do their action or achieve their goal.</p> <p>Results of the die rules :</p> <p>Your score is 6: you can do your action completely</p> <p>Your score is 5: the game master will decide for you an action that is close to the original action</p> <p>Your score is 4: the game master will give you another action to complete which is further from the original action</p> <p>Your score is 2 or 3: you roll a die again</p> <p>Your score is 1: fail, the game master decides an action for you which is the opposite of what you wanted to do initially</p>

<p><b>Step-by-step description</b> (content elements, methods,...)</p>	<p><b>Development of the game:</b></p> <p>The players sit around the table and take turns. A turn is composed of two rounds.</p> <p>1) First round: The players describe an action that they want to do. They should each roll a die. Depending on their scores, they might not be allowed to act as previewed at the beginning. The game master should adapt the actions of each player depending on their die score.</p> <p>In this case, the action can represent a different possible solution suggested by the game master for a specific problem of each character. Otherwise the game master can simply accept or reject the action taken by the player. If the action is rejected, the player cannot move and has to wait for his turn to roll again.</p> <p>2) Second round: After the first round, everyone has taken an action according to their role. The players explicate their actions in order to get closer to their goal, according to the possibilities offered by the game master. The second round makes it possible for the players to adapt to the constraints given by the game master to act more relevantly with these new constraints.</p> <p>It is possible to make several turns of two rounds to offer a process of adaptation to the players.</p> <p>Goals:</p> <ul style="list-style-type: none"> <li>• Help our fictional characters to integrate through volunteering and also allow refugees to understand volunteering from another point of view.</li> <li>• Understand how you can adapt to a complicated situation (constraints, difficulties) and the unforeseen events linked to it.</li> </ul>
<p><b>Instructions provided to participants</b></p>	<p><b>Introduction: coffee debate</b></p> <p>Watch the video. Then discuss in pairs the following questions for 15 minutes:</p> <ul style="list-style-type: none"> <li>- In your opinion, what is integration?</li> <li>- How many of you have already experienced volunteering?</li> <li>- Can anybody explain what volunteering is?</li> <li>- How did you feel about the video shown at the beginning?</li> </ul> <p>Come back to the whole group and share what was discussed with everyone. You have up to 30 minutes to debate with the others about those questions.</p> <p><b>Role play</b></p> <p>The game master will give you a card describing a character that you will have to embody. You need to understand what are the needs and problems your character is facing, and how to solve these issues.</p> <p>Once you're ready the game starts. The game is composed of turns where one after the other, you and the other participants will:</p> <ul style="list-style-type: none"> <li>• express an action that you want to do to support your character solve their issue and achieve their goal</li> <li>• after telling which action you want to take, you can roll a die</li> <li>• According to the result of the roll, the game master will tell you whether you can or cannot take this action, or if you have to do something else</li> <li>• then it's the turn of one other participant</li> <li>• after all participants took one action, it's your turn again, and depending on the first action, you can express a second action</li> <li>• you roll a die again, and depending on your result the game master will tell you what to do</li> <li>• etc</li> </ul>
<p><b>Debriefing questions</b></p>	<p><b>Exit Card:</b> Exit cards are written responses to questions posed at the end of a learning activity, in order to express opinions, feelings and suggestions about the activities.</p> <p>Questions to be asked:</p> <ul style="list-style-type: none"> <li>• How did you feel during the activity?</li> <li>• How was the flow? What was positive? What was negative?</li> <li>• How was the facilitation?</li> <li>• Do you think we should change anything? Do you have any suggestions?</li> </ul>



**Introductory video:** <https://www.youtube.com/watch?v=Ssf2FPMui9E&t=3s>

**Roles to embody:**

**Card 1**

**Name:** Djamel Azem

**Status:** Algerian refugee

**Personal characteristics:** I am a voluntary person and open, but I am not always on time which has often given me problems when I used to work in Algeria.

**Backstory:** I grew up in Algiers with my brothers and sisters. I dropped out of school early and I worked on construction sites. I want to find a job in Germany but I don't have the qualifications.

**Card 2**

**Name:** Timotei Aleko

**Status:** Bulgarian refugee in Greece

**Personal characteristics:** I am shy and a little fragile.

**Backstory:** I am 18 years old. I crossed the Bulgarian border to go to Greece two years ago. The situation is very difficult for me because I currently live in a refugee camp. Part of my family stayed in Bulgaria. From a psychological point of view, I have had a hard time experiencing the covid crisis. I aim to find a temporary job to be able to move to north-western Europe.

**Card 3**

**Name:** Marwa Fattal

**Status:** Lebanese refugee

**Personal characteristics:** I am not afraid of the unknown and I want to be integrated in Italy.

**Backstory:** I decided to leave my country one year ago because of the economic crisis and the lack of professional opportunities. I had a lot of hopes when I arrived in Italy and I was disillusioned because of the covid crisis. Indeed, social interactions were diminished and I couldn't find a job. I would like to meet other refugees that are in the same situation as me to share our experiences.

**Card 4**

**Name:** Mohammed Nimlot

**Status:** Stateless person

**Personal characteristics:** I am strong psychologically, but I have a hard time trusting others.

**Backstory:** I was born in Libya but I couldn't get Libyan citizenship because of administrative problems. My parents died when I was 3 and I was raised by our neighbours. I lived in Morocco in order to seize new opportunities and try to obtain Moroccan citizenship, but I never got it. I am currently in France where I don't have any rights because of my status, whether it's the right to education, to health service, to work or to housing. I live in misery. I want some form of recognition by the administrative French services (I'm willing to learn French).

**Card 5**

**Name:** Isabelle Georgin

**Status:** Volunteer manager in an association in France.

**Personal characteristics:** I like to feel useful and help others.

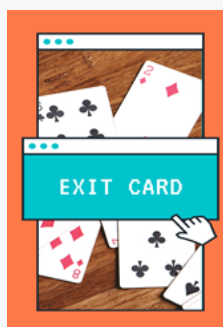
**Backstory:** I grew up in France and during my studies I've travelled a lot. I saw the challenges that people around the world faced. I decided to engage in humanitarian action and dedicate my life to others. I'd like to find a way to help as many migrants as possible.

**Exit cards (you can also find them and print them on this link:** <https://drive.google.com/drive/folders/1Rmuw3W1uAA7ShyKA6sg9X4cIlQmLjsK?usp=sharing>)

**Additional resources**  
(materials/links)

**Authors and contact**

Liridona, Lena  
[liridonamuhametaj@gmail.com](mailto:liridonamuhametaj@gmail.com)



**SHOW ME YOUR FEELINGS:**

-How did you feel during the activity?

-How was the flow?  
What was positive?  
What was negative?

-How was the facilitation?  
-Would you suggest any change?

Thank you for your participation and your suggestions!  
See you soon

## **CHAPTER 3**

# **APPENDICES**

**Appendix 1. Useful contact information:  
moveurope! and partner organisations**

**Appendix 2. Additional materials**

**Appendix 3. Alternative online quiz tools**



## Appendix 1: Useful contact information: moveurope! and partner organisations

### 1.1 moveurope!

**Website moveurope!:** [www.moveurope.info](http://www.moveurope.info)

**Linkedin:** <https://www.linkedin.com/in/migration-miteinander-e-v-73970a199/>

**Facebook:** <https://www.facebook.com/moveuropee>

**Instagram:** <https://www.instagram.com/moveurope/>

**Youtube:** <https://www.youtube.com/channel/UCr6RJnsoB4IHJh9FqU9MH9A>

**reflecta.network:** <https://www.reflecta.network/projekte/moveurope>

To subscribe to our mailing list (in order to receive information, opportunities and collaboration offers to organise and promote mobility rights and opportunities) or to our monthly newsletter (to receive information on moveurope! ongoing activities): <https://forms.gle/vUWaxepWVWBQhnfiZ>

**To contact moveurope! team:** [moveurope@migrationmiteinander.de](mailto:moveurope@migrationmiteinander.de)

### 1.2 migration\_miteinander e.V., Germany

Address	Email address
Bahnhofstrasse 34 58452 Witten Germany	<a href="mailto:info@migrationmiteinander.de">info@migrationmiteinander.de</a>



### 1.3 CONEXX - EUROPE ASBL, Belgium

Address	Email address
Avenue Brugmann 216 1050 Ixelles, Bruxelles Belgium	<a href="mailto:info@conexxeurope.eu">info@conexxeurope.eu</a>



### 1.4 Support Group Network (SGN), Sweden

Address	Email address
Kungsladugårdsvägen 5 462 54 Vänersborg Sweden	<a href="mailto:info@supportgroup.se">info@supportgroup.se</a> <a href="mailto:bilal.almobarak@supportgroup.se">bilal.almobarak@supportgroup.se</a>



## 1.5 Associazione Interculturale Universo, Italy

Address	Email address
Piazza XX settembre 7 40121 Bologna (BO) Italy	<a href="mailto:info@universointerculturale.it">info@universointerculturale.it</a> <a href="mailto:helpdesk@universointerculturale.it">helpdesk@universointerculturale.it</a>



## 1.6 International Foundation for Y-PEER Development, Bulgaria

Address	Email address
15 Ivan Evstatiev Geshov Blvd., office 62 Sofia Bulgaria	<a href="mailto:foundation@y-peer.org">foundation@y-peer.org</a>



## 1.7 Asociación para la promoción y gestión de servicios sociales generales y especializados (PROGESTIÓN), Spain

Address	Email address
Calle Manuel Fernandez Caballero, 4 Local Madrid 28039 Spain	<a href="mailto:info@progestion.org">info@progestion.org</a>



## 1.8 Association migration solidarité & échange pour le développement (AMSED), France

Address	Email address
17 rue de Boston 67000 Strasbourg France	<a href="mailto:contact@amsed.fr">contact@amsed.fr</a> <a href="mailto:lafabrique@amsed.fr">lafabrique@amsed.fr</a>



## 1.9 Mobile Info Team, Greece

Address	Email address
Ioanni Koletti 19 546 27 Thessaloniki Greece	<a href="mailto:contact@mobileinfoteam.org">contact@mobileinfoteam.org</a>



## 1.10 Humacoop-Amel France, France

Address	Email address
8 Rue Chenoise 38000 Grenoble France	<a href="mailto:info@amel-humacoop.org">info@amel-humacoop.org</a>



## 1.11 Ticket2Europe, Spain

Address	Email address
Rúa Fernando II, 3 36003 Pontevedra Spagna	<a href="mailto:info@ticket2europe.eu">info@ticket2europe.eu</a>



## Appendix 2. Additional materials

**Residence permits in Germany:** [https://drive.google.com/drive/folders/1lhgnvkjzix10tsEUCtdNX\\_vcp-p6gnaD?usp=sharing](https://drive.google.com/drive/folders/1lhgnvkjzix10tsEUCtdNX_vcp-p6gnaD?usp=sharing)

- moveurope! explanatory videos (you can find them also on the moveurope youtube channel):
  - What is moveurope!
  - Who Can Participate in moveurope!
  - Benefits and challenges of participating in moveurope! <https://www.youtube.com/watch?v=--0nOPx-PDvk>
  - Explained: The Visa Procedure for a Voluntary Service in Germany
- Moving in my shoes - role cards:  
[https://drive.google.com/drive/folders/1lhgnvkjzix10tsEUCtdNX\\_vcp-p6gnaD?usp=sharing](https://drive.google.com/drive/folders/1lhgnvkjzix10tsEUCtdNX_vcp-p6gnaD?usp=sharing)
- Mobilities in Germany and German framework: [https://drive.google.com/drive/folders/1lhgnvkjzix10tsEUCtdNX\\_vcp-p6gnaD?usp=sharing](https://drive.google.com/drive/folders/1lhgnvkjzix10tsEUCtdNX_vcp-p6gnaD?usp=sharing)

**Presentation of moveurope!:** [https://drive.google.com/drive/folders/1lhgnvkjzix10tsEUCtdNX\\_vcp-p6gnaD?usp=sharing](https://drive.google.com/drive/folders/1lhgnvkjzix10tsEUCtdNX_vcp-p6gnaD?usp=sharing)

**Information Schengen Visa:** <https://www.schengenvisainfo.com/>

**Description of different visas (Schengen vs national visas):** <https://www.schengenvisainfo.com/schengen-visa-types/>

**Asylum seekers and irregular secondary movements within the EU:** [https://www.europarl.europa.eu/thinktank/en/document.html?reference=EPRS\\_BRI\(2017\)608728](https://www.europarl.europa.eu/thinktank/en/document.html?reference=EPRS_BRI(2017)608728)

**Volunteering in the EU:** [https://europa.eu/youth/go-abroad/volunteering\\_en](https://europa.eu/youth/go-abroad/volunteering_en)

**More information in the moveurope! brochure:** <https://migrationmiteinander.de/en/materials/>

For more information about the residence permits in Germany, check out the moveurope! mobility guide (send an email to [moveurope@migrationmiteinander.de](mailto:moveurope@migrationmiteinander.de) to get it)

The tool 2.14. is based on the concept of the One Step Forward exercise, or Privilege Walk exercise, on which you can find more details in the Compass manual of the Council of Europe, available in PDF on internet: <https://rm.coe.int/compass-eng-rev-2020-web/1680a08e40>

## Appendix 3. Alternative online quiz tools

Online Tools	Description	Price	Advantages	Disadvantages
<b>Kahoot</b> <a href="https://kahoot.com/business/">https://kahoot.com/business/</a>	Creation and hosting of quiz-style games and other interactive content education, training and engagement, and just for fun	<b>Basic version:</b> free <b>Standard:</b> 10€/month <b>Pro:</b> 19€/month → Engage small audiences and test knowledge retention for up to 20 participants <b>Premium:</b> 39€/month → Deliver engaging interactive presentations and brainstorm for up to 50 participants <b>Premium+:</b> 59€/month → Best for engaging training and events  How to use Kahoot for free: <ul style="list-style-type: none"><li>• Go to Kahoot.com and sign up for free as a “teacher” for “other schools”.</li><li>• Choose the basic version of Kahoot, which is free.</li><li>• Click on the blue “create” button on top on the right</li><li>• and create a new Kahoot.</li></ul>	<ul style="list-style-type: none"><li>• Engagement to all kinds of get-togethers: classroom, conference room, or living room</li><li>• Encourages interaction in a fun way</li><li>• Variety of uses, from business training to student learning</li><li>• Easy to use as creator or player</li><li>• Players don’t require an account</li><li>• You can also find quizzes that other people have created and uploaded for anyone to enjoy</li></ul>	Strict 120-character limit on question text field No auto-advance option; host must manually move to next question or slide
<b>Wordwall</b> <a href="https://wordwall.net/de">https://wordwall.net/de</a>	To create well-known activity types such as multiple choice,	- Basic: free Interactives: 18 Printables: 0 Number of resources you can create: 5	Limited number of templates for free, because Wordwall is web-based	

<b>Wordwall</b> <a href="https://wordwall.net/de">https://wordwall.net/de</a>	grouping or matching, or more complex games and quizzes (use the templates) - used for self-study	<b>Standard:</b> 5€/month Interactives: 18 Printables: 13 Number of resources you can create: unlimited <b>Pro:</b> 7,50€/month Interactives: 33 Printables: 21 Number of resources you can create: unlimited	<ul style="list-style-type: none"> <li>• you can track your students' scores when they do an activity by using the 'assignment' feature</li> <li>• share activities by making them publicly available on Wordwall's website or posting them on social media ( You can also embed them on websites)</li> <li>• you can set tasks for groups or individual learners by giving them an access code</li> </ul>	
<b>Flippity</b> <a href="https://flippity.net/">https://flippity.net/</a>	to present to the class, to assess individual students, or to have students make their own creations (check out the demo, and then use the templates and detailed instructions provided to transform your spreadsheet)	free, but some features are supported by ads	<ul style="list-style-type: none"> <li>• no limit to the number of users simultaneously using a Flippity link</li> <li>• Flippity easily turns any Google spreadsheet into flashcards, a badge creator, a spelling quiz, a memory game, a word search, and more</li> </ul>	<ul style="list-style-type: none"> <li>• Flippity is not collaborative</li> <li>• → each user will have their own distinct version of the activity</li> <li>• → no one will be able to see what anyone else is doing</li> </ul>
<b>Mentimeter</b> <a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a>	<ul style="list-style-type: none"> <li>• enables professionals to collect data via live polls, quizzes, and questions in real-time and analyze data to gain insights into trends</li> <li>• → engage with the targeted audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Free: Unlimited audience Unlimited presentations Up to 2 question slides Up to 5 quiz slides</li> <li>• Basic: 9,99\$/month</li> <li>• All the essentials for interactive presentations</li> <li>• Pro: 24,99\$/month Full access to all features for individuals or teams</li> </ul>	<ul style="list-style-type: none"> <li>• great for large groups/collecting feedback as you go during workshops</li> <li>• → people feel more comfortable in group and feedback sessions giving feedback when it's anonymous</li> <li>• Team members can use the system to translate content into multiple languages</li> </ul>	<ul style="list-style-type: none"> <li>• you can't control how truthful the participants are with the presentation polls</li> <li>• Even a non-integrated session with more than a few Mentimeter slides is hard to adjust</li> </ul>
<b>Slido</b> <a href="https://www.sli.do/de">https://www.sli.do/de</a>	<ul style="list-style-type: none"> <li>• audience interaction platform used for crowdsourcing top questions and engaging participants with live polls and quizzes</li> <li>• enables open conversation at a live or virtual meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Basic: 0€ Up to 100 participants Unlimited Audience Q&amp;A 5 polls per event</li> <li>• Engage: 10€/month 1 user included Up to 200 participants Unlimited polls and quizzes</li> <li>• Basic privacy options Data exports and more</li> </ul>	<ul style="list-style-type: none"> <li>• you can give the code out to your audience, they simply put it in and gain access to the questions</li> <li>• - anonymity gives the confidence to ask questions which people previously wouldn't ask</li> </ul>	<ul style="list-style-type: none"> <li>• Anonymity allows people to ask questions that can be challenging to answer (for everyone to see)</li> <li>• With the free version you are limited to only 3 polls</li> </ul>





### AhaSlides

[https://  
ahaslides.  
com/de/](https://ahaslides.com/de/)

to involve participants with live polls and crowd-source the best questions and ideas from your audience

#### Free: 0\$

**Essential:** 4,95\$/month  
Up to 50 live participants

Participant data export  
**Plus:** 10,95\$/month Up to 200 live participants

Participant data export  
**Pro:** 15,95\$/month  
Up to 10,000 live participants  
Participant data export  
Own branding

- easy to set up
- requires no credit card to sign up
- Free users have unlimited questions, full access to all slide types
- customer service is very reactive and fast in their responses
- you can edit the background
- → good for events because you can have company designs as background

- you can't play embedded videos
- → you have to stop sharing the screen in order to pull up the video in another window

# Imprints

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