



Rutgers School of Management
Rutgers University



STIMMOLI
for social change

ofensiva
tinerilor



Active citizenship



ACTIVE YOUTH HUB
P R O J E C T



Co-funded by the
European Union

About the game

The Active Citizenship module is designed to be used by youth workers, educators, teachers, and facilitators in order for the disadvantaged youth they are working with to acquire or enhance active citizenship skills that can help boost their employability.

The module is to be used following the instructions included.



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There are 5 Missions in this deck, each containing instructions for the facilitator and for the group that is going through the missions. You can easily identify which card is for whom: the card for facilitator has the title “Instructions - M1/M2/M3/M4/M5”. M stands for Mission. Moreover, for each Mission, the facilitator has some annexes that will help him/her guide the process of learning.

For each Mission, we prepared 5 identical cards with the text of the Mission that the groups can use. This is so that the facilitator can distribute a card to each team.

Each facilitator’s card contains information about the purpose of the Mission, the materials needed and the debriefing questions. To be noted: the debriefing questions are guidelines on where the discussion should go. The facilitator is free to play around with the questions, but it is important not to lose focus on the objective of each Mission!

Instructions



Instructions - M1

Purpose

To familiarize participants with elements of civil rights and freedoms, to initiate a discussion about the constitution.

Materials needed

- flipchart sheets;
- pencils and markers;
- annex info for the teacher/trainer/facilitator.

Depending on the size of the group, 2 - 4 groups are formed. All groups will receive Mission 1 Card that must be completed in the next 30 minutes.

After 30 minutes have passed, please invite the explorer groups to present their reports and conduct the debrief.

Debriefing questions

- What was it like to think about this new planet? Hard, easy? Why?
- Where did your ideas about the organization of the planet come from?
- Were you inspired by our life on Earth?
- What do you think would be the most efficient form of organizing a community?
- What do you think would be the most important rights that aliens have/enjoy on the new planet?
- What did you learn from this experience?

Mission 1

Constitution - Rights - Freedoms

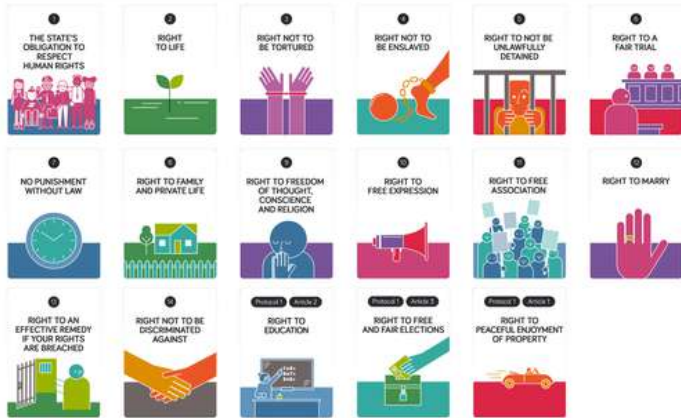
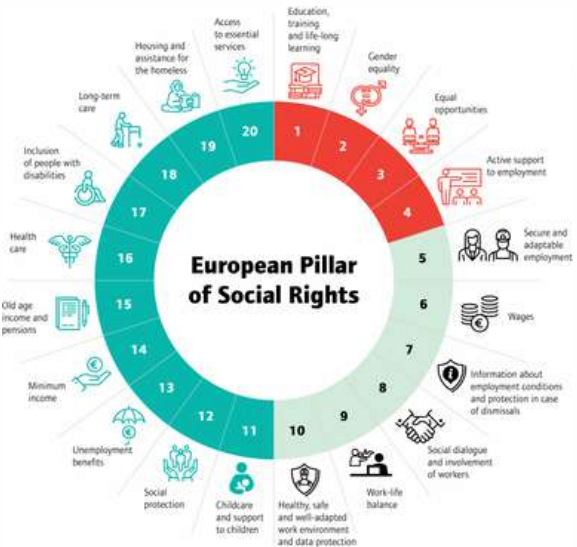
Annexes for the youth worker/facilitator - Mission 1

Please use the annexed materials in order to spark discussions and explain to the participants notions connected to Constitutions – Rights and Freedoms.

Please keep in mind the annexed materials are an overview on EU countries (it does not take any specific country as an example and can be adapted to own countries legislation).

While working with the groups on the slides, always refer to specific things from their reports/ presentations in order to empathize aspects from the slides.





Mission 1 - Constitution - Rights - Freedoms

You are a team of space explorers who have just arrived on a new planet, populated by aliens. **Your mission is to contact its' civilization and deliver a report for those on Earth.**

The report must include:

- a description of the planet and its inhabitants;
- what form of organization exists on this planet (who leads, who takes decisions for the community, what roles do community members have);
- how the planet's resources are distributed (water, minerals, food, etc.);
- if there are any social problems and how are they being solved;
- what are the most important similarities and differences between Earth and the newly discovered planet.

Mission 1

Constitution - Rights - Freedoms

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- if there are any social problems and how are they being solved;
- what are the most important similarities and differences between Earth and the newly discovered planet.

Mission 1

Constitution - Rights - Freedoms

Instructions - M2

Purpose

To familiarize students with how communities can organize themselves, how powers are separated within a state of law.

Materials needed

- flipchart sheets;
- pencils and markers;
- annex info for the teacher/trainer/ facilitator.

Depending on the size of the group, 2 - 4 groups are formed. All groups will receive Mission 2 Card that must be completed in the next 35 minutes.

After 35 minutes have passed, please invite the explorer groups to present their reports and conduct the debrief.

Debriefing questions

- What was it like to think and carry out the mission? Hard, easy? Why?
- Where did you get the ideas about the organization of the island/country?
- What do you think would be the most efficient form of organizing a community?
- What do you think would be the most important rights of the inhabitants of the island? Who will protect these rights?
- What did you learn from this experience?

Mission 2

Forms of community organization

Mission 2 - Forms of community organization

Your team discovered a new island in the “Black Sea”, close to “Romania”. As the first people to set foot on this island, according to the laws of the sea, you have the right to create a new country.

Your tasks will be the following:

1. Give your island/country a name and choose the language(s) that will be used on the island;
2. Share your roles and responsibilities as leaders of the island/country;
3. Create a map of the island/country and mark/draw on it the most important places, buildings, institutions;
4. Determine what form of government your island/country will have and explain the choice;
5. Create a flag and an anthem of your island/country.

Mission 2

Forms of community organization

Mission 2 - Forms of community organization

Your team discovered a new island in the “Black Sea”, close to “Romania”. As the first people to set foot on this island, according to the laws of the sea, you have the right to create a new country.

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4. Determine what form of government your island/country will have and explain the choice;
5. Create a flag and an anthem of your island/country.

Mission 2

Forms of community organization

Mission 2 - Forms of community organization

Your team discovered a new island in the “Black Sea”, close to “Romania”. As the first people to set foot on this island, according to the laws of the sea, you have the right to create a new country.

Your tasks will be the following:

1. Give your island/country a name and choose the language(s) that will be used on the island;
2. Share your roles and responsibilities as leaders of the island/country;
3. Create a map of the island/country and mark/draw on it the most important places, buildings, institutions;
4. Determine what form of government your island/country will have and explain the choice;
5. Create a flag and an anthem of your island/country.

Mission 2

Forms of community organization

Instructions - M3

Purpose

To familiarize participants with how non-governmental organizations work.

Materials needed

- flipchart sheets;
- pencils and markers;
- annex info for the teacher/trainer/ facilitator.

Depending on the size of the group, 2 - 4 groups are formed. All groups will receive Mission 3 Card that must be completed in the next 35 minutes. Before starting the mission, the teacher/trainer/facilitator will use the info in the annex to offer participants more context.

After 35 minutes have passed, please invite the explorer groups to present their NGO (allow 10 min. for this) and conduct the debrief.

Debriefing questions

- What was it like to think and carry out the mission? Hard, easy? Why?
- What type of challenges did you encounter along the process?
- What did you learn from this experience?

Mission 3

Forms of association –

Non-governmental organizations

Annexes for the youth worker/facilitator - Mission 3

NGO

- Formed by volunteers (Non-Governmental Organisation)
- Operates without the influence of the government
- Can be registered as a trust under Public Trust Act
- Works for Betterment of society
- Procures funds from various sources

NPO

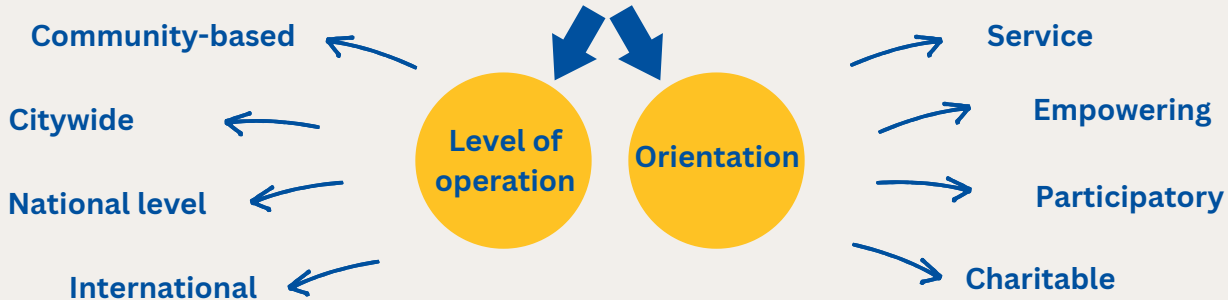
- Known as Non-Profit Organisation
- Incorporated as a company under Section 8 of Company Act, 1956
- Promoted art, science, research, commerce
- Works in a confined area
- Procures funds from corporates and government

NGO roles

- Humanitarian work
 - Economic Development
 - Education
 - Public Health
 - Environmental
 - Social Development
 - Agriculture
 - Literacy
 - Anti-corruption
 - Disaster relief
 - War relief / Conflict resolution
 - Rehabilitation
 - Human Rights
 - Peace
 - Community Empowerment
 - Conversation
 - Land Rights
 - Information Freedom
 - Microfinance
 - Consultation
- 

Annexes for the youth worker/facilitator - Mission 3

NGO Categorization
based on their:



Mission 3

Forms of association –

Non-governmental organizations

Mission 3 - Forms of association – Non-governmental organizations

For the next 35 minutes you will have to create a **strategy for a future youth NGO**.

Your strategy will include:

- the name of your NGO;
- the mission, the vision and the values that characterize you;
- who is the target audience (who do you want to help / promote);
- what kind of activities do you plan to do next year?;
- how can you raise funds to support your activity?;
- share roles and responsibilities in your team.

Mission 3

Forms of association –

Non-governmental organizations

Mission 3 - Forms of association – Non-governmental organizations

For the next 35 minutes you will have to create a **strategy for a future youth NGO**.

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Mission 3


Forms of association –

Non-governmental organizations

Mission 3 - Forms of association – Non-governmental organizations

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 - share roles and responsibilities in your team.
- 

Mission 3

Forms of association –

Non-governmental organizations

Mission 3 - Forms of association – Non-governmental organizations

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Mission 3

Forms of association –

Non-governmental organizations

Mission 3 - Forms of association – Non-governmental organizations

For the next 35 minutes you will have to create a **strategy for a future youth NGO**.

Your strategy will include:

- the name of your NGO;
- the mission, the vision and the values that characterize you;
- who is the target audience (who do you want to help / promote);
- what kind of activities do you plan to do next year?;
- how can you raise funds to support your activity?;
- share roles and responsibilities in your team.

Mission 3

Forms of association –

Non-governmental organizations

Instructions - M4

Purpose

To acquaint participants with how political parties function within a democratic society.

Materials needed

- projector;
- annex info for the teacher/trainer/ facilitator.

Use the slides in the annex to initiate a discussion with participants about political parties.

Debriefing questions

- What did you find new in this presentation?
- What surprises you about the new things you learned?
- How do you think political parties influence society?
- What is, from your point of view, their role in society?

Mission 4
Political parties

Annexes for the teacher/ trainer/ facilitator - Mission 4

What are political parties?

Political parties are groups of people who believe in a set of values and ideals. They group together with the aim of winning elected positions at European, national, or local elections.

Role of political parties


A political party brings together people with the same political ideas. By taking part in an election, parties hope to get as many of their members as possible into a representative body, like parliament or a municipal council. At the same time they try to hold as many posts as possible in the government, or in the municipal or provincial executive.

Political parties have various functions: promoting the interests of their voters and drawing up party programmes.

Need of political parties

- represent diverse interests and ideologies
- contest and organise elections
- form and run governments
- shape and implement public policies
- ensure accountability and transparency
- foster citizen participation in democracy
- provide stability and cohesion in governance
- bridge the gap between government and citizens
- encourage political education and awareness
- facilitate debate and consensus-building

Features of a political party

- seek political power, large ones especially seek governance
 - have to be organised in order to run/to be able to be effective
 - develop policies to secure election of candidates
 - must have strategies to win public support (media, word of mouth etc.)
 - must select suitable candidates for election through hustings
 - need a successful and recognisable leader
 - must be democratic and accountable
- 

SOCIALISM

LEFT

RIGHT

CAPITALISM

COLLECTIVISM

The idea of the population **working together for the common good.**

DIVISION OF WEALTH

The idea that all benefits from land development or material goods produced are **divided equally among the population to ensure no poverty** e.g.

Public Health
Public Ownership of utilities
Public Education

INDIVIDUALISM

The idea that **each person rises or falls on their own merits** alone.

RETENTION OF WEALTH

The idea that the land, and anything within it or upon it, and all the means of productions (like factories), **belong entirely to their owners** e.g.

Private Health
Private ownership of utilities
Private Schools

CLASS DIVISION

The ideal that **all people should be equal**.
No working class, no middle class, no rulers.

PROTECTIONISM

The introduction of tariffs on imports to
protect local industry.

CLASS RETENTION

The idea that there should be a **ruling class who makes the decisions**, and a **working class who does the work**.

FREE TRADE

The idea that **the market will sort itself out** by cost efficiencies.

Instructions - M5

Purpose

To familiarize participants with the values of the European Union.

Materials needed

- flipchart sheets;
- pencils and markers;
- annex info for the teacher/trainer/ facilitator.

Depending on the size of the group, 3 - 4 groups are formed. All groups will receive Mission 5 Card that must be completed in the next 35 minutes.

After 35 minutes have passed, please invite the groups back and conduct the debrief.

Debriefing questions

- How did you feel doing this exercise?
- What was the easiest mission?
- What was the hardest mission?
- What are all the rules/principles you created for your community?
- Why do we need such values?

After the debriefing, the attached annexes will be used.

Mission 5
European values

Annexes for the youth worker/facilitator - Mission 5

The European Union is founded on the following values:

Human dignity

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

Freedom

Freedom of movement gives citizens the right to move and reside freely within the Union. Individual freedoms such as respect for private life, freedom of thought, religion, assembly, expression and information are protected by the EU Charter of Fundamental Rights.

Democracy

The functioning of the EU is founded on representative democracy. A European citizen automatically enjoys political rights. Every adult EU citizen has the right to stand as a candidate and to vote in elections to the European Parliament. EU citizens have the right to stand as a candidate and to vote in their country of residence, or in their country of origin.

Equality


Equality is about equal rights for all citizens before the law. The principle of equality between women and men underpins all European policies and is the basis for European integration. It applies in all areas. The principle of equal pay for equal work became part of the Treaty of Rome in 1957.

Rule of law

The EU is based on the rule of law. Everything the EU does is founded on treaties, voluntarily and democratically agreed by its EU countries. Law and justice are upheld by an independent judiciary. The EU countries gave final jurisdiction to the European Court of Justice - its judgments have to be respected by all.

Human rights

Human rights are protected by the EU Charter of Fundamental Rights. These cover the right to be free from discrimination on the basis of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation, the right to the protection of your personal data, and the right to get access to justice.



Annexes for the youth worker/facilitator - Mission 5

The **aims** of the European Union **within its borders** are:

- promote peace, its values and the well-being of its citizens;
- offer freedom, security and justice without internal borders, while also taking appropriate measures at its external borders to regulate asylum and immigration and prevent and combat crime;
- establish an internal market;
- achieve sustainable development based on balanced economic growth and price stability and a highly competitive market economy with full employment and social progress;
- protect and improve the quality of the environment;
- promote scientific and technological progress;
- combat social exclusion and discrimination;

- promote social justice and protection, equality between women and men, and protection of the rights of the child;
- enhance economic, social and territorial cohesion and solidarity among EU countries;
- respect its rich cultural and linguistic diversity;
- establish an economic and monetary union whose currency is the euro.

The **aims** of the EU **within the wider world** are:

- uphold and promote its values and interests;
- contribute to peace and security and the sustainable development of the Earth;
- contribute to solidarity and mutual respect among peoples, free and fair trade, eradication of poverty and the protection of human rights;
- strict observance of international law.

The EU's aims are laid out in article 3 of the [Lisbon Treaty](#).



Mission 5 - European values

General mission

In the not too distant future, four teams of explorers have arrived on Mars.

The road was very long, but once there the four teams will have to transform the planet into a world that will be colonized.

Mission 1

Each team of explorers will have to organize their own community - their own Martian town - in order to complete the main mission.

For this you must:

1. Give your community a name;
2. Establish a set of 10 values/ rules/ principles that all community members must follow.

Mission 2

In order to prosper and fulfill your main objective, the command center on Earth suggests that the teams join two by two.

For this, he needs from the 2 teams to:

1. Establish a new name for the joint communities;
2. Negotiate established rules to have a new set of rules that all community members agree to.

Mission 3

The command center on the Earth suggests that all the teams call out.

For this you must:

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Mission 5 - European values

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CREDITS

This game was designed by the following organizations:



Ofensiva Tinerilor, Romania



Rotterdam School of Management
Erasmus University

**Erasmus Universiteit
Rotterdam**



Stimmuli for Social Change



Youthfully Yours GR



**International Debate
Education Association**



**Asociația Copiii în Sănătatea
Familiei**



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