Funded by
the European Union

Template - InvigoratEU Youth Workshop

InvigoratEU Youth Workshop

What?

The InvigoratEU Youth Workshops are an innovative way of involving young Europeans in discussions regarding the future of the European Union and its neighborhood. The workshops are designed as short workshops (90-120 minutes) with around 15-25 participants

Who?

The Workshops can be organized by teachers, civil society organizations or anybody involved in political and civic education.

We recommend participants to be 15-25 young citizens, who should be at least 16 years old, due to the complexity of some of the concepts and issues discussed.

Structure & Content:

Structure and content: We provide a detailed template for a Youth Workshop of 120 minutes, successfully tested and implemented in the InvigoratEU project (https://invigorat.eu) and slightly adapted for wider public use.

Preface

The Youth Workshops, developed within the InvigoratEU project, are designed to interactively discuss with students central concepts of the project. Students are invited to identify paths, advantages and challenges of building a resilient neighborhood in Europe and to develop solutions to those very challenges. This template is only a basic suggestion - the specific implementation depends on the age, size, and knowledge background of the group. Both on-site and online versions of the workshop are possible and have been successfully implemented. The toolkit contains a template for a PowerPoint presentation for conducting the workshop, which can be customized according to your own preferences.

Didactics & Output

The Youth Workshop is designed as an interactive workshop with young citizens, characterized by activating methods and practice-oriented learning. The participants are actively involved in the workshop. They are given space to work in small groups, exchange ideas in plenary sessions and reflect comprehensively on the relevant content. It can in principle be used at any point in the sequence of a course program or learning unit, but is especially useful in the beginning. It can be accompanied by the InvigoratEU educational flashcards, which can for example, be put in the room as a source of information for the participants.

The workshops are conducted with the aim of identifying concrete benefits and challenges of building a resilient EU neighborhood. Additionally, if the educational setup allows, it can serve as a tool to develop the course outline of the weeks to come and identify central knowledge gaps of participants, in order to tailor educational content to the participants' needs.

Necessary Material / Equipment (in case of on-site Workshop)

- Moderation cards
- Laptop and PowerPoint presentation
- Flipcharts, White or Blackboard (Alternatively an online tool to collect and vote on items)
- Sheets of paper for the students.
- Sticky Notes
- A classroom (big enough to separate the class for groupwork)

Procedure for a Recommended Time Frame of Two Hours/120 Minutes

1. **Welcome & Introduction (5 Minutes)**
    a. Introduction
    b. Explain that the workshop is not primarily about testing whether participants know "the right answers". Instead, their experiences, ideas and perspectives are at the center.
    c. The central question is:

What would a resilient European neighborhood look like – and what are the advantages and challenges of achieving it?

2. **Warm-Up / Icebreaker (5 Minutes)**
    The participants are presented with 7 statements and have to report if they agree with the statement / have already done what is mentioned in the statement:

1. *I have taken part in EU elections.*
2. *I know how many states are members of the EU.*
3. *I know how many candidate countries apply to join the EU.*
4. *I know which state joined the EU last and when.*
5. *I have heard about the different ideas concerning future enlargement of the EU.*
6. *I know which states belong to the "Western Balkans" region.*
7. *I know which states belong to the "Easter Neighbourhood" region.*
8. *I feel motivated and informed when it comes to issues of EU enlargement and Neighborhood Policy.*

The workshop leaders can briefly comment on the group's "response" after each question and, where necessary, address knowledge gaps.

3. Short Presentation on Central Concepts (See Slides, 10 Minutes)

4. Identifying Advantages and Challenges (25 Minutes)

Step 1: Individual Brainstroming (5 Minutes)

Each participant receives three cards/sticky notes and writes down one advantage or challenge per card in response to: "Why would it be beneficial for the EU to build a resilient neighborhood?" and "What could make it difficult for the EU to build a resilient neighborhood?" (Workshop leaders might also use a teaching tool for participants to work with smartphones instead of sticky notes)

Participants are encouraged to think across different dimensions, such as political, economic, societal, technological, environmental or security-related challenges.

Step 2: Cluster and Connect (10 Minutes)

Participants then place their cards on a common board.

The participants and workshop leaders discuss the benefits and challenges placed on the board, group similar challenges together, and identify connections between them.

Step 3: Voting on Benefits and Challenges (5 Minutes)

The participants are asked to vote on the benefits and challenges they perceive to be the most relevant. Each participant gets 2 votes. They can cast their votes with glue dots or chalk on the white/black board, alternatively with their smartphone if an online tool was used to collect the different challenges.

The two highest-ranked benefits and challenges become the focus of the second half of the workshop.

5. **Break**

6. **Group Work: Developing Ways Ahead (20 Minutes)**
   The participants should try to think about 3 main questions:

   1) What could the EU do to reap the benefits identified earlier? What stands in the way of achieving them?
   2) How could the central challenges be addressed?
   3) (OPTIONAL, depending on the educational setup): Which knowledge do we need to acquire in order to answer the first two questions?

Question 3 can mainly serve as a starting point for developing a course programme for the next sessions. This only works in a setup where workshop conductors have the possibility to work with the group in the future. This way, students help develop their own curriculum based on their actual level of knowledge.

Each group records their answers to the questions in writing.

7. **Presentation of the Results (45 Minutes)**
   a. **Single Groups Present Their Results**
      Each group quickly presents their answers to the questions.

   b. **Group Discussion**
      The answers should then be discussed in the whole group. What are the similarities and differences between the answers? Which kind of common questions have been developed? How "realistic" are the answers to questions 1 and 2?
   c. (OPTIONAL): Which questions and dimensions should be the focus of the coming weeks?

8. **Conclusion & Goodbye (5 Minutes)**