

# ACADEMIE BILIMON



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## *Youth leaders' handbook for civic Education*

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Picture of a training trials in Lomé, Togo, 2022

Created by the „Académie Bilimon“ ([www.bilimonacademie.org](http://www.bilimonacademie.org)),  
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## Preface

This seminar head handbook is intended for educational ambassadors of the "Academie Bilimon", as well as organizations dedicated to the civic education work of young people. This article, the result of a cooperation between the Professorship of General Pedagogy (Uni Vechta) and the "Academie Bilimon", is generally regarded as an orientation for civic educational work with and by young people. The construction of this folder around 4 modules has the sense to be the folder as an instrument of all citizens, which avoids the tendency of exclusivism (not only religious) so that the construction of the citizen/ citizen becomes a task of all.

This portfolio may therefore in a "dialogical intelligence"(Hartkemeyer, 2016), to be adapted to local contexts and cultural conditions, so that the civic educational work can be contextually adjusted to speak about the spirit of the laws in the sense of Montesquieus.

Further expenditure could follow in order to continue the educational work spirit of Paulo Freire (pedagogy of autonomy), which functions as the basis of the educational work of the "Academie Bilimon". Various actors have been involved in the creation of this portfolio, whom cannot all be mentioned here. However, some central actors must be mentioned, without whose impact this method portfolio project would only have found a good place in office drawers:

Professor Margit Stein, Member of the Bundestag Susanne Menge, the educational ambassadors of the "Academie Bilimon" such as Djifa Kokou Adjim, Mawuli Assimadi, Hervé Awui Talla, Dominique Kwassi Edoh, Jean-Mari Lawson, Immaculée Sambiani, Emmanuel Magar Yayeune, as well as students of the University of Vechta such as Merit Beckmann, Meawiya Othman, Yasima Köhne, Sikran Agirman, Vanessa Strieker, Aileen Gewohn, Katharina Wilke, Stefan Rösecke, Franziska Baven diek, Malte Kotmann, Deliah Toma, Adrian Kroop, Martha Niebisch, Michelle Sauer, Jana Golak, Chantal Wellmeyer, Amy Ellis, Nico Richter, Thi Thuy Nhung Bui, Jana Naibauer, Sönke Peinz, Jonathan Kolks, Birte Grote, Sophia Wienhold, Tatjana Wiechers, Tobias Arfmann, Anneke Harland, Lena Spanjer, Julia von der Ohe and Franziska Baumeister are among them.

Special thanks also to the state of Lower Saxony, which supported this project financially.

The "Fridays-for-future" movement (which now spans continents) is an indication that young people want to take certain ways of shaping the world into their own hands, or at least show them the good direction possible for themselves.

Paulo Freire's "Pedagogy of Autonomy", the basis of the "Approche OLGON" (a further elaborated form of this educational method), which orients the civic education work of the "Academie Bilimon", teaches young people in a kind of snowball system to contribute actively and non-violently to shaping their own future.

May more and more women actors support this grassroots democratic approach, so that the feeling that one's own social engagement is valued "by the system" continues to grow in the generation of young people.

Dr. Koffi Emmanuel Noglo

Bamako, September 24, 2022



## **1. The genesis of the „Academie Bilimon“**

### **1.1. Presentation of the „Academie Bilimon“**

The "Academie Bilimon" was founded on the initiative of two former scholarship holders from the Protestant Development Service EED (Bread for the World) from Togo, who studied and did their dissertation in Germany and France and wanted to contribute to political education work in Togo, thereby contributing to the development of their country. Both founding members (Dr. Koffi Emmanuel Noglo and Kossi Gbati Agbo) now work in Bamako (Mali) and Abidjan (Côte d'Ivoire). In addition to the office in Lomé (Togo), the Academie Bilimon has a location in Munich (Germany) and a website ( [www.bilimon.de](http://www.bilimon.de) or [www.bilimonacademie.org](http://www.bilimonacademie.org)).

The "Academie Bilimon" owes its name to the term "Bilimon", which is borrowed from the Bassar language spoken in the north of Togo. "Bilimon" means " It's better when two people do it". The name "Bilimon" is an expression of the vision of solidarity and mutual respect, values that are represented at the "Academie Bilimon" and with which the young people are accompanied in order to learn solidarity themselves and to be able to practice it practically among themselves. Young people who have grown up socio-culturally and economically under a structurally violent paternalism often lose their sense of self-responsibility and trust in the social network. For this reason, "Bilimon" is not just a name, but a symbol for (re)socialization in the sense of self-responsibility and solidarity, on the basis of which socially sustainable developments can only be made possible.

**The "Academie Bilimon" aims at the following visions:**

- ✓ To be a meeting space from and for young people;
- ✓ Strengthening of self-trust and trust in the group of young people;
- ✓ Openness or receptiveness to all young people, regardless of social status, religious or ethnic origin and educational background;
- ✓ Principle of voluntary accompaniment and promotion of one's own social engagement by the peers or educational ambassadors of "Academie Bilimon".

### **Pointing out private and professional perspectives in one's own country**

In accordance with its profile and its self-image, the "Academie Bilimon" wants to be a meeting place for political education work for young people or to create such a space, in which young people are accompanied in such a way that they are able to guarantee the "brain gain" or the "brain circulation" with regard to their continent. In this way, a "brain drain", for example through mass emigration, is also counteracted. Thus, young people can escape the feeling of border barricades and feel like world citizens who are willing to intervene in their societies and contribute to sustainable development there, regardless of whether they are currently staying temporarily in Munich, Paris, Vechta, Marburg, Geneva, Nancy, Lomé, Niamey or somewhere else. To ensure that these visions and the profile can also be achieved, the "Academie Bilimon" has set itself the task of educating or qualifying young people politically and socially in a kind of action research in such a way that they become actors of their own development and the sustainable development of their society. All activities, projects and programs of the "Academie Bilimon" respect this basic attitude of self-responsibility and empowerment.

The political attitude of the "Academie Bilimon" can thus be read through the lens of the development cooperation approach "help for self-help" and summarized in the following sentence: "Practice it to help yourself and others, and you will make your contribution to a society or system that guarantees and protects self-confidence and self-realization". It should be mentioned here that the social work of the Academie Bilimon is fundamentally based on the results of research work presented by the author of this article, Koffi Emmanuel Noglo, in 2012 in the book *Die Legitimität des Staates im multiethnischen Kontext – Der Fall Togo* '(The Legitimacy of the State in a Multiethnic Context - The Case of Togo), which forms the scientific basis of the work of the Academie Bilimon.

#### **1.2. Academie Billimon and the pedagogy of Paolo Freire**

Paulo Freire "Pedagogy of Autonomy" (2013) is considered the basis of the further education work of the "Academie Bilimon". Basically, this approach is to understand that learners are accompanied from their naïve curiosity to epistemological curiosity,

whereby knowledge is constructed by the learners themselves. This attitude helps the "Academie Bilimon" to break down hierarchies and contribute to increased maturity. It brings the "Academie Bilimon" to be able to situate itself institutionally between classical school or university teaching and professional or everyday life for young people.

This "pedagogy of autonomy" was adapted to local cultural conditions in the spirit of Freire and named "Approche OLGON": This further elaborated form of "pedagogy of autonomy" is based on accompanying the learners to enable them to move from naïve to epistemological curiosity. There is a strong orientation towards the learners' everyday life, for example by moving the training under the shade of a tree or to the meeting place of the local youth club. The aim of this regional and situational adaptation is to (re)construct social truths so that their implementation is not strange to one's own context. In this way, the participants themselves can become actors of their own development and the development of their society, gain respect for the knowledge they have generated themselves, and create dialogue between reproduced social structures and their own development ambitions.

## **2. Central ideas of the work**

### **2.1. The role of gender, diversity and inclusion for the continuing training**

In a world where exclusivism (not only religious) is becoming acceptable again and especially in Togo, where ethnic issues play a political and administrative role, transversal aspects such as gender, diversity and inclusion take on a special role.

In all four modules of the workshops, but especially in the question of identity (whether related to the individual or to society), care is taken to ensure that the target groups are made aware that "against each other" in history has often only led to mutual destruction. Since the same causes often lead to the same effects, they can hardly expect a different effect when they act against each other (consciously or not).

It is important to mention at this point that the "Academie Bilimon" does not urge the target groups to act in a certain way. They are basically made aware that every action has a consequence. It is therefore worthwhile for them to think carefully before they act and to accept responsibility for the consequences of their actions.

## **2.2. Conflict management and non-violent communication as the basis of continuing training**

"Two calabashes on the same surface of water cannot avoid touching each other" is an Ewe<sup>1</sup>-Saying. It is impossible to avoid conflicts between people. In the educational work of the "Academie Bilimon", care is therefore taken to ensure that the target groups learn to resolve these conflicts without resorting to violence. The approach that "Academie Bilimon" teaches the target groups in the workshops is always to look for the contribution in oneself where the conflict that has arisen can be solved, instead of often looking for the fault in others. The target groups also learn to communicate in a non-violent way (in terms of choice of words) so that no petrol is poured on the fire of the conflict.

## **2.3. Presentation of the legal situation on further training of young people**

Children and young people are generally protected in Togo by Law No. 2007-017 of July 6, 2007 (which replaced the laws in force until then). At the same time, the law provides for children to be promoted. Articles such as the right to a name (No. 10), the right to citizenship - it is sufficient for the child to be born in Togo (No. 18), the right to a home (No. 25, 26 and 27), the right to inheritance for all children equally, without discrimination in terms of sex (No. 114), the right to education (No. 149), to health (No. 240), to social security (No. 244), to healthy nutrition (No. 245), to vocational training (No. 256), to cultural education, to leisure activities (No. 259), etc. of this law are the basis of the educational work of "Academie Bilimon".

It is always ensured that the educational ambassadors of the "Academie Bilimon" act within the framework of this legal orientation, which does not discriminate against anyone.

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<sup>1</sup> Ewe is a language (with about 122 dialects) spoken in Togo, Benin and Ghana (West Africa).

Now that the Academie Bilimon and the form of its civic education work have been presented, it is worth looking at the core of its message among young people.

### **3. Basics for designing a workshop and methods of evaluation**

The layout of the workshops of the "Academie Bilimon" is based on the following assumption: A citizen who trusts himself or herself, leads a responsible sexual life, knows how to implement his or her professional project and understands the meaning of the rule in a social group is very likely to be able to influence the sustainable development of his or her society.

This assumption is based on participant observation in Togo as part of a master's thesis (2007) and three field research visits (winter 2009/2010, winter 2010/2011, and summer 2011) as part of Koffi Emmanuel Noglo's doctoral thesis. The results of this research were partly incorporated into the book 'Die Legitimität des Staates im multiethnischen Kontext – der Fall Togo' (Noglo, 2012). The following results emerged:

**The question of identity in Togo** is often discussed in line with the ethnic question and the traumatizing history of slavery and colonization. There is hardly any attempt to discuss this question within the framework of civic initiatives that would help the country to pursue a clear direction of its own national development project or state will;

**The sexual behaviour of the individual** is not based on the understanding of a cause-effect relationship. Young people are often not informed about the consequences of their sexual behaviour (e.g. early pregnancies, sexually transmitted diseases, etc.) and the family or society reacts to this with harshness, not with understanding that these consequences occurred because the young people were not systematically accompanied in the development of their sexuality;

**The question of career perspectives** is not discussed early enough with pupils or young people. This question only comes up when they are about to take their "Baccalaureate" (high school diploma) or even after. This loss of time in turn has consequences for the career paths of many people and their socio-economic development.

**Social rules are hardly questioned** and are followed or not followed without further ado. This often leads to social chaos, which everyone in turn complains about. All

these findings are the basis of the hypothesis that goes into the four modules mentioned below:

- **Module 1:** Accompaniment to identify one's own and common identity (or identification of the self and the common good: what connects both? How are tensions lived/experienced/ carried out?).
- **Module 2:** Coaching for responsible sexuality. This module is relevant because the "Academie Bilimon" operates in societies where irresponsible demographic development due to a lack of planned birth control, too early pregnancies and child marriages, as well as a lack of emancipation and equal rights for women, negatively influences socio-economic development.
- **Module 3:** Guidance on identifying one's own professional and private goals and managing one's own professional project. This module offers vocational orientation that helps young people to develop and apply project management tools for their professional projects.
- **Module 4:** Accompaniment to social engagement. In this last module, young people are coached to understand the meaning and relevance of rules and laws in a social group or a country and to be able to follow them. The sense of this module is to give the young people back their trust in the political and social system, as well as to make the protection of all people living in the social system more vivid, so that they can respect the common good. The module also includes anti-discrimination work, intercultural training, tolerance training and education for sustainable development (ESD).

To ensure that the effects reached have a long-term and sustainable impact within the target groups, the work is mainly based on a so-called "training of trainers". Here, youths and young adults are trained as educational ambassadors who then pass on their experience and expertise, knowledge and skills to other youths in a kind of "peer education". The focus of "Academie Bilimon" is also on "life-long-learning", i.e., permanent support for the target groups, if they wish to make use of this support.

### 3.1. Conception of a workshop

A workshop usually takes one week. Before the workshop, the team of educational ambassadors often meets to coordinate the educational measure. Basic questions are clarified, including:

- ✓ Which target group is expected (age, educational level),
- ✓ When, where and in which language will the measure take place,
- ✓ How will the provision of meals be organized (own provision or by a catering service)?
- ✓ Who will finance the measure (the target group itself or a sponsor),
- ✓ How will participants reach the workshop location?
- ✓ Who takes on which role in the implementation of the training measure, etc.

After all this has been clarified, the preparation of the content begins. As a rule, there are education experts among the education ambassadors for each module, who then share the 4 modules among themselves. The team of a workshop usually consists of about 5 education ambassadors who support each other during the implementation of the education measure.

The following sheet shows an example of the workshop process:

Day/Date	Time	Content	Logistics	Responsible
Day 1		Warming Up (WUP): Get to know each other round of participants.	Motivational games of the youth leader manual	Education Ambassadors of the Academie Bilimon
Day 1		Presentation of the "Academie Blimon"	Power Point presentation of the "Academie Bilimon" or playful presentation with the working hypothesis of the "Academie Bilimon" as a starting point.	Education Ambassadors of the Academie Bilimon
Day 2		<b>Module 1:</b> Identity and evaluation at the end of the day.	Methods presented in this youth leader manual, as well as motivational games.	Education Ambassadors of the Academie Bilimon

Day 3		<b>Module 2:</b> Responsible sexuality and evaluation at the end of the day.	Methods presented in this Youth Leader's Handbook, as well as motivational games.	Education Ambassadors of the Academie Bilimon
Day 4		<b>Module 3:</b> Accompaniment to identify and manage the professional project, and evaluation at the end of the day.	Methods presented in this Youth Leader's Handbook, as well as motivational games.	Education Ambassadors of the Academie Bilimon
Day 5		<b>Module 4:</b> Making sense of the rule in a social group and overall evaluation of the workshop.	Methods presented in this Youth Leader's Handbook, as well as motivational games.	Education Ambassadors of the Academie Bilimon
Day 5		Invitation of participants for the dissemination of the values for good coexistence: planning of awareness raising activities for young people's civic engagement.	Methods presented in this Youth Leader's Handbook, as well as motivational games.	Education Ambassadors of the Academie Bilimon



Note: It is up to each team to complete or adapt the spreadsheet as circumstances suggest. It is important to set aside a time slot each day for breakfast, lunch, dinner, and rest breaks (morning and afternoon).

The workshop team meets at the end of each day for the evaluation of the workshop day and the suggestions for improvement for the next day.

The coordination of the day in the workshop team, the atmosphere in the group of participants, the content of the respective module, etc. are evaluated.

### **3.2. Comments on the interaction between teachers (educational ambassadors) and learners (participants in the continuing training measures)**

At the beginning of this manual, it was pointed out that the learning intervention called "Approche OLGON" is based on the "pedagogy of autonomy" (Paulo Freire). The reason for this is that the learners themselves co-construct their knowledge.

Thus, teachers are expected to create only a confidential atmosphere for the learning process. It is important not to impose a ready-made recipe on the learners, but to accompany them in such a way that they gain (new) knowledge from their own efforts through the learning process, which they could use in their everyday lives.

For example, it is expected that in all the modules the learners themselves come to the certitude that:

- **Module 1:** My identity should be in harmony with the identity of others so that peaceful coexistence is or becomes possible;
- **Module 2:** My sex life can influence my professional project positively or negatively, depending on how I experience it;
- **Module 3:** A life without professional planning, implementation and evaluation can have a negative consequence on one's satisfaction in life. At this point, project management methods are shown to learners that they can apply to their own lives;
- **Module 4:** Coexistence without the understanding that a group or society must agree on and follow common rules can only lead to chaos and unhappiness for all.

The central role of the teachers is to lead the participants on the way to this certainty, without imposing this certainty. The "democratic" culture of learning interaction is at the core of the political education work of "Academie Bilimon".

It may be that some target groups do not reach this certainty at the end of the learning process. Even if it saddens the teachers, this knowledge should be accepted; with the understanding that this group still needs time to understand the meaning of their own responsibility for their own development and the development of all. The accompaniment of such a target group only needs to be intensified. Because, neither one's own development nor the development of a society can be imposed. It can only come from one's own initiative.


### 3.3. Evaluation methods

In order to find out what has stuck with the target groups, various methods are used: Questionnaires (pre- and post-test on workshop contents), group exchange on workshop contents and presentation of results in plenary.

At the end of each workshop, the education team writes a report, which is intended, among other things, to pass on suggestions for improving the content and organization of the "Academie Bilimon". The sheet below shows a sample workshop report, which should not be too long: about 5 pages.

### 3.4. Workshop report model

In order for the young people to have a practical reporting model, the "Academie Bilimon" has developed the following spreadsheet.

 <b>Académie Bilimon pour la Recherche et le Développement Participatif (ABREDEP)</b>	<b>Type of measure</b>	
	<b>Target group</b>	
	<b>Number of participants (to be divided into female and male)</b>	
	<b>Number of pages of the report</b>	
	<b>Author of the report</b>	
	<b>Date of report</b>	
	<b>Place of the act</b>	

<b>Report content</b>
<b>Summary of the content of the act:</b>
<b>Arrangements for follow-up activities:</b>
<b>Some highlights during the workshop:</b>
<b>Recommendations to "Academie Bilimon":</b>
<b>Annex (workshop pictures):</b>

### **3.5. Methods for the motivation of the participants during the educational measure**

Motivational games are extremely important for young people's educational work because they constantly motivate them to stay attentive throughout the workshop. This playful way of learning is experientially very welcomed by young people. Every day, the target groups develop new motivational games, which enrich the motivational game box of the "Academie Bilimon".

In the following pages, some motivational games, as well as methods, are presented as examples. They have been compiled by students at the University of Vechta and divided (among others) under the respective 4 modules.

#### **General motivational games and getting-to-know-you games**

Getting-to-know-you games are usually used when a group is at the very beginning and does not yet know each other well. There are no limits to the imagination when it comes to getting to know each other. The only important thing is the goal I want to achieve with the group. The participants should get to know their group in different phases of being together, reduce inhibitions and build up a certain group dynamic. This is independent of what kind of group it is. Children, young people and adults all have to get to know each other again when the group composition is new.

It is important to keep in mind that each group is individual, and the process can take different lengths of time until a group harmonizes well.

Getting to know each other games are very suitable for the first meetings of new groups, as they can often be played with little additional material. This means they can be used anywhere. They can be played outdoors and indoors and can be used for almost any age group.

Learning games can also be very action-packed, but also very informative.

Learning games are extremely simple and usually require little or no materials. So, they can easily be used when travelling. But in general, they are suitable for different purposes. Games for children can also be played with adults. Getting to know each other games are fun outdoors as well as indoors and the number of people often does not matter, small but also large groups can get a lot out of the games. Memory games are particularly suitable for training the memory. The level of difficulty can vary and be adapted to the age group. But it is not only the memory that is challenged, but also the motor skills.

## Getting-to-know-you games

### Presentation round - jump start

**Difficulty level:** easy

Age groups: indifferent  
Complexity level: Low  
Time required: About 15 minutes  
Preparation/Materials:  
Paper, pens, container

**Goals:** Strengthening the competence of memory and the connection between image and word. To develop speaking skills and attentive listening. In addition, the participants should lose their shyness by speaking freely in the group.

**Age groups:** Age does not matter.

**Level of complexity:** The level of complexity is low. The difficulty lies in the fact that the participants must open up to the group and tell something about themselves in front of the group. The level of difficulty can be reduced by providing the participants with predefined categories or questions from which they can choose 1-3 categories.

**Time needed:** Depending on the size of the group and the level of narration, from approx. 15 min.

**Group sizes:** Appropriate for groups of 8 or more

**Educational phases:** The method can work as an introductory game to connect the participants and get to know the group as a whole.

**Preparation / materials:** To prepare the game, you need categories or different questions in advance that can be used as a guide. These can be written on small pieces of paper that are folded up and placed in a box. Accordingly, paper, a pen and a box should be provided.

**Procedure / Instructions:** How do I start a presentation round? As a rule, kids always find it difficult to tell something about themselves. Most of the time, everyone ends up saying almost the same thing as the previous speakers. Of course, a round of presentations is an excellent way to get to know each other. However, many participants often do not know what they can tell about themselves apart from their name and age.

In this case, a **little help** can elicit a little more information from the participants.

Write a question on small pieces of paper and fold them up so that the participants cannot read the question in advance. In the following, each participant has to draw at least one piece of paper and answer the questions during the presentations round.

Use as wide a range of questions as possible so that only a few questions are repeated. This way the participants learn different things about each other. Possible questions could be, for example, the following:

- ✓ What is the loudest sound you have ever heard?
- ✓ What is your earliest remembered moment in your life?
- ✓ What would you like to see in this group?
- ✓ What was your best experience at another camp?
- ✓ What is the funniest film scene you have ever seen?
- ✓ What is your favourite meal?
- ✓ What is your favourite music?
- ✓ What was the best experience in your life so far?
- ✓ What was your best grade at school and in which subject?
- ✓ If you could be anyone else, who would you most like to be?
- ✓ What is your favourite food?
- ✓ Do you have a nickname? What is it?
- ✓ Who is your favourite musician?
- ✓ What is your favourite TV series?
- ✓ What is your favourite film quote?
- ✓ Where have you already lived?
- ✓ What are your hobbies?
- ✓ Do you have any domestic animals? What are their names?
- ✓ What is your favourite book?
- ✓ What do you hope to get out of this workshop?
- ✓ If you could buy any object (real or fictional), what would it be?
- ✓ What is your favourite colour?
- ✓ What is your favourite childhood memory?
- ✓ Mountains or sea? Why?
- ✓ Book or series? Why?
- ✓ Rainy season or dry season? Why?
- ✓ Do you have a motto in life? If so, what is it?
- ✓ What is the most beautiful holiday destination you can imagine?
- ✓ Where were you born?

**Alternatives / variations:** As a variation, some questions could be written on a big poster or on a blackboard in advance. These specific questions must then be answered by all participants.

**Reflection / evaluation / follow-up / didactic commentary:** Here, information on didactics, concrete questions, reflection impulses etc. could be given.

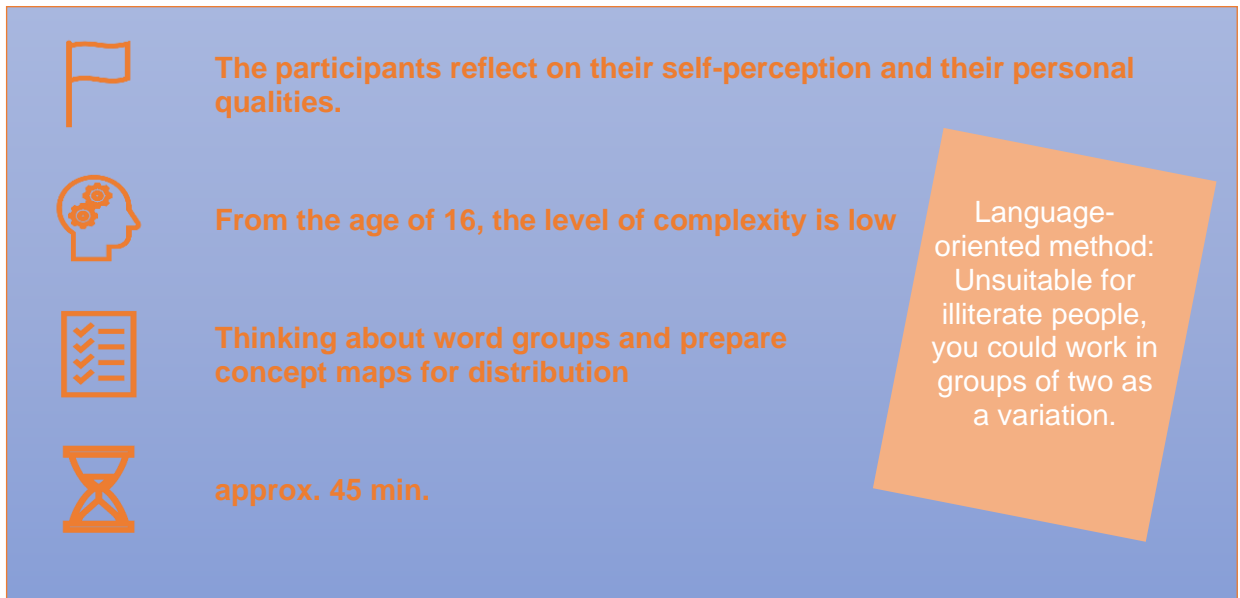
**Materials to print out:** if necessary, for your exercise, you can include graphics, cards, worksheets etc. here to fill in, print out, as didactic help.

**Module 1:**  
**Follow-up for identification of own and  
common identity**




#### 4.1. Module 1: Follow-up for identification of own and common identity

##### Methods for Module 1

##### Method 1: What makes me up?



The infographic is set against a blue background. It features four orange icons on the left: a flag, a head with gears, a checklist, and an hourglass. To the right of each icon is a line of orange text. A tilted orange box on the right contains white text. The text describes the method's focus on self-perception, its suitability for those aged 16+, the task of preparing concept maps, and a duration of 45 minutes. It also notes that it is a language-oriented method unsuitable for illiterate people, suggesting group work as a variation.

-  The participants reflect on their self-perception and their personal qualities.
-  From the age of 16, the level of complexity is low
-  Thinking about word groups and prepare concept maps for distribution
-  approx. 45 min.

Language-oriented method: Unsuitable for illiterate people, you could work in groups of two as a variation.

**Seminar phases:** This method is particularly appropriate to the entry phase to consolidate self-reflection.

**Procedure:** At the beginning, each participant receives worksheet 1, for which he/she is given 5 minutes to read and understand the task, as well as to ask questions. Afterwards, each participant has 15 minutes to think individually about his/her qualities and to write them down on paper. If a participant finds it difficult to find a guideline, thought-provoking suggestions can be given. For example, a category of a quality can be mentioned. After the time is up, task sheet 2 is distributed to the participants. Again, the participants have 5 minutes each to read the task and ask questions if necessary. Now they have another 20 minutes to think carefully about the weighting of their qualities and enter them into the identity radar. If they need more time, it is important to take this into account and extend the time by about 5-10 minutes.

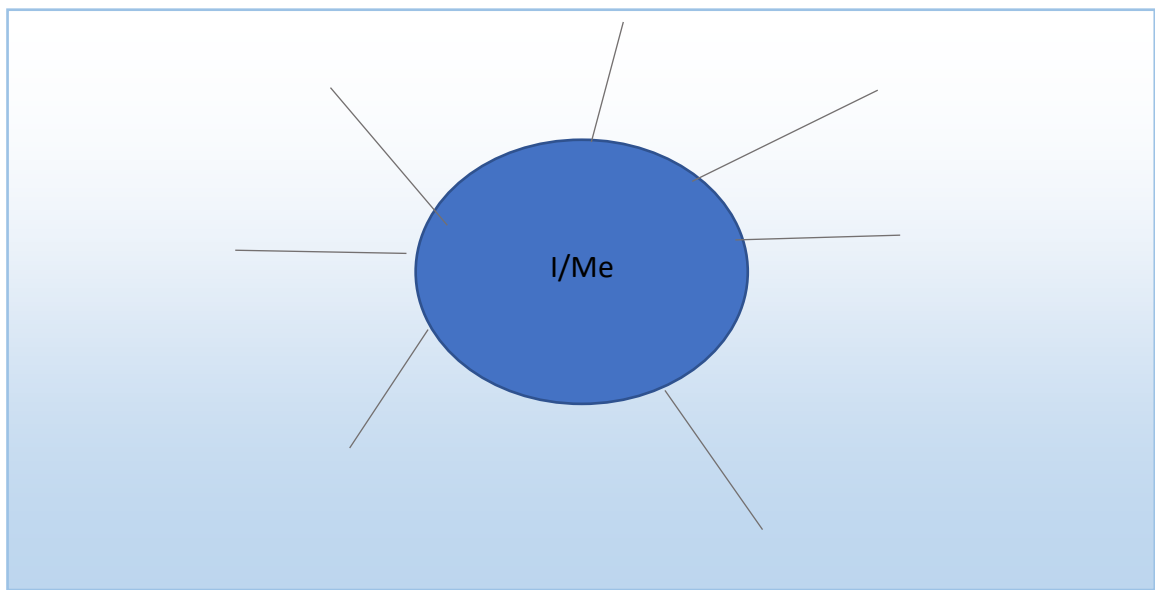


**Reflection:** Afterwards, the results of the participants are discussed together in the group. The participants will get to different qualities and weightings. This stimulates the awareness of the differences among each other. <sup>2</sup>

### **Mind Mapping**

This method makes use of almost all the abilities of the human brain and manages to effectively address and visualize problems in short key words.<sup>3</sup>

**Worksheet 1: "Identity characteristics"** How would you describe your identity? What are characteristics that distinguish you from others? If you had to describe yourself to a stranger, how would you do it? Write the characteristics that come to your mind on the lines of the mind map. You can add more dashes if you need them.



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<sup>2</sup> (cf. Meinert, Stollt2009 )

<sup>3</sup> (cf. Bundesverwaltungsamt 2012)

## Worksheet 2: "Identity Radar"

Look again at the qualities you have listed and try to rank them in accordance with their importance. What do you think, it describes your identity most and least? Arrange your qualities in the radar. The more important the qualities become, the further you place them in the middle of the radar.







4

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<sup>4</sup>(cf. Meinert, Stollt 2009)

## Method 2: Category of education

	The participants have an overview of the of the possible categories of qualities and are sensibilized to fill them with the appropriate qualities.	<b>Reading-oriented method:</b> This method requires reading skills and it can only be used inclusively as a use in a group work.
	From about 16 years	
	All participants need pens. The level of complexity is low	
	The time required for the method is approx. 20 min	

Seminar phases: Belongs to the entry phase. To consolidate quality categories and their associated qualities.

**Procedure:** Each participant receives the worksheet "Categories of identities". He/she now has 5 minutes to read the task and to clarify possible tasks and questions. Once everyone has understood the task or possible questions have been explained, they have another ten minutes to classify the terms into the categories.

**Variation:** If the participants have their own ideas, extensions or suggestions for improvement for the list of categories, it can also be modified together in the class if desired.<sup>5</sup>

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<sup>5</sup>(cf. Meinert, Stollt, 2009)

## WORKSHEET: "CATEGORIES OF IDENTITIES"

Which term belongs to which category? On the left side there are categories, on the right, terms. Classify the terms in the categories by connecting them with a line.

**Category:**

**Term:**

**Religion:**

**Origin:**

**Hobbies:**

**Gender:**

Hair Colour

English

Singing

Hair Colour

Friendly

Football

Islam

Christ

### Method 3: How does identity influence daily life?

**Preparation:** For this exercise, a list of all the class members is first divided into two groups, then a small daily conversation situation has to be thought up and written down on paper. For example, a person asking another for directions, i.e. in need of help. In addition, a list of qualities is needed for both people. For example, from the categories:

- ✓ Emotion
- ✓ Religion
- ✓ Origin, etc.



Questioning of political and social structures and rules.



From the age of about 16, the level of complexity is described as a mean. Partner work with 2 persons each.



Pens



It takes about 35 minutes.

Seminar phases: Problematizing phase

**Procedure:** The participants receive the worksheet "Conversation process", on which a conversation between two people is simulated. First of all, the participants are divided into the previously thought groups, then each partner is assigned a person from the worksheet via numbers 1 and 2. Then the participants are given the opportunity to read the exercise and clarify any questions they may have. They should be given about 5 minutes to do this. Once each participant has understood the task, the two partners read their sections of text aloud to each other. Now the partners think about which of the qualities of the other person listed below seem important to them for the conversation, and they circle the respective term with a pen

of their choice. The participants should be given 25 minutes to read and mark the important qualities.

**Reflection:** When all teams have finished, the results of the participants are discussed together in the class. There will be some deviations from the general opinion, as this exercise is always considered objectively. The participants whose results differ from the general opinion now have the opportunity to justify their decision and thus offer a new thought-provoking suggestion for the class or stimulate a discussion round.<sup>6</sup>

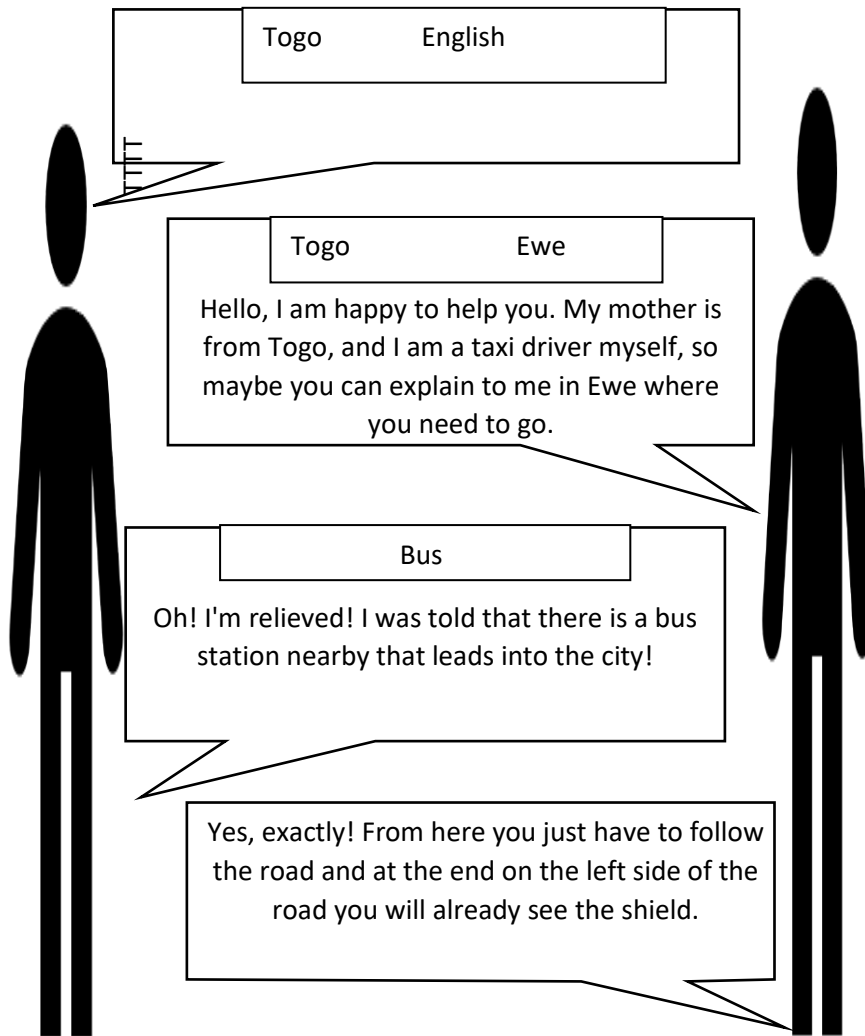
### **Worksheet 1: " Conversation flow"**

A "Togolese" has travelled to "Ghana" for the holidays and wants to ask on the street about the way to the next "bus station". To do this, he asks a local.

First of all, read through the section of the conversation between the two people. Then pay attention to the qualities attributed to them. Which qualities do you think are important for the conversation situation? Circle the important qualities.

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<sup>6</sup> (Diaconu 2008, p.60 ff.)



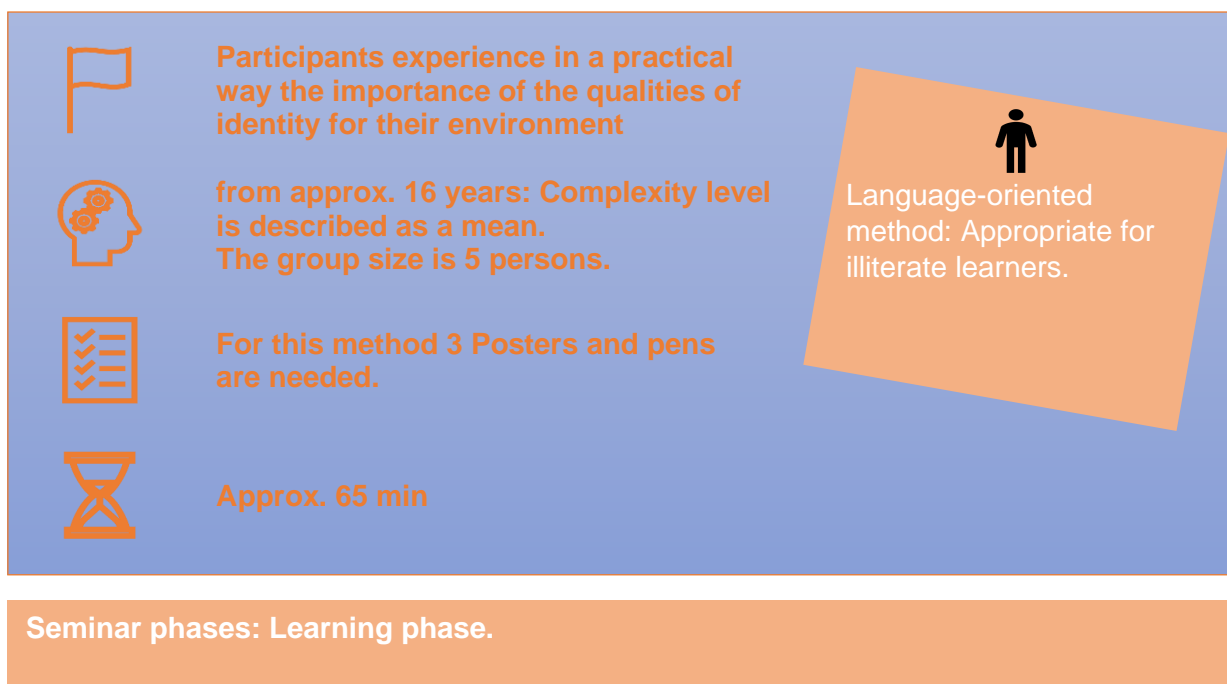
Character 1:

Thin  
Christian  
Preschool teacher  
French  
Likes to travel


Character 2:


helpful  
friendly  
bilingual  
plays guitar  
Taxi driver


## Method 4: Identity Meetup





The infographic is set against a light blue background. On the left, four orange icons are arranged vertically: a flag, a head with gears, a checklist, and an hourglass. To the right of these icons, text in orange and black provides details about the method. Further to the right, an orange parallelogram contains a black stick figure icon and text describing the method's suitability for illiterate learners.

 Participants experience in a practical way the importance of the qualities of identity for their environment

 from approx. 16 years: Complexity level is described as a mean. The group size is 5 persons.

 For this method 3 Posters and pens are needed.

 Approx. 65 min

 Language-oriented method: Appropriate for illiterate learners.

Seminar phases: Learning phase.

**Preparation:** For this method it is important to offer participants a hands-on experience. For this, it is helpful to provide the participants with an environment for the discussion through furniture and decoration. Prepare the room by placing 3 tables with enough chairs around the room. Decorate the table with a tablecloth, for example. Think of three group leaders who will stay at one of the three tables during the whole role play. Each table will have 4 table cards with different qualities on them. Example categories for qualities are:

- ✓ Religion
- ✓ Look
- ✓ Emotion

**Procedure:** At the beginning of the learning unit, the group leaders are placed on the three tables and one group leader is appointed for each group. The group leaders each receive a poster and pens. Now the context in which the exercise takes place is discussed with the group leaders and possible questions are asked. The seminar team explains that this is a group discussion similar to a conversation among acquaintances at a round table. Each participant takes on a role assigned to him/her on the place cards. These roles represent personal qualities of a quality. After 20



minutes, each participant changes the table and also the personal quality. Only the group leaders remain seated and inform the following group members about the discussion so far. In order to pass the discussion on to the next group members in the best possible way, the group leader records the most important points on the posters according to the traits. In total, the participants change tables twice so that everyone sits at each table once. In addition, the workshop team explains the rules of discussion so that the discussions run calmly.

**Reflection:** At the end of the unit, the summarized contents of the discussions will be presented by the group leaders. The posters will show differences which will be discussed in plenary.

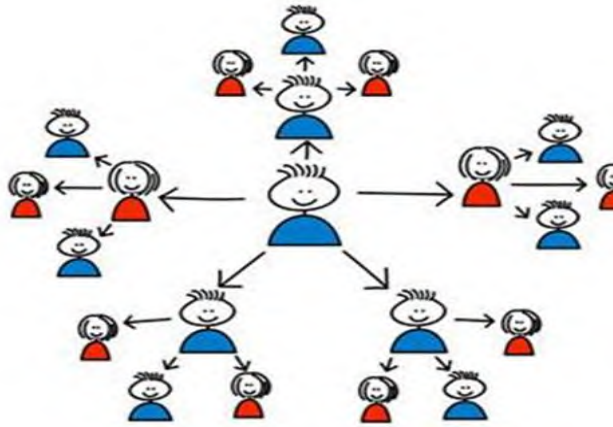
**Variation:** There can be a variation in the implementation by assigning a guiding question to each table. It is also possible to do without a group leader, so that each group member of the table is changed in the previous groups. Also, the attributions of the qualities can be fixed to the persons instead of changing.<sup>7</sup>

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<sup>7</sup> (Cf. Brown 2001)

## Influence

**Having influence** and **exerting influence** are two different things, although they amount to the same thing: **Influencing**



Source: dreams time/influence

### Influence:

Those who have or exert influence can influence (change) attitudes, decisions, opinions or actions in such a way that thoughts change, stabilize or are even newly established.

Influence is passive and may happen unconsciously.

Example: Social media influences Natalie's behaviour.

Exerting influence, on the other hand, is active and is done consciously.

Example: Klaus tries to get Max to buy him an ice cream.

## Method 5: Influence



**Familiarizing with the word and its meaning**  
**Influence**



**From 12-16: Level of complexity rather low to medium. Individual or small group work.**



**Bank paper, pens, blackboard**



**Approx. 15-20 minutes**



**Language-oriented method: appropriate for illiterate learners**

**Seminar phases: Introduction to the topic of influencing**

**Procedure:** A short brainstorming on the topic of influence should take place and the thoughts should be written down on a blank paper around the word "influence" as a mind map.

**Reflection/evaluation:** The participants present their results; the group leader creates a large mind map on the board based on the results.

**Exercise:** Create a mind map based on the topic. What can you think of to influence?

**Help:** Who/what has an influence on you? Who can you influence? How can you influence?<sup>8</sup>

**Possible answers:** Self-influence, superiors, teachers, family, external appearance, workplace.

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<sup>8</sup> <https://www.palverlag.de/lebenshilfe-abc/beeinflussung.html>  
Mäs, M.: Modelle sozialer Beeinflussung

### Types of influence:

According to Alfred Meier and Tilman Slembeck (professors with doctorates in economic order, economics, among others), there are various "influencing factors" that led to differentiated results of influence.

According to Meier and Slembeck, there are exactly 6 different influencing factors.

These are:

#### 1. Practice of rights and perception of competences:

This refers to subjective right which gave one "protection" from objective right so that one could assert one's interests.

#### 2. Favour:

A general form of " remuneration ".

#### 3. Persuasive communication:

Persuasion through better arguments or personal qualities and even persuasion.

#### 4. Manipulation:

Concealment of effective intentions, usually in favor of the manipulator.

#### 5. Identification offers of the "stronger" to the target group.

Equating the stronger with the weaker in order to convey respect.

#### 6. confrontation

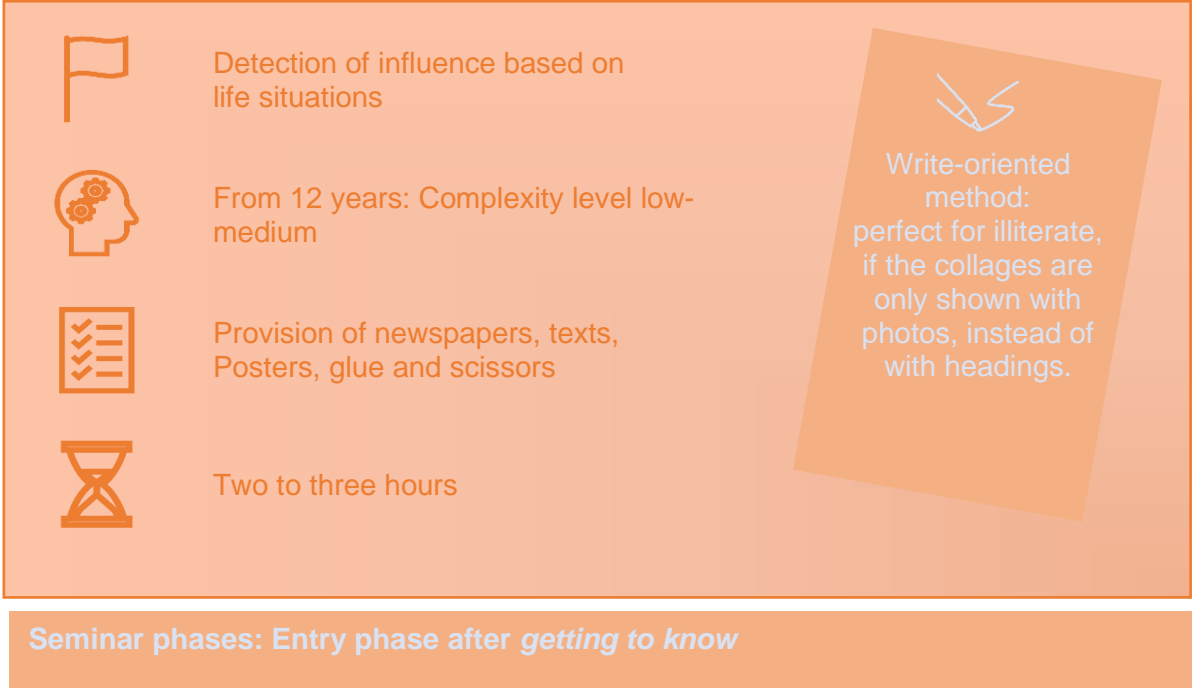
Juxtaposition of interfering and supposedly incompatible statements, assertions, opinions, etc.

However, whether it is appropriate to call all these terms "influencing factors" is not undisputed. These terms can also simply be understood as partial statements of the word "influence".






Source: istockPhoto/influence

## Method 6: Manipulation



The infographic is set against a light orange background. On the left, there are four orange icons arranged vertically: a flag, a head with gears, a checklist, and an hourglass. To the right of each icon is a corresponding text description. Further to the right, there is a tilted rectangular box with a white background and an orange border, containing a drawing of hands writing and a paragraph of text. At the bottom, a solid orange horizontal bar contains white text.

	Detection of influence based on life situations
	From 12 years: Complexity level low-medium
	Provision of newspapers, texts, Posters, glue and scissors
	Two to three hours

Write-oriented method:  
perfect for illiterate, if the collages are only shown with photos, instead of with headings.

Seminar phases: Entry phase after *getting to know*

### Procedure:

The participants are given worksheets with different scenarios about influence. These are read through, and exercises are carried out.

### Alternatives/Variations:

Tasks 3 and 4 can be omitted depending on time and need, as tasks 1 and 2 are sufficient for the introduction to the topic of influence, but tasks 3 and 4 can be used to link back to the previous topic of Genogram<sup>9</sup> and thus consolidate the previously learned abilities.

### Sources:

<https://www.lernen.net/artikel/manipulation-7-strategien-einflussnahmen-3198/>

<https://wirtschaftslexikon.gabler.de/definition/manipulation-38607/version-262028>

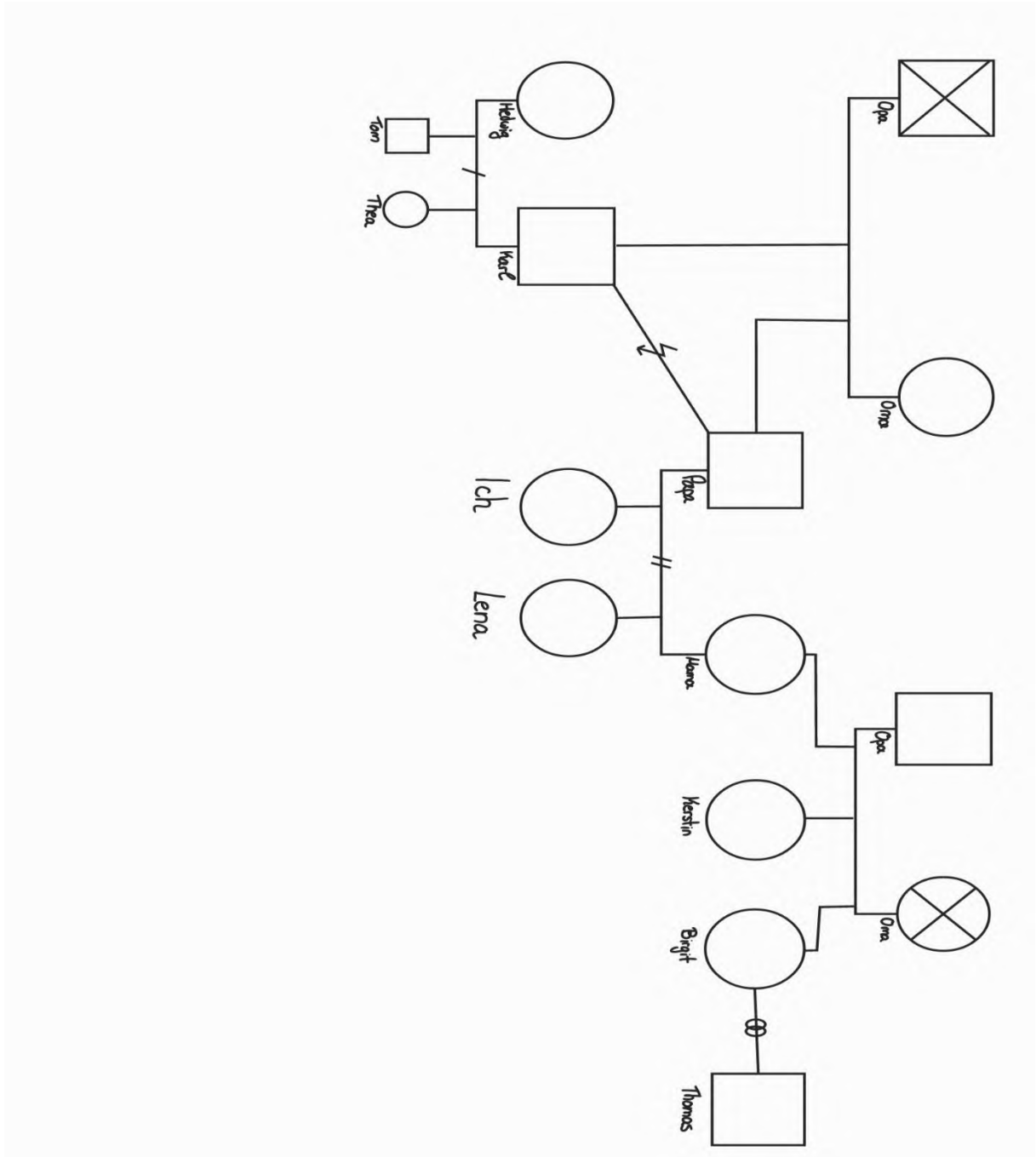
<https://arbeits-abc.de/psycho-tricks-im-job/>

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<sup>9</sup> A genogram is a graphic representation to show family relationships. It is a prerequisite that at least 3 generations are always shown in the genogram. This graphic form of representation can be used to show relationships between the individual family members in a simplified way. Different symbols and lines or so-called relationship lines are used for this purpose. Thus, a genogram initially provides a good and simple overview of a family and its relationships.

Example of a genogram:

MANIPULATION



Fellow human beings can be influenced or consciously influence others themselves.

Typical statements such as...

- "He made me do that."
- "I only did this because of her."
- "They have a bad influence on you."

...are examples of a very specific type of influence ... and that is manipulation. We know this kind of influence very well from our own lives.

The term manipulation is composed of the Latin word manus for "hand" and plere for "fill" and in that sense means "the handling". In this meaning, the term is still used in technology today.

Definition: Manipulation describes a "form of influencing other persons for one's own advantage".

As a child, you start nagging and defiantly sit on the floor when your parents say "no" to sweets or toys in the supermarket. That's when you try to manipulate the parents in the hope that they will give in, and you will get your way.

As a boss who wants to increase the motivation of employees and holds out the prospect of a salary increase to them.

Or school pupils who are told by the teacher that there will be no homework if everyone cooperates diligently in class.

Is manipulation then negative? You might think so, but every action you take with an ulterior motive is a kind of manipulation. So, you would only never subject your fellow human being to "mind games" if you yourself acted uninterruptedly and 100% selflessly.

Hand on heart: Does this apply to you? So, there is no shame if it does not apply. Presumably there will hardly be any people who could answer this question in the affirmative without lying.

## Text work on the topic of manipulation worksheet Text 1

### Exercises:

1. Find out who influences and who is influenced.
2. How do they go about influencing the person?
3. Draw a kind of simple genogram that shows the different relationships and intentions (+ positive; - negative) of the persons in relation to the others. To do this, work with the people who have the same text as you.
4. combine the "mini" genograms developed in exercise 3 into one big genogram and add further relationships if necessary.

Essozimna is in a playground with his class and is eager to play football with his classmates. Edem, his best friend, is there as usual. Tulu also wants to play right away because she loves all kinds of sports. But since the 3 of them can't play yet, they look for other people. Edem goes to Akono and Zola's teammates and convinces them to play. In return, he offers that he and Essozimna will play a few rounds of hide and seek with them after the football match, because he knows that Zola and Akono were planning to ask everyone to play hide and seek as usual. Essozimna and Zola nod and run straight to the football field. Edem was able to convince Aluna in the meantime. Nio and Abeni could also be persuaded. Being very good at math, Tulu has offered to do the math homework for them if they play football with her.



## Text work on the topic of manipulation worksheet Text 2

### Exercises:

1. Find out who influences and who is influenced.
2. How do they go about influencing the person?
3. Draw a kind of simple genogram that shows the different relationships and intentions (+ positive; - negative) of the persons in relation to the others. To do this, work with the people who have the same text as you.

Kiano is at a playground with his class and wants to swing. However, as all 3 swings are occupied by Mara, Tayo and Lamia, he unfortunately does not have the opportunity to swing. Kiano thinks of something, goes to Tayo and tells him that he will get a bar of chocolate from him afterwards if he is now allowed to swing for 30 minutes.

Tayo accepts and lets Kiano swing. Tayo goes to the sandpit and sits down with Amari and Simba, who are building a sandcastle. Tayo asks if he can help build the sandcastle. Amari and Simba, however, only want to build the sandcastle with the 2 of them. Tayo then starts to nag and beg loudly. But even that doesn't convince Amari and Simba. Finally, Tayo goes to his teacher Mrs. Azikiwe and complains that Amari and Simba won't let him build a sandcastle. Mrs. Azikiwe calms him down and says that he can go to Aluna's climbing frame to romp around. Tayo shakes his head, however, and desperately wants to build a huge sandcastle together with Simba and Amari. He comes up with something. Tayo runs to Malaika, who has a shovel, and asks her to lend it to him. Since Malaika doesn't need her shovel right now, she gives it to him. Tayo thanks her and goes back to the sandpit to Amari and Simba. Once there, he shows them both his shovel and says that he can fill the buckets with sand faster and better than both of them together with their hands. Simba and Amari then let him help build.

### Text work on the topic of manipulation worksheet Text 3

#### Exercises:

1. Find out who influences and who is influenced.
2. How do they go about influencing the person?
3. Draw a kind of simple genogram that shows the different relationships and intentions (+ positive; - negative) of the persons in relation to the others. To do this, work with the people who have the same text as you.

Aluna is in a playground with her class, romping around on a climbing frame, until she is asked by Yaris if she would like to play football with him and a few others, as they are still missing someone to form fair teams. Since Aluna is not good at playing football, she refuses. Yaris, on the other hand, persists and says that he can put in a good word for her with Simba, because he knows that Aluna is in love with Simba. Aluna nods and goes with Yaris to the football field.

The teams have been chosen fairly by Yaris and Bijan. Yaris' team is made up of Aluna, Zola and Nio, and Bijan's team is made up of Abeni, Akono and Tulu. Aluna does not want to play on the field but prefers to play in goal. However, because their team already has a goalkeeper, Nio, she talks to him and says that although Nio is better than her both in goal and on the field, Aluna cannot shoot well and says that it would make more sense if she were allowed in goal because she can catch very well. Nio thinks of the team and lets Aluna in the goal.

## Text work on the topic of manipulation worksheet Text 4

### Exercises:

1. Find out who influences and who is influenced.
2. How do they go about influencing the person?
3. Draw a kind of simple genogram that shows the different relationships and intentions (+ positive; - negative) of the persons in relation to the others. To do this, work with the people who have the same text as you.

Zola and Akono are in a playground with their class, swinging. The third and last swing is occupied by Kiano. Zola and Akono have been best friends since class 1 and are virtually inseparable.

Kiano can't abide Akono because Akono has more to do with Zola than he does. Since Zola knows how Kiano feels about her, she lets him fetch food and drink for her every now and then. Zola plays with his feelings without really realizing it. She gives him a look every now and then that makes Kiano feel very important to her. Akono thinks the way she treats Kiano is unfair, pulls her off the swing and tells her that one does not play with other people's feelings. Zola also wouldn't like it if someone she thinks is great played with her feelings. Zola is interested, but not what Akono has to say about it. They are best friends, but Zola does what she wants. Akono is a bit annoyed and doesn't want to swing with Zola anymore and goes to Malaika. He asks if she would like to build a sandcastle with him. Malaika says that she would like to, but she has just lent her shovel to Tayo. Akono shrugs and drags Malaika to the sandpit to build a sandcastle, since they each have 2 healthy hands and don't necessarily need a shovel. When Tayo sees them, he offers to join their sandcastle. Amari and Simba, however, are not thrilled with the idea and withdraw Tayo's offer, saying that they are already enough and that he too was just an exception. Tayo gets up and walks a few steps towards Malaika and Akono and tells them that the 3 of them will start a new sandcastle that will be much bigger and nicer than the one Amari, Simba and he have. Akono and Malaika are happy that Tayo has turned his back on Amari and Simba.

## Mechanisms of influence

How is influence exerted?

- Arousing attention (through compliments, provocations, confusion, etc.)
- Calls to action.
- Showing feelings
- Use behavioural models, benefit from positive feelings.
- Figurative language, posture, language level
- Awakening needs and or desires, threatening, intimidating, frightening



Example: A camera crew filmed a stubborn sheep on a dyke, which could not be urged to move despite shouts and a few claps.

A clever team member approached a sheep slowly and deliberately, held a bit of grass in his hand and used it to attract the sheep in the desired direction. The animal immediately ran after the camera team member of its own free will, in the direction it had refused to go before.

## Method 7: Experiences of discrimination



Understand experiences of discrimination of one's own gender and of the other gender; clear distinction between experiences of discrimination of women and men.



From 12 years old



Poster and pens.



70 Minutes



Writing-oriented method:  
The method is not  
appropriate for illiterate  
learners to this level.

Seminar phases: This learning phase is appropriate.

**Procedure:**

The large group of participants is divided into 2 subgroups. The aim is to deliberately mix male and female participants. The exercise for both groups is to think about where they have felt discriminated against in their daily lives. These experiences should be collected on a poster by the respective subgroup.

A wide variety of experiences of discrimination can be collected on the posters. After 40 minutes, the participants are asked to present their posters to the other group. The presentation of the first group is discussed openly in the large group shortly afterwards. The second sub-group then presents its poster directly afterwards. Now the presentation of the second group is also discussed independently of the first. After this step, connections between the two presentations of the posters are determined; there should be some commonalities here, which both groups have mentioned, for example. The aim is to bring together the results of the two subgroups so that the entire large group of participants can identify with the others and realise that, for example, their own problems also represent the problems of the others. This creates a sense of togetherness and belonging.

Both posters should be the last to be clearly visible in front of the whole group of participants. Now the facilitator leads a discussion to ask the participants to again point out their own formulated similarities and perhaps also differences between the two posters. It is also important that the participants can also identify with the experiences of discrimination of the other group.

Important notes for this method:

- Make it clear to participants that all experiences of discrimination are bad and that people with some traits cannot simply discard or hide them.

## Method 8: Protection from attack

	Promote the sense of responsibility and cohesion of the group.
	From 10 years old
	None
	5 - 10 minutes per round



Language-oriented method: appropriate for illiterate learners

Seminar phases: The method is appropriate in the development phase.

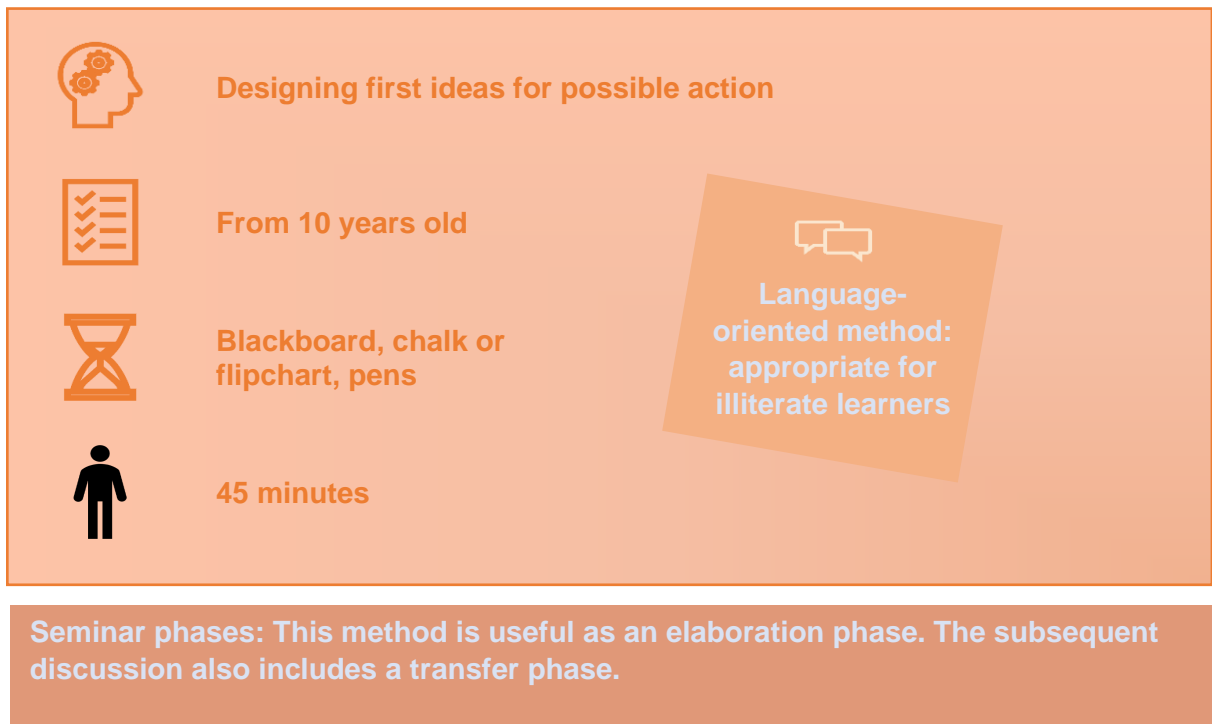
### Procedure:


The participants designate three people: One to protect, one to literally "attack" and one to lead the rest of the group.


In the first step, the group joins hands. The person leading is the first link, the person to be protected is the last link in the chain. The three selected persons then position themselves in the room or, depending on the possibilities, in the free nature. The attacker positions him/herself on the other side of the room or in the open air opposite the group with the person to be protected in a position about 5 meters away. As soon as the leading person gives a signal, for example claps his/her hands, the exercise begins. The "attacking" person now tries to catch the person who is being protected. The person leading the group, together with the others, must now try to keep the person being protected away from the attacker with the help of the others. The objective is for the people between the leader and the person to be protected to stand between the "attacking" person like a kind of wall. However, the person in the lead must communicate this to the other group members so that they can also carry out the instruction. The concrete goal of the exercise is that everyone has a specific exercise and tries to work together to protect the person to be protected with the help of the leader's instructions. Different roles are also to be played by the participants.


For example, the person who "attacked" in the first round could be the person to be protected in the next round.<sup>10</sup>


### Method 9: Counteracting discrimination




 **Designing first ideas for possible action**

 **From 10 years old**

 **Blackboard, chalk or flipchart, pens**

 **45 minutes**

 **Language-oriented method: appropriate for illiterate learners**

**Seminar phases: This method is useful as an elaboration phase. The subsequent discussion also includes a transfer phase.**

#### Procedure:

In the plenary session, the participants collect knowledge and thoughts, which in their opinion could lead to an improvement against discriminatory behaviour, either by calling out or by sending messages. The following questions, such as:

- Where should something be changed?
- What ideas do you have for this?

will be clarified.<sup>11</sup>





<sup>10</sup> cf. (Regenbogenschuttkreis, 2012)


<sup>11</sup> cf. (Forschungsinstitut betrieblicher Bildung, 2018, p. 20)

The person in charge collects the results on the board or on a flipchart and visualizes the mentioned ideas thematically sorted as well as in an appealing form. When all the participants' ideas have been collected, the four phases are followed, which are as follows:

1. In the first phase, the ideas of the participants are collected.
2. In the second phase, the ideas are tested for their feasibility, and it may happen that certain ideas are already discarded.
3. In the third phase, the best ideas are decided. Criteria such as: Which ideas can best be put into practice and retain their impact in the long term?
4. In the fourth phase, the remaining ideas are concretized, whereby the following questions can be used as orientation: Who could do what, when, in what form? In which place, with whom?

#### **Method 10: Calling for support against discrimination.**

	<b>Intensive engagement with ideas from point 4.</b> The I-P-E-K method; finding ways to implement; realization by participants and non-participants that: many blanket opinions and beliefs are far back in history and no longer compatible with today.
	From 12 years old
	Posters, flashcards
	90 minutes



**Writing-oriented method:**  
The method is not appropriate for illiterate learners to this level.

**Seminar phases:** This method is appropriate as a learning phase. The subsequent discussion also includes a transfer phase.

#### **Procedure:**

The participants will be given the following sources in printed or, if possible, digital form (see bibliography for exact sources):

- Sadaqi and Diekhans, (2021)



- Mättig (2020)
- United Nations - International Decade for People of African Descent (2015-2024)

The participants' exercise is now to work out the main contents of these texts and write them down on a poster. The focus should be on the following contents:

- which rights have discriminated people gained according to the sources?
- Which rights/circumstances still need support?
- Which options for action are there?
- How can fellow human beings be called upon to support these options for action?

Once the participants have completed the posters, the results obtained should be presented to other people, ideally in public. The public, therefore, is very appropriate, because it draws more attention to the posters and the topic. In addition, everyone can identify with the issue and thus have something to do with it and want to create change.

Possible options for action that could be presented would be, for example, to put women's rights on an equal footing with men's rights already in primary school, so that the children learn from the very beginning that all genders have the same rights. Further considerations would be relevant for the daily family life, in which the equality of rights learned at school is also lived. It would not be helpful if children learn at school that all genders have the same rights, but this is not applied in the real world, for example in the family.

Of course, such steps also require governmental and societal changes, which are much more complex to implement, but this method is meant to serve as a first concrete option for action and to convince other people of this.

Contact with people from other social groups or nations should reduce prejudices and lead to changes in behaviour and attitudes in relation to one's own and the foreign culture. But intercultural learning processes do not take place easily and without problems. This naïve contact hypothesis is refuted by the fact that increased prejudice occurs during encounters. Diether Breitenbach was able to prove this in a study in 1975. Namely, that these desired learning processes do not automatically take place in international encounters. In his study, initiated by the Federal Ministry for Youth, Family and Health, the effectiveness of international exchange projects

was evaluated. Nevertheless, the goal should be that intercultural learning takes place in international encounter projects (cf., Gebbert 2007).

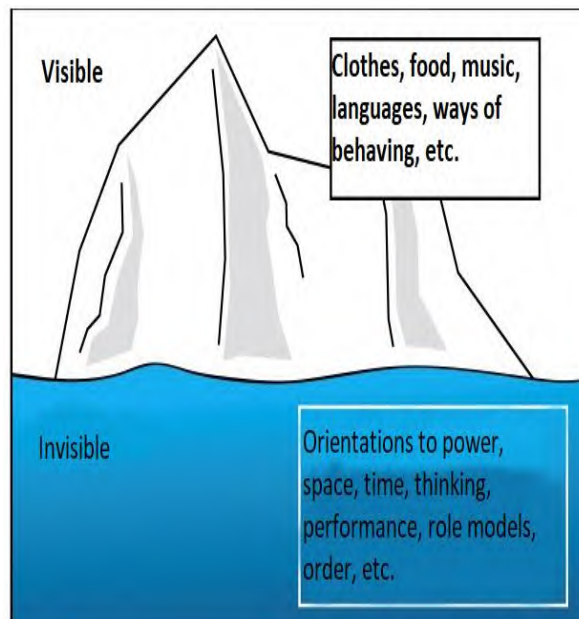
In the 1990s there was a real boom in concepts, methods and new business models. Despite the criticism that challenges of living together were only considered from a cultural point of view and that political questions and social problems were excluded, there are nevertheless different approaches in intercultural education. And thus, also diversity-oriented approaches with the aim of shaping democratic and pluralistic societies.

<b>Developing knowledge, reflecting on it, sharing it</b>
Identify and describe individual and common aspects
Identify migration as a multi-faceted phenomenon affecting many people and give examples of it
Identify the equivalence of languages and name them by examples
Analyse one's own life situation, distinguish between changeability and fixity, relativise one's own positions. To question well-known points of view and adopt other perspectives
Identify and name prejudices
<b>Developing an attitude</b>
Show acceptance and appreciation towards other cultures
Have the fundamental equality of all people as a basic attitude
<b>Evaluate, decide, implement</b>
Take a stand on situations, evaluate according to different evaluation criteria.
React to racist and Eurocentric prejudices
Plan, implement, reflect and maintain measures against racist prejudice.

Source: Kompetenzlandkarte Interkulturalität,  
[www.bmb.gv.at/schulen/unterricht/uek/interkult\\_kl\\_25729.pdf?4dzgm2](http://www.bmb.gv.at/schulen/unterricht/uek/interkult_kl_25729.pdf?4dzgm2)

The learning content of intercultural learning includes both cognitive aspects and affective reference points (for example, the ability to empathize and change perspectives, tolerance of ambiguity) as well as action-related skills (for example, being able to deal with different communication styles).

A very well-known model in intercultural learning is the iceberg model. It forms the visible and invisible aspects of culture (upper and deep structures) (cf., Zentrum polis, 2016).



## Racism and prevention

Racism is a type of discrimination. People are discriminated against, excluded and devalued because of their origin, skin colour, hair, name or language. Racism is the idea that different races exist within people and is the invention that these "races" have an order or sequence (cf., bpb n.d.) There are several ways to prevent racism. Prevention in the case of racism can mean preventing effects of racist thinking and structures and also dismantling this thinking and these structures. For example, racist structures can be processes in companies that make it more difficult for people affected by racism to get a job there. Educational professionals very often report a variety of incidents of contempt, discrimination and racism in classrooms and youth spaces. Among them are mostly devaluations of certain groups of people and discriminatory statements on the part of young people. Apparently, there is also an increasing questioning of democratic values, the teacher himself and his educational material. Current socio-political discourses, including the treatment of refugees and the debates about freedom of expression also have an impact in the educational spaces and pose a challenge for teachers. It is also apparent that pupils also address their own experiences of discrimination and thus make them visible. Still other pupils ask the teacher about their own position on the events or ask for information on certain topics (cf. Georg 2021).

An example of how racism occurs more often would be how Black and/or Muslim children are routinely underestimated at school. Such cases of racism happen more

frequently to individuals and accordingly need to be made visible as systematic discrimination first. Therefore, certain model projects (in Germany) have been decided by the federal program "Demokratie leben!"(Live Democracy!) in the thematic field of "Racism and Racist Discrimination". These models are to develop and test innovative approaches and methods in order to

1. strengthen the competence of institutions and educational institutions to act,
  2. strengthen the competence of individuals affected by racism (empowerment),
- and contribute to raising consciousness of racism as a social problem (cf. Bmfsfj 2018).

**Module 2:**  
**Follow-up to responsible sexuality**

#### **4.2. Follow-up to responsible sexuality**

One of the direct consequences of the lack of follow-up to responsible sexuality is indisputably "unwanted pregnancy" with its consequences, as outlined below.

##### **"Unintended pregnancy"**

According to the WHO, 16 million girls between the ages of 15 and 19 give birth each year. Another million girls are under the age of 15. Despite puberty, girls at this young age are not sufficiently prepared physically for pregnancy. For example, their pelvis is still too narrow. Complications during pregnancies and births at too young an age are one of the most frequent causes of death among girls between 15 and 19 years of age. Not only the mother but also the child can succumb to such complications. Because the pelvis is still too narrow, the baby is not supplied with enough oxygen. In addition, teenage mothers are more likely to have babies who are underweight or born prematurely. The mortality rate of these babies is 50 percent higher than for new-borns of mothers between 20 and 30 years of age.<sup>12</sup>

Underage mothers are usually burdened by multiple psychosocial and biological factors due to puberty. A possible pregnancy and the accompanying hormonal changes contribute to this in a negative sense. The likelihood of a mental illness occurring is therefore increased. In addition, adolescence is a risk period in which mental illnesses manifest themselves. These often also affect the health of the children.<sup>13</sup>

Through Pregnancy and motherhood often interrupt the completion of a school career. Young mothers must hope for financial support from their parents and are also covered by youth welfare and state benefits in Germany.<sup>14</sup>

According to a study by the BZgA (Federal Centre for Health Education) "She is still half a child herself", most underage pregnant women are affected by great stress as they must struggle with lack of sleep, exhaustion, restriction of social activities, economic pressure and role insecurity. It is then understandable that many partnerships and parenthood are put to the test. However, according to the study,

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<sup>12</sup> cf. (Plan International)

<sup>13</sup> cf. (Haerty, Hasbargen, & Anthuber, 2004)

<sup>14</sup> cf. (Sexualaufklärung, p. 14)

underage child fathers are more likely to plead to have the child and continue to be present or in many cases even more present than before. In many cases, the desire to have a child comes from them.<sup>15</sup>

The WHO estimates that 830 women die every day from preventable complications during pregnancy and childbirth. 99 per cent of these deaths occur in developing countries. Quality medical care before and after birth can save the lives of mothers and babies.<sup>16</sup>

These facts show the urgency of awareness-raising work. It is important to reach young men particularly, to promote their respect for the opposite sex and to make them aware of their responsibility in contraception and family planning, just as women are.

In this part of the methods folder, the main point is to sensitise adolescents and young adults to what it means to become a mother or father. They should be emotionally prepared for this case and experience the positive as well as negative positions to be able to deal with them critically. Having a child is not something you can just put away or give back. It means responsibility, maturity and stress! A child needs shelter, food, care, love and, ideally, both parents doing everything for their child. Young mothers and fathers in particular frequently do not know what is in store for them. They have not yet finished their youth and are already being drawn into "adulthood". Nevertheless, it is possible to raise a child in a wide variety of situations and life situations.

Furthermore, this part is meant for the genders to get to know each other in a different way. They should express opinions and feelings on the topic of pregnancy and thus look at new perspectives. This folder is intended to do preventive work to prepare adolescents and young adults emotionally for a possible pregnancy. Education on correct contraception is indispensable here, because at first glance and according to their own assessment, adolescents and young adults seem to be sufficiently informed in general, but in detail there are often deficits here.

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<sup>15</sup> cf. (Sexualaufklärung, p. 7)

<sup>16</sup> cf. (Unicef, [www.unicef.de](http://www.unicef.de) )

Information boxes on the topics of contraception, pregnancy and parenthood are listed for the various methods and are intended to serve as learning material.

A basic requirement for working with the methods listed here is the creation of a relaxed atmosphere that enables a discussion about sexual issues. Some introductory games are listed for this purpose. The selection of methods should motivate both the ambassadors and the participants to deal intensively with the topics of sexuality, pregnancy and "being a parent".

In order to ensure an optimal implementation of the methods, the following rules should be agreed upon in advance:

- Mutual respect
- What is said remains in the room
- Voluntariness in every exercise
- Laughter is allowed - laughing at each other is forbidden!

## **Bonding**

As an introduction to the topic, we first go into the field of human bonds. We look at bonding in a comprehensive sense. When we talk about bonding, we are often talking about the early parent-child relationships. These lay the foundation for the bonding and relationship experiences we have during our lives. These first experiences have a formative influence on how we deal with ourselves and with what attitude and expectations we encounter the world and our fellow human beings - also in partnerships.

In this section we would like to convey basic knowledge about bonding in childhood and encourage reflection on our own experiences of attachment. It is important to deal with this topic in order to understand oneself and others better, to be able to classify the past and to be available to one's own children for a good bonding.



Bonding paradigms can have an impact on the partnership. The old, insecure experiences can be a difficulty for new relationships. But changing old paradigms is possible through, for example, a new bonding relationship in a loving partnership.

Source: cf. (Berger, 2018, p. 70)

The readiness to be bonded is innate. The quality of a child's bonding to its caregiver can vary greatly. These differences affect the whole life of the child. Bonding experiences are internalized and have consequences for a person's feelings, behaviour and goals.

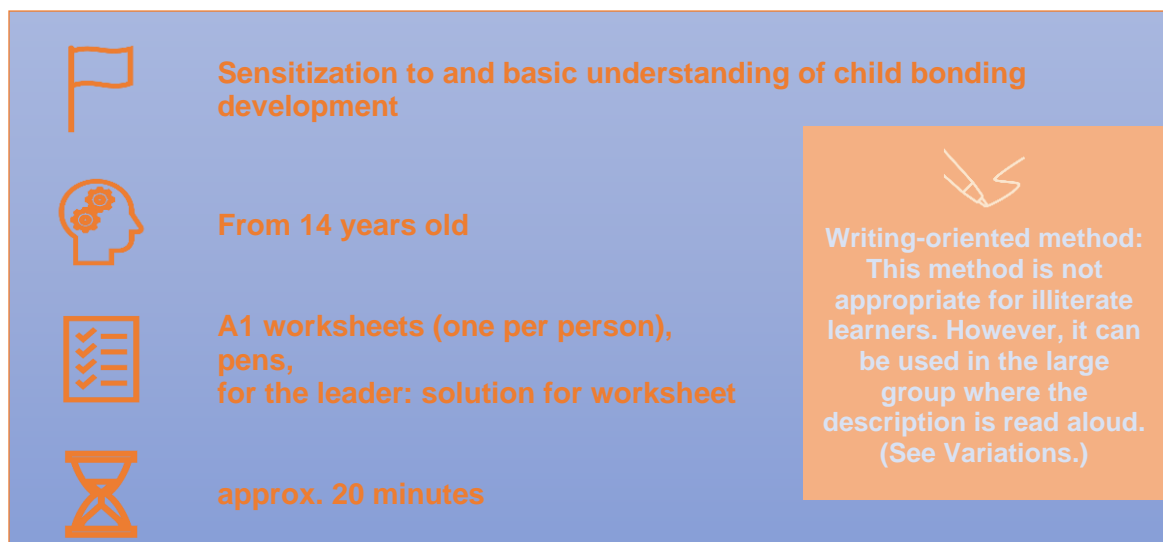
Source: cf. (Grossmann & Grossmann, 2012, p. 31)

Bonding is a "close emotional, prolonged relationship with specific people that is intended to be both protective and supportive where possible". The main caregiver is the one who cares most about the child. Among other things, she/he should help the child to regulate his emotions and support him when he is insecure or sad.

Source: cf. (Lengning & Lüpschen, 2019, p. 11)

## Methods for Module 2

### Method 1: The four stages of bonding



Seminar phases: The method can be used in the entry phase. They provide basic knowledge about the bonding phases in childhood.

#### Procedure:

A worksheet is handed out to each person. These worksheets can be found in the appendix. Depending on preference and group size, the assignment work can be done individually or in groups. On the worksheet, the four stages of the bonding process are described, and four examples are explained, each belonging to one stage of the bonding process. The participants are given about 10 minutes to classify the examples according to the phases. Afterwards, the results are discussed with everyone and compared with the solution. Finally, the exercise can be reflected on.

#### Variations:

If the participants cannot read, the method can also be used in the large group from the beginning: One person reads out the description of the first bonding phase and then the four examples. The participants can then think about and orally discuss which example belongs to this phase. The same model is followed with the other bonding phases.

## Reflection:

After discussing the results, participants can reflect together. Was there anything about the bonding phases that surprised you? Have you ever experienced similar situations as described in the examples?

Babies have an innate **bonding system** and the caregivers (e.g. the mother) have a corresponding **care system**.

The baby thus communicates its needs and sensitivities through certain behaviours.

Source:

cf. (Henzinger, 2017, p. 197 f.)



## Attitude of the bonding and care system <sup>17</sup>

### Bonding system (of the baby)

Looking for  
Sucking  
Clinging  
Protesting during separations  
Calling  
Crying  
Shouting  
Snuggling up  
Social smiling  
Following

### Care system (der Caregiver, e.g. mother)

Taking up  
Breastfeeding  
Stroking  
Comforting  
Cradling  
Singing  
Addressing  
Carrying  
Feeding  
Caring

<sup>17</sup> cf. (Henzinger, 2017, p. 197 f.)

The two systems function particularly well when the caregiver behaves sensitively. **Sensitivity** means that the caregiver perceives the baby's needs, interprets them correctly and responds directly and appropriately. Babies who are responded to sensitively cry less overall and have more extensive ways of behaving. In addition, these babies move freely and begin to explore their immediate environment. In addition to a sensitive response to their signals, children need physical support, loving touch, and the experience of being seen and understood with their communications. Children are capable of bonding from birth. In order for them to remain capable of bonding, they need at least one reliable person who gives them inner security.

"The easier it is for parents to respond to the needs of the little (...) being, the more security it experiences and the more self-sufficient and independent it can become as a result!"

Source:(Henzinger, 2017, p. 200)

The bonding experiences that the child has with its caregivers (e.g., the mother) are internalized by the child and develop into a bonding model. Depending on the quality of these bonding experiences, the child develops a (1) secure, (2) insecure-avoidant, (3) insecure-ambivalent or a (4) disorganized bonding<sup>18</sup> (cf. Julius et al. 2009: 14).

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<sup>18</sup>(Julius, Gasteiger-Klicpera, & Kißgen, 2009)

**Sensitizing for basic understanding of children's bonding models**

- From 14 years**
- A2 worksheets (one per person), pens, for the head: solution to the worksheet**
- Approximately 25 minutes**

**Writing-oriented method:**  
The method is not appropriate for illiterate people to this level. However, it can be used in the large group. (See Variations.)

Seminar phases: This method can be used as an introduction to the topic. It provides basic knowledge about the child's bonding paradigm.

### Procedure:

A worksheet is handed out to each person. Depending on preference and group size, the task can be done individually or in groups. On the worksheet, the four bonding types are described, and four examples are given, each of which belongs to one of the bonding types. The participants are given about 15 minutes to classify the examples according to the phases. Afterwards, the results are discussed with everyone and compared with the solution. Finally, the exercise can be reflected on.

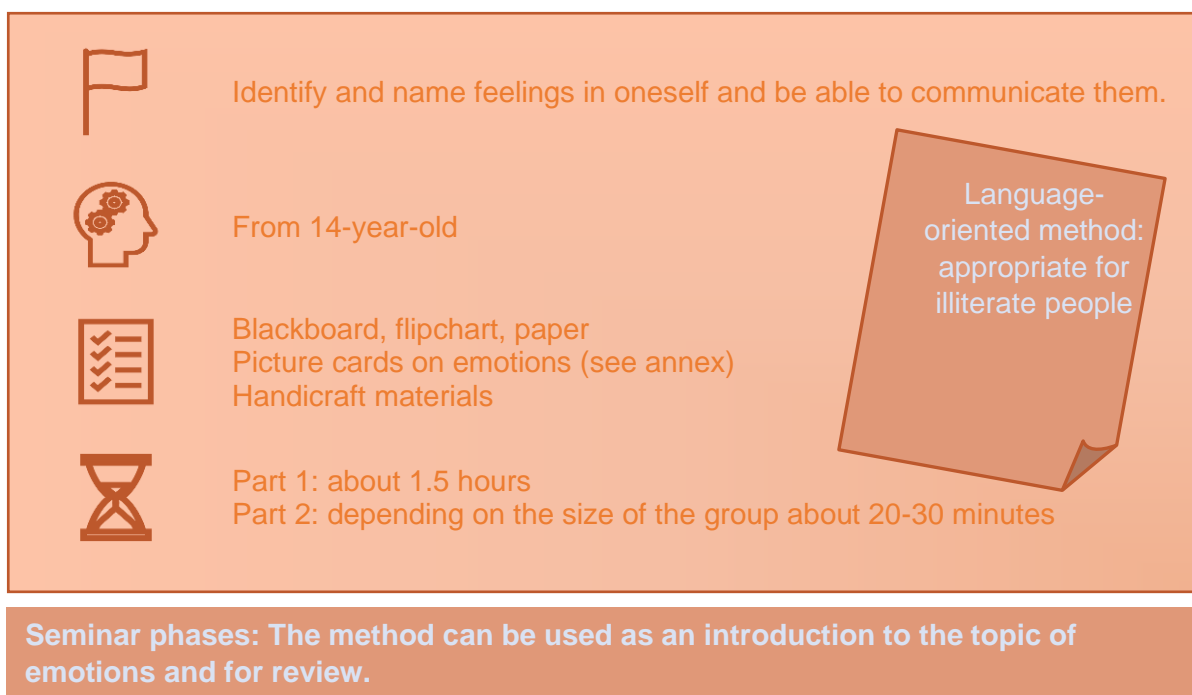
### Variations:


If the participants cannot read, the method can also be used in the large group from the beginning: One person reads out the description of a bonding model and then the four examples. The participants can then think about and discuss which example belongs to this bonding type.


### Follow-up:


After discussing the results, participants can reflect together: Did anything surprise you? Have you ever experienced similar situations as described in the examples?


### Method 3: Recognizing feelings.



 Identify and name feelings in oneself and be able to communicate them.

 From 14-year-old

 Blackboard, flipchart, paper  
Picture cards on emotions (see annex)  
Handicraft materials

 Part 1: about 1.5 hours  
Part 2: depending on the size of the group about 20-30 minutes

Language-oriented method:  
appropriate for illiterate people

**Seminar phases:** The method can be used as an introduction to the topic of emotions and for review.

#### Procedure:

**Part 1:** The first step is to talk together about basic emotions. We recommend: Joy, love, fear, anger and sadness. However, a different selection (see annex) can also be made. The participants go through one emotion after the other and create a mind map for each emotion. The participants can freely express what they associate with the feeling (e.g. sensations, triggers, thoughts, physical reaction, impulses to act) and the points are collected in the mind map. In the second step, the participants receive the overview from the annex as an orientation aid in daily life and in the group context.

**Part 2:** It would be desirable if a welcome exercise could be established at the beginning of the group meetings in which everyone can express how they feel today. For this it is helpful to create a picture card for each emotion. Either the example pictures from the annex can be used, or the participants can design the cards themselves (e.g. paint, make handicrafts, cut out or create photos, as in the example below).



### Components of emotions

Emotions are made up of several parts. How strong an emotion is also depending on how many of these components are active at the same time.

Firstly, the **emotion** itself (e.g. fear, guilt, shame, joy).

Secondly, from **perception**, as we perceive certain information more strongly that goes with our feeling. For example, if we are afraid and surrounded by many people, we are more likely to perceive them as threatening.

Thirdly, there are **thoughts** and memories that are evoked from previous experiences. Often, we are not aware of these - but they can narrow our thinking.

Fourthly, from the **body reaction**, because we show a certain facial expression and posture that corresponds to our feeling. The stronger the emotion, the more the body reacts with, for example, a racing heart, rapid and shallow breathing, sweating or stomach-ache.

In addition, an **urge to act** arises in line with the feeling - we get an impulse to do what next. For example, fear can cause the impulse to flee, and anger can cause the impulse to defend or take revenge.

Source: cf. (Bohus & Wolf, 2009, p. 185f.)

**Variations:** If the group does not know each other well enough yet, only the first part of the exercise can be done. The establishment of a welcome round can then also take place at a later stage.

## Empathy:

Empathy is important for partnership ability, because through it you can better understand and handle some situations in the relationship. If you know or can even understand why your partner acts or reacts the way they do, it is easier to resolve conflicts, for example.

**Empathy** describes the presumed perception of feelings in another person. However, how a person might feel in a certain situation can only be empathized by another person who already knows and has experienced these feelings themselves.

Empathy is also an ability that not everyone possesses and that is developed to different degrees in different people. The extent to which this ability is present depends on many different factors, such as the bond with parents in childhood or the relationship with other people. These include, above all, affection for other people or any similarities that may exist.

Source: cf. (Altmann, 2021)

## Method 4: Card conversation



Participants should be cannibalized to the issues, be able to speak openly and identify commonalities.



From 13 years old



Cards with different statements  
(see "Possible card topics")



30 minutes



Language-oriented  
method:  
appropriate to  
people who are  
illiterate.

**Seminar phases:** The method can be used in the entry phase.



**Procedure:**

Cards are prepared in advance with different sentences on them. These cards are distributed on the floor. At a signal, the group starts walking through the room. At another signal, two people meet at a card. Now the cards are to be used to talk about the respective topics. Opinions and thoughts can be expressed. Each person should have spoken to three different people on at least three cards. The different opinions on the topics give the other players the opportunity to take different perspectives in order to sensitize themselves to the topics. Afterwards, the large group can discuss some of the statements or clarify questions. If anyone feels uncomfortable, doubts can be discussed and sorted out.<sup>19</sup>

**Variations:**

If some participants cannot read, the method can still be carried out by reading out the cards or using symbols.

**Possible card topics**

- I like to flirt.
- Sex without love is fine.
- It is important that parents educate their children.
- Contraception is a girl's thing.
- Teenagers are not well informed.
- I'm pregnant and I haven't told the father.
- The first time you have to have at least 15
- If my boyfriend/girlfriend cheats, I break up with him immediately.
- I'd rather be single than fall in love.
- .....

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<sup>19</sup> cf. (Klee, 2006, p.3)

**The first time**

- Girls can become pregnant before their first menstruation (monthly bleeding).
- Girls can also get pregnant directly during their first sexual intercourse.
- Talk about contraception before having sex for the first time.

Source: [www.loveline.de](http://www.loveline.de)

**No contraceptive method**

- It is not safe for girls and young women to calculate their fertile days and only use contraception then.
- Pulling the penis out of the vagina shortly before ejaculation is not a contraceptive method.
- The morning-after pill is not a contraceptive method.

Source: [www.loveline.de](http://www.loveline.de)

## Method 5: Opinion ray

	Learn about the opinions of the participants and stimulate discussion among themselves.
	From 14 years old
	A large green leaf with the inscription "Vote in favour"; a large red sheet of paper with the words "Do not agree"; a space with plenty of room (outside); Prepared statements (see "Possible statements");
	20 – 30 minutes



Language-oriented method: appropriate to illiterate learners

**Seminar phases:** This method is particularly useful in the entry phase.

### Procedure:

The green and the red sheet are placed/hung up in two opposite corners of the room. Statements about pregnancy, contraception and family planning are read out and the people present position themselves according to their opinion: either in one corner of the room towards the green sheet "agree" or in the other corner of the room towards the red sheet "disagree". Those people who are not quite sure of their opinion position themselves in the middle or rather in the direction of "agree" or "disagree". Afterwards, opinions on the corresponding statements are asked from each corner of the room or in the middle. The different positions can be discussed with each other.<sup>20</sup>





### Follow-up:


The following questions can be used to stimulate a discussion. Which opinions are different in your group? What are the reasons for this? Could one group be convinced of the opposite by the other group during the discussion?

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<sup>20</sup> cf. (Haasler, 2015, p. 13)

## Method 6: Love house

	Small groups get into deeper conversations with each other; different points of view are to be discussed and taken into account; different perspectives are to be considered.
	From 14 years old
	per group: seven solids strips of paper made of chipboard or cardboard; a DIN A2 poster or similar similar; edding or felt-tip pens and glue.
	60 minutes



Writing-oriented method:  
The method is not appropriate to this extent for illiterate learners. However, it can also be done and discussed orally. (See variations)

**Seminar phases:** This development phase is appropriate. With subsequent reflection, parts of the transfer phase are also included.

### Procedure:

In this method, a love house is developed in small groups. The participants can add their own ideas and values which are important to them in a relationship, partnership or family. The small groups agree on the terms they will use to label the seven components of the house. The participants stick the labelled paper strips onto the A2 cardboard to form a house. At best, the house should consist of a cellar, a foundation, two walls, a ceiling and two parts of a roof. It is advisable to carry out this method separately for the genders in order to identify stronger differences in the large group. Later, each group can present its "love house" in plenary. Differences can be discussed and debated here.<sup>21</sup>

<sup>21</sup> cf. (Lindinger & Breitwieser, 2013, p. 1 f.)

**Variations:**

Illiterate people can be placed and integrated in the small groups by making an oral contribution and having someone else write for them. The method can also be done orally as a whole so that there is no house.

**Example of terms**

- Love
- Loyalty
- Jealousy
- Equality
- .....

**Example home**

## Partnership

- Jealousy is normal. However, too much jealousy can lead to you getting on each other's nerves and restricting your freedoms.
- A relationship cannot function without trust.
- In every relationship there are fights and arguments.
- Talk about your feelings and problems.
- Find a middle ground and solutions that work for both of you.

Source: [www.loveline.de](http://www.loveline.de)

## Method 7: Dream woman - Dream man



Experience own understanding of roles; identify and question role requirements for women and men



From 14 years old



Per group: wallpaper roll in size; edding or felt tip markers; scissors



60 minutes



Writing-oriented method:  
The method is not appropriate for illiterate people to this extent. However, it can be done orally, or symbols can be used. (See variations)

**Seminar phases:** The mind map is useful in the development phase. With subsequent reflection, parts of the transfer phase are also included.

**Procedure:** The group is divided into gender-separated small groups of about 5 people. The smallest person in the group lies down on a roll of wallpaper and the other participants draw the outline of the person. Afterwards, the dream mother/father can be labelled and painted according to the participants' ideas. The focus here is less on the appearance, but rather on the characteristics and traits that each person

would like their partner to have for their own child. Afterwards, the pictures are presented in opposite-sex groups, followed by a discussion.<sup>22</sup>

### **Variations:**

Character traits can also be painted instead of written on the painted person. It is important not to draw physical characteristics (e.g., hair colour) but to refer to the character traits.

#### **Love relationship**

- A relationship is more durable if you trust each other and talk to each other.
- On the one hand, you should accept your partner as he/she is. On the other hand, you may also say what disturbs you and should also be prepared to reflect on yourself in order to be more capable of having a relationship.

Source : cf. [www.loveline.de](http://www.loveline.de)






### **Follow-up:**

The following conversation questions can stimulate the dialogue: What is important to me? What differences and similarities are noticeable within gender? What is dream, what is reality? How can we agree and find a compromise despite differences?

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<sup>22</sup> cf. (Love life, sexual education and prevention work)

## Method 8: Pregnant women report

	Concrete confrontation with a pregnancy situation	 Writing-oriented method: The method is not appropriate for illiterate people to this level. However, it can be done orally by asking the participants what they would answer to the questions.
	From 14 years	
	Short story with prepared questions on DIN A4; Eddings; pens; posters; notice boards; pins.	
	About 90 minutes	

**Seminar phases:** This method is useful as an elaboration phase. The following discussion also includes a transfer phase.

### Procedure:

Various short stories about pregnancies are read aloud to the participants. The boys and young men should try to put themselves in the men's situation and the girls and young women should try to put themselves in the women's situation. In (optionally gender-specific) small groups or in the large group, the participants discuss the case situations and discuss the questions listed below for themselves. Alternatively, the short stories can be handed out to the small groups in printed form, and they work on only one short story and present it in plenary. After about 15 minutes of small group work, the results are presented. If there is a gender splitting in the groups, some keywords can be written down as a result on the respective posters (blue, pink) in order to identify differences.<sup>23</sup>

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<sup>23</sup> cf. (Haasler, 2015)



## Questions

Questionnaire survey:

- For girls/women: How would I feel if I unexpectedly became a mother? What thoughts and fears would I have? How would I behave?
- For boys/men: How would I feel if I became a father? What thoughts and fears would come up? How would I behave?
- Who would I talk to about the pregnancy?
- What would my decision look like?

## Short stories

### Short story: Luena and Anani

Luena, 18, has been together with her boyfriend Anani, also 18, for some time now. So, this is not the first time they have been in each other's' hands. But this time it all went wrong. The condom broke. Both of them closed their eyes to the situation and told themselves that nothing would have happened. Meanwhile, Luena is missing her period and is struggling with morning sickness. She will report it to Anani today.

### Short story: Sira

Sira, 24 years old, is pregnant. But by whom? She remembers being at a party some time ago and having a one-night stand with a young man she barely knew and whose name she can't remember. She tries to track him down through the other people who were at the party. Complete success. She tells the young man named Ayo about the pregnancy.

### **Short story: Adisa**

Adisa, unintentionally pregnant by a married man with a family he didn't want to give up, but who is not allowed to know anything until today. Sometimes he desired the child, then again, he did not. She was torn between the two. Adisa had always wanted a child, but not without her father's support! And then there was the terrible discretion. Her existence was at risk, and she was not sure if she could be a good mother to the child. She tries to talk to the father again and he agrees to support her, but he still stays with his family.

### **How can a woman become pregnant?**

After ovulation, the egg can become fertilized for about 6 to 24 hours on its way through the fallopian tube into the uterus. Only during these days around ovulation can the egg be fertilized, and a pregnancy develop. Sperm cells can survive for more than 5 days in the uterus and fallopian tube. And the time of your ovulation can be delayed. So, you can get pregnant if you have had sex a few days before ovulation or the day after.

Source: [www.loveline.de](http://www.loveline.de)

### **Monthly cycle**

The menstrual cycle can vary in length for each girl. Normally it takes between 25 and 32 days. The cycle can be classified into two phases:

- 1st phase: the egg matures, and ovulation is triggered.
- 2nd phase: The mucous membrane in the uterus is prepared for the fertilized egg. If a fertilized egg does not implant, the built-up lining of the uterus detaches, and menstruation begins.

In a 28-day menstrual cycle, ovulation occurs around the middle of the cycle. It can also happen a few days earlier or later.

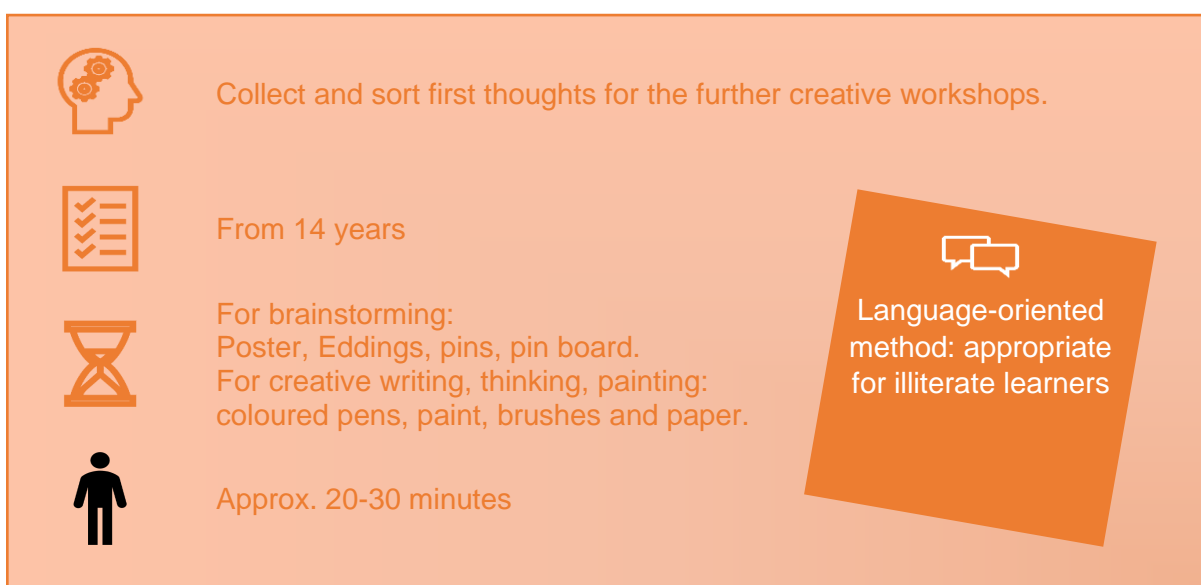
Source: [www.loveline.de](http://www.loveline.de)

## Method 9: Creative workshops on pregnancy, babies and parenthood






For the following workshops, the participants can be organized into small groups and work through the individual workshops one after the other so that all workshops are always occupied. It is also possible for everyone to work on the workshops together, one after the other.

As an alternative to creative writing, participants can also sing, write poetry, think and paint. Writing abilities are therefore not absolutely necessary.

### General brainstorming



The infographic is set against a light orange background. On the left, there are four icons: a head with gears, a checklist, an hourglass, and a person silhouette. To the right of these icons are four lines of text. Further to the right, there is a tilted orange box containing two speech bubble icons and text. The text in the box describes the method as language-oriented and suitable for illiterate learners.

	Collect and sort first thoughts for the further creative workshops.	 Language-oriented method: appropriate for illiterate learners
	From 14 years	
	For brainstorming: Poster, Eddings, pins, pin board. For creative writing, thinking, painting: coloured pens, paint, brushes and paper.	
	Approx. 20-30 minutes	

### Procedure:

Together in the large group or alternatively in small groups, a brainstorming session on the topic of pregnancy can be created. The topics that come up here are written, made or symbolized on a poster so that all participants have them in front of their eyes. The brainstorming creates an opportunity to collect ideas. Immediately afterwards, everyone writes or paints a text or a picture on the topic from the ideas gained. The results can then be presented. The presentation is voluntary; refusals are respected.

**Task:**

Write or paint a text, a poem, a picture or a story about pregnancy! Use ideas and terms from the collection of ideas (brainstorming). Not all words have to be used.

**"CHILDREN'S AND EARLY MARRIAGES"**

However, as increasing globalization creates worldwide interconnections between individuals, states, institutions and societies, their cultural views, values and legal concepts also collide. Such a collision is also taking place in the issue of closed children's and early marriages worldwide. For many states and their inhabitant, married children are hardly conceivable in today's world, but they are considered almost as permanent feature in other states where traditional religious, cultural or social views normalize children's marriages. Overall, the number of children married before reaching the age of 18 is estimated at 765 million girls and boys. The proportion of married girls in particular is enormous at 650 million, and a further 12 million girls under the age of 18 get married every year.<sup>24</sup> Every day, about 33 thousand girls are married, often without their consent. There is no universally accepted definition of child marriage. UNICEF defines child marriage/early marriage as "a formal marriage in which at least one of the partners is under 18 years of age". This allows the definition of child marriage/early marriage to be subsumed with the definition of forced marriage. Forced marriage or "forced marriages occur when at least one of the spouses is forced to contract a formal or informal marriage (i.e. contracted through a religious or social ceremony) by the use of force or the threat of a grievous evil, and is not heard or dared to resist with his or her refusal."

Forced marriage fundamentally violates and disregards the human rights of those affected, which are written down and recorded in the UN Convention on Human Rights, according to Article 16, which states the right to choose one's spouse. Furthermore, forced marriage is also an enormous violation of children's rights, because those affected lose their childhood before they reach the age of majority. Furthermore, there are a multitude of reasons for the legal refusal of child marriages. Marriage of minors often takes place worldwide, also in their home countries, illegally and also against the will of the minors.<sup>25</sup> But even with the consent of the minor to the

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<sup>24</sup>cf. (Unicef)

<sup>25</sup> cf. (Heiderhoff, p. 255)

marriage, this can have objectively serious consequences for the development of the minor that cannot be assessed by the minor, lead to early, biologically risky pregnancies in women, or mean the sudden end of childhood.<sup>26</sup> This denial of childhood and adolescence can potentially damage the psychological well-being and mental maturity.<sup>27</sup> Furthermore, there is an increased risk for harm of physical integrity in the form of sexual or household violence.<sup>28</sup> However, all this leads in any case to a possible violation of the general personal rights of Art. 2 of the German Basic Law, as well as - if only the German legal system could be understood as too specific here - of Art. 12 of the Universal Declaration of Human Rights, the sphere of freedom of the individual <sup>29</sup>, as well as the best interests of the child from Art. 3 and the purpose of Art. 19 and 34 of the UN CRC.<sup>30</sup> These globally valid standards and laws on human and fundamental rights can be understood in the context of ethical universalism as irreversible "basic rights", which apply regardless of culture, religion or other ethical concepts.<sup>31</sup> According to ethically universal moral evaluations, child marriages would thus be generally unacceptable and reprehensible.

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<sup>26</sup> cf. (unicef.de, 2020)

<sup>27</sup> cf. (Weltgesundheitsorganisation)

<sup>28</sup> cf. Ebd.

<sup>29</sup> cf. (International)

<sup>30</sup> cf. (unicef.de, 2020)

<sup>31</sup> cf. (Nida-Rümelin)

## Method 10: Brautpaarfotos bride & groom photos



The method offers participants a first introduction to the topic of child and early marriages.



From 14 years old



Photos of the wedding couples listed below in printed form; cards with adjectives.



5-10 minutes



Language-oriented  
method:  
appropriate to  
illiterate people

### Seminar phases: Entry phase






#### Procedure:

The seminar leaders lay out the two photos next to each other and ask the participants to look at them carefully and compare them. After a short time, the give the exercise of describing the photos. The participant in turn may, if possible, classify one or two adjectives to the wedding photos and place the prepared cards with the corresponding photo.



**Possible adjectives:** Sad, happy, smothering, communal, amorous, mature, enthusiastic, grateful, bright, dark, immature, emotional, happy, harmonious, passionate, fabulous, positive, negative, romantic, warm, cold, interpersonal, disgusted, anxious, depressed, ashamed, inhibited, indifferent, helpless, hopeless, lifeless, nervous, worried.

## Method 11: Gender-equitable violence prevention.

	Confrontation and the associated help with strategies for action in violent situations, enlargement of a meaningful repertoire of actions	 Writing-oriented method: The method is not appropriate to illiterate learners in this scale. However, it can also be done orally in plenary.
	From 13 years old	
	Meta plan boards (or similar), pens, flashcards, scotch tape	
	About 60 minutes	

### Seminar steps: Learning phase.

#### Procedure:

At the beginning, the group should be divided into gender-separated small groups in order to create the possibility to talk about experiences of violence. Each small group should be led by a moderator.<sup>32</sup>



First of all, the participants should reflect individually on their own experiences that have happened to them or to someone they are close to. The participants should write down these experiences on flashcards.

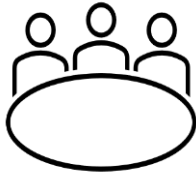


Afterwards, these experiences should be described to the group. In this step it is important that the group leader makes sure that the other participants in the small group do not make any judgmental comments. The participant should have the chance to describe the experience and his/her own reaction without comments.

<sup>32</sup> cf. (Landesjugendring Niedersachsen e.V., p 48)



After the descriptions of their own and/or others' experiences, other possible reactions should be discussed within the small groups and the results noted on a Meta plan wall. (1-3).



In plenary, the Meta plan boards are then evaluated. The focus should be on the differences in the experiences of violence as well as in the reactions in order to be able to talk about the chosen ways of reacting. Afterwards, the advantages and disadvantages of the reactions should be discussed together and then completed on the Meta plan boards. (4+5).

### Follow-up:

At the end, the participants are asked to give feedback on what has become clear through their work, or how they enjoyed the discussion etc.

### Example

1.Situation	2.Own reaction	3.Other reactions	4. Advantages	5. disadvantages
Boy gets spat on	a) Spit back	b) Get help c) Ignore d) Co-defence	a) showed strength b) did not look away c) no problems d) Civil courage	a) other conflicts b) Call drop with others c) Unwillingness to help d) Involvement in the conflict
Etc.				



## Method 12: „All those who... “

The infographic is set against a light orange background. It features four icons on the left, each paired with a description: a head with gears for 'Experiencing what is to be achieved in life.', a checklist for 'from the age of 14', an hourglass for 'Chair circle', and a person icon for '10-15 minutes'. To the right, a tilted orange box contains a person icon and the text 'Language-oriented method: appropriate to illiterate people'.

Experiencing what is to be achieved in life.

from the age of 14

Chair circle

10-15 minutes

Language-oriented method:  
appropriate to illiterate people

Seminar steps: Entry phase

### Procedure:





Everyone sits in a circle of chairs. One of the participants puts his chair aside and goes to the center of the circle standing. Then the person says a "All those who ..." sentence. The participants who can say yes to this sentence stand up as quickly as possible and change places. The participant in the middle has the exercise of sitting on one of the empty chairs. The person who remains is next in the middle.


#### Possible theme related "All those who..." sentences

- Everyone who has ever been to a wedding.
- Everyone who has heard of the term "child marriage".
- Everyone who is already married.
- Everyone who would like to get married tomorrow.
- ....

## Method 13: What is HIV and AIDS?

The infographic is set against a light orange background. It features four rows of icons on the left, each followed by text. The icons are: a head with gears, a checklist, an hourglass, and a person. To the right, there is a tilted orange rectangle containing a person icon and text. The text in the rows is: 'The aim of the method is to know the difference between HIV and AIDS, but to clarify the connections between the concepts.', 'From 14 years old', 'Flipchart, pens', and '10 minutes'.

-  The aim of the method is to know the difference between HIV and AIDS, but to clarify the connections between the concepts.
-  From 14 years old
-  Flipchart, pens
-  10 minutes

 Language-oriented method: appropriate to illiterate people

Seminar steps: Learning phase.

### Procedure:

HIV and AIDS are written in large letters on a flipchart. The seminar leader points out to the participants that these are abbreviations. They are asked if anyone knows the abbreviations. HIV: Human Immuno-deficiency Virus; AIDS: Acquired Immune Deficiency Syndrome.

Then they talk about the human immune system. The term is written in the middle at the top above the concepts AIDS and HIV. Now the focus should be on the comparison of AIDS and HIV, which is underlined with other questions to the plenary and the recording of important concepts on the flipchart.<sup>33</sup>

### Variations:

The exercise can also be done in small groups by printing out the above questions and handing them out to the groups. The participants write down their thoughts on posters. However, an introduction to the topic including an explanation of concepts should remain.

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<sup>33</sup>( Bavarian)

## Follow-up:


Discussion possibilities:

1. What is the immune system and how does it work?
2. What is the purpose of the immune system exercise and how is it affected by HIV infection?
3. How does HIV become AIDS?
4. Does every person who carries the HIV virus also have AIDS?
5. What are the symptoms of both "diseases"?
6. HIV is the Virus; AIDS is the disease. Take a position on this Statement.


## Method 14: Contraception




The goal of the method is to get to know the contraceptive condom, to eliminate prejudices together and to impart knowledge.




From the age of 14



Two large posters, two pens  
(Preferably felt tip pens)



20 - 30 minutes



Writing-oriented method:  
This method is not appropriate to illiterate people at this level, but pro and contra can also be collected in the large group and written down by the person leading the game.

**Seminar phases:** This method includes the problematizing phase and the work-out phase.

## Procedure:

This method is about discovering the condom as a means of protection, collecting ideas together, eliminating prejudices and imparting new knowledge. The seminar leader paints a large condom on each poster. One of the posters gets a laughing

smiley, the other a sad smiley. The smiley faces tell the respective team who has to collect pro and contra arguments for the condom as a means of protection.

The draw decides. The groups have three minutes to collect all the associations.<sup>34</sup>

### **Variation possibilities:**

Introduction of a condom demonstration at the beginning or end of the method.

### **Follow-up:**

Some evaluation helps and discussion possibilities are listed below.


- Which group has collected more arguments? How does that happen?
- Why are there so many/few positive/negative opinions?
- Are the pro and con arguments really true?
- Are these your experiences or where do these arguments come from?
- What other pro-arguments are there for condom use?
- How can contra-arguments be refuted?
- Which contraceptive is recommended for the first time and which for a relationship?
- Where can you get help and advice on condoms/contraception?




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<sup>34</sup> cf. (Aufklärung, 2021)


## Method 15: What would happen if ...




The goal of the method is to raise awareness in the field of help for people concerned.




From 14 years old



Moderation cards with question pool for What would happen if...?  
Pens, printer



25 - 30 minutes



Language-oriented method: appropriate for illiterate learners

**Seminar phases:** This method includes the problematizing phase and the work-out phase.

### Procedure:

The seminar leader prepares moderation cards in advance with questions or statements on the topic: What would happen if I got infected with HIV. The goal of the questions is to raise awareness for people who are suffering from the disease. This method leads to more openness and trust within the group. The participants pick a card one after the other and decide for themselves whether they want to answer or discuss the question or statement or not, if not, then the card is put back in the middle of the circle of chairs or circle of seats and the next participant picks. If a question needs to be answered, the target is to develop discussions within the group.<sup>35</sup>

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<sup>35</sup> cf. (Liebesleben)

### **Variation possibilities:**

Each participant in turn gives an answer to the moderation card drawn by one participant, so that everyone is involved. the cards can be read aloud to illiterate participants.

#### **Possible questions/ statements:**

1. How do I identify an HIV infection?
2. Who can I contact if I suspect I am infected?
3. A person I trust closely has been describing grippe-like symptoms and weakness for weeks. I know that the person has had unprotected sexual sex. How do I tell her to go to the doctor for a check-up so that she doesn't feel offended that she may have contracted a contagious disease during sex?

Topic: Taboos

4. I have often had unprotected sex with different partners. Whether I have been infected, I don't know. I am fine. HIV infections ALWAYS show symptoms.
5. I am embarrassed to go to the doctor because I suspect I have contracted a sexually transmitted disease. So, I prefer not to go. I'll be fine.
6. The condom breaks during sexual intercourse. What should I do?

**Module 3:**  
**Follow-up to identify own professional and  
private goals and to manage own  
professional project.**

### **4.3. Module 3: Follow-up to identify own professional and private goals and to manage own professional project**

Life goals are goals for which problems and difficulties have to be solved and overcome.<sup>36</sup> One of the most important and interesting questions a person can be asked is what he or she wants to do and accomplish in the future. Nevertheless, it is very difficult for many to answer this question or to put their ideas into words.<sup>37</sup>

Life goals serve to give structure, motivation and perspective to one's life.<sup>38</sup>

Life goals in the life of an individual are important so that he or she knows and decides for him or herself how life should proceed. At the same time, they can help to make the right or good decisions in life.<sup>39</sup>

The pursuit of life goals helps to make decisions and react to circumstances in other life situations, even where the personal life goals have no direct influence. Furthermore, one becomes more motivated to carry out actions that may not be as pleasant but are nevertheless important.<sup>40</sup> Life goals serve to structure life in order to be able to lead a satisfied, self-determined and stress-free life.<sup>41</sup>

#### **How can life goals be found?**

In order to be able to realize one's personal goals in life, it is advantageous to believe in self-determination and that one can decide for oneself how life is to be shaped. For if it is assumed that life is based on fate and predestination, it is assumed that the achievement of life goals cannot be determined by oneself, because it would be up to one's own fate and karma.

For this reason, all participants should be aware that they can decide for themselves how engaged they are in working towards the goals and what they are willing to invest in achieving them.<sup>42</sup>

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<sup>36</sup> cf. (Däfler, 2018, p. 152)

<sup>37</sup> cf. (Reichert, 2021, p. 5)

<sup>38</sup> cf. Ebd.

<sup>39</sup> cf. (Däfler, 2018, p. 151)

<sup>40</sup> cf. (Däfler, 2018, p. 152)

<sup>41</sup> cf. (Däfler, 2018, p. 153)

<sup>42</sup> cf. (Soier, 2015, p. paragraph 4.)



In order to find one's personal life goals, it is necessary to take a longer time for this. It is a longer process to find out what is really important in one's own life and what should be accomplished.<sup>43</sup>

If you find it difficult to set a goal in life, it helps to think about your strengths and interests. If, for example, you only choose a goal that other people are pursuing, which does not take your actual abilities and interests into account, success is not very probable. One of the reasons for this is that it is difficult to maintain motivation for a topic over a longer period of time if you are not interested in it yourself.

After the life goals have been defined and the implementation of the goals has begun, the participants should still be open to spontaneous changes, because things often happen in life that could not be expected, and these events could therefore not be planned for in the goal setting. Positive and negative things can happen in life that change the planning of the goals. Therefore, it is important not to "lock in" too much to the goals and to continue to be open to changes and other goals.<sup>44</sup>

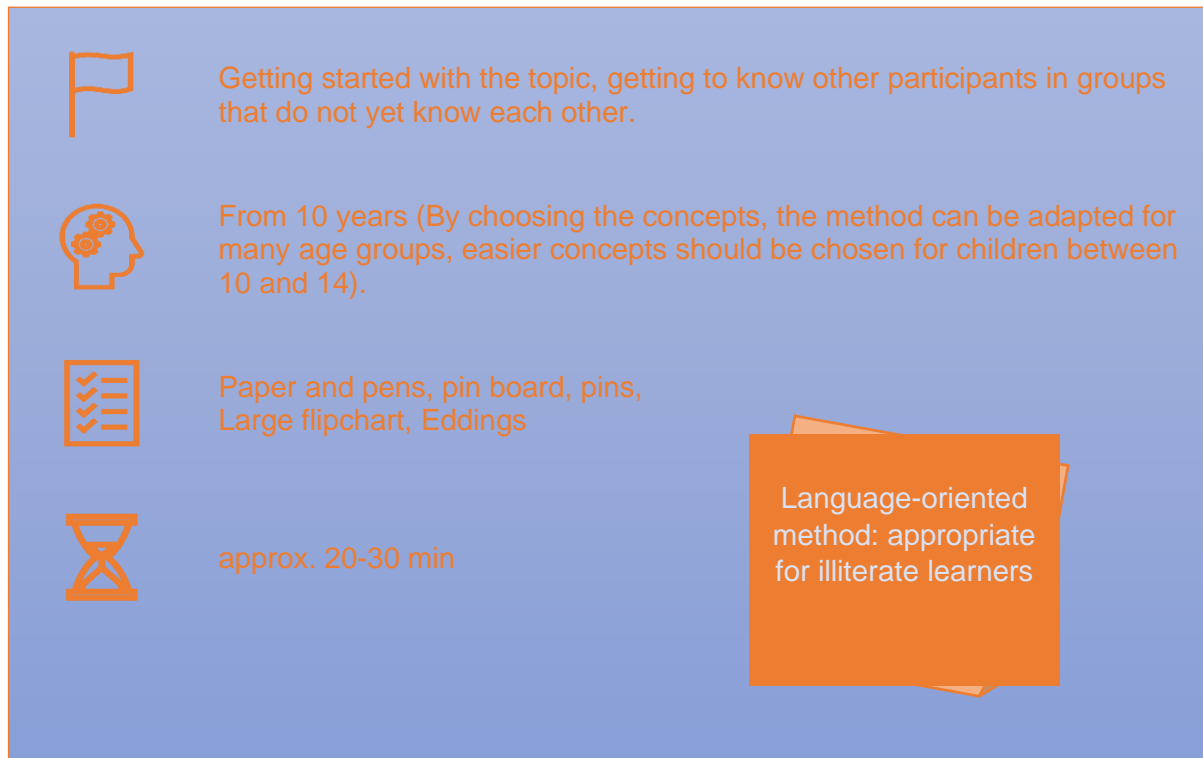
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<sup>43</sup> cf. (Däfler, 2018, p. 154)


<sup>44</sup> cf. (Däfler, 2018, p. 158 f.)


## Methods for finding goals.


### Method 1: Life goals, life domain



 Getting started with the topic, getting to know other participants in groups that do not yet know each other.

 From 10 years (By choosing the concepts, the method can be adapted for many age groups, easier concepts should be chosen for children between 10 and 14).

 Paper and pens, pin board, pins, Large flipchart, Eddings

 approx. 20-30 min

Language-oriented method: appropriate for illiterate learners

Seminar phases: The method can be used in the entry phase.

#### Procedure:

First of all, the participants should find out in which domains of life people can or want to set goals. This gives them an overview of the parts of life in which they want to set goals before they define their own individual goals. They should therefore note down all possible domains/aspects of life in which there are different life goals, as well as the possible life goals. The exercise should be done in groups of two, or if it doesn't fit exactly, with a group of three. In this way, the young people can exchange ideas and consult with each other. However, they are not influenced too much by others. Through a subsequent exchange within the group, the participants can also inspire each other, which can stimulate the finding of ideas through dialogue.

#### Variations:

Instead of small groups, this method can also be done in a large group with a big mind-map. This is especially helpful for people who are illiterate because they can think and listen for themselves, but do not have to write or read.

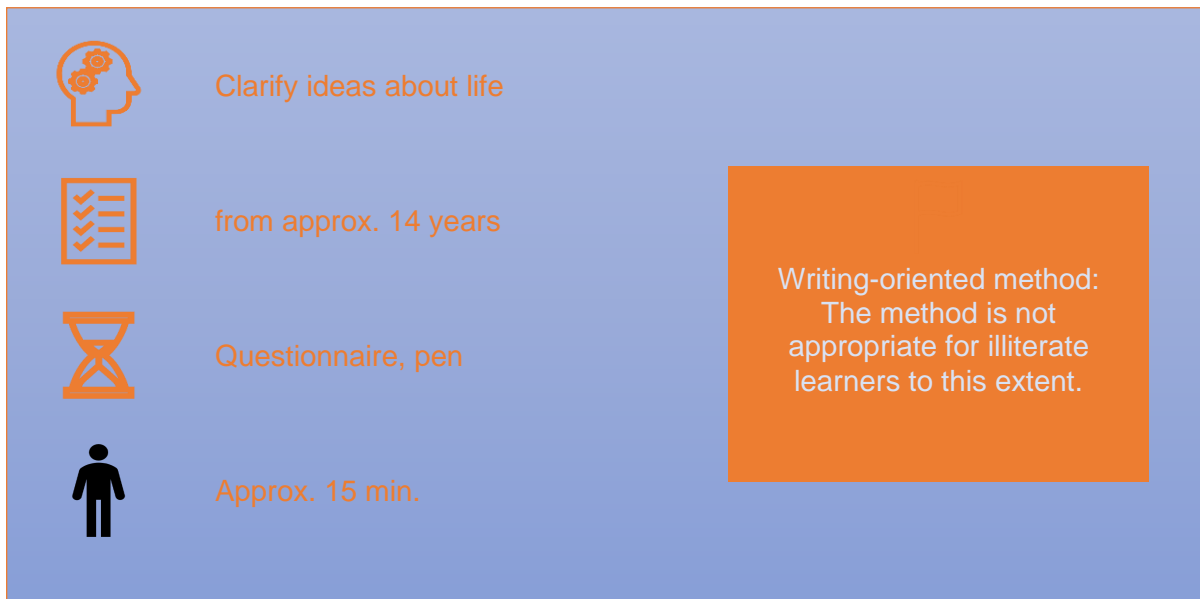
## Example

Possible domains for life goals:

- ✓ Family (start a family, improve relationship...)
- ✓ Profession (find or do new training, find a job, get further training...)
- ✓ Friends (make new friends, spend more time with them...)
- ✓ Body (do more sports, lose weight, build muscles...)
- ✓ Hobbies (do more hobbies, find new hobbies...)
- ✓ ...

There can be many more domains here, as there can be different goals for people in different life situations. Thus, there are no wrong answers here.

## Method 2: Survey questionnaire on life vision



Seminar phases: The questionnaire is appropriate to the elaboration phase.

### Procedure:

In order to find out which things and domains are important to a person in life, there is a questionnaire with several questions about different situations, which each participant is supposed to answer in detail for him/herself. The most important points are to be written down on the sheet of the checklist. This method is meant to support the youth and young adults in getting a more concrete picture of their own future. In this way, goals can be better defined, and the participants can be motivated. This method does not require an absolute follow-up. The questions are for individual reflection and do not require discussion. However, assistance should be always provided and those who need to talk can talk about the questions at any time.<sup>45</sup>

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<sup>45</sup> cf. (Däfler, 2018, p. 155)

## Example

Survey questionnaire:

- What would you change in your life if you had to change something?
- What would you do if everything was allowed?
- What would you do if you knew you only had one year left to live?
- Are you the way you want to be? What would you change for?
- Who / How would you like to be?
- What would you definitely like to experience?
- What would you like to accomplish in the next few years?
- Which role models do you have?
- Which activities are good for you to switch off or relax and forget everything?
- -If you could, how would you make the world a better place?

## Method 3: Survey questionnaire on life situation and life goals



Seminar phases: This method includes the elaboration phase.

**Procedure:**

In order to find life goals, it is also important to know oneself and one's own values and to know what moves and influences one. This method serves as an orientation and is a means to get to know oneself and one's own inner attitude better. The example shows a questionnaire. This is to be worked on individually. In order to do this, there is a questionnaire, shown on the next page, which can be used to find out which values are important to the participants. This method does not require absolute follow-up. The questions are for individual consideration and do not require discussion. However, assistance should be always provided and those who need to talk about the questions can do so at any time.<sup>46</sup>

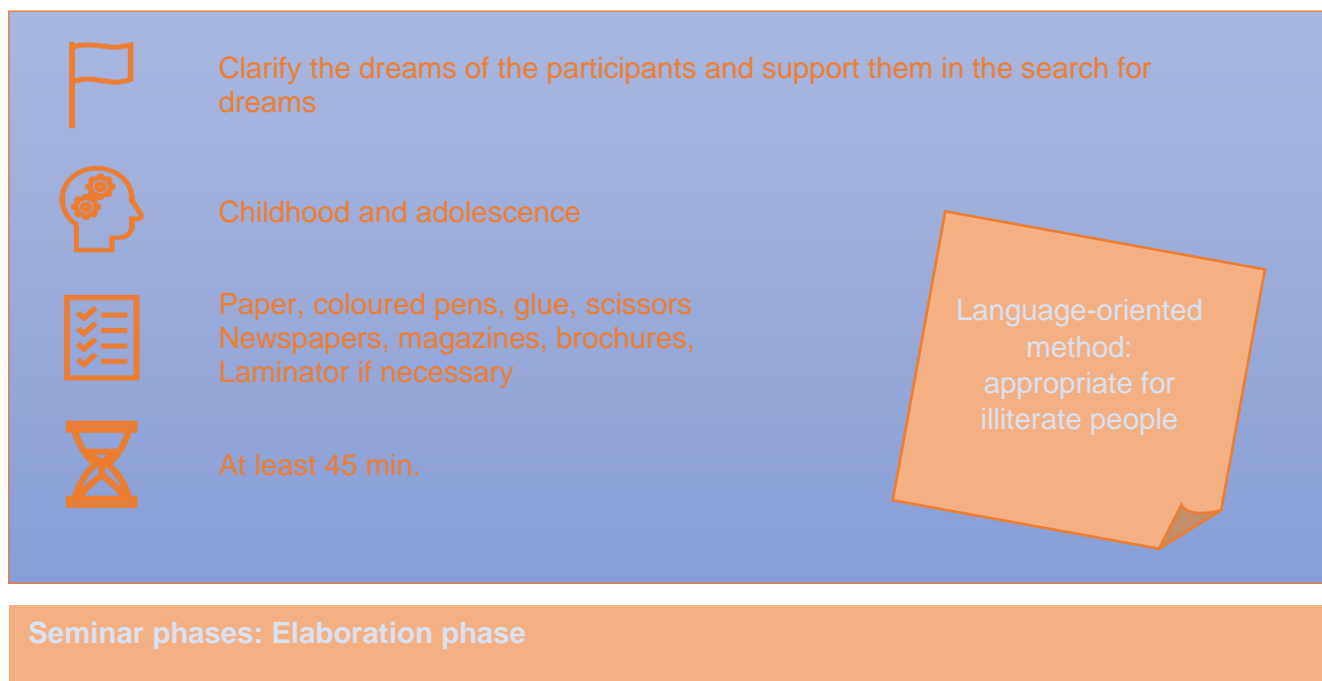
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<sup>46</sup> cf. (Erpenbeck, 2018, p. 233)

**Example**

Type of value	Domain of values	It is important to me...	1	2	3	4	5
E: Enjoyment values	Aesthetics	to develop my own creativity and imagination.					
	Body	to enjoy life to the maximum.					
	Spirit	to have experiences that broaden my horizons of knowledge.					
	Friends	to make true friends.					
U: Utility values	Security	to strive for security.					
	Standard of living	to achieve a high standard of living.					
	Economy	to use my knowledge beneficially.					
	Common good	to do something that is beneficial to others.					
E: Ethical-moral values	Family	to lead a good family life.					
	Ideal	to act true to my ideals.					
	Personal responsibility	to strive for knowledge and truth on my own responsibility.					
	Other	to be able to give help and accept help.					

## Method 4: Future version



The infographic is set against a light blue background. It features four orange icons on the left: a flag, a head with gears, a checklist, and an hourglass. To the right of these icons are four lines of text. A tilted orange box on the right contains the text 'Language-oriented method: appropriate for illiterate people'. At the bottom, an orange bar contains the text 'Seminar phases: Elaboration phase'.

- Clarify the dreams of the participants and support them in the search for dreams
- Childhood and adolescence
- Paper, coloured pens, glue, scissors  
Newspapers, magazines, brochures,  
Laminator if necessary
- At least 45 min.

Language-oriented method:  
appropriate for  
illiterate people

Seminar phases: Elaboration phase

**Procedure:** The participants receive a piece of paper and are given the exercise of drawing a picture and sticking on pictures from magazines, newspapers or brochures. On this picture, the participants are supposed to depict how they would like to be in the future or what they would like to do in the future. The tutors can always give thought-provoking suggestions, such as: what would you like to do later? where would you like to see yourself? What would you like to have around you later? What do you think you will enjoy doing in the future? ...

With the thought-provoking suggestions, it is important to make sure that no guidelines are presented, so that the participants really paint their own wishes and dreams. The tutor should make sure that he/she does not judge the pictures critically, because the participants' dreams should be encouraged.

### **Variations:**

As the participants should visualize their dreams as freely as possible, it is recommended not to include any exercises. For example, some participants will not care at this time which job they will have later and will draw themselves in a family situation.

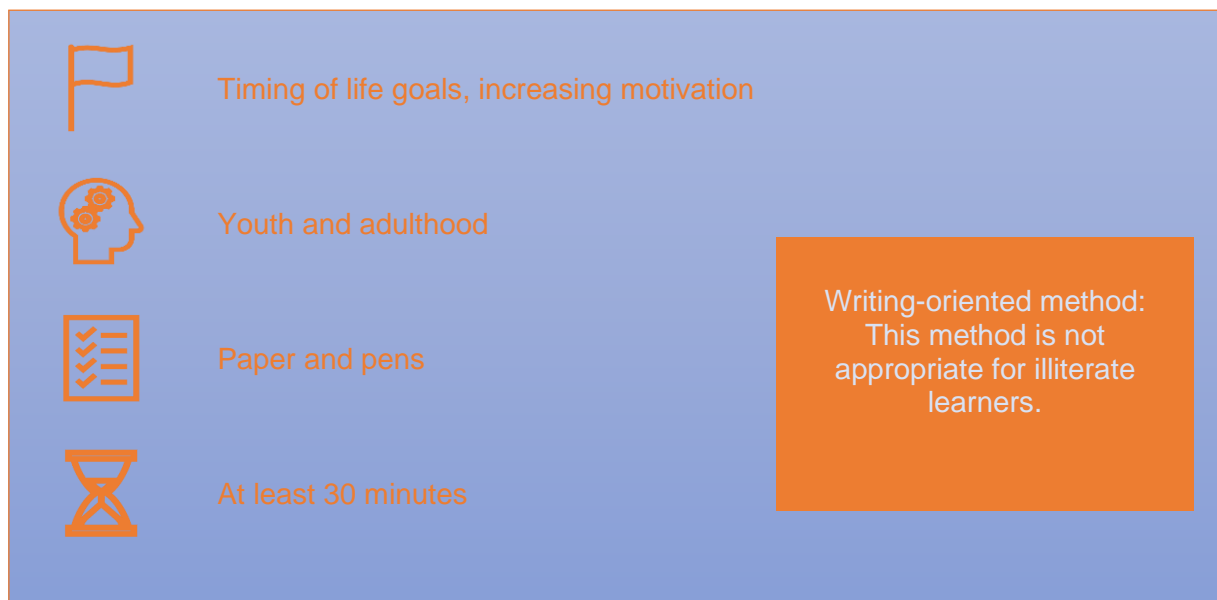


### Follow-up:

In the subsequent reflection, the participants should present and explain their self-painted picture. The participants should be given the opportunity to tell a story about their picture, which will make it clearer what is involved in the dream.

If possible, the supervisor can laminate the pictures and give them to the participants to take home, so that the participants can hang the picture in places where they see their dream every now and then. People find it easier to do something when they feel intrinsic motivation. Intrinsic motivation can be activated by picture.

### Method 5: SMART-Method



Seminar phases: Elaboration/Learning phase

### Procedure:

In the word SMART, each letter stands for a single word. The letters represent the aspects **S**pecific, **M**easurable, **A**tttractive, **R**ealistic and **T**imebound. While the participants formulate their life goal, they should consider the aspects just mentioned. In the aspect **S**pecific, it is important that the goal is formulated as concretely as possible so that it can be worked towards exactly. The concept of **M**easurable means that it is important to check whether a goal has been successfully achieved. If the participants achieve a goal, it is clearer to them that they have been successful

and this in turn motivates them to set new goals. The third letter stands for the word **attractive**, if goals are not set challengingly, they offer little incentive for the participants to work on them. If, on the other hand, the goals are set attractively, they have a motivating effect. When formulating the goals, it must also be taken into account that, in addition to attractiveness, feasibility must also be given. As already written, the R in the word smart stands for **Realistic**. Goals that are set too high lead to frustration through constant failure, which can lead to the goals being abandoned. Goals should be very challenging, but not impossible. The last letter T stands for the word **Terminated**, here the point is that the goals are not postponed. To prevent this phenomenon, goals should always be linked to a fixed time.

Each participant gets a piece of paper on which the goals are noted down in writing, considering the SMART method.<sup>47</sup>

#### **Follow-up:**

In the subsequent reflection, the participants should present their self-formulated goal and highlight the individual aspects of the SMART method. The group leader has to make sure that all the participants' goals are considered correct, he/she must not declare the goals as bad. If the participants have the feeling that the goals are not taken seriously, this has a demotivating effect. The group can evaluate how far the SMART method has been applied or what can be more precisely formulated in order to observe the rules of the Smart method.

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<sup>47</sup>(Camerin, 2017, p. 29 f.)

## Method 6: Documentation of the life goals

Visual elaboration of life goals

from approx. 14 years

Blackboard/ flipchart,  
Paper, pens, glue, scissors,  
Selection of magazines and pictures

Approx. 45 minutes

Language-oriented  
method: appropriate  
for illiterate learners





Seminar phases: This method includes the elaboration phase.

### Procedure:

In order to record the self-created and defined life goals pictorially and temporally, the participants should create vision boards.

Each person should create a vision board of what he or she would like to achieve after a certain time period. This should be written down creatively on a large sheet of paper. In order to describe the goals on the sheet, drawings can be made, pictures can be cut out or headings and small texts can be used. There are no exact guidelines or limits that the participant has to follow, because the life goals are to be recorded creatively. Vision boards are also called goal collages. They are used to record the important things about a certain topic in a visualized way. Vision boards can be hung up in the private room as a daily reminder of what is to be achieved. In this case, they can be used as a reminder of the goals that need to be achieved.

## Method 7: The Development book

	Summarizing and concluding of the methods developed	<b>Writing-oriented method:</b> This method can be modified for illiterate learners by drawing and symbolising the goals and successes. It is not compulsory to write. The books should be written individually.
	Youth and adulthood	
	Paper, pens, glue, scissors, selection of pictures, coloured paper and craft accessories, notebooks	
	Approx. 45 minutes	

### Seminar phases: Final phase

#### Procedure:

In this method, either a personal small book can be compiled or, if this is not possible, a bought notebook can be used. On the first page, the specific life goals that have been written down in the previous exercises are written down. Each month, another page should be added to note what has been done to achieve the goals. They should also write down which sub-goals have already been achieved in order to reach the major goal. Finally, they should reflect on whether anything has changed in the objectives, either through experience gained or through changed priorities.


## Method 8: Aspirations and realistic goals



Find life goals for later lifestyle planning



from approx. 12 years



Prepared table, pens



20 to 30 minutes



Writing-oriented method:  
The method is not appropriate  
for illiterate learners to this  
level.

Seminar phases: Learning phase

### Procedure:

The exercise is done individually so that everyone can focus on themselves and their own goals. In order to be able to sort out the different ideas for one's own life goals that have already been collected; a sheet is filled in for this exercise. The different sections or "fields" are shown in the sheet. Six goals can be entered in each field, whereby there is space for three aspirational goals and three realistic goals.

### Follow-Up:

After each participant has filled in the sheet, those who wish can present their aspirations and their realistic goals. Afterwards, a group discussion about the presentation can take place. For example, tips on how to achieve the goals can be given. Furthermore, the group discussion offers room for proposals for improvement, so that small improvements can turn aspirational goals into achievable goals.<sup>48</sup>

<sup>48</sup> cf. (Gerstner, 2013, p. 223 ff.)

## Example

Sheet:

Field	Longing goal	Realistic goal
Family		
Profession		
Finances		
Sport/ Health		
Spirit/ Culture		
Other Hobby		

## Method 9: The meaning of the goals



Recognise the meaning of the goals



from the age of approx. 14



Paper, pens and questions



Approx. 10 - 15 min.



Language-oriented  
method:

For illiterate people  
there would be the  
possibility to discuss the  
goals and  
corresponding  
questions and to open  
symbols or pictures.

Seminar phases: Learning and backup phase

**Procedure:**

This exercise is about getting closer to the topic of life goals and reflecting on the goals that the participants have had in their lives so far. The exercise is done individually. The trainers distribute paper and pens. On the left side of the paper, the participants should write down their own goals that they have already had, or goals that come to mind spontaneously during the exercise. On the right side of the paper, people should write down what they think about their goal. For example, if one has the feeling that more effort needs to be put into this goal, whether it is a more precise formulation or a higher investment. Furthermore, it should be answered whether the goals are more specifically related to certain sectors of life or whether they are generally set goals that are not only classified as part of life but should play an important role in the whole life. Finally, the question should be answered when the specific goal is considered to have been personally reached and from what it can be determined that it has been reached.<sup>49</sup>

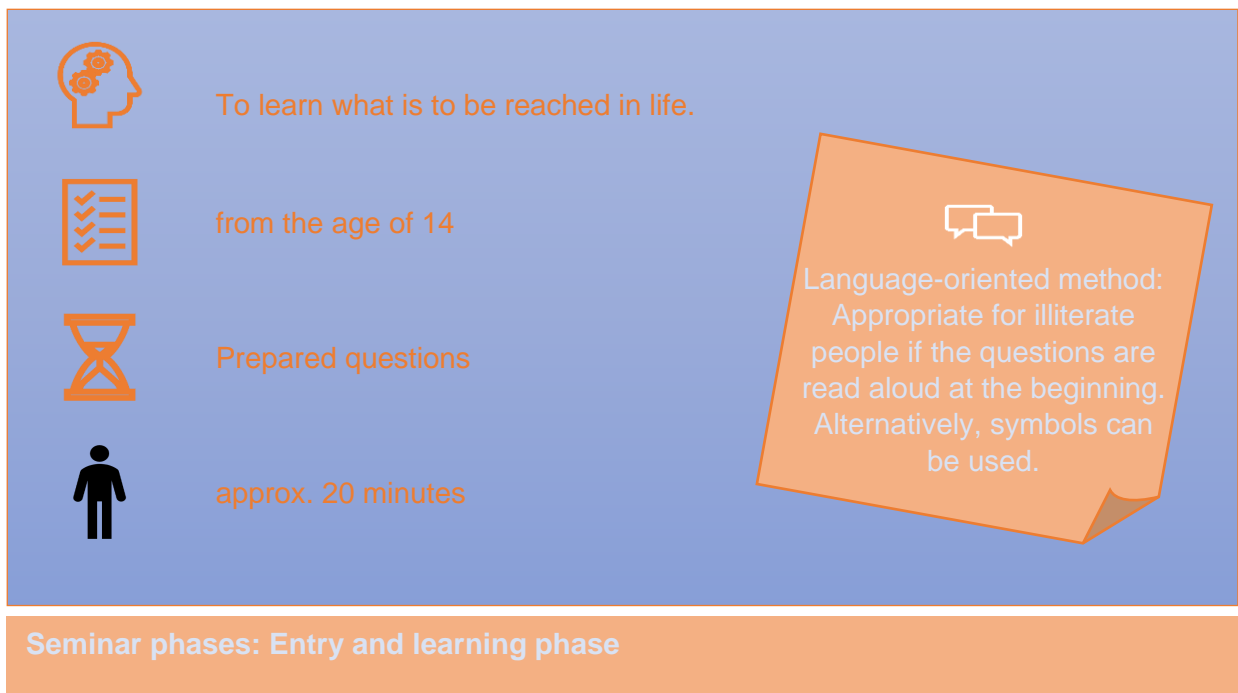
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<sup>49</sup> cf. (Gerstner, 2013, p. 286)

Example			
Goal	Thoughts about the goal	Is the goal related to an aspect of life?	When is this goal reached and how is this determined?



## Method 10: Thought experiments



The infographic is set against a light blue background. On the left, there are four orange icons arranged vertically: a head with gears, a checklist, an hourglass, and a person silhouette. To the right of each icon is a line of text in orange. A tilted orange box on the right contains a speech bubble icon and a paragraph of text. At the bottom, a solid orange bar contains white text.

To learn what is to be reached in life.

from the age of 14

Prepared questions

approx. 20 minutes

Language-oriented method:  
Appropriate for illiterate people if the questions are read aloud at the beginning. Alternatively, symbols can be used.

Seminar phases: Entry and learning phase

### Procedure 1. Experiment:

This exercise is done individually. Each person should take the time they need to do the thought experiment in their mind and write down their thoughts. The idea is that the participants imagine that they are approximately in their 60th year of life. Since after 60 years most people's lives are over, they should make a theoretical review of their lives. The participants are asked to answer several questions for themselves in detail.<sup>50</sup>

### Procedure 2. Experiment:

#### Example

#### Questions :

- What do you want to have reached in your life?
- What do you want to have experienced?
- What do you absolutely want to have done?
- Who do you want to be with you at the end of your life? (Which family members, which friends, acquaintances and colleagues, ...?)
- What do you wish your closest contacts would say about you? (about personal qualities, deeds, ...)

<sup>50</sup> cf. (Münster, 2021)

This is also a thought experiment that is to be carried out in individual work, whereby the important thoughts can be noted down.

It should be assumed that there is a good income, but no richness. Furthermore, there is a day on which the young people and young adults can do what they want, including work or training. So, it should not be a day of just relaxing.

Afterwards, the whole day should be written down or drawn. Afterwards, the results are discussed in the group. Afterwards, those who imagine should reflect on what of the day is very important for them and which of these could be a goal for them. At the same time, they can talk about what can be done to achieve these goals in the future.<sup>51</sup>

### **Follow-up:**

After the thought experiments have been carried out and discussed, the participants should decide for themselves which aspects of the thought experiments are important to them and what they want to achieve. With regard to the second thought experiment, they have to distinguish whether these are important goals for them or activities that they already do frequently and that they enjoy, whereby recreational activities can also be a goal.

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<sup>51</sup> cf. (Münster, 2021)

## **Module 4:**

# **Follow-up to Social Engagement**

#### **4.4. Module 4: Follow-up to Social Engagement**

Sustainability is addressed in more detail with the "Education for Sustainable Development" (ESD) goals. In 2015, 17 goals for "Education for Sustainable Development" were adopted at a United Nations summit. A total of 193 countries voted to implement these goals. They pledged to comply with this "Global Future Treaty" by 2030 and to ensure a life in dignity for all people in this world (cf. O.A. (O.J.) a). Humanity's issues such as climate change, famine, poverty and migration are, among others, topics that have gained great importance in our time and which should be addressed through the goals of ESD (cf. ebd.). Sustainability is thus not limited to nature conservation and environmental protection, but is rather about global perspectives of living together. Above all, the future of subsequent generations should be considered in order to bring them closer to a world in which everyone can live in dignity (cf. Kühnert, T. (September 16, 2019)). In order to achieve this, these generations must be educated about the aspects of sustainability, the ESD goals and their contents. The goals are not purely political content, but topics that one encounters in daily life and therefore have significance for every single person. For this reason, individual goals will be dealt with in more detail, as well as presented methodically in more detail, in order to be able to convey them appropriately. In the following content, not all goals are referred to, but some have been selected that should be particularly focused on, e.g. how the pollution of our environment through the excessive use of plastic products can be recycled. Furthermore, some of these methods can also be transformed so that they are also useful for the content of non-designated goals. It should also be noted that the objectives are presented here separately from each other and are method-supported. However, the goals should always be seen in connection with each other.

## Methods for Module 4

### Method 1: How much do we need?

	Expand knowledge about the Sustainable Development Goals (SDGs). Develop problem-solving strategies and critical thinking. Develop solidarity and motivation to solve global problems.
	From the age of 14. Group size with 5-6 participants each. The level of complexity is described.
	Play money, flipchart, pens, copies of the Sustainability Targets per group
	approx. 15 - 20 min

Language-oriented method: appropriate for illiterate learners.  
Divide groups in such a way that the illiterate can be helped.

**Seminar phases:** The method can be used either in the entry phase or with previously developed topics in the backup phase.

### Procedure:

1. The training leader asks the participants what they know about the SDGs. How many SDGs can the participants list?
2. Then the SDGs are presented with the help of the poster. It should be made clear that external funding is only one aspect among many, and that the SDGs are also about capacity development, trade and systemic issues. However, this exercise focuses on the issue of financing.
3. Small groups made up of five to six people are formed. The following scenario is given: Although financial experts have worked hard to secure financing for the SDGs, there is still a funding gap. The small groups represent UN working groups that are supposed to evaluate whether an additional 1750 billion US dollars per year is sufficient to achieve Goal 2 (no hunger), Goal 3 (good health care), Goal 4 (quality education) and Goal 6 (clean water and sanitation). In order to put the amount of \$1750 billion at least somewhat in perspective, the participants are given the information that the global gross domestic product (GDP) in 2014 was \$77,000 billion. The GDP of the USA in 2014 was \$17,500 billion; of Germany, \$3,850 billion; of Somalia, \$5.7 billion; and of Togo, \$4.575 billion.

"Gross Domestic Product (GDP) is a measure of the economic performance of an economy over a given period. It measures the value of nationally produced goods and services."

Source: <https://www.destatis.de/DE/Themen/Wirtschaft/Volkswirtschaftliche-Gesamtrechnungen-Inlandsprodukt/Methoden/bjp.html>

4. It is explained that 1 play money corresponds to \$1 billion, so participants can spend up to \$1500 billion if they feel the need to do so.
5. The small groups should discuss the SDGs and estimate how much would have to be allocated for each goal.
6. The money provided is now placed on the target cards. The participants do not have to spend all the money - the remaining 13 SDGs will certainly also need additional funds.
7. Then the group's report in turn how much money they have allocated to each goal and put the amounts on a flipchart. There should be no discussion at this stage; the reasons for the decisions are reserved for overall discussion. It is sufficient for the moderator to draw attention to the differences between the assignments.
8. The participants are told which additional amounts were actually estimated by the British research institute ODI:

Target 2: \$50 billion  
Target 3: \$40 billion  
Target 4: \$40 billion  
Target 6: \$30 billion

9. Each estimation is recorded on a flipchart with a different coloured pens and the groups are asked to rearrange their banknotes accordingly and count how much money remains.
10. However, the \$1750 billion that is available does not come out of nowhere; this amount actually corresponds to the global military expenditure (Stand 2017).

**Reflection:** First of all, they evaluate how the exercise went and then talk about the learning experience by asking the following questions:

-How did the groups work? Was it easy to agree on priorities and estimates? How were disagreements resolved?

- Were there any comments about the contributions needed to use the SDGs financing gap?

-What about the additional funds that need to be found for the other 13 goals? Would the participants use the left over \$1580 billion for this?

- Security is obviously very important. What are the biggest threats to human security today, locally and globally?

-How could the \$1750 billion used for military spending today be used most wisely?

-Which human rights are important for SDG goal 16, Peace and Justice? And for goals 2,3,4 and 6?

- What can the group do at local and national level to support the SDGs?

**Variation:** The exercise can also be done as a role play to negotiate the budget for armaments and the SDGs. The groups are assigned different roles, for example government officials, NGOs working on poverty, HIV or education, spokespersons for the arms industry, a trade union member for the arms sector, military personnel and other stakeholders. Each role needs a few guidelines, for example:

Government: Your priority is to improve the quality of life of your people, but also the security of your country.

NGOs: Your priority is a drastic reduction of arms budgets and a debt cut for the poorest countries.

Arms industry: Their priority is to preserve your markets and profits, but they are willing to negotiate.

Arms industry workers' union: Their priority is a better life in peace, but they also fear the loss of your jobs.

### Information material: SDG 2,3,4 & 6

All Sustainable Development Goals are divided into sub-headings, with individual targets to be achieved by a certain date. The individual sub-goals of Goals 2 (No Hunger), 3 (Health and Wellbeing), 4 (Quality Education) and 6 (Clean Water and Sanitation) are listed below, as they are also important for the method above. An overview of all goals can be found on the poster in the materials and further information can be found on the BMZ page.

- **SDG 2:**
- **2.1:** By the year 2030, end hunger and ensure that all people, especially the poor and people in vulnerable situations, including young children, have access to safe, nutritious and sufficient food all year round.
- **2.2:** End all forms of malnutrition by 2030, by achieving the internationally agreed targets on growth retardation and malnutrition of children under 5 years of age by 2025 and take into account the nutritional needs of adolescent girls, pregnant and lactating women and older people.
- **2.3:** By 2030, double the agricultural productivity and incomes of small-scale food producers, especially women, indigenous peoples, family farmers, pastoralists and fishers, through secure and equitable access to land, other productive resources and inputs, knowledge, financial services, markets, and opportunities for value addition and off-farm employment.
- **2.4:** By 2030, ensure the sustainability of food production systems and adopt resilient agricultural practices that increase productivity and yield, contribute to ecosystem conservation, increase adaptive capacity to climate change, extreme weather events, droughts, floods and other disasters, and progressively improve land and soil quality.
- **2.5:** By 2020, preserve the genetic diversity of seeds, crops, livestock and domestic animals and their wild relatives, through well-managed and diversified seed and plant banks at national, regional and international levels, and promote access to the benefits of the use of genetic resources and the related traditional knowledge and the balanced and equitable sharing of those benefits, as agreed at international level.



## **SDG 4**

- **4.1:** By 2030, ensure that all girls and boys equally complete free and quality primary and secondary education that leads to usable and effective learning outcomes.
- **4.2:** By 2030, ensure that all girls and boys have access to the high-quality childhood education, care and pre-primary education they need to be prepared for primary school.
- **4.3:** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university studies.
- **4.4:** By 2030, increase substantially the number of young people and adults who have the appropriate qualifications, including technical and vocational qualifications, for employment, decent work and entrepreneurship.
- **4.5:** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and training for the vulnerable in society, namely persons with disabilities, members of indigenous peoples and children in vulnerable situations.
- **4.6:** By 2030, ensure that all young people and a significant proportion of male and female adults learn to read, write and calculate.
- **4.7:** By 2030, ensure that all learners acquire the knowledge and the qualifications necessary to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, a culture of peace and non-violence, global citizenship and an appreciation of cultural diversity and the contribution of culture to sustainable development.

## **SDG 6**

- **6.1:** Achieve universal and equitable access to safe and affordable drinking water for all to 2030.
- **6.2:** By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end destitution through outdoor construction, paying special attention to the needs of women and girls and people in vulnerable situations.
- **6.3:** By 2030, improve water quality by reducing pollution, ending the discharge and minimizing the release of hazardous chemicals and substances, halving the proportion of untreated wastewater, and substantially increasing recycling and safe reuse globally.
- **6.4:** By 2030, significantly increase the efficiency of water use in all sectors and ensure sustainable abstraction and supply of freshwater to address water scarcity and reduce the number of people suffering from water scarcity.
- **6.5:** By 2030, implement integrated water resources management at all levels, including through transboundary cooperation where appropriate.
- **6.6:** By 2020, protect and restore water-connected ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes.

## **The 17 Sustainable Development Goals (SDGs)**

1. End poverty in all its forms and everywhere;
2. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture;
3. Ensure healthy lives for all people of all ages and promote their well-being;
4. Ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all (Academie Bilimon's work has this focus);
5. Achieve gender equity and empowerment for all women and girls (Academie Bilimon's work also has this focus);
6. Ensure availability and sustainable management of water and sanitation for all;
7. Ensure access to affordable, reliable, sustainable and timely energy for all;
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all;
9. Build resilient infrastructure, promote inclusive and sustainable industrialisation and support innovation;
10. Reduce inequality within and between states (Academie Bilimon's work also has this focus);
11. Make cities and settlements inclusive, safe, resilient and sustainable;
12. Ensure sustainable consumption and production;
13. Take urgent action to fight climate change and its impacts;
14. Conserve and use oceans, seas and marine resources effectively for sustainable development;
15. Protect, restore and promote sustainable use of terrestrial ecosystems, manage forests sustainably, fight desertification, halt and reverse soil degradation and halt biodiversity loss;
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels (Academie Bilimon's work also has this focus);
17. Strengthen means of implementation and revitalize the global partnership for sustainable development (Academie Bilimon's work also has this focus).

### Gender equality:


The goal of gender equality is to achieve justice and empowerment for all women and girls.


*Source:* cf. <https://www.unesco.de/bildung/agenda-bildung-2030/bildung-und-die-sdgs>


## Method 2: The other reflection


**Preparation:** Material availability, sitting in a circle

**Description:** Participants think about gender stereotypes and call them into question.

 Awareness raising for stereotypes. Recognize unequal rights between people and discuss them critically

 from approx. 14 years. The level of complexity is estimated to be from medium to difficult. The number of participants should be 5-20 persons.

 Two stories, cards with adhesive tape

 30 to 60 minutes

Language-oriented method:  
appropriate for illiterate people

Seminar phases: Group discussion on SGD 5,10,16

### Procedure:

The participants will listen to short stories, but they should not speak or communicate in any other way during the reading (e.g. through active eye contact). In a sitting circle, it is helpful if participants close their eyes while listening.

1. The participants are informed that they will have to listen to the next two stories.
2. The leader reads out the two stories. During this time the participants listen without commenting.

3. After the reading, the participants are allowed to briefly discuss what they have noticed. The discussion should be as short as possible and not go into too much detail. It is only about a superficial first impression.

4. Now both stories are read out again. This time, however, a bit slower, as the participants now have the possibility to call "stop" as soon as they notice a gender stereotype. This is named by the respective participant and noted down by the head of the seminar for all to see.

**Reflection:**

Once all the stereotypes have been found, the group can discuss. Here the moderator takes one stereotype after the other and asks the questions:

- a. Why does this stereotype exist?
- b. Is this stereotype still relevant?
- c. Is this stereotype justified?
- d. Do we want to keep this stereotype?





**Info box: Stereotypes**

Stereotypes are characteristics attributed to a group of people with the same or similar qualities. Usually, stereotypes are not based on evidence, and if they are, they are based on little evidence. Stereotypes are embedded in society and are difficult to change.

For example, in the goals of gender equality, stereotypes can mean that girls are often ascribed the characteristic "very emotional", but there are also many girls who are less emotional and, conversely, boys can also be very emotional.

**Source:** cf. Giddens, Anthony and Phillip W. Sutton (2017): *Sociology*, eighth edition. Polity Press, Cambridge, p. 1016

### Method 3: „What I want and what I do..."

	Discovering one's own talents and knowledge and those of others. Recognizing the effects of gender role stereotypes.	<b>Writing-oriented method:</b>  Not appropriate for illiterate learners. However, this can be classified so that each group has a participant or leader who can write down the sentences.
	from approx. 14-18 years. Group size from approx. 8-20 people	
	Paper and pens, if possible Copies of the survey	
	The time required 45 minutes	

**Seminar phases:** Group discussions and self-reflection and includes SDGs 5,10,16

#### Procedure:

**Preparation:** If possible: copy the survey.

**Description:** Children say what they like to do, what they don't like to do or what they would like to do but which is considered "inappropriate" or "inappropriate" for their gender. They talk about gender role stereotypes and make the connection to human rights.

1. To introduce the topic, the trainer asks the group the following questions: Are there behaviours and actions that are considered "typical for girls" or "typical for boys"? If possible, the participants should also give concrete examples.
2. Now each participant gets a pen and paper or, if possible, the enclosed questionnaire to answer the following questions.
  - List four things that you do and that make you, that you like and that are said to be "right for your gender".
  - List four things that you do or that make you tick that you don't like and that are said to be "right for your gender".
  - **List** four things you don't do or have that you also don't like and are said to be "right for the opposite sex".
  - List four things you don't do or don't have that you would actually like that are said to be "right for the opposite sex".

The seminar leader notes down the most frequently mentioned or repeated aspects in a sheet, which is taken up again for the reflection round. The sheet can look like this:

	What I like to do and what makes me special, what I like and what they say is "good for my gender".	What I like to do and what makes me special, What I don't like, even though they say it's "good for my gender"	What I like to do and what makes me special, What I like, and even though they say it's "good for the opposite sex"	What I don't like to do and what I don't have, which means they're "good for the opposite sex"
Boys				
Girls				

#### Gender roles:

Gender roles are often related to the culture of a country and are therefore usually different. However, these can limit women's participation.

#### Reflection:

1. ask the following questions for follow-up, for example:

- a. Where you surprised by certain things that the other participants mentioned?
- b. When you look at the list of things which participants would like or would have liked to do here but were unable to do, do you notice a model?
- c. What happens to a girl who "behaves like a boy"? What happens to a boy who behaves "like a girl"? Why does this happen?
- d. Do your family members have the same ideas about what is "right" for men and boys or for women and girls?
- e. Where do these ideas of what is "right" for men and boys or for women and girls come from?

2. associate the activity with human rights, for example by asking the following questions:

- a. How do the restrictions on boys' and girls' behaviour affect individuals? How might they affect a family? And on a society?
- b. Do you think gender roles (or stereotypes) are currently changing? If so, how?

- c. Have you ever tried to defend yourselves against gender roles or stereotypes? What happened?
- d. Why are a person's human rights limited by gender roles/ stereotypes?
- e. How can we defend ourselves against gender roles in our group?

### Participation:

Participation means being able to make one's own decisions, to take advantage of opportunities, to be involved and to participate. Empowerment and participation are interlinked (see: the other mirror image, reflection: "empowerment") and share the same goals to a large extent.

**Source:** cf. Schönhuth, Michael und Maja Tabea Jerrentrup (2019). *Partizipation und nachhaltige Entwicklung. Ein Überblick.* Springer VS, Trier, p. 1

### Survey questionnaire:

Name: \_\_\_\_\_





Sex: \_\_\_\_\_

What I like to do and what makes me special, what I like and what they say is "good for my gender".	
What I like to do and what makes me special, What I don't like, even though they say it's "good for my gender"	
What I like to do and what makes me special, What I like, and even though they say it's "good for the opposite sex"	
What I don't like to do and what I don't have, which means they're "good for the opposite sex"	

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## Method 4: I-Texts

	The fostering of empathy, creativity, tolerance, expressiveness and the critical self-examination of different different subject fields.
	from 14-18 years. Recommended for a group size of 4-20 people. The level of complexity is rated as difficult.
	A picture or short video on the topic of about sustainable consumption and production
	about 60 minutes or more.

Language-oriented method:  
Appropriate to illiterate people if the cards are read aloud at the beginning. Alternatively, symbols can be used.

Seminar phases: Entry/problematisation/assessment phase

**Preparation:** Selection of a picture by the seminar leader

**Description:** Participants place themselves in the shoes of a person on a picture and write from that person's perspective.

**Procedure:**

In the plenary, a picture is presented by the seminar leader. Afterwards, the contents of this picture are discussed with the whole group and possible questions are clarified. It is important that the core message of the picture is known to each participant. After this joint plenary session, the participants go into individual work. Each participant is now free to write a I-text about the person on the picture. It doesn't matter if they choose the main person who is printed in the front of the picture or if they choose a person who is a bit out of the way on the picture and doesn't seem to be directly in the action. For a picture where the forest is being cut down, the participants can either put themselves at the place of a person who protests against it, the person who carries out the order, or even the client, as long as all persons seem to be depicted. Alternatively, it would be possible to write from the perspective of an animal or even a tree.

The participants now write a I-text from the perspective of the chosen person. This can take many different forms, such as a letter that the person writes, a monologue that the person is giving or even a diary note. The form of writing is up to the participants themselves; it depends on what they think, what could fit the selected person. In the I-text, the main thing is to reflect the situation on the picture, but also to put yourself in the person's place. The following questions can help in creating an I-text:



What are you doing in the situation on the picture?

How did you get into the situation?

How do you feel in the situation?

What are you thinking about?

How can the situation on the picture have an impact on your future?

### **Reflection:**

The evaluation of this method happens again in the plenary. The participants present their results to the group and then talk about their opinions. It is important that there are no right or wrong viewpoints. It is subjective impressions that come to light through the method of I-texts, and these should not be evaluated. For the seminar leader, however, this shows which impressions the participants already have on the topic, and at which points there is already a lot of background knowledge. The workshop leader can compare the participants' I-texts to the reality and, if necessary, supplement and work on contents that have not been taken up by the participants in later workshop sessions.

### **Variations:**

The method described does not have to be based on a picture, videos or films can also serve as a basis, from which the participants draw an actor and write a I-text from his or her perspective. Furthermore, the I-texts do not have to be written individually; they can also be used for partner or group work in which the participants

discuss the situation and compare their impressions with each other and write a joint text about it. Especially in the reflection, this could be an important point when the groups talk about their different interpretations and on which points they have agreed.

Variation without the use of writing utensils.

As an alternative to writing the I-texts, the participants can also think up monologues themselves and describe them orally. The participants should first answer the described questions for themselves and can then explain in plenary how they would answer the questions about the person in the picture.

Material:





## Method 5: Caricatures



Raising awareness in dealing with media and news; recognizing the characteristics of false reporting



from approx. 12- 18 years. The method requires a number of 2-20 participants. The number must be even.



A caricature (visible to all either for all printouts or projected on the wall)



20-30 min.



Language-oriented method:  
Appropriate for illiterate learners because caricatures will be used.

**Seminar phases: The method is focused on SDG 14 (Oceans, seas and marine resources).**

### Procedure:

The seminar leader chooses a caricature based on the topic to be dealt with, which is then analysed in the plenary. It is important that all participants have a good view of

the caricature so that they can take part in the analysis. The analysis of the cartoon goes through several phases:

1. the description phase and temporal classification. During this phase, the focus is only on describing the caricature. The seminar leader should postpone any attempts at interpretation to avoid a hasty interpretation. This is important because an interpretation which is done quickly can often be more erroneous.

2. the definition phase. During this phase, first possibilities concerning the topic may be named based on the cartoon. The content is also discussed in more detail and the meaning of the symbols and content is interpreted. It is not allowed to state one's own opinion at this stage, as it is only about the message of the caricatures and this should not be evaluated.

3 The interpretation phase. At this point, the cartoonist's view is compared with the participants' own view. The participants do not have to agree with the cartoonist's opinion, but their own opinion should always be followed by a justification.

To go through these phases, the following questions can be used as a guide:

**Description phase and chronology:**

What do I see in the picture/caricature?

From which year does the caricature come?

Which people/objects are depicted?

How are the objects/persons depicted (e.g. very big or small)?

What are these persons or objects doing (action)?

What do the gestures and facial expressions of the persons look like?

Are there any conspicuous features?

**Interpreting phase:**

Which subject is raised by the caricature?

What do the different symbols and elements within the cartoon mean?

Who are the persons within this caricature (famous personalities)?

Is there a connection between the picture and the text? What is it?

What is the essence of the cartoon?

**Interpretation phase:**

Why is this particular subject of the caricature relevant?

What is the cartoonist's opinion? What is your opinion?

### **Possible sources of error**

*In order to support the participants, the seminar leader should be aware of these possible sources of error so that they can counteract them if necessary. Often the mistakes in a cartoon analysis arise from working too quickly and thus superficially. The most common mistakes are now listed:*

- Inaccurate description of the image/ gestures and facial expressions of the depicted elements are not observed.
  - This can lead to a misinterpretation of the caricature.
- Non-observance of the individual phases, too early interpretation, or too late description.
  - Can lead to too early interpretation that does not take into account important aspects.
- Not catching the main message of the cartoon.
  - It is possible that the irony reflected in the caricature cannot be grasped, which may be due to a lack of information.

### **Reflection:**

This method can be used to find out how the participants liked the caricature method. In addition, there should be the possibility for the participants to make suggestions for changes. This could be collected by the seminar leader and taken into account for the next caricature. These questions could possibly help in the evaluation:

What did you think of the caricature analysis method?

Did you have any difficulties in carrying out the method?

What did you find particularly easy?

What would you change next time?

### **Variations:**

Alternatively, film analyses can also be carried out according to this schema. Either a specific scene within the film can be accessed, or the film is placed in a pause at a certain point and the image shown is analysed. Another possible variation would be to conduct the cartoon analysis in small groups. These would consist of 2-4 participants per group. This variation offers the possibility that the participants among the group get a chance to express their interpretation more often, since nothing can be anticipated, as it often happens in the plenary. Furthermore, different caricatures can be used per group and presented afterwards. However, this variation should only take place after the method has been repeated several times, so that the participants know what is important in a cartoon analysis. Otherwise, the participants could be overtaxed.

Another possibility would be to let the participants design a caricature themselves at a later stage. This would encourage the participants' creativity and bring their own



opinions to the fore. This variation would be possible in both individual and group formations.

### Caricatures:

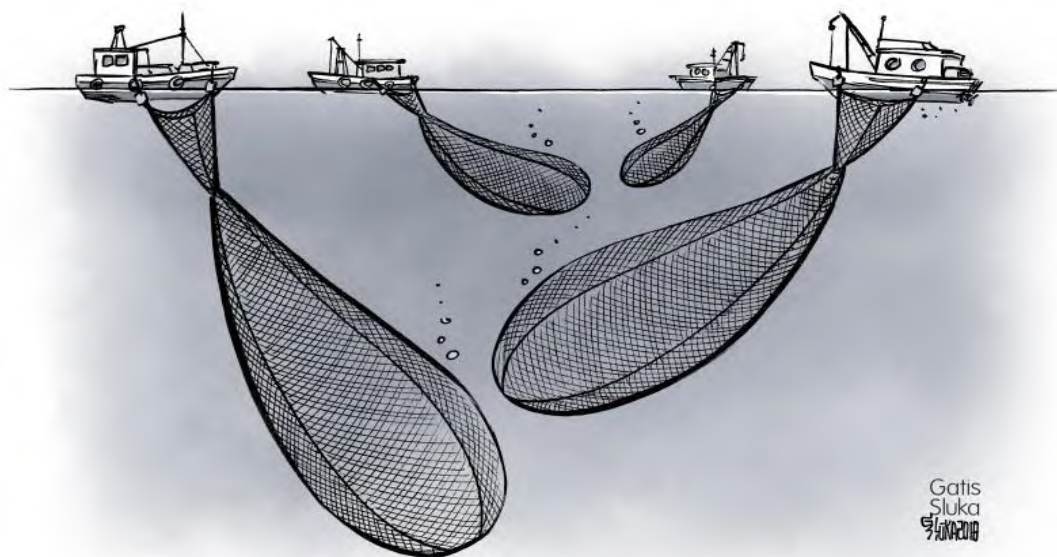
Caricatures are a form of expressing opinions that often criticize certain topics or persons. Thereby, the caricaturists deliberately exaggerate the topic in order to make the message or also criticism of the topics clear. The exaggeration within the caricature also has the side effect of adding entertainment value to it.

**Source:** cf. O.A. (August 14, 2013). Bundeszentrale für politische Bildung. Karikaturen

<https://m.bpb.de/lernen/grafstat/grafstat-bundestagswahl-2013/166831/karikaturen-z7>

### Material:











## Method 6: Life on land

**Preparation:** Provide materials, form a circle of participants

**Description:** The participants (TN) build food chains and learn about different positive or negative factors that influence the chains.

	Interdependence of living beings recognize. Learning to cooperate and thinking
	from the age of 14. The level of complexity is described as medium. Group size should be between 10-15 persons.
	Ball of string and thin rope
	30 minutes

**Writing-oriented method:**

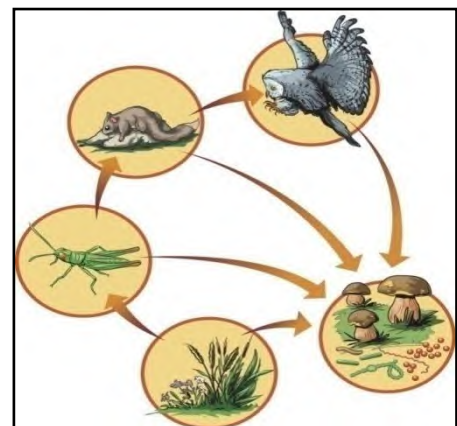
Appropriate for illiterate learners if the collages are presented with photos only, instead of headlines.

**Seminar phases: Introductory and problematization phase**

### Procedure:

#### *Part 1: Creation of the Network of Life<sup>52</sup>*

1. All participants (TN) line up in a circle.
2. The workshop leader explains that food chains are to be represented by the string.
3. Then the workshop leader starts the chain. The facilitator takes the ball and names a plant (e.g. a mangrove tree). Now he/she holds the end of the ball and throws it to another participant on the opposite side. This creates a string between the facilitator and the participant.
4. The participant now names an animal that eats the plant (e.g. a lizard). Then they hold the string again and throw the ball to the next participant.



<sup>52</sup>Picture's source: <https://www.wald.de/waldwissen/die-nahrungskette-im-wald/>

5. The participant then names an animal that eats the previous one (e.g. a snake). The participant holds on to the string and throws the ball to another participant.
6. The participants repeat this until the network of life has been created. If no further part of the chain falls into place, a new one can be started. Try to make sure that the participants use different habitats for the chains (forests, mountains, moors, deserts, rivers, ...). If necessary, explain the connections between individual parts of the food chain. However, the string is not interrupted when a new chain is created but is continued. The game continues until each participant holds a part of the string in his or her hand.

### *Part 2: The Destruction*

1. The participants now name examples one after the other of things that can damage this grid. For example, overfishing of the oceans, desertification, deforestation, etc. Each participant who has given an example now lets go of their part of the string.
2. The participants look at the pile of string that is now in front of them.
3. Part 3: Brainstorming about environmental actions
  1. All members think together about what they can do to improve the living conditions for plants, animals and people. For example, not disposing of their rubbish in nature, not polluting water bodies with harmful substances or promoting biodiversity in the (school) garden. Each participant chooses an activity that he/she wants to implement in his/her life in the future.
  2. Each participant who has chosen an activity takes and picks up any part of the piece of string.
  3. Finally, the participants look at the new net for one minute. Point out that it is not the same net as at the beginning. The interventions and consequences in nature cannot be undone without a trace, but alternative solutions and a form of stabilization can be developed.

Biological diversity, or biodiversity, describes the different animals and plants on earth that live together in certain constellations in certain areas. These are important above all for the climate and our water supply, but also for protection against flooding. The preservation of biodiversity is therefore also an important factor in stopping global warming.

**Source:** cf. <https://www.bmbf.de/bmbf/de/forschung/umwelt-und-klima/biodiversitaet-forschung-fuer-die-artenvielfalt/biodiversitaet-forschung-fuer-die-artenvielfalt.html>

## Reflection:





Start by asking how the participants felt when they first watched the network being destroyed and then created a new one. Then talk about the issues that have arisen and what needs to be done to protect the environment. In addition, discuss food chains and explain their importance (see info box).

*Possible questions for reflection:*

- *How did it feel to see the network gradually falling apart?*
- *Was it easy to name animals and plants at different points in the food chain? How well do we know about the processes in nature?*
- *Does it matter to the participants and their environment if living beings in other regions of the earth, for example polar bears in the Arctic, become extinct in the next ten years? What effects would this have?*
- *How did the participants feel when the new network was created?*
- *Was it easy to come up with ideas to reduce the environmental damage caused by humans?*
- *How effective are individual actions? Which actions need the participation of many people, which ones can make a big difference? How can people be informed and motivated about this?*
- *Who is responsible for environmental protection?*
- *What criteria should be used to make decisions about the use of resources and interventions in nature? For example, whether to cut down a forest in order to use the land for agriculture??*

## Method 7: Spider web

**Preparation:** Hang up a "spider's net" between two trees or similar. If possible, there should be the same number of holes as participants, the net must be tightly stretched.

	Recognize, understand and be able to use the strengths and weaknesses of others and oneself. Be able to communicate openly about strengths and weaknesses
	from the age of 10. The total size of the group should be between 10-20 people.
	Long string or equivalent (Length depends on the number of participants)
	45-90 minutes

Game-oriented method:  
appropriate for illiterate people

Seminar phases: Introductory and problematization phase

**Procedure:**

**Description:** The group has to think together about how all participants can get to the other side of the spider's web. They need to work together, communicate openly and see the strengths and weaknesses of each individual as an opportunity.

1. The group stands together on one side of the spider's net. The facilitator gives the following instructions:

- a. Each hole in the web may only be walked through once.
- b. Under no circumstances may there be any contact with the threads of the net, because then the exercise is considered lost and all those who have already passed through the net must return to the starting position.
- c. If another participant also touches the net, the same rule applies as before.
- d. Safety first: avoid alert and dangerous tricks and interrupt them if necessary.

2. the facilitator should really only observe and clearly insist on the observance of the rules: Even if a rule is really broken by a participant, everyone is sent back. This can lead to frustration and aggression, but it is all the nicer when it finally works out.

3. First of all, some participants go through the easiest holes to the other side. Then more participants have to be carried through the holes. Again, there must be no contact with the net. The group should remember at an early stage that even the last participants must still be able to climb through the net relatively independently.

**Reflection:** The seminar leader encourages the group to discuss by asking the following questions:





- ✓ Did you have difficulties in the beginning to agree in the group who goes through which hole of the net at which point? If so, how did you cope with this?
- ✓ In retrospect, do you feel that the strengths and weaknesses of each participant helped you to find the solution?
- ✓ Can you imagine that there are people who would not get enough support to get through the "spider's net"?

- ✓ Can you think of examples where people who are less strong are left behind in society?

### Variations:

If a participant touches the net, the seminar leader gives him/her a handicap. Examples of possible handicaps: Blindfolded or continuing to play without words.

### Method 8: Talk-Show

	Encouraging the ability to argue, Encouraging the ability to express oneself, Encouraging the discussion of different topics. Topics Focal points.	<div>Language-oriented method:</div> <div>Appropriate for illiterate learners.</div>
	from approx. 10-18 years. The level of complexity is rated as difficult.	
	Index cards, slips of paper, contents on one subject field	
	120 Min.	

Seminar phases:

**Preparation:** Selection of topics by the seminar leader, selection of information by the seminar leader, appropriation of information by the group.

**Description:** The participants take on different roles and talk about a topic from their role.

### Procedure:

The talk show is a method that is affiliated with role play. At the beginning, small groups are formed consisting of two to six people. Within this small group, the topic, which was selected beforehand or given by the seminar leader, is worked on. Information on the topic is given out by the seminar leader. This information is then worked on within the small group and different positions are identified from these texts. The roles for the talk show are later derived from these different positions. The topic of the talk show could be sustainability, for example, with a more specific

reference to recycling and the ban on plastic straws worldwide. The different positions that result from this could be, for example, being against plastic straws or being for them. This in turn can lead to different roles. On the one hand, the role of consumers/consumers who are henceforth not allowed to use plastic straws, the role of the manufacturers who produced plastic straws and the role of an expert who educates people worldwide about plastic consumption and its consequences. Based on these roles, the participants write down arguments and write them down on index cards so that they can bring them up in the talk show later. Another role that must always be filled and determined in advance is that of the moderator. The moderator must be neutral towards his or her guests and must not place personal opinions in the foreground. Care must be taken to observe the rules of the discussion and to ensure that all participants can present their points. Furthermore, questions must be asked in order to advance the conversation/discussion. Finally, the moderator has the exercise of drawing a conclusion from the presented contents and presenting it to the audience. Within this method, all participants are equally challenged, as the participants who do not belong to the group that is currently presenting are considered as spectators of the talk show and have the exercise of observing what is happening (if desired, they can also ask questions).

### **Method 9: Overview of roles**

**Moderation:** *Has the exercise of guiding discussions and giving impulses. Ensures that the rules of the conversation are observed. Opens the talk show with a welcome and introduction of the guests and ends the talk show with a conclusion.*

**Guests:** *Different roles taken by the participants. Make a comment on the topic and have a clear position in the debate.*

**Assembly:** *These are the participants who are not part of the group. They have the exercise of observing the talk show and may ask questions if they wish.*

**Procedure:**

1. welcome and introduction of the guests and the topic (will be taken over by the moderator, the guests have the possibility, to make a comment on the topic)
2. discussion by the various guests (guided by the moderator, make sure that the rules of the discussion are observed)
3. concluding remarks by the guests (insight or comment can be made again by each guest)
4. conclusion (will be done by the moderator).

**Reflection:**

The reflection on the method takes place in the plenary and orally. It is discussed together with all participants which roles the individual participants of the group had and which position they took in the debate. Thereby, the argumentation that was brought up in the talk show is discussed again in detail. Another possibility is to give the group members feedback on whether they were convincing in their position. However, this is only about the argumentation and not about agreement or disagreement with the argument. This feedback can help in later discussions to formulate the arguments correctly and to introduce them in adaptive places.

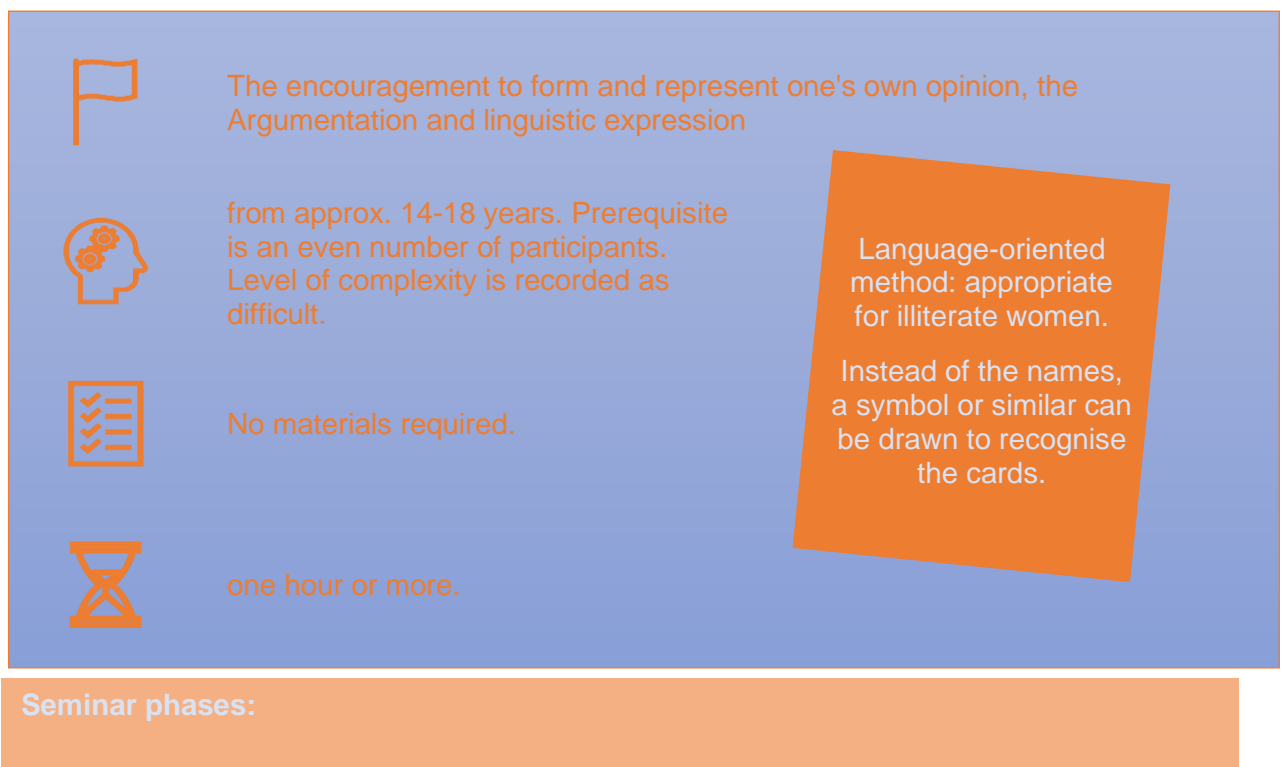
**Variations:*****Variant of self-editing the information:***

The participants can also work out the information that is relevant for the talk show themselves. This encourages them to engage with the topic and also supports them in gathering information for future debates. It should be noted, however, that independent research will take more time and an extra double lesson should be planned for this alone. Another possibility is that the participants write down the talk show beforehand, like a kind of theatre script, so that they are more confident and can read out their texts if necessary. However, the basic idea of formulating arguments at the right moment and presenting them is lost a little bit.

### ***Variation without the use of writing utensils:***

Another possibility is not to write on index cards. Beforehand, different topics can be worked on in plenary and the participants choose their position on the basis of this. Afterwards, they sit down at the front for a talk show round and have a free debate. However, this is somewhat more difficult and may require additional support from the seminar leader.

### **Method 10: Pro and contra debate**



The encouragement to form and represent one's own opinion, the Argumentation and linguistic expression

from approx. 14-18 years. Prerequisite is an even number of participants. Level of complexity is recorded as difficult.

No materials required.

one hour or more.

Language-oriented method: appropriate for illiterate women.

Instead of the names, a symbol or similar can be drawn to recognise the cards.

**Seminar phases:**

**Preparation:** Division into teams, choice of a moderator, if desired, basic knowledge of the field of the topic.

#### **Description:**

The participants are classified in a pro or contra role on a topic and argue from this role.

The difference between this and a talk show is that the discussion is pure and simple, whereas a talk show can simply be informative and instructive.



**Procedure:**

The main point of this method is to formulate arguments and express them. At the beginning, the topic of the debate is explained by the seminar leader. This can be a thesis or a question. For example: "The cooperation of all countries on the ESD goals is necessary!" Or also "Why should many countries participate in the ESD goals?". Both of these allow for a pro and contra debate to be set up between participants who consider cooperation between countries to be necessary and important (pro) and those who do not (contra). Make sure that the pro and contra sides are balanced, and not 5 participants who choose the contra side and 12 who are on the pro side. If the distribution does not balance out in an own grouping, the seminar leader must ensure that there is a balance, e.g. by drawing lots for one side. Furthermore, a moderator is selected; this role can either be taken over by the seminar leader or by one of the participants. The moderator's exercise is to make sure that the rules of the discussion are observed that the arguments can be carried out reasonably and that no conflict arises, but that the debate remains objective. The moderator can also play a supporting role, for example by asking questions. After two different groups have found each other, the moderator opens the debate. The moderator explains the question or thesis again, and the different participants can now respond. The most important thing here is that the arguments are also referred to and that facts and assertions are not simply put into the room. If person A says that cooperation facilitates the achievement of the Sustainable Development Goals, person B should try to revise this statement and not simply make a new independent statement. Of course, the moderator must also ensure that the participants do not dwell too long on one statement, but that other facts and assertions can also be discussed. Depending on whether all participants have taken part in the activity, or some have acted as audience, the public can choose a winning group. However, this should be based on the group's ability to argue and not on their personal point of view on the topic.

**Possible questions/theses:**

- ✓ Especially economically better-off countries must cooperate to help the poorer countries.
- ✓ Should "poorer" countries be excluded from cooperation?

- ✓ All countries must cooperate to the same extent and do the same, regardless of the volume of their resources.
- ✓ The different opinions of countries mean that there will be no agreements, for this reason countries should work separately.
- ✓ Smaller countries do not have to adhere to climate protection measures until the big countries do the same; anything else would have no effect anyway.
- ✓ Does climate protection bring anything if Russia, China and the USA do not cooperate?

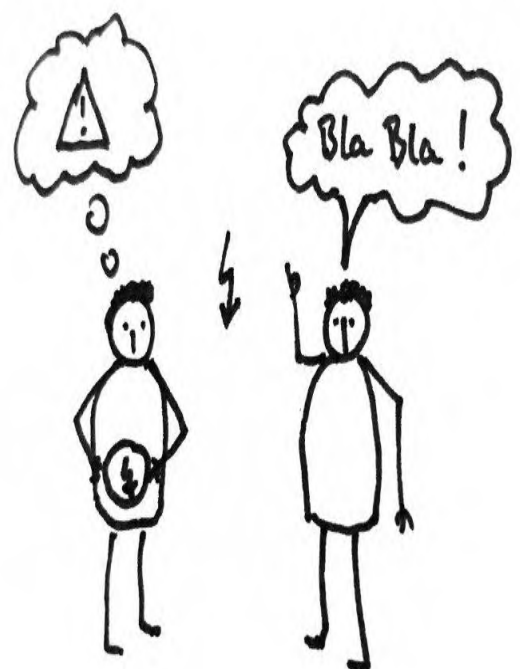
### Reflexion:

- ✓ These are some possible reflection questions that help to evaluate this method
- ✓ How satisfied were you with your position (pro or contra)?
- ✓ How easy or difficult was it for you to find and formulate arguments for this question/thesis?
- ✓ Would you ask the question/thesis otherwise next time?
- ✓ What did you find particularly easy or difficult about this method?
- ✓ What would you change about the method next time?

### Variation:

It can also be played with a whole group without an assembly. Furthermore, only pairs could hold debates, in the ratio of one participant against another. However, these debates should then be kept shorter.

<https://blog.codecentric.de/2018/11/konflikte-in-teams-loesen/>



**Definition of conflict:**

Conflict is a process of disputes based on the interests and ideas of an individual who is part of a social group. It should be emphasized, however, that conflict does not always have to be negative.

**Basic knowledge of conflict management**

Because the concept of conflict is broad, different types of conflict also arise. If both parties are aware of the conflict, this type of conflict is called a manifest conflict. If it is clear that a conflict can arise from the situation, but there is no conflict yet, it is called a latent conflict.

If both actors are dependent on each other, but follow different goals, there is a conflict of goals. In the case of an evaluation conflict, the methods used to find the goal are evaluated differently. When there are different psychological decision-making and behavioral tendencies, this is a personal conflict. When inconsistencies occur in the interpersonal relationship, it is called a relationship conflict. A relationship conflict arises when people play different roles and are thus exposed to the expectations of this role.

(<https://wirtschaftslexikon.gabler.de/definition/konflikt-41120> )



**Definition of conflict management:**

Conflict management involves the identification, management and regulation of conflicts through different types of handling such as negotiation, mediation, conciliation and compulsory arbitration.

<https://wirtschaftslexikon.gabler.de/definition/konfliktmanagement-41409>

### **How does a conflict arise?**

Conflicts always begin with a communicated contradiction that follows a previous communication offer. In social relationships, these conflicts are usually caused by unfulfilled expectations of the other party or by unresolved disapproval. Conflicts always begin when people interact with each other. It does not matter whether the resulting communication consists of words or facial expressions and gestures. (Thiel, 2003)

### **What is conflict management?**

#### **How can conflicts be resolved and prevented?**



<https://www.in-stability.de/de/entwicklungsberatung/leistungen/konfliktmanagement-und-meditation/>

Another way of resolving conflicts is intervention, which looks for solutions to resolve a conflict. Another very effective method is to bring in a third, uninvolved person. This person should observe the conflict in an unbiased way and help to find a solution. This involvement of a third person to resolve conflicts can also be called de-escalation, as the definition of de-escalation states that it means the regression of conflict systems. In order for de-escalation to work, collective affects must be reduced. In doing so, it is not enough to lower the emotional state back to the level it was at before the conflict and before the escalation. Rather, it is important to ensure that the emotions are even more stable and that there is even more calm in the emotional state than was the case before the conflict. There are three ways in which de-escalation can happen. The first form happens after self-reflection, which happens on events inside and outside the individual's environment. The second form happens after influence and control of the context by another individual. The last form follows the destruction of the conflict system. This de-escalating intervention is most useful when used to make the parties involved in the conflict aware of their behavior.

Another way of resolving or preventing conflicts is preventive intervention. This involves ensuring that conflicts do not break out in the first place. This is achieved, among other things, by regularly looking for conflict potential and resolving it before it comes to conflict.

Curative intervention can also be used to resolve conflicts. Curative intervention only intervenes when a conflict has already arisen. It is evaluated within a diagnosis which points of dispute have already arisen and which demands and wishes have already been made to the other party. In this way, a solution approach can be found to resolve the conflict according to the interests of both parties.

Another approach is escalating intervention. It is considered to be a way of resolving conflicts through escalation. In this approach, deliberate measures are taken that initially escalate the conflict, but can lead to an end of the conflict on a long-term basis. (Meyer, 2011)

## Violence

### Definition of violence:

Violence does not begin with the use of physical force. It also includes acts such as threats, abuse, harassment and imposed control of another person. Violence affects people of all ages and from all social classes.

<https://wirtschaftslexikon.gabler.de/definition/gewalt-33514>



<https://selam.berlin/gewalt-im-kontext-schule/>

### Possible types of violence

In order to clarify which acts belong to the generic concept of violence, it is first of all important to clarify which types of violence exist.

One of the best-known types of violence is **physical violence**. This includes all attacks on a person's body and health. Physical violence includes everything from a simple push to an attack with a weapon. A difference is made between blunt and pointed violence. Blunt force is, for example, a punch with the fist, while pointed force can be a stab with a knife. A distinction is also made between visible and invisible

injuries. Physical violence often occurs in marriages, partnerships and families, between children and young people, among strangers, in old people's homes and nursing homes, against police, firefighters and rescue workers in action and against employees in offices and authorities.

Another type of violence is **psychological violence**. Unlike physical violence, psychological or mental violence and its consequences are not visible. Psychological violence includes acts such as insulting, taunting and exposing, up to threatening and blackmailing. In addition, stalking and bullying also belong to psychological violence. One of the worst consequences of psychological violence is that it is not visible but can be felt. It can therefore seriously injure people and have health consequences. The weapon used is the spoken word.

**Sexual violence** is also important. This includes all sexual acts that happen against a person's will or that are carried out on people who are 14 years old or younger, regardless of whether they consent to the act. Not to be forgotten are acts committed on those who are not in a position to refuse. Sexual violence begins with inappropriate language and unauthorized inappropriate touching and ends in the worst case with rape. It should also be noted that sexualized violence against children and young people often comes from their immediate environment. They are usually acquainted with the person and in some cases even familiar with them.

**Domestic violence** always happens between people who are married/partnered or in a relationship, belong to a family or cohabitation, have separated/divorced. The aim is often to exercise power and gain control over the partner. It is important to note that domestic violence is not a single slip, but a series of acts that follow one another. Domestic violence usually includes all the other listed types of violence.

A rather new type of violence is **digital violence**. Everywhere you can share online, violence happens every day. Digital violence includes items such as cyberbullying, cyberstalking, hate comments and sexual harassment. An ever-growing point in cyber violence is sexual violence by adults and young adults and children. They try to lure them with images and promises and shamelessly exploit young people's good faith.

Another type of violence that is important to mention is **forced marriage**. It is always a forced marriage if at least one of the two does not agree to the marriage. Often, threats are then made to go through with the marriage, or the parties are so intimidated that they cannot oppose their family and do not even express that they

are against it. Although more and more cases of forced marriage are coming to light, the number of unreported cases is estimated to be much higher.

### **Method 11: Intervention and methods against violence**

In the search for a solution to violent behaviour, anti-aggression and coolness seminar seem to have great success with young adults. They are clearly more suitable to bring about a behaviour change in notorious violent offenders and aggressive young people than other methods. In any case, a concept is worked out individually, which should help the young people to recall the trained awareness and the right action in similar situations in the future and thus to behave correctly when the situation arises. With the help of these methods, empathy is to be developed, especially for the victims, and there is also a detailed reflection on one's own actions. Such a measure also proves to be much more sensible than imprisonment without psychological therapy, as these offenders are often unaware of the extent of their actions without therapeutic help and very quickly relapse as soon as they are set free.

([https://www.researchgate.net/profile/Albert-Scherr/publication/242675979\\_Mit\\_Harte\\_gegen\\_Gewalt\\_Kritische\\_Anmerkungen\\_zum\\_Anti-Aggressivitaets-und\\_Coolness\\_Training/links/0a85e537b356e14a3f000000/Mit-Haerte-gegen-Gewalt-Kritische-Anmerkungen-zum-Anti-Aggressivitaets-und-Coolness-Training.pdf](https://www.researchgate.net/profile/Albert-Scherr/publication/242675979_Mit_Harte_gegen_Gewalt_Kritische_Anmerkungen_zum_Anti-Aggressivitaets-und_Coolness_Training/links/0a85e537b356e14a3f000000/Mit-Haerte-gegen-Gewalt-Kritische-Anmerkungen-zum-Anti-Aggressivitaets-und-Coolness-Training.pdf))

Another way to solve violence is through institutions that deal with the issue.

There are help organizations that mainly take care of young people who need help in various situations. Whenever help is needed, you can turn to these institutions, and they will try to help you in order to prevent young people from getting help in the wrong place or from slipping into illegal activities. Particularly noteworthy within this theme is the concept of making violence an issue.

They have developed a concept that is mainly intended for primary school children, but should ensure that these children do not come into contact with violence in their youth or as adults in the first place. Another reason for targeting primary school children is that compulsory education makes it possible to reach a particularly large number of people.

The seminar that is carried out within the concept can be divided into six phases:

**1. Preparation**

- ✓ The trainer conducting the seminar communicates clearly in advance what the goals are at the end of the sessions.

**2. Establishing contact and orientation**

- ✓ It is important as a foreign professional to make a positive impression when meeting the children to ensure that the students get involved.

**3. Sensibilize**

- ✓ Students are made aware of the issue and educated with facts and numbers.

**4. Behavioural strategies in case of border violations and violence**

- ✓ The children are intentionally involved in this practice situation in order to have had early contact with it and to learn methods of action for the future.

**5. Closing and leaving**

- ✓ This phase does not take much time and the students are only reminded that the learning session is now over.

**6. Everyday transfer, follow-up and effectiveness**

- ✓ It is important that teachers and parents continue to give impulses after the seminar in order to keep what has been learned alive. Otherwise, the seminar will not have a long-term effect.

It should be noted, however, that the real seminar takes place in phases 2 - 5.

([https://wellenbrecher.de/?gclid=CjwKCAiAvaGRBhBIeIwAiY-yMIWAB1ji2x6lQkndkn2le85laTu0jQBjd98R7xYSnxkG4byDmLMlyhoCgz4QAvD\\_BwE](https://wellenbrecher.de/?gclid=CjwKCAiAvaGRBhBIeIwAiY-yMIWAB1ji2x6lQkndkn2le85laTu0jQBjd98R7xYSnxkG4byDmLMlyhoCgz4QAvD_BwE) )

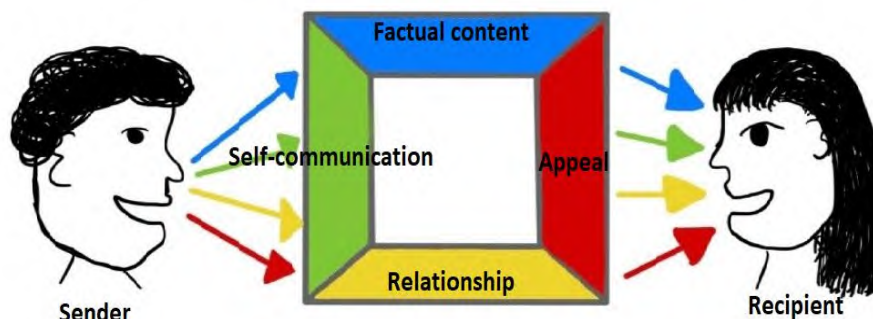


## Communication



### Definition of communication:

Communication is a means of exchange among people by which information is conveyed between a sender and one or more receivers. This can be done in different ways. It can be divided into non-verbal and verbal communication. Verbal communication succeeds through speech and non-verbal communication runs through body language such as facial expressions and gestures.



### How does communication work?

The German communication scientist Friedemann Schulz von Thun created a communication model, also called the "four ears model", which is intended to clarify how communication works. In this model, there is a **sender** and a **receiver**. Every statement of a person carries four different messages at the same time. These messages also reach the receiver on four levels, the so-called "four ears". This model is represented in a square, which shows the four levels of communication. The first

**level of factual** content deals with facts and circumstances. The level of **self-disclosure** always holds something personal such as feelings, values, needs or idiosyncrasies. This can be communicated either explicitly as an I-message or implicitly. The **relationship level** reveals how you feel about the other person and what you think of them. These indications can be conveyed with the help of facial expressions, gestures, intonation and phrasing. At the **appeal level**, wishes, advice, instructions for action or appeals are conveyed. (von Thun et al., 2012)

### **What is meant by non-violent communication?**

The concept of non-violent communication often leads to misunderstandings. It is often confused with absolute harmony and communication without any conflicts and disputes. However, this is not what is meant by non-violent communication. It is rather about actively addressing conflicts instead of completely suppressing them.



Solutions should be found that satisfy both parties. Conflicts of interest as well as differences of opinion are something completely normal and are part of daily life and are enormously important for our development. Therefore, it is necessary to act correctly in these conflict situations, to act empathetically, to show consideration for one's fellow human beings. There are always at least two parties to a conflict. Two parties with different points of view, feelings and needs. It can be helpful to change one's perspective and put oneself in the other person's shoes. By looking for constructive win-win solutions, non-violent communication can be facilitated. To find these solutions, the cooperation of both parties is needed. Cooperation with an open attitude towards one's interlocutor and his or her feelings and needs. In order to adopt such an open attitude, the method of non-violent communication by Marshall B. Rosenberg can be used.

Thus, non-violent communication does NOT mean "We are always nice to each other", "We never get loud again" or "I achieve with my actions that everyone does what I want". Rather, it is about tackling a conflict together and showing consideration

for each other so that both parties can leave the conflict more or less satisfied. (Basu & Faust, 2015)

### **How does one assume non-violent communication?**

Rosenberg's non-violent communication helps to formulate one's own needs in such a way that the other person understands me, conflicts can be avoided and resolved, conversations can be held at eye level and situations that disturb one can be addressed. The most important building block of this method is empathy.



(Rosenberg, 2016)

#### **Empathy Definition:**

Empathy describes the ability and willingness to recognize and understand the feelings and thoughts of other people. Empathy is a prerequisite for moral action.

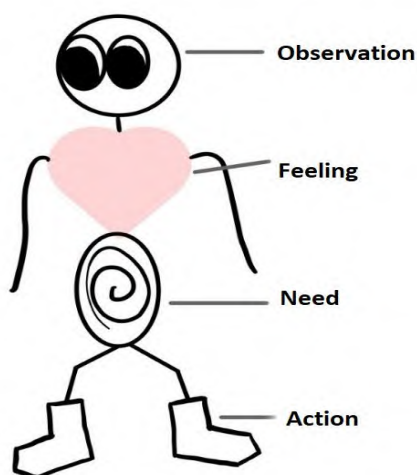
### **Marshall B. Rosenberg – Non-violent communication**

The American psychologist Marshall Bertram Rosenberg developed the concept of non-violent communication (GfK) to make communication successful. He distinguishes between two types of communication: you-messages and I-messages. Rosenberg understands you-messages as communication attempts that contain moral judgements or evaluations, as well as generalizations, interpretations, blame and demands. For successful communication, it is extremely important to avoid possible communication blocks by refraining from these you-messages. You-messages can be, for example, moral judgements or evaluations such as "You are unreliable" or generalizations such as "Again? You'll never get it done in time.". Demands such as "If you don't change your behavior, there will be consequences!" can also put pressure on the receiver and be counterproductive for communication. With "You" messages, communication blocks can arise that make it difficult to resolve the conflict.

I-messages, on the other hand, are about understanding and being understood. To do this, you have to be able to express your feelings and needs and listen empathetically to your interlocutor. The aim is to avoid communication blockades and to understand and be understood. (Rosenberg, 2016)

## Method 12: Four-step model

Rosenberg has created a **four-step model** with which non-violent communication is supposed to succeed.



### Step 1: Observation

First of all, the situation must be observed. This consists of noticing the surroundings and the other person and recording what is actually happening in the situation. It is important to pay attention to what the other person says and how they behave (facial expressions, gestures, tone of voice).

It is particularly important here to communicate everything to the other person in a completely neutral way without evaluations and judgements. You describe what the person does and whether you like it or not. Following this step first creates a common basis for conversation.

Generalizations such as "always, never, again, etc." should be avoided.

### Step 2: Feelings

The second step is about revealing one's own feelings and emotions with the situation. This is important so that my partner can understand me better and understand my actions and words accordingly. Expressing my feelings can have a de-escalating effect. Here, too, it is important to separate my feelings from reproachful thoughts. It can easily happen that thoughts are interpreted as feelings and there is a danger that my conversation partner will perceive this as an attack.

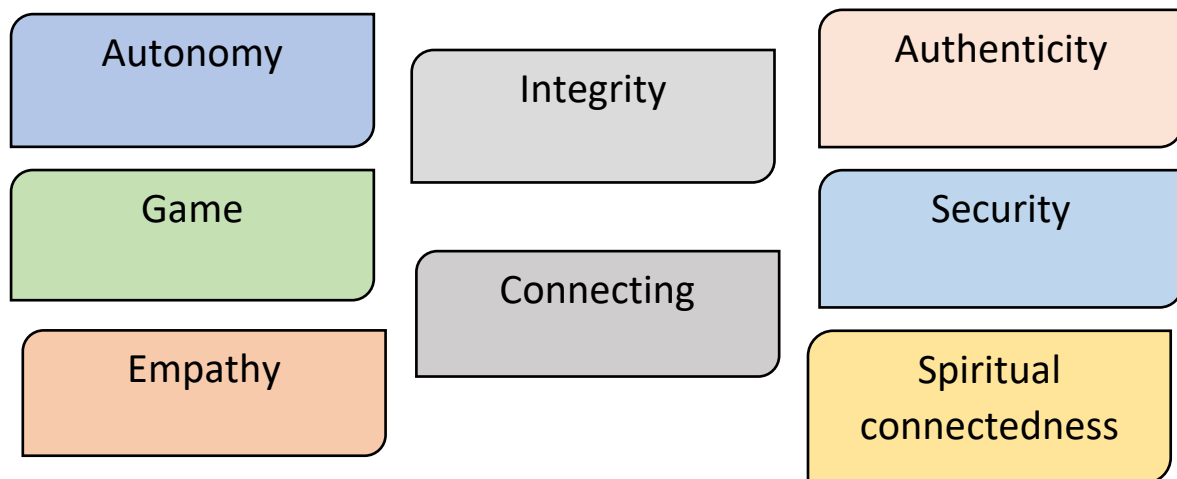
Here is a small example to illustrate this:

Instead of saying "I don't feel that you take me seriously", you should focus solely on your own feelings and try to express them as "I feel uneasy and irritated".

### **Step 3: Needs**

In the third step, it is important to identify one's needs and to disclose them to one's dialogue partner. This disclosure of one's needs provides an opportunity to be better understood in conflict situations. A list of human needs can be found in the Annex. This can be used to get an overview. In order to become aware of one's needs, one has to deal with one's feelings. For this purpose, a list of possible feelings as well as unfulfilled feelings can also be found in the Annex. Every action a person takes is done to satisfy a need. All people have the same needs. The satisfaction of a need is independent of persons and actions. Communicating one's unmet needs helps the other person to understand one better. It is important here to separate one's needs from pure strategies with which one only wants to fulfil one's own needs. Self-centred strategies bring us into conflict with others. Therefore, the feelings and needs of the other person must always be taken into account.

Here is a brief overview of the basic human needs:



### **Step 4: Action/ Request/ Wish**

The fourth step consists of formulating a request that describes a way in which my need can be met. Here it is essential that the needs of my interlocutor are also respected and included. A prerequisite for further communication to succeed is to accept and welcome a "no" as an answer. In addition, care must be taken that the formulation of one's request cannot be taken as a claim or threat by the other person. A request expresses a strategy of how I would prefer to have my need met. It does not mean that this is the only and right way to fulfil this need. In addition, it also does

not mean that this request should be fulfilled in any case. One should accept the other person's needs for self-determination, because in this way one is more likely to get what one wants. Under no circumstances should a "no" mean negative consequences for the other person.

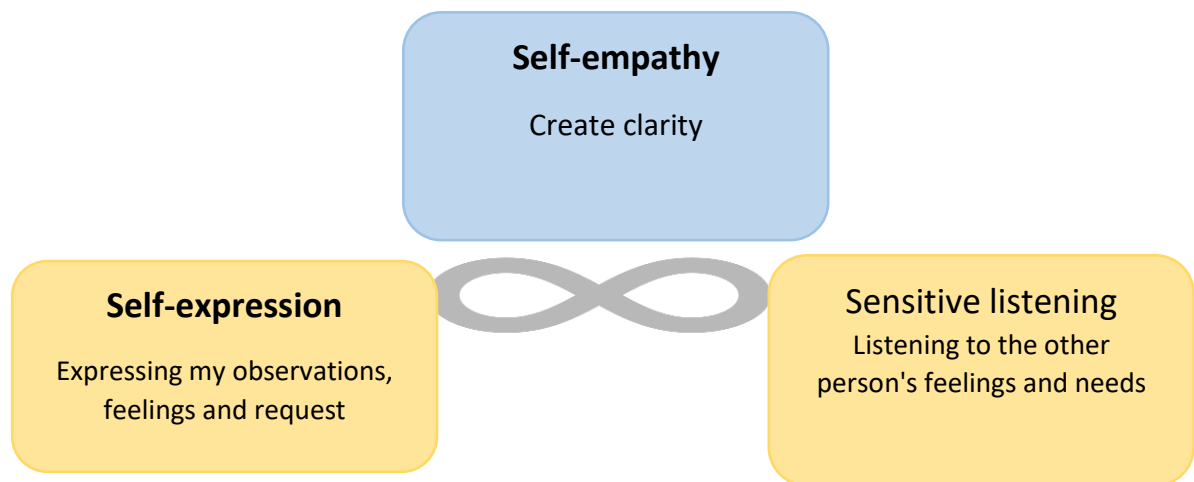
→ **Feelings are indicators of whether needs are fulfilled or not.**



With the help of these four components, everyone should be able to listen empathically. Non-violent communication can be applied to any situation in any area of life. It does not matter whether it is interactions within the family, at school, in close relationships or even in business negotiations. It can be used in conflicts and disputes of any kind. It helps us to develop our empathy in every situation and to become more aware of the way we express ourselves. It can therefore enhance our quality of life by creating a mutual desire to give from the heart.

Marshall B. Rosenberg distinguishes between **three levels of communication**:

The four steps of non-violent communication according to Marshall B. Rosenberg can be seen as a process where the observation of a situation creates a feeling because of an unfulfilled need, and this is to be solved with a request. The cause and the trigger must be separated.



### **Self-empathy:**

If we manage to become aware of our feelings and needs as well as the feelings and needs of our fellow human beings, we can see relationships in a new light. Violent reactions to conflicts can thus be reduced to a minimum. As our attention is on empathy, possible diagnoses and judgements are disregarded.

### **Self-expression:**

Identifying one's own feelings is essential to becoming aware of one's unmet needs. Expressing these feelings without blaming or judging the other person is one of the most important prerequisites for non-violent communication.

### **Empathic listening:**

Intensive, empathetic listening is necessary for successful communication. This means respectfully understanding and being able to comprehend other people's experiences and opinions. In doing so, one hears what the other person observes, feels, needs and asks for. Empathetic listening enables a deeper connection and a furthering of the relationship with each other. (Rosenberg, 2011)



→ Trust is a basic prerequisite for this.



**How can conflict management be used to assume non-violent communication?**

### **Conflict management**

#### **Definition:**

Conflict management is the ability to intervene in existing conflicts and resolve them positively and productively.

Conflict management can be used to defuse existing conflicts, whereas the GfK model can be used preventively and actively in conflict situations. Conflict management intervenes when conflicts exist due to differing opinions that seem irreconcilable to both parties. For successful conflict management, three prerequisites are necessary for all parties involved: The ability to deal with conflict, communication and the willingness to compromise.

(Jiranek &Edmüller, 2021)



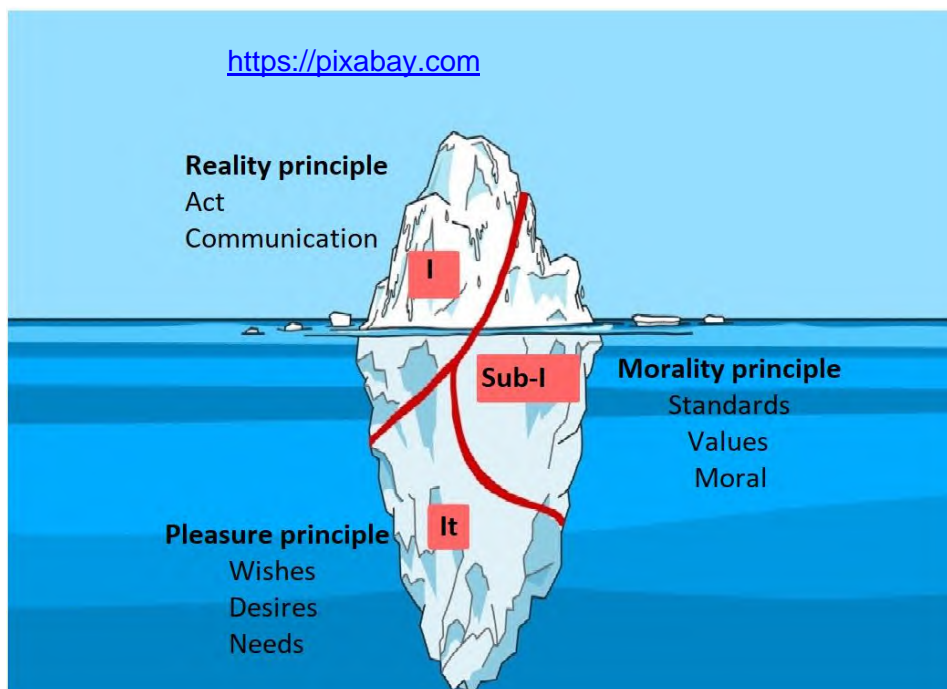
## The iceberg model



The iceberg model is based on Sigmund Freud's theory of personality. It illustrates that in interpersonal communication there is a factual level and a relationship level. The peak of an iceberg above the surface of the water makes up about 20% of the total size. The remaining 80% is hidden below the water. You can think of the peak of the iceberg as a **factual level** of

communication. At this level, factual information and facts are communicated through words. The factual level covers the entire content of what is said during a communication. The remaining 80% represents the hidden and unconscious **relationship level**. This level includes thoughts and feelings, values and motives. These aspects can be indicated in the subject level by facial expressions, gestures and tone of voice and belong to the non-verbal communication. However, these personal backgrounds can never be fully grasped by the interlocutor.

Only facts and information on the factual level reach the recipient of a message consciously and purposefully.



This model is associated with Sigmund Freud's **structural model of the psyche**. In this model there are three instances: **The sub-I**, the **I** and the **It**. The sub-I represents moral principles such as norms and values from the outside world and makes demands on the 'I'. This can often be shaped by basic parental attitudes and represents commandments and prohibitions from society and represents the reason-based instance. The 'I' stands for actual action, i.e. it is based on the reality principle, and mediates between the rational sub-I and the desires of the 'It'. The latter acts on the basis of the normative ideas of the outside world and is shaped by its genetics and society. The goal of the I is to create a balanced instance with control over the other two instances. The I sends reactions to the outside world with its actions. The id reflects a person's desires, needs and drives. It is therefore a subordinate instance that makes demands on the ego according to the pleasure principle and acts on the basis of stimuli from the outside world. This is shaped by basic genetic attitudes.

In interpersonal interactions, misunderstandings can quickly emerge, and conflicts can arise. These can occur either on the **factual level** or the relationship level. Conflicts on the factual level are quickly resolved through attentive listening, feedback or queries. The triggers of conflicts on the factual level can be that one party is less familiar with a topic than the other or information is taken in the wrong way. Conflicts on the **relationship level** are more difficult to resolve. Here, a solution to the conflict requires consideration of the other party through empathy and understanding. For successful communication, it is important that conflicts are resolved on the basis of the relationship level, because this also negatively influences communication on the factual level. So if the relationship level is disregarded, 80 per cent of the actual message will be misunderstood or even not understood at all. (Abels & König, 2010)

## The Harvard Concept

The Harvard Concept, established by Roger Fisher together with William Ury, consists of **four basic principles** that can be used to resolve conflicts peacefully and achieve a win-win outcome for all parties.

### 1. Separate people from the problem

People and problems are treated separately, and discussions are purely factual.

### 2. Identify interests

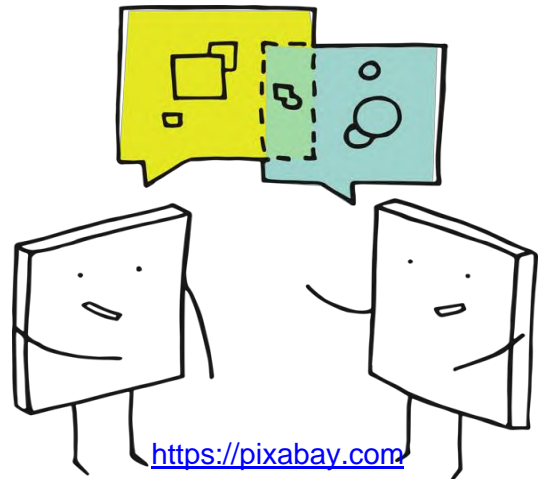
It is important not to focus on superficial positions but on deeper interests and needs.

### 3. Explore possible options

Ways should be found to benefit all parties.

### 4. Establish fair criteria

Finally, all parties must agree on one solution out of all the proposed solutions, which all must accept. This step should be done on the basis of objective criteria in order to make a neutral decision. (Schäfer, 2017)



### **Method 13: Conflict Moderation: A Model for Conflict Resolution**

This model for conflict resolution consists of a sequence of six steps to be followed by all parties involved. This model is based on two basic assumptions:



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1. Slowing down conflict resolution by including all stakeholders.
2. The systematic involvement of stakeholders through concerns, clarification, acceptance of concerns and finding solutions. This method requires a moderator who guides all participants through the process of conflict management, taking a neutral position.

#### **Step 1: Clarify points of view**

Here the following questions need to be clarified: What is the issue? What has happened? How did the parties involved feel about the situation? When did the first confrontation take place? Why did the situation arise? In this step it is important that the significance of one's own disturbance is conveyed to the other side.

#### **Step 2: Reveal the purpose behind the points of view**

The second step is about the interests, wishes, fears and hopes of all those involved. Here it is determined how all those involved feel about the conflict and what is important to them to clarify.

#### **Step 3: Identify their main concerns.**

The next step is to work out what is really important in the conflict. At this point, an understanding of the view and position of the others should be created. The aim of this step is to move away from assumptions and hypotheses and to concentrate on the essentials. It is important to summarize all the points mentioned in order to avoid misunderstandings.

**Step 4: Clarify the relevance of the matters of concern.**

Next, the main concerns are reviewed again and checked for their relevance and importance for all parties taking part. It is important that all parties understand the decisions taken.

**Step 5: Develop issue-based solutions.**

After the main concerns have been reviewed and accepted by all parties, the next step is to develop and collect possible solutions. This step can only lead to meaningful results if the positions of Step 3 and Step 4 are clear to all participants. Here all ideas for conflict resolution can be collected.

**Step 6: Opting for the best solution.**

In the last step, the best solution is decided upon, and the implementation of this solution strategy is agreed upon.

**→ Rules for moderation:**

- ✓ As a moderator, it is essential to have a neutral point of view on the content.
- ✓ The moderator should disclose the conflict so that the different aspects can be distinguished from each other and become clear to all.
- ✓ Es Proceed to the next step only when all parties agree to the conclusion of the step and are satisfied with the outcome.

(Jinarek & Edmüller, 2021)



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## **Closing words**

This youth leader's handbook is basically considered as an orientation for political education work for and among young people. It is important to be careful not to take sides during its use. This is because political education work (especially in Francophone Africa) is often perceived as "politicizing" young people against established traditions. For this reason, it is also important to maintain the understanding of state actors that future decision-makers should be taught values that guarantee coexistence in peace.

This handbook is not a finished work. Rather, it is a first draft that can be critically analysed and supplemented by educational actors, so that political education work can gain a foothold among young people in order to construct societies worldwide that have only one thing in mind: to construct coexistence worldwide in a durable way.

## ANNEX

### Work materials from Module 1

**The four bonding phases**<sup>53</sup>: Classify each of the four examples (on the right) to a bond phase (on the left) by connecting the text boxes.

#### 1. The pre-bonding phase

< 6 weeks

Until now, no bonding has developed. Therefore, the baby usually does not feel bad about being with unknown adults. The baby communicates with its innate signals (e.g. crying, smiling, eye contact) so that its needs are satisfied.

James is hungry and gets a yoghurt to eat from his mother Terese. He hears his mother's stomach growl and asks "Mummy, are you hungry too?" and offers her a spoonful of his yoghurt. The mother laughs and says, "No thanks, I'll eat some soup in a minute."

Jua's mother has a visit from her cousin Sada for the first time since her birth. Jua was born only a few weeks ago. Jua's mother asks her cousin to hold the child and leaves the room for a while to make some tea. While the mother is away, Jua looks interestedly into Sada's face and smiles as she speaks kindly to her.

#### 2. The beginning of bonding 6 weeks – 6-8 months

Now, the baby can distinguish people from each other - for example, between family members and other people. It now shows more attachment behaviour and can prefer one person (e.g. the mother/father) over other people.

Small Elias is at home with his mother. The mother goes behind the house to hang out the washing. Elias has recently learned to walk and follows his mother outside. There he sits on the floor and holds onto his mother. She smiles, talks to him and then goes about her business. After a while, Elias gets up to play with a ball lying on the ground nearby. Sometimes he looks up and makes eye contact with his mother.

<sup>53</sup> cf. (Lengning & Lüpschen, 2019, p. 14 f.)

**The four bonding models<sup>54</sup>:** Classify each of the four examples (on the right) into a bonding model (on the left).

### **1. Secure bonding**

Securely bonded children have perceived their caregivers as sensitive, available, reliable and supportive. Therefore, they feel safe in their proximity and can freely explore their environment as long as the situation is not emotionally stressful. Since they have been treated appreciatively even in negative emotional states, they can show all their emotions (e.g. anger, fear) openly.

Small Amanuel is happily running through the flat, dragging a toy behind him, while his mother is preparing dinner next door. Suddenly he stumbles, falls down and starts crying. Crying, he runs to his mother, who immediately takes him in her arms, talks to him comfortingly and checks to see if he has hurt himself. Soon Amanuel has calmed down and wants to continue playing.

### **2. Insecure-avoidant bonding**

Insecurely avoidantly bonded children have represented bonding persons as rejecting and being unsupportive. To avoid being rejected again, they avoid relationships and do not seek the proximity of their caregiver even in stressful situations. Instead, they then explore their environment (e.g. toys). Since they have learned not to be supported when they have negative feelings, they only have limited access to their feelings and no longer show it when they feel anger, fear or sadness, for example.

Small Talisa is in a waiting room with her mother. Talisa is sitting there on the floor and keeps hitting a chair leg with a toy. Suddenly her mother gets up, annoyed, threatens "If you keep this up, I'll leave you here!" and leaves the room for a few minutes to make a phone call. Talisa starts rocking her upper body back and forth again and again. When the mother comes back, Talisa first approaches her a little and then sits down anyway.

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<sup>54</sup>(Julius, Gasteiger-Klicpera, & Kißgen, 2009, p. 14 f.)



### **3. Insecure-ambivalent bonding**

Insecurely-ambivalently coupled children have experienced their caregivers as unpredictable in terms of their sensitivity and availability. The caregivers thus respond to the child's attachment needs unpredictably - e.g. sometimes sensitively and sometimes dismissively. These children are often very affectionate for a long time and have less interest in exploring their environment. However, they not only seek closeness to their caregiver, but also show (very clearly) their anger towards the person resulting from the failure to meet their needs.

John's father has a visit from his friend Zahir once a month. John is a few months old and has played with Zahir many times when he came to visit. Today, John suddenly starts crying while playing. Zahir tries to comfort him, but the small boy does not let himself be calmed down. When his father finally takes him in his arms, John stops crying and quickly calms down.

### **4. Disorganized bonding**

Disorganized bonded children have represented themselves as helpless in the face of anxiety-provoking situations and their caregiver as someone who does not provide security in these situations. The children were usually neglected by their caregivers, threatened with separation or abused. The caregivers themselves can thus be a source of anxiety. In emotionally stressful situations (e.g. separation from the bonding person), they often show chaotic and bizarre behaviour (e.g. always performing the same movement).

Small Yilma wants to be held in her father's arms. Sometimes he likes to give her the closeness she needs, but often he is also annoyed by her clinginess and reacts dismissively. When Yilma shows her needs, she never knows how her father will react. She clings to her father's leg, and he gruffly says, "Leave that, play by yourself now." But Yilma has no interest in playing alone and starts crying and screaming loudly as her father turns away from her. She runs after him crying and after a while he does take her in his arms. However, it takes her a long time to calm down.

Small David is sitting on the floor at home, playing alone with some toy figures. His father is sitting by the window reading the newspaper. Suddenly, David gets his finger caught while playing and it hurts him quite a bit. David has made the experience that his father reacts ejectively and becomes loud when David starts to cry. Therefore, he does not show his feelings, ignores his father and continues to occupy himself with his toys.

## Summary: Fundamental feelings/emotions <sup>55</sup>

Feeling	Fundamental	Awareness	Body reaction	Need for action
<b>Joy</b>	Joy lets us enjoy the here and now, has something light about it and is often contagious.	When you are full of joy, you perceive things more intensely and are positively surprised by little things that you otherwise overlook.	You feel a bit excited, active and sometimes "wide". You laugh and sometimes become very communicative or funny and silly.	There is no directed action tendency - and that is the beauty of joy. You want to enjoy the moment and share your joy with others.
<b>Love</b>	Love encompasses many different feelings, such as infatuation, sexual desire and a deep attachment to people or higher beings, such as a deity. We focus here on infatuation.	Our perception is narrowed because we see mainly the positive sides of our partner.	The body reactions are rather unspecific. Being in love makes us feel full of energy, light and excited.	We want to quickly establish closeness with the person we love. And we want to have as special a meaning for the person as he or she has for us.
<b>Pride</b>	We feel proud when we - or someone with whom we feel connected - has made some kind of a performance.	Pride puts you in a high mood and raises your self-esteem. You feel carefree, strong and capable.	You feel light, buoyant and full of energy. The body wants to straighten up and hold its head high.	When you are proud, you want to show off and get appreciation for your performance.
<b>Pleasure and desire / "Craving"</b>	Pleasure is not limited to sexuality. Food, music, drugs, dancing and sports, for example, can also create pleasure. We give ourselves completely to a sensual experience and find happiness in the moment.	The closer the goal of our desire, the more limited our perception becomes. We focus our thoughts and energy on the fulfilment of desire. This can make us vulnerable and reckless.	The body's reactions are activating: our circulation is boosted, the heart beats faster, blood pressure rises, and we can feel restless and a "tingling in the belly".	The urge to act depends on what was the stimulus for lust and desire. The stronger these feelings become, the more difficult it is to control them.

<sup>55</sup> cf. (Bohus & Wolf, 2009, p. 200-244)

<b>Anger</b>	Anger is a warning system that is essential for survival: it helps us to recognize, escape and prevent danger. It arises when we experience ourselves or someone close to us as being threatened.	We focus on the danger signals and can perceive harmless phenomena as very dangerous. Our thoughts race and we are reminded of fearful situations.	Anger is accompanied by very strong physical reactions that are intended to initiate fight or flight or freezing (stall reflex). Among other things, the body reacts with palpitations, tightness in the chest, cramping of the muscles, diarrhoea, urinary urgency and speech disorders. In the case of stronger anxiety, the body can fall into a dissociative state in which we perceive ourselves or the environment as split off.	We are focused on overcoming the threat. We have the urge to flee, fight or get help. In dissociative states we are hardly able to act.
<b>Shame</b>	We feel shame when we fear losing social importance. This can be the case when we feel humiliated and exposed. We can also feel ashamed in front of ourselves or for our own relations if our own standards are not fulfilled.	We focus on our own weaknesses and remember past humiliations.	Our body tends to signal the feeling. This can happen through blushing, speech disturbances, eyes dodging, and legs crossed.	We want to hide from the other people's look. We want to isolate ourselves, but also to submit. It is important to distinguish shame from humiliation. Shame refers to us and humiliation to what has been done to us by others. Humiliation can often cause aggressive behaviour.

<b>Guilt</b>	Similar to shame, guilt is linked to the thought of having done something that contradicts one's own moral ideas. Guilt, however, is specifically about actions that we could influence. Often, we also feel irrational guilt: we blame ourselves for things we could not influence.	You are focused on being "bad" and find evidence that you have always been bad and failed. One has the feeling of being seen by others with one's misbehaviour and feels being seen through and sometimes hunted.	Various physical reactions may occur, such as tightness in the chest, blushing, speech disorders, cramping of the muscles, diarrhoea and urge to urinate.	Sometimes you tend to punish yourself or you try to make up for the action by offering sacrifices, for example.
<b>Envy</b>	Envy arises when one has the feeling that someone else possesses something to which one is actually entitled. This is perceived as unfair. Envy can relate to physical qualities, talents, social positions or possessions.	One is focused on one's own disadvantage. One's own thinking may be geared towards devaluing and harming the rivals.	The body reactions are nonspecific; one may become very contracted or tense and react angrily.	One wants to have the desired object or, if necessary, destroy it so that the concurrence no longer possesses it.
<b>Jealousy</b>	Jealousy is very similar to envy. It arises when one perceives that relationships are developing within a group or between two people that one would like to have exclusively for oneself.	Often the thoughts revolve around how to harm the concurrent. There may also be a desire to control the caregiver and one suspects evidence of infidelity everywhere.	One does not want to communicate jealousy and therefore the physical reactions are unspecific. One feels tension to severe cramping and there can be reactions of anger and powerlessness.	One tries to establish closeness to the important referent and an exclusive relationship. One may tend to cling, show increased dependence, restrict the reference person's freedom of movement and devalue the competition.

<b>Anger and rage</b>	These feelings arise when we, someone close to us or our goals are threatened. They are necessary in order to be able to defend ourselves and assert our own goals. However, it is necessary to control the resulting aggression.	One is focused on oneself and possibly ready to hurt others. In addition, one seeks confirmation of one's own perception and may feel a loss of control.	Our muscles tense, especially in the thigh and jaw area. We may clench our fists, raise our shoulders and feel ready to cry or shout out loud. One behaves belligerently or sarcastically, swears and criticizes.	With stronger anger, one is ready to attack (physically or verbally), gesticulate aggressively or throw and break things. You start stomping, slamming doors, talking loudly and want to leave the situation. You may have revenge thoughts, plans and actions.
<b>Disgust</b>	Disgust occurs when we come into contact with things that may be harmful, poisonous or contagious to us. People can also provoke disgust when they cross a boundary and come too close to us.	For example, when we are disgusted by our own body, we often perceive it in a distorted way. If we are disgusted by objects that remind us of bad situations, we may perceive smells and tastes in a distorted way.	We experience sickness, nausea and feel ill.	With disgust, we feel the urge to vomit, wash, change clothes, avoid food, flee, attack or get rid of something.
<b>Disdain</b>	Disdain is closely linked to disgust and is an intense social feeling - a "social disgust feeling", so to speak. It arises when we judge another person or group in the sense that he or she does not live up to our basic moral and normative concepts and do not realize this. Contempt can	When you despise someone else or yourself, you focus on their negative sides. Even the people who surround the person and are friendly with him or her come into the view of contempt.	The body reaction is non-specific and can be similar to the symptoms of disgust (e.g. nausea) and hatred (e.g. tightening of the muscles).	One wants to avoid or destroy the despised object (and people close to it). With self-contempt, one also feels an urge to self-destruct and self-harm.



	have dangerous consequences. Some people also feel self-contempt, for example when they feel inferior.			
<b>Sorrow</b>	We grieve when we experience a short or long-term loss. This can be related to a loved one, something familiar and important, home, physical health and more.	You feel desperate, horrified, angry or even empty and senseless. You can feel like you can't stop crying....	One adopts a protective posture, cries, is tired, feels an emptiness in the chest or stomach, has difficulty breathing or dizziness. The gait is often slow, facial expressions rigid and the voice monotonous.	On the one hand, you want to crawl away, that is, withdraw from responsibility and relationships. You avoid doing things you used to enjoy, act helplessly and are brooding and grumpy. On the other hand, you want support from those around you.
<b>Loneliness</b>	Human beings are social creatures and depend on their fellow human beings. The feeling of loneliness is determined by thoughts such as "I am different and do not belong", "I am not connected to the others". This feeling can also arise in groups.	There is often a distorted perception: People perceive others as a cohesive, happy group and overlook the opportunities and offers to establish contacts.	The body reaction is non-specific - rather tensing and distorted.	One wishes in reality or fantasy to make contact.
<b>Depression</b>	Depression is more of a mood, as it lasts longer than a feeling and does not bring clear impulses for action. Causes can be e.g. conflicts, excessive demands,	We perceive the world colourlessly - even things that used to bring us joy. We have difficulty concentrating and perceiving our feelings.	Physically, you feel low on energy and tired. You are listless and have to force yourself to do the smallest actions in order to get them done.	There is no real urge to act - on the contrary: you don't really want anything any more.

	separation and unresolved mourning processes.			
<b>Powerlessness</b>	Powerlessness occurs when we cannot translate strong feelings into action or resolve them. This goes for both positive and negative feelings.	Powerlessness feels like a mixture of rapidly changing feelings: e.g. despair, helplessness and anger. You are under high tension and at the same time paralyzed - as if you have to prepare for a final attack.	The pulse rises, the heart pounds, muscles tense, one feels restless and vacillates between high excitement and exhaustion.	Everything is geared towards ending the feeling of powerlessness as quickly as possible. One wants to act somehow and vacillates between flight, struggle and resignation.
<b>Depression</b>	Offending occurs when we perceive that important social expectations are not fulfilled by others. Offending can also be described as hurt pride or hurt self-worth.	The perception of others is distorted. One sees attack and hostility and overlooks offers of relationship.	The body reaction is non-specific, tensed and distorted.	Mostly one is angry and wants to attack, to take revenge and to destroy and badmouth the other person.

## Pictures to emotions

Joy



Love



Pride



Pleasure and desire





Fear



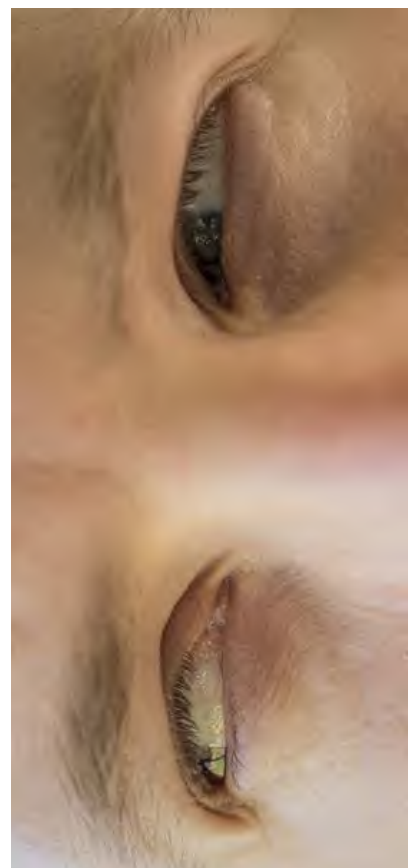
Shame



Guilt



Envy



Jealousy



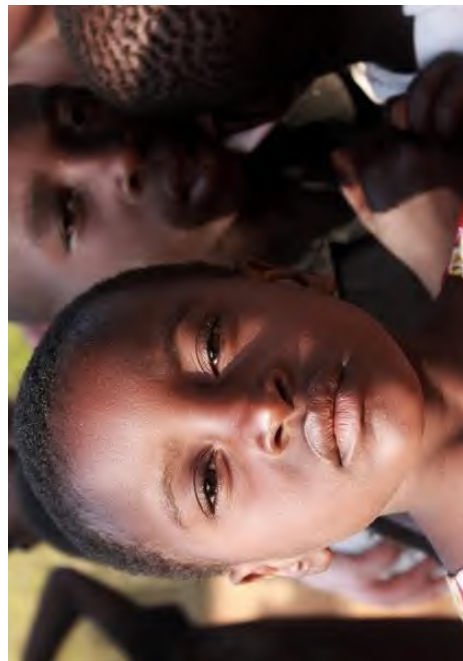
Anger and rage



Disgust



Disdain



Sorrow



Loneliness



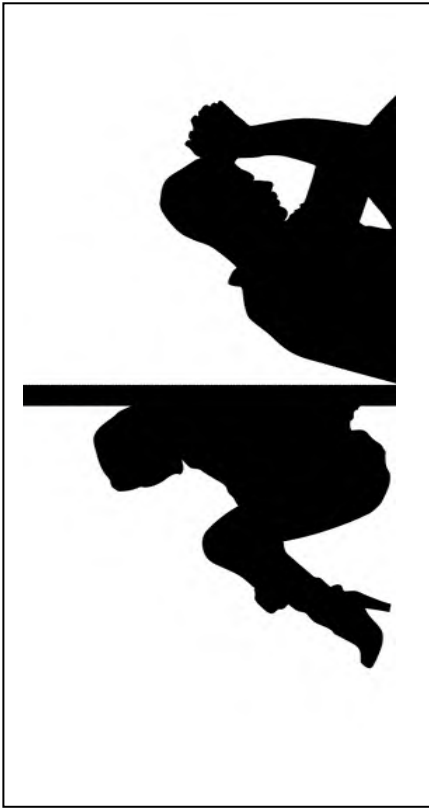
Depression



Powerlessness



Offence



Paul has recently started a relationship with Hannah. Many of their friends and acquaintances, but even strangers, think they make a lovely couple and would go well together. Of course, they are both very happy about this and Paul finally wants Hannah to meet his best friend, Rebecca. He and Rebecca have known each other since they were in kindergarten. After the three of them met in a café to get to know Hannah and Rebecca for the first time, they all went straight home, and each described the afternoon they had experienced in their diary.

### **The point of view of Hannah**

*Dear Diary,*

*Today was a really exciting day for me!!! I met Paul's best friend... I don't really know what to say about the meeting... Paul had told me before that we were going to their favourite café, I wish he would have asked me where I would like to go, but it was okay... When Rebecca arrived, she didn't look that happy and I wonder if it was because of me... I mean, we haven't met before, and she was already so... unfriendly? I don't know exactly how to describe it... I tried to take the wheel in my hands and ask her a lot of questions, but she often only gave short answers... It was really unpleasant for me when Paul went to the toilet, and we were sitting alone at the table, and nobody said anything... I didn't know what to say and was just making up questions as I went along... I don't really know what to say about the meeting... If Paul gets on so well with Rebecca, then I should also get on well with her... Or is she maybe even jealous of me? I really don't know what to think now... I'll write to Paul in a minute, I'm already curious how he found the evening and whether he noticed all this too, see you then! ...*

Paul has recently started to be together with Hannah. Many of their friends and acquaintances, but even strangers, think they make a lovely couple and would go well together. Of course, they are both very happy about this and Paul finally wants Hannah to meet his best friend, Rebecca. He and Rebecca have known each other since they were in kindergarten. After the three of them met in a café to first get to know of Hannah and Rebecca, they all went straight home, and each described the afternoon they had experienced in their diary.



## The point of view of Rebecca

*Hey diary,*

*Today I had a very exhausting day. First of all, there was so much to do at work in the morning, but the worst thing was that a very unfriendly customer came into the shop... As I was alone this morning because my colleague was ill, I was advising her and all the time she was being so subliminally stupid and saying things like "I don't think you would be much help to me with the clothes you are wearing" and things like that... I was really happy when I got home, until I remembered that I was supposed to meet Paul and his new girlfriend today. I was actually looking forward to the meeting, but I was really tired. Well, of course I went anyway, I know how Paul is if one cancels a meeting... The meeting was quite good, Hannah asked a lot of questions, even if I sometimes had the feeling that there were TOO many questions, but well, that could also depend on the fact that I was so tired and broken and therefore didn't talk so much... From my first impression I really like Hannah and I'm looking forward to meeting her again soon, hopefully I'll be in a better mood then. I'm going to sleep now, see you! 😊*

Paul has recently started dating Hannah. Many of their friends and acquaintances, but even strangers, think they make a good couple and would go well together. Of course, they are both very happy about this and Paul finally wants Hannah to meet his best friend, Rebecca. He and Rebecca have known each other since they were in kindergarten. After the three of them met in a café to get to know Hannah and Rebecca for the first time, they all went straight home, and each described the afternoon they had experienced in their diary.

## Paul's point of view

Dear Daily Diary,

*I have to tell you about today. It was so beautiful!!! Write now, I'm very happy in general. First of all, as you already know, I have a wonderful friend who I love more than anything and then today she met Rebecca for the first time. We had a lovely day in mine and Rebecca's favourite café. Rebecca was a bit quiet, but that's often the case with her when she meets new people. I can also imagine that she liked Hannah and that they got on well together. When I went to the toilet for a short while and then came back, I also noticed that the two of them still talked and were able to talk without me being there, which is a good sign, isn't it? Hannah also asked a lot of questions and seemed interested in really getting to know Rebecca, which made me so happy, I love her so much and I'm glad that they finally got to know each other. <3 I will write some more with her now, you'll hear from me again soon!*

## Work materials from Module 4: on conflict management

### List of feelings

Positive feelings when needs are fulfilled.	Negative feelings when needs are not fulfilled.
excited impressed touched excited reassured grateful enthusiastic relaxed delighted relieved encouraged encouraged fascinated glad cheerful secure serene happy good-humoured happy hopeless	arrogant aggressive tense anxious frightened offended ashamed worried concerned depressed confused jealous lonely sensitive indignant discouraged appalled disappointed frustrated bored irritated

inspired lively funny motivated curious optimistic respectful calm carefree light-hearted awake happy confident	helpless irritated listless tired envious panic angry limp sceptical sad impatient tearful
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(cf. Holler, 2016, p.71; Boyke, 2019)

### List of needs

Variety	Health	Consideration
Activity	Happiness	Self-determination
Recognition	Harmony	Self-responsibility
Acceptance	Challenge	Safety
Sincerity	Helpfulness	Protection
Exchange	Humour	Sport
Autonomy	Identity	Social commitment
Movement	Inner peace	Strength
Awareness	Competence	Structure
Education	Contact	Drive
Discipline	Concentration	Tolerance
Honesty	Strength	Support
Success	Creativity	Responsibility
Flexibility	Joy of life	Pleasure
Freedom	Life	Trust
Bringing joy	Love	Reliability
Friendship	Humanity	Diversity
Peace	Compassion	Being perceived
Hospitality	Courage	Warmth
Security	Closeness	Appreciation
Being heard	Nature	Using time wisely
Serenity	Openness	Determination
Enjoyment	Optimism	Belonging

(cf. Holler, 2016, p.85)



## Identifying needs

<b>Worksheet: Language model</b>	
Formulate the following assignments of fault into needs-based language models.	
1. I feel under pressure from all the extra hours I have to work.	I feel under pressure because I need free time/relaxation.
2. I'm frustrated that the boss doesn't like my project plan.	
3. It annoys me that you need so much time.	
4. It makes me suspicious that you don't tell me what you want.	
5. I get irritated because you don't listen to me.	
6. I get angry when you try to dominate everything here.	
7. It scares me when everyone does what they want here.	

Spreadsheet according to Holler, 2016, p.82

<b>Suggested solution to the worksheet: Language model</b>	
1. I feel under pressure from all the extra hours I have to work.	I feel under pressure because I need free time/relaxation.
2. I'm frustrated that the boss doesn't like my project plan.	I am frustrated because I need acknowledgement.
3. It annoys me that you need so much time.	I feel annoyed because it is important to me to use my time wisely.
4. It makes me suspicious that you don't tell me what you want.	I feel suspicious because I need openness.
5. I get irritated because you don't listen to me.	I feel irritated because it is important to me that people are interested in me.
6. I get angry when you try to dominate everything here.	I get angry because co-determination is important to me.
7. It scares me when everyone does what they want here.	I am afraid because I need to have community/ consideration.

Spreadsheet according to Holler, 2016, p.100

*All suggested solutions contain answers exclusively as examples. Therefore, other answers are not to be considered wrong and must be considered and evaluated individually.*

## History to understand feelings

When I set off here today, I saw a few things. For one thing, a dog came up to me and wanted to be stroked, it was very nice. Then I talked to someone about the weather today and we agreed that it should rain in the next few weeks. When I walked further here, I smiled, was happy and also a bit excited.  
*The story can be varied and adapted as desired. However, it should not be too extensive so that the participants can repeat it.*

Own illustration according to Holler, 2016, p.96

## Role playing game

### Role playing game 1: Friendship

A: "Why haven't you spoken to me for weeks?"

B: "I haven't had much time."

A: "But you had time to talk to Marie about me? You didn't have any contact with her before either."

B: "What do you want from me?"

A: "Marie thinks you don't want our friendship anymore."

B: "I never said that."

### Role playing game 2: Lateness

A: "Unfortunately, I had a little accident this morning and am therefore late."

B: "That's an excuse, isn't it?"

A: "No, it honestly isn't. I'd be happy to tell you about it."

B: "You don't have to. I don't believe you. The conversation is over."

### Role playing game 3: Talking shit

A: "Why did you tell me I was a liar, that's not true."

B: "I didn't."

A: "Tom told me that you told him that."

B: "I'm sorry. But you've been telling lies for weeks and it's not okay."

A: "Then you can still come up to me instead of blaspheming among others."

B: "That's right. I'm sorry."

(cf. Winter, Taubner und Krause, 1997, p.109-111)

## Requirements and accusations





"Once again you decided without asking me first."	"Last week you also just got your way."
"I want to decide next time."	"I would never decide without asking you first."
"You're not listening to me."	"You don't care about my opinion."
"I want to do something again."	"It's your fault that we fight all the time."



(cf. Holler, 2016, p.30)

## Formulate requests

### Worksheet: Which request fits here?

Survive in the situations given; which request could be formulated here?

 <p>When the window is opened like this, I worry because I want to get healthy again.</p>	1)
 <p>You told me you didn't like the photos. I wonder and would like to understand.</p>	2)
 <p>Last week you worked until 8pm and we had no time for each other. I am easily frustrated because togetherness is important for me.</p>	3)
 <p>The programme does not work. I am unnerved and need assistance.</p>	4)

 <p>When the window is opened like this, I worry because I want to get healthy again.</p>	5)
 <p>I bought this jacket yesterday. I'm angry because it's already damaged at the sleeve today.</p>	6)

Picture according to Holler, 2016, p. 107-108

### Suggested solution to the worksheet "Which request fits here?"

1. what do you think when you hear that?
  2. please tell me in detail what exactly you don't like about the photos, okay?
  3. please tell me now if you are ready to talk about how we can change this, ok?
  4. after the lunch break, please can you show me how to include the email in the text?
  5. I'd like to talk to you today during the coffee break about how we handle the window opening, okay?" (Holler, p.120)
- I wanted to ask you if you could sew a hole on the sleeve for me.

## Conflict understanding

### Worksheet: Understanding a conflict

Make a note of the following aspects of the conflict:

1. What happened? (Observation)

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2. How would they feel in the situation? (Feelings)

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3. Which needs are the basis of the conflict? (Needs)

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4. What could the other person do to meet the needs? (Request)

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Illustration according to Holler, 2016, p.196

**Possible story to: Conflict understanding**

Two friends meet and want to spend a day together. They had previously agreed to go for a walk and spend the whole afternoon together. Now one of them tells the other that he has no time because he still has to clean up at home. Therefore, he has to go home again in an hour, and it is no longer worth going for a walk along the route they had agreed on beforehand. The other of the two then says angrily: "Then you can go home now, it's not worth it anymore!"

1. The planned meeting could not be held as previously agreed because one still has to clean up. The other is angry afterwards.
2. Angry, sad, disappointed.... These feelings are behind the angry statement, because the friend feels this way about the cancelled meeting.
3. Friendship, companionship, nature... These needs are behind the angry statement, because the friend wants to fulfil these needs through the cancelled meeting.
4. In the future I would be happy if you let me know earlier next time and we can spend more time together.

# Crossing the lake

					X	
			X	X		
		X				
		X				
			X	X		
				X		
	X					
			X			
		X	X	X		
					X	
				X		
			X			
			X			
		X				
			X			
			X			
				X		
			X			
			X			
		X				
		X				

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