

EDUCATIONAL MUSIC TOOLS FOR YOUTH

SONGS & METHODS
COLLECTION



In the following chapter of the booklet, we will present tools designed primarily for youth between the ages of 15 and 30 that predominantly deal with The Universal Declaration of Human Rights.

The tools in this booklet are created to bring human rights topics closer to youth and make them understand that it is a common basic consensus of almost all countries, but to recognize that not all the countries fully respect and even violate these rights.

On the other hand, the goal is to empower the youth to feel confident and capable and to be proactive and responsible citizens. Once they better understand their rights, they will also become aware of their impact on the world around them.

Some of the tools presented in this booklet may sound familiar. These are adapted to be used together with the relevant music. Others are totally new.

It's advisable to carefully read the tool you want to use and prepare beforehand. Each tool comes with a list of the material you need. In specific cases, you have to print some extra stuff - playing cards or instructions, as noted.

It is all right if the facilitator adjusts some elements or time frame if needed, depending on group dynamics.



SUMMARY OF THE TOOLS



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TOPIC	Universal Declaration of Human Rights (UDHR)
DURATION	45 min
GROUP SIZE	15 - 30 people
OVERVIEW	We are all equal, but some are more equal than others. In this activity, participants take on roles and move forward depending on their chances and opportunities in life.
THE AIM OF THE TOOL	<p>The main goal: learn about human rights, how they are regulated, and why they are important.</p> <p>Specific goals: raise awareness of how different social statuses can affect human rights.</p>
PREPARATION	Print the song lyrics “Observe rethink act!” and the role cards.
MATERIALS	A list of role cards, a list of situations and events, an open space, the Universal Declaration of Human Rights, a device for playing music (laptop, phone, speakers), the song “Observe rethink act”, the song lyrics.

INSTRUCTIONS:

1. Introduction (15 minutes)

1.1. Providing the lyrics to the participants.

1.2. Listening to the song “Observe, Rethink, Act”.

1.3. Reflect on what we hear – During reflection the facilitator should encourage participants to speak about moods and emotions that come up from the song.

Questions you can ask: What did we just hear in the song? How do you feel about it? Do you know songs sounding similar to this one? If yes, which one? One part of the song says “for equal opportunity, without discrimination”, do you think it’s possible to make equal opportunity for everybody?* Why?

* It’s important to ask this, or any similar question about equality, just to provoke thinking about that during the next steps of this activity.

2. One step forward (15 minutes)

2.1. At the beginning of this step ask participants to stand in a circle.

Explain that this session will explore the links between human rights and equality more.

2.2. Hand out the role cards at random, one to each participant. Instruct participants to read their role cards for themselves, and not to show them to other participants.

2.3. Now ask participants to begin getting into the role. To help, read out the following questions, pausing after each one, to give people time to reflect and build up a picture

of what their role might involve. (You ask what it 'might' be like because each person's experience or imagination will differ as each person is different). They will silently think about the answers.

Here is the list of questions:

What might your childhood be like? What sort of house might you live in? What kind of games might you play? What sort of work might your parents do? What might your everyday life be like now? What sort of house might you live in? Where might you socialize? How much money might you earn each month? What do you do in your leisure time? What might excite you? What might you be afraid of?

You don't have to ask all the questions. Chose a few that you think will work with the group. Make it clear for participants that all of these questions should be answered from the perspective of the role given to them, and not from their personal perspective.

2.4. Now ask the participants to remain silent as they line up beside each other. Tell the participants you are going to read out a list of situations or events. Every time that a participant can answer 'yes' to a statement, they should take a step forward. Otherwise, they should stay where they are.

2.5. Read out the situations or events one at a time. Pause for a while between each statement to allow people to step forward and look around and take note of their positions in relation to each other. When all the situations have been read out, invite everyone to take note of their final positions and to announce their roles.

2.6. Give the group a couple of minutes to come out of their roles.

3. Reflection and Evaluation (15 minutes):

3.1. Ask the group about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learned. You might ask:

- How did people feel about stepping forward, or not?
- For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?
- Did anyone feel that there were moments when their basic human rights were being ignored?
- How easy or difficult was it to play the different roles? How did they imagine the character and situation of the person they were playing?
- Does the exercise mirror society in some way? How? Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?
- What first steps could be taken to address the inequalities of society?
- What can the government do to promote human rights and equality?

ROLE CARDS



YOU ARE AN UNEMPLOYED UNIVERSITY GRADUATE WAITING FOR THE FIRST OPPORTUNITY TO WORK.	YOU ARE THE PRESIDENT OF A PARTY POLITICAL YOUTH ORGANISATION (WHOSE "MOTHER" PARTY IS NOW IN POWER).
YOU ARE THE DAUGHTER OF THE LOCAL BANK MANAGER. YOU STUDY ECONOMICS AT UNIVERSITY.	YOU ARE THE SON OF A CHINESE IMMIGRANT WHO RUNS A SUCCESSFUL FAST FOOD BUSINESS.
YOU ARE AN ARAB MUSLIM GIRL LIVING WITH YOUR PARENTS WHO ARE DEVOUTLY RELIGIOUS PEOPLE.	YOU ARE THE DAUGHTER OF THE AMERICAN AMBASSADOR TO THE COUNTRY WHERE YOU ARE NOW LIVING.
YOU ARE A SOLDIER IN ARMY, DOING COMPULSORY MILITARY SERVICE.	YOU ARE THE OWNER OF A SUCCESSFUL IMPORT-EXPORT COMPANY.
YOU ARE A DISABLED YOUNG MAN WHO CAN ONLY MOVE IN A WHEELCHAIR.	YOU ARE A RETIRED WORKER FROM A FACTORY THAT MAKES SHOES.
YOU ARE A 17-YEAR-OLD ROMA (GYPSY) GIRL WHO NEVER FINISHED PRIMARY SCHOOL.	YOU ARE THE GIRLFRIEND OF A YOUNG ARTIST WHO IS ADDICTED TO HEROIN.
YOU ARE AN HIV POSITIVE, MIDDLEAGED PROSTITUTE.	YOU ARE A 22-YEAR-OLD LESBIAN.
YOU ARE AN UNEMPLOYED SINGLE MOTHER.	YOU ARE A FASHION MODEL OF AFRICAN ORIGIN.
YOU ARE A 24-YEAR-OLD REFUGEE FROM AFGHANISTAN.	YOU ARE A HOMELESS YOUNG MAN, 27 YEARS OLD.
YOU ARE AN ILLEGAL IMMIGRANT FROM MALI.	YOU ARE THE 19-YEAR-OLD SON OF A FARMER IN A REMOTE VILLAGE IN THE MOUNTAINS.

SITUATIONS AND EVENTS



Read the following situations out aloud. Allow time after reading out each situation for participants to step forward and also to look to see how far they have moved relative to each other.

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone and television.
- You feel your language, religion, and culture are respected in the society where you live.
- You feel that your opinion on social and political issues matters and your views are listened to.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love with the person of your choice.
- You feel that your competence is appreciated and respected in the society where you live.
- You can use and benefit from the Internet.
- You are not afraid of the consequences of climate change.
- You are free to use any site on the Internet without fear of censorship.

TIPS & TRICKS:

Before the session: read the background materials on human rights. Think about how you would explain what human rights and equality have to do with each other and why they are important. This activity sometimes can be very emotional for some participants. Be aware of that and prepare yourself. Be sure to create a safe space where every participant can express their feelings without any judgement.

The activity has been adapted from *Compass - A Manual on Human Rights Education with Young People* (2nd ed) by P Brander et al Council of Europe, Strasbourg, 2003. © Council of Europe.

SONG: OBSERVE, RETHINK, ACT!



It took 1000 years of fighting and negotiations
end even more fighting between people and nations
till one day nearly everybody finally agreed
to accept others' dignity and live in peace without greed

so finally all lived happily ever after?
except for one problem: see the daily disaster
if the right for food and shelter is an obligation
why are thousands of children daily dying of starvation

if there is the right for education if there is freedom of speech
why are activists arrested for what they believe
even billions of people aren't able to read
while technology increases in the 21st century

Chorus (3x):
so get up, move it, never give up
every day, observe rethink act!

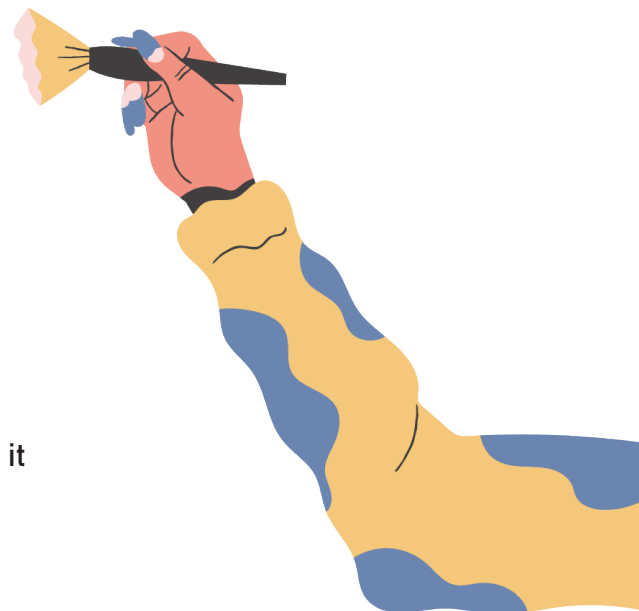
When human rights were signed as a universal declaration
sensation!! but no new laws in any nation
lots of documents, conventions, a quarter-century later
it's still little more than just words on a paper

the question is: who will make these words a reality
Dr King fought 2 decades for racial equality
Mandela stood up against apathy and poverty
but will someone fight today?: there is no warranty

no giants or heroes just humans defending each other
people like you and me all sisters and brothers
free-thinking individuals refusing to be silent
realizing: that human rights can't be reached by violence

Chorus (3x):
so get up, move it, never give up
everyday observe rethink act!

In the end, it is the choices we do every day
responsible citizens share in several ways
to respect and help each other to protect those who need it
on step further although we know we'll never achieve it



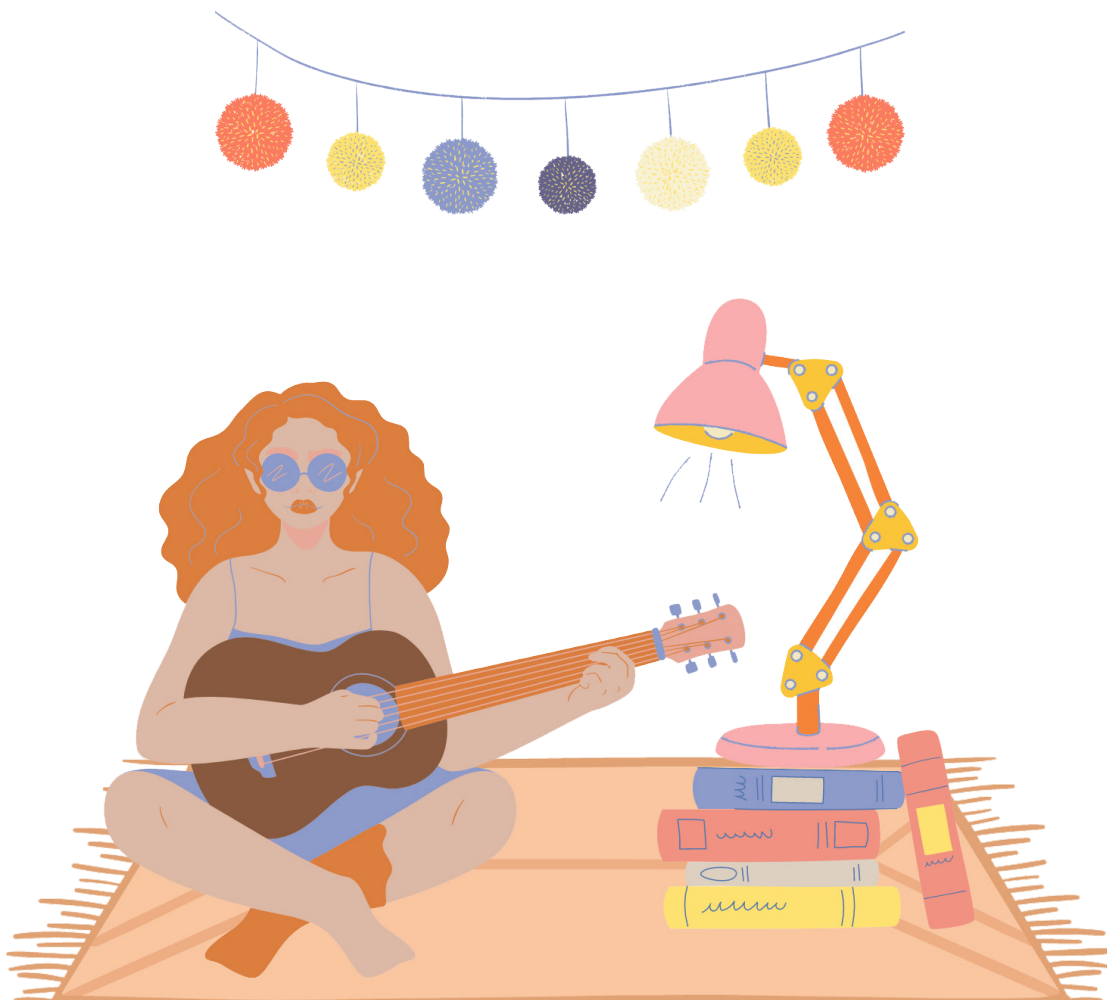
ONE STEP FORWARD

after all, it begins in small places close to home
in summer and winter in a group or alone
so small and so close it often cannot be seen
live in every mind but they ain't stay a dream

in the neighbourhood, we live, in our local community
with the power of diversity to find global unity
for equal opportunities without discrimination
for everyone's justice we'll fight with all patience

Chorus (3x):

so get up, move it, never give up
everyday observe rethink act!



CLIMATE CHANGE QUIZ

TOPIC

Climate Justice

DURATION

60 min

GROUP SIZE

15 - 30 people

OVERVIEW

Activity to open a debate around climate justice and the social impact of climate change. The activity consists of listening to the song and song-related quiz - to learn more about the topic, and discussion at the end.

THE AIM OF THE TOOL

Increasing awareness and learning about environmental rights and climate justice.

PREPARATION

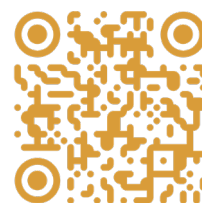
Print the lyrics of the song "The floor is lava" and the quiz.

MATERIALS

List of questions for the quiz, pens, a device for playing music (laptop, phone, speakers), the song "The floor is lava", the song lyrics.

FURTHER INFO

Materials to support the first phase of the activity about the information on environmental rights:



INSTRUCTIONS:

1. Introduction (10 minutes):

1.1. Introduce the activity to the group. Make a short introduction about environmental rights and climate justice to prepare participants for the activity. Additional materials to get into the topic are provided in the section "Further information" (QR-code).

2.2. Divide the participants into smaller groups (max. 5 people per group).

2.3. Provide the lyrics of the song and the quiz template to all of the participants.

2.4. Play the song "The floor is lava". Participants will have 5 minutes to read the lyrics and listen to the song twice. Reading the lyrics can help participants later during the quiz solving phase.

2. Quiz solving (35 minutes):

2.1. Instruct the participants to find a place to sit together with their group.

2.2. The quiz starts with the facilitator reading the first question. Each group has a total of 40 seconds to answer the question. After time runs out facilitator reads the answer. The list of questions together with the correct answers, and additional information, is provided in the table below.

After answering the question facilitator has 2 minutes to read additional information and briefly discuss with the participants the answer.

2.3. After the first question, repeat the process with the rest of the questions.

There is a total of 14 questions. We recommend choosing 10 of them to fit into the time frame. But also you can use all of them if you have more time for workshop implementation. It's up to you.

CLIMATE CHANGE QUIZ

3. Reflection: (15 minutes)

3.1. At the end of the activity, the facilitator leads a plenary reflection. The discussion focuses on the new knowledge gained from the quiz. For example:

How do you feel? Why?

What is your key learning? Why is that important to you?

Who are the people affected by the rising temperature?

What can we as individuals do to fight against climate change?

There is also an option to play the song “The floor is lava” again if participants want, or if you think it wouldn’t interrupt the learning discussion flow. If you use the song in this phase you may ask the following questions: What is this song about? Which emotions did you feel?

What does it mean “the floor is lava”?



1. What does it mean Climate Change?

A) Climate change is the global phenomenon of climate transformation characterized by the changes in the usual climate of the planet (regarding temperature, precipitation, and wind) that are especially caused by human activities.

B) It is related to the earth’s climate which has always changed.

C) Climate change is a problem related to the temperature increase of the earth that will occur in the future.

D) It is a problem related to the warming of the Arctic.

Climate change is a long-term shift in global or regional climate patterns. Often climate change refers specifically to the rise in global temperatures from the mid-20th century to the present. Climate change is the long-term alteration of temperature and typical weather patterns in a place. Climate change could refer to a particular location or the planet as a whole. Climate change may cause weather patterns to be less predictable. These unexpected weather patterns can make it difficult to maintain and grow crops in regions that rely on farming because expected temperature and rainfall levels can no longer be relied on. Climate change has also been connected with other damaging weather events such as more frequent and more intense hurricanes, floods, downpours, and winter storms.

2. Wasting less food is a way to reduce greenhouse gas emissions.

A) True

B) False

More than a third of food produced globally never makes it to the table. Some of this wasted food spoils in transit, while consumers throw some of this food out. Food loss and waste account for around 8.2 percent of the total human-made greenhouse gas emissions.

3. Which of the following is a greenhouse gas?

A) CO₂

B) CH₄

C) Water Vapor

D) All of the above

Greenhouse gases may be a result of natural occurrences or human activity. These gases include carbon dioxide (CO₂), methane (CH₄), water vapour, nitrous oxide (N₂O) and ozone (O₃). Fluorinated gases are also considered to be greenhouse gases. Greenhouse gases act like a heat-trapping blanket, making the Earth habitable for humans. However, human activities have increased emissions of greenhouse gases into the atmosphere beyond what the Earth can support, resulting in climate change.

4) What is the Greenhouse effect?

- A) The name of climate change legislation that was passed by Congress.
- B) When you paint your house green to become an environmentalist.
- ☒ C) When the gases in our atmosphere trap heat and block it from escaping our planet.
- D) When you build a greenhouse.

The Earth receives solar radiation from the sun. Passing through the atmosphere, some radiations are absorbed by the Earth, while some are reflected back to space. When the exchange of incoming and outgoing radiation occurs, some of the radiation becomes trapped by gases in the atmosphere. This creates a “greenhouse” effect and warms the planet.

5) Which of the following are consequences associated with climate change?

- A) The ice sheets are declining, glaciers are in retreat globally, and our oceans are more acidic than ever.
- B) Surface temperatures are setting new heat records each year.
- C) More extreme weather like droughts, heat waves, and hurricanes.
- D) Global sea levels are rising at an alarmingly fast rate — 17 centimetres (6.7 inches) in the last century alone and going higher.
- ☒ E) All of the above.

All of these are problems associated with climate change. The majority of scientists agree that many of these effects are caused by human contribution to the greenhouse effect. Extreme weather events, droughts, heat waves and rising sea levels are already having devastating effects on the most vulnerable countries and communities.

6) What can you do to help fight climate change?

- A) Divest from fossil fuel companies.
- B) Engage yourself in the science behind climate change.
- C) Vote for political candidates who will advocate for climate-related legislation and policy improvements.
- ☒ D) All of the above.

Along with these important steps, we also suggest adding your voice to the issues surrounding climate change, investing in clean energy companies and taking personal actions to reduce your impact on the planet.

7) The overwhelming majority of scientists agree that climate change is real and caused by humans.

- ☒ A) True
- B) False

CLIMATE CHANGE QUIZ

Studies show that 97 percent (or more) of climate scientists who are actively publishing agree that climate change is likely due to human activity. Most of the prominent scientific organizations across the globe have issued statements that publicly endorse this view.

8) Is there an agreement between nations to stop climate change?

A) The United Nations Framework Convention on Climate Change (UNFCCC), agreed in 1992, is the main international treaty on fighting climate change. Its objective is to prevent dangerous man-made interference with the global climate system.

B) The 1997 Kyoto Protocol is an international agreement that called for industrialized nations to reduce their greenhouse gas emissions significantly.

☒ C) All of the above.

D) None of the above.

The EU and its member countries take part in international efforts to fight climate change under the UN climate convention.

9) What was agreed to in the “Paris Agreement” that came out of COP-21, held in Paris in 2015?

☒ A) To protect biodiversity and end the deforestation of the world's rainforests.

B) To keep global temperature rise well below 2°C pre-industrial levels and to pursue a path to limit warming to 1.5°C.

C) To limit the sea-level rise to 3 feet above current levels.

D) To pursue a goal of 100% clean, renewable energy.

The Paris Agreement is an international treaty on climate change. It aims to keep the overall increase in global temperatures below 2 degrees Celsius, with the hope of limiting it to 1.5 degrees Celsius. Scientists believe that these are the largest increases in global temperature that we could experience without causing catastrophic change to the Earth's climate.

10) Which countries are most affected by the climate crisis?

A) Japan

B) Philippines

☒ C) Germany

D) All of the above

Japan, the Philippines and Germany were the most affected countries in 2018 followed by Madagascar, India and Sri Lanka. The German country ranks in the third position among the most affected countries by climate risk due to the heat wave it suffered in 2018, the hottest year in its history with damages of more than 3,500 million dollars to the agricultural sector. The weather events in Germany caused a total of 1,246 deaths — 1.5 per 100,000 inhabitants — losses of 5,038 million dollars and a decrease in per capita GDP of 0.12%.

11) Which of these countries emits the most carbon dioxide?

☒ A) China

B) USA

C) UK

D) Russia

According to the International Energy Agency, China is currently the top emitter of carbon dioxide, accounting for 28% of global carbon emissions. The United States ranks as the second top emitter at 15%.

12) What percentage of the global greenhouse gas emissions does the transportation sector emit?

- A) 1%
- ☒ B) 14%
- C) 33%
- D) 70%

The transportation sector emits 14% of global greenhouse gas emissions. Most of this involves fossil fuels burned for road, rail, air and marine transportation. Petroleum-based fuels (i.e., gasoline and diesel) account for almost all of the world's transportation energy.

13) Globally, which of the following economic sectors emits the largest percentage of greenhouse gas emissions?

- A) Transportation
- B) Buildings
- C) Industry
- ☒ D) Electricity and heat production

The electricity and heat production sector emit the largest percentage of global greenhouse gas emissions at 25%. The agriculture, forestry and other land-use sector is a close second at 24%.

14) Which has been the hottest year on record?

- A) 2016
- ☒ B) 2020
- C) All of the above
- D) None of the above

2020 has effectively tied 2016 as the hottest year on record, with the global average temperature 1.84 degrees Fahrenheit (1.02 degrees Celsius) warmer than the baseline 1951-1980 mean. The last seven years have been the warmest seven years on record.



SONG: THE FLOOR IS LAVA



Hamster wheel, hustle hard, pockets empty but dreams big,
Mama says believe in yourself, yes then it will be okay,
Mama also said, don't bite the hand that makes the food,
but when I look out into the world, there are people bursting with wealth,
Others fight for their survival,
Tell me how can such a thing be, Why are we so comfortable,
The emperor's new clothes are sewn by children's hands,
But apparently, it's okay when the wheel keeps turning,
Grubbing woods, what used to be yours is now mine.
You can't say anything, got it in black and white,
A few years ago, we came with ships that traded goods for land,
Slave trade, Exploitation, Basis of our prosperity.

Economy, economy above all,
All mine, all mine,
Yes, the market will take care of it,
All mine, all mine

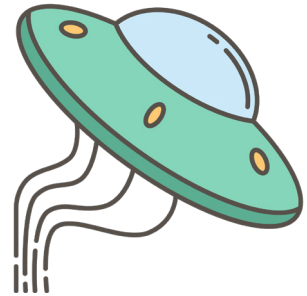
The world is on fire, burn our fingers,
If no one does something, say where will it lead?
The seas are full of plastic, the earth has a fever
the ground is lava say can you feel it
Say can you feel it,
Say can you feel it
The world is on fire, burn our fingers
Say can you feel it,

Pressure's rising, air's running out, Mama's crying black tears,
Every day 150 species perish,
Science has been warning for years,
there is no planet B, don't understand the question,
yes, something must happen,
Biggest crisis of mankind, for many already real,
Flee from existential fear, Mediterranean Sea becomes mass grave,
Europe closes the borders and pretends what of human rights,
First was the word, now it's time to implement it.

World worth living for you and me,
world worth living for all those who are still to come,
We've got this last chance, so when if not now,
shout it loud from the balcony.

The world is on fire, burn our fingers,
If no one does something, say where will it lead?
The seas are full of plastic, the earth has a fever
the ground is lava say can you feel it
Say can you feel it
Say can you feel it
The world is on fire, burn our fingers
Say can you feel it.





TOPIC

Diversity of people

DURATION

60 min

GROUP SIZE

Up to 30 people

OVERVIEW

The game is based on a debate, using card images and argumentation.

A tool that provides participants with narrative (song) reports with a focus on stimulating their imagination of the presented journey.

THE AIM OF THE TOOL

The tool aims to stimulate critical thinking about society, diversity, and cultural differences, to create awareness of the different perspectives of the same experience.

PREPARATION

Print the lyrics of the song “Diversity”, print the cards and make two big circles on the floor with a tape.

MATERIALS

The role cards, the playing cards, a tape, a device for playing music (laptop, phone, speakers), the song “Diversity”, and the song lyrics.

INSTRUCTIONS:

1. Introduction (15 minutes)

1.1. The facilitator gives an overview of the activity, explaining, in particular, its aim.

1.2. Participants will listen to the song “Galactic debate”. This song represents the alien's journey.

But, before playing the song inform participants that they should write a journey report based on the lyrics. To help, provide them with these questions that should be a guide for writing a journey report:

- Why would it be easy to invade this planet?
- Why would it be difficult to invade this planet? Is it worth it to invade this planet?
- Is it possible to make peace with humans/aliens or to find a compromise?
- What was most interesting from this visit?
- What was the most strange thing/situation that a visitor faced?
- What is culture?
- Why do humans look so different from one another?

1.3. Give the song lyrics to participants and play the song. Participants should listen to the song (and read the lyrics if they want) and think about things they would like to write in the journey report.

1.4. Writing journey report (10 minutes).

2. Galactic debate (30 minutes)

2.1. Divide participants into two different groups: aliens and humans. Choose the way to divide the participants, or even let them choose their group.

2.2. Before the activity, you should make two big circles on the floor (as written in the preparation part). One circle represents the Earth, and another one is the alien's planet. Participants should go on their planets.

2.3. Debate - To start a debate, you should use cards. The facilitator explains that there are three card types: one block of cards shows positive examples, one block shows negative examples, and the last one shows examples related to culture and science.

You should give one card to each group. Those cards should be the starting point for a debate. The groups should elaborate on a collective opinion based on the cards (10/15 min). The objective of each group is to use the images as a reference to elaborate an argumentation. The facilitator can help each group better understand the meaning of the cards by providing keywords.

During the debate, both groups should have their starting goals in their mind:

The role of the aliens: the role of the aliens is to find reasons to invade earth.

The role of the humans: the role of humans is to find reasons not to be invaded by aliens.

The facilitator is the one who decides who will talk during the debate. It's important to take care to give an equal opportunity to both humans and aliens.

The facilitator can give more cards to the groups when seeing the right moment.

3. Reflection (15 minutes)

3.1. After the debate, it's time for the final reflection, to better understand the learning process. There are a few ways to start the reflection. Here is the list of questions you can use in this phase: What did you learn? How was it to be in the role of alien/human? Why? What is diversity, and why is it important?

The discussion can start from the song: the facilitator plays the song again, reads the chorus, and parts where the concept of diversity is best expressed, from an alien perspective. Through the lyrics, participants can express what diversity is for them and how they feel in their daily life to welcome it, starting from the real examples.

TIPS & TRICKS:

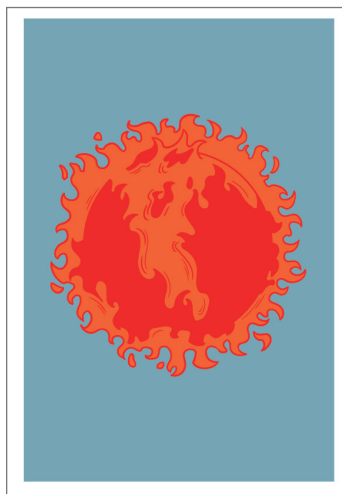
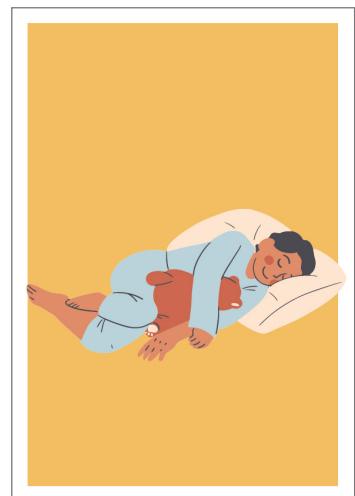
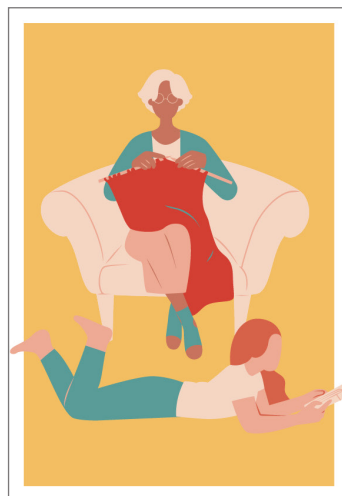
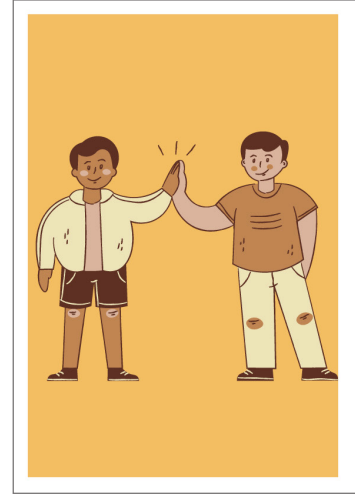
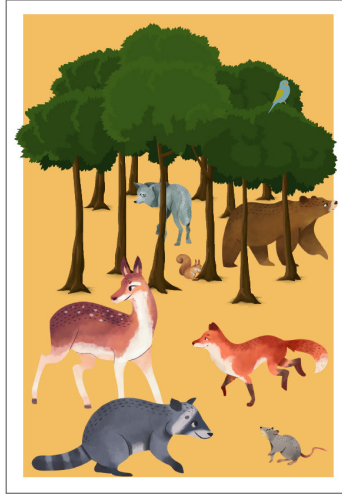
During the debate, pay attention that all participants are given equal opportunities to express their opinion.

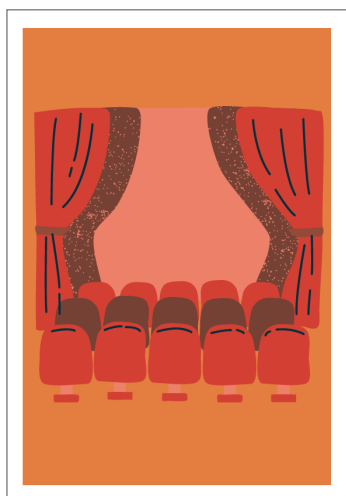
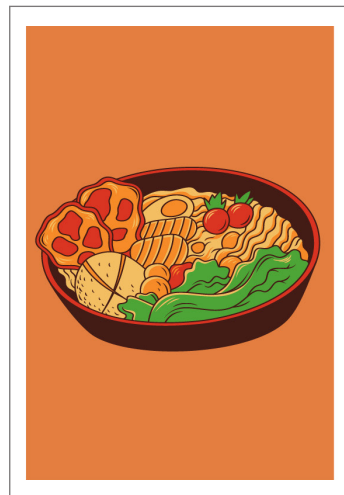
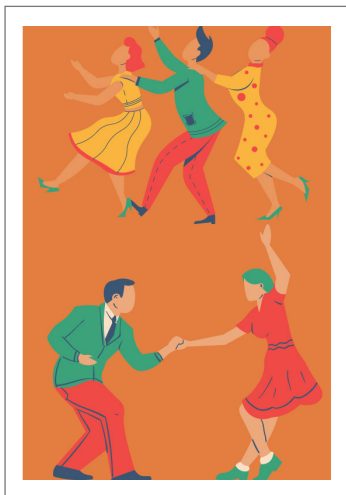
ROLE CARDS:



GALACTIC DEBATE

PLAYING CARDS:





GALACTIC DEBATE



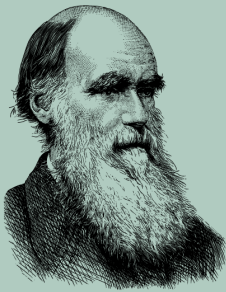
GALILEO GALILEI



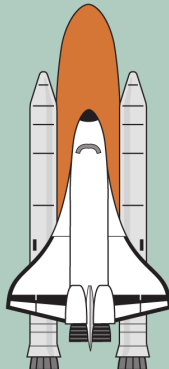
LEONARDO DA VINCI



NEWTON



DARWIN



SONG: DIVERSITY



They come from a distant galaxy that I can't even say the name of,
two creatures arrived on Earth
the purpose of the mission was to take information
back to their planet,
their technology allowed them to be invisible
to any and all humans,
Just think...
Did they realize that our race is so diverse?

They landed in the Mediterranean Sea between Libya and Greece
for a strategic reason,
They headed towards Africa and, crossing the desert
they felt a poetic peace,
The first humans they encountered were Tuaregs,
in a camel caravan headed east,
in the face of such resilience, they exchanged impressions
and looked at each other in a perplexed way

They travelled through towns, villages, cities,
from Nigeria to Mozambique, from Mozambique to Kenya
they saw people so different that they felt
to be in a universe and not on a planet
they spoke, walked, dressed so differently,
the difference was giant
even within a village
where they saw
that some danced, others laughed
playing instruments
that they had no idea

Fascinated
They headed north,
along the coast of Eritrea
In Egypt, they ignored the pyramids
saw so many tourists
that it seemed like a whole nation

Some took pictures, others watched
each in his own way,
but all seemed to be looking for answers,
by the way, they admired each stone

Diversity is more than our differences it is nature's art,
each face each life gives colour to the planet

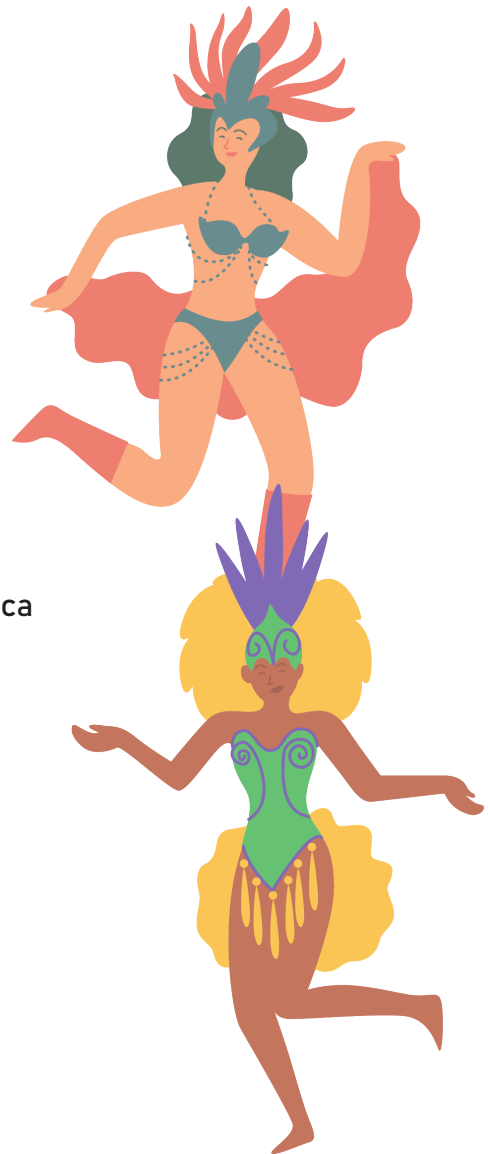



They crossed the middle east
and saw so many people,
finally arriving in India,
here their features changed
the professions changed,
it was a sea of multitudes
each one with his own life,
street vendors, gurus, artists,
from the hardest life to the most relaxed
they went almost crazy reporting what they saw,
even today they remember that day,
in Tibet, they climbed hills and arrived in China
passing the border guards
in the rice fields, they saw the peasants,
working hard,
doing something you couldn't understand
and they went on into that continent,
visiting every town every village,
they spent years sending reports,
more and more complex,
about our way of life

But the journey didn't stop and they reached Latin America
running through Chile and Argentina,
In Brazil
from the hill of rocinha
to the Paulista Avenue
flowed with joy,
and again everything was so different,
so many faces, so many people,
then they lost track of time
like those who live in the moment
and in everything can find magic

They become businessmen,
in meetings with partners
and children played in every corner
by the beaches life was tranquil
some played sports to keep in line
others sunbathing
in a ritual that revitalizes
in the periphery, they heard samba, rap and funk
and in the rhythm of the tambourine, they enjoyed the swing
and there they disappeared with the breeze

Diversity is more than our differences it is the art of nature,
each face each life gives colour to the planet





In North America, the trip was far from over
they got to know urban centres and the rural environment
for a few years, they walked with few plans
concentrating on the essential
Here there was everything
literally,
universes
within universes
within a continent,
not bad,
for someone who had travelled through so much outer space

In New York, they saw so many taxi drivers
and on every corner, they saw saxophonists,
every city was like a capital city
it was out of the ordinary, the streets were endless
there they followed each other without being noticed,
but there were so many kinds of people
each one in his own rush
that they even asked themselves
if they really needed to be invisible
but they didn't risk it
crossed another ocean
Welcome to Europe
where the sun rises in the mountains
and dies on the cape of the rattle

On park benches
some cried for love
some cried for longing
some cried for revolt,
and others cried
for having people crying around them
but in some other garden
some laughed for love
others laughed for something
and others laughed simply for being able to laugh,
it doesn't really matter

There they ran from Lisbon to Bosnia
from Italy to Poland
and from Serbia to Estonia
from Germany down to Greece,
where history had begun

Diversity is more than our differences it is the art of nature,
each face each life gives colour to the planet

REWRITE THE LYRICS



TOPIC

Freedom of speech

DURATION

60 min

GROUP SIZE

Up to 30 people

OVERVIEW

The word game. The lyrics of the song have to be adjusted according to the given rules and instructions.

THE AIM OF THE TOOL

Main goal: raise awareness of freedom of expression and active engagement in public life without fear of discrimination and censorship.

Specific goals: understand the impact of censorship and how the power of words can change minds, behaviours, and meanings.

PREPARATION

Print the lyrics of the song “Idea”, role cards, list of forbidden words.

MATERIALS

The role cards, the list of forbidden words, pens and paper, a device for playing music (laptop, phone, speakers), the song “Idea”, and the song lyrics.

INSTRUCTIONS:

1. Introduction (5 minutes)

1.1. Divide the participants into groups. The number of groups depends on the number of participants (4–6 participants per group is recommended).

1.2. Give the participants the context of the tool: in particular, the facilitator can start to explain the article n. 19 of the UDHR, connecting it with the aim of the activity.

2. Rewrite the lyrics (30 minutes)

2.1. Give each group the song lyrics, a role card and the list of forbidden words. The facilitator gives participants a description of the two roles: artist and dictator. The description can be found in the printed cards as well.

2.2. Each group has to rewrite the lyrics in a way that the forbidden words are not used but changed according to their role and the instructions given by the role card.

The forbidden words can be replaced with new words or you can change the whole sentence. Important note: participants shouldn't rewrite the lyrics of the whole song. They should choose a part of the song they want.

At the beginning of this phase, play the song once or twice.

Participants can listen to the song while thinking about their task.

3. Performance (15 minutes)

3.1. In the end, each group presents its modified version of the lyrics.

4. Reflection (10 minutes)

4.1. At the end of the activity, the facilitator leads a plenary reflection. The discussion focuses on the new knowledge gained from the activity and also on difficulties faced during the group work. The facilitator with the help of the following list of questions can close the activity:

- What is the meaning of the new lyrics?
- Questions for the group of artists: Is it easy to create a new text, keep the meaning, and find new words? How high is the risk of giving wrong interpretations by changing the words? An example: a news article is spread over several newspapers, and each newspaper emphasizes a different aspect of the news. Can this create a different meaning and orientation of opinions and viewpoints through the words of the news?
- Questions for the group of dictators: What are the risks of creating new narratives? What are the consequences of censorship? Through the role of having to censor, are you even more aware of the power of words?

TIPS & TRICKS:

There are just two roles, so if there are more than two groups, roles will repeat. Pay attention to the time frame. If there are a lot of groups, some parts of the activity, like performances, can last longer than predicted. In that case make the time limit for performances, to be sure to have enough time for the reflection at the end.

FORBIDDEN WORDS AND ROLE CARDS:



Idea	Silenced	Peace
Truth	Trapped	Freedom
Head	Think Planet	Energy
Cure	Oppression	Reason
Nature	Mind	Poverty
Hell	Punishment	Evolution
Critic	Music	Suffer

Role card: "The artist"

The objective of this group is to keep the meaning of the text but use different words/sentences/expressions.

Role card: "The dictator"

In this case, this group has to change the meaning of the words, in order to fit into another narrative.

SONG: IDEA



This is the story of an idea, yes, a simple idea,
that never saw the light of day,
where it was born doesn't matter
it was in some head,
it could be yours, it could be mine
all I know is that it lived encased for so long
that it ended up forgotten,
Like an object in an abandoned house,
that nature consumes without pity,
she wanted to be words, she wanted to be written,
she wanted to travel the planet,
but in that mind, other ideas told her
that had been beaten so violently,
that she preferred to stay only in the silence of a mind,
and in that instant, she made a promise,

She promised to stay away from a speech
a voice, a paper, a pen,
she promised never to see the light of the sun
never to be a complaint, a song, a poem
a poem,
promised to stay away from politics,
no matter how critical
or had the solution to the problem,
she promised never to be on a radio
or television,
no matter how much reason
could make it full
is that without freedom
of expression,
ideas would rather die
then live in a cell

I want these ideas to learn from the world
and that the world learns from these ideas
Freedom of speech
is the key to evolution
only ideas can kill barriers
only ideas can build bridges
only ideas can lift minds
towards new horizons

Some people have asked,
what is this idea after all
that was born in a head and stayed there,

Some people have asked,
what is this idea after all
that was born in a head and stayed there,
the truth is that I don't know and no one will ever know
I answered,
then the world imagined
maybe it was the cure for the deadliest disease
that a multinational silenced,
or the elixir of life, that with a single drop
prevented my grandfather's death

Or maybe it was a political system
that freed the human being
from the oppression of a government
in fear of reprisals,
preferred to stay hidden,
promising only eternal silence,

I heard that it was a time machine,
and that in the wrong hands it would make
our world into hell
we all know that ideas
in the wrong hands
are poison,

history has proven it,
time and time again,
maybe it was a cry for peace,
that touched hearts,
and no one could remain indifferent,
that would drag crowds and
all religions
propagate it
so that we would finally have peace,

some say that this idea comes from a scientist
who invented a new form of clean energy,
through the earth's magnetic field,
any electrical device,
generates infinite energy,
in this way, poverty was eradicated,
and the earth regenerates,
at the speed of light,
children would not study in darkness,
ideas would light up
without needing a cross



REWRITE THE LYRICS

freedom of expression is not just being able to speak,
it is to say what you think without suffering,
it comes in many forms,
and I am free to say what mine is...
do you agree?

I want these ideas to learn from the world
and that the world learns from these ideas
Freedom of speech
is the key to evolution

only ideas can kill barriers
only ideas can build bridges
only ideas can lift minds
towards new horizons





TOPIC

Children's rights

DURATION

60 min

GROUP SIZE

Up to 20 people

OVERVIEW

After listening to the song about Children's rights participants should create a music video for the song. In that way, they are engaged to analyse the lyrics and understand the song well, so they can present that in a form of a music video.

THE AIM OF THE TOOL

The main goal: understand what children's rights are, why they exist, and how they are officially regulated.

Specific goals: participants understand in which cases the children's rights are endangered; participants know how and where to find more relevant information about Children's rights.

PREPARATION

Print the lyrics of the song "Their song".

MATERIALS

The song "Their song", a device to play music (laptop, phone, speakers), the song lyrics, info cards, a device for recording (phone), a tripod with phone holder (optional), a projector (optional, but would be nice).

INSTRUCTIONS:

Setup: Participants are sitting in a circle.

1. The song (10 minutes):

1.1. Provide all the participants with the lyrics of the song "Their song".

1.2. Participants are listening to the song "Their song". At the same time, they can read lyrics if they want (4 minutes).

1.3. After the song ends start group reflection on what we heard. The goal of this part of the tool is to make a basic understanding of children's rights and to provoke a thinking process about the topic. To do that we can ask: What we heard in the song / What is the song about? How do you feel about that? Why do you consider that important? And similar open questions (5 minutes).

2. The task - Music Video (30 minutes):

2.1. After the song and reflection, it's time for the task. Participants are getting the instruction for the task. They should make a music video for the song by the following instruction:

- The whole group together should create short performances/choreographies that will follow the song and show what the song is talking about.
- Each participant should take part. Suggestion: Facilitators can separate participants into a few groups, and each group can be in charge of one segment of the song.
- Video should be recorded by phone, from one continuous take. Press the record button on the phone, play the song and do the performance.
- Participants don't have to sit in place, they can use the space and all resources in the space.

Why are we doing this way? – To present what the song is about through their performance, participants should analyze the lyrics first and understand the song well. That means that they should think more deeply about this topic and discuss it among the group to make something that makes sense. In that way, they are learning from each other.

2.2. Praise the good work! – After the performance is done it's good to remember to praise their effort.

3. Reflection (20 minutes):

When the performance is done and we congratulate and praise the participants we are going back to the circle and reflecting on the process. First, we are watching the video they made, then start the reflection process.

- It would be nice to transfer the video to a laptop and play it on a laptop. If there is a projector, it would be perfect to use it.

Questions for the reflection:

How do you feel? How was it to work on this music video? Did you have some specific challenges? How did you feel? Why? What did you learn? What do you think, why are children's rights separated from human rights? How are they connected? Who is responsible?

Using these questions, facilitators should help participants to understand their learning process. But, this is also an opportunity to give some additional knowledge about children's rights to them. The facilitator should use info cards for that. How?

Info cards have some important information about children's rights and the Convention on the Rights of the Child. When participants mention something related to information on some card, the facilitator can show that card and read what is written.

TIPS & TRICKS:

- It's really important to have good speakers.
- Be sure that participants understand what is their task before they start. It is not about the perfect video, it's about the process of critical thinking about the topic and about what they should do.
- Pay attention to including all the participants in the activity. If there are so many participants, maybe they can make 2 or 3 different videos (performances).

FURTHER INFORMATION:

Questions for the discussion are inspired by the Convention on the Rights of the Child.

INFO CARDS



What is the Convention on the Rights of the Child?

In 1989 world leaders came together and made a promise to every child to protect and fulfil their rights, by adopting an international legal framework - the United Nations Convention on the Rights of the Child.

They agreed that children and young people have the same general human rights as adults and also specific rights that recognize their special needs. Children are neither the property of their parents nor are they helpless objects of charity. They are human beings and are the subject of their own rights.

Child rights and human rights: the differences.

Children's rights are human rights specifically adapted to the child because they take into account their fragility, specificities and age-appropriate needs.

Because children are still developing, both physically and mentally, they aren't considered capable of handling the same rights as mature adults. For instance, children don't have the right to vote, own property, consent to medical treatment, sue or be sued, or enter into certain types of contracts.

Who is responsible for protecting child rights?

The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development. States Parties, following national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly concerning nutrition, clothing and housing.

What are the Convention's guiding principles?

The guiding principles of the Convention are non-discrimination, the best interests of the child as a primary consideration in all actions concerning children, the child's inherent right to life, and State Parties' obligation to ensure to the maximum extent possible the survival and development of the child, and the child's right to express his or her views freely in all matters affecting the child, with those views being given due weight.

SONG: THEIR SONG



Into the world of restrained desires
They come alone
On the palm of us who know everything, They believe in us,
They can be seen in us

We are the ones who are leaving
We are the ones who make the decisions About everything, at the same time
We lead them with a road to the sand tower Home, to our measure,
But there is no place for

Their voice and their mistakes
Their “no” and their songs
Because we know best who they are
And we don’t even know who we are

They do not serve to be in the first place
To cover your lie
And they are not there to make you die better
To give your life for them

Give them back the key to their door
And let them know more than you
Allow them a life without
Anxiety and fear,
Give space to everyone to scratch for

Your voice and your mistakes
His “yes” and his songs
Their chance to find out who they are
Or they find out they are the cosmos



TOPIC	Cultural Rights
DURATION	60 – 90 min
GROUP SIZE	Up to 20 people
OVERVIEW	This tool uses a combination of a song (lyrics) and debates to help participants to understand better what the culture is, and what are the cultural rights. Also to let them think and learn about the importance of cultural rights, how they can be endangered, and how to protect them.
THE AIM OF THE TOOL	Participants understand what cultural rights are, why are they important, and how to stand up for their rights.
PREPARATION	Print the lyrics of the song “Wonder who you are”.
MATERIALS	The song about Cultural rights - “Wonder who you are”, a device to play the song (laptop, phone, speakers), printed lyrics of the song “Wonder who you are”.

INSTRUCTIONS:

1. The song (15 minutes)

1.1. Provide the participants with the lyrics of the song “Wonder who you are”.

1.2. Participants are listening to the song “Wonder who you are”. At the same time, they can read lyrics if they want (4 minutes).

1.3. After the song ends start the short reflections on what we heard (10 minutes).

Questions for reflection: What did you hear/What is the song about? How do you feel about that? Why is that important?

Why are we doing reflection? Because this is the way to open the topic of cultural rights. To provoke the process of thinking about what the culture is and how it affects our lives, why is it important.

2. An Open Debate - instructions (3 minutes)

2.1. Setup the space - Participants are sitting in the circle. In the middle of the circle, there are 2 chairs, facing each other.

2.2. Facilitator asks 2 volunteers to sit on the chairs in the middle.

2.3. Facilitator gives instructions to the participants:

Participants are about to have a debate about the topic given by the facilitator.

The facilitator gives roles to both volunteers, and they should participate in debate from their roles. The roles represent opposing views on a given topic (you can find the list of topics and roles at the end of step by step explanation).

Other participants are sitting in the circle around them and listening to the debate. If one of them wants to join, it is possible. The new debater should choose one of two roles, and take the place of the person who is currently in that role. How to do that? Come close to that

person and tap his/hers shoulder. That's a sign that places should be switched. The debater should stand up and make way for the new debater, who will continue the debate.

Important: Point out that this debate is a roleplay, and opinions that participants will defend are not necessarily their personal opinions.

3. An open debate (5-10 minutes)

3.1. Start the debate. The facilitator can finish the debate when enough important points are made.

4. Reflection (10-15 minutes)

It's time to reflect on a debate. Reflection starts with questions like: What happened during a debate? What we heard?

With the next questions, the facilitator should try to get participants to make conclusions about what are cultural rights, why they are important, how they are endangered, and how to protect them. (Facilitator can use the Universal Declaration of Human Rights to help participants to understand this better – read Tips & Tricks for more suggestions about this)

5. Repeat the process (steps 3 and 4)

After reflection, the facilitator starts a new debate, with a new topic and roles. It's recommended to do 3 different debates, but it depends on the number of participants and the time you have. It's up to the facilitator to decide.

TOPICS AND ROLES:

TOPIC 1: Are culture and art the same?

Role A: Thinks it's the same.

Role B: Thinks it is NOT the same.

Role A: Culture has an impact on us

Role B: We have an impact on culture

TOPIC 2: What should be a priority to be financed by the local government?

Role A: Culture should be a priority

Role B: There are more important things

TOPIC 4: Does anyone have the right to participate in cultural life?

Role A: Yes

Role B: No (Why? Who are people who don't?)

TOPIC 3: Does culture influence us or vice versa?

TOPIC 5: Is pop culture a culture?

Role A: Yes

Role B: No

TIPS & TRICKS:

- It's really important to have good speakers for listening to the song.
- Answers we get from participants during the song reflection phase (1.3.) will help us to choose topics for the next phase.
- It is VERY IMPORTANT to point out that debate is a roleplay, and opinions that participants will defend are not necessarily their personal opinions.
- The role of the facilitator is not to give the answers and his own opinion. The facilitator should just lead the process and encourage participants to participate actively.
- It is possible to use the Universal Declaration of Human Rights (UDHR) as a part of this tool. The facilitator can prepare some articles from the UDHR, and when participants mention something related to those articles, the facilitator can "unlock" that, and read it. Gamification of this part can be a good choice, and it can be adapted to different circumstances.

SONG: WONDER WHO YOU ARE



When you think you're standing alone
In who you are, where you belong
She makes you feel at home
It connects you with others

And when they think they can
Stand in her way, that there are no values
We give it a new light
Through our change, it also changes

Hers is all human and here we are
Let's give her a strong voice together
Make us your own, encourage, encourage
To see, to create, to change the day

We have a right to it,
The right to be recognized
And follow us in all that we are
To be a story,
One of many, but equally important

I want to have freedom
And the certainty of choosing that
My life will be permeated and guided by it
I leave a mark with my idea

When you think you're standing alone
You wonder who you are, where you belong
The light guides you on occasion
To create

Because, really, who we are and what we are
When we don't know that
We have the power to grow without borders

No one will take that from us
We are beyond all their lies
We progress in mind and spirit
We imagined where we would end up
There are so many possibilities
And the space is endless
For each of us to share
What makes it his own

I want to have freedom
And the certainty of choosing that
My life will be permeated and guided by it
I leave a mark with my idea



TOPIC

Freedom of movement

DURATION

60 min

GROUP SIZE

Suitable for any group size

OVERVIEW

Short theatrical improvisation guided by music.

THE AIM OF THE TOOL

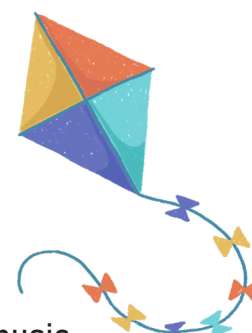
The aim is to stimulate youth to think about rights related to freedom of movement.

PREPARATION

Print the lyrics of the song "All the roads".

MATERIALS

Markers, papers, a device for playing music (laptop, phone, speakers), the song "All the roads", the song lyrics, miscellaneous props - flashlights, different fabrics, sunglasses, face makeup (optional).



INSTRUCTIONS:

1. Introduction (2 minutes)

1.1. Divide the participants into groups (minimum 3, maximum 6 people per group).

1.2. Provide each group with:

- lyrics of a specific part of the song "All the roads" (divide the song into approximately equal parts in advance according to the expected number of groups);
- blank paper and markers for brainstorming;
- optional: place the box with props in a visible place and explain to the group that they can freely use these.

2. Tableau Vivant (43 minutes)

2.1. Instruct the group that they should prepare a short performance or Tableau vivant based on the assigned lyrics.

Explain to the participants the meaning of Tableau vivant – it is a kind of acting snapshot where participants create a still scene/image with body language, facial expressions, and perhaps some simple props.

The participants freeze/hold the same pose for several seconds and then move to the next one.

The point is to physicalize the key parts/words of the song.

A series of these will form the performance.

When performing groups should remain silent.

2.2. The participants have 20 minutes to prepare for their performance.

2.3. After the preparation is done, the groups perform one by one. The facilitator plays the song.

The order of performance: The group who has the first part of the song goes first, and so on. The group should remain silent when performing.

2.4. When all the groups are done, praise them, and make a round of applause.

3. Reflection (15 minutes)

3.1. Prepare the group for the reflection by asking them to sit in a circle.

3.2. Open the evaluation by asking:

- How do you feel now? How did you feel during the performance, during the group work? Why?

- Did some specific challenges appear?

- Was it difficult to present the song with movement and other non-verbal ways of communication? Why?

- What is the song about?

Add more questions connected to the topic of freedom of movement, and UDHR article 13.

TIPS & TRICKS:

Make sure that:

- all the participants understand what their task is before they start;
- everyone is included in the performance;
- the personal space boundaries are respected and if someone is not feeling comfortable, it is okay;
- each group has enough space to prepare the performance.



SONG: ALL THE ROADS



All the roads you will see
All the roads you will be
A furrow a path now
In the darkness of the world

All the roads you don't have
Roads lost to you
A rut a path now
In the darkness of the world you know

Coming to the border a light down there
To the south where there is no cold
Coming to the border a light over there
In the sea the border where is it?

Where will you be
how will I be
what will you see
where you will be

This voice calls me but I don't know from where or how
I hug my mother who is touched
My father outside holds his heart in his hands but it's only dust
I close the front door and start running

This voice is a siren's song that alienates me
This land a chain that holds me back I go to the sea
Incite the sky is the limit to cross
I close my eyes and dream that I know how to fly

The sound of the sun sounds like a fire
Night whispers alternating with screams of silence again
I feel my wrists tighten we are too involved
The night is so dark and does not remember faces

My face emerges from the sand on a beach I have a new stop
Boundaries ink marks on a map
This mark is just a dream with a rude awakening
Sometimes you don't wake up again like in Bodrum Aylan Kurds

Arriving at the border a light over there
To the south where the cold is not there
Arriving at the border a light over there
In the sea the border is not there

Where you will be
how will I be
what will you see
where you will be

Where I will be
How you will be
Where you will be
When I get lost

All the roads will be
Bitter memory for us
So many seasons will see





TOPIC	Freedom of movement
DURATION	45 min
GROUP SIZE	20 – 30 people
OVERVIEW	A simulation in which you gain experience about crossing a border and rights of movement, trying to identify with each other.
THE AIM OF THE TOOL	The activity aims to show that, although the world is full of migrations, we do not all have the same rights and opportunities to cross borders.
PREPARATION	Print the lyrics of the song “Run run”.
MATERIALS	A device for playing music (laptop, phone, speakers), the song “Run run”, the song lyrics, table, food for the table, red, yellow and blue cards.

INSTRUCTIONS:

Setup:

The room is divided into two parts by a borderline. Create a borderline using tapes, chairs, or tables. Make border checkpoints on the borderline. The border checkpoint is the place where you can enter the other half of the room. The number of border checkpoints depends on the number of border controllers.

At the end of the room, there is a table full of food and sweets. The participants have to cross the room to reach the table.

1. Introduction (5 minutes)

1.1. Ask all participants to go to a part of the room opposite the one with a table with sweets.

1.2. Introduce the activity to the group:

Participants are in one country (their half of the room). But, there is a country with more opportunities (table with sweets for example). All participants want to reach the other country to take a part in sharing the sweets. This role play is a simulation of five days. Each day will last 3 minutes. The facilitator is a timekeeper during the exercise.

1.3. Split participants into two different groups, one will play the role of border controller (maximum 3 people) and the others as travellers.

1.4. Travelers will be given cards (passports) of three different colours: blue, red, and yellow. Suggested card distribution: 20% of the participants will have a blue card, 30% a red one, and 50% a yellow one. Each card is associated with rights and limitations regarding the traveller's mobility. No traveller is aware of this information, which is instead given to the controllers. Participants can imagine their reasons why they need to pass the border and should negotiate with border control to cross the border.

1.5. Give border controllers more detailed instructions concerning who can pass the border and when. **IMPORTANT:** Other participants should not hear this information.

The border controllers behave differently depending on the colour of the card the traveller holds:

- people with blue cards have no restrictions on movement. They can cross the border freely, with no limitation;
- people with the red card are sent back twice before they can reach the table;
- yellow card holders will never reach the table.

2. Crossing borders (20 minutes)

2.1. When the facilitator starts the game, participants can begin to cross the room. Each participant can try to cross the borderline once per day.

2.2. The activity ends after 5 “days” (3 minutes each).

3. Reflection (20 minutes)

3.1. All participants will be asked for a first reflection on the activity just done. This feedback is important to hear how each participant felt in their role.

The characteristics of the cards will be revealed and participants will be asked to reflect on what topic will be addressed.

3.2. At some point in the discussion facilitator will play the song “Run Run”. Listen to the song and tell participants to put focus on the lyrics and to find a connection between the activity and the song.

TIPS & TRICKS:

- Explain to the border controllers that they should get into the role. They should act very polite to people with blue cards but show no empathy to the people with yellow cards.
- Travelers shouldn't be aware of the meaning of their cards.
- In case the facilitator feels free it's possible to make groups feel privileged according to their card colours.
- Instead of sweets, as a reward that participants should reach, you can put fruits, juices, or anything you find proper for the group you are working with.

SONG: RUN RUN



This story has a vermilion background I hear a whisper
Behind the closet door that has been my hiding place for a few days
heavy footsteps I arch my eyebrow
Shoulders to the wall eyes fixed on the handle flashback me hugging my son
Fear tears at me like a claw

Resentment calls honour, honour calls dishonour, dishonour calls affront, affront calls who is right
Reason calls anger, anger calls vengeance, vengeance calls blood and blood calls blood
One tells the other the place is clean I stand motionless granite statue
I hear them leave and only after they are gone do I sit on the ground stunned

I would like to be on a beach in Tijuana drinking margaritas waiting for Nirvana
Instead I have one foot in the coffin the only way out is the resistance calling to me
One for money two for resources because of an asshole my life now
Is to reckon with death I bottom out the supplies I barricade the doors the convoy
crossing the bridge

Pendejo strong he comes toward me
He has the look I will find you Taken 3 Liam Neeson
A drop of sweat runs down his face finding no reason
I go outside and we make Saigon the story ends Taken bright red

When will wars end, stop with the fighting,
When will we understand, forget about "hide"
thinking of money, Start caring for live
Our world is slowly dying, so let's bring out the light





TOPIC

Cultural Diversity

DURATION

60 min

GROUP SIZE

20 - 30 people

OVERVIEW

The activity combines music with media tools, but only as a simulation. No specific media equipment is needed. Participants should use a song as a base to prepare front page short reportage, show or report for radio, TV, newspapers, and other kinds of media.

THE AIM OF THE TOOL

To raise awareness about the importance of cultural diversity.

PREPARATION

Print the lyrics of the song "We can party".

MATERIALS

Paper A4, text of the song for each group, pens, markers, sticky notes, flip chart, device for playing music (laptop, phone, speakers), the song "We can party", the song lyrics.

INSTRUCTIONS:

1. Warm-up (recommended) (10 minutes)

1.1. Before this activity, the facilitator can make brainstorming exercises on what cultural diversity means for the participants. You can do this in any way you find suitable.

2. Introduction to the activity (5 minutes)

2.1. Divide participants into smaller groups, more or less with an equal number of participants in each group.

2.2. Explain the activity: each group gets one "media" as a tool which they will use to prepare a reportage or short show based on the song. Media tools can be TV news, TV shows, radio shows, or newspaper-front pages. No real equipment is needed. This is role play/simulation. The base for reportage/show is the song "We can party". Groups will be provided with lyrics. They can use it to underline words in the song which are important for them to create reportage/show. Reportage/show preparation time is 20 minutes.

3. Preparation phase (25 minutes)

3.1. The facilitator let participants listen to the song on cultural diversity - "We can party".

3.2. Assign a media tool to each group.

3.3. Preparation phase. Participants can use different props they find to enhance their presentation.

4. Presentation (20 minutes)

The last step is the group work presentation. The duration of each presentation should be a maximum of 5 minutes.

TIPS & TRICKS:

The activity can also be used for different topics, depending on the theme of the song. You can use any song of your choice, not just the ones included in this booklet.

SONG: WE CAN PARTY



What unites us all when you walk, when you sit, when you dream,
When do you go to bed?
Culture!
And what unites us and separates us and makes your will rule for itself
Freedom! And good fun.
Good fun...
Enough with the bummers now
We know how to have fun ' , I realize that there are all kinds of us
It is Culture
Differences are everything I write, we celebrate it all like holidays
You will understand, it is Freedom!
And of course, good fun.

(Chorus)

I dance freely in the colours of all,
I laugh out loud, you should do so,
Live your life, you need it yo
Nobody has anything to do with that, bro

Live by your own, I live by my own,
It's a good tone, don't be a clone.
... good joke

(Humorous conversation in English)



TOPIC	Migration
DURATION	90 min
GROUP SIZE	20 – 30 people
OVERVIEW	This activity is a simulation of the election process. Through this workshop participants will be introduced to the active participation of youth and raise awareness about migration. Also, participants will be invited to be active listeners and to use their critical thinking skills in order to choose options which will contribute to a better future.
THE AIM OF THE TOOL	<p>Main goal:</p> <p>Advocate for Human Rights and raise awareness about migration, and issues of migrants.</p> <p>Specific goals:</p> <p>Understanding Linguistic competencies, and Critical thinking as a way to create a deep correlation between musical expression and social topics, underlining the importance of active participation in youth and civil duty (voting).</p>
PREPARATION	Print the lyrics of the song “Drive slow”. Prepare the profiles for political candidates and their parties.
MATERIALS	The song “Drive slow”, the song lyrics for each group, paper A4, pens, markers, sticky notes, flip chart paper, a device for playing music (laptop, phone, speakers).

INSTRUCTIONS:

1. Introduction (5 minutes)

1.1. Prepare participants for the activity. In this phase explain that this activity is a role play. That means that they will be in some roles, and they should represent the attitudes connected with the role they got. For some of them it will be easier, for others it will be challenging a bit, but don't forget that this is a role play and everything they say is not necessarily what they actually think.

1.2. Give the context.

We just created a new community here. Selection of the right president who will lead us is crucial for the future of this community. In this new society, demonstrations are taking place that focus on the theme of migration. When there is a new society that looks promising a lot of migrants want to come. Not everybody has an idea how to welcome the newcomers.

2. Preparation for the activity (5 minutes)

2.1. Split participants in different groups:

- **Presidential candidates** - There should be 2-3 political candidates. With the rest of their teams, they will try to win the elections. At least one political group should be conservative.

- **Political supporters** - At least one supporter for each presidential candidate. Supporters are part of political parties teams, and they have roles of advisors, PRs, etc. Pay attention to having an equal number of supporters for each presidential candidate.
- **Election committee** - 2-4 participants (depending on the group size) should be in charge of the election process, voting and counting of the votes. Their responsibilities are to prepare the voting booth, ballot box, ballots, documents, to ensure fair voting, to count ballots, and to report results of the election Facilitator can adopt the local context.
- **Citizens / activists** - All other participants will be citizens and activists for human rights. They are the biggest group.

* How to split participants into different roles?

Option A. Facilitator can randomly give cards with rolls.

Option B. Ask for a volunteer for a presidential candidate. When someone shows interest, ask the whole group to vote if they agree or not. If more than 50% agrees, you have the first candidate. Repeat the process for the other candidates and election committee.

** Info about presidential candidates.

You can prepare different political parties that presidential candidates will represent. It would be ideal for them to have opposing views. One of them should be a more conservative one, the other should be more liberal. If you have a third one, create their profile depending on the political context in your country.

3. Political campaign (35 minutes)

3.1. Give a new context:

"We are in the middle of the campaign for election, and all candidates have more-less equal chances to win. At one point, a famous band published a new song named "Drive slow". The song is about migration, which is a big problem in our community. And now everybody talks about it - migrations are the most important topic. Candidates see this as an ideal opportunity to gain more voters."

3.2. Presidential candidates have 20 minutes to prepare speeches based on the song provided by the facilitator. Song should be a base that should be elaborated not just read by candidates. Therefore, each candidate, together with their supporters, should prepare a speech.

3.3. In the meanwhile, citizens and activists should prepare demonstrations, creating transparent/banners with messages taken from the song. They don't trust politicians too much, so this is their opportunity to address the important topics and questions, to see how the candidates will react.

3.4. After this, the demonstration should be simulated.

3.5. After 20 minutes political candidates present their speeches to the voters.

4. Elections (30 minutes)

4.1. Voters have 10 minutes individually to decide for whom they will vote.

Meanwhile, the election committee can prepare the space for voting.

4.2. Voting process - the election committee will explain the rules for voting, and all participants should vote (including the presidential candidates and the election committee members). This shouldn't be longer than 15 minutes.

4.3. Counting of votes and declaring the winner.

5. Reflection (15 minutes)

5.1. First, we are going to sit in a circle, so we can all see each other. It is important to let the group get out of their roles. Ask participants to close their eyes and remain silent for 1

minute, trying to go out of their previous roles.

5.2. To reflect the process, and point out key learnings, you can use these questions: How did you feel in your roles? Could you relate? Do you think the best candidate is chosen? How do you choose your candidate? Do you think this society is on its way to a positive future? What were your ideas of solutions?

TIPS & TRICKS:

This activity can be used for different topics as well, if you use different songs, on topic different than migrations.

SONG: DRIVE SLOW



Last night I packed my bags
In case I'm reminded again.
We count on running away from ourselves?
Or we really need a change
Along the way, the signs light up like radium
We're changing stations, but not on the radio
Which way, my mind is constantly working
Wherever I go, I know, work and effort will serve me
I'm following the path
But I don't know if that's the way to go
And then every time I am reconsidering it all
New images are now popping up
I want to see everything
Borders are just lines
Time seems to be running out
But new opportunities will come

Chorus: And I may have to leave you
But you know I love this stench, so drive slowly
So drive slowly

If I don't turn around, it's because I'm not strong
And maybe I need a chance, so drive slow
So drive slowly

If I pack my bags and get out of here
It will be because I want to expand the scope
Not because they tell us so
And there will be problems both outside and at home, that's the game
So I look to work and fight
Success is here, I will not let you distract me now
I drink at a slow pace, so the thought carries me
Music is an invitation for good moments
Because I'm really relaxed
Pour us a cocktail now, ice and a couple of plants
Settle nicely in the shade, Portugal we're coming there.

