Civitas
Promoting Active
Citizenship through
Youth Work

Non-formal approach to fostering active citizenship among youth

Digital Toolkit

Impressum

Contents

1. Introduction

This publication contains an introduction to promoting active citizenship through youth work and a toolkit with non-formal methods applicable in youth work practice. The content was created in the scope of an Erasmus+ project *"Civitas: Promoting Active Citizenship through Youth Work"* implemented in 2022. The project coordinator, Udruga Prizma, designed the toolkit by gathering inputs from project partners and selected non-formal methods used at the training course held within the project. Youth workers who participated in the training had selected the methods considered as most useful for promoting active citizenship through youth work.

2. About the Project

Youth's participation in democratic processes is limited by obstacles they face and by lack of knowledge about the functioning of national democracies and the European Union, as well as by low level of media literacy and uncritical thinking. Organisations involved in project *Civitas: Promoting Active Citizenship through Youth Work* believe youth can become more active citizens if they improve media literacy and critical thinking skills, and gain knowledge on the EU, especially about the Union's functioning and its core values. Moreover, this knowledge and skills can boost youth's employability, increase sense of initiative and self-esteem, enhance intercultural awareness and foster European identity.

Increased quality of youth work provided by NGOs is instrumental to achieve these outcomes.

The general objective of the project was to increase the quality of youth work of partner organisations in promoting active citizenship. Special emphasis was on using non-formal education methods. Project's general objective was achieved through attaining three specific objectives:

• increasing youth workers' knowledge related to the Union's functioning, common EU values, and fundamental rights;

• increasing youth workers' knowledge, competences and skills related to promoting media literacy and critical thinking among youth;

• exchanging experiences of participating organisations on how to use non-formal education in promoting active citizenship among youth.

A training course was held in Zadar, Croatia, from 24th to 30th of April 2022, gathering youth workers from eight European countries with the aim of increasing the quality of their youth work in the context of active citizenship of youth.

During the project, youth workers had also discussed education and training opportunities for youth available within Erasmus+ and the European Solidarity Corps programmes. This enabled them to foster youth participation in their communities more effectively. **Erasmus+** is the EU Programme in the fields of education, training, youth and sport for the period 2021-2027.

3. About Erasmus+ and Youthpass

Education, training, youth and sport are key areas that support citizens in their personal and professional development. High quality, inclusive education and training, as well as informal and non-formal learning, ultimately equip young people and participants of all ages with the qualifications and skills needed for their meaningful participation in democratic society, intercultural understanding and successful transition in the labour market. Building on the success of the programme in the period 2014-2020, Erasmus+ strengthens its efforts to increase the opportunities offered to more participants and to a wider range of organisations, focusing on its qualitative impact and contributing to more inclusive and cohesive, greener and digitally fit societies.

The general objective of the Programme is to support, through lifelong learning, the educational, professional and personal development of people in education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, quality jobs and social cohesion, to driving innovation, and to strengthening European identity and active citizenship. As such, the Programme shall be a key instrument for building a European Education Area, supporting the implementation of the European strategic cooperation in the field of education and training, with its underlying sectoral agendas. In addition, it is key in advancing youth policy cooperation under the European Union Youth Strategy 2019-2027 and developing the European dimension in sport.

Source: Erasmus+ Programme Guide 2022, page 4-6.
More information on Erasmus+ programme:
https://ec.europa.eu/programmes/erasmus-plus/

Youthpass is a European recognition instrument for identifying and documenting learning outcomes that are acquired in projects under the Erasmus+ and the European Solidarity Corps programmes.

Youthpass promotes individual reflection and awareness about learning and helps to make learning outcomes visible for the learners themselves as well as for others. It aims to reinforce reflective practices in youth work and solidarity activities, thereby enhancing their quality and recognition. It also supports the continued pathways of young people and youth workers, and...raises visibility of the value of European engagement.

Source and more information about Youthpass:
https://www.youthpass.eu/

4. Introduction to active citizenship

If we wanted to point out the core idea behind active citizenship, it would be involvement or engagement. Active citizens are politically and socially involved in their communities from micro to macro scale - from taking part in neighbourhood or city councils to voting at national and European elections. Political involvement through membership in political organisations, voting and running for office is crucial for the functioning of democracies, but there are also other ways to bring about change in the society. Citizens can take initiative through non-formal groups and civil society organisations dedicated to specific goals. For example, a group of neighbours can arrange an action to clean the local river shore; they can also form a legal organisation if they want to tackle any issue more systematically. Furthermore, civic engagement includes volunteering and activism (protests, campaigning, awareness raising on social issues).

While the term active citizenship is well known, the conditions to embody it in practice are less understood. Individual's active citizenship is conditioned not just by the opportunities and constraints of the social and political system in place but also by his or her citizenship competence. The Council of the European Union adopted a [Recommendation on key competences for lifelong learning](#) in May 2018[1], identifying eight key competences essential to citizens for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion. The key competences are a combination of knowledge, skills and attitudes that should be developed and improved upon from the youngest age throughout life through formal, non-formal and informal learning.

Citizenship competence

is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.

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1. The Official Journal 2018/C 189/01

Citizenship competence includes essential knowledge, skills and attitudes.

Citizenship competence is based on **knowledge** of basic concepts and phenomena relating to individuals, groups, work organisations, society, economy and culture. This involves an understanding of the European common values, as expressed in Article 2 of the Treaty on European Union and the Charter of Fundamental Rights of the European Union. It includes knowledge of contemporary events, as well as a critical understanding of the main developments in national, European and world history. In addition, it includes an awareness of the aims, values and policies of social and political movements, as well as of sustainable systems, in particular climate and demographic change at the global level and their underlying causes. Knowledge of European integration as well as an awareness of diversity and cultural identities in Europe and the world is essential. This includes an understanding of the multi-cultural and socioeconomic dimensions of European societies, and how national cultural identity contributes to the European identity.

Skills for citizenship competence relate to the ability to engage effectively with others in common or public interest, including the sustainable development of society. This involves critical thinking and integrated problem solving skills, as well as skills to develop arguments and constructive participation in community activities, as well as in decision-making at all levels, from local and national to the European and international level. This also involves the ability to access, have a critical understanding of, and interact with both traditional and new forms of media and understand the role and functions of media in democratic societies.

Respect for human rights as a basis for democracy lays the foundations for a responsible and constructive **attitude**. Constructive participation involves willingness to participate in democratic decision-making at all levels and civic activities. It includes support for social and cultural diversity, gender equality and social cohesion, sustainable lifestyles, promotion of culture of peace and non-violence, a readiness to respect the privacy of others, and to take responsibility for the environment. Interest in political and socioeconomic developments, humanities and intercultural communication is needed to be prepared both to overcome prejudices and to compromise where necessary and to ensure social justice and fairness.

5. The EU in brief

Knowledge of the European Union is indispensable for the citizenship competence of European youth. The following text is a short introduction to the EU's most important aspects and is intended to be used in explaining the EU to youth. For more detailed insight, readers are advised to refer to the European Commission's official publication[2] used in preparing this chapter.

The EU is a political and economic union of 27 member states (MS) who act as one in matters agreed as of common interest. The European Union acts in a wide range of policy areas such as the single market, the euro, promotion of economic growth, security, justice and foreign affairs, innovation policies (new solutions in fields such as climate and environmental protection, research and energy), solidarity policies (also known as cohesion policies) in regional, agricultural and social affairs. The

2. European Commission, Directorate-General for Communication, Fontaine, P., Europe in 12 lessons, Publications Office, 2018.

EU funds these policies through an annual budget which enables it to complement and add value to action taken by national governments. The MS keep their national sovereignty in line with the EU Treaties.

Citizens of European Union countries can travel, live and work anywhere in the EU. The EU encourages and funds programmes, particularly in the fields of education and culture, to bring EU citizens closer together. People recognise symbols of shared European identity such as the single currency, the European Flag and anthem.

1. Photo of the Euro currency (autor: Ibrahim Boran, www.unsplash.com)

2. Photo of the flag (autor: Waldemar Brandt, www.unsplash.com)

Aims of the EU are:

• maintain and build on the peace established between its Member States and its neighbours;

• bring European countries together in practical cooperation;

• ensure that European citizens can live in security;

• promote economic and social solidarity;

• preserve European identity and diversity in a globalised world;

• promote the values that Europeans share.

Every person holding the nationality of a Member State is a citizen of the Union. Citizenship of the Union is additional and doesn't replace national citizenship. Union's citizens have a right to vote and to stand as a candidate in local elections in their country of residence and in elections to the European Parliament. Moreover, educational qualifications are recognised across the EU.

Historic steps in building the EU:

• **1951** The European Coal and Steel Community is set up by the six founding members

• **1957** The same six countries sign the Treaties of Rome, setting up the European Economic Community (EEC) and the European Atomic Energy Community (Euratom)

• **1973** The Communities expand to nine Member States and introduce more common policies

• **1979** The first direct elections to the European Parliament

• **1981** The first Mediterranean enlargement

• **1992** The European single market becomes a reality

• **1993** The Treaty of Maastricht establishes the European Union (EU)

• **2002** The euro comes into circulation

• **2004** The EU has 25 Member States, increasing to 28 by 2013

• **2009** The Lisbon Treaty comes into force, changing the way the EU works

• **2020** United Kingdom leaves the EU.

Institutions

European Council

• Defines the EU's direction and priorities;

• Tackles current international problems via the 'common foreign and security policy;

•It consists of the Heads of State or Government — the presidents and/or prime ministers — of all the EU MS, plus the President of the European Commission;

•It normally meets four times a year, in Brussels.

The Council of the EU

• The Council is made up of ministers from the EU's national governments;

• Council decisions can only be taken with the so-called 'double majority'. Decisions will be adopted if 55 % of the MS are in favour and if they represent at least 65 % of the EU's population;

• The Council's main job is to pass EU laws;

• Coordinates MS' policies (economic, fiscal, employment, education);

• Develops the EU's common foreign and security policy;

• Concludes international agreements;

• Adopts the EU budget.

The European Parliament

• The Parliament represents the EU citizens, consisting of 705 directly elected representatives divided in 7 political groups;

• The Parliament shares with the Council of the EU equal legislative powers to amend, approve or reject Commission proposals for most areas of EU legislation;

• It also elects the European Commission's president and has the right to approve and dismiss the European Commission;

• Shares the power to decide on the entire annual budget of the EU with the Council of the EU and it has the final say. Once the EU budget is adopted, the European Commission is responsible for its implementation;

• Exercises democratic oversight to make sure that the Commission and the other institutions deal properly with European funds;

• The Parliament's headquarters are in Strasbourg, but it also works in Brussels and Luxembourg.

3. Photo of the European Parliament (autor: Emmanuel Burdin (up), Frederic Köberl (down), www.unsplash.com)

The European Commission

• EU's executive body with 27 commissioners headed by a president. It is divided into departments known as Directorates-General (DGs) similar to ministries each headed by a Director-General who is responsible to a commissioner;

• Draws up proposals for new EU legislation;

• Upholds the common interest, which means that it must not take instructions from any national government;

• 'Guardian of the Treaties' - oversees the application of the provisions of the Treaties and the measures taken by the institutions pursuant thereto.

• As the EU's executive arm, the Commission implements the decisions taken by the Council in areas such as the common agricultural policy.

• It has wide powers to manage the EU's common policies, such as research and technology, overseas aid and regional development. It also manages the budget for these policies.

4. Photo of the European Commission (www.pixabay.com)

Interaction with EU bodies

Any citizen, acting individually or jointly with others, may at any time exercise their right of petition to the European Parliament on a subject which comes within the European Union's fields of activity and which affects them directly. Citizens can also **petition the Commission** to put forward a legislative proposal — provided they can find a million people from at least seven EU countries to sign the petition (Citizens' Initiative).

The European Parliament elects the **Ombudsman**, who remains in office for the duration of the Parliament. The Ombudsman's role is to investigate complaints against EU institutions and bodies. Complaints may be brought by any EU citizen and by any person or organisation living or based in an EU country. The Ombudsman brings the complainant and the institution or body concerned together, in search of a settlement.

6. European values and Fundamental rights

The Union is a community of law and its values constitute the basis of its existence. EU values underpin the rights enjoyed by those living in the Union. Article 2 of the Treaty of the EU states that:

'The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and the respect for human rights, including the rights of the persons belonging to minorities. These values are common to the Member States in a society where pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail'.

EU values include fundamental rights, non-discrimination and equality, anti-racism and tolerance, respect for human dignity, the rule of law and the independence of the judiciary, cultural diversity, a vibrant civil society, freedom of expression and citizens' participation in democratic life.

[The EU Charter of Fundamental Rights](#) brings together all the personal, civic, political, economic and social rights enjoyed by people in the EU. Since 2009, the Charter has had the same legal status as the Treaties. European institutions must comply with it in all their actions, and EU Member States must comply with it when they implement EU law.

7. Non-formal methods to foster active citizenship through youth work

Methods described here aim to develop and improve youth's knowledge, skills and attitudes related to citizenship competence and thereby prepare them to get more involved in democratic and social processes. These and some other methods were used during the Civitas training course in April 2022. After the training, participating youth workers decided on the most useful methods to be featured in this toolkit. Some methods are widely used in youth work practice, while others are starting to gain ground. Authors of the toolkit hold no copyrights over the methods.

7.1. Four corners exercise

Aim
To create opportunities for discussion around social and political issues. The exercise encourages participants to engage in constructive debate, practice argumentation and listen to different viewpoints.

Time
90-120 minutes

Settings
Indoor or outdoor open space.

Resources
Make signs (prints of paper) for each of the following statements: agree, disagree, don't know and don't care. Prepare statements for discussion. Examples:
European values are universal.
It is important to vote.

Description

Step 1: Position four statements on four corners of the room.

Step 2: Read statements one at a time to participants who need to position themselves in the room according to their attitude (agree, disagree, don't know and don't care) to the statement. They can position themselves wherever they want to, in or between corners.

Step 3: Encourage participants to explain why they have chosen their position (if they want to) and encourage them to ask each other the reason behind their choice. The aim is to encourage honest debate about the issues. Encourage the group to have one speaker at a time so that everyone can hear and participate in the discussion. As the debate continues, participants are free to move their position if their opinion is influenced by listening to someone else in the group.

As discussion sometimes gets very heated quickly, it is useful to assign each group the same amount of time to put forward their arguments. During the training, giving each group three minutes to speak and two minutes to prepare worked well. Some participants took notes while others were speaking and this allowed them to address arguments more precisely. We also noticed a prerequisite to this exercise. Namely, discussion should be civilised and as much as possible unobstructed by erroneous reasoning to gain most benefits for participants, therefore we recommend that participants get acquainted with logical fallacies and mental biases before trying the Four corners exercise. It is also advised that participants read and understand the rules of civil conversation before the discussion.

Debrief

Trainers ask participants the following questions:
How did you communicate with others in your corner and decide who will speak?
On what did you base your arguments (personal experience, abstract knowledge, logical reasoning, emotions...)?
Was it more important for you to put forward your arguments or to listen to others?
Did you change your attitude as a result of someone's argumentation?

Participants reflect internally and share with the group if they want.

7.2. Logical fallacies and mental biases workshop

Aim
The workshop provides basic knowledge of the different kinds of fallacious argumentation. Participants are expected to improve critical thinking skills.

Time
90 minutes

Settings
Indoor space

Resources
Printed definitions and exercises, or accessible online. Projector for going through the solutions.

Description

Fallacies represent various errors in reasoning. Populist politicians, provocateurs, and radicals often base their speeches and promises on fallacies. Participants can work alone or collaboratively. Age: 16+.

Step 1: Participants have to read and try to understand the fallacies.

Step 2: They have to identify the fallacy in each of the exercises. They can refer to the definitions as they complete the exercise.

Step 3: The trainer goes through the exercise, explaining the correct answers. Participants share their answers with the group and ask questions if clarification is needed.

Definitions

SWEEPING GENERALISATION

the author goes beyond the support or evidence presented and makes overly broad, all-encompassing statements. All X are Y.

AD HOMINEM

the author attacks the opponent personally (the person's character, actions, etc.) rather than addressing the person's actual views.

RED HERRING

the author introduces unrelated, irrelevant information to divert attention from the real issue.

SHOEHORNING

the process of force fitting some current affair into one's personal, political, or religious agenda. Many people are not aware of how easy it is to make something look like confirmation of a claim after the fact, especially if the source of the confirmation is something in which they already believe, like religious prophecies, psychic predictions, astrological horoscopes, fortune cookies, and more. (More info at [Skeptic's Dictionary](#))

STRAW MAN

first the author distorts the opponent's position (that is, the other side of the argument), and then attacks the distorted position instead of the opponent's actual one.

ARGUMENT FROM FALSE AUTHORITY

when a person making a claim is presented as an expert who should be trusted when his or her expertise is not in the area being discussed.

ARGUMENT BY REPETITION OR ARGUMENTUM AD NAUSEAM

repeating an argument or a premise repeatedly in place of

better supporting evidence.

CIRCULAR REASONING

the author goes in a circle by restating the argument or conclusion instead of providing any relevant support.

NATURALISTIC FALLACY

(also known as: is-ought fallacy, arguing from is to ought, isshould fallacy) when the conclusion expresses what ought to be, based only on what is, or what ought not to be, based on what is not. This is very common, and most people never see the problem with these kinds of assertions due to accepted social and moral norms. This bypasses reason and we fail to ask why something that is, ought to be that way.
Tanner, J. (2006). The naturalistic fallacy.The Richmond Journal of Philosophy, 13, 1–6

APPEAL TO TRADITION

(also known as: argumentum ad antiquitatem, appeal to common practice, appeal to antiquity, appeal to traditional wisdom, proof from tradition, appeal to past practice, traditional wisdom) using historical preferences of the people (tradition), either in general or as specific

as the historical preferences of a single individual, as evidence that the historical preference is correct. Traditions are often passed from generation to generation with no other explanation besides, "this is the way it has always been done"—which is not a reason, it is an absence of a reason.

Harpine, W. D. (1993). The Appeal to Tradition: Cultural Evolution and Logical Soundness. Informal Logic, 15(3)

OVEREXTENDED OUTRAGE

(also known as: overextended moral outrage, overextended political outrage) this is a form of poor statistical thinking where one or more statistically rare cases are implied to be the norm or the trend (without evidence) for the purpose of expressing or inciting outrage toward an entire group. It is a form of extreme stereotyping, based on the cognitive bias known as the group attribution error.

Adelman, R., Reid, L. W., Markle, G., Weiss, S., & Jaret, C. (2017). Urban crime rates and the changing face of immigration: Evidence across four decades. Journal of Ethnicity in Criminal Justice, 15(1), 52–77.

PREJUDICIAL LANGUAGE

(also known as: variant imagization) loaded or emotive terms used to attach value or moral goodness to believing the proposition.

MCNAMARA FALLACY

(also known as: quantitative fallacy, skittles fallacy) — when a decision is based solely on quantitative observations (i.e., metrics, hard data, statistics) and all qualitative factors are ignored.
Fischer, D. H. (1970). Historian's Fallacies, Harper Collins.

FALSE CAUSE

the author assumes that because one thing happens after another, the second event must be caused by the first event.

GENETIC FALLACY

this conclusion is based on an argument that the origins of a person, idea, institute, or theory determine its character, nature, or worth.

EITHER-OR

in this trap, the author puts everything into one of two mutually exclusive categories, leaving the impression that there is nothing else and nothing in-between the two positions.

HYPNOTIC BAIT AND SWITCH

stating several true statements in succession, followed by a claim that the arguer wants the audience to accept as true. This is a propaganda technique, but also a fallacy when the audience lends more credibility to the last claim because true statements preceded it. The negative can also be used in the same way.

TRANSFER

the author shifts qualities (good or bad) from one person or issue to another as a way of influencing the reader's perception of the original person or issue.

SLIPPERY SLOPE

the author argues that taking one step will inevitably lead to other steps that cannot be stopped until it ends in disaster.

BEGGING THE QUESTION

the author presents as a certainty something that is open to debate.

POLITICAL CORRECTNESS FALLACY

this is a common one in recent history. It is the assumption or admission that two or more groups, individuals, or ideas of groups or individuals, are equal, of equal value, or both true, based on the recent phenomenon of political correctness, which is defined as, a term which denotes language, ideas, policies, and behaviour seen as seeking to minimize social and institutional offence in occupational, gender, racial, cultural, sexual orientation, certain other religions, beliefs or ideologies, disability, and age-related contexts, and, as purported by the term, doing so to an excessive extent.
This can be seen as an over-correction of stereotyping.

This and some other definitions were taken from logicallyfallacious.com.

EXERCISE

1. Why should we be concerned with spending money on public health in this state when terrorism threatens all of us?
a.) false cause
b.) begging the question
c.) red herring
d.) slippery slope

2. People who have tattoos are also drug users.
a.) ad hominem
b.) sweeping generalisation
c.) straw man
d.) false cause

3. Our nominee for the award has many of the same qualities that made Mother Teresa so beloved.
a.) straw man
b.) ad hominem
c.) false cause
d.) transfer

4. If you allow one person to borrow your car, then everyone will start asking. Eventually someone will wreck it, and then you won't have a car.
a.) ad hominem
b.) begging the question
c.) red herring
d.) slippery slope

5. It's common knowledge that mothers who work don't care about their children's well-being. Therefore, mothers shouldn't work.
a.) false cause
b.) begging the question
c.) red herring
d.) slippery slope

6. We shouldn't approve her loan because she once had a drinking problem.
overextended outrage
a.) false cause
b.) transfer
c.) ad hominem

7. Either finish school or look forward to an unsatisfying life and a low-paying job.
a.) false cause
b.) ad hominem
c.) either-or
d.) red herring

8. We shouldn't even bother to interview that job applicant. He has a beard.
a.) sweeping generalisation
b.) genetic fallacy
c.) false cause
d.) ad hominem

9. My boss isn't willing to increase the number of vacation days we get each year. That means she doesn't care about our health. It's wrong not to care about employees' health. She should be replaced with someone who cares about employees' health.
a.) red herring
b.) sweeping generalisation
c.) straw man
d.) false cause

10. All homeless people are lazy.
a.) false cause
b.) sweeping generalisation
c.) straw man
d.) ad hominem

11. Many people who pray are often radicals. Praying is a cause of radicalisation.
a.) slippery slope
b.) false cause

c.) straw man
d.) political correctness fallacy

12. Copying someone else's homework is unethical because it's dishonest.
a.) circular reasoning
b.) naturalistic fallacy
c.) red herring
d.) slippery slope

13. The Volkswagen Beetle is an evil car because it was originally designed by Hitler's army. We shouldn't buy it.
a.) straw man
b.) ad hominem
c.) genetic fallacy
d.) sweeping generalisation

14. My hairdresser says that within the next 30 days, the president will be impeached! So we should take this claim seriously!
a.) genetic fallacy
b.) slippery slope
c.) argument from false authority
d.) false cause

5. John: At one time, all humans spoke the same language. Then because of the Tower of Babel, God got angry and

created all the different languages we have today — or at least some form of them.

Kelly: I studied linguistics in college, and I can pretty much guarantee you that's not what happened. Besides the short story in the Bible, what other evidence do you have to support this theory?

John: We know, because of the Word of God, that God got angry and created all the different languages we have today — or at least some form of them.

Kelly: You said that already. What other evidence do you have to support this theory?

John: In the Bible, it says that all humans once spoke the same language. Then because of the Tower of Babel, God got angry and created all the different languages we have today — or at least some form of them.

a.) straw man
b.) argument from false authority
c.) false cause
d.) argument by repetition or argumentum ad nauseam

16. Everyone is entitled to his or her own religious beliefs. So if dancing in the streets naked is part of their ritual, we must extend them that right.
a.) sweeping generalisation
b.) red herring
c.) either-or

d.) political correctness fallacy

17. "The "Imaginary Post" runs a story about a "Representative of X party" who assaulted a Muslim woman and told her to "go back where she came from." The story is shared millions of times and picked up by other left wing media outlets. People are discussing this story on social media saying how outraged they are at "X party" for their hatred of Muslims.
a.) ad hominem
b.) overextended outrage
c.) straw man
d.) transfer

18. All good Catholics know that impure thoughts are the work of the devil, and should be resisted at all costs.
a.) false cause
b.) ad hominem
c.) prejudicial language
d.) hypnotic bait and switch

19. Homosexuality is/ought to be morally wrong (moral property) because it is not normal (natural property)" or Homosexuality is not normal (natural property); therefore, it is / ought to be morally wrong (moral property).
a.) political correctness fallacy

b.) prejudicial language
c.) overextended outrage
d.) naturalistic fallacy

20. Alex: For three generations, the men in our family went to vocational school and became carpenters, while the women got married and raised children. Therefore, it is my duty to become a carpenter.
Kate: Do you want to become a carpenter?
Alex: It doesn't matter — it is our family tradition. Who am I to break it?
a.) appeal to tradition
b.) false cause
c.) transfer
d.) sweeping generalisation

21. Is it right that such a small percentage of "Imaginary country" control the vast majority of wealth? Is it right that you have to work overtime just to make ends meet? Is it right that you can't even afford to leave the state for vacation? Do you really want to vote for Polly Molly?
a.) false cause
b.) red herring
c.) hypnotic bait and switch
d.) ad hominem

22. Donald Trump Jr. Tweeted: "If I had a bowl of skittles and I told you just three would kill you. Would you take a handful? That's our Syrian refugee problem."
a.) ad hominem
b.) political correctness fallacy
c.) genetic fallacy
d.) McNamara fallacy

23. After the terrorist attacks on the World Trade Center and the Pentagon on September 11, 2001, fundamentalist Christian evangelists Jerry Falwell and Pat Robertson introduced the events to their agenda. They claimed, "liberal civil liberties groups, feminists, homosexuals and abortion rights supporters bear partial responsibility… because their actions have turned God's anger against America." According to Falwell, God allowed "the enemies of America… to give us probably what we deserve." Robertson agreed. The American Civil Liberties Union has "got to take a lot of blame for this," said Falwell and Robertson agreed. Federal courts bear part of the blame, too, said Falwell, because they have been "throwing God out of the public square." Also, "abortionists have got to bear some burden for this because God will not be mocked," said Falwell and Robertson agreed.
a.) overextended outrage
b.) false cause
c.) transfer
d.) shoehorning

RESULTS

1 C • red herring
The issue is the state public health, but attention is diverted instead to terrorism, an unrelated issue.

2 B • sweeping generalisation
An inaccurate generalisation is made about all people with tattoos.

3 D • transfer
Mother Teresa's qualities are attributed to the nominee.

4 D • slippery slope
Lending one person your car doesn't automatically mean that all of the other events will happen.

5 B • begging the question
The first statement is presented as a certainty, which it is not.

6 D • ad hominem
Something unfortunate in the person's past is brought up as a way of discrediting her.

7 C • either-or
There are more possibilities than the two presented.

8 D • ad hominem

The person is attacked based on his appearance. Having a beard has little to do with being able to do most jobs successfully.

9 C • straw man
The issue was changed from vacation days to employees' health, and then that position was attacked.

10 B • sweeping generalisation
This incorrectly puts all homeless people in one category.

11 B • false cause
There are many people who pray who are not radicals.

12 A • circular reasoning
"Unethical' and "dishonest" say the same thing.

13 C • genetic fallacy
In this example the author is equating the character of a car with the character of the people who built the car. However, the two are not inherently related.

14 C • argument from false authority
Unless the hairdresser has some inside information about the presidency, his expertise has little to do with the current politics. Exception: Don't pigeonhole people into certain areas of expertise. A medical doctor can also be an expert in sewing. A fisherman can also be an expert in

law. And a patent clerk can also be an expert in quantum mechanics.

15 D • argument by repetition or argumentum ad nauseam
Restating the same claims, even rearranging the words or substituting words, is not the same as making new claims, and certainly does not make the claims any more true. Exception: when an opponent is attempting to misdirect the argument, repeating the argument to get back on track is a wise play.

16 • political correctness fallacy
Are any and all religiously-based behaviours acceptable? Must we allow all expressions of religion? Where do we draw the line and why?

17 B • overextended outrage
People and the media (biassed media) tend to associate a physical or social identity to the perpetrator of a crime for the purpose of damaging the group's public perception. Why vote for "X party"? How many "X party" representatives are assaulting Muslim women? How many "Y party" representatives are doing the same? The data is ignored for the benefit of the narrative being sold. If it is "overextended," then the problem is being exaggerated, and a group of people is unfairly demonised.
Tip: Next time participants read about a story that makes them feel outraged, it is possible to direct their outrage to the individuals directly involved in the story. They don't have to demonise an entire physical or social identity.

18 C • prejudicial language
The phrase "all good Catholics" is the loaded or prejudicial language being used. The implication is that Catholics who do not resist impure thoughts are "bad Catholics", which is not fair - they may just not be as strong willed, or perhaps they do not agree with the Church's views on sex.

19 D • naturalistic fallacy
If we break this down, the claim is that homosexuality (X) is not normal (X is not). We are arguing that homosexuality is morally wrong (X ought not to be) because it is not normal (X is not). The claim that homosexuality is not normal is based on defining normality as "commonly occurring." We can see the flaw in this argumentation through a simple analogy: lying is normal (in that most people do it at some time in their lives), but this doesn't make lying morally good.

20 A • appeal to tradition
Just as it takes people to start traditions, it takes people to end them. A tradition is not a reason for action - it is like watching the same movie repeatedly but never asking why you should keep watching it.

21 • C hypnotic bait and switch

As you read through the example, you can see where the word "hypnotic" comes from. Your subconscious mind starts to take over, and it seems almost reactionary that you start chanting "yes" or "no" (depending on the example) while not really considering what you are agreeing or disagreeing with. These kinds of techniques work best in rallies where those doing the rallying count on people to act with emotion at the expense of their reason.

22 D • McNamara fallacy
Let's ignore the gross statistical inaccuracy of this quote for a moment (i.e., 1 out of every 100 or so Syrian refugees is not going to kill you). The actual quantitative data about how many Syrian refugees are likely to be terrorists is some number greater than zero. The downside of letting Syrian refugees in the U.S. can be measured quantitatively; perhaps your risk of being killed by a terrorist will increase from 3.46 billion to one to 3.4 billion to one. The upside, for the most part, is qualitative, that is, cannot be measured easily. What is a human life worth? How do we measure the suffering of others? Since these cannot easily be measured, we ignore them and conclude that taking in Syrian refugees is a bad decision.

23 D • shoehorning
It should be very clear how these religious leaders attempted to profit from the September 11 attacks by shoehorning. Exception: Explaining events is legitimate when reason is being used - and sometimes it may actually fit into someone's political or religious agenda.

Debrief

Trainers will solicit participant's reflections on the effectiveness of the personal and collaborative work. Participants will be asked to answer and discuss following questions in a group. The questions may vary according to the shape and size of the group and specific local needs.

The list of questions suggested for reflection:
• What, in your view, was the primary goal of the exercise?
• What did you learn about manipulative techniques and fallacies?
• Based on exercise, did you realise that you had preconceived ideas about other people that you never really met and interacted with before? If so, what and why?
• Did the exercise make you think about the world around you any differently? If so, how? If not, why not?
• What would you do to avoid using fallacious argumentation?
• What would be an efficient way to counter fallacious radical argumentation?

7.3. Fake news workshop

Aim
The workshop aims to provide a clearer view on detecting fake news and how they are spread. Participants are expected to improve critical thinking skills.

Time
90-120 minutes

Settings
Indoor space.

Resources
Computer, Internet, projector, fake and true news. Fake news and their deconstruction can be found at Snopes and other fact-checking websites. Participants also need Internet access to read the news.

Description

Step 1: We provide the groups with 4-5 news, with just one of them true (the same news for all the groups) and ask them to read them and decide which one of that news would they post in their Facebook (or any other social media), given the criteria of how accurate they are in terms of information.

Step 2: We ask participants to provide their final decisions. They have to post it in their timelines. For this part of the activity we have two options: we can use a digital tool such as Padlet, or could give news printed and use the board as a Facebook wall.

Step 3: Once they have posted the news, the participants should learn of a method to identify fake news. The trainer explains how to check if the news is false (in line with FactCheck.org). After learning the detection method, they will have to apply it and determine whether they posted real or false information.

Debrief

Participants share their thoughts on fake news and its impact on the individual and society. They can also talk about cases of fake news that affected their community.

7.4. Percipio cards

Aim

«Percipio» is a card game built on the perceptions and associations of the participants on different social issues. The aim of the activity is to help participants to form their own perceptions on existing social problems and share them with the group. Topics can include: creativity, fake news social media, politics, peace and war, discrimination, radicalisation and other social issues.

Time

60 - 90 minutes

Settings

Indoor or outdoor space

Resources

Percipio cards

Description

The game[3] cards depict the artworks of Pawel Kuczynski,

who showcases the nowadays challenges through his art. Ambiguous images on the cards help participants to form different associations and perceptions on social issues. Game dynamics is equal to the famous Dixit game. However, in youth work Percipio cards can be used to spark discussion, without the actual gameplay.

Step 1: Distribute the cards to participants. The number of cards depends on the size of the group. There are 84 cards in the deck.

Step 2: Set a specific topic for participants to discuss using the cards, for example voting at elections. Topics can also be more general (active citizenship, critical thinking, media literacy...) if you want to make the discussion open.

Step 3: Ask participants to comment on their cards in line with the set topics.

Debrief

Ask participants to reflect on different interpretations of some cards. Why do people see the same card differently (positively vs. negatively)? What is the role of an individual's cultural background and personal experience in perceiving social issues?

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3. Percipio is created by "KASA" Swiss Humanitarian Foundation with support of UNICEF-Armenia. Contact for purchase: espaces@kasa.am

7.5. Critical thinking card game

Aim
Critical thinking cards help spot manipulation, dodgy logic, propaganda and persuasion techniques from advertisers, politicians, the media, and our own brain.

Time
90 - 120 minutes

Settings
Indoor or outdoor space

Resources
Critical thinking cards, critical thinking posters (optional), computer, projector

Description

Card deck developed by the [School of Thought](#) non-profit[4] includes 24 logical fallacies and 24 cognitive biases. Before playing the game, trainers explain what are fallacies and biases and show examples.

It is not necessary that participants know each fallacy and bias before playing because the game itself provides opportunity for learning. Optionally, posters with fallacies and biases can be placed in the room as a resource for participants during the game.

Recommended gameplay[5] for bigger groups:

Step 1: Participants take a random fallacy or bias card and put it on their forehead with the front facing outwards but without looking at it.

Step 2: Other players can commit the fallacy or enact the bias to give them clues as to what it is. For example, if someone has the Appeal to Nature Fallacy card, someone might say "Wow, this homeopathy water is totally curing my ignorance'.
Participants play in pairs. After both cards have been enacted, new cards are drawn and pairs changed.
Trainers move from pair to pair and offer explanations if participants need help.

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4. *While physical cards and posters can be purchased, PDF versions are available for free at https://thethinkingshop.org/.*

5. *Original gameplay includes drinking alcohol, but this element is left out if the game is used in youth work or any other inappropriate setting.*

Recommended gameplay for smaller groups:

Step 1: Participant draws a blue fallacy card and reads out the example at the bottom of the card.

Step 2: The first player who correctly identifies the fallacy, gets one point. Player with the most points wins. Trainers add explanations after each fallacy is identified. In this way the game will not move too fast and everyone will reach an understanding of the fallacies.

Debrief

Participants are asked to reflect on fallacies and biases often committed by local politicians, media, and radicals. Which fallacies and biases are used by participants' friends and family, and which by themselves?

7.6. Group dialogue on the Charter

Aim
To present the Charter of Fundamental Rights of the European Union and enable participants to express their thoughts and experiences related to matters covered by the Charter.

Time
90-120 minutes

Settings
Indoor space

Resources
Computer, projector

Description
Participants should read the Charter before the session and think about examples of breaching personal, civic, political, economic and social rights enshrined therein.

Step 1: Trainers make an introduction on the Charter, explaining its significance and application.
Step 2: Trainers go through the Charter's articles and participants comment by sharing their experience on the protection and breaches of fundamental rights on local, national or European level.

Debrief

Participants are asked to reflect on their learning through questions: Which fundamental rights were you unaware of before reading the Charter? How did others' experiences complement your learning about fundamental rights?

7.7. World Cafe: Active Citizenship

Aim
Activity aims to enable large group discussions and reach a common understanding of active citizenship. World Cafe can be used to tackle other topics as well.

Time
90 minutes

Settings
Indoor or outdoor space

Resources
Tables, chairs, pencils, paper, flipcharts

Description

Step 1: Tables with chairs are arranged like in a cafe. On each table there is a different question, flipchart paper and pencils.

Step 2: Participants form groups and sit at the tables to discuss questions for 10 or 15 minutes. Each group writes down their conclusions on the flipchart paper on the table.

Recommended questions: What is active citizenship? Why is active citizenship important? What are the conditions for active citizenship? How to promote active citizenship among youth? Can you propose an action or initiative in the context of active citizenship?

Step 3: The trainers signal the groups to change tables and continue discussion, writing down the conclusions at each table.

Step 4: After each group has been at every table, it is time to present conclusions from the flipcharts. The group presents the answers from the table it used the last. Trainers offer additional insights to help in reaching common understanding among participants.

Debrief

Trainers ask the following questions: How was it for you to discuss in a group and build upon others' thoughts? Did your group agree easily or did you have difficulties in reaching common conclusions? Did you broaden your view of active citizenship after discussing with others?

8. Funding opportunities

Projects aiming to foster active citizenship and European values, and raise awareness of the EU Charter of Fundamental Rights among youth can be financed through several sources of EU funding:

• [Erasmus+ programme;](#)

• [European Solidarity Corps](#);

• [Citizens, Equality, Rights and Values programme.](#)