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A2 WP3 GUIDELINES – DISCUSSION GROUPS

The document defines the methodological, organizational, and operational framework for implementing the "Discussion Groups" envisaged in Work Package 3 (WP3). These groups represent a key activity of the project, aimed at achieving Objective 2: *promoting opportunities to participate in discussions and actions related to European issues and problems*. The intervention is specifically aimed at adolescent minors living outside their families—a highly vulnerable target group—and trained adults who serve as role models of active citizenship, according to the relational support model.

1. FUNDAMENTALS AND STRATEGIC OBJECTIVES

1.1. General Objective: The primary objective of the discussion groups is to help minors formulate their own informed and critical opinions on key current socio-political issues. This process aims to understand the role of the European Union and its values on the global stage, laying the foundation for future informed civic participation.

1.2. Specific Objectives:

- **Developing critical thinking:** enabling minors to search for, select, analyze, and interpret complex information relating to national and international current affairs (in synergy with WP2).
- **Create a safe dialogue environment:** offer a safe space *where minors* can freely express ideas, doubts, and emotions without fear of judgment, guided by professionals and adults of reference.
- **Promoting European values:** Through the analysis of issues such as environmental sustainability, human rights, immigration, and gender equality, stimulating reflection on the EU's founding values.
- **Building intergenerational bridges:** Facilitating the creation of meaningful emotional and educational bonds between children and adults, based on mutual listening and constructive discussion ("social kinship").
- **Systematize the outputs:** collect and systematize the contents, ideas and visions emerging from the discussions to use them as raw material for subsequent artistic-creative workshops (Objective 4).

2. METHODOLOGICAL APPROACH

active learning and non- formal principles education, placing young people as active protagonists (*bottom-up approach*) in their learning and expression path.

2.1. Integrated Teaching Methodologies:

- **Role -Play and Simulation:** These techniques are key to engaging children in practical activities. Real-world situations (e.g., a parliamentary debate, an international conference, a newsroom) will be simulated to allow participants to take on different roles, understand multiple perspectives, and absorb complex content experientially.
- **Based Methodology:** learning will take place through game dynamics that facilitate the exploration of abstract concepts (e.g. ethical values, institutional mechanisms) and promote collaboration and group problem -solving.



- **Guided Dialogue and Debriefing:** Each practical activity will be followed by a structured debriefing session, led by the operator, to review the experience, connect it to reality, and consolidate learning.

2.2. Accessibility Guarantee: The approach ensures maximum inclusion through:

- **Preliminary content analysis:** Before each meeting, social workers will examine selected current issues to identify and proactively address any critical issues or emotional triggers related to the children's personal histories.
- **Co-design of the themes:** Priority themes (e.g., climate change, gender equality) were identified through an analysis of young people's needs, thus ensuring the relevance and intrinsic motivation of the activities.

3. ORGANIZATIONAL AND LOGISTICS STRUCTURE

3.1. Composition of the Groups:

- **Participants per country:** 20 minors and 10 trained adults.
- **Single Group Structure:** Each working group will consist of approximately 6 minors and 2 adults, with constant supervision by 1 experienced operator/facilitator. This ratio is designed to maximize individual interaction and ensure adequate support for each participant.

3.2. Calendar and Duration:

- **Period:** 6 months.
- **Frequency:** 1 meeting every 2 weeks.
- **Meeting duration:** 2 hours each.
- **Total:** 12 meetings for a total of 24 hours.

3.3. Roles:

- **Operator/Supervisor:** acts as a neutral facilitator. They plan the session, introduce the methodologies, moderate the discussion, ensure respect for the protected setting, manage group dynamics, and conduct the debriefing. They are responsible for monitoring and collecting feedback.
- **Trained adults:** they actively participate in discussions, not in a didactic or professorial role, but as role models of citizenship. They offer their perspective, actively listen to the children's opinions, stimulate dialogue, and help build a relationship of trust and support (relational support).
- **Younger participants:** These are the protagonists of the activity. They are encouraged to express their ideas, participate in simulations, and actively contribute to building a shared vision.



4. PHASES OF IMPLEMENTING A MEETING (2 HOURS)

Each meeting will follow a flexible but coherent structure, divided into the following phases:

- **Phase 1: Preparation (by the operator):**
 - Selection of news/current affairs in line with young people's interests and European priorities.
 - Consultation with the team of social workers to validate the theme.
 - role -play sheets, short articles, stimulus videos, game/simulation rules).
- **Phase 2: Welcome and Ice -breaking (15 min):**
 - Creating a positive and informal climate.
 - A short icebreaker activity to help build group cohesion.
- **Phase 3: Introduction to the Topic (15 min):**
 - Presenting the news or issue in an objective and multi-perspective manner.
 - Providing the basic information needed to understand the context.
 - Explanation of the rules of the activity (simulation or role -play).
- **Phase 4: Central Activity – Simulation/ Role -Play (60 min):**
 - The participants, divided into subgroups if necessary, assume the assigned roles and interact according to the planned scenario.
 - The operator and adults facilitate the activity, observe the dynamics and intervene only when necessary to unblock any impasses.
- **Phase 5: Debriefing and Guided Reflection (25 min):**
 - Breaking out of roles.
 - Operator-led discussion on stimulus questions:
 - *How did you feel in your role?*
 - *What difficulties did you encounter?*
 - *What solutions have emerged?*
 - *How does this theme connect to EU values (e.g. democracy, solidarity, sustainability)?*
 - Summary of key points that emerged.
- **Phase 6: Closing (5 min):**
 - Thanks to the participants.
 - Preview of the next meeting's theme and link to future activities (art workshops).

5. MONITORING AND SYSTEMATIZATION OF RESULTS

The monitoring process is continuous and functional to the next design phase.

- **Ongoing monitoring:** the operator draws up the activity sheet for each meeting, noting not only the contents but also the relational dynamics and the reflections that emerge.
- **WP3 Summary:** The ideas, opinions, key words, and visions of Europe developed by young people will be collected and organized into a summary document. This material will form the conceptual and creative basis for the artistic and recreational workshops, ensuring that the final products (performances, short films, etc.) are an authentic expression of the participants' experiences and thoughts.