



# ASPECT GROUP

## DEVELOPMENT OF YOUNG ACTIVISTS



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# **ASPEKT GROUP METHODOLOGICAL GUIDE TO PREPARE TRAINEES**

## **ABOUT US**

The Aspect Group is the cooperation of four organisations, aiming to build the capacity of civil society in the countryside of Hungary. We see ourselves as regional resource centres, committed to strengthening democracy and independent local communities. In practice, this means implementing re-granting, training, mentoring and networking activities.

In 2022-2023, the Aspect Group implemented an EU-funded training and internship programme for young people aged 18 to 25 who want to do something for the community in Szeged, Debrecen, Miskolc and Pécs. The selected candidates participated in 120 hours long training process, gained valuable experience based knowledge and strengthened their network of contacts. At the end of the training period, participants could apply for a 6-month paid internship to implement their own project.

Our approach aimed to reduce social prejudice and systemic discrimination against Roma and people living in poverty. The process has empowered agile, committed young people who want to do something for the community to implement their own initiatives in education, advocacy, social affairs, fundraising, community empowerment and other important issues.

The target group of the programme was higher education students who, regardless of their subject or field of study, gained useful practical experience and a decisive perspective during their traineeship.

The present publication contains the main exercises of the complete (12 day) training period, but they can also be used independently. The exercises in this guide can be used in the suggested order, building on each other to provide the material for a training course of at least three days.

## **ALTERNATIVE COMMUNITIES ASSOCIATION**

The association has tried its hand in many areas in the past twenty years. Currently, it has four main areas: community building and organization, capacity building of regional NGOs, running the Malter community area, and education for democratic values through participation and other creative instruments and developments.

## **DIALOGUE FOR COMMUNITIES PUBLIC BENEFIT ASSOCIATION**

The aim of the Dialogue Association is to provide support for active citizens and small groups to recognize their inner needs and resources and then to use them to realize their goals. Our mission is to strengthen the active local society, supporting the active communities which can cause changes in their direct and indirect environment from the grassroots level.

## **POWER OF HUMANITY FOUNDATION**

As a human rights organization, we work for a society liveable for all through human rights education, developing civil society, and building democracy.

## **MOTIVATION COMMUNITY**

The Motivation Community supports the social integration of the disadvantaged, especially children and young adults, through motivation, empowerment, and raising awareness in society. We mainly run compensatory programs for the disadvantaged, talent-developing education programs, awareness raising, and research and expertise activities on equal opportunities in education.

## FACILITATOR'S GUIDE

The role of the facilitator is very important in ensuring an effective and successful learning process. Through his/her work, participants will understand the material more easily and they can also actively participate in group activities, leading to a deeper learning.

For most of the exercises, both English and Hungarian literature is available, although for some exercises the given task includes information about a situation, which is specific to Hungary. The methodology of these exercises can be adapted, but the content available depends on the locality. It is recommended that the facilitator should consider the adaptability of the exercises and provide locally relevant content for the planned training participants.

If you have any questions regarding the training guide, please contact the Aspect Group at [info@aspektus.hu](mailto:info@aspektus.hu) for more details.



## **ORGANISATION: POWER OF HUMANITY FOUNDATION**

### **THE TITLE OF THE TRAINING BLOCK:**

### **INTRODUCTION/CONTEXTUALISATION, BASICS OF HUMAN RIGHTS**

*Name of the task:* Take a step forward!

*Time required:* 45 minutes

*Tools:* Role cards, statements (attachment)

*Suggested number of participants/groups:* Any amount

*The aim of the task (briefly):* Experiencing social inequalities, understanding the importance of creating opportunities

#### **Description of the task:**

1. Let's prepare the cards for the game! Consider the list of statements in the attachment as a starting point, feel free to change it according to the group and the properties you are working with. If you have a large group, two people can have the same role, so you can see if there is a difference between what the students think about how a particular character is doing.
2. Let's prepare the room for the exercise! Pack all unnecessary furniture next to the walls, make a circle of chairs as big as you can. Ask the group to take their seats.
3. Tell the students that they will each pick a role card and will spend the rest of the session in the shoes of that specific person. Ask them not to reveal their new identity to the others until we tell them. Think about who they are, what kind of family they come from, what their childhood was like, how they spend their days, where they live, what they do in their free time, if they are afraid of anything, etc. The questions help to settle into the role, leave time between them to allow the students to imagine their new self according to their answers. If they feel like it, you can play quiet, soft music while they do this.
4. Let's explain how the game will be played! Statements will be made, if someone feels right about it, they should stand up from their seat, and in each subsequent round, take a step towards the centre. Leave time between statements for students to decide whether to take action.
- 5.

5. Read the statements in order (feel free to adapt this list to your own needs):

- Daily shopping is not a problem.
- People don't look at me strangely.
- Formal administration is not a problem for me.
- I have a lot of free time.
- I can walk down the street holding hands with my partner.
- I can learn what I want, where I want.
- I can go to the cinema or out once a week.
- My living conditions are good, I have a TV and a smartphone.
- I use the internet regularly.
- I am confident about my future.

6. After the last statement and steps, ask the students to look around, see who has got where in the room. Let's go around and ask everyone how they feel, what it was like to participate in this game. Still not giving away the roles, let's look at who is happy with their position, think about the qualities of those inside the circle and those on the edge of the circle. Then, if we have time, the group can try to guess the characters one by one. Try to find out together where and from what you could draw ideas to build the characters, ask who has a relative or acquaintance you have drawn to play a role. Students can also tell us about the most surprising experience they had during the game.

7. Finally, put a prize in the centre of the circle (a chocolate bar will do) and hold a competition for it. It is likely to be taken by someone nearby, which in conclusion shows how much easier it is to get more wealth from the top of the social ladder. Let's tell the students that they have to leave their role now, step out of it. If we feel there is still tension in the group, we can end the lesson with a short ice-breaker exercise.

*The appendix used for the task:* Role cards

*Other relevant information, recommended/referred literature:*

Compass: Manual for Human Rights Education with Young People, Council of Europe, 2020.

'Egymástan' – An eight-unit long-term human rights education process for schools. Power Of Humanity Foundation, 2016.

<https://www.emberseg.hu/egymastan/>

6.

**Name of the task:** Day by day – online game about the invisible racism

**Time required:** 45 + 30 minutes

**Tools:** smart device (phone, tablet, etc.), wifi, link: [emberseg.hu/estar](http://emberseg.hu/estar), hate pyramid cards

**Suggested number of participants/groups:** 3-30 people (for the first half of the exercise in groups of 2-4, for the second half in groups of 4-8)

**The aim of the task (briefly):** Fostering motivation and curiosity about prejudice and discrimination, deepening understanding of prejudice and discrimination, recognising differences between forms of expression

***Description of the task:***

1. Have the students form groups of 2-4 participants. (Each group should have one multimedia device: phone/tablet/laptop)

2. Open the link of the game: [emberseg.hu/estar](http://emberseg.hu/estar)

3. Follow the instructions.

4. Discuss the story and participants' own experiences after the game.

Suggested questions for the reflection:

- What happened during the game?
- What do you feel about the story?
- Was anyone surprised by the situations? Are these situations possible in real life?
- If so, why do similar situations happen?
- Which groups are often disadvantaged?
- What else can be done if we see a similar situation?
- What other examples can be given of prejudice and discriminating behaviour?

5. After reflecting on the game, let's move on to the second part of the exercise, which gives us the opportunity to talk in detail about the escalation of prejudice.

7.

6. Examples make abstract concepts concrete, and the placement of examples provides an opportunity to reconcile social and community norms. From the small groups formed in the previous exercise, form larger groups (6-12 people).
7. Distribute a pack of large cards and a pack of small cards to each group.
8. The larger cards are put in any order of importance by the groups. In case of disagreement, participants are free to argue about the order.
9. Afterwards, the smaller cards with examples of the categories are placed around/next to the large cards by volunteer group members.
10. Finally, discuss with the facilitator why the order was chosen and which examples they were unsure about. If the facilitator feels that the participants are using a concept or example in a biased or incorrect way, add to what has been said.
11. Explain: the practitioners who developed the exercise have set up the concepts and examples in such a way that the final arrangement is pyramidal (there are many examples of prejudice-stereotyping, but only one example of genocide), indicating the numerosity of the category, but the less frequently the situation escalates, the more serious the consequences of hate-based behaviour.

*The appendix used for the task:* Hate-pyramid cards

***Other relevant information, recommended/referred literature:***

Lesson plan for tackling prejudice and discrimination. Power Of Humanity Foundation, 2021.

Me You Everyone: rights and responsibilities: Human Rights Education in the Primary School

<https://developmenteducation.ie/resource/me-you-everyone-rights-and-responsibilities-human-rights-education-in-the-primary-school/>



**Name of the task:** Heroes of Human Rights

**Time required:** 45 minutes

**Tools:** Heroes of Human Rights infographics printed or online (<https://www.emberseg.hu/emberi-jogi-hosok/>), detective sheets, pen, wifi, smartphones, projector, computer

**Suggested number of participants/groups:** maximum 30 people (in groups of 3-4)

**The aim of the task (briefly):** Learning about human rights, human rights documents and the Universal Declaration of Human Rights

***Description of the task:***

1. In preparation, stick the printed Heroes of Human Rights infographics scattered around the room or, if this is not possible, project the link to the above page (link, qr code) for the second part of the session.

2. Project the kahoot quiz below onto a projector screen:

<https://play.kahoot.it/v2/?quizId=1f1e4f1f-f686-429a-93c8-13dcb869c805>

3. Divide the participants into teams of 3-4 and ask them to enter the code shown on the projector on kahoot.it

4. Let's start the quiz! Stop after each question and discuss the correct answers.

5. As a lead-up to the next game, ask the participants which heroes they know. Let their answers lead the conversation to the fact that there are everyday heroes who walk among us, but who can also be seen as heroes for their actions in advancing human rights. In the game, teams will form teams of detectives who will have to investigate human rights heroes based on puzzles.

6. After the introduction, distribute the clue sheets with the emoji puzzles to the teams that have already been assembled.

7. Ask the teams to look around the room, find the infographics we placed earlier in the room, read the texts and try to guess which of the emoji puzzles on the clue sheets belongs to which hero of the human rights. Each emoji refers to an element of the life story of the person in the infographic.

9.

8. Teams are free to move around the room looking for the correct solutions, when they have found them all, report to the facilitator who checks the answers. The team with the first correct answer wins.

9. At the end of the game, sit in a circle and talk about what news the participants read on the posters, which story spoke to them the most, who their personal hero is, whether it's one of the characters on the wall or one of the famous or less famous people they know.

*The appendix used for the task:* Detective sheets

*Other relevant information, recommended/referred literature:*

<https://www.emberseg.hu/emberi-jogi-hosok/>

<https://www.emberseg.hu/en/human-rights-heroes/>

<https://www.ohchr.org/en/universal-declaration-of-human-rights/udhr-research-guides-and-resources>



**ORGANISATION: MOTIVATION EDUCATIONAL ASSOCIATION**  
**THE TITLE OF THE TRAINING BLOCK: EDUCATIONAL EQUITY**

*Name of the task:* Reasons for school failure, poster making in groups

*Time required:* 15 minutes introduction + 15 minutes group work + 40 minutes discussion of posters

*Tools:* worksheet, flipchart paper, markers, pens

*Suggested number of participants/groups:* 20 people in 4-5 groups

*The aim of the task (briefly):* Give participants an overview of the relationship between a disadvantaged family background and school drop-out.

*Description of the task:*

1. Participants will be given a brief overview of the direct and indirect channels of poverty transmission and the main groups of factors within these channels.
2. While working in groups, the participants will fill in each group of factors with examples based on the task sheet provided and will jointly produce clear posters.
3. The posters will be presented and discussed together in plenary.

*The appendix used for the task:*

Causes of school drop-out (direct and indirect channels) - exercise sheet

*Other relevant information, recommended/referred literature:*

Gábor Kertesi (2005). Budapest: Osiris. (Direct and hidden channels of poverty transmission, 256 -262.)

[http://econ.core.hu/file/download/Kertesi/A\\_tarsadalom\\_peremen.pdf](http://econ.core.hu/file/download/Kertesi/A_tarsadalom_peremen.pdf)

**Name of the task:** Clarifying basic concepts

- Poverty concept,
- Definition of poverty,
- Poverty,
- The culture of poverty

***Time required:*** 1.5 hours

***Tools:*** flipchart paper, markers, pens, smart device or laptop

***Suggested number of participants/groups:*** 4-5 in 3 or 4 small groups (if 3 groups, the concepts of poverty and disadvantage can be developed in one group)

***The aim of the task (briefly):*** to familiarise participants with the concepts of poverty and disadvantage and the psychological aspects and phenomena associated with them.

***Description of the task:***

1. The groups work together to develop a theme and make a poster. They will have 20 minutes to do this.
2. The groups will present their work in the following order: the concept of poverty, (2) the concept of deprivation, (3) the culture of poverty, (4) the psychological aspects of poverty.
3. After their presentation, a large group discussion on the concept or phenomenon will be initiated, topic by topic.

***The appendix used for the task:***

Suggested resource for the group on the psychological aspects of poverty (in case of training in Hungarian):

[http://www.esely.org/kiadvanyok/2003\\_2/KOZMA.pdf](http://www.esely.org/kiadvanyok/2003_2/KOZMA.pdf)

***Other relevant information, recommended/referred literature:***

<https://www.avarosperemen.hu/kitekintes>

Oscar Lewis (1988) The culture of poverty, In Urban Life. Readings from the Anthropology of the City.

[https://warwick.ac.uk/fac/arts/history/research/centres/ehrc/research/previous\\_research/poverty/lewis\\_culture\\_of\\_poverty.pdf](https://warwick.ac.uk/fac/arts/history/research/centres/ehrc/research/previous_research/poverty/lewis_culture_of_poverty.pdf)

**Name of the task:** Lecture on the development of the selective school system and its consequences

***Time required:*** 1 hour

***Tools:*** projector, presentation

***Suggested number of participants/group break-up:*** plenary

***The aim of the task (briefly):*** participants will learn about the emergence of a selective school system and its consequences, and clarify the concepts of segregation, voting with the feet and free school choice.

***Description of the task:***

1. Participants will be given a brief overview of the development of the selective school system and its consequences and the obstacles to its eradication, through a presentation based on the recommended literature.

***The appendix used for the task: -***

***Other relevant information, recommended/referred literature:***

MY BETS – An overview of educational segregation

[https://motivaciomuhely.hu/wp-content/uploads/2018/05/%C3%89n-v%C3%A9tkem\\_online.pdf](https://motivaciomuhely.hu/wp-content/uploads/2018/05/%C3%89n-v%C3%A9tkem_online.pdf)

József Balázs Fejes - Valéria Kelemen - Norbert Szűcs

[www.staff.u-szeged.hu/~fejesj/pdf/Fejes\\_Kelemen\\_Szucs\\_eng.pdf](http://www.staff.u-szeged.hu/~fejesj/pdf/Fejes_Kelemen_Szucs_eng.pdf)



**Name of the task:** initiatives and projects to compensate for disadvantages

**Time required:** 1 hour

**Tools:** flipchart paper, markers, pens, smart device or laptop

**Suggested number of participants/groups:** individual work or work in pairs

**The aim of the task (briefly):** participants will get to know some good practices and programmes for compensating disadvantages.

**Description of the task:**

1. Individually or in pairs, participants will be given the name of 1 support programme to develop in 20 minutes, and will make a poster about it.
2. Participants present the project in a large group for 2-3 minutes. After the presentation, the participants can ask questions to the presenter or the facilitator who conducted the training.

**The appendix used for the task:** -

**Other relevant information, recommended/referred literature:**

In case of training in hungarian, we recommend the following programmes:

- Útravaló-MACIKA,
- Arany János Programok,
- Hejőkeresztúri modell,
- Bagázs: <https://bagazs.org/?lang=en>
- InDaHouse: <https://indahousehungary.hu/>
- Igazgyöngy Alapítvány (Toldi Tanoda)
- MesÉD,
- Biztos Kezdet Gyerekház,
- Deviszont Közösségi Tér: <https://deviszontkozter.hu/about-us/>
- Rosa Parks Alapítvány: <https://www.rosaparks.hu/en/rosa-parks-foundation/>
- Motiváció Oktatási Egyesület: <https://motivaciomuhely.hu/en/>

**ORGANISATION: ALTERNATIVE COMMUNITIES ASSOCIATION**  
**THE TITLE OF THE TRAINING BLOCK:**  
**COMMUNITY ORGANISATION EXERCISES**

Name of the task: Community and Identity

*Time required:* 60 minutes

*Tools:* -

*Suggested number of participants/groups:* 10 - 25, spontaneous group formation

*The aim of the task (briefly):* To recognise that the basis for community organization can differ depending on the situation, that one person with multiple identities can become a member of multiple communities.

*Description of the task:*

1. Introductory discussion - what does community mean to you, what communities do you know, what kind of community are you a member of.
2. Forming of 4-5 groups depending on different life situations, world views, choices and preferences.

Examples:

- What kind of child/teenager were you?  
a. Mum's favourite b. Door-slammng rebel c. Neither
- What is your belief?  
a. Atheist b. Supernatural exists c. I don't know what to believe in
- What did you experience at school?  
a. I was bullied by others b I bullied others c. I saw it, but it didn't happen to me
- Where is a good place to live?  
a. Village b. Small town, city c. Big city, metropolis
- What is a good pet?  
a. Dog b. Cat c. Nothing, fish max

3. After each choice, the groups close, share arguments and experiences (5-6 minutes each time)

4. Debriefing - how did you feel, what would you ask the other groups?

*The appendix used for the task: -*

*Other relevant information, recommended/used literature:*

For the group formation categories, it is recommended to add a "lead-off" category at the end (dog-cat, favourite food, etc.) that determines the final groups.





**Name of the task:** Interview exercise

**Time required:** 60-90 minutes

**Tools:** A4 paper, flipchart paper, pens, colorful markers

**Suggested number of participants/groups:** 10-20 people, 1/1 interview position, presentation and discussion in front of the whole group.

**The aim of the task (briefly):** Practising designing and recording interviews, recognising how a group/community can be described differently in terms of many different aspects.

***Description of the task:***

1. Participants will choose a research focus (income status, family relationships, eating habits, travel habits, world view, career plans, etc.).
2. Data and opinions on this will be collected from all or most members of the group.
3. The data are used to produce statistics and charts, which are presented in a maximum of 2 minutes to the others.
4. The presentations are followed by a joint discussion.

***The appendix used for the task: -***

***Other relevant information, recommended/referred literature: -***

***Name of the task:*** THE case

***Time required:*** 150 minutes

***Tools:*** Projector, screen, photos of social problems, A4 paper, flipchart papers, colorful markers, multicoloured post-it notes.

***Suggested number of participants/groups:*** 10-25 for introduction, evaluation with the whole group, mini research, creative phase in groups of 3-4.

***The aim of the task (briefly):*** Recognizing that individual problems are most often caused by social problems, and that social problems can be broken down into issues, these issues need to be backed up by supporters and representatives.

***Description of the task:***

1. Introduction - a systems approach to social problems, screening of Eric Liu's video on power.
2. Each person chooses one from the images of social problems, explanation of their choice, joint discussion of the problems.
3. In groups of 3-4 people, choose a problem and do a mini online research on it and then identify the different issues that are within the problem.
4. The groups will produce a video of up to 3 minutes to help viewers understand the problem and the selected issue and engages them in the next step.

***The appendix used for the task:*** video by Eric Liu, photos of social problems

***Other useful information, recommended/referred literature:*** -

## **ORGANISATION: DIALOGUE ASSOCIATION**

### **THE TITLE OF THE TRAINING BLOCK:**

### **FIELDWORK AND PROJECT PLANNING**

*Name of the task:* Community development, learning about community approach

*Time required:* 10 minutes for introduction + 45 minutes for group work + 30 minutes for summary and presentation

*Tools:* desks, chairs, flipchart paper, markers, pens, glue/double-sided glue, stopwatch

*Suggested number of participants/groups:* 5 groups, 3-5 persons/group

*The aim of the task (briefly):* to learn about the values and principles of community development. To define community development, to talk about social capital.

#### *Description of the task:*

1. Based on the values and the basic concepts of community development, we make a world café of 5 table. But first, we start with a brief introduction of the method. The themes of the five tables are: community, participation, group, cooperation, dialogue.
2. In the world café, the trainees mix.
3. The results of the world café will be presented table by table and then the concepts will be discussed. During the discussion of the community, the focus should be on the trainees' community experiences. In plenary, we will also talk through what they think about community development and talk about social capital.
4. World café timeframes: first round: 10 minutes, second round: 8 minutes, third round: 8 minutes, fourth round: 8 minutes, fifth round: 8 minutes. Summary, presentation 5 minutes per table.

*The appendix used for the task: -*

*Other relevant information, recommended/referred literature:*

Ilona Vercseg: Community and participation. Theory of community development and community work practice:

[http://www.kka.hu/\\_Kozossegi\\_Adattar/PAROLAAR.NSF/e865e1dacf38e2818525663b007896c5/8bd32c30b14d9c48c12578af005613cc?OpenDocument](http://www.kka.hu/_Kozossegi_Adattar/PAROLAAR.NSF/e865e1dacf38e2818525663b007896c5/8bd32c30b14d9c48c12578af005613cc?OpenDocument)

Community Development Methodological Guide

[https://cselekvokozossegek.hu/wp-content/uploads/CSK\\_utmutato\\_kozossegfejlesztes\\_online\\_2017\\_0331.pdf](https://cselekvokozossegek.hu/wp-content/uploads/CSK_utmutato_kozossegfejlesztes_online_2017_0331.pdf)



**Name of the task:** Own terrain - chosen terrain and fieldwork methods

**Time required:** 10 minutes for introduction + 30 for minutes group work + 20 minutes for plenary

**Tools:** flipchart paper, A4 paper, pens, markers, post-it notes, coloured paper

**Suggested number of participants/groups:** 20-25 people, 2 groups

**The aim of the task (briefly):** to explore the relationship to the locality of fieldwork, to explore the situation and to discuss the professional roles. Another aim is to have a collection of methods used in community work.

***Description of the task:***

1. We ask the participants if they would like to design their project in a field of their choice or in their personal field.

2. Then they are divided into two groups:

- those who choose their own field - we do an identity gathering exercise with them - how I relate to the field + we raise awareness about community work roles.
- those who stay with their chosen terrain - we tell them how they can get to know the terrain the most effectively.

3. Then we have a plenary discussion about the general methods of fieldwork - we create a method register: using as many letters of the alphabet as possible, they name one method they think is good for community development. These will be summarised and grouped according to whether they are activating, engaging, addressing, etc.

4. We talk about our responsibilities in the field in relation to both fields.

***The appendix used for the task: -***

***Other relevant information, recommended/used literature:***

The knowledge of usefulness gives self-confidence. Éva Kuti's thoughts on the role of volunteering

[http://www.kka.hu/\\_Kozossegi\\_Adattar/PAROLAAR.NSF/e865e1dacf38e2818525663b007896c5/d223b6bd7290e336c12568860006d273?OpenDocument](http://www.kka.hu/_Kozossegi_Adattar/PAROLAAR.NSF/e865e1dacf38e2818525663b007896c5/d223b6bd7290e336c12568860006d273?OpenDocument)

**Name of the task:** Project design

**Time required:** 10 minutes for introduction + 20 minutes for individual work + 60 minutes for group work + 60 minutes summary, plenary discussion

**Tools:** pens, felt-tip pens, paper, flipchart paper, glue, post-it

**Suggested number of participants/groups:** 4 groups, 5-6 persons/group

**Aim of the task (briefly):** the aim is to strengthen the skills of thinking locally, to generate project ideas, to brainstorm ideas, to promote the skills of thinking in community solutions to thematic problems, to think in terms of local and community resources, to think in terms of communities, to thinking in terms of key contributors.

***Description of the task:***

1. Groups of 5-6 people are formed. Project idea collection - on a small piece of paper, everyone collects 2-3 ideas and prioritise what they would like to work on now, they share this priority, then we group them in plenary.
  
2. Question for them: what is an important social challenge for them, as young people, in their environment at the moment, specifically in connection with anti-discrimination issues.
  
3. PROJECT PLANNING - Drawing a map of the municipality/neighbourhood in 3 stages:
  - 1. Draw the natural and geographical assets of your municipality.
  - 2. Draw built and historical resources and values - with institutions.
  - 3. Draw human resources too, they are potential partners, key people in the community, think of resistors, not just friends - roles, address, partnership.
  
4. Include answers to the following questions: what project do they want to do? when (from when to when); where? with whom? how? what outcome do they expect?

5. This is presented to each other in the small group (2-3 minutes per individual). Here you may want to choose someone responsible for the time limits during the exercise.

6. Plenary presentation of the project ideas, discussing the problems mentioned, finding similarities - fine-tuning the project ideas by raising new thoughts and ideas.

*The appendix used for the task: -*

*Other relevant information, recommended/used literature:*

Practical guide for setting up and running institutional volunteering programmes

[https://cselekvokozossegek.hu/wp-content/uploads/CSK\\_utmutato\\_onkentesseg\\_online.pdf](https://cselekvokozossegek.hu/wp-content/uploads/CSK_utmutato_onkentesseg_online.pdf)

Volunteering is the fruit of the social environment

[http://www.kka.hu/\\_Kozossegi\\_Adattar/PAROLAAR.NSF/e865e1dacf38e2818525663b007896c5/564ea15baf03dc7ac1256aa40036b09d?OpenDocument](http://www.kka.hu/_Kozossegi_Adattar/PAROLAAR.NSF/e865e1dacf38e2818525663b007896c5/564ea15baf03dc7ac1256aa40036b09d?OpenDocument)





## **APPENDICES USED FOR THE TASK**



## ROLE CARDS

You are a single mother.

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Mother of two and your husband is a company director.

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You are a roma man with a degree.

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You are a citywide known politician.

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You're an unemployed man who bets on sports for a living.

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You are a disabled girl who lives with her parents.

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You are a successful, young IT entrepreneur.

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You are a Muslim girl with religious parents.

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You are a child of a well-known politician in the city.

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You are a Chinese girl born in Hungary.

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You are an office manager at an advertising company with a big debt.

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You are a young Syrian refugee who lost your family on the road.

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You are a woman who grew up in state care.

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You are a policeman of gypsy origin.

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You are a middle-aged lesbian teacher.

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You are a 14-year-old girl who got pregnant and dropped out of school.

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You are a young adult with no criminal record.

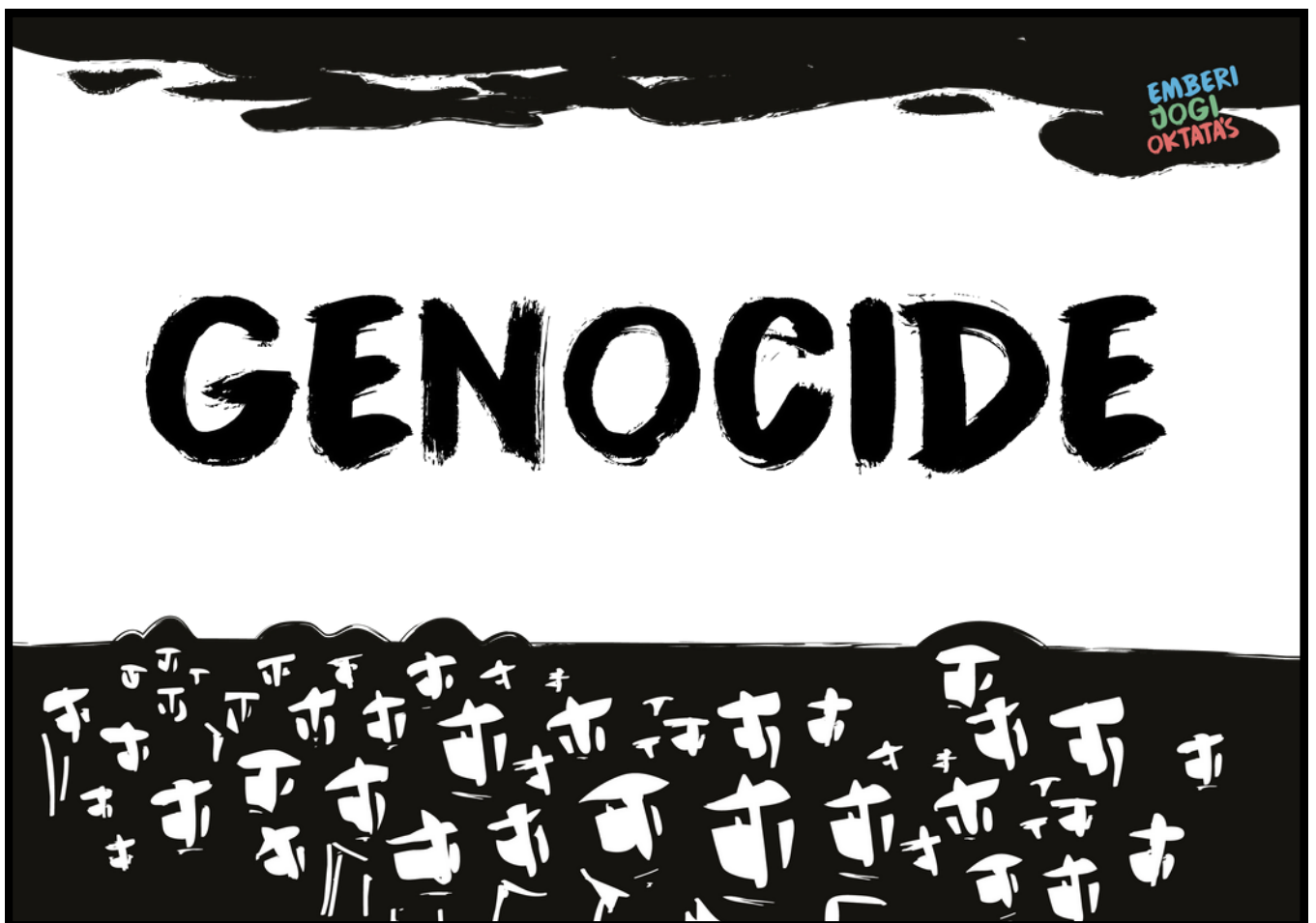
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You are an alcoholic.

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You are a blind man.

HATE-PYRAMID CARDS



HATE-PYRAMID CARDS

EMBERI  
JOGI  
OKTATÁS



**DISCRIMINATION**

EMBERI  
JOGI  
OKTATÁS



**HATE  
CRIMES**

**PREJUDICE /**



**STEREOTYPES**

EMBERI  
JOGI  
OKTATÁS

**JEWS RULE  
THE WORLD**

EMBERI  
JOGI  
OKTATÁS

**MIGRANTS  
TAKE OUR JOBS**

EMBERI  
JOGI  
OKTATÁS

**GYPSIES  
ARE LAZY**

EMBERI  
JOGI  
OKTATA'S

**GHETTOIZATION**

EMBERI  
JOGI  
OKTATA'S

**JEWS ARE GOOD  
AT HANDLING MONEY**

EMBERI  
JOGI  
OKTATA'S

**GAY MEN  
ARE FEMININE**

**SCHOOL  
SEGREGATION OF  
ROMA CHILDREN**

EMBERI  
JOGI  
OKTATÁS

**REFUSING TO RENT  
A HOTEL ROOM TO  
A GAY COUPLE**

EMBERI  
JOGI  
OKTATÁS

**NOT HIRING  
ROMA JOB APPLICANTS**

EMBERI  
JOGI  
OKTATÁS

**MY BROTHERS,  
EXTERMINATE ALL  
THE FAGGOTS!**

EMBERI  
JOGI  
OKTATÁS

**LET'S, SET FIRE  
TO THE SYNAGOGUES!**

EMBERI  
JOGI  
OKTATÁS

**GO AND KILL  
THOSE GYPSY  
PARASITES!**

EMBERI  
JOGI  
OKTATÁS



EMBERI  
JOGI  
OKTATÁS

**HOLOCAUST**

EMBERI  
JOGI  
OKTATÁS

**RACIALLY-CHARGED  
ASSAULT**

EMBERI  
JOGI  
OKTATÁS

**SPRAYING  
A SWASTIKA  
ON A SYNAGOGUE**

# DETECTIVE SHEETS

