ReColour

Toolkit on Empowerment Through Sustainable Fashion

ReColour

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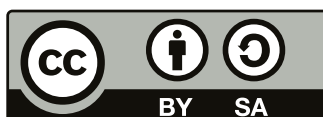
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Contents

**Special thanks for their valuable input to youth workers
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In today's world, young people face a range of social challenges, from environmental sustainability to social justice issues such as bullying. Understanding these topics through **engaging**, **interactive**, and **creative approaches** is essential for fostering awareness, empathy, and meaningful action. This E-Book serves as a **practical guide** for youth workers, educators, and volunteers who wish to explore and address **sustainable fashion** and **bullying prevention** through non-formal learning methods.

Why This Toolkit?

Our goal is to provide a **comprehensive resource** that combines **knowledge**, **tools**, and **hands-on activities** to equip youth workers and young people with the **skills** and **understanding** needed to navigate these pressing issues.

We want to promote the fight against bullying based on physical appearance through educating and showing sustainable alternatives.

Sustainable clothing and anti-bullying may seem like distinct topics, but they share common values that foster respect, responsibility, and empathy in individuals and communities. Rather than approaching sustainable fashion and bullying in isolation, this toolkit **connects these themes**, encouraging young people to think critically about their **role in creating positive change—both for the planet and within their communities**.

By integrating the principles of sustainable clothing and anti-bullying, individuals learn that every action—whether choosing what to wear or how to treat others—carries significance. These practices collectively inspire a world rooted in respect, responsibility, and empathy, ensuring healthier relationships and a sustainable future for all.

Who Is This Toolkit for?

This resource is designed for:

- **Youth workers, educators**, and **trainers** seeking innovative ways to explore these topics with young people.

- **Youth leaders** and **volunteers** who want to facilitate **engaging**, **discussion-based workshops**.

- **Teachers** and **community organizers** looking for **interactive methods** to integrate sustainable fashion and anti-bullying education into their work.

What You'll Find Inside

This toolkit is structured into three key sections:

1. **Sustainable Fashion & Youth Work Methods**
   - Introduction to sustainable fashion, its importance, and its impact on the environment and society.
   - Practical, **interactive methods** that engage young people in **rethinking consumption habits** and exploring sustainable alternatives.

2. **Inequality & The Power of Empathy**
   - Exploring how inequality affects individuals and communities.
   - **Empathy-based activities** that encourage deeper understanding, inclusion, and solidarity.

3. **Understanding & Addressing Bullying in Group Dynamics**
   - Insights into **bullying behaviors**, **group dynamics** and **prevention strategies**.
   - A collection of **non-formal learning activities** designed to promote **self-awareness**, **resilience**, and a **supportive peer culture**.

How to Use This Toolkit

Each section provides background **knowledge**, **interactive exercises** and **reflection questions** that can be **adapted to different groups** and **learning environments**. Whether you are leading a **one-time workshop** or a **long-term project,** this toolkit will help you **engage young people in meaningful conversations and actions** that support a more **inclusive**, **conscious**, and **responsible society**.

   We invite you to explore, adapt, and bring these methods to life—helping young people build a more sustainable and supportive world for themselves and others.

WE WISH YOU MANY INSIGHTS ON THIS WAY
AND THANK YOU FOR MAKING OUR WORLD A BETTER PLACE!

Fast Fashion and Environment 1

What Are the Consequences of Fast Fashion for the Environment?

The textile industry has a massive ecological footprint, making it one of the most environmentally damaging sectors worldwide. Its negative impact includes high energy usage, excessive water consumption, toxic chemical waste, and the release of microfibers during washing.

This sector is responsible for around 10% of global carbon emissions, which is more than the combined emissions from aviation and shipping. The production process is energy-heavy, and the long, inefficient supply chains further exacerbate its large carbon footprint. The environmental damage caused by the clothing industry has worsened with the rise of 'Fast Fashion.' This trend promotes the rapid production of inexpensive, trendy clothing meant for short-term use, driving overconsumption and waste.

Textile Production

Contributes to 50–80% of all environmental impact throughout the entire life cycle of clothing. A significant issue is that the stages in the clothing production are often scattered across different countries or regions. E.g.: cotton fields in Central Asia, spinning mills in China, clothing factories in Bangladesh, piec-

es sold in Europe. Raw and processed materials are transported over long distances, contributing to CO_2 emissions.

Water Pollution

The fashion industry uses a huge amount of water for growing cotton, dyeing fabrics, and washing garments. In order to produce a single cotton T-shirt, it can require up to 2,700 liters of water — enough to meet one person's drinking needs for 2.5 years.

After agriculture, the textile industry uses the most water of all sectors. Textile production can lead in some regions to water shortages and pollution, resulting in a lack of clean drinking water for local populations. Cotton cultivation needs a substantial amount of water, and cotton plantations are often located in water-scarce regions. Moreover, the use of fertilizers and pesticides in agriculture contaminates a significant amount of groundwater. Cotton cultivation uses more pesticides than any other crop.

Deforestation
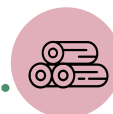
The fashion industry is also linked to deforestation, especially when it comes to using materials like leather and wood-based fab-

rics (such as rayon or viscose). The demand for cheap materials can lead to unsustainable logging practices, contributing to habitat loss and biodiversity decline.

Greenhouse Gases

The textile industry is responsible for over 10% of the total global CO_2 emissions. The production of cheap, mass-produced clothing often involves energy-intensive processes that rely on fossil fuels. Many of these factories are located in countries in the 'Global South,' such as China (35%), India (5%), and Bangladesh (5%). However, these countries are still in the early stages of transitioning to cleaner energy sources, making the factories highly dependent on energy from heavily polluting coal and gas power plants.

Toxic Chemicals in Fabrics

Most fast fashion garments contain harmful chemicals, pesticides (in cotton farming) and dyes. These chemicals can be released into the environment during the manufacturing process or when the garments are washed, resulting in soil and water contamination. Factory workers involved in fast fashion production may also be exposed to toxic chemicals, which can have long-term health effects.

Micro-plastic

During the production, processing, as well as wearing, washing, and drying of synthetic clothing, micro-plastics are released — and ultimately end up in seawater.

Landfills

The fast fashion model encourages overconsumption and rapid disposal of clothes. Clothes are often worn only a few times before being thrown away. As a result, millions of tons of textiles end up in landfills every year. According to some estimates, around 92 million tons of textile waste are generated annually worldwide, much of which comes from fast fashion.

Non-Biodegradable Fabrics

Many fast fashion items are made from synthetic fibers like polyester, nylon, and acrylic, which are made from petroleum. These materials need a hundred years to break down.

What Can You Do to Reduce Your Ecological Footprint in Textiles?

What is 'Sustainable' Fashion?

'Sustainable' fashion refers to garments, accessories that have been made in a way that is environmentally friendly, socially responsible and economically viable. It attempts to reduce the negative impact of the fashion industry on the planet and is based on ethical practices and supports long-term solutions.

For the industry to become sustainable as a whole, consumers must be willing to pay more to support the change, or at the very least, stop buying from brands that are produced fast with no consideration for the environment and producer.

Key Aspects for Shopping sustainable Clothing

Material

Sustainable fashion focuses on reducing waste, pollution, and carbon emissions in the production and life cycle of clothes. This involves using ecological -friendly materials (organic cotton, hemp, or recycled fabrics) and these materials are generally produced in an ecologic way reducing water and energy consumption in production, and using non-toxic dyes and chemicals.

Certifications

The Fair Trade Certified™ seal GOTS (Global Organic Textile Standard) means the product has been certified to comply with Fair Trade principles, which require producers and manufacturers to promote sustainable livelihoods and safe working conditions for farmers and workers. Don't forget to check the information on your clothes.

Supply Chain Transparency

Many sustainable fashion brands provide transparency, informing consumers how their clothes are made, the sourcing of raw materials, and the social and environmental impact of their products.

Ethical Production

Choose garments made with fair labor practices. Ethical production ensures that workers' rights are respected, including fair wages, safe working conditions, and the absence of forced or child labor.

Local Production

Choose brands that produce clothing locally. This reduces the carbon footprint associated with transportation, supports local economies and communities, and often ensures better oversight of production practices.

Durability and Quality

Choose clothes that are well made and designed to last. Investing in high-quality garments reduces the need for frequent replacements, minimizing waste and reducing the overall environmental impact of the fashion industry.

Water and Energy Efficiency

Go for brands that help conserve water and energy in their production processes. Sustainable fashion brands work with technologies and practices that reduce water consumption and energy use, minimizing their environmental impact.

No or Small Use of Chemicals

Choose clothing that avoids the use of toxic chemicals, such as dyes and finishes. Many chemicals are harmful and not only to the environment but can also have adverse effects on the health of both workers and consumers.

Circular Economy Practices Recycling and Upcycling
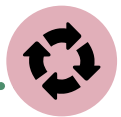
Many sustainable fashion brands engage in practices such as offering take back programs but many brands recycle old garments or materials and upcycling them into new designs, contributes to a circular fashion economy. This reduces waste by reusing existing textiles rather than producing new ones from raw resources.

Second-Hand and Vintage Fashion

The trend of buying pre-loved, second-hand, or vintage clothing also contributes to sustainable fashion. This way garments get a second life, which prevents them from ending up in landfills and reduces the demand for new clothes.

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Youth Work Methods
on Sustainable Fashion

Wearable Bingo

Aim	To help participants discover shared experiences, traits, or interests while getting to know each other.
Learning Benefits/ Outcomes	Helps participants feel more comfortable with one another, promoting a sense of belonging. Builds an appreciation for diverse experiences, backgrounds, and perspectives.
Duration	20 minutes
Participants	At least 5
Workshop Position	Beginning, getting to know each other
Materials	Printed working sheets, pens
Requirement for Facilitators	Adjust the questions according to age and knowledge. Encourage open conversations, but keep the pace energetic and lively.

1. Preparation

Ensure there are enough cards and pens for everyone. Customize the statements to suit the group's age, interests, or the session's theme.

The facilitator explains the activity and distributes the Bingo cards and pens. The goal is to find someone in the group who matches each statement on the card.

2. Instructions

Participants walk around, interact with others, and ask questions to identify who fits each statement. Once they find someone who matches a statement, that person signs their name in the respective square.

A person's name can typically only appear once on a card (to encourage participants to talk to as many people as possible).

The first participant to fill the entire card shouts 'Bingo!'

3. Discussion Points

After the activity, reflect on the process:

- *What did you learn about others?*
- *Was there something surprising?*
- *How did it feel to interact with everyone?*

Buys second-handed clothes	Someone who can repair a hole	As rented a cloth at least 1 time	Usually repairs their clothes when they break
Often reads labels on clothes	Knows where the clothes they are wearing now come from	Has swapped their clothes with siblings	Uses apps to buy and sell clothes
Wants to learn how to upcycle clothes	Knows where to search about sustainability in clothing	Know at least two sustainable labels	Thinks that they have more clothes than they need
Wants to become a sustainable change-maker	Follows green influencers on social media	Knows what to do with a cloth piece they don't wear anymore	Knows at least two synthetic fibres

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How Are My Clothes Produced

Aim	To present production stages of the clothes in a theatrical way and to reflect on personal responsibility
Learning Benefits/ Outcomes	Participants will get better understanding about the textile production.
Duration	45 minutes
Participants	At least 7
Workshop Position	Beginning
Materials	Self-produced cards
Requirement for Facilitators	Have some extra information and explanations. Adjust the questions according to age and knowledge.

1. Preparation

Producing a finished garment involves many different production stages, usually in more than one country.

The main stages include:

— Growing
— Spinning
— Weaving
— Dyeing
— Sewing
— Transport
— Selling

2. Instructions

Divide participants in 7 groups. Give each group a card with the name of the production stage.

Participants have now 10 minutes to prepare a short non-verbal theatrical presentation of their process.

Ask seven learners or groups to represent the seven production stages and then pose themselves in a line from the first to the last steps.

3. Discussion Points

- *Why are our clothes made in so many different places all over the world?*

- *How can our clothes be so cheap when the process of making them demands the labor of so many people?*

- *Who do you think should be responsible for the conditions in which clothes are made?*

- *Do you think there is a link between simplicity and sustainability?*

Sustainable Quiz

Aim	To assess and expand participants' understanding of sustainable fashion, its environmental impact, ethical considerations, and practical solutions.
Learning Benefits/ Outcomes	Participants will upgrade their knowledge on textile production.
Duration	30 minutes
Participants	12—20
Workshop Position	Beginning
Materials	Questions, papers and pens
Requirement for Facilitators	Have some extra information and explanations. Adjust the questions according to age and knowledge.

1. Preparation
Divide the participants into four teams.

2. Execution
Each team stands in a corner of the room and is given paper and pen. After the question has been read out, there are 2 minutes to write down the answer.

The team that wins can walk a distance (half). The team that makes the most laps of the room win.

Try one question to test and if everybody understood, then introduce some challenges:

- **Team 1:** You work in a factory that pays far too low wages. You can't provide yourself or your family with enough food. You are very exhausted and can only move slowly. Furthermore, you are therefore only allowed to walk half the distance for each correct answer.

- **Team 2:** You are also workers in a textile factory. Your order volume has increased significantly due to the upcoming order. You have no time to answer. If you don't give your answer to the question in one minute, it will not count.

- **Team 3:** You come from a very patriarchal country. This means that men have a favored position in the state and in the family. You are women and your vote doesn't count as much. The man from the group has to decide.

- **Team 4:** You come from a rich industrialized country. You enjoy your life and have no restrictions in this game.

3. Evaluation

- *How was the game?*
- *How was the cooperation with your team?*
- *Did you find out something new?*

4. Closing
After the quiz, discuss the correct answers and encourage participants to reflect on how they can incorporate sustainable practices into their clothing choices.

Questions for the sustainable quiz:

1. **What is sustainable fashion?**
   a. Fashion that never goes out of style
   b. **Fashion that minimizes environmental impact and promotes ethical practices (correct)**
   c. Fashion made only from natural fibers
   d. Fashion produced by small, local designers

2. **Which material is considered the most environmentally friendly for making clothes?**
   a. Polyester
   b. Cotton
   c. **Organic cotton (correct)**
   d. Nylon

3. **True or False: Synthetic fibers like polyester can take hundreds of years to decompose.**
   (True)

4. **How many items of clothing does a German consumer buy per year?**
   a. **60 (correct)**
   b. 40
   c. 80

5. **Which of the following practices is a key component of ethical fashion?**
   a. Mass production of clothing in low-wage countries
   b. **Transparent supply chains that ensure fair wages and safe working conditions (correct)**
   c. Focusing solely on animal welfare in production
   d. Using only luxury materials for high-end markets

6. **What does the term 'fast fashion' refer to?**
   a. **Clothing that is produced quickly to keep up with trends (correct)**
   b. High-quality, long-lasting fashion items
   c. Fashion brands that focus on eco-friendly production
   d. Traditional clothing that is made by hand

7. **How much water is needed to produce one T-shirt?**
   a. 6,500 liters
   b. 1,200 liters
   c. **2,700 liters (correct)**

8. **What percentage of global CO_2 emissions come from the fashion industry?**
   a. 15%
   b. **10% (correct)**
   c. 35%

9. **Name a label that stands for fair clothing.**
   Fair-trade (Cotton), GOTS, Naturtextil, Fair Wear Foundation

10. **What is a common problem in the manufacture of leather goods?**
    a. **Environmental pollution (correct)**
    b. High energy consumption
    c. The quality of the leather

From tanning processes, as it is usually tanned with chrome salts. Up to 500 grams of chemicals can be used per kilogram of raw animal skin.

11. **To save a lot of energy, how can you smooth your clothes?**
    a. Lay books on them
    b. **Steam in the bathroom (correct)**
    c. Ironing

Natural drying does not need energy. Leave it to nature whenever possible! Take the laundry out of the washing machine and hang it up to dry as soon as the wash cycle is finished to avoid creases. Take your (hang) dried laundry into the bathroom when you shower - the steam often smooths out creases and wrinkles.

Word Distribution Game

Aim	A classic activity used to visualize and understand global distributions, such as population, income, migration patterns, and CO_2 emission.
Learning Benefits/ Outcomes	To draw attention to globally unjust conditions and connections. This activity makes numbers, distributions and power structures comprehensible by displaying them on a large world map.
Duration	60 minutes
Participants	6—20
Workshop Position	Core activity
Materials	1 world map, 32 figurines, 100 chocolate pieces (or macaroni/different pasta/any other small things), 20 paper sheets with 8 pieces of clothes on each, 20—30 buttons (depending on participants number).
Requirement for Facilitators	Have some information on population number, consumption and textile. Double check if the population number is still the same as mentioned below.

1. Tell the participants that it is about the world population and put the map on the floor and figurines.

2. Tell the number of the world population, the participants are now asked to distribute the figurines across the continents in the way they assume the population is distributed. Tell them that 4 figurines make up 1 billion. Encourage them to discuss, e.g. by asking how many people live in Asia?

3. When ready, ask them about their decisions then name the correct numbers and, if necessary, reposition the game pieces accordingly.

4. Use same method for CO_2 emissions and textile consumption

5. Put a button on the country where your clothes have been produced. You can do this part only if you are sure that there will be no contests between participants on whose clothes were produced for a higher price.

6. Closing questions:

- *Was it easy or difficult to make these kinds of assumptions?*

- *How did you cooperate with the other participants?*

- *What surprised you?*

- *Do you ever think about your clothes' consumption?*

1. Global Population Representation
8.06 billion (8 billion and 6 million) rounded up to 8 billion

Continents	Population	Figurines
Australia & Oceania	0.025 (25 million)	0
Africa	1.47 (rounded up 1.5)	6
Asia	4.84 (rounded up to 4.75)	19
Europe (incl. Russia)	0.75	3
South America	0.65	3
North America	0.35	1

Total 32 Figurines. 1 billion = 4 Pieces
North America has a population of 360 million at the moment. Numbers are rounded up.

2. CO$_2$ Emissions Distribution
100 pieces of chocolate represent the world carbon dioxide emissions (2022: 37 billion metric tons)

Continents	Tons	Pieces of Chocolate
Australia & Oceania	496	1
Africa	1,455	4
Asia	21,663	59
Europe (incl. Russia)	5,571	15
South America	1,655	5
North America	5,963	16

Textile Sector produces 10%

3. Textile Consumption in Pieces — Per Region
(1 paper contains 8 pieces of cloths)

Continents	Pieces of Clothes	Papers
Australia & Oceania	40	5
Africa	9	1
Asia	15	2
Europe (incl. Russia)	36	4.5
South America	13	1.5
North America	49	6

Australia is among the top 10 producers of cotton (China, India, US, Uzbekistan).
Biggest producers: China, India, Bangladesh, Vietnam, Turkey, Cambodia (recently).

Role Play: 'The Right Price'

Aim	Increase awareness on negative effects of fast fashion.
Learning Benefits/ Outcomes	Develop critical thinking, empathy and observation skills.
Duration	75 minutes (45 min. for the game + about 30 min. for debriefing)
Participants	5—10
Workshop Position	Core activity
Materials	Printed profile roles for the game.
Requirement for Facilitators	Animate the group in the beginning in order to let them experience their roles.

1. Preparation

Arrange a table with chairs placed around it, ensuring one chair is positioned slightly farther from the rest. The trainer should have all necessary materials printed and prepared in advance, with each participant already assigned a specific role or personal profile.

On the base of the number of participants, the distribution of role should be the following:

Number of Participants	5	6	7	8	9	10
Association Representative	1	1	1	1	1	1
Producers	2	2	2	2	2	2
Consumers/Buyers	1	2	2	2	2	2
Observers	1	1	2	2	3	3
Influencers	0	0	0	1	1	1
NGOs	0	0	0	0	0	1

2. Instructions

This activity is a role-playing game where each participant takes on a designated role with a personal profile and acts accordingly. The group's collective objective is to negotiate and agree on the price of a garment. There are consumers, producers, influencers, NGOs, a consumer trade association and observers and the framework context in which the game move is the following: The 'Ethical Trade Network', a national consumer trade association advocating for ethics in the production cycle of consumable goods, convened a round table last month to establish

the optimal economic value/price for specific garments. They determined that prices should range between a minimum of € 10 and a maximum of € 100.

Today's discussion focuses on determining the price of a casual, colorful T-shirt made from a mix of natural and synthetic materials. All invited participants are expected to engage in the discussion and work collaboratively to agree on a fair price for the T-shirt.

After the introduction, participants will have 10 minutes to review their assigned profiles, clarify doubts, and seek guidance from the trainer to ensure they can accurately portray their roles.

Observers play a critical role in the debriefing phase. Their task is to observe and document the dynamics of the activity, focusing on:

1. The relationships and influence between different actors and roles.

2. Arguments raised during the round table regarding environmental, societal, and economic sustainability.

3. Key points participants used to support their suggested prices and the transparency of their statements.

4. Shifts in participants' perspectives or positions during the discussion.

5. Emotional responses used to support and promote their positions on the proposed price.

To prepare for their role, observers must have a pre-game briefing with the trainer to understand the profiles assigned to each participant and to organize a note-taking template tailored to the activity.

Observers' insights will be instrumental for the debriefing session, helping analyze the group's decision-making process and the dynamics of the discussion.

3. Start the game
Try not to influence the game flow, but remind the participants of the time frames. The game ends after 45 minutes and/or final decision on the price.

Bring the participants back to reality by inviting them to shake their bodies and leave the roles.

4. End of the game
Encourage the discussion with the following questions, given enough time to talk for everybody, starting with participants and then giving the final word to observers:

- *How did you feel about your role during the discussion?*

- *Was it easy or challenging to stick to your assigned profile? Why?*

- *How did the group arrive at the final price? Was it through consensus, compromise, or dominant voices?*

- *What is your biggest takeaway from this activity?*

- *How might this activity influence the way you approach discussions about fairness, ethics, and sustainability in the future?*

RESPONSIBLE OF 'Ethical Trade Network'

As representative of 'Ethical Trade Network', the national consumer association, your role is to mediate between producers and consumers with a strong focus on ethical considerations in production cycles. Your primary task today is to facilitate the discussion, ensuring that all participants are heard and that the negotiation balances the rights and needs of consumers with the realities of production dynamics.

Your goal is to guide the group toward a consensus on the price of a casual, colorful T-shirt made from both natural and synthetic materials. This meeting represents the final opportunity to reach an agreement, as your project manager is awaiting the outcome to draft a press release.

Additionally, you are responsible for documenting the evolution of the proposed values from each participant using a tracking grid.

Suggested Opening Statement

Good morning, everyone,

I am [Your Name] *from 'Ethical Trade Network', the National Consumer Association. Today, we are gathered to finalize an agreement on the price of a casual, colorful T-shirt made from a mix of natural and synthetic materials. Please remember that, according to European standards, the price must fall between € 10 and € 100.*

At the table today, we have:

- *Bianca, representing consumers,*

- *[Name], representing producers,*

- *[Name and role of other participants].*

To start, I'd like to invite the consumer representatives to present their perspectives first. Let's begin the discussion.

Facilitation Tips

Ensure everyone gets a chance to contribute.

Mediate disagreements by refocusing on ethical and sustainable considerations.

Monitor the flow of the discussion and keep it aligned with the objectives.

Use the tracking grid to record any shifts in proposed values for transparency and later analysis.

Template Grid for *Ethical Trade Network*

FINAL PRICE AGREED ON:				
S=suggested C=changed (Notes can be added)				
CONSUMER A	CONSUMER B	COMPANY A	COMPANY B	NGO

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Template Grid for *Observer*

ELEMENTS TO OBSERVE: *1.* *2.* *3.*					
CONSUMER A	CONSUMER B	COMPANY A	COMPANY B	NGO	INFLUENCER

OBSERVER

As an external observer, your role is to carefully observe and record key elements that emerge during the round table discussion. If you are the only observer, please ensure you focus on the first elements listed below. If there are multiple observers, it's recommended to divide the following elements for a more comprehensive analysis.

1. Discussion Leadership and Power Dynamics:

- Who is taking the lead in the discussion?

- What power dynamics can you identify between the different participants (e.g., consumer vs. consumer, consumers vs. producers, producer vs. influencer)?

2. Focus on Sustainability Arguments:

- What arguments do the participants emphasize the most regarding environmental, social, and economic sustainability?

3. Support for Proposed Prices/Values:

- What are the main reasons provided by each participant to support the price or value they propose during the discussion?

- Are these arguments clear and well-articulated?

4. Shifts in Position or Ideas:

- Did any participant change their position or ideas during the discussion?

- How did this change occur, and what factors influenced it?

5. Emotional Influences:

- Did any participant use emotional appeals to sway others and support their position?

For effective note-taking, it's suggested that you prepare a notebook or paper with separate sections for each observation point, leaving space for additional notes or any interesting insights that might arise during the discussion.

COMPANY A

*I am the owner of a company called '**La Moda Italiana**' (inspired by Italian craftsmanship and elegance). We operate in the mid-to-high market sector and produce 800 shirts per month.*

The average price of our shirts is € 70. While this figure reflects all fixed and variable costs along with a standard profit margin, it is not binding during the discussion. You can decide whether to use this as a reference point at the round table.

__Monthly turnover:__ € 56,000

__Our Company Values and Commitments:__

- *__Locally Sourced Raw Materials:__ We exclusively use local materials, which adds a 10% premium to the final cost of each item.*

- *__Environmental Compliance:__ We invest € 2,000—€ 3,000 annually in treating polluted water, controlling emissions, and managing waste disposal in adherence to environmental regulations.*

- *__Fair Employment Practices:__ We employ 25 workers on regular contracts under the National Labor Contract (CNN), with wages ranging between € 1,200 and € 1,500 per month.*

- *__Workplace Safety:__ Compliance with workplace safety standards adds approximately 5% to the final cost of each item.*

- *__Taxes:__ We contribute 40% of our annual turnover in taxes.*

- *__Social Media Presence:__ We have a loyal following of 5,000 across social platforms.*

- *__Ethical Production:__ Rated 4 out of 5 stars for ethical practices.*

__Business Proposal for the Influencer:__ We are offering 8% of our monthly turnover in exchange for promoting our brand.

Our company is dedicated to balancing quality, ethics, and sustainability in our production processes.

CONSUMER A

My name is Bianca. I'm 21 years old and live in Milan, a city known for its high cost of living. I'm very mindful of how I spend my money, yet I always stay on top of the latest fashion trends for social events. Furthermore, I enjoy dressing stylishly and going to exclusive clubs with strict dress codes. When out with friends, I rarely pay for drinks, preferring to let others offer.

Currently, I'm saving money for my dream of studying Medicine at Oxford University in the UK. For personal expenses, I have a monthly budget of up to € 150.

COMPANY B

I am the owner of '**TrendWorks**', a company specializing in fast and affordable fashion. We operate in the low-to-medium market sector, producing standardized products in large quantities.

Our monthly production includes 4,000 shirts, and the average price per shirt is € 25. While this price reflects all fixed and variable costs along with a standard profit margin, it is not binding during the discussion. You can decide whether or not to use it as a starting point at the round table.

Monthly turnover: € 100,000

Our Practices and Cost-Saving Measures:

- **Raw Material Sourcing:** We incur an additional 2% cost on the final price for raw materials.

- **Environmental Impact:** Minimal investment in water treatment, emissions control, and waste disposal, costing only € 200—€ 300 annually.

- **Workforce:** We employ 100 workers in Bangladesh, most of whom were previously unemployed. Workers earn € 200 per month, with 70% working without formal contracts.

- **Workplace Safety:** Compliance with safety standards is limited, resulting in 10 accidents over the past six months.

- **Taxes:** We pay only 5% of our annual turnover in taxes.

- **Social Media Presence:** Our brand has a strong following of 15,000 on social platforms.

Ethical Practices: Rated 2 out of 5 stars for ethics in production.

Business Proposal for the Influencer: We offer 8% of our monthly turnover in exchange for brand promotion.

Note: During the round table, feel free to use any arguments to justify our practices, including withholding or altering some information in this profile if it supports your position. As a cost-efficient company, TrendWorks focuses on maximizing affordability and accessibility for consumers.

✂ —

CONSUMER B

My name is Andrea. I'm 19 years old and come from Prato, a city renowned for its thriving textile industry. I work as an apprentice in a textile factory that produces T-shirts and accessories. Furthermore, I'm also very active in youth initiatives and volunteer work.

I live on my salary and am conscious of the ethics behind the products I purchase. I prioritize buying fair-trade items and locally sourced (0 Km) fruits and vegetables. Like Bianca, I enjoy dressing fashionably and attending exclusive clubs with dress codes. For personal expenses (excluding rent and food), my monthly budget is up to € 300.

INFLUENCER

I am an established influencer in the wellness industry, specializing in physical wellness products, particularly supplements. Recently, I've started exploring the fashion world because I'm interested in becoming a brand ambassador for a clothing company.

My main objective is to grow my follower base, and today's meeting will help me decide which brand or manufacturer to collaborate with.

During the discussion, my role is to gather as much information as possible about both the companies and the consumers in order to make an informed decision. If, by the end of the meeting, I've already made up my mind about which company to work with, I can start supporting their arguments to attract more followers. It's also important to view the consumers at the table as potential new followers.

Business Offer: *Both companies are offering me 8% of their monthly turnover (I may need a calculator to estimate the exact amount).*

Sample Questions for the Companies:
- How many social media followers do you currently have?
- What is your monthly turnover?
- Where is your production located?

Sample Questions for the Consumers:
- How important are influencers to you and your friends?
- Do your friends share the same fashion preferences as you?
- How much do you take the price of a garment into account when making a purchase?

NGO

*I represent a German NGO called '**In Fashion We Believe,**' which focuses on supporting developing countries, particularly in Southeast Asia. Recently, we launched a new social campaign, **#wear(e)ableforchange**, aimed at raising awareness among young people about the critical issues surrounding the delocalization of manufacturing, especially its environmental and social impacts on local communities.*

*Our latest report on '**Sustainable Fashion'** highlights several serious concerns in the industry:*

- **Exploitation of Underpaid Workers:** *40% of the workers in the surveyed companies do not earn enough to cover their basic living expenses.*
- **Lack of Safety Measures:** *On average, 10 accidents occur every 6 months in each factory, and workers are not provided with personal protective equipment.*
- **Excessive Working Hours:** *Workers are often required to work an average of 12 hours per day, with inadequate rest periods.*
- **Precarious Employment Conditions:** *In 70% of the cases, workers do not have formal employment contracts.*
- **Environmental Damage:** *Significant harm is being done to the environment, particularly to local water sources, which are vital for the community.*

Our organization is committed to advocating for more ethical and sustainable practices in the fashion industry to protect both workers and the environment.

SWAP Party

Aim	To inspire eco-friendly habits, highlight the value of second-hand clothing, and promote environmental responsibility.
Learning Benefits/ Outcomes	Participants refresh their wardrobe for free while promoting sustainability. The SWAP Party builds event planning, eco-awareness, and creativity through second-hand fashion exchange.
Duration	2—4 hours
Participants	20—100 (1—2 leaders and a team of 2—5 volunteers handling preparation, setup, and coordination)
Workshop Position	Core activity
Materials	• Clothing Racks and Hangers as well as tables and Bins for arranging smaller items. • Full-Length Mirrors: So participants can try on and view clothing comfortably. • Registration Materials: Sign-in sheets or a digital check-in system for participant registration. • Signage and Labels: Signs to guide participants (e.g., 'Check-in,' 'Women's Clothing,' 'Men's Clothing,' 'Accessories'). • Changing Rooms or Privacy Screens: Portable changing stations or screens to give participants a private area to try on clothing. • Reusable Bags or Totes: For participants to carry their selected items home (optional but recommended for an eco-friendly touch). • Cleaning Supplies: Hand sanitizers, disinfectant wipes, and spot-cleaning supplies to maintain hygiene and cleanliness. • Feedback Forms: Printed or digital forms to gather participant feedback post-event.
Requirement for Facilitators	**Facilitators:** Understanding of fast fashion's impact, upcycling benefits, and second-hand clothing importance. Experience in organizing and managing event logistics and addressing challenges. **Volunteers:** Flexible with tasks, from registration to item organization and managing changing areas. Helpful for guiding participants in selecting items or styling outfits. Useful for promoting the event and engaging the community on-line.

1. **Introduction**
Introduce the SWAP Party concept, align goals, and assign roles for tasks like setup, marketing, registration, and item organization.

2. **Preparation**

*   **Venue Selection and Setup:** Select an accessible venue for 20—100 participants, plan the layout for check-in, displays, and changing areas, and arrange racks, tables, and mirrors for an organized, welcoming space.

*   **Promotion and Outreach:** Create a promotional strategy using social media, partnerships, and encourage participants to bring 3—10 quality items.

*   **Registration and Item Collection:** Set up a registration system, inspect items for quality upon arrival, and organize them by category. Clearly explain the type, condition (clean), and quantity of items to bring.

3. **SWAP Party Event Execution**
Open the SWAP Party with welcome and event guidelines, let participants browse and try on items in a comfortable environment. It is the perfect frame to make 'small talk' about sustainable clothes.

4. **End of the game**
Thank participants and volunteers, collect feedback via surveys or social media, and invite attendees to join future sustainable fashion initiatives.

Fashion Show

Aim	To help participants discover new ways to use old clothes.
Learning Benefits/ Outcomes	Mindful shopping habits and reduce overconsumption.
Duration	80 minutes
Participants	10—20
Workshop Position	Core activity
Materials	Projector, relaxing music, 3 mannequins or cloth hangers, scissors, pieces of clothes, pins, textile markers or acrylic paint, tape, sewing materials, buttons, etc.
Requirement for Facilitators	None

1. Group Formation & Setup (10 min.)
Split the participants into small groups of 3—4 people each. The facilitator collects all fabrics anonymously and places them in a common area.

Each group picks a random selection of fabrics from the pile to ensure unpredictability.

Assign each group a mannequin or cloth hanger and space to work on.

2. Fashion Design Challenge (60 min.)
Brainstorming (10 min.): Teams discuss their theme, message, and purpose behind their outfit.

Design & Construction (45 min.): Teams create an innovative outfit using the fabrics and materials provided.

They can cut, pin, wrap, fold, and modify fabrics as needed.

Encourage creativity — the wilder, the better!

Final Touches (5 min.): Teams finalize the design and prepare for the fashion presentation.

3. Red carpet (10 min.)
Taking pictures and making a photo-zone of the outfits.

Encourage participants to take the pieces they like with them and use them for the future outfits.

4. Question for Reflection
Encourage the discussion with the following questions:

- *What do you want to say with this outfit?*
- *What does the fashion world take from it?*
- *Did anything surprise you about working with second-hand clothing?*
- *Who is the role model of your outfit?*
- *How has this experience changed your perspective on second-hand fashion?*

Inequality and the Power of Empathy 2

Inequality and the Power of Empathy

Inequality creates divisions in society, making it difficult for individuals from different economic backgrounds to understand each other's realities. This disconnect often results in a lack of empathy, as people may be unaware of the hardships faced by those with different life circumstances. For example, affluent individuals may not completely comprehend the day-to-day challenges faced by those living in poverty, resulting in a lack of support for initiatives that could help bridge the wealth gap.

The idea proposed is that promoting empathy — the ability to understand and relate to others' emotions — can help lessen the gap between people caused by inequality and promote social unity and inclusivity in society where everyone's needs are acknowledged and met. Empathy plays a role in tackling inequality as it fosters connection and inspires joint efforts for achieving social fairness.

Empathy in Sustainable Fashion

Empathy and fairness play roles in sustainable fashion practices, as they are closely linked to each other in the fashion world's landscape today. Fast fashion stands out as an example of inequality within the industry — where consumers in more affluent countries benefit from affordable clothing while workers behind the scenes face harsh realities, like meager paychecks and unsafe working conditions. Furthermore, the negative impact of fashion practices not only harms the environment but also hits marginalized groups harder, worsening existing inequalities.

Fostering empathy among consumers can lead to impact in this situation. One way is to educate individuals about the experiences of garment workers and the environmental impact of practices. This awareness can motivate people to make ethical decisions by shedding light on the entire life-cycle of clothing. From its creation by underpaid workers to its end in landfills. Established campaigns that emphasize these narratives aim to build emotional ties, between consumers and the individuals and environments impacted by their consumption choices.

In this context of the fashion industry's sustainability challenges and human impact awareness is crucial for storytelling to connect with people on a level. Viewing documentaries featuring garment workers experiences or hearing accounts can offer insight into the ethical implications of fast fashion practices. Empathy plays a role in prompting

consumers to endorse fair trade labels, curtailing excessive buying habits and pushing for greater corporate responsibility. When consumer actions reflect principles of justice and environmental stewardship, empathy emerges as a catalyst for reshaping the fashion sector towards more fairness and sustainability.

In addition to that point mentioned earlier about fashion being able to tackle wider social disparities; there are ways in which grassroots programs that offer sewing skills training to underprivileged communities can give them financial independence and stability too. By initiating projects driven by compassion that prioritize the welfare of everyone involved in the process — from creators to buyers — there's a chance to reshape the sector by placing emphasis on individuals, rather than just monetary gains.

Empathy in Combating Bullying

The link between empathy and inequality is also evident in anti-bullying efforts. Bullying often arises from a lack of recognition of others' humanity, reinforcing social hierarchies through exclusion, verbal abuse, and physical aggression.

Empathy serves as a powerful tool against bullying by encouraging individuals to see the world from another's perspective. Educational schemes that advocate for empathy through activities like role playing scenarios and discussions on diversity can aid students in grasping how their behavior affects others. These efforts not just decrease instances of bullying. Also nurture an environment of acceptance and regard.

Using real life stories from people who have experienced bullying is an approach to raising awareness about the impact of such behavior on individuals lives and fostering empathy among others towards the victims suffering and lasting trauma caused by bullying incidents. By creating a bond through these personal narratives, it can inspire positive actions, like bystander intervention, and prompt bullies to contemplate their actions. Empathy plays a role in driving positive changes in schools and communities as well. By focusing on practices instead of punitive actions in policies addressing bullying issues, at their core. Restorative methods involve bringing both the victim and the bully to promote mutual empathy and trust building — showcasing how empathy can mend relationships and lessen social disparities.

Building an
Empathetic Society

The importance of fostering empathy is evident in the realms of fashion advocacy and anti-bullying efforts as well as, in combating social inequality issues where understanding and connecting with others experiences play a significant role.

In order to build a community that appreciates empathy as a core value of society, we need to give importance to education and sharing stories. Educational institutions can include development in their academic programs emphasizing the significance of embracing various viewpoints. Public awareness campaigns and community projects can underscore the links among consumer choices, environmental fairness and human rights. By focusing on these endeavors' empathy can serve as a guiding principle for tackling societal challenges.

Overall inequality tends to linger due to a lack of comprehension and emotional bonds among people from backgrounds. Cultivating empathy can help bridge these gaps, minimize harm and establish frameworks that value the welfare of everyone. In the areas of eco-fashion and combating bullying empathy stands out as a powerful catalyst motivating joint efforts, for a fairer and more welcoming society.

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Youth Work Methods on Inequality and Empathy

Empathy Building through Storytelling

Aim	To foster empathy by allowing participants to experience and understand others' perspectives on inequality
Learning Benefits/ Outcomes	• Improved listening and empathy skills. • Enhanced understanding of others' experiences. • Emotional connection and solidarity among participants. • Develop the ability to empathize with others' experiences. • Learn to articulate and share personal stories. • Understand the role of empathy in addressing inequality
Duration	120 minutes
Participants	10—20
Workshop Position	Core activity
Materials	Comfortable seating arrangement, optional talking piece (for story circle), large paper, markers for empathy mapping.
Requirement for Facilitators	Explanation about empathy map.

1. Introduction (10 min.)
Introduce the concept of empathy and its importance in understanding inequality. Explain the structure of the workshop.

2. Story Circle (30 min.)
Participants share personal or witnessed stories of inequality. Encourage active listening and emotional engagement.

3. Empathy Mapping (30 min.)
Participants create empathy maps for the storytellers, exploring what they might think, feel, see, hear, and do.

4. Sharing Empathy Maps (20 min.)
Groups present their empathy maps, discussing the emotions and challenges highlighted.

5. Reflective Discussion (20 min.)
Facilitate a discussion on the role of empathy in addressing inequality and how participants can apply it in their lives.

An empathy map is a tool used to better understand a person's experiences, emotions, and needs by organizing their perspective into different categories. It is commonly used in design thinking, education, and workshops to foster empathy.

Structure of an Empathy Map:

An empathy map typically includes the following quadrants:

1. **Think & Feel:**
   What are the person's thoughts and feelings about their experience or situation?

2. **Hear:**
   What do they hear from others? What external influences shape their perspective?

3. **See:**
   What do they observe in their environment or context?

4. **Say & Do**:
   How do they express themselves? What actions or behaviors do they exhibit?

EXAMPLE — Empathy Map: Victim of Bullying

THINK & FEEL	HEAR
■ 'Why am I being targeted?' ■ They feel isolated, anxious, and helpless. ■ They think they might be at fault, even though they are not.	■ Insults or mocking comments like, 'You're weird' or 'You don't belong here.' ■ Silence or avoidance from others who are afraid to intervene.
SEE	**SAY & DO**
■ Groups of people laughing at them. ■ A lack of support from teachers or peers in their environment.	■ They may stay quiet, avoid eye contact, and withdraw from social activities. ■ They might confide in a close friend or family member about their struggles.

Privilege and Inequality

Aim	To raise awareness about the invisible advantages of privilege and how it perpetuates inequality.
Learning Benefits/ Outcomes	• Increased awareness of personal privilege. • Greater understanding of systemic inequality. • Development of empathy for those with fewer privileges. Identify different forms of privilege. • Recognize the impact of privilege on life opportunities. • Explore strategies to mitigate inequality.
Duration	60 minutes
Participants	15—30
Workshop Position	Core activity
Materials	None
Requirement for Facilitators	Have some extra information and explanations. Adjust the questions according to age and knowledge. The method can evoke many emotions! You can ask participants as well to close their eyes.

1. Introduction (10 min.)
Briefly introduce the concepts of privilege and inequality. Explain the purpose and structure of the method.

2. Privilege Walk (30 min.)
Participants stand in a line and respond to privilege-related statements by stepping forward or backward.

3. Group Reflection (20 min.)
Discuss the privilege walk, focusing on participants' emotions and insights. Encourage sharing of personal experiences.

4. Reflection questions

- *What was the purpose of this exercise?*

- *What did you learn from it?*

- *What happened during the exercise? Were you surprised by anything?*

- *How did it feel to be in the group that took a step forward or a step back?*

- *What might we draw from this exercise that can help us in our everyday lives?*

Examples of Statements for Privilege Walk:

1. **Educational Opportunities**

   - If your parents completed higher education, take a step forward.

   - If you ever felt your school did not provide adequate resources for your education, take a step backward.

2. **Economic Background**

   - If your family-owned property or a business while you were growing up, take a step forward.

   - If you grew up in a household where you worried about paying bills or affording food, take a step backward.

3. **Gender Identity**

   - If you have never been made to feel unsafe because of your gender, take a step forward.

   - If you have ever been dismissed or overlooked in a discussion because of your gender, take a step backward.

4. **Physical and Mental Abilities**

   - If you have never had to worry about whether a building you need to enter is accessible to you, take a step forward.

   - If you have ever avoided seeking help for your mental health because of stigma, take a step backward.

5. **Sexual Orientation**

   - If you have never had to hide your sexual orientation for fear of discrimination, take a step forward.

   - If you have ever faced hostility or judgment because of your sexual orientation, take a step backward.

6. **Citizenship and Immigration Status**

   - If you were born in the country where you currently reside, take a step forward.

   - If you or your family have faced challenges due to immigration status, take a step backward.

7. **Religious Identity**

   - If you have never felt targeted or excluded because of your religious beliefs, take a step forward.

   - If you have experienced discrimination or prejudice because of your religion, take a step backward.

8. **Employment and Career Opportunities**

   - If you or your family members have always had access to steady and reliable employment, take a step forward.

   - If you have ever faced barriers to employment because of your identity, take a step backward.

Empathy Immersion: Walking in Others' Shoes

Aim	To deepen empathy by simulating the experiences of marginalized individuals, fostering understanding and inspiring action.
Learning Benefits/ Outcomes	• First-hand understanding of the challenges faced by others. • Enhanced empathy and emotional intelligence. • Greater awareness of the role of support and inclusion in addressing inequality.
Duration	120 minutes
Participants	15—30
Workshop Position	Beginning, getting to know each other
Materials	Simulation materials (e.g., blindfolds, limited 'currency' for purchases, restricted mobility aids). Comfortable space for activities and discussions.
Requirement for Facilitators	• Familiarity with the mechanics of financial constraints, physical disability, and social exclusion simulations. • Awareness of the cultural, social, and economic contexts of participants to avoid reinforcing stereotypes or biases.

1. Introduction (10 min.)

Concept Overview: Introduce the concept of empathy immersion.

Explain that participants will engage in activities designed to simulate the experiences of people facing inequalities (e.g., living in poverty, dealing with disabilities).

Activity Outline: Clarify that this is not about pity but understanding challenges and finding ways to support change.

2. Empathy Immersion Exercise (40 min.)

Participants engage in simulations of life with certain disadvantages. Here are specific examples:

Budget Planning (10 min.)

Each participant is given their 'monthly income' in the form of play money or tokens.

A list of essential expenses is provided, including:

- Rent or housing
- Food
- Transportation
- Utilities (e.g., water, electricity)
- Healthcare

Participants allocate their limited resources to these categories.

Unexpected Events (15 min.)

A facilitator introduces 'curve-balls,' such as:

- Sudden medical expenses requiring extra payment.
- A job loss or reduced income, forcing a revision of the budget.
- Increased rent or utility costs.

Participants must decide what to sacrifice or compromise (e.g., skipping meals, delaying healthcare, or defaulting on rent).

Reflection and Sharing (15 minutes)
Participants discuss their decisions with small groups or the larger group:

- *What was hardest to let go of?*
- *How did they feel about these trade-offs?*
- *Did they notice any patterns or systemic challenges in their choices?*

3. Physical Disability Simulation (40 min.)

Task Assignment (5 min.)
Participants are given a specific disability to simulate (e.g., visual impairment, mobility restrictions, or limited hand function).

Navigating Tasks (25 min.)
Participants rotate through stations with specific tasks, such as:

- *Blindfolded Navigation:* Move from one point to another while avoiding obstacles or retrieving an object.
- *Fine Motor Challenges:* Tie shoelaces, button a shirt, or write a short note while wearing gloves or using only one hand.

Facilitators may introduce challenges like verbal distractions, time constraints, or unexpected interruptions.

Quick Sharing and Reflection (10 min.)
Participants describe their emotional and physical responses:

- *What did they find frustrating or surprising?*
- *What did they notice about their reliance on others or the environment?*

4. . Social Exclusion Scenario (40 min.)

Participants experience barriers to inclusion based on their assigned roles.

Role Briefing (5 min.)
Each participant is assigned a marginalized identity (e.g., refugee, LGBTQ+ individual, ethnic minority) and given a role (e.g., 'You are a refugee denied housing because of your status').

Some participants are given privileged roles (e.g., hiring managers, landlords, or citizens without barriers).

Activity Simulation (25 min.)
Participants attempt to:

- Apply for a job with a biased recruiter.
- Access housing but face barriers (e.g., 'no rentals for people like you').
- Join a group activity where certain participants are subtly excluded.

Facilitators enforce biases or systemic barriers (e.g., only accepting job applications from certain roles).

Group Reflection (10 min.)
Participants share their experiences, focusing on:

- *How did exclusion or privilege feel?*
- *What strategies (if any) worked to overcome barriers?*

■ *Did this change their understanding of real-world inequalities?*

5. Debrief and Emotional Processing (30 min.)

Facilitate a group discussion about the exercise. Use these example questions:

■ *What emotions did you experience during the simulation?*

■ *What were the most challenging aspects of the experience?*

■ *Did you notice anything about your assumptions or reactions?*

6. Group Reflection and Brainstorming (20 min.)

Reflect on how these experiences can inspire supportive actions in real life.

7. Empathy Action Plan (20 min.)

Each participant develops a personal action plan.

Examples of Actionable Goals:

• Volunteering with organizations supporting marginalized groups.

• Advocating for policy changes in their communities.

• Promoting empathy through storytelling or education initiatives.

8. Thanks and Closing the Event (10 min.)

Recap the workshop's key points and outcomes. Thank participants for their engagement and encourage them to continue practicing empathy in their lives.

Bullying in Group Dynamics 3

Understanding and Addressing Bullying in Group Dynamics

Bullying is a serious problem that affects children and teenagers everywhere. It can have a big impact on their mental health, school performance, and social skills. Many young people experience anxiety, depression, and low self-esteem because of bullying, and these feelings can stay with them into adulthood. With the rise of social media, cyberbullying has become an even bigger concern. It's important to tackle bullying so that young people can grow up in safe and supportive environments.

This paragraph emphasizes the need for everyone — teachers, trainers, youth workers, parents, and mental health professionals — to work together to prevent bullying and help children develop healthy relationships and resilience.

Age-Specific Needs Group Psychology

The framework for understanding how developmental needs and challenges shift with age. Skipping developmental needs without addressing age-specific challenges can be problematic. Each stage's needs and challenges are interconnected and build on each other, shaping emotional, social, and cognitive growth. While some aspects of development can be revisited, unmet needs or unresolved challenges often surface later as barriers to personal growth or fulfillment. Addressing each stage's needs and challenges can lay a stronger foundation for the next stages in life. Understanding emotional development helps in tailoring interventions. It allows you to address underlying developmental needs and teach appropriate social skills, empathy, and emotional regulation in ways that resonate with each individual's level of maturity, fostering more supportive and healthy group dynamics

A Closer Look at Bullying

Understanding the difference between behaviors that might seem like bullying and actual bullying is crucial to ensure that you can identify and address the problem correctly. Young people often seek acceptance and validation from their peers. Groups foster a sense of belonging, where individuals feel part of something larger than themselves. This shared identity can provide motivation, increase self-esteem, and create solidarity. They may adopt group norms, sometimes contributing to bullying behaviors to fit in or gain approval.

Being part of a group can encourage individuals to take risks they might avoid alone, as the group provides a safety net and shared

responsibility. But shared responsibility sometimes means NO RESPONSIBILITY. So, groups can create power imbalances, where certain individuals assert dominance over others. This dynamic can foster an environment where bullying occurs, as the collective may overlook or even encourage aggressive behavior.

In group settings, bystanders play a crucial role. Their reactions can either support the bullying (by remaining silent or laughing) or deter it (by speaking out or intervening). Empowering bystanders to take action can help create a culture of support and safety.

Factors Influencing the Emergence of Bullying	
Individual Factors	▶ **Personality Traits:** Aggressive or dominant individuals may engage in bullying, while those with low self-esteem may become targets. ▶ **Social Skills:** Children lacking social skills may struggle to form positive relationships, increasing their vulnerability to bullying.
Family Environment	▶ **Parental Influence:** Children raised in homes where aggression is normalized or where emotional support is lacking may be more likely to bully or be bullied. ▶ **Family Conflict:** High levels of conflict or domestic violence can lead to aggressive behaviors in children.
Peer Influence	▶ **Group Norms:** In some peer groups, bullying behavior may be accepted or encouraged, influencing individuals to conform. ▶ **Desire for Acceptance:** The pressure to fit in can lead individuals to engage in bullying to gain status or approval from peers.
School Environment	▶ **School Culture:** A negative or unsupportive school climate can foster bullying behaviors; a lack of clear anti-bullying policies may allow bullying to thrive. ▶ **Teacher Attitudes:** If teachers do not address bullying or promote positive behavior, it can create a permissive environment for bullying.
Social Factors	▶ **Cultural Attitudes:** Societal views on aggression, competition, and social status can shape attitudes toward bullying, with some cultures being more accepting of aggressive behaviors. ▶ **Media Influence:** Exposure to violent or aggressive behavior in media can normalize bullying and influence children's attitudes and behaviors.

Unfreeze: Get Ready for Change
Raise Awareness

Chance: Make the Shift
Introduce New Ways

Refreeze:
Lock in the New Norms

Methods and Techniques for Addressing Bullying, Intervention Techniques | Lewin's Unfreeze-Change-Refreeze Model
Case Studies and Real-Life Scenarios | Practical Exercises for Groups

Bullying as a Group Phenomenon

Group psychology explores how individuals behave, think, and feel when they are part of a group. The dynamics within a group can significantly influence individual behavior, particularly among children and adolescents. Bullying can be seen as an evolutionary mechanism that helps reinforce social status and dominance within a group. Bullies may use bullying as a way to eliminate competition, enhance their status, or solidify their social position in the group.

Prevention and Early Detection

With clear anti-bullying policies and open channels for reporting concerns, schools can help reduce the impact of bullying and create a more inclusive atmosphere. Early Detection and Diagnosis of Bullying involves recognizing the signs and symptoms of bullying behaviors in children and adolescents as soon as they emerge.

We will explore bullying as a group phenomenon and a by-product of the system, viewing it as an unhealthy mechanism for sustaining the system's functioning. We will explore bullying as something that can arise within a system as a result of external and/or internal factors. This approach integrates all these theories, but we will mainly rely on the FIELD THEORY of Kurt Lewin. Lewin believed that both individuals and groups are seen as dynamic systems that constantly interact with their environment. A change in any part of the system, such as a shift in social roles or group dynamics, will affect the whole system.

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Youth Work Methods on Anti-Bullying

Energy Shift Challenge

Aim	This activity fosters awareness of how group dynamics, peer pressure, and encouragement can either boost or undermine confidence — critical lessons for tackling bullying and fostering supportive environments.
Learning Benefits/Outcomes	• Participants collaborate to overcome a challenge. • Experience first-hand how criticism vs. encouragement affects performance. • Recognize the role of group influence in everyday interactions and bullying situations.
Duration	30 minutes
Participants	10—20
Workshop Position	Icebreaker in the beginning
Materials	Large Blanket or Mat, big enough for 2—10 participants to stand on without stepping off. Tape or Markers for Boundaries to ensure participants stay within the designated area.
Requirement for Facilitators	• Ability to guide group discussions on emotional impact and teamwork. • Awareness of group psychology and positive reinforcement techniques. • Skills in fostering a safe, supportive environment where participants feel comfortable sharing reflections. • Have some extra information and explanations. Adjust the questions according to age and knowledge.

1. Divide the group into two equal teams

Team 1 stands on a large mat or blanket. Their goal is to flip the mat over without stepping off or using their hands. Team 2 observes and influences Team 1's performance.

2. Challenge and Influence

Team 2 uses discouragement, doubt, and criticism (e.g., 'You'll never do it,' 'This is impossible,' 'You're so slow!'). Observe how negativity affects Team 1's performance, motivation, and teamwork.

Team 2 switches to encouragement and support (e.g., 'You've got this!', 'Great idea!', 'Keep going, we believe in you!'). Observe the change in energy, confidence, and communication.

3. Reflection & Discussion

Facilitate a discussion on:

- *How did negative vs. positive feedback impact performance?*

- *How did you feel when receiving discouragement vs. encouragement?*

- *How does group energy affect teamwork and confidence?*

- *What lessons can we take into real-life situations, especially bullying prevention?*

Theatre of the Oppressed

Aim	To use theatrical techniques to explore and address the dynamics of bullying, empowering participants to rehearse solutions and challenge oppressive behaviors in a safe and creative environment. This method is the adaptation of the 'Theatre of the Oppressed' developed by Augusto Boal.
Learning Benefits/ Outcomes	• Develop empathy by stepping into different roles. • Gain insight into the perspectives of both bullies and victims. • Practice strategies to confront and resolve bullying situations. • Build confidence in expressing themselves and standing up against oppression.
Duration	60—90 minutes
Partecipants	5—25
Workshop Position	Core activity
Materials	Open space for movement and performance, elements of clothes or accessories for performers, chairs for the audience
Requirement for Facilitators	• Have experience in theatre techniques, particularly 'Theatre of the Oppressed.' • Be skilled in guiding group discussions and managing sensitive topics. • Create a supportive environment where participants feel safe to express themselves and take risks.

1. Introduction

Explain the principles of 'Theatre of the Oppressed' and its focus on collective problem-solving. Discuss the topic of bullying and its impact on individuals and communities. Set the tone for a safe, non-judgmental space where participants can explore sensitive topics.

2. Scene Creation

Divide participants into small groups of 5—6 people. Ask each group to think of a moment from their own lives when they experienced oppression, particularly as victims of bullying. Have each group prepare a short play (3—5 min.) depicting the situation.

3. First Performance

Each group performs their play for the larger group to introduce the scenario.

4. Interactive Forum Theatre

Each group performs their play a second time. During the performance, any participant (from the audience or the group) can clap their hands, say 'stop,' and replace one of the performers to change the story by solving the problem. This interactive process allows participants to explore different solutions and outcomes in real-time.

5. Reflection and Discussion

Facilitate a group discussion on the experiences and insights gained during the activity. Reflect on the effectiveness of the proposed solutions and their applicability in real-life situations.

Draw It Out: Processing Bullying Through Creativity

Aim	To support youth in processing bullying-related emotions and developing a deeper understanding of the social and emotional dimensions of bullying through artistic approach.
Learning Benefits/ Outcomes	• Encourages participants to express and process feelings related to bullying non-verbally. • Enhances the ability to understand others' emotions and experiences. • Fosters confidence in self-expression without fear of judgment. • Helps participants connect with their emotions and explore solutions to bullying.
Duration	90—120 minutes
Participants	10—20
Workshop Position	Core activity to explore bullying through creative methods or reflection sessions following storytelling or awareness-raising activities.
Materials	Large sheets of paper, colored pencils, crayons or markers, magazines for collage-making, scissors and glue, background music (optional)
Requirement for Facilitators	• Basic understanding of bullying dynamics and emotional processing. • Ability to create a supportive, non-judgmental space. • Skills in helping participants reflect on their artwork without interpreting it for them.

1. Introduction

Welcome participants and introduce the topic of bullying and emotional expression.

Explain that the session will use creative exercises to explore feelings, experiences, and solutions related to bullying.

Emphasize expression over artistic skill, everyone's feelings and ideas are valuable.

2. Creative Expression Activity

Choose one of the following creative exercises based on the group's needs, or divide a big group into two smaller groups:

• **A — Drawing Your Feelings:**
Participants create free-form drawings reflecting emotions related to bullying.

• **B — Anti-Bullying Collage:**
Participants create individual or group collages envisioning a world without bullying by using magazines, colored paper, and symbols to represent empathy, kindness, and inclusion.

3. Quiet Reflection

Participants spend a few moments observing their artwork. Encourage them to connect

with the emotions or thoughts that emerged during the activity. Invite participants to exchange the thoughts with a person next to them.

4. Group Sharing & Discussion
Participants share their artwork and describe the emotions or ideas they expressed.

Facilitate a guided discussion using questions such as:

■   *What emotions did you feel while creating?*

■   *Did this activity help you express feelings you find hard to put into words?*

■   *What does a world without bullying look like to you?*

5. Conclusion & Takeaways
Summarize key insights from the session.

Highlight the power of creative expression in processing emotions and addressing bullying.

Encourage participants to apply what they learned in their daily interactions.

Creative Voices Against Bullying

Aim	To help young people express their experiences and emotions related to bullying, develop empathy, and identify concrete actions to prevent bullying by using creativity as a tool for self-expression and discussion.
Learning Benefits/ Outcomes	• Participants use creative expression to explore their emotions related to bullying. • Helps youth express their feelings without fear of judgment. • Encourages participants to think about how they can actively prevent and address bullying. • Strengthens group support and fosters positive peer relationships.
Duration	90—120 minutes
Participants	10—20
Workshop Position	Core activity
Materials	Paper & colored pencils/crayons/markers, background music (optional)
Requirement for Facilitators	• Understanding of bullying prevention and its psychological impact. • Experience in guiding creative activities and group discussions. • Ability to create a safe, non-judgmental environment. • Skills in helping participants reflect on their emotions and connect them to action.

1. Introduction

Open the session with warm-up discussion:

- *What is bullying?*

- *What are its different forms (physical, verbal, social, on-line)?*

- *Have you ever witnessed or experienced bullying? How did it make you feel?*

Introduce the role of art in processing emotions and sparking conversation: art as a safe, non-verbal way to express difficult feelings.

Explain the activity options: Participants will use art to explore their emotions and ideas related to bullying.

2. Creative Expression Activity

Facilitator distributes blank papers, pens and markers and gives the instructions step by step.

Participants use colors, symbols, and shapes to represent their emotions about bullying:

- *If bullying were an object, what would it be?*

- *Describe this object: its color, size, material, design, and so on.*

- *If kindness were a shape, how would you draw it?*

- *How does bullying feel vs. how does support feel?*

Let participants have enough time to reflect on the questions and draw their objects.

3. Group Sharing & Anti-Bullying Discussion

Participants present their artwork and share its meaning. Encourage guided group discussion with key questions:

- *What emotions did you express in your artwork?*

- *How does this relate to real-life bullying situations?*

- *What can we do when we witness bullying?*

- *What small actions can we take to make our communities safer and more inclusive?*

Link discussion to real-life solutions (bystander intervention, peer support, reporting bullying).

4. Conclusion & Takeaways

- *Art helps process emotions and raise awareness about bullying.*

- *We all have a role in preventing bullying, small actions matter!*

- *Empathy and kindness create safer communities.*

Encourage participants to share their artwork in schools, youth centers, or on-line to spread awareness.

Stepping into Others' Shoes

Aim	To build empathy, awareness, and communication skills through realistic bullying role-play scenarios. It empowers participants to recognize the impact of bullying and take supportive, positive actions in real-life situations.
Learning Benefits/ Outcomes	• To foster empathy and understanding of bullying dynamics. • Role-play scenarios help participants explore perspectives, practice conflict resolution, and build confidence in addressing bullying effectively.
Duration	90—120 minutes
Participants	10—20
Workshop Position	Core activity
Materials	Role Scenario Cards (self-made)
Requirement for Facilitators	Understanding bullying dynamics, guiding role-plays, fostering empathy, and adapting scenarios to group needs.

1. Begin

Present the concept of bullying and its forms (verbal, physical, social, and cyberbullying), as well as its effects on individuals and communities. Discuss how bullying is influenced by social dynamics, with individuals taking on roles such as aggressors, targets, and bystanders.

Explain the role-play format and its purpose: to explore different perspectives in bullying situations. Describe how the activity will involve participants stepping into different roles to gain insight and practice response strategies. Emphasize the goal of building empathy and learning constructive tools for handling bullying.

2. Preparation

Divide participants into groups, assign roles (aggressor, target, bystander), provide scenario details, and guide role preparation with a focus on respect and purpose.

Allow participants time to immerse themselves in each role, understanding the emotions and perspectives involved.

3. Execution

Groups perform their scenarios, focusing on realistic behaviors and interactions. Facilitators observe and provide feedback as needed. Have participants switch roles within their groups to experience multiple perspectives.

4. Group discussion

Facilitate a group discussion to reflect on participants' experiences in each role. Encourage responses to questions like:

- *How did it feel to play the role of a bystander, target, or aggressor?*
- *What emotions did you experience in each role?*
- *What surprised you most about seeing bullying from different perspectives?*

5. Reflection

Engage participants into a deeper reflection on how these roles relate to real-life situations:

- *What insights did you gain from each role?*

- *How can you apply what you learned to respond effectively in real-life bullying situations?*

- *What are the most effective actions to take as a bystander?*

6. Conclusion & Takeaways

Recap insights from role-play, emphasizing empathy and perspective-taking. Stress the importance of supportive actions and intervention.

Encourage real-life application as bystanders, friends, or community members. Invite participants to share one action step toward a bully-free environment.

Crafting Your Inner Strength

Aim	To help participants connect with their inner strength, boost self-esteem, and create a tangible reminder of their resilience.
Learning Benefits/ Outcomes	• Encourages introspection on personal strengths. • Provides a non-verbal, artistic outlet for self-empowerment. • Helps participants recognize and honor their resilience. • Uses personal totems to externalize inner power. • Strengthens group support and empathy.
Duration	60 minutes
Participants	5—20
Workshop Position	Complimentary activity in anti-bullying or self-esteem workshops
Materials	Clay/plasticine, beads, strings, feathers & small stones, paint, brushes, glue, scissors, other art supplies your choice
Requirement for Facilitators	Have some extra information and explanations. Adjust the questions according to age and knowledge.

1. Introduction

Explain the concept of inner strength and self-esteem:

- *What does it mean to feel strong inside?*
- *How can we remind ourselves of our strengths when facing challenges?*

Discuss cultural references to totems and amulets: Many cultures use symbols (e.g., warrior shields, lucky charms, spiritual objects) to represent protection and resilience.

Introduce the purpose of the activity: Each participant will create a power symbol — a personal object that embodies their inner strength and confidence.

2. Guided Visualization

Lead a short meditation or visualization exercise. Invite participants to close their eyes and imagine what their inner power looks like.

- *Does it have a shape, color, or texture?*
- *Is it strong like a mountain, flowing like water, or glowing like a flame?*

Encourage them to trust their instincts — there is no right or wrong answer

3. Creation Process

Provide participants with clay, beads, strings, feathers, stones, paint, and other materials. Encourage them to craft a personal power symbol based on their visualization.

Offer support and encouragement, reminding them:

- The artistic quality doesn't matter — the meaning is what's important.
- Their symbol should reflect personal strength and resilience.

4. Sharing Circle

Participants can voluntarily share their creations with the group. Invite them to explain:

- *What does their symbol represent?*
- *How does it reflect their inner strength?*

Encourage respectful listening and foster a supportive, judgment-free environment.

5. Reflection & Discussion

Facilitate a short group discussion on:

- *What emotions did you experience while making it?*

- *How can this symbol help you in daily life?*
- *How can it serve as a reminder of resilience when facing bullying or challenges?*

Encourage participants to keep their symbols as a personal reminder of their strength. Discuss how they can use it when they feel discouraged, insecure, or faced with bullying.

Reinforce the message: We all have inner strength — sometimes we just need a reminder to find it.

Letters of Liberation

Aim	To provide a safe space for youth to express suppressed emotions related to bullying, facilitating emotional release and self-reflection
Learning Benefits/ Outcomes	• Gain a deeper understanding of the emotions. • Reflect on the feelings and experiences through creative writing. • Feel empowered by self-expression in a safe space.
Duration	45—60 minutes
Participants	5—20
Workshop Position	Can be used as a standalone exercise or as part of a larger workshop
Materials	Paper, pens, envelopes, secure disposal method (e.g., paper shredder or burn bin)
Requirement for Facilitators	• Being trained in guiding therapeutic writing exercises. • Able to create a safe and non-judgmental environment. • Being sensitive to participants' emotional states and provide support if needed.

1. Introduction

Explain the therapeutic benefits of writing. Discuss the importance of expressing suppressed emotions. Emphasize that the letters are for personal release and will not be sent.

Lead a short relaxation exercise to help participants connect with their emotions. Encourage participants to recall experiences or feelings related to bullying.

2. Letter Writing Process

Instruct participants to write a letter to a real or imagined aggressor. Encourage free expression of thoughts and feelings. Remind participants that this is a safe space and their letters will remain private.

3. Closure Ritual:

Have participants seal their letters in envelopes. Provide options for disposal (shredding, symbolic burning, etc.) to signify emotional release.

4. Sharing Circle

Discuss how participants felt during the exercise. Explore any new emotions or thoughts that arose. Reflect on the potential long-term benefits of this exercise.
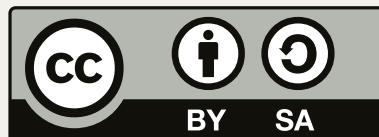
Example of a Workshop

Sustainable Fashion for a Better Future

By combining the methods presented in the previous chapters, you can create a workshop based on your needs. Here is an example:

Aim	• To raise awareness about sustainable fashion among the young people; • To introduce the statistics and information on the resources used for producing the clothes; • To bring participants to the reflection moment on how they can take action and be more sustainable and perform as active citizens.
Learning Benefits/ Outcomes	Info Learning — New approaches learned — Tricks and tips on being more sustainable.
Duration	2—4 hours
Participants	12—24
Process (Step by Step - below)	1. Opening 2. Quiz 3. Role game/Mapping 4. Fashion show
Step 1 (5—10 min.) **Opening**	Show the participants a collage of various pictures: blooming cotton flower, working mom at the Bangladesh factory, group of teenagers attending festival, sewing machine, clothes field dumps, a river/sea/ocean, polluted air, garbage container. Give them 2 minutes to reflect on that, then ask them: What do you think unites all these pictures?
Step 2 (30 min.) **_Sustainable Quiz_** (See page 16)	This quiz will check individual knowledge of the learners, provide new information, facilitate diving into the topic process, and deliver specific data and statistics about fashion. Split participants into an equal number of people groups (maximum 4 people), place them in different corners of the room.
Step 3.1 (15 min.) **Dialogue of trust**	Participants sit in the open circle and brainstorm all together to make a list of solutions to what can be done with a T-shirt that is not fashionable anymore.
Step 3.2 (60 min.) **_World Distribution Game_** (See page 18)	Map method about the world's population; CO_2 pollution statistics; consumption per person worldwide.
Step 4.1 (15 min.) **Evaluation**	Give the participants a pen and ask them to write down what they have found out or learned during the activities. Ask them the question: What is your a-ha moment?
Step 4.2 (5 min.) **First part closing**	Closing the first part and informing participants about the next steps — Finding options for a sustainable fashion.
Second Part	You can organize a swap party or a fashion show (see **_SWAP Party_**, page 28).

ReColour
Toolkit on Empowerment
Through Sustainable Fashion

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