

KARTU NUSPRENDŽIAME, KAS TOLIAU

# KARIKATŪRUOTI ATEITĮ

## ARTIHOST

Jaunimo programa apie  
Kritinį Mąstymą ir Atsparumą Klaidingai  
Informacijai per Karikatūras

**I etapas:** 2021 m. birželio 22d. 17:30

Nemuno g. 33, KTU Panevėžys

**II etapas:** 2021 m. lapkričio 3 d.

Seimas, Vilnius

Nuskaitykite QR  
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sužinok daugiau



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THE NEXT  
MOVEMENT

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Embassy of the  
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INOVATYVI KARTA  
INNOVATIVE GENERATION

MIKO

## CARTOONING THE FUTURE - INTRODUCTION



**TOGETHER - WE DEFINE WHAT'S NEXT**  
*Helping us to shape tomorrow - by uncovering today's issues as seen by youth worldwide*

*Shaping the future, or creating any type of change, starts with our conceptualisation of the present moment. How can such conceptualisation take place? By sharing different perspectives via **dialogue**. **Cartoons** are a great tool and gateway to explore these different perspectives*

We warmly welcome you to this Manual for engaging your participants in the global movement of *Cartooning The Future!*

This manual has been created in honor of 100 years bilateral cooperation between the Embassy of the Kingdom of The Netherlands in Lithuania and Lithuania. One of the important cornerstones of cooperation between these two countries, has been and continuously is, their united approach for **Human Rights**. How can we create a better world together? One of the key super powers needed for this, is critical thinking, which will be the main focus for this session.

You may want to facilitate this session - targeted for ca. 3,5 hours of physical non-formal learning - if you're interested in:

- ★ training your group in **dialogue skills**
- ★ training your group in **critical thinking skills**
- ★ aiming to bridge divides and grow awareness between **different perspectives**
- ★ create more awareness around **Human Rights issues** of the past and present with concrete role models of the past - Dutch Consul Jan Zwartendijk and Human Right Activist Andrei Sakharov
- ★ **building resilience** - against misinformation and polarisation
- ★ a concrete and active method for your group to have **a voice and taking ownership in shaping a positive future**
- ★ become part of a global **ongoing mosaic of cartoons** based on the ideas of your group, created by professional cartoonists worldwide. The cartoons will be shown online and offline via exhibitions, seen by decision makers globally

An experienced group of academics, educators and facilitators have bundled their expertise and learned lessons to create this manual for you, to help you facilitate this session. The purpose of this manual is to give you a ready-to-go package and script, allowing you to dive right in. More background information and explanations can therefore be found via the [QR-code](#) on the cover.

Enjoy!

The Next Movement Team

## PRACTICAL OVERVIEW PROGRAMME

### Target groups

Applicable to tailor to all ages from 15 years onwards

### This youth programme comes with:

- Facilitator's manual with full script
- Posters of the Human Rights Declarations
- Cartoons for Activity 4 'What do you see?'
- Cartoons for Activity 5 of the life of Dutch Consul Jan Zwartendijk and Andrei Sakharov
- Hand-out to for Activity 7, to go with uploading the participant's sketches
- Hand-out for Activity 7, to provide to the dialogue groups with guiding dialogue questions

### Additional materials needed

- Flipchart
- Name stickers (or paper with tape)
- Pens
- Post-its
- Projector (optional, non-digital facilitation is possible)
- Smartphone for students or tablet they can use

**Duration:** 3hr 30 min

**Set-up:** In circle

### Preparation

- Hang up Human Rights posters throughout the space
- Gather the materials needed with name tags/stickers handy by entrance

### The role of the facilitator, setting the scene

The role of facilitator is to make it easier for the group to learn. As this workshop is based on non-formal education principles (approach), it is crucial to understand that the purpose is not to transfer the knowledge from facilitator to the group. The facilitator rather seeks to empower the group as they already have the resources within themselves to learn and reach the goal of the workshop. Facilitator guides the group through their learning process and interacts only when it is crucial.

Remember: it is a relationship of equals, the facilitator is equal to the participants and vice versa.

## SUMMARY OF THE PROGRAMME - Cartooning The Future

### PART 1: IT'S A MATTER OF PERSPECTIVE - 40 min

1. Welcome- **5 min (together with pre-welcome)**
  - while participants walk in: name-tags and walking around the human rights posters
  - Introducing role Dutch embassy and Lithuanian collaboration over 100 years
  - What we'll be doing today
2. Check-in-**5 min**
  - A moment for everyone to 'land'
  - A helpful tool for us to see if our programme has contributed in any way to our goals
3. Building trust energizers- **10 min**
  - For us to be able to practice dialogue skills and share different perspectives, it is very important that there is a welcoming and safe atmosphere.
4. 'What do you see?'- **20 min**
  - Activity with several cartoons about the same topic, drawn by different cartoonists with different perspectives
  - Introducing the notion that the same thing can be perceived in many different ways. How do you know what's real? Introducing importance of critical thinking skills
  - Introducing the concept of collecting all kinds of ideas, assumptions and prejudices by using the visual of a cardboard 'box' activity. We can choose what we listen to or not! Which ideas/assumptions do you choose to take with you?

### BREAK 25 min

### PART 2: THE PAST- 20 min

5. Superheroes from the past: Jan Zwartendijk and Andrei Sakharov
  - Critical thinking is a super hero skill. Critical thinking is THE skill you need to make choices that help shape a cool and great future for everyone.
  - We show cartoons of Zwartendijk and Sakharov, and explain here who they were. - *Dialogue #1: We will explore with the group how they – Zwartendijk and Sakharov – were able to do what they did even though the prevailing narrative prompted them to act otherwise (again the importance of critical thinking).*
  - Here we focus on the choices of Superheroes – emphasising that change is possible by the smallest of acts and choices.

### PART 3: THE PRESENT- 20- 30 min

6. Now You! What are today's issues?
  - *Dialogue #2: Bridging from the past to the present: in this exercise we ask the participants to share what they see as the prominent challenges in their lives (Lithuania) Today, followed by a short dialogue, and we invite them to be the heroes of today.*

### PART 4: THE FUTURE

7. Now You! Cartooning the future **60 min**
  - Sketching the ideas: How? This is where we explain our project of Cartooning The Future, the role of cartoons, inviting them to individually sketch their ideas themselves and how this might lead to impact or change.
  - *Dialogue #3: After they've sketched their ideas and uploaded this for the cartoonists, we go out in different groups having dialogues about sharing each other's ideas.*
8. Check out/reflection- **5 min**
  - We ask the same questions as we did in the morning, giving us a method to 'measure' to what extend we might have made a difference
9. Closing and reflection- **20 min**
  - Rounding up – sharing what we've discovered today.
  - Looking ahead. Sharing the invitation of 3rd of November at Parliament, opening of the exhibition etc.
  - Bye for now – but we will stay connected (Alumni-network possibilities)

Total 3 hours 30 min

## FACILITATOR'S GUIDE

### Part 1 - IT'S A MATTER OF PERSPECTIVE

#### Walk-in / pre- welcome:

- ❖ Preparing:
  - Hang-up the Human Rights posters throughout the space
  - Prepare the space with the other materials you need
  - Prepare the setting: chairs in a cirkel

Once participants walk-in, ask them:

- ❖ Name tags: to take a sticker (or paper and tape) and write your name on it
- ❖ walk through the space and look at which Human Rights Declaration speaks to you, or you find most important/feel most drawn to (this will be input for a later activity)

#### ACTIVITY 1 - WELCOME

<b>PURPOSE</b>	The purpose of this part is to give a brief introduction without overwhelming participants with too much information. This creates a first welcoming atmosphere.
<b>TIMING</b>	<ul style="list-style-type: none"> <li>● 5 minutes</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>● Stopwatch (phone)</li> </ul>

#### SCRIPT

- ❖ Welcome everyone, my name is .....
- ❖ *What are we going to do today?...*
  - Today we are going to share different perspectives, and define our own perspective on certain topics.
  - In the second half of our session you're all invited to share and sketch your ideas about the future, which will later be turned into real professional cartoons by cartoonists from across the globe.
  - These cartoons will be created into an exhibition that will be shown at the Dutch embassy in Vilnius in September..... (for which you're all invited)
- ❖ *Why are we gathering?*
  - We are here today on the initiative of the Dutch embassy in Lithuania. The reason is that there has been a strong relationship and collaboration between The Netherlands and Lithuania over 100 years.
- ❖ The Dutch embassy and Lithuania are both active in representing and supporting Human Rights.
  - In today's session we're focusing on the fact that Human Rights cannot exist without critical thinking. Because only when we think critically we can understand the world and people around us without judging them.

- However, critical thinking is one of the hardest things today in our digital age. We are influenced wherever we go, by Social Media, FB etc.
- ❖ Today's session is an inclusive workshop, this means that you will be part of the process and not just a passive listener. **You** have a possibility to be part of a global movement of youth who will be giving their voice to decision makers. Yes, you have this opportunity! And how are we going to do this? By the UNIVERSAL language of cartoons. You will get to know more during the workshop.

ACTIVITY 2 - CHECK-IN	
PURPOSE	The purpose of this part is to give the chance to participants to express their emotional state at the given moment. There is an option to do the same activity with a flipchart or an app of your choice (i.e. mentimeter, ahaslides, kahoot, slido, etc.). The results at the beginning will be compared to the results after the workshop.
TIMING	<ul style="list-style-type: none"> <li>• 5 minutes</li> </ul>
MATERIAL	<ul style="list-style-type: none"> <li>• Check-in app of your choosing / Flipchart</li> <li>• Markers</li> <li>• Stopwatch (phone)</li> </ul>

### SCRIPT

- ❖ **We start the session with a check-in, a sort of 'temperature meter':**
  1. How do you feel?
  2. How hopeful are you about the future?
  3. How much do you think your voice is heard? (on a scale from 1-100)

#### Options:

If you choose to do the check-in with a flipchart, we advice to prepare in advance:

- You can paint a scaling graph that notes one side as 0% and another as 100% with each sentence written in the graph.
- Before the activity, each participant would be given a single color (sticker or marker) to mark their answer. After the activity, they would be given a different colour (sticker or marker) to mark their answer. It would help to compare the results and see if there are any changes in the group before and after the workshop.

If you choose to do it with an application:

- please follow the instructions of each application that would guide you how to create and use scaling questions.
- Everyone responds on their phone and results would come up on the common screen.

When you finish the exercise, you can choose to debrief participants with the results.

### ACTIVITY 3 - BUILDING TRUST ENERGIZERS

<b>PURPOSE</b>	The aim of this activity is to help ease the participants into the session by giving them the opportunity to break the ever daunting “ice”. Allowing participants to briefly introduce themselves and their motivations for being there is invaluable in setting the stage for the development of a safe and supportive learning environment. People learn and share better in an environment that’s free of judgmental attitudes and ice breaking activities help foster that feeling.
<b>TIMING</b>	<ul style="list-style-type: none"> <li>• 10 minutes</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Human Rights posters</li> <li>• Stopwatch (phone)</li> </ul>

#### SCRIPT

**1. Put people in pairs and give them 2 minutes to talk about:**

- What would I like to learn here?

The speaker from each pair is given one minute to share and when the facilitator indicates it is time, switch to the other person to share.

**2. Ask the participants to remember which Human Rights Poster they felt most drawn to (you can ask them to go stand underneath the poster) and present themselves:**

- Presenting the name and correlating to the topic:  
“My name is ..... and human rights for me means....”

Example: “My name is Federico and human rights for me means to be able to be who you are.”

- **If you would like to bring a more joyful element to the process the facilitator can give a fun example.**

Example: “My name is Jogailé and for me human rights means to be able and free to eat potatoes every day.”

### ACTIVITY 4 - WHAT DO YOU SEE?

*\*(adapted from the original method created by Gvantsa Mezvrishvili, Georgia)*

<b>PURPOSE</b>	The purpose of this method is to provoke the mind of participants and ignite curiosity to explore their thinking. To understand what boundaries, stereotypes and assumptions they are carrying with them without even realising it. This method would build the foundation from which to go more deeply into the topic and encourage them to think more profoundly.
<b>TIMING</b>	<ul style="list-style-type: none"> <li>• 30 minutes</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Printed cartoons / technical equipment to display slides</li> <li>• Markers</li> <li>• Box</li> <li>• Stopwatch (phone)</li> </ul>

## SCRIPT

### 1. Three Cartoons (one theme, 3 different perspectives)

- Three different cartoons are shown to participants: printed or on slides. They are shown one by one. For each cartoon, participants are asked to write on a piece of paper *“what is it that they see”*.
- For each cartoon, participants will have one minute to think. Facilitator will give one more minute for participants to finalize their writing, and start the discussion *“now, tell me what you see?”*

### 2. The Discussion

- The idea is that they start sharing not what they see but their assumptions about what happened in the cartoons. They see many things but they mostly start sharing what they perceive, associate or how they are judging the cartoon.
- Facilitator keeps asking *“what did you see”* until you get to the point when they actually start sharing what they see, instead of what they perceive. You keep asking - what did you see.

Tip: It's important to continue asking the question even if the participants start asking different questions for clarification or start to get frustrated. It might get uncomfortable at some point but it's important to give time for participants to realize what it is they have been asked for independently. The facilitator can rephrase the question but it is important to keep the same message. Facilitator does not give any tips or suggestions to the participants. Even each cartoon comes with a certain message already, here we give the possibility for participants to understand that each situation, picture, image or scene is judged by us according to our previous life experiences. This is the reason why we offer the method that gives a chance for participants to realise it by themselves. What is the difference between what do I see and how do I judge/ interpret? They definitely see colours, people, situations in the cartoon but how they explain it to themselves and others what is inside the cartoon (or when we go back to daily life, what is behind real situations) really depends on what I have experienced or been told in life. This is what we seek: to give a chance to understand how our thinking works.

### 3. Box- reflection: it's a matter of perspective

- The facilitator takes an empty box and markers and places them on the floor or on the table. Facilitator says:

*“imagine this box is like the brain of a new born baby which is growing up like each of you. As you grow up you are introduced to various ideas from various sources about how you and others around you should think and behave (i.e. you should go to university, you must marry, you have to go to church, etc.).”*

- Here the facilitator asks participants to give different statements they have heard throughout their lives and after hearing a statement, the facilitator puts a marker in the box. Each marker represents each thought.
- Facilitator encourages participants by telling: *“give me more”, “anything else”, “tell me more”*. If participants are stuck, the facilitator can share their thoughts (stereotypes) but such interaction happens only if participants are stuck. This would help encourage them to share more.
- After they finish providing their thoughts, the facilitator puts the box with markers over his/her head and says *“when I asked you to analyze the cartoons, your brain started to work (you shake the box of markers) and according to what is in your brain, you started to assume what was in the cartoons.”*



- **This** is your time to decide, which thought and which stereotype is working for you and which one is not. Visually, the facilitator can take a marker and say: *“you can analyze each thought and think whether it is serving you or not.”*
- Tip: Facilitator might empty out the entire box of markers on to the ground and show how participants can start analyzing their thoughts (taking marker by marker) and deciding whether they keep it or not. It is not needed to use all the markers, just a few is enough.
- What the facilitator could tell at this point:

Example: You have heard that traveling alone is dangerous, but you decided to try it yourself and your experience was completely different from what you have been told. So you can decide to throw away this stereotype. You then do the same thing with every other thought (marker). This can also be applied while evaluating or judging other people, situations, yourself or your closest ones.

#### 4. Closing - a bridge to the next activity:

This is the reason we want to talk about the topic of critical thinking with you today. Critical thinking is a hero skill. Critical thinking is THE skill you need to make choices that help shape a cool and great future for everyone.

- ❖ → let's explore two heroes from the past, who show us in more detail the power of critical thinking

## Part 2 - THE PAST

### ACTIVITY 5 - HEROES OF THE PAST Jan Zwartendijk and Andrei Sakharov

PURPOSE	The purpose of this part is to unravel that many human rights have been protected because people were able to make choices, based on their own capacity of critical thinking. We draw the parallel here that both Zwartendijk and Sakharov made those choices DESPITE a different dominant narrative of the time/situation they lived in. This activity is here to show Zwartendijk and Sakharov as Human Rights role models, and to emphasize that the biggest changes can be made by the smallest of choices. You don't have to be a consul or a scientist. What you need is critical thinking.
TIMING	<ul style="list-style-type: none"> <li>• 20 minutes</li> </ul>
MATERIAL	<ul style="list-style-type: none"> <li>• Printed cartoons / technical equipment to display slides</li> <li>• Markers</li> <li>• Stopwatch (phone)</li> </ul>

#### SCRIPT

1. **So what does the past teach us? In particular, when we look at people who we now view as heroes, people who were able to make decisions that were instrumental in protecting human rights and saving countless lives.**

***We are now going to tell you the story of two heroes of the past - Jan Zwartendijk and Andrei Sakharov - along with a brief explanation of the relationship between heroes and critical thinking. Meanwhile you can look at the three cartoons reflecting their lives and the difficult choices they had to make. During the story see if you can recognize***

**elements of the story in the cartoons. We will then discuss what you have heard and seen:**

- ❖ **In the course of time, mankind has always had the need for examples of how to behave during challenging or dangerous times.** Individuals that met those needs were given the status of “hero”, and the general public was reminded of their example through statues and other public tokens.

In some cases:

- (a) this heroic status was imposed by authorities as part of their political agenda.
- (b) in others the heroic status changed over time as a result of socio-cultural changes and the resulting re-evaluation of their deeds.

*Examples:*

Lithuania was literally littered with statues of Lenin and other Communist leaders, and after the reinstatement of independence they were removed. Some wound up in Grūto Parkas as a reminder to future generations. The statues were given a “second life”, however with a fundamentally different meaning.

In The Netherlands, military commanders who fought in the Dutch Indies against fighters for independence were considered heroes; however, in the current perception they were fighting a “wrong war”, and in some cases would now be considered war criminals. Statues come and go, depending on the political climate, and those that disappear the soonest are those that have been put up for political purposes.

- ❖ **Some individuals, however, committed heroic deeds without considering these actions heroic themselves, and never sought any public recognition.** They took seriously what they perceived as their social responsibility, and the possible consequences did not deter them from following their conscience. They just did what they believed they had to do.
- ❖ **Jan Zwartendijk (1896-1976)** was director of a Kaunas-based factory of the Dutch electronics firm Philips, and simultaneously an honorary consul in what was during the interwar period the Lithuanian capital. When the Soviets invaded Lithuania, Dutch Jews living in Lithuania turned to Zwartendijk with the request to issue them a visa to Curacao, a Dutch island in the Caribbean. When other Jews, who had fled to Lithuania from Poland following the occupation of their country by the Nazis and Soviets, got word of this they also turned to Zwartendijk, and in the course of several weeks the latter issued almost 2,500 visas.

Thus Zwartendijk managed to save thousands of Jews from almost certain liquidation when the Nazis invaded Lithuania a year later. Zwartendijk never talked about what he did, and died in 1976. Only in the 1990s his deeds became public knowledge and gradually his children broke their father’s silence. He is now widely recognized for what he did.

- ❖ **Andrei Sakharov (1921-1989)** was a brilliant physicist who at a very young age became involved in the Soviet nuclear program. Generally considered “father of the H-Bomb”, he soon became appalled by the way the Soviet leaders were playing the nuclear card. While belonging to the highest circles of Soviet leadership, he repeatedly spoke out against what he considered to be dangerous “nuclear games”, much to the irritation of Soviet leaders. In 1968 he published his first analysis of the dangers, as a result of the Cold War. When the authorities demanded he withdrew his text, he refused and told them he merely wrote down what he believed in. A year later he was one of the founders of the first human rights movement in the USSR, and during the subsequent decade he became the undeclared leader of the human rights movement in his country. When in 1979 he openly criticized the invasion of Afghanistan, he was exiled to the town of Gorki, where he spent seven long years under constant surveillance and intense psychological pressure organized by the regime. After his release in December 1986 he lived three more years, campaigning for human rights and the development of a parliamentary democracy in his country. He actively supported Lithuanian political prisoners and national self-determination.

In spite of all his contributions, for which he received the Nobel Peace Prize in 1975, Sakharov never asked for any honors or recognition. He just followed his conscience, did what he believed he had to do, and accepted the inevitable consequences. To many he became a source of hope, and a living example.

- ❖ **People like Zwartendijk and Sakharov live also today, often undetected, following their “internal voice” with the full understanding that the consequences could be serious.** That they take action does not mean they don’t feel fear. Rather, fear does not deter them, and is considered a normal human reaction and not a reason to go against one’s own beliefs.
- ❖ **By bringing A. Sakharov and J. Zwartendijk into the public domain we aim to re-address the ideals they stood and fought for, and use them as a source of inspiration for a new generation that so much lacks such moral examples.** Through their stories we can shine a light on the collective progress we as a civilization have achieved in a relatively short time frame following their epochs, while simultaneously highlighting just how fragile it all can be.
- ❖ **As history has proven to have an unfortunate proclivity of repeating itself.** Horrific events from past generations that are so often drivers of societal mobilization for change evaporate from the civic consciousness, once again setting the stage for destructive elements to crop up seemingly without notice, until inevitably we reach a point of no return.
- ❖ **Younger people are both the victims as well as the catalyst of this revolving cycle.** Their lack of historical context or an emotional connection to the past, makes it all the more difficult for them to see the immense value in understanding the struggles faced by generations past. As well as the role of heroic yet all too human figures of the time in helping orient our societies towards the right path forward.
- ❖ **In a way, the unmatched human progress that followed the horrific epochs of the Great and Cold wars, have had a blinding effect for the many who now reap its rewards.** We are collectively subdued by it, believing that the progress and human rights we are blessed with today are inevitable and permanent qualities of life, when in reality they are malleable and constantly under attack. If we lose vigilance, we’re but a moment away from reverting back to a setting not too dissimilar from one seen in an Orwellian novel.
- ❖ **It is thereby increasingly important for young generations to display the desire to look critically at the world around them, have the ability to parse through the seemingly endless streams of data and identify fact from misinformation. All while showing a willingness to engage in honest and well intentioned dialogues with those standing on the opposite end of an ideological spectrum, with the hope of establishing a common set of facts and values and working towards bridging the divide.**

**Dialogue #1:** *We will explore with the group how they – Zwartendijk and Sakharov – were able to do what they did even though the prevailing narrative prompted them to act otherwise (again the importance of critical thinking). Simultaneously thinking about the importance of reflecting on the past and about the role of symbolic figures such as Zwartendijk and Sakharov in today’s societies.*

*Here we focus on the choices of heroes – emphasising that change is possible by the smallest of acts and choices.*

- ❖ Reflecting on the introduction and using the three cartoons as visual stimuli to jumpstart the participants’ critical thinking process, begin the dialogue on these key themes:
  - Heroes
  - Critical thinking
  - Reflecting on the past

### Optional Dialogue Questions

#### General

- What are your thoughts after hearing those stories?
- What first comes to mind when looking at these cartoons?

#### Heroes

- Can we call those people heroes? (Why or why not)
- What is it that makes a person a hero?
- Are there specific qualities or is it more about the circumstances surrounding their actions that makes them heroic?

*(Example): Till this day activists in places such as Russia, Belarus and Myanmar continually run the risk of facing violence and imprisonment when speaking out against the actions of their political regimes, reminiscent to what both Sakharov and Zwartendijk experienced in their time. Yet in countries where democratic values are safeguarded, publicly opposing one's political leadership is a common practice that is often taken for granted. It is there for normal for those standing up to oppressive power structures to be seen as heroes but can the same be said for those doing similar deeds just under different circumstances*

- Who are some of your personal heroes?
- What role do they play in your life and in your community at large? (form your thinking, guide your actions, inspire you, give hope, etc.)
- Can you think of an example or any other story about ordinary people doing extraordinary things?
- Do you think you could be the one making the change? (Why or why not)

#### Critical Thinking

- After hearing their stories and looking at the cartoons, what choices do you think Zwartendijk and Sakharov had to make that were difficult?
- What limitations were they facing?
- What was the dominant narrative or story that was told during their time?
- What Human rights do you think were violated?
- Why do you think they were able to make these decisions?
- Where does critical thinking come into play when looking at their choices?
- What elements make up critical thinking? (Moral compass / independent thinking / source verification)

#### Reflecting on the Past

- Do you think it is important to reflect on the challenges faced by past generations? (Why or why not)
- How can the challenges of past generations help or inform us today?

- ❖ Close with making the point >> you're a hero when you use our critical thinking skills in your everyday life, making even the smallest of choices.

## Part 3 - THE PRESENT

## ACTIVITY 6 - NOW YOU, WHAT ARE TODAY'S ISSUES?

<b>PURPOSE</b>	The purpose of this session is to start making the switch towards their own role in shaping the future.
<b>TIMING</b>	<ul style="list-style-type: none"> <li>• 20-30 minutes</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Stopwatch (phone)</li> </ul>

### SCRIPT

#### 1. Bridging the previous activity with the current one - do we face dominant narratives today?

- ❖ Explain to participants: We've seen how two heroes of the past were able to make different choices that paved the way for universal acceptance of human rights and helped saved the lives of many, despite a dominant contradictory narrative! Even though they lived in a time where for example it was said that Jews were unworthy humans, Jan Zwartendijk recognised these statements as false, and protected Jews, and breaking the law while doing so. Breaking the law, but still doing the right thing.
- ❖ Ask the group:  
>> Do you think we face dominant narratives today that could influence us?

If no one comes with ideas or answers, you can go ahead with explaining the below:

#### 2. Explain mis-information/Social Media Bubbles: Did you know that the news messages etc. you receive via your Social Media Account are programmed to confirm the ideas and assumptions you already have?

Then, ask yourself, how can you learn to see from different perspectives? We need to be able to hear from different perspectives to check our own assumptions.

- ❖ This is why WE NEED YOU. Together, we share all kinds of different perspectives about the same issues and topics, and together we can understand each other better.
- ❖ So, we need YOU to tell us, what issues do you think you are now facing in Lithuania?

*Dialogue #2: Bridging from the past to the present: in this exercise we ask the group what they think the issues are today in their own lives (Lithuania), followed by a short dialogue, and we invite them to be the heroes of today.*

#### 3. Dialogue activity: gather inputs from participants about issues they see in Lithuania today

- ❖ Use a white/blackboard or flipchart and ask everyone to think about issues, problems or injustices, or maybe misinformation - that they can think about. In Lithuania or maybe Europe/the world?

If they find this difficult, name some examples:

LGBTQ-rights, inequality between men and women, migration, poverty, misinformation etc.

- They mention it, and you can write it on the flip chart/whiteboard while they mention it. (if you prefer you can ask them to come forward themselves and write it down, but this will take more time).

- After 5-10 min of gathering their ideas, you can take a step back and look at the result. Pick some of the issues mentioned, and ask them questions, start the second dialogue:

Optional Dialogue Questions
<p>Pick issues from the flipchart that they've mentioned and ask:</p> <ul style="list-style-type: none"> <li>• What do you mean by this?</li> <li>• Could you explain that a bit more?</li> <li>• How do you know this is an issue?</li> <li>• Where can you hear/read/see these issues?</li> </ul>
<p>(Prologue): Sakharov and Zwartendijk may not have thought of themselves as heroes, however, they strongly believed in their ideals and moral values, so much so, that when those values came in direct conflict with the actions of their political regimes they had no choice but to stand in their defense regardless of the consequences. And this in and of itself made them moral figures to whom we can look towards for guidance and inspiration.</p> <ul style="list-style-type: none"> <li>• What is it that you believe in/are passionate about?</li> <li>• What do you believe poses the biggest threat/s to these values that you hold dear?</li> <li>• Are you taking action to mitigate these threats? (writing petitions to local/national authorities, participating in peaceful protests, joining parties/initiatives, holding discussions with peers, etc.)</li> <li>• If the answer is no, what is preventing you from doing so? (fear for own liberty, inadequacy, time constraints, etc.)</li> </ul> <p>(If they are) - shift their attention to the fact that they are doing precisely what heroic figures such as Sakharov and Zwartendijk did in their time. They didn't wait and hope for someone else to come by and take up their cause. They found the courage to speak out what they felt within and act on their moral imperatives, knowing full well of the consequences. They helped pave the way for human progress, but there will always be a need for someone to take up the mantle and help our societies push forth the project of human progress.</p> <ul style="list-style-type: none"> <li>• Are you aware of anyone who is taking a public stance for these causes?</li> <li>• What would it take for you to join such a cause?</li> </ul>
<ul style="list-style-type: none"> <li>• Do you have anything else to add?</li> <li>• I see different examples. How did you realize it was an issue? Do you remember when and how it happened? Could you explain that a bit more? (TIP: you would give question one by one)</li> <li>• Do you have any real life experience to share about the topics? It might have happened to you or someone you know.</li> <li>• What first step could be made to solve those issues?</li> </ul>

## Part 4 - THE FUTURE

## ACTIVITY 7 - NOW YOU, CARTOONING THE FUTURE

<b>PURPOSE</b>	This activity is to activate the participants in visualising their own ideas about the future, experiencing a sense of ownership of their own role in shaping the future and actively share their different perspectives with each other via dialogue.
<b>TIMING</b>	<ul style="list-style-type: none"> <li>• 60 minutes</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>• Pen / Pencil / Marker</li> <li>• Paper</li> <li>• Stopwatch (phone)</li> <li>• Handouts (Upload form + guiding questions for dialogue #3)</li> <li>• Flipchart with collecting issues as collected in previous activity</li> </ul>

### SCRIPT

Alright! It's time to start shaping the future together!

We want to ask YOU to think about ideas for the future you hope to see, and your ideas will be uploaded and turned into real professional cartoons.

#### 1. You might think - why cartoons? Let me explain! (5min)

**Because cartoons are a powerful way to make your voice heard and visible by many people, including decision makers. Which is why your idea - when shaped in a cartoon - can create real impact.**

- The power of a good **editorial cartoon** is its capacity of displaying a whole dilemma in just **one image**. They are able to simplify hugely complex issues. Some cartoonists will focus on analysis, others on humour.  
This means that it's all about the idea that is represented in a cartoon, you don't HAVE to be a good sketcher.
- A powerful element of cartoons is that **you can't choose not to see it**, like you can with a written piece of journalism. Once you've seen it, you've seen it. Within seconds, politicians, multinationals and other forces of power are put in the spotlight.
- **The difference with photography** is that it's more than just a snapshot. An editorial cartoon represents a whole body of thought, an idea, a human value and/or an opinion. This leads to cartoons being the catalyst for conversation and dialogue.
- **This is why Cartoonists often fill the position of a human rights defender**, because their cartoons make situational and cultural issues visible and evoke important conversations, holding up a mirror to authorities and ourselves.
- In this sense, editorial cartoons are called **the checks and balances of democracy** and are an outlet for sharing different perspectives between different worlds and backgrounds.

#### 2. Sketch it! (10 min explaining - 25 min sketching)

- ❖ We now want to ask YOU to think about how YOU hope the future looks via creating a sketch that represents your idea or perspective
- ❖ → **VIDEO (optional)**: you can first show a video (3 min) that explains the process [here](#), or go to: <https://www.youtube.com/watch?v=foOieesGTko&t=64s>
- If you show the video, explain that THE WISE people that are mentioned in the video for this session, are themselves. Today we will be responding to the issues they have gathered themselves.

❖ **Instructions:**

We advice to write down the instructions below on a flipchart/white or blackboard

1. *Pick an issue*
  - From the issues you all gathered and thought about in the previous activity.
2. *Formulate your idea*
  - Is there an issue you hope will be solved in the future?
  - Perhaps you want to share your hope for that issue or maybe you have an idea for its resolution!
3. *Sketch it!*
  - We ask you to turn your idea into a sketch, this sketch will be uploaded to The Next Movement platform.
  - Remember, it doesn't matter if you're not an artist or illustrator. Cartoons are much more about the power of your idea, rather than your sketching skills!
4. *Fill in the form*, so you can receive the credit once your idea is turned into a cartoon!
  - Your name
  - A short description of the story behind your sketch
  - Title for your sketch
  - Name of your school
  - The name of the place/village/city you live
5. *Create an account on The Next Movement platform*
  - Will allow you to monitor whether your idea is turned into a cartoon, see other cartoons, comment or like other ideas
  - To register go to: <https://thenextmovement.global/>
  - At the top right you see the button 'register/login', click and follow the instructions

*What will happen later:*

6. Cartoonists from around the world will see your sketch, and they might pick your idea to turn your idea into a real professional cartoon
7. All the cartoons that have been created, on the basis of your idea, will be shown in an exhibition hosted by the Dutch embassy in Vilnius
8. On November 3rd this exhibition will be opened and your ideas will be shown to decision makers of your country. YOUR idea will inspire them...

... but also people from other parts in the world, since your cartoon will continuously be shown and shared on The Next Movement platform.

→ Give everyone the sheets for their sketching and the corresponding form and let them sketch.

**Dialogue #3:** After they've sketched their ideas and uploaded this for the cartoonists, we go out in different groups having dialogues about sharing each other's ideas.

**3. Dialogue #3 (20 min)**

- divide the participants in groups of 4
- give them the hand-out with the dialogue questions for this session
- the participants are asked to share their idea/show their sketch to the small idea and explain their idea behind it
- the other participants ask each other questions about the ideas



## ACTIVITY 8 - REFLECTION

<b>PURPOSE</b>	Reflection process allows participants to step back from the workshop, evaluate it and better understand what has happened during the process. To have a truly transformational experience, participants are given the chance to review the learning process and connect it to their personal experience.
<b>TIMING</b>	<ul style="list-style-type: none"> <li>• 5 minutes</li> </ul>
<b>MATERIAL</b>	<ul style="list-style-type: none"> <li>• Check-out app of your choosing / Flipchart</li> <li>• Markers</li> <li>• Stopwatch (phone)</li> </ul>

### SCRIPT

- ❖ Check out (the same procedure as with check-in): a sort of 'temperature meter':  
How do you feel?  
How hopeful are you about the future?  
How much do you think your voice is heard? (on a scale from 1-100)

Here the facilitator can compare the results at the beginning and at the end. It is not necessarily, though.

- ❖ Group closing: facilitator invites to openly speak (not going around in a circle, sporadically) about what was a highlight (rose's top) and what was challenging (rose's thorn) and what new ideas came (rose's bottom). Draw such rose on the poster to visualise what is wanted from participants.
- ❖ *Top*: A highlight, success, small win, or something positive that happened. What did you like about the process?  
*Middle* (Thorn): what was challenging or disliked?  
*Bottom* (Bud): new ideas that have bloomed or something to look forward to.

## ACTIVITY 9 - CLOSING

- ❖ Thank you for the participation. What happens next is your sketches to be transformed into cartoons and will be made visible on the website. All of them will be exhibited in the final event in Dutch embassy (and some of them will be selected for the traveling exhibition in Lithuania, Netherlands and potentially other countries).
- ❖ What is great - we will meet again with some of you in the Dutch embassy in Vilnius on 23rd September 2021. Here you will have a full day of activities, a dinner, a meeting with ambassadors, and a meeting with other youngsters from all around Lithuania, who did just what you experienced today. (Ask youngsters, by what hour youngsters are allowed by parents to come home - need to write down a single number of the earliest hour for the group)
- ❖ Since we have your emails, we will contact you with further details. If something, do not hesitate to contact me, your local contact.

## Appendix A: The Youth Team