



**Creative and interactive learning:  
Non-formal education to tackle  
complex issues in a youth-friendly  
way**



# **Who we are?**

**The International Falcon Movement - Socialist Educational International is an international educational movement working to empower children and young people to take an active role in society and fight for their rights. We are an umbrella organisation for child and youth-led movements all over the world, delivering socialist education based on our values of equality, democracy, solidarity, peace, cooperation and anti-capitalism.**



# **The non-formal education approach**

**It is our firm belief that children's voices are valuable in decision-making processes both on issues directly affecting them and on global issues. IFM-SEI non-formal education principles and methods aim to empower and equip children and youth to be active participants in civil society and to have their voices heard, despite their background.**





# In other words...

**We use the non-formal methodology to create a space for children and young people where they can learn about different topics related to human rights.**





# Best practices



**The aim of Beyond Boundaries** is to strengthen youth organisations' capacity to advocate for and support Ukraine and Ukrainian LGBTQI+ refugees, and to create tools to explain the challenges of Ukrainian LGBTQI+ refugees and showcase the support systems available to them.



**Choosing anti-racism: choosing the radical re-orientation of our consciousness'** aims to provide space to reflect on social and organisational attitudes, beliefs and practices, create a better understanding of power structures and dynamics by analysing the roots and mechanisms of racial discrimination, and empowering young people to take anti-racism actions.



**E-mpACT** is a 3-year project launched to make education more inclusive through e-learning, digitalisation and international solidarity. We train young people in important skills like e-learning and research and use their insights, experiences, and ideas to create tools for youth organisations to engage in e-learning,



# Best practices



## HOW MANY PEOPLE HAVE BEEN DISPLACED FROM UKRAINE SINCE THE START OF THE WAR?

- 3.7 million internally displaced persons
- 6.3 million refugees and asylum seekers



Fuente: ACNUR



## POR EJEMPLO: EN UCRANIA, NO EXISTEN CIVILES LGBTQI+ RECONOCIDAS LEGALMENTE

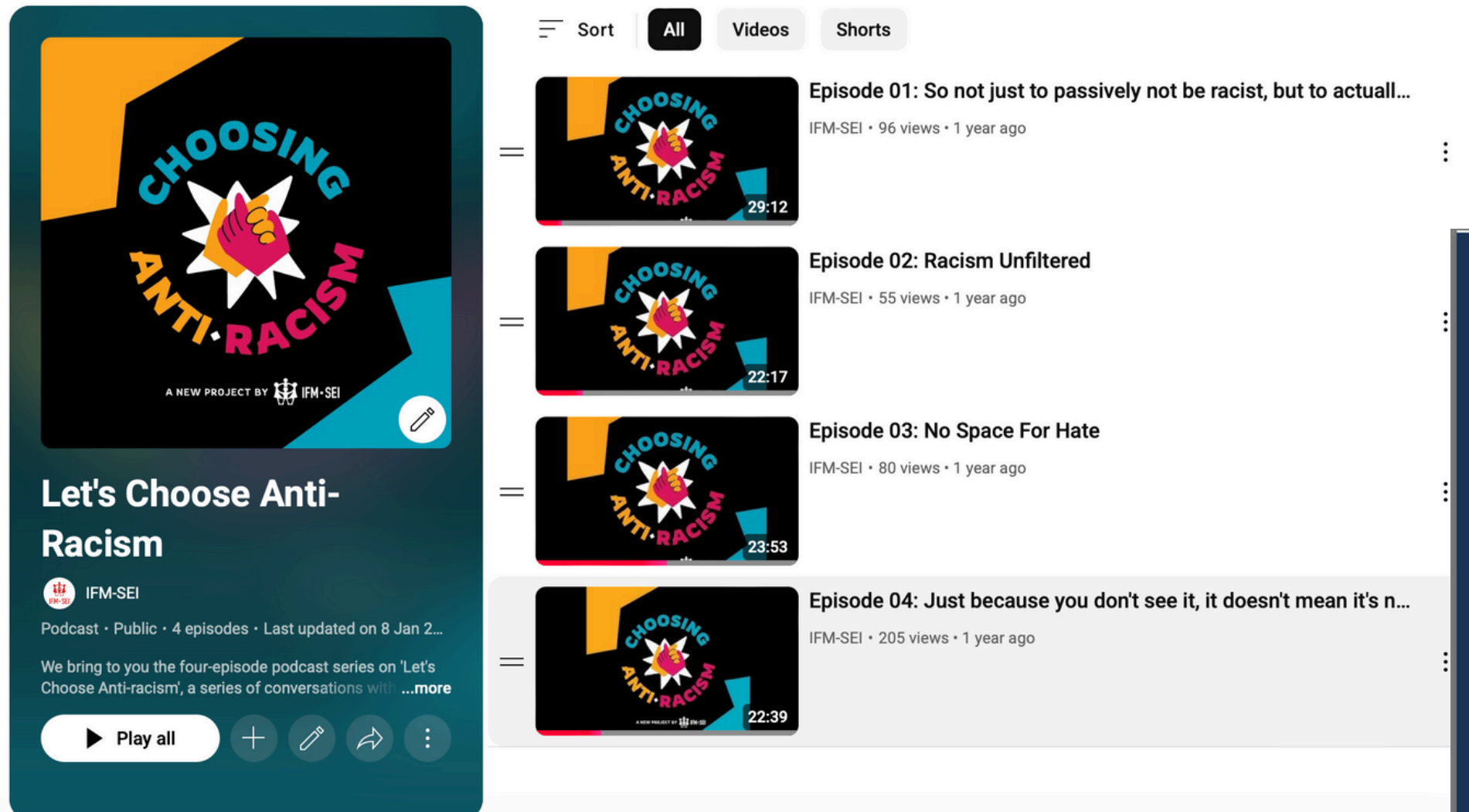
### Esto significa que:

- Si un soldado LGBTQI+ resulta herido en combate, su pareja no puede visitarlo en el hospital.
- Los derechos de visita están limitados a la familia legal, y las parejas LGBTQI+ no son reconocidas como tales.





# Best practices



Sort All Videos Shorts

**Let's Choose Anti-Racism**  
A NEW PROJECT BY IFM-SEI

Podcast • Public • 4 episodes • Last updated on 8 Jan 2...

We bring to you the four-episode podcast series on 'Let's Choose Anti-racism', a series of conversations with ...more

Play all

**Episode 01: So not just to passively not be racist, but to actual...**  
IFM-SEI • 96 views • 1 year ago • 29:12

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**Episode 03: No Space For Hate**  
IFM-SEI • 80 views • 1 year ago • 23:53

**Episode 04: Just because you don't see it, it doesn't mean it's n...**  
IFM-SEI • 205 views • 1 year ago • 22:39

Welcome to the **Find Your Support interactive chart!**  
This tool is designed to help Ukrainian LGBTQI+ refugees navigate and find the resources and support they need in Ukraine and across Europe. As you answer the questions, we will guide you to the most relevant resources based on your unique situation.

Start

# Best practices

## Choosing the radical re-orientation of our consciousness

### ACTIVITY



#### Rules:

1. The players cannot stand up from their chairs, or move the chairs from position
2. The participants are not allowed to speak.

**Name:** The Oppression game

**Duration:** 15-30 minutes depending on length of discussion

**Participants:** 9-12 people

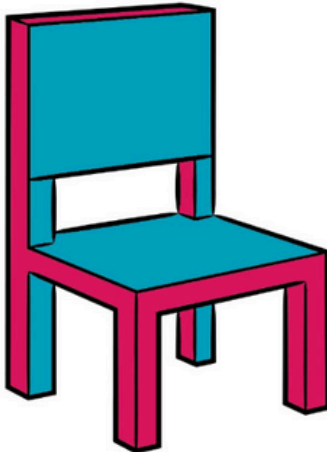
**Age:** Any age

**Aim:** To highlight cooperation while looking at the feeling of oppression

#### Method:

1. Chairs are set up in 3 lines. At the front of this, stands the facilitators. Next to them is an empty bin/box.
2. The aim of the game is to throw a ball into this bin/box.
3. However, each line is treated differently.
4. The front line is treated much better than the back two. They receive special treatment, such as having the goal moved closer to them, the ball being handed to them, prizes, verbal praises and more opportunities with the ball.
5. The middle line is treated with a small amount of respect. They have a few opportunities to throw the ball, and are spoken to in a non-aggressive tone.
6. The back line is treated the worst. The facilitators move the goal so that it is impossible for them to score. They rarely

get a chance to throw the ball, and when they do, are spoken to in a very hostile tone. They are called names and berated. They may even have to move their chairs further back or facing the wall.



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### The Battle for the Orange

• Age: 8+ • Duration: 30 min

• Group Size: 4-24 • Level: 2

#### Where are we going?

We are aiming to raise awareness about the United Nations Convention of the Right of the Child and children's rights amongst children in a playful and informal manner through discussions and reflection in playful conflict situations.

#### What do we need?

Materials:

✦ One Orange


Task division:

Explain: \_\_\_\_\_

Support: \_\_\_\_\_

Time: \_\_\_\_\_

#### Steps of the activity:

1. Explain that the group is going to play 'the Orange Game'. Divide the children into two groups.
  - a. Ask Group A to go outside and wait for you, it is important they go somewhere where they can't hear the other group.  **This is really important!**
2. Tell Group B that in this activity their goal is to get the orange because they need its juice to make orange juice.

3. Go outside and tell Group A that their goal in this activity is to get the orange because they need the peel of the orange to make an orange cake.

4. Bring both groups together inside and ask each group to sit in a line facing each other.

5. Tell the groups that they have three minutes to get what they need. Emphasize that they should not use violence to get what they want. Then place one orange between the two groups and say, "Go".

#### Debriefing questions to be asked at the end of the activity

- ✦ What was your group's goal?
- ✦ What did you do to achieve this outcome?
- ✦ Why is it important for people to communicate in order to resolve conflicts?
- ✦ Have you ever experienced similar situations? What was the outcome?



This activity was chosen by Argiragazzi and it is originally from Composito-Manual on Human Rights Education for Children, p.169, n.d.





**Thank you for your attention!**

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