EVENT DESCRIPTION SHEET

(To be filled in and uploaded as deliverable in the Portal Grant Management System, at the due date foreseen in the system.

⚠ *Please provide one sheet per event (one event = one workpackage = one lump sum).)*

PROJECT	
Project name and acronym:	Empowering youth Participation for Inclusive and plural Communities — EPIC_IDEA
Participant:	EGYUTT AZ INTERKULTURALIS AKCIOERT ALAPITVANY (UNITED)
PIC number:	910380794

EVENT DESCRIPTION			
Event number:	D11.1 (WP 11)		
Event name:	National Youth Camp in Hungary		
Type:	Event		
In situ/online:	In situ		
Location:	Soltvadkert, Hungary		
Date(s):	9-11 July 205		
Website(s) (if any):	https://icei.it/en/progetti/epic_idea-empowering-youth-participation-for-inclusive-and-plural-communities/		
Participants			
Female:	15		
Male:	10		
Non-binary:	1		
From country 1 [Hungary]:	26		
Total number of participants:	26	From total number of countries:	1

Description

Provide a short description of the event and its activities.

The National Youth Camp in Hungary took place in Soltvadkert from 9 to 11 July 2025, with a total of 26 participants.

This three-day youth camp was designed as a safe and creative space where young people could learn, reflect, and express themselves freely. Rooted in the principles of critical pedagogy, the program encouraged participants to question dominant narratives, challenge stereotypes, and develop their own visions for the future.

Through non-formal education methods, sports, theatre, art, and dialogue, the camp fostered empowerment, intercultural understanding, and collective action.

Agenda & Activities

time	1st day	2nd day	3rd day
9:00-10:00	arrivals + breakfast	breakfast	breakfast
10:00-12:00	getting to know each other + cooperative sport activity	Sport activity + drama pedagogy	Future Thinking activity 2
12:00-13:00	drama pedagogy	Anti Rumors activity 1	free time
15:00-17:00	excursion	Anti Rumours 2 with theatre	Manifesto activity
17:00-18:30	movie watching - Persepolis	Paint the future activity 1	farewell

Agenda & Activities

Day 1

Morning (Arrivals + Breakfast)
Participants were welcomed and introduced to the camp environment. Breakfast created an informal space for first connections.

10:00–12:00 | Getting to Know Each Other + Cooperative Sport Activity

- **Purpose:** Build trust, develop teamwork, and establish a sense of community.
- **Some of the exercises:**
    - *Name & Movement Circle*: Each participant said their name with a gesture; the group repeated it.
    - *Human Knot*: Small groups untangled themselves by working together, reinforcing problem-solving and cooperation.
    - *Trust Run*: In pairs, one participant guided the other (blindfolded) through a short obstacle course, emphasizing reliance and trust.

12:00–13:00 | Drama Pedagogy

- **Purpose:** Support self-expression, break down barriers, and explore identity through creative methods.
- **Exercises:**
    - *Statue of Identity*: In pairs, one person sculpted the other into a “statue” that represented an aspect of their identity; the “sculpture” then explained its meaning.

- *Walking Stories*: Participants walked around the room and stopped to share short personal experiences prompted by facilitators (e.g., “a moment when you felt included/excluded”).

15:00–17:00 | Anti-Rumors Activity 1

- **Purpose:** Raise awareness of stereotypes and fake news while empowering youth to deconstruct them.
- **Method:** Based on the *Anti-Rumors Methodology*.
- **Exercises:**
  - *Rumor Carousel*: Small groups received different “rumor cards” (e.g., “Migrants take away jobs”) and discussed whether they had heard them before.
  - *Fact vs. Fiction Debate*: Groups researched and presented counterarguments using critical thinking.

17:00–18:30 | Movie Screening – *Persepolis*

- **Purpose:** Reflect on themes of identity, migration, and freedom.
- **Method:** Screening followed by an open dialogue circle.
- **Guiding Questions:** “What struggles of the main character resonate with your experience?” “How can personal stories resist stereotypes?”

Day 2

10:00–12:00 | Sport Activity + Drama Pedagogy

- **Purpose:** Energize participants and explore emotions/roles through theatre.
- **Exercises:**
  - *Cooperative Ball Games*: Focus on passing and collective success instead of competition, youth had the chance to set their own rules, and be the judge for the other groups.
  - *Forum Theatre*: Participants enacted short scenes of discrimination; others could interrupt and suggest alternative actions, practicing empowerment and solidarity.

12:00–13:00 | Anti-Rumors Activity 2 (with Theatre)

- **Purpose:** Transform stereotypes into dialogue through creative performance.
- **Exercises:**
  - *Rumor Sketches*: Groups acted out scenarios based on rumors and then replayed the scene with alternative, empowering endings.
  - *Role Reversal*: Participants switched roles (e.g., “the outsider” becomes “the majority”), creating empathy and perspective-taking.

15:00–17:00 | "Paint the Future" – Activity 1

- **Purpose:** Encourage creative, non-verbal expression of hopes and visions for the future.
- **Exercises:**
    - *Future Mural*: Groups painted/drew images of the society they want in 20 years (equality, sustainability, peace).
    - *Gallery Walk*: Each group presented their artwork, explaining the symbolism.

Day 3

10:00–12:00 | Future Thinking Activity 2

- **Purpose:** Empower youth to imagine positive futures and strategize toward them.
- **Exercises:**
    - *Backcasting*: Participants envisioned a desirable future (e.g., inclusive community) and identified steps to achieve it.
    - *Headline of the Future*: Groups wrote a fictional newspaper headline from 2045 showing a world they want to see.

12:00–13:00 | Manifesto Activity

- **Purpose:** Collectively articulate values and commitments.
- **Exercises:**
    - *World Café*: Rotating small-group discussions on topics (solidarity, climate, justice, youth voice).
    - *Drafting the Manifesto*: Groups summarized key ideas into a joint declaration — *Youth Manifesto for the Future*.

15:00–17:00 | Farewell & Reflection

- **Purpose:** Consolidate learning, close the camp on a positive note.
- **Exercises:**
    - *Circle of Appreciation*: Participants shared one thing they learned and one message for the group.
    - *Symbol Card*: Everyone picked a symbol card (image) that represented their personal journey and explained it.

Materials Used

- Sports equipment (balls, cones, ropes)
- Drama props (scarves, chairs, cards, music)

- Anti-Rumors toolkit (rumor cards, fact sheets, flipcharts, markers)
- Art supplies (paints, brushes, large paper, canvases, colored pencils, markers)
- Future thinking tools (sticky notes, templates, newspapers for collage)
- Media (*Persepolis* film, projector, speakers)

Feedback & Outcomes from Participants

Throughout the three days, participants were very engaged and responsive to the activities. For many, this was the first time they took part in non-formal education methods such as drama pedagogy, forum theatre, or future-thinking workshops. Despite initial shyness, the creative and cooperative methods helped them open up and feel safe to express themselves.

What Participants Liked

- Cooperative Sport Activities: These were described as “fun and energizing,” helping participants quickly bond and break the ice. Many highlighted that it was easier to trust others after these games.
- Drama Pedagogy & Theatre: Participants especially enjoyed role-playing and acting out situations connected to their real lives. They found it powerful to “step into someone else’s shoes” and explore social issues through theatre.
- Anti-Rumors Workshops: Young people said they enjoyed debating and exposing stereotypes. The theatre sketches that came from this were seen as both fun and eye-opening.
- Paint the Future: This activity was one of the favorites, as it allowed them to freely express dreams and frustrations through art. Some created strong visual images of a “just world,” like bridges instead of walls, and equal opportunities for everyone.
- Movie Persepolis: Many participants connected with the film’s themes of freedom, identity, and resilience. Some shared that it reminded them of their own struggles or their families’ stories.
- Manifesto Activity: Writing and agreeing on common values made participants feel proud. One participant said, *“We never write things like this. It feels good to decide together what we believe.”*

How the Methods Worked

- The mix of physical, artistic, and reflective activities kept the group motivated and prevented fatigue.
- Critical pedagogy methods (dialogues, role reversals, collective manifesto writing) gave space for participants to challenge authority, question dominant narratives, and practice empowerment.
- Creative outputs (artworks, theatre sketches, murals, and the manifesto) helped participants feel that their voices were not only heard but also *visible* and *shared*.
- Many participants noted that the non-formal setting felt different from school: they were not judged, and there were no “wrong answers.”

Interesting Outputs

- Theatre sketches that challenged everyday stereotypes (e.g., “migrants are lazy,” “girls can’t do certain jobs”) and offered new perspectives.

- Visual artwork (murals and drawings) representing dreams of unity, equality, and environmental balance.
- The Youth Manifesto (collectively written) as a symbolic and practical product of the camp.
- Personal reflections: several participants expressed that they had “more courage to speak” and “felt listened to for the first time in a group.”

Reflections and Lessons Learned

During the camp, we did not use PowerPoint presentations or digital tools. All activities were carried out through face-to-face methods, using sports, theatre, art, and group dialogue. This was a conscious choice, as the focus was on creativity, participation, and direct interaction.

Looking ahead, there are a few elements we might adjust for future camps:

- **Time management:** Some sessions, especially the creative workshops, could have benefited from more time, as participants were very engaged and wanted to go deeper.
- **Breaks and free time:** A few participants mentioned they would have liked slightly longer informal breaks to relax, socialize, and reflect between sessions.
- **Sharing outputs:** The artworks, theatre pieces, and the manifesto were powerful results of the camp. Next time, we would like to plan more ways to share these outputs with the broader community (e.g., exhibitions, local events, or publications).

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	01.04.2022	Initial version (new MFF).