EURASIAN BRAVE SPACE FORUM

Teacher Guide

Brief instructions for the forum

This guide helps adults lead 30 to 31 students from Amsterdam, India and Taiwan through structured intercultural dialogue, reflection and action. The activities protect student choice, make room for disagreement and produce methods that can be used again in schools and community settings.

DATES	2 - 4 October 2026
PLACE	Stayokay Soest

Brave Space method

Students try to speak from experience, examine assumptions, listen across differences and take responsibility for how the group works. Teachers hold the structure and safeguarding. Students keep ownership of the ideas, disagreements and actions that emerge.

TEACHER CONTEXT

Why this Forum is different

The weekend continues the online exchange and turns dialogue into a practical commitment.

The Forum brings young people from three social and educational settings into one learning process. Students meet as equal partners. They do not speak for an entire nation, religion, gender or culture. The programme asks them to compare concrete experiences, stay with disagreement and notice how power affects whose knowledge is heard.

Five principles from the project method

Principle	What it means during the weekend
Respectful confrontation	Differences are named and examined. Teachers do not smooth over disagreement simply to create harmony.
Vulnerability and responsibility	Students may share experience without having to defend or represent a whole group. They remain responsible for the impact of their words.
Cultural reflexivity	Students examine how their own norms, position and privileges shape what feels normal or fair.
Structural awareness	Discussion connects personal examples to institutions, histories and unequal access to power and resources.
Collective care and connection	The group protects dignity, notices exclusion and creates routines that help everyone participate.

What success should leave behind

- A more precise or complicated understanding of at least one global issue.
- Six realistic action canvases, each with a first step, local partner and review date.
- Six Shared Future Statements that record agreement as well as unresolved tension.
- Individual evaluations and facilitator observations that show intercultural learning and participation.
- Activities and materials that teachers and students can use again in another class, exchange or community group.

Transfer requirement: Every major activity in this guide ends with a way to take it home. Preserve the method, adapt the topic and make a clear plan for follow-up in each participating school.

TEACHER CONTEXT

Facilitating a Brave Space

A Brave Space accepts discomfort but does not accept humiliation, coercion or dehumanisation.

Teachers should remain present without taking over. Ask questions, protect participation and slow the group down when assumptions or harm appear. Do not use adult authority to settle a political disagreement that students can examine themselves.

Facilitation principle	Teacher moves
Speak from experience	Ask students to use I statements and local examples. Interrupt claims that turn one experience into a rule about a whole culture.
Challenge ideas rather than people	Request reasons, evidence and context. Stop personal attacks and comments that question another person's dignity or belonging.
Make room for quieter voices	Use silent thinking, pair rehearsal and structured turns. Do not equate fast or fluent English with deeper insight.
Allow a right to pass	No student must disclose identity, trauma, religion, family circumstances or a political position. A student may pass and rejoin later.
Notice power and airtime	Track interruptions, translation burdens and who is treated as an expert. Invite contributions without putting a student on the spot.
Keep tension visible	Record genuine disagreement and unresolved questions. Common ground should not erase important differences.

When a difficult moment occurs

1. Pause the discussion and name what was heard without labelling the student.
2. Reconnect the group to its agreement and distinguish intent from impact.
3. Invite clarification, correction or a different formulation. Do not debate whether another person's dignity matters.
4. Check privately with a student who may have been affected. Explain the limits of confidentiality when safeguarding is involved.
5. Decide whether the group can repair and continue, needs a short break or requires the safeguarding lead.

Language access: Display key questions in writing, use plain English, allow thinking time and let students rehearse an answer with a partner before speaking in plenary.

WEEKEND ORGANISATION

Groups spaces and adult roles

Use the available rooms to lower the threshold for speaking and to distribute adult attention.

Recommended group structure

Create six mixed base groups: five groups of five and one group of six. Include students from all three delegations in every group as far as possible. Keep these base groups for check-ins, Stories Across Cultures and Sunday action planning. Rotate pairs and triads during the communication lab so students also work beyond their base group.

Role	Responsibility
Lead facilitator	Frames the purpose, keeps the common timetable and leads plenary transitions.
Group facilitator	Supports one mixed group (and rotates when possible), protects participation and records process observations without taking over content.
Wellbeing lead	Remains available outside the group spaces and handles safeguarding or a student's need to step out.
Roving facilitator	Checks language access, materials, timing and groups that do not have a permanent adult.
Practical lead	Manages rooms, meals, movement, attendance and contact with Stayokay.

Using the spaces

- Use one plenary room for central instructions, presentations and closing circles.
- Use six clearly named breakout zones. If only three rooms are available, place two groups in each room with physical distance and separate wall space.
- Keep one quiet space available. Stepping out should never become a public punishment.
- Display Brave Space agreements in every working area and the timetable in the plenary room.

Weekend flow

Day	Learning movement	Main output
Friday	(Re)connect, build agreements and share personal stories.	Six working groups and shared Brave Space agreement.
Saturday	Compare communication styles, local examples and difficult positions.	Dialogue maps, tension maps and individual reflection notes.
Sunday	Turn one issue into an action, test it and close the learning cycle.	Action canvases, Shared Future Statements and evaluation evidence.

REUSABLE ROUTINES

Check-ins, reflection and social time

Short routines give teachers early information about energy, safety and participation.

Activity and time	Brief instructions	Materials
Morning check-in Saturday 30 min Sunday 15 min	Begin with silent reflection. In base groups, each student offers one need for the day, or passes. Revisit one agreement and preview the programme. Collect needs that require action.	Agreement poster, timetable, sticky notes, pens, timer
Dinner reflection Saturday 15 min	At each table, use three prompts: What surprised you? What remains unresolved? Whose voice was missing? End with one practice the group wants to improve.	Printed prompt cards, (talking object), note card per table
International social evening Saturday 90 min	Invite short student-led music, games or activities. Participation remains optional. Provide a quiet alternative, allow students to ask for a one-on-one talk and avoid presenting delegations as cultural entertainment. Ask consent before filming or sharing images.	Speaker, playlist, games, paper, markers, adapters, visible end time
Teacher meet-up Friday 60 min	Review student energy, voices that are absent, language needs, incidents and Saturday roles. Agree changes and identify which adult remains on student duty during the game night.	Programme, group list, safeguarding contacts, observation sheet

Guiding tips

- Treat a check-in as information, not therapy. Do not ask a student to explain a personal answer publicly.
- Record patterns that affect facilitation, such as low energy or uneven airtime, without recording sensitive stories.
- Use the social programme to widen participation. A polished national performance is not required.

Take it home: Use the same check-in and reflection prompts in mentor groups, exchanges and project teams. Keep the right to pass and act on needs that students identify.

OPERATIONAL GUIDANCE

Movement outdoor activities and transitions

These activities need light instructions, visible boundaries and an agreed adult duty plan.

Activity and time	Brief instructions	Materials
Arrival and room check-in Friday 5 min	Check attendance before rooms are opened. Explain room, medication, emergency and quiet-time arrangements. If necessary, keep passports and private information with the responsible school adults.	Attendance list, room list, emergency contacts, key overview
Optional morning run Saturday 45 min	Use a checked route. Confirm distance, pace and turnaround point. Count participants before departure.	Route, phone, water
Nature walk Saturday 45-60 min	Walk in mixed pairs and change partner halfway. Offer one observation prompt and one discussion prompt. Keep the group within agreed boundaries.	Route, attendance list, weather check, prompt cards
Sports and free movement Saturday 60 min	Offer several low-threshold options rather than one competitive game. Keep a non-sport option available and monitor exclusion or unsafe physical contact.	Balls, frisbees, cones, bibs, first-aid kit, water
Yoga and movement Sunday 45 min	Use simple standing or seated stretches. Participation is optional and no physical correction is given without explicit consent.	Mats if available, quiet indoor alternative

Safety and inclusion

- State boundaries, return times and the adult contact before every outdoor activity.
- Check weather, clothing, medication and mobility needs. Offer an equivalent alternative without requiring an explanation.
- Keep international groups mixed during walks and games. Physical confidence should not decide who belongs.

Take it home: The routines can be used during school trips and exchange days. Preserve choice, clear supervision and a short reflection that connects movement to group learning.

FRIDAY 2 OCTOBER 2026

From Online to In Person

Students move from digital familiarity to an international group that can work together in person.

Time	Grouping	Space	Output
90 minutes	Plenary then six mixed base groups	Main room and six breakout zones	One group habit and one shared question per group

Materials

- Printed name cards, six preassigned group lists and coloured group signs.
- A3 paper, sticky notes, thick markers and a visible timer.
- One expectations sheet for each group and a wall area for shared questions.

Process

Minutes	Process	Teacher guidance
0-10	Welcome and names	Model careful name pronunciation. Explain that nobody represents an entire country or culture.
10-25	Cross-school pair exchange	Pairs find two shared interests and one difference between one another. Rotate once.
25-35	Digital exchange timeline	Groups add one remembered moment or one unanswered question from the online phase.
35-60	Local example round	Each student briefly shares one school or community example connected to a Forum theme. No interruptions.
60-75	Expectations and support	Students write an expectation and a concern privately. Cluster themes without naming authors.
75-90	Group working habit	Each group chooses one practical habit for fair participation and one question to carry into Saturday.

Facilitator guidance: Keep the focus on relationships and readiness. Correct stereotyping early and gently. Offer written participation and a right to pass.

Take it home: Use the same sequence at the start of a new class, exchange or project team. A 45-minute version can omit the timeline and keep the pair exchange, local example round and group habit.

FRIDAY 2 OCTOBER 2026

Building Our Brave Space

The group turns abstract values into observable behaviour and agrees how to respond when dialogue becomes difficult.

Time	Grouping	Space	Output
75 minutes	Six base groups then plenary	Breakout zones and main room	Shared agreement and agreed pause or repair signals

Materials

- Five principle cards, blank agreement poster and thick markers.
- Scenario cards, dot stickers and tape for displaying the final agreement.
- Copies of the agreement for each breakout space after the session.

Process

Minutes	Process	Teacher guidance
0-10	Frame safe and brave	Explain that dignity and safeguarding are protected, while intellectual comfort cannot be guaranteed.
10-25	What helps and what harms	Groups discuss examples of disagreement, silence, interruption, stereotyping and pressure to disclose.
25-40	Translate principles into behaviour	Turn speak into specific actions.
40-55	Practise repair	Use short scenarios. Students try a pause, clarification, paraphrase or apology without forcing instant forgiveness.
55-65	Consent check	Students mark agreements they can support and those needing revision. Discuss reservations.
65-75	Confirm limits	Agree a right to pass, confidentiality with safeguarding limits, and signals for pause, step out and rejoin.

Facilitator guidance: Treat the agreement as a living tool. Revisit one item during each check-in and amend it when the group learns something new.

Take it home: Repeat this process in a class or youth group. Keep the behaviours concrete and let the local group decide what respectful challenge looks like in its setting.

FRIDAY 2 OCTOBER 2026

Stories Across Cultures

A personal object or image opens a conversation about identity without turning one story into a national explanation.

Time	Grouping	Space	Output
90 minutes	Six base groups of five or six	Separate quiet breakout spaces	One reflection slip per student

Materials

- Objects or images brought by students, one talking object and prompt cards per group.
- Timer, reflection slips, pens and envelopes or folders for collecting anonymous notes.
- Board games and Werewolves cards for the student game night that follows.

Process

Minutes	Process	Teacher guidance
0-10	Set boundaries	Stories are personal, not representative. Passing is allowed. Ask before touching or photographing an object.
10-55	Story circle	Allow about two minutes for each story, followed by curious questions. Avoid why-questions that sound accusatory.
55-70	Notice patterns and differences	Use phrases such as: “In my experience…” and: “One question I still have…” Do not rank experiences.
70-80	Assumption check	Each student writes one assumption that became less certain or more precise.
80-90	Return to plenary	Invite observations about listening and connection. Students do not repeat another person's private story.

Facilitator guidance: Protect students from becoming representatives of religion, nationality, gender or family. Curiosity never overrides a student's boundary.

Take it home: Use an object story in mentor groups, oral-history work or the start of an exchange. Choose a suitable theme for the group.

After the activity: During the game night, one adult remains on student duty. The teacher meet-up reviews wellbeing, language access, airtime and any change needed for Saturday.

SATURDAY 3 OCTOBER 2026

Intercultural Communication Lab

Students examine directness, hierarchy, silence and non-verbal communication as contextual choices rather than fixed national traits.

Time	Grouping	Space	Output
60 minutes	Rotating mixed triads then base groups	Main room with open floor space	One communication practice per student

Materials

- Four communication continuum signs, scenario cards and observer sheets.
- Tape, markers, pens and a visible timer.
- Written key terms for students who benefit from language support.

Process

Minutes	Process	Teacher guidance
0-8	Frame the lab	Communication style changes with context, role and power. Avoid labels such as Dutch, Indian or Taiwanese style.
8-20	Personal communication map	Students position themselves on continua such as direct-indirect, fast-reflective and formal-informal, then explain context.
20-38	Scenario triads	A speaker, listener and observer practice disagreeing. Rotate roles.
38-48	Change the style	Repeat one scenario with a different level of directness or formality and notice changes in intent and impact.
48-57	Debrief in base groups	Ask what was misread, how hierarchy mattered and which adjustment supported understanding.
57-60	Personal commitment	Each student writes one communication habit to practise during the Dialogue Labs.

Facilitator guidance: Ask: “With whom?” and: “In what setting?” Whenever a student generalizes. Do not ask students to imitate accents, gestures or a supposedly national style.

Take it home: Use this lab before any international exchange or group project. Replace the scenarios with situations from the local school while keeping the observer and debrief roles.

SATURDAY 3 OCTOBER 2026

Global Dialogue Lab One

Students connect climate justice and technology to examples from their own communities and test the limits of their current views.

Time	Grouping	Space	Output
75 minutes	Six mixed base groups	Six breakout zones	Dialogue map and individual learning slip

Materials

- Theme and question cards, one A3 dialogue map and thick markers per group.
- Local examples brought by students, sticky notes, pens and a timer.
- Role cards for process keeper, timekeeper, equity observer and reporter.

Process

Minutes	Process	Teacher guidance
0-10	Choose focus and roles	Select climate justice or technology. Rotate process roles and keep the teacher outside the content role.
10-20	Silent preparation	Students choose one local example and write what they currently think and what evidence they are unsure about.
20-45	Experience round	Each student speaks without interruption. Others ask clarifying questions before offering a different view.
45-60	Map the dialogue	Record agreement, genuine disagreement, missing evidence and people affected but absent from the room.
60-70	Perspective test	Students state the strongest fair argument against their current view and what could change it.
70-75	Learning slip	Complete: I understood more about... I still question... I need to hear from...

Facilitator guidance: Possible questions include who caused climate change, who bears its costs, who controls technology and who risks exclusion. Keep claims connected to examples and sources.

Take it home: The dialogue map works with any contested topic. Preserve the sequence of experience, clarification, difference, missing voices and reflection.

SATURDAY 3 OCTOBER 2026

Global Dialogue Lab Two

Students explore how power, privilege and intersecting identities shape opportunity without requiring personal disclosure.

Time	Grouping	Space	Output
60 minutes	Individual choice then six base groups	Quiet breakout spaces	One inclusion principle and one missing-voice question

Materials

- Context, opportunity flowers and fictional case sheets, pens and markers.
- A3 stakeholder map, sticky notes and a visible timer for each group.
- Definitions of power, privilege, intersectionality and inclusion in plain English.

Process

Minutes	Process	Teacher guidance
0-8	Frame the concepts	Describe privilege as unearned advantage rather than personal blame. Students may use a fictional case.
8-20	Map selected factors	Students choose factors such as language, wealth, education, gender, citizenship, religion or digital access. Disclosure is optional.
20-38	Compare pathways	Groups examine how two or more factors combine to change access, risk or voice in a concrete situation.
38-50	Power and participation scan	Ask who decides, who benefits, who carries the cost and who is missing from the decision.
50-57	Write an inclusion principle	Groups identify one practice that would make participation fairer in school or community life.
57-60	Exit question	Name one voice the group needs to hear before reaching a conclusion.

Facilitator guidance: Do not compare whose disadvantage is worse or ask a student to educate the group about an identity. Critique institutions, traditions and ideas without attacking people.

Take it home: Start with fictional cases in groups where trust is limited. The same flower and power scan can be used in citizenship, mentoring and staff development.

SATURDAY 3 OCTOBER 2026

From Tension to Common Ground

A visible position exercise helps students understand disagreement without treating consensus as the only successful outcome.

Time	Grouping	Space	Output
60 minutes	Whole group then cross-position pairs	Large room with a marked line	Tension map with shared concern and unresolved difference

Materials

- Agree and disagree signs, floor tape, statement cards and a timer.
- One common-ground worksheet and thick marker per base group.
- A quiet side position for unsure or pass; no student is forced onto a binary choice.

Process

Minutes	Process	Teacher guidance
0-5	Frame the exercise	Positions may change. The line is not a vote, and nobody must defend an identity or disclose a personal experience.
5-12	Choose a position	Read one statement twice. Students stand where their current view fits, including unsure or pass.
12-22	Explain and listen	Invite reasons from different points on the line. Ask for context and avoid rapid rebuttal.
22-35	Cross-position pairs	Each student paraphrases the other's reasoning accurately before responding.
35-45	Reposition	Students may move and briefly explain what affected them. Remaining in place needs no defence.
45-60	Complete the tension map	Record shared concern, real disagreement, missing evidence or voice, and one condition for joint action.

Facilitator guidance: Choose one statement suited to the group's readiness. Strong options concern climate responsibility, AI and inequality, gender roles, voting at sixteen or responsibility within an unfair system.

Take it home: Use this format in history, citizenship or mentor lessons. Replace the statement but retain the continuum, paraphrase rule and explicit record of unresolved tension.

SUNDAY 4 OCTOBER 2026

From Dialogue to Action

Mixed groups select one issue from the weekend and design a realistic action that can continue in their schools or communities.

Time	Grouping	Space	Output
75 minutes	Six mixed base groups	Breakout zones with wall space	Six completed action canvases and review dates

Materials

- One A3 action canvas, thick markers and sticky notes per group.
- Saturday dialogue maps, stakeholder cards and an action reality-check card.
- Phones only for a quick factual check or to photograph the final canvas.

Process

Minutes	Process	Teacher guidance
0-10	Select an issue	Choose an issue shared across contexts, relevant to students and open to influence within four to six weeks.
10-20	Define the problem	Name affected voices and structural causes before proposing a solution.
20-35	Generate possible actions	Invite several options. Distinguish awareness, direct support, institutional change and policy influence.
35-55	Complete the canvas	Set a goal, first step, local partners, timeline, resources, risks, inclusion check and sign of progress.
55-65	Peer reality check	Another group tests whether the action is specific, feasible, inclusive and within student influence.
65-75	Localise and commit	Identify an owner and first date in each participating school. Revise the shared plan where contexts differ.

Facilitator guidance: Keep students in charge. A small action with a named owner and review date is stronger than an ambitious plan that depends entirely on adults.

Take it home: Photograph or copy the canvas for every delegation. Each school adapts the common idea locally, completes the first step and reports back on the agreed review date.

Action canvas fields: Issue, affected voices, desired change, first step, partner, timeline, resources, possible barrier, inclusion check, sign of progress and review date.

SUNDAY 4 OCTOBER 2026

Shared Future Statements

Each group records what it can affirm together while keeping a real difference visible.

Time	Grouping	Space	Output
60 minutes	Six base groups	Breakout zones then plenary	One short statement per group

Materials

- One A3 statement template and thick markers per group.
- Saturday tension maps, Sunday action canvases and plain-English examples.
- Dot stickers for a final consent check.

Process

Minutes	Process	Teacher guidance
0-10	Revisit the learning	Review the group's shared concern, unresolved tension and chosen action.
10-20	Draft individually	Each student proposes one shared principle and one commitment. This prevents the quickest speaker from setting the wording.
20-35	Agree the principle	Combine proposals into one clear sentence that every member can explain.
35-45	Name the unresolved tension	Write the disagreement or open question honestly. Do not weaken it into vague language.
45-55	Write the commitment	State the first practical action, who starts it and when progress will be reviewed.
55-60	Consent check	Use support, can live with and cannot yet support. Revise where necessary and record any reservation.

Facilitator guidance: Do not force unanimity or polish away disagreement. The statement is credible when participants recognise both the common principle and the remaining tension.

Take it home: Use the three-part template in class debates or exchange projects: “We agree...”, “We still need to understand or resolve...”, “We will...”

Required wording: One shared principle, one unresolved tension, one practical commitment and one review date.

SUNDAY 4 OCTOBER 2026

Live Stratego

The game provides active relief while making teamwork, temporary hierarchy and participation visible for a short debrief.

Time	Grouping	Space	Output
60 minutes plus lunch	Two internationally mixed teams	Clearly bounded outdoor area	Teamwork debrief linked to group process

Materials

- Two flags, two sets of numbered role cards, team bibs or ribbons and boundary cones.
- Whistle, timer, water and a printed rank order at both bases.
- Wet-weather alternative: cooperative indoor challenge or board-game rotation.

Process

Minutes	Process	Teacher guidance
0-10	Explain and allocate	Create teams of fifteen and sixteen. Mix delegations and explain boundaries, base areas, tagging and the rank order.
10-15	Plan strategy	Teams hide their flag within the marked base and give every member a role. Adults check safety and inclusion.
15-45	Play	A tag is a light touch on the shoulder or arm. Players compare cards quietly. The lower-ranked player returns to base before rejoining. Equal ranks both return.
45-50	End and reset	The game ends when a flag reaches the opposing base or when time is called. Count students and collect all cards.
50-60	Debrief	Ask who decided, whose ideas were used, how roles shaped voice and what helped the team include quieter members.

Facilitator guidance: Use a simplified card set: ranks one to five, where five usually wins, plus one spy per team that defeats five but loses to other ranks. No grabbing, blocking, pushing or unsafe hiding.

Take it home: The game can be repeated with twenty to forty students. Keep international teams mixed and retain the debrief; otherwise, it becomes recreation without a learning connection.

SUNDAY 4 OCTOBER 2026

Presentations evaluation and closing

The final sequence tests the plans, records learning and makes the first follow-up visible.

Activity and time	Process	Materials and teacher role
Presentations and Gallery Walk 45 min	Display all canvases and statements. Half of each group hosts while half visits; switch after twelve minutes. Feedback answers: “Whose voice is included or missing?”, “Is the first step realistic?”, “How will the group know it helped?” Reserve ten minutes for revision.	Posters, tape, timer and three colours of sticky notes. Teachers test feasibility without rewriting student plans.
Final Reflection and Evaluation 30 min	Begin with five quiet minutes. Students complete the evaluation, then share one changed or complicated idea and one action they will carry home. Passing remains possible.	Evaluation forms, pens and envelopes or collection folders. Record participation patterns, not personal stories.
Closing Circle 30 min	Use one brief prompt: “I am taking home...” Allow one sentence or a pass. Confirm how action materials will reach each school and repeat the review date before the Dutch group departs.	Talking object, action copies, contact and follow-up information. Keep contributions concise so all 31 students have space.

Evidence for evaluation

- Collect the six action canvases and six Shared Future Statements.
- Use individual evaluation questions on intercultural awareness, listening, critical reflection, collaboration and willingness to act.
- Ask what challenged a student, what changed or became more complicated, and what will happen next.
- Keep anonymous facilitator observations about participation and group process. Do not attribute sensitive remarks.

Take it home: Send every delegation its action, statement and review date. The Forum is complete only when students try the first local step and can report what happened.

AFTER THE FORUM

Using the activities in other contexts

The project methods are designed for reuse in schools, exchanges, youth groups and teacher development.

Keep	Adapt
Choice and the right to pass	Topic, examples and level of personal disclosure
Mixed small groups and fair airtime	Group size, rooms and duration
A clear frame before disagreement	Statements and local cases
A debrief after every experiential task	Reflection format and language support
A concrete output and follow-up date	The local action and responsible partners

Master materials checklist

- Six group signs and lists, 35 name cards, one common timetable and copies of the Brave Space agreement.
- A3 paper, sticky notes in several colours, dot stickers, thick markers, pens, tape and visible timers.
- Printed scenario cards, question cards, communication continua, dialogue maps, opportunity flowers, tension maps, action canvases and statement templates.
- Evaluation forms, reflection slips, envelopes or folders and a simple facilitator observation sheet.
- Two flags, Stratego role cards, bibs, cones, sports equipment, first-aid kit, water and weather alternatives.
- Speaker, adapters, board games, Werewolves cards and a quiet activity for social time.

Useful links

- Project page: www.connectforglobalchange.eu/projects/the-netherlands/global-citizenship-in-action-the-eurasian-brave-space-forum
- Sustainable Development Goals: https://sdgs.un.org/goals

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