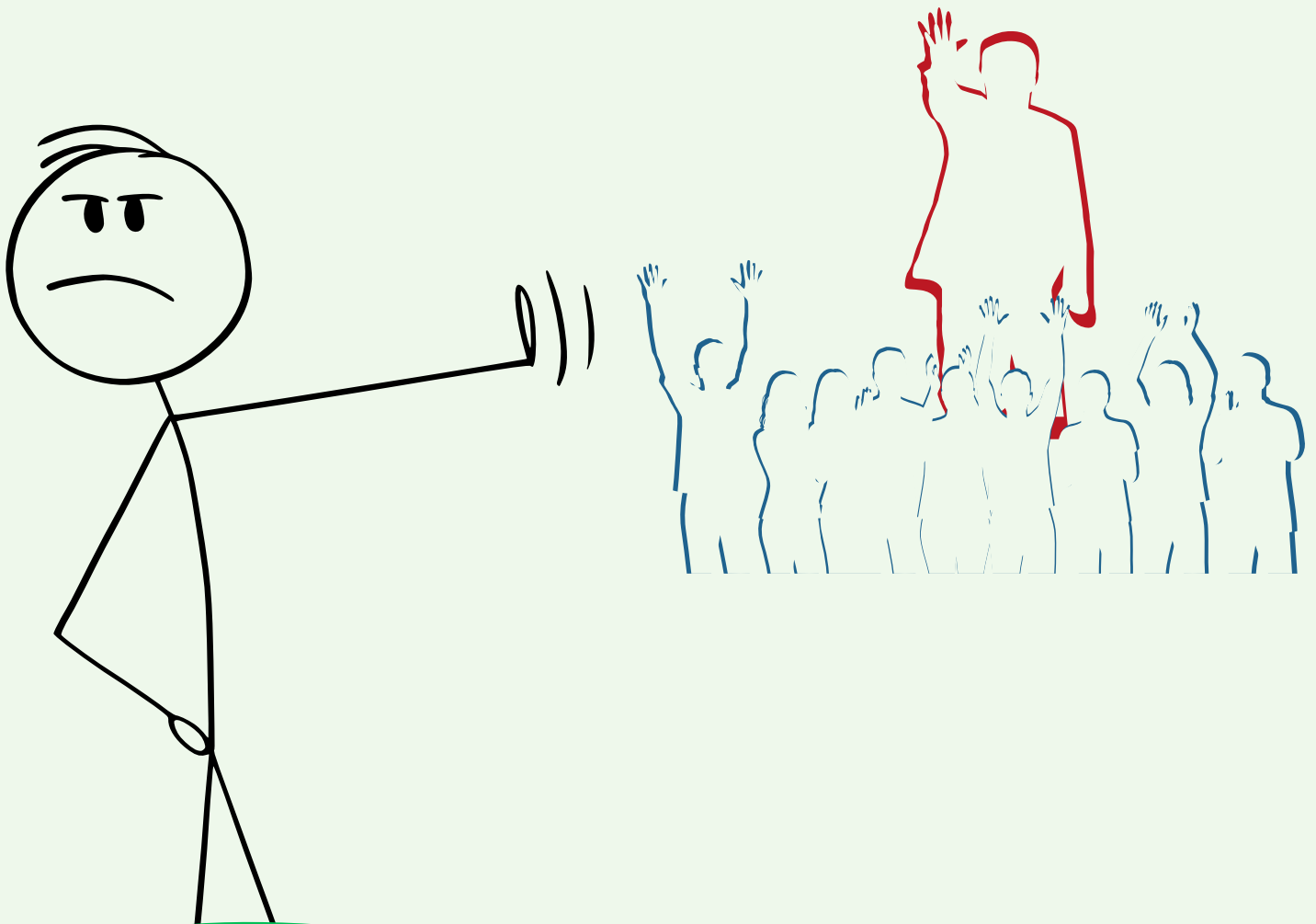


Curricula for youth workers



Empowering Youth Workers to Prevent and
Counter Populism (EYPAC)

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Introduction

This curriculum has been carried out in the scope of the training course "Empowering Youth Workers to Prevent and Counter Populism (EYPAC)" funded by the Erasmus+ Programme of the European Commission.

The project took place in Bakuriani, Georgia from the 03rd to the 11th of November 2025. It was led by the German organisation Jef Berlin Brandenburg and hosted by the Georgian youth NGO Umbrella.

The aim of the project is to promote political literacy among the youth workers and thus target both youth workers and the young people they work with.

The project considered the implementation of the training course (Mobility for the youth workers) as a professional development activity for the youth workers in Georgia for the participants from Ukraine, Georgia, Germany and Spain, all of partners represent the JEF section in their respective countries.

During the training course, participants took part in various informal and non-formal educational activities, and as a result, the following curriculum has been carried out as a handbook for promoting political education and literacy beyond the participants.

The curriculum consists of 8 activities and can be used by the educators, youth workers and teachers to raise awareness about the political ideologies and populism among their beneficiaries.

The project funded by the European Union. Views and opinions expressed are, however, those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them.

What is Polity, Politics, Policy

Overview

Objective: The activity aims at raising awareness about the differences between political processes and settings where politics are being made.

Group size: Minimum 9, max 21

Materials: A4 paper printed, scissors, handouts cut into a puzzle, a room enough for the number of participants, with corners/space for 3-4 group work.

Time/Duration: 45 min

Handouts: Cut the handout text into puzzle pieces so that it is around 20 for each topic and not easy to guess. Please pay attention to the corners of the pieces of puzzle so they are round; they should not be easy to put with each other but rather guess according to context.

Instructions

● Step 1 – Energiser (5-minute)

● Step 2 – Core activity (20 min)

The Facilitator/Youth Worker first introduces the topic by asking if someone has heard about these three topics and gives a voice for 3-4 participants to speak up, and later divides the group into a minimum of 3 groups, minimum of 3 people in each group.

In three rounds (one topic per round), give them the task to assemble a puzzle. The first group finishes, goes to check if they have correctly assembled the puzzle. If all is correct, give the second puzzle (if not, tell them that it's not ready and continue to work on it), and thus you will have a winner once all three puzzles are done.

● Step 3 – Debriefing (10-15min)

Once all have finished, you call them to the plenary and ask the following questions:

- What was the most difficult one?
- What was the easiest one?
- Did they know about it?
- Is it now clearer for them?

● Step 4 – Input (5-10 min)

The Facilitator/Youth Worker explains the differences between Polity, Politics, Policy by simple words and gives participants to speak and contribute to the discussion.

Handouts: Puzzle

(Please copy the text and paste it into a separate Word file and increase the size of the text as much as possible and print it, and change the layout to landscape)

Polity is the **framework** of a political community - the constitutional rules, institutions, and norms that define who holds authority and how decisions are formally made. It includes the constitution, electoral system, separation of powers, courts, civil service, and legally recognised channels for participation. A polity specifies membership (citizenship), jurisdiction (borders), and procedures (how laws are made, enforced, and reviewed). It shapes incentives for leaders and citizens alike: independent courts and free media enable accountability; federalism allocates power across levels; proportional elections encourage coalition-building. In short, polity is the **architecture** within which politics happens.

Polities vary widely: nation-states, federations, city-states, indigenous polities, and supranational bodies like the EU. Some are centralized; others distribute authority across regions or communities. Polities change through constitutional reform, revolution, judicial interpretation, or gradual norm shifts. Their quality is judged by legitimacy (consent), effectiveness (capacity), and restraint (rule of law and rights). A resilient polity channels conflict into rules-bound competition, making collective decisions possible without violence.

Policy is a **course of action** chosen by a government or organization to address a specific problem - say, youth unemployment, air quality, or digital literacy. It bundles goals ("what we want"), instruments ("how we'll do it": taxes, subsidies, regulations, services), and a timeline with responsible actors. Analysts often describe a policy cycle: agenda-setting, design, adoption, implementation, and evaluation, though in practice the stages overlap. Good policy aligns ends and means, anticipates trade-offs, and uses evidence to reduce unintended consequences.

There are different policy types: **distributive** (funds or services), **regulatory** (rules and standards), **redistributive** (tax/benefit shifts), and **constitutive** (rules about rules). Implementation is where many policies succeed or fail - capacity, street-level discretion, and coordination matter as much as design. Evaluation checks outputs (what was delivered), outcomes (what changed), and impacts (long-term effects), feeding lessons back into redesign. In short, policy is **problem-solving in action**, translating values into programs and budgets.

Politics is the **process** by which people and groups negotiate power, settle conflicts, and decide "who gets what, when, and how." It includes elections, lobbying, protest, coalition-building, agenda-setting, and public debate. Actors range from parties, movements, unions, and NGOs to media, courts, and bureaucracies; arenas include parliaments, ministries, city halls, and digital platforms.

Politics is both competition and cooperation: rivals contest ideas and resources, then compromise to produce collective decisions.

Politics can be studied as strategy (how actors pursue interests) and as ethics (how we ought to live together). In democracies, politics channels conflict through rules - free elections, civil liberties, checks and balances - aiming for legitimacy through consent. In authoritarian systems, politics prioritizes control and loyalty over pluralism. Today, politics is shaped by identity, information ecosystems, globalization, and crises like climate change. Done well, it builds trust and problem-solving capacity; done badly, it breeds polarization, corruption, or paralysis.



History of Politics

(Can be done online)

Overview

Objective: The activity aims to raise awareness about the development of the political process throughout human history and to understand the current stage of political reality, including why, what, and how we have arrived at our current position.

Group size: Minimum 8, max 20

Materials: A4 paper, enough space/room for the people to fit for the group work, at least 2 metres apart from each other, 15 metres at least. Scissors to cut the printed handouts and tables for the group work.

Time/Duration: 35-40 min

Instructions

● Step 1 – Energiser (5-minute)

● Step 2 – Core activity (15 min)

The Facilitator/Youth Worker first introduces the topic by asking if someone has heard about these three topics and gives a voice for 3-4 participants to speak up, and later divides the group into a minimum of 2 groups, minimum of 4 people in each group.

Next facilitator distributes the printed handouts to each group, giving the task to put them in chronological order. Once any group finishes, they have to say bingo and the facilitator has to move to check if it's correct or not. Activity is finished when all have put the historical events in the correct order.

● Step 3 - Debriefing (10-15min)

Once all have finished, you call them to the plenary and ask the following questions:

- What was the most difficult one?
- What was the easiest one?
- Did they know about it?
- Is it now clearer for them?

● Step 4 - Input (5-10 min)

The Facilitator/Youth Worker explains the development of politics in human history and its consequences on mankind in simple words, explaining one by one each step/milestone and gives participants to speak and contribute to the discussion.

Handouts

Please copy the text and paste it into a separate Word file and increase the size of the text as much as possible and print it, and change the layout to landscape. Give to participants in the mix order so that they do not understand the right order from the beginning.

1. **Classical roots:** Greek democracy and Roman republicanism seeded ideals of citizen rule, civic virtue, and constitutionalism.
2. **Sovereign states:** The Westphalian order (1648) normalized territorial sovereignty, shaping later nationalist and conservative thought.
3. **Enlightenment liberalism:** Social contract + separation of powers reframed legitimacy as consent, rights, and constitutional limits.
4. **Revolutions & mass politics:** American/French revolutions and expanding suffrage birthed parties and the left-right spectrum.
5. **Industrial ideologies:** Capitalism's upheavals produced liberal reformism, conservatism, socialism, and anarchism as rival blueprints.
6. **Twentieth-twenty-first century:** Social democracy built welfare states while fascism and communism pursued totalizing visions; today, neoliberalism, green politics, identity movements, and digital populism contest democracy's future.



What are political ideologies

Overview

Objective: The aim of the activity is to equip participants with the competencies needed to identify and understand the main political ideologies that exist in the current politics in Europe and beyond.

Group size: Minimum 12, max 20

Materials: Printer (printed handouts one ideology per group), space for the performance

Time/Duration: 60 min

Instructions

● Step 1 – Energiser (5-minute)

● Step 2 – Core activity (30 min)

The Facilitator/Youth Worker first introduces the topic by asking if someone has heard about these three topics and gives a voice for 3-4 participants to speak up, and later divides the group into 4 groups, minimum of 3 people in each group.

Next facilitator distributes the printed handouts to each group, giving the task to prepare a scene/performance 1 minute long (they can speak if they wish). After 15 min, the groups back to the plenary and started to present their performances. When one group is presenting, others have to guess which ideology they present. Activity is finished when all is finished.

● Step 3 – Debriefing (10-15min)

Once all have finished, you call them to the plenary and ask the following questions:

- What was the most difficult one?
- What was the easiest one?
- Did they know about it?
- Is it now clearer for them?

● Step 4 – Input (5-10 min)

The Facilitator/Youth Worker explains the difference between each ideology and gives some historical input on where each of them started, explaining in a simple way and giving participants to speak and contribute to the discussion.

Handouts

Please copy the text and paste it into a separate Word file and increase the size of the text as much as possible and print it, and change the layout to landscape.

Left-Wing

Left-wing ideas focus on **fairness and equality**. They want the state to reduce big gaps between rich and poor. Left-wing thinking starts from the idea that large gaps in wealth and power harm freedom and dignity. It asks the state and society to reduce those gaps and give everyone real chances in life. Typical goals include progressive taxation, strong public services (healthcare, education, transport), workers' rights, social safety nets, and anti-discrimination laws.

Left traditions often support minority rights, gender equality, and environmental protection, seeing these as shared responsibilities. Markets are useful, but without rules they can create unfairness or harm the common good; therefore regulation and redistribution are legitimate.

Within the left there is variety: **social democrats** want a mixed economy with robust welfare; **democratic socialists** seek more public/coop ownership; **greens** add ecological limits and grassroots democracy. Common arguments: no one should be left behind; public goods make society stronger; power should be shared, not concentrated. Critics say left policies can be costly or slow innovation; supporters reply that fairness and stability help everyone over time.

Right-Wing

Right-wing ideas focus on **freedom, responsibility, and tradition**. They want **lower taxes, less regulation, and strong property rights** so people and businesses can grow. The state should be **limited and efficient**: police, courts, defense, basic services—without “doing everything.” Right groups often stress **family, nation, and order**; they may prefer **slow change and local solutions** over big national programs. They see markets as **engines of growth** that create jobs and choice. Right-wing thinking starts from the idea that freedom, responsibility, and tradition keep societies healthy. It trusts individuals, families, communities, and markets to solve most problems better than distant bureaucracies. Typical goals include lower taxes, fewer regulations, protection of property, support for entrepreneurship, and respect for national culture and institutions. Many right traditions value gradual change, law and order, and local solutions; they worry that large central programs create dependency and waste. Inside the right there is variety: **classical liberals** emphasize economic freedom and civil liberties; **conservatives** stress social order, heritage, and prudence; **Christian democrats** balance markets with social protections guided by dignity and solidarity. Common arguments: people should keep more of what they earn; rules should be few but clear; strong institutions and shared norms prevent chaos. Critics say right policies can widen inequality or neglect vulnerable groups; supporters answer that prosperity and social trust grow when initiative is rewarded and communities keep responsibility close to home.

Authoritarian

Authoritarian ideas value order, unity, and control. They believe society works best when a strong authority sets clear rules and enforces them. The state may control or limit media, protests, and opposition to keep stability. Punishments are tough; loyalty is praised. Individual freedoms can be limited “for security” or “the nation’s good.” Decisions are usually top-down and fast; elections (if any) are not truly competitive.

Authoritarian thinking values order, unity, and decisive leadership. It holds that society functions best when a strong authority sets clear rules and enforces them consistently. In this view, disorder, moral decline, or external threats justify limits on opposition, media, or protest, especially “in times of crisis.”

The state may centralize power, manage information, and punish disobedience to maintain stability and national strength. Supporters argue that quick decisions, discipline, and common purpose protect citizens, preserve culture, and deter enemies. Authoritarian currents can be found on both economic left and right: some favor state-led economies; others back private enterprise under tight political control. Common tools include censorship, surveillance, patriotic education, and loyalty tests for officials. Critics warn that such systems erode rights, create fear, and block self-correction; defenders reply that freedoms without order lead to fragmentation and weakness. The core tension is between **security** and unity on one side and **pluralism** and **accountability** on the other.

Libertarian

Libertarian ideas value **maximum personal freedom** with **minimum state control**. People should choose how to live, speak, trade, and love - so long as they **don't harm others**. The state focuses on **basic protections**: courts, police, defense. Less regulation, **lower taxes, free speech, privacy, and voluntary cooperation** (charity, co-ops, contracts) are key. Markets and civil society should solve most problems; adults decide for themselves.

Libertarian thinking puts individual freedom at the center: adults should choose how to live, speak, trade, and associate, as long as they **do not harm others**. The state's role is minimal - protect life, liberty, and property through courts, police, and national defense - while most other tasks are left to voluntary action, markets, charities, and local communities. Libertarians defend free speech, privacy, freedom of conscience, and equal treatment under the law; they favor low taxes, light regulation, and open competition. Within libertarianism there is variety: **minarchists** want a very small state; **left-libertarians** stress cooperatives, commons, and anti-monopoly; some are cosmopolitan on migration and trade. Common arguments: coercion should be rare; consent and contracts solve more than commands; innovation rises when people are free to try. Critics say libertarianism underestimates inequality, public goods, or risks like pollution; supporters answer that voluntary solutions, clear liability, and limited government better protect both freedom and prosperity. The core ideal is **maximising liberty while minimising force**.



Political ideologies and corners (Political Compass)

Overview

Objective: The aim of the activity is to give participants a chance to understand which political ideology stands for each policy.

Group size: Minimum 12 max 30

Materials: A4 white paper, printed, and something to stick each 8 ideological direction title to each corner of the room.

Instructions

● **Step 1 – Energiser (5-minute)**

● **Step 2 – Core activity (30 min)**

The Facilitator/Youth Worker first introduces the topic by asking if someone has heard about these three topics, and gives a voice for 3-4 participants to speak up, and later reads the statement/policy from the handout and asks participants to move to each corner according to their belief that this policy matches the chosen ideology corner. Once participants took the position, the facilitator asks at each corner where participants stand, why they chose that one and if not correct, s/he has to say the correct one by explaining why.

Activity is finished when all statements are finished..

● **Step 3 – Debriefing (10-15min)**

Once all have finished, you call them to the plenary and ask the following questions:

- What was the most difficult one?
- What was the easiest one?
- Did they know about it?
- Is it now clearer for them?.

● **Step 4 – Input (5-10 min)**

The Facilitator/Youth Worker explains the difference between each ideology and policies each of them promotes, explaining in a simple way and giving participants to speak and contribute to the discussion.

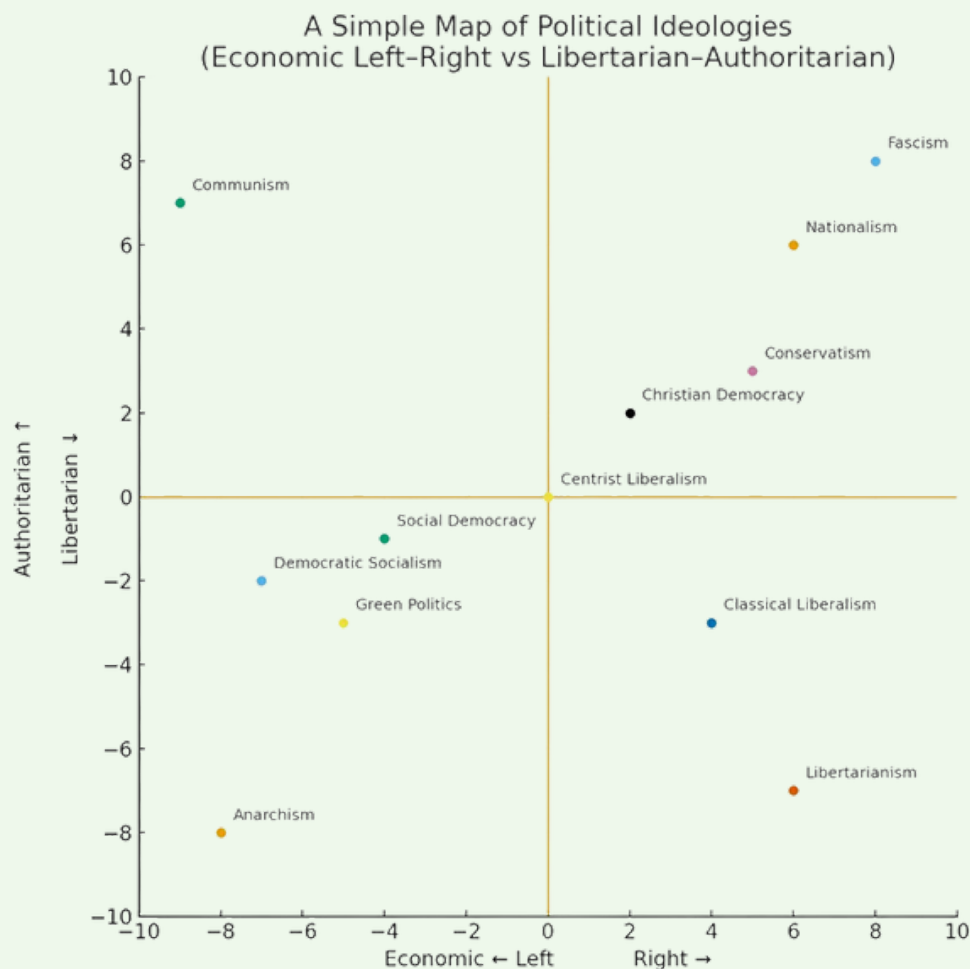
Handouts

Please copy the text and paste it into a separate Word file and increase the size of the text as much as possible and print it, and change the layout to landscape.

1. Libertarian
2. Right-Libertarian
3. Leg-Libertarian
4. Leg: Social-Democrat/Green
5. Leg Green (Regulatory)
6. Right Authoritarian - National Conservahve
7. Leg Authoritarian - (equality rahonale via speech limits)
8. Authoritarian (Far Right)

Use this handout for you (facilitator) to read out loud before each round.

1. **"A universal basic income should replace most welfare programs"**. - Left-Libertarian (egalitarian aim + simpler, cash-first state)
2. **"Public universities should be tuition-free, funded by higher taxes on wealth"**. - Left (Social-democratic/Green)
3. **"Government should be as small as possible - privatize most services"**. - Right-Libertarian
4. **"In a crisis, the state may restrict protests and control media to keep order"**. - Authoritarian (left or right variants)
5. **"Hate speech should be illegal, even if it limits free expression"**. - Authoritarian-Left (equality rationale via speech limits)
6. **"People should be free to use any drugs; regulate quality, not behavior"**. - Libertarian
7. **"Strict border controls are necessary to protect jobs and culture."** - Right-Authoritarian (national-conservative)
8. **"Large companies must meet climate targets, even if prices rise"**. - Left/Green (Regulatory)
9. **"Schools should offer vouchers so families can choose public or private freely"**. - Right-Libertarian (market choice)
10. **"Police and surveillance powers should expand to reduce crime, even at the cost of privacy"**. - Authoritarian (often Right-leaning)





What is populism

Overview

Objective: The aim of the activity is to promote understanding of populism according to the four main criteria/characteristics of populist narratives/speeches.

Group size: Minimum 12, max 30

Materials: A4 white papers 4 to print each characteristic, flipchart board and markers (3-4 colours) for the brainstorming and paper tape to stick each characteristic to the flipchart or board.

Time/Duration: 90 min

Instructions

● Step 1 – Energiser (5-minute)

● Step 2 – Core activity (20 min)

The Facilitator/Youth Worker presents a short definition of populism and how it is used in different political contexts (left-wing, right-wing, authoritarian, democratic). After asking participants to brainstorm the words that come to mind when they say populism, and write down at least 10, max 15 words.

Later, read the definition (handout #1) of what populism is, and compare the words that participants say. Later, give four characteristics (handout #2) printed on paper and stick them to the board/flipchart, and briefly introduce populist communication/narrative tactics:

Next comes the "Case Study Analysis" in groups and performances for a TV show.

Each group receives a real-life case study (handout #3) from different countries where populist rhetoric was used.

1. Donald Trump's "Fake News" narrative in U.S. elections
2. Brexit campaign's populist messaging in the UK
3. Viktor Orbán's anti-EU rhetoric in Hungary
4. Matteo Salvini's migration discourse in Italy
5. Ukraine/Russia information war narratives
6. Brazil: Good citizens vs the System

They're written in the recognisable style of the cases but avoid long direct quotes, so they can use them easily. It includes subtle [PAUSE CUE] suggestions where the partner can stop the "politician" and name the tactic: Us vs. Them, Crisis, Strong Leader Persona, Simplification.

Each group has to read them carefully and analyse where in the speech they traced the 4 characteristics of populist narrative. Once they did, they had to present according to the TV show format.

How to run the TV show scene

- One participant reads the speech in character.
- Partner pauses at each [PAUSE CUE] and labels the tactic out loud.
- Resume until all four tactics appear and the speech is done.

Activity is finished when all groups have done their TV shows.

● Step 3 – Debriefing (10-15min)

Once all have finished, you call them to the plenary and ask the following questions:

- What patterns do we see in populist speech across different countries?
- Are these strategies effective? Why or why not?
- How do populist tactics affect young people's political views?
- What strategies can we use to counteract misleading populist narratives?

● Step 4 – Input (5-10 min)

The Facilitator/Youth Worker explains the difference between the populist speeches in each ideology and the tactics populist politicians use to promote their interests by explaining in a simple way and giving participants to speak and contribute to the discussion.

- Leg-populists stress - social justice/anti-oligarchy;
- right-populists stress - national identity, immigration, law-and-order;
- authoritarian variants - target institutions and minorities;
- democratic variants - can channel grievances into participation—yet risk eroding liberal checks when adversaries are painted as enemies.

Handouts

Please copy the text and paste it into a separate Word file and increase the size of the text as much as possible and print it, and change the layout to landscape.

#1

Populism is a political approach that pits a "pure" people against a "corrupt elite," claiming to represent the general will of the people against a system they believe is against their interests. It is a "thin-centred" ideology because it can be combined with various host ideologies, such as nationalism on the right or socialism on the left, and can manifest as either left-wing or right-wing populism. A key element of populism is the belief that politicians who are "of the people" can bypass traditional institutions to directly address the needs of the nation.

Populism often rejects pluralism ("opponents are illegitimate"), favors direct leadership claiming a personal mandate, and uses moralized, emotional narratives. Because it's "thin," it borrows content from host ideologies.

#2

- "Us vs. Them" rhetoric
- Crisis Narratives (blaming elites, minorities, or external forces)
- Strong Leader Persona
- Simplification of Complex Issues

#3

1) United States - "Fake News & the Swamp"

My friends, you work hard, you tell the truth - and then the **insiders and their media friends** tell you that what you see with your own eyes isn't real. **They** say the economy's great while your town is losing jobs. **They** say the border is secure while you see chaos. [PAUSE CUE: Us vs. Them] This is a **national emergency**: a system built by elites, protected by biased broadcasters, designed to keep you quiet. [PAUSE CUE: Crisis] Here's what we'll do: **I will speak to you directly**, not through their filters. We'll bring back factories, enforce the law, and make sure government serves the people, not the lobbyists. [PAUSE CUE: Strong Leader Persona] It's simple: **cut red tape, stop the lies, and put our country first**. Jobs up, crime down, borders secure - fast. [PAUSE CUE: Simplification].

Donald Trump ("fake news" / "enemy of the people")

- Trump clarified "the **FAKE NEWS** are the '**enemy of the people**'."
- Analyses of his anti-press framing and goals.
- CPAC remarks that veered into media-bashing.

2) United Kingdom - "Take Back Our Decisions"

For years, rules that shape our borders, our trade, and even our food labels were made **far away by people you never chose**. [PAUSE CUE: Us vs. Them]

That loss of control has become a **national problem**. When we can't set our own standards or manage migration fairly, communities feel strain and trust collapses. [PAUSE CUE: Crisis]

We can fix this. **Our government, answerable to you**, can negotiate our deals, fund our priorities, and restore responsibility to our own institutions. [PAUSE CUE: Strong Leader Persona].

The logic is straightforward: **bring decisions home**, redirect money to public services, and **set rules that fit our needs**. Control returned; future secured. [PAUSE CUE: Simplification]

Brexit "Take Back Control" / £350m for the NHS The **Vote Leave bus with "£350m"** claim and **"Take back control"** slogan (central to the campaign narrative).

Retrospective on the NHS claim and messaging effects.

“Take Back Control” - It was the **official Vote Leave slogan**, widely used by Boris Johnson and others, and is generally credited to **Dominic Cummings** (Vote Leave’s campaign director).

“We send the EU £350m a week - let’s fund the NHS instead” - This was the **Vote Leave bus message**. The **£350m figure and framing are attributed to Dominic Cummings** and were promoted by Vote Leave figures (e.g., Boris Johnson, Gisela Stuart). It wasn’t a single-person quote so much as **campaign copy** on the bus.

3) Hungary - “Defending the Nation”

For too long, **foreign-funded groups and distant officials** tried to tell us what our borders should be, how our families should live, and which values are acceptable. [PAUSE CUE: Us vs. Them] We face a **continuous state of pressure** - migration routes, cultural erosion, economic dependence - testing the survival of our nation. [PAUSE CUE: Crisis]

So we act. **My government will protect the frontier, support families, and ensure our laws serve Hungarians first**. Media must be responsible; schools must teach our heritage. [PAUSE CUE: Strong Leader Persona]

The path is clear: **secure the borders, strengthen the state, put our people first**. That is how a small nation stays free. [PAUSE CUE: Simplification]

Viktor Orbán and “illiberal democracy”

Orbán’s 2014 **Tusnádfürdő** speech laying out the **illiberal state** vision (full text/English).

4) Italy - “Order at the Ports”

For years, coastal towns carried the burden while **EU partners and NGO** ships treated the sea like a shuttle. Local workers, police, and volunteers did their best - alone. [PAUSE CUE: Us vs. Them]

This has become a **security and capacity crisis**. Without clear rules, dangerous journeys continue, tension grows, and genuine refugees mix with smugglers’ clients. [PAUSE CUE: Crisis]

We will restore order. We will control arrivals, enforce returns, and help real refugees nearer to conflict zones. We’ll stand by our officers and our coastal communities. [PAUSE CUE: Strong Leader Persona]

It’s simple: **close the loopholes, control the ports, protect our people** - humanity and legality together. [PAUSE CUE: Simplification]

Matteo Salvini and the “closed ports” line

- Reporting on Italy’s **closed-port** policy toward NGO rescue ships, widely associated with Salvini’s stance.
- Academic analysis of the “closed ports” discourse.

5) Russia/Ukraine - “Security Mission”

For years, **hostile forces using Kyiv as a platform** pushed our red lines, armed along our borders, and threatened our people abroad. [PAUSE CUE: Us vs. Them]

We face a **grave security crisis**: the rewriting of our region's order and the persecution of communities we promised to defend. [PAUSE CUE: Crisis]

Therefore, **we act with determination**. Our forces will neutralise threats, protect civilians, and ensure that hostile plans cannot endanger our homeland again. [PAUSE CUE: Strong Leader Persona]

Our objectives are clear: **disarm the threat, secure the region, bring peace**. Necessary steps, decisive results. [PAUSE CUE: Simplification]

Putin's 24 Feb 2022 address ("denazify/demilitarise")

- Official Kremlin transcript announcing the "special military operation," citing **"demilitarise and denazify Ukraine."**
- UN-circulated text of the address context.
- Overview of core claims in that speech

6) Brazil - "Good Citizens vs. the System"

Across this country, honest people lock their doors while **career politicians and criminals** run free.

The good citizen obeys the law; the system **rewards the worst**. [PAUSE CUE: Us vs. Them]
That is a **public-safety emergency**. Families are afraid; businesses hesitate; police are tied by rules that protect bandits more than neighbors. [PAUSE CUE: Crisis]

I **will free the police to do their job**, end leniency for violent crime, and return dignity to those who work hard and follow the rules. [PAUSE CUE: Strong Leader Persona]

The answer is direct: **arm the law-abiding, disarm the criminals, punish the violent**. Safety restored, country back on track. [PAUSE CUE: Simplification]

Jair Bolsonaro ("good citizen," anti-system, crime frame)

- Coverage of Bolsonaro's stance linking democracy/freedom to the armed forces (illustrates his strongman framing).
- Research on the cidadão de bem ("good citizen") trope in Brazilian right-populist narratives.

- **Left-populism**: "The people vs the oligarchs".
Frames: tax the ultra-rich, nationalize 'stolen' assets, cancel debt.
Examples often cited: Podemos (Spain), Syriza (Greece).
- **Right-populism**: "The nation vs cosmopolitan elites/outsideers".
Frames: stop immigration, restore order, protect tradition.
Examples: Trumpism (US), Le Pen/RN (France).

- **Centrist/technocratic populism (yes, it happens):** “Competent people vs corrupt parties”.
Frames: managerial savior, clean up politics by expertise.
- **Authoritarian populism:** “Strong leader vs decadent institutions/minorities”.
Frames: bend courts/media in emergencies; ‘unity first’.
- **Democratic populism:** “Citizens vs unresponsive establishment”.
Frames: referendums, participatory budgeting; **risk:** calling rivals “enemies” erodes liberal checks.
- **Libertarian populism (your question): Yes.**
Story: “Taxpayers/entrepreneurs vs the political caste/bureaucrats/central bank.”
Crisis: “They stole your future with inflation and taxes.”
Leader pose: outsider who’ll smash red tape.
Simple fix: abolish ministries, slash taxes, **end/curb the central bank.**
Real-world touchpoints: Ron Paul/Tea Party rhetoric in the US; **Javier Milei** (Argentina) mixes radical free-market ideas with classic populist framing (“caste,” chainsaw cuts).



Sharing real videos of the populism from their communities/countries

(Can be done online)

Overview

Objective: Enhance the critical thinking and populism “detecting” skills by searching for speeches and identifying populist narratives.

Group size: Minimum 8 max 30

Materials: Projector, Lap top, internet

Time/Duration: 50 min

Instructions

- Step 1 – Energiser (5-minute)

● Step 2 - Core activity (30 min)

The Facilitator/Youth worker gives the task to participants to search on YouTube the video from the speeches of politicians and detect the populism. Divide them into groups of 3 to 4 people according to their community, town, city, region or country.

Once they find at least 2 videos from each community, town, city, region or country. Videos should be at least 2 years old.

Once they did invite everyone to the plenary and present them on the projector, and give time to groups to explain each video message of each politician and go through each populist characteristic.

● Step 3 - Debriefing (10-15min)

Once all have finished, you call them to the plenary and ask the following questions:

- What was the most difficult in the process?
- What was the easy?



Fake News

Overview

Objective: The aim of the activity is to explore the different types of fake news and understand how it can be used in populist narratives.

Group size: Minimum 8 max 30

Materials: A4 white papers, scissors, flipchart/whiteboard paper tape.

Time/Duration: 45 min

Instructions

● Step 1 - Energiser (5-minute)

● Step 2 - Core activity (20 min)

The Facilitator/Youth Worker divided the group into 4, and each of them got the mixed handouts of fake news types (headlines and descriptions). Participants have to put them into the right order. Once once group finishes, they shout Bingo, and the facilitator has to move to the group to check if all is correct and if not, gives time to continue. Once all groups have finished and all is correct. They move to the plenary to sit in a circle.

● Step 3 - Debriefing (10-15min)

Once all have finished, you call them to the plenary and ask the following questions:

- What was the most difficult one?
- What was the easiest one?
- Did they know about it?
- Is it now clearer for them?

● Step 4 - Input (5-10 min)

The Facilitator/Youth Worker goes through one by one of each fake news type, sticking them on the whiteboard/flipchart and asking the group how this particular type of fake news can be used in populist narratives.

Handouts

Please copy the text and paste it into a separate Word file and increase the size of the text as much

as possible and print it, and change the layout to landscape.

Types (headlines only)

1. Disinformation
2. Misinformation
3. Malinformation
4. Clickbait / False Connection
5. False Context
6. Manipulated Content
7. Deepfakes / AI Fakes
8. Imposter Content
9. Propaganda
10. Conspiracy Content
11. Astroturfing / Bot Amplification

Descriptions (numbered to match, but without the type names)

1. False content shared **on purpose** to trick people; often blames an “enemy” or pushes a leader’s story; big claims with no solid sources.
2. Wrong or misleading info shared **by mistake**; people pass it on without checking; fix by adding a reliable source.
3. **True** information used **out of context** to harm; real photo/quote shown with wrong time/place, so the meaning changes.
4. Shocking headline that **doesn’t match** the article/video; drives emotion to get clicks - always compare headline vs content.

5. Real image/text used with the **wrong date, place, or situation**; e.g., old photo shared as today; reverse-image search reveals it.
6. Edited photos/charts/clips that **change the meaning** (cropping, splicing, adding elements); check the full original file.
7. AI-made audio/video/images that **look or sound real**; voices/faces can be cloned—verify with trusted or official sources.
8. Pretends to be a **trusted source** (fake logo/account/site); looks legit but isn't—check the URL and the "About" page.
9. Highly **one-sided messaging** to push a political goal; hides downsides and repeats slogans; relies on selective facts and emotion.
10. Claims a **secret group** controls events with little evidence; uses hints/questions instead of proof; real evidence is consistent across sources.
11. Coordinated fake "grassroots" support; many accounts post the **same lines** at once; signs: new accounts, copy-paste text, sudden hashtag spikes.



Online tools

(Can be done online)

Overview

Below, you can find the online tools for the identification of the political ideology of participants.

The facilitator should share one of the links below and give participants time to fill in the questionnaire in the compass, and at the end, debrief if they knew where they stand according to the political ideological compass/corners.

Political compasses:

#1 - <https://www.politicalcompass.org/>

#2 - <https://8values.github.io/quiz.html>

#3 - EU votematch <https://source.votematch.eu/>

Below you can find the useful website to proof and combat populism in the existing politics in Europe and beyond.

Populism tracking

1. [Data of pop-pol parhes](#)

2. [Populism index 2024](#)

3. [PolihPopulist](#)

4. [Ches data](#), [Ches data EU](#)

Conclusion

As a result of the Erasmus+ KA153 Mobility for Youth Workers, training course "Empowering Youth Workers to Prevent and Counter Populism (EYPAC)", the participants improved their competencies in promoting political education, improved digital skills, developed creative videos about Disinformation, Political Ideologies and Populism. Also, familiarised with the political situations of different countries. Increased their knowledge of the Erasmus+ Programme, Youthpass and Europass CV. Get acquainted with methods of non-formal learning and establish a long-term partnership between youth workers and their organisations.

The participants already successfully tested the activities in their local communities thus, raised awareness about the political ideologies and populism among their peers in Germany, Georgia, Ukraine and Spain.

