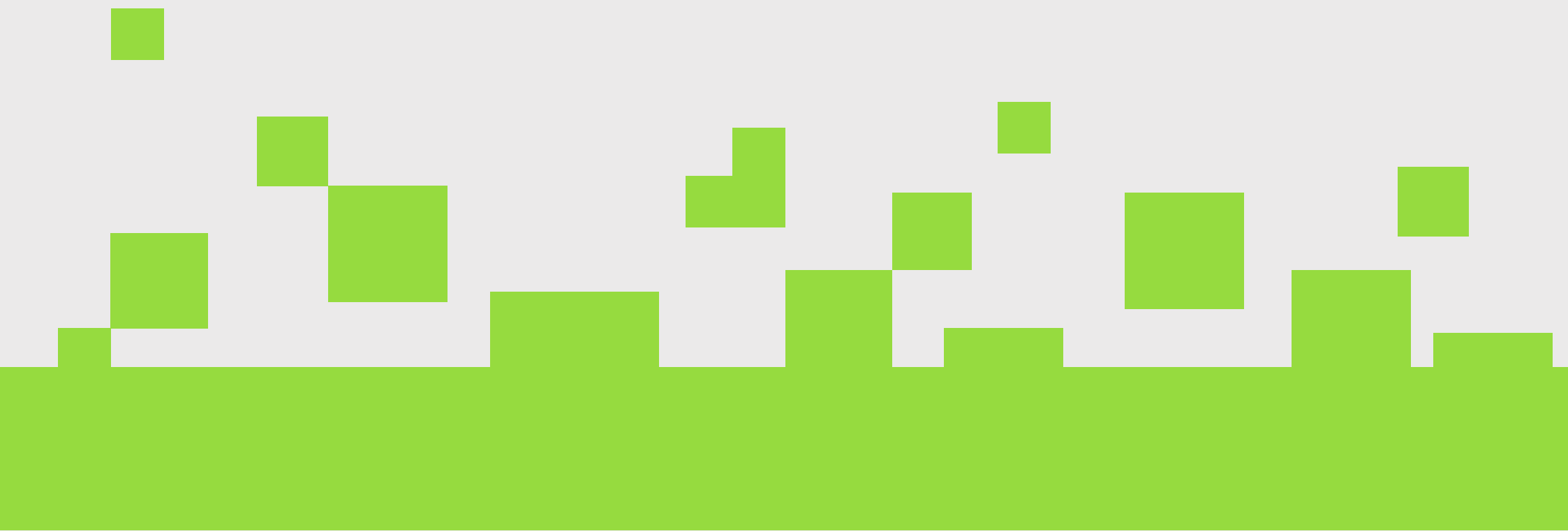


# RESILIENT CITIES TOOLKIT

**MC-View**



**PROJECT NAME:** MINECRAFTING RESILIENT CITIES:  
INNOVATIVE YOUTH-LED POLICY PROCESS FOR SUSTAINABLE EUROPE

**PROJECT ACRONYM:** MC-YOU

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CITIES



**RĪGA**



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# INTRO: MC-YOU PROJECT AND PROJECT TOOLS

The project MC-YOU - Minecrafting resilient Cities: innovative YOUTH-led Policy process for sustainable Europe aims to engage young people in the process of thinking about their cities and reimagining them to be more sustainable and resilient, by using the popular game Minecraft as a tool for youth participation at the local level. MC-YOU is also an opportunity for policymakers as it offers an innovative proposal to engage youth in decision-making processes, and an opportunity for the cities themselves to benefit from the valuable contributions of their younger citizens.

This Toolkit is then meant for:

- Young people eager to contribute to more sustainable and resilient cities;
- Policymakers that wish to leverage the power of youth participation in their cities and benefit from the valuable insights that young people have to offer;
- Youth organisations, teachers, educators, and others working with young people, wishing to act as process facilitators between young people and policymakers in their cities.

This Toolkit has been developed by the consortium of the project taking into account the project design stage analysis, good practices collected in the use of Minecraft as a participation tool (previous publication available [HERE](#)), and the findings from the Cities Peer Exchange Seminar, held in Faro in March 2024, with the aim to both guide the activities of the project training itself, and to be used by anyone (namely young people, policymakers, youth organisations, teachers, and others) who wish to replicate its use.

**LET'S START MINECRAFTING!**

# OUR VISION

Cities today are grappling with significant challenges such as the climate crisis, rapid urbanisation, economic instability, and social inequities. These issues demand the development of resilient urban environments capable of withstanding and adapting to various pressures. With climate change intensifying natural disasters and urban populations proliferating, there is an urgent need for innovative, sustainable, and inclusive solutions.

The MC-YOU project is addressing these critical challenges by empowering youth to take an active role in urban resilience. Youth participation is crucial because young people bring innovative ideas, fresh perspectives, and a vested interest in the future of their communities. By developing and testing a new youth-led policy model, MC-YOU leverages the creative and educational potential of Minecraft to engage young people in the political process at the local level. In addition to nurturing creativity and practical engagement among the youth, this approach provides policymakers with sustainable strategies to incorporate youth perspectives into urban governance.

Involving young people directly in policy-making through an innovative participatory model ensures that their unique insights and solutions are considered, fostering a sense of ownership and responsibility towards their cities. This initiative aims to build stronger, more connected communities that are better equipped to handle the complex challenges of urban life, thereby promoting long-term sustainability and resilience in urban development.

**In essence, the MC-YOU project aims to empower the youth to take a proactive role in creating resilient cities by developing and testing a new youth-led policy model that includes leveraging the creative and educational potential of Minecraft but also offers policymakers a sustainable solution to engage youth in political processes on the local level.**

# THE MC-YOU PROJECT AIMS

## **SUPPORTING THE DEVELOPMENT OF YOUNG PEOPLE'S DIGITAL SKILLS**

By using Minecraft in the creation of resilient city models, young people participating will be using a tool most of them are already familiar with. However, using an existing space in their city that they can visit for their Minecraft models is a new and exciting combination that can promote digital skills development in youngsters with different levels of digital competences. In an increasingly technological society, the use of Minecraft also contributes to testing the use of technology in participatory processes that may become more prevalent in the future.

## **ENCOURAGING POLITICAL INVOLVEMENT OF DIVERSE YOUTH GROUPS AT THE LOCAL LEVEL**

With the design of this project as well as with the recruitment strategy, we are aiming to involve diverse groups of young people. By being able to input and discuss their digital renderings of local spaces with policy-makers, young people can experience first-hand political involvement and active citizenship by engaging with politics in their municipality.

## **CREATING AND TESTING MECHANISMS THAT ENABLE COLLABORATION ON POLICIES BETWEEN YOUNG PEOPLE AND POLICYMAKERS**

With this pilot method of using Minecraft models as a basis for collaboration, we are also trying to enable a dialogue that in many cases does not exist yet: bringing policymakers to the table together with young people who want to see change!

# THE MC-YOU PROJECT AIMS

## COMMUNITY-BUILDING FOR PRACTITIONERS IN THE FIELDS OF CITY PLANNING AND YOUTH ENGAGEMENT

We are conducting the MC-YOU piloting component of the project in three different European cities simultaneously: Faro (Portugal), Sandanski (Bulgaria) and Riga (Latvia). The threads come together on our MC-WEB platform as a meeting point for practitioners to exchange their ideas and experiences.

## SETTING UP A CAPACITY-BUILDING PLATFORM FOR CITY ADMINISTRATORS

Besides community-building, we are also creating a platform that collects relevant materials, best practice examples and tools. The aim here is to give practitioners a learning space for similar projects.

# OUR CONCEPT

## WHAT IS MINECRAFTING?

Minecrafting (verb) is the act of designing and constructing three-dimensional worlds in Minecraft.

## BUT ISN'T MINECRAFT "JUST" A GAME?

It is indeed a video game, and with 300 million sales it is one of the most successful ones in history. More precisely, Minecraft is an electronic sandbox game, created in 2013, and owned by Microsoft. It allows players to build and explore virtual worlds made up of blocks. With its limitless creativity and freedom, Minecraft serves as a powerful tool for engaging young people in urban planning processes. In the context of city planning, Minecraft offers a dynamic platform for youth to design and visualise their ideas for their city's development.

In Minecraft, players use this freedom to collaborate in the design and construction of three-dimensional worlds using blocks. Microsoft recognized the educational potential of the game and launched Minecraft Education in 2014, which is now being used in classrooms around the world.

## WHY IS MINECRAFT USEFUL FOR OUR PROJECT?

By constructing virtual models of buildings, infrastructure and landscapes, the participants can experiment with various urban design concepts and understand the impact of their decisions on the built environment. Additionally, Minecraft fosters collaboration and teamwork as players work together to tackle complex urban challenges and create inclusive, sustainable cities that reflect their visions for the future.

In Minecraft, players can simulate environmental problems like deforestation and pollution, as well as explore solutions such as renewable energy and eco-friendly building materials. By experimenting in the virtual world, young people gain insight into the effects of human activities on the environment and can design resilient, low-carbon cities to address climate issues.



## MC-WEB

The project website [MC-YOU.EU](https://mc-you.eu) is an important tool for external and internal communication. It is the main source of information for all of the partners, identified target groups, other stakeholders and the general public. Besides the main information about the project and its partners, it displays all the project outputs – publications, and educational content created by the partners and it serves as a space for discussion and exchange. News on the events, stages of development and implementation, articles and calls for participants are also displayed on the website, as well as project visibility materials.

The links to the project's social media and the MC Metre are also added to the website which allows us to easily communicate with Minecraft users.

The website is equipped with a tool that counts the number of unique visitors, so it will help us obtain information about the scope of impact in quantitative terms.

## MC-METRE

This specially designed platform [MC-METRE.EU](https://mc-metre.eu) is a web tool for citizen consultations – Agoras. Operating on the principle of a decision tree, MC Metre contains a set of simple guided questionnaires, where residents are enabled to share their opinions or preferences, for example, concrete projects in a city. Adapted for people with no IT literacy and completely multilingual, the platform provides the opportunity for the broad participation of users.

It is possible to access the platform by going through the link or downloading the app on a mobile device. The access is semi-restricted, meaning that the users will get a unique access code. This helps us preserve the quality of gathered data and it also complies with GDPR.

This tool will help us gather opinions on priorities and solutions to be addressed by the MC model.

# MC INVENTORIES

MC Inventories are a catalogue of existing places of a city to be redesigned using Minecraft Education to be more sustainable and resilient in the urban context. In the scope of the MC-YOU project, they can be both buildings and public open spaces, and they must belong to the public domain.

The MC-Inventory presents the following **categories** in order to characterise and guarantee the needed work materials are available for the places to be reimaged:

- Type (Public building /Public open space)
- Status (Functioning / Renovation needed / Abandoned/Closed / Vacant space)
- Name
- Address
- Coordinates /Google Maps Link
- Area (m2)
- Technical Drawings
- Photographs
- Description
- Important Features
- Specific Laws/Regulations applying to the site
- Intentions of Intervention by the City Council



Spaces collected in the MC Inventories should include the following information:



TYPE



COORDINATES/  
GOOGLE MAPS LINK



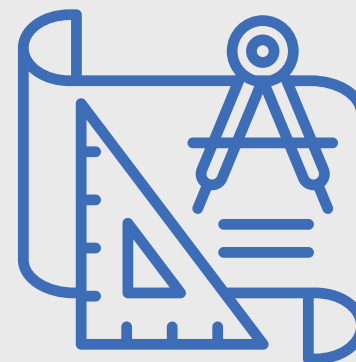
PHOTOGRAPHS



STATUS



DESCRIPTION



TECHNICAL DRAWINGS

# KEY THEMES

The urgent need for resilient cities stems from the multifaceted challenges they face, including the climate crisis, rapid urbanisation, economic instability, and social inequity. Climate change has intensified natural disasters, thereby not only causing irreversible loss of biodiversity and other environmental catastrophes but also causing significant economic losses in the EU. This highlights the necessity for cities to prepare for and mitigate these impacts. With 75% of the EU population residing in urban areas, cities are at the forefront of addressing health crises, digitalization, and environmental degradation. Economic stability has been further undermined by rising inequalities, the pandemic, and geopolitical conflicts, stressing the importance of resilient cities that can attract investment, create jobs, and maintain stability. Social equity remains a critical concern, as resilient cities must prioritise the needs of vulnerable populations to build stronger, more connected communities.

Therefore, this project is addressing these challenges in a participatory and multi-disciplinary way.

**SUSTAINABILITY**

**RESILIENCE**

**PARTICIPATION**

**PLANNING CITIES FOR PEOPLE**

**GAMIFICATION**

# SUSTAINABILITY

Nowadays, sustainability is seemingly everywhere to the point where it may be hard to understand what people actually mean by it when they use the term.

## WHAT DOES SUSTAINABILITY ACTUALLY STAND FOR TODAY?

The most known definition of sustainability dates back to the year 1987 when the United Nations Brundtland Commission defined being sustainable as “meeting the needs of the present without compromising the ability of future generations to meet their own needs”.

A more recent definition of Michiel Schwarz describes sustainability as “the capability of a system to endure and maintain itself” (abbreviated definition taken from: "A Sustainist Lexicon").

## SUSTAINABILITY IN URBAN PLANNING

In the context of urban development, this means that sustainable cities are ready for an ever-changing future of new climates and developing social and technological realities. So we could say they are “solutions that are good for the future to come”.

Some authors emphasise there is a distinction between **weak and strong** sustainability: In city planning, strong sustainability means making sure we protect the environment within cities. This helps cities become stronger and more livable, even when faced with challenges like climate change. It's like making sure we keep our green and blue spaces, trees, and clean air intact while building and growing.

# SUSTAINABILITY

On the other hand, weak sustainability is an idea from environmental economics which suggests that we can use new technology to grow cities without harming the environment too much. However, we still need to be cautious and find a balance between protecting nature and letting cities develop. It's like saying we can have both progress and environmental care, but we need to be smart about how we do it.

**“Sustainable describes the desired outcome of how we envision any city or municipality to be.”**

Sustainability also has a social dimension. In his landmark guide for (re-)structuring cities towards being lively, safe, sustainable and healthy, urbanist Jan Gehl also defines social sustainability as democratic access to public spaces where people can meet independently from their means of transport or the resources that are available to them (Jan Gehl “Cities for People”). Strong sustainability requires participation, collaboration, and partnership with the people in order to be able to identify and address all dimensions required to reach the highest level possible.

## WHAT ARE IMPORTANT FACTORS TO ACHIEVING SUSTAINABILITY OF A CITY?

The New European Bauhaus, an interdisciplinary initiative by the European Union on ‘beautiful’ living spaces, defines three means to achieve sustainability in their Enabler Toolkit:

- **To repurpose**, which means to renovate buildings that are deployed for their original purpose instead of tearing them down and rebuilding them from scratch, because it saves a lot of energy.
- **To close the loop**, which means to bring waste down to zero by e.g. the choice of materials and a circular organisation of resources.
- **To regenerate** and thereby regrow nature and for a structure to give back more resources than it takes away.

# SUSTAINABILITY

The United Nations Sustainable Development Goal 11 Make cities and human settlements inclusive, safe, resilient and sustainable states access to public transport with “special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons” and a minimum share of 40% of cities dedicated to public spaces (incl. streets) that are inclusive, accessible and green amongst other targets. It is clear that only by including those in vulnerable situations in the planning processes, their needs can be directly listened to and acted upon.



## Resources:

- World Bank: “A Catalogue of Nature-Based solutions for Urban Resilience”
- UN Sustainable Development Goal (SDG) 11: Make cities and human settlements inclusive, safe, resilient and sustainable
- Jan Gehl: Cities for People (2010).

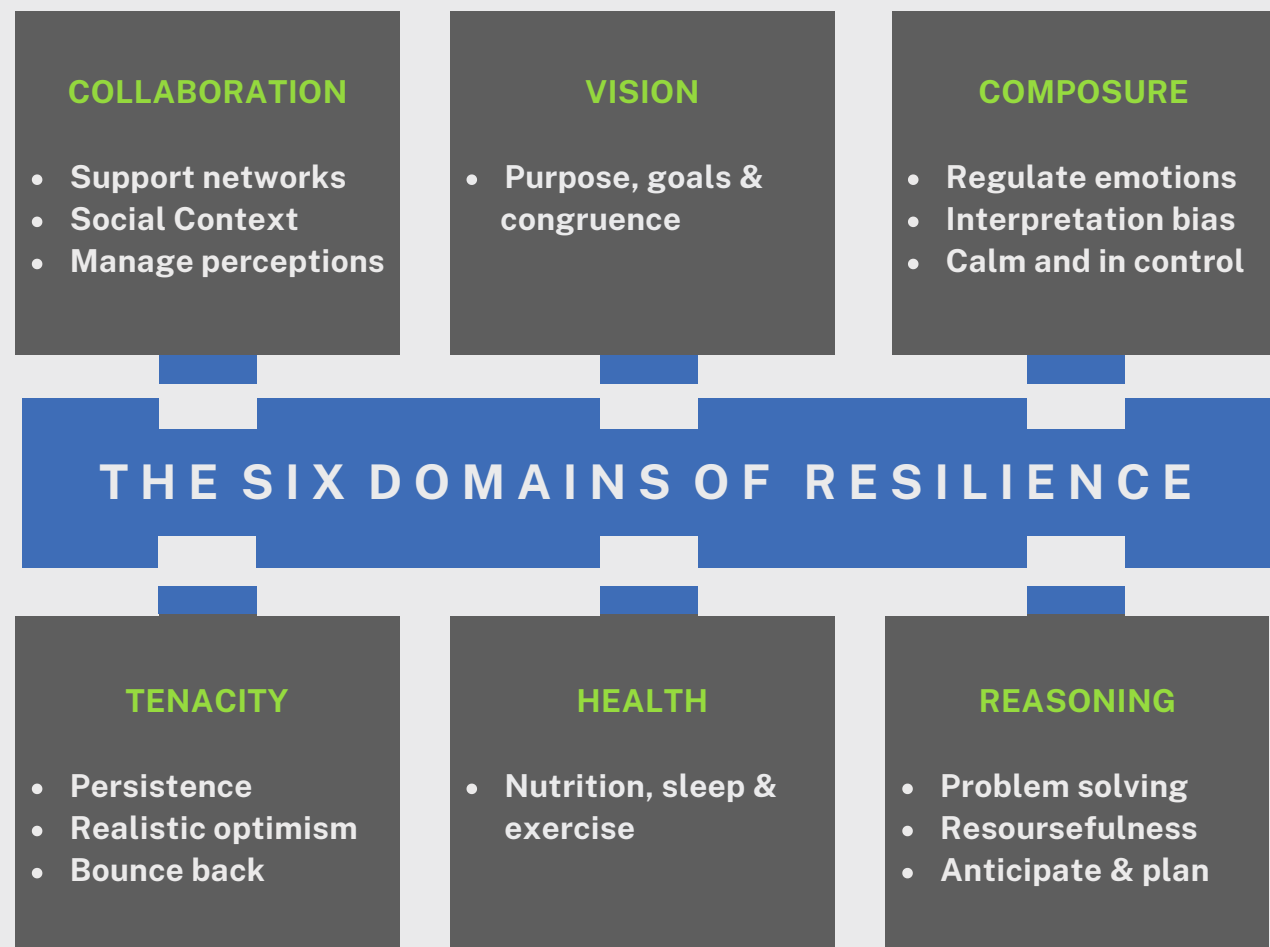
# RESILIENCE

In 2020, the COVID-19 pandemic exposed the vulnerabilities of societies worldwide, highlighting the urgent need for resilience in the face of unforeseen crises. With its unprecedented disruption to health systems, economies, and daily life, the pandemic underscored the importance of building resilience at individual, community and societal levels.

Resilience, in response to such challenges, emerges as a crucial concept. It entails fostering adaptive capacity, preparedness and robustness to withstand and recover from adversity. By embracing resilience, communities and institutions can develop strategies to mitigate the impact of crises, build stronger social connections, and cultivate innovative approaches to navigate uncertain times.

**“Resilience is the way to achieve sustainability.”**

In the context of urban development, resilience means strategies for cities to get ready for an ever-changing future of new climates and developing social and technological realities. It means the adaptation of cities and communities to natural disasters like floods, heat waves and other climatic events or also the next pandemic.





# RESILIENCE

## HOW CAN WE ACHIEVE RESILIENCE IN OUR PROJECT CONTEXT?

The model of six domains for resilience can help us:

- **Vision:** Develop a clear, long-term vision for sustainable urban development with concrete and realistic goals.
- **Composure:** Cultivate emotional resilience and the ability to stay calm under pressure, enabling effective problem-solving and decision-making during crises or challenges.
- **Reasoning:** Encourage critical thinking and adaptive reasoning skills to assess risks, anticipate future scenarios, and develop innovative solutions for urban resilience.
- **Health:** Prioritise physical and mental well-being as foundational elements of resilience, promoting healthy lifestyles and access to healthcare services within urban communities.
- **Tenacity:** Foster perseverance and determination in the face of obstacles, empowering individuals and communities to bounce back from setbacks and pursue sustainable development goals with resilience.
- **Collaboration:** Foster strong partnerships and collaborative networks among stakeholders, encouraging collective action, shared responsibility, and mutual support to address complex urban challenges and build resilient communities.

# PARTICIPATION

## WHY IS PARTICIPATION SO IMPORTANT?

As stated in Article 3 of the UN Convention on the Rights of the Child: “In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration” - participation of children and young people is imperative in any decision that affects them directly.

## HUMAN BECOMINGS HUMAN BEINGS

Young people are valuable members of the community - not only in the future but already now! That’s why they need to be involved in decision-making processes in a way that is meaningful and respectful.

David Driskell states two crucial facts about the participation of young people in his Manual for Participation.

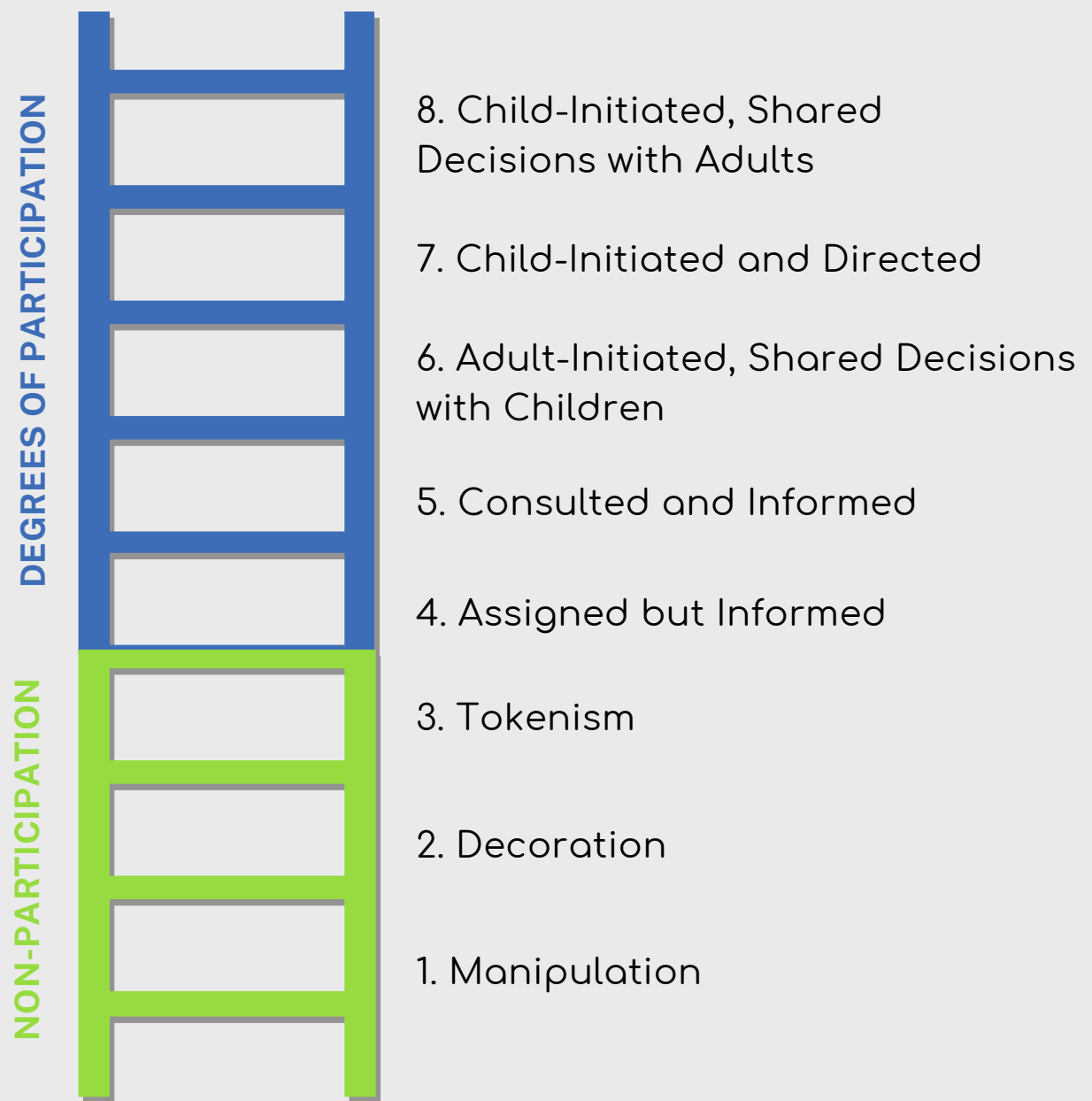
Everybody learns and grows through young people's participation.

By listening to young people’s perspectives and ideas, adults can learn to understand better what young people need and how they see the world.

Places that are better for young people are better for everyone. If the needs of young people are met by including them in the design of spaces, those spaces will be more inclusive and creative.

# PARTICIPATION

## THE LADDER OF PARTICIPATION

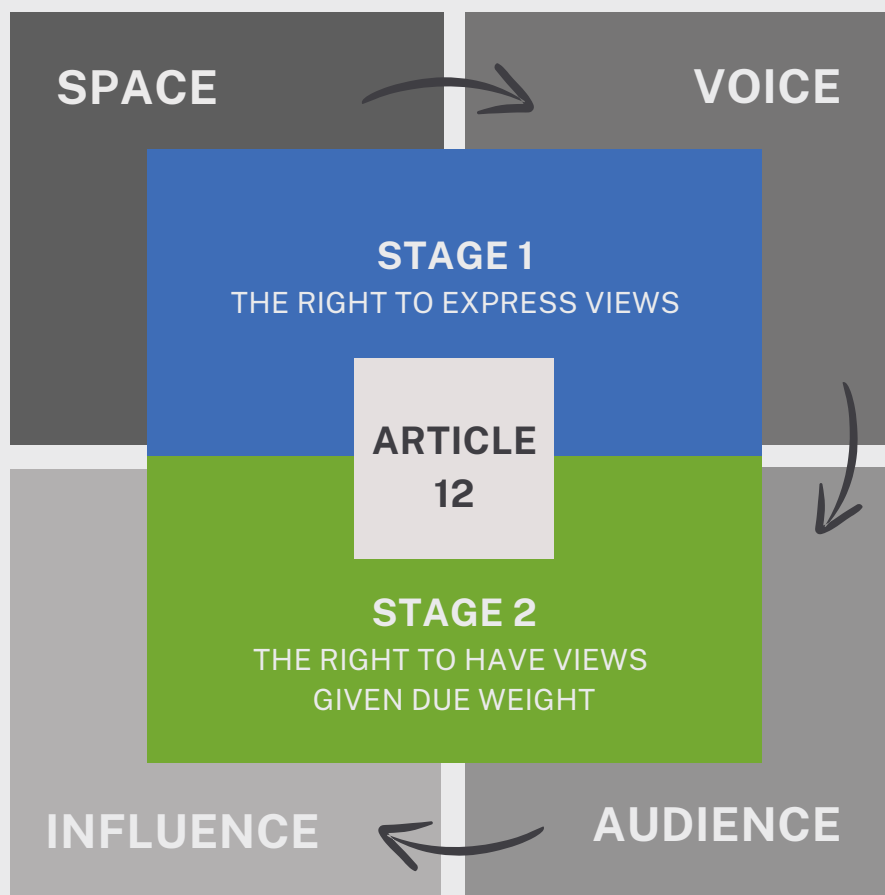


# PARTICIPATION

Therefore, MC-YOU encourages the participation of young people in their living environment with the aim to activate young people's interest in taking part in positive development and therefore to become an active member of our democratic societies. The participatory approach can cultivate respect, a sense of ownership, dedication and seeing things from different perspectives amongst all people within the process.

To achieve this it is crucial to organise participation formats such as this project in a way that participants have a **meaningful experience**. Looking at the ladder of participation (Hart), this means that the participation is at least at level 4. "assigned but informed". The more child-led, the higher on the ladder.

Another important model to consider is Laura Lundy's model of participation.



## **SPACE:**

Children must be given the opportunity to express a view

## **VOICE:**

Children must be facilitated to express their views

## **AUDIENCE:**

The view must be listened to.

## **INFLUENCE:**

The view must be acted upon, as appropriate.

# PARTICIPATION

## HOW DOES THIS MODEL APPLY TO MC-YOU?

- In our project, we are creating a space for participation.
- There, with the help of Minecraft, we are facilitating for the participants to communicate their views.
- But what is that worth, if nobody is listening? Therefore, the audience, in our case local decision-makers, is crucial.
- Finally, the participants would of course like to see the impact that their voices have.

It is the final point that we need to have in mind right from the start and must be transparent to the young people about the quality and amount of influence we can expect.

If we don't actively work on this **expectation management** there is a huge chance for disappointment which can in the worst case lead to the opposite of what we would like to achieve: That young people take this experience as a reason to not participate again in the future!

# PLANNING CITIES FOR PEOPLE

For thousands of years, we have managed successfully to plan cities on a human scale. According to great minds like Jane Jacobs, William Whyte, Jan Gehl, and others - cities for people mean houses we can climb ourselves, streets that are slow and safe and streets we can and are motivated to walk and ride, public spaces where distances are close enough to visit each other, check on each other and make friends with each other, public places that are always open, accessible and green, and public transport and services that are always available and effective. Sometimes there is even a concept by Carlos Moreno called “15-minute cities” used to emphasise the need for human scale in neighbourhood planning as well.

However, during the last 100 years, it seems that cities are planned for “aliens” - when new projects and houses are designed, their models often only look great from above. When we try to experience such models from a pedestrian perspective, buildings are suddenly too tall, public spaces too vast, streets too long, the wind too strong and the urban space - too cold. When planning cities, in Minecraft or on the table, we always need to remember that everything we design can positively or negatively affect the well-being of each individual. Therefore, we always need to plan cities by putting the user, a human being and their mental and physical health, in the centre.



# GAMIFICATION

Through Minecraft, we transform the city planning process into an engaging and interactive experience for young participants. Thereby, we harness the inherent motivation and enjoyment of gaming to inspire creativity and collaboration. Within Minecraft, participants are empowered to design and build their ideal urban environments, learning valuable skills in problem-solving, teamwork, and decision-making along the way.

Gamification not only enhances the educational aspects of the project but also fosters a sense of ownership and investment in the outcomes, as participants see their ideas come to life within the virtual world of Minecraft and later potentially in their analogue living environment.

**“Gamification means to apply game design to non-game contexts, in this case, urban development with the aim to motivate and engage participants.”**

Through this approach, we aim to cultivate a new generation of city planners and politically active people who are equipped to tackle the complex challenges of urban development and political activism.



# GAMIFICATION

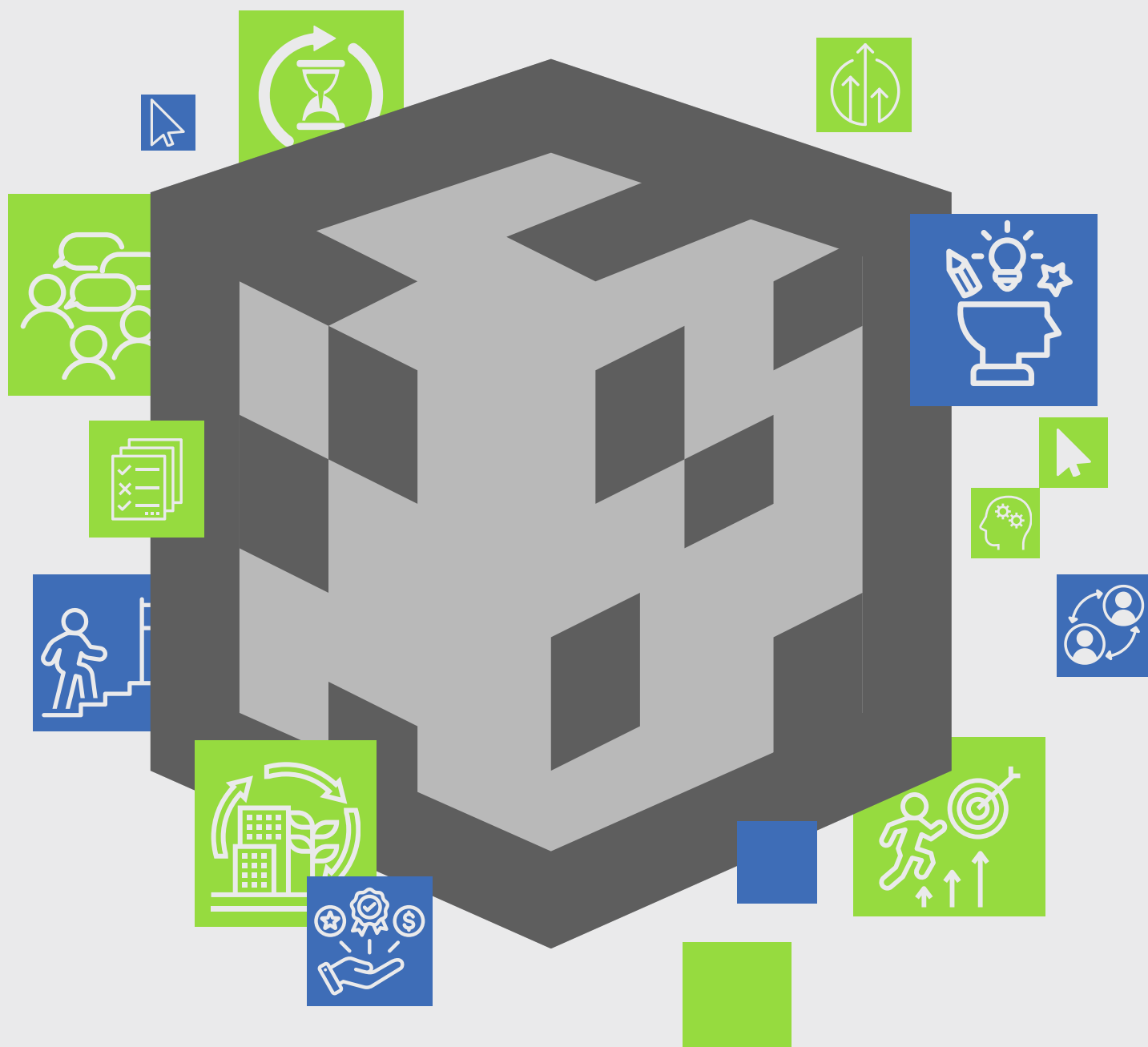
Gamification is like looking at all the interesting aspects of life:

1. **Learning AND skills** (it feels good to gain new knowledge and abilities and it feels great to be able to use already existing knowledge and abilities and improve them).
2. **User AND space/system engagement** (whether alone or together, gamification is all about engagement - with other users, spaces, systems, every aspect of life)
3. **Motivation** (people can be motivated in various ways to participate, to share, to compete as long as they identify with it. Even the will to observe others play can be a good motivation to learn something new!)
4. **Rewards AND achievements** (we definitely miss a bit of celebration sometimes! Rewarding even a little success is important to keep the motivation and interest going. Sometimes it's the little wins that are crucial for the big victories)
5. **Challenge** (a little difficulty never hurt anybody! Gamification always offers a possibility to first challenge yourself, your perceptions, skills and knowledge, to test yourself and become better and problem-detecting and solving)
6. **Creativity** (gamification sparks creativity and ability to solve problems even in those who are the most sceptical about their creative skills. Being in a gaming environment always opens up participants to find and try various ways to solve situations or simply have fun in an error-free environment - every game can be played anew!)
7. **Competition AND cooperation** (sometimes it is important to compete and sometimes it is important to cooperate to reach goals. Sometimes life is a balance of both)
8. **Rules AND goals** (without setting a few clear rules or goals, no project, game or activity can be truly successful. They lead every play to a comprehensive destination, clear expectations, and avoid confusion).



# MC-400

## METHOD BOX



# METHOD BOX

## INTRODUCTION

This Method Box is the practical part of the toolkit. It is aimed at educators to facilitate workshops in the framework of the MC-YOU project.

The Method Box features workshop plans for three different target groups:

- Educators as workshop facilitators
- Young people
- Policymakers

For inspiration on previous projects using Minecraft in Urban Design, you can also check out our [Collection of Best Practice Examples](#).



# HOW TO USE THE METHOD BOX

The METHOD BOX is a flexible workshop outline, a collection of methods, guidelines and leading questions that can be adjusted to your group, settings and aims.

Here are some examples of important factors to consider:

## Group

- Is the group familiar with each other or not?
- Are there any sensitive topics within the group?
- How familiar is the group with using Minecraft?
- What are barriers to participation (linguistic, disabilities, psychological, etc.) and how can we overcome or minimise them?

## Setting

- What equipment can you use? Will all participants have their own devices or do they need to share?
- Minecraft Software:
  - Make sure to have a working version/account for Minecraft for all participants
- Planning the local visits:
  - What places are in the Inventory and are available/possible to visit?
  - What barriers do they have?
  - What times of the day can they be visited?
  - What safety measures are needed?
  - Plan travel times & costs
  - Plan accompanying adults

# HOW TO USE THE METHOD BOX

## Facilitator(s)

- How many facilitators are/have to be present?
- How familiar are the facilitators with Minecraft? Do they need to acquire more skills before the workshop? (training resources by Minecraft can be found [here](#))
- What safeguarding measures are in place?
- Do facilitators need a certificate of good conduct?

## Participation

- Facilitators should familiarise themselves with the understanding of participation in the project (Key Theme)
- Facilitators should check the nine requirements of meaningful participation and write down how they are enabling them.

The nine requirements are:

- TRANSPARENT AND INFORMATIVE
- VOLUNTARY
- RESPECTFUL
- RELEVANT
- CHILD FRIENDLY
- INCLUSIVE
- SUPPORTED BY TRAINING
- SAFE AND SENSITIVE TO RISK
- ACCOUNTABLE

# FACILITATOR TRAINING / TRAINING OF TRAINERS AND TEACHERS / YOUTH STAKEHOLDERS TRAINING

Once the Youth Stakeholders (e.g. teachers, educators, youth workers, etc.) are defined the first step is to understand their needs and background. What are the needs of each Youth Stakeholder to support the young people through the activities? Are the Youth Stakeholders familiar with topics of city planning, sustainability, resilience, and participation? Do they have previous experience in conducting educational activities using gamification or other interactive methods? Are they familiar with Minecraft? If possible, it is recommended to get to know the Youth Stakeholders' background and experience before the training itself. Understand also their motivations to guarantee it will be a meaningful experience.

## Training Length:

6 hours is recommended. Specific length may vary depending on the initial capacity check outcomes, the potential for self-learning (pre and post-training) and other factors.

## Expected Results/Aims:

- Youth Stakeholders understand MC-YOU Key Themes and Methodology
- Youth Stakeholders familiarise themselves with Minecraft Education
- Youth Stakeholders are ready to support young people

## Training Components (6h):

The training is composed of 2 main parts:

- 1) Learning about the MC-YOU Key Themes and Methodology
- 2) Learning about Minecraft Education.

# 1. LEARNING ABOUT THE MC-YOU KEY THEMES AND METHODOLOGY (3H)

Youth Stakeholders learn about the key themes and the process and tools of MC-YOU.

## MC-YOU KEY THEMES

Youth Stakeholders learn about key themes such as city planning, sustainability, resilience, gamification, and participation, particularly youth participation. This can be done through the presentation of concepts, guidelines and good practices, followed by practical exercises to get familiar with the exposed topics. Youth Stakeholders should get familiar with the concepts presented in this Toolkit. Complementary reading materials are also available at the end of this Toolkit.

Training aims to combine theory and practice, for example:

- Pick a process in a city and analyse it according to the gamification principles to learn that most situations in life can be "gamified";
- Learn about the Participation Ladder and reflect on how different processes of decision-making in cities can be higher and lower on the ladder;
- Learn and reflect about Impact Circles to understand how important it is to choose sustainable materials and how they impact the rest of the world.

## MC-YOU METHODOLOGY

The processes and tools of MC-YOU Methodology are presented and explained, namely: Resilient Cities Toolkit, MC Web, MC Metre, MC Inventories, MC Agora, Educate Young Multiples, Educate Policy Makers, MC Minecraft Workshops, Agora Awards, etc. The supporting role that is expected from the Youth Stakeholders during all processes is explained, and a general overview of the planned chronogram, award criteria, and all relevant aspects are presented.

## 2. LEARNING ABOUT MINECRAFT EDUCATION (3H)

Youth Stakeholders learn how to use Minecraft Education, using a combination of demonstration and practical experimentation. This can be done by contacting an experienced trainer for a group of several Youth Stakeholders (e.g. teachers, educators, youth workers), or by supporting Youth Stakeholders' access to training independently through the online Minecraft Academy.

- **Contacting a Trainer (group training)**

Training plan can vary depending on the Trainer/Training Centre, but generally should encompass topics such as the following for an introduction to Minecraft Education:

1. Introduction: learn about the history of the game and its educational aspect, the advantages of using it in the classroom/in extracurricular activities, how to set up a Minecraft server/ how to download and access Minecraft. Minecraft Education basics, commands and modes are introduced.
2. Basic actions: get familiar with the game environment and customization options. Registration, game character customization, and practical use are explored.
3. Minecraft community: get to know examples of Minecraft Education use around the globe and get inspired! Learn about Minecraft Education Edition community features for teachers/educators.

- **Minecraft Academy (independent training)**

Microsoft provides free online training for Minecraft Education. The following path is recommended for Youth Stakeholders to undertake:

1. Minecraft Teacher Academy:

- Minecraft 101: Let's build individually (1h10 min)
- Minecraft 201: Let's modify together (1h03 min)
- Minecraft 301: Let's build worlds together (1h10 min)

Available at:

<https://learn.microsoft.com/en-us/training/paths/minecraft-teacher-academy/>

Other additional training modules can be found by browsing the platform:

<https://learn.microsoft.com/en-us/training/browse/>

**Certificates:**

In the end, guarantee that Youth Stakeholders receive a Certificate for the completion of the training.





## Don't forget - Getting-to-know each other and introductions are important:

and the engagement and training of the Youth Stakeholders are the very first step in the MC-YOU participatory process. The person(s) initiating the process, the trainer(s) involved, and the Youth Stakeholders introduce themselves at the beginning of the training (activities like Check-In, or others, can be used). The specific agenda is also presented before the training (e.g. Introduction/Get to know; MC-YOU Key Themes and Methodology; Minecraft Education; Next Steps).

## Follow-up - keep communication channels open for the next steps:

After the training, it is very important to keep in touch with the Youth Stakeholders to prepare the next steps. Keep communication channels open (e.g. by e-mail, face-to-face and/or online meetings, etc.) to plan the steps that will follow, namely:

- Educate Young Multipliers (young participants);
- Agora (Public Consultation event) and MC-Metre (questionnaires);
- Teams Formation.



# EDUCATE YOUNG MULTIPLIERS

The Educate Young Multipliers phase is the stepping stone of young people's participation in the process. Participants learn about sustainability and resilience in urban spaces, get familiar with their city policies, are introduced to Minecraft Education, and get to know the inventory places.

## Total Length:

20h is recommended. The total duration can be divided into 3-day sessions, for example, as presented here, or several days, as suitable (to be adapted to each context, young participants group, and teachers/ educators/ youth workers' availability and needs).

## Expected Results/Aims:

- Young participants understand MC-YOU's Key Themes and Methodology
- Young participants familiarise themselves with Minecraft Education
- Young participants are more aware of the importance of sustainability and resilience in cities in general and more motivated to contribute towards sustainability and resilience practices in their own city
- Participants make teams of 4-5
- Participants are ready to participate in the piloting, consultations and advocacy activities

## Preparation

- Consider inviting a city planner who is knowledgeable about resilience and sustainability to the first session to give a talk/presentation on resilient and sustainable cities
- Set up a Minecraft server where young people can log in and participate
- Learn about how to use the Minecraft Education version as an educator with the [Minecraft Teacher Academy](#) (3h)

# EDUCATE YOUNG MULTIPLIERS

## Education Components:

- **Resilient Cities (Session 1 - 7h)** - basic concepts, relevant research and data, main trends, and examples of sustainability and resilience in cities are explored. MC Model is presented as a tool to engage youth in the process of shaping their cities to be more sustainable and resilient.
- **Knowing My City (Session 2 - 7h)** - covering topics of urban development, city policies, and existing participation mechanisms. The importance of youth participation is emphasised. Participants get to know their city better and how they can participate in its development.
- **Minecraft and Defining project objectives (Session 3 - 6h)** - a Minecraft Education server is established and Minecraft Education is introduced to young people, reinforcing its potential to conceptualise more resilient cities. The inventories of spaces are presented to young people. Based on the concepts of resilient cities, young participants reflect and list possible objectives for those places.



# SESSION 1

## Resilient cities

Time: 7h

### Expected Results:

Young multipliers understand the concepts and importance of sustainability and resilience in the context of cities and city planning.

TIME*	ACTIVITY (EXAMPLES)	AIMS
15"	Welcome & <u>Check-In</u>	Gather in the session
10"	Agenda setting	Participants know what happens in the session
15"	Energizer/Ice Breaking activity like: <u>Bingo</u> (see annex)	Participants get to know each other (in a new way)
30"	Introduction of project and timeline <ul style="list-style-type: none"><li>• Presentation</li><li>• Q&amp;A</li></ul>	Participants know what happens in the project
30"	Introducing Resilience - What? <ul style="list-style-type: none"><li>• Collect ideas and understandings in the room on sustainability and resilience</li><li>• Cluster and discuss the ideas</li><li>• Definitions of sustainability and resilience are presented in the end</li></ul>	Participants learn about resilience

# SESSION 1

## Resilient cities

TIME*	ACTIVITY (EXAMPLES)	AIMS
45"	<p><b>Introducing Resilience - Why?</b> Why is resilience important in cities?</p> <p><b>ENVIRONMENTAL ASPECTS</b></p> <ul style="list-style-type: none"><li>• Present, for example, the Key Messages regarding the "European State of the Climate Report 2023" (temperature, precipitation, water scarcity, floods, greenhouse gas, etc.) - <a href="https://climate.copernicus.eu/esotc/2023">https://climate.copernicus.eu/esotc/2023</a></li><li>• Ask participants to reflect on possible local impacts in their city</li><li>• Reflect with participants and show good examples/solutions to minimise these issues</li></ul> <p><b>SOCIAL ASPECTS</b></p> <ul style="list-style-type: none"><li>• Ask participants to reflect on what other aspects, besides environmental ones, make a city resilient and a good place to live (e.g. inclusion, accessibility for all, safety, spaces for play, spaces to gather, community practices, etc.).</li></ul>	Participants learn about resilience
45"	<p><b>RESILIENCE GAME</b></p> <ul style="list-style-type: none"><li>• Conduct a playful method around resilience, in respect of the group age, size and interests (examples: Build a resilient city using LEGO bricks, to answer resilience challenges in general or to more specific resilience prompts - e.g. floods, heat waves, etc.)</li></ul>	Participants feel what resilience can mean, in a playful way

\*Exemplificative. Times may vary, depending on group size, selected method, etc.

# SESSION 1

## Resilient cities

TIME*	ACTIVITY (EXAMPLES)	AIMS
60"	<p><b>Expert Talk: Examples of resilient cities</b></p> <p>Consider inviting a city planner who is knowledgeable about resilience and sustainability. A city planner gives a talk on what makes a city resilient and shares inspirational examples of that. Minecraft examples can be presented.</p> <p>Q&amp;A: Discussion with the group, inspiration for questions:</p> <ul style="list-style-type: none"><li>• What inspired you from the input?</li><li>• Was there something you did not like?</li><li>• What would you like to know more about?</li><li>• Anything you would like to use as inspiration for your models?</li></ul>	Participants hear from an expert in city planning about resilient city models
60"	Break	Break
15"	Warm-Up	Get back to the session
65"	<p><b>Exploration of sustainability - Group task, for example:</b></p> <ul style="list-style-type: none"><li>• Collect ways to achieve sustainability</li><li>• Use creative methods to visualise the method(s) the groups chose</li><li>• Present them to the others</li></ul>	Participants understand the connection between sustainability and resilience (how sustainability practices contribute to urban resilience and vice versa) and transfer some first ideas from resilient cities into their own ideas
15"	Preview to next 2 sessions	Participants know what will happen next
15"	<u>Check-Out</u>	End of the session

# SESSION 2

## Knowing my city

Time: 7h

### Expected Results:

- Young multipliers understand the main principles of urban development, policy and MC model in general.
- Increased motivation of MC teams to participate in the development of their city and bring their own ideas together with policymakers and practitioners.

TIME*	ACTIVITY (EXAMPLES)	AIMS
15"	Welcome & <u>Check-In</u>	Gather in the session
2h	<p>Knowing my city - in the classroom: Organise a classroom activity such as:</p> <ul style="list-style-type: none"><li>• <b>Mapping the City:</b> Give maps of the city to the participants. Ask them to identify and map with different colours the different components of their city: buildings, green spaces, open spaces, landmarks, roads, and other components. This will help them visualise and understand the city's layout. Reflect on constructed and non-constructed places, the proportion of green and grey infrastructure in the city, etc.</li><li>• Ask them to present/reflect on the outcomes.</li><li>• Ask/Show them the evolution of their city and some data about cities - 68% of the world population will be living in urban areas by 2050 (UN, 2018); Present UN ODS Goal 11.</li></ul>	Participants get to know their city better

# SESSION 2

## Knowing my city

TIME*	ACTIVITY (EXAMPLES)	AIMS
60"	<p><b>City Policies</b> Organise an activity where participants learn about city policies and existing participation mechanisms, through a presentation, group work, or others, for example:</p> <ul style="list-style-type: none"><li>• City council structure - who plans the city?</li><li>• Participatory mechanisms of the city (Public Consultations, Assemblies, Participatory Budget, making a suggestion, etc.)</li></ul>	Participants learn about city policies and participation
60"	<b>Break</b>	Break
2h25"	<p><b>Knowing my city - in the city:</b> Organise an outdoor activity such as:</p> <ul style="list-style-type: none"><li>• Peddy-Paper: or scavenger hunt/treasure hunts around the city where participants follow clues and complete tasks to learn more about their city, with regards to resilience. Activities can include interviewing residents of the city to get their opinion on topics of resilience.</li></ul>	Participants get to know better their city



# SESSION 2

## Knowing my city

TIME*	ACTIVITY (EXAMPLES)	AIMS
	<ul style="list-style-type: none"><li>• Photovoice: walk with the participants around the city and ask them to collect photographs to express their perspectives about their surroundings. Ask them to pay special attention to aspects of resilience or non-resilience in the city.</li><li>• Community Contribution: use the opportunity to engage participants in a local community initiative like cleaning parks, planting trees, or painting murals related to the theme.</li><li>• City Tours: guided tours where participants learn about their city in an interactive manner, through questions and challenges that are presented to them throughout the way</li></ul>	
15"	Preview to the last session	Participants know what will happen next
15"	<u>Check-Out</u>	End of the session

\*Exemplificative. Times may vary, depending on group size, selected method, etc.

# SESSION 3

## Minecraft and Defining project objectives

Time: 6h

### Expected Results:

- Young multipliers who are not familiar with it yet are introduced to Minecraft (if there are none, the steps can be skipped).
- Setting project objectives together with the young people.

TIME*	ACTIVITY (EXAMPLES)	AIMS
15"	Welcome & <u>Check-In</u>	Gather in the session
120"	<b>Introducing Minecraft</b> Introduce Minecraft to young people, particularly those who are new to the game Let them explore how to use the game's features and how to navigate the Minecraft environment, with the needed guidance, as needed	Participants experiment with Minecraft
60"	<b>Defining preliminary project objectives</b> <ul style="list-style-type: none"><li>• Collect all the aims of the project together with the participants</li><li>• Discuss the aims in terms of achievability and ways to tackle them</li><li>• Make sure the participants realise that they have freedom and can imagine the change they would like to create in their city</li></ul>	Participants find and agree on preliminary objectives for the project
15"	<b>Inventory Places</b> The MC Inventory places are presented to the participants	Participants get to know the Inventory places

# SESSION 3

## Minecraft and Defining project objectives

TIME*	ACTIVITY (EXAMPLES)	AIMS
30"	<b>Creating Teams</b> The teams who will go on to work collectively on their models could be created based on the places so that for each place in the inventory there is a team with an equal number of participants  The teams can then define their team name, goals and other agreements that are important to them	Participants choose the Inventory places and are organised in teams
15"	<b>Preview to the next steps:</b> <ul style="list-style-type: none"><li>• Preparing Agora Event and MC-Metre application</li></ul>	Participants know what will happen next
15"	<u>Check-Out</u>	End of the session

\*Exemplificative. Times may vary, depending on group size, selected method, etc.

### Follow-up - keep communication channels open for support and the next steps:

after this education component, guidance and support are guaranteed to be given to young people as they may start working on their projects. It is very important to organise and prepare the next steps with Youth Stakeholders and Young Participants:

- Agora (Public Consultation event)
- MC-Metre (questionnaire application).

# MINECRAFT WORKSHOPS

During the Minecraft Workshops young people develop the proposals for reimagining the Inventory locations in their city, to make them more sustainable and resilient, while incorporating the received feedback.

## Total Length:

30h is recommended. The total duration can be divided into several days, as suitable (to be adapted to each context, young participants group, and teachers/ educators/ youth workers' availability and needs).

## The 6 Project Phases

1. Kick-Off & Target-Setting
2. Exploring
3. Agora 1
4. Designing and Feedback Giving
5. Agora 2 / Presenting
6. Wrapping-Up & Celebrating

# SESSION 1

## Kick-Off

### Expected Results:

- The workshop cycle has started.
- Participants are informed about the aims, the format, their participation and what happens to their outcome.
- Participants are motivated for the project.

ACTIVITY (EXAMPLES)	AIMS
Welcome & <u>Check-in</u> Presentation	Participants are informed about the project and get to know the timeline, aims and the educators
Method to get to know each other (facilitator to decide depending on group age and previous knowledge of each other) Option: <u>Bingo</u> (in Annex)	Participants get to know each other in the group
<b>Problems of our City: Brainstorming Phase</b>  1. Let participants collect points on individual cards for 5 mins to the question: “When you think about your neighbourhood and your city, what things do you like and don't you like?”  2. Let the participants present their cards and put them up on a moderation wall.  3. Find topics and themes for the cards and map them accordingly.  Tell the group that these points will become important throughout the design process. The wall should be kept for the remaining project	Participants collect problems and things they dislike about their city that can then be addressed in their designs

# SESSION 1

## Kick-Off

ACTIVITY (EXAMPLES)	AIMS
<p><b>Intro to Resilience &amp; Sustainability</b></p> <p>Option: Watch <a href="#">video of UN Environment Program on Building Sustainable Cities</a> (in English with subtitles)</p> <p>Option: Use a playful and physical method to explore resilience and sustainability in the group</p>	<p>Participants learn about resilience and sustainability in the context of urban development</p>
<p><b>Introduction to Minecraft and projects that used Minecraft</b></p> <p>Use Minecraft tutorial game only if the group is not familiar with the game</p> <p>Show some examples of the MC-YOU Best Practice Collection</p>	<p>Participants get inspired by other projects</p>
<p><b>Preparation for Exploring the spaces in the MC-Inventory</b></p> <ul style="list-style-type: none"><li>• Groups for the different places</li><li>• Where to meet</li><li>• What to bring</li><li>• Checklist of what the groups want to gather at the location</li></ul>	<p>Participants get ready to explore the spaces in the MC Inventory</p>
<p><b><u>Check-Out</u></b></p> <ul style="list-style-type: none"><li>• Recap what happened in the session</li><li>• Get feedback for the session</li><li>• Give info on the next session</li><li>• Make check-out questions round (How was it and what is your main takeaway)</li></ul>	<p>Participants reflect on the session and get information on the next session</p>

# SESSION 2

## Exploring

### Expected Results:

- Participants explore a part of their city to identify buildings or spaces that they want to remodel.
- Participants take photos or video material of the spaces to use for their models.

ACTIVITY (EXAMPLES)	AIMS
<u>Check-In</u>	Participants gather at the session
Agenda-Setting	Participants know what happens in the session
Exploring spaces and buildings in the city of selected places (Inventory)	Participants look for places that they want to change and re-model
<u>Check-Out</u> <ul style="list-style-type: none"><li>• Recap what happened in the session</li><li>• Get feedback for the session</li><li>• Give info on the next session</li><li>• Make check-out questions round (How was it and what is your main takeaway)</li></ul>	Participants reflect on the session and get information on the next session

# SESSION 3

## Conduct Agora

See the Agora Methodology and Programme for this session's aims and programme.

# SESSION 4

## Discuss Exploration - Review Agora

### Expected Results:

- Participants reflect on how the exploration was.
- Participants decide on what spaces/buildings they want to remodel.
- Participants start with their designs.

ACTIVITY (EXAMPLES)	AIMS
<u>Check-In</u>	Participants gather at the session
Recap of exploration & Agora <ul style="list-style-type: none"><li>• How was it?</li><li>• What surprised you?</li><li>• What annoyed you?</li><li>• What made you happy?</li></ul>	Participants reflect on the trip and Agora
Decision Time! Important aspects to consider: <ul style="list-style-type: none"><li>• How big is the design task?</li><li>• What neighbourhood is it in?</li><li>• Who is in your team?</li></ul>	Participants decide on what they want to re-model



# SESSION 4

## Discuss Exploration - Review Agora

ACTIVITY (EXAMPLES)	AIMS
<p><b>Look at Inventory and MC-Metre</b> Participants try to find out:</p> <ul style="list-style-type: none"><li>• Who owns the building</li><li>• How they can get the layout of it</li><li>• What the history of the space is</li></ul>	Participants get more info on the space they chose
<p><b>A new Vision for your Building / Space Participants</b> Options for methods:</p> <ul style="list-style-type: none"><li>• Document with aspects:<ul style="list-style-type: none"><li>◦ Team</li><li>◦ Location</li><li>◦ Purpose of place</li><li>◦ Activities</li><li>◦ Design features</li><li>◦ ...</li></ul></li><li>• Miro Board</li><li>• Analogue Mood Poster (bring architecture, design and other similar magazines for participants to cut out)</li></ul>	Participants collect some first ideas for their vision of a new design for their space
<p><b><u>Check-Out</u></b></p> <ul style="list-style-type: none"><li>• Recap what happened in the session</li><li>• Get feedback for the session</li><li>• Give info on the next session</li><li>• Make <u>check-out</u> questions round (How was it and what is your main takeaway)</li></ul>	Participants reflect on the session and get information on the next session

# SESSION 5-8

## Designing

### Expected Result:

- Participants continue with their models on Minecraft.

ACTIVITY (EXAMPLES)	AIMS
<u>Check-In</u>	Participants gather at the session
<b>Designing the models with Minecraft</b> Input on criteria for the jury and through guiding questions ( <a href="#">annex</a> ) Participants keep in mind the resilience and sustainability factors and their creative vision for their space	Participants design their model
<u>Check-Out</u> <ul style="list-style-type: none"><li>• Recap what happened in the session</li><li>• Get feedback for the session</li><li>• Give info on the next session</li><li>• Make check-out questions round (How was it and what is your main takeaway)</li></ul>	Participants reflect on the session and get information on the next session

# SESSION 9

## Expert Feedback

### Expected Result:

- Participants get feedback from each other and experts in the field (City Architects, Representatives from Universities or NGOs)

ACTIVITY (EXAMPLES)	AIMS
<u>Check-In</u>	Participants gather the session
Presentation of the model with direct feedback & critical discussion for each of the models	Participants receive valuable feedback for their model
<u>Check-Out</u> <ul style="list-style-type: none"><li>• Recap what happened in the session</li><li>• Get feedback for the session</li><li>• Give info on the next session</li><li>• Make check-out questions round (How was it and what is your main takeaway)</li></ul>	Participants reflect on the session and get information on the next session

# SESSIONS 10 & 11 / SESSIONS 10-16

## Designing

### Expected Result:

- Participants continue with their models on Minecraft.

ACTIVITY (EXAMPLES)	AIMS
<u>Check-In</u>	Participants gather at the session
Designing the models with Minecraft Input on criteria for the jury Participants keep in mind the resilience and sustainability factors and their creative vision for their space	Participants design their model
<u>Check-Out</u> <ul style="list-style-type: none"><li>• Recap what happened in the session</li><li>• Get feedback for the session</li><li>• Give info on the next session</li><li>• Make check-out questions round (How was it and what is your main takeaway)</li></ul>	Participants reflect on the session and get information on the next session

# SESSION 12/17

## Finalise Design

### Expected Result:

- Participants finalise their models.

ACTIVITY (EXAMPLES)	AIMS
<u>Check-In</u>	Participants gather at the session
Designing the models with Minecraft  Participants keep in mind the resilience and sustainability factors and their creative vision for their space	Participants design their model
<u>Check-Out</u> <ul style="list-style-type: none"><li>• Recap what happened in the session</li><li>• Get feedback for the session</li><li>• Give info on the next session</li><li>• Make check-out questions round (How was it and what is your main takeaway)</li></ul>	Participants reflect on the session and get information on the next session

# SESSION 13/18

## Plan Presentation

### Expected Result:

- Participants prepared their presentations of their models.
- Participants are informed about the format of the presentation and who will be there

ACTIVITY (EXAMPLES)	AIMS
<u>Check-In</u>	Participants gather at the session
If needed: Designing the models with Minecraft Participants keep in mind the resilience and sustainability factors and their creative vision for their space	Participants design their model
<b>Preparation Time!</b> <ul style="list-style-type: none"><li>• Let the participants choose how they would like to design their models</li><li>• Support them with the preparation</li></ul> <b>Important factors:</b> <ul style="list-style-type: none"><li>• Space</li><li>• People present (min. 80 total) (age, interest, motivation, responsibilities etc.)</li><li>• Time (e.g. 10 min per group)</li><li>• Jury</li><li>• Equipment</li></ul>	Participants and their models are prepared to be presented at the meeting with the decision-makers
<u>Check-Out</u> <ul style="list-style-type: none"><li>• Recap what happened in the session</li><li>• Get feedback for the session</li><li>• Give info on the next session</li><li>• Make check-out questions round (How was it and what is your main takeaway)</li></ul>	Participants reflect on the session and get information on the next session

# SESSION 14/19

## Presentation / 2nd Agora Session

See the Agora Methodology and Programme for this session's aims and programme.

### Expected Result:

- Participants present their models in a format that is accessible and respectful of their needs.
- Participants get feedback from the adults they presented their models to.
- Participants learn about what happens next in the process.

ACTIVITY (EXAMPLES)	AIMS
<u>Check-In</u>	Participants gather at the session
<b>Presentations</b> (e.g. 10 mins each group) 80 people present in total	Participants present their proposals
Jury Decision & Certificates/Prizes	Feedback and certificates /prizes are given to participants
<u>Check-Out</u> <ul style="list-style-type: none"><li>• Recap what happened in the session</li><li>• Get feedback for the session</li><li>• Give info on the next session</li><li>• Make check-out questions round (How was it and what is your main takeaway)</li></ul>	Participants reflect on the session and get information on the next session

# SESSION 15/20

## Wrap-Up

### Expected Result:

- Participants can reflect on the presentations.
- Participants can reflect on what they learned in the project.
- Participants celebrate what they achieved

ACTIVITY (EXAMPLES)	AIMS
<u>Check-In</u>	Participants gather at the session
<b>Reflection</b> With the help of some photo documentation or project agenda poster, let the participants remember the different stages of the project. Then, let them reflect on how it was. Questions can be: <ul style="list-style-type: none"><li>• What was one thing you learned in the project?</li><li>• What surprised you?</li><li>• What was a challenge and how did you deal with it?</li><li>• What do you think of the models now?</li><li>• What is your wish for the next steps?</li></ul>	Participants can reflect on the whole project
<b>CELEBRATION AND CLOSING</b>	Celebrate the process and share the next steps



# TRAINING FOR POLICYMAKERS

## Total Length:

6h (recommended)

## Expected Results:

- Policymakers understand the project's aim and process.
- Policymakers learn about Minecraft and how it can be used through co-designing to make their cities better.
- Policymakers are familiar with the concept of sustainability and resilient cities.
- Policymakers can connect the resilient cities concepts and trends with their own city, making them able to engage in policy dialogue on resilience, sustainability and youth participation.
- Policymakers are encouraged to collaborate, discuss issues and propose solutions together with young people.

**Assigning roles:** with the support from trainers the participants will assign roles to policymakers and youth stakeholders, e.g. council members, community members, or advocates. Each role should have specific responsibilities and objectives related to the decision-making process.

TIME*	ACTIVITY (EXAMPLES)	AIMS
5"	Welcome	Trainers introduce each other
20"	<u>Check-In</u> Focus on participants to share their roles, expertise, interests and responsibilities in their political work	The group gets to know each other

# TRAINING FOR POLICYMAKERS

TIME*	ACTIVITY (EXAMPLES)	AIMS
30"	<p><b>Learning about MC-YOU Methodology</b></p> <p>The processes and tools of MC-YOU Methodology are presented and explained, namely:</p> <ul style="list-style-type: none"> <li>• Resilient Cities Toolkit</li> <li>• MC Web</li> <li>• MC Metre</li> <li>• MC Inventories</li> <li>• MC Agora, Educate Young Multiples</li> <li>• MC Minecraft Workshops, Agora Awards, etc.</li> </ul> <p>Q&amp;A</p>	<p>Participants understand the process</p>
60"	<p><b>Resilient Cities</b></p> <p>Policymakers learn about the key theme of resilient cities with a suitable method, for example, a combination of:</p> <ul style="list-style-type: none"> <li>• Presentation of concepts, guidelines, good practices, relevant research and data</li> <li>• Practical exercises to get familiar with the exposed topics</li> </ul>	<p>Policymakers become familiar (if they are not yet) with the concepts of sustainability and resilience.</p>
120"	<p><b>Resilience &amp; My City</b></p> <p>Option: Focus Group with 5 participants with the following exercise:</p> <ul style="list-style-type: none"> <li>• <b>Individually:</b> Thinking about your city, write down as many problems in regards to resilience and sustainability in your city that you can think of</li> <li>• <b>In group:</b> Present, discuss and map the problems on a poster</li> <li>• <b>In group:</b> Find ideas for solutions to these issues, guided by the trainer</li> </ul>	<p>Policymakers can connect the resilient cities concepts with their own city, making them able to engage in policy dialogue on resilience, sustainability and youth participation.</p>

# TRAINING FOR POLICYMAKERS

TIME*	ACTIVITY (EXAMPLES)	AIMS
60"	Break	Break
20"	<b>Introducing Minecraft and Minecraft as a tool for participation</b> Presentation of the game and get to know inspiring examples of Minecraft and Participation	Participants get to know Minecraft Education and how it can be used as a tool for youth participation
5"	Warm-Up	Warm-Up
15"	<b>Collaboration</b> Reflection on how the city can benefit from young people's input and how their proposals developed with the help of Minecraft can inspire models for the city that increase its resilience	Policymakers are encouraged to reflect on the benefits of involving young people in the process of city planning and to collaborate, discuss issues and propose solutions together with the young people
10"	Networking & Connecting	Participants can exchange their contacts and keep in touch for the next steps
10"	Evaluation	Participants evaluate the workshop
10"	<u>Check-Out</u>	Participants check out and say goodbye

\*Exemplificative. Times may vary.

# ANNEX

## Child Protection Policy

It is mandatory for the institution hosting the workshops with young people to have a child protection policy. All facilitators working with the participants as well as all adults interacting with the participants must have read, understood and signed the protection policy. Ideally, the creation of the policy was a participatory process together with young people and adults working at the institution.

As a reference for a policy, Save the Children created a toolkit on how to write a child protection policy.

# MEDIA CONSENT

First name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Address: \_\_\_\_\_

I understand that during the MC-YOU project in particular during the international meetings such as the partners' meetings and/or the Teaching and Training activities, photographs and audio-visual recordings of myself have been made, to which I have already given my consent when signing the participants list(s) of this/these events.

At the same time, I grant Out of the Box International / MC-YOU the rights to use the images with no restrictions on spatial and temporal usage or restrictions on the exploitation concerning the contents. Out of the Box International / MC-YOU is permitted to use them for the promotion of their work and projects.

I agree that the results of this project (photo, film, video and sound recordings, etc.), in which I can be clearly identified, or which originate from me, may be published, reproduced and distributed in publications, exhibitions, social media, websites, videos and multimedia productions of Out of the Box International / MC-YOU.

The media materials may be used by Out of the Box International / MC-YOU in their printed and online communications illustrating their projects and activities (in print and online media, and on the organisations' and projects' social media channels.[1]

I understand that images on websites can be viewed on the internet by anybody. Despite all technical precautions, using and disseminating of photos and/or videos cannot be ruled out.

I have read and understood the information in accordance with Article 13 of the GDPR on the next page.

The consent is voluntary and can be withdrawn at any time with future effect by sending a message to the email address [info@outofthebox-international.org](mailto:info@outofthebox-international.org). In case of non-granting consent, there will be no disadvantages. If the recordings are available on the Internet, they will be removed as far as possible.

I hereby

give my consent

do not give my consent

to the use of photographs and/or videos including images of myself that were taken and/or recorded during the above-named project.

Signature: \_\_\_\_\_

(If signed by a parent or guardian, please include first and last names of parent and child in block capitals.)

Date: \_\_\_\_\_

[1] The authorisation can be revoked and make that published photos will be deleted from the website or social media as well as that further photos will not be used. A general deletion from the internet cannot be granted. In case of a group picture (more than 5 persons depicted) the withdrawal of a single person does not necessarily lead to a complete removal of a picture.

## Data protection notice for collecting and processing images (photos and videos) in accordance with Article 13 of the GDPR

Jointly responsible according to Art. 26 GDPR (<https://dsgvo-gesetz.de/art-26-dsgvo/>) are Out of the Box International / MC-YOU

### 1.Name and contact details of the controller:

The data controller is:

Out of the Box International / MC-YOU

Rue D'Anderlecht 107, 1000 Brussels

Tel.: +32 495 94 84 17

Email address: [info@outofthebox-international.org](mailto:info@outofthebox-international.org)

### 2.Purposes of data processing:

The photos and/or videos will be used for print and online publicity of Out of the Box International / MC-YOU as well as for purposes of final reports and auditing of the organisation and its projects.

### 3.The legal basis for the processing:

The processing of photos and/or videos (collection, storage and transfer to a third party (see 5.) is carried out with the explicit consent of the data subject or their guardian, i.e. in accordance with point (a) Article 6(1) of the GDPR. The publication of selected pictures in (print) publications of the organisation as well as on their websites and Social Media accounts is necessary for promotional and informational activities of the organisation and thus serves the legitimate interests of the controller, in accordance with the point (f) of Article 6(1) of the GDPR.

### 4.Categories of recipients of the personal data:

The photos and/or videos will be passed on to third parties (funding organisations, sponsors and partners of the respective organisation and its projects) for final reporting and publicity purposes. Out of the Box International / MC-YOU may use the photographs and videos on their websites and on their Social Media accounts.

### 5.The period for which the personal data will be stored

Photos and/or videos that were taken for publicity and information related activities of Out of the Box International / MC-YOU will be stored for an indefinite period of time unless the consent of the data subject is withdrawn.

### 6.The right to withdraw consent:

The consent to the processing of the photos and/or videos can be withdrawn at any time without affecting the lawfulness of processing based on consent before its withdrawal.

### 7.Rights of the data subject:

According to the GDPR (General Data Protection Regulation), you have the following rights:

- If your personal data are processed, you have the right to access to personal data concerning you (Article 15 of the GDPR).
- Should incorrect personal data be processed, you have the right to rectification (Article 16 of the GDPR).
- You can request the erasure or restriction of the processing and object to processing (Articles 17, 18, 21 of the GDPR).
- If you have consented to data processing or if a data processing agreement exists and data processing is carried out using automated procedures, you may have a right to data portability (Article 20 of the GDPR).
- If you make use of the rights mentioned, the controller will check whether the legal requirements for this are met. Furthermore, you have the right to lodge a complaint with a supervisory authority.

# BINGO

## Instructions:

Walk around in the room and find someone with whom you share one of the following things. When you find a similarity, you can cross it through.

Once you collect 4 in a row (horizontal, vertical or diagonal) you have a Bingo! The game continues until the educator says 'Stop'.

Find someone who...

Buys second-hand clothes	Has the same favourite film as you	Has a pet	Has your eye colour
Participates in community gardening	Has the same favourite music genre as you	Has birthday in the same month as you	Reduces meat consumption
Wears something hand-made	Has the same amount of siblings as you	Has no TV	Has been to a country that you have never been to
Does the same sport as you	Has the same hobby as you	Has the same dream holiday destination as you	Bikes to school

## GUIDING QUESTIONS (DESIGN PHASE)

“While the participants are building, offer frequent reminders to address key design elements of their assignment. For example, ask:

- How does this design address climate action?
- Are you using green space in your design?
- Did you assess transportation needs in your design?
- How are you addressing equity in your design based on the users of this space?”

(from ASLA Guide)

## CHECK-IN QUESTIONS

- How are you feeling today?
- How has the day been so far?
- What was the funniest thing that happened to you in the last 5 days?
- What are you going to do today to take care of yourself?
- What is your intention for the year?
- What was the last challenge you set yourself?
- What would brighten your day today?
- What do you plan to accomplish today?
- How will you end today better than you started?
- Pretend you have a time machine - what year would you travel to and why?
- What is one interesting thing you learned last week?
- What are you proudest of this week?
- What is your biggest current strength?
- What was your favourite game when you were a kid?
- If you could have dinner with anyone in the world, who would it be and why?
- If you could have dinner with anyone in the world, who would it be and why?
- What would you change about your life, if anything, if you knew that you had a month to live?
- What is your favourite sport to play?
- What makes you happiest?
- If you could move anywhere in the world, where would it be?
- What is your superpower?

## CHECK-OUT QUESTIONS

- How are you feeling now after the session?
- What is your main learning from today?
- How would you describe today's session in 1 word (or 3)?
- Was there something someone said or did today that really inspired you / stuck with you?
- What was your biggest challenge today and what did you do about it?
- What are you looking forward to in the next session?
- Show with your thumb how happy you were with the meeting today.



# READING LIST

World Bank: [A Catalogue of Nature-Based solutions for Urban Resilience](#)

UN Sustainable Development Goal (SDG) 11: [Make cities and human settlements inclusive, safe, resilient and sustainable](#)

Jan Gehl: [Cities for People](#) (2010)

Youth 4 Bauhaus - Youth for the New European Bauhaus: [Enabler Toolkit for Participatory Practices for the 3D Creation of Sustainable Public Spaces](#) (2023)

David Driskell: [Creating Better Cities with Children and Youth. A Manual for Participation](#) (2017)

**PROJECT NAME:**  
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INNOVATIVE YOUTH-LED POLICY PROCESS FOR  
SUSTAINABLE EUROPE

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