

My City Through Time

**Pekarna
Magdalenske mreže
Slovenia**



Pekarna Magdalenske mreže

is a non-governmental, non-profit institution, founded in 1997 in Maribor. The organization encourages cooperation programs and projects among young individuals and youth groups conducting artistic, cultural, educational, research, ecological, informative, and humanitarian activities. The organization's mission is to build an enabling environment for networking, co-management, engaged creativity, and civil society activism. It conceptually links three programme pillars (culture, youth, and civil initiative) and focuses on participatory approaches in programme design and implementation.

The organization is one of the leading cultural producers in the complex of Cultural center Pekarna, as well as in the city of Maribor, with a focus on youth programs and independent and under-represented forms of art and culture.

Workshop: Workers' Rights

Aim: This workshop is designed to actively involve young participants and enhance their awareness of workers' rights, delving into the historical context of the ongoing struggle for those rights. Participants will gain insights into the diverse forms of labor and how they are influenced, fostering an understanding of the challenges associated with precarious work. By empathizing with the precarious positions of workers, shaped by those in positions of power, our goal is to cultivate a sense of compassion and solidarity among young individuals toward the ongoing struggle for workers' rights.

Time: 140 minutes

Target group/s: Young people between 16 and 30 years old

Format: In person

Key-words (theme/topic): Workers' rights history, struggle for workers' rights, precariousness, social change, activism, union, strike.

Methodology/Description:

- **Introduction/warm-up (approximately 40 min)**

Participants, along with two dedicated and informed youth workers (facilitators), form a welcoming circle and take turns introducing themselves. Within this circle, each participant shares their perspective on what workers' rights signify to them. One of the youth workers records these reflections on a flipchart or whiteboard.

Once everyone has contributed to the discussion, the youth workers facilitate an engaging conversation on workers' rights, exploring topics such as their origins, universal application, and potential variations. Questions such as the evolution of these rights and their widespread implementation are encouraged.

To delve deeper into individual preferences, participants are presented with a hypothetical scenario: opting for self-employment with a monthly income of 1800 euros or choosing a stable job with an employment contract and a net salary of 1000 euros. Each participant records their preference on post-it notes, which are later shared and revisited at the end of the workshop to assess any shifts in perspectives.

The next activity is the “Sculptures“ game, where participants will be organized into four groups. Each group will be given a sheet of paper containing a written concept related to workers’ rights, such as strike, union, workers’ rights struggle, self-management, and 1st of May. Members of each group will engage in a discussion to collectively define and understand their assigned concept. Subsequently, they will creatively use their bodies to form a sculpture that visually represents the chosen concept.

Following the sculpting process, each group will present their sculpture, and the remaining groups will endeavor to identify the depicted concept. This will be followed by a discussion where participants share their perspectives on how well they grasped the concept, whether unanimous agreement was achieved, any challenges faced in translating the idea into a sculpture, and the reasons behind their chosen form of presentation. The facilitators will actively encourage participants to express their interpretations and insights into the presented concepts.

- **Main activity (approximately 80 min)**

The main part of this segment is a role-playing game centered on “People profiles and workers’ rights.“ Each participant is provided with a sheet of paper containing a profile representing a specific social group or a precarious worker (refer to attachment No. 1 “People profiles and workers’ rights”). Participants are encouraged to immerse themselves in imagining the living and working conditions of the assigned person, fully embodying their designated role.

The participants are then arranged in a straight line, and one of the youth workers reads out 12 questions. After each question, participants assess whether the statement applies to the profile they were assigned. If the answer is YES, they take a step forward; if it is NO, they remain in place.

One of the facilitators/youth workers emphasizes maintaining approximately the same step length. Once all questions are addressed, participants observe their relative positions in the room. They are prompted to share the content of their sheets and engage in a discussion about their decision-making process, feelings, the realism of the assigned personas, challenges in deciding YES or NO, and any surprises encountered during the activity.

Following this discussion, the youth workers guide a reflection on potential privileges or disadvantages within the profiles, the representation of professions, and an examination of the current social landscape. This session spans approximately 50 minutes.

Post-discussion, together, we compile a list of various forms of work (fixed-term employment contract, permanent employment contract, part-time employment contract, author's, subcontract, contract, self-employed, agency work, work through platform economies, personal complementary work, illegal work). A youth worker transcribes them vertically, and we add a horizontal line to the table with categories such as working hours, paid sick leave, paid holidays, paid lunch breaks, paid contributions to disability and social and health insurance, and similar.

Next, we discuss and explain the fundamental characteristics of each type of work concerning specific rights (covering aspects such as working hours, paid sick leave, paid holidays, paid lunch breaks, and paid contributions to disability and social and health insurance). The goal is for participants to recognize the precarious nature inherent in various forms of employment and profiles, leading to a collective realization. This concluding phase is expected to last around 30 minutes.

- **Conclusion/reflection/evaluation (approximately 20 mins)**

To wrap up the workshop, youth workers invite participants to share their answers they wrote on post-its, during the introduction part. Each participant is encouraged then to read their responses aloud, fostering an open and collective atmosphere for sharing perspectives.

Following this, youth workers revisit the initial question, asking participants once again to consider whether they would prefer to be self-employed with a monthly income of 1800 euros or to have a permanent job with an

employment contract and a net salary of 1000 euros. The aim is to gauge any shifts or changes in participants' views after engaging in the various activities and discussions throughout the workshop.

This reflective session, spanning approximately 20 minutes, allows participants to articulate their evolving thoughts and provides valuable insights into the impact of the workshop on their understanding of labor rights and employment dynamics.

Materials needed:

- Flipchart or whiteboard,
- post-its,
- printed material with profiles of workers (attachment No.1 “People profiles and workers’ rights”).

Skills (developed by the participants):

- awareness of the importance of labor and social rights,
- understanding workers’ rights in the context of the economic and political system,
- to see structural inequalities,
- knowledge of the concepts of imperialism, neo-colonialism, multinational corporations,
- awareness of the consequences of global capitalism,
- recognition of neoliberal paradigms where responsibility is shifted to the individual without addressing systemic causes,
- awareness that the ideological information conveyed has a clear ideological background,
- knowledge of the struggles for workers’ rights and the ways in which workers organize,
- knowledge of the concept and theories of the information society,
- awareness of the pitfalls of contemporary labor market phenomena,
- an understanding of the need for socially transformative practices and collective struggle,
- awareness of the importance of employment secured by basic labor and social rights and an income that guarantees a decent living,
- knowledge of property relations and patterns of social development
- promoting active citizenship, social inclusion, and solidarity among young people.

Tips and tricks:

- We sit in a circle, both youth workers/facilitators and participants because it emphasizes the equality of all.
- Two or three youth workers/facilitators complement each other and the workshop is more varied as a result. It is also easier to follow the mood of the group and adapt the activities as necessary.
- It is essential for youth workers/facilitators to attentively listen and thoughtfully respond to the perspectives of participants. By skillfully guiding the conversation with supplementary questions, they can delve deeper into the intended themes and key points, all the while fostering an environment where the dialogue naturally aligns with the interests of the young individuals involved.
- We question at the beginning: “Would you rather have your own business and a salary of €1800 or a full-time job for a permanent job and a salary of €1,200?” because the answers at the end of the second part of the workshop will help you to evaluate what impact the workshop had on participants and how we were (not) aware of labor and social rights.
- Someone working with young people should not be neutral on socio-political issues because the explicit aim of critical literacy is to critique and transform the dominant ideologies that lead to exclusion and social violence. Neoliberalism is the most powerful ideology, the one that is most easily caught in its traps. It is therefore the task of all those who work with young people to highlight these traps clearly, to draw attention to the power relations in society, and to strive for justice.

Attachment No. 1 “People profiles and workers’ rights”

CHASSIER, 38 years old

Temporary employee in a retail chain, single mother.



POLICE OFFICER, 26 years old

A former policeman from a remote region, but now working in a big factory in the nearest capital city on a conveyor belt. His salary is higher than it would be as a policeman. The work is strictly controlled, with precisely timed breaks, and he is not allowed to use his mobile phone while working. He lives with his disabled mother.



PENSIONER, 69 years old

She receives a monthly pension of €400. She worked in a factory that went bankrupt in the early 1990s. After that, she supported herself with temporary jobs. She has no children.



ART TEACHER, 29 years old

Registered with the Employment Service for three years. Now employed for one year in an NGO through public works. Her partner, an academic painter, earns his living by doing temporary work in archaeology, where he is paid through a sub-contract. They live in a rented one-bedroom flat.



PEDAGOGY TEACHER WITH UNIVERSITY DEGREE, 29 years old

She has been living in the UK for two years, where she moved because she could not find a job in her native country. She earns her living as a bar waitress and lives in a flat she shares with other expatriate workers.



FOOD TECHNICIAN, 40 years old

He works in food production through an employment agency. He is paid €7.90 per hour. The recruitment agency keeps half of the earnings. He has two children and a wife who works in a neighboring country, which is more “economically developed“, as a caregiver, also through an employment agency.

**YOUNGSTER WITH HIGH SCHOOL EDUCATION, 21 years old**

A refugee from Afghanistan. He works in a small fast-food shop. He gets paid “by hand“. He is paid €4 per hour. He lives in an apartment where he shares a room with his brother.

**HISTORIAN WITH PHD DEGREE, 37 years old**

He received his PhD 6 years ago but still has a temporary job as an assistant professor at a university. He has a partner who works on a contract basis.

**GYMNASIUM GRADUATE, 28 years old**

Works in a gallery as a volunteer for 8 hours a day. She receives a monthly activity allowance of €100. She has been registered with the Job Centre/ Employment Agency for the last three years.

**PRIMARY SCHOOL TEACHER, 36 years old**

He teaches mathematics and extended his stay at a primary school in a town on the other side of the country, where he had to move because he has been actively looking for a job as a primary school teacher for 9 years. He got the job for one year, replacing a full-time employee on maternity leave.

**SOCIAL WORKER WITH UNIVERSITY DEGREE, 44 years old**

For 18 years employed at the Centre for Social Work. She has a permanent contract. She has two teenage children and a husband who is also a permanent employee.



TAXI DRIVER, 56 years old

Self-employed for the last two years, having previously been made redundant from the company where he had worked all his life. The company was sold to a foreign company which laid off all the workers and sold the company piecemeal.

**JOURNALIST WITH MASTER'S DEGREE, 27 years old**

Worked in the secretarial department of a commercial television station. Paid on a subcontract basis.

**SELF-EMPLOYED, 45 years old**

He is personally bankrupt and cannot pay his health insurance and other social contributions. He has one child and an unemployed partner.



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Workshop: Media literacy

Aim: The aim is to foster an understanding among young people regarding the influence of media ownership, profit motives, and varying perspectives in shaping the information presented to the public. The workshop encourages critical thinking about the messages conveyed through advertisements.

Time: 120 mins

Target group/s: Young people between 16 and 30 years old

Format: In person

Key-words (theme/topic): critical literacy, media, history, fake news, advertising, profit-driven, clickbait, platform capitalism

Methodology/Description:

- **Introduction/warm-up (approximately 40 min)**

Participants, along with two dedicated and informed youth workers (facilitators) form a welcoming circle and take turns introducing themselves. Within this circle, each participant shares the most recent news story they have read and the media outlet in which it was published. Once everyone has contributed to the discussion, the youth workers facilitate an engaging conversation on media: this includes exploring the participants' preferred media sources, the reasons behind their choices, their areas of interest, and their methods of seeking information. Topics such as cross-checking information across different sources, the importance of staying informed about global events, and the role of media in society are also addressed.

The conversation then shifts towards identifying differences among various media platforms such as Instagram, YouTube, TV stations, radio, and newspapers. The objective is to collectively define what media is. Participants are then asked to share their perspectives on the role media plays in society.

In conclusion, youth workers highlight that media entities are profit-driven businesses, and financial interests influence their actions. The youth workers are highly recommended to conduct research on media ownership in their country and briefly present connections between specific media outlets, which may be owned by a limited number of companies or individuals (Please refer to the “Tips and tricks” section of the workshop).

- **Main activity (approximately 40 min)**

Youth workers will wrap up the preceding discussion by providing a concise overview of the five media filters introduced by Noam Chomsky and Edward S. Herman in their 1988 book, “Manufacturing Consent: The Political Economy of the Mass Media.” These filters– OWNERSHIP, ADVERTISING, THE MEDIA ELITE, FLAK, THE COMMON ENEMY – are examined through a short animation, which you can watch together on [YouTube](#).



Following the presentation and animation, the youth workers will facilitate a discussion on how these filters manifest in the participants’ cultural environment and media landscape. The focus then shifts to advertising in the subsequent activity. The youth workers initiate a conversation about the prevalence of ads in the media space, exploring various forms such as TV, radio, newspapers, paid articles, jumbo posters, social media, web pages, and pop-ups. Participants are encouraged to reflect on how advertisements have evolved over time and their dimensions in their daily lives.

To delve deeper into the topic, the youth workers select a video advertisement (popular commercial e.g. Amazon, Diesel, Shell, AirBnB, and similar) and screen it to participants. After the viewing, participants share their first impressions. The video is then screened a second time, allowing the group to collectively deconstruct the images and messages portrayed, fostering a thoughtful and insightful discussion.

- **Conclusion/reflection/evaluation (approximately 40 min)**

After the main activity, participants will be organized into five groups, tasked with selecting an advertisement (video, web, newspaper, poster, etc.) and creatively altering its meaning and purpose. An example of this activity is the 2022 advertisement for the food delivery company “Wolt,” which promotes the gig economy. You can find it on the following [link](#) and QR code here.



(Please enable auto-subtitles on YouTube as the dubbing is in Slovenian).

After working on their mock-advertisements, each group will present their creations. Subsequently, the participants will reconvene in a circle to discuss the insights gained and whether their perspectives have undergone any changes during the activity. This collaborative reflection aims to foster a deeper understanding of the manipulative aspects of media content and encourage critical thinking about the messages conveyed through advertisements.

Materials needed: Laptop, HDMI cable, speakers, projector and projection area; magazines and newspapers with ads, posters with ads, scissors, glue, markers in different colors, voice recorder, or smartphone.

Skills (developed by the participants):

- understanding how the media works,
- knowledge of the 5 media filters,
- fostering insight into the ways in which information, texts, and media shape world cultures and identities in subtle ways,
- developing the ability to read critically and interpret everyday information in depth,
- to link critical and media literacy for a more in-depth analysis of media messages,

- building up analytical and presentational competencies,
- understanding current socio-political developments,
- the capacity and motivation to move from the bare acquisition of academic skills to advocacy for equality and justice,
- Encouragement to use texts as social tools to make changes.

Tips and tricks:

- We sit in a circle, both youth workers (facilitators) and participants, because it emphasises the equality of all.
- Two or three youth workers (facilitators) complement each other and the workshop is more varied as a result. It is also easier to follow the mood of the group and adapt the activities as necessary.
- It is essential for youth workers to attentively listen and thoughtfully respond to the perspectives of participants. By skillfully guiding the conversation with supplementary questions, they can delve deeper into the intended themes and key points, all the while fostering an environment where the dialogue naturally aligns with the interests of the young individuals involved.
- Someone working with young people should not be neutral on socio-political issues because the explicit aim of critical literacy is to critique and transform the dominant ideologies that lead to exclusion and social violence. Neoliberalism is the most powerful ideology, the one that is most easily caught in its traps. It is therefore the task of all those who work with young people to highlight these traps clearly, to draw attention to the power relations in society, and to strive for justice.

Suggested readings for youth workers:

Manufacturing Consent: The Political Economy of the Mass Media (Chomsky and Herman, 1988) and On Critical Pedagogy (Giroux, 2011)

Suggested educational videos for youth workers:

- The People speak: <https://vimeo.com/ondemand/thepeoplespeakfilm/240590036>
- Manufacturing consent: <https://www.youtube.com/watch?v=EuwmWnphqll&t=1560s>
- You can't be neutral on a moving train: <https://www.youtube.com/watch?v=vwuJjWE-XrA>

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Time: 120 mins

Target group/s: Young people between 16 and 30 years old

Format: Online

Key-words (theme/topic): critical literacy, media, history, fake news, advertising, profit-driven, clickbait, platform capitalism

Methodology/Description:

- Introduction/warm-up (approximately 40 min)

Youth workers welcome participants on Zoom (or a similar platform) and ask them to introduce themselves. The one who is starting should name the following person. Within this introduction part, each participant shares the most recent news story they have read and the media outlet in which it was published. Once everyone has contributed to the discussion, the youth workers facilitate an engaging conversation on media: this includes exploring the participants' preferred media sources, the reasons behind their choices, their areas of interest, and their methods of seeking information. Topics such as cross-checking information across different sources, the importance of staying informed about global events, and the role of media in society are also addressed.

The conversation then shifts towards identifying differences among various media platforms such as Instagram, YouTube, TV stations, radio, and newspapers. The objective is to collectively define what media is. Participants are then asked to share their perspectives on what role media plays in society.

In conclusion, youth workers highlight that media entities are profit-driven businesses, and financial interests influence their actions. The youth workers are highly recommended to conduct research on media ownership in their country and briefly present connections between specific media outlets, which may be owned by a limited number of companies or individuals (Please refer to the “Tips and tricks” section of the workshop).

- **Main activity (approximately 40 min)**

Youth workers will wrap up the preceding discussion by providing a concise overview of the five media filters introduced by Noam Chomsky and Edward S. Herman in their 1988 book, “Manufacturing Consent: The Political Economy of the Mass Media.” These filters– OWNERSHIP, ADVERTISING, THE MEDIA ELITE, FLAK, THE COMMON ENEMY – are examined through a short animation, which you can watch together (share screen) on [YouTube](#).

Following the presentation and animation, the youth workers will facilitate a discussion on how these filters manifest in the participants’ cultural environment and media landscape.

The focus then shifts to advertising in the subsequent activity. The youth workers initiate a conversation about the prevalence of ads in the media space, exploring various forms such as TV, radio, newspapers, paid articles, jumbo posters, social media, web pages, and pop-ups. Participants are encouraged to reflect on how advertisements have evolved over time and their dimensions in their daily lives.

To delve deeper into the topic, the youth workers select a video advertisement (popular commercial e.g. Amazon, Diesel, Shell, AirBnB, and similar) and screen it to participants (share screen). After the viewing, participants share their first impressions. The video is then screened a second time, allowing the group to collectively deconstruct the images and messages portrayed, fostering a thoughtful and insightful discussion.

- **Conclusion/reflection/evaluation (approximately 40 min)**

Then, participants will be organized into groups of five (breakout room), tasked with selecting an advertisement (whether video, web, newspaper, etc.) and creatively altering its meaning and purpose.

An example of this activity is the 2022 advertisement for the food delivery company “Wolt,” which promotes the gig economy. You can watch the video [here](#). (Please enable auto-subtitles on YouTube as the dubbing is in Slovenian).

After working on their mock advertisements, each group will present their creations. Subsequently, the participants will reconvene in a circle to discuss the insights gained and whether their perspectives have undergone any changes during the activity. This collaborative reflection aims to foster a deeper understanding of the manipulative aspects of media content and encourage critical thinking about the messages conveyed through advertisements.

Materials needed: Computer, Zoom (or other platform).

Skills (developed by the participants):

- understanding how the media works,
- knowledge of the 5 media filters,
- fostering insight into the ways in which information, texts, and media shape world cultures and identities in subtle ways,
- developing the ability to read critically and interpret everyday information in depth,
- to link critical and media literacy for a more in-depth analysis of media messages,
- building up analytical and presentational competencies,
- understanding current socio-political developments,
- the capacity and motivation to move from the bare acquisition of academic skills to advocacy for equality and justice,
- Encouragement to use texts as social tools to make changes.

Tips and tricks:

- We ask everybody to turn on the camera and choose “Gallery view” so during the workshop we all see each other,
- Two or three youth workers/facilitators complement each other and the workshop is more varied as a result. It is also easier to follow the mood of the group and adapt the activities as necessary.

- It is essential for youth workers to attentively listen and thoughtfully respond to the perspectives of participants. By skillfully guiding the conversation with supplementary questions, they can delve deeper into the intended themes and key points, all the while fostering an environment where the dialogue naturally aligns with the interests of the young individuals involved.
- Someone working with young people should not be neutral on socio-political issues because the explicit aim of critical literacy is to critique and transform the dominant ideologies that lead to exclusion and social violence. Neoliberalism is the most powerful ideology, the one that is most easily caught in its traps. It is therefore the task of all those who work with young people to highlight these traps clearly, to draw attention to the power relations in society and to strive for justice.

Suggested readings for youth workers:

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Suggested educational videos for youth workers:

- The People speak: <https://vimeo.com/ondemand/thepeoplespeakfilm/240590036>
- Manufacturing consent: <https://www.youtube.com/watch?v=EuwmWnphqll&t=1560s>
- You can't be neutral on a moving train: <https://www.youtube.com/watch?v=vwuJjWE-XrA>

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Workshop: Autonomous Zones

Aim: This workshop aims to cultivate a transformative mindset among youth by challenging the prevailing capitalist and consumerist logic. Through an exploration of alternative perspectives, we will delve into the concepts of reclaiming public spaces for the public good, fostering community building, and promoting solidarity. By encouraging participants to think beyond conventional norms, we aim to ignite their creativity and inspire self-organizing initiatives. The workshop seeks to instill an appreciation for zero production, emphasizing the value of sustainable practices and resourcefulness. Ultimately, our goal is to empower young minds to envision and actively contribute to a more equitable and interconnected world, where collective well-being takes precedence over individualistic pursuits.

Time: approximately 130 mins

Target group/s: Young people between 16 and 30 years old

Format: In Person

Key-words (theme/topic): Anti-consumerism, alternative, activism, autonomy, public, solidarity, art, community, gentrification, privatization.

Methodology/Description:

- **Introduction/warm-up (approximately 35 mins)**

Participants and two youth workers (facilitators) form a welcoming circle and take turns introducing themselves. Within this circle, each participant shares where and how they like to spend their spare time. Once everyone has contributed to the discussion, the youth workers further discuss those activities: together they classify them as individual or communal, commercial or free, outdoor or indoor, and they talk about the dynamics of those activities and behavioral expectations.

The next step is a mapping exercise. Youth workers should provide participants with a large blank map of their town and ask participants to

mark places they consider commercial or mainstream and those they consider autonomous and alternative. Discuss their choices and encourage them to reflect on their experiences (or lack of) in those spaces.

During the discussion, youth workers should emphasize public spaces, like parks and cultural centers, as opposed to shops, bars, malls, and other commercial centers. Youth workers should nudge participants to think about the design of public vs private and how this design fosters (or prevents) community connections and cultural exchange.

The following step is to ask participants to write on a post-it note what they think is a characteristic of an autonomous space (e.g. open to all, alternative, free, communal, political, cultural, based on volunteering, etc.). One of the youth workers should collect post-its and arrange them on the flipchart or whiteboard while the other youth worker discusses with the participants about their choices. Then, based on that discussion and notes, participants and youth workers should create their own definition of what is an autonomous zone or what is an alternative cultural center.

- **Main activity (approximately 80 mins)**

For the main activity, if possible, invite someone involved in creating or managing an autonomous zone or alternative cultural center to share their experiences with participants. Allow participants to ask questions and engage in a dialogue.

Following the discussion, youth workers should divide participants into smaller groups. Each group is then tasked with a brief online exploration, researching autonomous zones or alternative cultural centers, whether local or known to them. Furthermore, they should share their findings and one of the youth workers should compile a list of pros and cons about those places on the whiteboard or flip-chart.

As participants remain in their smaller groups, youth workers should ask them to brainstorm and conceptualize their ideal alternative cultural space. Have them consider elements like activities, inclusivity, and community involvement in their designs.

Concluding the session, youth workers should provide participants with paper, magazines, markers, scissors, and glue to create vision boards representing their ideal autonomous cultural space. This visual representation can serve as a reminder of the concepts explored during the workshop. Lastly, every group should present their vision board and elaborate their choices.

- **Conclusion/reflection/evaluation (approximately 15 mins)**

Youth workers should gather participants back in the circle to reflect on what they've learned and share their key takeaways in a group discussion while encouraging them to consider how they can apply these insights in their own communities.

For the end, youth workers should ask participants to write down a note for themselves about one action or commitment they will take to contribute to or support alternative cultural spaces. This could be anything from attending events to actively participating in community initiatives.

Materials needed:

- blank map of the town,
- markers,
- post-it papers,
- paper,
- magazines,
- scissors,
- glue,
- whiteboard or flip-chart.

Skills (developed by the participants):

- Recognising the difference between commercial and public spaces,
- awareness of the importance of a quality and accessible public space,
- awareness of the importance of autonomous centers and zones,
- knowledge of characteristics, specifics, and logic of autonomous centers and zones,
- recognizing autonomous spaces as places of quality leisure activities,
- awareness of accessibility, solidarity, autonomy, and creativity as important values for autonomous centers and zones,

- awareness of the gentrification and the processes that destabilize autonomous spaces,
- knowledge of the concepts of imperialism, neo-colonialism, multinational corporations,
- awareness of the consequences of global capitalism,
- recognition of neoliberal paradigms where responsibility is shifted to the individual without
- addressing systemic causes,
- an understanding of the need for socially transformative practices and collective struggle,
- promoting active citizenship, social inclusion, and solidarity among young people.

Tips and tricks:

- We sit in a circle, both performers and participants, because it emphasises the equality of all.
- Two or three youth workers/facilitators complement each other and the workshop is more varied as a result. It is also easier to follow the mood of the group and adapt the activities as necessary.
- Someone working with young people should not be neutral on socio-political issues because the explicit aim of critical literacy is to critique and transform the dominant ideologies that lead to exclusion and social violence. Neoliberalism is the most powerful ideology, the one that is most easily caught in its traps. It is therefore the task of all those who work with young people to highlight these traps clearly, to draw attention to the power relations in society and to strive for justice.
- It is essential for youth workers to attentively listen and thoughtfully respond to the perspectives of participants. By skillfully guiding the conversation with supplementary questions, they can delve deeper into the intended themes and key points, all the while fostering an environment where the dialogue naturally aligns with the interests of the young individuals involved.
- Youth workers/facilitators should get to know autonomous centers and zones in the city and region or even broader to have some insights and examples during the discussion. They should be aware of the ongoing processes in the city and potential ongoing fights for accessible and quality public spaces.
- You can use our accompanying Autonomous Zone Educational Cards

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