



# YOU PART

Engage. Connect. Empower

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# TIMELINE

## FACTS

**Age** of participants: 13+

**Number** of participants: 3-16

**Duration:** 60+ minutes

## GOALS

This activity visualises the historical development and milestones of social movements, institutions, struggles and rights in a creative way. By creating a collective timeline, participants actively engage with a specific topic and gain knowledge and historical awareness about it. If the timeline remains intact for a longer period of time, this can also arouse the curiosity of other young people and facilitate a peer dialogue on the topic.

## TOPICS

The timeline is very useful method for making the historical dimension of a particular topic visible: human rights, EU and its institutions, the right to vote, LGBTQIA+ and women's rights movements, environmental and climate movement, etc. Global, international, national and local developments can be visualised.

A topic-specific timeline is perfect for specific anniversaries, thematic weeks and months as well as for current events like elections. For example: Pride Month, Black History Month, Global Climate Strike, International Workers' Day, Europe Day (9th of May), Ratification of the Universal Declaration of Human Rights (10th of December).

## MATERIALS

Appropriately long wall or surface, a roll of wide masking tape,  
cards or sheets of paper, small tape or pins,  
PC & printer, scissors, markers, table

## **PREPARATIONS**

Inform yourself about the topic and make a list of the data that should not be missing from the timeline.

Prepare separate information cards (about events, printed pictures of persons and quotes) and cards with the corresponding dates. Depending on the age and presumed level of knowledge of the participants, almost all or only a few essential information cards of milestones will have to be prepared.

Mark a long line on the wall with the masking tape. It should be at eye level.

## **INSTRUCTIONS**

### **Step 1**

Gather participants in front of the timeline and introduce them to it. If the timeline goes chronologically from left to right, then stick the card for an early milestone with the corresponding date on the far left. Mark the current date on the right-hand side, but not quite at the end of the timeline. There should still be space on the timeline for the future – for developments that could or should happen.

### **Step 2**

Explain to the group that the collective task is to fill out this timeline with milestone events that relate to the specific topic. For instance, the birth or death dates of people who fought for justice, the dates of events that changed people's thinking, and the making of laws or conventions that protect people's rights.

### **Step 3**

Introduce a little quiz element: Put the cards with the data next to each other on a table. The participants should be able to see the cards clearly. Read out the name of the event or show the picture of a relevant person and ask participants if they can guess the dates. They should not use their smartphones for this, but discuss with each other. Once they have found the correct date, they stick the corresponding cards on the timeline.

### **Step 4**

When all the prepared cards with the correct dates have been stuck on the timeline, this should give you a good first overview. If you have not already done so during the questions and answers, ask participants now what information they found most interesting, surprising or shocking – and why.

Let these milestones on the timeline be an inspiration for the next step of the group work.

### **Step 5**

Ask participants to find more material for the timeline: cartoons and more pictures and quotes from relevant people; think particularly of young role models from music, sports, art, etc. Participants could search the internet to gather the information they need. Support the research process. It will be important to look for reliable sources and to discuss this issue with the participants.

### **Step 6**

If there are special interests of the participants, these should be taken into account whenever possible. Music fans, for example, can compile topic-specific playlists: songs about (anti-)discrimination, human rights, criticism of war, queer pop, etc.

### **Step 7**

The research results on events, people and quotes are printed, presented to the group and added to the timeline. Ask participants:

*Was it easy to find information for the timeline? What were good sources? Would you be prepared to present and explain the timeline to others?*

### **Step 8**

The timeline should, of course, remain visible for a longer period of time. This way, young people who have not joined in can also engage with the topic at a later date. Not only the youth workers, but also the participants can use the timeline to talk to other young people about the respective topic.

## **ADDITIONAL INFORMATIONS FOR FACILITATORS**

This method can be combined well with other activities related to a thematic focus; e.g. before an event where a topic-related documentary is shown and/or topic-related music is being played. Depending on time and staff resources, the timeline can also be updated and finalised on different days. Depending on the space available, it can be done indoors, but also outdoors; e.g. in the park where it is visible to the public. The timeline can also be exhibited at an event.

Various quiz variants can be used to guess the dates of the events. For example, hand out prepared quiz sheets with the events and dates in the wrong order. Depending on the number of participants, the correct dates can be guessed in small groups or individually – without online search. The quiz is then solved. And the correct dates are stuck on the timeline.

There are more than 40 different calendars used in the world, including Buddhist, Chinese, Hebrew, Hindu, Islamic and Persian calendars. Point out the intercultural and dominance aspects of calendar systems.



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## PROJECT PARTNERS



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