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Engaging Marginalized Youth for Sustainability

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Introduction

About the project

Engaging Marginalized Youth for Sustainability is a two year project which aims to trigger the motivation and enhance the capacity of young people to take actions and implement initiatives on local, regional, national and European level. By doing so, young people will become change makers equipped to advocate and deal with the challenges they face in their communities but also on a European level.

The project will touch upon the following objectives:

- *Create networks and coalitions among youth organizations, young people and activists in youth movements across the EU*
- *Foster and develop increased opportunities for young people, by supporting them in creating grassroots initiatives and youth-led projects*
- *Empower marginalized youth and underrepresented youth and improve their capacities to become informed decision makers and change makers in their communities*
- *Raise the need for awareness, that only through transcultural cooperation we could provide a solution to the global crisis of climate change*
- *Explore and develop NFE methods and techniques*
- *Cultivate lobbying and advocacy competencies among young people*
- *Enhance cross-sector innovation and collaboration with young people*

Following the Sustainability Training, that took place in November in Vienna, with the participation of 25 young people, a Sustainability Toolkit is created, and includes advocacy and lobbying training activities, facilitation techniques for idea generation and design, non-formal education (NFE) techniques for increasing motivation and engagement, basic project management skills, event management and campaigning skills, fundraising and proposal writing.

→The toolkit is versatile in use and accessible to other youth groups, organizations and youth workers in Europe who want to use it and adapt it according to the reality of their own local communities even after the completion of this project.



Activities

Advocacy & Lobbying Training Activities

Definition

Advocacy is any plan that attempts to influence policy makers and stakeholders through activities designed to increase public attention.

- Actions that aim to change attitudes, policies and practices.

Lobbying is one kind of advocacy with the goal of persuading governments and its leaders to take a particular position about a specific piece of legislation.

- Strategic formal and informal means of influencing specific decisions makers on a specific issue.

→The aim of these two is the same, but the process is different.

→While all lobbying is advocacy, not all advocacy is lobbying. ¹



¹ https://interreg-euro-med.eu/wp-content/uploads/documents/training-center/lobbying_presentation_sandra_derocle.pdf

Activities

Communication Styles

Objectives:

Participants will be able to:

- Identify the different types of communication.
- Understand how different styles can impact relationships and outcomes.
- Identify their personal type of communication.
- Develop empathy
- Improve their communication skills

Materials:

- Flipchart/ papers/ markers
- Scenarios

→ 30-40 minutes

Number of participants: N/A

Level of Difficulty: ②

→Begin by explaining the concept of communication styles to the participants:


- **Assertive:** socially supportive, emotionally expressive, balanced voice volume, relaxed, natural gestures, achieves goals without hurting others.
- **Aggressive:** hostile, intimidating, dominant posture, dominant gestures, loud voice volume.
- **Passive-Aggressive:** indirectly aggressive, sarcastic, sulky, ironic, “sweet & innocent” persona
- **Submissive:** apologetic, avoids expressing opinions, avoids confrontations, avoids eye contact, soft voice volume.
- **Manipulative:** cunning, patronizing, sulky, indirect, controlling. ²

STEPS:

1. Divide the participants into small groups of three - four.
2. Scenario Selection: Assign each group a specific scenario or situation that requires effective communication. For example, resolving a conflict, negotiating a compromise, giving constructive feedback, or making a decision as a team.

² <https://www.trainingzone.co.uk/lead/culture/the-five-styles-of-human-communication-that-consultants-need-to-know>

3. **Communication Style Assignment:** Randomly assign each group a communication style to role-play. Ensure that every group gets a different style. For example, Group 1 may be assigned the assertive style, Group 2 the aggressive style, Group 3 the passive style, and so on.
4. **Role Play:** Give the groups some time to prepare their role-play based on the assigned scenario and communication style. Encourage them to embody their assigned style and think about how they would communicate in that manner.
5. **Role Play Performance:** Each group performs their role-play in front of the other participants. After each performance, allow a short discussion where the audience can share their observations about the communication style used and its impact on the scenario. Every group will perform a different scenario, and each person at the groups will have a different communication style.

 **SCENARIO IDEA:** *You and your team are working on a project with a strict deadline. The project involves multiple tasks that need to be completed by different team members. In your team, there is a conflict regarding the priority of tasks and how to allocate resources effectively to meet the project's deadline. Some team members believe that Task A should be prioritized, while others argue that Task B is more critical. As the team leader, your role is to resolve this conflict and ensure that the team can progress efficiently.*

CLOSING:

After all the groups have performed, facilitate a group discussion to debrief the activity. Ask questions like:

- What did you learn about the different communication styles?
- How did each communication style affect the outcome of the scenarios?
- Which style do you think is the most effective in various situations?
- Can you think of real-life examples where different communication styles are used?
- How can you apply this knowledge to improve your own communication skills?

→ Summarize the key takeaways from the activity and emphasize the importance of understanding and adapting communication styles in different situations.

Listening to others

Objectives:

Participants will be able to:

- Practice communication skills.
- Identify ways of valuable good communication with others.

Materials:

- Handout of interview checklist

→ 55 minutes

Number of participants: 6+ (should be a number that can be divided in 3)

Level of Difficulty: ②

1. Have participants divide into groups of three. Tell them that they will now practice interviewing each other.
2. Hand out the interview checklist to all participants; explain that each person will have a chance to be the interviewer, the interviewee and the observer. Groups have to choose their roles for the first round.
3. Explain the following:
 - a) Only the observer needs to use the handout.
 - b) The role of the interviewer is to discover information about the interviewee's life. The interviewer may want to interview that person about his/her history, passions, inspirations, challenges that she/he has overcome, etc.
 - c) The role of the interviewee is to respond the interviewer's questions; whenever the interviewer asks a close-ended question, the interviewee should respond with a "yes" or "no" answer.
 - d) The role of the observer is to watch the interview and note on the Interview checklist about the techniques of communication that they use, if it is active or not, and what style of communication has each role.

Interviewers will spend three minutes conducting the interview. Afterward, both the observer and the interviewee will have 1 minute to give further feedback to the interviewer. Participants should rotate roles until everyone has had the opportunity to be all the roles once.

4. Bring participants back to the larger group and get feedback on how the exercise went.

- **For the interviewers:** How difficult was it to use those active listening techniques?
 - **For the interviewees:** How well did they feel that they were being heard by their interviewers?
 - **For the observers:** What were some of the ways the interviewer was successful in making the interviewee feel comfortable and encouraging him/her to talk?
 - **For all:** What style of communication feels that each of you used during the interview? Was it effective? Is there anything that needs to work on?
5. Wrap up the session and ask feedback.

Pitching your idea

Objectives:

Participants will be able to:

- To put to practice pitching skills.
- To simulate a situation where one advocates for a cause and reaches out for support.

Materials:

- Pens
- Papers
- Prompts (optional)

→ 30' minutes for each idea.

Number of participants: N/A

Level of Difficulty: ②

This activity is meant to be a follow up of an idea development activity. If such an activity did not precede, then at the beginning of this session the participants should be asked to brainstorm and in teams come up with some project/campaign/ initiative/business idea using the cards [here](https://www.thinklinks.cards/) (<https://www.thinklinks.cards/>).

STEPS:

1. The facilitator explains that the participants will have to pitch their idea before an authority/decision maker/policy maker (depends on the context of the workshop).
2. The facilitator provides the participants with pitching tips, dos and don'ts.³
3. The participants have 10-15' to prepare for their pitch and pick one representative to do it.
4. The participants have 1' to present their idea to the facilitator who has the role of the "authority". The facilitator may assume a "strict persona" to make the simulation more fun and convincing.
5. When the time is up, the facilitator makes comments and gives feedback.

CLOSING:

- The participants may give feedback to each other's presentations.
- What were your strongest and most weak points?
- What was the biggest challenge?

³ <https://www.scienceofpeople.com/how-to-pitch-ideas/>

- How does this simulation translate in real life and in the context of your goals and projects?

Promotion & Dissemination

Objectives:

Participants will be able to:

- Be familiar with the elements of promotion and dissemination of a project.
- Allow the participants to experiment with designing their own dissemination and promotion strategy.

Materials:

- Pens
- Papers
- Flipchart
- Markers

→ 45 minutes

This activity is meant to be a follow up of an idea development activity. If such an activity did not precede, then at the beginning of this session the participants should be asked to brainstorm and in teams to come up with some project/campaign/ initiative/business idea using the cards used [here \(https://www.thinklinks.cards/\)](https://www.thinklinks.cards/).

→The facilitator should write on a flip chart the different elements of dissemination and cover them so that they can be uncovered when mentioned by the participants.

STEPS:

1. The facilitator opens up a discussion and elicits from the group the important elements of a promotion and dissemination plan. These may include: identifying the target groups, channels of communication, visual identity, social media, leaflets, other events, monitoring and reporting the outreach, sustainability of the project, networking etc. The facilitator uncovers the elicited the elements mentioned from the already prepared flipchart and mentions the rest.
2. Then, the groups have 15-20 minutes to come up with a promotion and dissemination strategy for their own project (see preparation)

3. The participants present their plan to the rest of the group and they exchange feedback with their peers. The facilitator also gives feedback and advice.

CLOSING:

- What are the possible obstacles and limitations in achieving the desired outreach?
- What are possible solutions?

Facilitation Techniques for idea generation and design

Definition

Idea generation or ideation is the act of forming ideas. It is a creative process that encompasses the generation, development and communication of new thoughts and concepts, which become the basis of your innovation strategy.

As a collective or organization, structured ideation can be transformative as a tool for problem solving and collaboration.⁴



⁴ <https://ideadrop.co/innovation-management/top-five-favourite-idea-generation-techniques/#:%7E:text=What%20is%20idea%20generation%3F,basis%20of%20your%20innovation%20s trategy>

Activities

Problem Tree Analysis

Objectives:

Participants will be able to:

- Better understand the problem and its often interconnected and even contradictory causes.
- Establish whether further information, evidence or resources are required to make a strong case, or build a convincing solution.
- Build a shared sense of understanding, purpose and action.

Materials:

- Flipchart
- Markers

→ 60-90 minutes

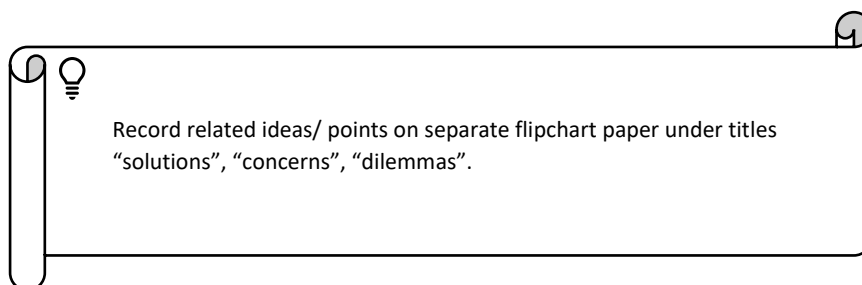
Number of participants: N/A

Level of Difficulty: ①

STEPS:

1. Discuss & agree on the problem/issue to be analyzed. This problem will be in the center of the tree.
→ It should be an actual issue, that everyone feels passionate about and described in general, by using key wording.
2. Identify causes (roots) and consequences (branches).
→ The causes & consequences written on post-it / cards, either individually or in pairs: can be arranged in a cause-and-effect logic.
3. Discussion:
 - Does this represent the reality? Are the economic, political and socio-cultural dimensions of the problem considered?
 - Which causes & consequences are getting better / which worse / which remain the same?
 - What are the most serious consequences? Which are of most concern? Important criteria thinking about a way forward?
 - Which causes are the easiest/ most difficult to address? Possible solutions/ options.

Where could a policy change help address a cause/ consequence/ create a solution.
-What decisions have we made & what action have we agreed on?



Design Thinking Methodology

Objectives:

Participants will be able to:

- Use a practical hands-on approach, this workshop will support students in the sketching, conception and early development of an innovation challenge.
- Develop an advance innovation and growth mindset form of problem identification and reframing, foresight, hindsight and insight generation.
- Recognize and specify the best problem to solve and restate the problem as a function of its mutually exclusive and collectively exhaustive different dimensions.
- Propose a concrete, feasible, viable and relevant innovation project/challenge.

Materials:

- Flipchart
- Papers
- Markers

→ 60-90 minutes

Number of participants: N/A

Level of Difficulty: ②

There are five (5) basic steps on Design Thinking Methodology. ⁵

⁵ http://cpbucket.fiu.edu/1168-geb6368x81168_embba-97075%2Fdesign-thinking-workshop-objectives-and-format.pdf

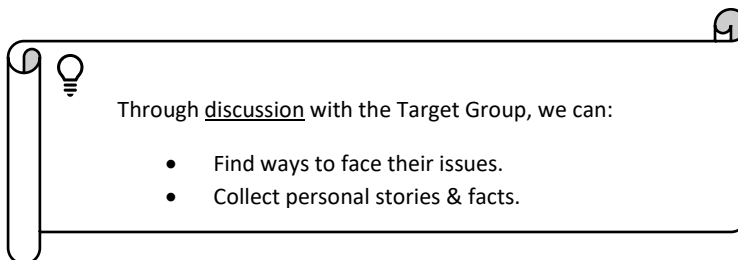
→There aren't linear: no need to follow them in a specific order.

→There are repeatable: it is possible to go back and repeat the stages, at any stage of the process.

STEPS:

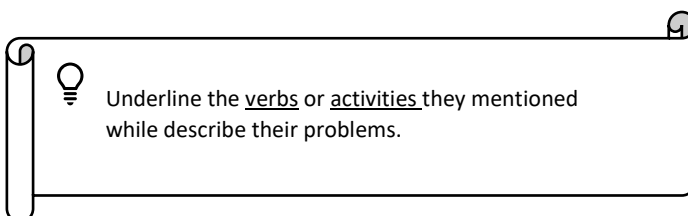
1. **Empathize:**

- Introduce the purpose and goals of the Design Thinking session.
- Create an environment of psychological safety and encourage open communication.
- Conduct empathy exercises to understand the needs, motivations and pain points of the users you are designing for. This can include activities like interviews, observations and creating personas.
- Search information about what they are about. Need to focus on their problems.



2. **Define the Problem:**

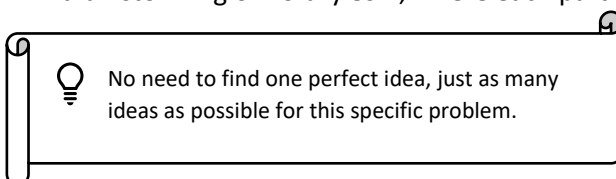
- Review and synthesize the insights gathered from the empathy phase.
- Identify the core problems or opportunities that emerged from the empathy phase.
- Clearly define the problem statement or challenge that your team will focus on solving. What do they want to achieve during this process?



-Form the problem.

3. **Ideate:**

- Encourage participants to generate as many ideas as possible without judgement.
- Use brainstorming techniques such as statements, mind mapping or random word association.
- Provide a diverse range of ideation methods, such as individual ideation, group brainstorming or "Crazy 8s"⁶, where each participant rapidly sketches eight ideas.



⁶ <https://designsprintkit.withgoogle.com/methodology/phase3-sketch/crazy-8s>


-Show your ideas to your target group & waiting for feedback.

4. **Prototype:**

- Select the most promising ideas from the ideation phase.
- Create low-fidelity prototypes that represent potential solutions. These can be sketches, storyboards or physical models.
- Encourage a “bias towards action” and quick iterations, focusing on learning and feedback rather than preferring the prototype.
- Thinking about the feedback we got through the conversation with the target group
→connection of your ideas with target group’s life.
- Ideal Solution: a new idea and all ideas we have already used.
- Create a real & good prototype of your ideal solution for testing it.

5. **Test:**

- Develop a plan to test the prototypes with users or stakeholders. You need real end users.
- Conduct user testing sessions to gather feedback on the prototypes.
- Analyze the feedback and insights gained from the testing phase to refine and improve the design.
- You don’t have to defend your idea (if it is not liked from end users). You need to understand what works and not (every type of feedback is useful).



Review the insights gathered from the testing phase and identify areas for improvement.

After feedback go back to **Ideate** or **Prototype** and apply what you have learned.

Repeat this process until you will have a prototype that solves the problem and works for real.

- Based on these steps, in groups, try to work on an idea that addresses a problem in your society. Then present your idea to others.

Mind Map

Objectives:

Participants will be able to:

- Explore the interconnectedness of certain issues.
- Understand the level of awareness of the group regarding a specific topic.
- Lay down visually several topics that are related to each other and facilitating deciding one.

Materials:

- Cardboard
- Thread or strings (thick enough to be visible)
- Pins
- Post it

→20-40 minutes

Number of participants: 3+

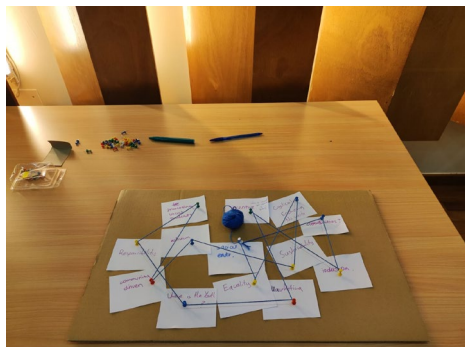
Level of Difficulty: ①

→The facilitator needs to have written in advance on small papers (1 for each team) the general topic which will be addressed.

STEPS:

1. The facilitator presents the general topic that will be discussed and asks some basic question to make sure it is understood correctly by everyone.
2. The participants are asked to get in small groups of 3-5 people and discuss the given topic, identifying the associated concepts. They may note down anything they consider relevant. They should write these in small pieces of papers and connect them with the string and the pins creating a mind map and path of thought. (see photo in resources). They are given 10-15' depending on the topic and the group.
3. Each group shares in the plenary their "map" and explain what was discussed in their group.

💡 The facilitator may demonstrate how the activity will work showcasing how they will use the strings and papers.



SWOT Analysis

Objectives:

Participants will be able to:

- Learn how to use SWOT as a tool to evaluate their ideas

Materials:

- Internet Connection
- Flipcharts
- Papers
- Pens/markers

→90 minutes

Number of participants: N/A

Level of Difficulty: ②

This activity is meant to be a follow up of an idea development activity.

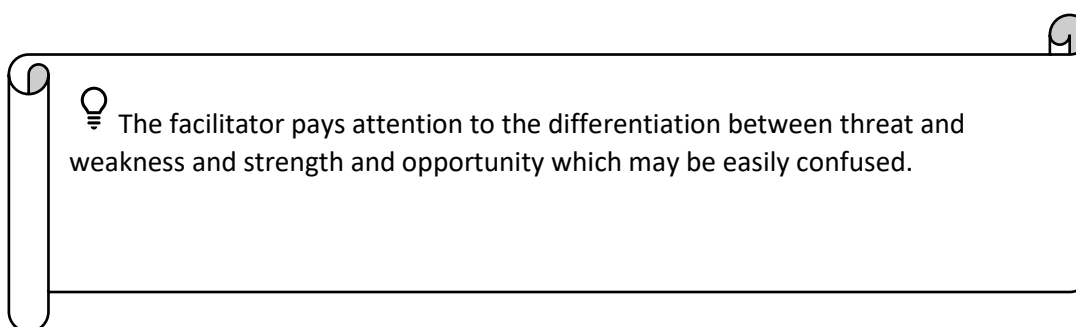
If such an activity did not precede, then at the beginning of this session the participants should be asked to brainstorm and in teams come up with some project/campaign/ initiative/business idea using the cards [here](https://www.thinklinks.cards/) (<https://www.thinklinks.cards/>).

STEPS:

1. The participants are asked to vote for the best idea among those created (see Preparation)
2. After announcing the “winning idea” the facilitator presents the initials of SWOT on a flipchart and elicits from the group whatever anyone may know.
3. Then, the facilitator explains the acronym and what of each components mean.⁷
4. In the plenary the group note down the strengths, weakness, opportunities and threats for some simple examples e.g.: studying abroad. The facilitator takes notes under each of the SWOT elements.
5. The participants are asked to go back to their groups and do a SWOT analysis of their own idea.
6. The participants present their analysis to the rest of the group.
7. The facilitator asks the participants to vote again for the best idea and once again announces the winner.

CLOSING:

- Did you change your vote in comparison to the first voting round?
- Which criteria did you use to vote the first time and which the second time?
- How does this apply in daily life and/or when advocating for a cause?



⁷ <https://morethandigital.info/en/swot-analysis-definition-and-5-steps-for-a-professional-swot/>

Non-formal Education (NFE) Techniques

Definition

According to the European Youth Foundation (EYF), non-formal education is important as it has a key role in providing opportunities for young people to acquire skills useful for their social inclusion, personal growth, and democratic engagement.

Non-formal education (NFE) refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, that happened outside the formal educational curriculum, including in youth organizations. NFE is complementary to formal and informal learning.

NFE is based on active participation (doing, experiencing). A central part of the learning process is self-reflection. Exercises in NFE are on an experiential nature (e.g., simulations and role-plays) and input will always be interactive (the product of the facilitator and participants; they contribute with their experiences and knowledge).⁸



⁸ <https://www.coe.int/en/web/european-youth-foundation/non-formal-education>

Activities

Speed Dating

Objectives:

Participants will be able to:

- Break the ice among the team
- Get to know each other
- Have a discussion and share their opinion and take on several topics.

→ **10-15 minutes**

Number of participants: 4+ (should be even number)

Level of Difficulty: ①

→The facilitator should prepare in advance a set of questions for the group.

STEPS:


1. Divide the participants in two groups.
2. The first group should stand in a circle in the middle of the room facing outwards.
3. The second group should form an outer circle by pairing up with each of the participants of the 1st group.
4. Once the participants stand in pairs the facilitator asks a question and the participants have 1 minute to talk about it. For example, "What is your dream travel destination?". Both participants need to talk each time.
5. Once the time is up, the facilitator says "STOP!" and the participants in the outer circle move clockwise facing another participant. They have 1 minute again to talk about either the same topic or a different question the facilitator will ask.
6. This rotation continues for 4-5 rounds depending on the time available

CLOSING:

Suggested questions:

- Was there something you had in common with someone?
- Was there a question where you completely disagreed with your colleague?

-Was there something that you didn't know about your peers? (in case they knew each other before)

 The facilitators should correspond the relation among the participants and whether they know each other. It's best if the questions are sequenced from simple and more superficial topics to deeper and more personal ones.

Triangle

Objectives:

Participants will be able to:

- Break the ice among the team
- Get to know each other
- Draw attention to the common element that the group shares as well as the diversity.

Materials:

- Papers
- Pens

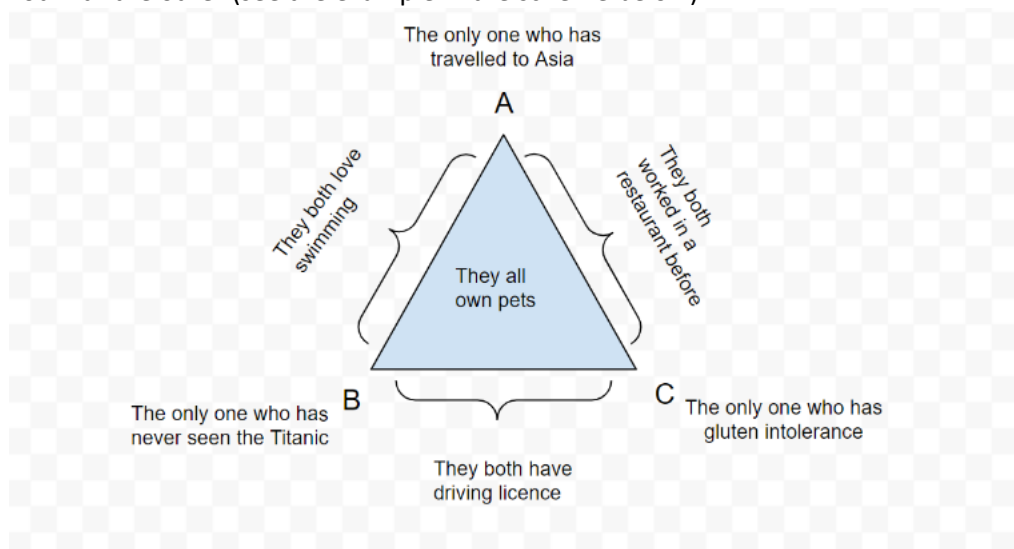
→ 15 minutes (minimum)

Number of participants: 3+ (the number should be divided in 3)

Level of Difficulty: ①

STEPS:

1. Ask the group to get in groups of three.
2. They will have:
 - a) 2' to find something all three have in common
 - b) 2' to find something that they don't share with anyone else in their group
 - c) 5' to find something that each person shares with only one member of the group but not with the other (see the example in the scheme below).



3. The groups present in the plenary what they noted down

💡 If the group can't be divided by three, the facilitator may participate as well or exceptionally have a group of 4 persons and work around it.

💡 In case the participants find the instructions confusing, the facilitator may draw the scheme as an example.

Stages of Team Development/The journey of success

Objectives:

Participants will be able to:

- Understand difficulties and strengths of their group.
- Manage the problems in their group.
- Participate actively in the team building process.

Materials:

- Flipchart/ Papers
- Markers

→ 30-40 minutes

Number of participants: N/A

Level of Difficulty: ①

When you are managing a group of people that working together, it is important to present them the stages that every group is passing. So, an essential activity is to discuss with them about the “life cycle of their group” and which phases they pass each time.

First of all, you need to present the ***Stages of Development of a Group***.

In this source⁹ you can find all the stages according to psychologist Tuckman, and additional details for better understanding.

⁹<https://www.wcupa.edu/coral/tuckmanStagesGroupDevelopment.aspx#:~:text=These%20stages%20are%20commonly%20known,more%20collaborative%20or%20shared%20leadership>

STEPS:

1. **Forming**
Begin by gathering the youth into teams. Encourage them to introduce themselves, share their strengths and get to know each other in the groups. Emphasize at the importance of communication and establishing trust within the team.
2. **Storming**
Present the teams with a challenging task or problem that requires them to brainstorm ideas and come up with a solution (this problem can be based at the topic of the event/seminar/situation you have been gathered). This stage may involve conflicts or disagreements among team members. Facilitate discussions to help them navigate through these challenges and encourage open communication.
3. **Norming**
As the teams start to settle into a rhythm, guide them towards establishing team norms and values. Encourage them to create guidelines for communication, decision-making and problem-solving. This stage focuses on fostering cooperation, collaboration and mutual respect among team members.
4. **Performing**
Assign a project or goal that requires the teams to work together efficiently and effectively. It could be a creative project, a sports challenge or a community space initiative. Provide support and guidance as needed, but allow the teams to take ownership of their work and make decisions independently.
5. **Adjourning**
After the project is completed, gather the teams for reflection session. Encourage them to share their experiences, discuss what worked well and identify areas for improvement. Highlight the personal growth and skills developed throughout the journey.

Then, during the facilitation process, you need to ask the group:

- Where they think they are at this moment according to this Group Development Model.
- What does the team need to do to move through the stages and perform better?
- Identify actions that you can take to help your team perform better.

Egg Drop

Objectives:

Participants will be able to:

- Develop their team building
- Explore the different stages of group formation
- Observe and discuss group dynamics (cooperation, leadership, conflict, etc.)

Materials:

- Raw eggs (one per group and some extra just in case)
- Papers (already used would be better for recycling)
- Strings
- Old clothes
- Carton
- A chair/ something you can stand on to throw the egg (should be high).

→60 minutes

Number of participants: 5+

Level of Difficulty: ①

→The facilitator needs to prepare the “packages” with the materials that each team will use.

STEPS¹⁰:

1. Split the participants in groups of 4-6
2. The facilitator explains that the teams have 30' to create a parachute/protective gear for the egg that will be dropped from a certain height. The aim is for the egg to survive the fall.
3. The facilitator should monitor the groups while they work and support them if needed. It's important to observe how the participants work in their teams and also take notes of things the participants say while they work to address them in the debriefing of the activity. They should also make reminders of how much time is left.
4. When the time is up, the teams one by one give their egg to the facilitator to drop it from the predetermined height and check if it survived.


¹⁰ <https://www.msichicago.org/science-at-home/hands-on-science/egg-drop-challenge/>


CLOSING:


The debriefing is very important for this activity!

Some suggested questions include:

- What happened? How did you go about your task?
- How did you work in your group?
- What were the different roles in the group?
- How did you feel during the activity?
- What did you learn about yourself and how you work in a group?
- Would you do anything different if you were to repeat the task?

 It is better to have the activity outdoors.

 The facilitator should be very mindful of the materials that will be used. They should be very flexible and opt for discardable materials such as packaging and/or reusing old materials when is possible. In case, the activity takes place outdoors, the participants can also use the natural elements (e.g., leaves, brunches, etc.).

 This activity can be combined with the previous one “Stages of Team Development”.

Working with the “others”

Objectives:

Participants will be able to:

- Address internalized biases about the “other”.
- Begin a discussion about conflict.

→30 minutes

Number of participants: 10+

Level of Difficulty: ②

STEPS:

1. The participants are split in two groups and are instructed to stand in two separate spaces e.g.: Group 1 inside a room and Group 2 outside the room so that they don't listen to each other.
2. The facilitator gives the instructions separately to the two groups. Group 1 which is inside the room is instructed to make group 2 come back inside and stand in line against the wall. Then Group 2 is instructed to make the group 1 to go outside and form a circle.
3. The instructor, on purpose doesn't provide enough details and if asked anything by the participants, they should answer in a vague manner.
4. The participants have 7' to do what they were instructed.
5. The facilitator should keep the time and remind them of how much time is left to create some tension. In the meantime, they should take notes of what is being said among the participants.

CLOSING:

Suggested questions for debriefing:

- What happened?
- How did you feel?
- What were your assumptions for the instruction of the other group?
- How did you feel about the other group during the exercise?
- Who did you trust? Who did you not trust and why?
- The facilitator can mention quotes from the participants and ask them to comment on them.
- What did you learn about yourself when working under pressure?
- What could they act differently so that both teams reach their goal?
- How does this resemble real-life situations?

💡 The exact instructions for the groups may change according to the space available. Their tasks should not be conflicting, though, in the sense that they can both be implemented without problem.

💡 This activity may be followed by elaborating more on the basic principles of non-violent communication.

Suggested video for discussion:

“Giraffe Language and Jackal Language | Nonviolent Communication explained by Marshall Rosenberg”

https://www.youtube.com/watch?v=Xov5z_GJ9Zs

Facing conflict

Objectives:

Participants will be able to:

- Look closely some realistic scenarios of conflict.
- Understand reasons behind a situation of conflict.
- Practice non-violent communication.

Materials:

- Papers with scenarios (see below).

→ 60 minutes

Number of participants: 2+

Level of Difficulty: ②

→ Scenarios:

1st Scenario:

- a. Your colleague is always late. Shows up late at the meetings, events etc. You are upset because this behavior stresses you. You appreciate order and responsiveness.
- b. You know you are often very late but you cannot afford stressing out. You like taking your time and you are very confident that things always work out.

2nd Scenario:

- a. Together with a colleague you're working on a project. You feel that the division of tasks is not fair. You have responsibility over most things and you need to supervise the tasks of your colleague as well.
- b. Together with a colleague you're working on a project. You don't have experience and you need support. You are quite slow in your work and you need to get frequent feedback to be sure that what you do is right. You feel that your colleague doesn't trust you

3rd Scenario:

- a. You feel that your colleague is distant and not cooperating well. They are not answering immediately to the requests and they sometimes sound passive aggressive. You really try to approach them but they always seem out of reach.
- b. Your colleague is not doing quality work. You are not ok with them being unresponsive and late. They often have last minute requests and leaves issues unresolved.

STEPS:

1. The participants are asked to get in pairs.
2. The facilitator distributes the roles of the scenarios to each pair
3. The participants are asked to not disclose to their partner what is written on their paper and have a discussion based on their given scenario. They have 5-10'
4. When the time is up the group shares their experience and reveal their roles (see below Debriefing part 1)
5. The facilitator presents the group with the principles of non-violent communication (NVC).¹¹
6. After the group is comfortable with the steps of NVC they are asked to repeat the discussion but this time practicing NVC.
7. The activity is concluded with the final debriefing (see below Debriefing part 2)

CLOSING:Debriefing part 1:


- What happened?
- How was the discussion?
- How did you feel?
- Did you identify with your role or the role of your pair?
- Has this scenario or something similar ever happened to you? How did you go about it?

Debriefing part 2:

- How was this different than last time?
- What was easier and what more challenging?

¹¹ <https://sci.ngo/resource/nonviolent-communication-games-package/>

- Why was it challenging?
- How is this applicable in real-life situations?
- What do you take with you from this activity?

 The depth in which you will go when presenting the NVC principles depends on the context and scope of the workshop as well as the level of the participants.

Three Monkeys

Objectives:

Participants will be able to:

- Focus on teamwork and team building.
- Become active in communication.
- Develop their social awareness.

Materials:

- Flipchart
- Papers
- Pens
- Headphones (connected with music).
- Blindfolds/Scarfs (something for covering the eyes)

→ 30-40 minutes

Number of participants: 3+ (number that can be divided with 3)

Level of Difficulty: ①

STEPS:

1. Participants are divided into groups of three. Each of the member of the group must be a representative of special vulnerable group: one is deaf, second is blind and third cannot speak with voice.
2. Write on the flipchart/whiteboard/paper a word/phrase that they need to draw as a team The instructions are given in a way that the one who cannot use the voice for speaking will know the exact word that they are going to draw and try to explain the word to the group members.
3. Together, the participants should paint that abstract word. The painter is the blind person, the other two members have to help the blind one in painting.
4. The main outcome of this activity is that participants have shared feelings of being a member of certain vulnerable group. It is important to point out that every person is unique and together people can make more and better by giving and receiving the help of each other.

CLOSING:

The exercise should be followed by reflection afterwards. In reflection the facilitator focuses on communication aspects and how they experienced the fact that they were in a vulnerable group.

Debriefing Questions:

- How have you felt being blind/deaf/without the ability of speaking?
- How easy was to communicate with others?
- Have you felt that was difficult to participate at the activity?
- Have you felt disadvantaged in comparison with other people in your group?

Forum Theater

Objectives:

Participants will be able to:

- Explore real life practice scenarios.
- Rehearse solutions of a problematic situation.

Materials:

- It is up to the participants.

→ 60-90 minutes

Number of participants: 5+

Level of Difficulty: ②

STEPS:

1. Ask from the participants to make a small sketch by choosing one of the closer, for them, problematic issues (max 10 mins).
2. It should involve the oppressor & the oppressed characters of the play.
3. It should end with the moment of crisis based on the story.
4. Ask them to make a script, rehearse it and be ready to repeat the play more than once.
5. The participants will make the play, the audience just watches.
6. The audience analyzes the play and thinks how the issue could be solved.
7. The actors will act out the play once again, audience is free to stop it at any moment and replace the character, by taking their place and show their perspective on the play/issue. By replacing the character and acting on stage, showing exactly how the story will be evolved if they follow this recommendation/perspective.
8. They cannot replace the oppressor, because he can't change the level and way of pressure, otherwise the story will change.
9. When replacing, they need to adjust to the given characteristics of the role (e.g., if the character you replace acting with fear, you should act at same way).

CLOSING:

- How would I react if this happened to me?
- Do I know anyone who has gone through the same experience?
- What did this person do? / What would you have done to help?
- Would this situation bother me enough to spur me into action?

Choice of the scene:



There is no text, everyone is improvising.

An advantage is when players show their roles catchier, so that the audience remember them.

Project Management Skills

Definition

Project Management is the use of specific knowledge, skills, tools and techniques to deliver something of value to people. Some examples of projects: the development of software for an improved business process, the construction of a building, the relief method after a natural disaster, the expansion of sales into a new geographic market.

It is now widely acknowledged that a basic knowledge of project management can provide value to people with a variety of roles in a vast range of endeavors. Project management skills, for example, can help a young student working on a science project realize success, or a corporate executive settle personality disputes.¹²



¹² <https://www.pmi.org/about/learn-about-pmi/what-is-project-management>

Activities

Entrecomp competences

Objectives:

Participants will be able to:

- Familiarize the participants with the different skills necessary for setting up a social business or any type of social initiative or project.
- Encourage participants to reflect on where they stand in relation to those skills.

Materials:

- Pieces of papers
- Projector & laptop with internet connection

→ 60 minutes

Number of participants: N/A

Level of Difficulty: ②

STEPS:

1. The facilitator distributes the cards with the 15 competences to the participants or lays them on the floor and asks the participants to group them according to their judgement and without giving them the names of the skills categories. They have 5'
2. The participants explain their train of thought
3. The facilitator gives to the group the cards with the names of the categories (ides & opportunities, into action, resources) and asks them to revise their categorization if they want
4. The participants, once again explain how they went about it.
5. The facilitator provides the context of the [entrecomp framework](#) and holds a discussion on how the entrepreneurial context for which Entrecomp was primarily created is similar or differs from other initiatives and social causes or projects.

CLOSING:

- The facilitator asks the participants to discuss in their groups how these competences “translate” in the context of their own project, which of those they feel confident about and which they feel they would need to work more on.
- They share in the plenary.

- The participants are also encouraged to think of ways in which they can become more competence in certain aspects. (Trainings, internships, online courses, other resources etc.).

Event Management and Campaigning Skills

Definition

As its core, event management is the process of planning an event. This is any type of event, whether it be in-person, virtual or hybrid. It is synonymous with event planning and meeting planning. Just like those other terms, the scope of each project and the nitty-gritty details vary depending on the industry, company size and more. ¹³



¹³ <https://www.cvent.com/en/blog/events/what-is-event-management>

Activities

Management Tips to Avoid Drama

Objectives:

Participants will be able to:

- Learn tips and good practices to ensure smooth management of projects.

Materials:

- Flipchart/papers
- Projector & laptop with internet connection.
- Markers/pens

→ 30 minutes

Number of participants: N/A

Level of Difficulty: ②

The facilitator should do some research beforehand and draw on their own experience for tools and useful tips and routines for management.

→The facilitator prepares flipcharts/papers with the following titles and locates them in different spots in the room:

- a) Time management (what are some time wasters and how to avoid them? what tools, routines or procedures may help you for effective time management)
- b) Communicating with the team (what are some characteristics for effective communication with your team? what may go wrong? how can you prevent miscommunication? what tools, routines or procedures can help you out?)
- c) Task management and delegation (think of a time where you have a lot of workload. how do you prioritize? how do you delegate tasks and to who? what tools, routines or procedures can help out in this?).

STEPS:

1. The facilitator introduces the topic and divides the participants in three smaller groups.
2. The groups spend 10' discussing each of the flip charts in rotation. They take notes on the flip chart and each of the group has to read and add t what the previous groups have already noted.

3. The facilitator presents in the plenary what was written by the participants.

CLOSING:

The facilitator encourages more experienced participants to share their good practices and lessons learnt. If the group are not experienced enough, the facilitator should draw upon their own precourse.

The project lifecycle

Objectives:

Participants will be able to:

- Recognize the main components of the project lifecycle.

Materials:

- Flipchart/papers
- Markers/pens

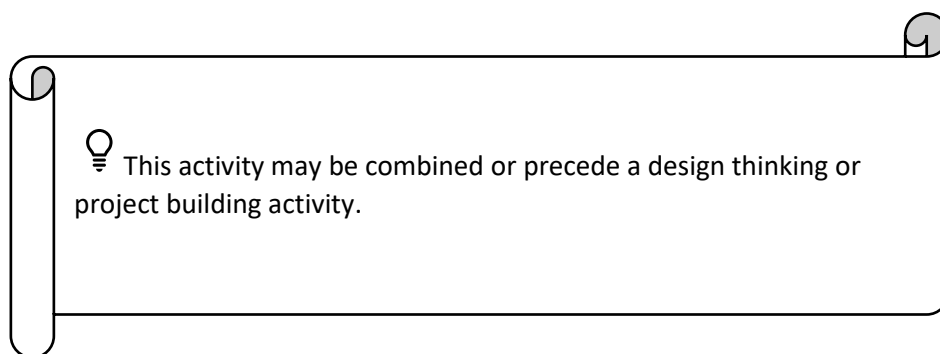
→ 30 minutes

Number of participants: N/A

Level of Difficulty: ②

STEPS:

1. Ask the participants to identify the components of the lifecycle of a project. The facilitator may provide a concrete example of a project in their community to help the participants.
2. Based on what has been said, the facilitator revises, adds or rearranges the participants' input so as to have the 4 basic phases of a project: initiating, planning, executing, and closing.
3. Ask the participants to elaborate more on what each of the phases includes.



Event management check list

Objectives:

Participants will be able to:

- Provide some basics of event management.
- Practice event planning.

Materials:

- Flipchart/papers
- Markers/pens

→ 30-40 minutes

Number of participants: N/A

Level of Difficulty: ②

STEPS:

1. Discuss with the group about the different types of events, the elements they share and how they differ. (For example, a conference, an exhibition, a performance, a workshop, a party, an excursion etc). Take note on the flipchart so that their contribution is visible to all.
2. Divide the participants in smaller groups and ask them to pick one type of event they would like to work on.
3. The participants need to come up with a check list of different elements relevant to their type of event.
4. The groups present their check lists and exchange feedback. The facilitator provides feedback as well if necessary.
5. The participants go back to their groups and this time need to do some research having a particular event in mind. They will have to present their event to the group mentioning specific information.
6. Each of the groups presents their event.

7. The facilitator leads the group to do in the plenary a SWOT evaluation for each of the events.

CLOSING:

The facilitator asks the group to mention which are the most important elements to them when it comes to event planning.

Fundraising & Proposal Writing

Definition

Proposals are technical documents that appeal for resources such as money, space and equipment. A proposal serves as a formal appeal to a grantmaking organization, or the organization that offers competitively pursued resources to qualified and exceptional candidates. Most often, proposals are written to pursue monetary resources, but they can serve as requests for any number of needed resources. Proposal writing is, then, at its most basic, writing for resources.¹⁴



¹⁴ <https://writingcommons.org/article/proposal-writing-basics/>

Activities

Funding opportunities

Objectives:

Participants will be able to:

- Know how and where to find different funding opportunities available to them.
- Ask questions and share their experiences if any.

Materials:

- projector
- laptop with internet connection

→ 30-40 minutes


Number of participants: N/A


Level of Difficulty: ①

→ The facilitator needs to be prepared to present the funding opportunities available based on the profile of the participants. These may be European, regional or local funds.

STEPS:

1. The facilitator goes through the different funding opportunities based on the profile of the group: <https://erasmus-plus.ec.europa.eu/funding>
2. The facilitator allows for Q&As in between the different opportunities.
3. It is advised that participants that have had some experience with some of those opportunities share it with the group.
4. From more complicated funding opportunities that may concern groups and organizations, the facilitator should allow for some one-on-one mentoring depending on the interest of the group.

 This session is more informative and therefore not very interactive. Try to keep the conversation flowing and encourage input and questions from the participants to keep the energy levels high.

 For local funding opportunities you should check accordingly based on the national context. Some may be addressed to youth, students, young entrepreneurs, female entrepreneurs, social initiatives etc.

Resources

<https://www.msichicago.org/science-at-home/hands-on-science/egg-drop-challenge/>

<https://sci.ngo/resource/nonviolent-communication-games-package/>

<https://morethandigital.info/en/swot-analysis-definition-and-5-steps-for-a-professional-swot/>

<https://www.proprofsproject.com/blog/project-life-cycle-and-its-phases/>

<https://www.thinklinks.cards/>

<https://www.scienceofpeople.com/how-to-pitch-ideas/>

<https://ec.europa.eu/social/main.jsp?catId=1317&langId=en>

<https://erasmus-plus.ec.europa.eu/funding>

https://interreg-euro-med.eu/wp-content/uploads/documents/training-center/lobbying_presentation_sandra_derocle.pdf

<https://ideadrop.co/innovation-management/top-five-favourite-idea-generation-techniques/#:~:text=What%20is%20idea%20generation%3F,basis%20of%20your%20innovation%20strategy.>

<https://www.coe.int/en/web/european-youth-foundation/non-formal-education>

<https://www.pmi.org/about/learn-about-pmi/what-is-project-management>

<https://www.cvent.com/en/blog/events/what-is-event-management>

<https://writingcommons.org/article/proposal-writing-basics/>

<https://sci.ngo/resource/nonviolent-communication-games-package/>

<https://designsprintkit.withgoogle.com/methodology/phase3-sketch/crazy-8s>