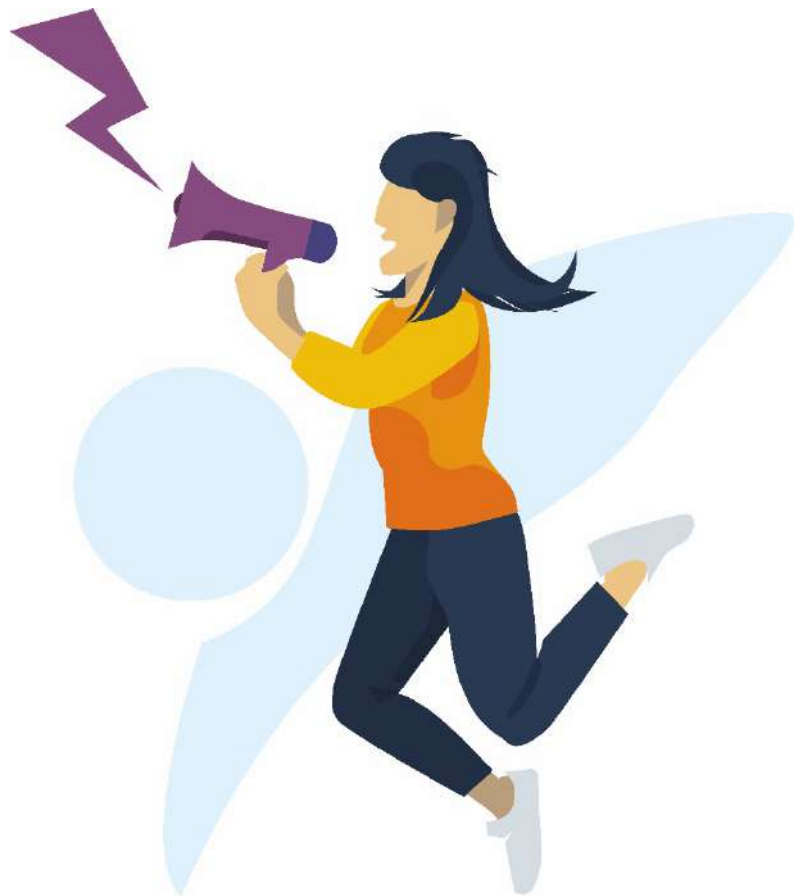


TRAINING PROGRAM FOR YOUTHS INVOLVED IN PROJECTS OF CIVIL PARTICIPATION



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Training Program addressed to youths involved in projects of civic participation

2020



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You can learn more about the YOUC! project at:

www.facebook.com/youngproject2019



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INTRODUCTION

We would like to invite you to our training program which was developed by the partnership of the project YOUC. Below you will find lesson plans and related pedagogical material which corresponds to the *GUIDE ON PROMOTING YOUTH CIVIC PARTICIPATION AT LOCAL LEVEL*.

The training material is **dedicated to youth activists and youth educators** to be used for training and mentoring youths at risk involved in civic participation and local change programmes.

The lesson plans are based on learning outcomes and at the end of every section you will find multiple-choice questionnaire which allow to measure how much of the planned learning outcome has been reached. All the activities can be easily modified to different target groups.

At the end of every section you will find corresponding glossary of terms used and bibliography.



UNIT 1

ENGAGING YOUNG PEOPLE FROM AT RISK GROUPS AND MAINTAINING THEIR ENGAGEMENT

PROBLEMS OF YOUTH AT RISK AND CHANNELS TO REACH THEM.

We learn how to understand problems of youth at risk, thru which channels to reach them.

Time of implementation: 2 hours (each 45 min)

Main aim: Identifying the problems of young people at risk and establishing channels to reach young people.

LEARNING OUTCOMES:

- A. the participant knows what problems youth at risk are facing
- B. the participant understands the difficulties arising from reaching young people from risk groups
- C. the participant is able to recognize the channels of reaching young people at risk

DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE	
A. INITIAL STAGE <i>(about 10 minutes)</i>	<p><u>Energizer:</u></p> <p>Participants position themselves in a circle and with closed eyes stretch out their hands. Everyone must catch someone's hand. One hand can hold only one hand. In this way a knot is formed from the hands - the task of the participants is to solve it without hands breaking. This requires equilibristic skills and cooperation. The result should be a big circle again.</p> <p>After the exercise, the instructor asks participants to think about what this exercise made them aware of. Possible answers: the need for cooperation, problem solving, many possibilities and arguments, the need for communication, trust, consensus, sometimes fails - but it's worth trying, etc.</p>

<p>B. MAIN STAGE <i>(about 40 minutes)</i></p>	<ol style="list-style-type: none"> 1. Presentation of the topic to the class. 2. Paying attention to the word: “problem”. "Brainstorm": participants give associations with the word: problem. One of the participants draws a mind map on bristol on this basis. 3. Providing the definition of the word problem by the participants and correcting incorrect wording by the animator. 4. Discussion on the subject: What problems do young people at risk of marginalization and social exclusion face? Participants list problems: <ul style="list-style-type: none"> - poverty - various types of chronic illness, disability, - no parental care, - aggression, violence, - abusing alcohol or psychoactive substances, - addictions, e.g. gambling, digital games, pornography, - committing offenses and crimes. 5. Work in groups as homogeneous as possible locally: determining the intensity of individual problems in your own local environment. 6. Presentation of results by representatives of individual groups.
<p>C. FINAL STAGE <i>(about 10 minutes)</i></p>	<ol style="list-style-type: none"> 1. Work in groups as diverse as possible locally: determining the most effective channels to reach young people at risk. 2. Presentation of the results of group work. Participants name channels to reach young people at risk: <ul style="list-style-type: none"> - courtyards, parks, playgrounds, squares, streets of housing estates located near the place of residence of young people, - places in public space: streets, train stations, squares, courtyards, parks, attics, basements, vacancies.
<p>D. SUMMARY <i>(about 5 minutes)</i></p>	<p>Finally, the animator asks the participants to summarize what they have learned during the activity and what they might do in the future for activating civic youth from risk groups.</p>

Methods: brainstorming, mind map, discussion, problem method.

Teaching material: Issues related to the risk group, the threat of marginalization and social exclusion.

Didactic resources: bristol, coloured markers, self-evaluation card

COMMUNICATION WITH YOUNG PEOPLE AT RISK

We learn about communication and method of street working.

Time of implementation: 2 hours (each 45 min)

Main aim: Effective communication with youth at risk using the street working method.

LEARNING OUTCOMES:

- A. The participant knows what forms of communication are the best to effectively influence the attitudes and habits of young people at risk
- B. The participant understands that modern technologies play an extremely important role in successfully reaching young people at risk
- C. The participant is able to communicate with young people from risk groups - an individual and a group

DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE

A. INITIAL STAGE

(about 10 minutes)

The instructor asks participants to recall the channels developed in previous classes to reach young people at risk. Participants exchange the channels of to reach youth at risk:

- courtyards, parks, playgrounds, squares, streets of housing estates located near the place of residence of young people,
- places in public space: streets, train stations, squares, courtyards, parks, gazebos, attics, basements, vacancies.

The trainer discusses the purpose of the current classes and explains that before we undertake as civic education activists of youth at risk groups, we must first reach them and gain their trust. So, we must be able to communicate with young people. The literature on the subject and practice presents three forms of community work targeted at youth at risk of social exclusion or exclusion:

- street pedagogy,

	<ul style="list-style-type: none"> - street working - street pedagogy, - street working targeted at young people. <p>The animator announces the implementation of the topic and goes to the main stage.</p>
<p>B. MAIN STAGE <i>(about 40 minutes)</i></p>	<ol style="list-style-type: none"> 1. Presentation of the topic to the class. 2. Paying attention to the word: communication. <ul style="list-style-type: none"> - “Brainstorming”: participants report the characteristics of good communication. The animator writes them on the board. 3. Talk about: which of the following features of good communication are particularly important and needed when working with youth at risk. Suggestions should appear: <ul style="list-style-type: none"> - active listening - patience - clear and precise language (message) - feedback etc. 4. The leader pays attention to active listening. He emphasizes that it is extremely important if we want to gain confidence in a young person. Lists active listening techniques: paraphrasing, clarifying, open and closed questions, reflecting feelings, nodding, encouraging further speech, sharing one's own feelings. 5. An exercise that aims to acquire the ability to actively listen by demonstrating interest and paraphrasing heard statements. <p>We divide the team into groups of three by counting down to three - each person remembers their number. For three minutes the "twos" will talk to "threes" about their own problems in communicating with some people. "Threes" are designed to show with all their behaviour, facial expressions, gestures, body posture that they are very interested in what "twos" say. In addition, after the time has expired,</p>

they must prove that they remembered everything perfectly, paraphrasing the statement of "two". PARAFRAZA is a repetition of the sense of the interlocutor's own words. It is not about repeating word for word, but about everything that is at the heart of the matter. You must not leave anything important, add (interpret) anything, distort anything. To paraphrase, we use the words: • if I understand you well ... • so you think that ... • you want to say that ... • therefore you think ... You can't write anything because everyone can write and have to learn to listen carefully. "Ones" perform the function of observers, who after the exercise will tell what behaviour the listening (or not) manifested and whether the paraphrase was consistent with the statement of "two".

The work of each team is discussed separately. First the observer speaks, then the "two", tells what helped her/him in the "three" behaviour and what disturbed and how she/he would see the listener's attitude and correctness of the paraphrase. At the end we listen to the "three". The exercise can be repeated so that each person appears as a speaker, listener and observer, as active listening skills can only be learned through direct exercise, practice and discussion. Repeating the exercise several times with different partners increases the likelihood of acquiring the ability to communicate effectively.

6. Going to the second aspect of the class: street working methods. Discussion of its basic assumptions and ideas for working with this method.
7. Group work: scheduling street workers' work.
8. Presentation of results by representatives of individual groups. The summary should be:
 - a) Environmental diagnosis - duration: 3-4 weeks
 - b) Establishing contact, building a group - duration: 2-3 months
 - c) Working with a group using a project method - duration: about 3 years

	d) Group termination, end of the process - duration: 2-3 months
C. FINAL STAGE <i>(about 10 minutes)</i>	<ol style="list-style-type: none"> 1. Work in groups as diverse as possible locally: determining the most effective channels to reach young people at risk. 2. Presentation of the results of group work. Participants name channels to reach young people at risk: <ul style="list-style-type: none"> - courtyards, parks, playgrounds, squares, streets of housing estates located near the place of residence of young people, - places in public space: streets, train stations, squares, courtyards, parks, attics, basements, vacancies.
D. SUMMARY <i>(about 5 minutes)</i>	Finally, the animator asks the participants to summarize what they have learned during the activity and what they might do in the future for activating civic youth from risk groups.

Methods: street working, problem method.

Teaching materials: Issues related to interpersonal communication and street working.

Didactic resources: paper, coloured markers, self-evaluation card

MODULE 1.3.

BUILDING TRUST BETWEEN THE ACTIVIST AND YOUNG PEOPLE FROM RISK GROUPS.

In this lesson we learn about personal space, interpersonal communication and establishing territories.

Time of implementation: 2 hours (each 45 min)

Main aim: Ways of building trust among youth from risk groups.

LEARNING OUTCOMES:

- A. The participant knows the concepts of "personal space", "circles of openness", "negotiations", "psychological and physical distance",
- B. the participant understands that there are different "circles of openness", depending on individual preferences,

C. The participant can define her/his "personal space" and set the rules on which she/he can come into contact.

DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE	
<p>A. INITIAL STAGE <i>(10 to 15 minutes)</i></p>	<ol style="list-style-type: none"> 1. The instructor asks participants to recall the channels developed in previous classes to reach young people at risk. Participants exchange the channels: <ul style="list-style-type: none"> - courtyards, parks, playgrounds, squares, streets of housing estates located near the place of residence of young people, - places in public space: streets, train stations, squares, courtyards, parks, gazebos, attics, basements, vacancies. 2. The leader emphasizes that often in places such as the park there is contact between the activist and the young person (young people). It is a natural workplace. He discusses the purpose of current classes and explains that before we undertake as civic education activists of youth at risk, we must first reach her and win her trust. <p>He asks the participants to sit on the grass in a circle. (Alternatively, you can use the park benches if they are set up correctly).</p>
<p>B. MAIN STAGE <i>(about 50 minutes)</i></p>	<ol style="list-style-type: none"> 1. Presentation of the topic to the class. 2. Discussion: Who do you trust, who can gain your trust; What does it mean to trust someone? 3. <u>Exercise: Territories.</u> The leader indicates that each group, like every person, has its own "space", its territory. Division of participants into groups. Each of these groups creates its territory using ribbons that wraps around the trees. It may be that in the same group one person will want to build their territory, taking up a

lot of space, and another will want to take up a smaller area. In this situation, you need to negotiate - that is, try to find a solution that suits everyone. All participants of the group are involved in creating the territory, it cannot be that one person conducts and the rest performs the instructions. This is supposed to be a common place. The groups then determine what laws prevail on their territory. The leader pays attention to active listening. He emphasizes that it is extremely important if we want to gain confidence in a young person. Lists active listening techniques: paraphrasing, clarifying, open and closed questions, reflecting feelings, nodding, encouraging further speech, sharing one's own feelings.

4. After establishing the territories, the instructor starts the next exercise: Groups from two neighbouring territories are trying to visit each other. First, group 2 tries to get into the territory of group 1, and group 3 into the territory of group 4, etc. You need to check what rules are in the territory of the group you are visiting. The visited group (hosts) determine the conditions under which they will receive the neighbours' visit. Then talk and negotiate the terms of the visit (5-7 min). After this time, the leader informs that the groups are now visiting each other.
5. After the exercise, you need to remove the ribbons and sit in a circle.
6. Discussion of work in groups:
 - a. How did you determine your territory and rules - did you have to negotiate something or did you have similar ideas?
 - b. Was it difficult for you to let another group into your territory?
7. Exercise: Safe distance

Participants stand in the largest possible circle. The volunteer sits down in the middle of the circle, but before that he can turn around and see how the whole group is arranged. Then he closes his eyes. Other people begin to approach her/him, but very, very slowly and quite quietly. The task of the person inside will be to say "stop" when he decides that he does not want others to come closer. Exercise is performed twice with one volunteer. Then the group do the exercise

	<p>again with second volunteer.</p> <p>8. Discussion of work in groups:</p> <ol style="list-style-type: none"> a. How did you feel doing this exercise? b. Did you keep the group at a safe distance for you? c. Did you let others get closer the second time? <p>9. <u>Exercise: Millipede</u></p> <p>Finally, an exercise in which you need to significantly shorten your physical distance. If you don't feel like it, you don't have to participate. You should stand in a circle, but as close as possible to each other sideways in the same direction. Distances between participants must be small and the same. The circle must be very symmetrical. Once you manage to set everything up, you need to slowly sit on the lap of the person behind. If the whole structure is symmetrical, then the weight of the bodies will arrange properly and the centipede will not fall apart.</p> <p>10. Trying to find out if the exercise was difficult and why.</p>
<p>C. FINAL STAGE <i>(about 15 minutes)</i></p>	<p>Each participant briefly explains how they feel after these activities, what was the most interesting in these exercises, or - which was particularly difficult</p>
<p>D. SUMMARY <i>(about 5 minutes)</i></p>	<p>At the end, the animator asks the participants to summarize what they have learned during the classes and what they can do with them in the future when activating civic youth at risk.</p>

Method: Workshop method, work in pairs, subgroups, a group in a local park, interactive methods, using psychological games and play.

Teaching material: Issues related to personal and public space as well as interpersonal communication.

Didactic resources: pens, ribbons for marking your territory, self-evaluation card.

CITIZENS' CAFE AND RESEARCH WALKS.

We learn about those two effective methods of working with youth. Introducing local change in society.

Time of implementation: 3 hours (each 45 min)

Main aim: To acquire knowledge about the methods of "civic cafe" and "research walks" as consultation methods.

LEARNING OUTCOMES:

- A. The participant knows what the methods of citizen's cafe and research walks are
- B. The participant understands the purpose of using the above methods
- C. The participant is able to use methods of civic cafe and research walks in teaching civic participation of youth from risk groups.

DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE	
<p>A. INITIAL STAGE <i>(about 10 minutes)</i></p>	<p>Exercise: introduction to public speaking (Participants get used to public speaking and integrate with the group. Exercises can also be a way to start working in a project group).</p> <p>To carry out this exercise, you need free space (e.g. in a corridor or a room without chairs, or in a square or park). We ask participants to position themselves on our left or right hand in accordance with their views on the thesis presented by us (e.g. cats are more grateful than dogs). The right hand is "for" and the left is "against", and between them are people who agree only to some extent. The middle of the room means "I have no opinion." When students take their places, we ask a few people to justify why they took this place. At the end of the exercise, we can also ask them if after hearing the arguments of their colleagues someone wants to change their place.</p>
<p>B. MAIN STAGE <i>(about 110 minutes)</i></p>	<p>1. Presentation of the topic of class. We should mention that both methods require the ability to take a position and convince others of their own opinion. So, we need the ability to apply the principles of</p>

	<p>rhetoric.</p> <p><u>2. Exercise:</u> To carry out the exercise, you will need small notes with different words (e.g. home, cow, music, history, rose, car, telephone, school, etc.). The participants' task is to draw one card and then, without preparation, to give a 45-second speech on the drawn topic. What counts is creativity and rhetoric. Then the whole group tries to give feedback to the speaker.</p> <p>3. Participants in groups of 2-3 receive city plans and the instruction to go on a research walk, during which their task will be to penetrate the immediate area and find in the public space issues that are worth fixing, changing, installing to make life easier for residents and guests. They keep photographic documentation from the walk (45 min.).</p> <p>4. After returning, participants present their city plans and discuss their proposed changes.</p> <p>5. Animator's summary: discussion of the method of research walks.</p> <p>6. A talk about which of the presented proposals would be worth implementing.</p> <p>7. Dividing the participants into groups of several people, in which the topic of introducing changes in the local public space in the following stages will be continued:</p> <ul style="list-style-type: none"> a) free speech, b) commentary on the statements of others, c) summary of the discussions. <p>8. The animator comments that this is what a civic cafe looks like. Method overview.</p>
<p>C. FINAL STAGE <i>(about 10 minutes)</i></p>	<p>The animator gives examples of the use of both methods.</p>
<p>D. SUMMARY</p>	<p>Finally, the animator asks the participants to summarize what they have</p>

(about 5 minutes)

learned / acquired knowledge during the class activities and what they might do in the future for activating civic youth from risk groups.

Methods: brainstorming, discussion, problem method, civic café method, research walks method

Teaching material: Issues related to consultation methods: civic cafe and research walks, as well as marginalization and social exclusion.

Didactic resources: city map, coloured markers, small cards, smartphones with a camera, self-evaluation card

AUCTION OF MOTIVATORS.

*In this lesson we learn about factors that motivate us to participate in civic projects.
How to effectively inspire young people from risk groups to action?*

Time of implementation: 2 hours (each 45 min)

Main aim: To know and understand ways to motivate young people.

LEARNING OUTCOMES:

- A. the participant knows what factors can motivate to act,
- B. the participant understands the purpose of motivating,
- C. the participant can motivate young people from risk groups to participate in citizenship.

DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE	
<p>A. INITIAL STAGE <i>(about 15 minutes)</i></p>	<p>Welcoming by the animator and offering the participants fruits.</p> <p><u>Exercise:</u> The instructor hands out sticky notes to the participants. Participants of the meeting write on the received sticky notes those things that make them "make them to want" - their personal motivators (max. 3). Next, sticky notes stick to a sheet of gray paper hanging on the wall or in another place prepared in advance. The host, together with the youth, segregates sticky notes, eliminating repetitive answers. The designated person places ordered motivators in the table prepared on the next sheet.</p>
<p>B. MAIN STAGE <i>(about 40 minutes)</i></p>	<p>1. Presentation of the topic of classes. Paying attention to the fact that not everyone has an internal motivation, thanks to which she/he comes out with the initiative to act. Some people need external factors to be energized.</p> <p>2. <u>Exercise: Auction of motivators (from the preliminary exercise from the table)</u> The instructor gives out to each participant (the bidder) the plates</p>

with the amounts: 10 €, 20 €, 50 € and 100 €. The auctioneer conducting the auction is assigned whose attribute is a hammer. He starts the auction saying, for example: "I offer the motivator" praise ". The starting price is 10 €. Who will give more? "Bidders can beat the starting price by another € 10. You can also play *va banque* - for 100 €. No one can beat such an offer, and the person issuing *va banque* bets all their money on one motivator. *Tip: Ask your youth to be an assistant by completing the table on a regular basis.*

3. Exercise overview: The discussion is about problems such as: who bought what motivators, how many they bought, how much did they pay for them? Why did somebody spend all the money on the purchase? Did the participants buy what they wanted? Did they buy the motivators they previously indicated as their personal or other ones? Which motivators enjoyed the greatest / smallest popularity (number of offers submitted).After returning, participants present their city plans and discuss their proposed changes.

4. Theoretical part with multimedia presentation. (The purpose of the presentation is to familiarize participants with the theoretical content of the topic. After the experience provided by the exercise, it is important to embed the experience gained into the theoretical framework. The presentation is the basis for the leader's commentary, which develops the individual content indicated on the slides.) The presentation covers issues:

- definition of motivation,
- types of motivation (internal and external),
- sources of motivation (personal, other people, external environment),
- impact of factors on the level of motivation (environment, lifestyle, way of thinking, values, current reaction skills),
- demotivators (bad attitude, fatigue, bad goals, poor organization of work),

	<ul style="list-style-type: none"> - ways to increase motivation (selected) (Swiss cheese method, goal visualization, reward planning), - types and role of planning. <p>5. Group work: Conditions for effective motivation. Individual groups make a mind map.</p> <p>6. Report on work in groups. Mind maps presentation.</p> <p>7. Editing a common mind map.</p>
<p>C. FINAL STAGE <i>(about 20 minutes)</i></p>	<p>Plays: Participants get in pairs. Together they come up with the topic of motivational conversation. After 10 min preparations are made presentation before the group. The group and the leader provide feedback after each play.</p>
<p>D. SUMMARY <i>(about 10 minutes)</i></p>	<p>Finally, the animator asks the participants to summarize: Why is motivation important in everyday work? What can we do to motivate someone? What are the features of effective motivation?</p> <p>The animator thanks participants for taking part in the workshop with a comment that one of the effective motivators are prizes; and hand out candies.</p>

Methods: brainstorming, mind map, discussion, problem method.

Teaching materials: Issues related to methods of motivating youths from risk groups.

Didactic resources: post-it, 2 sheets of grey paper, coloured markers, auction hammer, plates with denominations of 10€, 20€, 50€ and 100€, fruits, sweet/candies, self-evaluation card.

GLOSSARY FOR UNIT 1:

EFFECTIVE COMMUNICATION

Effective communication is defined as verbal speech or other methods of relaying information that get a point across. An example of effective communication is when you talk in clear and simple terms. An example of effective communication is when the person who you are talking to listens actively, absorbs your point and understands it.

Source: <https://www.yourdictionary.com/effective-communication>

ENERGIZER

An energizer is a brief activity that is intended to increase energy in a group by engaging them in physical activity, laughter, or in ways that engage the members cognitively (problem-solving). They can be used with any group, including during training.

Source:

http://thetrainingworld.com/resources/Training_Methods_and_Activities/Energizers/

LEARNING OUTCOME

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process, defined in terms of knowledge, skills and competences (European Centre for the Development of Vocational Training - Cedefop). Education and training institutions are increasingly describing their qualifications in terms of learning outcomes following the approach adopted by the European Qualifications Framework (EQF).

Source: https://ec.europa.eu/esco/portal/escopedia/Learning_outcomes

LESSON PLAN

A lesson plan is a animator's detailed description of the course of instruction or "learning trajectory" for a lesson. A daily lesson plan is developed by a animator to guide class learning. Details will vary depending on the preference of the animator, subject being covered, and the needs of the students. There may be

requirements mandated by the school system regarding the plan. A lesson plan is the animator's guide for running a particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached (test, worksheet, homework etc.)

Source: Wikipedia

MIND MAP

A mind map is a diagram used to visually organize information. A mind map is hierarchical and shows relationships among pieces of the whole. It is often created around a single concept, drawn as an image in the center of a blank page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those major ideas.

Source: Wikipedia

PROBLEM METHOD

the problem method, sometimes known as the case study method, to the teaching of undergraduate research methods. Problems are assigned in advance, students use course material to solve the problem, and the solutions are discussed in class. This method is particularly applicable to courses in research methods because research design is a classic ill-defined task, and it serves as a vehicle for teaching critical thinking. Students find the method challenging and reasonably interesting.

Source:

https://journals.sagepub.com/doi/10.1207/s15328023top2201_11

STREETWORKING

Streetworking (praca prowadzona na ulicy, pedagogika ulicy) stanowi przykład metody „outreach” (wyjście - sięganie - poza - do), czyli pracy poza instytucjami, w środowisku przebywania klienta. Jest to innowacyjna forma pracy socjalnej, która stała się ostatnio popularną w zinstytucjonalizowanej pomocy państwa nad

osobami zmarginalizowanymi. Metoda ta, poprzez swoje zindywidualizowanie, ukierunkowanie na zasoby i potrzeby klienta, a także elastyczność i niezinstytucjonalizowanie, umożliwia pomaganie ludziom dotychczas izolowanym, odrzucanym i niezauważanym. Pozwala na docieranie ze wsparciem do wielu grup społecznych, m.in. prostytutek, dzieci, młodzieży, narkomanów, osób bezdomnych – w miejscach ich przebywania (ulicach, klubach, wybranych dzielnicach miast).

Source: Wikipedia

TEACHING MATERIAL

a list of basic concepts, terms, facts, rules of conduct, dates, names, closely related to the operational goal

BIBLIOGRAPHY:

1. Malott, Curry & Carroll-Miranda, Joseph. (2003). PunKore Scenes as Revolutionary Street Pedagogy. *Journal for Critical Education Policy Studies*. 1. 80-108.

This paper is about "youth" resistance and its street pedagogy. While recognizing the importance of other subcultures (such as Hip Hop for example), we focus on PunKore scenes because of our personal experiences and knowledge of them, having been participants for the past 20 years. The arguments herein deal with PunKore's specific street pedagogical practices (as we understand and know them) that have changed lives, rendering it part of a potentially-revolutionary force capable of dismantling the social relationships that lead to "the capitalization of humanity." In this paper we, first, discuss youth resistance as it relates to extant advanced stages of global capital. Next, we outline what we think the essences of the most revolutionary aspects of PunKore pedagogy have been and continue to be. Social mobilization, organizing on multiple social issues and the materialization of concrete political actions, via the PunKore scene, are exposed throughout the paper. Furthermore we also focus on what could be labeled as counter revolutionary tendencies of the PunKore scene. Finally, we outline what the pedagogical practices of these PunKore scenes of human resistance mean for us in terms of our lived praxis and emancipatory possibilities.

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3. JULIE, CONNOR, 2020, Teach Youth How to Communicate and Resolve Conflict. Dr. Julie Connor - Teen Mental Health School Assembly & TED Speaker [online]. 2020. [Accessed 4 July 2020]. Available from: <https://drjulieconnor.com/teach-youth-communication-skills/>

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UNIT 2

WORKING WITH THE LOCAL COMMUNITY

IDENTIFY ACTORS OF A TERRITORY

The main objective of this lesson is to permit to young students to identify stakeholders at the scale of territory. They should be able to search some information about them and their point of view. They should also to understand that some of them will be a partner for their project and why.

Time of implementation: 1 hour 30 minutes

Main aim: Identifying the local stakeholders at the scale of a territory.

LEARNING OUTCOMES:

- A. Identify the different types of stakeholders.
- B. Understand that some stakeholders can help the project and others can jeopardize it.
- C. Search for information on stakeholders (roles, needs etc.)

DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE	
<p>A. INITIAL STAGE (15-20 minutes)</p>	<ol style="list-style-type: none"> 1. This stage will relate to the example of a new swimming pool in a city. Before the session, prepare cards of each stakeholder: state, NGO, customers, cleaning team, public administration in which you will write a description of its role (ex: state decides the security requirements for this type of public space, customers will use this new service for the best possible price, local authorities delivers the building permits etc.) 2. <u>Energizer:</u> Each participant chooses a card and read it aloud to the others: <ul style="list-style-type: none"> - State, - NGO organisation, - customers, - cleaning team, - public administration. 3. After this exercise the animator asks to participant what they think about it. 4. A discussion between participants is beginning about the concept of local stakeholders.

<p>B. MAIN STAGE</p> <p><i>(50-55 minutes)</i></p>	<ol style="list-style-type: none"> 1. Presentation of the topic. 2. Paying attention to the expression “local stakeholders”. 3. Brainstorm about it. 4. Indeed participants have to do some association with the word stakeholders and one of them has to draw a mind map on bristol on this basis. 5. The participants provide a definition of “local stakeholders” and the animator correct and validate the definition. 6. <u>Exercise</u>: Participants have to work on a collect project “Organisation of a waste cleaning campaign” Divide the group into three subgroups. Each group has a paper with three columns on it: <ul style="list-style-type: none"> - Who is concerned? - Why are they concerned? - What is their role in the project (positive and negative)? <p>Each group must write down ideas on post-it (lists) and put it on the right column.</p> <p>Each group presents their group work results and exchange between them.</p>
<p>C. FINAL STAGE</p> <p><i>(about 15 minutes)</i></p>	<p>Each participant have to explain what they think about this practical exercise, and what was the most interesting for him or to explain his difficulties for example, which points they have in common.</p>
<p>D. SUMMARY</p> <p><i>(about 10 minutes)</i></p>	<p>At the end, the animator asks the participants to summarize what they learn during the activity and what they might use to organise a local action.</p>

Methods: brainstorming, mind map, discussion, workshop, play.

Teaching materials:

- a list of basic concepts, terms, facts, rules of conduct, dates, names, closely related to the operational goal
- A stakeholder is a person / an institution with an interest or concern in a project. I.e.: the administration, the state, the commune, enterprises, the associations, the inhabitants etc.
- Stakeholder definition and stakeholder map methodology:
<https://www.youtube.com/watch?v=bOIT1GKVMd8>
- Public administration: define public policies - who can intervene to authorize the project?
- Local authorities: take charge of the interests of the population – they can manage sectors through the transferred responsibility of the public administration. The local bodies can be: commune, department, district, region etc.
- Associations are a free and voluntary gathering of citizens around a common area of interest. I.e.: animal welfare association, football club, nature protection association etc.

Didactic resources: pens, post-it, flipchart, coloured markers, paper, bristol.

INTERVIEW OF A LOCAL ACTOR

With this lesson, young people will be able to conduct an interview with local stakeholders. In deed they should be able to define the interview’s topic of, to prepare their questions, to conduct it . They should also realize that it could be difficult to do it and why. This activity could be useful if young people want to meet stakeholders to know more about their point of view about local project.

Time of implementation: 2 hours 20 minutes

Main aim: Be able to prepare and conduct an interview with local stakeholders.

LEARNING OUTCOMES:

- A. Know how to prepare an interview.
- B. Can conduct an interview and be credible.
- C. Understand the constraints of the interviewee.

DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE	
<p>A. INITIAL STAGE <i>(10-15minutes)</i></p>	<p><u>Energizer:</u> Trying to know who it is! Divide the group into two subgroups:</p> <ul style="list-style-type: none"> - Each group choose a very important/popular person. - Each group in turn guess who is this person by asking closed questions (answer can be only “yes” or “no”): for example is it a woman, is it a singer, is it an actor, is he/she Spanish etc. <p>The winner team is the one who find who is the person with the fewest questions.</p> <p>To motivate the teams, you could distribute goodies or have pledge like preparing the break snack etc.</p> <p>After this exercise the animator asks to participant what they think about it. A discussion between participants is beginning about the concept of asking questions and the research of information.</p>

<p>B. MAIN STAGE</p> <p><i>(About 50 minutes)</i></p>	<ol style="list-style-type: none"> 1. Presentation of the topic. 2. Paying attention to the word interview 3. Brainstorm about it. 4. Indeed participants have to do some association with the word interview and one of them has to draw a mind map on bristol on this basis. 5. The participants provide a definition of the word interview and the animator correct and validate the definition. 6. <u>Exercise</u>: Interview with the city hall representative to know the waste sorting policy <p>PART A: Divide the group into three subgroups. Each group have some post-it and paper to write their idea.</p> <p>The 1st group is working on the planning: choosing a date, search some information about city hall action etc.</p> <p>The 2nd is working on the preparation and the definition of the questions to be asked. For example: what is their action, to know their point of view, their difficulties, what they would like to do etc.</p> <p>Each group presents its results and exchange between the 2 groups.</p> <p>PART B: Divide the group into two other subgroups (not the same groups as in the first step): To do an interview. Make a reminder of the basic rules to organize an interview (CF guide).</p> <p>The 1st group ask its questions to the other group and reverse roles.</p>
<p>C. FINAL STAGE</p> <p><i>(10-15 minutes)</i></p>	<p>The participants exchange between them. Make them tell which points they have in common.</p>
<p>D. SUMMARY</p>	<p>At the end, the animator asks to the participant to summarize what they</p>

(about 10 minutes)

learn during the activity and what they might use to organise a local action.

Methods: brainstorming, mind map, discussion, workshop.

Teaching materials:

- Interview: Exchange with a person as part of a research.

The interview must be well prepared. You will have to define the theme, the purpose of the interview and the information you need from this exchange. You will also have to make a list of relevant questions (questions with an interest for your research) to the person you will interview (the interviewee).

Before the interview, you will have to make an introduction of the interview: what is the theme, why do you want to exchange with this person, how long will it take, in which research will you use the information the interviewee will give you?

The interviewer must highlight the words of the interviewee, he must be dynamic, playful and smiling.

Interview methodology: <https://www.youtube.com/watch?v=R-fMj-8j9mE>

Didactic resources: bristol, post-it, paper, coloured markers, self-evaluation cards, video camera

STAKEHOLDERS' MAP: Build a map of actors

The main objective of this lesson is to permit to young students to understand and to identify the stakeholders for a territory and their role in a local project. Young people should be able to realize a map of these stakeholders. It could be useful for them to know the territory's organisation if they want to organise an action on these territory.

Time of implementation: 2 hours 30 minutes

MAIN AIM:	Understand and identify links between local stakeholders.
LEARNING OUTCOMES	<p>A. Identify the role of each stakeholders and their link.</p> <p>B. Understand that some can have a positive or negative impact on the project.</p> <p>C. Understand local context</p>
	▪
	▪
	▪
DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE:	<p>A. INITIAL STAGE (about 15-20 minutes)</p> <p><u>Energizer:</u></p> <p>This session deals with a new swimming pool construction project.</p> <p>The animator presents the map of local stakeholder and the links between them (city hall, consumers, firemen, environmental NGOs etc.).</p> <p>Each participant chooses a card; each card represents a stakeholder for this project.</p> <p>Each participant read aloud his card (role, definition).</p> <p>Participants have to reproduce the stakeholders' map which was presented at the beginning, each one represents one of the stakeholder by its placement and by being connected to the others through the strings.</p> <p>After this exercise the animator asks the participants what they think about it. A</p>

discussion between the participants about the concept of mapping stakeholders is beginning (what they liked, disliked, what was difficult...)

B. MAIN STAGE *(about 50-55 minutes)*

1. Presentation of the topic.
2. Paying attention to the expression “mapping stakeholders”.
3. Brainstorm about it.

Indeed participants have to do some association with the word stakeholders and one of them has to draw a mind map on bristol on this basis.

4. The participants provide a definition of the expression “mapping stakeholders” and the animator correct and validate the definition.
5. Exercise: Make a simple quadrant with two axis (level of power and level of interest), for the sake of convenience, our stakeholders’ analysis matrix involves scales from 0 (very low interest / power) to 10 (very high interest / power).

Ask the participants to place the stakeholders on the axis with the grades they would give in terms of power and of interest of each stakeholder for a new swimming pool construction.

The animator presents the results of the group work and exchange with the participants on it.

C. FINAL STAGE *(about 10-15 minutes)*

Each participant has to explain what he/she thinks about this practical exercise, and what was the most interesting for him or to explain his difficulties or which points they have in common for example.

D. SUMMARY *(about 5-10 minutes)*

At the end, the animator asks to the participants to summarize what they learn

	<p>during the activity and what they might use to organise a local action.</p>
METHODS:	<ul style="list-style-type: none"> ▪ BRAINSTORMING, ▪ MIND MAP, ▪ DISCUSSION, ▪ WORKSHOP.
TEACHING MATERIAL:	<ul style="list-style-type: none"> ▪ A stakeholder is a person / an institution with an interest or concern in a project. In example: the administration, the state, the commune, the associations, the inhabitants etc. ▪ The stakeholder map is a representation of all stakeholders involved in a project, aimed at clarifying roles and relationships. ▪ Stakeholder map methodology: https://www.youtube.com/watch?v=eqZfiTp1HZw ▪ The Power refers to the level to which the stakeholder has a positive or negative influence on the project's goals accomplishment. ▪ The influence is the action that a person or a thing has on another person or thing. In example: Influence of video games on teenagers, influence of the climate on vegetation, influence of the moon on the tides. ▪ The interest is the degree to which a stakeholder gives importance to the success of the project (whether it's professional, personal or another goal).
DIDACTIC RESOURCES:	<ul style="list-style-type: none"> ▪ COLOURED MARKERS, ▪ PAPER, ▪ FLIP CHART, ▪ POST IT, ▪ PENS, ▪ STRING.

EVALUATION (5 MIN):

For the purposes of evaluation, the animator distributes prepared self-assessment class cards. Participants rate according to the scale: very good, good, sufficient, poor:

- *How far can I identify the role of each stakeholder and their link?*
- *How well can I understand the positive or negative impact of each stakeholder?*
- *How far can I understand the local context?*

SELF-EVALUATION CARD

I can	Very good	Good	Sufficient	Poor
identify the role of each stakeholder and their link.				
understand the positive or negative impact of each stakeholder.				
understand local context.				
	Congratulations! <i>You can be proud of yourself.</i>	Bravo! <i>It's good but it could be better.</i>	You are on the right track. <i>You can do it, but work.</i>	Get to work! <i>You will see how much pleasure it is not to complete this section.</i>

IDENTIFYING NEEDS OF LOCAL COMMUNITY WITH A DIAGNOSIS. WHAT DO WE NEED?

In this lesson, young students will be able to understand the concept of needs for a territory. And they will be also able to identify potential need for a territory. It will be very useful if they want to develop a local useful project for their communities.

Time of implementation: 1 hour 30 minutes

MAIN AIM:	Understanding the concept of need for a territory.
LEARNING OUTCOMES	<p>A. Understand what a need is.</p> <p>B. Identify potential need for a territory.</p> <p>C. Understand territory and its historical and recent evolution.</p>
DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE:	<p>A. INITIAL STAGE <i>(about 15 minutes)</i></p> <p><u>Energizer</u>: what do I need?</p> <p>Participants have to put themselves in a circle with the animator. The animator throws the soft stuff to one of the participant. This participant has to say his personal need and throw the soft stuff to another participant.</p> <p>One of the participants is staying out of the circle and writes each need on the flip chart.</p> <p>After this exercise the animator asks the participants what they think about it, what they have in common. A discussion between participants is beginning about the concept of need.</p> <p>B. MAIN STAGE <i>(about 55 minutes)</i></p> <ol style="list-style-type: none"> 1. Presentation of the topic. 2. Paying attention to the word “need”.

	<p>3. Brainstorm about it.</p> <p>Indeed participants have to do some association with the word need and one of them has to draw a mind map on bristol on this basis.</p> <p>4. The participants provide a definition of word “need” and the animator correct and validate the definition.</p> <p>5. <u>Exercise</u>: Drawing our realities:</p> <p>Each participant has to draw his real life, his reality in his community.</p> <p>Each one will present his results and there will be an exchange about common needs.</p> <p>C. FINAL STAGE <i>(about 15 minutes)</i></p> <p>Each participant has to explain what he thinks about this practical exercise, and what was the most interesting for him or to explain his difficulties for example.</p> <p>D. SUMMARY <i>(about 5-10 minutes)</i></p> <p>At the end, the animator asks to the participants to summarize what they learn during the activity and what they might use to organise a local action.</p>
METHODS:	<ul style="list-style-type: none"> ▪ BRAINSTORMING, ▪ MIND MAP, ▪ DISCUSSION, ▪ WORKSHOP, ▪ PLAY.
TEACHING MATERIAL:	<ul style="list-style-type: none"> ▪ Need: To have an absolute requirement for or to want strongly. ▪ Human needs to live a sustainable life: https://www.youtube.com/watch?v=FyT9TMlzC6s

DIDACTIC RESOURCES:	<ul style="list-style-type: none">▪ POST-IT,▪ PAPER,▪ COLOURED MARKERS,▪ FLIP CHART,▪ BRISTOL,▪ SOFT STUFF.
EVALUATION (5 MIN):	<p>For the purposes of evaluation, the animator distributes prepared self-assessment class cards. Participants rate according to the scale: very good, good, sufficient, poor:</p> <ul style="list-style-type: none">- <i>How far can I identify potential need for a territory?</i>- <i>How well can I understand what a need is?</i>- <i>How far can I understand territory and his historical and recent evolution?</i>

SELF-EVALUATION CARD

I can	Very good	Good	Sufficient	Poor
identify potential need for a territory.				
understand what a need is.				
understand territory and his historical and recent evolution.				
	Congratulations! <i>You can be proud of yourself.</i>	Bravo! <i>It's good but it could be better.</i>	You are on the right track. <i>You can do it, but work.</i>	Get to work! <i>You will see how much pleasure it is not to complete this section.</i>

MODULE 2.5.

DEFINITION OF THE PERIMETER OF THE DIAGNOSIS. Give a framework to the diagnosis.

The main objective of this lesson is to explain the concept of territory diagnosis and perimeter to the young students. In deed they will be able to do their own diagnosis if they want to develop a local project in their localities.

Time of implementation: 1 hour 30 minutes

MAIN AIM:	Define and understand what a perimeter to realize a diagnosis is.
LEARNING OUTCOMES	A. Understand what a diagnosis is. B. Delimit this perimeter.
DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE:	<p>A. INITIAL STAGE <i>(about 15 minutes)</i></p> <p><u>Energizer:</u></p> <p>Make a brainstorming about the words “perimeter” and “diagnosis”.</p> <p>Indeed participants have to do some association with the word perimeter (soccer field, basketball court, land of a house) and diagnosis (what does that remind you of? Medical diagnosis; hair, skin, colour diagnosis; housing energy diagnosis).</p> <p>One of the participants has to draw a mind map on flip chart/bristol on this basis.</p> <p>B. MAIN STAGE <i>(about 55 minutes)</i></p> <ol style="list-style-type: none">1. Presentation of the topic.2. Divide the group in 3 subgroups. Take the example of a diagnosis about waste collection in their town. <p>Each group work on one theme:</p> <ul style="list-style-type: none">- Group 1: geographical delimitation of the diagnosis - At which scale

	<p>are we able to work?</p> <ul style="list-style-type: none"> - Group 2: Reflection on the purpose of the diagnosis: on the basis of the identification and sharing of our perception of needs, on which theme(s) do we wish to intervene? - Group 3: From a first knowledge (summary) of the actors of the territory, which are the people and organizations to associate priority with? <p>Each group presents its results and then exchange with the other groups.</p> <p>C. FINAL STAGE <i>(about 15 minutes)</i></p> <p>Each participant has to explain what he thinks about this practical exercise, and what was the most interesting for him or to explain his difficulties for example.</p> <p>D. SUMMARY <i>(about 5-10 minutes)</i></p> <p>At the end, the animator asks the participants to summarize what they learn during the activity and what they might use to organise a local action.</p>
<p>METHODS:</p>	<ul style="list-style-type: none"> ▪ BRAINSTORMING, ▪ MIND MAP, ▪ DISCUSSION, ▪ WORKSHOP.
<p>TEACHING MATERIAL:</p>	<ul style="list-style-type: none"> ▪ The diagnosis has to be geographically delimitate (district, city, department, region, national level), the purpose has to be define on a specific situation, and you also have to choose if you want a general or detailed diagnosis. In example: General diagnosis of 2 big cities in United States of America: https://www.youtube.com/watch?v=BwQPqpmiD88 ▪ Example of city planning: https://www.youtube.com/watch?v=7q_0NM0cseQ
<p>DIDACTIC RESOURCES:</p>	<ul style="list-style-type: none"> ▪ POST-IT, ▪ PAPER,

	<ul style="list-style-type: none">▪ COLOURED MARKERS,▪ FLIP CHART,▪ PENS.
EVALUATION (5 MIN):	<p>For the purposes of evaluation, the animator distributes prepared self-assessment class cards. Participants rate according to the scale: very good, good, sufficient, poor:</p> <ul style="list-style-type: none">- <i>How well can I understand what a diagnosis is?</i>- <i>How far can I delimit this perimeter?</i>

SELF-EVALUATION CARD

I can	Very good	Good	Sufficient	Poor
understand what a diagnosis is.				
delimit this perimeter.				
	<i>Congratulations!</i> <i>You can be proud of yourself.</i>	<i>Bravo!</i> <i>It's good but it could be better.</i>	<i>You are on the right track.</i> <i>You can do it, but work.</i>	<i>Get to work!</i> <i>You will see how much pleasure it is not to complete this section.</i>

DISTRIBUTION AND ORGANIZATION OF THE DIAGNOSIS.

With this lesson, young students will be able to organize a team working to realize a diagnosis on their own communities. They will be able to define and attribute some task to each other. It is very useful to understand team working and his difficulties.

Time of implementation: 1 hour 30 minutes

MAIN AIM:	Clarify the organization of the territory diagnosis.
LEARNING OUTCOMES	<p>A. Organize team work</p> <p>B. Divide role between participants</p> <p>C. Develop a work plan</p>
DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE:	<p>A. INITIAL STAGE <i>(about 15 minutes)</i></p> <p><u>Energizer:</u></p> <p>Organize an Easter egg hunt for families in your neighbourhood. To do it, we have to work together.</p> <p>Each participant has to choose a card with a specific role and has to read it aloud to the others. Type of cards:</p> <ul style="list-style-type: none"> - People who mark-up of the area - Animator, person in charge of registrations - Person responsible for the egg stock - Person in charge of catering... <p>After this exercise the animator asks to the participants what they think about it. A discussion between them is beginning about the concept of the organisation of a diagnosis.</p> <p>B. MAIN STAGE <i>(about 55 minutes)</i></p>

1. Presentation of the topic.
2. Brainstorm about the word “organisation”.

Indeed participants have to do some association with the word “organisation” and one of them has to draw a mind map on bristol on this basis.

3. The participants provide a definition of word “organisation” and the animator correct and validate the definition.
3. Exercise: Doing a diagnosis of sports equipment’s in the city.

You have to also decide when you want to do the global restitution of your diagnosis, here it will be 30 minutes or so but in the real life it could be a week or two for example.

To do it you have 3 sectors, you have three different areas:

- The North
- The City Centre
- The South

Divide the group into 3 subgroups for each area of the city.

4. The animators or the participants choose who will do what? There must be a writer, a speaker, a researcher...
5. From the internet, the participants will pick up information about the sports equipment’s of the city.
6. Each group presents its results and the participants exchange about this work experience.

C. FINAL STAGE *(about 10-15 minutes)*

Each participant has to explain what he thinks about this practical exercise, and what was the most interesting for him or to explain his difficulties for example.

D. SUMMARY *(about 10 minutes)*

	<p>At the end, the animator asks the participants to summarize what they learn during the activity and what they might use to organise a local action.</p>
<p>METHODS:</p>	<ul style="list-style-type: none"> ▪ BRAINSTORMING, ▪ MIND MAP, ▪ DISCUSSION, ▪ WORKSHOP,
<p>TEACHING MATERIAL:</p>	<ul style="list-style-type: none"> ▪ Teamwork: in a team, everyone has something to do and to add to the group. ▪ Videos to watch for teamwork: https://www.youtube.com/watch?v=kYjqtLCNqSA or https://www.youtube.com/watch?v=6fbE52YDEjU. ▪ Human resources: You must determine who is able to intervene and who has got time, before determining "who will do what?" – Type of HR: Volunteers, professionals, young people, older people, supervisors... ▪ Materials: which material including written material do we have/need? Should there be preparatory steps, requests for authorizations to access to information? Where is the interesting information for our diagnosis (for example: statistics available in town halls, in regional administrations, elsewhere?) ▪ Timeframe: How will the diagnosis be organized over time? In all cases you will need to determine at least a typical course of action with: <ul style="list-style-type: none"> - a predefined start date, - intermediate stages of assessment and exchange of information, - a date scheduled for a restitution of the work.
<p>DIDACTIC RESOURCES:</p>	<ul style="list-style-type: none"> ▪ POST-IT, ▪ BRISTOL, ▪ COLOURED MARKERS, ▪ FLIP CHART, ▪ SOFT STUFF, ▪ WI-FI.

EVALUATION (5 MIN):

For the purposes of evaluation, the animator distributes prepared self-assessment class cards. Participants rate according to the scale: very good, good, sufficient, poor:

- *How far can I organize a team work?*
- *How well can I divide role between participants?*
- *How far can I develop a work plan?*

SELF-EVALUATION CARD

I can	Very good	Good	Sufficient	Poor
organize a team work.				
divide role between participants.				
develop a work plan				
	Congratulations! <i>You can be proud of yourself.</i>	Bravo! <i>It's good but it could be better.</i>	You are on the right track. <i>You can do it, but work.</i>	Get to work! <i>You will see how much pleasure it is not to complete this section.</i>

UNDERSTANDING WHAT IS AN INFORMATION AND DATA.

With this lesson, young students will be able to identify the concept of information, data. Indeed, they will be able to look for a data on internet and on the good website. It is very useful if they want to discover and to analyse their town for example to have some information about it.

Time of implementation: 1 hour 30 minutes

<p>MAIN AIM:</p>	<p>Understand what a data, information is and how to find it.</p>
<p>LEARNING OUTCOMES</p>	<p>A. Know how to collect quantitative and qualitative data.</p> <p>B. Understand where to find information.</p> <p>C. Know to do a research</p>
<p>DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE:</p>	<p>A. INITIAL STAGE <i>(about 10-15 minutes)</i></p> <p><u>Energizer:</u></p> <p>Participants have to set themselves in a circle with the animator. The animator throws the soft stuff to a participant. This participant has to give to the others information about him, about his life (for example age, number of sisters, his favourite colours...) then he throws the stuff to another.</p> <p>After this exercise the animator asks to the participants what they think about it. A discussion between the participants is beginning about the concept of data, information and about the kind of information (personal, professional, qualitative, quantitative...) which were given.</p> <p>B. MAIN STAGE <i>(about 55 minutes)</i></p> <ol style="list-style-type: none"> 1. Presentation of the topic. 2. Paying attention to the word data: Brainstorm about data on the territory (number of stadium, number of cinema, number of subway lines). Indeed participants have to do some association with the word data and one of them has to draw a mind map on bristol on this basis.

	<p>3. Providing the definition of the word data by the protagonist and correcting and validating by the animator.</p> <p>4. <u>Exercise</u>: Find data about the use of social media by teenagers (research on internet).</p> <p>Divide the group into 2 subgroups:</p> <ul style="list-style-type: none"> - The first group has to pick up qualitative data about this theme - The second group has to pick up quantitative data about this theme <p>Then the 2 groups share their findings with the others and exchange between them.</p> <p>C. FINAL STAGE <i>(about 15 minutes)</i></p> <p>Each participant has to explain what they think about this practical exercise, and what was the most interesting for him or to explain his difficulties for example.</p> <p>D. SUMMARY <i>(about 5 minutes)</i></p> <p>At the end, the animator asks the participants to summarize what they learn during the activity and what they might use to organise a local action.</p>
METHODS:	<ul style="list-style-type: none"> ▪ BRAINSTORMING, ▪ MIND MAP, ▪ DISCUSSION, ▪ WORKSHOP,
TEACHING MATERIAL:	<ul style="list-style-type: none"> ▪ Data collection: search for data, collect of information ▪ Quantitative data: numerical information to measure a situation or a change. This type of data allow you to answer the following questions: <i>Who? What? Where? When?</i> ▪ Qualitative data: those resulting from observations of the territory, field visits, meetings and surveys. Allow you to answer the question: <i>How and why?</i> ▪ Quantitative and qualitative data definition:

	<p>https://www.youtube.com/watch?v=-S2EiPD4-W0&t=3s</p> <ul style="list-style-type: none"> Data on 2 cities: https://www.youtube.com/watch?v=BwQPqpmiD88
DIDACTIC RESOURCES:	<ul style="list-style-type: none"> POST-IT, BRISTOL, COLOURED MARKERS, FLIP CHART, SOFT STUFF, WI-FI.
EVALUATION (5 MIN):	<p>For the purposes of evaluation, the animator distributes prepared self-assessment class cards. Participants rate according to the scale: very good, good, sufficient, poor:</p> <ul style="list-style-type: none"> - <i>How far can I collect quantitative and qualitative data?</i> - <i>How well can I understand where to find this information?</i> - <i>How far do I know to do a research?</i>

SELF-EVALUATION CARD				
I can	Very good	Good	Sufficient	Poor
collect quantitative and qualitative data.				
understand where to find information.				
do a research.				
	Congratulations! <i>You can be proud of yourself.</i>	Bravo! <i>It's good but it could be better.</i>	You are on the right track. <i>You can do it, but work.</i>	Get to work! <i>You will see how much pleasure it is not to complete this section.</i>

TO CONDUCT AND TO ORGANIZE A SURVEY. Realization of a survey questionnaire.

In this lesson, young students should understand what a survey is. They should also understand how to realize a survey in order to define their own survey if they want to organize a local project or to collect qualitative data.

Time of implementation: 1 hour 30 minutes

MAIN AIM:	Build a survey.
LEARNING OUTCOMES	<p>A. Delimit the objectives of the survey.</p> <p>B. Prepare an introduction: presentation of the survey.</p> <p>C. Summarize a survey.</p>
DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE:	<p>A. INITIAL STAGE <i>(about 15 minutes)</i></p> <p><u>Energizer:</u></p> <p>Participants have to set themselves in a circle with the animator. The animator throws the soft stuff to one of the participants. The participant who received the soft stuff has to ask a question to his neighbour about his life (for example age, number of sisters, favourite colour...) then he throws the stuff to another participant.</p> <p>After this exercise the animator asks to the participants what they think about it. A discussion between participants is beginning about the concept of survey, asking questions and about the different kinds of information which were given. This exercise is also made in order to show the common points between the participants.</p> <p>B. MAIN STAGE <i>(about 55 minutes)</i></p> <ol style="list-style-type: none"> 1. Presentation of the topic. 2. Paying attention to the word "survey": brainstorm about the word "survey".

	<p>Indeed participants have to do some association with the word “survey” and one of them has to draw a mind map on bristol on this basis.</p> <p>3. The participants provide a definition of the word “survey” and the animator correct and validate the definition.</p> <p>4. <u>Exercise</u>: To develop a survey with 5 questions.</p> <p>Divide the group into 2 subgroups:</p> <ul style="list-style-type: none"> - The first group represents the city hall representative who has to answer to the questions; - The second group represents the NGO who has to prepare the survey; <p>Each of the group asks their questions to the other until there is no any question.</p> <p>The animator summarizes the results of the group work and exchanges with the participants about the kind of questions were asked.</p> <p>C. FINAL STAGE <i>(about 15 minutes)</i></p> <p>Each participant has to explain what they think about this practical exercise, and what was the most interesting for him or to explain his difficulties for example.</p> <p>D. SUMMARY <i>(about 5 minutes)</i></p> <p>At the end, the animator asks the participants to summarize what they learn during the activity and what they might use to organise a local action.</p>
<p>METHODS:</p>	<ul style="list-style-type: none"> ▪ BRAINSTORMING, ▪ MIND MAP, ▪ DISCUSSION, ▪ WORKSHOP.
<p>TEACHING MATERIAL:</p>	<ul style="list-style-type: none"> ▪ Type of information: quantitative data, qualitative data, from whom (official sources or non-official)?

	<ul style="list-style-type: none"> ▪ Quantitative data: numerical information to measure a situation or a change. This type of data allow you to answer the following questions: <i>Who? What? Where? When?</i> ▪ Qualitative data: those resulting from observations of the territory, field visits, meetings and surveys. Allow you to answer the question: <i>How and why?</i> ▪ Themes of the survey: Delimit the theme as precisely as possible – which information do you need? ▪ Survey in 10 steps: https://www.youtube.com/watch?v=U1MYM35qUr8 ▪ Introduction of the interview: introduce yourself, present the context of the interview, the objective of your diagnosis/project, the way in which you will use the results of the interviews.
DIDACTIC RESOURCES:	<ul style="list-style-type: none"> ▪ POST-IT, ▪ BRISTOL, ▪ COLOURED MARKERS, ▪ FLIP CHART, ▪ SOFT STUFF, ▪ WI-FI.
EVALUATION (5 MIN):	<p>For the purposes of evaluation, the animator distributes prepared self-assessment class cards. Participants rate according to the scale: very good, good, sufficient, poor:</p> <ul style="list-style-type: none"> - <i>How far can I delimit the objectives of the survey?</i> - <i>How well can I prepare the introduction, a presentation of the survey?</i> - <i>How far can I summarize a survey?</i>

SELF-EVALUATION CARD				
I can	Very good	Good	Sufficient	Poor
delimit the objectives of the survey.				
prepare the introduction, a presentation of the survey.				
summarize a survey.				

Congratulations!
You can be proud of yourself.

Bravo! *It's good but it could be better.*

You are on the right track. *You can do it, but work.*

Get to work! *You will see how much pleasure it is not to complete this section.*

PREPARE AND ANIMATE A MEETING.

In the lesson, you will have to explain to the students how to organize and to prepare a meeting. One of the objectives of this lesson is to discover how they can work together and to define a working methodology between us. This activity will be also useful for young students to learn them to introduce an action or a project to other people.

Time of implementation: 1 hour 30 minutes

<p>MAIN AIM:</p>	<p>Prepare and animate a meeting.</p>
<p>LEARNING OUTCOMES</p>	<p>A. Define the main objectives of the meeting.</p> <p>B. Organize a meeting.</p> <p>C. Select and invite participant.</p>
<p>DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE:</p>	<p>A. INITIAL STAGE <i>(about 10-15 minutes)</i></p> <p><u>Energizer:</u></p> <p>The animator shows to the participant a video (3 to 5 minutes) about a meeting/local event in the city. The animator asks to the participants what did they noticed (light, someone on its phone, someone who is sleeping, well dressed people etc.).</p> <p>A discussion between the participants is beginning about the concept of meeting, debate, disagreement, opening and closing of the meeting.</p> <p>B. MAIN STAGE <i>(about 55 minutes)</i></p> <ol style="list-style-type: none"> 1. Presentation of the topic. 2. Paying attention to the word “meeting”: brainstorm about it. Indeed participants have to do some association with the word “meeting” and one of them has to draw a mind map on bristol on this basis. 3. The participants provide a definition of the word “meeting” and the

animator correct and validate the definition.

4. Exercise: organise a meeting about the problem of stray dogs in a city.

Divide the group into 2 subgroups (those 2 groups will have the same role, for example animal welfare association):

First step: Organise/prepare the meeting

- The groups are working on what do they want to say, what do they want as action, who will be invited, choosing a date...
- They present their results and exchange between them.
- Each participant has to explain what he thinks about this practical exercise , and what was the most interesting for him or to explain his difficulties for example.

Second step: Animate the meeting

Divide the group into 2 different subgroups:

- Each group has to think about the preparation of its ideal meeting's step (opening, closing, debate...) and the questions to ask about this thematic (reflection)
- They present their results and exchange between them.
- Then, the animator chooses 5 participants to be those who will make the meeting and the rest of the group will be the audience.

C. FINAL STAGE *(about 15 minutes)*

Each participant has to explain what they think about this practical exercise, and what was the most interesting for him or to explain his difficulties for example.

D. SUMMARY *(about 10-15 minutes)*

At the end, the animator asks the participants to summarize what they learn during the activity and what they might use to organise a local action.

METHODS:

- BRAINSTORMING,

	<ul style="list-style-type: none"> ▪ MIND MAP, ▪ DISCUSSION, ▪ WORKSHOP,
TEACHING MATERIAL:	<ul style="list-style-type: none"> ▪ Meeting conduct methodology: https://www.youtube.com/watch?v=Smro12PXsW8 ▪ A meeting must be punctuated, there are 3 highlights: <ul style="list-style-type: none"> ○ The Opening: this is an important moment, especially if the participants don't know each other. The animator must facilitate the first exchanges. ○ The Round Table: if the participants do not know each other, this type of presentation is necessary because it helps to identify the status of the different people in the group. However, the round table can be very time consuming: well anticipate the possible negative impact of this technique, especially when the participants are numerous. For a large-format meeting, it will be a presentation by the speakers. <u>Definition of the rule of the game:</u> the animator defines his role and the one of the participants to establish his legitimacy. Participants validate or qualify these proposals. A secretary is chosen, in particular, for the drafting of the report. Presentation of the objectives of the meeting and the work plan (duration, schedule): the facilitator verifies once again that the whole group perceives the objective in the same way and accepts it without reluctance. <p>The exchanges are punctuated by:</p> <ol style="list-style-type: none"> I. Welcoming of the participants. II. Statement of the point to be dealt with. III. Possible presentations of additional information. IV. Intermediate conclusion. V. Exchanges with participants or answers to their questions.

	<p>VI. Conclusion and thanks.</p> <ul style="list-style-type: none"> ○ The closing of the debates: the group must separate on clear conclusions for all. An agreement and a notice have been reached, some actions are planned, it is necessary to define the practical modalities of implementation in order to make the decision operational. <p>It can be an action plan for example with a distribution of actions, timing, expected returns...</p> <p>If necessary, leave with a new scheduled or anticipated meeting date.</p>
DIDACTIC RESOURCES:	<ul style="list-style-type: none"> ▪ POST-IT, ▪ BRISTOL, ▪ COLOURED MARKERS, ▪ FLIP CHART, ▪ SOFT STUFF, ▪ WI-FI.
EVALUATION (5 MIN):	<p>For the purposes of evaluation, the animator distributes prepared self-assessment class cards. Participants rate according to the scale: very good, good, sufficient, poor:</p> <ul style="list-style-type: none"> - <i>How far can I define main objectives of the meeting?</i> - <i>How well can I organize a meeting?</i> - <i>How far can I select and invite participant?</i>

SELF-EVALUATION CARD				
I can	Very good	Good	Sufficient	Poor
define the main objectives of the meeting.				
organize a meeting.				
select and invite participants.				
	<i>Congratulations!</i> <i>You can be proud of yourself.</i>	<i>Bravo!</i> <i>It's good but it could be better.</i>	<i>You are on the right track.</i> <i>You can do it, but work.</i>	<i>Get to work!</i> <i>You will see how much pleasure it is not to complete this section.</i>

TO REALIZE A SWOT ANALYSIS.

Have the right method to prepare a SWOT analysis.

In this part, you will have to understand how to realize a swot analysis especially, and to identify Strengths, Weaknesses, Opportunities, and Threats. When we want to develop an action or a project it is very important to know all this concept.

Time of implementation: 1 hour 30 minutes

MAIN AIM:	Understanding the concept of SWOT analysis.
LEARNING OUTCOMES	<p>A. Identify weaknesses and threats.</p> <p>B. Identify opportunities and a strengths.</p> <p>C. Realize a SWOT analysis for a territory.</p>
	▪
	▪
	▪
DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE:	<p>A. INITIAL STAGE <i>(about 15 minutes)</i></p> <p><u>Energizer</u>: Set up everybody in circle. Each participant has 2 post-it.</p> <p>The trainer asks the participants to write on their post it one of their force and one of their weaknesses (as default and quality) and put it on the flip chart.</p> <p>After this exercise the trainer asks to participant what they think about it. A discussion between participants is beginning about the concept of weaknesses and forces, and about common points between participants.</p> <p>B. MAIN STAGE <i>(about 50-55 minutes)</i></p> <ol style="list-style-type: none"> 1. Presentation of the topic. 2. Paying attention to the word “weaknesses”, “forces”, “opportunities”:

	<p>brainstorm about it.</p> <p>Indeed participants have to do some association with these words and one of them has to draw a mind map on bristol on this basis.</p> <p>3. The participants provide a definition of the words and the animator correct and validate the definition.</p> <p>4. <u>Exercise:</u> Develop a delivery service for the elderly by young people. Divide the group into 2 subgroups. Each group has a paper with four columns (opportunities, threats, strength, weaknesses) and a list of post it (already made by the trainer: unemployment, number of young people, competitors, incentive policy for the elderly, impoverishment of elderly people, etc.).</p> <p>The participants have to put the post-it in the right column and explain his choice.</p> <p>The 2 groups explain their results to the other one and exchange between them.</p> <p>C. FINAL STAGE <i>(about 15 minutes)</i> Each participant has to explain what they think about this practical exercise, and what was the most interesting for him or to explain his difficulties for example.</p> <p>D. SUMMARY <i>(about 5 minutes)</i> At the end, the animator asks the participants to summarize what they learn during the activity and what they might use to organise a local action.</p>
<p>METHODS:</p>	<ul style="list-style-type: none"> ▪ BRAINSTORMING, ▪ MIND MAP, ▪ DISCUSSION, ▪ WORKSHOP.
<p>TEACHING MATERIAL:</p>	<ul style="list-style-type: none"> ▪ Type of information: quantitative data, qualitative data, from whom (official sources or non-official)?

	<ul style="list-style-type: none"> ▪ SWOT for Strengths, Weaknesses, Opportunities, and Threats: <ul style="list-style-type: none"> ○ The strengths mean the positive points of the territory, which contribute to its dynamism and its development (i.e. the presence of companies or associations in numbers and dynamics, the presence of local elected representatives, a know-how specific to the territory, the large number of young people...). Even a territory in difficulties presents strengths for example the cohesion and the solidarity between the generations. ○ The weaknesses are the main disabilities of the territory and its community, such as: a high unemployment rate, the low number of young people, the absence of cultural or sports facilities... ○ The opportunities represent a potential on which you'll base your project: it can be a wealth or an untapped asset (for example the importance of the rural heritage not yet highlighted), a probable evolution of the territory (for example the increase of the population)... The opportunities allow you to foresee partly the context in which your project will take place and the factors of future success. ○ The threats are the intent to harm, to put in danger or to punish A person who has the potential to blow up a building is an example of a threat. When it appears as if it is going to rain, this is an example of a situation where there is a threat of rain. ▪ Example of SWOT analysis on Netflix: https://www.youtube.com/watch?v=pUTZ6NOWeYs ▪ Example of SWOT analysis on Starbucks: https://www.youtube.com/watch?v=mR9eICQJLXA
DIDACTIC RESOURCES:	<ul style="list-style-type: none"> ▪ POST-IT, ▪ BRISTOL, ▪ COLOURED MARKERS, ▪ FLIP CHART, ▪ SOFT STUFF, ▪ WI-FI.
EVALUATION (5 MIN):	For the purposes of evaluation, the trainer distributes prepared self-assessment class cards. Participants rate according to the scale: very good, good, sufficient,

	<p>poor:</p> <ul style="list-style-type: none"> - <i>How far can I realize a SWOT analysis for a territory?</i> - <i>How well can I identify opportunities and assets?</i> - <i>How far can I Identifying weaknesses and threats?</i>
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SELF-EVALUATION CARD				
I can	Very good	Good	Sufficient	Poor
identify weaknesses and threats.				
identify opportunities and assets.				
realize a SWOT analysis for a territory.				
	<i>Congratulations!</i> <i>You can be proud of yourself.</i>	<i>Bravo!</i> <i>It's good but it could be better.</i>	<i>You are on the right track.</i> <i>You can do it, but work.</i>	<i>Get to work!</i> <i>You will see how much pleasure it is not to complete this section.</i>

GLOSSARY FOR UNIT 2:

STAKEHOLDERS

Stakeholder is a party that has an interest in a company and can either affect or be affected by the business. The primary stakeholders in a typical corporation are its investors, employees, customers and suppliers. However, the modern theory of the idea goes beyond this original notion to include additional stakeholders such as a community, government or trade association.

Source: <https://www.investopedia.com/terms/s/stakeholder.asp>

LOCAL ASSOCIATIONS

In many communities, voluntary networks of associations — large and small, formal and informal — are overlooked. ... For example: Choirs, sports groups, and reading clubs might agree to join together to support initiatives for young people, or to involve older adults in community life.

Source: <https://www.vistacampus.gov/what-are-local-associations#:~:text=What%20are%20local%20associations%3F,formal%20and%20informal%20%E2%80%94%20are%20overlooked.&text=For%20example%3A%20Choirs%2C%20sports%20groups,older%20adults%20in%20community%20life.>

TERRITORY

In most countries, a territory is an organized division of an area that is controlled by a country but is not formally developed into, or incorporated into, a political unit of the country that is of equal status to other political units that may often be referred to by words such as "provinces" or "states".

Source: <https://en.wikipedia.org/wiki/Territory>

TERRITORIAL DIAGNOSIS

The territorial diagnosis is an inventory on a given territory that lists problems, strengths and weaknesses, economic social and ecological issues

METAPLAN

A system for collecting and organizing information or ideas in a group collaboration environment. The metaplan strategy typically involves collecting ideas or information on cards,

grouping the cards according to shared characteristics, and using a voting system to rank individual ideas or groups of ideas.

Source: <http://www.businessdictionary.com/definition/metaplan.html>

QUANTITATIVE DATA

Quantitative data is defined as the value of data in the form of counts or numbers where each data-set has an unique numerical value associated with it. This data is any quantifiable information that can be used for mathematical calculations and statistical analysis, such that real-life decisions can be made based on these mathematical derivations. Quantitative data is used to answer questions such as “How many?”, “How often?”, “How much?”. This data can be verified and can also be conveniently evaluated using mathematical techniques

QUALITATIVE DATA

Qualitative data is defined as the data that approximates and characterizes. Qualitative data can be observed and recorded. This data type is non-numerical in nature. This type of data is collected through methods of observations, one-to-one interviews, conducting focus groups, and similar methods. Qualitative data in statistics is also known as categorical data – data that can be arranged categorically based on the attributes and properties of a thing or a phenomenon.

Source: <https://www.questionpro.com/>

SWOT ANALYSIS

A SWOT analysis is an incredibly simple, yet powerful tool to help you develop your business strategy, whether you’re building a startup or guiding an existing company. SWOT stands for Strengths, Weaknesses, Opportunities, and Threats.

Source: <https://www.liveplan.com/>

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2. Stakeholder definition and stakeholder map methodology:
<https://www.youtube.com/watch?v=bOIT1GKVMd8>
3. Example Quantitative and qualitative data definition:
<https://www.youtube.com/watch?v=-S2EiPD4-W0&t=3s>
4. Example Data on 2 cities: <https://www.youtube.com/watch?v=BwQPqpmiD88>
5. Example of SWOT analysis on Netflix:
<https://www.youtube.com/watch?v=pUTZ6NOWeYs>
6. Example of SWOT analysis on Starbucks:
<https://www.youtube.com/watch?v=mR9eICQJLXA>
7. Survey in 10 steps: <https://www.youtube.com/watch?v=U1MYM35qUr8>
8. In example: General diagnosis of 2 big cities in United States of America:
<https://www.youtube.com/watch?v=BwQPqpmiD88>
9. Example of city planning: https://www.youtube.com/watch?v=7q_0NM0cseQ
10. Interview methodology: <https://www.youtube.com/watch?v=R-fMj-8j9mE>
11. Stakeholder definition and stakeholder map methodology:
<https://www.youtube.com/watch?v=bOIT1GKVMd8>



UNIT 3

DEFINING THE GOALS AND TAKING THE ACTION

MODULE 3.1.

SETTING THE SCENE.

Before defining the goals.

With this activity, young leaders will learn how to properly develop and then carry out their project, in order to fully engage in the improvement of local communities. They will learn how to communicate with their target group, for example, as well as identifying their main needs.

Time of implementation: 1 hour 30 minutes

MAIN AIM:	Achieving that youth leaders/workers know how to properly develop and implement a project with youngsters at risk.
LEARNING OUTCOMES	<p>A. The participant knows the goals that has to be set before starting the project.</p> <p>B. The participant understands the importance of defining a mission before starting the process of developing a project.</p> <p>C. The participants is able to transmit their vision to the others</p>
DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE:	<p>A. INITIAL STAGE <i>(about 10 minutes)</i></p> <p><u>Energizer</u>: Participants will be presented with the following scenario: You are marooned on an island. What five items would you have brought with you if you knew there was a chance that you might be stranded? Note that they are only allowed five items per team, not per person. Each group can have their items written on a flip chart and discuss and defend their choices with the whole group. This activity helps them to focus on their goals, and learn what path and decisions they have to make in order to reach them.</p> <p>B. MAIN STAGE <i>(about 45 minutes)</i></p> <ol style="list-style-type: none"> 1. Each participant is asked to think about their “dream” and its mission, what they want to achieve and transmit with their idea. 2. After some time for reflection, each participant has to define a vision statement with all the characteristics of their dream, specifying what is their main goal in the process and which steps they would follow to achieve it. They also have to define their mission with just one simple

	<p>statement that allows the rest to understand it easily.</p> <p>3. After this, they will share their findings with the whole group, which will provide feedback on the process (stating if they think the steps are appropriate, if they have other proposals, etc.). During this stage, the group will make use of the brainstorming technique, providing different solutions and answers to the same question.</p> <p>C. FINAL STAGE <i>(about 15 minutes)</i></p> <p>At the end of the activity, the participant has to re-define their process and their mission, integrating the feedback received.</p> <p>D. SUMMARY <i>(about 10 minutes)</i></p> <p>Finally, the animator asks the participants to summarize the activity, going over the initial “dream”, goals and steps, analysing the differences between these previous findings with the last version of the “dream”.</p>
METHODS:	<ul style="list-style-type: none"> ▪ BRAINSTORMING, ▪ REFLECTION, ▪ DISCUSSION.
TEACHING MATERIAL:	<p>Issues related to the participants’ project idea and mission, self-evaluation card.</p>
DIDACTIC RESOURCES:	<ul style="list-style-type: none"> ▪ PAPER, ▪ COLOURED MARKERS, ▪ MAYBE FLIP CHART.
EVALUATION (5 MIN):	<p>For the purposes of evaluation, the animator distributes prepared self-assessment class cards. Participants rate according to the scale: very good, good, sufficient, poor:</p> <ul style="list-style-type: none"> - <i>How well they understand the importance of setting my goals straight?</i> - <i>How well they know the steps to achieve goals?</i> - <i>How well they can communicate their mission to others in a clear way?</i>

SELF-EVALUATION CARD

I am able to	Very good	Good	Sufficient	Poor
understand the importance of setting my goals straight.				
know the steps I have to follow to achieve my goals.				
communicate my mission to others in a clear way				
	Congratulations! <i>You can be proud of yourself.</i>	Bravo! <i>It's really good, but you can always improve!</i>	You are on the right track. <i>You need to work a little bit harder!</i>	You are capable of doing much more, <i>you will see how good you'll feel when you don't have to cross this section!</i>

WHAT DO I WANT?

Defining specific objectives.

With this activity, young leaders will learn how to define the main objectives they want to achieve with the project. This way, they will avoid getting on dead-ends, losing time, and anxiety and frustration from work that is not useful. They will learn to identify the best options for their own personal situation and choice.

Time of implementation: 1 hour 30 minutes

MAIN AIM:	Achieving that the participant learns how to define clear objectives after founding a clear mission for their project.
LEARNING OUTCOMES	<ul style="list-style-type: none"> A. The participant knows how to define specific objectives. B. The participant understands the importance of defining clear objectives to allow proper communication of the mission. C. The participants is able to transmit their vision to the others.
DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE:	<p>A. INITIAL STAGE <i>(about 10 minutes)</i></p> <p>The instructor asks participants to recall the contents discussed in the previous lesson. Participants may be asked to draw their dream on a big sheet of paper/flipchart to have a clear reminder of what their goals are (if this has not be done in the previous lesson).</p> <p>B. MAIN STAGE <i>(about 45 minutes)</i></p> <ol style="list-style-type: none"> 1. Every participant has to spend some time thinking about their vision, what they want to achieve and transmit with their idea. They can use some sheets of paper or a flipchart to write the most important words or concepts. 2. After some time for reflection, each of them has to define it with just one simple statement that allows the rest of the group to understand it easily. 3. After this, they will share their findings with the whole group, which will provide feedback on the process (stating if they think the steps are

	<p>appropriate, if they have other proposals, etc.). During this stage, the group will make use of the brainstorming technique, providing different solutions and answers to the same question.</p> <p>C. FINAL STAGE <i>(about 15 minutes)</i></p> <p>At the end of the activity, the participant has to re-define their process integrating the feedback received.</p> <p>D. SUMMARY <i>(about 10 minutes)</i></p> <p>Finally, the animator asks the participants to summarize the activity, going over the initial “dream”, goals and steps, analysing the differences between these previous findings with the last version of the “dream”.</p>
METHODS:	<ul style="list-style-type: none"> ▪ BRAINSTORMING, ▪ REFLECTION, ▪ DISCUSSION.
TEACHING MATERIAL:	Issues related to the participants’ mission, self-evaluation card
DIDACTIC RESOURCES:	<ul style="list-style-type: none"> ▪ PAPER, ▪ COLOURED MARKERS, ▪ MAYBE FLIP CHART.
EVALUATION (5 MIN):	<p>For the purposes of evaluation, the animator distributes prepared self-assessment class cards. Participants rate according to the scale: very good, good, sufficient, poor:</p> <ul style="list-style-type: none"> - <i>How well they understand the importance of setting goals straight?</i> - <i>How well they know the steps achieve goals?</i>

SELF-EVALUATION CARD				
I am able to	Very good	Good	Sufficient	Poor
understand the importance of setting my goals straight.				

know the steps I have to follow to achieve my goals.				
	<p>Congratulations! <i>You can be proud of yourself.</i></p>	<p>Bravo! <i>It's really good, but you can always improve!.</i></p>	<p>You are on the right track. <i>You need to work a little bit harder!</i></p>	<p>You are capable of doing much more, <i>you will see how good you'll feel when you don't have to cross this section!</i></p>

MODULE 3.3.

CHECK BEFORE YOU GO.

Recheck specific objectives.

With this activity, young leaders will go over their specific objectives, learning how to make solutions and alternatives for possible problems. This will help them develop their capacity of problem and conflict resolution, which is really useful and important with working with this specific target group.

Time of implementation: 1 hour 30 minutes

MAIN AIM:	Make sure that the objectives they defined in the previous activities are realistic and feasible.
LEARNING OUTCOMES	<p>A. The participant knows how to estimate if their objectives are realistic for the team and which support they might need to keep the team motivated.</p> <p>B. The participant understands the importance of setting realistic and feasible goals so the team doesn't feel discourage and drops out.</p> <p>C. The participant is able to work with the team without it losing interest.</p>
DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE:	<p>A. INITIAL STAGE <i>(about 10 minutes)</i></p> <p>The instructor asks participants to recall the contents discussed in the previous lesson. They will be asked to reflect on the objectives they set during the previous sessions.</p> <p>B. MAIN STAGE <i>(about 45 minutes)</i></p> <p>Every participant will meet with an expert (local expert, targets and agents of change, people doing similar work in other communities) to revise their goals and get their opinion, to see if they are realistic and feasible. The expert will be there to guide participants, but the reflection process should mostly be done by the participants themselves.</p> <p>C. FINAL STAGE <i>(about 15 minutes)</i></p> <p>At the end of the activity, the participant will have to write a report on whether their goals were realistic and feasible or not, and if this is not the case, they will have to give a solution to this, adapting the objectives.</p>

	<p>D. SUMMARY <i>(about 10 minutes)</i></p> <p>Finally, participants will have to share with the rest of the group their findings after the activity.</p>
METHODS:	<ul style="list-style-type: none"> ▪ INTERVIEW WITH EXPERTS <i>(local experts, targets and agents of change, people doing similar work in other communities)</i> ▪ PEER REVIEW
TEACHING MATERIAL:	Recording devices to register the interviews (always if there is an agreement from both parts), like video cameras or tape recorder. If there is no agreement, someone taking notes will be necessary.
DIDACTIC RESOURCES:	<ul style="list-style-type: none"> ▪ PAPER, ▪ COLOURED MARKERS, ▪ MAYBE FLIP CHART, ▪ RECORDING DEVICES (IF ALLOWED).
EVALUATION (5 MIN):	<p>For the purposes of evaluation, the animator distributes prepared self-assessment class cards. Participants rate according to the scale: very good, good, sufficient, poor:</p> <ul style="list-style-type: none"> - <i>How far can they identify the problems with the objectives they set in the first place?</i> - <i>How well they can reorganise/improve these objectives when confronted with negative/positive feedback?</i>

SELF-EVALUATION CARD				
I am able to	Very good	Good	Sufficient	Poor
identify the problems with the objectives I set in the first place.				
reorganise/improve my objectives when confronted with negative/positive feedback.				

<p>Congratulations! <i>You can be proud of yourself.</i></p>	<p>Bravo! <i>It's really good, but you can always improve!.</i></p>	<p>You are on the right track. <i>You need to work a little bit harder!</i></p>	<p>You are capable of doing much more, <i>you will see how good you'll feel when you don't have to cross this section!</i></p>
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MODULE 3.4.

LET'S TAKE ACTION.

Develop an action plan draft.

With this activity, young leaders will improve their competences when working in group, as they will have to take decisions together and reach agreements among all the members of the group. There will be several soft skills that will be used: problem solving, decision-making, active listening.

Time of implementation: 1 hour 30 minutes

MAIN AIM:	To define things who have to be done and the responsible person who will be in charge of doing them, as well as the framework in which they have to be done.
LEARNING OUTCOMES	<p>A. The participant learns how to develop a time plan.</p> <p>B. The participant understands the importance of sharing responsibilities with others in order to reach a common goal.</p> <p>C. The participants is able to identify all the individual steps in a project.</p>
DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE:	<p>A. INITIAL STAGE <i>(about 10 minutes)</i></p> <p>The instructor asks participants to recall the contents discussed in the previous lesson. They will be asked to reflect on the objectives they set during the previous sessions.</p> <p>B. MAIN STAGE <i>(about 20 minutes)</i></p> <p>Every participant will receive a template to create their own action plan. They will be divided in groups, choosing one of the proposal from their partners so that all of them can contribute on that.</p> <p>C. FINAL STAGE <i>(about 40 minutes)</i></p> <p>After the template is filled they will revise the plan to:</p> <ol style="list-style-type: none"> 1. Make sure that each proposed action will help to accomplish the goal .

	<p>2. Make sure that no important steps are missing in the action plan.</p> <p>3. Assure that everyone will be informed about what the team is planning to do and that nobody is left out.</p> <p>4. Reflect how they are going to keep track on what they have done.</p> <p>D. SUMMARY <i>(about 10 minutes)</i></p> <p>Finally, participants will have to share with the rest of the group their findings after the activity.</p>
METHODS:	<ul style="list-style-type: none"> ▪ FILL-IN A TEMPLATE, ▪ REVISION, ▪ DISCUSSION, ▪ GROUP WORK.
TEACHING MATERIAL:	Participants will need a template to create the Action Plan, which they will have to fill (See Annex 3.1).
DIDACTIC RESOURCES:	<ul style="list-style-type: none"> ▪ PAPER, ▪ COLOURED MARKERS, ▪ MAYBE FLIP CHART.
EVALUATION (5 MIN):	<p>For the purposes of evaluation, the animator distributes prepared self-assessment class cards. Participants rate according to the scale: very good, good, sufficient, poor:</p> <ul style="list-style-type: none"> - <i>How far can they identify the steps they have to take in order to start their process?</i> - <i>How well they can reorganise themselves and share responsibilities?</i> - <i>How well they can identify the resources they will need and which of those they have available?</i>

SELF-EVALUATION CARD

I am able to	Very good	Good	Sufficient	Poor
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<p>identify the steps I have to take in order to start my process.</p>				
<p>reorganise myself and others, and share responsibilities Identify the resources I will need and which of those I have available.</p>				
	<p><i>Congratulations!</i> <i>You can be proud of yourself.</i></p>	<p><i>Bravo!</i> <i>It's really good, but you can always improve!.</i></p>	<p><i>You are on the right track.</i> <i>You need to work a little bit harder!</i></p>	<p><i>You are capable of doing much more,</i> <i>you will see how good you'll feel when you don't have to cross this section!</i></p>

MODULE 3.5.

CHECK BEFORE YOU GO II.
Review an action plan draft.

With this activity, young leaders will enhance their delegating competence, a very useful one when working in groups and when dealing with projects that can get overwhelming. This is a very important skill with which they will have to recognise who is most capable of doing what in their own team. However, this decision will also entail a great responsible from them, who will have to make sure that everyone is doing the tasks they are assigned. This activity relates to the previous one, as they will also have to use decision-making.

Time of implementation: 1 hour 30 minutes

<p>MAIN AIM:</p>	<p>To learn how to revise an action plan to make it be as accurate and useful as possible.</p>
<p>LEARNING OUTCOMES</p>	<p>A. The participant learns how to provide constructive feedback.</p> <p>B. The participant understands the importance of rethinking the steps and strategies for a correct implementation.</p> <p>C. The participant is able to rethink responsibilities in regards of the work they want to do.</p>
<p>DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE:</p>	<p>A. INITIAL STAGE <i>(about 10 minutes)</i></p> <p>The instructor asks participants to recall the contents discussed in the previous lesson. They will be asked to reflect on the objectives they set during the previous sessions.</p> <p>B. MAIN STAGE <i>(about 40 minutes)</i></p> <p>Participants will be divided in the same groups as the previous day, when they created their action plan. Then, they will receive the action plan of another team, and they will have to revise it and provide constructive and positive feedback on how it could be improved.</p> <p>C. FINAL STAGE <i>(about 15 minutes)</i></p>

	<p>After they have filled a paper sheet with all the changes they would do and the improvements they proposed, they will have to create another template where they actually implement all these proposals. This way, there will be two actions plans for the same project.</p> <p>D. SUMMARY <i>(about 15 minutes)</i></p> <p>Finally, participants will have to share with the rest of the group their findings after the activity. With the two action plans, the rest of the group will be able to see the differences and comment if they think the changes are appropriate or if they would suggest anything else.</p>
METHODS:	<ul style="list-style-type: none"> ▪ REVISION, ▪ DISCUSSION, ▪ GROUP WORK.
TEACHING MATERIAL:	Participants will need the template they used to create the Action Plan, already filled in, to work on it and revise it.
DIDACTIC RESOURCES:	<ul style="list-style-type: none"> ▪ PAPER, ▪ COLOURED MARKERS, ▪ MAYBE FLIP CHART.
EVALUATION (5 MIN):	<p>For the purposes of evaluation, the animator distributes prepared self-assessment class cards. Participants rate according to the scale: very good, good, sufficient, poor:</p> <ul style="list-style-type: none"> - <i>How well can they provide constructive feedback?</i> - <i>How well they can understand the importance of rethinking the steps and strategies for a correct implementation?</i> - <i>How well they can rethink responsibilities in regards of the work they want to do?</i>

SELF-EVALUATION CARD

I am able to	Very good	Good	Sufficient	Poor
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provide constructive feedback both to my own work and to the work of others.				
understand the importance of rethinking the steps and strategies I chose in order to achieve a correct implementation.				
rethink responsibilities in regards of the work I want to do.				
	<p>Congratulations! <i>You can be proud of yourself.</i></p>	<p>Bravo! <i>It's really good, but you can always improve!.</i></p>	<p>You are on the right track. <i>You need to work a little bit harder!</i></p>	<p>You are capable of doing much more, <i>you will see how good you'll feel when you don't have to cross this section!</i></p>

ACTION AND REACTION.

Develop a first action plan on the project.

With this activity, young leaders will enhance their decision-making competence, as they will have to choose between different templates and options they will be presented with. This soft skill is important in young leaders, as they will most likely be presented with difficult situations where they will have to choose the best option for their project, their group, and their community. They will also improve the way they work in groups.

Time of implementation: 1 hour 30 minutes

<p>MAIN AIM:</p>	<p>After this exercise, the participant should be able to choose an adequate template for his/her project and to develop an own complete action plan.</p>
<p>LEARNING OUTCOMES</p>	<p>A. The participant learns how to integrate project phases and goals into concrete steps in a plan, trying different models to identify strong point in different templates.</p> <p>B. The participant understands the importance of creating a basis for future planning.</p> <p>C. The participants able to demonstrate whether the participant has used the resources (time and money) effectively.</p>
<p>DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE:</p>	<p>A. INITIAL STAGE <i>(about 10 minutes)</i></p> <p>The instructor asks participants to recall the contents discussed in the previous lesson. They will be asked to reflect on the objectives they set during the previous sessions.</p> <p>B. MAIN STAGE <i>(about 40 minutes)</i></p> <p>Participants are free to select different templates to create an action plan for their personal project idea. They are asked to fill in all important points. The main idea is that they choose at least 2 different models, so they can compare the differences among them, but they can choose as many models as they can.</p> <p>This activity can be done with the individual projects of each participant, so</p>

	<p>everyone will work on their own personal project, or with the group projects they have been working with in the previous activities. This is up for the animator and the participants to decide.</p> <p>C. FINAL STAGE <i>(about 20 minutes)</i></p> <p>Then they will form small groups and present their plan. Other group members are required to give feedback on:</p> <ol style="list-style-type: none"> 1. Completeness, missing parts. 2. Overview, possible problems with the plan. 3. Possible improvements. <p>D. SUMMARY <i>(about 10 minutes)</i></p> <p>Finally, there will be a group discussion to see the conclusions of the group, commenting on the strengths and weaknesses of each model.</p>
METHODS:	<ul style="list-style-type: none"> ▪ REVISION, ▪ DISCUSSION, ▪ GROUP WORK, ▪ MUTUAL FEEDBACK.
TEACHING MATERIAL:	Participants will need the different models of action plans.
DIDACTIC RESOURCES:	<ul style="list-style-type: none"> ▪ PAPER, ▪ COLOURED MARKERS, ▪ MAYBE FLIP CHART.
EVALUATION (5 MIN):	<p>For the purposes of evaluation, the animator distributes prepared self-assessment class cards. Participants rate according to the scale: very good, good, sufficient, poor:</p> <ul style="list-style-type: none"> - <i>How well they know how to integrate project phases and goals into concrete steps in a plan?</i> - <i>How well they can understand the importance of creating a basis for</i>

future planning?

- *How well they can demonstrate whether the participant has used the resources (time and money) effectively?*

SELF-EVALUATION CARD

I am able to	Very good	Good	Sufficient	Poor
integrate project phases and goals into concrete steps in a plan.				
understand the importance of creating a basis for future planning.				
demonstrate whether I have used the resources (time and money) effectively.				
	<p><i>Congratulations!</i> <i>You can be proud of yourself.</i></p>	<p><i>Bravo!</i> <i>It's really good, but you can always improve!.</i></p>	<p><i>You are on the right track.</i> <i>You need to work a little bit harder!</i></p>	<p><i>You are capable of doing much more,</i> <i>you will see how good you'll feel when you don't have to cross this section!</i></p>

MODULE 3.7.

DIVIDE AND CONQUER.

Delegation of tasks.

We learn to create a teamwork plan, delegate the tasks; how to communicate effectively with other members of the group.

Time of implementation: 2 hours (each 45 minutes)

MAIN AIM:	To learn how to create a good teamwork plan and how to assure communication within the team.
LEARNING OUTCOMES	<p>A. The participant learns how to relate tasks to the different skills of the people that complete the team.</p> <p>B. The participant understands the importance of not overloading anyone with work and equally distributing the tasks.</p> <p>C. The participant is able to demonstrate that everyone in the team has a clear idea of the mission and how individual tasks relate to each other.</p>
DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE:	<p>A. INITIAL STAGE <i>(about 10 minutes)</i></p> <p>The instructor asks participants to recall the contents discussed in the previous lesson. They will be asked to reflect on the objectives they set during the previous sessions.</p> <p>B. MAIN STAGE <i>(about 45 minutes)</i></p> <p>All participants are asked to review their action plans regarding the effectivity of team work and communication. They will have to distribute tasks taking into account the individual skills of each member of the team, to ensure an easy-going process. Each participant will have to make a clear and thorough description of the task they have been assigned, detailing how they will manage it.</p> <p>C. FINAL STAGE <i>(about 15 minutes)</i></p> <p>All of them, as a team, will revise on their conclusions, making sure that</p>

	<p>everyone has a clear idea of what their role is and that everyone is capable of doing the task they have been assigned.</p> <p>D. SUMMARY <i>(about 15 minutes)</i></p> <p>Finally, there will be a group discussion to see the conclusions of the group, commenting on the decisions each team made and why they chose that distribution of work and no other</p>
METHODS:	<ul style="list-style-type: none"> ▪ DISCUSSION, ▪ GROUP WORK, ▪ REFLECTION.
TEACHING MATERIAL:	The outputs and results from previous activities.
DIDACTIC RESOURCES:	<ul style="list-style-type: none"> ▪ PAPER, ▪ COLOURED MARKERS, ▪ MAYBE FLIP CHART.
EVALUATION (5 MIN):	<p>For the purposes of evaluation, the animator distributes prepared self-assessment class cards. Participants rate according to the scale: very good, good, sufficient, poor:</p> <ul style="list-style-type: none"> - <i>How well they know how to relate tasks to the different skills of the people that completes the team?</i> - <i>How well they understand the importance of not overloading anyone with work and equally distributing the tasks?</i> - <i>How well they can demonstrate that everyone in the team has a clear idea of the mission and how individual tasks relate to each other?</i>

SELF-EVALUATION CARD

I am able to	Very good	Good	Sufficient	Poor
relate tasks to the different skills of the people that completes the team.				

understand the importance of not overloading anyone with work and equally distributing the tasks.				
have a clear idea of what is my task in the team and how can it contribute to the rest of the tasks.				
	<p>Congratulations! You can be proud of yourself.</p>	<p>Bravo! It's really good, but you can always improve!.</p>	<p>You are on the right track. You need to work a little bit harder!</p>	<p>You are capable of doing much more, you will see how good you'll feel when you don't have to cross this section!</p>

ANNEXES FOR UNIT 3:

Annex I (Activity n° 4)

Example of an action plan + its revision:

Project Example:

Implementation of a project targeting young mothers who dropped out of school to encourage them to finish their professional education.

The aim is to raise their economic situation by supporting them to finalizing their professional education. Organizing child care and an education plan, which is possible for them to do.

- **What action or change will occur:**

Young mothers shall be informed on the importance of professional education for later income and reducing the risk of social inclusion. To get in touch with the targets it is planned: Hanging posters, displays, and other information about the importance of professional education for the later income and reduction of the risk of social exclusion. The posters and other information will become a permanent part of the high school and youth centers.

- **Who will carry it out:**

A sub-committee comprised of youth workers, animators, students, and coalition members will be responsible for maintaining the displays. The coalition as a whole will work towards providing consultancies and support. Maria and Alex of organization G. will be responsible making interviews with possible candidates for training and consultancies.

- **By when will it take place, and for how long:**

The coalition will try to have posters hanging and displays visible within six months of deciding on the action step (1/9/2019).

- **What resources are needed to carry out the step:**

The promotion and organization, training development is funded by an EU project. But the group will seek funding from other sources such as foundations and local businesses to finance the support of the young mothers (child care/training costs).

- Communication there has to be ongoing information about the action to reach

young mothers.

Things to note about this portion of the action plan:

It appears *complete*. Although this step seems fully developed, we would need to review the entire action plan to see whether all community and system changes that should be sought are included.

Is it *clear*? Do we know who will do what by when? It seems *current*. We would need to know more about other current work (and new opportunities and barriers) to judge whether this portion of the action plan is up-to-date.

Annex II (Activity n° 6)

Example of an action plan related to the phases of the project and persons involved: It is recommended to adapt the given indicative timelines by specific dates to get clear deadlines.

	PREPARATION		ORIENTATION		IMPLEMENTATION			CONTROL		
Persons involved	Time of decision	Before start	First days	First weeks	After 3 months	After 6 months	After 9 months	After 3 months	After 6 months	After 9 months
Person A										
Person B										
Person C										



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 for any use which may be made of the information contained therein.



Example of an action plan related specific objectives of the project: Here you can define responsible persons, specific due dates and resources required.

PROJECT ACTION PLAN						
Goal to achieve:						
Action Step Description	Responsible person	Start date	Date Due	Resources required	Desired outcome	Notes
Action Step Description	Responsible person	Start date	Date Due	Resources required	Desired outcome	Notes
Action Step description	Responsible person	Start date	Date Due	Resources required	Desired outcome	Notes



GLOSSARY FOR UNIT 3

ACTION PLAN

The action plan is a way to make sure that an organisation's/institution's/group's vision is made concrete. The action plan also describes the path that the group and the organisation will be following in order to reach the planned strategy and to reach the objectives. The action plan should include the actions that are to be taken, the person responsible for every action, clear deadlines for completing the specified actions, the resources that are to be used for the actions as well as the communication tools required for the coordination.

Source: <https://pjp-eu.coe.int/en/web/youth-partnership/glossary>

CIVIC ENGAGEMENT

Civic engagement involves working to make a difference in the civic life of one's community and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes. Civic engagement includes both paid and unpaid forms of political activism, environmentalism, and community and national service.

Source: <https://pjp-eu.coe.int/en/web/youth-partnership/glossary>

CIVIL SOCIETY

It refers to the arena of unforced collective action which centres on shared interests, purposes and values. In principle, its institutional forms are distinct from those of the state, family and market. Civil society actors include non-governmental organisations, citizen advocacy organisations, professional associations, faith-based organisations, and trade unions, which give voice to various sectors of society and enrich public participation in democracies.

Source: <https://pjp-eu.coe.int/en/web/youth-partnership/glossary>

COMPETENCE

It is often used interchangeably with the term skill, but they do not mean the same thing. Competence means the ability to apply knowledge, know-how and skills in a stable/recurring or changing situation. Two elements are crucial: applying what one knows and can do to a specific task or problem, and being able to transfer this ability between different situations.

Source: <https://pjp-eu.coe.int/en/web/youth-partnership/glossary>

DECISION MAKING PROCESSES

This refers to the process resulting in the selection of a belief or a course of action among several alternative possibilities. Every decision making process produces a final choice that may or may not prompt action.

Source: <https://pjp-eu.coe.int/en/web/youth-partnership/glossary>

LOCAL AUTHORITIES

It is an organisation that is officially responsible for all the public services and facilities in a particular area.

Source: <https://pjp-eu.coe.int/en/web/youth-partnership/glossary>

SOCIAL EXCLUSION

It has been defined by the Department of International Development (DFID) as “a process by which certain groups are systematically disadvantaged because they are discriminated against on the basis of their ethnicity, race, religion, sexual orientation, caste, descent, gender, age, disability, HIV status, migrant status or where they live. Discrimination occurs in public institutions, such as the legal system or education and health services, as well as social institutions like the household”.

Source: <https://pjp-eu.coe.int/en/web/youth-partnership/glossary>

SOFT SKILLS

The term ‘soft skills’ can refer to motivation or disposition, and often relates to a combination of personal attributes and abilities that enhance employability. The European Youth Forum has defined ‘soft skills and competences’ as ‘others than the ones developed in the framework of formal education’.


Source: <https://pjp-eu.coe.int/en/web/youth-partnership/glossary>

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UNIT 4
MONITORING AND
EVALUATING
RESULTS

MODULE 4.1.

HOW YOUNG PEOPLE TAKING PART IN LOCAL INITIATIVES AND PROJECTS CAN MONITOR RESULT OF THEIR ACTIONS

We learn to define the skills and qualities a good evaluator should have; thanks to working in various teams, we will be able to analyse the project's current outcomes and problems; we will understand how a diagnosed failure is a step towards achieving project results.

Time of implementation: 1 hour 30 minutes

MAIN AIM:	Identifying the needs of projects' evaluation: "Why the project needs to be evaluated at all".
LEARNING OBJECTIVES	<p>A. The participant knows why we want to monitor and evaluate.</p> <p>B. The participant understands how to become a good evaluator.</p> <p>C. The participant is able to recognize the key features of effective monitoring.</p>
DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE:	<p>A. INITIAL STAGE (<i>about 15 minutes</i>)</p> <ol style="list-style-type: none"> 1. The instructor asks participants to divide into different groups and for each group give the task to brainstorm about two topics: <ul style="list-style-type: none"> - What kind of competencies and skills have the good evaluator; - Your project purpose – what to evaluate 2. Drawing a mind map is as simple as 1-2-3: <ol style="list-style-type: none"> I. Begin by writing or drawing the idea you intend to develop, for example "Evaluator" and "What to evaluate". II. Build the related subtopics around this central theme, linking each of them with a line to the middle. III. Repeat the same process for the subtopics, creating subtopics of lower-level as you see fit, connecting each of those to the related subtopic. 3. Each group presents their mind map and the animator announces the

implementation of the topic and goes to the main stage

B. MAIN STAGE *(about 40 minutes)*

1. Presentation of the topic and the main aim “why the project need to be evaluated at all” to the class.
2. Paying attention to the word: “results”.
"Brainstorm": participants give associations with the word: results.
3. Structured feedback/Discussion “H form” on the subject: Monitoring result of youth actions

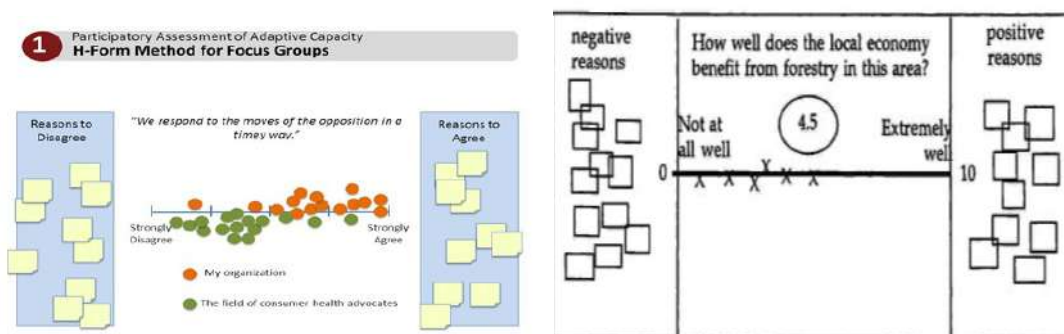
The ‘H form’ is a more structured feedback sheet, which allows people to work together to evaluate an event. This technique can be used by a small group (4–8 people) – for example, the event organisers. If you have large numbers, break into two or more groups.

- I. Using a whiteboard or flipchart draw some goal posts. Write 0 at one end of the cross- bar and 10 at the other end.
- II. Get each person to place a mark on the crossbar to indicate where they would rate the event/project between 0 and 10.
- III. Give each person three sticky notes to write down three things they regard as positive about the event/project. Stick these on the right-hand side of the goal post.
- IV. Using three more sticky notes (a different colour provides a visual contrast), ask each person to write down a maximum of three negatives associated with the event/project. Stick these on the left-hand side of the goal posts.
- V. Taking into account the positive and negative points, assign a group

mark as to how you would rate the event/project. It is possible for the group mark to vary considerably from first round marks — it's okay to alter your opinion! Write this number above the crossbar.

- VI. Below the crossbar, list the collective ideas from the group about how to improve future actions

Some examples about “H form - a method for evaluation and monitoring the results of different actions”



C. FINAL STAGE / SUMMARY (about 20 minutes)

In conclusion, the facilitator asks each group to summarize the positive and negative results, the suggested ideas for improvement, then introduce all participants the important evaluation and monitoring conclusions that they see in their group's H-form.

Finally, everyone discusses what they could do in the future to get successful project results.

EVALUATION (15 min)

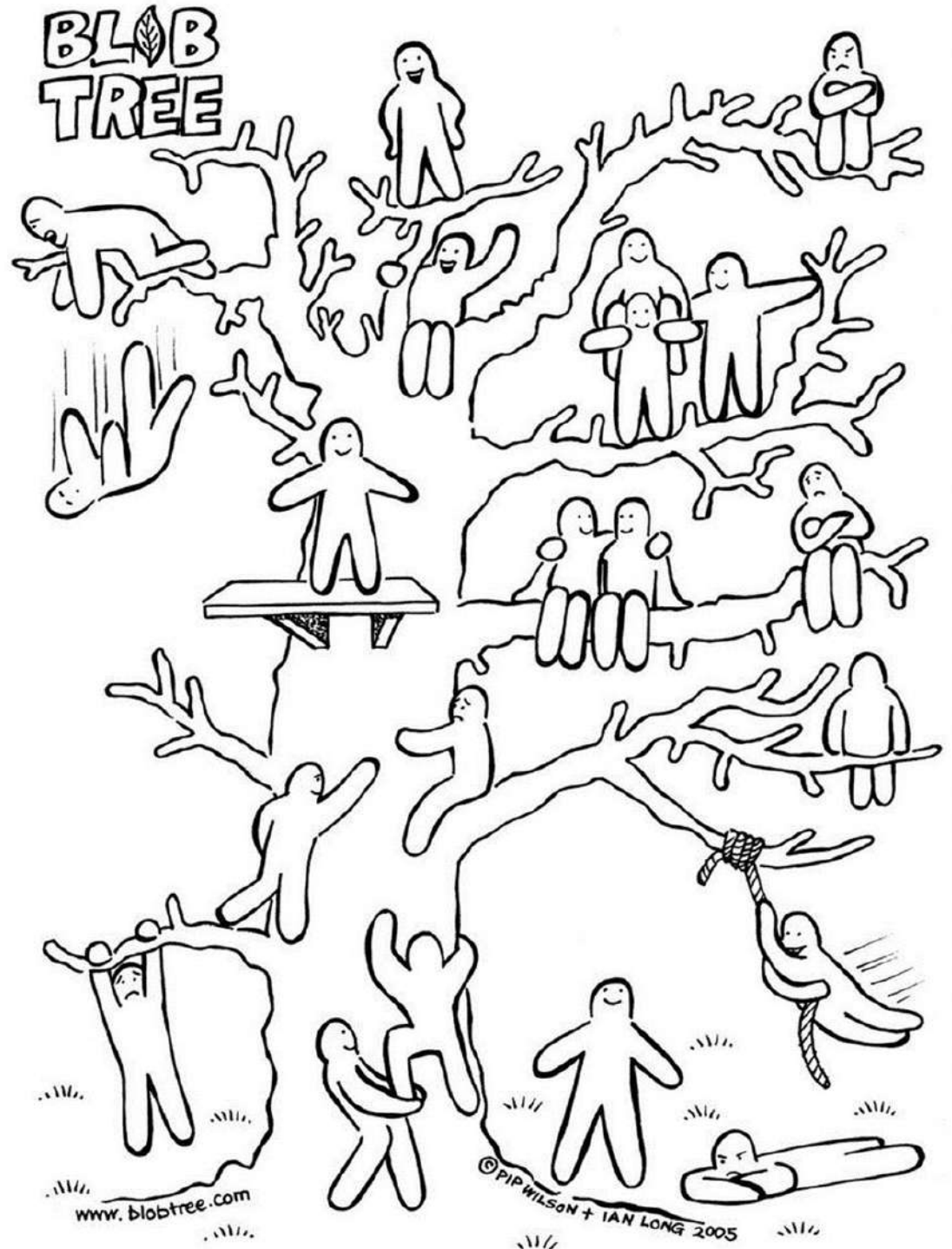
For the purposes of evaluation participants value their feelings and challenges by working together in groups and evaluating the results of project activities.

To achieve this, the animator distributes prepared Blob Tree A4 poster for each for self-evaluation. Based on the lesson each participant chooses their drops (blob) and paints them by answering the questions:

- Which blob would they select to describe how they felt writing and telling negative results associated with the project/event;
- Which blob would they select to describe how they felt writing and telling positive

results associated with the project/event;

- Which blob would they choose to describe their "feelings' place" about discussing the different results together and working in the particular team.



METHODS:

- "BRAINSTORMING",

	<ul style="list-style-type: none"> ▪ MIND MAP, ▪ H-FORM, ▪ DISCUSSION, ▪ BLOB TREE.
TEACHING MATERIAL:	Examples of questions for a simple self-feedback (monitoring results of youth actions).
DIDACTIC RESOURCES:	<ul style="list-style-type: none"> ▪ WHITEBOARD OR FLIPCHARTS, ▪ STICKY NOTES, ▪ COLOURED MARKERS, ▪ PARTICIPANTS' "BLOB TREE" A4 POSTERS

+ Eval card ?

MODULE 4.2.

HOW YOUNG PEOPLE TAKING PART IN LOCAL INITIATIVES AND PROJECTS CAN EVALUATE THE RESULTS OF THEIR ACTIONS

In this lesson we comprehend the pros and cons of each project's evaluation tools, connecting them to concrete examples; we learn to determine and choose the most appropriate evaluation tool for the project or action at the moment.

Time of implementation: 1 hour 30 minutes

MAIN AIM:	Identifying the available tools for evaluating results.
LEARNING OBJECTIVES	A. The participant is able to recognize the available tools for assessing results. B. The participant knows the key differences between evaluation tools.
DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE:	A. INITIAL STAGE <i>(about 10 minutes)</i> Popcorn Brainstorm. Facilitator updates the topic and instructs participants to name the known tools for evaluating results. Anyone who has something to say names the tools and facilitator writes it to the whiteboard. B. MAIN STAGE <i>(about 60 minutes)</i> 1. The facilitator provides all participants with materials from the "A GUIDE ON PROMOTING YOUTH CIVIC PARTICIPATION AT LOCAL LEVEL" with the available quantitative and qualitative descriptions of tools for evaluating the results. Then gives time to read tools' descriptions and highlight key differences between evaluation tools. In conclusions, participants evaluate already written tools on the board and add new ones or improve the named ones. 2. +/- principle method: This technique can be used by a small group (4–8 people) – for example, the event organisers. If you have large numbers, break into two or more groups. Each participant chooses one assessment tool (for example, checklist, survey, observations, one-to-one interview, etc.) from all of the

above. On each of the two different colored sticky notes, writes the pros and cons of evaluation tool's "usefulness" of your choice, giving an example of which actions this tool can be used and where it will not work, and then all the stickers throws in the box. Participants pull out a sticky note one by one and read their contents aloud. Everyone fix the pros of the assessment tool.

The disadvantages (cons) are discussed and specific recommendations are given on how and for which activity to choose the right tool for evaluating the results and how the tool can serve according to its purpose - to evaluate.

C. FINAL STAGE / SUMMARY *(about 10 minutes)*

Finally, a group discussion should be conducted to see the group's findings, reflecting on the strengths and limitations of each evaluation tool.

EVALUATION *(10 min)*

"The hand" method



Everyone wraps their hands on an A4 poster. One thing is written for each finger:

- ✓ **thumb** - which was cool;
- ✓ **index finger** - what kind of new evaluation tool have you learned;
- ✓ **middle finger** - in which evaluation tool do you see the biggest "usefulness" cons;
- ✓ **ring finger** - which evaluation tool would be "closest to the heart" – favourite;
- ✓ **little finger** - the most surprising moment in the whole activity.

METHODS:	<ul style="list-style-type: none"> ▪ “POPCORN BRAINSTORMING”, ▪ +/- PRINCIPLE, ▪ “HAND” METHOD.
TEACHING MATERIAL:	Descriptions of the tool for assessing results - materials from the "A GUIDE ON PROMOTING YOUTH CIVIC PARTICIPATION AT LOCAL LEVEL"
DIDACTIC RESOURCES:	<ul style="list-style-type: none"> ▪ WHITEBOARD OR FLIPCHARTS, ▪ STICKY NOTES, ▪ COLOURED MARKERS, ▪ SOFT STUFF, ▪ PARTICIPANTS' WORK CARDS.

MODULE 4.3.

HOW TO USE THE SELF-EVALUATION TO IMPROVE INDIVIDUAL INVESTMENT IN FUTURE PROJECT INITIATIVES.

We acquire knowledge about self-evaluation tools and how to select the most appropriate for our project. We will be able to comment on personal growth examples or failures already encountered during the project / activity. Telling it to each other and hearing each other's suggestions is really beneficial.

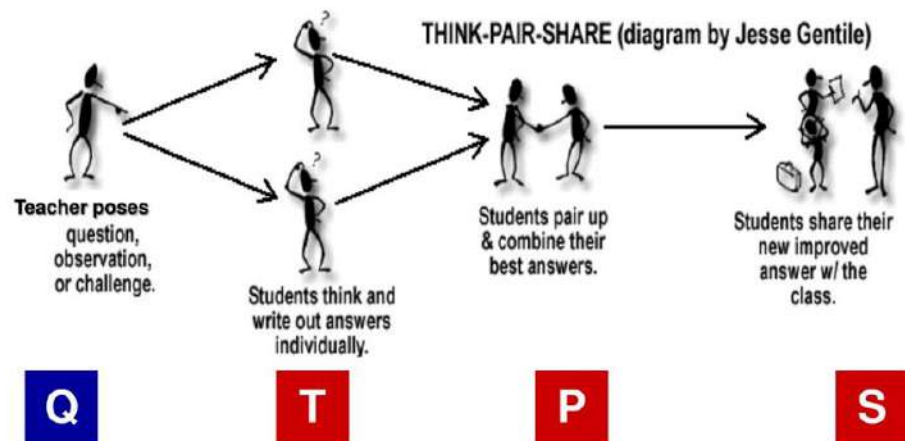
Time of implementation: 1 hour 30 minutes

MAIN AIM:	Identifying and using of individually valid self-evaluation tools
LEARNING OBJECTIVES	<p>A. The participant is able to recognize the need for self-assessments in the context of further individual contribution to the project / initiative.</p> <p>B. The participant knows the importance of self-assessment in the progress of the project / initiative.</p> <p>C. The participant gets acquainted with self-assessment tools and understands the most useful for himself</p>
DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE:	<p>A. INITIAL STAGE <i>(about 20 minutes)</i></p> <p>The facilitator divides the participants into pairs using the "Team spontaneous creation" tool https://www.randomlists.com/team-generator and distributes sticky notes to each pair.</p> <p>Participants write three positive things about each other on the sticky notes which they manage to remember over time. These could be qualities or skills that help or will help them to successfully function.</p> <p>And one advice to another about how to change their behaviour / reactions to certain events. The couple then exchanges sticky notes, and each reads his own. They discuss with each other the suggestions listed or explain mentioned good things with supplementary questions or examples if appropriate.</p> <p>B. MAIN STAGE <i>(about 60 minutes)</i></p>

Participants are given time to identify and write down their personal development examples or failures already experienced during the project / activity. When explaining examples, write down new skills that were not known before the project was initiated and conclusions that were now learned by looking back on the current failures gained from participating in the project / activity

Using the “Think, pair, share” method, this time the participants break into pairs according to their own choice, then present to each other their defined personal experiences and conclusions, as well as the abilities and skills gained during the project / activity.

Think-Pair-Share (TPS)



20

In the end, everyone joins the circle and each couple member discusses with all participants what they've learned about each other, mentioning what they think is the most important things their partner has.

C. FINAL STAGE / SUMMARY (about 5 minutes)

Everyone names new skills and conclusions that have been learned so far, using only one designation. And the facilitator writes the summary on the board.

EVALUATION (10 min)

	For evaluation purposes, participants monitor what else can they achieve? This demand will help move towards new goals based on the results of the self-assessment reflection.
METHODS:	<ul style="list-style-type: none"> ▪ “THREE COMPLIMENTS - ONE SUGGESTION”, ▪ “THINK PARE SHARE”.
TEACHING MATERIAL:	Descriptions of the available assessments and evaluation methods to improve future initiatives
DIDACTIC RESOURCES:	<ul style="list-style-type: none"> ▪ WHITEBOARD OR FLIPCHARTS, ▪ STICKY NOTES, ▪ PAPERS, ▪ COLOURED MARKERS, ▪ PARTICIPANTS’ WORK CARDS.

MODULE 4.4.

HOW TO VALUE STRENGTHS AND WEAKNESSES OF THE PROJECT.

We learn to identify the project's strengths and weaknesses; we will be able to create an overall image of the project based on the project's written strengths and limitations; understanding project's ups and downs step by step and determine the next relevant goals.

Time of implementation: 2 hours

MAIN AIM:	Identifying the strengths and weaknesses of the project.
LEARNING OBJECTIVES	A. The participant understands the steps for project evaluation. B. The participant knows the strengths and weaknesses.
DESCRIPTION OF THE LESSON WITH THE DURATION OF EACH STAGE:	<p>A. INITIAL STAGE <i>(about 10 minutes)</i></p> <p>Every participant writes down the project strengths and weaknesses which are likely to create change for you and your stakeholders alike.</p> <p>B. MAIN STAGE <i>(about 40 minutes)</i></p> <p>Based on the written down strengths and weaknesses of the project, each participant draws a cardiogram of their project on an A4 poster - with ups and downs, significant events and their contribution to the different periods of the project.</p> <p>Using each individual view, it is possible to more clearly “draw” the overall picture of the project, get to know one's own and colleagues' emotions and their impact on the project / event strategy, and determine the next appropriate priorities.</p> <p>This technique's description:</p> <ol style="list-style-type: none">1. Using your A4 poster, draw one vertical line from the right and then one horizontal line in the middle of the vertical line.2. On the vertical line, type +10 at the top, 0 in the middle, and -10 at the bottom.

3. On the horizontal line, at the beginning on the right, write "Initial stage of the project / activity" and at the other end "Current moment of the project / activity"

4. Individually assemble all significant events, ups and downs, your contribution along the entire horizontal line, placing each activity according to the mark (from -10 to +10) on the vertical line to indicate how the project is going, according to your evaluation.

5. NOTE: Mark the rises with a red marker. Failures with a blue marker. The important events mark with a black marker and your contribution with a green marker.

When the cardiogram of a personal project / activity is completed, all participants are divided into several groups. Can be divided according to nationality, project responsibilities, etc.

Everyone tells their whole project / activity cardiogram to the whole team, after presenting the "overall picture" everyone compares common and different moments and draws a common team project / activity cardiogram on a big poster.

Finally, each team must show their project / activity cardiogram to the other participants. Before presenting the "overall picture", each team draws a team that pays more attention and identifies positive content and improvement ideas.

C. **FINAL STAGE / SUMMARY** *(about 25 minutes)*

Reflection – Feedback – “Hamburger” method

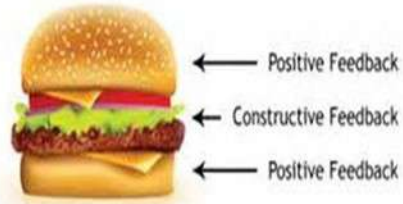
After listening, when good things and collective ideas for improving future activities are listed on the sticky notes. The team writes feedback on the project / activity cardiogram to their lottery team using the "Hamburger" method. To make feedback or reflections on the cardiogram of the project / activity easier to digest, arrange it in a delicious hamburger: praise, criticism, praise! The suggestions will seem less painful and it will be time for a little celebration.

The Three Part Feedback Method

Start with the strengths

Point out Weakness

Provide suggestions for future assignments



EVALUATION (15 min)

“PAP” method - “Praise, Ask and Propose”

To make it easier to gather feedback or reflections on the stages of project / activity evaluation, use the PAP method to assess your “place”, praising yourself for each achievement, setting priorities for the future and writing down open-ended questions that will be answered during the process.

This technique's description:

1. "Praise": Include work and downs as a learning experience. Be open to your success. Be sure to praise yourself for your actions, lessons, new knowledge and small victories.
2. "Ask". By asking a lot of questions, you show yourself that you want to grow and develop.
3. "Propose". Admit that mistakes are the way to experience life.

Offer yourself a new method or skill to learn by participating in a project /activity. And don't afraid from mistakes.

METHODS:

- **CARDIOGRAM OF THE PROJECT,**
- **“HAMBURGER” FEEDBACK,**

	<ul style="list-style-type: none"> ▪ “PPA” METHOD – “PRAISE, PROPOSE, ASK”.
TEACHING MATERIAL:	Descriptions of the available assessments and evaluation methods to improve future initiatives
DIDACTIC RESOURCES:	<ul style="list-style-type: none"> ▪ WHITEBOARD OR FLIPCHARTS, ▪ STICKY NOTES, ▪ PAPERS, ▪ COLOURED MARKERS, ▪ PARTICIPANTS’ WORK CARDS.

GLOSSARY FOR UNIT 4

ASSESSMENT OF LEARNING OUTCOMES.

Evaluation of an individual's achievement of learning objectives, using a variety of assessment methods (written, oral and practical tests/examinations, projects and portfolios) during or at the end of an education programme.

Source: -

COURSE

A unit of instruction comprising a sequence of educational activities in a particular field or range of related fields of education. This can also be referred to as a 'module', 'unit' or 'subject'.

Source: ISCED

FORMAL EDUCATION

Education that is institutionalised, intentional and planned through public organizations and recognised private bodies and – in their totality – constitute the formal education system of a country. ... Vocational education, special needs education and some parts of adult education are often recognised as being part of the formal education system.

Source: ISCED

INCIDENTAL OR RANDOM LEARNING

Various forms of learning that are not organized or that involve communication not designed to bring about learning. Incidental or random learning may occur as a by-product of day-to-day activities, events or communications that are not designed as deliberate educational or learning activities. Examples may include learning that takes place during the course of a meeting, whilst listening to a radio programme, or watching a television broadcast that is not designed as an education programme.

Source: ISCED

INFORMAL LEARNING

Forms of learning that are intentional or deliberate but are not institutionalised. It is consequently less organized and structured than either formal or non-formal education. Informal learning may include learning activities that occur in the family, workplace, local community and daily life, on a self-directed, family-directed or socially-directed basis.

Source: ISCED

LEARNING

The individual acquisition or modification of information, knowledge, understanding, attitudes, values, skills, competencies or behaviours through experience, practice, study or instruction.

Source: ISCED

LEARNING ACTIVITY

Deliberate activity in which an individual participates with the intention to learn.

Source: ISCED

LEARNING OBJECTIVES

Specification of learning outcomes to be achieved upon completion of an educational or learning activity.

Source: ISCED

MODERATOR

Person who guided conversation, discussions, seminars or other communication and guide them.

Source: -

PARTICIPANT

Individuals who attend or take part in an education programme, or stage or module thereof.

PARTICIPATION

Attendance in or undertaking an education programme, or stage or module thereof.

SOCRATIC METHODS

A form of inquiry and discussion between individuals, based on asking and answering questions to stimulate critical thinking and

to illuminate ideas. On Wikipedia.

TEACHING METHOD

A teaching method comprises the principles and methods used for instruction. Commonly used teaching methods may include class participation, demonstration, recitation, memorization, or combinations of these. Wikipedia.

TRAINING

Education designed to achieve particular learning objectives, especially in vocational education. The definition of education in ISCED includes training.

VALIDATION OF LEARNING OUTCOMES

Evaluation of an individual's achievement of learning objectives using a variety of assessment methods (written, oral and practical tests/examinations, projects and portfolios) not presuming participation in an education programme.

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